

National Survey of Student Engagement (NSSE) 2001-2006: Trends, Highlights, and NSSE Accountability Performance Indicators

Introductory facts:

- Evergreen first-year and senior students have participated in NSSE annually since Spring 2000.
- 557 colleges and universities participated in NSSE 2006, 36 of which were classified as **Master's Colleges and Universities-Smaller Programs in the new Carnegie 2005 classifications**.
- **NSSE 2006 marks the first year in which our new Carnegie classification peer groups replace the previous Baccalaureate-Liberal Arts institutions.** Evergreen's new Carnegie peers are substantially different from our prior Carnegie peers. Baccalaureate-Liberal Arts Colleges were a larger group of institutions (226 colleges, of which 25 or 11% were publicly controlled); our new Master's-Smaller Program peer group consisted of 144 institutions at the time of NSSE administration, of which 34 or 24% were public). Furthermore, Baccalaureate-Liberal Arts Colleges were more likely to participate in NSSE than the schools in our new peer group. For example in NSSE 2005, 101 Liberal Arts Colleges participated, but only 36 Master's-Smaller Program institutions participated in NSSE 06.
- NSSE 2006 was also a year of **change to the mode of administration** for Evergreen students. In past administrations, Evergreen has used the paper mode, meaning that our random sample size was 700 students, who were contacted primarily by mail and also provided the option of completing the survey via the web. In 2006, NSSE offered Evergreen the opportunity to participate in a free-of-charge pilot project aimed to increase the number of institutions who choose to participate in the primarily web-based administration modes. Evergreen accepted the offer, and thus our sample size for 2006 was 1000 students, including an over-sample of students who were invited to participate through web-only communications. As a result, **Evergreen's NSSE 06 results are more representative of our students than in previous administrations.** 377 Evergreen students completed the NSSE 2006, compared to 212 in 2005. **The response rate of the random sample also improved this year to 38%, from 33% in the previous year.** The experiment was sufficiently successful that Evergreen will participate in NSSE's "web+" mode for 2007. This means that we begin with a much larger random sample for no additional cost, the first three contacts will be via email, and then non-respondents will receive a final outreach via mail with a paper survey administration offer.
- **Evergreen's 2006 survey responses represented 23% of all first-year students and 21% of all seniors enrolled.** This compares to NSSE 05 results which represented only 15% of all enrolled first-years, and 12% of enrolled seniors.
- The **comparison groups** presented in the following benchmark charts include "**CTCL**" (a consortium of 24 participating Colleges That Change Lives institutions), "**Masters-Small**" (36 participating Masters-Smaller Program schools), "**Lib Arts**" (our historical Carnegie classification peers, not available after NSSE 2005), "**COPLAC**" (a consortium of Council of Public Liberal Arts Colleges, not yet available for 2006), and "**All NSSE**" (all 557 participating institutions),

Level of Academic Challenge

High performing (among top 10% compared to all NSSE schools)

Compared to other first-year students, 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
- Perceive a lower campus emphasis on spending significant time on academic work
- Write fewer medium-length papers (5-19 pages)

First-Year: Level of Academic Challenge Benchmark 2001-2006

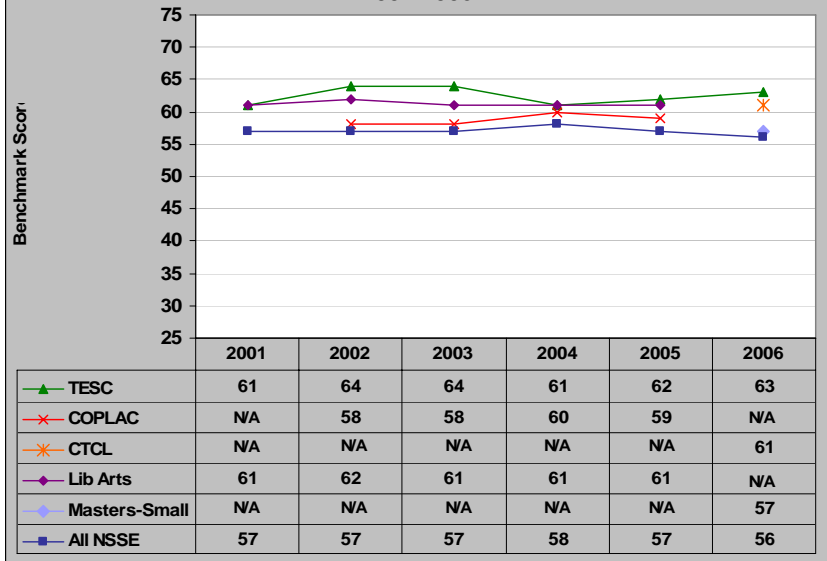


High performing (among top 10% compared to all NSSE schools)

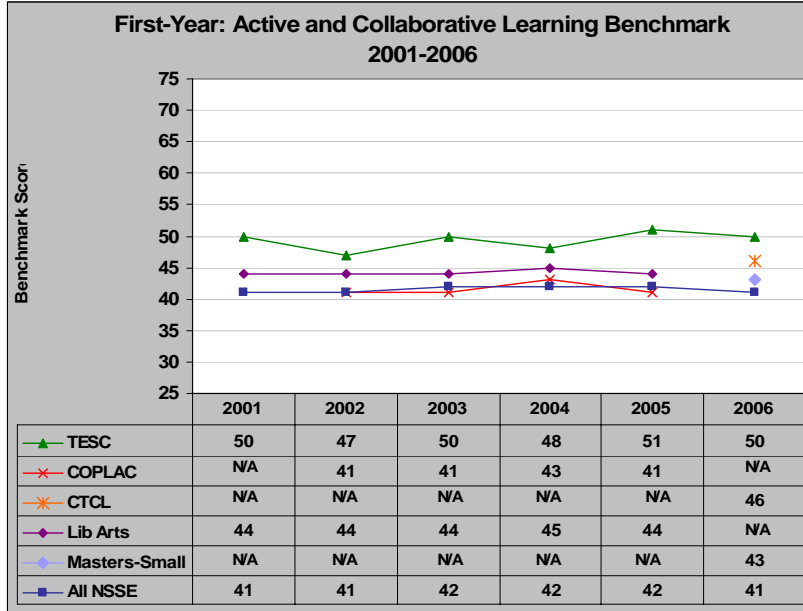
Compared to other seniors, Evergreen seniors:

- Spend more time preparing for class, synthesizing ideas into more complex interpretations, and analyzing basic elements of an idea or experience
- Read more assigned texts
- Perceive a higher campus on spending significant time on academic work
- Are less likely to write mid-length papers (5-19 pages).

Seniors: Level of Academic Challenge Benchmark 2001-2006



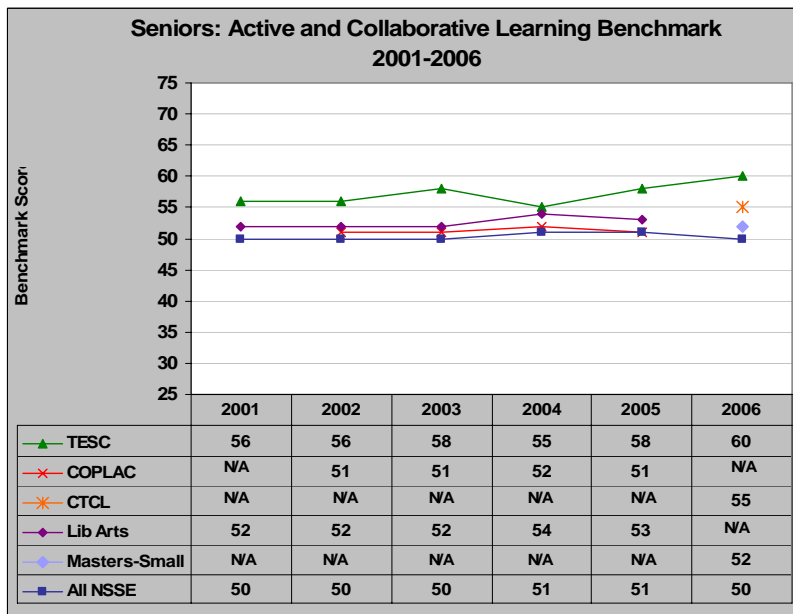
Active and Collaborative Learning



High performing (top 10% compared to all NSSE schools)

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

- Are more likely to ask questions in class and contribute to class discussions
- 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.
- There are no longer ANY items for which Evergreen first-years are lower than one of our comparison groups.



High performing (among top 10% compared to all 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 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.

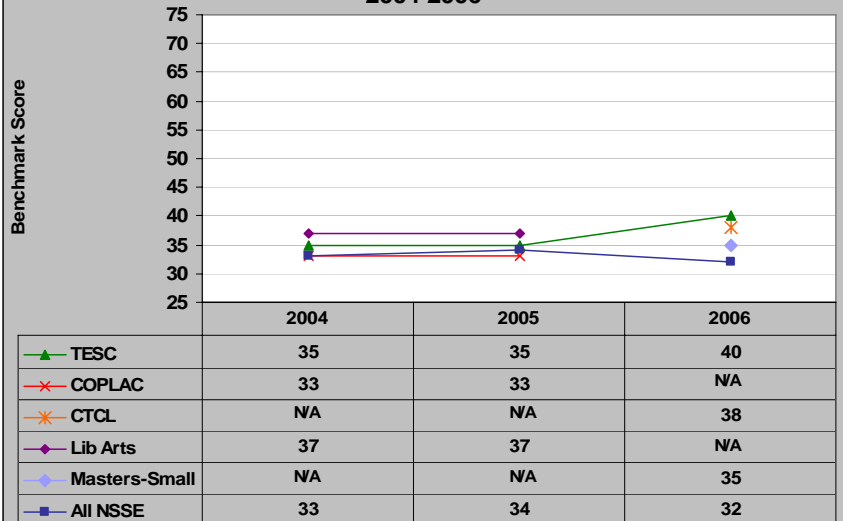
Student-Faculty Interaction

High performing (among top 10% compared to all 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 often discuss grades or assignments with faculty
- More frequently receive prompt feedback on academic performance
- Less likely to talk about career plans with a faculty member or advisor

First-Year: Student-Faculty Interaction Benchmark 2004-2006*



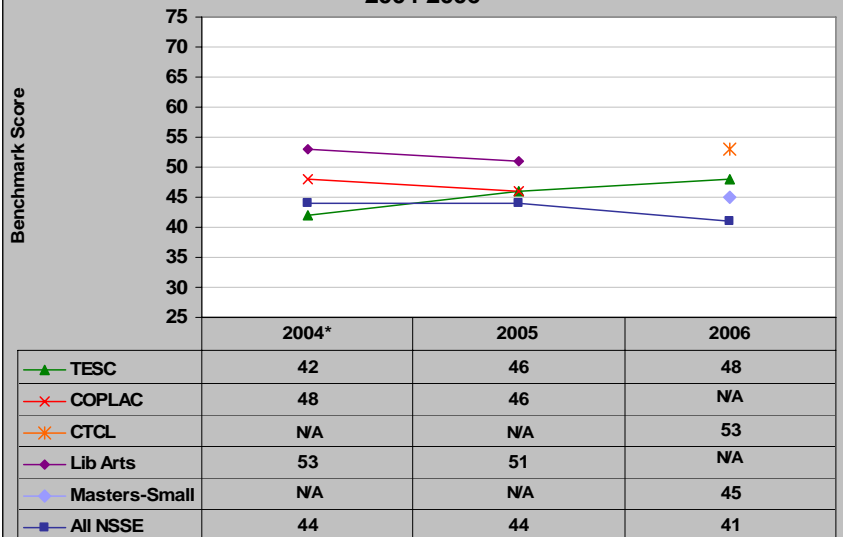
*NSSE reconfigured one of the questions in this benchmark in 2004, thus the benchmark cannot be compared to prior year performance.

Above average (among top 50% compared to all NSSE schools)

Compared to other seniors, Evergreen seniors:

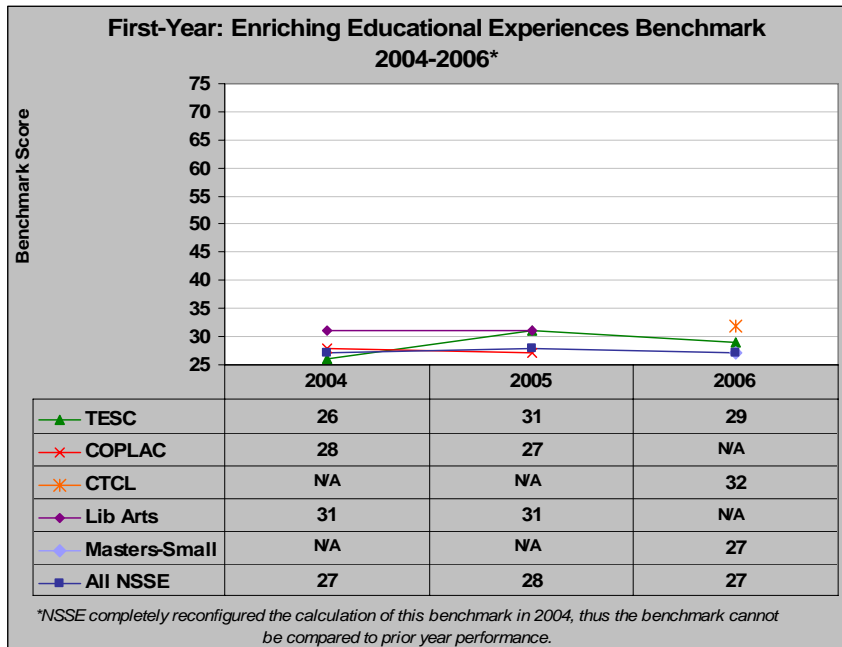
- More often discuss ideas from class with faculty members outside of class
- More often discuss grades or assignments with faculty
- More frequently receive prompt feedback on academic performance
- Less frequently talk about career plans with a faculty member or advisor
- Are less likely to work with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

Seniors: Student-Faculty Interaction Benchmark 2004-2006*



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

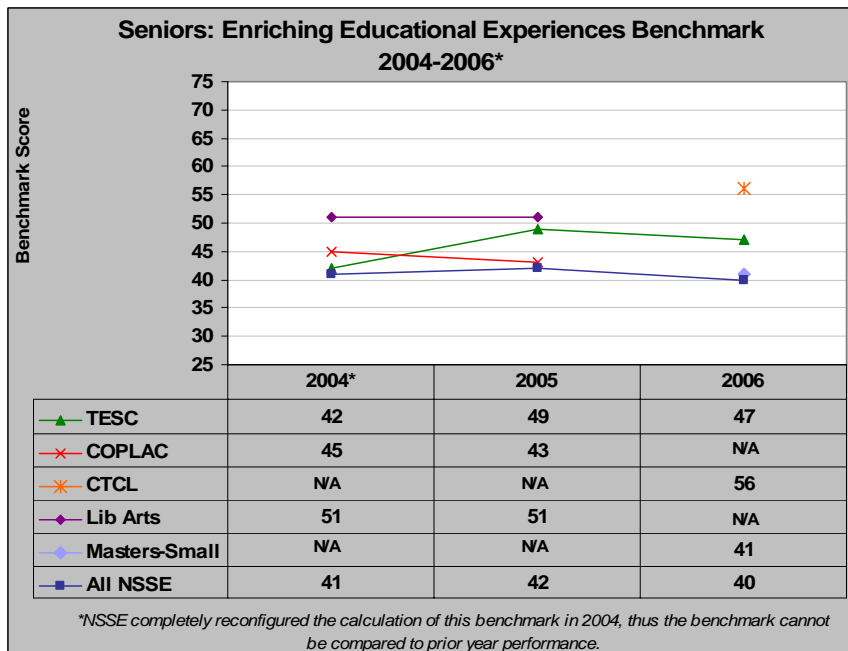
Enriching Educational Experiences



Above average (among top 50% compared to all NSSE schools)

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

- **More often have serious conversations with students of a different race or ethnicity**
- **More often have serious conversations with students very different in terms of religious beliefs, political or personal values.**
- **Perceive a stronger campus emphasis on encouraging contact among students from different backgrounds**
- Are less likely to have participated in co-curricular activities, foreign language studies, and community service/volunteer work.



Above average (among top 50% compared to all NSSE schools)

Compared to other seniors, Evergreen seniors:

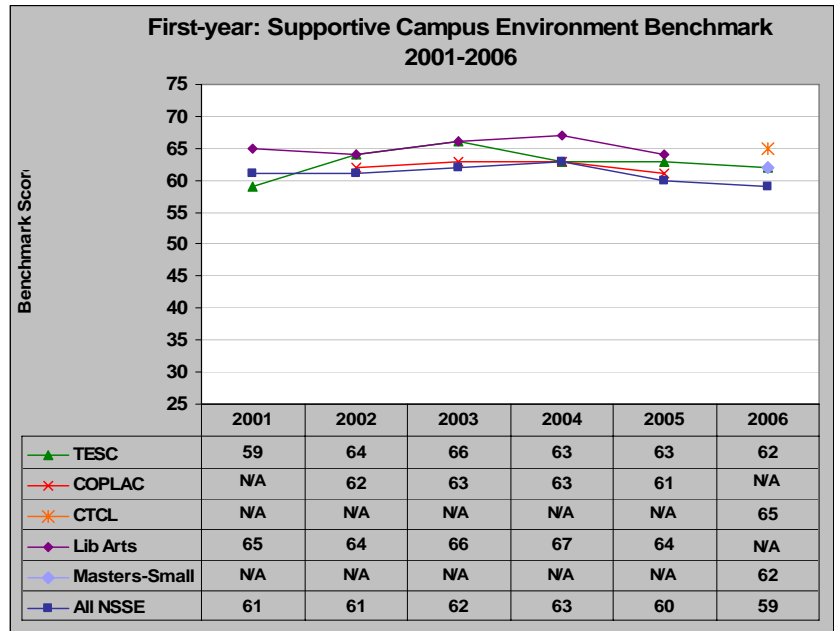
- **Are more likely to have participated in a learning community and independent study.**
- **Perceive a stronger campus emphasis on encouraging contact among students from different economic, social, and racial backgrounds.**
- **More frequently have serious conversations with students of a different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

Supportive Campus Environment

Above average (among top 50% compared to all NSSE schools)

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

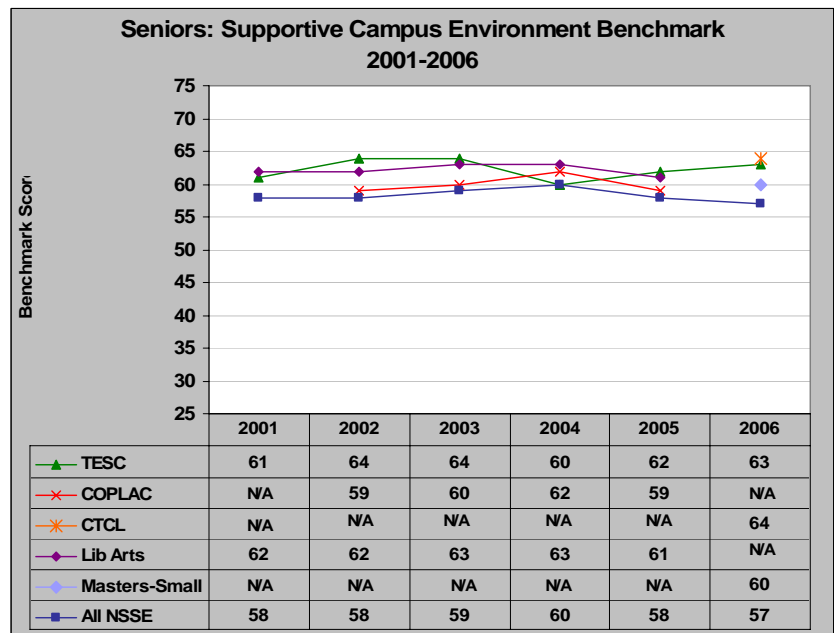
- **Report a higher quality of relationships with faculty members.**
- Feel less support from Evergreen to succeed academically and to thrive socially.



Above average (among top 50% compared to all NSSE schools)

Compared to other seniors, Evergreen seniors:

- **Are more likely to feel their campus environment helps them to cope with non-academic responsibilities (work, family, etc.) and provides them support 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.



HECB Accountability Indicators from NSSE

Last 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.

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	No Targets required; Performance rationale provided with proposed measures in March 06
Percentage of seniors who have done or plan to do community service or volunteer work prior to graduation <i>Source: National Survey of Student Engagement (NSSE)</i>	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%	<i>Evergreen is committed to sustaining recent improvements in community-based learning participation. Recent initiatives and resources directed to this area of student learning appear to be evidenced by trends on this measure. The indicator will be used for ongoing assessment of Evergreen performance relative to national trends.</i>
Percentage of seniors reporting that Evergreen contributed “quite a bit” or “very much” to their development in solving complex real-world problems <i>Source: NSSE</i>	<i>No data available, since 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%	<i>Seniors attribute much growth in their ability to address real-world problems to their experiences at Evergreen. Evergreen continues to outpace peers on this measure, despite some recent decline. Evergreen is committed to developing students’ abilities to apply interdisciplinary modes of inquiry to problems and to link theory and practice.</i>
Percentage of first-year students who report having serious conversations with students of a different race or ethnicity “often” or “very often.” <i>Source: NSSE</i>	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%	<i>Evergreen is committed to student personal engagement with learning and learning across significant differences. This measure is a key element of NSSE’s Enriching Educational Experiences benchmark. Evergreen strives to demonstrate more consistently strong results for first-year students.</i>

Notes: 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.