

National Survey of Student Engagement 2014

The **National Survey of Student Engagement (NSSE)** is a survey that assesses student engagement in educational practices that are associated with high levels of learning and development.

Evergreen First Years and Seniors have participated since 2000. In 2014, 267 Evergreen students completed the NSSE; 86 were First Years (14% response rate) and 181 were Seniors (22% response rate). This year's response rate is lower than the previous year's response rate (2012: 20% FYs, 28% Seniors).

NSSE revamped the survey instrument last year (2013). Survey changes ranged from small adjustments to entirely new content. Compared to the NSSE 2012, about a quarter of the questions are new, about a quarter are the same, and half have been modified or rewritten. This is Evergreen's first administration of revised new survey.

Engagement Indicators

NSSE developed ten Engagement Indicators that are comprised of clusters of individual questions asked of students. NSSE then calculates an engagement score which is calculated from the results of the items in each Engagement Indicator.

Evergreen's engagement scores are similar or higher than peer groups for every Engagement Indicator. Peer groups include the 13 other participating Council of Public Liberal Arts Colleges (COPLAC), 39 participating institutions from our current Carnegie class, Master's Colleges-smaller programs (Carnegie), and 983 National NSSE participating institutions from 2013 and 2014 (NSSE).

- **Evergreen First Years' scores are significantly higher than at least one peer group in four out of ten indicators.***

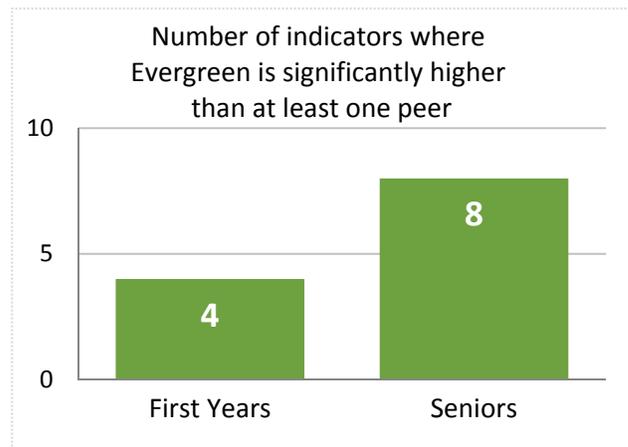
- Higher-Order Learning
- Reflective and Integrative Learning
- Quality Interactions
- Supportive Environment

- **Evergreen Seniors' scores are significantly higher than at least one peer group in eight out of ten indicators,*** including all the indicators above, plus:

- Learning Strategies
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction

- Indicators with no significant difference between Evergreen and any peer group* (First Years and Seniors):

- Quantitative Reasoning
- Effective Teaching Practices



Item Comparisons Relative to COPLAC

In addition to Engagement Indicators, results were analyzed for each item individually; here are the highest and lowest performing items relative to COPLAC for First Years and Seniors.

The **highest performing items** relative to COPLAC are:

- First Years
 - Assigned more than 50 pages of writing (+31 percentage points compared to COPLAC)
 - Included diverse perspectives in course discussions or assignments (+25)
 - Institution emphasis on attending events that address important social, econ., or polit. issues (+24)
 - Learned something that changed the way you understand an issue or concept (+24)
 - Connected your learning to societal problems or issues (+23)
- Seniors
 - Included diverse perspectives in course discussions or assignments (+22 percentage points)
 - Connected your learning to societal problems or issues (+21)
 - Spent more than 10 hours per week on assigned reading (+20)
 - Spent more than 15 hours per week on assigned reading (+19)
 - Institution emphasis on attending events that address important social, econ., or polit. issues (+18)

The **lowest performing items** relative to COPLAC are:

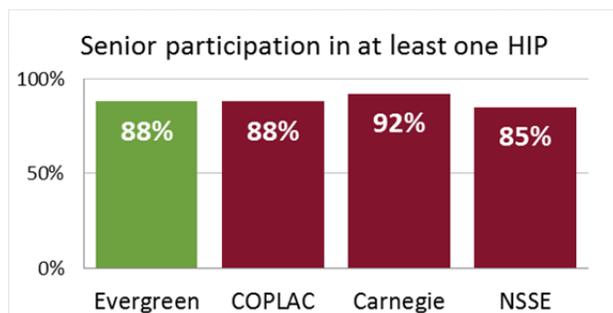
- First Years
 - Prepared for exams by working through course materials with other students (-9 percentage points)
 - Instructors clearly explained course goals and requirements (-11)
 - Instructors taught course sessions in an organized way (-13)
 - Institution emphasis on studying and academic work (-15)
 - Discussions with people with political views other than your own (-16)
- Seniors
 - Instructors clearly explained course goals and requirements (-6 percentage points)
 - Quality of interactions with academic advisors (-7)
 - Instructors taught course sessions in an organized way (-9)
 - Institution emphasis on attending campus activities and events (-9)
 - Completed a culminating senior experience (-28)

High Impact Practices

NSSE asks students about their participation in six High Impact Practices (HIPs): Learning Community, Service-Learning, Research with Faculty, Internship, Study Abroad, and Culminating Senior Experience.

88% of Seniors have participated in one or more High Impact Practice.

- Seniors are significantly higher than at least one peer for three HIPs:*
 - Learning Community
 - Service Learning
 - Research with Faculty
- Seniors are significantly lower than peers for participating in a:
 - Culminating Senior Experience*



First Years are also asked about HIPs; their participation rates are not statistically different than any peer.