

National Survey of Student Engagement (NSSE) 2001-2007: Trends, Highlights, and NSSE Accountability Performance Indicators

Introductory facts:

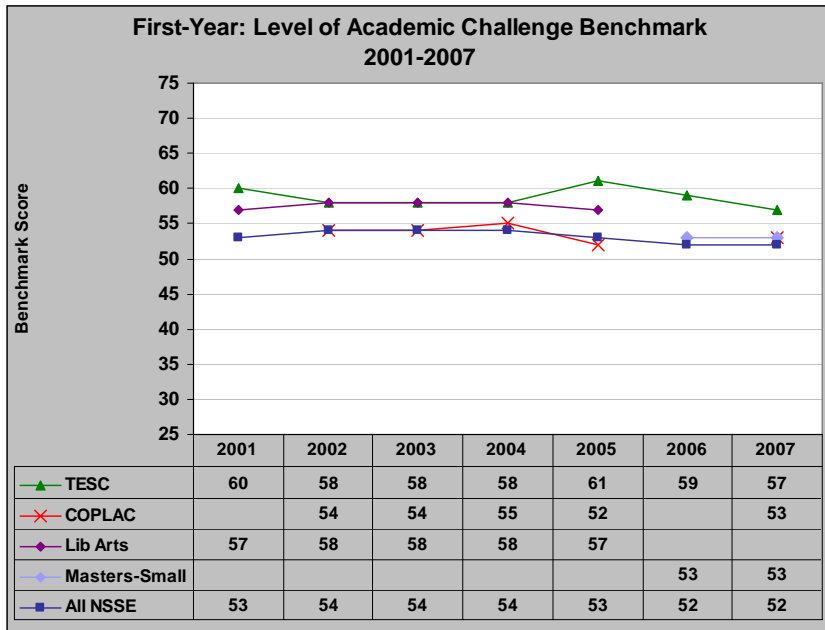
- Evergreen **first-year and senior-class students** have participated in NSSE annually since Spring 2000.
- This survey cycle marked the highest participation year thus far in the NSSE. 610 colleges and universities in the U.S. and Canada participated in 2007, 34 of which were classified as **Master's Colleges and Universities-Smaller Programs in the new Carnegie 2005 classifications**.
- NSSE 2007 provides our second year of comparison data with our new Master's-Smaller Programs Carnegie classification peer group which replaced the former Baccalaureate-Liberal Arts group.
- **368 Evergreen students completed the NSSE 2007**, compared to 377 in 2006. **The response rate of the random sample was 31%**, which was a bit lower than the 38% response rate in 2006. Evergreen participated through NSSE's "web+" mode for the second time. The web+ mode began with selection of larger random sample than the previous "paper mode" for no additional cost, the first three contacts were via email (evergreen.edu email accounts), and then non-respondents received a final outreach by mail at their home addresses.
- **Evergreen's 2007 survey responses represented 24% of all first-year students and 21% of all seniors enrolled.** Despite a slight drop in the response rate of the random sample, 2007 results represent essentially the same percent of enrolled students as the 2006 administration which included 23% of all enrolled first-years, and 21% of enrolled seniors.
- The **comparison groups** presented in the following benchmark charts include "**COPLAC**" (the 9 participating Council of Public Liberal Arts Colleges), "**Masters-Small**" (34 participating Masters-Smaller Program schools), "**Lib Arts**" (our historical Carnegie classification peers, not available after NSSE 2005), and "**All NSSE**" (all 610 participating institutions).

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-year students:

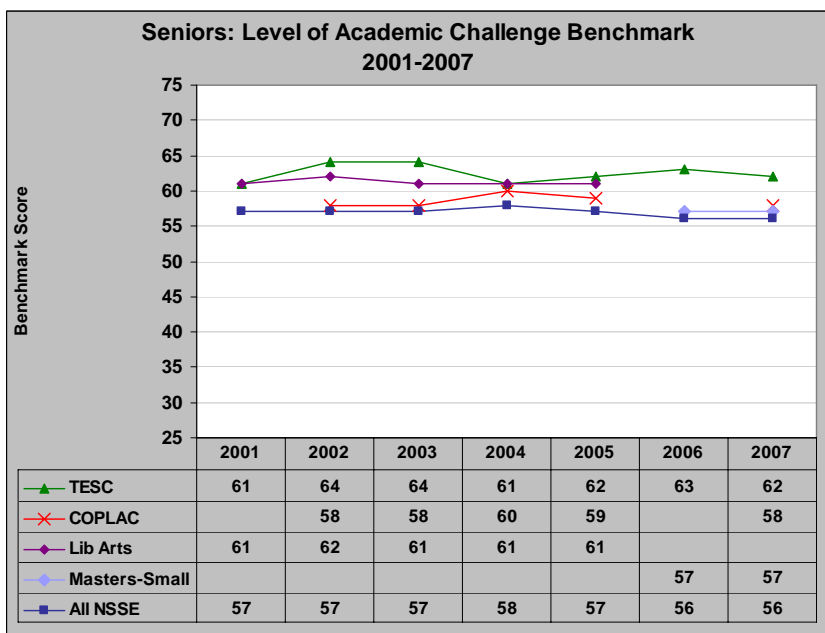
- Spend more time preparing for class, synthesizing, analyzing, and making judgements about the value of information
- Read more assigned texts
- Write more papers short papers (<5 pages)
- Perceive a lower campus emphasis on spending significant time on academic work
- Write fewer medium-length papers (5-19 pages).



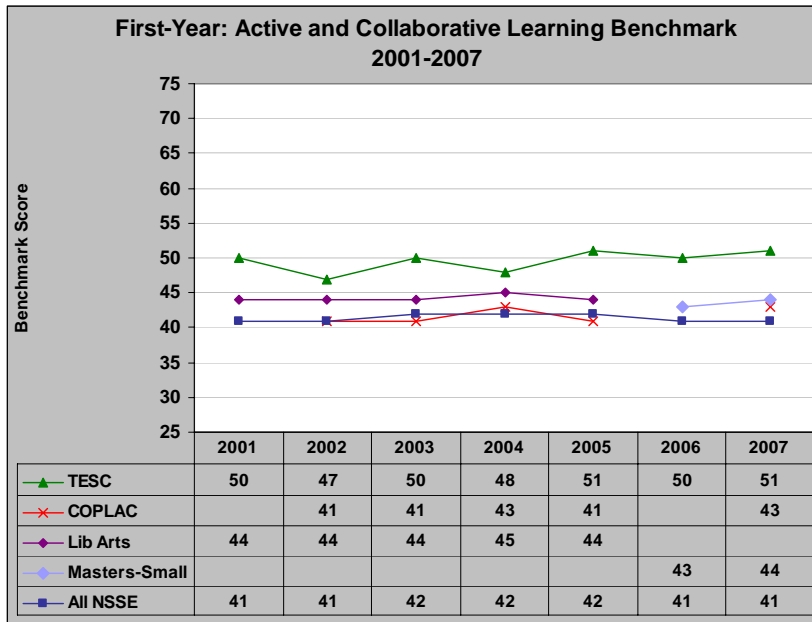
High-performing (Evergreen seniors as engaged as top 10% of NSSE schools)

Compared to other seniors, Evergreen seniors:

- Spend more time preparing for class, synthesizing, analyzing, making judgements about the value of information, and applying theories to problems
- Read more assigned texts
- Write more short papers (<5 pages)
- More frequently work harder than thought they could to meet expectations
- Are less likely to write mid-length papers (5-19 pages).



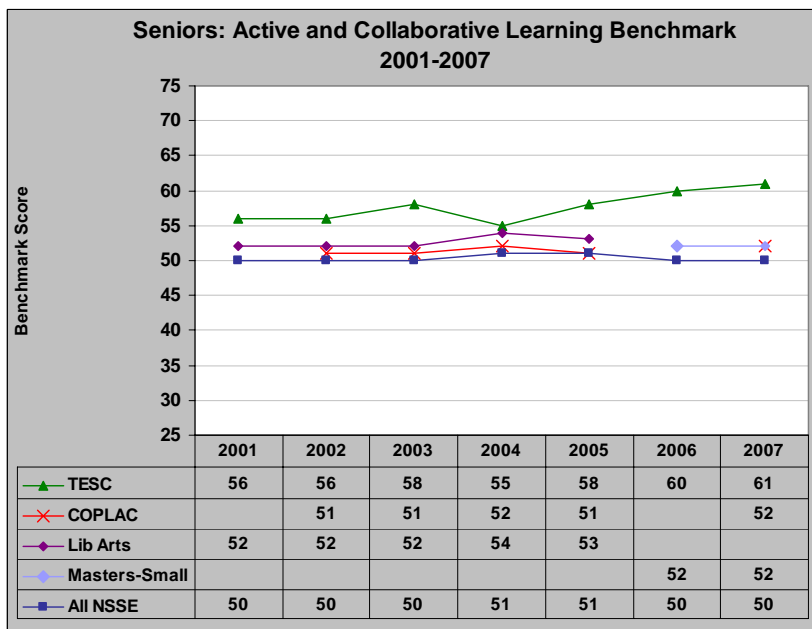
Active and Collaborative Learning



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

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

- **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**
- There are no elements of active and collaborative learning for which Evergreen first-years are lower than one of our comparison groups.



High-performing (Evergreen seniors as engaged as top 10% of 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, participation in class discussions, and give class presentations**
- **More frequently tutor/teach other students and participate in a community-based projects**
- **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. **In 2007, Evergreen seniors were significantly higher than at least one comparison group on all measures of active and collaborative learning!**

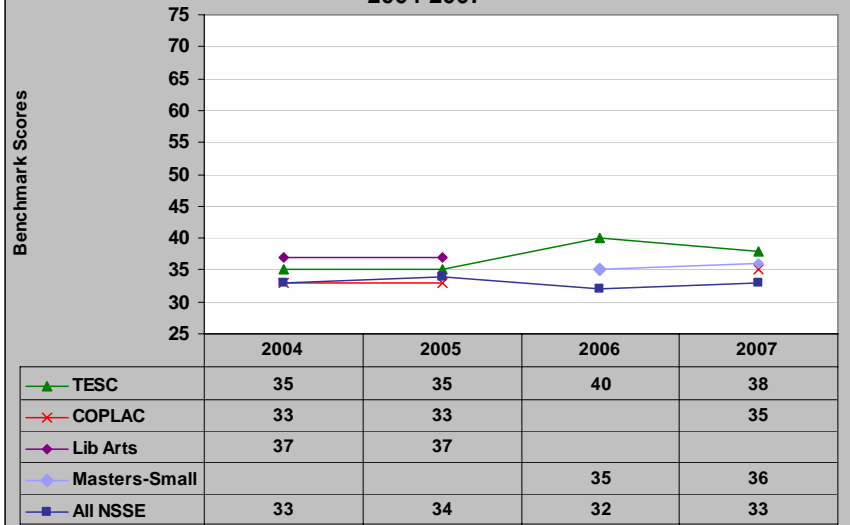
Student-Faculty Interaction

High-performing (Evergreen first-years as engaged as top 10% of 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 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 2004-2007*



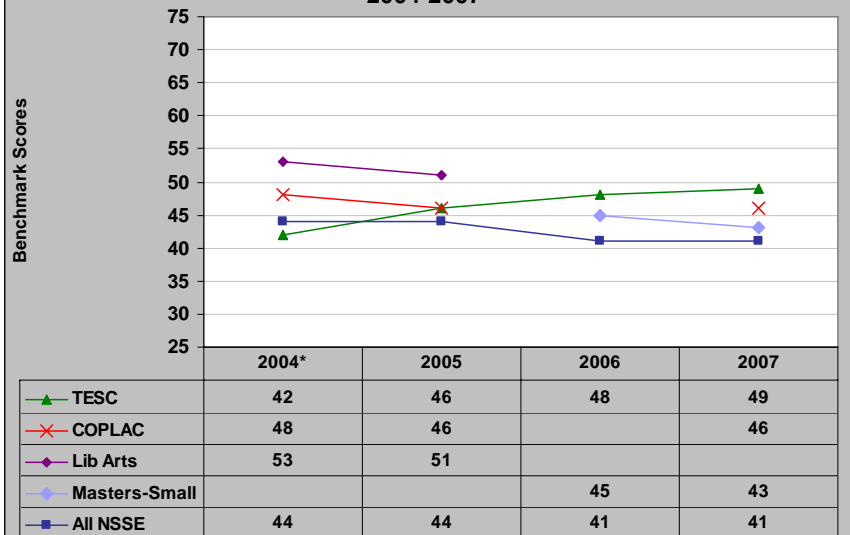
**NSSE reconfigured one of the questions in this benchmark in 2004, thus the benchmark cannot be compared to earlier performance.*

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

Compared to other seniors, Evergreen seniors:

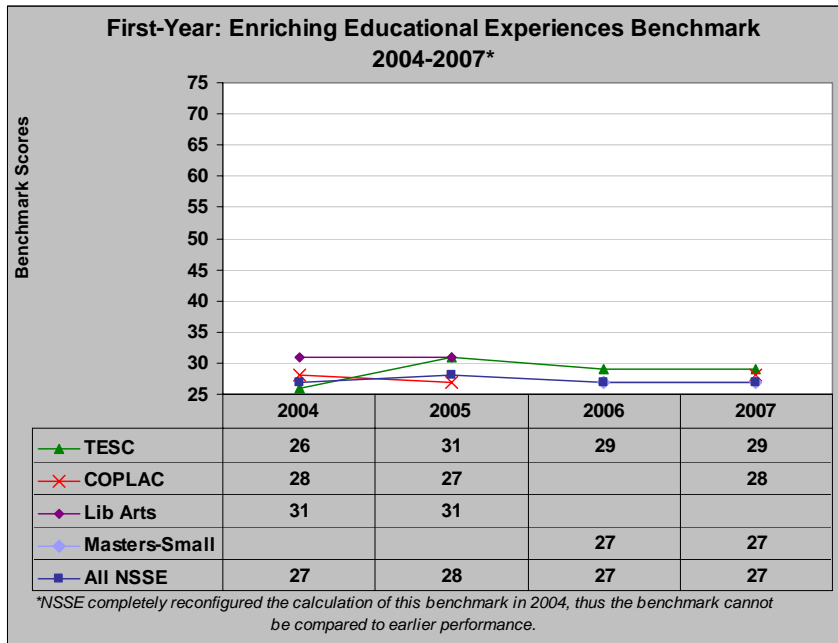
- More often discuss ideas from class with faculty members outside of class
- More often discuss grades or assignments with faculty
- More frequently receive prompt feedback on academic performance
- More often participate in research with faculty outside of program requirements
- There are no items for which Evergreen seniors are lower than one of our comparison groups.

Seniors: Student-Faculty Interaction Benchmark 2004-2007*



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

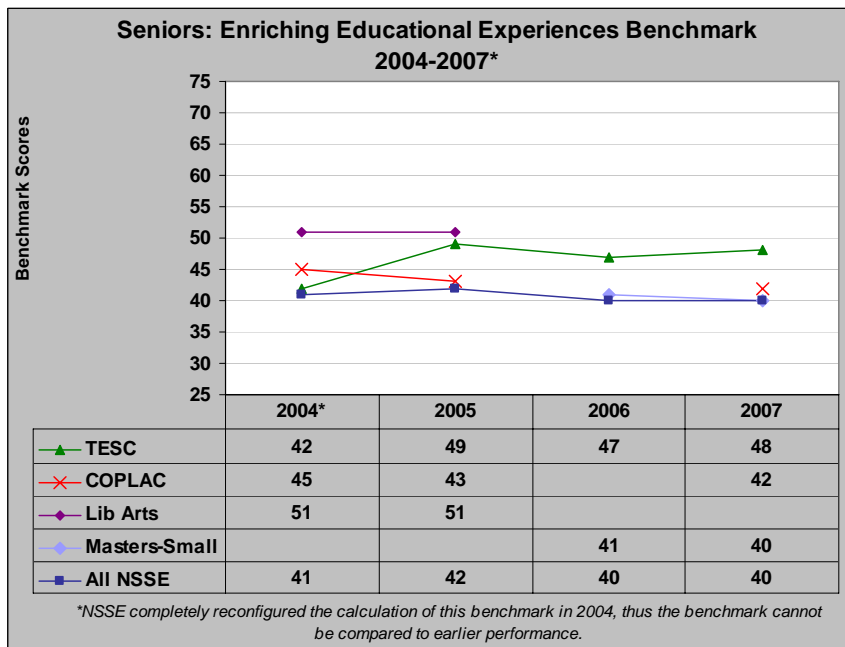
Enriching Educational Experiences



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

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

- Perceive a stronger campus emphasis on encouraging contact among students from different backgrounds
- Are more likely to have participated in a learning community and independent study/self-designed major
- Spend less time on co-curricular activities
- Are less likely to have participated in foreign language studies and community service/volunteer work.



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

Compared to other seniors, Evergreen seniors:

- Perceive a stronger campus emphasis on encouraging contact among students from different economic, social, and racial backgrounds
- Are more likely to have participated in a learning community, independent study, and study abroad
- More frequently have serious conversations with students of a different race or ethnicity and with students who are very different in terms of religious beliefs, political or personal values
- Spend less time on co-curricular activities
- Less likely to have participated in a culminating senior experience.

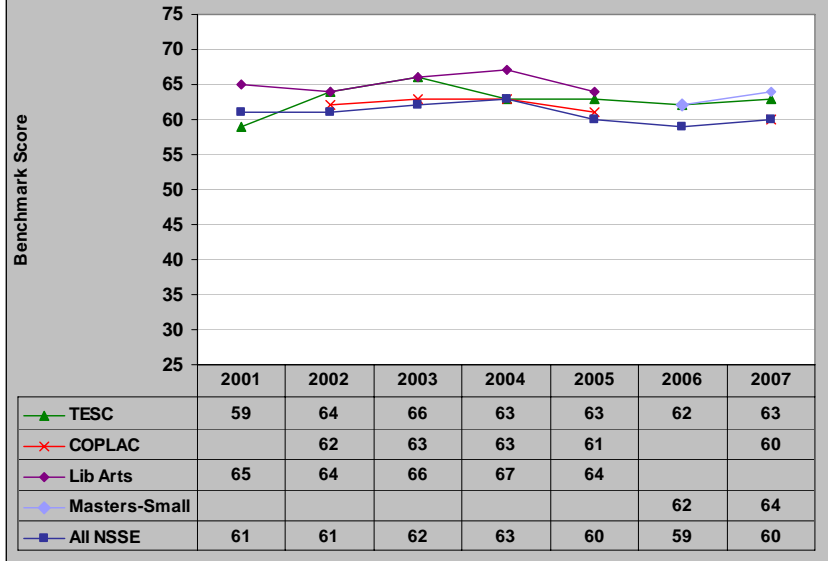
Supportive Campus Environment

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

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

- **Report a higher quality of relationships with faculty members and with administrative personnel and offices**
- There are no items for which Evergreen first-year students are lower than one of our comparison groups.

First-year: Supportive Campus Environment Benchmark 2001-2007

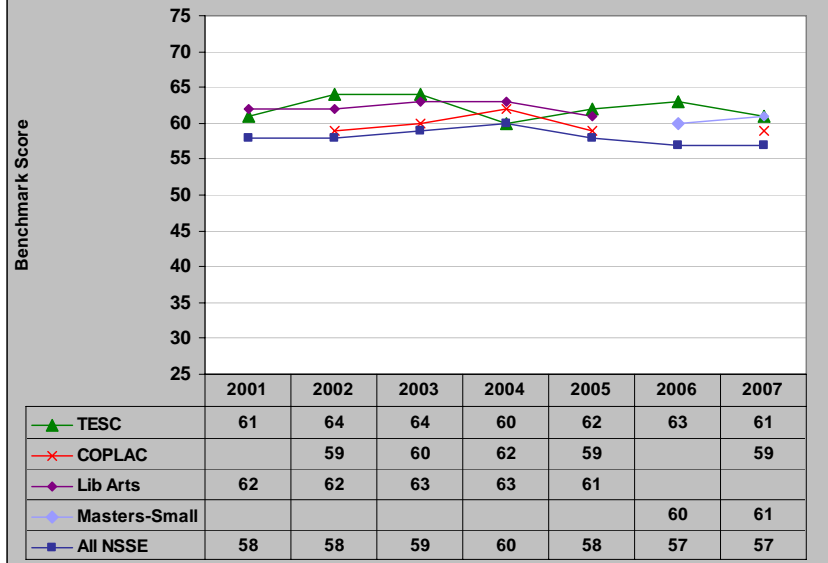


Above Average (Evergreen seniors as engaged as top 50% of NSSE schools)

Compared to other seniors, Evergreen seniors:

- **Are more likely to feel their campus environment provides them support to succeed academically**
- **Report a higher quality of relationships with faculty members**
- Report a lower quality of relationships with other students.

Seniors: Supportive Campus Environment Benchmark 2001-2007



HECB Accountability Indicators from NSSE

In 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.

One of the quality indicators, **development in solving complex real-world problems**, remained strong and stable this year. Performance on this indicator continues to outpace the various peer groups. The other two indicators decreased this year. The percentage of seniors who **have done/plan to do community service** prior to graduation is now lagging slightly behind all three peer groups. The percentage of first-year students who report often/very often having **serious conversations with students of a different race or ethnicity** has been below the five-year historical baseline in each of the performance years since this measure was adopted as an accountability measure.

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	2006-07 Performance
Percentage of seniors who have done or plan to do community service or volunteer work prior to graduation	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%	TESC 07 = 72% Peers: COPLAC=74% National= 75% Carnegie Masters-Small = 76%
Percentage of seniors reporting that Evergreen contributed “quite a bit” or “very much” to their development in solving complex real-world problems	<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%	TESC 07 = 78% Peers: COPLAC=59% National = 61% Carnegie Masters-Small = 62%
Percentage of first-year students who report having serious conversations with students of a different race or ethnicity “often” or “very often.”	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%	TESC 07 = 53% Peers: COPLAC=50% National = 50% Carnegie Masters-Small = 48%

Notes: Source of all institution-specific indicators is the annual administration of the National Survey of Student Engagement (NSSE). 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. Carnegie Masters-Small are the participating colleges who share Evergreen's 2005 Carnegie basic classification.