

**An Exploration of Evergreen Benchmark Scores
On the National Survey of Student Engagement 2005**

Office of Institutional Research and Assessment
The Evergreen State College
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Survey Overview

The Evergreen State College, Office of Institutional Research and Assessment, produces a report annually that provides details on Evergreen's benchmark scores on the National Student Survey of Student Engagement (NSSE). This report provides detail on individual questions that comprise Evergreen's benchmark scores on the NSSE.

The NSSE is a survey that assesses student engagement in educational practices that are associated with high levels of learning and development. NSSE developed five benchmarks of effective educational practice that are computed based on the results of clusters of individual survey questions.

The survey is conducted by NSSE - an independent, third party organization that is housed at the Indiana University Center for Postsecondary Research. It is co-sponsored by the Carnegie Foundation for the Advancement of Teaching.

Evergreen seniors and first-year students have participated in the NSSE since 2000. This report details responses to the survey administered in Spring 2005.

Participation in the Survey

NSSE staff determined the sample size based on total undergraduate enrollment for fall quarter. Since Evergreen had 4,410 undergraduates in Fall 2004, NSSE randomly selected an original sample of 700 students, which was split evenly between first-year and senior students. The sample is then adjusted for non-deliverable addresses and students no longer enrolled by spring quarter. Of the adjusted sample of 652 students, 212 completed the survey, which is an overall response rate of 33%.

Class category	Number at Evergreen Fall 2004	Number in Adjusted Sample*	NSSE completers	NSSE response rate	% of all students enrolled Fall 2004
First-year	630	326	92	28%	15%
Seniors	973	326	120	37%	12%

**Notes: due to third-party administration of this survey, students who indicate confidentiality on their student records are excluded from potential sample selection. Students with non-deliverable addresses are excluded from the "adjusted sample."*

A total of 529 institutions participated in the NSSE (referred to as NSSE Institutions throughout this report). NSSE data are available for three comparison groups - NSSE Institutions, a subset of the 93 participating Baccalaureate-Liberal Arts institutions (referred to as Liberal Arts Institutions) and all eight participating Council of Public Liberal Arts Colleges (COPLAC) schools.

Benchmark Percentile Scores Comparison

In previous years, NSSE provide a complete range of deciles from which Evergreen could determine our percentile rank relative to each comparison group. In 2005, NSSE stopped providing that presentation of the data, but they replaced the full range of deciles with a new comparison methodology. Two new reference groups have been provided in this year's report: above-average institutions with benchmark scores in the top 50% nationally and high-performing institutions with benchmark scores in the top 10% nationally.

First-Year Comparisons

Evergreen first-year students scored above-average in Student Interactions with Faculty, Enriching Educational Experiences and Supportive Campus Environment and were rated as high-performing in both Level of Academic Challenge and Active and Collaborative Learning.

NSSE Benchmark (First-Year Students)	Above Average (Above 50 th %)	High Performing (Top 10%)
Level of Academic Challenge		X
Active and Collaborative Learning		X
Student Interactions with Faculty	X	
Enriching Educational Experiences	X	
Supportive Campus Environment	X	

Senior Students Comparison

The table below displays benchmark scores based on senior responses. Evergreen seniors were rated above-average in all benchmark categories.

NSSE Benchmark (Senior Students)	Above Average (Above 50 th %)	High Performing (Top 10%)
Level of Academic Challenge	X	
Active and Collaborative Learning	X	
Student Interactions with Faculty	X	
Enriching Educational Experiences	X	
Supportive Campus Environment	X	

Comparisons of Responses on Individual Questions for Each Benchmark

The following sections of this report provide detail on the individual items for each benchmark, comparing the responses of Evergreen students to the responses of students within each comparison group.

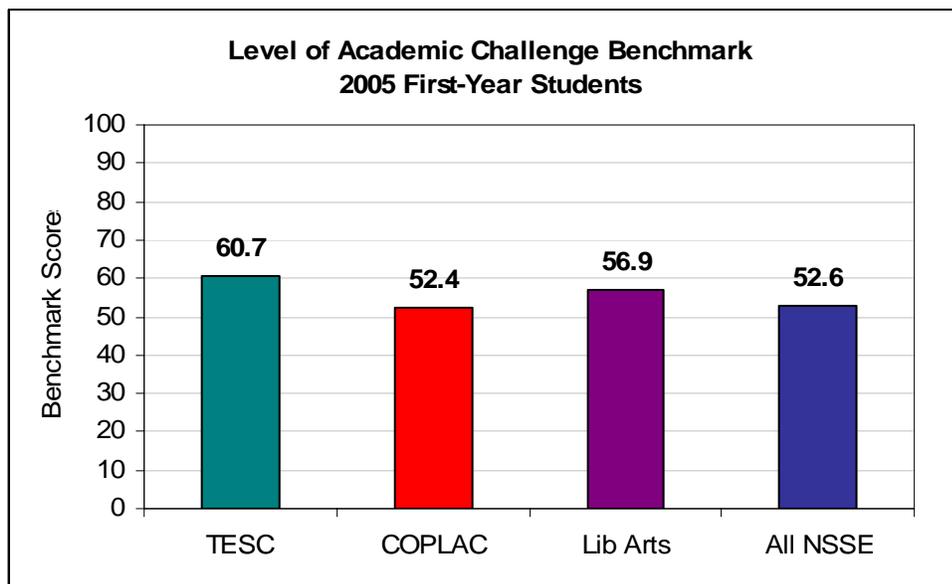
Benchmark comparison groups are all NSSE institutions, Baccalaureate-Liberal Arts institutions, and a consortium of participating Council of Public Liberal Arts Colleges. The responses of first-year students and seniors are discussed separately for each benchmark.

Level of Academic Challenge Benchmark

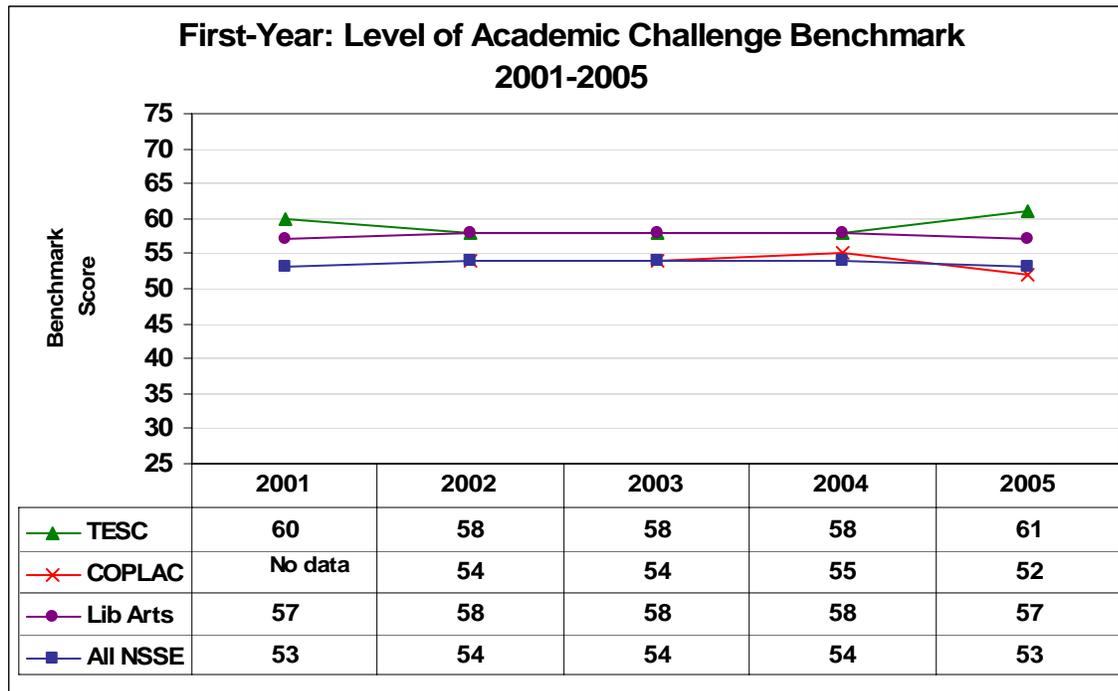
The NSSE Institutional Benchmark Report describes the Level of Academic Challenge Benchmark in the following terms: "Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance."

First-Year Students and Level of Academic Challenge

The chart below shows the overall benchmark scores on Level of Academic Challenge for Evergreen compared to comparison groups. Evergreen first-year students' benchmark score exceeded all of the comparison groups.



The following chart shows trends in Level of Academic Benchmark scores for Evergreen first-year students and comparison groups from 2001-2005. Benchmark scores for Evergreen rose slightly this year after having remained the same since 2002.



The following tables show first-year student means for the individual questions that make up the Level of Academic Challenge Benchmark scores for 2005. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There were 7 questions in the Academic Challenge Benchmark, for which Evergreen first-year students had significantly higher mean responses compared to one or more of the comparison groups. These questions are listed in the table below.

First-Year Students: Academic Challenge <i>Evergreen means significantly <u>higher</u> than one or more comparison group ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program) ¹	4.71	4.04*	4.56	4.05*
Number of assigned textbooks, books, or book-length pack or course readings ²	3.97	3.37*	3.68*	3.31*
Number of written papers or reports of 20 pages or more ²	1.58	1.30*	1.21*	1.24*
Number of written papers of fewer than 5 pages ²	3.83	3.28*	3.36*	3.21*
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships ³	3.35	2.82*	3.04*	2.87*

¹ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

² 5-point scale: 1=None, 2=between 1-4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

³ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

First-Year Students: Academic Challenge <i>Evergreen means significantly <u>higher</u> than one or more comparison group (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Coursework emphasized making judgments about the value of information, arguments, or methods, such as examining how other gathered and interpreted data and assessing the soundness of their conclusions ⁴	3.01	2.76*	2.93	2.84
Coursework emphasized analyzing basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components ⁴	3.47	3.05*	3.25*	3.09*

There was one item for which Evergreen first-year student responses were significantly lower than the responses of one or more comparison groups.

First-Year Students: Academic Challenge <i>Evergreen means significantly <u>lower</u> than one or more comparison group (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Campus environment emphasizes spending significant amounts of time studying and on academic work ⁴	2.89	3.12*	3.29*	3.13*

There were three items for which there were no statistically significant differences at p<.01 between the responses of Evergreen first-year students and first-year students in any of the comparison groups.

First-Year Students: Academic Challenge <i>No statistically significant differences (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Coursework emphasized applying theories or concepts to practical problems or in new situations ⁴	3.03	2.92	3.04	2.99
Number of written papers or reports between 5 and 19 pages ⁵	2.57	2.53	2.58	2.40
Worked harder than you thought you could to meet an instructor's standards or expectations ⁶	2.75	2.57	2.66	2.63

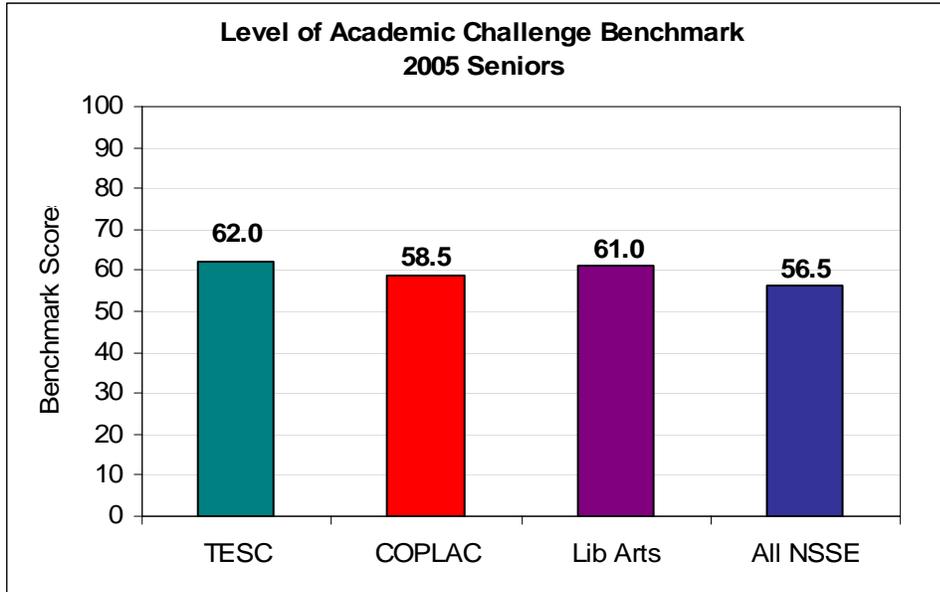
⁴ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

⁵ 5-point scale: 1=None, 2=between 1-4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

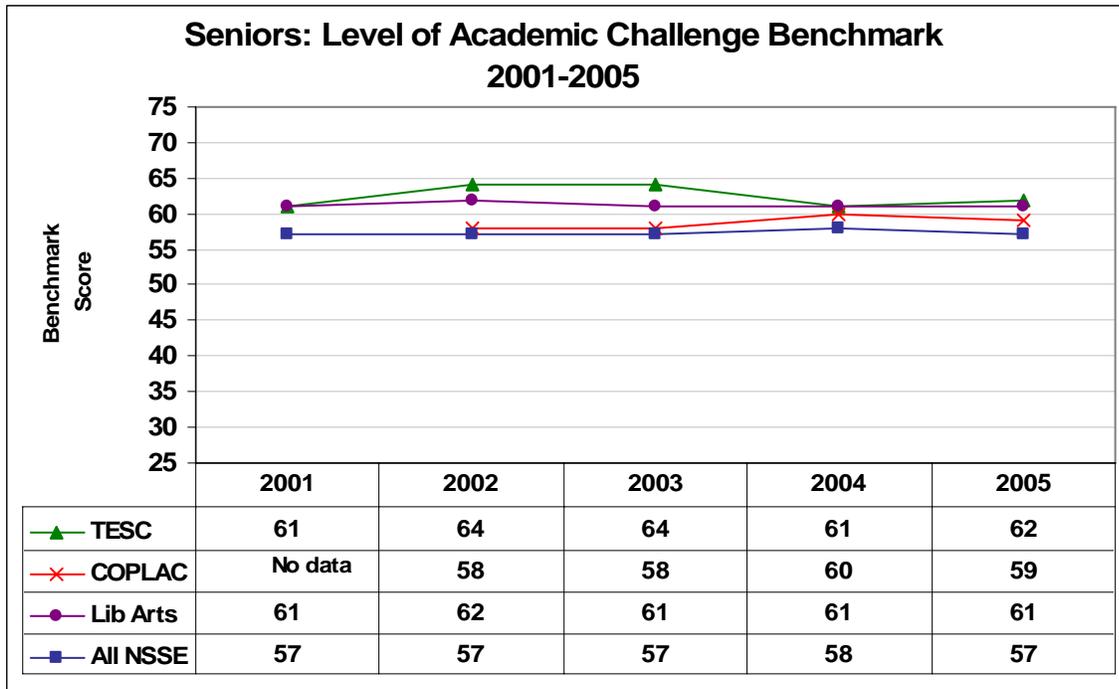
⁶ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Seniors and Level of Academic Challenge

The chart below shows the overall benchmark score on Level of Academic Challenge for Evergreen seniors compared to seniors in comparison groups. Evergreen seniors had a higher benchmark score than each of the other comparison groups.



The following chart shows trends in Level of Academic Challenge Benchmark scores for Evergreen seniors and comparison groups from 2001-2005. Evergreen seniors consistently score above the COPLAC and all NSSE Institution groups in this area.



The tables below show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There were four items, listed in the table below, in which Evergreen seniors had significantly higher means on each item than seniors in one or more of the comparison groups.

Seniors: Academic Challenge <i>Evergreen means significantly <u>higher</u> than means of one or more comparison group ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program) ⁷	5.34	4.36*	4.55*	4.09*
Number of assigned textbooks, books, or book-length pack or course readings ⁸	3.75	3.47*	3.58	3.22*
Coursework emphasized analyzing basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components ⁹	3.45	3.27	3.38	3.24*
Number of written papers of fewer than 5 pages ⁸	3.48	3.17*	3.24	3.13*

There were two items for which Evergreen seniors had lower mean responses than seniors in other comparison groups. Both of these items related to writing reports of 5 pages or more.

Seniors: Academic Challenge <i>Evergreen means significantly <u>lower</u> than means of one or more comparison group ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Number of written papers or reports of 20 pages or more ⁸	1.60	1.82*	1.77*	1.68
Number of written papers or reports between 5 and 19 pages ⁸	2.46	2.78*	2.93*	2.68*

There were four items for which there were no statistically significant differences at $p < .01$ between the mean responses of Evergreen seniors and seniors in comparison groups.

Seniors: Academic Challenge <i>Items with no statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Coursework emphasized applying theories or concepts to practical problems or in new situations ⁹	3.22	3.20	3.24	3.19
Worked harder than you thought you could to meet an instructor's standards or expectations. ¹⁰	2.74	2.72	2.78	2.76
Campus environment emphasizes spending significant amounts of time studying and on academic work ⁹	3.17	3.24	3.32	3.14
Coursework emphasized making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions ⁹	3.12	3.01	3.10	2.99

⁷ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

⁸ 5-point scale: 1=None, 2=between 1-4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

⁹ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

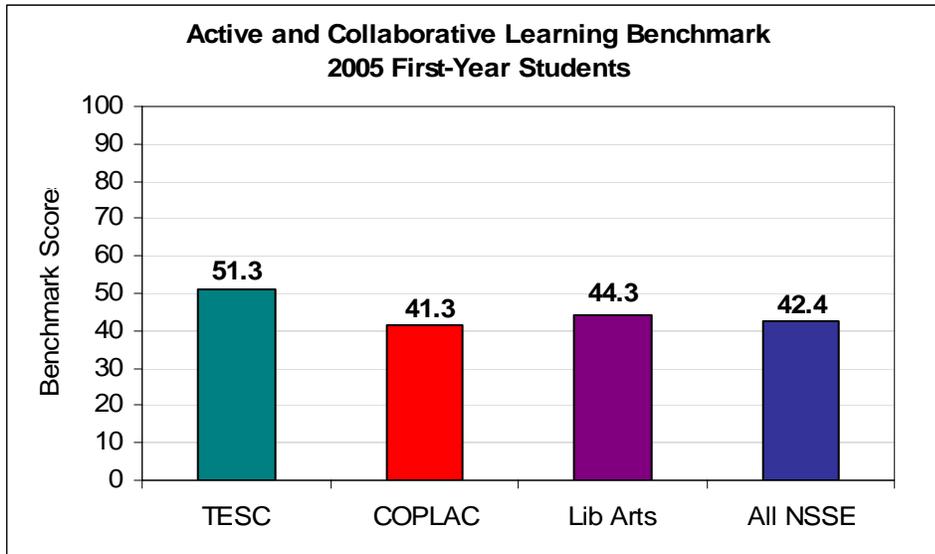
¹⁰ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Active and Collaborative Learning Benchmark

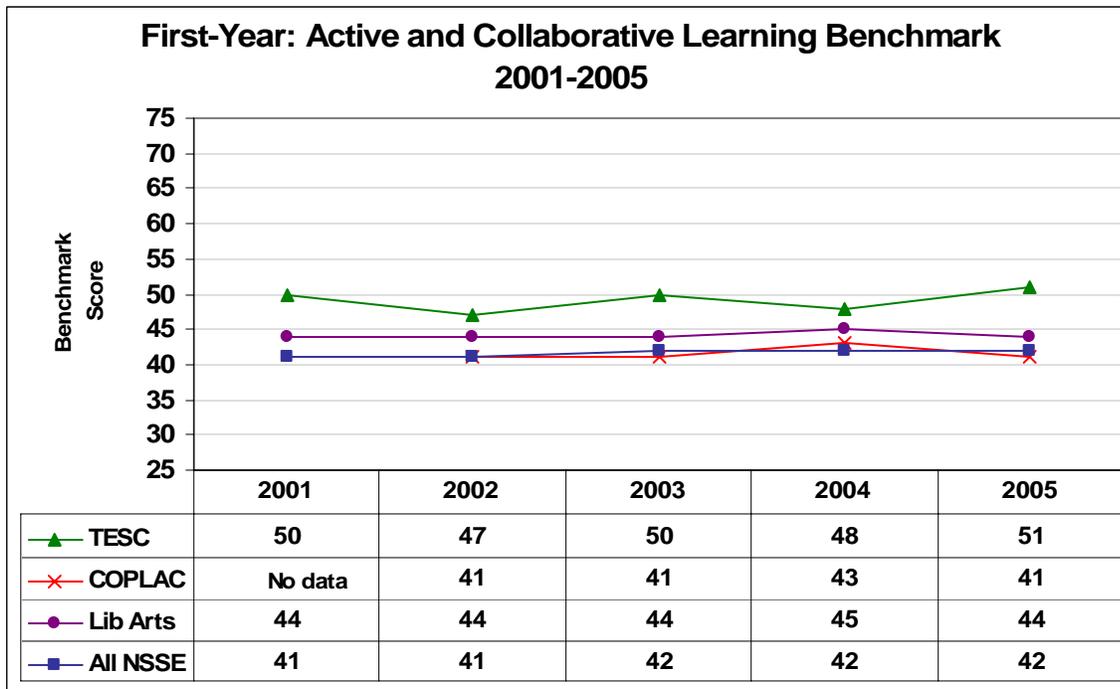
The NSSE Institutional Benchmark Report provides the following statement regarding the Active and Collaborative Learning Benchmark: “Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.”

First-Year Students and Active and Collaborative Learning

The chart below shows the overall benchmark score for Evergreen and comparison groups on the Active and Collaborative Learning Benchmark based on first-year student responses. Evergreen first-year students exceed the other comparison groups on this benchmark.



The following chart shows trends in Active and Collaborative Learning Benchmark scores for Evergreen first-year students and comparison groups from 2001-2005. Evergreen’s first-year students have outpaced the other comparison groups on this benchmark each year.



The tables on this page show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisks next to them.

There were six items in which Evergreen first-year students had significantly higher mean responses than first-year students from one or more comparison group.

First-Year Students: Active and Collaborative Learning <i>Evergreen means significantly <u>higher</u> than means of one or more comparison group ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Asked questions in class or contributed to class discussions ¹¹	3.24	2.83*	3.07	2.86*
Worked with other students on projects during class ¹¹	2.96	2.27*	2.29*	2.40*
Worked with other students outside of class to prepare assignments ¹¹	2.82	2.45*	2.56*	2.43*
Made a class presentation ¹¹	2.59	2.28*	2.25*	2.28*
Participated in a community-based project as part of a regular course ¹¹	1.69	1.45*	1.51	1.54
Discussed ideas from your readings or classes with others outside of class ¹¹	3.16	2.77*	2.89*	2.73*

There was only one item for which the mean response of Evergreen first-year students was significantly lower than the Liberal Arts Institutions and NSSE Institutions comparison groups.

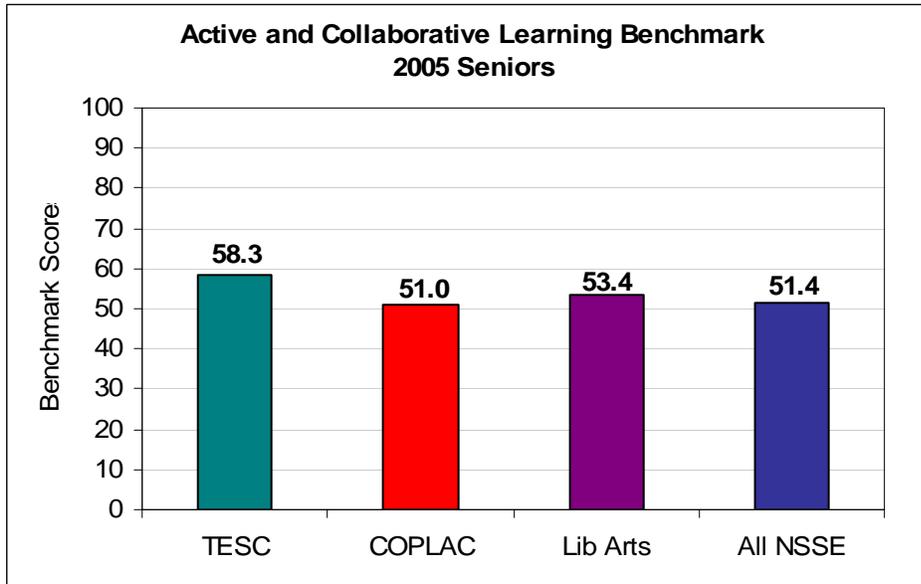
First-Year Students: Active and Collaborative Learning <i>Evergreen mean significantly <u>lower</u> than means of Liberal Arts Institutions and NSSE Institutions ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Tutored or taught other students (paid or voluntary) ¹¹	1.51	1.60	1.73*	1.72*

There were no benchmark items for which there was no significant difference at $p < .01$ between the responses of Evergreen first-year students and first-year students in comparison groups.

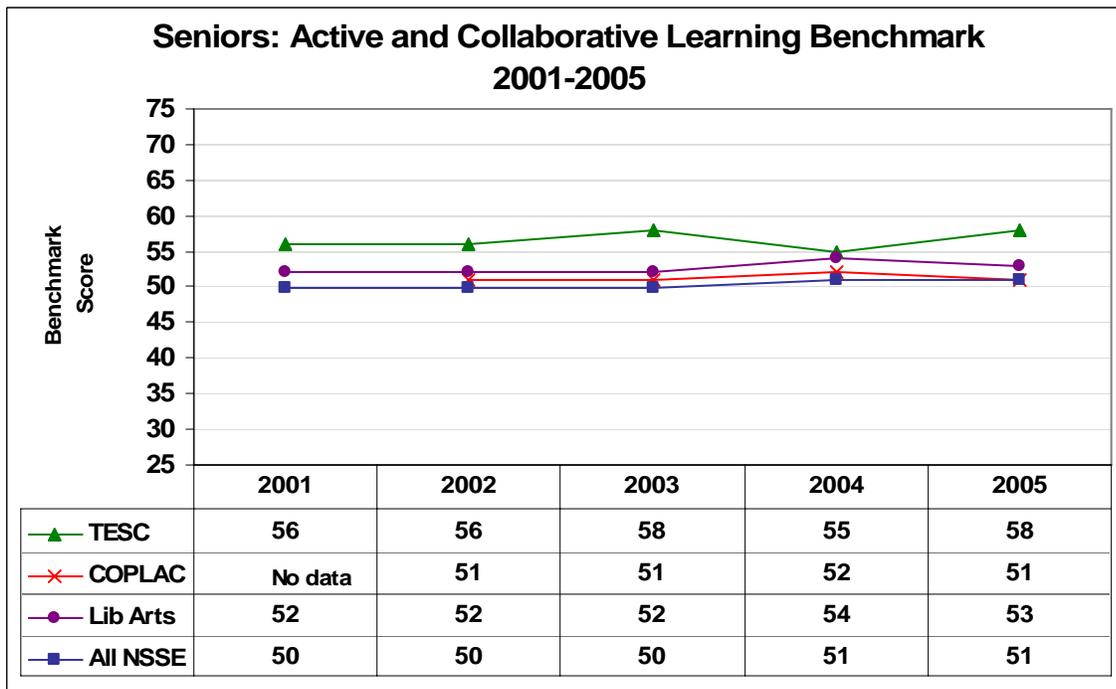
¹¹ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Seniors and Active and Collaborative Learning

The chart below shows the overall benchmark score on Active and Collaborative Learning Benchmark for Evergreen seniors compared to seniors in comparison groups. Evergreen seniors outscore the other comparison groups on this measure.



The following chart shows trends in Active and Collaborative Learning Benchmark scores for Evergreen seniors and comparison groups from 2001-2005. Evergreen’s benchmark score slipped in 2004 after reaching a peak in 2003 but returned to peak level in 2005. Evergreen’s seniors continue to outpace seniors in the other comparison groups on this benchmark each year.



The tables on this page show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There were two items for which means responses were significantly higher for Evergreen seniors than for seniors in one or more comparison group.

Seniors: Active and Collaborative Learning <i>Evergreen means significantly <u>higher</u> than means of one or more comparison group ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Worked with other students on projects during class ¹²	2.89	2.37*	2.32*	2.52*
Discussed ideas from your readings or classes with others outside of class ¹²	3.28	2.91*	3.05*	2.88*

There were *no* items in which Evergreen seniors had lower means than seniors from other comparison groups.

There were five items for which there were no statistically significant differences at $p < .01$ between the responses of Evergreen seniors and seniors in other comparison groups.

Active and Collaborative Learning <i>Items with no statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Asked questions in class or contributed to class discussions ¹²	3.35	3.18	3.34	3.16
Made a class presentation ¹²	2.93	2.85	2.87	2.88
Worked with other students outside of class to prepare assignments ¹²	2.90	2.72	2.78	2.77
Tutored or taught other students (paid or voluntary) ¹²	1.99	1.94	2.09	1.94
Participated in a community-based project as part of a regular course ¹²	1.91	1.70	1.75	1.76

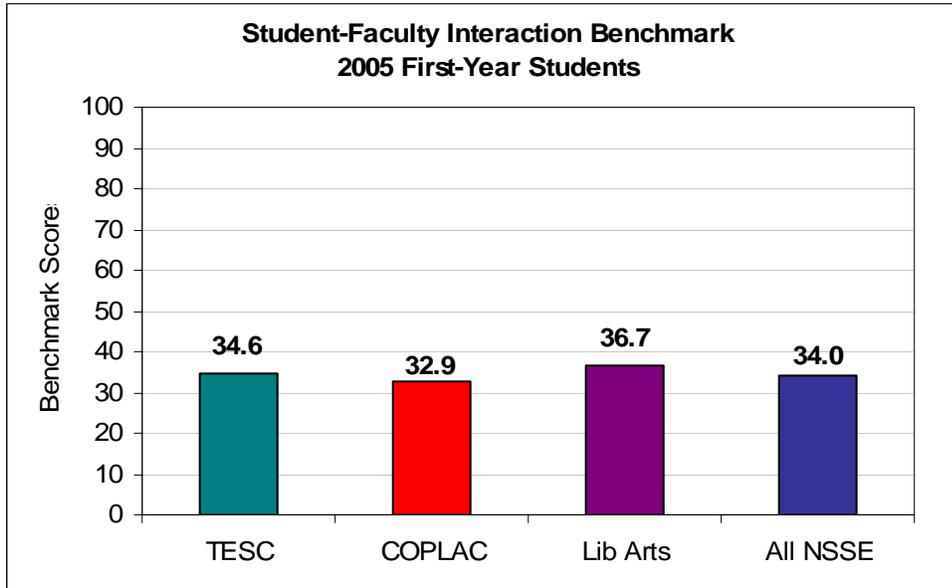
¹² 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Student-Faculty Interactions Benchmark

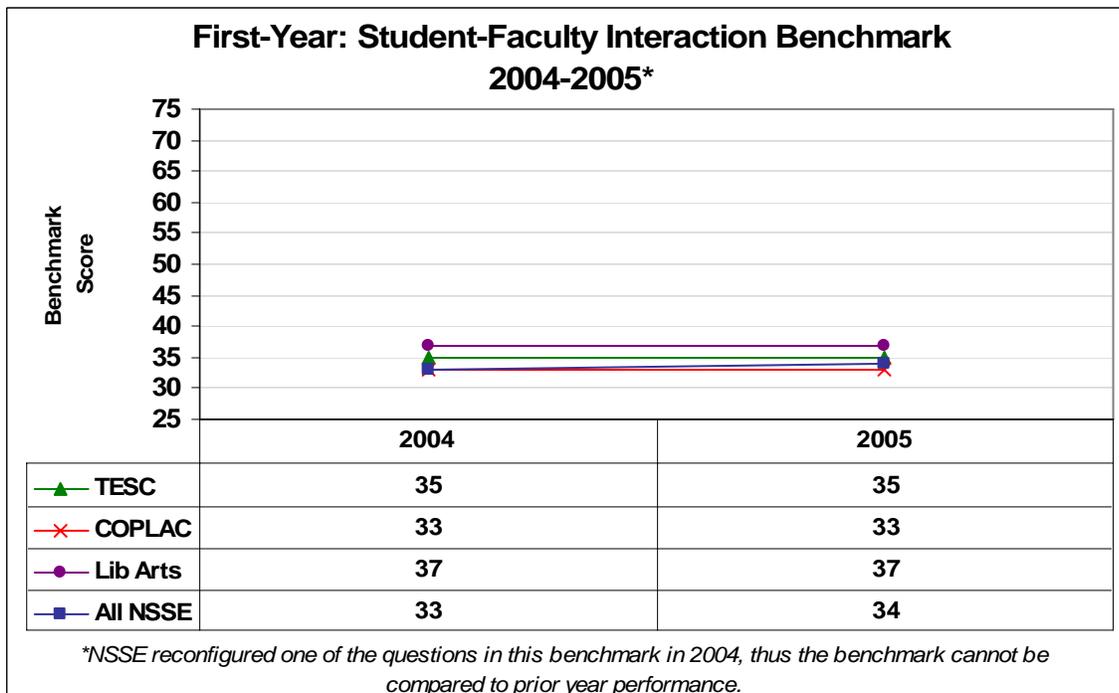
The NSSE Institutional Benchmark Report describes the Student-Faculty Interactions Benchmark as follows: "Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning."

First-Year Students and Student-Faculty Interactions

The chart below shows the overall benchmark score on Student-Faculty Interactions Benchmark for Evergreen first-years compared to first-years in comparison groups.



The benchmark scores prior to 2004 could not be added to the trend line below, as one of the questions in this benchmark was reconfigured by NSSE in 2004. Therefore, benchmark scores from prior years are not comparable. There was little change for Evergreen or any of the comparison groups on this benchmark in 2005.



The following tables show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There was one item for which Evergreen's first-year students had significantly higher mean responses than first-year students in one or more of the comparison groups.

First-Year Students: Student-Faculty Interaction <i>Evergreen means significantly <u>higher</u> than means of one or more comparison group ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Discussed ideas from your reading or classes with faculty members outside of class ¹³	2.13	1.81*	2.03	1.86*

There was one item for which Evergreen mean responses were significantly lower than mean response of first-year students in one or more of the comparison groups. Differences were significant between Evergreen mean responses and Liberal Arts and NSSE mean responses.

First-Year Students: Student-Faculty Interaction <i>Evergreen means significantly <u>lower</u> than means of one or more comparison group ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹³	1.42	1.58	1.74*	1.63*

There were four items for which there were no significant differences at $p < .01$ between the responses of Evergreen first-year students and first-year students of other comparison groups. The percentages after the question "Have you worked on a research project with a faculty member outside of course or program requirements?" represent the percentage of students who replied "Yes".

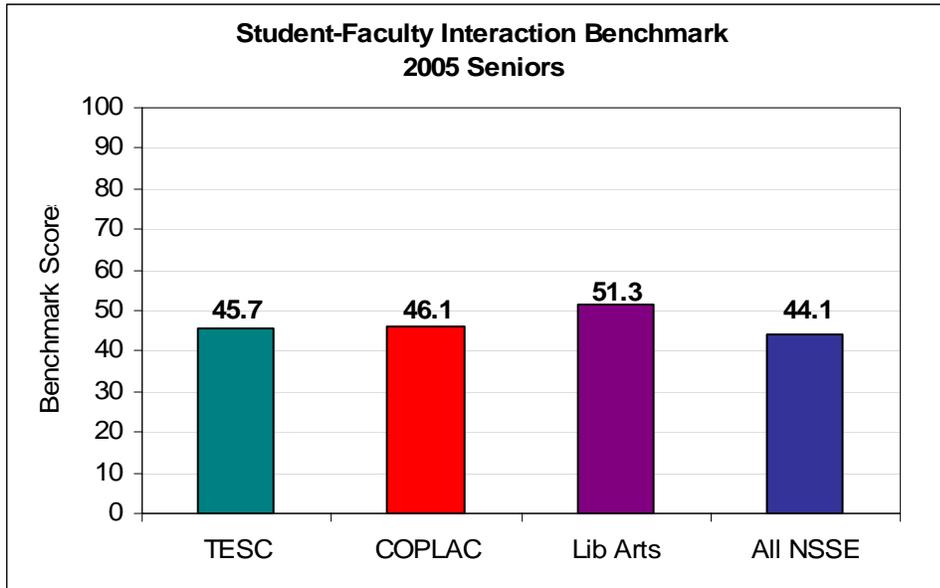
First-Year Students: Student-Faculty Interaction <i>Items with no statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Discussed grades or assignments with an instructor ¹³	2.62	2.56	2.70	2.62
Talked about career plans with a faculty member or advisor ¹³	2.01	2.11	2.19	2.17
Received prompt feedback from faculty on your academic performance ¹³	2.96	2.80	2.90	2.76
Have you worked on a research project with a faculty member outside of course or program requirements? ¹⁴	5%	5%	4%	5%

¹³ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

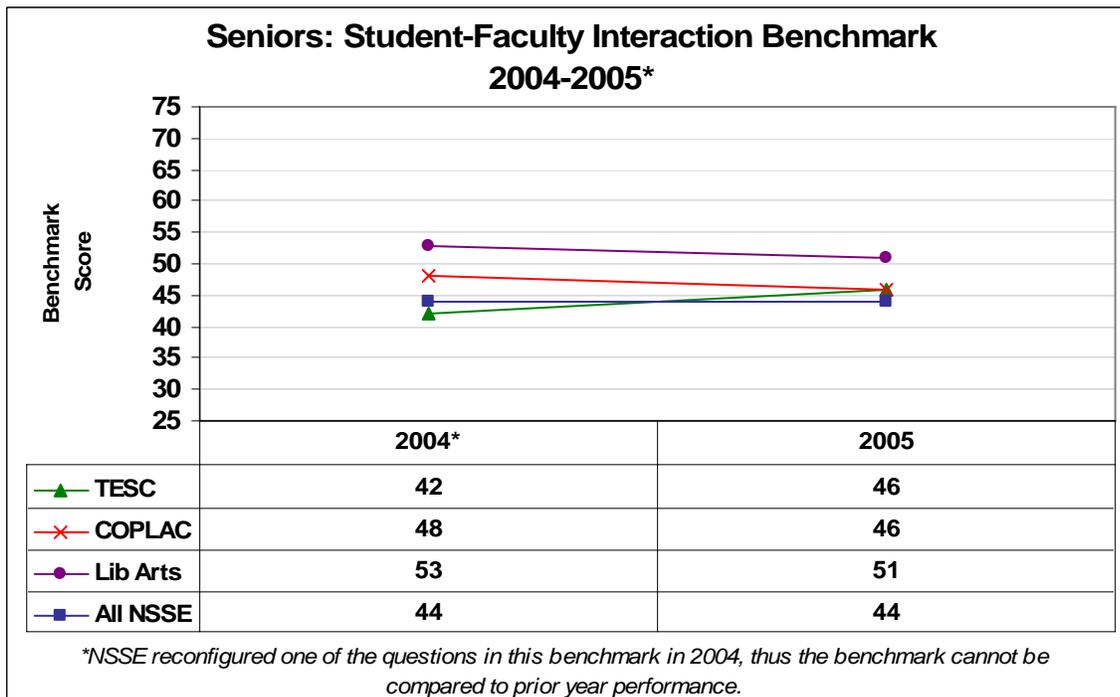
¹⁴ Percent of students who replied "Yes"

Seniors and Student-Faculty Interactions

The chart below shows the overall benchmark score on Student-Faculty Interactions Benchmark for Evergreen seniors compared to seniors in comparison groups.



The following chart shows trends in Student-Faculty Interaction Benchmark scores for Evergreen seniors and comparison groups from 2001-2005. One survey question used in this benchmark was changed in 2004, thus scores from years prior to 2004 are not directly comparable to the 2004 and 2005 scores. While the other comparison groups decreased or remained the same this year, Evergreen improved considerably on this benchmark.



The tables on this page show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There were no items in which Evergreen seniors had higher means than seniors from other comparison groups.

There were two questions for which Evergreen seniors had lower mean responses or percentages than seniors from one or more comparison groups.

Seniors: Student-Faculty Interaction Evergreen means significantly <u>lower</u> than means of one or more comparison group ($p < .01$)	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Talked about career plans with a faculty member or advisor ¹⁵	2.45	2.60	2.77*	2.53
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹⁵	1.77	1.95	2.21*	1.93

There were four questions for which there were no statistically significant differences between Evergreen seniors' responses and the responses of seniors in other comparison groups. The percentages after the question "Have you worked on a research project with a faculty member outside of course or program requirements?" represent the percentage of students who replied "Yes".

Seniors: Student-Faculty Interaction No significant differences ($p < .01$)	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Discussed grades or assignments with an instructor ¹⁵	2.94	2.89	2.95	2.87
Received prompt feedback from faculty on your academic performance ¹⁵	3.03	3.01	3.08	2.94
Discussed ideas from your reading or classes with faculty members outside of class ¹⁵	2.28	2.19	2.40	2.16
Have you worked on a research project with a faculty member outside of course or program requirements? ¹⁶	23%	27%	32%	21%

¹⁵ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

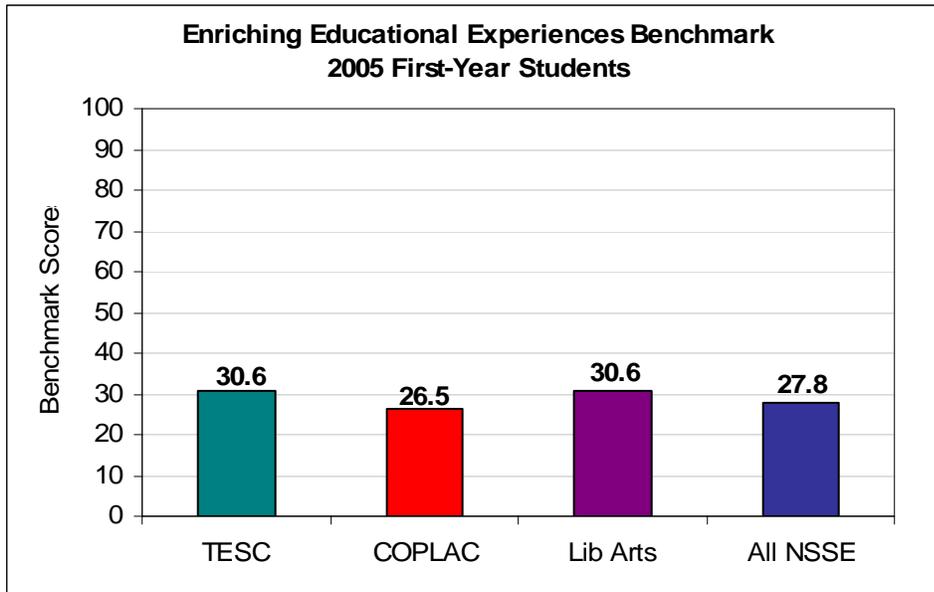
¹⁶ Percent of students who replied "Yes"

Enriching Educational Experiences Benchmark

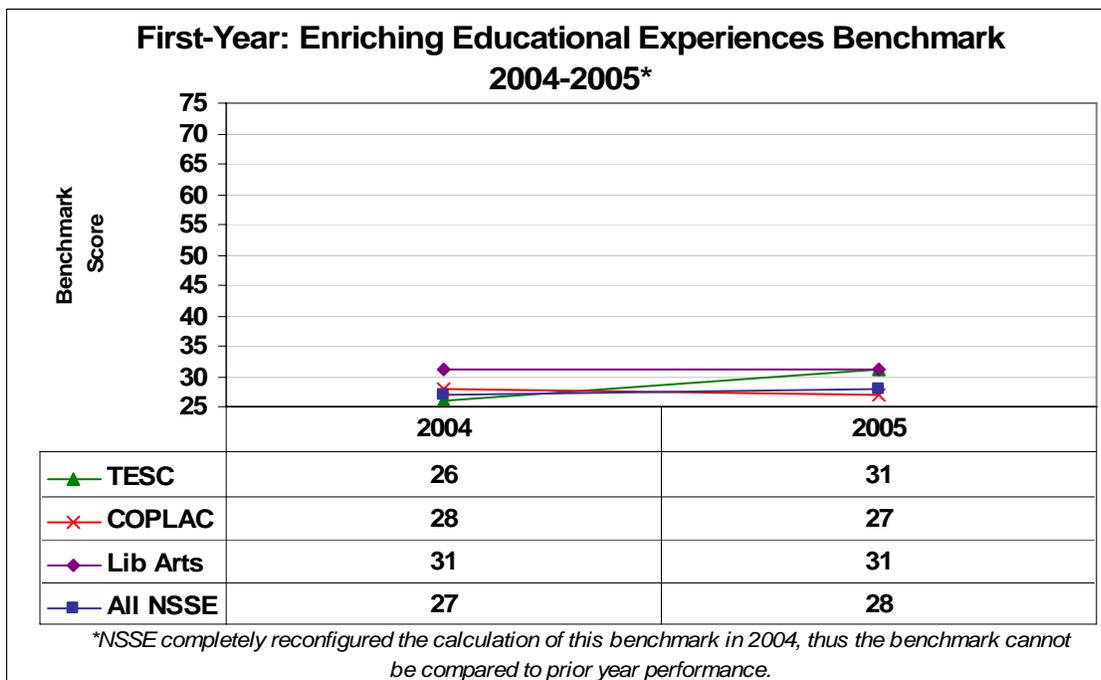
The NSSE Institutional Benchmark Report provides the following statement to describe the Enriching Educational Experiences Benchmark: "Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge."

First-Year Students and Enriching Educational Experiences

The chart below shows the overall benchmark score on Enriching Educational Experiences Benchmark for Evergreen first-year students and first-year comparison groups.



Benchmark scores prior to 2004 could not be added to the trend line below, as this benchmark was completely reconfigured by NSSE in 2004. Therefore, benchmark scores from prior years are not comparable. Evergreen experienced a slight increase on this measure in 2005 while the comparison groups saw little to no change.



The following tables show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisk next to them. Survey items presented as percentages represent the percent of students who replied “yes” to participation in the experience.

Statistically significant differences were found between the percentages of first-year students who reported participating in a learning community compared to first-year students in all other comparison groups. This is the second year this question has been included in the benchmark calculation; last year Evergreen scored significantly higher than all three comparison groups as well.

First-Year Students: Enriching Educational Experiences Evergreen mean significantly <u>higher</u> than means of all three comparison groups ($p < .01$)	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Participated in a learning community or some other formal program where groups of students take two or more classes together ¹⁷	31%	8%*	10%*	15%*
Serious conversations with students of a different race or ethnicity ¹⁸	2.88	2.55*	2.73	2.60*
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ¹⁹	3.08	2.60*	2.69*	2.60*

There were also three items for which Evergreen first-year student responses means or percentages were significantly lower than the responses of first-year students in one or more comparison group. Notably, there was a significant difference in the percentage of first-year students who said that they had participated in a culminating senior experience, 0% of Evergreen first-year students, compared to 1% of COPLAC and Liberal Arts and 2% of NSSE students. It is unclear how first-year students at other institutions could be participating in culminating senior experiences, unless these students are referring to a culminating high school experience.

First-Year Students: Enriching Educational Experiences Evergreen means significantly <u>lower</u> than means of one or more comparison group ($p < .01$)	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹⁷	0%	1%*	1%*	2%*
Participating in co-curricular activities (organizations, publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) ²⁰	1.75	2.34*	2.74*	2.31*
Have done foreign language coursework ¹⁷	13%	32%*	44%*	25%*

There were six items for which there were no statistically significant differences at $p < .01$ between the responses of Evergreen first-year students and first-year students in the comparison groups. However, fourteen percent of the Evergreen first-year students reported having done a practicum, internship, field experience, co-op experience, or clinical assignment, compared to 8% of COPLAC and 9% of Liberal Arts and NSSE first-year students in the comparison groups.

¹⁷ Percent of students who replied “Yes”

¹⁸ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

¹⁹ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

²⁰ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

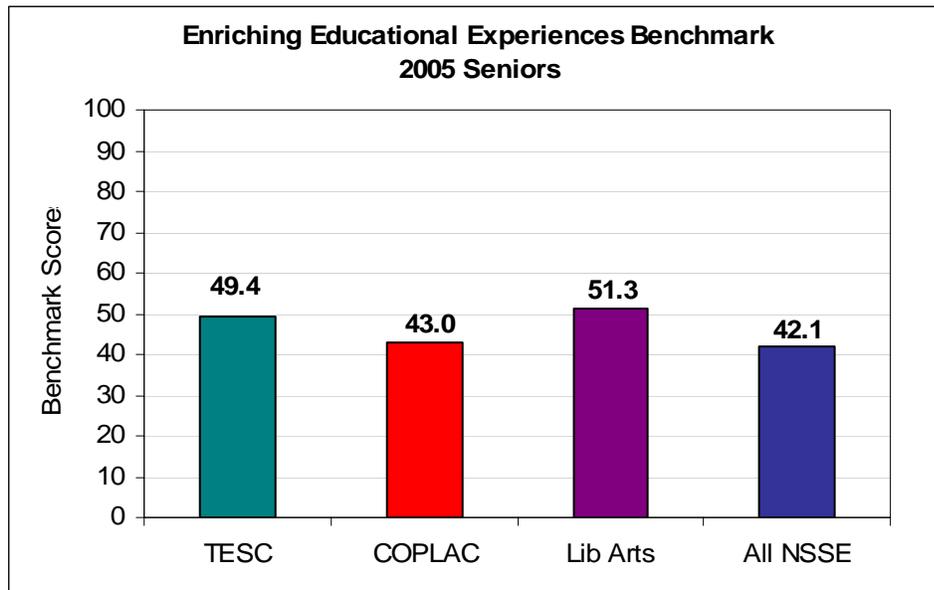
First-Year Students: Enriching Educational Experiences <i>No statistically significant differences (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Have done practicum, internship, field experience, co-op experience, or clinical assignment ²¹	14%	8%	9%	9%
Have done independent study or self-designed major ²¹	9%	9%	3%	3%
Serious conversations with students who are very different from you in terms their religious beliefs, political opinions, or personal values ²²	2.93	2.85	2.96	2.77
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ²²	2.48	2.62	2.60	2.61
Have done community service or volunteer work ²¹	45%	38%	46%	42%
Have done study abroad ²¹	3%	2%	2%	2%

²¹ Percent of students who replied "Yes"

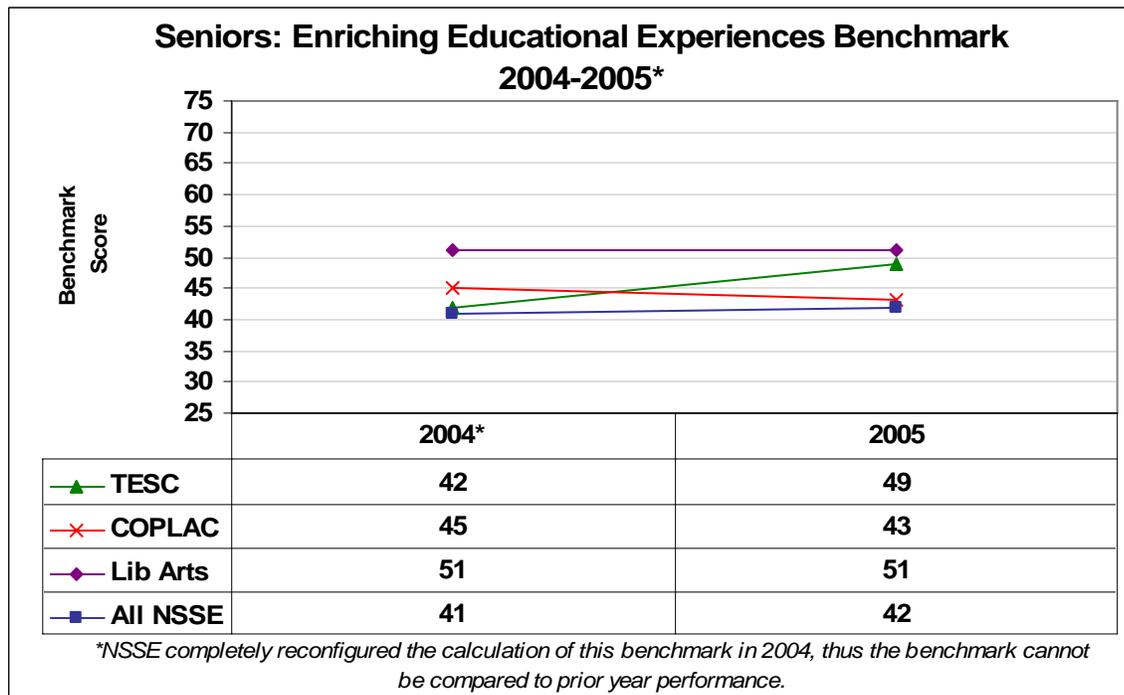
²² 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Seniors and Enriching Educational Experiences

The chart below shows the overall benchmark scores on Enriching Educational Experiences Benchmark for Evergreen seniors and comparison groups in 2004.



The benchmark scores prior to 2004 could not be added to the trend line below, as this benchmark was completely reconfigured by NSSE in 2004. Therefore, benchmark scores from prior years are not comparable. Evergreen seniors improved considerably on this measure in 2005 while the comparison groups saw little to no change.



The tables on the next page show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisk next to them. Percentages represent the percent of students who replied "yes" questions.

There were 4 items for which Evergreen seniors had significantly higher means or percentages than seniors from one or more comparison groups.

Seniors: Enriching Educational Experiences <i>Evergreen means significantly <u>higher</u> than means of one or more comparison group (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Have done independent study or self-designed major ²³	67%	30%*	36%*	23%*
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ²⁴	3.03	2.46*	2.47*	2.42*
Participated in a learning community or some other formal program where groups of students take two or more classes together ²³	49%	20%*	23%*	26%*
Serious conversations with students of a different race or ethnicity ²⁵	2.97	2.55*	2.78	2.65*

There were three items for which Evergreen seniors had significantly lower means or percentages than seniors from one or more comparison groups.

Seniors: Enriching Educational Experiences <i>Evergreen means significantly <u>lower</u> than means of one or more comparison group (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Participating in co-curricular activities (organizations, publications, student government, sports, etc.) ²⁶	1.84	2.31*	2.75*	2.19
Have done foreign language coursework ²³	44%	57%	70%*	46%
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ²³	22%	52%*	57%*	38%*

There were five items for which there were no significant differences between Evergreen seniors and comparison groups.

Seniors: Enriching Educational Experiences <i>No significant differences (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ²⁵	2.77	2.82	2.73	2.81
Serious conversations with students who are very different in terms religious beliefs, political opinions, or personal values ²⁵	2.86	2.79	2.96	2.76
Have done a practicum, internship, field experience, co-op experience, or clinical assignment ²³	61%	58%	68%	58%
Have done community service or volunteer work ²³	65%	66%	75%	64%
Have done study abroad ²³	27%	21%	37%	18%

²³ Percent of students who replied "Yes"

²⁴ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

²⁵ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

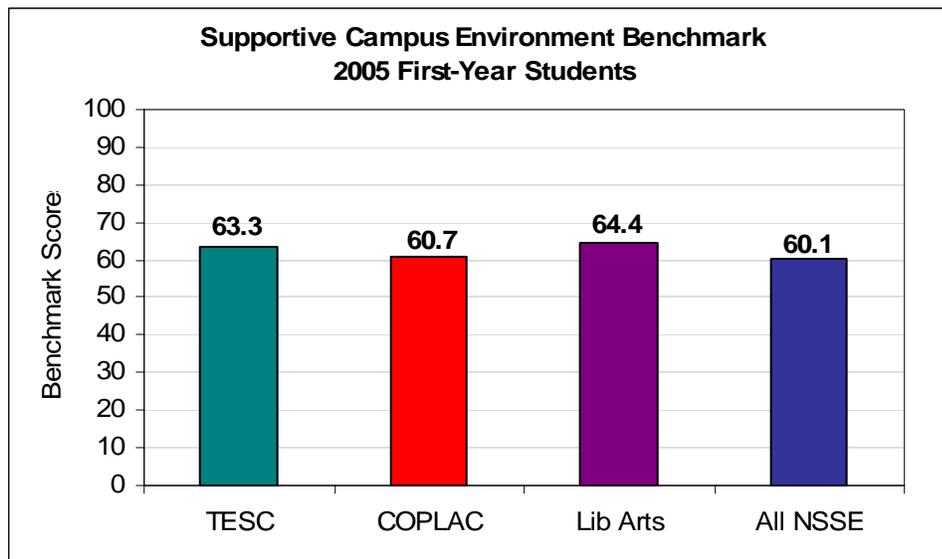
²⁶ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Supportive Campus Environment Benchmark

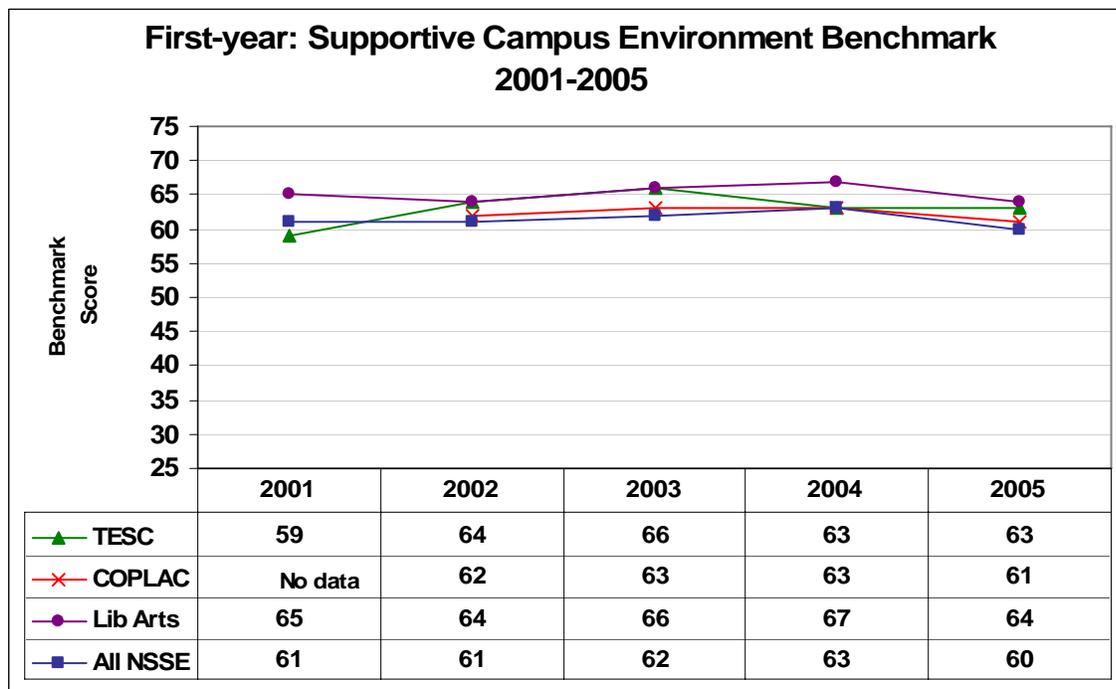
The NSSE Institutional Benchmark Report explains the Supportive Campus Environment Benchmark as follows: “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.”

First-Year Students and the Supportive Campus Environment

The chart below shows the overall benchmark scores on the Supportive Campus Environment Benchmark for Evergreen and comparison groups, which were based on the responses of first-year students.



The following chart shows trends for the Supportive Campus Environment Benchmark for first-year students from 2001-2005. The trend line shows a decline in Evergreen’s benchmark score for first-year students from a peak in 2003; however, this score has not dropped below the 2001 score.



The tables below show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There was one item in which Evergreen first-year students had a significantly higher mean score than first-year students in a comparison group.

First-Year Students: Support Campus Environment <i>Evergreen mean significantly <u>higher</u> than mean of NSSE Institutions ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Quality of relationships with faculty members ²⁷	5.73	5.42	5.68	5.36*

There were **no** items for which first-year students had significantly lower mean responses than first-year students in comparison groups.

There were five items for which there were no statistically significant differences at $p < .01$.

First-Year Students: Support Campus Environment <i>No significant differences ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Quality of relationships with other students ²⁸	5.52	5.68	5.71	5.56
Quality of relationships with administrative personnel and offices ²⁹	4.91	4.75	4.94	4.76
Campus environment provides the support you need to help you succeed academically ³⁰	3.09	3.09	3.26	3.06
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ³⁰	2.34	2.12	2.25	2.17
Campus environment provides the support you need to thrive socially ³⁰	2.39	2.43	2.49	2.38

²⁷ 7-point scale: 1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic

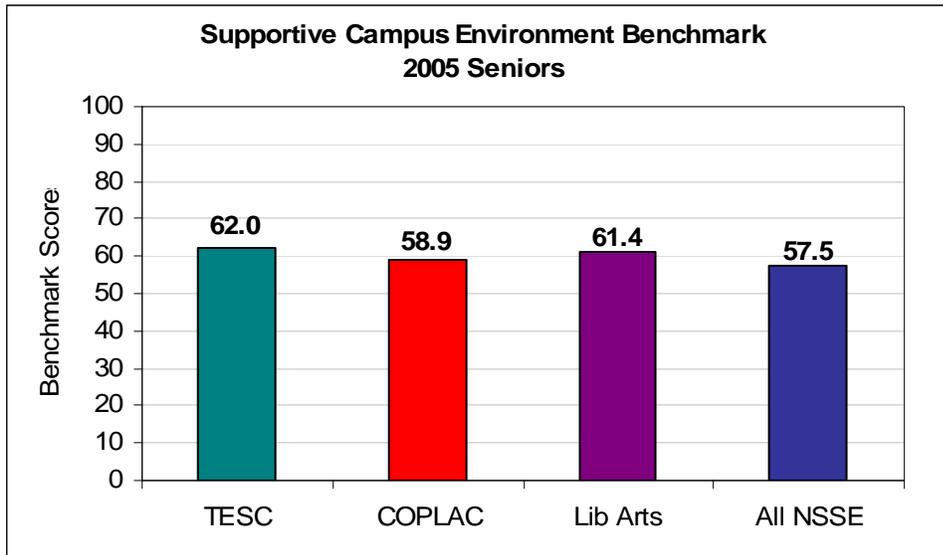
²⁸ 7-point scale: 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

²⁹ 7-point scale: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

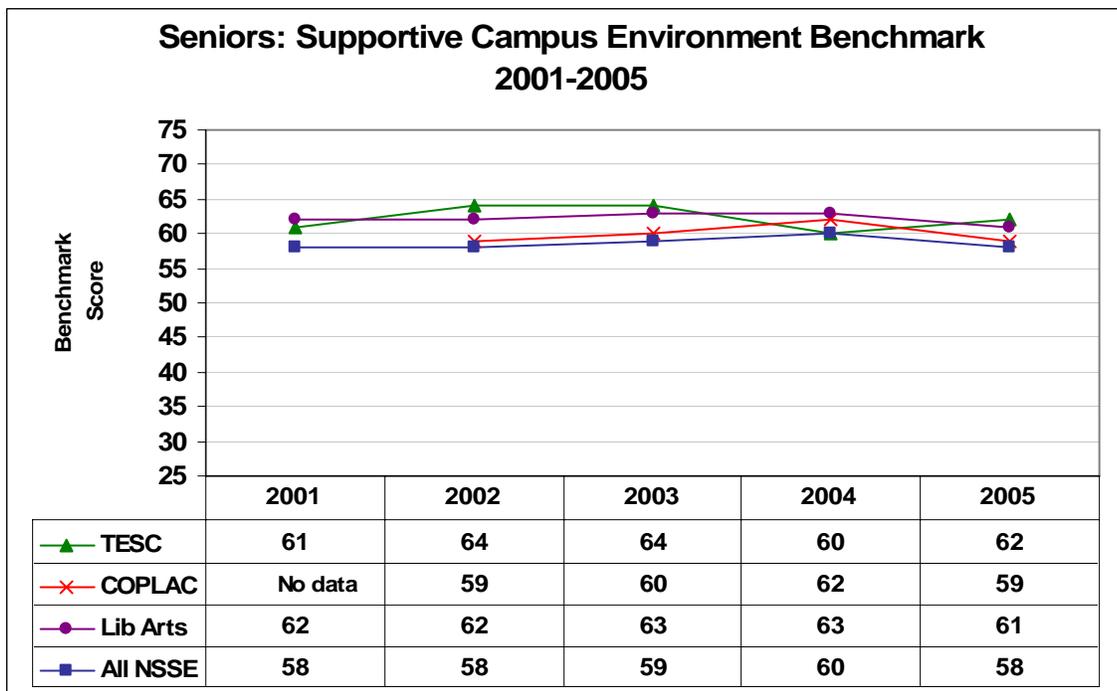
³⁰ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

Seniors and the Supportive Campus Environment

The chart below shows the overall benchmark score on the Supportive Campus Environment Benchmark for Evergreen seniors compared to seniors in comparison groups.



The following chart shows trends for the Supportive Campus Environment Benchmark for Evergreen seniors from 2001-2005. After a drop in 2004 following two years of very strong performance on this measure, Evergreen's benchmark score for seniors is back up, outranking all other comparison groups in 2005.



The tables below show means for the individual questions that make up the benchmark scores. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There was one item in which Evergreen seniors had a significantly higher mean score than seniors in two comparison groups.

Seniors: Supportive Campus Environment <i>Evergreen mean significantly <u>higher</u> than mean of NSSE Institutions ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ³¹	2.23	1.91*	2.05	1.96*

There were **no** items in which Evergreen seniors had significantly lower mean score than seniors in the other comparison groups.

There were five items for which there were no statistically significant differences at $p < .01$.

Seniors: Supportive Campus Environment <i>No significant differences ($p < .01$)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Quality of relationships with administrative personnel and offices ³²	4.98	4.66	4.68	4.63
Campus environment provides the support you need to help you succeed academically ³¹	3.14	2.99	3.18	2.97
Quality of relationships with other students ³³	5.46	5.66	5.73	5.68
Quality of relationships with faculty members ³⁴	5.86	5.79	5.94	5.64
Campus environment provides the support you need to thrive socially ³¹	2.22	2.18	2.27	2.17

³¹ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

³² 7-point scale: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

³³ 7-point scale: 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

³⁴ 7-point scale: 1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic

Overall Satisfaction Questions

The charts below show the average scores of Evergreen students and the students in comparison groups on responses to overall satisfaction questions.

Among the first-year students, there were no significant differences at $p < .01$ between Evergreen and any of the comparison groups on any of the overall satisfaction questions, as shown in the following table.

Overall Satisfaction Questions First-year student responses	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³⁵	2.96	3.00	3.11	3.00
How would you evaluate your entire educational experience at this institution? ³⁵	3.31	3.25	3.37	3.22
If you could start over again, would you go to the same institution you are now attending? ³⁶	3.38	3.24	3.28	3.22

Evergreen seniors were significantly less satisfied with the quality of academic advising than their counterparts in the Liberal Arts comparison group. They were more satisfied with their entire educational experience than their counterparts in the COPLAC and NSSE Institutions groups. If they could start over again, Evergreen seniors were also more likely to choose to attend the same institution [Evergreen] than seniors in all three of the comparison groups.

Overall Satisfaction Questions Senior responses	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³⁵	2.97	3.06	3.18*	2.94
How would you evaluate your entire educational experience at this institution? ³⁵	3.53	3.35*	3.46	3.26*
If you could start over again, would you go to the same institution you are now attending? ³⁶	3.51	3.28*	3.28*	3.19*

* Item showed significant difference for Evergreen vs. this comparison group of institutions at $p < .01$.

³⁵ 4-point scale: 1=poor, 2=fair, 3=good, 4=excellent

³⁶ 4-point scale: 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes