

**An Exploration of Evergreen Benchmark Scores
On the National Survey of Student Engagement 2004**

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 and the Pew Forum on Undergraduate Learning.

Evergreen seniors and first-year students have participated in the NSSE since 2000. This report details responses to the survey administered in Spring 2004.

Participation in the Survey

NSSE staff determined the sample size based on total undergraduate enrollment for fall quarter. Since Evergreen had 4,103 undergraduates in Fall 2003, 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 655 students, 240 completed the survey, which is an overall response rate of 37%.

Class category	Number at Evergreen Fall 2003	Number in Adjusted Sample*	NSSE completers	NSSE response rate	% of all students enrolled Fall 2003
First-year	460	322	121	38%	26%
Seniors	937	333	119	36%	13%

**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."*

Benchmark Percentile Scores Comparison

Percentile scores reflect the percentage of institutions in each comparison group that received a benchmark score at or below Evergreen's benchmark score. A total of 473 institutions participated in the NSSE (referred to as NSSE Institutions throughout this report). Percentile scores are available for two comparison groups - NSSE Institutions and a subset of the 77 participating Baccalaureate-Liberal Arts institutions (referred to as Liberal Arts Institutions).

First-Year Comparisons

The tables on the next page shows the percentage of NSSE Institutions and the percentage of Liberal Arts Institutions with benchmark scores that are at or below Evergreen's benchmark score for first-year students. These percentiles are shown for both the 2004 and 2003 reports.

The data show that percentile comparisons remained the same in the past two administrations for Level of Academic Challenge, with Evergreen's benchmark score at or above 80% of the NSSE Institutions and at or above 50% of the Liberal Arts Institutions. Active and Collaborative Learning dropped one decile this year, but Evergreen's first-year students still score at or above 80% of their peers at other colleges. Comparisons of Student Interactions with Faculty, Enriching Educational Experiences, and Supportive Campus Environment benchmarks show larger drops in Evergreen's benchmark scores relative to NSSE Institutions and Liberal Arts comparison groups.

NSSE Benchmark (Based on First-Year Student Responses)	2004 Report Percentile compared to All NSSE	2003 Report Percentile compared to ALL NSSE	Change 2004 from 2003
Level of Academic Challenge	80%	80%	No change
Active and Collaborative Learning	80%	90%	Decreased 1 decile
Student Interactions with Faculty	60%	80%	Decreased 2 deciles
Enriching Educational Experiences	40%	90%	Decreased 5 deciles*
Supportive Campus Environment	40%	70%	Decreased 3 deciles

**The calculation of this benchmark was changed by NSSE in 2004, which considerably altered the scores for most institutions.*

NSSE Benchmark (Based on First-Year Student Responses)	2004 Report Percentile compared to Liberal Arts	2003 Report Percentile compared to Liberal Arts	Change in 2004 from 2003
Level of Academic Challenge	50%	50%	No change
Active and Collaborative Learning	80%	90%	Decreased 1 decile
Student Interactions with Faculty	30%	50%	Decreased 2 deciles
Enriching Educational Experiences	10%	70%	Decreased 6 deciles*
Supportive Campus Environment	10%	50%	Decreased 4 deciles

**The calculation of this benchmark was changed by NSSE in 2004, which considerably altered the scores for most institutions.*

Senior Students Comparison

The table below shows percentile comparisons of benchmark scores based on senior responses. Evergreen seniors scored at or above 80% of all institutions participating in the NSSE on Level of Academic Challenge. Evergreen also ranked at or above 70 percent of NSSE institutions on the Active and Collaborative Learning benchmark. Evergreen dropped in terms of percentile comparisons on all benchmark scores based on senior student responses.

NSSE Benchmark (Based on Senior Responses)	2004 Report Percentile compared to All NSSE	2003 Report Percentile compared to ALL NSSE	Change in 2004 from 2003
Level of Academic Challenge	80%	90%	Decreased 1 decile
Active and Collaborative Learning	70%	90%	Decreased 2 deciles
Student Interactions with Faculty	40%	60%	Decreased 2 deciles
Enriching Educational Experiences	50%	70%	Decreased 2 deciles*
Supportive Campus Environment	50%	80%	Decreased 3 deciles

**The calculation of this benchmark was changed by NSSE in 2004, which considerably altered the scores for most institutions.*

NSSE Benchmark (Based on Senior Responses)	2004 Report Percentile compared to Liberal Arts	2003 Report Percentile compared to Liberal Arts	Change in 2004 from 2003
Level of Academic Challenge	50%	70%	Decreased 2 deciles
Active and Collaborative Learning	60%	90%	Decreased 3 deciles
Student Interactions with Faculty	0%	20%	Decreased 2 deciles
Enriching Educational Experiences	10%	20%	Decreased 1 decile*
Supportive Campus Environment	20%	50%	Decreased 3 deciles

**The calculation of this benchmark was changed by NSSE in 2004, which considerably altered the scores for most institutions.*

Comparisons of Responses on Individual Questions for Each Benchmark

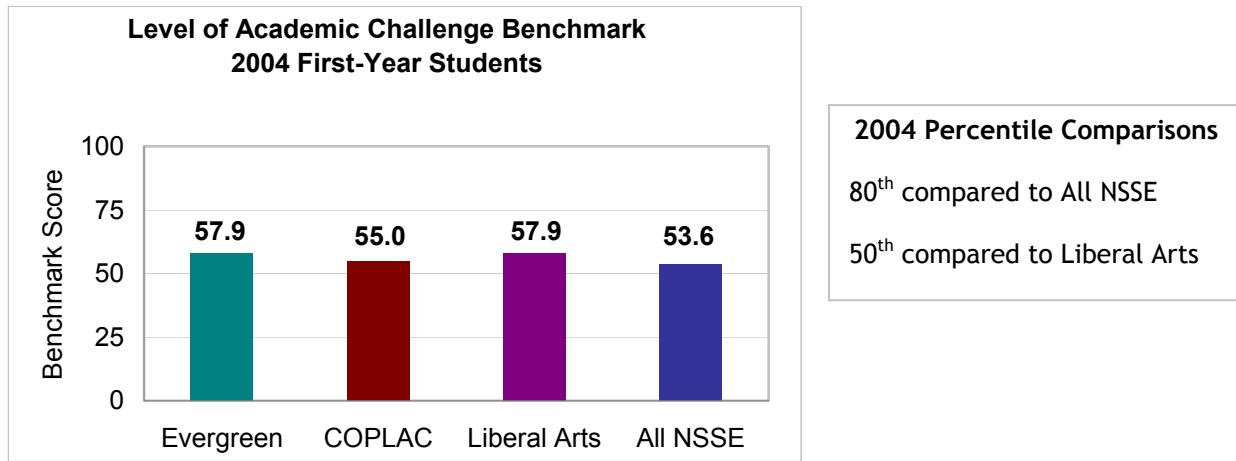
The following sections of this report provide detail on the individual items for each benchmark, comparing the responses of Evergreen students to the responses of students of comparison groups. Benchmark comparison groups are all NSSE institutions, Liberal Arts institutions, and a consortium of 9 participating 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

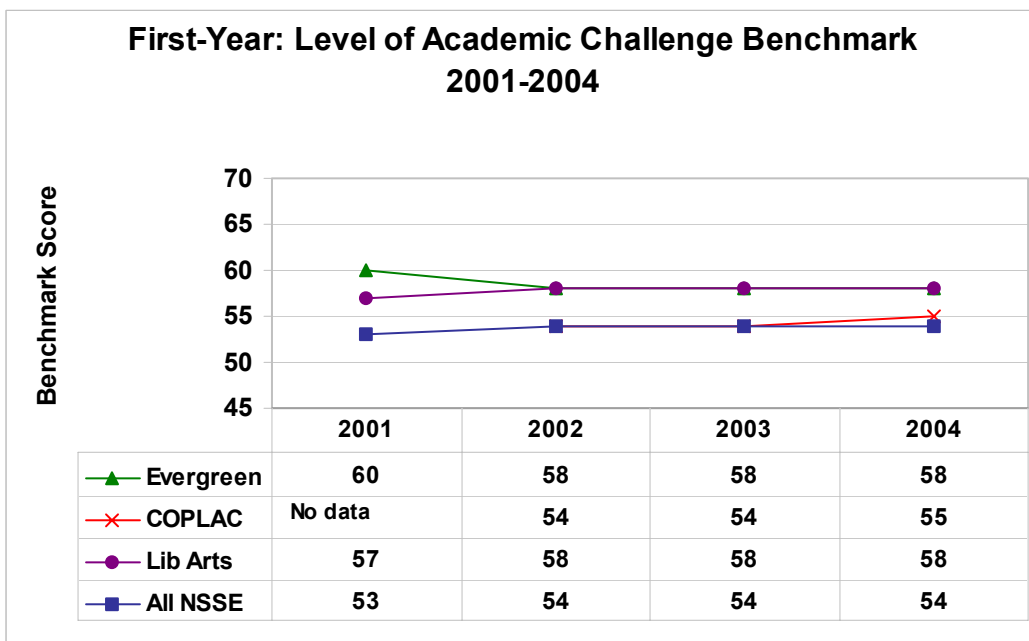
The NSSE Institutional Benchmark Report describes the Level of Academic Challenge Benchmark in the following terms: "Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the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



The following chart shows trends in Level of Academic Benchmark scores for Evergreen first-year students and comparison groups from 2001-2004. Benchmark scores for Evergreen have 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 2004. 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	4.67	4.18*	4.53	4.00*
Number of assigned textbooks, books, or book-length pack or course readings ²	4.06	3.60*	3.79*	3.42*
Number of written papers or reports of 20 pages or more ²	1.42	1.23*	1.22*	1.25
Number of written papers of fewer than 5 pages ²	3.61	3.35	3.45	3.24*
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships ³	3.32	2.94*	3.06*	2.88*
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 ³	3.03	2.81*	2.95	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 ³	3.34	3.22	3.32	3.13*

There were three items 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
Number of written papers or reports between 5 and 19 pages ²	2.24	2.51*	2.64*	2.40
Worked harder than you thought you could to meet an instructor's standards or expectations ⁴	2.40	2.54	2.66*	2.60*
Campus environment emphasizes spending significant amounts of time studying and on academic work ³	2.87	3.18*	3.28*	3.15*

There was one item for which there were no statistically significant differences at $p < .01$ between the responses of Evergreen first-year students and first-year students in 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 ³	3.02	2.99	3.12	3.03

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

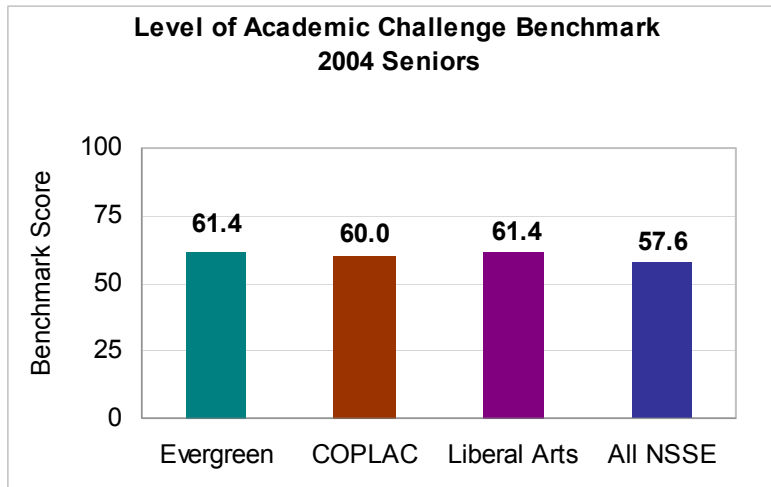
² 5-point scale: 1=None, 2=between 1-4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

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

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

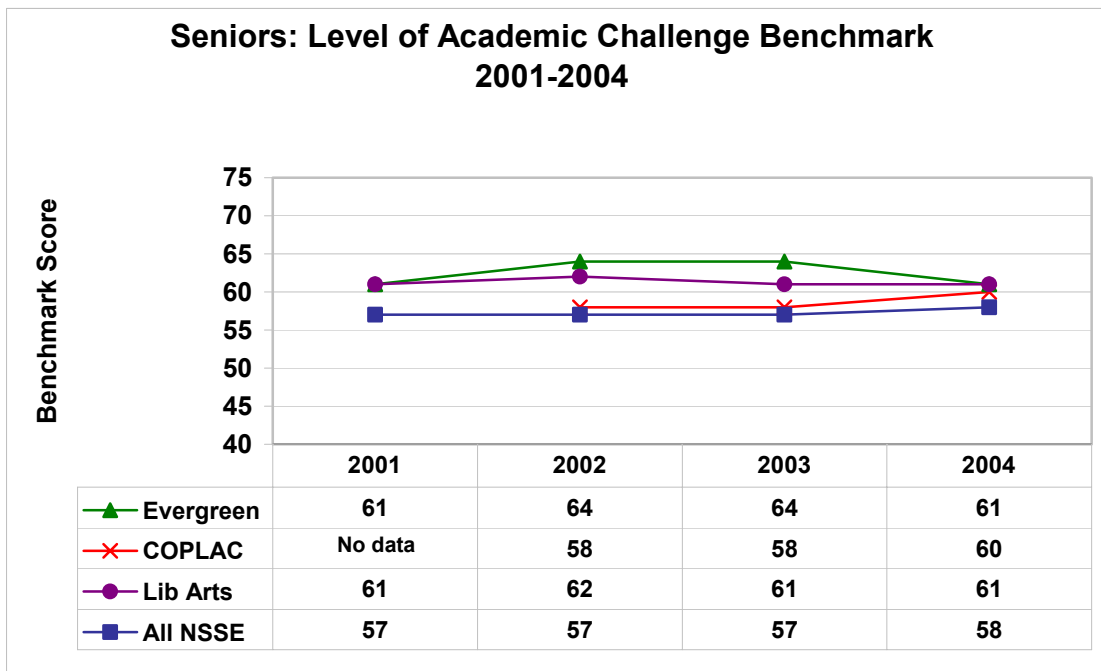
Seniors and Level of Academic Challenge

The chart below shows the overall benchmark score on Level of Academic Challenge for Evergreen seniors compared to seniors in comparison groups.



2004 Percentile Comparisons
 80th compared to All NSSE
 50th compared to Liberal Arts

The following chart shows trends in Level of Academic Benchmarks scores for Evergreen seniors and comparison groups from 2001-2004. Evergreen’s 2004 benchmark score returned to its 2001 level in 2004; however, Evergreen seniors consistently score above the all NSSE Institution score in this area.



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.

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) ⁵	5.03	4.44*	4.51*	4.07*
Number of assigned textbooks, books, or book-length pack or course readings ⁶	3.84	3.51*	3.71	3.32*
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 ⁷	3.55	3.37	3.44	3.30*
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships ⁷	3.49	3.21*	3.28*	3.08*

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 ⁶	1.38	1.73*	1.79*	1.66*
Number of written papers or reports between 5 and 19 pages	2.39	2.81*	2.92*	2.66*

There were five 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
Number of written papers of fewer than 5 pages ⁶	3.27	3.21	3.24	3.11
Coursework emphasized applying theories or concepts to practical problems or in new situations ⁷	3.21	3.20	3.29	3.23
Worked harder than you thought you could to meet an instructor's standards or expectations. ⁸	2.81	2.79	2.78	2.72
Campus environment emphasizes spending significant amounts of time studying and on academic work ⁷	3.22	3.29	3.30	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 ⁷	3.09	3.01	3.11	2.99

⁵ 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

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

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

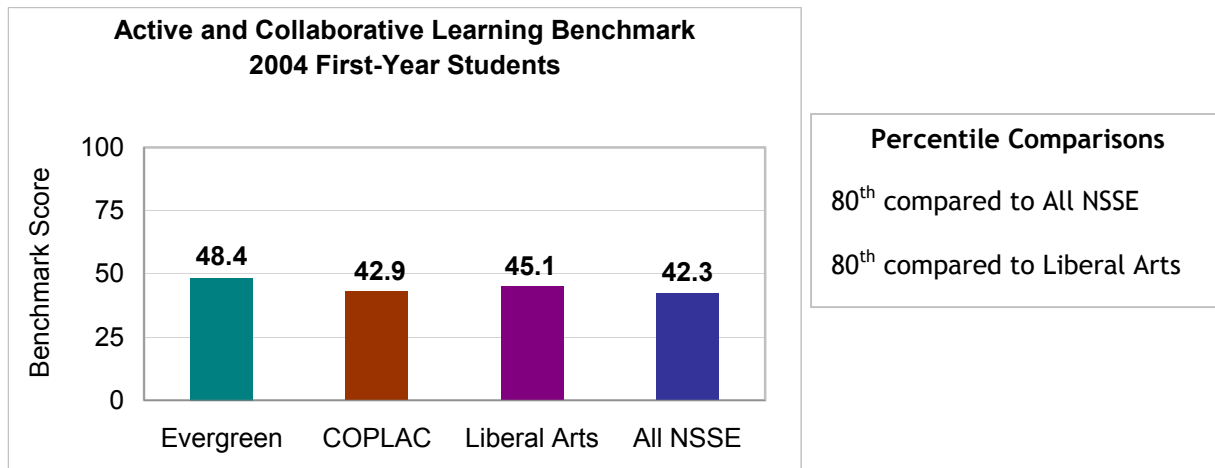
⁸ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Active and Collaborative Learning Benchmark

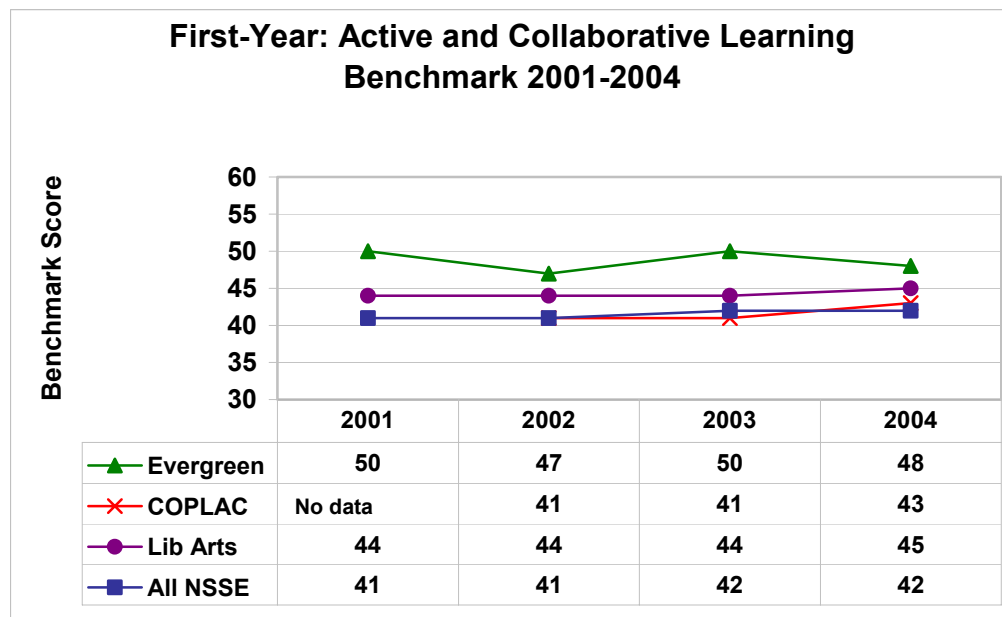
The NSSE Institutional Benchmark Report provides the following statement regarding the Active and Collaborative Learning Benchmark: "Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others 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 the Active and Collaborative Learning Benchmark

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.



The following chart shows trends in Active and Collaborative Learning Benchmark scores for Evergreen first-year students and comparison groups from 2001-2004. Evergreen's first-year students have outpaced the other comparison groups on this benchmark each year.



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 asterisks next to them.

There were three 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 ⁹	3.24	2.91*	3.07	2.84*
Worked with other students on projects during class ⁹	2.76	2.27*	2.23*	2.33*
Discussed ideas from your readings or classes with others outside of class ⁹	3.32	2.87*	2.91*	2.73*

There was only one item for which the mean response of Evergreen first-year students was significantly lower. Evergreen 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) ⁹	1.47	1.58	1.73*	1.67*

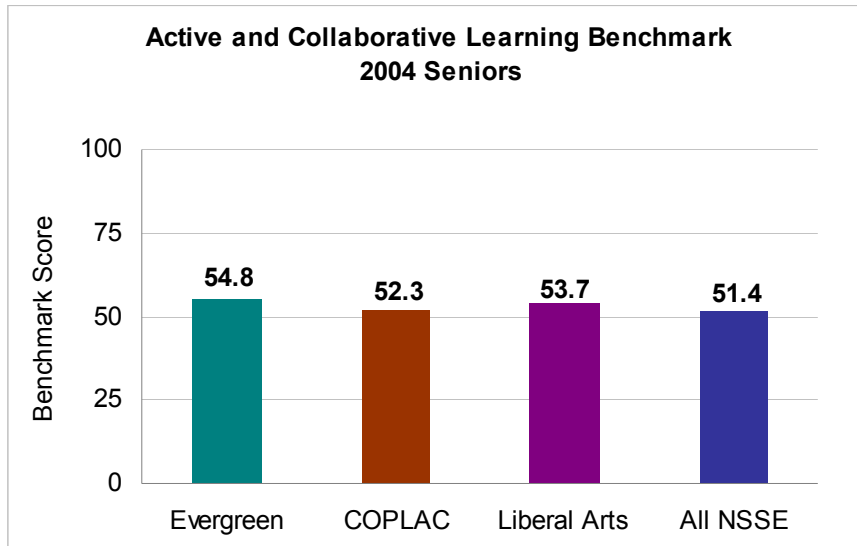
There were three items for which there was no significant difference at $p < .01$ between the responses of Evergreen first-year students and first-year students in comparison groups.

First-Year Students: Active and Collaborative Learning <i>No statistically significant differences at $p < .01$</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Made a class presentation ⁹	2.31	2.24	2.28	2.24
Worked with other students outside of class to prepare assignments ⁹	2.50	2.50	2.58	2.39
Participated in a community-based project as part of a regular course ⁹	1.55	1.47	1.61	1.56

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

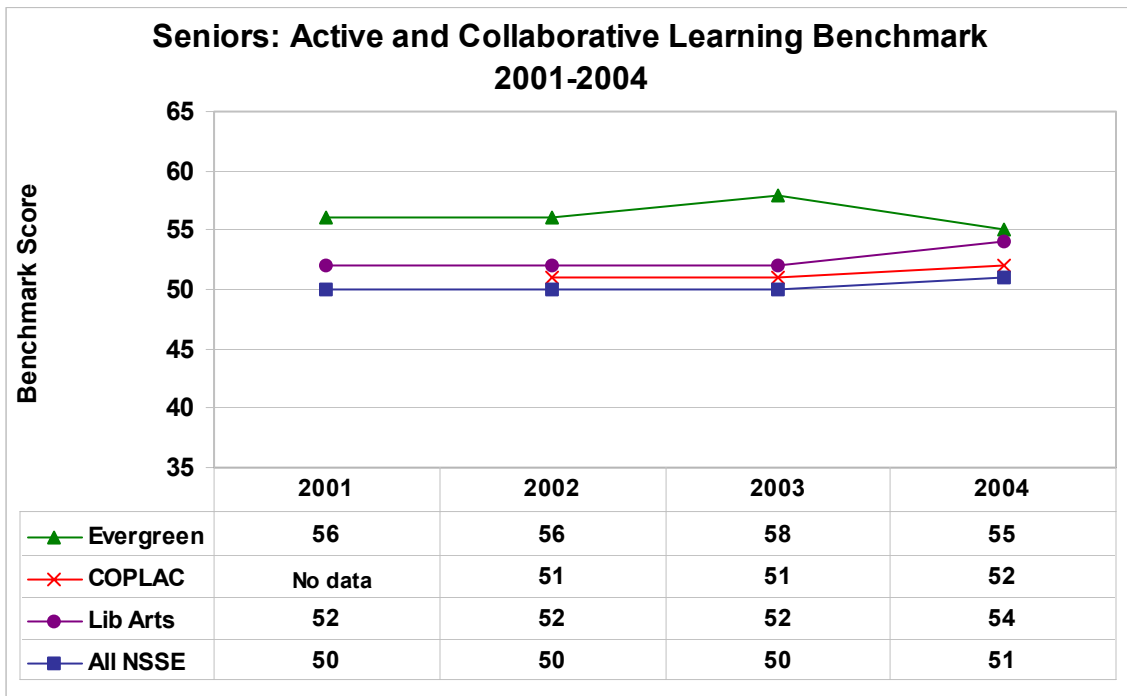
Seniors and the Active and Collaborative Learning Benchmark

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



Percentile Comparisons
 70th compared to All NSSE
 60th compared to Liberal Arts

The following chart shows trends in Active and Collaborative Learning Benchmark scores for Evergreen seniors and comparison groups from 2001-2004. Evergreen’s benchmark score dropped in 2004 after reaching a peak in 2003. After several years of outpacing the Liberal Arts and other comparison groups, this year’s decline for Evergreen seniors along with a corresponding increase in this area for Liberal Arts Colleges, brings Evergreen closer to the performance level of other Liberal Arts colleges.



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.

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 ¹⁰	2.80	2.36*	2.27*	2.44*
Discussed ideas from your readings or classes with others outside of class ¹⁰	3.21	3.03	3.09	2.90*

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 ¹⁰	3.29	3.29	3.36	3.16
Made a class presentation ¹⁰	2.71	2.88	2.88	2.86
Worked with other students outside of class to prepare assignments ¹⁰	2.75	2.75	2.76	2.73
Tutored or taught other students (paid or voluntary) ¹⁰	2.11	2.03	2.09	1.91
Participated in a community-based project as part of a regular course ¹⁰	1.83	1.72	1.79	1.74

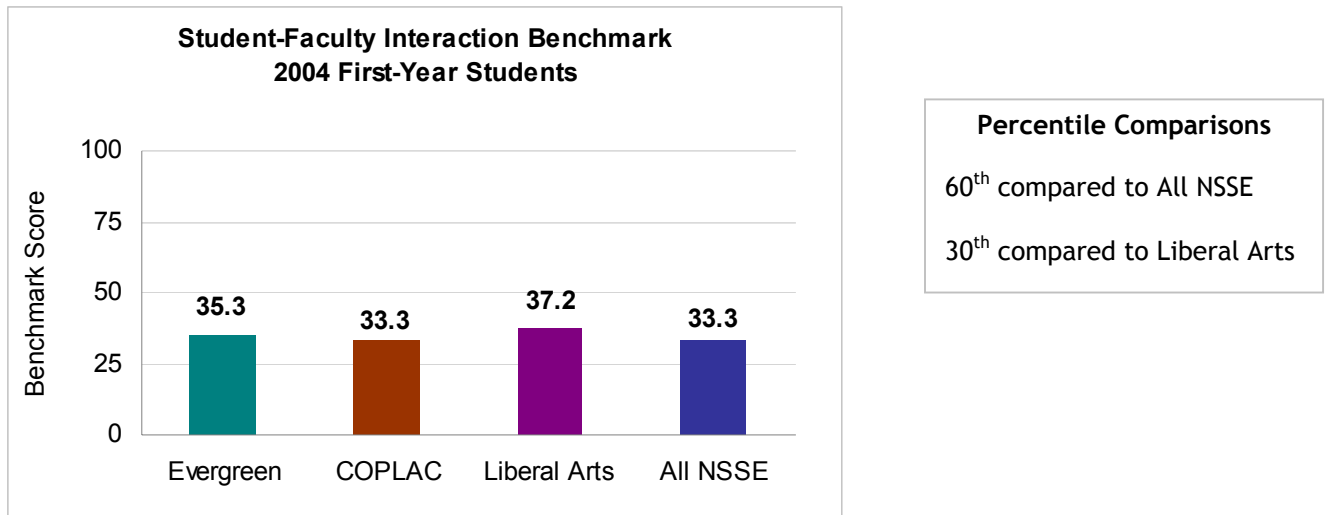
¹⁰ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Student-Faculty Interactions Benchmark

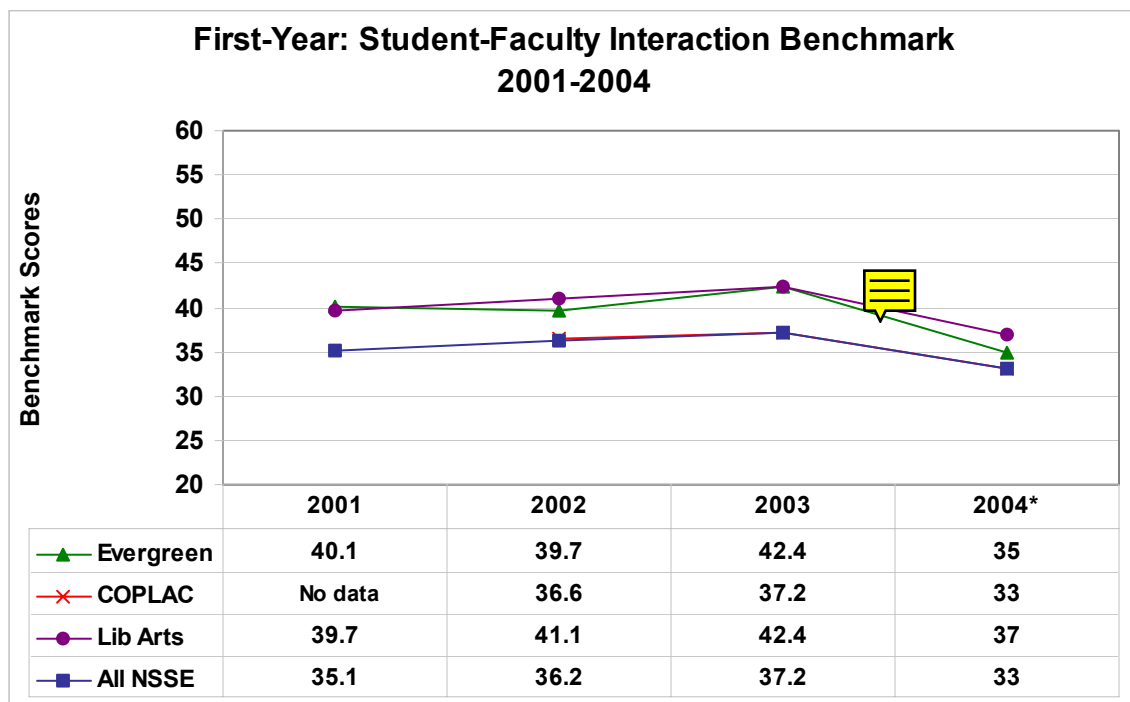
The NSSE Institutional Benchmark Report describes the Student-Faculty Interactions Benchmark as follows: "Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models,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

First-Year Students and the Student-Faculty Interactions Benchmark

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 following chart shows trends in Student-Faculty Interaction Benchmark scores for Evergreen first-year students and comparison groups from 2001-2004. Note that in 2004, the benchmark scores for all groups dropped due to a change in one of the questions included in the benchmark.



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 were two items 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 ¹¹	2.04	1.81*	2.00	1.81*
Received prompt feedback from faculty on your academic performance ¹¹	3.02	2.71*	2.83*	2.63*

There were two items 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 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
Talked about career plans with a faculty member or advisor ¹¹	2.02	2.12	2.21*	2.15
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹¹	1.41	1.57	1.73*	1.57

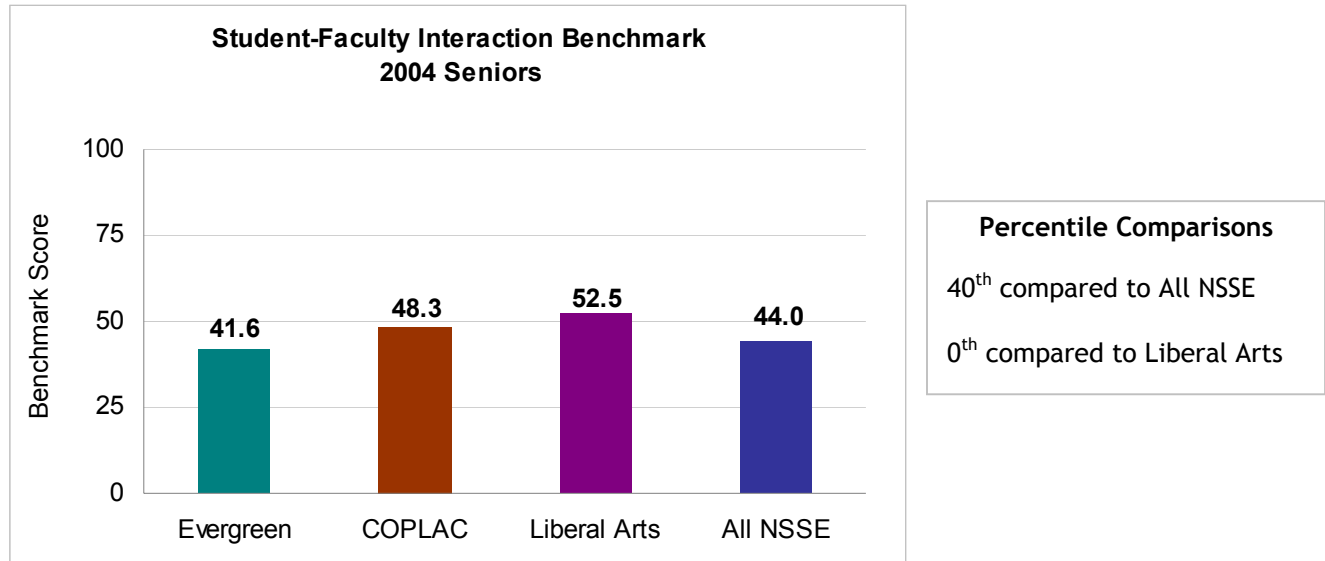
There were two items for which there were no significant differences at $p < .01$ between the responses of Evergreen first-year students and first-year students of other comparison groups.

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 ¹¹	2.69	2.57	2.72	2.59
Have you worked on a research project with a faculty member outside of course or program requirements? % of students who replied "Yes"	6%	4%	3%	3%

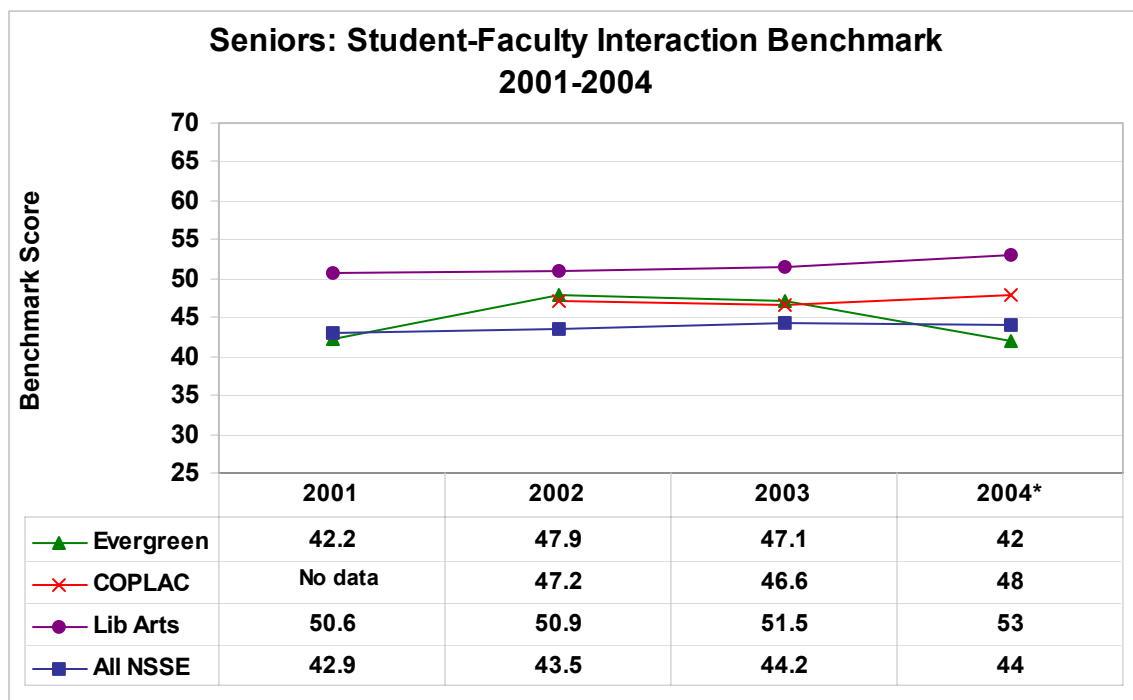
¹¹ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Seniors and the Student-Faculty Interaction Benchmark

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 2001-2004. One survey question used in this benchmark was changed in 2004, thus NSSE warns that scores from years prior to 2004 are not directly comparable to the 2004 scores. With the revised question, Evergreen's seniors have slipped behind other comparison groups this year.



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.

Evergreen seniors had higher mean responses than seniors from NSSE Institutions on the item “Discussed ideas from your readings or classes with faculty members outside of class.”

Seniors: Student-Faculty Interaction Evergreen mean significantly <u>higher</u> than mean for all NSSE Institutions ($p < .01$)	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Discussed ideas from your reading or classes with faculty members outside of class ¹²	2.33	2.25	2.38	2.11*

There were three questions for which Evergreen seniors had lower mean responses or percentages than seniors from one or more comparison groups. The percentages after the question “Have you worked on a research project with a faculty member outside of course or program requirements?” represents the percentage of students who replied “Yes”.

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 ¹²	2.54	2.67	2.82*	2.50
Have you worked on a research project with a faculty member outside of course or program requirements? <i>% of students who replied “Yes”</i>	15%	28%*	34%*	20%
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹²	1.54	2.10*	2.24*	1.90*

There were two questions for which there were no statistically significant differences between Evergreen seniors’ responses and the responses of seniors in other comparison groups.

Seniors: Student-Faculty Interaction No significant differences ($p < .01$)	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Discussed grades or assignments with an instructor ¹²	2.93	2.94	2.97	2.84
Received prompt feedback from faculty on your academic performance ¹²	2.92	2.98	3.02	2.84

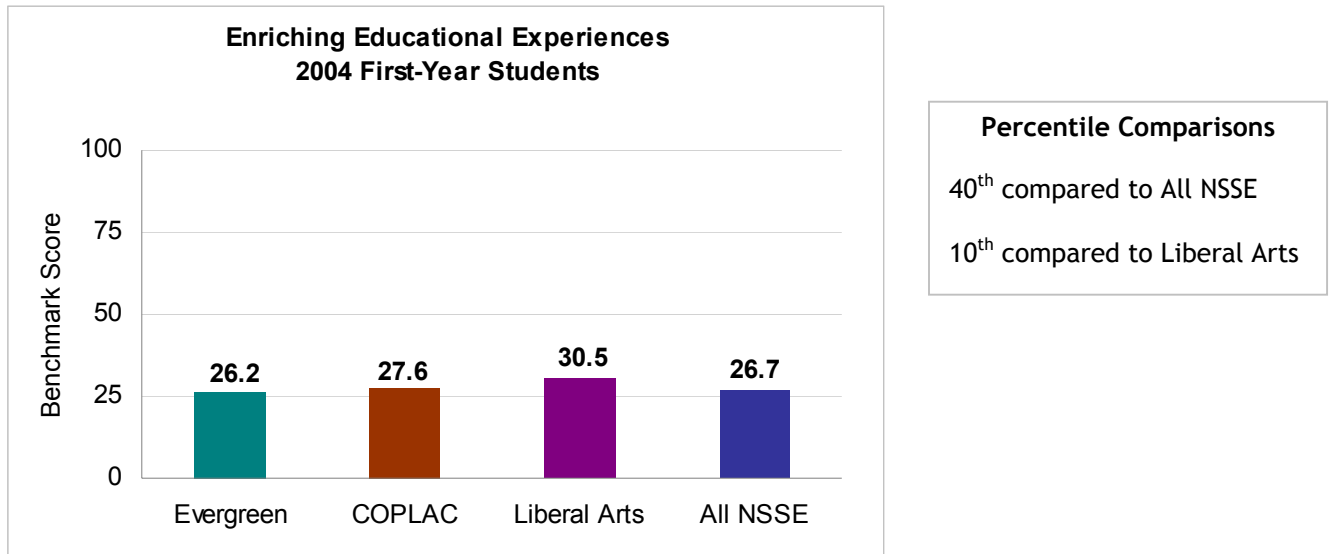
¹² 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Enriching Educational Experiences Benchmark

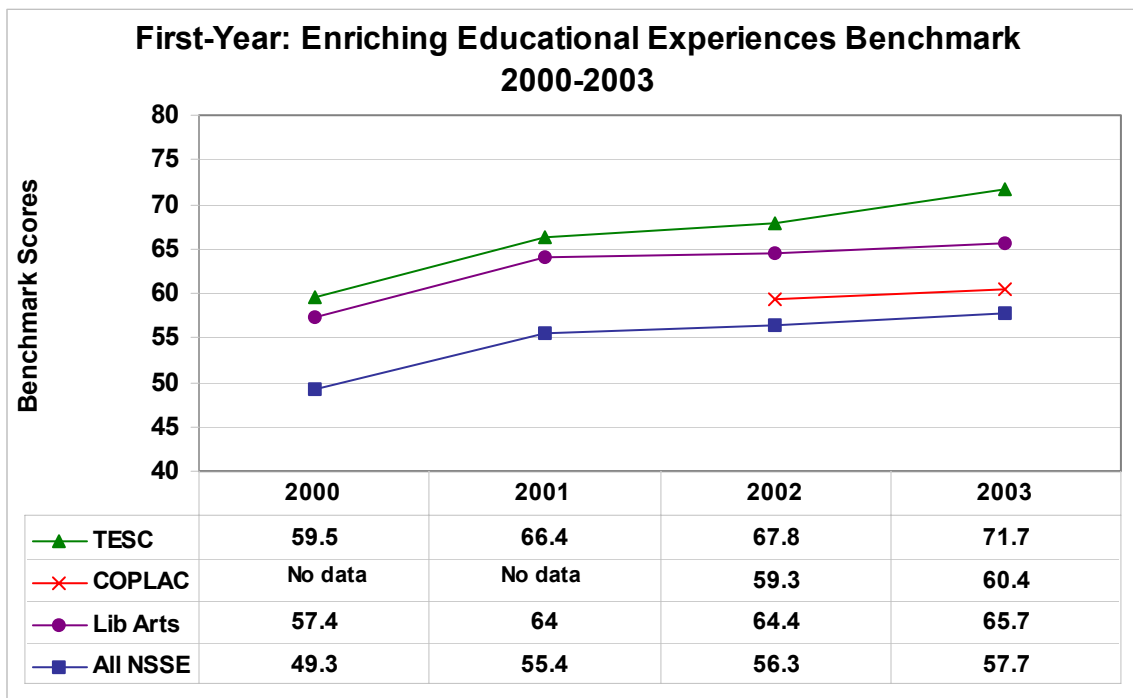
The NSSE Institutional Benchmark Report provides the following statement to describe the Enriching Educational Experiences Benchmark: “Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. 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 the Enriching Educational Experiences Benchmark

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



The benchmark scores for 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.



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 question is new to the benchmark calculation this year.

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	24%	6%*	9%*	12%*

There were six 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 statistically 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 the first-year students at all of the participating institutions. It is unknown how so many first-year students could be participating in culminating senior experiences, unless this 1% of students perhaps refers to a culminating high school experience.

Also of note is that the absence of sororities or fraternities at Evergreen may have had an impact on the responses to the question regarding participation in co-curricular activities. This question specifically refers to participation in “a social fraternity or sorority” in addition to other activities. The lack of sororities and fraternities may have also affected responses on the community service or volunteer work question, as students at other institutions may be referencing volunteer or community service done in the context of a fraternity or sorority.

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.)	0%	1%	1%	1%*
Participating in co-curricular activities (organizations, publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) ¹³	1.73	2.26*	2.70*	2.22*
Have done community service or volunteer work	32%	35%	44%*	37%
Have done foreign language coursework	10%	37%*	42%*	23%*
Have done study abroad	0%	1%*	2%*	2%*
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ¹⁴	2.37	2.60	2.71*	2.63*

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, twelve percent of the Evergreen first-year students reported having done a practicum, internship, field experience, co-op experience, or clinical assignment, compared to 6% of first-year students in the comparison groups.

¹³ 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

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

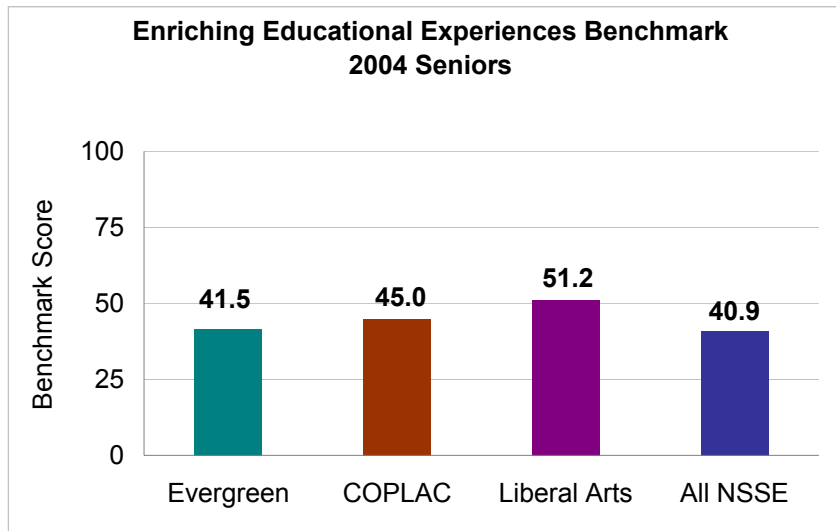
First-Year Students: Enriching Educational Experiences <i>No statistically significant differences (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Have done practicum, internship, field experience, co-op experience, or clinical assignment	12%	6%	6%	6%
Have done independent study or self-designed major	9%	7%	2%	2%
Serious conversations with students who are very different from you in terms their religious beliefs, political opinions, or personal values ¹⁵	2.80	2.96	2.97	2.74
Serious conversations with students of a different race or ethnicity ¹⁵	2.63	2.57	2.70	2.56
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ¹⁶	2.71	2.66	2.73	2.60

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

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

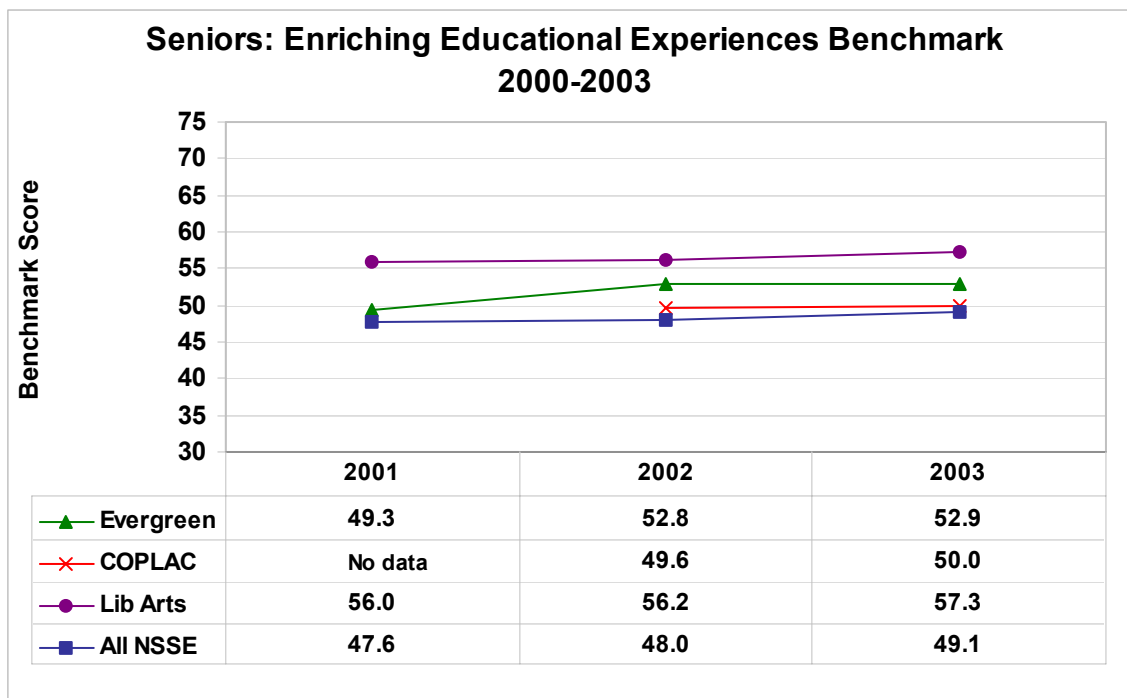
Seniors and the Enriching Educational Experiences Benchmark

The chart below shows the overall benchmark scores on Enriching Educational Experiences Benchmark for Evergreen seniors and comparison groups in 2004. Evergreen seniors lag behind COPLAC and Liberal Arts comparison groups on this measure.



Percentile Comparisons
 50th compared to All NSSE
 10th compared to Liberal Arts

The benchmark scores for 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.



The tables on the following 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 3 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	52%	32%*	40%*	23%*
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ¹⁷	2.74	2.48	2.50	2.41*
Participated in a learning community or some other formal program where groups of students take two or more classes together	48%	19%*	22%*	23%*

There were 8 items for which Evergreen seniors had significantly lower means or percentages than seniors from one or more comparison groups. Note that the absence of sororities and fraternities may have affected student's responses on questions about participation in co-curricular activities and participation in community service or volunteer work.

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.) ¹⁸	1.58	2.35*	2.74*	2.14*
Have done a practicum, internship, field experience, co-op experience, or clinical assignment	50%	56%	69%*	56%
Have done community service or volunteer work	55%	66%	74%*	60%
Have done foreign language coursework	37%	65%*	69%*	43%
Have done study abroad	22%	23%	38%*	16%
Serious conversations with students of a different race or ethnicity ¹⁹	2.48	2.58	2.75*	2.62
Serious conversations with students who are very different in terms religious beliefs, political opinions, or personal values ¹⁹	2.70	2.81	2.95*	2.72
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	9%	49%*	57%*	35%*

There was one item regarding use of electronic media to discuss or complete assignments 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 ¹⁹	2.72	2.70	2.74	2.78

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

¹⁸ 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

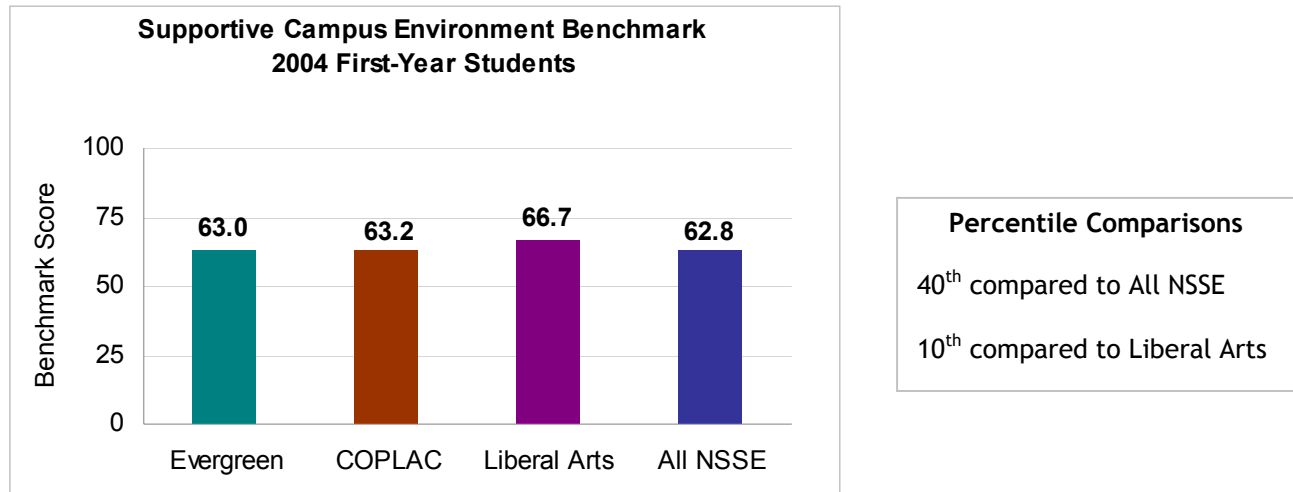
¹⁹ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Supportive Campus Environment Benchmark

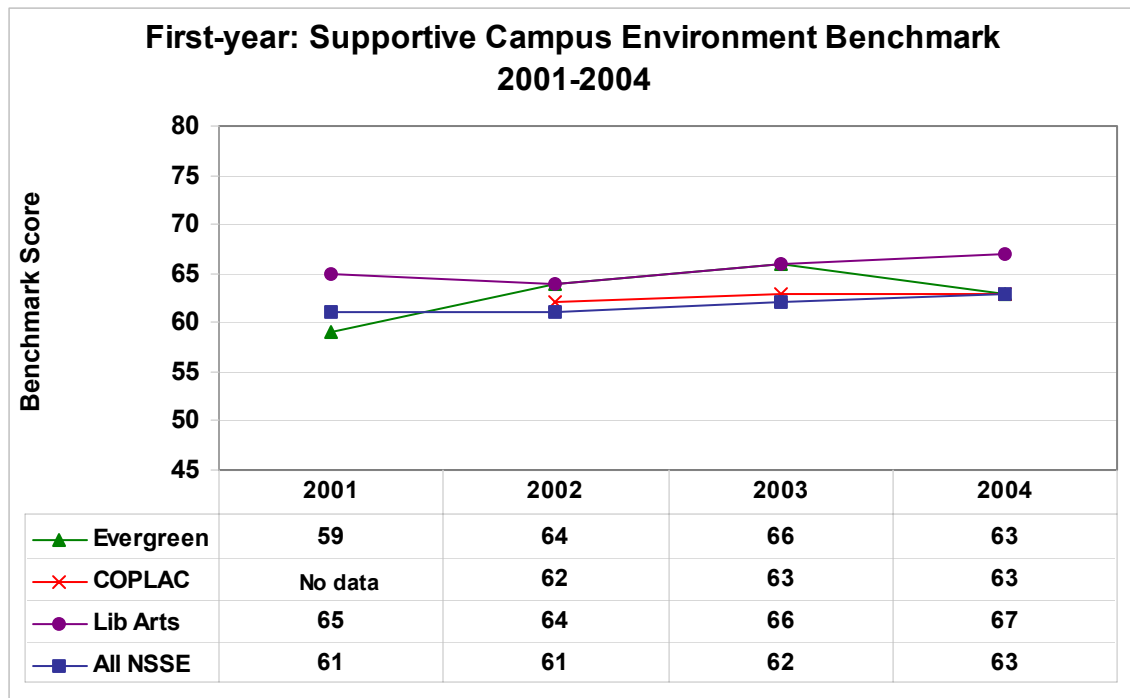
The NSSE Institutional Benchmark Report explains the Supportive Campus Environment Benchmark as follows: “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive the working [sic] and social relations among different groups on campus.”

First-Year Students and the Supportive Campus Environment Benchmark

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 Evergreen first-year students from 2001-2004. This trend line shows a drop in Evergreen’s benchmark score for first-year students from a peak in 2003; however, this score does not drop below the 2001 score.



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.

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 ²⁰	5.88	5.66	5.90	5.58*

There was one item for which first-year students had significant lower mean response than first-year students at a comparison group.

First-Year Students: Support Campus Environment <i>Evergreen mean significantly <u>lower</u> than mean of Liberal Arts Institutions (p<.01)</i>	Evergreen	COPLAC	All Liberal Arts	All NSSE Institutions
Campus environment provides the support you need to thrive socially ²¹	2.21	2.37	2.50*	2.36

There were four 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 ²²	5.66	5.70	5.79	5.68
Quality of relationships with administrative personnel and offices ²³	5.10	5.12	5.31	5.13
Campus environment provides the support you need to help you succeed academically	3.21	3.15	3.31	3.10
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ²¹	2.06	2.10	2.27	2.15

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

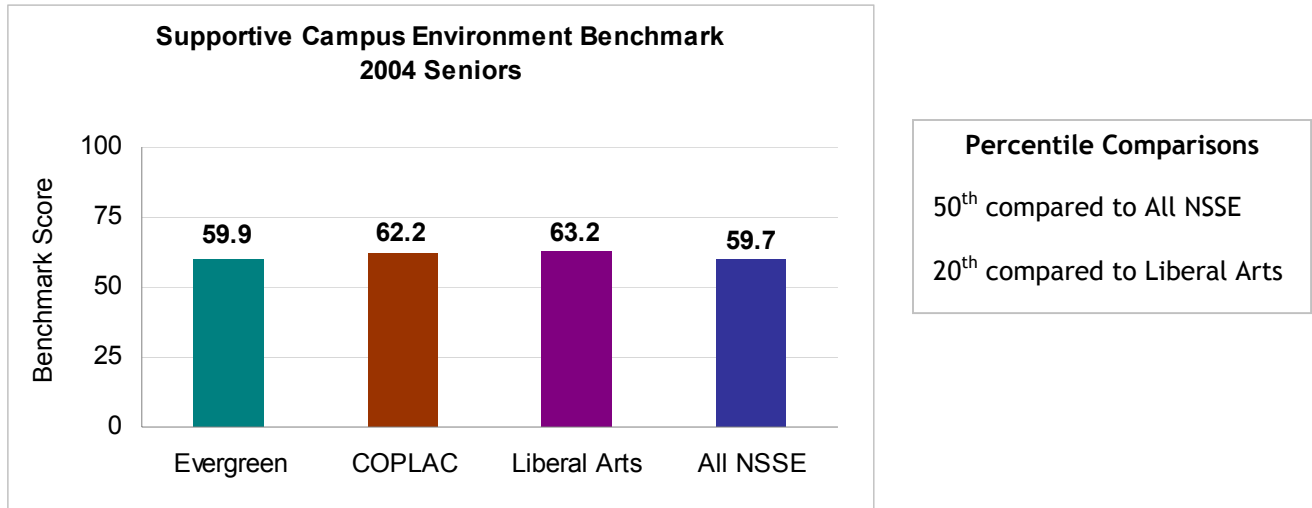
²¹ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

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

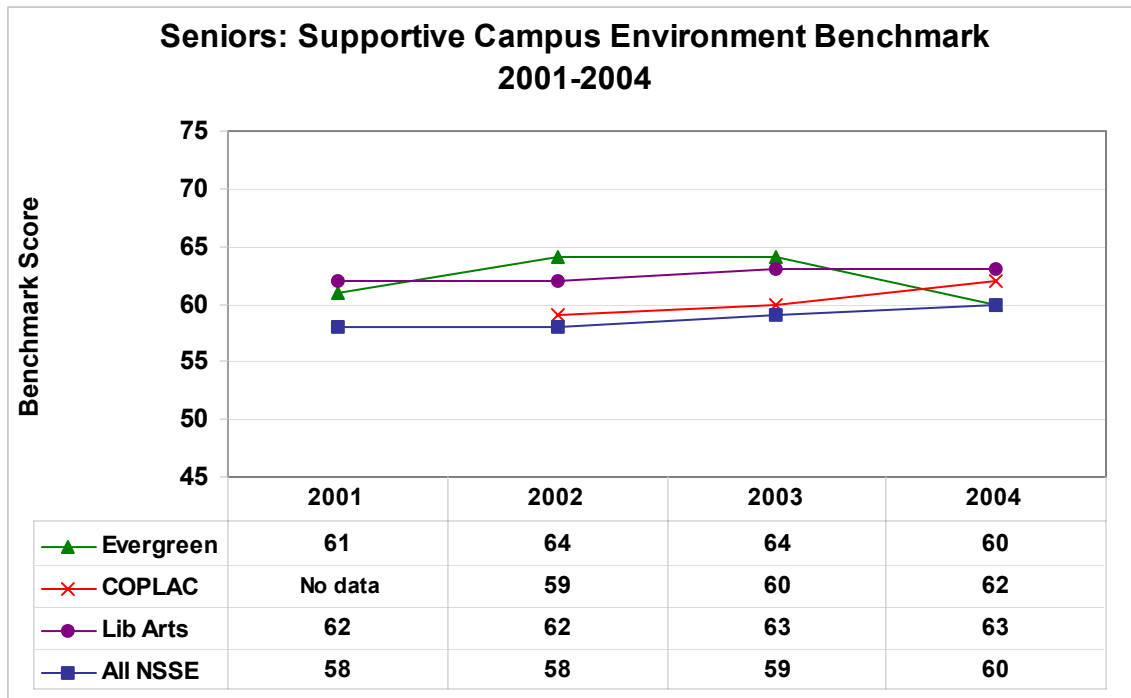
²³ 7-point scale: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

Seniors and the Supportive Campus Environment Benchmark

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 2001-2004. After two years of very strong performance on this measure, Evergreen’s benchmark score for seniors dropped to a four-year low. Evergreen seniors in 2004 rated the supportive campus environment benchmark at the same level as the All NSSE national comparison group.



There were no items in which Evergreen seniors had significantly higher or lower mean score than seniors in the other comparison groups. There were no significant differences at $p < .01$ on any of the questions, as shown in the following table.

Seniors: Support 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 ²⁴	5.10	5.03	4.89	4.82
Campus environment provides the support you need to help you succeed academically ²⁵	3.04	3.14	3.21	2.97
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ²⁵	1.90	1.97	2.05	1.92
Quality of relationships with other students ²⁶	5.54	5.80	5.80	5.75
Quality of relationships with faculty members ²⁷	5.87	5.98	6.06	5.73
Campus environment provides the support you need to thrive socially ²⁵	2.08	2.20	2.25	2.12

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

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

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

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

Overall Satisfaction Questions

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

First-year students at Evergreen were more satisfied overall with their educational experience than first-year students in the NSSE Institutions comparison group. Evergreen students appeared to be more likely to attend the same institution if they could start over again than first-year students in the NSSE Institutions comparison group. There were no statistically significant differences at $p < .01$ in regards to the quality of academic advising.

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? ²⁸	3.04	2.97	3.14	3.02
How would you evaluate your entire educational experience at this institution? ²⁸	3.40	3.27	3.39	3.22*
If you could start over again, would you go to the same institution you are now attending? ²⁹	3.46	3.28	3.30	3.23*

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

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

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? ²⁸	2.78	3.08*	3.23*	2.95
How would you evaluate your entire educational experience at this institution? ²⁸	3.44	3.44	3.47	3.25*
If you could start over again, would you go to the same institution you are now attending? ²⁹	3.46	3.33	3.28	3.18*

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

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

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