

**An Exploration of Evergreen Benchmark Scores
On the National Survey of Student Engagement 2006**

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 2006.

Participation in the Survey

NSSE 2006 was a year of change to the mode of administration for Evergreen students. In past administrations, Evergreen has used the paper mode, meaning that based on our fall quarter undergraduate enrollment our random sample size was 700 students, who were contacted primarily by mail and also provided the option of completing the survey via the web. In 2006, NSSE offered Evergreen the opportunity to participate in a free-of-charge pilot project aimed to increase the number of institutions who choose to participate in the primarily web-based administration modes. Evergreen accepted the offer, and thus our sample size for 2006 was 1000 students, including an over-sample of students who were invited to participate through web-only communications. As a result, Evergreen's NSSE 06 results are representative of more of our students than in previous administrations. 377 Evergreen students completed the NSSE 2006, compared to 212 in 2005. The response rate of the random sample also improved this year to 38%, from 33% in the previous year. The experiment was sufficiently successful that Evergreen will participate in NSSE's "web+" mode for 2007. This means that we begin with a much larger random sample for no additional cost, the first three contacts will be via email, and then non-respondents will receive a final outreach via mail with a paper survey administration offer. The final sample is then adjusted for non-deliverable addresses and students no longer enrolled by spring quarter. Of the adjusted sample of 1000 students, 377 completed the survey, which is an overall response rate of 38%.

Class category	Number at Evergreen Fall 2005	Number in Adjusted Sample*	NSSE completers	NSSE response rate	% of all students enrolled Fall 2005
First-year	785	521	180	35%	23%
Seniors	931	479	197	41%	21%

**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 557 institutions participated in the NSSE (referred to as "All NSSE" throughout this report). NSSE data are available for three comparison groups: all 557 NSSE Institutions, a subset of the 36 participating Master's Colleges and Universities-Smaller Programs (Evergreen's new Carnegie 2005 classification) referred to in this report as "Masters-Small", and 24 participating Colleges that Change Lives (CTCL) schools.

Benchmark Comparison to Highly Engaging Institutions

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. The new reference groups have again been provided in the 2006 report: above-average institutions with benchmark scores in the top 50% nationally and high-performing institutions with benchmark scores in the top 10% nationally.

NSSE does not identify the institutions that are included in the above average and high performing groups, but it does provide an analysis of how Evergreen's benchmark scores compare to the averages for those two groups. Thus, Evergreen can determine if our average score for a particular benchmark is significantly higher, lower, or the same as each of the two performance comparison groups.

First-Year Comparison

Average benchmark scores for Evergreen first-year students were not significantly different from the average benchmark score of the top 10% of schools on the Level of Academic Challenge, Active and Collaborative Learning, and Student Interactions with Faculty. One can infer that Evergreen first-years were as engaged as students attending high performing institutions in these benchmark areas. Evergreen first-year students were significantly lower than the high performing group in terms of Enriching Educational Experiences and Supportive Campus Environment, but their scores for these measures were comparable to first-year ratings at above average institutions.

NSSE Benchmark (First-Year Students)	Evergreen Benchmark	Above Average (Top 50%)	High Performing (Top 10%)
Level of Academic Challenge	58.5	55.8	60.5
Active and Collaborative Learning	50.0	45.8*	50.7
Student Interactions with Faculty	39.6	37.1	42.1
Enriching Educational Experiences	28.5	30.0	34.4*
Supportive Campus Environment	61.6	64.7	69.7*

**Evergreen mean benchmark significantly different than comparison group ($p < .01$)*

Senior Students Comparison

The table below displays benchmark scores based on senior responses. Average benchmark scores for Evergreen seniors were not significantly different from the average benchmark score of the top 10% of schools on the Level of Academic Challenge and Active and Collaborative Learning. In fact, Evergreen seniors' average benchmark score for Active and Collaborative Learning was slightly higher than the average for high-performing institutions. Evergreen seniors' benchmark scores were significantly lower than the high-performing group for Student-Faculty Interactions, Enriching Educational Experiences, and Supportive Campus Environment, but they were comparable to the above-average institutional scores.

NSSE Benchmark (Senior-class Students)	Evergreen Benchmark	Above Average (Top 50%)	High Performing (Top 10%)
Level of Academic Challenge	62.8	59.3*	64.1
Active and Collaborative Learning	60.2	54.6*	58.5
Student Interactions with Faculty	47.6	48.2	56.9*
Enriching Educational Experiences	46.6	46.6	57.9*
Supportive Campus Environment	62.9	62.8	67.7*

**Evergreen mean benchmark significantly different than comparison group ($p < .01$)*

Summary Overview of Benchmark Scores Compared to Peer Groups

The following tables present a quick summary view of how Evergreen benchmark scores compare to the three peer groups available from our 2006 participation: Colleges That Change Lives consortium (CTCL), Masters-Smaller Programs, and a national comparison to all NSSE participating institutions. Benchmarks for which Evergreen was significantly higher than a particular comparison group are denoted with a "+", those for which Evergreen was significantly lower show a "-", and null cells indicate no significant difference. All significance levels are presented at $p < .01$.

First-Year Students	CTCL	Masters-Small	All NSSE
Level of Academic Challenge		+	+
Active and Collaborative Learning	+	+	+
Student Interactions with Faculty			+
Enriching Educational Experiences	-		
Supportive Campus Environment			

Senior-class Students	CTCL	Masters-Small	All NSSE
Level of Academic Challenge		+	+
Active and Collaborative Learning	+	+	+
Student Interactions with Faculty			+
Enriching Educational Experiences	-	+	+
Supportive Campus Environment			+

Comparisons of Responses on Individual Questions for Each Benchmark

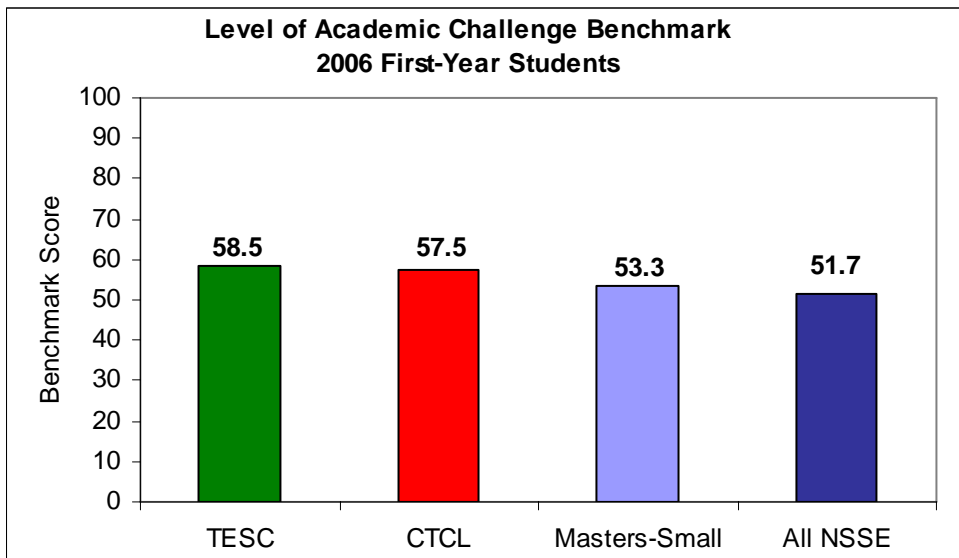
The following sections of this report provide detail on the individual items that make up each benchmark score, comparing the responses of Evergreen students to the responses of students within each comparison group. Benchmark comparison groups are all NSSE institutions, Masters Colleges and Universities-Smaller programs (Masters-Small), and a consortium of participating Colleges That Change Lives (CTCL). The responses of first-year students and seniors are discussed separately for each benchmark.

Level of Academic Challenge Benchmark

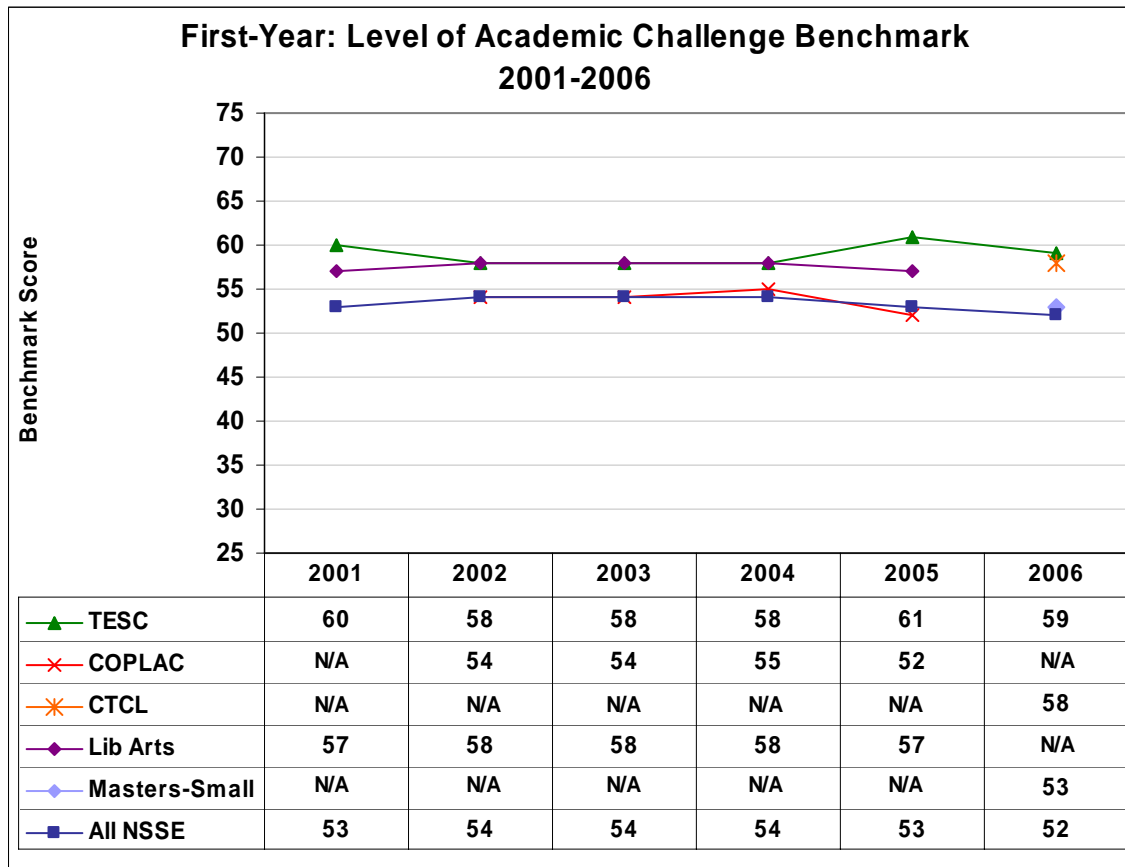
The NSSE Institutional Benchmark Report describes the Level of Academic Challenge benchmark in the following terms: "Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the 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 Challenge benchmark scores for Evergreen first-year students and comparison groups from 2001-2006. Scores for Evergreen first-year students have matched or exceeded those of students in the comparison groups over time.



The following tables show first-year student means for the individual questions that make up the Level of Academic Challenge benchmark scores for 2006. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There were 6 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 mean significantly higher than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters -Small	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	4.68	4.57	4.00*	3.99*
Number of assigned textbooks, books, or book-length pack or course readings ²	4.00	3.79*	3.34*	3.26*
Number of written papers of fewer than 5 pages ²	3.54	3.40	3.27*	3.05*
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships ³	3.40	3.04*	2.86*	2.83*

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 mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters -Small	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	3.10	2.95	2.87*	2.82*
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	3.39	3.28	3.09*	3.06*

There were two 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 mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters -Small	All NSSE Institutions
Campus environment emphasizes spending significant amounts of time studying and on academic work ⁴	2.78	3.22*	3.05*	3.07*
Number of written papers or reports between 5 and 19 pages ⁵	2.26	2.61*	2.37	2.29

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	CTCL	Masters -Small	All NSSE Institutions
Coursework emphasized applying theories or concepts to practical problems or in new situations ⁴	3.05	3.08	3.01	2.98
Worked harder than you thought you could to meet an instructor's standards or expectations ⁶	2.62	2.62	2.64	2.58
Number of written papers or reports of 20 pages or more ²	1.30	1.22	1.29	1.25

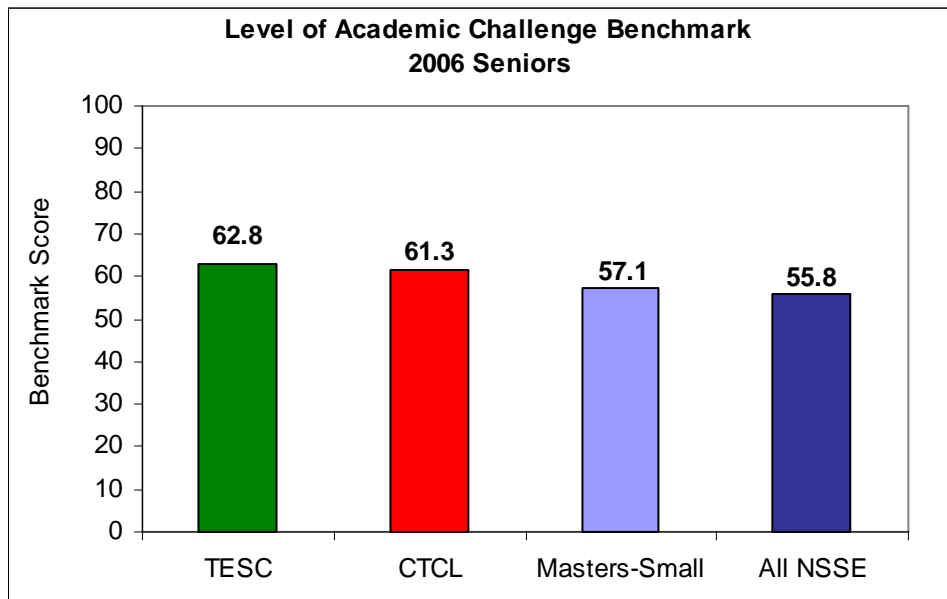
⁴ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

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

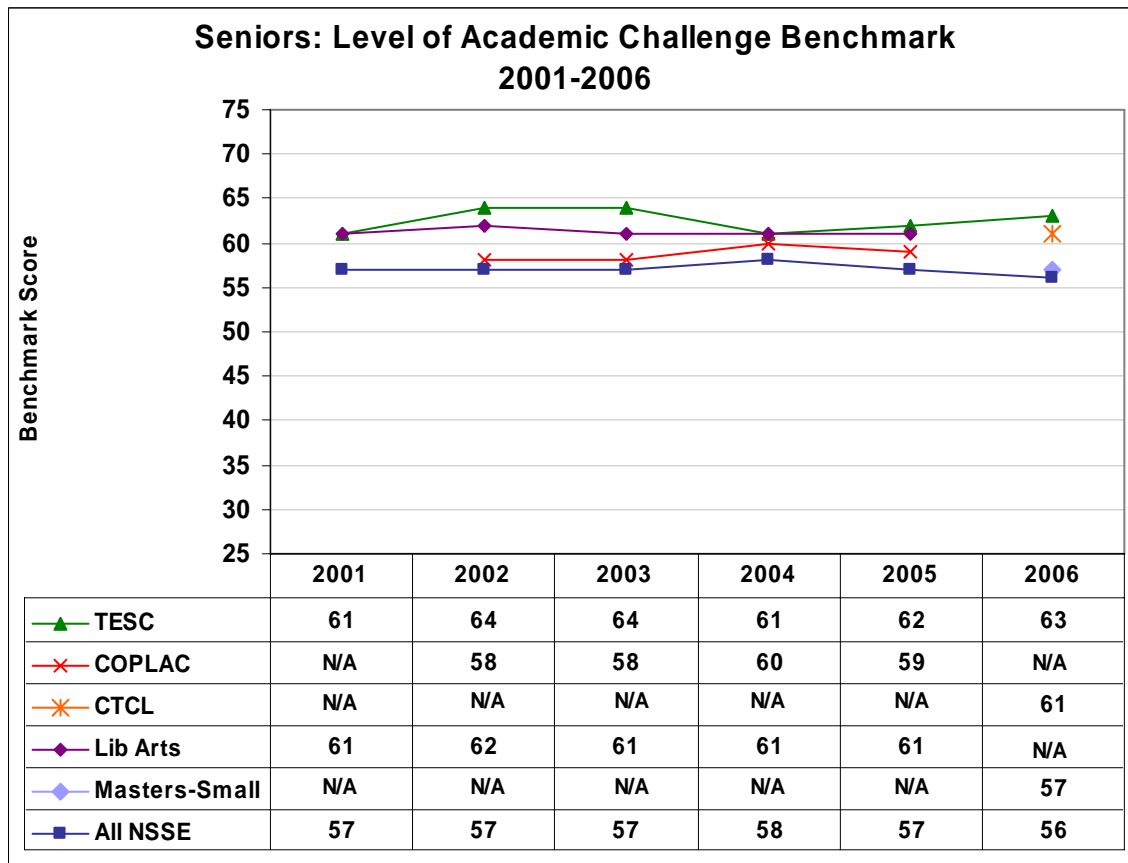
⁶ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

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 2001-2006. Evergreen seniors have consistently exceeded the national All NSSE comparison group on this benchmark, and they are significantly higher than the other institutions in our new Carnegie class.



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 five 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 mean significantly higher than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	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	5.31	4.52*	4.03*	4.10*
Number of assigned textbooks, books, or book-length pack or course readings ⁸	3.73	3.63	3.26*	3.18*
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	3.48	3.41	3.23*	3.22*
Coursework emphasized synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships ⁹	3.52	3.26*	3.05*	3.01*
Campus environment emphasizes spending significant amounts of time studying and on academic work ⁹	3.29	3.28	3.09*	3.08*

There was one item for which Evergreen seniors had lower mean responses than seniors in other comparison groups.

Seniors: Academic Challenge <i>*Evergreen mean significantly lower than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Number of written papers or reports between 5 and 19 pages ⁸	2.42	2.93*	2.71*	2.59

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>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Coursework emphasized applying theories or concepts to practical problems or in new situations ⁹	3.36	3.29	3.18	3.17
Worked harder than you thought you could to meet an instructor's standards or expectations. ¹⁰	2.85	2.73	2.74	2.69
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	3.11	3.11	3.00	2.94
Number of written papers of fewer than 5 pages ⁸	3.22	3.18	3.10	2.98
Number of written papers or reports of 20 pages or more ⁸	1.59	1.77	1.71	1.64

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

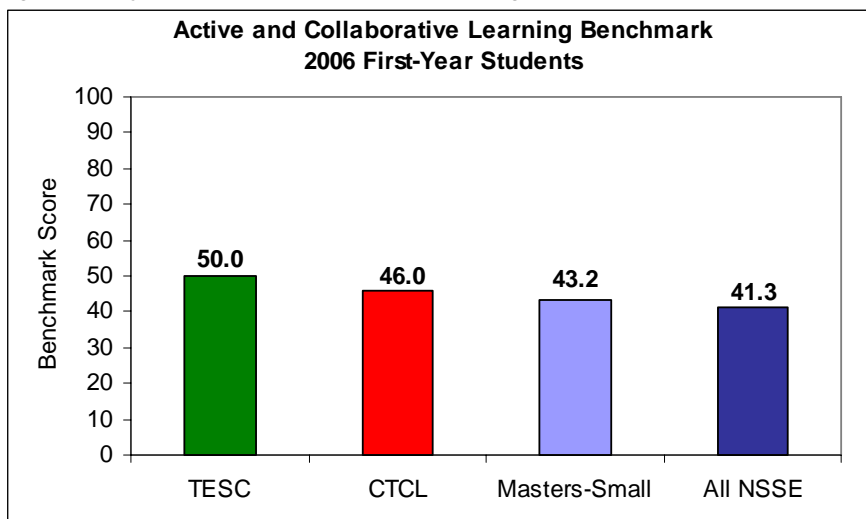
¹⁰ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Active and Collaborative Learning Benchmark

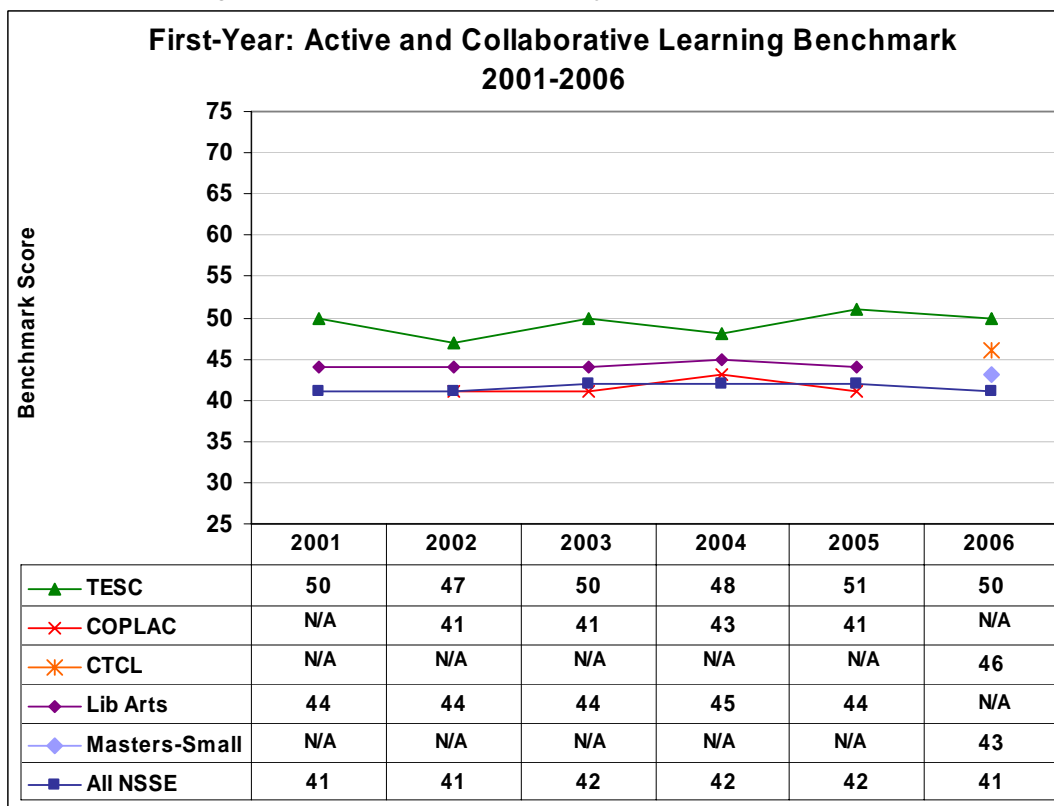
The NSSE Institutional Benchmark Report provides the following statement regarding the Active and Collaborative Learning benchmark: "Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others 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 significantly exceed the other comparison groups on this benchmark ($p < .01$).



The following chart shows trends in Active and Collaborative Learning benchmark scores for Evergreen first-year students and comparison groups from 2001-2006. 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 four 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 mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Asked questions in class or contributed to class discussions ¹¹	3.17	3.06	2.91*	2.78*
Worked with other students on projects during class ¹¹	2.84	2.30*	2.44*	2.40*
Worked with other students outside of class to prepare assignments ¹¹	2.61	2.64	2.37*	2.36*
Discussed ideas from your readings or classes with others outside of class ¹¹	3.32	2.93*	2.67*	2.68*

There were *no* benchmark items for which the mean response of Evergreen first-year students was significantly lower than the Liberal Arts Institutions and NSSE Institutions comparison groups.

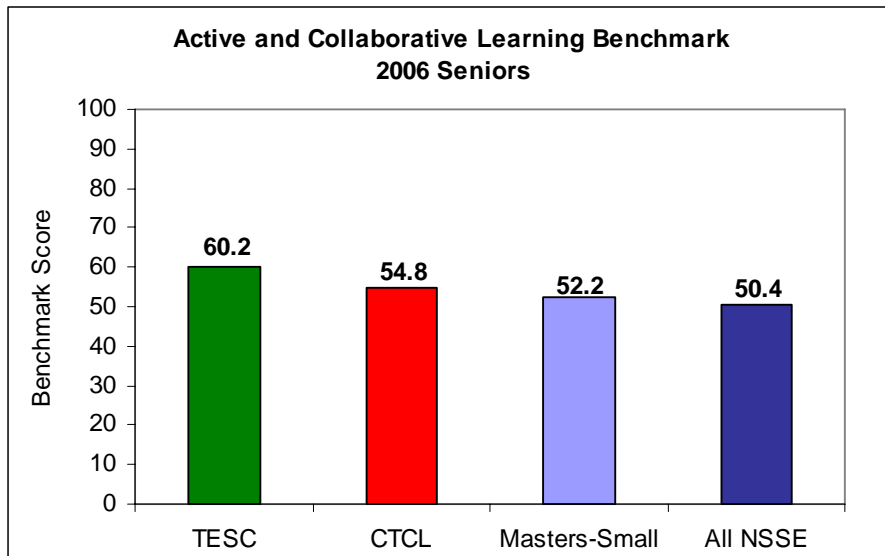
There were three items for which there were no statistically significant differences at $p < .01$ between the mean responses of Evergreen first-years and first-years in comparison groups.

First-Year Students: Active and Collaborative Learning <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Made a class presentation ¹¹	2.25	2.32	2.38	2.23
Participated in a community-based project as part of a regular course ¹¹	1.69	1.63	1.59	1.50
Tutored or taught other students (paid or voluntary) ¹¹	1.59	1.73	1.65	1.67

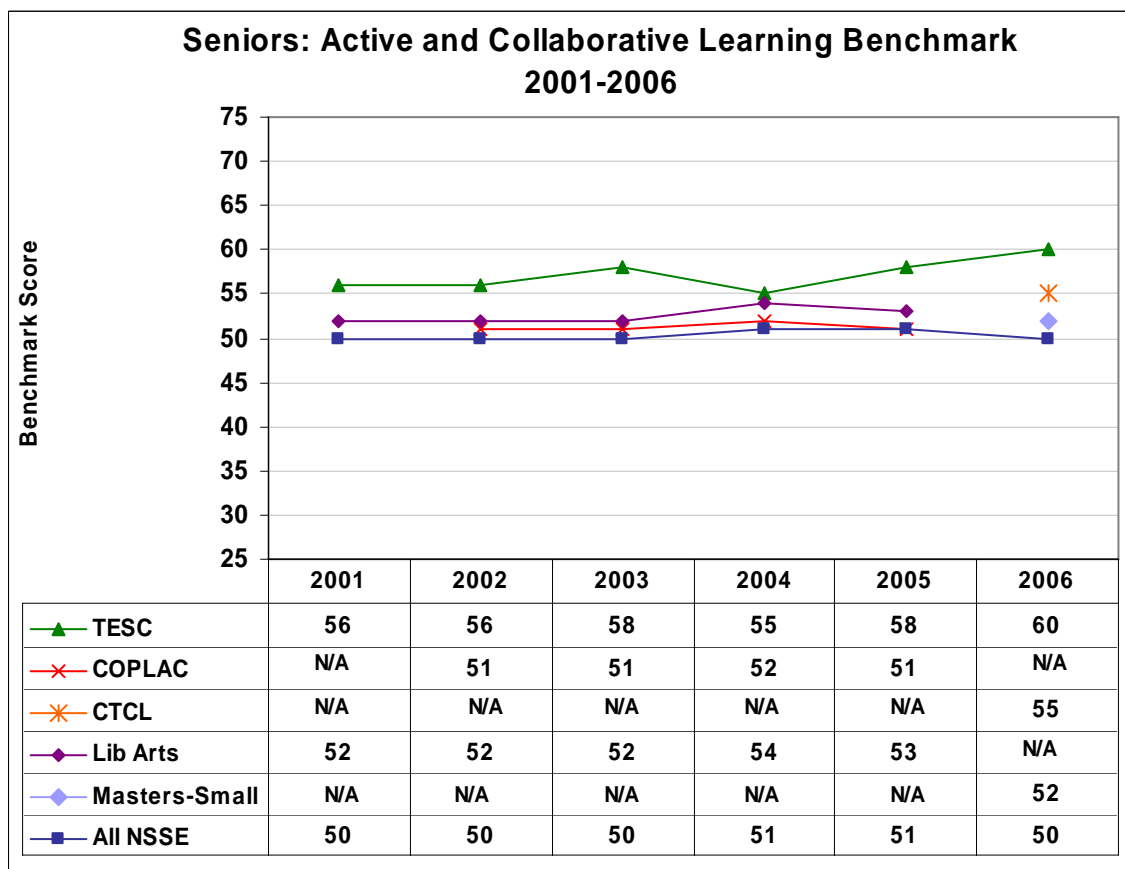
¹¹ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

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. Like the first-years, Evergreen seniors also significantly outscore the other comparison groups on this measure ($p < .001$).



The following chart shows trends in Active and Collaborative Learning benchmark scores for Evergreen seniors and comparison groups from 2001-2006. Evergreen's seniors continue to outpace seniors in the other comparison groups on this benchmark and have widened the gap over the past two years.



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 four 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 mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters -Small	All NSSE Institutions
Worked with other students on projects during class ¹²	3.04	2.35*	2.55*	2.51*
Discussed ideas from your readings or classes with others outside of class ¹²	3.40	3.06*	2.86*	2.84*
Asked questions in class or contributed to class discussions ¹²	3.40	3.37	3.24	3.06*
Worked with other students outside of class to prepare assignments ¹²	2.93	2.85	2.69*	2.75

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

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

Seniors: Active and Collaborative Learning <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters -Small	All NSSE Institutions
Made a class presentation ¹²	2.95	2.93	2.95	2.80
Tutored or taught other students (paid or voluntary) ¹²	2.02	2.11	1.87	1.89
Participated in a community-based project as part of a regular course ¹²	1.89	1.80	1.77	1.69

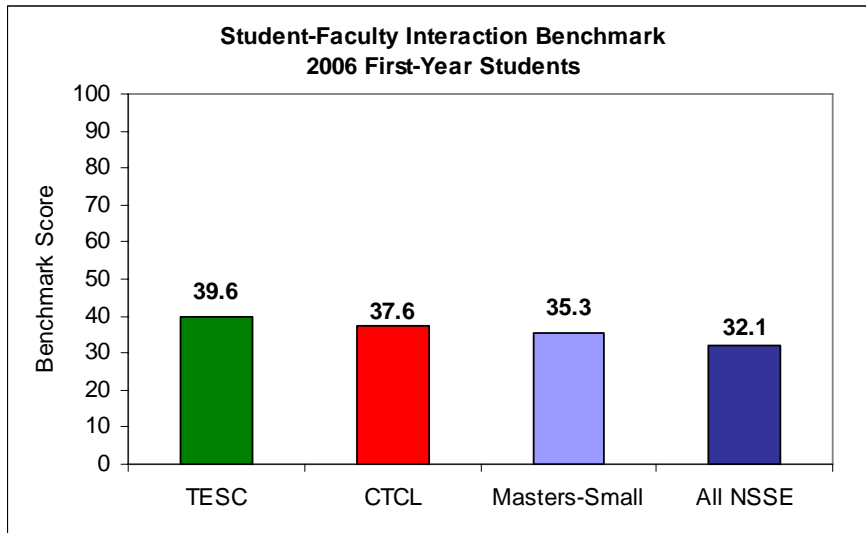
¹² 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Student-Faculty Interactions Benchmark

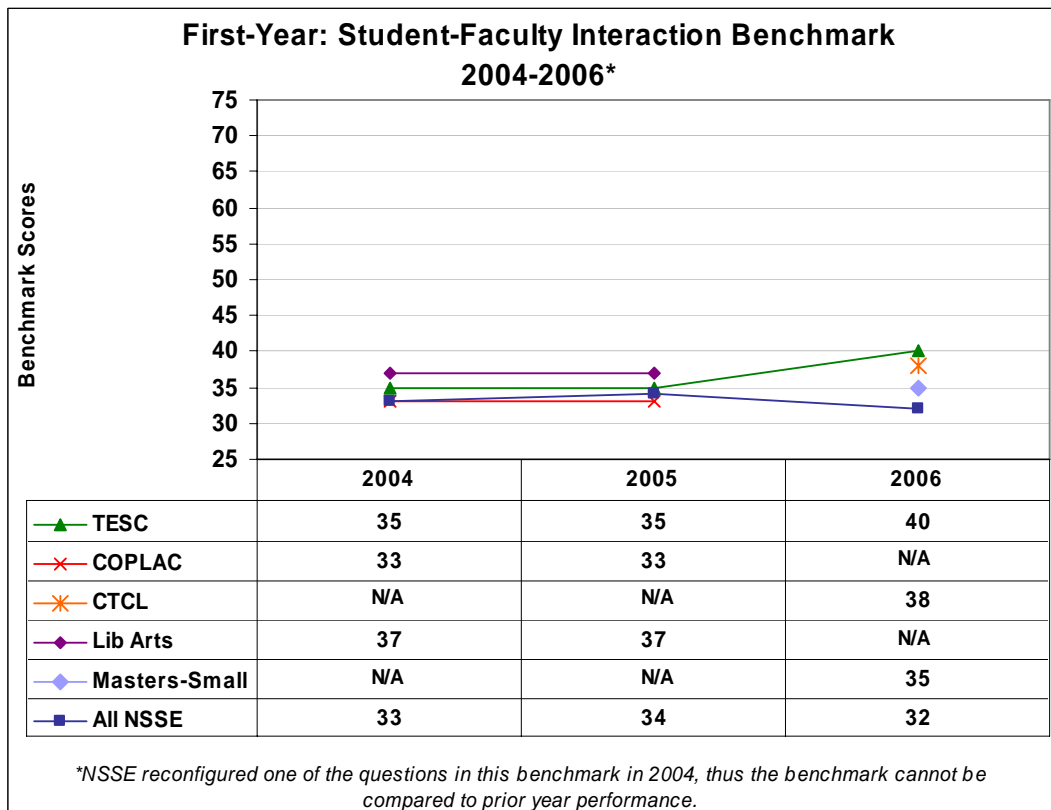
The NSSE Institutional Benchmark Report describes the Student-Faculty Interactions benchmark as follows: "Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, 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. Evergreen scores for this benchmark were similar to those at other CTCL and Masters-Small institutions, but they were significantly higher than first-years in the All NSSE comparison group ($p < .001$).



The benchmark scores prior to 2004 are not comparable to more recent years, as one of the questions in this benchmark was reconfigured by NSSE in 2004. There was considerable improvement in this benchmark for Evergreen first-year students in 2006.



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 three 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 mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters- -Small	All NSSE Institutions
Discussed ideas from your reading or classes with faculty members outside of class ¹³	2.32	2.03*	1.92*	1.81*
Discussed grades or assignments with an instructor ¹³	2.86	2.69	2.66*	2.56*
Received prompt feedback from faculty on your academic performance ¹³	3.12	2.86*	2.71*	2.58*

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

First-Year Students: Student-Faculty Interaction <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters- Small	All NSSE Institutions
Talked about career plans with a faculty member or advisor ¹³	2.00	2.23*	2.17	2.11

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. 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".

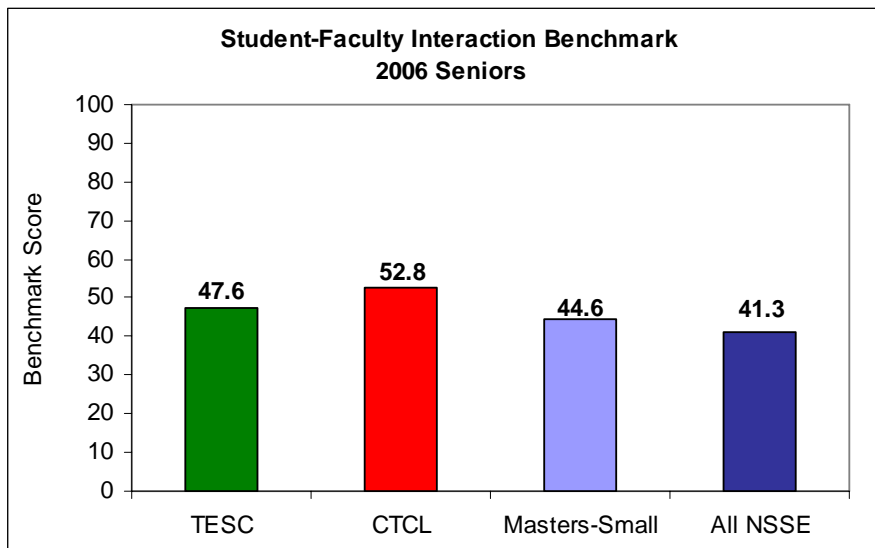
First-Year Students: Student-Faculty Interaction <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters- Small	All NSSE Institutions
Have you worked on a research project with a faculty member outside of course or program requirements? ¹⁴	6%	5%	5%	5%
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹³	1.61	1.77	1.71	1.56

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

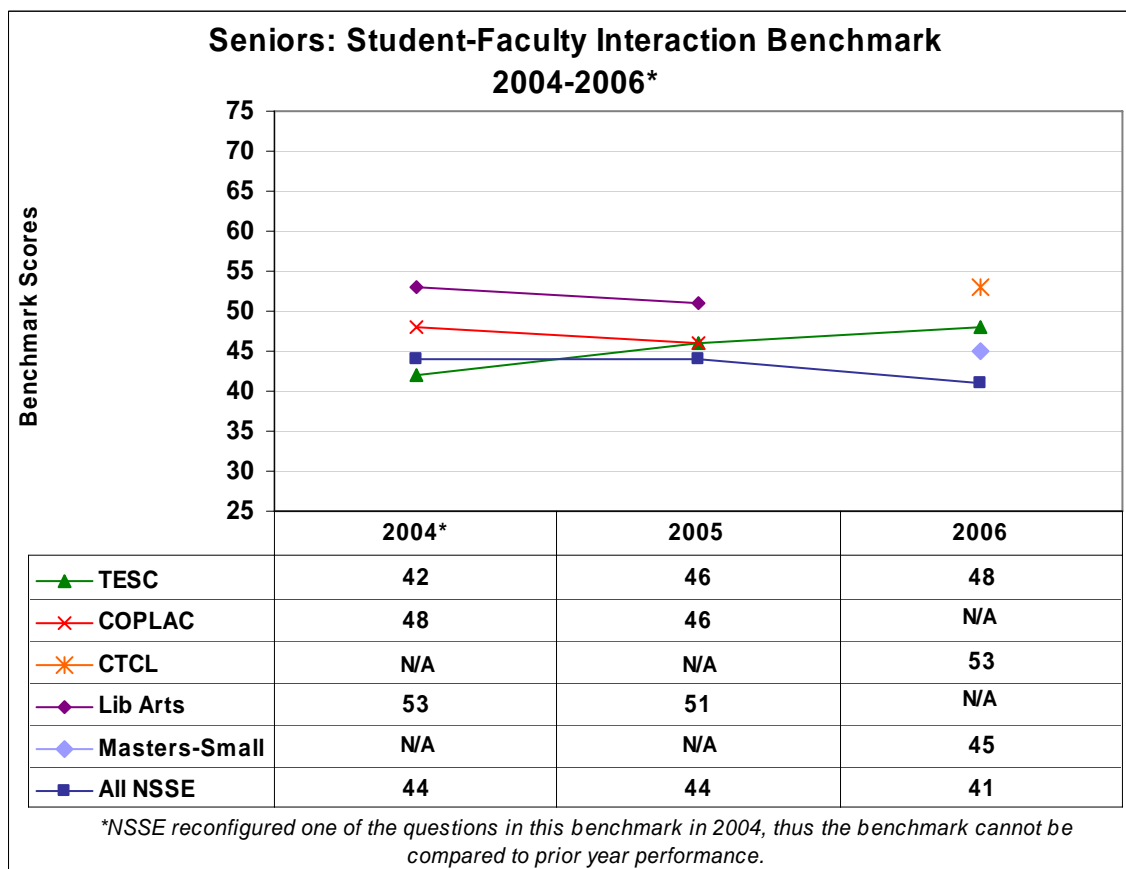
¹⁴ Percent of students who replied "Yes"

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. Evergreen seniors reported Student-Faculty Interactions that fell below their peers at CTCL schools ($p < .05$), but they exceeded the All NSSE institutions group ($p < .01$).



The following chart shows trends in Student-Faculty Interaction benchmark scores for Evergreen seniors and comparison groups from 2001-2006. One survey question used in this benchmark was changed in 2004, thus scores from years prior to 2004 are not directly comparable to 2004-2006 scores. Evergreen continues to show steady improvement 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 three items for which Evergreen seniors had significantly higher mean responses than seniors in one or more of the comparison groups.

Seniors: Student-Faculty Interaction <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Discussed grades or assignments with an instructor ¹⁵	3.01	2.93	2.87	2.79*
Received prompt feedback from faculty on your academic performance ¹⁵	3.05	3.04	2.88	2.76*
Discussed ideas from your reading or classes with faculty members outside of class ¹⁵	2.43	2.42	2.18*	2.08*

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 <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Talked about career plans with a faculty member or advisor ¹⁵	2.53	2.80*	2.55	2.41
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹⁵	1.77	2.23*	1.91	1.81

There was one question for which there were no statistically significant differences between Evergreen seniors' responses and the responses of seniors in other comparison groups. The percentages shown represent the percentage of students who replied "Yes" to the question.

Seniors: Student-Faculty Interaction <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Have you worked on a research project with a faculty member outside of course or program requirements? ¹⁶	25%	36%	20%	19%

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

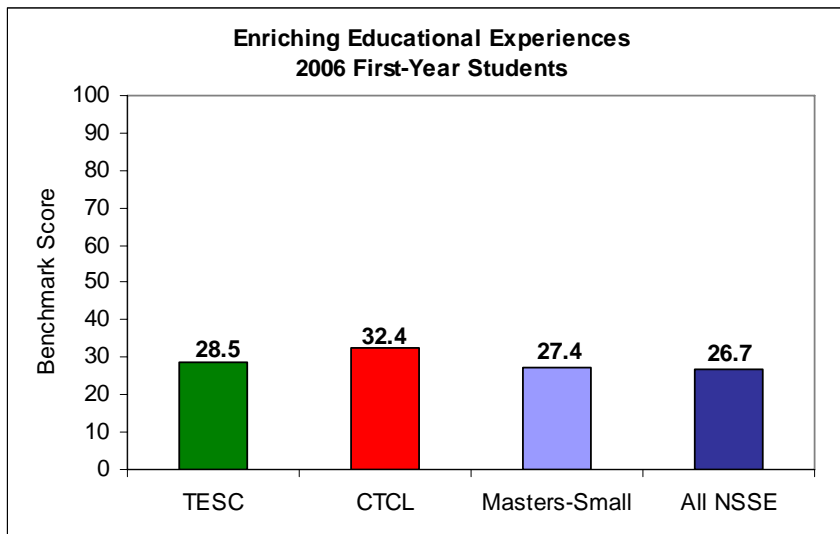
¹⁶ Percent of students who replied "Yes"

Enriching Educational Experiences Benchmark

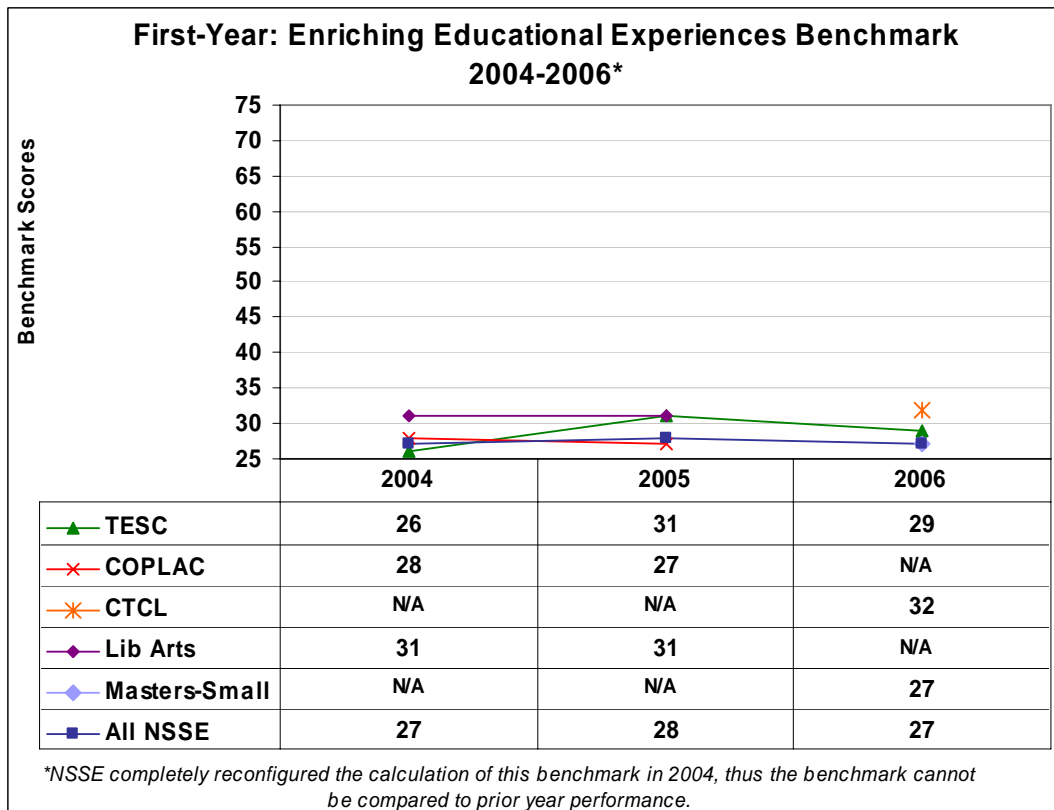
The NSSE Institutional Benchmark Report provides the following statement to describe the Enriching Educational Experiences benchmark: “Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. 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. Evergreen first-year students are significantly less likely to engage in Enriching Educational Experiences than their peers at other CTCL institutions ($p < .01$).



Benchmark scores prior to 2004 are not comparable to more recent years, since this benchmark was completely reconfigured by NSSE in 2004.



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.

There were three items for which Evergreen first-year student responses were significantly higher than those of first-year students in one or more comparison groups.

First-Year Students: Enriching Educational Experiences <i>*Evergreen mean significantly higher than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Serious conversations with students of a different race or ethnicity ¹⁷	2.80	2.77	2.52*	2.55*
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ¹⁸	2.81	2.83	2.58	2.57*
Serious conversations with students who are very different from you in terms their religious beliefs, political opinions, or personal values ¹⁷	2.97	2.97	2.69*	2.68*

There were also three items for which means or percentages for Evergreen first-year student responses were significantly lower than those of first-year students in one or more comparison group.

First-Year Students: Enriching Educational Experiences <i>*Evergreen mean significantly lower than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Participating in co-curricular activities (organizations, publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) ¹⁹	1.66	2.79*	2.38*	2.17*
Have done foreign language coursework ²⁰	10%	47%*	24%*	22%*
Have done community service or volunteer work ²⁰	38%	50%*	41%	37%

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, on two of these items Evergreen scored notably higher than the others: Twenty-one percent of the Evergreen students reported having participated in a learning community or some other formal program where groups of students take two or more classes together, compared to 11% of CTCL, 14% of Masters-Small and 16% of NSSE first-year students in the comparison groups, and 8% percent of Evergreen students reported having done independent study or a self-designed major compared to 3% for each of the comparison groups.

First-Year Students: Enriching Educational Experiences <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Have done practicum, internship, field experience, co-op experience, or clinical assignment ²⁰	9%	8%	8%	7%
Have done independent study or self-designed major ²⁰	8%	3%	3%	3%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ¹⁷	2.72	2.64	2.66	2.64
Have done study abroad ²⁰	4%	3%	3%	3%

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

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

¹⁹ 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

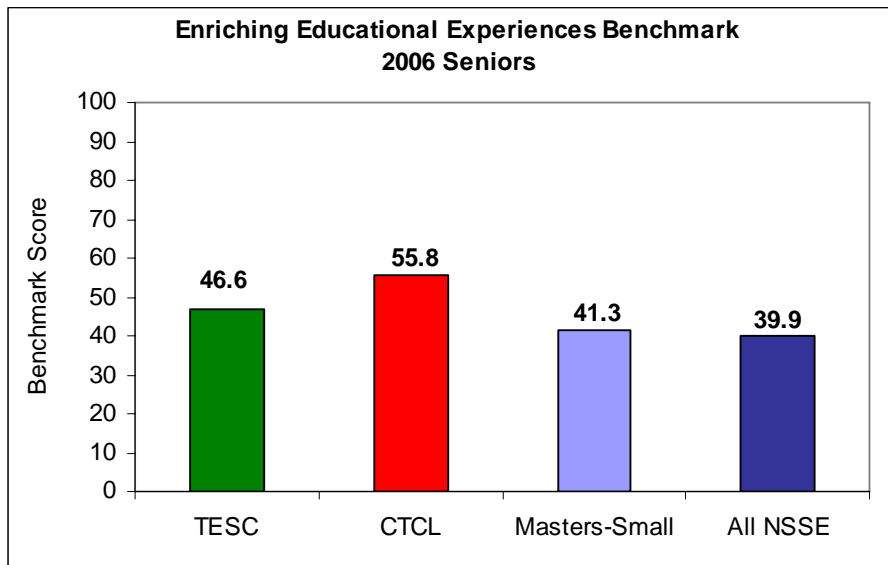
²⁰ Percent of students who replied “Yes”

First-Year Students: Enriching Educational Experiences <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters- Small	All NSSE Institutions
Participated in a learning community or some other formal program where groups of students take two or more classes together ²¹	21%	11%	14%	16%
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ²¹	1%	1%	2%	1%

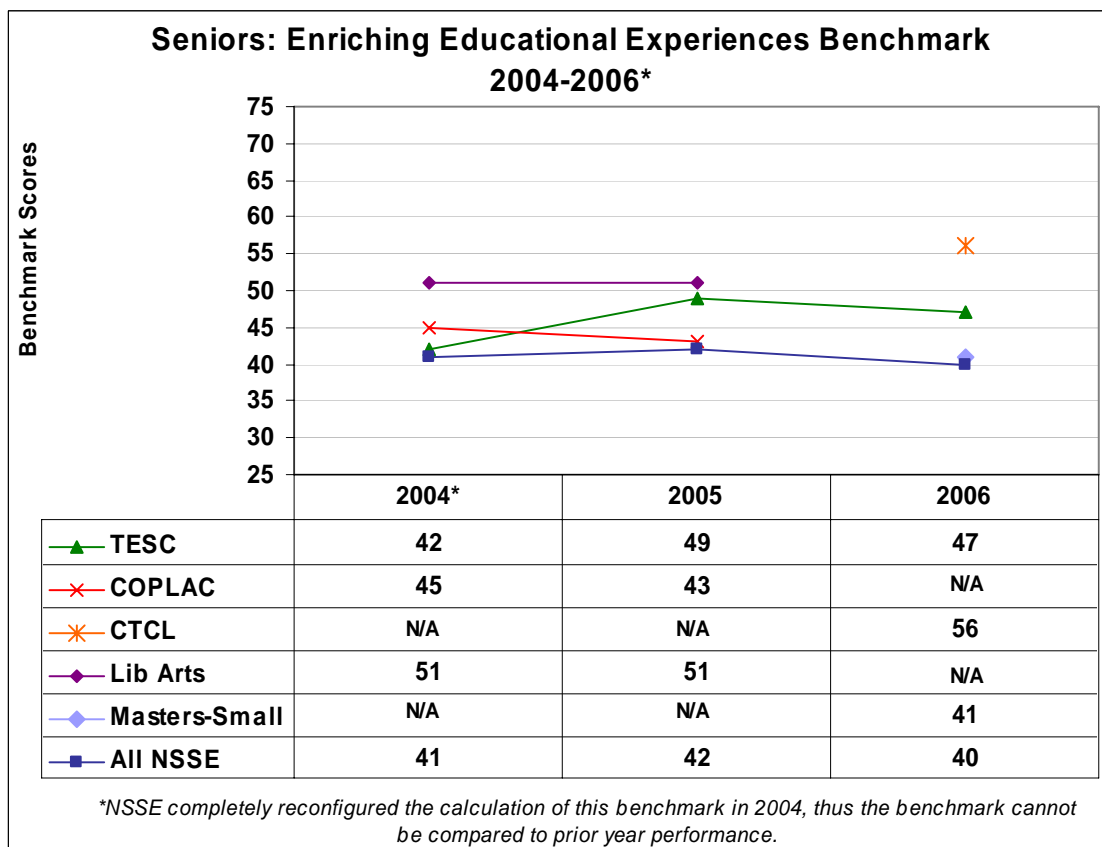
²¹ Percent of students who replied "Yes"

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 2006. Evergreen seniors significantly outpace seniors at Carnegie Masters-Small colleges ($P < .01$) and the All NSSE institutions group ($p < .001$), but they lag behind their peers at other Colleges That Change Lives institutions ($p < .001$).



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.



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. Percentages represent the percent of students who replied “yes” to 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 mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Have done independent study or self-designed major ²²	60%	40%*	23%*	19%*
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ²³	2.97	2.69*	2.45*	2.40*
Participated in a learning community or some other formal program where groups of students take two or more classes together ²²	53%	26%*	23%*	25%*
Serious conversations with students of a different race or ethnicity ²⁴	2.98	2.83	2.57*	2.64*

There were six 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 mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Participating in co-curricular activities (organizations, publications, student government, sports, etc.) ²⁵	1.56	2.92*	2.18*	2.08*
Have done foreign language coursework ²²	39%	79%*	40%	41%
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ²²	13%	62%*	40%*	32%*
Have done a practicum, internship, field experience, co-op experience, or clinical assignment ²²	47%	71%*	57%	53%
Have done community service or volunteer work ²²	57%	76%*	59%	59%
Have done study abroad ²²	24%	45%*	18%	14%

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

Seniors: Enriching Educational Experiences <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters-Small	All NSSE Institutions
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ²⁴	2.85	2.74	2.83	2.85
Serious conversations with students who are very different in terms religious beliefs, political opinions, or personal values ²⁴	2.93	3.01	2.70	2.71

²² Percent of students who replied “Yes”

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

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

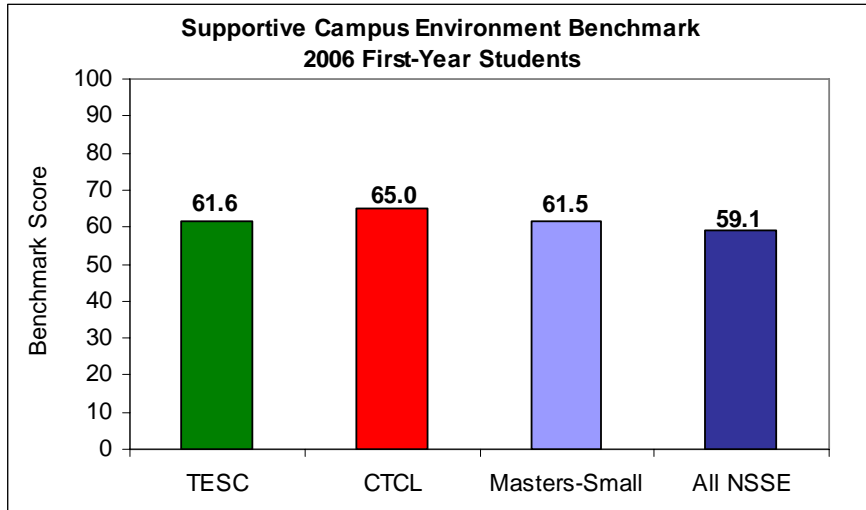
²⁵ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Supportive Campus Environment Benchmark

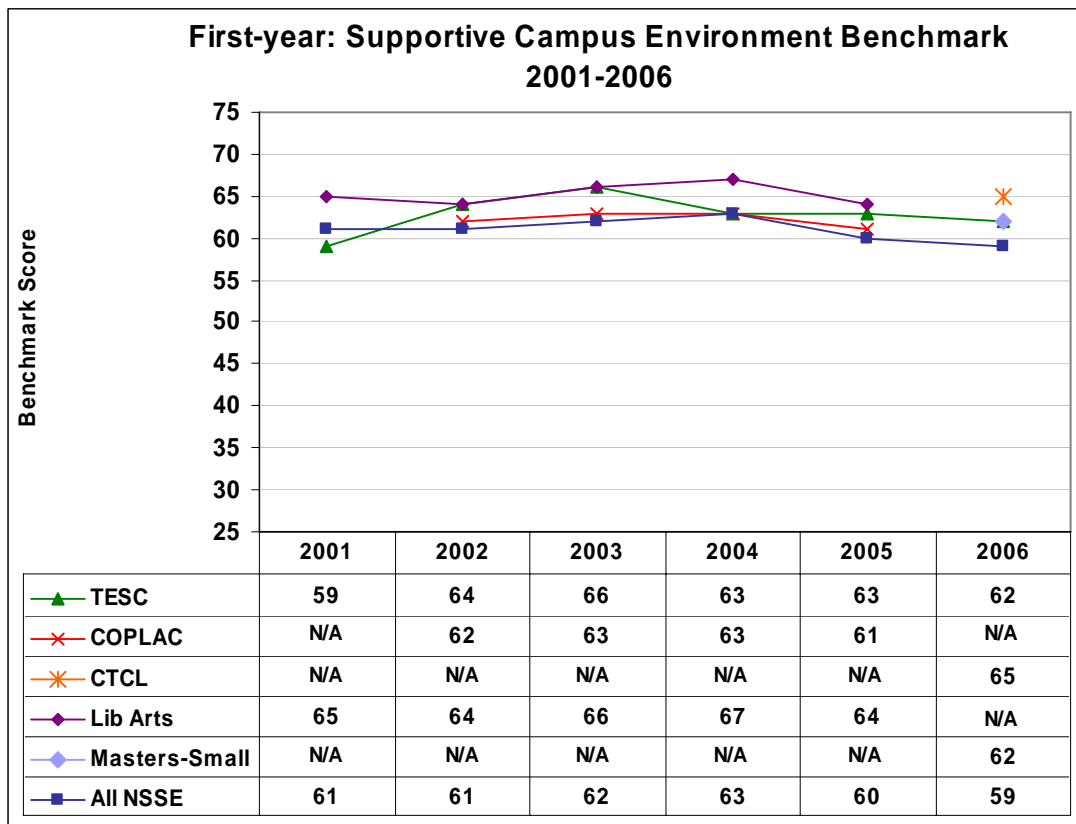
The NSSE Institutional Benchmark Report explains the Supportive Campus Environment benchmark as follows: "Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus."

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 2001-2006. The trend line shows that first-years at Evergreen perceive a more Supportive Campus Environment since climbing from a low point in 2001, Evergreen scores have become more comparable to the other comparison groups over time.



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: Supportive Campus Environment <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters- -Small	All NSSE Institutions
Quality of relationships with faculty members ²⁶	5.90	5.71	5.41*	5.19*

There were two items for which first-year students had significantly lower mean responses than first-year students in comparison groups.

First-Year Students: Supportive Campus Environment <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters- -Small	All NSSE Institutions
Campus environment provides the support you need to thrive socially ²⁷	2.27	2.51*	2.44	2.37
Campus environment provides the support you need to help you succeed academically ²⁷	3.09	3.27*	3.06	2.99

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

First-Year Students: Supportive Campus Environment <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters- -Small	All NSSE Institutions
Quality of relationships with other students ²⁸	5.34	5.68	5.51	5.48
Quality of relationships with administrative personnel and offices ²⁹	4.78	4.96	4.79	4.60
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ²⁷	2.22	2.26	2.21	2.13

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

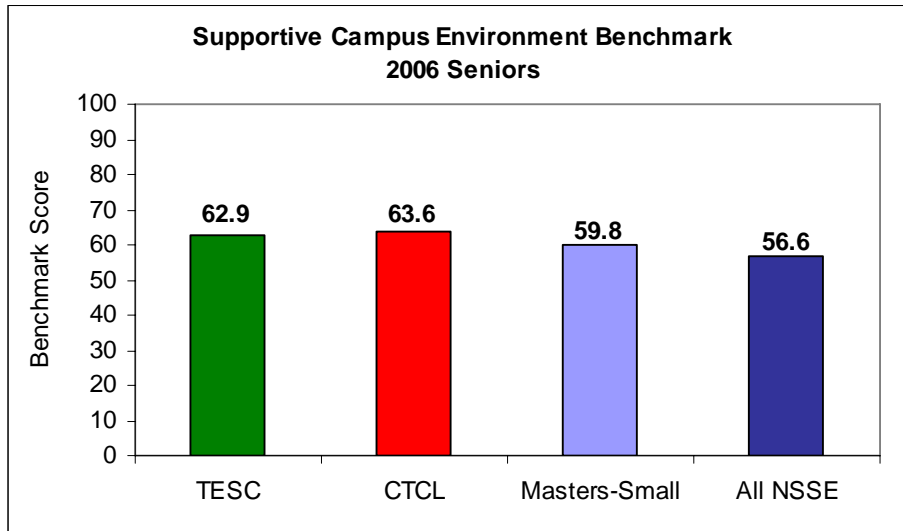
²⁷ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

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

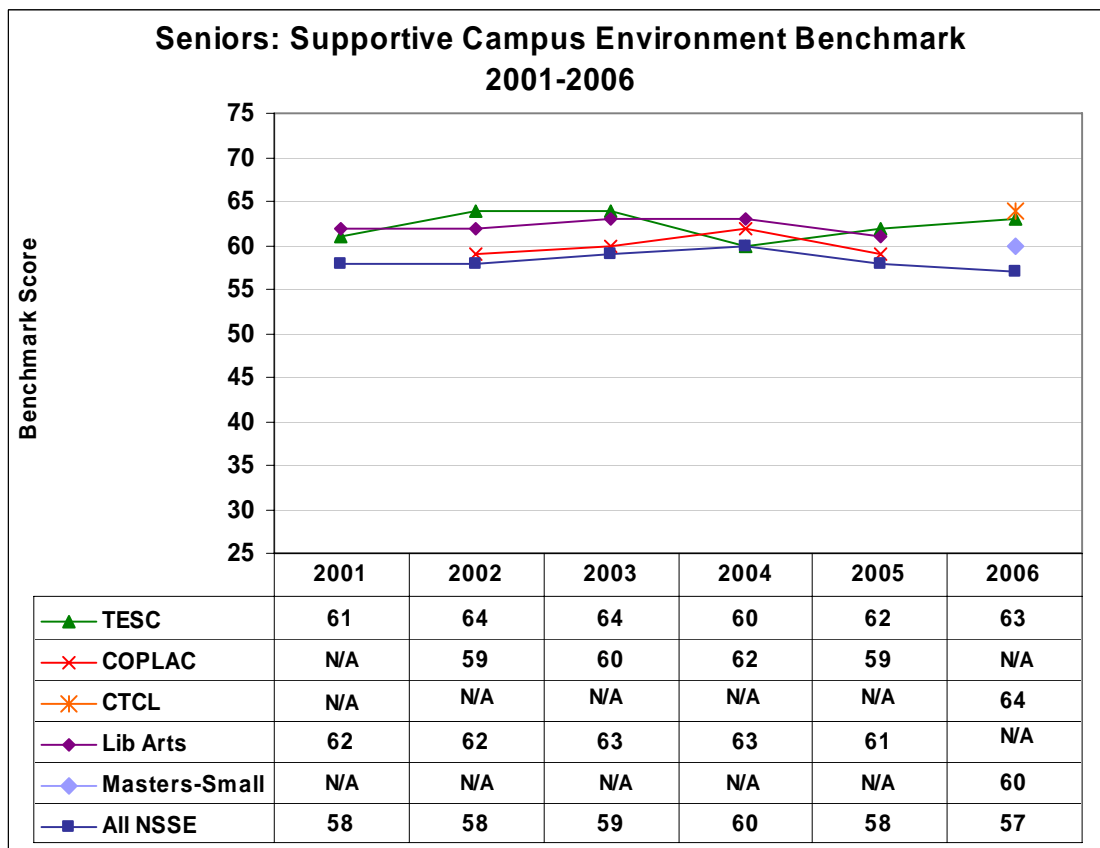
²⁹ 7-point scale: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

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 2001-2006. After a drop in 2004 following two years of very strong performance on this measure, Evergreen's benchmark score for seniors is once again climbing.



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 three items 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 comparison group ($p < .01$)</i>	Evergreen	CTCL	Masters -Small	All NSSE Institutions
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ³⁰	2.15	2.11	2.00	1.90*
Campus environment provides the support you need to help you succeed academically ³⁰	3.25	3.24	3.02*	2.87*
Quality of relationships with faculty members ³¹	5.90	5.95	5.69	5.42*

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

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

Seniors: Supportive Campus Environment <i>No statistically significant differences ($p < .01$)</i>	Evergreen	CTCL	Masters -Small	All NSSE Institutions
Quality of relationships with administrative personnel and offices ³²	4.86	4.69	4.70	4.50
Quality of relationships with other students ³³	5.57	5.79	5.66	5.60
Campus environment provides the support you need to thrive socially ³⁰	2.21	2.37	2.22	2.14

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

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

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

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.

Evergreen first-year students were significantly less satisfied with the quality of academic advising than their counterparts in the CTCL comparison group. There were no significant differences between Evergreen and the other comparison groups as to how they rated their entire educational experience. Evergreen first-years were significantly more likely to attend the same institution [Evergreen] than those in the Masters-Small comparison group.

Overall Satisfaction Questions First-year student responses	Evergreen	CTCL	Masters- Small	All NSSE Institutions
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³⁴	2.89	3.14*	2.97	2.94
How would you evaluate your entire educational experience at this institution? ³⁴	3.30	3.38	3.18	3.16
If you could start over again, would you go to the same institution you are now attending? ³⁵	3.37	3.27	3.15*	3.20

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

Like Evergreen first-year students, Evergreen seniors were significantly less satisfied with the quality of academic advising than their counterparts in the CTCL comparison group. They were significantly more satisfied with their entire educational experience than their counterparts in the Masters-Small and All NSSE institutions groups. If they could start over again, Evergreen seniors were significantly more likely to attend the same institution [Evergreen] than seniors in all three of the comparison groups.

Overall Satisfaction Questions Senior responses	Evergreen	CTCL	Masters- Small	All NSSE Institutions
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³⁴	2.81	3.21*	3.00	2.82
How would you evaluate your entire educational experience at this institution? ³⁴	3.54	3.48	3.27*	3.19*
If you could start over again, would you go to the same institution you are now attending? ³⁵	3.53	3.34*	3.21*	3.17*

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

Learning and Growth Indicators

NSSE also has a series of questions which collect student perceptions of how their institution has contributed to their growth and development in a series of knowledge and skill areas. These learning indicators are not among the items that comprise the five benchmarks of effective educational practice, but they might be viewed as what students feel they are gaining from participating in such engaging practices. The question is phrased "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?" Response options are 1=very little, 2=some, 3=quite a bit, and 4=very much.

The two tables which follow provide the average ratings of Evergreen students compared to the scores of students from the three comparison groups. In color versions of this document, comparison group scores that are significantly higher than Evergreen are shown in **red bold font** and those areas for which Evergreen students report higher growth are shown in **blue bold font**. Comparison group scores presented in regular black font were not significantly different from Evergreen scores. In black-and-white presentations of this

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

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

report, the asterisks will denote which groups differed significantly from Evergreen as in previous sections of this report.

Evergreen first-years and seniors agree on the three areas in which they feel Evergreen has made the greatest contribution to their growth: thinking critically and analytically, working effectively with others, and learning effectively on your own.

First-Year Students: Evergreen's Contribution to Learning

Evergreen first-year students perceive higher growth than students at all three comparison groups in two of the sixteen learning domains: learning effectively on your own and solving complex real-world problems.

Additionally, they report higher growth than other students in at least one of the comparison groups in another six areas: thinking critically and analytically, working effectively with others, understanding yourself, understanding people of other racial and ethnic backgrounds, developing a personal code of values and ethics, and contributing to the welfare of your community.

Evergreen first-years report a similar level of growth as all of the other groups in four areas: writing clearly and effectively, speaking clearly and effectively, voting in elections, and developing a deepened sense of spirituality.

In four of the sixteen areas, Evergreen first-years report less development. They lag behind all three comparison groups in terms of acquiring job or work-related knowledge and skills, analyzing quantitative problems, and using computing and information technology. They lag behind only their peers at other Colleges That Change Lives in terms of acquiring a broad general education.

First-Year Students Average Ratings 2006 <i>(1=very little, 2=some, 3=quite a bit, 4=very much)</i>	TESC	CTCL	Masters-Small	All NSSE
Acquiring a broad general education	3.07	3.35*	3.16	3.12
Acquiring job or work-related knowledge and skills	2.30	2.66*	2.75*	2.70*
Writing clearly and effectively	3.07	3.13	3.05	2.95
Speaking clearly and effectively	2.84	2.78	2.85	2.75
Thinking critically and analytically	3.51	3.35	3.18*	3.16*
Analyzing quantitative problems	2.50	2.86*	2.85*	2.86*
Using computing and information technology	2.51	2.80*	2.96*	3.00*
Working effectively with others	3.18	3.00	2.95*	2.92*
Voting in local, state, or national elections	2.09	1.86	1.88	1.92
Learning effectively on your own	3.17	2.92*	2.85*	2.85*
Understanding yourself	3.00	2.84	2.75*	2.71*
Understanding people of other racial and ethnic backgrounds	2.81	2.69	2.54*	2.57*
Solving complex real-world problems	2.93	2.65*	2.58*	2.58*
Developing a personal code of values and ethics	2.83	2.74	2.65	2.59*
Contributing to the welfare of your community	2.79	2.62	2.41*	2.34*
Developing a deepened sense of spirituality	2.08	2.06	2.15	2.05

* Average rating of students in comparison group is significantly higher or lower than Evergreen at $p < .01$.

Senior-class Students: Evergreen's Contribution to Learning

Evergreen seniors attribute even more growth to their experiences at Evergreen. Remarkably, they did not lag significantly behind any of the three comparison groups in any of the sixteen learning domains.

In five of the sixteen learning domains they report significantly more growth than all three comparison groups. Working effectively with others, learning effectively on your own, understanding yourself, understanding people of other racial and ethnic backgrounds, and solving complex real-world problems are among the areas which differentiate Evergreen students' experiences from their peers.

They report comparable growth to their CTCL peers, but significantly higher growth than their Carnegie class peers and the national average in terms of thinking critically and analytically, voting in elections, developing a personal code of values and ethics, and contributing to the welfare of your community. In addition, seniors perceive higher growth than the national average in acquiring a broad general education, speaking clearly and effectively, and developing a deepened sense of spirituality.

They are neither higher nor lower than any comparison group in acquiring job-related skills, writing clearly and effectively, analyzing quantitative problems, and using computer and information technology.

Senior-class Average Ratings 2006 (1=very little, 2=some, 3=quite a bit, 4=very much)	TESC	CTCL	Masters-Small	All NSSE
Acquiring a broad general education	3.47	3.58	3.34	3.24*
Acquiring job or work-related knowledge and skills	2.89	2.91	3.08	3.02
Writing clearly and effectively	3.28	3.36	3.15	3.07
Speaking clearly and effectively	3.24	3.17	3.08	2.96*
Thinking critically and analytically	3.68	3.59	3.36*	3.33*
Analyzing quantitative problems	2.81	3.03	3.00	3.02
Using computing and information technology	3.03	3.06	3.19	3.21
Working effectively with others	3.58	3.26*	3.18*	3.14*
Voting in local, state, or national elections	2.59	2.34	2.10*	2.10*
Learning effectively on your own	3.56	3.21*	3.03*	3.00*
Understanding yourself	3.37	3.14*	2.88*	2.78*
Understanding people of other racial and ethnic backgrounds	3.07	2.77*	2.62*	2.57*
Solving complex real-world problems	3.12	2.85*	2.75*	2.72*
Developing a personal code of values and ethics	3.01	2.91	2.75*	2.65*
Contributing to the welfare of your community	2.95	2.77	2.51*	2.42*
Developing a deepened sense of spirituality	2.27	2.04	2.07	1.92*

* Average rating of students in comparison group is significantly higher or lower than Evergreen at $p < .01$.