

**An Exploration of Evergreen Benchmark Scores
on the National Survey of Student Engagement 2009**

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 Survey of Student Engagement (NSSE). This report provides detail on individual questions that comprise Evergreen's benchmark scores on the NSSE. In addition to the benchmark detail, overall satisfaction and learning growth indicators are provided at the end of the report.

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 benchmarks are: Level of Academic Challenge, Active and Collaborative Learning, Student Interaction with Faculty Members, Enriching Educational Experiences, and Supportive Campus Environment.

The NSSE is administered by the Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research. Evergreen seniors and first-year students have participated annually in the NSSE since 2000. This report details responses to the survey administered in spring 2009.

Participation in the Survey

NSSE sample size is based on total fall quarter undergraduate enrollment and the mode of survey administration used. NSSE 2009 was Evergreen's fourth consecutive year using the web+ mode of administration which allows a much larger sample size. Institutions using web+ who have between 4,000 and 7,999 undergraduates enrolled fall quarter are allowed a maximum sample size of 2400 students, therefore all 1835 first-year and senior students enrolled at Evergreen in fall 2008 were included in the initial sample. This sample was adjusted for non-deliverable addresses, student record confidentiality status, and students no longer enrolled by spring quarter. The final adjusted sample was comprised of 1385 freshmen and seniors, roughly half of each.

The web+ mode requires primary contact through email, which was done using students' Evergreen email addresses. During the reminder cycle, non-respondents received one letter at their home mailing address, but all other contact was made via email.

NSSE began contacting students during the 10th week of winter quarter this year as opposed to week 4 of winter quarter in 2008. Surveys were collected through the beginning of June. Despite a survey administration period six weeks shorter than last year, Evergreen's overall response rate of 31% equaled that of the national NSSE rate for 2009. The results are as representative of the population of first-years and seniors as the previous year (25% of first-years compared to 26% last year and 22% of seniors, the same as in 2008).

Class category	Number at Evergreen Fall 2008	Number in Adjusted Sample*	NSSE completers	NSSE response rate	% of all students enrolled Fall 2008
First-year	899	713	224	31%	25%
Seniors	936	672	201	30%	22%

**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."*

This year, for the first time, students were offered a choice of several eco-friendly incentives in appreciation for sharing their insights. Survey completers could choose a recycled tree-shaped magnet, a recycled notebook with pen, a recycled ring Frisbee (featuring Speedy the Geoduck mascot), or an eco-friendly water-powered clock. It is difficult to determine how much the incentive affected participation rates given the shortened survey period this year; however participants expressed appreciation for the items they received.

A total of 616 U.S. institutions participated in the NSSE this year. Comparison data for NSSE 2009 are available for three comparison groups: all 616 NSSE institutions (referred to throughout this report as "All NSSE"), the eight participating Council of Public Liberal Arts Colleges ("COPLAC"), and 27 institutions from the Consortium for the Study of Writing in College ("CSWC").

Evergreen joined the Consortium for the Study of Writing in College (CSWC) during NSSE 2009. The CSWC was created to more deeply explore the teaching and practice of writing through 27 additional survey items about writing practices. Over 70 institutions joined the CSWC; however, only 27 colleges with more similar Carnegie classifications to Evergreen's were selected for comparison on the supplemental writing questions. Two-thirds of these schools have private affiliations and one-third of them are public. Due to limitations on the number of peer groups NSSE allows, CSWC replaced our typical Carnegie class comparison group (Masters-Small) for one year only. Findings from the supplemental writing questions will be presented in a separate CSWC report.

Benchmark Percentile Scores Compared to Above Average and High-performing Institutions

From the NSSE inaugural launch in 2000 until 2004, the administrators provided a complete range of deciles from which a participating institution could discern its percentile rank relative to each comparison group. In 2005, NSSE discontinued the presentation of decile data to discourage misuse of the survey results, and they replaced the full range of deciles with a new comparison methodology. NSSE now provides two reference groups to help institutions contextualize their scores: above-average institutions with benchmark scores in the top 50% of all participating institutions and high-performing institutions with benchmark scores in the top 10%. 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 its average score for a particular benchmark is significantly higher than, lower than, 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 scores of the top 10% of schools for Level of Academic Challenge, Active and Collaborative Learning, Student Interactions with Faculty, and Enriching Educational Experiences. In other words, Evergreen first-years were as engaged as students at high performing institutions for these four benchmarks. For the benchmark Supportive Campus Environment, Evergreen first-year students' mean scores were significantly lower than those at high performing and above average institutions.

NSSE Benchmark (First Year Students)	Evergreen Benchmark	Above Average (Top 50%)	High Performing (Top 10%)
Level of Academic Challenge	59.6	56.8*	58.8
Active and Collaborative Learning	51.0	47.7*	51.7
Student Interactions with Faculty	40.4	39.1	43.7
Enriching Educational Experiences	32.1	31.0	32.8
Supportive Campus Environment	62.9	66.2*	69.1*

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

Senior Class Comparison

The table below displays benchmark scores in the same comparative framework for senior class respondents. Average benchmark scores for Evergreen seniors were not significantly different from the average benchmark scores of the top 10% of schools for Level of Academic Challenge, Active and Collaborative Learning, and Student Interactions with Faculty. Evergreen seniors' benchmark scores were significantly lower than the top 10% of institutions for Enriching Educational Experiences and Supportive Campus Environment; however, student engagement in these two areas did not differ significantly from the top 50% of participating institutions.

NSSE Benchmark (Senior class Students)	Evergreen Benchmark	Above Average (Top 50%)	High Performing (Top 10%)
Level of Academic Challenge	65.0	60.1*	62.7
Active and Collaborative Learning	61.3	55.7*	59.0
Student Interactions with Faculty	50.7	48.8	54.2
Enriching Educational Experiences	48.7	48.1	54.2*
Supportive Campus Environment	63.2	64.1	67.5*

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

Comparisons of Responses on Individual Questions for Each Benchmark

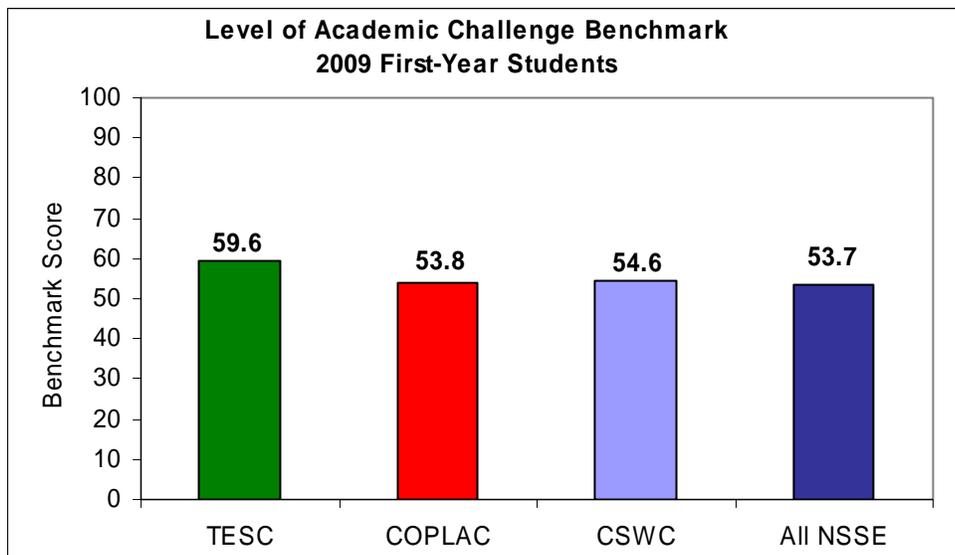
The following sections of this report provide detail on the individual items that comprise each benchmark, comparing the responses of Evergreen students to the responses of students within each comparison group. Benchmark comparison groups are all NSSE institutions, the Consortium for the Study of Writing in College (CSWC), and a consortium of participating Council of Public Liberal Arts Colleges (COPLAC). The responses of first-year students and seniors are discussed separately for each benchmark.

Level of Academic Challenge Benchmark

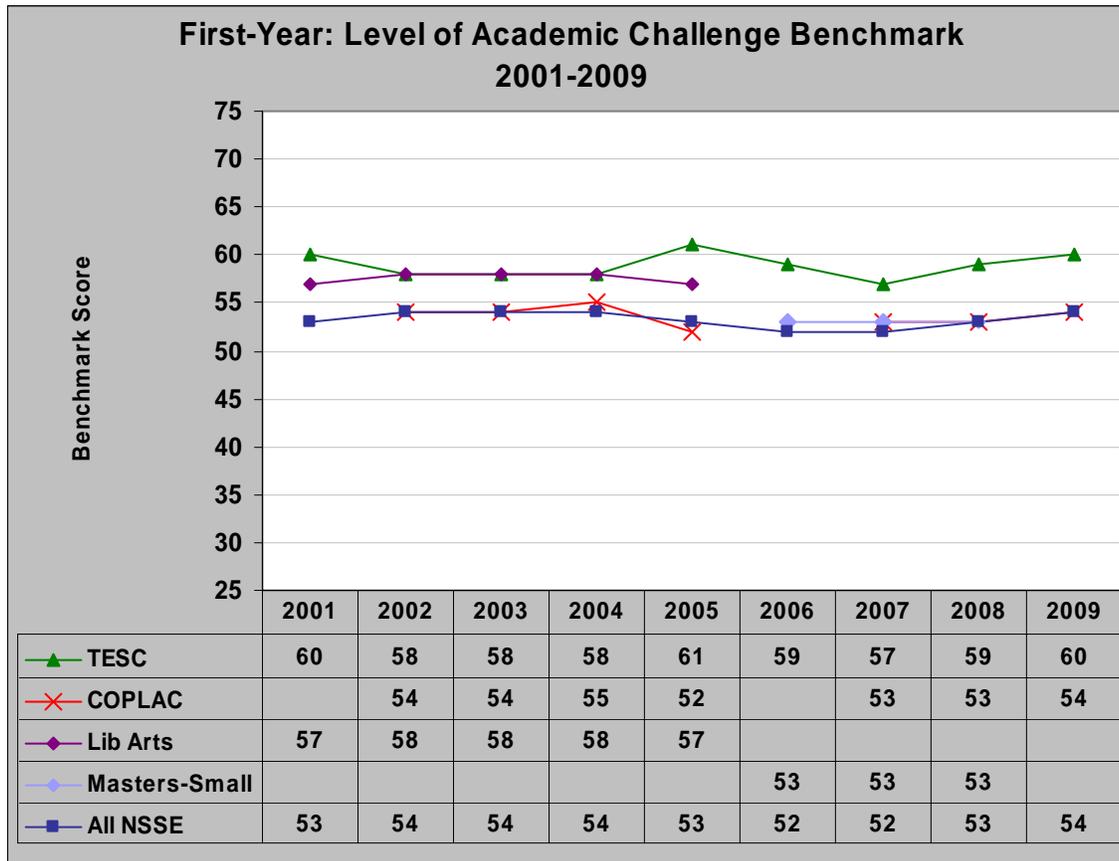
The NSSE Institutional Benchmark Report describes the Level of Academic Challenge Benchmark in the following terms: "Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the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

First-Year Students and Level of Academic Challenge

The chart below shows the benchmark scores for Evergreen and the three comparison groups on the Level of Academic Challenge benchmark. Evergreen first-year students' benchmark score significantly exceeded all of the comparison groups ($p < .001$).



The following chart shows trends in Level of Academic Challenge Benchmark scores for Evergreen first-year students and comparison groups from 2001-2009. Note that trend charts in this report illustrate only the middle 50% range of possible scores (25 to 75) in order to accentuate differences. Scores for Evergreen first-year students peaked in 2005 and have matched or exceeded those of students in the comparison groups over time.



Note: Table includes Evergreen's Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

The following tables show first-year student means for the individual questions that make up the Level of Academic Challenge Benchmark scores for 2009. Means that were significantly different (at $p < .01$) appear with an asterisk next to them.

There were six 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 <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program) ¹	4.49	4.07*	4.17	4.17
Number of assigned textbooks, books, or book-length pack or course readings ²	3.98	3.25*	3.32*	3.26*
Number of written papers of fewer than 5 pages ²	3.67	3.26*	3.09*	3.04*
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships ³	3.50	2.93*	2.97*	2.93*
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	3.10	2.92	2.96	2.93*
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	3.44	3.15*	3.17*	3.14*

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

First-Year Students: Academic Challenge <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Campus environment emphasizes spending significant amounts of time studying and on academic work ³	2.88	3.03	3.17*	3.14*

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

First-Year Students: Academic Challenge <i>No statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Number of written papers or reports between 5 and 19 pages ⁴	2.30	2.32	2.37	2.28
Number of written papers or reports of 20 pages or more ⁴	1.37	1.36	1.30	1.30
Worked harder than you thought you could to meet an instructor's standards or expectations ⁵	2.64	2.67	2.71	2.68
Coursework emphasized applying theories or concepts to practical problems or in new situations ³	3.13	3.05	3.08	3.08

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

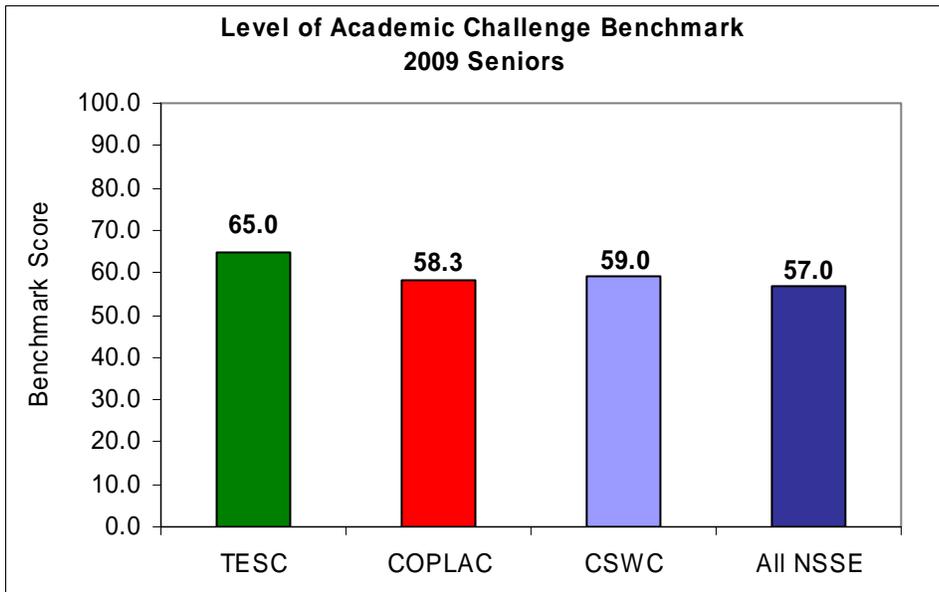
³ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

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

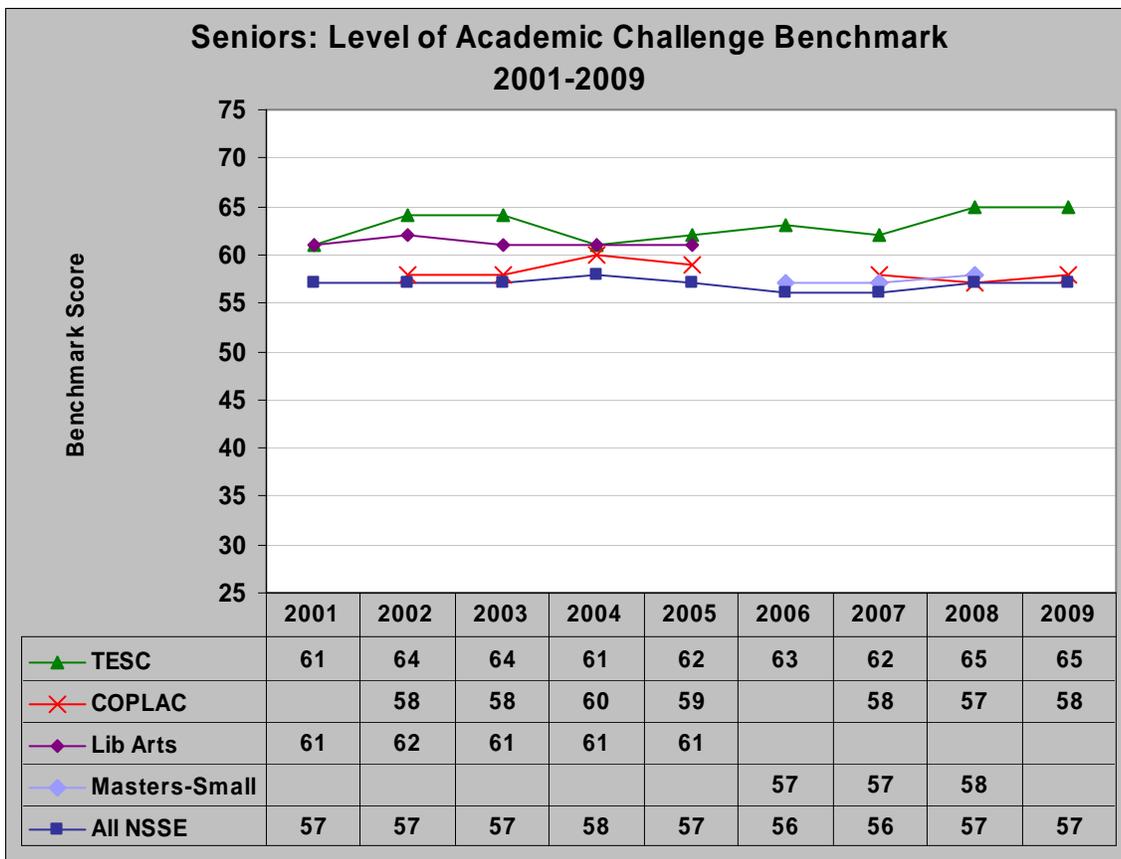
⁵ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Seniors and Level of Academic Challenge

The chart below shows the benchmark scores for Evergreen seniors and comparison group seniors on the Level of Academic Challenge benchmark. Evergreen seniors' level of academic challenge was significantly higher than all three comparison groups ($p < .001$).



The following chart shows trends in Level of Academic Challenge Benchmark scores for Evergreen seniors and comparison groups from 2001-2009. Evergreen seniors have been consistently strong in Level of Academic Challenge. Since 2001, they have performed at or above the levels of all our comparison groups.



Note: Table includes Evergreen's Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

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

There were eight 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	COPLAC	CSWC	All NSSE
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program) ⁶	5.30	4.28*	4.38*	4.23*
Number of assigned textbooks, books, or book-length pack or course readings ⁷	3.72	3.27*	3.29*	3.19*
Number of written papers of fewer than 5 pages ⁷	3.61	3.13*	2.98*	3.00*
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 ⁸	3.52	3.31*	3.32*	3.28*
Coursework emphasized synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships ⁸	3.63	3.19*	3.16*	3.08*
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 ⁸	3.22	3.06	3.10	3.03*
Coursework emphasized applying theories or concepts to practical problems or in new situations ⁸	3.43	3.27*	3.28*	3.24*
Worked harder than you thought you could to meet an instructor's standards or expectations. ⁹	2.95	2.79	2.83	2.74*

There were no items for which Evergreen seniors had a significantly lower mean response than seniors in any of the other comparison groups.

There were three 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	COPLAC	CSWC	All NSSE
Number of written papers or reports of 20 pages or more ⁷	1.68	1.67	1.69	1.65
Campus environment emphasizes spending significant amounts of time studying and on academic work ⁸	3.17	3.12	3.23	3.13
Number of written papers or reports between 5 and 19 pages ⁷	2.49	2.64	2.64	2.55

⁶ 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

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

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

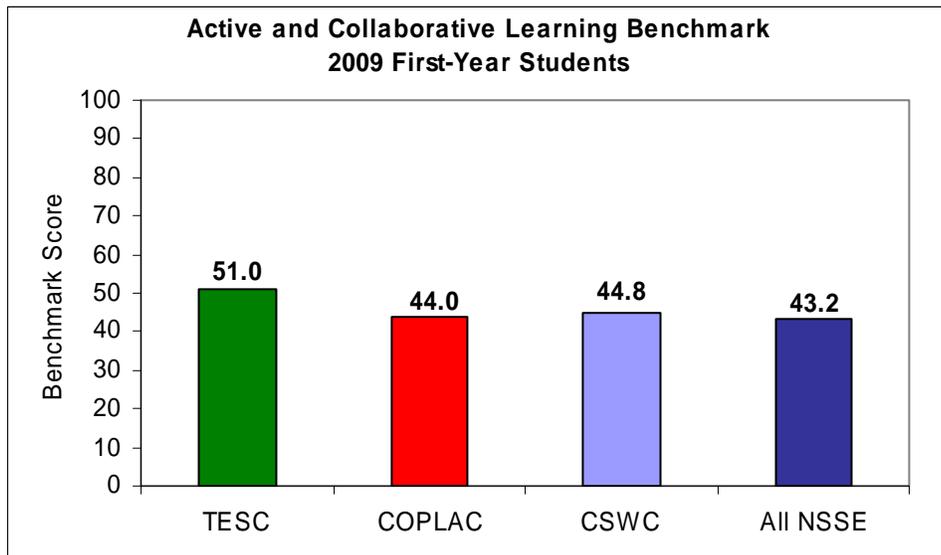
⁹ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Active and Collaborative Learning Benchmark

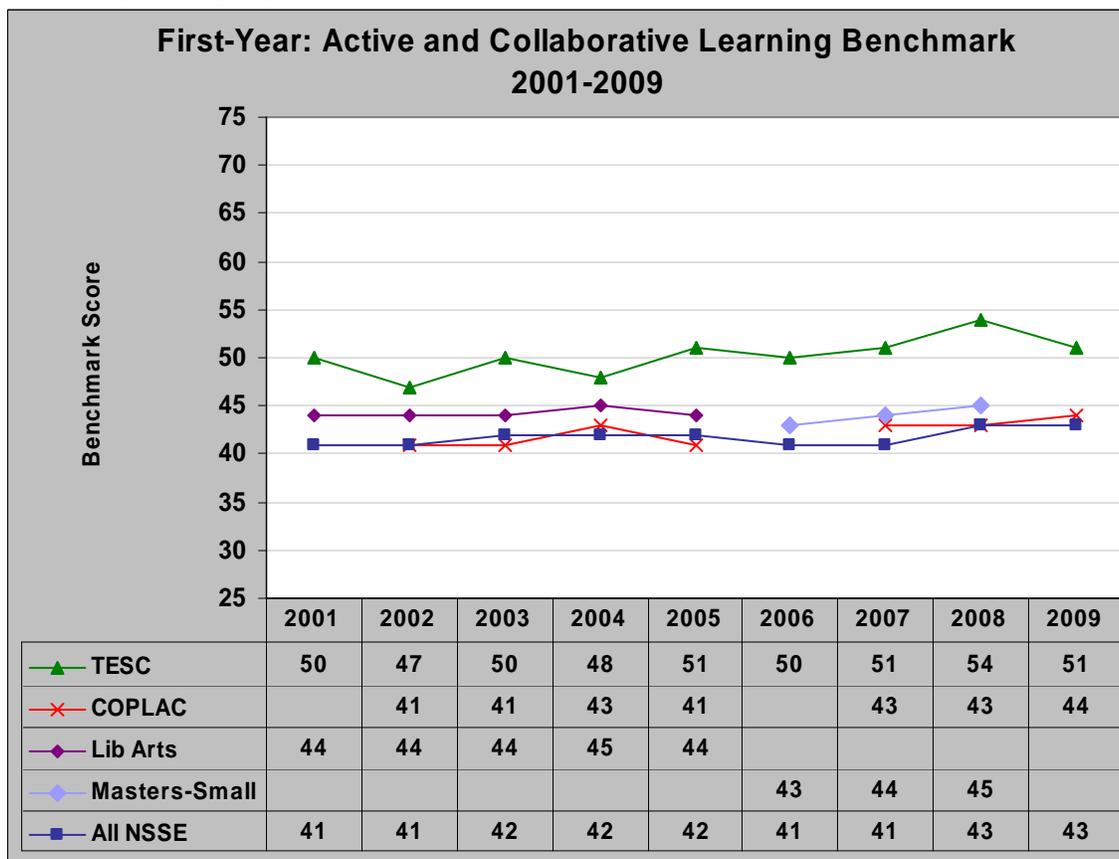
The NSSE Institutional Benchmark Report provides the following statement regarding the Active and Collaborative Learning Benchmark: "Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others 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 benchmark scores 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 ($p < .001$).



The following chart shows trends in Active and Collaborative Learning Benchmark scores for Evergreen first-year students and comparison groups from 2001-2009. Evergreen's first-year students have outpaced the other comparison groups on this benchmark each year.



Note: Table includes Evergreen's Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

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

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

First-Year Students: Active and Collaborative Learning <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	AII NSSE
Asked questions in class or contributed to class discussions ¹⁰	3.25	2.97*	2.97*	2.84*
Made a class presentation ¹⁰	2.49	2.36	2.33*	2.27*
Worked with other students on projects during class ¹⁰	2.83	2.53*	2.45*	2.44*
Worked with other students outside of class to prepare assignments ¹⁰	2.66	2.43*	2.46*	2.44*
Discussed ideas from your readings or classes with others outside of class ¹⁰	3.30	2.83*	2.79*	2.76*
Participated in a community-based project as part of a regular course ¹⁰	1.68	1.44*	1.63	1.56

There was only one item for which the average response of Evergreen first-year students was significantly lower than the other comparison groups.

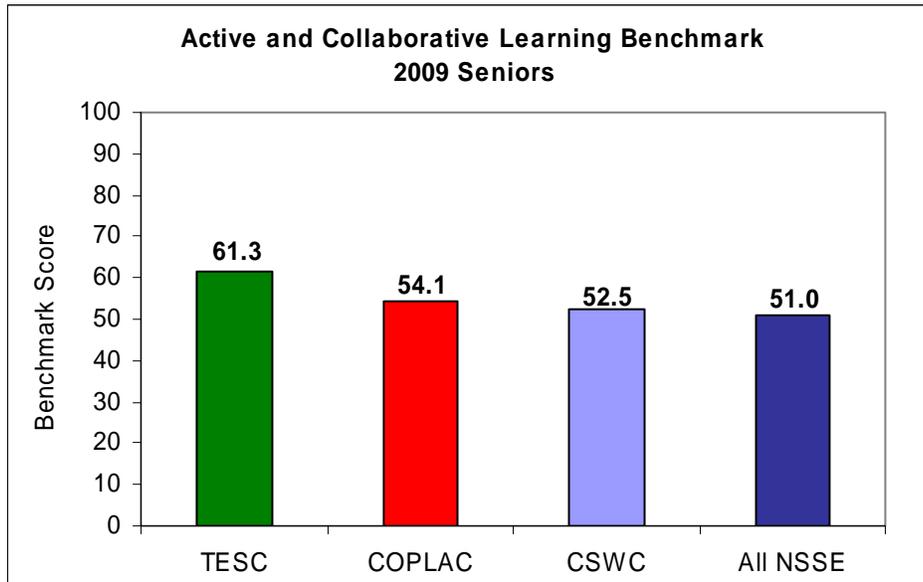
First-Year Students: Active and Collaborative Learning <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	AII NSSE
Tutored or taught other students (paid or voluntary) ¹⁰	1.44	1.60*	1.73*	1.69*

There were *no* benchmark items for which there was no statistically significant difference between the mean responses of Evergreen first-years and other first-year students.

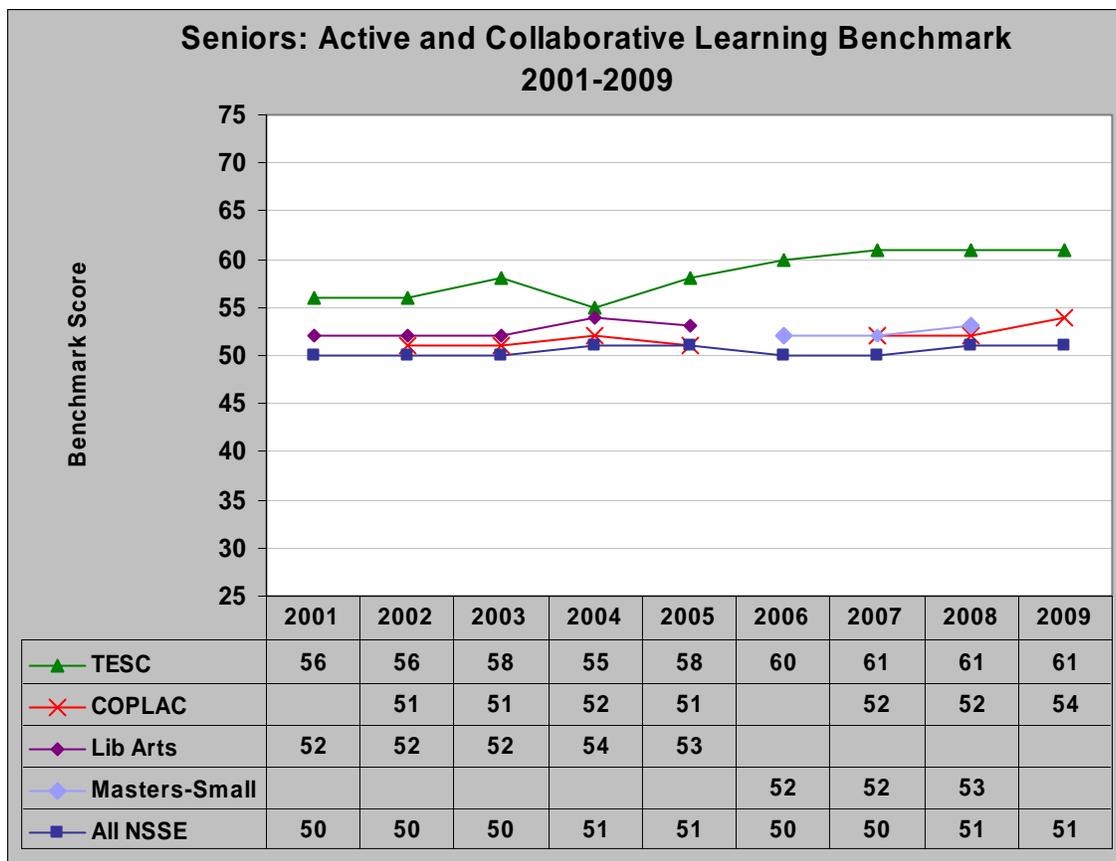
¹⁰ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Seniors and Active and Collaborative Learning

The chart below shows the benchmark scores for the Active and Collaborative Learning Benchmark for Evergreen seniors compared to seniors in the comparison groups. Evergreen seniors report significantly more engagement in Active and Collaborative Learning experiences than seniors in the other 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 2001-2009. Evergreen's seniors continue to outpace seniors in the other comparison groups on this benchmark and have widened the gap over the past five years.



Note: Table includes Evergreen's Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

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

There were six items for which Evergreen seniors reported significantly higher average levels of engagement than seniors in at least one of the comparison groups.

Seniors: Active and Collaborative Learning <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	AII NSSE
Asked questions in class or contributed to class discussions ¹¹	3.37	3.28	3.29	3.11*
Made a class presentation ¹¹	3.05	2.89	2.87*	2.78*
Worked with other students on projects during class ¹¹	2.98	2.60*	2.55*	2.55*
Worked with other students outside of class to prepare assignments ¹¹	2.98	2.71*	2.66*	2.76*
Discussed ideas from your readings or classes with others outside of class ¹¹	3.47	3.03*	2.97*	2.90*
Participated in a community-based project as part of a regular course ¹¹	1.94	1.86	1.79	1.70*

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

There was one item for which there was no statistically significant difference between the mean responses of Evergreen seniors and seniors from other comparison groups.

Seniors: Active and Collaborative Learning <i>No statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	CSWC	AII NSSE
Tutored or taught other students (paid or voluntary) ¹¹	2.03	1.95	1.87	1.86

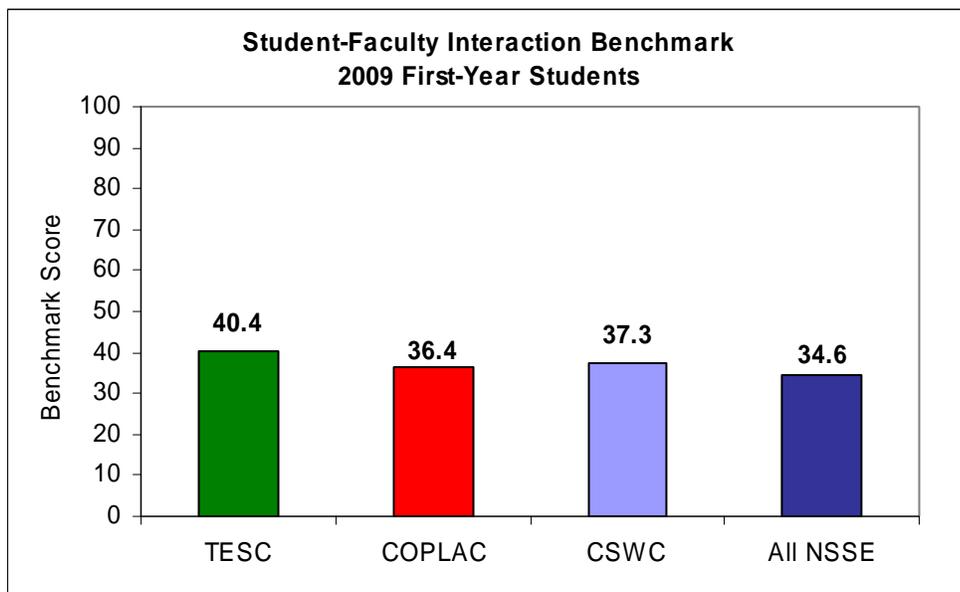
¹¹ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Student-Faculty Interactions Benchmark

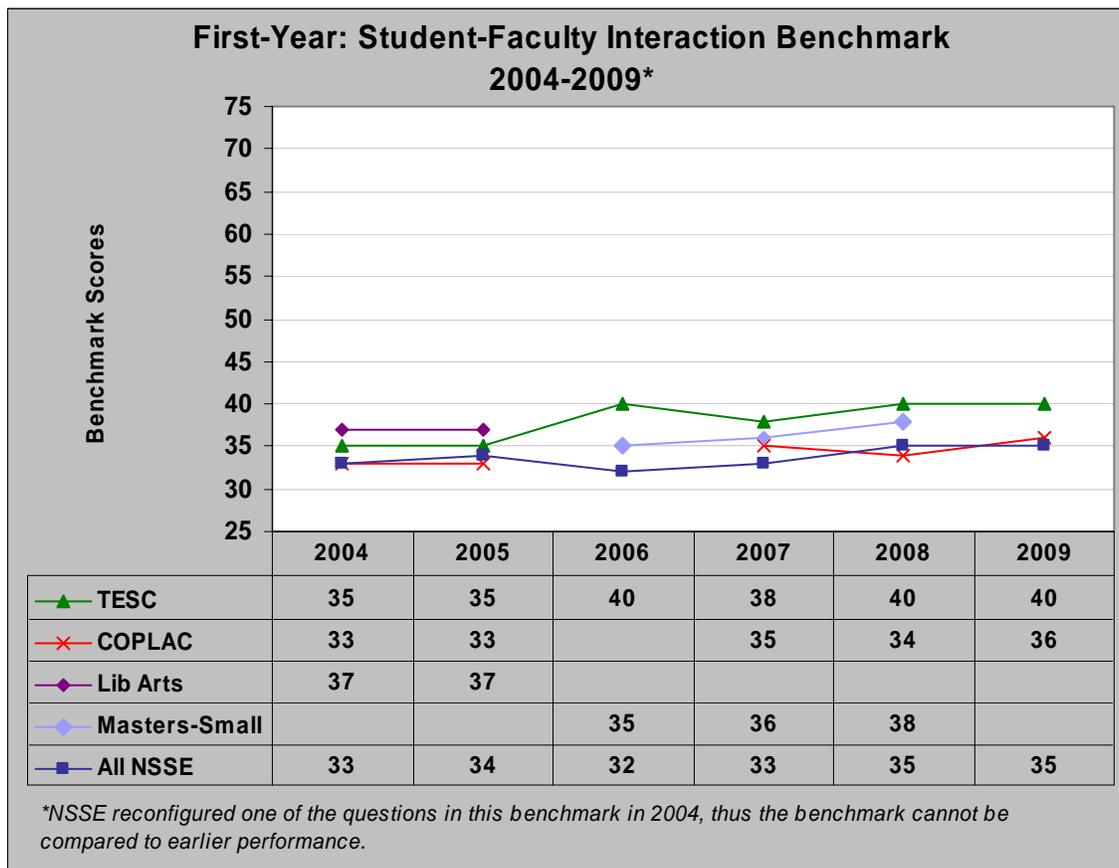
The NSSE Institutional Benchmark Report describes the Student-Faculty Interactions Benchmark as follows: "Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models,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

First-Year Students and Student-Faculty Interactions

The chart below shows the benchmark scores for the Student-Faculty Interactions benchmark for Evergreen first-years compared to first-years in the comparison groups. Evergreen first-years' average score for this measure was comparable to that of first-years at other CSWC institutions, and it was significantly higher than the scores of first-years at COPLAC ($p < .01$) and All NSSE institutions ($p < .001$).



The benchmark scores prior to 2004 could not be added to the trend line below, as one of the questions in this benchmark was reconfigured by NSSE in 2004. Therefore, benchmark scores from prior years are not comparable. Evergreen first-years have been reporting higher average levels of Student-Faculty Interaction over the past four years, compared to earlier scores.



Note: Table includes Evergreen’s Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

The following tables show means for the individual questions that make up the benchmark score. 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 average scores than first-year students in one or more of the comparison groups.

First-Year Students: Student-Faculty Interaction <i>*Evergreen mean significantly higher than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Discussed ideas from your reading or classes with faculty members outside of class ¹²	2.29	1.93*	1.97*	1.88*
Received prompt feedback from faculty on your academic performance ¹²	3.14	2.79*	2.76*	2.67*
Discussed grades or assignments with an instructor ¹²	2.90	2.71*	2.69*	2.64*

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

There were two items for which Evergreen mean responses were significantly lower than the mean response of first-year students in one of the comparison groups.

First-Year Students: Student-Faculty Interaction <i>*Evergreen mean significantly lower than comparison group (p<.01)</i>	Evergreen	COPLAC	CSWC	AII NSSE
Talked about career plans with a faculty member or advisor ¹²	2.08	2.22	2.28*	2.20
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹³	1.59	1.69	1.75*	1.64

There was one item for which there was no significant difference at p<.01 between the average ratings of Evergreen first-year students and first-years 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".

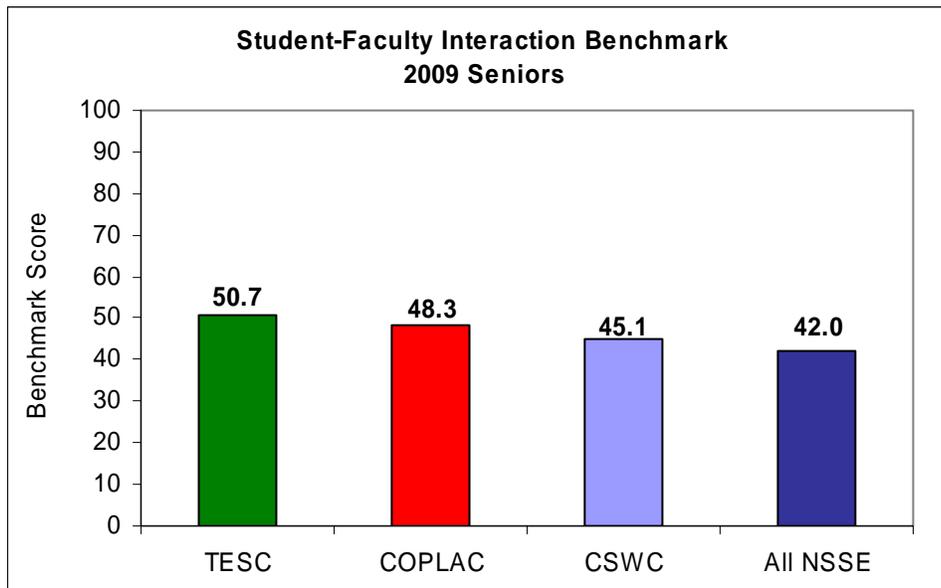
First-Year Students: Student-Faculty Interaction <i>No statistically significant differences (p<.01)</i>	Evergreen	COPLAC	CSWC	AII NSSE
Have you worked on a research project with a faculty member outside of course or program requirements? ¹⁴	7%	5%	7%	5%

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

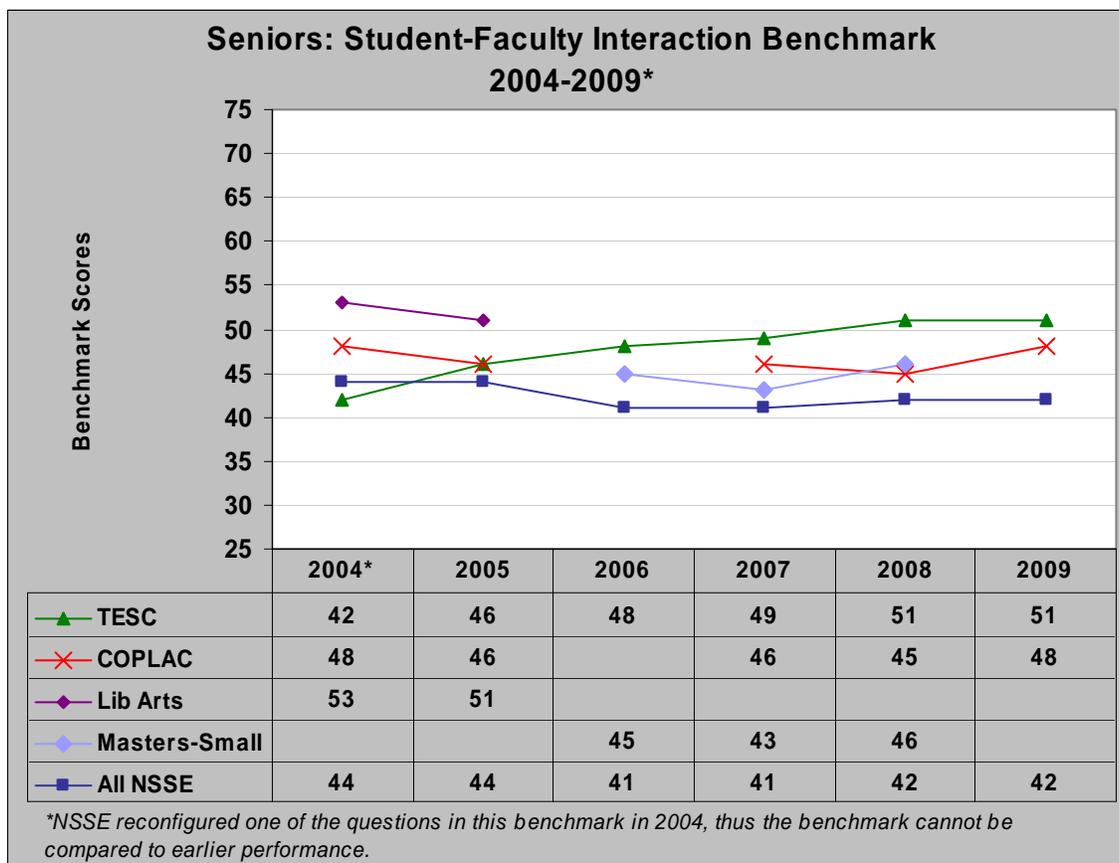
¹⁴ Percent of students who replied "Yes"

Seniors and Student-Faculty Interactions

The chart below shows benchmark scores for the Student-Faculty Interactions Benchmark for Evergreen seniors compared to seniors in the comparison groups. In 2009, Evergreen seniors' average Student-Faculty Interaction benchmark scores were significantly higher than two of the three comparison groups, CSWC and All NSSE, at $p < .001$.



The following chart shows trends in Student-Faculty Interaction benchmark scores for Evergreen seniors and comparison groups from 2001-2009. One survey question used in this benchmark was changed in 2004, thus scores from years prior to 2004 are not directly comparable to 2004-2009 scores. Evergreen showed improvement on this benchmark each year between 2004 and 2008 and maintained last year's level of performance in 2009.



Note: Table includes Evergreen's Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

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

There were four 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 higher than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	AII NSSE
Discussed grades or assignments with an instructor ¹⁵	3.13	2.96*	2.94*	2.83*
Received prompt feedback from faculty on your academic performance ¹⁵	3.24	2.99*	2.91*	2.81*
Discussed ideas from your reading or classes with faculty members outside of class ¹⁵	2.43	2.36	2.23*	2.08*
Talked about career plans with a faculty member or advisor ¹⁵	2.72	2.71	2.53*	2.41*

There were no questions for which Evergreen seniors had lower mean responses or percentages than seniors from one or more comparison groups.

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. The percentages shown for the "research with faculty" item below refer to the percentage of students who replied "yes" to the question.

Seniors: Student-Faculty Interaction <i>No statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	CSWC	AII NSSE
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹⁵	1.83	2.00	1.89	1.82
Have you worked on a research project with a faculty member outside of course or program requirements? ¹⁶	25%	22%	20%	19%

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

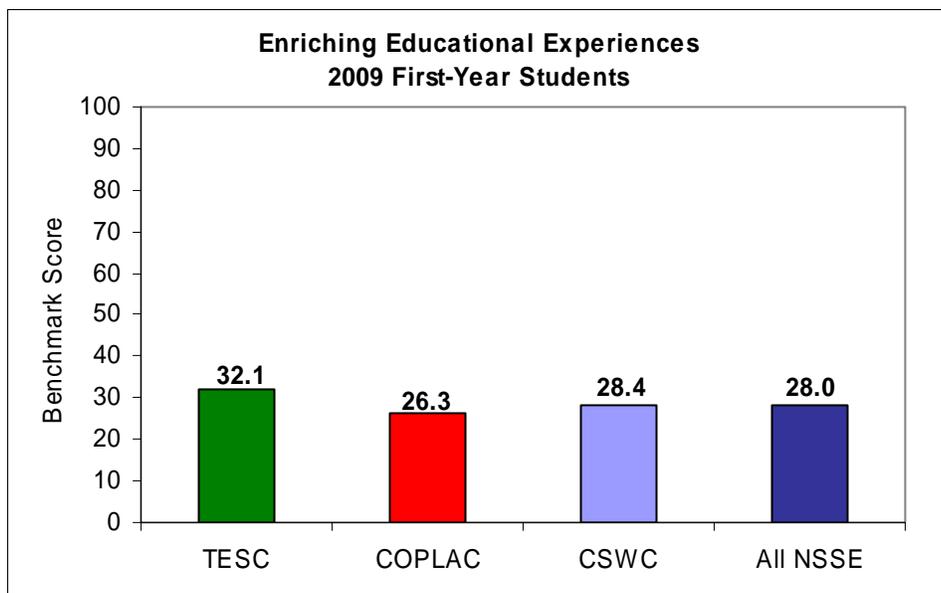
¹⁶ Percent of students who replied "Yes"

Enriching Educational Experiences Benchmark

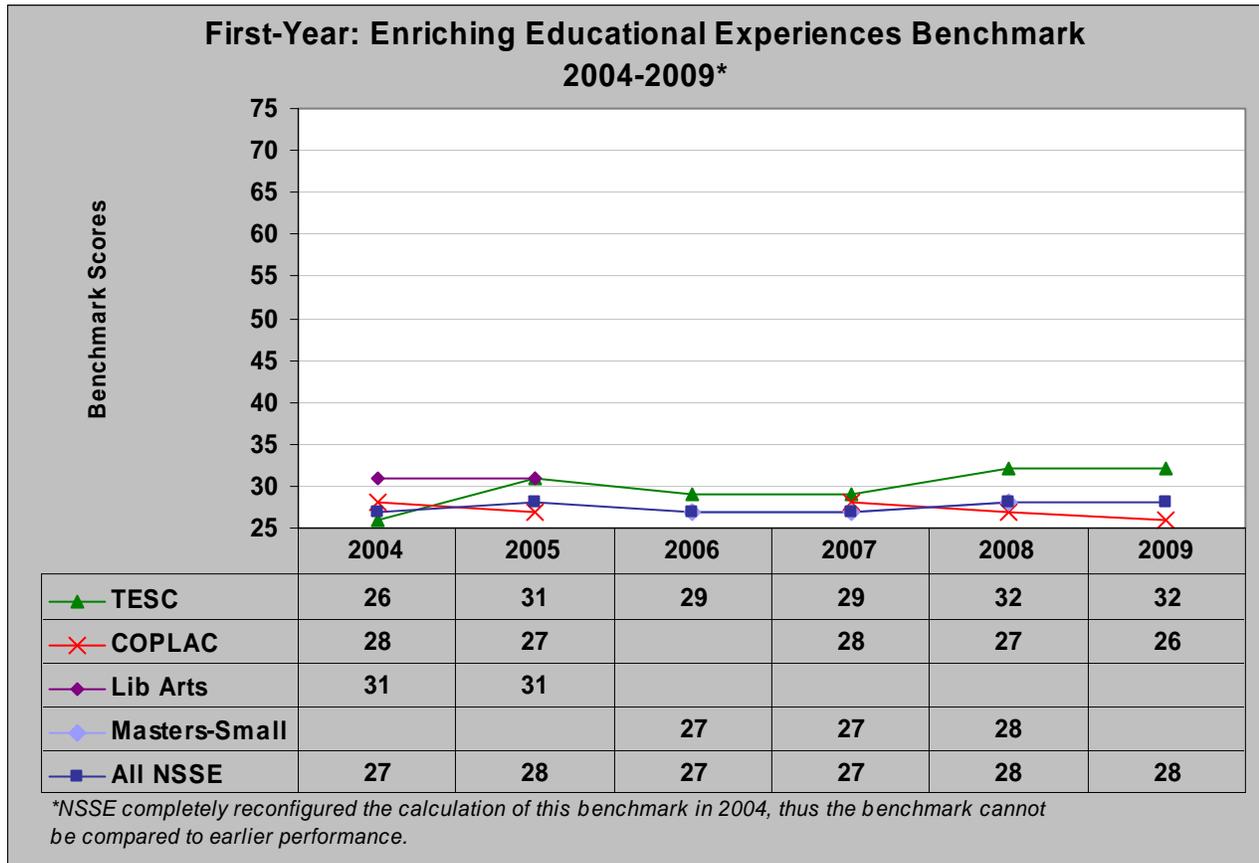
The NSSE Institutional Benchmark Report provides the following statement to describe the Enriching Educational Experiences Benchmark: "Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates 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 benchmark scores for the Enriching Educational Experiences benchmark for Evergreen first-year students and first-year comparison groups. Evergreen first-year average scores on this benchmark were significantly higher than first-year scores of all other comparison groups ($p < .001$).



This benchmark was completely reconfigured by NSSE in 2004; therefore, benchmark scores from prior years are not comparable to more recent scores. After several years of little change, Evergreen first-year scores rose in 2008 to a level significantly higher than all other comparison groups. In 2009 this higher level was maintained.



Note: Table includes Evergreen’s Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

The following tables show means for the individual questions that make up the benchmark score. 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” that they had participated in the experience.

There were six 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 <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ¹⁷	3.21	2.68*	2.79*	2.72*
Participated in a learning community or some other formal program where groups of students take two or more classes together ¹⁸	31%	7%*	15%*	18%*
Have done independent study or self-designed major ¹⁸	14%	3%*	4%*	4%*
Serious conversations with students who are very different from you in terms their religious beliefs, political opinions, or personal values ¹⁹	3.01	2.83*	2.73*	2.72*
Have done practicum, internship, field experience, co-op experience, or clinical assignment ¹⁸	13%	6%*	7%*	8%
Serious conversations with students of a different race or ethnicity ¹⁹	2.95	2.52*	2.69*	2.62*

There were three items for which average scores or percentages for Evergreen first-year student responses were significantly lower than those of first-year students in one or more comparison group. For the benchmark foreign language coursework, on which Evergreen first-years historically score significantly below more than one of our comparison groups, some improvement was seen this year. The average score for first-years rose by 6% in 2009. While Evergreen still lags behind COPLAC schools, it has narrowed the gap to its other peer groups.

First-Year Students: Enriching Educational Experiences <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Participating in co-curricular activities (organizations, publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) ²⁰	1.70	2.39*	2.34*	2.30*
Have done foreign language coursework ¹⁸	19%	26%*	25%	21%
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹⁸	0%	2%	2%	2%

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 the comparison groups.

First-Year Students: Enriching Educational Experiences <i>No statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ¹⁹	2.60	2.48	2.59	2.64
Have done study abroad ¹⁸	4%	3%	3%	3%
Have done community service or volunteer work ¹⁸	38%	33%	39%	39%

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

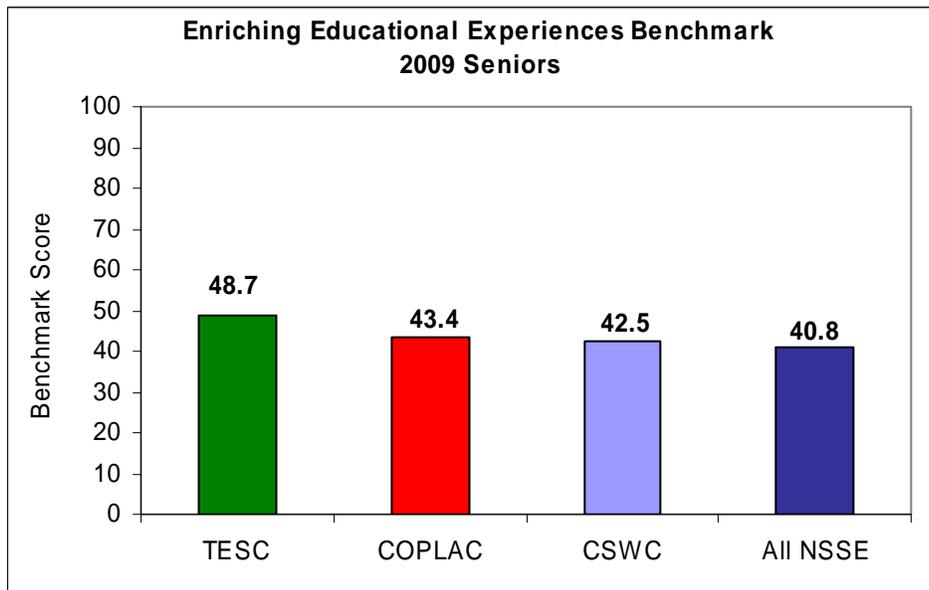
¹⁸ Percent of students who replied “Yes”

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

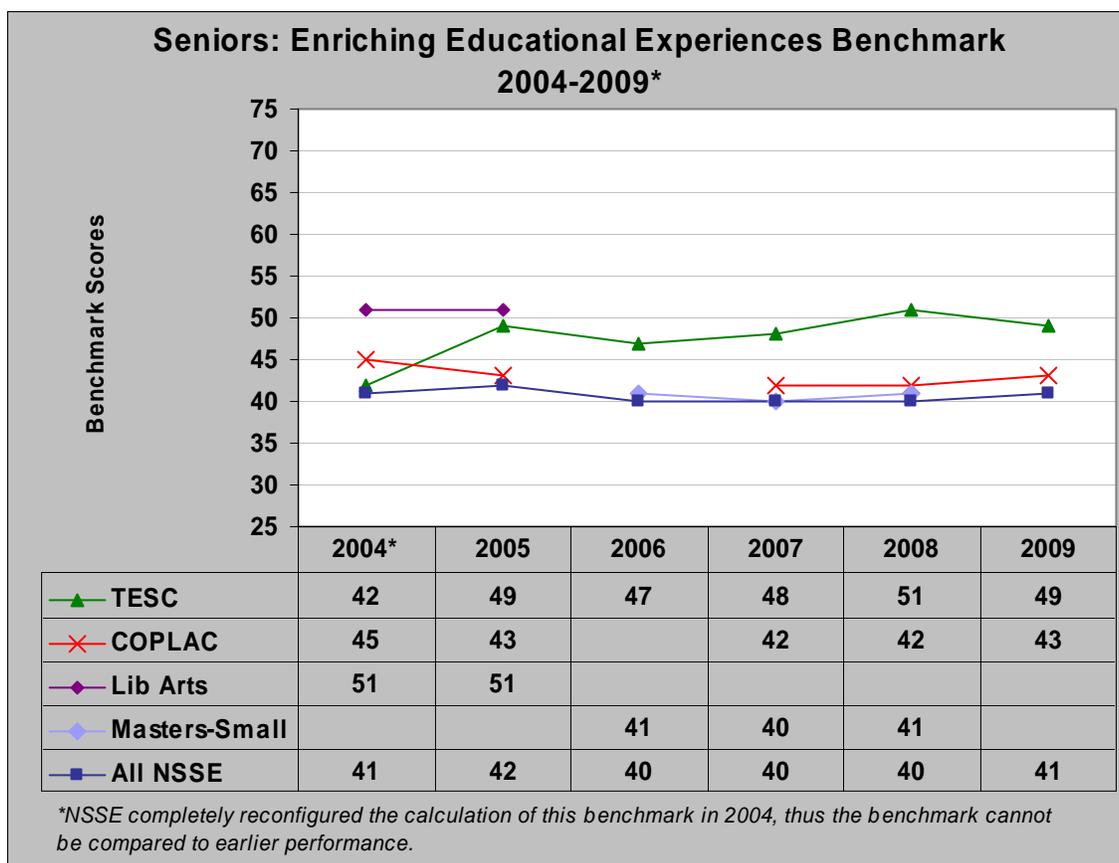
²⁰ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Seniors and Enriching Educational Experiences

The chart below shows the benchmark scores for the Enriching Educational Experiences benchmark for Evergreen seniors and comparison groups in 2009. Evergreen seniors were significantly more engaged in Enriching Educational Experiences than seniors in all three comparison groups ($p < .001$).



This benchmark was completely reconfigured by NSSE in 2004; therefore, benchmark scores from prior years are not comparable to more recent scores. Since 2006, Evergreen seniors have outpaced all comparison groups.



Note: Table includes Evergreen's Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

The tables below show means for the individual questions that make up the benchmark score. Means and percentages 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 six 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	COPLAC	CSWC	AII NSSE
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ²¹	2.98	2.65*	2.68*	2.55*
Serious conversations with students of a different race or ethnicity ²²	3.01	2.65*	2.75*	2.70*
Serious conversations with students who are very different in terms religious beliefs, political opinions, or personal values ²²	3.10	2.85*	2.77*	2.76*
Participated in a learning community or some other formal program where groups of students take two or more classes together ²³	46%	25%*	26%*	26%*
Have done study abroad ²³	25%	16%*	18%	15%*
Have done independent study or self-designed major ²³	67%	24%*	20%*	17%*

There were two 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	COPLAC	CSWC	AII NSSE
Participating in co-curricular activities (organizations, publications, student government, sports, etc.) ²⁴	1.74	2.25*	2.08*	2.11*
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ²³	21%	42%*	40%*	34%*

There were four 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	COPLAC	CSWC	AII NSSE
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ²²	2.90	2.73	2.82	2.87
Have done a practicum, internship, field experience, co-op experience, or clinical assignment ²³	51%	56%	54%	52%
Have done community service or volunteer work ²³	60%	63%	61%	60%
Have done foreign language coursework ²³	38%	47%	42%	41%

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

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

²³ Percentage of students who replied "Yes."

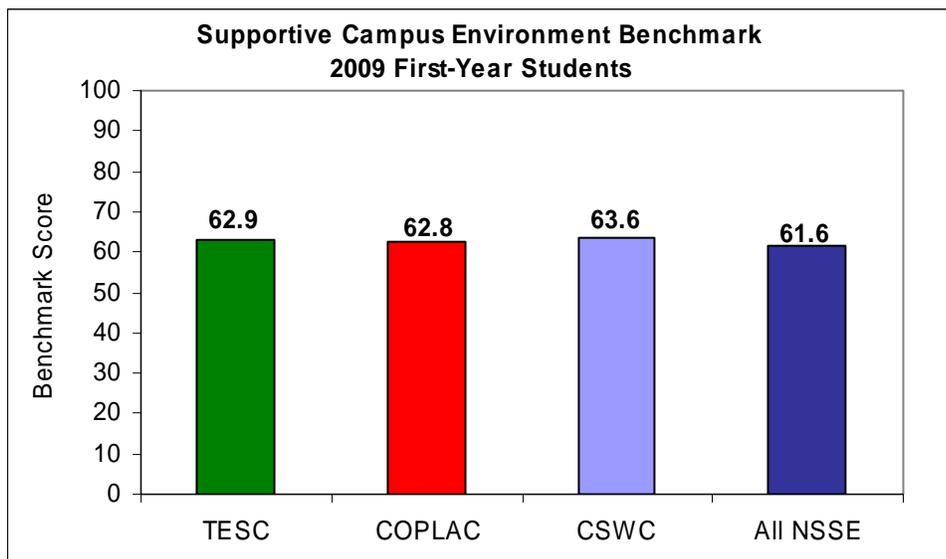
²⁴ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Supportive Campus Environment Benchmark

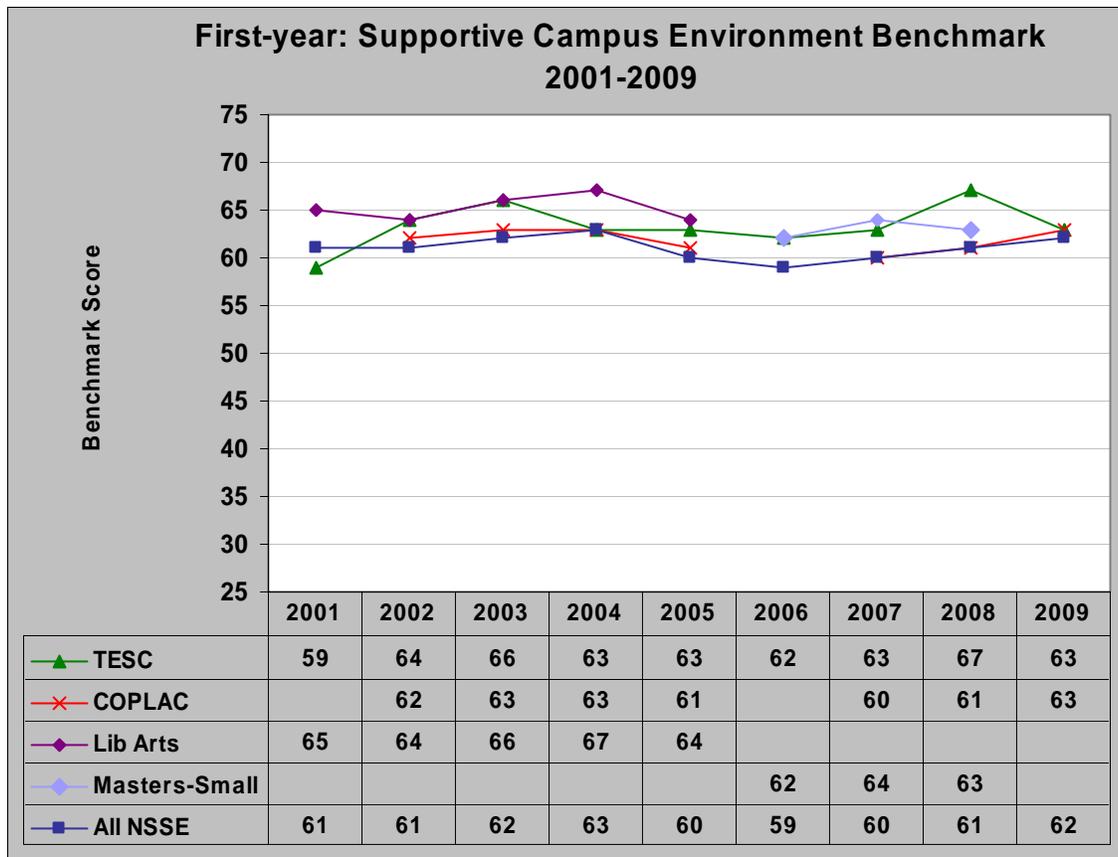
The NSSE Institutional Benchmark Report explains the Supportive Campus Environment Benchmark as follows: "Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus."

First-Year Students and Supportive Campus Environment

The chart below shows scores for the Supportive Campus Environment Benchmark for Evergreen and comparison groups, based on the responses of first-year students. This year there were no significant differences between mean scores of Evergreen first-years and those of first-years in comparison groups.



The following chart shows trends for the Supportive Campus Environment Benchmark for first-year students from 2001-2009. After a peak on this benchmark in 2003 and a leveling off between 2004 and 2007, the trend line again peaked in 2008 for Evergreen first-years. In 2009 Evergreen's scores on this measure dropped to previous levels while those of the two comparison groups raised slightly, resulting in no significant difference between Evergreen and comparison groups. This change is due in part to a drop in mean scores on two variables within the benchmark: "To what extent does your institution emphasize helping you cope with your non-academic responsibilities?" and "To what extent does your institution emphasize providing the support you need to thrive socially?"



Note: Table includes Evergreen's Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

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

There were two items for which Evergreen first-year students had a significantly higher mean score than first-year students in one or more comparison groups.

First-Year Students: Supportive Campus Environment <i>*Evergreen mean significantly higher than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Quality of relationships with faculty members ²⁵	5.77	5.42*	5.39*	5.21*
Campus environment provides the support you need to help you succeed academically ²⁶	3.25	3.10*	3.15	3.08*

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

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

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 lower than comparison group (p<.01)</i>	Evergreen	COPLAC	CSWC	All NSSE
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ²⁶	2.20	2.27	2.36*	2.28
Campus environment provides the support you need to thrive socially ²⁶	2.37	2.47	2.55*	2.50

There were two items for which there were *no statistically significant differences* at p<.01.

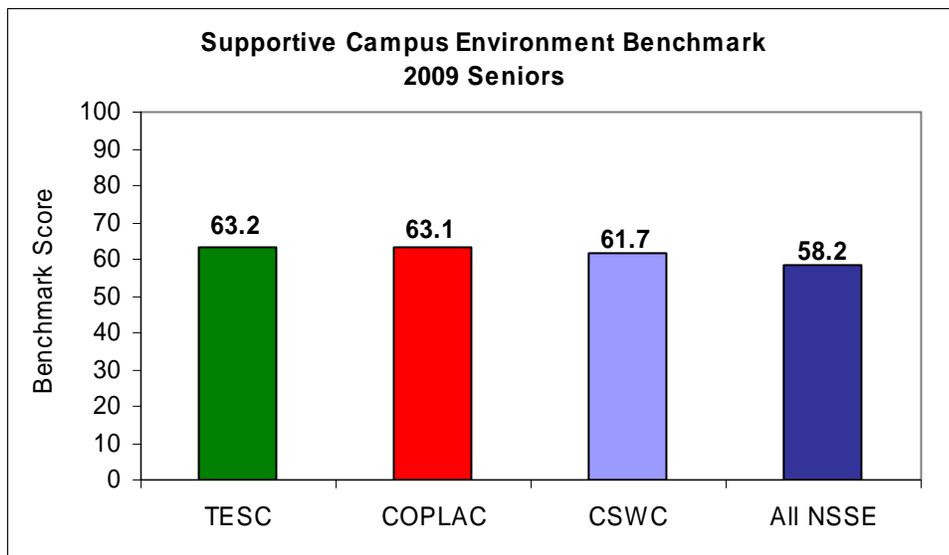
First-Year Students: Supportive Campus Environment <i>No statistically significant differences (p<.01)</i>	Evergreen	COPLAC	CSWC	All NSSE
Quality of relationships with other students ²⁷	5.34	5.55	5.51	5.47
Quality of relationships with administrative personnel and offices ²⁸	4.95	4.90	4.86	4.74

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

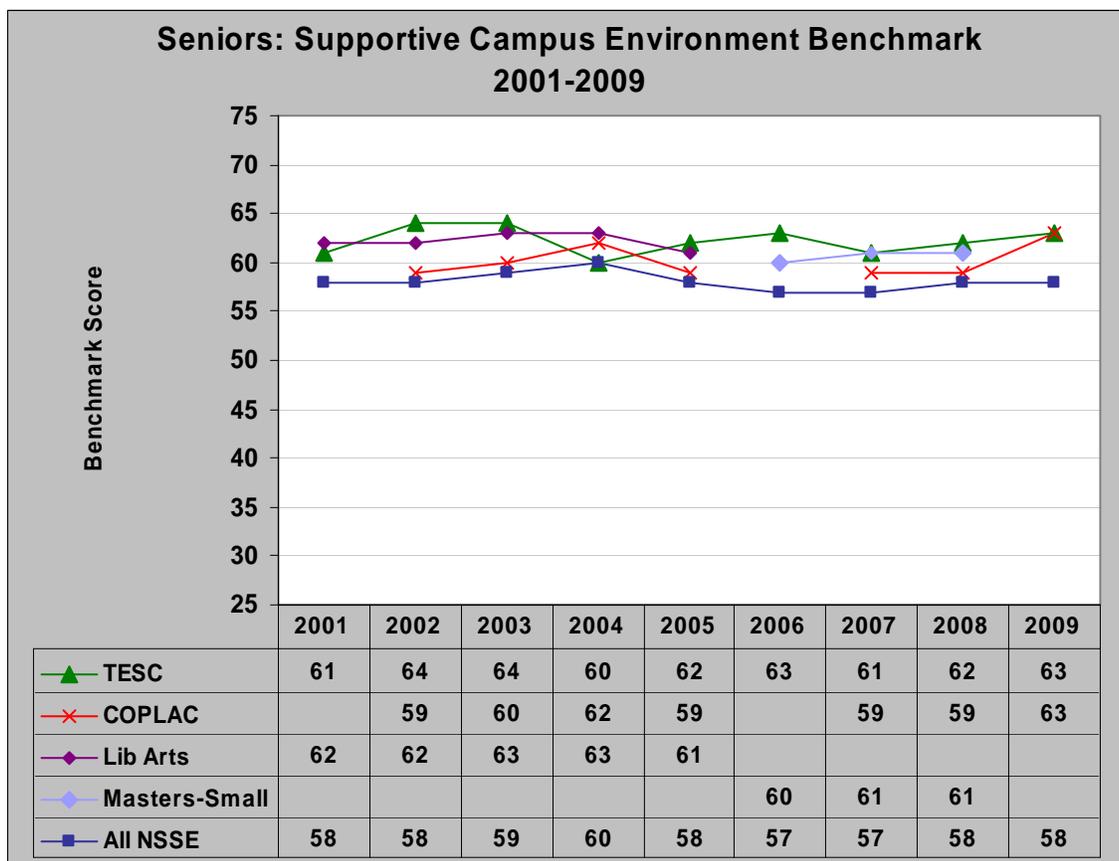
²⁸ 7-point scale: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

Seniors and Supportive Campus Environment

The chart below shows benchmark scores for the Supportive Campus Environment Benchmark for Evergreen seniors and seniors in the three comparison groups. Evergreen seniors did not differ significantly from those in the COPLAC or CSWC comparison groups, but they did produce a significantly higher Supportive Campus Environment score than the All NSSE national average ($p < .001$).



The following chart shows trends for the Supportive Campus Environment Benchmark for Evergreen seniors from 2001-2009. This benchmark peaked in 2002 and 2003, but over all nine years there has been very little change in this measure with scores staying within a four point range.



Note: Table includes Evergreen’s Carnegie Class peers - Lib Arts (2001-2005) and Masters-Small (beginning in 2006).

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

There were three items for which Evergreen seniors had a significantly higher mean score than seniors in comparison groups.

Seniors: Supportive Campus Environment <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Quality of relationships with faculty members ²⁹	6.01	5.85	5.65*	5.42*
Campus environment provides the support you need to help you succeed academically ³⁰	3.25	3.12	3.11	2.94*
Quality of relationships with administrative personnel and offices ³¹	4.95	4.87	4.83	4.60*

There was one item for which Evergreen seniors had a significantly lower average than seniors in comparison groups.

Seniors: Supportive Campus Environment <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	CSWC	All NSSE
Quality of relationships with other students ³²	5.32	5.71*	5.69*	5.59

There were two 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	COPLAC	CSWC	All NSSE
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ³⁰	2.17	2.16	2.11	2.00
Campus environment provides the support you need to thrive socially ³⁰	2.31	2.35	2.29	2.23

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

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

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

³² 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 students in the 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 CSWC group. Evergreen first-years were about as satisfied with their educational experience as the comparison groups, and they were significantly more likely than CSWC first-years to report that they would choose the same institution again if they could start over.

Overall Satisfaction Questions First-year student responses	Evergreen	COPLAC	CSWC	All NSSE
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³³	2.91	3.07	3.10*	3.04
How would you evaluate your entire educational experience at this institution? ³³	3.31	3.25	3.20	3.21
If you could start over again, would you go to the same institution you are now attending? ³⁴	3.35	3.24	3.12*	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 at COPLAC and CSWC, but they reported a similar level of satisfaction as their counterparts at All NSSE. They were significantly more satisfied with their entire educational experience and more likely to choose Evergreen again if they could start college over than seniors in all three comparison groups.

Overall Satisfaction Questions Senior-class responses	Evergreen	COPLAC	CSWC	All NSSE
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³³	2.85	3.12*	3.06*	2.89
How would you evaluate your entire educational experience at this institution? ³³	3.47	3.31*	3.29*	3.21*
If you could start over again, would you go to the same institution you are now attending? ³⁴	3.45	3.26*	3.21*	3.20*

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

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

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

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 below 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 comparison group scores that are significantly lower than Evergreen 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 report, the asterisks will denote which groups differed significantly from Evergreen as in previous sections of this report.

First-Year Students: Evergreen’s Contribution to Learning

Evergreen first-year students perceive higher growth than students in all three comparison groups for three of the sixteen learning domains: learning effectively on your own; understanding yourself; and contributing to the welfare of your community.

They report higher growth than other students in at least one of the comparison groups in another five areas: thinking critically and analytically; working effectively with others; understanding people of other racial and ethnic backgrounds; solving complex real-world problems; and developing a personal code of values and ethics.

There are three learning domains for which Evergreen first-year students reported a similar level of growth as students at all three comparison groups: writing clearly and effectively; speaking clearly and effectively; and developing a deepened sense of spirituality.

There is one area in which Evergreen first-years reported a lower level of growth than students in one comparison group: voting in local, state, or national elections. And, there are four learning areas where our first-years reported lower growth than students at two or more comparison groups: acquiring a broad general education; acquiring job or work-related knowledge and skills; analyzing quantitative problems; and using computing and information technology.

First-Year Students Average Ratings 2008 (1=very little, 2=some, 3=quite a bit, 4=very much)	TESC	COPLAC	CSWC	All NSSE
Acquiring a broad general education	3.03	3.23*	3.20*	3.16
Acquiring job or work-related knowledge and skills	2.53	2.74*	2.82*	2.82*
Writing clearly and effectively	3.06	3.09	3.16	3.02
Speaking clearly and effectively	2.97	2.89	2.91	2.84
Thinking critically and analytically	3.39	3.23	3.28	3.23*
Analyzing quantitative problems	2.65	2.89*	2.98*	2.96*
Using computing and information technology	2.53	2.94*	3.01*	3.05*
Working effectively with others	3.20	3.03	3.05	3.00*
Voting in local, state, or national elections	2.44	2.76*	2.57	2.57
Learning effectively on your own	3.30	2.96*	2.99*	2.99*
Understanding yourself	3.19	2.82*	2.87*	2.83*
Understanding people of other racial and ethnic backgrounds	2.96	2.63*	2.80	2.71*
Solving complex real-world problems	2.91	2.68*	2.76	2.72*
Developing a personal code of values and ethics	2.94	2.67*	2.80	2.72*
Contributing to the welfare of your community	2.81	2.45*	2.55*	2.50*
Developing a deepened sense of spirituality	2.11	1.97	2.31	2.17

* 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 higher growth to their experiences at Evergreen. In eight of the sixteen learning domains they report significantly more growth than all three comparison groups. Three of these overlap with the top domains of Evergreen first-year students: learning effectively on your own; understanding yourself; and contributing to the welfare of your community. The other five learning areas are: thinking critically and analytically; working effectively with others; understanding people of other racial and ethnic backgrounds; solving complex real-world problems; and developing a personal code of values and ethics.

Beyond those eight areas, in another five domains, Evergreen seniors perceive significantly higher growth than seniors in at least one of the comparison groups: acquiring a broad general education; writing clearly and effectively; speaking clearly and effectively; voting in local, state, or national elections; and developing a deepened sense of spirituality.

They are neither higher nor lower than any comparison group in acquiring job or work-related knowledge; analyzing quantitative problems; and using computing and information technology.

This year, there are **no** areas in which Evergreen seniors report less development than their peers at other institutions.

Senior Students Average Ratings 2008 (1=very little, 2=some, 3=quite a bit, 4=very much)	TESC	COPLAC	CSWC	All NSSE
Acquiring a broad general education	3.52	3.36	3.38	3.25*
Acquiring job or work-related knowledge and skills	2.99	3.09	3.07	3.06
Writing clearly and effectively	3.37	3.20*	3.25	3.11*
Speaking clearly and effectively	3.27	3.10	3.11	2.99*
Thinking critically and analytically	3.67	3.42*	3.45*	3.36*
Analyzing quantitative problems	3.05	3.01	3.10	3.08
Using computing and information technology	3.14	3.18	3.20	3.21
Working effectively with others	3.44	3.22*	3.22*	3.16*
Voting in local, state, or national elections	2.62	2.68	2.40*	2.33*
Learning effectively on your own	3.46	3.12*	3.09*	3.05*
Understanding yourself	3.36	2.94*	2.91*	2.82*
Understanding people of other racial and ethnic backgrounds	3.12	2.74*	2.80*	2.66*
Solving complex real-world problems	3.25	2.82*	2.84*	2.80*
Developing a personal code of values and ethics	3.09	2.76*	2.84*	2.72*
Contributing to the welfare of your community	3.06	2.61*	2.65*	2.49*
Developing a deepened sense of spirituality	2.23	1.86*	2.12	1.96*

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

Evergreen's Contribution to Learning: Student Ranking of Growth Areas

Evergreen first-years and seniors agree on the top seven areas in which they feel Evergreen has made the greatest contribution to their growth: thinking critically and analytically; working effectively with others; learning effectively on your own; understanding yourself; writing clearly and effectively; acquiring a broad general education; and speaking clearly and effectively. They also agree on the two areas where Evergreen made the least contribution to their growth: voting in local, state, or national elections and developing a deepened sense of spirituality. In all 16 growth areas, average ratings were above 2 ("some") for both first-years and seniors.

Highest to lowest - First-years (1=very little, 2=some, 3=quite a bit, and 4=very much)	Mean
Thinking critically and analytically	3.39
Learning effectively on your own	3.30
Working effectively with others	3.20
Understanding yourself	3.19
Writing clearly and effectively	3.06
Acquiring a broad general education	3.03
Speaking clearly and effectively	2.97
Understanding people of other racial and ethnic backgrounds	2.96
Developing a personal code of values and ethics	2.94
Solving complex real-world problems	2.91
Contributing to the welfare of your community	2.81
Analyzing quantitative problems	2.65
Acquiring job or work-related knowledge and skills	2.53
Using computing and information technology	2.53
Voting in local, state, or national elections	2.44
Developing a deepened sense of spirituality	2.11

Highest to lowest - Seniors (1=very little, 2=some, 3=quite a bit, and 4=very much)	Mean
Thinking critically and analytically	3.67
Acquiring a broad general education	3.52
Learning effectively on your own	3.46
Working effectively with others	3.44
Writing clearly and effectively	3.37
Understanding yourself	3.36
Speaking clearly and effectively	3.27
Solving complex real-world problems	3.25
Using computing and information technology	3.14
Understanding people of other racial and ethnic backgrounds	3.12
Developing a personal code of values and ethics	3.09
Contributing to the welfare of your community	3.06
Analyzing quantitative problems	3.05
Acquiring job or work-related knowledge and skills	2.99
Voting in local, state, or national elections	2.62
Developing a deepened sense of spirituality	2.23