

**An Exploration of Evergreen Benchmark Scores
on the National Survey of Student Engagement 2010**

Office of Institutional Research and Assessment
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Survey Overview

The National Survey of Student Engagement (NSSE) is administered by the Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research. The NSSE assesses student engagement in educational practices that are associated with high levels of learning and development. First-year students and seniors are surveyed and the results from clusters of individual survey questions are used to generate five benchmarks of effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student Interaction with Faculty Members, Enriching Educational Experiences, and Supportive Campus Environment.

Evergreen has participated annually in the NSSE since 2000, and will participate biennially beginning spring 2010. In addition survey data for to Evergreen students, data for three comparison groups are provided with each survey administration. In 2010 the three comparison groups were all 595 participating U.S. institutions (All NSSE), the 16 participating Council of Public Liberal Arts Colleges (COPLAC), and 37 institutions from Evergreen's Carnegie Class, Masters-Small (Appendix A).

This report details the benchmark comparisons from the NSSE administered in spring 2010 including the current single-year comparison between Evergreen and peer institutions, comparative benchmark score trends, individual questions that comprise Evergreen's benchmark scores, and overall satisfaction and learning growth indicators.

Participation in the Survey

NSSE sample size is dependent on total fall quarter undergraduate enrollment and the mode of survey administration. The web+ mode, which Evergreen has used since the pilot program in 2006, allows a much larger sample size than paper survey administration alone. The web+ mode requires primary contact through email; Evergreen students were contacted at their student email address. During the reminder cycle, non-respondents received one letter at their home mailing address; all other contact was made by email.

Institutions using web+ with a fall quarter undergraduate enrollment between 4,000 and 7,999 students are allowed a maximum sample size of 2400 students, therefore all 1856 first-year and senior students enrolled at Evergreen in fall 2009 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 consisted of 1694 freshmen and seniors.

Students were initially contacted by email during the sixth week of winter quarter in 2009. Surveys were collected through the beginning of June. Evergreen's overall response rate of 29% was lower than the response rates for the three comparison groups. Overall representation of enrolled students was 24% of first-years and 26% of seniors.

Class category	Number at Evergreen Fall 2009	Number in Adjusted Sample*	NSSE completers	NSSE response rate	% of all students enrolled Fall 2009
First-year	852	751	206	27%	24%
Seniors	1114	943	291	31%	26%

** Note: Because this survey is administered by a third party, students who indicate confidentiality on their student records are excluded from potential sample selection. Students with non-deliverable addresses are excluded from the adjusted sample.*

Benchmark Percentile Scores Compared to Above Average and High-performing Institutions
 NSSE provides two reference groups to allow institutions to 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; however it does provide aggregate benchmark scores with which Evergreen’s scores can be compared.

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 Active and Collaborative Learning. In other words, Evergreen first-years were as engaged as students at high performing institutions for this benchmark. For the benchmarks Level of Academic Challenge, Student Interactions with Faculty, and Enriching Educational Experiences, Evergreen first-year students’ mean scores were significantly lower than those at high performing schools though not significantly different from the average benchmark scores of the top 50% of schools. Evergreen first-year students’ mean scores for Supportive Campus Environment were significantly lower than those at above average and high performing institutions.

NSSE Benchmark (First Year Students)	Evergreen Benchmark	Above Average (Top 50%)	High Performing (Top 10%)
Level of Academic Challenge	56.5	57.2	60.5**
Active and Collaborative Learning	52.6	48.0**	52.2
Student Interactions with Faculty	37.2	39.9	44.1**
Enriching Educational Experiences	29.5	31.1	33.6**
Supportive Campus Environment	63.3	67.2*	70.8**

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

**Evergreen mean benchmark significantly different than comparison group ($p < .001$)

Senior Class Comparison

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 and Active and Collaborative Learning. Evergreen seniors’ benchmark scores were significantly lower than the top 10% of participating institutions, though did not differ significantly from the top 50% of institutions for Enriching Educational Experiences and Supportive Campus Environment. Evergreen seniors’ mean scores for Student Interactions with Faculty were significantly lower than those at above average and high performing institutions.

NSSE Benchmark (Senior class Students)	Evergreen Benchmark	Above Average (Top 50%)	High Performing (Top 10%)
Level of Academic Challenge	63.5	60.9**	63.8
Active and Collaborative Learning	59.5	56.6*	60.4
Student Interactions with Faculty	46.1	49.2*	55.3**
Enriching Educational Experiences	46.2	47.7	55.8**
Supportive Campus Environment	63.3	64.7	68.6**

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

**Evergreen mean benchmark significantly different than comparison group ($p < .001$)

Comparisons of Responses on Individual Questions for Each Benchmark

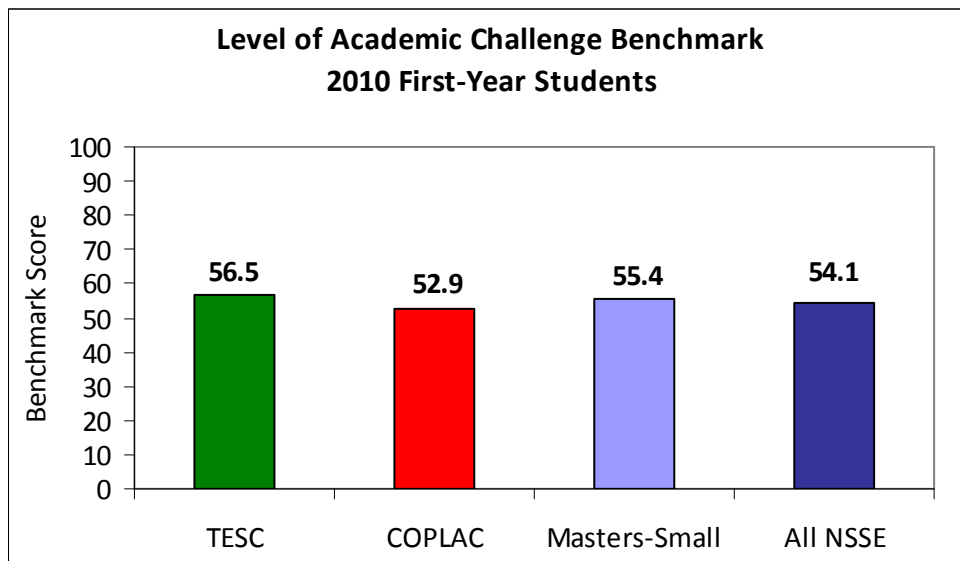
The following sections of this report provide detail on the individual items that comprise each benchmark and compare the responses of Evergreen students to the responses of students within each comparison group. Benchmark comparison groups are all NSSE institutions (All NSSE), Evergreen's Carnegie Class (Masters-Small), 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

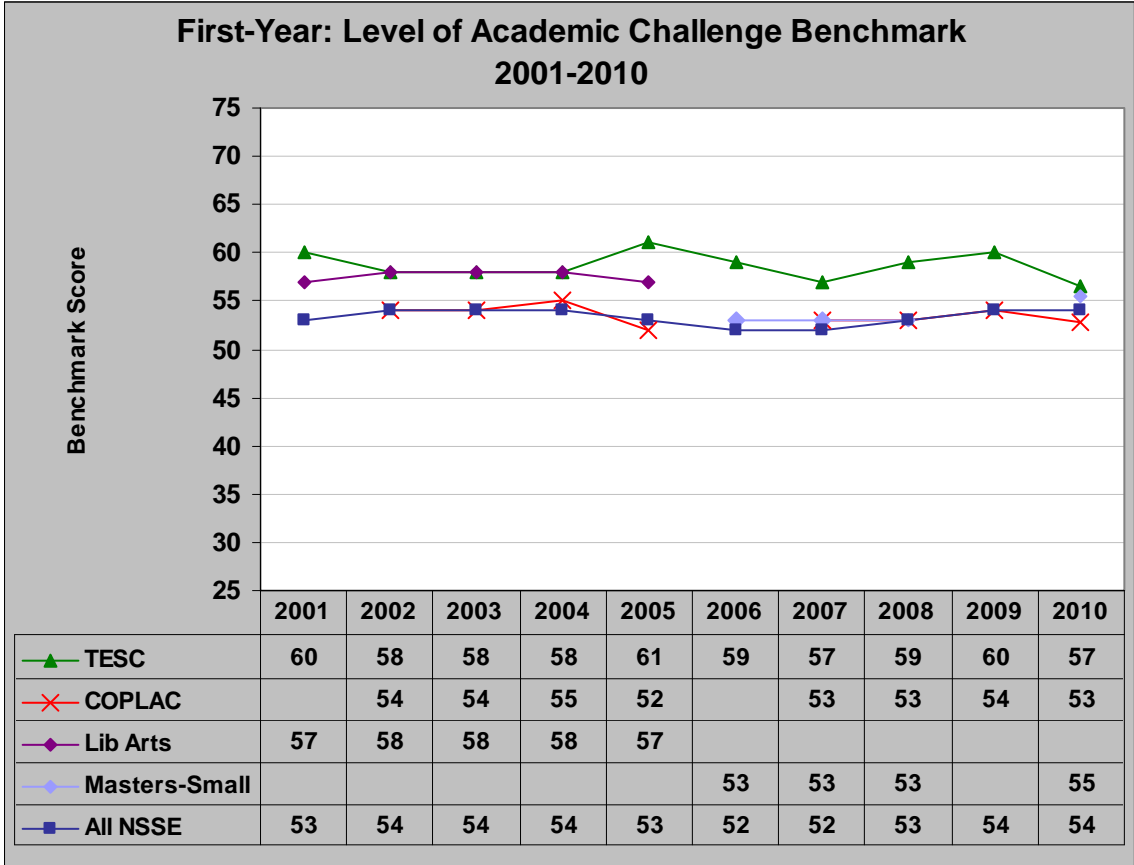
The NSSE Institutional Benchmark Report describes the Level of Academic Challenge Benchmark as follows: "Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance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

First-Year Students and Level of Academic Challenge

The chart below shows the scores for Evergreen and the three comparison groups for the Level of Academic Challenge benchmark. Evergreen first-year students' benchmark scores were significantly higher than COPLAC first-years' scores ($p < .001$), but were not significantly different from Masters-Small or All NSSE first-year benchmark scores.



The following chart shows trends in Level of Academic Challenge Benchmark scores for Evergreen first-year students and comparison groups from 2001-2010. With the exception of Deep Learning, 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 our comparison groups over time.



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

The following tables show first-year student means for the individual questions that were used to calculate the Level of Academic Challenge Benchmark scores for 2010. Comparison group means that were significantly different from Evergreen's at $p < .01$ are denoted with an asterisk.

There were five 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	COPLAC	Masters-Small	All NSSE
Number of assigned textbooks , books, or book-length pack or course readings ¹	3.76	3.31*	3.38*	3.27*
Number of written papers of fewer than 5 pages ¹	3.55	3.07*	3.23*	3.03*
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 ²	3.33	3.14*	3.14*	3.15*
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships ²	3.27	2.87*	2.96*	2.94*
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 ²	3.09	2.89*	2.99	2.94

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

First-Year Students: Academic Challenge <i>*Evergreen mean significantly lower than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Number of written papers or reports between 5 and 19 pages ¹	2.01	2.25*	2.35*	2.27*
Worked harder than you thought you could to meet an instructor's standards or expectations ³	2.59	2.62	2.81*	2.73
Campus environment emphasizes spending significant amounts of time studying and on academic work ²	2.85	3.13*	3.18*	3.16*

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

First-Year Students: Academic Challenge <i>No statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program) ⁴	4.39	4.17	4.19	4.21
Number of written papers or reports of 20 pages or more ¹	1.32	1.28	1.34	1.32
Coursework emphasized applying theories or concepts to practical problems or in new situations ²	3.07	3.00	3.10	3.08

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

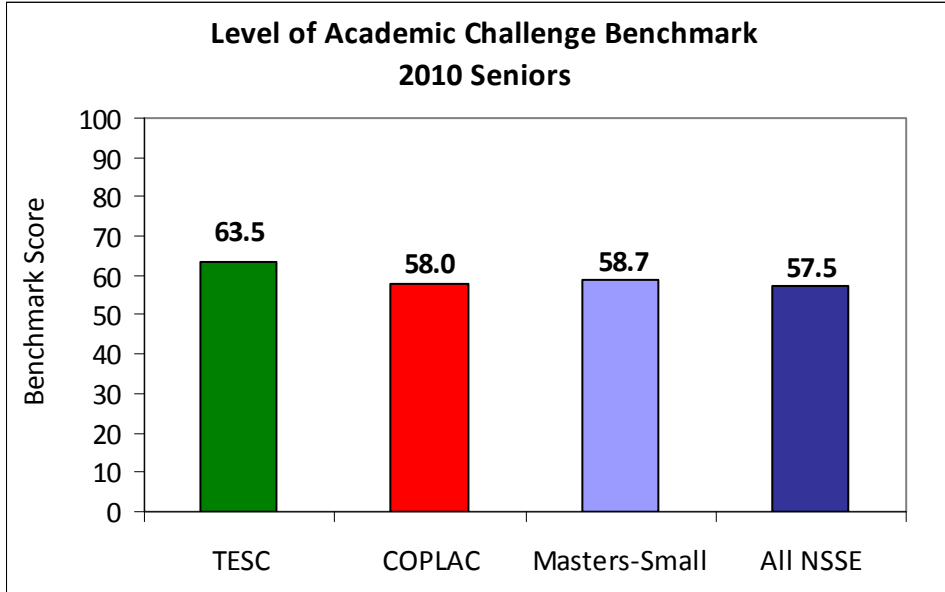
² 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

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

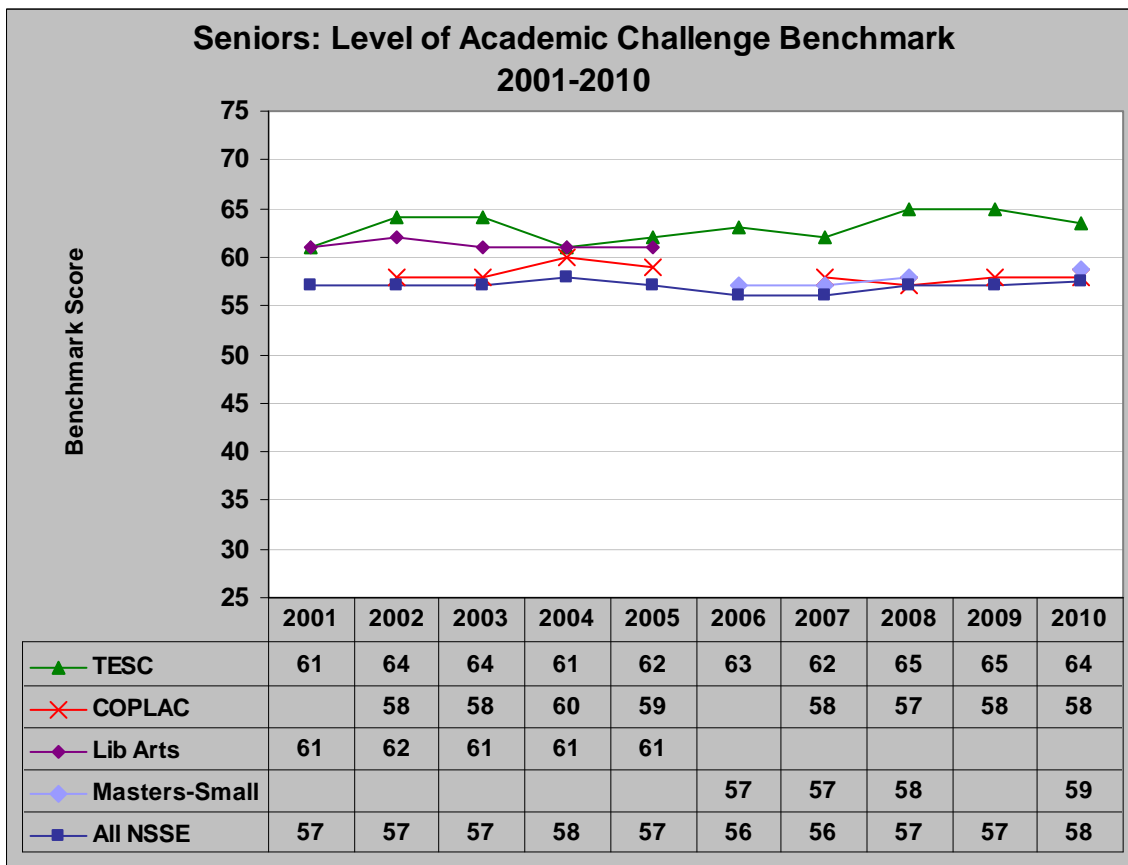
⁴ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Seniors and Level of Academic Challenge

The chart below shows the benchmark scores for Evergreen seniors and comparison group seniors for 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 2001-2010. 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 (2006-present).

The tables below show means for the individual questions that are used to calculate the benchmark score. Comparison group means that were significantly different from Evergreen's at $p < .01$ are denoted with an asterisk.

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

Seniors: Academic Challenge <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program) ⁵	5.38	4.40*	4.20*	4.29*
Number of assigned textbooks , books, or book-length pack or course readings ⁶	3.66	3.29*	3.28*	3.20*
Number of written papers of fewer than 5 pages ⁶	3.36	3.06*	3.06*	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 ⁷	3.50	3.33*	3.32*	3.29*
Coursework emphasized synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships ⁷	3.57	3.15*	3.14*	3.10*
Coursework emphasized making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions ⁷	3.20	3.04*	3.10	3.05*
Worked harder than you thought you could to meet an instructor's standards or expectations. ⁸	2.94	2.75*	2.87	2.78*

There was one item for which Evergreen seniors had a significantly lower mean response than seniors in any of the other comparison groups.

Seniors: Academic Challenge <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Number of written papers or reports between 5 and 19 pages ⁶	2.47	2.62*	2.65*	2.55

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	Masters-Small	All NSSE
Number of written papers or reports of 20 pages or more ⁶	1.65	1.61	1.69	1.65
Coursework emphasized applying theories or concepts to practical problems or in new situations ⁷	3.32	3.21	3.30	3.26
Campus environment emphasizes spending significant amounts of time studying and on academic work ⁷	3.17	3.20	3.15	3.16

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

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

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

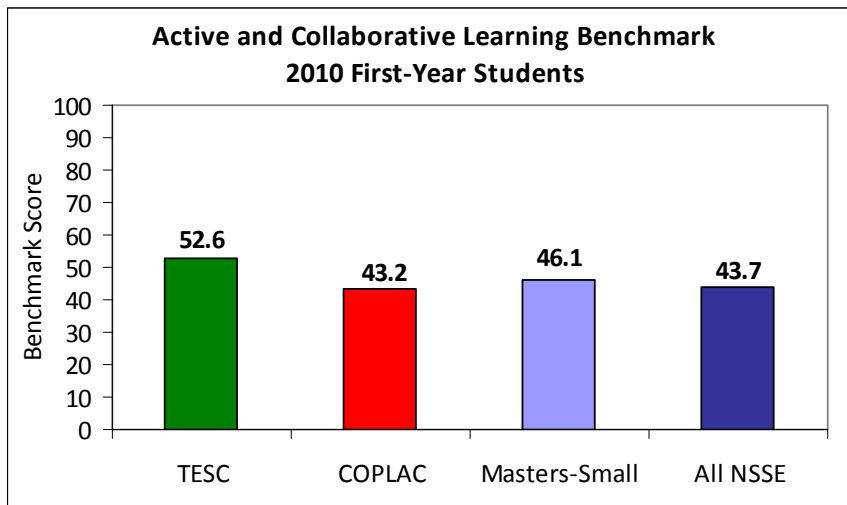
⁸ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Active and Collaborative Learning Benchmark

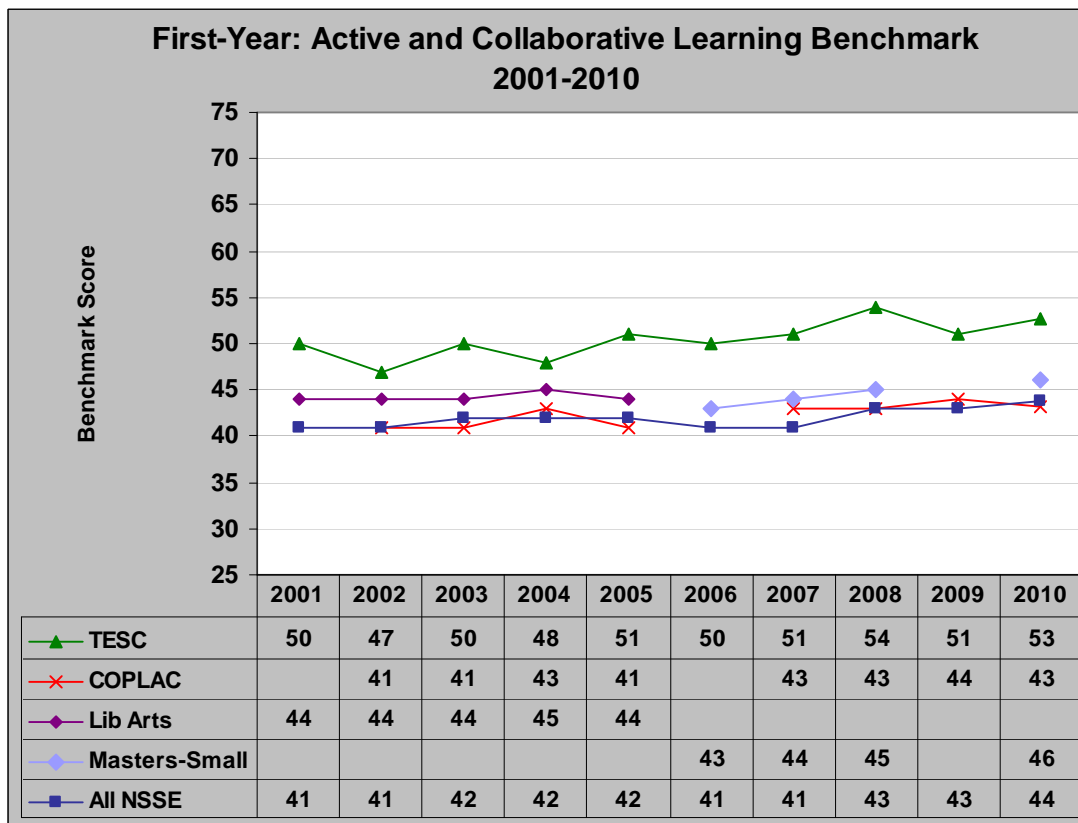
The NSSE Institutional Benchmark Report provides the following statement to describe the Active and Collaborative Learning Benchmark: “Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others 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 all comparison groups for 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 2001-2010. Evergreen’s first-year students have outpaced the other comparison groups for this benchmark each year.



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

The tables on this page show means for the individual questions that were used to calculate the benchmark score. Means that were significantly different (at $p < .01$) are denoted with an asterisk.

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	Masters-Small	All NSSE
Asked questions in class or contributed to class discussions ⁹	3.19	2.86*	2.99*	2.85*
Made a class presentation ⁹	2.43	2.28*	2.43	2.29
Worked with other students on projects during class ⁹	2.90	2.41*	2.47*	2.46*
Worked with classmates outside of class to prepare class assignments ⁹	2.89	2.50*	2.52*	2.45*
Discussed ideas from your readings or classes with others outside of class ⁹	3.30	2.82*	2.77*	2.76*
Participated in a community-based project as part of a regular course ⁹	1.71	1.52*	1.74	1.60

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

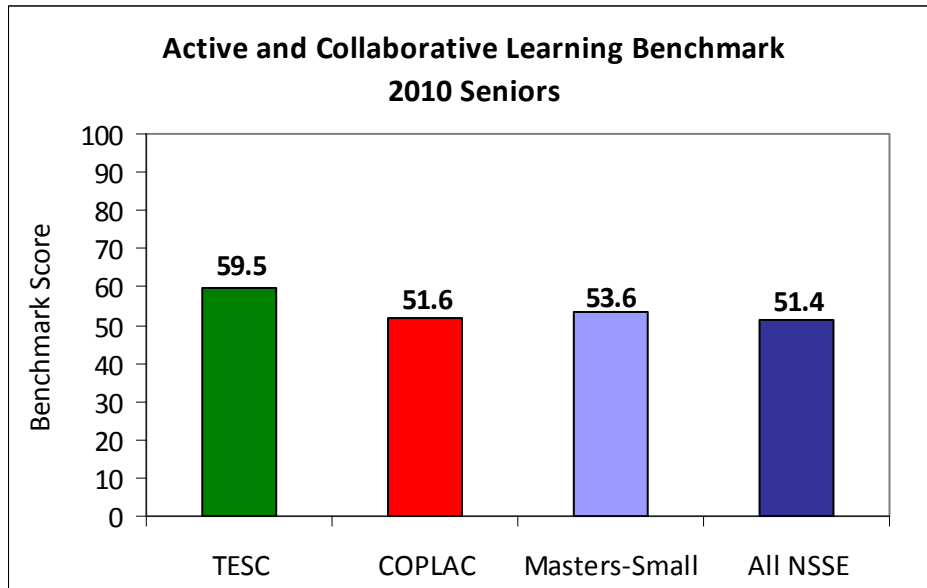
First-Year Students: Active and Collaborative Learning <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Tutored or taught other students (paid or voluntary) ⁹	1.54	1.62	1.72*	1.70

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

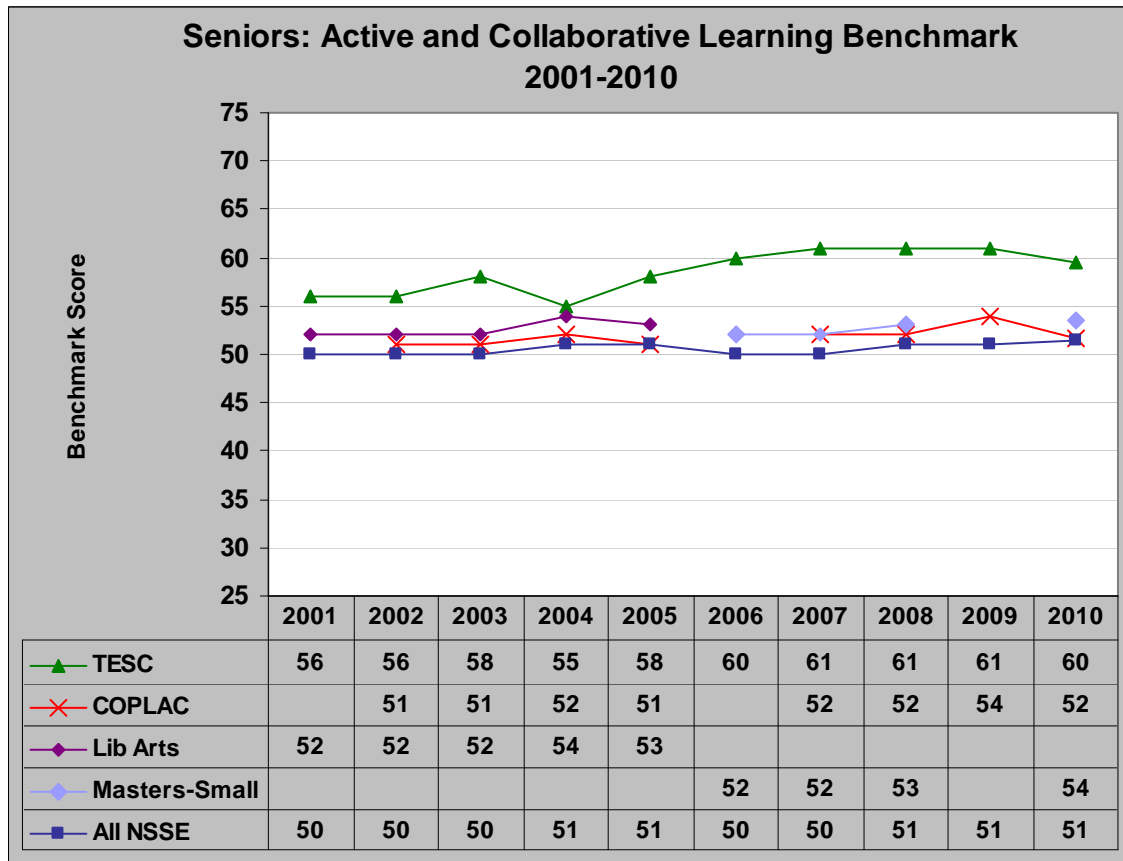
⁹ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

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 three comparison groups. Evergreen seniors report significantly greater 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 2001-2010. Evergreen's seniors have continued to outpace seniors in the comparison groups on this benchmark for the past six years.



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

The tables on this page show means for the individual questions that are used to calculate 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	Masters-Small	All NSSE
Asked questions in class or contributed to class discussions ¹⁰	3.37	3.18*	3.29	3.12*
Worked with other students on projects during class ¹⁰	2.99	2.51*	2.58*	2.56*
Worked with classmates outside of class to prepare class assignments ¹⁰	2.96	2.76*	2.71*	2.78*
Tutored or taught other students (paid or voluntary) ¹⁰	2.02	1.86*	1.88	1.86*
Participated in a community-based project as part of a regular course ¹⁰	1.94	1.72*	1.92	1.74*
Discussed ideas from your readings or classes with others outside of class ¹⁰	3.24	2.97*	2.92*	2.90*

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 the other groups.

Seniors: Active and Collaborative Learning <i>No statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Made a class presentation ¹⁰	2.91	2.80	2.92	2.79

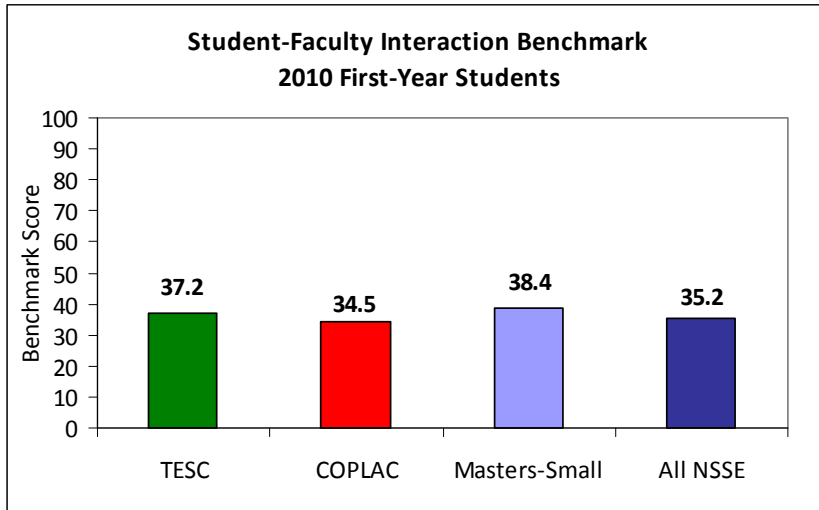
¹⁰ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Student-Faculty Interaction Benchmark

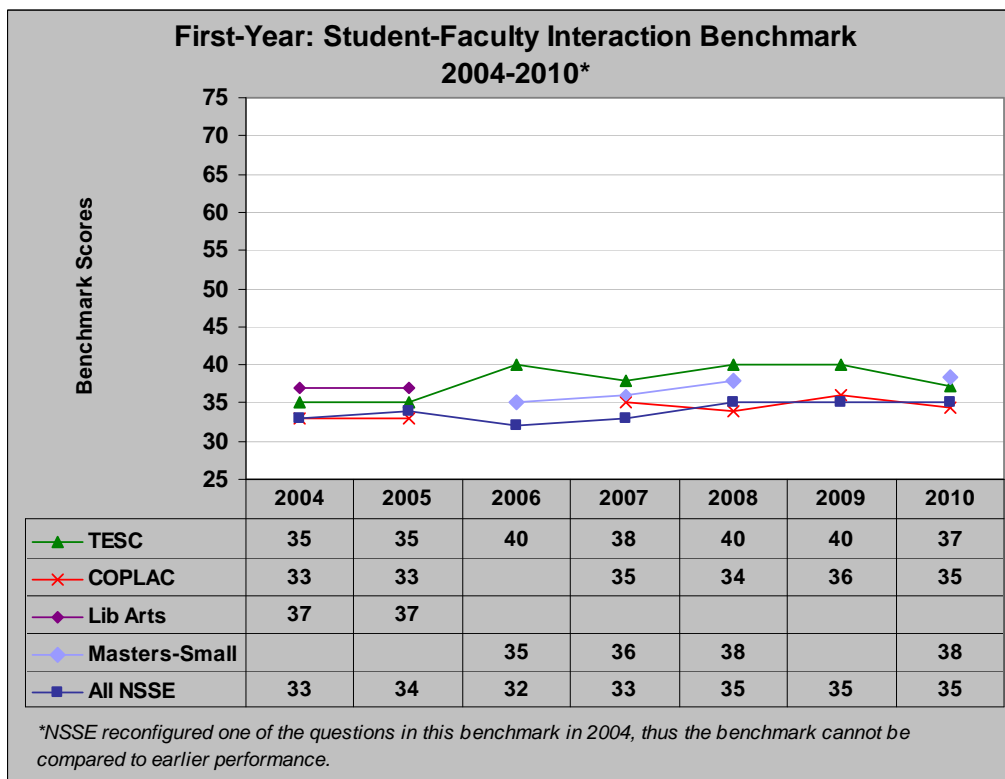
The NSSE Institutional Benchmark Report offers the following description for the Student-Faculty Interactions Benchmark: “Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become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

First-Year Students and Student-Faculty Interaction

The chart below shows the 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 for all other comparison groups.



Benchmark scores prior to 2004 could not be included in the trend line below because one of the questions used to generate this benchmark was reconfigured by NSSE in 2004, thus making prior benchmark scores not comparable. Evergreen first-years outpaced comparison group first-years between 2006 and 2009. In 2010 they dropped to one percentage point below first-years in Masters - Small but remained above those in the COPLAC and All NSSE groups.



Note: Table includes Evergreen’s Carnegie Class peers – Lib Arts (2004-2005) and Masters-Small (2006-present).

The following tables show means for the individual questions that are used to calculate the benchmark score. Means that were significantly different at $p < .01$ are denoted with an asterisk.

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 <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Discussed grades or assignments with an instructor ¹¹	2.82	2.61*	2.77	2.65*
Discussed ideas from your reading or classes with faculty members outside of class ¹¹	2.10	1.88*	2.00	1.89*
Received prompt feedback from faculty on your academic performance ¹¹	2.99	2.71*	2.81*	2.70*

There were two items for which Evergreen mean responses were significantly lower than the mean response 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	COPLAC	Masters-Small	All NSSE
Talked about career plans with a faculty member or advisor ¹²	2.03	2.17	2.34*	2.22*
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹²	1.47	1.65*	1.78*	1.66*

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 the comparison groups. Percentages represent the percentage of students who replied "Yes."

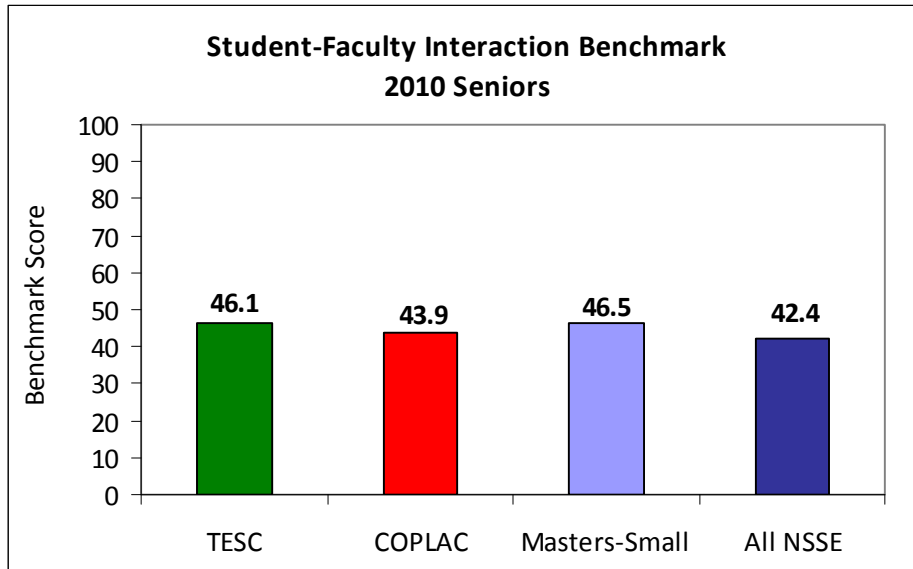
First-Year Students: Student-Faculty Interaction <i>No statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Have you worked on a research project with a faculty member outside of course or program requirements? ¹²	5%	4%	6%	5%

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

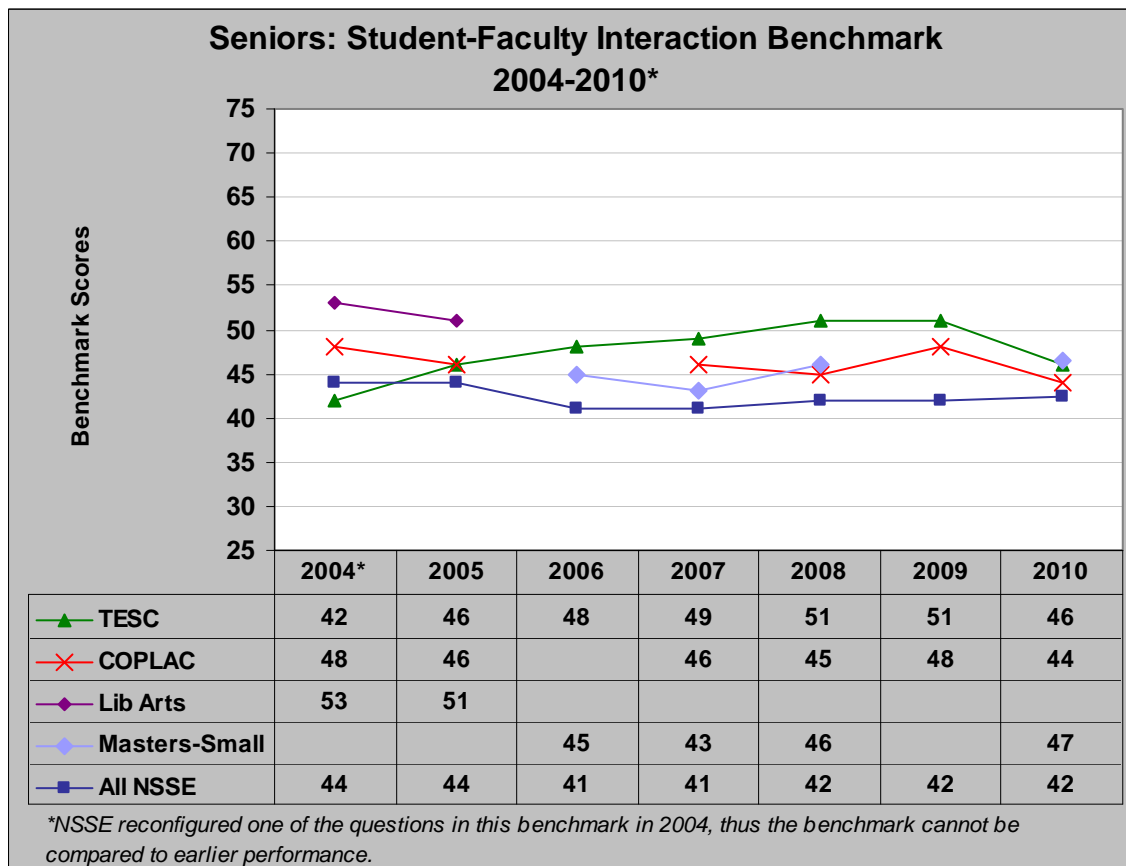
¹² 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

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 2010, Evergreen seniors' average Student-Faculty Interaction benchmark scores were significantly higher than the All NSSE score ($p < .01$), but were not significantly different from either of the other two comparison group scores.



The following chart shows trends in Student-Faculty Interaction for Evergreen seniors and comparison groups from 2001-2010. One survey question used in this benchmark was changed in 2004; therefore scores from years prior to 2004 are not directly comparable to 2004-2010 scores. Evergreen showed steady improvement on this benchmark from 2004 to 2008, leveled off in 2009, and dropped 5 percentage points in 2010. Even with this drop, however, Evergreen seniors scored at or above the level of seniors in the comparison groups.



Note: Table includes Evergreen's Carnegie Class peers – Lib Arts (2004-2005) and Masters-Small (2006-present).

The tables on this page show means for the individual questions that are used to calculate the benchmark score. Means that were significantly different (at $p < .01$) are denoted with an asterisk.

There were two 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	COPLAC	Masters-Small	All NSSE
Received prompt feedback from faculty on your academic performance ¹³	3.06	2.87*	2.96	2.83*
Discussed ideas from your reading or classes with faculty members outside of class ¹³	2.33	2.15*	2.21	2.09*

There was one question for which Evergreen seniors had a lower mean response 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	COPLAC	Masters-Small	All NSSE
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹³	1.67	1.89*	2.01*	1.85*

There were three questions for which there were no statistically significant differences between Evergreen seniors' responses and the responses of seniors in the comparison groups. The percentages shown for the "research project 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	Masters-Small	All NSSE
Discussed grades or assignments with an instructor ¹³	2.94	2.85	2.94	2.84
Talked about career plans with a faculty member or advisor ¹³	2.51	2.48	2.58	2.43
Have you worked on a research project with a faculty member outside of course or program requirements? ¹⁴	25%	21%	21%	19%

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

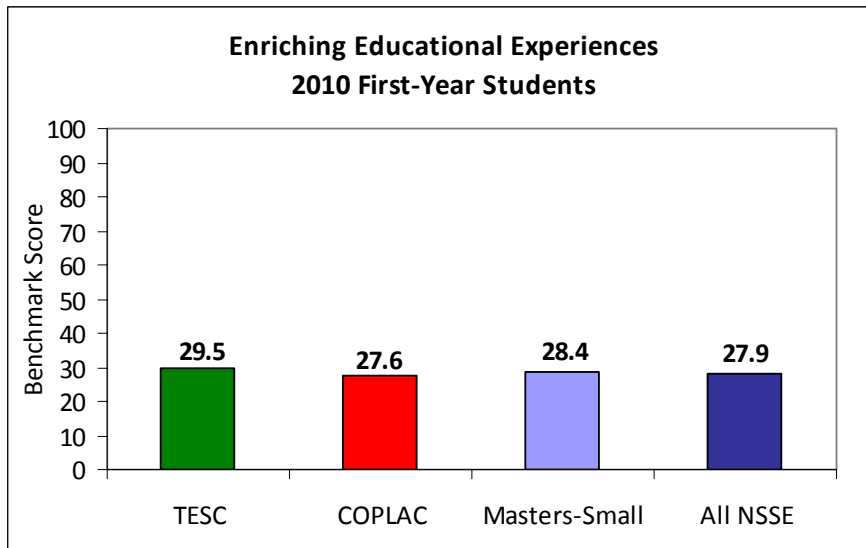
¹⁴ Percent of students who replied "Yes"

Enriching Educational Experiences Benchmark

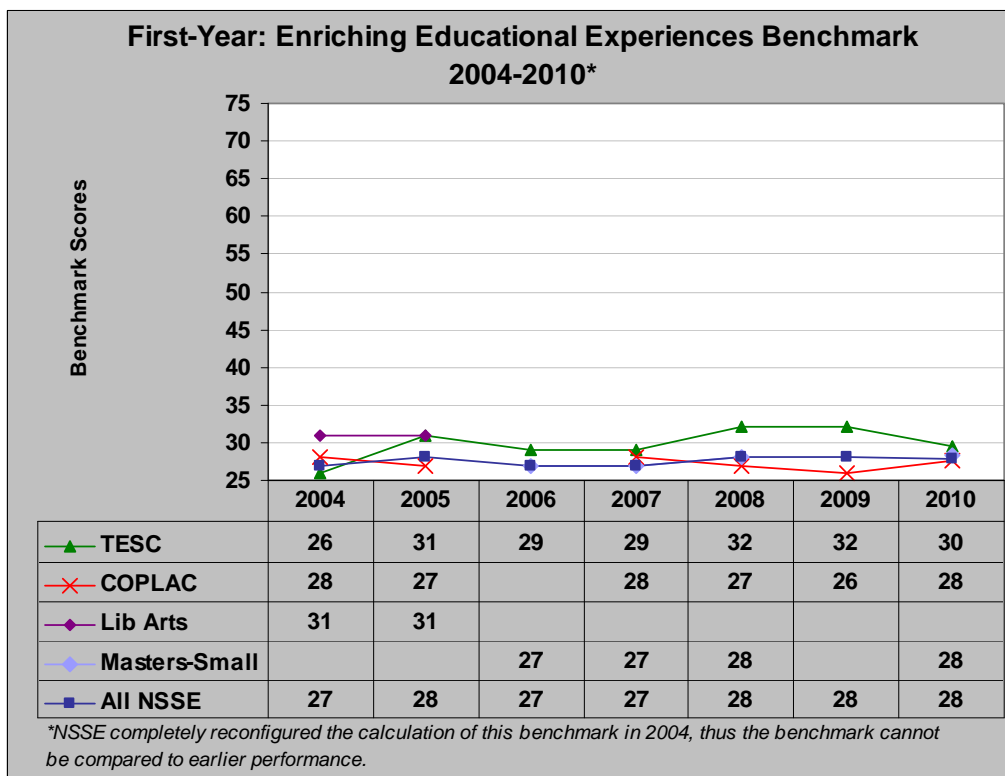
The NSSE Institutional Benchmark Report describes the Enriching Educational Experiences Benchmark as follows: “Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between 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. Average scores for Evergreen first-years on this benchmark were not significantly different than those of first-years in the comparison groups ($p < .01$).



This benchmark was completely reconfigured by NSSE in 2004; therefore, benchmark scores from prior years are not comparable to more recent scores. Evergreen first-year scores dropped two percentage points from the previous two years, yet remained higher than those for the three comparison groups.



Note: Table includes Evergreen’s Carnegie Class peers – Lib Arts (2004-2005) and Masters-Small (2006-present).

The following tables show means for the individual questions that are used to calculate the benchmark score. Means that were significantly different at $p < .01$ are denoted with an asterisk. Survey items presented as percentages represent the percent of students who replied “yes” that they had participated in the experience. There were four 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	Masters-Small	All NSSE
Serious conversations with students who are very different from you in terms their religious beliefs, political opinions, or personal values ¹⁵	3.01	2.80*	2.73*	2.69*
Serious conversations with students of a different race or ethnicity ¹⁵	3.01	2.63*	2.63*	2.61*
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ¹⁶	3.05	2.70*	2.77*	2.74*
Participated in a learning community or some other formal program where groups of students take two or more classes together ¹⁷	28%	14%*	17%*	16%*

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.

First-Year Students: Enriching Educational Experiences <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Participating in co-curricular activities (organizations, publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) ¹⁸	1.65	2.44*	2.42*	2.30*
Have done community service or volunteer work ¹⁷	30%	38%	43%*	40%*
Have done foreign language coursework ¹⁷	13%	24%*	20%*	21%*

There were five 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	Masters-Small	All NSSE
Have done practicum, internship, field experience, co-op experience, or clinical assignment ¹⁷	8%	6%	7%	7%
Have done study abroad ¹⁷	2%	2%	3%	3%
Have done independent study or self-designed major ¹⁷	6%	3%	4%	4%
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹⁷	2%	1%	2%	2%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ¹⁵	2.67	2.56	2.60	2.64

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

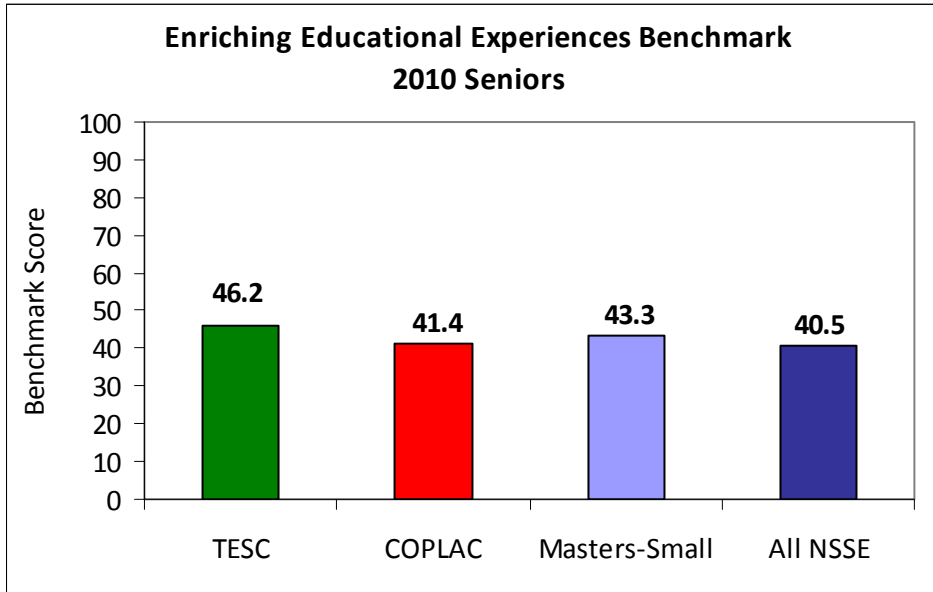
¹⁶ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

¹⁷ Percent of students who replied “Yes”

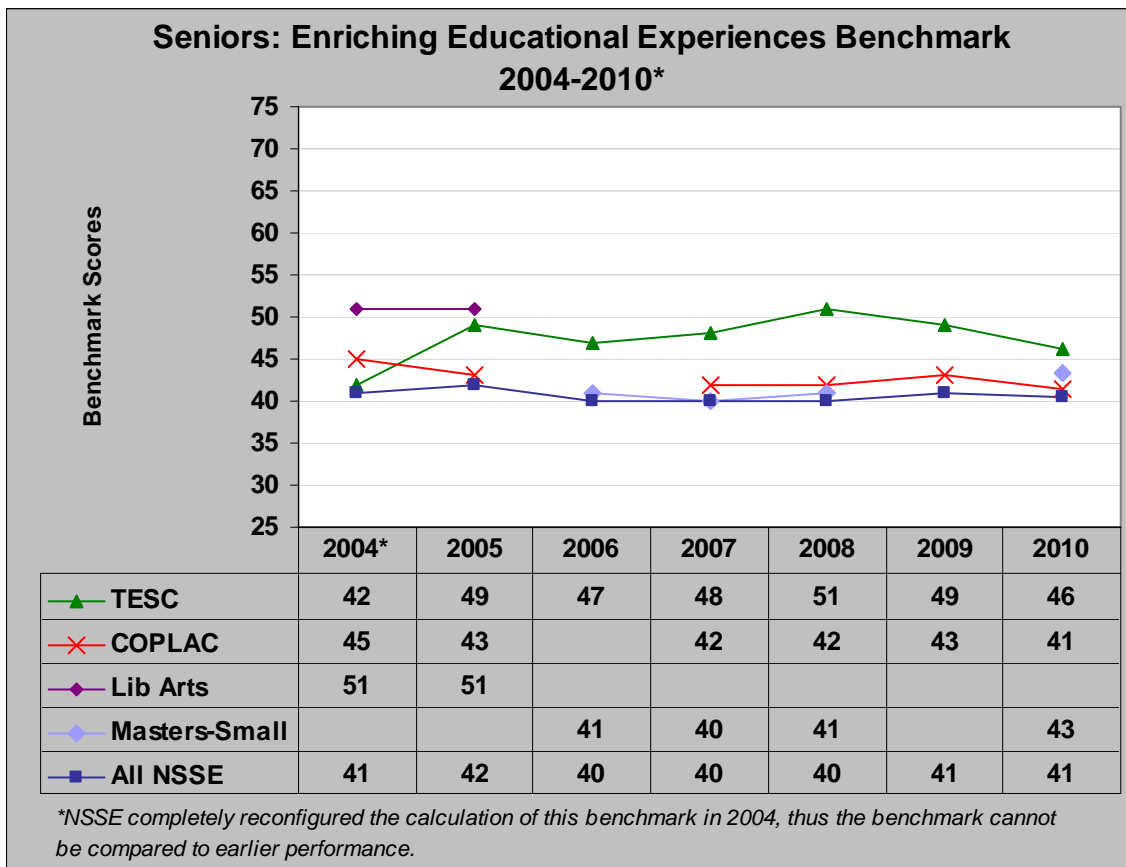
¹⁸ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

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 2010. Evergreen seniors were significantly more engaged in Enriching Educational Experiences than COPLAC or All NSSE seniors ($p < .001$).



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 on this measure.



Note: Table includes Evergreen’s Carnegie Class peers – Lib Arts (2004-2005) and Masters-Small (2006-present).

The tables below show means for the individual questions that are used to calculate the benchmark score. Means and percentages that were significantly different (at $p < .01$) are denoted with an asterisk. Percentages represent the percent of students who replied “yes” to questions.

There were five 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	Masters-Small	All NSSE
Have done independent study or self-designed major ²¹	57%	18%*	20%*	17%*
Serious conversations with students who are very different in terms religious beliefs, political opinions, or personal values ¹⁹	2.89	2.77	2.74*	2.72*
Serious conversations with students of a different race or ethnicity ¹⁹	2.83	2.66*	2.67*	2.68
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ²⁰	3.13	2.51*	2.64*	2.57*
Participated in a learning community or some other formal program where groups of students take two or more classes together ²¹	48%	23%*	30%*	27%*

There were four 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	Masters-Small	All NSSE
Participating in co-curricular activities (organizations, publications, student government, sports, etc.) ²²	1.59	2.22*	2.26*	2.13*
Have done community service or volunteer work ²¹	54%	62%	65%*	60%
Have done foreign language coursework ²¹	37%	47%*	43%	41%
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ²¹	16%	37%*	41%*	33%*

There were three 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	Masters-Small	All NSSE
Have done a practicum, internship, field experience, co-op experience, or clinical assignment ²¹	54%	53%	56%	50%
Have done study abroad ²¹	19%	16%	17%	14%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ¹⁹	2.96	2.80	2.84	2.88

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

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

²¹ Percentage of students who replied “Yes.”

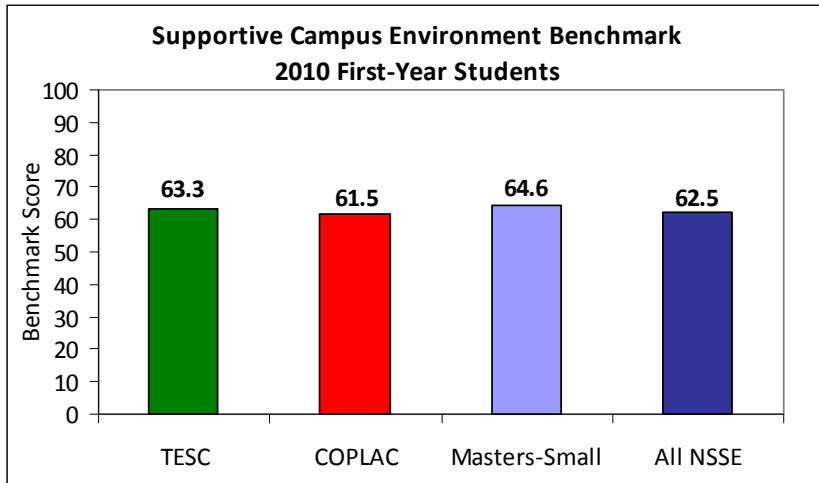
²² 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Supportive Campus Environment Benchmark

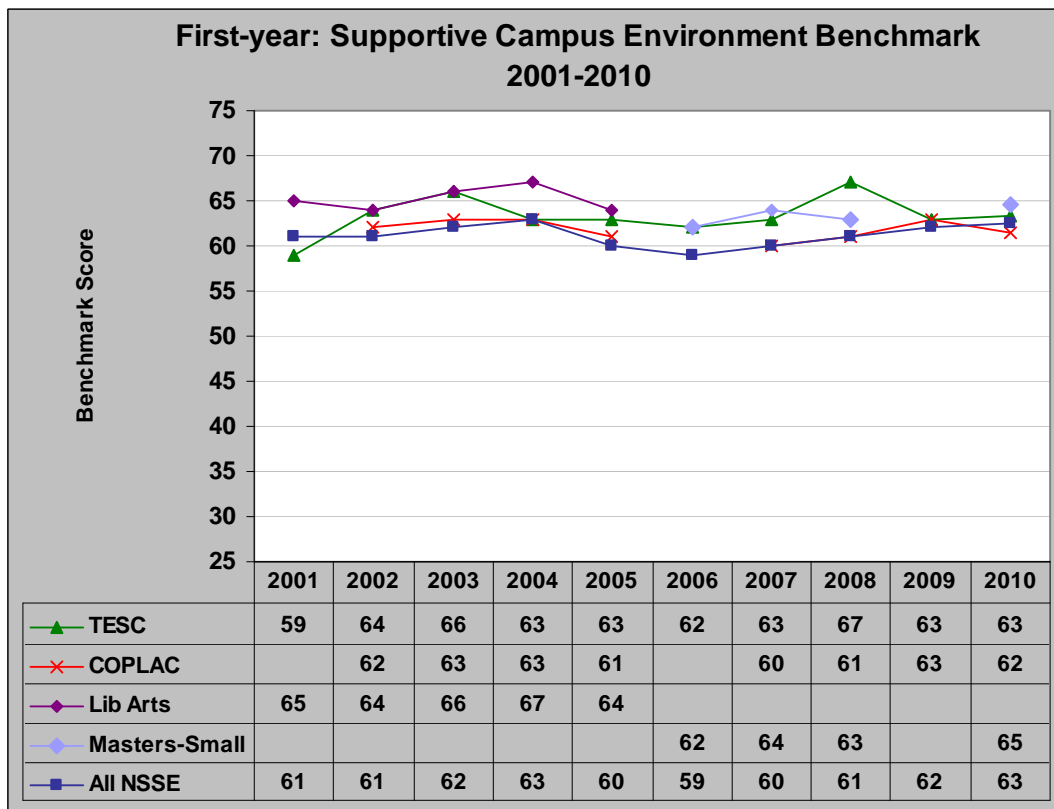
The NSSE Institutional Benchmark Report describes the Supportive Campus Environment Benchmark as follows: “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.”

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 the comparison groups.



The following chart shows trends for the Supportive Campus Environment Benchmark for first-year students from 2001-2010. The trend line peaked in 2008 for Evergreen first-years and returned to previous levels in 2009 and 2010.



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

The tables below show means for the individual questions that are used to calculate the benchmark score. Means that were significantly different (at $p < .01$) are denoted with an asterisk.

There was one item 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	Masters-Small	All NSSE
Quality of relationships with faculty members ²³	5.58	5.30*	5.46	5.27*

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

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

First-Year Students: Supportive Campus Environment <i>No statistically significant differences ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Campus environment provides the support you need to help you succeed academically ²⁴	3.18	3.09	3.17	3.10
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ²⁴	2.24	2.23	2.40	2.30
Campus environment provides the support you need to thrive socially ²⁴	2.46	2.49	2.61	2.54
Quality of relationships with other students ²⁵	5.65	5.44	5.54	5.49
Quality of relationships with administrative personnel and offices ²⁶	4.84	4.78	4.91	4.82

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

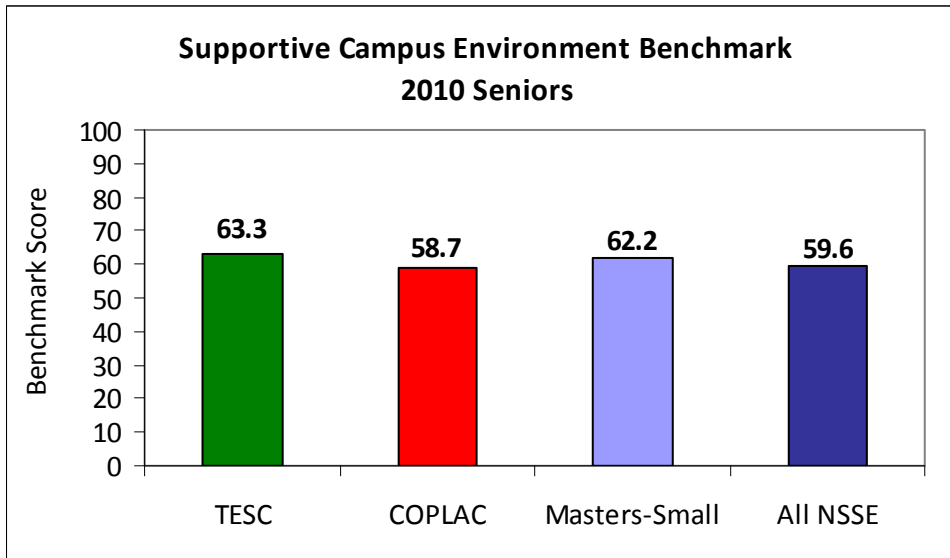
²⁴ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

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

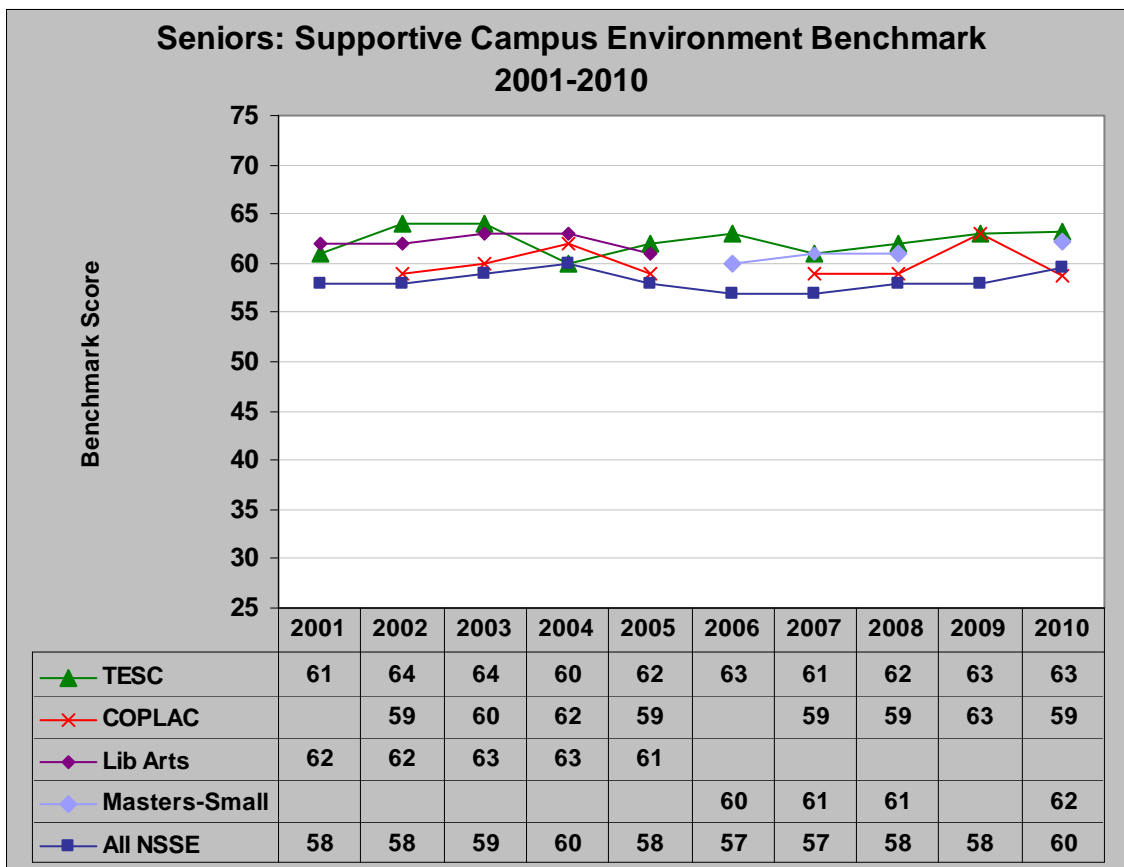
²⁶ 7-point scale: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

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' benchmark scores for this measure did not differ significantly from those in the Masters-Small comparison group, but were significantly higher than COPLAC or All NSSE benchmark scores ($p < .001$ and $p < .01$, respectively).



The following chart shows trends for the Supportive Campus Environment Benchmark for Evergreen seniors from 2001-2010. This benchmark peaked in 2002 and 2003 and dipped in 2004, but Evergreen seniors have consistently scored at or above the level of seniors in comparison groups for the past six years.



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

The tables below show means for the individual questions that are used to calculate the benchmark score. Means that were significantly different (at $p < .01$) are denoted with an asterisk.

There were four items for which Evergreen seniors had a significantly higher mean score than seniors in one or more comparison groups.

Seniors: Supportive Campus Environment <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Quality of relationships with faculty members ²⁷	5.91	5.58*	5.70*	5.49*
Campus environment provides the support you need to help you succeed academically ²⁸	3.20	2.99*	3.08	2.98*
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ²⁸	2.21	1.96*	2.15	2.04*
Quality of relationships with administrative personnel and offices ²⁹	5.05	4.60*	4.79	4.69*

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

Seniors: Supportive Campus Environment <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Quality of relationships with other students ³⁰	5.48	5.58	5.72*	5.65

There was one item 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	Masters-Small	All NSSE
Campus environment provides the support you need to thrive socially ²⁸	2.25	2.22	2.36	2.28

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

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

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

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

Deep Learning Scale

The Deep Learning scales are derived from three subscales: Higher Order Thinking, Integrative Learning, and Reflective Learning. The Deep Learning V1 Scale is derived by averaging all 12 elements that are used to generate the three subscales. The Deep Learning V2 score is derived by taking the average of all three Deep Learning subscales where all three subscales are present. Both Deep learning scales as well as the three subscales for the last five years are presented in this section.

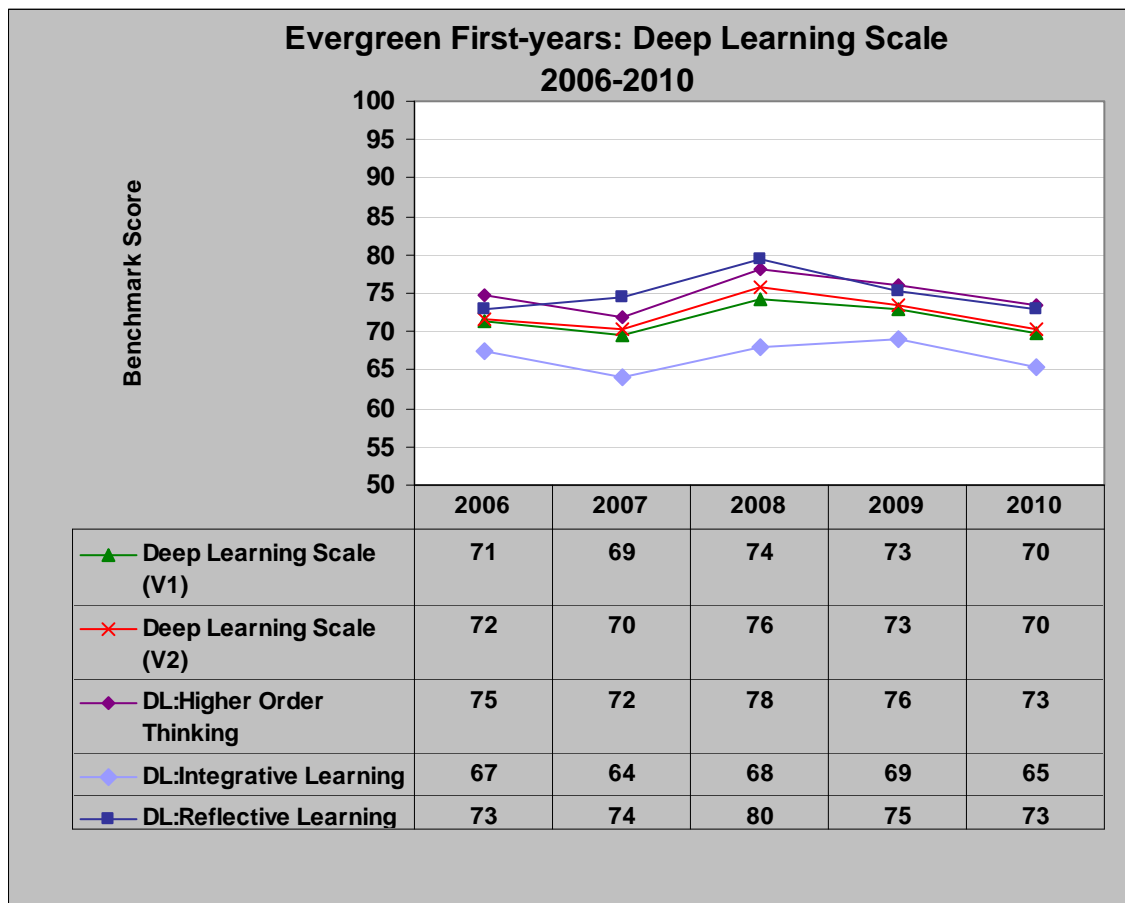
Higher Order Thinking is described as follows: “The extent to which students believe that their courses emphasize advanced thinking skills such as analyzing the basic elements of an idea, experience, or theory; and synthesizing ideas, information, or experiences into new, more complex interpretations.”

The second subscale, Integrative Learning, is described as: “How often students participate in academic activities that integrate ideas from various sources and include diverse perspectives, and discuss ideas with others outside of class.”

“The notion that students can learn and expand their understanding by investigating their own thinking and then applying their new knowledge to their lives” is stated as a central part of the third subscale, Reflective Learning.³¹

First-Year Students and Deep Learning

The chart below shows Evergreen’s Deep Learning Scale trends for first-year students from 2006-2010; comparison scores are not available for this measure. The three subscales are presented along with the two calculations of the overall Deep learning scale. In order to accentuate differences, only the top half of possible scores (50-100) are shown. The trend line peaked in 2008 for the two overall scores, Higher Order Thinking and Reflective Learning; the Integrative Learning score peaked in 2009.



³¹ Nelson Laird, T., Shoup, R., Kuh, G.D. (2005, May). Measuring Deep Approaches to Learning Using the National Survey of Student Engagement. Paper presented at the annual meeting of the Association for Institutional Research, Chicago, IL

While comparison scores are not available for the Deep Learning Scale measures, they are available for the 12 individual questions used to calculate these scores. The tables below show Evergreen and comparison group means for these questions as well as which measure they are used to calculate. Means that were significantly different (at $p < .01$) are denoted with an asterisk.

There were ten 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: Deep Learning <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (HIO) ³²	3.33	3.14*	3.14*	3.15*
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (HIO) ³²	3.27	2.87*	2.96*	2.94*
Making judgments about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (HIO) ³²	3.09	2.89*	2.99	2.94
Worked on a paper or project that required integrating ideas or information from various sources (INT) ³³	3.38	3.08*	3.18*	3.11*
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (INT) ³³	3.25	2.81*	2.85*	2.80*
Discussed ideas from your readings or classes with faculty members outside of class (INT) ³³	2.10	1.88*	2.00	1.89*
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (INT) ³³	3.30	2.82*	2.77*	2.76*
Examined the strengths and weaknesses of your own views on a topic or issue (RFL) ³³	3.08	2.66*	2.64*	2.63*
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (RFL) ³³	3.20	2.85*	2.82*	2.81*
Learned something that changed the way you understand an issue or concept (RFL) ³³	3.25	2.89*	2.90*	2.89*

**HIO= Higher Order Thinking, INT=Integrative Learning, RFL=Reflective Learning*

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

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

First-Year Students: Deep Learning <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Applying theories or concepts to practical problems or in new situations (HIO) ³³	3.07	3.00	3.10	3.08
Put together ideas or concepts from different courses when completing assignments or during class discussions (INT) ³²	2.78	2.63	2.66	2.65

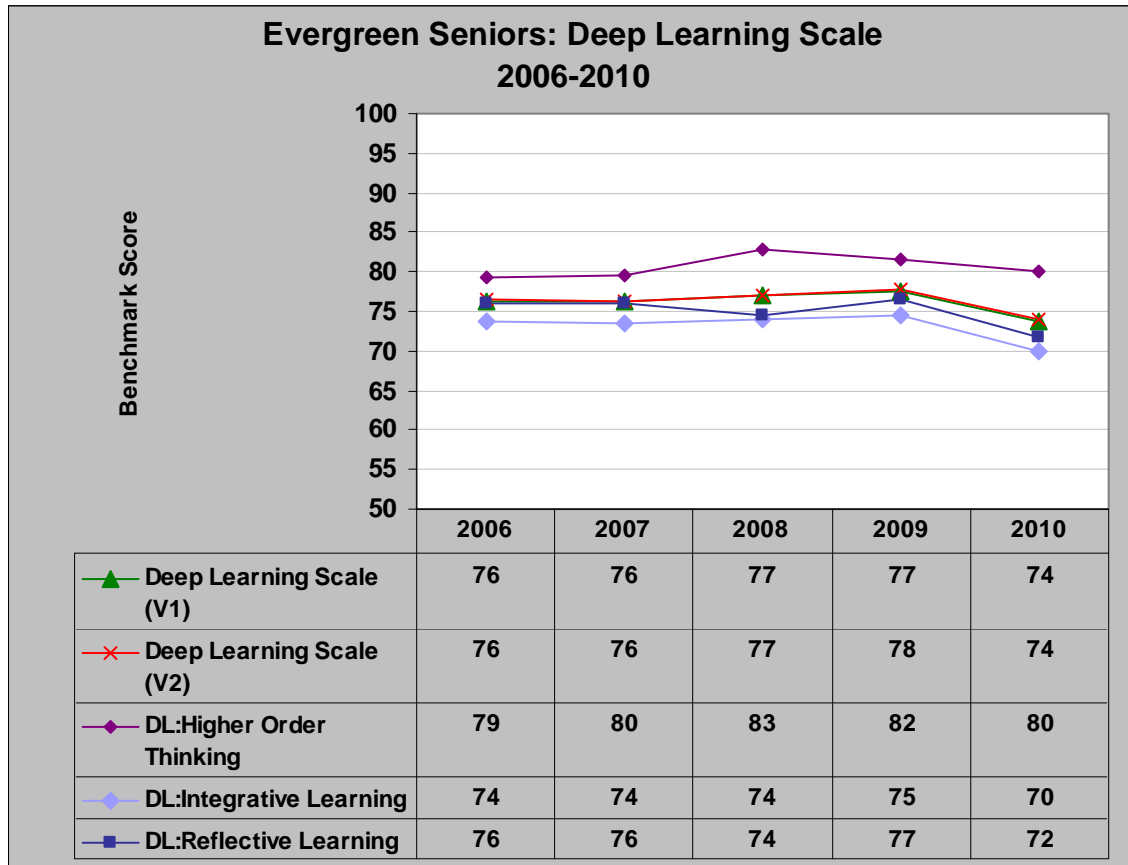
**HIO= Higher Order Thinking, INT=Integrative Learning, RFL=Reflective Learning*

³² 4-point scale: 1=very little, 2=some, 3=quite a bit, 4=very much

³³ 4-point scale: 1=never, 2=sometimes, 3=often, 4=very often

Seniors and Deep Learning

The following chart shows trends for Evergreen seniors' Deep Learning Scale from 2006-2010; comparison scores are not available for this measure. The three subscales are presented along with the two calculations of the overall Deep learning scale. In order to accentuate differences, only the top half of possible scores (50-100) are shown. The Deep Learning Scale peaked in 2008 and 2009; Integrative Learning and Reflective Learning subscales peaked in 2009 and the Higher Order Thinking subscale peaked in 2008.



The tables below show means for the individual questions used to calculate the Deep Learning Scales. Means that were significantly different (at $p < .01$) are denoted with an asterisk.

There were ten items for which Evergreen seniors had a significantly higher mean score than seniors in comparison groups, the same ten items for which Evergreen first-years had a significantly higher mean score.

Seniors: Deep Learning <i>*Evergreen mean significantly <u>higher</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (HIO) ³⁴	3.50	3.33*	3.32*	3.29*
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (HIO) ³⁴	3.57	3.15*	3.14*	3.10*
Making judgments about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (HIO) ³⁴	3.20	3.04*	3.10	3.05*
Worked on a paper or project that required integrating ideas or information from various sources (INT) ³⁴	3.62	3.40*	3.40*	3.35*
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments (INT) ³⁴	3.17	2.91*	2.94*	2.85*
Discussed ideas from your readings or classes with faculty members outside of class (INT) ³⁴	2.33	2.15*	2.21	2.09*
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (INT) ³⁴	3.24	2.97*	2.92*	2.90*
Examined the strengths and weaknesses of your own views on a topic or issue (RFL) ³⁵	3.08	2.74*	2.76*	2.72*
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (RFL) ³⁵	3.13	2.89*	2.91*	2.88*
Learned something that changed the way you understand an issue or concept (RFL) ³⁵	3.21	2.93*	2.96*	2.93*

**HIO= Higher Order Thinking, INT=Integrative Learning, RFL=Reflective Learning*

There were no items for which Evergreen seniors had a significantly lower average than seniors in comparison groups.

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

Seniors: Deep Learning <i>*Evergreen mean significantly <u>lower</u> than comparison group ($p < .01$)</i>	Evergreen	COPLAC	Masters-Small	All NSSE
Applying theories or concepts to practical problems or in new situations (HIO) ³⁴	3.32	3.21	3.30	3.26
Put together ideas or concepts from different courses when completing assignments or during class discussions (INT) ³⁴	3.09	2.96	2.96	2.95

**HIO= Higher Order Thinking, INT=Integrative Learning, RFL=Reflective Learning*

³⁴ 4-point scale: 1=very little, 2=some, 3=quite a bit, 4=very much

³⁵ 4-point scale: 1=never, 2=sometimes, 3=often, 4=very often

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-years' satisfaction with the quality of academic advising and their educational experience was not significantly different than the comparison groups. However, Evergreen first-years were significantly more likely than first-years from any of the three comparison groups ($p < .001$ for COPLAC and Masters-Small, $p < .01$ for All NSSE) to report that they would choose the same institution again if they could start over.

Overall Satisfaction Questions	Evergreen	COPLAC	Masters-Small	All NSSE
First-year student responses				
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³⁶	2.96	3.02	3.10	3.07
How would you evaluate your entire educational experience at this institution? ³⁶	3.27	3.21	3.19	3.23
If you could start over again, would you go to the same institution you are now attending? ³⁷	3.42	3.16*	3.09*	3.24*

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

Evergreen seniors' satisfaction with the quality of academic advising was not significantly different than their counterparts at any of the three comparison groups. 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 ($p < .001$).

Overall Satisfaction Questions	Evergreen	COPLAC	Masters-Small	All NSSE
Senior responses				
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³⁶	2.90	2.94	3.04	2.94
How would you evaluate your entire educational experience at this institution? ³⁶	3.50	3.26*	3.24*	3.24*
If you could start over again, would you go to the same institution you are now attending? ³⁷	3.51	3.21*	3.13*	3.22*

* Item showed significant difference for Evergreen vs. this comparison group of institutions at $p < .001$.

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

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

Learning and Growth Indicators

NSSE also has a set 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 can 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 following tables provide the average ratings of Evergreen students compared to those for students from the three comparison groups. In color versions of this document, comparison group averages that are significantly higher than Evergreen are shown in **red bold font** and those that are significantly lower than Evergreen are shown in **blue bold font**. Comparison group averages presented in unbolded black font were not significantly different from Evergreen scores. In black-and-white presentations of this report, averages which differed significantly from Evergreen students’ are bolded and denoted with asterisks.

First-Year Students: Evergreen’s Contribution to Learning

Evergreen first-year students perceive higher growth than students in any of the comparison groups for three of the 16 learning domains: contributing to the welfare of your community, voting in local, state, or national elections, and understanding yourself.

They report higher growth than other students in at least one of the comparison groups in another four areas: working effectively with others, learning effectively on your own, solving complex real-world problems, and understanding people of other racial and ethnic backgrounds.

There are three learning domains for which Evergreen first-year students reported a similar level of growth as students at all three comparison groups: thinking critically and analytically, developing a personal code of values and ethics, and developing a deepened sense of spirituality.

There are four areas in which Evergreen first-years reported a lower level of growth than students in at least one comparison group: analyzing quantitative problems, acquiring job or work-related knowledge and skills, writing clearly and effectively, and speaking clearly and effectively. There are two learning areas where our first-years reported lower growth than students in all three comparison groups: acquiring a broad general education and using computing and information technology.

First-Year Students Average Ratings 2010 <i>(1=very little, 2=some, 3=quite a bit, 4=very much)</i>	TESC	COPLAC	Masters -Small	All NSSE
Acquiring a broad general education	2.98	3.22*	3.18*	3.19*
Using computing and information technology	2.47	2.89*	3.01*	3.06*
Analyzing quantitative problems	2.67	2.88	2.98*	2.99*
Acquiring job or work-related knowledge and skills	2.50	2.68	2.87*	2.84*
Writing clearly and effectively	2.90	2.99	3.12*	3.05
Speaking clearly and effectively	2.75	2.80	2.96*	2.89
Thinking critically and analytically	3.37	3.22	3.25	3.25
Developing a personal code of values and ethics	2.80	2.62	2.82	2.73
Developing a deepened sense of spirituality	2.18	1.97	2.40	2.19
Working effectively with others	3.20	2.95*	3.06	3.03
Learning effectively on your own	3.11	2.89*	2.95	2.95
Solving complex real-world problems	2.89	2.62*	2.74	2.72
Understanding people of other racial and ethnic backgrounds	2.92	2.62*	2.74	2.69*
Contributing to the welfare of your community	2.89	2.43*	2.59*	2.50*
Voting in local, state, or national elections	2.21	1.95*	1.97*	1.94*
Understanding yourself	3.11	2.77*	2.90*	2.84*

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

Seniors: Evergreen's Contribution to Learning

Evergreen seniors attribute even higher growth to their experiences at Evergreen than first-years do. In eight of the sixteen learning domains they report significantly more growth than all three comparison groups: thinking critically and analytically; working effectively with others; learning effectively on your own; solving complex real-world problems; understanding people of other racial and ethnic backgrounds; contributing to the welfare of your community; voting in local, state, or national elections; and understanding yourself.

In another four domains, Evergreen seniors perceive significantly higher growth than seniors in at least one of the comparison groups: writing clearly and effectively, speaking clearly and effectively, developing a personal code of values and ethics, and developing a deepened sense of spirituality.

Evergreen seniors are neither higher nor lower than any comparison group in acquiring a broad general education, using computing and information technology; and analyzing quantitative problems.

In one domain, acquiring job or work-related knowledge and skills, Evergreen seniors perceive significantly lower growth than seniors in two of the three comparison groups.

Seniors Average Ratings 2010 <i>(1=very little, 2=some, 3=quite a bit, 4=very much)</i>	TESC	COPLAC	Masters -Small	All NSSE
Acquiring a broad general education	3.36	3.31	3.33	3.27
Using computing and information technology	3.10	3.10	3.16	3.22
Analyzing quantitative problems	3.06	3.01	3.09	3.11
Acquiring job or work-related knowledge and skills	2.87	2.95	3.11*	3.08*
Writing clearly and effectively	3.32	3.15*	3.22	3.13*
Speaking clearly and effectively	3.18	3.00*	3.12	3.02*
Thinking critically and analytically	3.65	3.39*	3.40*	3.38*
Developing a personal code of values and ethics	3.03	2.65*	2.89	2.77*
Developing a deepened sense of spirituality	2.15	1.79*	2.28	2.00
Working effectively with others	3.52	3.14*	3.22*	3.19*
Learning effectively on your own	3.41	3.03*	3.10*	3.07*
Solving complex real-world problems	3.12	2.72*	2.84*	2.83*
Understanding people of other racial and ethnic backgrounds	3.00	2.62*	2.71*	2.69*
Contributing to the welfare of your community	3.01	2.48*	2.66*	2.52*
Voting in local, state, or national elections	2.43	2.20*	2.18*	2.12*
Understanding yourself	3.31	2.83*	2.95*	2.86*

*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 six of 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; and acquiring a broad general education. 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	3.37
Working effectively with others	3.20
Learning effectively on your own	3.11
Understanding yourself	3.11
Acquiring a broad general education	2.98
Understanding people of other racial and ethnic backgrounds	2.92
Writing clearly and effectively	2.90
Solving complex real-world problems	2.89
Contributing to the welfare of your community	2.89
Developing a personal code of values and ethics	2.80
Speaking clearly and effectively	2.75
Analyzing quantitative problems	2.67
Acquiring job or work-related knowledge and skills	2.50
Using computing and information technology	2.47
Voting in local, state, or national elections	2.21
Developing a deepened sense of spirituality	2.18

Highest to lowest - Seniors (1=very little, 2=some, 3=quite a bit, and 4=very much)	Mean
Thinking critically and analytically	3.65
Working effectively with others	3.52
Learning effectively on your own	3.41
Acquiring a broad general education	3.36
Writing clearly and effectively	3.32
Understanding yourself	3.31
Speaking clearly and effectively	3.18
Solving complex real-world problems	3.12
Using computing and information technology	3.10
Analyzing quantitative problems	3.06
Developing a personal code of values and ethics	3.03
Contributing to the welfare of your community	3.01
Understanding people of other racial and ethnic backgrounds	3.00
Acquiring job or work-related knowledge and skills	2.87
Voting in local, state, or national elections	2.43
Developing a deepened sense of spirituality	2.15

Appendix A: Comparison Groups

1. Represented COPLAC Institutions

Institution	City	State	Public/Private
University of Montevallo	Montevallo	AL	Public
Henderson State University	Arkadelphia	AR	Public
Sonoma State University	Rohnert Park	CA	Public
Fort Lewis College	Durango	CO	Public
Eastern Connecticut State University	Willimantic	CT	Public
University of Illinois at Springfield	Springfield	IL	Public
Massachusetts College of Liberal Arts	North Adams	MA	Public
St Mary's College of Maryland	Saint Mary's City	MD	Public
University of Minnesota, Morris	Morris	MN	Public
Truman State University	Kirksville	MO	Public
University of North Carolina at Asheville	Asheville	NC	Public
State University of New York at Geneseo	Geneseo	NY	Public
University of Science and Arts of Oklahoma	Chickasha	OK	Public
Southern Oregon University	Ashland	OR	Public
Midwestern State University	Wichita Falls	TX	Public
University of Mary Washington	Fredricksburg	VA	Public

2. Represented Masters-Small Institutions

Institution	City	State	Public/Private
Alaska Pacific University	Anchorage	AK	Private
Spring Hill College	Mobile	AL	Private
University of Mobile	Mobile	AL	Private
Hope International University	Fullerton	CA	Private
University of the District of Columbia	Washington	DC	Public
Elmhurst College	Elmhurst	IL	Private
Valparaiso University	Valparaiso	IN	Private
Benedictine College	Atchison	KS	Private
Southwestern College	Winfield	KS	Private
Thomas More College	Crestview Hills	KY	Private
Xavier University of Louisiana	New Orleans	LA	Private
Emmanuel College	Boston	MA	Private
University of Maryland – Eastern Shore	Princess Anne	MD	Public
Siena Heights University	Adrian	MI	Private
Augsburg College	Minneapolis	MN	Private
University of Great Falls	Great Falls	MT	Private
Elon University	Elon	NC	Private
Fayetteville State University	Fayetteville	NC	Public
Ramapo College of New Jersey	Mahwah	NJ	Public
Richard Stockton College of New Jersey	Pomona	NJ	Public
College of Mount Saint Vincent	Bronx	NY	Private
Walsh University	North Canton	OH	Private
Southwestern Oklahoma State University	Weatherford	OK	Public
La Roche College	Pittsburgh	PA	Private
Mansfield University of Pennsylvania	Mansfield	PA	Public
Mercyhurst College	Erie	PA	Private
Neumann University	Aston	PA	Private
Salve Regina University	Newport	RI	Private
Charleston Southern University	Charleston	SC	Private
Francis Marion University	Florence	SC	Public
Mount Marty College	Yankton	SD	Private
Lipscomb University	Nashville	TN	Private
Lynchburg College	Lynchburg	VA	Private
Mary Baldwin College	Staunton	VA	Private
Castleton State College	Castleton	VT	Public
Johnson State College	Johnson	VT	Public
Mount Mary College	Milwaukee	WI	Private