

**An Exploration of Evergreen Benchmark Scores
on the National Survey of Student Engagement 2012**

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 participated annually in NSSE from 200-2010, and continues to participate on a biannual basis in even-numbered years. In addition to survey data for Evergreen students, data for three comparison groups are provided with each survey administration. In 2012, the three comparison groups were all 595 participating U.S. institutions (All NSSE), the other 14 participating Council of Public Liberal Arts Colleges (COPLAC), and 35 institutions from Evergreen's Carnegie Class (Masters Colleges-Smaller Programs) (see Appendix A for complete lists of comparison institutions). This report details the benchmark comparisons from the NSSE administered in winter and spring 2012, including the current single-year comparison between Evergreen and peer institutions, comparative benchmark score trends, individual questions that comprise Evergreen's benchmark scores 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 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 mailing address; all other contacts were made via email.

Institutions using web+ with a fall quarter undergraduate enrollment between 4,000 and 7,999 students are allowed a maximum sample size of 2,400 students, therefore all 1,925 first-year and senior students enrolled at Evergreen in fall 2011 were included in the initial sample. This sample was adjusted for non-deliverable addresses, student record confidentiality status, and students no longer enrolled by winter quarter. The final adjusted sample consisted of 1,694 freshmen and seniors.

Students were initially contacted by email during the sixth week of winter quarter in 2011. Surveys were collected through June 1st. The response rate of Evergreen first-year students was 20%, which was slightly lower than the 23% of first-years from all NSSE institutions surveyed. The response rate of Evergreen seniors was 28%, which was similar to the 27% of seniors from all NSSE institutions surveyed. Overall representation of enrolled Evergreen students was 16% of first-years and 22% of seniors.

Class category	Number at Evergreen Fall 2011	Number in Adjusted Sample*	NSSE completers	NSSE response rate	% of all students enrolled Fall 2011
First-year	795	627	123	20%	16%
Seniors	1,130	869	247	28%	22%

* 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 no longer enrolled during winter quarter or with non-deliverable addresses are excluded from the adjusted sample.

Comparisons of Benchmark Percentile Scores

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 significantly higher from the average benchmark scores of the top 50% of schools for Active and Collaborative Learning, and they did not significantly differ from the top 10% of institutions. 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 not significantly different than those of schools from the high performing or above average benchmark score groups. Evergreen first-year students' mean scores for Supportive Campus Environment were significantly lower than those at high performing institutions, but not significantly different than these of above average institutions.

NSSE Benchmark (First-year Students)	Evergreen Benchmark	Above Average (Top 50%)	High Performing (Top 10%)
Level of Academic Challenge	59.5	57.4	59.6
Active and Collaborative Learning	55.3	49.0*	52.2
Student Interactions with Faculty	41.3	40.2	44.0
Enriching Educational Experiences	33.9	31.2	34.5
Supportive Campus Environment	65.0	68.1	70.6*

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

First-Year Institutional Peer Group Comparison

Average scores for Evergreen first-year students were significantly higher from all other three peer-groups in three of the five benchmarks: Active and Collaborative Learning, Level of Academic Challenge, and Enriching Educational Experiences. Evergreen first-year students benchmark scores for Student Interactions with Faculty were significantly higher than the COPLAC and NSSE peer groups, but not the Masters-Small peer group. The average benchmark scores of Supportive Campus Environment for Evergreen first-year students were not significantly different than all other peer groups.

NSSE Benchmark (First-year Students)	Evergreen	COPLAC	Masters-Small	NSSE
Level of Academic Challenge	59.5	52.7*	54.3*	54.5*
Active and Collaborative Learning	55.3	40.9*	44.7*	44.2*
Student Interactions with Faculty	41.3	31.2*	37.8	35.9*
Enriching Educational Experiences	33.9	27.0*	28.1*	28.4*
Supportive Campus Environment	65.0	60.9	64.4	63.4

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

First-year Student Five-Year Comparison

Evergreen first-year students have been significantly higher than the COPLAC peer group of institutions in Active and Collaborative Learning and Level of Academic Challenge benchmarks on a consistent basis. Evergreen first-year students have exceeded the COPLAC peer group in a majority of recent years for the Student Interactions with Faculty and Enriching Educational Experiences benchmarks. However, the Supportive Campus Environment benchmark is an area in which Evergreen first-year students were similar to other peer institutions during most years.

	Evergreen					COPLAC				
NSSE Benchmark (First-year Students)	2007	2008	2009	2010	2012	2007	2008	2009	2010	2012
Level of Academic Challenge	57	59	60	57	60	53*	54*	53*	53*	53*
Active and Collaborative Learning	51	54	51	53	55	43*	43*	44*	43*	41*
Student Interactions with Faculty	38	40	40	37	41	35	34*	36*	35	31*
Enriching Educational Experiences	29	32	32	30	40	28	27*	26*	28	27*
Supportive Campus Environment	63	67	63	63	65	60	61*	63	62	61

**Evergreen annual benchmark significantly higher than COPLAC comparison group (p<.01)*

Senior Class Comparison

Average benchmark scores for Evergreen seniors were significantly higher than the average benchmark scores of the top 50% of schools for Active and Collaborative Learning, and they did not differ significantly from the top 10%. In other words, Evergreen seniors were as engaged as those of high-performing colleges on this measure. Evergreen seniors' benchmark scores for Level of Academic Challenge were not significantly different than benchmark scores for above average and high performing institutions. Evergreen seniors' benchmark scores for Student Interactions with Faculty, Enriching Educational Experiences, and Supportive Campus Environment were significantly lower than high performing institutions, but not significantly different than those of above average institutions.

NSSE Benchmark (Senior class Students)	Evergreen Benchmark	Above Average (Top 50%)	High Performing (Top 10%)
Level of Academic Challenge	63.5	61.8	64.3
Active and Collaborative Learning	61.2	56.2*	60.6
Student Interactions with Faculty	49.1	50.3	56.0*
Enriching Educational Experiences	48.6	48.4	56.0*
Supportive Campus Environment	64.8	65.4	69.2*

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

Senior Class Institutional Peer Group Comparison

Average scores of Evergreen senior students for all five benchmarks were significantly higher than COPLAC and NSSE peer groups. The only peer group whose scores were not significantly different than those of Evergreen seniors was the Masters-Small peer group in the Student Interactions with Faculty and Supportive Campus Environment benchmarks.

NSSE Benchmark (Senior class Students)	Evergreen	COPLAC	Masters-Small	NSSE
Level of Academic Challenge	63.5	57.3*	59.4*	58.4*
Active and Collaborative Learning	61.2	50.2*	53.4*	52.1*
Student Interactions with Faculty	49.1	41.6*	46.7	42.9*
Enriching Educational Experiences	48.6	41.6*	42.1*	40.4*
Supportive Campus Environment	64.8	57.8*	63.1	60.5*

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

Senior Class Five-Year Comparison

Evergreen senior students were significantly higher than the COPLAC peer group of institutions during all five years for three of the five benchmarks: Active and Collaborative Learning, Level of Academic Challenge, and Enriching Educational Experiences. The Supportive Campus Environment benchmark was rated significantly higher than the COPLAC peer group by Evergreen seniors in a majority of recent years. However, the Student Interactions with Faculty benchmark is an area in which Evergreen seniors were most similar to other peer institutions.

NSSE Benchmark (Senior Students)	Evergreen					COPLAC				
	2007	2008	2009	2010	2012	2007	2008	2009	2010	2012
Level of Academic Challenge	62	65	65	64	64	58*	57*	58*	58*	57*
Active and Collaborative Learning	61	61	61	60	61	52*	52*	54*	52*	50*
Student Interactions with Faculty	49	51	51	46	49	46	45	48	44	42*
Enriching Educational Experiences	48	51	49	46	49	42*	42*	43*	41*	42*
Supportive Campus Environment	61	62	63	63	65	59	59*	63	59*	58*

*Evergreen annual benchmark significantly higher than COPLAC comparison group ($p < .01$)

Comparisons of Responses on Individual Questions for Each Benchmark

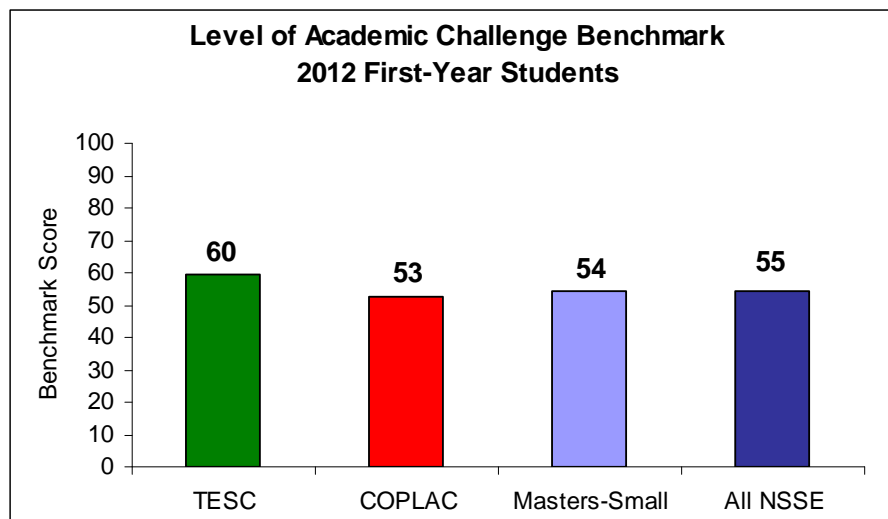
The following sections of this report provide detail on the individual items that comprise each benchmark and compare the responses of Evergreen students to the responses of students within each comparison group. Benchmark comparison groups are all NSSE institutions (All NSSE), Evergreen’s Masters Colleges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

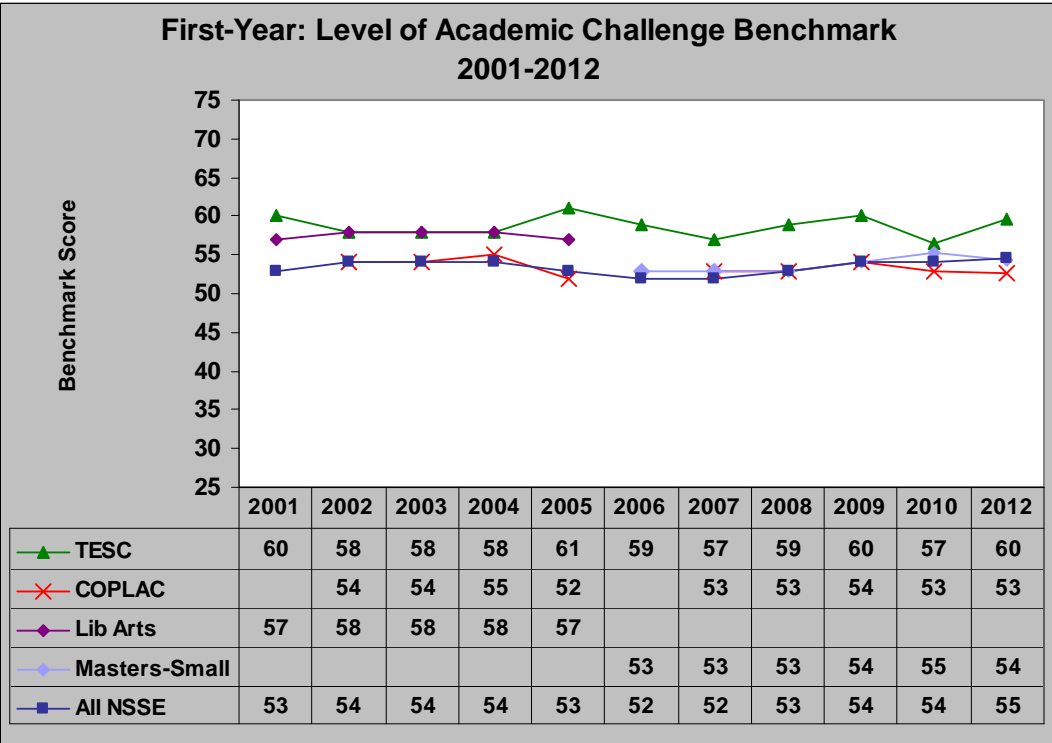
The NSSE Institutional Benchmark Report describes the Level of Academic Challenge Benchmark as follows: “Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance 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 those of all other 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 2001-2012. Scores for Evergreen first-year students during 2012 nearly matched the peak level measured during 2005. Moreover, Evergreen first-year students recovered from the slight decline measured during 2010.



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 2012. Comparison group means that were significantly different from Evergreen's at $p < .01$ are denoted with an asterisk.

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: Level of Academic Challenge <i>*Evergreen mean significantly <u>higher</u> 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	3.62	3.24*	3.14*	3.19*
Number of written papers of fewer than 5 pages ¹	3.54	2.87*	3.10*	2.99*
Coursework emphasized applying theories or concepts to practical problems or in new situations ²	3.28	3.03*	3.07	3.11
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	3.50	3.17*	3.14*	3.20*
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships ²	3.49	2.90*	2.96*	2.99*
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	3.29	2.85*	2.97*	2.97*

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

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: Level of Academic Challenge	Evergreen	COPLAC	Masters-Small	All NSSE
Campus environment emphasizes spending significant amounts of time studying and on academic work ²	2.83	3.19*	3.18*	3.20*

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

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: Level of Academic Challenge	Evergreen	COPLAC	Masters-Small	All NSSE
Number of written papers or reports between 5 and 19 pages ¹	2.33	2.18	2.29	2.26
Number of written papers or reports of 20 pages or more ¹	1.29	1.26	1.33	1.29
Worked harder than you thought you could to meet an instructor's standards or expectations ³	2.70	2.62	2.83	2.77
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program) ⁴	4.37	4.44	4.09	4.30

**No statistically significant differences ($p < .01$)*

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

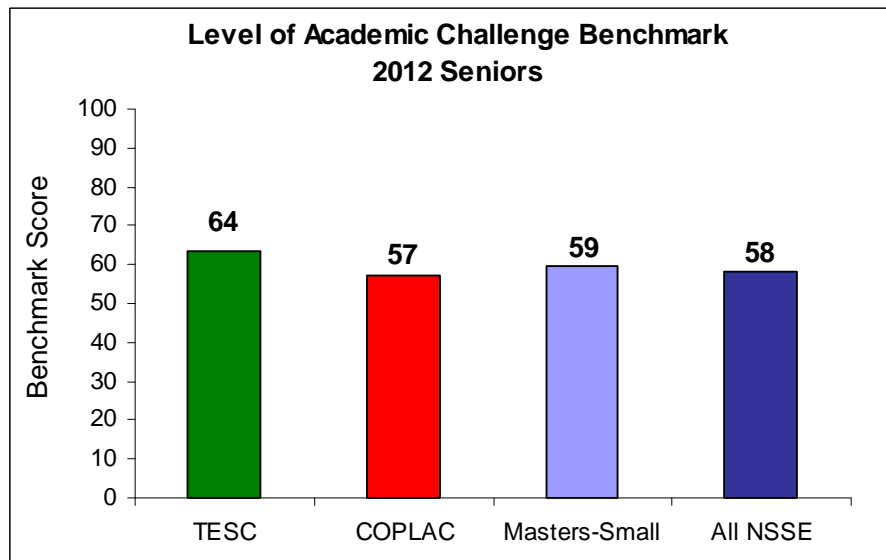
² 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

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

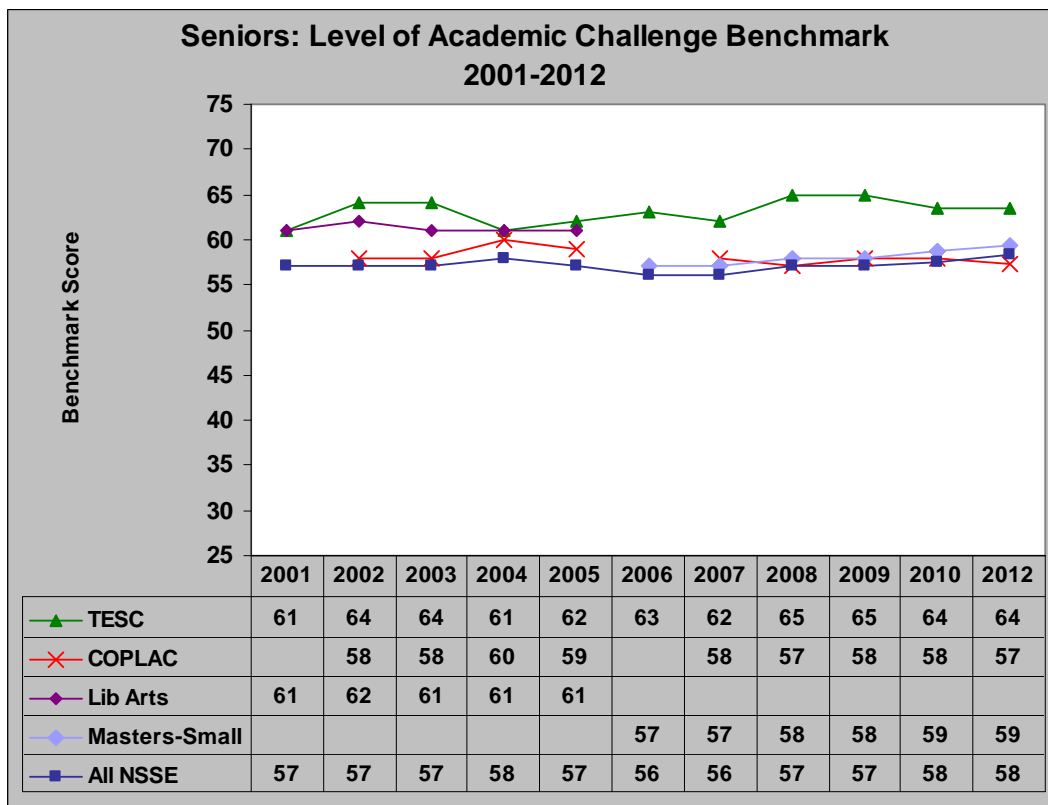
⁴ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

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 2001-2012. 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: Level of Academic Challenge	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	5.23	4.57*	4.30*	4.40*
Number of assigned textbooks, books, or book-length pack or course readings ⁶	3.47	3.13*	3.15*	3.16*
Number of written papers of fewer than 5 pages ⁶	3.49	2.90*	3.10*	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	3.54	3.31*	3.34*	3.33*
Coursework emphasized synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships ⁷	3.60	3.11*	3.17*	3.14*
Coursework emphasized making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions ⁷	3.24	3.03*	3.13	3.09*
Worked harder than you thought you could to meet an instructor's standards or expectations. ⁸	2.99	2.72*	2.91	2.84*

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

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

Seniors: Level of Academic Challenge	Evergreen	COPLAC	Masters-Small	All NSSE
Campus environment emphasizes spending significant amounts of time studying and on academic work ⁷	3.00	3.21*	3.20*	3.19*

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

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: Level of Academic Challenge	Evergreen	COPLAC	Masters-Small	All NSSE
Number of written papers or reports of 20 pages or more ⁶	1.61	1.67	1.72	1.65
Coursework emphasized applying theories or concepts to practical problems or in new situations ⁷	3.34	3.22	3.31	3.28
Number of written papers or reports between 5 and 19 pages ⁶	2.56	2.60	2.66	2.60

*No statistically significant differences ($p < .01$)

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

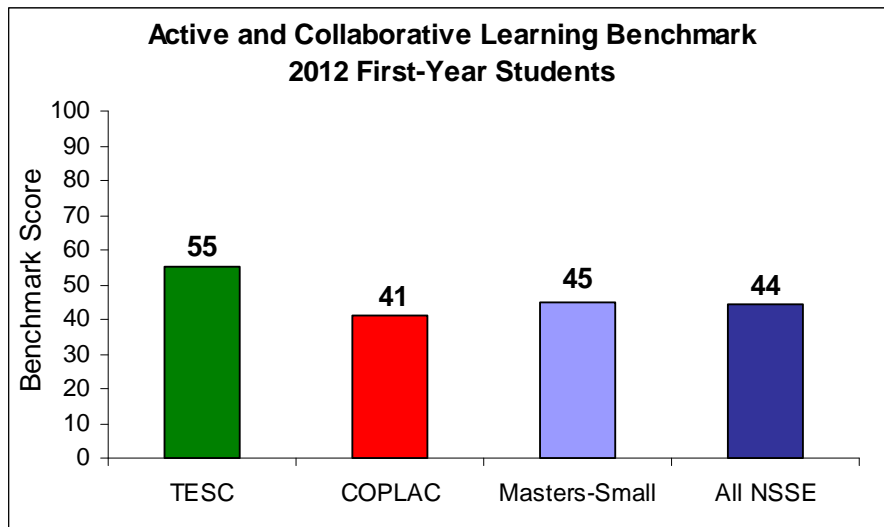
⁸ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Active and Collaborative Learning Benchmark

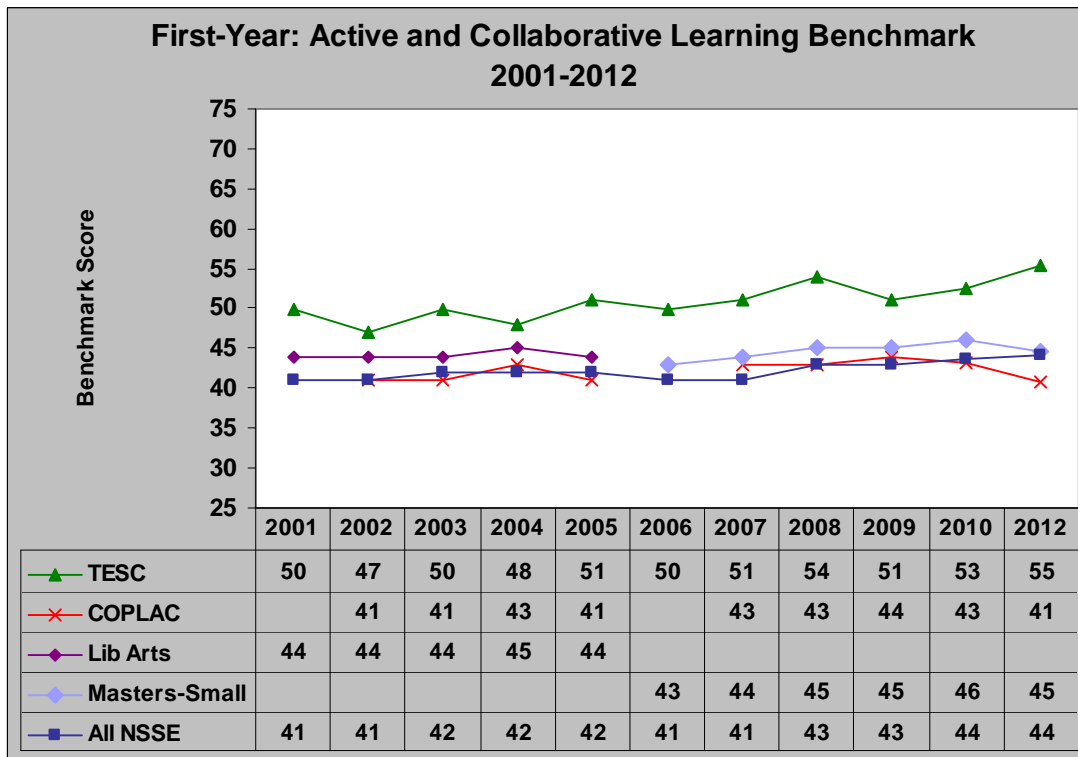
The NSSE Institutional Benchmark Report provides the following statement to describe the Active and Collaborative Learning Benchmark: “Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others 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 benchmark scores were significantly higher than all other comparison groups ($p < .001$).



The following chart shows trends in Active and Collaborative Learning Benchmark scores for Evergreen first-year students and comparison groups from 2001-2012. Evergreen’s first-year students have exceeded the other comparison groups for this benchmark every 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	Evergreen	COPLAC	Masters-Small	All NSSE
Asked questions in class or contributed to class discussions ⁹	3.27	2.67*	2.97*	2.88*
Made a class presentation ⁹	2.71	2.14*	2.41*	2.32*
Worked with other students on projects during class ⁹	2.95	2.32*	2.47*	2.46*
Worked with classmates outside of class to prepare class assignments ⁹	2.83	2.52*	2.42*	2.47*
Discussed ideas from your readings or classes with others outside of class ⁹	3.33	2.78*	2.73*	2.76*
Participated in a community-based project as part of a regular course ⁹	1.85	1.45*	1.61	1.62

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

There were no benchmark items for which the average response of Evergreen first-year students was significantly lower than the comparison groups.

There was only one benchmark item for which there was no statistically significant difference between the mean responses of Evergreen first-years and the three comparison groups of first-year students.

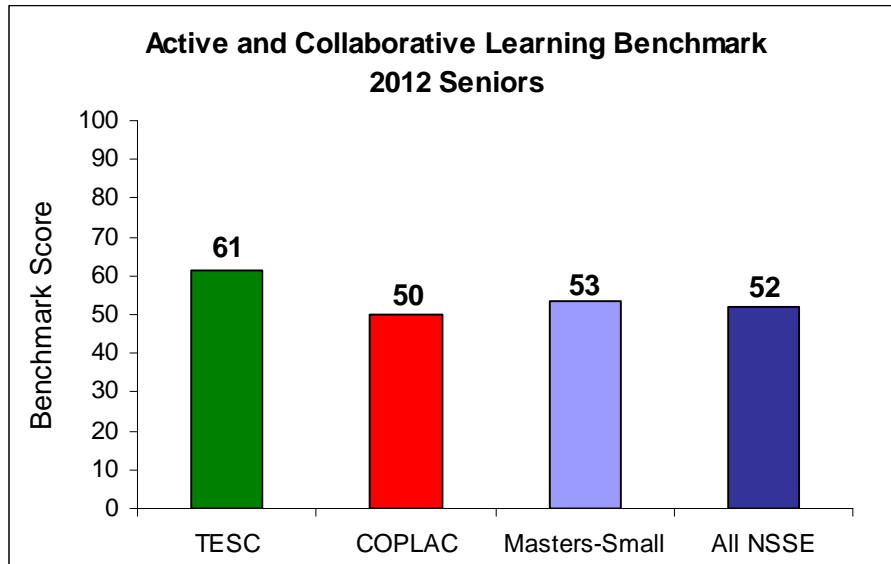
First-Year Students: Active and Collaborative Learning	Evergreen	COPLAC	Masters-Small	All NSSE
Tutored or taught other students (paid or voluntary) ⁹	1.65	1.65	1.71	1.71

*No statistically significant differences ($p < .01$)

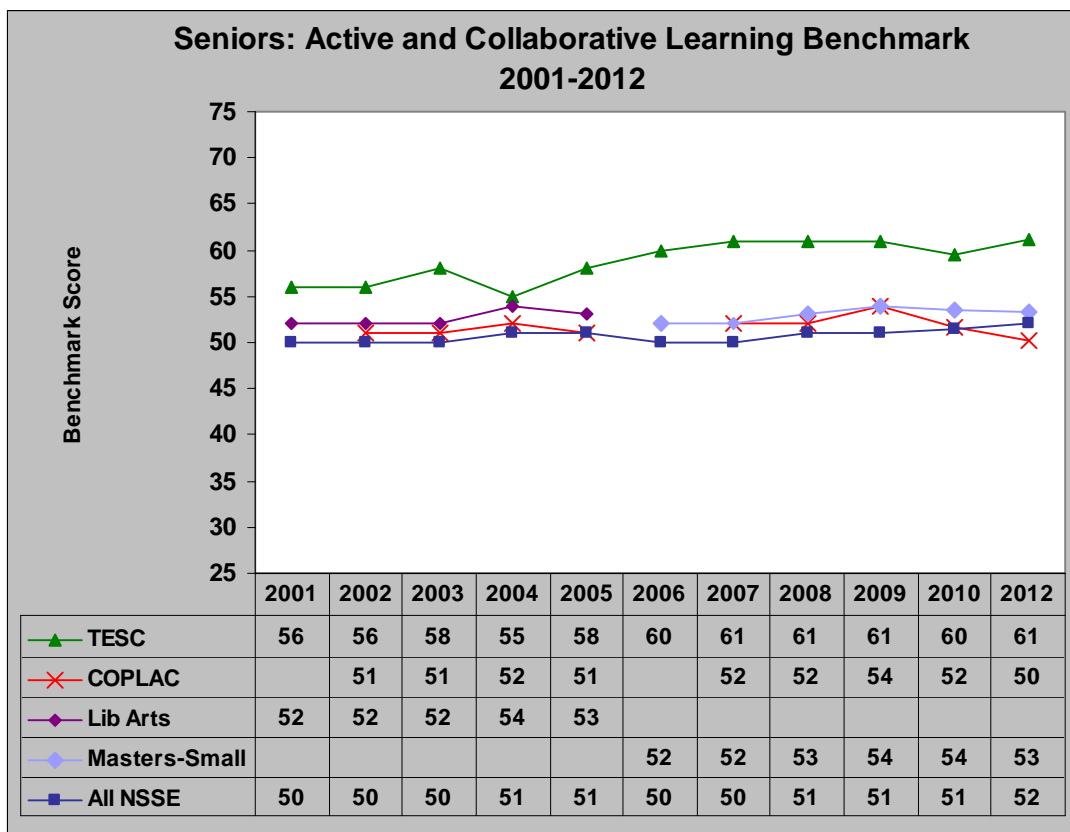
⁹ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

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’ engagement in Active and Collaborative Learning experiences was significantly higher than seniors’ in the other groups on this benchmark score ($p < .001$).



The following chart shows trends in Active and Collaborative Learning Benchmark scores for Evergreen seniors and comparison groups from 2001-2012. Evergreen’s seniors have exceeded seniors in the comparison groups on this benchmark for every year.



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

The table on this page shows 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.

Evergreen seniors reported significantly higher average levels of engagement than seniors in at least one of the comparison groups on every measure of this benchmark.

Seniors: Active and Collaborative Learning	Evergreen	COPLAC	Masters-Small	All NSSE
Asked questions in class or contributed to class discussions ¹⁰	3.40	3.00*	3.29	3.18*
Made a class presentation ¹⁰	2.95	2.73*	2.92	2.81
Worked with other students on projects during class ¹⁰	3.05	2.42*	2.57*	2.61*
Worked with classmates outside of class to prepare class assignments ¹⁰	2.94	2.83	2.72*	2.77*
Tutored or taught other students (paid or voluntary) ¹⁰	2.13	1.87*	1.90*	1.86*
Participated in a community-based project as part of a regular course ¹⁰	1.91	1.70*	1.84	1.74*
Discussed ideas from your readings or classes with others outside of class ¹⁰	3.36	2.94*	2.91*	2.91*

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

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

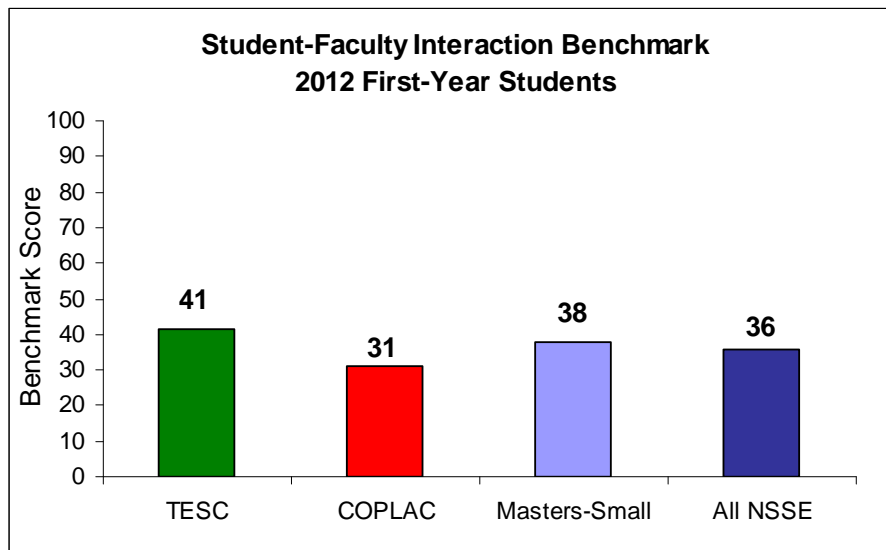
¹⁰ 4-point scale: 1=Never, 2=Sometimes, 3=Often, 4=Very often

Student-Faculty Interaction Benchmark

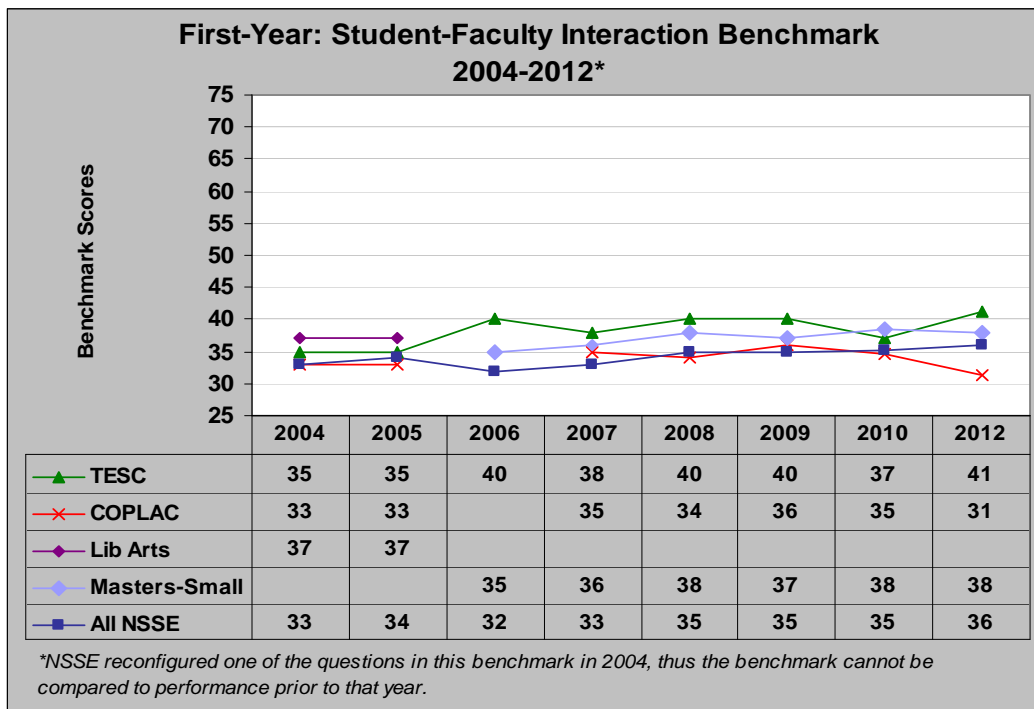
The NSSE Institutional Benchmark Report offers the following description for the Student-Faculty Interactions Benchmark: “Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become 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 for Student-Faculty Interaction benchmark scores were significantly higher than COPLAC and All NSSE scores ($p < .001$), but were not significantly different ($p < .01$) than the Masters-Small comparison group.



Evergreen first-years reported a level of Student-Faculty Interaction that exceeds those measured during five of the last seven years. Notably, this benchmark score recovered in 2012 after dipping below our Carnegie class peers in 2010. This increase in this benchmark is attributable to the some modest gains in several survey questions. Evergreen first-years scored significantly higher than at least one comparison group that did not during 2010: Talked about career plans with a faculty member or advisor. In addition, first-years also showed a marked increase in two other survey questions: 1) Received prompt feedback from faculty on your academic performance; 2) Discussed ideas from your reading or classes with faculty members outside of class.



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 four 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	Evergreen	COPLAC	Masters-Small	All NSSE
Discussed ideas from your reading or classes with faculty members outside of class ¹¹	2.23	1.84*	1.93*	1.91*
Discussed grades or assignments with an instructor ¹¹	2.97	2.46*	2.74*	2.67*
Received prompt feedback from faculty on your academic performance ¹¹	3.16	2.57*	2.84*	2.74*
Talked about career plans with a faculty member or advisor ¹¹	2.30	1.98*	2.29	2.23

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

There were no 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. There were two items 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 proportion of students who replied "Yes."

First-Year Students: Student-Faculty Interaction	Evergreen	COPLAC	Masters-Small	All NSSE
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹¹	1.58	1.60	1.76	1.69
Have you worked on a research project with a faculty member outside of course or program requirements? ¹²	4%	4%	7%	6%

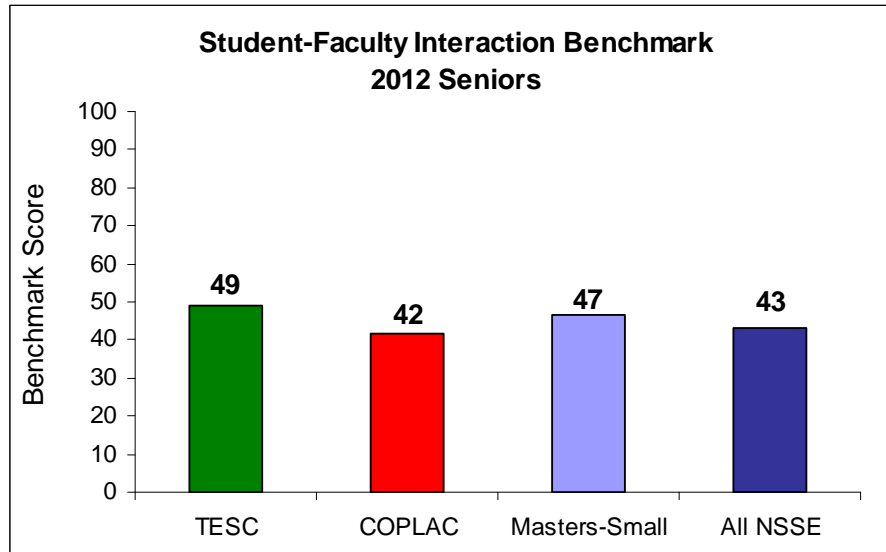
*No statistically significant differences ($p < .01$)

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

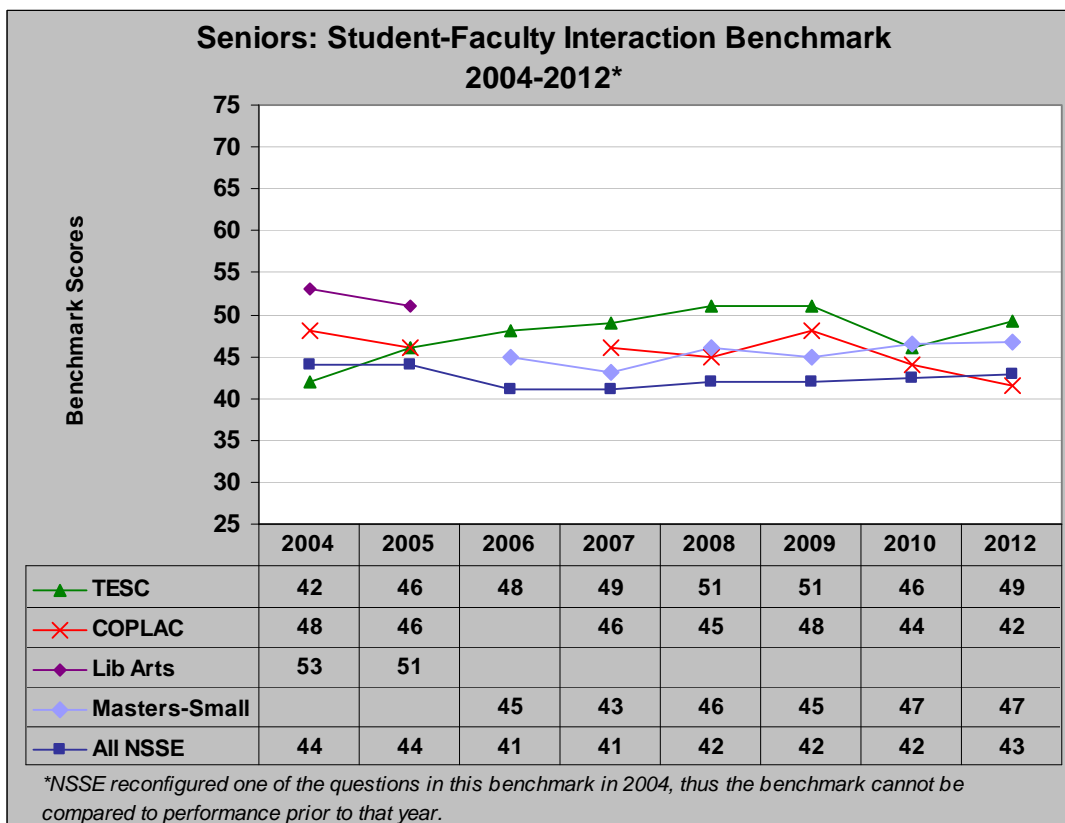
¹² Percent of students who replied "Yes"

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 2012, Evergreen seniors' average Student-Faculty Interaction benchmark scores were significantly higher than the COPLAC and All NSSE score ($p < .001$), but were not significantly different than the Masters-Small comparison group ($p < .01$).



The following chart shows trends in Student-Faculty Interaction benchmark scores for Evergreen seniors and comparison groups from 2004-2012. Evergreen showed improvement on this benchmark each year between 2004 and 2008, and sustained strong performance in 2009. After a drop in 2010, interaction of seniors with their faculty improved again in 2012.



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 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	Evergreen	COPLAC	Masters-Small	All NSSE
Received prompt feedback from faculty on your academic performance ¹³	3.09	2.74*	2.97	2.86*
Discussed grades or assignments with an instructor ¹³	3.02	2.73*	2.96	2.84*
Discussed ideas from your reading or classes with faculty members outside of class ¹³	2.51	2.10*	2.21*	2.09*
Talked about career plans with a faculty member or advisor ¹³	2.54	2.32*	2.59	2.44

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

There were no questions for which Evergreen seniors had a lower mean response 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 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	Evergreen	COPLAC	Masters-Small	All NSSE
Worked with faculty on activities other than coursework (committees, orientation, student activities, etc.) ¹³	1.85	1.88	2.02	1.86
Have you worked on a research project with a faculty member outside of course or program requirements? ¹⁴	27%	24%	22%	20%

*No statistically significant differences ($p < .01$)

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

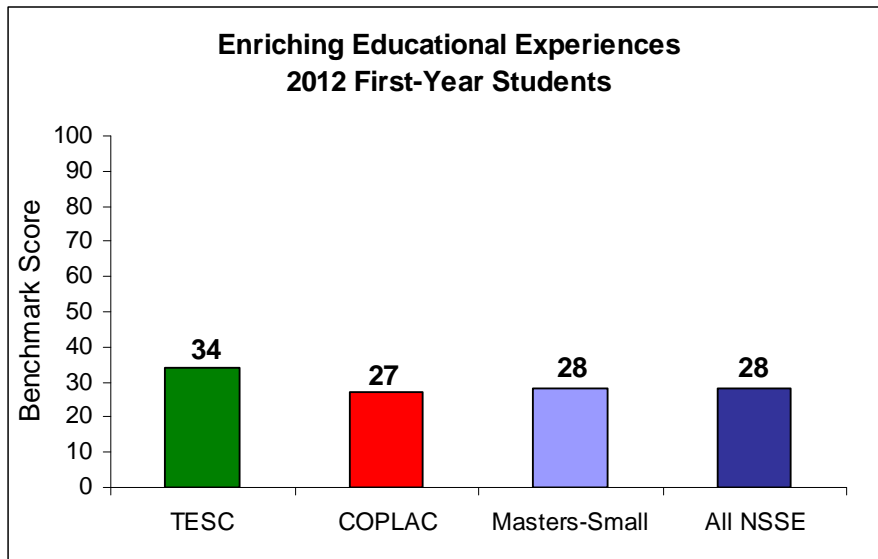
¹⁴ Percent of students who replied "Yes"

Enriching Educational Experiences Benchmark

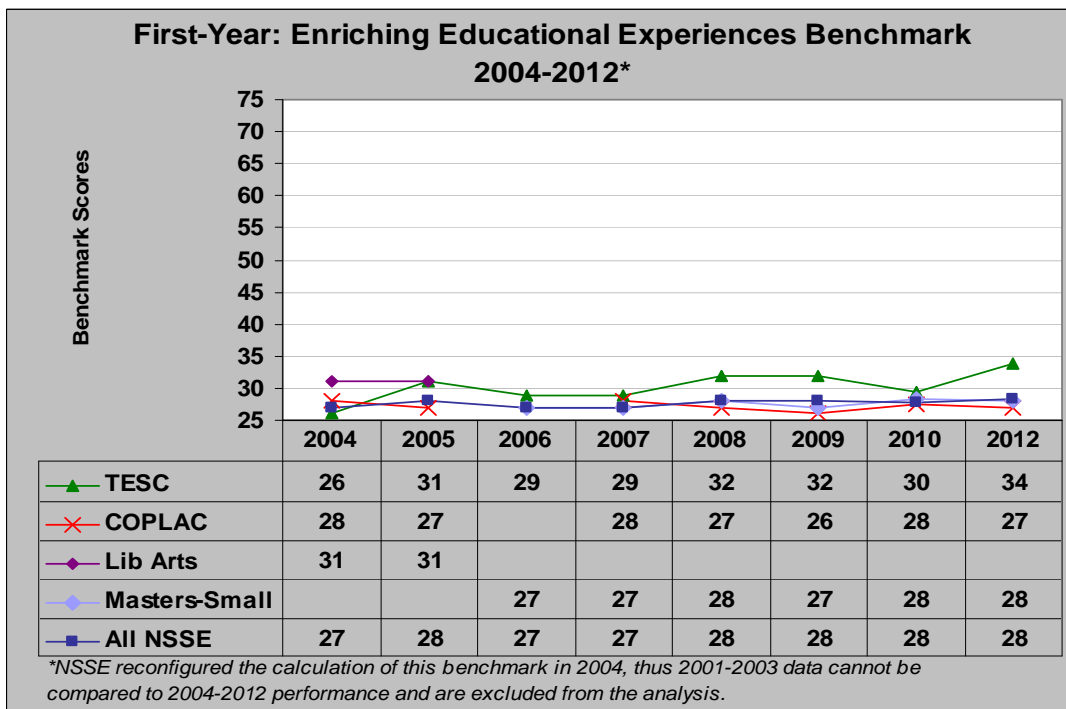
The NSSE Institutional Benchmark Report describes the Enriching Educational Experiences Benchmark as follows: “Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between 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. Evergreen first-year average scores on this benchmark were significantly greater than the first-year scores of the comparison groups ($p < .001$).



Evergreen first-year scores on the Enriching Educational Experiences benchmark during 2012 increased to the highest level yet measured. Evergreen first-years made modest increases on most survey questions, but two survey questions in particular were significantly higher than during 2010: 1) Have done independent study or self-designed major; 2) Have done practicum, internship, field experience, co-op experience, or clinical assignment.



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 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	Evergreen	COPLAC	Masters-Small	All NSSE
Serious conversations with students of a different race or ethnicity ¹⁵	3.12	2.63*	2.59*	2.64*
Serious conversations with students who are very different from you in terms their religious beliefs, political opinions, or personal values ¹⁵	3.10	2.71*	2.67*	2.68*
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ¹⁶	3.23	2.62*	2.74*	2.77*
Participated in a learning community or some other formal program where groups of students take two or more classes together ¹⁷	26%	10%*	16%	18%
Have done independent study or self-designed major ¹⁷	12%	3%*	5%	4%
Have done practicum, internship, field experience, co-op experience, or clinical assignment ¹⁷	18%	6%*	10%	7%*

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

There were no 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.

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

First-Year Students: Enriching Educational Experiences	Evergreen	COPLAC	Masters-Small	All NSSE
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ¹⁵	2.89	2.68	2.68	2.71
Participating in co-curricular activities (organizations, publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) ¹⁸	2.00	2.34	2.30	2.30
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹⁷	2%	1%	3%	2%
Have done community service or volunteer work ¹⁷	41%	36%	39%	40%
Have done study abroad ¹⁷	3%	4%	4%	3%
Have done foreign language coursework ¹⁷	15%	24%	20%	21%

*No statistically significant differences ($p < .01$)

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

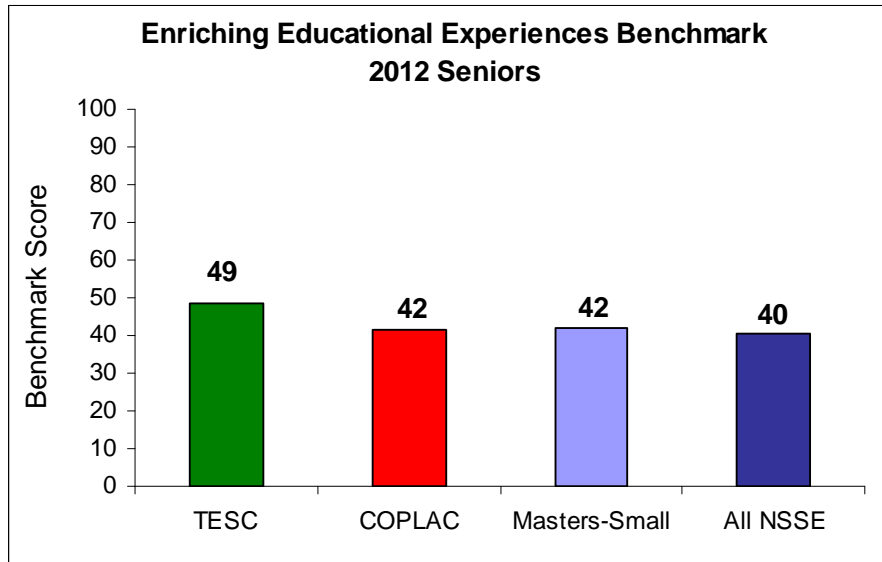
¹⁶ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

¹⁷ Percent of students who replied “Yes”

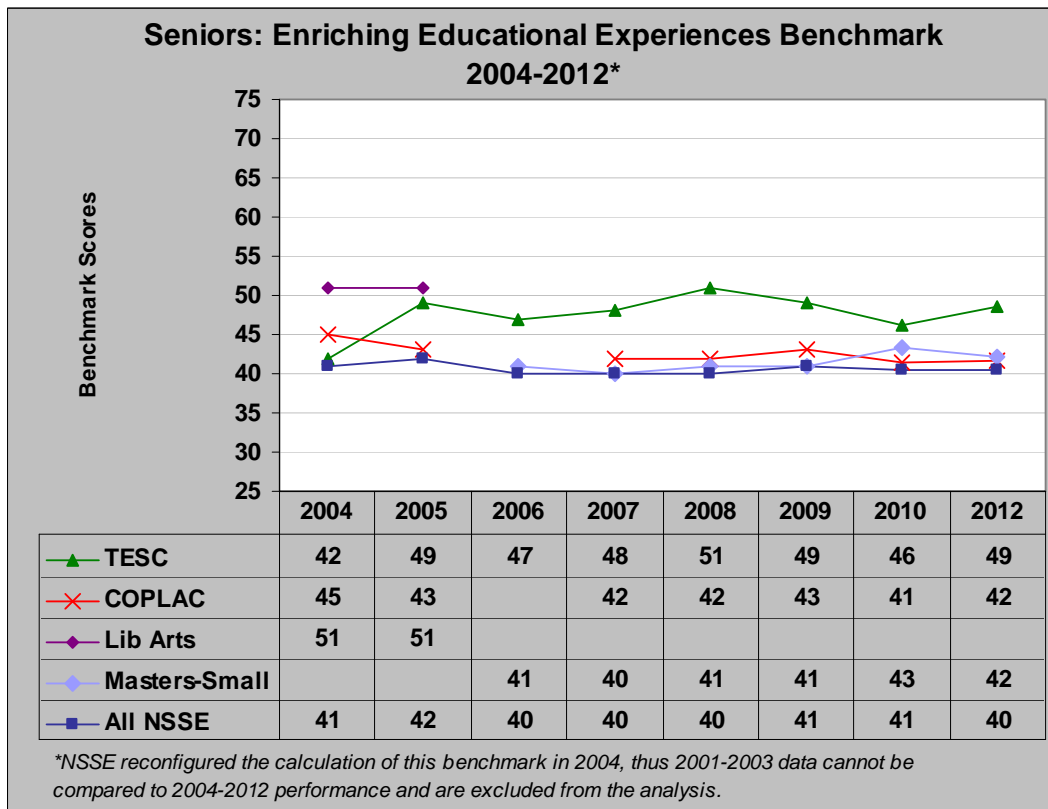
¹⁸ 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

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 2012. Evergreen seniors average scores on this benchmark were significantly greater than average scores of seniors from 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. Evergreen seniors have exceeded all comparison groups since 2006 on the Enriching Educational Experiences benchmark.



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

Seniors: Enriching Educational Experiences	Evergreen	COPLAC	Masters-Small	All NSSE
Serious conversations with students of a different race or ethnicity ¹⁹	2.96	2.68*	2.62*	2.69*
Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds ²⁰	3.07	2.43*	2.66*	2.61*
Participated in a learning community or some other formal program where groups of students take two or more classes together ²¹	45%	24%*	29%*	27%*
Have done independent study or self-designed major ²¹	64%	18%*	20%*	17%*
Have done study abroad ²¹	21%	17%	15%	14%*
Serious conversations with students who are very different in terms religious beliefs, political opinions, or personal values ¹⁹	3.01	2.76*	2.69*	2.71*

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

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	Evergreen	COPLAC	Masters-Small	All NSSE
Participating in co-curricular activities (organizations, publications, student government, sports, etc.) ²²	1.71	2.26*	2.22*	2.11*
Have done culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ²¹	20%	37%*	38%*	33%*

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

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

Seniors: Enriching Educational Experiences	Evergreen	COPLAC	Masters-Small	All NSSE
Have done community service or volunteer work ²¹	61%	65%	62%	59%
Have done a practicum, internship, field experience, co-op experience, or clinical assignment ²¹	58%	52%	54%	49%
Have done foreign language coursework ²¹	39%	44%	39%	38%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment ¹⁹	2.86	2.80	2.88	2.93

*No statistically significant differences ($p < .01$)

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.”

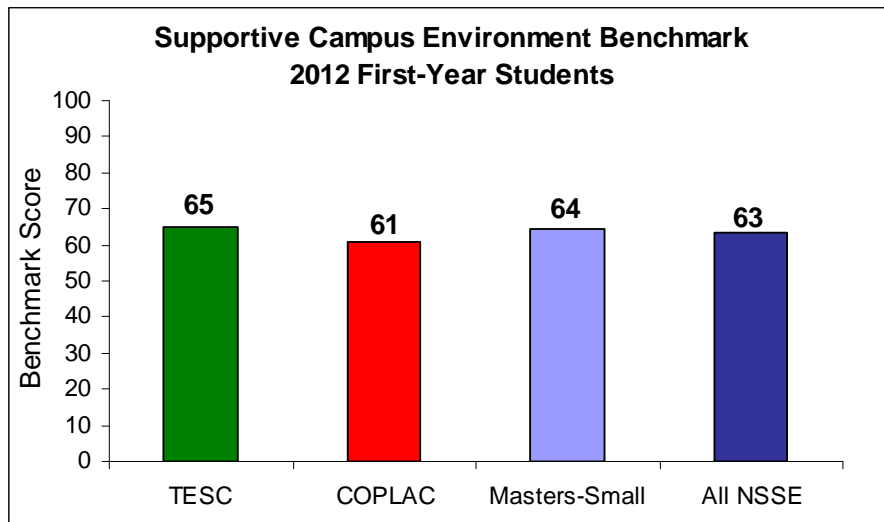
²² 8-point scale: 1=0 hrs/wk, 2= 1-5 hrs/wk, 3=6-10 hrs/week, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk

Supportive Campus Environment Benchmark

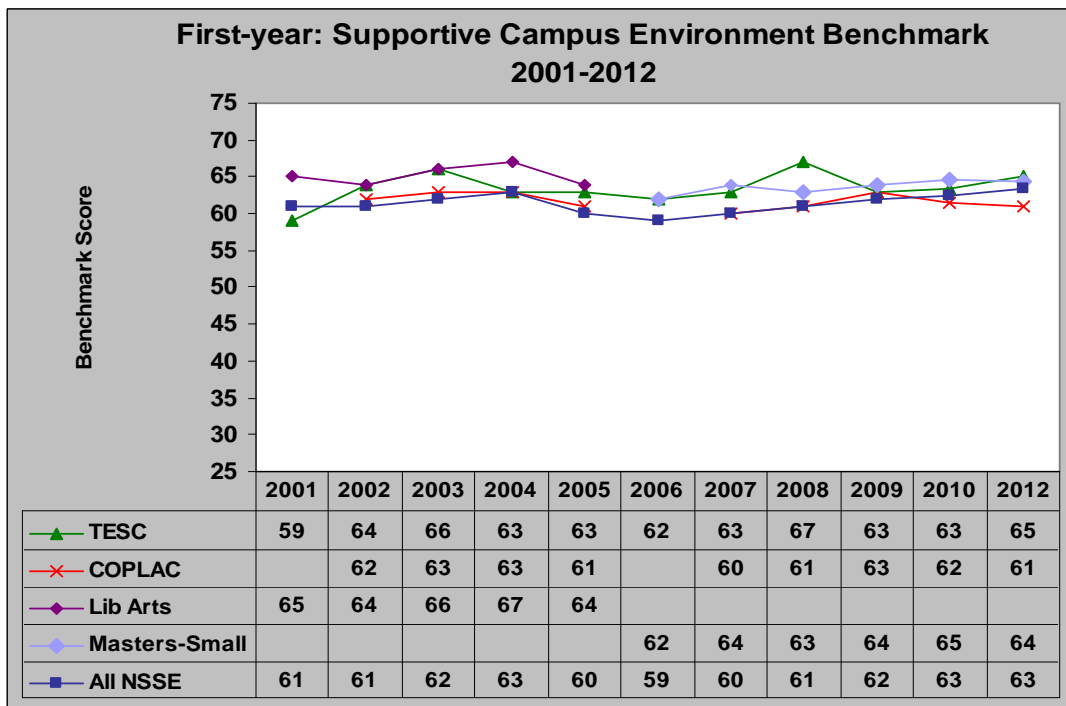
The NSSE Institutional Benchmark Report describes the Supportive Campus Environment Benchmark as follows: “Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.”

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 from other comparison groups (at $p < .01$).



The following chart shows trends for the Supportive Campus Environment Benchmark for first-year students from 2001-2012. The average benchmark scores for first-years’ have remained relatively constant during the past decade, with Evergreen’s scores typically at or above the levels at other COPLAC schools and the All NSSE group. Evergreen tends to be most similar to its peers at other Masters-Small institutions. Peak performance on this benchmark was during 2008.



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	Evergreen	COPLAC	Masters-Small	All NSSE
Quality of relationships with faculty members ²³	5.82	5.27*	5.45*	5.35*

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

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	Evergreen	COPLAC	Masters-Small	All NSSE
Campus environment provides the support you need to help you succeed academically ²⁴	3.19	3.06	3.16	3.14
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ²⁴	2.38	2.19	2.37	2.32
Campus environment provides the support you need to thrive socially ²⁴	2.52	2.44	2.57	2.55
Quality of relationships with other students ²⁵	5.34	5.52	5.52	5.52
Quality of relationships with administrative personnel and offices ²⁶	4.86	4.76	5.00	4.89

*No statistically significant differences ($p < .01$)

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

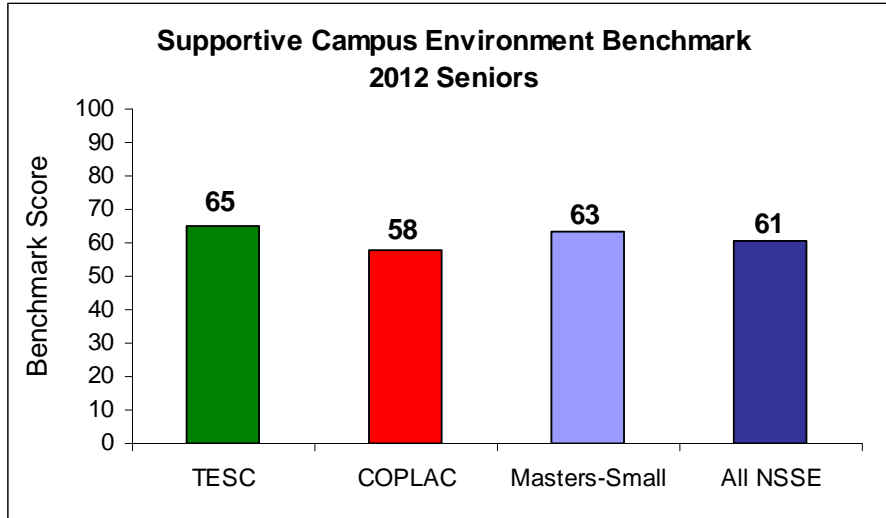
²⁴ 4-point scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

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

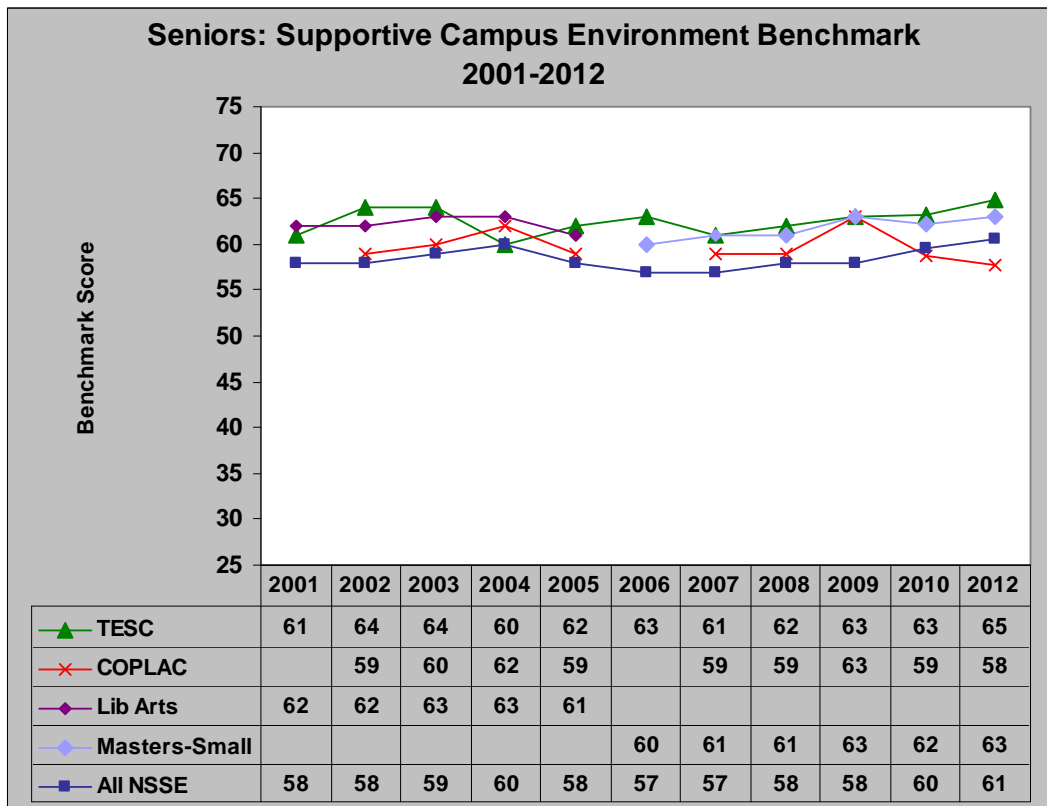
²⁶ 7-point scale: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

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 (at $p < .01$), but were significantly higher than COPLAC and 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 2001-2012. The benchmark score measured during 2012 exceeds those of all previous 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 five items for which Evergreen seniors had a significantly higher mean score than seniors in one or more comparison groups.

Seniors: Supportive Campus Environment	Evergreen	COPLAC	Masters-Small	All NSSE
Quality of relationships with faculty members ²⁷	5.96	5.45*	5.71*	5.53*
Campus environment provides the support you need to help you succeed academically ²⁸	3.11	2.90*	3.11	3.01
Campus environment provides the support you need to thrive socially ²⁸	2.41	2.22*	2.36	2.30
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.) ²⁸	2.27	1.99*	2.17	2.07*
Quality of relationships with administrative personnel and offices ²⁹	5.10	4.54*	4.98	4.81*

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

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

There was one item for which there were no statistically significant differences at $p < .01$.

Seniors: Supportive Campus Environment	Evergreen	COPLAC	Masters-Small	All NSSE
Quality of relationships with other students ³⁰	5.59	5.56	5.73	5.68

*No statistically significant differences ($p < .01$)

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

Overall Satisfaction Questions

The tables 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 the Masters-Small comparison group ($p < .001$) 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? ³¹	3.07	3.05	3.13	3.11
How would you evaluate your entire educational experience at this institution? ³¹	3.35	3.23	3.22	3.25
If you could start over again, would you go to the same institution you are now attending? ³²	3.46	3.27	3.17*	3.26

*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 significantly lower than the Masters-Small group ($p < .01$), but not significantly different than scores for the COPLAC or All NSSE groups. Evergreen seniors' 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 student responses				
Overall, how would you evaluate the quality of academic advising you have received at your institution? ³¹	2.89	2.94	3.11*	3.00
How would you evaluate your entire educational experience at this institution? ³¹	3.54	3.20*	3.27*	3.25*
If you could start over again, would you go to the same institution you are now attending? ³²	3.49	3.18*	3.17*	3.23*

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

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

³² 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 offer insight about what students feel they are learning from their engagement at Evergreen. 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’ (at $p < .01$) 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 five of the 16 learning domains: understanding yourself, working effectively with others, learning effectively on your own, thinking critically and analytically, and understanding people of other racial and ethnic backgrounds.

They report higher growth than other students in at least one of the comparison groups in another four areas: solving complex real-world problems, contributing to the welfare of your community, speaking clearly and effectively, and developing a personal code of values and ethics.

There are five learning domains for which Evergreen first-year students reported a level of growth that was not significantly different than students from other comparison groups: acquiring a broad general education, acquiring job or work-related knowledge and skills, writing clearly and effectively, developing a deepened sense of spirituality, and voting in local, state, or national elections.

There was one area in which Evergreen first-years reported a lower level of growth than students in two comparison groups: analyzing quantitative problems. There was one learning area where our first-years reported lower growth than students in all three comparison groups: using computing and information technology.

First-Year Students Average Ratings 2012 <i>(1=very little, 2=some, 3=quite a bit, 4=very much)</i>	TESC	COPLAC	Masters -Small	All NSSE
Understanding yourself	3.33	2.75*	2.89*	2.86*
Working effectively with others	3.36	2.92*	3.08*	3.03*
Learning effectively on your own	3.26	2.97*	3.00*	2.98*
Thinking critically and analytically	3.50	3.25*	3.29*	3.27*
Understanding people of other racial and ethnic backgrounds	3.03	2.58*	2.71*	2.70*
Solving complex real-world problems	2.99	2.63*	2.77	2.74*
Contributing to the welfare of your community	2.73	2.43*	2.52	2.51
Speaking clearly and effectively	3.03	2.75*	2.95	2.90
Developing a personal code of values and ethics	2.98	2.65*	2.80	2.76
Acquiring a broad general education	3.10	3.21	3.18	3.19
Acquiring job or work-related knowledge and skills	2.74	2.68	2.90	2.86
Writing clearly and effectively	3.14	2.96	3.12	3.06
Developing a deepened sense of spirituality	2.17	1.91	2.21	2.16
Voting in local, state, or national elections	1.94	1.84	1.90	1.91
Analyzing quantitative problems	2.73	3.00	3.02*	3.02*
Using computing and information technology	2.49	2.88*	3.07*	3.04*

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

Seniors: Evergreen's Contribution to Learning

In general, Evergreen seniors attribute higher growth to their experiences at Evergreen than first-years do. In six 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 not significantly different than any comparison group in acquiring a broad general education.

Evergreen seniors perceive significantly lower growth in three domains than seniors in at least one of the three comparison groups: acquiring job or work-related knowledge and skills, using computing and information technology, and analyzing quantitative problems.

Seniors Average Ratings 2012 <i>(1=very little, 2=some, 3=quite a bit, 4=very much)</i>	TESC	COPLAC	Masters -Small	All NSSE
Thinking critically and analytically	3.64	3.39*	3.43*	3.40*
Working effectively with others	3.45	3.10*	3.21*	3.21*
Learning effectively on your own	3.47	3.08*	3.14*	3.10*
Solving complex real-world problems	3.11	2.76*	2.90*	2.87*
Understanding people of other racial and ethnic backgrounds	3.01	2.57*	2.70*	2.71*
Contributing to the welfare of your community	2.96	2.47*	2.59*	2.54*
Voting in local, state, or national elections	2.31	1.96*	2.02*	1.97*
Understanding yourself	3.32	2.82*	2.96*	2.89*
Writing clearly and effectively	3.32	3.12*	3.23	3.16*
Speaking clearly and effectively	3.26	2.97*	3.12	3.04*
Developing a personal code of values and ethics	3.05	2.69*	2.88	2.81*
Developing a deepened sense of spirituality	2.08	1.73*	2.12	1.99
Acquiring a broad general education	3.32	3.30	3.33	3.27
Acquiring job or work-related knowledge and skills	2.98	2.94	3.16*	3.11
Using computing and information technology	2.99	3.05	3.21*	3.21*
Analyzing quantitative problems	2.89	3.04	3.17*	3.14*

*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 agreed on the top eight of sixteen 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, speaking clearly and effectively, and acquiring a broad general education. They also agree on the two areas in which Evergreen made the least contribution to their growth: developing a deepened sense of spirituality, and voting in local, state, or national elections. Average ratings by Evergreen first-years were less than 2 (“some”) in only one growth area: voting in local, state, or national elections. Average ratings by seniors were greater than 2 (“some”) in all 16 growth areas.

Highest to lowest - First-years (1=very little, 2=some, 3=quite a bit, and 4=very much)	Mean
Thinking critically and analytically	3.50
Working effectively with others	3.36
Understanding yourself	3.33
Learning effectively on your own	3.26
Writing clearly and effectively	3.14
Acquiring a broad general education	3.10
Speaking clearly and effectively	3.03
Understanding people of other racial and ethnic backgrounds	3.03
Solving complex real-world problems	2.99
Developing a personal code of values and ethics	2.98
Acquiring job or work-related knowledge and skills	2.74
Contributing to the welfare of your community	2.73
Analyzing quantitative problems	2.73
Using computing and information technology	2.49
Developing a deepened sense of spirituality	2.17
Voting in local, state, or national elections	1.94

Highest to lowest - Seniors (1=very little, 2=some, 3=quite a bit, and 4=very much)	Mean
Thinking critically and analytically	3.64
Learning effectively on your own	3.47
Working effectively with others	3.45
Understanding yourself	3.32
Writing clearly and effectively	3.32
Acquiring a broad general education	3.32
Speaking clearly and effectively	3.26
Solving complex real-world problems	3.11
Developing a personal code of values and ethics	3.05
Understanding people of other racial and ethnic backgrounds	3.01
Using computing and information technology	2.99
Acquiring job or work-related knowledge and skills	2.98
Contributing to the welfare of your community	2.96
Analyzing quantitative problems	2.89
Voting in local, state, or national elections	2.31
Developing a deepened sense of spirituality	2.08

Appendix A: Comparison Groups

1. Represented COPLAC Institutions

Institution	City	State	Public/Private
University of Montevallo	Montevallo	AL	Public
Fort Lewis College	Durango	CO	Public
Keene State College	Keene	NH	Public
Eastern Connecticut State University	Willimantic	CT	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 Alberta	Edmonton	AB	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	Fredericksburg	VA	Public

2. Represented Masters-Small Institutions

Institution	City	State	Public/Private
Alaska Pacific University	Anchorage	AK	Private
Spring Hill College	Mobile	AL	Private
Eastern Connecticut State University	Willimantic	CT	Public
University of the District of Columbia	Washington	DC	Public
Gallaudet University	Washington	DC	Public
University of Guam	Mangilao	GU	Public
University of Dubuque	Dubuque	IA	Private
Quincy University	Quincy	IL	Private
Thomas More College	Crestview Hills	KY	Private
Emmanuel College	Boston	MA	Private
University of Maryland – Eastern Shore	Princess Anne	MD	Public
Grantham University	Kansas City	MO	Private
Elon University	Elon	NC	Private
Concordia University Nebraska	Seward	NE	Private
Keene State College	Keene	NH	Public
Felician College	Lodi	NJ	Private
College of Mount Saint Vincent	Bronx	NY	Private
Keuka College	Keuka Park	NY	Private
The State University of New York at Geneseo	Geneseo	NY	Public
Lake Erie College	Painesville	OH	Public
Ursuline College	Pepper Pike	OH	Private
Lourdes University	Sylvania	OH	Private
Heidelberg University	Tiffin	OH	Private
Francis Marion University	Florence	SC	Public
Coastal Carolina University	Conway	SC	Public
Columbia International University	Columbia	SC	Private
Black Hills State University	Spearfish	SD	Public
Colorado Technical University	Sioux Falls	SD	Public
Dakota State University	Madison	SD	Public
Lubbock Christian University	Lubbock	TX	Private
Lynchburg College	Lynchburg	VA	Private
Saint Martin's University	Lacey	WA	Private
Milwaukee School of Engineering	Milwaukee	WI	Private
Fairmont State University	Fairmont	WV	Public