

Institutional Research and Assessment

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Evergreen New Student Survey

The Evergreen New Student Survey is used to study:

- Students' **future goals after college** and their **level of confidence** in their ability to succeed at Evergreen and obtain the education that they want;
- Student perceptions of their own **skills and knowledge**, which provide a baseline for measuring learning progress later in their Evergreen experience;
- **Reasons students chose to attend Evergreen** in order to understand the match between Evergreen's academic offerings and services and the students who attend.
- Gather **demographic information** that is not available through other means, such as college records. This information is useful for understanding students' backgrounds and responding to student needs and changing demographics.



The survey is integrated with the Evergreen Student Experience Survey and alumni surveys to provide for longitudinal research exploring student retention, student connection to the Evergreen learning community, and learning progress.

2007 Survey

The results of the Evergreen New Student Survey 2007 are in the process of being analyzed. We hope to share results soon. You can [view the 2007 survey instrument](#) or contact [Jenni Minner](#) with questions.

2005 Survey

- [Results of New Student Survey 2005](#)

[New on the Institutional Research and Assessment website](#)

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Institutional Research

Location: Seminar II, D3105

Phone: (360) 867-6676

Fax: (360) 867-6745

Hours: 9 am to 5 pm,
Monday - Friday

Director of Institutional Research and Assessment:

[Laura Coghlan](#)

[All Staff Contacts/Projects](#)

Contact the Site Manager

Examples of Consent
Agreements

Link to Human Subjects
Review at Evergreen

Data & Research
Resources

- [2005 Survey Instrument](#)
- [Survey Research Methodology](#)

2003 Survey

- [2003 Executive Summary](#)
- [2003 Final Report](#)
- [2003 Survey Instrument](#)
- [Analysis of Transfer Student Responses](#)
- [Analysis of First Generation Student Responses](#)

For more information contact [Jenni Minner](#).

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