Evergreen New Student Survey

Fall 2003 Administration

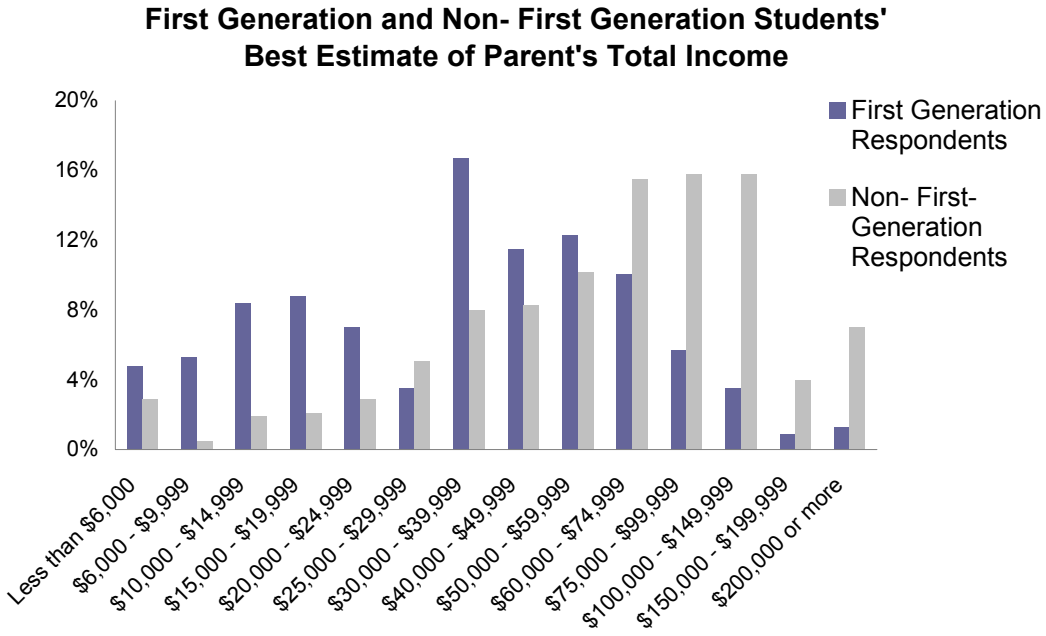
Summary of Responses – First Generation Students

In this analysis of the responses from the Fall 2003 administration of the Evergreen New Student Survey, first generation students were identified according to their response on the question: "Do either of your parents have a 4-year college degree?" There are a total of 307 first generation student responses; 89 of responses are from first-time, first-year students (29%) and 218 are from transfer students (71%). Returning Greeners were excluded from this as well as other analyses, as Fall 2003 was not their first encounter with Evergreen.

	First-Generation Responses	Total # of New Student Survey Responses	Percent First-Generation
First-time, First Year	89	342	26%
Transfer	218	418	52%
Total	307	760	40%

Parental Income

The following chart shows responses to the question "What is your best estimate of your parents' total income last Year? Consider income from all sources before taxes." These are new students' best estimates of their parents' income and may not accurately reflect their parents' actual income. In addition, 77% of first generation students indicated that they do not receive any support from parents.



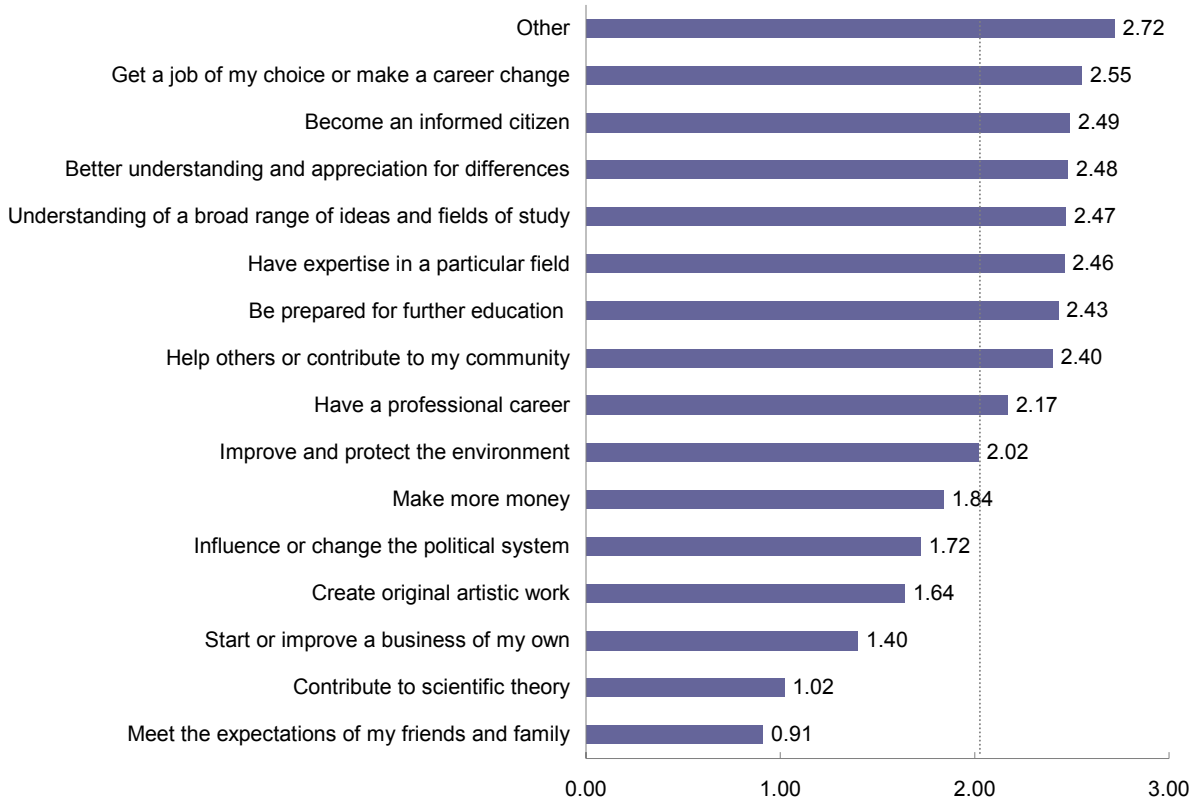
	First Generation Respondents	Non- First Generation Respondents
Less than $6,000	4.8%	2.9%
$6,000 - $9,999	5.3%	0.5%
$10,000 - $14,999	8.4%	1.9%
$15,000 - $19,999	8.8%	2.1%
$20,000 - $24,999	7.0%	2.9%
$25,000 - $29,999	3.5%	5.1%
$30,000 - $39,999	16.7%	8.0%

	First Generation Respondents	Non- First Generation Respondents
$40,000 - $49,999	11.5%	8.3%
$50,000 - $59,999	12.3%	10.2%
$60,000 - $74,999	10.1%	15.5%
$75,000 - $99,999	5.7%	15.8%
$100,000 - $149,999	3.5%	15.8%
$150,000 - $199,999	0.9%	4.0%
$200,000 or more	1.3%	7.0%

Goals After College

The chart below shows how first generation students rated the importance of a series of goals after college. Students were asked to rate importance on a scale of: 0 = Not Important, 1 = Slightly Important, 2 = Important, 3 = Very Important.

First Generation Students
Importance of Goals After Obtaining a College Education
(Highest to lowest mean score)



Thirty-four first generation students specified other goals. They wrote in the following goals:

- Ability to encourage others learning
- Be able to apply for jobs requiring a four year degree
- Be able to do what I love while making a living
- Be desired by government agencies or companies
- Be happy with my life

- Better person
- Buy my own nation
- Develop communication skills for success
- Enjoy my field
- Experience and learn life
- Follow my passion
- Gain connections with others, gain new experiences
- Gain new expansive thoughts on being free thinker - knowledge is power
- Gaining new and interesting perspectives
- Great punctuation
- Grow
- Have fun
- Have passion
- I have [a degree] in human services. Do I want to make a difference?
- Improve the quality of life within Tacoma
- Knowledge of the world
- Learn and understand social problems in my community
- Learn to think independent
- Learning about the world, cultural differences
- Make/create films
- [Earn an] MSW
- Spirituality
- To live life by my established values and not constantly compromise them
- To show others that it can be done at any age
- Travel (mentioned twice)
- Try new subject areas in a supportive, interdisciplinary environment
- Understand my strengths and learn to work with my limitations
- Well-connected to organizations in my field

Of the 16 goals, there were statistically significant differences between first generation and non first generation students on six items listed in the table below:

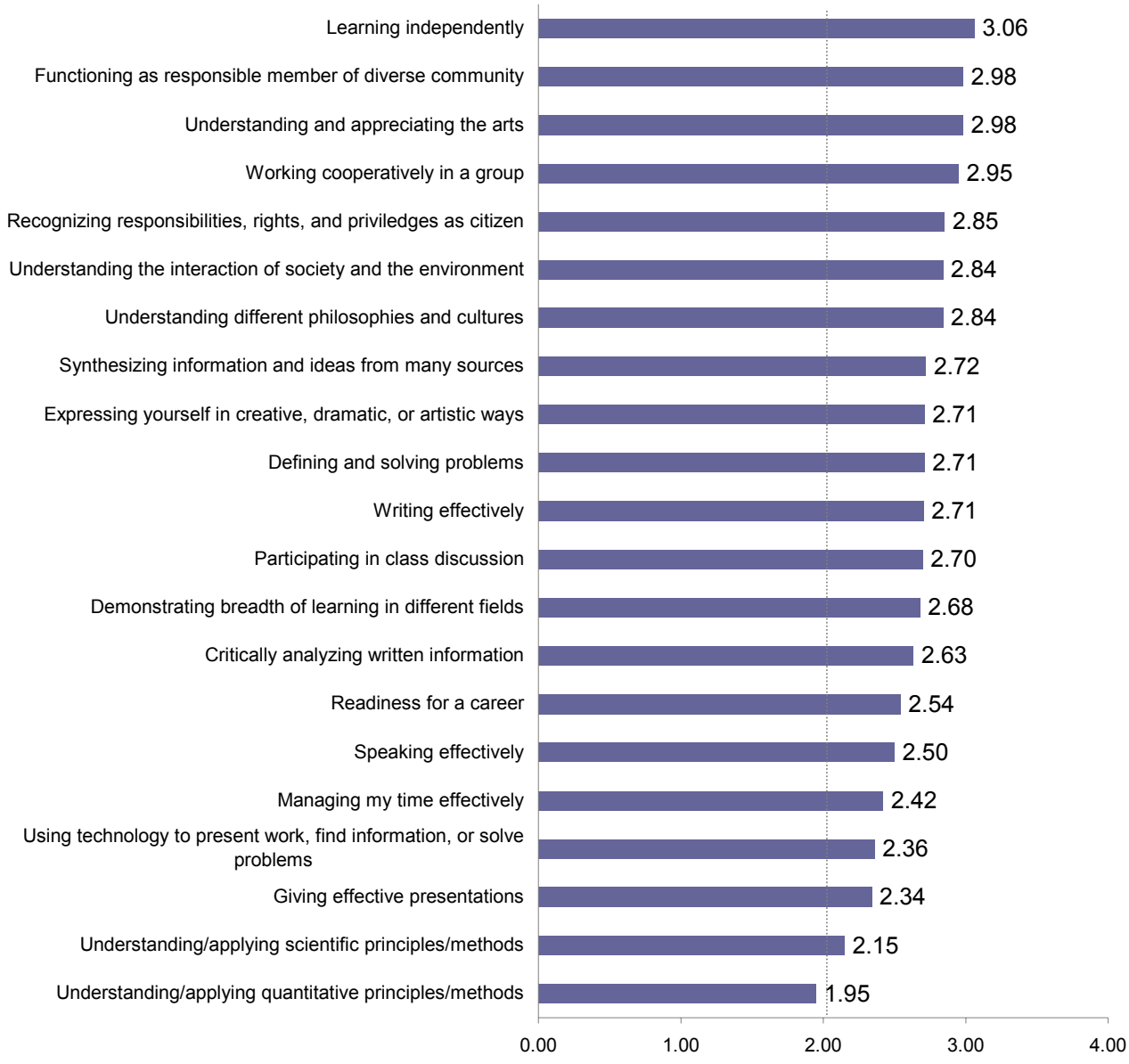
	First Generation Mean	Non-First Generation Mean	Difference	P Value*
Have expertise in a particular field	**2.46**	2.35	0.11	.042
Make more money	**1.84**	1.64	0.20	.004
Have a professional career	**2.17**	1.92	0.25	.001
Create original artistic work	1.64	**1.84**	-0.20	.013
Start or improve a business of my own	**1.40**	1.16	0.24	.003
Be prepared for further education (graduate, professional, or doctoral)	**2.43**	2.28	0.15	.011

*Mann Whitney U test

Self-reported Level of Skill

Students were asked to rate their level of skill in several areas. Students rated themselves on a scale of: 0 = No Skill, 1 = Low, 2 = Moderate, 3 = High, 4 = Very High.

First Generation Students' Self-Reported Level of Skill
(Listed from highest mean to lowest)



Of the 21 skills listed above, there were statistically significant differences between first-generation and non-first generation students on six skills.

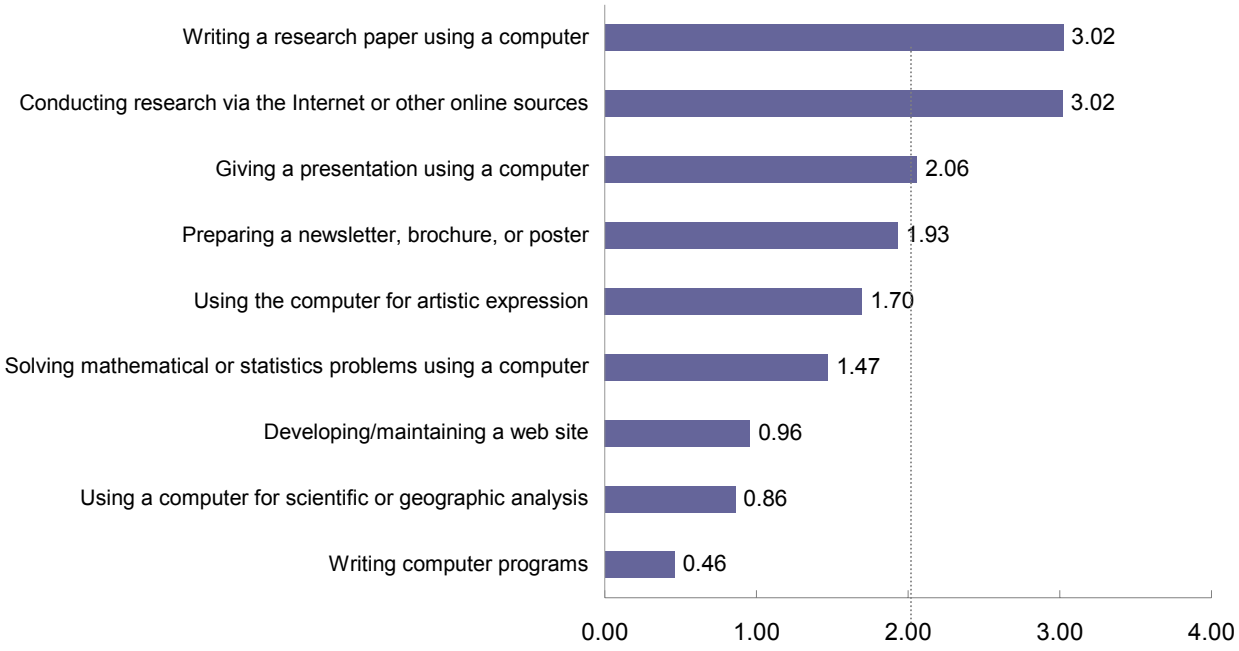
	First Generation Mean	Non-First Generation Mean	Difference	P Value*
Writing effectively	2.71	**2.88**	-0.17	.003
Giving effective presentations	2.34	**2.49**	-0.15	.027
Participating in class discussion	2.70	**2.88**	-0.18	.009
Readiness for a career	**2.54**	2.30	0.24	.002
Managing my time effectively	**2.42**	2.20	0.22	.004
Expressing yourself in creative, dramatic, or artistic ways	2.71	**2.99**	-0.28	<.001

*Mann Whitney U test

Level of Skill on Computer-related Tasks

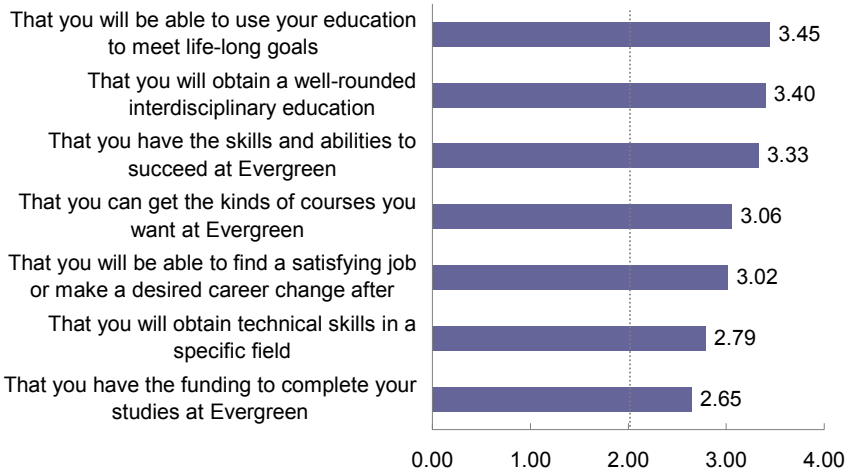
Students were also asked to rate their level of skill on several computer-related tasks. They rated their level of skill on a scale of: 0 = No Skill, 1 = Low, 2 = Moderate, 3 = High, 4 = Very High.

First-Generation Students' Self-reported Level of Skill on Computer-related Tasks (Listed from highest mean to lowest)



Of the nine computer-related skills above, using the computer for artistic expression was the only skill to have a statistically significant difference between first-generation and non-first generation students. The mean for first generation students on this item is 1.70 compared to 1.88 for non-first generation students. The level of significance of the difference is p = .045.

Level of Confidence
Students were also asked to rate their level of confidence in areas such as their ability to use your education to meet life-long goals or to obtain technical skills in a specific field. Students rated their level of confidence on a scale of: 0 = Not at all, 1 = A Little, 2 = Somewhat, 3 = Quite, 4 = Very.

Of the confidence questions, confidence that you have funding to complete studies at Evergreen was the only item in which there was a statistically significant difference between first generation students and non-first generation students. First-generation students exhibit a somewhat lower level of confidence that they have the funding to complete their studies at Evergreen. The most common response to this item for first-generation students was that they are somewhat confident compared (31.2%) compared to a most common response of very confident for non-first generation students (34.2%). The mean for this item is 2.65 for first generation students compared to 2.81 for non-first generation students.

First Generation Students' Level of Confidence
(Listed from Highest Mean to Lowest)