

**New Student Goals, Skills, and Perceptions:
An Initial Analysis of Evergreen New Student Survey Responses**

**The Evergreen State College
Office of Institutional Research and Assessment
March 2004**

Evergreen New Student Survey Summary

- The Evergreen New Student Survey asks new first-time, first year students and transfer students to indicate their goals for and level of confidence in attending college, their skill levels in various areas, factors in their decision to attend Evergreen, and about other characteristics and perceptions.
- Seventy six percent of all first-time, first year students and 51% of transfer students responded to the Fall 2003 administration of the New Student Survey.
- In terms of goals after college, first-time, first-year students rated understanding of a broad range of ideas and fields of study highest in importance. Transfer students rated getting a job of their choice or making a career change highest in importance.
- First-time, first-year students rated their level of skill highest in understanding and appreciating the arts and expressing themselves in creative, dramatic, or artistic ways. Transfer students reported their highest level of skill in learning independently and understanding and appreciating the arts. Both first-time, first year students and transfer students reported their lowest level of skill in understanding and applying scientific principles and methods and understanding and applying quantitative principles and methods.
- There were statistically significant differences on arts-related questions between first-time, first-year students and transfer students. First-time, first-years rated creating original artistic work higher in importance and rated their skills higher on understanding and appreciating the arts, expressing themselves in creative, dramatic or artistic ways, and using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.)
- As compared to first-time, first year students, transfer students placed more importance on having a professional career, getting a job of their choice or making a career change, making money, and starting or improving a business of their own after college. In addition, they placed greater importance on being prepared for further education and having expertise in a particular field. They also reported a higher level of readiness for a career.
- Among nine computer-related skills, there were statistically significant differences on six items. First-time, first-year students rated their level of skill significantly higher than transfer students on all six of these items: using the computer for artistic expression; giving a presentation using a computer; conducting research via the Internet or other online sources; preparing a newsletter, brochure, or poster; developing/maintaining a website; and writing a research paper using a computer.
- The opportunity to design their own education and to study in integrated programs instead of individual classes received the highest mean scores for both

first-time, first-year and transfer students as factors in their decision to attend Evergreen.

- Both first-time, first-year students and transfer students rated a campus visit, printed information about Evergreen, and Evergreen's web site and online catalog as having the greatest positive effect on their decision to attend Evergreen. All three of these items were more important to first-time, first-years than transfer students.
- Most first-time, first-year students (62%) and transfer students (74%) indicated that they were employed or planning to work fall quarter.
- Most new students indicated that they planned on taking most of their classes during the daytime, 93% of first-time, first-year students and 73% of transfer students.
- Seventy-six percent of transfer students and 27% of first-time, first year students reported that they received no support from parents for 2003-04 tuition and living expenses.

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Evergreen New Student Survey Fall 2003 Administration

The Evergreen New Student Survey asks new first-time, first year students and transfer students to indicate their goals for and level of confidence in attending college, their skill levels in various areas, factors in their decision to attend Evergreen, and about other characteristics and perceptions. This initial report is a summary of our first administration of the survey to the incoming class of Fall 2003.¹

In the past, a nationally-normed survey was used to survey the first-time, first-year population at Evergreen. When Evergreen began to participate in the nationally-normed National Survey of Student Engagement, the Office of Institutional Research and Assessment took the opportunity to develop the Evergreen New Student Survey (ENSS). In Fall 2003, transfer students were included in the incoming student survey for the first time.

The Evergreen New Student Survey is more specific to The Evergreen State College, with questions that are better suited to Evergreen's unique pedagogical approach, student population, and specific data needs. The survey was developed as one component of a larger longitudinal research design. Responses from the New Student Survey can now be tracked and compared to an end of the year Evergreen Student Experience Survey, surveys of non-retained students, and alumni surveys. A learning progress section of the Evergreen New Student Survey will provide a baseline measurement of students' self reported skills in various areas, which will be compared to learning progress in the same skill areas through administration of the Evergreen Student Experience Survey.

The Evergreen Student Experience Survey is designed to gather information about learning progress and student satisfaction at the end of the year. One hundred percent of the New Student Survey respondents that are retained to Spring Quarter will be included in the sample, plus a stratified random sample of continuing students. Both surveys will be administered every other year. The learning progress section of the Student Experience Survey will be administered during the interim years in accordance with Evergreen's accountability performance measures.

New Student Population and Response Rates

The entering class of Fall 2003 is composed of 1,367 students. Of these students, 460 (33.7% of the entering class) are first-time, first-year students. These are students that are attending college for the first-time since high school. There are 815 transfer students (59.6%) and 92 "Returning Greeners," or students that previously attended Evergreen but withdrew or have not attended Evergreen for more than a year (6.7%).

¹ The Office of Institutional Research and Assessment coordinated the development and administration of the survey. Student Affairs and other administrative staff and faculty also participated in developing the survey. Academic Advising, the Tribal Reservation-based program, and the Tacoma program assisted in administration of surveys.

A total of 780 new students responded to the survey². Twenty of these responses were from Returning Greeners. Fall Quarter 2003 was not the first encounter with Evergreen for Returning Greeners students; therefore, they have been excluded from this report.

Table 1: Response Rates

	Number of Respondents	Total Population	Response Rate (Responses/Population)
First-time, first-years	342	460	74.3%
Transfer Students	418	815	51.3%
<i>Total</i>	<i>760</i>	<i>1275</i>	<i>59.6%</i>

Survey Administration

New students were contacted via mail as they registered. One hundred percent of the population was contacted in this way, with the exception of one student for whom a valid address could not be obtained. Institutional Research staff also attended orientations and workshops including the First Year Advising Day, New Student Advising Workshops, Academic Fair, and Tacoma Orientation in order to provide additional opportunities for students to participate in the survey.

Students were informed that upon completion of the survey that their name would be entered into a drawing for a \$250 gift certificate at the Evergreen Bookstore. A random drawing was conducted in November 2003 and the incentive was awarded.

Students were required to fill out and sign an informed consent form to participate in the survey. Care was taken to make sure that students completed only one survey. Informed consent forms were then stripped off the surveys and stored separately in order to ensure confidentiality.

Most new students responded by mail; however, a notable number completed surveys in proctored sessions at new student events such as First-Year Advising Day, New Student Advising Workshops, and Tacoma Orientation. Only a handful of students completed surveys at a table set up at the Academic Fair for Fall Quarter.

Table 2: Origin of Responses

	Respondents	Percent Total
Mail	401	52.8%
First-Year Advising Day	215	28.3%
New Student Advising Workshops	118	15.5%
Tacoma Orientation	20	2.6%
Academic Fair	6	0.8%
<i>Total</i>	<i>760</i>	<i>100%</i>

Subgroups

First-time, first-years, transfer students, and Returning Greeners are new student population subgroups with very distinct characteristics. Due to the unique characteristics of first-time,

² 850 people completed the survey; however, the total number of responses within the population of students that were still registered by 10th day of Fall Quarter 2003 was 780.

first-year students and transfer students, responses are presented separately for the subgroups.

Demographic differences between first-time, first-year students and transfer students include a higher proportion of females among transfer students, 57% compared to 54%, respectively. Transfer students are also older with a median age of 24 compared to a median age of 18. There are also a higher proportion of students of color among transfer students, 20% of transfer students compared to 12% of first-time, first-year students. The proportion of nonresidents is much higher among the first-time, first-year population - 43% of first-time, first-year students compared to 19% of transfer students.

Tests of differences on survey responses between first-time, first-year students and transfer students were performed using the Mann-Whitney U test, a nonparametric test that is equivalent to the t-test. Within this report, p-values of 0.05 or less are considered significant.

Respondent Demographics

Demographic characteristics of respondents were checked to see how representative they are of the entire population. Responses appear to be representative in terms of age, race, and residency status, with only small differences between respondents and the population as a whole.

There are differences between respondents and nonrespondents in terms of gender. Females were overrepresented among both first-time, first-year and transfer student responses. Fifty-eight percent of the first-time, first-year respondents were female, compared to 54% of the population. There was an even greater difference between transfer students, with 67% of the respondents female compared to 57% of the entire transfer population.

Students studying primarily in Tacoma are over-represented among transfer student respondents and transfer students respondents studying primarily in Olympia, Grays Harbor, and in the Tribal program were somewhat under-represented.

Additional information on demographic and admission types are included after the survey responses starting on page 26.

Analysis of Student Responses

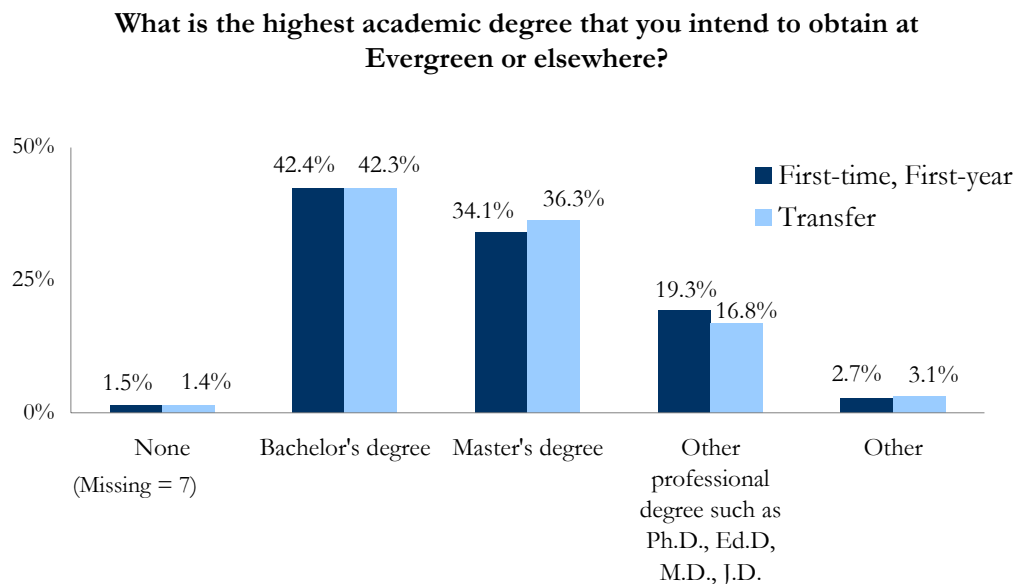
The sections of this report are organized into four domains. These domains are: *Goals for College and Beyond*, *Skill Levels*, *College Selection/ Decision to Attend Evergreen*, and *Other Student Characteristics*.

The section *Goals for College and Beyond* includes responses to questions about highest degree students intend to attain, intention to stay at Evergreen for bachelor's degree, goals after college, and confidence in their ability to achieve educational goals. *Skill Levels* includes baseline skill levels on 30 areas, including nine computer-related skill areas. The *College Selection/ Decision to Attend Evergreen* section includes information about how students ranked Evergreen in their choices for college, why they chose Evergreen, and what factors or Sources of Information influenced their decision to attend. Finally, *Other Student Characteristics* explores whether students are the first in their family to attend college, how students are funding their first year of education at Evergreen, need for child care, and other needs and characteristics of the incoming class of Fall 2003.

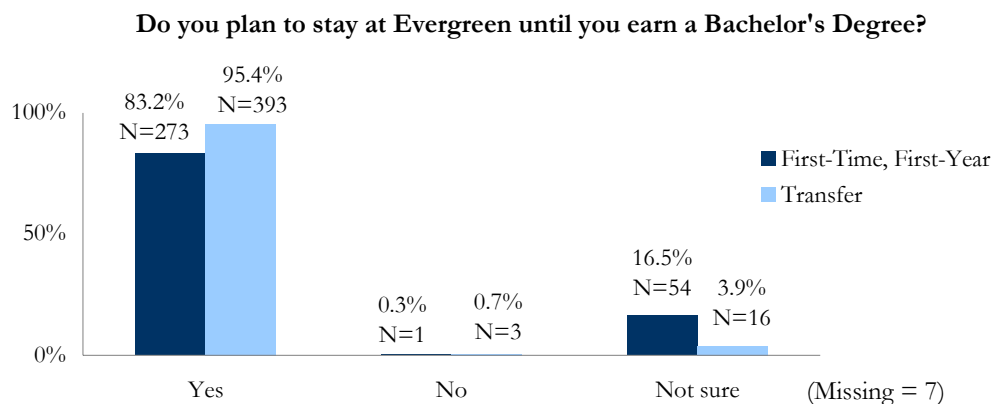
Goals for college and beyond

One of the objectives of the new student survey is to understand students' educational goals. This information is useful in understanding what students hope to gain from their college experience and how it connects with their goals after college.

The following chart shows the highest academic degree that new students intend to pursue at Evergreen or at other institutions. Forty two percent of new students plan to earn a bachelor's degree and 53% intend to earn an advanced degree.



Most students indicated that they plan to stay at Evergreen through completion of a degree, although more first-time, first-year students were uncertain of their plans.



New students were asked to rate the importance of a series of goals after college. First-time, first-year students rated gaining an understanding of a broad range of ideas and fields of study and becoming an informed citizen highest in importance. Transfer students rated getting a job of their choice or making a career change and gaining an understanding of a broad range of ideas and fields of study highest in importance.

New students were also given the opportunity to write in other goals that are important to them. Many of these goals were related to personal growth, such as gaining new and interesting perspectives, becoming fulfilled, and having a better understanding and appreciation for themselves. Goals also ranged from improving specific skills, such as writing or playing a musical instrument, to meeting people, sharing knowledge with the community, and traveling.

Goals After Obtaining a College Education, Highest Mean Scores

Scale: 0 = Not Important, 1= Slightly Important, 2 = Important, 3 = Very Important

<u>First-time, First Years</u>	<u>Mean Score</u>	<u>Transfers</u>	<u>Mean Score</u>
Gain an understanding of a broad range of ideas and fields of study	2.54	Get a job of my choice or make a career change	2.54
Become an informed citizen	2.53	Gain an understanding of a broad range of ideas and fields of study	2.49
Have a better understanding and appreciation for differences (ethnic, political, etc.)	2.43	Help others or contribute to my community	2.49
Get a job of my choice or make a career change	2.40	Become an informed citizen	2.47
Other	2.40	Other	2.46
Have expertise in a particular field	2.32	Have expertise in a particular field	2.46
Be prepared for further education (graduate, professional, or doctoral)	2.20	Have a better understanding and appreciation for differences (ethnic, political, etc.)	2.45

Goals After Obtaining a College Education, Highest Mean Scores (Continued)			
Scale: 0 = Not Important, 1= Slightly Important, 2 = Important, 3 = Very Important			
<u>First-time, First Years</u>	<u>Mean Score</u>	<u>Transfers</u>	<u>Mean Score</u>
Help others or contribute to my community	2.14	Be prepared for further education (graduate, professional, or doctoral)	2.45
Improve and protect the environment	2.02	Have a professional career	2.11
Create original artistic work	1.97	Improve and protect the environment	2.11

The chart above does not include all goals; see pages 30-31 for frequencies on all goal items.

The chart below shows significant differences between the way first-time, first-year students and transfer students rated the importance of these goals. The chart is sorted by the difference between mean scores. Transfer students rated the importance of goals higher than first-time, first-years on seven of the eight goals. Transfer students placed higher importance on goals that are related to having a professional career or getting a job of their choice, developing specific expertise, and preparing for advanced education. Creating original and artistic work was the only goal that was rated significantly higher in importance by first-time, first-year students.

Statistically Significant Differences

Goals of First-time First-years and Transfer Students

How important are the following goals for you after obtaining a college education?	First-time First-Year Mean	Transfer Mean	Difference	Level of Significance (P-value)*
Scale: 0 = Not Important, 1= Slightly Important, 2 = Important, 3 = Very Important				
Make more money	1.53	1.88	-0.35	<0.001
Help others or contribute to my community	2.14	2.49	-0.35	<0.001
Be prepared for further education (graduate, professional, or doctoral)	2.20	2.45	-0.25	<0.001
Start or improve a business of my own	1.14	1.35	-0.21	0.011
Have a professional career	1.91	2.11	-0.20	0.003
Have expertise in a particular field	2.32	2.46	-0.14	0.003
Get a job of my choice or make a career change	2.40	2.54	-0.14	0.006
Create original artistic work	1.97	1.59	0.38	<0.001

* Mann Whitney U test

Level of Confidence

Students were also asked to indicate their level of confidence in meeting their educational goals and continuing their studies at Evergreen to completion. Differences between first-time, first-year students and transfer students were not statistically significant.

The lowest mean in the confidence series was having the funding to complete studies at Evergreen for both first-time, first-year students and transfer students. The highest mean confidence score for first-time, first-year students was in obtaining a well-rounded interdisciplinary education and in the ability to use education to meet life-long goals for transfer students.

Level of Confidence

How confident are you?	First-time First-year Mean	Transfer Mean	Difference
Scale: 0= Not at all, 1 = A little, 2 = Somewhat, 3 = Quite, 4 = Very			
That you will obtain a well-rounded interdisciplinary education?	3.46	3.37	0.09
That you will be able to use your education to meet life-long goals?	3.43	3.46	-0.02
That you have the skills and abilities to succeed at Evergreen?	3.35	3.38	-0.03
That you can get the kinds of courses you want at Evergreen?	3.14	3.09	0.05
That you will be able to find a satisfying job or make a desired career change after graduation?	2.95	2.99	-0.03
That you will obtain technical skills in a specific field?	2.77	2.77	0.00
That you have the funding to complete your studies at Evergreen?	2.76	2.74	0.02

The chart above includes all level of confidence questions. Go to page 32 for complete frequency tables on these items.

Skill Levels

New students were asked to rate themselves in 30 skill areas, including nine computer computer-related skill areas. Fourteen of the skill areas are common items that are used by Washington public four-year colleges and universities for alumni surveys. A longitudinal component of the research project will compare responses of the same students from the end-of-the-year Evergreen Student Experience Survey and alumni surveys.

The highest reported level of skill for first-time, first-years was in understanding and appreciating the arts, while transfer students reported the highest level of skill in learning independently. Lowest reported skill levels for both first-time, first year students and transfer students were in understanding and applying scientific principles and methods and understanding and applying quantitative principles and methods.

Self-reported Skill Levels

Scale: 0 = No skill, 1 = Low, 2 = Moderate, 3 = High, 4 = Very High

<u>First-time, First Years</u>	<u>Mean Score</u>	<u>Transfers</u>	<u>Mean Score</u>
Understanding and appreciating the arts	3.17	Learning independently	3.02
Expressing yourself in creative, dramatic, or artistic ways	3.09	Understanding and appreciating the arts	2.98
Learning independently	3.03	Functioning as a responsible member of a diverse community	2.97
Understanding different philosophies and cultures	2.99	Working cooperatively in a group	2.95
Functioning as a responsible member of a diverse community	2.96	Understanding the interaction of society and the environment	2.87
Recognizing your responsibilities, rights, and privileges as a citizen	2.89	Recognizing your responsibilities, rights, and privileges as a citizen	2.87
Working cooperatively in a group	2.88	Understanding different philosophies and cultures	2.85
Understanding the interaction of society and the environment	2.87	Participating in class discussion	2.80
Writing effectively	2.86	Writing effectively	2.77
Participating in class discussion	2.81	Defining and solving problems	2.77
Synthesizing information and ideas from many sources	2.73	Synthesizing information and ideas from many sources	2.77
Defining and solving problems	2.69	Critically analyzing written information	2.74
Demonstrating breadth of learning in different fields	2.68	Expressing yourself in creative, dramatic, or artistic ways	2.71
Critically analyzing written information	2.62	Demonstrating breadth of learning in different fields	2.68
Speaking effectively	2.57	Readiness for a career	2.58
Giving effective presentations	2.46	Speaking effectively	2.56
Using technology to present work, find information, or solve problems	2.32	Managing my time effectively	2.43
Readiness for a career	2.18	Giving effective presentations	2.40
Managing my time effectively	2.12	Using technology to present work, find information, or solve problems	2.34
Understanding and applying scientific principles and methods	2.03	Understanding and applying scientific principles and methods	2.16
Understanding and applying quantitative principles and methods	1.90	Understanding and applying quantitative principles and methods	2.03

There were statistically significant differences between first-time, first-years and transfer students on six of the 21 skill areas.

Statistically Significant Differences

Self-reported skills of First-time First-years and Transfer Students

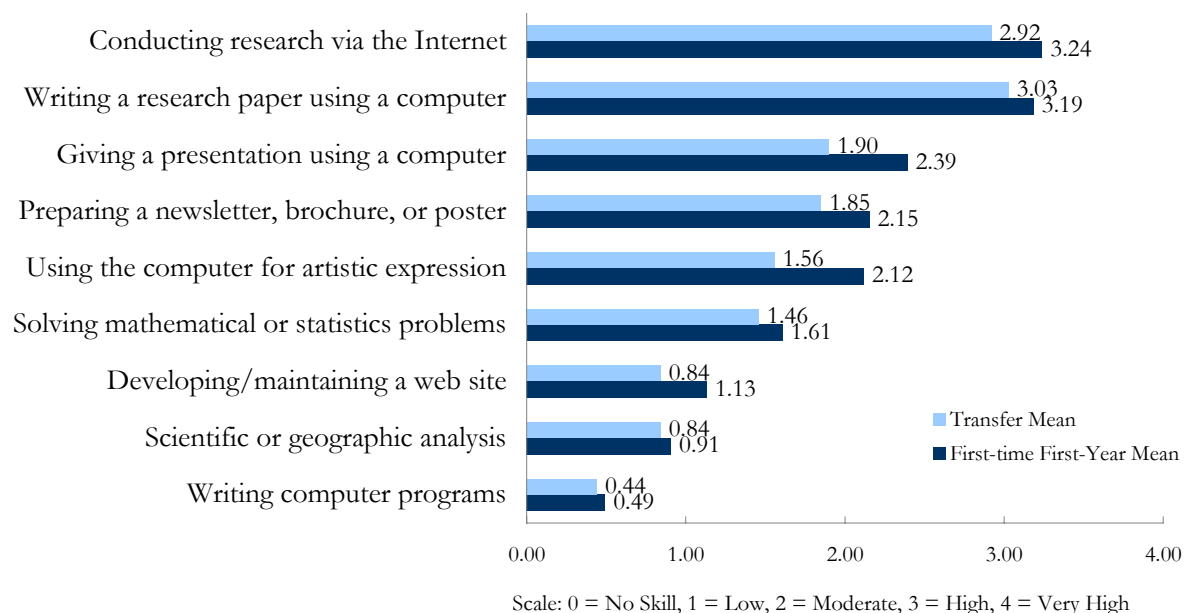
How would you rate your level of skill in the following? Scale: 0 = No skill, 1 = Low, 2 = Moderate, 3 = High, 4 = Very High	First-time First-Year Mean	Transfer Mean	Difference	Level of Significance (P-value)*
Understanding and applying quantitative methods and principles	1.90	2.03	-0.14	.040
Readiness for a career	2.18	2.58	-0.39	< .001
Managing my time effectively	2.12	2.43	-0.31	< .001
Understanding difference philosophies and cultures	2.99	2.85	0.14	.021
Understanding and appreciating the arts	3.17	2.98	0.19	.002
Expressing yourself in creative, dramatic or artistic ways	3.09	2.71	0.38	< .001

* Mann Whitney U test

Computer-related Skills

The chart below shows self-reported level of skill on a series of nine computer-related skills. First-time, first-years rated themselves highest on conducting research via the Internet or other online sources. Transfer students rated themselves highest on writing a research paper using a computer. All of the students rated themselves lowest on using a computer for scientific or geographic analysis and writing computer programs.

Self-reported skill on Computer-related Questions



Among the nine computer-related questions there were statistically significant differences on six questions. First-time, first-years rated themselves significantly higher on all six of these items. Computer-related items are listed in order of greatest to least difference in the chart below.

Statistically Significant Differences

Computer-related Skills of First-time First-years and Transfer Students

How would you rate your level of skill in the following computer related tasks? Scale: 0 = No Skill, 1 = Low, 2 = Moderate, 3 = High, 4 = Very High	First-time First-Year Mean	Transfer Mean	Difference	Level of Significance (P-value)*
Using the computer for artistic expression	2.12	1.56	0.56	<.001
Giving a presentation using a computer	2.39	1.90	0.49	<.001
Conducting research via the Internet or other online sources	3.24	2.92	0.32	<.001
Preparing a newsletter, brochure, or poster	2.15	1.85	0.30	<.001
Developing/maintaining a web site	1.13	0.84	0.29	0.002
Writing a research paper using a computer	3.19	3.03	0.16	0.020

* Mann-Whitney U Test

Comparisons of Goals and Skill Levels of First-time, First Year Students and Transfer Students

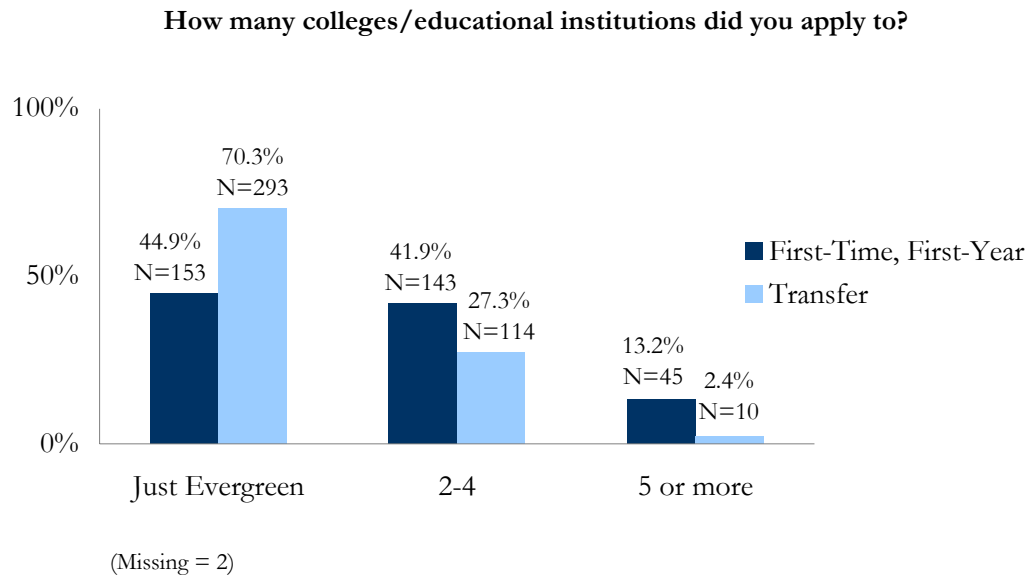
In reviewing the differences between first-time, first-year students and transfer students on goals after college and self-reported skill levels, there were differences between the two groups on arts-related and career-oriented skills and goals.

First-time, first-year students reported a higher level of skill on arts-related items and placed greater importance on creating original artistic work. They rated their skills higher on understanding and appreciating the arts, expressing themselves in creative, dramatic or artistic ways, and using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.).

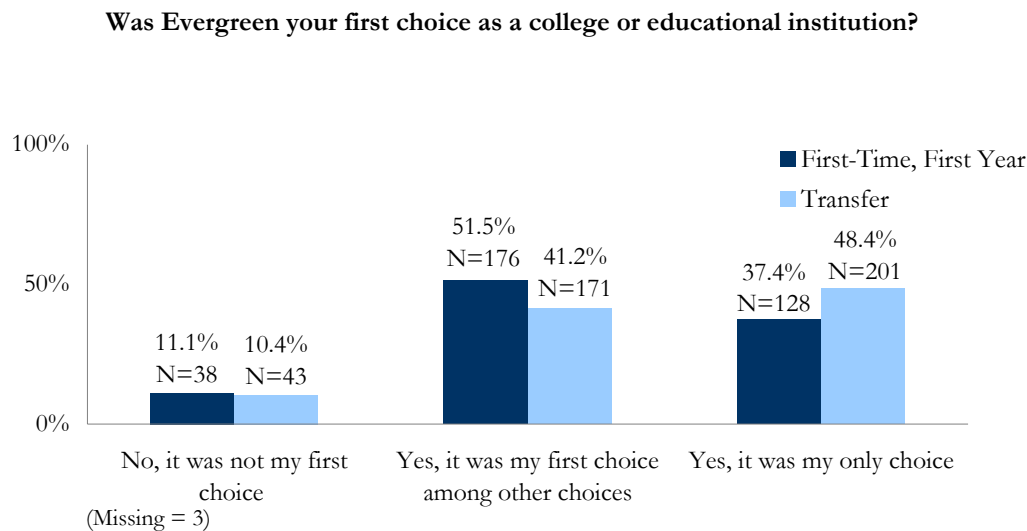
Transfer students rated themselves higher than first-time, first-year students on career-related questions. They placed more importance on having a professional career, getting a job of their choice or making a career change, making money, and starting or improving a business of their own after college. In addition, they placed greater importance on being prepared for further education and having expertise in a particular field. Finally, they reported a higher level of readiness for a career.

College Selection/Decision to Attend Evergreen

This section focuses on students' selection process. More first-time, first-year students than transfer students indicated that they had considered two or more schools. Most transfer students (70%) indicated that they had only applied to Evergreen.



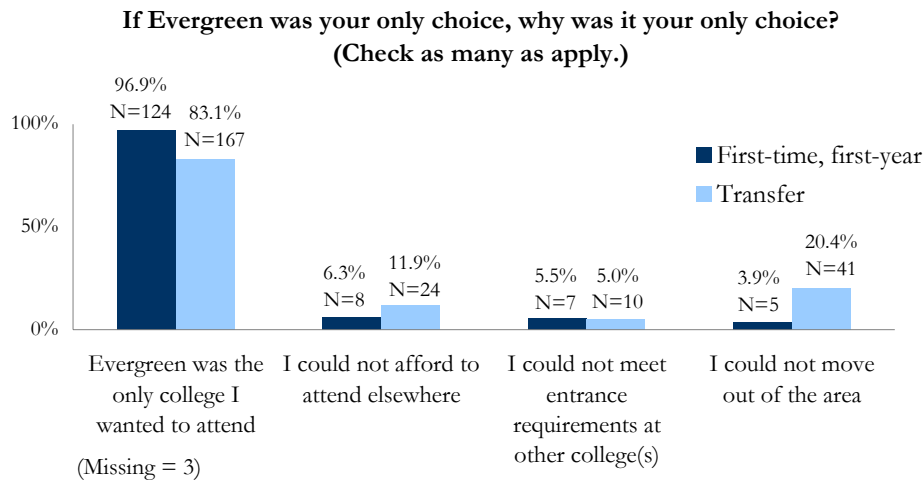
Only 11% of first-time, first-years and 10% of transfer students indicated that Evergreen was something other than their first choice.



Of those students that indicated that Evergreen was not their first choice, the most frequently mentioned first-choice institution was Western Washington University. Frequencies are on page 36.

Students who indicated that Evergreen was their only choice were asked why it was their only choice. Respondents could select more than one answer to this question. Most students, 97% of first-time, first-year students and 83% of transfer students indicated that

Evergreen was the only college that they wanted to attend. Many more transfer students (20%) mentioned that they could not move out of the area as compared to first-time, first-year students (4%).



Factors in Decision to Attend Evergreen

A series of questions asked students to indicate how much influence a set of factors had on their decision to attend Evergreen. Most of these questions were related to academics, with other questions that included financial aid and scholarships, support services, distance from permanent home, etc. Both first-time, first year students and transfer students reported opportunity to design their own education and study in integrated program instead of individual classes as the most influential factors in their decision to attend Evergreen.

Factors in decision to attend Evergreen with highest mean scores

Scale: 0 = No influence, 1 = Slightly Influential, 2 = Influential, 3 = Very Influential

<u>First-time, First Years</u>	<u>Mean Score</u>	<u>Transfer Students</u>	<u>Mean Score</u>
Opportunity to design my own education	2.55	Opportunity to design my own education	2.46
Study in integrated program instead of individual classes	2.51	Study in integrated program instead of individual classes	2.38
Ability to study a broad range of fields	2.42	Ability to study multiple disciplines by theme (interdisciplinary study)	2.26
Ability to study multiple disciplines by theme (interdisciplinary study)	2.39	Close contact with faculty	2.26
Close contact with faculty	2.28	Ability to study in a specific field or discipline of my choice	2.23
Ability to study in a specific field or discipline of my choice	2.21	Ability to study a broad range of fields	2.20
Narrative evaluations by faculty and self (instead of letter grades)	2.17	Class size	2.18
Class size	2.12	Quality of faculty	2.18
Quality of faculty	2.12	Opportunity for independent study	2.14
Opportunity for independent study	2.05	Narrative evaluations by faculty and self (instead of letter grades)	1.80

Only the first 10 factors with the highest mean scores are listed in the chart above. For complete frequency tables go to pages 37-38.

Of the students that indicated a support service important to them as an influential factor in their decision to attend Evergreen, 37 wrote in academic advising at Evergreen.

There were statistically significant differences between first-time, first year students and transfer students in nine items in this series. Transfer students placed more importance on the availability of financial aid to attend Evergreen, support services, and internship opportunities than first-time, first-year students did. First-time, first-year students gave more importance to study in integrated programs, special events on campus, the intercollegiate athletic program, ability to study in a broad range of fields, narrative evaluations, and on campus housing options.

Statistically Significant Differences Factors in Decision to Attend Evergreen

How much influence did the following factors have on your decision to attend Evergreen?	First-time First-Year Mean	Transfer Mean	Difference	Level of Significance (P-value)*
Scale: 0 = No influence, 1 = Slightly influential, 2 = Influential, 3 = Very Influential				
Availability of financial aid to attend Evergreen	1.23	1.59	-0.36	<.001
A support service that is important to me	0.84	1.05	-0.21	0.023
Internship opportunities	1.64	1.79	-0.15	0.036
Study in integrated program instead of individual classes	2.51	2.38	0.13	0.048
Special events on campus	1.08	0.89	0.19	0.005
Intercollegiate athletic program	0.50	0.30	0.20	<.001
Ability to study a broad range of fields	2.42	2.20	0.22	0.001
Narrative evaluations by faculty and self (instead of letter grades)	2.17	1.80	0.37	<.001
On campus housing options	1.42	0.50	0.92	<.001

* Mann-Whitney U Test

Sources of Information about Evergreen

New students were asked to rate factors related to source of information about Evergreen. The table on the next page shows means for these sources of information. Only the first ten sources with the greatest positive effect are included in the table. To view complete frequency tables go to page 39.

Both first-time, first-year students and transfer students reported that a campus visit, printed information about Evergreen, and Evergreen's website had the greatest positive effect on their decision to attend Evergreen.

The only source of information with a negative mean was radio ads. The item had a mean score of -0.01 among first-time, first-year students.

First-time, first-year students rated the effect of Evening and Weekend Studies class listing and radio ads lowest. Transfer students rated the effect of a college guide (such as Peterson's) and radio ads lowest.

Sources of Information with greatest positive effect on decision to attend*			
Scale: -1 = Negative Effect, 0 = No Effect, 1 = Positive Effect			
<u>First-Time, First-Years</u>	<u>Mean score</u>	<u>Transfers</u>	<u>Mean Score</u>
Campus visit	0.74	Campus visit	0.68
Printed information about Evergreen	0.64	Printed information about Evergreen	0.56
Evergreen's web site, online catalog	0.61	Evergreen's web site, online catalog	0.50
Parents, other relatives, and/or friends	0.57	Contact with Evergreen faculty or staff	0.49
National ranking in newspaper, magazine, or college guide	0.45	Parents, other relatives, and/or friends	0.46
Evergreen Alumni	0.42	Evergreen Alumni	0.41
Contact with Evergreen faculty or staff	0.41	Current Evergreen student	0.38
Current Evergreen student	0.39	Financial aid information	0.36
Evergreen admissions counselor or recruiter	0.35	National ranking in newspaper, magazine, or college guide	0.35
Teacher or Counselor at prior school	0.32	Evergreen admissions counselor or recruiter	0.33

The table below shows statistically significant differences between first-time, first-year students and transfer students in the effects of various sources of information on their decision to attend Evergreen. The biggest differences were the effect of the Evening and Weekend Studies class listing, financial aid information, and college guides. The class listing and financial aid information had a greater positive effect on transfer students, while the college guide had a greater effect on first-time, first-year students.

Statistically Significant Differences

Effect of Various Sources of Information on Decision to Attend

What effect did each of the following factors have on your decision to attend?	First-time First-Year Mean	Transfer Mean	Difference	Level of Significance (P-value)*
Scale: -1 = Negative Effect, 0 = No Effect, 1 = Positive Effect				
Evening and Weekend Studies class listing (Evergreen Times)	0.09	0.28	-0.19	< .001
Financial aid information	0.21	0.36	-0.15	< .001
Contact with Evergreen faculty or staff	0.41	0.49	-0.08	0.023
Campus visit	0.74	0.68	0.06	0.041
Newspaper or magazine article	0.29	0.22	0.07	0.046

What effect did each of the following factors have on your decision to attend? (Continued) Scale: -1 = Negative Effect, 0 = No Effect, 1 = Positive Effect	First-time First-Year Mean	Transfer Mean	Difference	Level of Significance (P-value)*
Printed information about Evergreen	0.64	0.56	0.08	0.017
National Ranking in newspaper, magazine, or college guide	0.45	0.35	0.1	0.004
Parents, other relatives, and/or friends	0.57	0.46	0.11	0.004
Evergreen's website, online catalog	0.61	0.5	0.11	0.006
College guide (such as Peterson's)	0.25	0.11	0.14	< .001

* Mann-Whitney U Test

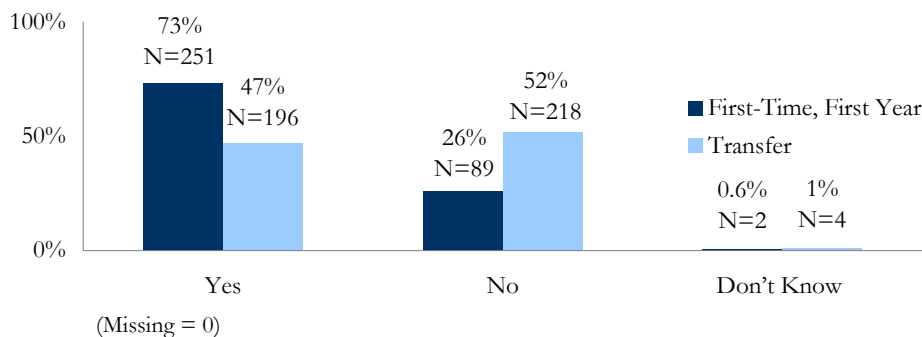
Other Characteristics of First-Time, First-Year and Transfer Students

Additional questions were asked of new students to gather information about family educational background, employment during college, dependents, housing, class schedule, and method of paying for the costs of college during the first year.

Family Educational Background

Responses show the proportion of first generation students to be much higher among transfer students, 52% of transfer students compared to 26% of first-time, first-year students.

Do either of your parents have a 4-year college degree?

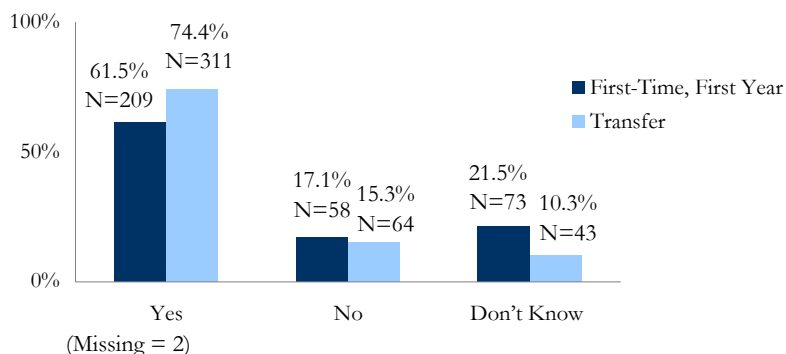


Of the new students that indicated that one or more of their parents have a 4-year college degree, 5.6% of the first-time, first-year students (N = 14) and 6.7% of the transfer students (N=13) said that at least one of their parents attended The Evergreen State College.

Employment

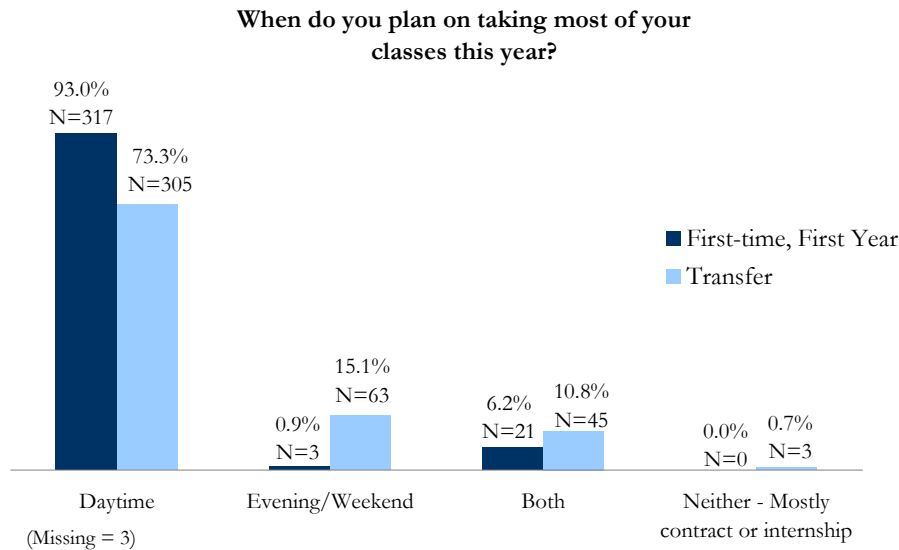
When asked about employment during fall quarter, most first-time, first-year students (62%) and transfer students (74%) indicated that they were employed or planning to work.

Are you employed or planning to work this quarter?



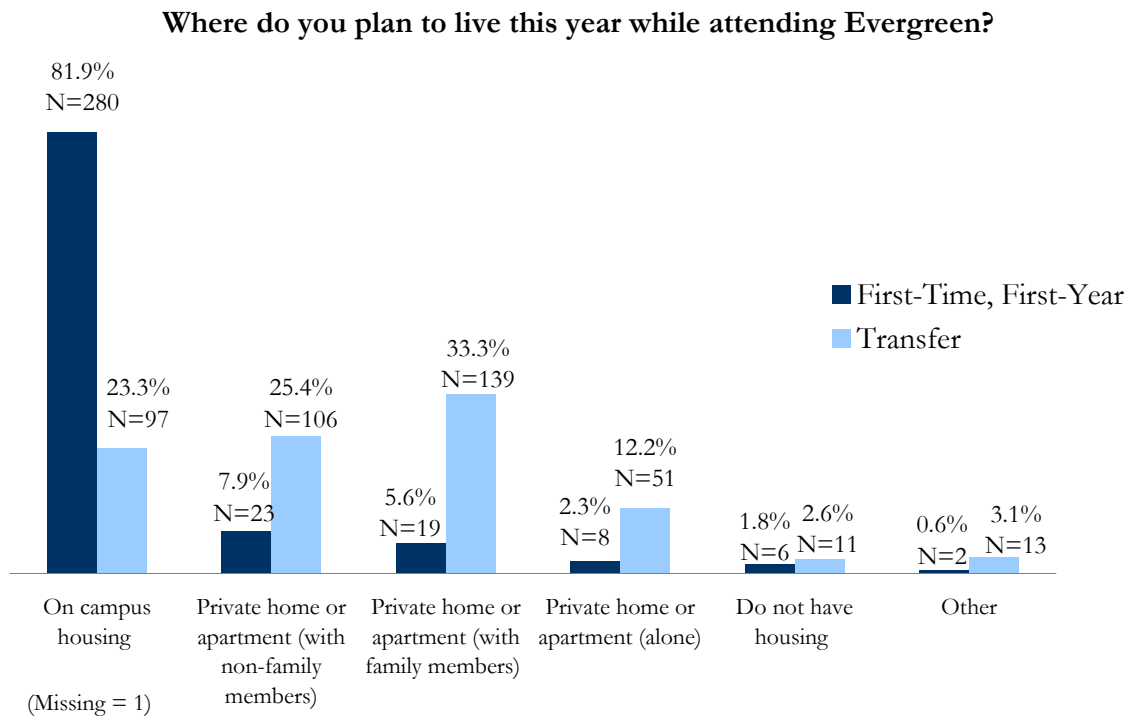
Program/Course Schedule

Most new students indicated that they plan on taking most of their classes during the daytime, 93% of first-time, first-year students and 73% of transfer students. Less than 1% of new students indicated that they would be doing mostly contracts or internships, none of the first-time, first-years and only three transfer students.



Living Arrangements

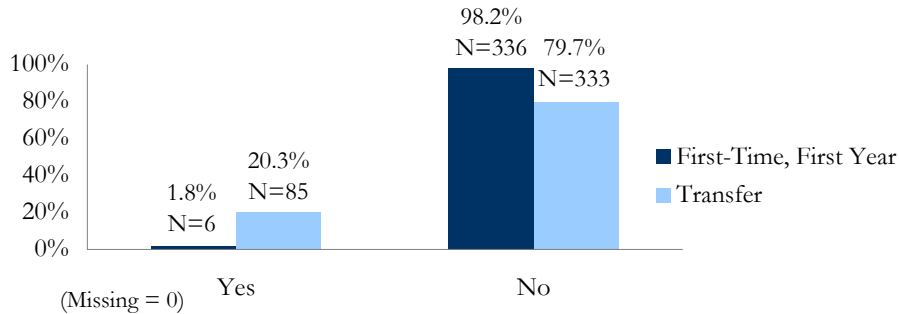
Most first-time, first-year students indicated that they would be living in campus housing, while transfer students were more evenly distributed among housing options.



Dependents and Childcare

Twenty percent of transfer students and 2% of first-time, first-year students indicated that they have dependent children living with them.

Do you have dependent children that live with you?

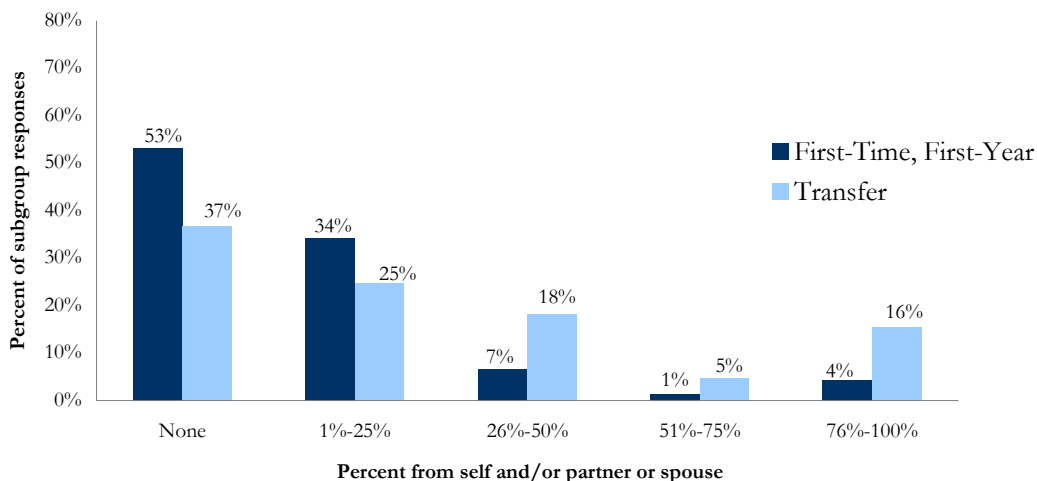


Of the respondents who indicated that they have dependent children living with them, three first-time first year students and 44 transfer students indicated that they would need childcare for their dependent(s).

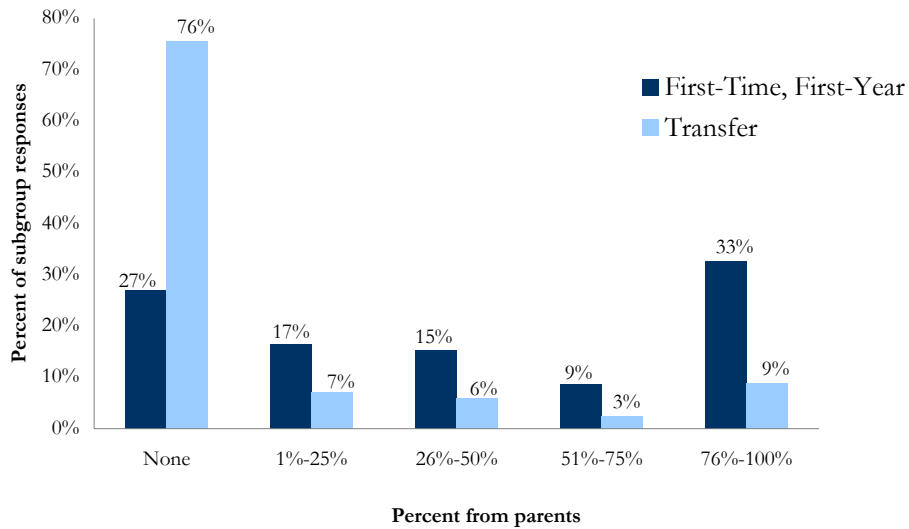
Source of Tuition and Expenses

The following four graphs show the source of tuition and living expenses for 2003-04. The graphs show percent of tuition and living expenses for 2003-04 from self and/or partner or spouse, from parents, from aid that must be repaid, and from aid that need not be repaid.

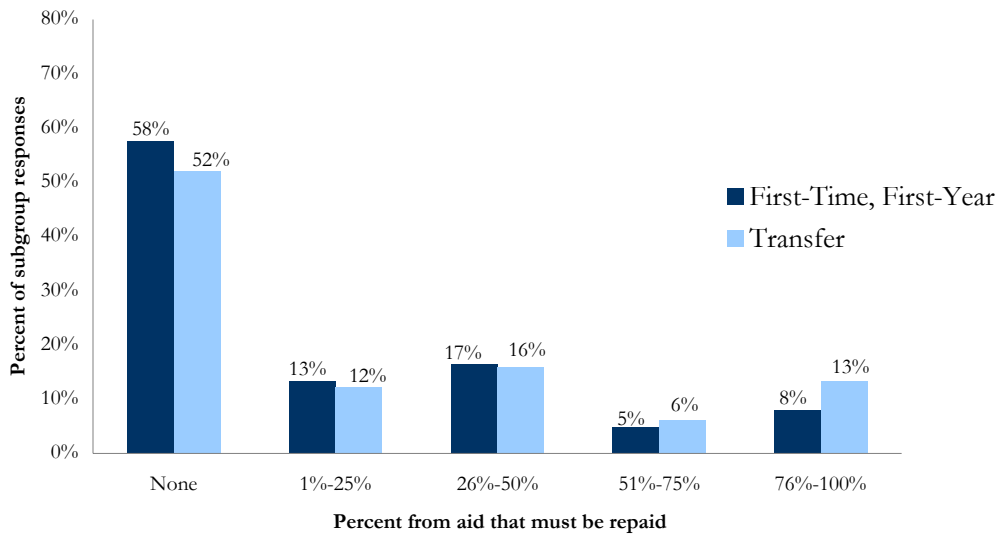
Percent of Tuition and Living Expenses for 2003-04 from Self and/or Partner or Spouse



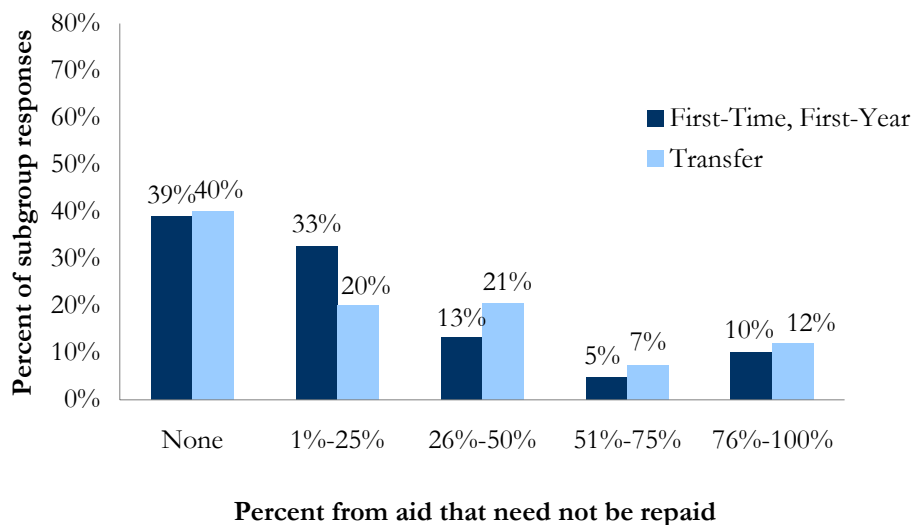
Percent of Tuition and Living Expenses for 2003-04 from Parents



Percent of Tuition and Living Expenses for 2003-04 from aid that must be repaid (loans, etc.)



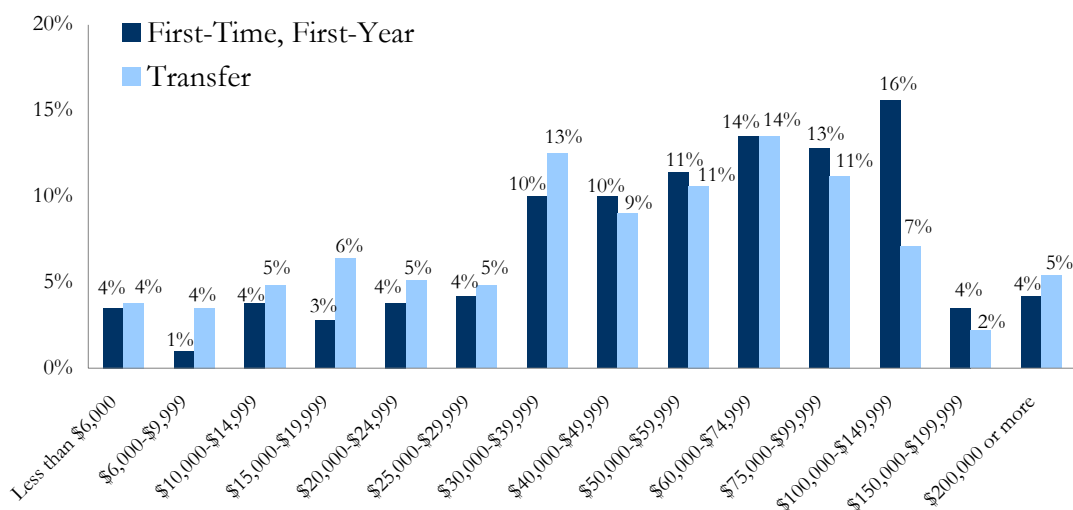
**Percent of Tuition and Living Expenses for
2003-04 from aid that need not be repaid
(grants, scholarships, military funding,
aid from relatives other than parents, etc.)**



Parental Income

This question was asked of all students, even though 76% of transfer students and 27% of first-time, first year students reported no support from parents. Responses to this question are the best estimate of parents' income and may not accurately reflect parents' actual income.

**What is your best estimate of your parents' total income last year?
Consider income from all sources before taxes.**



Missing = 53 First-time, First-year; 106 Transfer

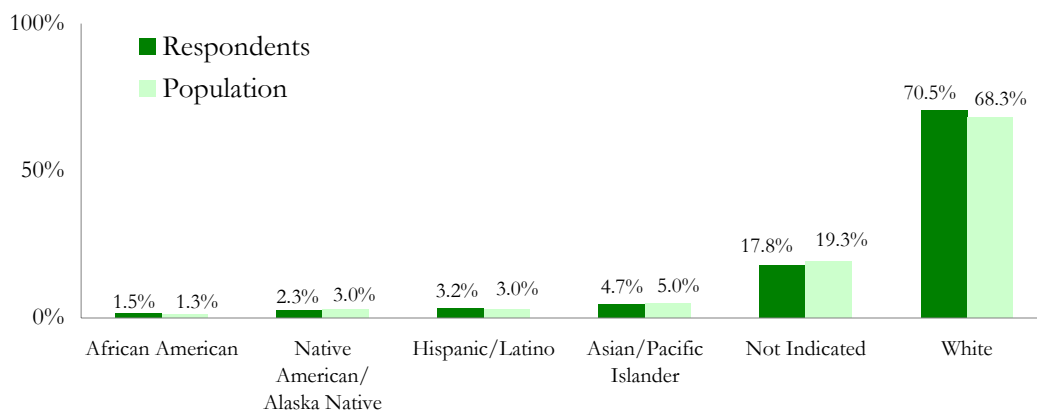
Appendix A: Demographics Respondents and Student Populations

This appendix has been added for ease of comparing the demographic characteristics of respondents to the overall population of first-time, first-year and transfer students within the Fall 2003 incoming class.

First-Time, First-Year Students

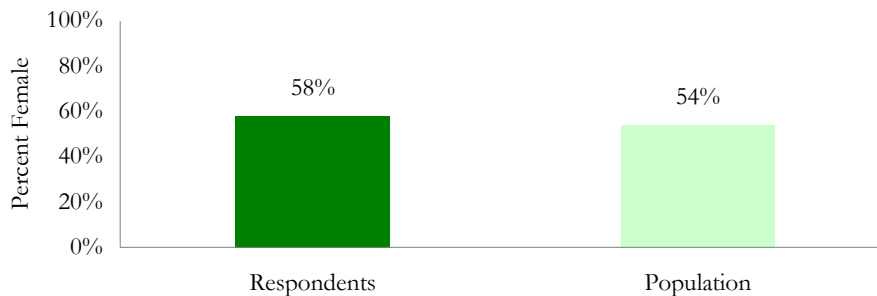
The following chart shows slight differences in the race/ethnicity of first-time, first-year respondents compared to the first-time, first-year population as a whole.

**First-Time, First-Years by Race/Ethnicity
Respondents and Population**



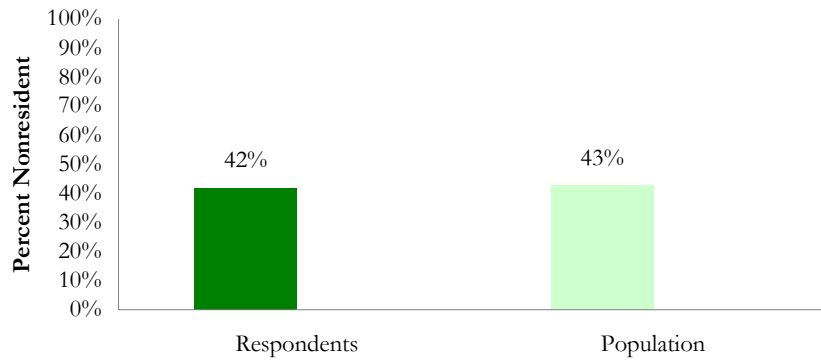
There were a greater number of female students among respondents than the population as a whole.

**Percent First-time, First Years Female
Respondents Compared to Population**



There was only a percentage point difference between the percent nonresident among the respondents as compared to the population as a whole.

Percent First-Time, First-Years Nonresident Respondents Compared to Population

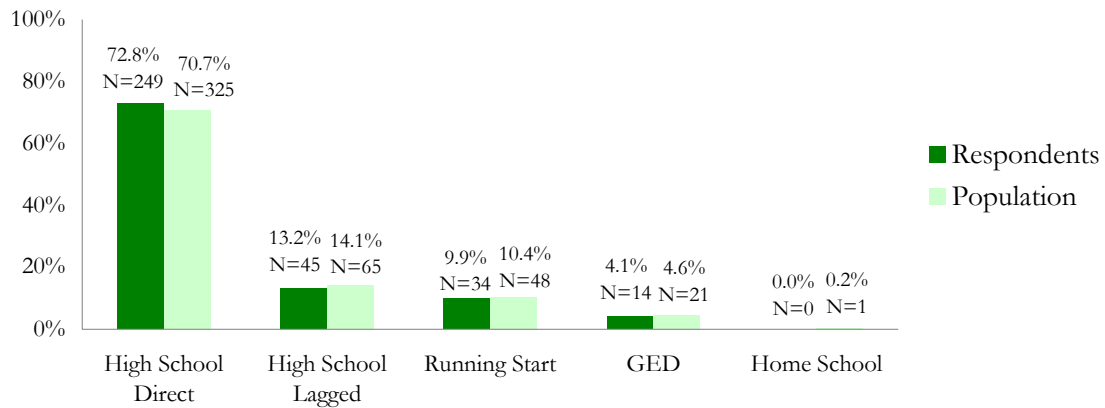


Median age of both respondents and the population is 18 years old.

100% of the first-time, first-year population attends the Olympia campus.

The following chart shows admission type for first-time, first-year respondents and the population.

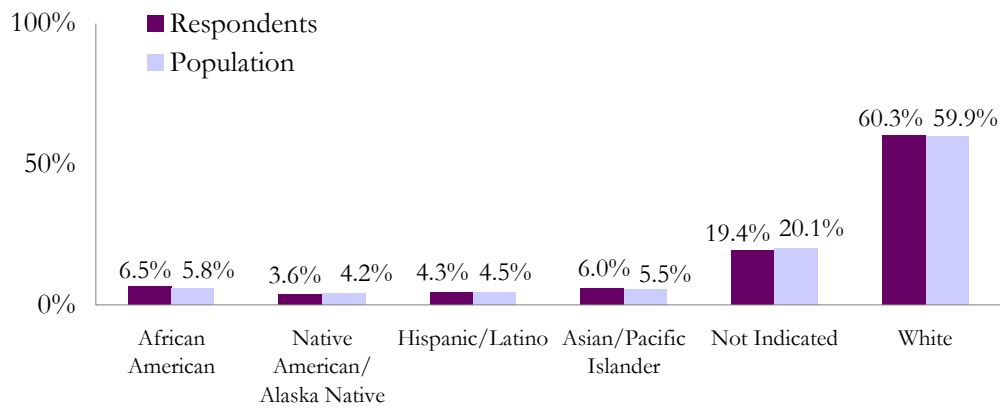
First-Time, First-Year Students by Admission Type



Transfer Students

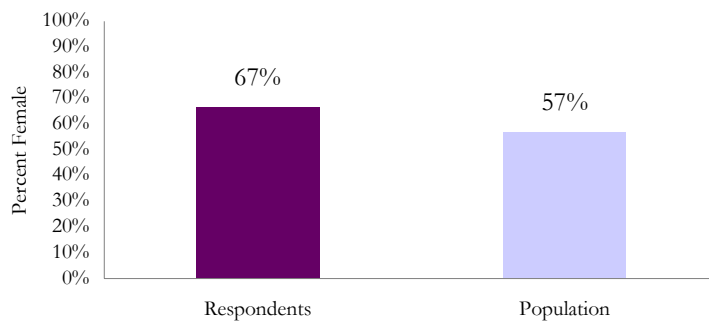
Race/ethnicity demographics of transfer student respondents were similar to the transfer population as a whole.

**Transfer Students by Race/Ethnicity
Respondents Compared to Population**



Females are overrepresented among respondents, 67% of respondents compared to 57% of the overall transfer population.

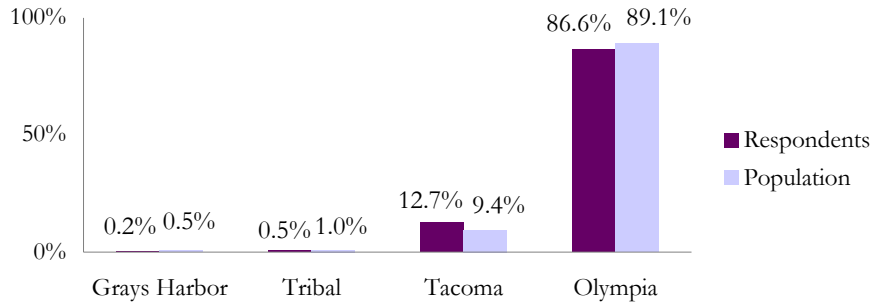
**Percent Transfer Students Female
Respondents Compared to Population**



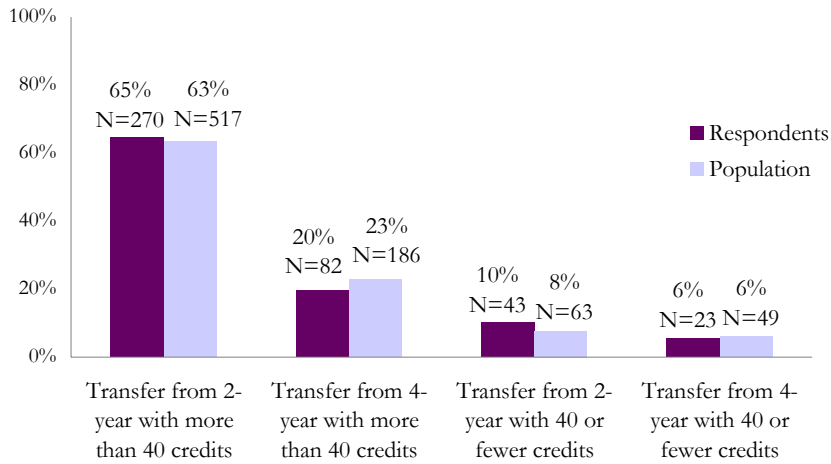
The proportion of nonresidents among transfer respondents matches the overall proportion within the transfer population (19% nonresidents and 81% residents.)

The median age of both respondents and the transfer population as a whole is 24.

Primary Campus Location for Transfer Respondents and Population



Transfer Students by Admission Type



Appendix B: Frequencies

This section includes frequencies for the following question sets:

- Goals after college: “How important are the following goals for you after obtaining a college education?”
- Confidence series: “How confident are you...”
- Skill levels: “How would you rate your level of skill in the following?”
- Computer-related Skill Levels: “How would you rate your level of skill in the following computer related tasks?”
- First choice institutions for some first-time, first-year and transfer students
- Factors in decision to attend Evergreen (institutional characteristics): “How much influence did the following factors have on your decision to attend Evergreen?”
- Factors in decision to attend Evergreen (sources of information): “What effect did each of the following factors have on your decision to attend?”

How important are the following goals for you after obtaining a college education? First-time, First-Year Responses in Order of Highest Mean to Lowest

	Mean	Not Important (0)	Slightly Important (1)	Important (2)	Very Important (3)	Skipped
K. Gain an understanding of a broad range of ideas and fields of study	2.54	0.6%	9.1%	26.6%	63.7%	0
M. Become an informed citizen	2.53	0.9%	9.4%	25.2%	64.5%	1
L. Have a better understanding and appreciation for differences (ethnic, political, etc.)	2.43	1.8%	10.0%	32.3%	56.0%	1
N. Get a job of my choice or make a career change	2.40	3.5%	10.0%	29.1%	57.4%	2
P. Other (Please write in:)	2.40	18.8%	2.1%	0.0%	79.2%	294
A. Have expertise in a particular field	2.32	0.9%	9.7%	45.6%	43.8%	2
O. Be prepared for further education (graduate, professional, or doctoral)	2.20	5.6%	16.7%	29.6%	48.1%	1
I. Help others or contribute to my community	2.14	3.2%	21.4%	33.7%	41.6%	1
J. Improve and protect the environment	2.02	5.9%	24.7%	31.2%	38.2%	2
G. Create original artistic work	1.97	14.0%	19.6%	21.6%	44.7%	0
E. Have a professional career	1.91	11.7%	19.6%	34.9%	33.7%	1
C. Influence or change the political system	1.70	13.2%	30.6%	28.8%	27.4%	2
B. Make more money	1.53	15.2%	32.0%	37.5%	15.2%	1
H. Start or improve a business of my own	1.14	33.9%	30.7%	23.0%	12.4%	3
D. Meet the expectations of my friends and family	0.99	35.8%	37.5%	19.1%	7.6%	1
F. Contribute to scientific theory	0.89	41.9%	34.9%	15.0%	8.2%	1

**How important are the following goals for you after obtaining a college education?
Transfer Student Responses in Order of Highest Mean to Lowest**

	Mean	Not Important (0)	Slightly Important (1)	Important (2)	Very Important (3)	Skipped
N. Get a job of my choice or make a career change	2.54	2.4%	8.4%	21.8%	67.4%	1
K. Gain an understanding of a broad range of ideas and fields of study	2.49	2.2%	8.0%	28.5%	61.4%	4
I. Help others or contribute to my community	2.49	1.0%	8.2%	32.2%	58.7%	2
M. Become an informed citizen	2.47	2.4%	8.7%	28.0%	61.0%	3
P. Other (Please write in:)	2.46	13.0%	1.9%	11.1%	74.1%	364
A. Have expertise in a particular field	2.46	1.2%	7.5%	35.9%	55.4%	3
L. Have a better understanding and appreciation for differences (ethnic, political, etc.)	2.45	1.9%	8.7%	31.6%	57.8%	3
O. Be prepared for further education (graduate, professional, or doctoral)	2.45	1.4%	12.5%	25.5%	60.5%	3
E. Have a professional career	2.11	8.4%	15.9%	31.6%	44.1%	3
J. Improve and protect the environment	2.11	6.3%	21.3%	28.0%	44.4%	4
B. Make more money	1.88	9.8%	23.0%	37.1%	30.1%	0
C. Influence or change the political system	1.76	13.6%	26.7%	29.9%	29.9%	6
G. Create original artistic work	1.59	22.3%	24.5%	25.7%	27.6%	5
H. Start or improve a business of my own	1.35	29.3%	26.9%	23.2%	20.6%	5
F. Contribute to scientific theory	1.02	40.3%	28.5%	19.8%	11.4%	4
D. Meet the expectations of my friends and family	0.98	39.0%	32.8%	19.3%	8.9%	3

How confident are you...

First-Time, First Year Student Responses

	Mean	Not At All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Skipped
D. That you will obtain a well-rounded interdisciplinary education?	3.46	0.0%	0.6%	7.8%	36.4%	55.1%	10
G. That you will be able to use your education to meet life-long goals?	3.43	0.6%	2.1%	9.9%	28.2%	59.2%	9
A. That you have the skills and abilities to succeed at Evergreen?	3.35	0.3%	1.2%	10.2%	39.9%	48.3%	9
C. That you can get the kinds of courses you want at Evergreen?	3.14	0.6%	1.2%	18.0%	44.4%	35.7%	9
F. That you will be able to find a satisfying job or make a desired career change after graduation?	2.95	0.3%	4.8%	25.2%	38.4%	31.2%	9
E. That you will obtain technical skills in a specific field?	2.77	0.6%	7.2%	29.7%	39.9%	22.5%	9
B. That you have the funding to complete your studies at Evergreen?	2.76	4.8%	9.0%	24.9%	27.9%	33.3%	9

How confident are you...

Transfer Student Responses

	Mean	Not At All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Skipped
G. That you will be able to use your education to meet life-long goals?	3.46	0.5%	1.2%	9.2%	30.2%	58.9%	7
A. That you have the skills and abilities to succeed at Evergreen?	3.38	0.2%	1.0%	11.9%	34.1%	52.8%	5
D. That you will obtain a well-rounded interdisciplinary education?	3.37	0.2%	1.5%	10.4%	36.8%	51.1%	5
C. That you can get the kinds of courses you want at Evergreen?	3.09	1.0%	3.4%	17.9%	41.2%	36.6%	5
F. That you will be able to find a satisfying job or make a desired career change after graduation?	2.99	0.7%	6.1%	22.6%	34.8%	35.8%	7
E. That you will obtain technical skills in a specific field?	2.77	1.7%	6.5%	30.8%	35.6%	25.4%	5
B. That you have the funding to complete your studies at Evergreen?	2.74	3.1%	9.4%	28.3%	28.8%	30.3%	5

**How would you rate your level of skill in the following?
First-Time, First-Year Responses**

	Mean	No Skill (0)	Low (1)	Moderate (2)	High (3)	Very High (4)	Skipped
I. Understanding and appreciating the arts	3.17	1.5%	5.0%	16.0%	30.2%	47.3%	4
T. Expressing yourself in creative, dramatic, or artistic ways	3.09	1.8%	5.9%	17.2%	32.2%	42.9%	4
G. Learning independently	3.03	0.6%	3.8%	18.6%	46.0%	31.0%	3
L. Understanding different philosophies and cultures	2.99	0.3%	3.2%	23.3%	43.7%	29.5%	3
R. Functioning as a responsible member of a diverse community	2.96	0.6%	3.6%	24.3%	42.6%	29.0%	4
N. Recognizing your responsibilities, rights, and privileges as a citizen	2.89	0.0%	6.2%	25.1%	41.9%	26.8%	3
H. Working cooperatively in a group	2.88	0.0%	5.0%	27.1%	42.2%	25.7%	3
M. Understanding the interaction of society and the environment	2.87	0.3%	7.1%	22.1%	46.0%	24.5%	3
A. Writing effectively	2.86	0.3%	4.1%	27.8%	45.3%	22.5%	4
D. Participating in class discussion	2.81	0.9%	8.3%	26.0%	38.3%	26.5%	3
Q. Synthesizing information and ideas from many sources	2.73	0.0%	5.9%	31.5%	46.3%	16.3%	5
F. Defining and solving problems	2.69	0.0%	4.4%	36.9%	44.0%	14.7%	3
P. Demonstrating breadth of learning in different fields	2.68	0.3%	6.2%	34.1%	43.6%	15.7%	5
E. Critically analyzing written information	2.62	0.9%	9.2%	33.1%	40.5%	16.3%	4
B. Speaking effectively	2.57	0.9%	9.4%	36.9%	37.2%	15.6%	3
C. Giving effective presentations	2.46	0.9%	10.0%	41.9%	36.3%	10.9%	3
U. Using technology to present work, find information, or solve problems	2.32	3.5%	18.6%	36.6%	24.5%	16.8%	3
O. Readiness for a career	2.18	2.7%	25.6%	36.0%	22.3%	13.4%	6
S. Managing my time effectively	2.12	2.9%	27.1%	36.6%	21.8%	11.5%	3
J. Understanding and applying scientific principles and methods	2.03	2.7%	26.0%	43.4%	21.5%	6.5%	3
K. Understanding and applying quantitative principles and methods	1.90	3.6%	29.9%	45.3%	16.0%	5.3%	4

How would you rate your level of skill in the following?
Transfer Student Responses

	Mean	No Skill (0)	Low (1)	Moderate (2)	High (3)	Very High (4)	Skipped
G. Learning independently	3.02	0.0%	4.6%	19.5%	45.7%	30.3%	2
I. Understanding and appreciating the arts	2.98	1.0%	5.1%	25.8%	31.6%	36.6%	3
R. Functioning as a responsible member of a diverse community	2.97	0.0%	2.4%	24.8%	45.8%	27.0%	3
H. Working cooperatively in a group	2.95	0.2%	3.6%	23.8%	45.7%	26.7%	2
M. Understanding the interaction of society and the environment	2.87	0.5%	4.1%	28.7%	41.4%	25.3%	3
N. Recognizing your responsibilities, rights, and privileges as a citizen	2.87	0.7%	4.3%	29.1%	39.2%	26.7%	2
L. Understanding different philosophies and cultures	2.85	0.0%	5.5%	26.4%	45.7%	22.4%	2
D. Participating in class discussion	2.80	1.0%	7.5%	28.8%	36.5%	26.2%	2
A. Writing effectively	2.77	0.2%	4.1%	33.2%	43.8%	18.8%	2
F. Defining and solving problems	2.77	0.2%	2.7%	36.4%	41.7%	19.0%	3
Q. Synthesizing information and ideas from many sources	2.77	0.2%	3.4%	34.8%	42.8%	18.8%	4
E. Critically analyzing written information	2.74	0.2%	6.0%	34.5%	37.6%	21.7%	3
T. Expressing yourself in creative, dramatic, or artistic ways	2.71	2.4%	9.6%	30.3%	30.0%	27.6%	2
P. Demonstrating breadth of learning in different fields	2.68	0.5%	4.8%	38.5%	38.9%	17.3%	2
O. Readiness for a career	2.58	1.9%	13.6%	32.9%	28.1%	23.5%	5
B. Speaking effectively	2.56	0.2%	9.1%	38.7%	38.5%	13.5%	2
S. Managing my time effectively	2.43	1.0%	12.3%	42.1%	32.2%	12.5%	2
C. Giving effective presentations	2.40	1.0%	13.2%	41.1%	33.9%	10.8%	2
U. Using technology to present work, find information, or solve problems	2.34	2.6%	14.2%	44.7%	23.8%	14.7%	2
J. Understanding and applying scientific principles and methods	2.16	2.4%	22.9%	40.5%	24.3%	9.9%	3
K. Understanding and applying quantitative principles and methods	2.03	4.6%	24.8%	41.2%	21.4%	8.0%	3

How would you rate your level of skill in the following computer related tasks?
First-Time, First-Year Responses

	Mean	No Skill (0)	Low (1)	Moderate (2)	High (3)	Very High (4)	Skipped
C. Conducting research via the Internet or other online sources	3.24	0.3%	1.5%	14.7%	40.8%	42.6%	9
A. Writing a research paper using a computer	3.19	0.0%	2.7%	17.7%	37.8%	41.7%	9
B. Giving a presentation using a computer	2.39	2.4%	18.3%	34.5%	27.0%	17.7%	9
H. Preparing a newsletter, brochure, or poster	2.15	9.0%	16.9%	37.3%	23.2%	13.6%	10
E. Using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.)	2.12	10.5%	23.7%	27.6%	19.5%	18.6%	9
D. Solving mathematical or statistics problems using a computer	1.61	12.9%	37.8%	31.5%	10.8%	6.9%	9
F. Developing/maintaining a web site	1.13	42.6%	24.6%	17.1%	8.1%	7.5%	9
I. Using a computer for scientific or geographic analysis	0.91	46.2%	27.9%	17.7%	5.1%	3.0%	9
G. Writing computer programs	0.49	69.1%	18.6%	7.5%	3.6%	1.2%	9

How would you rate your level of skill in the following computer related tasks?
Transfer Student Responses

	Mean	No Skill (0)	Low (1)	Moderate (2)	High (3)	Very High (4)	Skipped
A. Writing a research paper using a computer	3.03	0.7%	3.9%	22.0%	38.5%	34.9%	5
C. Conducting research via the Internet or other online sources	2.92	1.2%	6.8%	23.8%	35.7%	32.5%	6
B. Giving a presentation using a computer	1.90	10.2%	26.7%	36.2%	16.7%	10.2%	6
H. Preparing a newsletter, brochure, or poster	1.85	14.6%	27.7%	28.9%	16.3%	12.6%	6
E. Using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.)	1.56	20.1%	32.7%	26.4%	12.8%	8.0%	5
D. Solving mathematical or statistics problems using a computer	1.46	18.4%	36.6%	31.0%	9.0%	5.1%	5
F. Developing/maintaining a web site	0.84	51.8%	25.7%	13.1%	5.6%	3.9%	5
I. Using a computer for scientific or geographic analysis	0.84	47.9%	30.2%	14.8%	4.4%	2.7%	7
G. Writing computer programs	0.44	70.6%	18.9%	8.0%	1.0%	1.5%	6

First Choice Institutions			
First-Time, First-Year Students			
(2 missing, 1 wrote in undecided)			
	N		N
Colorado College	3	Hampshire College	1
New York University	3	Prescott College	1
Western Washington University	3	Rochester Institute of Technology	1
Eugene Lang (NY)	2	Seattle University	1
Pitzer College	2	South Puget Sound Community College	1
Reed College	2	St. John's College	1
University of Washington	2	University of Chicago	1
Alaska Pacific University	1	University of Maryland-College Park	1
Bard College	1	University of Southern California	1
California College of the Arts	1	Washington University (St. Louis, MO)	1
Clark University	1	Whitman College	1
Cornish College of Arts	1	Willamette University & Reed College (tied)	1
George Washington University	1		

First Choice Institutions			
Transfer Students			
(7 missing, 1 wrote in "I am a transfer student")			
	N		N
Western Washington University	6	Portland State University	1
University of Washington	3	Prescott College	1
Antioch	1	San Jose State University	1
Art Institute of Seattle	1	School of Visual Arts (NYC)	1
Central Washington University	1	Seattle Pacific University	1
Clover Park	1	Spokane Falls Community College	1
Cornell	1	South Puget Sound Community College	1
CSU, Fresno	1	St. Martin's College	1
Humbolt State	1	UC, Berkeley	1
Kobe University of Commerce (Japan)	1	University of Idaho	1
Naropa	1	University of Pittsburgh	1
New York University	1	Washington State University	1
Oberlin	1	Western Baptist	1
Pierce College	1	Yale	1

How much influence did the following factors have on your decision to attend Evergreen?

First-Time, First-Year Responses

	Mean	No influence (0)	Slightly Influential (1)	Influential (2)	Very Influential (3)	Skipped
J. Opportunity to design my own education	2.55	1.8%	9.7%	20.5%	68.0%	1
K. Study in integrated program instead of individual classes	2.51	1.8%	7.6%	28.2%	62.5%	1
D. Ability to study a broad range of fields	2.42	2.3%	10.0%	31.4%	56.3%	1
A. Ability to study multiple disciplines by theme (interdisciplinary study)	2.39	2.9%	9.4%	33.4%	54.3%	1
I. Close contact with faculty	2.28	7.0%	9.4%	31.7%	51.9%	1
B. Ability to study in a specific field or discipline of my choice	2.21	5.0%	12.0%	39.9%	43.1%	1
F. Narrative evaluations by faculty and self (instead of letter grades)	2.17	6.1%	14.3%	35.7%	43.9%	0
L. Class size	2.12	5.3%	17.9%	35.9%	40.9%	2
G. Quality of faculty	2.12	6.8%	15.6%	36.8%	40.9%	2
C. Opportunity for independent study	2.05	7.9%	18.8%	33.7%	39.6%	1
P. Diversity of campus community (age, cultural, economic background)	1.79	11.4%	25.7%	35.7%	27.2%	0
H. Facilities/equipment	1.73	12.3%	23.5%	42.8%	21.4%	1
O. Cost of Attendance (tuition, living expenses)	1.65	17.1%	23.2%	37.1%	22.6%	2
E. Internship opportunities	1.64	13.4%	32.3%	31.2%	23.1%	5
N. On campus housing options	1.42	24.0%	28.7%	28.9%	18.4%	0
Q. Distance from permanent home	1.41	27.2%	28.1%	21.6%	23.1%	4
R. Availability of financial aid to attend Evergreen	1.23	35.9%	24.4%	20.3%	19.4%	2
S. Availability of scholarship to attend Evergreen	1.08	41.2%	25.3%	17.9%	15.6%	2
T. Special events on campus	1.08	33.8%	34.1%	22.6%	9.4%	2
M. A support service that is important to me (e.g. Access services, KEY services, Child Care, Academic Advising, etc.) <u>Please write in</u> the type of support service(s) that influenced your decision:	0.84	54.8%	17.8%	15.7%	11.7%	61
U. Intercollegiate athletic program	0.50	66.6%	20.8%	8.2%	4.4%	1

How much influence did the following factors have on your decision to attend Evergreen?

Transfer Student Responses

	Mean	No influence (0)	Slightly Influential (1)	Influential (2)	Very Influential (3)	Skipped
J. Opportunity to design my own education	2.46	3.4%	7.9%	28.1%	60.6%	2
K. Study in integrated program instead of individual classes	2.38	3.8%	10.6%	29.0%	56.6%	1
A. Ability to study multiple disciplines by theme (interdisciplinary study)	2.26	5.5%	14.5%	28.7%	51.3%	3
I. Close contact with faculty	2.26	6.3%	10.1%	35.1%	48.6%	2
B. Ability to study in a specific field or discipline of my choice	2.23	5.8%	13.4%	32.6%	48.2%	1
D. Ability to study a broad range of fields	2.20	6.8%	12.3%	35.4%	45.5%	5
L. Class size	2.18	6.0%	14.0%	35.7%	44.3%	3
G. Quality of faculty	2.18	6.0%	11.3%	41.4%	41.2%	3
C. Opportunity for independent study	2.14	6.3%	17.6%	31.6%	44.4%	4
F. Narrative evaluations by faculty and self (instead of letter grades)	1.80	15.1%	21.3%	32.4%	31.2%	1
P. Diversity of campus community (age, cultural, economic background)	1.79	14.5%	22.7%	32.3%	30.6%	3
E. Internship opportunities	1.79	16.2%	24.2%	24.6%	35.0%	4
H. Facilities/equipment	1.75	14.0%	22.9%	37.4%	25.6%	4
O. Cost of Attendance (tuition, living expenses)	1.64	18.4%	24.6%	31.2%	25.8%	4
R. Availability of financial aid to attend Evergreen	1.59	30.7%	13.9%	21.2%	34.3%	7
Q. Distance from permanent home	1.44	36.0%	13.3%	21.7%	29.0%	4
S. Availability of scholarship to attend Evergreen	1.10	46.5%	16.7%	17.4%	19.4%	5
M. A support service that is important to me (e.g. Access services, KEY services, Child Care, Academic Advising, etc.) Please write in the type of support service(s) that influenced your decision:	1.05	47.1%	17.2%	19.4%	16.3%	57
T. Special events on campus	0.89	44.8%	28.7%	19.0%	7.5%	3
N. On campus housing options	0.50	72.0%	12.8%	8.4%	6.7%	3
U. Intercollegiate athletic program	0.30	79.5%	13.0%	5.3%	2.2%	3

What effect did each of the following factors have on your decision to attend?

First-Time, First-Year Responses

	Mean	Negative Effect (-1)	No Effect (0)	Positive Effect (1)	Skipped
K. Campus visit	0.74	2.7%	21.0%	76.3%	4
J. Printed information about Evergreen	0.64	1.5%	33.0%	65.5%	3
I. Evergreen's web site, online catalog	0.61	2.1%	35.1%	62.8%	3
A. Parents, other relatives, and/or friends	0.57	7.7%	28.1%	64.2%	4
H. National ranking in newspaper, magazine, or college guide	0.45	2.4%	50.1%	47.5%	3
F. Evergreen Alumni	0.42	0.9%	56.0%	43.1%	3
E. Contact with Evergreen faculty or staff	0.41	1.2%	56.2%	42.6%	4
B. Current Evergreen student	0.39	2.1%	56.9%	41.0%	3
D. Evergreen admissions counselor or recruiter	0.35	2.1%	60.5%	37.5%	3
C. Teacher or Counselor at prior school	0.32	5.6%	57.1%	37.3%	4
G. Newspaper or magazine article	0.29	3.0%	65.4%	31.7%	4
N. College Guide (such as Peterson's)	0.25	2.1%	70.5%	27.4%	3
L. Financial aid information	0.21	8.0%	63.3%	28.7%	4
P. Other: (please write in):	0.18	8.0%	65.9%	26.1%	254
O. Evening and Weekend Studies class listing (Evergreen Times)	0.09	1.5%	87.8%	10.7%	5
M. Radio ads	-0.01	1.8%	97.6%	0.6%	3

What effect did each of the following factors have on your decision to attend?

Transfer Student Responses

	Mean	Negative Effect (-1)	No Effect (0)	Positive Effect (1)	Skipped N
K. Campus visit	0.68	1.2%	29.7%	69.1%	4
J. Printed information about Evergreen	0.56	1.0%	42.4%	56.6%	8
I. Evergreen's web site, online catalog	0.50	2.4%	44.9%	52.7%	6
E. Contact with Evergreen faculty or staff	0.49	2.4%	45.8%	51.8%	5
A. Parents, other relatives, and/or friends	0.46	6.3%	41.6%	52.1%	7
F. Evergreen Alumni	0.41	1.0%	57.1%	41.9%	5
B. Current Evergreen student	0.38	2.9%	55.9%	41.2%	5
L. Financial aid information	0.36	4.6%	55.0%	40.4%	5
H. National ranking in newspaper, magazine, or college guide	0.35	0.5%	63.7%	35.8%	5
D. Evergreen admissions counselor or recruiter	0.33	2.7%	61.3%	36.0%	7
P. Other: (please write in):	0.30	0.8%	68.0%	31.2%	293
C. Teacher or Counselor at prior school	0.29	2.7%	65.4%	32.0%	5
O. Evening and Weekend Studies class listing (Evergreen Times)	0.28	0.7%	70.2%	29.1%	5
G. Newspaper or magazine article	0.22	1.2%	75.2%	23.5%	6
N. College Guide (such as Peterson's)	0.11	1.0%	87.3%	11.7%	7
M. Radio ads	0.00	1.2%	97.1%	1.7%	7

Appendix C: Survey

Evergreen New Student Survey

About this survey:

This survey is intended to gather information about students' expectations of their college experience. We will use the information you provide for assessment and improvement of academic programs and student services.

Participation in this survey is completely voluntary and the answers that you provide will be kept confidential. At any time you are free to discontinue participation or refuse to answer a particular question. Your participation will be confidential and unidentifiable in the public report.

Please print your name and student ID below. This identifying information will be removed from the answers that you provide and your answers will remain confidential.

Name: _____

Student ID#: _____

Thank you for your participation!

Mark the box that best describes your answer.

1. Do either of your parents have a 4-year college degree?

- ☐ 1 Yes ☐ 0 No ☐ 2 Don't Know

2. If yes, did either of your parents attend The Evergreen State College?

- ☐ 1 Yes ☐ 0 No ☐ 2 Don't Know

3. Are you employed or planning to work this quarter?

- ☐ 1 Yes ☐ 0 No ☐ 2 Don't Know

4. When do you plan on taking most of your classes this year?

- ☐ 1 Daytime
☐ 2 Evening/Weekend
☐ 3 Both
☐ 4 Neither – Mostly contract or internship

5. Where do you plan to live this year while attending Evergreen?

Please mark one answer that best describes your situation.

- ☐ 1 On campus housing
☐ 2 Private home or apartment (with family members)
☐ 3 Private home or apartment (with non-family members)
☐ 4 Private home or apartment (alone)
☐ 5 Do not have housing
☐ 6 Other (Please write in:) _____

6. Do you have dependent children that live with you?

- ☐ 1 Yes ☐ 0 No

7. If yes, will you need childcare for your dependents?

- ☐ 1 Yes ☐ 0 No

8. How many colleges/educational institutions did you apply to?

- ☐ 1 Just Evergreen ☐ 2 2-4 ☐ 3 5 or more

9. Was Evergreen your first choice as a college or educational institution?

- ☐ 0 No, it was not my first choice
☐ 1 Yes, it was my first choice among other choices
☐ 2 Yes, it was my only choice

10. If no, please write in your first choice:

11. If Evergreen was your only choice, why was it your only choice?

Check all that apply.

- ☐ 1 I could not afford to attend elsewhere
☐ 2 I could not move out of the area
☐ 3 Evergreen was the only college I wanted to attend
☐ 4 I could not meet entrance requirements at other college(s)

12. What proportion of your tuition and living expenses for this year come from the following sources?

Please estimate the percentage from each source. Answers should add up to 100%.

- ____% A. You and/or your partner or spouse
 ____% B. Your parents
 ____% C. Aid that must be repaid (loans, etc.)
 ____% D. Aid that need not be repaid (grants, scholarships, military funding, etc.)
 ____% E. Other (Please write in:) _____

13. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes.

Mark only one answer.

- | | |
|--|---|
| <input type="checkbox"/> 1 Less than \$6,000 | <input type="checkbox"/> 8 \$40,000-\$49,999 |
| <input type="checkbox"/> 2 \$6,000-\$9,999 | <input type="checkbox"/> 9 \$50,000-\$59,999 |
| <input type="checkbox"/> 3 \$10,000-\$14,999 | <input type="checkbox"/> 10 \$60,000-\$74,999 |
| <input type="checkbox"/> 4 \$15,000-\$19,999 | <input type="checkbox"/> 11 \$75,000-\$99,999 |
| <input type="checkbox"/> 5 \$20,000-\$24,999 | <input type="checkbox"/> 12 \$100,000-\$149,999 |
| <input type="checkbox"/> 6 \$25,000-\$29,999 | <input type="checkbox"/> 13 \$150,000-\$199,999 |
| <input type="checkbox"/> 7 \$30,000-\$39,999 | <input type="checkbox"/> 14 \$200,000 or more |

14. What is the highest academic degree that you intend to obtain at Evergreen or elsewhere?

- ☐ 0 None
☐ 1 Bachelor's degree
☐ 2 Master's degree
☐ 3 Other professional degree such as a Ph.D., Ed.D, M.D., J.D., D.D.S
☐ 4 Other (Please write in:) _____

15. How important are the following goals for you after obtaining a college education? <i>Mark the box that best describes your answer.</i>	Not Important	Slightly Important	Important	Very Important
A. Have expertise in a particular field	0	1	2	3
B. Make more money	0	1	2	3
C. Influence or change the political system	0	1	2	3
D. Meet the expectations of my friends and family	0	1	2	3
E. Have a professional career	0	1	2	3
F. Contribute to scientific theory	0	1	2	3
G. Create original artistic work	0	1	2	3
H. Start or improve a business of my own	0	1	2	3
I. Help others or contribute to my community	0	1	2	3
J. Improve and protect the environment	0	1	2	3
K. Gain an understanding of a broad range of ideas and fields of study	0	1	2	3
L. Have a better understanding and appreciation for differences (ethnic, political, etc.)	0	1	2	3
M. Become an informed citizen	0	1	2	3
N. Get a job of my choice or make a career change	0	1	2	3
O. Be prepared for further education (graduate, professional, or doctoral)	0	1	2	3
P. Other (Please write in:)	0	1	2	3

16. How much influence did the following factors have on your decision to attend Evergreen? <i>Mark the box that best describes your answer.</i>	No influence	Slightly Influential	Influential	Very Influential
A. Ability to study multiple disciplines by theme (interdisciplinary study)	0	1	2	3
B. Ability to study in a specific field or discipline of my choice	0	1	2	3
C. Opportunity for independent study	0	1	2	3
D. Ability to study a broad range of fields	0	1	2	3
E. Internship opportunities	0	1	2	3
F. Narrative evaluations by faculty and self (instead of letter grades)	0	1	2	3
G. Quality of faculty	0	1	2	3
H. Facilities/equipment	0	1	2	3
I. Close contact with faculty	0	1	2	3
J. Opportunity to design my own education	0	1	2	3
K. Study in integrated program instead of individual classes	0	1	2	3
L. Class size	0	1	2	3
M. A support service that is important to me (e.g. Access services, KEY services, Child Care, Academic Advising, etc.) <u>Please write in</u> the type of support service(s) that influenced your decision:	0	1	2	3
N. On campus housing options	0	1	2	3
O. Cost of Attendance (tuition, living expenses)	0	1	2	3
P. Diversity of campus community (age, cultural, economic background)	0	1	2	3
Q. Distance from permanent home	0	1	2	3
R. Availability of financial aid to attend Evergreen	0	1	2	3
S. Availability of scholarship to attend Evergreen	0	1	2	3
T. Special events on campus	0	1	2	3
U. Intercollegiate athletic program	0	1	2	3

17. What effect did each of the following factors have on your decision to attend? <i>Mark the box that best describes your answer.</i>	Negative Effect	No Effect	Positive Effect
A. Parents, other relatives, and/or friends	-1	0	1
B. Current Evergreen student	-1	0	1
C. Teacher or Counselor at prior school	-1	0	1
D. Evergreen admissions counselor or recruiter	-1	0	1
E. Contact with Evergreen faculty or staff	-1	0	1
F. Evergreen Alumni	-1	0	1
G. Newspaper or magazine article	-1	0	1
H. National ranking in newspaper, magazine, or college guide	-1	0	1
I. Evergreen's web site, online catalog	-1	0	1
J. Printed information about Evergreen	-1	0	1
K. Campus visit	-1	0	1
L. Financial aid information	-1	0	1
M. Radio ads	-1	0	1
N. College Guide (such as Peterson's)	-1	0	1
O. Evening and Weekend Studies class listing (Evergreen Times)	-1	0	1
P. Other: (please write in):	-1	0	1

18. How would you rate your level of skill in the following? <i>Mark the box that best describes your answer.</i>	No Skill	Low	Moderate	High	Very High
A. Writing effectively	0	1	2	3	4
B. Speaking effectively	0	1	2	3	4
C. Giving effective presentations	0	1	2	3	4
D. Participating in class discussion	0	1	2	3	4
E. Critically analyzing written information	0	1	2	3	4
F. Defining and solving problems	0	1	2	3	4
G. Learning independently	0	1	2	3	4
H. Working cooperatively in a group	0	1	2	3	4
I. Understanding and appreciating the arts	0	1	2	3	4
J. Understanding and applying scientific principles and methods	0	1	2	3	4
K. Understanding and applying quantitative principles and methods	0	1	2	3	4
L. Understanding different philosophies and cultures	0	1	2	3	4
M. Understanding the interaction of society and the environment	0	1	2	3	4
N. Recognizing your responsibilities, rights, and privileges as a citizen	0	1	2	3	4
O. Readiness for a career	0	1	2	3	4
P. Demonstrating breadth of learning in different fields	0	1	2	3	4
Q. Synthesizing information and ideas from many sources	0	1	2	3	4
R. Functioning as a responsible member of a diverse community	0	1	2	3	4
S. Managing my time effectively	0	1	2	3	4
T. Expressing yourself in creative, dramatic, or artistic ways	0	1	2	3	4
U. Using technology to present work, find information, or solve problems	0	1	2	3	4

19. How would you rate your level of skill in the following computer related tasks? <i>Mark the box that best describes your answer.</i>	No Skill	Low	Moderate	High	Very High
A. Writing a research paper using a computer	0	1	2	3	4
B. Giving a presentation using a computer	0	1	2	3	4
C. Conducting research via the Internet or other online sources	0	1	2	3	4
D. Solving mathematical or statistics problems using a computer	0	1	2	3	4
E. Using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.)	0	1	2	3	4
F. Developing/maintaining a web site	0	1	2	3	4
G. Writing computer programs	0	1	2	3	4
H. Preparing a newsletter, brochure, or poster	0	1	2	3	4
I. Using a computer for scientific or geographic analysis	0	1	2	3	4

20. How confident are you... <i>Mark the box that best describes your answer.</i>	Not At All	A Little	Somewhat	Quite	Very
A. That you have the skills and abilities to succeed at Evergreen?	0	1	2	3	4
B. That you have the funding to complete your studies at Evergreen?	0	1	2	3	4
C. That you can get the kinds of courses you want at Evergreen?	0	1	2	3	4
D. That you will obtain a well-rounded interdisciplinary education?	0	1	2	3	4
E. That you will obtain technical skills in a specific field?	0	1	2	3	4
F. That you will be able to find a satisfying job or make a desired career change after graduation?	0	1	2	3	4
G. That you will be able to use your education to meet life-long goals?	0	1	2	3	4

21. Do you plan to stay at Evergreen until you earn a Bachelor's Degree?

☐ 1 Yes ☐ 0 No ☐ 2 Not sure

22. If no, please check the following that applies to you:

- ☐ 1 I plan to transfer to another institution.
☐ 2 I am not attending Evergreen to earn a Bachelor's Degree
☐ 3 Other (Please write in:) _____

23. Please write in any other comments that you would like to share.