

# Student Learning Survey: CSEQ Life-long Learning Index Spring 2003 Administration

## Summary of Key Findings

- The annual Student Learning Survey collects Evergreen students' perceptions of their progress in 13 areas of learning. Student feedback collected through this survey is used for Statewide Accountability measures, as key indicators for the Expectations of an Evergreen Graduate, and to gauge trends in student self-reported progress over time.
- Overall survey response rate was 56.8%. (55.7% for first-year students; 57.8% of the random sample of sophomore-through-senior students.)
- Across all undergraduates, the highest mean progress ratings were in "*ability to learn on your own and find information*" (mean of 3.36 on a 4-point scale) and "*ability to put ideas together, to see relationships, similarities, and differences between ideas*" (mean of 3.31).
- Accountability Performance Measures reported to the HECB and the State Legislature: Mean scores for first-year students compared to the previous year increased for "*familiarity with the use of computers*" (2.01 to 2.14). The first-year student mean increased for the third consecutive year in "*quantitative thinking*" (2.24 to 2.27). The high mean score for all undergraduates on "*understanding other people and getting along with different kinds of people*" decreased slightly this year (3.29 to 3.22).
- Average first-year student progress improved in 11 of the 13 learning areas this year compared to 2002. The strongest area of improvement this year for first-year students was "*expressing yourself in creative, dramatic, or artistic ways*" (2.74 to 2.98).
- Sophomores saw the greatest improvement compared to last year in "*familiarity with the use of computers*" (mean 2.37 to 2.44).
- The most improved area of progress for juniors this year was in "*specialization for further education*" (mean 2.83 to 2.90).
- Mean progress for seniors improved in 8 of 13 learning areas this year. The most notable improvements were in "*using technology to present work, find information, or solve problems*" (2.74 to 3.02), "*specialization for further education*" (3.02 to 3.24), and "*understanding new scientific and technical developments*" (2.37 to 2.55).
- 85% of the first-year students progressed "quite a bit" or "very much" in the "*ability to learn on your own and find information.*" 84% had gained "quite a bit" or "very much" in their "*ability to put ideas together, to see relationships, similarities, and differences between ideas.*"
- 30% of the first-year students reported "very little" progress in "*familiarity with the use of computers,*" which was an improvement compared to 35% of last year's first-year students.
- 88% of sophomore-through-senior students progressed "quite a bit" or "very much" in the "*ability to learn on your own and find information*" and their "*ability to put ideas together, to see relationships, similarities, and differences between ideas.*"
- 23% of sophomores-through-seniors reported "very little" progress in "*understanding new scientific and technical developments,*" which was an improvement compared to 27% in 2002.

## Introduction

The “Life-Long Learning Index,” a composite measure of student self-reported progress in eleven specific areas of learning, was administered in Spring 2003. The eleven items originate from a national survey, the College Student Experience Questionnaire (CSEQ). Two additional learning progress areas were added to the CSEQ measures: “*expressing yourself in creative, dramatic, or artistic ways*” and “*using technology to present work, find information, or solve problems.*” The new items were developed by Evergreen’s Assessment Study Group (ASG) in 2002 to address student outcomes that were not well addressed by the original eleven items.

This survey has been administered for seven years, providing a mechanism for tracking trends in student-reported learning progress over time. Many of the items provide valuable insight into the College’s efforts to meet institutional student learning outcomes and performance indicators for the Higher Education Coordinating Board (HECB) and legislature. Student progress in three of the learning areas are reported to the HECB annually as part of Evergreen’s Accountability Performance Measures: first-year progress in “*familiarity with the use of computers*” and “*quantitative thinking,*” and gains for all undergraduates in “*understanding other people and the ability to get along with different kinds of people.*” The three accountability measures from the 2003 administration of this student learning survey will be reported to the HECB in November 2003.

In addition, the ASG designed a multi-faceted methodology for ongoing assessment of teaching and learning in 2002. Along with assessment of the curriculum, student transcripts, and advising practices, a series of key indicators of student progress toward the Expectations of an Evergreen Graduate were selected from several ongoing surveys of Evergreen students and alumni. Results for the key indicators that were chosen from this survey of student learning will be included in an annual update to the ASG report Teaching and Learning at the Evergreen State College (originally December 17, 2002), which will be written this fall. The key indicators from this survey included the following items:

- Assessment of Expectation #1: “articulate and assume responsibility for your own work” includes student-reported progress in “*learning on your own, pursuing ideas, and finding information you need.*”
- Assessment of Expectation #3: “communicate creatively and effectively” includes progress in “*expressing yourself in creative, dramatic, or artistic ways.*”
- Assessment of Expectation #4: “demonstrate integrative, independent, and critical thinking” includes progress in “*ability to put ideas together, to see relationships, similarities, and differences between ideas*” and “*thinking analytically and logically.*”
- Assessment of Expectation #5: “apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines” includes progress in “*quantitative thinking.*”

## Methodology

The survey sample was composed of all of the first-time freshmen who were admitted to Evergreen for Fall 2002 and were still enrolled in Spring 2003 (N= 425), plus a random sample of 500 degree-seeking (matriculated) sophomores, juniors, and seniors who were enrolled for spring 2003. The random sample of 500 sophomores, juniors, and seniors was stratified to match the proportion of each class among the spring 2003 student population. Total original sample size was 925 enrolled students.

A survey crew of 6 students was recruited, and they were trained in survey administration, data tracking, confidentiality issues, and inter-rater reliability. The crew was provided with a list of informed responses to common questions they might be asked, and each crewmember signed a confidentiality agreement regarding the handling and use of student contact information. Each crewmember was issued a binder in which they tracked their efforts to contact each member of the sample. No incentives were offered to the survey respondents, and the survey took about 3 minutes to complete by telephone.

Telephone administration of the survey was attempted for a 6-week period from April 16<sup>th</sup> until May 27<sup>th</sup>. Survey contacts began by telephone for all students with known phone numbers (N=588). Students with no phone number were first sent an e-mail version of the survey (N=280), and students with no phone and no e-mail were mailed a copy of the survey (N=57). Throughout the administration period, efforts were made to locate new telephone numbers for those students whose contact information was out-of-date per the registration data system. If a current phone number could not be located, e-mail surveys were sent. E-mail surveys were sent first to the preferred e-mail address, then to the students Evergreen e-mail address. Completions and refusals were logged weekly in order to track response rates. At the end of the 6-week calling period, 279 surveys were completed (30.2%), and 21 students had refused to participate (2.3%).

On May 28<sup>th</sup>, a final meeting of the survey crew was held, and surveys were mailed out to all remaining members of the original sample with whom successful contact had not yet been made. Postage-paid return envelopes were provided with the surveys to facilitate participation. A summer quarter student employee conducted a final round of telephone follow-up during the end of August. Surveys were accepted through September 12, 2003, when analysis of the data began.

## Response Rates and Sample Demographics

Final statistics on response and contact rates for the sample pool are presented in the following table:

<b>Original Sample Pool Spring 2003</b>	<b>925</b>
Number with no known address or telephone number	40
<i>(Note: At the time the sample was selected, one student had no known contact information. Survey contact was attempted with the other students in this category, but mail was returned undeliverable, no current telephone numbers was located, and no current preferred e-mail address was available.)</i>	
<b>Final Sample Size</b>	<b>885</b>
Refusal	28 (3.2%)
No Response	354 (40.0%)
Telephone Survey Respondents	368 (41.6%)
Mail Survey Respondents	110 (12.4%)
E-mail Survey Respondents	23 (2.6%)
In-person Survey Respondents	2 (0.2%)
<b>Total Respondents</b>	<b>503</b> <b>56.8% response rate</b>

Since the sample included *all* first-time, first-year students, but a *random sample* of sophomores, juniors, and seniors, demographics will be presented separately for first-time, first-year students. The response rate was 55.7% for first-year students. 57.8% of the random sample of sophomores, juniors, and seniors responded to the survey.

<b>Class category*</b>	<b>Number at Evergreen Spring 03</b>	<b>Number of Survey Completers</b>	<b>Surveys Represent What % of All Students Enrolled Spring 03?</b>
First-time, First-year Admitted Fall 2002	425	225	52.9%
Sophomores	590	62	10.5%
Juniors	1405	123	8.8%
Seniors	1049	93	8.9%

*\*Note: only formally admitted students were included in the survey sample and total population data (no specials).*

Survey respondents closely represented the composition of all undergraduates at Evergreen in Spring 2003 with regards to gender, ethnicity, residency status, part-time/full-time, age distribution, and admission type. Students enrolled at Tacoma and Grays Harbor were slightly underrepresented due to lower response rates compared to students enrolled at Olympia and Tribal: Reservation-based/Community-Determined programs. Complete demographics of survey completers and comparisons to the demographics of all enrolled undergraduates are presented as an Appendix to this report.

## **Overall Results for First-time, First-year Students**

The next table presents the distribution of survey responses and group means for all thirteen items on the learning gains scale for first-time, first-year students. The items are listed in order of highest to lowest mean score. The number of student respondents is provided for each learning area, since students sometimes skipped questions. The most common response for each area is in bold print for emphasis. Students reported their progress in learning at Evergreen using a 4-point scale (1=“very little” to 4=“very much”).

### First-time, First-Year Students: Overall CSEQ 2003 Frequencies and Means

Mean score	How much progress have you made at Evergreen in...	1 Very Little	2 Some	3 Quite a Bit	4 Very Much
3.30	Ability to learn on your own, pursue ideas, and find information you need (N=223)	2.2%	13.0%	37.2%	47.5%
3.26	Ability to put ideas together, to see relationships, similarities, and differences between ideas (N=224)	1.8%	13.8%	40.6%	43.8%
3.21	Understanding other people and how to get along with different kinds of people (N=224)	3.6%	16.5%	35.7%	44.2%
3.04	Thinking analytically and logically (N=225)	3.1%	20.4%	46.2%	30.2%
3.00	Functioning as a team member (N=224)	5.4%	21.0%	42.0%	31.7%
2.98	Expressing yourself in creative, dramatic, or artistic ways (N=223)	7.2%	25.1%	30.5%	37.2%
2.91	Broad general education about different fields of knowledge (N=225)	5.8%	21.3%	48.9%	24.0%
2.91	Writing clearly and effectively (N=225)	7.6%	22.2%	41.8%	28.4%
2.48	Background and specialization for further education in some professional, scientific, or scholarly field (N=225)	9.8%	43.6%	36.0%	10.7%
2.41	Using technology to present work, find information, or solve problems (N=223)	13.0%	43.5%	32.7%	10.8%
2.27	Quantitative thinking (N=224)	18.8%	43.8%	29.0%	8.5%
2.14	Familiarity with the use of computers (N=225)	29.8%	35.1%	26.2%	8.9%
2.13	Understanding new scientific and technical developments (N=224)	28.6%	39.3%	23.2%	8.9%

The results identify areas in which most first-year students felt they had made considerable progress, and other areas in which they were less confident of their gains. 85% of the first-year students progressed “quite a bit” or “very much” in the “*ability to learn on your own and find information you need.*” 84% had gained “quite a bit” or “very much” in their “*ability to put ideas together, to see relationships, similarities, and differences between ideas.*” At the other end of the spectrum, 30% reported “very little” progress in “*familiarity with the use of computers,*” and 29% gained “very little” in “*understanding new scientific and technical developments.*”

Average first-year student progress in 11 of the 13 learning areas improved in 2003 compared to 2002, and the two areas that decreased did so very slightly. The learning area with the strongest improvement compared to the first-year student scores in 2002 was “*expressing yourself in creative, dramatic, or artistic ways;*” students had a 2.98 average rating of progress, compared to 2.74 in the previous administration. The second largest improvement was the first-year mean for “*familiarity with the use of computers,*” which increased to 2.14 this year from 2.01 last year. This increase was especially encouraging, since this item is a Washington State Accountability Performance measure reported annually to the HECB. The areas with minor decreases in average progress for first-year students were “*ability to learn on your own and find information you need,*” (which dropped to 3.30 from 3.32 last year, but was still the highest rated item overall), and “*specialization for further education*” (from 2.49 last year to 2.48 this year).

## Overall Results for Sophomore-through-Senior Students

The next table provides the distribution of survey responses and group means for all thirteen items on the learning progress scale for participating sophomores, juniors, and seniors. The items are sorted in order of highest to lowest mean score. The number of respondents is provided for each learning area, since students sometimes skipped questions. Students reported their progress in learning at Evergreen in each area using a 4-point scale (1=“very little” to 4=“very much”).

### Sophomore-through-Senior Students: Overall CSEQ 2003 Frequencies and Means

Mean score	How much progress have you made at Evergreen in...	1 Very Little	2 Some	3 Quite a Bit	4 Very Much
3.42	Ability to learn on your own, pursue ideas, and find information you need (N=276)	1.8%	9.8%	33.3%	<b>55.1%</b>
3.35	Ability to put ideas together, to see relationships, similarities, and differences between ideas (N=278)	1.8%	10.1%	39.9%	<b>48.2%</b>
3.23	Understanding other people and how to get along with different kinds of people (N=278)	2.9%	16.9%	34.5%	<b>45.7%</b>
3.15	Functioning as a team member (N=278)	2.9%	16.9%	<b>42.8%</b>	37.4%
3.10	Thinking analytically and logically (N=278)	2.2%	20.5%	<b>42.1%</b>	35.3%
3.03	Gaining a broad general education about different fields of knowledge (N=278)	4.0%	21.6%	<b>42.4%</b>	32.0%
2.99	Writing clearly and effectively (N=278)	6.1%	22.3%	<b>38.5%</b>	33.1%
2.93	Acquiring background and specialization for further education in some professional, scientific, or scholarly field (N=277)	5.4%	25.6%	<b>39.7%</b>	29.2%
2.77	Expressing yourself in creative, dramatic, or artistic ways (N=278)	12.9%	28.1%	27.7%	<b>31.3%</b>
2.72	Using technology to present work, find information, or solve problems (N=278)	9.4%	32.0%	<b>36.0%</b>	22.7%
2.48	Familiarity with the use of computers (N=276)	18.8%	<b>31.9%</b>	31.5%	17.8%
2.42	Quantitative thinking (N=277)	17.3%	<b>38.3%</b>	30.0%	14.4%
2.36	Understanding new scientific and technical developments (N=276)	23.2%	<b>34.8%</b>	25.4%	16.7%

88% of sophomore-through-senior students felt they had progressed “quite a bit” or “very much” in the “*ability to learn on your own and find information you need*” and their “*ability to put ideas together, to see relationships, similarities, and differences between ideas.*” Sophomores, juniors, and seniors were less positive about their gains in science and computing. 23% reported “very little” progress “*understanding new scientific and technical developments.*” 19% reported “very little” progress in “*familiarity with the use of computers.*”

The sophomores of 2003 reported higher progress in “*familiarity with the use of computers*” (mean 2.44) than the sophomores of 2002 (mean 2.37). This year’s sophomores reported considerably lower average growth in “*quantitative thinking*” (2.21 compared to 2.58 in 2002) and “*specialization for further education*” (2.51 compared to 2.83 in 2002).

The learning area that revealed the most improved average progress for juniors in 2003 was “*specialization for further education.*” This year’s juniors reported lower average progress in “*expressing yourself in creative, dramatic, or artistic ways*” than the juniors of 2002 (a mean rating of 2.67 compared to 3.01 last year).

Senior respondents in 2003 rated higher average growth in “*using technology to present work, find information, or solve problems*” (mean 3.02) than they had in 2002 (mean 2.74). Other areas with promising improvements compared to last year, included “*specialization for further education*” (average rating of 3.24 vs. 3.02) and “*understanding new scientific and technical developments*” (average rating of 2.55 vs. 2.37 last year). Senior average progress in “*understanding other people and getting along with different kinds of people*” fell to 3.17 in 2003 from its six-year peak of 3.44 in 2002.

## Differences Between Groups

Survey data were further explored for potential differences between subgroups of students. Differences in average self-reported progress based on gender and residency status were analyzed for each class standing. First-time, first-year student responses were also tested for differences based on type of admission (high-school direct vs. GED/high school lagged).

### Gender

Among the first-year students, none of the learning areas showed a significant difference ( $p \leq .05$ ) by gender. Last year’s significantly higher mean rating of progress for male first-year students in “*understanding new scientific and technical developments*” was no longer present in the 2003 data.

Sophomores in 2003 revealed one area of learning progress that was different based on gender ( $p = .034$ , 97% confidence). Progress in “*understanding other people and getting along with different kinds of people*” was higher for females (mean=3.58) vs. males (mean=3.15).

For juniors, progress in four learning areas showed differences based on gender at  $p \leq .05$ . The strongest difference ( $p = .004$ ) was in “*familiarity with the use of computers;*” mean progress for males was 2.74, whereas the female mean was 2.19. It is interesting that while this technology-related item showed a difference, “*using technology to present work, find information, or solve problems*” had identical mean scores for male and female juniors (2.63). Female juniors reported higher average progress in “*writing clearly and effectively*” (mean=3.05) vs. male juniors (mean=2.63); this difference was statistically significant at  $p = .013$ . Females also rated higher growth in “*the ability to put ideas together, to see relationships, similarities, and differences between ideas*” (mean=3.45) vs. males (mean=3.16), although significance was weaker at  $p = .030$ . Finally, female juniors had higher average progress ( $p = .047$ ) in the “*ability to learn on your own and find information you need*” (mean=3.44) compared to male juniors (mean=3.16).

For seniors, average growth in one learning area was different based on gender. The difference ( $p = .007$ ) was in “*understanding new scientific and technical developments;*” mean progress for males was 2.86, whereas the female mean was 2.31. This learning area also showed the strongest difference based on gender for seniors in 2002, but while a difference remained this year, the average scores for both genders were improved compared to the previous year.

### Residency Status

There were no significant differences ( $p \leq .05$ ) in average learning progress for first-time, first-year students based on whether the student was a Washington State resident or not. Among sophomore-through-senior students, Washington residents rated higher progress in “*functioning as a team*”

*member*” (mean=3.14) compared to non-residents (mean=2.94); this difference was statistically significant at  $p=.015$ . The difference for this learning area was due to higher mean progress reported by Washington resident sophomores and seniors, however, Washington resident juniors actually rated slightly lower average progress in this area compared to non-residents.

### **Admission Type**

First-time, First-year students include students who enroll directly after high school, students who complete a GED, and those who waited at least one year after high school graduation to enroll in post-secondary education (called high school lagged). First-year average progress in each learning area was explored based on admission type (high school direct vs. GED/high school lagged). No significant differences ( $p\leq .05$ ) were found based on admission type for any of the learning areas.

### **Ethnicity**

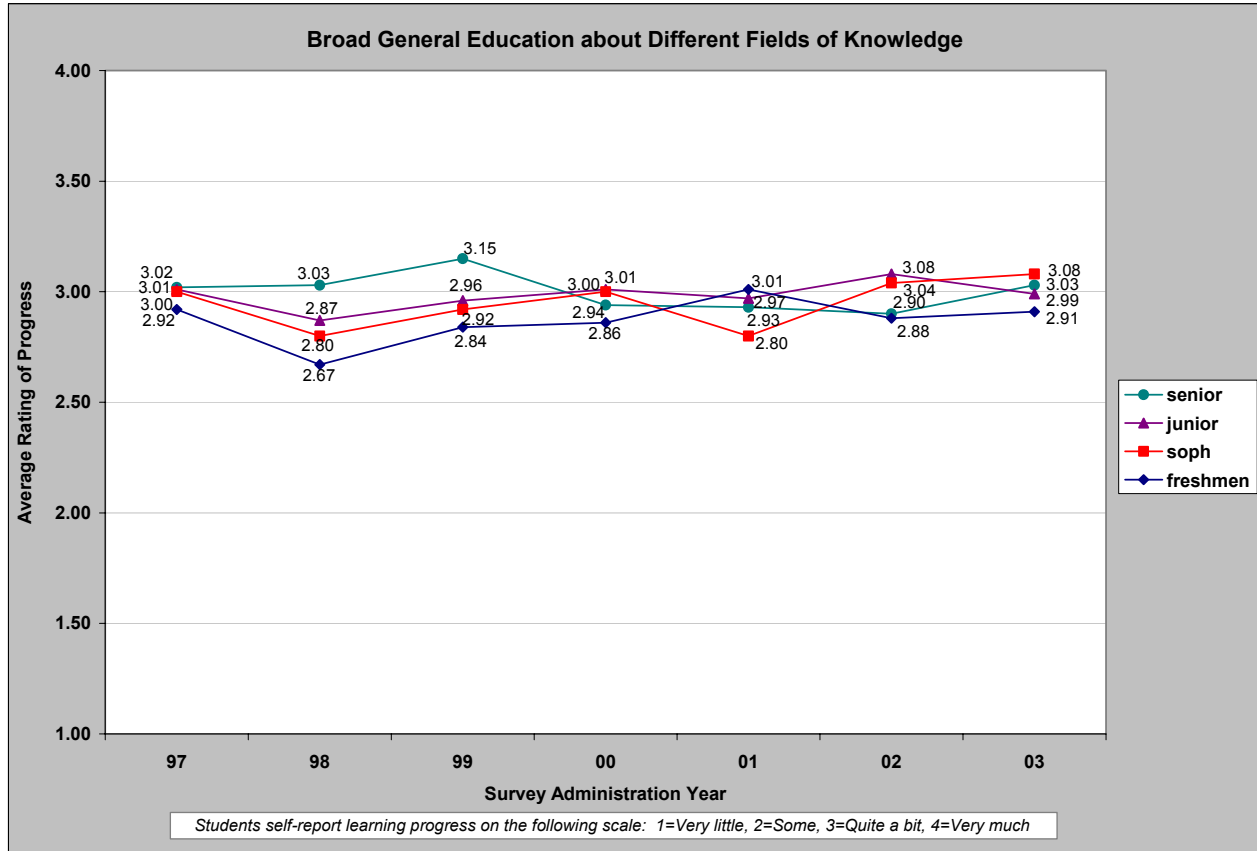
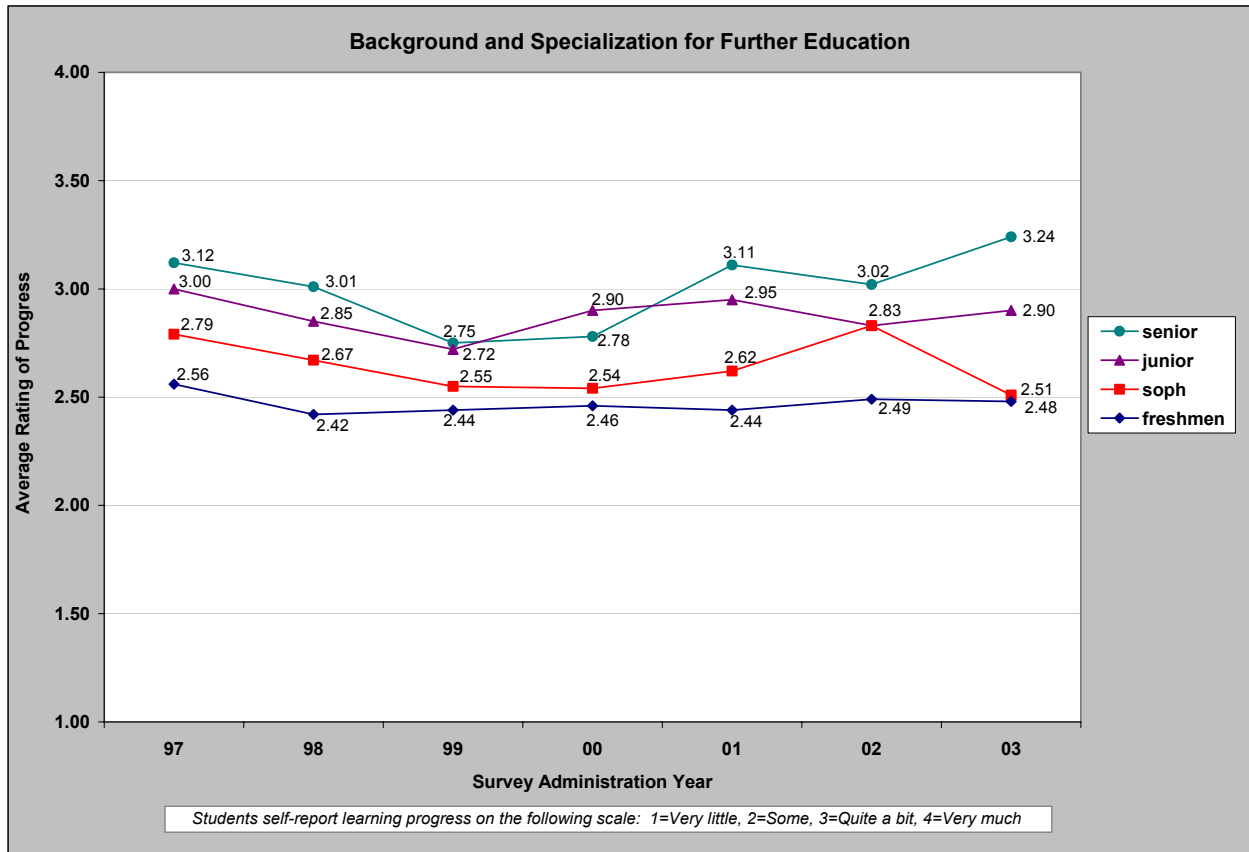
The number of students in various ethnic categories was too small for reliable comparative analysis of each subgroup, especially since the number in each ethnic category is further reduced if controlling for potentially confounding variables, such as location of study and class standing. A dichotomous variable (students of color vs. white/not indicated) was explored to look for differences, but it is important to note that this simplified variable masks potential differences between various ethnic subgroups within the two categories.

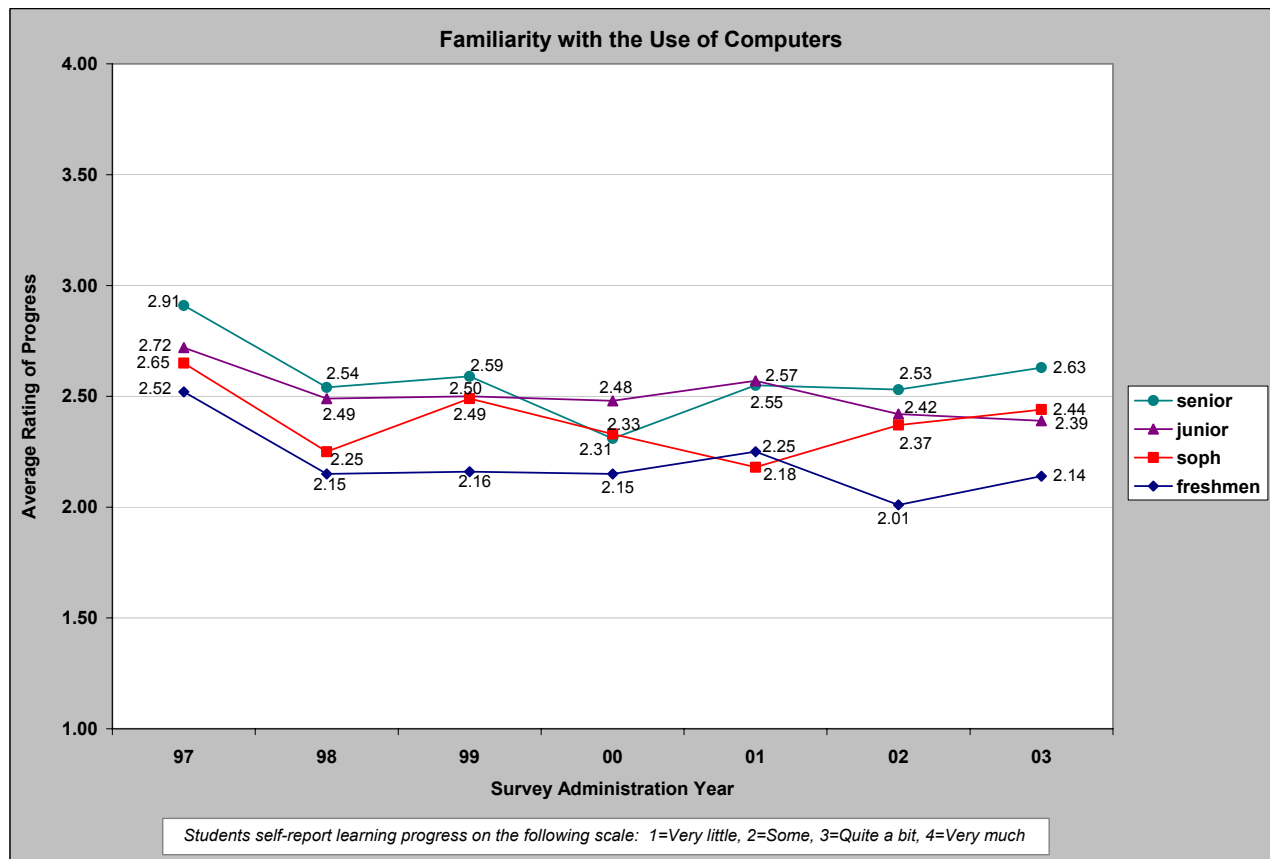
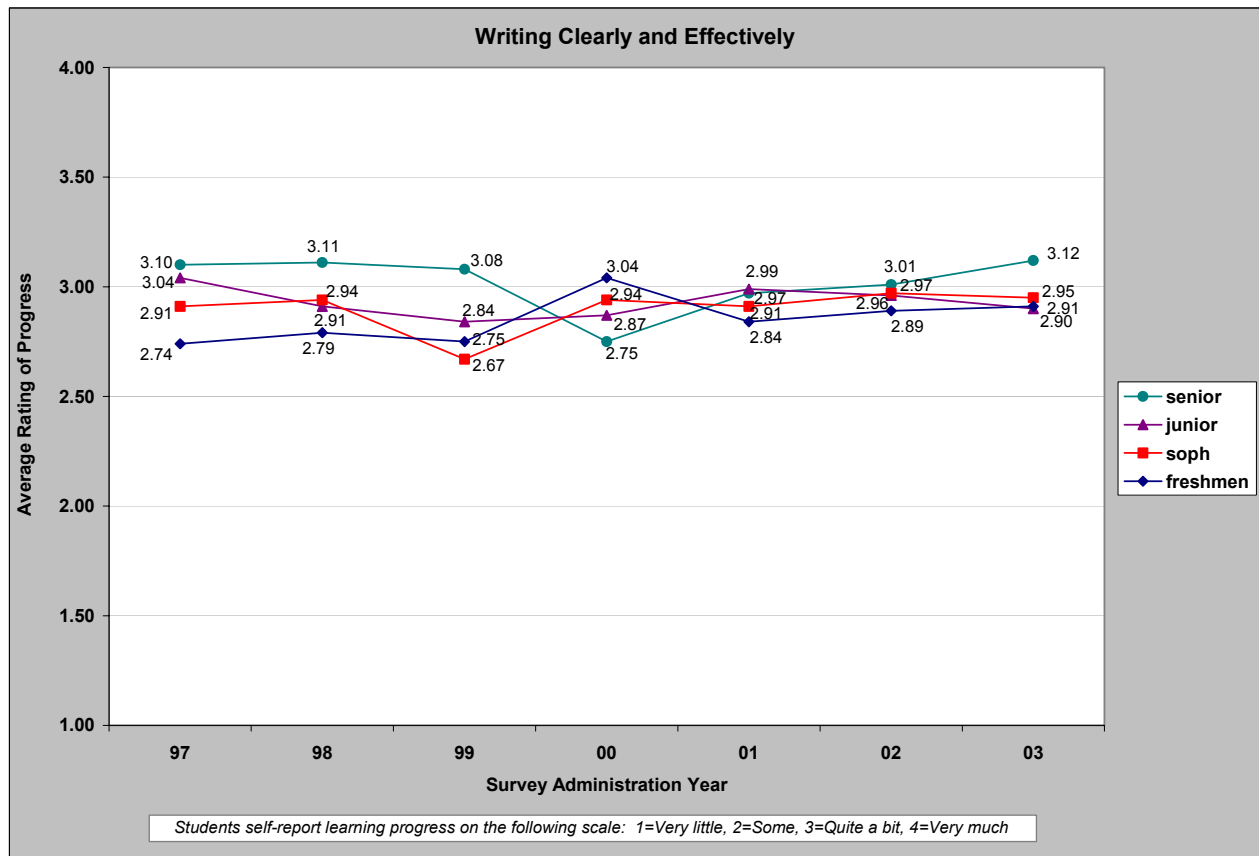
Based on the dichotomous ethnicity variable, no significant differences in mean progress ( $p\leq .05$ ) were identified for the first-time, first-year students. Among sophomore-through-senior respondents, two learning areas showed significantly higher mean ratings by students of color. The strongest difference ( $p=.003$ ) was for “*writing clearly and effectively*,” students of color had a mean rating of 3.37, and white/not indicated students had a mean of 2.92. A less significant difference ( $p=.048$ ) was noted for “*gaining a broad general education across different fields of knowledge*,” which also earned a higher average rating from students of color (mean=3.24) compared to white/not indicated students (mean=2.99).

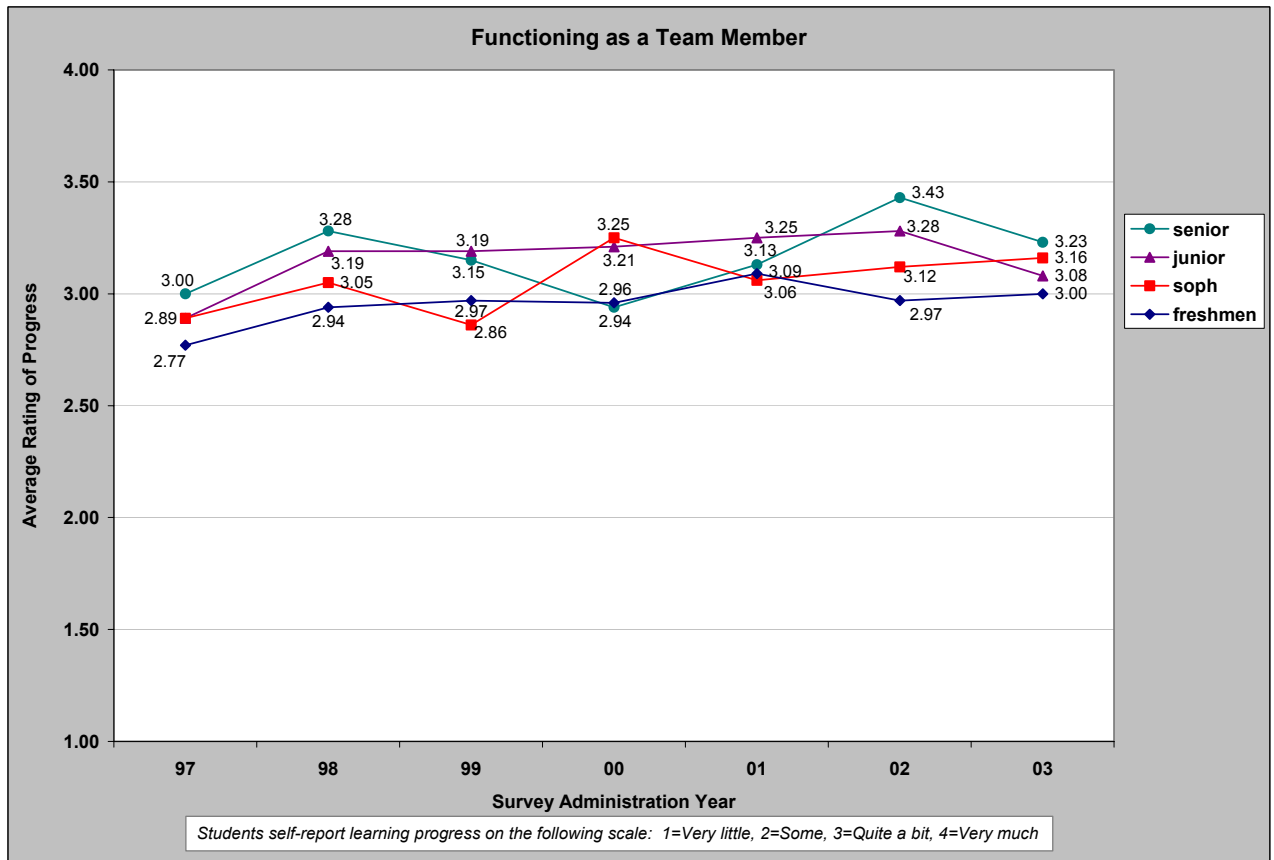
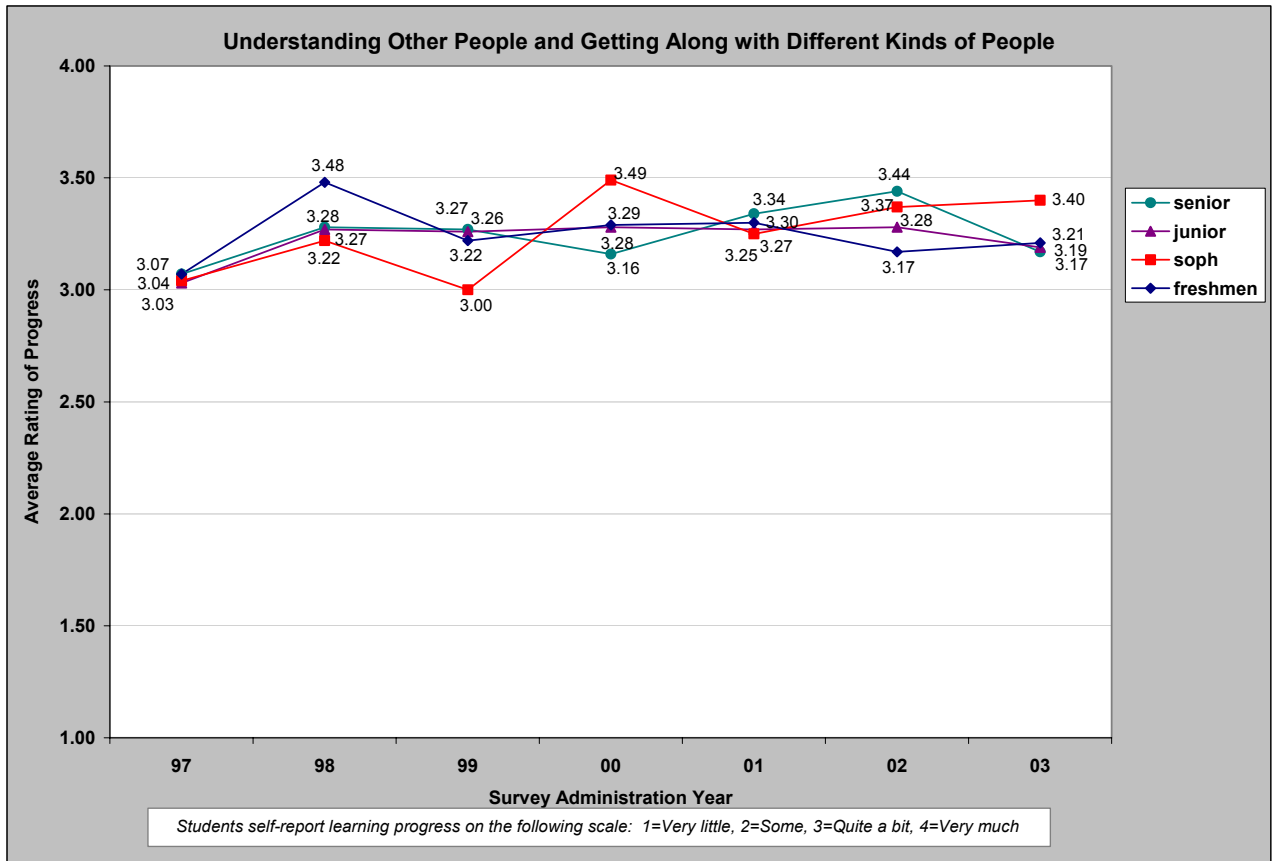
### **Trends Over Time**

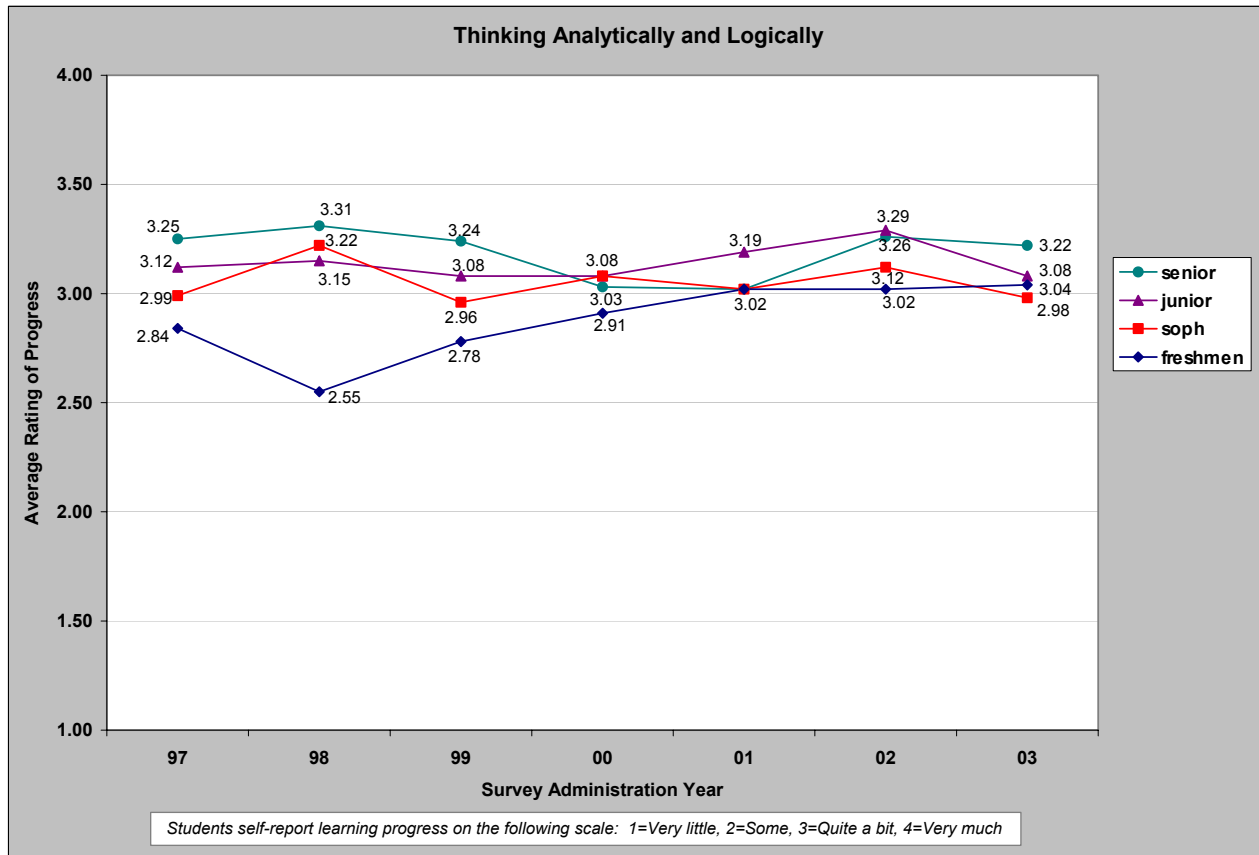
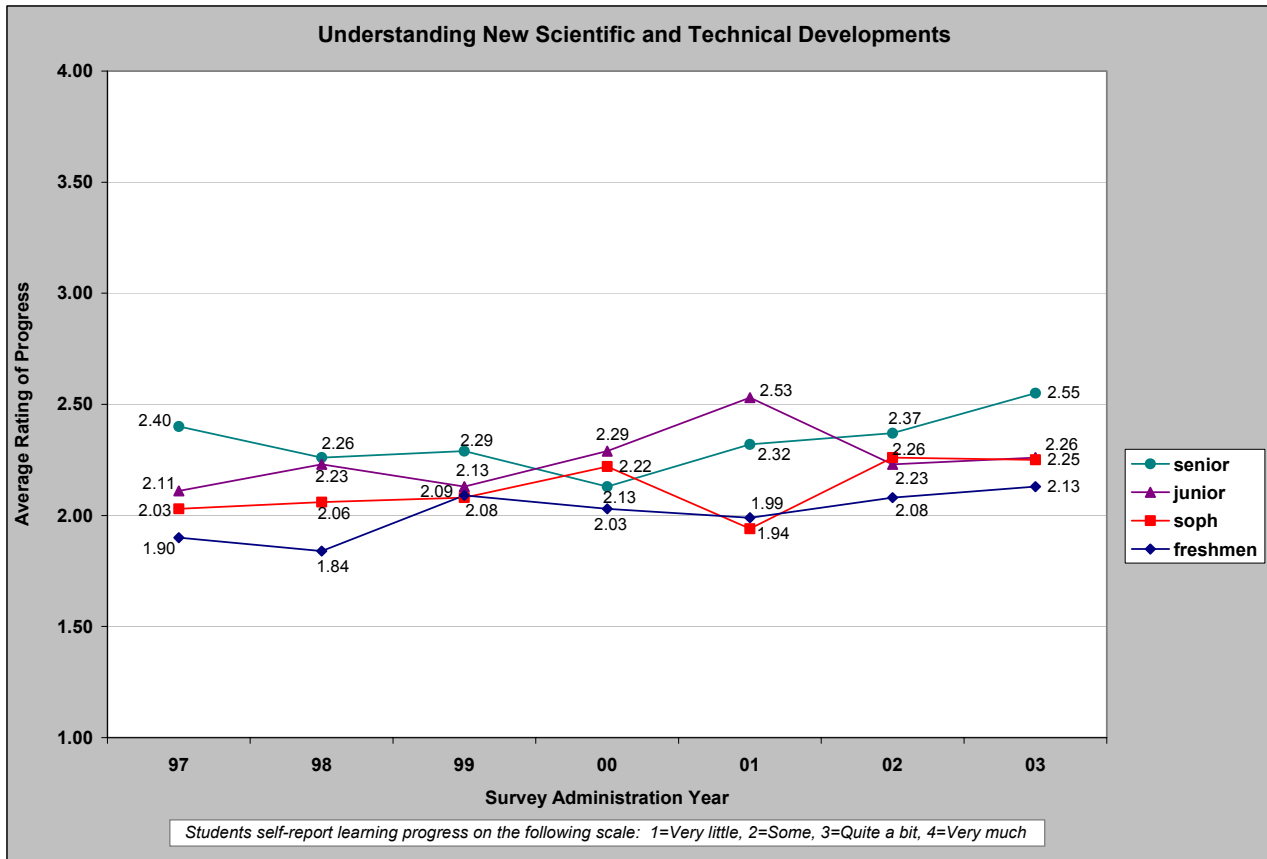
The following series of charts depicts the mean scores for each learning progress item by class standing for the last seven survey administrations (Spring 1995 through Spring 2003).

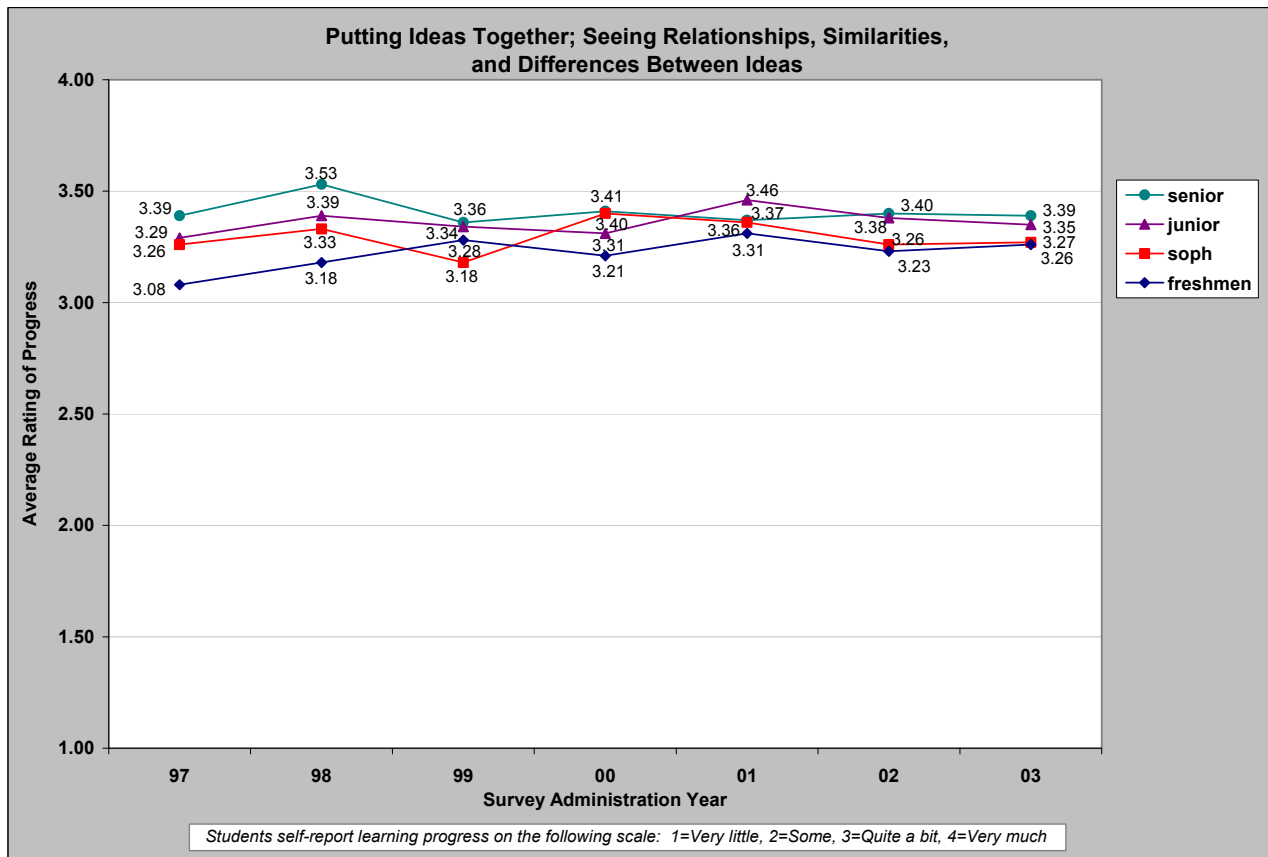
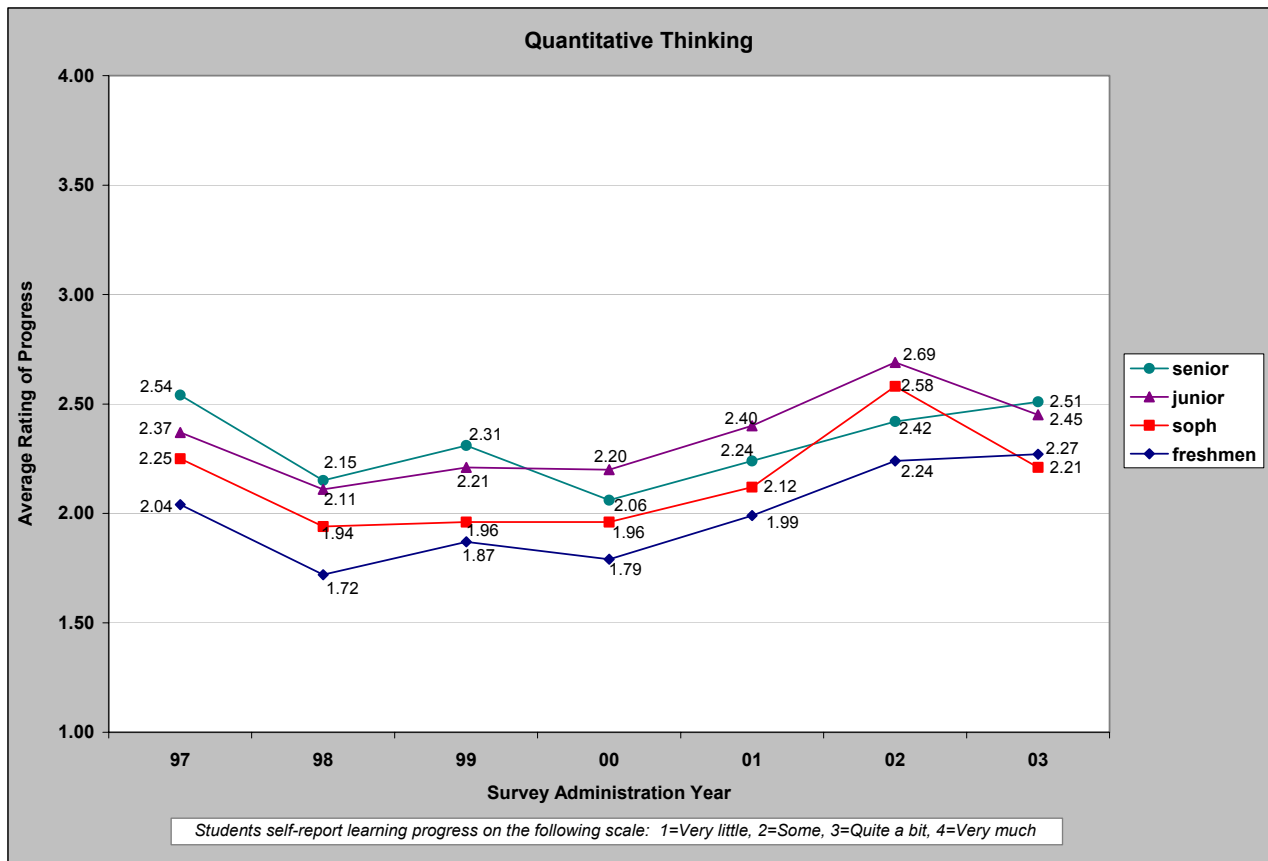


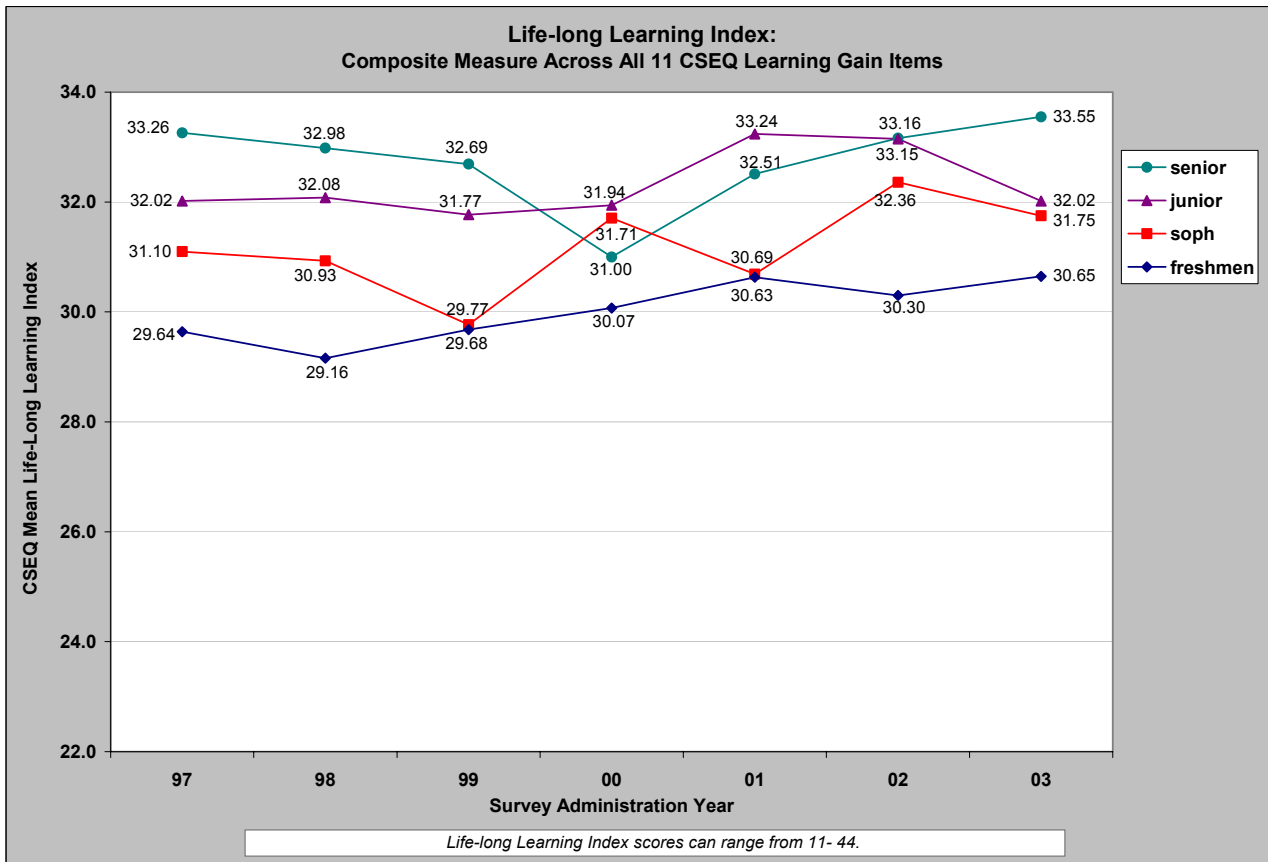
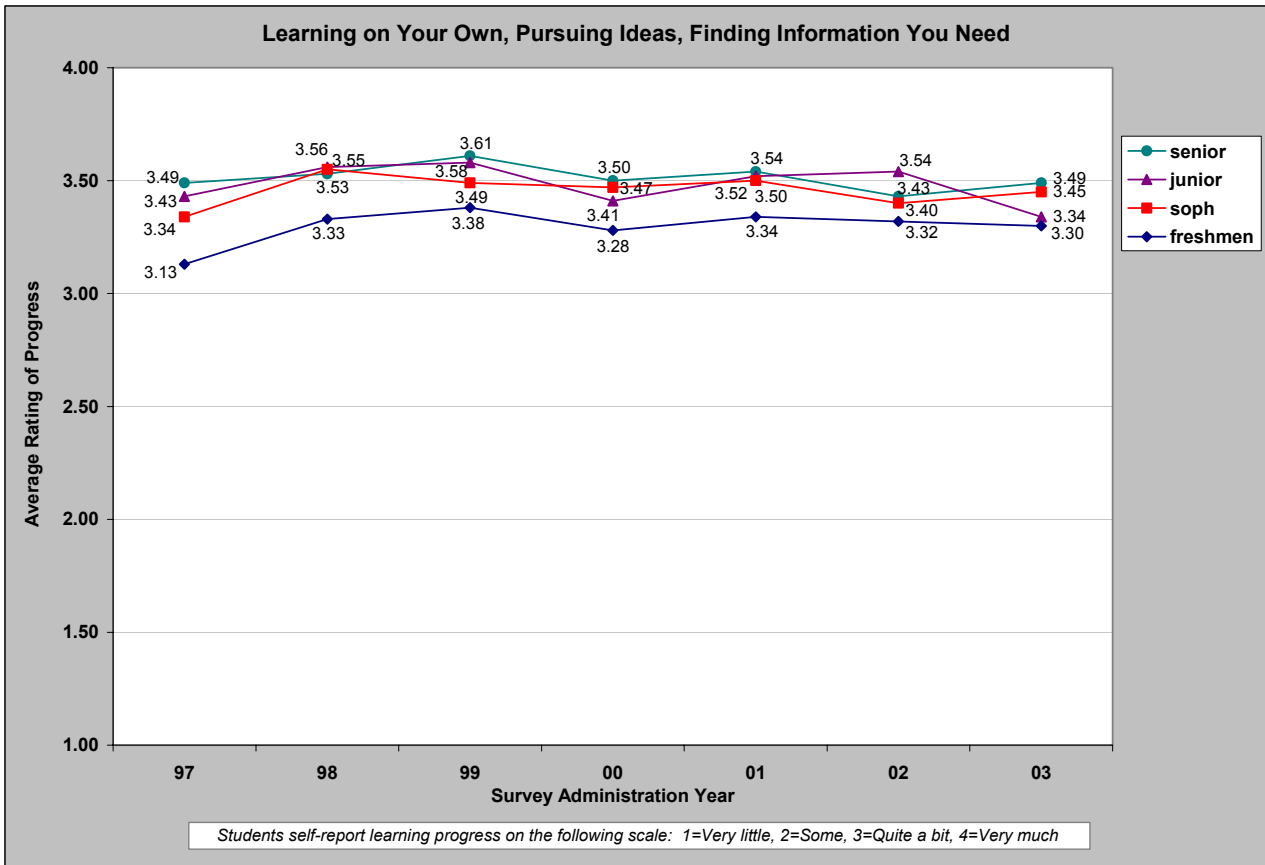




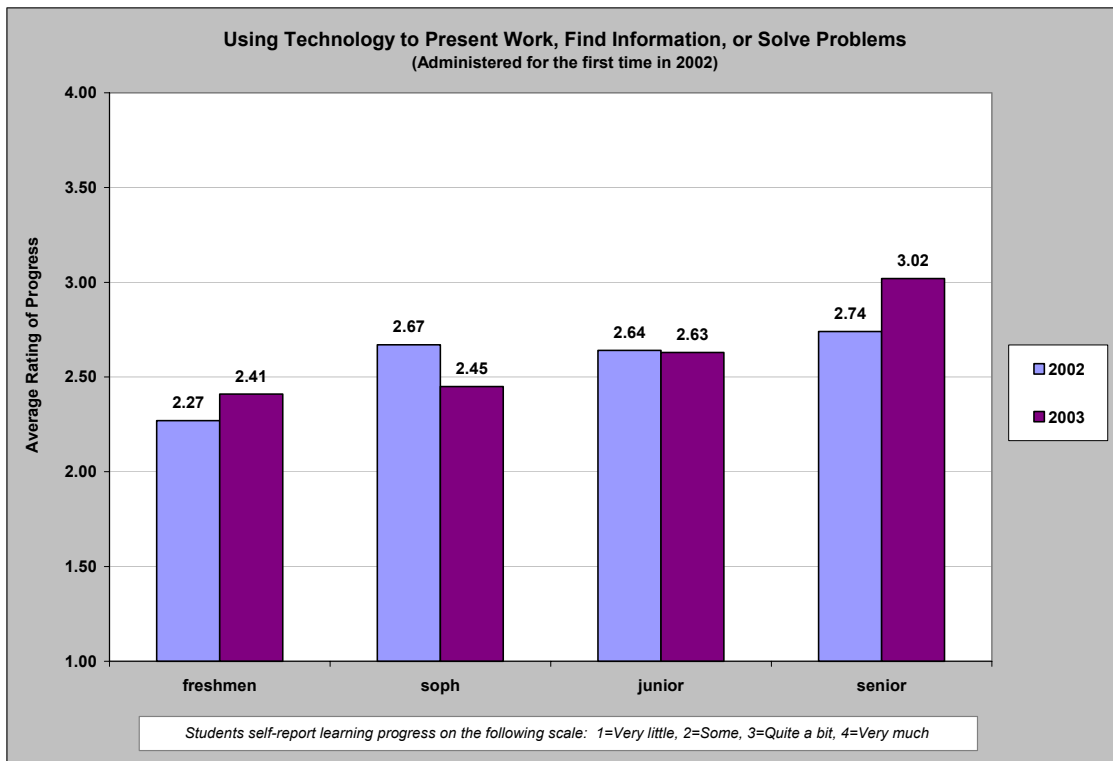
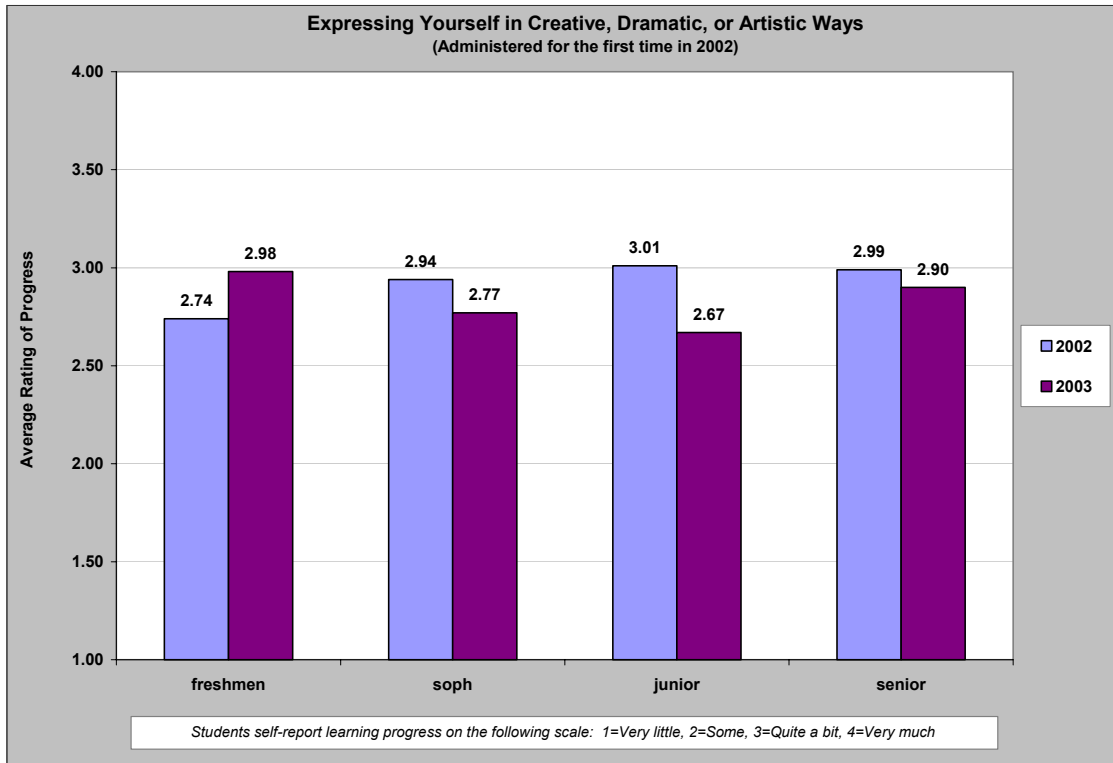








Results by class standing for the two Evergreen-developed learning areas administered for the first time in 2002:



## **Future Survey Plans**

Spring 2003 marked the seventh and final consecutive year for this student learning survey administration in its current form. A new longitudinal survey strategy has begun for 2003-04 that collects baseline skill ratings for incoming first-year and transfer students in specific skill areas, then tracks subsequent progress in those areas over time. In the future, we'll be able to better understand whether how the skill levels of incoming students may be affecting their perception of further learning progress once at Evergreen.

Finally, the list of skills on these new surveys corresponds more closely to the list of learning areas for which alumni rate their satisfaction on our regular alumni surveys. The new process enables us to better understand the skills of incoming students, how much progress the students have made at Evergreen, and retrospectively, how satisfied our alumni are with their growth in the same skill areas.

The skill areas on the new surveys essentially cover the same learning areas as the current survey with slightly different phrasing, and they include the two new items that the Assessment Study Group developed in 2002. The revised student learning survey will continue to be administered on an annual basis in order to track trends and to assess student learning outcome accountability measures. The biennial Accountability Plan that Evergreen is submitted to the HECB for 2003-05 proposed replacement of the former measures (as described in the Introduction to this report) with similar, more specific measures from the revised student learning survey to be administered for the first time in spring 2004.

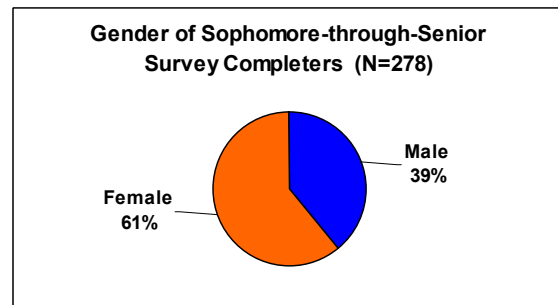
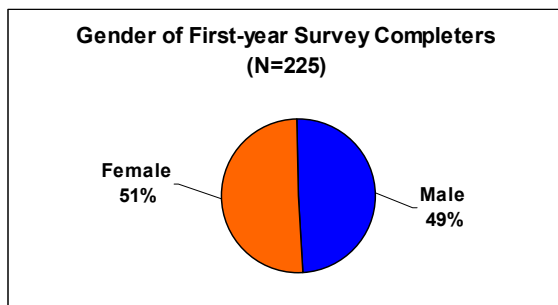


## Appendix: Respondent Demographics as Compared to All Undergraduates

The sample included *all* first-time, first-year students, but a *random sample* of sophomores, juniors, and seniors, demographics will be presented separately for first-time, first-year students. The response rate was 55.7% for first-year students. 57.8% of the random sample of sophomores, juniors, and seniors responded to the survey.

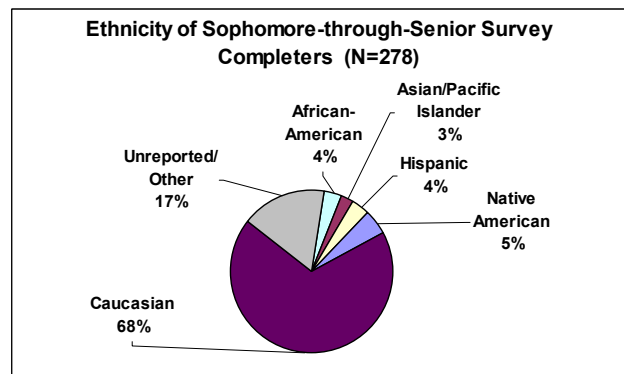
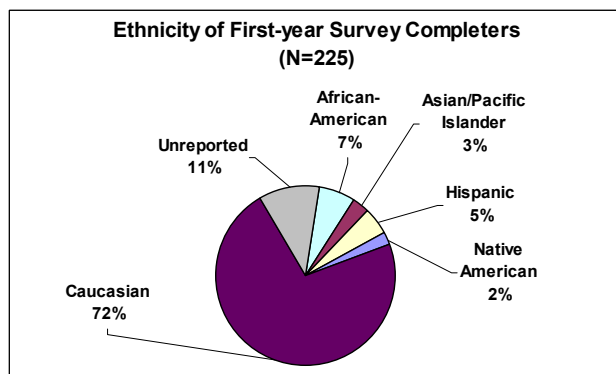
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Juniors	1405	123	8.8%
Seniors	1049	93	8.9%

\*Note: only formally admitted students were included in the survey sample and total population data (no specials).



In terms of gender representation, female students were slightly over-represented among survey completers compared to the overall student population at Evergreen in Spring 2003. The difference was not statistically significant at  $p \leq .05$ .

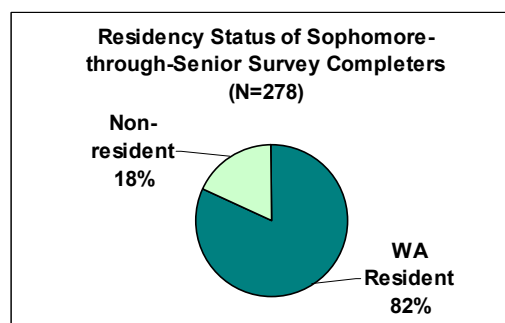
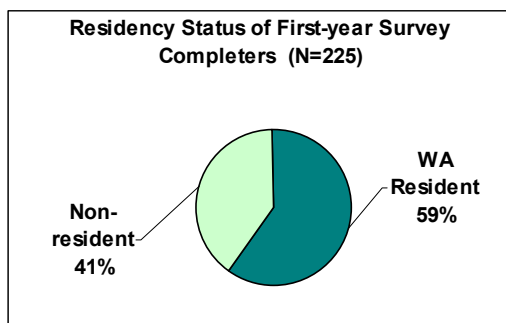
Gender	First-time, First-year Survey Respondents	All First-time, First-year Students Enrolled Spring 03	Sophomore-Senior Survey Respondents	All Sophomores-Seniors Enrolled Spring 03
Female	51.1%	49.6%	60.8%	58.5%
Male	48.9%	50.4%	39.2%	41.5%



Ethnic distribution of the survey respondents was very similar to the ethnic distribution of the student population. Among first-year respondents, African-American students were slightly over-represented,

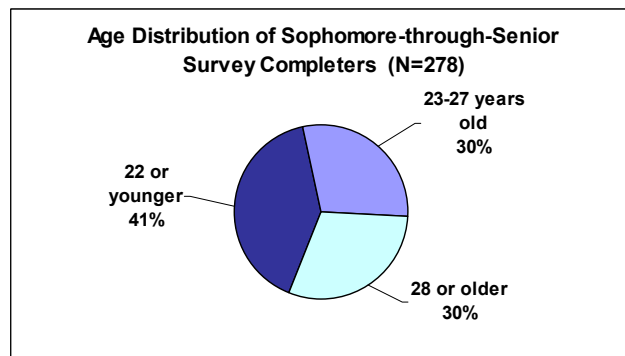
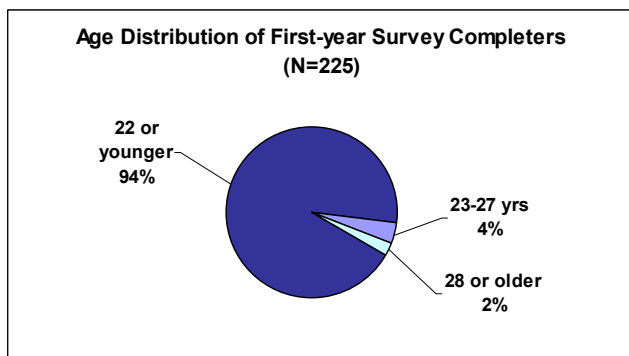
and Asian/Pacific Islander students were slightly under-represented. For the sophomore-through-senior respondents, students-of-color were slightly under-represented, and students who prefer not to indicate ethnicity were over-represented.

<b>Ethnicity</b>	<b>First-time, First-year Survey Respondents</b>	<b>All First-time, First-year Students Enrolled Spring 03</b>	<b>Sophomore-Senior Survey Respondents</b>	<b>All Sophomores-Seniors Enrolled Spring 03</b>
<b>African-American</b>	<b>6.7%</b>	5.2%	<b>3.6%</b>	5.3%
<b>Asian/Pacific Islander</b>	<b>3.1%</b>	4.0%	<b>2.5%</b>	4.1%
<b>Hispanic</b>	<b>4.9%</b>	4.2%	<b>3.6%</b>	5.0%
<b>Native American</b>	<b>2.2%</b>	2.4%	<b>5.0%</b>	5.2%
<b>Caucasian</b>	<b>72.0%</b>	72.9%	<b>68.0%</b>	67.0%
<b>Not Indicated/Other</b>	<b>11.1%</b>	11.3%	<b>17.3%</b>	13.5%



Washington residents made up the same proportion of survey completers as they did in the total Spring 2003 student population. Part-time students were slightly over-represented among sophomore-through-senior respondents (13% of respondents vs. 11% in the whole population).

<b>Spring Enrollment Status</b>	<b>First-time, First-year Survey Respondents</b>	<b>All First-time, First-year Students Enrolled Spring 03</b>	<b>Sophomore-Senior Survey Respondents</b>	<b>All Sophomores-Seniors Enrolled Spring 03</b>
<b>Full-time</b>	<b>97.8%</b>	98.1%	<b>87.1%</b>	88.7%
<b>Part-time</b>	<b>2.2%</b>	1.9%	<b>12.9%</b>	11.3%
<b>WA Resident</b>	<b>59.1%</b>	59.1%	<b>81.7%</b>	82.0%
<b>Non-resident</b>	<b>40.9%</b>	40.9%	<b>18.3%</b>	18.0%

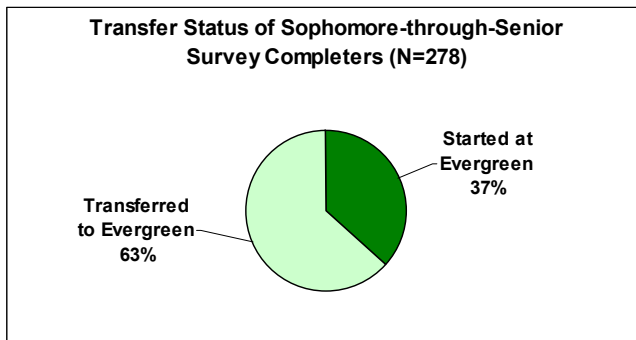


Students 23 or older were somewhat more likely to complete the survey than students 22 or younger were; this difference did not appear to be statistically significant at  $p \leq .05$ .

Age Category	First-time, First-year Survey Respondents	All First-time, First-year Students Enrolled Spring 03	Sophomore-Senior Survey Respondents	All Sophomores-Seniors Enrolled Spring 03
22 or younger	93.8%	96.0%	41.0%	43.5%
23-27 years old	4.0%	2.8%	29.5%	27.9%
28 or older	2.2%	1.2%	29.5%	28.6%

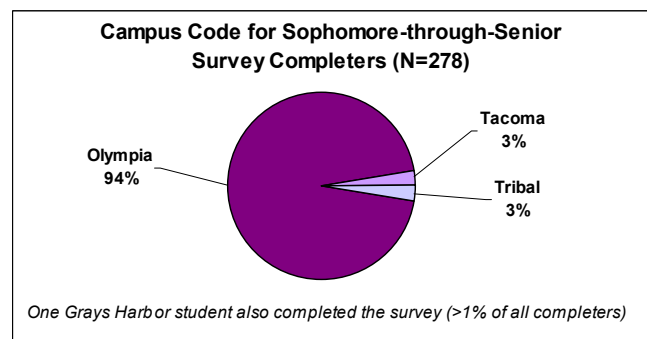
First-time, First-year students include students who enroll directly after high school, students who complete a GED, and those who waited at least one year after high school graduation to enroll in post-secondary education. In terms of admission type, the distribution of first-year survey completers was the same as the distribution among all first-year students at Evergreen.

Admit Type	First-time, First-year Survey Respondents	All First-time, First-year Students Enrolled Spring 03
High School Direct	80.4%	80.0%
GED	6.7%	7.1%
High School Lagged (>1 yr.)	12.9%	12.9%



63% of the sophomore-through-senior survey respondents reported that they transferred to Evergreen from another college. This compares to 67% of all sophomore-through-senior students that were coded as transfer students per the Banner student tracking system in Spring 2003.

Tacoma program students were under-represented among respondents compared to their proportion of all undergraduates at Evergreen in Spring 2003. This was a result of a lower response rate from Tacoma students (39%), and higher response rates from Tribal (50%) and Olympia students (59%). Only one of the three Grays Harbor students in the sample responded to the survey (33% response rate).



Campus Code	Sophomore-Senior Survey Respondents	All Sophomores-Seniors Enrolled Spring 03
Olympia	94.2%	91.1%
Tacoma	2.5%	6.2%
Tribal: Reservation-based/Community-Determined	2.9%	2.0%
Grays Harbor	0.4%	0.7%