

Summary on Undergraduate Student Demand
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This paper summarizes what we now know about student demand. We must pay attention to student demand as we develop an enrollment growth plan as our financial well-being and ability to meet the expectations of growth depend on our ability to attract a large pool of potential students, convert admitted students to enrolled status, and retain those students.

To sustain the core of Evergreen, we must attract a large pool of applicants. Despite an aggressive campaign on the part of Admissions, if present trends continue, we will not be able to meet a target of 5,000 FTE. (See "Enrollment History Summary")

Considering student demand in a general sense hides many of the factors that should influence our ability to attract and retain students. There are four groups of students that need to be considered:

- Students who do not apply to Evergreen.
- Students who apply to Evergreen but choose not to attend.
- Students who enroll at Evergreen but are not retained.
- Students who enroll at Evergreen and are retained.

These four groups can be further divided between resident and non-resident students, first-year and transfer students, undergraduate and graduate students. This document addresses undergraduate student demand.

Students inquiring about, admitted and/or enrolling in the Tacoma program and the Reservation-Based/Community Determined programs are not separated out. Any decisions affecting these programs would need to look more closely at their student profiles.

A related study not considered here involved surveying students admitted for Fall 2003 but who decided not to attend. (See "Students Deciding Not to Attend Evergreen")

Conclusions:

Caveat: Evergreen's curriculum should not be designed to cater solely to student demand. We should be committed to continuing to offer a broad range of subjects. Here, we are identifying the areas of student demand that we are not attracting to the college, or where the level of demand indicates that we could expand current offerings.

The appendix offers more information on the sources of information used in reaching these conclusions.

In looking at the various sources of information, several areas of high demand emerge (not in any particular order).

Psychology: It is the second most frequent area of interest among all students inquiring about the college. It is high in interest among prospective Evening/Weekend students and transfer students. It is also high on the list for admitted students, and ranks in the top five among new students, including non-residents. It ranks second for admitted students who did not enroll, indicating an untapped pool. For students who enroll, there are typically long waiting lists in programs with a psychology focus (such as *Health and Human Development*). Increase psychology has the potential of attracting new students and retaining them.

Environmental Studies: Like psychology, it is high on every indicator of student demand, from inquiries to students enrolling. It is the number one category for non-resident enrolled students and for admitted students who decided not to attend Evergreen. It's intriguing that there is less indication that there are gaps in the curriculum in this area for the students that enroll. Could this argue for more options for incoming students to increase the conversion rate for admitted students, particular non-resident students? If we succeed in this, we would need to increase sophomore to senior offerings.

Business: Along with education, this seems to be the biggest untapped market. It ranks second for all Washington State high school students and fourth for inquiring students (similar to art and psychology). It is in the top four for prospective Evening/Weekend students and sixth for prospective transfer students. However, it does not rank high among admitted students or enrolled students. This indicates that many students interested in business are choosing *not* to enroll at Evergreen. For the students that do enroll, we have an anemic curriculum. We are not meeting the needs of the students we have now. A significant increase in the number of offering and marketing would be necessary to attract and retain students.

Visual Arts: The visual and performing arts rank high for Washington state high school students, as well as students inquiring about Evergreen. Of less interest to prospective Evening/Weekend students, it ranks third behind Education and Environmental Studies for prospective transfer students. It is nearly as popular as environmental studies for first-year students, and for all non-resident students. Students interested in art also make up a good proportion of admitted students who choose not to attend. SASS staff indicate that students interested in visual arts represent the most frustrated group of students. They want to study art the first quarter they arrive. There may be an important retention issue here. There might be a creative way of combining this with business such as a program in Arts Management.

Education: Among Washington state high school states, 7.8% are interested in education, nearly as many as all social sciences and history combined (8.5%). It ranks first for prospective transfer students and fourth for admitted students. After environmental studies, it is the most popular area for transfer students that enroll. SASS staff indicate that there is a lot of interest among enrolled students for an undergraduate certification program. Confidence is very high that we could fill such a program easily.

Writing: We have a small niche market in writing, in particular creative writing. Writing does not show up as a top interest for Washington state high school students nor among student who inquire about Evergreen. However, for admitted students it ranked fifth, and for first-year enrolled students, it ranked fourth. This was primarily non-resident students. It ranks second for admitted non-resident students who did not enroll. This

indicates the possibility of successfully increasing the number of students. SASS staff see gaps in the curriculum for the students enrolled.

Film: Like writing, film studies is not ranked high for Washington state high school students or inquiries. However, 10% of first-year students indicate it as their interest area, and there is strong interest in film for non-resident students. SASS staff indicate there is a big gap in media studies (mostly film) at the lower division level. Similar to art students, students interested in film do not want to wait before beginning to make films.

Appendix: Summary of Data

1. Washington State High School Student Interest Areas¹

On the SAT exam, high school students indicate their areas of academic interest. While this is not indicative of what the students will choose to study once they begin college, it does affect which colleges they consider and where they choose to enroll. The top six areas (comprising 63% of the students) include:

Health and Allied Services ²	16.6%
Business and Commerce	12.7
Engineering	8.8
Arts: Visual and Performing	8.6
Social Sciences and History	8.5
Education	7.8

2. Fall 2005 Undergraduate Inquiries³

Students inquiring about Evergreen are asked to indicate their areas of academic interest.

The top eight categories comprise 46% of the inquiring students:

Medicine	8.1%
Psychology	6.8
Art	6.8
Business	6.1
Law	4.8
Education	4.7
Humanities	4.3
Environmental Studies	4.3

2a. Admissions Counselor Perspective on *Prospective* Student Interest Areas, Evening Weekend⁴

The experience of the admission counselor working with evening/weekend students is that there four major areas of interest:

Psychology
Social Services/Human Services
Management/Business
Criminal Justice

¹ This group includes in-state high school students including those that do not apply to Evergreen.

² These include physical therapy, occupational therapy and nursing, for example.

³ This group include all inquiring students--in-state and out-of-state, and first year and transfer students.

⁴ These students are mostly local, working and older. This is a sub-set of students who inquire but do not necessarily apply.

2b. Admissions Counselor Perspective on *Prospective Student Interest Areas, Transfer Students*⁵

In 2003-2004, there were 1,651 inquiries from prospective transfer students. The 11 top areas of interest indicated accounted for 58% of the group:

Education	7.3%	
Environmental Studies		5.7
Art	5.0	
Psychology	4.7	
Humanities	4.3	
Business	3.8	
Computer Science	3.7	
Pre-Law	2.7	
Sociology	2.5	
Biology		2.5
Medicine	2.4	

3. Interest Areas of Admitted Students, Fall 2003⁶

The area of interest was indicated on the Evergreen application. Percentages are not given. The top three are significantly higher than the rest:

Environmental Studies
Art
Psychology
Education
Writing
English/Literature
Film
Performing Arts (Music, Theater, Drama and Dance)

4a. Interest Areas of New Degree-seeking Undergraduates, Fall 2003: First-time/First-year students⁷ (n=460)

This group includes in-state and out-of-state students (57% in-state).

Environmental Studies	11.1%
Art	10.2
Film Studies	10.0
Writing	6.5
Education	6.3

⁵ These students are mostly in-state community college transfers. This is a sub-set of students who inquire but do not necessarily apply.

⁶ Includes are all students who applied and were admitted including the students who decided not to enroll.

⁷ Included are all students new to Evergreen in Fall 2003. The area of interest was indicated on the Evergreen application. 4a, 4b, 4c and 4d are subsets of **3. Interest Areas of Admitted Students, Fall 2003**. The difference is students admitted but not attending. These are included in 3., excluded in 4a, 4b, 4c and 4d.

4b. Interest Areas of New Degree-seeking Undergraduates, Fall 2003: Transfer Students (n=726)

This includes first-year, sophomore, junior and senior transfers:

Environmental Studies	10.3%
Education	7.3
Art	6.6
Psychology	6.2
Sociology	5.1

Junior transfers are the largest group, comprising nearly 50 percent of all transfers (n=357):

Environmental Studies	10.0%
Education	9.0
Sociology	6.0
Psychology	6.0

4c. Interest Areas of New Degree-seeking Undergraduates, Fall 2003: Non-Resident First-time/First-year Students (n=200)

This is a sub-group of 4a. In Fall 2003, 43% of our first-time/first-year students were non-residents. Interest in Environmental Studies is notably higher for non-residents compared to resident first-time/first-year students.

Environmental Studies	17.0%
Art	10.5
Sociology	8.5
Writing	7.5
Psychology	7.0
Film Studies	6.5

4d. Interest Areas of New Degree-seeking Undergraduates, Fall 2003: Non-Resident Transfer Students (n=157)

This is a sub-group of 4b. In Fall 2003, 22% of our transfer students were non-residents.

Environmental Studies	13.4%
Art	5.7
Psychology	5.7
Writing	5.7
Anthropology	4.5
Education	4.5
Film Studies	4.5

4e. Interest Areas of New Degree-seeking Undergraduates, Fall 2003: All Non-Residents, First-Time/First-Year and Transfer Students

There is little difference in interest between the first-year and transfer non-resident students.

Environmental Studies	15.4%
Art	8.4
Writing	6.7
Psychology	6.4
Sociology	6.4
Film Studies	5.6
Education	4.2

5a. Admitted Students that did not enroll, Fall 2003

There were about 1,500 admitted students that did not enroll.

Environmental Studies	10.5%
Psychology	7.4
Art	7.2
Education	6.2
Writing	6.0
Sociology	4.6
Film	4.4
Biology	3.8

5b. Non-Resident Admitted Students that did not enroll, Fall 2003

874 of the 1,500 admitted students that did not enroll were non-residents.

Environmental Studies	13.2%
Writing	8.1
Art	6.6
Psychology	6.1
Anthropology	4.8
Film	4.5
Sociology	4.5
Education	4.2
Biology	4.1

6. Perceived Gaps in the Olympia Undergraduate Curriculum, SASS staff

***These gaps are listed alphabetically, not ranked.**

Business.	Mostly upper division. Enough in Evening, gap exists in daytime curriculum.
Education.	Specifically an undergraduate certification program.
Health Services Umbrella	Courses required for degrees in this field, e.g., anatomy and physiology.
Media, mostly film.	Gap is at lower division level. Student desire is to study film before enrolling in <i>Mediaworks</i> and <i>S.O.S. Media</i> .

Psychology.	Biggest unmet demand is by students wanting careers in health and social services.
Teaching Endorsements.	Course work needed to meet endorsements.
Visual Arts.	Includes 2-d, 3-d, photography and painting. Frustration is highest here. Students don't want to wait.
Writing	Creative writing mostly, also journalism.

7. 2002 ALUMNI SURVEY OF THE CLASS OF 2000-01

Recommendations regarding the **content of academic offerings** were the most common category of suggestions. Some wanted more specific topical study and others suggested more integrated studies; some alumni felt more introductory courses were needed, and others sought more opportunities for advanced work. The majority of this group of alumni suggested more specific introductory offerings that would help them achieve a basic conceptual understanding of their interest area in order to prepare for advanced work or meet graduate school admissions requirements. Expanded introductory offerings in art, mathematics/statistics, science, psychology/social service, and business were most commonly suggested. Content suggestions from alumni who wished there were more upper-division opportunities most often named the health sciences as an area for growth; others wished for more advanced offerings in business/economics, psychology, writing, foreign language, mathematics, computer science, and deaf education. The last general trend in this category included alumni who wanted more integration of interdisciplinary areas in academic programs. The most common request was for increased integration of the arts and sciences. Other alumni felt that economics, writing, and mathematics/statistics ought to have a stronger presence across interdivisional programs. Greater varieties of offerings at Evergreen's Tacoma and Grays Harbor locations were encouraged.