

**Evergreen State College**  
**1999 CIRP (Freshmen Survey) Report**  
**Total n = 174**

**KEY:**

Shaded areas indicate that differences between Evergreen students and comparison group are **not** statistically significant.

**Bolded areas indicate that group differences show an especially strong effect ( $p < .01$ )**

All other areas indicate that differences are significant at the .05 level.

Compared with the 4-yr public college norms, Evergreen has a **higher** percentage of Native American freshmen and a **lower** percentage of African American freshmen.

| Are you: (1)   | TESC number | TESC percent | 4-yr public college norms | difference   | Z-score      |
|--|-------------|--------------|---------------------------|--------------|--------------|
| <b>White/Caucasian</b>                                 | <b>168</b>  | <b>88.1%</b> | <b>72.8%</b>              | <b>15.3%</b> | <b>4.46</b>  |
| <b>Other</b>   | <b>168</b>  | <b>8.9%</b>  | <b>3.8%</b>               | <b>5.1%</b>  | <b>3.46</b>  |
| <b>Native American</b>                                 | <b>168</b>  | <b>6.0%</b>  | <b>2.6%</b>               | <b>3.4%</b>  | <b>2.77</b>  |
| Asian American/Asian                                   | 168         | 7.7%         | 6.7%                      | 1.0%         | <b>0.52</b>  |
| Other Latino (other than Puerto Rican and Mexican Am.) | 168         | 2.4%         | 2.0%                      | 0.4%         | <b>0.37</b>  |
| Puerto Rican   | 168         | 0.6%         | 0.9%                      | -0.3%        | <b>-0.41</b> |
| Mexican American/Chicano                               | 168         | 3.6%         | 5.4%                      | -1.8%        | <b>-1.03</b> |
| <b>African American/Black</b>                          | <b>168</b>  | <b>3.0%</b>  | <b>12.7%</b>              | <b>-9.7%</b> | <b>-3.78</b> |

Overall, Evergreen students report similar high school grades as the comparison group.

**Average grade in high school**

|         |     |       |       |       |              |
|---------|-----|-------|-------|-------|--------------|
| A or A+ | 169 | 10.7% | 13.8% | -3.1% | <b>-1.17</b> |
| A-      | 169 | 24.3% | 18.2% | 6.1%  | <b>2.06</b>  |
| B+      | 169 | 23.7% | 21.3% | 2.4%  | <b>0.76</b>  |
| B       | 169 | 24.3% | 25.9% | -1.6% | <b>-0.47</b> |
| B-      | 169 | 8.9%  | 11.4% | -2.5% | <b>-1.02</b> |
| C+      | 169 | 5.3%  | 6.6%  | -1.3% | <b>-0.68</b> |
| C       | 169 | 2.4%  | 2.7%  | -0.3% | <b>-0.24</b> |
| D       | 169 | 0.6%  | 0.1%  | 0.5%  | <b>2.06</b>  |

Evergreen students tend to live further from "home" than their peers. More Evergreen students (67.7%) have permanent homes more than 100 miles from college, compared with the comparison group (41.2%).

**Miles from college to your permanent home:**

|                      |            |              |              |               |              |
|----------------------|------------|--------------|--------------|---------------|--------------|
| 5 or less            | 167        | 2.4%         | 6.8%         | -4.4%         | <b>-2.26</b> |
| <b>6 to 10</b>       | <b>167</b> | <b>1.8%</b>  | <b>7.2%</b>  | <b>-5.4%</b>  | <b>-2.70</b> |
| <b>11 to 50</b>      | <b>167</b> | <b>8.4%</b>  | <b>28.4%</b> | <b>-20.0%</b> | <b>-5.73</b> |
| 51 to 100            | 167        | 19.8%        | 16.4%        | 3.4%          | <b>1.19</b>  |
| <b>101 to 500</b>    | <b>167</b> | <b>22.8%</b> | <b>34.3%</b> | <b>-11.5%</b> | <b>-3.13</b> |
| <b>More than 500</b> | <b>167</b> | <b>44.9%</b> | <b>6.9%</b>  | <b>38.0%</b>  | <b>19.38</b> |

(1) Percentages will sum to more than 100.0 if any respondent marked more than one category.

### Self-ratings: Above average or highest 10% compared with average person your age

Evergreen students gave themselves significantly **higher** ratings in artistic ability, creativity, writing, self-understanding, spirituality, and understanding of others than their 4-year public college peers.

They gave themselves significantly **lower** ratings in emotional health, drive to achieve, mathematical ability, computer skills, social self-confidence, and popularity.

Differences in ratings for other items (shaded) were not statistically significant.

|   | TESC number | TESC percent | 4-yr public college norms | difference    | Z-score      |
|---|-------------|--------------|---------------------------|---------------|--------------|
| <b><u>TESC students significantly higher:</u></b> |             |              |                           |               |              |
| <b>Artistic ability</b>                           | <b>169</b>  | <b>56.2%</b> | <b>26.4%</b>              | <b>29.8%</b>  | <b>8.79</b>  |
| <b>Creativity</b>                                 | <b>169</b>  | <b>79.9%</b> | <b>54.0%</b>              | <b>25.9%</b>  | <b>6.76</b>  |
| <b>Writing ability</b>                            | <b>168</b>  | <b>60.7%</b> | <b>42.5%</b>              | <b>18.2%</b>  | <b>4.77</b>  |
| <b>Self-understanding</b>                         | <b>168</b>  | <b>69.0%</b> | <b>55.5%</b>              | <b>13.5%</b>  | <b>3.52</b>  |
| Spirituality                                      | 167         | 53.3%        | 44.6%                     | 8.7%          | <b>2.26</b>  |
| Understanding of others                           | 167         | 72.5%        | 64.3%                     | 8.2%          | <b>2.21</b>  |
| Academic ability                                  | 168         | 66.1%        | 58.9%                     | 7.2%          | <b>1.90</b>  |
| Public speaking ability                           | 167         | 37.7%        | 33.4%                     | 4.3%          | <b>1.18</b>  |
| Self-confidence (intellectual)                    | 168         | 57.7%        | 57.1%                     | 0.6%          | <b>0.16</b>  |
| Initiative  | 168         | 45.2%        | 49.2%                     | -4.0%         | <b>-1.04</b> |
| Leadership ability                                | 168         | 51.8%        | 57.4%                     | -5.6%         | <b>-1.47</b> |
| Cooperativeness                                   | 168         | 65.5%        | 72.1%                     | -6.6%         | <b>-1.91</b> |
| <b><u>TESC students significantly lower:</u></b>  |             |              |                           |               |              |
| Emotional health                                  | 168         | 45.2%        | 53.3%                     | -8.1%         | <b>-2.10</b> |
| Drive to achieve                                  | 169         | 59.2%        | 67.7%                     | -8.5%         | <b>-2.36</b> |
| <b>Mathematical ability</b>                       | <b>168</b>  | <b>28.6%</b> | <b>38.4%</b>              | <b>-9.8%</b>  | <b>-2.61</b> |
| <b>Computer skills</b>                            | <b>169</b>  | <b>20.7%</b> | <b>31.7%</b>              | <b>-11.0%</b> | <b>-3.07</b> |
| <b>Self-confidence (social)</b>                   | <b>168</b>  | <b>40.5%</b> | <b>52.2%</b>              | <b>-11.7%</b> | <b>-3.04</b> |
| <b>Popularity</b>                                 | <b>166</b>  | <b>22.3%</b> | <b>38.5%</b>              | <b>-16.2%</b> | <b>-4.29</b> |
| <b>Physical health</b>                            | <b>167</b>  | <b>35.3%</b> | <b>55.2%</b>              | <b>-19.9%</b> | <b>-5.17</b> |
| <b>Competitiveness</b>                            | <b>169</b>  | <b>29.0%</b> | <b>54.9%</b>              | <b>-25.9%</b> | <b>-6.77</b> |

### Activities noted in the past year (during high school)

Evergreen freshmen were more likely to have visited an art gallery or museum, discussed politics, played a musical instrument, had wine, beer, or liquor, checked out a library book, played chess, discussed religion, smoked cigarettes, overslept and missed class, felt depressed, come to class late, attended a recital or concert, taken a prescribed anti-depressant, visited a teacher's home, used e-mail, and socialized with someone of another racial or ethnic group than their peers.

They were less likely to have played computer games, used an Internet chat room, or attend a religious service.

Differences in ratings for other items (shaded) were not statistically significant.

|   | TESC<br>number | TESC<br>percent | 4-yr public<br>college norms | difference | Z-score |
|---|----------------|-----------------|------------------------------|------------|---------|
| <b><u>TESC students significantly higher:</u></b>     |                |                 |                              |            |         |
| Visited an art gallery or museum                      | 170            | 89.4%           | 51.8%                        | 37.6%      | 9.81    |
| Discussed politics (3)                                | 168            | 41.7%           | 13.7%                        | 28.0%      | 10.55   |
| Played a musical instrument                           | 170            | 61.8%           | 36.9%                        | 24.9%      | 6.73    |
| Drank wine or liquor                                  | 169            | 76.3%           | 51.5%                        | 24.8%      | 6.45    |
| Checked out a book or journal from school library (3) | 170            | 37.1%           | 18.5%                        | 18.6%      | 6.25    |
| Played chess  | 170            | 51.8%           | 33.7%                        | 18.1%      | 4.99    |
| Discussed religion (3)                                | 170            | 43.5%           | 26.5%                        | 17.0%      | 5.02    |
| Drank beer  | 169            | 63.3%           | 46.9%                        | 16.4%      | 4.27    |
| Smoked cigarettes (3)                                 | 170            | 28.2%           | 11.9%                        | 16.3%      | 6.56    |
| Overslept and missed class or appointment             | 169            | 50.9%           | 35.7%                        | 15.2%      | 4.12    |
| Felt depressed (3)                                    | 169            | 20.7%           | 8.9%                         | 11.8%      | 5.39    |
| Came late to class                                    | 170            | 75.9%           | 64.2%                        | 11.7%      | 3.18    |
| Attended a public recital or concert                  | 170            | 86.5%           | 75.0%                        | 11.5%      | 3.46    |
| Took a prescribed anti-depressant                     | 170            | 15.3%           | 4.9%                         | 10.4%      | 6.28    |
| Was a guest in a teacher's home                       | 169            | 37.3%           | 26.9%                        | 10.4%      | 3.05    |
| Communicated via e-mail (3)                           | 169            | 59.2%           | 50.3%                        | 8.9%       | 2.31    |
| Socialized w/someone of other race/ethnic group (3)   | 168            | 73.2%           | 65.8%                        | 7.4%       | 2.02    |
| Read the editorial page in daily newspaper            | 170            | 67.6%           | 60.6%                        | 7.0%       | 1.87    |
| Felt overwhelmed by all I had to do (3)               | 170            | 35.3%           | 30.1%                        | 5.2%       | 1.48    |
| Used a personal computer (3)                          | 170            | 67.1%           | 62.9%                        | 4.2%       | 1.13    |
| Performed volunteer work                              | 170            | 80.0%           | 76.6%                        | 3.4%       | 1.05    |
| Was bored in class (3)                                | 170            | 42.9%           | 40.3%                        | 2.6%       | 0.69    |
| Performed community service as part of class          | 170            | 53.5%           | 51.7%                        | 1.8%       | 0.47    |
| Asked a teacher for advice after class (3)            | 169            | 24.3%           | 22.9%                        | 1.4%       | 0.43    |
| Other Internet use (3)                                | 170            | 38.8%           | 38.4%                        | 0.4%       | 0.11    |
| Tutored another student                               | 170            | 50.0%           | 49.7%                        | 0.3%       | 0.08    |
| Used the Internet for research or homework (3)        | 170            | 52.4%           | 55.6%                        | -3.2%      | -0.84   |
| Studied with other students                           | 169            | 81.7%           | 85.6%                        | -3.9%      | -1.44   |
| Voted in a student election (3)                       | 168            | 16.1%           | 21.6%                        | -5.5%      | -1.73   |
| Participated in organized demonstrations              | 170            | 44.7%           | 50.6%                        | -5.9%      | -1.54   |
| <b><u>TESC students significantly lower:</u></b>      |                |                 |                              |            |         |
| Participated in Internet chat rooms (3)               | 170            | 13.5%           | 23.2%                        | -9.7%      | -3.00   |
| Played computer games (3)                             | 170            | 16.5%           | 27.8%                        | -11.3%     | -3.29   |
| Attended a religious service                          | 169            | 46.2%           | 82.5%                        | -36.3%     | -12.42  |

(3) Percentage responding "frequently" only. Results for other items in this group represent the percentage responding "frequently" OR "occasionally."

**DURING YOUR LAST YEAR IN HIGH SCHOOL HOW MUCH TIME DID YOU SPEND IN A TYPICAL WEEK:**

Compared with their peers, TESC students reported spending more time studying and reading for pleasure, and less time in sports, watching television, and in prayer/mediation. Overall, they spent about the same amount of time on other activities as their peers.

|                          | TESC number | TESC percent | 4-yr public college norms | difference   | Z-score      |
|--------------------------|-------------|--------------|---------------------------|--------------|--------------|
| <b>Studying/homework</b> |             |              |                           |              |              |
| None                     | 167         | 2.4%         | 2.6%                      | -0.2%        | <b>-0.16</b> |
| Less than 1 hour         | 167         | 15.0%        | 14.1%                     | 0.9%         | <b>0.33</b>  |
| <b>1 to 2</b>            | <b>167</b>  | <b>14.4%</b> | <b>23.4%</b>              | <b>-9.0%</b> | <b>-2.75</b> |
| 3 to 5                   | 167         | 28.7%        | 29.4%                     | -0.7%        | <b>-0.20</b> |
| 6 to 10                  | 167         | 16.8%        | 18.1%                     | -1.3%        | <b>-0.44</b> |
| <b>11 to 15</b>          | <b>167</b>  | <b>15.0%</b> | <b>7.3%</b>               | <b>7.7%</b>  | <b>3.83</b>  |
| 16 to 20                 | 167         | 2.4%         | 3.1%                      | -0.7%        | <b>-0.52</b> |
| <b>Over 20</b>           | <b>167</b>  | <b>5.4%</b>  | <b>2.0%</b>               | <b>3.4%</b>  | <b>3.14</b>  |

**Socializing with friends**

|                  |     |       |       |       |              |
|------------------|-----|-------|-------|-------|--------------|
| None             | 166 | 1.2%  | 0.3%  | 0.9%  | <b>2.12</b>  |
| Less than 1 hour | 166 | 0.6%  | 1.3%  | -0.7% | <b>-0.80</b> |
| 1 to 2           | 166 | 6.6%  | 5.4%  | 1.2%  | <b>0.68</b>  |
| 3 to 5           | 166 | 11.4% | 15.6% | -4.2% | <b>-1.49</b> |
| 6 to 10          | 166 | 22.3% | 23.0% | -0.7% | <b>-0.21</b> |
| 11 to 15         | 166 | 18.7% | 18.1% | 0.6%  | <b>0.20</b>  |
| 16 to 20         | 166 | 12.0% | 13.0% | -1.0% | <b>-0.38</b> |
| Over 20          | 166 | 27.1% | 23.3% | 3.8%  | <b>1.16</b>  |

**Talking with teachers outside of class**

|                  |     |       |       |       |              |
|------------------|-----|-------|-------|-------|--------------|
| None             | 165 | 9.1%  | 10.2% | -1.1% | <b>-0.47</b> |
| Less than 1 hour | 165 | 38.8% | 42.3% | -3.5% | <b>-0.91</b> |
| 1 to 2           | 165 | 27.9% | 30.3% | -2.4% | <b>-0.67</b> |
| 3 to 5           | 165 | 15.2% | 11.6% | 3.6%  | <b>1.44</b>  |
| 6 to 10          | 165 | 4.8%  | 3.4%  | 1.4%  | <b>0.99</b>  |
| 11 to 15         | 165 | 2.4%  | 1.2%  | 1.2%  | <b>1.42</b>  |
| 16 to 20         | 165 | 1.2%  | 0.5%  | 0.7%  | <b>1.27</b>  |
| Over 20          | 165 | 0.6%  | 0.5%  | 0.1%  | <b>0.18</b>  |

**Exercise or sports**

|                         |            |              |              |              |              |
|-------------------------|------------|--------------|--------------|--------------|--------------|
| None                    | 167        | 9.6%         | 5.4%         | 4.2%         | <b>2.40</b>  |
| <b>Less than 1 hour</b> | <b>167</b> | <b>22.2%</b> | <b>10.2%</b> | <b>12.0%</b> | <b>5.12</b>  |
| 1 to 2                  | 167        | 15.6%        | 15.8%        | -0.2%        | <b>-0.07</b> |
| 3 to 5                  | 167        | 22.2%        | 18.7%        | 3.5%         | <b>1.16</b>  |
| 6 to 10                 | 167        | 15.0%        | 17.1%        | -2.1%        | <b>-0.72</b> |
| 11 to 15                | 167        | 9.0%         | 13.9%        | -4.9%        | <b>-1.83</b> |
| <b>16 to 20</b>         | <b>167</b> | <b>2.4%</b>  | <b>7.8%</b>  | <b>-5.4%</b> | <b>-2.60</b> |
| <b>Over 20</b>          | <b>167</b> | <b>4.2%</b>  | <b>11.1%</b> | <b>-6.9%</b> | <b>-2.84</b> |

**Partying**

|                  |     |       |       |       |              |
|------------------|-----|-------|-------|-------|--------------|
| None             | 167 | 18.6% | 19.0% | -0.4% | <b>-0.13</b> |
| Less than 1 hour | 167 | 15.6% | 13.2% | 2.4%  | <b>0.92</b>  |
| 1 to 2           | 167 | 15.0% | 17.6% | -2.6% | <b>-0.88</b> |
| 3 to 5           | 167 | 21.0% | 21.4% | -0.4% | <b>-0.13</b> |
| 6 to 10          | 167 | 12.0% | 14.8% | -2.8% | <b>-1.02</b> |
| 11 to 15         | 167 | 9.0%  | 6.8%  | 2.2%  | <b>1.13</b>  |
| 16 to 20         | 167 | 4.2%  | 3.4%  | 0.8%  | <b>0.57</b>  |
| Over 20          | 167 | 4.8%  | 3.9%  | 0.9%  | <b>0.60</b>  |

| <b>Working (for pay)</b> | TESC<br>number | TESC<br>percent | 4-yr public<br>college norms | difference | Z-score      |
|--------------------------|----------------|-----------------|------------------------------|------------|--------------|
| None                     | 167            | 29.9%           | 24.4%                        | 5.5%       | <b>1.65</b>  |
| Less than 1 hour         | 167            | 3.0%            | 1.9%                         | 1.1%       | <b>1.04</b>  |
| 1 to 2                   | 167            | 1.8%            | 2.6%                         | -0.8%      | <b>-0.65</b> |
| 3 to 5                   | 167            | 6.6%            | 5.6%                         | 1.0%       | <b>0.56</b>  |
| 6 to 10                  | 167            | 14.4%           | 10.5%                        | 3.9%       | <b>1.64</b>  |
| 11 to 15                 | 167            | 13.2%           | 13.6%                        | -0.4%      | <b>-0.15</b> |
| 16 to 20                 | 167            | 10.8%           | 18.4%                        | -7.6%      | <b>-2.53</b> |
| Over 20                  | 167            | 20.4%           | 23.0%                        | -2.6%      | <b>-0.80</b> |

**Volunteer work**

|                  |     |       |       |       |              |
|------------------|-----|-------|-------|-------|--------------|
| None             | 166 | 28.3% | 36.1% | -7.8% | <b>-2.09</b> |
| Less than 1 hour | 166 | 21.7% | 21.5% | 0.2%  | <b>0.06</b>  |
| 1 to 2           | 166 | 26.5% | 21.4% | 5.1%  | <b>1.60</b>  |
| 3 to 5           | 166 | 12.7% | 11.9% | 0.8%  | <b>0.32</b>  |
| 6 to 10          | 166 | 5.4%  | 4.8%  | 0.6%  | <b>0.36</b>  |
| 11 to 15         | 166 | 1.8%  | 1.8%  | 0.0%  | <b>0.00</b>  |
| 16 to 20         | 166 | 0.6%  | 1.0%  | -0.4% | <b>-0.52</b> |
| Over 20          | 166 | 3.0%  | 1.6%  | 1.4%  | <b>1.44</b>  |

**Student clubs/groups**

|                  |     |       |       |       |              |
|------------------|-----|-------|-------|-------|--------------|
| None             | 165 | 32.7% | 30.5% | 2.2%  | <b>0.61</b>  |
| Less than 1 hour | 165 | 10.9% | 14.9% | -4.0% | <b>-1.44</b> |
| 1 to 2           | 165 | 21.2% | 23.9% | -2.7% | <b>-0.81</b> |
| 3 to 5           | 165 | 15.2% | 16.6% | -1.4% | <b>-0.48</b> |
| 6 to 10          | 165 | 9.1%  | 7.7%  | 1.4%  | <b>0.67</b>  |
| 11 to 15         | 165 | 4.8%  | 3.1%  | 1.7%  | <b>1.26</b>  |
| 16 to 20         | 165 | 2.4%  | 1.4%  | 1.0%  | <b>1.09</b>  |
| Over 20          | 165 | 3.6%  | 1.9%  | 1.7%  | <b>1.60</b>  |

**Watching TV**

|                         |            |              |              |              |              |
|-------------------------|------------|--------------|--------------|--------------|--------------|
| <b>None</b>             | <b>165</b> | <b>13.3%</b> | <b>5.1%</b>  | <b>8.2%</b>  | <b>4.79</b>  |
| <b>Less than 1 hour</b> | <b>165</b> | <b>25.5%</b> | <b>14.9%</b> | <b>10.6%</b> | <b>3.82</b>  |
| 1 to 2                  | 165        | 16.4%        | 24.1%        | -7.7%        | <b>-2.31</b> |
| 3 to 5                  | 165        | 24.8%        | 26.7%        | -1.9%        | <b>-0.55</b> |
| 6 to 10                 | 165        | 9.7%         | 15.7%        | -6.0%        | <b>-2.12</b> |
| 11 to 15                | 165        | 3.6%         | 6.6%         | -3.0%        | <b>-1.55</b> |
| 16 to 20                | 165        | 2.4%         | 2.9%         | -0.5%        | <b>-0.38</b> |
| Over 20                 | 165        | 4.2%         | 4.1%         | 0.1%         | <b>0.06</b>  |

| <b>Housework/childcare</b> | TESC<br>number | TESC<br>percent | 4-yr public<br>college norms | difference | Z-score      |
|----------------------------|----------------|-----------------|------------------------------|------------|--------------|
| None                       | 166            | 15.7%           | 19.2%                        | -3.5%      | <b>-1.14</b> |
| Less than 1 hour           | 166            | 25.9%           | 21.3%                        | 4.6%       | <b>1.45</b>  |
| 1 to 2                     | 166            | 32.5%           | 29.7%                        | 2.8%       | <b>0.79</b>  |
| 3 to 5                     | 166            | 13.9%           | 18.5%                        | -4.6%      | <b>-1.53</b> |
| 6 to 10                    | 166            | 6.0%            | 6.5%                         | -0.5%      | <b>-0.26</b> |
| 11 to 15                   | 166            | 3.0%            | 2.2%                         | 0.8%       | <b>0.70</b>  |
| 16 to 20                   | 166            | 0.6%            | 1.0%                         | -0.4%      | <b>-0.52</b> |
| Over 20                    | 166            | 2.4%            | 1.7%                         | 0.7%       | <b>0.70</b>  |

**Reading for pleasure**

|                         |            |              |              |               |              |
|-------------------------|------------|--------------|--------------|---------------|--------------|
| <b>None</b>             | <b>165</b> | <b>6.1%</b>  | <b>27.3%</b> | <b>-21.2%</b> | <b>-6.11</b> |
| <b>Less than 1 hour</b> | <b>165</b> | <b>12.7%</b> | <b>27.3%</b> | <b>-14.6%</b> | <b>-4.21</b> |
| 1 to 2                  | 165        | 26.1%        | 24.0%        | 2.1%          | <b>0.63</b>  |
| <b>3 to 5</b>           | <b>165</b> | <b>24.2%</b> | <b>12.8%</b> | <b>11.4%</b>  | <b>4.38</b>  |
| <b>6 to 10</b>          | <b>165</b> | <b>15.8%</b> | <b>5.1%</b>  | <b>10.7%</b>  | <b>6.25</b>  |
| <b>11 to 15</b>         | <b>165</b> | <b>4.8%</b>  | <b>1.8%</b>  | <b>3.0%</b>   | <b>2.90</b>  |
| <b>16 to 20</b>         | <b>165</b> | <b>4.2%</b>  | <b>0.7%</b>  | <b>3.5%</b>   | <b>5.39</b>  |
| <b>Over 20</b>          | <b>165</b> | <b>6.1%</b>  | <b>0.8%</b>  | <b>5.3%</b>   | <b>7.64</b>  |

**Playing video games**

|                  |            |             |             |             |              |
|------------------|------------|-------------|-------------|-------------|--------------|
| None             | 166        | 60.8%       | 51.4%       | 9.4%        | <b>2.42</b>  |
| Less than 1 hour | 166        | 18.7%       | 20.1%       | -1.4%       | <b>-0.45</b> |
| 1 to 2           | 166        | 7.2%        | 13.4%       | -6.2%       | <b>-2.34</b> |
| 3 to 5           | 166        | 3.6%        | 8.2%        | -4.6%       | <b>-2.16</b> |
| 6 to 10          | 166        | 4.8%        | 3.8%        | 1.0%        | <b>0.67</b>  |
| 11 to 15         | 166        | 1.8%        | 1.5%        | 0.3%        | <b>0.32</b>  |
| 16 to 20         | 166        | 0.0%        | 0.6%        | -0.6%       | <b>-1.00</b> |
| <b>Over 20</b>   | <b>166</b> | <b>3.0%</b> | <b>1.0%</b> | <b>2.0%</b> | <b>2.59</b>  |

**Prayer/meditation**

|                         |            |              |              |               |              |
|-------------------------|------------|--------------|--------------|---------------|--------------|
| <b>None</b>             | <b>165</b> | <b>46.1%</b> | <b>33.4%</b> | <b>12.7%</b>  | <b>3.46</b>  |
| <b>Less than 1 hour</b> | <b>165</b> | <b>23.0%</b> | <b>34.4%</b> | <b>-11.4%</b> | <b>-3.08</b> |
| 1 to 2                  | 165        | 16.4%        | 20.4%        | -4.0%         | <b>-1.28</b> |
| 3 to 5                  | 165        | 8.5%         | 7.3%         | 1.2%          | <b>0.59</b>  |
| 6 to 10                 | 165        | 2.4%         | 2.4%         | 0.0%          | <b>0.00</b>  |
| 11 to 15                | 165        | 1.8%         | 0.8%         | 1.0%          | <b>1.44</b>  |
| 16 to 20                | 165        | 0.6%         | 0.4%         | 0.2%          | <b>0.41</b>  |
| Over 20                 | 165        | 1.2%         | 1.0%         | 0.2%          | <b>0.26</b>  |

**"Please indicate the importance to you personally of each of the following:"**

Evergreen students gave significantly higher ratings to creating artistic work, writing original work, developing a meaningful philosophy of life, cleaning up the environment, helping to promote racial understanding, becoming accomplished in the performing arts, participating in community action, keeping up to date with political affairs, influencing the political structure, influencing social values, and integrating spirituality into their lives.

They gave significantly lower ratings to the importance of becoming an authority in their field, becoming successful in their own business, being responsible for the work of others, raising a family, and being well off financially.

Differences in ratings for other items (shaded) were not statistically significant.

|  | TESC number | TESC percent | 4-yr public college norms | difference | Z-score |
|--|-------------|--------------|---------------------------|------------|---------|
| <b><u>TESC students significantly higher than norm</u></b> |             |              |                           |            |         |
| Creating artistic works (painting, sculpture, etc.)        | 166         | 50.6%        | 14.0%                     | 36.6%      | 13.59   |
| Writing original works (poems, novels, stories, etc.)      | 165         | 46.7%        | 13.6%                     | 33.1%      | 12.40   |
| Developing a meaningful philosophy of life                 | 166         | 69.3%        | 38.6%                     | 30.7%      | 8.12    |
| Cleaning up the environment                                | 168         | 45.2%        | 17.9%                     | 27.3%      | 9.23    |
| Helping to promote racial understanding                    | 166         | 51.2%        | 28.7%                     | 22.5%      | 6.41    |
| Becoming accomplished in the performing arts               | 168         | 35.1%        | 12.9%                     | 22.2%      | 8.58    |
| Participating in a community action program                | 166         | 41.0%        | 20.8%                     | 20.2%      | 6.41    |
| Keeping up to date with political affairs                  | 167         | 44.3%        | 24.2%                     | 20.1%      | 6.06    |
| Influencing the political structure                        | 166         | 34.3%        | 16.2%                     | 18.1%      | 6.33    |
| Influencing social values                                  | 167         | 53.3%        | 36.1%                     | 17.2%      | 4.63    |
| Integrating spirituality into my life                      | 167         | 51.5%        | 42.1%                     | 9.4%       | 2.46    |
| Helping others who are in difficulty                       | 165         | 63.6%        | 60.2%                     | 3.4%       | 0.89    |
| Becoming a community leader                                | 166         | 28.9%        | 28.6%                     | 0.3%       | 0.09    |
| Making a theoretical contribution to science               | 165         | 10.9%        | 15.3%                     | -4.4%      | -1.57   |
| Obtaining recognition from my colleagues                   | 167         | 44.3%        | 51.0%                     | -6.7%      | -1.73   |
| <b><u>TESC students significantly lower than norm</u></b>  |             |              |                           |            |         |
| Becoming an authority in my field                          | 167         | 50.3%        | 59.1%                     | -8.8%      | -2.31   |
| Becoming successful in a business of my own                | 167         | 26.9%        | 38.4%                     | -11.5%     | -3.06   |
| Being responsible for the work of others                   | 165         | 10.3%        | 37.1%                     | -26.8%     | -7.13   |
| Raising a family   | 167         | 44.9%        | 72.3%                     | -27.4%     | -7.91   |
| Being very well off financially                            | 165         | 30.3%        | 75.0%                     | -44.7%     | -13.26  |

**Evergreen students were more likely to report that their college was their first choice:**

|                        |     |       |       |        |       |
|------------------------|-----|-------|-------|--------|-------|
| First choice           | 170 | 86.5% | 69.1% | 17.4%  | 4.91  |
| Second choice          | 170 | 11.2% | 22.7% | -11.5% | -3.58 |
| Third choice           | 170 | 1.2%  | 5.6%  | -4.4%  | -2.50 |
| Less than third choice | 170 | 1.2%  | 2.7%  | -1.5%  | -1.21 |

### Reason noted as very important in deciding to go to college

In their decision to go to college, Evergreen students gave more importance to becoming a cultured person, gaining general education, learning about things that interested them, and getting away from home than their peers. They were somewhat more likely to indicate "there was nothing better to do" than their peers, but this was a very small percent.

Evergreen students were less concerned with preparation for graduate/professional school, parents' wishes, getting a better job, training for a specific career, and being able to make money.

Differences in ratings for other items (shaded) were not statistically significant.

|   | TESC number | TESC percent | 4-yr public college norms | difference | Z-score |
|---|-------------|--------------|---------------------------|------------|---------|
| <b>TESC students significantly higher than norm</b> |             |              |                           |            |         |
| To make me a more cultured person                   | 171         | 65.5%        | 34.5%                     | 31.0%      | 8.53    |
| To gain a general education / appreciation of ideas | 171         | 84.2%        | 59.2%                     | 25.0%      | 6.65    |
| To learn more about things that interest me         | 171         | 91.8%        | 72.0%                     | 19.8%      | 5.77    |
| Wanted to get away from home                        | 170         | 32.4%        | 19.3%                     | 13.1%      | 4.33    |
| To improve my reading and study skills              | 171         | 46.2%        | 40.3%                     | 5.9%       | 1.57    |
| There was nothing better to do                      | 169         | 5.9%         | 3.2%                      | 2.7%       | 1.99    |
| A mentor/role model encouraged me to go             | 170         | 15.3%        | 14.0%                     | 1.3%       | 0.49    |
| I could not find a job                              | 171         | 2.3%         | 5.2%                      | -2.9%      | -1.71   |
| <b>TESC students significantly lower than norm</b>  |             |              |                           |            |         |
| To prepare for graduate/professional school         | 170         | 41.2%        | 52.3%                     | -11.1%     | -2.90   |
| My parents wanted me to go                          | 171         | 20.5%        | 35.6%                     | -15.1%     | -4.12   |
| To be able to get a better job                      | 170         | 46.5%        | 74.0%                     | -27.5%     | -8.17   |
| To be able to make more money                       | 170         | 32.9%        | 72.8%                     | -39.9%     | -11.69  |
| To get training for a specific career               | 170         | 35.3%        | 75.7%                     | -40.4%     | -12.28  |

### Reasons for deciding to attend this particular college

Evergreen students more frequently noted special educational programs, information in a multicollege guidebook, college size, social reputation of college, and rankings in national magazines as reasons to attend this college.

They were less influenced by relatives wanting them to come to the college, proximity of college to home, low tuition, financial assistance, and college's graduates getting good jobs.

Differences in ratings for other items (shaded) were not statistically significant.

#### TESC students significantly higher than norm

|   |     |       |       |        |       |
|---|-----|-------|-------|--------|-------|
| College offers special educational programs                 | 165 | 47.3% | 21.1% | 26.2%  | 8.25  |
| Information in a multicollege guidebook                     | 167 | 17.4% | 4.9%  | 12.5%  | 7.48  |
| Size of this college  | 167 | 44.9% | 34.6% | 10.3%  | 2.80  |
| This college has a good social reputation                   | 169 | 30.8% | 21.9% | 8.9%   | 2.80  |
| Rankings in national magazines                              | 167 | 12.6% | 6.5%  | 6.1%   | 3.20  |
| I was admitted through an Early Action/Decision             | 164 | 7.9%  | 5.2%  | 2.7%   | 1.56  |
| Religious affiliation of college                            | 166 | 3.6%  | 2.3%  | 1.3%   | 1.12  |
| H.S. guidance counselor advised me                          | 167 | 7.8%  | 7.2%  | 0.6%   | 0.30  |
| Not accepted anywhere else                                  | 165 | 3.0%  | 3.3%  | -0.3%  | -0.22 |
| Private college counselor advised me                        | 166 | 1.2%  | 1.6%  | -0.4%  | -0.41 |
| My teacher advised me                                       | 168 | 1.8%  | 3.8%  | -2.0%  | -1.36 |
| Not offered aid by first choice                             | 164 | 2.4%  | 5.2%  | -2.8%  | -1.62 |
| This college's grads. are admitted to top grad/prof schools | 167 | 16.8% | 22.1% | -5.3%  | -1.65 |
| My relatives wanted me to come here                         | 168 | 1.2%  | 7.6%  | -6.4%  | -3.13 |
| College has a very good academic reputation                 | 168 | 39.3% | 45.8% | -6.5%  | -1.69 |
| <b>TESC students significantly lower than norm</b>          |     |       |       |        |       |
| I wanted to live near home                                  | 168 | 6.5%  | 20.4% | -13.9% | -4.47 |
| This college has low tuition                                | 167 | 16.8% | 33.2% | -16.4% | -4.50 |
| I was offered financial assistance                          | 165 | 10.9% | 27.5% | -16.6% | -4.78 |
| This college's graduates get good jobs                      | 168 | 20.8% | 44.0% | -23.2% | -6.06 |

### "What is your best guess as to the chances that you will:"

Compared with their peers, Evergreen students are more likely to predict that they will participate in student protests or demonstrations, participate in volunteer or community work, be satisfied with their college, change their career choice, get a job to help pay for college, seek personal counseling, get a bachelor's degree, change major field, and drop out temporarily (very small percentage).

They are **less** likely to join a fraternity, sorority, or club than their counterparts.

Differences in ratings for other items (shaded) were not statistically significant.

|  | TESC<br>number | TESC<br>percent | 4-yr public<br>college norms | difference   | Z-score      |
|--|----------------|-----------------|------------------------------|--------------|--------------|
| <b>TESC students significantly higher than norm.</b>               |                |                 |                              |              |              |
| <b>Participate in student protests / demonstrations</b>            | <b>165</b>     | <b>30.3%</b>    | <b>4.2%</b>                  | <b>26.1%</b> | <b>16.71</b> |
| <b>Participate in volunteer or community work</b>                  | <b>164</b>     | <b>34.1%</b>    | <b>17.3%</b>                 | <b>16.8%</b> | <b>5.69</b>  |
| <b>Be satisfied with your college</b>                              | <b>165</b>     | <b>59.4%</b>    | <b>43.3%</b>                 | <b>16.1%</b> | <b>4.17</b>  |
| <b>Change career choice</b>  | <b>166</b>     | <b>26.5%</b>    | <b>11.5%</b>                 | <b>15.0%</b> | <b>6.06</b>  |
| <b>Get a job to help pay for college expenses</b>                  | <b>165</b>     | <b>50.3%</b>    | <b>39.3%</b>                 | <b>11.0%</b> | <b>2.89</b>  |
| <b>Seek personal counseling</b>                                    | <b>166</b>     | <b>15.1%</b>    | <b>4.6%</b>                  | <b>10.5%</b> | <b>6.46</b>  |
| <b>Get a bachelor's degree (B.A.,B.S., etc.)</b>                   | <b>165</b>     | <b>84.2%</b>    | <b>73.8%</b>                 | <b>10.4%</b> | <b>3.04</b>  |
| <b>Change major field</b>  | <b>166</b>     | <b>20.5%</b>    | <b>13.1%</b>                 | <b>7.4%</b>  | <b>2.83</b>  |
| <b>Drop out of this college temporarily (exclude transferring)</b> | <b>164</b>     | <b>3.0%</b>     | <b>0.9%</b>                  | <b>2.1%</b>  | <b>2.85</b>  |
| Graduate with honors   | 165            | 15.8%           | 15.2%                        | 0.6%         | <b>0.21</b>  |
| Fail one or more courses   | 166            | 1.2%            | 1.2%                         | 0.0%         | <b>0.00</b>  |
| Work full-time while attending college                             | 166            | 6.0%            | 6.0%                         | 0.0%         | <b>0.00</b>  |
| Make at least "B" average  | 164            | 45.7%           | 45.8%                        | -0.1%        | <b>-0.03</b> |
| Drop out permanently (exclude transferring)                        | 165            | 0.0%            | 0.7%                         | -0.7%        | <b>-1.08</b> |
| Get married while in college                                       | 159            | 4.4%            | 5.2%                         | -0.8%        | <b>-0.45</b> |
| Be elected to a student office                                     | 166            | 2.4%            | 3.3%                         | -0.9%        | <b>-0.65</b> |
| Be elected to an academic honor society                            | 164            | 6.1%            | 7.7%                         | -1.6%        | <b>-0.77</b> |
| Transfer to another college before graduating                      | 165            | 7.9%            | 9.6%                         | -1.7%        | <b>-0.74</b> |
| Need extra time to complete your degree                            | 167            | 5.4%            | 7.5%                         | -2.1%        | <b>-1.03</b> |
| Play varsity/intercollegiate athletics                             | 166            | 9.6%            | 14.7%                        | -5.1%        | <b>-1.86</b> |
| <b>TESC students significantly lower than norm.</b>                |                |                 |                              |              |              |
| Join a social fraternity, sorority, or club                        | <b>165</b>     | <b>9.1%</b>     | <b>16.7%</b>                 | <b>-7.6%</b> | <b>-2.62</b> |

### "How would you characterize your political views?"

Evergreen students are more likely to describe their political views as far left or liberal, and less likely to describe their views as middle-of-the-road or conservative than their peers. The majority of Evergreen freshmen describe themselves as "liberal," while the majority of the comparison group describes itself as "middle-of-the-road."

|                           | TESC<br>number | TESC<br>percent | 4-yr public<br>college norms | difference    | Z-score       |
|---------------------------|----------------|-----------------|------------------------------|---------------|---------------|
| <b>Political views</b>    |                |                 |                              |               |               |
| <b>Far left</b>           | <b>160</b>     | <b>15.0%</b>    | <b>2.5%</b>                  | <b>12.5%</b>  | <b>10.13</b>  |
| <b>Liberal</b>            | <b>160</b>     | <b>63.8%</b>    | <b>21.4%</b>                 | <b>42.4%</b>  | <b>13.08</b>  |
| <b>Middle-of-the-road</b> | <b>160</b>     | <b>16.9%</b>    | <b>57.8%</b>                 | <b>-40.9%</b> | <b>-10.48</b> |
| <b>Conservative</b>       | <b>160</b>     | <b>3.8%</b>     | <b>17.0%</b>                 | <b>-13.2%</b> | <b>-4.44</b>  |
| Far right                 | 160            | 0.6%            | 1.2%                         | -0.6%         | <b>-0.70</b>  |

### Views on political issues

Evergreen students are more likely than their peers to agree with the following statements: marijuana should be legalized, same sex couples should have the right to legal marital status, abortion should be legal, the death penalty should be abolished, if two people really like each other then it is OK to have sex even if they have known each other a short time, wealthy people should pay a larger share of taxes, and the federal government should do more to control sale of firearms.

They are less likely to agree that: the public has the right to know about the personal lives of public figures, colleges should prohibit racist/sexist speech on campus, racial discrimination is no longer a problem in America, the activities of married women are best confined to the home and family, there should be laws prohibiting homosexual relationships, the government should regulate the Internet, there is too much concern in courts for the rights of criminals, and employers should be allowed to require drug testing of employees or job applicants.

Differences in ratings for other items (shaded) were not statistically significant.

| <b>Student AGREES strongly or somewhat</b>  | TESC number | TESC percent | 4-yr public college norms | difference | Z-score |
|---|-------------|--------------|---------------------------|------------|---------|
| <b><u>TESC students significantly higher than norm</u></b>  |             |              |                           |            |         |
| <b>Marijuana should be legalized.</b>   | 168         | 76.2%        | 32.4%                     | 43.8%      | 12.13   |
| <b>Same sex couples should have right to legal marital status.</b>  | 168         | 92.9%        | 53.9%                     | 39.0%      | 10.14   |
| <b>Abortion should be legal.</b>  | 167         | 86.8%        | 52.5%                     | 34.3%      | 8.88    |
| <b>The death penalty should be abolished.</b>   | 164         | 58.5%        | 24.5%                     | 34.0%      | 10.12   |
| <b>If two people really like each other, it's all right for them to have sex even if they have known each other a short time.</b> | 168         | 69.0%        | 40.0%                     | 29.0%      | 7.67    |
| <b>Wealthy people should pay a larger share of taxes.</b>   | 169         | 76.9%        | 56.0%                     | 20.9%      | 5.47    |
| Federal government should do more to curb handgun sales.  | 167         | 89.8%        | 83.7%                     | 6.1%       | 2.13    |
| Just because a man thinks a woman has "led him on" does not entitle him to sex with her.  | 167         | 89.8%        | 87.5%                     | 2.3%       | 0.90    |
| Affirmative action in college admissions should be abolished.   | 162         | 43.2%        | 47.1%                     | -3.9%      | -0.99   |
| Realistically, an individual can do little to change our society.   | 167         | 26.3%        | 31.5%                     | -5.2%      | -1.45   |
| <b><u>TESC students significantly lower than norm</u></b>   |             |              |                           |            |         |
| People have right to know...personal lives of public figures.   | 169         | 17.8%        | 25.7%                     | -7.9%      | -2.35   |
| <b>Colleges should prohibit racist/sexist speech on campus.</b>   | 166         | 53.6%        | 63.8%                     | -10.2%     | -2.73   |
| <b>Racial discrimination no longer major problem in America</b>   | 168         | 7.7%         | 22.6%                     | -14.9%     | -4.62   |
| <b>Activities of married women best confined to home/family</b>   | 168         | 5.4%         | 28.6%                     | -23.2%     | -6.65   |
| <b>Important that laws prohibit homosexual relationships</b>  | 168         | 3.0%         | 29.1%                     | -26.1%     | -7.45   |
| <b>Material on the Internet should be regulated by government</b>   | 168         | 18.5%        | 45.2%                     | -26.7%     | -6.95   |
| <b>Too much concern in courts for rights of criminals</b>   | 165         | 40.6%        | 72.6%                     | -32.0%     | -9.22   |
| <b>Drug testing of employees or job applicants OK</b>   | 169         | 47.3%        | 79.3%                     | -32.0%     | -10.27  |