

Evergreen Student Experience Survey 2015 & 2017 Olympia Campus Random Sample Satisfaction Series

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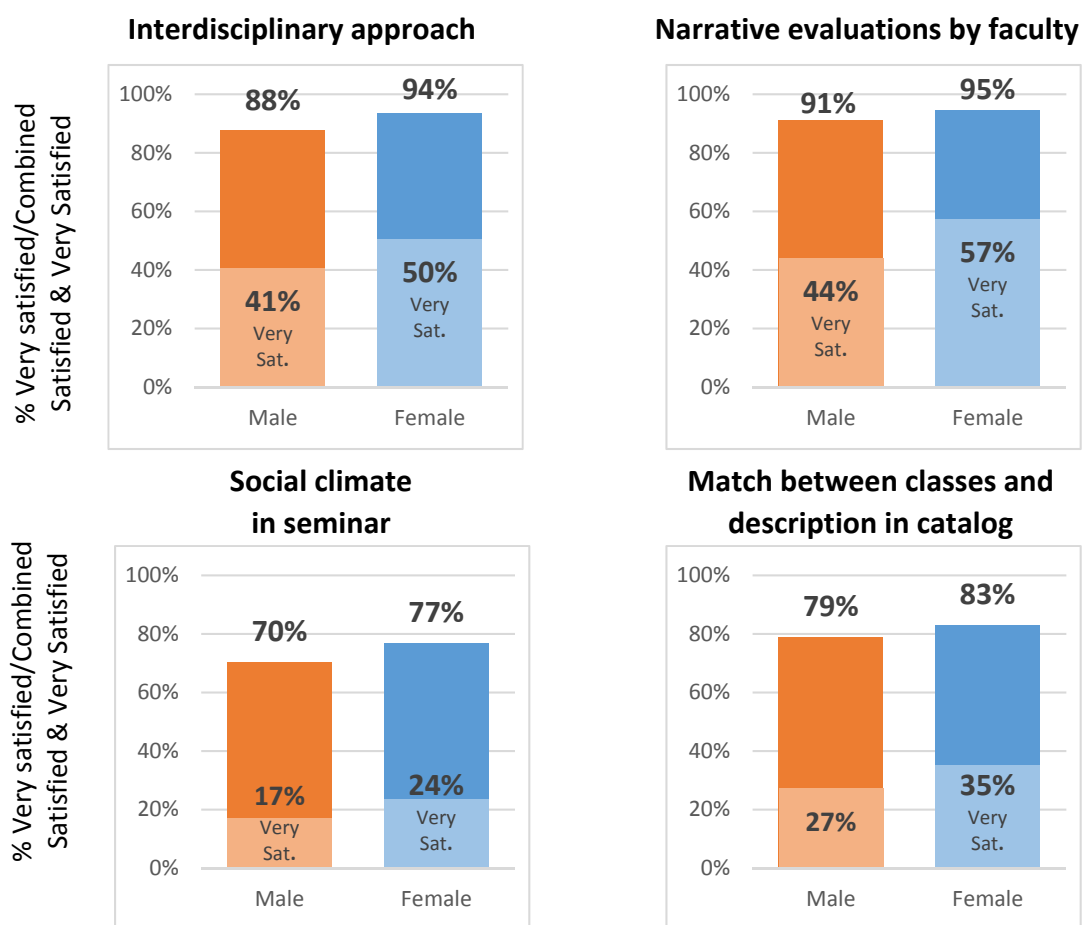
On the Student Experience Survey (SES) students are asked to indicate their level of satisfaction with 26 different aspects of their education (Very Satisfied, Satisfied, Dissatisfied, and Very Dissatisfied). The Olympia campus random sample responses from the 2015 and 2017 SES were combined to make the population large enough to disaggregate the data.

Male (n=170) Female (n=297) – Banner Administrative Data

The top two highest rated satisfaction items for both males and females were Narrative evaluations and Level of respect you feel from faculty. The third highest item for males is Respect you feel from other campus staff and for females Interdisciplinary approach to education.

Males and females share the lowest rated item, Social experiences at Evergreen. The second lowest rated item for men is Respect shown for different or opposing viewpoints and for females is Campus activities and Group projects and other peer collaborations (tie).

There are four items with significant differences in satisfaction between female and male students.¹ Female students have *higher* mean levels of satisfaction with:

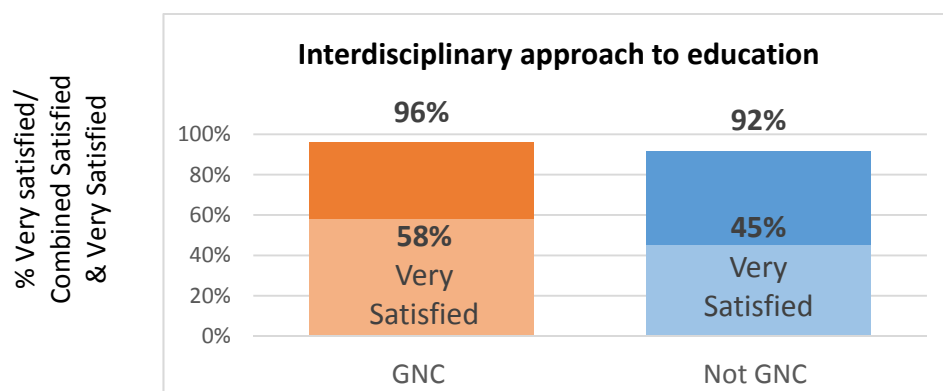


¹ Mean differences are statistically significant at $p \leq .05$ (Mann-Whitney/Kruskal Wallis)

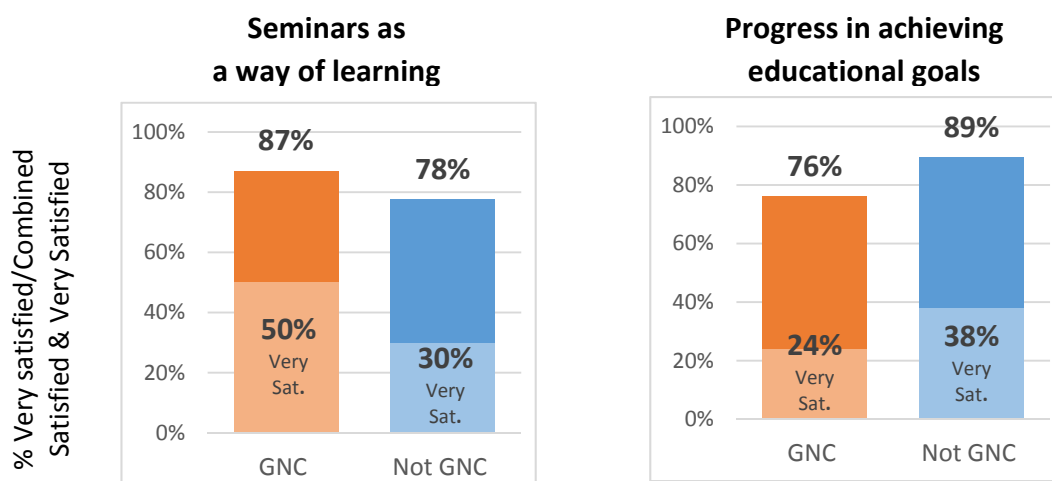
Gender-nonconforming (GNC) (n=50) Self-identified on the SES, GNC includes genderqueer, transgender, intersex, and another gender (written in answers included non-binary and agender).

The three items with the *highest* mean satisfaction for Gender-nonconforming students:

- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Availability of faculty outside of class (tie)
- Interdisciplinary approach to education (tie)
 - Gender-nonconforming students are significantly more satisfied with Evergreen's Interdisciplinary approach to education.



There are two other items with significant mean differences for Gender-nonconforming students.² Gender-nonconforming students are more satisfied with Seminars as a way of learning and less satisfied with their Progress in achieving their educational goals.



The three items with the *lowest* mean satisfaction for Gender-nonconforming students are:

- Group projects and other peer collaborations.
- Availability of information on the college website.
- Amount of time you are able to devote to your academic work.

²Mean differences are statistically significant at $p \leq .05$ (Mann-Whitney/Kruskal Wallis)

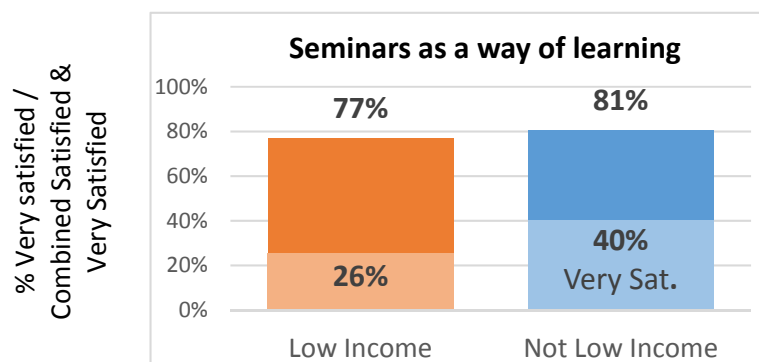
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Low Income (n=251) and **Below Poverty** (n=224) (Low income is at or below 150% of the federal poverty level)

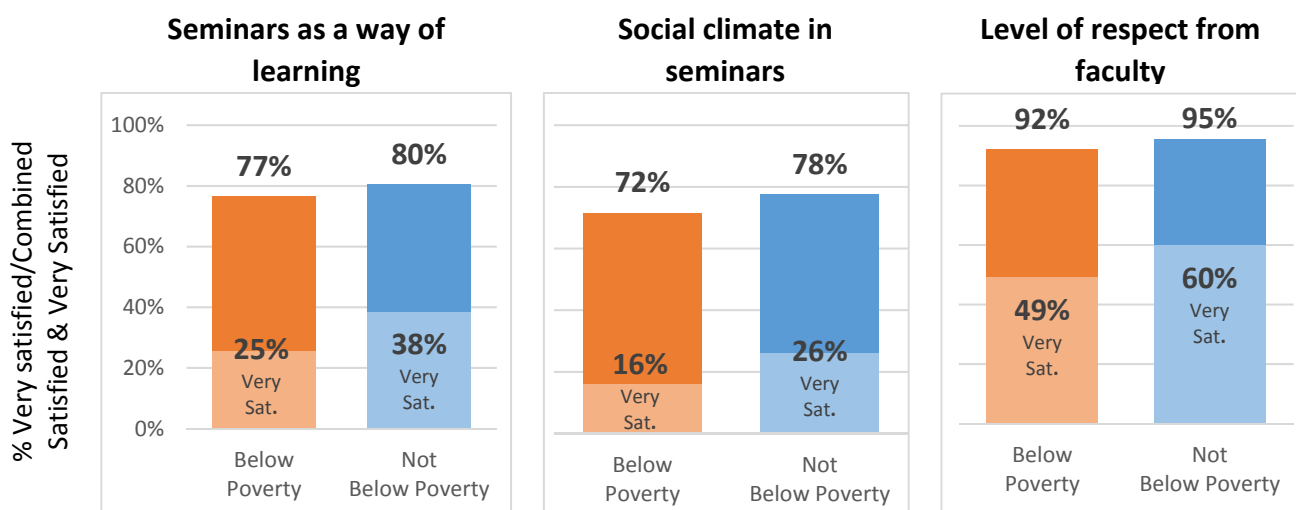
The three items with the highest mean satisfaction for both Low Income and Below Poverty students:

- Narrative evaluations by faculty
- Interdisciplinary approach to education
- Level of respect you feel from faculty

Low Income students are significantly *less* satisfied with Seminars as a way of learning than students who are Not Low Income.¹



Below Poverty students are significantly *less* satisfied than students who are Not Below Poverty with Seminars as way of learning, Social climate in seminars, and Level of respect you feel from faculty.¹



The three items with the lowest mean satisfaction for both Low Income and Below Poverty students:

- Social climate in seminars
- Group projects and other peer collaborations
- Your social experiences at Evergreen

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First-Generation Students (n=166)

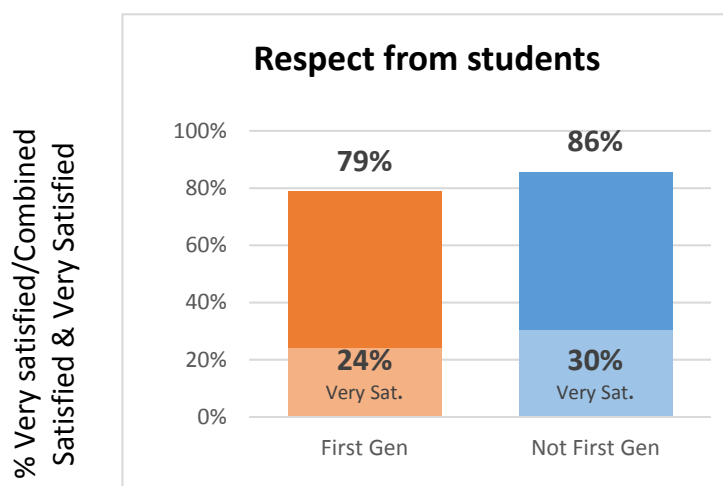
The three items with the *highest* mean satisfaction for First-Gen students:

- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Interdisciplinary approach to education

The three items with the *lowest* mean satisfaction for First-Gen students:

- Your social experiences at Evergreen
- Social climate in seminars
- Group projects and other peer collaborations

First-Gen students are significantly less satisfied with Respect they feel from students.¹ 79% of First-Gen students are satisfied or very satisfied, compared to 86% of students who are not First-Generation students.



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Non-Residents (n=103) vs Residents (n=389)

The three items with the *highest* mean satisfaction:

Non-residents	Residents
Level of respect you feel from faculty	Level of respect you feel from faculty
Narrative evaluations by faculty	Narrative evaluations by faculty
Level of respect you feel from other campus staff	Interdisciplinary approach to education

The three items with the *lowest* mean satisfaction:

Non-residents	Residents
Respect shown for different or opposing viewpoints	Respect shown for different or opposing viewpoints
Your social experiences at Evergreen	Your social experiences at Evergreen
Campus activities	Group projects and other peer collaborations

There were no significant mean differences between Residents and Non-residents.¹

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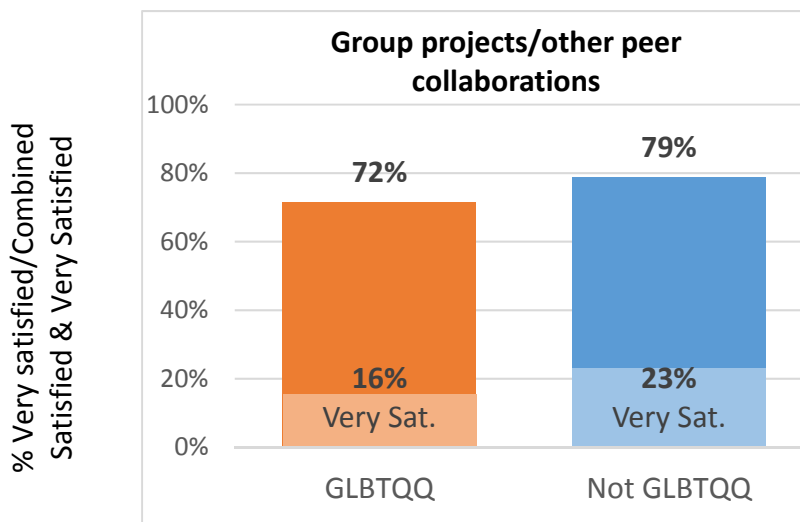
Gay, Lesbian, Bisexual, Transgender, Queer, or Questioning (GLBTQQ) (n=185)

The three items with the *highest* mean satisfaction for GLBTQQ students:

- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Interdisciplinary approach to education

The three items with the *lowest* mean satisfaction for GLBTQQ students:

- Your social experiences at Evergreen
- Social climate in seminars
- Group projects and other peer collaborations
 - GLBTQQ students are significantly less satisfied with Group projects and other peer collaborations.¹ 72% of GLBTQQ students are satisfied or very satisfied with Group projects and other peer collaborations, compared to 79% of students who do not identify as GLBTQQ.



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Non-Traditional Age (n=194) – Students who were 24+ when they took the Student Experience Survey

The three items with the *highest* mean satisfaction for both Traditional Age and Non-Traditional Age students:

- Narrative evaluations by faculty
- Level of respect you feel from faculty
- Interdisciplinary approach to education

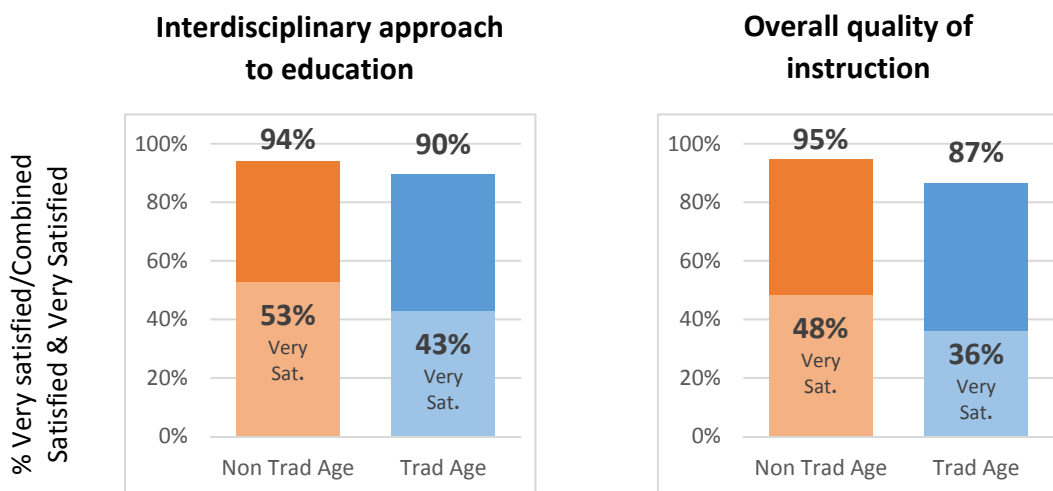
The three items with the *lowest* mean satisfaction for Non-Traditional Age students:

- Social climate in seminars
- Your social experiences at Evergreen
- Group projects and other peer collaborations

The three items with the lowest mean satisfaction for Traditional Age Students: (23 or younger when they took the SES)

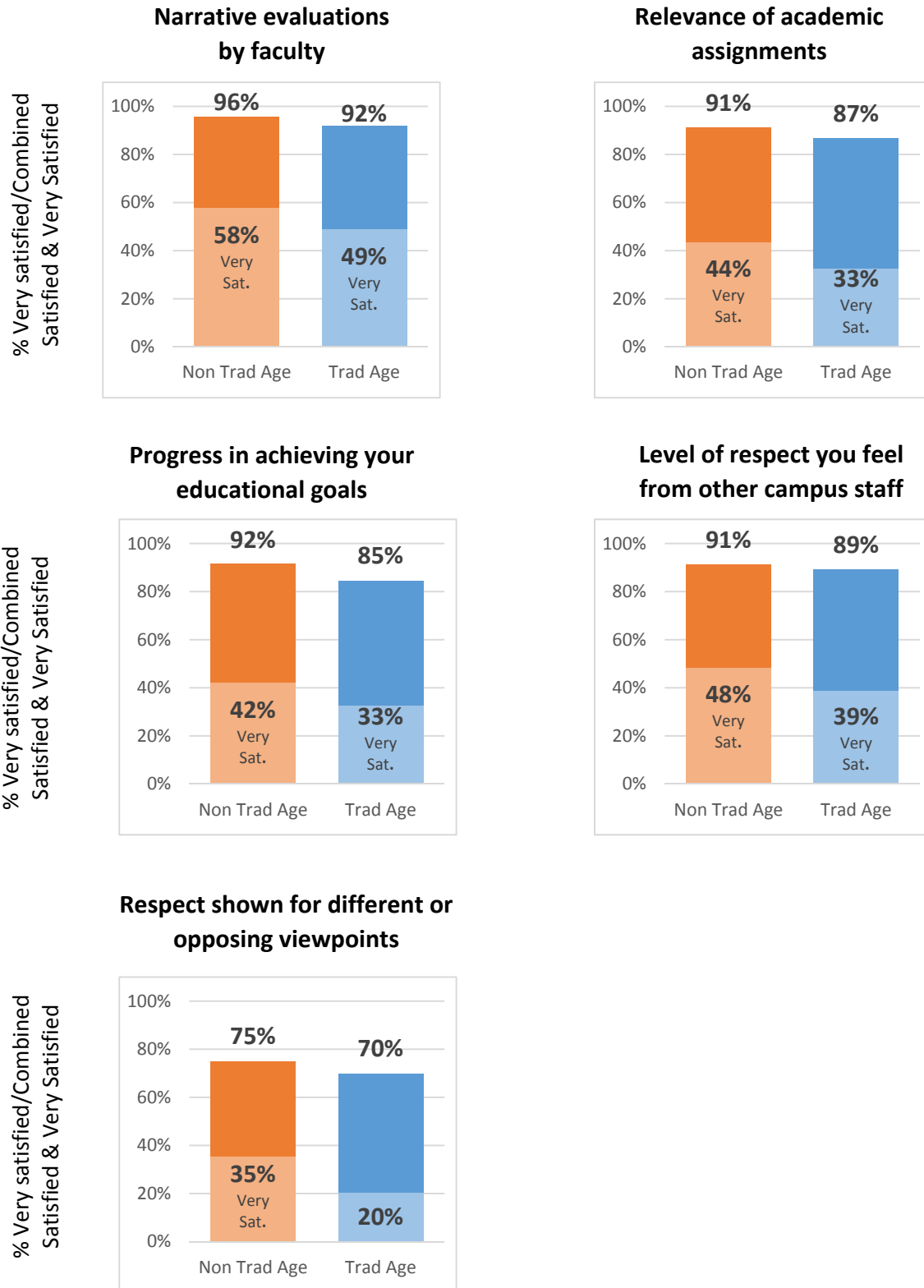
- Social climate in seminars
- Your social experiences at Evergreen
- Respect shown for different or opposing viewpoints

Non-Traditional Age students have significantly higher mean levels of satisfaction with seven items.¹



¹ Mean differences are statistically significant at $p \leq .05$ (Mann-Whitney/Kruskal Wallis)

Non-Traditional Age (*continued*) – Students who were 24+ when they took the Student Experience Survey. *SES 2015/17 - Significant differences at $p \leq .05$*



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Disability (n=57)

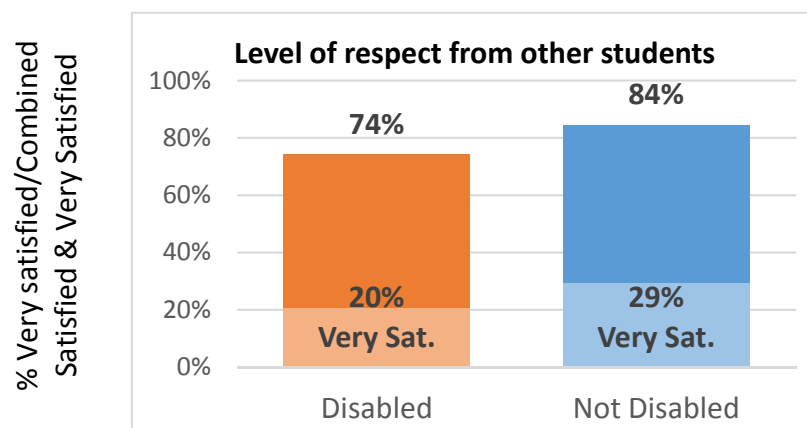
The three items with the *highest* mean satisfaction for students with a disability:

- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Interdisciplinary approach to education

The three items with the lowest mean satisfaction for students with a disability:

- Opportunities for community service or volunteer work
- Group projects and other peer collaborations
- Your social experiences at Evergreen

Students with a disability are significantly *less* satisfied with the Level of respect they feel from other students.¹ Students with a disability are only 74% satisfied or very satisfied with the level of respect they feel from other students, compared to 84% of students who do not have a disability.



¹ Mean differences are statistically significant at $p \leq .05$ (Mann-Whitney/Kruskal Wallis)

**Evergreen Student Experience Survey 2015 & 2017 Olympia Campus Random Sample
Satisfaction Series by Race/Ethnicity**

✕ Significant difference at $p \leq .05$ (Kruskal-Wallis/Mann-Whitney)	Hispanic vs Not Hispanic (n=54)	Black vs Not Black (n=23)	Native vs Not Native (n=27)	Asian vs Not Asian (n=38)	White vs Not white (n=394)
a. Overall quality of instruction					
b. Interdisciplinary approach to education				✕	✕
c. Team teaching by faculty					
d. Relevance of academic assignments					
e. Availability of faculty outside of class					
f. Academic planning/advising by faculty					
g. Quality of faculty feedback on your work					
h. Narrative evaluations by faculty				✕	
i. The practice of self-evaluation					
j. Respect shown for different or opposing viewpoints				✕	
k. Seminars as a way of learning	✕				
l. Faculty role in seminars					
m. Social climate in seminars					
n. Group projects and other peer collaborations					
o. Opportunities for in-depth academic work/research					
p. Opportunities to link theory and practice				✕	
q. Opportunities for community service or volunteer work			✕		
r. Your progress in achieving your educational goals					
s. Amount of time you are able to devote to your academic work					
t. The match between the classes you are taking and their description in the catalog			✕		
u. Availability of information on the college website					
v. Level of respect you feel from faculty					
w. Level of respect you feel from other campus staff				✕	
x. Level of respect you feel from students				✕	
y. Campus activities				✕	
z. Your social experiences at Evergreen				✕	

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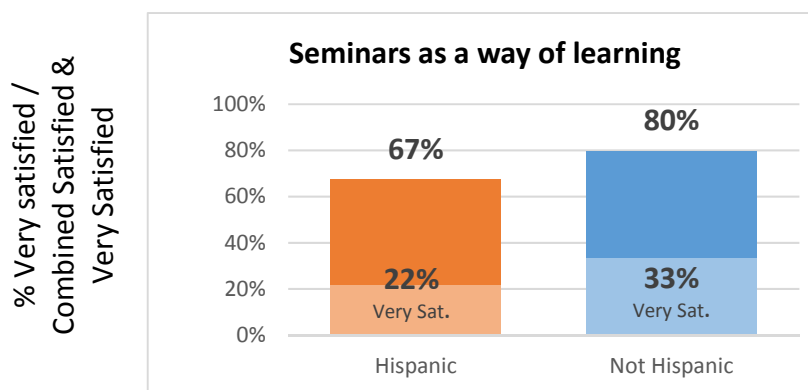
Hispanic (n=54)

The three items with the *highest* mean satisfaction for Hispanic students:

- Level of respect you feel from faculty
- Level of respect you feel from other campus staff
- Team teaching by faculty

The three items with the lowest mean satisfaction for Hispanic students:

- Social climate in seminars
- Campus activities
- Seminars as a way of learning
 - Hispanic students are significantly *less* satisfied with Seminars as a way of learning. Hispanic Students are 67% satisfied or very satisfied, compared to 80% of non-Hispanic students.



Black (n=23)

The three items with the *highest* mean satisfaction for Black students:

- Narrative evaluations by faculty
- Level of respect you feel from faculty
- Interdisciplinary approach to education

The three items with the lowest mean satisfaction for Black students:

- Your social experiences at Evergreen
- Campus activities
- Respect shown for different or opposing viewpoints.

There are no significant differences for Black students compared to students who are not Black.

Native American (n=27)

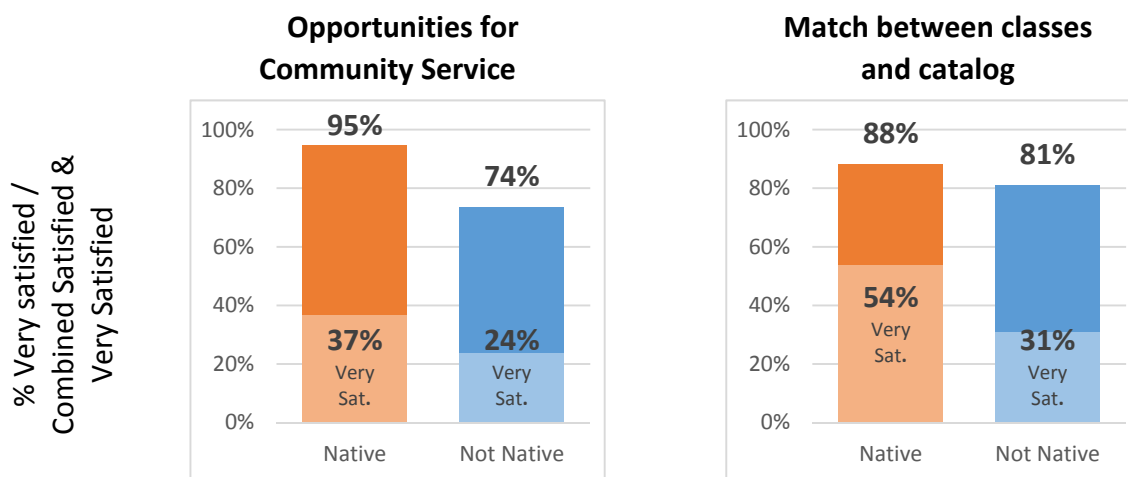
The three items with the *highest* mean satisfaction for Native American students:

- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Interdisciplinary approach to education

The three items with the lowest mean satisfaction for Native American students:

- Your social experiences at Evergreen
- Group projects and other peer collaborations
- Respect shown for different or opposing viewpoints.

Native American students have significantly *higher* mean levels of satisfaction with Opportunities for community service or volunteer work, and the Match between classes and their description in the catalog.



Asian (n=38)

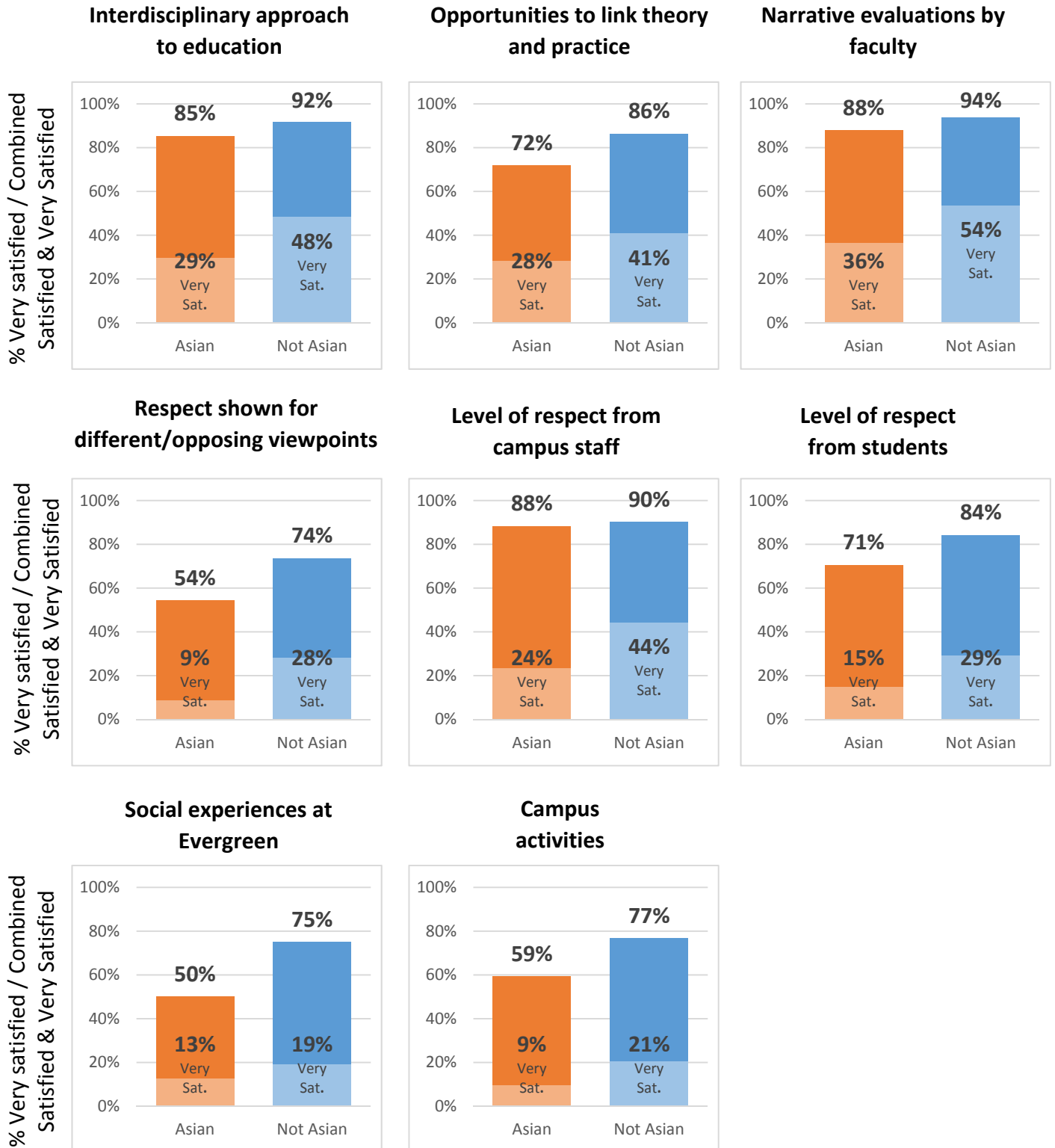
The three items with the *highest* mean satisfaction for Asian students:

- Level of respect you feel from faculty
- Overall quality of instruction
- Team teaching by faculty

The three items with the lowest mean satisfaction for Asian students:

- Campus activities
- Respect shown for different or opposing viewpoints.
- Your social experiences at Evergreen

Asian students have significantly *lower* mean levels of satisfaction with the following eight items.

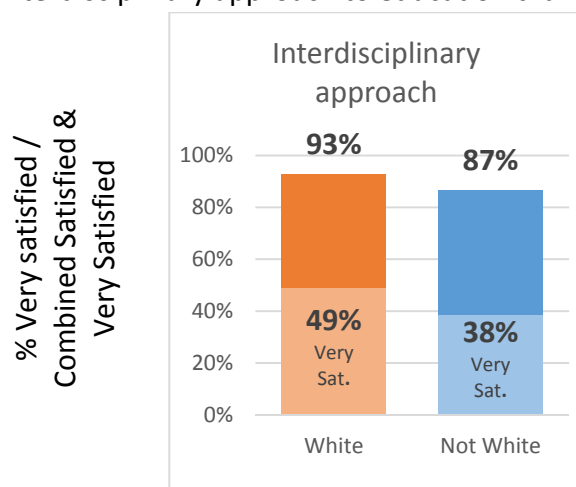


Mean differences are statistically significant at $p \leq .05$ (Mann-Whitney/Kruskal Wallis)

White (n=394)

The three items with the highest mean satisfaction for white students:

- Narrative evaluations by faculty
- Level of respect you feel from faculty
- Interdisciplinary approach to education
 - White students report a higher mean level of satisfaction with Evergreen's Interdisciplinary approach to education than non-white students.



The three items with the lowest mean satisfaction for white students:

- Campus activities
- Your social experiences at Evergreen
- Respect shown for different or opposing viewpoints

There were no other significant differences for white students compared to students who are not white.

Conclusion

For most racial/ethnic groups the highest satisfaction is in the academic realm (including items like narrative evaluations by faculty, level of respect from faculty, team teaching, and interdisciplinary approach to education), while the lowest satisfaction is with the social aspects of Evergreen (including campus activities, social experiences, and respect shown for different or opposing viewpoints). Hispanic students are the exception; their lowest satisfaction is with seminar (both the social climate in seminar and with seminars as a way of learning).