Student Affairs Indicators from Institutional Research and Assessment (AY 2014-15)

Surveys Used in This Summary

The Evergreen Student Experience Survey

The Evergreen Student Experience Survey provides an opportunity to assess students' experiences at Evergreen and provides information about students' satisfaction with Evergreen's learning environment, learning growth in various skill areas, goals for their college experience, level of confidence, use of campus resources, and participation in community activities.

This survey is administered every two years in the spring by the Office of Institutional Research and Assessment. It is administered to a stratified random sample of Evergreen degree-seeking undergraduates as well as all respondents to the New Student Survey administered in the fall of the same academic year and all students in the Tacoma, Grays Harbor, and Tribal: Reservation-based/Community-determined programs. This summary presents the 3 most recent surveys of the *Olympia campus stratified random sample only*. The spring 2015 survey is ongoing, thus results for this section will be updated in the next edition of the Student Affairs Indicators. The number of participants and response rates for each included survey are detailed in the following table:

	2008	2011	2013
Number of Respondents	330	303	242
Response Rate	28%	25%	20%

The National Survey of Student Engagement (NSSE)

The NSSE assesses student engagement in educational practices that are associated with high levels of learning and development.

This survey is administered by the Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research. NSSE went through a major reorganization in 2014, creating new questions and removing others. Evergreen seniors and first-year students participate every two years, alternating with the Evergreen Student Experience Survey. This summary presents both first-year and senior student data for the last four administrations; the NSSE indicator section is updated to include 2014 results. The number of participants and the response rates are detailed in the following table:

	2009	2010	2012	2014
First-Years				
Number of Respondents	224	206	123	86
Response Rate	31%	27%	20%	14%
Seniors				
Number of Respondents	201	291	247	181
Response Rate	30%	31%	28%	22%

The Evergreen One-Year Alumni Survey

The Evergreen One-year Alumni Survey assesses alumni perspectives of their experience at Evergreen one year after graduation. The survey measures alumni satisfaction with their educational experiences and campus resources; gathers employment, graduate school, and volunteerism post-graduation; and assesses how well they feel Evergreen contributed to their personal growth and preparation for the work force and further study.

This survey is administered by the Office of Institutional Research and Assessment every other year to all undergraduate degree recipients one year after graduation. The number of participants and the response rates for the 4 most recent surveys are detailed in the following table; indicators now include Alumni Survey 2014 results:

|	2008	2010	2012	2014
Number of Respondents	351	336	290	276
Response Rate	34%	32%	24%	23%

Student Experience Survey

Level of Satisfaction
In spring term, students were asked what their level of satisfaction was with various aspects of academics and college life.
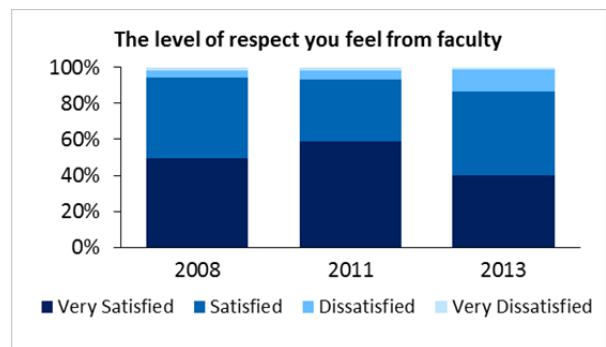
The level of respect you feel from students

	2008	2011	2013
Very Dissatisfied	3%	2%	1%
Dissatisfied	11%	8%	9%
Satisfied	57%	55%	48%
Very Satisfied	29%	35%	42%
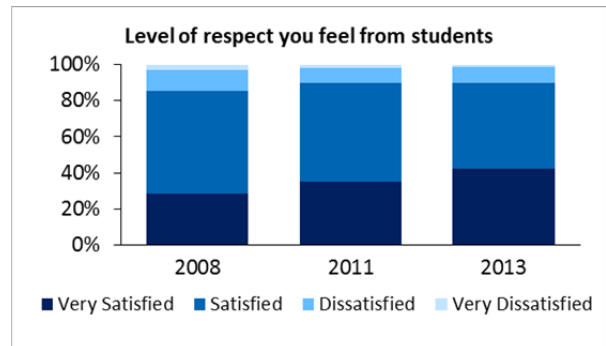
The level of respect you feel from faculty

	2008	2011	2013
Very Dissatisfied	2%	2%	1%
Dissatisfied	4%	5%	12%
Satisfied	45%	34%	47%
Very Satisfied	49%	59%	40%

The level of respect you feel from other campus staff

	2008	2011	2013
Very Dissatisfied	2%	1%	2%
Dissatisfied	11%	8%	14%
Satisfied	50%	46%	46%
Very Satisfied	38%	45%	38%
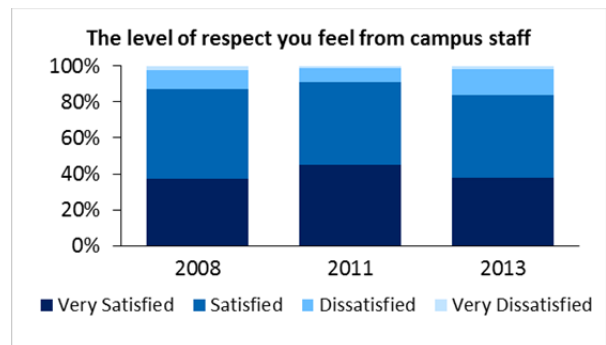
Most recent year: Comparison of level of respect from students, faculty, and other campus staff
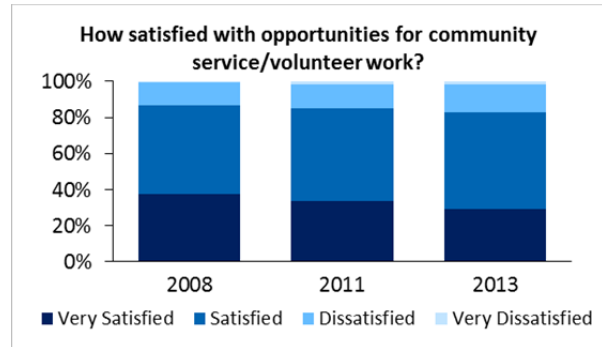
	Students	Faculty	Other Campus Staff
Very Dissatisfied	1%	1%	2%
Dissatisfied	9%	12%	14%
Satisfied	48%	47%	46%
Very Satisfied	42%	40%	38%
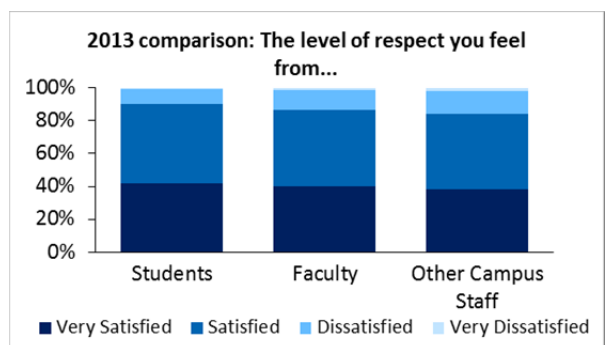
Student Experience Survey

Opportunities for community service or volunteer work

	2008	2011	2013
Very Dissatisfied	0%	2%	2%
Dissatisfied	13%	13%	15%
Satisfied	49%	52%	53%
Very Satisfied	37%	34%	29%

Campus Activities

	2008	2011	2013
Very Dissatisfied	4%	3%	5%
Dissatisfied	18%	18%	13%
Satisfied	60%	61%	50%
Very Satisfied	18%	18%	32%
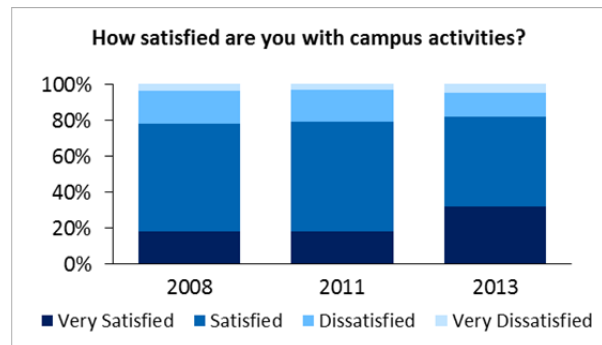
Your social experiences at Evergreen

	2008	2011	2013
Very Dissatisfied	2%	4%	5%
Dissatisfied	19%	20%	11%
Satisfied	55%	53%	57%
Very Satisfied	24%	24%	26%
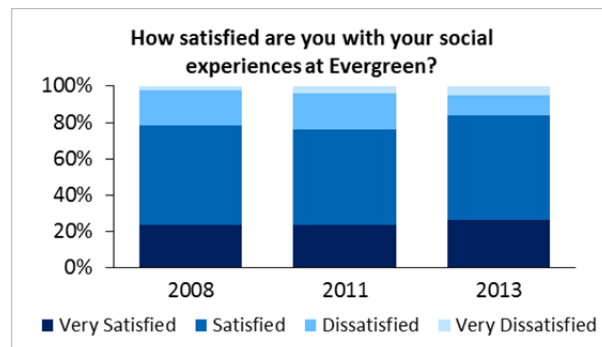
The match between the classes you are taking and their description in the catalog
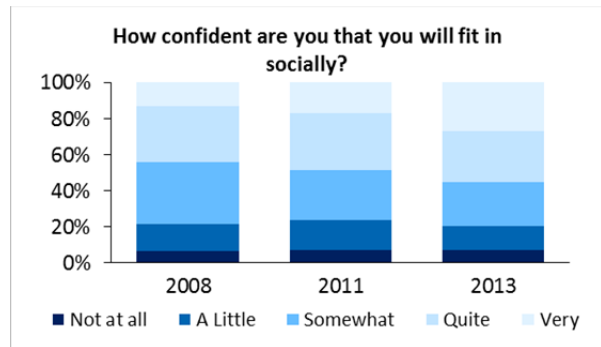
	2008	2011	2013
Very Dissatisfied	4%	2%	2%
Dissatisfied	13%	13%	5%
Satisfied	55%	55%	43%
Very Satisfied	28%	31%	50%
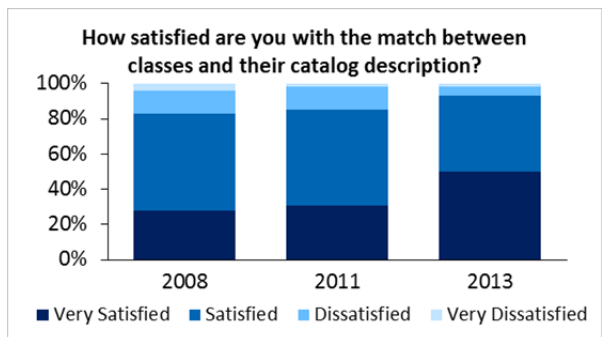
Student Experience Survey

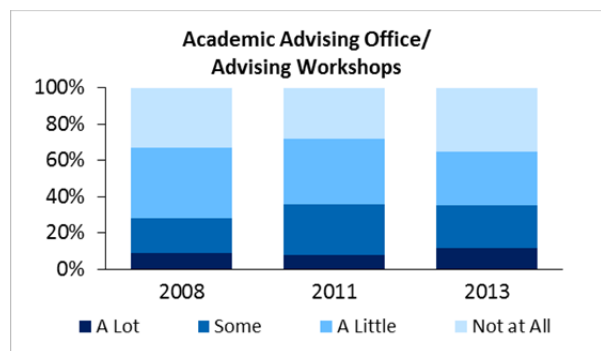**How confident are you that you will fit in at Evergreen socially?**

	2008	2011	2013
Not at All	7%	7%	7%
A Little	15%	17%	14%
Somewhat	34%	28%	24%
Quite	31%	32%	29%
Very	13%	17%	27%

How often have you used the following resources this academic year?

Academic Advising Office or Advising Workshops

	2008	2011	2013
Not at All	33%	28%	35%
A Little	39%	36%	30%
Some	19%	28%	24%
A Lot	9%	8%	12%

Prime Time Advising

	2008	2011	2013
Not at All	82%	93%	95%
A Little	12%	4%	2%
Some	4%	3%	2%
A Lot	2%	0%	1%
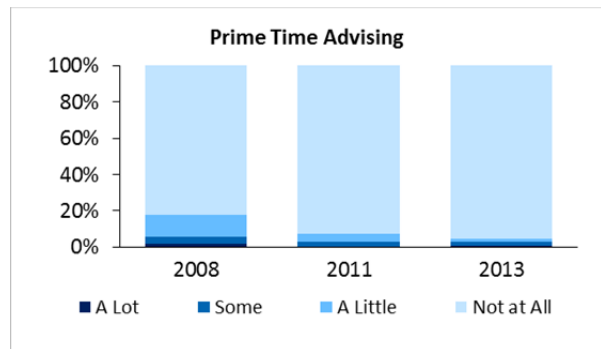
First Peoples' Advising Services

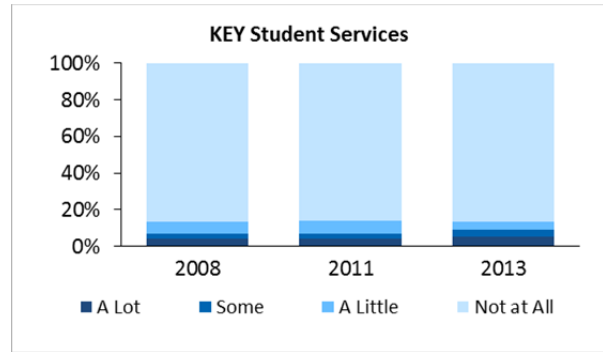|	2008	2011	2013
Not at All	92%	91%	88%
A Little	5%	5%	7%
Some	2%	3%	2%
A Lot	2%	1%	3%
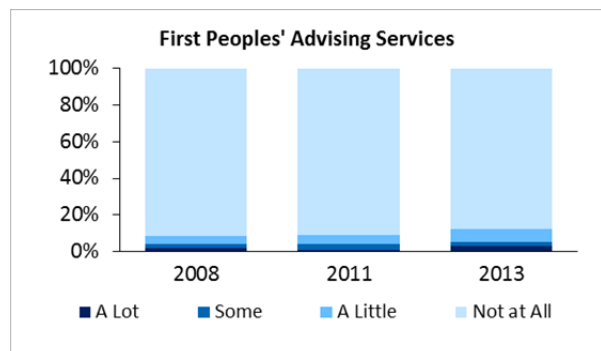
Student Experience Survey

How often have you used the following resources this academic year?

KEY Student Services

	2008	2011	2013
Not at All	87%	86%	87%
A Little	6%	7%	4%
Some	3%	3%	4%
A Lot	4%	4%	5%

Access Services for Students with Disabilities

	2008	2011	2013
Not at All	94%	89%	90%
A Little	3%	5%	3%
Some	1%	4%	5%
A Lot	2%	2%	2%
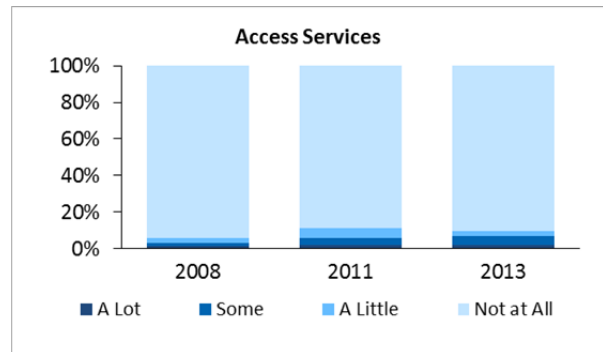
Veterans Resource Center

	2008	2011	2013
Not at All	98%	94%	94%
A Little	1%	1%	1%
Some	0%	2%	2%
A Lot	2%	3%	2%
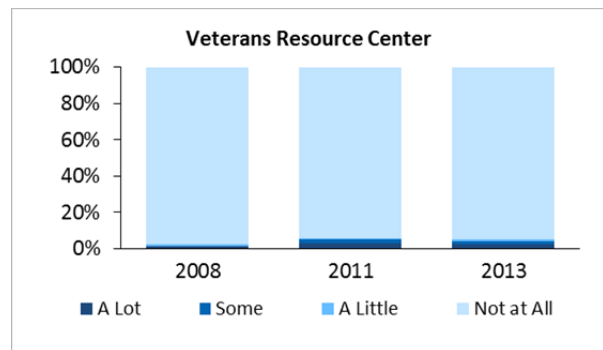
Financial Aid Office

	2008	2011	2013
Not at All	34%	36%	28%
A Little	19%	21%	27%
Some	24%	28%	28%
A Lot	22%	15%	17%
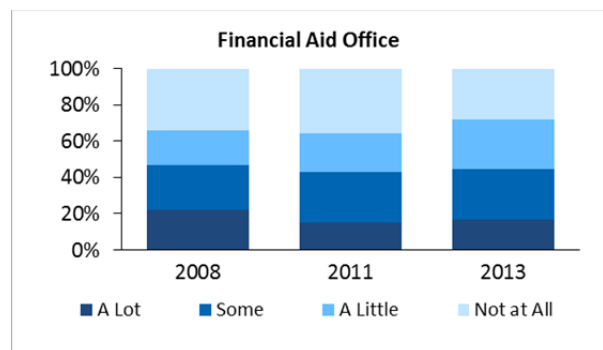
Student Experience Survey

How often have you used the following resources this academic year?

Health Center

	2008	2011	2013
Not at All	53%	57%	59%
A Little	25%	22%	23%
Some	17%	16%	15%
A Lot	5%	5%	4%
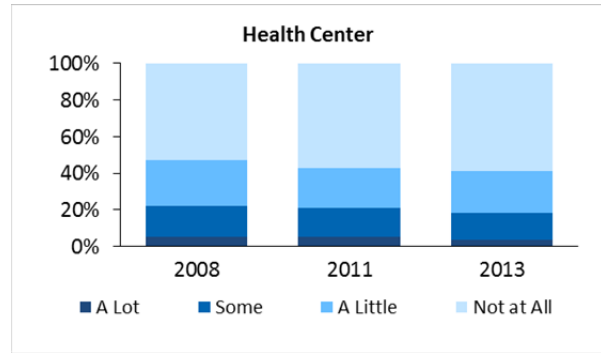
Counseling Center

	2008	2011	2013
Not at All	81%	79%	79%
A Little	11%	8%	13%
Some	5%	10%	5%
A Lot	3%	4%	3%
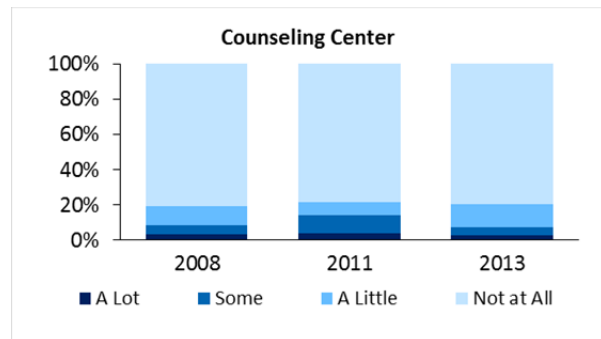
CARE Network*

	2011	2013
Not at All	97%	94%
A Little	2%	4%
Some	1%	1%
A Lot	1%	1%

Replaced Meditation Center with CARE Network on survey.
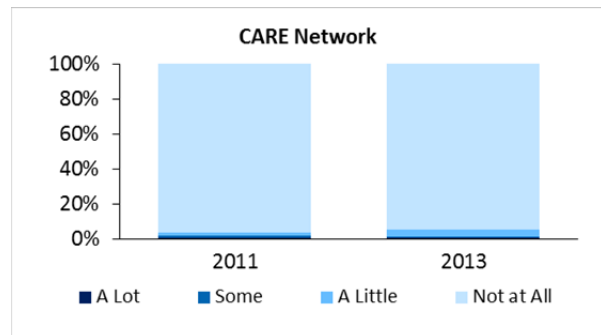
Career Development Center

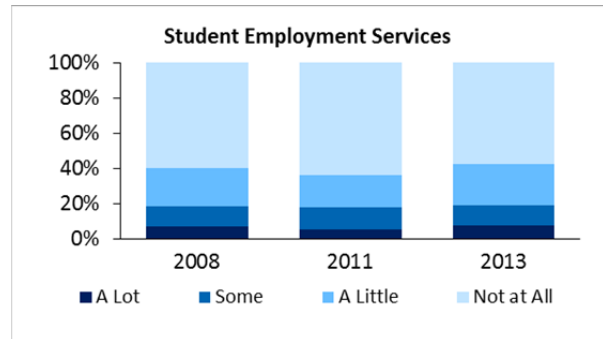|	2008	2011	2013
Not at All	80%	76%	71%
A Little	13%	15%	17%
Some	5%	8%	9%
A Lot	2%	2%	2%
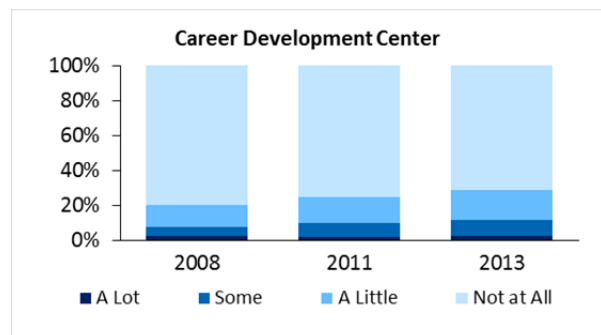
Student Experience Survey

How often have you used the following resources this academic year?

Student Employment Services

	2008	2011	2013
Not at All	60%	64%	58%
A Little	22%	18%	23%
Some	11%	13%	12%
A Lot	7%	5%	7%

College Recreation Center, Athletics, or Recreation Programs

	2008	2011	2013
Not at All	36%	45%	43%
A Little	18%	17%	21%
Some	26%	19%	17%
A Lot	21%	20%	19%
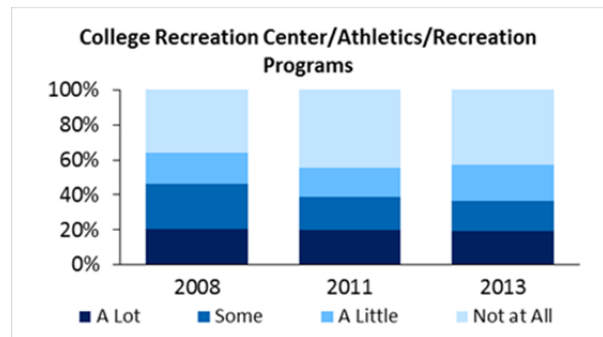
Child Care Services

	2008	2011	2013
Not at All	94%	96%	97%
A Little	2%	1%	1%
Some	0%	1%	1%
A Lot	4%	1%	2%
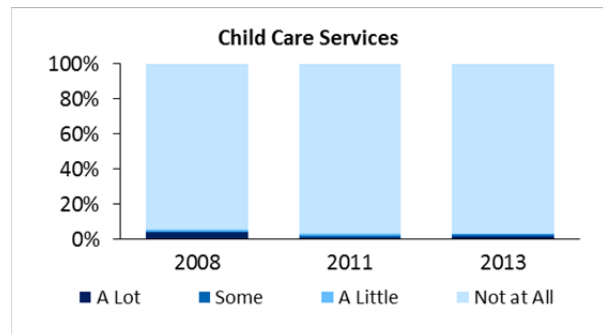
Police Services/Parking Services

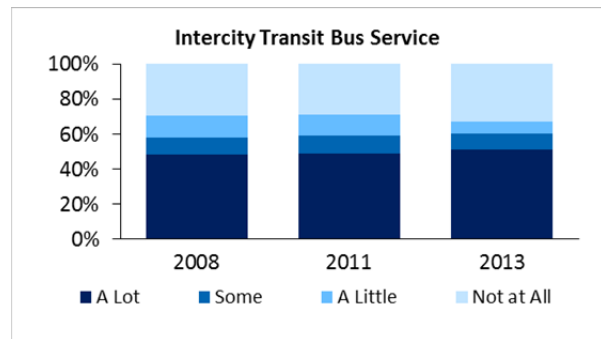|	2008	2011	2013
Not at All	75%	57%	59%
A Little	19%	24%	28%
Some	5%	14%	9%
A Lot	1%	5%	5%
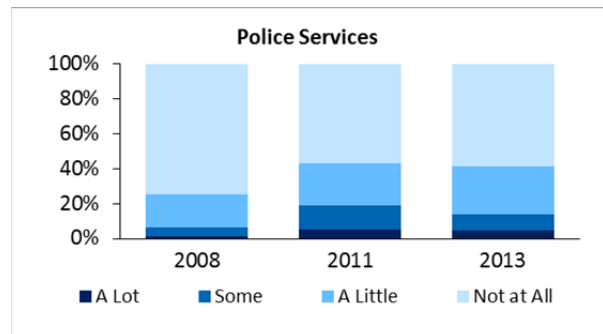
Student Experience Survey

How often have you used the following resources this academic year?
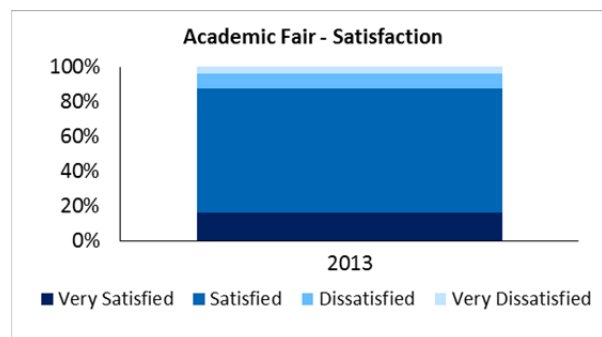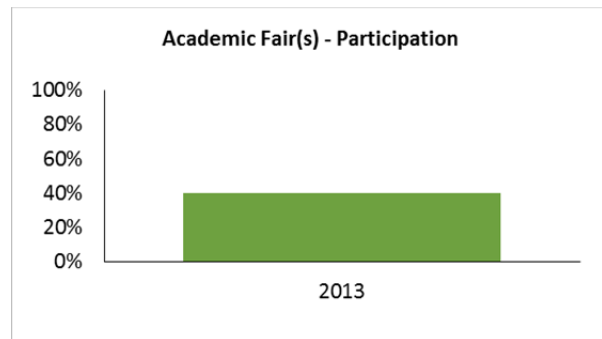
Intercity Transit Bus Service

	2008	2011	2013
Not at All	30%	29%	33%
A Little	12%	12%	7%
Some	9%	10%	9%
A Lot	49%	49%	51%

Did you participate in the following campus resources? If yes, how satisfied were you?

Academic Fair(s)

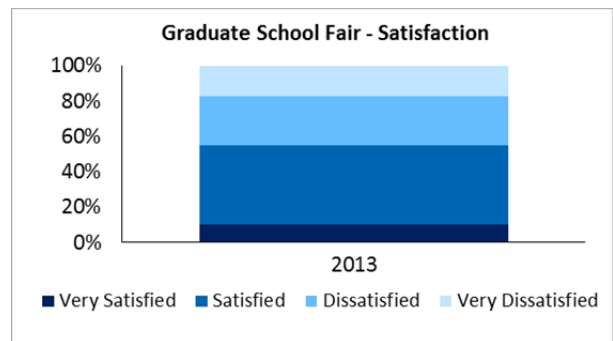|	2013
Participated	40%
Very Dissatisfied	4%
Dissatisfied	9%
Satisfied	71%
Very Satisfied	16%

Student Experience Survey

Did you participate in the following campus resources? If yes, how satisfied were you?

Graduate School Fair

	2013
Participated	13%
Very Dissatisfied	17%
Dissatisfied	28%
Satisfied	45%
Very Satisfied	10%
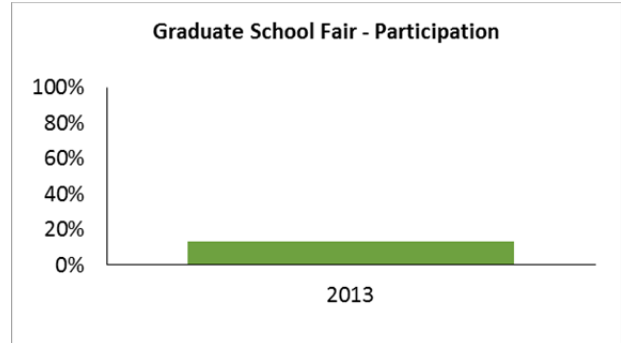
Internship Fair

	2013
Participated	17%
Very Dissatisfied	18%
Dissatisfied	9%
Satisfied	59%
Very Satisfied	15%
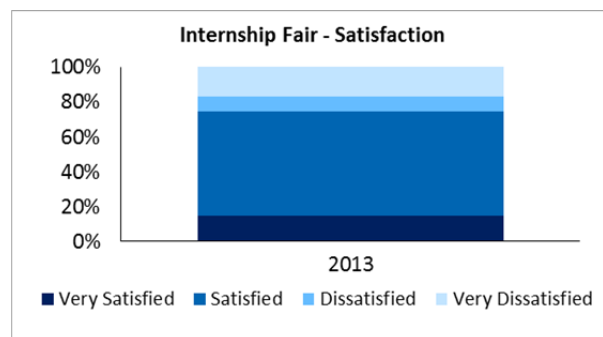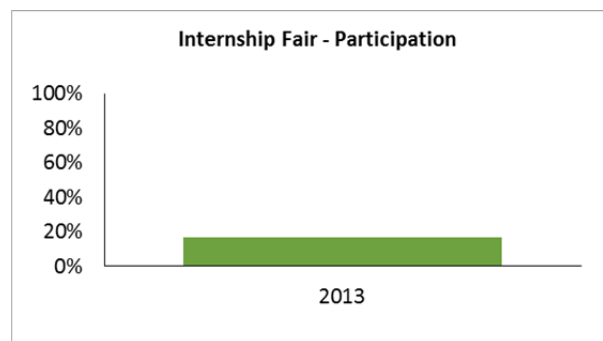
National Survey of Student Engagement (NSSE)

Did you participate in the following campus resources? If yes, how satisfied were you?

All Campus Mentoring Day(s)
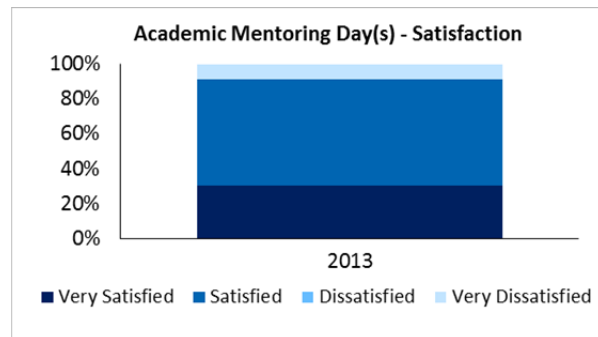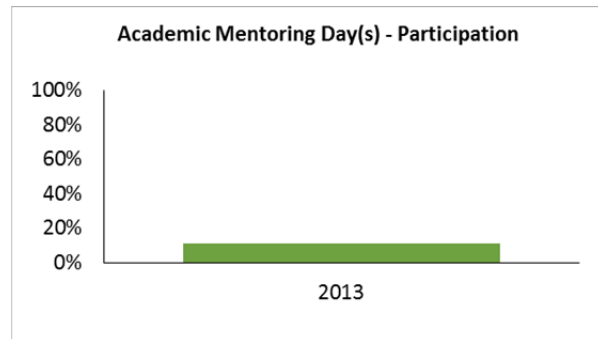
	2013
Participated	12%
Very Dissatisfied	9%
Dissatisfied	0%
Satisfied	61%
Very Satisfied	30%

Academic Mentoring Day(s) - Participation

Academic Mentoring Day(s) - Satisfaction

National Survey of Student Engagement (NSSE)

During the school year, about how often have you attended an art exhibit, play, dance, music, theater, or other performance?

First-Years

	2009	2010	2012	2014
Never	10%	12%	16%	16%
Sometimes	43%	39%	48%	57%
Often	28%	29%	24%	17%
Very Often	19%	21%	12%	9%
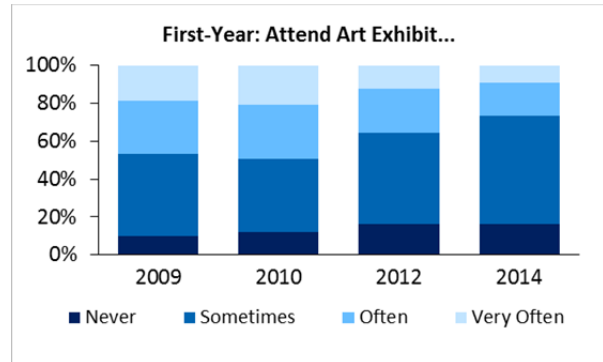
Seniors

	2009	2010	2012	2014
Never	17%	14%	16%	26%
Sometimes	40%	48%	51%	49%
Often	30%	24%	21%	15%
Very Often	13%	13%	12%	10%
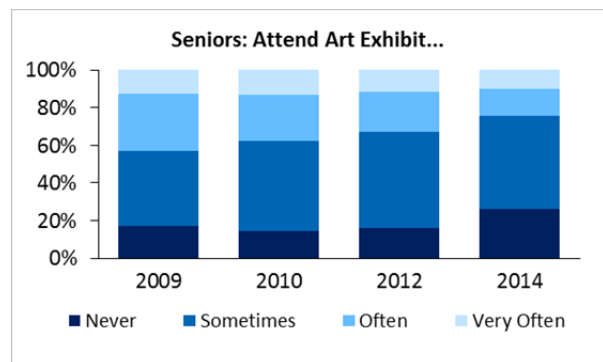
How often have you had…

How often have you had discussions with people of a race or ethnicity other than your own?

First-Years

	2014
Never	1%
Sometimes	18%
Often	29%
Very Often	51%
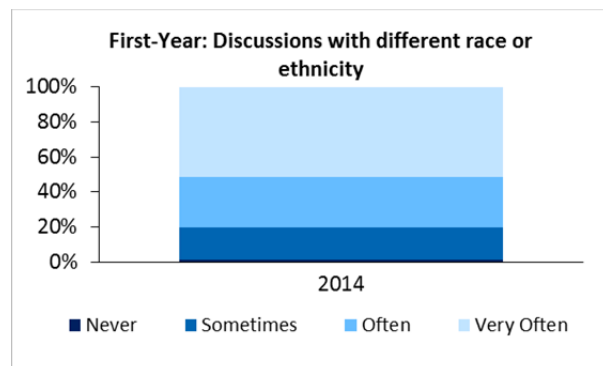
Seniors

	2014
Never	1%
Sometimes	25%
Often	23%
Very Often	52%

National Survey of Student Engagement (NSSE)

How often have you had discussions with people of a from an economic background other than your own?

First-Years

	2014
Never	3%
Sometimes	7%
Often	29%
Very Often	62%

First-Year: Discussions with different economic background
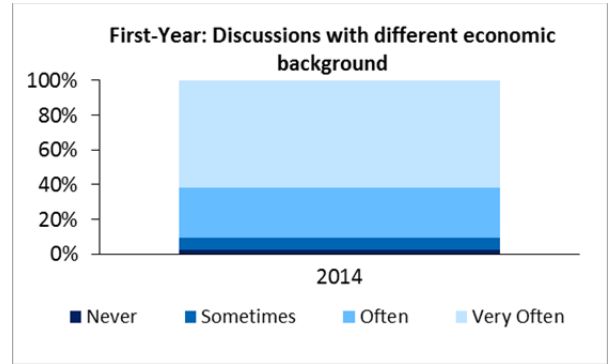
Seniors

	2014
Never	0%
Sometimes	13%
Often	32%
Very Often	55%

Seniors: Discussions with different economic background
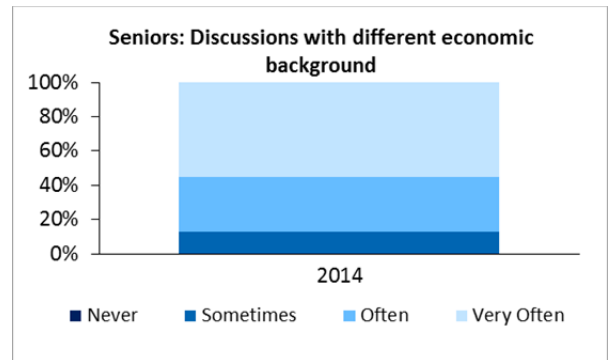
How often have you had discussions with people with religious beliefs other than your own?
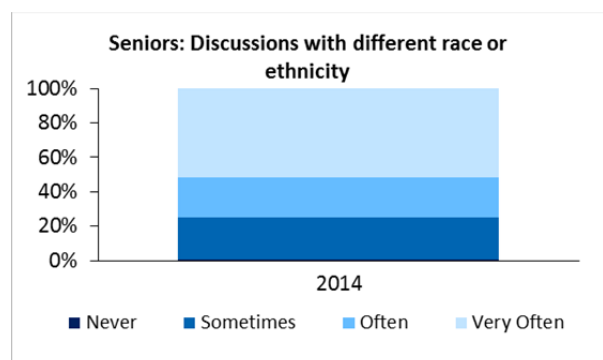
First-Years

	2014
Never	7%
Sometimes	25%
Often	24%
Very Often	45%

First-Year: Discussions with different religious beliefs
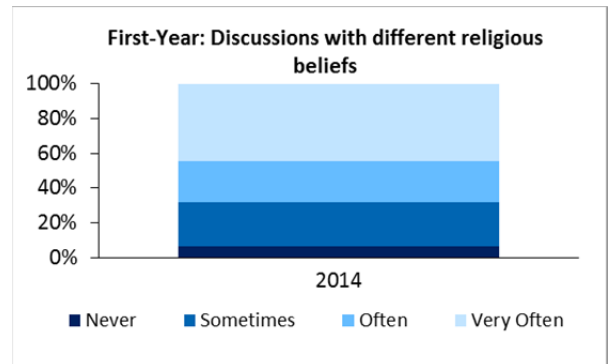
Seniors

	2014
Never	1%
Sometimes	27%
Often	27%
Very Often	44%
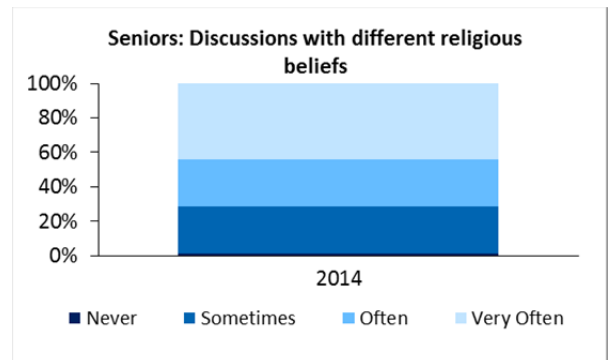
Seniors: Discussions with different religious beliefs

National Survey of Student Engagement (NSSE)

How often have you had discussions with people with political views other than your own?

First-Years

	2014
Never	8%
Sometimes	38%
Often	14%
Very Often	39%

First-Year: Discussions with different political views
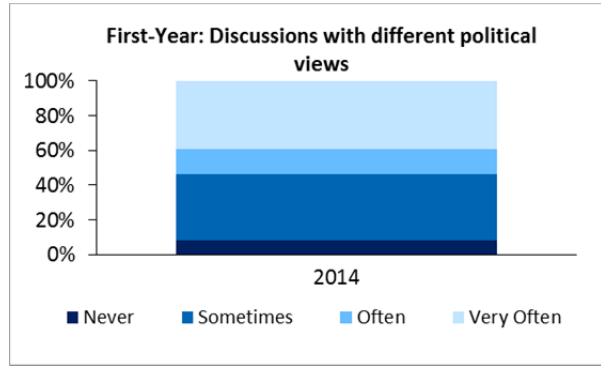
Seniors

	2014
Never	2%
Sometimes	29%
Often	30%
Very Often	39%
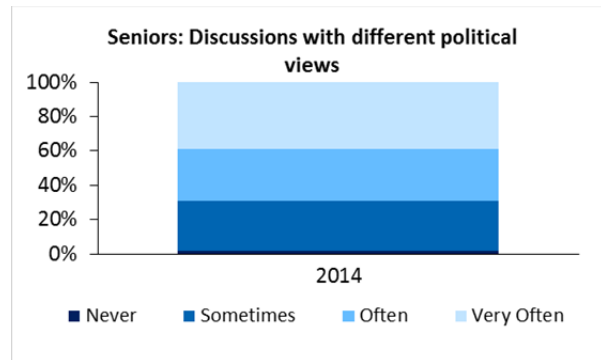
Seniors: Discussions with different political views

Which of the following have you done or do you plan to do before you graduate from your institution?

Participate in an internship, co-op, field experience, student teaching, or clinical placement

First-Years

	2009	2010	2012	2014
Have not decided	16%	18%	11%	17%
Do not plan to do	7%	5%	5%	3%
Plan to do	64%	68%	67%	61%
Done	13%	9%	17%	19%

First-Year: Internship...
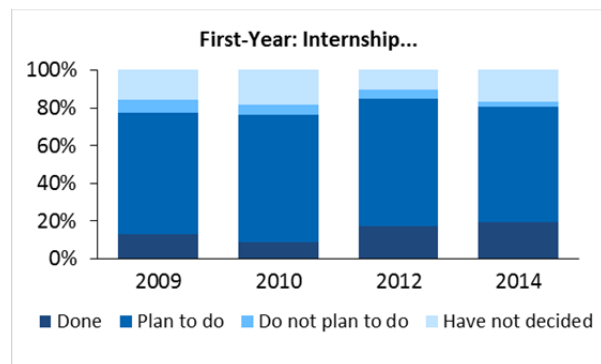
Seniors

	2009	2010	2012	2014
Have not decided	9%	10%	8%	8%
Do not plan to do	18%	18%	18%	19%
Plan to do	21%	18%	16%	15%
Done	52%	54%	58%	57%

Seniors: Internship...
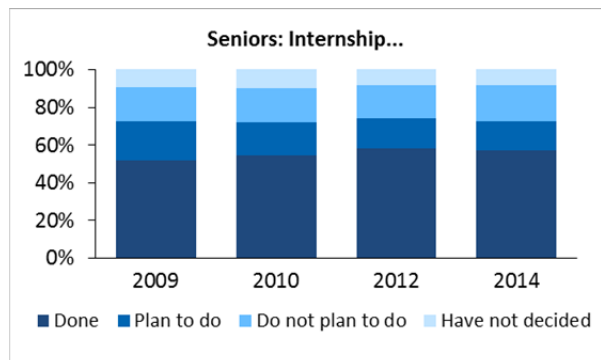
National Survey of Student Engagement (NSSE)

Which of the following have you done or do you plan to do before you graduate from your institution?

Leadership role in a student organization

First-Years

	2014
Have not decided	29%
Do not plan to do	27%
Plan to do	21%
Done	23%
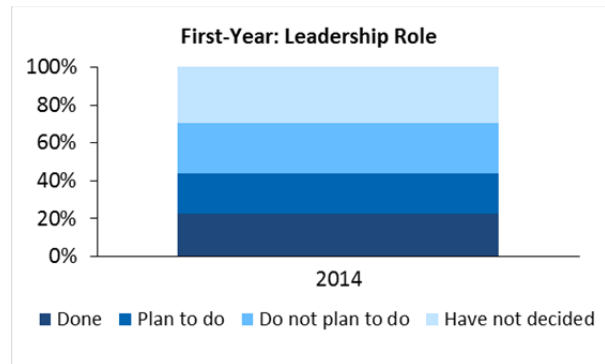
Seniors

	2014
Have not decided	7%
Do not plan to do	60%
Plan to do	4%
Done	30%
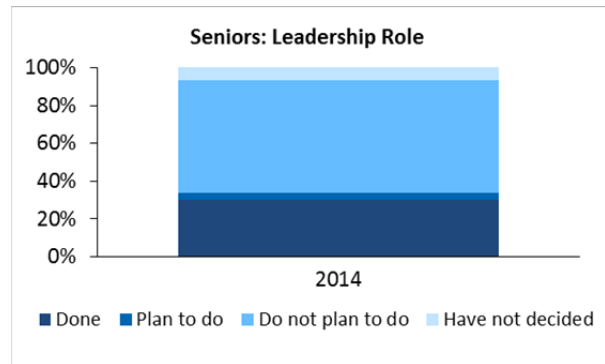
Which of the following have you done or do you plan to do before you graduate from your institution?

Study abroad

First-Years

	2009	2010	2012	2014
Have not decided	27%	25%	25%	16%
Do not plan to do	15%	14%	17%	22%
Plan to do	53%	59%	54%	59%
Done	4%	2%	3%	3%
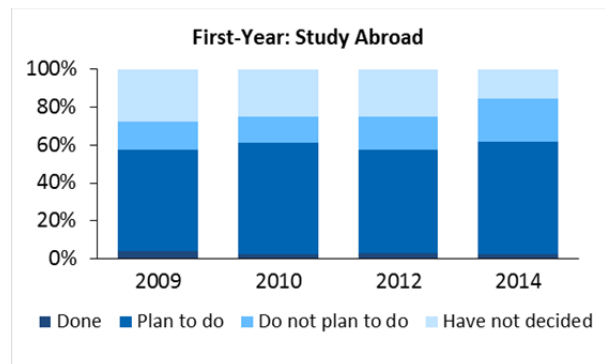
Seniors

	2009	2010	2012	2014
Have not decided	9%	15%	12%	11%
Do not plan to do	56%	58%	59%	67%
Plan to do	10%	8%	8%	3%
Done	25%	19%	21%	19%
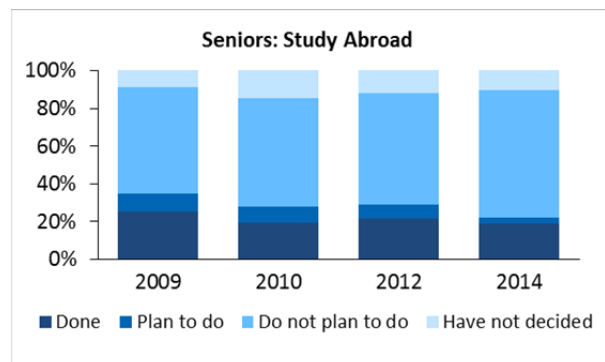
National Survey of Student Engagement (NSSE)

Quality of interactions with other students

First-Year Students

	2014
1 - Poor	0%
2	1%
3	4%
4	5%
5	28%
6	38%
7 - Excellent	24%

Seniors

	2014
1 - Poor	0%
2	3%
3	2%
4	10%
5	24%
6	28%
7 - Excellent	33%
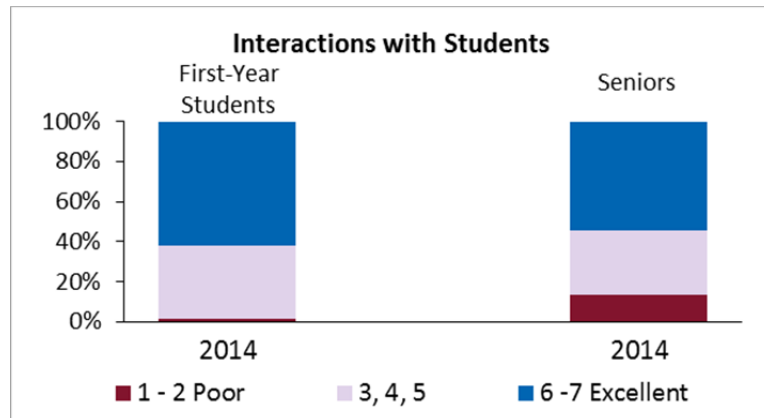
National Survey of Student Engagement (NSSE)

Quality of interactions with Academic Advisors

First-Year Students

	2014
1 - Poor	3%
2	6%
3	6%
4	5%
5	14%
6	36%
7 - Excellent	30%

Seniors

	2014
1 - Poor	5%
2	5%
3	10%
4	11%
5	18%
6	20%
7 - Excellent	31%
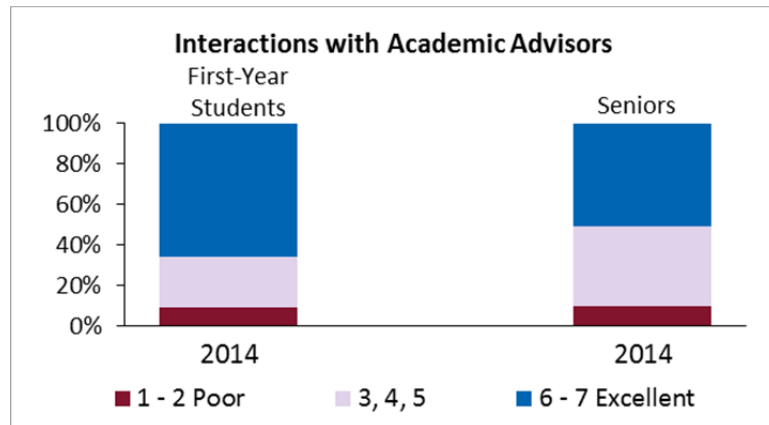
National Survey of Student Engagement (NSSE)

Quality of interactions with faculty members

First-Year Students

	2014
1 - Poor	3%
2	1%
3	3%
4	3%
5	21%
6	39%
7 - Excellent	30%

Seniors

	2014
1 - Poor	1%
2	1%
3	2%
4	7%
5	15%
6	30%
7 - Excellent	42%
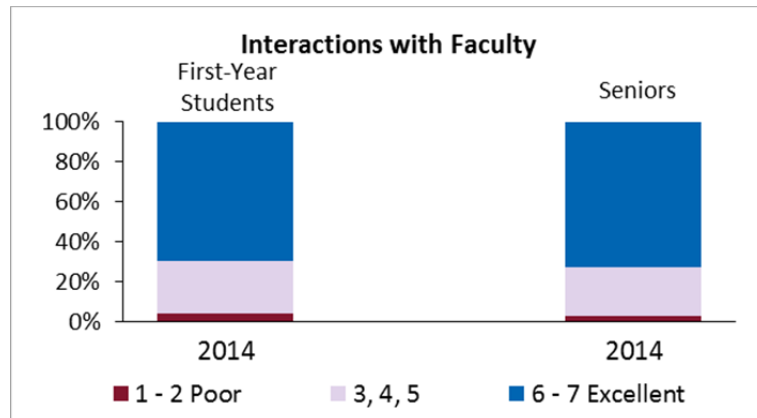
National Survey of Student Engagement (NSSE)

Quality of interactions with student services staff

First-Year Students

	2014
1 - Poor	3%
2	4%
3	6%
4	7%
5	21%
6	40%
7 - Excellent	18%

Seniors

	2014
1 - Poor	2%
2	3%
3	11%
4	10%
5	23%
6	20%
7 - Excellent	31%
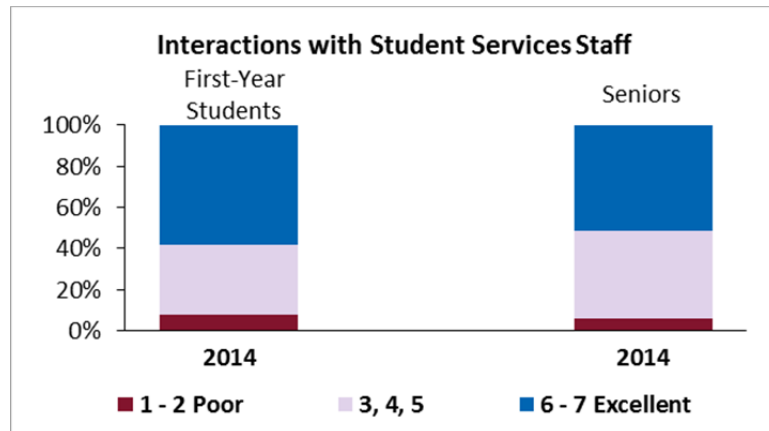
National Survey of Student Engagement (NSSE)

Quality of interactions with other administrative staff

First-Year Students

	2014
1 - Poor	0%
2	7%
3	3%
4	11%
5	24%
6	37%
7 - Excellent	18%

Seniors

	2014
1 - Poor	3%
2	1%
3	7%
4	11%
5	21%
6	25%
7 - Excellent	32%
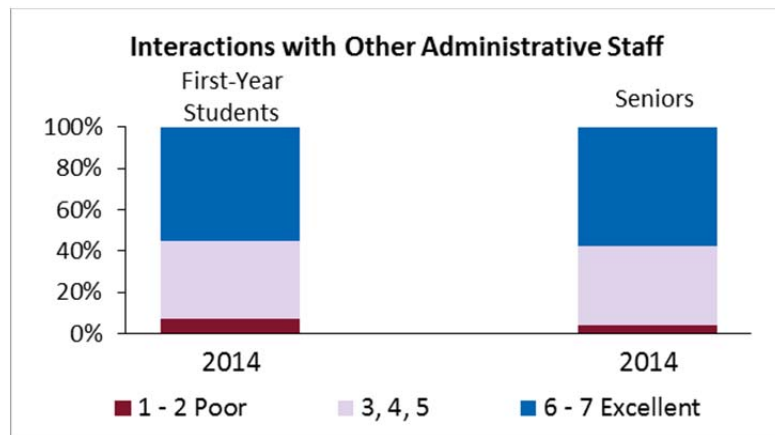
National Survey of Student Engagement (NSSE)

To what extent does your institution emphasize…?

Providing the support you need to help you succeed academically

First-Years

	2009	2010	2012	2014
Very Little	3%	2%	2%	1%
Some	12%	17%	20%	16%
Quite a bit	39%	43%	34%	42%
Very much	45%	39%	44%	41%
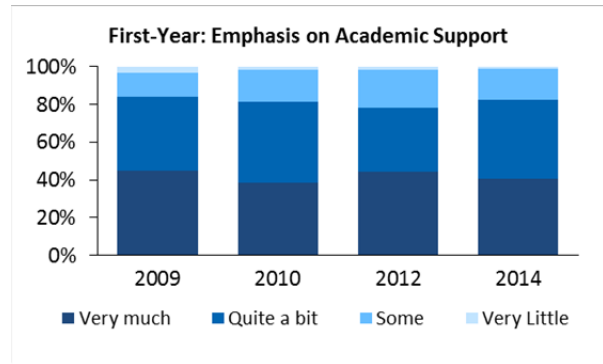
Seniors

	2009	2010	2012	2014
Very Little	4%	2%	4%	4%
Some	12%	18%	17%	17%
Quite a bit	38%	38%	42%	44%
Very much	45%	42%	37%	35%
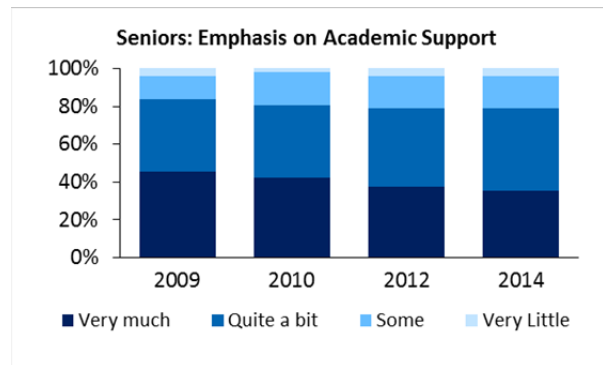
Encouraging contact amount students from different backgrounds (social, racial/ethnic, religious, etc)

First-Years

	2014
Very Little	4%
Some	15%
Quite a bit	27%
Very much	53%
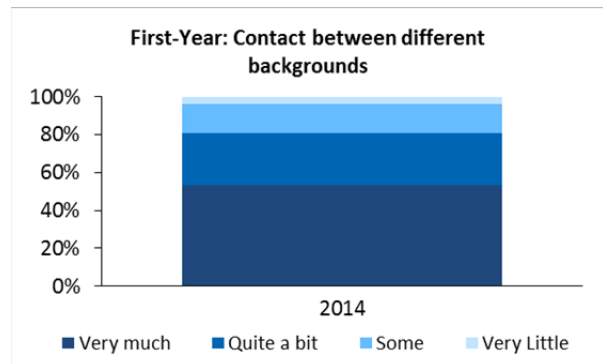
Seniors

	2014
Very Little	4%
Some	25%
Quite a bit	30%
Very much	42%
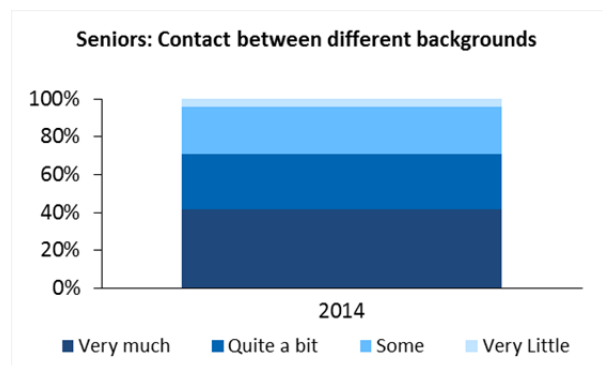
National Survey of Student Engagement (NSSE)

To what extent does your institution emphasize…?

Providing opportunities to be involved socially

First-Years

	2014
Very Little	1%
Some	10%
Quite a bit	49%
Very much	40%
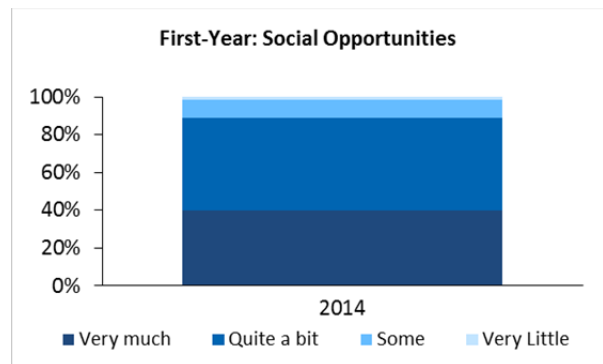
Seniors

	2014
Very Little	3%
Some	25%
Quite a bit	31%
Very much	42%
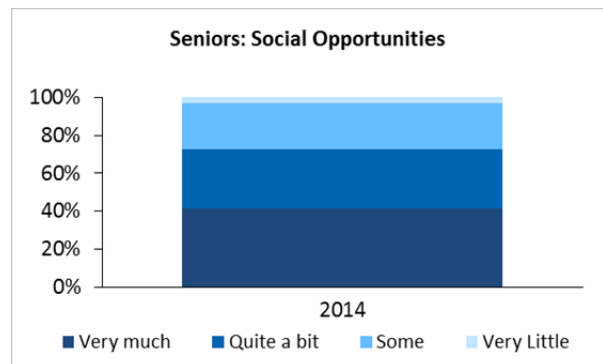
To what extent does your institution emphasize…?

Providing support for your overall well-being (recreation, health care, counseling)

First-Years

	2014
Very Little	8%
Some	18%
Quite a bit	37%
Very much	37%
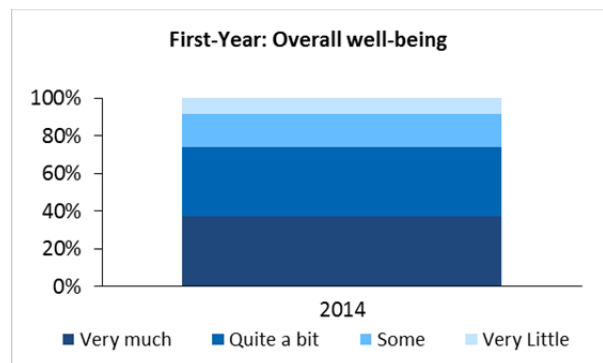
Seniors

	2014
Very Little	9%
Some	21%
Quite a bit	40%
Very much	30%
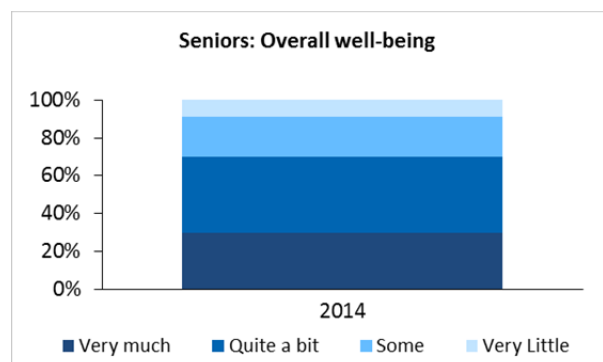
National Survey of Student Engagement (NSSE)

To what extent does your institution emphasize…?

Helping you cope with non-academic responsibilities

First-Years

	2009	2010	2012	2014
Very Little	20%	23%	14%	22%
Some	45%	40%	47%	41%
Quite a bit	29%	29%	24%	26%
Very much	6%	9%	14%	12%
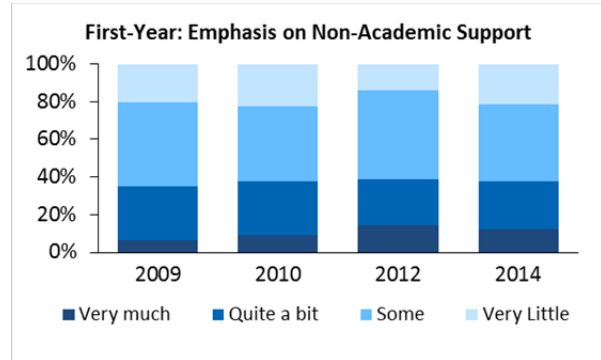
Seniors

	2009	2010	2012	2014
Very Little	26%	25%	25%	30%
Some	43%	41%	37%	39%
Quite a bit	19%	22%	22%	18%
Very much	12%	12%	16%	13%
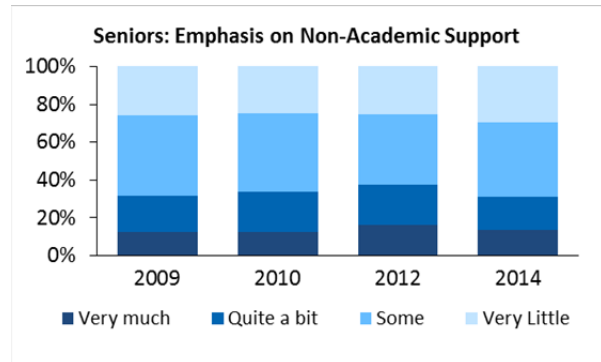
To what extent does your institution emphasize…?

Attending campus events and activities

First-Years

	2009	2010	2012	2014
Very Little	7%	8%	7%	9%
Some	23%	23%	32%	28%
Quite a bit	37%	40%	36%	36%
Very much	34%	28%	26%	26%
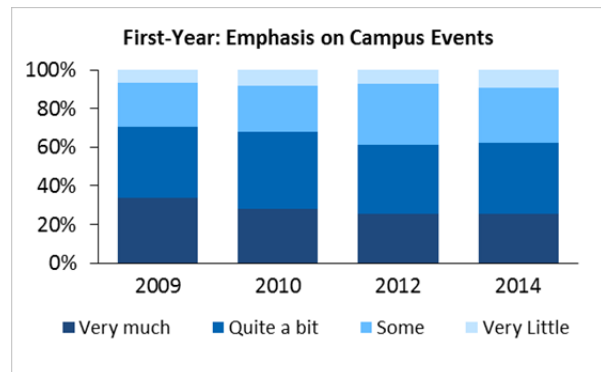
Seniors

	2009	2010	2012	2014
Very Little	7%	12%	10%	10%
Some	32%	28%	26%	38%
Quite a bit	36%	35%	38%	31%
Very much	25%	25%	25%	21%
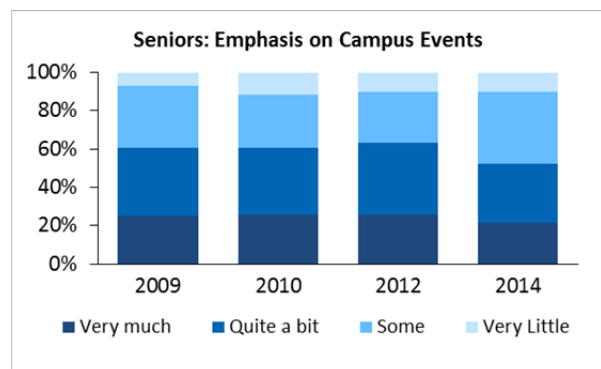
National Survey of Student Engagement (NSSE)

To what extent does your institution emphasize…?

Attending events that address important social, economic, or political issues

First-Years

	2014
Very Little	7%
Some	14%
Quite a bit	38%
Very much	42%
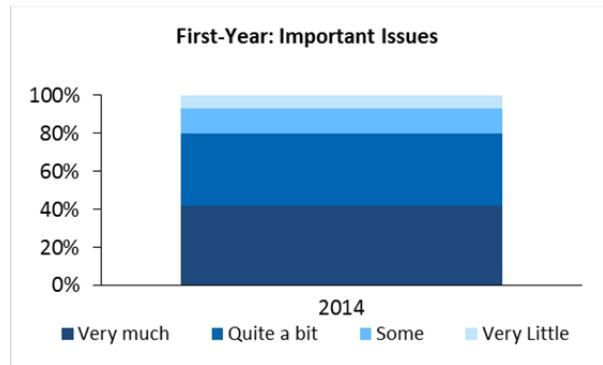
Seniors

	2014
Very Little	5%
Some	25%
Quite a bit	30%
Very much	40%
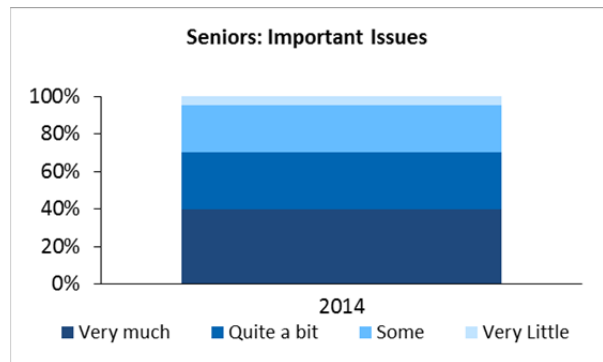
How many hours do you spend per week…?

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

First-Years

	2009	2010	2012	2014
0 hrs/wk	0%	1%	3%	0%
1-10 hrs/wk	35%	33%	34%	33%
11-20 hrs/wk	38%	41%	38%	41%
21-30 hrs/wk	18%	21%	18%	16%
30+ hrs/wk	10%	4%	7%	10%
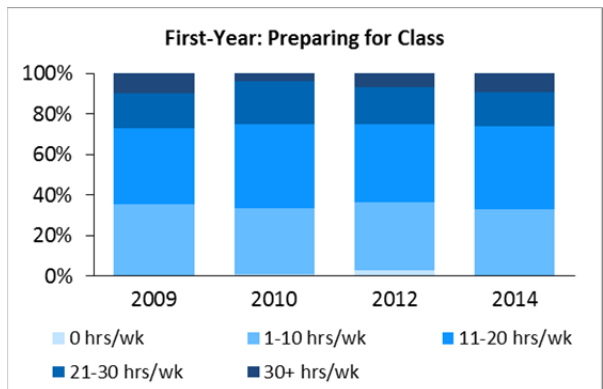
Seniors

	2009	2010	2012	2014
0 hrs/wk	0%	0%	0%	0%
1-10 hrs/wk	20%	19%	21%	23%
11-20 hrs/wk	38%	36%	39%	38%
21-30 hrs/wk	24%	24%	20%	21%
30+ hrs/wk	19%	21%	20%	18%
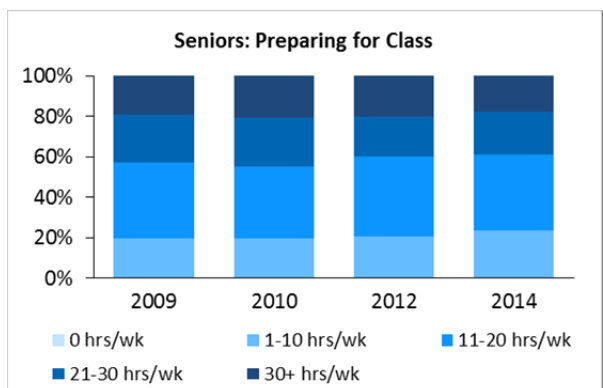
National Survey of Student Engagement (NSSE)

Participating in co-curricular activities

First-Years

	2009	2010	2012	2014
0 hrs/wk	54%	57%	48%	46%
1-10 hrs/wk	41%	36%	39%	42%
11-20 hrs/wk	5%	7%	11%	11%
21-30 hrs/wk	0%	0%	1%	0%
30+ hrs/wk	0%	0%	1%	1%

First-Year: Co-Curricular Activities
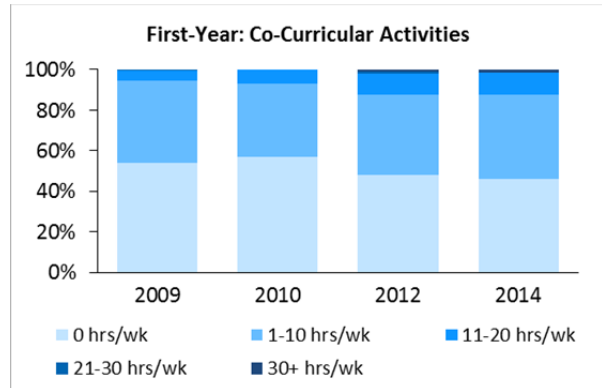
Seniors

	2009	2010	2012	2014
0 hrs/wk	61%	66%	64%	61%
1-10 hrs/wk	29%	28%	28%	29%
11-20 hrs/wk	8%	4%	6%	9%
21-30 hrs/wk	2%	1%	1%	1%
30+ hrs/wk	1%	0%	0%	0%

Seniors: Co-Curricular Activities
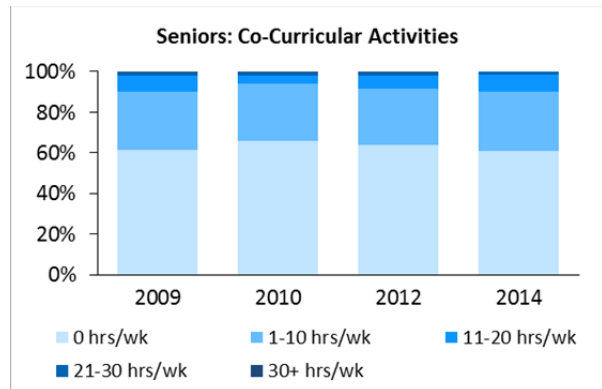
How many hours do you spend per week…?

Working for pay on campus

First-Years

	2009	2010	2012	2014
0 hrs/wk	86%	82%	82%	83%
1-10 hrs/wk	7%	5%	9%	4%
11-20 hrs/wk	6%	12%	9%	13%
21-30 hrs/wk	0%	0%	0%	0%
30+ hrs/wk	0%	1%	0%	0%

First-Year: Working on Campus
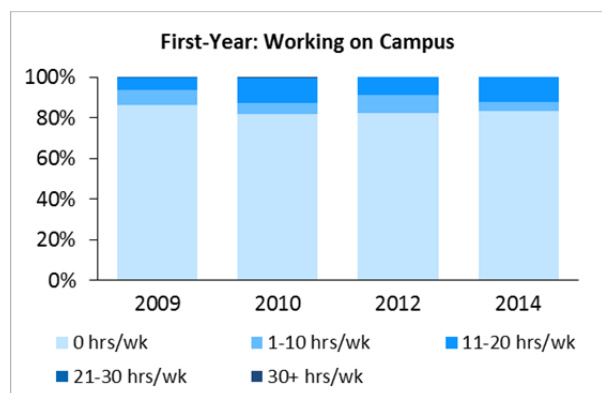
Seniors

	2009	2010	2012	2014
0 hrs/wk	67%	71%	73%	66%
1-10 hrs/wk	6%	8%	7%	14%
11-20 hrs/wk	25%	18%	18%	18%
21-30 hrs/wk	1%	2%	1%	2%
30+ hrs/wk	2%	0%	1%	1%
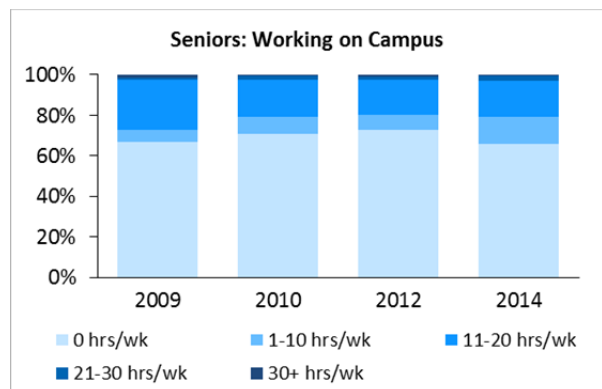
Seniors: Working on Campus

National Survey of Student Engagement (NSSE)

How many hours do you spend per week...?

Working for pay off campus

First-Years

	2009	2010	2012	2014
0 hrs/wk	83%	80%	81%	80%
1-10 hrs/wk	8%	8%	8%	12%
11-20 hrs/wk	6%	6%	5%	5%
21-30 hrs/wk	2%	4%	3%	0%
30+ hrs/wk	0%	2%	4%	3%

First-Year: Working off Campus
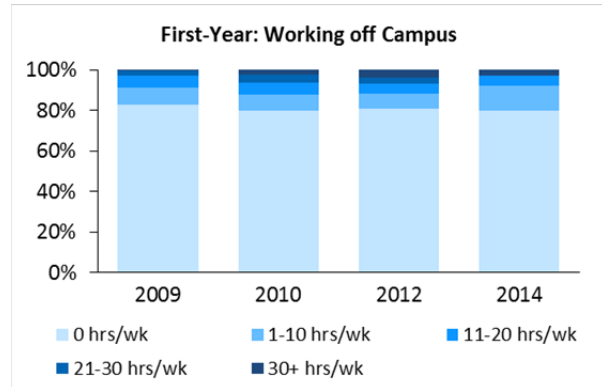
Seniors

	2009	2010	2012	2014
0 hrs/wk	52%	57%	57%	62%
1-10 hrs/wk	18%	10%	14%	13%
11-20 hrs/wk	13%	13%	11%	12%
21-30 hrs/wk	7%	9%	8%	5%
30+ hrs/wk	11%	12%	11%	8%

Seniors: Working off Campus
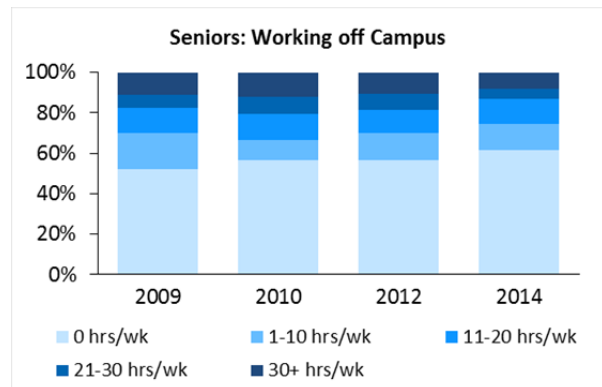
How many hours do you spend per week...?

Relaxing and socializing

First-Years

	2009	2010	2012	2014
0 hrs/wk	1%	1%	4%	1%
1-10 hrs/wk	32%	38%	42%	37%
11-20 hrs/wk	48%	42%	38%	30%
21-30 hrs/wk	8%	8%	8%	20%
30+ hrs/wk	11%	11%	8%	13%

First-Year: Relaxing and Socializing
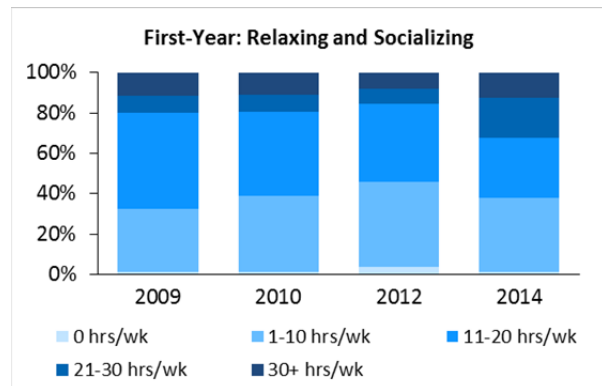
Seniors

	2009	2010	2012	2014
0 hrs/wk	2%	1%	1%	4%
1-10 hrs/wk	56%	59%	53%	48%
11-20 hrs/wk	27%	30%	33%	34%
21-30 hrs/wk	7%	7%	8%	9%
30+ hrs/wk	7%	3%	5%	6%

Seniors: Relaxing and Socializing
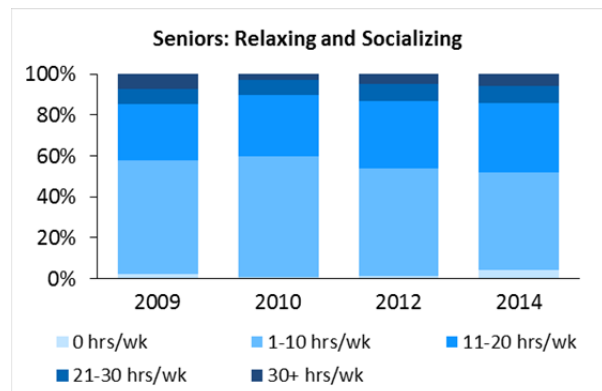
National Survey of Student Engagement (NSSE)

How many hours do you spend per week…?

Providing care for dependents living with you

First-Years

	2009	2010	2012	2014
0 hrs/wk	82%	80%	77%	78%
1-10 hrs/wk	11%	15%	10%	15%
11-20 hrs/wk	4%	2%	4%	4%
21-30 hrs/wk	0%	0%	3%	0%
30+ hrs/wk	3%	3%	6%	3%
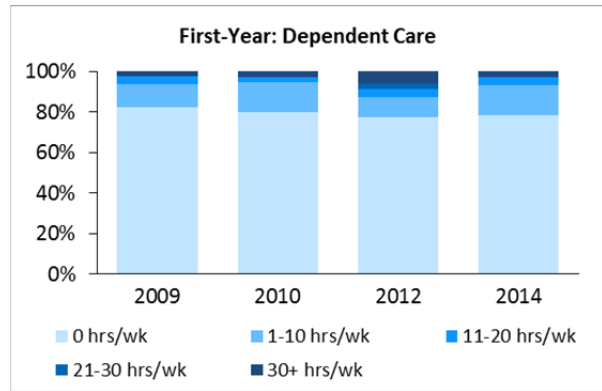
Seniors

	2009	2010	2012	2014
0 hrs/wk	62%	60%	59%	68%
1-10 hrs/wk	16%	21%	19%	13%
11-20 hrs/wk	12%	7%	6%	4%
21-30 hrs/wk	1%	1%	3%	4%
30+ hrs/wk	9%	11%	14%	11%
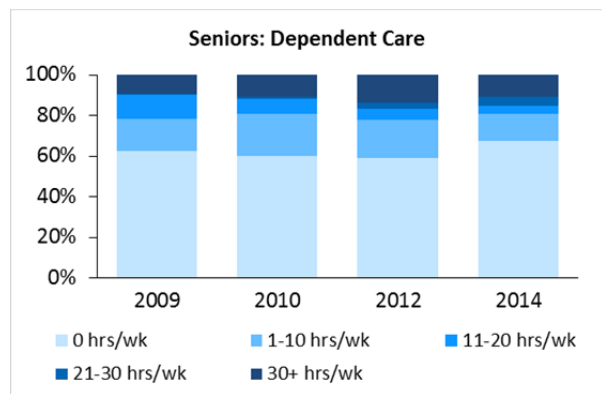
How many hours do you spend per week…?

Commuting to class

First-Years

	2009	2010	2012	2014
0 hrs/wk	29%	23%	28%	41%
1-10 hrs/wk	66%	75%	68%	56%
11-20 hrs/wk	4%	2%	3%	3%
21-30 hrs/wk	0%	1%	1%	0%
30+ hrs/wk	0%	0%	0%	0%
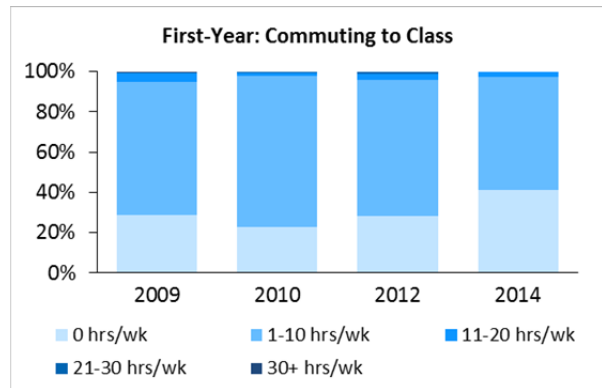
Seniors

	2009	2010	2012	2014
0 hrs/wk	6%	5%	5%	7%
1-10 hrs/wk	84%	86%	84%	88%
11-20 hrs/wk	9%	8%	9%	4%
21-30 hrs/wk	1%	1%	0%	0%
30+ hrs/wk	1%	1%	1%	0%
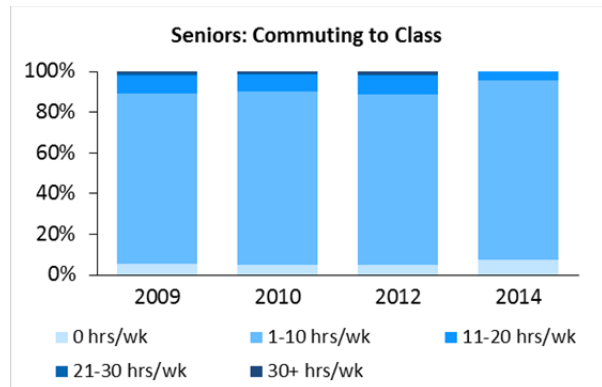
National Survey of Student Engagement (NSSE)

Are you a student-athlete on a team sponsored by your institution's athletics department?

First-Years

	2009	2010	2012	2014
No	96%	97%	96%	96%
Yes	4%	3%	4%	4%
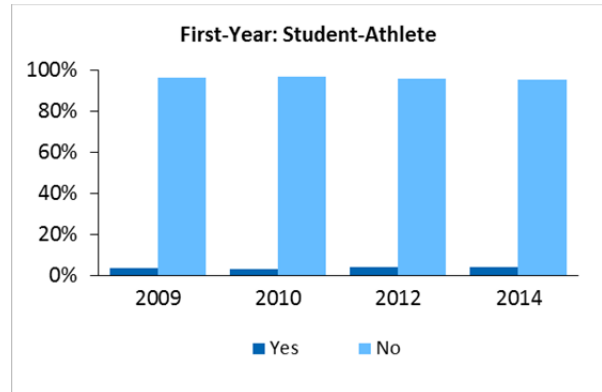
Seniors

	2009	2010	2012	2014
No	98%	99%	98%	99%
Yes	2%	1%	2%	1%
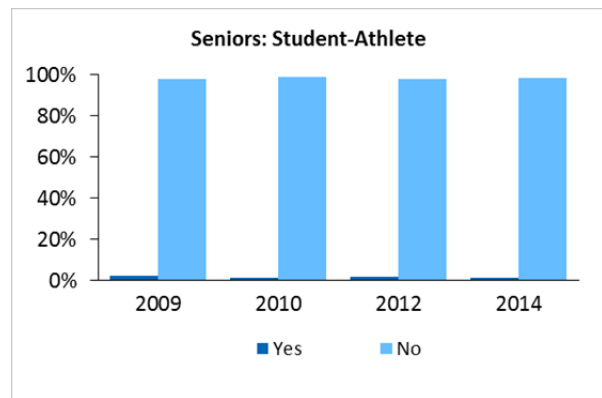
Which of the following best describes where you are living?

First-Years

	2009	2010	2012	2014
Dormitory or other campus housing	57%	59%	60%	60%
Residence, walking distance	10%	13%	11%	11%
Residence, driving distance	31%	26%	24%	24%
None of the above*	3%	3%	4%	4%
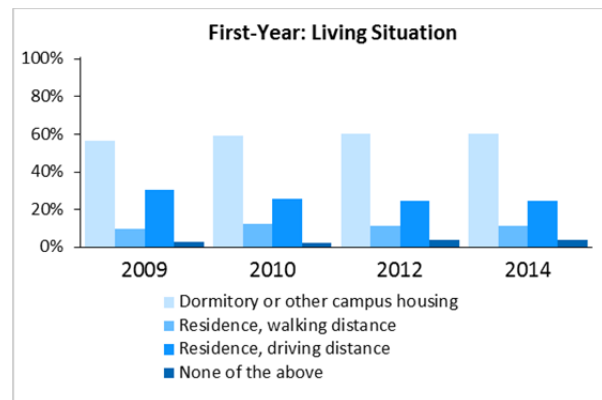
Seniors

	2009	2010	2012	2014
Dormitory or other campus housing	3%	3%	4%	4%
Residence, walking distance	14%	14%	15%	15%
Residence, driving distance	77%	80%	74%	74%
None of the above*	6%	3%	7%	7%
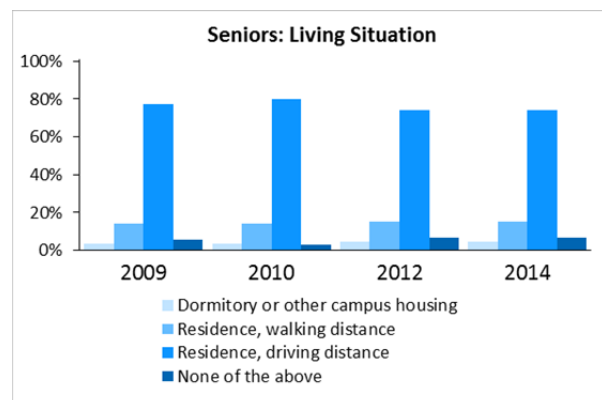
Alumni Survey

Career Development Office

Did you contact the Evergreen Career Development Office for help in finding a job after graduation?

	2008	2010	2012	2014
Contacted	21%	22%	22%	24%

If yes, how helpful was the Career Development Office in your job search?

	2008	2010	2012	2014
Not Helpful	44%	29%	30%	38%
Somewhat Helpful	41%	46%	41%	32%
Very Helpful	16%	25%	29%	30%
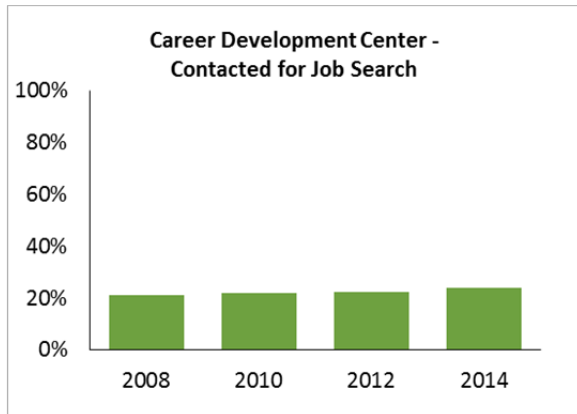
Did you contact the Evergreen Career Development Office for help in learning about and/or applying for graduate or professional school?

	2008	2010	2012	2014
Contacted	16%	18%	22%	16%

If yes, how helpful was the Career Development Office for learning about and applying to graduate or professional school?

	2008	2010	2012	2014
Not Helpful	22%	17%	35%	39%
Somewhat Helpful	53%	47%	31%	39%
Very Helpful	24%	36%	35%	22%
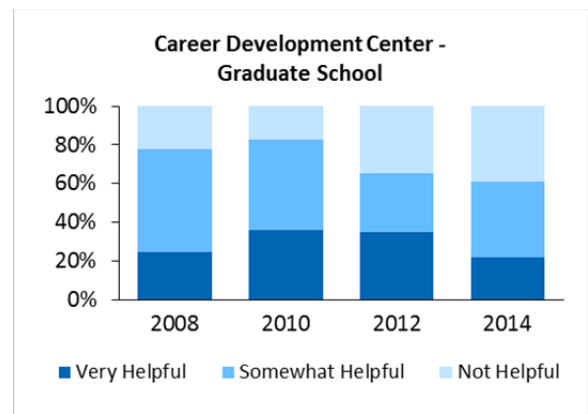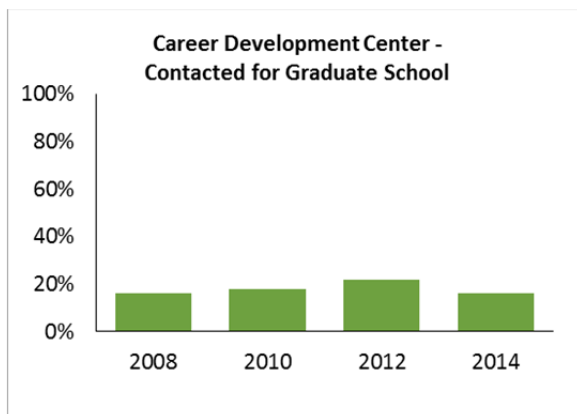
Alumni Survey

Use and Satisfaction with Campus Resources

Academic Advising Office, Workshops, or Tacoma Student Services Coordinator

	2008	2010	2012	2014
Used Resource	64%	78%	77%	78%

Of those who used this resource:

	2008	2010	2012	2014
Very Dissatisfied	10%	8%	11%	10%
Dissatisfied	21%	16%	15%	20%
Satisfied	35%	44%	48%	48%
Very Satisfied	34%	32%	27%	23%

Academic Advising Percent Usage

Academic Advising
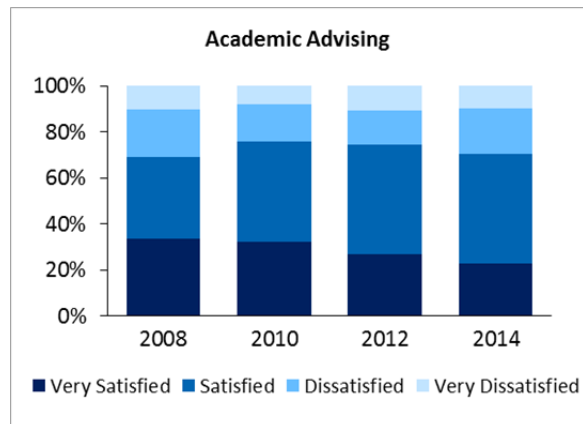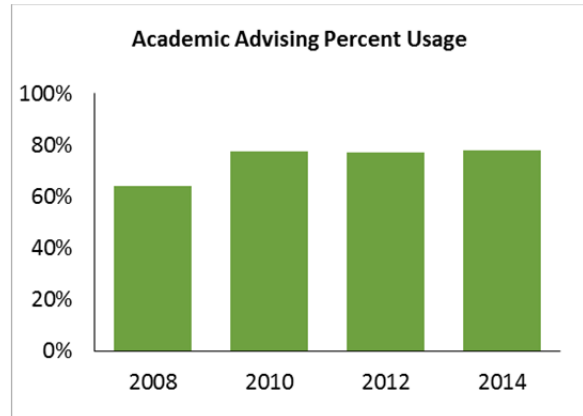
Health Center

	2008	2010	2012	2014
Used Resource	44%	50%	52%	46%

Of those who used this resource:

	2008	2010	2012	2014
Very Dissatisfied	8%	9%	10%	6%
Dissatisfied	17%	13%	11%	19%
Satisfied	34%	42%	45%	50%
Very Satisfied	42%	36%	34%	25%

Health Center Percent Usage

Health Center
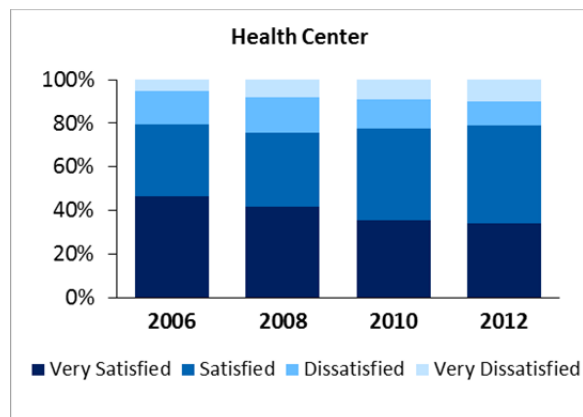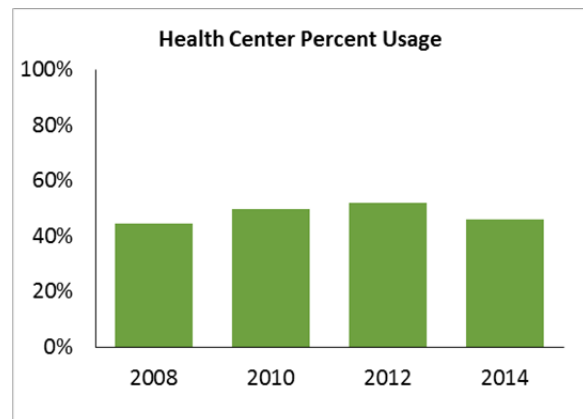
Alumni Survey

Use and Satisfaction with Campus Resources

Counseling Center or On-site Counselor

	2008	2010	2012	2014
Used Resource	29%	32%	36%	28%

Of those who used this resource:

	2008	2010	2012	2014
Very Dissatisfied	15%	9%	13%	10%
Dissatisfied	25%	14%	14%	28%
Satisfied	29%	36%	41%	34%
Very Satisfied	31%	41%	31%	27%
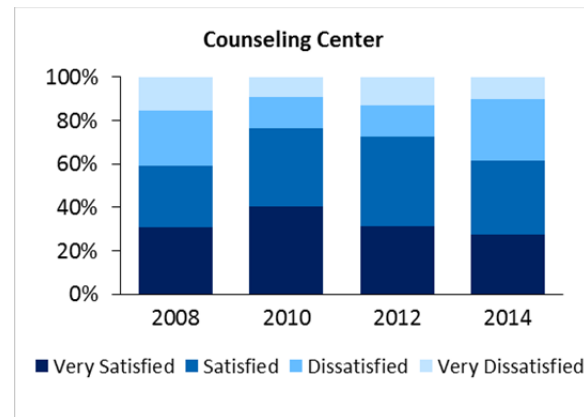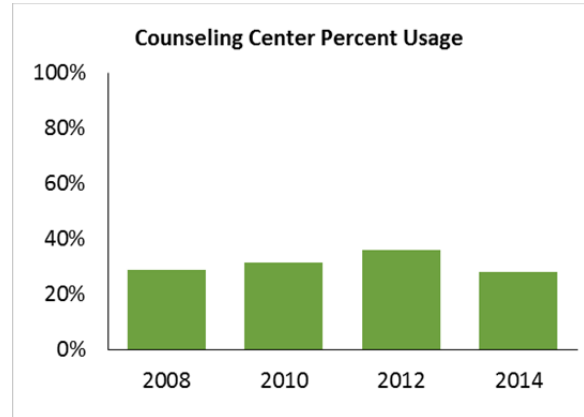
Financial Aid Office or On-site Financial Aid Counselor

	2008	2010	2012	2014
Used Resource	76%	72%	65%	66%

Of those who used this resource:

	2008	2010	2012	2014
Very Dissatisfied	3%	6%	6%	6%
Dissatisfied	12%	12%	10%	16%
Satisfied	40%	42%	56%	48%
Very Satisfied	46%	40%	28%	31%
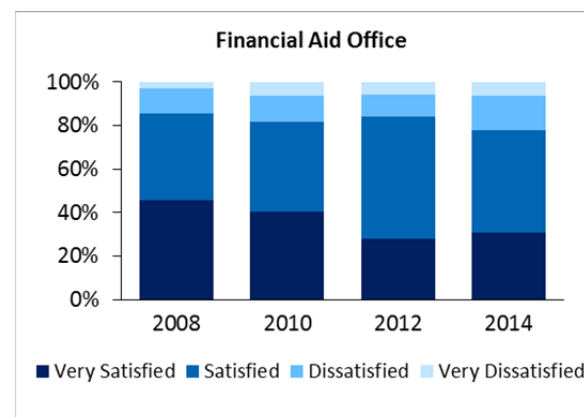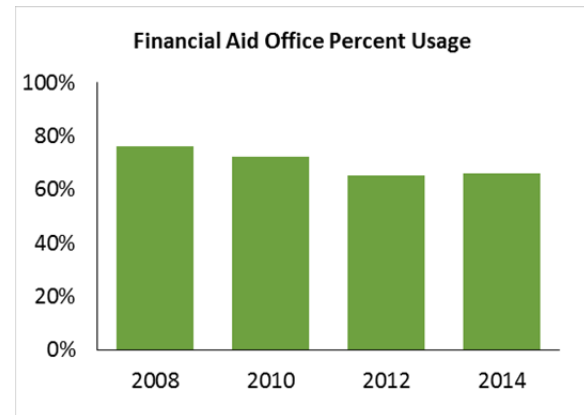
Alumni Survey

Use and Satisfaction with Campus Resources

College Recreation Center, Athletics, or Recreation Programs

	2008	2010	2012	2014
Used Resource	58%	58%	61%	58%

Of those who used this resource:

	2008	2010	2012	2014
Very Dissatisfied	6%	10%	6%	3%
Dissatisfied	14%	17%	14%	16%
Satisfied	45%	44%	59%	52%
Very Satisfied	36%	29%	22%	29%
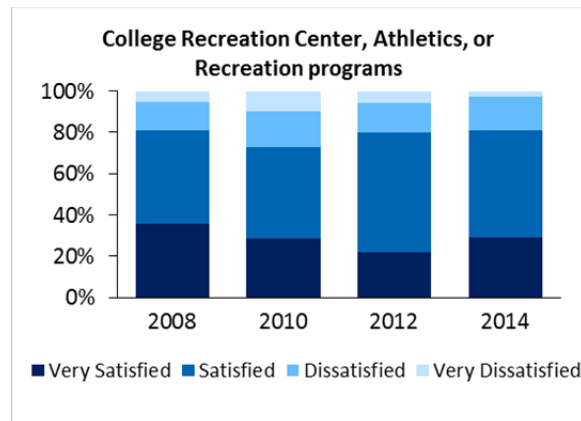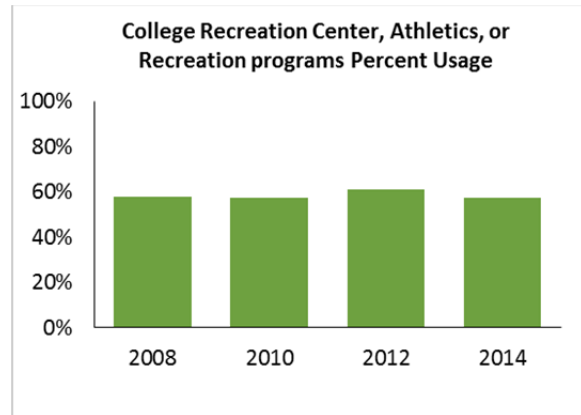
Housing/Residential Life

	2010	2012	2014
Used Resource	40%	40%	36%

Of those who used this resource:

	2010	2012	2014
Very Dissatisfied	13%	13%	16%
Dissatisfied	25%	35%	23%
Satisfied	50%	39%	43%
Very Satisfied	12%	13%	17%

Added to Alumni Survey in 2010
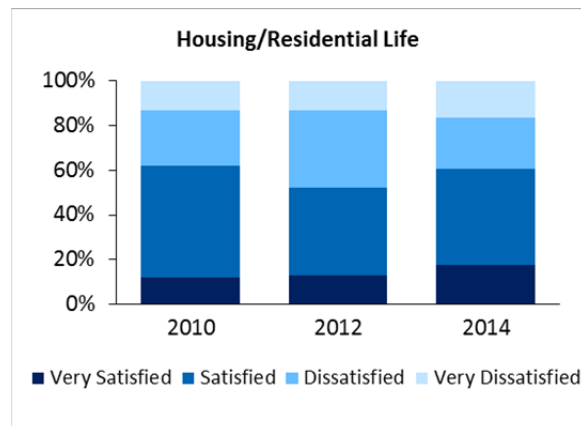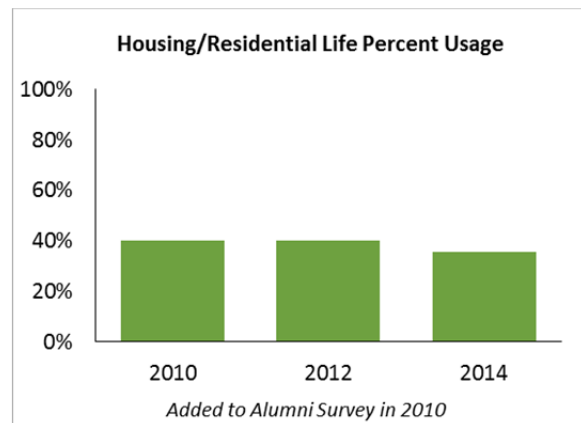
Alumni Survey

Use and Satisfaction with Campus Resources

Veterans Resource Center

	2010	2012	2014
Used Resource	7%	7%	12%

Of those who used this resource:

	2010	2012	2014
Very Dissatisfied	0%	10%	4%
Dissatisfied	9%	20%	4%
Satisfied	35%	30%	32%
Very Satisfied	57%	40%	61%

Added to Alumni Survey in 2010

Veterans Resource Center Percent Usage

Added to Alumni Survey in 2010

Veterans Resource Center

Added to Alumni Survey in 2010
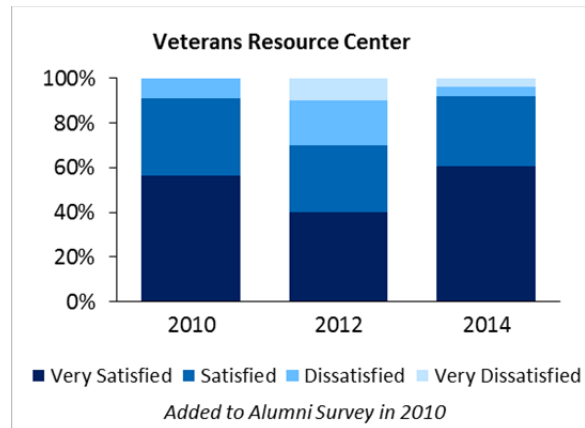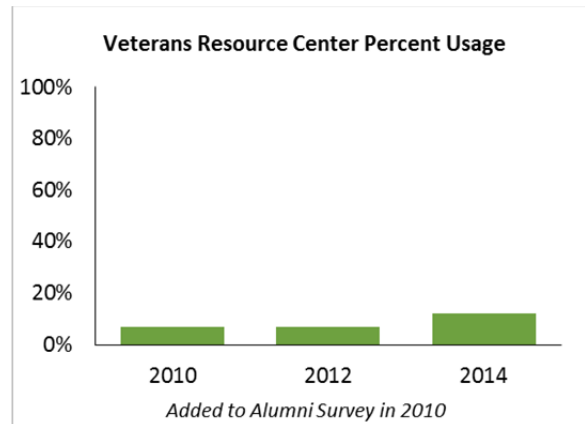
Participation and Satisfaction with Study Abroad

Study Abroad

	2010	2012	2014
Participated	23%	22%	18%

Of those who used this resource:

	2010	2012	2014
Very Dissatisfied	1%	2%	2%
Dissatisfied	6%	7%	2%
Satisfied	19%	18%	22%
Very Satisfied	74%	73%	73%

Study Abroad Percent Participation

Study Abroad
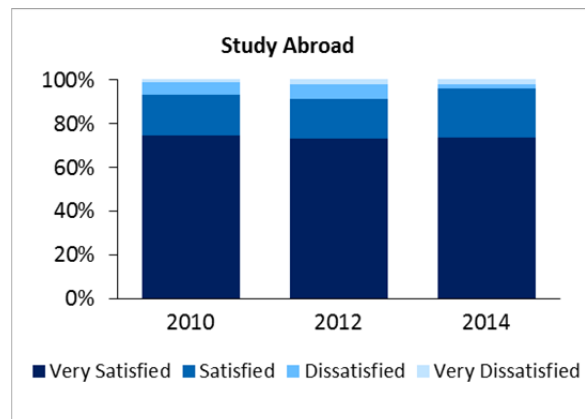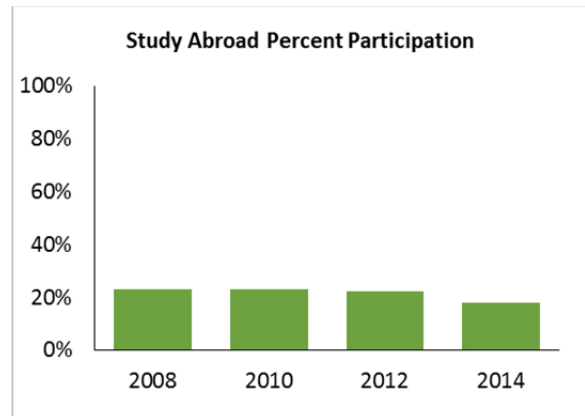
Alumni Survey

If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change? In 2014, alumni were asked in an open-ended question what they would change about Evergreen. Their responses were categorized and summarized, and those pertaining to student services and campus climate are shown below.

Student Services Sub-category	Student Services (Academic/Long-Term Planning, Career/Grad School Advising, RAD, Registration & Records, Other (e.g. Student Activities, Financial Aid, Health & Counseling, Admissions, Recreation & Athletics, Veterans Resource Center))
Academic/Long-Term Planning	A little more direction from the **advisors** about my line of study (as a transfer student)
	A more helpful **advising** staff.
	Academic fair **advising** was a frustration.
	Better **academic advising** and better **career services**.
	Better **academic advising** and **career development** opportunities.
	Better **advising** office
	Counselors were kind of useless. I found they talked to me about their own endeavors more than offering **guidance during/post college**. ANY **career guidance** would have been appreciated! I was also told I needed to be in school the summer after I graduated when in fact I had all my credits! Counselors need to be WAY more useful. Felt pretty unsupported at that level.
	Create more **networking events**, and work one on one with students to develop a plan for **post-Evergreen** life.
	Evergreen NEEDS to improve its alumni/career services. I went to **career services** to help me find work after graduating, and got very little help actually finding work. I am not the only Evergreen graduate who is having this problem. Others who have graduated with me are going to vocational schools and/or working minimum wage jobs, despite being capable of doing more. Evergreen has to do something about preparing its students for life AFTER graduation. I was under the impression that after graduating, I would be able to find work, but I didn't feel like I was given fair **advising** about the educational path I was taking. Students need to learn how to apply their skills learned at Evergreen to the real world.
	I do not feel that the **advising** and **academic planning** has a strong influence on the overall educational experience of Evergreen students. They lack initiative in seeking to guide students and because of this I feel that a large number of students spend more time than necessary taking irrelevant classes as well as remaining unaware of multiple **resources** available to them.
	I had to do all of my **grad school** research with little meaningful help from the **career counseling** office, who told me things I already knew. For such a high acceptance rate to grad programs there seems to be little institutional focus on grad school prep.
	I was very disappointed every time I visited **Academic Advising** or **Career Development** throughout my time at TESC. These are the two areas/departments in which I feel Evergreen needs to improve drastically informed by not only my experiences, but also my peers.
	I wish I had better **academic planning**. **Career development** staff sent me an email [re: learning about/applying to grad school] - that's all she did.
	I wish I would of had someone walk me through the **individual learning program**
	I would have liked to connect with a **mentor** at evergreen. I didn't feel like I found much in the way of guidance in the **advising** office either. I felt like I sought mentors and guidance, but it still didn't happen.
	I would have liked to have more of a specific degree and really talk with someone about **my journey in school**, what it meant, and **where it may lead me**.
	I would like to have an adviser designated specifically for students planning to go to **medical school** so those students would have better direction.

Alumni Survey

Student Services Sub-category	Student Services (Academic/Long-Term Planning, Career/Grad School Advising, RAD, Registration & Records, Other (e.g. Student Activities, Financial Aid, Health & Counseling, Admissions, Recreation & Athletics, Veterans Resource Center))
Academic/Long-Term Planning	The sciences really need someone in the **Career Development** office with knowledge of professional school application process. I know many of us have been frustrated by the lack of this, and it affected my application timing. Please train/set someone up in the guidance or career center to help graduates or **aspiring scientists**, it currently is not helpful and that discourages some potential individuals from entering the sciences, even though the programs themselves are great.
	I would make sure that incoming students understand the best methods and the **benefits and risks inherent in the ability to craft your own education** at Evergreen.
	I would place a much higher emphasis on **translation of academic pursuits toward a career**. By the time I discovered my academic calling I was too far into my Evergreen degree completion to turn back.
	I would work with students on their own **specific major**/not general education.
	It would be nice to have some workshops on giving concise explanations that **sell the experience to prospective employers** - unfortunately not every prospective interviewer is left leaning, and I have trouble explaining myself in a way that is not explicitly political.
	Make a bigger deal about offering freshman AND transfer students more **structured guidance** in sculpting their own academic trajectory
	Mandatory academic advising in order to be prepared about which programs to take to further education towards a career path.
	More push for **Career Counseling** early in the education process.
	More direction when it comes to **connecting education to an actual career** and more of an overall outlook on what kind of jobs are actually available and are directly relevant to the degree student is working toward
	More emphasis on **applying what you learn at Evergreen to a career** path.
	More focused **career development** and **academic advising** assistance
	More **guidance** and information on how the campus and classes work. I frequently felt I was navigating on my own by trial and error.
	More help making the "Evergreen Experience" more cohesive and directed so that aiming yourself into a **career** field and being prepared for it could be a realistic outcome. Evergreen was just so across the board... Which can be good, but when you want to make something of your education, finding **guidance,** and more directed help from the way programs are setup, could really help in making the education count after you graduate.
	Much more emphasis placed on preparing students for **graduate** programs or jobs directly- or an actually helpful career development office. The **career development** help at Evergreen was just awful- I had 0 support the year I graduated and it took me a year on my own to catch up to where I could have been with good support.
	There should be more comprehensive support structures in place for students once they graduate or while they are preparing to graduate (i.e. better **career planning/graduate school** access and support in how to talk about our degrees and experiences effectively). Those resources are there, but in my experience and those of my peers, the professional staff weren't easily accessible and didn't provide very detailed advice or guidance. I would recommend making an appointment with **Academic Advisin**g a requirement every year for all students. I feel students would benefit from the professional guidance and have better academic and career direction if it were made a requirement.

Student Services Sub-category	Student Services (Academic/Long-Term Planning, Career/Grad School Advising, RAD, Registration & Records, Other (e.g. Student Activities, Financial Aid, Health & Counseling, Admissions, Recreation & Athletics, Veterans Resource Center))
Residential & Dining (RAD) Services	Better **food** in the cafeteria for the students that have no other option but to eat there.
	Campus **food** options, especially for students in the dorms
	The **food** system was way way better when people in the dorms cooked and potlucks happened often.
	Don't force new students into crappy **meal plans a**nd deny them access to cooking facilities.
	Stop contracting to Aeromark or however it's spelled **[Aramark].** You have the practice of sustainable agriculture and more land available at the farm. You could develop that for Ag. and save $$ without the contract by selling what you produce. Then you could really advertise your sustainability.
	There should be **compost bins** in all of the buildings. I did not want to sit in class with apple cores in my backpack all day until I could walk over to the buildings that had compost bins.
	I think the lack of **Living Learning Communities** was a rather substantial missed opportunity for me. Having a designated area where students of the sciences could live in proximity would be a wonderful addition to the campus.
	My frustrations with Evergreen are mostly from my Freshman year, so much that I dropped out for some time. **Housing** situations for those on campus were consistently handled poorly, ranging from how safe I felt, to how residential assistants handled personal issues among students. Also it is awful to make it mandatory for students to purchase meal plans. This is a total waste of money for students who do not wish to eat the way the school decides.
	Improved campus housing. I hate the **freshman dorms**.
	The **dorms**
	Be more strict with the **anti-drug policy**. I don't do drugs and I see how they destroy lives (this includes marijuana).
Registration & Records	I never liked **registration.** Even as a senior, at 8:00 on the dot I still often times would get wait-listed for classes because I couldn't get the computers off campus to load the registration page.
	The **registration** experience is highly frustrating. I would get up early and be waiting at my computer up to 30 minutes before my registration time every quarter. I would log on to My.Evergreen and carefully plan and prepare the codes I needed to get into the program or classes I wanted. At precisely the time I was allowed, at 8:00 AM I believe, when I was barely awake after late classes the night before, I would submit my form and try to register. The system almost always crashed. At least, that is what it looked like when my connection timed out and I could not refresh / log back in for upward of 30 minutes. At least once, during the frantic refresh and desperate attempt to log back in, the program I was trying to sign up for filled and I ended up on a wait list.
	The **registration** software is terrible! Many people besides myself have had problems registering for programs.
	Administrative functions are hard to work with. Academic Advising/**registration** offices are never giving the same answers.
	A secondary set of actual **grades** to give to schools you want to apply to.
	Make eval-**grade/gpa conversions** (more?) accessible.
	Ability to submit **academic statement** even a year after graduation
	I think self-evaluations have questionable use being included in the final **transcript**
	I never officially ever got my **diploma** from Evergreen.

Alumni Survey

Student Services Sub-category	Student Services (Academic/Long-Term Planning, Career/Grad School Advising, RAD, Registration & Records, Other (e.g. Student Activities, Financial Aid, Health & Counseling, Admissions, Recreation & Athletics, Veterans Resource Center))
Other	As a foreign student it was a hard time to make friends. Maybe some **places where foreign students could gather** with current students and spend time could be helpful to learn about university from student perspective
	More opportunities for students to be involved in the college's operation; my work in the Writing Center and my involvement in the library made me feel more **connected** to the college and its community than any of my other coursework
	I was a full-time working student. I took evening/weekend courses. Most admin staff (counseling, records) wasn't available to me unless I came to campus during the day. I wish there was stronger support to help **unify** the evening/weekend-only students.
	Better **mental health support**
	Financial Aid could use more support. The lines were always very long and the staff were so busy, they couldn't devote the necessary time to help me in many circumstances.
	More understand and assistance from **Financial Aid.**
	The one aspect I would change is the understanding of how **student loan**s affect lives after college. Not just Evergreen, but all colleges should offer classes and more resources to make students more aware.
	I didn't feel the **Veterans Department** was vigilant in their efforts to ensure every veteran was aware of the **benefits** offered at Evergreen. I was unaware of the tuition reduction for veterans and when I was made aware, I was informed it wasn't retroactive? So, in essence, I spent money I wouldn't have otherwise, because I wasn't made aware. When I was, I was told there would be no refund? A veteran is a veteran, correct? You are or you are not, correct? The Evergreen State College was very accommodating and welcoming to veterans, but why would "they" not refund money retroactively for veterans who were not made aware of the tuition reduction available to them?
	I would also tighten up **entrance requirements** just a bit. I knew too many people who came into Evergreen for the wrong reasons, and had no interest in either being part of the Evergreen community or just wanted to manipulate the system to end up with a degree. Finding a way to filter out some of those persons would create a better learning environment for all, I feel.
	More activities for **evening** students.
	I would also **change the student government structure** to integrate it into the program system, where representatives would be elected within the programs and would report back to the programs and allow the programs to vote on issues. The student government system while I was at Evergreen seemed to be not taken seriously and wasn't effective.
	More **student democracy**
	More **student club/organization** connections. (Having clubs and activity leaders meet once a month to share ideas and upcoming events would benefit student involvement and student life on campus. This time also allows student leaders to meet, collaborate, and hear from staff and student government about what is going on on campus to share with their clubs/organizations.)
	The **Center for Sexual Assault Prevention** is very poorly run; The **CRC/gym** is so inadequate, needs more/newer equipment
	A **baseball team**
	Provide similar resources on **Tacoma** campus as Olympia - child care center, library, fitness center
	I thought the **Tacoma** program was great. I'm now attending [university] and do appreciate some of the amenities that a larger school provides (library, campus dining, health and fitness, etc.).

Alumni Survey

Campus Climate (tolerance, social climate, student mix)
Consider ways of representing and/or recruiting a more diverse student body
Evergreen should also redouble efforts to provide a sense of broader community. The current age of technology has done a great deal to fragment and outright destroy personal and communal relationships, something I think we all must do our best to rectify.
I found it very alarming how culturally ignorant people were about other countries, and on many many occasions how students were not willing to hear another point of view or entertain the idea. Also being ousted for not "fitting in" to the typical evergreen student cookie cut image.
I would diversify its focus on students to include older and more experienced attendees, as well as youth attending college away from home for the first time. Society is changing - more older students are going back to school to augment skills and learning for life and career changes throughout the human lifespan, rather than end at the 2/3 mark.
In some ways, Evergreen allows a few subcultures to dominate in a very aggressive and non-friendly ways. While these groups are important and need equality and their voices heard, they do not mandate a spotlight to themselves.
One of the biggest problems I had there is any time I had any sort of issue, I felt that I couldn't tell anybody. If staff and faculty had any sort of customer service training (because, lets face it, students are customers), this may be alleviated.
Students studying the sciences seemed under-represented at Evergreen community events - like graduation. The school's identity seems centered on the humanities when many students are doing outstanding work studying objectivity and the scientific method.
The other students were too stoned and righteous, and closed-minded to hold any intelligent conversations which greatly lowered the education standards.
The prevalence of pro-Palestinian attitudes on campus made it uncomfortable to be Jewish on campus at times. Frequently it made it difficult to have a reasonable multi-view conversation on what is a difficult topic.
The racism against Caucasians! I was unable to go a single week without receiving a lecture or being engaged in a seminar or debate about how ashamed I should be for the color my skin. That I should be forced and should be shamed into making reparations to racial minorities, and that even though I have never engaged in racism, quite the opposite, I am still a part of a system of oppression and therefore contributing to it, based solely on my color. That last statement was actually an argument made by a professor to a white male student. I was so excited to go to Evergreen for its open and accepting culture and then I realized it wasn't, they had just altered who it was acceptable to hate. Racism is never okay, and any 'privilege' Caucasians supposedly receive comes from being a member of a majority and not their lack of darker skin. I certainly didn't feel privileged growing up in poverty, in a Southern town as an atheist bi-sexual, but at Evergreen all that mattered was that I was pale, therefore I was blessed. I would say it was a cultural problem, but it was promoted by professors.
The segregation between the science communities, humanities, etc. Being from the science community I felt like I only ever met those who were also in the sciences. When I did meet people from other academic communities it was through Student Activities or outside of school. I feel like there are a lot of people I was supposed to meet, but never quite crossed paths with. I can't think of a solution, but keeping that in mind going forward with outreach and campus design would definitely help create change. Less pocketed meet up spaces, more coffee spots for small conversations, etc.