

**Tacoma Classic New Student Survey**

The 2018 New Student Survey was taken by 30 Tacoma Classic students. 100% of new Tacoma respondents plan to attend most or all of their classes at the Tacoma campus. Analysis does not include those who skipped questions.

14 Tacoma students plan to take most of their classes during the daytime, 16 plan to take most of their classes in the evening. This is a pronounced change from last administration when 75% of the respondents planned to take their classes in the daytime. 100% of Tacoma respondents plan to get their Bachelor’s degree from Evergreen. Students were asked about the highest degree they intend to earn at Evergreen or elsewhere; 12 responded Bachelor’s degree, 13 Master’s degree, and 4 said they intended to earn a Doctoral degree.

After graduation, 11 Tacoma respondents plan to continue their studies, 20 intend to get a job (with 5 of those planning start a business or a non-profit), and 6 students plan to serve their community in some way. One student says “One step at a time, path not destination.” Respondents may have chosen more than one thing to do after graduation, so categories are not mutually exclusive.

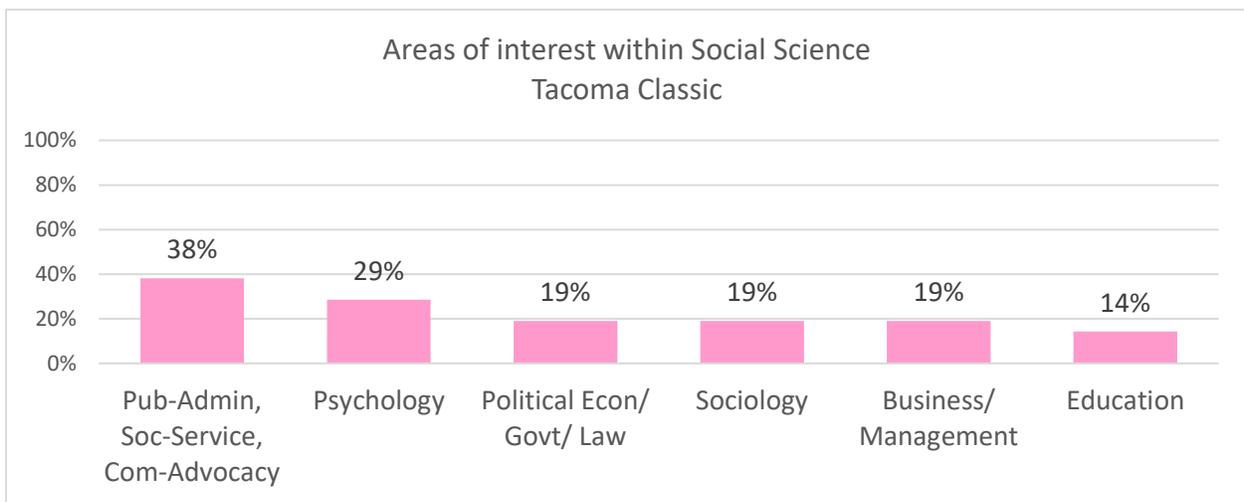
Students are asked if there was any information about Evergreen that was hard to find. Two respondents had difficulty finding information on the Tacoma Classic program specifically, two students had difficulty with financial aid and work study, and one did not understand the unique structure of Evergreen.

**Field of Study**

21 of the 30 Tacoma respondents plan to focus on a particular field or fields of study at Evergreen. 9 respondents either plan to study a range of fields without a focus or don’t know if they will have a focus.

100% of Tacoma respondents who plan to focus on an area of interest plan to study the Social Sciences.

The fields within the Social Sciences that Tacoma respondents are interested in studying include Public Administration, Social Services, and Community Advocacy (38% of respondents), Psychology (29%), Political Economy, Government, and Law (19%), Sociology (19%), Business (14% in nonprofit management, leadership, and entrepreneurship), and Education (14%).



A few Tacoma respondents plan to study other fields alongside Social Science including English, Grant Writing, and Environmental Studies.

### Employment during fall quarter

26 Tacoma respondents are working fall quarter, most of these respondents (21 of them) will work between 30 and 40+ hours a week. 5 Tacoma respondents plan to work less than fulltime or are unsure of how much they will work.

### In pursuing your college education, how important are the following goals?

Tacoma respondents' most important goals are developing creative and effective communication skills, personal growth and development, and helping others or contributing to the community. Least important goals are developing artistic abilities, starting or improving a business, and developing the ability to understand and use mathematics, statistics, or quantitative reasoning.

<b>Goals listed from highest to lowest means – Tacoma Classic</b>	Mean
<i>Scale: 0-not important, 1-slightly important, 2-important, 3-very important</i>	
<b>Developing creative and effective communication skills</b>	<b>2.90</b>
<b>Personal growth and development</b>	<b>2.83</b>
<b>Helping others or contributing to the community</b>	<b>2.77</b>
Gaining a better understanding and appreciation for differences (ethnic, political, etc.)	2.70
Readiness for further education (graduate or professional)	2.63
Gaining depth or expertise in a particular field	2.63
Gaining an understanding of a broad range of ideas and fields of study	2.63
Getting a job of your choice or making a career change	2.47
Getting involved or initiating change in community, state, or national politics	2.47
Making more money	2.43
Conserving and restoring the environment	2.20
Developing computer skills	2.00
Developing the ability to understand and use science, scientific principles, or methods	1.97
Developing the ability to understand and use mathematics, statistics, or quantitative reasoning	1.67
Starting or improving a business	1.63
Developing artistic abilities (e.g. fine arts, media, performing arts)	1.47

### Level of study

Tacoma respondents are most comfortable with their skills in:

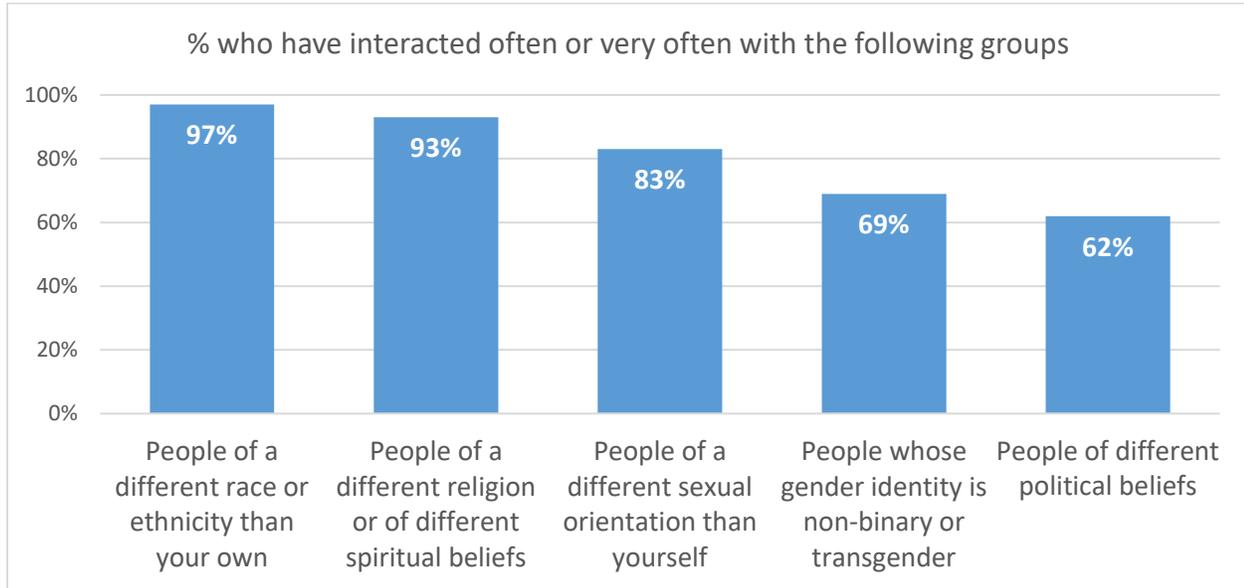
- Reading for academic purposes (96% of respondents rated themselves advanced or intermediate)
- Using computers to organize or present information (83% advanced/intermediate)
- Using online sources to do research (79% advanced/intermediate)

Respondents are least comfortable with Foreign Language (59% said they 'Need extra help').

In 2016 New Tacoma students were most comfortable with Interdisciplinary Thinking; the percentage of Tacoma students who rate themselves advanced or intermediate in Interdisciplinary Thinking has fallen to 79% in 2018 from 92% in 2016.

**How often have you...?**

Tacoma respondents are asked to indicate how often they have interacted with people different from themselves. The item with the highest percent of respondents saying Often or Very often for Tacoma students was: Interacted with people of a different race or ethnicity than your own. The lowest percent of respondents for Tacoma students was: Interacted with people of different political beliefs.



**How confident are you that you...?**

Tacoma respondents are most confident in their ability to use their education to meet life-long goals and that they will have the skills and abilities to succeed at Evergreen. They are least confident about managing debt and having the funding to complete their studies.

<i>0-Not at all, 1-A little, 2-Somewhat, 3-Quite, 4-Very - (n=29)</i>	<b>% quite or very</b>
Will be able to use your education to meet lifelong goals	100%
Have the skills and abilities to succeed at Evergreen	97%
Will be able to pursue further education if you decide to in the future	93%
Can ask faculty for extra help or advice	93%
Can manage most interpersonal conflicts	92%
Will develop skills and expertise in a specific field or fields	82%
Will be able to find a satisfying job or make a desired career change after graduation	82%
Will fit in at Evergreen socially	93%
Will obtain an interdisciplinary education	89%
Can manage your time effectively	82%
Will have the kind of emotional support from family and friends that you need	68%
Can get the kinds of classes you want at Evergreen	66%
Will be able to manage any debt that you incur in completing your education at Evergreen	59%
Have the funding to complete your studies at Evergreen	55%

### How comfortable are you...?

Tacoma respondents are most comfortable in learning independently and least comfortable asking for help with non-academic concerns.

<i>Comfort – Tacoma Classic</i> <i>0-Not at all, 1-A little, 2-Somewhat, 3-Quite, 4-Very - Listed from highest to lowest means (n=29)</i>	<b>% quite or very</b>
<b>Learning independently and completing projects on your own</b>	<b>97%</b>
Giving and receiving peer critique	86%
Working with other students on class projects.	86%
Articulating your perspectives in class	83%
Giving presentations or public speaking	76%
Communicating with faculty or other students in class using e-mail or online forums	72%
Asking for help with non-academic concerns	66%

### How many colleges/educational institutions did you apply to? Why did you leave your previous institution?

19 Tacoma respondents applied only to Evergreen. Ten students applied to more than one institution –UW, Tacoma Community College, and Pacific Lutheran University had multiple mentions on the survey.

Respondents were asked why they chose to leave their previous institution; 10 out of 18 Tacoma respondents were leaving a 2-year program to continue their education. Other responses included financial reasons, availability of evening classes, and feeling more welcome at Evergreen Tacoma than other educational spaces.

The Tacoma respondents consider the following the most positive factors in their decision to attend Evergreen:

- Quality of faculty teaching
- Ability to study in a specific field or discipline **AND** Ability to study in a variety of subjects
- Opportunities for collaborative learning

The most negative factor in respondents’ decision to attend is Evergreen’s Reputation.

### Demographics (n=30 – does not include respondents who skipped questions)

16 Tacoma respondents said that none of their parents went to college, and 11 said at least one parent had attended college. 22 respondents said none of their parents earned a 4-year college degree, 5 said at least one parent had earned a 4-year degree (or higher). 24 Tacoma respondents said English was their first language. The majority of respondents have never served in the US Armed forces.

19 Tacoma respondents are female, 9 are either gender-nonconforming or male. The majority of respondents are heterosexual, 22% are lesbian, gay, bisexual, queer, or questioning. 13 Tacoma respondents have dependent children, 15 do not. Of those with children, 11 have found adequate childcare.

20 Tacoma respondents get aid that must be repaid, 19 are getting aid that need not be repaid, and fewer than five are getting financial support from parents. Types of aid are not mutually exclusive.

<b>Number of students who own the following electronic devices? Tacoma respondents (n=27)</b>			
<b>Desktop Computer</b>	10	<b>Smart phone</b>	24
<b>Laptop Computer</b>	23	<b>Cell phone</b>	2
<b>Tablet</b>	10	<b>Other (e-reader)</b>	1