

### Tacoma New Student Survey

The 2016 New Student Survey was taken by 28 Tacoma Campus students. 100% of new Tacoma students plan to attend most or all of their classes at the Tacoma campus.

21 Tacoma students plan to take most of their classes during the daytime, 7 plan to take most of their classes in the evening. All 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; 10 responded Bachelor's degree, 12 Master's degree, and 5 said they intended to earn a Doctoral degree.

After graduation, 11 Tacoma respondents plan to continue their studies, 8 intend to get a job (with 5 of those planning to work specifically for a non-profit), and 2 students don't know what they plan to do post-graduation.

Students are asked if there was any information about Evergreen that was hard to find. Four respondents had difficulty finding information on the Tacoma campus specifically, two students had difficulty registering, and one wanted more information about what classes would be offered before orientation.

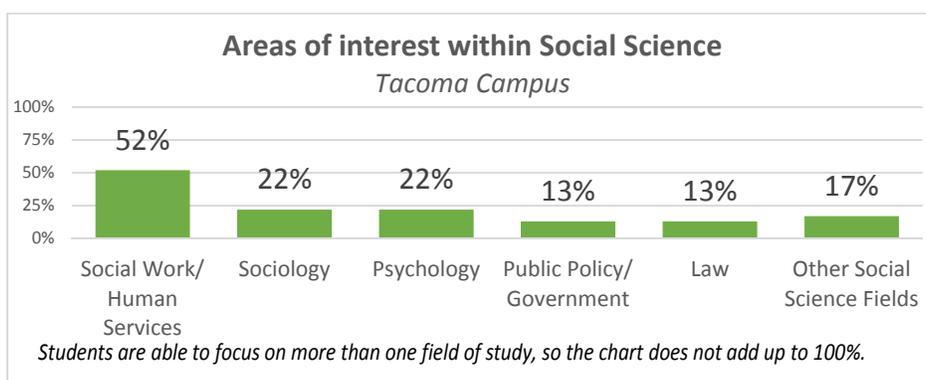
### Field of Study

23 of the 28 Tacoma respondents plan to focus on a particular field or fields of study at Evergreen. 5 respondents either plan to study a range of fields without a focus, or they don't know if they will have an education 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 Social Work/Human Services (52% of respondents), Sociology (22%), Psychology (22%), Public Policy/ Government (13%), and Law (13%). Other fields within the Social Sciences that respondents plan to study are Economics, Community Development, Leadership, and Education.

A few Tacoma respondents plan to study other fields along with the Social Sciences, including Communications, Film, Writing, Environmental Studies, and Health.



### Employment during fall quarter

17 Tacoma students are working fall quarter, 11 of these students are working between 20 and 30 hours a week and 4 are working full-time.

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

Tacoma respondents’ most important goals are Personal growth and development, gaining depth or expertise in a particular field, and developing creative and effective communication skills. Least important are developing artistic abilities, and starting or improving a business.

<i>Goals listed from highest to lowest means – Scale: 0-not important, 1-slightly important, 2-important, 3-very important</i>	Mean
<b>Personal growth and development</b>	<b>2.82</b>
<b>Gaining depth or expertise in a particular field</b>	<b>2.82</b>
<b>Developing creative and effective communication skills</b>	<b>2.82</b>
Helping others or contributing to the community	2.78
Getting a job of your choice or making a career change	2.64
Gaining a better understanding and appreciation for differences	2.54
Gaining an understanding of a broad range of ideas and fields of study	2.50
Getting involved or initiating change in community, state, or national politics	2.44
Readiness for further education (graduate or professional)	2.43
Making more money	2.15
Conserving and restoring the environment	2.04
Developing computer skills	1.96
Developing the ability to understand and use science or scientific methods	1.86
Developing the ability to understand and use quantitative reasoning	1.75
Developing artistic abilities (e.g. fine arts, media, performing arts, etc.)	1.64
Starting or improving a business	1.46

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

Tacoma students are asked to indicate how often they have interacted with people different from themselves. The item with the highest mean response for Tacoma students was: Interacted with people of a different race or ethnicity than your own. The lowest mean response for Tacoma students was: Interacted with people with different spiritual beliefs.

<i>Scale: 0-Not at all, 1-A little, 2-Some, 3-Often, 4-Very Often Interactions Listed from Highest to Lowest Means</i>	Mean
<b>Interacted with people of a different race or ethnicity than your own</b>	<b>3.64</b>
Interacted with people of a different sexual or gender orientation than yourself	3.36
Interacted with people of different political beliefs	3.31
Interacted with people of a different religion or of different spiritual beliefs	3.21

**Level of study**

Tacoma respondents are most comfortable with their skills at Interdisciplinary thinking (92% of respondents rated themselves advanced or intermediate) and Reading for academic purposes (92% of respondents rated themselves advanced or intermediate). Respondents are least comfortable with Foreign Language (42% said they ‘Need extra help’).

### How confident are you that you...?

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

<i>0-Not at all, 1-A little, 2-Somewhat, 3-Quite, 4-Very - Abilities listed from highest to lowest means (n=27)</i>	<b>Mean</b>
<b>Will be able to use your education to meet life-long goals</b>	<b>3.39</b>
<b>Have the skills and abilities to succeed at Evergreen</b>	<b>3.36</b>
Will obtain an interdisciplinary education (that combines multiple disciplines or perspectives)	3.32
Will develop skills and expertise in a specific field or fields	3.32
Will be able to find a satisfying job or make a desired career change after graduation	3.21
Will be able to pursue further education (graduate or professional) if you decide to in the future	3.21
Can manage most interpersonal conflicts	3.21
Will have the kind of emotional support from family and friends that you need	3.14
Can manage your time effectively	3.00
Will fit in at Evergreen socially	2.96
Can get the kinds of classes you want at Evergreen	2.93
Will be able to manage any debt that you incur in completing your education at Evergreen	2.70
Have the funding to complete your studies at Evergreen	2.54

### How comfortable are you...?

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

<i>0-Not at all, 1-A little, 2-Somewhat, 3-Quite, 4-Very - Listed from highest to lowest means (n=28)</i>	<b>Mean</b>
<b>Learning independently and completing projects on your own</b>	<b>3.36</b>
Communicating with faculty or other students in class using e-mail/online forums	3.14
Asking faculty for extra help or advice	3.07
Articulating your perspectives in class	3.04
Working with other students on class projects.	3.00
Giving presentations or public speaking	2.82
Giving and receiving peer critique	2.79
Asking for help with non-academic concerns	2.43

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

25 Tacoma respondents applied only to Evergreen. The three students who applied to more than one institution also applied to the University of Washington and South Puget Sound Community College. Students are asked why they chose to leave their previous institution, 15 Tacoma respondents were leaving a 2 year program to continue their education. Other responses included, “[Evergreen] is a different environment from a traditional university setting.”, “Wasn’t pleased [and succeeding academically]”, “I needed a break”, and “Evergreen is a better fit for several reasons: financial, academic, location, [and] career goals.”

**Decision to attend Evergreen**

Students are asked if twelve sources of information had a positive, negative, or no effect. The sources with the most students reporting a positive effect are:

- Campus visit
- Evergreen Students or Alumni
- Evergreen admissions counselor, recruiter, or other staff member

There were very few responses which indicated a negative effect from a source of information; two students said that the online academic catalog had a negative effect on their desire to attend Evergreen.

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

- The ability to apply learning through community projects in class and/or internship opportunities
- Evergreen’s reputation
- Social media
- Ease of applying or getting into Evergreen
- Ability to study in a specific field or discipline of their choice

The most negative factor in respondents’ decision to attend is narrative evaluations.

**Demographics (n=28)**

17 Tacoma respondents said that none of their parents went to college, and 10 said at least one parent had attended college. 18 respondents said none of their parents earned a 4-year college degree, 9 said at least one parent had earned a 4-year degree (or higher).

25 Tacoma respondents say English was their first language, while 3 people say no, or English and another language.

20 Tacoma respondents are female and 8 are male. The majority of respondents are heterosexual. 10 Tacoma respondents have dependent children, 18 do not. Of those with children, 7 have found adequate childcare. The majority of respondents have never served in the US Armed forces.

18 Tacoma respondents get aid that must be repaid and 19 are getting aid that need not be repaid.

<b>Number of students who own the following electronic devices? Tacoma respondents (n=28)</b>	
Desktop Computer	4
Laptop Computer	19
Smart phone	19
Cell phone	4
Tablet	9
Other	0