

Evergreen New Student Survey Summary

- The Evergreen New Student Survey asks new first-time, first year students and transfer students to indicate their goals for and level of confidence in attending college, their skill levels in various areas, factors in their decision to attend Evergreen, and about other characteristics and perceptions.
- Seventy six percent of all first-time, first year students and 51% of transfer students responded to the Fall 2003 administration of the New Student Survey.
- In terms of goals after college, first-time, first-year students rated understanding of a broad range of ideas and fields of study highest in importance. Transfer students rated getting a job of their choice or making a career change highest in importance.
- First-time, first-year students rated their level of skill highest in understanding and appreciating the arts and expressing themselves in creative, dramatic, or artistic ways. Transfer students reported their highest level of skill in learning independently and understanding and appreciating the arts. Both first-time, first year students and transfer students reported their lowest level of skill in understanding and applying scientific principles and methods and understanding and applying quantitative principles and methods.
- There were statistically significant differences on arts-related questions between first-time, first-year students and transfer students. First-time, first-years rated creating original artistic work higher in importance and rated their skills higher on understanding and appreciating the arts, expressing themselves in creative, dramatic or artistic ways, and using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.)
- As compared to first-time, first year students, transfer students placed more importance on having a professional career, getting a job of their choice or making a career change, making money, and starting or improving a business of their own after college. In addition, they placed greater importance on being prepared for further education and having expertise in a particular field. They also reported a higher level of readiness for a career.
- Among nine computer-related skills, there were statistically significant differences on six items. First-time, first-year students rated their level of skill significantly higher than transfer students on all six of these items: using the computer for artistic expression; giving a presentation using a computer; conducting research via the Internet or other online sources; preparing a newsletter, brochure, or poster; developing/maintaining a website; and writing a research paper using a computer.
- The opportunity to design their own education and to study in integrated programs instead of individual classes received the highest mean scores for both

first-time, first-year and transfer students as factors in their decision to attend Evergreen.

- Both first-time, first-year students and transfer students rated a campus visit, printed information about Evergreen, and Evergreen's web site and online catalog as having the greatest positive effect on their decision to attend Evergreen. All three of these items were more important to first-time, first-years than transfer students.
- Most first-time, first-year students (62%) and transfer students (74%) indicated that they were employed or planning to work fall quarter.
- Most new students indicated that they planned on taking most of their classes during the daytime, 93% of first-time, first-year students and 73% of transfer students.
- Seventy-six percent of transfer students and 27% of first-time, first year students reported that they received no support from parents for 2003-04 tuition and living expenses.