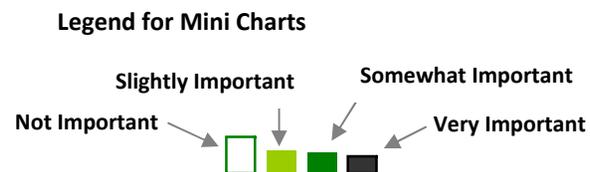


The Evergreen State College
Evergreen New Student Survey 2010
Olympia Campus - Transfer Students



Sources of information

New students were asked to indicate the level of importance of various sources of information in their decision to attend Evergreen. The table below shows the level of importance reported by transfer students; survey responses have been sorted in descending order by means and the most frequent response for each item is bolded. The sources of information with the highest mean responses were Campus visit, Evergreen's website, online catalog; Evergreen student or alumni; and Parents, other relatives, or friends

Transfer students (N=368)

How important were the following sources of information in your decision to attend Evergreen?

		Mean	Not Important (0)	Slightly Important (1)	Somewhat Important (2)	Very Important (3)	Missing
	<i>Items Listed from Highest to Lowest Means</i>						
	Campus visit	1.87	20.4%	13.1%	26.0%	40.5%	10
	Evergreen's website, online catalog	1.79	14.9%	22.2%	31.5%	31.5%	12
	Evergreen student or alumni	1.66	23.2%	16.8%	30.5%	29.4%	11
	Parents, other relatives, or friends	1.61	23.2%	22.6%	24.3%	29.9%	10
	Printed information from Evergreen (e.g. view book or catalog)	1.51	24.9%	22.9%	29.1%	23.2%	10

How important were the following sources of information in your decision to attend Evergreen?

		Mean	Not Important (0)	Slightly Important (1)	Somewhat Important (2)	Very Important (3)	Missing
	<i>Items Listed from Highest to Lowest Means</i>						
	Evergreen faculty	1.19	37.4%	23.7%	21.5%	17.3%	10
	Evergreen admissions counselor, recruiter, or other staff member	1.18	37.8%	23.2%	22.4%	16.5%	11
	Teacher or counselor at prior school	0.97	50.4%	17.9%	16.2%	15.4%	11
	College search website (other than Evergreen's website)	0.77	57.1%	18.1%	15.0%	9.7%	9
	College guide book (e.g. Princeton or US News and World Report)	0.74	56.9%	19.2%	17.2%	6.8%	13
	Student blogs (e.g. Facebook, MySpace, student websites)	0.30	80.8%	11.1%	5.0%	3.1%	9
	YouTube or Youniversity	0.25	83.1%	10.4%	5.4%	1.1%	13

The Evergreen State College

Evergreen New Student Survey 2010

Olympia Campus - Transfer Students

Sources of information

New students were asked to indicate the level of importance of various sources of information in their decision to attend Evergreen. Fifty-one transfer students selected "Other" for sources of information. Their comments are listed below by category; some comments were listed in more than one category therefore comments below total more than 51.

[blank] (N=6)

Location (N=7)

- *Cost and Location*
- *Close to home*
- *Location of College*
- *Location*
- *LOCATION*
- *semi-close to duvall area where i lived before*
- *reputation & convenience*

Word of Mouth (N=6)

- *Word of mouth(N=4)*
- *Word of mouth!*
- *word of mouth and state tuition prices*

Personal Motivation (N=6)

- *myself, of course*
- *My own volition*
- *I have just always wanted to.*
- *I have always wanted to attend Evergreen*
- *I had wanted to attend Evergreen [...]when I graduated from high school, but a guidance counselor at my school talked me out of it. I am correcting that mistake now.*
- *Just attracted to this school when I moved to the Harbor.*

Reputation (N=6)

- *reputation & convenience*
- *reputation*
- *Reputation*
- *I've heard Great things about this College, Environmentally Conscious People & the "Energy" on campus seems Peaceful & Unified.*
- *College reputation and diversity base*
- *Word of mouth, prior experience at other colleges and universities.*

Pedagogy and Philosophy (N=4)

- *Evergreen's particular style of teaching*
- *Classes and ideas*
- *reputation for interdisciplinary study*
- *Evergreen's approach to education*

Other websites, articles, books (N=3)

- *Articles in newspapers*
- *An article in Seventeen or some other teen magazine a few years back about Evergreen.*
- *Reading online about Evergreen's educational model.*

Educational Offerings (N=3)

- *specific curriculum offerings*
- *I transferred here because of your sustainable agriculture program. Due to computer error I am not in the program. Now I am stuck taking classes that only kind of have to do with my major...again.*

Proximity (N=3)

- *Living in Olympia*
- *Life in Olympia*
- *growing up and subsequently living in olympia*

Cost (N=3)

- *Cost and Location*
- *Cost, not just tuition but living standard in Olympia.*
- *word of mouth and state tuition prices*

Transfer Policy (N=2)

- *Transfer policy*
- *transfer credit policy (time to graduate)*

Other (N=9)

- *I took a weekend class to see if the school would be a good fit, and I loved it.*
- *Options program counselor*
- *Previous College Resources*
- *Personal hurdles in psychological preparedness to going back to school.*
- *I don't remember exactly how I heard, the freedom to learn everthing is why I'm here.*
- *Working @ Evergreen*
- *Interview*
- *Culture*
- *College reputation and diversity base*

Sources of information

New students were asked to indicate the level of importance of various sources of information in their decision to attend Evergreen. A small number of transfer students selected "Other" for sources of information and their responses were collapsed into existing categories. These responses are detailed below.

These "Other" comments were collapsed into the following categories:

Parents, other relatives, or friends

- *Brother looked into it, he told me alot about it.*
- *Evergreen sent my friend info at age 11*
- *family*
- *High praise from friends*
- *Long family history at college.*
- *Respected opinions of grad students at other schools*

Teacher or counselor at prior school

- *Advisors at several Universities suggesting Evergreen.*
- *I have spoke with many College/University teachers who highly supported my decision of enrolling to Evergreen*
- *JEB Thornton at Grays Harbor College*

Evergreen admissions counselor, recruiter, or other staff member

- *Counselor @ Pierce College. Super Lady, Very nice*
- *Employee*
- *I went to two preview days at Evergreen. I asked many questions, and did research on whether I could afford the costs, if I would fit in, if what I wanted to do at Evergreen would be match by the curriculum, how I interacted with faculty at the Advising Fair. I inquired through a variety of sources, from former students, to current faculty and staff. The determining factor to choose Evergreen was through the pages of the Evergreen Magazine. I read everything in it, twice. I was so impressed with the quality of education of alumni. that I made mv mind up to attend Everareen.*
- *KEY STUDENT SERVICES*
- *recruiter*

Evergreen faculty

- *I went to two preview days at Evergreen. I asked many questions, and did research on whether I could afford the costs, if I would fit in, if what I wanted to do at Evergreen would be match by the curriculum, how I interacted with faculty at the Advising Fair. I inquired through a variety of sources, from former students, to current faculty and staff. The determining factor to choose Evergreen was through the pages of the Evergreen Magazine. I read everything in it, twice. I was so impressed with the quality of education of alumni, that I made my mind up to attend Evergreen.*

Evergreen student or alumni

- *conversations with Friends who have attended Evergreen*
- *Friends and Family*
- *Friends that are/have attended!*
- *I went to two preview days at Evergreen. I asked many questions, and did research on whether I could afford the costs, if I would fit in, if what I wanted to do at Evergreen would be match by the curriculum, how I interacted with faculty at the Advising Fair. I inquired through a variety of sources, from former students, to current faculty and staff. The determining factor to choose Evergreen was through the pages of the Evergreen Magazine. I read everything in it, twice. I was so impressed with the quality of education of alumni, that I made my mind up to attend Evergreen.*
- *my [relative] graduated Evergreen. I already had a good grasp of the college*
- *My [relative] is a full time student at Evergreen. We will be attending College together, but in different programs.*
- *my [relative] started last year and loves it.*

Evergreen student or alumni (continued)

- *Taught by Professors who graduated from Evergreen. Overall, those professors' were compassionate, approachable, and fostered a positive attitude which encouraged student team based learning; thus, allowing fellow students to offer assistance such as providing vital information they might not have understood or if they missed a class due to a family emergency or illness. I discovered that working in a team-based educational class ensured academic success.*

Evergreen's website, online catalog

- *Information on the web*

Printed information from Evergreen

- *Taught by Professors who graduated from Evergreen. Overall, those professors' were compassionate, approachable, and fostered a positive attitude which encouraged student team based learning; thus, allowing fellow students to offer assistance such as providing vital information they might not have understood or if they missed a class due to a family emergency or illness. I discovered that working in a team-based educational class ensured academic success.*

Campus visit

- *Taught by Professors who graduated from Evergreen. Overall, those professors' were compassionate, approachable, and fostered a positive attitude which encouraged student team based learning; thus, allowing fellow students to offer assistance such as providing vital information they might not have understood or if they missed a class due to a family emergency or illness. I discovered that working in a team-based educational class ensured academic success.*