

The Evergreen State College

Orientation Feedback Survey 2012

Tacoma and Tribal: Reservation-based Students (N=9)

Methodology

Evergreen faculty adopted a new initiative in November 2011 which defines various structures and activities to support a new graduation requirement: baccalaureate degree recipients will be required to complete a final Academic Statement that will appear in their official transcript. The new graduation requirement will take effect for the entering class next fall 2013, thus a large-scale pilot project is underway for AY 2012-13 to begin implementing the Academic Statement and assess the pilot strategies in order to inform full implementation next year.

One aspect of the Academic Statement support structures is a refined academic orientation that introduces students to Evergreen's philosophy and approach to teaching, explains the Academic Statement, asks them to draft the first iteration of their statement at entry to the college, introduces them to faculty and other students, selects a common text each year that is read by all new students and other members of campus, and includes students in an all-campus Convocation featuring a speaker connected to that common text. For this year's pilot Academic Statement Orientation Week students read *A Mighty Long Way*, and the featured speaker was the author of the book, Carlotta Walls Lanier.

A student survey was conducted to help Evergreen assess the effectiveness of the new approach to the Academic Statement orientation, and student feedback will be used by the Mentor Council and other faculty and staff to refine the academic Orientation Week activities for next year's new students.

The survey sample consisted of a random selection of 50% of the new first-year and transfer undergraduates who entered Evergreen in fall quarter 2012 that were admitted to the Olympia, Tacoma, or Grays Harbor campuses. Because the number of new students entering the Tribal/Reservation-based programs was very small, all new students to the Tribal programs were added to the initial random sample, in the hopes of getting sufficient responses to be useful to the Tribal programs. Returning Greeners and students who dropped out before October 25th were excluded from the sample selection. 1256 students were eligible to take this survey, 634 were selected for the sample, and of the sample 15% responded.

The survey only remained open for a period of three weeks from October 25th to November 14th. During that time, non-respondents (who had not formally opted out) received up to two additional reminders via email. The survey was web-only; email was the sole method of correspondence.

Survey results were analyzed for three distinct groups: Olympia first-time, first-year students (N=26), Olympia transfer students (N=62), and all off-campus Tacoma and Tribal: Reservation-based program students (N=9).

The following report provides results for the Tacoma and Tribal: Reservation-based participants. The response rate for this subgroup was 20% (9 of 46).

Student Satisfaction with Academic Statement Orientation Activities

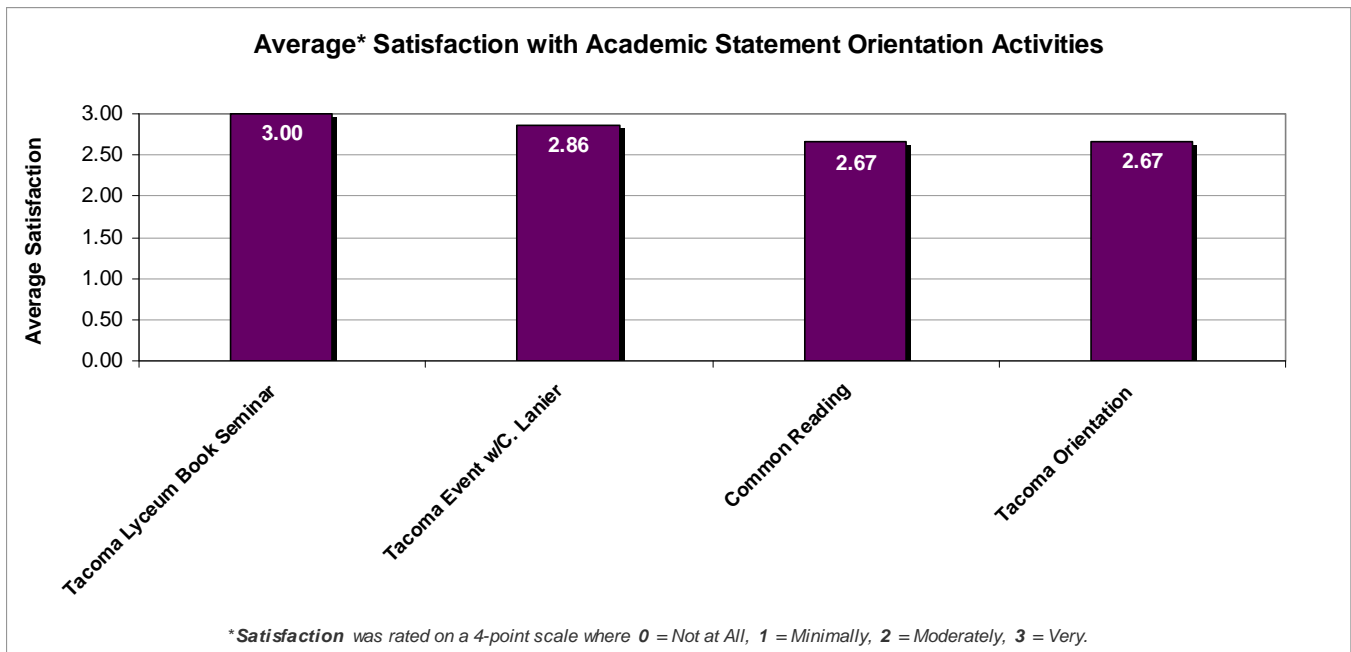
Students were asked to rate their satisfaction with the academic statement activities. Tacoma and Tribal students were most likely to partake in the Tacoma campus and reservation-based activities. Relative to Olympia transfer students, off-site students were less likely to participate in the common reading. Only 67% of these respondents participated in the common reading, compared to 84% of new transfers to the Olympia campus.

1. How satisfied were you with the following Academic Statement orientation activities? <i>For each activity, mark the box that best describes your level of satisfaction or whether you did not participate in the activity.</i>	Not at all satisfied	Minimally satisfied	Moderately satisfied	Very satisfied	Did Not Participate
Tacoma Evening Event with Carlotta Walls Lanier (Tues. Sept. 18)	0%	0%	11%	67%	22%
Tacoma Lyceum Seminar on <i>A Mighty Long Way</i>	0%	0%	0%	67%	33%
Common Reading: <i>A Mighty Long Way</i> by Carlotta Walls Lanier	0%	11%	0%	56%	33%
Tacoma Orientation (Sat. Sept. 15)	0%	0%	22%	44%	33%
Tribal Reservation-based Program Orientation	0%	0%	0%	11%	89%
Tribal Reservation-based Program: Seminar on <i>A Mighty Long Way</i>	0%	0%	11%	0%	89%
Convocation: Olympia campus event with speaker Carlotta Walls Lanier (Tues. Sept. 18, 10AM-Noon)	0%	0%	11%	0%	89%
Olympia Academic Statement Session 3: Writing of the Academic Statement: Entrance Essay and Introduction to Academic Statement (Thu. 3-5 PM)	0%	11%	0%	0%	89%
Community to Community: Day of Caring, National Problems - Local Solutions (Friday, Sept. 21)	0%	0%	0%	0%	100%
Learning to Learn at Evergreen: Quantitative and Symbolic Reasoning (QuaSR Orientation Week Workshop)	0%	0%	0%	0%	100%
Learning to Learn: Cultivating Your Writing Power at Evergreen (Writing Center Orientation Week Workshop)	0%	0%	0%	0%	100%
Olympia Academic Statement Session 1: Learning with Faculty at Evergreen/Philosophy and Introduction (Mon. 3-5 PM or Tues. Alternate Session)	0%	0%	0%	0%	100%
Olympia Academic Statement Session 2: Seminar on Carlotta Walls LaNier's <i>A Mighty Long Way</i> (Tue. 3-5 PM)	0%	0%	0%	0%	100%
Olympia Saturday Alternative Academic Statement Workshop and Orientation Forum (Sat. Sept. 22)	0%	0%	0%	0%	100%

Note: Percentages have been rounded and may not add up to 100%.

How satisfied were you with the following academic statement orientation activities?

Mean satisfaction ratings were calculated for activities in which five or more students participated. For Tacoma and Tribal students, the activities with the highest means of satisfaction were the “*Tacoma Lyceum Book Seminar*” and the “*Tacoma Evening Event with Carlotta Walls Lanier*.”



Helpfulness of Academic Statement Orientation Activities

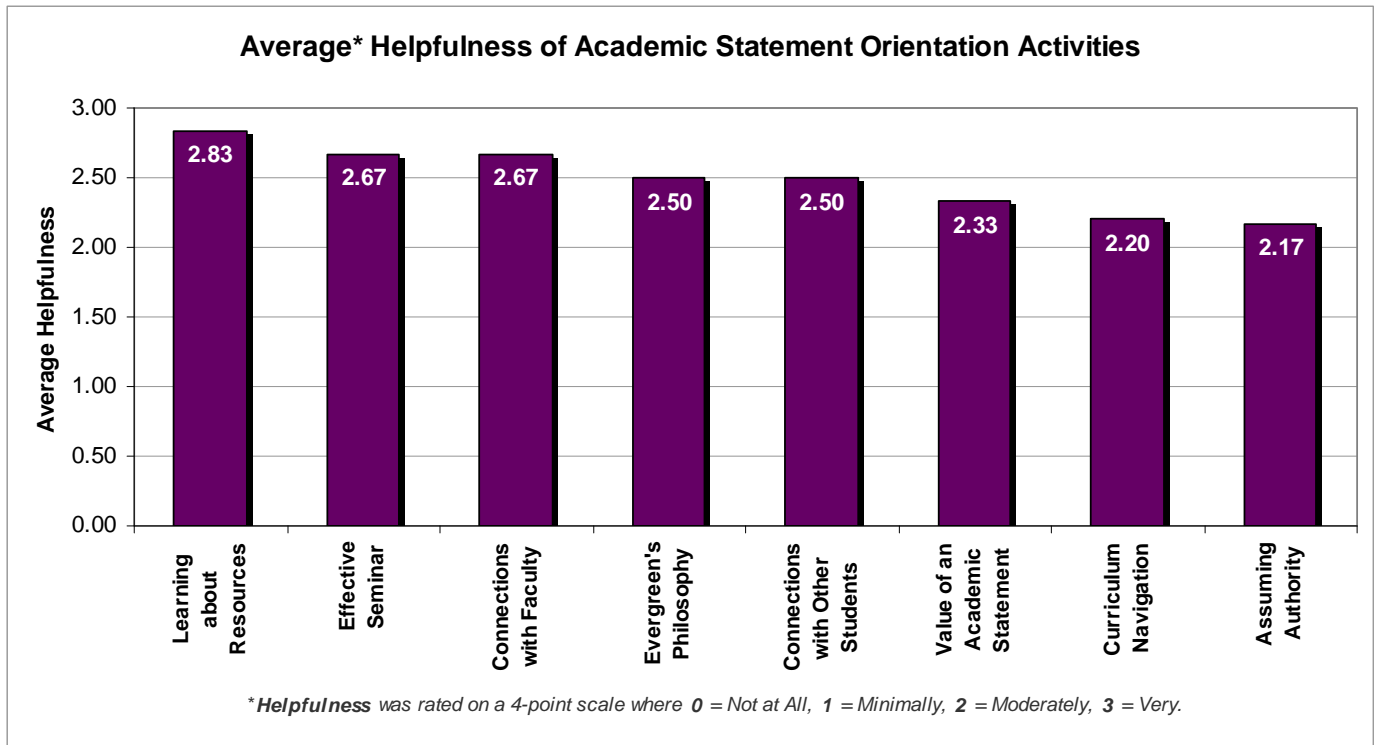
Students were asked how helpful the activities they participated in were in terms of several objectives. Tacoma and Tribal respondents found “*Learning how to have an effective seminar*” and “*Learning about resources to support your success as a student*” to be the most helpful; 83% rated these areas as *very helpful*.

2. How helpful were the activities in which you participated in terms of the following objectives?				
	Not at all helpful	Minimally helpful	Moderately helpful	Very helpful
Understanding Evergreen’s philosophy and approach to education	0%	0%	50%	50%
Understanding the value of an Academic Statement	0%	17%	33%	50%
Learning how to navigate Evergreen’s curriculum	0%	20%	40%	40%
Assuming authority for your educational pathway	0%	17%	50%	33%
Learning how to have an effective seminar	0%	17%	0%	83%
Learning about resources to support your success as a student (e.g., advisors, tutors, student activities, or other support services)	0%	0%	17%	83%
Making connections with faculty	0%	0%	33%	67%
Making connections with other students	0%	17%	17%	67%

Note: Percentages have been rounded and may not add up to 100%.

How helpful were the activities in which you participated in terms of the following objectives?

For Tacoma and Tribal students, the objective with the highest average rating of helpfulness was for “*Learning about resources to support your success as a student*,” while the objectives with the lowest means of helpfulness were “*Assuming authority for your educational pathway*” and “*Learning how to navigate Evergreen’s curriculum*”.



What was the most meaningful activity for you? Why was it the most meaningful?

Of the nine new Tacoma and Tribal students who took part in this assessment, only three provided a response. To see the full set of comments, see below.

Comments

Learning about resources to support your success as a student. I enjoyed this activity the most because it showed me that there are support systems in place to help me in times of need.

Hands down Ms. LaNier's presentation. I felt privileged to hear her speak.

Carlotta Wall's presentation at Tacoma. Great to hear from a credible source to such a significant event in history.

What would you encourage Evergreen to change about these orientation activities related to the academic statement?

None of the nine off-campus respondents provided a response to this question.

Participation Obstacles

Students were asked: *"If you were unable to participate or chose not to participate in some or all of the Orientation activities related to the Academic Statement, which of the following were obstacles to your participation?"*

Of nine new off-campus transfer students, six reported they did not participate in some or all of the academic statement activities. The most common participation obstacle given by those students was: *Work/employment schedule (5), not interested in content (2), didn't know it was required (1), lack of childcare (1).*

What was the most important reason that you did not participate?

Students had the chance to state the most important reason for not participating in some or all of the activities. Of nine Tacoma and Tribal students, four provided a comment. To see the full set of comments, see below.

Comments

Work and travel distance from Kingston.

I don't recall anything from Academic Statement. I am really busy with work, so maybe I missed it.

I was in the process of finalizing my student registration and I was out of town for work that week.

As a junior I didn't know anything about an academic statement until classes started.
