

## Student Affairs Indicators from Institutional Research and Assessment

### Surveys Used in This Summary

#### The Evergreen Student Experience Survey

The Evergreen Student Experience Survey provides an opportunity to assess students' experiences at Evergreen and provides information about students' satisfaction with Evergreen's learning environment, learning growth in various skill areas, goals for their college experience, level of confidence, and use of campus resources and participation in community activities.

This survey is administered every two years in the spring by the Office of Institutional Research and Assessment. It is administered to a stratified random sample of Evergreen degree-seeking undergraduates as well as all respondents to the New Student Survey administered in the fall of the same academic year and all students in the Tacoma, Grays Harbor, and Tribal: Reservation-based/Community-determined programs. This summary uses the Olympia campus stratified random sample only. The number of participants and the response rates are detailed in the following table:

	2004*	2006	2008
Number of Respondents	528	429	330
Response Rate	28%	36%	28%

\*In 2004, all New Student Survey 2003 respondents were selected for the Student Experience Survey sample and a sample of students stratified by class standing were added to generate a sample size of 2000. Because of the sampling method, first-time, first-years were overrepresented.

#### The National Survey of Student Engagement (NSSE)

The NSSE assesses student engagement in educational practices that are associated with high levels of learning and development.

This survey is administered by the Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research. Evergreen seniors and first-year students have participated annually in this survey since the 1999-2000 academic year. Beginning with the 2009-2010 administration, NSSE will now be administered every two years, alternating with the Evergreen Student Experience Survey. This summary uses both first-year and senior student data for the last four years. The number of participants and the response rates are detailed in the following table:

	2006	2007	2008	2009
First-Years				
Number of Respondents	180	186	239	224
Response Rate	35%	31%	30%	31%
Seniors				
Number of Respondents	197	182	203	201
Response Rate	41%	30%	27%	30%

#### The Evergreen One-Year Alumni Survey

The Evergreen One-year Alumni Survey assesses alumni perspectives of their experience at Evergreen one year after graduation. Among other things, the survey measures alumni satisfaction with their educational experiences and campus resources; measures how well they feel Evergreen contributed to their personal growth and preparation for the work force and further study; and offers the opportunity for alumni to mention aspects they would change about Evergreen.

This survey is administered by the Office of Institutional Research and Assessment every other year to all undergraduate degree recipients one year after graduation. The number of participants and the response rates are detailed in the following table:

	2004	2006	2008
Number of Respondents	314	360	351
Response Rate	29%	31%	34%

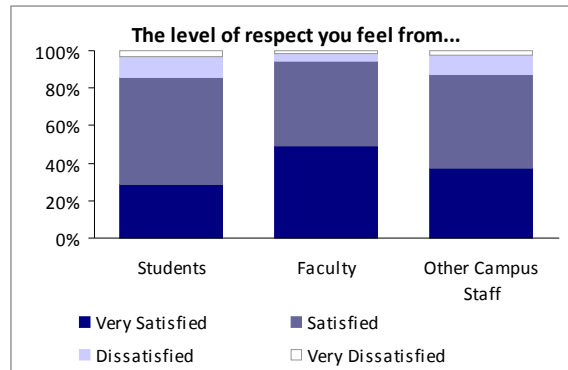
## Student Experience Survey

### Level of Satisfaction

In spring term, students were asked what their level of satisfaction was with various aspects of academics and college life.

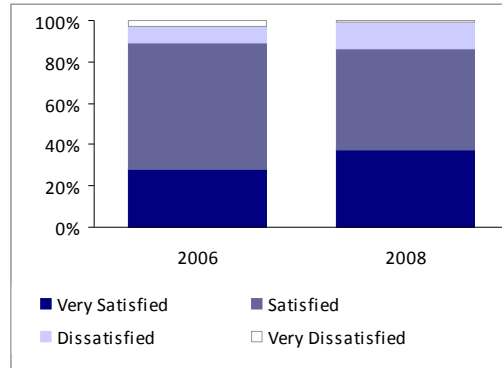
#### The level of respect you feel from students, faculty, and other campus staff (2008 only)

	Students	Faculty	Other Campus Staff
Very Dissatisfied	3%	2%	2%
Dissatisfied	11%	4%	11%
Satisfied	57%	45%	50%
Very Satisfied	29%	49%	38%



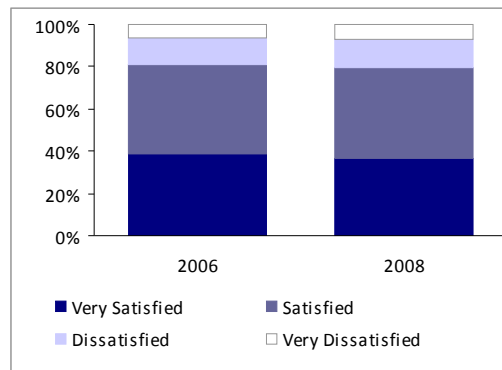
#### Opportunities for community service or volunteer work

	2006	2008
Very Dissatisfied	3%	0%
Dissatisfied	8%	13%
Satisfied	61%	49%
Very Satisfied	28%	37%



#### Your living situation

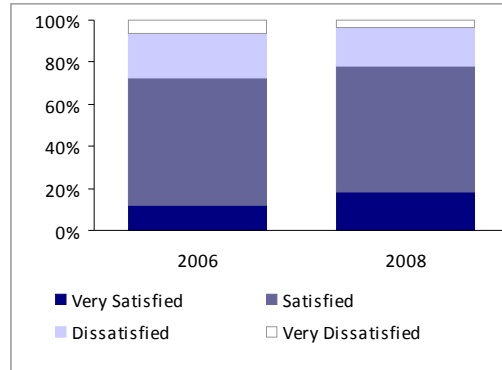
	2006	2008
Very Dissatisfied	7%	7%
Dissatisfied	13%	14%
Satisfied	42%	43%
Very Satisfied	38%	37%



## Student Experience Survey

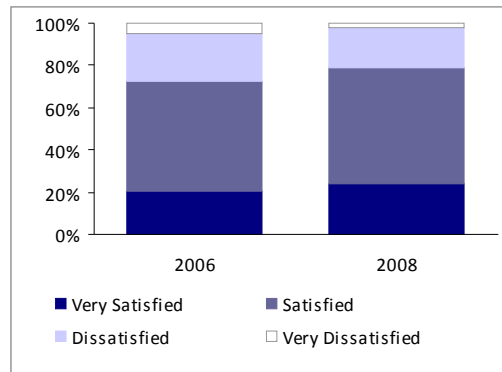
### Campus Activities

	2006	2008
Very Dissatisfied	6%	4%
Dissatisfied	21%	18%
Satisfied	61%	60%
Very Satisfied	12%	18%



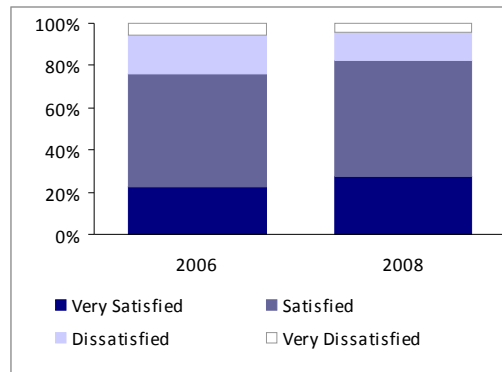
### Your social experiences at Evergreen

	2006	2008
Very Dissatisfied	5%	2%
Dissatisfied	23%	19%
Satisfied	53%	55%
Very Satisfied	20%	24%



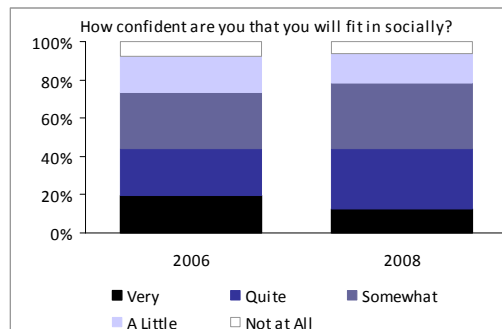
### The match between the classes you are taking and their description in the catalog

	2006	2008
Very Dissatisfied	6%	4%
Dissatisfied	19%	13%
Satisfied	53%	55%
Very Satisfied	23%	28%



### How confident are you that you will fit in at Evergreen socially?

	2006	2008
Not at All	8%	7%
A Little	19%	15%
Somewhat	29%	34%
Quite	25%	31%
Very	19%	13%

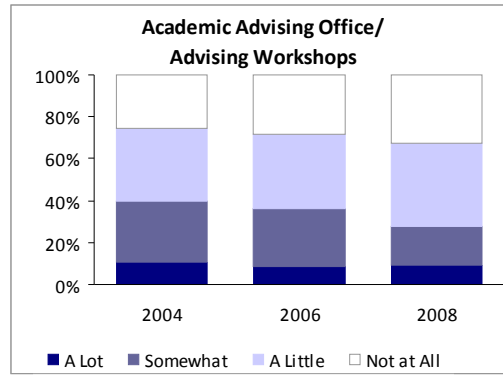


## Student Experience Survey

How often have you used the following resources?

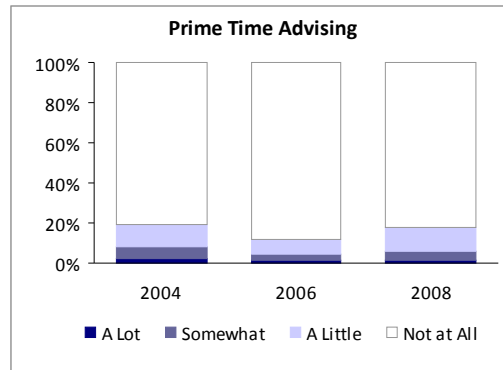
### Academic Advising Office or advising workshops

	2004	2006	2008
Not at All	26%	28%	33%
A Little	35%	36%	39%
Somewhat	29%	28%	19%
A Lot	11%	8%	9%



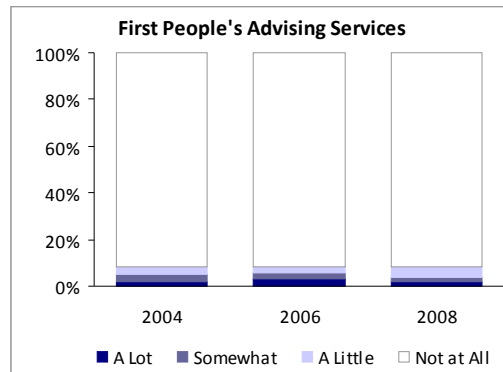
### Prime Time Advising

	2004	2006	2008
Not at All	80%	89%	82%
A Little	12%	7%	12%
Somewhat	5%	3%	4%
A Lot	3%	1%	2%



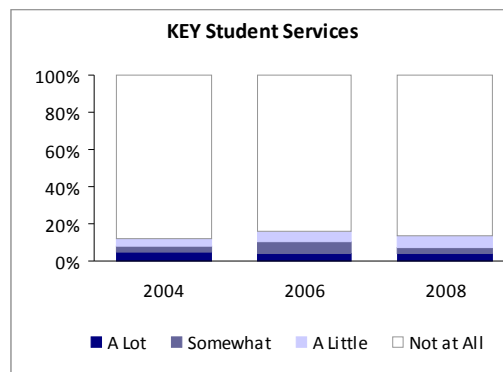
### First People's Advising Services

	2004	2006	2008
Not at All	92%	92%	92%
A Little	3%	3%	5%
Somewhat	3%	3%	2%
A Lot	2%	3%	2%



### KEY Student Services

	2004	2006	2008
Not at All	88%	84%	87%
A Little	4%	6%	6%
Somewhat	3%	6%	3%
A Lot	5%	4%	4%

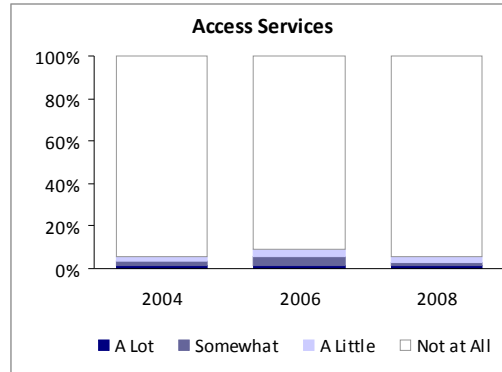


## Student Experience Survey

### How often have you used the following resources?

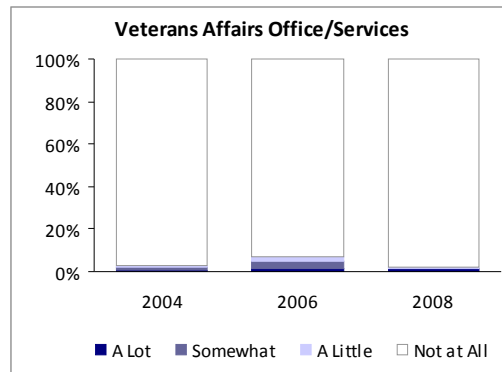
#### Access Services for Students with Disabilities

	2004	2006	2008
Not at All	95%	91%	94%
A Little	2%	4%	3%
Somewhat	2%	4%	1%
A Lot	2%	2%	2%



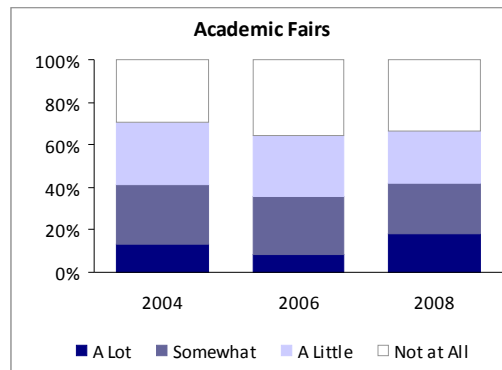
#### Veterans Affairs Office/Services

	2004	2006	2008
Not at All	97%	93%	98%
A Little	1%	2%	1%
Somewhat	1%	3%	0%
A Lot	1%	2%	2%



#### Academic Fairs\*

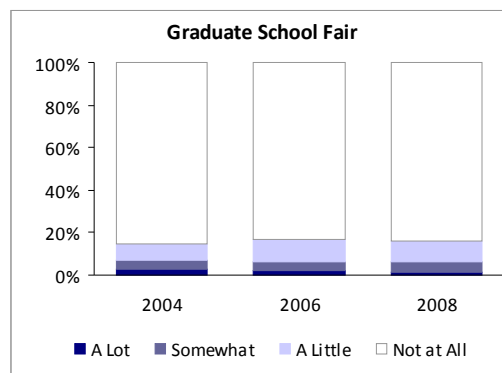
	2004	2006	2008
Not at All	29%	36%	34%
A Little	30%	29%	24%
Somewhat	28%	27%	23%
A Lot	13%	9%	18%



\*In 2004 and 2006 this question was asked as "Academic Fair or Core Fair"

#### Graduate School Fair

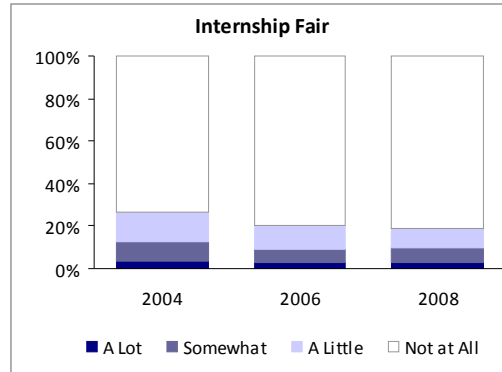
	2004	2006	2008
Not at All	86%	83%	84%
A Little	7%	10%	10%
Somewhat	4%	5%	5%
A Lot	3%	2%	2%



## Student Experience Survey

### How often have you used the following resources? Internship Fair

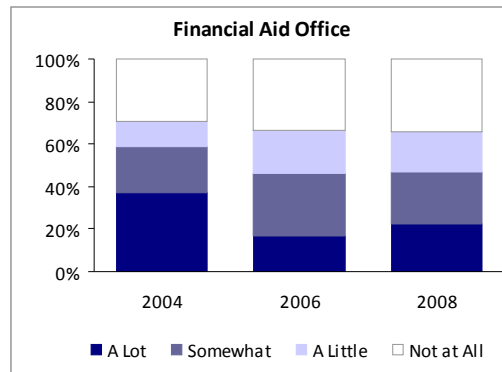
	2004	2006	2008
Not at All	73%	80%	81%
A Little	14%	12%	9%
Somewhat	9%	6%	7%
A Lot	4%	3%	3%



### Financial Aid Office

	2004*	2006	2008
Not at All	29%	34%	34%
A Little	13%	21%	19%
Somewhat	21%	29%	24%
A Lot	37%	17%	22%

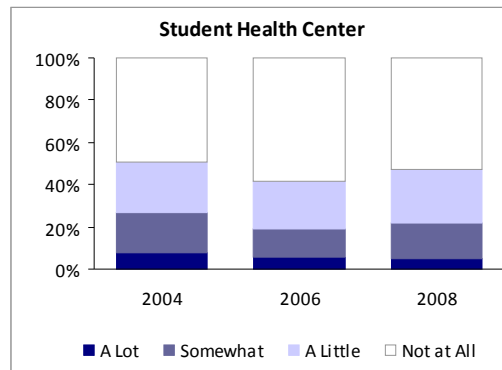
In 2004 this was asked as "Financial Aid Services"



### Student Health Center

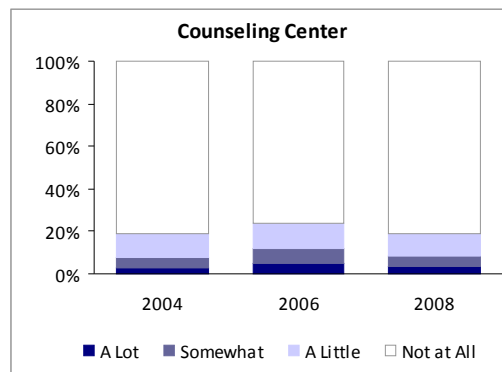
	2004	2006	2008
Not at All	49%	58%	53%
A Little	24%	23%	25%
Somewhat	19%	13%	17%
A Lot	7%	6%	5%

In 2004 this was asked as "Student Health Services Office"



### Counseling Center

	2004	2006	2008
Not at All	81%	76%	81%
A Little	11%	12%	11%
Somewhat	5%	7%	5%
A Lot	3%	5%	3%

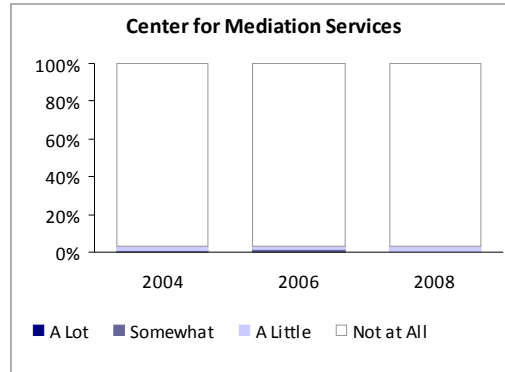


## Student Experience Survey

### How often have you used the following resources?

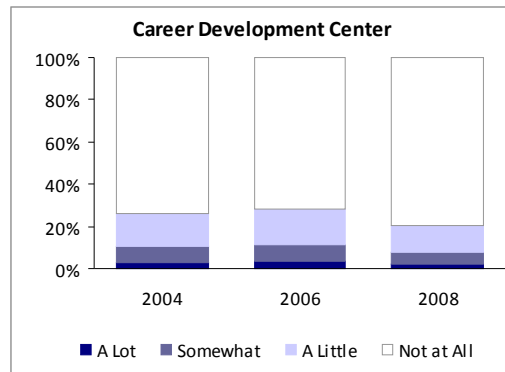
#### Center for Mediation Services

	2004	2006	2008
Not at All	97%	97%	97%
A Little	2%	1%	3%
Somewhat	1%	2%	0%
A Lot	0%	0%	0%



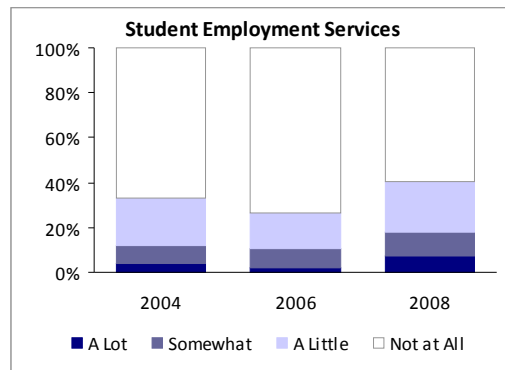
#### Career Development Center

	2004	2006	2008
Not at All	74%	72%	80%
A Little	16%	17%	13%
Somewhat	8%	8%	5%
A Lot	3%	3%	2%



#### Student Employment Services

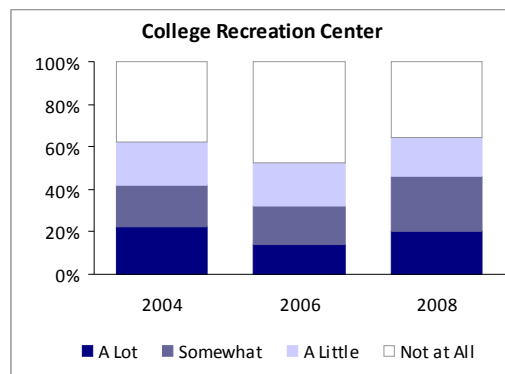
	2004	2006	2008
Not at All	67%	73%	60%
A Little	21%	16%	22%
Somewhat	7%	9%	11%
A Lot	4%	2%	7%



#### College Recreation Center

	2004	2006	2008
Not at All	38%	48%	36%
A Little	20%	20%	18%
Somewhat	20%	18%	26%
A Lot	22%	14%	21%

In 2004 this was asked as "College Recreation Center/Recreation Services"

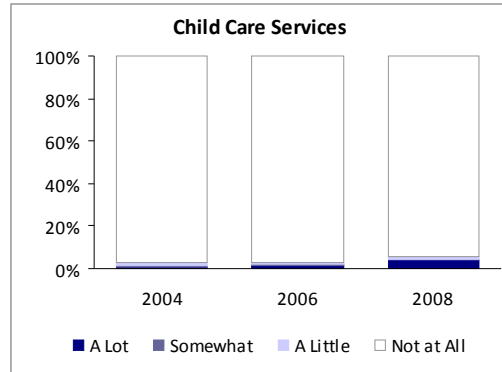


## Student Experience Survey

### How often have you used the following resources?

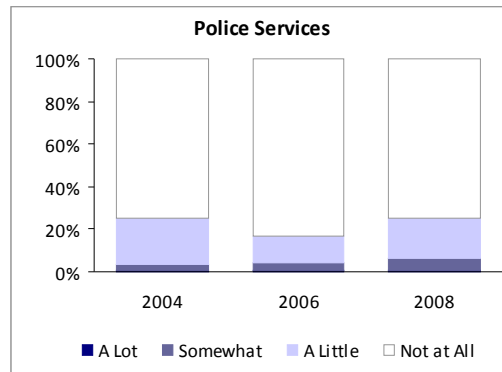
#### Child Care Services

	2004	2006	2008
Not at All	97%	98%	94%
A Little	1%	0%	2%
Somewhat	0%	1%	0%
A Lot	1%	1%	4%



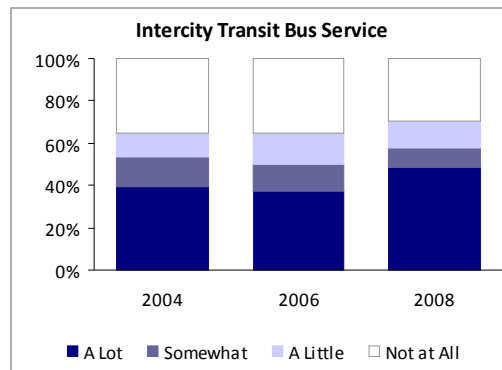
#### Police Services

	2004	2006	2008
Not at All	75%	84%	75%
A Little	21%	13%	19%
Somewhat	3%	3%	5%
A Lot	1%	1%	1%



#### Intercity Transit bus service

	2004	2006	2008
Not at All	35%	36%	30%
A Little	12%	15%	12%
Somewhat	14%	13%	9%
A Lot	39%	37%	49%





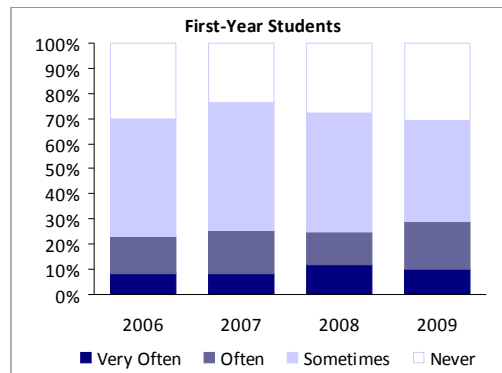
## National Survey of Student Engagement (NSSE)

During the school year, about how often have you done each of the following?

Talked about career plans with a faculty member or advisor

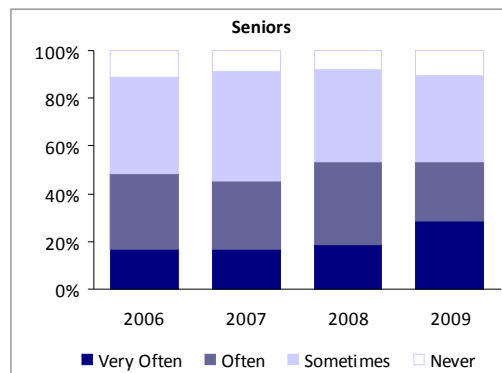
### First-Years

	2006	2007	2008	2009
Never	30%	23%	28%	31%
Sometimes	47%	51%	47%	41%
Often	15%	17%	13%	19%
Very Often	8%	9%	12%	10%



### Seniors

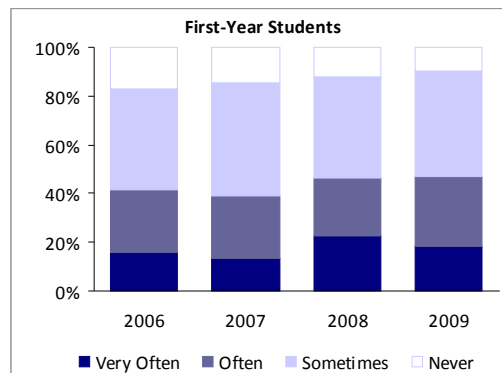
	2006	2007	2008	2009
Never	11%	9%	8%	10%
Sometimes	40%	46%	38%	36%
Often	32%	28%	35%	25%
Very Often	17%	17%	19%	29%



Attended an art exhibit, play, dance, music, theater, or other performance

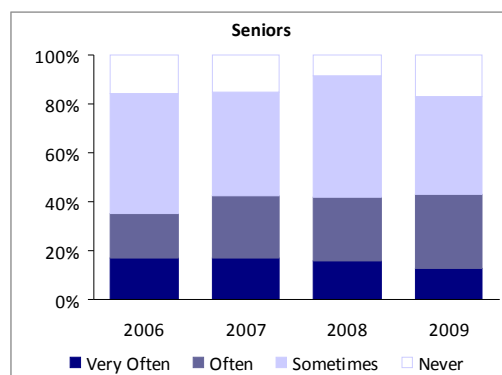
### First-Years

	2006	2007	2008	2009
Never	17%	15%	12%	10%
Sometimes	42%	47%	41%	43%
Often	26%	25%	24%	28%
Very Often	16%	13%	22%	19%



### Seniors

	2006	2007	2008	2009
Never	16%	15%	9%	17%
Sometimes	49%	43%	50%	40%
Often	18%	25%	26%	30%
Very Often	17%	17%	16%	13%



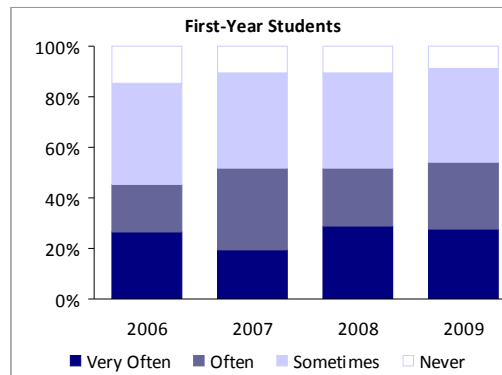
## National Survey of Student Engagement (NSSE)

During the school year, about how often have you done each of the following?

**Exercised or participated in physical fitness activities**

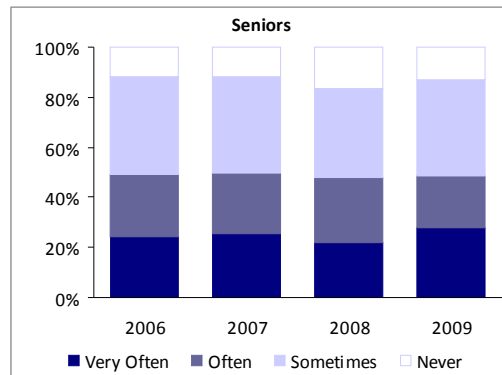
### First-Years

	2006	2007	2008	2009
Never	14%	10%	11%	9%
Sometimes	40%	38%	38%	37%
Often	19%	32%	23%	26%
Very Often	27%	19%	29%	28%



### Seniors

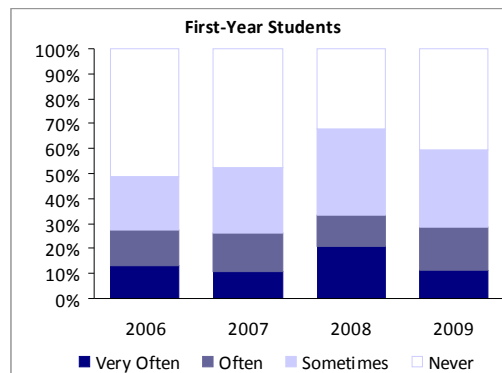
	2006	2007	2008	2009
Never	12%	12%	17%	13%
Sometimes	39%	39%	35%	38%
Often	25%	24%	26%	21%
Very Often	24%	25%	22%	28%



**Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)**

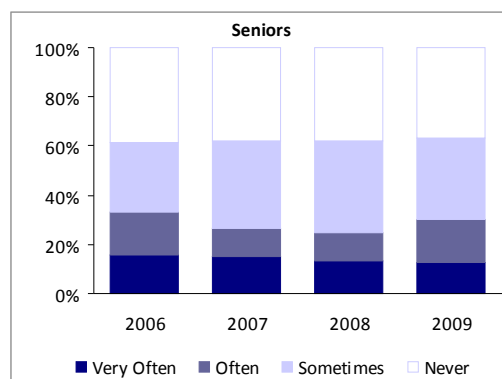
### First-Years

	2006	2007	2008	2009
Never	51%	48%	32%	41%
Sometimes	22%	26%	34%	31%
Often	14%	15%	12%	17%
Very Often	13%	11%	21%	11%



### Seniors

	2006	2007	2008	2009
Never	38%	38%	38%	37%
Sometimes	28%	35%	37%	33%
Often	17%	12%	11%	17%
Very Often	16%	15%	13%	13%

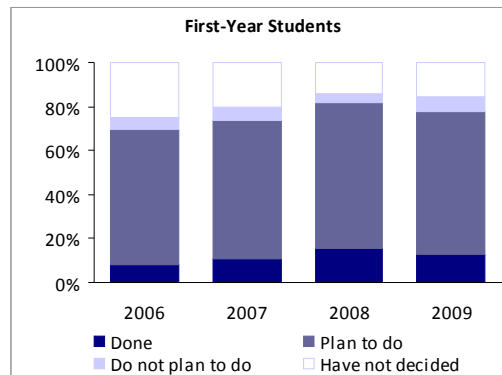


## National Survey of Student Engagement (NSSE)

Which of the following have you done or do you plan to do before you graduate from your institution?  
Practicum, internship, field experience, co-op experience, or clinical assignment

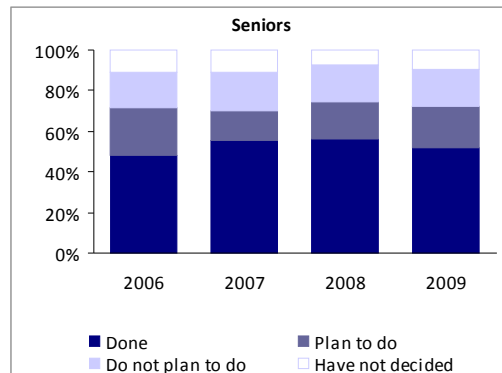
### First-Years

	2006	2007	2008	2009
Have not decided	25%	21%	14%	16%
Do not plan to do	5%	6%	4%	7%
Plan to do	62%	62%	66%	64%
Done	8%	11%	16%	13%



### Seniors

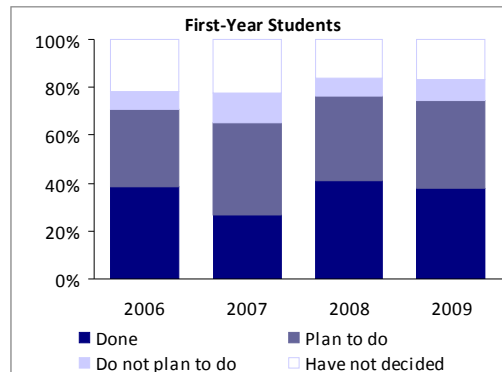
	2006	2007	2008	2009
Have not decided	11%	11%	8%	9%
Do not plan to do	18%	19%	18%	18%
Plan to do	24%	14%	18%	21%
Done	48%	56%	56%	52%



## Community service or volunteer work

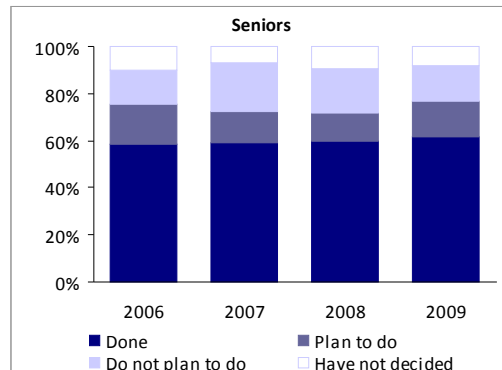
### First-Years

	2006	2007	2008	2009
Have not decided	22%	22%	16%	17%
Do not plan to do	7%	12%	8%	9%
Plan to do	32%	39%	35%	36%
Done	38%	27%	41%	38%



### Seniors

	2006	2007	2008	2009
Have not decided	10%	7%	9%	8%
Do not plan to do	14%	21%	19%	15%
Plan to do	17%	13%	12%	15%
Done	59%	59%	60%	61%

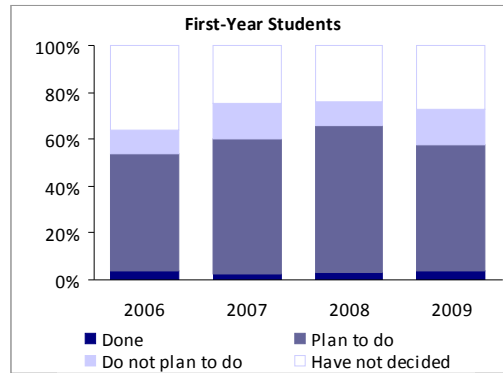


**National Survey of Student Engagement (NSSE)**

**Which of the following have you done or do you plan to do before you graduate from your institution?  
Study abroad**

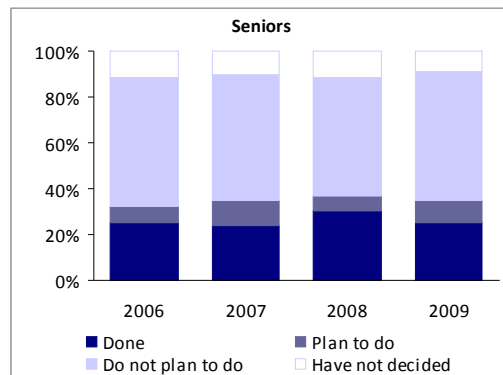
**First-Years**

	2006	2007	2008	2009
Have not decided	36%	24%	24%	27%
Do not plan to do	10%	15%	10%	15%
Plan to do	50%	58%	63%	53%
Done	4%	2%	3%	4%



**Seniors**

	2006	2007	2008	2009
Have not decided	12%	10%	12%	9%
Do not plan to do	56%	55%	51%	56%
Plan to do	7%	11%	7%	10%
Done	25%	24%	30%	25%



## National Survey of Student Engagement (NSSE)

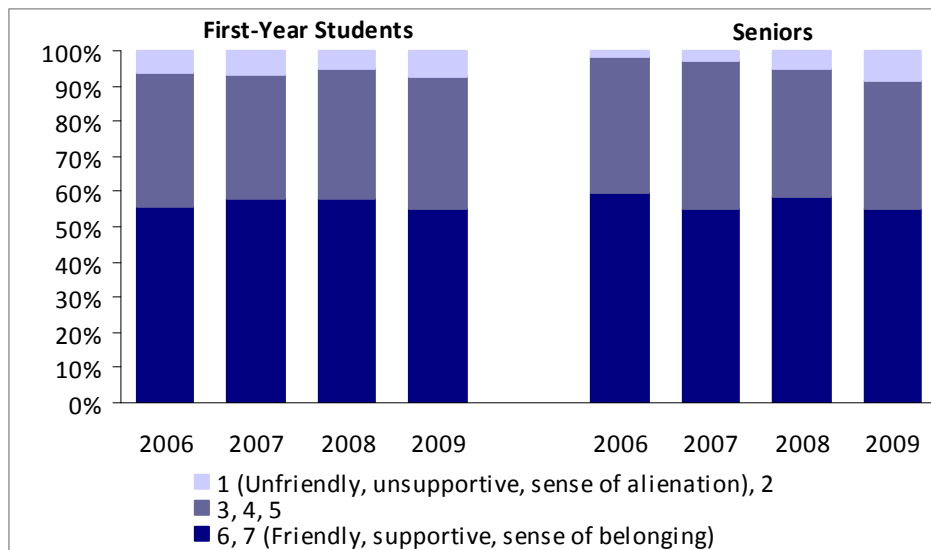
### Quality of relationships with other students

#### First-Year Students

	2006	2007	2008	2009
1 Unfriendly, unsupportive, sense of alienation	3%	2%	2%	2%
2	3%	4%	4%	5%
3	7%	7%	6%	5%
4	11%	10%	14%	13%
5	20%	18%	18%	20%
6	28%	26%	23%	26%
7 Friendly, supportive, sense of belonging	28%	32%	35%	29%

#### Seniors

	2006	2007	2008	2009
1 Unfriendly, unsupportive, sense of alienation	1%	1%	2%	4%
2	1%	2%	3%	4%
3	3%	6%	4%	5%
4	15%	11%	11%	10%
5	20%	24%	21%	22%
6	34%	31%	29%	29%
7 Friendly, supportive, sense of belonging	26%	24%	30%	26%



## National Survey of Student Engagement (NSSE)

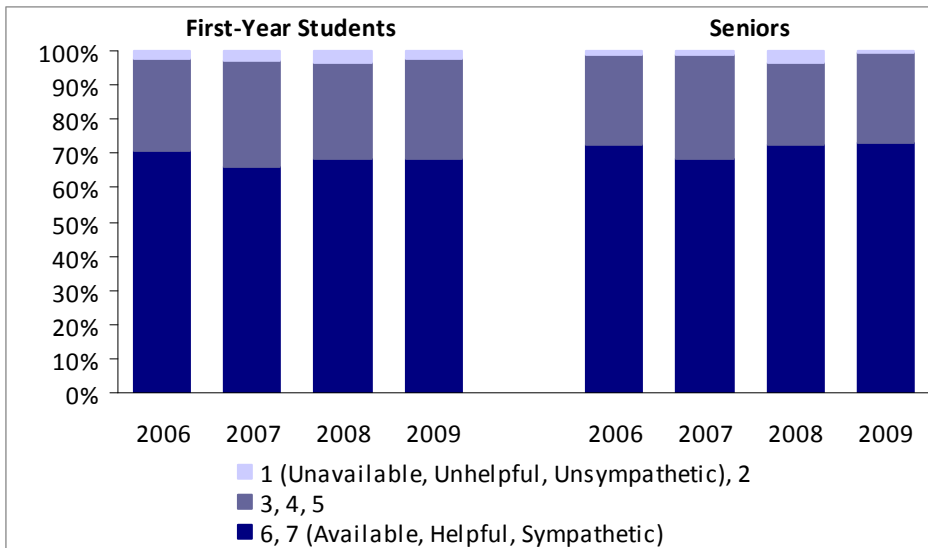
### Quality of relationships with faculty members

#### First-Year Students

	2006	2007	2008	2009
1 Unavailable, Unhelpful, Unsympathetic	1%	1%	1%	1%
2	2%	2%	3%	1%
3	4%	2%	5%	6%
4	8%	11%	7%	4%
5	15%	18%	17%	19%
6	28%	29%	29%	35%
7 Available, Helpful, Sympathetic	43%	37%	40%	33%

#### Seniors

	2006	2007	2008	2009
1 Unavailable, Unhelpful, Unsympathetic	1%	0%	1%	0%
2	0%	1%	2%	1%
3	3%	4%	1%	4%
4	8%	5%	6%	7%
5	16%	22%	17%	16%
6	37%	30%	35%	32%
7 Available, Helpful, Sympathetic	35%	38%	37%	42%



## National Survey of Student Engagement (NSSE)

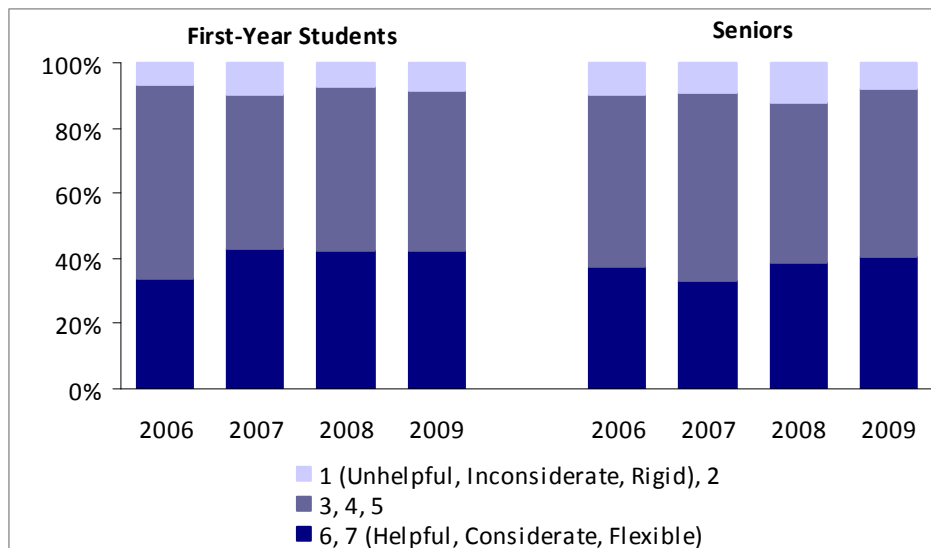
### Quality of relationships with administrative personnel and offices

#### First-Year Students

	2006	2007	2008	2009
1 Unhelpful, Inconsiderate, Rigid	3%	3%	4%	4%
2	4%	7%	4%	4%
3	10%	9%	11%	7%
4	28%	22%	16%	19%
5	22%	16%	24%	23%
6	19%	20%	20%	23%
7 Helpful, Considerate, Flexible	14%	23%	22%	20%

#### Seniors

	2006	2007	2008	2009
1 Unhelpful, Inconsiderate, Rigid	2%	5%	5%	2%
2	7%	5%	7%	6%
3	10%	10%	7%	8%
4	19%	24%	20%	24%
5	25%	24%	23%	20%
6	15%	20%	18%	19%
7 Helpful, Considerate, Flexible	22%	13%	21%	22%



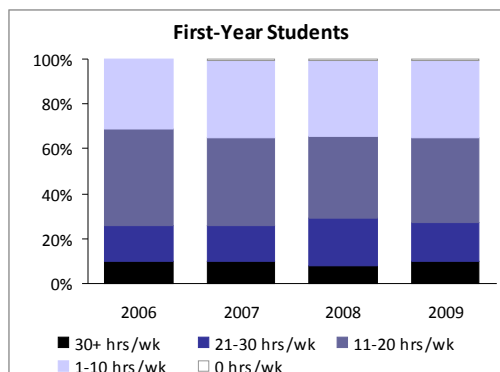
## National Survey of Student Engagement (NSSE)

### How many hours do you spend per week?

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

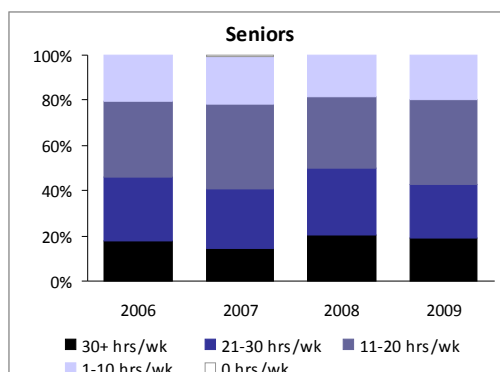
#### First-Years

	2006	2007	2008	2009
0 hrs/wk	0%	1%	1%	0%
1-10 hrs/wk	31%	35%	34%	35%
11-20 hrs/wk	43%	39%	36%	38%
21-30 hrs/wk	16%	16%	21%	18%
30+ hrs/wk	10%	10%	8%	10%



#### Seniors

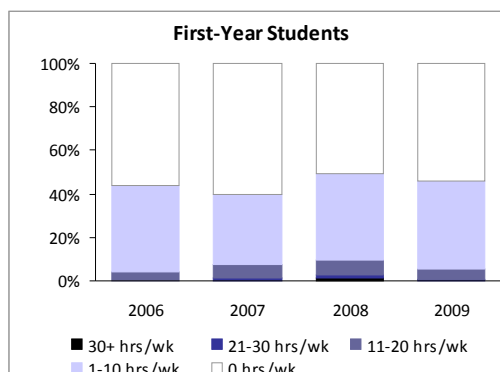
	2006	2007	2008	2009
0 hrs/wk	0%	1%	0%	0%
1-10 hrs/wk	21%	21%	19%	20%
11-20 hrs/wk	33%	38%	32%	38%
21-30 hrs/wk	28%	26%	30%	24%
30+ hrs/wk	18%	14%	20%	19%



### Participating in co-curricular activities

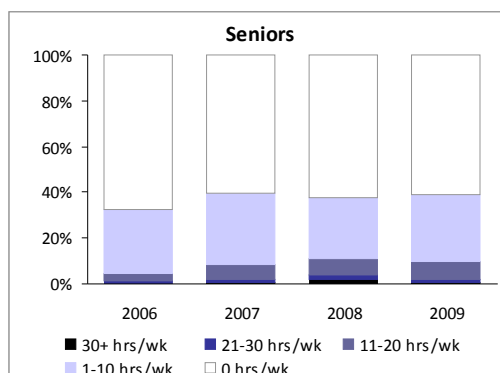
#### First-Years

	2006	2007	2008	2009
0 hrs/wk	56%	60%	51%	54%
1-10 hrs/wk	39%	32%	40%	41%
11-20 hrs/wk	4%	6%	7%	5%
21-30 hrs/wk	0%	1%	2%	0%
30+ hrs/wk	0%	0%	2%	0%



#### Seniors

	2006	2007	2008	2009
0 hrs/wk	68%	60%	63%	61%
1-10 hrs/wk	28%	31%	27%	29%
11-20 hrs/wk	3%	7%	7%	8%
21-30 hrs/wk	1%	1%	2%	2%
30+ hrs/wk	0%	1%	2%	1%





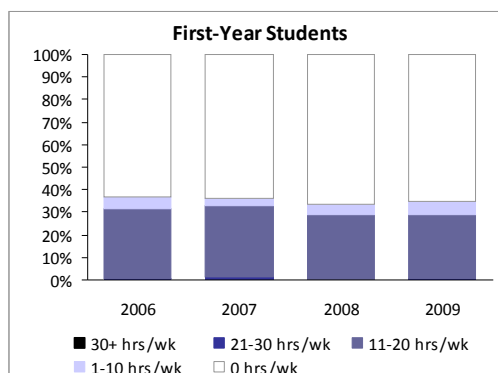
## National Survey of Student Engagement (NSSE)

### How many hours do you spend per week?

#### Working for pay on campus

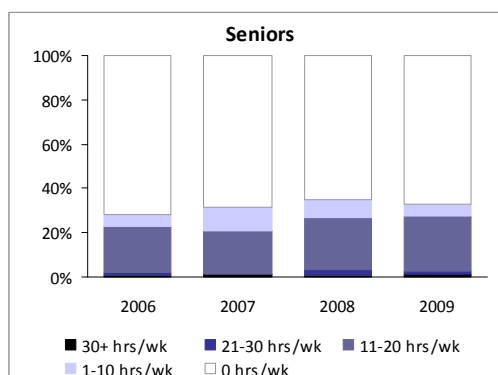
##### First-Years

	2006	2007	2008	2009
0 hrs/wk	85%	79%	83%	86%
1-10 hrs/wk	7%	4%	6%	7%
11-20 hrs/wk	7%	16%	11%	6%
21-30 hrs/wk	1%	1%	0%	0%
30+ hrs/wk	0%	0%	0%	0%



##### Seniors

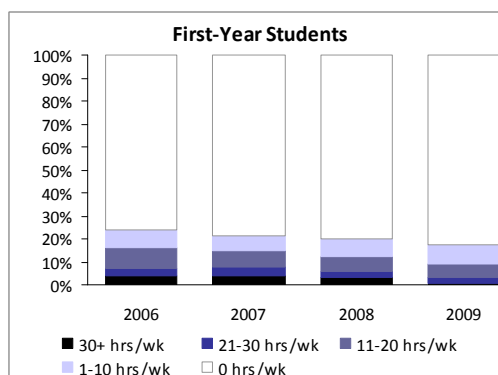
	2006	2007	2008	2009
0 hrs/wk	72%	68%	65%	67%
1-10 hrs/wk	5%	11%	8%	6%
11-20 hrs/wk	21%	20%	24%	25%
21-30 hrs/wk	2%	0%	3%	1%
30+ hrs/wk	1%	1%	1%	2%



#### Working for pay off campus

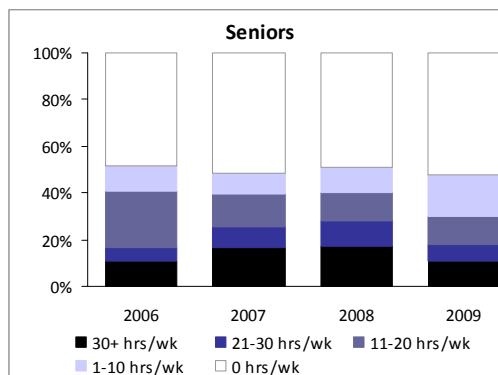
##### First-Years

	2006	2007	2008	2009
0 hrs/wk	76%	79%	80%	83%
1-10 hrs/wk	8%	7%	8%	8%
11-20 hrs/wk	9%	7%	7%	6%
21-30 hrs/wk	4%	4%	3%	2%
30+ hrs/wk	4%	4%	3%	0%



##### Seniors

	2006	2007	2008	2009
0 hrs/wk	49%	51%	49%	52%
1-10 hrs/wk	11%	9%	10%	18%
11-20 hrs/wk	24%	14%	13%	13%
21-30 hrs/wk	6%	9%	11%	7%
30+ hrs/wk	11%	17%	17%	11%



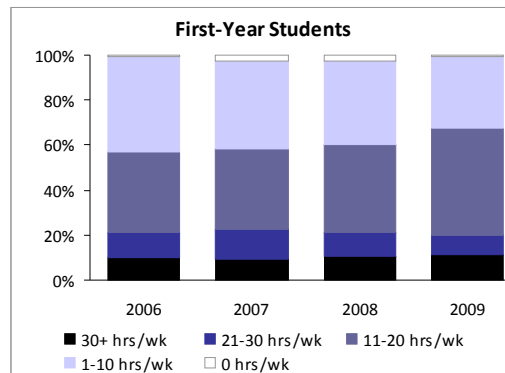
## National Survey of Student Engagement (NSSE)

### How many hours do you spend per week?

#### Relaxing and socializing

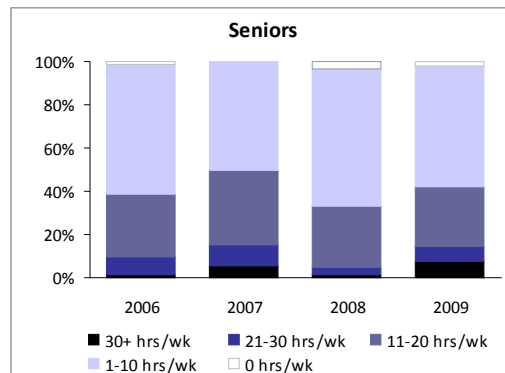
##### First-Years

	2006	2007	2008	2009
0 hrs/wk	1%	2%	3%	1%
1-10 hrs/wk	42%	39%	37%	32%
11-20 hrs/wk	36%	36%	39%	48%
21-30 hrs/wk	11%	13%	11%	8%
30+ hrs/wk	10%	9%	11%	11%



##### Seniors

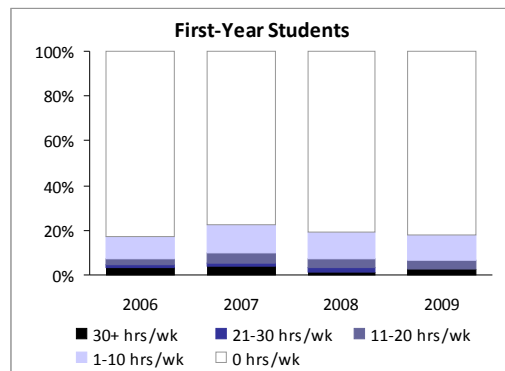
	2006	2007	2008	2009
0 hrs/wk	2%	0%	3%	2%
1-10 hrs/wk	60%	50%	64%	56%
11-20 hrs/wk	29%	35%	28%	27%
21-30 hrs/wk	9%	10%	3%	7%
30+ hrs/wk	1%	5%	2%	7%



#### Providing care for dependents living with you

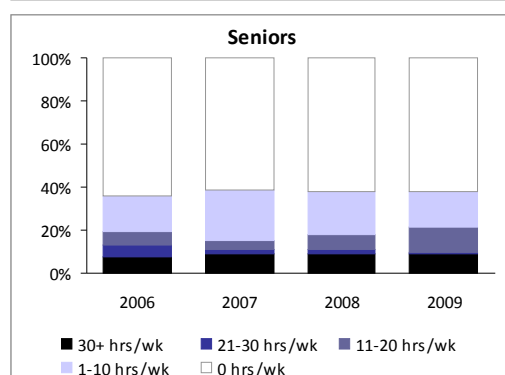
##### First-Years

	2006	2007	2008	2009
0 hrs/wk	83%	77%	81%	82%
1-10 hrs/wk	10%	13%	12%	11%
11-20 hrs/wk	2%	4%	4%	4%
21-30 hrs/wk	2%	1%	2%	0%
30+ hrs/wk	3%	4%	1%	3%



##### Seniors

	2006	2007	2008	2009
0 hrs/wk	64%	61%	62%	62%
1-10 hrs/wk	17%	24%	20%	16%
11-20 hrs/wk	6%	4%	7%	12%
21-30 hrs/wk	6%	2%	2%	1%
30+ hrs/wk	8%	9%	9%	9%



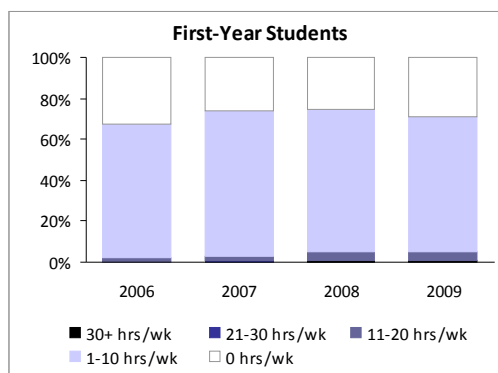
## National Survey of Student Engagement (NSSE)

### How many hours do you spend per week?

#### Commuting to class

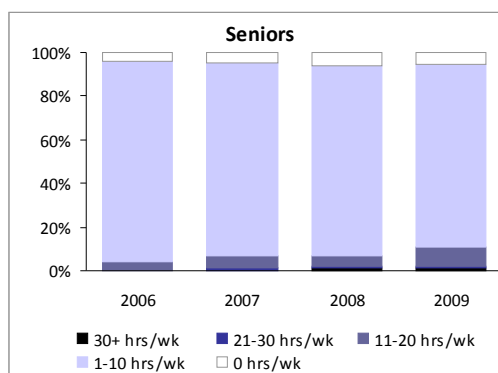
##### First-Years

	2006	2007	2008	2009
0 hrs/wk	33%	26%	25%	29%
1-10 hrs/wk	66%	71%	70%	66%
11-20 hrs/wk	2%	2%	4%	4%
21-30 hrs/wk	0%	1%	0%	0%
30+ hrs/wk	0%	0%	1%	0%



##### Seniors

	2006	2007	2008	2009
0 hrs/wk	4%	5%	6%	6%
1-10 hrs/wk	92%	88%	87%	84%
11-20 hrs/wk	4%	6%	4%	9%
21-30 hrs/wk	0%	1%	1%	1%
30+ hrs/wk	0%	0%	1%	1%

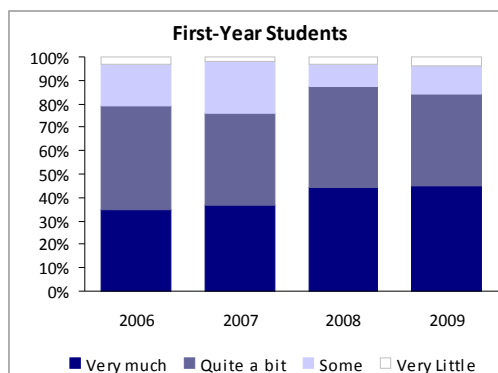


### Does your institution emphasize...?

#### Providing support you need academically

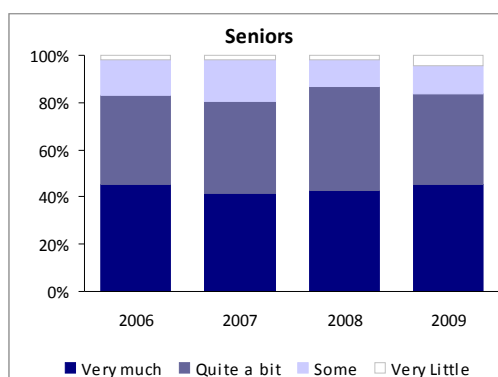
##### First-Years

	2006	2007	2008	2009
Very Little	3%	2%	3%	3%
Some	18%	22%	10%	12%
Quite a bit	44%	40%	43%	39%
Very much	35%	37%	44%	45%



##### Seniors

	2006	2007	2008	2009
Very Little	2%	2%	2%	4%
Some	15%	18%	11%	12%
Quite a bit	38%	39%	44%	38%
Very much	45%	42%	43%	45%



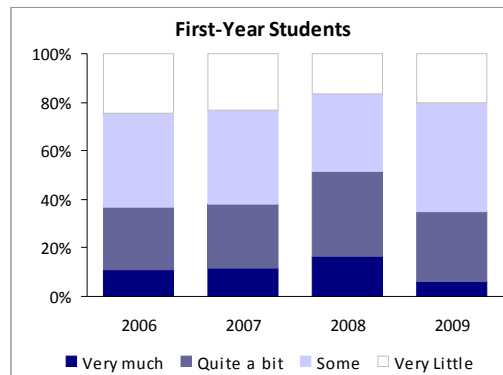
## National Survey of Student Engagement (NSSE)

### Does your institution emphasize...?

#### Helping you cope with nonacademic responsibilities

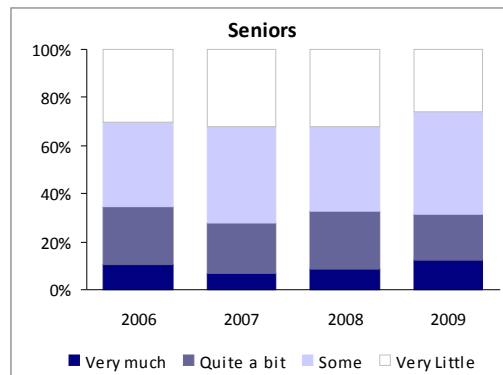
##### First-Years

	2006	2007	2008	2009
Very Little	25%	23%	16%	20%
Some	38%	39%	32%	45%
Quite a bit	26%	26%	35%	29%
Very much	11%	12%	16%	6%



##### Seniors

	2006	2007	2008	2009
Very Little	30%	32%	32%	26%
Some	35%	40%	35%	43%
Quite a bit	24%	21%	24%	19%
Very much	10%	7%	9%	12%

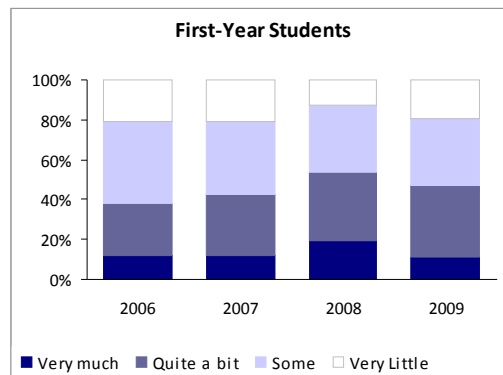


### Does your institution emphasize...?

#### Providing the support you need to thrive socially

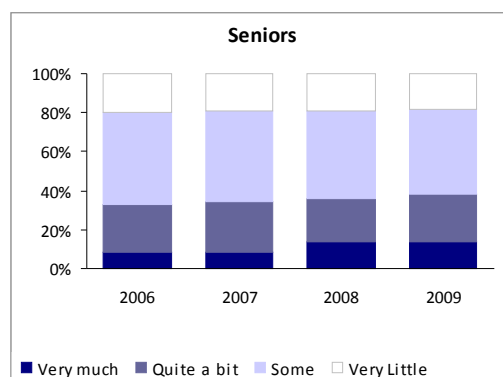
##### First-Years

	2006	2007	2008	2009
Very Little	21%	21%	13%	19%
Some	41%	37%	34%	34%
Quite a bit	27%	31%	34%	36%
Very much	12%	12%	20%	11%



##### Seniors

	2006	2007	2008	2009
Very Little	20%	19%	19%	18%
Some	48%	47%	45%	44%
Quite a bit	24%	26%	22%	24%
Very much	9%	9%	14%	14%

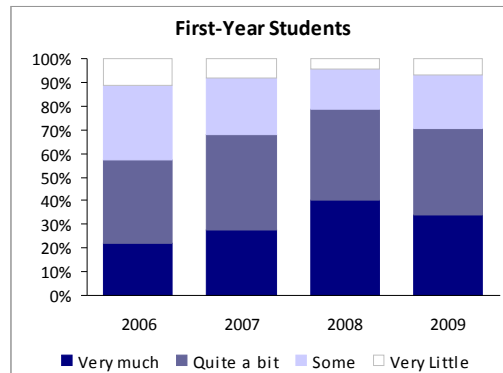


## National Survey of Student Engagement (NSSE)

### Does your institution emphasize...? Attending campus events and activities

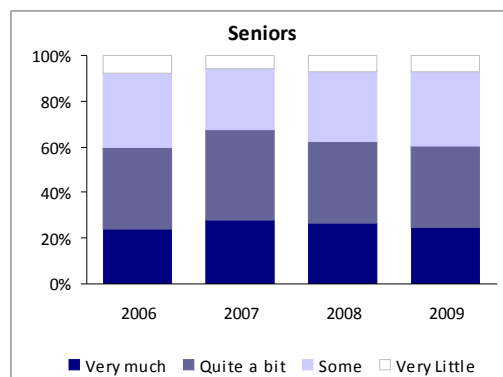
#### First-Years

	2006	2007	2008	2009
Very Little	11%	8%	4%	7%
Some	31%	24%	17%	23%
Quite a bit	35%	40%	38%	37%
Very much	22%	27%	41%	34%



#### Seniors

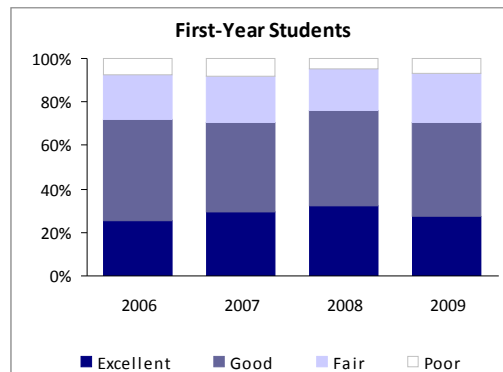
	2006	2007	2008	2009
Very Little	8%	6%	7%	7%
Some	32%	27%	30%	32%
Quite a bit	35%	40%	36%	36%
Very much	24%	28%	26%	25%



### Overall, how would you evaluate the quality of academic advising you have received at your institution?

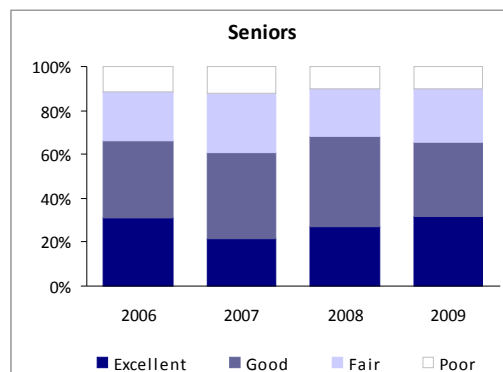
#### First-Years

	2006	2007	2008	2009
Poor	8%	8%	5%	7%
Fair	21%	21%	19%	22%
Good	46%	41%	44%	43%
Excellent	26%	29%	32%	28%



#### Seniors

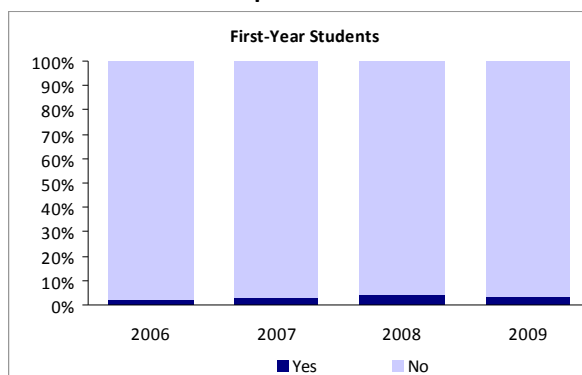
	2006	2007	2008	2009
Poor	11%	12%	10%	10%
Fair	23%	27%	22%	24%
Good	35%	40%	41%	34%
Excellent	31%	21%	27%	32%



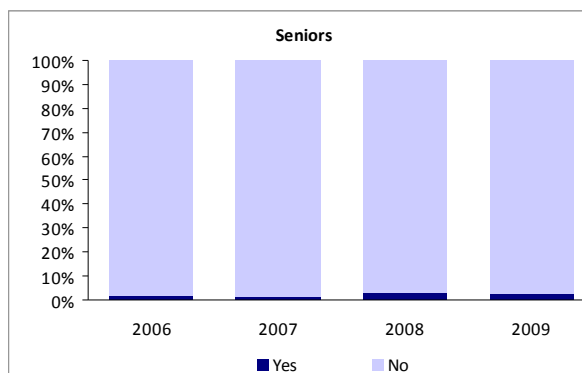
## National Survey of Student Engagement (NSSE)

### Are you a student-athlete on a team sponsored by your institution's athletics department?

First-Years				
	2006	2007	2008	2009
No	98%	97%	96%	96%
Yes	2%	3%	4%	4%

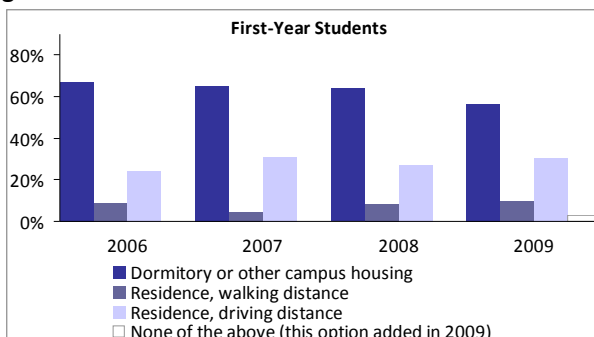


Seniors				
	2006	2007	2008	2009
No	98%	99%	97%	98%
Yes	2%	1%	3%	2%

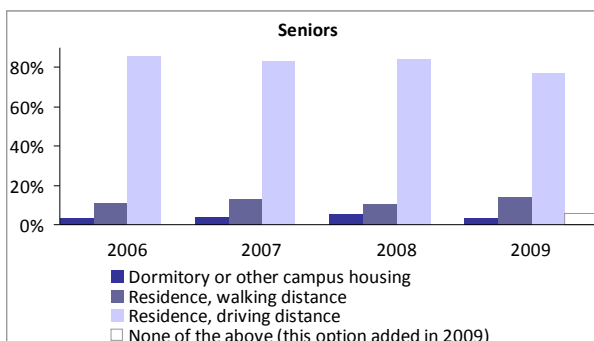


### Which of the following best describes where you are living?

First-Years				
	2006	2007	2008	2009
Dormitory or other campus housing	67%	65%	64%	57%
Residence, walking distance	9%	4%	9%	10%
Residence, driving distance	24%	31%	27%	31%
None of the above*				3%



Seniors				
	2006	2007	2008	2009
Dormitory or other campus housing	3%	4%	5%	3%
Residence, walking distance	11%	13%	11%	14%
Residence, driving distance	86%	83%	84%	77%
None of the above*				6%



\*None of the above added as an option in 2009

## Alumni Survey

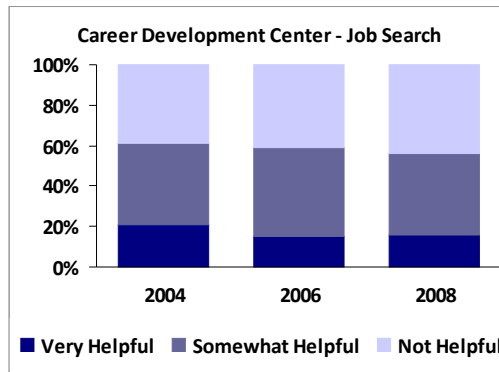
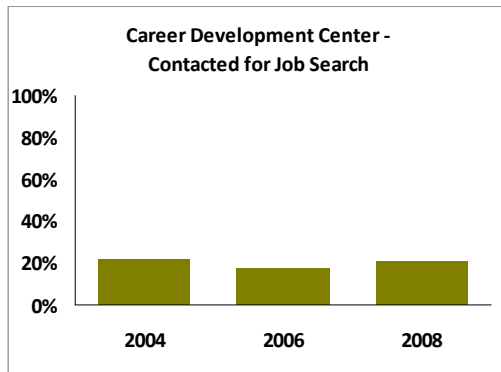
### Career Development Office

Did you contact the Evergreen Career Development Office for help in finding a job after graduation?

	2004	2006	2008
Contacted	21%	17%	21%

If yes, how helpful was the Career Development Office in your job search?

	2004	2006	2008
Not Helpful	39%	41%	44%
Somewhat Helpful	40%	44%	41%
Very Helpful	21%	15%	16%

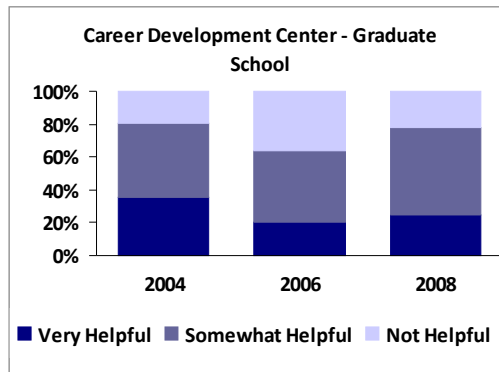
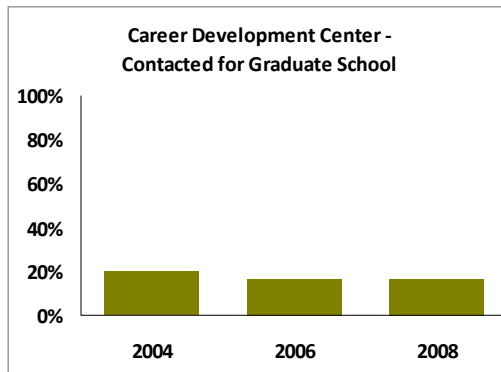


Did you contact the Evergreen Career Development Office for help in learning about and/or applying for graduate or professional school?

	2004	2006	2008
Contacted	20%	17%	16%

If yes, how helpful was the Career Development Office for learning about and applying to graduate or professional school?

	2004	2006	2008
Not Helpful	19%	36%	22%
Somewhat Helpful	46%	44%	53%
Very Helpful	35%	20%	24%

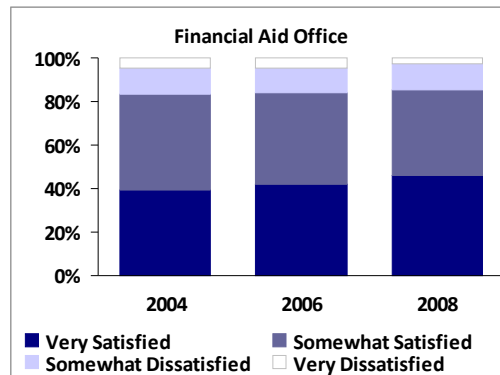
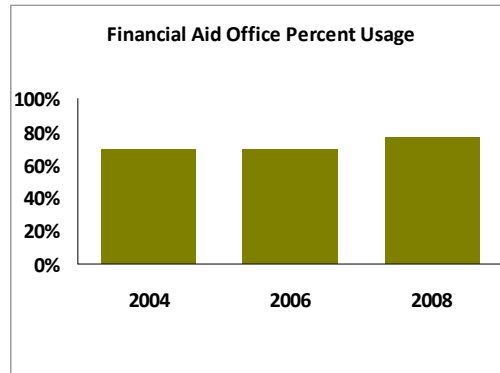


## Alumni Survey

### Use and Satisfaction with Campus Resources

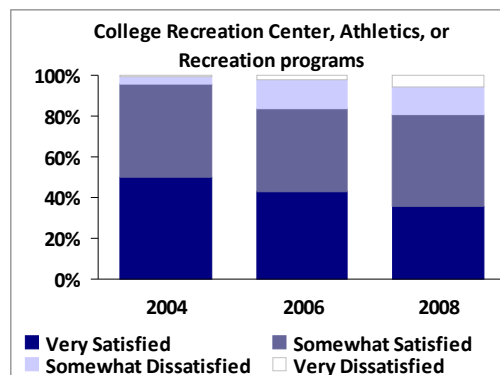
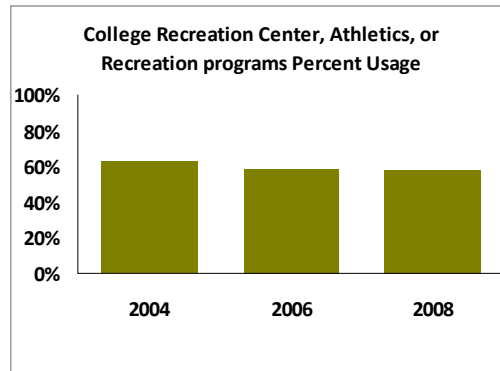
#### Financial Aid

	2004	2006	2008
Used Resource	69%	69%	76%
<i>Of those who used this resource:</i>			
Very Dissatisfied	5%	4%	3%
Somewhat Dissatisfied	12%	12%	12%
Somewhat Satisfied	44%	42%	40%
Very Satisfied	39%	42%	46%



#### College Recreation Center, Athletics, or Recreation programs

	2004	2006	2008
Used Resource	63%	59%	58%
<i>Of those who used this resource:</i>			
Very Dissatisfied	1%	2%	6%
Somewhat Dissatisfied	4%	14%	14%
Somewhat Satisfied	45%	41%	45%
Very Satisfied	50%	43%	36%

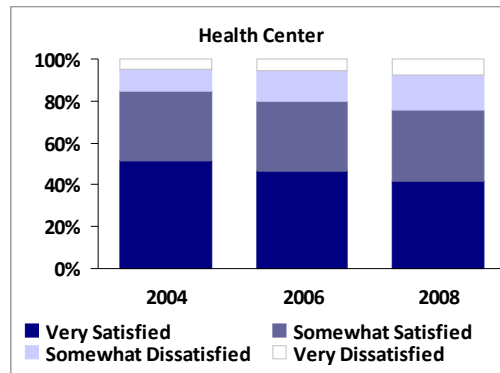
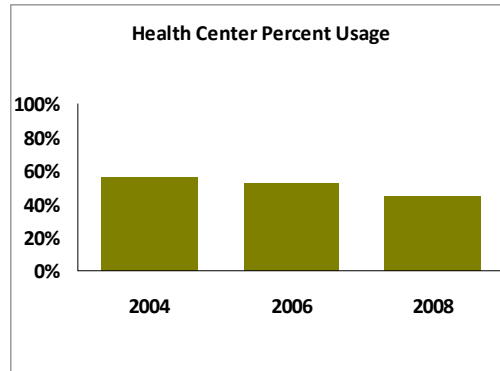




## Alumni Survey

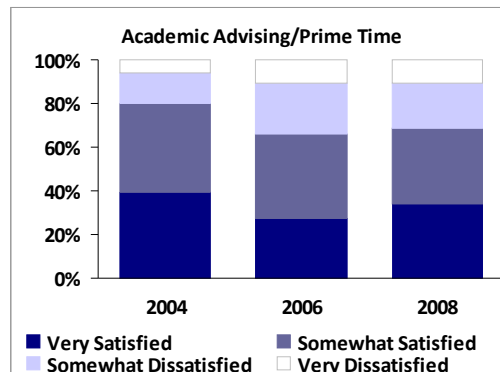
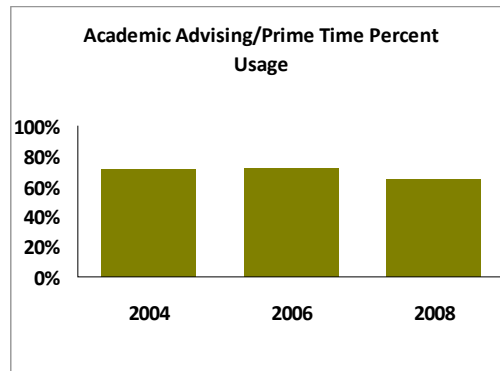
### Health Center

	2004	2006	2008
Used Resource	63%	59%	58%
<i>Of those who used this resource:</i>			
Very Dissatisfied	1%	2%	6%
Somewhat Dissatisfied	4%	14%	14%
Somewhat Satisfied	45%	41%	45%
Very Satisfied	50%	43%	36%



### Academic Advising/Prime Time

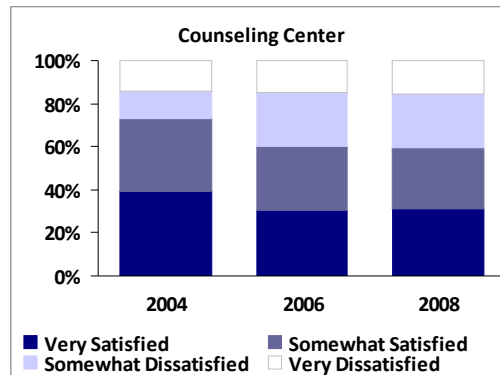
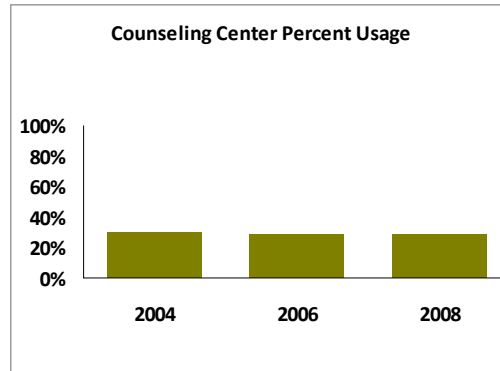
	2004	2006	2008
Used Resource	71%	73%	64%
<i>Of those who used this resource:</i>			
Very Dissatisfied	6%	10%	10%
Somewhat Dissatisfied	14%	23%	21%
Somewhat Satisfied	40%	39%	35%
Very Satisfied	39%	28%	34%



## Alumni Survey

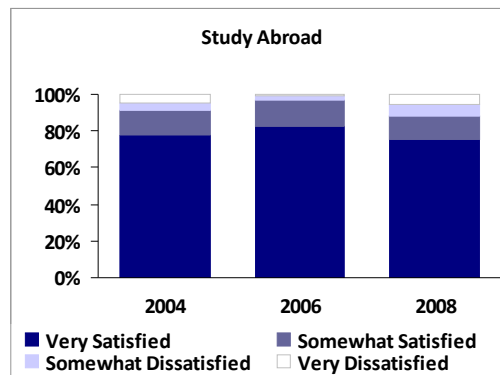
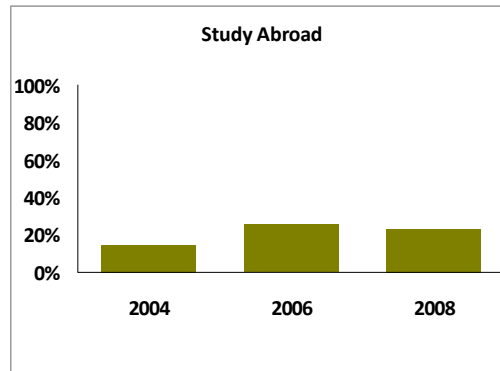
### Counseling Center

	2004	2006	2008
Used Resource	30%	29%	29%
<i>Of those who used this resource:</i>			
Very Dissatisfied	14%	15%	15%
Somewhat Dissatisfied	13%	25%	25%
Somewhat Satisfied	34%	30%	29%
Very Satisfied	39%	30%	31%



### Participation and Satisfaction with Educational Experiences Study Abroad

	2004	2006	2008
Participated	15%	26%	23%
<i>Of those who participated:</i>			
Very Dissatisfied	4%	1%	5%
Somewhat Dissatisfied	4%	2%	7%
Somewhat Satisfied	13%	14%	12%
Very Satisfied	78%	83%	76%



## Alumni Survey

**If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?** Alumni were asked an open-ended question about what they would change about Evergreen. These answers were categorized; those pertaining to student support services and campus life are summarized below.

Student Support Services	Campus
Require meeting with counsler before you start.	Grays Harbor
Roommate choice.	Olympia
Require more interaction between entering students, no matter what their standing, and the counseling office. Don't ask 'what they want' to every question but engage them in discussion of where they want to go after this experience. I got very little engagement from my one time in the office.	Olympia
Provide better guidance to ALL incoming students to logically shape their academic progression to match what they want to do.	Olympia
Preparation for a career and a ladder for doing so.	Olympia
One thing I would change, require students to check in with an advisor before, during and after graduating.	Olympia
More preparation for a career	Olympia
More minority authors in bookstore, for assign readings.	Olympia
more informed advising personnel.	Olympia
More guidance in "mapping" out my time at Evergreen - I felt that I wasted a quarter that could have been saved with more guidance. Perhaps more encouragement to seek it out and why it is important to do so. Otherwise - I did know it was available but did not always feel that the advisors advised me in anything other than the immediate issue at hand - I would love to see a focus on more long term guidance including how to plan your education in case you choose to go to graduate school.	Olympia
More focus on life after-college, as in more grad. school, employment preparation.	Olympia
More direction for students as far as what to do after graduation if they are not looking to go into a masters program right away. Providing education resume building, interviewing, and internet resume databases.	Olympia
More advising. More solid preparation/orientation for transfer students; I feel like I missed out on a lot of class offerings due to confusion and feeling overwhelmed	Olympia
Links with grads in potential career fields as "mentors". Academic/career advice from Day One.	Olympia
Learning more skills that are directly employable. Or at the very least, make it clearer that students need experience and when to start accumulating it.	Olympia
Keep freedom to choose academic path, but students should be informed of realistic career expectations as a result of the intended path.	Olympia
It would have, but the information I received from admissions and phone calls did not correspond to the actual experience and education. SO – my suggestion is to find ways to communicate the TESC experience and educational opportunity in a manner that “translates” into something meaningful to those who know nothing about Evergreen. Drop all the acronyms and “campus speak” for well crafted and wordsmithed written and spoken images that attract conversation and additional inquiry.	Olympia
Improving Academic Advising for Art students and making it required to visit an advisor during your first year at Evergreen. I visited Advising several times over my four years there and was always extremely frustrated with the lack of knowledge my advisor showed in my area of study.	Olympia
Improve CAB food and people who supply it- more locally grown, organic food. Make the Thursday Farmers Mkt. Stand way bigger and make a day it celebrate food. Accept electronic transcripts, this is one example of why Evergreen Administration/Registration and Records is so damn slow and unorganized.	Olympia
I would recommend some kind of preparation on how exactly to present the kind of degree we're leaving with, to prospective employers.	Olympia

## Alumni Survey

Student Support Services	Campus
I would not only push going to the career counseling center, I would make it a once a year requirement. I believe with the career center I may have had the opportunity to figure out a career path instead of just taking classes with no idea of how to interconnect them all in a way that highlighted my career options. I am planning a trip back to Olympia to see if alumni are allowed to use this valuable resource.	Olympia
I would make the Health Center be more about holistic healing and naturopathy.	Olympia
I would love to see the library expanded. It gets very tiring when trying to complete a research project having to get books from all over the state and then only having them for two weeks. Also, just a better selection overall in the evergreen library would probably encourage your students to visit there more often.	Olympia
I would have waited before attending Evergreen. The school is an amazing place if you have an idea of what you want to be doing with your life. I went in with an immature view on my future, and because of which spent four years bouncing from subject to subject.	Olympia
I would have taken my time there more seriously. It is sad that the opportunity for real education comes at the same time as learning to live independently and exploring boundaries not set by parents. I wasted a lot of time.	Olympia
I would have liked to maintain my access to research etc. on the website. The Evergreen site has so much more to offer than the library services at [other school]. I would also like to see my personal information; such as loan and grant info, classes, grades.	Olympia
I would have liked mandatory course and career planning with a counselor.	Olympia
I would have hoped to receive more career oriented support. That is, I would have liked to have had more support in finding a career where my academic skills would be applicable.	Olympia
I would completely restaff the advising department. The advice I got there was more detrimental than helpful.	Olympia
I would ask for more support and focus in where to take my studies after graduation. i.e. graduate school, career, etc.	Olympia
I would also like the career development and academic advising centers to be more helpful.	Olympia
I wish the advisers could have been more supportive. There is very little support for transfer students, and for older students, especially those taking evening and weekend classes	Olympia
I wish in retrospective that I had begun my Evergreen education with an intention, knowing what I wanted to achieve with my education, where I wanted it to take me.	Olympia
I think students should be assigned an academic counselor to help them throughout their time at Evergreen. I feel with the lack of structure and absence of majors and minors, students might be more successful when given consistent academic support from one individual.	Olympia
How about keeping the library open all the time like everyone wants!	Olympia
having direct personal attention from an advisor or counselor concerning career development	Olympia
have more informed counselors who could help you with prerequisites.	Olympia
have advisor's that actually know about the med school application process, have advisor's that actually know about life sciences or science in general	Olympia
Have academic advising actually advise.	Olympia
Fire all the Academic Advisors. They made me almost not attend Evergreen. They told me that maybe evergreen wasn't right for me.	Olympia
Evergreen does not prepare students well for careers at all.	Olympia
Easier access to those with physical challenges.	Olympia
don't take the kitchens out of dorms, don't knock down the CAB (viva la Happyland), do'nt mainstream it, do'nt mainstream it	Olympia

## Alumni Survey

Student Support Services	Campus
Definitely change the library, have more accessible hours into the night, and have much better and more private nooks for studying in, not huge, open, and noisy tables/computer stations, or tight and claustrophobic little rooms without air or natural light. Overall, the sense I got from the library was that this is not a serious academic institution. Also, given that many "out of the box" (myself included) people come here for an "out of the box" education, it struck me as bizarre and extremely unhelpful to have such an "in the box" academic and career advising department.	Olympia
Counselors that teach new methods for coping with hardship.	Olympia
Better food.COMPLETE student control over the new CAB that WE'RE paying for.	Olympia
Better communication with the counseling department. Because the education is alternatively based around the student, sometimes students don't steer themselves in the correct direction.	Olympia
Better advising!	Olympia
And, better preparation/planning for career. I am going to be attending graduate school now because I can't find a career with my BA education.	Olympia
Academic Advising; they know not what they do. Advisers did not give a clear explanation on requirements for the direction of the course. Or, they just didn't know or care enough to find out. I can only mention the upside down degree.	Olympia
2) More treadmills in CRC	Olympia
2. Making the actual process of tailoring ones' studies easier and/ or clearer when dealing with advisors and faculty	Olympia
1) Better career development	Olympia
I also lived on campus in the "community action house", which was a load of crap. No one volunteerd but me. Our meeting revolved around kids who thought they were cool because they protested, but in term of actually making anything really happen, they were too busy talking and protesting to work towards real change.	Olympia
Better support for returning students that have graduated!	Olympia
And a more complete electronic database for scientific journals.	Olympia
I would have contacted a career path person and taken more classes specific to my area of interest, which may have meant going down to Olympia.	Tacoma
THE ONE THING I WOULD CHANGE IS IT WOULD HAVE BEEN NICE TO HAVE HAS ONE FACILITY ADVISER I HAD 4 THROUGH OUT MY TIME THERE	Tacoma
Better communication between office staff and students, i.e., calender events, schedule changes, etc.	Tacoma
1) Upgrade computer lab at Tacoma campus, 2) I would say upgrade the library, however, lack of an actual library made me learn alternative ways to research and I became confident in my ability to do.	Tacoma

## Alumni Survey

Campus Life/Student Life	Campus
Town hall meetings to inform, involve, and communicate with students.	Olympia
There needs to be more Native Americans from the Puget Sound represented in all aspects of TESC. African Americans need more incentives to enter the Olympia campus, one being a strong sense of community. First Peoples' needs much more funding and independence to be active and critical members of the community.	Olympia
There is a difference between an emphasis on diversity and a bias towards certain types of students. As a member of the military who was also attending Evergreen full-time, I felt as though students were permitted to challenge and question my motives, whereas if I were to do the same to a feminist or member of another group, I would be subject to repercussions from the university. Accepting others for who they are is not about trying to say the right things or attempting not to offend them, it's about mutual respect. I have a great number of individuals with whom I have fundamental political and philosophical differences with, but yet we can discuss them and argue each others points without anger or reprisal because of the mutual respect that we share. I believe that Evergreen's diversity policy should strive more for respect and less for politically correct statements and tip-toeing around issues.	Olympia
I was an older student- [...]. I am not a joiner- I was forced to step out of my shell to some extent at Evergreen- but feel I would have gotten more out of it if I had participated more in college life. However- most of college life at Evergreen really didn't reflect my personal value system. Also- I worked and maintained home responsibilities while attending school so I really didn't have time for extra activities.	Olympia
There is a cloud of negativity hanging over EG. Students tearing down signs from other student groups because they think the name of the Group isn't P.C. I.E. Gypsy Dancy. This type of thing is hard to take week after week,	Olympia
The perception of the students being radical liberals with no regards for rules, personal/government property, who say they are tolerant to others opinions but actually are not unless the opinions match their own.	Olympia
The lack of diversity among students	Olympia
stop being so PC and start being a little more realistic. evergreen says "all views are welcome" but only if it is a socialist view, all others are stoned. lets all go get stoned and have a drum circle.	Olympia
Since I firmly believe that Education is a privilege as well as a duty we owe ourselves in order to be better citizens, I think I would change the aspect of demonstration and try to create other ways of expressing student views. My reasoning being that until a student has studied Civil Law, Process of Change, and more about the subject/action/policy that they are demonstrating either for or against, it does more harm than good to be using demonstration as a means for change. There has to be a more positive and less destructive environment in which to express individual opinion no matter how passionate we are about the world today. Disrupting campus life and education in order to shout and wave placards, only brings adverse attention to both student and faculty and, in my view, severely restricts the ability of both to achieve the education which was the reason for applying to college in the first place. Forums, Meetings, Petitions for and against, are all good ways to express differing opinions. Mass demonstration and rioting are not conducive to anything except for hysteria and there fore should be discouraged. Freedom of Speech is not stifled just because one method is not allowable. Discourse is permitted in many other ways that do not destroy academ	Olympia
Really concerned that the Leftist/activist oriented paradigm actively excludes the minority perspective (i.e.: fiscally/socially conservative folks). Watched fellow students and instructors alike SLAM these folks and stifle their perspective. Would like to see TESC be more accepting of the decenting voices in the Greener bubble.	Olympia

## Alumni Survey

Campus Life/Student Life	Campus
Read the speeches of your guest speakers before they give them! Our graduation speaker from the Tacoma campus was horrible. She insinuated several times that the only people who attend Evergreen are freaks and losers. I had my parents and family in the audience, and, frankly, it was very embarrassing. I take so much pride in Evergreen, I constantly sing its praises, but I felt as though she was belittling and demeaning the campus and the graduates.	Olympia
Overall, my experience with Evergreen was that I relished the academics and gained a mountain of truly priceless wisdom-- but I couldn't have stood to spend another year there simply because I was so alienated from all my fellow students. Could this have been helped? Was it just me? Probably	Olympia
More tolerance for different points of view.	Olympia
More racial diversity, more interactions with people in a different study area than mine.	Olympia
More campus extra curricular activities.	Olympia
It would be nice to start attracting a more diverse population of students; ranging in religious belief, cultural background and political stance.	Olympia
If I could change anything about Evergreen, it would be the 'anti-intellectualism' that is felt on campus. Evergreen has a great reputation for being an innovative college (experimental learning, community service outreach,etc), but some other schools don't take Evergreen seriously for its intellectual contributions. I know that many people at Evergreen are very bright, but there's a dominant attitude at Evergreen that practical and social matters should trump intellectual ones. I think the REAL aim of Evergreen is to show how those two worlds, the practical and the intellectual, do not have to be separate but can support one another.	Olympia
I would strive to make Evergreen a more welcoming place for people who do not share the predominant liberal political and social perspective.	Olympia
I would like to see the College strengthen and support the Organic Farm more as it has been has had a consistent presence and role at Evergreen for almost as long as the college has been there and has had increasing demand put it on while I was there for production and composting while being treated like an outcast from main campus.	Olympia
I would change the overall outlook of Evergreen. I really enjoyed my time at Evergreen, but I get a lot of grief for attending a so-called "hippie school" that doesn't have "real" grades.	Olympia
I would add non-violent communication and conflict resolution trainings as a requirement for new students and refresher courses in seminar. Also I would offer anti-oppression trainings, classes on culture appropriation and racial profiling.	Olympia
I feel the campus and students body represent and identify themselves as far left liberals on almost everything. I t would be nice to have more diversity in this area. Also, the student body needs more real world experience, life experience instead of choosing a side based on misrepresented information ie; palestinian/Israeli conflict. The student body needs to be more diverse. I'm a lefty, hippie/don't wash my clothes in months kind isn't cutting it.	Olympia
I am saddened about the recent violent incidents on and off campus that involved social activism. I am proud to be a part of Evergreen community, yet, social activism needed not be violent. I understand the frustration, but the violent outbreak dilute the intentions of most social activism stand for. There needs to be some balance in teaching social activism and needs of peace mediation with aggressive attitudes and anger.	Olympia
geoduc union (the union needs more pull)	Olympia
Focus more on excellence. Sports, spelling	Olympia
Diversity and discrimination.	Olympia
Cultural Diversity.	Olympia
Addressing more of the diversity issues because it is a primarily white school. It has a feeling of false liberalism. I have met friends that are black at Evergreen that feel that the school still has a way to come in True Diversity. They feel that there is racism going on at Evergreen. I disagree, but then again I am not black, and felt some of these people have had racism all their life and are very sensitive. Though a less sensitive person did feel a bit segregated.	Olympia
A mix in diversity better than was previously experienced, it was still good, but perhaps I have not gotten to the end yet?	Olympia

**Alumni Survey**

Campus Life/Student Life	Campus
1) Greater out of state and political diversity,	Olympia
1. More events that bring the student body together. Freshman year I dreamed of sporting events like those at Hogwarts, yes Hogwarts. But how to bring Evergreen students together in a way that produces a positive experience overall... that, in my view, is a million dollar question. The thing I saw bring people together was music (and food on occasion- not Aramark stuff). Ultimately, my wish through all of this: lasting friendships, cultivated through and bonded by, experience.	Olympia
When students who are not of the majority community are in the midst of the majority community they need support; is vitally necessary when a student is being verbally attacked in the classroom & there is no backup for support. It is disheartening to realize that you're all alone having to deal with social issues you hadn't anticipated would occur while attending school.	Olympia
I would have liked to have more arts and recreational programs/classes at the Tacoma campus such as AA, painting, basketball league, performing arts,, pottery, something.	Tacoma