

Student Affairs Indicators from Institutional Research and Assessment (AY 2012-13)

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, 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 presents the 3 most recent surveys of the *Olympia campus stratified random sample only*. The spring 2013 survey is ongoing, thus results for this section will be updated in next year's edition of the Student Affairs Indicators. The number of participants and response rates for each included survey are detailed in the following table:

	2006	2008	2011
Number of Respondents	429	330	303
Response Rate	36%	28%	25%

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 participated annually in this survey between 2000 and 2009. Beginning with the spring 2010 administration, NSSE is now administered every two years, alternating with the Evergreen Student Experience Survey. This summary presents both first-year and senior student data for the last four administrations; the NSSE indicator section is updated to include 2012 results. The number of participants and the response rates are detailed in the following table:

	2008	2009	2010	2012
First-Years				
Number of Respondents	239	224	206	123
Response Rate	30%	31%	27%	20%
Seniors				
Number of Respondents	203	201	291	247
Response Rate	27%	30%	31%	28%

The Evergreen One-Year Alumni Survey

The Evergreen One-year Alumni Survey assesses alumni perspectives of their experience at Evergreen one year after graduation. The survey measures alumni satisfaction with their educational experiences and campus resources; gathers employment, graduate school, and volunteerism post-graduation; and assesses how well they feel Evergreen contributed to their personal growth and preparation for the work force and further study.

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 for the 4 most recent surveys are detailed in the following table; indicators now include Alumni Survey 2012 results:

	2006	2008	2010	2012
Number of Respondents	360	351	336	290
Response Rate	31%	34%	32%	24%

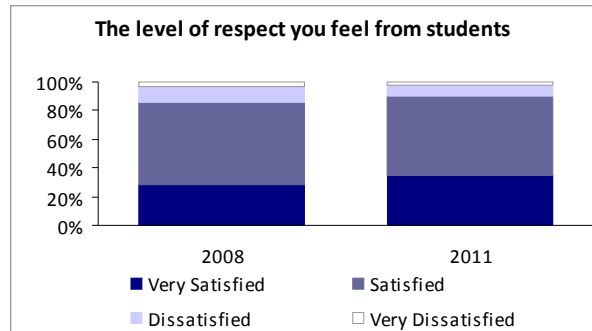
Student Experience Survey

Level of Satisfaction

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

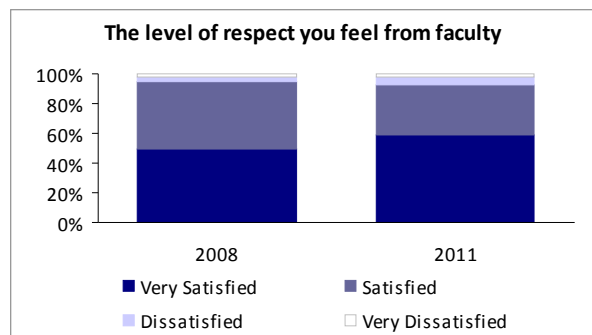
The level of respect you feel from students

	2008	2011
Very Dissatisfied	3%	2%
Dissatisfied	11%	8%
Satisfied	57%	55%
Very Satisfied	29%	35%



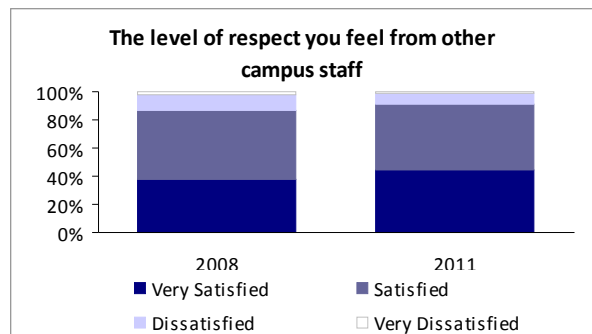
The level of respect you feel from faculty

	2008	2011
Very Dissatisfied	2%	2%
Dissatisfied	4%	5%
Satisfied	45%	34%
Very Satisfied	49%	59%



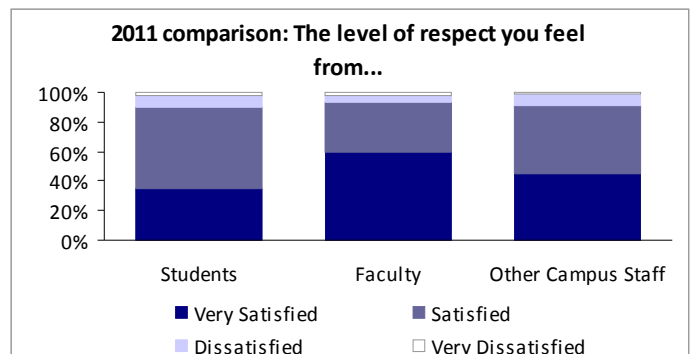
The level of respect you feel from other campus staff

	2008	2011
Very Dissatisfied	2%	1%
Dissatisfied	11%	8%
Satisfied	50%	46%
Very Satisfied	38%	45%



Most recent year: Comparison of level of respect from students, faculty, and other campus staff

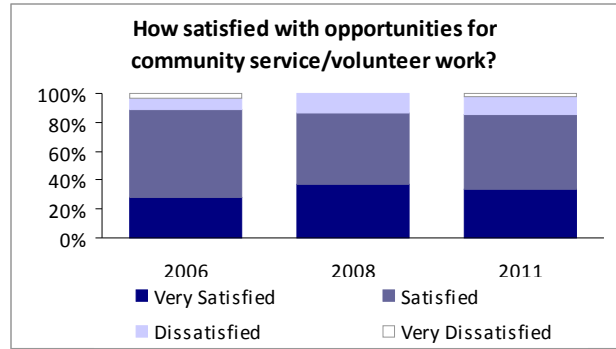
	Students	Faculty	Other Campus Staff
Very Dissatisfied	2%	2%	1%
Dissatisfied	8%	5%	8%
Satisfied	55%	34%	46%
Very Satisfied	35%	59%	45%



Student Experience Survey

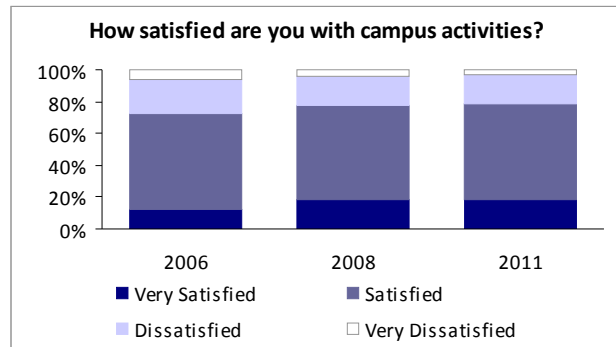
Opportunities for community service or volunteer work

	2006	2008	2011
Very Dissatisfied	3%	0%	2%
Dissatisfied	8%	13%	13%
Satisfied	61%	49%	52%
Very Satisfied	28%	37%	34%



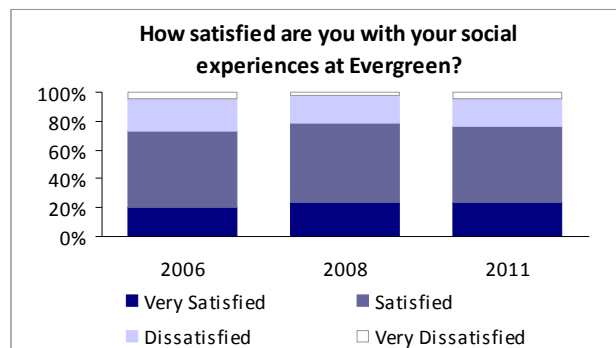
Campus Activities

	2006	2008	2011
Very Dissatisfied	6%	4%	3%
Dissatisfied	21%	18%	18%
Satisfied	61%	60%	61%
Very Satisfied	12%	18%	18%



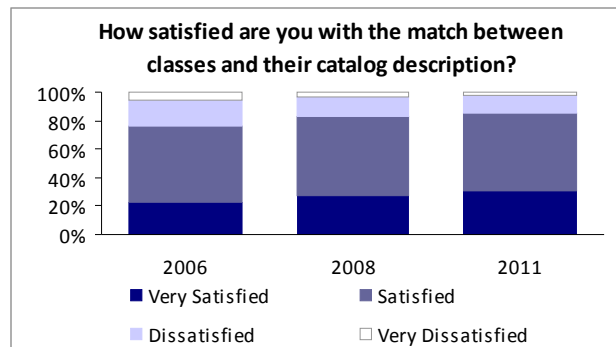
Your social experiences at Evergreen

	2006	2008	2011
Very Dissatisfied	5%	2%	4%
Dissatisfied	23%	19%	20%
Satisfied	53%	55%	53%
Very Satisfied	20%	24%	24%



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

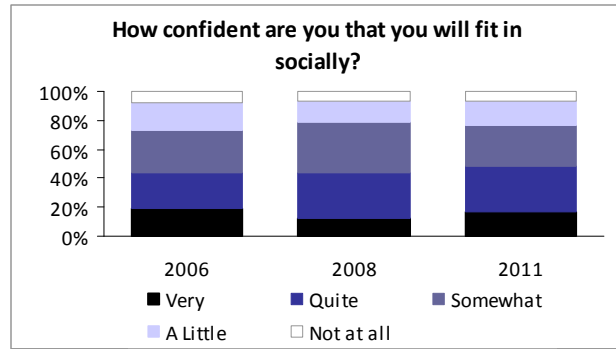
	2006	2008	2011
Very Dissatisfied	6%	4%	2%
Dissatisfied	19%	13%	13%
Satisfied	53%	55%	55%
Very Satisfied	23%	28%	31%



Student Experience Survey

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

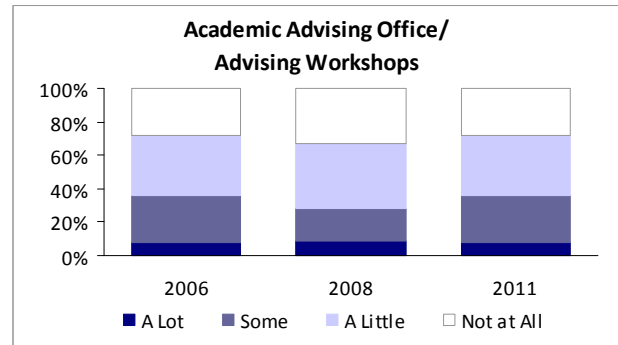
	2006	2008	2011
Not at All	8%	7%	7%
A Little	19%	15%	17%
Somewhat	29%	34%	28%
Quite	25%	31%	32%
Very	19%	13%	17%



How often have you used the following resources this academic year?

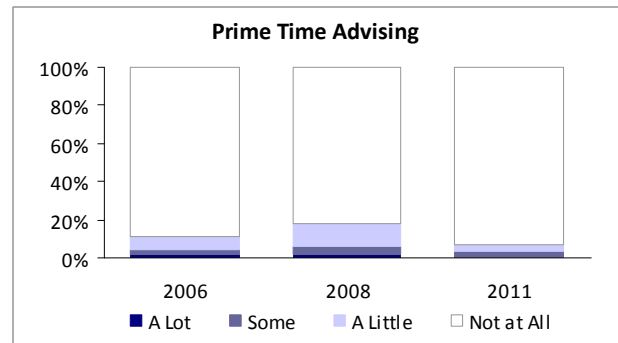
Academic Advising Office or advising workshops

	2006	2008	2011
Not at All	28%	33%	28%
A Little	36%	39%	36%
Some	28%	19%	28%
A Lot	8%	9%	8%



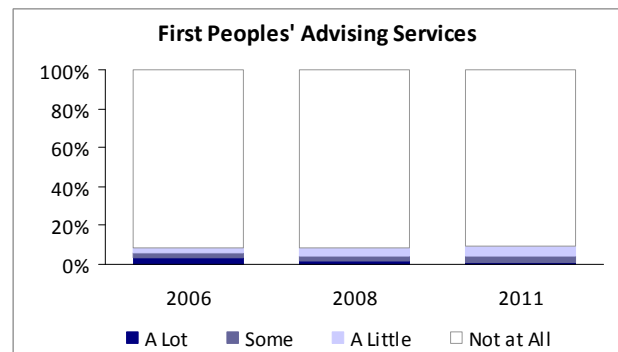
Prime Time Advising

	2006	2008	2011
Not at All	89%	82%	93%
A Little	7%	12%	4%
Some	3%	4%	3%
A Lot	1%	2%	0%



First Peoples' Advising Services

	2006	2008	2011
Not at All	92%	92%	91%
A Little	3%	5%	5%
Some	3%	2%	3%
A Lot	3%	2%	1%

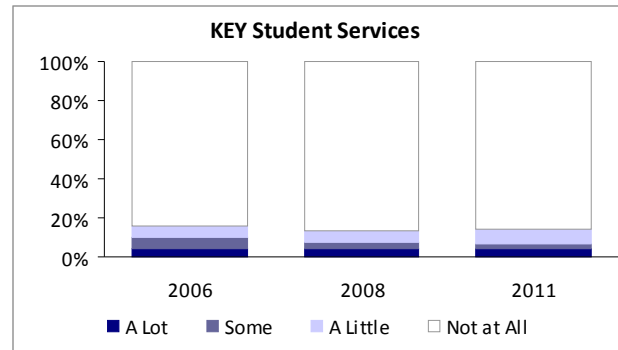


Student Experience Survey

How often have you used the following resources this academic year?

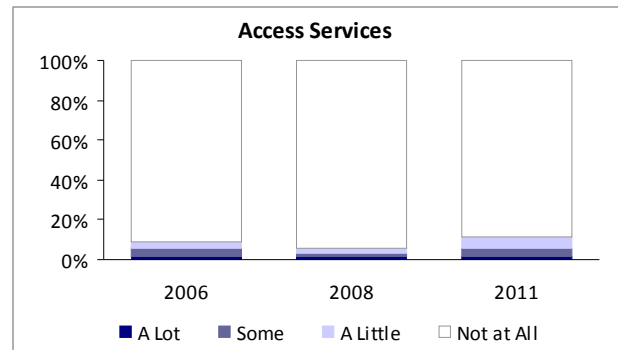
KEY Student Services

	2006	2008	2011
Not at All	84%	87%	86%
A Little	6%	6%	7%
Some	6%	3%	3%
A Lot	4%	4%	4%



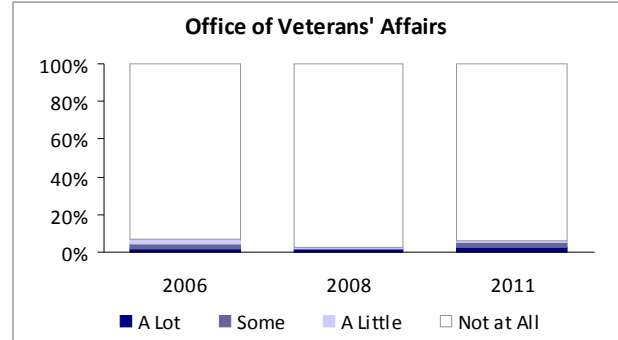
Access Services for Students with Disabilities

	2006	2008	2011
Not at All	91%	94%	89%
A Little	4%	3%	5%
Some	4%	1%	4%
A Lot	2%	2%	2%



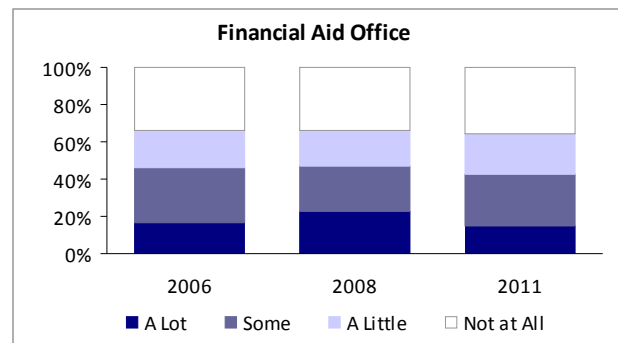
Office of Veterans' Affairs

	2006	2008	2011
Not at All	93%	98%	94%
A Little	2%	1%	1%
Some	3%	0%	2%
A Lot	2%	2%	3%



Financial Aid Office

	2006	2008	2011
Not at All	34%	34%	36%
A Little	21%	19%	21%
Some	29%	24%	28%
A Lot	17%	22%	15%

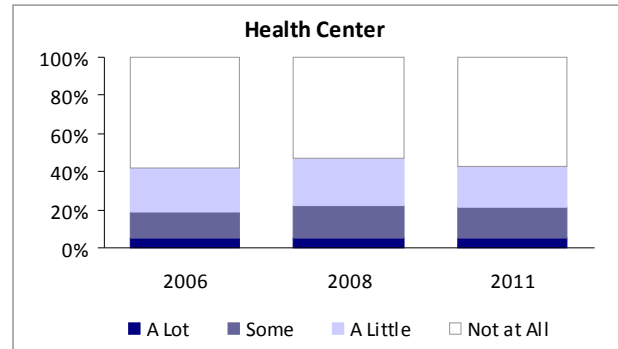


Student Experience Survey

How often have you used the following resources this academic year?

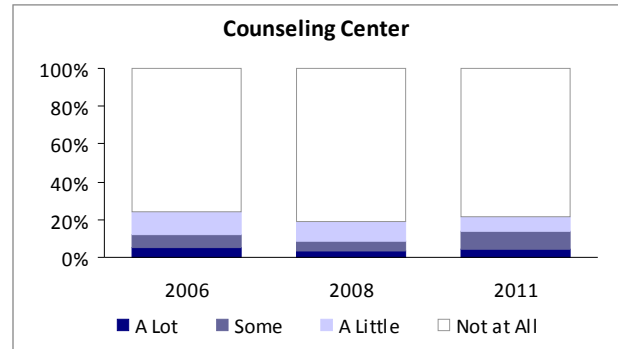
Health Center

	2006	2008	2011
Not at All	58%	53%	57%
A Little	23%	25%	22%
Some	13%	17%	16%
A Lot	6%	5%	5%



Counseling Center

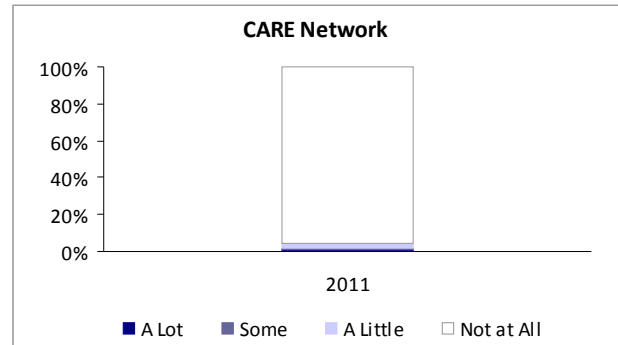
	2006	2008	2011
Not at All	76%	81%	79%
A Little	12%	11%	8%
Some	7%	5%	10%
A Lot	5%	3%	4%



CARE Network *

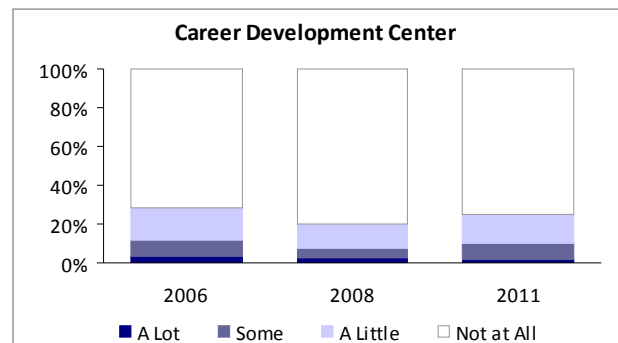
	2011
Not at All	97%
A Little	2%
Some	1%
A Lot	1%

*Replaced Mediation Center with Care Network on survey.



Career Development Center

	2006	2008	2011
Not at All	72%	80%	76%
A Little	17%	13%	15%
Some	8%	5%	8%
A Lot	3%	2%	2%

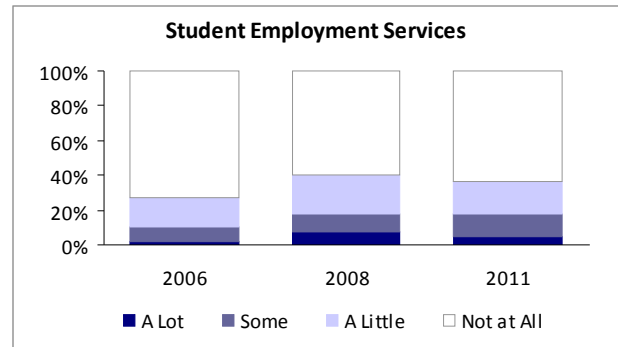


Student Experience Survey

How often have you used the following resources this academic year?

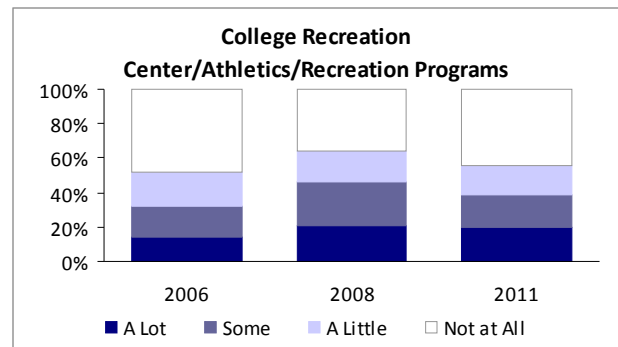
Student Employment Services

	2006	2008	2011
Not at All	73%	60%	64%
A Little	16%	22%	18%
Some	9%	11%	13%
A Lot	2%	7%	5%



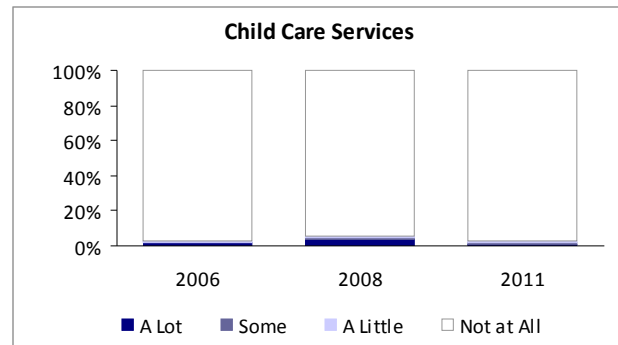
College Recreation Center, Athletics, or Recreation Programs

	2006	2008	2011
Not at All	48%	36%	45%
A Little	20%	18%	17%
Some	18%	26%	19%
A Lot	14%	21%	20%



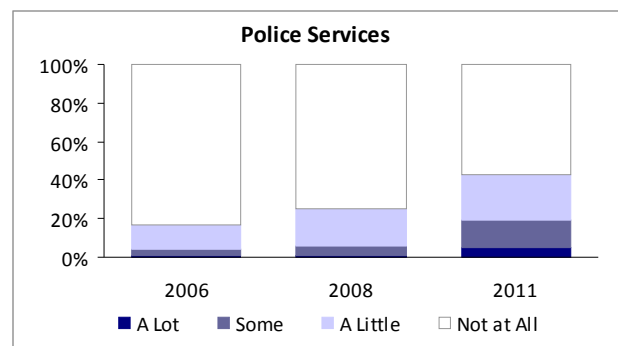
Child Care Services

	2006	2008	2011
Not at All	98%	94%	96%
A Little	0%	2%	1%
Some	1%	0%	1%
A Lot	1%	4%	1%



Police Services/Parking Services

	2006	2008	2011
Not at All	84%	75%	57%
A Little	13%	19%	24%
Some	3%	5%	14%
A Lot	1%	1%	5%

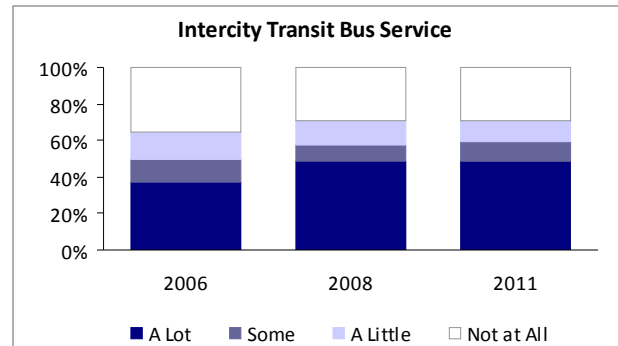


Student Experience Survey

How often have you used the following resources this academic year?

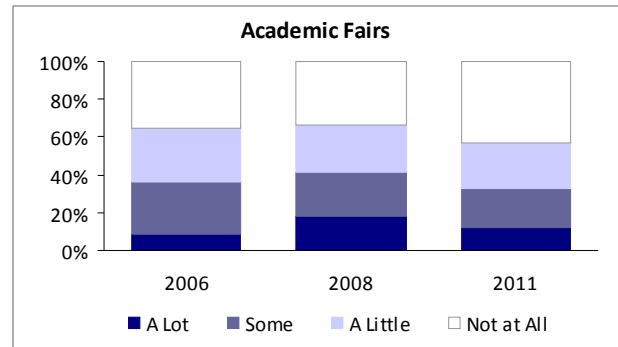
Intercity Transit Bus Service

	2006	2008	2011
Not at All	36%	30%	29%
A Little	15%	12%	12%
Some	13%	9%	10%
A Lot	37%	49%	49%



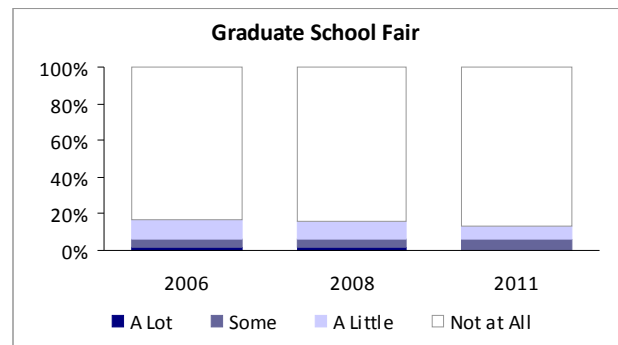
Academic Fair(s)

	2006	2008	2011
Not at All	36%	34%	43%
A Little	29%	24%	24%
Some	27%	23%	21%
A Lot	9%	18%	12%



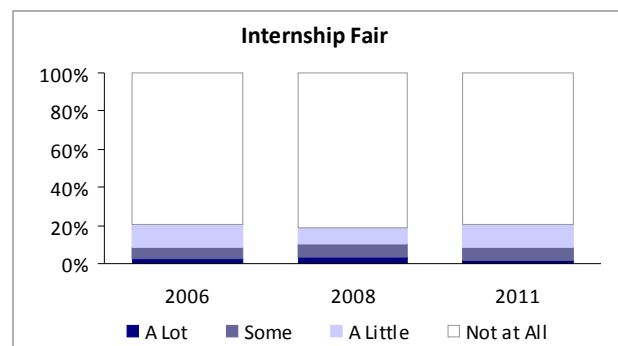
Graduate School Fair

	2006	2008	2011
Not at All	83%	84%	87%
A Little	10%	10%	7%
Some	5%	5%	6%
A Lot	2%	2%	0%



Internship Fair

	2006	2008	2011
Not at All	80%	81%	80%
A Little	12%	9%	12%
Some	6%	7%	7%
A Lot	3%	3%	2%

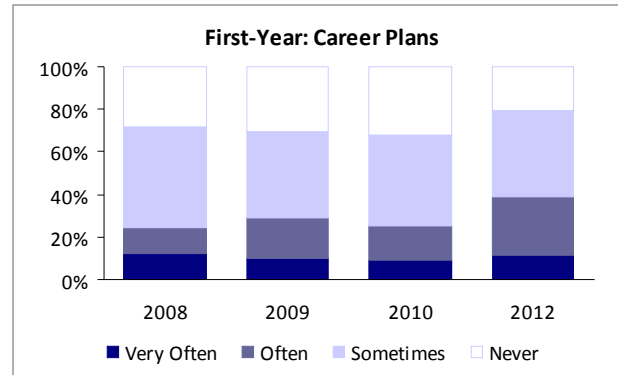


National Survey of Student Engagement (NSSE)

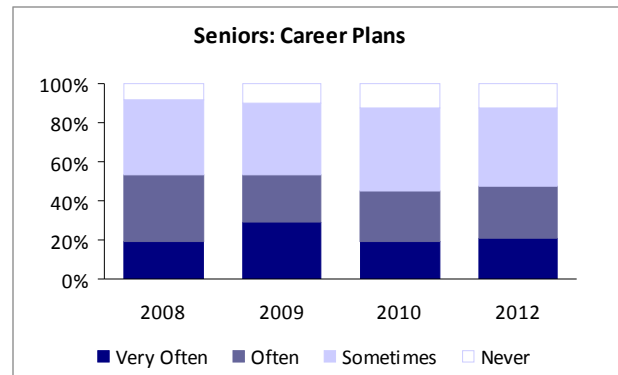
During the school year, about how often have you done each of the following?

Talked about career plans with a faculty member or advisor

First-Years	2008	2009	2010	2012
Never	28%	31%	32%	21%
Sometimes	47%	41%	43%	40%
Often	13%	19%	16%	28%
Very Often	12%	10%	9%	12%

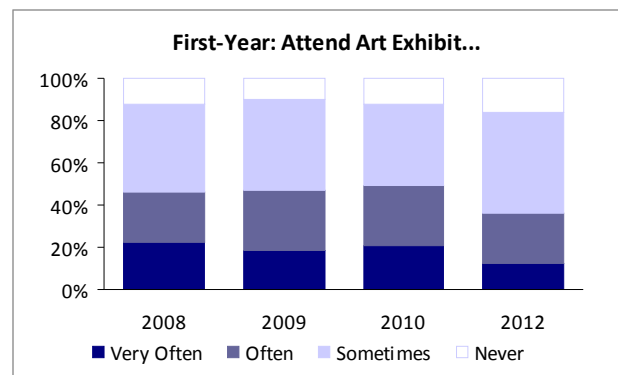


Seniors	2008	2009	2010	2012
Never	8%	10%	12%	13%
Sometimes	38%	36%	43%	40%
Often	35%	25%	26%	26%
Very Often	19%	29%	19%	21%

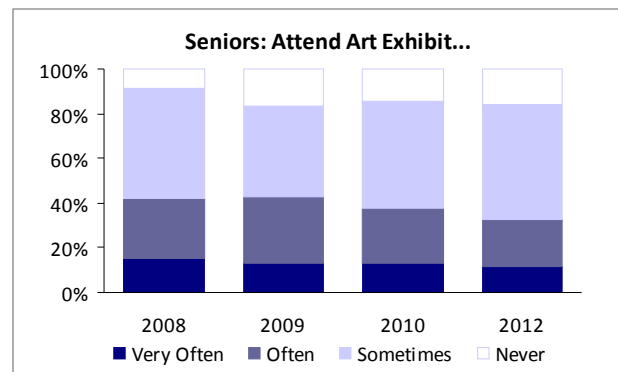


Attended an art exhibit, play, dance, music, theater, or other performance

First-Years	2008	2009	2010	2012
Never	12%	10%	12%	16%
Sometimes	41%	43%	39%	48%
Often	24%	28%	29%	24%
Very Often	22%	19%	21%	12%



Seniors	2008	2009	2010	2012
Never	9%	17%	14%	16%
Sometimes	50%	40%	48%	51%
Often	26%	30%	24%	21%
Very Often	16%	13%	13%	12%

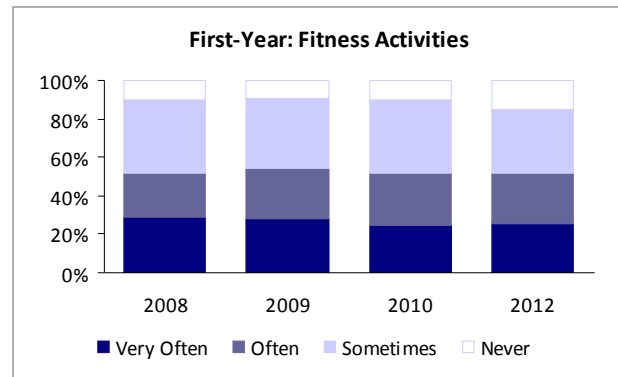


National Survey of Student Engagement (NSSE)

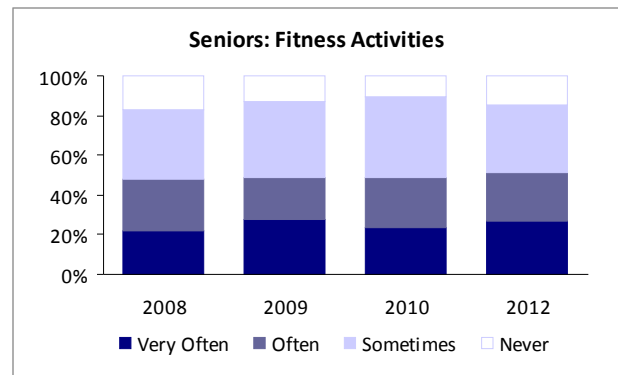
During the school year, about how often have you done each of the following?

Exercised or participated in physical fitness activities

First-Years	2008	2009	2010	2012
Never	11%	9%	10%	15%
Sometimes	38%	37%	38%	33%
Often	23%	26%	27%	26%
Very Often	29%	28%	25%	25%

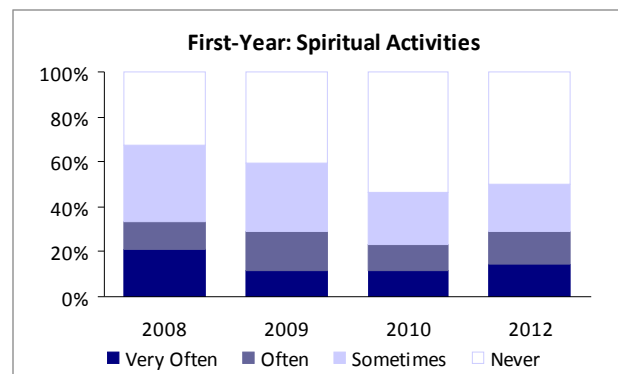


Seniors	2008	2009	2010	2012
Never	17%	13%	11%	15%
Sometimes	35%	38%	40%	34%
Often	26%	21%	26%	24%
Very Often	22%	28%	23%	27%

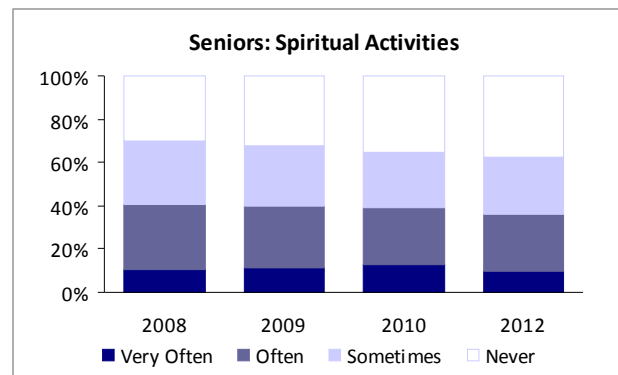


Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)

First-Years	2008	2009	2010	2012
Never	32%	41%	53%	50%
Sometimes	34%	31%	24%	21%
Often	12%	17%	11%	15%
Very Often	21%	11%	11%	14%



Seniors	2008	2009	2010	2012
Never	38%	37%	42%	45%
Sometimes	37%	33%	31%	32%
Often	11%	17%	12%	11%
Very Often	13%	13%	15%	11%

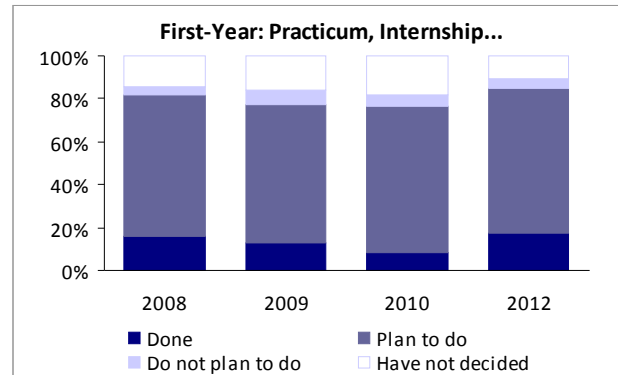


National Survey of Student Engagement (NSSE)

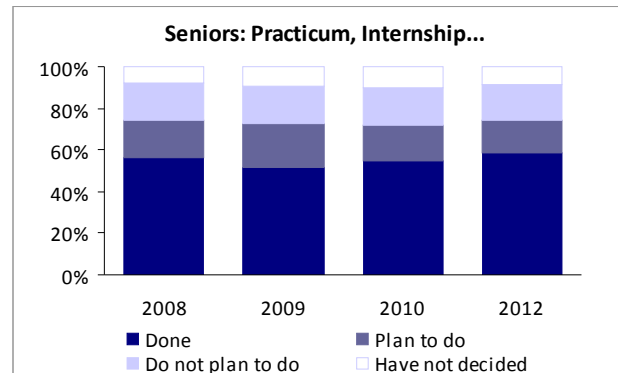
Which of the following have you done or do you plan to do before you graduate from your institution?

Practicum, internship, field experience, co-op experience, or clinical assignment

First-Years	2008	2009	2010	2012
Have not decided	14%	16%	18%	11%
Do not plan to do	4%	7%	5%	5%
Plan to do	66%	64%	68%	67%
Done	16%	13%	9%	17%

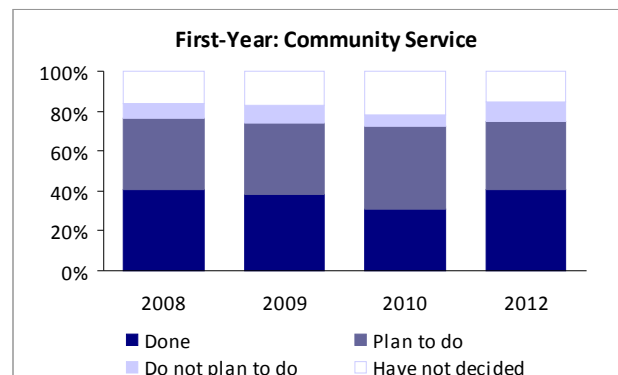


Seniors	2008	2009	2010	2012
Have not decided	8%	9%	10%	8%
Do not plan to do	18%	18%	18%	18%
Plan to do	18%	21%	18%	16%
Done	56%	52%	54%	58%

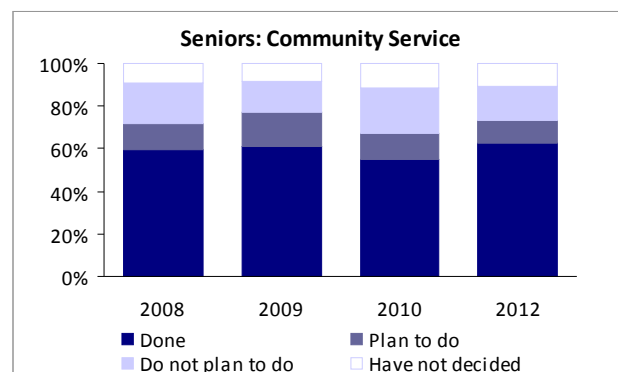


Community service or volunteer work

First-Years	2008	2009	2010	2012
Have not decided	16%	17%	22%	15%
Do not plan to do	8%	9%	6%	10%
Plan to do	35%	36%	42%	35%
Done	41%	38%	31%	40%



Seniors	2008	2009	2010	2012
Have not decided	9%	8%	11%	11%
Do not plan to do	19%	15%	21%	16%
Plan to do	12%	15%	12%	11%
Done	60%	61%	55%	63%



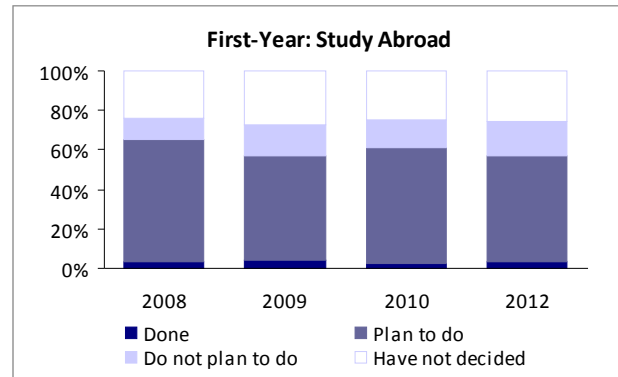
National Survey of Student Engagement (NSSE)

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

Study abroad

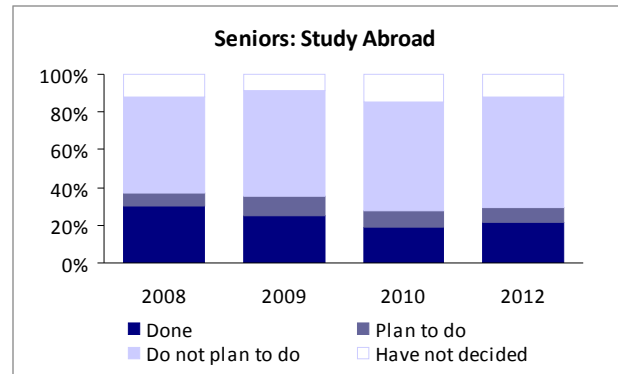
First-Years

	2008	2009	2010	2012
Have not decided	24%	27%	25%	25%
Do not plan to do	10%	15%	14%	17%
Plan to do	63%	53%	59%	54%
Done	3%	4%	2%	3%



Seniors

	2008	2009	2010	2012
Have not decided	12%	9%	15%	12%
Do not plan to do	51%	56%	58%	59%
Plan to do	7%	10%	8%	8%
Done	30%	25%	19%	21%



National Survey of Student Engagement (NSSE)

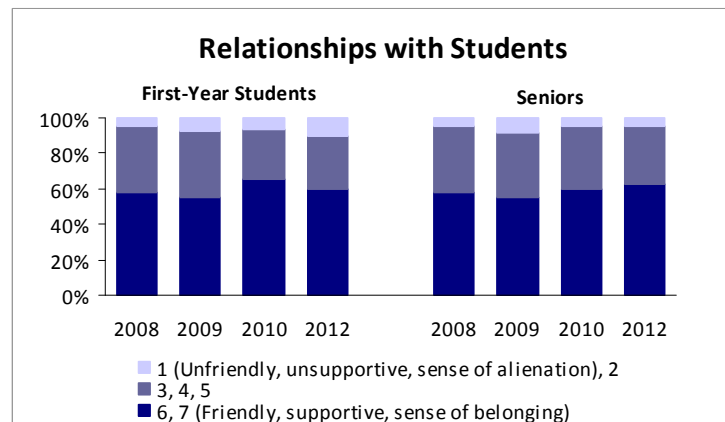
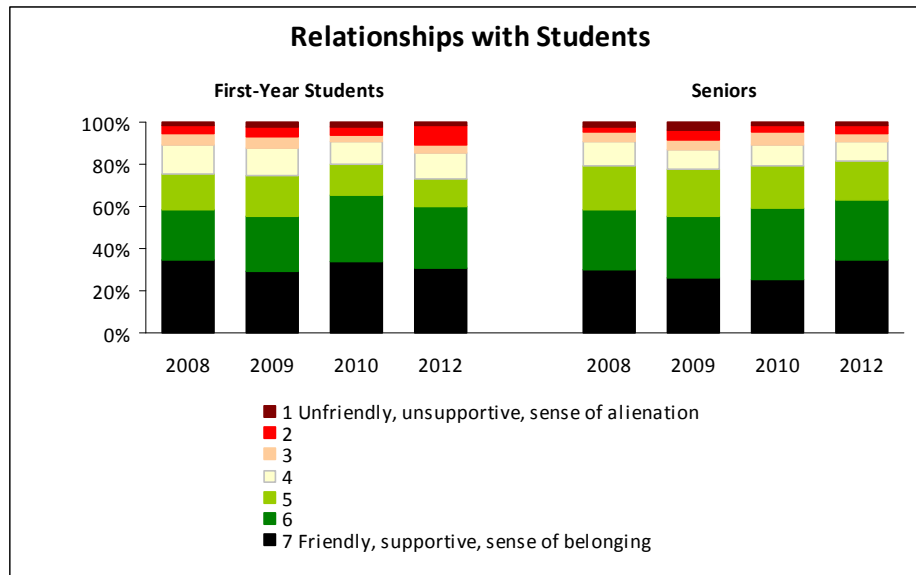
Quality of relationships with other students

First-Year Students

	2008	2009	2010	2012
1 Unfriendly, unsupportive, sense of alienation	2%	2%	2%	2%
2	4%	5%	4%	9%
3	6%	5%	3%	4%
4	14%	13%	10%	13%
5	18%	20%	15%	13%
6	23%	26%	31%	29%
7 Friendly, supportive, sense of belonging	35%	29%	34%	31%

Seniors

	2008	2009	2010	2012
1 Unfriendly, unsupportive, sense of alienation	2%	4%	1%	1%
2	3%	4%	3%	4%
3	4%	5%	6%	5%
4	11%	10%	10%	9%
5	21%	22%	20%	18%
6	29%	29%	34%	29%
7 Friendly, supportive, sense of belonging	30%	26%	25%	34%



National Survey of Student Engagement (NSSE)

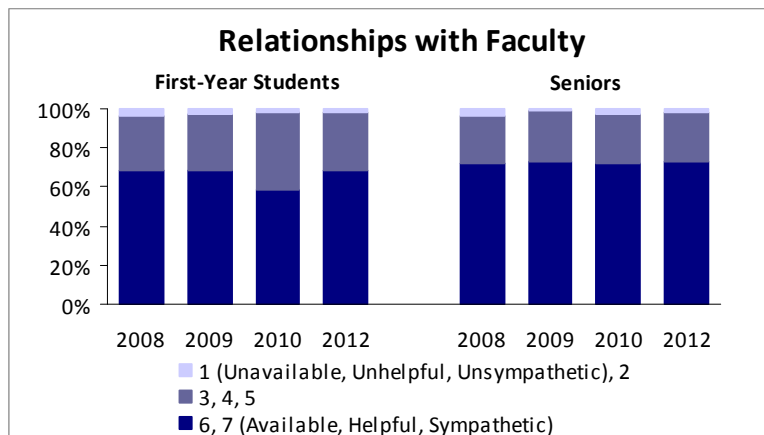
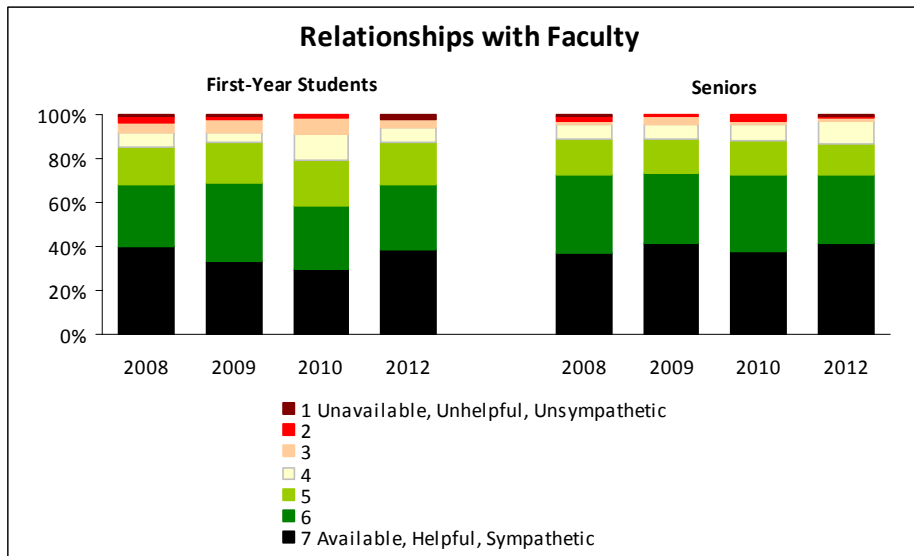
Quality of relationships with faculty members

First-Year Students

	2008	2009	2010	2012
1 Unavailable, Unhelpful, Unsympathetic	1%	1%	0%	2%
2	3%	1%	2%	0%
3	5%	6%	7%	4%
4	7%	4%	12%	7%
5	17%	19%	20%	19%
6	29%	35%	29%	30%
7 Available, Helpful, Sympathetic	40%	33%	30%	38%

Seniors

	2008	2009	2010	2012
1 Unavailable, Unhelpful, Unsympathetic	1%	0%	0%	0%
2	2%	1%	3%	1%
3	1%	4%	1%	1%
4	6%	7%	7%	11%
5	17%	16%	16%	14%
6	35%	32%	35%	31%
7 Available, Helpful, Sympathetic	37%	42%	38%	42%



National Survey of Student Engagement (NSSE)

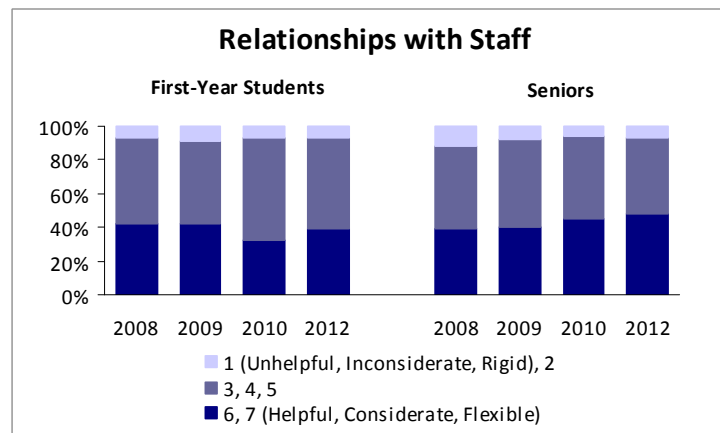
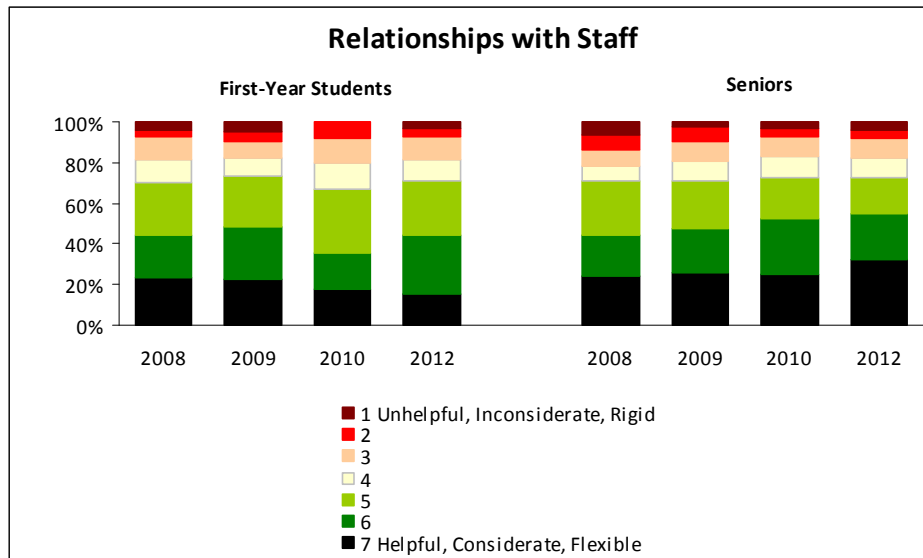
Quality of relationships with administrative personnel and offices

First-Year Students

	2008	2009	2010	2012
1 Unhelpful, Inconsiderate, Rigid	4%	4%	0%	3%
2	4%	4%	7%	4%
3	11%	7%	12%	10%
4	16%	19%	20%	21%
5	24%	23%	29%	23%
6	20%	23%	16%	26%
7 Helpful, Considerate, Flexible	22%	20%	16%	13%

Seniors

	2008	2009	2010	2012
1 Unhelpful, Inconsiderate, Rigid	5%	2%	3%	4%
2	7%	6%	3%	4%
3	7%	8%	8%	8%
4	20%	24%	23%	21%
5	23%	20%	17%	16%
6	18%	19%	24%	20%
7 Helpful, Considerate, Flexible	21%	22%	22%	28%



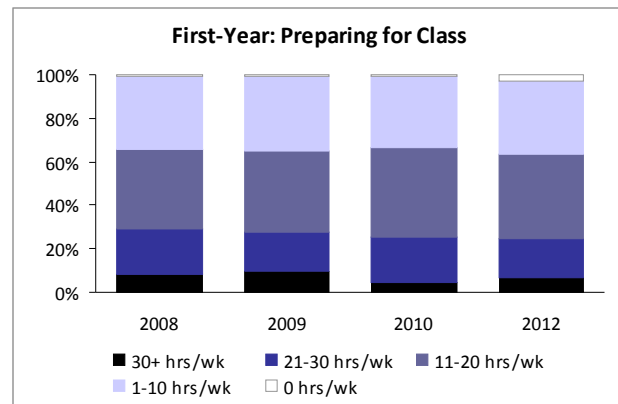
National Survey of Student Engagement (NSSE)

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)

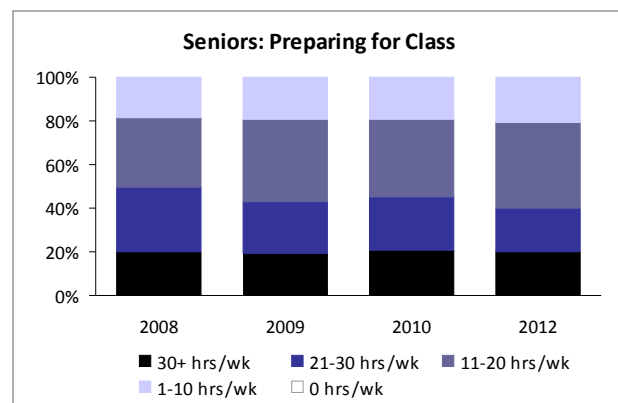
First-Years

	2008	2009	2010	2012
0 hrs/wk	1%	0%	1%	3%
1-10 hrs/wk	34%	35%	33%	34%
11-20 hrs/wk	36%	38%	41%	38%
21-30 hrs/wk	21%	18%	21%	18%
30+ hrs/wk	8%	10%	4%	7%



Seniors

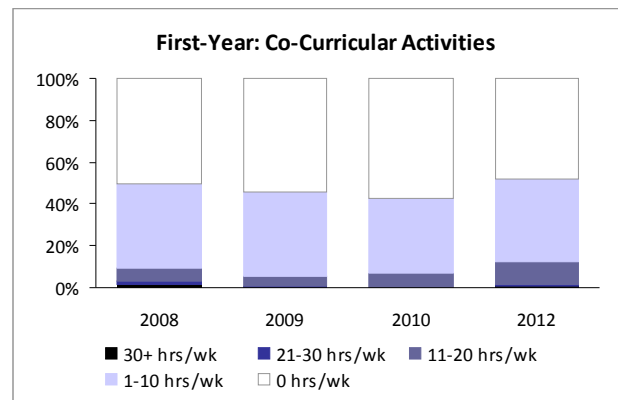
	2008	2009	2010	2012
0 hrs/wk	0%	0%	0%	0%
1-10 hrs/wk	19%	20%	19%	21%
11-20 hrs/wk	32%	38%	36%	39%
21-30 hrs/wk	30%	24%	24%	20%
30+ hrs/wk	20%	19%	21%	20%



Participating in co-curricular activities

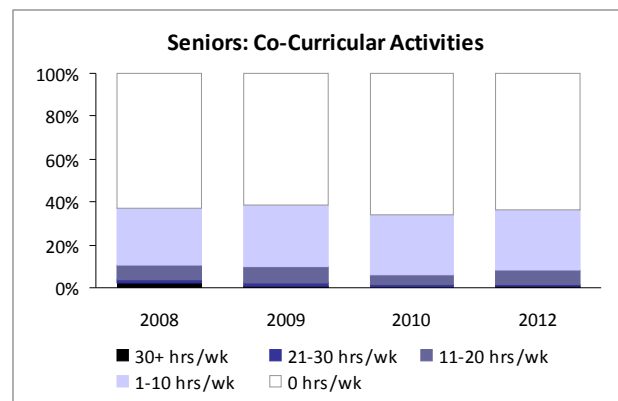
First-Years

	2008	2009	2010	2012
0 hrs/wk	51%	54%	57%	48%
1-10 hrs/wk	40%	41%	36%	39%
11-20 hrs/wk	7%	5%	7%	11%
21-30 hrs/wk	2%	0%	0%	1%
30+ hrs/wk	2%	0%	0%	1%



Seniors

	2008	2009	2010	2012
0 hrs/wk	63%	61%	66%	64%
1-10 hrs/wk	27%	29%	28%	28%
11-20 hrs/wk	7%	8%	4%	6%
21-30 hrs/wk	2%	2%	1%	1%
30+ hrs/wk	2%	1%	0%	0%

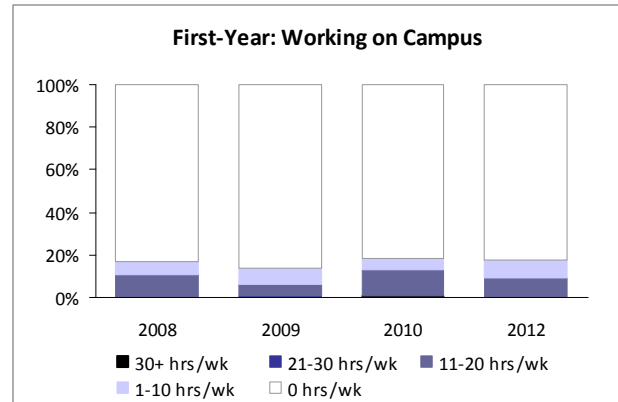


National Survey of Student Engagement (NSSE)

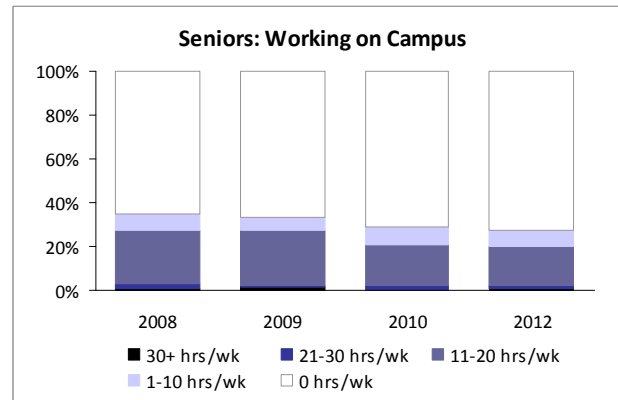
How many hours do you spend per week...?

Working for pay on campus

First-Years	2008	2009	2010	2012
0 hrs/wk	83%	86%	82%	82%
1-10 hrs/wk	6%	7%	5%	9%
11-20 hrs/wk	11%	6%	12%	9%
21-30 hrs/wk	0%	0%	0%	0%
30+ hrs/wk	0%	0%	1%	0%

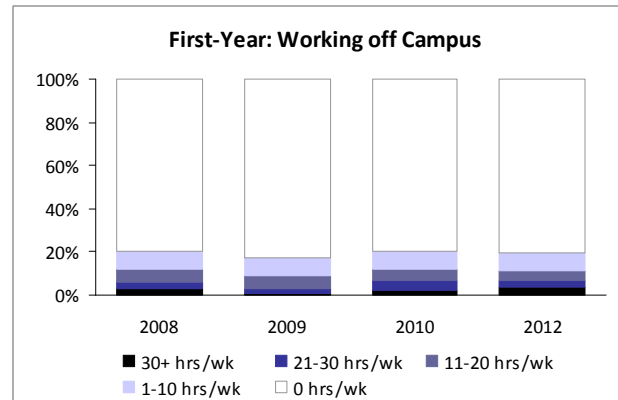


Seniors	2008	2009	2010	2012
0 hrs/wk	65%	67%	71%	73%
1-10 hrs/wk	8%	6%	8%	7%
11-20 hrs/wk	24%	25%	18%	18%
21-30 hrs/wk	3%	1%	2%	1%
30+ hrs/wk	1%	2%	0%	1%

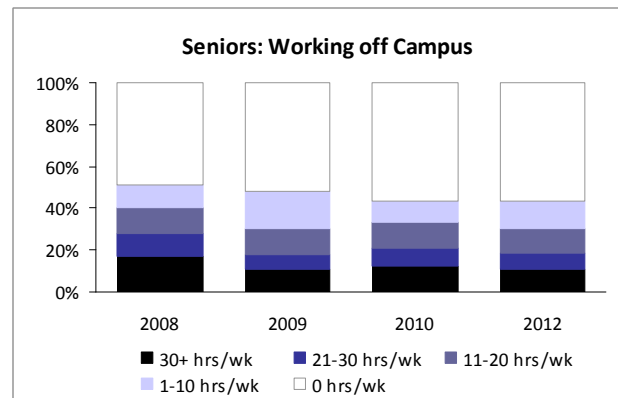


Working for pay off campus

First-Years	2008	2009	2010	2012
0 hrs/wk	80%	83%	80%	81%
1-10 hrs/wk	8%	8%	8%	8%
11-20 hrs/wk	7%	6%	6%	5%
21-30 hrs/wk	3%	2%	4%	3%
30+ hrs/wk	3%	0%	2%	4%



Seniors	2008	2009	2010	2012
0 hrs/wk	49%	52%	57%	57%
1-10 hrs/wk	10%	18%	10%	14%
11-20 hrs/wk	13%	13%	13%	11%
21-30 hrs/wk	11%	7%	9%	8%
30+ hrs/wk	17%	11%	12%	11%

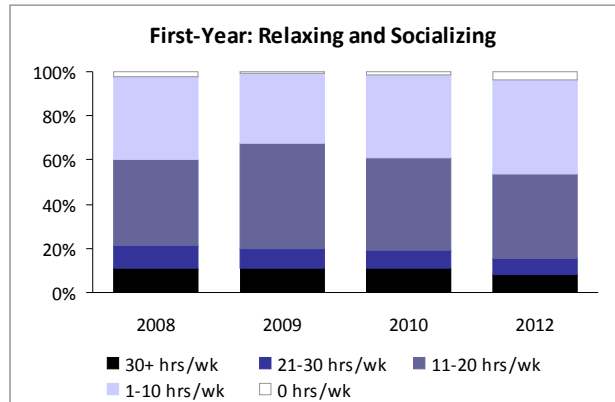


National Survey of Student Engagement (NSSE)

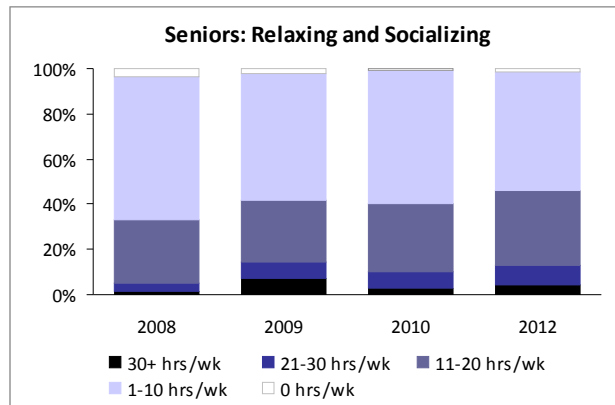
How many hours do you spend per week...?

Relaxing and socializing

First-Years	2008	2009	2010	2012
0 hrs/wk	3%	1%	1%	4%
1-10 hrs/wk	37%	32%	38%	42%
11-20 hrs/wk	39%	48%	42%	38%
21-30 hrs/wk	11%	8%	8%	8%
30+ hrs/wk	11%	11%	11%	8%

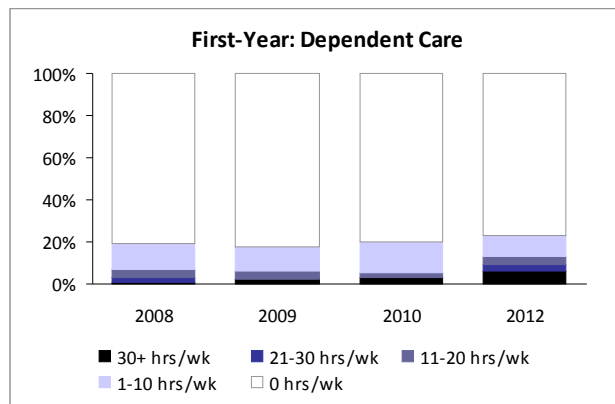


Seniors	2008	2009	2010	2012
0 hrs/wk	3%	2%	1%	1%
1-10 hrs/wk	64%	56%	59%	53%
11-20 hrs/wk	28%	27%	30%	33%
21-30 hrs/wk	3%	7%	7%	8%
30+ hrs/wk	2%	7%	3%	5%

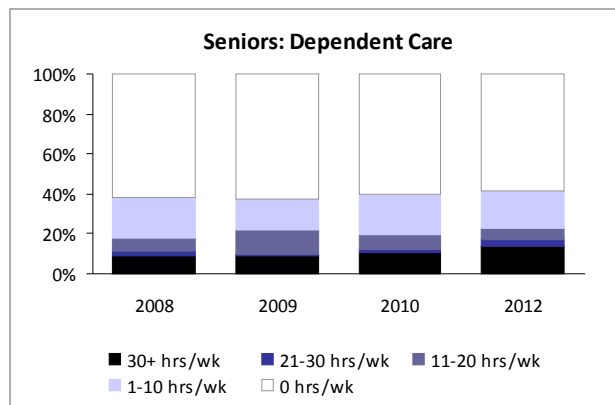


Providing care for dependents living with you

First-Years	2008	2009	2010	2012
0 hrs/wk	81%	82%	80%	77%
1-10 hrs/wk	12%	11%	15%	10%
11-20 hrs/wk	4%	4%	2%	4%
21-30 hrs/wk	2%	0%	0%	3%
30+ hrs/wk	1%	3%	3%	6%



Seniors	2008	2009	2010	2012
0 hrs/wk	62%	62%	60%	59%
1-10 hrs/wk	20%	16%	21%	19%
11-20 hrs/wk	7%	12%	7%	6%
21-30 hrs/wk	2%	1%	1%	3%
30+ hrs/wk	9%	9%	11%	14%

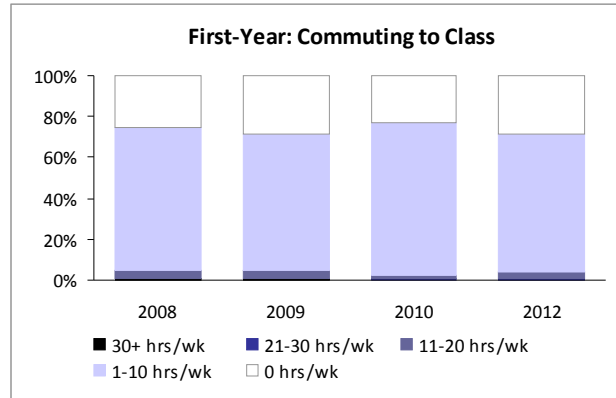


National Survey of Student Engagement (NSSE)

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

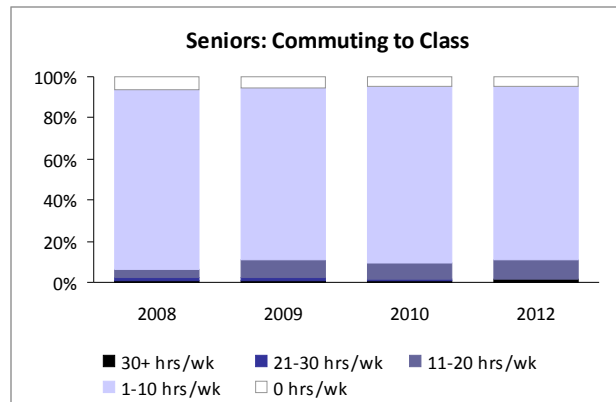
Commuting to class

First-Years	2008	2009	2010	2012
0 hrs/wk	25%	29%	23%	28%
1-10 hrs/wk	70%	66%	75%	68%
11-20 hrs/wk	4%	4%	2%	3%
21-30 hrs/wk	0%	0%	1%	1%
30+ hrs/wk	1%	0%	0%	0%



Seniors

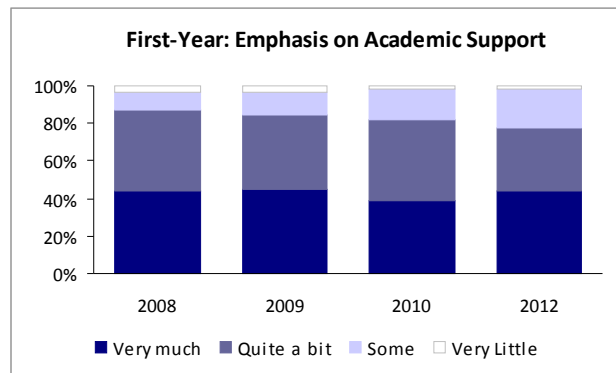
Seniors	2008	2009	2010	2012
0 hrs/wk	6%	6%	5%	5%
1-10 hrs/wk	87%	84%	86%	84%
11-20 hrs/wk	4%	9%	8%	9%
21-30 hrs/wk	1%	1%	1%	0%
30+ hrs/wk	1%	1%	1%	1%



To what extent does your institution emphasize...?

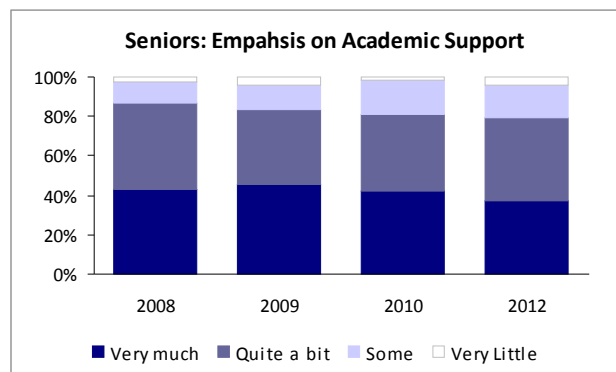
Providing support you need to succeed academically

First-Years	2008	2009	2010	2012
Very Little	3%	3%	2%	2%
Some	10%	12%	17%	20%
Quite a bit	43%	39%	43%	34%
Very much	44%	45%	39%	44%



Seniors

Seniors	2008	2009	2010	2012
Very Little	2%	4%	2%	4%
Some	11%	12%	18%	17%
Quite a bit	44%	38%	38%	42%
Very much	43%	45%	42%	37%

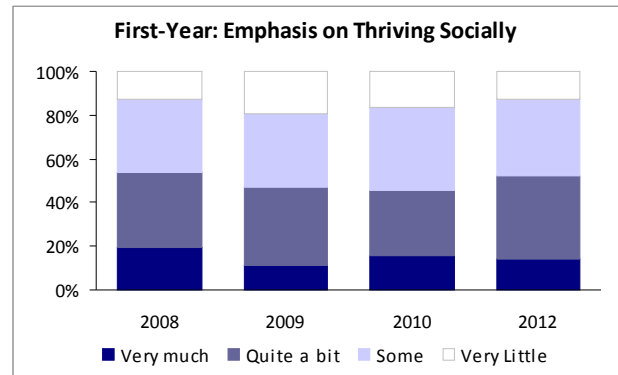


National Survey of Student Engagement (NSSE)

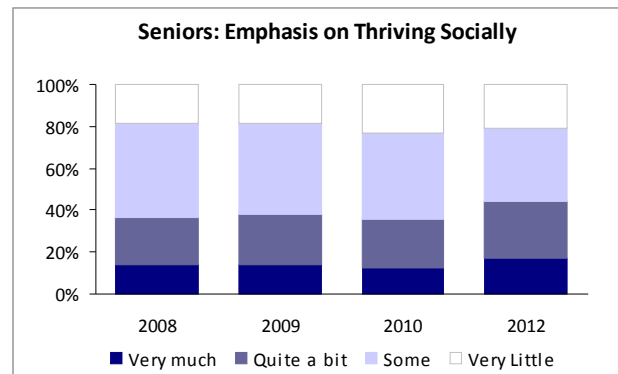
To what extent does your institution emphasize...?

Providing the support you need to thrive socially

First-Years	2008	2009	2010	2012
Very Little	13%	19%	16%	13%
Some	34%	34%	39%	35%
Quite a bit	34%	36%	30%	38%
Very much	20%	11%	15%	14%

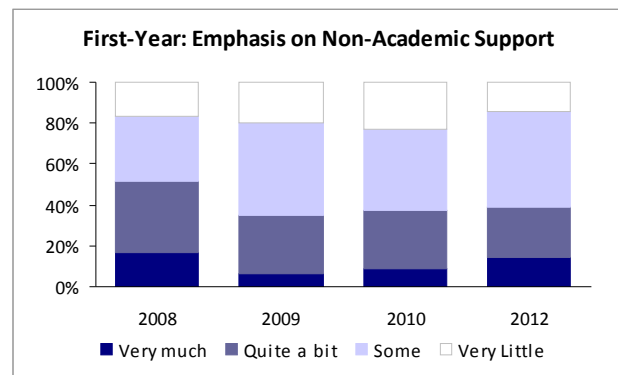


Seniors	2008	2009	2010	2012
Very Little	19%	18%	24%	21%
Some	45%	44%	40%	35%
Quite a bit	22%	24%	24%	27%
Very much	14%	14%	12%	17%

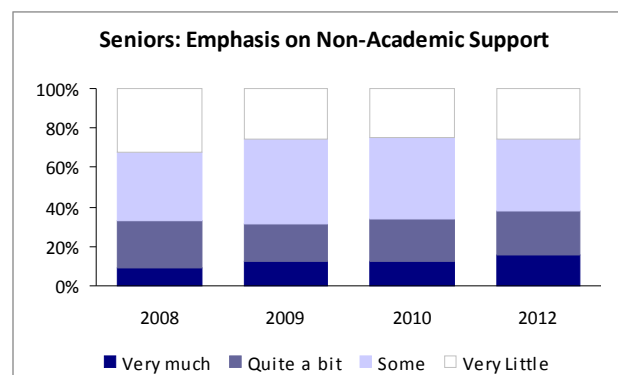


Helping you cope with non-academic responsibilities

First-Years	2008	2009	2010	2012
Very Little	16%	20%	23%	14%
Some	32%	45%	40%	47%
Quite a bit	35%	29%	29%	24%
Very much	16%	6%	9%	14%



Seniors	2008	2009	2010	2012
Very Little	32%	26%	25%	25%
Some	35%	43%	41%	37%
Quite a bit	24%	19%	22%	22%
Very much	9%	12%	12%	16%

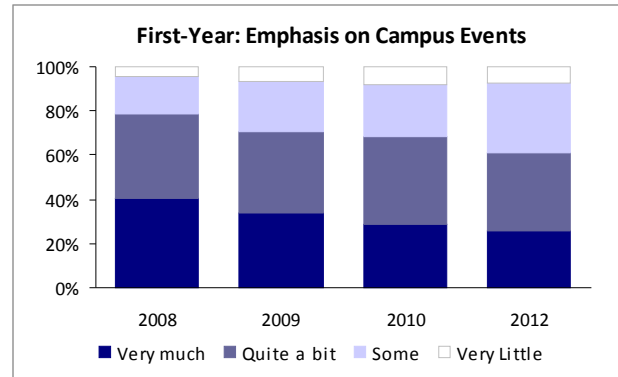


National Survey of Student Engagement (NSSE)

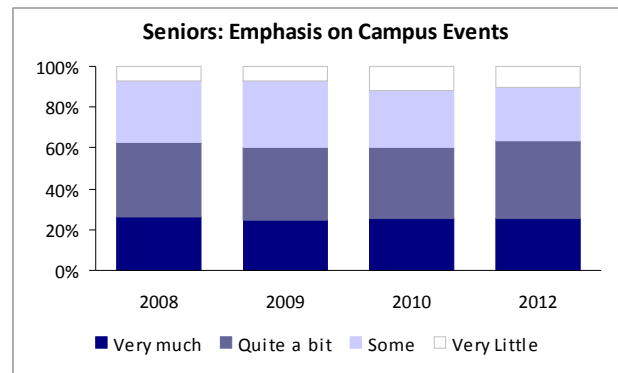
To what extent does your institution emphasize...?

Attending campus events and activities

First-Years	2008	2009	2010	2012
Very Little	4%	7%	8%	7%
Some	17%	23%	23%	32%
Quite a bit	38%	37%	40%	36%
Very much	41%	34%	28%	26%

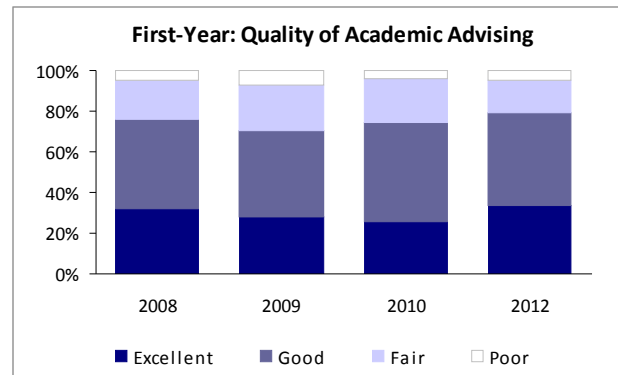


Seniors	2008	2009	2010	2012
Very Little	7%	7%	12%	10%
Some	30%	32%	28%	26%
Quite a bit	36%	36%	35%	38%
Very much	26%	25%	25%	25%

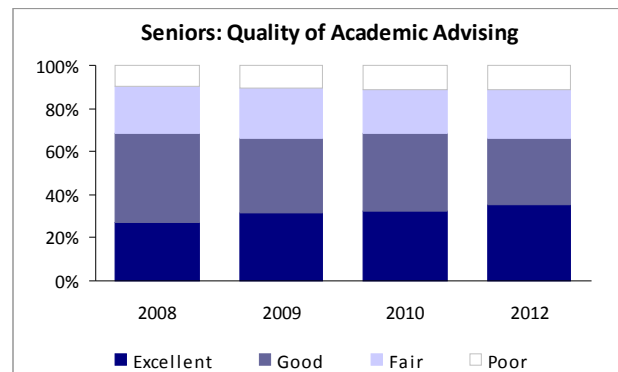


Overall, how would you evaluate the quality of academic advising you have received at your institution?

First-Years	2008	2009	2010	2012
Poor	5%	7%	4%	5%
Fair	19%	22%	22%	15%
Good	44%	43%	48%	46%
Excellent	32%	28%	26%	34%



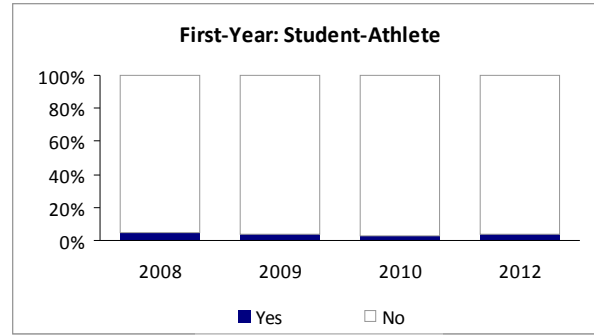
Seniors	2008	2009	2010	2012
Poor	10%	10%	11%	11%
Fair	22%	24%	21%	23%
Good	41%	34%	36%	31%
Excellent	27%	32%	32%	35%



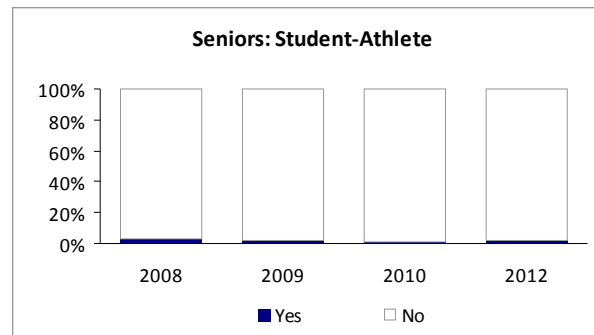
National Survey of Student Engagement (NSSE)

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

First-Years				
	2008	2009	2010	2012
No	96%	96%	97%	96%
Yes	4%	4%	3%	4%

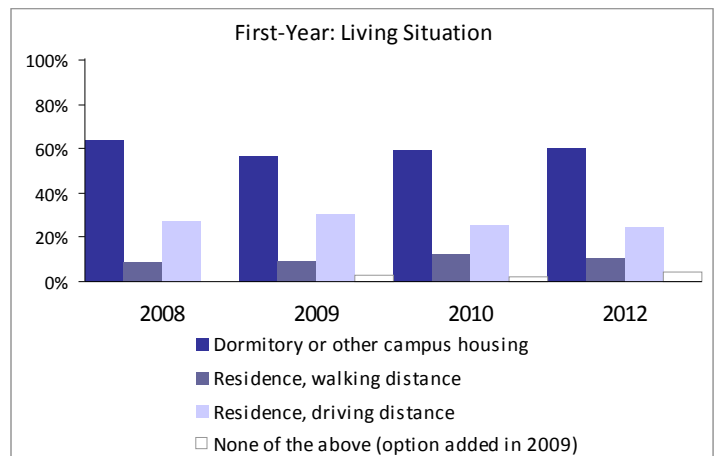


Seniors				
	2008	2009	2010	2012
No	97%	98%	99%	98%
Yes	3%	2%	1%	2%

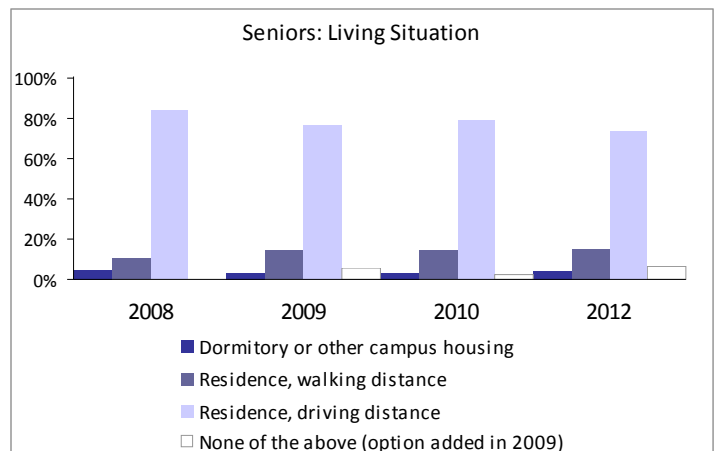


Which of the following best describes where you are living?

First-Years				
	2008	2009	2010	2012
Dormitory or other campus housing	64%	57%	59%	60%
Residence, walking distance	9%	10%	13%	11%
Residence, driving distance	27%	31%	26%	24%
None of the above*		3%	3%	4%



Seniors				
	2008	2009	2010	2012
Dormitory or other campus housing	5%	3%	3%	4%
Residence, walking distance	11%	14%	14%	15%
Residence, driving distance	84%	77%	80%	74%
None of the above*		6%	3%	7%



*None of the above added as an option in 2009

Alumni Survey

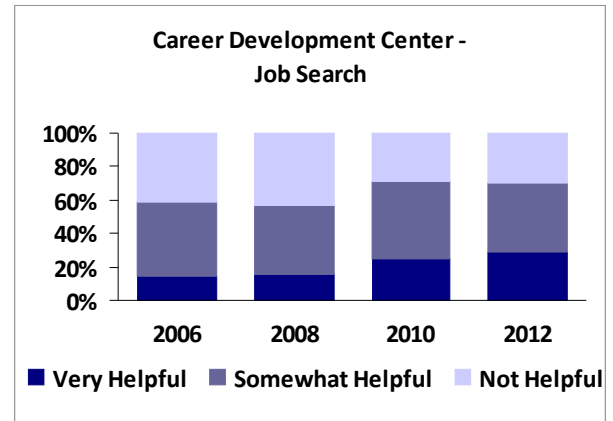
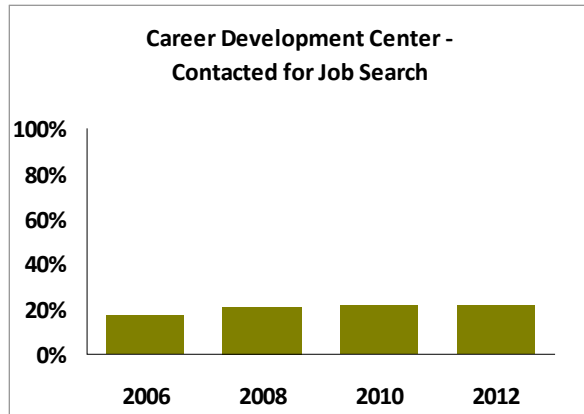
Career Development Office

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

	2006	2008	2010	2012
Contacted	17%	21%	22%	22%

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

	2006	2008	2010	2012
Not Helpful	41%	44%	29%	30%
Somewhat Helpful	44%	41%	46%	41%
Very Helpful	15%	16%	25%	29%

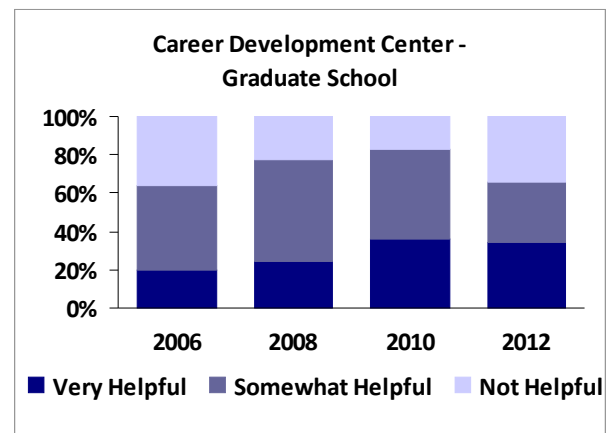
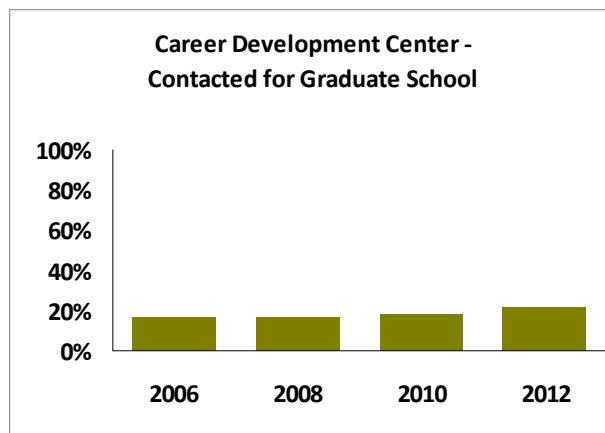


Did you contact the Evergreen Career Development Office for help in learning about and/or applying for graduate or professional school?

	2006	2008	2010	2012
Contacted	17%	16%	18%	22%

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

	2006	2008	2010	2012
Not Helpful	36%	22%	17%	35%
Somewhat Helpful	44%	53%	47%	31%
Very Helpful	20%	24%	36%	35%



Alumni Survey

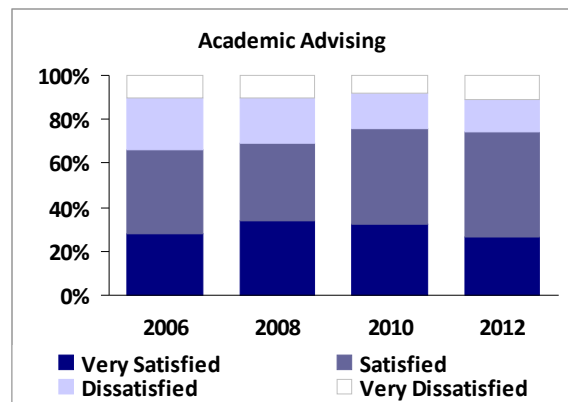
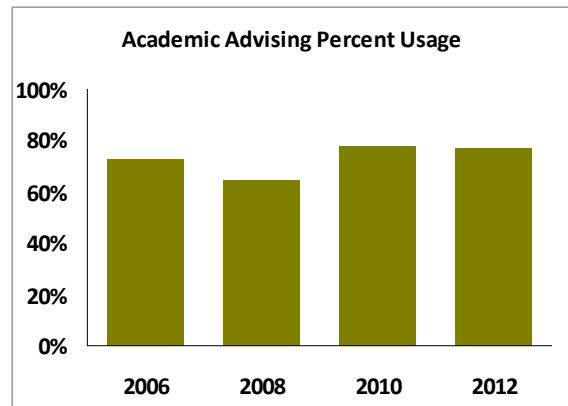
Use and Satisfaction with Campus Resources

Academic Advising Office, Workshops, or Tacoma Student Services Coordinator

	2006	2008	2010	2012
Used Resource	73%	64%	78%	77%

Of those who used this resource:

Very Dissatisfied	10%	10%	8%	11%
Dissatisfied	23%	21%	16%	15%
Satisfied	39%	35%	44%	48%
Very Satisfied	28%	34%	32%	27%

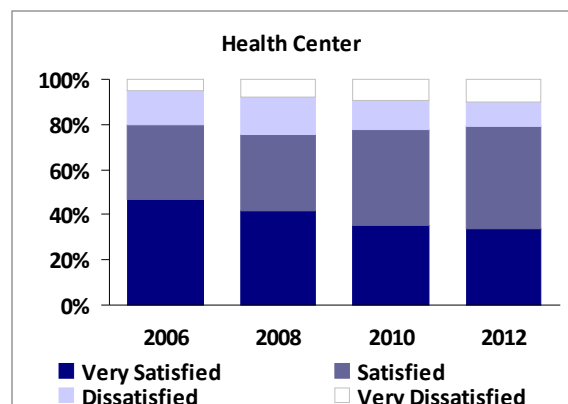
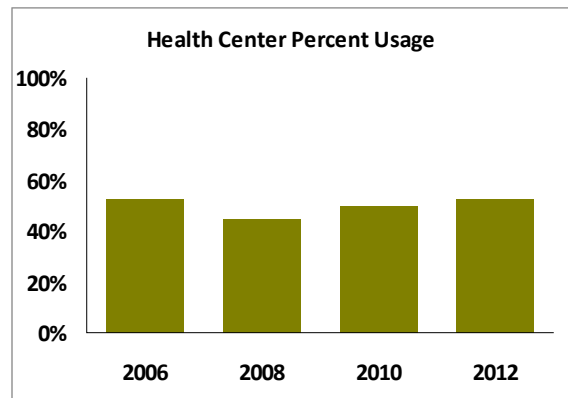


Health Center

	2006	2008	2010	2012
Used Resource	52%	44%	50%	52%

Of those who used this resource:

Very Dissatisfied	5%	8%	9%	10%
Dissatisfied	15%	17%	13%	11%
Satisfied	33%	34%	42%	45%
Very Satisfied	47%	42%	36%	34%



Alumni Survey

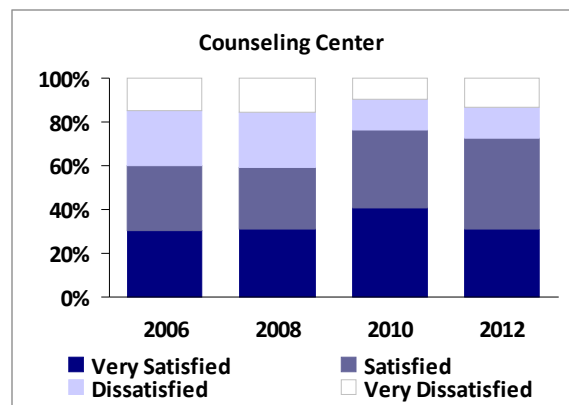
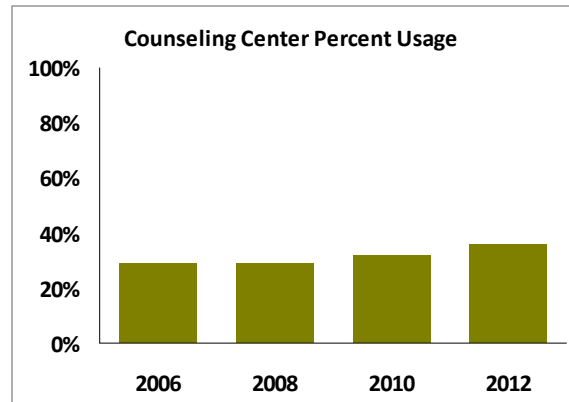
Use and Satisfaction with Campus Resources

Counseling Center or On-site Counselor

	2006	2008	2010	2012
Used Resource	29%	29%	32%	36%

Of those who used this resource:

Very Dissatisfied	15%	15%	9%	13%
Dissatisfied	25%	25%	14%	14%
Satisfied	30%	29%	36%	41%
Very Satisfied	30%	31%	41%	31%

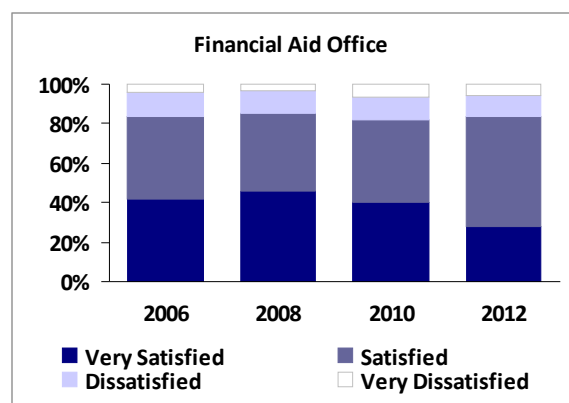
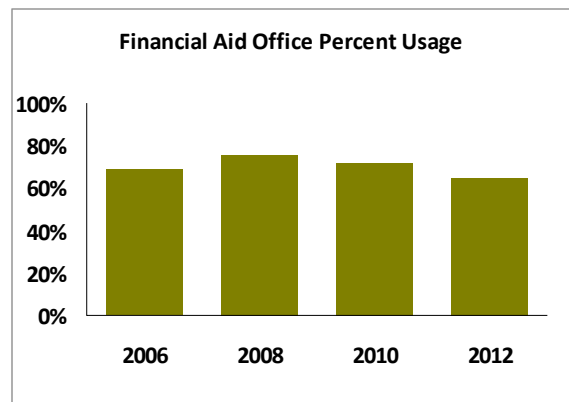


Financial Aid Office or On-site Financial Aid Counselor

	2006	2008	2010	2012
Used Resource	69%	76%	72%	65%

Of those who used this resource:

Very Dissatisfied	4%	3%	6%	6%
Dissatisfied	12%	12%	12%	10%
Satisfied	42%	40%	42%	56%
Very Satisfied	42%	46%	40%	28%



Alumni Survey

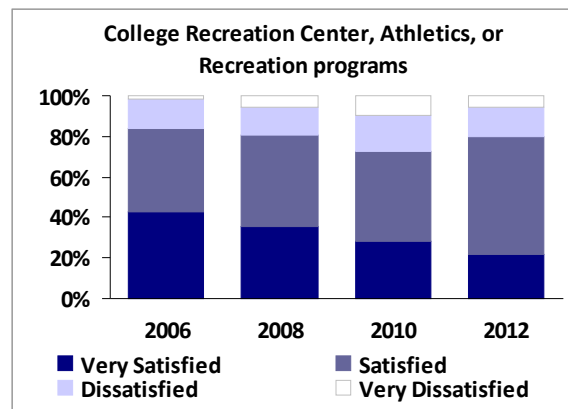
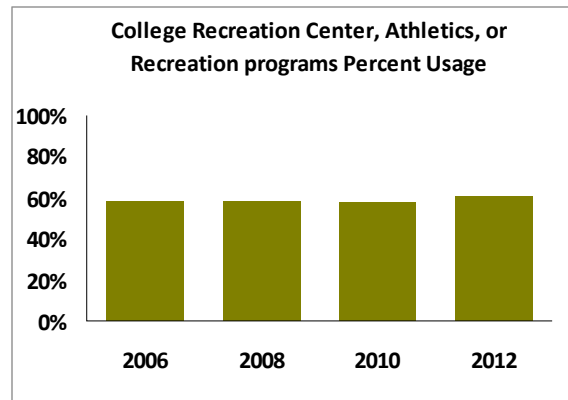
Use and Satisfaction with Campus Resources

College Recreation Center, Athletics, or Recreation Programs

	2006	2008	2010	2012
Used Resource	59%	58%	58%	61%

Of those who used this resource:

Very Dissatisfied	2%	6%	10%	6%
Dissatisfied	14%	14%	17%	14%
Satisfied	41%	45%	44%	59%
Very Satisfied	43%	36%	29%	22%



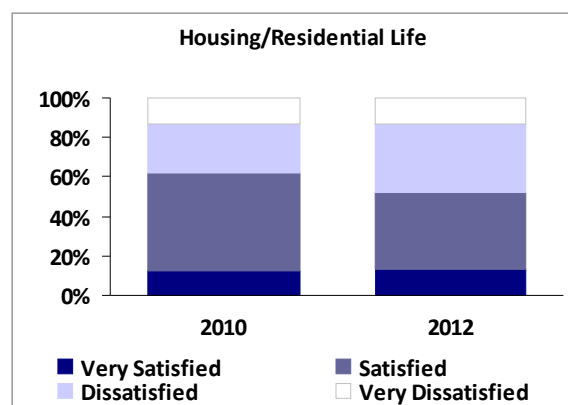
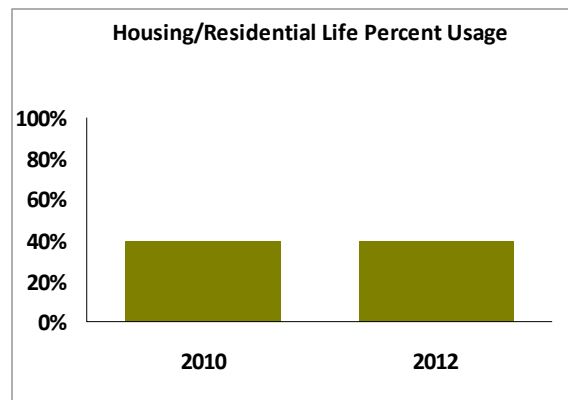
Housing/Residential Life

(appeared for the first time in Alumni 2010)

	2010	2012
Used Resource	40%	40%

Of those who used this resource:

Very Dissatisfied	13%	13%
Dissatisfied	25%	35%
Satisfied	50%	39%
Very Satisfied	12%	13%



Alumni Survey

Use and Satisfaction with Campus Resources

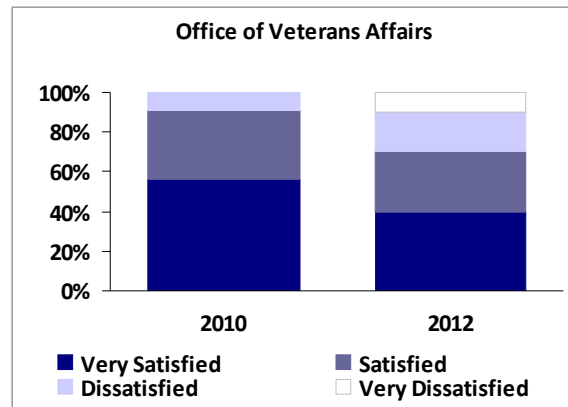
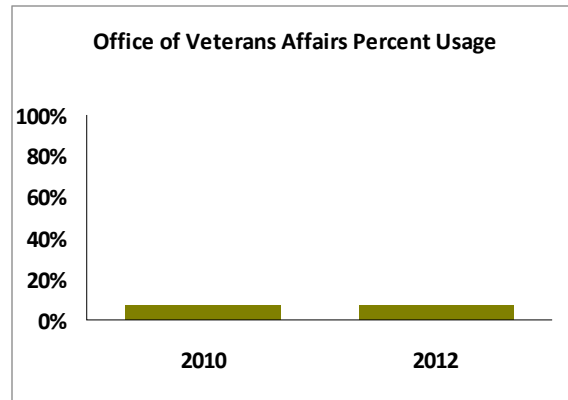
Office of Veterans Affairs

(appeared for the first time in Alumni 2010)

	2010	2012
Used Resource	7%	7%

Of those who used this resource:

Very Dissatisfied	0%	10%
Dissatisfied	9%	20%
Satisfied	35%	30%
Very Satisfied	57%	40%



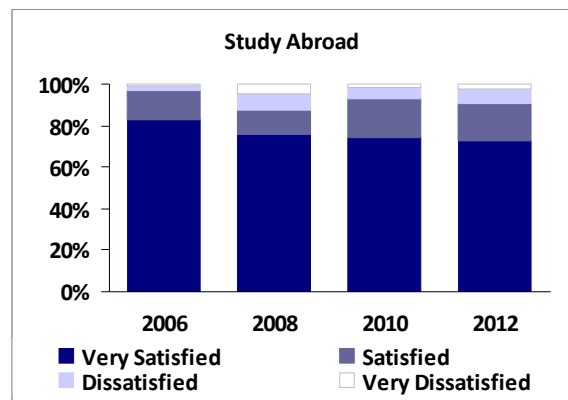
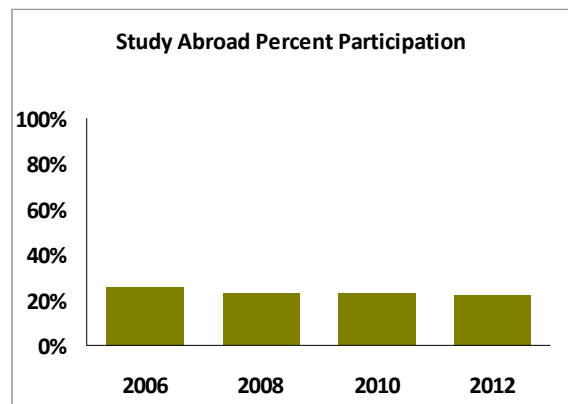
Participation and Satisfaction with Study Abroad

Study Abroad

	2006	2008	2010	2012
Participated	26%	23%	23%	22%

Of those who used this resource:

Very Dissatisfied	1%	5%	1%	2%
Dissatisfied	2%	7%	6%	7%
Satisfied	14%	12%	19%	18%
Very Satisfied	83%	76%	74%	73%



Alumni Survey

Typically, this final section of the Student Affairs Indicators includes a subset of alumni responses to the question “If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?” that pertain to student support services and campus climate. In the 2012 Alumni Survey, this broad question about recommendations was exchanged for one administration cycle in order to collect specific feedback related to how Alumni have used their Evergreen transcripts. This one-time only alumni feedback on transcripts might also be interesting to Student Affairs, so that section of the Alumni Survey 2012 Report is included below. The usual subset of recommendations will appear again with the Alumni Survey 2014.

Usefulness of Evergreen Transcript

Alumni were asked “How has your Evergreen transcript been useful or not useful in your post-graduation endeavors?” Of 290 survey respondents, two hundred twenty-one (76%) responded to this question. Their comments were reviewed and categorized in order to present them in summary form. The table below gives the general sense for positive, negative and ambivalent experiences with use of the transcript. A description of specific feedback follows the table. It is interesting to note that a third of these alumni had not yet used or needed their transcript, and, of those who had used it, just as many reported negative experiences as positive.

How has your Evergreen transcript been useful or not useful in your post-graduation endeavors? (N=221)	N	%
Unknown: includes have not used/needed yet (N=46), not applicable (N=17), don't know, (N=7), don't have transcript yet (have not requested, on hold) (N=5)	75	34%
Not Useful: includes not useful—unspecified audience (N=48), not useful for grad school (N=9), not useful for employment (N=9)	66	30%
Useful: includes helpful to grad schools (N=29), helpful to employers (N=13), helpful to unspecified audience (N=11), useful in other ways (e.g. sentimental value, personal reflection on learning, positive Evergreen reputation (N=13))	66	30%
Mixed/Ambivalent (includes pros and cons with transcript experience, and those who were ambivalent, for example: “Nearly didn't get me into the program... About half of the faculty didn't want to read it, or didn't know what to do with it. Apparently the arguments of the half that were willing to read the transcript convinced the other half to let me into the program;” “My transcript is burdensome and unacceptable in the international market - very useful for scholarships and fellowships;” scholarship committee found it was a lot to read but did appreciate the detail; loved the evals, but still need a GPA; administrators irritated but faculty not averse; useful, but explaining format to employers can be difficult; does well with schools, but poorly in the workplace; useful as a summary of subjects studied, but narrative evaluations not useful; some grad schools dismissed application early due to extra work involved, but another said transcript and interdisciplinary work was deciding factor for acceptance; length makes it hard for employers to find information, but detailed enough for good understanding if they take the time to read it; necessary, but not as significant as I thought it would be; made no difference either way)	14	6%

Specific concerns about transcript

Several alumni raised specific concerns around using their Evergreen transcripts. Most described difficulties associated with the size and format of the document, or issues encountered when applying for jobs or graduate school without a grade point average. Others expressed concern about specific content in their transcripts. Their comments are summarized below:

Size/length/lack of portability (N=15)

- “Several of the grad schools I applied to really did NOT appreciate the extra work it took to go through the Evergreen transcript and thus dismissed my application fairly early.”

Alumni Survey

- “To be honest, I think that having a 30-something page transcript limited my options for graduate school. The first thing that my first interviewer did when I visited my current school was make a comment about the length of my transcript, and how most admissions offices would immediately discount my application.”
- “Nearly didn't get me into the program... About half of the faculty didn't want to read it, or didn't know what to do with it.”
- Scholarship panel mentioned it was a lot to read even though they appreciated the detail (did not get scholarship)
- Have had a hard time accessing it and a very hard time getting it into a manageable digital format
- Hard to scan and upload, especially to graduate schools with 500K upload limits
- “I have had to recreate a one page table that explains what subjects my credits fall under in order for anyone to know what I did at Evergreen. I have not been successful in getting a single person to read through my transcript in one sitting.”
- Cumbersome in exploration of my studies
- Narrative transcript format, despite positive content, contributed to not being selected for job
- Because so long and detailed, hard for potential employers to go through and find the information they are looking for
- Too much material to sort through to ascertain what is what about an individual
- Burdensome and unacceptable in the international market
- People don't read it because it's too long
- Most people don't bother reading it
- “Bulky!”

Lack of grades/GPA (N=11)

- “Despite being a “very competitive” candidate for [position] I was twice not selected, and a contributing factor was my lack of a GPA.”
- Hard for future employers to understand format/long explanation of Evergreen's grading system and style
- “I have been discouraged from applying for some jobs which ask for a Grade Point Average as part of the application process. After speaking with some Evergreen staff, I understand that developing a GPA from our narrative evaluations is difficult and time consuming; and is seldomly done.”
- Other schools don't understand how our transcripts work and that we don't have GPAs
- “...I think that not having a GPA limited my options for graduate school. While I certainly don't agree with the notion that a GPA is a better metric than a series of evaluations, having one would put Evergreen alumni in a better position.”
- “I wish I had grades and a definite “major.” It would take less explaining to people who haven't heard of Evergreen.”
- People don't know what it means in terms of GPA
- It has been a challenge when required to list a GPA
- People were confused about how to get a GPA out of my transcript
- “We need grades (or some form of metric), with the qualifications of the evaluations”
- “The transcript has been a challenge; unfortunately most people still rely on standard grades and have difficulty understanding evaluations.”

Content (N=2)

- “I received three excellent evaluations and one that was half excellent and not so great. This has caused concerns in employers.”
- “I feel as though it might prove slightly burdensome due to the need to explain away comments from instructors who, through no fault of their own, were unable to help me adapt programs to my needs [severe learning disability].”

Alumni Survey

Specific uses of transcript

Several alumni described ways in which their transcript was of particular use in their post-Evergreen endeavors. Most credited its usefulness to the detail contained therein, while others were well received simply for having a degree from Evergreen. Many portrayed their transcript as an asset in job search activities and/or the graduate school application process; others spoke to its value in personal reflection. Their comments are summarized below:

Narrative evaluation detail (N=21)

- Gives some depth to my studies more so than just a degree title
- Level of detail provided helps synthesize education
- Ability to review in-depth
- Excellent account of my time at Evergreen
- Record of my own development
- "It's rare to have a detailed essay from your professor that not only reflects your skills and learning but who you are as an individual. My transcripts all sound like letters of recommendation. They reflect everything I learned and everything my teachers saw within me."
- Pinpoints academic achievements and shows applied learning skills and knowledge
- Concise report of studies as well as my own views of the work I did + faculty evaluation of my work
- Thorough explanation of the work I did
- Can cite in an interview
- Useful to present at interviews, especially for highlighting particular areas and skills instructors felt I excelled at
- Employers impressed with how self-evals chart my personal growth /how in-depth faculty evals are
- Useful for employers to get good understanding of education I received
- Evals can be used as job references
- Can get quotes for resume
- Grad school liked narrative evals
- Graduate faculty have reviewed it in-depth
- Particularly useful when applying to MFA programs due to subjectivity in assessing writing
- "I was informed that the combination of my Evergreen transcript and my interdisciplinary work on my senior thesis was the deciding factor in [university's] decision to accept me into their [master] program."
- People loved the evals
- Scholarship panel appreciated detail

Generally useful (N=5)

- Useful in job interviews
- Helps to write resume/job applications
- Very useful for scholarships and fellowships
- Shows what I have accomplished in my educational career
- Some institutions really enjoyed my transcript and found it useful

Personal benefit (N=5)

- "I haven't used it officially, but honestly it's a good document for me to read for myself, as a record of my development over five important years."
- "Has been a useful reference to remember specifically what I did as an undergrad."
- "If only to boost my confidence."
- "I enjoy reading it."

Alumni Survey

- “Trying to explain how it works is fun!”

Evergreen’s reputation (N=5)

- Employers very satisfied with Evergreen B.A. degree, take me seriously
- Haven't had opportunity to use in applications but people know of Evergreen and like it when I mention I went there.
- “People on the east coast are impressed by my degree.”
- Helps to connect with people who are familiar with Evergreen and begin to build a bond with them.
- “My Evergreen transcript has gotten my foot in the door, so to speak, on several occasions. There are a lot of people that are intrigued with Evergreens' approach to learning.”

Credit equivalencies (N=3)

- Useful as a summary of the subjects I studied
- Credit breakdowns great for summarizing areas of relevant study for job applications
- “At first people are afraid, but then after reading through it they appreciate it. It was helpful when applying for [program] because it gave a thorough explanation of the work I did. I was able to transfer a lot of credit.”