The Evergreen Student Experience Survey

An Assessment of Learning Experiences and Student Life in 2003-04
The Evergreen State College

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Acknowledgments

This project was designed and coordinated by the Office of Institutional Research and Assessment. This survey was designed with the participation of a student focus group, faculty, and staff from the Student and Academic Support Services and the Academic Vice President and Provost's Office. The project manager was Jenni Minner. Laura Coghlan and David Marshall were instrumental in the design of the survey. Sean Riley and Brooke McLane-Higginson provided essential writing, data entry, and editing assistance.

Executive Summary

The Evergreen Student Experience Survey was designed to study how students perceive specific aspects of Evergreen's pedagogy and learning environment, to measure students' learning growth in 22 general skill areas and 9 computer-related skills, to understand students' goals and level of confidence, and to gauge student utilization of campus resources and participation in community activities. The survey was administered in Spring 2004.

The sample for the Evergreen Student Experience Survey contained 1,985 students. These students were respondents to the Evergreen New Student Survey and a stratified random sample of continuing students. Stratification was based on the proportion of continuing sophomores, juniors, and seniors among Evergreen degree-seeking undergraduates.

A total of 567 students responded to the Evergreen Student Experience Survey. The overall response rate was 29% of the sample and 16% of the population of degree-seeking undergraduates.

Below are brief summaries of responses by section.

Student Learning, Connectedness, and Satisfaction
This section covers a broad range of questions, primarily addressing academic experiences and satisfaction. Student perceptions of academic workload and choice are summarized in this section. Learning growth in a variety of areas, level of confidence, connectedness, plans to stay or leave, and goals after college are also included in this section.

Student Learning and Aspects of an Evergreen Education
This series of questions included many items related to academics at Evergreen. Students were asked to answer these questions on a scale of Very Negatively (-2), Negatively (-1), No Effect (0), Positively (1), and Very Positively (2). "Taking responsibility for your own learning," "interdisciplinary approach to course content," and "narrative evaluations by faculty instead of grades" had the highest means in this series of questions. *See page 10.*

Student Satisfaction with Aspects of an Evergreen Education
Other aspects of the student experience were measured on a scale of Very Dissatisfied (-2), Dissatisfied (-1), Neutral (0), Satisfied (1), and Very Satisfied (2). Among this series of questions, "overall quality of instruction" and "progress in achieving education goals" had the highest means. *See page 12.*

The amount of diversity at Evergreen was the only item in either the student learning or the student satisfaction series of questions to receive a negative mean score. About 39% of respondents reported being "Dissatisfied" or "Very Dissatisfied" with the amount of diversity at Evergreen. *See page 12.*

Academic Workload
Students were asked, "How does your academic workload seem to you?" Respondents rated their academic workload on a scale of 1-5 from Too Light (1) to Just Right (3) to Too Heavy (5). The most common response for all respondents was "Just Right." *See page 13.*

Academic Choice
There were shifts from quarter to quarter in the percentage of students who were unable to enroll in their first choice. Sophomores appeared to have the most difficulty enrolling in their first choice, particularly in Fall and Spring Quarters. *See pages 13-15.*

Learning Growth

Students were asked to what extent their experience <u>at Evergreen</u> contributed to their academic and personal growth in 22 skill areas. Highest means were on the items "learning independently" and "synthesizing information and ideas from many sources." Lowest means were on "understanding and applying scientific principles and methods" and "understanding and applying quantitative principles and methods." *See page 16.*

Information Technology Literacy

Students were asked a series of nine questions regarding Evergreen's contribution to their progress in computer-related skills. Students rated Evergreen's contribution on a scale of Not at All (0), Very Little (1), Some (2), Quite a Bit (3), and A Lot (4). Means were highest for "conducting research via the Internet or other on-line sources" and "using technology to present work, find information, and solve problems."

Students most frequently answered "Not at All," for all but three information technology literacy items. "Quite a Bit" was the most frequent response for conducting research via the Internet or other on-line sources and using technology to present work, find information, and solve problems. "Some" was the most frequent response to the question regarding writing a research paper using a computer. *See page 17.*

Connectedness

Students were asked two questions regarding their feeling of connectedness to the students in their program and/or courses, as well as their connectedness to the Evergreen community. Students rated their level of connectedness on a scale of 0 – 6, from Not at All Connected (0) to Moderately Connected (3) to Very Connected (6). The most common response on both items was "Moderately Connected." *See page 18.*

Level of Confidence

Students were asked a series of seven questions on their level of confidence. Students rated their level of confidence on a scale of Not at All (0), A Little (1), Somewhat (2), Quite (3), and Very (4). The highest means were for confidence "that you have the ability to succeed at Evergreen" and "that you will be able to use your education to meet life-long goals." Means were lowest for confidence "that you will be able to find a job or make a desired career change after graduation" and confidence "that you are obtaining technical skills in a specific field." *See page 18.*

Plans to Stay or Leave Evergreen

Students were asked, "As of right now, do you plan on staying at Evergreen until you earn a Bachelor's degree?" A total of 90.1% indicated that they were planning to stay. Twenty-one respondents (3.7%) indicated that they did not plan to stay. Thirty-five students (6.2%) indicated that they were unsure. *See pages 19-20.*

Goals After College

Students were asked how important a series of goals were after obtaining a college education. Students rated the goals on a scale of Not Important (0), Slightly Important (1), Important (2), and Very Important (3). The highest means were for the goals, "achieve personal success or satisfaction" and "personal growth and development." The goals with the lowest means were "meet the expectations of my friends and family" and "contribute to scientific theory."

Thirty percent of the respondents reported that creating original artistic work was "Very Important" to them. Twenty percent of the respondents indicated that starting or improving a business of their own was "Very Important." *See pages 21-22.*

Diversity at Evergreen

Students were asked a series of questions about their level of satisfaction with the amount of diversity at Evergreen, the types of diversity they feel are lacking, ways that diversity could be improved, how important diversity is to their learning, and how much respect they think there is for different backgrounds, perspectives, and lifestyles on campus. *See pages 23-39.*

Differences were found in the level of satisfaction at Evergreen in Olympia, Tacoma, Grays Harbor, and the Tribal Reservation-based program. More students who studied on the Olympia campus indicated that they were "Dissatisfied" or "Very dissatisfied" with the level of diversity, 42% compared to 20% (N=1) at the Tribal Reservation-based program and 0% at both the Tacoma and Grays Harbor programs. *See page 23.*

Students were asked the question, "If you are dissatisfied with the amount of diversity at Evergreen, what kind of diversity do you find lacking?" Sixty-two percent of the students who responded to the question mentioned ethnic and/or racial diversity. Thirty percent mentioned political diversity. Other common types of diversity and themes were Socioeconomic, Economic, and Class Diversity; Diversity of Perspectives and Open-mindness; Cultural Diversity; Activities, Curricula, and Programs; Geographic Diversity, International Students, and Out-of-State Students; Student Image, Persona, and Lifestyles; Age Diversity; Religious Diversity; and Gender and Sexual Orientation. *See pages 23-31.*

Students were asked what they thought would improve diversity on campus. Common themes among the suggestions were developing strategies for reaching out to new students; providing more financial aid and lowering the cost of attendance; improving programs and courses; changing the composition and cohesiveness of the Evergreen community; offering new activities and student groups; and promoting dialogue and acceptance on campus. *See pages 32-39.*

Students were asked to rate the importance of diversity on campus to their learning. Students rated importance on a scale of 0-6, with Not at All (0), Somewhat Important (3), and Very Important (6). The most common response was very important. *See page 39.*

Students were asked how much respect there is on campus for different backgrounds, perspectives, and lifestyles. Students rated the amount of respect on a scale of 0-6, with No Respect (0), Some Respect (3), and A Lot of Respect (6). The most common response was Some Respect. *See page 39.*

Student Employment and Housing

Students were asked whether they were working Spring Quarter. Results show an increase in the percentage of students who were employed by class standing, with the percentage of freshmen employed at about 42%, increasing to 53% of sophomores, 63% of juniors, and 70% of seniors. Overall, about 63% of the respondents were employed that quarter. *See page 40.*

Students were also asked about their housing situation in Spring 2004. Sixty-four percent of freshmen reported living in on-campus housing. The most common response for sophomores, juniors, and seniors was that they are living in a private home or apartment with non-family members. *See page 40.*

Utilization of Campus Resources

Students were asked a series of questions to understand their usage of campus resources. Most frequently used campus resources were the Computer Center, Computer Applications Lab, or computer workshops; Financial Aid Services; and Library Facilities and Services, with 42.6%, 39.1%, and 45.2%, respectively, indicating that they used these resources "A Lot." *See pages 41-42.*

Community Activities
Students were asked a series of questions about their participation in community activities. They were also asked two open-ended questions regarding their suggestions for improving campus activities and for new campus activities.

Participation in Community Activities
Students were asked a series of questions about how often they participate in community activities. Students responded on a scale of Haven't Participated (0), Participated a Little (1), Participated Some (2), and Participated a Lot (3). The most frequent response for all items except two was "Haven't Participated." The most frequent response was "Participated Some" for "attended Olympia Arts Walk or other community festivals", and "Participated A Little" on the item "attended lectures, panels, or conferences **on** campus." *See pages 43-45.*

Suggestions for Improving Campus Activities
Students were asked for suggestions for improving campus activities. A total of 176 students offered suggestions, some students offering more than one. Responses were analyzed and grouped into six common themes: 1) Accessibility, 2) Advertising, 3) Current and Future Activities at Evergreen, 4) Comments related to the Tacoma campus and Evening/Weekend studies, 5) Funding for Activities, and 6) Improving the Campus Environment. *See pages 46-49.*

Suggestions for New Campus Activities
In were asked *what other activities* they would like to see on campus. A total of 152 students offered suggestions, some offering more than one suggestion. Common themes were suggestions for new athletics and recreation, music, arts, and food activities as well as new clubs, workshops, and classes. There were also suggestions for campus design and event locations. *See pages 50-55.*

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Survey Overview

The Evergreen Student Experience Survey, referred to throughout this document as the Experience Survey, is a survey to understand how students perceive aspects of Evergreen's pedagogy and learning environment, to measure students' learning growth in 22 general skill areas and 9 computer-related skills, to understand students' goals and level of confidence, and to gauge student utilization of campus resources and participation in community activities. The survey was administered in Spring 2004.

Sample
The sample for the Experience Survey contained of 1,985 students. Of these students, 675 were respondents to the Evergreen New Student Survey[1]. The rest of the sample consisted of a stratified random sample of continuing students. Stratification was based on the proportion of continuing sophomores, juniors, and seniors among Evergreen degree-seeking undergraduates.

Respondents
A total of 567 students responded to the Experience Survey. The overall response rate was 29% of the sample. Of the 567, 222 were freshmen and transfer students who had responded to the New Student Survey. The response rate among those students who responded to the New Student Survey was 33%. The table below shows respondents by class standing as of tenth day Spring Quarter 2004.

All Respondents by class standing

	Number of Respondents	Total in Sample	Total in Population[2]	Response Rate (Percent of Sample)	Percent of Population[3]
Freshmen	59	233	382	25%	15%
Sophomores	81	326	649	25%	12%
Juniors	179	571	1,153	31%	16%
Seniors	248	855	1,463	29%	17%
Total	567	1,985	3,647	29%	16%

Eight students contacted Institutional Research and Assessment to decline participation in the survey.

Respondents were representative of the population of degree-seeking undergraduates in terms of age, primary location of study, and ethnic/racial composition. Females and first-time, first year students were overrepresented among respondents. Transfer and Returning Greener students were somewhat underrepresented. See Appendix A for more information.

Survey Administration
Students who had a preferred e-mail address in the BANNER student database system were contacted via e-mail with a link to a web-based survey. Then students who either did not have a valid e-mail address or who did not respond to the e-mail were sent a paper copy of the survey. All students who had a valid e-mail address were also sent a second reminder via e-mail. The incentive for participating in the survey was the possibility of receiving a $250 gift certificate to the Evergreen bookstore in a drawing.

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[1] The New Student Survey was administered to degree-seeking undergraduates new in Fall 2003. There were a total of 760 respondents to the Evergreen New Student Survey, 342 first-time, first-year students and 418 transfer students. By Spring 2004, 678 of the 760 new students were still enrolled at Evergreen. Three students were removed from the sample because they had no valid contact information.
[2] Population of degree-seeking undergraduates.
[3] Population of degree-seeking undergraduates.

Fifty-seven percent of respondents returned a paper copy of the survey. Forty-three percent of the respondents filled out a web form.

About this Report
This report covers the basic findings from the student experience survey. In some sections comparisons are made by class standing. Results are not presented in order of appearance on the survey. This report is broken into the following main sections: *Student Learning, Connectedness, and Satisfaction*; *Diversity at Evergreen*; *Student Employment and Housing*; *Utilization of Campus Resources*; and *Community Activities*.

Student Learning, Connectedness and Satisfaction

This section covers a broad range of questions, primarily addressing academic experiences and satisfaction. Student perceptions of academic workload and choice are summarized in this section. Learning growth in a series in a variety of areas, including information technology literacy, level of confidence, connectedness, plans to stay or leave, and goals after college are also included in this section.

Student Learning and Aspects of an Evergreen Education

This series of questions included many items related to academics at Evergreen. The effects of social and other community activities and students' living situations on student learning are also included in this series, as they are often considered related to students' academic experiences. Students were asked to answer these questions on a scale of Very Negatively (-2), Negatively (-1), No Effect (0), Positively (1), and Very Positively (2).

Of the items in this series, "taking responsibility for your own learning," "interdisciplinary approach to course content," and "narrative evaluations by faculty instead of grades" had the highest means in this series of questions.

How have the following aspects of education at Evergreen affected your learning? (N=567)

	Mean	Very Negatively (-2)	Negatively (-1)	No Effect (0)	Positively (1)	Very Positively (2)	Missing (N)
Taking responsibility for your own learning	1.39	0.2%	2.5%	6.9%	38.6%	**51.8%**	5
Interdisciplinary approach to course content	1.31	0.4%	2.7%	7.3%	**45.0%**	44.7%	5
Narrative evaluations by faculty instead of grades	1.30	0.4%	4.1%	10.6%	35.4%	**49.6%**	2
Relationships with faculty	1.26	0.5%	2.1%	10.1%	**45.1%**	42.1%	4
Defining your own standards for success	1.20	0.2%	4.1%	13.2%	40.7%	**41.8%**	7
Relationships with other students as members of a learning community	0.97	1.1%	2.7%	19.9%	**50.9%**	25.4%	5
Self evaluations	0.97	0.7%	3.4%	23.5%	**43.4%**	29.0%	2
Seminars (as a way of learning)	0.92	2.7%	8.2%	15.6%	**41.4%**	32.1%	9
Group projects and other peer collaborations	0.75	1.4%	12.1%	16.0%	**50.5%**	19.9%	5
Seminars (as a way of social interaction)	0.73	3.4%	7.8%	24.0%	**41.5%**	23.3%	5
Social and other community activities	0.60	1.4%	4.8%	**41.4%**	36.8%	15.6%	4
Your living situation (on or off campus housing)	0.56	3.2%	13.5%	**30.3%**	29.8%	23.2%	3

Lowest means were on "social and other community activities" and "your living situation," highlighting the fact that the most common responses were "No effect" for both of these questions. Fifty-two percent of respondents reported that social and other community activities positively or very positively affected their learning. Fifty-three percent of respondents reported that their living situation "Positively" or "Very Positively" affected their learning.

Seminars (as a way of social interaction) and living situation were most frequently mentioned as "Very Negatively" affecting learning, but this was only 3.4% and 3.2% of respondents, respectively.

How have the following aspects of education at Evergreen affected your learning?
Your living situation (on or off campus housing) (N=566)[4]

	Mean	Very Negatively (-2)	Negatively (-1)	No Effect (0)	Positively (1)	Very Positively (2)	Missing (N)
Students living in on-campus housing (N=114)	0.18	6.1%	23.7%	27.2%	**31.6%**	11.4%	0
Students living off campus (N=452)	0.66	2.4%	10.9%	**31.1%**	29.3%	26.2%	2

There were statistically significant differences between the students who live in on-campus compared to students who live off-campus on responses to how students' living situation affected their learning. Differences were significant at p<.001.

The mean was higher for students living off campus. About fifty-six percent of the students who were living off campus reported that their living situation "Positively" or "Very Positively" affected their learning. Forty-three percent of students living in on-campus housing reported that their living situation "Positively" or "Very Positively affected their learning. Thirteen percent of the students living off-campus reported that their living situation "Very Negatively" or "Negatively" affected their learning, compared to about 30% of students living on campus.

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[4] One student did not indicate whether they were living on-campus or off-campus; therefore, this student's responses were excluded from the analysis.

Satisfaction with Aspects of An Evergreen Education

Other aspects of the student experience were measured on a scale of Very Dissatisfied (-2), Dissatisfied (-1), Neutral (0), Satisfied (1), and Very Satisfied (2). Among this series of questions, "overall quality of instruction" and "progress in achieving your education goals" had the highest means.

Lowest mean scores were on "timing and availability of campus activities" and "the amount of diversity at Evergreen." "The amount of diversity at Evergreen" was the only question in either the set of questions above or the satisfaction questions to receive a negative mean score. About 39% of respondents reported being "Dissatisfied" or "Very Dissatisfied" with the amount of diversity at Evergreen. Student perceptions of diversity at Evergreen are explored in more detail in the *Diversity at Evergreen* section.

How satisfied are you with…? (N=567)

	Mean	Very Dissatisfied (-2)	Dissatisfied (-1)	Neutral (0)	Satisfied (1)	Very Satisfied (2)	Missing (N)
The overall quality of instruction	1.06	0.9%	4.8%	12.6%	**51.2%**	30.6%	2
Your own progress in achieving your educational goals	1.02	1.2%	6.7%	12.2%	**48.8%**	31.1%	1
Lectures and other presentations by faculty	0.99	0.9%	5.3%	14.6%	**52.4%**	26.8%	4
Academic assignments	0.90	1.2%	3.5%	18.9%	**56.7%**	19.6%	1
The quality of faculty feedback on your work	0.87	1.2%	9.4%	17.1%	**46.1%**	26.1%	1
Academic advice from faculty	0.83	1.9%	7.6%	20.9%	**44.8%**	24.8%	2
Learning interaction with other students	0.78	1.6%	8.1%	22.3%	**47.2%**	20.8%	1
Team teaching by faculty	0.77	3.0%	7.8%	23.2%	**40.6%**	25.3%	6
The timeliness of faculty feedback on your work	0.75	2.7%	9.0%	22.5%	**42.7%**	23.2%	2
Amount of contact time with faculty outside of class	0.68	1.4%	8.0%	31.6%	**39.5%**	19.5%	3
Opportunities for community service or volunteer work	0.50	1.6%	6.2%	**48.5%**	27.7%	16.0%	4
Your social experiences at Evergreen	0.49	3.9%	12.4%	30.8%	**36.8%**	16.1%	2
Opportunities for advanced academic work at Evergreen	0.48	4.1%	13.1%	**32.4%**	31.5%	18.9%	2
Amount of time that you are able to devote to your academic work	0.40	3.2%	22.8%	20.1%	**38.3%**	15.5%	1
Variety of campus activities	0.30	5.0%	11.6%	**43.8%**	28.0%	11.6%	7
Timing and availability of campus activities	0.09	6.0%	14.9%	**49.0%**	23.8%	6.2%	4
The amount of diversity at Evergreen (ethnic, political, socioeconomic, etc.)	-0.19	16.1%	23.2%	**33.5%**	17.6%	9.6%	3

Academic Workload

Students were asked, "How does your academic workload seem to you?" Respondents marked a number from 1-5 from Too Light (1) to Just Right (3) to Too Heavy (5). The most common response for all respondents was "Just Right."

How does your academic workload seem to you? (N=567)

|	Mean	1 Too Light	2	3 Just Right	4	5 Too Heavy	Missing (N)
Freshmen	3.10	5.1%	15.3%	**50.8%**	22.0%	6.8%	0
Sophomores	3.30	2.5%	11.3%	**46.3%**	33.8%	6.3%	1
Juniors	3.56	1.1%	2.8%	**46.9%**	36.9%	12.3%	0
Seniors	3.38	1.6%	6.1%	**51.6%**	33.7%	6.9%	2
All Respondents	3.40	2.0%	6.7%	**49.3%**	33.5%	8.5%	3

Academic Choice

Students were asked whether they were able to enroll in their first choice offering in Fall, Winter, and Spring Quarters. The table and chart below show the percent who were unable to enroll in their first choice offering.

Percent Unable to Enroll in First Choice Offering (N=567)

	Fall	Winter	Spring
Freshmen	16.9%	8.6%	22.0%
Sophomores	25.9%	12.7%	28.4%
Juniors	14.7%	12.6%	13.0%
Seniors	12.7%	8.6%	11.5%
All Respondents	15.7%	10.5%	15.5%

There were shifts from quarter to quarter in the percentage of students who were not able to enroll in their first choice. Greater percentages of freshmen and sophomores reported not being able to enroll in their first choice in Spring Quarter than in other quarters. Greater percentages of juniors and seniors reported being unable to enroll in their first choice in Fall Quarter. Sophomores appeared to have the most difficulty enrolling in their first choice, particularly in Fall and Spring Quarters.

Percent Not Able to Enroll in First Choice Offering
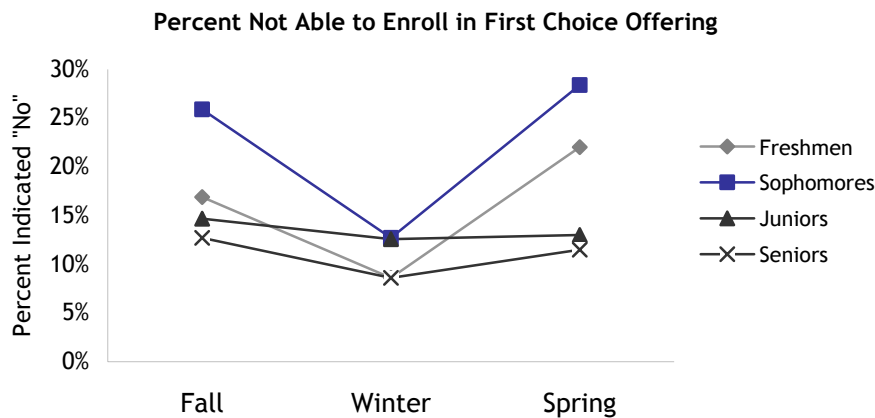
Students were also asked whether they would have preferred different program(s) or class(es), a contract or a different contract, or an internship or a different internship. Students were able to check all that apply to their situation, so categories were not mutually exclusive. Most of the students who indicated that they did not get into their first choice indicated that they would have preferred different program(s) or class(es).

What students would have preferred if they indicated that they did not get into their first choice offering…

Freshmen			
	Fall	Winter	Spring
Different program(s) or class(es)	10	5	12
A contract or a different contract	0	1	0
A different contract sponsor	0	0	1
An internship or a different internship	0	0	0

What students would have preferred if they indicated that they did not get into their first choice offering…

Sophomores			
	Fall	Winter	Spring
Different program(s) or class(es)	16	8	19
A contract or a different contract	2	1	0
A different contract sponsor	0	0	0
An internship or a different internship	0	0	0
Not indicated (further explanation written in comment form)	Three sophomores did not indicate what they would have preferred. One wrote in: "a good time ticket."	One sophomore wrote in: "a good time ticket."	Two respondents did not indicate what they would have preferred. One wrote in: "a good time ticket." Another wrote of being dropped from a class roster despite multiple contacts with faculty explaining a class absence.

What students would have preferred if they indicated that they did not get into their first choice offering…

Juniors			
	Fall	Winter	Spring
Different program(s) or class(es)	20	19	23
A contract or a different contract	2	1	1
A different contract sponsor	0	0	0
An internship or a different internship	0	1	0
Not indicated (further explanation written in comment form)	One junior wrote of a visit to Academic Advising, adding that no one had ensured the student's registration after registering on the web. Another respondent wrote of being waitlisted.	One junior wrote of been waitlisted and eventually getting into the class.	0

What students would have preferred if they indicated that they did not get into their first choice offering…

Seniors			
	Fall	Winter	Spring
Different program(s) or class(es)	21	16	17
A contract or a different contract	7	5	8
A different contract sponsor	1	1	3
An internship or a different internship	2	0	3
Not indicated (further explanation written in comment form)	0	One senior did not indicate a preference.	One senior did not indicate a preference. Another wrote in that their program instructor was very judgmental.

Learning Growth

Students were asked a series of questions about their learning growth in 22 skills areas. Fourteen of the skill areas are common items that are used by Washington public four-year colleges and universities for alumni surveys. Students were asked: "To what extent has your experience at Evergreen contributed to your academic and personal growth?" Students rated Evergreen's contribution to their growth on a scale of 0=Not at All, 1=Very Little, 2=Some, 3=Quite a Bit, and 4=A Lot.

Highest means were on the items "learning independently" and "synthesizing information and ideas from many sources." Lowest means were on "understanding and applying scientific principles and methods" and "understanding and applying quantitative principles and methods."

Means by class standing are available in the Appendix B.

To what extent has your experience at Evergreen contributed to your academic and personal growth? (N=567)

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)
Learning independently	3.09	1.8%	3.9%	18.4%	35.3%	**40.6%**	1
Synthesizing information and ideas from many sources	2.88	1.6%	5.5%	24.6%	**39.8%**	28.6%	1
Critically analyzing written information	2.87	1.8%	7.1%	26.1%	**32.8%**	32.3%	3
Participating in class discussions	2.79	1.9%	9.3%	25.6%	**33.7%**	29.5%	0
Understanding different philosophies and cultures	2.63	4.4%	10.6%	26.6%	**34.0%**	24.3%	3
Defining and solving problems	2.62	3.0%	8.8%	**33.6%**	32.0%	22.5%	2
Understanding the interaction of society and the environment	2.61	5.0%	12.2%	24.6%	**33.6%**	24.6%	2
Demonstrating breadth of learning in different fields	2.61	3.4%	8.9%	31.5%	**36.1%**	20.1%	5
Readiness for advanced education	2.60	4.8%	11.0%	26.2%	**35.1%**	23.0%	5
Writing Effectively	2.60	2.8%	9.9%	31.4%	**36.0%**	19.9%	0
Working cooperatively in a group	2.60	4.1%	10.1%	30.6%	**32.2%**	23.0%	2
Recognizing your responsibilities, rights, and privileges as a citizen	2.54	6.0%	12.6%	**28.3%**	27.3%	25.8%	2
Functioning as a responsible member of a diverse community	2.54	5.9%	12.1%	27.5%	**31.1%**	23.4%	4
Speaking Effectively	2.53	3.4%	11.0%	**34.9%**	30.8%	20.0%	2
Managing your time effectively	2.45	5.1%	15.2%	29.2%	**30.3%**	20.2%	2
Giving effective presentations	2.42	4.1%	13.8%	**35.6%**	28.7%	17.7%	3
Understanding and appreciating the arts	2.42	8.3%	13.9%	**29.5%**	24.0%	24.3%	4
Expressing yourself in creative, dramatic, or artistic ways	2.42	7.8%	16.7%	**25.9%**	25.2%	24.3%	4
Using technology to present work, find information, and solve problems	2.34	7.1%	16.8%	29.0%	**29.6%**	17.5%	2
Readiness for a career	2.07	11.5%	17.9%	**33.6%**	25.6%	11.4%	4
Understanding and applying scientific principles and methods	2.00	16.0%	19.7%	**28.8%**	19.0%	16.5%	4
Understanding and applying quantitative principles and methods	1.92	18.1%	18.0%	**31.5%**	18.1%	14.2%	5

Information Technology Literacy

Students were asked a series of nine questions regarding Evergreen's contribution to their progress in computer-related skills. These questions along with the learning growth question in the previous section, "To what extent has your experience at Evergreen contributed to your academic and personal growth in using technology to present work, find information, and solve problems," make up measures of information technology literacy. Students rated Evergreen's contribution on a scale of Not at All (0), Very Little (1), Some (2), Quite a Bit (3), and A Lot (4).

Means were highest for "conducting research via the Internet or other on-line sources" and "using technology to present work, find information, and solve problems." "Developing and maintaining a web site" and "writing computer programs had the lowest mean scores." The most common response was "Not at All," for all but three items. "Quite a Bit" was the most frequent response for conducting research via the Internet or other on-line sources and using technology to present work, find information, and solve problems. "Some" was the most frequent response to the item on writing a research paper using a computer.

Information technology literacy means and frequencies by class standing can be found in Appendix C.

To what extent has your experience at Evergreen contributed to your progress in each of the following computer-related skills? (N=567)

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)
Conducting research via the Internet or other on-line sources	2.36	11.0%	12.4%	27.2%	**28.2%**	21.1%	4
Using technology to present work, find information, and solve problems	2.34	7.1%	16.8%	29.0%	**29.6%**	17.5%	2
Writing a research paper using a computer	2.08	15.1%	16.8%	**29.4%**	22.2%	16.5%	3
Giving a presentation using a computer	1.57	**29.3%**	23.2%	19.5%	17.2%	10.8%	3
Using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.)	1.39	**39.4%**	17.7%	18.8%	12.4%	11.7%	3
Solving mathematical or statistical problems using a computer	1.13	**45.0%**	21.6%	16.0%	9.6%	7.8%	3
Preparing a newsletter, brochure, or poster	1.11	**47.6%**	18.1%	16.9%	10.3%	7.1%	4
Using a computer for scientific or geographic analysis	0.82	**63.7%**	11.7%	9.9%	8.7%	6.0%	3
Developing/maintaining a web site	0.73	**65.8%**	12.8%	9.0%	8.0%	4.4%	3
Writing computer programs	0.40	**81.0%**	7.8%	4.8%	3.2%	3.2%	5

Connectedness

Students were asked two questions regarding their feeling of connectedness to the students in their program and/or courses, as well as their connectedness to the Evergreen community. Students rated their level of connectedness on a scale of 0 – 6, from Not at All Connected (0) to Moderately Connected (3) to Very Connected (6). The most common response on both items was "Moderately Connected." The mean for connectedness with other students was higher than the mean for connectedness to the Evergreen community.

To what extent do you feel connected... (N=567)

	Mean	0 Not at All Connected	1	2	3 Moderately Connected	4	5	6 Very Connected	Missing (N)
With other students in your program and/or course(s)	3.25	6.0%	6.9%	14.2%	**32.9%**	18.1%	12.3%	9.4%	5
To the Evergreen community	2.63	8.3%	17.4%	21.1%	**27.0%**	13.8%	7.4%	5.0%	3

Level of Confidence

Students were asked a series of seven questions on their level of confidence. Students rated their level of confidence on a scale of Not at All (0), A Little (1), Somewhat (2), Quite (3), and Very (4).

The highest means were for confidence "that you have the ability to succeed at Evergreen" and that you will be able to use your education to meet life-long goals." Means were lowest for confidence "that you will be able to find a job or make a desired career change after graduation" and confidence "that you are obtaining technical skills in a specific field."

How confident are you...? (N=567)

	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Missing (N)
That you have the skills and abilities to succeed at Evergreen	3.44	0.7%	2.7%	8.3%	28.8%	**59.5%**	1
That you will be able to use your education to meet life-long goals	3.01	2.5%	6.9%	18.4%	31.3%	**41.0%**	1
That you are obtaining a well-rounded interdisciplinary education	2.76	4.1%	9.6%	22.8%	**33.3%**	30.3%	2
That you have the funding to complete your studies at Evergreen	2.61	8.7%	11.8%	22.6%	23.9%	**33.0%**	1
That you can get the kinds of courses you want at Evergreen	2.38	7.4%	15.2%	**29.8%**	26.4%	21.1%	3
That you will be able to find a job or make a desired career change after graduation	2.22	7.4%	20.9%	**31.7%**	22.3%	17.7%	2
That you are obtaining technical skills in a specific field	2.04	14.0%	21.6%	**27.1%**	20.9%	16.3%	3

Plans to Stay at Evergreen or Leave

Students were asked, "As of right now, do you plan on staying at Evergreen until you earn a Bachelor's degree?" A total of 90.1% indicated that they were planning to stay. Twenty-one respondents (3.7%) indicated that they did not plan to stay. Thirty-five students (6.2%) indicated that they were unsure.

The table below shows demographics of the students who indicated that they did not plan to stay or were unsure of whether they would stay at Evergreen until earning a bachelor's degree.

Demographics of Students Planning to Leave Evergreen or Unsure of Whether will Stay

	Number of Students Planning to Leave (N=21)	Number of Students Unsure (N=35)
Admitted as first-time, first-year students	16	25
Admitted as transfer students	5	10
Freshmen	6	14
Sophomores	9	14
Juniors	4	4
Seniors	2	3
Residents	12	25
Nonresidents	9	10
Students - Race/Ethnicity Not Indicated	5	6
White Students	12	25
Students of Color	4	4

Of the 21 students who said that they did not play to stay, 20 wrote comments about why they planned to leave, citing affordability, academics, and the Evergreen community. One student cited the weather. Several students mentioned more than one reason that they were planning to leave Evergreen.

Thirteen students mentioned reasons that they were not compatible with Evergreen academically or did not feel that academics were adequate at Evergreen. One student wrote that there is not enough academic challenge at Evergreen and that some students "skate by." Other students wrote of wanting to be able to choose from a larger selection of courses and/or faculty. One student wrote of a lack of math programs.

Some students mentioned transferring to other institutions that better meet their academic goals. There were comments that students wanted to "contrast" their Evergreen education with the more traditional institutions. Students commented that Evergreen does not offer the opportunity for depth or specialization in particular fields, one student mentioned the classics specifically. Another student referred to the lack of a nursing program at Evergreen. One student wrote of leaving to earn credits in upper-division psychology as prerequisites for a graduate program.

Seven students mentioned affordability, writing that Evergreen was too expensive, that out-of-state tuition is too expensive, that they received a large scholarship for another institution, and/or that they didn't want to take out a loan or go into debt.

Students also mentioned their relationship with or perceptions of faculty, staff, and other students. One student wrote that faculty and staff were not interested in helping the student. Another indicated a preference for an education that is less dependent on classmates and more

dependent on faculty. Another student wrote that there seemed to be too much hypocrisy regarding community and sustainability at Evergreen and that these issues needed more real support. Yet another student wrote of not finding the community that the student sought. One student mentioned a lack of diversity among people on campus, another wrote of a lack of people on campus, in general. Another student mentioned drug use among Evergreen students as a factor.

Of the 35 students who indicated that they were unsure of whether they would stay at Evergreen, 21 wrote comments. Eleven students mentioned academic issues and six mentioned issues of affordability.

Academic issues, mentioned by 11 students, included a lack of interesting programs or courses, wanting to study in fields not represented at Evergreen, and not feeling challenged enough academically. One student mentioned being unsure of wanting to earn a degree in liberal arts. Another student mentioned not liking the physics program offered for 2005-06. The lack of a graduate program in English and the lack of a teaching certification program at the undergraduate level were mentioned. Another student wrote of the ability to get more breadth and depth in arts, history, and literature at a different college. Yet another student wrote of having exhausted the upper-division courses in political economy, and another mentioned an inability to earn advanced science credits at Evergreen. One student mentioned being unable to study nursing or engineering. Another student wrote that there was not enough of a connection between course offerings and career goals and those students studying the arts are forced to study in programs with a large science component.

Affordability issues, mentioned by 6 students, included not receiving enough financial aid, having financial issues or not being able to afford Evergreen, losing a tuition waiver, the cost of out-of-state tuition, and that it would be less expensive to finish an undergraduate degree at a community college.

One student wrote of being unsure about staying at Evergreen, because the student thought it was lonely at Evergreen for older students of color. The student continued, "We don't fit in, we are not appreciated or welcomed in this white privileged world at TESC."

Other students mentioned they were considering leaving for business ventures or to work. One student mentioned wanting a "change of pace."

Intent to Continue compared to actual Fall 2004 enrollment (N=566)[5]

Intent to Continue	Enrolled Fall 2004	Graduated Prior to Fall 2004	Not Retained Fall 2004
No (N=21)	8	0	13
Unsure (N=35)	25	0	10
Yes (N=510)	313	162	35

The table above shows intent to continue at Evergreen compared to actual Fall 2004 enrollment. Thirteen of the 21 students who indicated that they did not plan to stay at Evergreen were not enrolled Fall 2004. Ten of the 35 students who were unsure of their plans were not enrolled Fall 2004. Of the 510 students who planned to stay at Evergreen, 35 were not enrolled Fall 2004.

Further analysis of students who are not retained at Evergreen is planned using data from the Evergreen Student Experience Survey.

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[5] One student who did not indicate whether they planned to stay at Evergreen; therefore, they were excluded from this analysis.

Goals After College

Students were asked how important a series of goals were after obtaining a college education. Students rated the goals on a scale of Not Important (0), Slightly Important (1), Important (2), and Very Important (3).

The highest means were for the goals, "achieve personal success or satisfaction" and "personal growth and development." The goals with the lowest means were "meet the expectations of my friends and family" and "contribute to scientific theory."

Some goals, such as "create original artistic work" or "start or improve a business of my own" were not expected to be applicable to a broad cross-section of the student population. Thirty percent of the respondents reported that creating original artistic work was "Very Important" to them. Twenty percent of the respondents indicated that starting or improving a business of their own was "Very Important."

How important are the following goals for you after obtaining a college education? (N=567)

	Mean	Not Important (0)	Slightly Important (1)	Important (2)	Very Important (3)	Missing (N)
Achieve personal success or satisfaction	2.75	1.2%	3.2%	14.8%	80.7%	1
Personal growth and development	2.71	1.1%	3.4%	18.7%	76.9%	4
Get a job of my choice or make a career change	2.51	1.9%	7.2%	28.4%	**62.4%**	1
Become an informed citizen	2.43	2.3%	8.5%	32.8%	**56.4%**	3
Be prepared for further education (graduate, professional, or doctoral)	2.40	3.9%	11.5%	25.4%	**59.1%**	4
Help others or contribute to my community	2.34	2.3%	13.1%	32.7%	**51.9%**	2
Have a better understanding and appreciation for differences (ethnic, political, etc.)	2.27	3.4%	15.1%	33.2%	**48.4%**	3
Gain an understanding of a broad range of ideas and fields of study	2.24	3.0%	13.1%	40.7%	**43.2%**	5
Have expertise in a particular field	2.22	2.0%	15.2%	**41.5%**	41.3%	3
Improve and protect the environment	2.08	5.9%	20.8%	32.9%	**40.4%**	5
Have a professional career	1.89	13.3%	20.7%	29.6%	**36.5%**	2
Make more money	1.79	10.1%	27.5%	**35.8%**	26.6%	3
Influence or change the political system	1.72	14.0%	26.5%	**32.7%**	26.7%	2
Create original artistic work	1.52	27.3%	23.9%	18.8%	**30.1%**	2
Start or improve a business of my own	1.32	**31.2%**	25.7%	23.0%	20.0%	3
Meet the expectations of my friends and family	1.16	30.9%	**35.6%**	20.2%	13.3%	3
Contribute to scientific theory	0.84	**52.1%**	22.3%	15.4%	10.1%	3
Other	N/A	24.5%	2.9%	9.8%	62.7%	465

Students were given the opportunity to write in another goal and rate it on the same scale. The only students who wrote comments explaining their choice of "Other" were those who had rated other "Important" or "Very Important." Goals that students wrote in included traveling the world, staying athletic, learning technical skills, teaching, maintaining a "high level of moral character," bridging communication gaps and communicating effectively, living in an "intentional community," practicing mediation, paying off loans, and promoting change. Some students elaborated on goals in the question series, providing more detail about achieving personal success, continuing their own growth and development, earning advanced degrees, contributing to a field of study and developing their expertise, making more money, and meeting the expectations of friends and family.
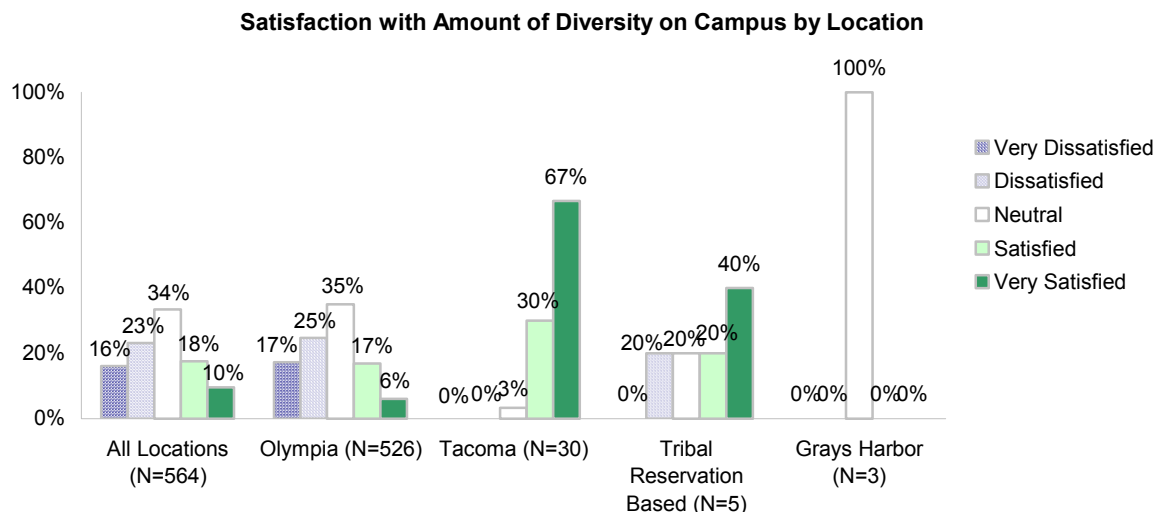
Diversity at Evergreen

Students were asked a series of questions about their level of satisfaction with the amount of diversity at Evergreen, the types of diversity they feel are lacking, ways that diversity could be improved, how important diversity is to their learning, and how much respect they think there is for different backgrounds, perspectives, and lifestyles on campus. This section includes both frequencies for closed-end questions and an analysis of the narrative responses that respondents provided to open-ended questions.

Level of Satisfaction with Diversity at Evergreen

One question in a series of satisfaction questions (see page 7) asked students to indicate their level of satisfaction with the amount of diversity at Evergreen (ethnic, political, socioeconomic, etc.). Students indicated their level of satisfaction on a scale of Very Dissatisfied (-2), Dissatisfied (-1), No Effect (0), Satisfied (1), and Very Satisfied (2). This was the only item on the satisfaction series with a mean that was a negative number. Thirty-nine percent of respondents indicated that they were "Dissatisfied" or "Very Dissatisfied" with the amount of diversity at Evergreen.

Merely looking at the level of satisfaction for all Evergreen locations in aggregate masks differences between the Olympia campus and programs at other locations. Differences were found in the level of satisfaction at Evergreen in Olympia, Tacoma, Grays Harbor, and the Tribal Reservation-based program. More students who studied on the Olympia campus indicated that they were "Dissatisfied" or "Very Dissatisfied" with the level of diversity, 42% compared to 20% (N=1) at the Tribal Reservation-based program and 0% at both the Tacoma and Grays Harbor programs.

Satisfaction with Amount of Diversity on Campus by Location

Student Perceptions of the Types of Diversity Lacking at Evergreen

In order to further explicate student satisfaction with diversity and to begin to probe into student perceptions of diversity on campus, students were asked the open-ended question, "If you are dissatisfied with the amount of diversity at Evergreen (Question 8Q above), what kind of diversity do you find lacking?" Responses also began to unpack the many meanings and nuances that students associate with the word "diversity."

This open-ended question was crafted so that students who had responded that they were "Dissatisfied" or "Very Dissatisfied" with the amount of diversity at Evergreen could explain in more detail how diversity was unsatisfactory. Of 260 students who responded to the open-

ended question, 86 were "Very Dissatisfied" and 123 were "Dissatisfied." The remaining respondents were students who indicated that they were "Satisfied" (N=12), "Very Satisfied" (N=6), "Neutral" (N=32), or did not given information about their level of satisfaction (N=1) and still added comments regarding diversity. Many of these students had recommendations addressing diversity on campus.

Seven of the responses were from students studying at locations other than the Olympia campus. Five of these responses were from students studying in the Tacoma Program, one in the Tribal Reservation-based Community-Determined program, and one in the Grays Harbor Program. Most of these responses appear to be regarding Evergreen as a whole and these responses are included in the analysis of responses below. Specific references to diversity at locations other than Olympia are mentioned in the narrative.

Responses were coded into thirteen categories during analysis. These categories are: Ethnicity and Race; Political Diversity; Socioeconomic, Economic, and Class Diversity; Diversity of Perspectives and Open-mindness; Cultural Diversity; Activities, Curricula, and Programs; Geographic Diversity, International Students, and Out-of-State Students; Student Image, Persona, and Lifestyles; Age Diversity; Religious Diversity; Gender and Sexual Orientation; Satisfaction with Diversity; and Other Comments/Types of Diversity.

The table below is meant to illuminate patterns among the narrative responses. Student comments were often multi-dimensional and often included comments on more than one type of diversity or issue. Therefore, categories are not mutually exclusive and percentages do not add up to 100%. Responses are shown for all respondents. An additional column shows percentages for those students who were "Very Dissatisfied" with the amount of diversity and who responded to the open-ended question, in order to indicate the patterns of responses among those students who were very dissatisfied.

Type of diversity and issues mentioned by respondents

	All Responses (N=260)	Students who indicated **Very Dissatisfied** with Amount of Diversity and Responded to Question[6] (N=86)
Ethnicity and Race	64.2%	76.7%
Political Diversity	30.4%	39.5%
Socioeconomic, Economic, Class Diversity	23.1%	33.7%
Diversity of Perspectives and Open-mindedness	15.0%	19.8%
Cultural Diversity	8.5%	12.8%
Activities, Curricula, and Programs	7.3%	7.0%
Geographic Diversity, International Students, and Out-of-State Students	5.8%	9.3%
Student Image, Persona, Lifestyles	5.0%	2.3%
Satisfaction with Diversity	4.6%	0.0%
Age Diversity	3.8%	2.3%
Religious Diversity and Acceptance	3.5%	2.3%
Gender and Sexual Orientation	1.9%	2.3%
Other comments/Types of Diversity	6.2%	2.3%

While many students answered this question in terms of a lack of something- for instance, a lack of people of a particular background or ethnicity or a lack of different viewpoints, other

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[6] A total of 91 respondents indicated that they were very dissatisfied with the amount of diversity at Evergreen. Of these respondents, five did not write a response indicating the type(s) of diversity they observed lacking.

students commented instead on a lack of interaction between students of different ethnicities or viewpoints. Some students whose comments were categorized in the *Activities, Curricula, and Programs* category wrote about issues of diversity in the classroom or campus activities that address diversity, racism, and discrimination that were lacking at Evergreen.

Issues Around Ethnicity and Race
Of the students who responded to the open-ended question, the greatest number expressed dissatisfaction with issues around ethnicity and race at Evergreen or a lack of ethnic or racial diversity. The lack of ethnic or racial diversity primarily referred to the student body, but a few students also included faculty and staff. A total of 167 students had comments that addressed ethnicity and race. About 77% of the students who said that they were very dissatisfied with diversity at Evergreen had comments that fit within this category.

Ethnic diversity was mentioned more often than racial diversity, although many students mentioned both ethnic and racial diversity. It is difficult, if not impossible, to tell how intentional respondents were in their use of the terms "ethnic diversity" versus "racial diversity." While these terms have distinct definitions comments are grouped together because of the amount of overlap within student comments.

Some students commented that the Evergreen student body is mostly white. Several respondents referred to the student body as consisting mainly of white middle-class or upper-middle class students, referring to both race and socioeconomic status. Other students specified ethnic or racial groups that they believed were underrepresented at Evergreen, including African American or Black students; Native American students; Hispanic and Latino students, with specific mention of Mexican students; Asian students, including a specific reference to Chinese students; and African students.

Some students attributed the lack of racial and/or ethnic diversity to the overall demographic composition of Olympia or the Pacific Northwest. One student wrote that as the number of minorities in the region increases, diversity will increase. Another student attributed a lack of ethnic diversity to the geographic region. The student wrote, "I guess there just aren't enough minorities in Olympia.... and I can understand why, this is not a friendly, diverse, accepting place, despite the white majority pretending it is."

While many comments generally mentioned racial and ethnic diversity or spoke of underrepresented ethnic or racial groups at Evergreen, other students wrote more specifically about issues stemming from their experiences around race and identity. One student expressed frustration at age and race discrimination on campus and wrote of not being invited to social activities, clubs, and forums. Another student wrote, "I feel that there is little integration between people of different races. We live in a very homogenous region and we need to address that." Another student wrote that because the minority community is so small, that students of color tend to be isolated.

There were comments regarding the way the institution addresses race and ethnicity, ranging from its statistics to a lack of focus on ethnic and racial diversity to a false sense of diversity.

Three students commented that Evergreen's official statistics on race and ethnicity are misleading because official statistics often include the Tacoma program and/or Tribal Reservation-based program, when there is little interaction between the different locations and student demographics differ significantly.

Another student wrote about a lack of institutional response to issues of racism. The student wrote, "I think that Evergreen is a fairly ethnically diverse campus, however, I am dissatisfied with the extent to which the institution fails to acknowledge and work with issues of racism. I

feel that the population of students of color is fairly small due to the lack of effective resources to make them feel welcome and comfortable."

Several students wrote of Evergreen as an arena for cultural appropriation. One student wrote, "I think the ethnic diversity is very limited on campus, we're a bunch of rich/middle class white kids. As a result of the flat quality of cultural richness, there is a lot of cultural appropriation." Other students referred to a "false sense of diversity" or an image of diversity as a means to lure students to the institution rather than having substance.

Diversity in campus activities and in the classroom will be referenced again in the section regarding Activities, Programs, and Curricula. Several students felt that students of color were marginalized or tokenized in the classroom. Another student mentioned a lack of women and minority students in computer science classes. Other students wrote about the need for more programs and activities around ethnic diversity.

Political Diversity
Seventy-nine respondents, about 30% of those who responded to the open-ended question, mentioned a lack of political diversity. Some students simply responded that Evergreen was lacking in political diversity, while others elaborated that most Evergreen students are very similar in their political beliefs or that there is a lack of conservative students on campus. Some students commented that all or most Evergreen students are liberal or "left-wing." A few students mentioned a lack of political diversity among faculty.

Some students spoke specifically of a lack of diversity in the political perspectives represented within the classroom. Students reported that something was missing in the classroom because there was a lack of diverse political viewpoints. One student wrote, "In my last seminar most of us had similar political positions and it made discussions slow and unchallenging. It also limited the learning possibilities."

Some respondents wrote that students with different political opinions were left out or ostracized in conversations. Other students wrote that moderate or conservative students felt a lack of support or acceptance. One student wrote, "Conservative viewpoints are ridiculed, not taken seriously and shunned, for lack of a better word. To understand and appreciate one's philosophy, you must be educated on its opposition." Another student felt that faculty and students should not, "push their views onto other people."

Another student responded that political diversity is present but "lacks a strong voice on campus" and commented that there is political diversity but that students with conservative opinions don't feel comfortable sharing their opinions. Another wrote that political diversity on campus is improving.

Socioeconomic, Economic, and Class Diversity
Sixty respondents commented that socioeconomic, economic, or class diversity was lacking at Evergreen. Most respondents referred to students, although there were two comments that included faculty in the lack of socioeconomic or class diversity. There were respondents who commented that there are too many "rich," "wealthy," "middle-class," "upper-class", "upper-middle class", and "privileged" students. There were also comments that there needed to be more working class or low-income students.

Some respondents wrote of class differences and difficult interactions between people of different income levels or class backgrounds. One student wrote of wealthy out-of-state students who "enjoy acting poor, while other students who have been poor or are poor are offended." The student continued, "These wealthy students like to look poor and disheveled in the way they dress, when many of us were taught to look our best so we wouldn't be looked down upon." Another student wrote, "Socioeconomic diversity is almost as big a problem as

ethnic diversity. Everyone is either entirely too poor or 'trustifarians' which causes resentment by the lesser financially sound students."

One student wrote that a major obstacle for people of "lower socioeconomic status" was having to support themselves while going to school full-time.

Some students attributed the lack of socioeconomic diversity to wealthy out-of-state students, and by others attributed it to the high proportion of Washington residents.

Diversity of Perspectives and Open-mindedness
There were 39 respondents, 15% of the students who responded to the question, with comments address a lack of diversity in perspectives, a lack of open-mindedness, or the inability to share differing points of view.

Almost half of these comments describe student viewpoints, opinions, perspectives, and ideologies on campus as homogenous. Some of the comments regarding diversity of perspectives may also be referencing political beliefs, but many did not specify political thought. Most were general comments about similar or dominant perspectives among Evergreen students. Some students described a lack of "intellectual," "mental," or "philosophical" diversity.

Other students described a lack of diversity among student interests. One student wrote that everyone seems to "hate business and capitalism." Another wrote of an abundance of classes for students with certain interests, but very few for students with other interests, such as computer science. Another simply described a lack of diversity of interests in addition to a lack of diversity in age, political beliefs, and cultural background.

In addition to a reported lack of diversity of perspectives, opinions, and interests, students reported feeling that they were not accepted or were silenced because they or other students have perspectives differing from the mainstream on campus. The *Political Diversity* section also describes some of these comments. Students mentioned a lack of open-mindedness about different perspectives, one students writing that Evergreen needs, "Acceptance of all opinions without judgment. I think there are many students on campus who fail to express themselves in class for fear of their peers' reactions." Another student wrote of a kind of closed environment for discussion: "Evergreen is often not as diverse as it strives to be. In some ways, you could call the diversity pretentious and many of the people forming various groups as being tribal and not open to outside ideas or influences."

One student wrote of the need to address a campus climate in which some students do not feel comfortable expressing their views. The students wrote: "I think that there needs to be more encouragement of discussion among students about their own views. I see people getting shut down by others for expressing views that are not politically correct or don't support the popular Evergreen causes."

Cultural Diversity
Twenty-two students, about 9% of those responding to the question, referenced a lack of cultural diversity on campus. In most cases, it was difficult to get a sense of what students meant by "cultural diversity." This phrase can be used to describe many types of difference including ethnicity, race, class, politics, and worldview, among others.

In many cases, the phrase "cultural diversity" or the word "cultural" was paired with "ethnic diversity." In other cases, the phrase "cultural diversity" stands alone. For instance, one student wrote: "CULTURAL diversity is limited on the Evergreen campus, both amongst students and faculty. For the existing diversity, I found [the] TESC atmosphere too often results in cultural groups that 'stick to one another.'" This comment seemed similar to a the

one discussed above in which a student described various groups on campus as being "tribal" and "not open to outside ideas or influences."

Activities, Curricula, Programs

Nineteen students, 7% of the students who responded to the question, referenced activities, curricula, and programs in their comments about diversity. All different types of diversity were referenced among these comments. This category includes comments related to addressing issues of race and class in activities and programs, to the diversity of faculty, to the range of course offerings, and to other comments such as the limited nature of advanced work at Evergreen.

One student wrote, "Student activities on campus do not promote the appreciation of diversity on campus. This means all diversity (i.e. ethnic, political, etc)." Another student wrote that there are no inter-cultural activities and another commented that they would like to see a "Native American course" taught.

Another student suggested:

> More efforts towards special studies in ethnic studies, cross utilization of programs that center around ethnic studies. A true Native American studies program. Diversity days, lecture series. Native radio on KAOS, in conjunction with the programs that are there. Native law, offering local native languages, or hosting international programs with local ethnic groups… a blending of multi cultural studies would be great, if it is supported by real programs and activities in these areas, backed by the attendance, residence, or involvement with the actual people too.

Several students wrote that programs and the institution as a whole do not adequately address racism and class oppression. A student wrote that segregation is perpetuated by not addressing the issue. Another student wrote that racism is not addressed adequately in seminars, commenting:

> Once a girl said to me, "Why should we look at multicultural art and racism? I have no way of solving these problems?!" These issues are not addressed in seminars in the manner they should be dealt with. Oftentimes, there is only a handful of students of color in one program at a time so they end up speaking for all of the other people of color that cannot be in the classroom, which puts a lot of pressure on them to speak and speak about personal and sensitive issues, while the white kids are not forced to discuss these issues, because they do not turn into tokens.

Another student wrote, "…we're so tolerant of everything that we spend more time stating disclaimers so that everybody knows we're not racist/sexist/etc. than we actually do saying anything relevant about the issue at hand."

As mentioned in the section concerning issues and diversity around ethnicity and race, several students wrote of a lack of ethnic diversity among faculty, and another mentioned a gender imbalance. One student wrote that women and minorities are under-represented in the Computer Science programs and among technical staff at the college. Another commented that there is not enough diversity in the science department; however, it was not clear from the comment what type of diversity the student was referring to.

Another student mentioned that a faculty member that the student admired had left because of the lack of diversity on campus.

Relating to comments about the lack of diversity among student interests, two students commented that they felt there was a lack of diversity among course offerings at Evergreen. One thought there were not enough professors teaching business courses, and the other student wrote that there should be more than two courses for computer science.

Age diversity was mentioned as lacking in full-time programs. Comments on age diversity are described further in the *Age Diversity* section below.

One student wrote of a lack of advanced work in programs:

> I don't know if you realize it, but the concept of advanced work for seniors is not working. We must complete the same assignments as the freshman, repeating the work over and over. If we choose to do something advanced, we must still do the freshmen work on top of the advanced work, which means we are not able to spend as much time on the advanced work as we would like.

Another student, in the midst of commenting on a lack of diversity at Evergreen, expressed appreciation for the incarcerated youth program at Evergreen as well as the older students on campus.

Geographic Diversity, International Students, and Out-of-state Students

Fifteen students, about 6% of the respondents to the question, included comments regarding a lack of geographic diversity, including a lack of international students or out-of-state students, and/or comments related to a lack of interaction with international students.

Eleven students commented on a lack of international students or the need for more interaction with international students. Several students commented that international students are often isolated from the rest of the student population, and one student specifically commented that English as a Foreign Language (EF) students are cut off from other students because all of their classes are located in the Seminar I building and they are all housed in the Mods instead of throughout campus housing.

Three students mentioned that most Evergreen students are from Washington or the Pacific Northwest. Two of the comments included suggestions for more out-of-state students or greater representation across the U.S. There was also a general comment that there should be more geographic diversity at Evergreen.

Student Image, Persona, Lifestyles

The comments of 13 students were grouped together because they addressed the diversity of lifestyles or student images on campus. Some students thought that there was a lack of different images or an overabundance of similar student "images" that dominated the student body. One student wrote:

> In general among individuals everyone has the same views on politics, everyone dresses the same, everyone listens to the same music, everyone eats the same, it is an alternative to society's mainstream, but its mainstream alternative.

Another student commented:

> Evergreen is alternative, but it isn't diverse. It attracts a certain type of person because it is a unique institution with the result of everyone conforming to the unique image of a "Greener."

Some students described a kind of social hierarchy "… that exists at other schools [and] at first seems to be absent [at Evergreen], but it is just as prevalent here. The difference is that the

ranking is reversed. People with ratty clothes, dreadlocks, and apathy towards academic pursuits now take the highest social positions. "

Other students made comments to the effect that Evergreen attracts too many "hippies," "stoner hippes," "slackers," and "granola."   Another commented that there was a lack of students with a professional appearance. Yet another student commented that there should be more "social diversity" including more "fashion buffs," "shoppers," and students who support athletics.

A total of four comments regarded sports, including a lack of sports and athletes, and comments that Evergreen students are very judgmental toward athletes. One student wrote, "Yes, this is a school whose focus is not on sport, but that doesn't mean the students who are should be treated poorly because of it."

One student felt that there is a lack of students who eat meat. They wrote that Evergreen is "lacking people who do eat meat and aren't vegan/vegetarian… seems like everyone here is into organic stuff and criticize the ones who don't."

Finally, one respondent wrote that Evergreen lacks diversity of experience and lifestyle in addition to a lack of political and age diversity.

Age Diversity
Ten students, or about 4% of the students who responded to the question, wrote about age diversity on campus. All but one of these comments regards the need for more age diversity. The other comment was an expression of appreciation for the older students on campus. Some students commented specifically on a lack of age diversity within full-time programs. One student wrote that there is age as well as race discrimination on campus.

Religious Diversity and Acceptance
Nine students had comments pertaining to a lack of religious diversity or a lack of acceptance of students with religious beliefs. Many of them wrote generally of a lack of religious diversity. One student wrote that Christians are hated and another commented, "Acceptance of people who believe in God is definitely minimal." Another student wrote that there is "not enough opportunity for students of faith. "

Gender and Sexual Orientation
Five students offered comments pertaining to gender and sexual orientation. One student wrote that there is a lack of homosexual students on campus and another commented that there is more homophobia on campus now than in the mid-1990s. Another wrote that there is a lack of sexual diversity. Two students wrote of a lack of gender diversity or balance, one specifically referred to gender balance among faculty.

Other Comments and Types of Diversity
There were 16 students with comments that referenced diversity, but whose comments did not fit in any of the categories described above. Several of these comments referred to other types of diversity. One student mentioned a lack of diversity in terms of students with physical disabilities. Another student commented: "I just don't think the people with alternative learning styles in our society are represented at Evergreen." Another student noted a lack of language diversity in addition to a lack of ethnic diversity.

Another student simply commented: "I think the word diversity is thrown around a lot at Evergreen, but when one looks around I don't see it as more diverse than any other campus." There were other comments in which diversity was said to be lacking, but students either wrote in that all types of diversity were missing or they only generally referred to diversity

without specifying what kind. One student wrote that all kinds of diversity were lacking except artistic, another commented that all were lacking except "left-wing."

One student wrote that there is little outreach to Tacoma from the main campus, and that there is no career counseling, disabilities facilitator, medial or social advice, and no tutors to help in the computer lab. Another student attending the Tacoma campus wrote of hearing that there is no diversity on the Olympia campus and commented that this is strange since one of Evergreen's goals is "change through diverse collaboration."

Another student wrote, "Well, it's more up to those belonging to a group that qualifies as 'diverse' to enroll at Evergreen. So there's not a whole lot Evergreen itself can do other than move to L.A. or New York, maybe."

One student simply took the opportunity to write that they take night classes and therefore often lack sleep.

Strategies for Addressing Diversity on Campus

A total of 308 students responded to this question, "What do you think would improve diversity on campus?" There were discernable patterns among the responses. Common themes were developing strategies for reaching out to new students; providing more financial aid and lowering the cost of attendance; improving programs and courses; changing the composition and cohesiveness of the Evergreen community; offering new activities and student groups; and promoting dialogue and acceptance on campus.

Percentages in the text below reflect the percentage of students that wrote at least one comment within each theme or category. Percentages do not add up to 100% as many students offered more than one suggestion or suggestions pertaining to multiple themes.

Reaching Out to New Students: Recruitment, Outreach, Admissions, and Marketing
A little more than a quarter of respondents to this question (N=81) mentioned finding new ways to reach prospective students and draw them into the college. Respondents used several terms to describe methods for bringing new students to the college, including recruitment of new students, outreach in new or diverse locations, marketing to specific segments of the population, and changing admissions policies.

Several students suggested recruitment and outreach in high schools, community colleges, and communities with more socioeconomic or ethnic/racial diversity. Other respondents emphasized attracting more nontraditional students, especially in full-time programs. One respondent wrote, "Hey, recruit student[s] of color, recruit older non-traditional students. It seems like you want us older students of color to be only at the Tacoma campus or taking night classes only." Another respondent thought that Evergreen should appeal to more conservative students.

Some students suggested more outreach should be done in urban areas. Other students wrote that there should be more recruitment of out-of-state students. Some students said that recruitment should focus less on the Pacific Northwest. One student specifically mentioned that there should be more recruitment in the Midwest and East Coast. Another mentioned recruitment and outreach in Texas, Hawaii, California, and New York City. Conversely, another student suggested more in-state recruitment. Another suggested recruiting more international students.

One student felt that there should generally be a larger student population on campus, and mentioned being opposed to building any more housing on campus.

There were also suggestions that outreach could be achieved through cultural events on campus that are publicized more broadly. One student mentioned providing anti-oppression trainings that are highlighted when talking with prospective students. Another student mentioned that programs could sponsor projects in which students do service learning projects in low-income communities or communities with other types of diversity and in the process attract new students.

There were comments regarding the admissions process. One student suggested: "A higher admissions standard to attract more than an abundance of students looking to get out of a traditional educational model." Another simply wrote that diversity could be improved through the admissions process. Several students mentioned that they supported affirmative action in the admissions process. There were also suggestions to provide more support to prospective students in the financial aid and application process.

Marketing was mentioned by some students. There were suggestions for more targeted marketing and other students wrote that marketing efforts should include a broader audience.

Some students had specific suggestions for improving Evergreen's advertising. There were suggestions for more or better advertising. Some students thought that there should be more advertising in areas with more diversity or at international schools. One respondent criticized the practice of advertising on MTV. Similar to comments on marketing, some thought that advertising should focus more on particular segments of the population, while others thought advertising should appeal to a broader audience.

Some respondents focused on the need to change Evergreen's image. One student suggested, "Breaking down the stereotypes of Evergreen in the surrounding community." Another suggested, "attempting to deconstruct the idea of the stereotypical evergreen student (aka white, middle class, liberal.)" Several students thought the school had an image of being a "hippy school" or that there were widespread "hippy" and "pot-smoking" generalizations about Evergreen students.

One student suggested that the school logo should be changed: "Improve the school logo. Get rid of EverGreen and go back to the more refined logo of the trees and mountains."

Several students mentioned positive publicity. One student suggested that Evergreen needed to "widen distribution of news covering the bad ass stuff happening in and around Evergreen. Highlight the alumni and individuals who have gone on to open local businesses." Another student suggested that Evergreen should be promoted through more culturally diverse media and publications. Another student thought that Evergreen should not be publicized in fashion magazines such as *Seventeen*.

Making the College More Accessible: Financial Aid and Cost of Attendance
Suggestions addressing financial aid and the cost of attendance in order to make Evergreen more accessible were mentioned by about 18% (N=54) of those who had suggestions for improving diversity. Students wrote of increasing availability of financial aid and work-study. Many students wrote that financial aid and scholarships should be targeted to specific groups of students.

Thirty-five students had suggestions for scholarships. One student wrote: "always always always more scholarships, more financial aid. And not in the form of loans because those are false wins in a situation that does not promise to get an individual into a life that will help them pay back the money they've borrowed."

Many of the students who had suggestions for scholarships wrote of the need for more scholarships for students of color. Some of the students specifically mentioned that there should be more four-year scholarships for students of color or that there should be more scholarships for students of color that do not involve playing sports.

Other students had suggestions for scholarships for other groups of students. Students wrote that there should be more scholarships for students who have fewer resources or who come from low-income families. Another student suggested more scholarships focused on retraining students. Two students responded that there should be more scholarships for older students. Other students thought there should be more scholarships for out-of-state students, with one suggesting more four-year scholarships for out-of-state students. Another student suggested more scholarships for women. Another suggested more scholarships for "media production focused students."

One student wrote generally that there should be "more incentives for single parents and returning students."

Some students suggested lowering or even abolishing tuition. A few students commented that education should be free for all.

One student thought that financial aid should be less bureaucratic and there should be living standards on campus that "do not create constant set backs--AFFORDABLE campus housing, more practical meal plans."

Addressing Diversity though Programs and Courses
About 19% (N=57) of the respondents mentioned improvements to Evergreen's programs and courses to address diversity. Some of these comments were aimed at increasing cultural awareness and appreciation and providing anti-racism training, while other suggestions were to offer courses that appeal to particular groups of students.

There were suggestions for more programs and courses on anti-oppression, anti-racism, diversity, and non-violent communication. One student wrote:

> I think that extensive programs to deal with and educate the student body about issues of racism and improve interracial relations are much needed… As far as recruiting students of color, I think that there should be more programs, both academic and social, to accommodate their interests.

Several students commented that anti-racism or diversity classes should be mandatory for students, faculty and/or staff. One student wrote of Evergreen needing: "Faculty that are aware and can call out racism and other targeting behavior. Work within different agencies (advising, health center, food service) around diversity and anti-oppression." Another wrote that faculty members should have training on how to conduct seminars that address issues around racism and diversity. Another student wrote that faculty should be "accountable for interrupting oppression in their seminars." Yet another commented that faculty need to realize that some of their students are older, and be less condescending towards students. See comments in the section below on strategies for promoting dialogue and acceptance, page 37.

One student suggested that trainings on diversity should be required as part of orientation or new student advising workshops. Another student suggested having a four-credit anti-racism class and one-credit community discussion group every quarter.

Some students suggested broadening or changing offerings and the types of fields represented in the curriculum. One student wrote: "I think that a more diverse student body would be drawn to a more balanced/diverse selection of faculty who could create more varied curricula." Some students suggested more classes that are multicultural and cover culture and history of various ethnic groups, and more faculty for area or cultural studies such as African Studies, Asian Studies, Latino Studies, and Native Studies. A few students suggested more technical, science, and business programs. One student wrote that in addition to more religious diversity among students that there should be more programs that include religion. Another student wrote that there should be "fewer humanities programs about changing the world and living holistically, instead a more scholarly approach for these programs." Another respondent suggested that language studies should be integrated into full-time programs, so that students do not have to take evening and weekend studies courses to learn languages. Another student referenced Evergreen's mission and available courses, writing:

> Quit focusing on what the school is 'not' – 'We are not like other schools... only at Evergreen' - and start finding out what this school is actually trying to do. Not all of us want to take math classes for activists, or have our desire to focus on performing arts compromised by having to take Guerrilla Street Theatre and such.

Several respondents suggested new exchange programs or more awareness of existing exchange programs. One student suggested exchanges or partnerships with international schools or traditionally black colleges. Another student suggested, "finding a sister school in China that we could develop a relationship with for student/instructor exchange." Another suggestion was for an intramural exchange program bringing students from around the world. Another student suggested an exchange at a more local scale: "I think inviting members of the community to interact with students (i.e. senior citizens, high school students) in programs or seminars as a way of connecting academic work to something outside of academia."

One student had suggestions for addressing the needs of low-income students:

> Less wealthy, design programs so poorer people can attend. Tons of them have $1000 - $3000 dollar trips/expenses that poorer persons cannot afford even with additional funds from financial aid (they may need this for dental care or emergencies that other students' don't have to worry about.) There could be more quality, less heavy workloads in the night and evening classes. Those classes are geared toward working people, right? The workloads and quality of faculty are poorer in those areas, esp. Biology that some people need.

One respondent commented that there should be better retention of faculty that are aware of anti-racism and other related issues, especially retention of women of color.

Some respondents felt that there should be more "intellectual" or "ideological" diversity among faculty. As mentioned in the section *Promoting Dialogue and Acceptance* below, a few respondents wrote that faculty should be "less political in the classroom," or that more political positions and beliefs should be represented in the classroom. One respondent wrote that faculty should not direct their political views at students as often, or that they should use less political rhetoric.

Three other respondents felt that academics at Evergreen need to have more rigor and that expectations needed to be raised in terms of academic success. Another respondent wrote that there should be "a more focused division between BA and BS studies to create high learning opportunities."

Changing and Strengthening the Evergreen Community
Eighteen percent of respondents (N=56) focused on either changing the demographic composition of the Evergreen community (including students, faculty, and staff) or strengthening the community in terms of interaction between different groups. Some of the comments regarding recruitment of and outreach to specific groups of students are described in the section *Reaching New Students* above, and are not included in this group, though those comments are also reflections of suggestions for demographic change to the campus community. These comments are more general and do not include suggestions for recruitment, outreach, admissions, or marketing strategies.

Many of the students wrote that there should be more students of color. Some students wrote that there should be more exchange and international students. Another wrote that there should be more religious groups represented on campus. One student suggested 1,000-2000 more students on campus. Another suggested more out-of-state students and students with more than freshman standing in on-campus housing.

Some students suggested that there should be more diversity among faculty and staff. Some students specifically mentioned ethnic or racial diversity and others suggested more intellectual or ideological diversity among faculty. One respondent wrote that more women and minorities should be hired in Information Technology and other technical positions.

A few respondents wrote that there should be fewer "rich kids," "hippies," or "white, upper-class, liberals." Other respondents wrote that there should be more "republicans," "political conservatives," "mainstream Christians," "conservative students," and more "center-to-right opinion." One student wrote, "We're a very contented bunch of liberals, by and large, and it would do us good to have more of those annoying conservatives around to keep us sharp…"

Several students thought that there should be fewer cliques and that there should be more integration and acceptance among groups of students. Several students wrote that there should be more of a sense of welcoming, a more positive environment, and more support for students of color. Another student wrote that there should be "Increased support for students of color, queer, etc. by campus and community."

Seven students mentioned the need for greater interaction with international, English as a Foreign Language (EF), and English as a Second Language (ESL) students on campus. One student thought that EF students should be in more than just one program and that this defeats the purpose of the exchange program. Another student wrote that EF students should not be segregated in housing. Another wrote that there should be "determined inclusiveness with the EF students" and also suggested a "language lab." Another student suggested "introductions to EF students."

Some students spoke to the need for a stronger campus community. One student suggested more community-building activities (also discussed in the *Activities* section below). Another student wrote of the lack of a unified Evergreen voice:

> I think that in some ways our diversity (as a campus) prevents us from being unified. I think that we should NEVER stop celebrating our differences, but there is lack of unified Evergreen voice. We have no student union/government, all we have is a bunch of students and student groups doing what is important to them. Which is fine, it's important for someone to be able to create a campaign, or bring an issue into the light when it's important to that person, but we (as a college) are so transient and self-minded that it's very difficult to organize the whole college. And if we could all organize, we could send very powerful messages, and accomplish a lot, rather than just talking, or making some small student group have to start from scratch every time there's an issue that needs to be considered.

Another respondent wrote of the need for community, commenting on the need for a stronger campus community. The student wrote, "Again, lots of talk about community, but I find it sorely lacking."

Activities and Groups to Address Diversity
About nine percent (N=27) of the respondents had comments pertaining to additional activities or groups outside of the classroom to address diversity. Other suggestions were for lectures year round instead of just at graduation. Six students suggested more events such as international/cultural events, fairs, concerts and festivals and cultural diversity teach-ins that addressed cultural diversity. Another student suggested "A non-'Greener' party for the political right (to get to know the political right)."

Two students spoke about the need to make Day of Absence/Day of Presence more prominent. One student wrote that the event needs to be promoted much more by the faculty and the college. One student suggested that no classes be scheduled during the Day of Absence/Day of Presence. The other student thought that the activities on these days should be further expanded into additional activities throughout the year.

Four students had suggestions pertaining to campus sports. One student wrote that there should be "A more positive look toward athletics, and the money they generate for this

school." Another student suggested more emphasis on school athletics, and another suggested directing more funds to recreation. Another student simply suggested an archery range.

Some students suggested better funding for KEY services and First Peoples' Advising. One respondent suggested the creation of International Student Services instead of the EF program. Other respondents suggested better funding for student groups and for students to plan events and for more active student groups. Two students suggested a student union or student government to better represent students, especially marginalized voices. Another respondent suggested the creation of a Diversity Council "that would assist in the development of goals for the college in this area."

One student suggested that volunteer work should be mandatory, commenting that 25-50 hours of volunteer work per quarter would make students more "well-rounded." Another student wrote, "More community-building activities. More student controlled areas of campus where students could create and provide services to other students (i.e. coffee shop)."

Strategies for Promoting Dialogue and Acceptance
About 10% (N=32) of respondents who had suggestions for addressing diversity mentioned strategies for promoting dialogue and acceptance both inside and outside of the classroom.

There were many comments pertaining to the need for more openness and less self-righteousness among members of the campus community. Some students referenced the need for more open dialogue around political views or other perspectives. One student wrote:

> People feel that their opinions and backgrounds must fit very specific criteria in order to be recognized. While these opinions and backgrounds are not what most of society would consider the "norm" it is oppressive nonetheless. There must be discussion from all sides. And encouragement for different opinions.

Another student wrote that there should be "More emphasis on acceptance without regard to political, social, ethnic/racial, or economic status." Another thought students should be encouraged more to express various beliefs. Another student felt that there should be more acceptance of different viewpoints, regardless of their "political correctness."

Several students had suggestions regarding strategies for promoting dialogue around diversity and racism in seminars. One student wrote:

> I think that each faculty member should have training on how to conduct a seminar that discusses these issues in an upfront manner (no sugar coating). Every student in this seminar should be forced to speak about racism and diversity, because many white students do not speak at all in these discussions. In this learning environment where we are learning from each other every student must feel comfortable, and many students of color here do not feel comfortable in their living situations on campus or in the classroom. So, this should be discussed at one point or another so we can get past it to learn from each other rather than having heated discussions where someone ends up crying (yeah, it's happened to me).

Another student wrote: "Less political views from faculty directed at students. More structure as far as openness of discussion in seminar." One student wrote: "Stop thinking that having one black person in each class is enough for an open discussion on anything world related." Yet another student suggested setting up seminars between programs.

Another student had several suggestions for enhancing dialogue, writing: 'Examples of learning across significant differences-- develop a vocabulary for such learning by practice-- de-emphasize divergence of appearance from 'norm,' and celebrate, draw-out, and value how

divergence of thought converges to form society." Another suggested incorporating more non-violent communication into programs to "require people to communicate on a feelings + needs basis, clearly identifying observations, feelings, needs, + requests."

Another student wrote: "There is a built-in slant toward the left in an alternative institution such as Evergreen, which is fine and personally preferable. But I would like to see a more rigorous intellectual standard for the ideas and arguments that we exchange in our work."

Several students wrote of the need for more open-forums and discussion of certain ideas and concepts. One student wrote that there should be more discussion of other cultures, justice for all, and American culture. Another student wrote that there should be "more understanding of women's disadvantaged role." Another respondent wrote, "Increasing awareness about diversity in areas other than race (i.e. religion, socioeconomics, gender). Also, the atmosphere for discussing race is angry and uncomfortable."

One student wrote that there should be less criticism directed towards students who are not vegetarian and choose not to eat organic food.

Other Comments on Diversity

About 5% of respondents (N=14) wrote comments that diversity at Evergreen is fine or that there will be more diversity in the future. About 16% (N=50) stated that they had no suggestions or didn't know how to improve diversity at Evergreen. There were 15 comments in addition that did not fit in the themes above.

Of the respondents wrote that diversity at Evergreen is fine or adequate, all but one respondent had expressed satisfaction with the amount of diversity at Evergreen in response to a question about level of satisfaction with the amount of diversity[7]. One student who had expressed dissatisfaction wrote:

> I think the population at Evergreen will naturally become more ethnically diverse as more people learn about our school and what it has to offer. In the past, and now, it has been a specific group or type of people who have sought out a school like Evergreen, and it shows in the population. But the educational experience offered here is a growing trend, and I think that will naturally add diversity that has been lacking.

Another student wrote that while Evergreen in Tacoma does "a great job with diversity on campus," the student commented that they do not know what the Olympia campus does.

Of the students who wrote that they had no suggestions, two students thought that there was nothing that could be done about diversity, short of moving the college elsewhere. Other respondents acknowledged that diversity is a difficult or complicated issue.

The comments that did not fit easily within other themes include a comment that "Evergreen seems to tokenize diversity -- turning it from a lovely concept into a dirty, insensitive, ignorant word." Another student called for the administration to take a stand on diversity. Another student wrote, "Stop Jim Crowing us -- make Tacoma part of the school. Give us a book store once a week."

Several of these respondents had comments about changing society, culture, and the educational system. One student wrote that there should be "a complete overhaul of society, one that encourages young p.o.c. [people of color] to finish high school and attend college." Another student wrote that America should "…stop attempting genocide or past genocides. A

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[7] The question was, "How satisfied are you with the amount of diversity at Evergreen (ethnic, political, socioeconomic, etc.)?"

total cultural overhaul (sorry it's no fault of TESC.)" Yet another wrote that the American educational system needs to be reformed to allow "minorities the same advantages that non-minorities have."

Another student wrote that it's tough to address this problem because Evergreen is "a very liberal arts college, duh." Other students who had been neutral or satisfied about the amount of diversity on campus wrote several ambiguous comments such as: "new chairs," "promoted conservatives," "Uh… end poverty? World peace?" "McDonalds, BurgerKing," "Tolerance by not promoting or publicizing education and articles against," "Stronger alumni support and recommendations," and "Less 'politically correct' buy in to media faculty and students need to think beyond slanted press mentality." One student wrote in that not on campus much and so the issue does not pertain to them; another student wrote of not having enough time to think.

Importance of Diversity on Student Learning

Students were asked to rate the importance of diversity on campus to their learning. Students rated importance on a scale of 0-6, with Not at All (0), Somewhat Important (3), and Very Important (6). The most common response was very important.

How important do you think diversity on campus was to your learning? (N=567)

	Mean	0 Not at All	1	2	3 Somewhat Important	4	5	6 Very Important	Missing (N)
All Respondents	4.02	6.3%	3.8%	6.8%	21.2%	17.4%	15.3%	**29.1%**	11

Respect for Different Backgrounds, Perspectives, and Lifestyles on Campus

Students were asked how much respect there is on campus for different backgrounds, perspectives, and lifestyles. Students rated the amount of respect on a scale of 0-6, with No Respect (0), Some Respect (3), and A Lot of Respect (6). The most common response was Some Respect.

How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus? (N=567)

	Mean	0 No Respect	1	2	3 Some Respect	4	5	6 A Lot of Respect	Missing (N)
All Respondents	3.89	1.1%	5.9%	9.4%	**25.8%**	20.3%	19.6%	18.0%	5

Student Employment and Housing

There were two questions in the Experience Survey that were intended to understand better students' employment and housing situations. The chart below shows student employment during Spring Quarter 2004. Results show an increase in the percentage of students who were employed by class standing, with the percentage of freshmen employed at about 42%, increasing to about 53% of sophomores, 63% of juniors, and 70% of seniors. Overall, about 63% of the respondents were employed that quarter.

Employment by Class Standing (N=567)

	Percent Employed	Percent Not Employed	Missing (N)	Total (N)
Freshmen	42.4%	57.6%	0	59
Sophomores	53.1%	46.9%	0	81
Juniors	63.3%	36.7%	2	179
Seniors	70.0%	30.0%	1	248
All Respondents	62.6%	37.4%	3	567

Students were also asked about their housing situation in Spring 2004. Sixty-four percent of freshmen reported living in on-campus housing. The percentage of students living in on-campus housing decreases greatly with class standing. About 6% of senior respondents reported living in on-campus housing.

The most common response for sophomores, juniors, and seniors was to report that they are living in a private home or apartment with non-family members. Only respondents with senior class standing reported that they did not have housing.

Student Housing Situation by Class Standing (N=567)

	On campus housing	Private home or apartment (with family members)	Private home or apartment (with non-family members)	Private home or apartment (alone)	Do not have housing	Other	Missing (N)	Total (N)
Freshmen	**64.4%**	8.5%	18.6%	6.8%	0.0%	1.7%	0	59
Sophomores	35.8%	13.6%	**38.3%**	12.3%	0.0%	0.0%	0	81
Juniors	18.4%	33.0%	**35.8%**	10.1%	0.0%	2.8%	0	179
Seniors	5.7%	25.5%	**45.7%**	18.2%	0.8%	4.0%	1	248
All Respondents	20.1%	24.4%	**38.7%**	13.6%	0.4%	2.8%	1	567

Utilization of Campus Resources

Students were asked a series of questions to understand their usage of campus resources. The chart below is organized alphabetically for ease in looking up particular campus resources. The types of campus resources vary greatly; some resources, such as First People's Advising Services, Key Services, and campus child care provide services to particular segments of the population, while other services such as Advising and the Library provide services to a much broader segment of the campus population.

Most frequently used campus resources were the Computer Center, Computer Applications Lab, or computer workshops; Financial Aid Services; and Library Facilities and Services, with 42.6%, 39.1%, and 45.2% respectively indicating that they used these resources "A Lot."

Utilization of Campus Resources (N=567)

	Mean	Not at All	A Little	Some	A Lot	Missing (N)
Academic Advising Office or advising workshops	1.25	25.9%	**34.3%**	28.4%	11.4%	4
Academic Fair or Core Fair	1.19	**33.1%**	27.4%	27.0%	12.5%	5
Access Services for Students with Disabilities	0.13	**93.2%**	2.3%	2.5%	2.0%	6
Career Development Center (such as attending a career fair or using self-assessment and career development tools)	0.41	**73.3%**	15.3%	8.4%	3.0%	5
Center for Mediation Services	0.04	**97.0%**	2.0%	0.7%	0.4%	6
Child Care Services	0.05	**97.3%**	1.2%	0.4%	1.1%	6
College Recreation Center/Recreation Services	1.20	**41.0%**	19.3%	18.9%	20.9%	6
Computer Center, Computer Applications Lab, or computer workshops	2.09	7.7%	17.8%	31.9%	**42.6%**	6
Counseling Center	0.30	**81.3%**	10.5%	5.2%	3.0%	4
Digital Imaging Studio and/or media workshops	0.63	**66.5%**	13.0%	11.6%	8.9%	6
Financial Aid Services (such as receiving financial aid assistance or requesting additional information at the office)	1.72	27.8%	11.9%	21.2%	**39.1%**	5
First People's Advising Services	0.16	**91.3%**	3.2%	3.4%	2.1%	4
Graduate School Fair	0.25	**85.2%**	7.9%	4.1%	2.9%	8
Intercity Transit bus service	1.48	**39.0%**	10.9%	13.6%	36.5%	8
Internship Fair	0.43	**73.5%**	13.8%	8.8%	3.9%	8
KEY Student Services	0.26	**87.3%**	4.3%	3.8%	4.6%	7
Library facilities and services	2.18	5.2%	17.1%	32.6%	**45.2%**	5
Media Loan	1.01	**43.5%**	23.4%	21.7%	11.4%	6
Police Services	0.28	**76.0%**	20.4%	2.8%	0.7%	4
Prime Time Advising	0.30	**80.5%**	11.4%	5.4%	2.7%	7
Quantitative Reasoning Center and/or QR workshops	0.36	**79.4%**	10.0%	6.4%	4.3%	5
Student Employment Services (such as using the job board or website for finding a job)	0.48	**68.4%**	19.9%	7.1%	4.6%	4
Student Health Services Office	0.80	**52.3%**	22.4%	18.0%	7.3%	5

Utilization of Campus Resources (Continued)

	Mean	Not at All	A Little	Some	A Lot	Missing (N)
Student On-campus Housing (such as living on campus or using housing resources such as gathering/meeting spaces)	0.76	**68.6%**	6.4%	5.5%	19.5%	7
Tutors in your program	0.31	**82.0%**	9.1%	4.8%	4.1%	7
Veterans' Affairs Office/Services	0.07	**96.8%**	0.9%	1.1%	1.2%	6
Writing Center and/or writing workshops	0.68	**58.1%**	21.2%	15.0%	5.7%	6

Community Activities

This section describes the results of questions regarding participation in and satisfaction with community activities, and summarizes students' comments for improving campus activities and providing for new campus activities.

Review of Community Activities Items

Several items from the *Student Learning and Aspects of an Evergreen Education* and *Satisfaction with Aspects of An Evergreen Education* are reviewed again here. Fifty-two percent of respondents indicated that social and other community activities had affected their learning "Positively" or "Very Positively." Forty-one percent reported that it had "No Effect." About 6% reported that it "Negatively" or "Very Negatively" affected learning.

How have the following aspects of education at Evergreen affected your learning? (N=567)

	Mean	Very Negatively (-2)	Negatively (-1)	No Effect (0)	Positively (1)	Very Positively (2)	Missing (N)
Social and other community activities	0.60	1.4%	4.8%	**41.4%**	36.8%	15.6%	4

Fifty-three percent of respondents reported that they were "Satisfied" or "Very Satisfied" with their social experiences at Evergreen. Sixteen percent reported being "Dissatisfied" or "Very Dissatisfied" with their social experiences.

About 40% of respondents reported that they were "Satisfied" or "Very Satisfied" with the variety of campus activities. Most students (43.8%) reported "No Effect." About 17% were "Dissatisfied" or "Very Dissatisfied" with the variety of campus activities.

Thirty percent of respondents reported that they were "Satisfied" or "Very Satisfied" with the timing and availability of campus activities. The most common response was "No Effect." About 21% were "Dissatisfied" or "Very Dissatisfied" with the timing and availability of campus events.

How satisfied are you with…? (N=567)

	Mean	Very Dissatisfied (-2)	Dissatisfied (-1)	Neutral (0)	Satisfied (1)	Very Satisfied (2)	Missing (N)
Your social experiences at Evergreen	0.49	3.9%	12.4%	30.8%	**36.8%**	16.1%	2
Variety of campus activities	0.30	5.0%	11.6%	**43.8%**	28.0%	11.6%	7
Timing and availability of campus activities	0.09	6.0%	14.8%	**49.0%**	23.8%	6.2%	4

Participation in Community Activities

Students were asked a series of questions about how often they participate in community activities. Students responded on a scale of Haven't Participated (0), Participated a Little (1), Participated Some (2), and Participated a Lot (3). The most frequent response for all items except two was "Haven't Participated." The most frequent response was "Participated Some" for "attended Olympia Arts Walk or other community festivals", and "Participated A Little" on the item "attended lectures, panels, or conferences **on** campus."

How much have you participated in the following community activities? (N=567)

	Mean	Haven't Participated (0)	Participated a Little (1)	Participated Some (2)	Participated A Lot (3)	Missing (N)
Attended Olympia Arts Walk or other community festivals	1.49	28.0%	18.7%	**30.0%**	23.3%	10
Attended lectures, panels, or conferences **on** campus	1.41	20.9%	**32.2%**	31.8%	15.1%	11
Watched or participated in art exhibits/shows **on** campus	1.13	**31.2%**	34.5%	24.6%	9.7%	10
Participated in community service or volunteer work	1.10	**43.4%**	22.3%	15.4%	18.9%	10
Watched or participated in musical performances/concerts **off** campus	1.02	**45.2%**	22.2%	17.8%	14.8%	12
Watched or participated in art exhibits/shows **off** campus	0.97	**42.5%**	28.4%	19.2%	9.9%	14
Participated in student activity group/club	0.96	**49.8%**	20.7%	12.9%	16.5%	11
Attended lectures, panels, or conferences **off** campus	0.83	**52.5%**	21.1%	17.6%	8.7%	17
Watched or participated in theatrical performances **on** campus	0.83	**47.9%**	28.0%	17.4%	6.6%	10
Watched or participated in musical performances/concerts **on** campus	0.76	**53.5%**	23.8%	16.2%	6.5%	12
Watched or participated in theatrical performances **off** campus	0.67	**58.6%**	22.1%	13.3%	5.9%	11
Watched or participated in intercollegiate sports (between Evergreen and other college teams)	0.39	**78.2%**	11.2%	4.5%	6.1%	12
Participated in housing-sponsored activities	0.35	**76.1%**	15.4%	5.4%	3.1%	14
Contributed to Cooper Point Journal or other print media	0.34	**78.6%**	12.2%	6.2%	3.1%	16

How much have you participated in the following community activities? (Continued.)

	Mean	Haven't Participated (0)	Participated a Little (1)	Participated Some (2)	Participated A Lot (3)	Missing (N)
Contributed to KAOS or other broadcast media	0.27	**83.1%**	9.5%	4.3%	3.1%	12
Participated in intramural sports (between Evergreen students)	0.26	**85.3%**	6.5%	5.0%	3.2%	10
Participated in Outdoor Programs (TOP) activities	0.18	**87.7%**	8.3%	2.2%	1.8%	12
Other	N/A	**13.4%**	0.9%	0.9%	3.7%	460

Students who wrote in other activities included activities such as swim lessons, participation on the organic farm or bike shop, and work in student governance and student groups. Student mentioned conferences and events in which they participated or which they helped organize. Some students indicated that they participated in a variety of community projects and organizations. Other students mentioned that they share their own performance art in the community.

Suggestions for Improving Campus Activities

Students were asked for suggestions for improving campus activities. A total of 176 students offered suggestions, some students offering more than one. Responses were analyzed and grouped into six common themes: 1) Accessibility, 2) Advertising, 3) Current and Future Activities at Evergreen, 4) Comments related to the Tacoma campus and Evening/Weekend studies, 5) Funding for Activities, and 6) Improving the Campus Environment.

Accessibility of Activities: Getting There
Thirty-six students offered comments related to the accessibility of activities. Several students related the accessibility of events to timing. Some students suggested there should be more activities on weekends. Students also suggested that activities should not be held at the same time, class schedules should be accounted for when scheduling events, activities should be offered at various times throughout the day, and one suggested that activities be held in the evenings. Regarding transportation, one student suggested that bus times be considered when scheduling activities, another suggested buses run later. Some students suggested additional hours be extended to the library, College Recreation Center (CRC), and campus locations in general. One student suggested coordinated ride-shares in the evenings before and after activities.

Accessibility also extended to the location of activities. Five students stated that they thought the campus should reach out to off-campus activities more by lowering costs, engaging with the community, and/or providing transportation. One student suggested that Evergreen provide shuttles for off-campus events.

Accessibility also related to student access to planning of activities and cost of activities. Six students stated that student control of activities and the importance of student input on activities should be increased. Five students also suggested that activities be cheaper or free.

Advertising: More Easily Seen, Clearer, and More of It
Thirty-two students commented on advertising of activities. In general, most of the comments were related to providing more advertising and better organization and presentation of it. There were expressions of dissatisfaction with current modes of advertising; some students stated that they found out about events too late or did not hear about them at all.

Seven students suggested that there be a centralized scheduling system, such as a calendar or a bulletin board. Students offered specific media suggestions for advertising, including posters, e-mails, sign boards, class announcements, flyers, and an online presence. One student suggested that advertisements be displayed in the restroom stalls. Another suggested more advertising near housing. Two students stated that information about activities needs to get to students who are not on campus much. One student suggested, "weeding through the postings of past events." Another suggested more media attention to events before they happen.

Current and Future Activities at Evergreen: More, More, and More
About 85 students offered comments for current and future activities at Evergreen. Most students offered suggestions for specific activities. Thirty-two student offered general comments. Of the general comments, most related to having more activities on campus, more interesting ones, and more types from which to choose. Some students thought there should be more variety in campus activities, with four students specifically requesting more variety in lectures and debates. Some students suggested that activities should be more fun and less serious, as well as more interesting and engaging. Two students suggested that activities should appeal to a larger audience. One student suggested that one large activity occur each month. Another student suggested that activities should complement coursework, and an

additional student suggested there be activities for advanced students. Another suggested more activities downtown that encourage students, from freshmen through seniors, to socialize. Some students expressed satisfaction with the on-campus activities. Other students stated that they did not often, if at all, attend campus activities. Several students noted that it was difficult to attend events because of work, age, or parenting.

Specific comments mostly related to sports and athletics, art and music, food, and clubs and organizations. Many of these were suggestions for more or better events in these areas. More suggestions for specific activities are also in the next section *More Suggestions for New Campus Activities*.

Nineteen students had comments on sports and athletics, generally suggesting improvements to current facilities or creation of new facilities altogether. Several students had suggestions for the College Recreation Center, including longer hours, better weight rooms, better maintenance of equipment, and better cleaning of facilities. Two students suggested that there be greater access to Puget Sound. One student wrote: "We have some of the only public access to the water, we need to use it, make it more accessible to rented equipment such as kayaks and focus more on the beautiful inlet resource we have." Students also suggested archery, a baseball diamond, a disc golf course, table sports, paintball, promotion and improvement of the Bike Shop, better climbing facilities, and rugby as ways to improve activities on campus. Additionally, one student suggested making sports co-ed and organizing by size rather than gender.

Ten students commented on arts and music. Generally, students suggested more arts and music activities on campus. Three students suggested more music, including one suggestion for classical music events and another for better-known bands. One student suggested more and/or new venues on campus. Two students stated that there should be more outdoor performances.

Fourteen students had comments specific to clubs and organizations; these were generally related to improving or creating more clubs and organizations. Three students stated that a Student Union is needed and needs to be supported. Additionally, three students suggested that the S&A Board improve its efficacy. Other suggestions included a Commute Trip Reduction plan, an Evergreen Center for Indigenous Peoples, improving KAOS and playing KAOS on campus, and improving the costs and attitudes of The Outdoor Program (TOP). One student suggested that clubs and organizations have faculty sponsors. One student stated that Evergreen should have more academic clubs, another stating that Evergreen should have more clubs in general.

Six students commented on food, including suggestions for better food at all hours, no Bon Appetit, an espresso cart and cafeteria that is open into the evening, and a suggestion for "a culinary program that feeds the school responsibly." One student suggested turning the space for a cafeteria in Seminar II into a student co-op. Another student simply wrote: "serving food," but did not elaborate.

The remaining comments in this section covered a broad range of topics, including activities dealing with racism, transphobia, and age bias; collaborative art projects; and classes in non-violent communication, stress management, and time management. One student suggested, "Alternative living experimentation on college controlled property/land." Another suggested single parenting activities. Yet another student suggested bigger dances that are better publicized and not held in the Housing Community Center.

Tacoma Program and Evening & Weekend Programs: Feeling Out of the Loop
Several comments directly related to students attending the Tacoma Program or Evening & Weekend programs. Seven students commented on activities and the Tacoma Program and

seven students commented on activities and Evening & Weekend programs. Several comments from both groups expressed a sense of disconnection from activities at Evergreen's Olympia campus. Regarding the Tacoma Program, two students commented that there appears to be no connection between the Tacoma and Olympia campuses. Two other comments were concerned with Tacoma needing more activities. Other suggestions for the Tacoma Program included making times of Olympia activities more flexible for Tacoma students and making sure that Tacoma students are informed of Olympia activities. One student expressed appreciation for the Olympia campus representative in Tacoma.

Five students referred to the difficulty in attending activities when enrolled in Evening & Weekend programs. Another student suggested providing more information about activities to Evening & Weekend programs students, and another student stated that more should be done to reach out to Evening & Weekend students. One Evening & Weekend student felt that on-campus art shows might be a convenient activity for Evening & Weekend students.

Funding for Activities

Ten students provided comments related to funding for campus activities. Several students suggested more funding for campus activities including more administrative support, such as hiring a full-time activities manager. One student suggested redistributing funds for other activities and groups instead of paying large fees to get famous speakers. Another suggested funding campus activities all year rather than giving money to WashPIRG. A student suggested more paid positions for sexual assault survivors' advocates. Two students suggested more funding for crew. Another student suggested more funding for sports equipment. Another suggested funding the "theater department." One student wrote that there should be more money and support for the Synergy Sustainable Living Conference, writing that it should be funded directly by the school and not by student activities, as the conference "could easily become a premier national sustainability event."

Improving the Campus Environment

Thirteen students provided suggestions for improving the campus environment. Eight of the comments pertained to improving the Housing Community Center. These comments included fixing the piano, remodeling and cleaning the center, making the center more informal and a "cool place to hang out", making it bigger, bringing the Sandwich Shop back or having another food venue back, having better seating, having more activities to keep students entertained, and displaying more student artwork.

Another student offered many suggestions, "More Ping-Pong Tables, Foosball Tables, Pool Tables, Student Cafe/Tavern, Baseball Diamond, More outside basketball hoops, Canopy Walkway, more benches and picnic tables on campus and in the woods, bigger HCC." Another student suggested more printers and copiers on campus. Another suggestion was for a Student Union Building. Another student suggested, "…create better offices for student groups of color which are different than other student groups in that they create safe communities for participants." One student suggested moving the campus altogether to the "old pole site and log yard."

Other Comments

Finally, there were a few other comments that did not fit into the previously mentioned categories. Two students stated that there should be more childcare. Two more students suggested that both the library and the CRC should be open 24 hours. Another student suggested having a disabilities advocate on campus full-time. One student recommended less censorship by the Cooper Point Journal. Another comment was for a "less pronounced police presence."

One student wrote of student groups and activities: "I devote a lot of time and energy into Student Groups and they are a major component to my education. I wish there was a way of quantifying and validating my educational experiences with Student Group Activities."

There were a few comments that may or may not have been referencing campus activities. One suggestion was to teach U.S. culture; another, that interdisciplinary courses do not give students the opportunity to meet requirements for graduate programs. Another student commented that students should be required to spend one year between high school and college doing something non-academic.

More Suggestions for New Campus Activities

In addition to students being asked for suggestions for *improving* campus activities, they were also asked *what other activities* they would like to see on campus. A total of 152 students offered suggestions, some offering more than one suggestion. Responses were quite diverse and plentiful.

Athletics and Recreation

A total of forty-five students proposed a large variety of athletics and recreational activities they would like to see on campus. Many of them suggested activities directly related to sports. The sports mentioned by multiple respondents include Aikido, badminton, chess, frisbee golf, golf, rugby, tennis, and volleyball. Students also suggested sports ranging from bocce ball to capture the flag to kick boxing to water polo. Two students suggested recreational equipment such as chessboards and table sports be provided on campus. Additionally, three students suggested more intramural opportunities. Three students said more outdoor activities. One student suggested that students build and maintain college trails. The chart below shows specific suggestions.

Suggestions - Athletics and Recreation	Number of Times Suggested[*]
Chess boards, Chess clubs	3
More intramural opportunities	3
More outdoor activities	3
Tennis/Tennis club	3
Aikido	2
Badminton	2
Frisbee golf course	2
Golf	2
Rugby	2
Volleyball	2
Archery	1
Baseball team	1
Bicycle loan program	1
Bocce Ball	1
Bowling team	1
Capture the flag	1
Cycling	1
Fencing	1
Field Hockey	1
Fishing	1
Football	1
Free aerobics at CRC	1
Hot tub	1
Hunting	1
Ice hockey	1
Improve CRC	1
Improve outdoor climbing wall	1
Indoor running rack	1
Kickboxing	1
More athletic opportunities, in general	1
More support for sports	1
More use/awareness of R.O.P.E.S.	1
Outdoor basketball	1

Suggestions - Athletics and Recreation (continued)	Number of Times Suggested*
Paintball	1
Rocketry	1
Sailing team/Boat club	1
Scuba Diving	1
Student trail-building and maintenance of college trails	1
Swim team	1
Synchronized swimming	1
Table sports (Foosball, air hockey)	1
Ultimate frisbee team	1
Water polo	1

*Note: Several students offered more than one suggestion; therefore, the number of suggestions does not equal the number of students who offered suggestions for athletics and recreation.

Music

Thirty students offered comments related to music on campus. Many students said there should be more music at Evergreen, including on-campus concerts, performances, and campus music groups. Specific suggestions included more musically diverse events, outdoor music events, KAOS-sponsored events, an on-campus wind ensemble, an a cappella choir, more hip hop, more classical music, more pop music, and karaoke. There were suggestions for "bigger bands" and specific band suggestions were Ani Difranco, String Cheese Incident, and Widespread Panic.

Suggestions – Music	Number of Time Suggested*
More music including more (on-campus) concerts/performances	21
Outdoor music events (including one KAOS sponsored)	2
A cappella choir	1
Bigger, more well-known bands	1
Classical music	1
Easier access to music facilities (i.e. studio, P.A., etc.)	1
Ethnic music	1
Hip Hop	1
Karaoke	1
Pop music	1
Support for Evergreen students' bands	1
West African drum performances	1
Wind ensemble	1

*Note: Several students offered more than one suggestion; therefore, the number of suggestions does not equal the number of students who offered suggestions for music.

Arts

Twenty-three students offered suggestions for activities related to the arts other than music, such as visual art, theater, and dance at Evergreen. Several students said there should be more art, some suggesting more student art on campus. One of these students expressed appreciation for the graffiti wall behind the communications building. Four students said there should be more theater and musical theater on campus, another student suggesting children's theater at the Tacoma campus. Additionally, one student proposed having professional theater come to Evergreen. Four students stated there should be more dances on campus, suggesting dance classes and shows on campus as well. Three students suggested having more films and alternative films at Evergreen. Three students suggested poetry readings and slam poetry.

Other suggestions included providing more comedians, experimental performances, guest speakers on the arts, open mics, support for theater, and writing programs.

Suggestions – Arts	Number of Times Suggested*
Student Art	5
Dances and dance parties	4
Films – including more alternative films and more free films	4
Theatre and musical theatre	4
Poetry readings/Slam poetry	3
Dance classes and workshops	2
Comedians/Comedy	2
Children's theater (Tacoma)	1
Experimental performances	1
Guest speakers on the arts	1
Open mics	1
Professional theatre	1
Theater – more support	1
Writing programs	1

*Note: Several students offered more than one suggestion; therefore, the number of suggestions does not equal the number of students who offered suggestions for music.

Clubs, Workshops, and Classes

Twenty-nine students provided suggestions regarding clubs, classes, and workshops. Five students suggested having more lectures and guest speakers. Three students said there should be a student government. Three other students suggested having "real life" workshops on campus, covering topics such as tax advising and "how-to's." Two students said there should be more science-related clubs and organizations, and two other students suggested a chess club. Other suggestions ranged from an economics club to having guest speakers on healthy living to QR workshops. One student suggested an expansion of the Womyn's Center "to be louder and more prominent."

One student suggested:

> More support for science students - there are some benefits to having formal student organizations, e.g. a computer science student club might get memberships for members to A.C.M. or IEEE, both of which give access to research papers. Students who know about them currently join these national organizations independently at their own expense.

The chart below shows suggestions for clubs, workshops, and classes.

Suggestions – Clubs, Workshops, and Classes	Number of Times Suggested
	28
Lectures and guest speakers (with comments for exciting speakers, more diverse speakers, and one specific suggestion for Ram Dass, another for a guest speaker in healthy living)	5
Student government	3
Workshops on real life skills (tax advising, drug free programs/support systems, "how-to" workshops)	3
Chess club (also listed under sports and recreation above)	2

Suggestions – Clubs, Workshops, and Classes	Number of Times Suggested
Gender/transgender and sexuality workshops	2
More science-related clubs/organizations/affiliations	2
Debate club	1
Debates/Dialogues/Forums among faculty	1
Economics club	1
Late-night seminars held by students	1
More clubs, General	1
Political debates with spectrum of well-informed speakers	1
Psychology organization/groups	1
Quantitative reasoning workshops (more)	1
Ritual club teaching magic	1
Spalding Gray Memorial Society	1
Teenage Mutant Ninja Greeners	1
Womyn's Center (expansion of the Center)	1

Food

Eleven students provided comments related to food including suggestions calling for more, better, and/or more student-involved food. Three students suggested improving food services and/or replacing Bon Appétit. Three students suggested having food-related activities on campus, such as barbecues or potlucks. Two students additionally suggested cooking classes or programs. Other comments included more food drives, more food at current activities, organizing a student group to work with food services.

One student wrote:

> I would like to see a culinary program or at least a very active and empowered student group which works directly with the campus food service, (be it Bon Appetit or not) the organic farm, the compost project, and local growers. I would like to see this fully incorporated into Evergreen (possibly as a curriculum course and faculty position, but also as a paid student position for coordinating such a link).

The table below summarizes food-related comments.

Suggestions – Food	Number of Times Suggested
Better food services	3
Campus Potluck (one specific suggestion for end-of-quarter potluck)	2
Campus BBQ	1
Cooking club	1
Friday Beer Garden in Spring	1
More food drives	1
More good food at events	1
Student group to work with food services	1

Site Improvements and Event Locations

Eleven students offered suggestions concerning events at specific sites on campus and the improvement of on-campus settings. Three students proposed improving on-campus hangouts, such as providing new chairs, more seating on the main floor of the Administration building, and a student lounge. Two students suggested holding events on Evergreen's fields. Two

students also suggested having a meditation/relaxation center. Other comments included a greenhouse, a community kitchen at the farm, and holding events in the HCC.

One student had suggestions for improving campus design:

> More aspects of sustainability integrated into the campus design and day to day life. The campus should be designed according to permaculture principles to create an interactive learning environment. We should also purchase wind energy.   An on campus meditation spot would also be nice.

The table below shows specific comments related to site improvements and event locations.

Suggestions – Site Improvements and Event Locations	Number of Times Suggested*
Better on-campus hangouts (new chairs, more seating on main floor of Admin, student lounge)	3
Events on Evergreen fields (fairs, concerts)	2
On-campus meditation/yoga/relaxation center	2
Evening gatherings at the Housing Community Center	1
Gender-neutral bathrooms	1
Greenhouses	1
Sustainability built into design of campus	1
Sustainability Center and community kitchen at the farm	1

*Note: Several students offered more than one suggestion, so number of suggestions does not equal the number of students who offered suggestions for site improvements and event locations.

Other Comments on Events and Activities
There were other general comments regarding campus events and activities. Some students suggested more events and activities in general. Other suggestions included more ethnically and culturally diverse activities, more benefit parties and dinners, more celebrations, and more events to "keep students connected to the outside world." One student wrote:

> Being that a very small number of the students on campus have transportation, and the City of Olympia has a very small number of actual activities for student-aged people, concerts, movies, plays, etc. would be great to see. Not just student run ones, real ones. We have an awesome COM building, now lets use it.

There were also suggestions for more collaboration between people in the community and students. One student suggested that Evergreen: "open the doors more to attract audiences and performers and organizers from around the entire Olympia community."

Five students offered suggestions related to coordination of sustainability efforts on campus. These included suggestions for more support for sustainability efforts, a sustainability center, and a "more aggressive program to recycle/re-use/repair/innovate re-use of all things otherwise thrown away/recycled (hauled away from raw-material extraction)." A suggestion to support the Synergy conference in the *Suggestions for Improving Campus Activities* section may also be related.

Other specific suggestions included an ethnic fair, a family night, a volunteer fair, a farmers' market on campus, and more traveling art shows and bookmobiles on Red Square. One student suggested replacing the Greener Greeter shuttles with rickshaws. Another student wrote: "One day last year there was a van that came in with recreation stuff (bubbles, bouncing things...) and just setup in the red square for people to play... doing something like that again would be nice."

Other Comments

There were comments from nine students that did not seem to fit into categories above. A student requested more research opportunities on campus and another wrote "there should be a senior honors thesis option in all curricular planning divisions." There were suggestions for more support services such as Key Services, counseling, childcare, and support services staff from the Olympia campus that visit the Tacoma campus on a weekly basis. One student suggested that community classes at the CRC should be offered for credit, so that students do not have to pay more tuition and fees for the classes. Another student suggested that there should be "real punishment" for drug and alcohol abuse.   A student wrote that there should be "mandatory integration of standards and procedures by the people of color union." Yet another wrote, "Talk about how we can keep our own culture alive (U.S)."

Appendix A: Demographics - Respondents Compared to Population

This appendix describes the demographics of respondents compared to the population of degree-seeking undergraduates. While the sample for this survey is comprised of New Student Survey respondents and a stratified random sample of sophomores through seniors, this section is a comparison of all responses to see if the sample is representative of the entire population. Further analysis will be performed in a future longitudinal analysis.

All Respondents by class standing

	Number of Respondents	Total in Sample	Total in Population[8]	Response Rate (Percent of Sample)	Percent of Population
Freshmen	59	233	382	25%	15%
Sophomores	81	326	649	25%	12%
Juniors	179	571	1153	31%	16%
Seniors	248	855	1463	29%	17%
Total	567	1,985	3,647	29%	16%
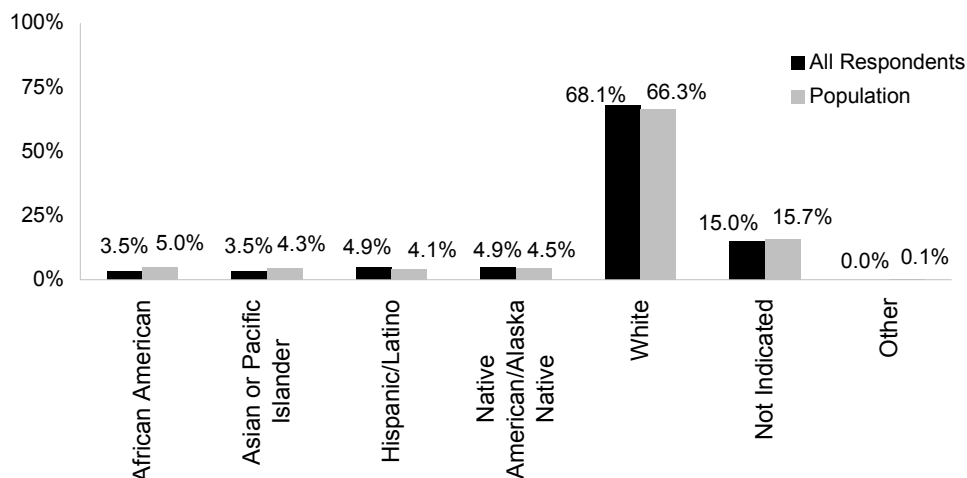
Gender
Females are overrepresented among respondents. This difference is significant at $p < .001$. Sixty-eight percent of respondents were female compared 56% of the population of degree-seeking undergraduates.

Ethnicity/Race
There were slight differences in the ethnic/racial distribution of respondents compared to the population of degree-seeking undergraduates[9]. These differences are shown in the chart below. The differences were not statistically significant.

Ethnic/Racial Composition of Respondents Compared to Population of Degree-Seeking Undergraduates

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[8] Population of degree-seeking undergraduates.
[9] The ETHN_CODE in the BANNER student database system was used in this comparison. Students self-identified their ethnicity/race at the time of admissions.

Residency Status
There was a slight difference in the proportion of nonresidents; 81.5% of the respondents were residents of Washington compared to 78.1% of the population of degree-seeking undergraduates. A total of 18.5% of the respondents had nonresident status compared to 21.9% of the population. These differences were not statistically significant.

Primary Campus
Only slight differences exist in the distribution of respondents by primary campus location compared to the population as a whole. These differences were not statistically significant.

Primary Campus of Respondents Compared to Population of Degree-Seeking Undergraduates
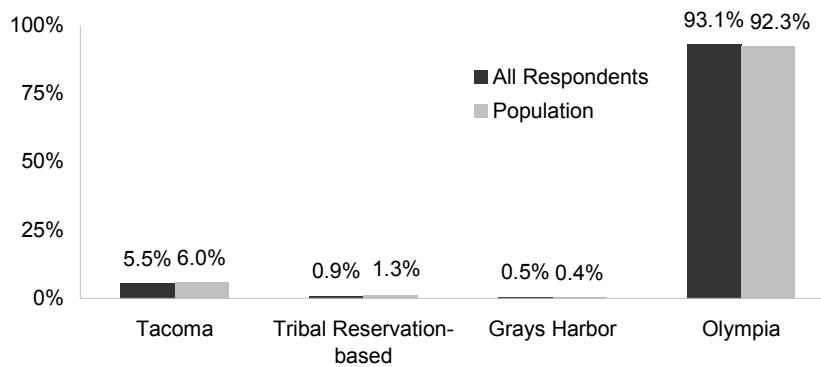
Age
There were only slight differences in the age distribution of respondents compared to the population of degree-seeking undergraduates. These differences were not statistically significant.

Age Distribution of Respondents Compared to Population of Degree-seeking Undergraduates
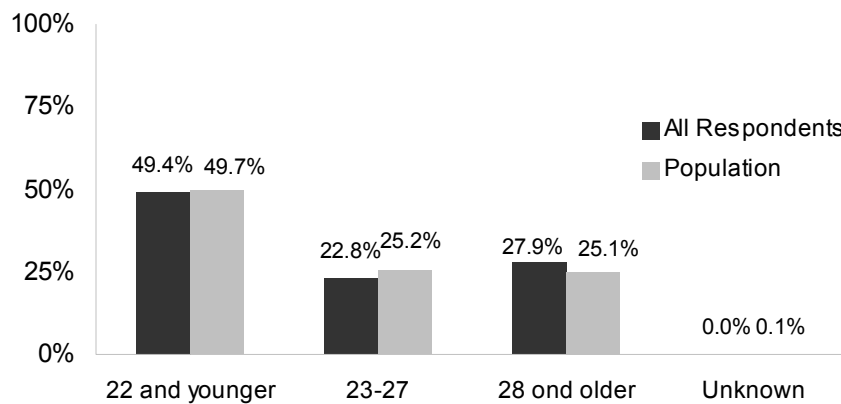
Admission Type

There were significant differences in the distribution of respondents by admission type compared to the population of degree-seeking undergraduates. Students admitted as first-time, first-years were overrepresented among respondents. Students that were admitted as transfer or "Returning Greeners" were underrepresented among respondents.

Distribution of Respondents by Admission Type Compared to Population of Degree-seeking Undergraduates
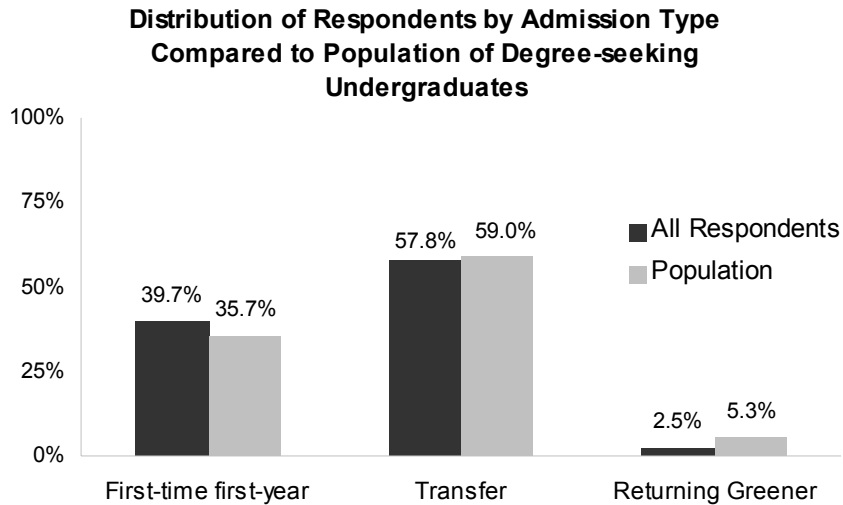
Appendix B: Learning Growth by Class Standing

Students were asked: "To what extent has your experience at Evergreen contributed to your academic and personal growth?" The following learning growth items are broken out by class standing.

Writing Effectively

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.54	1.7%	10.2%	35.6%	**37.3%**	15.3%	0	59
Sophomores	2.36	4.9%	14.8%	32.1%	**35.8%**	12.3%	0	81
Juniors	2.60	2.2%	11.7%	31.3%	**33.5%**	21.2%	0	179
Seniors	2.70	2.8%	6.9%	30.2%	**37.5%**	22.6%	0	248
All Respondents	2.60	2.8%	9.9%	31.4%	**36.0%**	19.9%	0	567

Speaking Effectively

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.27	1.7%	16.9%	**44.1%**	27.1%	10.2%	0	59
Sophomores	2.28	2.5%	16.0%	**40.7%**	32.1%	8.6%	0	81
Juniors	2.51	5.1%	11.2%	**32.6%**	29.8%	21.3%	1	179
Seniors	2.69	2.8%	7.7%	**32.4%**	32.0%	25.1%	1	248
All Respondents	2.53	3.4%	11.0%	**34.9%**	30.8%	20.0%	2	567

Giving effective presentations

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	1.93	10.2%	22.0%	**42.4%**	15.3%	10.2%	0	59
Sophomores	2.17	3.7%	19.8%	**42.0%**	24.7%	9.9%	0	81
Juniors	2.39	4.5%	13.6%	**35.2%**	31.8%	14.8%	3	179
Seniors	2.65	2.4%	10.1%	**32.3%**	31.0%	24.2%	0	248
All Respondents	2.42	4.1%	13.8%	**35.6%**	28.7%	17.7%	3	567

Participating in class discussions

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.71	0.0%	13.6%	23.7%	**40.7%**	22.0%	0	59
Sophomores	2.69	1.2%	11.1%	27.2%	**38.3%**	22.2%	0	81
Juniors	2.79	2.8%	9.5%	25.1%	**31.3%**	31.3%	0	179
Seniors	2.85	2.0%	7.7%	25.8%	**32.3%**	32.3%	0	248
All Respondents	2.79	1.9%	9.3%	25.6%	**33.7%**	29.5%	0	567

Critically analyzing written information

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.63	1.7%	10.2%	**37.3%**	25.4%	25.4%	0	59
Sophomores	2.75	4.9%	4.9%	27.2%	**35.8%**	27.2%	0	81
Juniors	2.77	2.3%	8.5%	25.4%	**37.9%**	26.0%	2	179
Seniors	3.03	0.4%	6.1%	23.5%	30.0%	**40.1%**	1	248
All Respondents	2.87	1.8%	7.1%	26.1%	**32.8%**	32.3%	3	567

Defining and solving problems

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.16	8.6%	13.8%	**44.8%**	19.0%	13.8%	1	59
Sophomores	2.35	3.7%	13.6%	**39.5%**	30.9%	12.3%	0	81
Juniors	2.57	3.4%	10.7%	30.9%	**35.4%**	19.7%	1	179
Seniors	2.85	1.2%	4.8%	31.0%	**33.1%**	29.8%	0	248
All Respondents	2.62	3.0%	8.8%	**33.6%**	32.0%	22.5%	2	567

Learning independently

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.93	3.4%	3.4%	25.9%	31.0%	**36.2%**	1	59
Sophomores	2.88	2.5%	6.2%	22.2%	**39.5%**	29.6%	0	81
Juniors	3.08	1.1%	5.0%	16.2%	**39.7%**	38.0%	0	179
Seniors	3.21	1.6%	2.4%	16.9%	31.9%	**47.2%**	0	248
All Respondents	3.09	1.8%	3.9%	18.4%	35.3%	**40.6%**	1	567

Working cooperatively in a group

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.57	3.4%	13.8%	**29.3%**	**29.3%**	24.1%	1	59
Sophomores	2.36	3.7%	14.8%	**35.8%**	33.3%	12.3%	0	81
Juniors	2.54	5.6%	10.1%	**32.0%**	28.7%	23.6%	1	179
Seniors	2.73	3.2%	7.7%	**28.2%**	35.1%	25.8%	0	248
All Respondents	2.60	4.1%	10.1%	30.6%	**32.2%**	23.0%	2	567

Understanding and appreciating the arts

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.49	5.3%	10.5%	**38.6%**	21.1%	24.6%	2	59
Sophomores	2.46	6.2%	14.8%	**33.3%**	18.5%	27.2%	0	81
Juniors	2.29	8.4%	21.2%	24.0%	**25.7%**	20.7%	0	179
Seniors	2.49	9.8%	8.9%	**30.1%**	25.2%	26.0%	2	248
All Respondents	2.42	8.3%	13.9%	**29.5%**	24.0%	24.3%	4	567

Understanding and applying scientific principles and methods

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	1.48	**27.6%**	25.9%	25.9%	12.1%	8.6%	1	59
Sophomores	1.64	22.2%	23.5%	**27.2%**	22.2%	4.9%	0	81
Juniors	2.07	14.7%	18.1%	**29.9%**	20.3%	16.9%	2	179
Seniors	2.20	12.1%	18.2%	**29.1%**	18.6%	21.9%	1	248
All Respondents	2.00	16.0%	19.7%	**28.8%**	19.0%	16.5%	4	567

Understanding and applying quantitative principles and methods

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	1.52	25.9%	20.7%	**34.5%**	13.8%	5.2%	1	59
Sophomores	1.49	27.2%	21.0%	**33.3%**	12.3%	6.2%	0	81
Juniors	1.96	15.8%	18.6%	**33.3%**	18.1%	14.1%	2	179
Seniors	2.13	15.0%	15.9%	**28.9%**	21.1%	19.1%	2	248
All Respondents	1.92	18.1%	18.0%	**31.5%**	18.1%	14.2%	5	567

Understanding different philosophies and cultures

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.78	0.0%	3.4%	**41.4%**	29.3%	25.9%	1	59
Sophomores	2.56	2.5%	9.9%	33.3%	**38.3%**	16.0%	0	81
Juniors	2.54	5.6%	14.5%	22.3%	**35.2%**	22.3%	0	179
Seniors	2.69	5.3%	9.8%	24.0%	**32.9%**	28.0%	2	248
All Respondents	2.63	4.4%	10.6%	26.6%	**34.0%**	24.3%	3	567

Understanding the interaction of society and the environment

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.60	1.7%	10.3%	**37.9%**	25.9%	24.1%	1	59
Sophomores	2.52	6.2%	12.3%	25.9%	**34.6%**	21.0%	0	81
Juniors	2.52	7.3%	14.0%	22.3%	**32.4%**	24.0%	0	179
Seniors	2.70	3.6%	11.3%	22.7%	**36.0%**	26.3%	1	248
All Respondents	2.61	5.0%	12.2%	24.6%	**33.6%**	24.6%	2	567

Recognizing your responsibilities, rights, and privileges as a citizen

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.34	5.2%	8.6%	**43.1%**	32.8%	10.3%	1	59
Sophomores	2.32	9.9%	12.3%	**30.9%**	29.6%	17.3%	0	81
Juniors	2.62	3.9%	14.6%	26.4%	25.8%	**29.2%**	1	179
Seniors	2.61	6.5%	12.1%	25.4%	26.2%	**29.8%**	0	248
All Respondents	2.54	6.0%	12.6%	**28.3%**	27.3%	25.8%	2	567

Readiness for a career

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	1.91	12.1%	15.5%	**46.6%**	20.7%	5.2%	1	59
Sophomores	1.74	14.8%	28.4%	**29.6%**	22.2%	4.9%	0	81
Juniors	2.04	12.9%	18.0%	**31.5%**	27.0%	10.7%	1	179
Seniors	2.24	9.3%	15.0%	**33.3%**	26.8%	15.4%	2	248
All Respondents	2.07	11.5%	17.9%	**33.6%**	25.6%	11.4%	4	567

Readiness for advanced education

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.19	12.1%	3.4%	**44.8%**	32.8%	6.9%	1	59
Sophomores	2.26	9.9%	14.8%	25.9%	**38.3%**	11.1%	0	81
Juniors	2.52	3.9%	12.4%	29.2%	**36.5%**	18.0%	1	179
Seniors	2.87	2.0%	10.6%	19.6%	33.5%	**34.3%**	3	248
All Respondents	2.60	4.8%	11.0%	26.2%	**35.1%**	23.0%	5	567

Demonstrating breadth of learning in different fields

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.45	3.4%	15.5%	31.0%	**32.8%**	17.2%	1	59
Sophomores	2.44	4.9%	8.6%	34.6%	**40.7%**	11.1%	0	81
Juniors	2.61	4.5%	6.2%	33.9%	**34.5%**	20.9%	2	179
Seniors	2.70	2.0%	9.3%	28.9%	**36.6%**	23.2%	2	248
All Respondents	2.61	3.4%	8.9%	31.5%	**36.1%**	20.1%	5	567

Synthesizing information and ideas from many sources

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.79	1.7%	5.2%	25.9%	**46.6%**	20.7%	1	59
Sophomores	2.75	2.5%	3.7%	33.3%	**37.0%**	23.5%	0	81
Juniors	2.77	1.7%	7.3%	28.5%	**38.0%**	24.6%	0	179
Seniors	3.03	1.2%	4.8%	18.5%	**40.3%**	35.1%	0	248
All Respondents	2.88	1.6%	5.5%	24.6%	**39.8%**	28.6%	1	567

Functioning as a responsible member of a diverse community

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.60	5.2%	6.9%	31.0%	**36.2%**	20.7%	1	59
Sophomores	2.43	6.2%	13.6%	29.6%	**32.1%**	18.5%	0	81
Juniors	2.42	7.3%	16.3%	25.8%	**28.1%**	22.5%	1	179
Seniors	2.65	4.9%	9.8%	27.2%	**31.7%**	26.4%	2	248
All Respondents	2.54	5.9%	12.1%	27.5%	**31.1%**	23.4%	4	567

Managing your time effectively

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.59	3.4%	13.8%	22.4%	**41.4%**	19.0%	1	59
Sophomores	2.19	11.1%	16.0%	**34.6%**	19.8%	18.5%	0	81
Juniors	2.44	5.6%	15.7%	27.0%	**32.6%**	19.1%	1	179
Seniors	2.52	3.2%	14.9%	**30.6%**	29.4%	21.8%	0	248
All Respondents	2.45	5.1%	15.2%	29.2%	**30.3%**	20.2%	2	567

Expressing yourself in creative, dramatic, or artistic ways

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.60	3.4%	8.6%	**32.8%**	34.5%	20.7%	1	59
Sophomores	2.52	10.0%	12.5%	21.3%	27.5%	**28.8%**	1	81
Juniors	2.25	8.4%	24.0%	22.9%	**23.5%**	21.2%	0	179
Seniors	2.46	7.7%	14.6%	**28.0%**	23.6%	26.0%	2	248
All Respondents	2.42	7.8%	16.7%	**25.9%**	25.2%	24.3%	4	567

Appendix C: Information Technology Literacy by Class Standing

Students were asked: "To what extent has your experience at Evergreen contributed to your progress in each of the following computer-related skills?" on 9 computer-related skill items. The following are information technology literacy items broken out by class standing.

Using technology to present work, find information, solve problems

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.07	8.6%	20.7%	**37.9%**	20.7%	12.1%	1	59
Sophomores	2.17	13.6%	16.0%	23.5%	**33.3%**	13.6%	0	81
Juniors	2.29	7.9%	16.9%	27.0%	**34.8%**	13.5%	1	179
Seniors	2.48	4.0%	16.1%	**30.2%**	26.6%	23.0%	0	248
All Respondents	2.34	7.1%	16.8%	29.0%	**29.6%**	17.5%	2	567

Writing a research paper using a computer

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	1.76	24.1%	17.2%	24.1%	**27.6%**	6.9%	1	59
Sophomores	1.64	22.2%	19.8%	**35.8%**	16.0%	6.2%	0	81
Juniors	2.13	12.9%	16.9%	**30.9%**	23.0%	16.3%	1	179
Seniors	2.27	12.1%	15.8%	**27.5%**	22.3%	22.3%	1	248
All Respondents	2.08	15.1%	16.8%	**29.4%**	22.2%	16.5%	3	567

Giving a presentation using a computer

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	1.07	**44.8%**	25.9%	10.3%	15.5%	3.4%	1	59
Sophomores	1.35	**33.3%**	21.0%	27.2%	14.8%	3.7%	0	81
Juniors	1.62	**28.7%**	21.3%	19.1%	20.8%	10.1%	1	179
Seniors	1.72	**24.7%**	**24.7%**	19.4%	15.8%	15.4%	1	248
All Respondents	1.57	**29.3%**	23.2%	19.5%	17.2%	10.8%	3	567

Conducting research via the Internet or other on-line sources

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	2.19	17.5%	10.5%	21.1%	**36.8%**	14.0%	2	59
Sophomores	2.01	17.3%	12.3%	**34.6%**	23.5%	12.3%	0	81
Juniors	2.34	11.8%	9.6%	29.8%	**30.9%**	18.0%	1	179
Seniors	2.53	6.9%	15.0%	24.3%	25.9%	**27.9%**	1	248
All Respondents	2.36	11.0%	12.4%	27.2%	**28.2%**	21.1%	4	567

Solving mathematical or statistical problems using a computer

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	0.62	**63.8%**	17.2%	12.1%	6.9%	0%	1	59
Sophomores	0.89	**54.3%**	19.8%	12.3%	9.9%	3.7%	0	81
Juniors	1.10	**45.5%**	23.0%	16.3%	6.7%	8.4%	1	179
Seniors	1.36	**37.2%**	22.3%	17.8%	12.1%	10.5%	1	248
All Respondents	1.13	**45.0%**	21.6%	16.0%	9.6%	7.8%	3	567

Using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.)

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	1.45	**37.9%**	13.8%	25.9%	10.3%	12.1%	1	59
Sophomores	1.40	**39.5%**	16.0%	19.8%	14.8%	9.9%	0	81
Juniors	1.28	**42.1%**	20.2%	15.7%	11.8%	10.1%	1	179
Seniors	1.47	**37.7%**	17.4%	19.0%	12.6%	13.4%	1	248
All Respondents	1.39	**39.4%**	17.7%	18.8%	12.4%	11.7%	3	567

Developing/maintaining a web site

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	0.36	**75.9%**	15.5%	5.2%	3.4%	0%	1	59
Sophomores	0.68	**66.7%**	13.6%	7.4%	9.9%	2.5%	0	81
Juniors	0.69	**68.0%**	11.2%	9.0%	7.3%	4.5%	1	179
Seniors	0.85	**61.5%**	13.0%	10.5%	8.9%	6.1%	1	248
All Respondents	0.73	**65.8%**	12.8%	9.0%	8.0%	4.4%	3	567

Writing computer programs

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	0.24	**86.2%**	8.6%	0%	5.2%	0%	1	59
Sophomores	0.39	**80.0%**	10.0%	3.8%	3.8%	2.5%	1	81
Juniors	0.44	**79.7%**	7.9%	5.6%	2.8%	4.0%	2	179
Seniors	0.41	**81.0%**	6.9%	5.7%	2.8%	3.6%	1	248
All Respondents	0.40	**81.0%**	7.8%	4.8%	3.2%	3.2%	5	567

Preparing a newsletter, brochure, or poster

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	0.78	**58.6%**	20.7%	8.6%	8.6%	3.4%	1	59
Sophomores	0.99	**49.4%**	19.8%	19.8%	4.9%	6.2%	0	81
Juniors	1.06	**50.3%**	16.9%	16.4%	9.0%	7.3%	2	179
Seniors	1.27	**42.5%**	17.8%	18.2%	13.4%	8.1%	1	248
All Respondents	1.11	**47.6%**	18.1%	16.9%	10.3%	7.1%	4	567

Using a computer for scientific or geographic analysis

	Mean	Not at All (0)	Very Little (1)	Some (2)	Quite a Bit (3)	A Lot (4)	Missing (N)	Total (N)
Freshmen	0.47	**74.1%**	12.1%	6.9%	6.9%	0%	1	59
Sophomores	0.60	**70.4%**	11.1%	9.9%	4.9%	3.7%	0	81
Juniors	0.71	**68.0%**	10.7%	9.6%	6.2%	5.6%	1	179
Seniors	1.05	**55.9%**	12.6%	10.9%	12.1%	8.5%	1	248
All Respondents	0.82	**63.7%**	11.7%	9.9%	8.7%	6.0%	3	567

Appendix D: Confidence by Class Standing

Students were asked to rate their level of confidence in 7 areas. The following level of confidence items are broken out by class standing.

That you have the skills and abilities to succeed at Evergreen

	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Missing (N)	Total (N)
Freshmen	3.44	0.0%	0.0%	8.5%	39.0%	**52.5%**	0	59
Sophomores	3.10	0.0%	12.3%	14.8%	23.5%	**49.4%**	0	81
Juniors	3.36	1.7%	1.1%	10.1%	33.5%	**53.6%**	0	179
Seniors	3.60	0.4%	1.2%	4.9%	24.7%	**68.8%**	1	248
All Respondents	3.44	0.7%	2.7%	8.3%	28.8%	**59.5%**	1	567

That you will be able to use your education to meet life-long goals

	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Missing (N)	Total (N)
Freshmen	2.98	1.7%	5.1%	23.7%	32.2%	**37.3%**	0	59
Sophomores	2.94	3.7%	9.9%	16.0%	29.6%	**40.7%**	0	81
Juniors	2.97	2.8%	4.5%	20.7%	**36.9%**	35.2%	0	179
Seniors	3.08	2.0%	8.1%	16.2%	27.5%	**46.2%**	1	248
All Respondents	3.01	2.5%	6.9%	18.4%	31.3%	**41.0%**	1	567

That you are obtaining a well-rounded interdisciplinary education

	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Missing (N)	Total (N)
	2.59	5.1%	11.9%	23.7%	**37.3%**	22.0%	0	59
Sophomores	2.73	2.5%	11.1%	21.0%	**42.0%**	23.5%	0	81
Juniors	2.73	2.8%	10.1%	28.1%	29.2%	**29.8%**	1	179
	2.83		8.1%	19.4%	32.4%	**34.8%**	1	248
All Respondents	2.76		9.6%	22.8%	**33.3%**	30.3%	2	567

That you have the funding to complete your studies at Evergreen

	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very	Missing (N)	Total (N)
Freshmen	2.19	11.9%	16.9%	**30.5%**	22.0%		0	59
Sophomores	2.05	18.5%	16.0%	23.5%	**25.9%**		0	81
Juniors	2.55	6.7%	15.1%	24.0%	24.6%	**29.6%**	0	179
Seniors	2.93	6.1%	6.9%	19.4%		**44.5%**	1	248
All Respondents	2.61	8.7%	11.8%	22.6%	23.9%	**33.0%**	1	567

That you can get the kinds of courses you want at Evergreen

	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Missing (N)	Total (N)
Freshmen	2.31	6.8%	13.6%	**35.6%**	30.5%	13.6%	0	59
Sophomores	2.09	6.2%	25.9%	**34.6%**		13.6%	0	81
Juniors	2.40	6.2%	14.1%	**31.6%**		18.1%	2	179
Seniors	2.49	8.9%	13.0%	25.5%	25.1%	**27.5%**	1	248
All Respondents	2.38	7.4%	15.2%	**29.8%**	26.4%	21.1%	3	567

That you will be able to find a job or make a desired career change after graduation

	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Missing (N)	Total (N)
Freshmen	2.31	3.4%	16.9%	**39.0%**	27.1%	13.6%	0	59
Sophomores	2.10	8.6%	24.7%	**27.2%**	**27.2%**	12.3%	0	81
Juniors	2.25	7.3%	18.0%	**35.4%**	20.8%	18.5%	1	179
Seniors	2.21	8.1%	22.7%	**28.7%**	20.6%	19.8%	1	248
All Respondents		7.4%	20.9%	**31.7%**	22.3%	17.7%	2	567

That you are obtaining technical skills in a specific field

	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Missing (N)	Total (N)
Freshmen	1.92	18.6%	22.0%	22.0%	**23.7%**	13.6%	0	59
Sophomores	1.77	13.6%	**32.1%**	28.4%	16.0%	9.9%	0	81
Juniors	2.08	12.4%	18.6%	**32.2%**	21.5%	15.3%	2	179
	2.13	14.2%	20.2%	**24.3%**	21.5%	19.8%	1	248
All Respondents	2.04	14.0%	21.6%	**27.1%**	20.9%	16.3%		567

Appendix E: Evergreen Student Experience Survey

About this survey:
This survey is intended to gather information about students' college experience. We will use the information you provide for assessment and improvement of academic programs and student services.

Participation in this survey is completely voluntary and the answers you provide will be kept confidential. At any time you are free to discontinue participation or refuse to answer a particular question. Your participation will be confidential and unidentifiable in the public report.

Please print your name and student ID below. This information will be used to enter you into a drawing for a gift certificate at the Evergreen bookstore. This page will be removed from the answers that you provide and your answers will remain confidential.

Name: _____

Student ID#: _____

Thank you for your participation!

The information you provide will be used to help us improve academic and community services at Evergreen. Thank you for your participation!

Mark the box that best describes your answer.

1. Are you employed this quarter?
1️⃣ Yes   0️⃣ No

2. Where are you currently living?
Please mark one answer that best describes your situation:
1️⃣ On campus housing
2️⃣ Private home or apartment (with family members)
3️⃣ Private home or apartment (with non-family members)
4️⃣ Private home or apartment (alone)
5️⃣ Do not have housing
6️⃣ Other: _____

3. Were you able to enroll in your first choice of academic offerings?

A. Fall quarter?   1️⃣ Yes   0️⃣ No
If no, I would have preferred:
1️⃣ Different program(s) or class(es)
2️⃣ A contract or different contract
3️⃣ A different contract sponsor
4️⃣ An internship or different internship
Please explain: _____
_____
_____

B. Winter quarter?   1️⃣ Yes   0️⃣ No
If no, I would have preferred:
1️⃣ Different program(s) or class(es)
2️⃣ A contract or different contract
3️⃣ A different contract sponsor
4️⃣ An internship or different internship
Please explain: _____
_____
_____

C. Spring quarter?   1️⃣ Yes   0️⃣ No
If no, I would have preferred:
1️⃣ Different program(s) or class(es)
2️⃣ A contract or different contract
3️⃣ A different contract sponsor
4️⃣ An internship or different internship
Please explain: _____
_____
_____

4. How does your current academic workload seem to you?

1️⃣   2️⃣   3️⃣   4️⃣   5️⃣
Too light   Just Right   Too heavy

5. To what extent do you feel connected with other students in your program and/or course(s)?

0️⃣   1️⃣   2️⃣   3️⃣   4️⃣   5️⃣   6️⃣
Not At All Connected   Moderately Connected   Very Connected

6. To what extent do you feel connected to the Evergreen community?

0️⃣   1️⃣   2️⃣   3️⃣   4️⃣   5️⃣   6️⃣
Not At All Connected   Moderately Connected   Very Connected

7. How have the following aspects of education at Evergreen affected your learning? *Mark the box that best describes your answer.*	Very negatively	Negatively	No Effect	Positively	Very Positively
A. Interdisciplinary approach to course content	-2	-1	0	1	2
B. Group projects and other peer collaborations	-2	-1	0	1	2
C. Narrative evaluations by faculty instead of grades	-2	-1	0	1	2
D. Self evaluations	-2	-1	0	1	2
E. Seminars (as a way of learning)	-2	-1	0	1	2
F. Seminars (as a way of social interaction)	-2	-1	0	1	2
G. Defining your own standards for success	-2	-1	0	1	2
H. Relationships with faculty	-2	-1	0	1	2
I. Relationships with other students as members of a learning community	-2	-1	0	1	2
J. Taking responsibility for your own learning	-2	-1	0	1	2
K. Your living situation (on or off campus housing)	-2	-1	0	1	2
L. Social and other community activities	-2	-1	0	1	2

8. How satisfied are you with...? *Mark the box that best describes your answer.*	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
A. The overall quality of instruction	-2	-1	0	1	2
B. Academic advice from faculty	-2	-1	0	1	2
C. The quality of faculty feedback on your work	-2	-1	0	1	2
D. The timeliness of faculty feedback on your work	-2	-1	0	1	2
E. Lectures and other presentations by faculty	-2	-1	0	1	2
F. Amount of contact time with faculty outside of class	-2	-1	0	1	2
G. Learning interaction with other students	-2	-1	0	1	2
H. Academic assignments	-2	-1	0	1	2
I. Amount of time that you are able to devote to your academic work	-2	-1	0	1	2
J. Opportunities for advanced academic work at Evergreen	-2	-1	0	1	2
K. Team teaching by faculty	-2	-1	0	1	2
L. Your own progress in achieving your educational goals	-2	-1	0	1	2
M. Opportunities for community service or volunteer work	-2	-1	0	1	2
N. Your social experiences at Evergreen	-2	-1	0	1	2
O. Variety of campus activities	-2	-1	0	1	2
P. Timing and availability of campus activities	-2	-1	0	1	2
Q. The amount of diversity at Evergreen (ethnic, political, socioeconomic, etc.)	-2	-1	0	1	2

9A. If you are dissatisfied with the amount of diversity at Evergreen (Question 8Q above), what kind of diversity do you find lacking?

_____
_____
_____
_____
_____
_____

9B. What do you think would improve diversity on campus?

_____
_____
_____
_____
_____
_____

9C. How important do you think diversity on campus was to your learning?

0		1		2		3		4		5		6

Not At All
Important

Somewhat
Important

Very
Important

9D. How much respect do you think there is for different backgrounds, perspectives, and lifestyles on campus?

0		1		2		3		4		5		6

No
Respect

Some
Respect

A Lot of
Respect

10. To what extent has your experience __at Evergreen__ contributed to your academic and personal growth in each of the following? *Mark the box that best describes your answer.*	Not at all	Very Little	Some	Quite a bit	A lot
A. Writing effectively	0	1	2	3	4
B. Speaking effectively	0	1	2	3	4
C. Giving effective presentations	0	1	2	3	4
D. Participating in class discussions	0	1	2	3	4
E. Critically analyzing written information	0	1	2	3	4
F. Defining and solving problems	0	1	2	3	4
G. Learning independently	0	1	2	3	4
H. Working cooperatively in a group	0	1	2	3	4
I. Understanding and appreciating the arts	0	1	2	3	4
J. Understanding and applying scientific principles and methods	0	1	2	3	4
K. Understanding and applying quantitative principles and methods	0	1	2	3	4
L. Understanding different philosophies and cultures	0	1	2	3	4
M. Understanding the interaction of society and the environment	0	1	2	3	4
N. Recognizing your responsibilities, rights, and privileges as a citizen	0	1	2	3	4
O. Readiness for a career	0	1	2	3	4
P. Readiness for advanced education	0	1	2	3	4
Q. Demonstrating breadth of learning in different fields	0	1	2	3	4
R. Synthesizing information and ideas from many sources	0	1	2	3	4
S. Functioning as a responsible member of a diverse community	0	1	2	3	4
T. Managing your time effectively	0	1	2	3	4
U. Expressing yourself in creative, dramatic, or artistic ways	0	1	2	3	4
V. Using technology to present work, find information, or solve problems	0	1	2	3	4

11. To what extent has your experience <u>at Evergreen</u> contributed to your progress in each of the following computer-related skills? *Mark the box that best describes your answer.*	Not at All	Very Little	Some	Quite a bit	A lot
A. Writing a research paper using a computer	0	1	2	3	4
B. Giving a presentation using a computer	0	1	2	3	4
C. Conducting research via the Internet or other on-line sources	0	1	2	3	4
D. Solving mathematical or statistical problems using a computer	0	1	2	3	4
E. Using the computer for artistic expression (i.e. music, other audio, still images, animation, video, etc.)	0	1	2	3	4
F. Developing/maintaining a web site	0	1	2	3	4
G. Writing computer programs	0	1	2	3	4
H. Preparing a newsletter, brochure, or poster	0	1	2	3	4
I. Using a computer for scientific or geographic analysis	0	1	2	3	4

12. How confident are you...? *Mark the box that best describes your answer.*	Not At All	A Little	Somewhat	Quite	Very
A. That you have the skills and abilities to succeed at Evergreen	0	1	2	3	4
B. That you have the funding to complete your studies at Evergreen	0	1	2	3	4
C. That you can get the kinds of courses you want at Evergreen	0	1	2	3	4
D. That you are obtaining a well-rounded interdisciplinary education	0	1	2	3	4
E. That you are obtaining technical skills in a specific field	0	1	2	3	4
F. That you will be able to find a job or make a desired career change after graduation	0	1	2	3	4
G. That you will be able to use your education to meet life-long goals	0	1	2	3	4

13. How important are the following goals for you after obtaining a college education? *Mark the box that best describes your answer.*	Not Important	Slightly Important	Important	Very Important
A. Have expertise in a particular field	0	1	2	3
B. Make more money	0	1	2	3
C. Influence or change the political system	0	1	2	3
D. Meet the expectations of my friends and family	0	1	2	3
E. Have a professional career	0	1	2	3
F. Contribute to scientific theory	0	1	2	3
G. Create original artistic work	0	1	2	3
H. Start or improve a business of my own	0	1	2	3
I. Help others or contribute to my community	0	1	2	3
J. Improve and protect the environment	0	1	2	3
K. Gain an understanding of a broad range of ideas and fields of study	0	1	2	3
L. Have a better understanding and appreciation for differences (ethnic, political, etc.)	0	1	2	3
M. Become an informed citizen	0	1	2	3
N. Get a job of my choice or make a career change	0	1	2	3
O. Be prepared for further education (graduate, professional, or doctoral)	0	1	2	3
P. Personal growth and development	0	1	2	3
Q. Achieve personal success or satisfaction	0	1	2	3
R. Other:	0	1	2	3

14. As of right now, do you plan to stay at Evergreen until you earn a Bachelor's Degree?

1 Yes   0 No   2 Not Sure

15. If you are planning to leave Evergreen before completing your degree, please explain:

_____
_____
_____
_____
_____
_____
_____
_____

16. How often have you used the following campus resources so far this academic year? *Mark the box that best describes your answer.*	Not at All	A Little	Some	A Lot
A. Library facilities and services	0	1	2	3
B. Media Loan	0	1	2	3
C. Digital Imaging Studio and/or media workshops	0	1	2	3
D. Computer Center, Computer Applications Lab, or computer workshops	0	1	2	3
E. Academic Advising Office or advising workshops	0	1	2	3
F. Prime Time Advising	0	1	2	3
G. First People's Advising Services	0	1	2	3
H. KEY Student Services	0	1	2	3
I. Access Services for Students with Disabilities	0	1	2	3
J. Veterans Affairs Office/Services	0	1	2	3
K. Academic Fair or Core Fair	0	1	2	3
L. Graduate School Fair	0	1	2	3
M. Internship Fair	0	1	2	3
N. Financial Aid Services (such as receiving financial aid assistance or requesting additional information at the office)	0	1	2	3
O. Student Health Services Office	0	1	2	3
P. Counseling Center	0	1	2	3
Q. Center for Mediation Services	0	1	2	3
R. Writing Center and/or writing workshops	0	1	2	3
S. Quantitative Reasoning Center and/or QR workshops	0	1	2	3
T. Tutors in your program	0	1	2	3
U. Career Development Center (such as attending a career fair or using self-assessment and career development tools)	0	1	2	3
V. Student Employment Services (such as using the job board or website for finding a job)	0	1	2	3
W. College Recreation Center/Recreation Services	0	1	2	3
X. Child Care Services	0	1	2	3
Y. Police Services	0	1	2	3
Z. Intercity Transit bus service	0	1	2	3
AA. Student On-campus Housing (such as living on campus or using housing resources such as gathering/meeting spaces)	0	1	2	3

17. How much have you participated in the following community activities? *Mark the box that best describes your answer.*	Haven't Participated	Participated a little	Participated some	Participated a lot
A. Participated in student activity group/club	0	1	2	3
B. Attended lectures, panels, or conferences **on** campus	0	1	2	3
C. Attended lectures, panels, or conferences **off** campus	0	1	2	3
D. Watched or participated in theatrical performances **on** campus	0	1	2	3
E. Watched or participated in theatrical performances **off** campus	0	1	2	3
F. Watched or participated in musical performances/concerts **on** campus	0	1	2	3
G. Watched or participated in musical performances/concerts **off** campus	0	1	2	3
H. Watched or participated in art exhibits/shows **on** campus	0	1	2	3
I. Watched or participated in art exhibits/shows **off** campus	0	1	2	3
J. Participated in intramural sports (between Evergreen students)	0	1	2	3
K. Watched or participated in intercollegiate sports (between Evergreen and other college teams)	0	1	2	3
L. Attended Olympia Arts Walk or other community festivals	0	1	2	3
M. Participated in Outdoor Programs (TOP) activities	0	1	2	3
N. Contributed to KAOS or other broadcast media	0	1	2	3
O. Contributed to Cooper Point Journal or other print media	0	1	2	3
P. Participated in community service or volunteer work	0	1	2	3
Q. Participated in housing-sponsored activities	0	1	2	3
R. Other *(please write in:)*	0	1	2	3

18. Do you have any suggestions for improving campus activities?

_____

19. Are there any other activities that you would like to see on campus?

_____

20. Please write in any other comments that you would like to share.

_____

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