

## Student Affairs Indicators from Institutional Research and Assessment

### Surveys Used in This Summary

#### The Evergreen Student Experience Survey

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

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

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

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

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

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

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

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

#### The Evergreen One-Year Alumni Survey

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

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

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

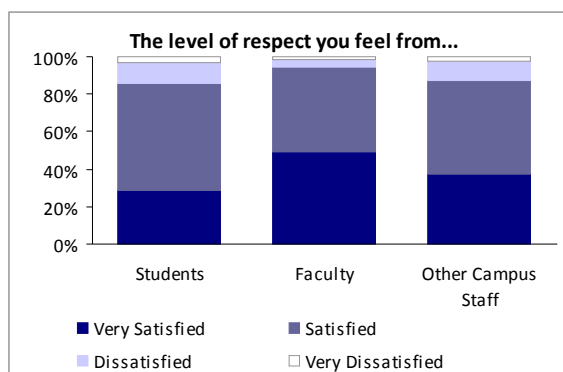
## Student Experience Survey

### Level of Satisfaction

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

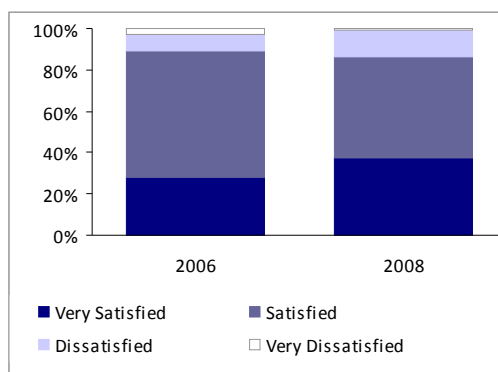
#### The level of respect you feel from students, faculty, and other campus staff (2008 only)

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



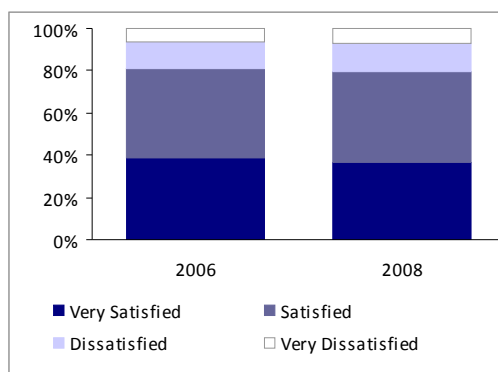
#### Opportunities for community service or volunteer work

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



#### Your living situation

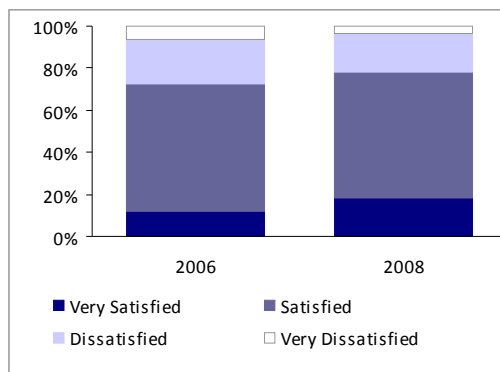
|                   | 2006 | 2008 |
|-------------------|------|------|
| Very Dissatisfied | 7%   | 7%   |
| Dissatisfied      | 13%  | 14%  |
| Satisfied         | 42%  | 43%  |
| Very Satisfied    | 38%  | 37%  |



## Student Experience Survey

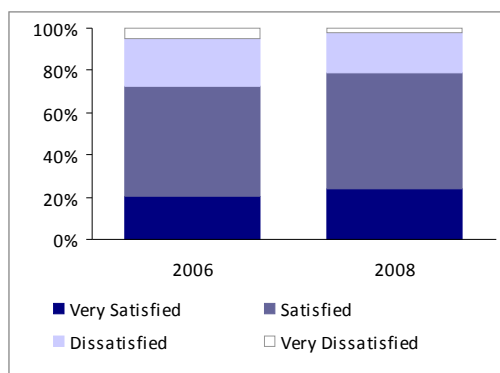
### Campus Activities

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



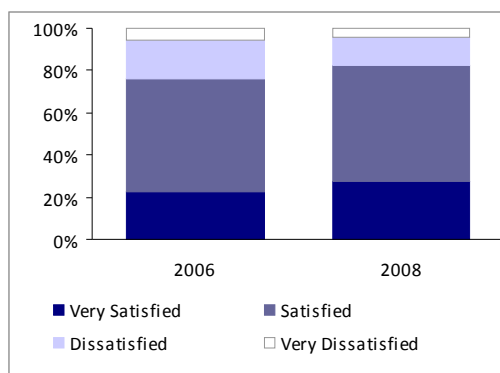
### Your social experiences at Evergreen

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



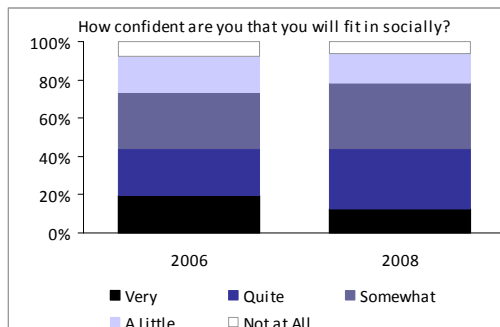
### The match between the classes you are taking and their description in the catalog

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



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

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

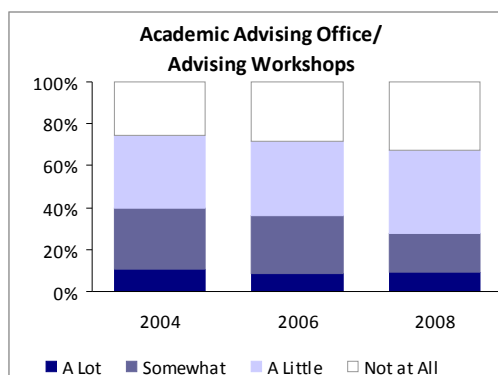


## Student Experience Survey

How often have you used the following resources?

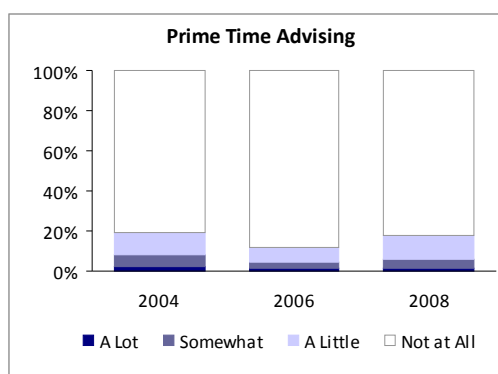
### Academic Advising Office or advising workshops

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



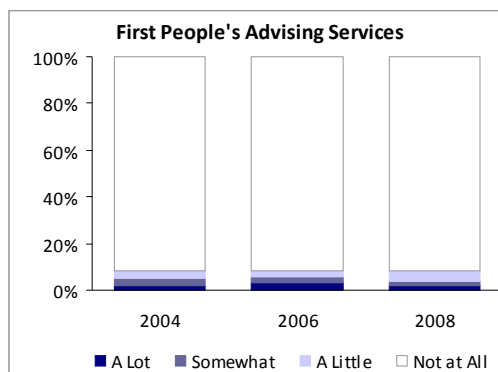
### Prime Time Advising

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



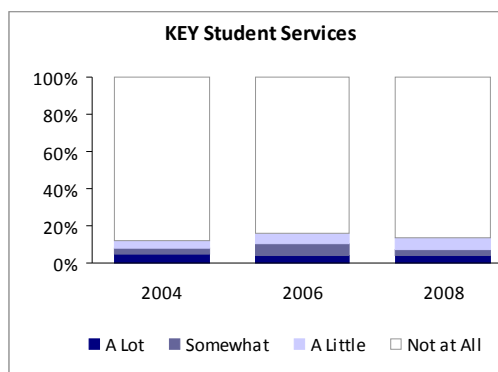
### First People's Advising Services

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



### KEY Student Services

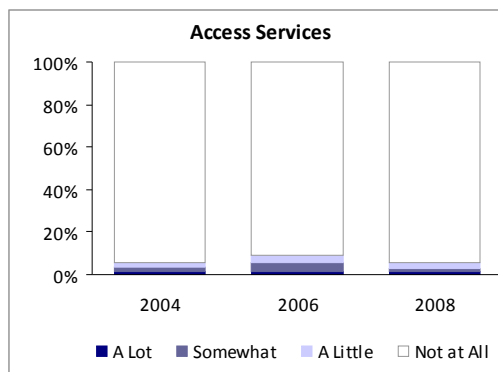
|            | 2004 | 2006 | 2008 |
|------------|------|------|------|
| Not at All | 88%  | 84%  | 87%  |
| A Little   | 4%   | 6%   | 6%   |
| Somewhat   | 3%   | 6%   | 3%   |
| A Lot      | 5%   | 4%   | 4%   |



## Student Experience Survey

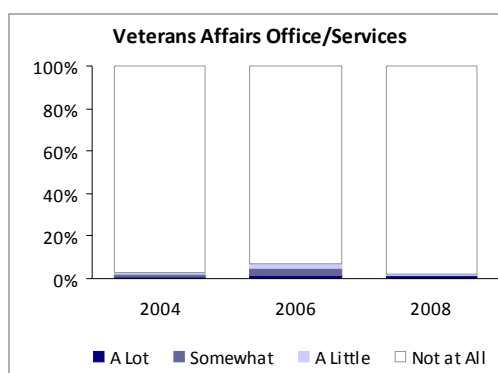
### How often have you used the following resources? Access Services for Students with Disabilities

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



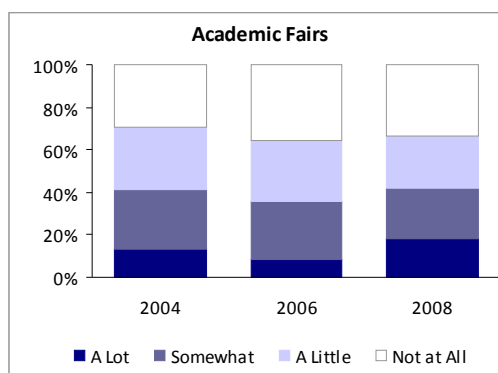
### Veterans Affairs Office/Services

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



### Academic Fairs\*

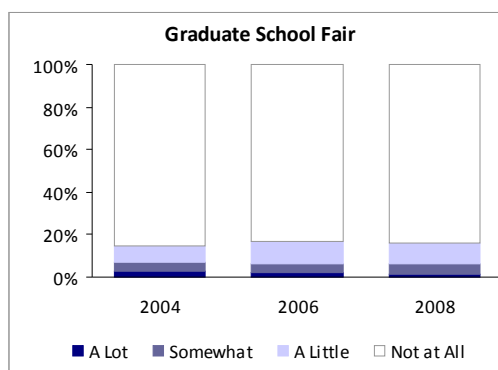
|            | 2004 | 2006 | 2008 |
|------------|------|------|------|
| Not at All | 29%  | 36%  | 34%  |
| A Little   | 30%  | 29%  | 24%  |
| Somewhat   | 28%  | 27%  | 23%  |
| A Lot      | 13%  | 9%   | 18%  |



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

### Graduate School Fair

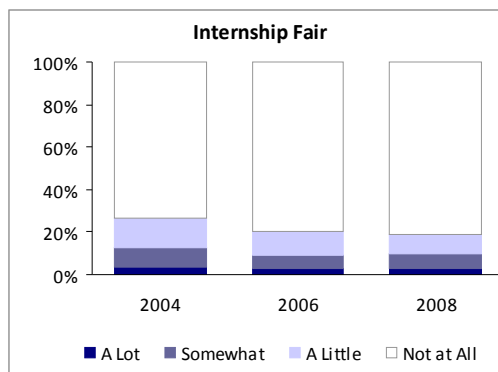
|            | 2004 | 2006 | 2008 |
|------------|------|------|------|
| Not at All | 86%  | 83%  | 84%  |
| A Little   | 7%   | 10%  | 10%  |
| Somewhat   | 4%   | 5%   | 5%   |
| A Lot      | 3%   | 2%   | 2%   |



## Student Experience Survey

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

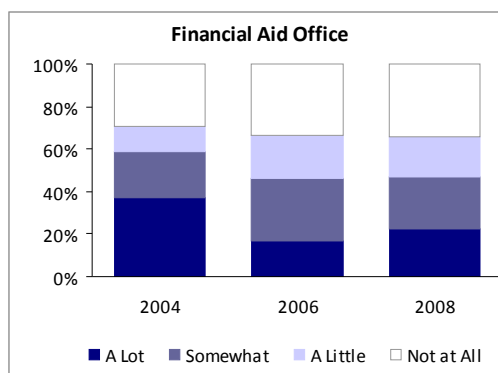
|            | 2004 | 2006 | 2008 |
|------------|------|------|------|
| Not at All | 73%  | 80%  | 81%  |
| A Little   | 14%  | 12%  | 9%   |
| Somewhat   | 9%   | 6%   | 7%   |
| A Lot      | 4%   | 3%   | 3%   |



### Financial Aid Office

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

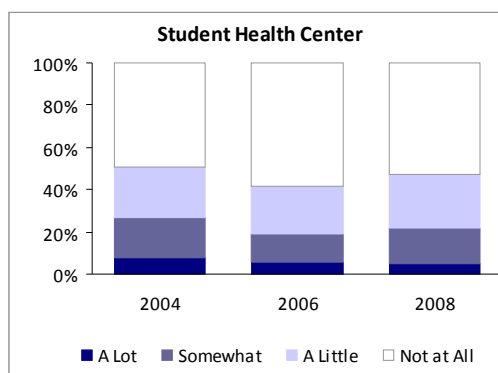
In 2004 this was asked as "Financial Aid Services"



### Student Health Center

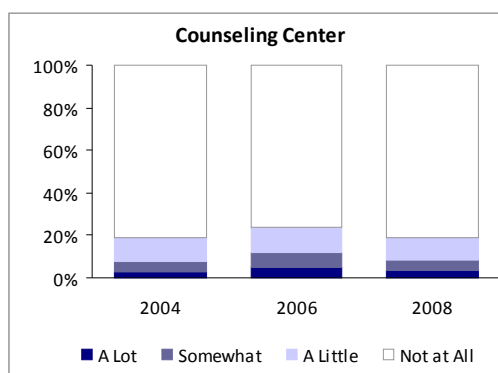
|            | 2004 | 2006 | 2008 |
|------------|------|------|------|
| Not at All | 49%  | 58%  | 53%  |
| A Little   | 24%  | 23%  | 25%  |
| Somewhat   | 19%  | 13%  | 17%  |
| A Lot      | 7%   | 6%   | 5%   |

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



### Counseling Center

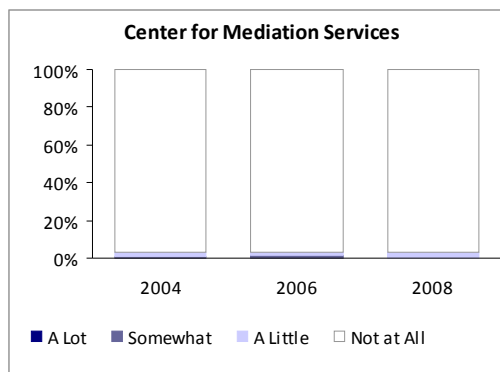
|            | 2004 | 2006 | 2008 |
|------------|------|------|------|
| Not at All | 81%  | 76%  | 81%  |
| A Little   | 11%  | 12%  | 11%  |
| Somewhat   | 5%   | 7%   | 5%   |
| A Lot      | 3%   | 5%   | 3%   |



## Student Experience Survey

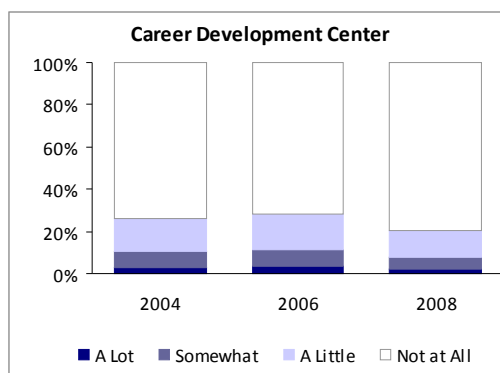
### How often have you used the following resources? Center for Mediation Services

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



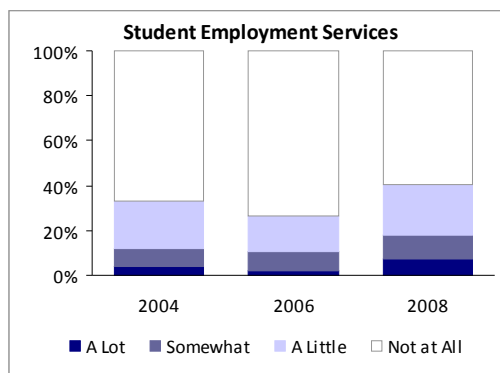
### Career Development Center

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



### Student Employment Services

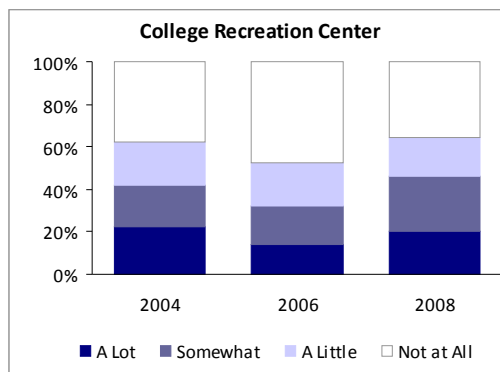
|            | 2004 | 2006 | 2008 |
|------------|------|------|------|
| Not at All | 67%  | 73%  | 60%  |
| A Little   | 21%  | 16%  | 22%  |
| Somewhat   | 7%   | 9%   | 11%  |
| A Lot      | 4%   | 2%   | 7%   |



### College Recreation Center

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

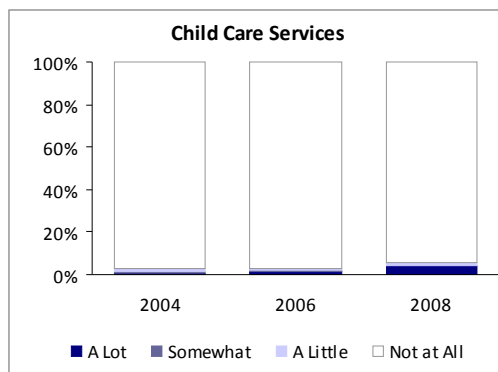
In 2004 this was asked as "College Recreation Center/Recreation Services"



## Student Experience Survey

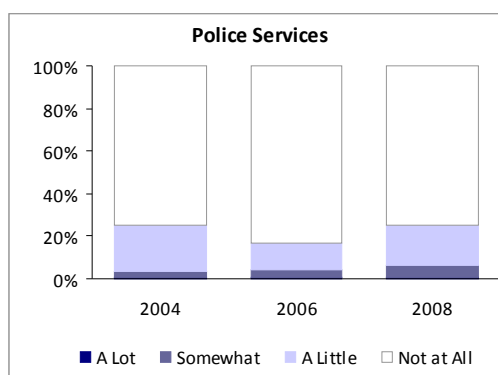
### How often have you used the following resources? Child Care Services

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



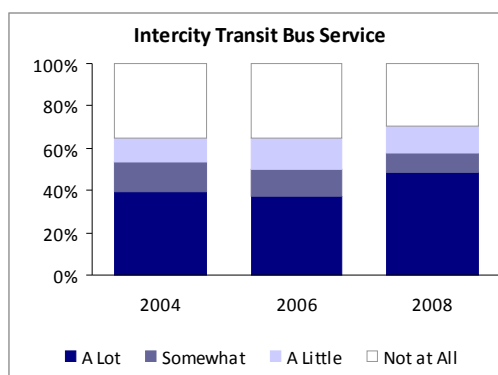
### Police Services

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



### Intercity Transit bus service

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





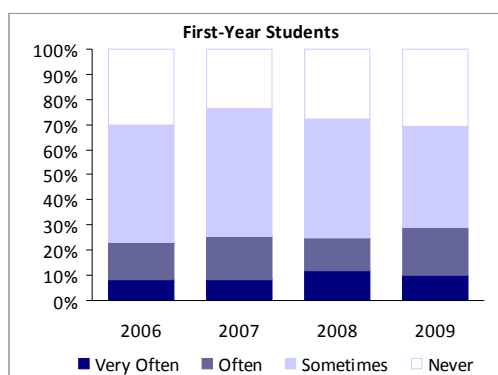
## National Survey of Student Engagement (NSSE)

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

Talked about career plans with a faculty member or advisor

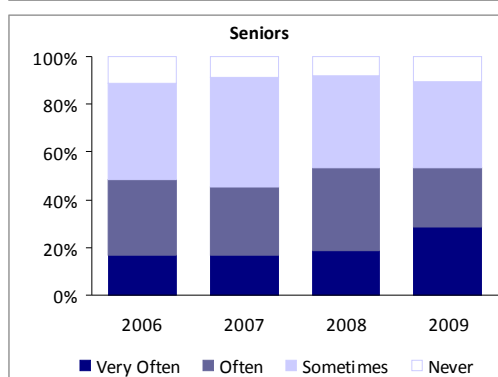
### First-Years

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



### Seniors

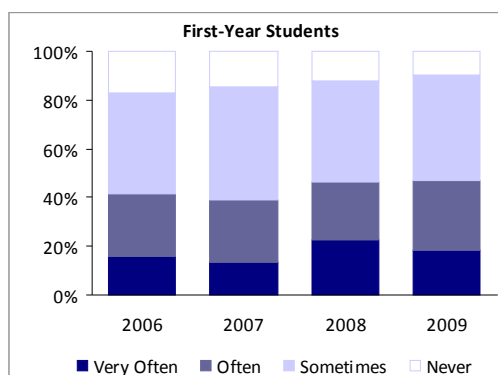
|            | 2006 | 2007 | 2008 | 2009 |
|------------|------|------|------|------|
| Never      | 11%  | 9%   | 8%   | 10%  |
| Sometimes  | 40%  | 46%  | 38%  | 36%  |
| Often      | 32%  | 28%  | 35%  | 25%  |
| Very Often | 17%  | 17%  | 19%  | 29%  |



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

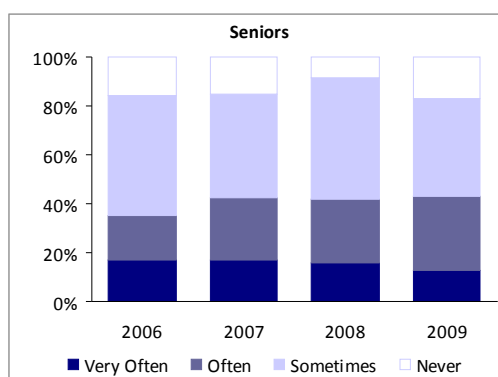
### First-Years

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



### Seniors

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



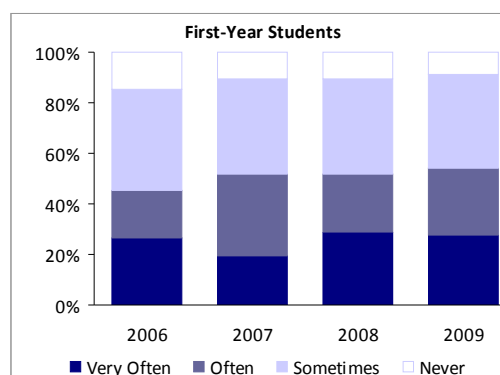
## National Survey of Student Engagement (NSSE)

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

Exercised or participated in physical fitness activities

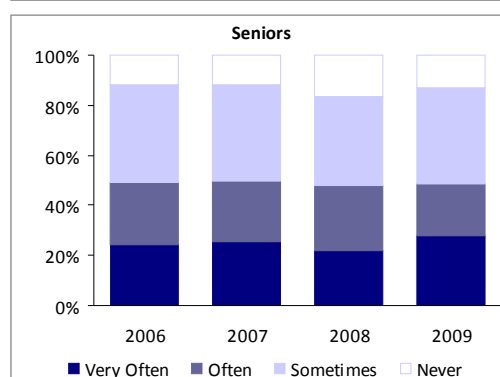
### First-Years

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



### Seniors

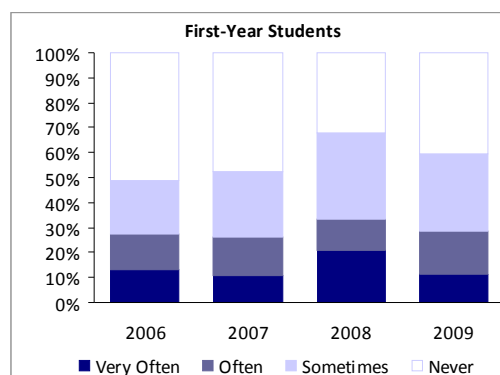
|            | 2006 | 2007 | 2008 | 2009 |
|------------|------|------|------|------|
| Never      | 12%  | 12%  | 17%  | 13%  |
| Sometimes  | 39%  | 39%  | 35%  | 38%  |
| Often      | 25%  | 24%  | 26%  | 21%  |
| Very Often | 24%  | 25%  | 22%  | 28%  |



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

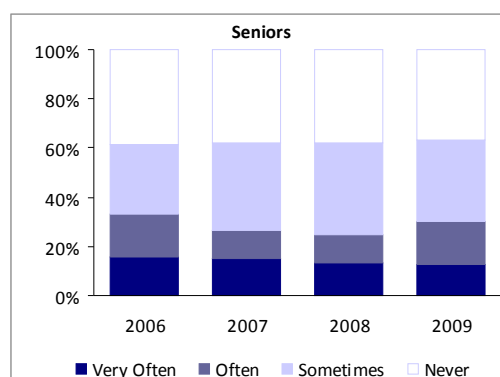
### First-Years

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



### Seniors

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

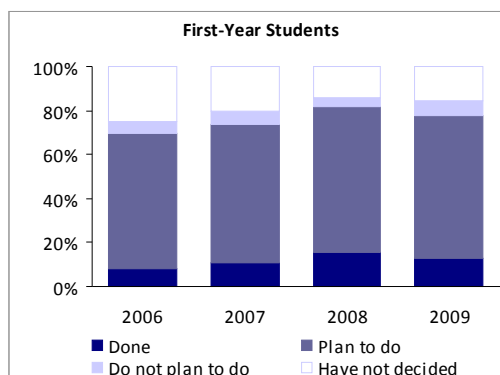


## National Survey of Student Engagement (NSSE)

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

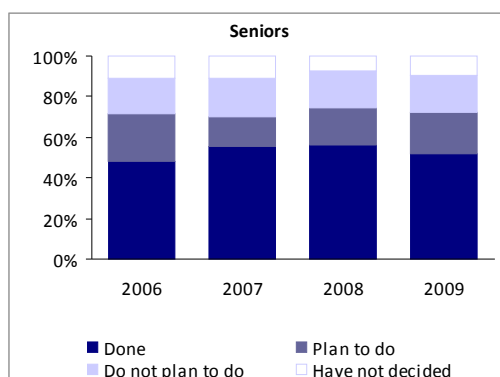
### First-Years

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



### Seniors

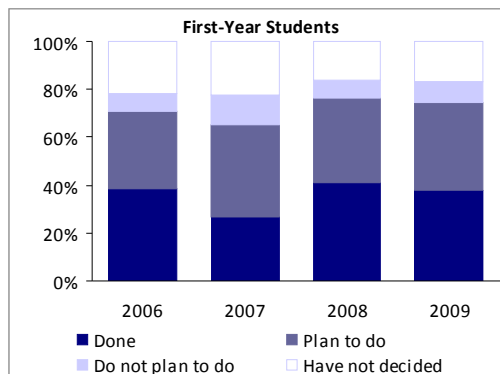
|                   | 2006 | 2007 | 2008 | 2009 |
|-------------------|------|------|------|------|
| Have not decided  | 11%  | 11%  | 8%   | 9%   |
| Do not plan to do | 18%  | 19%  | 18%  | 18%  |
| Plan to do        | 24%  | 14%  | 18%  | 21%  |
| Done              | 48%  | 56%  | 56%  | 52%  |



## Community service or volunteer work

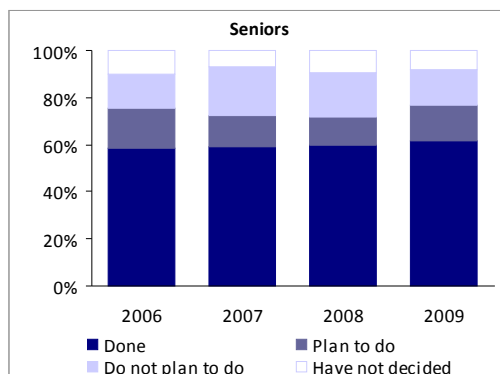
### First-Years

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



### Seniors

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

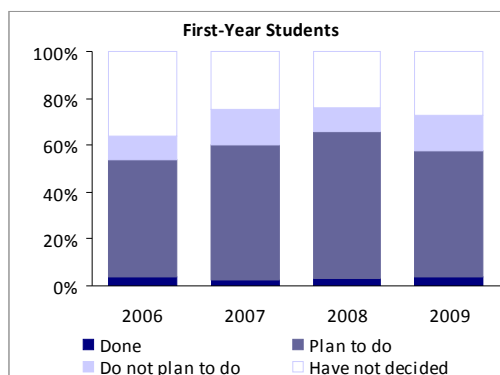


## National Survey of Student Engagement (NSSE)

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

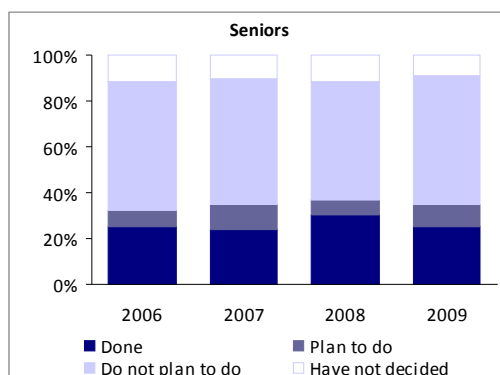
### First-Years

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



### Seniors

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



## National Survey of Student Engagement (NSSE)

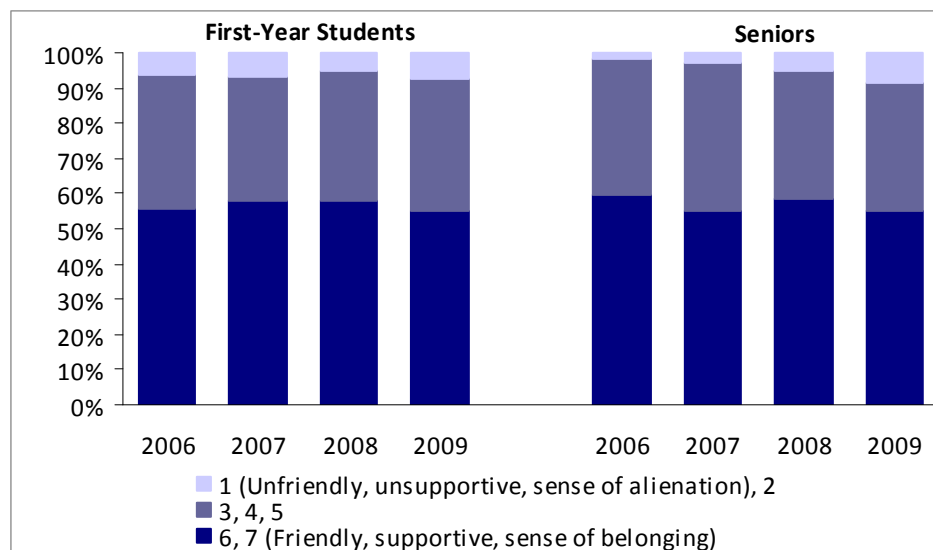
### Quality of relationships with other students

#### First-Year Students

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

#### Seniors

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



## National Survey of Student Engagement (NSSE)

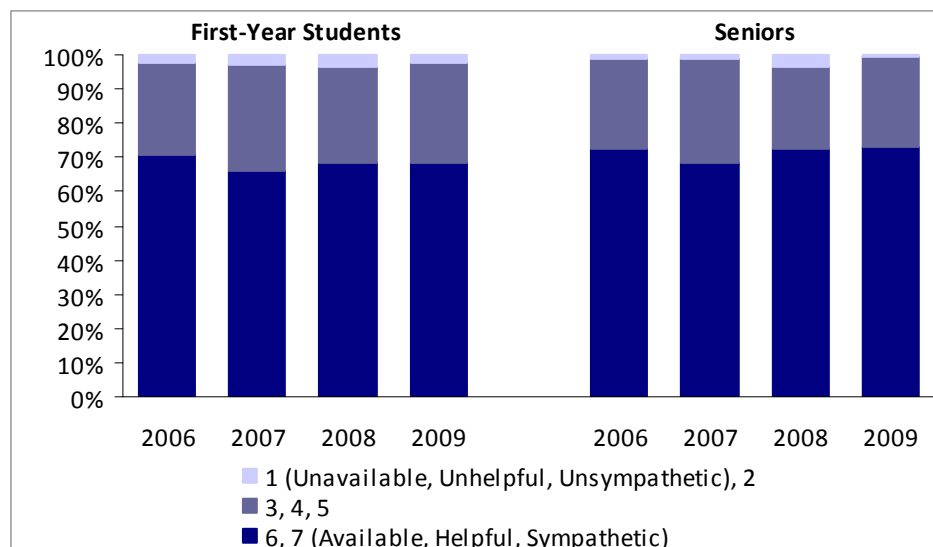
### Quality of relationships with faculty members

#### First-Year Students

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

#### Seniors

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



## National Survey of Student Engagement (NSSE)

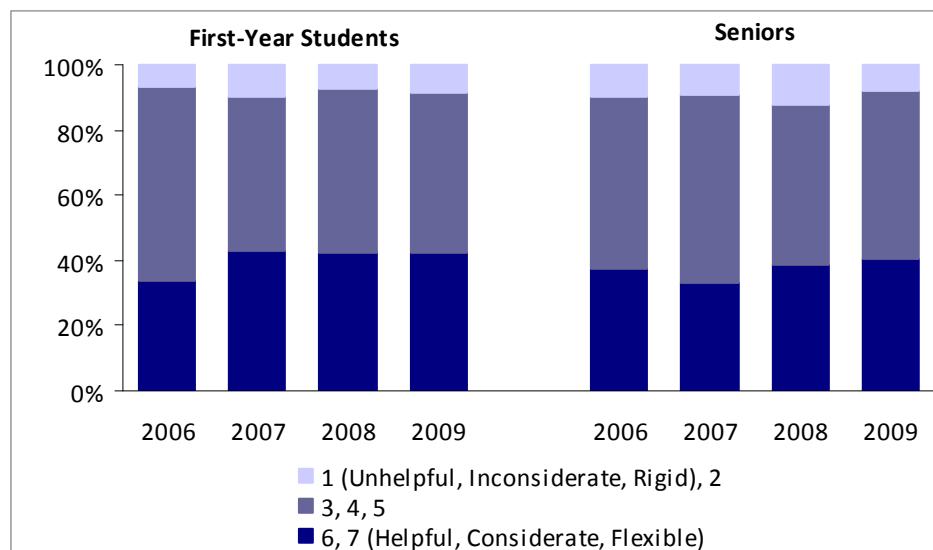
### Quality of relationships with administrative personnel and offices

#### First-Year Students

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

#### Seniors

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



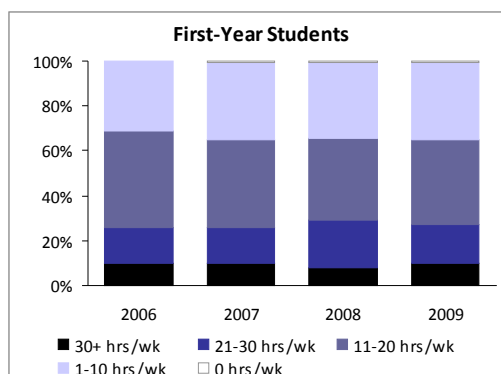
## National Survey of Student Engagement (NSSE)

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

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

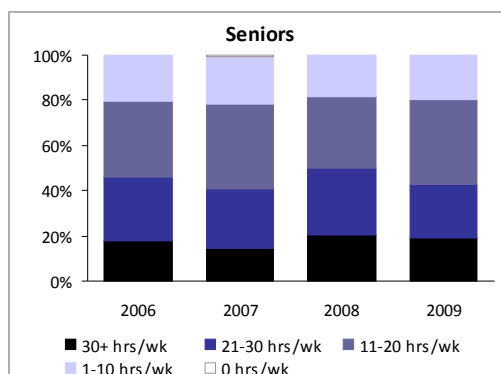
#### First-Years

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



#### Seniors

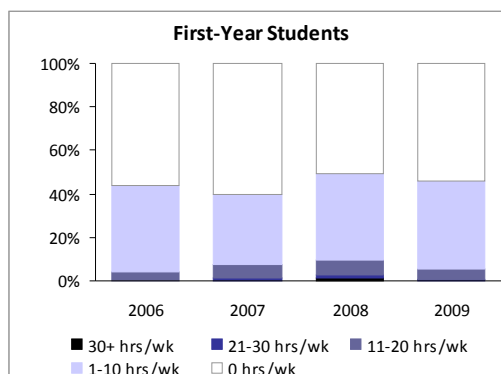
|              | 2006 | 2007 | 2008 | 2009 |
|--------------|------|------|------|------|
| 0 hrs/wk     | 0%   | 1%   | 0%   | 0%   |
| 1-10 hrs/wk  | 21%  | 21%  | 19%  | 20%  |
| 11-20 hrs/wk | 33%  | 38%  | 32%  | 38%  |
| 21-30 hrs/wk | 28%  | 26%  | 30%  | 24%  |
| 30+ hrs/wk   | 18%  | 14%  |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



### Participating in co-curricular activities

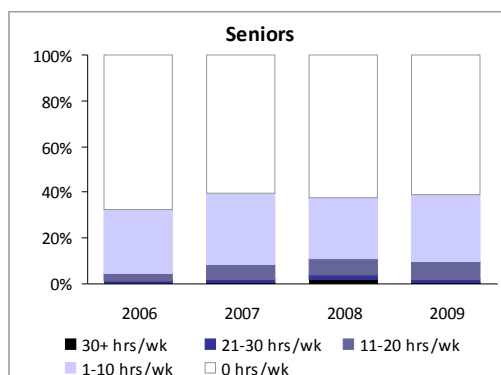
#### First-Years

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



#### Seniors

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





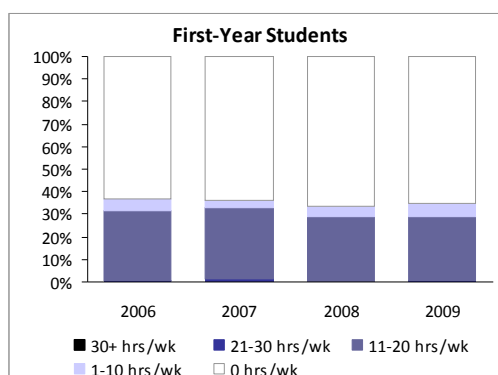
## National Survey of Student Engagement (NSSE)

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

#### Working for pay on campus

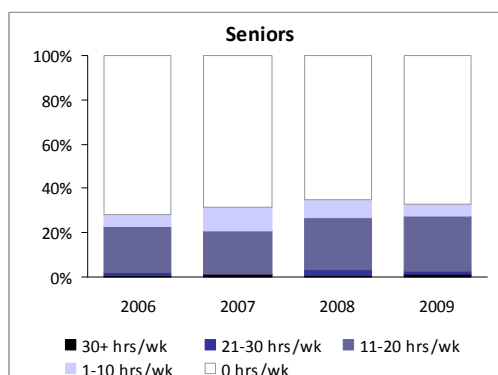
##### First-Years

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



##### Seniors

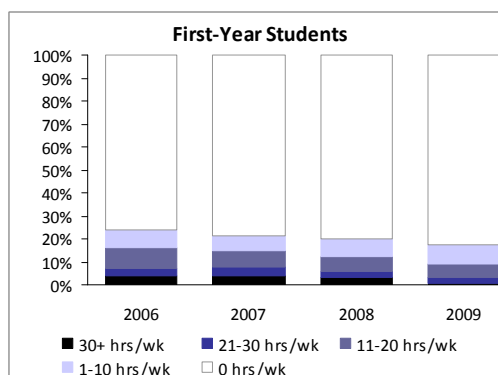
|              | 2006 | 2007 | 2008 | 2009 |
|--------------|------|------|------|------|
| 0 hrs/wk     | 72%  | 68%  | 65%  | 67%  |
| 1-10 hrs/wk  | 5%   | 11%  | 8%   | 6%   |
| 11-20 hrs/wk | 21%  | 20%  | 24%  | 25%  |
| 21-30 hrs/wk | 2%   | 0%   | 3%   | 1%   |
| 30+ hrs/wk   | 1%   | 1%   |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



#### Working for pay off campus

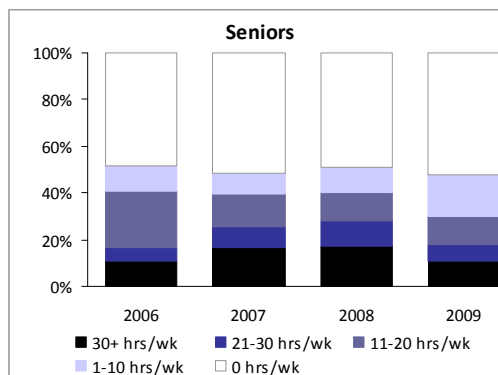
##### First-Years

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



##### Seniors

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



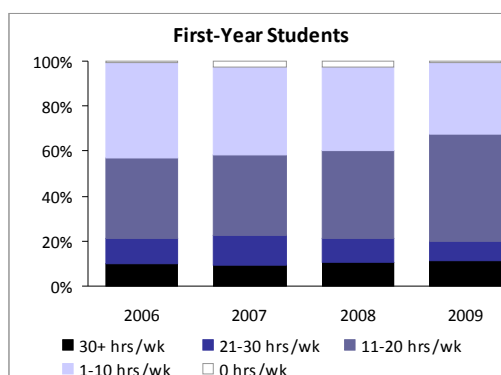
## National Survey of Student Engagement (NSSE)

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

#### Relaxing and socializing

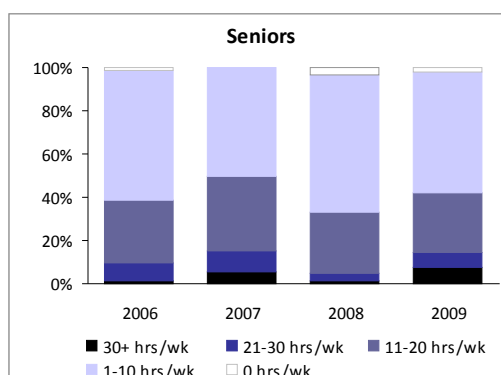
##### First-Years

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



##### Seniors

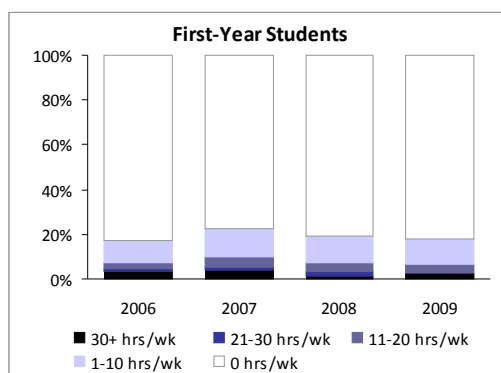
|              | 2006 | 2007 | 2008 | 2009 |
|--------------|------|------|------|------|
| 0 hrs/wk     | 2%   | 0%   | 3%   | 2%   |
| 1-10 hrs/wk  | 60%  | 50%  | 64%  | 56%  |
| 11-20 hrs/wk | 29%  | 35%  | 28%  | 27%  |
| 21-30 hrs/wk | 9%   | 10%  | 3%   | 7%   |
| 30+ hrs/wk   | 1%   | 5%   |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



### Providing care for dependents living with you

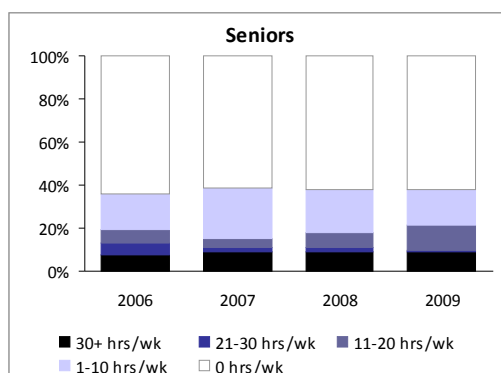
##### First-Years

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



##### Seniors

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



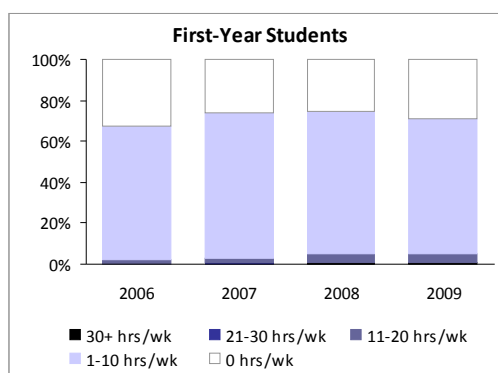
## National Survey of Student Engagement (NSSE)

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

#### Commuting to class

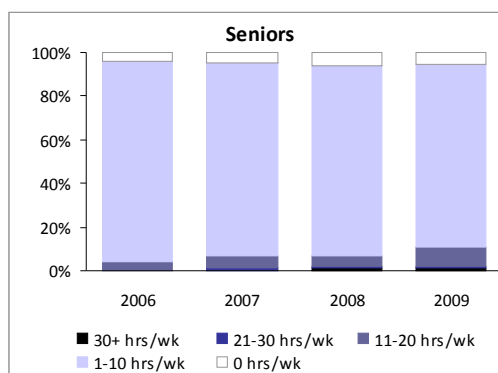
##### First-Years

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



##### Seniors

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

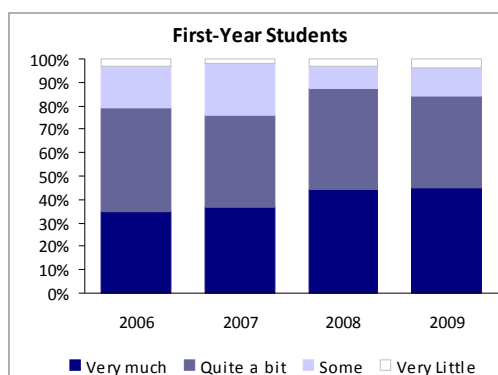


### Does your institution emphasize...?

#### Providing support you need academically

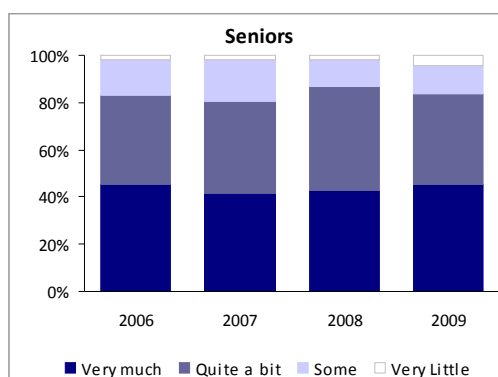
##### First-Years

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



##### Seniors

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

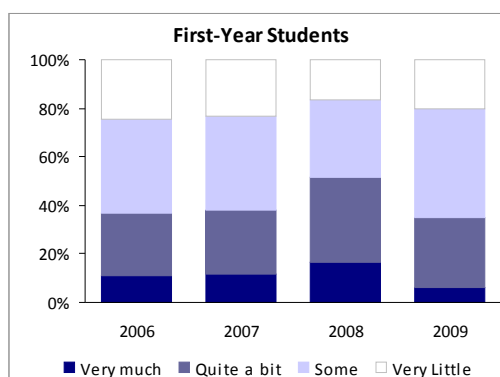


## National Survey of Student Engagement (NSSE)

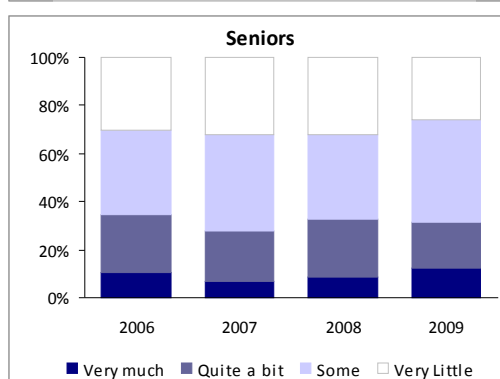
### Does your institution emphasize...?

#### Helping you cope with nonacademic responsibilities

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



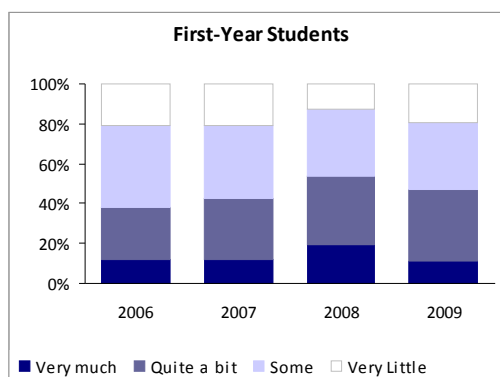
| Seniors     | 2006 | 2007 | 2008 | 2009 |
|-------------|------|------|------|------|
| Very Little | 30%  | 32%  | 32%  | 26%  |
| Some        | 35%  | 40%  | 35%  | 43%  |
| Quite a bit | 24%  | 21%  | 24%  | 19%  |
| Very much   | 10%  | 7%   | 9%   | 12%  |



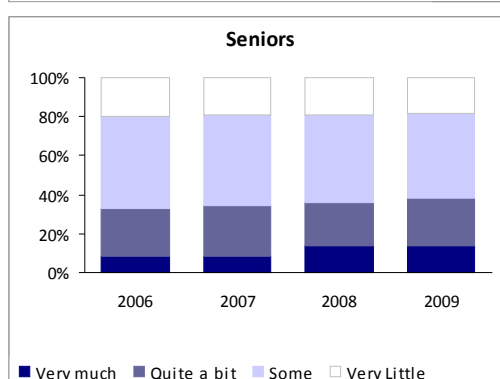
### Does your institution emphasize...?

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

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



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

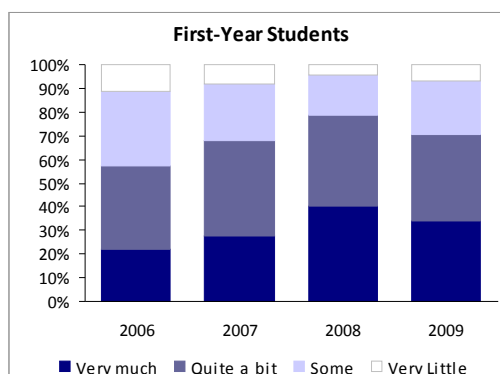


## National Survey of Student Engagement (NSSE)

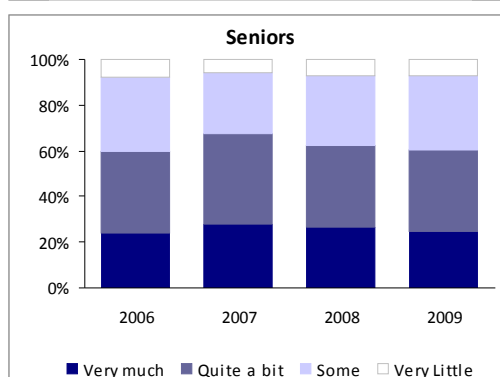
### Does your institution emphasize...?

#### Attending campus events and activities

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

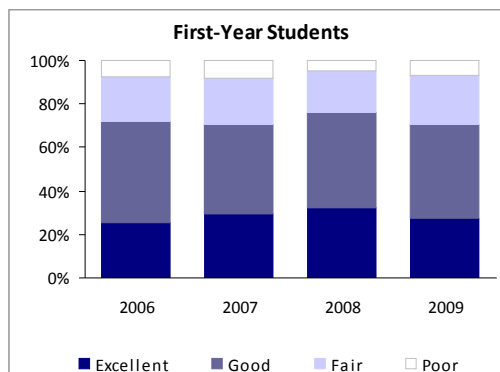


| Seniors     | 2006 | 2007 | 2008 | 2009 |
|-------------|------|------|------|------|
| Very Little | 8%   | 6%   | 7%   | 7%   |
| Some        | 32%  | 27%  | 30%  | 32%  |
| Quite a bit | 35%  | 40%  | 36%  | 36%  |
| Very much   | 24%  | 28%  | 26%  | 25%  |

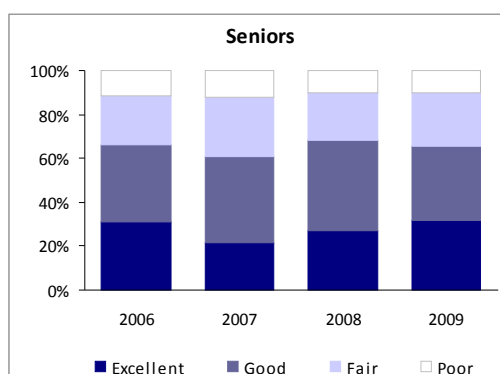


### Overall, how would you evaluate the quality of academic advising you have received at your institution?

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



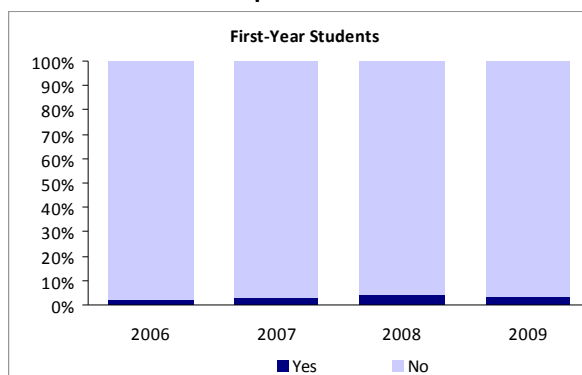
| Seniors   | 2006 | 2007 | 2008 | 2009 |
|-----------|------|------|------|------|
| Poor      | 11%  | 12%  | 10%  | 10%  |
| Fair      | 23%  | 27%  | 22%  | 24%  |
| Good      | 35%  | 40%  | 41%  | 34%  |
| Excellent | 31%  | 21%  | 27%  | 32%  |



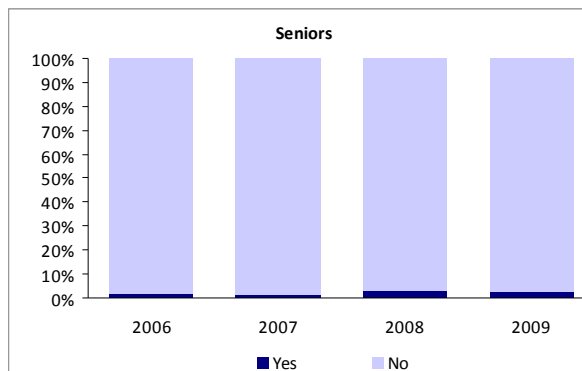
## National Survey of Student Engagement (NSSE)

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

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

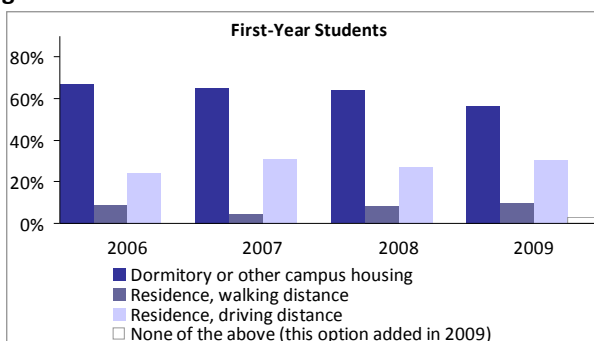


| Seniors | 2006 | 2007 | 2008 | 2009 |
|---------|------|------|------|------|
| No      | 98%  | 99%  | 97%  | 98%  |
| Yes     | 2%   | 1%   | 3%   | 2%   |

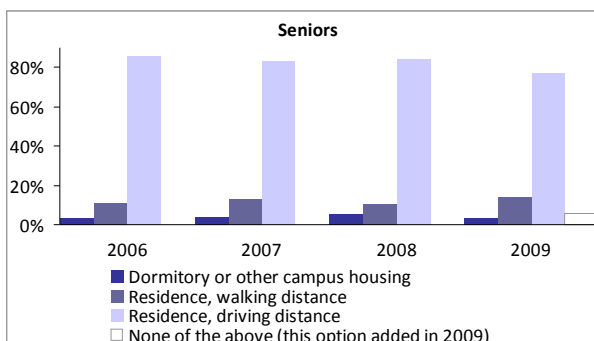


### Which of the following best describes where you are living?

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



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



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

## Alumni Survey

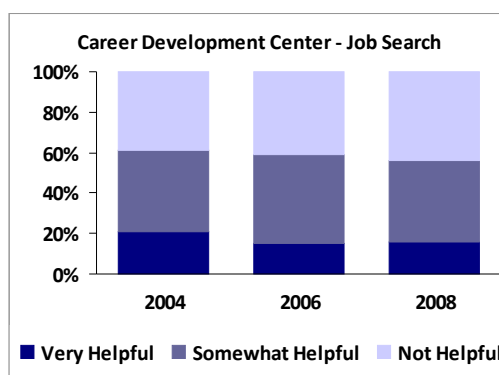
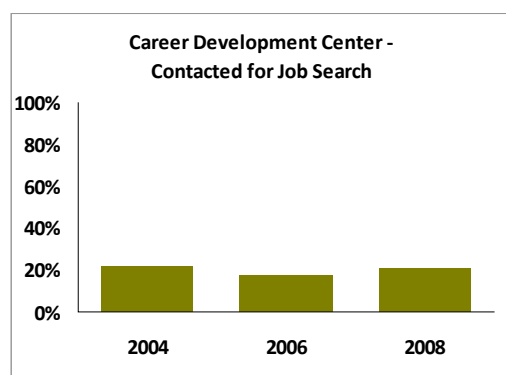
### Career Development Office

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

|           | 2004 | 2006 | 2008 |
|-----------|------|------|------|
| Contacted | 21%  | 17%  | 21%  |

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

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

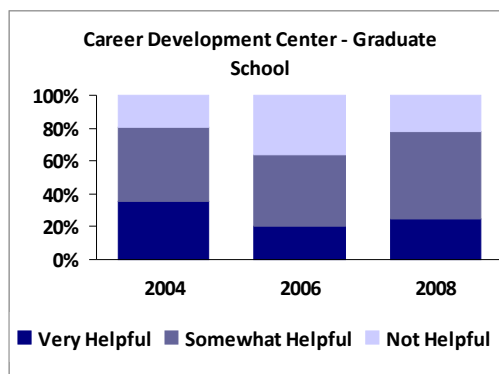
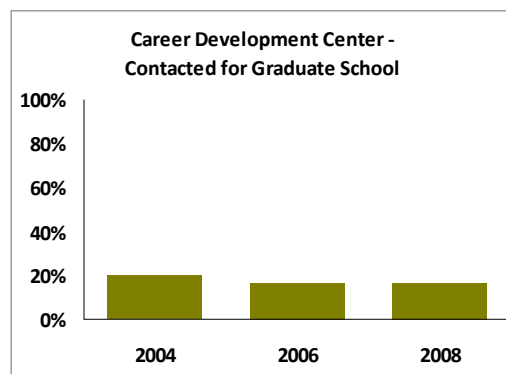


Did you contact the Evergreen Career Development Office for help in learning about and/or applying for graduate or professional school?

|           | 2004 | 2006 | 2008 |
|-----------|------|------|------|
| Contacted | 20%  | 17%  | 16%  |

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

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

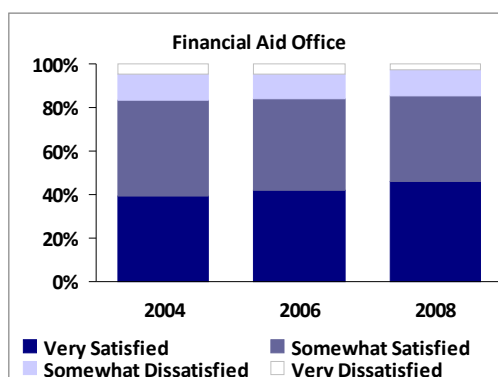
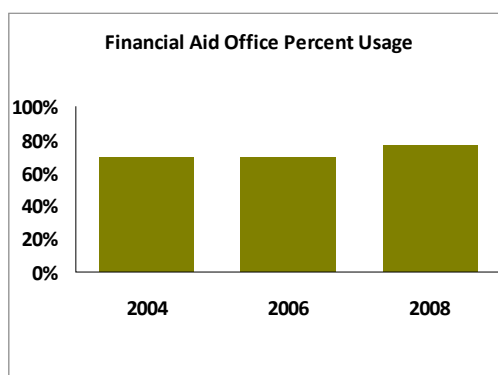


## Alumni Survey

### Use and Satisfaction with Campus Resources

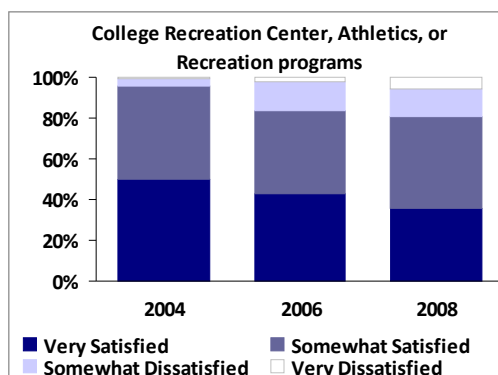
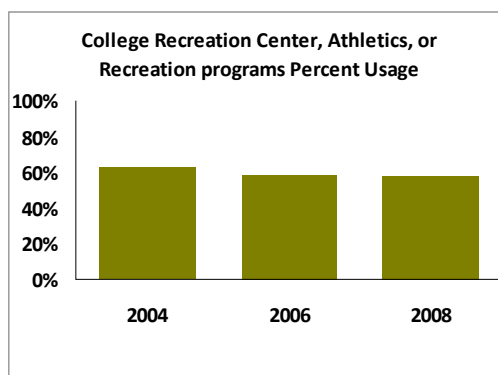
#### Financial Aid

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



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

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

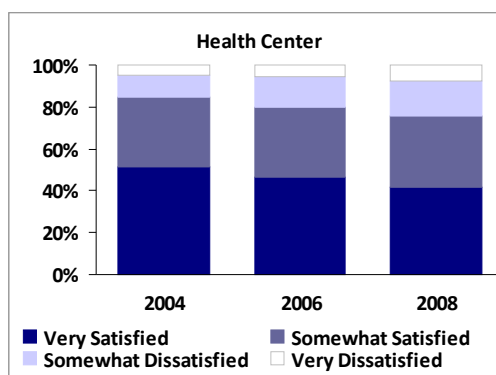
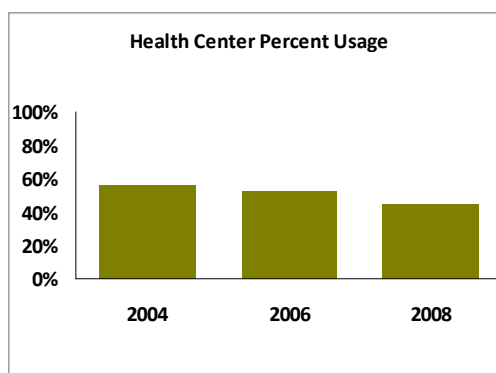




## Alumni Survey

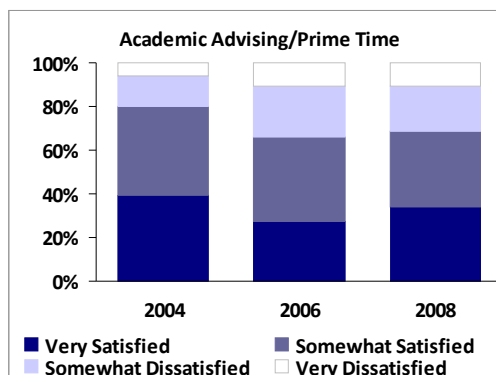
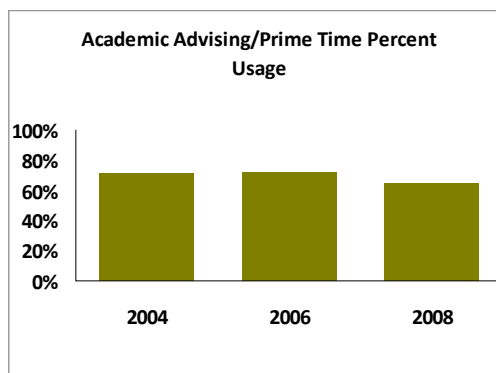
### Health Center

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



### Academic Advising/Prime Time

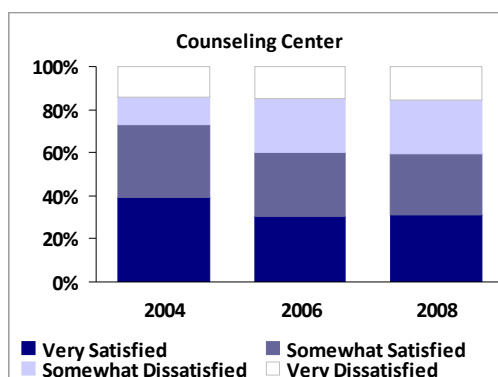
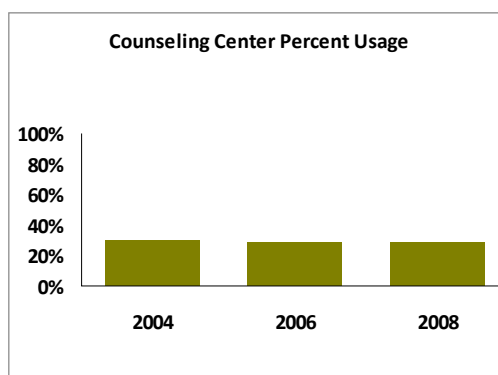
|   | 2004 | 2006 | 2008 |
|---|------|------|------|
| Used Resource                           | 71%  | 73%  | 64%  |
| <i>Of those who used this resource:</i> |      |      |      |
| Very Dissatisfied                       | 6%   | 10%  | 10%  |
| Somewhat Dissatisfied                   | 14%  | 23%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



## Alumni Survey

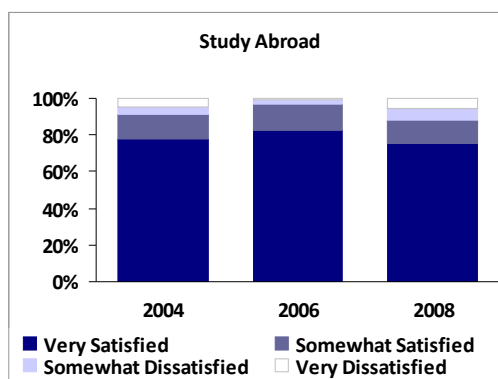
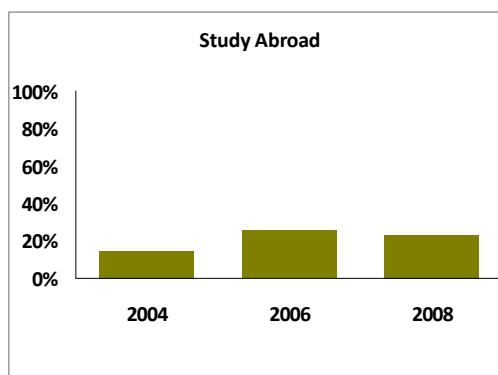
### Counseling Center

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



### Participation and Satisfaction with Educational Experiences Study Abroad

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



## Alumni Survey

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

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

## Alumni Survey

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

## Alumni Survey

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

## Alumni Survey

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

## Alumni Survey

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

## Alumni Survey

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