

FRESHMEN RETENTION  
AT THE EVERGREEN STATE COLLEGE:

A RESEARCH STUDY TO EXAMINE THE RETENTION OF FRESHMEN  
AT THE EVERGREEN STATE COLLEGE  
ENROLLED DURING THE FALL OF 1991 COMPARED TO THOSE RETURNING THE  
FALL OF 1992

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A study prepared for Steve Hunter, Director of Research and Planning, and the Enrollment Coordinating Committee of The Evergreen State College. This project was submitted to Dr. Virginia Ingersoll as part of the research team's academic work in the *Changing Minds, Changing Course* program at The Evergreen State College, Fall and Winter quarters 1992-93.



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Lastly, we wish to express our indebtedness to Mr. Ted Bartell for furnishing us with copies of the "Withdrawing/Non-returning Student Survey" created by American College Testing.

## EXECUTIVE SUMMARY

This project was created by six students enrolled in Dr. Virginia Ingersoll's *Changing Minds, Changing Course* program at the Evergreen State College (TESC). The purpose of this project was to provide the Enrollment Coordinating Committee of TESC with a profile of the reasons why students who enrolled in Core programs as first-year students, either chose to continue or end their enrollment by the following fall. In addition, the group intended to produce information on the students' general level of satisfaction with TESC services and characteristics.

Using SPSS/PC+ (Statistical Package Social Sciences), the research team determined that these five variables were the most influential in a student's decision to stay or leave:

1. Needed a break
2. Attend a different college
3. Moved to a new location
4. Core was not challenging
5. Field of interest was not offered

Further, of the 59 students who left, nearly half (48%) said Core was either not challenging or of poor quality.

Factor analysis provided the team with a greater understanding of why students left especially in light of Dr. Vincent Tinto's model of departure that emphasizes social and academic integration of students into the college environment. Six key factors were identified in our analysis:

1. Social integration at Evergreen
2. Academic integration: preparation for college in general
3. Academic integration: satisfaction with alternative education
4. Personal challenges
5. Academic integration: perception of quality/challenge at TESC
6. Academic integration: ability to pursue academic interests

These factors suggest specific combinations of variables influencing students to leave TESC. These variables can help the Enrollment Coordinating Committee when designing courses for Core program, changing or understanding characteristics of the college and their effect on students, and in looking at services that support first-year students at TESC.

Overall, the research team found that students indicated greatest satisfaction with the following characteristics and services at TESC:

1. Admissions procedures
2. The evaluation system

3. Attitudes of the teaching staff
4. Tolerance of various sexual orientations
5. Personal security and safety

All students expressed greatest dissatisfaction with these areas:

1. Registration procedures
2. Variety of programs offered by Evergreen
3. Availability of programs offered
4. Quality of Core programs

Those students who left showed dissatisfaction with these areas:

1. Variety of programs offered by Evergreen
2. Quality of Core programs
3. Availability of courses at times you could take them
4. Registration procedures

Discriminant function analysis on all students and variables found that "Racial/ethnic relations at TESC" was the top variable among the 20 selected. This analysis helps describe the profile of a typical non-returning or returning TESC student by pooling those variables most often selected by students. The resulting discriminate equation correctly classified group membership with an overall accuracy of 83.61%. Evergreen can use this equation to concentrate on helping students who fit this profile and to increase freshmen retention.

Although T-tests did not show significant differences between the two groups, the cross tabulations used to determine chi-square significance were informative. The six variables with significance are:

1. Satisfaction of evaluation system
2. Racial ethnic relations at TESC
3. Opportunities for involvement in campus activities
4. Lack of diversity (open-ended response question)
5. Quality of instruction in Core
6. Satisfaction with library services used

The six variables that were significant can now be used to determine what services and characteristics TESC can study more in depth to help students and increase freshmen retention.

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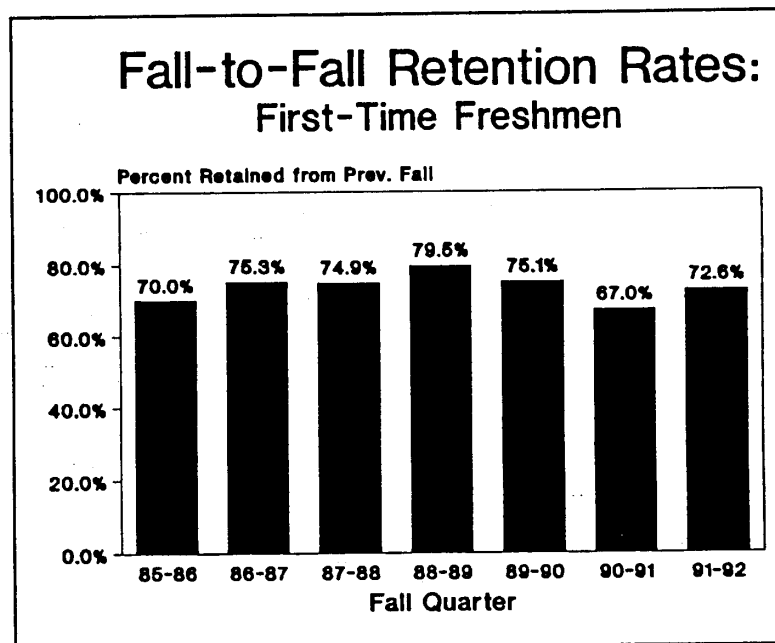


## I. PROJECT BACKGROUND AND PROBLEM

### A. Background

This is a research study to examine the retention of freshmen from the fall of 1991 to the fall of 1992 at The Evergreen State College. According to a recent study ("1992 Retention Information" presented by Steve Hunter at the Enrollment Coordinating Committee Meeting on November 6, 1992), retention of freshmen returning the following fall had steadily increased from 70% in 1986 to 79.5% in 1989. Retention decreased to 75.1% in 1990, 67.0% in 1991 and increased to 72.6% in 1992. The chart below displays these figures:

GRAPH # 1



Freshmen who were Washington-state residents had a retention rate of 77% in 1992, while out-of-state residents had a rate of 68%. TESC has experienced uninterrupted growth since 1982 with an increase of 42%, or more than 1,000 full-time-equivalent students. As of the 1991-92 academic year, first-year students accounted for approximately 40% of the undergraduates entering Evergreen. Freshmen enrollment had doubled since 1982, from 220 students to 441 in the fall of 1991.

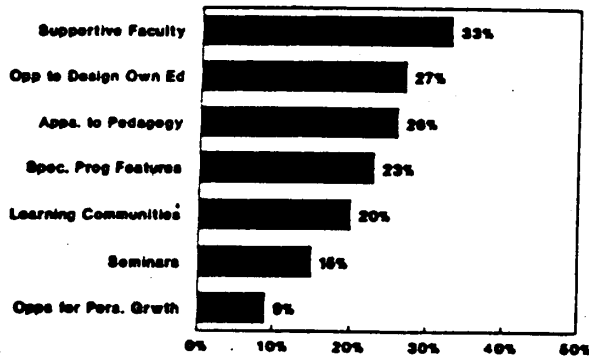
A previous study, "Core Program Retention" (Hunter memorandum of January 3, 1992), showed a wide discrepancy in the retention

rates between different Core programs. The 1988-89 school year had a low of 75.9% in *Image and Idea* and a high of 90% in *Reflections of Nature*. The 1989-90 school year reflected a low retention rate of freshmen at 64.1% in *Great Books* compared to a high of 87% in *Exploration*. During the 1990-91 school year, *Pacific Northwest* freshmen had a lower retention rate of 51.4% as compared to *Problems Without Solutions* with a higher rate of 74.2%. In each successive year from 1988 to 1991, the retention rates of freshmen dropped in every Core program. Even the programs with the highest retention rates fell during this three-year period. This may suggest a need for improving the quality of all Core programs for freshmen students.

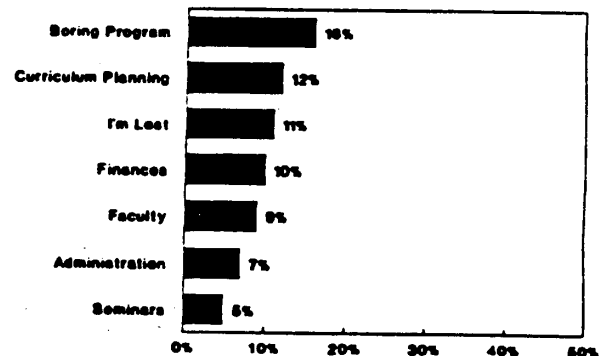
Another study conducted by Hunter during Winter quarter 1991-92 (Current Student Survey: Plans for Spring and Fall 1992) asked freshmen in the Core programs what was working and what was not working for them as students. The chart below identifies the results of the study:

GRAPH #2

### WHAT'S WORKING WELL Summarized Across Programs



### WHAT'S NOT WORKING WELL Summarized Across Programs



#### B. The Problem

The problem lies in the fact that over the last three years, freshmen retention rates have dropped a significant percentage, from 79.5% in 1989 to 67% in 1991, according to Hunter's "Core Program Retention" memorandum of January 3, 1992. This notable change has led the ECC and Hunter to investigate and research the problems involved with Core retention.

The research team was created to investigate the following questions:

1. What were the specific reasons that freshmen enrolled in the fall of 1991 and were not returning in the fall of 1992?
2. Did returning and non-returning freshmen have common problems associated with attending Evergreen in 1991?
3. Were the students' expectations and needs being met by The Evergreen State College?
4. Was Core program challenging students to learn and was it what they expected?

These are the major areas the research team addressed. The specific questions asked during the survey are included in appendices A and B of this report.

After getting answers to these questions using the telephone survey, the research team hoped to identify the services and characteristics within the college that were influential in a student's decision to remain enrolled or leave the college. Using the Statistical Package Social Sciences (SPSS/PC+) software program, the research team determined important relationships between key elements of life at TESC and the reasons some freshmen left while others continued their education.

## II. METHODOLOGY

### A. Fieldwork

The team members involved in this study received the instruction necessary to conduct the project through the *Changing Minds, Changing Course* program at TESC. Participation in this program -- which studies research methods in social relations and communications research under the guidance of Dr. Virginia Ingersoll -- qualified the team to conduct this study of freshmen Core retention. Hunter and the ECC gave the needed guidance and provided expertise in the field of student retention.

The answers to the survey developed by the research team were the primary source of information. This tool was intended to collect the data needed to determine what areas need the most attention in curbing the slide of freshmen retention. All demographic information (including phone numbers) was provided by Hunter using the TESC records.

Much archival research was done and information gathered about student retention. The research group studied work by Professor Vincent Tinto, Ernest T. Pascarella, and Patrick T. Terenzini, leading researchers in the field of student retention.

### B. Research design

The research team used a static-two-group comparison design. The two groups were derived from students enrolled at TESC as freshmen during the academic year 1991-1992. Both groups were self-selected. The proposed sample of the first group (non-returning) was the entire population (117); the sample for the second group (returning) was a random selection of 100 of the remaining population (307). (See Table #1 on page 6)

The questionnaire contained open-ended and closed-ended questions. Both groups were given an introduction explaining the research team's needs and the concern for confidentiality of their responses. Both were asked open-ended questions related to their expectations and why they continued at or left TESC. They were both asked to respond to closed-ended questions about college characteristics and services. The first group was asked additional questions relating to why they left TESC.

To guarantee confidentiality and careful handling of sensitive issues, the research team used code numbers instead of names for the input of responses into the computer and in the reporting of those responses. This may have increased respondents' willingness to share personal information.

The formative evaluation consisted of using a "focus test group" to evaluate the survey instrument. The three people chosen for this focus test were TESC freshmen students and are now in their junior and senior years. They are also enrolled in the *Changing Minds, Changing Course* program. This group was used to

test the appropriateness of the survey and to decide whether all issues were properly addressed.

A pilot test was used on 20 students still enrolled at TESC (each having experienced TESC Core programs) to test the instrumentation. These names were provided by TESC records. The pretest and focus test groups were not a part of the final two groups surveyed. Upon completion, copies of the research team's instrument were submitted to Dr. Ingersoll, the ECC and Hunter who then submitted both questionnaires to the Human Subject Review Board at TESC. Once the surveys were returned to the research team, modifications were made as requested.

#### C. Data collection

The data was collected by the research team in late January and early February. The names and phone numbers of the potential respondents were divided equally among the team members. Prior to the data collection, TESC mailed an announcement of the survey to those students who did not return for their freshmen year. The announcement was used to increase the response rates by alerting respondents to the time period of the survey. It also gave students who left a chance to send the research team an updated phone number. Once data gathering had begun and the student had been reached on the phone, the interview lasted 12 to 20 minutes for those who did return and 20 to 30 minutes for those who did not return. The response rate is displayed in Table #1.

TABLE #1

POPULATION BREAKDOWN OF RESPONDENTS  
FOR NON-RETURNING SURVEY

<u>Reasons for Not Participating in Phone Survey</u>	<u># of Students</u>	<u>% of Students</u>
Out of country	16	13.6
Political	1	0.9
Disappeared	2	1.7
No known address	23	19.7
Refused to take the survey	7	6.0
Disconnected phone numbers	2	1.7
Other	7	6.0
Total non-participants	<u>58</u>	<u>49.5</u>
Total respondents in non-returning survey	59	50.5
Total population of non-returning students <sup>1</sup>	<u>117</u>	<u>100.0</u>

POPULATION BREAKDOWN OF RESPONDENTS FOR  
RETURNING SURVEY

	<u># of Students</u>	<u>% of Students</u>
Students Actually Sampled	80	80
<u>Total Population Sample Size<sup>2</sup></u>	<u>100</u>	<u>100</u>

During the interview, the researcher took "field notes" on the exact wording of the respondents when answering the open-ended questions. Once the interview was completed, the researcher trans-

<sup>1</sup> Because of the difficulties with students moving out of the country and phone numbers being disconnected, the research team was unable to contact the number of subjects which was originally planned.

<sup>2</sup> Returning students were randomly sampled from the entire population of remaining students.

ferred the information onto the survey form. Using this process allowed for quicker note taking.

#### D. Analysis and interpretation

The data collected from both surveys were coded and entered into the computer. Some responses were coded and analyzed manually since the open-ended responses produced data that was too varied for computer analysis. Interpretations were done collectively by the research team to minimize bias.

#### E. Limitations

Validity is a concern in any empirical study. Using a telephone survey limits the validity of the study because the researcher is unable to control for the subject's environment and, therefore, is unable to eliminate distractions. The researchers themselves may unintentionally influence the interview by the tone of their voice or by wording a question incorrectly.

To ensure reliability, this study asked several questions that focus on the same issue but are worded differently. The questions were also simplified to help eliminate misinterpretations by the members of the research team.

As discussed earlier, this study was a static-two-group comparison design. The two groups were self-selected and naturally occurring, which means the researchers were unable to control who participated in each group. Therefore, selection was an obvious threat to internal validity.

It was very difficult to determine if there were any variations among the two groups before their attendance at TESC. There may have been other preexisting factors affecting their decision to stay or leave TESC after their freshmen year. These were not detectable by the survey and may be beyond the control of TESC. To lessen these problems with selection, the research team attempted to contact the entire population of those students who did not return to TESC for their sophomore year. Students were selected on a random basis from those freshmen who did return to TESC the following fall.

A maturation effect may also have occurred. Students do mature over a period of one year, and the two groups, for some reason, may mature differentially. This could not be sufficiently corrected because aging and growth cannot be controlled. There was no indication of boredom or fatigue of the subjects, another form of maturation, because the survey generally took no longer than 25 minutes. The concern of history was not seen as a problem since the survey took place within a month's time and the project was not affected by any external events that may have differentially influenced the two groups.

The researchers perceived no problem with instrumentation. The team had tested the instrumentation by using the previously

mentioned focus group and a pilot test group consisting of students enrolled in TESC in past years. From the time the ECC and the Human Subjects Review Board authorized the survey, no more changes were made to the instruments.

Mortality was a concern with the two groups. Those students who remained were easier to contact and were easily recruited. Those who left were more difficult to contact and persuade to participate in the survey. To counteract this difficulty, the team attempted to contact more students who left than those who returned to TESC their sophomore year.

Selection interacting with maturation was also a threat. Although the students may have come to TESC for their freshmen year, as the year progressed, the students may have changed their perceptions and expectations of TESC and of education. These students may have also matured physically and emotionally since their decision to leave or to stay. This also was beyond the control of the researchers.

The internal validity was as good as can be expected with subjects who are self-selected in their participation and subject to maturation over the year.



### III. GENERAL FINDINGS

#### A. Freshmen who left TESC

1. Major and minor reasons affecting a student's decision to leave

The first half of the survey concentrated on finding the reasons students left. This portion of the survey was given only to those students who left TESC. The first question on the survey was an open-ended question to find out the main reason that the students did not return to TESC the following fall. Of the students who left, 22% indicated "Programs offered not of interest" or "Not in field of study" as the main reason they left TESC. See Table #2 for a complete list:

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TABLE #2  
OPEN-ENDED QUESTION RESPONSES  
STUDENTS' MAIN REASONS FOR LEAVING

<u>Reasons Left</u>	<u>% of students</u>	<u># of students</u>
1. Programs offered not of interest or not in field of study	22	13
2. Not satisfied With Core program	13	8
3. Left for financial reasons	12	7
4. Evergreen just wasn't for me	11	6
5. Just needed a break	8	5
6. Wanted grades and/or more structure and direction	5	3
7. Wanted to attend a different college	5	3
8. Disliked seminar	3	2
9. Other	21	12

'n' value: students who left=59

---

After analyzing the open-ended reasons for leaving, the research team analyzed the expectations the students initially had, compared to their experience at TESC. One expectation response that emerged was that approximately 60% of non-returning students originally came to TESC for an alternative education (Appendix E page 79).

Next, the researchers asked only non-returning students a series of closed-ended questions, which enabled them to indicate whether the reason for their decision to leave was a major reason, minor reason, or not a reason. The major reasons in students' decision to leave were mentioned with the following frequencies:

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TABLE #3  
FREQUENCY OF MAJOR REASONS STUDENTS LEFT TESC

<u>Major Reasons</u>	<u># of students</u>	<u>% of students</u>
1. Needed a break	19	32.2
2. Attend a different college	16	27.1
3. Moved to a new location	15	25.4
4. Core was not challenging	13	22.0
5. Field of interest was not offered	13	22.0
6. Attitude of students	12	20.3
7. Wanted traditional education	11	18.6
8. Emotional problems	11	18.6
9. Felt alone or isolated	11	18.6
10. Lack of tolerance of political views	10	16.9
11. Quality of Core	10	16.9

'n' value: left=59

\*\*For a complete list see Appendix C page 62.

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Of the five most important reasons for a student's decision to leave, "Needed a break" yielded the highest response, with 19 students saying it was a major reason. Of those, ten students said something to the effect that, "I just needed to explore my options." Another reason cited was, "I needed time off to see if college was really what I wanted." One student stated, "I wasn't sure of what I wanted to study. . . [and I]. . . thought time off might help me decide."

The second most-listed reason -- "Wanted to attend a different college" -- was stated by 16 of the respondents. Two responses were, "I just wanted a wider variety of classes" and "My field of interest is offered at another college."

The third highest reason is the student decided to "Move to a new location." This factor was indicated by 15 of the respondents, and 41.1% (6) of these students said they "wanted to move closer to family and friends."

The next reason on the list, "Core was not challenging," was reported by 22% (13) of the students. One student said, "All we did was read and seminar. It seems like we should be doing more."

Another student said:

"Core was not challenging, it did not make the student be creative or work hard. I feel the traditional college structure demands more from students."

Other responses included that Core was "boring" and "silly."

The fifth most important reason affecting why students left, "Desired field of interest was not offered," was indicated by 22% (13) of the students, and eight of these respondents said that there was a "Lack of classes in my field."

After analyzing the major reasons, the team then did a combined analysis of the major and minor reasons and used this to show the influences that affected the participant's decision to leave. This produced a different picture: The most indicated major reason, "Wanted to take a break," dropped five spaces, while "Lack of classes in my field of interest," rose to the most-cited reason of the combined analysis. Also, "Wanted a traditional education" rose to the third most-cited reason. For a more detailed list of combined factors, please see Appendix C page 66 with follow-up tables on pages 67-72.

## 2. Factor analysis and Vincent Tinto

Beyond computing the frequencies of reasons relating to why students left TESC, the team also used factor analysis to group the reasons into categories.

Factor analysis is a statistical technique that attempts to reduce a group of variables into a smaller set of "factors" which are distinct from each other and contain sets of highly correlated variables. Factors are often named by the analyst based upon the superordinate characteristic suggested by the set of individual variables "loading" highly on a particular factor. The variable loading is a measure of the correlation of individual variables with the factor.

Originally the variables were entered from the frequency distribution table (Appendix C page 63). The variables used had been indicated as a major reason for leaving TESC by 10% or more of those who left. Four variables were dropped from further factor analysis because they were ill-suited to a factor structure.<sup>3</sup> These four variables were: 1. Moved to a new location; 2. Wanted to live nearer to loved ones; 3. Academic Advising was inadequate and; 4. Financial aid was inadequate. Again factor analysis was performed and our findings will be discussed below.

In Dr. Vincent Tinto's book, Leaving College: Rethinking the Causes and Cures of Student Attrition, his "model of departure" (See Appendix F, page 95) suggests a relationship between "pre-entry attributes" (e.g., family background, skills and abilities) and student perceptions of "Academic Integration" and "Social Integration" which affects a student's decision to remain enrolled or leave a college. The factor structure emerging from this analysis of Evergreen freshmen supports the importance Tinto has attached to both social and academic integration. The following table contains the factors from the Core retention survey:

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<sup>3</sup> Measures of sampling adequacy were less than .40.

TABLE #4

SUMMARY OF FACTOR ANALYSIS OF MAJOR REASONS  
Factor names and the high-loading variables

<u>Factor #</u>	<u>Loadings</u>
1: Social Integration	
a. Attitudes of TESC students	.776
b. Felt alone or isolated	.753
c. Dissatisfied with social life	.729
d. Felt a lack of tolerance on campus toward various political views	.500
2: Academic Integration: Prep. for College in General	
a. Wanted to take a break	.738
b. Uncertain about the value of a college education	.730
c. Study habits were not good	.625
d. Decided to attend a different college	-.673
3: Academic Integration: Satis. w/Alternative Educ.	
a. Dissatisfied with the evaluation system instead of grade system	.832
b. Decided preferred traditional education	.783
c. Decided to attend different college	.355
4: Personal Challenges	
a. Difficulty budgeting my money	.844
b. Experienced emotional problems	.597
c. Core program was not challenging	-.497
5: Academic Integration: Perception of Quality/Challenge at TESC	
a. Disappointed with the quality of instruction at Evergreen	.836
b. Core program was not challenging	.573
c. Tuition and fees were more than I could afford	-.399
6: Academic Integration: Ability to Pursue Academic Interests	
a. Desired field of interest was not offered by Evergreen	.735
b. Field of interest was offered but program content unsatisfactory	.711
c. Felt lack of tolerance toward various political views	.503

Following is a brief discussion of each factor and the variable groupings that make up each factor as they came about through the factor analysis.

FACTOR 1: SOCIAL INTEGRATION

The variables loading highly on this factor suggest a cluster of related concerns about social "fit" or integration at Evergreen. The positive loadings indicate that students who cited any one of the variables as a "major" or "minor" reason in the decision to leave also tended to indicate the remaining variables as reasons for leaving. The emergence of this factor suggests that perceptions of social "fit" within the program, or the larger student body, were related components in the decision to leave Evergreen.

Illustrative student comments provided in response to follow-up questions for each of the variables include:

a. Attitudes of TESC students -

1. "Students were not open and honest about their true feelings. They were very party happy."
2. "They judged everybody; if you weren't a vegetarian or hippy you were damned!"

b. Felt alone or isolated -

1. "In freshman classes it was a clique kind of way. There wasn't enough activities to allow interaction of the whole, you couldn't get to know more people."
2. "Need to be too cautious, walk on egg shells; is this PC, etc."

c. Dissatisfied with social life -

1. "Would have enjoyed activities which did not involve alcohol and drugs."
2. "This is the main reason I left. Evergreen was incredibly fake. I felt they were claiming political correctness but were not truthful in their real feelings."

d. Felt lack of tolerance on campus toward various political views.

1. "Many people were unwilling to listen to other people's views."

## FACTOR 2: ACADEMIC INTEGRATION-PREPARATION FOR COLLEGE IN GENERAL

The set of variables loading positively on this factor suggests concerns about the student's perceptions of his/her ability to do, or at least to be engaged by, college-level work. The negative loading of "Decided to attend a different college" indicates that students who cited the decision to attend college elsewhere as a reason for leaving Evergreen tended not to cite the other variables loading positively on this factor as components in the decision to leave. The negative relationship seems logical since concerns about either preparation for college or the value of college in general ought to be low among students electing to attend college elsewhere. This factor appears to describe students' perceptions about their preparation for college-level work and the appropriateness of college attendance.

Illustrative student comments provided in response to follow-up questions for each of the variables loading positively include:

- a. Wanted to take a break -
  - 1. "Should have taken a year off before I came to college, wasn't ready for it."
  - 2. "I wasn't sure what I wanted to do, and couldn't decide what I wanted to take. Taking time off might help me decide."
- b. Uncertain about the value of a college education -
  - 1. "Didn't think credits would be accepted by other colleges or work."
  - 2. "I am uncertain that a college education has value for me at this time."
- c. Study habits were not good -
  - 1. "It is difficult to have good study habits when you're not enthusiastic or just plain bored!"
  - 2. "Felt no one to turn to because counseling seemed to be inaccessible."
- d. Decided to attend a different college -
  - 1. "The only reason I left was because I couldn't get into the program I wanted."

### FACTOR 3: ACADEMIC INTEGRATION-SATISFACTION WITH ALTERNATIVE EDUCATION

The two variables loading highly on this factor suggest dissatisfaction with narrative evaluations and a preference for traditional education. A third variable, "Decided to attend a different college," has a modest positive loading. The variables loading on this factor seem to describe dissatisfaction with some alternative features of Evergreen's curriculum.

Illustrative student comments provided in response to follow-up questions for each of the variables include:

- a. Dissatisfied with the evaluation system instead of grade system -
  - 1. "I wish I could have gotten weekly evaluations, so I could know how I was doing. Waiting until the end of the quarter was too long."
  - 2. "Didn't think evaluations worked as well as a grade system. You couldn't tell how well or poorly you were doing."
- b. Decided I preferred a traditional education -
  - 1. "Achieved well in traditional education, thought I could do without grades, found I needed something concrete to show progress."
  - 2. "Found I didn't like lack of structure because again was unable to cope without knowing my boundaries."
  - 3. "Liked going to different classes."
  - 4. "Did not like Core Program."
- c. Decided to attend a different college -
  - 1. "Evergreen was not what I wanted, I found I was not able to be self-disciplined."
  - 2. "Decided to finish my A.A. at a community college."

### FACTOR 4: PERSONAL CHALLENGES

The variable loading most highly on this factor has to do with financing an education ("Difficulty budgeting my money"). A second variable ("Experienced emotional problems") also loads positively. A third variable loads negatively: "Core program was not challenging." The negative loading suggests students who indicated that an absence of challenge in their Core program influenced their decision to leave the College tended not to cite financial or emotional problems as factors in the decision to leave Evergreen. This factor appears to describe financial difficulties, and to a lesser

degree, emotional problems as related components in the decision to leave Evergreen.

Illustrative student comments provided in response to follow-up questions for each of the variables loading positively include:

- a. Difficulty budgeting my money -
  - 1. "Spent money on drugs not school."
  - 2. "Not enough from scholarship. Meals hard to budget for."
- b. Experienced emotional problems -
  - 1. "Didn't know or get close to many people at TESC."
  - 2. "Personal, don't want to explain."
  - 3. "Depression, no elaboration."
- c. Core program was not challenging -
  - 1. "Was not assigned homework and class time was kind of boring."

FACTOR 5: ACADEMIC INTEGRATION-PERCEPTION OF QUALITY/CHALLENGE AT TESC

The two variables loading positively on this factor describe dissatisfaction with the quality of instruction and with the challenge of Core Programs. A third variable, "Tuition and fees were more than I could afford," loaded negatively indicating an inverse relationship with the other two variables. This factor appears to describe dissatisfaction with the quality of instruction and content of Core.

Illustrative student comments provided in response to follow-up questions for each of the variables loading positively include:

- a. Disappointed with the quality of instruction at Evergreen -
  - 1. "The teachers were more into teaching their specialty and that's it."
  - 2. "Not any guidance from faculty. Need an in-depth orientation that could coach a student through the curriculum."
  - 3. "The teachers should have helped students to learn how to seminar."



- b. Core program was not challenging -
  - 1. "Most of the other students needed more instruction on how to seminar."
  - 2. "The learning was not very diversified. Always doing the same thing. The reading was not very difficult."
  - 3. "Read a book a week and come together, maybe we'll have some ideas to toss around."
- c. Tuition and fees were more than I could afford -
  - 1. "Financial Aid did not care if my parents were not paying, they felt that because I was under 24, that my parents should pay."
  - 2. "Out-of-state tuition too expensive."
  - 3. "Because I could not get financial aid, I could no longer afford school."

FACTOR 6: ACADEMIC INTEGRATION-ABILITY TO PURSUE ACADEMIC INTERESTS

Two variables loaded highly on this factor which indicated dissatisfaction with future academic offerings either in terms of presence in the curriculum or the form of presentation the interest took in the curriculum. A third variable loaded positively on this factor which described a "Lack of tolerance toward various political views." It is possible that this last variable is a reflection of the nature of dissatisfaction with program content. This factor appears to describe dissatisfaction with the ability to identify academic offerings suited to a student's intended course of study.

Illustrative student comments provided in response to follow-up questions for each of the variables include:

- a. Desired field of interest was not offered by Evergreen -
  - 1. "Did not like my Core class and it was way hard to get into another one."
  - 2. "Wanted more in (teaching, photography, theater, communications, business, and journalism)."
- b. Field of interest was offered but program content was unsatisfactory -
  - 1. "Not enough variety."
  - 2. "Lack of variety."
  - 3. "Wanted more structure, more teaching."
- c. Felt lack of tolerance toward various political views -

1. "I was accused of being a fascist even though I consider myself to be a rather liberal person."
2. "At Evergreen if you were conservative, you were totally crucified for it."
3. "During 120 voting, the class verbally attacked a guy that was pro-life. Doesn't make for political diversity. It's like a group bonded together to be a majority."

3. Satisfaction and dissatisfaction with TESC Characteristics and services

After analyzing the major and minor reasons for leaving the college, the research team then concentrated on the levels of satisfaction and dissatisfaction among the freshmen students who did not return to Evergreen. Table #5 below presents a frequency distribution in descending order of satisfaction with characteristics of the college:

TABLE #5

FREQUENCY DISTRIBUTION:  
SATISFACTION WITH CHARACTERISTICS  
OF TESC BY STUDENTS WHO LEFT

<u>Satisfaction Variables</u>	<u># of students</u>	<u>% of students</u>
1. Security and safety	42	71.2
2. Admissions procedures	41	71.2
3. Attitude of teaching staff	40	67.8
4. Attitude of Non-teaching staff	40	67.8
5. Availability of student housing	40	67.8
6. Evaluation system	35	59.3
7. Tolerance of various sexual orientations	35	59.3
8. Study areas	34	57.6
9. College info. received before enrolling	32	54.2
10. Respect for the opposite sex	30	50.8
11. Quality of instruction in Core	28	47.5
12. Opportunities for involvement in activities	27	45.8
13. Racial/ethnic relations	25	42.5
14. Tolerance of religion	24	40.7
15. Quality of Core program	24	40.7
16. Registration procedures	21	35.6
17. Political freedom	20	33.8
18. Availability of programs offered	18	30.5
19. Variety of programs offered	15	25.4

'n' value: left=59

Non-returning students were satisfied most often with "Security and safety" and "Admissions procedures" both at 71.2%. These students also seemed satisfied with "Attitude of teaching staff," "Attitude of non-teaching staff," and "Availability of student housing." This suggests that many characteristics of Evergreen satisfied those students who left. However, looking toward the bottom of the chart at the lower satisfaction percentages shows that students were not as satisfied with some important academic and social qualities of TESC. "Quality of Core program," "Registration procedures," "Political freedom," "Availability of programs offered," and "Variety of programs offered" all point to key areas of low satisfaction among those non-returning students. This suggests specific characteristics that may need improvement but also points to some specific areas that are doing very well with respect to non-returning students (e.g., Campus Security).

Following in Table #6 is a frequency list in descending order of dissatisfaction with characteristics of TESC by non-returning students:

TABLE #6

FREQUENCY DISTRIBUTION:  
DISSATISFACTION WITH CHARACTERISTICS OF TESC BY STUDENTS WHO LEFT

<u>Dissatisfaction Variables</u>	<u># of students</u>	<u>% of students</u>
1. Variety of classes at TESC	22	37.3
2. Quality of the Core program	21	35.6
3. Availability of classes	21	35.6
4. Registration procedure	20	33.9
5. Freedom of political expression	17	28.8
6. Accuracy of college info. before enrolling	11	18.6
7. Evaluation system	10	16.9
8. Quality of instruction in Core	9	15.3
9. Study areas	9	15.3
10. Racial/ethnic relations	8	13.6
11. Tolerance toward religion on campus	8	13.6

'n' value: left=59

The five most often cited variables about which students who left indicated dissatisfaction deserve further comment. "Variety of classes at TESC" is the variable most responded to on the dissatisfaction list (22 or 37.3% of the 59 students; see table #6). When asked for further comments on the source of dissatisfaction, 55% (12 of 22) of the students said that there was "not enough faculty/programs in certain fields." Nine students (41%) said that there was "not enough variety of classes." A student thought that Evergreen needed to offer freshmen "other options besides Core."

"Quality of Core program" was indicated by 21 (out of 59) students who left as dissatisfactory. When these 21 students were asked a follow-up question, 61% (13) of the respondents felt that Core was "unchallenging." Core was often described as "unorganized," "too easy," and "boring." One student commented that "the level of study [in Core] was below that of a college freshmen. It was uninspiring."

Beyond Core and variety, 21 students out of 59 (36%) were dissatisfied with the "Availability of classes," and 71.4% (15 of 21) of these felt that there "just aren't enough classes offered." One student said, "The same programs aren't offered every year. It's hard to plan." Of the classes that were available, the respondents said that the waiting lists were too long for them to get the desired program.

Twenty students out of 59 (34%) who left were also dissatisfied with "the registration procedure." Eighty percent (16 of 20) respondents said, "It's frustrating and confusing." Several students described it as a "nightmare" and "stressful." Thirteen (65%) of the 20 students who responded suggested that TESC "needs a better procedure."

The fifth characteristic that was unsatisfactory to the students who left was "Freedom of political expression." The general attitude, stated by 82.4% of respondents (14 out of 17), was that TESC "Students are closed-minded and conservatives [are] not accepted." One student stated, "You have to be politically correct or you get attacked. There is no freedom of expression." Another student said that "TESC was supposed to be diverse. . . if you were not politically correct, you were damned."

The research team attempted to determine whether Evergreen could have taken some kind of action that may have kept some of the 59 students surveyed who decided to leave TESC from doing so. The researchers asked them, "Was there a critical point at which Evergreen could have done anything to encourage you to stay?" Twenty students (33.9%) of the 59 who responded, said that TESC could have done something that may have encouraged them to stay. The breakdown of responses is listed below in Table #7 by frequency of response:

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TABLE #7

WHAT COULD HAVE BEEN DONE?

<u>Response</u>	<u># of students</u>	<u>% of students</u>
1. More support from Academic Advising and faculty	7	35%
2. Need to increase options in programs and contracts	3	15%
3. More financial aid	3	15%
'n' value: 20 total		

---

The research team tallied responses of those who said they would return to TESC in the future. Out of the 59 students in our sample who left, 44% (26) plan on re-enrolling at TESC in the future.

B. Differences between the freshmen who stayed and those freshmen who left

To compare the two groups of freshmen for the academic year 1991-1992, it was necessary to run chi-square analysis, t-test analysis and discriminant function analysis.

The t-test is used to determine whether there are significant differences between groups. The t-test is used on interval scale data. There were no significant differences on interval scale variables, including Grade Point Average, SAT Verbal, SAT Quantitative and Class Rank.

1. Chi-squares analysis

When looking for differences between the students that stayed versus those students who left, a statistically significant difference was found on six variables. There are two types of variables here: open-ended and closed-ended questions.

The first was an open-ended question given at the beginning of the survey which was then content-analyzed by the research team. Students were asked a question and then allowed to comment on it. These questions were analyzed by the survey team and the different responses were sorted into major categories for analysis. The number of responses for this category seemed too low to do statistical tests, but a review of the frequency distributions appeared to show differences worth mentioning between those who left and those who stayed. The category where significant difference was measured was "Lack of diversity."

The second analysis was done on the closed-ended section of the survey on satisfaction and dissatisfaction with Evergreen characteristics and services. The variables for which significance was detected are "Evaluation system," "Racial/ethnic relations," "Opportunities for involvement in campus activities," "Quality of instruction in Core," and "Opinions of library services." Students were then asked to comment on those variables that they indicated as dissatisfactory (See Survey, Appendix A page 42).

The significant difference of each variable will be discussed further below with open-ended questions first followed by the closed-ended section. Comments from students have been added to give an idea of the specific reasons they indicated dissatisfaction with a particular variable. Comments are separated into two categories: Returning students and Non-returning students. See Appendix D pages 73-78 for specific cross tabulations.

#### EXPECTATIONS NOT SATISFIED BY TESC (LACK OF DIVERSITY)

The chi-square test statistic was significant at .010 when measured between those who stayed and those who left. Of the students who stayed, 14 indicated dissatisfaction with the "Lack of diversity" at TESC while only two non-returning students cited dissatisfaction. Although these are low numbers it does suggest that students are unhappy about the low number of people of color on Evergreen's campus. The following student comments help describe these students' dissatisfaction.

##### RETURNING STUDENTS

"Diversity, not of ideas as much, diversity as a general statement. I expected it to be more diversified. [The] student body is mostly white."

"TESC espouses how diverse they are, yet there is no diversity, not only in people but also in thought."

##### NON-RETURNING STUDENTS

"Lack of diversity as expressed."

"No acceptance of opposing opinions."

#### SATISFACTION WITH EVALUATION SYSTEM

This closed-ended question asked students whether they were satisfied or dissatisfied with the evaluation system of Evergreen as opposed to a traditional grading system. The chi-square test statistic was significant at .012 when measured between those who stayed and those who left. Sixty-three students (78.8%) who stayed indicated they were satisfied with evaluations compared to 35 (59.3%) students who left TESC. A more telling statistic was the dissatisfaction of students who left at 16.9% (ten students) versus

the 3.8% (three students) who stayed. Fewer students who left were satisfied with evaluations. Also more students who left were dissatisfied with evaluations. This suggests that these students may not have adapted well to Evergreen's style of evaluating students and that they may prefer a traditional grading system.

Here are three examples of some opinions expressed by students who left TESC and indicated that the evaluation system was dissatisfactory:

#### RETURNING STUDENTS

No comments were available from staying students on this variable.

#### NON-RETURNING STUDENTS

"[I] only attended class one time and did only two of the required assignments, and yet the instructor indicated in my evaluations that I had good attendance and had completed all assignments."

"Evaluations are too generic and not a good indication of the student's work."

"I wrote on a teacher's evaluation two constructive comments and the instructor asked me to remove them."

#### RACIAL ETHNIC RELATIONS AT TESC

The chi-square test statistic was significant at .003 when measured between those who stayed and those who left. Of the students who stayed, 29 (36.3%) responded that they were dissatisfied compared to eight (13.6%) non-returning students. This may suggest that the longer students are exposed to an issue at TESC the more sensitive they become to it. Although this is not a major variable causing students to leave, it does shed light on a potentially problematic issue facing Evergreen administrators and possibly should be dealt with before it becomes a larger concern for students who stay.

The following comments may shed more light on the real issues involving TESC students on Racial/ethnic relations:

#### RETURNING STUDENTS

"There is a lot of stalling on issues by the administration, they choose to ignore and stall to avoid the issues."

"The catalog should be more representative of the true majority of a white population."

## NON-RETURNING STUDENTS

"Within the first three days on campus I heard more racial and homosexual slams than I have heard in my lifetime."

"Not many opportunities to solve concerns, or maybe a lack of willingness to solve them."

## OPPORTUNITIES FOR INVOLVEMENT IN CAMPUS ACTIVITIES

The chi-square test statistic was significant at .022 when measured between those who stayed and those who left. Fifty-five students (68.8%) who stayed indicated they were satisfied compared to 27 (45.8%) of students who left TESC. This may suggest that non-returning students who were not able to get involved socially in campus activities were more likely to leave than those students who did become active. Because the research team only asked for comments from students when they were dissatisfied with a characteristic, there are no student comments available about satisfaction with characteristics of Evergreen.

## QUALITY OF INSTRUCTION IN CORE PROGRAMS

The chi-square test statistic was significant at .070 when measured between those who stayed and those who left. This significance is above the accepted .05 standard. However, there were so many comments about Core program throughout the survey by all students, the research team felt it necessary to include this variable in the discussion.

Of the students who stayed, 51 (63.8%) showed satisfaction with the quality of instruction compared to 28 (47.5%) non-returning students. This suggests that the students who stayed were more satisfied with the quality of instruction than students who left because they fit well with the system of education. The lower satisfaction among those who left may suggest that students who are displeased with the quality of teaching may not feel a "sense of place" as Tinto suggests in his model of departure. This suggests that students may have left because they don't feel they "fit" or "belong" in the Evergreen academic environment.

The following are responses by students on the "Quality of instruction in Core programs":

## RETURNING STUDENTS

"The instructors seemed disjointed and very biased."

"Was not interested, not what I wanted, was not relative?"

"Waste of money."



## NON-RETURNING STUDENTS

"Basically faculty in Core did not give any instructions or directions."

"First time class was taught, seemed disorganized, and attendance seemed more important to the instructors than the content of the class."

## SATISFACTION WITH LIBRARY SERVICES USED

The chi-square test statistic was significant at .059 when measured between those who stayed and those who left. This is above the accepted standard for significance of .05, but does point out student dissatisfaction with an important service of Evergreen. The research team felt it appropriate to point out any services within the college that may be causing problems with leaving or staying students in the present or future.

The significant difference here was dissatisfaction with library services at 19.2% (15 students) among those who stayed versus only 5.3% (three students) for those who left. Students who were retained tended to report lower satisfaction with library services. This may reflect that students who stayed had a longer period of time to use the library and form an opinion.

Here are some comments by students about dissatisfaction with library services:

## RETURNING STUDENTS

"Really bad. Not enough financial backing to get up-to-date books. [They] should get better books, hours and study areas."

"The hours available are inadequate and when you order materials it takes too long to be truly helpful, so this eliminates the chance to do in-depth studies."

## NON-RETURNING STUDENTS

"Could never find the materials that I needed."

"Lack of books."

## 2. Discriminant function analysis

Discriminant function analysis was used to explore the question of whether a group of variables existed that could differentiate between the students who left the college and those who returned.

The analysis began by entering all the variables into the computer from the section of the survey on satisfaction and dissatisfaction with TESC characteristics and services for all students. After running the analysis, 20 variables grouped together to form a model for evaluating what kind of student will stay or leave the college. The resulting discriminate equation correctly classified group membership with an overall accuracy of 83.61%. The following table presents those 20 factors in combination that discriminate between returning and non-returning students (See Table #8).

The top variable picked by the analysis that is used to discriminate between leaving and staying students is "Racial/ethnic relations at TESC." The other variables are in the table as follows:

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TABLE #8

TOP 20 DISCRIMINANT FUNCTION VARIABLES

1. Racial/ethnic relations at TESC
  2. Level of satisfaction of Career Development
  3. Application type
  4. Availability of programs
  5. Political freedom
  6. Registration procedures
  7. Career Development services
  8. Study areas
  9. Variety of programs offered by TESC
  10. Quality of instruction in Core
  11. Evaluation system
  12. Gender of student
  13. Academic advising
  14. Tolerance of sexual orientations
  15. Social activities
  16. Level of satisfaction with counseling services
  17. GPA
  18. SATV
  19. Counseling
  20. Campus Recreational Center
- 

While a smaller number of variables are preferable for a model, the ability to predict the group the student will fall into is not dependent on one or even a few variables, but on 20 variables. The fact that there is not a simple one-variable solution that predicts whether a student will stay or leave is supported by Dr. Vincent Tinto, who says, ". . . research on attrition clearly points out that there are at least eight or nine different events or forces that affect students at different points in their college career." (Tinto, 19)

This model may prove to be valuable in pointing out those students who may need help in adjusting to the Evergreen environment. At the very least, it provides a clue to how complex the issue of

"fitting in" is for first-year students and the obstacles they encounter while adjusting to TESC.

### C. Overview of common questions

This section covers all information gathered common to both groups. This provides an opportunity to see any areas that show common levels of satisfaction and dissatisfaction. Among the services, levels of use are also discussed.

#### 1. Demographics

Demographic information was gathered to determine any difference in the retention status of students based on gender, race, and application status. The total population of those surveyed was 59% female, and 41% male. There was some deviation from these totals based on the status of whether the participants stayed or left TESC. The breakdown for those who left or stayed is as follows in Table #9:

---

TABLE #9

#### TOTAL SURVEY POPULATION BY GENDER AND STATUS

	<u>LEFT</u>		<u>STAYED</u>		<u>TOTAL</u>	
	<u># of</u>	<u>% of</u>	<u># of</u>	<u>% of</u>	<u># of</u>	<u>% of</u>
	<u>Students</u>	<u>Students</u>	<u>Students</u>	<u>Students</u>	<u>Students</u>	<u>Students</u>
Female	41	69.5	41	51.3	82	59.0
Male	18	30.5	39	48.8	57	41.0

'n' value: left=59, stayed=80, total=139

---

This table suggests that the students who left were, in the majority, female. However, the survey sample of non-returning freshmen overrepresents females. There was no significant difference between female and male students when comparing the survey population by gender and status.

Preliminary research was conducted to establish the racial background of students. From this, it was found that the survey population was predominantly white (79.1%). This held consistently across both status groups, with little deviation. There was no significant difference when comparing students by racial status. The population makeup looked like this:

TABLE #10

STUDENT RACE BY STATUS

	<u>OVERALL</u>		<u>STAYED</u>		<u>LEFT</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
White	79.1	110	74.6	61	82.5	49
Hispanic	6.5	9	10.2	8	3.8	2
Asian	4.3	6	3.4	2	5.0	3
Native American	1.4	2	1.7	1	1.3	1
No Indication	8.6	12	10.2	8	7.5	4

'n' values: overall=139, stayed=80, left=59

# indicates number of students  
% indicates percentage of students

Research on enrollment status showed that 78.4% (109) of all students arrived at TESC directly from high school. A t-test significance of .021 was found for High School Lagged students. Sixteen (20%) High School Lagged students stayed compared to seven (12%) who left TESC. This may suggest that High School Lagged students have a better chance of staying in school than High School Direct students. The following table shows the results for all three categories:

TABLE #11

TOTAL POPULATION STAYED AND LEFT BY ENROLLMENT STATUS

	<u>TOTAL</u>		<u>STAYED</u>		<u>LEFT</u>	
	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>
High School Direct	78.4	109	71.3	57	88.1	52
GED	5.0	7	8.8	7	none	0
High School Lagged	16.5	23	20.0	16	11.9	7

'n' values: total=139, stayed=80, left=59

# indicates number of students  
% indicates percentage of students

2. Academic background

Preliminary analysis was done to compare differences in the academic background of the students. Academic factors include grade point average, class rank and SAT scores. Statistical tests run on each of these factors found no statistical difference for

these factors. See Appendix G page 96 for a complete breakdown of the t-test analysis run on these factors.

### 3. Expectations

At the beginning of the survey, students were asked a series of open-ended questions. These questions dealt with expectations students placed on Evergreen before attending and how those expectations were formed. Since students gave such a wide variety of responses, the research team had to do content analysis. This sorted comments into specific categories (decided by the research team) for statistical analysis. The following is a discussion of the frequency distribution of students' responses to their expectations about TESC.

The first open-ended question was, "What were the expectations that brought you to Evergreen in the fall of 1991?" Of the total responses, the most often cited was an "Alternative education." (93 students or 66.9% of 139) This response reveals that students are attracted to TESC and its reputation as a school with an alternative style of education. This response was followed by "Alternative Political Atmosphere" cited by 23 (16.5%) students (for a complete listing, see Appendix E page 79).

The survey also asked students, "What were the expectations Evergreen didn't satisfy as part of your experience?" Twenty-three percent (32 out of 139 students) said that the school was "academically lacking." One student said:

"[The] program was so relaxed, it didn't feel like I was learning anything. [I] felt attendance was more important than learning. [I] felt like I was getting credit for showing up."

This response reveals a concern by students about the lack of academic challenge for first-year students. Other unsatisfied expectations were "Lack of diversity" (11.5% or 16 of 139), and "Not enough variety in academic offerings" (9.4% or 13 of 139). For a full listing of expectations brought by new students, see Appendix E pages 79-86.

The researchers then asked students, "How were those expectations formed?" Of 139 students, the top two responses were "Friends and family" (64.7%), and "TESC catalog" (56.8%). These were followed by "Campus visit" (18.7%), and "High school counselor" (10.1%). This shows the importance of word-of-mouth advertising for the college. It also shows the importance of the school catalog in shaping students' images prior to enrollment. A thorough listing of how students' expectations were formed may be seen in Appendix E page 80.

#### 4. Housing

Students were asked where they lived during the academic year of 1991-1992. Most of the 139 students used "On-campus housing" (78.4%). This was followed by "Off-campus housing" (11.5%). Because nearly 90% of the freshmen lived on or near campus, the importance of on-campus activities and services was magnified. The variable "Opportunity for personal involvement in campus activities" combined with "On/off-campus housing" may suggest a need for campus social activities for TESC students. These variables also fit with the social integration described by Tinto's model of departure.

#### 5. Satisfaction and dissatisfaction with TESC characteristics

The researchers asked all students a series of questions to determine levels of "satisfaction" with elements or characteristics of the college. Highest levels of satisfaction were measured in the following areas:

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TABLE #12

HIGHEST LEVELS OF SATISFACTION WITH TESC CHARACTERISTICS  
RETURNING AND NON-RETURNING STUDENTS

<u>Characteristics</u>	<u># of students</u>	<u>% of students</u>
1. Admission procedures	99	71.2
2. Evaluation system	98	70.5
3. Attitudes of the teaching staff	98	70.5
4. Tolerance of various sexual orientations	94	67.6
5. Personal security and safety	92	66.2
6. Availability of student housing	91	65.5
7. Attitudes of the non-teaching staff	90	64.7
8. Study areas	86	61.9
9. Opportunity for personal involvement	82	59.0
10. Quality of instruction in Core	79	56.8
11. Respect for the opposite sex	76	54.7
12. Accuracy of college information received prior to enrollment	75	54.0
13. Quality of your Core	56	40.3
14. Political freedom	54	38.8
15. Tolerance toward religion	54	38.8
16. Availability of courses at times could take them	47	33.8
17. Registration procedures	45	32.4
18. Racial/ethnic relations	42	30.2
19. Variety of programs offered	35	25.2

'n' value = 139 total

---

Students cited "Admissions procedures" most often with 71.2% (99 of 139 students) indicating satisfaction. The next most-cited variables were the "Evaluation system" and "Attitudes of teaching staff" both at 70.5% (98 of 139). Other characteristics most often cited as satisfactory for all students were "Tolerance of various sexual orientations," "Personal security and safety" and "Availability of student housing." These variables tended to point out those characteristics of the college having a positive influence on non-returning and returning students. There are no student comments on satisfaction variables because the research team asked for comments only on items indicated as dissatisfactory.

Satisfaction variables that students did not cite as often are "Registration procedures" (32.4% or 45 of 139), "Racial/ethnic relations" (30.2% or 42 of 139), and "Variety of programs offered" (25.2% or 35 of 139). These characteristics tended to hold lower satisfaction responses by students and may suggest a need to look closer at these areas of the college.

The top Dissatisfaction characteristics for returning and non-returning students combined are listed in Table #15 below.

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TABLE #13

HIGHEST LEVELS OF DISSATISFACTION WITH TESC CHARACTERISTICS  
RETURNING AND NON-RETURNING STUDENTS

<u>Characteristic</u>	<u># of students</u>	<u>% of students</u>
1. Registration procedures	52	37.4
2. Variety of programs offered by Evergreen	51	36.7
3. Availability of programs offered	51	36.7
4. Quality of Core programs	50	36.0
5. Racial/ethnic relations at Evergreen	37	26.6
6. Political freedom	37	26.6
7. Tolerance toward religion	24	17.3
8. Quality of instruction	22	15.8
9. Accuracy of college information received prior to enrollment	19	13.7
10. Respect for the opposite sex	18	12.9
11. Study areas	17	12.2
12. Evaluation system	13	9.4
13. Attitudes of the teaching staff	11	7.9
14. Opportunity for personal involvement	10	7.2
15. Personal security and safety	9	6.5
16. Tolerance of various sexual orientations	9	6.5
17. Admission procedures	6	4.3
18. Availability of student housing	5	3.6
19. Attitude of non-teaching staff	4	2.9

'n' value = 139 total

---

The most-cited dissatisfaction variable by all students was "Registration procedures" (37.4% or 52 of 139 students). "Variety of programs offered by Evergreen" and "Availability of programs offered" were the next most-cited responses at 36.7% (51 of 139). "Quality of Core programs" followed with 36% (50 of 139) of students dissatisfied. "Racial/ethnic relations at Evergreen" and "Political freedom" at 26.6% (37 of 139) were also cited as dissatisfactory. These variables tended to point out specific characteristics of Evergreen that may need to be addressed to increase student retention.

Characteristics that students cited less often as dissatisfactory are "Personal security and safety," "Tolerance of various Sexual orientations," "Admissions procedures," "Availability of student housing," and "Attitude of non-teaching staff." These variables tended to be items of least dissatisfaction and point out specific characteristics of the college that were doing well and likely need the least attention when considering retention of students.

#### 6. Services used and satisfaction/dissatisfaction by all students surveyed

The researchers also asked all students a set of questions dealing with specific services at the college. The students were asked to first state whether they used the service, and then whether they were satisfied, neutral, or dissatisfied with the service. The services most commonly used were:

TABLE #14

#### TESC SERVICES MOST USED BY RETURNING AND NON-RETURNING STUDENTS

<u>Services Used Most</u>	<u># of students</u>	<u>% of students</u>
1. Library facilities/services	135	97.1
2. Food services	124	89.2
3. Recreation services/programs	111	79.9
4. Housing services/programs	106	76.3

'n' value: 139 total

The most commonly used service was "Library facilities/services" with 97.1% (135 of 139) of all students using it. "Food services," "Recreation services/programs," and "Housing services" were all highly used services within the college. (See Appendix D pages 87-88 for a complete listing of variables.)



The study also revealed those services least used. These were:

TABLE #15

TESC SERVICES LEAST USED BY RETURNING AND NON-RETURNING STUDENTS

<u>Services Least used</u>	<u># of students</u>	<u>% of students</u>
1. Career Development	12	7.9
2. Personal counseling services	28	20.1
3. Student employment	38	27.3

'n' value: 139 total

The least-used service at Evergreen was "Career Development" (7.9% or 12 of 139 students). This makes sense considering these are freshmen students with three years until graduation. Other least-used services were "Personal counseling services" (20.1% or 28 of 139) and "Student employment" (27.3% or 38 of 139).

The survey also asked about the satisfaction with these services. The following discussion is about TESC services used with which students cited most satisfaction. Those services receiving the largest proportion of student satisfaction ratings were:

TABLE #16

TESC SERVICES USED WITH HIGHEST SATISFACTION  
BY RETURNING AND NON-RETURNING STUDENTS

<u>Services</u>	<u># of students who used</u>	<u>% of students satisfied</u>	<u># of students satisfied</u>
1. Recreation services/programs	100	90.0	90
2. Intercity bus services	82	82.9	68
3. Computer service	91	79.1	72
4. Library facilities/services	103	76.7	79
5. Student health services	55	72.7	40

'n' value: # of students who used the service

\*Table is in descending order by percentage of satisfied students

The most-cited response was "Recreation services/programs" (90% or 90 of 100). "Intercity bus services" was the next most cited variable with 82.9% (68 of 82) of students satisfied followed by "Computer services" (79.1%), "Library facilities/services" (76.7%), and "Student health services (72.7%)."

Students were also asked to state their levels of dissatisfaction with these services. This revealed the services that generated the most dissatisfaction. They were:

TABLE #17

TESC SERVICES USED WITH HIGHEST DISSATISFACTION  
BY RETURNING AND NON-RETURNING STUDENTS

<u>Services</u>	<u># of students who used</u>	<u>% of students dissat.</u>	<u># of students dissat.</u>
1. Financial aid	67	46.3	31
2. Academic advising	73	28.8	21
3. Personal counseling services	28	28.6	8
4. Student employment services	38	23.7	9
5. Career Development services	11	18.2	2

'n' value: # of students who used the service

(for a complete listing see Appendix E page 89)

The service with which there was least satisfaction was "Financial Aid" with 31 of 139 (22.3%) dissatisfied. Of the 68 who used the service, 17 (25%) described it as "too slow." Two other responses cited by 10 (15%) students each, were "bad attitude" and "disorganized." One student response was:

"[They] didn't follow through on my case. [I] had to keep going there and bugging them. [I] Turned [my application] in by the deadline, but didn't get my award until halfway through the quarter."

Another said, "I didn't feel like they cared," and "They're not people-oriented. [They] need more informed personnel."

This may have been caused by a lack of staff (or trained staff) to deal with students' concerns and problems. It also may suggest a larger problem like lack of adequate funding and/or not enough organization within the Financial Aid department.

The next service with which 21 students (15.1%) of 139 were dissatisfied with was "Academic advising." This item received angry comments. Of the 64 students who used it, 11 (17%) said that "staff is inept" and nine (14%) described it as "poor and inadequate." Comments ranged from, "[They] were not able nor willing to help," to "I was unaware of the existence of this service."

Of the 28 students who used "Personal counseling services" 29% (8) of the students were dissatisfied. One out of every three students was dissatisfied with "Personal counseling services." Upon visual inspection by the research team, the number of dissatisfied

students seemed high. After reviewing the large number of negative comments received from students, it seemed that there may be some problems with "Personal counseling services." Two such comments were "They were no help and they gave bad advice" and "They have a nonprofessional attitude." One student felt, "They have a lack of dedication." Another said they seemed "Flaky." For more on satisfaction and dissatisfaction with services, please see Appendix E pages 89-91.

There were several characteristics and services at Evergreen that were areas of concern among all students. "Registration procedures," "Variety of programs offered," and "Availability of programs offered at times you could take them" all were indicated as dissatisfactory and had many negative comments from students in both groups (See Appendix E pages 70-72 for frequency of dissatisfaction).

Among the services, "Financial Aid" had the highest level of dissatisfaction compared to its level of use, followed closely by "Academic Advising." These two areas generated many angry and strong responses by students from both groups and high levels of dissatisfaction.

This analysis suggests that "Registration procedures," "Variety of programs offered," "Availability of programs offered at times you could take them," "Personal counseling services," "Student employment services," "Financial Aid," and "Academic Advising" are services and characteristics that need to be looked into further because of the dissatisfaction by students who left and students who stayed. This analysis suggests these are areas that may need to improve to raise the quality of education and the level of freshmen retention at TESC.

#### IV. KEY FINDINGS AND RECOMMENDATIONS

##### A. REGISTRATION PROCEDURES

Results show that 52 (37.4%) of the 139 survey respondents stated dissatisfaction with "Registration procedures." Forty-three (31%) of 139 said that registration was "frustrating, confusing and a long wait." One student responded, "Registration is a nightmare. [It is] totally disorganized and confusing."

Another said:

"Students wait on the floor all night to get classes and phone calls get you in first. Should be individual faculty and student, one-on-one. Needs to be changed especially for students from out-of-state."

Thirty one students (22% of 139) said that TESC "Needs a better procedure." One response was that, "Getting into registration was a free-for-all. [It] could have been more organized."

We recommend reviewing the various methods in place at other colleges, especially those with similar characteristics to set up a better procedure. One solution might be to stagger registration based on the number of credits. Those with the most credits would register first.

##### B. VARIETY OF PROGRAMS OFFERED BY EVERGREEN

Our results show significant dissatisfaction with the "Variety of programs offered" at 37.4% (52 of 139) of all students surveyed. One respondent stated, "Not enough range; one program, take it or leave it."

Another student said:

"Need to offer instead of 16-credit programs, separate classes. Want to find out what I'm interested in and don't want to take a 16-credit program to find out. Four credits would be better."

Twenty-two students (16% of 139) said that there was "Not enough faculty or programs in certain fields." Another student said:

"Certain fields have only one course for a full year and if you don't get it when it is offered then you have to wait until the next year."

The concerns about lack of a variety in Core programs may be alleviated by using smaller, more focused, one-quarter Core programs that are interchangeable and could be offered throughout the year.

Another option could be to integrate "sub programs" or modules so that the students can have more classes to choose from for their first year in college.

Another option would be to find out what students needs are. TESC could establish focus groups of students interested in improving Core programs to get ideas about what worked and what did not work in Core. Another idea is to survey students still at TESC to find out what needs and interests they would have liked to see in Core programs. This information could provide TESC faculty and administrators with a clearer picture about the direction that Core programs should be taking.

#### C. AVAILABILITY OF PROGRAMS OFFERED

Our results show significant dissatisfaction with the "Availability of programs," at 36.7% (51 of 139) students. Thirty-seven students (27% of 139) indicated there were "Not enough classes available." Respondents said:

"Selection of courses didn't reflect students' needs."

"A lot of classes that I would have liked to have taken; but they were not set up in a program together and it seemed like a lot of work to do a contract."

"Didn't get first, second, or third choice [I] had as a freshman. Wait list doesn't work. Should be able to be on two wait lists. System needs work."

"Don't offer the same stuff every year, hard to plan."

Our recommendation is to determine courses with high interest by analyzing classes with current registration and prior years' registration. This should point out the classes that students are interested in and that could be expanded to include extra students. As mentioned above in "Variety of programs offered", it would be a good idea to survey students and to set up a focus group to study which classes students want and need.

Some attention also needs to be focused on the problem of extremely long wait lists. Although carrying out the suggestions above will cut down on the wait lists, a contingency plan to address these long wait lists still needs to be developed.

#### D. RACIAL/ETHNIC RELATIONS AT EVERGREEN

The results on "Racial/ethnic relations" indicate perceptions of "too much tension" and a "lack of open-mindedness among the students as well as the faculty." Many students said there was no diversity on campus and the catalog misrepresents the diversity at Evergreen. One student said:

"Seems like lots of people were upset about the catalog. Lots of big pictures of ethnic groups. [It was] misleading because most people are not in ethnic groups. [It] should be more representative of enrollment."

Another said, "I find, as a person of color, that [TESC is] not what it's supposed to be."

A further study on these issues is recommended. Another recommendation is that TESC allows students to speak openly on the issues at a public forum. The last recommendation is that TESC provides racial/ethnic diversity training as part of the curriculum in all programs and that the catalog is revised to represent the true proportion of ethnic diversity here at TESC.

#### E. QUALITY OF CORE PROGRAMS

Our results show that 50 (36%) of 139 students were dissatisfied with the "Quality of Core programs." Fourteen of 139 (10%) students said that Core was "Disorganized." Nineteen percent (26 of 139) said that "Core was not challenging." Students that cited Core as "Not challenging, inspiring or motivating" said that, "The quality was poor because it was not challenging -- it was too easy to just get by."

"Professors did not take and show concepts separately then draw them together. Foundation was not laid. Not challenged; not up to the ability student has or level of work. Not enough work, too lax."

Responses by students about Instructors being "Unorganized" are:

"Unstructured and disorganized. No direction and too much freedom."

"They didn't give a required work load. Subject matter that was supposed to be learned was canceled. Seminar was too loose. Professor not interested in [student] opinions about quality of class."

We recommend raising the expectations that instructors have of students. Instructors need to provide students with more challenge and intensity, both in content and amount of work. Instructors need to clarify and connect concepts that students are learning in Core programs to get students involved in the classes. Each faculty needs to consider whether they are really challenging students to think in Core programs and whether it is too easy for students to slide by.

Another recommendation is to give anonymous evaluations of a faculty by students during the program (these would be separate from student and faculty evaluations at the end of the quarter).

These could give direct feedback to faculty on how they are communicating to students and whether students are learning. It may also be a more objective way for administrators to evaluate the effectiveness of Core programs rather than the one-on-one evaluations at the end of the quarter.

## V. ADDITIONAL ANALYSES

Further studies and/or additional analyses were generated by this research. Unfortunately the research team did not have the necessary time or resources to allocate to this worthwhile pursuit. Areas of further study and analysis are listed below:

1. The group needed to make additional phone calls to increase the response rate. Hunter said a work/study student was available to do this.
2. Comparison between the in-state versus the out-of-state students were not included in the information in this report, but was available.
3. For the open-ended "Expectation" questions at the front of each survey, there were 82 "Other" values given by students. To complete our analysis, it would be interesting to revisit this section and do content analysis to see if it could be narrowed down and provide further useful information about TESC.
4. Do another study to filter specific information on Core retention for use by certain departments at TESC. This would give information to departments interested in a specific category, a particular service, academic issues, teacher issues, social issues, or other issues.
5. Survey the instructors of Core programs and/or all instructors and professors to see what they may see as problems and/or solutions to Core programs.



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## APPENDIX A TELEPHONE QUESTIONNAIRE FOR FRESHMEN LEAVING

### Evergreen State College Student Survey

Freshman, Fall of 1991 to Fall of 1992

#### Reasons for Leaving and Opinions of Evergreen Characteristics

LABEL			
<p>Hi, is _____ there? Hi, _____, my name is _____ and I'm a student at Evergreen State College in Olympia, Washington. I'm in a group of 6 students doing a research project for our class. We're looking at why Freshman students leave or return the following fall. Evergreen's very interested in improving itself and we hope to be able to identify areas of concern they could focus on. We would sure appreciate it if you could help us by answering some questions. Your answers will be kept confidential. It should only take about 20 minutes of your time, but could take a little longer, depending on your comments. Can you help us? (Yes) Thank you very much. Please answer the questions reflecting on your Freshman year.</p>			
1	What is the main reason you left Evergreen?		
2	Was there a critical point at which Evergreen could have done anything to encourage you to stay?	Yes 1	No 2
	2a. If yes, what was that critical point or moment?		

3	What were the expectations that brought you to Evergreen the fall of 1991?		
4	What were the expectations Evergreen didn't satisfy as part of your experience?		
5	How were those expectations formed (such as friend, catalog, other?)		
6	Which response best describes where you lived while attending Evergreen the academic year 1991-92?  <u>1</u> College housing <u>2</u> Off-campus housing <u>3</u> Home of parent or relative <u>4</u> Own home <u>5</u> Other _____		
7	What one response best describes what you're doing this year?  <u>1</u> Work full time or part time <u>2</u> Enrolled in college <u>3</u> Work and enrolled in college <u>4</u> Care for a home and/or a family <u>5</u> other _____		
8	Do you plan to re-enroll at Evergreen in the future?	Yes 1	No 2

In the next section we're looking at any other factors that may have affected your decision to leave. After I read each factor, would you please say whether it was a major factor, minor factor or not a factor in your decision to leave. For reference, or to make it easy, you may want to write "major, minor, not a factor" on a piece of paper.

The first are related to personal factors.		Major Factor	Minor Factor	Not a Factor
9	Decided to attend a different college	1	2	3
10	Decided I preferred a traditional education	1	2	3
11	Health-related problems (family or personal)	1	2	3
12	Wanted to take a break from school	1	2	3
13	Wanted to move to (or was transferred to) a new location	1	2	3
14	Marital situation changed my education plans	1	2	3
15	Difficulty in obtaining transportation to Evergreen	1	2	3
16	Uncertain about the value of a college education	1	2	3
17	Commuting distance to Evergreen was too great	1	2	3
18	Child care was not available or too costly	1	2	3
19	Family responsibilities were too great	1	2	3
20	Did not like the size of Evergreen's campus	1	2	3
21	Experienced emotional problems	1	2	3
22	Felt racial/ethnic tension on campus	1	2	3
23	Felt lack of tolerance of sexual orientations	1	2	3
24	Felt lack of tolerance towards religion on campus	1	2	3
25	Felt lack of tolerance on campus towards various political views	1	2	3
26	Felt alone or isolated	1	2	3
27	Influenced by parents or relatives	1	2	3
28	Had conflicts with my roommate(s)	1	2	3
29	Wanted to live nearer to parents and loved ones	1	2	3
30	Wanted to travel	1	2	3
The next group of factors that I'll be relating are academic in nature:		Major Factor	Minor Factor	Not a Factor
31	Dissatisfied with the evaluation system instead of grade system	1	2	3
32	Dissatisfied with evaluations I received	1	2	3
33	Process of writing self evaluations	1	2	3

		Major Factor	Minor Factor	Not a Factor
34	Core program was too difficult	1	2	3
35	Core program was not challenging	1	2	3
36	My study habits were not good	1	2	3
37	Disappointed with quality of instruction at Evergreen	1	2	3
The next group are institutional related factors:		Major Factor	Minor Factor	Not a Factor
38	My desired field of interest was not offered by Evergreen	1	2	3
39	Desired field of interest was offered, but program content was unsatisfactory	1	2	3
40	Academic advising was inadequate	1	2	3
41	Experienced class scheduling problems	1	2	3
42	Concerned with the academic reputation of Evergreen	1	2	3
43	Could not find housing I liked	1	2	3
44	Did not feel safe on campus	1	2	3
45	Unhappy with college rules and regulations	1	2	3
46	Attitude of teaching staff (toward you, students, teaching, or in general)	1	2	3
47	Attitude of non-teaching staff (toward you, students, or in general)	1	2	3
48	Attitudes of Evergreen students (toward you, students, or in general)	1	2	3
49	Dissatisfied with the social life at Evergreen	1	2	3
50	Inadequate facilities for physically handicapped students	1	2	3
This next group of factors are related to finances:		Major Factor	Minor Factor	Not a Factor
51	Difficulty budgeting my money	1	2	3
52	Encountered unexpected expenses	1	2	3
53	Applied for financial aid, but did not receive it	1	2	3
54	Financial aid received was inadequate	1	2	3
55	Tuition and fees were more than I could afford	1	2	3
56	Could not find part-time work while at Evergreen	1	2	3
57	Cost of living was too high in the community	1	2	3



65	<p><i>[Write Question # _____] <u>read question to them</u> Why or how was it a major factor?</i></p>
66	<p><i>[Write Question # _____] <u>read question to them</u> Why or how was it a major factor?</i></p>
67	<p><i>[Write Question # _____] <u>read question to them</u> Why or how was it a major factor?</i></p>
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70	<p><i>[Write Question # _____] <u>read question to them</u> Why or how was it a major factor?</i></p>
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75	<i>[Write Question # _____] <u>read question to them</u> Why or how was it a major factor?</i>																																													
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<p>Some of the next questions are similar to those previously asked, however we are now focusing on your level of satisfaction during your freshman year, whether or not it was a factor in your decision to (return/leave). After I read each characteristic, please say whether you were satisfied, neutral or dissatisfied. You may want to write down satisfied, neutral or dissatisfied.</p>																																														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 50%;"></th> <th style="width: 15%; text-align: center;">Satisfied</th> <th style="width: 15%; text-align: center;">Neutral</th> <th style="width: 10%; text-align: center;">Dis-satisfied</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">78</td> <td>The evaluation system</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">79</td> <td>Quality of core program</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">80</td> <td>Quality of instruction you received in your core program</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">81</td> <td>Variety of programs offered by Evergreen</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">82</td> <td>Availability of the programs you wanted at the times you could take them</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">83</td> <td>Registration procedures</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">84</td> <td>Admissions procedures</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">85</td> <td>Accuracy of college information you received before enrolling</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>				Satisfied	Neutral	Dis-satisfied	78	The evaluation system	1	2	3	79	Quality of core program	1	2	3	80	Quality of instruction you received in your core program	1	2	3	81	Variety of programs offered by Evergreen	1	2	3	82	Availability of the programs you wanted at the times you could take them	1	2	3	83	Registration procedures	1	2	3	84	Admissions procedures	1	2	3	85	Accuracy of college information you received before enrolling	1	2	3
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		Satisfied	Neutral	Dis-satisfied
86	Availability of student housing	1	2	3
87	Study areas	1	2	3
88	Attitude of teaching staff (toward you, students, teaching, or in general)	1	2	3
89	Attitude of non-teaching staff (toward you, students, or in general)	1	2	3
90	Racial/ethnic relations at Evergreen	1	2	3
91	Respect for the opposite sex	1	2	3
92	Tolerance of various sexual orientations	1	2	3
93	Tolerance towards religion on campus	1	2	3
94	Political freedom	1	2	3
95	Personal security and safety at Evergreen	1	2	3
96	Opportunities for personal involvement in campus activities	1	2	3

The following questions identify which services you may have used at Evergreen as a Freshman, and whether or not you were satisfied with them. After I read each service, please say yes or no to indicate whether or not you used the service. If you used the service, then say whether you were satisfied, neutral or dissatisfied. For ease of answering, you may want to write down, "yes, no, satisfied, neutral, dis-satisfied." Thank you.

		Yes	No	Satisfied	Neutral	Dis-Satisfied
97	Academic advising services	1	2	1	2	3
98	Personal counseling services	1	2	1	2	3
99	Career development services	1	2	1	2	3
100	Recreation services and programs	1	2	1	2	3
101	Library facilities and services	1	2	1	2	3
102	Student health services	1	2	1	2	3
103	College social activities (dances, clubs)	1	2	1	2	3
104	Financial aid services	1	2	1	2	3
105	Student employment services	1	2	1	2	3
106	Housing services and programs	1	2	1	2	3
107	Food services	1	2	1	2	3
108	Computer services	1	2	1	2	3
109	Intercity bus services	1	2	1	2	3
110	Veterans services	1	2	1	2	3

		Yes	No	Satisfied	Neutral	Dis-Satisfied
111	Day care services	1	2	1	2	3
<p>We would like to look at the items you indicated as dissatisfactory. To help us understand, could you give us more information, such as, why or how was it dissatisfactory? I will read the question(s) to you.</p>						
112	<p><i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?</p>					
113	<p><i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?</p>					
114	<p><i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?</p>					
115	<p><i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?</p>					

116	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
117	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
118	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
119	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
120	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?

121	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
122	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
123	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
124	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
125	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?

126	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
127	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?

128	Are there any questions or comments you'd like to add?
<p>Thank you very much for your time and your help. Individual names and responses will be kept confidential. However, if you'd like your name to be included in the results reported to the college, we can do that. Would you like us to do that? <b>YES NO</b></p> <p>Also, if you'd like a copy of the summarized results, which do not include any names, we have an address for you. Are you interested?</p> <p>Write to "Evergreen State College, Attn: Steve Hunter, Olympia, Wa. 98505-0002.</p> <p>Thank you again.</p>	

## APPENDIX B TELEPHONE QUESTIONNAIRE FOR FRESHMEN RETURNING

### Evergreen State College Student Survey Freshman, Fall of 1991 to Fall of 1992

#### Reasons for Returning and Opinions of Evergreen Characteristics

<p>LABEL</p> <p>Hi, is _____ there?</p> <p>Hi, _____, my name is _____ and I'm a student at Evergreen State College in Olympia, Washington. I'm in a group of 6 students doing a research project for our class. We're looking at why Freshman students leave or return the following fall. Evergreen's very interested in improving itself and we hope to be able to identify areas of concern they could focus on. We would sure appreciate it if you could help us by answering some questions. Your answers will be kept confidential. It should only take about 15 minutes of your time but could take a little longer, depending on your comments. Can you help us? (Yes)</p> <p>Thank you very much. Please answer the questions reflecting on your Freshman year.</p>	
1B	<p>What is the main reason you decided to return to Evergreen the following fall?</p>
3	<p>What were the expectations that brought you to Evergreen the fall of 1991?</p>

4	What were the expectations Evergreen didn't satisfy as part of your experience?			
5	How were those expectations formed (such as friend, catalog, other?)			
6	Which response best describes where you lived while attending Evergreen the academic year 1991-92?  <u>1</u> College housing <u>2</u> Off-campus housing <u>3</u> Home of parent or relative <u>4</u> Own home <u>5</u> Other _____			
The next section questions your level of satisfaction with characteristics of Evergreen during your Freshman year. After I read each characteristic, please say whether you were satisfied, neutral or dissatisfied. You may want to write down satisfied, neutral or dissatisfied.				
		Satisfied	Neutral	Dis-satisfied
78	The evaluation system	1	2	3
79	Quality of core program	1	2	3
80	Quality of instruction you received in your core program	1	2	3
81	Variety of programs offered by Evergreen	1	2	3
82	Availability of the programs you wanted at the times you could take them	1	2	3
83	Registration procedures	1	2	3
84	Admissions procedures	1	2	3
85	Accuracy of college information you received before enrolling	1	2	3



		Satisfied	Neutral	Dis-satisfied
86	Availability of student housing	1	2	3
87	Study areas	1	2	3
88	Attitude of teaching staff (toward you, students, teaching, or in general)	1	2	3
89	Attitude of non-teaching staff (toward you, students, or in general)	1	2	3
90	Racial/ethnic relations at Evergreen	1	2	3
91	Respect for the opposite sex	1	2	3
92	Tolerance of various sexual orientations	1	2	3
93	Tolerance towards religion on campus	1	2	3
94	Political freedom	1	2	3
95	Personal security and safety at Evergreen	1	2	3
96	Opportunities for personal involvement in campus activities	1	2	3

The following questions identify which services you may have used at Evergreen as a Freshman, and whether or not you were satisfied with them. After I read each service, please say yes or no to indicate whether or not you used the service. If you used the service, then say whether you were satisfied, neutral or dissatisfied. For ease of answering, you may want to write down, "yes, no, satisfied, neutral, dis-satisfied." Thank you.

		Yes	No	Satisfied	Neutral	Dis-Satisfied
97	Academic advising services	1	2	1	2	3
98	Personal counseling services	1	2	1	2	3
99	Career development services	1	2	1	2	3
100	Recreation services and programs	1	2	1	2	3
101	Library facilities and services	1	2	1	2	3
102	Student health services	1	2	1	2	3
103	College social activities (dances, clubs)	1	2	1	2	3
104	Financial aid services	1	2	1	2	3
105	Student employment services	1	2	1	2	3
106	Housing services and programs	1	2	1	2	3
107	Food services	1	2	1	2	3
108	Computer services	1	2	1	2	3
109	Intercity bus services	1	2	1	2	3
110	Veterans services	1	2	1	2	3

		Yes	No	Satisfied	Neutral	Dis-Satisfied
111	Day care services	1	2	1	2	3
<p>We would like to look at the items you indicated as dissatisfactory. To help us understand, could you give us more information, such as, why or how was it dissatisfactory? I will read the question(s) to you.</p>						
112	<p><i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?</p>					
113	<p><i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?</p>					
114	<p><i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?</p>					
115	<p><i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?</p>					

116	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
117	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
118	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
119	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
120	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?

121	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
122	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
123	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
124	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
125	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?

126	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?
127	<i>[Write Question # _____]</i> <u>read question to them</u> Why or how was it a dissatisfactory?

128	Are there any questions or comments you'd like to add?
<p>Thank you very much for your time and your help. Individual names and responses will be kept confidential. However, if you'd like your name to be included in the results reported to the college, we can do that. Would you like us to do that? YES NO</p> <p>Also, if you'd like a copy of the summarized results, which do not include any names, we have an address for you. Are you interested?</p> <p>Write to "Evergreen State College, Attn: Steve Hunter, Olympia, Wa. 98505-0002.</p> <p>Thank you again.</p>	

## APPENDIX C Freshmen who left

### CRITICAL POINT ANALYSIS

In an attempt to determine whether Evergreen could have taken some kind of action that may have kept some of the 59 students who decided to leave TESC from doing so, we asked them, "Was there a critical point at which Evergreen could have done anything to encourage you to stay?" Twenty students (33.9%) responded that Evergreen could have done something that may have encouraged them to stay. The breakdown of responses is listed below by students' frequency of response:

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
More support from Academic Advising and faculty	7	35
Need to increase options in programs and contracts	3	15
More financial aid	3	15
Make classes more focused and structured	2	10
Other	2	10
Provide a better introduction to the school	1	5
Housing	1	5
Need to improve registration	1	5

# APPENDIX C Freshmen who left (continued)

## MAJOR REASON FREQUENCY TABLE

	<u>Major Reasons</u>	<u># of students</u>	<u>% of students</u>
1.	Needed a Break	19	32.2
2.	Attend a Different College	16	27.1
3.	Moved to a New Location	15	25.4
4.	Core was not Challenging	13	22.0
5.	Field of Interest was Not Offered	13	22.0
6.	Attitude of Students	12	20.3
7.	Wanted Traditional Education	11	18.6
8.	Emotional Problems	11	18.6
9.	Felt Alone or Isolated	11	18.6
10.	Lack of Tolerance of Political Views	10	16.9
11.	Quality of Instruction in Core	10	16.9
12.	Program Content Unsatisfactory	10	16.9
13.	Could not Afford Tuition and Fees	10	16.9
14.	Did not Like the Evaluation System	9	15.3
15.	Dissatisfied with Social Life at TESC	9	15.3
16.	Academic Advising Inadequate	8	13.6
17.	Unsure of Value of College Education	8	13.6
18.	Unable to Budget My Money	8	13.6
19.	Study Habits are Not Good	7	11.9
20.	Wanted to Live Nearer to Loved Ones	6	10.2
21.	Financial Aid was Inadequate	6	10.2
22.	Health Related Problems	5	8.5
23.	Wanted to Travel	5	8.5
24.	Did not Receive Financial Aid	5	8.5
25.	Could Not Find Part Time Work	5	8.5
26.	Encountered Unexpected Expenses	4	6.8
27.	Had Conflict with Roommates	4	6.8
28.	Experienced Class Scheduling Problems	4	6.8
29.	Dissatisfied w/Evaluation Received	3	5.1
30.	Cost of Living was Too High	3	5.1
31.	Concerned w/Academic Reputation of TESC	3	5.1
32.	Marital Situation Changed Plans	2	3.4
33.	Family Responsibilities too Great	2	3.4
34.	Unhappy w/College Rules	2	3.4
35.	Attitude of the Teaching Staff	2	3.4
36.	Attitude of the Non Teaching Staff	2	3.4
37.	Wanted to Get Work Experience	2	3.4
38.	Accepted a Full Time Job	2	3.4
39.	Difficulty Obtaining Transportation	1	1.7
40.	Commuting Distance Too Great	1	1.7
41.	Did not Like the Size of the Campus	1	1.7
42.	Felt Racial/Ethnic Tension on Campus	1	1.7
43.	Lack of Tolerance Towards Religion	1	1.7
44.	Influenced by Relatives	1	1.7
45.	Could Not Find Housing I Liked	1	1.7
46.	Conflict Between Demands of Job/School	1	1.7
47.	Occupation did Not Require More School	1	1.7
48.	Left Because Child Care Too Costly	0	0.0
49.	Tolerance of Sexual Orientations	0	0.0
50.	Did not Feel Safe on Campus	0	0.0
51.	Inadequate Facilities for Handicapped	0	0.0
52.	Process of Writing Self Evaluations	0	0.0
53.	Core too Difficult	0	0.0

Appendix C Freshmen who left (continued)

TESC CHARACTERISTICS -- SATISFACTION -- STUDENTS WHO LEFT  
FREQUENCY TABLE

<u>Characteristics</u>	<u># of students</u>	<u>% of students</u>
1. Admissions procedures	41	71.2
2. Security and safety	42	71.2
3. Availability of student housing	40	67.8
4. Attitude of teaching staff	40	67.8
5. Attitude of non-teaching staff	40	67.8
6. Evaluation system	35	59.3
7. Tolerance of sexual orientations	35	59.3
8. Study areas	34	57.6
9. College info. received before enrolling	32	54.2
10. Respect for the opposite sex	30	50.8
11. Quality of instruction in Core	28	47.5
12. Opportunities for involvement	27	45.8
13. Racial/ethnic relations	25	42.5
14. Quality of the Core program	24	40.7
15. Tolerance of religion	24	40.7
16. Registration procedures	21	35.6
17. Political freedom	20	33.8
18. Availability of programs	18	30.5
19. Variety of programs offered	15	25.4



Appendix C Freshmen who left (continued)

TESC CHARACTERISTICS -- DISSATISFIED -- STUDENTS WHO LEFT  
FREQUENCY TABLE

<u>Characteristics</u>	<u># of students</u>	<u>% of students</u>
1. Variety of classes at TESC	22	37.3
2. Quality of the Core program	21	35.6
3. Availability of classes	21	35.6
4. Registration procedure	20	33.9
5. Freedom of political expression	17	28.8
6. Accuracy of college information before enrolling	11	18.6
7. Evaluation system	10	16.9
8. Quality of instruction in Core	9	15.3
9. Study areas	9	15.3
10. Racial/ethnic relations	8	13.6
11. Tolerance toward religion on campus	8	13.6
12. Attitude of the teaching staff	6	10.2
13. Respect for the opposite sex	5	8.5
14. Tolerance of various sexual orientations	4	6.8
15. Security and safety on campus	3	5.1
16. Opportunities for Involvement	3	5.0
17. Attitude of the non-teaching staff	2	3.4
18. Availability of student housing	3	1.7
19. Admissions procedures	0	0.0

# Appendix C Freshmen who left (continued)

## MAJOR & MINOR REASON FREQUENCY TABLE

<u>Reasons</u>	<u># of students</u>	<u>% of students</u>
1. Field of Interest Was Not Offered	39	66.1
2. Attend a Different College	35	59.3
3. Wanted a Traditional Education	31	52.5
4. Core Was Not Challenging	29	49.1
5. Quality of Core	28	47.4
6. Needed a Break	27	45.8
7. Moved to a New Location	27	45.7
8. Unsure of the Value of College	26	44.1
9. Emotional Problems	26	44.0
10. Lack of Tolerance of Political Views	25	42.3
11. Wanted to Travel	24	40.7
12. Dissatisfied with Social Life at TESC	24	40.7
13. Felt Alone or Isolated	24	40.6
14. Attitude of Students	24	40.6
15. Study Habits Were Not Good	23	39.0
16. Academic Advising Was Inadequate	22	37.3
17. Program Content Was Unsatisfactory	22	37.2
18. Unable to Budget My Money	21	35.6
19. Encountered Unexpected Expenses	19	32.2
20. Concerned with Academic Reputation	19	32.2
21. Did not Like the Evaluation System	18	30.6
22. Wanted to Live Nearer to Family	16	27.1
23. Could not Afford Tuition and Fees	15	25.4
24. Could Not Find Part Time Work	14	23.7
25. Had Conflict with Roommates	12	20.4
26. Family Responsibilities Too Great	12	20.3
27. Felt Racial/Ethnic Tension on Campus	12	20.3
28. Class Scheduling Problems	11	18.7
29. Attitude of Teaching Staff	11	18.7
30. Financial Aid was Inadequate	11	18.7
31. Health Related Problems	11	18.7
32. Attitude of Non Teaching Staff	11	18.6
33. Lack of Tolerance Toward Religion	10	17.0
34. Cost of Living Was Too High	10	16.9
35. Did Not Receive Financial Aid	09	15.3
36. Influenced by Relatives	09	15.3
37. Wanted to Get Work Experience	08	13.6
38. Could Not Find Housing I Liked	08	13.6
39. Unhappy with Evaluations I Received	07	11.9
40. Did not Like the Size of the Campus	07	11.9
41. Process of Writing Self Evaluations	07	11.9
42. Unhappy with College Rules	06	10.2
43. Tolerance of Sexual Orientations	06	10.2
44. Difficulty Obtaining Transportation	05	8.5
45. Conflict between Job and School	04	6.8
46. Martial Situation Changed Plans	03	5.1
47. Accepted a Full Time Job	03	5.1
48. Commuting Distance Too Great	03	5.1
49. Core Too Difficult	02	3.4
50. Did Not Feel Safe on Campus	01	1.7
51. Inadequate Facilities for Handicapped	01	1.7
52. Occupation Did Not Require More School	01	1.7
53. Child Care Was Too Costly	0	0

## Appendix C Freshmen who left (continued)

### TOP FIVE MAJOR REASONS, RELATED RESPONSES AND FREQUENCIES

#### 1. "Needed a break"

Responses to the major factor "Needed a Break", which was the most frequently cited major factor in a students decision to leave TESC, are listed below by student in the order of frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Needed to explore options, regroup or take time off	10	52.6
Needed a break	4	21.1
Other	3	15.8
Needed to earn money	2	10.5

#### 2. "Attend a different college"

Response to the major factor "Attend a Different College", which was the second most frequently cited major factor in a students decision to leave the college, is listed below by student in the order of frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Other	6	37.5
Wanted to attend a community college	3	18.8
Needed more structure	3	18.8
Field of interest better quality at different school	2	12.5
Wanted a wider variety of classes	2	12.5

## Appendix C Freshmen who left (continued)

### TOP FIVE MAJOR REASONS, RELATED RESPONSES AND FREQUENCIES (cont.)

#### 14. "Moved to a new location"

Response to the major factor "Moved to a new location", which was the third most frequently cited major factor in a student's decision to leave the college, is listed below by students in the order of frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Wanted to move nearer to family and friends	7	41.1
Moved to a different location	5	29.4
Needed to earn money	2	11.7
Other	2	11.7
Had a bad experience at TESC	1	6.1

#### 15. "Core not challenging"

Response to the major factor "Core not challenging", which was the fourth most frequently cited major factor in a students decision to leave the college, is listed below by students in the order of frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Core not demanding enough	11	57.8
Other	5	26.3
Assignments do not have enough substance	3	15.7

Appendix C Freshmen who left (continued)

TOP FIVE MAJOR REASONS, RELATED RESPONSES AND FREQUENCIES

16. "Field of interest was not offered"

Response to the major factor "Field of interest was not offered", which was the fifth most frequently cited major factor in a student's decision to leave the college, is listed below by students in the order of frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Lack of classes in my field	10	58.8
Other	6	35.3
Classes offered not interesting	1	5.9

Appendix C Freshmen who left (continued)

TOP FIVE DISSATISFIED CHARACTERISTICS FOR  
STUDENTS WHO LEFT, RELATED RESPONSES AND FREQUENCIES

1. "Variety of programs offered by TESC"

The characteristic "Variety of programs offered by TESC" was cited 22 times, by students who left, as unsatisfactory. The following are their responses listed by frequency.<sup>1</sup>

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Not enough faculty/programs in certain fields	12	55
Not enough variety of classes	9	41
No response	2	9
Other	2	9

'n' value: 22

2. "Quality of Core program"

The characteristic "Quality of Core program" was cited 21 times, by students who left, as unsatisfactory. The following are their responses listed by their frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Unchallenging	13	61
Other	8	38
Uninspiring faculty	4	19
Disorganized	3	14
Core does not work	1	5

'n' value: 21

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<sup>1</sup>Students had multiple chances to respond to each variable

Appendix C Freshmen who left (continued)

TOP FIVE DISSATISFIED CHARACTERISTICS FOR  
STUDENTS WHO LEFT, RELATED RESPONSES AND FREQUENCIES (cont.)

3. "Availability of programs"

The characteristic "Availability of programs" was cited 21 times, by students who left, as unsatisfactory. The following are their responses listed by their frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Not enough classes available	15	71.4
Missing responses due to surveyor error	5	23.8
No response	1	4.8
'n' value: 21		

4. "Registration procedures"

The characteristic "Registration procedures" was cited 20 times, by students who left, as unsatisfactory. The following is their responses listed by their frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Registration is frustrating and confusing	16	50.0
Need better procedure	13	40.6
No response	2	6.2
Other	1	3.1
'n' value: 21		

Appendix C Freshmen who left (continued)

TOP FIVE DISSATISFIED CHARACTERISTICS FOR  
STUDENTS WHO LEFT, RELATED RESPONSES AND FREQUENCIES (cont.)

5. "Political freedom"

The characteristic "Political freedom" was cited 17 times, by students who left, as unsatisfactory. The following are their responses listed by their frequency.

<u>Responses</u>	<u># of students</u>	<u>% of students</u>
Students are closed-minded and conservatives not accepted	14	51.9
No freedom of expression	9	33.3
No response	2	7.4
Other	2	7.4

'n' value: 17



# APPENDIX D

## DIFFERENCES BETWEEN THE FRESHMEN WHO STAYED AND THOSE FRESHMEN WHO LEFT CHI-SQUARE TESTS

### SATISFACTION OF EVALUATION SYSTEM by ENROLLMENT STATUS

		STATUS		Page 1 of 1
EVAL	Count Col Pct	STAYED	LEFT	Row Total
		1	2	
SATISFIED	1	63 78.8	35 59.3	98 70.5
	2	14 17.5	14 23.7	28 20.1
NEUTRAL				
DISSATISFIED	3	3 3.8	10 16.9	13 9.4
Column		80	59	139
Total		57.6	42.4	100.0

Chi-Square	Value	Significance
Pearson	8.79737	.01229
Likelihood Ratio	8.90424	.01165
Mantel-Haenszel test for linear association	8.45187	.00365
Minimum Expected Frequency -	5.518	

Number of Missing Observations: 0

# APPENDIX D (continued)

## DIFFERENCES BETWEEN THE FRESHMEN WHO STAYED AND THOSE FRESHMEN WHO LEFT (cont.)

### RACIAL ETHNIC RELATIONS AT TESC by ENROLLMENT STATUS

		STATUS		Page 1 of 1
RACLTN	Count	STAYED	LEFT	Row Total
	Col Pct	1	2	
SATISFIED	1	17 21.3	25 42.4	42 30.2
	2	34 42.5	26 44.1	60 43.2
NEUTRAL	3	29 36.3	8 13.6	37 26.6
	DISSATISFIED			
Column		80	59	139
Total		57.6	42.4	100.0

Chi-Square	Value	Significance
Pearson	11.60154	.00303
Likelihood Ratio	12.07736	.00238
Mantel-Haenszel test for linear association	11.41264	.00073
Minimum Expected Frequency -	15.705	

Number of Missing Observations: 0

# APPENDIX D (continued)

## DIFFERENCES BETWEEN THE FRESHMEN WHO STAYED AND THOSE FRESHMEN WHO LEFT (cont.)

### OPPORTUNITIES FOR INVOLVEMENT AT TESC by ENROLLMENT STATUS

STATUS Page 1 of 1

	Count Col Pct	STATUS		Row Total
		STAYED 1	LEFT 2	
ACTIVE				
SATISFIED	1	55 68.8	27 45.8	82 59.0
NEUTRAL	2	20 25.0	27 45.8	47 33.8
DISSATISFIED	3	5 6.3	5 8.5	10 7.2
Column Total		80 57.6	59 42.4	139 100.0

Chi-Square	Value	Significance
Pearson	7.60444	.02232
Likelihood Ratio	7.61762	.02217
Mantel-Haenszel test for linear association	5.44489	.01963
Minimum Expected Frequency -	4.245	
Cells with Expected Frequency < 5 -	1 OF	6 ( 16.7%)

Number of Missing Observations: 0

# APPENDIX D (continued)

## DIFFERENCES BETWEEN THE FRESHMEN WHO STAYED AND THOSE FRESHMEN WHO LEFT (cont.)

### EXPECTATIONS NOT MET #1 (LACK OF DIVERSITY) by ENROLLMENT STATUS

STATUS

Page 1 of 1

	Count Col Pct	STAYED	LEFT	Row Total
		1	2	
EXUNCM1	.00	66 82.5	57 96.6	123 88.5
	1.00	14 17.5	2 3.4	16 11.5
Column Total		80 57.6	59 42.4	139 100.0

Chi-Square	Value	Significance
Pearson	6.63737	.00999
Continuity Correction	5.32437	.02103
Likelihood Ratio	7.59835	.00584
Mantel-Haenszel test for linear association	6.58962	.01026
Minimum Expected Frequency -	6.791	

Number of Missing Observations: 0

APPENDIX D (continued)

DIFFERENCES BETWEEN THE FRESHMEN WHO STAYED  
AND THOSE FRESHMEN WHO LEFT (cont.)

QUALITY OF INSTRUCTION IN CORE by ENROLLMENT STATUS

STATUS Page 1 of 1

	Count Col Pct	STAYED	LEFT	Row Total
		1	2	
QUALTA				
SATISFIED	1	51 63.8	28 47.5	79 56.8
NEUTRAL	2	16 20.0	22 37.3	38 27.3
DISSATISFIED	3	13 16.3	9 15.3	22 15.8
Column Total		80 57.6	59 42.4	139 100.0

Chi-Square	Value	Significance
Pearson	5.31960	.06996
Likelihood Ratio	5.29201	.07093
Mantel-Haenszel test for linear association	1.41251	.23464
Minimum Expected Frequency -	9.338	

Number of Missing Observations: 0

# APPENDIX D (continued)

## DIFFERENCES BETWEEN THE FRESHMEN WHO STAYED AND THOSE FRESHMEN WHO LEFT (cont.)

### SATISFACTION OF LIBRARY SERVICES USED by ENROLLMENT STATUS

STATUS

Page 1 of 1

	Count Col Pct	STATUS		Row Total
		STAYED 1	LEFT 2	
LIBOP				
SATISFIED	1	56 71.8	47 82.5	103 76.3
NEUTRAL	2	7 9.0	7 12.3	14 10.4
DISSATISFIED	3	15 19.2	3 5.3	18 13.3
	Column Total	78 57.8	57 42.2	135 100.0

Chi-Square	Value	Significance
Pearson	5.65662	.05911
Likelihood Ratio	6.24053	.04415
Mantel-Haenszel test for linear association	3.96684	.04640
Minimum Expected Frequency -	5.911	

Number of Missing Observations: 4

# APPENDIX E - OVERVIEW OF COMMON QUESTIONS

## WHAT WERE THE EXPECTATIONS THAT BROUGHT YOU TO EVERGREEN THE FALL OF 1991?

	COMBINED		STAYED		LEFT	
	#	%	#	%	#	%
1. Alternative Education	93	66.9	55	68.8	38	64.4
2. Alternative Political Milieu	23	16.5	14	17.5	9	15.3
3. Class Size	18	12.9	11	13.8	7	11.9
4. Evaluation System	12	8.6	9	11.3	3	5.1
5. Academic Challenge	11	7.9	6	7.5	5	8.5
6. Multi Diversity	7	5.0	5	6.3	2	3.4
7. Campus Location	5	3.6	1	1.3	4	6.8
8. Do Not Know	6	4.3	5	6.3	1	1.7
9. Other	39	28.1	17	21.3	22	37.3

## WHAT WERE THE EXPECTATIONS EVERGREEN DIDN'T SATISFY AS PART OF YOUR EXPERIENCE?

	COMBINED		STAYED		LEFT	
	#	%	#	%	#	%
1. Academically Lacking	32	23.0	16	20.0	16	27.1
2. Lack of Diversity	16	11.5	14	17.5	2	3.4
3. Not Enough Variety in Academic Offerings	13	9.4	5	6.3	8	13.6
4. Core Too Broad	12	8.6	6	7.5	6	10.2
5. Catalog	11	7.9	5	6.3	6	10.2
6. Too Liberal	9	6.5	6	7.5	3	5.1
7. Hypocritical Catalog	8	5.8	7	8.8	1	1.7
8. Core Not Broad Enough	6	4.3	4	5.0	2	3.4
9. Other	72	51.8	41	51.3	31	52.5
10. No Response	4	2.9	1	1.3	3	5.1

'n' value: 139 total for both tables

# APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

## HOW WERE THOSE EXPECTATIONS FORMED?

	<u>COMBINED</u>		<u>STAYED</u>		<u>LEFT</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
1. Friends, Family, Alumni	90	64.7	55	68.8	34	57.6
2. Evergreen State College Catalog	79	56.8	40	50.0	39	66.1
3. Campus Visit	26	18.7	16	20.0	9	15.3
4. High School Counselor	14	10.1	8	10.0	6	10.2
5. TESC Visit High School	10	7.2	2	2.5	8	13.6
6. Do Not Know	2	1.4	2	2.5	0	0.0
7. Other	12	8.6	9	11.3	3	5.1

# = number of students

% = percentage of students

'n' value: 139 total



APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

TESC CHARACTERISTICS - SATISFACTION - BOTH GROUPS  
FREQUENCY TABLE  
(DESCENDING ORDER)

<u>Characteristics</u>	<u># of students</u>	<u>% of students</u>
1. Admission Procedures	99	71.2
2. Evaluation System	98	70.5
3. Attitudes of the Teaching Staff	98	70.5
4. Tolerance of Various Sexual Orientations	94	67.6
5. Personal Security and Safety	92	66.2
6. Availability of Student Housing	91	65.5
7. Attitudes of the Non-teaching Staff	90	64.7
8. Study Areas	86	61.9
9. Opportunity for Personal Involvement	82	59.0
10. Quality of Instruction in Core	79	56.8
11. Respect for the Opposite Sex	76	54.7
12. Accuracy of College Information Received Prior to Enrollment	75	54.0
13. Quality of Your Core	56	40.3
14. Political Freedom	54	38.8
15. Tolerance Towards Religion	54	38.8
16. Availability of Courses at Times Could Take Them	47	33.8
17. Registration Procedures	45	32.4
18. Racial/Ethnic Relations	42	30.2
19. Variety of Programs Offered	35	25.2

'n' value: 139 total

APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

TESC CHARACTERISTICS - SATISFACTION - STUDENTS WHO STAYED  
FREQUENCY TABLE  
(DESCENDING ORDER)

<u>Characteristic</u>	<u># of students</u>	<u>% of students</u>
1. Evaluation System	63	78.8
2. Tolerance of Various Sexual Orientations	59	73.8
3. Admission Procedures	58	72.5
4. Attitudes of the Teaching Staff	58	72.5
5. Opportunity for Personal Involvement	55	68.8
6. Study Areas	52	65.0
7. Quality of Instruction in Core	51	63.8
8. Availability of Student Housing	51	63.8
9. Attitude of Non-Teaching Staff	50	62.5
10. Personal Security and Safety	50	62.5
11. Respect for the Opposite Sex	46	57.5
12. Accuracy of College Information Received Prior to Enrollment	43	53.8
13. Political Freedom	35	43.8
14. Quality of Core	32	40.0
15. Tolerance Towards Religion	30	37.5
16. Availability of Courses at Times Could Take Them	29	36.3
17. Registration Procedures	24	30.0
18. Variety of Programs Offered	20	25.0
19. Racial/Ethnic Relations	17	21.3

'n' value: stayed=80 students

APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

TESC CHARACTERISTICS - SATISFACTION - STUDENTS WHO LEFT  
FREQUENCY TABLE  
(DESCENDING ORDER)

<u>Characteristic</u>	<u># of students</u>	<u>% of students</u>
1. Personal Security and Safety	42	71.2
2. Admissions Procedures	41	69.5
3. Availability of Student Housing	40	67.8
4. Attitudes of the Teaching Staff	40	67.8
5. Attitudes of the Non-teaching Staff	40	67.8
6. Evaluation System	35	59.3
7. Tolerance of Various Sexual Orientations	35	59.3
8. Study Areas	34	57.6
9. Accuracy of College Information Received Prior to Enrollment	32	54.2
10. Respect for the Opposite Sex	30	50.8
11. Quality of Instruction in Core	28	47.5
12. Opportunity for Personal Involvement	27	45.8
13. Racial/Ethnic Relations	25	42.4
14. Quality of Core	24	40.7
15. Tolerance Toward Religion	24	40.7
16. Registration Procedures	21	35.6
17. Political Freedom	20	33.9
18. Availability of Courses at Times Could Take Them	18	30.5
19. Variety of Programs Offered	15	25.4

'n' value: left=59 students

# APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

## TESC CHARACTERISTICS - DISSATISFACTION - BOTH GROUPS FREQUENCY TABLE (DESCENDING ORDER)

<u>Characteristic</u>	<u># of students</u>	<u>% of students</u>
1. Registration Procedures	52	37.4
2. Variety of Programs Offered by Evergreen	51	36.7
3. Availability of Programs Offered	51	36.7
4. Quality of Core Programs	50	36.0
5. Racial/Ethnic Relations at Evergreen	37	26.6
6. Political Freedom	37	26.6
7. Tolerance Toward Religion	24	17.3
8. Quality of Instruction	22	15.8
9. Accuracy of College Information received prior to Enrollment	19	13.7
10. Respect for the Opposite Sex	18	12.9
11. Study Areas	17	12.2
12. Evaluation System	13	9.4
13. Attitudes of the Teaching Staff	11	7.9
14. Opportunity for Personal Involvement	10	7.2
15. Personal Security and Safety	9	6.5
16. Tolerance of Various Sexual Orientations	9	6.5
17. Admission Procedures	6	4.3
18. Availability of Student Housing	5	3.6
19. Attitude of Non-Teaching Staff	4	2.9

'n' value: total=139 students

## APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

### TESC CHARACTERISTICS - DISSATISFACTION - STUDENTS WHO STAYED FREQUENCY TABLE (DESCENDING ORDER)

<u>Characteristic</u>	<u># of students</u>	<u>% of students</u>
1. Registration Procedures	32	40.0
2. Availability of Courses at Times Could Take Them	30	37.5
3. Variety of Programs Offered	29	36.3
4. Quality of Core	29	36.3
5. Racial/Ethnic Relations	29	36.3
6. Political Freedom	20	25.0
7. Tolerance Toward Religion	16	20.0
8. Quality of Instruction in Core	13	16.3
9. Respect for the Opposite Sex	13	16.3
10. Study Areas	8	10.0
11. Accuracy of College Information Received Prior to Enrolling	8	10.0
12. Admission Procedures	6	7.5
13. Personal Security & Safety	6	7.5
14. Attitudes of the Teaching Staff	5	6.3
15. Opportunity for Personal Involvement	5	6.3
16. Tolerance of Various Sexual Orientations	5	6.3
17. Availability of Student Housing	4	5.0
18. Evaluation System	3	3.8
19. Attitude of the Non-teaching Staff	2	2.5

'n' value: stayed=80 students

# APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

## TESC CHARACTERISTICS - DISSATISFACTION - STUDENTS WHO LEFT FREQUENCY TABLE (DESCENDING ORDER)

<u>Characteristic</u>	<u># of students</u>	<u>% of students</u>
1. Variety of Programs Offered	22	37.3
2. Quality of Core	21	35.6
3. Availability of Courses at Times You Could Take Them	21	35.6
4. Registration Procedures	20	33.9
5. Political Freedom	17	28.8
6. Accuracy of College Information Received Prior to Enrollment	11	18.6
7. Evaluation System	10	16.9
8. Quality of Instruction in Core	9	15.3
9. Study Areas	9	15.3
10. Racial/Ethnic Relations	8	13.6
11. Tolerance Toward Religion	8	13.6
12. Attitude of Teaching Staff	6	10.2
13. Respect for the Opposite Sex	5	8.5
14. Opportunity for Personal Involvement	5	8.5
15. Tolerance of Various Sexual Orientations	4	6.8
16. Personal Security and Safety	3	5.1
17. Attitude of Non-Teaching Staff	2	2.4
18. Availability of Student Housing	1	1.7
19. Admission Procedures	0	0.0

'n' value: left=59 students

APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

TESC SERVICES USED - BOTH GROUPS  
FREQUENCY TABLE  
(DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Library Facilities & Services	135	97.1
2. Food Services	124	89.2
3. Computer Services	116	83.5
4. Recreation Services & Programs	111	79.9
5. Housing Services & Programs	106	76.3
6. Intercity Bus Services	99	71.2
7. College Social Activities	95	68.3
8. Student Health Services	76	54.7
9. Financial Aid	68	48.9
10. Academic Advising	64	46.0
11. Student Employment Services	38	27.3
12. Personal Counseling Services	28	20.1
13. Career Development Services	11	7.9

'n' value: total=139 students

# APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

## TESC SERVICES USED - STUDENTS WHO STAYED FREQUENCY TABLE (DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Library Facilities & Services	78	97.5
2. Food Services	71	88.8
3. Recreation Services & Programs	65	81.3
4. Computer Services	64	80.0
5. Housing Services & Programs	62	77.5
6. College Social Activities	58	72.5
7. Intercity Bus Services	56	70.0
8. Student Health Services	46	57.5
9. Academic Advising	44	55.0
10. Financial Aid	39	48.8
11. Student Employment Services	20	25.0
12. Career Development Services	5	6.3
13. Personal Counseling Services	15	18.8

'n' value: stayed=80 students

## TESC SERVICES USED- STUDENTS WHO LEFT FREQUENCY TABLE (DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Library Facilities & Services	57	96.6
2. Food Services	53	89.8
3. Computer Services	52	88.1
4. Recreation Services & Programs	46	78.0
5. Housing Services & Programs	44	74.6
6. College Social Activities	37	62.7
7. Intercity Bus Services	43	72.9
8. Student Health Services	30	50.8
9. Academic Advising	20	49.2
10. Financial Aid	29	49.2
11. Student Employment Services	18	30.5
12. Personal Counseling Services	13	22.0
13. Career Development Services	6	10.2

'n' value: left=59 students



APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

TESC SERVICES USED - SATISFACTION - BOTH GROUPS  
FREQUENCY TABLE (DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Recreation Services & Programs	100	90.1
2. Intercity Bus Services	82	82.8
3. Computer Services	91	79.1
4. Library Facilities & Services	103	76.3
5. Student Health Services	55	73.3
6. Student Employment Services	20	52.6
7. Personal Counseling Services	8	28.6
8. Housing Services & Programs	53	49.5
9. Academic Advising	34	46.6
10. Food Services	57	45.6
11. Career Development Services	5	45.5
12. College Social Activities	50	52.6
13. Financial Aid	20	29.9

'n' value: Is equal to the "# of students" category above.

"% of students" indicates the level of satisfaction for students.

The number of students satisfied is calculated by multiplying the "% of students" by the "# of students" category.

TESC SERVICES USED - DISSATISFACTION - BOTH GROUPS  
FREQUENCY TABLE (DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Financial Aid	31	46.3
2. Academic Advising	21	28.8
3. Personal Counseling Services	8	28.6
4. Student Employment Services	9	23.7
5. Career Development Services	2	18.2
6. Housing Services & Programs	18	16.8
7. Food Services	21	16.8
8. Library Facilities & Services	18	13.3
9. Student Health Services	8	10.7
10. Intercity Bus Services	7	7.1
11. College Social Activities	6	6.3
12. Computer Services	5	4.3
13. Recreation Services & Programs	3	2.7

'n' value: Is computed by dividing the number of students by the percentage of students.

# APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

## TESC SERVICES USED - SATISFACTION - STUDENTS WHO STAYED FREQUENCY TABLE (DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Recreation Services & Programs	59	90.8
2. Intercity Bus Services	45	80.4
3. Career Development Services	4	80.0
4. Computer Services	50	79.4
5. Library Facilities & Services	56	71.8
6. Student Health Services	33	71.7
7. Student Employment Services	12	60.0
8. College Social Activities	32	55.2
9. Academic Advising	21	47.7
10. Food Services	33	45.8
11. Housing Services & Programs	27	43.5
12. Personal Counseling Services	6	40.0
13. Financial Aid	10	25.6

(# = number of students who used)

(% = percentage of those students who used)

'n' value: stayed=80 students

## TESC SERVICES USED - SATISFACTION - STUDENTS WHO LEFT FREQUENCY TABLE (DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Recreation Services & Programs	41	90.1
2. Intercity Bus Services	37	86.0
3. Library Facilities & Services	47	82.5
4. Computer Services	41	78.8
5. Student Health Services	22	75.9
6. Personal Counseling Services	8	61.5
7. Housing Services & Programs	26	57.8
8. College Social Activities	18	48.6
9. Food Services	24	45.3
10. Academic Advising	13	44.8
11. Student Employment Services	8	44.4
12. Financial Aid	10	35.7
13. Career Planning	1	16.7

(# = number of students who used)

(% = percentage of students who used)

'n' value: left=59 students

# APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

## TESC SERVICES USED - DISSATISFACTION - STUDENTS WHO STAYED FREQUENCY TABLE (DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Financial Aid	20	51.3
2. Personal Counseling Services	5	33.3
3. Academic Advising	12	27.3
4. Housing Services & Programs	13	20.0
5. Career Development Services	1	20.0
6. Library Facilities & Services	15	19.2
7. Food Services	12	16.7
8. Student Health Services	6	13.0
9. Student Employment Services	2	10.0
10. Intercity Bus Services	5	8.9
11. Computer Services	4	6.3
12. College Social Activities	3	5.2
13. Recreation Services & Programs	1	1.5

(# = number of students who used)

(% = percentage of students who used)

'n' value: Is computed by dividing the number of students by the percentage of students.

## TESC SERVICES USED - DISSATISFACTION - STUDENTS WHO LEFT FREQUENCY TABLE (DESCENDING ORDER)

<u>Service</u>	<u># of students</u>	<u>% of students</u>
1. Financial Aid	11	39.3
2. Student Employment Services	7	38.9
3. Career Development Services	2	33.3
4. Academic Advising	9	31.0
5. Personal Counseling Services	3	23.1
6. Food Services	9	17.0
7. Housing Services & Programs	13	21.0
8. College Social Activities	3	8.1
9. Student Health Services	2	6.9
10. Library Facilities & Service	3	5.3
11. Intercity Bus Services	2	4.7
12. Recreation Services & Programs	2	4.3
13. Computer Services	1	1.9

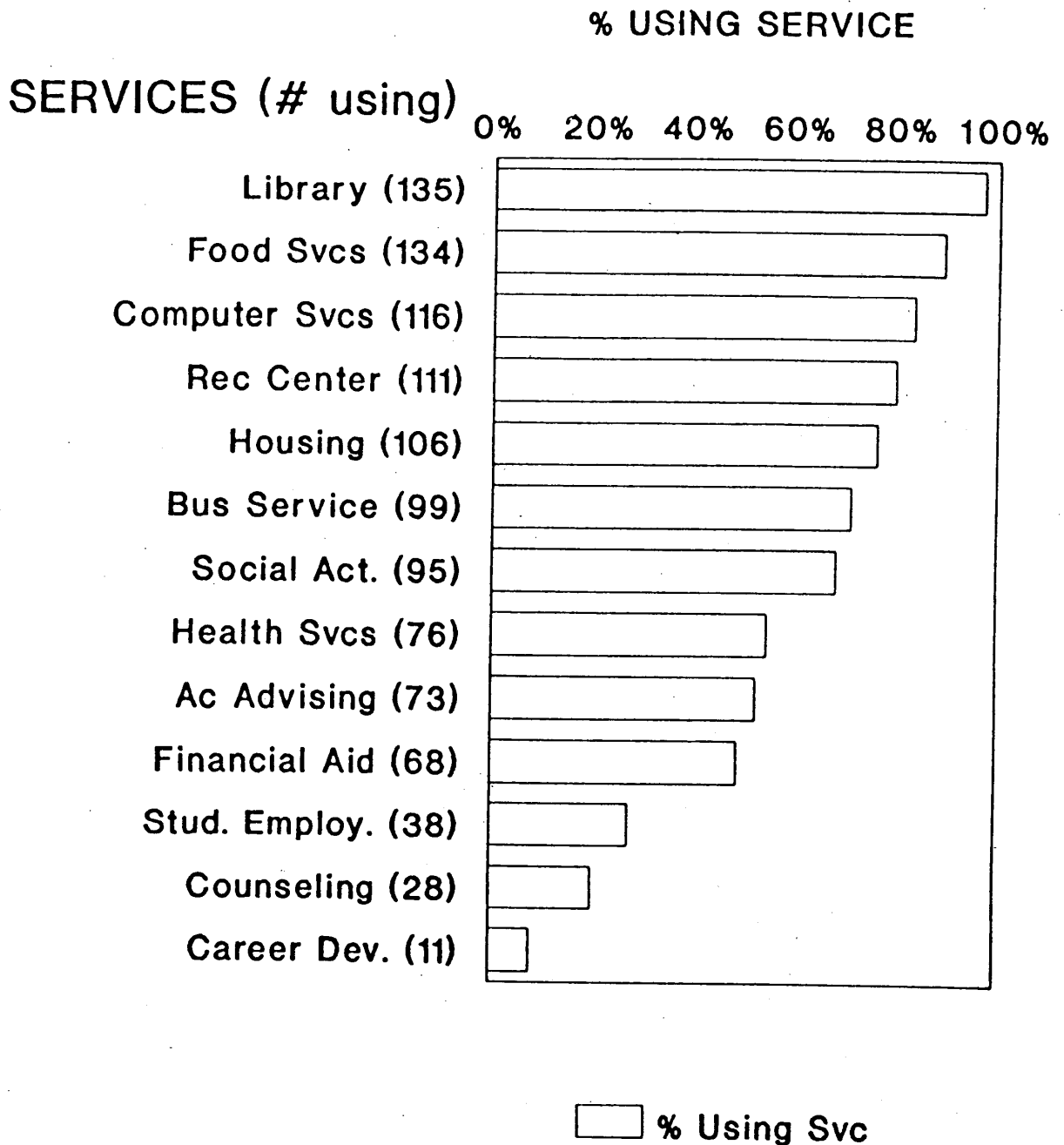
(# = number of students who used)

(% = percentage of students who used)

'n' value: Is computed by dividing the number of students by the percentage of students.

APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

GRAPH OF THOSE USING SERVICE

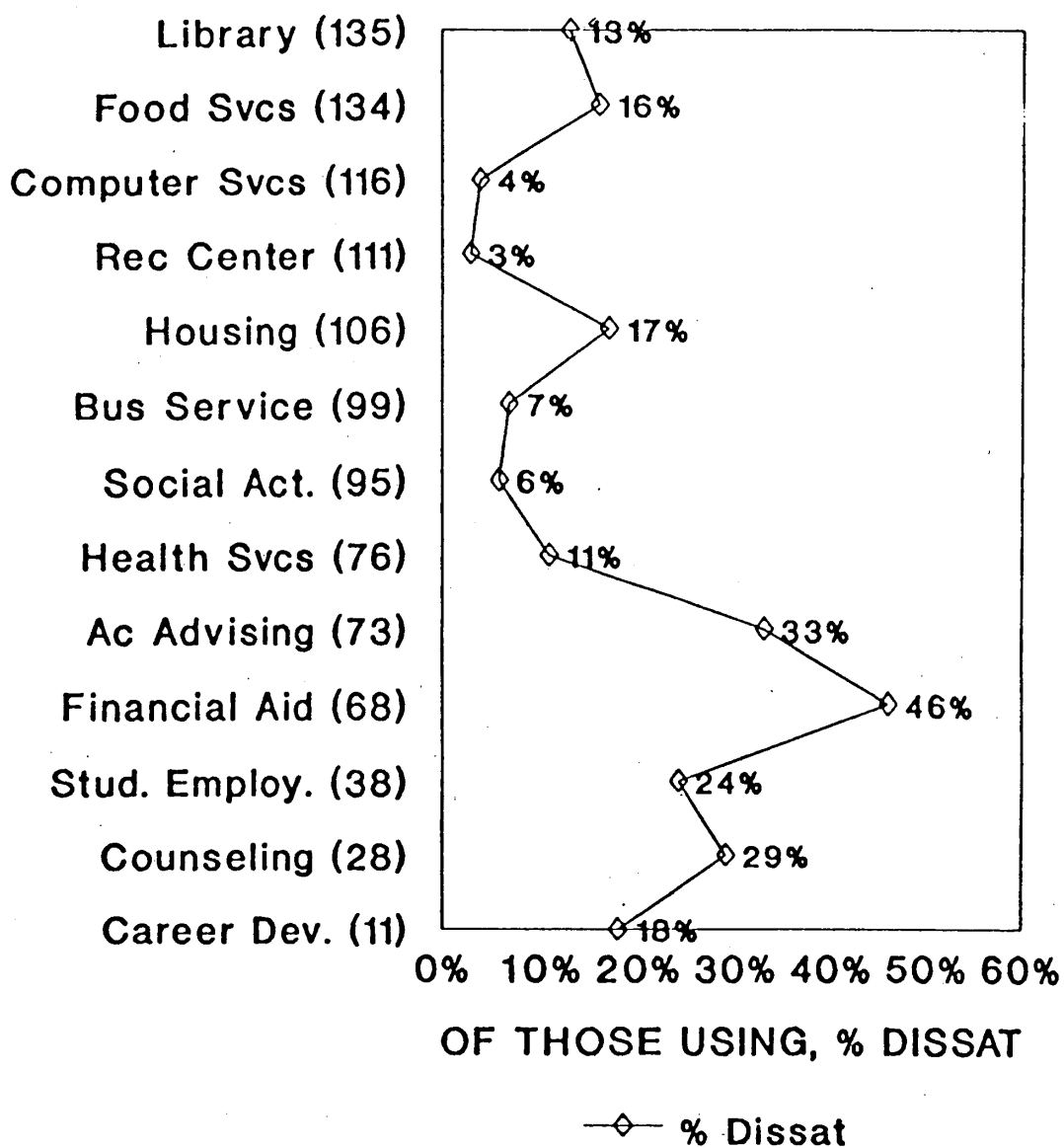


Grand Total-139

# APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

## GRAPH OF THOSE USING SERVICE WITH THOSE DISSATISFIED

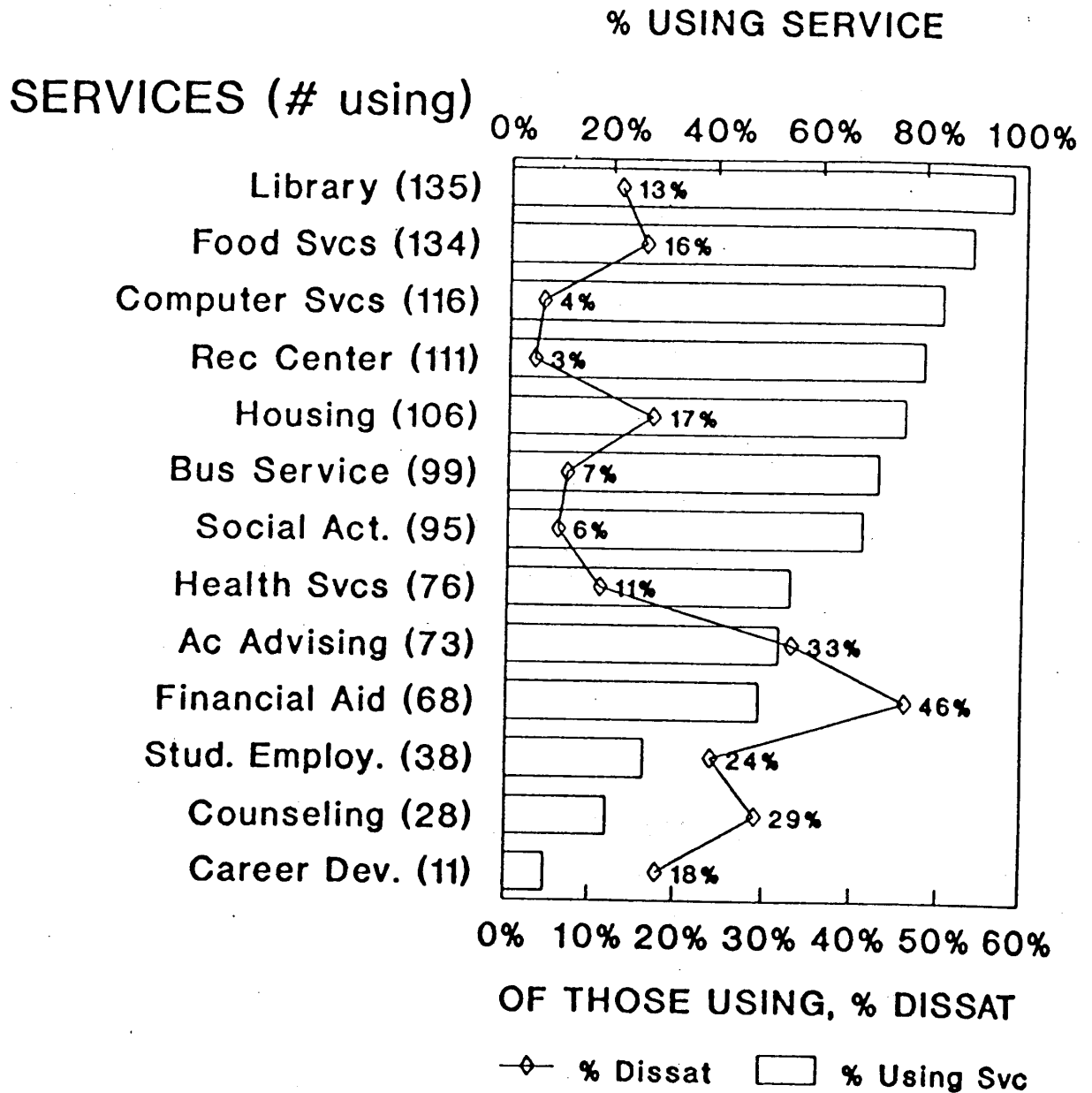
### SERVICES (# using)



Grand Total-139

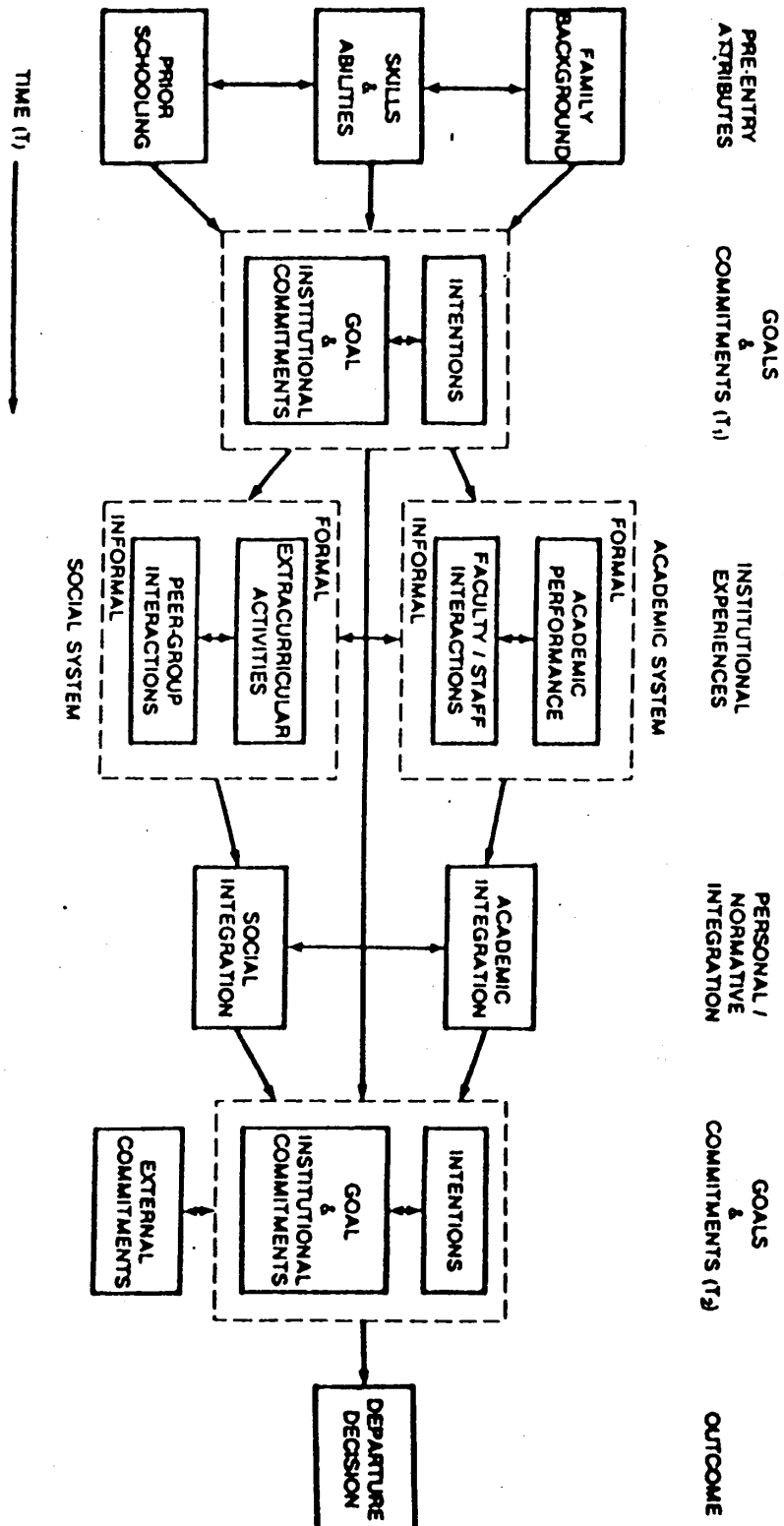
# APPENDIX E - OVERVIEW OF COMMON QUESTIONS (continued)

GRAPH OF SERVICES USED, THOSE WHO USED THE SERVICE AND THEIR DISSATISFACTION WITH THAT SERVICE



Grand Total-139

# APPENDIX F TINTO'S "MODEL OF DEPARTURE"



# APPENDIX G

## T-TEST ANALYSIS: RAW DATA

### - - Description of Subpopulations - -

Summaries of HSGPA  
By levels of RET92

Variable	Value Label	Mean	Std Dev	Cases
For Entire Population		313.9320	45.3426	397
RET92	NO	312.1712	42.7521	111
RET92	YES	314.6154	46.3634	286

Total Cases = 424  
Missing Cases = 27 or 6.4 Pct

### - - Analysis of Variance - -

Dependent Variable HSGPA  
By levels of RET92

Value Label	Mean	Std Dev	Sum of Sq	Cases
NO	312.1712	42.7521	201051.748	111
YES	314.6154	46.3634	612625.692	286
Within Groups Total	313.9320	45.3866	813677.440	397

Source Sig.	Sum of Squares	d.f.	Mean Square	F
Between Groups .6304	477.7237	1	477.7237	.2319
Within Groups	813677.4401	395	2059.9429	
Eta = .0242      Eta Squared = .0006				



APPENDIX G (continued)

T-TEST ANALYSIS: RAW DATA (cont.)

- - Description of Subpopulations - -

Summaries of SATQ  
By levels of RET92

Variable	Value	Label	Mean	Std Dev
Cases				
For Entire Population			513.3247	94.1247
388				
RET92	NO		510.0935	85.5999
107				
RET92	YES		514.5552	97.2913
281				

Total Cases = 424  
Missing Cases = 36 or 8.5 Pct

- - Analysis of Variance - -

Dependent Variable SATQ  
By levels of RET92

Value	Label	Mean	Std Dev	Sum of Sq
Cases				
NO		510.0935	85.5999	776699.065
107				
YES		514.5552	97.2913	2650369.40
281				
-----				
Within Groups Total		513.3247	94.2253	3427068.46
388				

Source	Sig.	Sum of Squares	d.f.	Mean Square
Between Groups		1542.6220	1	1542.6220
.1737	.6770			
Within Groups		3427068.4604	386	8878.4157

Eta = .0212      Eta Squared = .0004

APPENDIX G (continued)

T-TEST ANALYSIS: RAW DATA (cont.)

- - Description of Subpopulations - -

Summaries of SATV  
By levels of RET92

Variable Cases	Value Label	Mean	Std Dev
For Entire Population 388		514.7938	92.0971
RET92 107	NO	511.3084	88.3932
RET92 281	YES	516.1210	93.5886

Total Cases = 424  
Missing Cases = 36 or 8.5 Pct

- - Analysis of Variance - -

Dependent Variable SATV  
By levels of RET92

Value Label Cases	Mean	Std Dev	Sum of Sq
NO 107	511.3084	88.3932	828216.822
YES 281	516.1210	93.5886	2452471.89
Within Groups Total 388	514.7938	92.1911	3280688.71

Source F	Sig.	Sum of Squares	d.f.	Mean Square
Between Groups	.2112	1794.7966	1	1794.7966
Within Groups	.6461	3280688.7086	386	8499.1935
		Eta = .0234	Eta Squared = .0005	

# APPENDIX G (continued)

## T-TEST ANALYSIS: RAW DATA (cont.)

### - - Description of Subpopulations - -

Summaries of By levels of		CLSRANK RET92		
Variable Cases	Value	Label	Mean	Std Dev
For Entire Population 318			.7037	.1998
RET92 80	NO		.6994	.1967
RET92 238	YES		.7051	.2012

Total Cases = 424  
Missing Cases = 106 or 25.0 Pct

### - - Analysis of Variance - -

Dependent Variable By levels of		CLSRANK RET92			
Value Cases	Label		Mean	Std Dev	Sum of Sq
NO 80			.6994	.1967	3.0566
YES 238			.7051	.2012	9.5959
Within Groups Total 318			.7037	.2001	12.6525

Source		Sum of Squares	d.f.	Mean Square
F	Sig.			
Between Groups		.0019	1	.0019
.0482	.8264			
Within Groups		12.6525	316	.0400

Eta = .0123      Eta Squared = .000

## APPENDIX H

### MAJOR REASONS WHY STUDENTS LEFT: QUOTES FROM STUDENTS

#### CORE PROGRAM WAS NOT CHALLENGING<sup>1</sup>

Assignments seemed silly for college level. There was not enough substance -- we were to read and report on our reading, not expected to be imaginative. (5)

Was not assigned homework and class time was kind of boring. (6)

Core was not challenging. It did not make the student be creative or work hard. I feel the traditional college structure demands more from students. (9)

I felt that Core was boring and did not demand enough from students. (16)

Core was not challenging. Other fellow students said their's wasn't challenging either. (87)

Read a book a week and come together, maybe we'll have some ideas to toss around. (200)

She felt it was too basic and going over material already learned, not challenging at all. (206)

Her first year in college and Core most of all students the same age, everybody was experiencing TESC for the first time. Many times discussions went nowhere. So the first quarter was not too challenging. (209)

My Core program didn't provide enough work or motivation. (264)

The learning was not very diversified. Always doing the same thing. The reading was not very difficult. (245)

Most of the other students needed more instruction on how to seminar. (246)

All we did was read and seminar, it seems like we should be doing more. (249)

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<sup>1</sup>All quotes are in the order they were taken in the survey with the exception of the "Core Program was not Challenging" on the Major Reason List. Use the surveys in Appendix A and B as a guide to find the quotes.

APPENDIX H. (continued)

DECIDED TO ATTEND A DIFFERENT COLLEGE

I am attending Oregon State because it is known to have the best marine biology facilities. (6)

TESC was not what I wanted; I found I was not able to be self-disciplined. (7)

I decided a traditional education would give me the education I was paying for. (9)

Left to go to a different college. (11)

I decided to attend a college which would provide more structure and is more challenging. (16)

Had been in Salt Lake City, just liked it better. (86)

Only reason was because couldn't get into the program she wanted. It was full (*Nature of Natural History*). (88)

Now at University of Colorado; originally not accepted, then was after year at Evergreen; can work toward teaching certificate while undergraduate. (161)

Attending a community college back home. (162)

Decided to finish my A.A. at a community college, then decide what to do. (164)

Left to attend a community college; get my stuff together so I can decide where to go next. (166)

Wasn't for academic reasons. Felt it would help him to better take a stand of things he believed in, having the extra knowledge. (202)

He wanted a different type of college with more choices. (205)

She's always looking for something more. Evergreen attitude: she's always talking about something else, the come and go attitude. (208)

Wanted to attend a college that had classes like a traditional college. (247)

After first quarter I was so unhappy I decided to transfer. UCSD would only accept three of my 16 credits. What would happen if I waited two years and then wanted to transfer? (249)

Wanted a wider range of classes. (262)

## APPENDIX H. (continued)

### DECIDED I PREFERRED A TRADITIONAL EDUCATION

The seminar style was not to my liking, I found difficulty in discussing things I had no interest in. (6)

Found I didn't like lack of structure because again was unable to cope without knowing my boundaries. (7)

I feel I need the structure provided by a traditional education. (9)

The non-traditional style at TESC allows a student to be lazy. (16)

Like going to different classes. (86)

Achieved well in traditional education, thought could do without grades, found needed something concrete to show progress. (169)

Preferred a traditional education; didn't like evaluations. (205)

Did not like Core program. (247)

Thought wanted open structure, once there, needed grades. Didn't like rhetoric and wishy washy. Didn't like class for all year. Liked a class with a specific purpose. (82)

### WANTED TO TAKE A BREAK FROM SCHOOL

Again, I needed time to rethink, time to find out if college was what I wanted. (2)

Because of family conflicts at this time, my family pushed me into going to college in the first place, and I really wasn't sure of what I wanted to do. (3)

Wanted to go a little slower. (4)

Took time off to think about college and regroup. (7)

Needed time off to start project. (13)

Needed more time to find out what I really want. (14)

Wanted to learn from work since had learned from school. Wanted to be closer to family also. (81)

Didn't want to go. Needed to take a break and regroup. (83)

#### APPENDIX H. (continued)

Felt with great expenses, cost of housing, and tuition, didn't know what direction wanted, he decided to save money and decide what direction to go in. (89)

Needed time off after high school. (163)

I wasn't sure what I wanted to do, and couldn't decide what I wanted to take. Taking time off might help her decide. (203)

She went from high school to college and wasn't sure about what she wanted to do. So, she needed a break. (204)

I didn't have a life out of school life while I was at TESC. She felt cut-off from the rest of the world. Not involved in community of Olympia. (209)

Wanted to get away and think of the value of an education. (265)

It gets boring with just one course, very restrictive; I had to get out. (266)

Self-explanatory. (248)

Should have taken a year off before I came to college, wasn't ready for it. (258)

It was where I was in life. Not TESC's fault. Needed a breath. (260)

Not ready for college, needed time for myself. (261)

#### UNCERTAIN ABOUT THE VALUE OF A COLLEGE EDUCATION

I am uncertain that a college education has value for me at this time. (2)

Wanted work experience. Learned a lot at Evergreen, and glad she went. Wanted to learn a lot working too. (81)

Didn't know why in school; no goals at time. (163)

Didn't think credits would be accepted by other college or work. (200)

She didn't know what she wanted to accomplish so she didn't really know what getting an education was. She didn't know where she was going. (204)

Wanted to get away, think of the value of an education. (265)

Education should not be only about money and becoming part of the system. (246)

## APPENDIX H. (continued)

### EXPERIENCED EMOTIONAL PROBLEMS

This was because of emotional problems, a break-up with my fiancée. (3)

Grandmother passed away and this put stress on me, decided to spend time with my family. (6)

Drugs -- things weren't working out. Friends I did make were drug buddies! Had bad experiences with combinations of drugs. (8)

Personal, don't want to explain. (15)

Depression, no elaboration. (163)

Experienced emotional problems with my roommates. (265)

Personal reasons, I wasn't emotionally stable to attend TESC. (266)

Was frustrated by my inability to function at the level I wanted to be at, in the academic environment. (248)

No comment. (249)

Didn't know or get close to many people at TESC. (258)

### FELT RACIAL/ETHNIC TENSION ON CAMPUS

Within the first three days on campus, I heard more racial and homosexual slams than I have heard in my lifetime. (3)

The school is not very ethnically diverse. (249)

### FELT LACK OF TOLERANCE ON CAMPUS TOWARD VARIOUS POLITICAL VIEWS

Students were hypocritical and did not practice what they preached. (3)

Unless you were Politically Correct, you felt you could not express yourself, could not make jokes, not be humorous. (6)

Ultra political correctness was hypocritical; encouraged censorship; they didn't understand the big picture; people were judgmental if you didn't fit the neo-hippie look at TESC. No joking because you feared offending others, therefore no fun on campus. (10)



## APPENDIX H. (continued)

At TESC if you were conservative viewpoint, you were totally crucified for it. She felt other students did not want to listen to what other people, with different view points, had to say. (206)

Lots of leftist views, yet everyone tries to be PC. Too much tension. (266)

I was accused of being a fascist even though I consider myself to be a rather liberal person. (248)

Many people were unwilling to listen to other people's views. (249)

I'm an extreme liberal. School is totally intolerable. During 120 voting, the class verbally attacked a guy that was pro-life; doesn't make for political diversity; espouse diversity, but doesn't practice political diversity; it's like a group bonded together to be a majority. (82)

### FELT ALONE OR ISOLATED

I felt my attitude about college and my lack of knowing what I wanted set me apart from other students. (2)

I could not relate to others in their realm, I felt isolated because unless you were politically correct, you felt you could not express yourself, could not make jokes, not be humorous. (6)

Felt no one to turn to because counseling seemed to be inaccessible, other students, my drug friends were not having difficulty with their studies. (8)

Girlfriend is 1,700 miles away. (83)

Felt too much responsibility placed on me as a freshman. (162)

Felt abandoned; too much left up to me without the tools to make decisions. (164)

Need to be too cautious, walk on egg shells; "Is this PC?" etc. (166)

The five people she met when first there, left within the first month. They left for same reason she left. They couldn't set up own programs and were paying out-of-state tuition for programs they were not getting anything out of. (200)

In freshman classes it was a clique kind of way. There wasn't enough activities to allow interaction of the whole, you couldn't get to know more people. (204)

No comment. (249)

People closed off attitude. People were very individualistic. (82)

## APPENDIX H. (continued)

### DISSATISFIED WITH EVALUATIONS

One of the lecture classes which I never attended and only did two assignments, yet the instructor had evaluated me as being there all the time and completing all assignments. (6)

The evaluation system was unable to provide the information to know how I was doing, as well as they seemed too generic. (9)

I felt the evaluation system made it too easy for students to screw off. (16)

Achieved well in graduate education. Thought could do without grades, found needed something concrete to show progress. Very general, didn't feel evaluation covered whole quarter. Didn't satisfy, felt unsure of how I did. (169)

A lot of people got good evaluations for not coming to seminars or group sessions. She was mostly there, and got the same evaluation. (200)

Didn't think evaluations worked as well as a grade system. You couldn't tell how well or poorly you were doing. (205)

I wish I could have gotten weekly evaluations, so I could know how I was doing. Waiting until the end of the quarter was too long. (245)

Mushy. Talked to teachers. Letters of recommendations are too exaggerated, even the teachers said the evaluations are meaningless. When gave a teacher his evaluation, I wrote two constructive comments and teacher asked me to remove them. Another teacher asked me to be kinder of her evaluations after a student had a hard time getting into graduate school. (82)

### MY STUDY HABITS WERE NOT GOOD

It is difficult to have good study habits when you're not enthusiastic or just plain bored! (5)

Felt no one to turn to because counseling seemed to be inaccessible; other students, my "drug friends," were not having difficulty with their studies. (8)

Not motivated. (163)

Study habits were not good, and I couldn't get out of the rut. Couldn't keep herself disciplined. (204)

## APPENDIX H. (continued)

### DISAPPOINTED WITH QUALITY OF INSTRUCTION AT EVERGREEN

There were three professors in Core. I felt like a "number" with two of the professors. (87)

Often found myself asking why are we doing this, felt lack of focus. (166)

Some of the instructors were biased and not understanding or very good. Some cared, some didn't care. They had their favorite students. Biased toward certain types of people. (205)

The program was not inspiring. The faculty was not prepared or together. (264)

Second quarter my seminar leader said things that really turned me off of Evergreen. (265)

Not any guidance from faculty. Need an in-depth orientation that could coach a student through the curriculum. (266)

The teachers were more into teaching their specialty and that's it. (245)

The teachers should have helped students to learn how to seminar. (246)

I asked my teacher if there was any way to improve the class (Core), but they said no. (249)

Lack of stimulation, felt brain withering away, disappointed in seminar; didn't get good critique, stagnating education; not enough honesty/pressure; not enough lectures; not enough challenges. (263)

Set up of Core program (was in *Awakening Mind and Spirit*): good teacher, physics, enthusiastic. He embodied what Evergreen was about. Was disillusioned yet. Only one of five teachers. Teachers hid in rhetoric. (82)

### MY DESIRED FIELD OF INTEREST WAS NOT OFFERED BY EVERGREEN

It was difficult to get photography unless you took modules, there was no photography program and this is what I wanted. (4)

Narrative film making -- was not able to do what I wanted without going through the hoops (major bureaucratic red tape). (10)

Only two theater classes were offered, they were not the technical classes she needed in order to teach. (12)

## APPENDIX H. (continued)

Wanted to work toward teaching certificate. (161)

Wanted more in communications. (162)

She didn't know how to work the bureaucracy of TESC, to get help in getting the classes she wanted. (200)

More hands-on, she wanted to do more physical work with more direction from an instructor. (208)

Did not like my Core class and it is way hard to get into another one. (245)

Wanted to take more business type classes. (247)

As TESC does not have any majors and UCSD would only take three of 16 credits, I was very concerned that it would be hard to get into a graduate school. (249)

Dance not offered. (260)

No opportunities for journalism. (263)

Wanted to do theater. Evergreen was beautiful facilities. Aren't using them to their potential. Need someone who is inspired to build a new kind of theater. Bring theater company from outside which are poor. Could be perfect match, Evergreen and theater. It could revolutionize, theater with Evergreen ideals. (82)

### DESIRED FIELD OF INTEREST WAS OFFERED, BUT PROGRAM CONTENT WAS UNSATISFACTORY

Science course taken was mere philosophical in nature than on scientific principles. (6)

I am a music student, Core program content was not what I was looking for. (7)

Wasn't what I wanted for my future occupation. (10)

The content of classes offered were not what she needed for her future plans. (12)

Wanted more structure, more teaching. (162)

Not enough variety. (164)

Lack of variety. (166)

## APPENDIX H. (continued)

She was told what she was taking was a good program and related to her field of interest and it was not. (200)

One of the classes she wanted, they decided not to have the class. (207)

They had a teaching program but no special education which is what I want to do. (249)

No substantial dance classes. (260)

### DIFFICULTY BUDGETING MY MONEY

Spent money on drugs and not on school. (8)

Didn't have much to start with. Dealing with anything financially was tough. Spent script like candy in the beginning until he figured it out. then got almost malnourished. Couldn't get part-time job. (85)

Hard time. Not enough from scholarship. Meals hard to budget for. (86)

Mom had difficulty. (163)

Had a baby. (165)

Didn't have enough saved. (168)

### TUITION AND FEES WERE MORE THAN I COULD AFFORD

Financial aid did not care if my parents were not paying, they felt that because I was under 24, then my parents would pay. (5)

Because I could not get financial aid, I could no longer afford school. (14)

Fall quarter, would have had to take out another loan. (84)

They forgot to give her the PELL grant. (86)

Mom had difficulty. (163)

Just ran out of money. She had the money, but not enough for four years. Financial aid was not awarded, plus, the classes she wanted were not offered. (207)

In Mexico the classes are more structured and cost \$100 to go to class. \$20 a month, guitar lessons \$5 a month. (208)

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**APPENDIX H. (continued)**

**Out-of-state tuition too expensive. (261)**

**Out-of-state tuition was too expensive. (248)**

## APPENDIX I

### DISSATISFACTION WITH CHARACTERISTICS OF TESC: QUOTES FROM STUDENTS

#### THE EVALUATION SYSTEM

One of the lecture classes which I never attended and only did two assignments, yet the instructor had evaluated me as being there all the time and completing all assignments. (6)

The evaluation system is not a good indication of where a person is at. (9)

As I said before, evaluations instead of grades allows student not to work hard. (16)

Evaluations are meaningless. Gave a teacher and evaluation with two constructive recommendations and teacher asked me to remove them. Another teacher asked me to be kinder when writing them. They don't represent work. (82)

Self Evaluation -- very difficult, especially the first. Having proper perspective by being away for a while. Didn't know she could do it later. Evaluation of teacher for the student was not clear. Does a certain work equate to a grade. Didn't know evaluations went into transcript. (108)

Like idea to grade on performance versus yes or no. Didn't always feel the faculty evaluations of the student followed the standard process as I was explained. In particular the student evaluation of self and faculty evaluation are linked. It appeared that the personal evaluation was more for myself verses integrated into the process. (112)

Seems too open for people to not put thought or work into it. Her faculty evaluation seemed generic and could fit any student. Difficult to write a bad evaluation, even when an instructor deserved it. I was leaving the program after the first quarter and didn't see the benefit. (116)

Very general, didn't feel evaluation covered whole quarter, didn't satisfy. Felt unsure of how I did. Achieved well in traditional education, thought could do without grades, found needed something concrete to show progress. (169)

Read first part of question, didn't show how well you did. (205)

I was being evaluated by a professor from another college. The evaluation was not worded properly. She is working to get this changed. (228)

Pretty new to him. Used to grades. He was lost and didn't know where he stood in the class. Hard to evaluated self. (231)

Wanted evaluations, grades or some kind of feedback more often. (245)

## APPENDIX I. (continued)

Some professors give generalized evans, don't use the full potential. (261)

Could have written anything on evaluation, even lies and no one would have said anything. (263)

### QUALITY OF CORE PROGRAM

There was a big difference between what was described in catalogue and what actually was studied in the class. Only had to write two papers all year, only took one quiz. I needed more structure. (3)

Level of study -- not professors, they were fine. Not inspiring. (5)

Science course taken was more philosophical in nature than on scientific principles. (6)

The quality of Core program was low, it was broad and vague, as well it was unable to demand work from students. (9)

Selection. (10)

The quality was poor because it was not challenging -- it was too easy to just get by. (16)

I really found nothing of interest in the program, it was extremely broad and boring. (27)

Professors did not take and show concepts separately then draw them together. Foundation was not laid. Not challenged; not up to the ability student has or level of work. Not enough work; too lax. (104)

Too easy. Not challenging; almost like high school. (106)

Disorganized. Truth to tell, first quarter and second quarter was o.k., in different quarter (*Border Studies*). (114)

Can't pin one reason for dissatisfaction. Seemed easy, met two days a week. No deep discussions or insights; no challenge. *Home* was Core program for first quarter. Second and third quarter were not Core programs and were very challenging and very good. (116)

Too loose; unsure direction it was going in; faculty seemed uninspired. (166)

Not enough programs; mine felt thrown together; didn't feel like it was well prepared. (170)

Seemed too loose; expectations had little to do with learning; participation not as important as showing up; low motivation as a result for whole class; felt they should expect more. (171)



## APPENDIX I. (continued)

Core good in theory, but doesn't work; faculty seem unhappy to be there (since they have to); there only because they have to. (172)

Disorganized; should have been smaller; disgruntled; faculty didn't want to be there; faculty didn't gel. (175)

In Core (*Home*); only met twice a week; had potential, felt more could have been done; didn't motivate me; very dull. (176)

Registered in fall, nothing left to get into, faculty poor; *Rediscover Central Europe*. (178)

Class only met six hours a week; curriculum lacking; lectures weak. (180)

Took two one-quarter programs; seemed wishy-washy; run poorly. (182)

Didn't think it provided a challenge at all! (200)

Didn't think it was organized well in some areas. (205)

It wasn't, I didn't learn anything new. (206)

We were all freshmen and didn't know how to seminar. It was too weird for me. (209)

My Core program didn't provide enough work or motivation. (264)

They didn't give a required work load. Subject matter that was supposed to be learned was canceled. Seminar was too loose. Professors not interested in their opinions about quality of class. (222)

It was awful, the faculty did not know what they would be offering, nothing to do. They didn't have enough Core programs or they created a class with burnt out faculty who were supposed to be a sabbatical. (224)

He didn't like options you laid and it basic. (226)

No respect and communication between faculty and students. (227)

Unstructured; disorganized; no direction; too much freedom. (268)

Program (Core) got canceled and I was disappointed with the program I was in. (269)

I felt like it was very discontinuous and lack of intensity. Not intensified in topic. Definite aspects of apathy in students. Most of excellence happened outside of class. Class was not interdisciplinary; no art, no math, no science. (232)

## APPENDIX I. (continued)

I felt it was completely unorganized. The supposed interdisciplinary part was thrown in, the profs really didn't help with anything other than science. Two science faculty and one humanities faculty. (235)

I often found myself asking, "what is the purpose of this?" Also, we would study broad concepts without the proper foundation for doing so. (243)

The Core program lacked direction. We were supposed to use the whole year to answer one question; by the end of the year we were still no closer to the answer. (244)

Too boring; always do the same thing. (245)

All we did was read and seminar. It seems like we should be doing more. (249)

No structure, disorganization; faculty not involved with students. (252)

Disorganized; low expectations; poor. (254)

Didn't like content of program. (259)

Felt that professors were dealing with personal issues; very negative attitudes toward students on occasion. The material lectures were not fully factual. No African-American professors for an African-American class. (260)

Need to improve Core to be more encouraging. (261)

Core programs were a joke. Interdisciplinary was non existent. Did not clarify and link what was learning. Was too easy for students. Students didn't have to work hard. Easy degree. (82)

Lots of problems. (271)

### QUALITY OF INSTRUCTION YOU RECEIVED IN YOUR CORE PROGRAM

First quarter Core program the teachers seemed disjointed and very biased. (20)

Instructors uninspired, and wishy washy. They are disillusioned. Had one teacher that was still enthusiastic, other four weren't. No effort to help link course and relate courses. The faculty not willing to change. Locked in gridlock. (82)

Not very organized. Lack of facilitating information. Loose in expectations. Only one quarter -- *Border Studies*. (109)

Needed more instruction on some projects. (112)

APPENDIX I. (continued)

Wasn't what wanted, wasn't relative. Waste of money first quarter. (114)

First time class was taught, seemed disorganized. Attendance seemed more important than content. (163)

Wanted more one on one attention. Felt lost, instructor not connecting. Didn't feel important. (169)

Faculty a business teacher, teaching this only because polish; he didn't fit in. (178)

Seminar leader rarely showed. When did, gave poor direction. (180)

Four of six seemed mediocre; seemed unmotivated. (182)

Most instructors good. But there were a few who weren't very nice or helpful. (205)

Basically faculty in Core did not give any instruction or direction. Many students were dissatisfied with where the program was going. (209)

Came to professor with problems. The professor said it was their problem when she had problem with tests they didn't help her out at all. She had to go to academic advising to complain. She obtained a mediator, but it didn't accomplish anything. (222)

The faculty she had was very self-revolving, he moved in circles. He gave some lectures twice. (224)

Lack of communication of faculty. (227)

Not concerning regular faculty. It was his evaluation of her. He was a visiting faculty from Africa. (228)

Not enough introduction information how it works. He had to find out from students who had been in this before. (233)

Writing part was horrible -- grammar work sheets, not college-level. Should have higher expectations of college students. Felt it was completely unorganized, the supposed interdisciplinary part was throw in, the professors really didn't help with anything other than science. (235)

Teachers always want to teach their topic, not a whole variety. (245)

Education should not only be about money and becoming part of the system. (246)

Teachers were brain dead. Professors were inadequate in communicating with each other. Students took over where professors failed. (253)

APPENDIX I. (continued)

Professors weren't helpful. Didn't show students or explain about TESC. Not available. (261)

The program was not inspiring. The faculty was not prepared or together. (264)

Second quarter my seminar leader said thing that really turned me off of Evergreen. (265)

My Core wasn't well, parts of it were flaky, unsure of what I learned. (267)

VARIETY OF PROGRAMS OFFERED BY EVERGREEN

There were not enough science courses offered to freshmen. (6)

Poor variety of Core programs and for sophomore program. (7)

Not enough variety to choose from in the Humanities. (8)

Availability of individual contracts for sophomore year. (10)

Variety of classes was poor. (11)

No theater "technical" classes. (12)

Majority seem to have an agenda other than academics. (20)

More advanced studies in film, video and photo is not available. (23)

Certain fields have only one course for a full year and if you don't get it when it is offered then you have to wait until the next year. (26)

Freshmen and the arts don't seem to mix. Freshmen do not have the availability to practice on campus. (27)

I was unable to find programs which took the direction I wanted. Not enough photography classes. (30)

Some things she was interested in weren't offered, like sociology. Should be more art programs. (87)

Since only took one program at a time, it's very limited. Not much diversity in one program as would like. Putting all eggs in one basket and then not getting the program interested in is rough. (101)

## APPENDIX I. (continued)

Need to offer instead of 16-credit programs, separate classes. Want to find out what I'm interested in and don't want to take a 16-credit program to find out. Four credit would be better. (104)

Philosophy: hard to study at Evergreen. One program is just devoted to it. I'm interested in Western philosophy and school doesn't offer much. (105)

Didn't see: Anthropology, Ethnology (106)

Not enough science programs. Last year talked about cutting. Next year cutting more. Last and this year only one science program. (110)

Didn't have a program I wanted which was business mathematics, economics, and their effect globally. (112)

Not enough available in my field. (162)

Not enough outside of individual contracts. (164)

Not enough range; one program, take it or leave it. (166)

Didn't get first, second or third choice. Had to pick from what's left. Not enough classes available in each area. (177)

All seemed politically oriented, not varied. Limited in subject matter. (179)

Wanted a different class, got stuck with this one. (180)

Not enough. Not widespread enough or specialized enough. (182)

To her knowledge as an entering freshman, there were only narrow in offer their range. (200)

Wanted to have or be able to check out a variety of classes/subjects. (204)

There wasn't enough choices in my field, one he wanted, they canceled. (205)

Not enough programs offered and course descriptions are not accurate or misinterpreted by the class. (224)

That fact that some classes are offered every other year and sometimes not even then. (225)

*Exploration, Discovery and Change* --- they canceled it. He would have liked to have it. No classes interested him except this one. (232)

## APPENDIX I. (continued)

Just not enough. (233)

No Environmental science class. Only science was hard sciences. There is not enough environmental science classes for freshmen. (234)

Core program too limited. One Core had science in it. The only thing science about it was the calculus class. Has the potential to be good but they're not. (235)

Everything is culture study. No classes in arts. You have to have feminist studies. He has a hearing disability, contracts are bad to get going. (236)

I'm going to transfer next year because I had to take a Core program, when I do transfer, I will have to take my freshman year over again. (244)

Need to offer classes other than just Core. (245)

Wanted to take more business type classes. (247)

They had a teaching program, but no special education which is what I want to do. (249)

Not enough choice. (255)

Nothing interesting. (259)

Lack of stimulation, felt brain withering away; disappointed in seminar; didn't get good critique; stagnating education; not enough honesty/pressure; not enough lectures; not enough challenges. (263)

The catalogue isn't very descriptive, too vague. So all the faculty, they don't offer insight to their programs. (264)

Not enough programs (in general) offered. (266)

Not enough programs are offered. (269)

Areas that left, you out of luck; sciences for example. (271)

Don't give enough variety in Core programs; not enough math and science, aren't enough different kinds of classes. (274)

The biggest problems she has is that she wishes that TESC would understand that classes that are in demand need extra faculty and availability to these classes. Administration needs to better meet the needs and interests of students. Listen to student needs and act on it. (221)

APPENDIX I. (continued)

AVAILABILITY OF PROGRAMS YOU WANTED AT THE TIMES YOU COULD TAKE THEM

When I had decided to take a module for photography, it was scheduled the same time as work. (4)

All of the programs I desire were full. So I had to take a program which I truly was not planning on, nor wanted. (5)

Selection of courses didn't reflect student's needs. (10)

More advanced studies in film and video is not available. Also, some classes are only offered once a year. (23)

Core program had 298 on wait list; more students than classes, especially environmental studies. (24)

Not a wide enough variety of classes at any time; cannot take a science and humanities class in the same quarter. (25)

Classes of the same content are scheduled at the same time. (27)

A lot of classes that I would have liked to have taken; but they were not set up in a program together and it seemed like a lot of work to do contract. (28)

Lack of availability. Three Core programs were canceled. First quarter Core only lasted one quarter. It was hard to find another. It was different if she'd been in one that lasted a year. (81)

Course wasn't available in Fall, not 'till winter. (Nature of Natural History) (84)

Was getting excited to take photography, but found it conflicted with his program. The next quarter it wasn't offered at all. (85)

Program wanted was canceled. *Exploration, Discovery, Change*. (86)

Program she was interested in, Spring quarter, was full. She wasn't admitted. (87)

Before freshman year, Core program filled up. It was over enrolled. Fall not good, but moved to another program. Winter and Spring good. (105)

Didn't get first, second, or third choice had as freshman. Wait list doesn't work. Should be able to be on two wait list. System needs work. (101)

Freed to transfer out of Core into another. Twice winter and spring tried. Got wait-listed. *Through African Arts* and wanted *Border Studies*. (103)

## APPENDIX I. (continued)

First on waiting list. The class was over-booked and still didn't get in. Transferred into another level right away. Attended wait classes for a week. (108)

When signed up, let transfer students have first pick. They were all filled. First and second were filled with wait lists over 100. Third choice opened. (113)

Wasn't many to choose from. Only two to choose from. Wasn't able to register early. Should offer more. (114)

Modules. Seem to fill out very quickly and would coincide with regularly scheduled class. Should be no need for 100-person wait list. They seem to be in areas of study. They should offer a couple more classes so people won't get stuck. (116)

Wanted to work toward teaching certificate. (161)

Lack of classes, hard to change programs mid-year. (165)

Tried to get into one, couldn't; had to wait in line, got screwed; didn't get first choice, lack of choices. (173)

Hard to get into a class. Not enough offered. Especially in Environmental Studies. (174)

Wanted a different class, got stuck in this one. (176)

Too hard to get into programs, not enough slots. (177)

Wanted a different class, got stuck with this one. (180)

Wanted to study art, didn't feel it was open to all. Feel it's hard to dabble, without committing an entire year. (181)

Just not enough, filled too quickly, not enough options. Not widespread enough or specialized enough. (182)

Given the advice to take a program, and when she wanted to change, there was not the availability or openings available to do so. (200)

Certain concentrations were offered in areas he did not want. Not enough availability for students who wanted a course, but there was major competition for psychology and literature. (201)

Core programs -- a few were very popular and unless you were first in line, there was no way to get in the program. (204)



## APPENDIX I. (continued)

Nothing available. There wasn't enough choices in my field of interest. One he wanted was canceled. (205)

It was really hard to plan out what you were doing year to year because the programs weren't available every year. Some programs every other year. (206)

One class she wanted and they decided not to offer it and then there was nothing else to take. (207)

In the winter she dropped out of Core and went into an upper-division class, then she couldn't find a class in the spring and had to do an individual contract. It was a hassle. (209)

A week into the program you find out that you're in the wrong program and want to change, but you can't. No flexibility in changing classes. (224)

Some programs that aren't available, and you get stuck in a class that you don't want. Individual contracts are not the best answer. Waiting is not an option, nor is transfer. (225)

She took spring quarter off to make money, but was also no classes she was interested in. Summer classes had more variety and straight biology and focused classes like chemistry and science classes. They are not as accessible in regular year. (221)

A lot of the environmental sciences and marine sciences are geared toward seniors. Considering the amount of people who attend TESC for environmental studies, there's not enough access. (234)

No! Some things are available only once every two years. That's hard to plan for. (264)

The programs are always full during winter/spring. (266)

Got put into a Core I didn't want; it was a hassle to get into another program. (267)

Not a lot of arts available, especially in performing/expressive arts classes. Not easy to get into arts classes. (268)

It was very difficult to switch Core programs. (247)

Don't offer same stuff every year, hard to plan. (252)

Was unable to transfer from my Core program after fall quarter. (255)

Did not get first choice freshman year. (257)

## APPENDIX I. (continued)

Waiting lists are awful. (271)

### REGISTRATION PROCEDURES

What a pain, I had great difficulty going through the process! (2)

The freshmen had to be there at 10 a.m. and had to sit and wait all afternoon. (3)

To get the classes you wanted you had to camp out overnight or spend the whole day on the phone -- there has to be a better way. (4)

Registration is a nightmare; totally disorganized and confusing. They really need a different system. (9)

Standing in long lines forever, there must be a better way. (10)

Registered by mail very early and was unable to get Core program she desired. (12)

Registration is confusing and frustrating. (14)

Time consuming; no way to ensure you would get the class you wanted. (15)

Waiting and waiting in line forever and hoping your class choice is still open -- there has to be a better system. (18)

Poorly run, there's got to be a better way to do it. (20)

Long lines are ridiculous; doesn't seem to work at all. (21)

Very confusing, by the time you figure it out it's too late to do you any good. (23)

Standing in line and call in, overnight camping is a real nightmare, creates a highly competitive situation. (24)

Waiting in line all day is stupid, there has to be a better way. (26)

Standing in line all day is really ridiculous and I feel there has to be some way to make it easier on the student. (30)

Quirky. Phone to get registration appointment or waiting early in morning. Very frustrating. Call for appointment and registration. (101)

Haphazard. Even high school handled registration better. Very disorganized, was up for grabs. Outcome is good. Felt like a circus animal; pissed. (102)

## APPENDIX I. (continued)

Don't make procedure clear to student. Lines crowded. People aren't always friendly. People stay night to get in line. Disorganized. (104)

Hectic. How accurate is registration? (108)

Tuition late first day. Had to pay late fee \$50. (111)

Horrible. Waiting to sign up, then wait. People who call get in first before those waiting on line, some over night. (113)

Camping out for classes. Need to offer more classes, especially science and environmental. (114)

Biggest problem is scheduling appointments. Should be another way. (116)

Sucks. To stand in line overnight, then wait for people who called in. (165)

Very unorganized; doesn't feel comfortable. (172)

Tried to get into one, couldn't; had to wait in line, got screwed; didn't get first choice, lack of choices. (173)

Have to spend night to get into class, seems ridiculous. (174)

Wanted a different class, got stuck in this one. Felt like a free for all. (176)

Sleeping outside for classes is ridiculous. Too hard to get into classes. (181)

They were confusing about what you needed to have when you were there. (200)

Horrible. The fact that you have to stand in line overnight just to register for classes. There needs to be a less intensive structuring of registration process. De-emphasize the importance of registration, too much anxiety. (201)

She thought it should be a lottery system instead of a line and being frustrated and anxious and still end up with bad classes. (204)

When she tried to register, had to get an appointment and then when you finally got an appointment your class you wanted was full. It seemed unfair. (206)

A little confusing. Too many problems, too complicated. Signature, not enough explanation or guidance. (208)

I think they're fucked. They're just fucked. You have to sleep overnight on a concrete floor. She doesn't like how they give preference to colored first. (225)

## APPENDIX I. (continued)

We all went to orientation, then ran back to registration line. First come, first serve. It's stupid to wait in line when it's first come first serve. (234)

They're chaotic and ridiculous. They should give students who have credit, priority. It's a greedy, pushy thing people get classes because they're first not deserving. Disappointed. (221)

Horrible. The process, a huge hassle. She didn't know what she was in because she was on a waiting list. First year here and didn't know if she was even in school! Stressful. (228)

Just a matter of time. First time at TESC he spent days being repressed and finally getting a class. Bureaucratic nightmare. (230)

Students wait on floor all night to get classes and phone calls get you in first. Should be individual faculty and student one on one. Needs to be changed, especially for freshmen who are from out of state. Wait lists suck. Some people just left. (235)

I was out of town for the academic fair. It was a royal pain to get my class. No one seemed to know how I could get my class without a faculty signature which I had not gotten as I had missed the academic fair. Lots of run around. Not organized. (241)

It takes so many steps to even drop just a few credits, it is very frustrating. (243)

Did not like the mad dash for classes. Should be more organized. (246)

It's uncomfortable, especially camping out overnight. (255)

I was left in the dark. I couldn't get into a module after trying twice. No one explained the procedure to me. (264)

It's so stressful, the procedure is not laid out well, no direction. (266)

### ACCURACY OF COLLEGE INFORMATION YOU RECEIVED BEFORE ENROLLING

The information I received from the catalog and my high school counselor was not the true picture of TESC. (3)

Not able to do an individual contract. (10)

Primary sources not accurate, didn't read any secondary sources. Would be better enthused to attend now. (83)

## APPENDIX I. (continued)

Thought wouldn't be another number, alternative education. Thought would be more variety. No studio room. (87)

Catalog didn't represent true diversity in college. (101)

Assumed when tuition deposit was paid, that would receive housing information. Didn't, had to call. Almost missed deadline. Not coordinated between housing and tuition. Confusing with decentralized. All different information and offices. (105)

Reference to interdisciplinary and all references to it is not always true. It's not happening. Never saw it happen in the year attended. Was told to do it herself. Diversity claims and a huge campaign, but it's not happening. Need to change that. Relax and let it be the pull by being accepting of all. Jokes. Black people are from upper middle class. People who are poor are the minority. Put money where mouth is. Special interest groups need to stop. They're so angry. Need more harmonious ways to express themselves. (82)

They should add things about housing, so that when you arrive, you know you have housing credit transferal information. (200)

He doesn't think information he got actually portrayed student life at Evergreen. Information not true. (201)

She didn't really understand that she could be in one program and there would be seminars and other activities, not art. Vague class descriptions. She needed to know more of what she was getting into. She didn't have any idea. (208)

She didn't realize that classes were an all-year thing. Maybe that was clear, but she didn't know it. Didn't know a lot about school only had catalog and some word of mouth. (224)

Catalog make TESC seem more glamorous than it is even though other colleges also do it. (221)

The program descriptions were very unclear. Hard to tell what program is all about. (236)

I was placed on a waiting list to get into my class. I was sent a scary letter. The information was not really correct. For a freshman, this is a very stressful situation. (241)

The information was more promotional than informative. The information was vague. (248)

Was told we have a marine lab and two research boats, didn't have either. (267)

The catalog is fluffy and idealistic. (271)

APPENDIX I. (continued)

RACIAL/ETHNIC RELATIONS AT EVERGREEN

I felt a lot of tension when I walked around the campus with a friend of mine who is black. (3)

Felt tension and animosity between races and felt no many opportunities to solve the concerns, or maybe a lack of willingness to solve them. (15)

There is a lot of stalling on issues by the administration they choose to ignore and stall to avoid issues. (23)

There is a lot of noise about it; not enough students of color, and so there is an unjustified amount of attention. Graffiti on men's room walls. (24)

Not as diverse as expected the majority is white and being a white male puts me in an accusatory role. (27)

A lot of tension from racial groups because I am white, they seem to give a negative energy to everyone else on campus. (29)

White power has economic advantages. There's hypocrisy at Evergreen. (89)

Related to catalog, issue for diversity without really accepting it from students and institution. As a whole, face the issues and not just put pictures in a catalog. Go through process and then move on. Don't pretend it's all O.K. Work on the issues. (101)

A lot of times in seminar, when racial issues came up, some people tried to be sympathetic and made assumptions. She's Filipino. They shouldn't have. Had no foundation because they had no experience. Frustrating. People shouldn't assume things about others. (103)

Political correctness. Whites have to put ourselves down for what our ancestors did and forget about our culture. Pay special homage for collective race to another race for something that may have happened or not have happened by "my" ancestors because they were white. My ancestors were from Russia. They didn't have slaves. (105)

Tension. Activity meeting on racism. CPJ. People didn't get anywhere to getting to understand each other. (107)

Seems like lots of people were upset about the catalog. Lots of big pictures of ethnic groups. Misleading because most people are not in ethnic groups. Should be more representative of enrollment. (108)

Last year lots of issues. Women of color coalition. Went to several. Nothing happened. Acquaintance rap is issue now. Nothing ever happens. Students aren't informed. No

## APPENDIX I. (continued)

point where student body comes together to discuss issues. Should be better publicized. DTF disappointing, should meet regularly. (115)

Little support from people of color, too much tension. (163)

Too much tension, extremist views. (165)

Too much tension. (167)

Need more constructive dialogue; social stigma for people of color; people of color feel isolated. (170)

Doesn't seem very diverse, catalog makes sound diverse, reality very white, middle class. (172)

Literature makes school sound diverse, yet predominantly white campus. (177)

Not a diverse campus, what's preached is different from what exists. (179)

Catalog makes seem diverse, reality is that the school isn't. (180)

Tries to be so diverse, when there's really no chance to be. Not enough minorities go here. (182)

She's experienced a lot of racism between faculty and students, seen this conflict between different racial groups. TESC is very white, does not take into consideration people of color's needs. (221)

TESC is supposed to be open minded but it is really the most closed minded community. Some situations you have to be really cautious about what you say. TESC is too PC. (224)

Women of color that blew up last spring showed how much hostility there is in race relations in students. (227)

Not much racial variety when there's not enough races to make up a significant population. (233)

If we are a diverse campus, we should put more effort into being diverse. All the racial issues went too far. Try harder to get people of color and more of them into science and school. Campus needs to come together. No focus for school. All anger. Administration ignores it until it gets out of control. (235)

The women of color coalition got very angry. Their actions were wrong and the response to their actions was wrong. When one is interested in educating about differences, they're interested in yelling. (236)

## APPENDIX I. (continued)

At the end of last year there was a lot of tension. It seems that it was not really dealt with. Also, this campus says it is diverse, but it is not. (241)

TESC tries to be so tolerant and accepting of many races and ethnic groups, that sometimes it seems that white males are put down. (242)

Lots of cliques. Seems that there are lots of ethnic groups, but none interact. It's like reverse racism. (244)

Often times I felt uncomfortable because I am a heterosexual white male. (248)

I find, as a person of color, that it's not (TESC) what it's supposed to be. (255)

It has gone too far, white males are discriminated against. (271)

Feel that a lot is unsaid and a lot of clumping. Hard as a white male, no openness because of white male; widespread feeling, not integrated. (273)

People seem to group according to race and don't associate outside of their groups. (267)

Back to rhetoric, which is out of hand. Calm down. Shouting diversity where no one comes. (82)

### RESPECT FOR THE OPPOSITE SEX

Men who believed they were renaissance men blamed women for the reasons of being stereotyped in the past. (3)

There is a lot of stalling on issues by the administration they can choose to ignore and stall to avoid issues. (23)

Objectification of women, maligning of men, graffiti on men's room walls. (24)

Lots of gender issues to be worked on. Grievance procedure for rape not effective. Faculty members, lots of sexism. (101)

Male bashing. Guys feel intimidated to express their views because they will be considered the opposed. (105)

Felt little support for feminist views, lots of hostility. (163)

Felt reverse sexism, if you're not a radical feminist, you're not wanted. (166)



## APPENDIX I. (continued)

He found that women didn't value his opinion as much. They didn't respect that he cared about their views. (233)

In science completely, there's a lack of women in science or in male-dominated classes. Need more women in there. No respect for women in science. No encouragement for women. Ten women at beginning, dropped out, two women left. (235)

Hear a lot of people who are --- and --- who don't treat women well. (236)

Seems that many feminists miss the point. They are not very tolerant. Also they seem to really put down others, especially women, who do not hold their same views. (242)

The rapes on campus. People here seem to try hard but they just don't get it. (243)

The campus security was sexually harassing my neighbor. (246)

Often times I felt uncomfortable because I am a heterosexual white male. (248)

A lot of women are strong feminists and get male hated. (271)

Seems to be "PC" to the sexes, a lot of tension, especially toward white males. (273)

### TOLERANCE TOWARD RELIGION ON CAMPUS

People who are Christian are somehow bad, a lot of Christian bashing. (26)

I'm not religious, but those who were were persecuted. It made me very uncomfortable. No tolerance at Evergreen. It's supposedly open-minded, but are totally close minded. (85)

In seminar, (she's Roman Catholic) personally felt she was being questioned and attacked. On campus, people whining because the outside culture is Christian-based. Freedom of expression and speech is encouraged only if what they agree with. (103)

A lot aren't religious and there's Christianity bashing, especially in Core program. Read a book where Christianity caused all these problems. Tolerated, but not accepted. Seen as a bizarre thing. (107)

Hostile toward western religion. (162)

Hatred for western ideology pervades. (164)

Put down all western thinking. Should be more open. (165)

## APPENDIX I. (continued)

Campus culture anti-establishment. Very anti-established religion, lack of tolerance. (179)

People at every look only at negative aspect of Christianity. It's hard to fit in here. If you're a Christian, atmosphere is sometimes anti-Christian. (202)

A lot of students, I'm Jewish, her practicing her religion, was frowned upon because it was her traditional religion. She was not allowed to express her belief freely because it was not modern. (206)

I would not want to be a devout Christian on campus. She knows of someone who was ripped apart because of it. No theology/religion courses are offered. (224)

There is no tolerance in general. (225)

Evergreen students for Christ received a lot of harassment last year, students did it. (227)

Too much criticism of religion no one tolerated any religion. (233)

She had the feeling at first that people were very accepting of other people's beliefs, except religion. She was openly criticized for her Christian values. When it was supposed to be open it was not. She stood her ground. She respects them, but they don't respect her. (234)

In Core program (*Eastern Philosophy*), each religion came up. Anyone Christian or Catholic, people laughed at them and they are ostracized. Any kind of religion. Christianity is the enemy of TESC. (235)

People go off on Christians and they don't know what they're talking about. Same as white males. Christianity has been abused, but on personal level it does good. (236)

Campus Christian groups that try to exist on campus are treated very badly. It seems like many people treat all religion negatively, but Christianity even more so. People are not being very tolerant. (242)

Many people were unwilling to listen to other people's views. (249)

Christian group/values not accepted on campus. (254)

Since I am a Christian, I got shut down a lot. (271)

### POLITICAL FREEDOM

I just feel that there is not freedom in this area, I really cannot explain why, the students are not acceptable to different opinions. (2)

## APPENDIX I. (continued)

TESC was supposed to be diverse and if you weren't "politically correct" then you go slammed. (3)

Political correctness; lack of humor. Unless you were politically correct you felt you could not express yourself, could not make jokes, not be humorous. (6)

This is the main reason I left. Everyone was incredibly fake. I felt they were claiming political correctness, but were not truthful in their real feeling, and if you disagreed with what others felt, you were an outcast. (7)

Ultra political correctness was hypocritical; encouraged censorship; they didn't understand the big picture. People were judgmental if you didn't fit the neo-hippie at TESC. No joking because you feared offending others, therefore no fun on campus. (10)

You better be PC or you don't fit in. (14)

You had to be one of the crowd if you had a different opinion you were afraid to speak out. (16)

If you have a different opinion, then you better not say anything because then you're not being politically correct. (18)

Anything raised other than the political agenda of TESC seems to be hushed up. (20)

A lot of pressure to live up to other people's ideals. Political correctness righteousness. (25)

Different viewpoints are not allowed to be expressed and if you do then you are labeled. (26)

You'd better be politically correct or you're not going to fit in! (30)

Everyone was politically opinionated, felt not liked because I wasn't opinionated. (86)

Ethnics and freedom of expression is lacking. I'm afraid to express myself. Absolutism and dogmatism; people are ignored or shot down if express otherwise. (105)

Organization and student body to response to graffiti. They frown on the act, but not on what they're trying to say. Students feel just by attending Evergreen that they are politically active. This creates passive and submissive atmosphere. (101)

Not tolerant for someone who wasn't liberal or radical. In a true liberal environment, people are not close minded. Freedom of choice is an acceptance and respect of other people's beliefs. When there's no acceptance ore respect, there's no chance for understanding or compromise. (106)

## APPENDIX I. (continued)

Politically can't survive if aren't left, very left. Couldn't survive if said all had to say. Alternative conformity. (107)

Felt stifled, too much tension. (163)

You're not PC, you're in trouble. Too much hatred. (164)

Have to be PC or you are attacked viciously. (166)

Evergreen extremely liberal, if not liberal you're shunned. Only free if you have untraditional views. (177)

If you're not ultra liberal, you're not welcome. Seen people chased out of a course because of conservative political beliefs. (179)

Feel two sides not represented; very one sided arguments in class, not enough information given, to choose one's personal views. (181)

If you're not left, you don't feel wanted. (182)

I don't think certain ideas were accepted in school. (201)

Any political views that are not TESC political views are not considered valid. (206)

Same as religion. If you are not part of the democratic process, you are separated. Found a republican who admits it on campus. Non-marxist separated and picked on. (224)

There really isn't political freedom. It's not surprising because TESC is liberal, social school. But, it's disappointing to see the intolerance. (225)

Evergreen's too uptight about getting the point across. You get no say because you are trying to say it. If you play an advocate of the opposite Christian or conservative, you're screwed, never any respect for you. (233)

PC gets on his nerves. Sometimes he feels he can't think what he wants because people yell their disagreement. (236)

Liberals have a voice, conservatives do not. (253)

If not with the flow, I get shut off. (271)

I'm extremely liberal and school is totally intolerant of other points of view. During 120 voting, my class verbally attacked a guy that was pro-life. Doesn't make for political diversity. Espouse diversity, but don't practice it. It's like a group banded together to be a majority. (82)

## APPENDIX J

### TESC SERVICES USED AND DISSATISFACTION WITH: QUOTES FROM STUDENTS

#### ACADEMIC ADVISING

Were not able nor willing to help. Not very many options, they didn't seem to help, only seemed to point out the obvious, the information given was in the catalog, and they didn't seem to care. (10)

Did not seek them out, although they did come to the classroom and introduce themselves, did not feel comfortable. Felt that during freshman year, students should be assigned to an advisor. (12)

Was unaware of the existence of this service. (23)

Went to get help twice, and didn't get any. (87)

More confused when leave than when go there. Keep going there, but never changes. The counselling set-up. (101)

Went there and they told her to take an interest test. Went to get help to get focused. Didn't like that. She'd taken a test before and knew what didn't like. They could have told her options that were available. They were not accurate in pinpointing the problem. (104)

Penny (wasn't sure of her name) (she had a perm) student went to talk about the wait list. Didn't want to go to an alternative program. Penny said go to another program or it will mess her up. Penny seemed stuck in her ways. Wasn't willing to be flexible or look for alternatives. Seemed like high school. It was important to the student. Feeling they're just Core students and they need me to tell them what to do. She seemed to be irritated, PMS or bad day. (108)

Key services. *Chaos, Calculus and Confucius*, didn't have calculus and the tutor wasn't very good. Went to KEY and they said couldn't help because the program had a tutor. (110)

Went looking for information and help and came out more confused than before went in. (114)

Tried to have worked on, little help. Called repeatedly, little help or progress. Frustrated. (161)

No concern or care for students (or little). (179)

## APPENDIX J. (continued)

In Academic Advising he was told five different things and no one knew what to do. They were detrimental. He could have done better himself. Led astray. (230)

They recommended his program for film because it just had film in it. They didn't check with him or whether it fit him or not. No flexibility in their scheduling. (236)

Not helpful. (245)

Poor information, not readily available. (248)

They just weren't helpful. (272)

### LIBRARY FACILITIES AND SERVICES

Library does not have enough materials for a college library. (25)

The musical department is disorganized, no one there truly knows what is going on. (27)

The hours available are inadequate and when you order materials, it takes too long to be truly helpful; so, this eliminates the chance to do in depth studies. (29)

Really bad. Not financial backing to get up to date books. Should get better books, hours and study areas. Study areas are o.k., but could be better. (115)

Lack of books. (165)

Library resources not up to snuff with other four year schools. Need expanded government documents. Make on line technologies more accessible. (170)

Very few books. Have to order from other libraries, not enough variety. (175)

Can never find the material I need. (266)

Too small, not enough material. (267)

Library staff is great, but they need better books and materials. Not enough money is going into new reference material or expanding the base of the library. (235)

Had a lot of trouble finding things he needs. If it's anything different from social culture they have nothing. Music studios no material. Confused with card catalog. (236)

Not enough material. (257)

Not enough materials. (272)

## APPENDIX J. (continued)

Poor resources, can't find documents, too small, expected. (273)

Can't do any serious research. There's too long to reasonably get the material. Preliminary research, yes. But deep research no way. Library loans take forever. (230)

Not big enough. With financial restraints it's not possible, but they need more media services. (227)

### FINANCIAL AID

The financial aid office did not follow through with my case, I had to keep going there and bugging them. Although my financial aid was turned in by the March 15 deadline, they said it was too late and so I did not receive it until half way through the second quarter. (5)

Was unable to receive because of an error in application, once corrected was too late for TESC deadline. (10)

They don't care what your situation is, all they care about is if your paper work is done. (14)

Not organized and their schedule is right in the middle of class times. (23)

Financial aid office stinks, very difficult to get a straight answer, not willing to answer questions that I had. (resistive) Short tempered, and felt like a number, not a person, did not feel like they cared, they all seem terribly over worked. (24)

Financial aid was not awarded until the end of spring quarter because of errors made by the staff. (25)

These services are difficult, the people there are rude, they're too busy with their own stuff to be bothered. Also, their scheduling is right in the middle of class time. (30)

Didn't have much money to start with. Applied, but received it very late. Expected a grant, but only received a Stafford loan. Friends got grants, even if their parents made more. If more opportunities and clearer how the financial aid is awarded. It was vague and it took so long. So little money and he needed it badly. Expected more. (85)

First come, first serve for awarding money is unfair. Not sure if federal or institutional. (101)

Could be improved. Should offer general education on how process works. Personal issue and people feel powerless when they don't have knowledge and how it works. It helps them to know what to expect resulting in less frustration. (104)

## APPENDIX J. (continued)

Not enough money. Applied and didn't receive any. Meet eligibility criteria, and still didn't get any. Assume ran out of money. (116)

Too slow. Got stuff in on time, yet still nervous about funds at start of year. (162)

SLOW! (165)

Filed on time both this year and last, and didn't get award until after school started. Hard on me financially. Needs help bad. (170)

Confusing. Thought had everything in, didn't notify, I didn't. Had to check my self, lack of communication. (173)

People there seem short-tempered, unwilling to answer questions, or work with students. (174)

Sucked. (177)

She didn't get awarded financial aid. Her parents made too much money, but they wouldn't give her any. (207)

She would have liked to know more about how to get scholarships or help in financial aid. She didn't feel she was helped enough. (208)

Given very mixed information, then when she turned it in, it was wrong and had to redo it. Took too long, confusing information. (227)

Biggest pile of bureaucracy you have to deal with. They keep saying you have are more thing you have to fill out. They are completely unhelpful and don't want to work with students. They are not flexible or people oriented. Unorganized. Need more efficient ways to do things. More informed personnel. (235)

Slow and had trouble getting money. Didn't get loan check until tenth week. Lost tuition waiver, disenrolled. Organization is crap. Takes a day to export all information on computer. Too many ways to screw up. (236)

Very inefficient. Lots of people left hanging. Needs are not being met. Money is either not arriving in time to be useful or not enough arrives. (242)

It takes way too long to get everything through. I did not get my loan check until the end of the quarter. If I had not save some of my own I could not have gone. (243)

They suck. Just got my fall check last week. They are way understaffed. They lose paper work because of it. (244)



## APPENDIX J. (continued)

Too much run around, misplaced my file, took too long to get awarded. (252)

Process too cumbersome. (254)

Applied for financial aid and didn't get awarded until late fall quarter and wasn't enough money. Really slow process. (261)

Financial aid came after I left TESC. (263)

Confusing. (267)

### HOUSING

Problems among roommates was not taken care of properly. (27)

I lived on campus and was unable to sleep in my room because the noise was too much and would continue until at least four in the morning; I had to sleep on the couches in the ladies' rooms. (29)

Too small. Tear down dorms A, B, C, D. If lucky, get in new dorms. If unlucky, live in caves. I breeds jealousy. (83)

Room was small for one person. Cramped. (86)

Still live in housing. They don't give s notice when coming to do service or check things. Takes a long time to get anything fixed. Charged excessively at end of year. Appealed and no satisfaction. Didn't reduce at all. (116)

Don't like check-out procedure. Staff seem unorganized, not helpful. Maintenance slow and inefficient. (171)

Didn't work well with roommates, placed together poorly. (172)

Housing lame, overpriced. Stick you bad at end of year with fees. Charges insane. (180)

Programs o.k. But housing set up was vague and she had no idea how to get housing. It was a mystery. You had to find out by being there. (200)

Problems with roommate. Couldn't get her out of the apartment. No response from Housing. (206)

Lack of communication with Housing office. Having to pay December rent when she was not there. Damage she didn't cause. Inventory sheet was lost. Hassle to get out of housing. (228)

## APPENDIX J. (continued)

They didn't help out much. (233)

Lots of my friends did not get housing. Seems that there are more students accepted into housing than they have room for. (242)

I just wasn't happy with the staff, the way I was treated. The charges for clean up aren't right. It's a conspiracy. I got charged for my roommate's boyfriend's recklessness and it wasn't my fault. (256)

The cleaning charges are not fair and just. (266)

It is ridiculous and bureaucratic. I don't like the office, unhelpful. (270)

The dorms are too noisy, weird office. (271)

It's a rip off. They tried to charge me \$120 for locks they never changed. (272)

### FOOD SERVICE

A friend got food poisoning from a hot dog served there, this was kind of scary. Also lack of variety. (6)

Boring. (9)

Not much of a variety, and did not seem to be a true service. (15)

No variety, boring. (16)

No variety of foods, it's boring. (18)

No variety, boring. (23)

Unappetizing, no variety. (25)

I think it is too expensive and not enough variety. Also, it closes too early for students who live on campus. (29)

It's boring, there is no variety and after a few weeks everything begins to taste the same. (30)

Management of food services don't treat place like a connection to college. They don't think of college students. Prices are not prices for college students. Costs too high. Too crowded and small. Treated like a restaurant. Should have more vegetarian items at night in particular. (84)

APPENDIX J. (continued)

Corner is o.k. CAB items are overpriced. Pizza is overpriced. Greenery doesn't serve enough vegetarian dishes. (87)

Felt should be more, with town so far away. (162)

Too expensive, not enough variety. (164)

Overpriced. (170)

Don't eat meat or dairy products, not many places to eat. (172)

There's no variety and everything is so expensive. Didn't like the geo-bucks program. (233)

The Greenery does not have a lot of variety. (241)

The food is over priced. (242)

Not enough choice, too expensive. (255)

NWFS needs to improve quality and variety of food. (261)

