Transitions to Success Outreach Advising Project: Final Report

Academic years
1999-2000
2000-2001

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Summary

Introduction

The Transitions to Success (T2S) project was created in response to a request from the Vice President of Student Affairs who had concerns about declining freshman retention. The project ran for two consecutive academic years during 1999-2000 and 2000-2001 with 43 new freshman participants each year. T2S was designed to promote connectedness to a staff member, academic skills support, individualized advising, and social engagement with other students. The model was based primarily on findings by Astin (1993) that connection with an adult at a college is a considerable influence on persistence, and the Tinto model (1993) that identifies preparedness and connectedness as major retention influences.

The primary activity of the T2S project was a series of individualized advising interviews with students. In addition, the participants were offered workshops in both years of the project. In the first year of the project, the students were also encouraged to complete writing assessments through the Writing Center. In each year, a control group of students was randomly selected in order to explore the impact of the project.

T2S Project Outcomes

A consistent finding during both years of the project was that student participants were better retained from Fall to Spring of their first year. Participants reported a positive impact from the following T2S activities.
- Students were more connected to the Evergreen learning community through participation in T2S.
- Students reported they found the one-on-one conversations with the advisors the most useful activity.
- Students immediately made more use of campus resources as a result of interventions. Further, in a follow up interview with students from Year One, all respondents reported they were better able to find the information and resources due to their participation in the project.
- Students reported they had shared information they learned in the T2S program with students outside the project.
- In Year One, the highest rated workshop was the fall quarter self and faculty evaluation writing workshop. This workshop seemed to diffuse the anxiety students had about the process in their first quarter at Evergreen.
- Those students who took advantage of the individual writing assessment offered in Year One found it very helpful.
- In Year Two, students reported that Mapping Your Education II Academic Planning Workshop was helpful in that it provided them with new insights into the academic

planning process, including increased flexibility and a commitment to breadth as well as depth in their planning.

♦ Student evaluations were positive about participating in the T2S program.

Student Characteristics

The Year One T2S students revealed that referral from a family member or friend was the most common reason for choosing to attend Evergreen, followed by an attraction to Evergreen's unique teaching and learning environment. The Year Two T2S students identified the Evergreen catalog (85%) and friends or family members (77%) as the strongest influences on their expectations of Evergreen. They had the strongest expectations of the College in regards to Evergreen's non-traditional approach to teaching and learning and other academic endeavors.

T2S students reported the most stress about finances and budget during each quarter. Another ongoing challenge for nearly all T2S students was time management, especially balancing academic workload with social life – this issue appeared every quarter with all groups reporting it as a major challenge. Students also grappled with academic program issues (e.g. program fit and content, faculty conflict, presentation of material), peer relationships, and adjusting to a new social environment throughout their first year.

Some of the T2S students' challenges were specific to a particular quarter. In fall quarter, students were adjusting to a different learning structure, evaluation process, new living arrangements, roommates, and being on their own. By spring quarter, students most frequently mentioned new academic expectations (such as large projects, presentations, and collaborative work) and personal relationship issues as major challenges.

T2S students reported the following characteristics that helped them succeed at Evergreen: being a self-motivated learner, confidence in their presentation skills, open-mindedness, strong academic skills, good people skills, good work habits, and perseverance.

T2S students' confidence in their own academic abilities and their connectedness to the learning community increased from fall to spring. However, T2S students' confidence that they could get the education they want at Evergreen increased fall to winter, but slipped to its lowest point in spring.

Retention Findings

In both years of the project, common themes were clear from students definitely planning to return for a second year. These common themes were: interest and engagement in their programs, finding a sense of community, looking forward to future academic ventures, satisfaction with Evergreen's approach to teaching and learning, and engagement in campus activities.

We found several statistical differences between T2S students who were retained to their second year versus students who were not retained. Students who were retained to the second year had *higher* average ratings than non-retained students did in the following areas:

♦ Stress about gaining the skills they need for their future (winter)
♦ Confidence about making class presentations (fall, winter, and spring)
♦ Confidence about their academic skills overall (fall, winter, and spring)
♦ Confidence in seminar participation (fall)
♦ Confidence that they have what it takes to succeed at Evergreen (fall)
♦ Connectedness to the Evergreen learning community (fall and spring)
♦ Progress in gaining a broad general education
♦ Progress in writing clearly and effectively
♦ Progress in understanding other people and how to get along with different kinds of people
♦ Progress in ability to function as a team member
♦ Progress in ability to learn on their own, pursue ideas, and find information
♦ Satisfaction with opportunities for personal involvement in campus activities

Students who were retained to the second year had *lower* average ratings than non-retained students did in the following areas:

♦ Stress in keeping up with academic responsibilities (fall)
♦ Stress in participating in seminar (fall)
♦ Stress about getting the information they needed (winter)
♦ Stress about making new friends (spring)

No differences in retention were found based on gender, ethnicity, or employment status. Students who lived on campus their first year were retained to the second year at a higher rate than those living off campus (on campus 73%; off campus 36%).

The T2S students who identified a critical moment when they were deciding whether to leave or stay at college most frequently mentioned difficult faculty interactions, particularly when they felt the faculty were inaccessible. Yet when students who left Evergreen were asked why, they reported reasons such as having a long-term academic focus that could be better met elsewhere, establishing residency, traveling, working, or attending to family responsibilities. Many of the students reported they planned to continue their studies at Evergreen. In fact, of 30 T2S students who were not retained to their second fall, nine have since re-enrolled at Evergreen.

Implications for Practice

At the end of the T2S project, students provided feedback and ideas about how Evergreen can help first-year students feel successful and persist in their education at Evergreen. Students most appreciated the one-on-one advising, and they also wanted assistance with money issues, transitioning to independence, program selection, seminar, how to talk to faculty, and long-range planning. Students also had suggestions for the academic program structure in general, for example, more accessible faculty, more follow through with academic demands, more structured

programs that make it more difficult to procrastinate, more hands on learning, and more curricular options. They would appreciate hearing from more upper division students about their Evergreen experiences.

In response to our findings from the T2S project, we have identified several implications for advising practices and first-year programs as well as areas for further investigation. In some instances, practices have already been revised due to an ongoing campus commitment to improving the first-year experience at Evergreen.

Academic Advising has examined the sequencing of our advising interventions to better correspond to the needs of students. We have instituted one-on-one outreach activities that we continue to fine-tune. We have also been developing processes to provide more consistent follow-up with students who need it.

We have created a Mapping Your Education II workshop that includes a video with a panel of seniors talking about how they navigated their education at Evergreen and small group work on the Expectations of an Evergreen Graduate. We have structured and formalized our Core Connector Curriculum to address issues of institutional and personal confidence, as well as stress. Core Connectors now work with faculty earlier in their planning processes to increase the opportunity for faculty to embed these activities into their syllabi. Most recently, efforts have focused on a pre-evaluation workshop to help students articulate what they are learning during their first quarter of college. Clearly, this also assists students in writing their first self-evaluation, a source of stress for students in their first quarter that was identified in the analysis of T2S students' experiences.

Since the New Student Advising Workshop (NSAW) is the only advising that is billed as "required" to the students (although there is no penalty for not attending), the findings support a greater push to increase attendance. Not only do these workshops provide information that aids the transition to Evergreen, but also students who attend report a greater sense of confidence in their new learning community.

Advising currently tracks workshop attendance and the number of students coming in for drop-ins and quick intake. We would like to get improve our tracking system by collecting and using more information about who our students are, who comes in for repeat advising, and what kind of advising are we conducting. The Writing Center has a model we would like to consider. It may also be possible to record some of this information in our current student tracking system.

Core Preview takes place during orientation week and is many students' first exposure to their faculty and academic program syllabus. This would be a good time to provide students with information about program structure (e.g. how much lecture, workshops, seminar, fieldwork, independent work), workload expectations, meeting times, etc. so that students can select a program that will be the best fit.

Students with low confidence in their ability to give class presentations were considerably less likely to return for a second year at Evergreen. It is possible that skill-building strategies in this

area could increase students' confidence in their own abilities. We recommend that Core faculty embed workshops on giving presentations into their curriculum.

One of the areas that detracted from institutional confidence was some students' inability to understand the structure in some Evergreen programs. We think it would help students transition to Evergreen's learning structure if we provided some scaffolding to help students understand the value of learning activities such as seminars, field trips, and other unique Evergreen learning approaches. Too often, students see seminar as a place to sit around and chat, field trips as a vacation, and it takes them a while to recognize that learning takes many different forms. As one Year Two T2S student described this phenomenon, "I didn't understand what would happen and why it was important – it took me most of the year to understand why seminar matters."

Most incoming Evergreen freshmen are used to having daily or weekly assignments and due dates. Although first-year students appreciate being challenged by academic programs, having too many weeks without a deadline leads to procrastination and stress for many of our students. We recommend that Core faculty in particular provide interim deadlines for smaller pieces of larger projects.

Based on the relationship of confidence and connectedness to the retention of first-year students, the T2S project team members encouraged the inclusion of these factors in Evergreen's biannual surveys of new students and student experiences.

Finally, since the T2S sample was so small, we recommend some additional study be conducted with administrative records to further explore the relationships among student characteristics, retention, use of services, credit ratios, and campus housing. Analysis of the whole first-year student population would provide a clearer picture of these relationships and allow us to more appropriately direct our intervention strategies.

Chapter 1: Introduction

I. The Transitions to Success Project

This report chronicles the history of the Transitions to Success (T2S) program sponsored by the Vice President for Student Affairs and conducted by the Academic Advising Office at The Evergreen State College. This project was a highly collaborative effort between Academic Advising and the Office of Institutional Research with significant support from Career Development and the Writing Center on activities and preliminary design . A one-year intrusive advising pilot project was developed in December 1998 in response to a request from the Vice President of Student Affairs who had concerns about declining freshman retention. The pilot ran for the academic year 1999-2000 and was subsequently funded for a second academic year, 2000-2001. The project was designed to supplement outreach activities already being carried out by Student Affairs offices, including Academic Advising, the Learning Resource Center, Career Development, and others. Our goal was to investigate models of advising that we hoped would reveal some key methods of increasing the effectiveness of Academic Advising activities in order to improve retention among first year students.

II. Background and Definition of Issues

A. Freshmen Retention History at Evergreen

Evergreen's freshman-to-sophomore retention has varied over the years, but remained in the 70% to 80% range from 1986 to 1990. When freshmen retention dipped to 67% in 1991, the Office of Institutional Research notified academic deans and student support staff. When a second decline followed in the mid-90's, the college began to take additional steps to address the situation. Several curricular models were tested, and student support services fine-tuned their services to help reverse this trend.

Historical Freshmen-to-Sophomore Retention Rates at Evergreen
(Freshmen defined as students with no college experience since high school graduation)
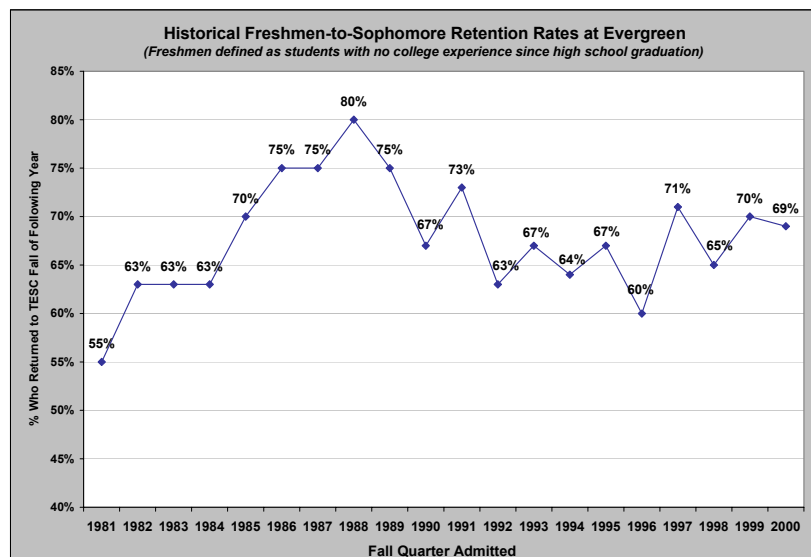
B. Washington State Accountability

Undergraduate retention has been a Washington State mandated accountability measure since 1997. The Washington State Legislature set a long-term target of 90% undergraduate retention for Evergreen, and we report our progress on an annual basis to the Higher Education Coordinating Board (Higher Education Coordinating Board, 2000). While continuing to report our overall undergraduate retention rate, Evergreen has elected to focus specifically on freshmen-to-sophomore retention, because retention is historically lowest for this group of students.

Freshmen retention rates also affect another accountability measure: five-year freshmen cohort graduation rates. When the number of entering freshmen who return to the college for their sophomore year is low, the college is negatively impacted five years later when graduation rates are calculated for that group. Thus, Evergreen focuses on strategies to improve freshmen retention in order to positively influence five-year graduation rates and overall undergraduate retention. Strategies employed during the last biennium (1999-01) included the following: implementation of the "First-Year Experience" program in college housing, summer workshops for faculty planning to teach freshmen programs, hiring a student recruitment consultant to evaluate "student match" with the college, and a variety of efforts by Academic Advising (Core Connectors, Advising and Study Skills Center in campus housing, improved orientation activities, targeted interventions with attrition prone students, and the Transitions to Success pilot project) (The Evergreen State College, 2001).

Freshmen retention data from each of the six public four-year colleges and universities in Washington State were collected from each institution's web site or institutional research office as reported to the Common Data Set (see Bibliography for web site references). The comparison of Evergreen to the other public four-year colleges finds Evergreen's freshmen retention rate to be consistently lower than this peer group.

Full-time, First-time Freshmen Cohort Retention Rates
Washington 4-Yr Public Colleges/Universities (per Common Data Set)

UW = Univ. of Washington   EWU=Eastern Washington Univ.   CWU=Central Washington Univ.
WSU = Washington State Univ.   WWU=Western Washington Univ.   TESC=The Evergreen State College
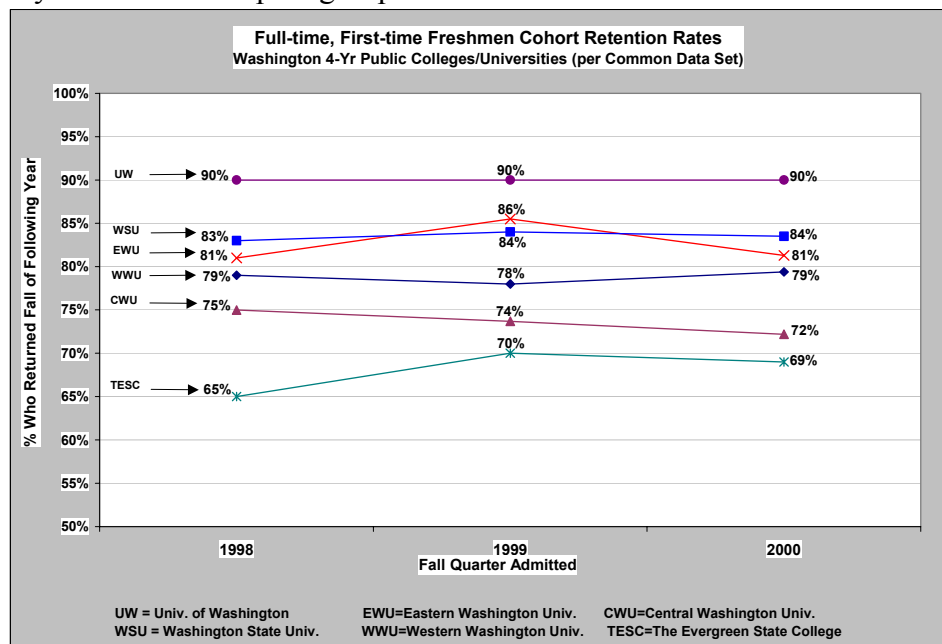
C. Comparison to National Freshmen Retention Measures

Evergreen participates in an ongoing national retention project through the Consortium for Student Retention Data Exchange (CSRDE). Based on their 2000-01 report, the average freshmen retention rate for all 344 participating institutions was 79.8%; this rate is the same as the rate for all of the public schools in the study (Center for Institutional Data Exchange, 2001). Evergreen's freshmen retention rate has only reached 80% in one of the past 20 years, so there is room for improvement to bring the college closer to the national average. Evergreen's history reveals the same pattern of retention by class level as the national research suggests. The study found that at a national level "Freshman year is the most crucial period in student retention… more than half of the dropouts happen during the freshmen year" (Center for Institutional Data Exchange, 2001).

D. Evergreen-specific Research Questions

We started the first year of Transitions to Success (T2S) with broad questions about what new intrusive advising strategies could make a difference in first year student retention. The primary strategies included connectedness, academic skills, thorough individual advising and social engagement. New questions emerged as the project progressed, based on experiences with the students, reviewing the literature in the field, and the preliminary results of our pilot. Even without extensive analysis, themes that emerged in the first year allowed us to respond to the easily visible patterns in the areas of: sense of agency (later termed self-efficacy), stress patterns, and confidence issues. Advisors felt these were themes that seemed crucial enough to explore in more depth for the second year of the pilot.

Following Tinto's (1993) model of institutional departure, the T2S project asked students specifically about their own perceptions of skills and abilities (pre-entry attributes), their intentions, their confidence in Evergreen as the place where they could achieve their goals (goals and commitments). We listened to their stories about their experiences in the academic system – characterized by their academic performance and experiences, co-curricular activities, and interactions with faculty, staff, and peer groups. We monitored this information and its impact on departure decisions.

Following is a list of questions we developed and used to guide our research:

- What factors influence the persistence of first-year students at Evergreen?
- What causes students to leave?
- What causes students to stay?
- What interventions did the students experience?
- Were the interventions the students received effective?
- What challenges do first-year students experience at Evergreen?
- What can Academic Advising do to increase first-year student retention?
- When do students make decisions about when to stay at or leave Evergreen?

- How do students "do" Evergreen (e.g. navigate curriculum, academic planning, find supports)?
- What are the characteristics that help students succeed at Evergreen?
- How does a student's sense of connectedness to Evergreen affect first-year retention?
- How confident are first-year students that they can get the education they want at Evergreen?
- Does students' institutional confidence affect their retention?
- Does students' confidence in their own academic skills affect their success?

E. History of the Transitions to Success Project

1. Year One

Late in 1998, the Vice President of Student Affairs identified resources to support a one-year pilot program to develop an intrusive advising project. We hoped to learn from a group of first-year students what activities might make a difference in their persistence at Evergreen. Activities for the first year of the program envisioned as a kind of "second curriculum" that would focus on the following areas:
- Connectedness to at least one individual adult at the college
- Academic skills support
- Thorough and individualized advising
- Social engagement with other students to help create a deeper sense of connectedness

The model was based primarily on findings by Alexander Astin (1993) that connection with an adult at a college is a considerable influence on persistence, and the Tinto model (1993) that identifies preparedness and connectedness as major retention influences.

A randomly-selected group of 43 first-year students was advised and interviewed four times over the year, offered approximately 10 workshops on study and academic skills, and participated in developing additional workshops that were specific to their interests. Students evaluated each activity and provided feedback about the overall program. Their lives were followed closely, and an enormous amount of data was produced, although a design flaw in the first year was that the data collected was not easily quantifiable. However, themes and trends in students' lives and activities were visible and permitted us to draw a number of conclusions.

2. Year Two

In late summer of 2000, the project was supported to continue into a second year. As we refined our approach for Year Two, we continued to focus on helping students build a connection with a college representative. We sought to build this sense of integration at the same time we were collecting more specific and quantifiable data about the lives of our sample group of students. We held advising interviews each quarter, using a revised script that included a new method of collecting quantifiable data. In the course of the interview, the advisor was able to offer interventions tailored to the individual student's needs.

The set of skill-building workshops offered in Year One was discarded, because student participation was poor despite monetary incentives and reminders. These workshops were a huge amount of staff work for what students reported getting out of them. After a review of Bandura's theories, a spring quarter academic planning workshop (*Mapping Your Education II*) was developed to support students as they prepared to make plans for their second year at Evergreen (Bandura, 1997). The workshop was designed to increase students' confidence in Evergreen and included stories told by successful Evergreen seniors. Group work emphasized the need for breadth in academic planning.

The second year of the pilot was influenced by the preliminary work of the General Education Disappearing Task Force, as that group attempted to re-envision the nature of advising and the importance of breadth and depth in a system that has no requirements. Work within the T2S project for the second year focused more directly on breadth. This was particularly evident in the workshop *Mapping Your Education II*. Advising interviews also supported students in exploration within the curriculum and other aspects of breadth.

III. Review of Literature

The following literature review is by no means a comprehensive review of all issues impacting first-year students, but it touches on the key factors that prior research has found to be related to student persistence. These key factors influenced the design of the project and the questions we asked students. The major factors we looked at included demographics, engagement in community, non-academic transition factors, and self-efficacy.

A. Demographic Impact on Persistence

According to Tinto (1995), college students make a series of transitions when they begin college that are similar to the stages that individuals pass through in becoming incorporated into human communities. A student's ability to negotiate these stages will directly affect his or her persistence in college. The process of becoming integrated in a community is complex, and while the process can be defined in stages, not all individuals experience the same stages or in the same way. In particular, first generation college students, students who are from disadvantaged communities, international students, students from rural areas, or distinct social, ethnic or religious communities may find the separation stage particularly challenging. Tinto's work suggests that students who are particularly at risk of not connecting with a new college community may benefit from assistance with clarifying goals for their work in the new community. Goal setting can help students handle the stress that comes with making adjustments to a new community (Tinto, 1995).

Strage (1999) reports that the confidence level for entering freshmen is at an all time high, however, the percentage of students graduating from college is declining. Additionally, there is a distinct correlation "between academic and social integration and student outcomes across ethnic groups and for first and later generation college students" (Strage, 1999). Over the last decade, the college population has changed dramatically. Non-traditional students are increasing in proportion on college campuses. The models for success that were developed in the 1980s

and based on the "traditional college student" do not address the needs of a growing, diverse student body. This study suggests that students that represent non-traditional college populations have strengths and weaknesses that are unique to their population; therefore, it is essential that assumptions are not made about these students based on assumptions that we have made about traditional students. Furthermore, Strage cautions campuses to avoid generalizing about students of color, because in her study, differences were revealed between ethnic sub-groups in the areas of motivation and college integration. Finally, Strage reminds colleges "to consider the multiple worlds our students come from" (Strage, 1999).

B. Engagement in Community

The impact of engagement in the community is noted in nearly all the literature on retention. Authors such as Kuh, Schuh, Whitt, and Associates (1991), Astin (1993), Pascarella and Terenzini (1999) all highlighted the importance of community engagement for students, both personally and academically. Chickering and Reisser (1993) noted, "In learning to care about each other as friends, to learn with each other in groups, and to realize the connections between content and process, theory and application, disagreement and compromise, students move through autonomy toward interdependence" (p. 424). The personal effects of engagement in the community are positively echoed in the effects on academics as well.

In his 1995 publication about learning communities, Tinto talks about a research project where his team explored whether collaborative learning programs affected student learning and persistence. The study looked at academic and social behaviors and experiences of first-year students. The research team found that students who participated in collaborative learning and coordinated studies programs were more involved in school activities, learned more, and persisted at a higher rate than did other students in traditional higher education settings. Tinto believes that the implications for collaborative learning are many. Students get to know each other better in collaborative programs due to the thinking and rethinking they do together. Tinto believes learning communities promote a respect for diversity and encourage inter-group affiliations (Tinto, 1995).

C. Non-Academic Transition Factors

William Perry (1970) began a study in the mid-1950's that looked at the intellectual and ethical development of college students. He found that students moved through a series of developmental stages. The first stage, which he called "dualism," is a typical one for entering college students. In the stages of dualism students have very little tolerance for ambiguity and believe that those who are in a position of authority are the bearers of truth. If two authorities are in disagreement with one another, one is perceived as good and the other as bad. In later works, Widick and Simpson (1978) described characteristics of the dualistic developmental stage as "stressful when uncertainty is encountered; difficulty in resolving interpretative tasks such as essays; instructors seen as knowing the truth; and a disproportionate importance is attached to evaluations" (Bliming, 1995). Belenky, et al. (1986) added pertinent ideas to this thinking that made the model more inclusive of women and other ways of knowing. The Perry model is a useful tool in helping advisors understand what students may be struggling with – especially in

the Evergreen atmosphere that requires a quick adaptation to later stages of relativity where ambiguity and complexity of understanding are necessary.

In their book, *How College Affects Students* (1999), Pascarella and Terenzini reported that "the transition from high school to college appears to be as hard on students' social self-concepts (popularity, popularity with the opposite sex, leadership ability, social self-confidence, understanding others, and the like) as it is on their academic self-images." Pascarella and Terenzini report that the work of Lokitz and Sprandel (1976) discovered that students feel stripped of their social identities by the move to college, having lost the social identity moorings afforded by parents' place in the community and by their own place in high schools and among their peers. By the end of the sophomore year, self-concept typically starts to rise again.

Involving Colleges (Kuh et al., 1991) sites Evergreen as one of its examples of colleges that create rich out-of-class learning environments. These opportunities are important for helping students transition to and become connected to the college, as well as promoting a greater overall learning experience. "The impact of the college experience on students is increased when they are more actively engaged in various aspects of college life" (Kuh, p.5). The authors of this book stated that colleges that successfully promoted involvement in college life have a "clear mission, kept plainly in view" (p.341), "recognize and respond to the total student experience" (p.347), and "provide small, human-scale environments and multiple subcommunities" (p.351).

D. Self-efficacy

In their book *Education and Identity* (1993), Chickering and Reisser report that college students continually think about and evaluate their competencies. Students who are given support, suggestions, or guidelines for assessing their development in concrete ways are more inclined to have a strong sense of competence.

Bandura defines self-efficacy as "people's judgement of their capabilities to organize and execute courses of action required to attain designated types of performances" (Bandura, 1986, p.391). In his book, *Self-Efficacy in Changing Societies,* Bandura mentions studies by Meece, Wigfield, and Eccles (1990) and Randhawa, Beamer, and Lundberg, (1993) in which attitudes and anxiety about mathematics were compared to efficacy beliefs about math. Those researchers found that self-efficacy was the dominant factor in learning outcomes. In fact, self-efficacy beliefs were a better predictor of college students' choice of a major than prior mathematical achievement (Bandura, 1995).

How capable a student judges himself or herself to be is a factor in how smoothly they will transition to college level work. A student's self-confidence in their skills will affect the academic goals they set and the level of commitment to the goals they will maintain.

Writing instruction has been shown to increase perceived self-efficacy in regards to writing as well as to improve the structure of compositions. Bandura (1995) points to a study of college freshmen in regards to their ability to set academic goals and self-standards in the development of their writing proficiency. Perceived self-efficacy was measured in relation to their ability to regulate their writing and academic attainment in the writing course. At the end of the study,

perceived academic self-efficacy was found to directly influence writing achievements and goal setting (Bandura 1995).

Self-efficacy beliefs affect many arenas in students' lives, including ability to manage their time. The stronger the belief that a student is in control of his/her own time, the greater the ability to predict and manage life events. Students' ability to manage and direct their time greatly contributes to their academic self-development (Bandura, 1995).

Chapter 2: Methodology

I. Year One: Academic Year 1999-00

A. Sample

In late summer 1999, a random sample of 150 incoming first-year students was selected from the administrative database. Half of the students were assigned to the control group and the other 75 were assigned to the participant group. Mail and telephone methods were used to recruit participants. Substantive recruitment efforts yielded 43 students who agreed to participate in the first year of the T2S project.

B. Project Methodology

Activities for the Year One T2S Project participants were designed in four areas: connection to an individual at the college, academic skills support, thorough and individualized advising, and social engagement with other students.

Academic Advisors interviewed individual T2S participants at the beginning and end of fall quarter, near the end of winter quarter, and at the end of spring quarter. The interviews were loosely structured conversations that to varying degrees followed a list of suggested topics and questions. Advisors conducted additional follow-up and/or referrals to resources as needed based on the issues raised in the interviews. The interviews were tape-recorded with student consent and later transcribed into paper format. A data coding sheet was developed by the Office of Institutional Research based on the suggested questions that the advisors used during the interviews and common themes in student comments. The coding sheets were applied to the transcribed interviews and information was extracted from the student "case-studies" to facilitate summarization and comparison to the Year Two participants.

The fall intake interview topics included student experiences, support needs, expectations of Evergreen, employment, Orientation Week activities, and academic workload. At the end of fall quarter, students were asked about time management, workload, Thanksgiving break stressors, academic plans for winter, and feedback for the T2S project. Mid-winter quarter, advisors checked in with the participants via a telephone contact to remind them of upcoming workshops and to discuss how things were going, academic challenges, and plans for spring. Near the end of winter quarter, advisors and T2S participants discussed academic progress and goals, satisfaction with social opportunities, faculty accessibility, use of student support services, and plans for spring and summer. Spring quarter concluded with a brief one-on-one conversation between the T2S students and their advisors, and the students also completed an evaluation of the T2S program, an Evergreen-specific survey, and the College Student Experience Questionnaire (CSEQ).

Initial writing assessments were conducted during fall and early winter quarters in one-on-one writing consultations at the Writing Center. Advisors and Writing Center staff wanted to ensure that students had the academic skills to succeed in their academic work at Evergreen. Some students chose to participate in a follow-up writing consultation during spring quarter to discuss writing progress they had made during their first year.

A series of ten workshops were offered to the T2S group for academic support and skill-building as well as an opportunity for socialization with other members of the group. To increase personal engagement in the project, the participants were asked to suggest ideas for workshops that they would like to see offered through the program. Advisors scheduled more than one session of most workshops at varying times of day to facilitate student participation, and they reminded students by phone of upcoming events. Despite advisors' efforts, participation in the workshops was lower than hoped and dropped off considerably over the course of the year.

Fall quarter:
      Learning Styles Inventory / Introduction to College Writing
      Writing with Authority / Self-Evaluations

Winter quarter:
      Career and Lifework Planning
      Introduction to Keep Enhancing Yourself (K.E.Y.)
      Individual Contracts / Study Abroad / Internships
      Myers-Briggs Type Indicator
      Creative Fiction Writing

Spring quarter:
      Portfolio Development (Part 1)
      Charisma Theory
      Portfolio Development (Part 2)

Evergreen Bookstore gift certificates were offered per quarter of participation as an incentive to attend workshops and interviews.

Control group members were first contacted in spring quarter, when they were asked to complete two surveys about their experiences as first-year students at Evergreen. The Evergreen-specific survey and the CSEQ were administered to the control group. It took six different sessions to gain the participation of 43 of the 56 members of the control group who were still enrolled at Evergreen. They received a gift certificate for completing the surveys. Results of the surveys and retention rates were compared for the T2S participants versus the control group.

II. Year Two: Academic Year Two 2000-01

A. Sample

At the beginning of fall quarter 2000, a random sample of 150 students was selected from all first-year students. 75 of the first-year students were assigned to the T2S participant sample; 75 of the students were assigned to the control group sample.

The 75 potential participants for the second year of the project were sent letters of invitation, which explained that T2S was a pilot project designed to learn about how Academic Advising can better support new first-year students. The letter also described that throughout the quarter, advisors would like to talk with each student one-on-one and/or in a group with other first-year students. The discussion would include activities that could help the students' first year in college go smoothly, and they would be given an opportunity to work on their academic plans and learn about some of the rich resources at the college through unique workshops. Students were asked to return commitment cards if they were willing to participate. Final sample size depended on postcard response rate, follow-up telephone recruitment, and actual student participation. The participant sample size goal was 50 students.

The return of commitment cards did not yield enough participants, and other methods of follow-up recruitment were employed. Follow-up e-mail and telephone contacts yielded a few more successful contacts, but these methods were problematic because 75% of the students did not have current telephone numbers registered with the college and most students were not using their Evergreen e-mail accounts. Core Connectors, faculty, and the Prime Time advisor connected with a few more students, and finally several trips to Housing to knock on the doors of potential sample participants brought the total participant group up to 42 students for the second year of the project. At the time of the follow-up contact with members of the participant sample, a gift certificate to the Evergreen Bookstore was offered as an incentive to participate in the fall quarter interview.

B. Project Methodology

T2S program methodology was refined in the second year based on experience gained from the first year pilot with the 99-00 student participants. Students reported that the one-on-one advisor interviews were the most successful part of the first year pilot, and this aspect of the model was the focus of T2S activities for this second year of the program. New interview instruments were designed to collect more consistent information from participants that could be more readily analyzed. Project redesign ideas also focused on building a more sustainable model of first-year student intervention, so that if elements yielded promising results, they might be incorporated into future practice.

The new interview methodology contained categorical questions, rating scales, and open-ended narrative response questions. The standard interview questions and response categories were developed using a review of the transcribed interviews from T2S Year One. While the standard interview questions were asked of all participants, there was also time for students to talk beyond

the script of the questionnaire. Advisor interventions and referrals to appropriate resources were tailored to the issues and questions identified by the student during the course of the interview. In an attempt to increase the sense of connection between T2S advisor and student, advisors began subsequent interviews by following up on issues identified by students in prior interviews. This process was more than a gathering of information; it also provided opportunities to identify and intervene with concerns and questions that were unique to each student. Advisors completed a checklist of the kinds of support provided, types of referrals given, and topics of discussion during the interview and interaction that followed. The checklists provided a method of assessing the variety of interventions and referrals that advisors were providing to the T2S participants during their contacts.

In Year Two, one-on-one in-person interviews were conducted with each participant during fall and spring quarters. During winter quarter, a shorter telephone check-in survey was completed. The final activity of the academic year was to complete a written evaluation of the Year Two T2S Project. The Office of Institutional Research distributed the T2S evaluations via e-mail and mail. In order to promote honest responses and protect confidentiality, students were asked to return their evaluations directly to the research office and were notified that the results would not be associated with their other T2S interviews.

In addition to the interviews, an academic planning workshop, Mapping Your Education II, was designed and offered to the participants during spring quarter. This was the only workshop offered specifically to T2S participants this year, as opposed to the series that was offered the first year with limited positive feedback and participation. The Mapping Your Education II workshop included a panel of Evergreen seniors who shared their academic pathways with the first-year students. The panelists were also filmed in one-on-one interviews, which were edited into a video that can be used in future Mapping Your Education II workshops. At the end of the workshop, student participants completed an evaluation of their experience.

Evergreen Bookstore gift certificates were offered as incentives to students for their participation in each T2S Year Two activity.

Again, control group members were first contacted in spring quarter, when they were asked to participate in a short survey about their experiences as first-year students at Evergreen. The questions on the control group survey were also administered to the T2S participants as part of their spring quarter interview, to allow comparison between control group and participant responses. Retention rates were also compared between the sample and control groups.

Year One of T2S showed some evidence that students were better retained through the academic year (fall-to-spring), but that they were not better retained than other students to the next fall. Based on the idea that critical decision-making about persistence was occurring over the summer, a mid-summer check-in contact was attempted with the Year Two T2S participants. The contacts were sent to individual participants via e-mail. The check-in consisted of a note regarding registration status for Fall 2001 (whether student was registered or not), dates for Academic Fair and tuition deadlines, an offer of support with any concerns, and an invitation to visit Academic Advising in the future.

C. Participant Interview Domains

The domains addressed by each interview are presented in the following table. Note that some questions and scales were repeated at each interview in order to watch for trends in student experiences. Other survey items were determined to be time-specific or not sufficiently useful be asked quarterly. The final column in the table identifies the questions asked in the spring survey of the control group that allow comparison to the sample participants.

Interview Domain	Fall quarter one-on-one interview	Winter quarter telephone check-in survey	Spring quarter one-on-one interview	Control group survey spring quarter
Employment status	X	X	X	X
Living situation	X	X	X	X
Financial support	X			X
Academic program	X	X	X	X
Is program first choice?	X	X	X	X
Like best about program	X			
Like least about program	X			
Program workload	X	X		X
Stay in same program?	X	X		X
Stress inventory	X	X	X	X
What's going well at TESC?	X		X	X
What's been difficult at TESC?	X	X	X	X
Particularly challenging time	X			
Sources of academic support	X			
Emotional support at TESC	X			
Academic skills inventory	X	X	X	X
Institutional confidence	X	X	X	X
Confidence in own ability to succeed	X	X	X	X
Intent to stay at TESC to degree	X	X	X	X
Sense of connectedness	X	X	X	X
Extracurricular involvement	X			
New friends	X			
Met students outside program	X			
Expectations of TESC			X	X
*CSEQ Life-long Learning Index			X	X
Student Services Inventory			X	X
Evergreen Satisfaction Inventory			X	X
Long-term academic plans	X		X	X
Follow-up on previous issues		X	X	
Advisor interventions and referral checklist	X	X	X	
Check-in with unregistered students to see why and if plan to return		X	X	X

This survey was also administered to a large sample of undergraduates at Evergreen spring quarter, which allowed comparison of the T2S participants and control group to a larger student population.

D. Other First-year Student Activities

In addition to the research activities conducted with the T2S sample participants, other activities took place with three targeted Core programs. Four focus groups were conducted in weeks seven and eight of fall quarter with students from three first-year Core programs: *Olympic Peninsula*, *Performing Arts in a Cultural Context*, and *Reinhabitation*. Focus group participants were provided with food and a gift certificate to the Evergreen Bookstore for their participation. Students discussed their transition to Evergreen, developing a support system, and how to better serve first-year students.

The focus groups were recorded on cassette and transcribed. The transcripts have been reviewed and the results are summarized later in this report.

Two additional presentations were offered to the same three Core programs for winter quarter. The primary offering was a Talking Catalog, specifically designed with the interests of each program in mind. The Talking Catalog is a panel of Evergreen faculty, alumni, and other professionals that are working in a field related to students' academic and vocational interests. Talking Catalogs have been sponsored throughout the years by Academic Advising and aimed at the general student community. From past experience, we know that Talking Catalogs have been well received by students who appreciated the real-world demonstration of how academic planning and learning connect to career applications. Although one of the Core programs expressed interest in having a Talking Catalog presentation, scheduling did not work out.

The second optional presentation offered to the three Core programs was a co-curricular involvement panel made up of Evergreen community members discussing ways that students can get connected with resources on and off campus that encourage their avocational interests. None of the Core programs were willing to have a panel presentation in their programs.

III. Administrative Data

Retention rates were calculated from the College's administrative data tracking system. Supplemental demographic data – ethnicity, gender, residency status, entrance SAT scores, high school grade-point average, application type, and completion of New Student Advising Session – were also collected from the data system. Student records were reviewed to determine how many credits they earned of those attempted; this information was interpreted as a measure of academic success.

Chapter 3: Year One Data Summary

I. Chapter 3 Highlights

A. General Demographics

- 43 students participated in year one of the T2S project.
- 67% of the participants were women.
- 9% of the participants were students of color.
- 61% of the participants were non-resident.
- 70% used e-mail regularly.
- 59% received loans, grants or scholarships.

B. Early Fall Quarter Interview

- 43 students participated in the early fall quarter interview.
- 39% were employed or planning to work.
- 70 % of the participants cited the most common reason for choosing Evergreen is based on referral from family or friend.
- 44% of the participants were attracted by Evergreen's approach to teaching and learning
- A little over one third of the participants had some concerns, mostly about the social environment.
- 89% of the participants thought that Evergreen's academic environment differed from other colleges (e.g., interdisciplinary learning, relationship to faculty, no grades, academic freedom, etc.).
- Only one participant felt that Evergreen did not meet their academic expectations.
- Five participants felt that Evergreen's social environment did not live up to their expectations.
- 87% of the participants were enrolled in their first choice program.
- All participants responded favorably when asked about how they felt about their program so far. Applied learning activities including fieldtrips and workshops were their favorites (50%), followed by seminar and other forms of peer collaboration (38%).
- 29% of the participants liked structure/lack of structure in their program least.
- 70% of the participants attended at least one Fall Orientation Week workshop, citing core preview and the activities fair as their favorites.
- 50% of the participants attended the New Student Advising Workshop during Orientation Week.
- When asked what excited them most about being at Evergreen, 79% reported academic endeavors as the most exciting.
- Participants were most anxious about workload/time management and adjusting to new environment.

- All but one participant indicated they had made new friends since coming to Evergreen.
- Nearly half the participants mentioned the friendliness of people at Evergreen as something they would share about their experience to a friend back home.
- 38% of the participants indicated an appreciation of the beauty of the campus.
- During their first weeks on campus, 72 percent were exploring the campus, 70% were exploring Olympia and 60% were socializing.
- Future academic pursuits led student comments about what they were looking forward to at Evergreen (77%).

C. End of Fall Quarter Interview

- 31 students participated in the end of fall quarter interview.
- 93% of participants went home for Thanksgiving break.
- Academics remained the highest rated aspect of the participants' experience at Evergreen (63%).
- Workload and time management was going least well for the participants (38%), closely followed by academic program issues (35%).
- One third of the participants planned to change programs for winter quarter.

D. Winter Quarter Interview

- 34 students participated in the winter quarter interview.
- Only three participants reported changing their living situation.
- 63% of the participants planned to change programs for spring
- 84% of the participants planned to work over the summer.
- 41% of the participants were planning to go home for the summer.
- Only one participant did not know their summer plans.
- Almost one third of the participants are already planning to go on to graduate school.
- The engagement in program subject matter is now what participants like best about their program (77%).
- 77% of participants felt adequately challenged in their program, while 19% felt under-challenged and 1 student was overwhelmed.
- 86% of participants felt that faculty gave them a lot of individual support.
- 80% of the participants felt faculty feedback had helped them improve their work.
- 74% of participants said they spoke in seminar regularly.
- 90% of the participants indicated they felt at least somewhat connected with the students in their program.
- Most of the students were able to make connections between program components (81%).
- The number one obstacle to learning that students experienced during winter quarter was their living situation (38%), followed closely by study habits at 31%.
- T2S participants reported the greatest progress in their writing skills.
- Participants reported the least progress in math skills.

E. Spring Quarter Interview

- 30 students participated in the spring quarter interview.
- 24 participants planned to return to Evergreen in the fall with 22 being pre-registered.
- Eight of the registered participants volunteered that they were on long waitlists for first choice programs and/or had been forced to register for third, fourth or even fifth choices.

F. Spring Quarter Evergreen-specific Survey

29 T2S participants and 43 control group members participated in the Evergreen-specific survey. Following are the four differences discovered between the participant and control groups' responses to the Evergreen-specific survey:

- T2S participants used Academic Advising services more than the control group (79% vs. 58%)
- T2S participants used Prime Time Advising services more than the control group (42% vs. 21%)
- T2S participants used the Career Development Center more than the control group (36% vs. 12%)
- T2S participants used Financial Aid's services more than the control group (68% vs. 47%)

- It is interesting to note that there were no T2S participants who reported indecision about whether or not they were returning to Evergreen in comparison to the control group that had 26% who had not yet decided whether or not they would return.

G. Transitions to Success End-of-Year Evaluation

- 30 students participated in the End-of-Year Evaluation.
- 80% of participants thought it was helpful to participate in T2S.
- 77% carried new knowledge picked up in T2S activities to their friends.
- 69% of students indicated they would continue to seek advising from their T2S advisor; an additional 31% of the participants said they might continue to seek advising from their T2S advisor.

H. Fall 2000 Follow-up Phone Interview

- 11 of the 29 returning students participated in a follow-up phone interview.

All students mentioned the one-on-one meetings with their T2S Advisor as the most useful in their second year at Evergreen.

II. Sampling and Demographics

In late summer 1999, seventy-five first-year students were randomly selected from all incoming freshmen of fall 2000. Forty-three students were successfully recruited as members of the T2S pilot project. (For additional details about project methodology, see Chapter 2.)

A. Gender

The Year One participants consisted of 29 women (67%) and 14 men (33%). Male students were underrepresented in the participant group compared to all first-time, first-year students at Evergreen (46%). (The original random sample from which participants were recruited was 65% female and 35% male.)

B. Ethnicity
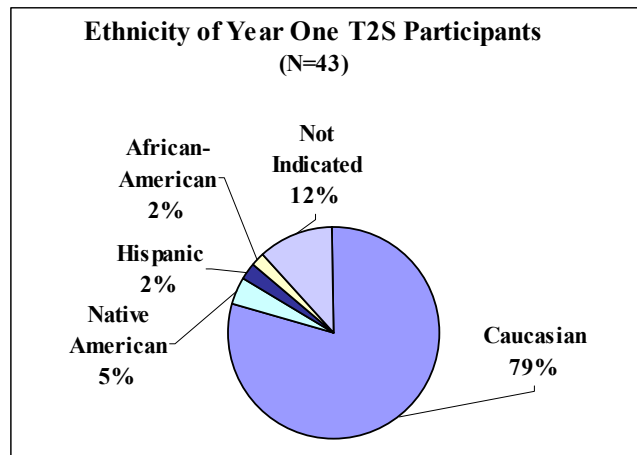
The ethnicity distribution of the sample members who agreed to participate in the T2S project was somewhat different than it was for all incoming first-time, first-year students in fall 1999. Thirteen percent of all incoming freshmen were students-of-color, but only 9% of the T2S group were students-of-color. The original sample pool for participants had 12% students of color. No Asian-American/Pacific Islander students appeared in the random selection, though Asian/Pacific Islander students represented 5% of all incoming freshmen.

C. Residency

With regards to Washington State residency (at time of registration), non-resident students were somewhat over-represented in the T2S group. Sixty-one percent of the T2S Year One participants were non-residents, whereas 49% of all incoming freshmen were non-residents. (In the random sample pool, 60% of the potential participants were non-residents.)

III. One-on-One Interviews

During the first few weeks of fall quarter, an intake interview took place between each of the 43 T2S participants and their advisors. A second one-on-one interview occurred during the final weeks of fall quarter with 31 students. Thirty-four of the students completed one-on-one interviews at the end of winter quarter, and 30 completed the final interview at the end of spring.

The taped interviews were transcribed, and the interview transcripts were coded to facilitate summarization. This section presents the results of the interview coding analysis. Since the interview questions were conceived as suggested areas of discussion, not all students were asked the same questions. The number of students responding to each interview question varies by the question.

A. Fall Intake Interview #1

1. Additional Demographics

Thirty-three of the students were asked if they had an e-mail address that they used regularly; 70% replied affirmatively.

Thirty-nine T2S interviewees were asked to describe how they were paying for their first year of college. Most of the students (64%) were using more than one type of support to finance their first year. The sources of funds students used for college expenses are detailed in the following table. Twenty-three participants (59%) received student loans, grants, and/or scholarships to help finance their education.

Source of Support Used to Pay for This Year of College*	Students using this source
Parent/Family support	64% (N=25)
Student loans	44% (N=17)
Grants/Scholarships	41% (N=16)
Self/Student's own earnings, savings, credit cards	28% (N=11)
College savings account/Trust fund *(set up by someone other than student)*	5% (N=2)

* Categories in this table are not mutually exclusive since a single student may have used more than one source of support.

Of the 41 T2S students who were asked if they were employed or planning to work during the school year, sixteen (39%) said "yes." The employed students were working between 3 and 25 hours a week, with an average of 15 hours per week. One-fourth of those employed were working over 20 hours per week, the remainder were working fewer hours.

2. Expectations of Evergreen

All 43 of the interviewees described why they decided to come to Evergreen, and many provided more than one reason for their decision. The most common reason for choosing Evergreen was based on a referral from a family/friend or knowing someone enrolled here, which was mentioned by 70%. Students were also attracted to Evergreen's approach to teaching and learning (44%). Evergreen's campus was an incentive for 37% of the T2S group. Academic programs or specific areas of study were mentioned by 14%, and another 14% saw the college in a college guide publication or web site. 5% were attracted by the college's distance from their homes and its affordability. Most of the students (86%) had been considering other colleges during their decision-making process.

Forty-one of the interviews addressed whether the students had hesitations about coming to Evergreen. Twenty-six students (63%) did not remember having any hesitations, but fifteen students did have concerns prior to arriving at Evergreen. Concerns about the social environment (e.g. student characteristics or not "fitting in") were most commonly mentioned. Several students mentioned hesitations about narrative evaluations. Other concerns included usefulness of degree, workload, lack of major, time management, being away from home, adjusting to a different learning approach, finances, and independence.

Thirty-seven of the initial advising interviews included a discussion of what students perceived to be different about Evergreen compared to other colleges. The following table summarizes their comments.

In what ways do you think Evergreen differs from other colleges?*	Mentioned this aspect N=37
Academic Environment	89% (N=33)
Social Environment	57% (N=21)
Class Size	32% (N=12)
Size of College	14% (N=5)

Categories in this table are not mutually exclusive since many students identified more than one difference.

Advisors asked the T2S students how the reality of their experience so far at Evergreen was aligning with their expectations. Six student interviews didn't include this question, so the following table summarizes the responses of the 37 students who commented on this issue.

How does Evergreen align with your expectations?*	N=37
Met or exceeded academic expectations	49% (N=18)
Has not met academic expectations	3% (N=1)
Met or exceeded social expectations	46% (N=17)
Has not met social expectations	14% (N=5)
I didn't have expectations of Evergreen	32% (N=12)

Categories are not mutually exclusive since some students described both social and academic domains.

The students responded positively overall to this question. Almost half of the students felt their academic experiences thus far aligned with or exceeded their expectations; only one student was disappointed academically. Students were happy with the level of challenge in their programs, peer respect for each other's academic work, the approach to teaching and learning, and the level of engagement in program work. For example, one student said the learning environment was much better than high school, since it was "less uptight" and "people actually want to be around and participate." The disappointed student felt the program was not aligning with what she expected based on the program description. Almost half of the students were pleased with how things were going socially at Evergreen, although five students felt Evergreen's social environment did not live up to their expectations. Those who had been pleasantly surprised described students who were friendlier, cooler, and more open than they had expected. One student said, "People don't party as much as reputed, and the hippies are OK." Another student explained, "Before I came here, I thought that everyone was going to be really weird and have totally different views; I didn't think they would be as friendly as they are." One student stated, "The people here are the kind of people that I want to deal with and talk to and learn with." The students who were less content with the social atmosphere found Evergreen to be cliquish and to have a different student body makeup than they expected. Two students were disappointed by fewer "hippies" and more "city kids" among the students than they would have preferred. Another student said, "I think that there are definitely some people here that are very extreme… students that have really strong views and aren't open to anyone else's ideas."

3. Academic Program

The Year One T2S participants were enrolled across first-year student offerings in the full-time curriculum, except two who were enrolled in full-time sophomore level programs. Most of the T2S group (77%, N=33) were enrolled in Core programs; eight students (19%) were in all-level programs; 2 were in sophomore programs.

The majority of this group had enrolled in their first choice program (87%). The six students who said they were not in their first choice were enrolled in Core programs. Three of them would have preferred a different Core program, two wanted to get into specific inter-area programs, and one wished to enroll in an upper-division business program.

Thirty-nine students expressed how they felt about their programs so far, and all of them responded favorably. Forty-two students were asked to describe what they liked best about their programs. Applied learning activities such as workshops and field trips were their favorite aspects overall. Their comments were categorized and presented in summary form in the next table.
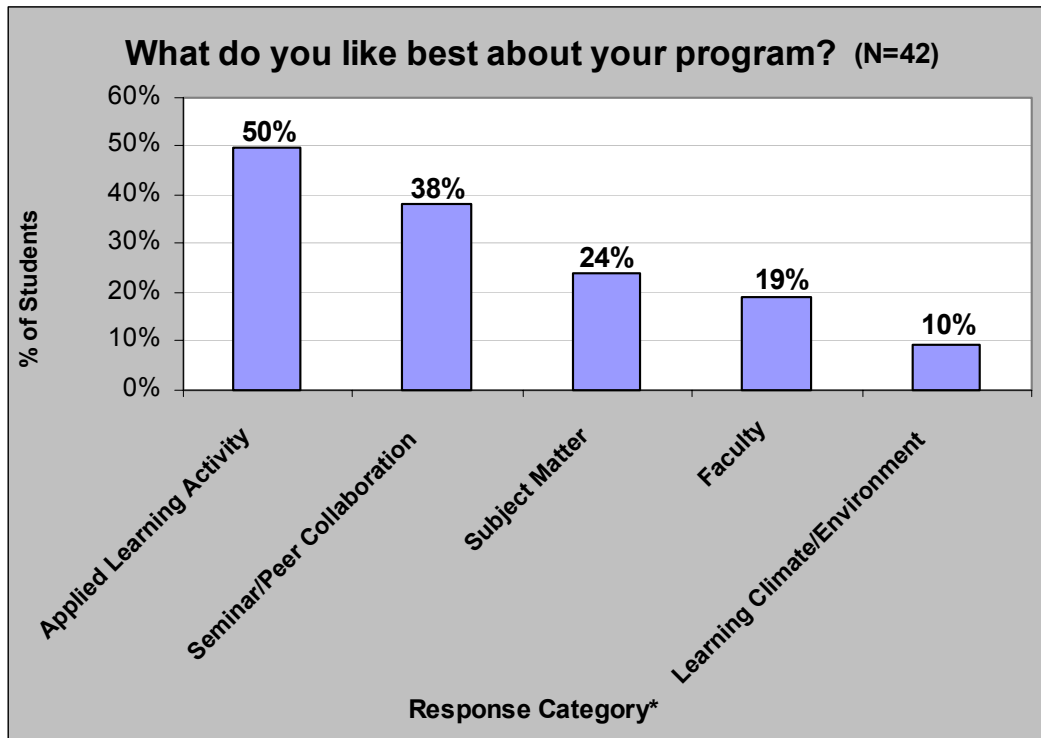
What do you like best about your program? (N=42)

Bar chart showing percentage of students by response category:

- Applied Learning Activity: 50%
- Seminar/Peer Collaboration: 38%
- Subject Matter: 24%
- Faculty: 19%
- Learning Climate/Environment: 10%

Y-axis: % of Students (0% to 60%)
X-axis: Response Category*

* Categories in this table are not mutually exclusive since some students mentioned more than one thing they liked best about their program.

The same 42 individuals also discussed what they liked least about their programs so far. Dissatisfaction with program structure or lack of structure was most common. Comments about program structure included too much emphasis on one discipline, too much time spent in large groups, too much time spent in computer labs. Those who commented on lack of structure were discouraged by disorganization, slow pace, insufficient class meetings, changing assignments, confusing or disconnected content, and not understanding the purpose for certain activities. For example, one student in the Core program, *Exploration*, stated, "I don't like the fact that so far we haven't actually gone out and done, or planned for, or thought about doing a real exploration." The second most common theme of comments was dissatisfaction with presentation of material (especially too much lecturing or unfavorable text choices).
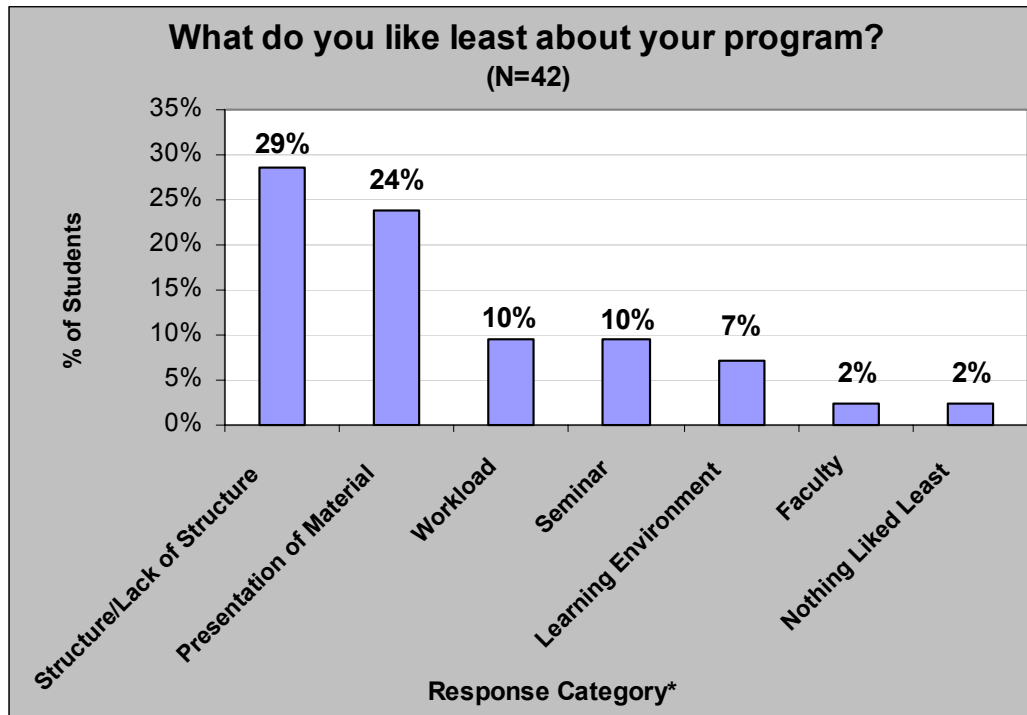
What do you like least about your program?
(N=42)

Response Category	% of Students
Structure/Lack of Structure	29%
Presentation of Material	24%
Workload	10%
Seminar	10%
Learning Environment	7%
Faculty	2%
Nothing Liked Least	2%

Response Category*

* Categories in this table are not mutually exclusive since some students mentioned more than one thing they liked least about their program.

Advisors discussed program workload with 41 of the interviewees. Most of the students found their workload to be challenging, but manageable (85%). Five students (12%) felt under-challenged by a workload that was too light, and one student was already feeling overwhelmed.

4. Reflecting on Orientation Week

Advisors asked 40 of the new students to describe their Orientation Week experience. (Note: this discussion did not apply to the other 3 students, since they had not arrived on campus by Orientation Week). Twenty-nine students had a "good" Orientation Week (73%), and 9 students were extremely positive about their experiences (23%). Two students described having a "bad" Orientation Week (5%), owing to logistical difficulties getting settled in on campus.

Advisors followed up with some of the students by asking about particular workshops or activities that seemed particularly useful or not useful. Of the 33 students who were asked which workshops or activities were useful, 9 students said they hadn't attended any activities, one couldn't remember, and one found nothing useful. Twenty-two students (67%) were able to name one or more activities that were particularly useful. Following is a list of the activities they mentioned; the number in parentheses indicates the number of students who mentioned each activity:

- Program Preview/Core Preview   (6)
- Activities Fair   (5)
- Courage to Learn   (3)
- Academic Fair   (2)
- Financial Aid   (2)
- Learning to Learn   (2)
- Access Services   (1)
- Convocation   (1)
- Money Management   (1)
- Orientation Guide   (1)
- "Skin Deep"   (1)
- Seeing how Evergreen worked   (1)

Eleven students were asked if any of the workshops they attended did *not* seem useful; five of them couldn't name anything that wasn't useful. Six students mentioned the following workshops as not useful to them; the number in parentheses indicated the number of students who mentioned each activity:

- New Student Advising Session   (3)
- Academic Fair   (1)
- Core Preview   (1)
- Financial Aid   (1)
- "Skin Deep"   (1)

The next table presents a summary of participation in Orientation Week workshops, New Student Advising Session, and Student Convocation.

Activity *(with number of students asked)*	Attended	Did not Attend	Couldn't Remember
Any Orientation Workshop(s) *(N=33)*	23 (70%)	9 (27%)	1 (3%)
New Student Advising Session *(N=42)*	21 (50%)	19 (45%)	2 (5%)
Student Convocation *(N=36)*	13 (36%)	23 (64%)	0

5. How's It Going at Evergreen?

Forty-two of the T2S interviewees were asked, "What are the things that excite you most about being at Evergreen?" They reported that academic endeavors were the most exciting area for them. Their responses have been categorized for summarization in the next table.

Most Exciting Aspect of Being at Evergreen	Mentioned this aspect (N=42)
Academic *(e.g. interdisciplinary, integrated activities, student-directed learning, student-faculty interaction, hands-on learning, exposure to new ideas & different perspectives)*	33 (79%)
Social (*e.g. tight-knit program community, laid-back/friendly peers, exposure to different cultures & kinds of people, lots to do, met lots of new people*)	20 (48%)
Physical Environment *(e.g. beautiful campus, forest, walking around campus, close to skiing)*	13 (31%)
Extra Curricular Activities *(e.g. leisure education, outdoor activities, soccer team, art & media resources)*	4 (10%)
General *(e.g. new & different experience, things I have yet to explore, the whole environment)*	4 (10%)
Independence *(e.g. being on my own, being away from home)*	4 (10%)
Housing *(e.g. great roommates, like being in dorms)*	3 (7%)

* Categories in this table are not mutually exclusive since many students identified more than one exciting thing about being at Evergreen.

Thirty-nine of the interviews also included asking the students what they were most anxious about. Concerns about workload and managing time led the students' comments, followed by the process of adjusting to a new environment. The students' categorized responses are presented in the next table.

Most Anxious About…	Mentioned this issue (N=39)
Workload/Time Management	18 (46%)
Adjusting to Changes *(e.g. moving to Olympia, more self-reliance, new housing, new faculty relationships, new academic expectations, finding way around)*	14 (36%)
Housing/Roommate Issues	11 (28%)
Academic Program Issues	7 (18%)
Evaluation Process	5 (13%)
Finances	4 (10%)
Peers/TESC Community	4 (10%)
Other *(Food service and Family were mentioned by one student each)*	2 (5%)
Nothing	2 (5%)

All 43 of the interviews included a discussion of what students had been doing outside of their academic programs. Most of the students had been exploring the campus and the Olympia area and socializing with their peers. All of the activities that they mentioned were categorized and are present in the next chart.

What Have You Been Doing Outside Your Program?
(N=43)

A bar chart titled "What Have You Been Doing Outside Your Program? (N=43)" with the y-axis labeled "% of Students" (0% to 80%) and the x-axis labeled "Activity Category":

- Exploring TESC campus: 72%
- Exploring Olympia: 70%
- Socializing: 60%
- Physical activities: 35%
- Creative expression: 21%
- Reading for pleasure: 14%
- Exploring the region: 12%
- Family time: 12%
- Volunteer work/Activism: 5%
- Meditation/Relaxation: 2%

Thirty-four students were asked if they had made new friends since coming to Evergreen, to which all but one student replied affirmatively.

Advisors asked 39 students, "How would you describe Evergreen to a friend back home?" Nearly half of the students (48%) mentioned the friendliness of the people as something they would share about their experience. They described the people on campus as friendly, great, nice, socially-minded, civil, and helpful. Two of them emphasized the sense of community on campus. One stated, "It's not as wild, free hippie love as everyone thinks it is; there are people here just like us." Another added, "You never really know who is student or faculty since old students and young faculty are mixed."

The second most common theme in the students' comments (mentioned by 38%) was an appreciation of the campus. They described it as beautiful, peaceful, green, and gorgeous. A few unique comments about campus assets included "it's a good distance from Olympia," "it's feels pretty safe," "it's easy to find things," and "it feels like you're on some sort of resort." One student warned that "there are lots of trees, and you may be claustrophobic."

One-third of the students brought up their satisfaction with Evergreen's approach to teaching and learning. This group discussed interesting classes, good books, integrated curriculum, evaluations, personal connections with faculty, enjoying their classes, educational options, and excitement about their studies. For example, one said, "It's the best place where you can combine all of your abilities together and hone them as one." Another added, "I feel like when I'm learning, I'm learning for a reason." A few students outside of this satisfied group commented about heavy workload and the struggles associated with being in a program that is not a good fit. Another student felt low ethnic diversity and a middle class Caucasian mindset had too great an influence on seminar, and that Core programs pampered students too much.

Twelve students (31%) would explain to a friend how fun the college is and how much there is to do. Eleven students (28%) would generally describe how different Evergreen is from other colleges. Eight students mentioned the liberal, open nature of the college and the academic freedom available for students. Eight others described the relaxed and laid-back attitude of the campus. Four students would emphasize the self-motivated nature of learning at Evergreen. Their comments included, "it's a really good school for people who want to go to school," "you have to be self-motivated," and "everything is really hard but seems easy, because you want to do it."

6. Looking Forward

During 39 of the T2S intake interviews, advisors asked students what they were looking forward to at Evergreen. Future academic work and opportunities led their comments. Students' categorized responses are presented in the following table.

What Are You Looking Forward to at Evergreen	Mentioned this aspect (N=39)
Academic Pursuits *(e.g. independent contracts, continuing to learn, exploring new disciplines, collaborating with other students, discovering academic interests, designing my education, earning credits, and finding a better program)*	30 (77%)
Clubs/Extra Curricular Activities *(e.g. music, skiing, travelling, sailing, glassblowing, photography, tennis, leisure education classes, discovering Olympia, club sports, and art)*	12 (31%)
General *(e.g. figuring out my life, being better at scheduling, connecting with community, finding out about myself, having fun, adjusting to Evergreen)*	8 (21%)

* Categories in this table are not mutually exclusive since many students identified more than one thing they're looking forward to at Evergreen.

B. End of Fall Interview #2

At the end of fall quarter, advisors completed their second round of interviews; 31 students participated (72% of the sample group).

1. Thanksgiving Break

At the time of the second interview, students had just returned from Thanksgiving Break. Of the 30 students who were asked, 28 of them (93%) had gone home for the break. Fifteen of the 28 students who went home discussed Evergreen with friends or family during their visits, including educational philosophy, evaluation process, integrated programs, individual contracts, and interdisciplinary studies.

2. How's It Going?

Thirty of the interviews included a discussion of what was going well for the students. As in their first interview, academics remained the best aspect of the students' experiences thus far at Evergreen.
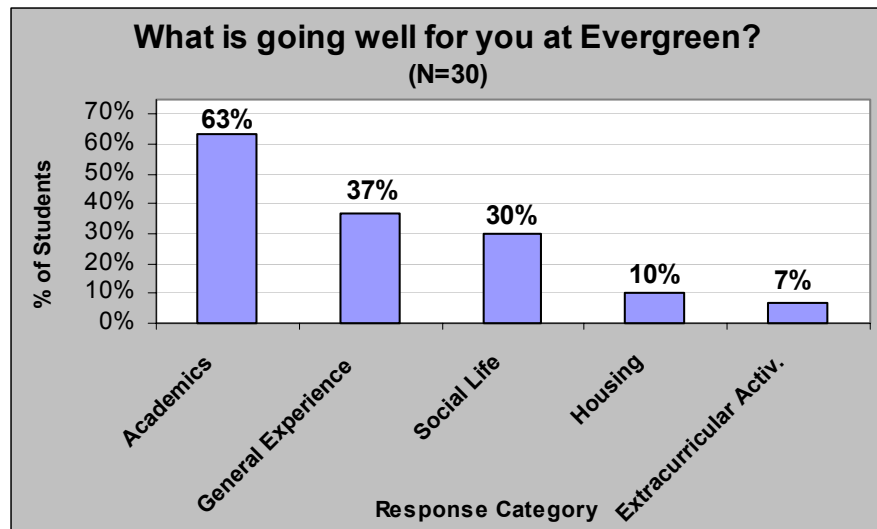
What is going well for you at Evergreen?
(N=30)

* Categories in this table are not mutually exclusive since some students mentioned more than one thing going well at Evergreen.

Twenty-nine students also talked about what was not going well at Evergreen. Eleven students (38%) identified workload and time management issues as areas not going very well. Academic program issues (including issues with faculty and satisfaction with program) were mentioned by 10 students (35%). Other challenges that the students faced included housing problems, dissatisfaction with academic options, adjusting to change, finances, and peer conflict. One student said everything was going well, so had nothing to discuss in this area. Advisors asked if there was anything they could do to help with the difficult situation. Some students requested specific support. Two students requested help connecting with writing tutors, and two others wanted encouragement to address concerns with faculty. Guidance with writing evaluations, getting in touch with prospective faculty, setting up a contract or internship, and providing moral support were all mentioned.

Twenty-five interviews included a follow up on prior sources of anxiousness that the students mentioned during their first interview. Twenty-one students (84%) reported that the situation had improved, and four (16%) said the situation remained difficult. None of the students reported that the earlier difficulty had gotten worse.

Thirty students were asked if they planned to stay in the same academic program for winter quarter. One-third of them planned to change programs for the following quarter. The next pie chart shows the distribution of responses.

Do you plan to stay in the same program for winter quarter? (N=30)

Don't Know 7%

No 33%

Yes 60%
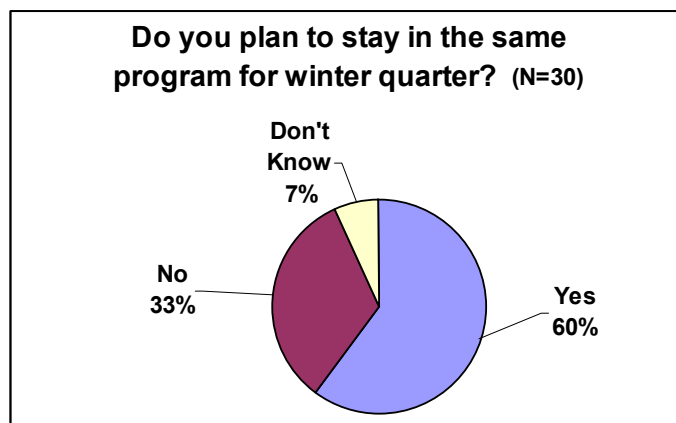
3. Advice for Prospective Students

Now that their first quarter at Evergreen was nearly complete, advisors asked what advice the T2S participants would have for prospective students. Twenty-five interviews included this discussion. The most common advice from these freshmen to future students was the importance of self-discipline and self-motivation.

Advice for Prospective Students	Mentioned this aspect (N=25)
Be self-disciplined and self-motivated	12 (48%)
Be open-minded and enjoy yourself	8 (32%)
Make sure Evergreen is right for you	6 (24%)
Familiarize yourself with available resources	5 (20%)
Housing and Food Service comments *(including don't get the meal plan, live on campus your first year, don't live in A-dorm, live in mods for privacy, live in alcohol-drug-free dorm so you won't always have parties around you)*	5 (20%)
Develop a relationship with your faculty	4 (16%)
Get involved in extracurricular activities	3 (12%)
Other comments: • *"First year is a little bit to do with what you're interested in, but is basically just learning writing and organizational skills."* • *"Always attend seminars, and if you have to be sick, be sick during the lecture"* • *"Register as soon as you can and get on a waiting list"* • *"If possible, don't take a Core program"* • *"You have to rethink how to learn."*	5 (20%)

* Categories in this table are not mutually exclusive since some students mentioned more than one category of advice for prospective students.

4. Project Feedback

Twenty-three of the late fall interviews also included a request for student feedback about how the T2S project could be improved. Seventeen students offered their suggestions for the direction of the project.

Suggestions for T2S Project	Number of students
Workshop Suggestions: *(e.g. too busy for workshops, some are repetitive, like discussions better, too much like classroom atmosphere, offer scholarship/financial aid workshop, offer cooking workshop, let us choose workshops to attend, and you're already improving by having workshops we suggested)*	9
More Social Activity: *(e.g. more social get-togethers, opportunities to meet other first-year students, potluck or pizza party kick-off event, have a social opportunity in first or second week to fellowship with other students and hear about other academic programs, and have early fun activity so feel get more comfortable with each other)*	6
Length of Sessions: *(e.g. shorten long workshops, 2 ½ hrs. is too long for school night, and more get-togethers for a shorter time)*	4
Structure: *(e.g. better organization and one-on-one discussions are more productive than generalized workshops)*	2

C. Winter Interview #3

In late winter quarter, advisors conducted the third T2S one-on-one interview with 34 participants (79% of the sample).

1. Change in Living Situation

Only 3 students reported having changed their living situation since they started the academic year. One had moved off campus, one had moved onto campus, and the third was now living alone.

2. Future Plans

Most of the interviews began with a discussion of the students' plans for spring quarter. Of the 32 students who responded, 20 planned to change to a new program (62.5%), and 12 students (37.5%) planned to remain in their winter quarter program. Of 29 students who were asked, 13 (45%) had attended the academic fair in preparation for spring quarter.

Thirty-one interviews looked beyond spring plans to what students planned to do over the summer. Most of the students (84%) planned to work over the summer. Fourteen students (41%) reported they would return home for summer break. Nine students (27%) had plans that included travel, and six (18%) planned to attend summer school. One student didn't know his/her summer plans yet.

All of the interviews included a discussion of the students' plans after Evergreen. Five students planned to transfer from Evergreen to complete their degrees. At this point in their education, 27% of the first-year students were planning to attend graduate school.

Plans after Evergreen and Long-term Educational Goals*	Students who mentioned each plan N=34
Work	14 (41%)
Graduate School	9 (27%)
Transfer	5 (15%)
Travel	5 (15%)
Other *(keep learning, creative art projects, and take classes at a community college since I won't get enough math here)*	5 (15%)
Don't know	8 (24%)

* Categories are not mutually exclusive, since several students discussed more than one long-term goal.

3. Academic Program

Thirty of the winter interviews included a discussion about what students liked best about their academic programs. Their responses fell into three thematic categories: excitement and engagement in the subject matter of the program (mentioned by 77%); workshops, field trips, or other applied learning activities (40%); and group activities/seminar (7%).

A series of follow-up questions were also posed to some of the students. When 31 students were asked how challenging they found the program work to be, most students felt adequately challenged (77%). Six students (19%) found their program work was not sufficiently challenging, and one student was overwhelmed.

Most of the students felt they received a lot of individual support from their program faculty. The distribution of responses to this question is presented in the next pie chart.

To what extent do you feel that the faculty in your program give you individual support? (N=28)

not much 7%

some 7%

a lot 86%
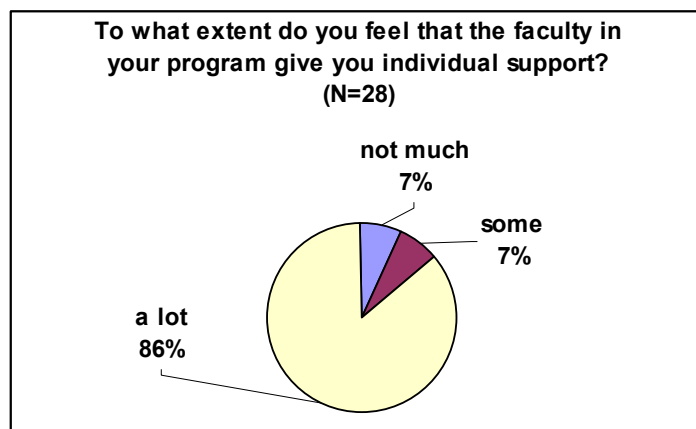
Thirty students were asked if the comments and criticisms they had received from faculty regarding their class assignments had helped them improve their work; 80% responded affirmatively. Responses to this question can be reviewed in the next chart.

Has faculty feedback helped you to improve your work? (N=30)

maybe
17%

no
3%

yes
80%
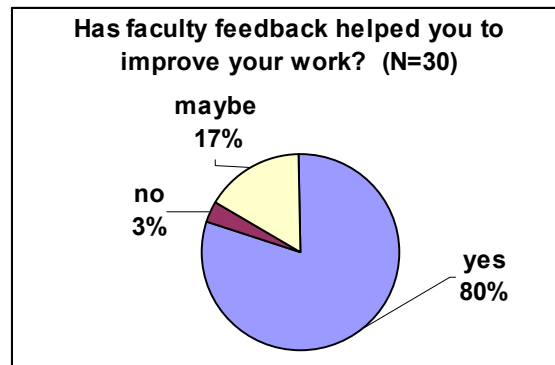
Seminar participation was also addressed in 27 of the interviews. Twenty of the respondents (74%) said that they spoke in seminar regularly. Five students "sometimes" spoke in seminar (19%), and two students (7%) reported that they seldom spoke in seminar.

Program community was explored with thirty-one students, and 90% of them felt at least somewhat connected to their classmates. Responses to the question "Do you generally feel isolated from or connected with other students in your program?" are presented below.

Do you feel isolated from or connected with other students in your program? (N=26)

Isolated
10%

Very connected
42%

Sort of connected
48%
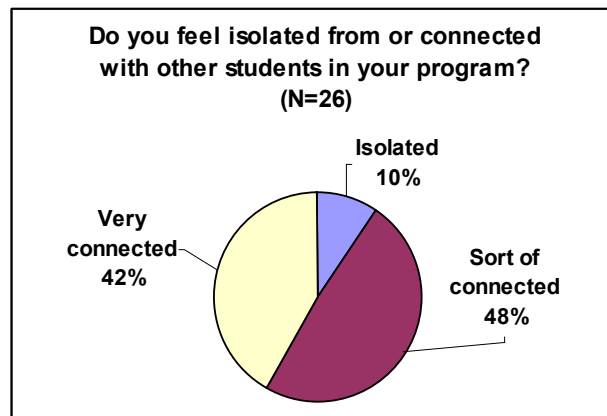
The final program-related question asked the extent to which various components of students' programs were coming together in meaningful ways. Most of the students were able to make connections between their program components, but 19% were struggling with this aspect of their programs.

To what extent are program components coming together for you in a meaningful way? (N=26)

- not much 19%
- some 27%
- a lot 54%
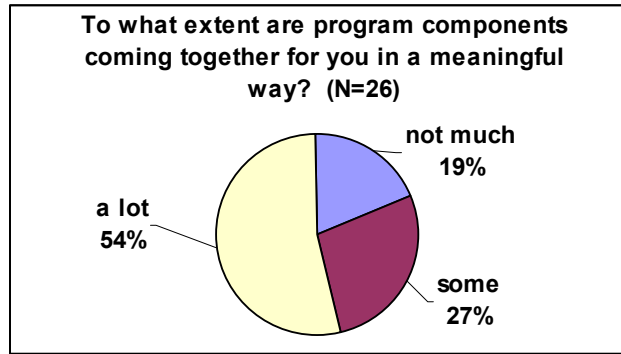
Thirty-two interviews included a discussion of any obstacles to learning that the students had experienced during winter quarter. Their responses were categories and are depicted in the next chart. Living situation was cited as the most common obstacle to learning. This category included responses such as roommate conflict, lack of personal space, living between two places, and moving mid-quarter. [Note: 74% of the students were living on campus.] Poor personal study habits also hindered a considerable number of students, and confusing expectations about academic program work were the third most frequently named obstacles to learning.
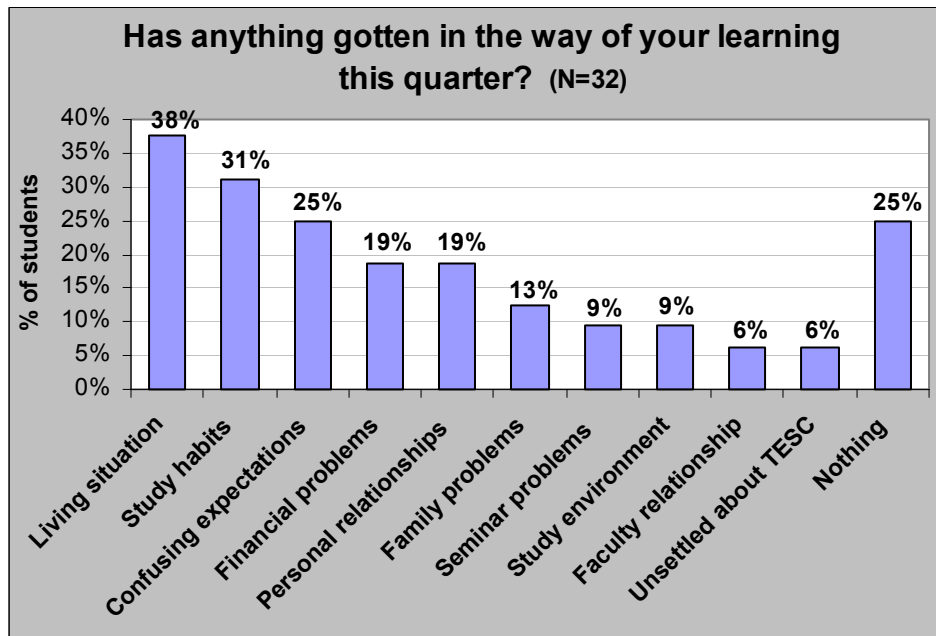
Has anything gotten in the way of your learning this quarter? (N=32)

% of students

Category	%
Living situation	38%
Study habits	31%
Confusing expectations	25%
Financial problems	19%
Personal relationships	19%
Family problems	13%
Seminar problems	9%
Study environment	9%
Faculty relationship	6%
Unsettled about TESC	6%
Nothing	25%

* Categories in this table are not mutually exclusive since some students mentioned more than one obstacle to learning.

4. Academic Progress

Some of the interviews asked students to rate their academic progress in specific areas of learning. The students rated their progress on a 5-point scale, with 1 being "no progress at all" and 5 being "a great deal of progress." The average rating for each academic area was calculated and the average scores are shown in the table below.

How much progress have you made in… *(with number of students asked)*	Mean score
Writing clearly and effectively (N=27)	3.22
Seminar skills (N=23)	3.09
Getting along with people of different backgrounds (N=24)	3.04
Using the library at TESC to find information (N=26)	2.96
Speaking clearly and effectively (N=25)	2.76
Familiarity with using computers (N=24)	2.29
Math skills (N=27)	1.48

The T2S participants reported the greatest progress in writing, followed by seminar skills and getting along with diverse people. They reported the least progress in mathematics and computer skills, (which were the only two academic areas whose mean scores fell below the midpoint of the scale).

An overall academic progress score was calculated for the 18 students who were asked all of the items in the list. The students' overall scores ranged from 1.57 to 3.86, which showed quite a range of perceived academic growth within this group of students.

5. T2S Project Feedback

The T2S project sought feedback from participants throughout the course of the first year. Twenty-seven of the students reflected on which of the T2S workshops had been most interesting and useful so far. The Myers-Briggs Type Indicator (MBTI) workshop was the most popular at this point in the project. Results of this question are presented in the following table.

Which Transitions to Success workshops have been most interesting or useful to you?	Number of students selecting each workshop
Myers-Briggs Type Indicator (MBTI)	16
Contracts/Internships/Study Abroad	13
Learning Styles Inventory/Introduction to College Writing	5
Career and Lifework Planning / Introduction to K.E.Y.	4
Writing consultation with Learning Resource Center	3
Writing with Authority / Self-evaluations	2
Creative Fiction Writing	0

Twenty-five students also offered suggestions for improving T2S for the following year. Most of the comments were about the T2S workshops. Several simply encouraged continuing their favorite workshops for the next year's participants; the MBTI, Study Abroad/Contracts, Writing, Career Planning, and Portfolio workshops were specifically named. Some students named new workshop ideas, including Math, Team-building, Scholarships, Assimilating to Evergreen and Olympia, How Evergreen Works, How to Select or Change Programs, and Evergreen Resources. Four students thought the T2S meetings and workshops should be shorter. One suggested more flexible scheduling, and another thought there needed to be more effort at "getting the word out"

about upcoming events. One student suggested having different campus clubs and organizations introduce themselves during T2S meetings. Five students thought T2S could serve a stronger social function; their recommendations included more social activities without workshops, group discussions about non-academic transitions, more cross-program interaction, and using MBTI types to divide students into smaller peer groups.

D. Spring Interview #4

The spring interview consisted of a brief closure conversation between each student and their advisor. It served as a last check-in with students before they left for summer break. Thirty students completed the final contact. Since it was a short conversation, advisors took notes about the discussion as opposed to having the interview transcribed.

Twenty-four said they planned to return to Evergreen in the fall, and 22 of them were pre-registered. Although it was not directly asked, eight of the registered students volunteered the information that they were on long wait-lists for first choice programs and/or had been forced to register for third, fourth, or fifth choices.

Advisors asked students, "Was there a critical moment when someone at Evergreen could have done something to help you feel like it was the right place to be?" Nineteen students mentioned that there was such a critical incident or situation for them, although many did not provide the time frame of the incident. Conflicts with faculty, especially when the students felt the faculty were inaccessible to resolve the conflict were most often mentioned. Other issues with academic programs, getting into programs of choice, and individual incidents with various staff persons were also described as critical moments for the first-year students. Following is a list of the issues they discussed in response to this question:

- End of fall quarter – problems with uncooperative, manipulative roommate and no feedback from faculty to know how I was doing
- Fall quarter program met only 5 hours a week – not challenging. Talks with faculty helped, and I was patient waiting for my winter and spring program.
- Gray winter burnout combined with an intense program workload
- Winter quarter – non-responsive faculty and a bad experience in registration
- Wondering if college (in general) was right for me, but I found my niche at Evergreen
- Poor faculty relationship; I got 32 credits for learning nothing – Core was a joke
- Faculty accused me of coming to class stoned, which I did not – none of my faculty were accessible.
- Spring issues with [faculty member] – felt unable to approach for fear of vindictive repercussions. Other faculty had left program and Core connector never showed up
- Program faculty member was inaccessible – was docked a credit by him
- [Faculty member] should have been removed as convener, perhaps from faculty – distracted and nervous about accreditation hearings
- Evaluation writing – I feel like I sound fake
- Needed residency information
- Maybe if Access services' receptionist had been more supportive
- Campus police are rude and use scare tactics; they can't deal with suicide
- Went to Academic Advising and they were discouraging – I'm transferring to an Art school

- Low quality program spring quarter; not enough class meetings
- Felt screwed by Housing – roommates moved out, and I was made to pay triple occupancy rate
- Registration for next year – sophomores get end of the deal – can't get into what you want, especially if you want full-time
- Catalog said needed sophomore standing to get into [*program of choice*], but faculty refused to interview any sophomores; I'm transferring to Berkeley School of Music.

IV. Workshops

A series of workshops were held with T2S participants throughout the academic year. Each workshop was offered at two different times in an effort to accommodate various students' schedules. Reminder calls were conducted before each activity. Despite considerable time spent in coordinating, scheduling, and reminding students, their participation in workshops dropped off as the year progressed. Evaluative feedback was solicited from students after each workshop. In addition, T2S participants were included in project design by suggesting workshop topics that interested them for winter and spring.

The series of workshops offered to T2S participants is detailed in the following table. Workshop topic, quarter offered, and participation rate is provided.

Workshop	Quarter Offered	Number of Participants	% of T2S group
Learning Styles Inventory & Introduction to College Writing	Fall	35	81%
Writing with Authority & Self-evaluations	Fall	28	65%
Career and Lifework Planning & Introduction to K.E.Y.	Winter	23	54%
*Individual Contracts/Internships/Study Abroad	Winter	23	54%
Myers-Briggs Type Indicator	Winter	26	61%
*Creative Fiction Writing	Winter	3	7%
Portfolio Development, Part 1	Spring	19	44%
*Charisma Theory	Spring	3	7%
Portfolio Development, Part 2	Spring	11	26%

*This was a student-requested workshop.

V. Writing Assessment Activities

The Learning Resource Center (LRC) director offered individual 30-minute writing conferences during fall and spring quarters to the 43 students selected to participate in the T2S program with a goal of providing a writing assessment to the student.

The LRC director met with a total of thirty-three students (77%), for a first writing assessment conference. The writing conference was based on preliminary writing done in the beginning of the students' Evergreen experience. The initial individualized writing assessment included

feedback on the written work, identification of areas for improvement, and a discussion of each student's writing background and approach. Coordination was difficult, since many students missed appointments, sometimes multiple times. The T2S coordinator needed to reschedule many appointments and provided reminder calls the day/night before the conference.

Nineteen students (44%) returned during spring quarter for a second thirty-minute writing conference. The second writing conference was based on writing done after several months in their Core or all-level program. Student papers varied greatly in terms of assignment and quality of writing. Based on the assessment of the director, some of the writers could be writing tutors in the LRC; others evidenced serious problems in basic skills.

VI. Control Group Demographic Comparisons

A series of statistical tests were performed to check for differences between the T2S participants and the control group students using available demographic variables from the student administrative tracking system.

No significant differences (p….10) were revealed between the T2S and control groups for any of the following variables:

       Application type (high-school direct vs. high-school lagged)
       Average high school grade point average
       Average SAT verbal score
       Average SAT math score
       Gender distribution
       Ethnic distribution (students of color vs. white/unknown)
       Completion of New Student Advising Session
       Earned full credit during first-year at Evergreen

Only one demographic variable showed a significant difference between the sample and control groups. The T2S participants had a significantly higher (p=.05) proportion of non-resident students (60.5%) than the control group (41.2%). A follow up test was run to determine if non-residents were more likely to agree to participate in the T2S project than resident students, but that test showed no difference in participation rates. The original random sample from which participants were recruited already had a significantly higher proportion of non-residents than the control group random sample before project recruitment began.

VII. Evergreen Student Survey (Sample and Control Group)

The T2S Team developed an Evergreen-specific survey which was administered at the end of spring quarter to both the T2S participants and the control group. The survey asked students about use of campus resources, satisfaction with various aspects of Evergreen, and a few demographic variables in an attempt to ascertain whether differences existed between the first-year experiences of the two groups of students.

Twenty-nine T2S participants (67%) and 43 of the 56 control group members who were still enrolled at Evergreen (77%) completed the survey. Students came to group sessions to complete the surveys, and it took advisors six sessions to gain the participation of the 43 control group members.

A few limitations should be noted about this comparison, including small sample sizes and a high degree of self-selection for both groups. However, a few notable differences did appear between the groups that are of some interest.

Following are the four differences discovered between the participant and control groups' responses to this survey:
- T2S participants used Academic Advising services more than the control group (79% vs. 58%)
- T2S participants used Prime Time Advising services more than the control group (42% vs. 21%)
- T2S participants used the Career Development Center more than the control group (36% vs. 12%)
- T2S participants used Financial Aid's services more than the control group (68% vs. 47%)

Some inferences can be drawn from these results. The increased use of Academic Advising, Career Development, and Prime Time Advising (academic advisor located in campus housing during evening hours) by the T2S group was likely a result of their increased exposure to and awareness of these resources due to their participation in the project. Advisors hope that this awareness and connection to Evergreen services will continue to positively impact the students as they continue their education. The greater use of Financial Aid services reported by the T2S participants may reflect the influence of financial need on the decision to participate. In other words, some students whose financial need was greater may have been more likely to agree to participate in the project than students for whom the financial incentive was not as attractive or necessary. Many of the T2S students did mention to advisors that the financial incentive was a compelling reason to remain engaged in the program.

Another question of interest asked students if they planned to return to Evergreen in the fall. Of the 28 T2S students who responded, 82% said were definitely returning, and 18% had already decided not to return. The five students who had decided not to return for fall quarter gave these reasons for their decisions:
- I'm going to community college to take hotel and restaurant management.
- I am transferring to an Arts College; I'm look for a more specific education than Evergreen has to offer.
- I have decided to focus on music.
- I didn't come here for a degree; I just came to learn. After being here, I realize there are other ways of gaining knowledge. I also need more time for me. I plan to travel and do organic farming.
- I won't return in fall, but I'll be back for winter.

Of 43 control group members who provided their intent to return, 60% were definitely returning, 26% were probably returning, and 14% were not coming back in the fall. The control group students who weren't returning fall quarter provided the following reasons:
- I live in Centralia and my car broke down. I also want to be an engineer, and its not offered here.
- I'm going on a road trip.
- It's unlikely.

- I'm establishing residency and doing Americorps; I'll return the next year.
- I am going to live back with my parents to save money and go to Olympic College. This way I can get a job, give my car to my father, and ride my bike to school and work.
- It was the most depressed college environment one could battle.

Many of the control group members who were "probably" returning also provided some reasoning for their indecisiveness:
- If I don't get all my credit this quarter, my college might not be paid for.
- My housing situation is unstable; I want to have my own room or studio apartment, but there are currently no satisfactory rooms. Also I have no class; I am #49 on a waitlist, but I really want to finish my bachelor's degree here.
- I believe I will be attending Evergreen, however, nothing is definite, nothing to do with Evergreen, just me.
- That's a strong probably. I didn't say "definitely," because it isn't 100%, just as nothing can really be 100%.
- I am looking forward to the class that I am signed up for next year, however, there is no way that I will stay in my hometown to go to school.
- I really like Evergreen, however, for next year's curriculum, I don't really see anything in my field I'm interested in (philosophy, media, culture). If I do leave, I will transfer to SPSCC, then come back in a quarter or two.
- The reason is the availability of classes, or lack of. I have had trouble with deciding if I should come back or not.
- Not many choices in my field of interest.
- Unfortunately, the class list for fall is not appealing to me. The only class that looks interesting is sustainable forestry, and it is really a pain to get admitted. So, I plan on writing a contract over the summer, which will allow me to do field work in Colorado.

The students who intended to return to Evergreen for their second year provided a variety of reasons for their decisions as well. These students found a good fit at Evergreen; they described being interested in their studies, engaged in activities, pleased with the self-directed and non-competitive approach to education, pre-registered for programs, connected with peers and faculty, and looking forward to future studies. A few more unique reasons for staying at Evergreen included personal commitment to sticking it out, not wanting to be nagged by mom for dropping out, affordability, and the difficulty of transferring elsewhere.

VIII. College Student Experience Questionnaire

The College Student Experience Questionnaire (CSEQ) was also administered to both the T2S participants and the control group in May and June of 2000. The survey collected information about students' backgrounds, educational goals, academic and non-academic activities, experiences with faculty, academic progress, topics of conversation, and opinions about the college.

The Office of Institutional Research analyzed the results. No statistically significant differences were found between the T2S participant and control groups' first year experiences based on this questionnaire.

IX. Year One T2S Evaluation

During the final spring contact with the T2S participants, the students completed an evaluation of the program. Thirty students reflected on the year and offered feedback about how useful the various activities were for them. Advisors gained information about what seemed to be the most successful parts of the program, and conversely, they were able to note the activities that did not seem appropriate to repeat in the following year.

Students rated the helpfulness of various T2S activities on a 5-point scale, (where 1=Not helpful at all, 2=Not very helpful, 3=Neutral, 4=Somewhat helpful, and 5=Very helpful). The mean ratings of the helpfulness of various activities were calculated and are presented in the next table along with the percentage of students who rated each activity above "neutral." Note: several of the workshops which incorporated more than one topic were presented as separate items, so that different aspects could be rated differently by students as appropriate.

T2S Activity *(with number of students who responded)*	Mean rating of helpfulness	% rating as helpful
Self and Faculty Evaluations workshop *(N=23)*	4.48	87%
Spring writing debriefing session: second writing consultation *(N=17)*	4.47	94%
One-on-one interviews and conversations with advisors *(N=29)*	4.45	90%
One-on-one writing consultation *(N=28)*	4.25	79%
Opportunity to determine what workshops T2S participants wanted *(N=25)*	4.12	68%
Myers-Briggs Type Indicator workshop *(N=23)*	4.04	78%
Discussion of College Writing workshop *(N=25)*	4.00	72%
Charisma Theory workshop *(N=3)*	4.00	67%
Writing with Authority workshop *(N=22)*	3.86	64%
Individual Contract/Internship/Study Abroad workshop *(N=23)*	3.83	70%
Mid-quarter phone check-in from advisor *(N=24)* *(how's it going and plans for spring quarter)*	3.83	63%
Career and Lifework Planning workshop *(N=24)*	3.83	58%
Portfolio Development, Part 2 workshop *(N=11)*	3.82	59%
Portfolio Development, Part 1 workshop *(N=17)*	3.71	73%
Learning Styles Inventory workshop *(N=28)*	3.68	54%

For the 17 students who reported participating in the end of year personal writing consultation at the Learning Resource Center, this was the highest rated activity in the project. The one-on-one personalized advising conversations were also very highly rated by the 29 students who had participated in those activities, with 31% rating them somewhat helpful and 59% rating them very helpful. The highest rated workshop was the fall quarter workshop on writing self and faculty evaluations, which helped first-year students adjust to Evergreen's approach to learning

assessment. All of the T2S activities were rated as helpful (above the neutral point) by over half of the students who reported participation.

A second series of questions on the T2S evaluation asked students to respond to a set of questions about program outcomes. The questions and the students' response patterns are presented in the next table.

T2S Outcome Question *(with number of students responding)*	Yes	No	Maybe
Do you think it was helpful to you as a student that you were selected to participate in this project? *(N=30)*	80.0%	6.7%	13.3%
When we did not have an answer to a question you had, or when we could not offer a workshop you wanted did we refer you to where you could get information? *(N=28)*	82.1%	3.6%	14.3%
Did we offer one of your choices of student-requested workshops? *(N=30)*	80.0%	3.3%	16.7%
Did you gain insights from T2S that you shared with other students outside T2S? *(N=30)*	76.7%	16.7%	6.7%
Do you feel you made notable growth in your writing skills as a result of your work with Olivia and/or Alicia of the Learning Resource Center? *(N=29)*	31.0%	31.0%	37.9%
Do you think you would have participated in T2S without the financial incentive? *(N=30)*	40.0%	26.7%	33.3%
Are you returning to Evergreen in the fall? *(N=30)*	80.0%	16.7%	3.3%
If returning to Evergreen, do you think that you'll continue to seek advising from the advisor/interviewer with whom you worked this year? *(N=26)*	69.2%	0%	30.8%
If you are returning to Evergreen in the fall, would you consider mentoring incoming freshmen to help them with their transition to college? *(N=26)*	53.8%	15.4%	30.8%
If returning to Evergreen in the fall, would you continue to participate in a sophomore year version of T2S? *(N=26)*	34.6%	26.9%	38.5%
If "T2S Revisited, Year Two" were to happen, there would likely be no financial incentive, but it would be jointly designed with you to meet your needs. Would you still participate? *(N=28)*	46.4%	21.4%	32.1%
Did you attend one (or more) Academic Fair(s)? *(N=30)*	80.0%	20.0%	0%
Did you seek academic advising from one (or more) of your program faculty? *(N=30)*	60.0%	33.3%	6.7%
Did you seek academic advising beyond the interview sessions from an academic advisor, either your interviewer or another staff advisor? *(N=30)*	63.3%	33.3%	3.3%
Did you have an individual session with someone from the Career Development Center to explore summer job possibilities, resume writing, skills and interest surveys, graduate schools, or careers? *(N=30)*	33.3%	63.3%	3.3%
Do you anticipate that Study Abroad will be part of your undergraduate experience? *(N=30)*	56.7%	16.7%	26.7%

Highlights of the T2S program outcomes included 80% of the students reporting that they found the program helpful, and 77% carried new knowledge they picked up in the project activities to their friends. Of the students who plan to return to Evergreen, 69% would continue to seek advice from their T2S advisor and 31% might do so; none of the students said they would not continue to seek out their advisors.

Students who completed the survey wrote in comments about their strongest dissatisfactions and satisfactions with the program. They also wrote general suggestions for the future direction of the program.

The majority of the dissatisfaction comments were in regards to specific workshops that didn't appeal to some individuals. For example, students who were bored by a writing workshop, thought workshops were too long or didn't allow for enough seminar time, or didn't feel information was relevant to their own goals. A few students had specific recommendations for workshops that they felt would have strengthened the content or presentation, such as providing examples of independent contracts and portfolios, having smaller groups so it's less intimidating to ask questions, providing more time to bond with other students, and offering more assistance with registration processes and how to write evaluations.

The students spoke highly of their one-on-one contacts with their T2S advisors and the individual feedback they received during their writing consultations. They appreciated the affirmation, guidance, support, and concrete information they received through their participation in the program. Following are some examples of these sentiments in the students' own words:

- I like one-on-one meetings. I have always enjoyed writing critique, because it is something that I want to get better at. This is a very good service at Evergreen.
- I feel Jean has been a great source of support and guidance this year. She has directed me to resources I most likely wouldn't have used in my freshmen year.
- The one-on-one interviews allowed me to express my feelings about Evergreen, and I felt comfortable about being honest and knowing that I was being listened to. It made me think more about my decision to come here.
- I really enjoyed T2S. As a first-year student, I felt like it gave me a chance to learn the ropes at Evergreen. If I had not participated it would have been a lot harder to adjust to Evergreen learning style.
- I probably never would have gone out and looked for this information, but it is very useful to have, and I'm glad I know about it now.
- I like meeting one-on-one. Even if it's just to hear myself talk, it helps me realize my goals, figure out my life and focus my attention.
- Without T2S I wouldn't have been exposed to academic advising and wouldn't have had the opportunity to discuss my problems and questions with anyone.
- The evaluation process is mysterious and confusing to incoming students, so that workshop was quite helpful.
- The contract/study abroad workshop helped me to help a lot of my friends with questions about how to do it. It was really great to be able to help and direct them.
- Getting to share all my privileged T2S information – from self-evaling to metal shop proficiencies – with my friends.

- All the workshops were equally satisfying. I really can't choose. As a freshmen, first-time at college, having none of my family graduate from college, I just needed to know my options. Reading about them in the catalog was nothing compared to talking to people and being able to ask questions.

As far as suggestions for the future of T2S, students had varied opinions. Some felt T2S should become more integrated into academic programs. Students again reiterated their feelings about shorter workshops, and they also mentioned optional workshops, going as a group to visit resources instead of them coming to report to the group, more participatory workshops, attending events together as a group, and enhancing the social function of the program. About seven students would like more emphasis on academic planning, including how to select programs, discussing the "inside scoop" about faculty for best fit issues, getting upper-division students to share their experiences, creating a four-year plan, how to contact faculty, and how to get into the program of your choice.

X. Follow-up in Fall 2000

The T2S team followed up with the participants from the Year One T2S program (99-00) to ask them to reflect on their experiences in T2S once they were into their second year at Evergreen. The follow-up telephone interview also provided an opportunity to check-in with continuing students about how things were going for them.

A. Sample and Methodology

Of the original forty-five participants from T2S 99-00, twenty-nine were registered for classes in Fall 2000. This is a 64.4% retention rate from Fall 1999 to Fall 2000 for the participant group. No financial incentives were offered for follow-up survey participation.

During November and December 2000, an academic advisor attempted to contact each of the 29 students who were enrolled in fall 2000 by telephone to conduct the follow-up survey. Of the twenty-nine returning students, 15 were successfully contacted; 11 students completed interviews, and 4 refused participation. The advisor sent letters requesting contact from the students for whom current phone numbers were not available, but did not hear from any of them.

Thus, the following survey results represent the impressions of 38% of the returning T2S students, which is 24% of the original T2S participant group.

B. Reflections on Participation in T2S 99-00

All eleven of the survey respondents felt that they were better able to find the information and resources that they want at Evergreen due to their participation in the T2S pilot program of 99-00, in comparison to their peers who did not participate in T2S.

All eleven students could also name something specific that they learned or experienced in T2S that had been useful to them in their second year at Evergreen. Consistent with the findings from

the spring quarter 2000 interviews, the former Year One participants confirmed that the most meaningful part of the T2S program was the opportunity to meet one-on-one with an advisor. The following table depicts all of the responses to this question.

Things Learned or Experienced in T2S 99-00 that Have Been Useful in Second Year at Evergreen*	Number of Students Who Mentioned Each Aspect of T2S (Total N=11)
One-on-one Meetings with T2S Advisor	11
Information about other Evergreen Resources	6
Personalized Academic Planning Attention	5
Workshop: Individual Contract/Study Abroad/Internship	5
Concrete Advice about How to Maneuver through Evergreen System	3
Workshop: Writing with Authority/Self-Evaluations	3
Workshop: Career and Lifework Planning	2
Workshop: Portfolio Development, part 1	2
Emotional Support	1
Information about Resources of Greater Olympia Community	1
Workshop: Charisma Theory	1
Workshop: Learning Styles Inventory/Intro. to College Writing	1
Workshop: Portfolio Development, part 2	1

Categories are not mutually exclusive; many students named more than one aspect that had been useful to them.

C. Activities in Second Year at Evergreen

Eight of the eleven surveyed students (78%) were employed during fall quarter 2000, which compares to 39% of all T2S Year One participants during fall quarter 1999.

All eleven students were enrolled in full-time programs during fall quarter 2000. All but one (91%) were in their first choice program, which compares to 87% of Year One participants during fall of freshman year. Students were asked to explain how they selected the programs in which they were enrolled. The tools and resources that they mentioned are described in the following table. The course catalog and input from faculty and academic advisors were the most common responses.

How Students Selected the Programs in Which They Enrolled*	Number of Students Who Mentioned Each Resource (N=11)
Evergreen Course Catalog	9
Input from Faculty	6
Input from Academic Advisor	5
Input from Friends	3
Academic Fair	2
Personal Past Experience with the Faculty	1
Student Advising Handbook	1

Categories are not mutually exclusive; several students named more than resource they used.

All eleven students reported that they have thought about or planned what academic programs they will be taking in the future. They were asked, "With whom do you discuss your academic plans?" Their responses are presented in the next table. Two students stated that they did not discuss their plans with anyone, but the remainder mentioned between one and four different sources of consultation about academic plans. Academic advisors and Evergreen faculty were the most commonly mentioned academic consultants. Advisors were encouraged by the finding that over half of the respondents continued to seek academic planning advice from Academic Advising without the structure of the first-year program.

With Whom Do You Discuss Your Academic Plans?*	Number of Students Who Mentioned Each Academic Planning Support (Total N=11)
Academic Advisor	6
Evergreen Faculty Member	5
Friends/Peers/Classmates	4
Career Development Center	2
Employer	1
Parent	1
No one	2

*Categories are not mutually exclusive, since 6 students named more than one source of planning support.

The students shared something that was going well for them at Evergreen. Nine students (82%) discussed things that were going well with their studies and/or faculty, four students (36%) were experiencing good jobs or finances, and four students (36%) were forging successful new relationships or had positive living situations.

Students were also asked to describe something that had been difficult for them or wasn't going well at Evergreen. Happily, three students (27%) could not think of anything that was difficult or not going well for them. Five students (46%) discussed something about courses or faculty that had been difficult, and two (18%) mentioned not having enough time. Several other issues ranging from the weather to personal illness were mentioned by one student each.

D. Institutional Confidence and Intent to Persist

Based on the confidence issues collected in anecdotes from Year One, and our survey of the literature, we felt we should ask Year One participants to rate their confidence in their own abilities and institutional confidence. During the follow-up interview, students were asked to rate each type of confidence on a seven-point scale, with three anchor points defined: 1 being not at all confident, 4 being moderately confident, and 7 being extremely confident. The next two charts present the students ratings on each confidence scale.

Rating of Confidence that You Have What It Takes to Succeed at Evergreen

Sample mean = 6.18

Rating of Confidence that You'll Be Able to Get the Kind of Education You Want at Evergreen

Sample mean = 5.55
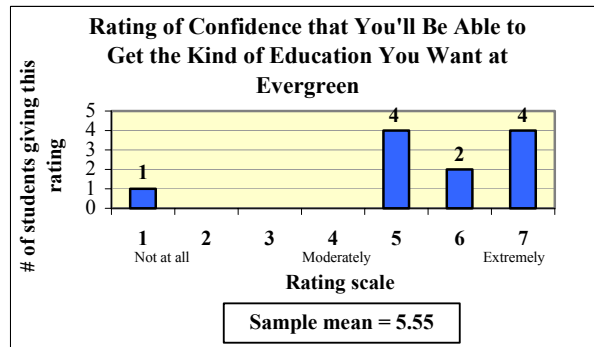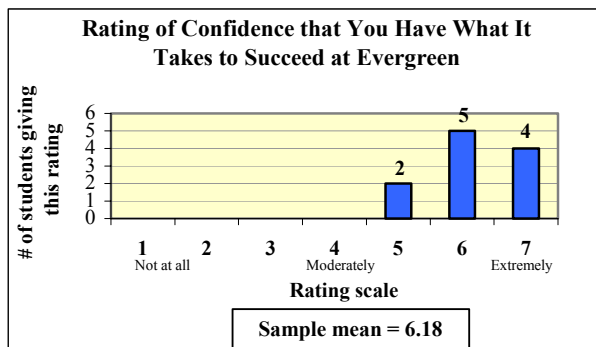
Six students provided suggestions of things that would increase their confidence about getting what they want at Evergreen:

- I would like to see more classes offered in the arts
- Availability of more art classes; the DTF [Disappearing Task Force] on what to do about classes
- Computer science and multimedia combined classes
- More knowledgeable faculty; a program where the faculty works with you and gives one-on-one focus with students to give confidence
- Transitions to Success Part 2; offer degrees
- I have to do the changing

All but one of the eleven students said they plan to stay at Evergreen until they earn their Bachelor's degrees; one student was unsure if she would stay, since her interests have changed.

E. Sense of Connectedness to the Evergreen Community

The students rated their sense of connectedness to the Evergreen community on a seven-point scale, with three anchor points defined: 1 being not at all, 4 being moderately, and 7 being extremely connected. The next chart illustrates how the students rated this measure.

Rating of Connectedness to the Evergreen Community

Sample mean = 4.73
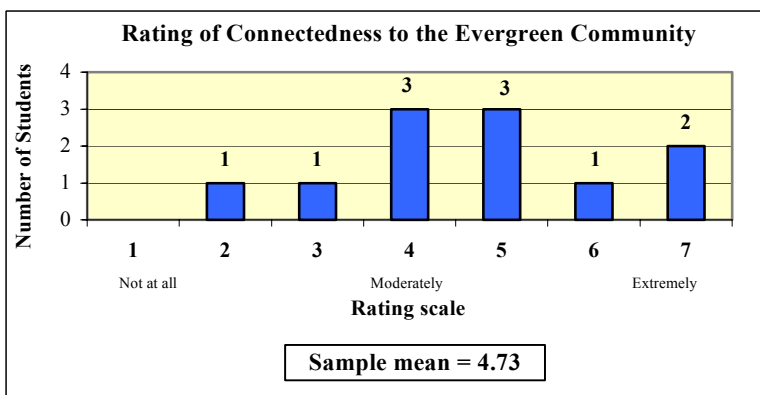
Chapter 4: Year Two Data Summary

I. Chapter 4 Highlights

A. General Demographics

- 42 students participated in year two of the T2S project.
- 50% of the participants were women.
- 7% of the participants were students of color.
- 50% of the participants were non-resident.
- 90% used e-mail regularly.
- 55% received loans, grants or scholarships.
- 73% of the participants were living on-campus.

B. Fall Quarter Interview

- 42 students participated in the fall quarter interview.
- 43% were employed or planning to work. Responses ranged from 3 to 40 hours per week.
- 76% of the participants were enrolled in their first choice program.
- Participants liked program content best (45%), followed by seminar and other forms of peer collaboration (36%).
- Students least favored structure/lack of structure (33%) and presentation of material also 33%) in their program.
- When asked what's going well for them at Evergreen, 48% reported academic endeavors.
- Participants cited workload/time management (31%) and peers/Evergreen community (29%) as things that were difficult/weren't going well.
- Students were feeling the most stress about finances/budget and keeping up with academic responsibilities.
- All but two participants indicated they had made new friends since coming to Evergreen.
- 88% reported meeting students who are not members of their current academic program.
- During their first weeks on campus, all students reported going out, more socializing/getting to know new people (86%), exploring the campus (86%) and exploring Olympia (86%).
- Future academic pursuits led student comments about what they were looking forward to at Evergreen (57%).
- 29% of the participants planned to change programs for winter quarter.
- 71% found the workload in their programs challenging but manageable while 7% felt overwhelmed and 21% did not feel adequately challenged.
- Over half of the participants reported the first few weeks of fall quarter were the most challenging.

- Participants reported they would feel most comfortable approaching classmates (95%) and faculty (93%) for academic advice or assistance.
- Participants reported they were most confident in their ability to keep up with reading and their writing ability.
- Participants were least confident in their computer skills and mathematics abilities.
- 90% of the participants cited moderate or high confidence that they could get the kind of education they wanted from Evergreen.
- 100% of the participants cited moderate or high confidence they had what it takes to succeed at Evergreen.
- 71% of the participants planned to stay at Evergreen until they earn their Bachelor's Degrees while 21% of the participants were not sure of their own intentions to persist until earning a degree, and 7% did not plan to stay.
- 69% of the participants cited moderate or high sense of connectedness to the Evergreen community.

C. Winter Quarter Telephone Check-in

- 41 students participated in the winter quarter interview.
- 37% of participants reported working.
- Only three participants reported changing their living situation.
- 79% of participants continued in the same program winter quarter.
- 92% of students were in their first-choice program.
- 50% of the participants planned to change programs for spring
- 79% of participants felt adequately challenged in their program, while 16% felt under-challenged and 5% felt overwhelmed.
- 90% of the participants rated moderate to high sense of connectedness to the Evergreen community with peers, classmates and friends having the greatest impact on that sense of connectedness.
- T2S participants reported highest confidence in their writing ability and ability to give a class presentation.
- T2S participants reported lowest confidence in mathematics ability and ability to complete a research project.
- 98% of the participants cited moderate or high confidence that they could get the kind of education they wanted from Evergreen.
- 95% of the participants cited moderate or high confidence they had what it takes to succeed at Evergreen.
- 61% of the participants planned to stay at Evergreen until they earn their Bachelor's Degrees while 24% of the participants were not sure of their own intentions to persist until earning a degree, and 15% did not plan to stay.
- Students continued to feel the most stress about finances/budget and keeping up with academic responsibilities.
- The largest decrease in a stress item was doing a self-evaluation, while the largest increase in a stress item was regarding love life/personal relationships.

D. Spring Quarter Interview and Written Survey

- Forty students completed the spring T2S contact.
- 90% of the original T2S students were still enrolled in spring quarter.
- 38% were employed during spring quarter.
- 57% of participants continued in the same program spring quarter. Fewer students actually changed programs then had reported their intent to change during the winter contact.
- 83% were in their first choice program.
- Overall, the students found their spring workload more challenging than in prior quarters. 84% of participants felt adequately challenged, while 8% felt their workload was too light, and 8% felt overwhelmed.
- The average Stress Inventory score for all respondents combined was 2.15, (which compares to 1.90 for winter quarter and 2.06 for fall quarter).
- The largest decrease in a stress item was participating in seminar, while the largest increase in a stress item was regarding managing time and balancing activities relationships.
- Students gained confidence in their academic skills by spring quarter, and the largest gain was in seminar participation.
- Students reported the largest gains in learning during their first year in the following areas: learning on their own, understanding other people, and putting ideas together.
- Students reported the least progress in understanding scientific developments and quantitative thinking.
- In an open-ended question, 50% of the students brought up Evergreen's approach to teaching and learning as the reason they decided to come here.
- 85% of the students selected the catalog as a major influence on their decision to come to Evergreen.
- 65% of these students felt their expectations of Evergreen had been met or exceeded.
- 67% of these students felt their social and campus environment expectations had been met or exceeded.
- In responding to questions about their satisfaction with the Evergreen experience, the highest number of "very satisfied" ratings included attitude of the faculty, respect for various sexual orientations and political freedom.
- In responding to this same set of questions about their satisfaction with the Evergreen experience, food service received the highest number of "very dissatisfied" ratings.
- Students mentioned that workload and time management were the most difficult to adjust to in their first year at Evergreen.
- By spring, over 75% of the T2S participants had used the library, the computer center and the IT public bus service.
- Two thirds of the participants attended Academic Fair and/or the First Year Advising Day Academic Fair.
- Over half of the students participated in campus housing programs, academic advising contacts outside of T2S, recreation services, and the Learning Resource Center.
- 87% of the participants rated moderate to high sense of connectedness to the Evergreen community with peers, classmates and friends having the greatest impact on that sense of connectedness.

- 84% of the participants cited moderate or high confidence that they could get the kind of education they wanted from Evergreen.
- 100% of the participants cited moderate or high confidence they had what it takes to succeed at Evergreen.
- 84% of the participants planned to return to Evergreen in the following fall
- 51% of the students planned to stay until they earn their Bachelor's Degrees while 41% of the participants were not sure of their own intentions to persist until earning a degree, and 8% did not plan to stay.
- In an open-ended question, student-identified characteristics about what helped them succeed included the following, in order of frequency: self-motivated learning, open-mindedness, strong academic skills, good people skills, work ethic, and persistence.

E. Academic Planning Workshop
- Students participated in an academic planning workshop called Mapping Your Education II. Students appreciated hearing about how other students had created their own academic pathways, and they felt more optimistic and prepared to do this work for them selves. Students expressed increased confidence in their planning processes and resources, increased flexibility and a commitment to breadth and depth in their planning.

F. T2S Evaluation
- Students who completed the T2S program evaluation process indicated the in-person interviews in fall and spring were rated the most useful.
- 41% of the students said they would have participated, even without financial incentive.
- 41% stated they sought out additional advising due to their participation in T2S.
- 100% of the participants indicated that they found it helpful to participate in the T2S project.

G. Control Group Comparisons
- T2S participants were significantly *more* likely than the control group to:
    - Use parent/family support and trust funds to help pay for their education
    - Be in a Core program fall quarter
- T2S participants were significantly *less* likely than the control group to:
    - Have had a family member who attended Evergreen and to have used college guide books to form expectations
    - Feel overwhelmed by academic workload
- T2S participants had significantly *higher* mean ratings than the control group in the following areas:
    - Stress about making new friends
    - Stress about developing an academic plan
    - Stress about getting through registration for upcoming quarter
    - Progress in gaining a broad general education
    - Progress in understanding other people and the ability to get along with different kinds of people
    - Connectedness to the Evergreen community
    - Perceived helpfulness of Orientation Week activities
    - Perceived helpfulness of Learning Resource Center/program tutors
    - Perceived helpfulness of student Health and Counseling Center

♦ Satisfaction with political freedom at Evergreen
- T2S participants had significantly *lower* mean ratings than the control group in the following areas:
    ♦ Stress about keeping up with academic responsibilities
    ♦ Satisfaction with quality of instruction in their program

- T2S participants participated in more student-run organizations, meetings with academic advisors outside of T2S activities, campus housing services and programs, the Learning Resource Center, and K.E.Y. Student Services than the control group.
- Control group students reported more participation in New Student Advising Sessions, Recreation Services, and the Library than the T2S group.

II. Year Two Participant Demographics

Seventy-five first-year students were randomly selected from all freshmen at the beginning of fall quarter 2000. Forty-two of those students were successfully recruited to participate in the second year of the T2S project. (For additional detail about sample recruitment and methodology, see Chapter 2.)

A. Gender

The gender distribution of sample participants was an exact 50/50 split between male and female. Since the sample was random, this was sheer coincidence. However, this situation facilitates testing for gender differences in variables of interest (such as stress scores, confidence measures, and satisfaction). Male students represented a higher proportion of the T2S sample group than they did in the overall first-year student population (46%).

B. Ethnicity

Year Two T2S Sample Participant Ethnicity (N=42)

Not Indicated 14%
African-American 2%
Hispanic 5%
Caucasian 79%
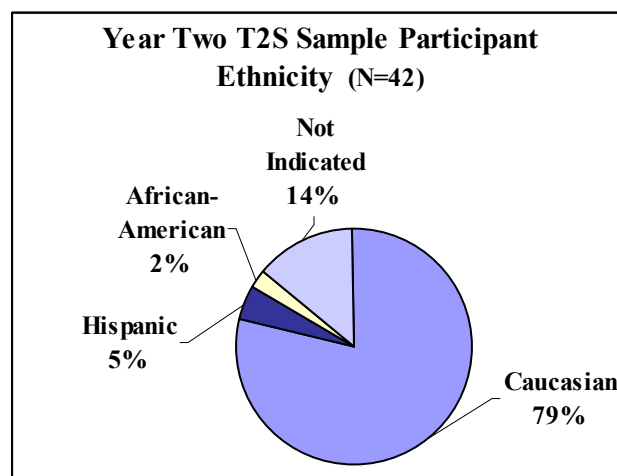
Twelve percent of all incoming first-time, first-year students at Evergreen were students-of-color. Since only 7% of the T2S sample group were students-of-color, the ethnicity distribution of the T2S sample group was somewhat different than that of all freshmen. African-American students shared the same proportion of the T2S sample and the overall freshmen population; Hispanic students were 1% higher in the T2S sample. No Native American students appeared in the random sample, though they represented 2% of all freshmen. One Asian/Pacific Islander student was included in the sample, but chose not to participate. Asian students made up 5% of all freshmen. A smaller percentage of the T2S sample had ethnicity "not indicated," than all freshmen at Evergreen (17% did not identify their ethnicity).

C. Residency

Half of the students were residents of Washington State, and half registered as non-resident students. The proportion of non-residents in the T2S sample was slightly higher than that of all first-time, first-year students in fall 2000 (45%).

III. Fall One-on-One Interview

Forty-two interviews were completed between November 6 (week 7) and December 8 (week 10) of fall quarter. The lead project advisor completed most of the interviews, and three other T2S advisors completed the rest of the interviews.

A. Use of E-mail

Ninety percent of the participants (N=38) had e-mail addresses that they used regularly, however, only 1 student reported using his Evergreen e-mail account regularly, which contributed to the challenge of participant recruitment.

B. Living Arrangements

Thirty of the students (71%) reported living on campus in college housing, and the other twelve (29%) were living off campus in apartments or houses. The majority of the participants (86%) lived with roommates, friends, or a partner. Four students lived with their parents or in their family home, and 2 students lived alone.

C. Employment and Funding Sources

Eighteen participants (43%) were employed or planning to work during fall quarter. Twelve of them provided an estimate of hours per week they expect to work, and their responses ranged from 3 hours to 40 hours per week. Only 3 of these students reported working 30 or more hours per week, whereas the other 9 are working 24 hours a week or less.

The students were using varied sources of funds to pay for this year's tuition and living expenses as detailed in the table that follows. All but six of the students were using more than one type of support to finance their first year of college education, in about as many combinations as were possible. The most common method was a combination of parent/family support and the student's own earnings, savings, and credit cards, with or without other sources of funds.

Twenty-three participants (55%) were using student loans, grants, and/or scholarships to help finance their education.

Source of Support Used to Pay for This Year of College*	Yes
Parent/Family support	83% (N=35)
Self/Student's own earnings, savings, credit cards	64% (N=27)
Student loans	41% (N=17)
College savings account/Trust fund (set up by someone other than student)	33% (N=14)
Grants/Scholarships	33% (N=14)

Categories in this table are not mutually exclusive since a single student may have used more than one source of support.

D. Academic Program

The sample includes first-year students enrolled across the first-year student offerings in the full-time curriculum, as well as some students taking part-time studies offerings, and one enrolled in a full-time sophomore level social science program. 67% (N=28) of this year's participants were enrolled throughout the nine Core programs; eight students were distributed amongst five of the eight all-level programs; five were taking part-time studies offerings, and one was enrolled in a full-time sophomore level program. Thirty-two of the students (76%) reported being in their first choice program offering.

Most of the students (71%) found the workload in their programs to be challenging, but manageable. Three students (7%) reported feeling overwhelmed by the workload, and nine students (21%) did not feel adequately challenged by their programs. Twenty-seven participants (64%) planned to stay in their current program for winter quarter, while twelve students (29%) planned to change programs. The remaining three students (7%) were still undecided as to their plans for winter quarter, despite the fact that they were interviewed near the end of fall quarter. The participants were asked what they liked best about their programs so far. Following is a table of the categories into which their narrative responses were classified.

Aspect Liked Best About Program So Far*	% and Number of Students Who Mentioned Each Aspect of Program (N=42)
Subject Matter	45% (N=19)
Seminar/Group Discussion	36% (N=15)
Workshops/Applied Learning	29% (N=12)
Faculty	21% (N=9)
Learning Climate/Environment	17% (N=7)
Nothing *(One student does not like anything about program so far)*	2% (N=1)

Categories are not mutually exclusive, since many students mentioned more than one aspect of their program they liked best.

Nearly half of the students mentioned the subject matter of their programs as the highlight so far. These students enjoyed the book choices, lectures, movies, and interconnected topics, and they found the overall themes of their programs to be thought provoking and informative. Over one-third of the participants named seminars and group discussions as their favorite aspects of their programs. They like the chance to discuss ideas with their classmates, hear what others have to say, and collaborate with other students. Twelve students singled out workshop and applied learning activities in their programs as the best thing. They are enjoying hands-on learning, field trips, guest speakers from their field of study, and class work that has recognizable real-world applications. One student said, "It's a program that is teaching us how to live." Another student enjoyed field trips because "we touched the stuff we are studying." Nine students mentioned their faculty as a high point of their studies. Those who offered more specific characteristics noted instructors who did not dominate the class, allowed students freedom to adapt assignments to their interests, and who employed methods of instruction that were new to the students. Some students discussed broader aspects of the learning environment that have pleased them most so far: open-mindedness, broad spectrum of study, level of challenge, independence, freedom to do extra work in areas of interest, and discussions with other students outside of class were singled out. One student said, "I feel like I am part of the learning experience."

Students were also asked what they liked least about their academic programs so far. Here is a look at how their narrative responses broke down.

Aspect Liked Least About Program So Far*	% and Number of Students Who Mentioned Each Aspect of Program (N=42)
Presentation of Material	33% (N=14)
Program Structure/Lack of Structure	33% (N=14)
Workload	26% (N=11)
Faculty	14% (N=6)
Seminars	12% (N=5)
Learning Environment	7% (N=3)
Nothing *(Two students like everything about their programs so far)*	5% (N=2)

Categories are not mutually exclusive, since many students mentioned more than one aspect of their program they liked least.

Issues with the presentation of course material and problems with program structure (or lack of structure) were the most frequently mentioned unfavorable aspects of academic programs. With regards to presentation format, some students felt that course material was not challenging enough, text choices were poor, there were too many lectures, or that lectures were boring and impersonal. Others commented that topics of interest were rushed through or presented without supporting text materials. A couple of students were concerned that viewpoints being put forth in the classroom were too limited; as one said, "It caters to people who came here – I'd like another viewpoint – to hear about capitalist views and stuff like that." Students who mentioned problems with program structure were distraught with poor planning, poor use of class time, and vagueness of program direction. Others complained of awkwardness in how their programs scheduled activities. One student wished there was more time to communicate with faculty; and another was disappointed to only have contact with one faculty member, since that program splits into two seminar groups. Of some concern were the following comments from three discouraged students enrolled in the same program: the first says, "We are not getting what they said we would study;" the second adds that "We have no syllabus, haven't written an essay, have only read some chapters out of three books – faculty is not assigning new work, and there is a lack of structure;" the third student in this program states, "I feel like we are not doing anything – they don't do anything; they want us to do everything – we fill time." Two of the discontented students from this particular program had selected it as their first choice; all three intend to change programs for winter quarter. Unfortunately, these are the only three students enrolled in that particular program who are part of the T2S participant sample, so we have no alternate impressions of this program with which to contrast the negative comments.

Eleven students named heavy workload as the least favorable thing about their programs so far. Their comments were concerned with both the quantity and timing of assignments, especially reading/writing tasks and allowing sufficient time to process new material. Six students named faculty who were perceived as uninvolved, judgmental, unfair, uninteresting, unclear, and/or unresponsive as the aspect of their programs that was the least satisfying. In contrast to the 15 students who cited seminar as their favorite thing about their programs, 5 students named seminar as their least favorite thing. These students had specific complaints, including fellow students who came unprepared and discussions that were dull, repetitive, digressed from the topic, or were dominated by a few outspoken students. Only three of the interviewed students described aspects of their learning environment as their least favorite thing about their programs. One said , "My peers lack diversity and maturity." Another student noted the age difference between self and peers, "About 80 percent are right out of high school and not used to being responsible for their own learning." The last person in this category stated, "I'm not used to the environment; they want us to become a community – cliques are not a community."

E. Sources of Stress Inventory

During the interview, participants were asked to rate the level of stress they were currently feeling about various issues that they might be facing this year. The scale items were designed based on the narrative responses to similar questions asked of first-year Evergreen students who participated in last year's Transitions to Success pilot. The scale served as a quick way for the student and advisor to discern areas of highest stress and concern to address during the one-on-one contact. The following table presents a picture of the stress inventory results for the whole

participant population. Items are ranked by their mean stress rating, with the highest stress item for the group being their finances and budget, and the lowest stress item being getting through registration winter quarter.

Sample Mean	How much stress are you feeling about…	1 None	2 A little	3 Moderate amount	4 Quite a bit	5 A lot
2.67	Your finances and budget?	14%	43%	19%	10%	14%
2.45	Keeping up with academic responsibilities?	17%	43%	24%	12%	5%
2.44	Developing your career goals?	24%	29%	34%	2%	10%
2.31	Doing a self-evaluation?	19%	45%	24%	10%	2%
2.29	Managing time and balancing activities?	21%	38%	31%	10%	0%
2.21	Developing an academic plan?	36%	24%	29%	7%	5%
2.19	Gaining the skills you need for your future?	38%	26%	21%	7%	7%
2.14	Being evaluated by your faculty?	31%	41%	17%	7%	5%
2.12	Societal, environmental, or political issues?	41%	21%	29%	5%	5%
2.03	Your job or lack of employment?	53%	18%	13%	10%	8%
1.98	Family issues?	45%	29%	17%	2%	7%
1.93	Participating in seminar?	44%	37%	7%	7%	5%
1.90	Love life or personal relationships?	52%	24%	10%	10%	5%
1.81	Your health or medical issues?	62%	14%	10%	10%	5%
1.81	Roommate or housing situation?	52%	21%	21%	2%	2%
1.79	Finding a sense of community at Evergreen?	52%	26%	14%	5%	2%
1.67	Making new friends?	60%	26%	5%	7%	2%
1.67	Getting information you need?	57%	26%	14%	0%	2%
1.64	Getting through registration next quarter?	62%	21%	7%	7%	2%

Totals for some scale items may not equal exactly 100% due to rounding.

Looking at the overall participant picture is one way to look at this information, however, it is important to remember that the source of greatest stress for an *individual* may differ considerably depending on the person. The overall mean for the participant group across *all* stress items was 2.06, but individual students had mean stress scores ranging from 1.32 to 3.32. A few of the T2S participants identified some sources of stress in their lives that were not captured by items in the standard list. Three students added that transportation issues were a source of "a little" or "moderate" amount of stress – not being able to get off campus, not having a car, and parking were specifically named. Other stressors mentioned by one student each were as follows: being away from home/friends, not getting a well-rounded education including enough science/economics/math, the Greenery, lack of motivating work, getting advised, and feeling poorly prepared for college due to attending an alternative high school.

F. College Life

Advisors asked the participants to describe something that was going well for them at Evergreen and what they are looking forward to. This was a two-part question, so the students' answers are broken out into two parts for the summaries that follow. Although this question was broad enough for students to identify non-academic aspects of their college experience, more students told us that academic pursuits were going well for them than named items falling into other categories. Students felt good about their accomplishments and getting positive feedback from

faculty. One-third of the participants were enjoying meeting new people, and they were finding it easy to make friends with similar interests. Seven participants said their experience in general was going well at Evergreen. One of the seven commented, "At this point, everything is at a balance; I'm feeling comfortable and starting to feel at home." Pleasant housing situations and finding roommates who were a good match was going well for some T2S participants. Extracurricular activities such as swim and Kung Fu teams, dance and Tai Chi classes, and participating in other campus activities were going well for students. And a few were excited about living on their own, exploring their independence, and discovering their initiative and self-direction. All of the participants were able to identify at least one thing that was going well for them.

Something Going Well at Evergreen*	% and Number of Students Giving This Response (N=42)
Academics: *learning a lot, good program, doing well on assignments, handling workload, discovering new academic interests, like faculty, making writing progress*	48% (N=20)
Social Scene: *making friends, meeting people, love life, sense of community, social life*	33% (N=14)
The College in general: *whole atmosphere, ideology, way of life at Evergreen, feel comfortable/at home here*	17% (N=7)
Housing/Roommate situation: *awesome roommates, living on campus feels safe, like dorm, great living situation*	12% (N=5)
Extracurricular activities: *clubs, sports teams, leisure education classes, campus activities*	12% (N=5)
Independence: *living on my own, self-direction, able to do what I want, be independent*	10% (N=4)

* Categories are not mutually exclusive, since 11 participants named more than one thing that was going well for them.

Most of the participants also explained something that they were looking forward to at Evergreen. Seven students did not specify something they are looking forward to, but that is most likely due to a technicality of the two-part question format, since all seven do plan to stay at Evergreen until they earn their degrees.

Academic pursuits once again dominated the students' answers to this part of the question. Students were looking forward to specific projects, research opportunities, foreign travel, and other upcoming activities in their programs. Some students were looking forward to learning and improving skills in specific areas, planning independent learning contracts, exciting upcoming programs they had read about, and finding programs and courses that better match their interests. Ten students mentioned plans to get more involved in campus clubs, sport teams, and creative pursuits. A few students were excited about the whole college experience in general, and a few others were looking beyond Evergreen to the application of their education after college. One student was looking forward to getting financial aid.

Something You Are Looking Forward to at Evergreen*	% and Number of Students Giving This Response (N=35)**
Academics: *learning, class activities, field trips, projects, research, future programs, switching program, independent contract, study abroad, all-level program, going full-time*	57% (N=20)
Extracurricular activities: *participating in clubs, sports, dance, photography, outdoor recreation*	29% (N=10)
College Experience in general: *a good four years, whole school experience, meeting more people*	9% (N=3)
The Future: *using my college education, life after Evergreen, where college will lead*	9% (N=3)
Financial Aid	3% (N=1)

* Categories are not mutually exclusive, since 2 participants were looking forward to more than one thing.
** The number of students who responded to this question was 35; the other 7 students skipped this part of the question.

The participants also shared something that has been difficult for them or was not going well at Evergreen. The most frequently mentioned difficulties involved managing time and workload. Twelve students struggled with issues involving their peers and finding a niche in the Evergreen community. Nine students did not feel their programs, seminars, or program options were going well. As one of them explained, "The program – we are under-worked; this has not been a good preparatory program – it made me lazy." Other challenges mentioned by the participants involved their housing situations, food services, finances, adjusting to being at college and away from familiar surroundings, and troubles with the registration process. Five students (12%) said they could not think of anything that had been difficult.

Something That Has Been Difficult or Isn't Going Well at Evergreen*	% and Number of Students Giving This Response
Workload/Time Management: *procrastination, falling behind, reading load, self-discipline issues, deadlines, lack of sleep, commute, getting up so early*	31% (N=13)
Peers/Evergreen Community: *students are young, lack diversity & maturity, feel alienated, cliques, lack acceptance, slow making friends, hard to connect with right people, not met enough people, not as involved as I want to be, lack of on-campus activities*	29% (N=12)
Academic Program Issues: *seminars, lack of confidence in class, my program, under-worked and under-motivated by class, classes not related to interests except upper-division that I can't access*	21% (N=9)
Housing Issues: *roommate drama/conflict, laundry machines, A-dorm, broken elevators, drum circle noise*	14% (N=6)
Adjusting to Changes: *new to area, so much change, being away from home, doing it on my own*	10% (N=4)
Finances: *finding a job, financial situation*	7% (N=3)
Food Service: *don't like the food, The Greenery, meal plan, opens late*	7% (N=3)
Registration Process: *lots of problems, confusing automated system and brochures*	2% (N=1)
Nothing has been difficult	12% (N=5)

* Categories are not mutually exclusive, since 13 participants named more than one thing that had been difficult for them.

Thirty-five of the participants (83%) felt that they had experienced a time that seemed more challenging than the rest of the time, since they had been at Evergreen. Their narrative responses were examined to discern which time periods were most challenging.

Time Period More Challenging than the Rest	% Indicating this Time Period (N=35)*
First few weeks	51% (N=18)
Mid-quarter	17% (N=6)
Last few weeks of quarter	17% (N=6)
Response did not include time frame	20% (N=7)

* Percentages are based on the 35 students who indicated there <u>was</u> a time more challenging than others were. Categories are not mutually exclusive, since two students mentioned two different time frames as being difficult.

The students who found the first few weeks of college to be the most challenging described adjusting to new people, housing situations, teachers, and teaching styles. They were getting back into school mode and developing study patterns and time management skills. A student described financial woes due to so many bills and expenses due as school was starting. Several students mentioned registration woes or having to find their way through administrative processes that were unfamiliar to them. One student went on a field trip early in the quarter and felt it was disruptive to getting settled. Some students felt disappointment, confusion, and homesickness during this period.

In mid-quarter, workload increased considerably for students in some programs, and one was feeling anxious about an unfamiliar group presentation assignment. A couple of students described a lag period mid-quarter in which they experienced feelings such as discouragement with classroom work, homesickness, stagnation, isolation, and fatigue. One student mentioned frustration with wasted days due to the faculty retreat in week six.

The end of the quarter involved workload pressures, either because assignments had accumulated or new types of assignments were due. A couple of students were cramming for exams, which involved processing and integrating concepts from throughout the quarter. While this seemed a more challenging time period for those students, both found the work they did for their exams to have been positive learning experiences. One student was coping with a family tragedy on top of a heavy job schedule and program workload.

A few students gave more general explanations of the time that seemed most challenging since arriving at Evergreen. Students described personal conflicts in housing and seminar. Two others mentioned difficult writing assignments and advancing expectations. One student suffered a personal injury, and another felt stressed and wondered if this was the right place to be.

G. Support Systems

In the course of the interview, students were asked whom they would currently feel comfortable asking for advice or assistance with academic matters. They were provided with a list of thirteen different role categories of potential sources of support, and following is a table of the results.

They reported having access to diverse sources of academic support. The individual students selected between 3 and 13 different sources from the list, with an average of 8 different support categories indicated.

Source of academic advice or assistance	% who would use this source of support (N=40)
Your classmates	95%
Your current faculty	93%
Friends at Evergreen	90%
Academic advising staff	87%
A roommate	79%
Your partner, spouse, girlfriend, or boyfriend	70%
Friends elsewhere	68%
Academic tutors	67%
Your parent or parents	65%
Other relatives	55%
Your Residence Advisor (RA)	50%
Other Evergreen faculty	48%
Other Evergreen staff member	45%

Students who responded "not applicable" were excluded from the percentage for that item.

When asked if there was someone in the Evergreen community that they would feel comfortable talking to about non-academic concerns that might come up in their lives, 81% (N=34) indicated that there was such a person.

H. Academic Skills Confidence

The interview participants self-reported a baseline fall quarter measure of their confidence in seven academic skills areas in relation to their peers. This short section provided another opportunity for advisors to identify areas where individual students might want to focus their academic planning or benefit from referrals to the learning resource center. It is striking that no students reported being "not at all" confident about their writing ability or ability to keep up with reading assignments, but in contrast, no students reported feeling "very" confident about their abilities in mathematics. The following table provides detail of the T2S participant group confidence ratings. It will be interesting to watch these ratings for change at the individual student level and group level as the year progresses.

Sample Mean	How confident are you in your…	1 Not at all	2 A little bit	3 Moderately	4 Quite a bit	5 Very
3.71	Ability to keep up with reading assignments?	0%	10%	41%	19%	31%
3.43	Writing ability?	0%	10%	48%	33%	10%
3.40	Ability to complete a research project or research paper?	2%	17%	29%	43%	10%
3.38	Participation in seminar?	2%	26%	21%	31%	19%
3.24	Ability to give a class presentation?	10%	21%	24%	26%	19%
2.98	Computer skills?	12%	26%	24%	29%	10%
2.71	Mathematics ability?	19%	21%	29%	31%	0%

Totals for some scale items may not equal exactly 100% due to rounding.

I. Institutional Confidence and Intent to Persist

Rating of Confidence that You'll Be Able to Get the Kind of Education You Want at Evergreen — Below midpoint 10%, At midpoint 21%, Above midpoint 69%. Sample mean = 4.95

Rating of Confidence that You Have What it Takes to Succeed at Evergreen — Below midpoint 0%, At midpoint 17%, Above midpoint 83%. Sample mean = 5.67
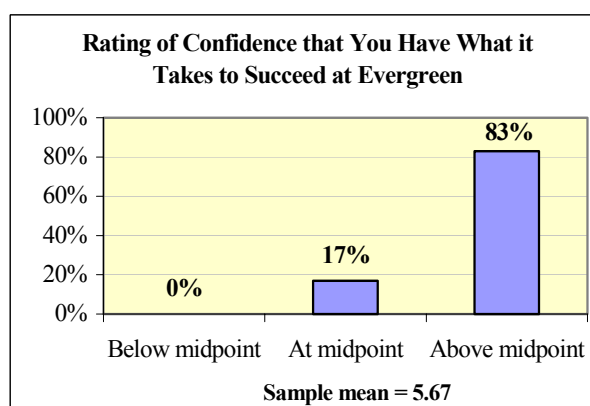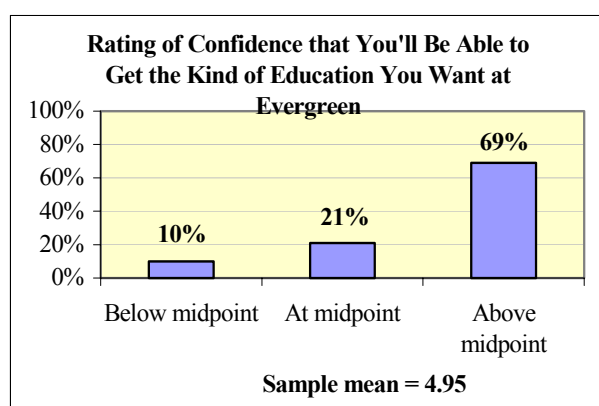
Based on the results of the fall quarter interview, these first-year students revealed more confidence in their own abilities to succeed at Evergreen, than in their abilities to get the kind of education they want at Evergreen. Students were asked to rate each type of confidence on a seven-point scale, with three anchor points defined: 1 being not at all confident, 4 being moderately confident, and 7 being extremely confident. It is noteworthy that none of the students rated confidence in his/her own ability to succeed at Evergreen below the midpoint rating of "moderately confident." These confidence ratings will be another measure that will be tracked each quarter for the participants in order to watch for changes.

The two confidence rating scales were followed by an opportunity for students to name something that would increase their confidence about getting what they want at Evergreen. To some extent, their comments echoed the statistical findings.

Potential Source of Improved Confidence	% and Number of Students
Evergreen-based changes, opportunities, or information	50% (N=21)
Self-driven changes	21% (N=9)
Both Evergreen and self-driven changes mentioned	7% (N=3)
No suggestions for improving confidence	21% (N=9)

Twenty-four students mentioned changes, opportunities, or information that Evergreen could provide that would increase their confidence about getting what they want. The largest number of comments in this group concerned course or curriculum opportunities. Students wished for the chance to participate in contracts earlier in their academic careers, the flexibility to take a two-credit module while enrolled in a full-time program, and more challenging programs. Some questioned whether they can get all they need when programs are the only option; they wanted exposure to a wider variety of subjects and freedom to mold the curriculum to their interests. Two students recommended better information up-front about course offerings. One said, "The classes vary in terms of the amount of work; without knowing the faculty, it's hard to know what the class is going to be like." The other wished for a "better connection to hook up with who I want to work with." Learning Contracts were singled out by six students, four of whom feel that just getting more information about this option would increase their confidence, while the other two already have ideas for contracts they want to do and are just waiting until they can carry them out. Other comments in the Evergreen-based suggestion category also involved a desire for more information. Students specifically mentioned wanting more academic advising; more feedback from faculty; more information about Art, media loan, and library resources; and to know how an Evergreen education will lead one toward a job. One student simply said, "Sometimes it seems disorganized here, and it's hard to find the information you need." The remaining confidence-boosters named in this category included getting financial aid, lower workload with more time to digest reading material, free tuition, tests, later start times for classes, and better food.

Twelve students named self-driven changes that would increase their confidence. The primary answer provided by this group was that they needed to develop a focus or plan for their lives and to get more in touch with their own academic and career goals. It seems logical that in order to feel confident about getting what one wants, it is best to start by defining what that may be. Resources such as Academic Advising and the Career Development Center might help some of these students to clarify their goals and focus their academic plans. Other changes suggested by this group included getting a job, improving study skills, making use of writing tutors and other resources, getting more involved in campus groups, becoming a full-time student, and simply allowing time and experience to lead to increased confidence. As one student put it, "To keep on living and growing; I'm eighteen, and I don't expect to be given the world – my confidence will grow."

As of the time of the interview, thirty of the participants (71%) planned to stay at Evergreen until they earn their Bachelor's Degrees. Nine students (21%) were not sure of their own intentions to persist until earning a degree, and 3 students (7%) do not plan to stay. Two of those that intend to leave provided some explanatory comments regarding their plans. One is thinking of attending University of Puget Sound next year, as that student would like to try a traditional school. The student doesn't feel ready to settle down, and says that a return to Evergreen remains a possibility. The other student wants to transfer to the University of Montana, because the student likes the surroundings. Both of these students seem to provide reasoning that relates more to a period of young adult exploration, than to any specific aspect of the educational environment of Evergreen.

J. Connection to Community

In an attempt to gauge the important aspect of student integration into the overall college community, advisors queried the students regarding their development of new social networks and activities in the college environment beyond the classroom. The following table depicts what T2S participants told advisors they were doing outside of their academic program activities. The most popular activities involved opportunities for social interactions and exploring the campus and greater Olympia area.

Extracurricular Activity	% and Number of Students Who Reported Participating in Such Activity
Going out (to dinner, concerts, movies, bars, performances, lectures, etc.)	100% (N=42)
Socializing/Getting to know new people/ Potlucks or group dinners, etc.	86% (N=36)
Exploring the Evergreen campus	86% (N=36)
Exploring the Olympia area	86% (N=36)
Creative expression (art, music, writing)	81% (N=34)
Meditation/Relaxation	71% (N=30)
Sports/Physical activities/Outdoor recreation/Dance	69% (N=29)
Exploring the region (Seattle, Mt. Rainier, ocean beaches, etc.)	67% (N=28)
Reading for pleasure	67% (N=28)
Spending time with my family	43% (N=18)
Volunteer work	38% (N=16)
Working at my job	36% (N=15)
Participating in college clubs, political action groups, CPJ, etc.	33% (N=14)
Other activity: *1 person mentioned commuting in car 1 ½ hr./day and watching TV 1 hr./day*	2% (N=1)

Overall, the students are forging successful new social relationships at Evergreen. Forty of the forty-two participants (90%) reported that they have made new friends since beginning their studies at Evergreen. The two who do not feel they have made new friends offered these explanations: one feels that people at Evergreen are not as accepting as its reputation would lead one to believe, and the other states, "It just takes a while for me to have someone I'd call a friend – it's not a problem – it just takes a while." Furthermore, most of the students (88%) reported that they have met students who are not members of their current academic program. Although the numbers are too small for a reliable test of significance, a noticeable difference is present on this point between students who reside on campus versus off campus. All 30 of the students living on campus have met other students who are not in their program, whereas only 7 of the 12 students living off campus (58%) have had such an opportunity.

Students rated their feelings of connection to the Evergreen community on a seven-point scale with three anchor points: 1 being not at all connected, 4 being moderately connected, and 7 being extremely connected. The average rating for the whole participant sample on this scale

was 4.04, very close to the midpoint of the scale. Students did vary on this rating, however, in that individual ratings ranged from 1 to 7. The following chart shows a more descriptive picture of student ratings of connectedness.

Rating of Connectedness to the Evergreen Community

Sample mean = 4.04
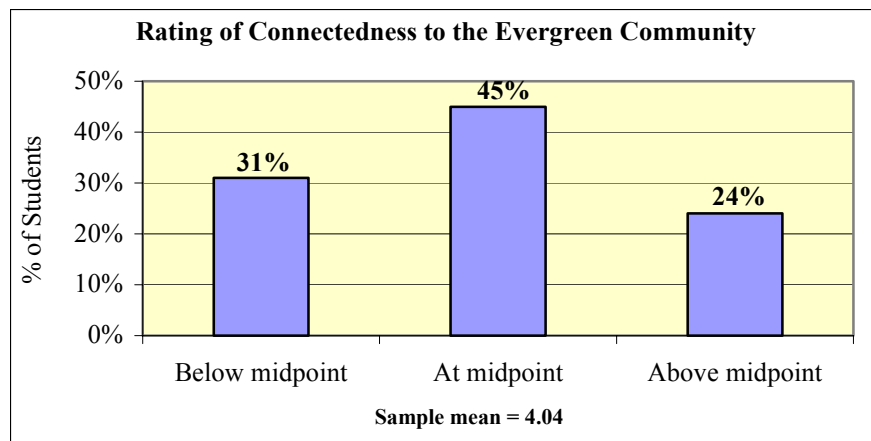
K. Individualized Academic Planning Session

The interview closed with a segue into an individualized discussion of academic plans for next year, as well as a follow-up by the advisor on issues or questions that the student raised during the interview process. Students were asked if they had seen the recently released catalog for next year (2001-02) yet. Thirteen students replied affirmatively (31%), but the other 29 students (69%) denied having seen it yet. Students were asked if they had considered their top choices for programs for next year, which advisors used to lead into academic planning sessions as appropriate.

L. Advisor Checklists

The advisors who conducted student interviews completed a checklist of kinds of support provided, types of referrals given, and topics of discussion during the interview and ensuing interaction with each participant. The checklist provides an informative picture of what is actually occurring during the one-on-one advising interviews that was previously only available through anecdotal information. The next table illustrates the kinds of student-specific interventions that advisors provided during the course of this student contact.

Advisor Activity	% and Number of Student-Advisor Contacts that Included this Intervention*
Invited to contact you again if they want to for future problems/questions	100% (N=39)
Discussed academic progress, goals, plan, or options *(such as program options, internships, group/individual contracts, part-time studies, study abroad)*	92% (N=36)
Discussed longer-term life/career goals	74% (N=29)
Invited to upcoming workshops and Transitions to Success activities	74% (N=29)
Provided concrete advice regarding how to maneuver through the Evergreen system: *(e.g. here's how to set-up a contract, here's the steps to get into the class you want, help with financial aid forms)*	67% (N=26)
Gave referrals to other student advising services: *(K.E.Y., Prime-time advisor, Access Services, First people's Advising, Upward Bound, Career Development Center)*	49% (N=19)
Discussed personal life	46% (N=18)
Provided emotional support: *(e.g. confidence boosting, working through concerns, conflict resolution strategies, reinforcement, encouragement, listened to student vent, helped process emotions)*	41% (N=16)
Gave referrals to other Evergreen administrative offices: *(e.g. Financial Aid, Registration, Student Accounts, Admissions, Housing, Part-time Studies Coordinator, Deans, Student Employment Office, etc.)*	31% (N=12)
Provided academic assistance: *(e.g. tutoring, study skills consultation, speed reading advice, practical writing advice, guidance with schoolwork or evaluations)*	28% (N=11)
Gave referrals to health/counseling resources: *(e.g. Health Center, Counseling Center, support groups, mediation services, sexual assault counseling, substance abuse services, Thurston County Health Dept., Safeplace, BHR, etc.)*	10% (N=4)
Gave referrals to student activities/organizations/resources: *(e.g. EPIC, women's resource center, CPJ, KAOS, College Recreation Center, media loan services, art studios, electron microscope, leisure ed classes, computer center, library, child care center, etc.)*	10% (N=4)
Gave referrals to resources of greater Olympia community *(e.g. Food Co-op, shopping, Intercity Transit, State Library, banks, restaurants, car repair, food bank, DSHS Community Service Office, etc.)*	5% (N=2)
Gave referrals to Academic Tutors: *(Learning Resource Center or other academic tutors)*	3% (N=1)

Note: Total N for this section is only 39 of the participants, since advisor worksheets were not completed for 3 students.

IV. Core Program Focus Groups

Focus groups were run in order to get a better sense of students' transition to college issues. We also wanted to understand how their support systems are being developed and generate ideas that

would help us to better serve first-year students. The focus groups participants were not part of our T2S sample.

There were four focus groups (one from Reinhabitation, one from Olympic Peninsula and two from Performing Arts and Culture) during November, 2000. A total of 35 students participated, and the results are summarized below.

1. *You spent four years in High school in which people and things were familiar to you. You knew your teachers, the courses that you had to take, what was expected of you. You have been at Evergreen for the past few weeks. What are some of the major differences between your high school experience and your experience so far at Evergreen?*

The largest number of students reported that they were adjusting to a different structure, which required that they take greater responsibility for their learning. They also said that time management was an issue – they were managing their own attendance in programs and creating their own timelines for completing work. Some students were surprised to feel less challenged than in high school. It is unclear whether this is a problem of level of challenge offered in the program or if the students were adjusting to their increased responsibility for their learning. Other students mentioned differences related to Evergreen's unique structure such as group learning and academic conversations continuing after class. Last, some students were struggling to make connections to their faculty.

2. *Are there any academic or personal changes that you have had to make to cope with the way we teach and learn here?*

The most frequent responses to this question were similar the top 3 answers to question one – students adjusting to different structure, having issues with time management and feeling issues related to academic challenge. Many wished that the teachers would "teach more" and felt that too much emphasis was being placed on them to be co-learners. Last, as a result of Evergreen's different class structure, some mentioned that they have had to get out of their comfort zone to interact more with other students.

3. *Some of you have had to leave behind significant support persons, even if you are from the state of Washington. Are you keeping up your relationships with your parents and friends back home?*

Three main themes emerged. About half of the students were still pretty entwined with their friends and family from home. Many of them were homesick. Most of the rest of the students were ready to concentrate on their new experiences, even when there was pressure in some instances to keep in close contact with those left behind. A smaller number of students noted their relationships with family and friends from their hometown were already changing.

4. *How is it going trying to create new local support systems, and what has helped you get through these transitions and adjustments?*

At the time of the focus groups, a slightly larger number of students were still struggling to form connections with peers than those who were feeling connected with peers in dorms, clubs and/or programs. It was also expressed that it is difficult at this point for some to find the balance between socializing/making friends and schoolwork.

5. What resource on campus have you used?

Though only the middle of their first quarter at Evergreen, students have already mentioned taking advantage of resources such as the Computer Center, Learning Resource Center, Academic Advising, Health Center and S&A student group activities. These are listed with from most to least frequent response.

6. What have you learned so far about being in a learning community?

Student comments below (in order of frequency) indicate they understand what it means to be part of a learning community, even though a small number feel a lack of connection.
- Group work/learning from other students is really great
- Must be involved in community to get to next level in learning
- Learning never stops – happens inside and outside the classroom
- I don't know if I feel I'm part of a learning community
- Have to be motivated and responsible to be a good student here
- Can really talk to faculty at Evergreen
- Don't feel I can go to talk to my professor
- Feel guilty when don't go to class
- Students continue learning even when faculty not there

7. Do you think Evergreen is going to get you where you want to go?

A large number of students raised specific concerns and lack of confidence about outside, "real world" perceptions of Evergreen, getting into graduate school, lack of specialized training, lack of rigor and structure and being able to achieve their learning goals. Some students questioned whether or not Evergreen will help them achieve their goals. A smaller number of students expressed confidence that Evergreen would help them achieve their goals.

8. Now that you have been at Evergreen for the past few weeks, how does your experience at Evergreen fit or not fit with what your expected prior to coming to the College?

A large majority of the students indicated Evergreen is not what they had expected, with some being pleasantly surprised and some having specific concerns around issues such as resources (such as CRC, computer center, photo labs), lack of diversity, absence of applied learning, indirect communication, class size, and lack of focus on student learning. Some thought classes were not rigorous enough, some were pleased to find more challenge than they had expected. A small minority of student indicated that their expectations have been met overall.

9. What have you liked best so far about your Evergreen experience?

Following are the students' responses about what they liked best so far about Evergreen. The most common responses are listed first.

- Interactions with others who are interesting (includes housing, in-program)
- Opening mind to new things/learning more about myself
- Adapting to new independence
- Knowledgeable faculty from different disciplines
- Applied learning
- Students taken more seriously here than at other schools
- Writing support
- Student services staff willing to listen and helpful
- Sports
- Doing/studying things care about
- Native American influence in curriculum
- Evergreen leftist utopia
- Housing is good
- Scenery

10. What has been the most difficult or frustrating thing so far about your Evergreen experience?

Following are the students' responses. The most common responses are listed first.

- Financial aid/money issues/work
- Don't feel like my program challenging enough
- Required workshops
- No enforcement of quiet hours in dorms
- Adapting to new independence
- Not able to study what I want through first year programs
- Lack of focus
- Feeling I don't fit in
- Roommate clashes
- The commute
- Getting sick
- Bad program experience (curriculum/faculty/people in class)
- Student to teacher ratio during all-class meeting time
- Day Care full
- Teachers aren't working to make students feel comfortable
- All-year programs
- Scenery
- Dogs on campus
- Armed police on campus

11. How would you advise faculty and staff to better serve first year students? What specific workshops should we offer?

The students' comments are categorized below:

- **Housing** -- more information on Housing policy, dorms are nice, more contact with RA
- **Admissions** -- have upper class students from prospective students' subject interest area call and answer any questions on navigating Evergreen, detailed descriptions of classes in catalog, final transcripts from high school lost with short deadline/threatening letter about status at Evergreen, make catalog and other recruitment material a little less intimidating for prospective students, more detailed campus tour that includes health center
- **Academics**– get faculty to respond to student inquiries about programs, let first-year students take courses they want to, explain the purpose of Core programs, foster an awareness of resources (Academic Advising, Learning Resource Center, Photo Services), more academic programs, offer workshops on how to use the library, like Core programs for first year students, let each student have one-on-one time with faculty advisor, make multimedia arts programs available for first-year students
- **Orientation** – offer more information about off-campus activities, offer workshops on how to take buses
- **Academic Advising** -- have upper class students give workshops, appreciate Core Connector coming into program with information, don't make me do required workshop,
- **Financial Aid** -- better contact with financial aid office – it was hard at beginning of the year, Financial Aid needs to tell me all of the information they will need up front, workshops on financial aid, more on-campus institutional employment opportunities, don't make me lose financial aid when I get a scholarship, give prospective students financial aid award information sooner
- **Student Services** -- student services disorganized
- **Food Service** – food is terrible, meal plan is a rip off

V. Winter Telephone Check-in Survey

A. Winter Participants and Survey Domains

Forty-one of the original 42 members of the T2S Year Two sample group were successfully contacted to complete a winter quarter telephone check-in survey (98% response rate). Survey participants were issued a $10 bookstore gift certificate for this project activity. Two of the students were "on leave" status winter quarter, and one student had withdrawn from the college. Those students were successfully contacted, and they completed a slightly revised version of the survey to capture their reasons for not enrolling winter quarter. Additionally, one student was out of the country on an independent learning contract, and that student completed the survey via e-mail with the T2S advisor.

The survey contact began with a follow-up on concerns or problems that the student had mentioned during their fall interview. The advisor thus increased personal connection with each student by pursuing each student's unique concerns. Student demographic information such as employment status, living arrangements, and program enrollment were reviewed to check for changes. Several survey items from the fall interview were repeated in order to watch for trends over time, including enrollment in first choice program, intent to change program, intent to

remain at Evergreen, and the stress, academic skills, institutional and personal confidence, and connectedness ratings.

B. Concerns or Difficulties

When advisors queried the students regarding their fall quarter concerns, 26 students said the situation had improved, 7 said things were both better and worse, 6 reported no change, and 2 stated the situation was worse.

Issues that had improved for students since fall quarter are presented in the following table.

Fall concerns that had improved by winter quarter	Number of students*
Program Issues: *program fit, activities, content, faculty relationship, level of challenge.*	19
Personal Confidence: *evaluations, seminar, academic skills*	6
Connections/Involvement	5
Adjustment to College/Moods	4
Discovery: *new directions or new interests*	4
Workload/Time Management	4
Finances	2
Personal Health	2
Housing/ Roommate Issues	1

*Response categories are not mutually exclusive, since some students mentioned more than one area of improvement.

Issues that remained difficult or had gotten worse for students since fall quarter are presented in the next table.

Fall concerns that were still difficult or had worsened by winter quarter	Number of students*
Program Issues: *program fit, activities, content*	7
Workload/Time Management	3
Connections/Involvement	1
Finances	1
Lack of Academic Options	1
Personal Health/Family Problems	1

*Response categories are not mutually exclusive, since some students mentioned more than one area of continuing difficulty.

After following up on prior concerns, the T2S advisors asked if there was anything new that had been difficult during winter quarter. Twenty-nine of the 41 students (71%) identified new challenges; their narrative responses are summarized in the following table.

New Difficulties during Winter Quarter…	Number of students* (N=41)	% of total T2S winter participants
No New Difficulties Identified	12	29%
Personal Problems: *relationship issues, death of relative*	9	22%
Program Issues: *lack of challenge, lack of structure, lack of breadth, lack of depth, seminar difficulties*	8	20%
New Academic Challenges: *research project, analytical texts, group work, video project, computer work, more independent work*	8	20%
Workload/Time Management: *heavier workload, more distractions, juggling responsibilities*	5	12%
Personal Health/Mood: *physical illness, homesickness, newness/thrill of college is gone*	5	12%
Finances: *not finding a job, food*	3	7%
Connections to Evergreen: *trying to stay connected to campus from out of the country, feel disconnected since not registered*	2	5%

Response categories are not mutually exclusive, since several students mentioned more than one new challenge.

Twenty students (48%) named specific issues that they wanted help with from their T2S advisor. Not surprisingly, over half of their requests were in relation to academic planning. These students needed information about how to study specific academic interests, find appropriate faculty sponsors, find a program for spring or sophomore year, and how to do internships. Other students mentioned needing strategies for time management, finding a job, or dealing with bureaucratic obstacles in other Administrative Offices.

C. Demographics and Program Information

Fifteen of the surveyed students were working winter quarter (37%), which is one more student than reported employment fall quarter. Six of the employed students were working more hours winter quarter. Two students had moved off-campus, and one student had left a shared living arrangement to live alone.

Winter quarter program information for the 39 enrolled T2S students showed 25 students (64%) in Core programs, 7 (18%) in All-level programs, and 7 (18%) in sophomore-level programs, part-time studies, or independent learning contracts.

Thirty-three (79%) of the enrolled T2S students stayed in the same academic program for winter quarter that they were in fall quarter; and of the 6 students who changed programs, one did so because the program did not continue through winter. 92% of the students reported being in their first choice program winter quarter, which was a promising improvement from the 76% in their first-choice fall quarter. More students felt their program workload was challenging, but manageable (79%) compared to fall quarter (71%), which means fewer students fell into the extreme categories of overwhelmed (5%) or under-challenged (16%).

Exactly half of the enrolled students planned to stay in the same program for spring quarter that they were enrolled in winter quarter. The other half of the students were planning to do

something different spring quarter. Only 15 of the 19 students who were planning something different revealed their spring plans. Five wanted to move into other full-time program offerings, five planned to take some combination of part-time studies, three were designing independent contracts, and the other two did not plan to enroll.

D. Reasons for Not Enrolling Winter Quarter

The three T2S participants who did not register for winter quarter were asked why they decided not to register. As one might expect, their reasons were unique. One student on leave status was out of the country and missed registration, and the other had an international student visa cancelled and had to negotiate that circumstance. Both of these students planned to register at Evergreen spring quarter. The student who had withdrawn from college had been concurrently enrolled fall quarter at a local community college, experienced significant stress juggling school and other priorities, and chose to take some time off. This student responded positively to the T2S advisor's contact, and he appreciated the advisor's concern about his absence. The student replied affirmatively when asked if he might register at Evergreen again in the future.

E. Stress Inventory

During the winter quarter check-in, students were asked to rate the level of stress they were currently feeling about the same set of issues presented in the fall interview. The following table presents a picture of the stress inventory results for all students who completed the winter contact. Items are ranked from highest to lowest mean stress rating, and the second column denotes the change in the mean from fall ratings.

Compared to fall stress ratings, the highest stress item for the group remained "finances and budget," but the lowest stress item changed from "getting through registration" to "making new friends." With only 3 exceptions, mean stress ratings decreased on individual items by winter quarter. The largest decrease in stress was for "doing a self-evaluation," and the largest increase in stress was regarding "love life and personal relationships."

Sample Mean	Change from Fall	How much stress are you feeling about…	1 None	2 A little	3 Moderate amount	4 Quite a bit	5 A lot
2.59	- .08	**Your finances and budget?**	22%	29%	27%	12%	10%
2.33	- .12	**Keeping up with academic responsibilities?**	20%	45%	20%	13%	3%
2.25	- .05	**Managing time and balancing activities?**	22%	39%	32%	7%	0%
2.24	+ .03	**Developing an academic plan?**	27%	34%	27%	12%	0%
2.15	+ .25	**Love life or personal relationships?**	42%	24%	17%	12%	5%
2.10	- .02	**Societal, environmental, or political issues?**	44%	20%	24%	7%	5%
2.10	- .34	**Developing your career goals?**	37%	37%	12%	10%	5%
2.05	- .14	**Gaining the skills you need for your future?**	34%	34%	27%	2%	2%
1.90	- .08	**Family issues?**	51%	24%	12%	7%	5%
1.85	- .18	**Your job or lack of employment?**	54%	22%	17%	0%	7%
1.81	- .10	**Your health or medical issues?**	54%	32%	7%	5%	2%
1.76	- .38	**Being evaluated by your faculty?**	44%	39%	15%	2%	0%
1.73	- .20	**Participating in seminar?**	50%	30%	18%	3%	0%
1.68	+ .01	**Getting information you need?**	46%	39%	15%	0%	0%
1.63	- .01	**Getting through registration next quarter?**	61%	27%	5%	2%	5%
1.54	- .25	**Finding a sense of community at Evergreen?**	61%	27%	10%	2%	0%
1.53	- .78	**Doing a self-evaluation?**	53%	43%	5%	0%	0%
1.51	- .30	**Roommate or housing situation?**	63%	22%	15%	0%	0%
1.41	- .26	**Making new friends?**	71%	20%	7%	2%	0%

Totals for some scale items may not equal exactly 100% due to rounding.

An average stress score was calculated for each student based on all items in the Stress Inventory. Individual students had mean stress scores ranging from 1.26 to 3.00. The average Stress Inventory score for all respondents combined was 1.90, (which compares to 2.06 for fall quarter).

F. Academic Skills

By winter quarter, students had a different perspective about their academic skills than they had at the beginning of the year. Confidence ratings for class presentations, mathematics, and computer skills had increased. Conversely, confidence in keeping up with reading assignments, completing research projects, participating in seminar, and writing had decreased. It is possible that the students had made gains or losses in skill development, but just as likely that the change in academic confidence was a result of students re-framing their skills within the new educational and peer context of Evergreen. Reflecting on the new challenges mentioned by students earlier in the interview, winter quarter brought unfamiliar types of academic assignments and challenges for some T2S students. In particular, some students were completing large-scale projects and research papers, using new technology/equipment, or doing

group work for the first time, which may have shaken their confidence a bit. If these unfamiliar activities have successful outcomes for the students, academic confidence ratings may rebound a bit during spring quarter.

Sample Mean	Change from fall	How confident are you in your…	1 Not at all	2 A little bit	3 Moderately	4 Quite a bit	5 Very
3.39	- .04	**Writing ability?**	0%	20%	34%	34%	12%
3.32	+ .08	**Ability to give a class presentation?**	10%	15%	32%	22%	22%
3.29	- .42	**Ability to keep up with reading assignments?**	5%	17%	37%	27%	15%
3.17	- .21	**Participation in seminar?**	5%	22%	34%	29%	10%
3.02	+ .04	**Computer skills?**	12%	15%	39%	27%	7%
3.00	- .40	**Ability to complete a research project or research paper?**	17%	15%	29%	29%	10%
2.71	+ .07	**Mathematics ability?**	17%	17%	39%	24%	2%

Totals for some scale items may not equal exactly 100% due to rounding.

Average Academic Confidence ratings were computed for each student across all seven skill areas. Individual student means vary from 1.86 to 4.43. The average Academic Skills Confidence rating for the group was 3.14, which is a decrease from the fall quarter average of 3.27.

G. Institutional and Personal Confidence

During the winter quarter contact, T2S participants revealed increased confidence in their ability to get the kind of education they want at Evergreen. Students rated their institutional confidence between 3 and 7 on a 7-point scale.
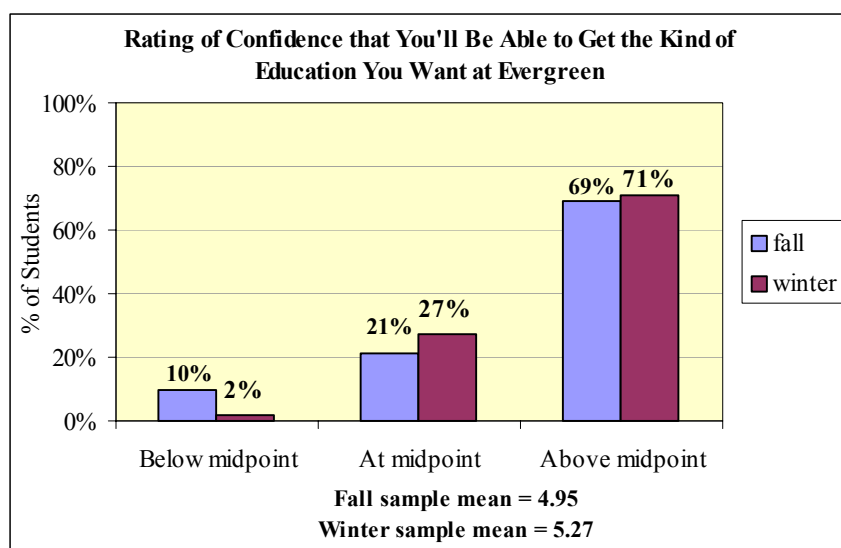

Confidence was rated on a seven-point scale, with three anchor points defined:
1 = not at all confident, 4 = moderately confident, and 7 = extremely confident.

As a group, the T2S students also reported slightly higher confidence in their own ability to succeed at Evergreen compared to fall ratings, although a couple of students slipped below the midpoint of "moderate confidence." Student confidence ratings with regard to their own ability to succeed ranged from 3 to 7 on the 7-point scale.
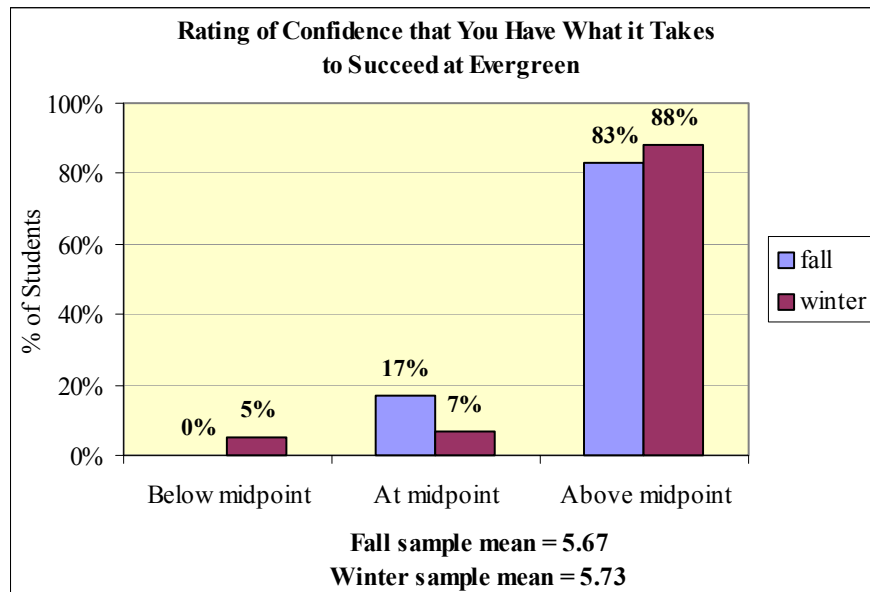
Rating of Confidence that You Have What it Takes to Succeed at Evergreen

Confidence was rated on a seven-point scale, with three anchor points defined:
*1 = not at all confident, 4 = moderately confident, and 7 = extremely confident.*

Students responded quite differently during winter quarter when asked if they planned to stay at Evergreen until they earned their degree. In winter quarter, fewer students planned to stay through degree attainment, and more were unsure or had decided to leave than in fall quarter.

Do you plan to stay at Evergreen until you earn a Bachelor's degree?
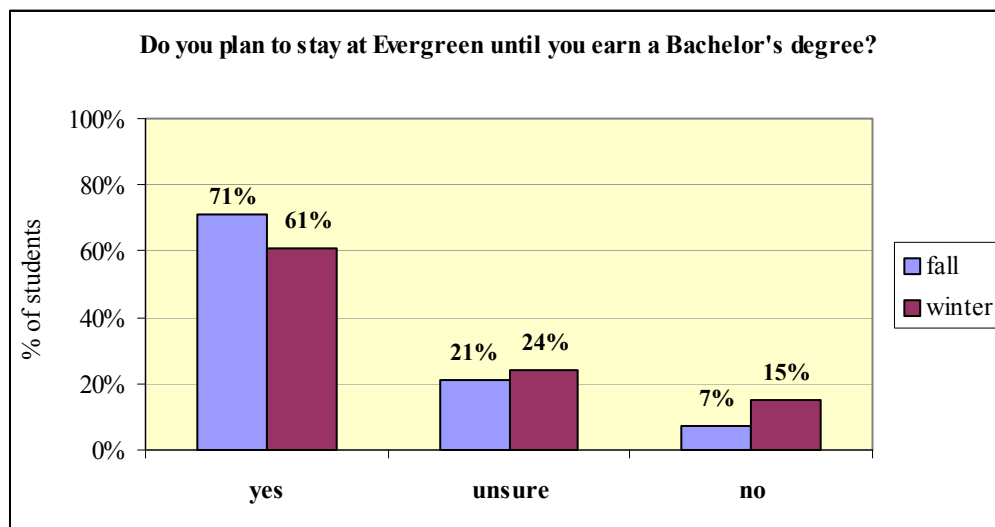
The drop in the number of students reporting their plan to stay at Evergreen to complete their undergraduate education seems somewhat counter-intuitive, when their reported institutional confidence had increased winter quarter. Perhaps, a student would respond favorably to the question "how confident are you that you can get the education you want at Evergreen?," even if that meant they only wanted a couple of years of Evergreen before transferring elsewhere. Likewise, students who only planned to take a few courses here, could still feel confident that they could achieve their own shorter-term goals at this institution. It is worth noting that all three of the students who were not enrolled winter quarter responded that they were still planning to earn their Bachelor's degrees from Evergreen.

H. Connection to Community

There was a lot of change in T2S students' sense of connection to Evergreen between fall and winter quarters. In fall quarter, 69% of the students felt moderately to extremely connected to the Evergreen Community, and that percentage grew to 90% in winter quarter. Student ratings of connectedness ranged from 2 to 7 on a 7-point scale.
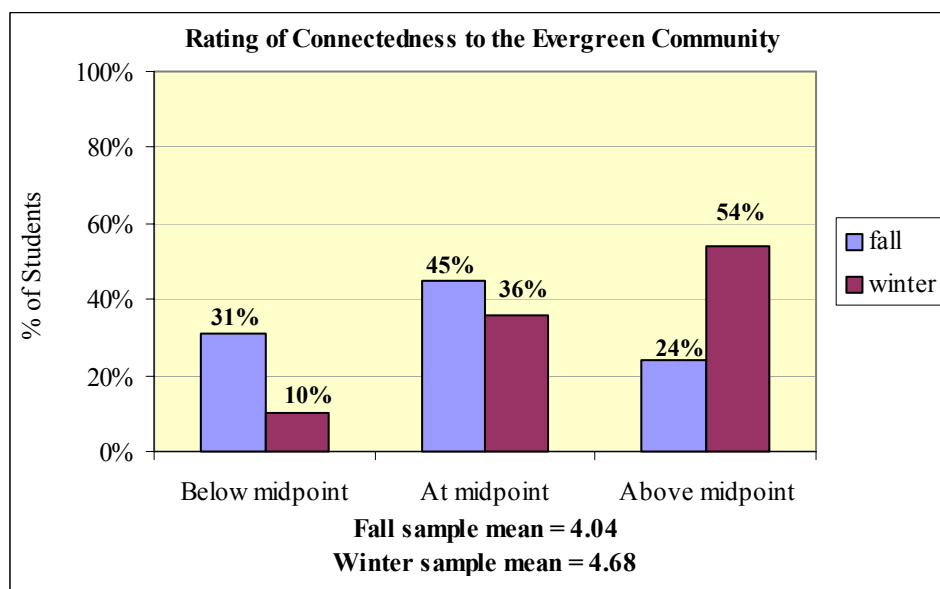
A narrative response follow-up question was posed to help clarify what students were thinking about as they rated their "connectedness." Student responses to the question "What and/or whom helps you feel connected to the Evergreen community?" were categorized and are summarized in the following table.

What helps student feel connected?	Number and % of students giving each response*
Peers, Classmates, Friends	N=34 (83%)
Faculty	N=15 (37%)
Extracurricular Activities *(clubs, lectures, campus job, athletics)*	N=11 (27%)
Campus Environment, including trees, posters	N=5 (12%)
Advisor	N=3 (7%)
Other Staff *(RA, Admissions)*	N=3 (7%)
Myself	N=2 (5%)
Don't know	N=1 (2%)

Response categories are not mutually exclusive, since several students mentioned multiple persons/things that help them feel connected.

I. Advisor Checklist

T2S advisors once again completed a checklist of kinds of support provided, referrals given, and topics of discussion during the winter telephone conversation. The next table illustrates the kinds of student-specific interventions that advisors provided during the course of the winter contact.

Advisor Activity	% and Number of Student-Advisor Contacts that Included this Intervention*
Followed up on prior issues, referrals, or concerns	100%
Invited to contact you again if they want to for future problems/questions	97%
Invited to upcoming workshops and Transitions to Success activities	94%
Discussed academic progress, goals, plan, or options	69%
Provided concrete advice regarding how to maneuver through the Evergreen system	47%
Provided emotional support	42%
Discussed personal life	38%
Discussed longer-term life/career goals	32%
Gave referrals to other student advising services	29%
Provided academic assistance	23%
Gave referrals to other Evergreen administrative offices	14%
Gave referrals to health/counseling resources	11%
Gave referrals to resources of greater Olympia community	9%
Gave referrals to student activities/organizations/resources	3%
Gave referrals to Academic Tutors	3%

Total N for this section is only 36 of the participants, since advisor worksheets were not completed for 5 students.

VI. Spring One-on-One Interview and Written Survey

A. Spring Participants and Survey Domains

A one-on-one interview and a written survey were conducted with all 37 T2S participants who were still enrolled at Evergreen spring quarter. Three of the five students who were not registered for spring participated in a shorter version of the interview and survey questions via telephone contact. The two who were not contacted included one who had withdrawn from Evergreen to join the Marine Corps, and another who died before spring quarter began.

Both of the students who were on leave winter quarter returned to Evergreen spring quarter. One student withdrew from the college after fall quarter. Three other students who were enrolled fall and winter left the college after winter quarter; 1 was on leave, and the other 2 withdrew. Of the remaining 41 members of the original T2S group, 37 (90%) enrolled spring quarter.

The spring interview contact began with a follow-up on concerns or problems that the students had mentioned during their winter interviews. Stress, academic skills, institutional and personal confidence, and connectedness ratings were repeated a final time. Several new open-ended questions asked the students to reflect on their first year at Evergreen and how that experience aligned with their expectations. Questions regarding intent to stay at Evergreen and plans for summer and fall were incorporated into the dialogue. As in Year One, the spring contact included the Evergreen-specific survey, which asks about use of student services and satisfaction with various aspects of Evergreen's Learning Community, and the Life-long Learning Index section of the College Student Experience Questionnaire.

B. Follow Up on Prior Issues

Thirty-five of the 40 students interviewed shared how things were going with regards to problems they had identified during the winter quarter contact. (The other five students had not identified problems during winter quarter.) Twenty-seven students said the difficult situation had improved, 8 said the issue was still difficult or had gotten worse.

Issues that had improved for students since winter quarter are presented in the following table.

Winter concerns that had improved by spring quarter	Number of students*
Program Issues: *program fit, activities, content, faculty relationship, level of challenge.*	13
Workload/Time Management	8
Personal Health/Family Issues	5
Finances/Job	3
Housing Situation/Roommate Conflict	3
Connections/Involvement	1
Academic Challenges	1

Response categories are not mutually exclusive, since some students mentioned more than one area of improvement.

Issues that remained difficult or had gotten worse for students since winter quarter are presented in the next table.

Winter concerns that were still difficult or had worsened by spring quarter	Number of students*
Academic Challenges: *getting in front of large group, completing research project, scientific documentation*	4
Program Issues: *program fit, activities, content*	3
Workload/Time Management	2
Personal Health/Family Problems	2
Finances	1

*Response categories are not mutually exclusive, since some students mentioned more than one area of continuing difficulty.

After following up on prior concerns, the T2S advisors asked the 37 enrolled interviewees if there was anything new that had been difficult during spring quarter. Twenty-four students (65%) identified new challenges; their narrative responses are summarized in the following table.

New Difficulties during Spring Quarter…	Number of students* (N=37)
No New Difficulties Identified	13
New Academic Challenges: *internship, field drawing, group work, PowerPoint, independent project*	6
Personal Problems: *relationship issues, roommate conflict, family issues, personal health*	5
Workload/Time Management: *reading load, more distractions, juggling responsibilities*	5
Program Issues: *faculty relationship, lack of structure, program has lost focus, lack of serious content*	4
Connections to Evergreen: *incident of racism, other students are less mature & affect my experience*	2
Administrative Obstacles: *dealing with administration on DTF issues, late transcript nixed chance to transfer to WWU*	2
Finances	1
Creating an Academic Plan	1

*Response categories are not mutually exclusive, since several students mentioned more than one new challenge. This question was not asked on the telephone interview conducted with non-enrolled students.

Twelve students (20%) named specific issues that they wanted help with from their T2S advisor. The most common request came from 5 students who asked for help selecting programs for summer or fall. Three requested help negotiating with other administrative offices for transcript, Housing, and transfer credit issues. The others requested help in doing presentations, finding a job, negotiating with faculty for reduced credit, and deciding whether to stay in college.

C. Spring Quarter Demographics and Program Information

Fifteen of the surveyed students were working spring quarter (38%), which was the same number that reported employment winter quarter. Three were working more hours than they had been the previous quarter. One student had moved off-campus to live in their family home.

Spring quarter program information for the 37 enrolled T2S students showed 13 students (35%) in Core programs (a drop from 64% winter quarter). Twelve students (32%) were in All-level programs, and the other 12 (32%) were in part-time studies, independent learning contracts, and sophomore or junior-level programs.

Twenty-one (57%) of the 37 enrolled T2S students stayed in the same academic program for spring quarter that they were in winter quarter; and of the 16 students (43%) who changed programs, 9 did so because the program did not continue through spring. Of the 7 students who changed to new academic offerings despite the fact that their program continued, 3 switched from one Core or All-level program to another Core or All-level program. The other 4 students moved from Core programs into part-time offerings or contracts. Upon review of the winter telephone survey, fewer students actually changed programs (43%) than had reported their intent to change programs for spring quarter (50%)

83% of the students reported being in their first choice program spring quarter, which was a decrease from 92% for winter quarter. As in fall and winter quarters, most of the students (83%) reported a program workload that was challenging, but manageable. Overall, the students found their spring quarter workload more challenging than prior quarters, with only 3 students (8%) reporting a program workload that was too light, compared to 16% in winter quarter. Three students (8%) reported feeling overwhelmed by workload, which was up from 5% during winter quarter.

D. Reasons for Not Enrolling Spring Quarter

The three T2S spring survey participants who were not registered for spring quarter were asked why they decided not to register, when they first began thinking about not returning, and if they planned to return in the future. Their responses are presented in the next table.

Why decided not to register spring quarter?	When first began thinking of not returning?	Do you plan to return to TESC?	Why or why not?
The way classes were set up	After the first quarter	Maybe	The classes are interesting, but I don't like going to class with the same people.
To buy a house	Right after winter quarter	Probably	I'm planning to come back, finish my BA, & do MFA in film. I still think Evergreen has exactly what I want.
A combination of financial and residency concerns	Last fall	Definitely	*No comment*

The fourth student who was not enrolled spring quarter left Evergreen to join the U.S. Marine Corps, and told his advisor winter quarter that he was leaving so the Marines would help pay for his education. Since this student was unavailable for the spring interview, it is unknown if he plans to return to Evergreen in the future.

E. Stress Inventory

During the spring interview, the enrolled students were asked to rate the level of stress they were currently feeling about the same set of issues presented in the previous interviews. Due to concerns about length of the telephone interview format, the non-enrolled students were not asked to repeat this series. The following table presents a picture of the stress inventory results for the 37 students who completed the spring contact. Items are ranked from highest to lowest mean stress rating, and the second column denotes the change in the mean from winter ratings.

Students' spring stress levels increased in all but two areas compared to their winter stress ratings. The two exceptions were "love life or personal relationships," which dropped slightly from it's peak in winter quarter, and "participating in seminar," which continued to drop consistently from fall to spring. The highest stress item for the group remained "finances and budget.

The largest increase in stress from winter to spring was in "managing time and balancing activities," with 27% of the students reporting "quite a bit" to "a lot" of stress for this issue. Housing concerns had increased considerably for students during spring, and large gains in stress were also seen for employment, registration, career goals, skills for the future, self-evaluations, and academic planning.

Sample Mean	Change from Winter	How much stress are you feeling about…	1 None	2 A little	3 Moderate amount	4 Quite a bit	5 A lot
2.97	+ .38	**Your finances and budget?**	14%	27%	24%	19%	16%
2.84	+ .59	**Managing time and balancing activities?**	5%	43%	24%	16%	11%
2.57	+ .24	**Keeping up with academic responsibilities?**	16%	30%	41%	8%	5%
2.54	+ .30	**Developing an academic plan?**	16%	32%	35%	14%	3%
2.49	+ .39	**Developing your career goals?**	19%	35%	30%	11%	5%
2.43	+ .38	**Gaining the skills you need for your future?**	24%	27%	35%	8%	5%
2.32	+ .22	**Societal, environmental, or political issues?**	35%	24%	19%	16%	5%
2.27	+ .42	**Your job or lack of employment?**	38%	14%	38%	5%	5%
2.08	- .07	**Love life or personal relationships?**	43%	24%	22%	3%	8%
2.05	+ .24	**Your health or medical issues?**	41%	32%	14%	8%	5%
2.05	+ .42	**Getting through registration next quarter?**	35%	35%	22%	5%	3%
2.03	+ .52	**Roommate or housing situation?**	41%	30%	16%	14%	0%
1.92	+ .02	**Family issues?**	46%	27%	19%	5%	3%
1.92	+ .39	**Doing a self-evaluation?**	30%	51%	16%	3%	0%
1.84	+ .08	**Being evaluated by your faculty?**	43%	35%	19%	0%	3%
1.73	+ .05	**Getting information you need?**	49%	32%	16%	3%	0%
1.65	+ .11	**Finding a sense of community at Evergreen?**	57%	24%	16%	3%	0%
1.62	- .11	**Participating in seminar?**	47%	44%	9%	0%	0%
1.46	+ .05	**Making new friends?**	65%	24%	11%	0%	0%

Totals for some scale items may not equal exactly 100% due to rounding.

An average stress score was calculated for each student based on all items in the Stress Inventory. Individual students had mean stress scores ranging from 1.21 to 3.95. The average Stress Inventory score for all respondents combined was 2.15, (which compares to 1.90 for winter quarter and 2.06 for fall quarter).

F. Academic Skills

The enrolled T2S participants were asked to rate their confidence in various academic skills areas one last time at the end of spring quarter. (Note: due to time constraints, one of the enrolled participants completed the interview portion, but not the written section of the of the spring contact, so only 36 enrolled T2S students completed the academic skills ratings.)

By spring quarter, enrolled T2S students had gained confidence in their academic skills compared to winter quarter. Gains in confidence from winter to spring were especially strong in seminar participation, research skills, presentations, and keeping up with reading workload. It is also interesting that no students were "not at all" confident in their computer skills by the close of their first year at Evergreen.

Sample Mean	Change from winter	How confident are you in your…	1 Not at all	2 A little bit	3 Moderately	4 Quite a bit	5 Very
3.83	+ .66	**Participation in seminar?**	6%	11%	11%	39%	33%
3.72	+ .40	**Ability to give a class presentation?**	6%	11%	22%	28%	33%
3.69	+ .40	**Ability to keep up with reading assignments?**	6%	14%	8%	50%	22%
3.47	+ .08	**Writing ability?**	0%	11%	42%	36%	11%
3.42	+ .42	**Ability to complete a research project or research paper?**	3%	6%	50%	31%	11%
3.36	+ .34	**Computer skills?**	0%	25%	33%	22%	19%
2.78	+ .07	**Mathematics ability?**	17%	11%	53%	17%	3%

Totals for some scale items may not equal exactly 100% due to rounding.

Average Academic Confidence ratings were computed for each student across all seven skill areas. Individual student means vary from 1.43 to 4.43. The average Academic Skills Confidence rating for the group was 3.46, which was an increase from the winter quarter average of 3.14.

G. Learning Gains

A series of questions called the "Life-long Learning Index" were borrowed from a national survey, The College Student Experience Questionnaire and administered to the spring contact participants. Students rate the progress they have made at Evergreen in eleven different areas, then the Life-long Learning Index is determined by summing the ratings across all eleven items. Both the enrolled and non-enrolled student surveys included this section. The number of students responding is 39, as opposed to 40, since one enrolled student did not complete the written portion of the spring contact.

The students rated their progress on a 4-point scale, where 1 = very little, 2=some, 3=quite a bit, and 4=very much. The distribution of the group's responses is shown in the following table.

Life-long Learning Index: Progress made at Evergreen in…	1 Very little	2 Some	3 Quite a bit	4 Very much
Acquiring background and specialization for further education in some professional, scientific, or scholarly field	23.1%	41.0%	28.2%	7.7%
Gaining a broad general education about different fields of knowledge	2.6%	33.3%	59.0%	5.1%
Writing clearly and effectively	10.3%	41.0%	41.0%	7.7%
Acquiring familiarity with the use of computers	28.2%	48.7%	12.8%	10.3%
Understanding other people and the ability to get along with different kinds of people	0%	28.2%	43.6%	28.2%
Ability to function as a team member	2.6%	48.7%	28.2%	20.5%

Life-long Learning Index, continued: Progress made at Evergreen in…	1 Very little	2 Some	3 Quite a bit	4 Very much
Understanding new scientific and technical developments	48.7%	35.9%	12.8%	2.6%
Ability to think analytically and logically	2.6%	35.9%	46.2%	15.4%
Quantitative thinking	34.2%	42.1%	18.4%	5.3%
Ability to put ideas together, to see relationships, similarities, and differences between ideas	2.6%	23.1%	53.8%	20.5%
Ability to learn on your own, pursue ideas, and find information you need	0%	28.2%	43.6%	28.2%

The T2S participants reported the greatest learning growth in putting ideas together, understanding other people, and learning on their own. Each of these items had over 70% of the students reporting "quite a bit" or "very much" progress in their first year at Evergreen. As a group, they reported the least progress in understanding scientific developments and quantitative thinking, with 49% and 35% respectively reporting "very little" growth.

Mean scores were also calculated for each item, which are depicted in the following chart. The Life-long Learning Index score for each student was also computed. Life-long Learning Index scores can range from 11 to 44. The range for the T2S participants was 17 to 39, with a mean index score of 27.4.

CSEQ Means for Individual Items

Item	Mean score
Learn on your own	3.00
Understanding other people	3.00
Put ideas together	2.92
Think analytically & logically	2.74
Broad general education	2.67
Function as a team member	2.67
Writing clearly & effectively	2.46
Background & specialization	2.21
Familiarity with use of computers	2.05
Quantitative thinking	1.95
Scientific & technical developments	1.69

H. Expectations of Evergreen

The 40 T2S spring participants described the expectations that brought them to Evergreen. The strongest area of expectation was revealed to be Evergreen's approach to teaching and learning. Half of the students addressed this aspect of Evergreen in their comments. These students were specifically drawn to a progressive, non-traditional education and the freedom to choose classes and design independent contracts. They discussed specific approaches such as collaborative learning, hands-on and experiential learning, integrated and interdisciplinary studies, fieldwork applications, fruitful seminars, low student-faculty ratio, making connections to the "real world."

Making connections with new people at Evergreen was the second largest area of expectation for this group of students (about 40% commented on this area). They looked forward to meeting new people, making new connections, and working closely with faculty and classmates. They expected interesting, friendly, diverse, and fun peers. Some anticipated finding independent thinkers, activist networks, or other like-minded individuals with whom to pursue interests in social and environmental justice. They hoped to find mentors, colleagues, and friends among the faculty and students at Evergreen.

Another common theme was students' expectations of what they would learn at Evergreen (apparent in about 40% of the narratives). Many of these students anticipated a broad educational foundation, learning a wide variety of things, expanding general knowledge, and gaining a well-rounded education. Others were more specific about their educational goals, and expected to gain more specific skills or knowledge. They came to Evergreen to develop their writing and research skills and learn about environmental studies, programming, mathematics, Japan, art history, visual arts, philosophy, aesthetics, social constructs, class systems, performing arts, corporate globalization, and law.

The final primary theme identified from the student comments addressed their expectations for personal growth and development (about 25% of the students included this issue). These students hoped to identify academic and career pathways and find areas of focus for the future. They expected to grow from new knowledge and experiences and personal exploration.

A few other expectations were mentioned by just a few students each, including challenging academic workload (13%), great campus (13%), earning credits (10%), and low cost (8%).

The T2S students completed a checklist of the publications and people who had helped them form their expectations of Evergreen. The Evergreen catalog was the most common influence on T2S student expectations (85%), and 77% were influenced by a friend or family member. The next table shows the percentage of students who identified each influence and summarizes any additional comments they made about a specific influence.

Which of the following helped form the expectations that brought you to Evergreen?	% of students who selected this influence	Any comments or details about this influence?
Evergreen catalog	85%	Classes seemed good, interesting, fun, weird
Campus visit and/or tour	56%	Really helped my decision; Got feel for campus & could imagine myself here
Friends who had attended Evergreen	54%	Friends had good experiences, liked social community
My own previous experiences in school and/or imagination of what college at Evergreen would be like	51%	Went to alternative/seminar HS; Seemed opposite of HS; Fit my way of learning; Progressive community
Evergreen web site	36%	Looked like the right place for me
Friends who had heard of Evergreen *(but not attended)*	36%	
Family member who had heard of Evergreen *(but not attended)*	28%	Family member said I could choose my own curriculum
High School counselor or faculty	28%	HS teacher recommended it; Counselor knew me really well; My administrator's favorite college
College search books or ranking publications	21%	
Internet college search sites	13%	
Family member who had attended Evergreen	10%	Family member attended, but switched to another college; My cousin was alumnus from mid-70's
Other Influence	5%	Educational consultant; Magazine article

As a follow up, the students were asked how their first-year experience had aligned with their expectations. Thirty-one of the students discussed their academic expectations. Of these students, 65% felt their expectations had been met or exceeded, and 35% thought their expectations were not met.

The students who felt their academic expectations had been met or exceeded had learned more than they expected or felt appropriately challenged. In their programs, they found the interdisciplinary learning approach, academic freedom, emphasis on seminar, narrative evaluation process, integration of subject matter, dedicated faculty, and relaxed academic environment to live up to or exceed their expectations. One student was pleasantly surprised by the range of classes available in the curriculum.

Those who found their academic expectations unmet felt misled by program descriptions and had been surprised by heavy workloads. Others in this group found more limited academic options than they had anticipated, such as narrow curricular offerings, lack of class availability, and no first-year access to foreign language or mathematics. Unmet program expectations included

confusing content, lack of structure, unfulfilling content, and lack of academic solidity. Some students found Evergreen to be more bureaucratic and less alternative than expected.

Twenty-one students addressed their expectations of Evergreen's social and campus environment. Of these students, 67% felt their social and campus related expectations had been met or exceeded, and 33% thought their experience failed to meet their expectations.

Students whose social and campus environment expectations had been met had made new friends and connections during their first year. They had explored new interests, including student groups and the organic farm. They found the campus to be as nice and liberal as they expected, and they were glad to find plenty of free-thinkers among their fellow students.

Disappointments in social and campus environment expectations included students who had not found a niche in the campus community. These students thought Evergreen lacked sufficient diversity and felt other students were apathetic and obsessed with being cool and alternative. Class issues between rich students and poor students were raised. The campus seemed boring and health/counseling services were not accessible at times students could use them. It seemed impossible to find a job. Some had anticipated a stronger sense of community and better relations with college administration.

I. Satisfaction with Evergreen Experience

T2S participants rated their satisfaction with various aspects of being a student in the Evergreen learning community. They used a 4-point scale where 1=very dissatisfied, 2=not satisfied, 3=generally satisfied, and 4=very satisfied.

The areas that received the greatest number of "very dissatisfied" ratings were Food Service (37.8% very dissatisfied), ability to enroll in classes that match interests (10.5%), and racial/ethnic relations (10.3%). The survey items that received the lowest number of "very satisfied" ratings were Food Service and Registration Procedures, with only 2 students reporting a high level of satisfaction. On a positive note, in the time between the experiences of these students and the completion of this report, Evergreen has implemented both a new food service provider and a new on-line web registration system.

The items that earned the highest number of "very satisfied" ratings were the attitude of faculty (46.2% very satisfied), respect for various sexual orientations (41.1%), and political freedom (39.5%). Furthermore, admissions procedures and the attitude of staff were the only areas to receive no "very dissatisfied" ratings.

The list of items on the survey was long, so for purposes of presentation of the results, the distribution of students' responses is presented as two separate tables: Academic Issues and Campus Environment. Furthermore, in this table students who were "not satisfied" are combined with those who were "very dissatisfied," and likewise students who were "generally" and "very" satisfied are presented together. The average satisfaction rating of each area is also provided.

Mean Score*	Academic Issues What was your level of satisfaction with…**	Dissatisfied	Satisfied
3.38	**Attitude of faculty**	5.1%	94.9%
3.28	**Interactions with faculty**	5.1%	94.9%
3.23	**The evaluation system**	5.1%	94.9%
3.23	**Availability of programs/courses at times of day you could take them**	7.7%	92.3%
3.18	**Quality of instruction in program**	7.7%	92.3%
3.18	**Overall quality of programs/courses**	13.2%	86.8%
2.97	**Your ability to enroll in academic offerings that match your interests**	18.4%	81.6%
2.79	**Variety of programs offered by Evergreen**	28.2%	71.8%

* 39 students completed this section, since one student did not complete the written part of the spring contact.
** Satisfaction rating scale: 1=very dissatisfied, 2=not satisfied, 3=generally satisfied, 4=very satisfied.

Mean Score*	Campus Environment What was your level of satisfaction with…**	Dissatisfied	Satisfied
3.33	**Respect for various sexual orientations**	5.1%	94.9%
3.29	**Political freedom**	5.3%	94.7%
3.26	**Attitude of non-teaching Evergreen staff**	5.3%	94.7%
3.26	**Personal security and safety at Evergreen**	7.7%	92.3%
3.18	**Opportunities for personal involvement in campus activities**	15.8%	84.2%
3.10	**Respect for the opposite sex**	7.7%	92.3%
3.10	**The accuracy of college information you received before enrolling**	10.3%	89.7%
3.08	**Admissions procedures**	7.7%	92.3%
3.05	**Respect of various religious beliefs on campus**	10.5%	89.5%
3.03	**Study areas**	21.1%	78.9%
3.00	**College social activities (dances, guest speakers, protests, etc.)**	16.2%	83.8%
2.95	**Transportation/Parking**	21.1%	78.9%
2.85	**Racial/ethnic relations at Evergreen**	30.8%	69.2%
2.73	**Availability & affordability of student housing on or off campus**	27.0%	73.0%
2.72	**Registration procedures**	25.6%	74.4%
1.97	**Food Service**	70.3%	29.7%

* 39 students completed this section, since one student did not complete the written part of the spring contact.
** Satisfaction rating scale: 1=very dissatisfied, 2=not satisfied, 3=generally satisfied, 4=very satisfied.

After the participants completed the satisfaction inventory, they were asked to identify the aspect of Evergreen from the list with which they were *most* satisfied and describe why. Two items stood out above the rest: attitude of faculty and overall quality of academic programs.

The 9 students who singled out faculty attitude as the most satisfying aspect of being at Evergreen described their faculty as helpful, friendly, encouraging, accessible, polite, intelligent, informed, interested, enthusiastic, and dedicated. Two students mentioned faculty members who were very involved in trying to create community, and another appreciated the special care faculty took to make sure students understood academic relationships. One student who selected

this variable gave this explanation, "It is apparent that everyone who works here is here for a reason; the faculty and staff represent the school with pride; I have only had good interactions."

The second most commonly identified aspect of Evergreen was the overall quality of academic programs. Six students chose this as the most satisfying part of their experience. They enjoyed the quality, subject matter, and breadth of their programs, as well as the program format itself as a mode of teaching and learning. They enjoyed learning about their academic interests and themselves. One student was most satisfied with program quality because "almost everything I want to learn is taught here."

When students were asked to select the least satisfactory aspect of being at Evergreen, only one survey item took a strong lead – food service. Ten students described why this was the least satisfactory aspect to them. Cost, quality, variety, and open hours were all mentioned specifically. These students described unhappy, grumpy employees, which corresponded with union struggles and poor treatment of workers.

The 40 T2S spring participants were asked, "What was the highlight of their first year experience at Evergreen?" One student said, "Nothing really stands out," but the other 39 students described the highlight(s) of their first year. The students' comments were reviewed and categorized into 3 broad kinds of highlights: social, academic, and personal.

Type of First-Year Highlight*	% of Students (N=40)
Academic: Content of academic programs; faculty; field trips; new knowledge/skills (e.g. critical thinking, research, people skills, metal work proficiency); independent studies; internships; collaborative projects; interdisciplinary study; getting into first choice	68% (N=27)
Social: Making new friends; meeting new people; engaging in community; student activities; campus events and speakers; roommates/dorm-mates; talking with friends about what I'm learning	30% (N=12)
Personal: Living on my own; personal growth and change; overcoming fears; increased self-awareness; new experiences; personal reflection; leaving home; evaluating my life; meeting my goals	30% (N=12)
Nothing Stands Out	3% (N=1)

Categories are not mutually exclusive, since many students mentioned highlights in more than one domain.

Conversely, students were also asked, "What was the most difficult thing for you in adjusting to college life at Evergreen?" Once again, students' responses were categorized into common domains, and the next table shows the results of this analysis. Adjustment to a college-level workload and time management issues led the students' comments.

Most Difficult Adjustment during first Year at TESC*	% of Students (N=40)
Workload/Time Management: Balancing academic and social activities; reading load; getting into the routine of writing; juggling priorities; getting up early in the morning; trying to remember to register; balancing work, family, and school	40% (N=16)
Being on My Own/Away from Home: Having to take care of myself and my apartment; being away from friends and family; lack of alone time; getting used to sharing a bedroom; not having as much supervision from parents; depressing being away from home, because at home I'm not afraid of anything	20% (N=8)
Adjusting to Learning Approach: Seminar; registration process – every class I wanted to take was full; less supervision from teachers; learning to study in a different language and culture; not quite believing in the Evergreen system; figuring out that my education is based on how much work I put into it; less structure here	18% (N=7)
Peer Group/Social Environment: Hard time relating to a lot of the people here; working with people just out of high school; being bored; location and demographics; isolation of campus from the larger community; noise in my dorm; being around people my age – people who drink every night and have different lifestyles	18% (N=7)
Finances: Managing money; not finding a job; having enough money; everything is expensive – money is a stress	13% (N=5)
Didn't have difficulty -- very smooth transition	3% (N=1)

* Categories are not mutually exclusive, since a few students mentioned difficulties in more than one domain.

J. Student Services Inventory

As part of the Evergreen-specific Survey, the T2S participants were asked to identify which student services and campus resources they had used, and then to rate how helpful they found the resources to be. Only those who used the resource rated its helpfulness, and they used a four-point scale to denote their experiences: 1=not helpful at all, 2=not very helpful, 3=somewhat helpful, and 4=very helpful.

Over 75% of the T2S participants used the Library, Computer Center, and IT bus service. Two-thirds attended an Academic Fair or Core Fair, and over half participated in campus Housing programs, Academic Advising contacts outside of T2S, Recreation Services, and the Learning Resource Center.

Student Service/Resource	Percent of T2S students* who used this resource	Mean rating of helpfulness by those who used it**
Library facilities and services	87%	3.47
Computer Center or Computer Applications Lab	80%	3.68
Intercity Transit bus service	77%	3.55
Academic Fair or Core Fair	67%	2.96
Student On-campus Housing services and programs	62%	3.00
One-on-one meeting with an Academic Advisor, Core Connector, or Prime Time Advisor *(other than our T2S interviews)*	59%	3.55
College Recreation Center/Recreation Services	59%	3.41
Learning Resource Center or tutors in your Core Program	51%	3.05
Student Health/Counseling Center	46%	3.53
Orientation Week Activities	44%	2.94
Student-run organizations or clubs	41%	3.33
Financial Aid Services	36%	2.85
New Student Advising Session	33%	2.38
Police Services	24%	2.50
First People's Advising	11%	3.67
Internship Fair	10%	3.67
K.E.Y. Student Services	10%	2.50
Access Services	8%	3.50
Career Development Center	5%	3.00
Student Employment Services	5%	3.00
Upward Bound	3%	4.00
Child Care Services	0%	N/A
Veteran's Services	0%	N/A

* 39 students completed this section, since one student did not complete the written part of the spring contact.
** Helpfulness scale: 1=not helpful at all, 2=not very helpful, 3=somewhat helpful, and 4=very helpful.

After the students completed their resource ratings, they were asked to select the service that was the most helpful to them and explain why. The College Recreation Center (CRC) was the resource singled out by the most students (N=7). These students used the CRC to exercise, take leisure education classes, as well as to meet new people. Physical activity helped the students cope with boredom, vent frustration, and gain mental clarity.

The second most commonly selected resource was the Computer Center, which was chosen by six students. Students appreciated the late night hours, speed of the equipment, internet access, and helpful staff. They used the Computer Center to complete written work, digital art, research, and check e-mail. Three of these students don't have computers of their own, so access to the Computer Center was critical to their ability to complete program work.

The Library and Academic Advising were each mentioned by 5 students as the most helpful resource. Those who mentioned the Library felt it was a necessary resource to find information to complete program work, and one added that it provided a good space for study group meetings. Four of the five students mentioned the willingness of the library staff to help them in

their endeavors. As one student said, "All the people I talked to were ready to do anything in their power to help me.""

The students who named Academic Advising as most helpful had sought assistance to clarify their decision-making, understand Evergreen, develop independent contracts, choose programs, and answer questions about admission, registration, and getting around campus. The Prime Time Advisor in campus Housing was singled out by two of these students.

Conversely, students were also asked to select the campus resource or service that they had found to be the least helpful to them. Three services floated to top of this list: Campus Housing Services, the Academic Fair, and Police Services.

The five students who singled out Housing Services shared administrative difficulties in transferring rooms and long delays with maintenance and repair issues. One felt that his/her needs were devalued in lieu of rent profits. Another stated, "Housing didn't help me at all; it mostly distracted me and increased my stress." Another student was unable to get questions answered regarding billing, payment plans, summer housing, and housing for the subsequent school year.

Five students named the Academic Fair as the least helpful campus service. They described the fair as hurried and difficult to navigate. Faculty with whom the students wanted to speak did not attend the fair, and others were too rushed to allow sufficient time for questions and portfolio review. One student went to the fair, but said he/she had no reason to be there or any questions to ask the teachers, which is why it seemed unhelpful. Another unique comment came from a student who was afraid he/she was missing something really interesting, since the Academic Fair was held at a time that made it impossible to participate.

Four students found Police Services to be the least helpful campus resource. Two had negative personal experiences with officers during the year. The other two had more philosophical concerns about Police Services. One felt that Police Services was not responsive to community input, and this student would not feel comfortable approaching the office for assistance. The other student believed that Police Services should do something to fight crime, instead of just arresting people after an incident has occurred.

K. Connection to Community

The T2S participants' ratings of connectedness to the Evergreen Community stayed fairly constant from winter quarter to spring quarter. In winter quarter, 90% of the students felt moderately to extremely connected to the Evergreen Community, and a similar percentage (87%) reported this same level of connectedness in spring quarter. Student ratings of connectedness ranged from 2 to 7 on a 7-point scale. One student skipped this question, so the sample responses shown in the next chart include 39 students' ratings.

Rating of Connectedness to the Evergreen Community (N=39)

Fall sample mean = 4.04
Winter sample mean = 4.68
Spring sample mean = 4.62
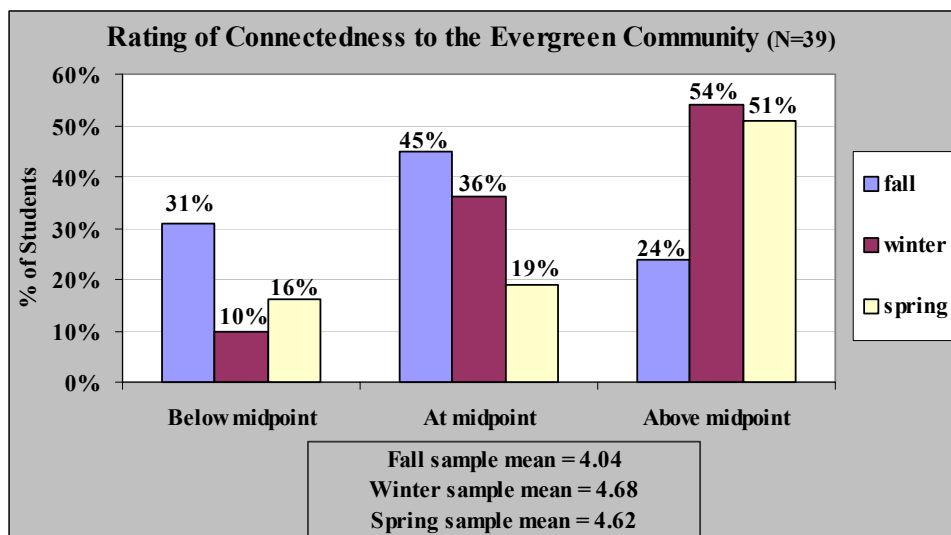
L. Institutional and Personal Confidence

The 37 T2S students who were still enrolled spring quarter were asked to rate their confidence that they could get the kind of education they wanted at Evergreen. Institutional confidence slipped between winter and spring quarter for the T2S students, with 16% of them falling below the midpoint of "moderate" confidence. Students rated their institutional confidence between 2 and 7 on a 7-point scale.
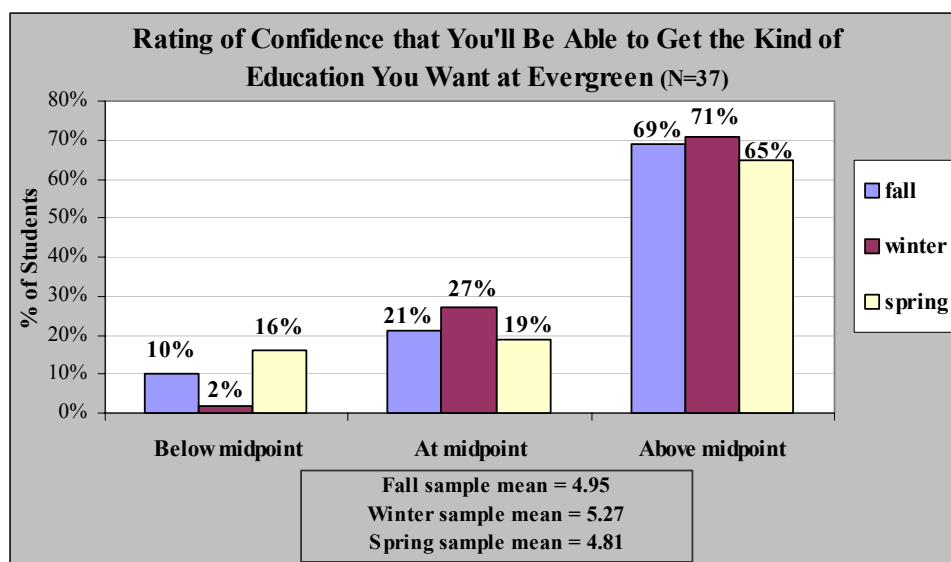
Rating of Confidence that You'll Be Able to Get the Kind of Education You Want at Evergreen (N=37)

Fall sample mean = 4.95
Winter sample mean = 5.27
Spring sample mean = 4.81

Note: Ratings were made on a 7-point scale with 3 defined anchor points:
1=not at all, 4=moderately, and 7=extremely.

Enrolled students also rated their confidence in their own ability to succeed at Evergreen. Student confidence ratings with regard to their own ability to succeed ranged from 4 to 7 on the 7-point scale. As a group, the T2S students continued to report more confidence in their own

ability to succeed at Evergreen compared to their ability to gain the education they want at the institution.
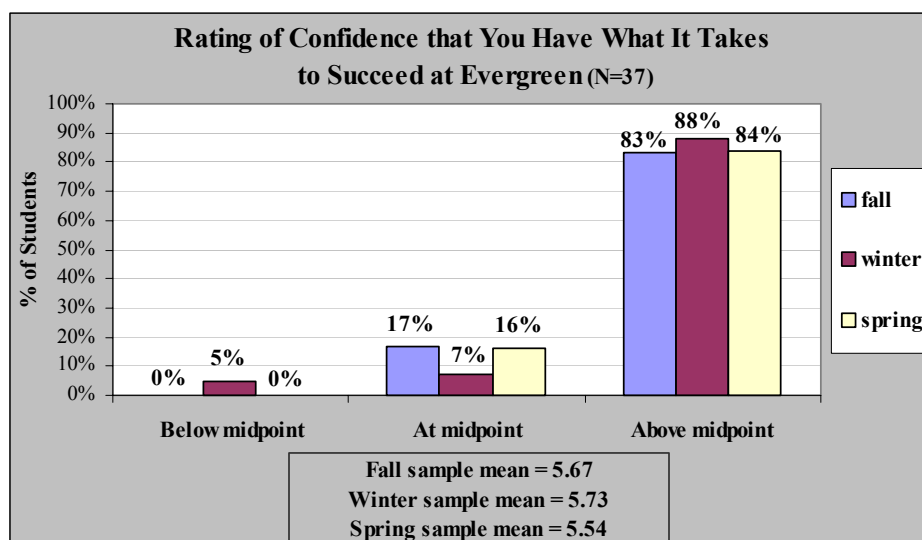
Rating of Confidence that You Have What It Takes to Succeed at Evergreen (N=37)

Fall sample mean = 5.67
Winter sample mean = 5.73
Spring sample mean = 5.54

Note: Ratings were made on a 7-point scale with 3 defined anchor points:
*1=not at all, 4=moderately, and 7=extremely.*

As a follow up to the enrolled students' self-confidence ratings, they were asked to name some characteristics about themselves that were helping them to succeed at Evergreen. One student could not think of a response, and another student simply stated, "I'm not succeeding this quarter." The remaining comments provided by 35 students were analyzed and categorized for presentation in the following table. Being a self-motivated student who enjoys learning was the most commonly identified attribute for success at Evergreen.

Characteristic About Self that is Helping You Succeed at Evergreen	% of respondents who provided a characteristic in this category (N=35*)
Self-Motivated Learner: desire to learn, independent, inquisitive, questioning, know what I like, excited, passionate, interested, enjoy learning, take advantage of resources, self-starter	54%
Open-mindedness: flexible, go with flow, not dogmatic, adventurous, open to learning, think outside the box, learning means changing my thoughts about something	37%
Strong Academic Skills: writing, reading, speaking, communication, listening, observation, creativity, educational/experiential background, math skills, hands-on learner	37%
Good People Skills: accepting , tolerant, patient, understanding, friendly, like people, love discussion, likeable, good social skills, all-around good guy	31%
Work Habits: ambitious, hard worker, get things done, don't fall behind, consistent worker, detailed, want to succeed, disciplined, competitive, study hard	29%
Perseverance: persistent, not frustrated easily, don't give up, don't take "no" for an answer, good coping skills, stubborn, not a quitter	17%

* N=35, because two students did not provide attributes for success. Categories are not mutually exclusive, since most students named multiple personal characteristics that fell into more than one category.

M. Intent to Continue at Evergreen

When asked if they intended to enroll at Evergreen the next fall quarter, 84% of the T2S participants expressed they would "definitely" or "probably" return. This question was only asked of the 37 enrolled students during the spring quarter contact. Non-enrolled student responses to a similar question were presented previously in section D of this chapter. The inclusion of this question in the one-on-one dialogue part of the spring contact provided an intervention opportunity for T2S advisors with students who expressed uncertainty about their intent to return.

Do You Plan to Return to Evergreen Next Fall 2001?
(N=37)

A bar chart titled "Do You Plan to Return to Evergreen Next Fall 2001? (N=37)". The y-axis is labeled "% of Students Enrolled Spring" ranging from 0% to 70%. The x-axis is labeled "Student Response Category" with values: Definitely 62%, Probably 22%, Maybe 8%, Unlikely 0%, Not Returning 8%.
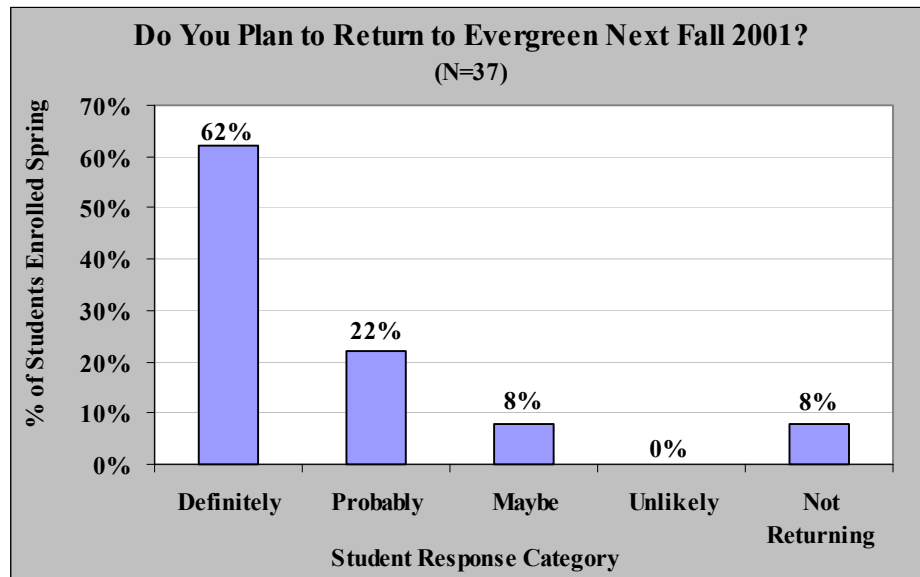
The students were also asked to explain their intent to return or not return the next fall quarter. The 3 students who had decided not to return for fall quarter gave the following reasons:
- I'm not happy in Olympia and not satisfied with my experience this year.
- I want to take some time out to work and figure out what my goals are. I anticipate returning to college sometime.
- This was an experimental year for me. I was never planning on staying more than a year, but I might have stayed if the experience had been better.

None of the students said that it was "unlikely" they would return, but 3 said "maybe" they would be back for fall quarter. Here is the reasoning they provided:
- I'm thinking that I'll get so wrapped up in working that I won't come back, and my dad says I'm wasting my time.
- I might want to pursue a more defined career with a specialized area of study, and that I can't do here. Sometime it feels isolated here. It's a different school, but the political views of the students are pretty homogenized.
- I might have a tuition scholarship to a university in Arizona.

The 8 students who were "probably" returning also provided some reasoning for their indecisiveness:

- I will definitely come back at some point, but maybe not in the fall.
- I'm not sure, because I'm burned out. But I do want to stay connected.
- I might take fall off, because I'm going to school in summer, so I might want a break.
- I might take a semester off.
- I might want to transfer out , I just don't know when.
- If I don't get a class I want, I wouldn't come back.
- If I absolutely can't get what I want, I'll wait and go to SPSCC.
- I'm going to register, but I may take a year off and gain residency; it depends on financial aid and money issues.

Fifteen of the 23 students who were "definitely" returning to Evergreen for their second year provided reasons for their decisions. The most common reason to return was having a great first year experience. These students liked being at Evergreen because of its learning structure, physical surroundings, sense of community, and concentration of nice people. Other students were anticipating future academic endeavors, such as next year's academic program, study abroad, doing an independent movie-making contract, getting more involved, and earning a degree. Three students described very practical incentives that confirmed their decisions to return: one had secured housing in Olympia and 2 had been hired as Resident Assistants in campus Housing for the next year. A few of the students gave more ambivalent explanations for their decisions. They offered statements such as "I'm fairly satisfied," "I haven't found anything better yet," "no reason to leave," and "eventually I'll transfer to Prescott."

The enrolled students were asked once again if they intended to stay at Evergreen until they completed a bachelor's degree. Their certainty which had suffered between fall and winter slipped again between winter and spring quarters, so that just over half of the students reported a clear intent to stay through degree attainment. 41% of the enrolled T2S participants felt unsure of their plans to pursue a degree at Evergreen by spring quarter. Again, this question provided another opportunity for advisor intervention with unsure students.

Do you plan to stay at Evergreen until you earn a Bachelor's degree? (N=37)
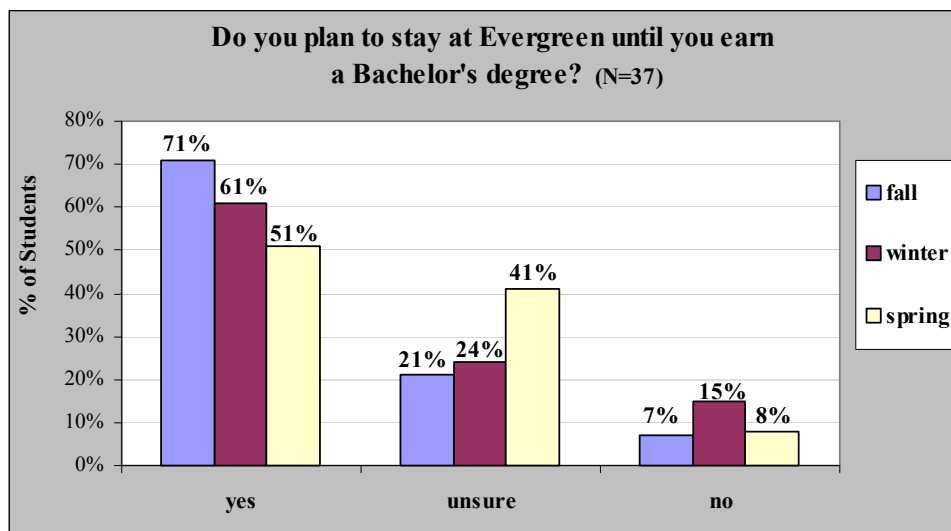
N. Advisor Checklist

T2S advisors completed a checklist of kinds of support provided, referrals given, and topics of discussion for a final time at the close of the spring contact with the T2S participants. The next table illustrates the kinds of student-specific interventions that advisors provided during the course of the spring contact.

Advisor Activity	% and Number of Student-Advisor Contacts that Included this Intervention*
Discussed academic progress, goals, plan, or options	100%
Invited to contact you again if they want to for future problems/questions	97%
Followed up on prior issues, referral, or concerns	90%
Discussed longer-term life/career goals	76%
Discussed personal life	74%
Provided concrete advice regarding how to maneuver through the Evergreen system	71%
Provided emotional support	71%
Invited to upcoming workshops and activities	61%
Provided academic assistance	32%
Gave referrals to other student advising services	29%
Gave referrals to other Evergreen administrative offices	24%
Gave referrals to resources of greater Olympia community	11%
Gave referrals to health/counseling resources	8%
Gave referrals to academic tutors	3%
Gave referrals to student activities/organizations/resources	3%

*Total N for this section is only 38 of the participants, since advisor worksheets were not completed for 2 students.

VII. Academic Planning Workshop and Senior Panel

Over the second year of the project, advisors were also developing a clearer advising curriculum to support students as they progressed through their undergraduate education. The T2S project gave a framework to the development of the next piece of academic planning support in the form of the workshop *Mapping Your Education II*. This workshop builds on *Mapping I,* which focuses on helping students change the locus of control for their academic planning to themselves. The next workshop in the series, *Mapping Your Education II,* focuses on the Bandura theory that students can develop increased self-efficacy and self-confidence by seeing others like themselves be successful in similar endeavors (Bandura, 1995). It also seeks to support students in considering breadth and a valuable part of their academic plans. *Mapping Your Education II* provides first-year students with a chance to hear the stories of senior students who have been successful in negotiating the Evergreen curriculum. In the workshop, the videotaped panel is followed by a series of structured small group activities that helped students identify and value breadth and flexible planning. The workshop is designed to be presented

shortly before students must begin to plan their registration for the upcoming sophomore year. The Academic Advising Office has folded it into the Core Program Advising Curriculum, and expects to offer it as a stand-alone workshop for students who do not have an opportunity to participate in annual faculty advising events formally approved by faculty in May 2001.

This workshop was tested in three Core programs in spring 2001. Among the students participating were 14 T2S participants who completed evaluations about their experience in the workshop. Overall, these students were positive in their comments about how useful the workshop seemed to them. Nearly all of them indicated that they found the workshop helpful, that it provided them with new insights about their academic planning, and would recommend it to other students.

Students appreciated hearing about how other students had created their own academic pathways, and they felt more optimistic and prepared to do this work for themselves. Students expressed increased confidence in their planning processes and resources, increased flexibility and a commitment to breadth and depth in their planning.

Most students indicated they had a sense of shared responsibility as they conducted their academic planning, and felt they could get support from faculty in the process. In addition, most students indicated that hearing the stories of recent graduates increased their confidence that they would be able to get what they wanted at Evergreen and they had the skills and abilities they needed to succeed.

More than half changed their ideas about what activities they might consider to be part of their education, and indicated that they would consider extracurricular activities as part of their academic plans. Students also reported an increased likelihood that they would consider talking with faculty about their plans and would follow up on what program descriptions meant.

All students indicated that breadth was very important as part of their academic plan and about half indicated that the workshop had changed their thinking about how they would plan for breadth or depth as a part of their education.


VIII. Year Two T2S Evaluation

A. Participants and Administration

Seventeen of the 41 possible members of the Year Two Sample group completed an evaluation of the T2S Project at the end of spring quarter, which is a 41.5% response rate. Sixteen of the students were still enrolled spring quarter, and one was no longer enrolled.

The evaluations were offered to students in both e-mail and hard copy form to allow them their preference for completion. A gift certificate was awarded for participation in this activity. Students were asked to return their evaluations directly to the Office of Institutional Research in an effort to encourage honest responses. Five e-mail evaluations were returned, and the other 12 students completed hard copy forms.

B. Evaluation Findings

Students were asked in which of the T2S activities they had participated; they were then asked to rate the usefulness of the T2S activities in which they had participated. A five-point scale was used for this rating: 1=Not useful at all, 2=Not very useful, 3=Neutral, 4=Somewhat useful, 5=Very useful. Happily, none of the activities received a rating of "Not at all useful," and only one activity (the workshop/senior panel) received ratings of "Not very useful." The participants rated the fall one-on-one interview the most useful; 77% rated this activity as somewhat or very useful. The spring one-on-one interview was second in usefulness, with 73% rating it as somewhat or very useful. 60% rated the academic planning workshop/senior panel as somewhat or very useful. Just 40% rated the winter telephone contact as somewhat or very useful, (although the remaining students felt "neutral," not negatively about the experience). The following chart illustrates the response detail for this series of ratings; group mean ratings for the usefulness of each activity are also provided.
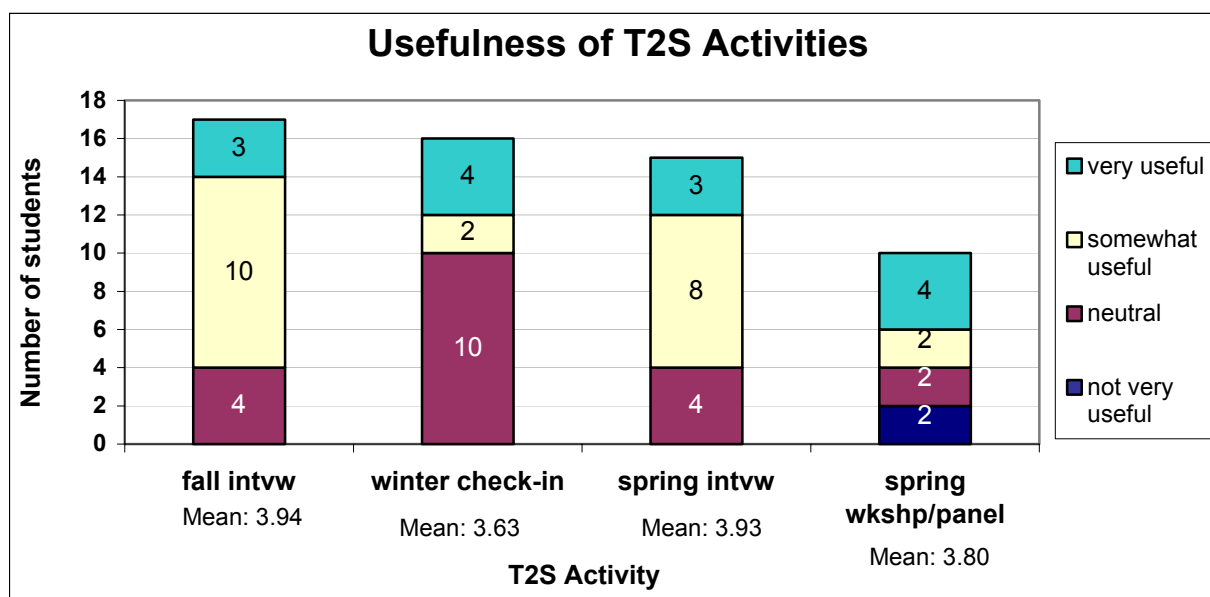
Students were asked if they would have participated in the project without the financial incentives. 41% replied "yes," another 41% answered "maybe," and 18% would not have participated. Their responses were identical, when asked if they would participate in academic planning workshops in general, if no financial incentive were offered.

Fifteen of the 17 respondents said they would "definitely" or "maybe" return to Evergreen in fall 2001. Ten of those who plan to return will continue to seek advising from their T2S advisor upon their return, and five others might do so. At the time of the evaluation, 12 of the 15 students planning to return the following fall had already registered.

100% of the students reported that when their T2S advisor did not have an answer to a question they asked, the advisor referred them to where they could find the information.

Of the 17 students who completed an evaluation, 7 (41%) stated that due to their participation in T2S they had sought out additional advising from the following sources:

- Drop-in contacts in Academic Advising (3 students)
- Scheduled appointments in Academic Advising (1 student)
- Prime Time advisor (2 students)
- Career Development Center (1 student)
- KEY Student Services (1 student)
- Their peers (3 students)
- Their current faculty (3 students)
- Another faculty member on campus, (1 student)
- Tutors and/or the Learning Resource Center (2 students)

The students were also asked to respond to a series of statements regarding their experiences and outcomes from the T2S project. Their responses are presented in the following table; the items in the table are presented in order of highest to lowest level of agreement, which is not the order in which they appeared on the evaluation form.

Survey Items	Yes or Somewhat	No
Was it helpful to participate in this project?	100%	0%
Was it helpful to discuss challenges and successes with your T2S advisor?	94.1%	5.9%
Was it helpful to discuss your future academic planning or career goals with your T2S advisor?	88.2%	11.8%
Do you think your participation in T2S one-on-one interviews or the workshop/senior panel increased your confidence that you can get the education you want at Evergreen?	88.2%	11.8%
Did talking with your T2S advisor help you feel connected to the TESC community?	82.4%	17.6%
Did you gain useful insights about how to *access* resources on campus due to your participation in the project?	82.4%	17.6%
Do you think your participation in T2S one-on-one interviews or the workshop/senior panel increased your confidence that you have what it takes to succeed at Evergreen?	76.5%	23.5%
Did you discover resources that are *available* on campus through your participation in this project that you had not learned about elsewhere?	70.6%	29.4%
Do you feel that your T2S advising contacts or the workshop/senior panel contributed to your decision to persist in your education at Evergreen?	58.8%	41.2%
Due to your participation in the project, do you think that you *used* campus resources that you might not have used otherwise?	52.9%	47.1%
Did you gain insights from your T2S advising contacts or the workshop/ senior panel that you shared with other students outside of the T2S project?	41.2%	58.8%

It is heartening to see that the efforts of the advisors appeared to have strong benefits for the participants of this program overall. All of the students who evaluated the project reported that it was helpful to them. A great majority enjoyed one-on-one discussions with their T2S advisors about successes, challenges, and academic plans. Most students reported increased confidence in

Evergreen and in their own abilities to succeed here. They felt more connected to the College as a result of their participation, and many shared their T2S insights with other students. They learned how to access campus resources, what resources were available, and used more resources than they would have otherwise. Over half of the students reported their participation in T2S influenced their decision to persist in their education at Evergreen.

C. Student Comments from T2S Evaluation Spring 2001

The final sections of the T2S evaluations asked students to describe those aspects of the project that they felt were the most and least helpful. They were asked also to provide any additional feedback or suggestions they might have for academic advisors, especially with regards to first-year students. Their comments are revealing about the strengths and weaknesses of the Year Two model of Transitions to Success. Some comments have been edited slightly to remove specific names of faculty, students, programs, or advisors.

"Briefly describe what was the <u>most</u> helpful part of your experience in the T2S project."

- This experience helped me very much to feel like one of the members of Evergreen Community. I'm glad there are some people working for people like me to have a better/easier first year.
- I was able to meet with an advisor and discuss questions I had about TESC. This project made me feel very comfortable seeking further advice from Academic Advising. I was able to learn about resources offered at the college, like musical instrument checkout. I am interested in photography, so she showed me where the photo lab was and introduced me to the people who work there. The most helpful part was knowing there is someone who I know I can go to and always get advice. [My T2S advisor] was very helpful. She definitely cares a lot about helping people.
- The project I felt to be very routine and pretty painless. It was somewhat helpful. My advisor helped me in finding faculty and informed me of TESC history that I was unaware of.
- Figuring out what classes would most benefit my education - academic plan.
- My T2S advisor was an extremely helpful advisor. I was stunned when she took an aggressive stance on several occasions to assist me in dealing with a problem.
- Most helpful was talking a bit about how the quarter was going for me. It helped me to look back and assess how I was doing. It was also helpful talking this last spring quarter, because the advisor helped me to choose some possible classes to take next year.
- The questions made me really think about my objectives and my motivations for an education at Evergreen, and were a big part in my decision to look into the Arts.
- Good to have a neutral staff member (not from class) to talk to about school issues I felt mixed up about.
- The fact that I had the opportunity to talk to someone outside of my program. Plus, it was very helpful to have the gift certificates there when you need them. Books can be really expensive, and I think they help you to learn more. Without the books or means to get them (or at least the main books) you're basically screwed.
- The advising which informed me on how to approach the professors of classes I wanted to get into, and the ways to figure my interest into the next quarter.
- The Spring academic planning workshop/senior panel was very important for me. The panel allowed me to hear about particular things these seniors did to feel successful in their work here at Evergreen.
- Talking to a responsive school employee; venting frustration with the administration and trustees; meeting a student who could inform me how to negotiate the DTF's (Delay the Fools) process.

- Having someone to check in with, bounce ideas off of, ask about internships & evals, etc., share needs with and know others have similar needs.
- Being told that they are (Academic Advising) here to help you succeed.
- I got some basic information about the programs and options available at Evergreen.
- To have the academic advisor know who I was and remember my information and struggles.
- The money… sorry but I'm a broke, honest college kid.

"Briefly describe what was the least helpful part of your experience in the T2S project."

- It didn't help as much as I was expecting about my plan of academic career.
- It was the least helpful to discuss career goals in the future, because I am nowhere near knowing what I want that far in advance.
- I felt a lot of questions were phrased in such a manner that did not really apply to my life. It may be better to ask students what questions they would feel best represent the changes they are going through.
- Checking boxes
- Well, I'm not sure. Things were rather concise, so I was able to use everything. If I couldn't use it directly as advising, the questions at least made me aware of some things. I would say that nothing really stands out that I could say was least helpful.
- I don't remember much about the winter telephone survey. I know I did it, but don't remember much from that conversation that stuck with me.
- Senior panel… no common educational goals with any of them. I really don't care about their cutesy stories of college struggles and achieving goals.
- Not understanding how to use all the academic planning resources; the separation of the process from these resources.
- The time specifically allotted for answering questions in the surveys (which I know is important), but not much time for other, sorta related but possibly off the topic questions. Time to establish a RELATIONSHIP and discuss how things in other areas of the TESC community function. (Too structured). My advisor would see me and not recognize me; I hate that, so I found myself valuing her insight less.
- I did a written survey and answered questions orally for another survey, but my basic problems and questions were addressed in the written survey that I did not get to talk about with my advisor.
- I didn't need to get paid, but it did help buy books. Thank you.
- I was pretty neutral about most of the activities. I could have learned things from this project that I don't consciously give it credit for.

IX. Control Group Comparisons

A. Administrative Demographics

A series of statistical tests were performed to check for differences between the Year Two T2S participants and the control group using available demographic variables from the student administrative tracking system.

No significant differences (p.…10) were revealed between the T2S participant and control groups for any of the following variables:

        Average high school grade point average

Average SAT verbal score
Average SAT math score
Gender distribution
Ethnic distribution (students of color vs. white/unknown)
Completion of New Student Advising Session
Earned full credit during first year at Evergreen

Only one demographic variable showed a significant difference between the sample and control groups. The T2S participants had a significantly higher (p=.07) proportion of non-residents (50.0%) than the control group (31.5%). (Forty-five percent of all first-time, first-year students at Evergreen fall quarter 2000 were non-residents.) This difference may have affected comparative retention rates, credits earned, and other administrative data comparisons. However, the difference was no longer present between T2S participants and control group *survey completers,* so comparisons of T2S participants and control group members on survey variables are not affected by a significant difference in residency status.

Thirty students from the original control group population completed a spring survey about their first-year experiences. Of the control group members who participated in the survey, 26 were still enrolled spring quarter and four were no longer enrolled at Evergreen.

B. Survey Demographics

The spring surveys of the T2S participants and control group collected several additional demographic variables that allowed comparison of the two student groups.

No significant differences (p≤ .10) were discovered between the sample and control groups on any of the following variables:
        Employment status (fall, winter, and spring quarters)
        Living on or off campus (fall, winter, and spring quarters)
        Living alone or with other people (fall, winter, and spring quarters)
        Intent to stay at Evergreen until earn Bachelor's degree

Two differences were identified in the sources of funding that students were using to pay for their first year at Evergreen. A higher proportion of the T2S students were using parent/family support and trust funds/college savings accounts to help fund their education than students in the control group. Use of other sources of funds did not significantly differ between the groups.

% Using Each Source of Funds Used to Pay for First Year of College	T2S Participants N=42	Control Group N=30
Parent/Family Support *(p=.096)*	**83.3%**	**63.3%**
College Savings Account/Trust Fund set up by someone other than student *(p=.060)*	**33.3%**	**13.3%**
Grants/Scholarships	33.3%	33.3%
Student Loans	40.5%	40.0%
Student's Own Earnings, Savings, Credit Cards	64.3%	66.7%

C. Expectations of Evergreen

Like the T2S participant survey, the control group survey asked students to indicate which resources from a checklist had helped them form their expectations of Evergreen. Two differences were revealed between the T2S group and the control group (as shown in the next table). No other differences (p….10) were evidenced with regards to what influenced students' expectations of Evergreen.

Which of the following helped form the expectations that brought you to Evergreen?	T2S Participants N=42	Control Group N=30
Family member who attended Evergreen *(p=.033)*	**9.5%**	**30.0%**
College search books or ranking publications *(p=.064)*	**19.0%**	**40.0%**

D. Academic Program Variables

More T2S participants were in freshmen Core programs (as opposed to all-level, sophomore-level, and part-time studies) than the control group members. The difference was only statistically significant in fall quarter.

Academic Quarter	T2S Participants in Core programs N=42	Control Group students in Core programs N=30
Fall quarter *(p=.098)*	**66.7%**	**46.7%**
Winter quarter *(p=.207)*	63.2%	46.2%
Spring quarter *(p=.403)*	36.1%	23.1%

There was no difference between groups with regards to being in their first choice academic offering for any quarter.

Most students in both groups found their program workloads to be "challenging, but manageable" over the course of the year. Only a few students from each group identified a workload that was "too light/not challenging enough" or "overwhelming," and chi-square tests were not possible due to the low numbers in each group. Based on raw frequency data, however, there was some indication that control group members were more frequently overwhelmed and less often under-challenged by program workload.

Program Workload	T2S Participants			Control Group students		
	Fall	**Winter**	**Spring**	**Fall**	**Winter**	**Spring**
Too light/not challenging enough	21.4%	15.8%	8.3%	13.3%	7.7%	3.8%
Challenging, but manageable	71.4%	78.9%	83.3%	80.0%	76.9%	73.1%
Overwhelming	7.1%	5.3%	8.3%	6.7%	15.4%	23.1%

E. Stress Inventory

Although no difference was revealed in mean stress inventory scores between the sample and control groups, several individual items showed some differences. T2S participants were experiencing less stress about keeping up with academic responsibilities than control group students. The T2S participants felt more stress about making new friends, developing an academic plan, and getting through registration for the subsequent quarter than the control group. The items with significant differences at p….10 are presented in the next table.

Spring Quarter Stress Inventory Item *	Mean for T2S Participants N=37	Mean for Control Group N=30
Keeping up with academic responsibilities *(p=.021)*	**2.57**	**3.17**
Making new friends *(p=.061)*	1.46	1.20
Developing an academic plan *(p=.064)*	2.54	2.03
Getting through registration for next quarter *(p=.077)*	2.05	1.63

    * Level of stress was rated on a 5-point scale from 1=none to 5=a lot.

F. Academic Skills and Progress

There were no differences between the control group's and T2S participants' confidence ratings for any of the academic skills areas.

However, two of the CSEQ learning gains areas did show some evidence of difference between the groups.

Thus far at Evergreen, how much have you gained or made progress in…	Mean for T2S Participants* N=39	Mean for Control Group* N=30
Gaining a broad general education about different fields of knowledge *(p=.065)*	2.67	2.30
Understanding other people and the ability to get along with different kinds of people *(p=.083)*	3.00	2.67

    * Learning gains were rated on a 4-point scale from 1=very little to 5=very much.

G. Confidence and Connectedness

In the measure of personal confidence that the student can succeed at Evergreen, no differences were revealed in the means of the sample and control groups. Likewise, confidence that students could get the education they wanted at Evergreen did not differ between the groups.

The students' spring quarter ratings of connectedness to the Evergreen community were significantly higher for the T2S participant group. The average connectedness rating by the control group members was 3.60, which was below the midpoint rating of 4="moderate" on a 7-point scale.

How connected do you currently feel to the Evergreen Learning Community*?	Mean for T2S Participants N=39	Mean for Control Group N=30
Level of Connectedness *(p=.002, 99.8% confidence)*	4.62	3.60

* Connectedness was rated on a 7-point scale where 1=not at all, 4=moderately, and 7=extremely.

H. Use and Helpfulness of Student Services

The next table shows the use of various campus services by the T2S participants and the control group students. The T2S participants used some services notably more than the control group, especially student-run organizations, meetings with academic advisors outside of T2S activities, campus housing services and programs, the Learning Resource Center, and K.E.Y. Student Services. All of these services were used by at least 10% more of the T2S group than the control group. The control group students reported at least 10% more participation in New Student Advising Sessions, Recreation Services, and the Library.

Student Service or Resource	% of T2S participants who used this service	% of control group students who used this service
Academic Fair or Core Fair	66.7	60.0
Access Services	7.7	3.3
Career Development Center	5.1	13.3
Child Care Services	0	0
College Recreation Center/Recreation Services	59.0	70.0
Computer Center or Computer Applications Lab	79.5	83.3
Financial Aid Services	35.9	43.3
First People's Advising	10.5	10.0
Intercity Transit bus service	76.9	70.0
Internship Fair	10.3	13.3
K.E.Y. Student Services	10.3	0
Learning Resource Center or tutors in Core Program	51.3	36.7
Library facilities and services	87.2	96.7
New Student Advising Session	33.3	46.7
One-on-one meeting with an Academic Advisor, Core Connector, or Prime Time Advisor (*other than* our T2S interviews)	59.0	43.3
Orientation Week Activities	43.6	50.0
Police Services	23.7	16.7
Student Employment Services	5.1	6.7
s. Student Health/Counseling Center	46.2	46.7
t. Student On-campus Housing services & programs	61.5	46.7
u. Student-run organizations or clubs	41.0	23.3
v. Upward Bound	2.6	0
w. Veteran's Services	0	0

There were no statistically significant differences in service *utilization* between the sample and control groups; in fact, many of the services were used by too few students to conduct reliable tests. In terms of perceived helpfulness, however, Orientation Week activities received considerably higher ratings of helpfulness by the T2S sample group. The Learning Resource Center and the Student Health Center also showed somewhat higher ratings of helpfulness by the T2S students.

Helpfulness of Student Service*	Mean for T2S Participants	Mean for Control Group
Orientation Week activities *(p=.005, 99.5% confidence)*	**2.94**	**2.13**
Learning Resource Center or Core program tutors *(p=.090, 91% confidence)*	**3.05**	**2.45**
Student Health/Counseling Center *(p=.090, 91% confidence)*	**3.53**	**3.07**

* Students who used each service rated its helpfulness on a 4-point scale from 1=not at all helpful to 4=very helpful.

I. Satisfaction with Evergreen Experience

T2S participants and control group students rated their satisfaction with various aspects of being students in the Evergreen learning community. Two items from the satisfaction section showed significant differences between the sample and control groups.

What was your level of satisfaction* with…	Mean for T2S Participants N=39	Mean for Control Group N=30
Political freedom *(p=.044, 96% confidence)*	**3.29**	**2.89**
Quality of instruction in program *(p=.049, 95% confidence)*	**3.18**	**3.47**

*Students rated their satisfaction on a 4-point scale from 1=very dissatisfied to 4=very satisfied.

X. Trends for the Year

This section will show the trends for the year for the measures that were repeated each quarter with the Year Two participants by their retention status to a second year at Evergreen. Only those students who completed the ratings during each of the three quarterly contacts are included in this analysis.

A. Overall Stress Inventory Scores

The trend in overall stress inventory scores shows that the students who were eventually not retained to a second year began the year with a higher stress level than those who were retained.

However, the stress level of both groups decreased in winter quarter to a nearly identical point. Then by spring quarter, the trend reversed and the students who did return to Evergreen the next fall were experiencing higher stress by the end of the year than those who did not return.

Average Stress Inventory Scores
by Retention Status to Second Year
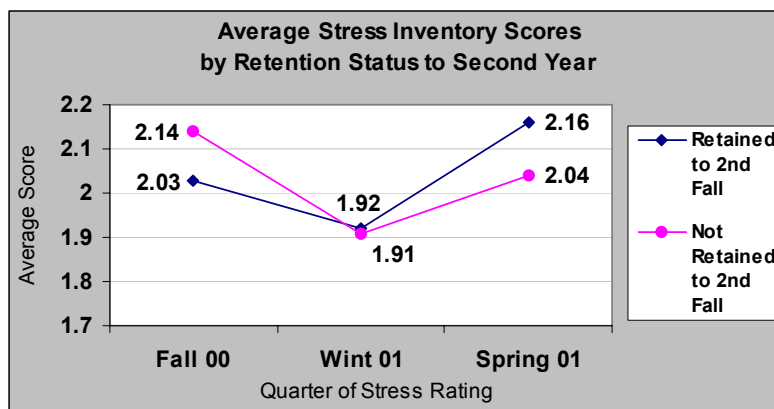
Note: Items were rated on a five-point scale, from "none" to "a lot."

B. Trends in Academic Skills Confidence

With regards to student confidence in their writing ability, both the retained and non-retained students followed a similar pattern over the course of the academic year. Average writing confidence remained stable from fall to winter, but increased for both groups by spring quarter. The average scores of students who were not retained to a second year stayed below the scores of retained students each quarter.

Average Confidence in Writing Ability
by Retention Status to Second Year
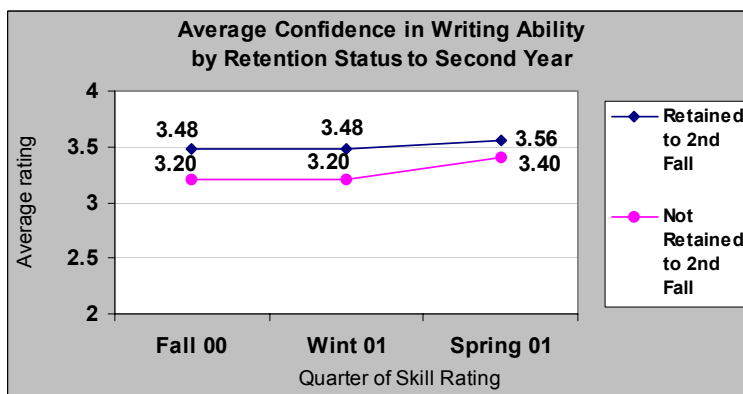
Note: Confidence was rated on a five-point scale, from "not at all " to "very."

Confidence in mathematics ability increased each quarter of the year for the students who did not return for a second year, whereas mathematics confidence for the retained students varied only slightly during the year. Despite the growth in confidence for the non-retained students, they finished the year with mathematics confidence that still lagged a bit behind that of the retained students.

**Average Confidence in Mathematics Ability
by Retention Status to Second Year**

Average rating

	Fall 00	Wint 01	Spring 01
Retained to 2nd Fall	2.88	2.76	2.88
Not Retained to 2nd Fall	2.40	2.60	2.70

Quarter of Skill Rating
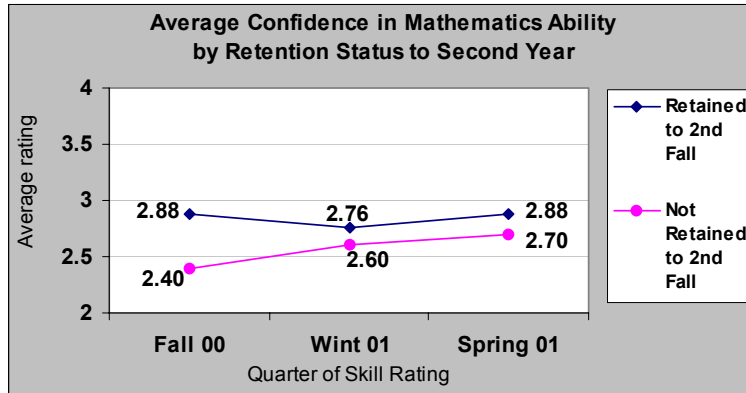
Note: Confidence was rated on a five-point scale, from "not at all " to "very."

The students who did not return for a second year at Evergreen began the year with less confidence in their abilities to complete research projects than those students who were retained. By spring quarter, however, the confidence levels of both groups were nearly identical. Confidence in this skill area followed a similar pattern for both groups by slipping during winter quarter and rebounding by spring.

**Average Confidence in Ability to Complete Research
Project or Paper by Retention Status to Second Year**

Average rating

	Fall 00	Wint 01	Spring 01
Retained to 2nd Fall	3.52	3.20	3.48
Not Retained to 2nd Fall	2.80	2.30	3.40

Quarter of Skill Rating
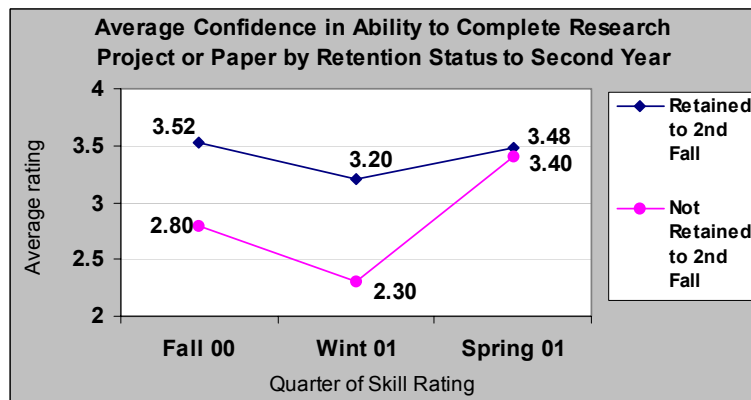
Note: Confidence was rated on a five-point scale, from "not at all " to "very."

In the area of computer skills, retained students showed a pattern of increasing confidence as the year progressed, whereas non-retained students' confidence slipped a bit during winter quarter then increased again for spring quarter. Both groups finished the year with more confidence in computer skills than they had during their first quarter.

**Average Confidence in Computer Skills
by Retention Status to Second Year**
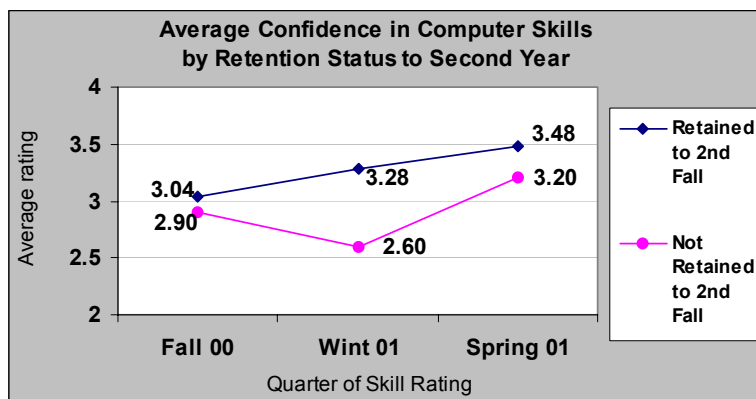
Note: Confidence was rated on a five-point scale, from "not at all " to "very."

The T2S students who were not retained to a second year were notably less confident about participating in seminar during their first two quarters at Evergreen than students who were retained. As noted in Chapter 5: Retention, fall quarter confidence in this skill area was significantly related to retention. Both groups reported considerably more confidence in seminar by spring quarter.
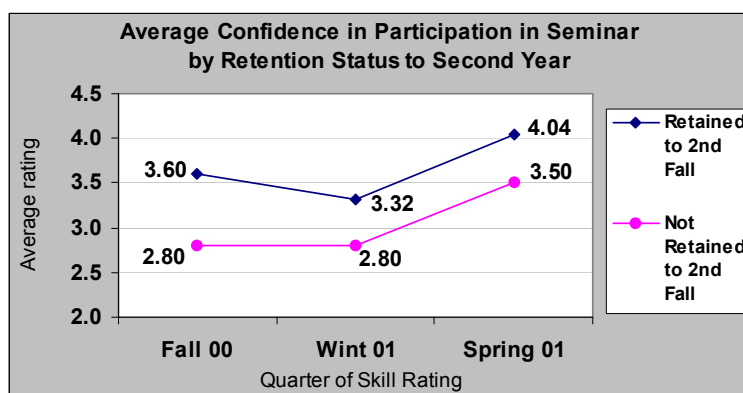
**Average Confidence in Participation in Seminar
by Retention Status to Second Year**

Note: Confidence was rated on a five-point scale, from "not at all " to "very."

Confidence in the ability to give a class presentation was markedly different between the retained and non-retained T2S students. Even with the increased confidence that came by spring quarter for the non-retained students, they finished the year with lower confidence than the retained students had during their first quarter. Chapter 5: Retention will reveal that confidence in this skill area for each quarter was strongly related to retention for a second year at Evergreen.
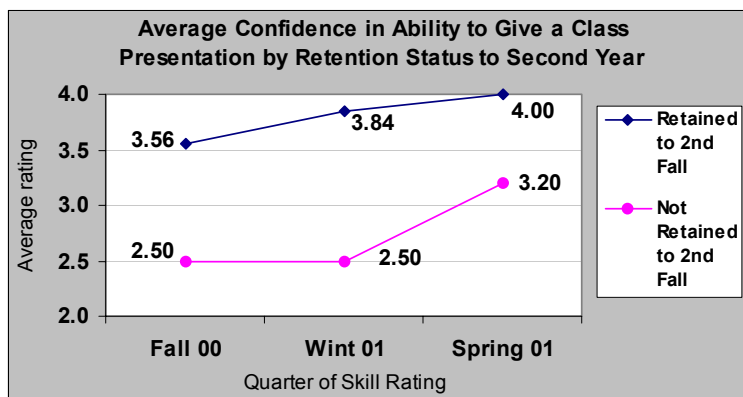
Average Confidence in Ability to Give a Class Presentation by Retention Status to Second Year

Note: Confidence was rated on a five-point scale, from "not at all" to "very."

Confidence in the ability to keep up with reading assignments remained remarkably stable for the students who were not retained to a second year. Retained students reported a decreased confidence in winter quarter that improved by spring.

Average Confidence in Ability to Keep up with Reading Assignments by Retention Status to Second Year
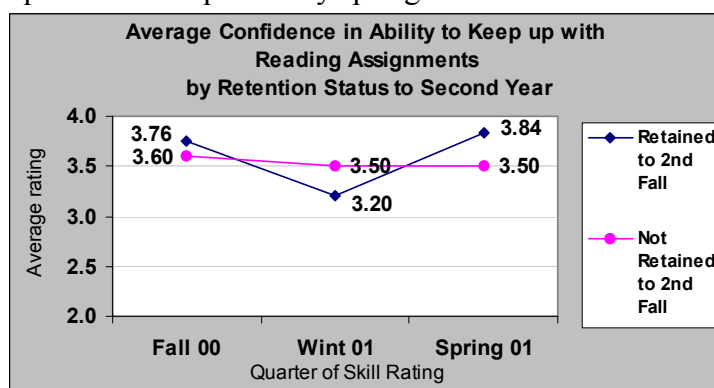
Note: Confidence was rated on a five-point scale, from "not at all" to "very."

With regards to the average reported confidence across all skills areas, both the retained and non-retained T2S students followed a similar pattern. Confidence waned slightly in winter quarter, but by spring overall academic skills confidence was higher than when they began their studies at Evergreen. The overall academic confidence of non-retained students lagged consistently behind that of retained students, and this factor was discovered to be statistically related to retention.

Average Confidence Across All Skills Areas by Retention Status to Second Year
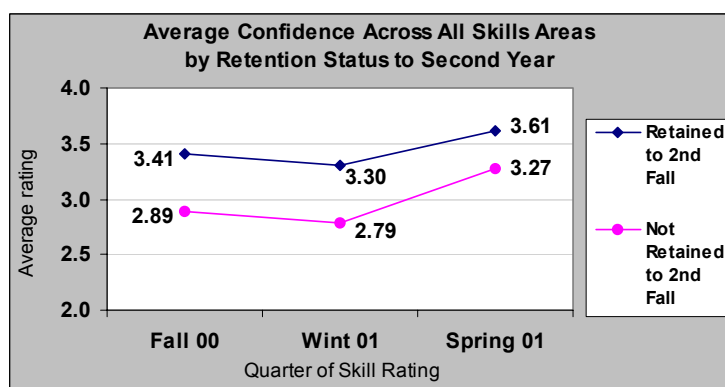
Note: Confidence was rated on a five-point scale, from "not at all" to "very."

C. Connection to the Community

The T2S participants who returned for a second fall quarter at Evergreen felt significantly more connected to the Evergreen community during fall and spring quarters. For this group of students, their sense of connectedness grew steadily over the course of the year. Non-retained T2S students showed a different pattern of connectedness that peaked in winter quarter, but dropped off by the end of the year.

Average Rating of Connectedness to the Evergreen Community by Retention Status to the Second Year

	Fall 00	Wint 01	Spring 01
Retained to 2nd Fall	4.40	4.85	5.08
Not Retained to 2nd Fall	3.54	4.68	3.85
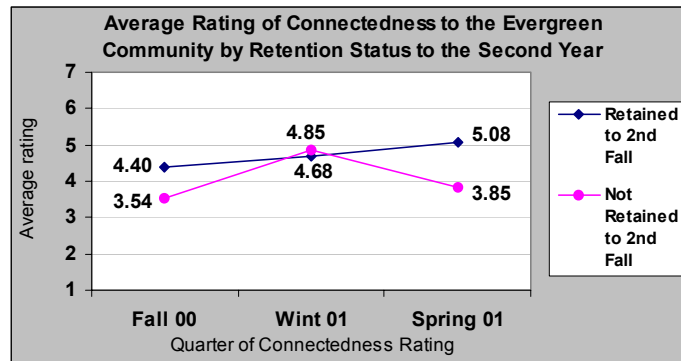
Note: Connectedness was rated on a seven-point scale, from "not at all" to "extremely."

D. Institutional Confidence

The non-retained T2S students were less confident than retained students about their ability to get the kind of education they want at Evergreen throughout their first year. The institutional confidence of the non-retained students remained stable from fall to winter quarter, then dropped during spring quarter. The institutional confidence of retained students increased from fall to winter, but then it also fell during spring quarter. It is curious that both groups ended their first year less confident on this measure than they began the year.

Average Confidence that Students Can Get the Education They Want at Evergreen by Retention Status to Second Year

	Fall 00	Wint 01	Spring 01
Retained to 2nd Fall	5.08	5.35	4.96
Not Retained to 2nd Fall	4.90	4.90	4.50
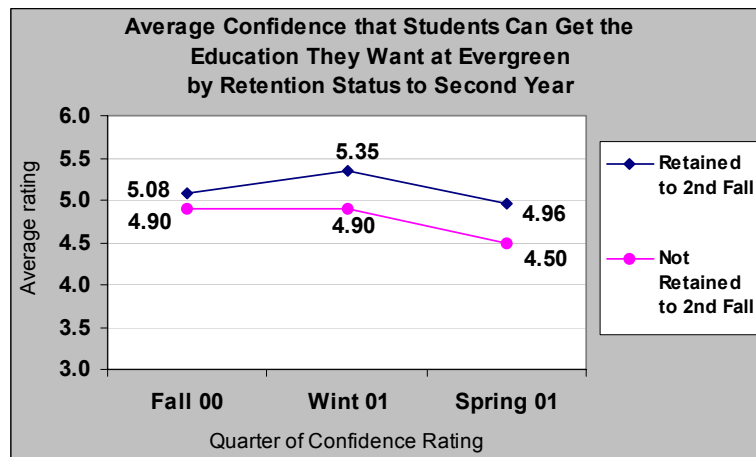
Note: Confidence was rated on a seven-point scale, from "not at all" to "extremely."

E. Confidence in Own Ability to Succeed

Students' confidence levels in their own abilities to succeed at Evergreen differed somewhat based on their retention status for a second year. Non-retained students reported lower self-confidence in this area during each quarter. The confidence of this group increased slightly during winter quarter, but returned to its original fall quarter level by the end of the year. Retained students lost confidence gradually in their own ability to succeed at Evergreen over the course of their first year. This loss in confidence occurred in spite of an increase in confidence in their academic skills during their first year, which could imply that students were recognizing some non-academic characteristics that are also needed to be successful at Evergreen.
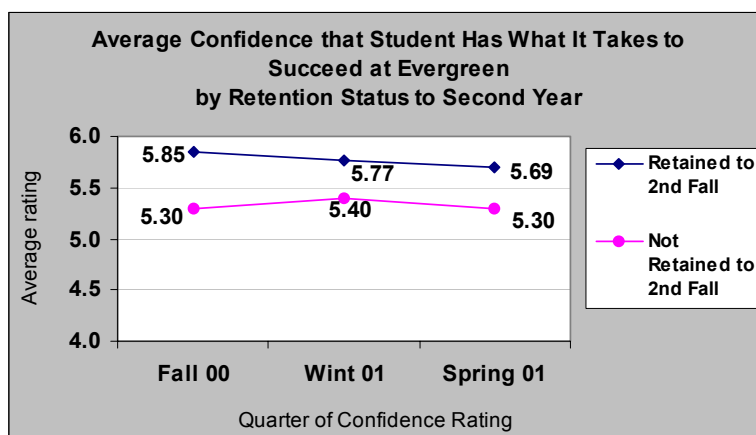
Note: Confidence was rated on a seven-point scale, from "not at all" to "extremely."

XI. Summer Check-in

Past research conducted by the Office of Institutional Research at Evergreen has revealed that variations in within-year retention (i.e. fall-to-spring) are not strong predictors of fall-to-fall retention of first-year students (R. S. Hunter, memo to Enrollment Coordinating Committee, March 11, 1999). Based on this historical information, the T2S team felt that an interim contact during the summer with Year Two participants might reinforce the connection between the advisor and student and encourage them to return for the sophomore year.

Students who had already transferred to other institutions and those who had clearly stated in spring that they did not intend to return to Evergreen the following year were not contacted. Also, since the most feasible method of contacting students over the summer was via their personal e-mail addresses, a few T2S students without e-mail addresses were not contacted.

Thirty students were sent personalized e-mail messages from Sara Rucker, the lead T2S advisor for Year Two. All of the messages contained the direct web link to the program schedules for fall quarter 2001, the date and time of the next Academic Fair, tuition deadline, Student Convocation information, a reminder of the date classes would begin, and an invitation to visit Sara again upon return to campus. The messages were also personalized using information about each student's registration status per the student information system.

Although most of the students did not respond to the e-mail contact, those who did were grateful for the information. Before the T2S summer contact, one student was unaware that she had been disenrolled due to having an undeliverable address, and she was alerted to take action before the quarter began. Another was appreciative of the knowledge of how to locate her program schedule, because she did not know how to figure out when and where her first class meeting would be held. It is difficult to gauge the overall effectiveness of this contact, since so few students directly responded. But based on those who did respond, a few students' anxieties and potential registration crises were averted by the T2S advisor's efforts.

Chapter 5: Retention

I. Chapter 5 Highlights

A. T2S Year One Retention

- T2S participants had a higher retention from fall to spring than the control group students. (Control group: 83.8%; T2S participants: 95.3%).
- Retention from fall to fall showed no significant difference between participant and control groups.
- The average verbal SAT score for students who were retained to a second fall was lower than the average verbal SAT score for students who left after their first year. Further analysis of this finding with a larger sample is recommended.

B. T2S Year Two Retention

- T2S participants had a higher retention from fall to spring than the control group students. (Control group: 75.3%; T2S participants: 90.2%).
- Retention from fall of the first year to the second fall showed no significant difference between participant and control groups.
- Retention to a third fall was significantly higher for the T2S participants than the control group.
- Students who were retained to the second year had *higher* mean ratings than non-retained students in the following areas:
    - Stress about health and medical issues (fall quarter)
    - Stress about health or medical issues (winter quarter)
    - Stress about gaining the skills they need for their future (winter quarter)
    - Confidence about making class presentations (fall, winter, and spring)
    - Confidence about their academic skills overall (fall, winter, and spring)
    - Confidence in seminar participation (fall quarter)
    - Confidence that they have what it takes to succeed at Evergreen (fall quarter)
    - Connectedness to the Evergreen learning community (fall and spring quarters)
    - Progress in gaining a broad general education
    - Progress in writing clearly and effectively
    - Progress in understanding other people and how to get along with different kinds of people
    - Progress in ability to function as a team member
    - Progress in ability to learn on their own, pursue ideas and find information
    - Overall Life-long Learning Index Score
    - Satisfaction with opportunities for personal involvement in campus activities
- Students who were retained to the second year had *lower* mean ratings than non-retained students in the following areas:

- ♦ Stress in keeping up with academic responsibilities (fall quarter)
- ♦ Stress in participating in seminar (fall quarter)
- ♦ Stress on getting the information they needed (winter quarter)
- ♦ Stress about making new friends (spring quarter)
- Students who lived on campus their first year were retained to the second year at a higher rate than those living off campus. (On campus 73%; off campus 36%)

II. Fall-to-Fall Retention Overview

Cohort Group	% Retained to second Fall	% Retained to third Fall
T2S Participants Year 1: 1999 (N=43)	**65%**	**56%**
T2S Control Group Year 1: 1999 (N=68*)	66%	60%
All First-time Freshmen Fall 1999 (N=462)	70%	55%
T2S Participants Year Two: 2000 (N=41)	**63%**	**61%**
T2S Control Group Year Two: 2000 (N=73*)	60%	37%
All First-time Freshmen Fall 2000 (N=483)	69%	58%

Control group size each year was adjusted from the original 75 students, since a few students who had registered at the time the sample was drawn did not actually attend classes fall quarter.

III. T2S Year One Retention

A. Fall-to-Spring Retention

The Transitions to Success participants showed higher retention from fall quarter to spring quarter than the control group students. This difference was notable, although the observed significance was borderline at p=.08 (92% confidence).

Sample Group	Number and % of students enrolled spring quarter
T2S Participants (N=43)	N=41 95.3%
Control Group (N=68)	N=57 83.8%

B. Retention to Second Fall Quarter

Of the original forty-three participants from T2S 99-00, twenty-eight were registered for classes in Fall 2000. This is a 65.1% retention rate from Fall 1999 to Fall 2000 for the participant group. This rate does not significantly differ from the 66.2% freshman-to-sophomore retention rate for the control group of sixty-eight students.

C. Retention to Third Fall Quarter

Of the original forty-three participants from T2S 99-00, twenty-four were registered for classes in Fall 2001. This is a 55.8% retention rate from Fall 1999 to Fall 2001 for the participant group. Retention to third fall quarter does not significantly differ from the 60.3% freshmen-to-junior retention rate for the control group of sixty-eight students. Retention rates to the third fall included four students who stopped out of Evergreen for AY 00-01, but returned for fall 2001.

D. Relationship of Administrative Data Variables to Retention

A series of statistical tests were run using available administrative data variables of the Year One T2S participant group to search for relationships to fall-to-fall retention. Since there are only 43 students in the sample, the results of statistical tests should be viewed as preliminary findings that may not be generalizeable to the broader Evergreen freshmen population.

1. Verbal SAT score

The T2S participants who were retained to a second fall came to Evergreen with a lower average SAT verbal score than those who left after their first year.

Retention status to second fall	Average SAT Verbal Score at Entry
Retained to second fall (N=25)	555
Not retained to second fall (N=13)	605

p=.045, 95% confidence

This difference should be viewed with caution, since the number of students in the test group is so small. However, this finding is interesting in that it is counter-intuitive. One might have expected students with higher verbal ability to persist better at Evergreen, as opposed to this finding with suggests the opposite. Further exploration of the relationship of entrance SAT scores and first-year retention on an entire first-time, first-year class would be advised before drawing firm conclusions.

2. Variables That Showed No Difference in Retention

The following variables were tested, but showed no significant difference in fall-to-fall retention:
    Gender
    Application Type (High school direct vs. high school lag)
    Residency
    Ethnicity (students of color vs. white/unknown)
    Mean high school grade point average
    Mean SAT math score
    Completion of NSAS
    Earned full credit during first year

IV. Year Two Retention

A. Fall-to-Spring Retention

The Transitions to Success participants showed higher retention from fall quarter to spring quarter than the control group students. This difference was notable, with an observed significance of p=.08 (92% confidence).

Sample Group	Number and % of students enrolled spring quarter
T2S Participants (N=41)	N=37 90.2%
Control Group (N=73)	N=55 75.3%

B. Retention to Second Fall Quarter

Of the original forty-one Year Two T2S participants, twenty-six were registered for classes in Fall 2001. This is a 63.4% retention rate from Fall 2000 to Fall 2001 for the participant group. This rate does not significantly differ from the 60.3% freshman-to-sophomore retention rate for the control group of seventy-three students.

C. Stressors and Retention

The T2S participants were divided into two groups based on whether they were retained to fall quarter of their second year or not. A series of tests were conducted to determine if mean scores on the stress inventory were different for students based on their retention status. Several items were found to be significantly different and they are presented in the next table; observed levels of significance are provided for each item.

Students who were not retained to their second year had higher stress in fall quarter regarding keeping up with academic responsibilities and seminar participation and lower stress about health issues. Those who weren't retained also had higher stress in winter quarter about getting needed information, but they had lower stress about health issues and gaining future skills. In spring quarter, students who were not retained reported higher stress about making new friends.

Stress Inventory Item	Mean Score for T2S Students Retained to Fall 01	Mean Score for T2S Students Not Retained to Fall 01
Fall qtr: Keeping up with academic responsibilities *(p=.080)*	2.27	2.87
Fall qtr: Participating in seminar *(p=.081)*	1.68	2.40
Fall qtr: Student health or medical issues *(p=.052)*	1.96	1.33
Winter qtr: Getting information you need *(p=.064)*	1.50	1.93
Winter qtr: Student health or medical issues *(p=.051)*	1.92	1.29
Winter qtr: Gaining the skills you need for your future *(p=.085)*	2.27	1.71
Spring qtr: Making new friends *(p=.034)*	1.27	1.91

* Level of stress was rated on a 5-point scale from 1=none to 5=a lot.

No significant differences were found for the following:
        Finances and budget
        Managing time
        Developing academic plan
        Love life, personal relationships
        Societal, environmental, political issues
        Developing career goals
        Family issues
        Employment
        Being evaluated by faculty
        Registration for upcoming quarter
        Finding sense of community
        Doing a self evaluation
        Roommate/housing

D. Confidence and Retention

Students retained to their second year had higher confidence throughout the year in their ability to give a class presentation and in fall showed higher confidence in their seminar participation. Both retained and non-retained students increased in confidence in giving presentations as the

year progressed. Despite this growth, non-retained students' confidence by spring quarter remained lower that the fall quarter confidence level of students who were retained. Students' higher confidence levels across all skill levels were also correlated positively with retention.

Academic Skills Confidence Item	Mean Score for T2S Students Retained to Fall 01	Mean Score for T2S Students Not Retained to Fall 01
Fall qtr: Participation in seminar *(p=.040)*	3.62	2.87
Fall qtr: Ability to give a class presentation *(p=.008)*	3.58	2.53
Fall qtr: Student's Mean Across All Skills Areas *(p=.016)*	3.41	2.97
Winter qtr: Ability to give a class presentation *(p=.001)*	3.81	2.57
Winter qtr: Student's Mean Across All Skills Areas *(p=.10)*	3.30	2.94
Spring qtr: Ability to give a class presentation *(p=.036)*	4.00	3.09
Spring qtr: Student's Mean Across All Skills Areas *(p=.047)*	3.61	3.14

* Confidence was rated on a 5-point scale from 1=not at all confident to 5=very confident.

The following academic skills areas did not differ based on retention status:
>   Writing ability
>   Keeping up with reading
>   Computer skills
>   Completing research project
>   Mathematics

Students who were retained to their second year had a higher average rating of their own confidence to succeed at Evergreen during their first fall than those who were not retained to their second year. The difference was only statistically significant for their first fall quarter ratings.

Confidence That Student Has What It Takes to Succeed at Evergreen	Mean Score for T2S Students Retained to Fall 01	Mean Score for T2S Students Not Retained to Fall 01
Fall quarter rating *(p=.064)*	5.85	5.27

There was no significant difference in student ratings of institutional confidence based on their retention status to their second year.

E. Connectedness and Retention

Students who returned for a second year at Evergreen felt significantly more connected to the community.

Level of Connectedness to the Evergreen Learning Community	Mean Score for T2S Students Retained to Fall 01	Mean Score for T2S Students Not Retained to Fall 01
Fall quarter rating *(p=.010)*	4.39	3.53
Spring quarter rating *(p=.001)*	5.08	3.79

* Connectedness was rated on a 7-point scale where 1=not at all, 4=moderately, and 7=extremely.

F. Learning Gains and Retention

There was a positive correlation between retention and those students with higher learning gains scores in several items on the CSEQ life-long learning index. The effects were strongest for gaining a broad general education and ability to function as part of a team.

Learning Gains Item (CSEQ)	Mean Score for T2S Students Retained to Fall 01	Mean Score for T2S Students Not Retained to Fall 01
Gaining a broad general education about different fields of knowledge *(p=.000)*	2.92	2.21
Writing clearly and effectively *(p=.019)*	2.68	2.07
Understanding other people and how to get along with different kinds of people *(p=.026)*	3.20	2.64
Ability to function as a team member *(p=.000)*	2.96	2.14
Ability to learn on your own, pursue ideas, and find information you need *(p=.079)*	3.16	2.71
Life-long Learning Index score *(p=.062)* *This is the sum of each student's ratings for the 11 individual items*	28.6	25.2

* Learning gains were reported on a 4-point scale from 1=very little to 4=very much.

Learning gains items that showed no significant difference in the context of retention:
      Background and specialization for further education
      Familiarity with the use of computers
      Understand new scientific and technical developments
      Thinking analytically and logically
      Quantitative thinking
      Ability to put ideas together and see relationships

G. Satisfaction with Evergreen Experience

The only item from the Evergreen specific satisfaction survey that was significant for retention was satisfaction with opportunities for involvement in campus activities.

Evergreen Experience Item	Mean Score for T2S Students Retained to Fall 01	Mean Score for T2S Students Not Retained to Fall 01
Opportunities for personal involvement in campus activities *(p=.012)*	3.42	2.79

* Satisfaction was rated on a 4-point scale from1=very dissatisfied to 4=very satisfied.

Evergreen specific satisfaction survey items that showed no significant difference for retention included:

       Attitude of faculty
       Interactions with faculty
       Evaluation system
       Availability of programs/courses
       Quality of instruction
       Overall quality of programs/courses
       Ability to enroll in offerings that match interests
       Variety of programs
       Respect for various sexual orientations
       Respect for the opposite sex
       Respect for various religious beliefs
       Racial/ethnic relations
       Political freedom
       Personal safety
       Attitude of staff
       Accuracy of college information before enrollment
       Admission procedures
       Registration procedures
       Study areas
       Food services
       Transportation/parking
       Availability of housing
       College social activities

H. Academic Program Variables and Retention

No significant differences were revealed between the retained and non-retained groups based on whether they were in their first choice program, planned to continue in the same program for multiple quarters, or whether they were in a Core vs. non-Core program.

I. Demographic Variables and Retention

Statistical comparisons of T2S students who were retained and those that were not showed no evidence of difference based on SAT scores, high school grade point average, employment status, gender, residency, or earning full credit during their first year.

Some evidence of improved retention was noted for students living on campus versus off campus during their first year, although the sample size was too small for statistical analysis on this measure. The retention rate to a second year at Evergreen for students who lived on campus during their first fall quarter was 73% versus 36% retention for students who lived off campus.

J. Retention to Third Fall Quarter

Of the original forty-one Year Two T2S participants, twenty-five were enrolled in Fall 2002. This retention rate of 61.0% is significantly higher than the control group retention rate of 37.0% (p=.019, 98% confidence). The T2S participant group retention rate to the third year was bolstered by the return of five students who had stopped out of the college during AY 01-02.

Chapter 6: Conclusions

I. Response to Research Questions

A. What factors influence the persistence of first-year students at Evergreen?

Year One Retention
- T2S participants had a higher retention from fall to spring than the control group students. (Control group: 83.8%; T2S participants: 95.3%).
- Retention from fall to fall showed no significant difference between participant and control groups.

Year Two Retention
- T2S participants had a higher retention from fall to spring than the control group students. (Control group: 75.3%; T2S participants: 90.2%).
- Retention to the fall of the second year showed no significant difference between participant and control groups.
- Retention to fall of the third year was significantly higher for the T2S participants compared to the control group.
- Students who were retained to the second year had *higher* mean ratings than non-retained students in the following areas:
    - Stress about health and medical issues (fall and winter quarters)
    - Stress about gaining the skills they need for their future (winter quarter)
    - Confidence about making class presentations (fall, winter, and spring)
    - Confidence about their academic skills overall (fall, winter, and spring)
    - Confidence in seminar participation (fall quarter)
    - Confidence that they have what it takes to succeed at Evergreen (fall quarter)
    - Connectedness to the Evergreen learning community (fall and spring quarters)
    - Progress in gaining a broad general education
    - Progress in writing clearly and effectively
    - Progress in understanding other people and how to get along with different kinds of people
    - Progress in ability to function as a team member
    - Progress in ability to learn on their own, pursue ideas, and find information
    - Overall Life-long Learning Index Score
    - Satisfaction with opportunities for personal involvement in campus activities

- Students who were retained to the second year had *lower* mean ratings than non-retained students in the following areas:
    - Stress in keeping up with academic responsibilities (fall quarter)
    - Stress in participating in seminar (fall quarter)
    - Stress about getting the information they needed (winter quarter)

    ♦ Stress about making new friends (spring quarter)

- Student who lived on campus their first year were retained to the second year at a higher rate than those living off campus. (On campus 73%; off campus 36%)

B. What causes students to leave?

Students' reasons for leaving were unique to each of their lives. Several students found a long-term focus that they determined could be better met elsewhere, for example engineering, restaurant management, more specialized area of study or a major. Some students took time off to establish residency, travel, work, or attend to family responsibilities but reported they plan to return later.

Other unique reasons: a scholarship to another college, not happy in Olympia, death, joining the military.

C. What causes students to stay?

We focused on this issue throughout our interviews by asking students directly about their intentions to stay at Evergreen as well as posing open-ended question abut their future plans. In both years of the project, common themes were clear from students definitely planning to return for a second year. These common themes were: interest and engagement in their programs, finding a sense of community, looking forward to future academic ventures, satisfaction with Evergreen's approach to teaching and learning, and engagement in campus activities.

D. What interventions did the students experience?

Year One
- The New Student Advising Session which includes Mapping Your Education I and Evergreen 101.
- Ten different types of workshops presented by faculty and staff. The workshops were typically offered in both afternoon and evening sessions to accommodate students' varying schedules. Sample topics included how to write for college, learning styles, writing self-evaluations, studying abroad and portfolio development.
- Comprehensive individual interview/advising sessions – two fall quarter and one each winter and spring quarters for a total of four for most participants.
- Individual writing assessments and follow-up

Year Two
- The New Student Advising Session which includes Mapping Your Education I and Evergreen 101.
- Comprehensive individual interview/advising sessions – one each quarter for a total of three for most participants.

- ♦ Focus group participation (conducted with first-year students in three programs)
- ♦ Mapping Your Education II Academic Planning Workshop

E. Were the interventions the students received effective?

Both Years
- ♦ This project increased student retention from fall to spring of their first year.
- ♦ In both years, students immediately made more use of campus resources as a result of interventions. Further, in a follow up interview with students from Year One, all respondents reported they were better able to find the information and resources due to their participation in the project.
- ♦ Students reported they found the one-on-one conversations with the advisors the most useful activity.
- ♦ Students reported they had shared information they learned in the T2S program with students outside the project.
- ♦ Students were more connected to the Evergreen learning community through participation in T2S.
- ♦ Student evaluations were positive about participating in the T2S program.

Year One
- ♦ The highest rated workshop was the fall self and faculty evaluation writing workshop. This workshop seemed to diffuse the anxiety students had about the process in their first quarter at Evergreen.
- ♦ Advisors noted that the extra-curricular nature of the workshops created an additional time burden for students who already struggled with competing schedule priorities. Despite efforts to make workshops more accessible by offering each twice, students still perceived the workshops as too time-consuming to attend. Students recommended that if workshops were to be offered as part of Year Two, they should be shortened, allow a balance of seminar time and interactive content, and be front-loaded during fall quarter when students need the most support.
- ♦ Those students who took advantage of the individual writing assessment found it very helpful.

Year Two
- ♦ Students reported that Mapping Your Education II Academic Planning Workshop was helpful in that it provided them with new insights into the academic planning process. The workshop met its goals as demonstrated by student feedback indicating they appreciated hearing about how other students had done their academic planning. They reported increased flexibility and a commitment to breadth as well as depth in their planning. More than half changed their ideas about what activities they would consider to be part of their education – for example considering extra-curricular activities as part of an academic plan. Over half indicated they would be more likely to talk plans over with faculty.

F. What challenges do first-year students experience at Evergreen?

The ongoing challenge for nearly all students was time management, especially balancing academic workload with social life – this issue appeared every quarter with all groups reporting it as a major challenge.

Some challenges were specific to a particular quarter. In fall quarter, unique challenges included adjusting to a different learning structure, evaluation process, new living arrangements, roommates, and being on one's own. New academic challenges and personal relationship issues were most frequently mentioned by students in spring quarter.

Other challenges that were frequently mentioned throughout the year were academic program issues (e.g. program fit and content, faculty conflict, presentation of material), peer relationships and adjusting to a new social environment.

G. When do students make decisions about when to stay at or leave Evergreen?

Some students knew when they enrolled at Evergreen that they were not intending to stay until completion of their degree. Some of these students arrived at Evergreen with a plan to transfer already in place. Others revealed that they did not come to Evergreen to pursue a degree, but were only attending to take a full-time program they were interested in. Some students wanted to explore a liberal arts education for their first year with a plan to attend a more specialized school afterwards.

Other students decided to leave after they enrolled at Evergreen. Some discover what they wanted to do while at Evergreen and found another college that would meet their goals. Others experienced challenges either in or out of the classroom that influenced their decisions to leave. We also worked with some students whose life circumstances handed them surprises (such as the opportunity to buy a new house) and one student in our sample died.

Students who know they will stay have had a good first-year experience and have made connections and plans. They typically indicate they have registered into a program in which they feel a strong sense of commitment, and are engaged on campus.

Year One
Students who mentioned there was a critical moment where they were deciding whether to leave or stay at college most frequently mentioned difficult faculty interactions, particularly when they felt the faculty were inaccessible.

Year Two
Two students decided to leave during fall quarter. One didn't like the way classes were set up and going to school with the same people. The other student had a combination of financial and residency concerns with a plan to come back upon receiving residency.

Two students decided to leave during winter quarter. One student decided to leave college to buy a house and planned to return to study film. The other student told an advisor he was going to join the Marines so they could pay for his education.

H. How do students "do" Evergreen (e.g. navigate curriculum, academic planning, find supports)?

Year One
In the Year One follow-up survey during fall quarter of their sophomore year, we asked how they selected their programs. The top three answers were the catalog, input from faculty, and input from academic advisor. Students were also asked with whom they discussed their academic plans with Academic Advisors and faculty being the most commonly mentioned consultants.

Year Two
Fall quarter, students were asked who they would feel comfortable asking for advice or assistance with academic matters. Students selected an average of eight different support categories, with the top four being classmates, current faculty, friends, and Academic Advising. When asked if there was someone in the Evergreen community that they would feel comfortable asking about non-academic concerns, the great majority indicated they had made a connection with someone on campus with who they felt comfortable.

When focus group participants were asked during their first quarter at Evergreen what resources on campus they had already taken advantage of, they mentioned the Computer Center, Learning Resource Center, Academic Advising, Health Center, and S&A student groups.

I. What are the characteristics that help students succeed at Evergreen?

Students report that the following characteristics helped them succeed at Evergreen: being a self-motivated learner, confidence in their presentation skills, open-mindedness, strong academic skills, good people skills, good work habits and perseverance.

J. How does a student's sense of connectedness to Evergreen affect first-year retention?

The average sense of connectedness to the Evergreen community is significantly higher for students who are retained to the second year. This difference is strong in fall but even more pronounced by spring quarter. This is the strongest retention-related variable in this study.

K. How confident are first-year students that they can get the education they want at Evergreen?

First year student confidence was rated on a seven point scale. In fall quarter, only 10% of the sample rated their confidence below moderate (the midpoint of the scale). By spring quarter 16%

were less than moderately confident. Institutional confidence for the year two T2S sample increased fall to winter, but slipped to its lowest point in spring.

L. Does students' institutional confidence affect their retention?

Of the T2S Year Two students who were retained to the second year, the average spring rating of institutional confidence was 4.96 on a 7-point scale. This compares to 4.50 for non-retained students. However, this difference is not statistically significant at p=.10.   This factor, identified by Tinto, does not appear to be significantly related to retention of the Evergreen first-time, first-year students in the T2S project.

It was interesting, however, that the institutional confidence gap between retained and non-retained widened as the year progressed. Unfortunately the sample is too small to confirm this pattern.

One puzzling finding is that while both retained and non-retained students' confidence in their academic abilities increased from fall to spring, their confidence in the institution waned. At the same time students' connectedness with the institution increased from fall to spring.

M. Does students' confidence in their own academic skills affect their success?

Students who were retained felt significantly more confident that they had what it takes to succeed at Evergreen. Specifically, those students with higher confidence in seminar participation and class presentations were more likely to be retained.

II. Implications for Practice

A. Introduction

Among the most critical issues identified by our T2S students over two years of research were connectedness, confidence (both personal and institutional), time management, and stress. These factors were the basis of our thinking about future implications for Academic Advising and other areas of the college.

Included below is a list of implications for practice the project team has discussed as a result of the findings of this project. In some instances, practices have already been revised due to an ongoing campus commitment to improving the first-year experience at Evergreen.

B. Implications for Academic Advising

1. One-on-one Advising

Students responded positively to the individualized semi-structured advising sessions. Inviting students to participate in advising conversations may have attracted students to advising who would not have otherwise sought out these services. T2S Advisors also found the instruments to be useful to guide conversations and to track individual student issues for future advising contacts.

During the 2001-2002 Academic Year, we instituted outreach activities by our more seasoned Peer Advisors who conducted telephone and e-mail contacts with some first-year students. Each Peer Advisor was given a group of students to contact, as well as a scripted set of questions. The peers reported that when contact did take place, they were able to either answer basic questions or refer to advisors when appropriate. The Peers reported that the contacts were very time-intensive for the number of students they were able to reach.

During Fall 2002, we piloted a one-on-one advising project for conditionally admitted and first-year students using an intake form as well as a scripted set of questions. One Academic Advisor was able to reach most of the conditionally admitted students and reported this to be a useful format that is being carried into Winter Quarter 2003. The first-year group included students from two Core programs, all of the First Year Experience students in A&B Dorms in Housing, as well as all first-year students in all-level programs. For students in the two Core programs, appointments were scheduled in-program and there was a relatively high level of contact. In Housing, we had a peer advisor going door-to-door scheduling appointments; for the rest of the students, we had an advisor coordinating calling and appointment scheduling with minimal success for the amount of effort. Advisors reported the new interview methodology was successful in allowing them to feel that they were able to be thorough, thoughtful, and sensitive, and the data collection did not interfere with that procedure – in some cases may have enhanced it. We believe this would be important work to follow-up in spring quarter 2003 to make contact with students prior to their departure for the summer.

Advising has been developing processes to provide more consistent follow-up with students who need it. Where a crisis situation is clear, the need for follow-up is obvious. However, there are some situations in which a follow-up contact could help avert a crisis and increase a sense of connection to a concerned individual. Currently, Advising only keeps files on international students and students doing internships. Advisors do not have a formal caseload except with these two groups and other specifically identified projects (e.g., conditional admits). We need to further review our priorities for follow-up and determine a consistent way to achieve it.

Another Advising practice intended to increase a student's likelihood to follow through with resources and to demonstrate the accessibility of resources is to walk students directly to the referred services (e.g., Financial Aid, KEY, First Peoples, etc.) whenever possible. Depending on the situation, Advisors will often remain present and participate in resolving the situation.

2. Group Advising

During Year Two of the T2S project, a Mapping Your Education II workshop was developed and piloted. The workshop included a video with a panel of seniors talking about how they navigated their education at Evergreen and small group work on the Expectations of an Evergreen Graduate. The workshop was designed to incorporate Bandura's theories of self-efficacy (Bandura, 1997). We learned that students' own confidence and self-efficacy can increase by seeing the success of other students to whom they can relate. We are continuing to conduct the Mapping II workshop within Core programs, and it is also available to other programs across the curriculum.

The T2S project helped Academic Advising focus on the timing of various interventions. We continue to revise our New Student Advising Workshop with more attention to the kinds of information that students need as they join Evergreen's learning community. We have structured and formalized our Core Connector Curriculum to address issues of institutional and personal confidence, as well as stress. For instance, Core Connectors offer a campus tour during week one; an "Evergreen 102" Q&A session during week 3; an advisor-led program assessment of how the programs helps students learn during week 5 or 6; the Mapping II workshop prior to registration during the last quarter of the program, etc. Advising offered Talking Catalog panels (i.e. faculty, alumni, and other professionals that work in a field related to students' interests) and Co-curricular Involvement panels (i.e. community members discussing ways that students can get connected with activities and resources) to the three Core programs involved in the T2S focus groups, but faculty were not able to incorporate these activities into their curriculum on such short notice. Core Connectors now work with faculty earlier in their planning processes to increase the opportunity for faculty to embed these activities into their syllabi. By clarifying the Core Connector offerings, faculty gain a better understanding of the tools that first-year students need.

Since the literature and our research indicate that students make decisions on whether or not they will stay or leave college early on, we have been more intentional in working with Core faculty to do some work in the program in preparation for Thanksgiving break. Most recently, efforts have focused on a pre-evaluation workshop to help students articulate what they are learning during their first quarter of college. Clearly, this also assists students in writing their first self-evaluation, another source of stress for students in their first quarter that was identified in the analysis of T2S students' experiences.

Juggling social and academic activities and keeping up with program workload were issues that many T2S students struggled with during their first year. Academic Advising has begun to gather information from various practitioners who conduct time and/or project management workshops and work with first-year programs to explore strategies for encouraging student success.

Since the New Student Advising Workshop is the only advising that is billed as "required" to the students (although there is no penalty for not attending), the findings support a greater push to increase attendance. Not only do these workshops provide information that aids the transition to Evergreen, but students who attend report a greater sense of confidence in their new learning

community. Evergreen should explore some strategies to increase participation in these important transition workshops.

3. Assessing Advising Practices

At the annual Washington State Assessment conference in May 2000, members of the T2S project team presented a model of collaboration between Academic Advising and the Office of Institutional Research. This model was a way of simultaneously advising students and collecting data for research of project outcomes. The presentation was well-received, and Advising continues to employ some of the ideas generated through this collaboration. It makes a positive difference when designing a project to seek input from colleagues familiar with research design.

Advising currently tracks workshop attendance and the numbers of students coming in for both drop-ins and quick intake. We would like to get a clearer picture of who our students are, who comes in for repeat advising, what kind of advising are we conducting, etc. The Writing Center has a model we would like to consider. It may also be possible to record some of this information on our student tracking system.

C. Recommendations for First-Year Academic Offerings

Students with low confidence in their ability to give class presentations were considerably less likely to return for a second year at Evergreen. It is possible that skill-building strategies in this area could increase students' confidence in their own abilities. We recommend Core faculty embed workshops on giving presentations into their curriculum.

One of the areas that detracted from institutional confidence was some students' inability to understand the structure of some Evergreen programs. Most of them are used to a competitive model of evaluation, where their grades are assigned in comparison to their peers instead of an evaluation based on their own achievements. They do not understand how to go beyond the minimum requirements and actively participate to create challenges for themselves. We think it would help students transition to Evergreen's learning structure if we provided some scaffolding to help students understand the value of learning activities such as seminars, field trips, and other unique Evergreen learning approaches. Too often, students see seminar as a place to sit around and chat, field trips as a vacation, and it takes them a while to recognize that learning takes many different forms. As one Year Two T2S student described this phenomenon, "I didn't understand what would happen and why it was important – it took me most of the year to understand why seminar matters."

In addition, many freshmen do not understand what is expected of them and are not well-prepared for the amount of self-direction that Evergreen expects. Most incoming Evergreen freshmen are used to having daily or weekly assignments and due dates. They need some support in making the transition to completing more extensive projects with longer timelines. Although first-year students appreciate being challenged by academic programs, having too many weeks without a deadline leads to procrastination and stress for many of our students. We

recommend that Core faculty in particular provide interim deadlines for smaller pieces of larger projects.

Core Preview takes place during orientation week and is many students' first exposure to their faculty and academic program syllabus. This would be a good time to provide information about program structure (e.g. how much lecture, workshops, seminar, fieldwork, independent work), workload expectations, meeting times, etc. so that students can select a program that will be the best fit.

One initiative that began in Fall 2002 appears to address some of the primary issues identified through the T2S project. Beginning the Journey is a two-credit offering for first-year students that from its inception has been a collaboration between Student Affairs practitioners and faculty members. The format provides first-year students an opportunity outside of their primary academic program to establish social connections and learn about college-level strategies for success. For 2003-04, the teaching teams have agreed that the curriculum should begin with greater emphasis on community building, an approach that is confirmed by the findings of the T2S research.

D. T2S Participant Suggestions

Students were asked for feedback and ideas about how Academic Advising can help first-year students feel successful and persist in their education at Evergreen. By far the most common responses demonstrated that they greatly appreciated the opportunities provided through the T2S program, especially the one-on-one advisor time, but also more workshops (with food!), and more opportunities to hear from upper division students. Several students requested better information about available advising options, including getting "students to promote student services". As one student pointed out, "I thought I should have clear goals before I went to Academic Advising. I didn't think I could walk in completely confused and expect help, but that's what they do!"

In this feedback, student reiterated wanting assistance with money issues, transitioning to independence, program selection, seminar, how to talk to faculty, and long-range planning. Students also had suggestions for the academic program structure in general, for example, more accessible faculty, more follow through with academic demands, more structured program that make it more difficult to procrastinate, more hands on learning, and more curricular options.

Some students made specific Orientation Week suggestions. Among their suggestions were adding an Orientation Week seminar, organizing students into small groups, two days of T2S-like mandatory activities, a block party in Housing, presentations by different student groups in the Housing Community Center, more community events in Red Square, and a three-week blitz of advising activities in A-dorm at the beginning of the quarter – including cooking classes.

E. Assessment of Student Writing

In reflection on the Year One writing assessment meetings with T2S students, the Learning Resource Center (LRC) director of 99-00 recommended that if Evergreen attempts a future assessment of first-year student writing, that entire programs should participate, as opposed to a random sample of students. "Working with one to two teams of faculty would allow for program support of the project, a necessary ingredient based on … intensive efforts to recruit students to project activities."

From the LRC Director's Report:
> Through the conferences with students, the LRC director [1999-00] found that writing is not systematically planned nor successfully integrated within Core and all-level themes. Of the eight Core programs, five of them did not teach or rarely taught or used a portion of one quarter to teach writing. Only four programs considered revision as part of their instruction. Writing within a few Core programs often seemed limited to pieces that required little more than just a place to explore ideas.

A number of changes have already been instituted in the LRC. Beginning in 2000-2001, individual writing assessment of first-year students was institutionalized within the new LRC reconfiguration providing more direct feedback to more students as well as early writing assessment and appropriate intervention. This includes a writing tutor assigned to every Core program.

F. Future Research Questions

The T2S research identified some issues that were important in understanding the retention of first-year students. The T2S project team has identified some important relationships between retention and students' confidence in their abilities (especially participation in seminar and class presentations) and sense of connectedness to the community. With the collaboration of the campus community, the Office of Institutional Research and Assessment is in the process of redesigning Evergreen's biannual incoming student surveys and surveys of student experiences. The T2S project team members encouraged the inclusion of questions that assess confidence and connectedness into these regular student surveys.

Several research questions emerged from the analysis conducted during the T2S project which warrant further exploration. Relationships between various factors that are available from administrative records should be explored for the whole first-year student population, since the small random samples available through the T2S project did not always allow for adequate analysis. For example, further analysis of credit ratios (credits earned of those attempted) is recommended. In the small T2S student group, there were some indications of gender and ethnicity differences with regards to credit ratios; however, the samples were too small to have confidence in those results. Credit ratios also showed a minor relationship to retention, but this issue should be explored further with a larger population, especially for those students falling below the level of satisfactory academic progress.

Participation in the New Student Advising Workshop (NSAW) is also tracked through administrative records, and further comparison of the demographics and outcomes for students

who attend this workshop is encouraged by T2S analysis. Within the T2S population, students' residency status and high school grade point averages were significantly related to their likelihood of participation in NSAW. In Year Two, students who attended the NSAW showed some differences in a few of the stress inventory items and in their sources of funding for college. There was also some indication for the T2S group that students who completed the NSAW had higher credit ratios in their first year and were retained at a higher rate to their sophomore year. Most of these NSAW relationships can be explored with all freshmen via administrative records to see if the trends hold true for the larger population.

Finally, the much higher retention rates for first-year students who lived in campus housing should be validated using a larger sample, since this relationship can be explored without requiring additional student surveys.

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Common Data Set information was obtained from the following sources:

Central Washington University: http://www.cwu.edu/~ir/CommonDataSet99-00/index.htm
Eastern Washington University: http://www.ewu.edu/StudentLife/StudentAffairs/cds0102.htm
The Evergreen State College: http://www.evergreen.edu/institutionalresearch/cds.htm
University of Washington: www.washington.edu/admin/factbook
Washington State University: http://www.finaid.wsu.edu/righttoknow.htm
Western Washington University: personal communication with OIRRP@wwu.edu (Nov. 2001)

Appendix A: Project Timeline

Year One: 1999 – 2000

Date	Activity
November, 1998	Request from VP for Student Affairs for first-year student intrusive advising pilot program
December, 1998	Pilot Project for Transitions to Success outline developed by Director of Academic Advising
August, 1999	Half-time outreach coordinator hired
	Project research and development
	Random sample and control groups selected
	Discussed assessment strategies with LRC directors and director of institutional research
September, 1999	Letters of invitation sent to sample
	Second letter sent out to sample 3 weeks later
	Acceptance cards received from 35 students by end of month
	Workshop series for fall quarter created
October, 1999	Recorded intake interviews completed with 45 participants
October/November, 1999	Workshop series presented
	Individual writing consultations with Writing Center director
November/December, 1999	Late fall interviews conducted
January-March, 2000	Winter Quarter workshops conducted
February, 2000	Mid-quarter phone check-in
March, 2000	Late winter interviews conducted
April/May, 2000	Spring quarter workshops conducted
June, 2000	Final interview/survey
	Control group surveys mailed and completed
	Evaluation of pilot project
	Final report written for T2S 1999-2000

Year Two: 2000 - 2001

Date	Activity
July, 2000	Pilot project renewed for second year
	Project review and 2nd year re-design begins
August, 2000	Project coordinator identified
	Project design continues
September, 2000	
October, 2000	
	Letter of invitation goes out to sample
	Follow-up with students who have not responded

November, 2000	Conduct in-program focus groups
	Conduct first sample group interviews
	Enhanced data analysis from 99-00 interviews
December, 2000	Planning group discusses emerging themes from interviews/focus groups for winter planning
	Write Fall quarter summary
December 2000 – March, 2001	Mapping II workshop design
January 2001	Winter quarter phone survey development
	E-mail heads up to sample re upcoming phone survey
February/March 2001	Conduct phone survey
	Host Talking Catalog panels in designated programs
March 2001	Write Winter quarter summary
April 2001	Create end-of-year interview
	Check control group registration
	Draft letter and survey to control group
	Call sample group to sign up for Mapping II workshop and final interview
	Begin final interviews with sample group
	Secure senior student panelists for Mapping II workshop
	Begin work on Senior Panel video for continued use in Mapping II workshop
May 2001	Conduct Mapping II workshop
	Continue final interviews with sample group
	Follow-up with control group members who did not complete survey
	Debrief Mapping II workshop and make edits for future use
	Conduct filmed interviews with senior panelists for video
June 2001	Begin data analysis
	Create format for final report
	Edit senior panelist video
August, 2001	Conduct summer check-in with sample via e-mail
	Finalize senior panelist video

Appendix B: Project Budget

Budget for Transitions to Success 1999-2000

Item	Amount Fall	Amount Winter	Amount Spring	Totals
Salary	$5,000	$5,000	$5,000	$15,000
Benefits	$1,500	$1,500	$1,500	$4,500
Furniture/phone/computer/printer	$3000	$250	$250	$3500
Career Peers	$3,000	$3,000	$3,000	$9,000
Light Refreshments	$150	$150	$150	$450
Participant Incentives *	$1250	$1500	$1500	$4250
Control Group Incentives	$215	$215	$215	$645
Tape recorder & tapes *	$150	$25	$25	$200
Transcription *	$3000	$3000	$3000	$9000
Career Peer supplies, copy budget	$500	$500	$500	$1500
Learning Resource Center Support	$960	$960	$960	$2880
Writing/Math Tutors	$250	$250	$300	$800
Writing Assessment Instrument		$250		$250
MBTI Instrument for Participants	$500			$500
* Contributed by Institutional Research				$13,450
T2S budget				$39,225
Grand Total				**$52,675**

Budget for Transitions to Success 2000-2001

Item	Amount Fall	Amount Winter	Amount Spring	Totals
Salary	$5,000	$5,000	$5,000	$15,000
Benefits	$1,333.33	$1,33.33	$1,33.34	$4,000
Printing, mailing, office supplies	$400	$400	$400	$1,200
Career Peers	$3,000	$3,000	$3,000	$9,000
Focus Group food	$150			$150
Mapping II food			$200	$200
Individual Interviews 43@ $15	$645			$645
Individual Interviews 42@ $10		$420		$420
Individual Sample interviews 43@ $15			$645	$645
Control Group Survey 50@ $15			$750	$750
Mapping II Panelist 5@ $75			$375	$375
Mapping II Incentive 40@ $15			$600	$600
Focus Group Tape Transcription $13.50 X 8			$300	$300
Video (tentative)			$2500	$2500
Approved Budget Amount				$40,230
Grand Total				**$35,785**

Appendix C: Year One Instruments

Student Interview #1, Fall Quarter 1999

Do I have permission to make this interview part of a public document?
Please sign and date the informed consent form.

I need to confirm your local address and phone, and the academic program you are enrolled in.

E-mail address, do you use e-mail regularly?

Are you paying for this year of college education?

Are you working or planning to work?
If yes: How many hours a week do you expect to be working?
     Where are you working?
     Do you like your job?

How did you find Evergreen and decide to come here? (the why?)

Were you thinking about going to other colleges?

Did you have any hesitations about coming to Evergreen?

In what ways do you think that Evergreen is different than other colleges?

Expectations… What are the things that excite you most about being at Evergreen?
What are you looking forward to?
What are you most anxious about?

Is there anything that's been difficult so far? Anything at all?… (What are you doing about it?)

So far, you've been here a couple of weeks, maybe longer, what stands out so far about Evergreen, and about your experience as a student?

Now, given that, how does that fit with how you imagined Evergreen would be? Is the reality of what you now know about Evergreen aligning with expectations that you had?

Are you in the program that you wanted to be in? (If not, what was it?)

What has happened in the program so far?
What do you think about the program so far?

What do you like best?

What do you like least?

How does the workload seem to you?

Does anything seem confusing?

Have you attended a New Student Advising Session?

How would you describe your Orientation Week experience?
Which activities or workshops did you go to? (Have the orientation week schedule at hand)
What seemed particularly useful? What stood out as highlights?
Did any of the workshops that you attended not seem useful?

Did you attend the Student Convocation in the Longhouse?

What else have you been up to outside of your program?

Do you have new friends?

How did "getting settled" in the dorms go (of off-campus)?
How are things going with your dorm-mates/living situation?

Do you know your way around campus (organic farm? The beach? The Rec. center?)

Have you been in town much? (comfortable with bus lines, shopping, etc.)

Imagine you're back home and you're talking with a good friend and they ask you, "So, what's it like at Evergreen?" What would you tell them?

****

Student Interview #2, End of Fall Quarter 1999

T2S Student Name: **Interviewer Name and today's date:**
(The following questions will hopefully spark conversation flow.)

Tell me about your Thanksgiving break.

Did you have one of those conversations about "what <u>do</u> you do at Evergreen?" How did it go for you?

Talk a bit about something that's going well for you here at Evergreen.

**Tell me about something that isn't going well or that you're having a hard time with.
What can I do to support you about this?
Are you staying in the program that you've been in all fall?**

**Talk about the balancing of your program, homework, work, friendships, and living…
(time management).**

Please talk a bit about your living situation…

**Are you planning to continue living where you are now, at least through next quarter?
If not, how could we contact you? New phone number, address, e-mail?**

**Are you working?
If yes, how many hours a week are you working?
     Where are you working?   Do you like your job?**

**Tell me about your writing consultation with Olivia Archibald.
Do you think you'll use the LRC or the writing tutors in your program more?**

(Referring to the first interview and anxiousness or unsettledness)
At the beginning of the quarter, _____ was a concern to you. Please talk about how that's going for you now.

What have you been doing outside your program?

Based on your experience of being here for almost a full quarter: If you were talking with a prospective student, what advice would you give them?

(Hand the student the Career and Lifework Planning flyer and talk about the winter quarter get-togethers, ask for their commitment to participate.)

How could we improve on T2S to serve you better?

****

Student Interview #3, End of Winter Quarter 2000

T2S Student Name: **Interviewer Name and Date:**

What are your plans for spring quarter?

If you haven't registered yet, what are you considering taking? (do you have a second option in mind?)

Have you moved during this quarter?
Do you plan to continue living where you are now? Do we have your current phone number?

Which T2S workshops have been the most interesting or useful to you?

If we were to replicate some version of T2S in one or two core programs next year, what suggestions could you give us for what to do or not do, and what to add that wasn't there for you? What has been most useful?

Did you attend the Academic Fair?

Do you feel that you have a good understanding of how academic programs work here at TESC?

What are your plans for summer?

What are your plans for after Evergreen?

Talk to me about your educational goals…

Here you are at the end of your second quarter at Evergreen. I'd like you to reflect on this point in your undergraduate career and talk about how much progress you have made in each of these areas: Use 1 to 5 scale with 1 meaning "none at all" and 5 meaning "a great deal of growth." Please tell me why you answer the way that you do.

	None at all				A great deal
A. Writing clearly and effectively	1	2	3	4	5
B. Speaking clearly and effectively	1	2	3	4	5
C. Math skills	1	2	3	4	5
D. Seminar skills	1	2	3	4	5
E. Familiarity with using computers	1	2	3	4	5
F. Getting along with people of different backgrounds	1	2	3	4	5
G. Using the library at Evergreen to find information	1	2	3	4	5

What have been some of the highlights in this program this quarter? What has really sparked your interest?

Has anything gotten in the way of your learning this quarter? (Discuss all that apply to you.)

☐ My study habits

☐ Problems in my seminar group

☐ My living situation

☐ Family problems

☐ Financial problems

☐ Poor relationship with faculty

☐ I'm still unsettled about being here at Evergreen

☐ Confused about the work required in this program

☐ The rooms we have to work/study in are drab & dingy

☐ Personal relationship problems

As an Evergreen student, how satisfied are you with the opportunities you have had for the activities listed below:

- Conversations with friends
- Meeting new people and making new friends
- Studying with other students
- Talking with faculty outside of class
- Parties, potlucks, or dinners with friends
- Exercise, sports, other type of recreation
- Creative expression such as art, music, dance
- Student groups, organizations, or clubs

What interest or work have you been pursuing outside of your program?

How challenging has the work in the quarter's academic program been for you?

To what extent do you feel that the faculty in this program give you individual support?

Have the comments and criticisms that you receive from faculty regarding your class assignments helped you to improve your work?

How often do you speak up in seminar?

How well do the other students in your program generally listen to you comments in seminar?

Do you generally feel isolated from, or connected with the other students in your program?

To what extent are the various components of this program coming together for you in a meaningful way?

Are you using the LRC, Prime Time Advising in A Dorm, and /or the writing tutors in your program more than you did in fall quarter?

Talk about which student support services you've accessed during these past two quarters outside of the interviews and workshops arranged by T2S… and how often?
(If the student needs prompting, you can list: Academic Advising, Counseling Services, Access Services, First Peoples, K.E.Y., Career Development, Health Center, the LRC.)
****

Student Interview #4, End of Spring Quarter 2000

Welcome the student and give them the T2S participant survey first. After they have finished it, please look the survey over while they are filling out the Evergreen one. After the student has finished the TESC survey, take a few minutes to chat about their year and their T2S survey responses. These last sessions will not be taped, so your written commentary as well as the students' will be valuable to the project.

Student's name:

Are they coming back to Evergreen in the fall?

> **What are they registered in?**

If they are not coming back, what do they anticipate doing?

> **Was there a critical moment when someone at Evergreen could have done something to help them feel like it was the right place to be?**

Do they have any questions?

Any suggestions for helping freshmen transition to Evergreen?

Invite them to look for you next year if they'd like to continue to tap your support. Let them know that you do hope to see them next year.

****

Transitions to Success Evaluation 1999-2000

Transitions to Success (T2S) has been a pilot project, aimed at helping you, as freshmen, find out about and use some of the support services on campus. Our goal for this program was to ensure that you had the resources and support you needed to persist in your studies at Evergreen. We hope that the activities we offered this year have been of use to you.

Thank you for your participation and for your help in this final activity: assessing and evaluating what we might do that would be useful for students in the future.

Information collected on this survey will be confidential and you will not be identified as a participant, or connected with any of the statements you may provide to us – even if you give us your name.

Part I

Please rate the following by first checking whether or not you have used the service or attended the activity ("Yes" or "No" column) and then by making a check mark in the box in the column representing how useful you found the activity.

T2S Activity (Leaders)	Yes	No	Not helpful at all	Not very helpful	Neutral	Somewhat helpful	Very much
1. One-on-one interview(s) and conversations over the course of the year with Thad, Sara, Elaine, or Jean.							
2. Learning Styles workshop (Kitty Parker)							
3. Discussion of college writing (Thad Curtz)							
4. Writing with Authority – small group work (Olivia Archibald)							
5. Self and Faculty Evaluations discussion (Thad)							
6. Opportunity to determine what workshops T2S participants wanted (Jean)							
7. One-on-one writing consultations (Olivia)							
8. Career and Lifework Planning workshop (Wendy Freeman and Stacia Lewis)							
9. Study abroad/individual contract/internship workshop (Chris Ciancetta)							
10. Mid-quarter phone check-in about your academic plans for spring quarter and how things were going. (Jean, Thad, Sara)							
11. Myers-Briggs Type Indicator workshop (Wendy and Stacia)							
12. Portfolio Development – Introduction (Edwin Bliss & Wendy)							
13. Portfolio Development – Part 2 Show Your Stuff! (Edwin)							
14. Charisma Theory workshop (Thad and Sara)							
15. Spring writing debriefing session (Olivia Archibald/Alicia Lee)							

Part II.

Please respond to the following questions by first checking whether or not you have experienced the following outcomes from this program ("yes" or "no" or "maybe" column).

Outcomes	Yes	No	Maybe
16. Do you think it was helpful to you as a student that you were selected to participate in this project?			
17. When we did not have an answer to a question you had, or when we could not offer a workshop you wanted, did we refer you to where you could get information?			
18. Do you feel you made notable growth in your writing skills as a result of your work with Olivia and/or Alicia of the Learning Resource Center?			
19. Did you gain insights from T2S that you shared with other students outside of T2S?			
20. Did we offer one of your choices of student-requested workshops?			
21. Do you think you would have participated in T2S without the financial incentive of the quarterly gift certificates?			
22. Are you returning to Evergreen in the fall?			
23. If you are returning to Evergreen in the fall, would you consider mentoring incoming freshmen to help them with their transition to college?			
24. If you are returning to Evergreen in the fall, would you continue to participate in a sophomore year version of T2S?			
25. If returning to Evergreen, do you think that you'll continue to seek advising from the advisor with whom you worked this year?			
26. If "T2S Revisited, Year Two" were to happen, there would likely be no financial incentive, but it would be jointly designed with you to meet your needs. Would you still participate?			
27. Did you attend one (or more) Academic Fair(s)?			
28. Did you seek academic advising from one (or more) of your program faculty?			
29. Did you seek academic advising beyond the interview sessions from an academic advisor, either your interviewer/advisor or another staff advisor?			
30. Did you have an individual session with someone form the Career Development Center to explore summer job possibilities, resume writing, skills and interest surveys, graduate schools, or careers?			
31. Do you anticipate that Study-Abroad will be part of your undergraduate experience?			

Part III

Please review your answers to questions number 1-31. Please select the two items with which you have been most **dissatisfied** in the Transitions to Success program. Indicate the number of that question in the box below and tell us why.

Question number:	

Question number:	

Please review your answers to questions number 1-31. Please select the two items with which you have been most **satisfied** in the Transitions to Success program. Indicate the number of that question in the box below and tell us why.

Question number:	

Question number:	

Please use this space to give us even more of your feedback about this pilot project. What should we do differently? What should we add that wasn't there for you?

Thank you very much for your time and help!

(Your name – optional):   _____

Summer address – (optional): _____

****

Evergreen-Specific Student Survey, Spring Quarter 2000

Thanks for agreeing to complete this survey for us. We plan to use the information you provide to improve services to students. Our goal is to gain a better understanding of what helps students to persist through their four years at Evergreen.

Information on this survey will be confidential and you will not be identified as a participant, or connected with any of the statements you may provide to us.

Number of college credits I brought when I entered Evergreen: _____

(Circle one) Were these quarter credits or semester credits

1. What is the likelihood of your returning to Evergreen next fall?
Please circle what seems most likely, and then describe why.

Definitely   Probably   Maybe   Unlikely   Not Returning

2. What were the expectations that brought you to Evergreen for fall 1999?

3. What were the expectations that Evergreen did not satisfy as part of your experience?

4. How were those expectations formed (such as friend, catalog, High School counselor, other)?

5. What best describes where you lived while attending Evergreen during each quarter of the academic year 1999-2000?

	Fall'99	Winter '00	Spring '00

1. College housing
2. Off-campus housing
3. Home of parent or relative
4. Own home
5. Other:_____

What program did you enroll in for Fall '99?

What program did you enroll in for Winter '00?

What program did you enroll in for Spring '00?

Please rate the following characteristics of Evergreen by circling the number in the box in the column representing your level of satisfaction.

	Satisfied	Neutral	Dissatisfied
6. The evaluation system			
7. Quality of Core program (or all-level, etc.)			
8. Quality of instruction you received in your program			
9. Variety of programs offered by Evergreen			
10. Availability of programs at the times you could take them. (hours of the day)			
11. Registration procedures			
12. Admissions procedures			
13. Accuracy of college information you received before enrolling			
14. Availability of student housing			
15. Study areas			
16. Attitude of teaching staff (toward you, students, teaching, or in general)			
17. Attitude of non-teaching staff (toward you, students, teaching, or in general)			
18. Racial/ethnic relations at Evergreen			
19. Respect for the opposite sex			
20. Tolerance of various sexual orientations			
21. Tolerance toward religion on campus			
22. Political freedom			
23. Personal security and safety at Evergreen			
24. Opportunities for personal involvement in campus activities			

Please rate the following services at Evergreen by first indicating whether or not you have used them ("yes" or "no") and then by circling the number in the box in the column representing your level of satisfaction.

	Yes	No	Satisfied	Neutral	Dissatisfied
25. Academic Advising			1	2	3
26. Prime Time Advising			1	2	3
27. Counseling Center			1	2	3
28. Career Development Center			1	2	3
29. K.E.Y. Student Services			1	2	3
30. Access Services			1	2	3
31. Recreation services			1	2	3
32. Library facilities and services			1	2	3
33. Student Health Services			1	2	3
34. College social activities (dances, clubs)			1	2	3
35. Financial aid services			1	2	3
36. Student Employment Services			1	2	3
37. Housing service and programs			1	2	3
38. Food Services			1	2	3
39. Computer services			1	2	3
40. Inter-city bus services			1	2	3
41. Veterans Services			1	2	3
42. Day care services			1	2	3

Please review your answers to questions number 1-39. Please select the 2 items with which you have been most <u>dissatisfied</u> at Evergreen. Indicate the number of that question in a box below and tell us about why you were <u>dissatisfied.</u>

Question number:

Question number:

Please review your answers to questions number 1-39. Please select the 2 items with which you have been most <u>satisfied</u> at Evergreen. Indicate the number of that question in a box below and tell us about why you were <u>satisfied.</u>

Question number:	

Question number:	

Are there any other comments you would like to add?

Thank you very much for your time and help.

****

99-00 Participant Student Follow-up Interview, Fall Quarter 2000

Sample ID:_____
Interviewer(s) Name(s): _____
Date of Interview: _____/_____/2000

[Before beginning the interview read the following statement to ensure that the participant understands the study and to obtain voluntary verbal consent. Items in bold, regular print should be read out loud to the student. Italics indicate interviewer instructions or clarifications. The big check boxes at the extreme left side of the interview form are for interviewers to use to mark areas for follow up with the student after asking the standard questions.]

I'm calling from Evergreen Academic Advising Services to request your participation in a short telephone survey regarding your experiences in the Transitions to Success program last year as a first year student and to check-in about how things are going for you this year. The results of this survey will be presented so that no individual's answers can be identified, and your answers to the survey would be kept confidential. Your participation in this survey is voluntary, and if you choose not to participate, it will not affect any future services or relationships that you may have with academic advisors or other Evergreen staff. This survey should only take about 10-15 minutes to complete.

Would you be willing to participate in this survey?

☐ 1=Yes
> **Great! Do you have a few minutes right now to complete the survey?**
> *(If "Yes," move on to survey questions.)*
> *(If "No," ask about a better time within the next week or so, that you should try to reach them again.)*

☐ 2=No
> **OK. May I ask you for purposes of our research, why you do not wish to participate?** *(Please write in reason for refusal to participate)*
> Refusal reason: _____

> **Thank you for your time. Goodbye**.

★ *Survey begins here:*

Thanks for agreeing to participate.
First, I'll ask you to reflect on your experience with Transitions to Success last year.

Transitions to Success

V1. **Compared to your peers who did not participate in Transitions to Success, do you feel that you are better able to find the information and resources that you want at Evergreen due to your participation in the program last year?**

☐ 1=Yes
☐ 2=No
☐ 3=Not Sure

V2. **Upon reflection, can you think of anything you learned or experienced in last year's Transitions to Success program that has been useful to you this year?**

☐ 1=Yes

V3. (Probe if necessary: "Can you name some of the things from last year that have been useful to you?")
(Don't read the list! Just check any of the following that the student mentions, and write in additional things for later coding)

☐ a=One-on-one meetings with T2S advisor
☐ b=Writing consultation through LRC
☐ c=Other meetings with LRC tutors

☐ d=Workshop : Learning Styles Inventory/ Intro. to College Writing (fall 99)
☐ e=Workshop : Writing with Authority/ Self-evaluations (fall 99)
☐ f=Workshop : Career and Lifework Planning (winter 00)
☐ g=Workshop : Introduction to K.E.Y. (winter 00)
☐ h=Workshop : Individual Contract/ Study Abroad/ Internship (winter 00)
☐ i=Workshop : Myers-Briggs Type Indicator (winter 00)
☐ j=Workshop : Creative Fiction Writing (winter 00)
☐ k=Workshop : Portfolio Development, part 1 (spring 00)
☐ l=Workshop : Charisma Theory (spring 00)
☐ m=Workshop : Portfolio Development, part 2 (spring 99)

☐ n=Information about other Evergreen resources
☐ o=Information about resources of greater Olympia community
☐ p=Concrete advice regarding how to maneuver through the Evergreen system
☐ q=Emotional support
☐ r=Personalized academic planning attention

☐ s=Other things: _____

☐ 2=No

Activities This Year

Now I'd like to ask you a few questions about what you've been up to this year…

V4. **Are you employed or planning to work this quarter?** *(Please check <u>one</u> answer that best describes situation):*
☐ 1=Yes
☐ 2=No *(skip to # V6)*

   V5. **About how many hours a week do you expect to be working?** _____

V6. **So you are enrolled in** *(name of program/course/etc. from list)* **this quarter. Is that correct?**
☐ 1=Yes
☐ 2=No *(If no, please write in correct enrollment information)_____*

V7. Was this your first choice of what you wanted to study this quarter?

☐ 1=Yes

☐ 2=No *If not,* **What was your first choice?** V8:

_____

V9. How did you select the program that you're in?

(Don't read the list! Let student answer and check boxes that apply, write in other things that aren't in the list.)
Note: if student answers "why" they selected, please try to redirect them to "how" they selected the program.

☐ a.=Evergreen course catalog
☐ b.=Evergreen Times
☐ c.=Academic advising bulletin boards
☐ d.=Evergreen on-line website catalog/faculty pages
☐ e.=Academic Fair
☐ f.=Input from friends
☐ g.=Input from parents
☐ h.=Input from faculty
☐ i.=Input from academic advisor
☐ j.=Input from Career Development Center
☐ k.=Input from other Evergreen staff member
☐ l.=Personal past experience with the faculty
☐ m.=It was what I could get into/everything else I wanted was full or had waiting list
☐ n.=Other method(s): V10. _____

V11. Have you thought about or planned what you'll be taking in the future?

(If student asks what is meant by "the future," say "like next quarter or next year…?")

☐ 1=Yes

V12. *If yes,* **With whom do you discuss your academic plans?**

(Don't read the list! Let student answer and check boxes that apply, write in other responses.)

☐ a.=Friends/peers/classmates/partner/roommate
☐ b.=Parent(s)
☐ c.=Other relatives
☐ d.=Evergreen faculty member
☐ e..=Academic advisor
☐ f..=Career Development Center
☐ g.=Other Evergreen staff member
☐ h.=Academic tutors
☐ i.=Residence advisor
☐ j.=Employer
☐ k.=No one
☐ l.=Other person: V13._____

[Remind student that he/she is welcome to follow-up with you this year, or you can refer them to other academic advisors. Remember Jean who ran the program last year…she's still around, now working as a Prime Time Advisor. She can be reached at ext. 5112 or 5621.]

☐   ☐ 2=No

V14. *If no,* **When the time comes to decide what to take, who do you think you'll discuss your plans with?** (<u>*Don't read the list!*</u> *Let student answer and check boxes that apply, write in other responses.)*

☐ a.=Friends/peers/classmates/partner/roommate
☐ b.=Parent(s)
☐ c.=Other relatives
☐ d.=Evergreen faculty member
☐ e.=Academic advisor
☐ f.=Career Development Center
☐ g.=Other Evergreen staff member
☐ h.=Academic tutors
☐ i.=Residence advisor
☐ j.=Employer
☐ k.=No one
☐ l.=Other person: V15._____

[Remind student that he/she is welcome to follow-up with you this year, or you can refer them to other academic advisors. Remember Jean who ran the program last year…she's still around, now working as a Prime Time Advisor. She can be reached at ext.5112 or 5621.]

☐ V16. **What's something that's going well for you here at Evergreen?**
(Please write in student's response, paraphrase as appropriate and reflect answer back to make sure student feels like you got the gist of what they were saying. <u>If student only mentions academic issues, probe for non-academic and vice-versa.</u>)

☐ V17. **What is something that has been difficult for you or isn't going well at Evergreen?**
(Please write in student's response, paraphrase as appropriate and reflect answer back to make sure student feels like you represented what they were saying. <u>If student only mentions academic issues, probe for non-academic and vice-versa.</u>)

[Possible follow-up probes for discussion: What have you done or are to doing about this? What can I do to support you about this?]

Institutional Confidence and Intent to Persist

☐ V18. **On a scale of 1 to 7, with 1 being Not at all confident and 7 being extremely confident, How confident are you that you'll be able to get the kind of education you want at Evergreen?**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
Not at all　　　　　　　Moderately　　　　　Extremely

☐ V19. **On a scale of 1 to 7, with 1 being Not at all confident and 7 being extremely confident, How confident are you that you have the personal stamina and skills that it takes to succeed at Evergreen?**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
Not at all　　　　　　　Moderately　　　　　Extremely

☐ V20. **Can you name anything that would increase your confidence about getting what you want at Evergreen?** *(If #18 & #19 are both rated as 7's, then you can skip this question.)*

☐ V21. **As of right now, do you plan to stay at Evergreen until you earn a Bachelor's Degree?**

☐ 1=Yes　　☐ 2=No　　☐ 3=Not Sure

Sense of Connectedness

V22. **Would you tell me about your sense of belonging and connectedness to the Evergreen Learning Community? On a scale of 1 to 7, with 1 meaning Not at all connected and 7 meaning Extremely connected, How connected do you currently feel to the Evergreen Community?**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
Not at all　　　　　　　Moderately　　　　　Extremely

Interviewers are encouraged to follow up with a discussion of questions, requests for information, issues, or concerns that the student mentioned that have not yet been addressed or deserve further attention.

Thank you again for your willingness to participate in this interview. Your feedback is really important in helping us evaluate our advising services.

Do you have an e-mail address that you use regularly and that we may use to let you know about upcoming workshop opportunities or other academic advising activities?

☐ 1=Yes,   V23. e-mail: _____

☐ 2=No

Thank you for your time.

Interviewer Section:

My contact with this student occurred ...

☐ **In-person**
☐ **By telephone**
☐ **By E-mail**
☐ **Other** _____

Which of the following occurred during this contact with the student? *(Please check all of the boxes that apply):*	Yes	No
Provided emotional support	☐	☐
Provided academic assistance	☐	☐
Provided concrete advice regarding how to maneuver through the Evergreen system	☐	☐
Gave referrals to other student advising services	☐	☐
Gave referrals to Academic Tutors	☐	☐
Gave referrals to health/counseling resources	☐	☐
Gave referrals to student activities/organizations/resources	☐	☐
Gave referrals to other Evergreen administrative offices	☐	☐
Gave referrals to resources of greater Olympia community	☐	☐
Discussed personal life	☐	☐
Discussed academic progress, goals, plan, or options	☐	☐
Discussed longer-term life/career goals	☐	☐
Invited to upcoming workshops or Transitions to Success activities	☐	☐
Invited to contact you again if they want to for future problems/questions	☐	☐
Followed up on prior issues, referrals, or concerns.	☐	☐
	☐	☐
	☐	☐

Appendix D: Year Two Instruments

Note: the instruments in this section are the most common versions of the interviews conducted with the T2S students who remained enrolled throughout their first year. Control group surveys and slightly different versions of T2S quarterly interview that were used with students who did not stay enrolled are available upon request from the Office of Institutional Research and Assessment at Evergreen: coghlanl@evergreen.edu

Student Interview # 1, Fall Quarter 2000

Sample ID:_____
Interviewer(s) Name(s): _____   Date of Interview: _____/_____/2000

[Before beginning the interview ask student to review and sign a consent form and confirm their local address and telephone number from the sample database printout. Items in bold, regular print should be read out loud to the student. Italics indicate interviewer instructions or clarifications.]

Thank you so much for agreeing to participate in our advising pilot project! I'm happy to be your assigned Transitions to Success advisor. Because this interview is part of a research project, it's important that I document some of our conversation, and that we gather some standard information from all of our participants. I'm going to be writing down some of your answers and comments, and some of the questions and rating scales may seem dry or impersonal. I hope that you'll forgive my note-taking. I assure you that we will have a chance to follow-up and discuss specific issues or questions you may have as we work through the standard questions. I'll start with some basic demographic questions…

Demographic Information

V1. **Do you have an E-mail address that you use regularly and that we may use to communicate with you about project activities?**
☐ 1=Yes,   V2. e-mail: _____
☐ 2=No

V3. **Which of the following sources of support are you using to pay for this year of college education and living expenses?** *(Read through list and check all that apply)*
☐ a. **Parent/Family support**
☐ b. **College savings account/Trust funds** *(set up by someone other than student)*
☐ c. **Grants/Scholarships**
☐ d. **Student Loans**
☐ e. **Myself / My own earnings, savings, credit cards**
☐ f. **Other source?***(please write in)***:** V4._____

V5. **Are you employed or planning to work this quarter?** *(Please check <u>one</u> answer that best describes situation):*
☐ 1=Yes
☐ 2=No *(skip to # V7)*

   V6. **About how many hours a week do you expect to be working?** _____

V7. Where are you currently living ? *(Please check <u>one</u> answer that best describes situation):*

☐ 1=On-campus dorms/mods
☐ 2=Off campus apartment/house
☐ 3=Other *(VW bus, tent, couch surfing, etc., please write in):* _____

V8. Who do you live with? *(Please check <u>one</u> answer that best describes situation):*

☐ 1=I live alone
☐ 2=I live with my parents/in my family home
☐ 3=I live with roommates/friends/partner, etc.

Academic Program

V9. What program are you in?

Core/First Year

☐ 1=Development of Sail Power
☐ 2=From Lab to Living Room
☐ 3=History: A Celebration of Place
Biography, Comm.
☐ 4=Individuals Versus Societies: American/Japanese History
☐ 5=Myth and Sensibility: Eastern/Western Cultures
Asia
☐ 6*=Olympic Peninsula: Salmon, Timber, & Energy
☐ 7*=Performing Arts in Cultural Context
☐ 8=Reinhabitation
☐ 9=Technology, Cognition, Education

All-level Programs

☐ 10=Diaspora, Journey Toward Destiny
☐ 11=How Can You Tell An American?
☐ 12=Natural Histories: Botany,

☐ 13=About Time
☐ 14=Imagining the Middle East & South

☐ 15=The Physicist's World
☐ 16=Russia
☐ 17=From Public Issues to Public Policy

☐ 99= Other *(if student taking part-time studies, modules, contracts, etc., please write in):*

> V10.

> **Note: If Student is in program 6 or 7 above, please ask:*
> **V11. Did you participate in one of our Core Program focus groups?**
> ☐ 1=Yes   ☐ 2=No

V12. Was this program your first choice?

☐ 1=Yes
☐ 2=No   *If not,* **What was your first choice?** V13. _____

V14. How does the workload seem to you? Too light, Challenging - but manageable, or Overwhelming?

☐ 1=Too light/Not challenging enough
☐ 2=Challenging, but manageable
☐ 3=Overwhelming

V15. What do you like best about your program so far?

V16. **What do you like least about your program so far?**

V17. **Do you think you'll stay in the same program next quarter?**
- ☐ 1=**Yes**
- ☐ 2=**No**
- ☐ 3=**I really have no idea yet.**

Sources of Stress Inventory

Now I'm going to read you a list of common stress points that former first-year Evergreen students have told us about. I'd like you to rate on a 1 to 5 scale, how much stress you are feeling right now about various issues that you might be facing this year. I'll read the scale options for you as we go through the list.

(Interviewer read all scale options aloud for the first few items, until the student gets the hang of it, and you can repeat as necessary to remind them of the scale definition points.)

How much stress are you feeling about…	1 None	2 A little	3 Moderate amount	4 Quite a bit	5 A lot
V18. **Your finances and budget?**	1	2	3	4	5
V19. **Keeping up with academic responsibilities?**	1	2	3	4	5
V20. **Roommate or housing situation?**	1	2	3	4	5
V21. **Making new friends?**	1	2	3	4	5
V22. **Managing time and balancing activities?**	1	2	3	4	5
V23. **Your job or lack of employment?**	1	2	3	4	5
V24. **Participating in seminar?**	1	2	3	4	5
V25. **Developing an academic plan?**	1	2	3	4	5
V26. **Getting information you need?**	1	2	3	4	5
V27. **Love life or personal relationships?**	1	2	3	4	5
V28. **Family issues?**	1	2	3	4	5
V29. **Your health or medical issues?**	1	2	3	4	5
V30. **Societal, environmental, or political issues?**	1	2	3	4	5
V31. **Getting through registration next quarter?**	1	2	3	4	5
V32. **Doing a self-evaluation?**	1	2	3	4	5
V33. **Being evaluated by your faculty?**	1	2	3	4	5
V34. **Developing your career goals?**	1	2	3	4	5
V35. **Finding a sense of community at Evergreen?**	1	2	3	4	5
V36. **Gaining the skills you need for your future?**	1	2	3	4	5

Are there other sources of stress for you that weren't covered by the list that you feel are affecting your life right now? *(Interviewer please write in any additional stressors and ask for the rating).*

How much stress are you feeling about…	1 None	2 A little	3 Moderate amount	4 Quite a bit	5 A lot
V37.	1	2	3	4	5
V38.	1	2	3	4	5
V39.	1	2	3	4	5

College Life

V40. **What's something that's going well for you here at Evergreen and what are you looking forward to?** *(Please write in student's response, paraphrase as appropriate and reflect answer back to make sure student feels like you got the gist of what they were saying.)*

V41. **What is something that has been difficult for you or isn't going well at Evergreen?**
(Please write in student's response, paraphrase as appropriate and reflect answer back to make sure student feels like you represented what they were saying.)

[Possible follow-up probes for discussion: What have you done or are to doing about this? What can I do to support you about this?]

V42. **Was there a time that seemed more challenging than the rest since you've been here at Evergreen?**

☐ 1=Yes

V43. What time was that and what made it particularly challenging?

☐ 2=No *(move on to V44.)*

Support Systems

V44. Which of the following people would you currently feel comfortable asking for advice or assistance with academic matters? If some of these people don't apply to you, just let me know, OK? *[Read through options and circle student's response.]*

Source of academic advice or assistance?	Yes	No	N/A
a. **Friends at Evergreen?**	1	2	7
b. **Friends elsewhere?**	1	2	7
c. **Your parent or parents?**	1	2	7
d. **Other relatives?**	1	2	7
e. **Your partner, spouse, girlfriend, or boyfriend?**	1	2	7
f. **A roommate?**	1	2	7
g. **Your Residence Advisor (RA)?**	1	2	7
h. **Your classmates?**	1	2	7
j. **Your current faculty?**	1	2	7
k. **Other Evergreen faculty?**	1	2	7
l. **Academic tutors?**	1	2	7
m. **Academic advising staff ?**	1	2	7
n. **Other Evergreen staff member?**	1	2	7
o. **Other person?** *(if yes, write in role):*	1	2	7

[Remind student that he/she can follow-up with you, or you can refer them to other academic advisors on campus]

V45. Is there someone in the Evergreen community that you feel comfortable talking to about non-academic concerns or problems that might come up in your life?

☐ 1=Yes

☐ 2= No

Student Academic Skills Confidence

Thinking about your academic skills in relation to your peers, please rate for me how confident you are in the following academic skills areas: *(Read scale options and circle student response)*

V46. **How confident are you in your…**	Not at all	A little bit	Moderately	Quite a bit	Very
a. **Writing ability?**	1	2	3	4	5
b. **Mathematics ability?**	1	2	3	4	5
c. **Ability to complete a research project or research paper?**	1	2	3	4	5
d. **Computer skills?**	1	2	3	4	5
e. **Participation in seminar?**	1	2	3	4	5
f. **Ability to give a class presentation?**	1	2	3	4	5
g. **Ability to keep up with reading assignments?**	1	2	3	4	5

Institutional Confidence and Intent to Persist

V47. On a scale of 1 to 7, with 1 being Not at all confident and 7 being extremely confident, How confident are you that you'll be able to get the kind of education you want at Evergreen?

1	2	3	4	5	6	7
Not at all			Moderately			Extremely

V48. On a scale of 1 to 7, with 1 being Not at all confident and 7 being extremely confident, How confident are you that you have what it takes to succeed at Evergreen?

1	2	3	4	5	6	7
Not at all			Moderately			Extremely

V49. Can you name anything that would increase your confidence about getting what you want at Evergreen?

V50. As of right now, do you plan to stay at Evergreen until you earn a Bachelor's Degree?

☐ 1=Yes   ☐ 2=No   ☐ 3=Not Sure

[If No or Not Sure, this is an opportunity to follow up on student's hesitations.]

Sense of Connectedness

V51. What else have you been doing outside of your program? *(Please check all of the boxes that apply based on student's answer):*

☐ a. Socializing/Getting to know new people/Potlucks or group dinners, etc.
☐ b. Going out (to dinner, concerts, movies, bars, performances, lectures, guest speakers, etc.)
☐ c. Participating in college clubs, political action groups, CPJ, etc.
☐ d. Exploring the Evergreen Campus
☐ e. Exploring Olympia area
☐ f. Exploring the region (Seattle, Mt. Rainier, Olympic Peninsula, Ocean beaches, etc.)
☐ g. Reading for pleasure
☐ h. Creative Expression (Art, Music, Writing, etc.)
☐ i. Meditation/Relaxation/Catching up on sleep
☐ j. Spending time with my family
☐ k. Sports/Physical Activities/Outdoor recreation/Dance
☐ l. Working at my job
☐ m. Volunteer work

☐ n. Other extracurricular activities: _____

V52. **Have you made new friends?** *(Please select <u>one</u> answer that best describes situation):*

☐ 1=Yes/Some *(skip to V54)*

☐ 2=No/Not really

V53. **Why do you think that's been difficult?** *(please write in paraphrase of student's comments)*

V54. **Have you met other students who are not in your academic program?**
☐ 1=Yes
☐ 2=No

V55. **I'm interested in your sense of belonging and connectedness to the Evergreen Learning Community. On a scale of 1 to 7, with 1 meaning Not at all connected and 7 meaning Extremely connected, How connected do you currently feel to the Evergreen Community?**

1	2	3	4	5	6	7
Not at all			Moderately			Extremely

Academic Planning Session

V56. **Have you seen the new catalog for next year yet?**

☐ 1=Yes
☐ 2=No

V57. **What are your top choices for academic programs for next year?**

Advisors are encouraged to discuss the student's class interests, and help them strategize how this fits into their long-term academic plan. Note if pre-requisites or signatures are required, etc… These plans can then be revisited with the student at later interviews as a way of encouraging the student to strategize about their academic goals and interests.

Interviewers are encouraged to follow up with a discussion of questions, requests for information, issues, stress points, or concerns that the student mentioned that have not yet been addressed or deserve further attention.

Thank you again for your willingness to participate in this interview. The information you shared will help us to better understand first year student experiences at Evergreen and how we can better serve and support them. And I hope that the process of getting some one-on-one advising was beneficial to you too!

Are you planning to continue living where you are now, at least through next quarter?
If not, how could we contact you?   New phone number, address, e-mail?
(Please make a note of any changes for updates to the participant database.)

Interviewer Section:

My contact with this student occurred ...

☐ **In-person**
☐ **By telephone**
☐ **By E-mail**
☐ **Other** _____

Which of the following occurred during this contact with the student? *(Please check all of the boxes that apply):*	Yes	No
Provided emotional support: *(e.g. confidence boosting, working through concerns, conflict resolution strategies, reinforcement, encouragement, listened to student vent, helped process emotions)*	☐	☐
Provided academic assistance: *(e.g. tutoring, study skills consultation, speed reading advice, practical writing advice, guidance with schoolwork or evaluations)*	☐	☐
Provided concrete advice regarding how to maneuver through the Evergreen system: *(e.g. here's how to set-up a contract, here's the steps to get into the class you want, help with financial aid forms)*	☐	☐
Gave referrals to other student advising services: *(K.E.Y., Prime-time advisor, Access Services, First people's Advising, Upward Bound, Career Development Center)*	☐	☐
Gave referrals to Academic Tutors: *(Learning Resource Center or other academic tutors)*	☐	☐
Gave referrals to health/counseling resources: *(e.g. Health Center, Counseling Center, support groups, mediation services, sexual assault counseling, substance abuse services, Thurston County Health Dept., Safeplace, BHR, etc.)*	☐	☐
Gave referrals to student activities/organizations/resources: *(e.g. EPIC, women's resource center, CPJ, KAOS, College Recreation Center, media loan services, art studios, electron microscope, leisure ed classes, computer center, library, child care center, etc.)*	☐	☐
Gave referrals to other Evergreen administrative offices: *(e.g. Financial Aid, Registration, Student Accounts, Admissions, Housing, Part-time Studies Coordinator, Deans, Student Employment Office, etc.)*	☐	☐
Gave referrals to resources of greater Olympia community *(e.g. Food Co-op, shopping, Intercity Transit, State Library, banks, restaurants, car repair, food bank, DSHS Community Service Office, etc.)*	☐	☐
Discussed personal life	☐	☐
Discussed academic progress, goals, plan, or options *(such as internships, group/individual contracts, part-time studies, study abroad)*	☐	☐
Discussed longer-term life/career goals	☐	☐
Invited to upcoming workshops and Transitions to Success activities	☐	☐
Invited to contact you again if they want to for future problems/questions	☐	☐
Followed up on prior issues, referrals, or concerns.	☐	☐

****

Student Interview # 2, Winter Quarter 2001

Sample ID:_____
Interviewer(s) Name(s): _____
Date Survey Completed: _____/_____/2001

[Items in bold, regular print should be read out loud to the student. Italics indicate interviewer instructions or clarifications.]

Hi *(student name)* **this is** *(advisor name)*, **your Transitions to Success Academic Advisor, I'm calling to request your participation in the next phase of our Transitions to Success program which is just a brief telephone survey to check-in with you about how things are progressing for you this year. The survey should only take us about 15 minutes to complete, and we would like to offer you a $10 gift certificate to the Evergreen bookstore as a thank you for your continued participation…is this a good time for you?**

[Proceed with interview if student agrees, or ask when you should call them back.]

Follow-up on issues from first interview:

[Follow up on prior concerns using the information student provided in Interview #1 (particularly questions V16, V41, or items rated 4 or 5 on the stress scale). You might say something like, "Last quarter you mentioned that time management and balancing priorities had been difficult for you…how's that going for you now?"]

★*Advisor notes before calling student:*_____

W1. **During our last interview you mentioned _____. How is that going now?**
(please paraphrase student's comments):

W2. **Is there anything new that's been difficult for you this quarter?**
☐ 1=Yes *(please paraphrase student's comments):*

☐ 2=No

W3. **Is there anything that I can help you with?**

☐ 1=Yes *(please make a note, if student mentions a way you can help:)*_____

☐ 2=No

Check for changes in demographics

★Before calling student, advisor should check the boxes below as the student reported last quarter.

Last quarter you told me you were…

☐ Employed or Planning to Work ☐ Not Employed
    About _____ hours per week

☐ Living on-campus   ☐ Living off-campus

☐ Living with roommates/friends ☐ Living alone   ☐ Living with your parents or your family

---

W4. Are those things the same for you this quarter?

☐ 1=Yes *(if yes to all, then skip to W9).*
☐ 2=No *(if no,* **What has changed?***, Please mark your changes below):*

    W5. Employment status changed
    ☐ 1=Now employed or will be working this quarter
    ☐ 2=No longer employed

    W6a. Working fewer or more hours per week
    ☐ 1=Working fewer hours per week
    ☐ 2=Working more hours per week
      W6b. Write in new hours per week _____

    W7. Moved on or off campus *(Please check <u>one</u> answer that best describes situation):*
    ☐ 1=Now living on-campus dorms/mods
    ☐ 2=Now living off campus apartment/house
    ☐ 3=Other *(VW bus, tent, couch surfing, etc., please write in):* _____

    W8. Living in different kind of household *(Please check <u>one</u> answer that best describes situation):*
    ☐ 1=Now living alone
    ☐ 2=Now living with my parents/in my family home
    ☐ 3=Now living with roommates/friends/partner, etc.

Academic Program
★*Before calling student, advisor should check what program(courses) the student in enrolled in this quarter.*

If student is registered winter quarter…
W9a. **So you're taking**…*(insert program name that you've checked below)* **this quarter…**

Core/First Year
☐ 1=Development of Sail Power
☐ *2=From Lab to Living Room
☐ 3=History: A Celebration of Place
☐ 4=Individuals Versus Societies: Amer./Japanese History
☐ *5=Myth and Sensibility: Eastern/Western Cultures
☐ 6=Olympic Peninsula: Salmon, Timber, & Energy
☐ 7=Performing Arts in Cultural Context
☐ 8=Reinhabitation
☐ *9=Technology, Cognition, Education

All-level Programs
☐ 10=Diaspora, Journey Toward Destiny
☐ 11=How Can You Tell An American?
☐ 12=Natural Histories
☐ 14=Imagining Middle East & SouthAsia
☐ *15=The Physicist's World
☐ 16=Russia
☐ 17=From Public Issues to Public Policy
☐ *18=Ecology of Puget Sound
☐ *19=Difference and Desire

☐ 99= Other *(if student taking part-time studies, modules, contracts, non-freshman programs, etc., please write in):*

V9text.

W9b. **Was this your first choice for this quarter?**
　　　☐ 1=Yes
　　　☐ 2=No

W9c. **How does the workload seem to you this quarter?**
　　　☐ 1=**Too light/Not challenging enough**
　　　☐ 2=**Challenging, but manageable**
　　　☐ 3=**Overwhelming**

W10. **What are your plans for Spring quarter?** *(Record response, then jump to W13 stress inventory next page)*
　　　☐ 1=Stay in same program
　　　☐ 2=Do something different… *(please write in):*

*[Advisor: this is your opportunity to do some short-term academic planning with the student. Note that the programs that are known to be ending this quarter have a * next to their code number in the list above.]*

If student is not registered winter quarter…
So I notice that you're *(on leave status or withdrawn from the college)* **this quarter…**

W11. **Would you share with me why you made the decision not to register for winter quarter?**

W12. **Do you think you might register at Evergreen again in the future?**
　　　☐ 1=Yes *(if yes, ask if there's anything you can do to help them get reconnected, & proceed with the rest of the survey).*
　　　☐ 2=No *(if no, thank them for their time, ask if they could still use the incentive certificate for the bookstore, verify accurate address for mailing the incentive, & end the interview at this point.)*

Sources of Stress Inventory

Now I'd like you to run through the same stress inventory that you completed last quarter, so that we can learn about how different sources of stress change throughout the first year experience. I'd like you to rate on a 1 to 5 scale, how much stress you are feeling right now about various issues that you might be facing. I'll read the scale options for you as we go through the list.

(Interviewer read all scale options aloud for the first few items, until the student gets the hang of it, and you can repeat as necessary to remind them of the scale definition points.)

How much stress are you feeling about…	1 None	2 A little	3 Moderate amount	4 Quite a bit	5 A lot
W13. **Your finances and budget?**	1	2	3	4	5
W14. **Keeping up with academic responsibilities?**	1	2	3	4	5
W15. **Roommate or housing situation?**	1	2	3	4	5
W16. **Making new friends?**	1	2	3	4	5
W17. **Managing time and balancing activities?**	1	2	3	4	5
W18. **Your job or lack of employment?**	1	2	3	4	5
W19. **Participating in seminar?**	1	2	3	4	5
W20. **Developing an academic plan?**	1	2	3	4	5
W21. **Getting information you need?**	1	2	3	4	5
W22. **Love life or personal relationships?**	1	2	3	4	5
W23. **Family issues?**	1	2	3	4	5
W24. **Your health or medical issues?**	1	2	3	4	5
W25. **Societal, environmental, or political issues?**	1	2	3	4	5
W26. **Getting through registration next quarter?**	1	2	3	4	5
W27. **Doing a self-evaluation?**	1	2	3	4	5
W28. **Being evaluated by your faculty?**	1	2	3	4	5
W29. **Developing your career goals?**	1	2	3	4	5
W30. **Finding a sense of community at Evergreen?**	1	2	3	4	5
W31. **Gaining the skills you need for your future?**	1	2	3	4	5

Student Academic Skills Confidence

Thinking about your academic skills in relation to your peers, please rate for me how confident you are currently in the following academic skills areas:

W32. **How confident are you in your…**	Not at all	A little bit	Moderately	Quite a bit	Very
a. **Writing ability?**	1	2	3	4	5
b. **Mathematics ability?**	1	2	3	4	5
c. **Ability to complete a research project or research paper?**	1	2	3	4	5
d. **Computer skills?**	1	2	3	4	5
e. **Participation in seminar?**	1	2	3	4	5
f. **Ability to give a class presentation?**	1	2	3	4	5
g. **Ability to keep up with reading assignments?**	1	2	3	4	5

Institutional Confidence and Intent to Persist

W33. On a scale of 1 to 7, with 1 being Not at all confident and 7 being extremely confident, How confident are you that you'll be able to get the kind of education you want at Evergreen?

       1   2   3   4   5   6   7
    Not at all   Moderately   Extremely

W34. On a scale of 1 to 7, with 1 being Not at all confident and 7 being extremely confident, How confident are you that you have what it takes to succeed at Evergreen?

       1   2   3   4   5   6   7
    Not at all   Moderately   Extremely

W35. As of right now, do you plan to stay at Evergreen until you earn a Bachelor's Degree?

☐ 1=Yes   ☐ 2=No   ☐ 3=Not Sure

   [If no or not sure, this is an opportunity to follow up on the student's hesitations.]

Sense of Connectedness

W36. I'm interested in your sense of belonging and connectedness to the Evergreen Learning Community. On a scale of 1 to 7, with 1 meaning Not at all connected and 7 meaning Extremely connected, How connected do you currently feel to the Evergreen Community?

       1   2   3   4   5   6   7
    Not at all   Moderately   Extremely

W37. What and/or who helps you feel connected to the Evergreen Community?
   (Please paraphrase student's comments:)

Interviewers are encouraged to follow up with a discussion of questions, requests for information, issues, stress points, or concerns that the student mentioned that have not yet been addressed or deserve further attention.

Thank you for your willingness to participate in this survey. The information you shared will be very helpful in our attempts to refine our services and support of first year students. There will be two Transitions to Success activities during Spring quarter: one will be a workshop on developing an academic plan, and then we will have one final survey at the end of the year.

We will attempt to contact you by e-mail or telephone when the spring activities are scheduled to request your continued participation. Of course, you are always welcome to contact me or any other advisor between now and then, if you wish.

Are you are planning to continue living where you are now, at least through next quarter? If not, how could we contact you?   New phone number, address, e-mail?

Interviewer Section:

My contact with this student occurred ...

☐ **In-person**
☐ **By telephone**
☐ **By E-mail**
☐ **Other** _____

W39. **Which of the following occurred during this contact with the student?** *(Please check all of the boxes that apply):*	Yes	No
a. **Provided emotional support:** *(e.g. confidence boosting, working through concerns, conflict resolution strategies, reinforcement, encouragement, listened to student vent, helped process emotions)*	☐	☐
b. **Provided academic assistance:** *(e.g. tutoring, study skills consultation, speed reading advice, practical writing advice, guidance with schoolwork or evaluations)*	☐	☐
c. **Provided concrete advice regarding how to maneuver through the Evergreen system:** *(e.g. here's how to set-up a contract, here's the steps to get into the class you want, help with financial aid forms)*	☐	☐
d. **Gave referrals to other student advising services:** *(K.E.Y., Prime-time advisor, Access Services, First people's Advising, Upward Bound, Career Development Center)*	☐	☐
e. **Gave referrals to Academic Tutors:** *(Learning Resource Center or other academic tutors)*	☐	☐
f. **Gave referrals to health/counseling resources:** *(e.g. Health Center, Counseling Center, support groups, mediation services, sexual assault counseling, substance abuse services, Thurston County Health Dept., Safeplace, BHR, etc.)*	☐	☐
g. **Gave referrals to student activities/organizations/resources:** *(e.g. EPIC, women's resource center, CPJ, KAOS, College Recreation Center, media loan services, art studios, electron microscope, leisure ed classes, computer center, library, child care center, etc.)*	☐	☐
h. **Gave referrals to other Evergreen administrative offices:** *(e.g. Financial Aid, Registration, Student Accounts, Admissions, Housing, Part-time Studies Coordinator, Deans, Student Employment Office, etc.)*	☐	☐
i. **Gave referrals to resources of greater Olympia community** *(e.g. Food Co-op, shopping, Intercity Transit, State Library, banks, restaurants, car repair, food bank, DSHS Community Service Office, etc.)*	☐	☐
j. **Discussed personal life**	☐	☐
k. **Discussed academic progress, goals, plan, or options** *(such as internships, group/individual contracts, part-time studies, study abroad)*	☐	☐
l. **Discussed longer-term life/career goals**	☐	☐
m. **Invited to upcoming workshops and Transitions to Success activities**	☐	☐
n. **Invited to contact you again if they want to for future problems/questions**	☐	☐
o. **Followed up on prior issues, referrals, or concerns.**	☐	☐

****

Student Interview #3: Part 1 – Written Survey, Spring Quarter 2001

Advisor please write in sample ID and complete demographic checkboxes prior to asking participant to complete this section.

Sample ID: _____

Last quarter you told me you were…

☐ Employed or Planning to Work ☐ Not Employed
     About _____ hours per week

☐ Living on-campus   ☐ Living off-campus

☐ Living with roommates/friends ☐ Living alone   ☐ Living with your parents or your family

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S1. **Are those things the same for you this quarter?**

☐ 1=Yes *(if yes to all, then skip to S6 on the next page).*
☐ 2=No *(if no,* **What has changed?** *Please mark your changes below.)*

     S2. Employment status changed
     ☐ 1=Now employed or will be working this quarter
     ☐ 2=No longer employed

     S3. Working fewer or more hours per week
     ☐ 1=Working fewer hours per week
     ☐ 2=Working more hours per week
       s3b. Write in new hours per week _____

     S4. Moved on or off campus *(Please check <u>one</u> answer that best describes situation)*:
     ☐ 1=Now living on-campus dorms/mods
     ☐ 2=Now living off campus apartment/house
     ☐ 3=Other *(VW bus, tent, couch surfing, etc., please write in):* _____

     S5. Living in different kind of household *(Please check <u>one</u> answer that best describes situation)*:
     ☐ 1=Now living alone
     ☐ 2=Now living with my parents/in my family home
     ☐ 3=Now living with roommates/friends/partner, etc.

S6. What are you taking this quarter? Check the box next to your program below, or if your academic activity is not in the list, please write in what you're taking in the box below.

Core/First Year
- ☐ 1=Development of Sail Power
- ☐ 3=History: A Celebration of Place
- ☐ 4=Individuals Versus Societies: American/Japanese History
- ☐ 6=Olympic Peninsula: Salmon, Timber, & Energy
- ☐ 7=Performing Arts in Cultural Context
- ☐ 8=Reinhabitation
- ☐ 20=A Passion for Collecting
- ☐ 21=Contempoary America
- ☐ 22=Civilization as a Transient Sickness: Robinson Jeffers
- ☐ 23=Museums, Monuments, & Backpacks: Traveling in Europe

All-level Programs
- ☐ 10=Diaspora, Journey Toward Destiny
- ☐ 11=How Can You Tell An American?
- ☐ 12=Natural Histories
- ☐ 14=Imagining Middle East & SouthAsia
- ☐ 16=Russia
- ☐ 17=From Public Issues to Public Policy
- ☐ 24=An Education to Greece
- ☐ 25=Social Commun. in the Americas
- ☐ 26=Drawing a Life
- ☐ 27=Astronomy and Cosmologies
- ☐ 28=Concepts of Computing

- ☐ 99= Other *(if you are taking part-time studies, modules, contracts, non-freshman programs, etc., please write in):*

> S6text.

S7. Was this your first choice for this quarter?
- ☐ 1=Yes
- ☐ 2=No

S8. How does the workload seem to you this quarter?
- ☐ 1=Too light/Not challenging enough
- ☐ 2=Challenging, but manageable
- ☐ 3=Overwhelming

Thinking about your academic skills in relation to your peers, please rate how confident you are currently in the following academic skills areas:

(Please mark an "X" in the table under the scale value that best describes your level of confidence for each item.)

S9. **How confident are you in your…**	1 Not at all	2 A little bit	3 Moderately	4 Quite a bit	5 Very
a. **Writing ability?**					
b. **Mathematics ability?**					
c. **Ability to complete a research project or research paper?**					
d. **Computer skills?**					
e. **Participation in seminar?**					
f. **Ability to give a class presentation?**					
g. **Ability to keep up with reading assignments?**					

In thinking over your own experiences at Evergreen up to now, to what extent do you feel you have gained or made progress in each of the following areas? Please indicate your response by marking an "X" in the table under the scale value that best describes your response.

S10. **How much have you gained or made progress in…**	1 Very little	2 Some	3 Quite a bit	4 Very much
a. **Acquiring background and specialization for further education in some professional, scientific, or scholarly field?**				
b. **Gaining a broad general education about different fields of knowledge?**				
c. **Writing clearly and effectively?**				
d. **Acquiring familiarity with the use of computers?**				
e. **Understanding other people and the ability to get along with different kinds of people?**				
f. **Ability to function as a team member?**				
g. **Understanding new scientific and technical developments?**				
h. **Ability to think analytically and logically?**				
i. **Quantitative thinking – understanding probabilities, proportions, etc.?**				
j. **Ability to put ideas together, to see relationships, similarities, and differences between ideas?**				
k. **Ability to learn on your own, pursue ideas, and find information you need?**				

S11. **What were the expectations that brought you to Evergreen for Fall 2000?**
(Please write in a brief response):

S12. **Which of the following helped form the expectations that brought you to Evergreen?**	*Please mark an "X" next to all that apply*	**Comments or details about this influence?**
a. **Evergreen Catalog**		
b. **Evergreen Website**		
c. **Internet College Search sites**		
d. **High School counselor or faculty**		
e. **Friends who had attended Evergreen**		
f. **Friends who had heard of Evergreen** *(but not attended)*		
g. **Family member who had attended Evergreen**		
h. **Family member who had heard of Evergreen** *(but not attended)*		
i. **Campus visit and/or tour**		
j. **College Search books or ranking publications** *(like Fiske, Peterson's Guide, or U.S. News, etc.)*		
k. **My own previous experiences in school and/or imagination of what college at Evergreen would be like**		
l. **Other** *(please write in):*		

S13. **We are interested in your sense of belonging and connectedness to the Evergreen Learning Community. How connected do you currently feel to the Evergreen Community?**

(Please mark an "X" in the table under the scale value that best describes your sense of connectedness.)

Not at all			Moderately			Extremely
1	**2**	**3**	**4**	**5**	**6**	**7**

Student Services Inventory

Following is a list of student services and resources, please mark an "X" in either the Yes or No column to denote whether or not you used the resource. For those in which you <u>did</u> participate, please mark the column that best describes how helpful you found the resource to be.

Student Service/Resource	S14. **Did you participate in or use this service?**		S15. **How Helpful for You?**			
	1 **Yes**	**2** **No**	**1** **Not helpful at all**	**2** **Not very helpful**	**3** **Somewhat helpful**	**4** **Very helpful**
a. **Academic Fair or Core Fair**						
b. **Access Services**						
c. **Career Development Center**						
d. **Child Care Services**						
e. **College Recreation Center/Recreation Services**						
f. **Computer Center or Computer Applications Lab**						
g. **Financial Aid Services**						
h. **First People's Advising**						
i. **Intercity Transit bus service**						
j. **Internship Fair**						
k. **K.E.Y. Student Services**						
l. **Learning Resource Ctr or tutors in Core Program**						
m. **Library facilities and services**						
n. **New Student Advising Session**						
o. **One-on-one meeting with an Academic Advisor, Core Connector, or Prime Time Advisor** (*other than* **our T2S interviews)**						
p. **Orientation Week Activities**						
q. **Police Services**						
r. **Student Employment Services**						
s. **Student Health/Counseling Center**						
t. **Student On-campus Housing services & programs**						
u. **Student-run organizations or clubs**						
v. **Upward Bound**						
w. **Veteran's Services**						

S16. **Please review your answers to the student services inventory above. Select the student service/resource that you found to be the *most* helpful of those listed, and tell us why it was the most helpful.**

Letter code for Resource:

S17. **Now select the student service/resource that you found to be the *least* helpful, and tell us why it was the least helpful.**

Letter code for Resource:

Evergreen Satisfaction Inventory

Please rate the following by marking an "X" in the box under the column that best represents your level of satisfaction.

S18. **What was your level of satisfaction with…**	1 **Very** **dissatisfied**	2 **Not** **satisfied**	3 **Generally** **satisfied**	4 **Very** **satisfied**
a. **Ability to enroll in academic offerings that match your interests**				
b. **Accuracy of college information you received before enrolling**				
c. **Admissions procedures**				
d. **Attitude of faculty**				
e. **Attitude of non-teaching Evergreen staff**				
f. **Availability & affordability of student housing on or off campus**				
g. **Availability of programs/courses at times of day you could take them**				
h. **College social activities (dances, guest speakers, protests, etc.)**				
i. **Food Service**				
j. **Interactions with faculty**				
k. **Opportunities for personal involvement in campus activities**				
l. **Overall quality of programs/courses**				
m. **Personal security and safety at Evergreen**				
n. **Political freedom**				
o. **Quality of instruction in program**				
p. **Racial/ethnic relations at Evergreen**				
q. **Registration procedures**				
r. **Respect for the opposite sex**				
s. **Respect for various sexual orientations**				
t. **Respect of various religious beliefs on campus**				
u. **Study areas**				
v. **The evaluation system**				
w. **Transportation/Parking**				
x. **Variety of programs offered by Evergreen**				

S19. **Please review your answers to the Satisfaction inventory above and select the characteristic of the Evergreen learning community with which you were *most* satisfied and tell us why.**

Letter code for item:

S20. **Now select the characteristic of the Evergreen learning community with which you were *least* satisfied, and tell us why.**

Letter code for item:

Thanks for completing the written survey!

Student Interview #3: Part 2 – One-on-one Interview, Spring Quarter 2001

Sample ID:_____
Interviewer Name: _____
Date of Interview: _____/_____/2001

[Items in bold, regular print should be read out loud to the student. Italics indicate interviewer instructions or clarifications.]

Thank you so much for continuing to participate in the Transitions to Success advising pilot project! This is our last one-on-one meeting this year as part of the T2S program. I'd like you to start by completing a written survey, and when you're done, we'll finish with some one-on-one interview questions. Take your time with the survey; there will be plenty of time for our interview afterwards. A $15 gift certificate to the bookstore will be your thank you gift for your continued participation in this project.

✦ *Give student Part 1 of the spring survey to complete, while you review the student's winter quarter interview to determine what issues should be followed up.*

Follow-up on issues from second interview:

[Follow up on prior concerns using the information student provided in Interview #2 (particularly questions W1, W2, items rated 4 or 5 on the stress scale, or areas of low academic confidence W32).   You might say something like, "Last quarter you mentioned that you were having trouble communicating with your faculty…how's that going for you now?"]

★*Advisor notes before discussion with student:*

S21. **During our last interview you mentioned _____. How is that going now?**
(please paraphrase student's comments):

S22. **Is there anything new that's been difficult for you this quarter?**
    ☐ 1=Yes *(please paraphrase student's comments):*

    ☐ 2=No

S23. **Is there anything that I can help you with?**

    ☐ 1=Yes *(please make a note if student mentions a way you can help):*_____

    ☐ 2=No

College Life

S24. **What has been the highlight so far of your first year experience here at Evergreen?**
(Please paraphrase student's response, reflecting back to make sure they feel you captured their message):

S25. **What has been the most difficult thing for you in adjusting to college life at Evergreen this year?**
(Please paraphrase student's response, reflecting back to make sure they feel you captured their message):

S26. **Please briefly explain, in what ways your first year experience at Evergreen did or did not match your expectations?**
(Please paraphrase student's response, reflecting back to make sure they feel you captured their message):

Sources of Stress Inventory

Now I'd like to go through the stress inventory one last time with you this year, so that we can learn about how different sources of stress change throughout the first year experience. I'd like you to rate on a 1 to 5 scale, how much stress you are feeling right now about various issues that you might be facing. I'll read the scale options for you as we go through the list.

(Interviewer read all scale options aloud for the first couple of items, until the students get the hang of it, and repeat as necessary to remind them of the scale definition points.)

How much stress are you feeling about…	1 None	2 A little	3 Moderate amount	4 Quite a bit	5 A lot
S27. **Your finances and budget?**	1	2	3	4	5
S28. **Keeping up with academic responsibilities?**	1	2	3	4	5
S29. **Roommate or housing situation?**	1	2	3	4	5
S30. **Making new friends?**	1	2	3	4	5
S31. **Managing time and balancing activities?**	1	2	3	4	5
S32. **Your job or lack of employment?**	1	2	3	4	5
S33. **Participating in seminar?**	1	2	3	4	5
S34. **Developing an academic plan?**	1	2	3	4	5
S35. **Getting information you need?**	1	2	3	4	5
S36. **Love life or personal relationships?**	1	2	3	4	5
S37. **Family issues?**	1	2	3	4	5
S38. **Your health or medical issues?**	1	2	3	4	5
S39. **Societal, environmental, or political issues?**	1	2	3	4	5
S40. **Getting through registration next quarter?**	1	2	3	4	5
S41. **Doing a self-evaluation?**	1	2	3	4	5
S42. **Being evaluated by your faculty?**	1	2	3	4	5
S43. **Developing your career goals?**	1	2	3	4	5
S44. **Finding a sense of community at Evergreen?**	1	2	3	4	5
S45. **Gaining the skills you need for your future?**	1	2	3	4	5

Institutional Confidence and Intent to Persist

S46. **How confident are you that <u>you'll be able to get the kind of education you want</u> at Evergreen?**

(Please mark an "X" in the table under the scale value that best describes student's level of confidence.)

Not at all			Moderately			Extremely
1	2	3	4	5	6	7

S47. **How confident are you that <u>you have what it takes to succeed</u> at Evergreen?**

(Please mark an "X" in the table under the scale value that best describes student's level of confidence.)

Not at all			Moderately			Extremely
1	2	3	4	5	6	7

S48. **What are some characteristics about yourself that are helping you succeed at Evergreen?**

(Please paraphrase student's response, reflecting back to make sure they feel you captured their message):

S49. **As of right now, do you plan to stay at Evergreen until you earn a Bachelor's Degree?**
(Please mark an "X" in the table under your response.)

1 Yes	2 No	3 Not Sure

S50. Do you plan to return to Evergreen next fall?
(please mark an "X" under the column that best describes student's response)

1 Not Returning	2 Unlikely	3 Maybe	4 Probably	5 Definitely

Please briefly describe why:

S51. **Are you staying in Olympia this summer?**

1 Yes	2 No	3 Not Sure

S52. **Where will you be living?** *(Please write in student's response):*

S53. **What are your plans for the summer? School, work, travel?**
(Please paraphrase student's response):

[Advisor: this is your opportunity to do some short-term academic planning with the student regarding either their fall or summer plans.]

F.Y.I.

★**The academic fair for this summer and next fall's offerings will be on Wednesday, May 16th, from 4-6 PM.**

If this interview is taking place <u>before</u> Mapping Your Education II Academic Planning Workshops, remind student about the date and time of the session they plan to attend. Interviewers are encouraged to follow up with a discussion of questions, requests for information, issues, stress points, or concerns that the student mentioned that have not yet been addressed or deserve further attention.

Thank you again for your willingness to participate in the Transitions to Success pilot project. The information you shared is helping us gain a better understanding of what the first year student experiences at Evergreen and how we can improve our support. I hope that the process of getting some one-on-one advising was beneficial to you too!

Interviewer Section:

My contact with this student occurred …

☐ **In-person**
☐ **By telephone**
☐ **By E-mail**
☐ **Other _____**

S53. **Which of the following occurred during this contact with the student?** *(Please check all of the boxes that apply):*	Yes	No
a. **Provided emotional support**	☐	☐
b. **Provided academic assistance**	☐	☐
c. **Provided concrete advice regarding how to maneuver through the Evergreen system**	☐	☐
d. **Gave referrals to other student advising services**	☐	☐
e. **Gave referrals to Academic Tutors**	☐	☐
f. **Gave referrals to health/counseling resources**	☐	☐
g. **Gave referrals to student activities/organizations/resources**	☐	☐
h. **Gave referrals to other Evergreen administrative offices**	☐	☐
i. **Gave referrals to resources of greater Olympia community**	☐	☐
j. **Discussed personal life**	☐	☐
k. **Discussed academic progress, goals, plan, or options**	☐	☐
l. **Discussed longer-term life/career goals**	☐	☐
m. **Invited to upcoming workshops and Transitions to Success activities**	☐	☐
n. **Invited to contact you again if they want to for future problems/questions**	☐	☐
o. **Followed up on prior issues, referrals, or concerns.**	☐	☐

****

Transitions to Success Evaluation 2000-2001

Transitions to Success (T2S) has been a pilot project aimed at providing students with the support they need to have a successful first year at Evergreen. The Office of Institutional Research at Evergreen is conducting an evaluation of the project on behalf of the Academic Advising Office. Your responses will be combined with the responses of the other participants before the results of the evaluation are shared with the advisors, so your individual answers will remain confidential and anonymous. The T2S Advisors hope that this will encourage your honest opinions and feedback, so that they can truly assess the success of this project.

★ This project evaluation is **the final activity** of the research project this academic year**. It will only take a few minutes to complete**, and your thank you gift for completion of this important piece of the research project will be a **$10 bookstore gift certificate.   Please return your completed survey by the end of the quarter, June 16th!**

If you provided your e-mail address to your T2S advisor, you will also have received a copy of this evaluation through e-mail. You only need to complete the evaluation once; I am sending it in two versions simply so that you can choose the option that works best for you.

Please mark an "X" in the either the Yes or No box to indicate whether or not you participated in each activity, and then mark an "X" under one rating that best represents how useful you found each activity.

T2S Activity	Yes 1	No 2	Not useful at all 1	Not very useful 2	Neutral 3	Somewhat useful 4	Very useful 5
E1. **Fall quarter one-on-one interview with T2S advisor**							
E2. **Winter quarter telephone survey contact from T2S advisor**							
E3. **Spring quarter one-on-one interview with T2S advisor**							
E4. **Spring quarter academic planning workshop/senior panel**							

Please respond to the following questions by marking an "X" in the column that best describes your response to each question.

	Yes 1	No 2	Maybe 3
E5. **Do you think you would have participated in the project without the financial incentive of bookstore gift certificates?**			
E6. **Would you attend academic planning workshops if there was no financial incentive offered?**			
E7. **Are you returning to Evergreen in the fall?**			
E7a. **If returning to Evergreen in the fall, will you continue to seek advising from the advisor with whom you worked this year in T2S?**			
E7b. **If returning to Evergreen in the fall, have you registered for classes yet?**			

Please respond to the following questions by marking an "X" in the column that best describes your response to each question.

	Yes 1	No 2	Somewhat 3
E8. Was it helpful to discuss challenges and successes with your T2S advisor?			
E9. Was it helpful to discuss your future academic planning or career goals with your T2S advisor?			
E10. Do you think your participation in T2S one-on-one interviews or the workshop/senior panel increased your confidence that you can get the education you want at Evergreen?			
E11. Do you think your participation in T2S one-on-one interviews or the workshop/senior panel increased your confidence that you have what it takes to succeed at Evergreen?			
E12. Did talking with your T2S advisor help you feel connected to the TESC community?			
E13. Did you discover resources that are *available* on campus through your participation in this project that you had not learned about elsewhere?			
E14. Did you gain useful insights about how to *access* resources on campus due to your participation in the project?			
E15. Due to your participation in the project, do you think that you *used* campus resources that you might not have used otherwise?			
E16. Do you feel that your T2S advising contacts or the workshop/senior panel contributed to your decision to persist in your education at Evergreen?			
E17. Was it helpful to participate in this project?			

	Yes 1	No 2
E18. Did you gain insights from your T2S advising contacts or the workshop/senior panel that you shared with other students outside of theT2S project?		
E19. When your T2S Advisor did not have an answer to a question you had, did she refer you to where you could get information?		

	Yes 1	No 2
E20. Did your participation in the project cause you to seek out additional advising?		

If "Yes," from whom:	Mark an "X" for all that apply
E20a. Prime Time Advisor	
E20b. Access Services	
E20c. First People's Advising	
E20d. Career Development Center	
E20e. Core Connector	
E20f. KEY Student Services	
E20g. Drop in at Academic Advising	
E20h. Scheduled appointment in Academic Advising	
E20i. Your peers	
E20j. Your faculty	
E20k. Tutors and/or the Learning Resource Center	
E20l. Other person? *(please write in):*	

E21. Please use this space to briefly describe what was the *most* helpful part of your experience in the T2S project.

E22. Please use this space to briefly describe what was the *least* helpful part of your experience in the T2S project.

E23. Please use this space to provide other feedback or ideas about how Academic Advising can help first year students feel successful and persist in their education at Evergreen. What should Academic Advisors do differently? What should they add to their service that wasn't there for you? Do you have additional comments about your experiences in this project?

Thank you very much for your time and help!
Have a great summer, and best wishes in your future endeavors!

★ *Please clearly print the address to which your bookstore gift certificate should be mailed:*

Appendix E: Mapping Your Education II

Academic Planning Workshop – Presenter Version
Updated: February 24, 2003

Bold = Moderator speaking parts

Our outcomes for Mapping II:
- To reinforce the student's understanding of their role in directing their own education.
- To demonstrate how learning community partnerships (peers, activities, workshops, lectures, seminars, faculty, staff, etc.) play a role in the student's education
- To help students see academic planning as a process not a product.
- To give students new exposure to different planning styles.
- To increase a student's understanding of, and valuing of, breadth in their education.

Part I – Introduction (5 minutes)
1. Introduce presenters

2. State Goals for workshop

Welcome to your next phase of academic planning at Evergreen. This workshop is designed as a follow-up to the New Student Advising Workshop, which we offer all new students. Even if you did not attend the new student advising workshop, you will not have trouble participating in this workshop.

The goals of this workshop are:
- **To show you several successful ways students plan their studies at Evergreen.**
- **To give you the opportunity to think about your academic path at Evergreen.**
- **To offer information that will help you get registered next quarter.**

This workshop is one part of a system of advising at Evergreen that also includes:
- **conferences with your faculty,**
- **meetings with Academic advisors in the Advising Office,**
- **multiple information resources on the Web and on paper,**
- **meetings and workshops with other staff – such as those in Career Development, 1st Peoples, KEY, etc – who will all offer different kinds of support and expertise as you do this important work.**

3. Hand out advising folder, which will be referenced at different times during workshop.

Part II – Other Students' Stories (30 minutes)

1. Evergreen Seniors Video intro:
    - **We want you to hear some stories of how other students have chosen their course of study at Evergreen.**

- **Your job is to listen carefully for how the panelists planned their study at Evergreen. Take notes, because we will be discussing and analyzing this information after the video.**

Part III – Analysis (15 minutes)

1. Analysis of panelists' stories

   Feed the following questions to the large group:
   - **What did you hear? What stuck with you?**

   - **What did you notice about the different ways students planned their study at Evergreen?** (prompt for faculty, interests, weaknesses, strengths, prerequisites, expectations)

   - **What did you hear about depth?**

   - **What did you hear about breadth?**

   - **Faculty, what is your response to the students' stories about their Evergreen education?**

Part IV – Reflection (20 minutes)

1. Hand out worksheet/eval

2. **Now let's spend a few minutes working on your personal planning strategies. Working on your own, write a sentence or two in response to each of the following questions. We'll ask a few of you to share some of your responses with the large group.** (10 minutes)

   Questions on student worksheet:

   a. How are you planning your study at Evergreen?

   b. Did you have a goal when you began at Evergreen? What was it?

   c. Have your goals and plans changed? How?

   d. What are your plans to acquire academic breadth?

   e. What are your plans to acquire academic depth?

   f. Experiences outside the classroom (e.g., clubs or organizations, internships, work, volunteer, or other life experiences, etc.) are essential to enhancing your overall academic experience. What are you currently doing or planning to do?

   g. How might the programs you are considering for next quarter or next year support your academic depth and/or breadth?

3. **Get into groups of 2-3 and discuss your answers to the questions. See if you can learn anything from your group that might make your planning process better.** (5 minutes)

4. **In the large group, share any discoveries you have made or any insights you might have had about your academic planning.** (5 minutes)

PART V – Registration (20 minutes)

Now that you have worked on your planning strategies, what about registration? So we can get through this section quickly, please jot your questions down for a Q&A at the end.

1. Choosing your Program – tell them to use WEB vs. printed resources!

➢ Spring Full-time Curriculum (show first-year programs)

➢ Evening/Weekend Curriculum

➢ Fall Curriculum (for sophomores, they go by disciplines in on-line catalog)

➢ Academic Fair date: March 5 for spring; May 14 for summer/fall (not long advising sessions, but a chance to grab a syllabus and meet the faculty)

   ➢ Have at least Three Choices

2. Using Gateway

➢ Time Ticket (1st moment you can register, when & where they are posted on Gateway)

➢ Waitlists (How they work, how to get on – have to submit changes!, need back-up plan, don't recommend multiple wait lists)

➢ Signature Overrides (when required, not a guarantee you will have a place in program)

➢ Updating your contact info (student is responsible, need to do so college can send time-sensitive info)

➢ Viewing your academic history

VI – Wrap-up

1. **Complete the evaluation form attached to your worksheet and leave it at your desk. We need to hear from you so we make any adjustments if necessary.** (5 minutes)

2. Closing remarks: **Thank you for participating in this workshop. We appreciate your time and hope you found this useful. If you would like support for your academic planning, you can contact your faculty or Academic Advising. Career Development can help you with longer-range career and lifework planning.**

This workshop was created as a part of the 2000-2001 Transitions to Success program by Kitty Parker, Sara Rucker, Julie Slone, and Laura Coghlan. Updated: 2/26/03

Resource List
Chalkboard, whiteboard, easel, markers/chalk
Presenter outline
Handouts
Eval form
Video
VCR
Laptop with hook-up
Advising Handbook

Mapping II Timeline

PART I **(35)**
1. Intro (5)
3. Video (30)

PART II Analysis **(15)**
1. Analysis (large group) (15)

PART III Reflection **(25)**
1. Personal Planning Strategies (individual) (10)
2. Discuss responses (small groups) (10)
3. Share discoveries (large group) (5)

PART IV Registration **(20)**
1. Choosing your Program (10)
2. Using Gateway (10)

PART V Wrap-up **(5)**
1. Evaluations (**5**)
2. Closing

Total time: 35+15+25+20+5 = 1 hour, 40 minutes

Mapping Your Education TWO
Student Worksheet

a. How are you planning your study at Evergreen?

b. Did you have a goal when you began at Evergreen? What was it?

c. Have your goals and plans changed? How?

d. What are your plans to acquire academic breadth?

e. What are your plans to acquire academic depth?

f. Experiences outside the classroom (e.g., clubs or organizations, internships, work, volunteer, or other life experiences, etc.) are essential to enhancing your overall academic experience. What are you currently doing or planning to do?

g. How might the programs you are considering for next quarter or next year support your academic depth and/or breadth?

NOTE: *Haven't thought about what to register for spring and/or fall? Come on over to Academic Advising to talk with an advisor —Library 1401, 867-6312.*

Mapping Your Education II – Evaluation
Revised 2/26/03

Name (if you want us to get back to you)   e-mail/phone

1. What was helpful about this workshop?

2. What suggestions for changes do you have?

3. Would you recommend this workshop to other students?
   ☐ Yes   ☐ No

4. Did this workshop seem relevant at this point in your academic career?
   ☐ Very relevant   ☐ Somewhat ☐ Not very   ☐ Not at all

5. How helpful was this workshop in preparing you to select your coursework?
   ☐ Very helpful   ☐ Somewhat ☐ Not very   ☐ Not at all

6. How helpful was this workshop in your understanding of your role in directing your own education?
   ☐ Very helpful   ☐ Somewhat ☐ Not very   ☐ Not at all

7. How helpful was it to your own academic planning to see other students' planning styles?
   ☐ Very helpful   ☐ Somewhat ☐ Not very   ☐ Not at all

8. Do you have a better understanding of how experiences outside the classroom play a role in your education?
   ☐ Yes   ☐ No

9. How helpful was this workshop in providing a clearer understanding of the value of breadth in your education?
   ☐ Very helpful   ☐ Somewhat ☐ Not very   ☐ Not at all

10. What else, if anything did you learn about your academic planning process by attending this workshop?