

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 one 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 one 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 one 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: _____

**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? <i>(Please check all of the boxes that apply):</i>	Yes	No
Provided emotional support: <i>(e.g. confidence boosting, working through concerns, conflict resolution strategies, reinforcement, encouragement, listened to student vent, helped process emotions)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Provided academic assistance: <i>(e.g. tutoring, study skills consultation, speed reading advice, practical writing advice, guidance with schoolwork or evaluations)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Provided concrete advice regarding how to maneuver through the Evergreen system: <i>(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)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Gave referrals to other student advising services: <i>(K.E.Y., Prime-time advisor, Access Services, First people's Advising, Upward Bound, Career Development Center)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Gave referrals to Academic Tutors: <i>(Learning Resource Center or other academic tutors)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Gave referrals to health/counseling resources: <i>(e.g. Health Center, Counseling Center, support groups, mediation services, sexual assault counseling, substance abuse services, Thurston County Health Dept., Safeplace, BHR, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Gave referrals to student activities/organizations/resources: <i>(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.)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Gave referrals to other Evergreen administrative offices: <i>(e.g. Financial Aid, Registration, Student Accounts, Admissions, Housing, Part-time Studies Coordinator, Deans, Student Employment Office, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Gave referrals to resources of greater Olympia community <i>(e.g. Food Co-op, shopping, Intercity Transit, State Library, banks, restaurants, car repair, food bank, DSHS Community Service Office, etc.)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed personal life	<input type="checkbox"/>	<input type="checkbox"/>
Discussed academic progress, goals, plan, or options <i>(such as internships, group/individual contracts, part-time studies, study abroad)</i>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed longer-term life/career goals	<input type="checkbox"/>	<input type="checkbox"/>
Invited to upcoming workshops and Transitions to Success activities	<input type="checkbox"/>	<input type="checkbox"/>
Invited to contact you again if they want to for future problems/questions	<input type="checkbox"/>	<input type="checkbox"/>
Followed up on prior issues, referrals, or concerns.	<input type="checkbox"/>	<input type="checkbox"/>

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 one 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 one 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(course) the student is 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 & South Asia
- *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)	<input type="checkbox"/>	<input type="checkbox"/>
b. Provided academic assistance: (e.g. tutoring, study skills consultation, speed reading advice, practical writing advice, guidance with schoolwork or evaluations)	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>
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)	<input type="checkbox"/>	<input type="checkbox"/>
e. Gave referrals to Academic Tutors: (Learning Resource Center or other academic tutors)	<input type="checkbox"/>	<input type="checkbox"/>
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., Safespace, BHR, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
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.)	<input type="checkbox"/>	<input type="checkbox"/>
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.)	<input type="checkbox"/>	<input type="checkbox"/>
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.)	<input type="checkbox"/>	<input type="checkbox"/>
j. Discussed personal life	<input type="checkbox"/>	<input type="checkbox"/>
k. Discussed academic progress, goals, plan, or options (such as internships, group/individual contracts, part-time studies, study abroad)	<input type="checkbox"/>	<input type="checkbox"/>
l. Discussed longer-term life/career goals	<input type="checkbox"/>	<input type="checkbox"/>
m. Invited to upcoming workshops and Transitions to Success activities	<input type="checkbox"/>	<input type="checkbox"/>
n. Invited to contact you again if they want to for future problems/questions	<input type="checkbox"/>	<input type="checkbox"/>
o. Followed up on prior issues, referrals, or concerns.	<input type="checkbox"/>	<input type="checkbox"/>

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

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 one 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 one 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=Contemporary America
- 22=Civilization as a Transient Sickness: Robinson Jeffers
- 23=Museums, Monuments, & Backpacks: Traveling in Europe
- 99= Other (if you are taking part-time studies, modules, contracts, non-freshman programs, etc., please write in):

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

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?
<i>(Please write in a brief response):</i>

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 (<i>but not attended</i>)		
g. Family member who had attended Evergreen		
h. Family member who had heard of Evergreen (<i>but not attended</i>)		
i. Campus visit and/or tour		
j. College Search books or ranking publications (<i>like Fiske, Peterson's Guide, or U.S. News, etc.</i>)		
k. My own previous experiences in school and/or imagination of what college at Evergreen would be like		
l. Other (<i>please write in</i>):		

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 did participate, please mark the column that best describes how helpful you found the resource to be.

<i>Student Service/Resource</i>	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 (<i>other than our T2S interviews</i>)						
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 you'll be able to get the kind of education you want 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 you have what it takes to succeed 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 before 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? <i>(Please check all of the boxes that apply):</i>	Yes	No
a. Provided emotional support	<input type="checkbox"/>	<input type="checkbox"/>
b. Provided academic assistance	<input type="checkbox"/>	<input type="checkbox"/>
c. Provided concrete advice regarding how to maneuver through the Evergreen system	<input type="checkbox"/>	<input type="checkbox"/>
d. Gave referrals to other student advising services	<input type="checkbox"/>	<input type="checkbox"/>
e. Gave referrals to Academic Tutors	<input type="checkbox"/>	<input type="checkbox"/>
f. Gave referrals to health/counseling resources	<input type="checkbox"/>	<input type="checkbox"/>
g. Gave referrals to student activities/organizations/resources	<input type="checkbox"/>	<input type="checkbox"/>
h. Gave referrals to other Evergreen administrative offices	<input type="checkbox"/>	<input type="checkbox"/>
i. Gave referrals to resources of greater Olympia community	<input type="checkbox"/>	<input type="checkbox"/>
j. Discussed personal life	<input type="checkbox"/>	<input type="checkbox"/>
k. Discussed academic progress, goals, plan, or options	<input type="checkbox"/>	<input type="checkbox"/>
l. Discussed longer-term life/career goals	<input type="checkbox"/>	<input type="checkbox"/>
m. Invited to upcoming workshops and Transitions to Success activities	<input type="checkbox"/>	<input type="checkbox"/>
n. Invited to contact you again if they want to for future problems/questions	<input type="checkbox"/>	<input type="checkbox"/>
o. Followed up on prior issues, referrals, or concerns.	<input type="checkbox"/>	<input type="checkbox"/>

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 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 <i>available</i> on campus through your participation in this project that you had not learned about elsewhere?			
E14. Did you gain useful insights about how to <i>access</i> resources on campus due to your participation in the project?			
E15. Due to your participation in the project, do you think that you <i>used</i> 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 the T2S 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? (<i>please write in</i>):		

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: