

## **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.

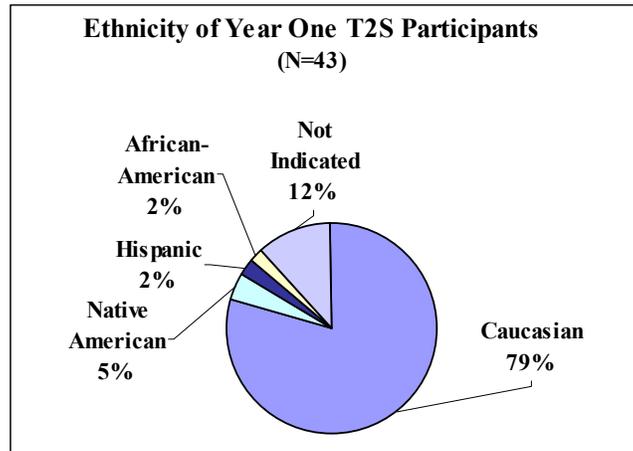
## II. Sampling and Demographics

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 <i>(set up by someone other than student)</i>	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.

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

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

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

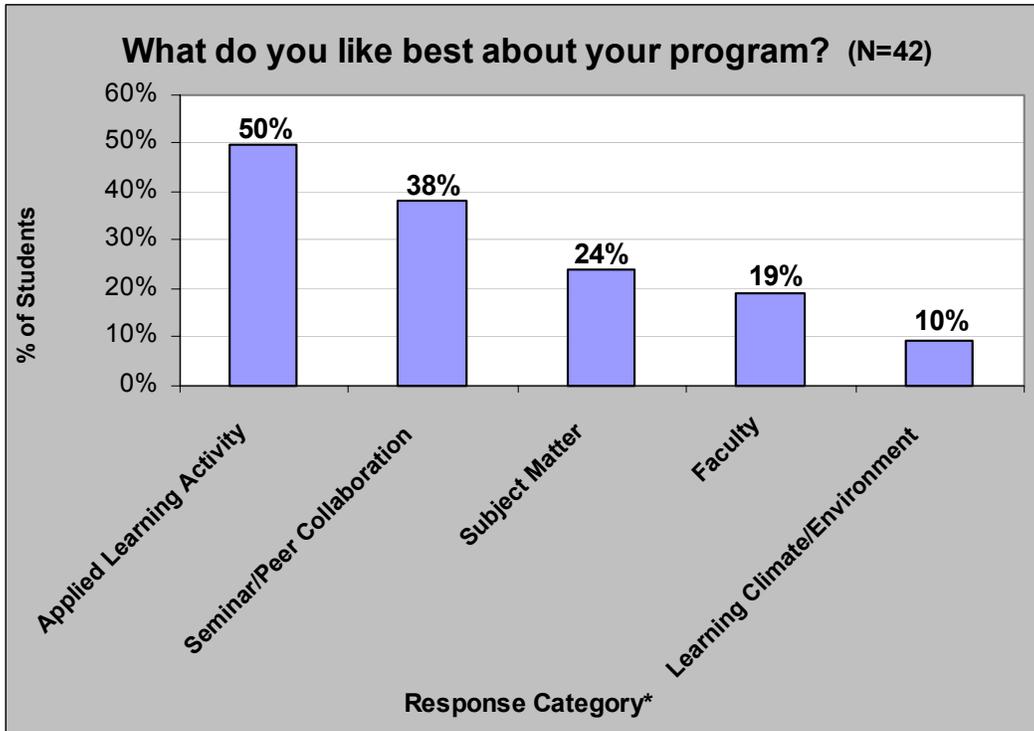
The students responded positively overall to this question. Almost half of the students felt their academic experiences thus far aligned with or exceeded their expectations; only one student was disappointed academically. Students were happy with the level of challenge in their programs, peer respect 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.

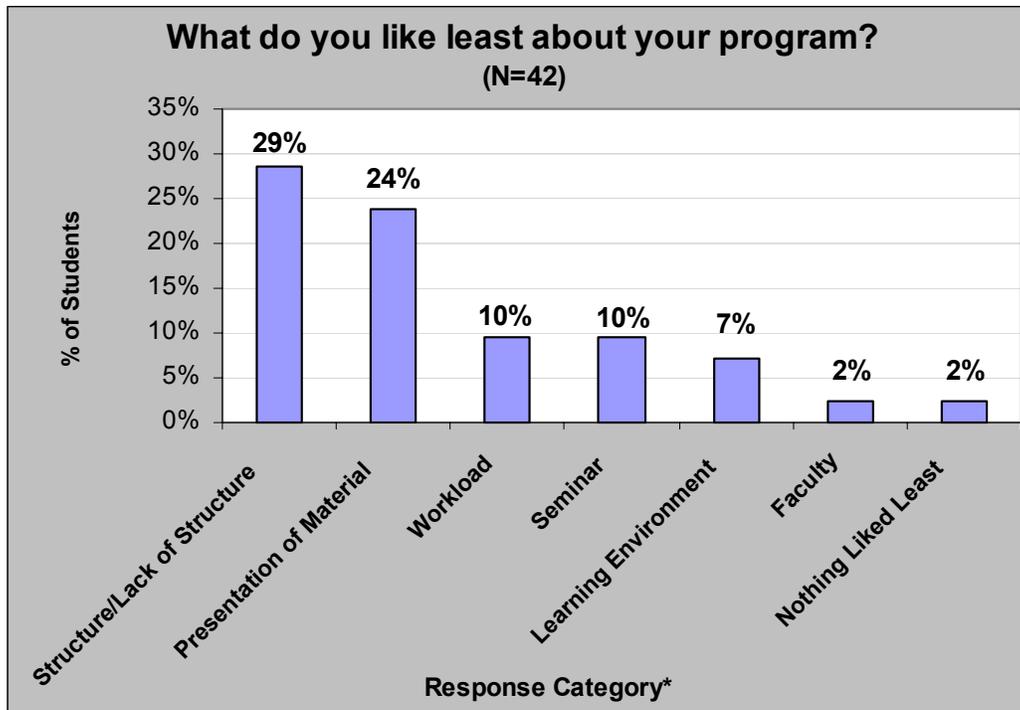
The majority of this group had enrolled in their first choice program (87%). The six students who said they were not in their first choice were enrolled in Core programs. Three of them would have preferred a different Core program, two wanted to get into specific inter-area programs, and one wished to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



*\* 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).



*\* 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.

<b>Activity</b> <i>(with number of students asked)</i>	<b>Attended</b>	<b>Did not Attend</b>	<b>Couldn’t Remember</b>
<b>Any Orientation Workshop(s)</b> <i>(N=33)</i>	23 (70%)	9 (27%)	1 (3%)
<b>New Student Advising Session</b> <i>(N=42)</i>	21 (50%)	19 (45%)	2 (5%)
<b>Student Convocation</b> <i>(N=36)</i>	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.

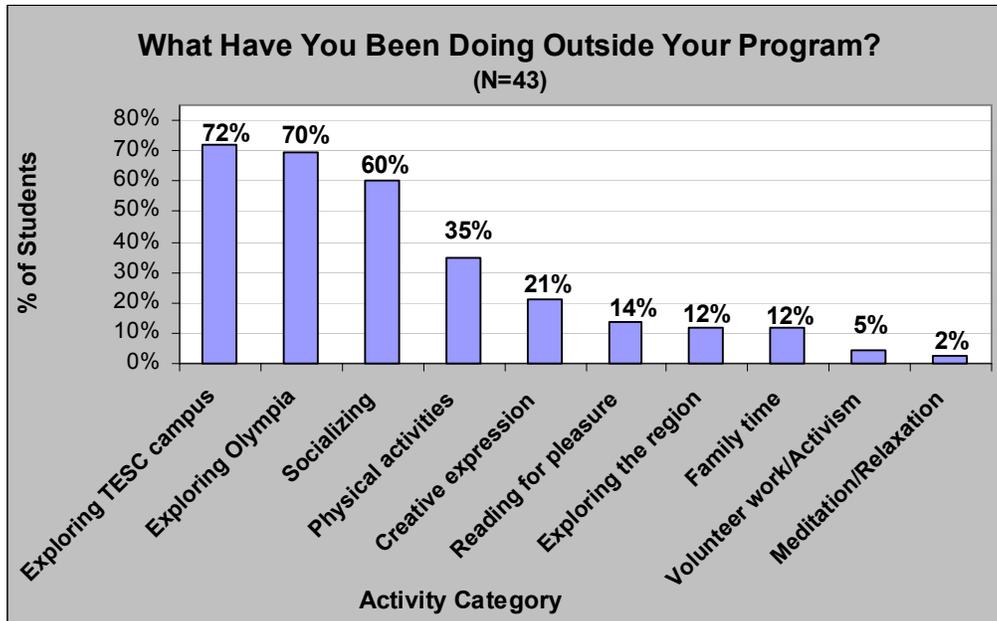
<b>Most Exciting Aspect of Being at Evergreen</b>	<b>Mentioned this aspect (N=42)</b>
<b>Academic</b> (e.g. interdisciplinary, integrated activities, student-directed learning, student-faculty interaction, hands-on learning, exposure to new ideas & different perspectives)	33 (79%)
<b>Social</b> (e.g. 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%)
<b>Physical Environment</b> (e.g. beautiful campus, forest, walking around campus, close to skiing)	13 (31%)
<b>Extra Curricular Activities</b> (e.g. leisure education, outdoor activities, soccer team, art & media resources)	4 (10%)
<b>General</b> (e.g. new & different experience, things I have yet to explore, the whole environment)	4 (10%)
<b>Independence</b> (e.g. being on my own, being away from home)	4 (10%)
<b>Housing</b> (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.

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



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.

<b>What Are You Looking Forward to at Evergreen</b>	<b>Mentioned this aspect (N=39)</b>
<b>Academic Pursuits</b> (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%)
<b>Clubs/Extra Curricular Activities</b> (e.g. music, skiing, travelling, sailing, glassblowing, photography, tennis, leisure education classes, discovering Olympia, club sports, and art)	12 (31%)
<b>General</b> (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

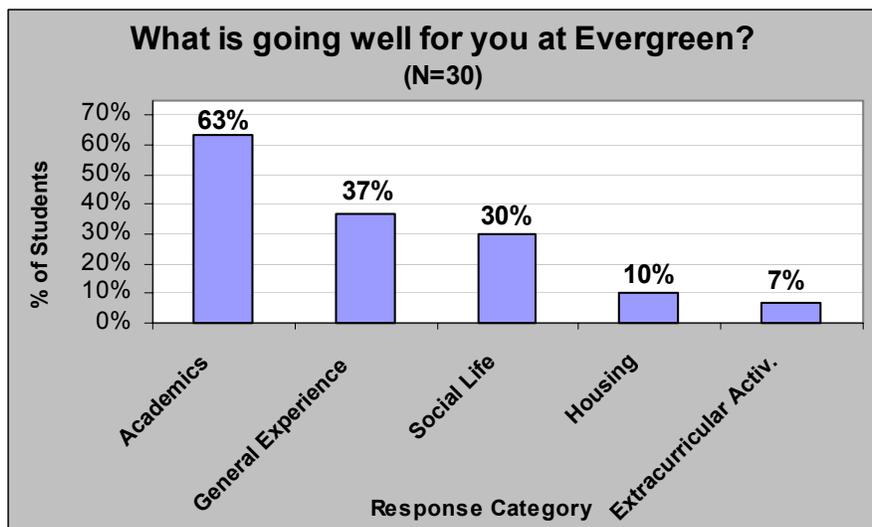
At the end of fall quarter, advisors completed their second round of interviews; 31 students participated (72% of the sample group).

### 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.

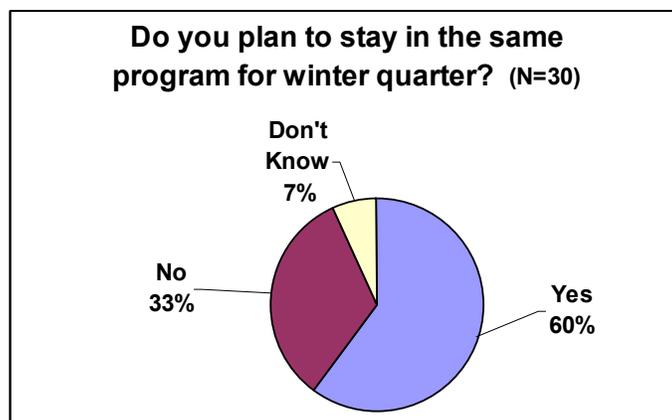


\* Categories in this table are not mutually exclusive since some students mentioned more than one thing going well at Evergreen.

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.



### 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 ( <i>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</i> )	5 (20%)
Develop a relationship with your faculty	4 (16%)
Get involved in extracurricular activities	3 (12%)
Other comments: <ul style="list-style-type: none"> <li>• <i>"First year is a little bit to do with what you're interested in, but is basically just learning writing and organizational skills."</i></li> <li>• <i>"Always attend seminars, and if you have to be sick, be sick during the lecture"</i></li> <li>• <i>"Register as soon as you can and get on a waiting list"</i></li> <li>• <i>"If possible, don't take a Core program"</i></li> <li>• <i>"You have to rethink how to learn."</i></li> </ul>	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
<b>Workshop Suggestions:</b> <i>(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)</i>	9
<b>More Social Activity:</b> <i>(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)</i>	6
<b>Length of Sessions:</b> <i>(e.g. shorten long workshops, 2 ½ hrs. is too long for school night, and more get-togethers for a shorter time)</i>	4
<b>Structure:</b> <i>(e.g. better organization and one-on-one discussions are more productive than generalized workshops)</i>	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.

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

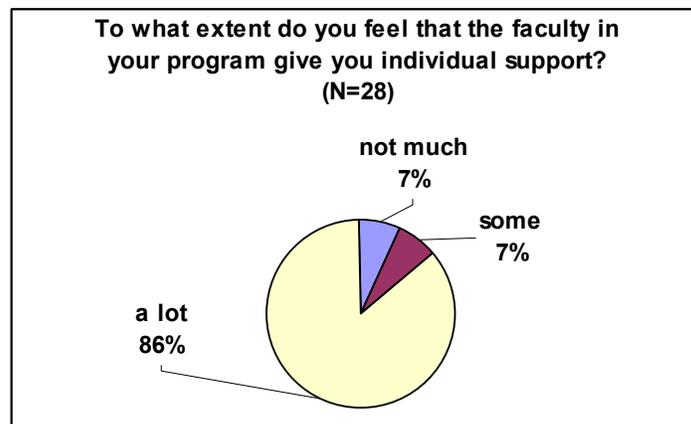
\* Categories are not mutually exclusive, since several students discussed more than one long-term goal.

### 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.

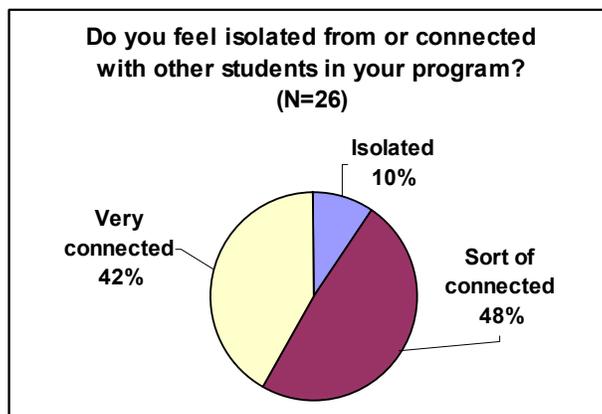


Thirty students were asked if the comments and criticisms they had received from faculty regarding their class assignments had helped them improve their work; 80% responded affirmatively. Responses to this question can be reviewed in the next chart.

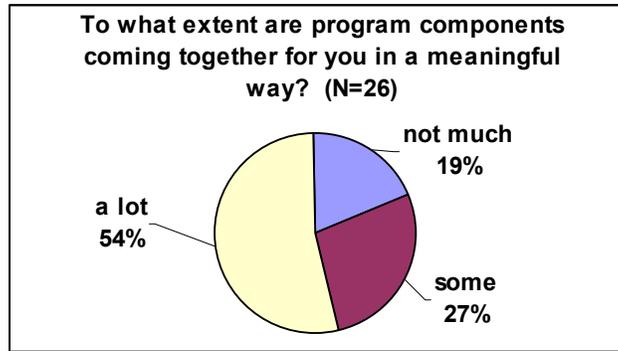


Seminar participation was also addressed in 27 of the interviews. Twenty of the respondents (74%) said that they spoke in seminar regularly. Five students “sometimes” spoke in seminar (19%), and two students (7%) reported that they seldom spoke in seminar.

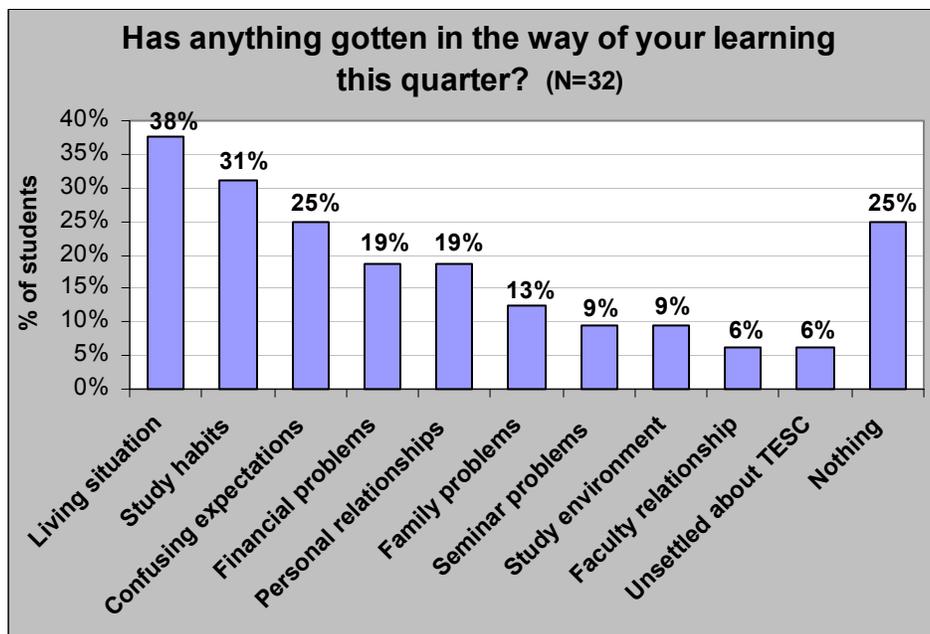
Program community was explored with thirty-one students, and 90% of them felt at least somewhat connected to their classmates. Responses to the question “Do you generally feel isolated from or connected with other students in your program?” are presented below.



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.



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.



*\* 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.

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

<b>Which Transitions to Success workshops have been most interesting or useful to you?</b>	<b>Number of students selecting each workshop</b>
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.

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

<b>T2S Outcome Question</b> <i>(with number of students responding)</i>	<b>Yes</b>	<b>No</b>	<b>Maybe</b>
Do you think it was helpful to you as a student that you were selected to participate in this project? <i>(N=30)</i>	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? <i>(N=28)</i>	82.1%	3.6%	14.3%
Did we offer one of your choices of student-requested workshops? <i>(N=30)</i>	80.0%	3.3%	16.7%
Did you gain insights from T2S that you shared with other students outside T2S? <i>(N=30)</i>	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? <i>(N=29)</i>	31.0%	31.0%	37.9%
Do you think you would have participated in T2S without the financial incentive? <i>(N=30)</i>	40.0%	26.7%	33.3%
Are you returning to Evergreen in the fall? <i>(N=30)</i>	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? <i>(N=26)</i>	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? <i>(N=26)</i>	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? <i>(N=26)</i>	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? <i>(N=28)</i>	46.4%	21.4%	32.1%
Did you attend one (or more) Academic Fair(s)? <i>(N=30)</i>	80.0%	20.0%	0%
Did you seek academic advising from one (or more) of your program faculty? <i>(N=30)</i>	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? <i>(N=30)</i>	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? <i>(N=30)</i>	33.3%	63.3%	3.3%
Do you anticipate that Study Abroad will be part of your undergraduate experience? <i>(N=30)</i>	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-evaluating 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.

<b>Things Learned or Experienced in T2S 99-00 that Have Been Useful in Second Year at Evergreen*</b>	<b>Number of Students Who Mentioned Each Aspect of T2S (Total N=11)</b>
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.

<b>How Students Selected the Programs in Which They Enrolled*</b>	<b>Number of Students Who Mentioned Each Resource (N=11)</b>
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.

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

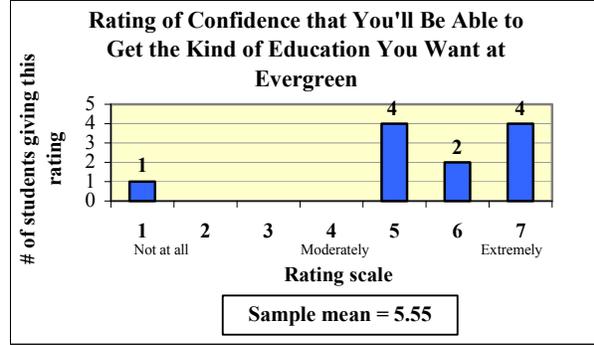
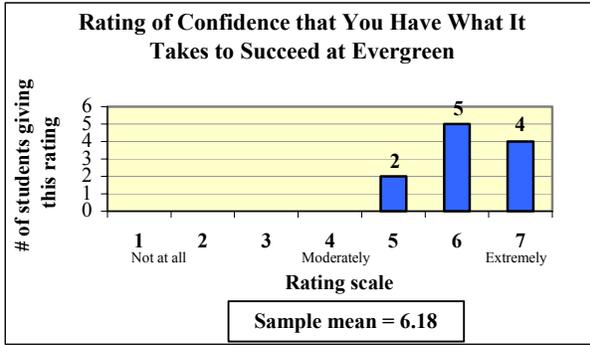
*\*Categories are not mutually exclusive, since 6 students named more than one source of planning support.*

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.



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.

