

Chapter 4: Year Two Data Summary

I. Chapter 4 Highlights

A. General Demographics

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

B. Fall Quarter Interview

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

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

C. Winter Quarter Telephone Check-in

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

D. Spring Quarter Interview and Written Survey

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

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

E. Academic Planning Workshop

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

F. T2S Evaluation

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

G. Control Group Comparisons

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

- ◆ Satisfaction with political freedom at Evergreen
- T2S participants had significantly *lower* mean ratings than the control group in the following areas:
 - ◆ Stress about keeping up with academic responsibilities
 - ◆ Satisfaction with quality of instruction in their program
- T2S participants participated in more student-run organizations, meetings with academic advisors outside of T2S activities, campus housing services and programs, the Learning Resource Center, and K.E.Y. Student Services than the control group.
- Control group students reported more participation in New Student Advising Sessions, Recreation Services, and the Library than the T2S group.

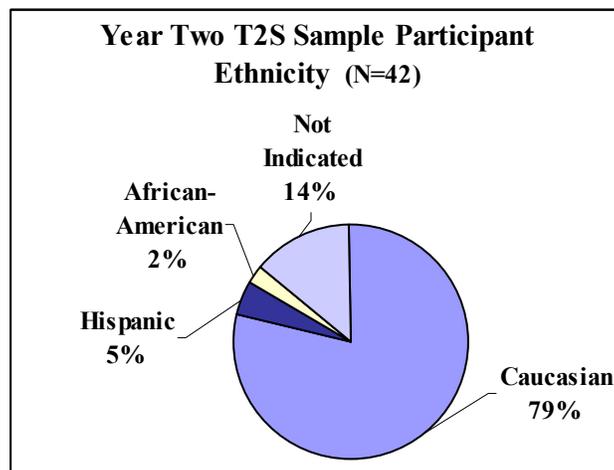
II. Year Two Participant Demographics

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

A. Gender

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

B. Ethnicity



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

C. Residency

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

III. Fall One-on-One Interview

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

A. Use of E-mail

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

B. Living Arrangements

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

C. Employment and Funding Sources

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

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

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

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

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

D. Academic Program

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

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

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

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

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

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

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

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

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

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

E. Sources of Stress Inventory

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

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

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

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

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

F. College Life

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

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

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

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

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

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

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

* Categories are not mutually exclusive, since 2 participants were looking forward to more than one thing.

** The number of students who responded to this question was 35; the other 7 students skipped this part of the question.

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

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

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

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

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

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

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

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

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

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

G. Support Systems

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

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

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

**Students who responded “not applicable” were excluded from the percentage for that item.*

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

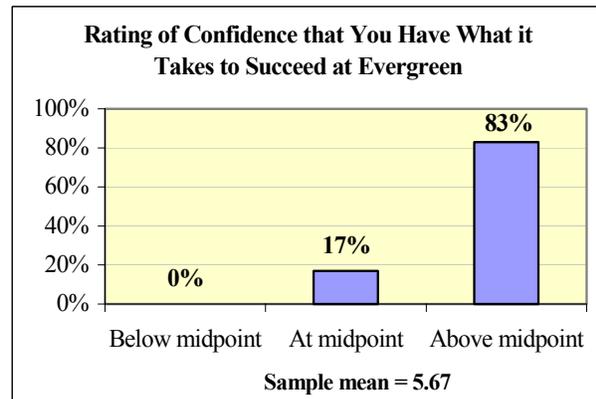
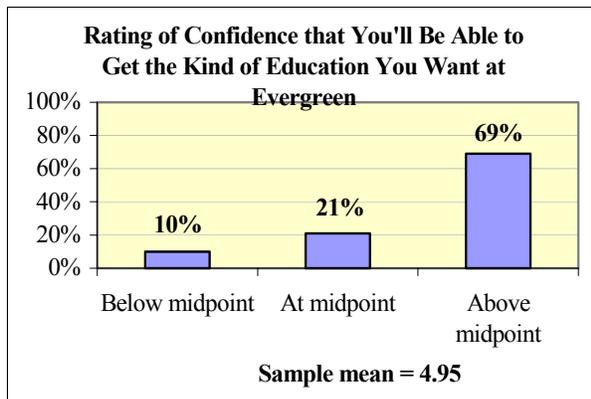
H. Academic Skills Confidence

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

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

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

I. Institutional Confidence and Intent to Persist



Based on the results of the fall quarter interview, these first-year students revealed more confidence in their own abilities to succeed at Evergreen, than in their abilities to get the kind of education they want at Evergreen. Students were asked to rate each type of confidence on a seven-point scale, with three anchor points defined: 1 being not at all confident, 4 being moderately confident, and 7 being extremely confident. It is noteworthy that none of the students rated confidence in his/her own ability to succeed at Evergreen below the midpoint rating of “moderately confident.” These confidence ratings will be another measure that will be tracked each quarter for the participants in order to watch for changes.

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

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

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

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

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

J. Connection to Community

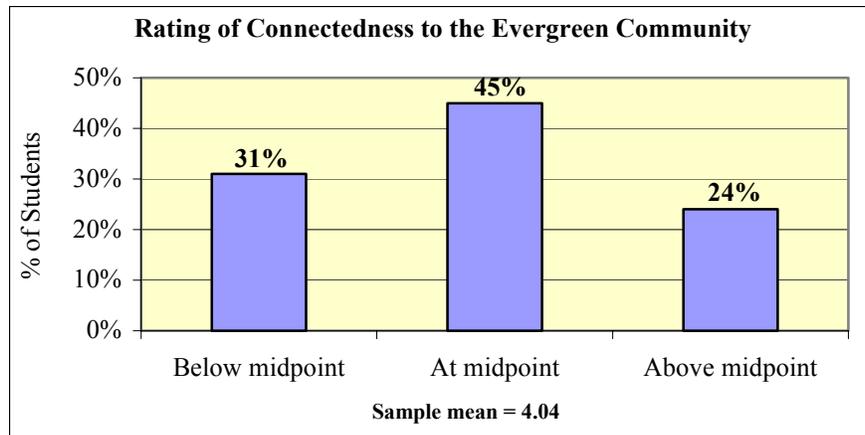
In an attempt to gauge the important aspect of student integration into the overall college community, advisors queried the students regarding their development of new social networks and activities in the college environment beyond the classroom. The following table depicts what T2S participants told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

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

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

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

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



K. Individualized Academic Planning Session

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

L. Advisor Checklists

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

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

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

IV. Core Program Focus Groups

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

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

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

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

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

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

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

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

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

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

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

5. *What resource on campus have you used?*

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

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

Student comments below (in order of frequency) indicate they understand what it means to be part of a learning community, even though a small number feel a lack of connection.

- Group work/learning from other students is really great
- Must be involved in community to get to next level in learning
- Learning never stops – happens inside and outside the classroom
- I don't know if I feel I'm part of a learning community
- Have to be motivated and responsible to be a good student here
- Can really talk to faculty at Evergreen
- Don't feel I can go to talk to my professor
- Feel guilty when don't go to class
- Students continue learning even when faculty not there

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

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

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

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

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

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

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

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

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

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

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

The students' comments are categorized below:

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

V. Winter Telephone Check-in Survey

A. Winter Participants and Survey Domains

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

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

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

B. Concerns or Difficulties

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

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

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

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

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

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

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

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

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

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

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

C. Demographics and Program Information

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

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

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

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

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

D. Reasons for Not Enrolling Winter Quarter

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

E. Stress Inventory

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

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

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

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

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

F. Academic Skills

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

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

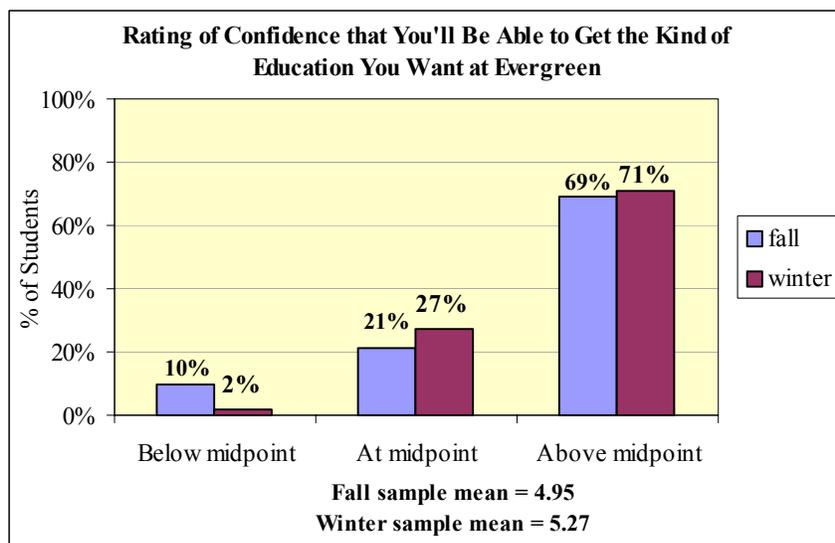
Sample Mean	Change from fall	How confident are you in your...	1 Not at all	2 A little bit	3 Moderately	4 Quite a bit	5 Very
3.39	-.04	Writing ability?	0%	20%	34%	34%	12%
3.32	+.08	Ability to give a class presentation?	10%	15%	32%	22%	22%
3.29	-.42	Ability to keep up with reading assignments?	5%	17%	37%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

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

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

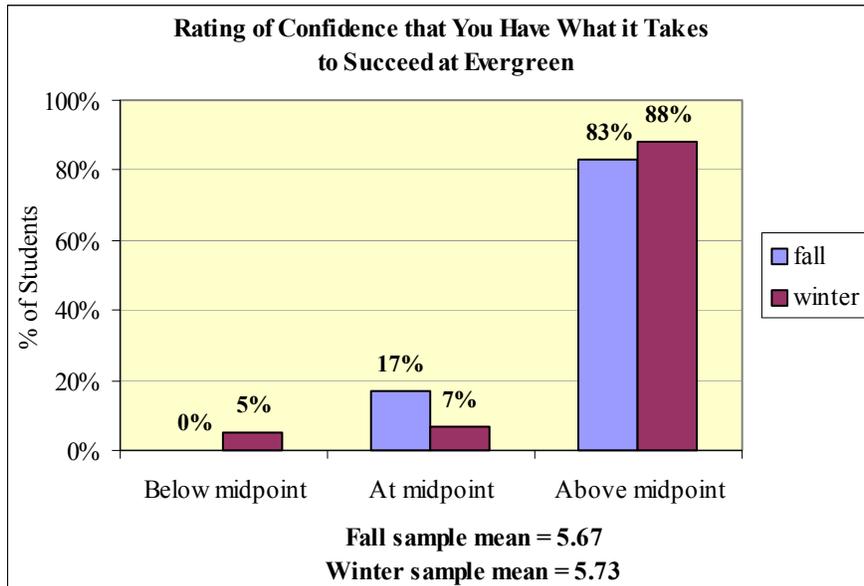
G. Institutional and Personal Confidence

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



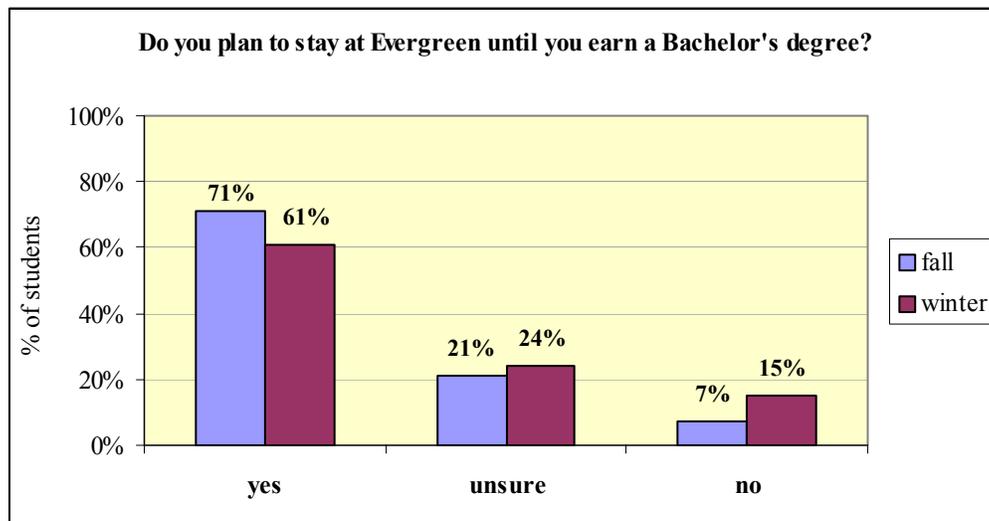
Confidence was rated on a seven-point scale, with three anchor points defined: 1 = not at all confident, 4 = moderately confident, and 7 = extremely confident.

As a group, the T2S students also reported slightly higher confidence in their own ability to succeed at Evergreen compared to fall ratings, although a couple of students slipped below the midpoint of “moderate confidence.” Student confidence ratings with regard to their own ability to succeed ranged from 3 to 7 on the 7-point scale.



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

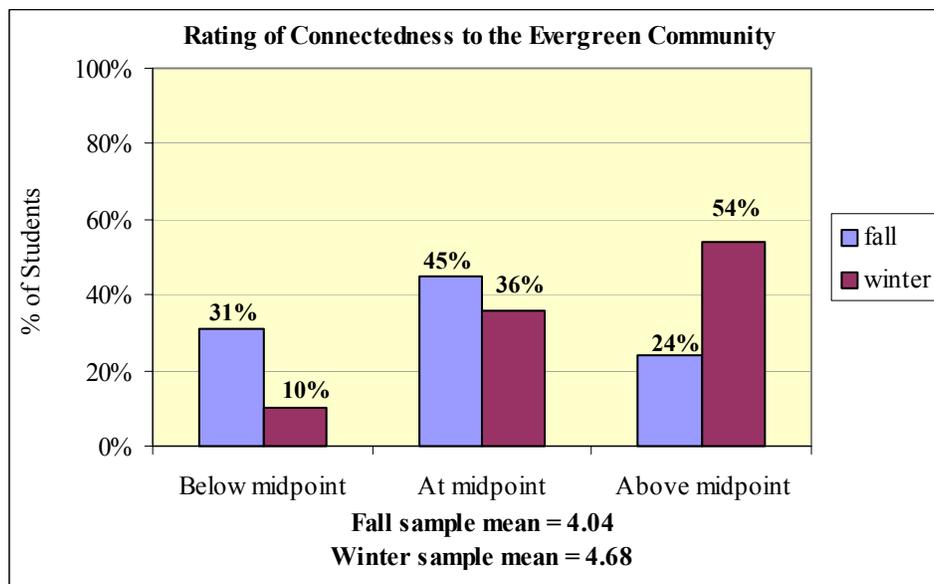
Students responded quite differently during winter quarter when asked if they planned to stay at Evergreen until they earned their degree. In winter quarter, fewer students planned to stay through degree attainment, and more were unsure or had decided to leave than in fall quarter.



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

H. Connection to Community

There was a lot of change in T2S students’ sense of connection to Evergreen between fall and winter quarters. In fall quarter, 69% of the students felt moderately to extremely connected to the Evergreen Community, and that percentage grew to 90% in winter quarter. Student ratings of connectedness ranged from 2 to 7 on a 7-point scale.



A narrative response follow-up question was posed to help clarify what students were thinking about as they rated their “connectedness.” Student responses to the question “What and/or whom helps you feel connected to the Evergreen community?” were categorized and are summarized in the following table.

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

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

I. Advisor Checklist

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

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

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

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

A. Spring Participants and Survey Domains

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

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

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

B. Follow Up on Prior Issues

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

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

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

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

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

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

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

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

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

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

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

C. Spring Quarter Demographics and Program Information

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

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

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

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

D. Reasons for Not Enrolling Spring Quarter

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

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

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

E. Stress Inventory

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

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

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

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

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

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

F. Academic Skills

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

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

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

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

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

G. Learning Gains

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

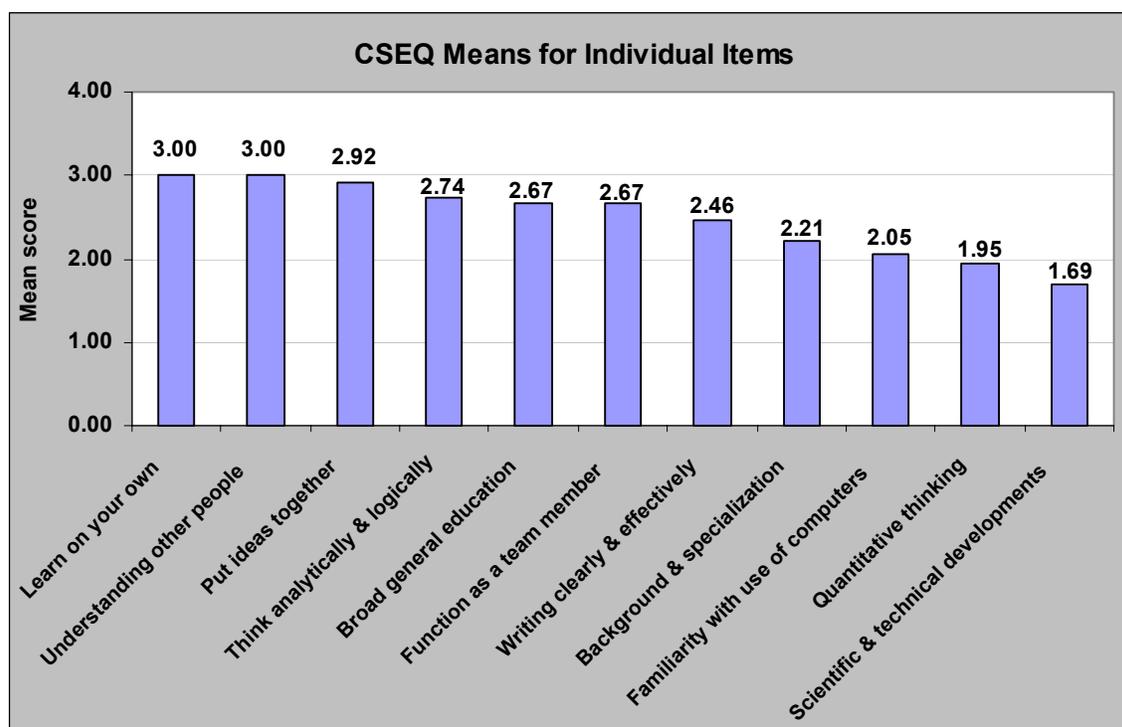
The students rated their progress on a 4-point scale, where 1 = very little, 2=some, 3=quite a bit, and 4=very much. The distribution of the group’s responses is shown in the following table.

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

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

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

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



H. Expectations of Evergreen

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

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

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

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

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

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

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

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

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

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

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

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

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

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

I. Satisfaction with Evergreen Experience

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

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

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

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

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

* 39 students completed this section, since one student did not complete the written part of the spring contact.

** Satisfaction rating scale: 1=very dissatisfied, 2=not satisfied, 3=generally satisfied, 4=very satisfied.

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

* 39 students completed this section, since one student did not complete the written part of the spring contact.

** Satisfaction rating scale: 1=very dissatisfied, 2=not satisfied, 3=generally satisfied, 4=very satisfied.

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

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

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

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

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

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

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

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

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

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

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

J. Student Services Inventory

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

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

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

* 39 students completed this section, since one student did not complete the written part of the spring contact.

** Helpfulness scale: 1=not helpful at all, 2=not very helpful, 3=somewhat helpful, and 4=very helpful.

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

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

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

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

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

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

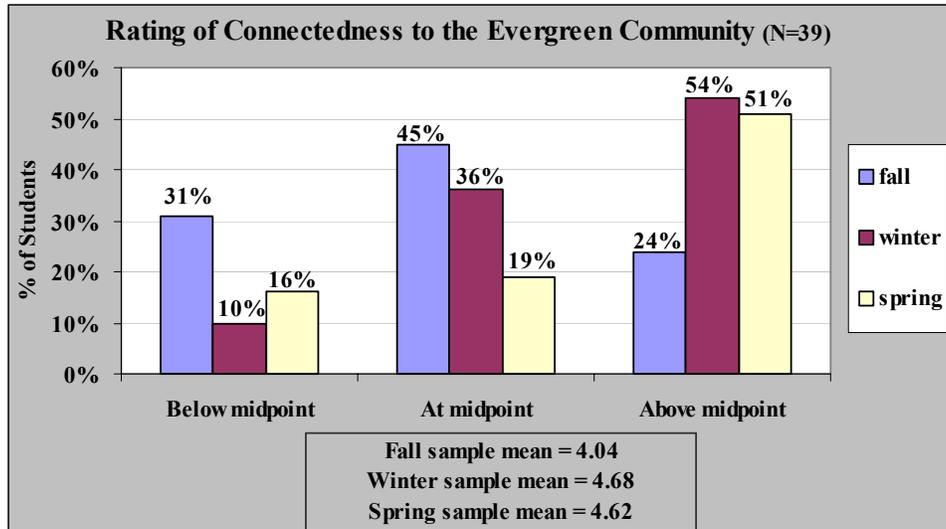
The five students who singled out Housing Services shared administrative difficulties in transferring rooms and long delays with maintenance and repair issues. One felt that his/her needs were devalued in lieu of rent profits. Another stated, “Housing didn’t help me at all; it mostly distracted me and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

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

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

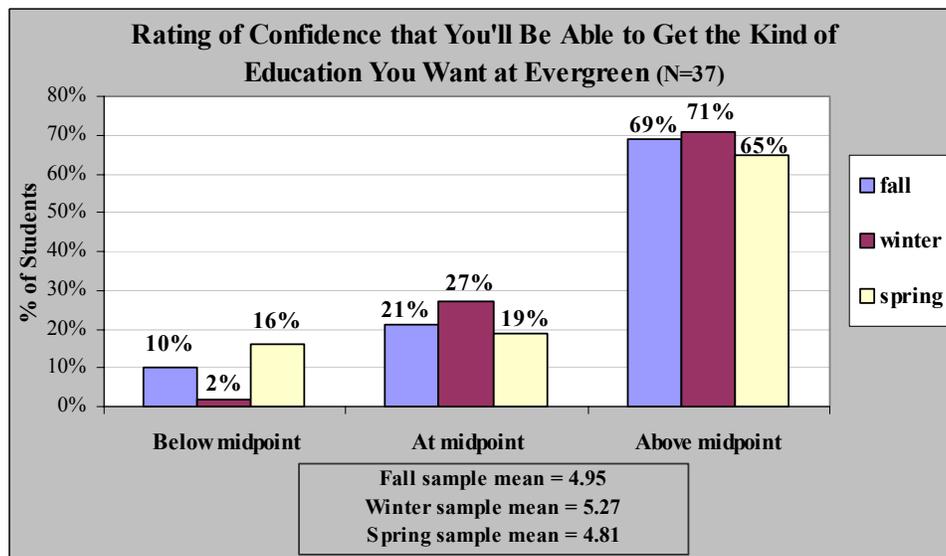
K. Connection to Community

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



L. Institutional and Personal Confidence

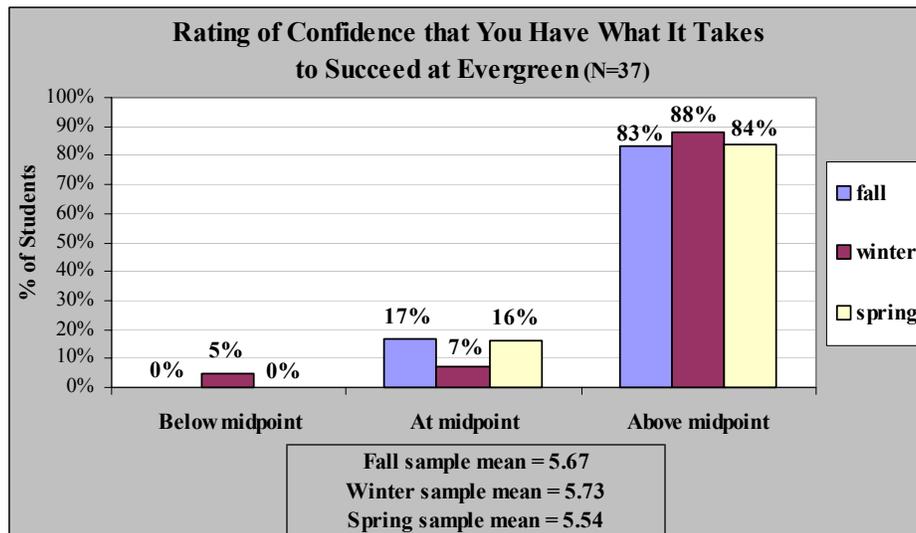
The 37 T2S students who were still enrolled spring quarter were asked to rate their confidence that they could get the kind of education they wanted at Evergreen. Institutional confidence slipped between winter and spring quarter for the T2S students, with 16% of them falling below the midpoint of “moderate” confidence. Students rated their institutional confidence between 2 and 7 on a 7-point scale.



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

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

ability to succeed at Evergreen compared to their ability to gain the education they want at the institution.



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

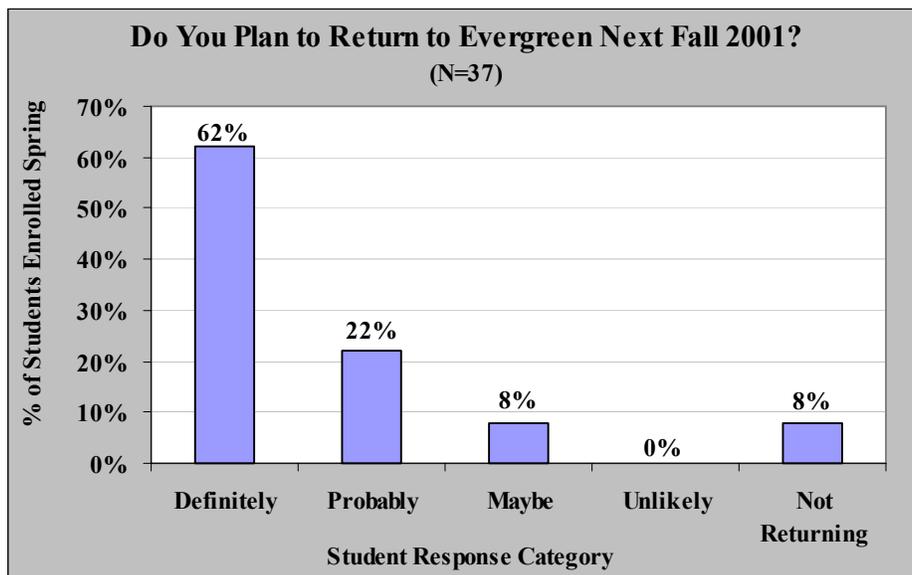
As a follow up to the enrolled students’ self-confidence ratings, they were asked to name some characteristics about themselves that were helping them to succeed at Evergreen. One student could not think of a response, and another student simply stated, “I’m not succeeding this quarter.” The remaining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

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

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

M. Intent to Continue at Evergreen

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



The students were also asked to explain their intent to return or not return the next fall quarter. The 3 students who had decided not to return for fall quarter gave the following reasons:

- I'm not happy in Olympia and not satisfied with my experience this year.
- I want to take some time out to work and figure out what my goals are. I anticipate returning to college sometime.
- This was an experimental year for me. I was never planning on staying more than a year, but I might have stayed if the experience had been better.

None of the students said that it was “unlikely” they would return, but 3 said “maybe” they would be back for fall quarter. Here is the reasoning they provided:

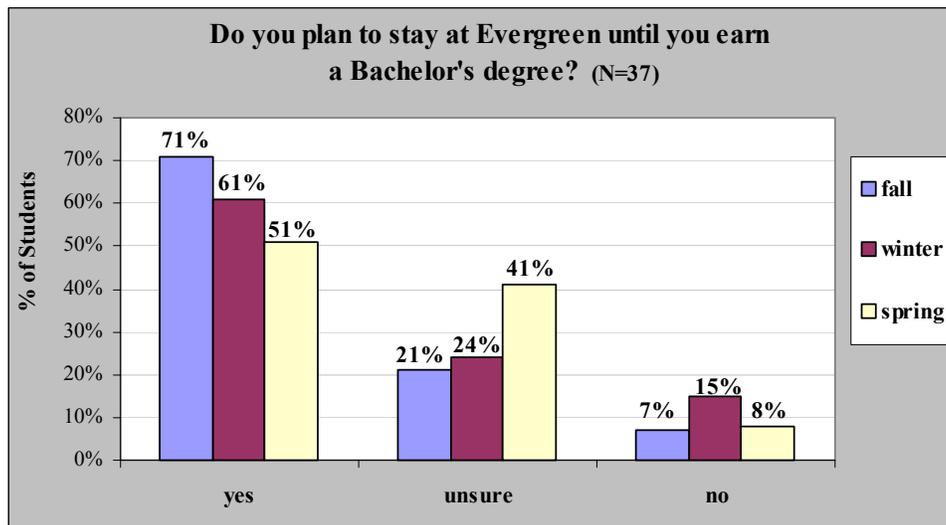
- I'm thinking that I'll get so wrapped up in working that I won't come back, and my dad says I'm wasting my time.
- I might want to pursue a more defined career with a specialized area of study, and that I can't do here. Sometime it feels isolated here. It's a different school, but the political views of the students are pretty homogenized.
- I might have a tuition scholarship to a university in Arizona.

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

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

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

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



N. Advisor Checklist

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

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

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

VII. Academic Planning Workshop and Senior Panel

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

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

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

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

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

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

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

VIII. Year Two T2S Evaluation

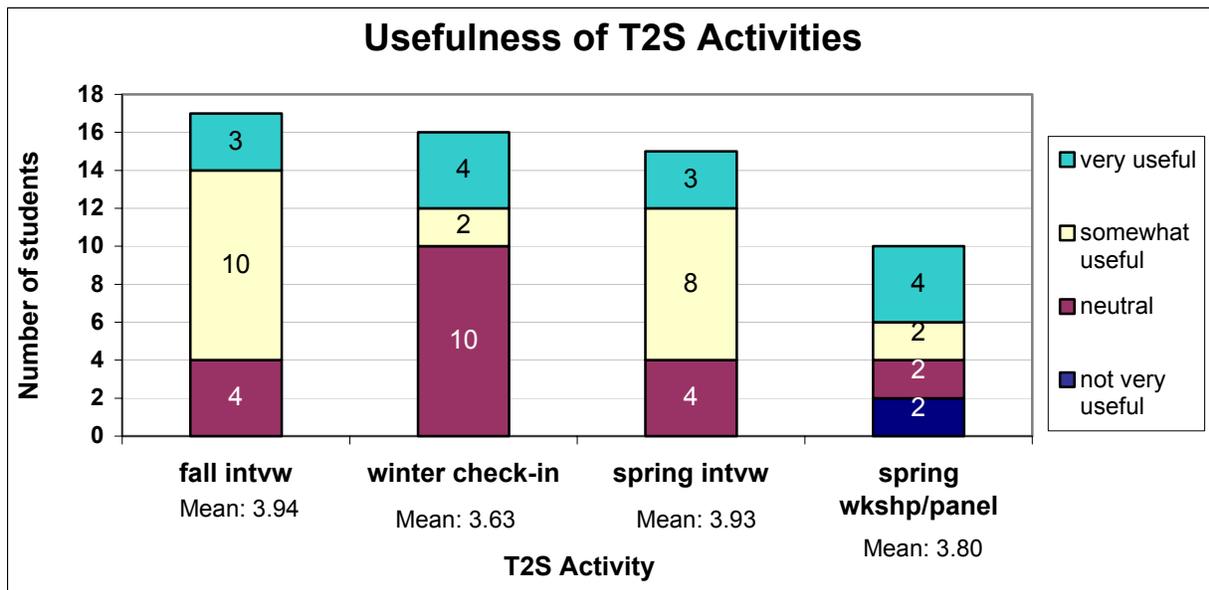
A. Participants and Administration

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

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

B. Evaluation Findings

Students were asked in which of the T2S activities they had participated; they were then asked to rate the usefulness of the T2S activities in which they had participated. A five-point scale was used for this rating: 1=Not useful at all, 2=Not very useful, 3=Neutral, 4=Somewhat useful, 5=Very useful. Happily, none of the activities received a rating of “Not at all useful,” and only one activity (the workshop/senior panel) received ratings of “Not very useful.” The participants rated the fall one-on-one interview the most useful; 77% rated this activity as somewhat or very useful. The spring one-on-one interview was second in usefulness, with 73% rating it as somewhat or very useful. 60% rated the academic planning workshop/senior panel as somewhat or very useful. Just 40% rated the winter telephone contact as somewhat or very useful, (although the remaining students felt “neutral,” not negatively about the experience). The following chart illustrates the response detail for this series of ratings; group mean ratings for the usefulness of each activity are also provided.



Students were asked if they would have participated in the project without the financial incentives. 41% replied “yes,” another 41% answered “maybe,” and 18% would not have participated. Their responses were identical, when asked if they would participate in academic planning workshops in general, if no financial incentive were offered.

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

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

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

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

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

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

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

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

C. Student Comments from T2S Evaluation Spring 2001

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

“Briefly describe what was the most helpful part of your experience in the T2S project.”

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

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

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

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

IX. Control Group Comparisons

A. Administrative Demographics

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

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

Average high school grade point average

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

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

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

B. Survey Demographics

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

No significant differences ($p \leq .10$) were discovered between the sample and control groups on any of the following variables:

- Employment status (fall, winter, and spring quarters)
- Living on or off campus (fall, winter, and spring quarters)
- Living alone or with other people (fall, winter, and spring quarters)
- Intent to stay at Evergreen until earn Bachelor's degree

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

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

C. Expectations of Evergreen

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

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

D. Academic Program Variables

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

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

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

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

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

E. Stress Inventory

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

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

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

F. Academic Skills and Progress

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

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

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

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

G. Confidence and Connectedness

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

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

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

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

H. Use and Helpfulness of Student Services

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

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

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

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

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

I. Satisfaction with Evergreen Experience

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

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

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

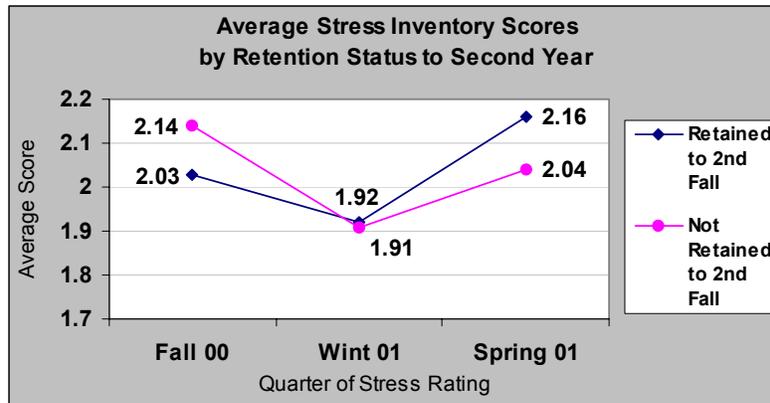
X. Trends for the Year

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

A. Overall Stress Inventory Scores

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

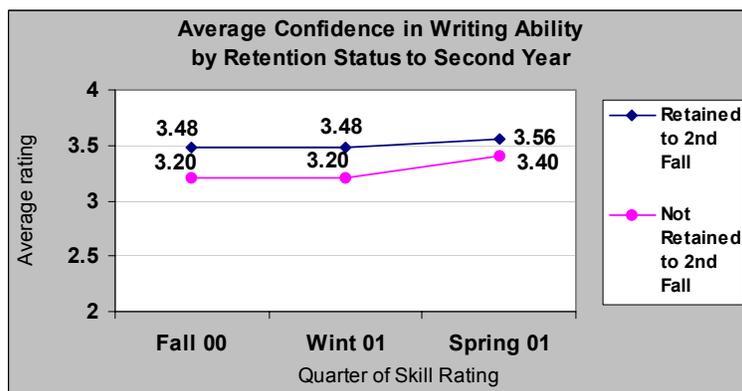
However, the stress level of both groups decreased in winter quarter to a nearly identical point. Then by spring quarter, the trend reversed and the students who did return to Evergreen the next fall were experiencing higher stress by the end of the year than those who did not return.



Note: Items were rated on a five-point scale, from “none” to “a lot.”

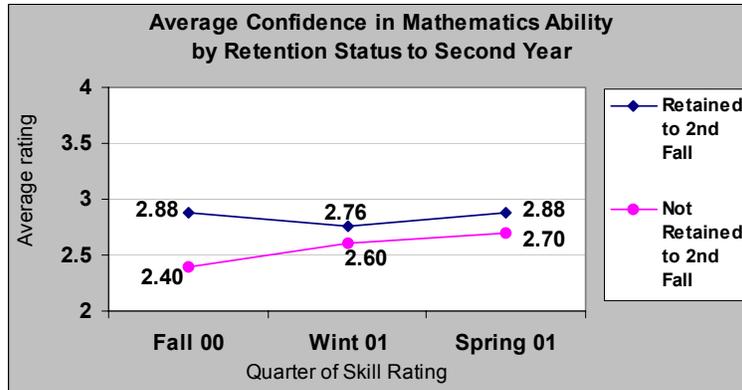
B. Trends in Academic Skills Confidence

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



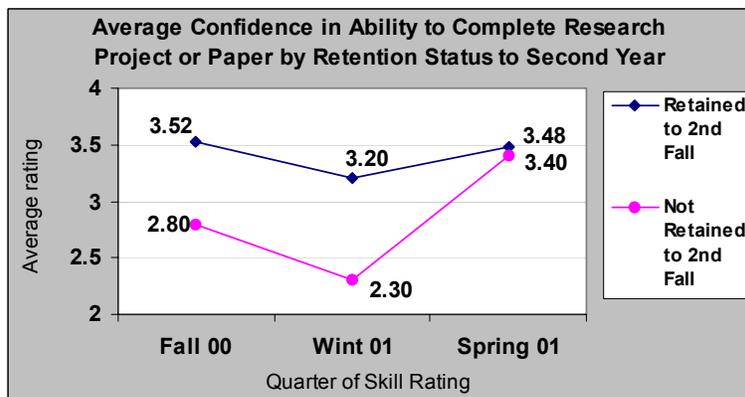
Note: Confidence was rated on a five-point scale, from “not at all ” to “very.”

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



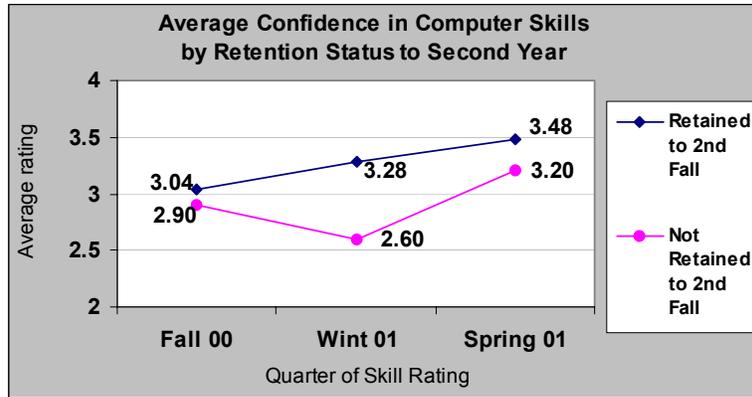
Note: Confidence was rated on a five-point scale, from “not at all ” to “very.”

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



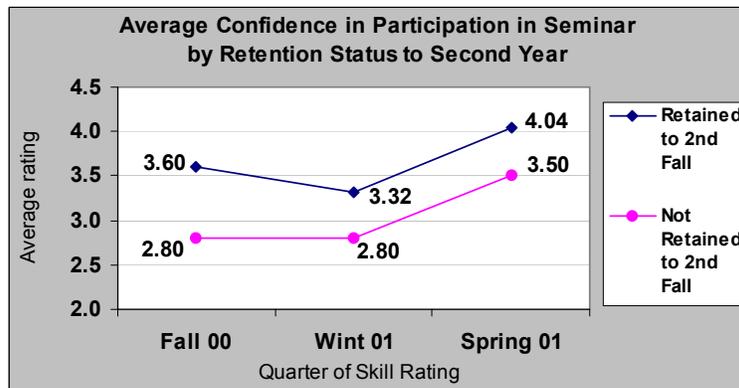
Note: Confidence was rated on a five-point scale, from “not at all ” to “very.”

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



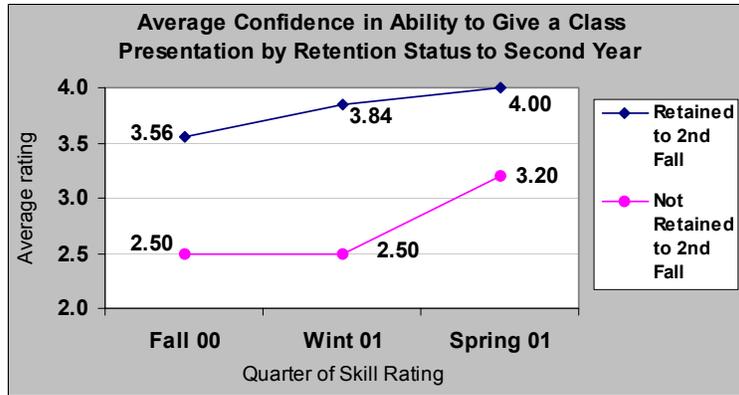
Note: Confidence was rated on a five-point scale, from “not at all ” to “very.”

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



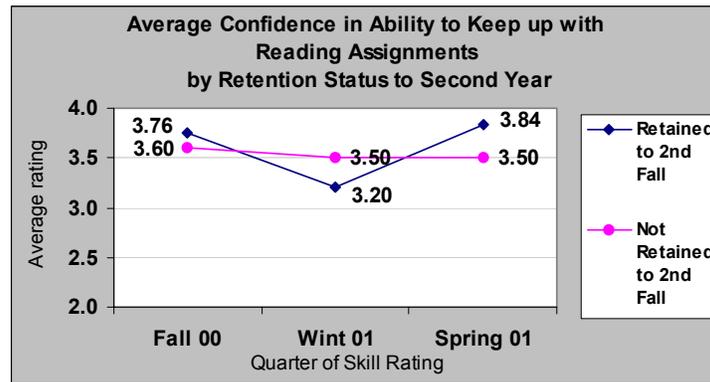
Note: Confidence was rated on a five-point scale, from “not at all ” to “very.”

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



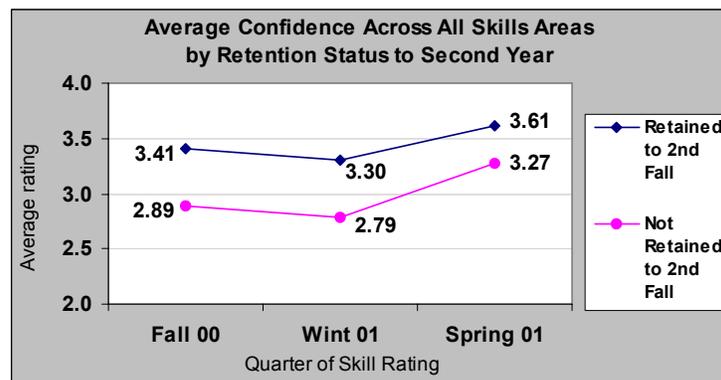
Note: Confidence was rated on a five-point scale, from “not at all ” to “very.”

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



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

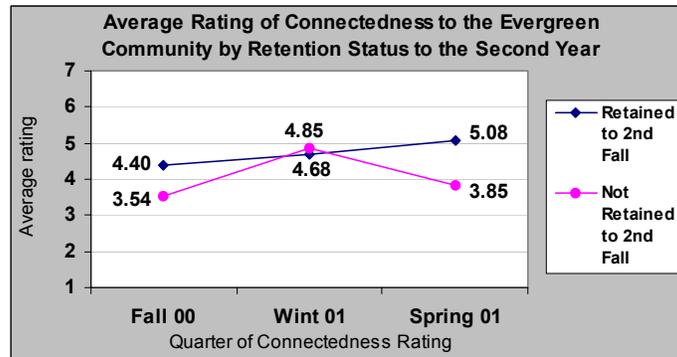
With regards to the average reported confidence across all skills areas, both the retained and non-retained T2S students followed a similar pattern. Confidence waned slightly in winter quarter, but by spring overall academic skills confidence was higher than when they began their studies at Evergreen.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



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

C. Connection to the Community

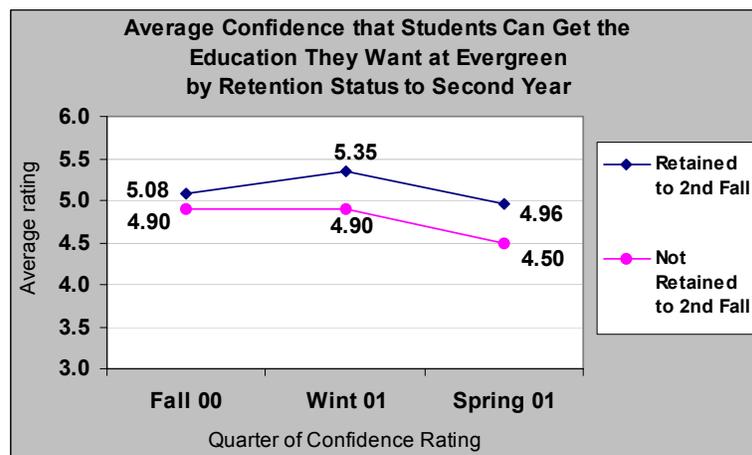
The T2S participants who returned for a second fall quarter at Evergreen felt significantly more connected to the Evergreen community during fall and spring quarters. For this group of students, their sense of connectedness grew steadily over the course of the year. Non-retained T2S students showed a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



Note: Connectedness was rated on a seven-point scale, from “not at all ” to “extremely.”

D. Institutional Confidence

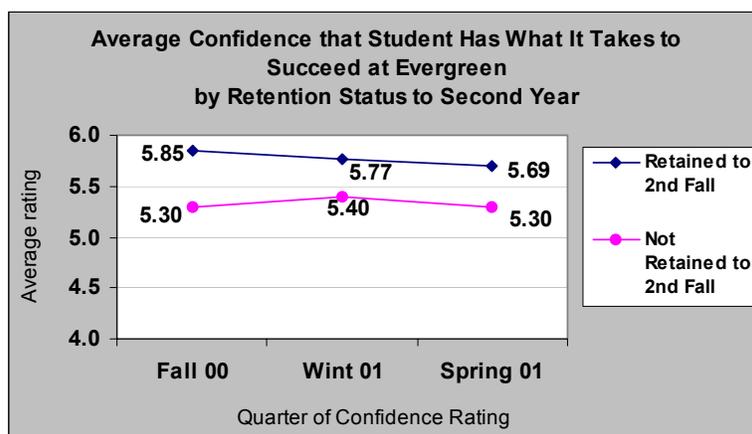
The non-retained T2S students were less confident than retained students about their ability to get the kind of education they want at Evergreen throughout their first year. The institutional confidence of the non-retained students remained stable from fall to winter quarter, then dropped during spring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



Note: Confidence was rated on a seven-point scale, from “not at all ” to “extremely.”

E. Confidence in Own Ability to Succeed

Students' confidence levels in their own abilities to succeed at Evergreen differed somewhat based on their retention status for a second year. Non-retained students reported lower self-confidence in this area during each quarter. The confidence of this group increased slightly during winter quarter, but returned to its original fall quarter level by the end of the year. Retained students lost confidence gradually in their own ability to succeed at Evergreen over the course of their first year. This loss in confidence occurred in spite of an increase in confidence in their academic skills during their first year, which could imply that students were recognizing some non-academic characteristics that are also needed to be successful at Evergreen.



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

XI. Summer Check-in

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

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

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

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