

## BEGINNING THE JOURNEY (BTJ) 2004 RESULTS OF AN END-OF-PROGRAM ASSESSMENT SURVEY

### Introduction

A new version of the Beginning the Journey (BTJ) program for incoming first-year students took place during Orientation Week and fall quarter 2004. The structure of the program varied considerably from the earlier configuration of BTJ offered in fall 2002. The new version of BTJ was integrated into three Core programs, and most activities were required for the students enrolled in one of the affiliated Core programs. BTJ participants did not register for the program separately from their Core program enrollment, and they did not earn additional academic credit for participation. Students enrolled in the three Core programs had the opportunity to participate in 21 different BTJ activities. Thirteen activities occurred during Orientation Week, seven other activities were incorporated into the program at various points during fall quarter. Each student also had an individualized academic advising session during their first quarter.

Similarities between the 2004 and 2002 versions of BTJ were that both were collaborative efforts between Academic Affairs and Student Affairs, and both versions were based on similar program objectives: awareness of Evergreen services and resources, connection to other students and to the Evergreen community, academic planning support, transitional life skills, and academic skills support.

### BTJ Survey Response Rate

During the final week of fall quarter, students in the three Core programs were asked to complete a survey to assess their experiences in BTJ. Eddy Brown, the Dean of First-year Programs, designed the assessment survey in collaboration with Laura Coghlan of the Office of Institutional Research and Assessment. Institutional Research staff entered the data and analyzed the results of the survey. A copy of the survey can be reviewed in Appendix A of this report.

Assessment surveys were completed by 75% of the 165 students enrolled in BTJ Core programs. The detail of response rates for each program is presented in the following table.

Core Program	Students enrolled week 10 of fall quarter	Students who completed survey	Survey response rate
Cultural Landscapes	58	46	79.3%
Negotiating Cultural Landscapes	63	40	63.5%
Waste and Want	44	37	84.1%
<b>TOTAL</b>	<b>165</b>	<b>123</b>	<b>74.6%</b>

### Demographics of BTJ Core Programs

Overall, 75% of the BTJ students were new students who entered Evergreen directly from high school, with 12% of those arriving with Running Start credits. Another 7% of the students had been out of high school for over a year before starting college or had earned a G.E.D. in lieu of high school graduation. 14% were new transfer students, and 4% were continuing Evergreen students. Cultural Landscapes was a bit different than the other two programs, in that 62% of their students were high school direct, compared to 82-83% of the students in the other two Core programs. Cultural Landscapes had a considerably higher

proportion of transfer students, GED recipients, and students who had taken time off between high school and college. This difference helps to explain the difference in age demographics for Cultural Landscapes as well. In Cultural Landscapes, 19% of the students were 21 or older; whereas in the other two programs just 5-7% were 21 or older.

In terms of gender, the BTJ program students were fairly evenly distributed. Cultural Landscapes had the largest gender skew with 57% male, and 43% female students. This Core program also had only 10% students-of-color, compared to 16% in Waste and Want and 18% in Negotiating Cultural Landscapes.

Most of the students were enrolled only in their full-time Core program fall quarter; about 4% were taking an additional course. 75% of the Waste and Want students completed a New Student Advising Workshop (NSAW) in addition to participation in BTJ activities; 64% of the students in Negotiating Cultural Landscapes had participated in a NSAW, and 50% of the Cultural Landscapes students had completed NSAW.

	Cultural Landscapes	Negotiating Cultural Landscapes	Waste and Want	TOTAL BTJ
Female	43.1%	50.8%	50.0%	47.9%
Male	56.9%	49.2%	50.0%	52.1%
African-American	3.4%	4.8%	0.0%	3.0%
Asian/Pacific Islander	6.9%	4.8%	11.4%	7.3%
Hispanic/Latino	0.0%	6.3%	2.3%	3.0%
Native American/Alaskan Native	0.0%	1.6%	2.3%	1.2%
Subtotal Students of Color	10.3%	17.5%	15.9%	14.5%
Caucasian	67.2%	69.8%	68.2%	68.5%
Not Indicated/Other	22.4%	12.7%	15.9%	17.0%
Age 17-18	56.1%	68.3%	68.2%	63.6%
Age 19-20	24.6%	27.0%	25.0%	25.5%
Age 21-29	15.8%	4.8%	6.8%	9.1%
Age 30 or older	3.5%	0.0%	0.0%	1.2%
Washington Resident	53.4%	74.6%	52.3%	61.2%
Non-Resident	46.6%	25.4%	47.7%	38.8%
High School Direct (without R.S.)	56.9%	65.1%	68.2%	63.0%
Running Start High School Direct	5.2%	17.5%	13.6%	12.1%
GED/HS Lagged	12.1%	3.2%	6.8%	7.3%
Subtotal First-time, First-years	74.1%	85.7%	88.6%	82.4%
New Transfer Students	22.4%	9.5%	9.1%	13.9%
Continuing Students	3.4%	4.8%	2.3%	3.6%
Freshmen	91.4%	90.5%	95.5%	92.1%
Sophomore/Junior	8.6%	9.5%	4.5%	7.9%
Enrolled in Core Program only	94.8%	96.8%	95.5%	95.8%
Taking Additional Course	5.2%	3.2%	4.5%	4.2%
Completed NSAW	50.0%	63.5%	75.0%	61.8%
<b>TOTAL # IN CORE PROGRAM</b>	<b>58</b>	<b>63</b>	<b>44</b>	<b>165</b>

## Number of BTJ Activities in Which Students Participated

Half of the survey respondents remembered participating in all 13 of the Orientation Week BTJ activities. Another 29% reported participation in 10-12 activities. 11% participated in less than half of the Orientation Week activities.

Percent of students who remembered participating in BTJ Activities During Orientation Week	All 13 BTJ activities	10-12 activities	7-9 activities	1-6 activities	None
	49.6%	29.3%	9.8%	8.9%	2.4%

Participation rates appear to have declined during fall quarter. Just 27% of the surveyed BTJ students remembered participating in all 7 of the fall quarter activities. Another 31.7% participated in 5-6 of the activities. 27% participated in less than half of the seven fall quarter BTJ activities. In addition, 74% of the students had an individual Academic Advising session at some point during their first quarter.

Percent of students who remembered participating in BTJ Activities During Fall Quarter	All 7 BTJ activities	5-6 activities	3-4 activities	1-2 activities	None
	26.8%	31.7%	23.6%	13.0%	4.9%

Beginning the Journey participants indicated whether or not they had participated in each BTJ activity during Orientation Week and Fall Quarter. For those in which they remembered participating, they rated each activity in the following domains using a four-point scale (1=not at all, 2=marginally, 3=moderately, 4=very).

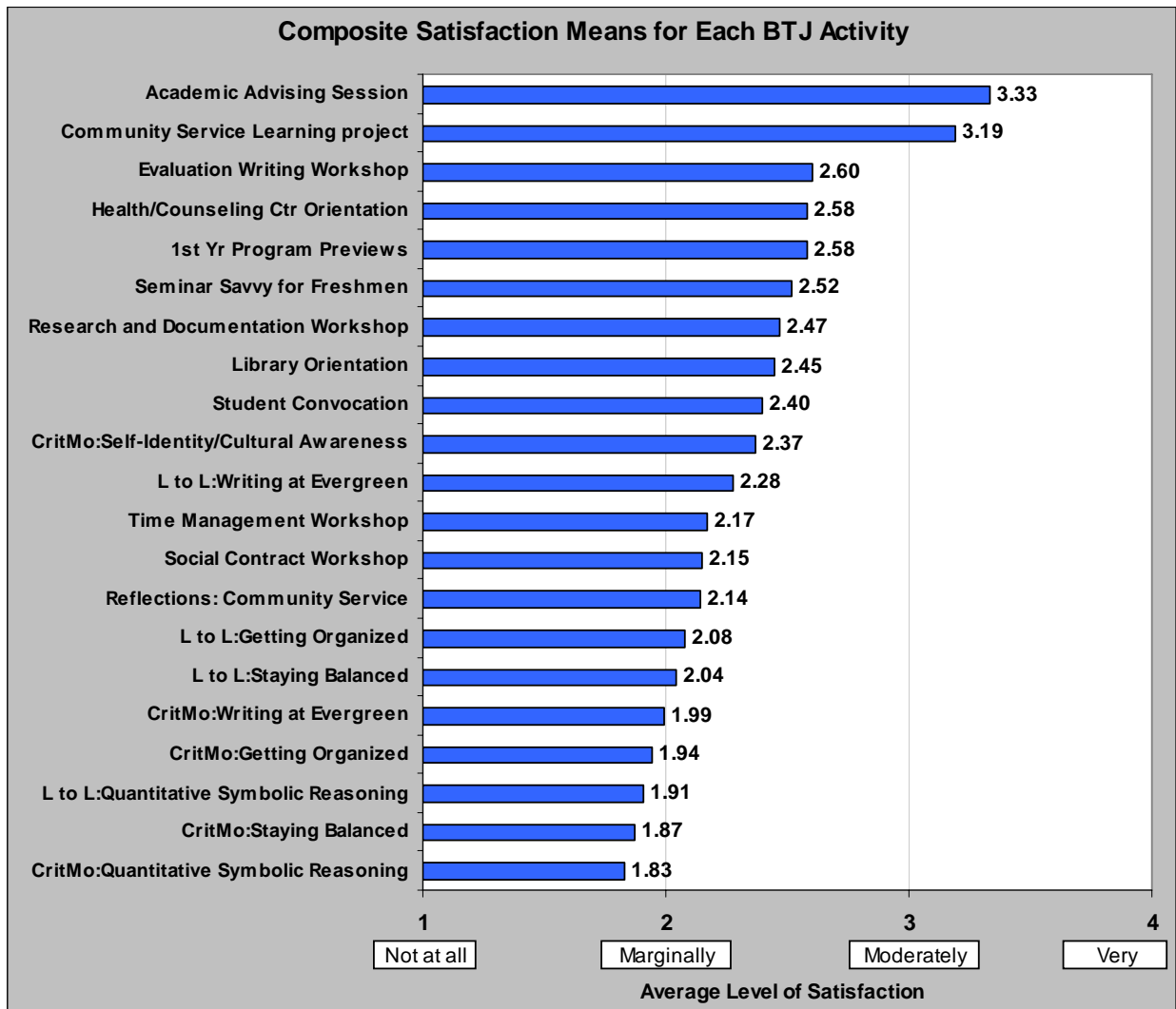
- Helpfulness of the activity
- Focus and content of the activity
- Balance of time spent on the activity
- Organization of the activity (scheduling, technical issues, physical learning environment)

The Academic Advising Individual Session was rated the highest by students, in terms of helpfulness, content, balance of time spent on the activity, and organization. The Community Service Learning Project that took place during Orientation Week was the second highest rated activity. These were the only two BTJ activities whose average ratings fell between the “moderately” and “very” satisfied points on the rating scale.

BTJ Activity		# of Participants	% of Respondents who Participated	Mean Helpfulness of Activity	Mean Satisfaction with Focus	Mean Satisfaction with Balance of Time Spent	Mean Organization of Activity
Orientation Week Activities	First-year Program Previews	93	75.6	2.58	2.58	2.43	2.74
	Learning to Learn: Getting Organized	109	88.6	1.94	2.02	1.96	2.39
	Critical Moments: Getting Organized	108	87.8	1.79	1.90	1.86	2.22
	Learning to Learn: Writing at Evergreen	112	91.1	2.24	2.23	2.19	2.48
	Critical Moments: Writing at Evergreen	108	87.8	1.97	1.97	1.88	2.15
	Seminar Savvy at Evergreen	104	84.6	2.48	2.52	2.45	2.62

BTJ Activity		# of Participants	% of Respondents who Participated	Mean Helpfulness of Activity	Mean Satisfaction with Focus	Mean Satisfaction with Balance of Time Spent	Mean Organization of Activity
Orientation Week Activities	Learning to Learn: Quantitative and Symbolic Reasoning	102	82.9	1.81	1.88	1.90	2.06
	Critical Moments: Quantitative and Symbolic Reasoning	102	82.9	1.74	1.78	1.77	2.03
	<b>Community Service Learning Project</b>	108	87.8	<b>3.18</b>	<b>3.21</b>	<b>3.18</b>	<b>3.20</b>
	Learning to Learn: Staying Balanced	102	82.9	2.00	1.99	1.99	2.17
	Critical Moments: Staying Balanced	99	80.5	1.79	1.82	1.81	2.08
	Reflections: Discussion of Community Service Experiences	99	80.5	1.99	2.10	2.16	2.31
	Student Convocation	88	71.5	2.17	2.40	2.34	2.69
Advising	<b>Academic Advising Individual Session</b>	91	74.0	<b>3.22</b>	<b>3.36</b>	<b>3.36</b>	<b>3.36</b>
Fall Quarter Activities	Library Orientation	82	66.7	2.50	2.43	2.35	2.52
	Research and Documentation Workshop	77	62.6	2.47	2.44	2.42	2.55
	Social Contract Workshop	80	65.0	2.08	2.14	2.08	2.30
	Critical Moments: Self-Identity/Cultural Awareness	93	75.6	2.24	2.41	2.30	2.54
	Health and Counseling Center Orientation and Check-In	57	46.3	2.55	2.50	2.55	2.70
	Time Management Workshop	96	78.0	2.09	2.10	2.10	2.36
	Evaluation Writing Workshop	92	74.8	2.57	2.62	2.55	2.66

A composite satisfaction rating was calculated for each activity based on an average of the satisfaction ratings for helpfulness, focus/content, balance of time spent, and organization. The composite satisfaction scores are presented in the following chart. In addition to the individualized advising session and community service project, four other BTJ had average satisfaction ratings over the midpoint of the scale. The four activities with composite ratings closer to moderate satisfaction than marginal satisfaction were the evaluation writing workshop, first-year program previews, Health and Counseling Center orientation, and Seminar Saavy. Critical Moments workshops seemed particularly unsatisfactory to the students based on both their satisfaction ratings and their narrative comments. The Critical Moments: Self-Identity/Cultural Awareness activity was the only Critical Moments session to have a satisfaction score above marginal.



Generally, the domain of “organization” received the highest average satisfaction across the entire BTJ program. “Balance of time spent” on activities was the lowest domain overall. However, the average satisfaction for all four domains fell below the midpoint of the scale – closer to marginal, than moderate satisfaction.

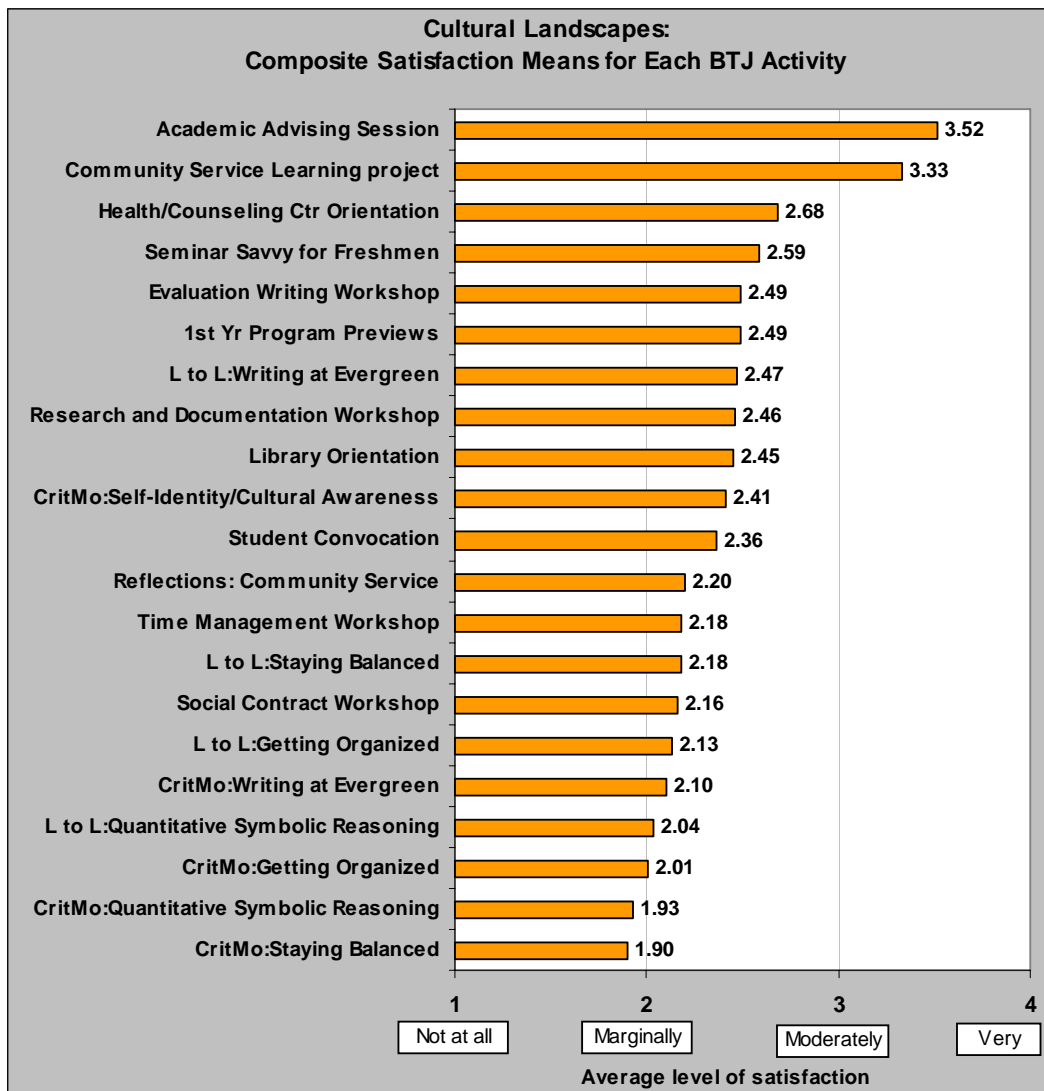
### Core Program BTJ Activity Detail

The BTJ Activities that occurred during fall quarter were conducted within Core programs and spaced somewhat differently across the quarter depending on the program. The individual academic advising sessions took place at various times throughout Orientation Week and fall quarter. The following tables analyze the participants’ evaluation of advising sessions and in-program activities for each of the participating Core programs.

**Cultural Landscapes: People, Places, and Power**  
(Whitesell, Saliba, Zaragoza)

BTJ Activities During Fall Quarter – Cultural Landscapes	# of Participants	% of respondents who participated	Mean* Helpfulness of Activity	Mean* Satisfaction with Focus	Mean* Satisfaction with Balance of Time	Mean* Organization of Activity
Academic Advising Individual Session	33	71.7	3.41	3.59	3.55	3.48
Library Orientation	34	73.9	2.47	2.44	2.38	2.50
Research and Documentation Workshop	35	76.1	2.43	2.37	2.49	2.57
Social Contract Workshop	32	69.6	2.13	2.13	2.13	2.25
Critical Moments: Self-Identity/Cultural Awareness	40	87.0	2.28	2.42	2.35	2.60
Health and Counseling Center Orientation and Check-In	17	37.0	2.59	2.59	2.71	2.82
Time Management Workshop	37	80.4	2.14	2.05	2.16	2.35
Evaluation Writing Workshop	39	84.8	2.49	2.56	2.46	2.44

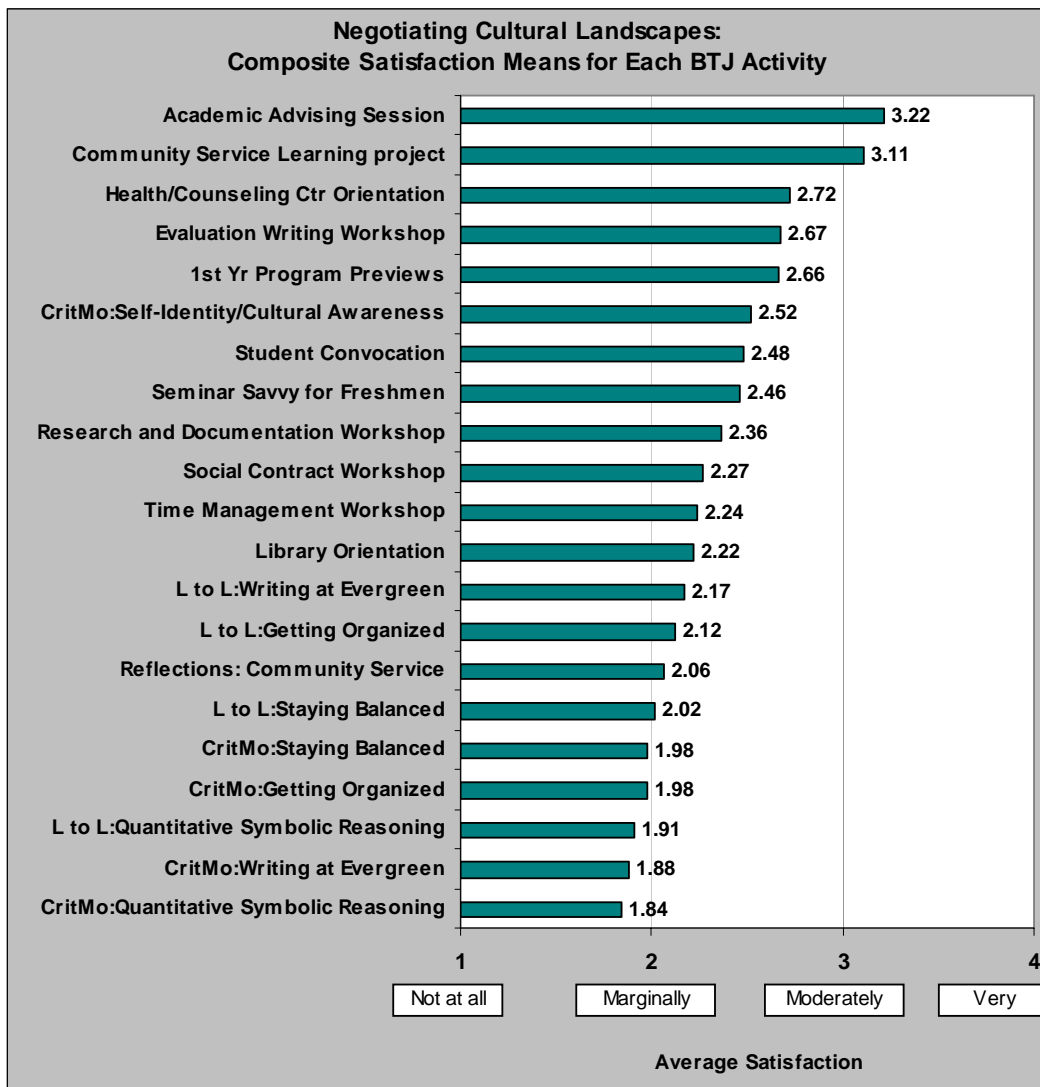
\* All domains were rated on a four-point scale (1=not at all, 2=marginally, 3=moderately, 4=very).



**Negotiating Cultural Landscapes: Money, Music, Citizens, and Stories**  
(T. Olson, Kido, Buchman)

BTJ Activities During Fall Quarter – Negotiating Cultural Landscapes	# of Participants	% of respondents who participated	Mean* Helpfulness of Activity	Mean* Satisfaction with Focus	Mean* Satisfaction with Balance of Time	Mean* Organization of Activity
Academic Advising Individual Session	32	80.0	3.06	3.16	3.28	3.38
Library Orientation	18	45.0	2.22	2.28	2.11	2.28
Research and Documentation Workshop	18	45.0	2.33	2.39	2.28	2.44
Social Contract Workshop	25	62.5	2.12	2.32	2.16	2.48
Critical Moments: Self-Identity/Cultural Awareness	25	62.5	2.24	2.56	2.48	2.80
Health and Counseling Center Orientation and Check-In	25	62.5	2.72	2.64	2.72	2.80
Time Management Workshop	32	80.0	2.09	2.16	2.16	2.56
Evaluation Writing Workshop	23	57.5	2.48	2.65	2.61	2.96

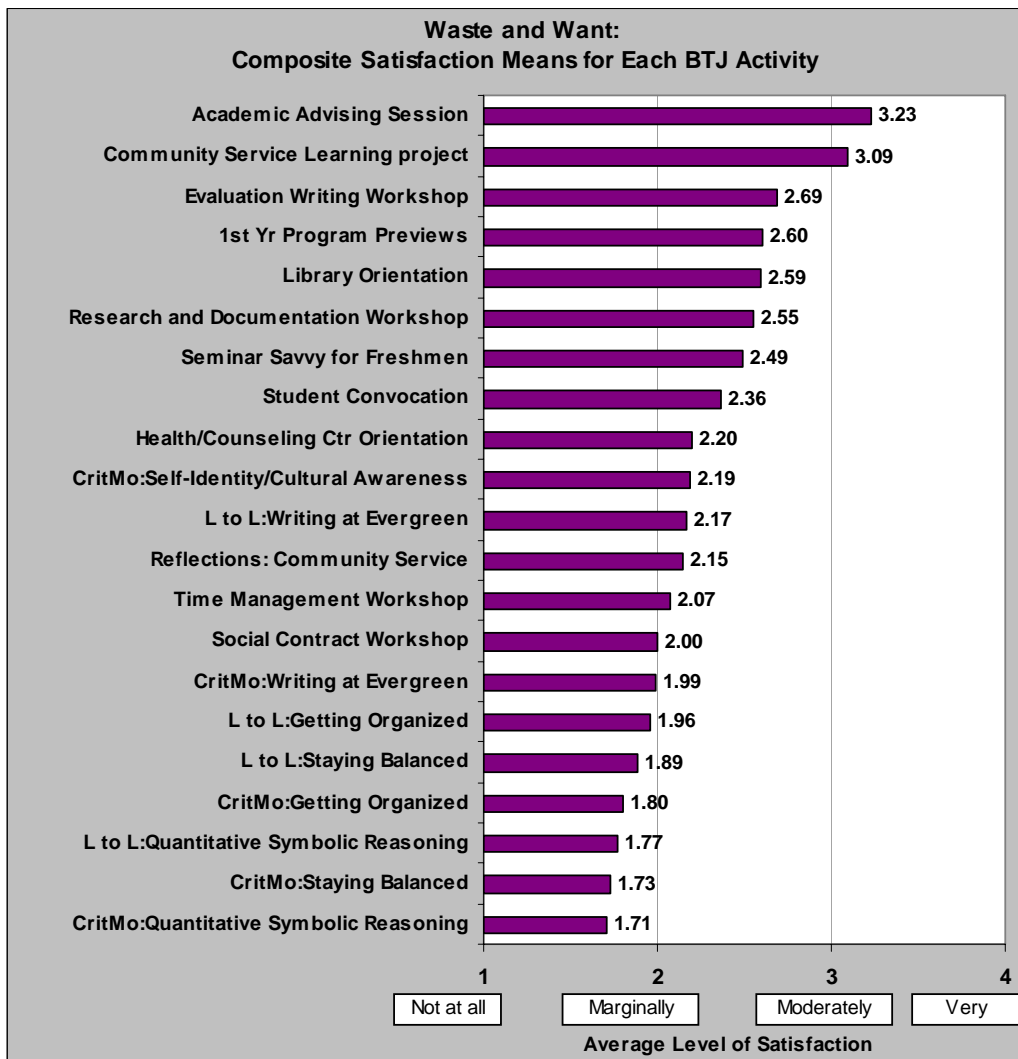
\* All domains were rated on a four-point scale (1=not at all, 2=marginally, 3=moderately, 4=very).



**Waste and Want: The Science, Psychology, and Business of Consumption**  
(Kennedy, Wiedenhaupt)

BTJ Activities During Fall Quarter – <b>Waste and Want</b>	# of Participants	% of respondents who participated	Mean* Helpfulness of Activity	Mean* Satisfaction with Focus	Mean* Satisfaction with Balance of Time	Mean* Organization of Activity
Academic Advising Individual Session	26	70.3	3.19	3.31	3.23	3.19
Library Orientation	30	81.1	2.70	2.50	2.47	2.70
Research and Documentation Workshop	24	64.9	2.63	2.58	2.42	2.58
Social Contract Workshop	23	62.2	1.96	1.96	1.91	2.17
Critical Moments: Self-Identity/Cultural Awareness	28	75.7	2.18	2.25	2.07	2.19
Health and Counseling Center Orientation and Check-In	15	40.5	2.21	2.14	2.07	2.36
Time Management Workshop	27	73.0	2.04	2.11	1.96	2.15
Evaluation Writing Workshop	30	81.1	2.73	2.67	2.63	2.73

\* All domains were rated on a four-point scale (1=not at all, 2=marginally, 3=moderately, 4=very).





The average satisfaction with individual activities varied depending on the program, although the reasons for the variance were not obvious. For example, the Waste and Want students were more satisfied with Library Orientation and the Research Documentation Workshop than the other programs, in fact, they were the only program that rated these two activities in the “moderate” range. It would be interesting to follow up with the faculty in this program to see if the timing of these activities or correspondence to a particular program assignment contributed to their students’ satisfaction. Cultural Landscapes was the only program to rate the Seminar Savvy for Freshmen among its top six most satisfactory activities, which was intriguing since this program had the highest percentage of transfer students and lowest percentage of high-school direct students. Perhaps this program’s higher proportion of older students and those who had been out of school for while made this activity more relevant or helpful in the transition to Evergreen. Negotiating Cultural Landscapes was the only program to include Critical Moments: Self-Identity/Cultural Awareness among its top six activities, in the moderately satisfied range. Follow-up with the faculty might help to explain why this experience was more satisfactory to the students in this program. Perhaps the workshop timing corresponded to other program work, the faculty promoted the value of the activity, or it was more well-received by this program since they had the highest proportion of students-of-color.

Analysis of average satisfaction across all BTJ activities from Orientation Week through the end of fall quarter revealed that Cultural Landscapes and Negotiating Cultural Landscapes were slightly more satisfied with BTJ activities compared to Waste and Want. Average satisfaction was highest for the Cultural Landscapes program (2.38), followed closely by Negotiating Cultural Landscapes (2.33), and Waste and Want’s average satisfaction was 2.25. The average BTJ satisfaction ratings by all three of the Core programs fell below the mid-point of the scale, in the “marginal” range.

## **Beginning the Journey Objectives**

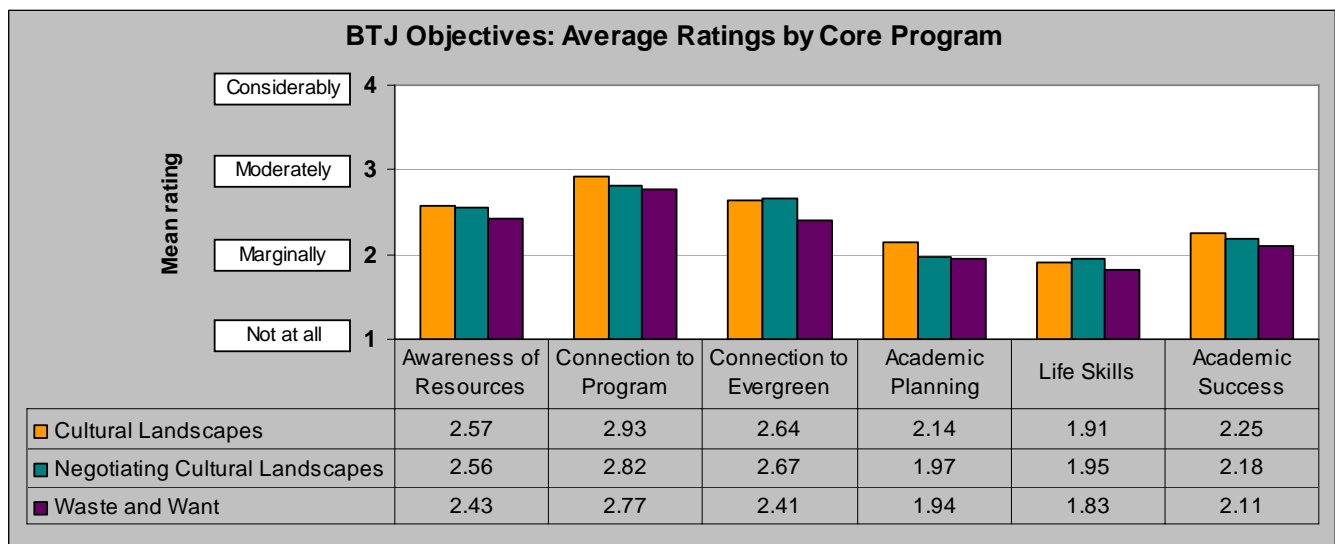
BTJ participants rated the extent to which their experiences had contributed to the following objectives:

- Awareness of services and resources at Evergreen
- Connection to other students in their program
- Connection to the Evergreen community
- Support with academic planning
- Life skills to assist the transition to college
- Academic skills support to help them adjust to Evergreen and succeed academically

In terms of the BTJ objectives, the students were most positive about the connections they had made to other students in their program. In addition, two other objectives had average ratings in the “moderate” range: students felt moderately connected to the Evergreen community, and they felt the BTJ activities had moderately increased their awareness of Evergreen services and resources. On average, they felt that BTJ experiences had contributed marginally to their academic adjustment and success at Evergreen, academic planning, and transitional life skills. It was particularly intriguing that the objective of academic planning was not rated higher, since the individual advising session was the top rated BTJ activity by all of the programs. Perhaps the fall quarter advising sessions were highly successful in terms of short-term, individualized planning or making a connection to an advisor, but only marginally helpful in terms of overall long-term academic planning. The following table provides the response frequencies and the average rating for each BTJ objective for all 123 survey completers.

Mean rating	BTJ Objective – All Participants	Not at all	Marginally	Moderately	Considerably	N missing
2.84	To what extent do you feel a connection with other students in your program?	9.5%	23.3%	<b>40.5%</b>	26.7%	7
2.58	To what extent do you feel connected to the Evergreen community?	11.1%	35.9%	<b>36.8%</b>	16.2%	6
2.53	To what extent did the activities you participated in increase your awareness of services and resources at Evergreen?	7.6%	<b>44.9%</b>	34.7%	12.7%	5
2.19	To what extent did you gain experience that helped you adjust and succeed academically at Evergreen?	24.6%	<b>38.1%</b>	31.4%	5.9%	5
2.03	To what extent did the activities you participated in help you with academic planning?	30.5%	<b>39.8%</b>	26.3%	3.4%	5
1.90	To what extent did you learn life skills that helped you transition to Evergreen?	<b>39.8%</b>	35.6%	19.5%	5.1%	5

In reviewing the average success with the BTJ objectives for each program individually, the general pattern for the whole group repeats itself at the program level. For each program, the goals of connectedness and awareness of resources earned the highest ratings, and life skills received the lowest rating.



BTJ Objectives – Cultural Landscapes	1= Not at all	2= Marginally	3= Moderately	4= Considerably	N missing
To what extent did the activities you participated in increase your awareness of services and resources at Evergreen?	9.1%	<b>38.6%</b>	<b>38.6%</b>	13.6%	2
To what extent do you feel a connection with other students in your program?	14.0%	16.3%	32.6%	<b>37.2%</b>	3
To what extent do you feel connected to the Evergreen community?	11.4%	31.8%	<b>38.6%</b>	18.2%	2
To what extent did the activities you participated in help you with academic planning?	29.5%	<b>34.1%</b>	29.5%	6.8%	2
To what extent did you learn life skills that helped you transition to Evergreen?	<b>40.9%</b>	29.5%	27.3%	2.3%	2
To what extent did you gain experience that helped you adjust and succeed academically at Evergreen?	29.5%	22.7%	<b>40.9%</b>	6.8%	2

<b>BTJ Objectives – Negotiating Cultural Landscapes</b>	<b>1= Not at all</b>	<b>2= Marginally</b>	<b>3= Moderately</b>	<b>4= Considerably</b>	<b>N missing</b>
To what extent did the activities you participated in increase your awareness of services and resources at Evergreen?	10.3%	35.9%	<b>41.0%</b>	12.8%	1
To what extent do you feel a connection with other students in your program?	7.9%	21.1%	<b>52.6%</b>	18.4%	2
To what extent do you feel connected to the Evergreen community?	10.3%	28.2%	<b>46.2%</b>	15.4%	1
To what extent did the activities you participated in help you with academic planning?	30.8%	<b>43.6%</b>	23.1%	2.6%	1
To what extent did you learn life skills that helped you transition to Evergreen?	<b>41.0%</b>	33.3%	15.4%	10.3%	1
To what extent did you gain experience that helped you adjust and succeed academically at Evergreen?	25.6	<b>38.5%</b>	28.2%	7.7%	1

<b>BTJ Objective – Waste and Want</b>	<b>1= Not at all</b>	<b>2= Marginally</b>	<b>3= Moderately</b>	<b>4= Considerably</b>	<b>N missing</b>
To what extent did the activities you participated in increase your awareness of services and resources at Evergreen?	2.9%	<b>62.9%</b>	22.9%	11.4%	2
To what extent do you feel a connection with other students in your program?	5.7%	34.3%	<b>37.1%</b>	22.9%	2
To what extent do you feel connected to the Evergreen community?	11.8%	<b>50.0%</b>	23.5%	14.7%	3
To what extent did the activities you participated in help you with academic planning?	31.4%	<b>42.9%</b>	25.7%	0.0%	2
To what extent did you learn life skills that helped you transition to Evergreen?	37.1%	<b>45.7%</b>	14.3%	2.9%	2
To what extent did you gain experience that helped you adjust and succeed academically at Evergreen?	17.1%	<b>57.1%</b>	22.9%	2.9%	2

### Student Recommendations and Feedback – Orientation Week

Students were asked if they had any suggestions for what could have increased their benefit from BTJ Orientation Week activities. 78% of the respondents offered a comment in response to this question.

25% of the comments (N=24) expressed that BTJ Orientation activities were a **waste of time, not helpful, or worthless**. Many of these students felt their benefit could have been increased by not having BTJ at all. The three students who provided the most elaboration of this sentiment felt their time could have been better spent meeting their faculty, finding a job, making friends, and preparing for class.

22% of the comments (N=21) were from students who felt that all or parts of BTJ Orientation Week activities **should be optional**, as opposed to required. Some students added that requiring or forcing student participation built resentment against the program. Others felt that only a few of the activities should be mandatory, but the rest should be optional. The most specific suggestion provided a plan of optional activities: “Have all things optional. [Require 2 service projects. Require 15-30 minute question answer session. Require 1 night outing with class to get to know everyone] = 1 credit; [Everything else optional] = 1 credit.”

The next most common category of response was that the material addressed in BTJ Orientation sessions was **not appropriate for college students**. 18% of the comments (N=17) raised this concern. Students used the following words to describe their experiences: petty, ridiculous, juvenile, remedial, basic, frustrating, and degrading. Some felt the material was presented at a third grade, fourth grade, middle school, or high school level. One student said, "I felt like I was in high school again, getting lectured by some teacher." Another expressed, "It was like eating babyfood out of an airplane spoon your mom lands in your mouth, way too easy and boring!" In another student's words, "I felt as though I was treated like a young child who had no idea how to get any work done. I felt babied." One student stated, "People don't appreciate being talked down to."

Of the suggestions, 22% (N=21) included a desire for **more Evergreen-specific or program-specific content or activities**. These students desired more about what is different, new, and exciting about Evergreen compared to high school. Their examples emphasized more time spent on seminars and improved writing workshops. They also wanted information about credits, registration, advising, self-evaluation, what to do at the end of the quarter, and where to locate resources. Specific resources mentioned by the students were the CRC and CRC checkout, media facilities, science labs, the Library, and a campus tour. One student wished there had been a chance to sign up for the T.O.P. program activities and D.I.S. workshops. A student suggested that "breaking into smaller groups and having a seminar-style discussion addressing some of the BTJ topics would be helpful in integrating freshmen into the Evergreen ways." Another felt that issues such as social justice and oppression were brushed over, and suggested, "Perhaps a program integrating these topics can be woven into Core curriculum." A few others thought that tailoring the BTJ activities more closely to the expectations of the students' programs might improve the experience, such as readings that were more relevant to programs or specifically informing the students how many hours a day they could expect to spend on reading and homework.

17% (N=16) of the respondents raised the issue of a **lack of student engagement** in the activities. These students felt materials and activities should be more engaging, hands-on, creative, and go into greater depth. They found the BTJ material to be redundant, dull, repetitive, dry, and boring. Following are two of the more poignant quotes from this category: 1) "I found the orientation week activities dry and colored Evergreen in such a way that I was no longer sure I wanted to go here. All that changed after the first exciting week of classes." 2) "If I hadn't met my teachers first and was convinced by them that our program would be interesting and challenging, I would have gone back to community college."

14% of the comments (N=13) provided feedback about the **length and timing of sessions**. Eleven of these students requested shorter, more compact sessions and compressing the material. One student expressed this sentiment as follows: "Too many activities. You could cut it all in half and get the same result." Another stated, "Everything we did could've been summed up in 1 hour." Another added, "Too much time was spent on the exact same types of things. Information needs to be more compact and concentrated." The other two students had more unique requests regarding the timing of sessions. One thought sessions should start later in the day, and the other felt all sessions should be for one hour in the afternoon.

14% (N=13) offered **negative sentiments about Critical Moments**. These students singled out Orientation Week Critical Moments activities as not helpful. They described the sessions as repetitive, sappy, pointless, boring, a waste of time, and not beneficial. As one student explained, "The critical moments short stories and discussion didn't need so much time, didn't need so much effort." Another said, "All the critical moments stuff is REALLY repetitive and after the first one they didn't seem helpful."

8% of the students (N=8) recommended **better organization** of BTJ sessions. A few students just mentioned that BTJ was poorly organized, others were more specific. One student singled out the Learning to Learn sessions for improvement. “Better organization for splitting the groups up,” was mentioned. Another student elaborated, “I learned the most and felt most comfortable in smaller group activities and showing up at these workshops that were extremely overcrowded really distracted me. Perhaps workshops could be split up (the designated workshop places) by last name, programs, etc.” One student thought that more experienced facilitators would have improved the workshops.

7% (N=7) of the students had ideas for how BTJ could **improve opportunities for social connections** at Evergreen. In particular, several students mentioned increasing involvement of continuing Evergreen students in BTJ activities. Here is the complete list of suggestions:

- I think if more returning students were involved to facilitate workshops, students might feel more comfortable.
- Have students lead some workshops - they may be able to help us more because they have gone through how things work at Evergreen.
- Have older students tell what WORKED for them rather than having a group of new students guessing.
- More engagement into other programs. Older students are non-existent. (No Role Models). Involve older students in some intrusive way.
- A better presentation of all the options to do things (clubs, protests, sports, etc.) getting involved outside as well as inside the classroom!!!
- The classes prevented us from socializing with many people outside of BTJ because they weren't in class.
- More focus on communication skills.

5% of the students (N=5) had suggestions about the **community service projects**. Two of them wanted more community service projects. Two others thought there should be more options of community service projects, so that students had more choice. The final comment related to the debrief session after the community service projects; the student offered this comment, “The discussion about service after we went on the trip turned out to be a bragging fest of privileged kids who wanted to feel good.”

5% of the students (N=5) made **other comments** that did not fit neatly into the previous categories. Their suggestions included offering more “useful” and “helpful” information, more “worthwhile activities,” “no more seminars,” and changing the name to something more motivating to students. One student commented, “Don't just say ‘you need this.’ For example, in the one with ‘you need to balance your time,’ that's all you said – no suggestions or anything.”

For the final category of this content analysis, 15% (N=14) of the comments included **something that was helpful** about BTJ Orientation Week activities. Five of these students felt that BTJ helped them to get acquainted with new students, staff, and faculty in BTJ. Three students singled out the community service activity as a positive experience, because it was “a cool bonding experience” and “it gave me a glimpse of the many ways to get involved at Evergreen.” Two students identified the pre-seminar work as helpful and enjoyable. Two others thought the primary benefit was getting acquainted with new surroundings and figuring out where things were on campus. One student thought that the writing workshops worked well. Two students made general comments that BTJ had been helpful in terms of settling in and being successful at Evergreen. One student reflected, “Although some of the programs weren't groundbreaking information, they refreshed in my mind many important fundamentals of college work and participation.”

## **Student Recommendations and Feedback – Advising Sessions**

Students were asked if they had suggestions for what could have increased their benefit from their Academic Advising individual session(s). Only 53 students provided a response (43%), and half of these were positive comments of thanks to the advisors. Students found these sessions helpful and worthwhile. One said, “I loved talking with [my advisor] personally – it really made me feel better about Evergreen.” Some of the students mentioned that this first session encouraged them to seek out help in the future. For example, one student reflected, “The most important thing I was told was that I could have another session when I needed.” And another explained, “It was good to be introduced to her as a resource. I went to her again later, and I wouldn’t have, if I hadn’t met her face-to-face.” In terms of suggestions, the most common response was that students wanted more time with advisors. Seven students wanted longer sessions, and two others thought that two advising sessions per quarter would be better. Scheduling issues were also raised by six students. These students had difficulty scheduling advising sessions that did not conflict with class time or program field trips, or they felt that the wait was too long to get in to see an advisor. Four students thought their sessions could have been more personal. They encouraged advisors to act interested in the student’s personal life, have candy and tissues on hand, and to offer more help with students’ individual goals, needs, and program selection. Three students recommended specific types of information that would have been useful in the session, such as information about Olympia community resources and college art, music, sports, and other community activities. The other student in this group suggested, “It might be reinforced in students that Evergreen is a PRO-ACTIVE environment.” Finally, there were two students who thought the advising sessions could be better organized. The full text of the advising session comments for each of the BTJ programs can be reviewed in Appendix B of this report.

## **Student Recommendations and Feedback – Fall Quarter Activities**

Forty-six percent of the students (N=57) provided comments about what could have increased their benefit from BTJ fall quarter activities. Most of the themes of their comments were the same as they were for the BTJ Orientation Week activities.

21% of the comments (N=12) reflected students’ belief that BTJ should not be offered or it was a waste of time. Another 14% of the students (N=8) thought that BTJ went on too long, and should not have continued into fall quarter or at least past week one or two of the quarter. Several of these students felt that BTJ took time away from academic program studies. 11% of the comments (N=6) reiterated the earlier sentiment that BTJ should not be mandatory.

The bulk of the comments 61% (N=35) related to specific suggestions about the content and approach of BTJ activities. Again, issues of student engagement, shortening or condensing the sessions, a desire for applicable information and relevant work, and structural issues regarding group work and session organization were raised. Five students offered comments about evaluation and writing workshops, two students commented on the Social Contract workshop, and two had ideas about the Library Orientation. All of these specific recommendations regarding the types of activities are listed in Appendix C of this report.

## **Student Recommendations and Feedback – Additional Comments**

Appendix D provides the list of additional comments and suggestions that students provided about their experience in Beginning the Journey.

## Fall-to-Spring Retention of First-time, First-year Students

An analysis was completed of the fall quarter to spring quarter retention rates of new first-time, first-year students (those who had not attended any other college since high school or GED completion). 28% of all first-time, first-years in fall 2004 were enrolled in one of the BTJ Core programs. The fall-to-spring retention of first-time, first-years who enrolled in one of the BTJ Core programs fall quarter 2004 was 83.8%, which was essentially the same as the fall-to-spring retention rate of all first-time, first-years enrolled at Evergreen (83.3%).

	Fall 04 1st-time, 1st-years enrolled	Spring 05 1st- time, 1st yrs still enrolled at TESC	Fall-to-spring retention
<b>Cultural Landscapes</b>			
WA Resident	22	18	81.8%
Non-resident	21	18	85.7%
<b>Total</b>	<b>43</b>	<b>36</b>	<b>83.7%</b>

<b>Negotiating Cultural Landscapes</b>			
WA Resident	39	34	87.2%
Non-resident	15	12	80.0%
<b>Total</b>	<b>54</b>	<b>46</b>	<b>85.2%</b>

<b>Waste and Want</b>			
WA Resident	20	17	85.0%
Non-resident	19	15	78.9%
<b>Total</b>	<b>39</b>	<b>32</b>	<b>82.1%</b>

<b>All BTJ 1st-time, 1st-year students</b>			
WA Resident	81	69	85.2%
Non-resident	55	45	81.8%
<b>Total BTJ 1st-time, 1st years</b>	<b>136</b>	<b>114</b>	<b>83.8%</b>

<b>All New 1st-time, 1st-years enrolled Fall 04</b>			
WA Resident	293	250	85.3%
Non-resident	187	150	80.2%
<b>Total</b>	<b>480</b>	<b>400</b>	<b>83.3%</b>

## Addendum 2006: Fall-to-Fall Retention of First-time, First-year Students

An analysis was completed of persistence rates of the new first-time, first-year students from fall quarter 2004 to their second fall quarter 2005. 70.6% of the students who began at Evergreen in a Beginning the Journey core program were retained to their second year, compared to 69.8% of those not enrolled in a BTJ program. The difference is not statistically significant ( $p=.91$ ).

## Appendix A: The BTJ Assessment Survey

### *Beginning the Journey 2004 – Program Assessment*

Your feedback about your experience in Beginning the Journey this Fall 2004 is an important part of assessing this program. Your opinions will help to determine the success of the program and what changes should be made to improve the program for future students. Your participation is voluntary, but would be very much appreciated to improve the validity of the results. Your responses will be combined with the responses of the other participants before the results of the evaluation are shared or released, so your individual answers and identity will remain confidential and anonymous.

#### Which program are you enrolled in?

- 1=Cultural Landscapes  
 2=Negotiating Cultural Landscapes  
 3=Waste and Want

Please indicate whether or not you participated in the following activities. Then, for activities in which you participated, please rate them in the following areas:

- helpfulness
- focus and content
- balance of time spent on various activities
- and organization (scheduling, technical issues, physical learning environment)

#### Orientation Week Activities

A1. First-year Program Previews	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H1. How helpful was this activity?	1	2	3	4	
C1. How satisfied were you with the focus of this activity?	1	2	3	4	
B1. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O1. How well organized was this activity?	1	2	3	4	

A2. Learning to Learn: Getting Organized	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H2. How helpful was this activity?	1	2	3	4	
C2. How satisfied were you with the focus of this activity?	1	2	3	4	
B2. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O2. How well organized was this activity?	1	2	3	4	



A3. Critical Moments: Getting Organized	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H3. How helpful was this activity?	1	2	3	4	
C3. How satisfied were you with the focus of this activity?	1	2	3	4	
B3. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O3. How well organized was this activity?	1	2	3	4	

A4. Learning to Learn: Writing at Evergreen	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H4. How helpful was this activity?	1	2	3	4	
C4. How satisfied were you with the focus of this activity?	1	2	3	4	
B4. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O4. How well organized was this activity?	1	2	3	4	

A5. Critical Moments: Writing at Evergreen	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H5. How helpful was this activity?	1	2	3	4	
C5. How satisfied were you with the focus of this activity?	1	2	3	4	
B5. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O5. How well organized was this activity?	1	2	3	4	

A6. Seminar Savvy for Freshmen	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H6. How helpful was this activity?	1	2	3	4	
C6. How satisfied were you with the focus of this activity?	1	2	3	4	
B6. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O6. How well organized was this activity?	1	2	3	4	

A7. Learning to Learn: Quantitative and Symbolic Reasoning	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H7. How helpful was this activity?	1	2	3	4	
C7. How satisfied were you with the focus of this activity?	1	2	3	4	
B7. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O7. How well organized was this activity?	1	2	3	4	

<b>A8. Critical Moments: Quantitative and Symbolic Reasoning</b>	<b>Did you participate?</b>		<b>Yes 1</b>	<b>No 2</b>	<b>Don't Remember 3</b>
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H8. How helpful was this activity?	1	2	3	4	
C8. How satisfied were you with the focus of this activity?	1	2	3	4	
B8. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O8. How well organized was this activity?	1	2	3	4	

<b>A9. Community Service Learning Project</b>	<b>Did you participate?</b>		<b>Yes 1</b>	<b>No 2</b>	<b>Don't Remember 3</b>
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H9. How helpful was this activity?	1	2	3	4	
C9. How satisfied were you with the focus of this activity?	1	2	3	4	
B9. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O9. How well organized was this activity?	1	2	3	4	

<b>A10. Learning to Learn: Staying Balanced</b>	<b>Did you participate?</b>		<b>Yes 1</b>	<b>No 2</b>	<b>Don't Remember 3</b>
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H10. How helpful was this activity?	1	2	3	4	
C10. How satisfied were you with the focus of this activity?	1	2	3	4	
B10. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O10. How well organized was this activity?	1	2	3	4	

<b>A11. Critical Moments: Staying Balanced</b>	<b>Did you participate?</b>		<b>Yes 1</b>	<b>No 2</b>	<b>Don't Remember 3</b>
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H11. How helpful was this activity?	1	2	3	4	
C11. How satisfied were you with the focus of this activity?	1	2	3	4	
B11. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O11. How well organized was this activity?	1	2	3	4	

<b>A12. Reflections: Discussion of Community Service Experiences</b>	<b>Did you participate?</b>		<b>Yes 1</b>	<b>No 2</b>	<b>Don't Remember 3</b>
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H12. How helpful was this activity?	1	2	3	4	
C12. How satisfied were you with the focus of this activity?	1	2	3	4	
B12. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O12. How well organized was this activity?	1	2	3	4	

A13. Student Convocation	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H13. How helpful was this activity?	1	2	3	4	
C13. How satisfied were you with the focus of this activity?	1	2	3	4	
B13. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O13. How well organized was this activity?	1	2	3	4	

Do you have suggestions for what could have increased your benefit from Beginning the Journey Orientation Week activities?

## Academic Advising

A14. Academic Advising Individual Session	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H14. How helpful was this activity?	1	2	3	4	
C14. How satisfied were you with the focus of this activity?	1	2	3	4	
B14. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O14. How well organized was this activity?	1	2	3	4	

Do you have suggestions for what could have increased your benefit from your Academic Advising individual session(s)?

## Week One through Week Ten Activities

A15. Library Orientation	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H15. How helpful was this activity?	1	2	3	4	
C15. How satisfied were you with the focus of this activity?	1	2	3	4	
B15. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O15. How well organized was this activity?	1	2	3	4	

A16. Research and Documentation Workshop	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H16. How helpful was this activity?	1	2	3	4	
C16. How satisfied were you with the focus of this activity?	1	2	3	4	
B16. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O16. How well organized was this activity?	1	2	3	4	

A17. Social Contract Workshop (Joe Tougas)	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H17. How helpful was this activity?	1	2	3	4	
C17. How satisfied were you with the focus of this activity?	1	2	3	4	
B17. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O17. How well organized was this activity?	1	2	3	4	

A18. Critical Moments: Self-Identity/Cultural Awareness (Holly Colbert & Raquel Salinas)	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H18. How helpful was this activity?	1	2	3	4	
C18. How satisfied were you with the focus of this activity?	1	2	3	4	
B18. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O18. How well organized was this activity?	1	2	3	4	

A19. Health and Counseling Center Orientation and Check-In (Elizabeth McHugh)	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H19. How helpful was this activity?	1	2	3	4	
C19. How satisfied were you with the focus of this activity?	1	2	3	4	
B19. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O19. How well organized was this activity?	1	2	3	4	

A20. Time Management Workshop (Linda Pickering)	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H20. How helpful was this activity?	1	2	3	4	
C20. How satisfied were you with the focus of this activity?	1	2	3	4	
B20. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O20. How well organized was this activity?	1	2	3	4	

A21. Evaluation Writing Workshop	Did you participate?		Yes 1	No 2	Don't Remember 3
<b>If yes, please rate the following aspects</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Very</b>	
H21. How helpful was this activity?	1	2	3	4	
C21. How satisfied were you with the focus of this activity?	1	2	3	4	
B21. How satisfied were you with the balance of time spent on this activity?	1	2	3	4	
O21. How well organized was this activity?	1	2	3	4	

**Do you have suggestions for what could have increased your benefit from Beginning the Journey activities during your fall quarter program?**

<b>Beginning the Journey Objectives</b>	<b>Not at all</b>	<b>Marginally</b>	<b>Moderately</b>	<b>Considerably</b>
V1. To what extent did the activities you participated in increase your awareness of services and resources at Evergreen?	1	2	3	4
V2. To what extent do you feel a connection with other students in your program?	1	2	3	4
V3. To what extent do you feel connected to the Evergreen community?	1	2	3	4
V4. To what extent did the activities you participated in help you with academic planning?	1	2	3	4
V5. To what extent did you learn life skills that helped you transition to Evergreen?	1	2	3	4
V6. To what extent did you gain experience that helped you adjust and succeed academically at Evergreen?	1	2	3	4

**Do you have any additional comments or suggestions about your experience in Beginning the Journey?**

**Thank you very much for your time and help!**

## Appendix B: Advising Session Comments

Do you have suggestions for what could have increased your benefit from your Academic Advising individual session(s)?

Cultural Landscapes	Negotiating Cultural Landscapes	Waste and Want
I don't think so. She answered all my questions and more.	GREAT Academic Advisors!	Good session!! :)
Better organization. My session was scheduled for a day when everyone had a field trip, so it was rescheduled for several weeks later. I was given one reminder very early on, so by the time the day came around I'd completely forgotten about it.	Couldn't get in to the office yet. (Bad, bad grammar) Kinda forgot when my meeting was scheduled, and couldn't get in during walk-in times because of fullness or class conflict.	It would be good if they had more connections to the rest of the school... links to art, music, community, sports... she had no info on these things.
I loved talking w/ Sara personally it really made me feel better about Evergreen.	I felt like I was being rushed out and that made me sad.	Help me more with my goals of grad school and choosing programs
I think it depends on the individual, and what they want to get out of it.	Joyce is a cool person.	I think it was pretty much perfect
I was very pleased with it.	I liked it.	It was GREAT!
If the sessions were longer. If the advisors had less students.	It was awesome.	Don't take vacation when students need help.
Improve the organizational scheduling.	It was very helpful, I love Joyce.	Julie is marvelous!
It was awesome. It might be reinforced in students that Evergreen is a PRO-ACTIVE environment. That in order to be successful here you must ask/talk/try/get out there and get what you want because it's not going to be handed to you.	None. This was a great thing. I got to get all my concerns answered and felt MUCH more comfortable after.	Julie is so nice! It was good to be introduced to her as a resource. I went to her again later and I wouldn't have if I hadn't met her face-to-face.
It was very helpful. I just wanted more time but I can probably work that out anyway. Sara was very helpful in guiding me.	My benefit would have been increased if I had gone to it.	Nothing I can recommend to faculty, I feel as though I did not make as many visits/check-ins as I should have.
Make it longer and more personal. Have candy and tissues on hand.	Make the sessions longer	Julie was very helpful many times for me.
Maybe two advising sessions would be better.	More time.	Listening to the needs the student wants from Evergreen.
maybe you could be less... nevermind	Joyce is awesome.	Julie rocks!
Perhaps if my appointments were not scheduled during class.	no fire drill in middle of session.	None because I'm in KEY student services and it helps me!
Quicker schedule for sessions. I waited until thanksgiving to have my appt. Was still beneficial, but would have been great to have it SOONER.	I found it very helpful. The most important thing I was told was that I could have another session when I needed.	They were not very helpful. I had already gotten into the swing of things when I went to my session.
The advisor should know more about what the community of Olympia has to offer.	Not really, I didn't need help for anything.	More organized. I like office, feel comfortable. They seemed honestly interested in helping me.
Sara Rucker Theissen is awesome.	Not a whole lot.	These are good
Thank you Sara!	nope, it was fine.	Nope, it was cool
Take more time with each student and actually act interested in their personal life.		
Two per quarter		

## Appendix C: Recommendations for Fall Quarter BTJ Activities and Approach

Cut out the parts that don't actually relate to anything (like the culture workshop)	Balance of time spent
I think that some workshops had too much time for the key focuses to be talked about. Skits are sometimes annoying to do, especially ice-breakers, (despite how necessary they are at times.) But to speak in front of people for the 1st time - especially not knowing anyone - is terrifying for some. (It was hard to be comfortable in doing this.)	Balance of time spent
I think the only useful workshop was the practice seminar. Everything else was common sense.	Balance of time spent
If they were a lot more focused and organized - the activities repeated themselves, the faculty participating in and facilitating them repeated information to a fault, and topics/strategies were not delved into in depth.	Balance of time spent
If they were fun, creative, and USEFUL!!! They were repetitive...easy... they were things I learned in Junior High. It needs to be Real. (like the Critical Moments:Self identity by Holly Colbert) It applied... it was real and useful information.	Balance of time spent
Less "life isn't fair and some people are racist" workshops; more about evals etc.	Balance of time spent
Less orientation, more information	Balance of time spent
Most of them were short and informational, but like BTJ week, a lot of it seemed irrelevant or basic knowledge.	Balance of time spent
No stories! Pointless.	Balance of time spent
Only include the important ones for example. Evaluation was a good one to help us with them. Concept map was good because it gave us ideas in creating our concept maps.	Balance of time spent
Shorter workshops	Balance of time spent
Some of the activities felt redundant.	Balance of time spent
spend less time on it .	Balance of time spent
The activities had a tendency to rehash the same information over and over which made it very easy to tune out what was being said. That could be changed.	Balance of time spent
There could be quite a bit of consolidation.	Balance of time spent
Try combining them so there isn't so many.	Balance of time spent
Yes, not have it during orientation week. It was too much busy work at once. It needs to be spread out.	Balance of time spent
Boring -- add some spice!	Content and focus
Doing things I already learned in high school!	Content and focus
Don't talk down to us. We're Freshmen, not babies.	Content and focus
I wanted them to teach me relative things, but apparently it just means I didn't need any of the BTJ stuff anyway.	Content and focus
It should have actual INFORMATION I might use!	Content and focus
More focus on a smaller amount of reading	Content and focus
More focus on campus facilities and services, i.e. human resources, learn to use GATEWAY	Content and focus
More interesting, the people our very boring, More excitement!	Content and focus
More involvement with older students more community created. School sponsored get-togethers.	Content and focus
More preparation - more engaging	Content and focus
More small group work and tours	Content and focus
More smaller conversations about BTJ and what you had to say. Almost meetings with people one on one is better than large lectures on what to do step by step by step	Content and focus
Prizes & food	Content and focus
Repetitive of what every person entering college should know.	Content and focus
Some activities were mostly fluff, and didn't focus on what they were billed as.	Content and focus

They all pertained to students living on campus, and there wasn't enough inclusion of the off-campus perspective.	Content and focus
Workshops were pretty dull... I don't know what would help.	Content and focus
Don't have students teach an evaluation writing workshop!	Eval/Writing
Evaluation was a good one to help us with them.	Eval/Writing
Give some examples of past self evaluations including higher level evaluations. Give some concrete background about who accepts Evergreen transcripts.	Eval/Writing
I still don't really know how to write a self eval.	Eval/Writing
Perhaps the programs could start a week early and instead of putting us in workshops before we start learning. We could workshop on writing with the hands-on experience of thinking about our first papers, etc.	Eval/Writing
The writing workshops consist of us getting handouts and the facilitator reading the handouts back to us. Please spare us the waste of time and just give us the handouts, or prepare some additional material, like a presentation. What should be done is they should give us sample copies of the types of papers we will be writing in class and give us sample evals and seminar on them.	Eval/Writing
A more thorough look at the library.	Library
We looked at maps online - I have no idea how to use the library. I'm scared to go in.	Library
More organization	Organization
Joe Tougas rocks!	Social Contract
Please tell Joe Tougas to stop sshing the class to gain attention. Was very condescending. We aren't in kindergarten	Social Contract



## Appendix D: Additional Comments or Suggestions About Experience in Beginning the Journey

BTJ Additional Comments
A lot of the subject material was common sense for some people or they already learned it in high school. Most high schools go through things to prep their students for college, so it is repetitive to learn it again in college. A solution to this would be
Although this is a positive idea, I wonder if the programs could be sculpted to a smaller time frame with less excessive material.
BTJ makes me regret taking a freshman-only class.
BTJ seemed like redundant waste of not only my, but my professor's time as well!
BTJ should be optional.
Critical moments were really pointless; I don't even remember half this stuff, but I went to all of it. I really didn't learn anything worth remembering.
Death to BTJ. Hear our cry! "NO MAS"
Don't make BTJ a requirement. It's like being told how to breath. Thinking about it is making my muscles tighten and twitch.
Get rid of the BTJ requirement! (Make it optional so those that can benefit will, and those who don't need it can go on with their lives!) Of all the activities I found the community service project most enjoyable, but being MADE to volunteer kinda defeats
I enjoyed it, very helpful
I felt much of the info covered was common sense - the foci of each workshop was fine and could have been helpful had the faculty found a more interesting or intriguing way to introduce us to the school. Perhaps if students were asked to explain their plans for their own education and use that to learn the "skills," it would have been more participatory.
I HATED IT. (Sorry.) I already had 2 years of community college & knew a lot of skills. I didn't want my mom coming every week to my class.
I was very disappointed. I thought it would be very helpful. Instead it was a waste of time I could have used reading for my program. It was a very simple learning level we addressed.
It made me frustrated and sad.
It was a waste of time
It was redundant. I think this "Beginning the Journey" should be optional and take up much less time.
It's a start... this program could be VERY VERY useful. It just needs some fine tuning.
Let's see how it would be next quarter!
Life should be voluntary.
Make the 'classes' worth going to, teach - make it hands on.
Make these activities easier to pay attention to.
More connection for student-to-student overall.
More hands on learning, more volunteer less redundant lectures. Make it optional. I feel that it was kinda a waste of time.
More hands on. Use labs at Evergreen. Invite the faculty from the individual classes. This was very broad and elementary. We are COLLEGE students.
More organization in getting started with groups.
Much of the workshops were boring + obvious (ie how to write an essay) It is more important to make students aware of resources, get them acquainted with teachers and with each other. Don't spend so much time sitting students down and getting them to listen to semi-helpful presentations.
no more BTJ week
No more orientation
Only self evaluation workshops and meetings w/ faculty should be mandatory.
Please do not make this mandatory. I think an initial mandatory day followed by optional days for those who are interested would be perfect.
Reading stories and discussing them did not benefit my BTJ experience.

Some "life skills" that were discussed were so self explanatory & somewhat obvious, to me, that they were not always helpful. (But I DO see how they were helpful for others) Also, I often felt bombarded by the amount of paperwork pertaining to all the workshops attended.
Take us and physically show us the writing center and academic advising etc.
THANK THE LORD FOR RUSTY NAILS, and make sure to keep yourself clean, you know?!
The community-building activities in Cultural Landscapes were extremely beneficial, and totally eclipsed the helpful effects that BTJ has. Some basic info - resources on campus (WC, QSR, Academic Advising, Health Center) is very important to get out, and BTJ pounded that into our heads very well. As for getting to know fellow students and establishing community, BTJ was mostly just a conversation topic for people to complain about.
The greatest benefit that I got from BTJ was that I met a lot of people. It was nice that we got to know each other before the first day of class. In terms of the content of the workshops, however, I wasn't entirely satisfied. I felt like I spent a lot of time running around and little time picking up valuable info. What info I did get helped me. I just wanted more. Also work on linking workshops. There were different focuses every day and it didn't all seem connected. It was hard to absorb the info.
The only time I've seen people from my floor was when the fire alarm went off. There should be a get together in the middle of ABCD buildings.
There is so much possible for BTJ that in the future it could and should be perfected for the absolute benefit of the students. This is not a failure by any standards, it is a step of a process that will eventually make this school a power player in the Academic elite universities.
These activities really aren't helpful, they are childish & petty.
This probably should be a voluntary activity
Too many sessions.
Very tedious at times. People need option to drop. Especially those who are already familiar w/ the process. This program (BTJ) is very good for some and not so good for others.
Where are all the color folk? Too many white people!
Yes, don't make it mandatory ever
You guys rock. You can do better than this.