

## END-OF-PROGRAM STUDENT SURVEY ASSESSMENT OF BEGINNING THE JOURNEY 2007

The Beginning the Journey Post-Assessment survey was administered in Fall 2007 to students who were in the process of completing the BTJ course. The sample of Beginning the Journey contained 103 students. A total of 37 students responded to the survey yielding a response rate of 35.9%. The survey is intended to help Academic Deans, faculty, and staff assess the outcomes of Beginning the Journey and understand students' perspectives and goals after taking the course. Students were contacted via e-mail and through announcements in class to ask for their participation in the web survey. Faculty announced that the survey would be used for program improvement and that the identities of participants would not be identifiable in the results. Participation in the survey was strictly voluntary.

### 1. In earning your college education, how important are the following goals?

<i>Goals Listed from Highest to Lowest Means</i>	<b>Mean</b>	<b>0= Not Important</b>	<b>1= Slightly Important</b>	<b>2= Important</b>	<b>3= Very Important</b>	<i>Missing</i>
Personal growth and development or achieving personal success/satisfaction	2.81	0.0%	5.4%	8.1%	<b>86.5%</b>	0
Developing creative and effective communication skills (e.g. speaking and writing)	2.65	2.7%	2.7%	21.6%	<b>73.0%</b>	0
Helping others or contributing to the community	2.16	2.7%	10.8%	<b>54.1%</b>	32.4%	0
Gaining a better understanding and appreciation for differences (ethnic, political, etc.)	2.14	5.6%	25.0%	19.4%	<b>50.0%</b>	1
Developing the ability to understand and use mathematics, statistics, or quantitative reasoning	1.49	16.2%	<b>35.1%</b>	32.4%	16.2%	0

Students were asked to indicate how important a series of goals were in earning their college education. Most of the students who responded, indicated that personal growth, development, and success and developing creative and effective communication skills were very important in their college education.

**2. Please indicate the level of study you are most comfortable with...**

<i>Listed from Highest to Lowest Mean</i>	Mean	1= Basic/Need Extra Help	2= Beginning/ Intermediate	3= Intermediate	4= Advanced	9= Not Sure	Missing
Writing for academic purposes	3.14	0.0%	13.5%	<b>56.8%</b>	27.0%	2.7%	0
Reading for academic purposes	3.19	0.0%	13.5%	<b>51.4%</b>	32.4%	2.7%	0
Science and scientific methods	2.58	5.4%	35.1%	<b>51.4%</b>	5.4%	2.7%	0
Math, statistics, and/or quantitative reasoning	2.33	13.9%	<b>44.4%</b>	36.1%	5.6%	0.0%	1
Culture or international studies	2.83	0.0%	29.7%	<b>51.4%</b>	13.5%	5.4%	0

Survey respondents were asked to indicate what level of study they were most comfortable with in five academic areas. None of the students who responded indicated that they were at a basic level and needed extra help with writing for academic purposes, reading for academic purposes and culture or international studies. 14% of the respondents felt they were at a basic level and needed extra help with math, statistics, and quantitative reasoning.

**3. How confident are you that you...?**

<i>Listed from Highest to Lowest Mean</i>	Mean	0= Not At All	1= Little <sup>A</sup>	2= Somewhat	3= Quite	4= Very	Missing
Have the skills and abilities to succeed at Evergreen	3.16	0.0%	0.0%	27.0%	29.7%	<b>43.2%</b>	0
Will fit in at Evergreen socially	2.64	5.6%	16.7%	13.9%	<b>36.1%</b>	27.8%	1
Will be able to use your education to meet life-long goals	3.05	0.0%	8.1%	16.2%	<b>37.8%</b>	<b>37.8%</b>	0
Can manage your time effectively	2.38	2.7%	8.1%	<b>48.6%</b>	29.7%	10.8%	0
Can manage most interpersonal conflicts	2.89	0.0%	5.4%	24.3%	<b>45.9%</b>	24.3%	0
Can get the kinds of classes you want at Evergreen	2.86	2.7%	5.4%	24.3%	<b>37.8%</b>	29.7%	0

The respondents had the highest level mean of confidence in two areas: "having the skills and abilities to succeed at Evergreen" and "will be able to use your education to meet life-long goals." On average, respondents fell between "Somewhat" and "Quite" confident in all four of the other domains. This group was least sure of their ability to fit in socially, with 22.3% reporting no confidence or only a little.

4. To what extent did Beginning the Journey help you to..?

<i>Listed from the Highest to the Lowest Mean</i>	Mean	0= Not At All	1= Little <sup>A</sup>	2= Moderately	3= Quite a bit	4= A Lot	Missing
Meet with students who aren't in your other programs or courses	2.47	5.6%	8.3%	<b>38.9%</b>	27.8%	19.4%	1
Engage in community-based learning/service learning	2.2	5.7%	22.9%	<b>31.4%</b>	25.7%	14.3%	2
Gain an awareness of places to get support at Evergreen/support services and advising	2.17	2.8%	<b>30.6%</b>	27.8%	25.0%	13.9%	1
Gain an awareness of student activities and recreation	2.11	5.6%	<b>30.6%</b>	25.0%	25.0%	13.9%	1
Engage in seminar at Evergreen	1.75	13.9%	<b>33.3%</b>	25.0%	19.4%	8.3%	1
Assess your academic skills	1.33	25.0%	<b>41.7%</b>	16.7%	8.3%	8.3%	1
Develop a plan for study at Evergreen	1.23	<b>34.3%</b>	25.7%	25.7%	11.4%	2.9%	2
Improve your time management skills	0.83	<b>57.1%</b>	14.3%	22.9%	0.0%	5.7%	2
Improve your conflict resolution skills	0.67	<b>58.3%</b>	16.7%	25.0%	0.0%	0.0%	1

The students were asked to indicate the extent that Beginning the Journey helped them in a series of objectives. The objectives with the highest mean responses were: Meet with students who aren't in your programs or courses and Gain an awareness of places to get support at Evergreen/support services and advising. The lowest mean of responses were: Improve your conflict resolution skills and Improve time management skills.

5. To what extent did Beginning the Journey improve your ability to...?

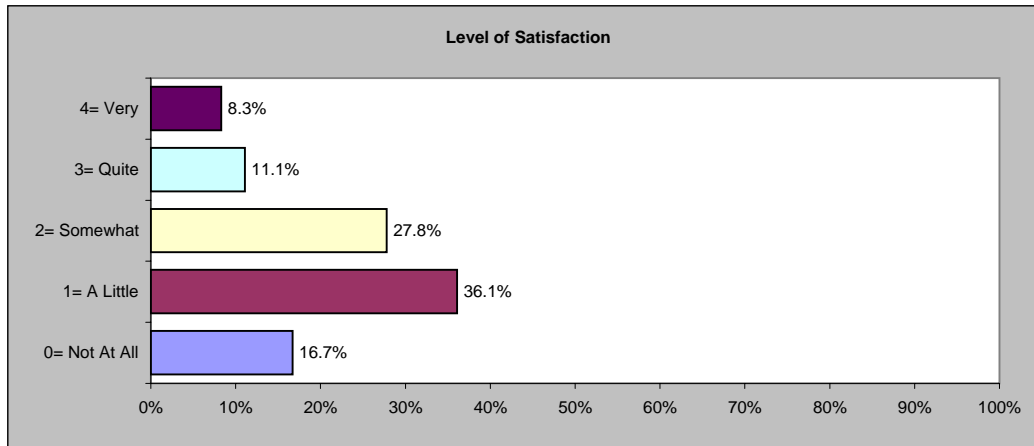
Listed from the Highest to the Lowest Mean	Mean	0= Not at All	1= Little	A	2= Moderately	3= Quite a Bit	4= A Lot	Missing
Ask faculty for extra help or advice	1.75	19.4%	19.4%		<b>38.9%</b>	11.1%	11.1%	1
Articulate your perspectives in class	1.49	28.6%	22.9%		<b>25.7%</b>	17.1%	5.7%	2
Work with other students on class projects	1.28	25.0%	<b>36.1%</b>		27.8%	8.3%	2.8%	1
Provide and receive peer critique	1.26	<b>37.1%</b>	17.1%		31.4%	11.4%	2.9%	2
Interact with people of a different race or ethnicity than your own	1.17	<b>45.7%</b>	17.1%		17.1%	14.3%	5.7%	2
Interact with people of different political beliefs	1.17	<b>41.7%</b>	22.2%		19.4%	11.1%	5.6%	1
Critically analyze information	1.14	<b>33.3%</b>	<b>33.3%</b>		22.2%	8.3%	2.8%	1
Interact with people of a different sexual or gender orientation than yourself	1.14	<b>41.7%</b>	22.2%		22.2%	8.3%	5.6%	1
Learn independently and complete projects on your own	1.08	33.3%	<b>36.1%</b>		22.2%	5.6%	2.8%	1
Ask for help with non-academic concerns	1.03	<b>44.4%</b>	25.0%		19.4%	5.6%	5.6%	1
Interact with people of a different religion or of different spiritual beliefs	1.03	<b>52.8%</b>	11.1%		22.2%	8.3%	5.6%	1
Write for academic purposes	0.72	<b>52.8%</b>	30.6%		11.1%	2.8%	2.8%	1
Give presentations or do public speaking	0.64	<b>63.9%</b>	13.9%		16.7%	5.6%	0.0%	1
Use quantitative reasoning/math	0.35	<b>73.5%</b>	17.6%		8.8%	0.0%	0.0%	3

Students were also asked to indicate to what extent Beginning the Journey improved their ability to a series of 14 skills. The lowest mean responses were for the abilities to Use quantitative reasoning/math and Give presentations or do public speaking. The highest mean responses were for the abilities to Ask faculty for extra help or advice and to Articulate your perspectives in class. Most students felt that BTJ did not help them at all to improve their skills in interacting with people of different religions or spiritual beliefs, writing for academic purposes, giving presentations or public speaking, and using quantitative reasoning/math.

6. Overall, how satisfied are you with Beginning the Journey?

Scale	Mean	0= Not At All	1= A Little	2= Somewhat	3= Quite	4= Very	Missing
Overall, how satisfied are you with Beginning the Journey?	1.58	16.7%	36.1%	27.8%	11.1%	8.3%	1

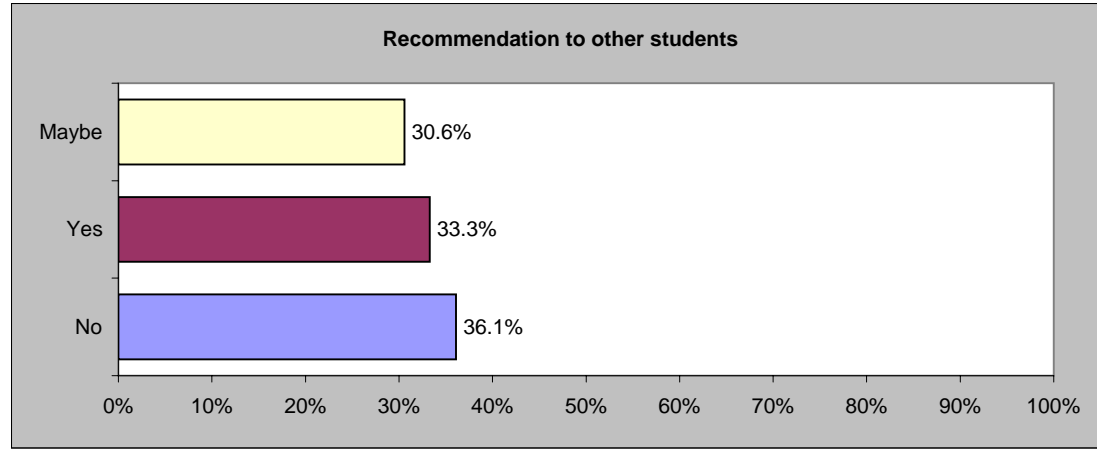
The chart below shows how satisfied the respondents were with Beginning the Journey.



**7. Would you recommend Beginning the Journey to other students?**

	<b>No</b>	<b>Yes</b>	<b>Maybe</b>	<b>Missing</b>
Would you recommend Beginning the Journey to other students?	36.1%	33.3%	30.6%	1

One third would recommend BTJ to other students.



## 8. What one or two things would you change about Beginning the Journey?

1) The instructors don't talk to us like we are 5 year olds in the pre-formal stage of development, and not to give the impression that we are naive about some of the things they were teaching. 2) Not to waste time on the Emotional aspects of doing things

1. A lot of the stuff we learned was common sense, so maybe dig deeper into harder or more controversial situations. 2. Make the class a little longer. Five weeks doesn't seem to be enough to get that much information into us.

1. meeting for five weeks after o-week. not enough time reach the level of comfort to make the activities worth while, yet almost too much time. prevented several students from joining activities and kept others away from jobs, sports, and activities.

Although I really appreciate the effort, I just feel as though it was more of a time burden than a help. There should definitely be more in-class work and workshops, rather than simple questions to answer.

Beginning the Journey felt the most helpful during Orientation week, but after that, it became more of a chore than a helpful tool. I would have also like to have seen more development around community to community day.

Create more interactive learning opportunities.

Focus more on academic resource and keep the community action aspects as optional aspects.

Focus more on Hope's Edge. I found that book extremely interesting and I feel like we only talked about it one day in depth and briefly mentioned it on other days and i think the class would have been much more beneficial if we had talked about it more. Also, I think giving a list of all of the clubs and things to do off campus as well as a comprehensive list of campus resources would have been more helpful than having a bunch of separate days where we talked about an individual resource on campus. I found the speakers very interesting but it was hard to pay attention towards the ends of their talks and the ends of the normal lectures because we were never given breaks. It is very hard to sit still for hours on end and be expected to pay attention; I think everyone would have enjoyed this class much more if we had been given an occasional 15 minute stretch break.

I felt that if there is a connected book to the course it should be used more. I felt like I read the book over summer for nothing. Also the class was scheduled during some informational meetings during orientation week that I thought would be helpful I had attended.

I felt that it was really unfortunate that with all the inspiring speakers we had talk, we were not given Student Governance time to pursue the activities they advocated. The program I am enrolled in now requires me to spend all my free time reading outside material or doing studio work, and most groups meet during Wednesday afternoon because it IS the only day when free time is guaranteed. This class could have been done on the weekends (I've heard this is the case with many other 2 credit classes) there may have been trouble with attendance, but we students would have been given our Governance time to pursue the activities recommended by the faculty. During 0-week I didn't like how we met everyday in the morning but were only provided breakfast once- as a new student I didn't know where to go for food in the mornings and I heard many of my peers complain of the same thing- if we had to wake up so early to hear what had been planned for us, then why couldn't we at least have some bagels? Or at least cereal?

I felt that the times that Beginning the Journey classes were occurring, my other classes were preventing me from participating. I wished that there were more classes during the week because I don't believe once a week really pushed my learning goals as far as it could have. I also wish there were more variety in how seminars worked, as well as more writing assignments done outside of class as to open the students more to their potential, and the steps they could take to improve on their existing abilities.

I really appreciated BTJ. I don't think that I would change anything.
i think the class should be smaller and more focused on how to integrate into evergreen, not just college.
I would make it a little more engaging for the students the rest of the quarter and by not cramming so much stuff into orientation week. It was hard to manage my time during orientation week knowing that there were things I was required to go to when at the same time I wanted to get to know my roommate and check out the campus and city by myself.
I would make it an in depth study of all the services and opportunities available at the college I would connect kids in small groups to older students I would make it more like a really in depth tour of the college including different programs that are offered and things that student groups are currently doing
I would make the program less group and community focused and instead focus on helping the students figure out what they personally want to find out.
I was sick and missed several of the classes, which explains why I didn't answer some of the question categories above. When i was choosing my classes, I found a full-year program that was in my interest area, and I decided to take beginning the journey as well because I figured that anything that helps prep me for college -and helps make the transition easier- would be worth taking. At that time, I thought that btj was going to be a course wherein students are shown how to use campus facilities and equipment, meeting faculty members, touring the campus, maybe touring parts of the city etc. I'm not sure why I made this conclusion, I guess that was just the impression I got from the program description. The trouble I had was that the course seemed like it was not a class meant to help me with my other class, but a class in itself. One that required reading and the lot. Granted, it wasn't an academically demanding course, but I felt as though BTJ felt more like a course on culture studies or food studies or sustainability or something rather than a course on how to succeed at evergreen. I remember the day that a... ...few speakers came and talked to the kids. One person talked about math and how its our responsibility to learn it so as to not be fooled by people who bend numbers. There was also a man who talked about equal rights for Mexicans and other immigrants. And then one of the faculty members spoke about individuals from Africa who are making a difference. All three talks were great. They were informative and interesting. It's just that I'm not interested in the subjects they were talking about. I'm taking a course already that has interesting subjects...I took btj to help me adjust to life in college. I didn't go to any of the movies for that reason. I'm sure they were good movies, but that's not what I wanted out of the program. I guess I was a little closed minded because I expected one thing and was disappointed when that wasn't what i was getting. Perhaps btj shouldn't be advertised as a course on getting ready for college, but an introduction to a series of popular subjects. Again, however, I did miss several classes due to illness. So, I'm only speaking of the classes I went to. I dunno. Maybe the moment I left the whole thing changed.
I would remove the workshops and replace them with more field trips.
It constantly conflicted with my class needs. It could have been more organized.
Less talking about what we're going to talk about. Too much time preparing for a discussion. More discussion of the book we are studying and more community action.
Make the community service optional, it is not something that should be forced on students, it will just make them reluctant to want to help in the future.
More connection to the fantastic book we read.
More flexible time commitments at times it took away from other learning opportunities for learning offered at evergreen such as club meetings orientation programs and necessary reading/study time
more help with creating portfolios
More organized. The whole thing felt incredibly disjointed, like it had no real plan or goal.



Not continuing the class for the whole quarter. I think that first week at orientation was enough, and I felt that it went on a little too long about learning tools most students learned in High School.

Only meet during orientation week and focus the program more on the specific resources on campus (writing center, library, etc.) instead of having a rep come in or telling us to go out and learn it on our own. There were many workshops offered to all Evergreen students during orientation week that I've heard were very valuable (like the one on organization), but I felt I couldn't go to them because I was stuck in a room doing nothing.

Schedule classes on other days other than Wednesdays because clubs and activities go on Wednesday afternoon and I missed them all because I had to be in btj instead of the clubs. Maybe change it to Monday afternoons instead of Wednesdays.

skip the "panel" or whatever it was called. it was irrelevant & it felt like we were just used as a captive audience, especially for senior bocanegra. none of it felt relevant to college life. also, it ended up being too much of a time commitment. my program has been HEAVING the work on, & 3-5 hours a week ended up being too much.

The subjects of the lectures. It would have been more helpful if the lecture on debt and personal power was dealing with student debt and how you can get help.

The workshops. I found no real point or lasting effect on myself from them.

While I think that it's important to keep people attending class I think that there should be some choice involved with classes/ workshops that interest us as well as the required information.

### **9. What one or two things helped you the most in Beginning the Journey?**

1. The faculty were exceptionally kind and always willing to help out when I needed it. 2. The program truly helped me to get a better feel for Evergreen as a whole.

1. the first week. every professor and staff was SO welcoming and encouraging i felt not only comforted, but truly empowered. 2. it was a nice opportunity to at the very least find a few familiar faces among the crowd 3. the community to community activities were a wonderful way of making us feel as though we were members of a community, and helpful ones at that!

Faculty helped me tremendously in getting started in classes. I learned and was prepared in my seminars. I learned about a lot of resources that the school offers because representatives came to the btj class. Thank you very much. I want to thank all the faculty Sonia, Eddie, Elizabeth and all other I forgot to mention. Thank you very much I can't say it enough... Oh I forgot about the Alumni dinner great Fantastic.

Finding out where the different buildings were, what the library could do and where the farm was.

getting the feel of evergreen and meeting new students.

Going to Lincoln Elementary to help with their small farm and talking about the book in seminar.

Going to the organic farm and seeing Wangari Mathai, as well as peers were as annoyed at the structure as I was.
Honestly, i really can't say that i was all that impressed with beginning the journey. Although i found some of the seminars interesting, for to me all the material that was covered wasn't new for me, and i didn't experience any sort of epiphany. I also felt that this course sort of left me with a feeling of rat syndrome.
I can't think of anything that the program directly helped with; everything I picked up was incidental.
I got to know other new students.
I liked getting know the campus better by means of talking to other students and by learning where I can get support in different areas around campus that I didn't learn in my regular program.
I loved meeting the variety of people who belonged to so many groups and seeing how we grew as bumbling freshman, to confident students. Although I would have preferred more classes, the times that we did meet were helpful in giving me different perspectives on information, and how that information was digested by different people. Without Beginning the Journey, I would probably would not have been as tempted to use such resources such as the writing center, and Quasar. Those resources were very helpful.
I loved reading Hope's Edge, and going to the separate Organic farms and field trips.
I met new people.
i mostly benefited from meeting new people and reading hopes edge i also enjoyed many of our activity such as the learning workshop, going to Seattle, and the active activities from the first or second day
I really enjoyed listening to the guest speakers, they were really inspiring.
I really liked talking to the alumni speakers, they were very helpful.
I really liked the faculty!
It gave me an anchor for the beginning of my step into college. I may not have liked some of the things we did in class, but it gave me a feel of what was to come.
It helped me meet a lot of people who I would never had talked to or approached.
Meeting friends
Meeting new people made the first days of college a little easier.
My favorite things about the class were reading Hope's Edge, doing the Community to Community Day and the one day that we practiced seminar. I think that talking more about the book in seminar format would make the class a lot more interesting. Probably the most helpful parts for me were engaging in seminar to see how it might work at Evergreen, and talking with the people at the writing center. I've since used it to work on my papers and I probably wouldn't have gone there if I hadn't been given the opportunity to talk about the paper I wrote over the summer for this class.
reading "Hope's Edge" and the field trips.
Reading Hope's Edge and discussing subjects in groups.
Seminar and interacting with people I didn't know were the two most profound experiences for me.
SEMINAR INTRODUCTION. preassigned roles aside, it helped to get acquainted with the seminar process. and it was fun.
Seminar Savvy
The staff
The thing that I found most useful was the sample seminar. But the book we had to read did turn me vegetarian, which is a cool new part of my life.
The volunteer day thing was incredible. It was an awesome experience that got me out in the community. Because of it, i got my first exposure to the city, the people there, and the kids I was working with.