

A  
PRELIMINARY  
REPORT  
ON

EXIT INTERVIEW SUMMARY

FROM WINTER 1974 to SUMMER 1975

BY

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## I INTRODUCTION

Why do students leave Evergreen, and what is their experience while they are here? What can be done to make the Evergreen experience work for more students?

The purpose of this report is to help answer these and other related questions and to identify sources of student frustration and dissatisfaction, as well as sources of satisfaction.

This report is a compilation of data taken from Exit Interview forms, which must be completed by each student leaving Evergreen. Questions on the Exit Interview form were left very open-ended, to give students wide latitude in responding. Because one aspect of this practice is that the responder's attention is not directed to specific areas, we postulate that a significant number of students answered such questions as "I would definitely change" or "I would definitely not change" by commenting on those problems that were of greatest importance to them at the time they were completing the form, rather than by giving their attention to all aspects of their Evergreen experience.

All students who completed the questionnaire responded to Question #1, "Your reason for leaving", with most non-graduates giving relatively detailed reasons. Response to the rest of the questions, however, was not uniform; many students left some questions blank, and conversely those students who seemed deeply concerned gave responses to many or all questions. Not realizing this fact could make a review of the statistics confusing.

Readers of this report should bear in mind that the design and tabulation of the Exit Interview form present two inherent obstacles to precise objective interpretation. The form itself was constructed to permit students to give subjective and personalized information, which provides valuable insights but does not lend itself to accurate analysis. In addition, the answers given by graduating students were not separated from those given by students transferring away from Evergreen or leaving school entirely.

In spite of these limitations, the report presents a good deal of valuable information and identifies those areas in which changes can be most beneficial to students.

## II METHODS

Exit Interview forms were collected (by academic quarter) for the period of seven quarters beginning Winter 1974 and ending Summer 1975.

Data from these forms were then recorded and the number of persons making each response to a given question were totalled for all seven quarters (e.g., question: Reason for leaving?; Response: Want to work for experience or money...). The responses were then re-organized into categories and sub-categories (e.g., category: Administration; sub-category: Administrators) in order to develop a more conceptual and meaningful perception in answering the question "Under what conditions are students leaving Evergreen?".

Any response made by 10% or more of the students who commented on a particular category was judged to be of sufficient social significance for discussion, and for the purpose of this report.

### III. RESULTS -- QUANTITATIVE ANALYSIS

In this section we will overview the data on a quantitative basis, limiting our consideration to points on which 10% or more of the students commented.

It seems that students tended to comment most on areas which were of the greatest concern to them, whether in a positive or a negative sense. Academics, the college environment, and administration (in descending order) received the greatest attention. College services generated the lowest response. The specific items which students seemed to feel were most worthy of attention are general environment (the "feel" of the school), administrative policies, curriculum, library and faculty. Those least mentioned were staff, extracurricular activities and external relations. This contrast may indicate a difference in the frustration level encountered in these areas, or perhaps just a difference in level of importance to students. (See Table 1)

TABLE I

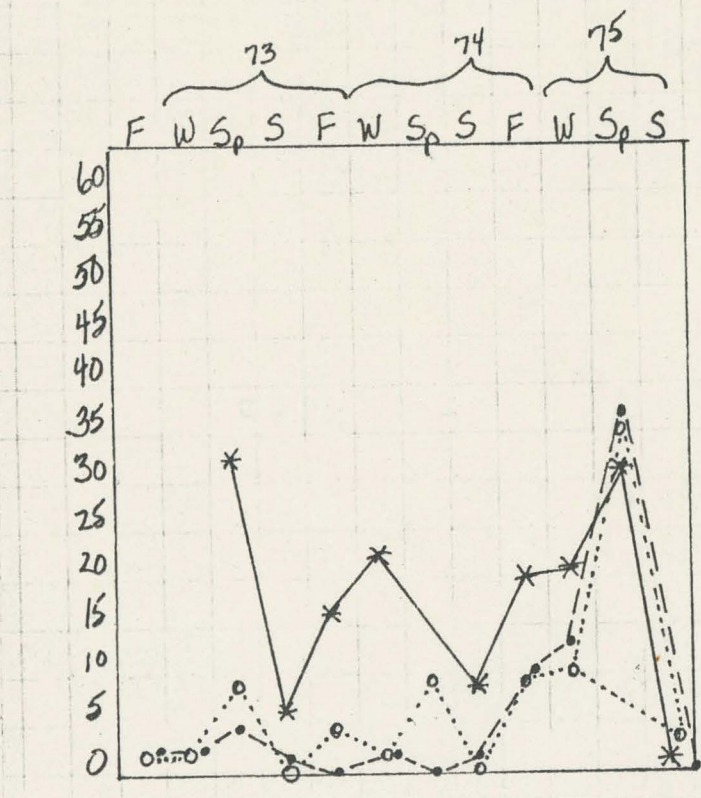
Numbers of Students Responding in Various Categories

Categories	Number of Responses
Administration	924 ✓
Administrators	133
Policies	572
Bureaucracy	104
Finance	54
Staff	18
External Relations	43
Environment	1026 ✓
General Environment	696
Physical Environment	330
Academics	2649 ✓
Academic Experience	236
Academic Environment	43
Faculty	429
Curriculum/Academics	1479 ✓
College Services	883 ✓
Library	548
Potpourri (miscellaneous)	254
Extracurricular Activities	84

#### A. ADMINISTRATION

- (I) Administrators. Our data indicate that students who commented on the college administrators would definitely change the communication systems (communication from administration to students, between programs, with off-campus students, and in general) and would change the top administrators and the Board of Trustees.  
(See Appendix, page 16)
- (II) Policies. Policies appear to be the administrative matter of interest to the greatest number of students. Students would definitely not change the general philosophy of the school, would like to see more student responsibility and involvement in decision-making (such as a Student Union to accomplish this), and would change the faculty hiring and evaluation procedure. Students also point to a distinct gap between TESC's philosophy and the reality of the school.  
(See Appendix, page 17)

# STUDENT COMMENTS ON POLICIES



- \* — would not change general philosophy
- o... more student involvement in decision-making
- --- change faculty hiring and evaluation procedure

No. of Persons

(Figure 1) Student Comments on Policies

- (III) Bureaucracy. Most comments here were made by students who left in 1975; they emphasized too much bureaucracy and red tape. (See Appendix, page 18)
- (IV) Finance. Data indicate that students would definitely change the price of books, housing, food, etc. (expenses in general) and the school's economic priorities. (See Appendix, page 18).
- (V) Staff. The Exit Interview Summary (Appendix, page 19) shows that students who commented on staff would like to see more staff involvement in the campus community. Several also commented on the attitudes of Security and that Security is ineffective; 4 of 5 of the latter left in 1975.
- (VI) External Relations. (This category includes politics, the school's image and contact with the 'outside' community.) Most students responding would like to see more involvement with the Olympia community and would change our image with the legislature and community. (See Appendix, page 19)

## B. ENVIRONMENT

The question of the Evergreen environment elicited much response from departing students. Awareness of the overall personal environment seemed to be double that of the physical aspects.

- (I) General Environment. (Overall Personal Environment) Most students commenting on the general effect of the Evergreen environment upon them during their time here considered the environment friendly, stimulating and intellectually healthy, or conducive to personal growth and serious study. Others considered it superficially friendly, elite, and consisting of a homogeneous student body with students not carefully selected to provide a variety. This trend lessened in 1975. Some students also expressed concern with the decrease of community and the increase in structure as the school grows in size. (This response occurred particularly in 1975.) (See Appendix, page 20)
- (II) Physical Environment. Students enjoyed the physical setting of the school but disliked the buildings; appreciated and would not change the open access to facilities and equipment (as such access existed prior to 1976); would not change the landscape and natural surroundings but would change the physical planning of the campus and the architecture. Some students stated that they did not perceive a general environment. (The latter remark is reflected in the statistics for both general and physical environments, since it is impossible to discern whether this imperceptible environment is personal or physical.) (See Appendix, page 21)

## C. ACADEMICS

- (I) Academic Experience. A significant number of departing students reported that their academic experience was partially successful/partially not, although students leaving in 1975 indicated in addition that they liked the academic freedom and had found their academic experience frustrating but exciting. (See Appendix, page 22)
- (II) Academic Environment. Data on page 23 of the Appendix indicate that students found it hard to share with others because of the "do your own thing" environment and because of "factionalism" among different interest groups. Some also felt that too many students are immature, not prepared for TESC or not serious. Students felt that the environment improves as it becomes more academic. (See Appendix, page 23)
- (III) Faculty. Favorable comments about the faculty outweighed unfavorable ones by about 4 to 1. Significant among them were: Faculty/student relations were very pleasing and rewarding to the student; and faculty are dedicated. (See Appendix, page 24)
- (IV) Curriculum-academics. Most student comments on the curriculum were either constructive criticism or creative suggestions for improvement of the curriculum and academic experience at TESC, to wit:  
  
Coordinated studies should be better planned, better organized, more challenging and more varied. TESC should provide more over-all academic variety and strength. Students would definitely improve the contract pool, provide more access to faculty for individual or group contracts, and increase the art facilities and faculty. Long-range curriculum planning is needed.

Students who left in 1975 would like to change the curriculum planning process and make programs more distinctly advanced or basic. Students expressed the importance of retaining the current study modes (individual contracts, coordinated interdisciplinary and divisional programs, internships) and the general academic quality. The greatest emphasis was on continuing to offer individual contracts.

Prominent suggestions for developments in the academic area included: more general forums, an academic resource center where programs can "plug into" other programs (both current and past), basic skill development, and more evening events.

When asked what kind of programs they would like to see introduced into the curriculum, the greatest number responded "fine/performing arts", with teacher certification running second. A total of 54 program areas were suggested.

(See Appendix, pages 25-29)

#### D. COLLEGE SERVICES

- (I) Library. Responses concerning the library were mostly favorable. Students cited a lack of books/resources in the library, but found the library staff helpful. (See Appendix, page 30)
- (II) Potpourri. (All other college services) Those students interviewed would change the registrar's office and make registration more organized (the majority of these were leaving in 1975), and change the food service; they would not change the exit process. They would like to see more Counseling workshops and better new student orientation. (See Appendix, page 32)
- (III) Extracurricular Activities. Data indicate that students would like more concerts, speakers, and dances, but are pleased with the pool and saunas, movies and KAOS. Suggestions for new developments were a coffee house, more evening events, more recreation, more organized outdoor activities, and awareness/consciousness-raising activities such as music/Eastern arts/martial arts/meditation and gestalt. (See Appendix, page 33)

On the back of the Exit Interview form is a list of 49 Evergreen persons, services, offices, etc. Students were asked to rate only those which which they were familiar, on a scale from 1 (waste of time) to 5 (outstanding). When these responses were added and averaged, the top rating went to the Women's Clinic (4.0), with ratings of 3.8 for the Library, Learning Services and Recreation, followed at 3.7 by the Information Center, Health Services, Media Services and others. At the opposite extreme were Food Services (2.3), Facilities Planning (2.5), the Board of Trustees (2.6), and the Sounding Board (2.6).

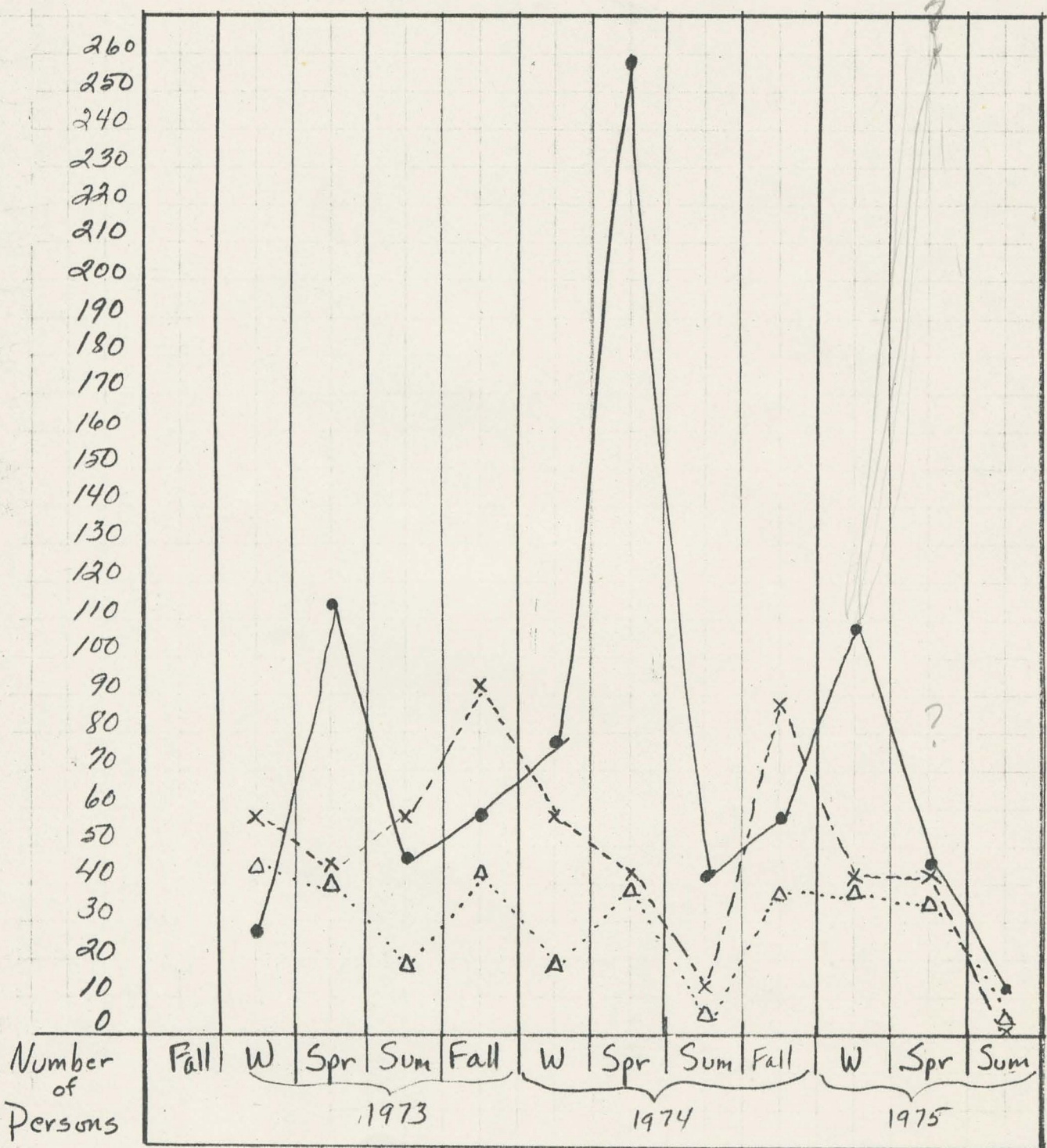
The complete list appears in the Appendix, pages 36-37.

REASONS FOR LEAVING

Transfers. Students transferred from Evergreen to other schools primarily for the following reasons: Insufficient program; to experience a traditional educational structure; desire for a teaching certificate; found programs at TESC The Evergreen State College either too restricted and specialized, or too broad, lacking depth or direction.

Leaving. Those students who dropped out gave the following major reasons: Want to work to gain experience, or have financial problems and need to earn money; want to pursue interests that do not involve college attendance (VISTA, Yoga, etc.); disillusioned with TESC or with college in general; emotional or personal reasons. (See Appendix, page # Exit Interview Summary)

REASONS FOR LEAVING



Graduating = ● —  
 Transferring = Δ .....  
 Leaving = x ---

(Figure 1) Reasons for Leaving



#### IV. DISCUSSION

After spending a lot of time working with these data, we look at what has emerged and wonder what it all means. We have a lot of questions about these students who have left, whom we cannot know....except by what they put down on their Exit Interview forms. What were they feeling when they filled out the form? So many ask when making an appointment for the interview (which is necessary in order to reclaim their \$50 deposit), "Do I have to do this? I wouldn't mind if I thought something would be done..... What will you do with these, anyway, file them in a drawer and forget them? Will you read these?"

The function of this section is to pass along to you a sense of the kind of information that is behind the statistics you read, more of a qualitative analysis. Direct quotations from the Exit Interview forms are scattered here and there, and are set off by quotation marks.

Keeping that in mind, let's examine students' reasons for transferring. Over-all it appears that the majority of transferring students left primarily because (a) they and the Evergreen mode were not compatible on some level, or (b) they wanted a more traditional education or career orientation that is better obtained at other schools.

"The concept of Evergreen is ideal for the "right" person. I have discovered that this is not my medium - I am comfortable in my new structured environment and feel that it is best that I remain where I can intellectually progress at a rate and in a manner that seem to suit me better.

I somehow think that if I had my college career to live over again, I would have waited a few years until entering Evergreen. I believe that the Evergreen student should have the maturity that a few years of "living" provides - and this I didn't have, working not necessarily against me but slowing my personal and academic growth considerably."

Most students who transferred did so because of "insufficient program". What does that mean to you? Probably not what it did to the students who put it down. "Insufficient program" covers the story of the student who is registered but the program(s) she wants is filled, so she searches for but cannot find an individual contract sponsor because faculty who are qualified in her field are not interested in the particular work she wants to do. It covers the story of the student who has begun her education in a definite direction or who during her early years at TESC discovered a direction but in her third year learns that advanced study is not available in her field, only basic study, so has to complete her education elsewhere. It also covers students who want to study something faculty consider less than valid, or something that requires technical training.

By contrast, students dropping out of school emphasized desire to do things other than academics, sometimes a need or desire to work, although they too stated that the curriculum couldn't meet their needs.

"I wanted to earn some money and I'm not sure what I want to do with the rest of my life. In two years I'd graduate and I'd like to spend those years in one field, and I don't know now what that is."

The remainder of the information is divided into categories using the same format as all other sections.

### Administration

#### Administrators

Students' most significant observation here is of the need to change the communications systems now existing at TESC - students cited poor communication between Administration and students, between TESC and off-campus students, between programs, and just communication in general. They also complained about lack of communication when commenting on Curriculum and Academics, indicating that this is a matter of widespread concern and effect.

Comments in this section also suggest that students perceive a split between the aims of the Administration and those of faculty and students. Top administrators appear out of touch with students and the reality of their education here, and more concerned with money (which is certainly required for the school to maintain its educational quality) and image than with providing structure and policies that enhance education.

I would definitely change: "...Mix third floor administrative offices with the rest of the college. Less division, less....?"

#### Policies

Overwhelmingly, the biggest single response to any question on the questionnaire, students would not change the general philosophy of Evergreen. A look at this in conjunction with comments on the gap between philosophy and reality suggests a wish to see the direction of the college change to become more in line with the school's stated philosophy...an idea further reinforced by observations of "more structure and less community as school grows", student desire to limit expansion, and wishes to derail the movement toward traditional education.

"I had grades and scores to get into some of the ritzy schools and was pushed by counselors to do so. However, there was nothing I wanted to do 40 hours a week yet, and I could not see putting 4 years into math or chemistry to discover I did not want to use my degree. The things I learned through Evergreen will be used the rest of my life, not shoved into a drawer to be shown to prospective employers who love fancy-inscriptioned sheepskin. I remember the rumor and meetings considering Evergreen becoming a regular old 4-year school. There are plenty of those schools available already. I fear if it weren't for "Evergreens", too many folks would be turned off to education."

## Bureaucracy

"I would definitely change the headlong rush into bureaucracy."

Enough said.

## Finance

"Change price of books/housing/food/general expense."

Evergreen is often considered a rich kids' school. One suggestion for easing the strain on less affluent students is to eliminate the costs of modules, workshops and retreats. Workshops given within the structure of a program but with charges of \$10 and up can create in-group/out-group situations among students who can/cannot afford to participate. This is also true for retreats, which are valuable in building solidarity and rapport within a program and involve a real loss if not attended, but which also involve additional cost to the student. If costs cannot be reduced, another suggestion is that the existence of these "hidden charges" at least be made known to incoming students so that they do not come as such a shock.

## External Relations

Most students responding here seemed to feel that we don't have a good image in the eyes of the legislature and the community, and would like to see us have more involvement with the Olympia community. This increased involvement could take many forms, such as encouraging increased community utilization of our facilities, "better 'advertisement' to lure the Olympia community to our public affairs", or providing a greater number of relevant evening classes at times working people could attend. Hopefully, too, these could be made financially accessible to lower income persons.

## Environment

After reading through all the comments about the environment, I have the impression of two extremes: Students who love the environment here and those who really dislike it. I guess we could call these the Evergreen type, and the not. This has been spoken to by more than one student upon leaving:

"I don't think anything needs to be changed. Evergreen is what it is, and in that respect it is worthwhile and valuable. I do think that it caters to a particular type of person and lifestyle, and persons in any degree out of this lifestyle must adapt if they want the unique educational experience. I wish there were a way, or school, to have this education system with more of a 'regular' student body."

## General Environment (Personal environment)

Numerically, the data in this section of the report were somewhat surprising, as extremely enthusiastic statements about the Evergreen climate numbered 229, while highly critical comments numbered 272. Such a strong split seems to indicate a situation which needs closer examination and which could possibly generate a great deal of constructive energy.

Evergreen is frequently referred to as an oasis, either critically or appreciatively, depending on the student.

Those who commented favorably seem, on the whole, to have been satisfied with their experience here. They considered the school friendly, stimulating, intellectually healthy, conducive to personal growth and serious study, relaxed and open.

Criticisms of the environment are mirrors of what it's like to be turned off here: "I dislike the type of social life" The campus is lonely, stifling, closed, cliqueish, apathetic, artificial, politically faddish. There's a lack of non-white concern and of activities relating to many students. It is

It is important to realize that if one lives on an isolated campus (i.e., one not located in a city or town) and is unhappy with the everyday interactions or the surroundings, one's entire scholastic experience will be affected.

All the above may very well say that Evergreen is a great place to be, if you fit in....which implies the same value judgment system used by society at large, even though judgments here may be based on different values.

### Physical Environment

The over-all feel of this section is that students liked the natural surroundings and the former open access to facilities and equipment, but felt alienated by or disliked the buildings and the physical planning of the campus. Their suggestions are dominated by a desire for facilities that better fit current needs or would provide space for functions now neglected or non-existent due to lack of space. These suggestions include a good Arts Center for displays/productions/workshops/festivals, a social center, a theater and auditorium, and a large-group meeting place. Students also indicate an interest in the care of the forest and the overall Evergreen environment.

### Academics

In the data pertaining to this section, students vented their feelings about their academic experience, the academic environment, faculty and the curriculum. Responses in these areas seemed to be the most heartfelt and suggestions the most carefully considered.

### Academic Experience

No one's perfect, no one's perfect.

"Partially successful/partially not", said 61 students, and probably most other TESC student would, too, if the question were put to them directly. The feeling from this section is of ~~the~~ value ~~for~~ our academic freedom and stimulation, of the number of students who are aware of their personal growth during their time here, and of great appreciation of the study modes offered.

"My goals at Evergreen were not only accomplished but more important, created. I realized the real value of life is not in competition or reaching false goals, but in gaining self-satisfaction with whatever I was doing. I will truly miss Evergreen, its faculty, students, staff and environment. I only hope others will gain as much as I in one form or another."

"TESC limits expressions to 'valid' forms, which amounts to little more than static perpetuation of the status quo. It does not relate fundamentally to the process of learning but rather only to its formal aspect. You can tell a person of

anything at any time but letting them know is wholly another matter. The system tells quite a bit but because of its superficial responsiveness we hear something quite different than what is intended. The discrepancies within the system breed frustration and alienation. We are all learning a lesson that the administration will be the last to admit to. This is truly an education."

"This college is on the right track - it provides an opportunity for a person to learn how to perceive questions and how to go about answering them. Programs and group contracts, if handled correctly, place the individual in a position of responsibility for the success of the learning situation of the group. That responsibility can be further tested and stimulated with internships and individual contracts.

However, there are some changes in order. The school should somehow set up some definite guidelines as to where it wants to focus in its academic pursuits - the present haphazard response to those groups who are only interested in their desires and not those of the entire TESC community is unfair considering the limitations that the school faces (\$, etc...."

Students were perceptive in discerning weak spots and straightforward in suggesting healing techniques. They pointed out that most programs (3 quarters) are too long (ever hear of Evergreen burn-out?), that we could benefit from developing better seminar methods, that basic knowledge and skill development is needed within programs....and they spoke to inadequacies in various fields such as the arts (especially), media, science.

Academic Environment

Once again, rugged individualism to the fore! "Hard to share with others because of 'do your own thing' environment", and "factionalism among different interest groups" were common cries. Student also pointed out that many students are immature or not prepared for the academic experience of TESC.

Comments about faculty seem to reflect and reinforce comments about academic experience in general, and in many cases appear to point the way to substantial improvements which could be made fairly easily and might go far in easing student frustration. For example, faculty are considered overworked; this means primarily that they are too busy to devote adequate time to students, in a learning environment which is dependent upon student/faculty contact as a critical factor in the education. Students further complained of faculty members avoiding individual contact and being hard to find when the students need help. Even granting that students who are not yet accustomed to doing things for themselves probably solicit more help than they really need, these particular problems seem to be so widespread that imaginative solutions could be of great help.

"More faculty needed in 'popular' fields" may be a disguise for the frustration especially for the new student, of not being able to gain entry into a program or contract in the area she wants to study. Along this line, the creation of a faculty/student co-op for academic planning was suggested.

Underlying the assertion that "faculty shouldn't have to or are not able to teach outside their field of specialization" are students' feelings of being short-changed when they have to study a subject under the tutelage of a faculty member who is interested in the subject but who has no real knowledge, much less expertise, to offer as a resource.

Among students who criticized faculty hiring and evaluation procedures, a few considered one or more of their faculty to be incompetent. Entrenchment of faculty is seen as detrimental to the school's commitment to innovative academics and the spirit of exploration.

D-6

"Faculty disorganized within coordinated programs" probably means the programs aren't very coordinated.

All of these points have been raised by enough students to indicate that they warrant serious attention.

The majority of students' comments, however, seem to indicate an over-all satisfaction with faculty-student relationships and with the quality and dedication of the faculty. Negative comments appear to be more constructive than critical.

"I found the faculty members very capable. They shared their personal human side with the students more than faculty at 'regular' schools, and this is a facet of Evergreen I will miss...."

#### Curriculum-Academics

In general terms, one of the main points made by students was that they greatly value Evergreen's study modes. Numerically, more students responded to the question "I would not change" by saying that they would not change study modes (individual contracts, group contracts, coordinated study programs, internships) than by speaking to any other single issue. They did, however, suggest improvements in all these modes and such additions as "cluster contracts". The cluster contract would provide an intermediate step between individual and group contracts, in which a few students doing related projects with one faculty member could pool resources and share support.

Many TESC students are familiar with the cluster contract concept, and some would probably be surprised to learn that it is merely a long-standing suggestion not actually in practice on campus. (This sort of confusion is not uncommon at Evergreen.)

Planning is a real keynote in students' curriculum concerns. In suggesting that the contract pool be improved and better access to faculty for individual and group contracts be developed, students speak partially from a frustration not only with the mechanism of acquiring a contract, but also with what are seen as inequities in assignment of faculty.

I would definitely change: "...the idea that professors can refuse students contracts because they are not interested in the work the student is doing but still qualified to do it."

"....Faculty that have fields of interest in a given field should do contracts. I had faculty hang up on me when I was asking for a contract with them...."

I would definitely change: "the lack of sponsors for individual contracts, as I feel my year spent this way was very valuable to my learning abilities."

Long-term planning is of great importance to students, who approached the problem from various angles.

"I've had a pretty good experience but a lot of programs and contracts are hit and miss, depending on what year you are here and the people in the program."

"It is hard to plan a program of studies over a couple of years when you don't know what will be offered until the end of the year before, and contract faculty are so hard to find. I like the flexibility allowed by this lack of planning and think it should be retained, with the addition of enough structure so that you can count on a contract or a sponsor in given areas of study."

Students suggested that their ability to plan their education could be facilitated by several specific improvements involving long-term planning: Make programs distinctly advanced or basic and provide a flow of education (such as a two- or three-year cycle of basic-to-advanced programs) in a given field. Seventy-two students would like the school to provide more academic variety and strength, and related ideas included hiring more faculty in popular fields, lightening the workloads of present faculty to allow more time with students, and the development of an academic resource center where programs could "plug in" to other programs, past and current; and where information on activities would be available to all students, including individual contract students. This could decrease the complained-of isolation of individual contract students. Having faculty teach in their own fields would also increase academic strength.

I would like to see developed: "A center point of information as to what is happening in all programs and contracts (i.e., films, lectures, presentations, etc.)"

Fifty-four subject areas suggested for future curricula are listed on page 28 of the Appendix.

A P P E N D I X



EXIT INTERVIEW SUMMARY

	T O T A L	LAST 3 QTRS	Winter	Spring	Summer	Fall	Winter	Spring	Summer
			'74	'74	'74	'74	'75	'75	'75
<b>YOUR REASON FOR LEAVING</b>									
Graduating	600	165	78	258	41	58	107	45	13
Transferring	178	77	19	38	6	38	38	35	4
Leaving school	287	87	57	44	12	87	41	44	2
	<u>1065</u>	<u>329</u>	<u>154</u>	<u>340</u>	<u>59</u>	<u>183</u>	<u>186</u>	<u>124</u>	<u>19</u>
<u>Reason for transferring</u>									
Majority perceived curriculum could not meet individual educational needs or wanted a more specific education.									
1) Insufficient program	54	31	4	1	-	18	11	20	-
2) To experience traditional structure	27	15	3	3	1	5	9	6	-
3) Desire teaching credential	19	9	3	6	-	1	3	3	3
4) Programs too restricted & specialized, or too broad, lacking depth/direction	19	16	-	-	-	3	6	10	-
5) Curriculum couldn't meet student's needs	15	-	14	1	-	-	-	-	-
6) Wanted vocational skills/carpentry	13	4	2	4	-	3	2	2	-
7) Wanted a specialized major	12	-	12	-	-	-	-	-	-
8) Financial problems	5	1	-	2	-	2	-	1	-
9) Dissatisfied academically	3	-	-	3	-	-	-	-	-
10) No business program	1	-	-	1	-	-	-	-	-
11) Wanted more academic variety	1	-	1	-	-	-	-	-	-
12) To attend school outside U.S.	1	-	-	1	-	-	-	-	-
<u>Reason for leaving school</u>									
1) Want to work for experience or money due to financial problems	98	36	22	4	3	33	17	18	1
2) Want to follow interests not involving college attendance (VISTA, yoga, etc.)	91	39	13	13	6	20	23	16	-
3) Disillusioned with college/TESC	48	24	-	3	1	20	13	11	-
4) Emotional /personal reasons	33	7	14	4	-	8	6	1	-
5) Moving	20	8	5	3	-	4	4	4	-
6) Curriculum couldn't meet student's needs (academically unsatisfactory)	16	-	16	-	-	-	-	-	-
(no program available)	5	-	3	2	-	-	-	-	-
(no individual contract sponsor available)	5	-	4	1	-	-	-	-	-
	4	4	-	-	-	-	4	-	-

Reason for leaving school (continued)

T O T A L	Last 3 Qtrs	Winter	Spring	Summer	Fall	Winter	Spring	Summer
		'74	'74	'74	'74	'75	'75	'75
7	3	-	-	-	4	2	1	-
5	-	2	3	-	-	-	-	-
3	-	3	-	-	-	-	-	-

	T O T A L	Last 3 Qtrs	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
A. ADMINISTRATION									
I. ADMINISTRATORS									
<u>Comments:</u>									
1) Confused/not supportive	9	7	-	-	-	2	2	5	-
2) Not open to the community	3	2	-	-	-	1	2	-	-
3) Lack of communication between faculty & administration	1	-	-	-	-	-	-	-	-
<u>I would definitely change:</u>									
1) Communications systems: administration to student/between programs/off-campus/in general	93	54	-	20	3	16	16	37	1
2) Board of Trustees, top administrators	25	19	3	-	3	-	-	19	-
<u>I would definitely not change:</u>									
1) Student/staff/administration contact	2	-	-	2	-	-	-	-	-
II. POLICIES									
<u>Comments on policies:</u>									
1) Gap between TESC philosophy and TESC reality	37	28	1	-	-	8	7	21	-
2) College disorganized	9	9	-	-	-	-	-	9	-

	T O T A L	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
A. ADMINISTRATION									
II. POLICIES									
<u>I would definitely change:</u>									
1) More student responsibility/involvement in decision-making (Student Union)	66	48	2	8	-	8	10	35	3
2) Faculty hiring and evaluation procedure	64	49	2	2	1	10	13	36	-
3) Lenient admissions policy	46	30	1	9	-	6	14	15	1
4) Tendency toward more structure as college grows	38	19	1	9	-	9	12	6	1
5) Continued growth of college (keep it small)	17	7	3	5	2	-	3	4	-
6) Better long-range planning (academic/policy/growth/etc)	9	9	-	-	-	-	-	9	-
7) Too much energy consumption	8	7	-	-	-	1	2	5	-
8) CRC building hours/improve CRC generally	8	2	-	3	-	3	-	2	-
9) Admit more non-whites/select students more carefully	8	-	4	4	-	-	-	-	-
10) Looser pet policy	4	3	1	-	-	-	-	3	-
11) General philosophy	4	-	-	-	4	-	-	-	-
12) Limited enrollment	3	1	-	-	-	2	1	-	-
13) Strengthen Affirmative Action policy	3	2	1	-	-	-	-	2	-
14) Administrative policies	3	-	-	3	-	-	-	-	-
15) Difficulty in locating needed individuals	2	-	-	2	-	-	-	-	-
16) Longer leaves	1	-	1	-	-	-	-	-	-
17) Too many dogs	2	-	-	2	-	-	-	-	-
18) Unnecessary mailings	2	-	2	-	-	-	-	-	-
<u>I would definitely not change:</u>									
1) General philosophy	178	53	22	74	9	20	21	31	1
2) Enrollment size	44	25	6	6	-	7	9	15	1
3) Student involvement in decision making	11	6	1	2	-	2	2	3	1
4) Open admissions	4	2	-	2	-	-	-	2	-
5) Full credit/no credit policy	1	-	-	1	-	-	-	-	-
6) Housing policy	1	-	-	1	-	-	-	-	-
<u>I would like to see developed:</u>									
1) An interpreter of COG/rights/responsibilities	1	-	-	1	-	-	-	-	-

	TOTAL	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
A. ADMINISTRATION									
III. BUREAUCRACY									
<u>I would definitely change:</u>									
1) Too much bureaucracy/red tape	96	57	7	16	-	16	17	39	1
2) Improve working conditions for students	2	-	-	-	-	2	-	-	-
3) More accountability and consistency of employees	2	2	-	-	-	-	-	2	-
4) Unnecessary mailings	2	-	2	-	-	-	-	-	-
<u>I would definitely not change:</u>									
1) Lack of red tape	2	-	1	1	-	-	-	-	-
IV. FINANCE									
<u>Comments:</u>									
1) TESC not supportive financially	1	-	-	1	-	-	-	-	-
<u>I would definitely change:</u>									
1) Price of books, housing, food, general expense	22	9	-	8	1	4	3	6	-
2) Economic priorities	17	10	4	-	-	3	4	6	-
3) Improve funding of recreation/activities	4	4	-	-	-	-	-	4	-
4) Liberalize payment procedures	3	-	-	3	-	-	-	-	-
5) Cost of program-affiliated activities (workshops, required modules, retreats, etc.)	2	-	2	-	-	-	-	-	-
6) Tuition and fees schedules	1	-	1	-	-	-	-	-	-

A. ADMINISTRATION

IV. FINANCE

I would like to see developed:

- 1) More emergency loan funds
- 2) Good work-study program

V. STAFF

I would definitely change:

- 1) More staff involvement in campus community
- 2) Ineffective security/attitudes of security
- 3) Hire more responsive people

I would definitely not change:

- 1) Staff-student-administration contact
- 2) Friendly maintenance staff

VI. EXTERNAL RELATIONS (Politics/Image/Community Contact)

I would definitely change:

- 1) Legislative/community image
- 2) Catering to legislature

I would like to see developed:

- 1) More involvement with the Olympia community

	T O T A L	LAST 3 QTRS.	Winter	Spring	Summer	Fall	Winter	Spring	Summer
			'74	'74	'74	'74	'75	'75	'75
1) More emergency loan funds	3	-	-	1	2	-	-	-	-
2) Good work-study program	1	-	1	-	-	-	-	-	-
1) More staff involvement in campus community	9	-	-	9	-	-	-	-	-
2) Ineffective security/attitudes of security	5	4	-	-	-	1	-	4	-
3) Hire more responsive people	1	-	-	1	-	-	-	-	-
1) Staff-student-administration contact	2	-	-	2	-	-	-	-	-
2) Friendly maintenance staff	1	-	-	1	-	-	-	-	-
1) Legislative/community image	18	4	1	7	-	6	3	1	-
2) Catering to legislature	2	2	-	-	-	-	2	-	-
1) More involvement with the Olympia community	18	10	-	-	-	8	4	6	-

		T O T A L	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
B. ENVIRONMENT										
I. GENERAL										
<u>Comments on general environment:</u>										
1) Friendly, stimulating and intellectually healthy	119	75	-	23	6	15	26	46	3	
2) Conducive to personal growth/serious study	106	56	12	14	7	17	28	27	1	
3) Superficial friendly/elite/homogeneous student body (students not carefully selected)	76	33	6	21	-	16	11	20	2	
4) As we grow, more structure and less community spirit	71	58	-	1	-	12	16	42	-	
5) Relaxed/open	38	-	10	25	3	-	-	-	-	
6) Didn't perceive a general environment	35	24	-	6	-	5	5	19	-	
7) Requires independent personalities	32	20	2	3	-	7	7	12	1	
8) Anti-intellectual/not academically stimulating	27	19	4	-	-	4	5	14	-	
9) Lethargic/disliked type of social life	22	18	-	-	-	4	4	13	1	
10) TESC too much an oasis	20	15	-	3	-	2	6	8	1	
11) Lacks structure, variety	18	-	3	15	-	-	-	-	-	
12) Lonely/uncomfortable/stifling/closed/cliqish	13	-	-	9	4	-	-	-	-	
13) Students not accepting enough responsibility	11	10	-	-	-	1	1	9	-	
14) Apathetic, unenergetic, not conducive to hard work/commitment	11	-	5	6	-	-	-	-	-	
15) Needs growth/maturity	9	6	-	-	-	3	1	5	-	
16) Alienating/not conducive to student involvement	7	-	7	-	-	-	-	-	-	
17) Liked unstructured environment	7	-	-	7	-	-	-	-	-	
18) Lack of non-white concern/discriminatory	5	1	4	-	-	-	-	1	-	
19) Difficult to stay involved from off-campus	4	-	-	4	-	-	-	-	-	
20) Artificial/politically faddish/touchy-feely/etc.	3	-	-	3	-	-	-	-	-	
21) Lack of activities relating to many	3	-	-	3	-	-	-	-	-	
22) Improving	2	-	-	2	-	-	-	-	-	
<u>I would definitely not change:</u>										
1) General atmosphere/environment	48	25	8	-	-	15	10	14	1	
2) Responsiveness to student	3	1	1	-	-	1	-	1	-	
3) Openness	3	-	-	-	3	-	-	-	-	
<u>I would like to see developed:</u>										
1) More activity/interaction among community	3	-	-	3	-	-	-	-	-	

B. ENVIRONMENT

II. PHYSICAL ENVIRONMENT/FACILITIES

Comments:

- 1) Enjoy physical setting but dislike buildings
- 2) Didn't perceive a general environment
- 3) Campus too isolated/unreal/secluded
- 4) TESC too much an oasis
- 5) Facilities close too early
- 6) Liked isolation
- 7) Liked buildings

I would definitely change:

- 1) Physical planning of campus/architecture
- 2) Need a good Arts Center for displays/productions/workshops/festivals/etc.
- 3) Provide a good forest maintenance program for campus
- 4) Lack of a social center
- 5) Noisy dorms

I would definitely not change:

- 1) Open access to facilities/equipment
- 2) Landscape/natural surroundings
- 3) Art displays

I would like to see developed:

- 1) Theater and auditorium
- 2) Environmental Screening Board with veto authority on all projects
- 3) Student building co-op for campus construction
- 4) Large-group meeting place
- 5) Housing co-op

T O T A L	LAST 3 QTRS.	Winter	Spring	Summer	Fall	Winter	Spring	Summer
		'74	'74	'74	'74	'75	'75	'75
53	26	5	10	4	8	9	17	-
35	24	-	6	-	5	5	19	-
30	9	-	11	2	8	1	8	-
20	15	-	3	-	2	6	8	1
9	9	-	-	-	-	-	9	-
2	1	-	1	-	-	-	1	-
2	2	-	-	-	-	1	-	1
47	23	3	7	2	12	8	15	-
7	6	-	-	1	-	-	6	-
5	-	-	-	-	-	-	5	-
3	-	-	3	-	-	-	-	-
2	-	1	1	-	-	-	-	-
49	28	3	9	3	6	9	18	1
47	28	3	9	-	7	14	14	-
2	2	-	-	-	-	-	2	-
8	7	-	-	1	-	7	-	-
3	2	1	-	-	-	2	-	-
3	1	-	-	2	-	-	1	-
2	-	-	2	-	-	-	-	-
1	-	-	1	-	-	-	-	-



## C. ACADEMICS

## I. ACADEMIC EXPERIENCE

Comments:

	T O T A L	LAST 3 QTRS	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
1) Partially successful/partially not	61	32	4	10	-	15	10	21	1
2) Limited academic growth but much personal growth	18	9	3	2	4	-	3	6	-
3) Liked academic freedom	17	11	-	-	2	4	4	2	5
4) Frustrating but exciting	16	14	-	-	-	2	3	11	-
5) Low level of my own commitment	14	2	4	3	1	4	1	1	-
6) Area of study too restricted/not interdisciplinary enough	13	8	1	-	-	4	-	7	1
7) First year confusing	8	7	-	-	-	1	2	5	-
8) Lack of art program/facilities	7	4	-	-	1	2	2	2	-
9) Internship best of all	7	5	-	-	1	1	2	3	-
10) Believed catalog descriptions inaccurate	6	2	2	-	-	2	-	2	-
11) Preferred individual contract to program	5	4	-	-	-	1	-	3	1
12) Lack of good science program	5	5	-	-	-	-	-	5	-
13) Learning mode too isolated/private	5	3	-	-	-	2	-	3	-
14) Education satisfactory but resources & possibilities limited	5	-	5	-	-	-	-	-	-
15) TESC improving	5	-	-	5	-	-	-	-	-
16) Learned through own self-discipline	4	-	-	3	1	-	-	-	-
17) Everyone trying to be a freak	3	3	-	-	-	-	1	2	-
18) Too structured/traditional	3	1	-	1	-	1	-	1	-
19) Individual work rewarding but group efforts somewhat lacking	3	-	3	-	-	-	-	-	-
20) Academic experience "met my goals"	3	-	3	-	-	-	-	-	-
21) Needed basic knowledge/skill development within program	3	-	-	3	-	-	-	-	-
22) Wanted more career orientation	3	-	-	3	-	-	-	-	-
23) Inadequate	3	-	-	-	3	-	-	-	-
24) Most programs (3 quarters) too long	2	-	2	-	-	-	-	-	-
25) Better seminar methods needed	2	-	1	-	1	-	-	-	-
26) Wanted a more specialized education	2	-	2	-	-	-	-	-	-
27) Program not oriented academically	2	-	-	2	-	-	-	-	-
28) Too great a gap between theory & reality	1	-	1	-	-	-	-	-	-
29) Education in media poor	1	-	1	-	-	-	-	-	-
30) Academic freedom lacking within programs	1	-	1	-	-	-	-	-	-
31) Internship not well planned	1	-	-	1	-	-	-	-	-



C. ACADEMICS

III. FACULTY

Comments:

	TOTAL	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
1) Faculty/student relations very rewarding/pleased	135	86	-	5	2	42	28	50	8
2) Faculty dedicated	33	16	4	-	-	13	7	5	4
3) Faculty overworked/too busy to devote enough time to students	31	15	5	6	2	5	8	6	1
4) Faculty avoid individual contact/hard to find	27	17	4	-	-	6	5	11	1
5) Faculty unwilling to assume role of leadership or confused	24	14	3	1	-	6	3	10	1
6) More faculty needed in "popular" fields	17	2	-	15	-	-	-	2	-
7) Faculty should provide more direction/structure	17	5	6	6	-	-	-	5	-
8) Faculty not able to/shouldn't have to teach outside field of specialization	16	9	-	-	-	7	2	7	-
9) Faculty disorganized within coordinated studies	14	7	-	2	-	5	2	5	-
10) Faculty not responsive to students' needs	7	-	5	1	1	-	-	-	-

I would definitely change:

"Entrenchment" of faculty; some should go	5	5	-	-	-	-	-	5	-
Faculty commitment	5	-	-	5	-	-	-	-	-
More faculty-student contact/personal relationships	3	-	-	-	3	-	-	-	-
Promptness	2	-	-	2	-	-	-	-	-

I would definitely not change:

1) Faculty/student interaction	38	22	4	9	-	3	8	12	2
2) Caliber of faculty/staff	24	14	-	8	-	2	7	7	-

C. ACADEMICS

IV. CURRICULUM-ACADEMICS

Comments:

	T O T A L	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
1) Coordinated studies should be better planned/ organized, more challenging/varied	93	50	5	19	2	17	15	33	2
2) Long-range curriculum planning is needed	21	20	-	-	1	-	2	18	-
3) Programs should be more distinctly advanced or basic	9	8	1	-	-	-	-	8	-

I would definitely change:

1) Provide more academic variety/strength (general)	72	54	-	-	-	18	25	28	1
2) Improve contract pool and access to faculty for individual or group contract	56	40	6	10	-	-	-	40	-
3) Increase art facilities/faculty	37	24	3	2	-	8	10	14	-
4) Curriculum planning process	31	24	-	7	-	-	-	24	-
5) Improve evaluations	26	15	1	7	-	3	4	10	1
6) Isolation of individual contracts	21	14	-	3	-	4	11	1	2
7) More skill development/LRG	14	6	-	3	2	3	1	5	-
8) More modules/credited modules	12	7	-	3	2	-	2	5	-
9) More access to information about faculty members and programs	12	12	-	-	-	-	-	12	-
10) Lack of teacher certification	10	4	1	4	-	1	3	1	-
11) Improve communication between academic "areas"	8	1	3	1	3	-	-	1	-
12) Higher academic standards	6	2	-	4	-	-	-	2	-
13) Provide a coordinator for all live performing arts	6	5	-	-	1	-	-	5	-
14) More academic counseling	4	-	2	2	-	-	-	-	-
15) Part-time status	4	3	-	-	-	1	2	1	-
16) Make process for setting up contracts more "streamlined and certain"	3	3	-	-	-	-	-	3	-
17) Program size (return to 20:1 ratio)	3	-	1	1	1	-	-	-	-
18) More accurate catalog descriptions	3	1	1	-	-	1	-	1	-
19) More emphasis on science	3	-	-	3	-	-	-	-	-

C. ACADEMICS

IV. CURRICULUM-ACADEMICS

I would definitely change:

	TOTAL	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
20) Change to a semester system	3	3	-	-	-	-	-	3	-
21) Programs should share resources, lecturers	3	-	1	2	-	-	-	-	-
22) Unstructured learning in math	2	-	2	-	-	-	-	-	-
23) Lack of a music department	2	2	-	-	-	-	-	2	-
24) Improve earth sciences	1	-	-	-	-	1	-	-	-
25) Night classes for working people	1	-	1	-	-	-	-	-	-
26) Curriculum orientation toward white middle-class students	1	-	-	1	-	-	-	-	-
27) Accumulated transcript	1	-	-	1	-	-	-	-	-
28) Study abroad needs more planning, responsibility	1	-	-	-	1	-	-	-	-

I would definitely not change:

	TOTAL	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
1) Individual contracts	113	76	8	20	2	7	24	50	2
2) Interdisciplinary coordinated programs	71	44	7	13	2	5	14	29	1
3) Internships	66	40	5	15	4	2	10	29	1
4) General academic quality/program	62	54	-	-	-	8	22	32	-
5) Evaluation system	59	24	10	20	1	4	11	10	3
6) Academic freedom	48	31	5	5	2	5	11	19	1
7) College flexibility	46	21	4	15	-	6	12	7	2
8) Student/faculty ratio	21	12	1	2	-	6	5	6	1
9) Seminar emphasis	18	10	1	6	-	1	3	6	1
10) Group contracts	11	-	3	6	-	2	-	-	-
11) No tenure/dean rotation	6	-	1	3	2	-	-	-	-
12) Modules	5	4	-	-	-	1	1	3	-
13) Co-op education	4	4	-	-	-	-	4	-	-
14) Self-pace packets	4	2	-	-	-	2	2	-	-
15) Emphasis on undergraduate studies	3	-	-	3	-	-	-	-	-
16) Emphasis/instruction in science	3	-	-	3	-	-	-	-	-
17) Native American studies	2	-	-	1	1	-	-	-	-

C. ACADEMICS

IV. CURRICULUM-ACADEMICS

I would definitely not change: (cont)

- 18) Interdisciplinary approach
- 19) No "requirements" for a degree
- 20) Yearly curriculum change
- 21) Personal graduation ceremonies
- 22) External credit

I would like to see developed:

- 1) More general forums
- 2) Academic resource center, where programs can "plug in" to other programs, past & current
- 3) Basic skill development
- 4) More evening events
- 5) Faculty-student co-op for academic programming
- 6) Year-end school-wide convocation to evaluate the school's progress
- 7) Continuous lecture series
- 8) Acting workshops
- 9) Yearly publication of student evaluations of courses, faculty

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Winter '74      Spring '74      Summer '74      Fall '74      Winter '75      Spring '75      Summer '75

	TOTAL	LAST QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
18) Interdisciplinary approach	2	-	-	2	-	-	-	-	-
19) No "requirements" for a degree	1	-	1	-	-	-	-	-	-
20) Yearly curriculum change	1	-	-	-	1	-	-	-	-
21) Personal graduation ceremonies	1	-	-	1	-	-	-	-	-
22) External credit	1	-	-	1	-	-	-	-	-
1) More general forums	16	11	-	-	-	5	7	3	1
2) Academic resource center, where programs can "plug in" to other programs, past & current	13	13	-	-	-	-	-	13	-
3) Basic skill development	11	8	-	-	-	3	3	5	-
4) More evening events	9	8	-	-	-	1	1	6	1
5) Faculty-student co-op for academic programming	7	6	1	-	-	-	-	6	-
6) Year-end school-wide convocation to evaluate the school's progress	4	4	-	-	-	-	-	4	-
7) Continuous lecture series	4	4	-	-	-	-	-	4	-
8) Acting workshops	1	-	-	1	-	-	-	-	-
9) Yearly publication of student evaluations of courses, faculty	1	-	-	1	-	-	-	-	-

## C. ACADEMICS

## IV. CURRICULUM - I WOULD LIKE TO SEE THIS KIND OF PROGRAM DEVELOPED:

	T O T A L	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
1) Fine/performing arts	56	31	3	11	3	8	11	19	1
2) Teacher certification	39	19	5	10	1	4	7	10	2
3) Graduate school	40	20	5	13	2	-	5	15	-
4) Evaluating society/social science	20	14	-	3	-	3	6	7	1
5) Business administration	15	10	2	3	-	-	4	6	-
6) Basic, continuing cohesive music programs	15	6	1	6	-	2	-	6	-
7) Basic music module	15	9	-	-	-	6	8	1	-
8) More modules in science, writing, music, pottery, interior design	14	13	1	-	-	-	-	13	-
9) More foreign study	13	11	-	1	-	1	6	5	-
10) Advanced science	13	9	-	1	-	3	5	4	-
11) Communications	11	5	-	4	-	2	1	4	-
12) Film making	10	5	3	1	1	-	-	5	-
13) Psychology/counseling	9	6	1	-	-	2	1	4	1
14) Anthropology	9	7	-	-	-	2	4	3	-
15) Graduate program in psychology	8	5	-	-	-	3	1	4	-
16) Intensive language programs	8	7	-	1	-	-	3	4	-
17) Women's & 3rd World programs (more & better)	8	5	-	3	-	-	-	5	-
18) Continuous program in literature	7	4	-	3	-	-	-	4	-
19) Sociology	6	5	-	-	-	1	1	4	-
20) Geology	6	6	-	-	-	-	3	3	-
21) TV production/broadcasting	5	-	2	2	1	-	-	-	-
22) Organic farm group contract	4	1	-	-	-	3	-	1	-
23) Advanced photography	4	-	1	1	1	1	-	-	-
24) Training for Health Care Specialist	4	3	-	-	-	1	-	3	-
25) Recreation/physical education	4	3	-	1	-	-	2	1	-
26) Science of creative intelligence	4	3	-	1	-	-	-	3	-
27) Engineering/electronics	4	-	3	1	-	-	-	-	-
28) Nursing	3	3	-	-	-	-	3	-	-
29) Architecture/design/engineering	3	1	1	1	-	-	1	-	-
30) Education/special education	3	1	2	-	-	-	-	-	1
31) Environmental education	3	-	2	1	-	-	-	-	-
32) Pre-med	3	-	1	2	-	-	-	-	-

## C. ACADEMICS

## IV. CURRICULUM

	T O T A L	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
<u>"I would like to see this kind of program developed", continued</u>									
33) Off-campus study	3	-							
a. Independent study in remote rural areas			-	2	-	-	-	-	-
b. Seattle in-city program: learning center for non-white students			-	1	-	-	-	-	-
34) Journalism/public relations	2	-	2	-	-	-	-	-	-
35) Corrections	2	2	-	-	-	-	1	1	-
36) Oceanography, marine biology, fisheries	2	2	-	-	-	-	-	2	-
37) Para-legal training	2	2	-	-	-	-	-	2	-
38) More advanced group contracts	2	-	2	-	-	-	-	-	-
39) Psychology/para-psychology	2	-	2	-	-	-	-	-	-
40) Carpentry	1	-	-	-	-	1	-	-	-
41) Health physics	1	-	1	-	-	-	-	-	-
42) Political science, state & local	1	-	1	-	-	-	-	-	-
43) On-campus mental health facility	1	-	1	-	-	-	-	-	-
44) Child development (study in TESC day-care center)	1	-	1	-	-	-	-	-	-
45) Love/human misconceptions	1	-	1	-	-	-	-	-	-
46) Horticulture	1	-	-	-	1	-	-	-	-
47) Pre-Columbian art & history	1	-	-	-	1	-	-	-	-
48) Internships with mentally disturbed children	1	-	-	1	-	-	-	-	-
49) International affairs	1	-	-	1	-	-	-	-	-
50) Study of welfare rights	1	-	-	1	-	-	-	-	-
51) History and philosophy of science	1	-	-	1	-	-	-	-	-
52) Biology	1	-	-	1	-	-	-	-	-
53) Nutrition and health	1	-	-	1	-	-	-	-	-
54) More foreign language	1	-	-	1	-	-	-	-	-



## D. COLLEGE SERVICES

## I. LIBRARY

Comments:

	T O T A L	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
1) Lack of books/resources	136	48	16	57	4	11	14	33	1
2) Helpful staff	50	37	-	X	1	12	14	22	1
3) Liked atmosphere/conducive to study	43	23	-	5	4	11	12	10	1
4) Liked media service	30	11	3	11	2	3	4	7	-
5) Disorganized	26	11	4	7	3	1	4	7	-
6) Open more hours	19	10	3	6	-	-	7	3	-
7) Lack of periodicals	19	16	-	-	-	3	7	9	-
8) Difficult to locate materials	18	5	2	8	-	3	5	-	-
9) Disliked quarterly check-out system	17	10	-	4	-	3	4	6	-
10) Liked cassette set-up	16	7	-	3	1	5	6	1	-
11) Liked book check-out system	14	2	2	7	2	1	-	2	-
12) Improving/will become a good library	14	11	-	2	-	1	5	6	-
13) Good access	10	6	-	2	-	2	2	4	-
14) Liked reference section	9	3	-	4	1	1	1	2	-
15) Excellent/organized	8	-	4	4	-	-	-	-	-
16) Media staff difficult to deal with	7	1	3	3	-	-	-	1	-
17) More staff needed	7	5	-	1	-	1	4	1	-
18) Media service poor	7	-	-	7	-	-	-	-	-
19) Hard to study (noisy/staff loud/lighting poor/ air conditioning noisy)	6	-	-	5	1	-	-	-	-
20) Liked art displays	5	3	-	2	-	-	2	1	-
21) Liked film collection	4	-	-	4	-	-	-	-	-
22) Useful: study rooms/Christian Science room/ phone books	4	-	-	3	1	-	-	-	-
23) Media equipment poorly maintained/inaccessible/ not explained	4	-	1	3	-	-	-	-	-
24) Disliked catalog system	3	-	1	2	-	-	-	-	-
25) Too much dependence on microfilm	3	3	-	-	-	-	3	-	-
26) Honor system not working	3	-	-	3	-	-	-	-	-
27) Use of study rooms too exclusive	2	-	-	2	-	-	-	-	-

## D. COLLEGE SERVICES

## I. LIBRARY

Comments on library: (cont)

- 28) Should expand services  
 29) Acquisition process & interlibrary loan too slow  
 30) Need to integrate programs with rest of college  
 31) Liked microfilm  
 32) Tour helpful  
 33) Art magazines should be saved (color can't be microfilmed)  
 34) Late fees too high  
 35) Music library inadequate

I would definitely change:

- 1) Library  
 2) Media services

I would definitely not change:

- 1) Library  
 2) Media services

I would like to see developed:

- 1) Research papers index  
 2) Student access to law library

	T O T A L	LAST 3 QTRS.	Winter	Spring	Summer	Fall	Winter	Spring	Summer	
			'74	'74	'74	'74	'75	'75	'75	
28) Should expand services	2	2	-	-	-	-	-	2	-	
29) Acquisition process & interlibrary loan too slow	2	1	-	1	-	-	-	-	1	
30) Need to integrate programs with rest of college	1	-	-	1	-	-	-	-	-	
31) Liked microfilm	1	-	-	-	1	-	-	-	-	
32) Tour helpful	1	-	-	-	1	-	-	-	-	
33) Art magazines should be saved (color can't be microfilmed)	1	-	-	1	-	-	-	-	-	
34) Late fees too high	1	-	-	1	-	-	-	-	-	
35) Music library inadequate	1	-	-	-	-	1	-	-	-	
<u>I would definitely change:</u>										
1) Library	26	21	2	2	-	1	8	13	-	
2) Media services	7	3	-	4	-	-	1	2	-	
<u>I would definitely not change:</u>										
1) Library	11	5	2	2	-	2	1	3	1	
2) Media services	8	3	1	3	-	1	2	1	-	
<u>I would like to see developed:</u>										
1) Research papers index	1	1	-	-	-	-	-	1	-	
2) Student access to law library	1	-	1	-	-	-	-	-	-	

D. COLLEGE SERVICES

II. POTPOURRI

I would definitely change:

- 1) More organized registration/registrar's office
- 2) Food service
- 3) Exit interview process
- 4) Improve Health Services
- 5) Counseling Services
- 6) Career Planning & Placement
- 7) More organized Student Accounts
- 8) Financial aid distribution/service
- 9) More First Aid equipment on campus
- 10) Mail service
- 11) Expand equipment checkout
- 12) Improve VA office
- 13) Provide competent use of TV studios
- 14) More equipment for science labs

I would definitely not change:

- 1) Exit process
- 2) Bus system
- 3) Counseling Services
- 4) Financial Aid
- 5) Women's Center
- 6) Women's Clinic
- 7) Health Services
- 8) Registration procedure

	T O T A L	LAST 3 QTRS.	Winter	Spring	Summer	Fall	Winter	Spring	Summer
			'74	'74	'74	'74	'75	'75	'75
1) More organized registration/registrar's office	27	23	-	-	-	4	8	15	-
2) Food service	22	8	1	11	1	1	4	4	-
3) Exit interview process	17	7	6	2	-	2	1	6	-
4) Improve Health Services	17	17	-	-	-	-	6	10	1
5) Counseling Services	14	13	-	-	-	1	3	9	1
6) Career Planning & Placement	13	8	-	-	-	5	1	7	-
7) More organized Student Accounts	8	7	-	-	-	1	2	5	-
8) Financial aid distribution/service	8	3	1	1	-	3	-	3	-
9) More First Aid equipment on campus	4	3	-	1	-	-	-	3	-
10) Mail service	3	3	-	-	-	-	-	3	-
11) Expand equipment checkout	2	-	1	1	-	-	-	-	-
12) Improve VA office	1	-	-	1	-	-	-	-	-
13) Provide competent use of TV studios	1	-	-	1	-	-	-	-	-
14) More equipment for science labs	1	-	-	1	-	-	-	-	-
1) Exit process	30	-	30	-	-	-	-	-	-
2) Bus system	5	5	-	-	-	-	1	4	-
3) Counseling Services	3	-	1	1	1	-	-	-	-
4) Financial Aid	3	2	-	-	1	-	2	-	-
5) Women's Center	2	2	-	-	-	-	-	2	-
6) Women's Clinic	1	1	-	-	-	-	-	-	1
7) Health Services	1	-	1	-	-	-	-	-	-
8) Registration procedure	1	-	1	-	-	-	-	-	-

D. COLLEGE SERVICES

II. POTPOURRI

I would like to see developed:

	T O T A L		Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75
1) More Counseling workshops	29	24	-	-	-	5	8	16	-
2) Better new student orientation	26	13	1	8	1	3	4	9	-
3) Listing of available tools, skills, facilities, resources	9	8	-	-	-	1	-	8	-
4) Student-run book co-op/used books in bookstore	9	5	1	3	-	-	5	-	-
5) Better orientation for grads	7	7	-	-	-	-	-	7	-
6) Day Care Center to include younger children	6	-	1	5	-	-	-	-	-
7) Regular contact/communication with off-campus and out-of-town students	5	1	2	-	2	-	-	1	-
8) Job Placement	5	1	-	4	-	-	1	-	-
9) Full-time student advocate's center	4	4	-	-	-	-	-	4	-
10) Better transportation system	4	-	-	4	-	-	-	-	-
11) Legal service	3	-	-	2	1	-	-	-	-
12) More Emergency Loan funds	3	-	-	1	2	-	-	-	-
13) Expanded Health Services	2	-	-	1	1	-	-	-	-
14) Student supervisors in all labs	1	-	-	1	-	-	-	-	-
15) Third World orientation	1	-	-	1	-	-	-	-	-
16) Larger Women's Center	1	-	1	-	-	-	-	-	-
17) Student-run CAB services (no outside corporations)	1	-	-	1	-	-	-	-	-

## D. COLLEGE SERVICES

## III. EXTRACURRICULAR ACTIVITIES

I would definitely change:

- 1) More concerts/speakers/dances
- 2) Cooper Point Journal

I would definitely not change:

- 1) Pool and sauna
- 2) Movies
- 3) KAOS
- 4) Recreation/campus activities
- 5) Extracurricular activities

I would like to see developed:

- 1) Coffee house
- 2) More evening events
- 3) More recreation
- 4) More organized outdoor activities
- 5) Awareness: music/Eastern arts/martial arts/  
meditation/gestalt
- 6) Better organized intramural sports
- 7) Handicapped People's Club
- 8) Art co-op
- 9) Alumni card/activities
- 10) Debate
- 11) More summer activities
- 12) Hot air ballooning
- 13) Musical activities for large-group participation
- 14) More coordinated extra-curricular activities

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	T O T A L	LAST 3 QTRS.	Winter '74	Spring '74	Summer '74	Fall '74	Winter '75	Spring '75	Summer '75	
1) More concerts/speakers/dances	4	1	1	-	1	1	1	-	-	
2) Cooper Point Journal	2	2	-	-	-	-	-	2	-	
<u>I would definitely not change:</u>										
1) Pool and sauna	8	8	-	-	-	-	2	6	-	
2) Movies	4	1	-	3	-	-	1	-	-	
3) KAOS	3	-	-	3	-	-	-	-	-	
4) Recreation/campus activities	2	2	-	-	-	-	2	-	-	
5) Extracurricular activities	2	-	1	1	-	-	-	-	-	
<u>I would like to see developed:</u>										
1) Coffee house	11	3	-	4	1	3	-	3	-	
2) More evening events	9	8	-	-	-	1	1	6	1	
3) More recreation	9	-	4	1	-	4	-	-	-	
4) More organized outdoor activities	8	6	1	1	-	-	6	-	-	
5) Awareness: music/Eastern arts/martial arts/ meditation/gestalt	8	-	4	4	-	-	-	-	-	
6) Better organized intramural sports	3	3	-	-	-	-	-	3	-	
7) Handicapped People's Club	2	1	1	-	-	-	-	-	1	
8) Art co-op	2	-	-	2	-	-	-	-	-	
9) Alumni card/activities	2	1	-	-	-	1	-	1	-	
10) Debate	1	-	-	-	1	-	-	-	-	
11) More summer activities	1	-	-	-	1	-	-	-	-	
12) Hot air ballooning	1	-	-	-	1	-	-	-	-	
13) Musical activities for large-group participation	1	-	-	1	-	-	-	-	-	
14) More coordinated extra-curricular activities	1	-	-	1	-	-	-	-	-	

Question: Please rate the following with which you are familiar.

	5 - Outstanding		4 - Good		3 - Satisfactory		2 - Poor		1 - Waste of Time			Overall Mean			
	Winter '74		Spring '74		Summer '74		Fall '74		Winter '75		Spring '75		Summer '75		
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N		Mean	N	Mean
Academic Deans	40	3.7	125	3.2	13	2.9	57	3.1	50	3.2	111	2.9	5	3.6	3.1
Accounting	28	3.5	62	3.5	9	3.3	47	3.1							3.3
Administrative Vice President	17	3.4	53	3.4	6	2.3	39	2.8	25	2.6	70	2.5	2	2.5	2.7
Admissions	78	4.0	64	3.4	30	3.5	68	3.2	102	3.0	166	3.5	6	3.8	3.4
Affirmative Action Office	16	3.0	39	2.9	2	1.5	36	3.2	20	2.8	54	3.2	4	4.0	2.9
Board of Trustees	21	2.8	56	3.3	9	2.2	40	2.9	31	2.6	79	2.6	3	2.3	2.6
Bookstore	122	3.6	255	3.8	37	3.3	115	3.4	121	3.5	250	3.0	12	3.7	3.4
Bldg. 211 Darkroom	25	3.9	68	3.5	8	3.6	51	3.1	29	3.5	67	3.7	3	3.7	3.5
Bus	46	3.2	119	2.6	15	3.1	66	3.3							3.0
Business Manager	15	3.3	36	3.1	5	3.5	37	3.0	17	3.3	34	2.6	4	2.7	3.0
Campus Bank	72	3.6	177	3.7	24	3.8	98	3.4	93	2.9	204	2.3	12	3.0	3.2
Career Planning & Placement	34	3.3	68	3.2	5	2.1	44	3.7	49	3.4	186	3.4	5	3.4	3.2
									30	3.7	85	3.4	8	2.5	3.1
College Relations Office	19	3.4	59	3.5	7	2.6	42	2.9	23	3.2	58	3.6	3	2.3	3.0
Computer Services	31	4.0	94	3.9	12	3.8	22	3.5	45	3.5	76	3.9	6	3.7	3.7
Cooperative Education/Internships	52	3.5	141	3.6	11	4.1	59	3.6	79	3.7	151	3.6	8	3.7	3.6
Day Care Center	28	4.0	61	4.0	4	4.5	48	3.3	29	3.4	63	4.0	2	3.0	3.7
Dean of Student Development Programs	16	4.0	53	3.9	8	3.8	40	3.4	44	4.0	71	3.8	6	3.3	3.7
Development Office	7	3.7	16	3.2	2	3.0	29	3.3	9	3.2	13	2.4	1	2.0	2.9
Facilities Planning	30	3.0	73	2.5	14	1.9	47	2.8	35	2.5	76	2.5	2	2.5	2.5
Financial Aid	61	3.7	110	3.6	19	3.8	62	3.2	50	3.6	81	3.5	8	3.7	3.5
Fire Department	17	4.2	55	3.5	6	4.3	40	3.5	18	3.8	58	4.0	2	2.5	3.6
Food Service	72	2.2	190	2.4	28	1.8	97	2.7	91	2.6	177	2.3	9	2.5	2.3
Health Services & Womens Clinic	57	4.0	146	4.0	17	4.8	81	3.6	84	3.4	173	3.3	7	3.4	3.7
									56	3.9	98	4.0	6	4.0	4.0

	Winter '74		Spring '74		Summer '74		Fall '74		Winter '75		Spring '75		Summer '75		Overall Mean
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	
Housing	47	3.0	136	2.8	19	2.7	83	2.9	63	3.0	130	2.8	8	2.5	2.8
Human Growth Counseling Services	49	3.7	138	3.6	14	3.5	62	3.4	50	3.7	113	3.1	8	2.9	3.4
Information Center	76	3.6	184	3.9	25	3.8	97	3.7	93	3.3	203	3.9	7	4.0	3.7
KAOS Campus FM Radio Station	73	3.4	195	3.5	27	3.6	95	3.5	92	3.8	186	3.5	10	3.2	3.5
Learning Services	36	3.8	80	3.7	3	5.0	44	3.4	27	4.2	57	3.8	3	3.0	3.8
Library-Media Services	79	3.9	189	3.7	27	4.1	87	3.9	87	4.3	184	3.7	7	2.4	3.7
Library-User Services	97	3.9	208	3.7	29	3.9	96	3.7	97	4.3	205	3.8	11	3.6	3.8
Mail Services	39	3.5	92	3.2	9	3.6	66	3.1	51	3.3	93	3.4	7	2.0	3.1
Parking	86	3.7	78	3.5	24	3.5	71	3.3							3.5
Personnel Office	22	3.3	44	3.2	5	2.2	44	3.1	26	3.0	54	2.8	2	3.0	2.9
Plant Operation & Maintenance	21	4.0	69	3.0	9	3.9	42	3.2	34	3.8	62	3.2	1	4.0	3.5
President	45	3.8	131	3.9	16	3.8	61	3.5	64	3.6	158	3.4	4	3.2	3.6
Printing Services	31	3.5	78	3.4	6	3.5	47	3.3	45	2.6	85	3.5	9	2.3	3.1
Recreation	74	3.8	191	3.9	29	3.8	98	3.5	85	4.1	126	3.9	10	3.7	3.8
Registrar	74	3.5	173	3.6	27	3.4	81	3.1	102	3.1	192	3.3	12	3.2	3.3
Security	58	3.7	140	3.3	21	3.7	70	3.6	63	3.6	161	3.4	7	3.7	3.5
Services & Activities Fees Review Board	21	3.6	65	3.4	9	2.7	37	2.6	29	2.1	75	2.7	3	3.0	2.8
Sounding Board	23	2.6	50	2.7	7	2.6	47	2.6	35	2.8	72	2.9	3	2.3	2.6
Student Accounts	74	3.5	187	3.3	31	3.2	90	3.3	96	3.0	207	3.4	11	3.4	3.3
Student Activities	44	3.7	128	3.6	16	3.4	76	3.4	47	3.5	105	3.4	6	2.8	3.4
Student Aides	21	3.6	54	3.3	7	3.6	48	3.2							3.4
Third World Coalition									17	3.1	17	3.5	3	3.0	3.2
Veteran's Affairs Office	24	3.8	53	3.5	6	4.4	39	2.9	22	3.3	45	3.5	4	2.5	3.4
Vice President & Provost	26	3.1	79	3.7	9	2.2	46	3.1	31	2.9	89	3.1	3	3.3	3.0
Women's Center	29	3.5	83	3.9	8	3.8	58	3.3	54	3.6	92	3.9	6	3.5	3.6