Annual Update to Teaching and Learning at the Evergreen State College 2002-03

March 22, 2004

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I. Teaching

A. Curricular Offerings

1. Introduction

The complexity of Evergreen's curricular structure makes assessment of the breadth and depth of our offerings a complicated matter. Other colleges can estimate the availability of subjects in each field at introductory to advanced levels simply by counting courses and enrollment limits. Since subjects at Evergreen are mostly embedded in programs and are often treated in interdisciplinary ways, no such mechanical method of quantification is possible. The challenge for assessment is to develop appropriate methods of identifying the areas that are taught in the curriculum, with attention to their role in the inquiries that students undertake.

Section I of this report provides an update to the ongoing documentation of the content of curricular offerings in terms of the following categories. Two main axes are distinguished. The first consists of the four-part division customarily used to define the substance of liberal education: the **Arts,** the **Sciences,** the **Humanities,** and the **Social Sciences**. The second consists of three kinds of skills that the College regards as important for students to master: **Writing, Quantitative Reasoning, Information Technology Literacy,** and **Critical Thinking**. These categories accord well with those employed by the Northwest Commission on Colleges, Evergreen's accrediting body, to characterize undergraduate general education.

The report utilizes the best sources of evidence that we possess to track offerings in these categories. First administered in 2001-02, the End-of-Program Review is needed because the team that teaches a program is by far the most reliable source of information on the subjects and skills included in that program (see the Appendix for a copy of the AY 02-03 form). Unlike existing information such as credit equivalencies and program syllabi, which are intended for other purposes (and other audiences), the End-of-Program Review is designed to provide data essential to assess the presence of divisional categories and student skills areas in our academic programs.

2. Assessment of Curricular Offerings

As each program ended, program coordinators were asked to indicate on the End-of-Program Review (EPR) which divisions and skills were included in the program, and to what degree. Survey results allow us to articulate the approximate level of inclusion of these areas across the entire curriculum. Program faculty also used the EPR to briefly describe *how* each academic domain and skill area was included in program activities.

The strategies provided by the faculty in the first year of collection have already been shared with several audiences. The full Teaching and Learning at Evergreen report and the innovative strategies that Evergreen faculty shared through the EPR have been available to internal and external audiences on the Institutional Research web site since the publication of the report in 2002. A link to the full report and a handy drop-down menu that takes interested individuals directly to the teaching strategies in their area(s) of interest are available from the following web page:
http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

At Evergreen, two program-planning institutes during Summer 2002 heard an overview of the advising strategies that their faculty colleagues had included in programs. The writing process institute in July 2002 used a handout of EPR writing strategies to promote a discussion of the writing assignments and expectations in different planning units. Evergreen's Board of Trustees received a summary of the overall assessment strategy developed by the ASG and preliminary results. EPR strategies from each divisional and skill area were distributed at the Core program planning institute in Summer 2003. Expressive Arts planning unit coordinators made art-related excerpts from the first year's EPR results available to their colleagues during an open house they held to discuss how to incorporate more Art across the curriculum. Evergreen's Research Librarians reflected on the Information Technology Literacy strategies and useful resources from EPR in an October 2002 staff meeting. Academic Computing also used the Information Technology Literacy strategies for a 2003 planning meeting. The resources that faculty mentioned as useful for planning and teaching were compiled and presented as part of the employee recognition ceremony in May 2003. The team that is developing faculty institutes for Summer 2004 has received summary charts of the distribution of areas of emphasis as reported through the EPR, and is also considering the feedback that faculty have provided regarding the resources that were most useful and most needed for planning and teaching their programs.

In September 2002, the creative ways in which Evergreen faculty include quantitative reasoning and information technology literacy into their programs in a variety of disciplinary contexts were shared with assessment coordinators from other Washington State public 4-yr colleges to support the development of measures to assess student learning outcomes. Handouts of EPR strategies from all areas (and some other aspects of the Teaching and Learning Report) have been used in several state and national presentations about Evergreen, including the May 2003 Pacific Northwest Higher Education Assessment Conference, the June 2003 American Association for Higher Education (AAHE) Assessment Conference, and the August 2003 Quantitative Literacy Northwest conference. The researchers from the Documenting Effective Educational Practices (DEEP) initiative also read the full "Teaching and Learning at Evergreen" report and incorporated it as part of their assessment of Evergreen for their upcoming publication about effective colleges. The interim accreditation visit reviewer, Dr. Ernest Ettlich, was sent a copy of the full report as evidence of Evergreen's commitment to and progress in ensuring that all of our students "acquire the competencies appropriate to general education, especially but not exclusively in Mathematics" (per recommendation #1 from the Commission of Colleges full-scale accreditation review in 1998).

The EPR collects information that is not available from other sources, but is critical to our ability to articulate our work and the content of academic programs. Considerable efforts were made to facilitate completion. A paper hardcopy version of the document was delivered to the mailboxes of program coordinators near the end of the quarter in which each program ended. An email announcement was sent at the same time, which included a Word document version of the EPR and a link to a new web-based form as alternate modes of completion. The e-mail included a direct link to the full Teaching and Learning Report (December 2002), in case faculty were curious how the information was presented from the previous year's collection cycle. This year, when email forms were sent to the program coordinators, all other members of the faculty team were copied on the message, so that the entire program team was aware of the request. Reminders took place on an ongoing basis through October 2003. Reminder methods included additional copies taken to faculty offices and personal office visits and telephone follow-up to offer interviews with the student research office assistant.

The overall response rate improved 2% this year compared to the first year of administration; 55% of programs responded in 2002-03. The next table shows response rates (as of Oct. 10, 2003) by the quarter in which the program ended.

EPR Completion Rates by Quarter in which the Program Ended

Quarter Program Ended	Number of Programs Offered AY 02-03	Number that Completed EPR	Percent of programs ending each quarter that completed EPR
Fall 02	13	7	54%
Winter 03	32	24	75%
Spring 03	89	43	48%
Total	**134**	**74**	**55%**

For purposes of presentation of the EPR results, Core/Freshmen-level programs and Inter-area programs are treated as separate program categories. Core programs serve a special population of first-year students, thus they have some different objectives than sophomore through senior-level programs. Inter-area programs are unique from programs that reside within the bounds of a single planning unit, since faculty members from different planning units are teaching together. Scientific Inquiry and Evening/Weekend Studies programs had the highest EPR response rates of all program categories; and the Tacoma program articulated their work via the EPR this year. Tribal: Reservation-based/Community-determined and Expressive Arts programs were the least likely to participate in the EPR.

Planning Unit	Number of Programs Offered AY 02-03	Number that Completed EPR	% of planning unit that completed EPR	*% of all completed EPR's*
CORE	13	8	62%	*10.8*
Culture Text Language (CTL)	20	13	65%	*17.6*
Environmental Studies (ES)	16	9	56%	*12.2*
Expressive Arts (EA)	14	4	29%	*5.4*
Inter-area (IA)	13	7	54%	*9.5*
Evening and Weekend Studies (EWS)	24	17	71%	*22.9*
Scientific Inquiry (SI)	11	8	73%	*10.8*
Society, Politics, Behavior, & Change (SPBC)	17	7	41%	*9.5*
Tacoma (TAC)	1	1	100%	*1.4*
Tribal: Reservation-based/ Community-determined	5	0	0%	*0*
Total	**134**	**74**	**55%**	*100%*

An important consideration in reviewing the EPR results is that there are no standards for how many of Evergreen's programs should include each divisional and skill area that the EPR assesses. While it is critical that Evergreen students can find ways to access breadth opportunities across our curriculum, it is also important that students can find upper-division specificity in some programs. There is no assumption that the College should be striving for 100% of our programs to address all of these assessment domains. There is, however, a hope that the strategies being implemented as a result of the faculty's adoption of the 2001 general education initiatives will result in increasing opportunities for students to be exposed to divisional breadth during their Evergreen experience.

The College's offerings include other modes of learning besides programs that need to be considered. Two-credit and four-credit courses – taught by part-time faculty, full-time faculty, adjuncts, and staff – are also part of the means by which a significant number of students gain breadth and depth in their work. Part-time and full-time students enroll in courses, and many enroll in combinations of courses and other types of curricular offerings. Courses have been tabulated with regards to apparent primary content.
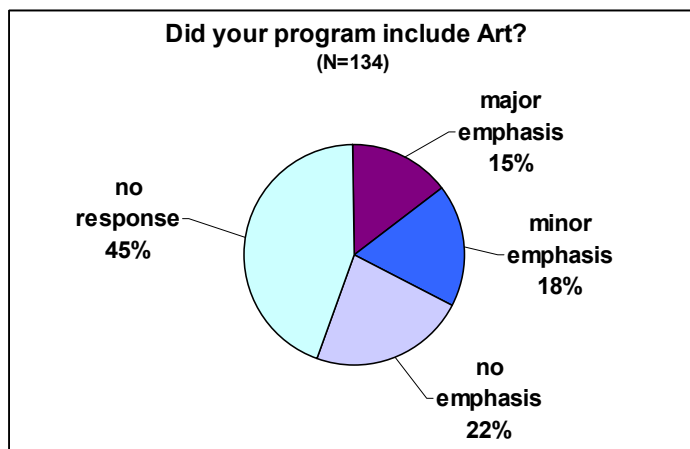
They were assigned to traditional academic divisions (Arts, Science, Humanities, and Social Science) for this assessment, since these are the categories we need to articulate for accreditation purposes; in this report, courses were not divided by planning unit, type of faculty, or budget line.

Independent learning contracts and internships, while student-initiated, are sponsored by faculty and staff. Contracts and internships are not coded in the registration tracking system as to their disciplinary content. In order to categorize them, we would need the time and resources to locate, read, and assess the original hard-copy form for each of the 1,868 contracts and internships sponsored during academic year 02-03. In lieu of a better alternative, contracts and internships for this curriculum assessment were categorized by the piece of information that is available electronically and analyzed on a quarterly basis as part of regular practice – the planning unit of the faculty or staff member who sponsored them. It is a major leap to infer that faculty and staff only sponsor contracts that fall in the domain of their planning unit affiliation, but it is the measure that we have available.

Additional data on academic opportunities for students are available from the Quantitative Reasoning Center and the Writing Center, which provide workshops, individual tutoring, and resources to students, faculty and academic programs; and the Library and the Computer Center, which do the same with regard to technology and information literacy. Summer opportunities are available to faculty to engage in paid program planning workshops and other institutes for to develop their own skills and reflect on their teaching practices. Information about the faculty institutes offered in Summer 2003 to support teaching and learning can be obtained from the Academic Dean for Faculty Development.

a. Art

33% of the 2002-03 programs reported some emphasis on the Arts, which was an increase of 2% compared to 2001-02. Some of the non-responding programs probably included some work in the Arts, but the extent is unknown.

Did your program include Art?
(N=134)

- major emphasis 15%
- minor emphasis 18%
- no emphasis 22%
- no response 45%

Where did students find access to the Arts in Evergreen programs? The next chart shows the number of programs with Art content for each program category.

Number of Programs with Art Content by Program Category
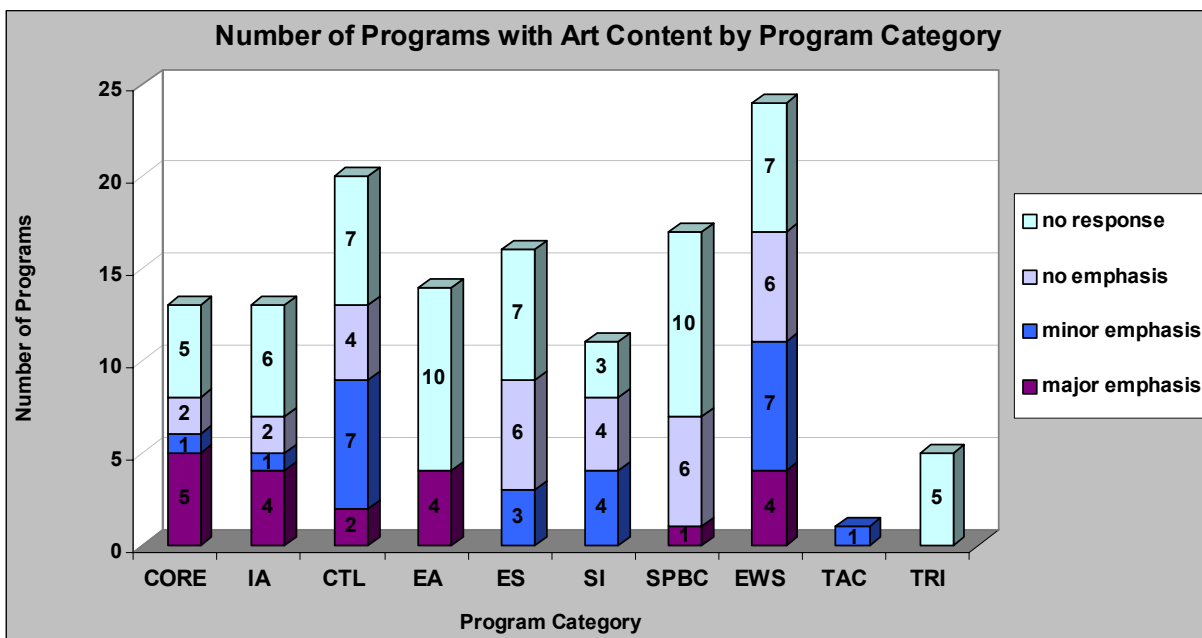
Access to Art was distributed to some degree across the program categories. As expected, students found a major emphasis on Art in the Expressive Arts programs, but Evening/Weekend Studies, Culture Text Language, Core, Inter-area, and Society Politics Behavior & Change also offered programs with a major emphasis on Art. Tacoma reported a minor emphasis on Art, as did seven of the Environmental Studies and Scientific Inquiry programs (up from five programs last year).

Examples of programs with a **major** emphasis in Art:

Patterns Across Space and Time	CORE – First-Year Program *(Expressive Arts; Scientific Inquiry)*	Drawing and animation, hands-on workshops creating patterns based on QR activities, sound recording and soundtrack production, digital and time-lapse photography. Also Adobe Photoshop and After Effects, and sound editing programs for the production of animated works. It worked very well in conjunction with the QR topics and students interest in making things.
Silver Sky	Inter-Area Program *(Culture Text Language; Environmental Studies)*	Bookmaking, block prints, and drawings for poetry collections were some of the visual arts components, besides some music projects and lots of original poetry.

Examples of programs with a **minor** emphasis on Art:

Myth of Memory	Culture Text Language	Collaborative memorial design project; critique of memorial architecture/sculpture.
Trees and Humans	Environmental Studies	We visited the studios of four artists who work with wood in Seattle; had a guest lecture from a visual arts faculty on "Trees in Art," and some students did artwork for parts of their projects on trees.

Please select "Arts" from the drop-down menu on the following web page to review the full list of 2002-03 interdisciplinary approaches to including Art in academic programs:
http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

During AY 02-03, undergraduates engaged in 259 contracts and internships that were sponsored by faculty affiliated with the Expressive Arts planning unit. Most of these probably were art-focused in

content. Additionally, some of the contracts sponsored by staff (especially in the Art Annex, Costume Shop, Photo Services, Communications Building, and Media Services) likely focused on work in the Arts. Furthermore, some of the contracts sponsored by faculty in Evening/Weekend Studies and other planning units may have had Art content. A complete overview of the distribution of contracts and internships is presented later in this chapter in section "j. Curriculum Overview."

Forty-one different two- and four-credit courses were offered throughout the year as an additional way for students to access Art at Evergreen (this was 6 more courses than in the previous year). Ceramics courses in fall and winter quarters reserved a portion of their registration slots for freshmen and sophomores as a new initiative to increase access to this popular curricular offering earlier in students' academic careers. The next table shows the course offerings in the Arts during academic year 02-03 and the number of undergraduate students enrolled each quarter.

	Headcount Enrolled		
ART COURSES FOR ASG UPDATE	**Fall 02**	**Win 03**	**Spring 03**
Afro-Brazilian Dance	46	48	44
Audio Recording	17	16	
Ballet – Beginning	26	44	23
Ballet – Beginning II			21
Butoh Dance Theater		9	8
Ceramics – Beginning Sculpture	22		
Ceramics – Intermediate			21
Ceramics – Vessels		23	
Cinematography and Lighting	19		
Costuming for the Stage		13	
Design Skills for the Stage	10	10	
Digital Photography	9		
Drawing – Beginning	24		
Drawing and Painting the Figure			22
Evergreen Singers	44	53	58
Figure Drawing		18	
Fundamentals of Movement for Butoh Dance	11		
Hybrid Music	20	15	14
Lighting for the Stage	14	11	
Metalworking, Intermediate		12	
Metalworking, Introduction	24	13	26
Multimedia, Introduction			16
Multitrack Composition	19	17	16
Music Technology	17	16	13
Musicianship: Piano and Voice	19	20	20
Orchestral Performance			2
Orissi Dance – Beginning	9	13	12
Orissi Dance – Intermediate			1
Orissi Dance – Intermediate/Advanced	3	3	
Photography – Beginning	22		
Photography – Color		16	
Photography – Documentary		17	
Photography – Introduction			26
Photography – Techniques			18
Printmaking, Introduction	16	16	14

	Headcount Enrolled		
ART COURSES FOR ASG UPDATE Continued…	**Fall 02**	**Win 03**	**Spring 03**
Scenic Carpentry and Painting	8	13	
Space, Time, and Imagination	17		
Television Production		15	
Two-Dimensional Studio Art	20	23	24
Woodworking, Intermediate		20	
Woodworking, Introduction	15		38
QUARTER TOTAL*	**451**	**474**	**437**

* Note: Total headcount is <u>not</u> unduplicated; a single student taking more than
one Art course in a single quarter would be counted more than once in the quarter total.

b. Sciences

In academic year 2002-03, 35% of Evergreen programs reported some emphasis on Science and/or Mathematics. This compares to 30% of 2001-02 programs that had some level of Science content.

Did your program include Science and/or Mathematics? (N=134)

- major emphasis 22%
- minor emphasis 13%
- no emphasis 20%
- no response 45%
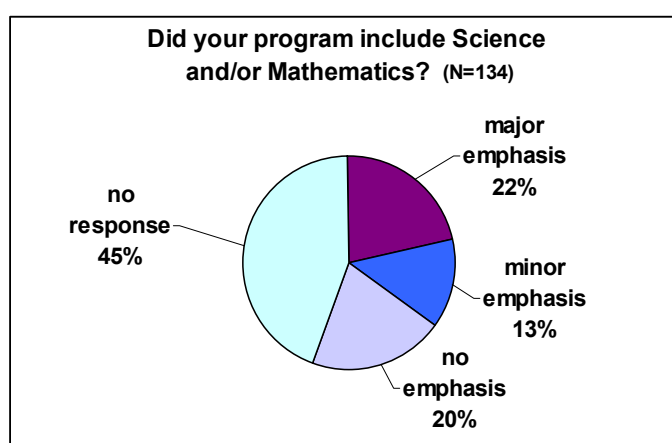
An important change was made to the EPR's Science question during this second year of administration. Upon analysis of the first year results, three programs were discovered to have no reported division of major emphasis. All of these programs had a major emphasis in the skill area of quantitative reasoning, but since Mathematics had not been specifically mentioned among the four divisional areas on the EPR, they had not indicated a major divisional emphasis. The Assessment Study Group (ASG) felt it was inappropriate to consider the skill area of quantitative reasoning in determining the divisional emphases of Evergreen programs. The ASG decided instead to clarify the End-of-Program Review in the second year, by specifically indicating that Mathematical Sciences were to be considered when reporting a program's emphasis in Science. This clarification in wording on the EPR may have contributed to the 5% increase in programs reporting emphasis in the Sciences compared to last year.

Science was incorporated to varying degrees across program categories, with the exception of Culture Text Language programs. Predictably, nearly all programs in the Environmental Studies and Scientific Inquiry had a major emphasis on Science. A major emphasis on Science could also be found in Core, Evening/Weekend Studies, Inter-area, Society Politics Behavior Change, and Tacoma programs. All four of the Expressive Arts programs that articulated their content this year reported a minor emphasis in this area. The next chart shows the number of programs with Science content for each program category.

Number of Programs with Science and/or Math Content by Program Category
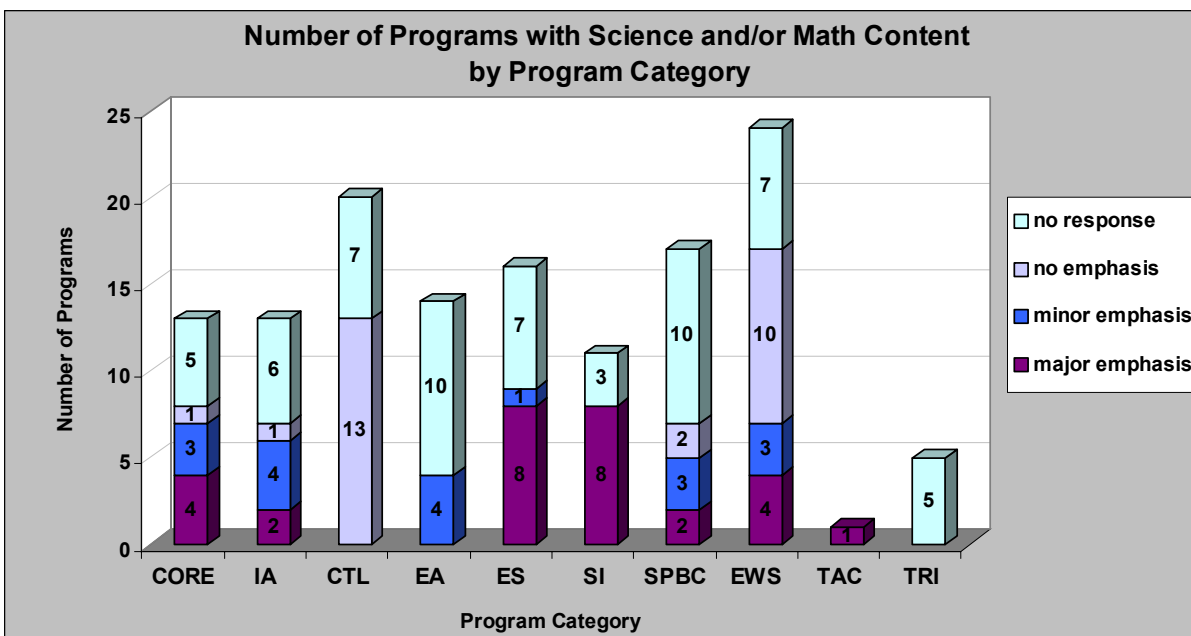
Examples of programs with a **major** emphasis on Science:

Representing the World	Evening/ Weekend Studies	The main focus of the program was the history of math and science. Students learned Euclidean geometry and algebra as well as Cartesian geometry and elementary calculus. The history of astronomy was also a very important focus of content.
Molecule to Organism	Scientific Inquiry	Well, I suppose it should be self-explanatory as this year long program covered Organic Chemistry, Biochemistry, Genetics, Cell and Molecular Biology, as well as advanced topics such as Cell Signaling and Developmental Biology.

Examples of programs with a **minor** emphasis on Science:

Music in Culture	Expressive Arts	Math topics related to music theory were introduced, including ratios, probability, and numerical symbol systems in various cultures. Worked well.
Weird and Wondrous	CORE – First-Year Program *(Culture Text Language; Expressive Arts)*	We showed "Powers of Ten" as part of our studio work on size and scale, our last book was devoted to relating the process of thinking in scientific discovery to the process of experiencing new art, focusing on the geometric argument in Plato's Meno and the history of scientific work on the rainbow, a visiting physicist did a two hour lecture/workshop on space/time effects in special relativity as an introduction to Lightman's novel, Einstein's Dreams. Students were introduced to a few very interesting scientific and mathematical ideas in qualitative ways, but not working through details.

Please select "Sciences" from the drop-down menu on the following web page to review the full list of 2002-03 interdisciplinary approaches to including Science in academic programs:
http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

Undergraduates enrolled in 111 contracts and internships that were sponsored by faculty affiliated with the Scientific Inquiry planning unit during 02-03. Most of these probably were science-focused in content. In addition, the group contract "Undergraduate Research in Scientific Inquiry" offered opportunities for 20-26 undergraduates per quarter to engage in scientific research. The Environmental Studies planning unit sponsored 271 contracts and internships, and many of these likely included field research and other forms of scientific inquiry, but others probably emphasized Social Science inquiry such as policy, sustainability, or environmental education. Additionally, some of the contracts sponsored

by staff (especially Lab Stores, Health Center, Computer Center, Computer Applications Lab, and the Organic Farm) likely focused on work in the Sciences. Some contracts sponsored by faculty from Evening/Weekend Studies and other planning units probably had Science content.

Courses were another avenue for students to explore the Sciences at Evergreen. Twenty-eight different courses in Natural, Computer, and Mathematical Sciences were offered during AY 02-03. The following table shows the science courses and how many students enrolled each quarter. The offerings with very few undergraduates enrolled, such as "Wetland Ecology and Management," "Salmonid Ecology," and "Forest Ecology and Wildlife Conservation" were graduate electives taught by faculty in the Masters of Environmental Studies that were open to undergraduates on a space available basis.

	Headcount Enrolled		
SCIENCE COURSES FOR ASG UPDATE	**Fall 02**	**Win 03**	**Spring 03**
After the Ice			25
Approaches to Healing			51
Biogeography and the Fate of Human Societies	16	28	
Biology - General		27	10
Calculus		31	20
Chemistry - General	27	16	16
Chemistry - Organic	17	13	15
Chemistry - Organic Lab		18	18
Chemistry in Everyday Life	19		25
Child Development and Computers	18		
Conserving & Restoring Biodiversity		2	
CSEMS Seminar		6	6
Data Structures and Algorithms	9		
Forest Ecology & Wildlife Conservation			1
Geographic Information Systems			20
Geometry in Time			21
Human Biology	24	28	15
Mathematical Functions	11		
Medical Aspects of Disability	21		
Precalculus	10		
Salmonid Ecology	2		
Science of Sport		17	
Self-Paced Mathematics	27	43	50
Statistics, Intermediate			16
Statistics, Introduction	23	26	
Viruses: Infection and Ecology	18		
Visual Design for the Web	18	25	
Wetland Ecology & Management	1		
QUARTER TOTAL*	**261**	**280**	**309**

* Note: Total headcount is __not__ unduplicated; a single student taking more than one Science course in a single quarter would be counted more than once in the quarter total.

c. Humanities

In academic year 02-03, 46% of Evergreen programs reported some emphasis on Humanities, which was a 2% increase compared to the previous year.

Did your program include Humanities?
(N=134)

- no response 45%
- major emphasis 27%
- minor emphasis 19%
- no emphasis 9%
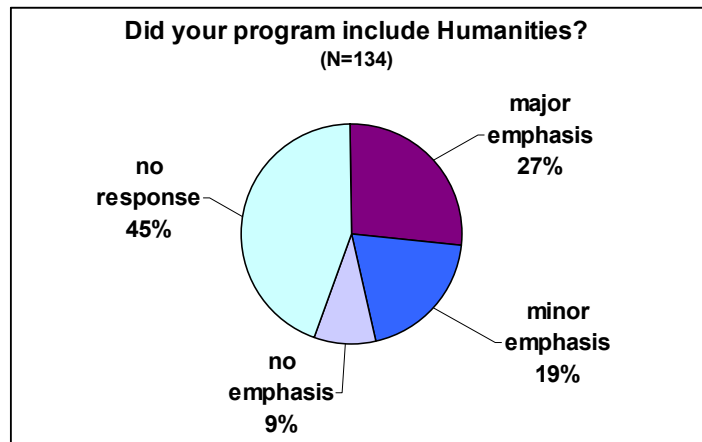
Students could find the Humanities in every program category. Culture Text Language, Inter-area, Tacoma, and the half-time programs offered through Evening/Weekend Studies had high proportions of programs with a major emphasis in Humanities. Core, Society Politics Behavior Change, and Expressive Arts programs also had programs with major and minor emphases in this academic area. Thirteen programs offered through Scientific Inquiry and Environmental Studies also included work in the Humanities. The next chart shows the number of programs with Humanities content for each program category.

Number of Programs with Humanities Content by Program Category

Y-axis: Number of Programs; X-axis: Program Category

Legend: no response, no emphasis, minor emphasis, major emphasis

Category	major emphasis	minor emphasis	no emphasis	no response
CORE	3	3	2	5
IA	6	1		6
CTL	12	1		7
EA	1	3		10
ES		6	3	7
SI		7	1	3
SPBC	3	2	2	10
EWS	10	3	4	7
TAC	1			
TRI				5

Examples of programs with a **major** emphasis on Humanities:

America Documented	Culture Text Language	The program featured a heavy diet of readings in twentieth century American literature, history, culture, and philosophy, worked through in depth in seminars, workshops, and lectures. Studies emphasized the nature of representation and interpretation of written texts, films, and social life. The combination of text study and field research was at the heart of the program.

Seven Continents, Eleven Blocks, One Community	Tacoma Program	Several classes in literature and writing were offered during the year. We also offered a course in aesthetics. The literature and writing classes afforded many students the opportunity to read literature they might otherwise not have read. Similarly, the course in aesthetics introduced students to philosophers and philosophic schools of thought that were new to them. Thus these courses also worked very well.

Examples of programs with a **minor** emphasis on Humanities:

Where Roads Meet	Evening/ Weekend Studies	Students read, seminared, and wrote response papers on middle eastern literature and poetry as well as the historical relationships among Judaism, Christianity, and Islam, particularly the Golden Age of Spain. It worked very successfully.
Molecule to Organism	Scientific Inquiry	Students were asked to read for seminar passages from (for example) Oliver Sacks', The Man Who Mistook His Wife for a Hat, and relate it to the study of genetics. That is, Sacks' writings generally describe some "mutant" (a genetic use of the word). Scientists also use the study of mutants to learn how wild type pathways work.

Please select "Humanities" from the drop-down menu on the following web page to review the full list of 2002-03 interdisciplinary approaches to including Humanities in academic programs:
 http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

Undergraduates enrolled in 473 contracts and internships that were sponsored by faculty affiliated with the Culture Text Language planning unit during 02-03. Many of the CTL-sponsored contracts likely incorporated work in the Humanities. Additionally, some of the contracts and internships sponsored by staff (especially Library, Archives, and the Writing Center) may have included work in the Humanities. Some of the contracts sponsored by Evening/Weekend Studies faculty likely had Humanities content.

Courses were also available to students who wished to study various subjects in Humanities. Forty different Humanities courses (including foreign language, writing, cultural studies, literature, art history, and philosophy) were offered during 02-03, (which was 12 more courses than the previous year). The course "Environmental Philosophy" was an elective of Masters in Environmental Studies that was available to undergraduates on a space available basis. The next table shows the list of Humanities courses and how many students enrolled each quarter.

	Headcount Enrolled		
HUMANITIES COURSES FOR ASG UPDATE	**Fall 02**	**Win 03**	**Spring 03**
Academic Writing as Inquiry		20	
American Sign Language I	29	24	
American Sign Language II		11	14
American Sign Language III			12
Ancient Philosophy			20
Arabic, Beginning	23	11	10
Communication in Diverse Society	24		
Environmental & Community Journalism		24	
Environmental Philosophy	1		
Foundations of Art History	19	27	29
French – Beginning	24	21	17
French – Conversational for Beginners	45	35	13
French – Conversational for Intermediate	14	10	8
French – Intermediate	20	13	12
German – Intensive Beginning *(8 credits)*			27
Grantwriting	42	43	50
Inspiration of William Blake			24

	Headcount Enrolled		
HUMANITIES COURSES FOR ASG UPDATE Continued…	**Fall 02**	**Win 03**	**Spring 03**
Japanese – Advanced Beginning	9	9	6
Japanese – Beginning	22	19	10
Mass Media and the Middle East			24
Mirror and Shield: Greek/Roman Mythology	22	18	
PLE Document Writing	7	14	14
Pluralism and Change			18
Poetry Practice			26
Political Philosophy		23	
Practice of Professional Tutoring			19
Practice of Writing	33	25	
Questions of Philosophy		25	
Reporting for Mainstream & Alternative Media			18
Russian – Beginning	36	15	12
Screenwriting		21	25
Senior Seminar		22	22
Spanish – Beginning	62	46	33
Spanish – Intermediate	23	15	12
Universal Themes in Literature		24	
Virtual & Real World Research		22	13
Writing for Work			25
Writing from Life	28	24	18
Writing from Place			24
Zen and the Art of Short Story	20		
QUARTER TOTAL*	**503**	**561**	**555**

* Note: Total headcount is <u>not</u> unduplicated; a single student taking more than one Humanities course in a single quarter would be counted more than once in the quarter total.

d. Social Sciences

The Social Sciences were included in 45% of Evergreen programs during academic year 02-03. This was a 1% decrease overall compared to the previous year, but it also represented a 5% increase in programs with a *major* emphasis in this divisional area.

Did your program include Social Sciences?
(N=134)

no response 45%
major emphasis 32%
minor emphasis 13%
no emphasis 10%
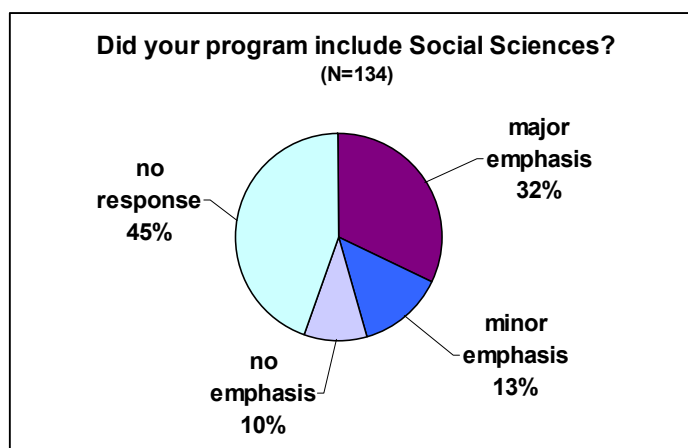
Programs with a major emphasis on the Social Sciences were present in every program category. The Tacoma program and all of the Society Politics Behavior Change and Inter-area programs that responded this year reported a major emphasis in Social Science. Two-thirds (67%) of the Evening/Weekend Studies programs had some level of emphasis in Social Science, and most of these had a major emphasis.

55% of Scientific Inquiry and 50% of both Environmental Studies and Culture Text Language programs also included Social Science.

Number of Programs with Social Science Content by Program Category

Examples of programs with a **major** emphasis on Social Science:

Energy: Working Towards a Sustainable Future	Environmental Studies	We read three political economy texts and discussed global politics, the economics of energy, conflicts over resources, and third world issues, especially the relationship between cheap available energy and prosperity versus lack of resources and poverty and much more. Highly successful.
Respect: Process of Universal Humanity	Inter-Area Program *(Society Politics Behavior Change)*	We worked with political economy. There were a great number of activists in the program who needed to feel able to come to class and learn things they could take back to the community. There were also a number of teaching students who were in school to develop their own pedagogies for teaching in the future. Students also were greatly into native shamanism. Worked very well.

Examples of programs with a **minor** emphasis on Social Science:

Environmental Analysis	Scientific Inquiry	Most of the statistics examples involved social science problems. It is difficult to teach problem solving in statistics without discussing the social aspects underlying the questions. Examples such as salary bias among groups provide sound methods to talk about the bias and to show how statistical analysis of the same data set can exacerbate or conceal information.
American Ways of Seeing	Evening/ Weekend Studies	We did look at the historical/cultural context. For example, a lecture on the history of the American involvement in 1960's Congo – along with a background in colonialism informed our work on the novel, The Poisonwood Bible. A lecture on the civil rights movement with James Baldwin, etc.

Please select "Social Sciences" from the drop-down menu on the following web page to review the full list of 2002-03 interdisciplinary approaches to including Social Sciences in academic programs: http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

Undergraduates enrolled in 262 contracts and internships that were sponsored by faculty affiliated with the Society, Politics, Behavior, and Change planning unit during 02-03. Most of the SPBC-sponsored contracts likely incorporated work in the Social Sciences, but there were certainly other contracts sponsored by faculty in Evening/Weekend Studies, Tacoma, and other planning units that addressed Social Science. For example, the Environmental Studies planning unit also sponsored 271 contracts and internships, and some of those likely emphasized Social Science inquiry such as policy, sustainability, or environmental education, but others may have been more scientific in their content. Additionally, some of the contracts and internships sponsored by staff (especially in Academic Advising, Career Development Center, Access Services, the Counseling Center, the Labor Center, and other Public Service Centers) may have included work in Social Science. Evening and Weekend Studies offered two additional group contract opportunities for students to develop their work in the Social Sciences: 4 students engaged in Student Originated Studies in Education and Cultural Studies during Winter 2003 and 20 students participated in Student Originated Studies in Psychology during Spring 2003.

Thirty-seven different courses provided students with opportunities to explore the Social Sciences, including studies of sociology, politics, psychology, global issues, leadership, environmental policy, and economics. The following table shows the Social Science offerings and the number of undergraduate students enrolled each quarter. The offerings with very few undergraduates enrolled, such as "Environmental Education," "Ethics and Leadership," and "Government to Government Relations" were graduate electives taught by faculty in Masters of Public Administration and Masters of Environmental Studies that were open to undergraduates on a space available basis.

SOCIAL SCIENCE COURSES FOR ASG UPDATE	Headcount Enrolled		
	Fall 02	Win 03	Spring 03
Abnormal Psychology			26
Alcohol, Drugs, and Society			24
Beginning the Journey	131		
Community Leadership		28	
Comparative Healthcare			1
Consuming Desires	19		
Cornerstone Seminar	26	24	21
Corruption and Virtue in Politics	15		
Economics, Principles of		24	
Education Policy		3	
End of Innocence		31	
Environmental Education		6	
Ethics and Leadership			2
Ethics at Work	26		
Finding Your Passion	22	31	30
Government to Government Relations		1	
Hiring and Firing		1	
History and Systems in Psychology	18		
Human Resource Management		24	
Interviewing Skills Mental Health		31	
Law Civil Rights Social Justice		26	
Management Approaches to Service Delivery			1
Marketing			19
Natural Resource Economics			1
Organizational Conflict Management	26		
Political Context of State Government	1		
Politics of Taxation	21		

		Headcount Enrolled	
SOCIAL SCIENCE COURSES FOR ASG UPDATE Continued…	Fall 02	Win 03	Spring 03
Psychology, Introduction	30		
Public & Nonprofit Administration		3	
Public Policy Foundation		1	
Survey Research and Focus Groups	3		
Sustainable Economics Seminar			18
Theories of Counseling	28		33
Theories of Personality		31	
Tribal Governance: Organization & Administration			2
U.S. Health Care Foundation	1		
What Unions Do			26
QUARTER TOTAL*	367	265	204

*Note: Total headcount is not unduplicated; a single student taking more than
one Social Science course in a single quarter would be counted more than once in the quarter total.*

e. Interdivisionality

For purposes of this curricular assessment, the Assessment Study Group defined interdivisionality as a program that incorporated two or more of the traditional academic divisions (Art, Science, Humanities, or Social Science) in their inquiry. One-third (33%) of all programs that were offered in AY 02-03 reported major emphasis in two or more of the divisions, which was an increase of 1% compared to AY 01-02. (Note: 60% of the programs that *completed* the EPR were interdivisional, so the percentage of interdivisional programs was likely higher than available information allows us to discern). The next chart gives an overview of the interdivisionality of academic programs during academic year 02-03 as reported by faculty via the EPR.

Interdivisionality* of Evergreen Programs
(N=134 programs AY 02-03)

Potential divisions were Art, Science/Math, Humanities, and Social Science.
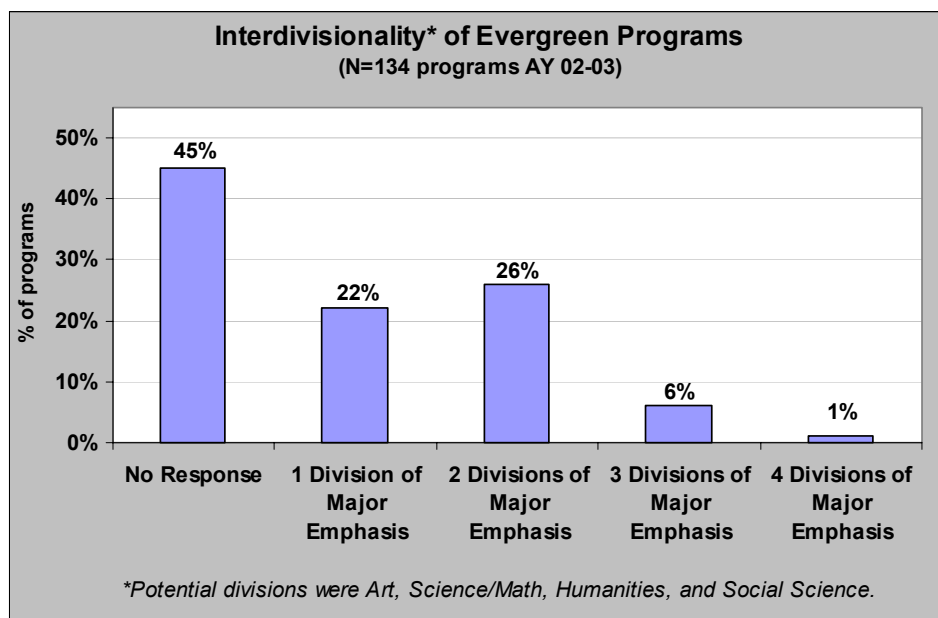
The percentage of Evergreen programs that were interdivisional far exceeded the percentage of programs that were officially designated as "inter-area." There were 12 Inter-area programs and another 8 Core

programs with faculty teams included members from different planning units in AY 02-03, which means that by Evergreen's standard categorization, 15% of our programs were Inter-area. Per the findings of the EPR, 33% of Evergreen's programs incorporated interdivisional areas of major emphasis.

The next chart shows the percentage of programs in each category that reported major emphasis in two or more of the four academic divisions. Inter-area, Tacoma, and Evening/Weekend Studies programs were the most interdivisional based on this definition, but all program categories revealed that some of their programs were interdivisional.

Percentage of Interdivisional* Programs by Program Category 2002-03

Potential divisions were Art, Science/Math, Humanities, and Social Science.
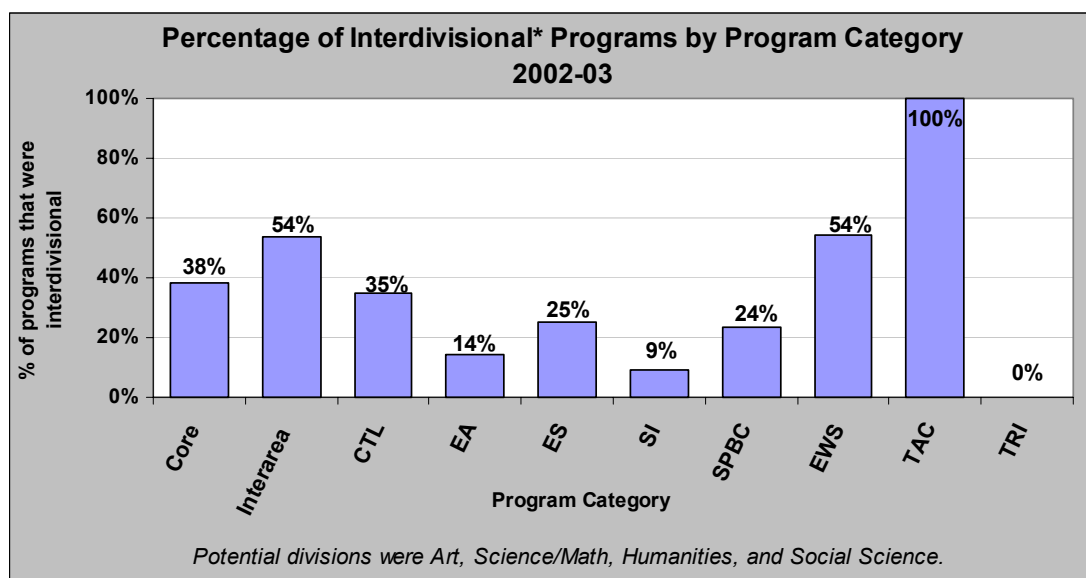
f. Quantitative Reasoning

37% of the programs offered in 2002-03 incorporated quantitative reasoning (QR). The percentage of programs reporting a *major* emphasis increased 1%, but overall 2% fewer programs reported any emphasis on QR.

Did your program include quantitative reasoning? (N=134)
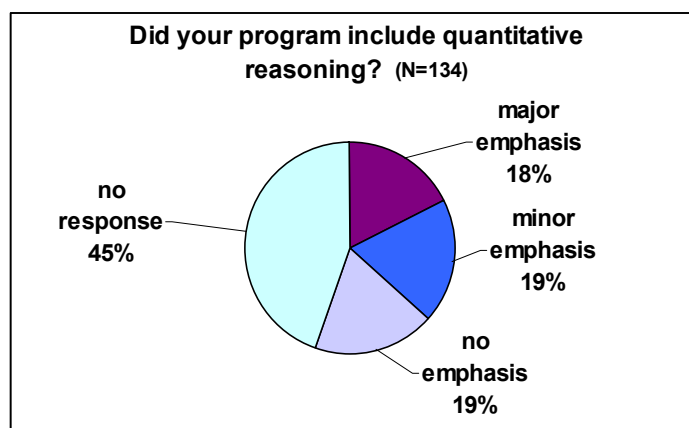
Strategies to develop students' quantitative reasoning abilities were distributed across program categories. Scientific Inquiry programs had the highest proportion of programs that incorporated quantitative reasoning (73%), followed by Environmental Studies programs with 50% reporting QR content. Evergreen students in the Tacoma program also found a major emphasis on QR. QR activities were also reported in 46% of Core programs for first-year students and 42% of half-time programs through Evening/Weekend Studies. Culture Text Language programs were the least likely to incorporate QR work, (10% of CTL programs reported a minor emphasis).

Number of Programs with Quantitative Reasoning by Program Category

Program Category	major emphasis	minor emphasis	no emphasis	no response
CORE	3	3	2	5
IA	2	2	3	6
CTL	2		11	7
EA		4		10
ES	4	4	1	7
SI	7	1		3
SPBC	2	4	1	10
EWS	5	5	7	7
TAC	1			
TRI				5
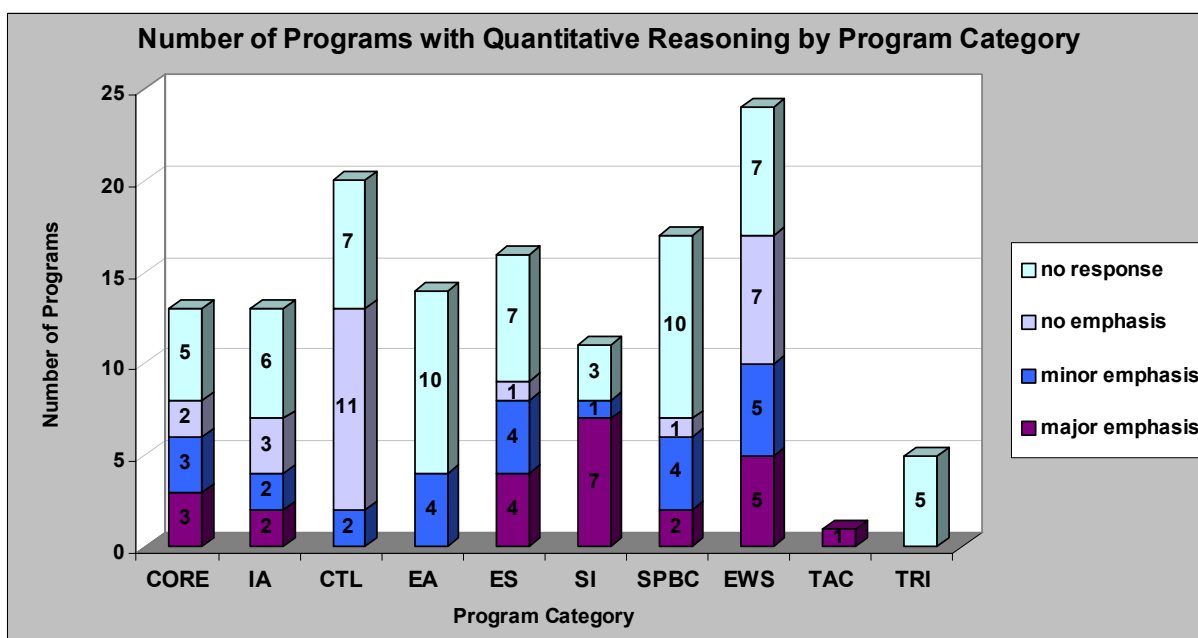
The strategies that were shared by faculty with regards to QR were varied to correspond to the thematic inquiry of the program, and they demonstrate the efforts by faculty to integrate QR as a meaningful mode of program-specific inquiry.

Examples of programs with a **major** emphasis on quantitative reasoning:

What's Your Question?	CORE – First-Year Program *(Society Politics Behavior Change)*	Quantitative reasoning as included as part of introduction to statistics and quantitative research design. Concepts of normal distribution, mean , median, mode, and range were covered as well as experimental and quasi-experimental design.
Foundations of Computing	Evening/ Weekend Studies	Algorithm development was a major emphasis in the class; it was successful.

Examples of programs with a **minor** emphasis on quantitative reasoning:

Power and Limitations of Dialogue	Inter-Area Program *(Culture Text Language; Society Politics Behavior Change)*	The mathematical concept of 'region of validity' was a very important topic, and we did a great deal of work with systems theories. Students were challenged by it and would be less inclined to say they feared math and science after studying these topics. With the exception of what we did with theoretical math that we used, we did no applied mathematics.
Suburban Nation	Evening/ Weekend Studies	Workshops on locating and graphing census data; project group assignments included finding and interpreting census data for the community they were studying. One of our books had a great deal of statistical analysis of wealth in the United States, particularly the wealth gap between blacks and whites. To read it well, students had to understand inflation and growth rates too. We did a workshop on using the consumer price index to interpret economic figures.

Please select "Quantitative Reasoning" from the drop-down menu on the following web page to review the full list of 2002-03 interdisciplinary approaches to including Quantitative Reasoning in academic programs: http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

g. Writing

55% of Evergreen programs reported some level of emphasis on writing, which represents **all** of the programs that participated in the EPR. The percentage of programs with writing emphasis increased 3% compared to 2001-02.

Did your program include writing?
(N=134)

- no response 45%
- major emphasis 42%
- minor emphasis 13%
- no emphasis 0%
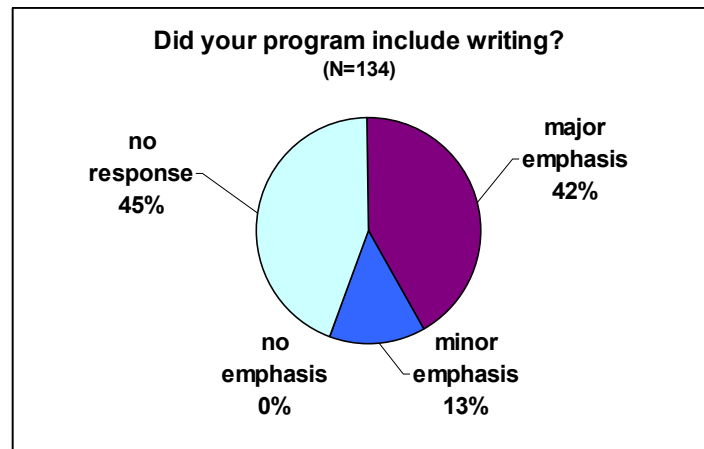
The results of the EPR provide supportive evidence of the College's efforts to disperse writing across the curriculum. Writing emphasis was distributed across all program categories, and major emphasis on writing was at least as common as minor emphasis for every program category.

Number of Programs with Writing Emphasis by Program Category

Examples of programs with a **major** emphasis on writing:

Body, Mind, Soul	Inter-Area Program *(Culture Text Language; Expressive Arts; Society Politics Behavior Change)*	This was huge! There was so much writing that at times the faculty even felt overwhelmed! The students had two major research papers they had to do, one each quarter. They also were required to do an 'illness narrative' summary in which the student met with a person with a specific illness, (which required a special disclaimer form be completed), interview this person to get their story, and summarize this into a paper. They were also required to do a major internship paper or personal research paper, as well as a huge amount of weekly writing, seminar papers, and reflections, etc.

Farm to Table	Environmental Studies	Students completed several small papers that demanded they link program concepts with themes found in assigned readings. Each student also conducted research for a major project that included a final 10+-page paper and annotated bibliography. First-year students were required to work with tutors in the writing lab for all their written course materials.

Examples of programs with a **minor** emphasis on writing:

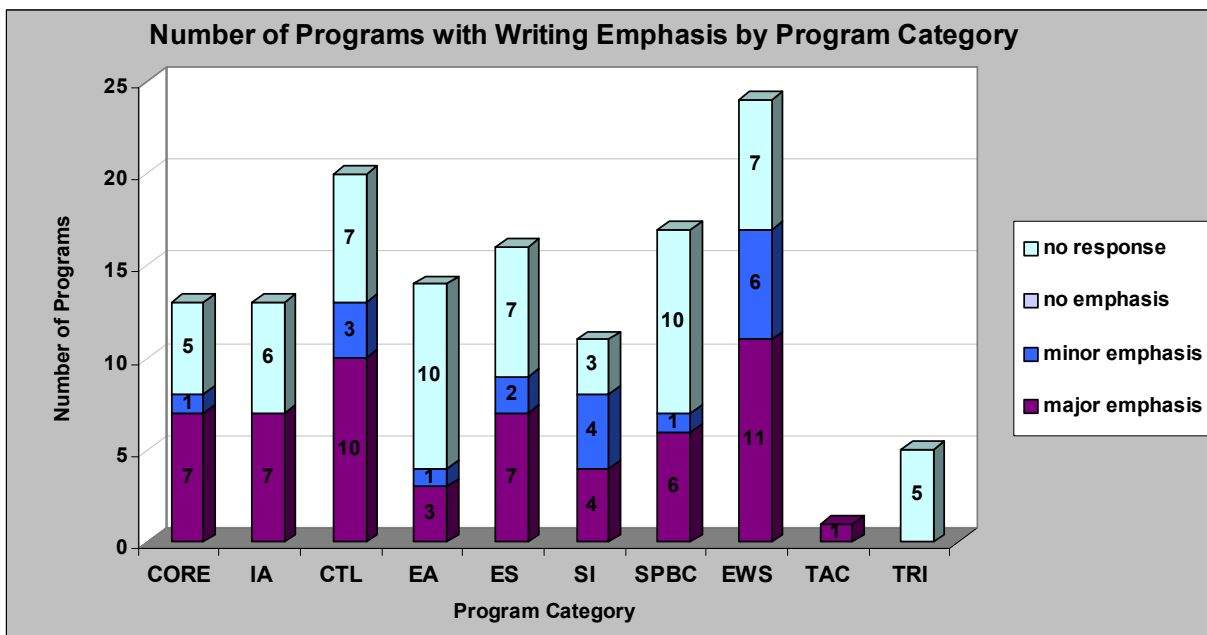| Life on Earth	CORE – First-Year Program *(Environmental Studies; Scientific Inquiry)*	In seminar students were given various writing assignments. In fall quarter there was a weekly writing workshop that presented topics such as outlines, research, thesis development, etc. Writing assignments/workshops/tutors worked very well and helped students improve their writing.
Puppet and Object Theater	Expressive Arts	Students had grant-writing workshops and wrote grant guidelines, and grant applications.

Please select "Writing" from the drop-down menu on the following web page to review the full list of 2002-03 interdisciplinary approaches to including writing in academic programs:
http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

h. Information Technology Literacy

49% of Evergreen programs in 2002-03 reported some emphasis on developing skills in information technology literacy (ITL), which was the same percentage as in 2001-02. In 2002-03, however, programs with a major emphasis on ITL increased 2% compared to the previous year.

Did your students use technology to present work, conduct research, or solve problems?
(N=134)

- major emphasis 29%
- minor emphasis 20%
- no emphasis 6%
- no response 45%
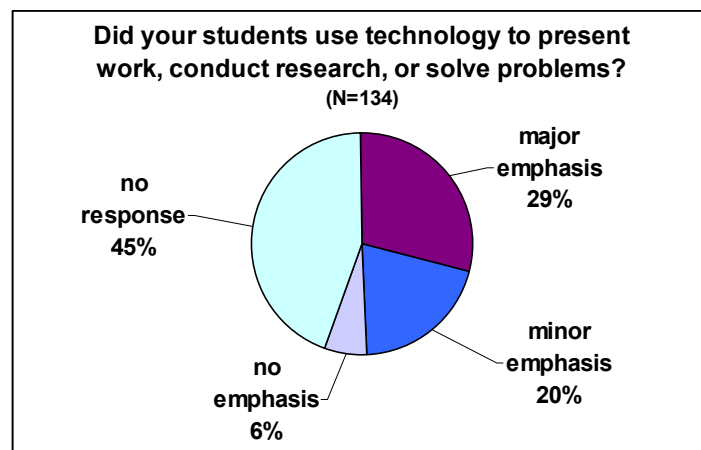
Programs with a major emphasis on ITL skills could be found in every program category. 73% of Scientific Inquiry programs, 67% of Evening/Weekend Studies half-time programs, and 56% of Environmental Studies programs reported an emphasis on ITL. 46% of both Core and Inter-area programs included work on ITL skills. Students were least likely to find an emphasis on ITL in Expressive Arts programs (29%), but the low EPR response rate in this program category may be hiding the ITL content of these programs. The next chart shows the number of programs with Information Technology Literacy content for each program category.

Number of Programs with Information Technology Literacy Emphasis by Program Category

Examples of programs with a **major** emphasis on information technology literacy:

Global Cities	Evening/ Weekend Studies	Students were required to use Web Crossing in a number of ways. They posted each response paper, so that seminar peers could read them before the seminar discussion. They also used Web Crossing to coordinate big collaborative projects due at the end of the quarter. Each research group also used technology as at least a portion of their presentation at the end of the program. Finally, Carlos Diaz worked with me to create a workshop for our students on how to use the information technology available in the Library and on-line, and they have worked extensively with these resources.
Seven Continents, Eleven Blocks, One Community	Tacoma Program	This is something that occurs almost uniformly across the curriculum to the extent that every course requires research and the issues usually researched are structured around real-world problem solving. In addition, there is a multi-media class every quarter, and a media literacy-based class at least twice during the year that features technology prominently. All are very powerful.

Examples of programs with a **minor** emphasis on information technology literacy:

Political Economy and Social Change	Society Politics Behavior Change	Students downloaded statistical data from websites, loaded them into Excel, and manipulated them (transformations, charts, etc). These workshops were very positively evaluated by students. We also created an email discussion list, which had lots of traffic.
Rules of Nature/Rules of Life	Environmental Studies	Students did Power Point presentations for their two oral presentations, used library and internet to do research for papers, used Excel for statistical analysis at the Computer Applications Lab.

Please select "Information Technology Literacy" from the drop-down menu on the following web page to review the full list of 2002-03 interdisciplinary approaches to including ITL in academic programs:
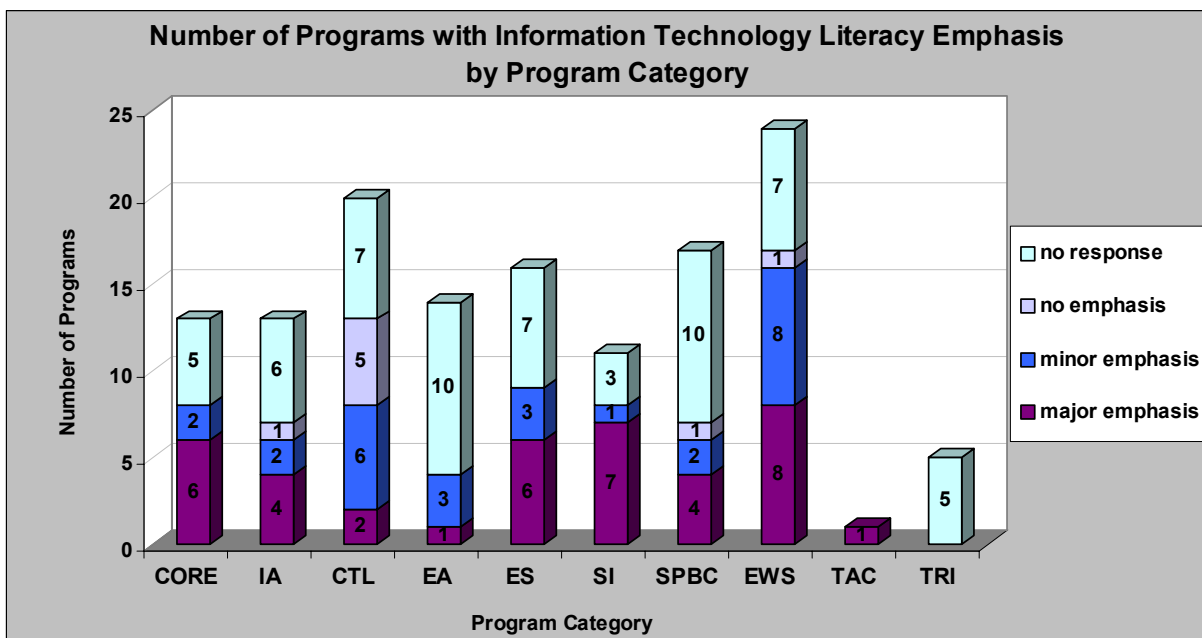http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

i. Critical Thinking

55% of the programs that were offered in 2002-03 included activities designed to promote critical thinking, which was 100% of all programs that responded to the EPR. Critical thinking was a *major* emphasis in 48% of Evergreen programs.

Did your program include activities designed to promote critical thinking? (N=134)

- major emphasis 48%
- no response 45%
- minor emphasis 7%
- no emphasis 0%
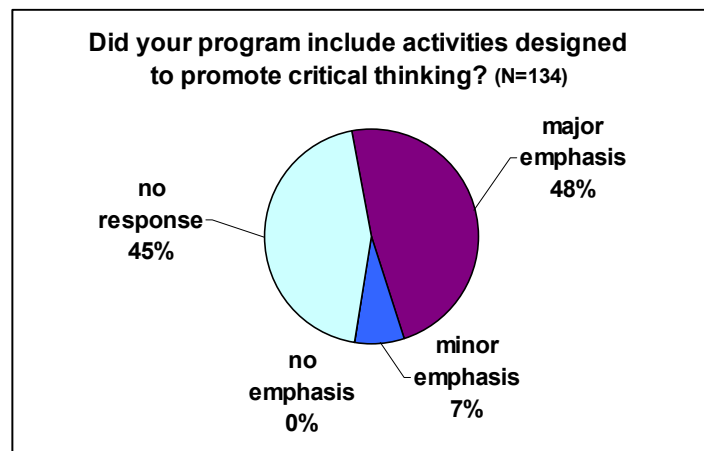
Critical thinking was added to the EPR this year, since it was the only statewide student learning outcome that was not being assessed as part of the EPR's articulation of program content. Additional incentive for adding this area to the EPR comes from the fact that faculty included critical thinking in the Expectations of an Evergreen Graduate. Critical thinking was the most emphasized skill area across all programs offered in AY 02-03. Programs with a major emphasis on critical thinking activities could be found in every program category, and major emphasis was more common than minor emphasis in this area.

Number of Programs with Critical Thinking Emphasis by Program Category

Examples of programs with a **major** emphasis on critical thinking:

Organizations, Entrepreneurship, Management	Society Politics Behavior Change	I used Browne and Keeley's book – "Asking the Right Questions – A Guide to Critical Thinking." After several weeks of applying the exercises to our seminar readings, we applied its entirety to all further readings through essay questions.

Justice at Work	Evening/ Weekend Studies	We created several workshops that involved comparing and contrasting views of the law, especially using visual learning techniques to help them find the structure of their thinking about social problems and controversies. We did a "mind-mapping" exercise, workshops that involved creating timelines and identifying contrasting motion on legal rights. We created a final presentation method in the winter that demanded they think on their feet by responding to questions from a mock Senate Labor Law Reform Panel, with outside guests. We had workshops where they had to apply reading about union organizing and bargaining to a "strategy game" scenario.

Examples of programs with a **minor** emphasis on critical thinking:

Algebra to Algorithms	Scientific Inquiry	Models and modeling were a central theme. Students were asked to consider when/why a particular mathematical model was a good (or bad) representation of a real world phenomenon.
Imaging the Body	CORE – First-Year Program *(Expressive Arts; Environmental Studies)*	Seminars were devoted to reading/discussing books critically. As were art critiques and lectures concerning critical assessment of works of art.

Please select "Critical Thinking" from the drop-down menu on the following web page to review the full list of 2002-03 interdisciplinary approaches to including critical thinking in academic programs:
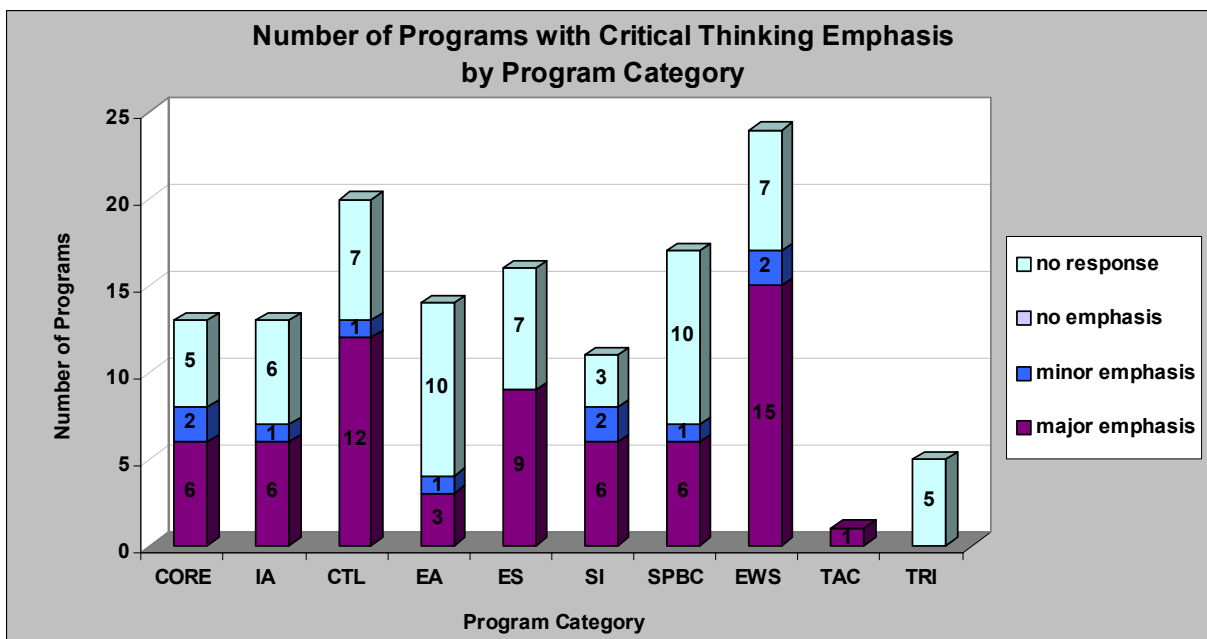http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

j. Curriculum Overview

The use of the End-of-Program Review to assess program content appears to be off to a fairly successful start in its first two years of administration. Even with just 55% of programs responding, this instrument was better able to capture the less visible content and activities in programs than prior assessment efforts using credit equivalencies and catalog descriptions.

This section provides three overview charts of the various curricular offerings at Evergreen during AY 02-03: an overview of program emphasis areas, the distribution of course enrollment by area of divisional emphases, and an overview of contracts and internships by planning unit.

The first overview chart shows the percentage of programs with major and minor emphasis in each academic division and skill area across all programs. Of the divisional areas, Humanities was the most prevalent in 02-03 programs, with 46% reporting some emphasis. Social Science was also widely available with emphasis in 45% of all programs. Of the skill areas that were assessed, critical thinking and writing were the most common areas of emphasis across all programs. 55% of programs that were offered in AY 02-03 reported emphasis in these areas, which is an especially strong finding since only 55% of the programs articulated their content for this assessment. Information-seeking and technology skills also had a strong presence in programs, with 49% of the programs reporting some level of emphasis.

Overview of Major and Minor Emphasis Areas in Academic Programs AY 02-03   (N=134 programs)

% of all programs

Emphasis Area	major emphasis	minor emphasis
ART	15%	18%
SCIENCE	22%	13%
HUMANITIES	27%	19%
SOCIAL SCI	32%	13%
QUANT REAS	18%	19%
WRITING	42%	13%
INFO TECH LIT	29%	20%
CRIT THINK	48%	7%

Legend: ■ minor emphasis ■ major emphasis
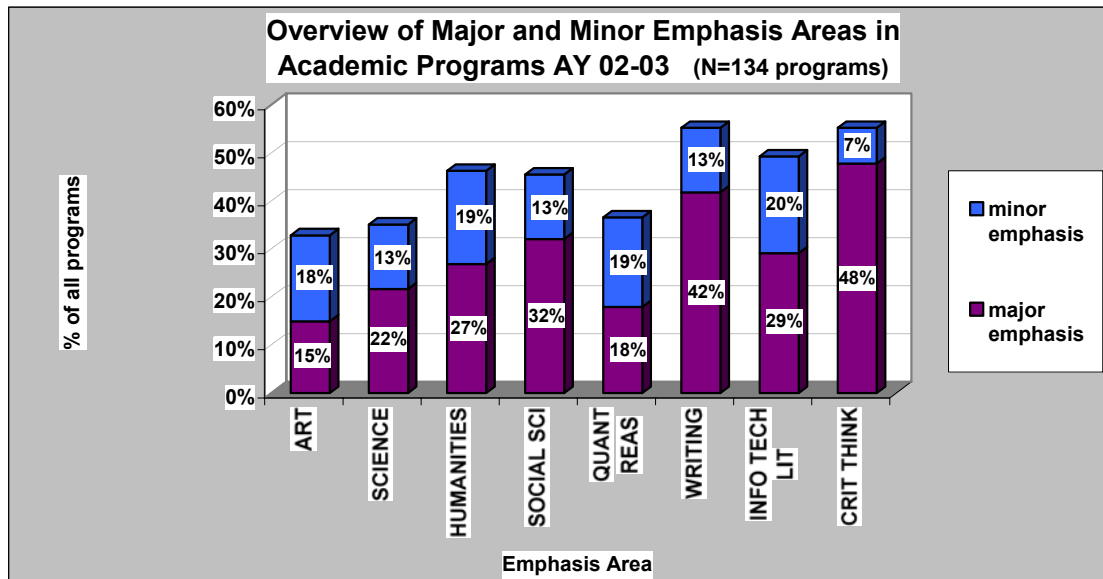
Evergreen students have multiple modes of academic inquiry available through which to obtain breadth and depth in their work. The next chart shows the distribution of 2-credit and 4-credit courses offered in 2002-03 by their primary divisional area. In 02-03, courses generated 9% of all undergraduate FTE during fall quarter and 10% of all undergraduate FTE in winter and spring quarters.

Student Headcount in Courses by Division AY 02-03

Number of Students Enrolled

Division	Fall	Winter	Spring
Art	451	474	437
Science/Math	261	280	309
Humanities	503	561	555
Social Science	367	265	204
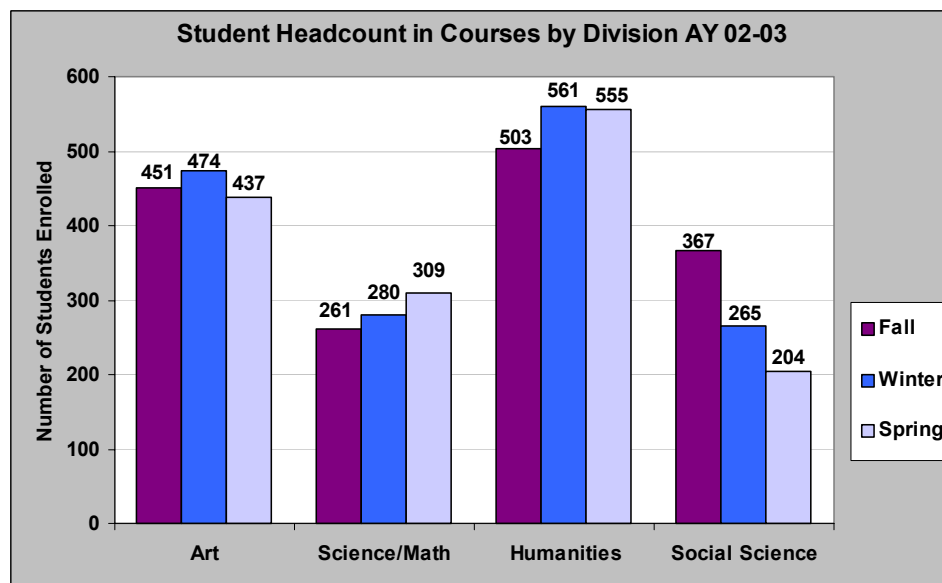
The final chart in this overview section shows the distribution of individual learning contracts and internships by the planning unit of the faculty/staff sponsor. In 2002-03, contracts and internships made up 10% of the total undergraduate FTE generated in fall quarter, 12% in winter quarter, and 16% in spring quarter.

Undergraduate Contracts and Internships by Planning Unit of Faculty Sponsor AY 02-03

A bar chart titled "Undergraduate Contracts and Internships by Planning Unit of Faculty Sponsor AY 02-03" with the y-axis "Number of Contracts/Internships" (0 to 200) and x-axis "Planning Unit". Legend: FALL, WIN, SPR.

Planning Unit	FALL	WIN	SPR
CTL	123	165	185
ES	74	78	119
EA	96	80	83
NAWIP	6	15	21
SI	25	37	49
SPBC	56	88	118
TAC	3	8	21
EWS	56	78	81
STAFF	46	58	69

k. Trends in Program Emphases

Now that the second annual cycle of data collection via the EPR has been completed, it is possible to begin looking for trends in program emphases. This section consists of charts that compare the responses from the first two years of EPR administration. The first chart shows the divisional and skill area emphases of all programs for 01-02 and 02-03. Subsequent charts present areas of emphasis within each program category – i.e. each planning unit, Core, and Inter-area programs. Response rates are provided as the first data element in the charts, since it is important to consider the response rate when looking at the change in percentage of programs reporting areas of emphasis. When the response rate increases, the College's ability to articulate program content increases. The percentage of programs that report an emphasis in each area serves as a low-end estimate of the actual presence of that area in the curriculum. For example, 33% of 2002-03 programs reported an emphasis in Art, which means *at least* 33% of all programs included Art. In reality, a higher percentage emphasized Art, but it is unknown to what extent the 60 non-responding programs of 2002-03 included Art.

Areas of Emphasis in Programs: Comparison of 2001-02 and 2002-03

A bar chart titled "Areas of Emphasis in Programs: Comparison of 2001-02 and 2002-03" with y-axis "% of All Programs" (0% to 60%). Legend: 2001-02, 2002-03.

Area	2001-02	2002-03
Response Rate	53%	55%
ART	31%	33%
SCIENCE	30%	35%
HUMANITIES	44%	46%
SOCIAL SCI	46%	45%
QUANT REAS	39%	37%
WRITING	52%	55%
INFO TECH LIT	49%	49%
CRITICAL THINK		55%

Core Program Areas of Emphasis 2001-02 and 2002-03

Area	2001-02	2002-03
Response Rate	75%	62%
ART	42%	46%
SCI/MATH	58%	54%
HUMANITIES	58%	46%
SOCIAL SCI	67%	39%
QUANT REAS	58%	46%
WRITING	75%	62%
INFO TECH LIT	67%	62%
CRITICAL THINK		62%

% of Core Programs

Inter-Area Program Areas of Emphasis 2001-02 and 2002-03

Area	2001-02	2002-03
Response Rate	83%	54%
ART	67%	39%
SCI/MATH	61%	46%
HUMANITIES	78%	54%
SOCIAL SCI	78%	54%
QUANT REAS	61%	31%
WRITING	83%	54%
INFO TECH LIT	78%	46%
CRITICAL THINK		54%

% of Inter-area Programs

Culture Text Language Program Areas of Emphasis 2001-02 and 2002-03

Area	2001-02	2002-03
Response Rate	46%	65%
ART	32%	45%
SCI/MATH	11%	0%
HUMANITIES	46%	65%
SOCIAL SCI	36%	50%
QUANT REAS	18%	10%
WRITING	46%	65%
INFO TECH LIT	39%	40%
CRITICAL THINK		65%

% of CTL Programs

Expressive Arts Program Areas of Emphasis 2001-02 and 2002-03

Legend: 2001-02, 2002-03

	Response Rate	ART	SCI/MATH	HUMANITIES	SOCIAL SCI	QUANT REAS	WRITING	INFO TECH LIT	CRITICAL THINK
2001-02	46%	46%	9%	46%	36%	46%	46%	36%	
2002-03	29%	29%	29%	29%	7%	29%	29%	29%	29%

y-axis: % of EA Programs

Environmental Studies Program Areas of Emphasis 2001-02 and 2002-03

Legend: 2001-02, 2002-03

	Response Rate	ART	SCI/MATH	HUMANITIES	SOCIAL SCI	QUANT REAS	WRITING	INFO TECH LIT	CRITICAL THINK
2001-02	59%	18%	59%	12%	47%	59%	59%	59%	
2002-03	56%	19%	56%	38%	50%	50%	56%	56%	56%

y-axis: % of ES Programs

Scientific Inquiry Program Areas of Emphasis 2001-02 and 2002-03

Legend: 2001-02, 2002-03

	Response Rate	ART	SCI/MATH	HUMANITIES	SOCIAL SCI	QUANT REAS	WRITING	INFO TECH LIT	CRITICAL THINK
2001-02	64%	18%	64%	55%	46%	64%	64%	64%	
2002-03	73%	36%	73%	64%	55%	73%	73%	73%	73%

y-axis: % of SI Programs

Society Politics Behavior & Change Program Areas of Emphasis
2001-02 and 2002-03

Category	2001-02	2002-03
Response Rate	31%	41%
ART	8%	6%
SCI/MATH	15%	29%
HUMANITIES	31%	29%
SOCIAL SCI	31%	41%
QUANT REAS	15%	35%
WRITING	31%	41%
INFO TECH LIT	23%	35%
CRITICAL THINK		41%

(% of SPBC Programs)

Evening and Weekend Studies Program Areas of Emphasis
2001-02 and 2002-03

Category	2001-02	2002-03
Response Rate	49%	71%
ART	27%	46%
SCI/MATH	9%	29%
HUMANITIES	42%	54%
SOCIAL SCI	49%	67%
QUANT REAS	33%	42%
WRITING	46%	71%
INFO TECH LIT	49%	67%
CRITICAL THINK		71%

(% of EWS Programs)

B. Advising

1. Introduction

Evergreen students are expected to reflect carefully on their work and to structure their own academic career based on that reflection. Without the traditional structures of requirements for graduation, pre-determined majors, and specified distribution requirements, academic planning is a very different process than at most other schools. Because of this, Evergreen has a special responsibility for advising students regarding their work in general and their academic plans and careers in particular.

In February of 2001, the faculty adopted the following commitment to advising:
*   1. All faculty will hold advising conferences with their students each year based on a self-reflective piece written by the student.*
*   2. Aided by the Advising Office, faculty will be responsible for appropriate instruction to their students on how to prepare for this meeting.*
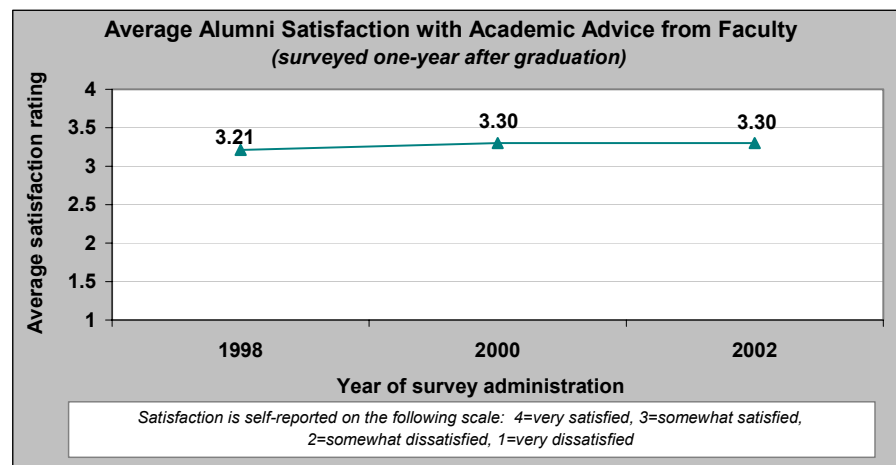*   3. Students will document this conference in their own portfolio.*

2. Advising by Faculty

Faculty at Evergreen provide a considerable amount of advising to most students in the course of their ongoing program work. This part of Evergreen's advising system is highly variable and not necessarily visible for students, yet alumni report significant satisfaction with their experiences. Through the End-of-Program Reviews, faculty provided narrative about how they advise the students in their academic programs.

Key indicators for assessment of advising by faculty:

- **Alumni survey** – Administered biennially by the Office of Institutional Research and Assessment, this survey asks alumni one year after graduation to reflect on their experiences at Evergreen. Alumni satisfaction with academic advice they received from faculty was selected as a key assessment indicator of faculty advising.

Evergreen alumni have consistently reported satisfaction with academic advice they received from faculty. In 2002, 83% of the responding alumni from the class of 2000-01 were "somewhat" or "very" satisfied with this aspect of their Evergreen experience.

Average Alumni Satisfaction with Academic Advice from Faculty
(surveyed one-year after graduation)

Satisfaction is self-reported on the following scale: 4=very satisfied, 3=somewhat satisfied, 2=somewhat dissatisfied, 1=very dissatisfied

- **End-of-Program Reviews** – The reviews included an open-ended narrative response question that asked faculty "How did you go about advising your students?"

The second year of End-of-Program Reviews revealed similar innovative strategies as were reported in the first year. Evergreen faculty advised students in one-on-one conferences and groups. Advising conversations occurred as scheduled program activities and evaluation conferences, but they also took place informally during field trips, over lunch, or during faculty office hours. Some faculty began advising before the program started or very early in the program to get a sense of their students' backgrounds and learning objectives. Many faculty mentioned mid-term conferences, and nearly all programs mentioned advising during end-of-quarter evaluation conferences. Guest speakers, alumni panels, and Core Connectors (academic advisors assigned to first-year programs) were brought into programs to help students with academic and career planning. Faculty spent a great deal of time with their students in a variety of settings, which helped them assess students' progress, needs, and goals. When specific issues arose in their students' work and lives, some faculty mentioned referring students to other support services (such as the Quantitative Reasoning Center, Writing Center, Counseling Center, and Advising).

Following is a small sample of faculty advising strategies from various planning units. For a complete list of program advising strategies from 02-03 click on the following link and select "advising" from the drop-down box: http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

Program name	Planning unit	How did you go about advising your students?
So You Want to Be a Teacher	CORE – First-Year Program *(Society Politics Behavior Change)*	We met individually with each student during Orientation Week to make sure they were settled and aware of the resources on campus. At that meeting we inquired about their reasons for coming to Evergreen, their expectations, areas they might need support in. We made sure they knew about First People's, Access Services, and KEY, as well as the Writing and QR Centers, and Academic Advising. At mid-term, we met with each person again and went over their work in the program. At the end of the quarter, for their portfolios, they had to complete a self-guided learning plan and written assessment of how their work was addressing the Six Expectations. During winter quarter, we met with them individually again at mid-term and began advising for spring quarter. We also conducted a long-range planning workshop and had them revise their academic plans.
Postbellum	Culture, Text, Language	In the beginning of the quarter get-acquainted meetings, in a lecture session the week of the academic fair where we discussed self-evaluation writing and options for spring programs, and in evaluation conferences.
Marine Life	Environmental Studies	There were a great many seniors in the class that did not need much advising, but for the juniors, we advised with them regarding what classes they should be thinking about taking after our program. A great many students end up taking merely classes they "like" or "find interesting" rather than looking at the bigger picture, which is, what do I need to fulfill the requirements for entrance to grad school. We looked at their overall academic portfolio of course work and helped identify what was missing, what would be required for a grad school program.
He Said, She Said	Evening/ Weekend Studies	We held regular meetings with small groups to advise about their individual projects and work. Students were also required to complete self-assessment forms, which were discussed at the liberal arts forum. We also had mid-term evaluation and final evaluation conferences.
Respect: Process of Universal Humanity	Inter-Area Program *(Society Politics Behavior Change)*	We maintained continual contact with our students through class, office hours, and the internet. We continually kept them aware of the resources available to them on and off campus.
Algebra to Algorithms	Scientific Inquiry	1) Students were asked to write learning objectives. 2) In evaluation conferences, we spent half of the time talking about plans. 3) Weekly speakers from various planning units came to talk to the students about the role of math in their work and their teaching/curriculum.
Multicultural Counseling	Society Politics Behavior Change	Evaluation conferences. Often ate lunch in the program room to be available for advising and graduate school consultations.
Seven Continents, Eleven Blocks, One Community	Tacoma Program	At the beginning of each academic year, each student is assigned to an academic advisor who also serves as that student's seminar leader. In winter and spring quarters new students entering the program are also matched with an advisor. The advisor assignments are made based upon the expressed academic and career aspirations of the students. The faculty advisors do the majority of advising. The program coordinator does specific advising of students where needed and requested.

3. Advising by Staff Advisors and Academic Support Services Offices

Students may find advisors on campus among faculty, fellow students, and staff members they meet through their programs, student activities, support services, residence halls, and various campus offices. The official staff advisors at Evergreen can be found in several Evergreen offices, including the Academic Advising Office, K.E.Y. (Keep Enhancing Yourself) Student Services, Access Services for Students with Disabilities, First Peoples' Advising, and the Career Development Center. Staff advisors are committed to helping ensure that students succeed in our learning communities. Advisors also provide support to faculty through summer program planning institutes to help faculty develop their own advising skills and to keep faculty informed of resources for students.

Key assessment indicators for advising by staff advisors:

- **Numbers of students attending *Mapping* or other workshops that include a focus on the Expectations**

During academic year 2002-03, 918 new Evergreen students participated in New Student Advising Workshops that included a set of exercises to help them think about their academic planning using the Expectations of an Evergreen graduate. Participants developed a preliminary academic plan and learned about advising resources to support them as they continue their Evergreen studies. In addition, 241 students in Core programs completed Mapping II workshops during winter and spring quarters. In Mapping II, students continue their academic planning and reflect on how their academic work relates to the Expectations – especially in terms of the breadth of their work.

Academic Year	Number of new students participating in New Student Advising Workshops	Number of students who continued academic planning through Mapping II workshops
AY 2001-02	909	160
AY 2002-03	918	241

- **National Survey of Student Engagement/Council of Public Liberal Arts Colleges (NSSE/COPLAC) consortium question (administered for the first and final time in 2002): "How satisfied are you with the advising you receive at this institution with regard to academic planning?"**

The consortium discontinued this NSSE/COPLAC question before the 2003 NSSE administration. The question was administered for the first and last time in 2002. Thus, this key indicator can no longer be tracked. Fortunately, it was very similar to the following proposed key indicator, which also comes from the NSSE survey.

- **National Survey of Student Engagement (NSSE) question: "Overall how would you evaluate the quality of academic advising you have received at your institution?"**

A random sample of Evergreen first-year students and seniors participate in the NSSE every spring. The survey results allow the College to compare the experiences of Evergreen students to their peers at other Baccalaureate-Liberal Arts Colleges (Bac-LA) and to other Council of Public Liberal Arts Colleges (the COPLAC consortium).

Freshmen's overall ratings of academic advising at Evergreen improved from 2001 to 2003. In both 2002 and 2003, Evergreen freshmen rated their satisfaction higher than their peers at other COPLAC institutions.

Freshmen: Overall how would you evaluate the quality of academic advising you have received at your institution?

4=excellent
3=good
2=fair
1=poor

	2001	2002	2003
■ Evergreen	2.78	3.00	3.07
▨ COPLAC	No Data	2.85	2.94
▢ Bac-LA	3.09	3.06	3.17

Seniors: Overall how would you evaluate the quality of academic advising you have received at your institution?

4=excellent
3=good
2=fair
1=poor

	2001	2002	2003
■ Evergreen	2.79	2.91	2.93
▨ COPLAC	No Data	2.91	2.98
▢ Bac-LA	3.16	3.16	3.21

Average satisfaction with academic advising also improved from 2001 to 2003 for Evergreen seniors. The mean for Evergreen seniors was still significantly lower (p<.001) than the average for seniors at all participating Baccalaureate-Liberal Arts colleges.

- **Number of faculty attending institutes on academic advising.**

During academic year 2001-02, 20 faculty attended the New Faculty Training sponsored through the office of the Academic Dean for new faculty. Part of this training included a presentation reviewing Academic Advising processes and resources.

Eighty-six faculty members attended Team Planning conferences on the Olympia campus. Each of these conferences included a presentation on Academic Advising processes, resources, and recommendations by Academic Advising staff.

Three faculty members attended the six-day National Academic Advising Association (NACADA) conference this past summer as part of a team with several Student and Academic Support Services professionals, including the Dean.

No updated information for AY 2002-03 was provided for this key indicator as of the time of publication.

II. Learning

A. Introduction

A central principle of Evergreen is that students are responsible for their own work. Because of this, Evergreen's graduation requirements are minimal – in particular, there are no specific distribution requirements for earning a BA degree. Thus, Evergreen cannot depend on the completion of certain required course work to stand in for proof that our graduates have acquired certain skills or learned certain subjects. By contrast, Evergreen proposes to attempt to assess more directly the nature and level of our students' educational achievements.

On January 17, 2001, the Evergreen faculty approved the six Expectations of an Evergreen graduate. By approving *Expectations of graduates* rather than *requirements to graduate*, the faculty acted from the central principle mentioned above: The Expectations tell the students what they are expected to learn, but the choices of exactly what and how to learn are the responsibility of each student. The Expectations were developed as broad standards by which students' learning is to be assessed.

Evergreen has a rich method of assessing student achievements at the level of particular study: the narrative evaluations, comprising both the faculty evaluation of student achievement (the faculty evaluation) and the student's own evaluation of achievement (the self-evaluation). Narrative evaluations are central to learning at Evergreen. They are a primary method of assessing student learning within programs and courses, and thus one of their roles is analogous to the role of grades at other institutions. In this role, narrative evaluations can tell readers a great deal about what a student has actually learned in a course or program.

The student transcript, comprising records of transfer credits, program descriptions, as well as both self- and faculty evaluations, should be the primary basis for assessing student learning, by way of assessing how well Evergreen graduates meet the six Expectations. In August 2002, Evergreen inaugurated this assessment work, through a Faculty Workshop that assessed students' learning through their transcripts. The transcript review participants summarized the results of their work in the full "Teaching and Learning at the Evergreen State College" report (December 2002). The 2002 transcript review served as a baseline measure, since the students whose transcripts were studied left the college just as the general education initiatives (including the formal adoption of the Expectations) were implemented. Another transcript review will be conducted in a few years to look for change as a result of the implementation of general education initiatives.

While student transcripts should be the primary tool for assessing learning at Evergreen, the College also has results available from several other learning assessment tools: the Life-long Learning Index of the College Student Experience Questionnaire (CSEQ), the National Survey of Student Engagement (NSSE), and the Alumni Survey of recent Evergreen graduates. All surveys are based on self-reported learning. Survey items that correspond to some degree with the Expectations were selected as supplemental indicators of learning. This section provides an overview of trends in the survey indicators relevant to Evergreen's Expectations. Annual administration of the CSEQ Life-long Learning Index ended in Spring 2003, and it will be replaced by a new Evergreen-developed student experience and learning survey. Where possible, new learning indicators from the NSSE have been proposed to replace the former CSEQ indicators. Additional student learning measures may be selected from the new Evergreen Student Experience Survey after its first administration in Spring 2004.
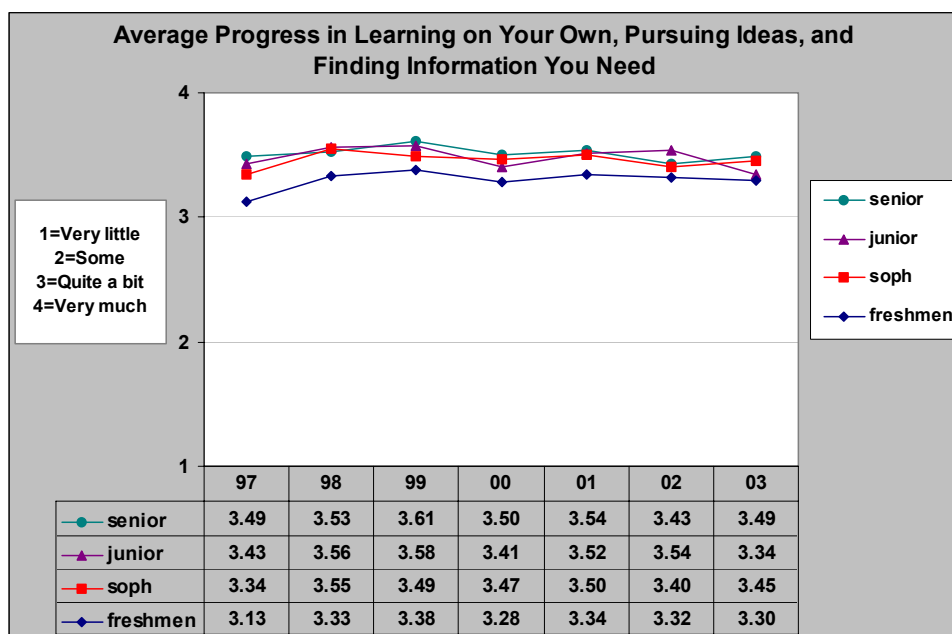
B. Student Self-Assessment of Learning

Expectation #1: Articulate and assume responsibility for your own work

This expectation is best assessed through the presence and detail of self-evaluations in a student's transcript. During the transcript review of 2002, examples of students whose transcripts had strong evidence for Expectation #1 were those who took advantage of learning opportunities, worked well in independent study, set and met their own deadlines, articulated their learning in self-evaluations, and worked to master areas that were difficult or uncomfortable.

Supplemental Indicators

1. College Student Experience Questionnaire (CSEQ) Life-Long Learning Item: "How much have you gained or made progress in the ability to learn on your own, pursue ideas, and find information you need?"

Average Progress in Learning on Your Own, Pursuing Ideas, and Finding Information You Need

1=Very little
2=Some
3=Quite a bit
4=Very much

	97	98	99	00	01	02	03
senior	3.49	3.53	3.61	3.50	3.54	3.43	3.49
junior	3.43	3.56	3.58	3.41	3.52	3.54	3.34
soph	3.34	3.55	3.49	3.47	3.50	3.40	3.45
freshmen	3.13	3.33	3.38	3.28	3.34	3.32	3.30

Based on seven years of experience with this survey, we have learned that freshmen tend to report slightly lower learning gains for "learning on your own" than upper classmen. The differences are not as marked between sophomores, juniors and seniors. It seems that the major gains in this item are made by the sophomore year. Average progress in this area has remained high over the years.

2. National Survey of Student Engagement (NSSE) survey question: "To what extent has your experience at Evergreen contributed to your knowledge, skills, and personal development in learning effectively on your own?"

The next two charts show results for first-years and seniors on the NSSE survey item that will serve as a replacement indicator for the discontinued CSEQ item.

Freshmen: Educational and Personal Growth in Learning Effectively On Your Own

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.04	3.24	3.25
▨ COPLAC	No Data	3.00	2.91
▢ Bac-LA	3.06	3.01	3.03
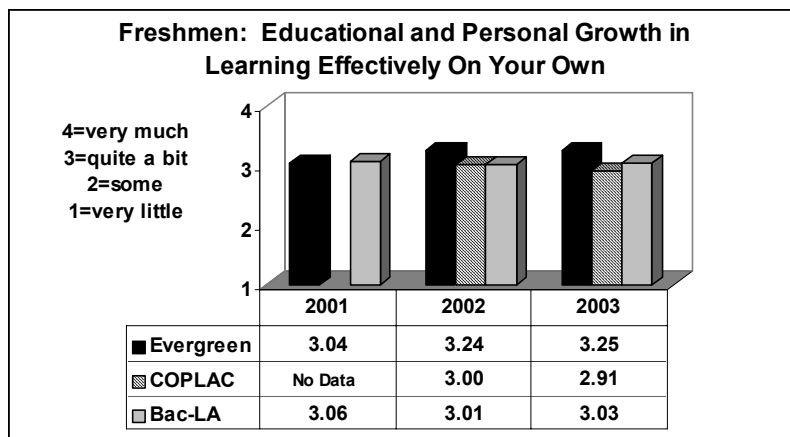
Average ratings of growth in self-directed learning have improved over the past three years for Evergreen's freshmen. The 20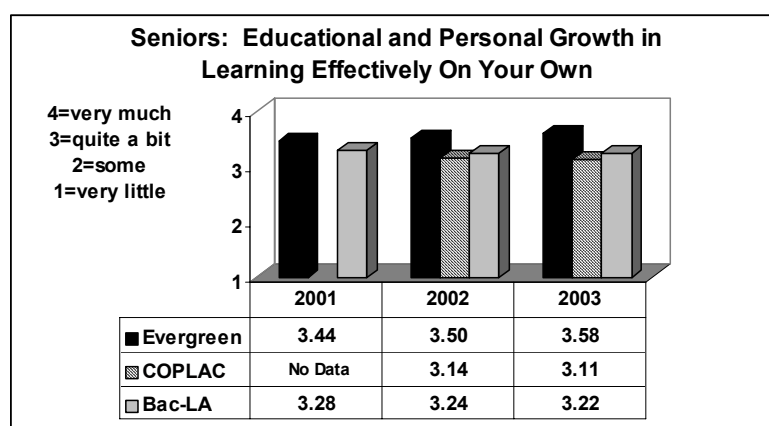03 mean rating by Evergreen freshmen is significantly higher than both the Council of Public Liberal Arts Colleges (COPLAC) and Baccalaureate-Liberal Arts comparison groups (p<.01).

The high mean ratings of progress in independent learning by Evergreen seniors have continued to climb over the past three years. The 2003 average rating by Evergreen seniors is also significantly higher than both comparison groups (p<.001).

Seniors: Educational and Personal Growth in Learning Effectively On Your Own

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.44	3.50	3.58
▨ COPLAC	No Data	3.14	3.11
▢ Bac-LA	3.28	3.24	3.22

Additional evidence

One year after graduation, Evergreen alumni reflected on their academic progress at Evergreen (Alumni Survey 2002). "Learning independently" received the highest average satisfaction rating of 14 academic growth areas. Furthermore, of 15 work-related skill areas, alumni rated themselves highest in the areas of "willingness and aptitude to learn new skills" and "independence and initiative."

Expectation #2: Participate collaboratively and responsibly in our diverse society

The transcript review team of Summer 2002 discovered strong transcript evidence for Expectation #2, including students who had worked successfully in seminars and group projects, completed community service learning, studied abroad, demonstrated a commitment to social justice, challenged their own cultural assumptions and biases, and engaged in multicultural studies.

Supplemental Indicators

1. NSSE survey question: "Have you done or do you plan to participate in community service or volunteer work before you graduate?"

The percentage of Evergreen seniors who report participation in community service or volunteer work has been decreasing over the past few years. Evergreen seniors in 2003 were significantly less likely than seniors at Baccalaureate-Liberal Arts schools to report such participation (p<.001).

Percent of Seniors Who Have Done or Plan to Participate in Community Service or Volunteer Work Before Graduation

	2001	2002	2003
■ Evergreen	67%	62%	60%
▨ COPLAC	No Data	66%	67%
☐ Bac-LA	74%	74%	77%
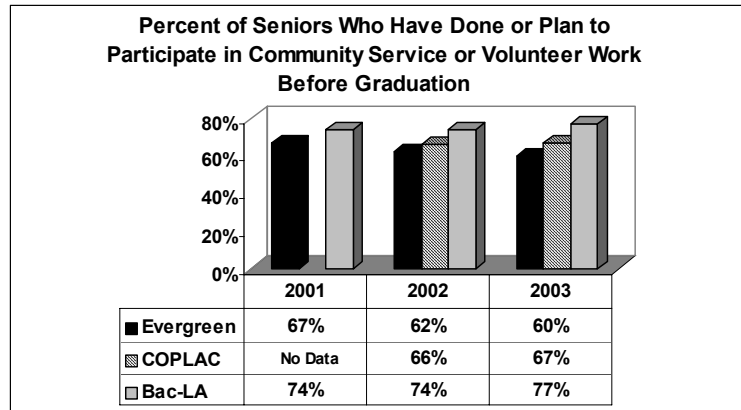
A survey of the graduating class of 2000-01 conducted in 2002 revealed that 57% of the alumni had participated in community service or volunteer work while at Evergreen. 22% of the alumni had studied abroad while at Evergreen.
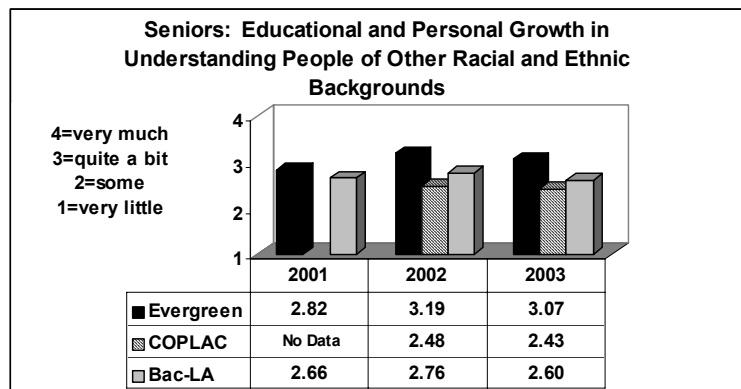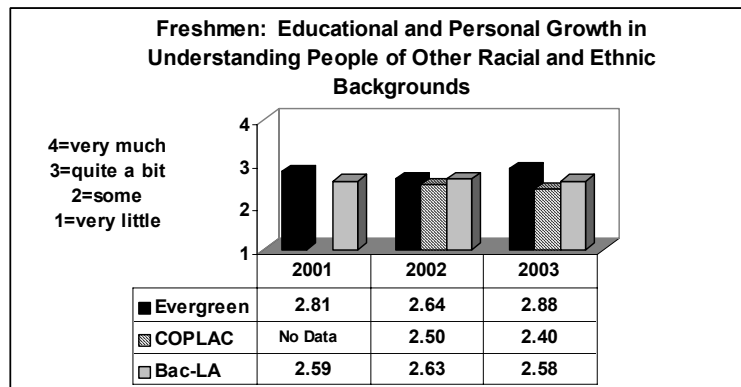
2. NSSE survey question: "To what extent has your experience at Evergreen contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds?"

Freshmen and seniors at Evergreen have reported more growth in understanding people of other racial and ethnic backgrounds than students at other colleges from 2001 to 2003. In the 2003 administration, these differences are statistically significant with both comparison groups (p<.001).

Freshmen: Educational and Personal Growth in Understanding People of Other Racial and Ethnic Backgrounds

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	2.81	2.64	2.88
▨ COPLAC	No Data	2.50	2.40
☐ Bac-LA	2.59	2.63	2.58

Seniors: Educational and Personal Growth in Understanding People of Other Racial and Ethnic Backgrounds

4=very much
3=quite a bit
2=some
1=very little

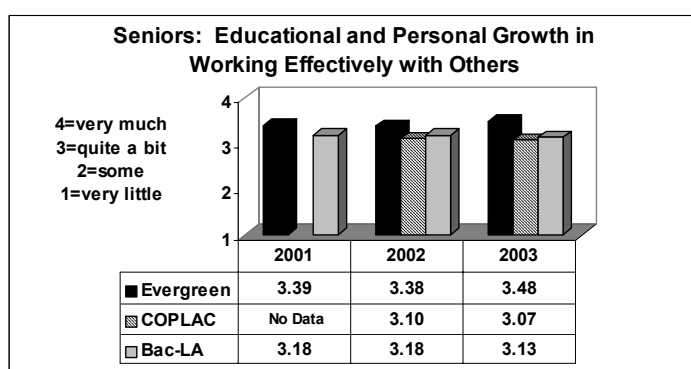|	2001	2002	2003
■ Evergreen	2.82	3.19	3.07
▨ COPLAC	No Data	2.48	2.43
☐ Bac-LA	2.66	2.76	2.60

3. NSSE survey question: "To what extent has your experience at Evergreen contributed to your knowledge, skills, and personal development in working effectively with others?"

For the past three years, freshmen and seniors at Evergreen have also reported more growth in working effectively with others than their peers at COPLAC and Baccalaureate-Liberal Arts institutions. For 2003, these differences are statistically significant with both comparison groups (p<.001).

Freshmen: Educational and Personal Growth in Working Effectively with Others

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.13	3.16	3.31
▨ COPLAC	No Data	2.81	2.74
▢ Bac-LA	2.84	2.83	2.89

Seniors: Educational and Personal Growth in Working Effectively with Others

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.39	3.38	3.48
▨ COPLAC	No Data	3.10	3.07
▢ Bac-LA	3.18	3.18	3.13

Expectation # 3: Communicate creatively and effectively

The faculty transcript scoring team identified sample phrases from transcripts that were used to describe students with strong evidence for Expectation #3. Transcript evidence included the mention of students who were engaging and effective writers, articulate and expressive presenters, active listeners, and who communicated effectively through a variety of methods and approaches.

Supplemental Indicators

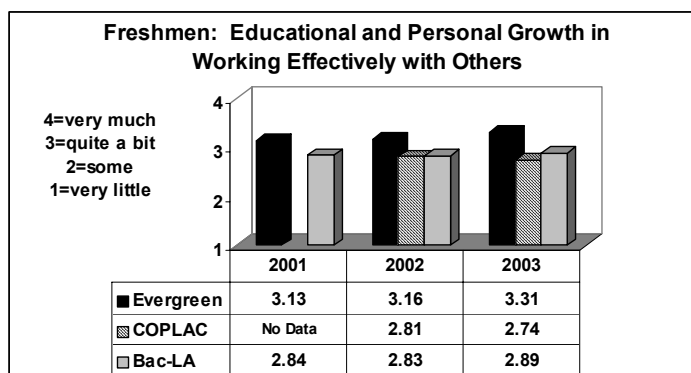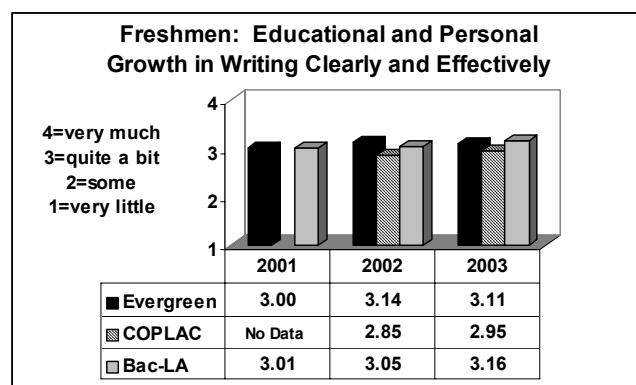**1. NSSE question: "To what extent has your experience at Evergreen contributed your knowledge, skills, and personal development in writing clearly and effectively?"**

Evergreen's freshmen report considerable growth in writing ability. Their average ratings are higher than the COPLAC comparison group, though the difference is not statistically significant at p<.01.

Freshmen: Educational and Personal Growth in Writing Clearly and Effectively

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.00	3.14	3.11
▨ COPLAC	No Data	2.85	2.95
▢ Bac-LA	3.01	3.05	3.16

Seniors: Educational and Personal Growth in Writing Clearly and Effectively

4=very much
3=quite a bit
2=some
1=very little

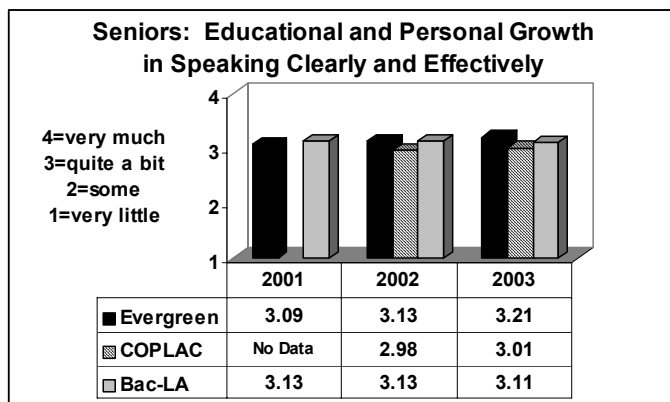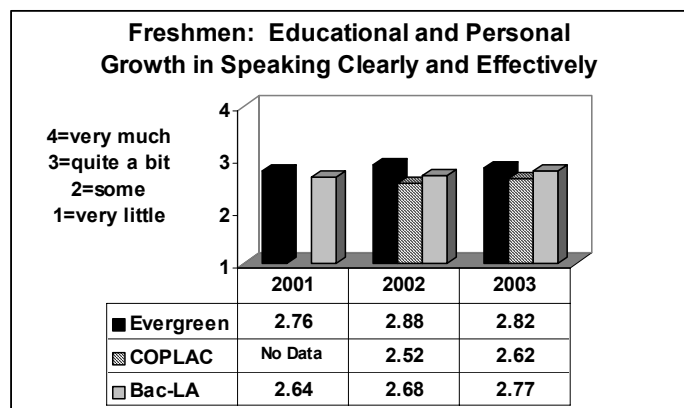|	2001	2002	2003
■ Evergreen	3.27	3.27	3.34
▨ COPLAC	No Data	3.10	3.16
□ Bac-LA	3.28	3.31	3.33

In 2003, Evergreen seniors reported slightly higher average growth in writing ability than in previous years. The 2003 mean for Evergreen seniors was significantly higher than seniors at participating COPLAC institutions (p<.05).

2. NSSE question: "To what extent has your experience at Evergreen contributed to your knowledge, skills, and personal development in speaking clearly and effectively?"

The mean progress of Evergreen freshmen in speaking ability falls between "some" and "quite a bit" on the survey rating scale. Their average progress is higher than the comparison groups, and for their COPLAC peers this difference is significant (p<.05).

Freshmen: Educational and Personal Growth in Speaking Clearly and Effectively

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	2.76	2.88	2.82
▨ COPLAC	No Data	2.52	2.62
□ Bac-LA	2.64	2.68	2.77

Seniors: Educational and Personal Growth in Speaking Clearly and Effectively

4=very much
3=quite a bit
2=some
1=very little

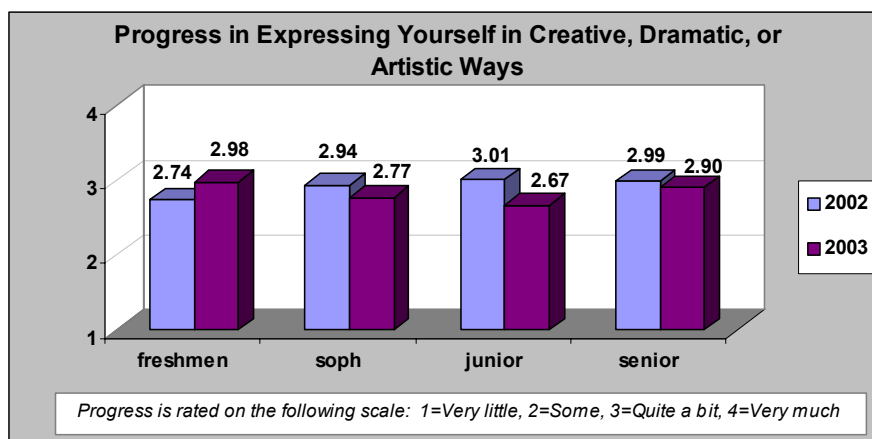|	2001	2002	2003
■ Evergreen	3.09	3.13	3.21
▨ COPLAC	No Data	2.98	3.01
□ Bac-LA	3.13	3.13	3.11

Average growth in speaking ability as reported by Evergreen seniors has steadily improved over the last three years. For 2003, Evergreen seniors reported significantly higher growth than the COPLAC comparison group (p<.01).

3. Learning Progress Survey question: "How much progress have you made at Evergreen in expressing yourself in creative, dramatic, or artistic ways?"

This question was developed by the Assessment Study Group for first use in the Spring 2002 CSEQ Life-long Learning Index survey, since this is an important learning area that was not addressed by the original 11 items. Although Evergreen has stopped the annual administration of the Life-long Learning Index,

this learning item has been carried over to the new Evergreen Survey of Student Experience. Thus, we can continue to track this indicator on an annual basis. It will require a bit more experience with the new measure to be able to discern a minor fluctuation in mean scores from a trend.

Freshmen in 2003 rated higher average progress in creative expression than the freshmen of 2002. All other classes rated lower average progress than in the previous year.
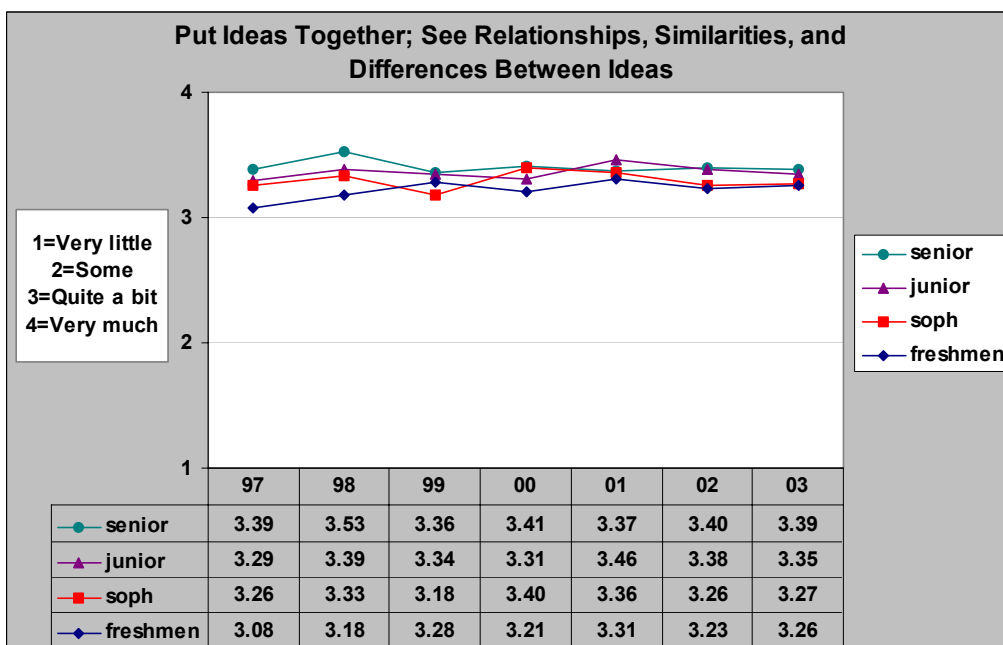
Progress in Expressing Yourself in Creative, Dramatic, or Artistic Ways

	freshmen	soph	junior	senior
2002	2.74	2.94	3.01	2.99
2003	2.98	2.77	2.67	2.90

Progress is rated on the following scale: 1=Very little, 2=Some, 3=Quite a bit, 4=Very much

Expectation #4: Demonstrate integrative, independent, and critical thinking

A few examples of transcript evidence that was considered strong for Expectation #4 included students whose perspectives were well-integrated and well-reasoned and those who demonstrated conceptual understanding at multiple levels, grasped complexities, synthesized knowledge, showed keen insight, and brought previous studies to bear in new work.

Supplemental Indicators

1. CSEQ Life-Long Learning Item: "How much progress have you made at Evergreen in your ability to put ideas together, to see relationships, similarities, and differences between ideas?"

Put Ideas Together; See Relationships, Similarities, and Differences Between Ideas

1=Very little
2=Some
3=Quite a bit
4=Very much

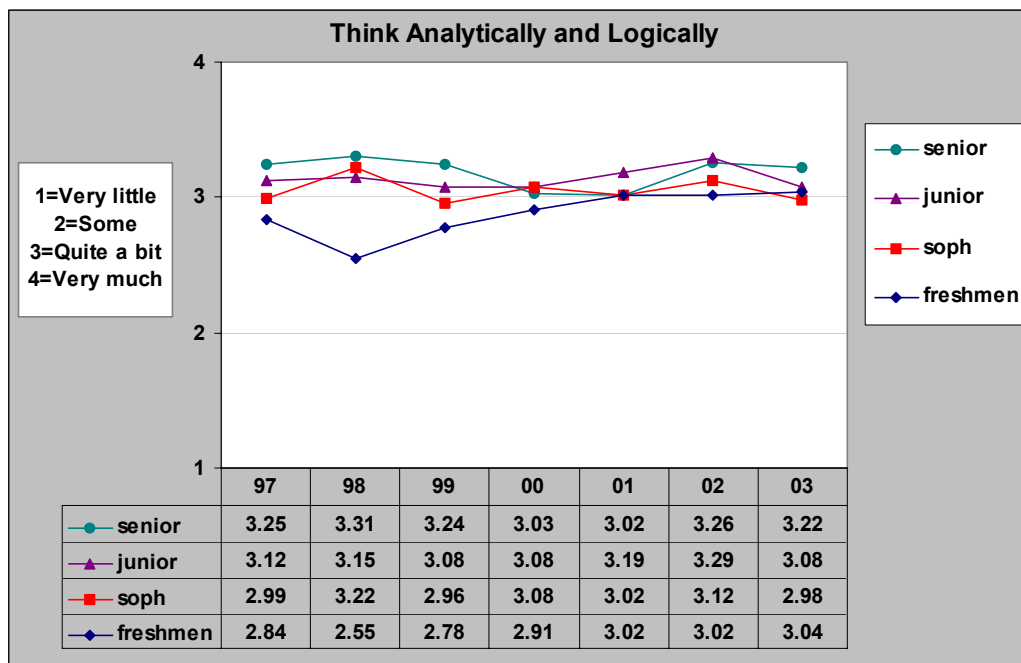|	97	98	99	00	01	02	03
senior	3.39	3.53	3.36	3.41	3.37	3.40	3.39
junior	3.29	3.39	3.34	3.31	3.46	3.38	3.35
soph	3.26	3.33	3.18	3.40	3.36	3.26	3.27
freshmen	3.08	3.18	3.28	3.21	3.31	3.23	3.26

Evergreen students have reported consistently strong progress in the ability integrate ideas and see relationships between ideas. An interesting part of the trend line for this learning area is that freshmen average progress has been moving closer to the mean scores for other class standings.

2. CSEQ Life-Long Learning Item: "How much progress have you made at Evergreen in your ability to think analytically and logically?"
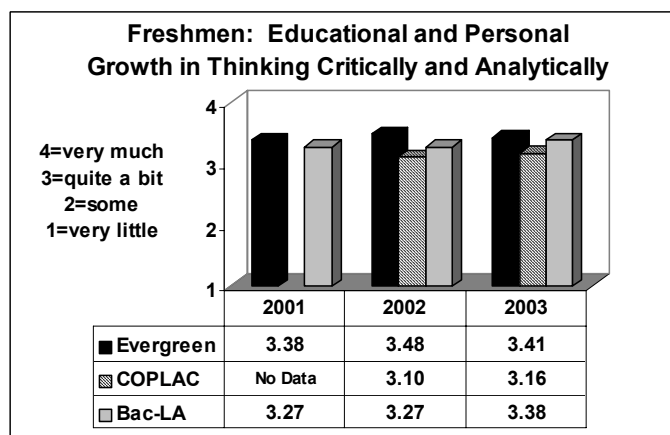
Mean ratings are fairly high for this learning area. In 2003, most class standings had average progress between "quite a bit" and "very much." Freshmen ratings of progress in this area have been climbing since 1998.

Think Analytically and Logically

1=Very little
2=Some
3=Quite a bit
4=Very much

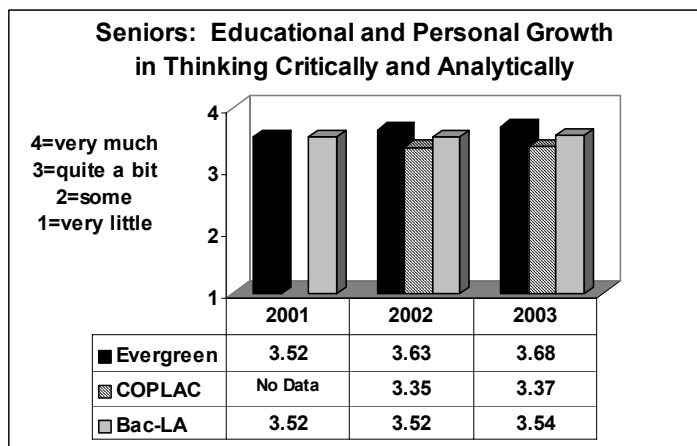|	97	98	99	00	01	02	03
senior	3.25	3.31	3.24	3.03	3.02	3.26	3.22
junior	3.12	3.15	3.08	3.08	3.19	3.29	3.08
soph	2.99	3.22	2.96	3.08	3.02	3.12	2.98
freshmen	2.84	2.55	2.78	2.91	3.02	3.02	3.04

Since both of the originally proposed supplemental indicators for Expectation #4 were from the Life-long Learning Survey that will no longer be administered on an annual basis, the following item from the NSSE seems the most logical replacement for future tracking.

3. NSSE question: "To what extent has your experience at Evergreen contributed to your knowledge, skills, and personal development in thinking critically and analytically?"

Evergreen freshmen students reported strong growth in their critical and analytical thinking ability. In 2003, their average rating was significantly higher than participating COPLAC freshmen (p<.01).

Freshmen: Educational and Personal Growth in Thinking Critically and Analytically

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.38	3.48	3.41
▨ COPLAC	No Data	3.10	3.16
▢ Bac-LA	3.27	3.27	3.38

Seniors: Educational and Personal Growth in Thinking Critically and Analytically

4=very much
3=quite a bit
2=some
1=very little

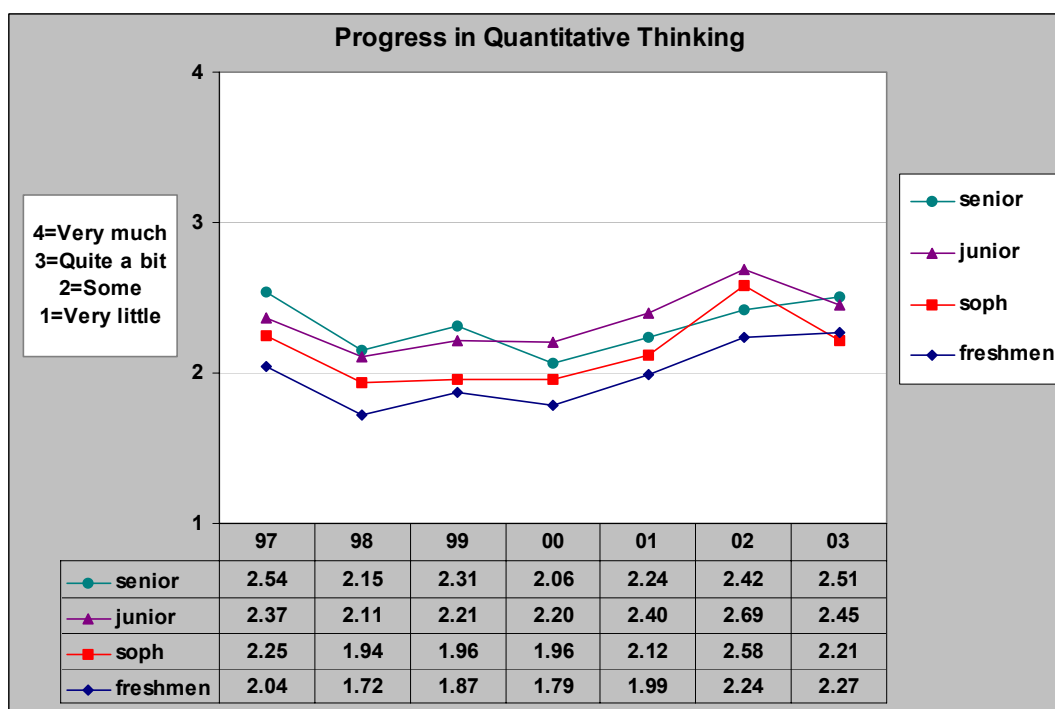|	2001	2002	2003
■ Evergreen	3.52	3.63	3.68
▨ COPLAC	No Data	3.35	3.37
▢ Bac-LA	3.52	3.52	3.54

Evergreen seniors report very high average progress in critical and analytical thinking. In 2003, Evergreen seniors were significantly higher than COPLAC seniors (p<.001), and they also outpaced their peers at Baccalaureate-Liberal Arts Colleges (p<.05).

Expectation #5: Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.

Student transcripts that revealed strong evidence for this expectation described student work that included a variety of approaches to a variety of research questions or used creative multi-dimensional approaches to gain a more complete understanding of a complex problem. For example, the transcript might have mentioned a combination of approaches that included active and thorough research, descriptive fieldwork, in-depth research papers, lab work, case studies, data collection and analysis, ethnography, computer simulation, creative writing, or video production.
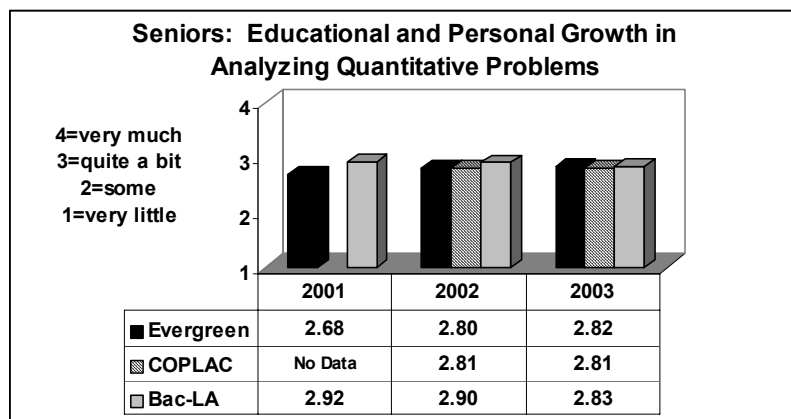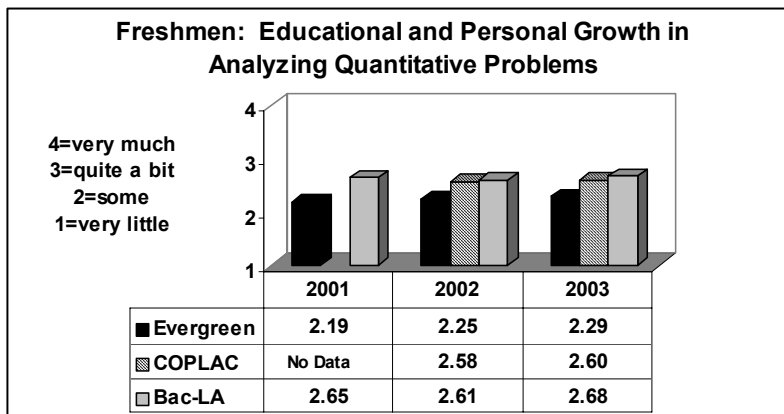
Supplemental Indicators

1. CSEQ Life-Long Learning Item: "How much progress have you made at Evergreen in quantitative thinking?"

Progress in Quantitative Thinking

4=Very much
3=Quite a bit
2=Some
1=Very little

	97	98	99	00	01	02	03
senior	2.54	2.15	2.31	2.06	2.24	2.42	2.51
junior	2.37	2.11	2.21	2.20	2.40	2.69	2.45
soph	2.25	1.94	1.96	1.96	2.12	2.58	2.21
freshmen	2.04	1.72	1.87	1.79	1.99	2.24	2.27

The trends by class standing may indicate that systematic gains in learning occur over the course of an Evergreen education. Notably, mean scores for all class standings have been higher in the two years (2002 and 2003) since the implementation of the new general education initiatives. This CSEQ measure will not be administered in Spring 2004, but the following related indicator from the NSSE will continue to be available for long-term tracking.

2. NSSE question: "To what extent has your Evergreen experience contributed to your development in analyzing quantitative problems?"

Despite increasing mean ratings for Evergreen freshmen between 2001 and 2003, they continue to rate their development in analyzing quantitative problems significantly lower than the mean for freshmen at COPLAC and Baccalaureate-Liberal Arts Colleges (p<.001).

Freshmen: Educational and Personal Growth in Analyzing Quantitative Problems

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	2.19	2.25	2.29
▨ COPLAC	No Data	2.58	2.60
▢ Bac-LA	2.65	2.61	2.68

Seniors: Educational and Personal Growth in Analyzing Quantitative Problems

4=very much
3=quite a bit
2=some
1=very little

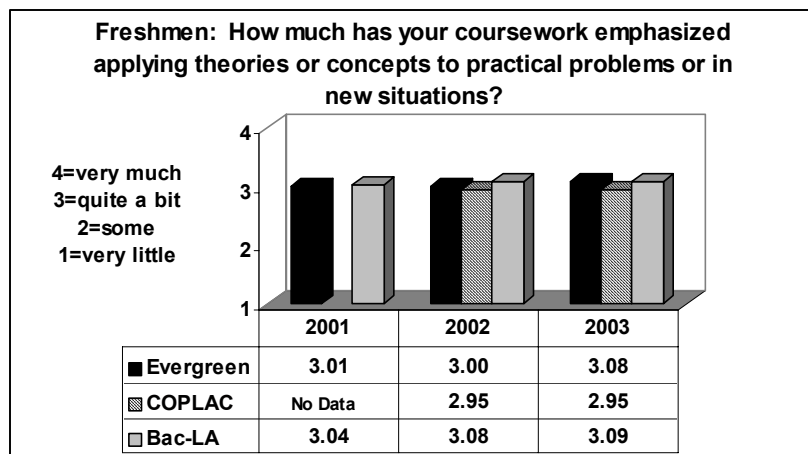|	2001	2002	2003
■ Evergreen	2.68	2.80	2.82
▨ COPLAC	No Data	2.81	2.81
▢ Bac-LA	2.92	2.90	2.83

In the two years since the new general education initiatives took effect, Evergreen seniors have reported higher mean ratings for quantitative analysis. Evergreen seniors' 2003 average rating of growth was not significantly different from either comparison group.

At present, Evergreen has no student self-assessment measures that discretely address student learning outcomes in qualitative or creative modes of inquiry.
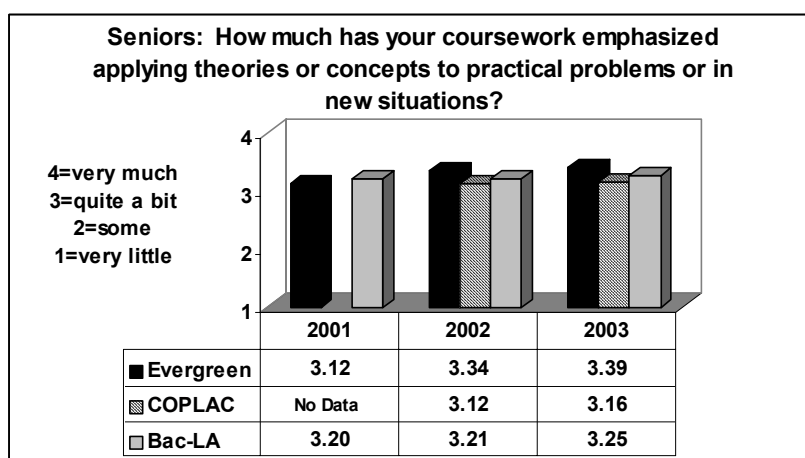
3. NSSE question: "During the current school year, how much has your coursework emphasized applying theories or concepts to practical problems or in new situations?"

This NSSE indicator looks broadly at application of theories or concepts to problems. It does not focus on a specific mode of inquiry.

Freshmen: How much has your coursework emphasized applying theories or concepts to practical problems or in new situations?

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.01	3.00	3.08
▨ COPLAC	No Data	2.95	2.95
☐ Bac-LA	3.04	3.08	3.09

Evergreen's freshmen reported that "quite a bit" of their coursework emphasized the application of learning to problems. Their average ratings have remained fairly constant over the past three years. There is no significant difference between Evergreen's ratings and either comparison group.
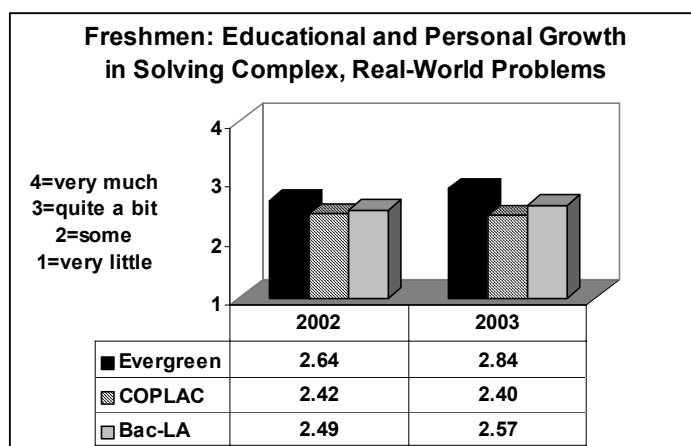
Evergreen's seniors had a high mean response to this coursework emphasis area. Their 2003 average rating was significantly higher than COPLAC schools (p<.01) and the Baccalaureate-Liberal Arts colleges (p<.05).

Seniors: How much has your coursework emphasized applying theories or concepts to practical problems or in new situations?

4=very much
3=quite a bit
2=some
1=very little

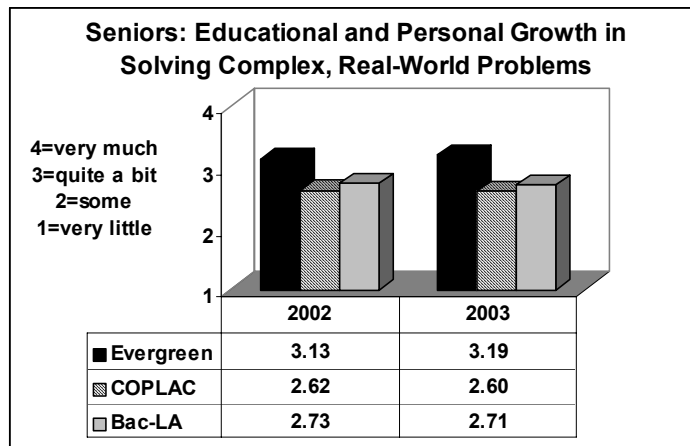|	2001	2002	2003
■ Evergreen	3.12	3.34	3.39
▨ COPLAC	No Data	3.12	3.16
☐ Bac-LA	3.20	3.21	3.25

4. NSSE question: "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in solving complex, real-world problems?"

NSSE added this question to their survey in 2002; it also looks broadly at the question of solving complex, real-world problems, rather than on a specific mode of inquiry.

Evergreen freshmen outpaced their peers in reported growth in solving complex, real-world problems. In 2003, Evergreen's freshmen mean was significantly higher than COPLAC at p<.001 and BA-Liberal Arts at p<.01.

Freshmen: Educational and Personal Growth in Solving Complex, Real-World Problems

4=very much
3=quite a bit
2=some
1=very little

	2002	2003
■ Evergreen	2.64	2.84
▨ COPLAC	2.42	2.40
☐ Bac-LA	2.49	2.57

In 2003, Evergreen seniors also reported significantly higher progress in solving complex, real-world problems than both comparison groups at p<.001.
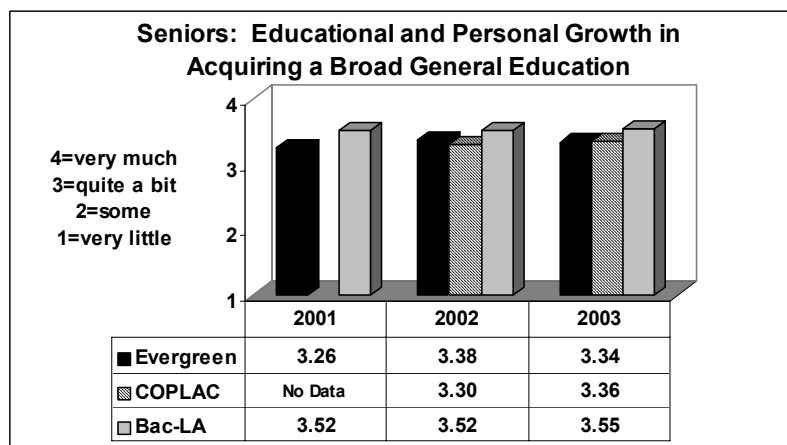
Seniors: Educational and Personal Growth in Solving Complex, Real-World Problems

4=very much
3=quite a bit
2=some
1=very little

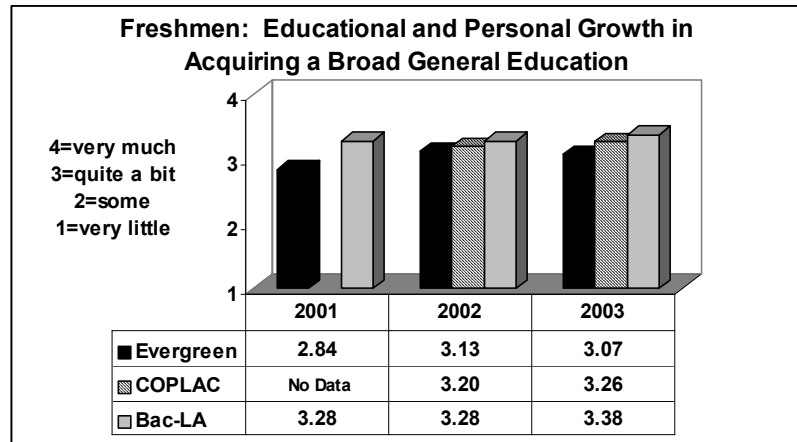|	2002	2003
■ Evergreen	3.13	3.19
▨ COPLAC	2.62	2.60
▢ Bac-LA	2.73	2.71

Expectation #6: As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Examples of evidence for depth of learning that was discovered in transcripts included completion of culminating projects, internships, or theses; lots of upper division credit; consistent references to building on prior learning; and/or advanced conceptual understanding of one or more fields. Breadth of learning was evidenced in transcripts based on student work in a wide variety of disciplines; student articulation of intellectual curiosity that led them into unfamiliar territory; and distribution of credits across a broad array of academic areas. Transcript evidence for synthesis and reflection on the significance of learning was most easily identified through student self-evaluations, especially when a student completed an evaluation for their final program that described how the experience connected to prior learning and future goals. The Senior Summative Self-evaluation had not yet been implemented when the students from the class of 00-01 graduated. Since then, a process and unique summative evaluation form have been implemented, and the Writing Center has added student workshops to support the writing of summative evaluations. The Senior Capstone course has been redesigned into a Senior Seminar course, in which seniors reflect on their learning, complete portfolios of their undergraduate work, and develop a summative self-evaluation. The assessment of Expectation #6 will likely be facilitated in future transcript assessments for students who choose to complete a summative evaluation.

Supplemental Indicators

1. NSSE question: "To what extent has your Evergreen experience contributed to your knowledge, skills, and personal development in acquiring a broad general education?"
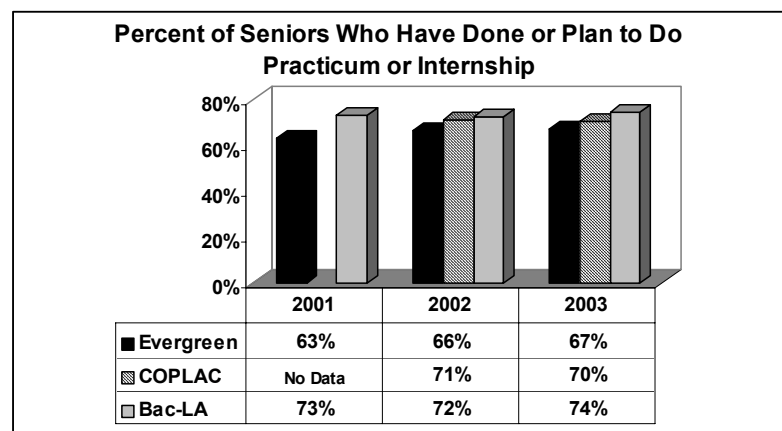
Evergreen freshmen students have reported higher average growth in acquiring a broad general education since the implementation of new general education initiatives, but they continue to lag behind their peers at COPLAC (p<.05) and other Baccalaureate-Liberal Arts institutions (p<.001).

Freshmen: Educational and Personal Growth in Acquiring a Broad General Education

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	2.84	3.13	3.07
▨ COPLAC	No Data	3.20	3.26
□ Bac-LA	3.28	3.28	3.38

Seniors: Educational and Personal Growth in Acquiring a Broad General Education

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.26	3.38	3.34
▨ COPLAC	No Data	3.30	3.36
□ Bac-LA	3.52	3.52	3.55

The 2003 mean rating of growth in general education by Evergreen's seniors did not differ significantly from other COPLAC schools, but it was lower than other Baccalaureate-Liberal Arts Colleges (p<.001).

2. NSSE question: "Have you done or do you plan to participate in a practicum, internship, field experience, co-op experience, or clinical assignment before you graduate?"
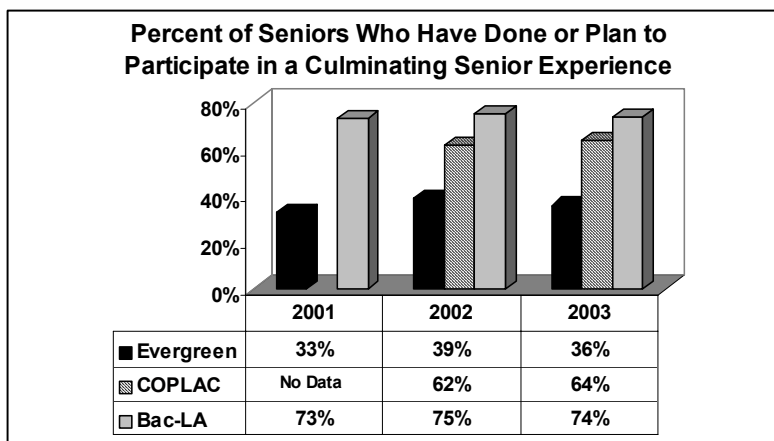
The percentage of Evergreen seniors who report that they have participated (or will participate) in an internship has been gradually increasing over the past three years. In 2003, a smaller proportion of Evergreen seniors reported participation in such activities compared to other colleges, but the difference is not statistically significant.

Percent of Seniors Who Have Done or Plan to Do Practicum or Internship

	2001	2002	2003
■ Evergreen	63%	66%	67%
▨ COPLAC	No Data	71%	70%
□ Bac-LA	73%	72%	74%

A point of comparison from Alumni Survey 2002 revealed that only 48% of the alumni from the class of 00-01 had participated in an internship while at Evergreen. (Note: 31% of the graduating class responded to the survey).

3. NSSE question: "Have you done or do you plan to participate in a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) before you graduate?"
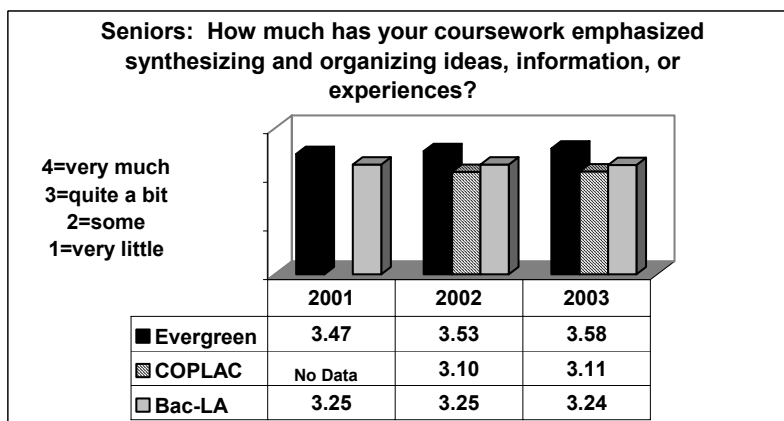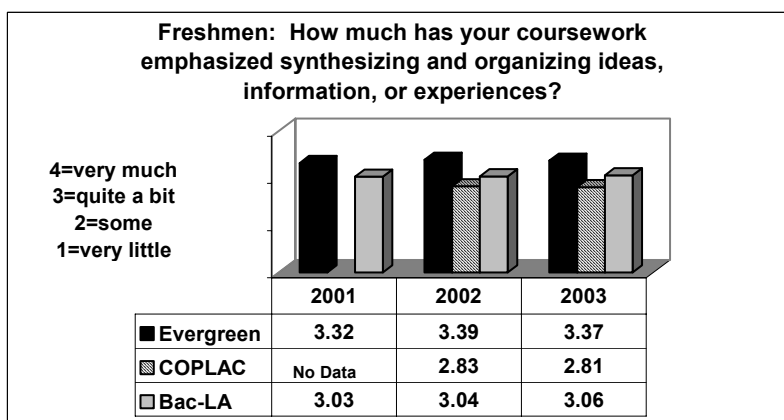
Evergreen seniors are significantly less likely than their peers at other colleges to report participation in a culminating senior experience (p<.001). It is quite possible that some Evergreen students do not recognize their senior-level work as a "culminating experience," but this caveat probably does not fully explain a difference of this magnitude.

Percent of Seniors Who Have Done or Plan to Participate in a Culminating Senior Experience

	2001	2002	2003
■ Evergreen	33%	39%	36%
▨ COPLAC	No Data	62%	64%
☐ Bac-LA	73%	75%	74%

As a comparative measure to the NSSE, 54% of the alumni from the class of 00-01 reported that they had participated in a "senior culminating experience (capstone, thesis, or senior summative self-evaluation)." This participation rate from Alumni Survey 2002 is notably higher than the NSSE rate, despite the similarity of the survey questions.

4. NSSE question: "During the current school year, how much has your coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?"

In regards to the synthesis aspect of Expectation #6, Evergreen's freshmen and seniors find a significantly higher emphasis on this skill area than their peers at other colleges. For 2003, this difference was very significant (p<.001).

Freshmen: How much has your coursework emphasized synthesizing and organizing ideas, information, or experiences?

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.32	3.39	3.37
▨ COPLAC	No Data	2.83	2.81
☐ Bac-LA	3.03	3.04	3.06

Seniors: How much has your coursework emphasized synthesizing and organizing ideas, information, or experiences?

4=very much
3=quite a bit
2=some
1=very little

	2001	2002	2003
■ Evergreen	3.47	3.53	3.58
▨ COPLAC	No Data	3.10	3.11
☐ Bac-LA	3.25	3.25	3.24

III. Summary Overview

This annual report documents the continuing assessment of Evergreen's work to ensure that Evergreen students achieve a well-rounded liberal arts education. The Assessment Study Group designed the assessment framework to be multi-faceted, practical and sustainable; to reflect Evergreen's distinctive pedagogical philosophy and curricular structures; to provide clearer articulation of teaching and learning at Evergreen for ourselves and external audiences; and to observe change over time.

A. Teaching Assessment AY 2002-03

Art:
- 33% of the AY 2002-03 academic programs included some emphasis on Art.
- A major emphasis on Art could be found in Core, Inter-area, Expressive Arts, Evening/Weekend Studies, Culture Text Language, and Society Politics Behavior & Change programs.

Sciences:
- 35% of academic programs included some emphasis on Science.
- A major emphasis on Science could be found in Core, Inter-area, Scientific Inquiry, Environmental Studies, Evening/Weekend Studies, Tacoma, and Society Politics Behavior & Change programs.

Humanities:
- 46% of academic programs included some emphasis on Humanities.
- A major emphasis on Humanities could be found in Core, Inter-area, Culture Text Language, Evening/Weekend Studies, Society Politics Behavior & Change, Tacoma, and Expressive Arts programs.

Social Sciences:
- 45% of academic programs included some emphasis on Social Sciences.
- Programs with a major emphasis on Social Science could be found in every program category.

Interdivisionality:
- 33% of the 2002-03 academic programs had a major emphasis on 2 or more of the four divisional areas that were assessed (Art, Science, Humanities, and Social Science).
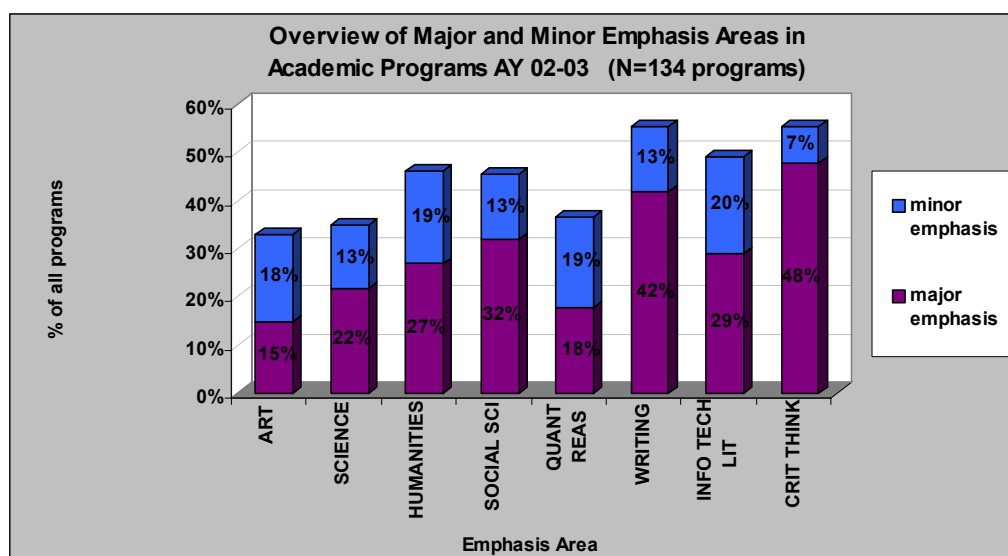
Quantitative Reasoning:
- 37% of academic programs included some emphasis on quantitative reasoning (QR).
- Programs with a major emphasis on QR could be found in Core, Inter-area, Scientific Inquiry, Environmental Studies, Evening/Weekend Studies, Tacoma, and Society Politics Behavior & Change programs.

Writing:
- 55% of academic programs indicated some emphasis on writing, which represents all of the programs that articulated their activities.
- Programs with a major emphasis on writing could be found in every program category.

Information Technology Literacy:
- 49% of academic programs reported some emphasis on using technology to present work, conduct research, or solve problems.
- Programs with a major emphasis on information technology literacy could be found in every program category.

Critical Thinking:
- 55% of academic programs included activities designed to promote critical thinking, which represents all of the programs that articulated their activities.
- 48% of academic programs reported a major emphasis on critical thinking, and programs with a major emphasis could be found in every program category.

Other Modes of Study:
- In 2002-03, students also filled over 1500 seats per quarter in 2-credit and 4-credit course offerings across disciplines. Courses generated 9% of all undergraduate FTE in Fall 2002, and 10% in Winter and Spring 2003.
- Evergreen undergraduates registered for 1284 individual learning contracts and 554 internships during AY 2002-03. Contracts and internships generated 10% of all undergraduate FTE in Fall 2002, 12% in Winter 2003, and 16% in Spring 2003.

Advising:
- During AY 2002-03, 918 new students participated in New Student Advising Workshops in which they began their academic planning in terms of the Expectations. 241 students continued their academic planning during winter and spring quarters as part of Mapping II workshops.
- Evergreen freshmen rate their satisfaction with the quality of academic advising they've received at Evergreen higher than peers at other COPLAC institutions. Evergreen seniors rate their satisfaction with advising significantly lower than seniors at other Liberal Arts colleges.

Teaching and Advising Strategies:
- The innovative strategies that faculty shared via the end-of-program review with regards to incorporating each divisional area, skill area, and advising practices into their programs can be reviewed in detail at http://www.evergreen.edu/institutionalresearch/facultystrategies.htm

B. Learning Assessment AY 2002-03

Transcript review in terms of the Expectations of an Evergreen Graduate is the primary learning assessment activity, but it was not repeated during 02-03. The supplemental indicators of student learning from various self-report surveys have been updated with current data in this report.

Expectation 1: Articulate and assume responsibility for your own work
- Evergreen freshmen and seniors rate their growth in self-directed, independent learning higher than their peers at other Liberal Arts colleges.

Expectation 2: Participate collaboratively and responsibly in our diverse society
- Evergreen seniors are less likely to participate in community service or volunteer work prior to graduation than peers at other Liberal Arts colleges.
- Evergreen freshmen and seniors rate higher growth in understanding people of other racial and ethnic backgrounds <u>and</u> working effectively with others than students at other Liberal Arts colleges.

Expectation 3: Communicate creatively and effectively
- Evergreen freshmen and seniors report considerable growth in writing clearly and effectively, and for seniors their growth is significantly higher than other Council of Public Liberal Arts Colleges (COPLAC).
- Evergreen freshmen and seniors report higher growth in speaking clearly and effectively than peers at other COPLAC schools.
- Freshmen in spring 2003 reported higher average progress in creative, dramatic, and artistic expression than the freshmen of spring 2002. All other classes reported lower progress than in the previous survey administration.

Expectation 4: Demonstrate integrative, independent, and critical thinking
- In Spring 2003, Evergreen students across all class-standings continued to report strong progress in putting ideas together and seeing relationships, similarities, and differences between ideas.
- Evergreen freshmen and seniors reported higher growth in thinking critically and analytically than peers at other Liberal Arts colleges.

Expectation 5: Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- Evergreen seniors report that more of their coursework emphasizes applying theories or concepts to practical problems or in new situations than seniors at other national Liberal Arts institutions.
- Evergreen freshmen and seniors continue to outpace students at other Liberal Arts colleges in terms of their reported growth in solving complex, real-world problems.
- Despite notable improvement in reported growth in analyzing quantitative problems during 2002 and 2003, Evergreen freshmen continue to lag behind the freshmen of other Liberal Arts colleges.

Expectation 6: As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning.
- Evergreen freshmen and seniors report significantly lower growth in acquiring a broad general education than students at other Baccalaureate-Liberal Arts colleges.
- The percentage of Evergreen seniors who indicate that they have participated in a practicum or internship prior to graduation has been gradually increasing over the past three years. In 2003, 67% of the seniors who were surveyed had participated in such activities.
- Evergreen seniors are much less likely than their peers at other colleges to complete a senior culminating experience (such as a capstone course, comprehensive exam, thesis, senior project, etc).
- Evergreen freshmen and seniors are much more likely than students at other colleges to report a strong coursework emphasis on synthesizing and organizing ideas, information, or experiences.

Appendix
An End-of-Program Review for Evergreen Programs Ending Spring 2003

Instructions: Program Coordinators, please complete one survey at the end of your program. **Consult with your faculty team and students as you wish. Please write in additional comments or attach examples of program materials if you want to share them.**

You may choose any of the following methods to complete this review:
1) Type responses into the electronic version you received via e-mail on May 13, save it, and return via e-mail to coghlanL@evergreen.edu **or print out and send to L3234.**
2)Go to following web address, enter your responses into the form, and hit the submit button to have your survey automatically returned to the Institutional Research Office
http://www.evergreen.edu/institutionalresearch/endofprogramsurvey03.htm .
3) Complete the hard copy version you received in your mailbox and return it to L3234.
4) Arrange for an interview with a student assistant in the Office of Institutional Research to complete the document by calling ext. 6670; interviews can be conducted in person or via telephone.

Program Name: _____

1A. Did your program include Art?
(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

1B. If yes, how was Art included and how well did it work for your program?

2A. Did your program include Science and/or Mathematics?
(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

2B. If yes, how was Science and/or Mathematics included and how well did it work for your program?

3A. Did your program include Humanities?
(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

3B. If yes, how were the Humanities included and how well did it work for your program?

4A. Did your program include Social Sciences?
(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

4B. If yes, how were the Social Sciences included and how well did it work for your program?

5A. Did your program include quantitative reasoning?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

5B. If yes, how was quantitative reasoning included, and how well did it work for your program?

6A. Did your program include writing?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

6B. If yes, how was writing included and how well did it work for your program?

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

7B. If yes, how did they do so and how well did it work for your program?

8A. Did your program include activities designed to promote critical thinking?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

8B. If yes, how were such activities included and how well did it work for your program?

9. How did you go about advising your students?

10A. What resources were most useful in planning and teaching your program?

10B. Were there any resources you wish you had for planning and teaching your program?
No   Yes   **If yes, please elaborate…**

*This information is needed for ongoing assessment of our curriculum. **Your participation is extremely important and appreciated**. The results of this end-of-program survey will be used to help describe our work to our accreditors and Board of Trustees, share innovative practices among faculty and staff, provide useful feedback to faculty and planning units, and suggest faculty development interests and resource needs. This program review is one part of a multi-faceted approach to assessing teaching and learning at Evergreen.*