

Indicators of Learning for General Education 2001-2007

Summary Data from Transcript Review Assessment of Learning

In the summer of 2002, a group of faculty, staff, and students developed a rubric and reviewed a random sample of transcripts from the class of 2001 to assess evidence of the Expectations of an Evergreen Graduate. The assessment workshop was repeated again in the summer of 2005 with a random sample of transcripts from graduates of the class of 2004. Below is a summary of the results of those assessment workshops.

Percent of Transcripts with Any Evidence of Meeting Expectations

Expectations Rubric Category	2002 Class of 2001 (N=152)	2005 Class of 2004 (N=158)	2005 change
1. Articulate & assume responsibility for your own work	100%	95%	-5%
2.1. Participate collaboratively & responsibly [with others]	99%	98%	-1%
2.2 Participate in our diverse society	86%	81%	-5%
3. Communicate creatively & effectively	99%	99%	0%
4. Demonstrate integrative, independent, & critical thinking	99%	96%	-3%
5.1 Appropriately apply qualitative modes of inquiry	95%	97%	+2%
5.2 Appropriately apply quantitative modes of inquiry	68%	75%	+7%
5.3 Appropriately apply creative modes of inquiry	89%	82%	-7%
6.1 Depth of learning	96%	94%	-2%
6.2 Breadth of learning	75%	80%	+5%
6.3 Synthesis of learning	56%	74%	+18%
6.4 Ability to reflect on personal & social significance of learning	72%	82%	+10%
6.5 Evidence of senior culminating experience (e.g. senior project, thesis, summative evaluation, practicum, etc.)	<i>New in 2005</i>	31%	<i>N/A</i>
Some evidence (weak or higher on each of the 12 rubric domains)	30%	36%	+6%
Mean of adequate or higher across all 12 rubric domains	47%	41%	-6%
Mean of adequate or higher for all 6 Expectations (using an initially calculated average score for multidimensional expectations 2, 5, & 6)	64%	49%	-15%

In addition to the rubric scoring, a second phase of each transcript review workshop coded all credit equivalencies noted in the Evergreen narrative evaluations and all transfer credits accepted by Evergreen toward the students' degrees. Credits were grouped into broad general education divisional areas as a second lens into evidence of student outcomes.

Credit Equivalency Analysis Summary Data

Percent of transcripts without any identifiable credits in a divisional area

Credit Category	2002 analysis (class of 2001, N=71))	2005 analysis (class of 2004, N=158)
Art	30%	25%
Humanities	4%	0%
Social Sciences	3%	1%
Natural Sciences	16%	10%
Math/Quantitative Reasoning	35%	18%

National Survey of Student Engagement: Trends in Supplemental Indicators of the Six Expectations of an Evergreen Graduate

National Survey of Student Engagement Learning Indicators	Student Type	00/01	01/02	02/03	03/04	04/05	05/06	06/07	Diff 07 from 01
Expectation 1: Articulate and assume responsibility for your own work									
Educational and Personal Growth in Learning Effectively on Your Own (NSSE ¹)	First-years	3.04	3.24	3.25	3.26	3.21	3.17	3.16	0.12
	Seniors	3.44	3.50	3.58	3.45	3.52	3.56	3.51	0.07
Percent Who Have Done or Plan to do Independent Study or Self-designed Major (NSSE)	Seniors	66%	69%	71%	70%	79%	74%	76%	10%
Expectation 2: Participate collaboratively and responsibly in our diverse society									
Percent Who Have Done or Plan to Participate in Community Service or Volunteer Work Before Graduation (NSSE)	Seniors	67%	62%	60%	67%	79%	76%	72%	5%
Had serious conversations with students of a different race or ethnicity than your own (NSSE ²)	First-years	2.91	2.74	3.12	2.63	2.88	2.80	2.74	-0.17
	Seniors	2.69	2.91	2.83	2.48	2.97	2.98	2.93	0.24
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (NSSE ²)	First-years	3.26	3.10	3.05	2.80	2.93	2.97	2.78	-0.48
	Seniors	2.92	3.00	2.88	2.70	2.86	2.93	3.05	0.13
Educational and Personal Growth in Understanding People of Other Racial and Ethnic Backgrounds (NSSE ¹)	First-years	2.81	2.64	2.88	2.61	2.78	2.81	2.87	0.06
	Seniors	2.82	3.19	3.07	2.84	3.08	3.07	3.01	0.19
Educational and Personal Growth in Working Effectively with Others (NSSE ¹)	First-years	3.13	3.16	3.31	3.05	3.22	3.18	3.19	0.06
	Seniors	3.39	3.38	3.48	3.39	3.58	3.58	3.53	0.14
Educational and Personal Growth in Contributing the Welfare of Your Community (NSSE ¹)	First-years	2.35	2.29	2.67	2.64	2.54	2.79	2.72	0.37
	Seniors	2.74	2.82	2.94	2.90	3.08	2.95	2.96	0.22
Expectation 3: Communicate creatively and effectively									
Educational and Personal Growth in Writing Clearly and Effectively (NSSE ¹)	First-years	3.00	3.14	3.11	3.18	3.28	3.07	3.10	0.10
	Seniors	3.27	3.27	3.34	3.24	3.22	3.28	3.34	0.07
Educational and Personal Growth in Speaking Clearly and Effectively (NSSE ¹)	First-years	2.76	2.88	2.82	2.83	2.98	2.84	2.97	0.21
	Seniors	3.09	3.13	3.21	3.06	3.22	3.24	3.21	0.12

National Survey of Student Engagement Learning Indicators	Student Type	00/01	01/02	02/03	03/04	04/05	05/06	06/07	Diff 07 from 01
Expectation 4: Demonstrate integrative, independent, and critical thinking									
Educational and Personal Growth in Thinking Critically and Analytically (NSSE ¹)	First-years	3.38	3.48	3.41	3.46	3.53	3.51	3.37	-0.01
	Seniors	3.52	3.63	3.68	3.60	3.69	3.68	3.65	0.13
Worked on a paper or project that required integrating ideas or information from various sources (NSSE ²)	First-years	3.31	3.40	3.34	3.40	3.51	3.45	3.24	-0.07
	Seniors	3.55	3.66	3.53	3.50	3.56	3.68	3.66	0.11
Expectation 5: Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines									
Educational and Personal Growth in Analyzing Quantitative Problems (NSSE ¹)	First-years	2.19	2.25	2.29	2.03	2.49	2.50	2.57	0.38
	Seniors	2.68	2.80	2.82	2.59	2.81	2.81	2.88	0.20
Coursework emphasized applying theories or concepts to practical problems or in new situations (NSSE ³)	First-years	3.01	3.00	3.08	3.02	3.03	3.05	2.90	-0.11
	Seniors	3.12	3.34	3.39	3.21	3.22	3.36	3.37	0.25
Coursework emphasized making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (NSSE ³)	First-years	3.09	3.03	2.95	3.03	3.01	3.10	3.04	-0.05
	Seniors	3.20	3.28	3.06	3.09	3.12	3.11	3.16	-0.04
Coursework emphasized analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components (NSSE ³)	First-years	3.47	3.44	3.47	3.34	3.47	3.39	3.41	-0.06
	Seniors	3.36	3.52	3.58	3.55	3.45	3.48	3.42	0.06
Educational and Personal Growth in Solving Complex, Real-World Problems (NSSE ¹)	First-years	N/A	2.64	2.84	2.72	2.74	2.93	2.88	0.24
	Seniors	N/A	3.13	3.19	3.06	3.12	3.12	3.15	0.02
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									
Educational and Personal Growth in Acquiring a Broad General Education (NSSE ¹)	First-years	2.84	3.13	3.07	3.02	2.97	3.07	3.04	0.20
	Seniors	3.26	3.38	3.34	3.34	3.44	3.47	3.46	0.20
Percent Who Have Done or Plan to Do Practicum or Internship (NSSE)	Seniors	63%	66%	67%	69%	79%	72%	70%	7%

National Survey of Student Engagement Learning Indicators	Student Type	00/01	01/02	02/03	03/04	04/05	05/06	06/07	Diff 07 from 01
Percent Who Have Done or Plan to Participate in a Culminating Senior Experience (NSSE)	Seniors	33%	39%	36%	41%	42%	40%	49%	16%
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (NSSE ³)	First-years	3.32	3.39	3.37	3.32	3.35	3.40	3.32	0
	Seniors	3.47	3.53	3.58	3.49	3.41	3.52	3.56	0.09

¹ NSSE learning items: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much

² NSSE frequency items: In your experience at your institution during the current year, how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often

³ NSSE coursework emphasis items: During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much

* significantly higher or lower than Council of Public Liberal Arts College consortium at $p < .01$.

National Survey of Student Engagement: Supplemental Indicators of the Expectations Peer Comparison to Participating Council of Public Liberal Arts Colleges

The chart below summarizes significant differences for the NSSE indicators for Evergreen students compared to students at participating COPLAC institutions. A plus sign “+” indicates that Evergreen was significantly higher ($p < .01$) than students at the COPLAC schools; a minus sign “-“ indicates that Evergreen significantly lagged behind COPLAC peers. An empty cell represents no significant difference between Evergreen and COPLAC students. Note that COPLAC comparison data was not yet available in NSSE 2001, and Evergreen elected to participate with a Colleges That Change Lives consortium in lieu of COPLAC during NSSE 2006. The table below thus excludes performance years 2000-01 and 2005-06.

Learning Indicators	Student Type	01/02	02/03	03/04	04/05	06/07
Expectation 1: Articulate and assume responsibility for your own work						
Educational and Personal Growth in Learning Effectively on Your Own (NSSE ¹)	First-years	+	+	+	+	+
	Seniors	+	+	+	+	+
Percent Who Have Done or Plan to do Independent Study or Self-designed Major (NSSE)	Seniors	+	+	+	+	+
Expectation 2: Participate collaboratively and responsibly in our diverse society						
Percent Who Have Done or Plan to Participate in Community Service or Volunteer Work Before Graduation (NSSE)	Seniors					
Had serious conversations with students of a different race or ethnicity than your own (NSSE ²)	First-years		+		+	
	Seniors	+	+		+	+
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values (NSSE ²)	First-years	+				
	Seniors	+				+
Educational and Personal Growth in Understanding People of Other Racial and Ethnic Backgrounds (NSSE ¹)	First-years		+			+
	Seniors	+	+		+	+
Educational and Personal Growth in Working Effectively with Others (NSSE ¹)	First-years	+	+	+	+	+
	Seniors	+	+	+	+	+
Educational and Personal Growth in Contributing the Welfare of Your Community (NSSE ¹)	First-years		+	+		+
	Seniors	+	+	+	+	+

Learning Indicators	Student Type	01/02	02/03	03/04	04/05	06/07
Expectation 3: Communicate creatively and effectively						
Educational and Personal Growth in Writing Clearly and Effectively (NSSE ¹)	First-years	+		+	+	
	Seniors					+
Educational and Personal Growth in Speaking Clearly and Effectively (NSSE ¹)	First-years	+			+	+
	Seniors		+			+
Expectation 4: Demonstrate integrative, independent, and critical thinking						
Educational and Personal Growth in Thinking Critically and Analytically (NSSE ¹)	First-years	+	+	+	+	+
	Seniors	+	+		+	+
Worked on a paper or project that required integrating ideas or information from various sources (NSSE ²)	First-years	+	+	+	+	
	Seniors	+				+
Expectation 5: Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines						
Educational and Personal Growth in Analyzing Quantitative Problems (NSSE ¹)	First-years	-	-	-		
	Seniors			-		
Coursework emphasized applying theories or concepts to practical problems or in new situations (NSSE ³)	First-years					
	Seniors	+	+			+
Coursework emphasized making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (NSSE ³)	First-years	+		+	+	
	Seniors	+				
Coursework emphasized analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components (NSSE ³)	First-years	+	+		+	+
	Seniors	+	+			
Educational and Personal Growth in Solving Complex, Real-World Problems (NSSE ¹)	First-years		+	+	+	+
	Seniors	+	+	+	+	+
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						
Educational and Personal Growth in Acquiring a Broad General Education (NSSE ¹)	First-years			-	-	
	Seniors					+
Percent Who Have Done or Plan to Do Practicum or Internship (NSSE)	Seniors					

Learning Indicators	Student Type	01/02	02/03	03/04	04/05	06/07
Percent Who Have Done or Plan to Participate in a Culminating Senior Experience (NSSE)	Seniors	-	-	-	-	-
Coursework emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (NSSE ³)	First-years	+	+	+	+	+
	Seniors	+	+	+	+	+

Evergreen Alumni and Employers: Supplemental Indicators of the Six Expectations of an Evergreen Graduate from Greeners at Work

Every four years, the Office of Institutional Research and Assessment administers Greeners at Work, which is a survey of undergraduate alumni three years after they graduated and their current supervisors. As part of the survey, alumni rate their level of skill in a series of work-related areas and their supervisor rates the alum in those same areas. The survey affirms Evergreen graduates ability to self-assess their relative strengths in terms of skill areas, since in many skill areas there is strong correspondence between alumni and employer ratings. Most of the skill areas relate to an aspect of one of the Expectations of an Evergreen Graduate. The average skill ratings for those selected items from the last two Greeners at Work surveys are presented below.

Alumni Learning Indicators	Respondent Type	Greeners at Work 1999 Average skill rating	Greeners at Work 2003 Average skill rating
Expectation 1: Articulate and assume responsibility for your own work			
Willingness and aptitude to learn new skills ¹	Alumni	3.60	3.71
	Employer	3.65	3.71
Independence and initiative ¹	Alumni	3.68	3.69
	Employer	3.48	3.53
Organize and tackle work effectively ¹	Alumni	3.28	3.48
	Employer	3.40	3.48
Expectation 2: Participate collaboratively and responsibly in our diverse society			
Work in a culturally diverse environment ¹	Alumni	3.72	3.73
	Employer	3.72	3.65

Alumni Learning Indicators	Respondent Type	Greeners at Work 1999 Average skill rating	Greeners at Work 2003 Average skill rating
Work cooperatively in a team effort ¹	Alumni	3.57	3.59
	Employer	3.57	3.56
Expectation 3: Communicate creatively and effectively			
Written communication ¹	Alumni	3.38	3.39
	Employer	3.34	3.36
Speak clearly and effectively ¹	Alumni	3.39	3.26
	Employer	3.47	3.48
Give presentations ¹	Alumni	3.20	3.12
	Employer	3.28	3.24
Expectation 4: Demonstrate integrative, independent, and critical thinking			
Critically analyze information ¹	Alumni	3.50	3.44
	Employer	3.36	3.48
Creative thinking skills ¹	Alumni	3.38	3.59
	Employer	3.38	3.55
Expectation 5: Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines			
Research skills ¹	Alumni	3.39	3.39
	Employer	3.35	3.52
Math skills/numeracy ¹	Alumni	2.71	2.71
	Employer	3.25	3.38
Recognize problems and devise solutions ¹	Alumni	3.33	3.44
	Employer	3.26	3.44

¹ Rate level of skill in the following areas: 1=poor, 2=fair, 3=good, 4=excellent