

Summary of Data Relevant to Curricular Visions Proposals: Upper/Lower Division, Up Week, Cohorts, Fields of Study

An effort was made to gather data related to four of the Curricular Visions proposals: Upper/Lower Division, Up Week, Cohorts, and Fields of Study. Sources of this data come from the Office of Institutional Research and Assessment. The data exhibits referred to on this summary can be found at on the Relevant Data page of the Curricular Visions DTF website:

www2.evergreen.edu/curricularvisions/relevant-data

In addition, a somewhat longer summary of the data can be found on the same page. This summary further explains connections between the proposals and data that were found to be relevant.

Upper/Lower Division

- While there has been a recent increase in the FTE's generated through fulltime programs taught by members of different planning units; the majority of programs continue to be taught within a single planning unit. In terms of Core programs and first-year seats within all-level programs, there has been a decline in broad interarea programs. For the past three academic years, less than half of first-year program FTE's were generated in programs taught by faculty from more than one planning unit. *Pages D103-104 of Data Exhibits*
- In regards to depth or expertise in a particular field, 21.9% of Olympia campus students indicated that Evergreen had contributed not at all or a little to their depth or expertise in a particular field. - *Evergreen Student Experience Survey 2006. Pages D-70 through D-72 of Data Exhibits.*
- A total of 17.6% of Olympia campus students indicated that they are dissatisfied or very dissatisfied with opportunities for in-depth academic work/research. - *Evergreen Student Experience Survey 2006. Page D-42 of Data Exhibits.*
- A total of 46.9% of Olympia campus students indicated that Evergreen had contributed not at all or a little to their understanding of quantitative principles and methods. - *Evergreen Student Experience Survey 2006. Page D-72 of Data Exhibits.*
- A total of 35.4% indicated that Evergreen had contributed not at all or a little to their understanding of scientific principles and methods. - *Evergreen Student Experience Survey 2006. D-72 of Data Exhibits.*
- A quarter of Olympia campus students (24.8%) indicated that they were dissatisfied or very dissatisfied with Evergreen's support for their development in quantitative reasoning (e.g. mathematics, statistics). This figure does not include the 147 students who indicated that Evergreen's support for development in quantitative reasoning was not applicable, nor does it include the 17 students who simply skipped this question. - *Evergreen Student Experience Survey 2006. D-43 of Data Exhibits.*
- Some data suggest that there are a variety of ways that students navigate through the curriculum and encounter breadth and depth. On the Evergreen Student Experience Survey 2006, students were asked to indicate the types of classes that they had taken during Academic Year 05-06. The chart shows that 33.4% of respondents had taken Daytime programs only; 21.2% had taken a combination of Daytime programs and Evening and Weekend Studies; 15.0% had taken exclusively Evening and Weekend Studies offerings; 10.4% had taken a combination of all three types, 8.3% had taken Daytime programs and independent learning options, 7.8% had taken Evening and Weekend Studies offerings and independent learning options, and 3.9% took independent learning options only. *Evergreen Student Experience Survey 2006. Page D-69.*
- In fall 2006, 53% of Olympia campus students were admitted as transfer students or "Returning Greeners" with transfer credits from another institution. - *Administrative Data.*
- A snapshot of fall 2006 data from 10th day files was analyzed for juniors and seniors. The greatest number of juniors were enrolled in: Health and Human Development (N=51), Molecule to Organism (N=34), Ireland (N=28), Innovation and Leadership in American Business: Beyond Business as Usual (N=26), Introduction to

Natural Science (N=26), etc. The greatest number of seniors were enrolled in Fungal Kingdom (N=26), Molecule to Organism (N=26), Heritage (N=19), etc. Some juniors and seniors took introductory arts classes such as Introduction to Woodworking and An Introduction to the Art of Silk-screening. - *Administrative Data. Pages D-55 through D-67.*

- An analysis of the 20 credit policy found that this policy had contributed to breadth in the curriculum, by giving students the opportunity to broaden their education with the addition of courses of their choice. According to the analysis, the top two reasons that students choose to enroll for over 16 credits are to graduate faster and to increase breadth in their education. - *Analysis of Over 16 Credit Load Report*
- In a 2002 analysis of a sample of student transcripts, 38% of the transcripts showed sufficient evidence of breadth while 78% showed a sufficient level of depth. In addition 30% of the 71 transcripts that were analyzed for credits and credit equivalencies in traditional disciplinary areas showed a lack of breadth, especially lacking were sufficient credits in quantitative reasoning/math, arts, and science. *Teaching and Learning at the Evergreen State College 2001/2002 Report. D-44 through D-49 of Data Exhibits.*
- The transcript analysis review process was repeated in 2005 with a random sample of transcripts from students from the class of 2003-04. This time, 41% of transcripts showed sufficient evidence of breadth while 77% showed sufficient evidence of depth. These percentages were very close to those of the previous transcript review. The percentage of seniors who had a culminating senior experience was found to be 31%. *Page D-87 for related tables.*

Up Week

- In 2001-02, 23% of program coordinators mentioned faculty institutes, planning time or other development activities would be most useful in planning and teaching programs and in 2002-03 31% mentioned these resources. - *End-of-Program Review. Pages D-79 through D-85.*
- From Academic Year 2001-02 to AY 2005-06, the proportion of full-time and half-time programs that are one-quarter long has remained close to 50%. The proportion of programs that are two-quarters long has hovered around a quarter of programs. The proportion of programs that are three-quarters long has remained between 20% and 34%. The data suggest that a large proportion of faculty are planning for more than one program throughout the year, lending some support to claims that faculty need more planning time. - *Administrative Data. Page D-86 of Data Exhibits.*

Cohorts

- Individual responses of students on the Evergreen New Student Survey 2005 and the Evergreen Student Experience Survey 2006 may reveal groups of students interested in multiple fields or interdisciplinary learning in themes rather than traditional subjects. - *See pages D-15 through D-33 for responses from first-time, first-years and transfer students to the question of fields of study or disciplines on the Evergreen New Student Survey 2005. Summaries of all responses from the Evergreen Student Experience Survey 2006 are on pages D-34 through D-38.*
- Much of the data provided with the *Upper/Lower Division Proposal* above may also be useful in considering the Cohorts proposal. In particular, Evergreen's contribution to students' skill levels and data regarding depth and breadth may be pertinent, given that the proposal could allow for more specific planning for achieving breadth and depth in students' academic pathways. - *See data for Upper/Lower Division Proposal.*

Fields of Study

- In response to a survey, 7.6% of prospective students indicated that a reason that they chose not to attend was that they were unable to study in a field that they were interested in at Evergreen or that Evergreen was not strong enough in a particular field. - *From the Report Deciding Not to Attend Evergreen. D-0 through D-6 of Data Exhibits. Please note that these page numbers are highlighted in yellow on the bottom right hand side of each page in the Data Exhibits pdf document.*
- Among new first-time, first year students, having expertise in a particular field was important or very important to 89.5% of the students. Among transfer students, having expertise in a particular field was

important or very important to 92.3% of the students. - *From the Evergreen New Student Survey 2005. D-7 to D-9 of Data Exhibits.*

- A total of 86.5% of Olympia campus students indicated that having expertise in a particular field was important or very important. - *From Evergreen Student Experience Survey 2006. Page D-10 of Data Exhibits.*
- Seventy-eight percent of new first-time, first-year students indicated that the ability to study in a specific field or discipline of choice was influential or very influential in their decision to attend Evergreen. Seventy-three percent of new transfer students indicated that the ability to study in a specific field or discipline of choice was influential or very influential in their decision to attend.- *from Evergreen New Student Survey 2005. D-12 and D-13 of Data Exhibits.*
- New students were asked, "Do you plan to focus on a particular field of study or discipline at Evergreen?" Of first-time, first-year students, 53.0% responded that they did plan on focusing on a field or fields of study, 7.2% indicated that they did not, and 39.8% indicated that they were unsure. Of transfer students, 76.6% indicated that they plan to focus on a particular field of study, 5.0% indicated that they did not plan to focus, and 18.5% were unsure. - *Evergreen New Student Survey 2005. D-14 of Data Exhibits.*
- Among first-time, first-year students who plan to focus on a particular field or discipline the most common fields of study cited are: visual and performing arts (27.7%); natural resources and conservation (16.4%); psychology (15.0%); social sciences (14.5%); English language and literature/letters (11.8%); biological and biomedical sciences (6.4%); communication, journalism and related programs (6.4%); and computer and information sciences and support services (6.4%). - *Evergreen New Student Survey 2005. D-15 to D-22 of Data Exhibits.*
- The most common fields of study cited by new transfer students are: visual and performing arts (16.5%); education (14.7%); natural resources and conservation (13.2%); social sciences (13.2%); public administration and social service professions (12.1%); psychology (11.8%); area, ethnic, cultural and gender studies (9.1%); health professions and related clinical sciences (8.2%); and English language and literature/letters (7.6%). - *Evergreen New Student Survey 2005. D-23 to D-33 of Data Exhibits.*
- Among Olympia campus students the most commonly cited fields of study or concentration are: visual and performing arts (21.0%); social sciences (15.9%); natural resources and conservation (10.6%); psychology (9.5%); biological and biomedical sciences (8.5%); English language and literature/letters (8.0%); education (8.0%); and area, ethnic, cultural, and gender studies (7.7%). - *Evergreen Student Experience Survey 2006. D-34 through D-38 of Data Exhibits.*
- Sixty percent of new first-time, first-year students and 49% of new transfer students indicated that Evergreen's website and online catalog were somewhat to very important as sources of information in their decision to attend Evergreen.- *Evergreen New Student Survey 2005. D-39 and D-40 of Data Exhibits.*
- Nearly a quarter (24.0%) of Olympia campus students indicated that they were dissatisfied or very dissatisfied with the match between the classes they are taking and their description in the catalog. - *Evergreen Student Experience Survey 2006. D-41 through D-43 of Data Exhibits.*
- A total of 17.6% of Olympia students indicated that they are dissatisfied or very dissatisfied with opportunities for in-depth academic work/research. - *Evergreen Student Experience Survey 2006. Page D-42*
- A total of 32.1% of Olympia campus students indicated that they were not at all or a little confident that they would receive technical skills in a particular field at Evergreen. - *Evergreen Student Experience Survey 2006. D-51 to D-52 of Data Exhibits.*
- On the Evergreen New Student Survey 2005, 8.6% of first-time, first-year students reported that they were not at all or a little confident that they would receive technical skills in a particular field. On the Evergreen Student Experience Survey 2006, 37.2% of first-time, first-year students were not at all confident or a little confident. - *Evergreen New Student Survey 2005 and Evergreen Student Experience Survey 2006. D-50, D-53, and D-54.*