

**Data Tables, Charts and Report Excerpts
Related to the Proposals for
Fields of Study, Upper/Lower Division, Up-weeks, Cohorts**

Deciding Not to Attend Evergreen

Results from a Survey of Prospective Students
Admitted to Evergreen for Fall 2003
Who Chose Not to Enroll

The Evergreen State College
Office of Institutional Research
and Assessment
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Executive Summary

The Evergreen State College Office of Institutional Research and Assessment, in coordination with Enrollment Services, developed a survey of students admitted to Evergreen for Fall 2003, but who chose not to enroll at Evergreen fall or winter quarter. This survey was intended to elucidate reasons that prospective students chose not to attend Evergreen.

A total of 1,248 prospective students were sampled from a population of 1,498. Forty-six percent of the sample responded to the survey; the total number of respondents was 39% of the population. The survey was administered via e-mail to those prospective students in the sample who had a preferred e-mail address in the BANNER. All applicants who had not responded to the e-mail or who did not have a preferred e-mail address were then contacted via telephone. Thirty percent of the respondents responded via e-mail, while 70% responded via telephone.

Decision Not to Attend Evergreen

Survey interviewers asked respondents the open-ended question, "Why did you decide not to attend The Evergreen State College?" An analysis of all of the responses resulted in the creation of nine broad categories, and 40 specific categories that can be "rolled up" into the broad categories.

The most common responses for nonresidents were to cite at least one reason within the broad categories of financial reasons (43%), geographic reasons (22%) and general preference for another institution (21%). The most common responses for Washington residents fit within the broad categories of general preference for another institution (26%), financial reasons (24%), and academics (23%). Nonresidents cited financial reasons more frequently than residents with 43% of nonresidents citing at least one financial reason for not attending Evergreen compared to 24% of residents.

Reasons to Apply to Evergreen

Survey interviewers asked students why they chose to apply to Evergreen. Academic reasons were the most commonly cited reasons for applying to Evergreen. Sixty-two percent of nonresidents and 47% of residents mentioned at least one academic reason for applying to Evergreen.

The second most commonly mentioned set of reasons was a general reply that Evergreen is a good school or that they heard it was a good school from friends and family. About one-third of nonresident respondents and 28% of residents had comments that fit within this broad category.

Evergreen's Ranking Among Other Choices for College

Respondents were asked how Evergreen ranked among their choices for schools. The most common response (33% of all respondents) was that Evergreen ranked as a third or fourth choice. Thirteen percent of respondents ranked Evergreen their only choice (11% of nonresidents compared to 13% of residents). Twenty-three percent of respondents said that Evergreen was their first choice (25% of nonresidents compared to 22% of residents). Twenty-five percent of all respondents said that Evergreen was a second choice (23% of nonresidents and 28% of residents). Finally only 6% of respondents said that Evergreen ranked fifth or more among choices for school.

Attendance at Other Institutions

Respondents were asked whether they were currently attending or planning to attend another college in the near future. The majority of all respondents were attending another college or university; 74% of nonresidents and 60% of residents reported attendance at another

institution. Eighteen percent of nonresidents and 25% of residents were planning to attend in the future.

The greatest number of prospective students from the admit/no enroll population ended up attending Western Washington University, according to a combination of survey responses and data obtained from the National Student Clearinghouse to nonrespondents. The greatest number of nonresidents was attending the University of California - Santa Cruz, while the greatest number of residents was attending Western Washington University.

Cost of Attendance

More residents than nonresidents indicated that they were attending an institution that is more expensive than Evergreen, 42% of residents compared to 29% of nonresidents. Conversely, more nonresidents indicated that the institution that they were attending was less expensive than Evergreen (52% of nonresidents compared to 27% of residents).

First-time First-year Students and Transfer Students

Financial reasons for not attending Evergreen were cited more often by nonresidents than residents among first-time, first year students and transfer students. More first-time, first-year students had a general preference for another institution than transfer students. Transfer students were more likely to cite personal circumstances as reasons not to attend. Social reasons appeared to be more important to first-time, first-years than transfer students.

Nonresident transfers appear to be the most sensitive to cost with over 50% reporting that cost was very important or the most important factor in their decision not to attend Evergreen. Nonresident first-time, first-years appear to be the next most sensitive group, with a little over 40% reporting cost to be very important to the most important factor. Residents, whether first-time, first-years or transfers, were less sensitive to the cost of attending Evergreen. About 26% of resident transfers reported the cost of attendance to be very important or the most important factor, while about 17% of resident first-time, first years reported cost to be very important to the most important factor in choosing not to attend Evergreen.

Prospective Students Who Ranked Evergreen As Their First or Only Choice

Respondents who ranked Evergreen their first or only choice most frequently cited financial reasons in their decision not to enroll at Evergreen. Forty-eight percent of these respondents cited at least one financial reason for choosing not to attend compared to 28% of respondents who ranked Evergreen second, third or fourth, or fifth or more.

Sixty-two percent of nonresidents who ranked Evergreen their first or only choice cited at least one financial reason for choosing not to attend compared to 43% of the respondents who ranked Evergreen second or lower. Differences were not as great between residents. Twenty-seven percent of residents who ranked Evergreen their first or only choice cited at least one financial reason compared to 21% of residents who ranked Evergreen their second choice or lower.

General Preference for Other Institution

Twenty-three percent of all respondents, 21% of nonresidents, and 26% of residents gave a general preference for another institution as a reason for not attending Evergreen. This may indicate that more residents were using Evergreen as a “backup” institution, in case they did not get into their preferred institution. There were also prospective students who said that they just generally fit better at another institution. A few said that they decided to go to community college first or to stay at the institution they were already attending.

General Preferences for Other Institutions

	Percent of Respondents N=578	Percent of Nonresidents N=304	Percent of Residents N=258
Got into first choice/Evergreen just a backup	12.5%	12.2%	13.6%
Fit other institution better/just chose other institution	6.4%	5.9%	7.4%
Decided to go to community college first	2.2%	1.0%	3.9%
Decided to stay at current school	1.6%	2.0%	0.8%

Geographic Reasons

Twenty percent of all respondents, 22% of nonresidents, and 19% of residents gave at least one geographic reason for not attending Evergreen. Most of the prospective students that cited a geographic reason said that Evergreen was too far from home or that commuting to Evergreen would be problematic. About 14% of nonresidents said that Evergreen is too far from home, compared to 12% of residents.

Specific Geographic Reasons for Not Attending

	Percent of Respondents N=578	Percent of Nonresidents N=304	Percent of Residents N=258
Evergreen is too far from home/commuting issues	13.5%	15.1%	12.0%
Evergreen is too close to home	3.1%	1.3%	5.4%
Wanted to live in a city/bigger urban area	1.4%	2.0%	0.8%
Did not like general location of Evergreen	1.0%	1.3%	0.8%
Not able to visit	1.0%	2.0%	0.0%
Did not like weather	0.9%	1.3%	0.4%

Academic Reasons

Nineteen percent of all respondents, 15% of nonresidents and 23% of residents, cited academic reasons for deciding not to attend Evergreen. Academic reasons included the inability to study in a field that the prospective student was interested in, weaknesses in particular fields of study at Evergreen, Evergreen’s academic reputation, a lack of structure, a lack of specific majors or degrees, a dislike of or being unsure of the structure of programs, an inability to get into academic program(s) or independent contract(s), written evaluations instead of grades, family pressure not to attend based on reputation, conflicts in class schedules and/or inflexible timing of programs/courses, a perception that Evergreen students are unable to get accepted into a graduate school or transfer credits from Evergreen, and being unsure of or disliking the teaching and learning styles of Evergreen.

Specific Academic Reasons for Not Attending

	Percent of Respondents N=578	Percent of Nonresidents N=304	Percent of Residents N=258
Not able to study in field interested in or Evergreen not strong enough in particular field	7.6%	5.9%	8.9%
Did not like Evergreen's academic reputation	2.8%	1.6%	3.1%
Evergreen not structured enough	2.6%	1.3%	3.9%
Does not offer specific majors or degrees	1.7%	1.3%	1.6%
Did not like structure of programs	1.6%	1.6%	1.2%
Could not get into academic program(s) of choice or independent contract	1.4%	0.7%	2.3%
Lack of interesting academic programs/not enough options	1.4%	1.6%	1.2%
Did not like written evaluations instead of grades	1.0%	0.7%	1.6%
Family did not want to attend or wanted them to attend another institution	0.9%	0.7%	1.2%
Conflicts with class schedules/lack of flexibility in program schedules	0.9%	0%	1.9%
Worried that would not be able to get admitted to graduate school or transfer Evergreen credits to other institutions	0.9%	0%	1.6%
Not sure would like Evergreen's teaching/learning style	0.9%	1.0%	0.8%

About 8% of all respondents (N=44) indicated that they were not able to study in the field that they were interested in or that Evergreen was not strong enough in a particular field. Respondents most frequently mentioned fields in the arts and sciences as being better at a different institution, not available in terms of a major or degree program, or not strong enough as a field of study at Evergreen. Specific fields are listed in Appendix A.

Personal Circumstances

Fourteen percent of all respondents indicated personal reasons for not attending Evergreen, with 11% of nonresidents and 17% of residents citing at least one personal circumstance as a reason that they chose not to attend. About 13% of residents cited personal or family reasons for not attending compared to about 4% of nonresidents.

Specific Reasons Not to Attend Related to Personal Circumstances

	Percent of Respondents N=578	Percent of ALL Nonresidents N=304	Percent of ALL Residents N=258
Personal/family reasons	8.3%	3.6%	13.2%
Time off to do other things/pursue other opportunities	4.3%	5.6%	3.1%
Didn't feel ready for college/Evergreen	2.1%	2.3%	1.9%

Appendix A: Fields that Prospective Students Indicated Were Not Offered or Strong Enough at Evergreen

Academic Field	Nonresidents	Residents	Disputed	Total
Science	3	0	0	3
Biology (General)	0	2	0	2
Nursing	0	2	0	2
Astronomy	0	1	0	1
Biology (Conservation)	1	0	0	1
Biology (Molecular)	0	1	0	1
Computer Science	0	1	0	1
Engineering	0	1	0	1
Pre-Med	0	1	0	1
Total Sciences	4	9	0	13
Art	2	1	0	3
Film	1	1	0	2
Theater	1	0	1	2
Dance	1	0	0	1
Drama	0	1	0	1
Music	1	0	0	1
Photography/Photojournalism	1	0	0	1
Arts Total	7	3	1	11
Business	1	2	0	3
Global/International Business	0	2	0	2
Business Total	1	4	0	5
Criminal Justice	0	1	0	1
International Humanitarianism	0	1	0	1
Political Economy	1	0	0	1
Political Sciences	1	0	0	1
Social Work	0	0	1	1
Social Sciences Total	2	2	1	5
Education Total	0	1	0	1
Classics	1	0	0	1
Philosophy	1	0	0	1
Spanish language	0	1	0	1
Japanese language	1	0	0	1
Humanities Total	3	1	0	4
Total Not specified	1	4	1	6
Totals	18	24**	3	45

* One respondent mentioned theater in combination with film.

**One respondent mentioned Spanish and business; they are counted twice in the table.

Of the nonresidents that indicated that they were not able to study in the field that they are interested in or Evergreen was not strong enough in a particular field, 14 were attending another institution and four indicated that they are planning to attend another institution in the near future. The 14 students attending another institution reported that they were attending the following:

- Alfred University
- Christopher Newport University
- College of Santa Fe (2)
- Lewis and Clark
- Reed
- Rochester Institute of Technology
- San Francisco Art Institute
- St. John's College
- University of California, Santa Barbara
- University of Colorado at Boulder
- University of the Pacific
- University of Vermont (2)

Of the residents that indicated that they were not able to study in the field that they are interested in or Evergreen was not strong enough in a particular field, 17 indicated that they were attending another institution, four indicated that they are planning to attend another institution in the near future, and one indicated that they are not attending or planning to attend another institution. The 17 students currently attending another institution reported that they are attending the following:

- Central Washington University
- Gonzaga
- North Seattle Community College
- Olympic College
- St. Martin's
- University of Washington (5)
- Washington State University (4)
- Western Washington University (2)
- Not specified (1)

Two of three disputed respondents indicated that they are currently attending another institution (South Puget Sound Community College and University of Washington).

The Evergreen State College

Evergreen New Student Survey 2005

How important are the following goals for you in earning your college degree?

New students were asked to indicate how important a series of goals were in earning a college degree. The tables below show the series of questions sorted from the highest to the lowest mean (or average) response for first-time, first-year students and transfer students. At least 90% of first-time, first-year and transfer students said that achieving personal success or satisfaction, personal growth and development, and developing creative and effective communication skills were "important" or "very important" to them in earning their college degrees.

First time, First-year Students (N=417)

How important are the following goals for you in earning your college degree?

<i>Goals Listed from Highest to Lowest Means</i> <i>Scale: 0=Not Important, 1=Slightly Important, 2=Important, 3=Very Important</i>	Mean	Not Important (0)	Slightly Important (1)	Important (2)	Very Important (3)	Missing
Achieving personal success or satisfaction	2.83	0.0%	2.4%	12.1%	85.4%	5
Personal growth and development	2.81	0.2%	1.2%	15.6%	83.0%	6
Developing creative and effective communication skills (e.g. speaking and writing)	2.57	0.5%	6.3%	28.6%	64.6%	5
Becoming an informed citizen	2.52	2.2%	6.6%	28.4%	62.9%	5
Gaining an understanding of a broad range of ideas and fields of study	2.46	0.2%	6.1%	41.2%	52.4%	7
Getting a job of your choice or making a career change	2.40	2.2%	10.5%	32.1%	55.2%	6
Having a better understanding and appreciation for differences (ethnic, political, etc.)	2.40	1.7%	8.7%	37.4%	52.2%	5
Having expertise in a particular field	2.33	1.0%	9.5%	44.6%	44.9%	7
Being prepared for further education (graduate, professional, or doctoral)	2.22	2.9%	19.2%	30.7%	47.2%	6
Helping others or contributing to the community	2.20	3.4%	17.4%	35.2%	44.0%	8
Developing artistic abilities using one or more media (e.g. sculpture, painting, film, video, photography)	2.09	6.6%	22.9%	25.5%	45.0%	6
Improving and protecting the environment	2.03	3.6%	26.3%	33.8%	36.3%	6
Having a professional career	1.97	7.6%	22.4%	35.6%	34.4%	7
Influencing or changing the political system	1.74	10.5%	30.9%	32.6%	26.0%	9
Having the ability to apply scientific principles and methods	1.56	13.8%	33.5%	35.9%	16.7%	5
Having computer technology skills	1.54	14.2%	35.0%	33.3%	17.6%	8
Making more money	1.39	17.7%	38.3%	31.3%	12.6%	5

(Continued) First time, First-year Students (N=417) How important are the following goals for you in earning your college degree? Goals Listed from Highest to Lowest Means Scale: 0=Not Important, 1=Slightly Important, 2=Important, 3=Very Important						
	Mean	Not Important (0)	Slightly Important (1)	Important (2)	Very Important (3)	Missing
Having the ability to use quantitative reasoning (e.g. statistics, mathematics, etc.)	1.37	16.3%	43.2%	27.3%	13.2%	7
Meeting the expectations of family and friends	1.07	31.5%	38.3%	22.0%	8.3%	7
Starting or improving a business	1.04	35.9%	33.7%	20.7%	9.8%	7

The Evergreen State College

Evergreen New Student Survey 2005

Transfer Students (N=445)

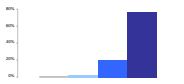
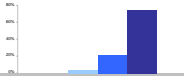
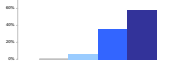
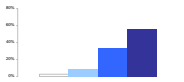

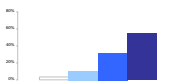


How important are the following goals for you in earning your college degree?

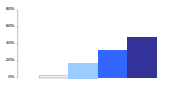
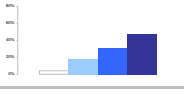
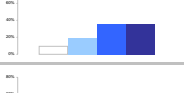
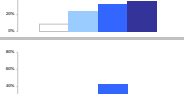

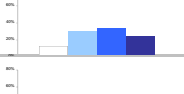


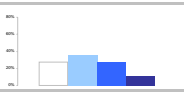
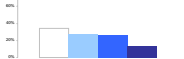
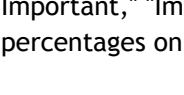
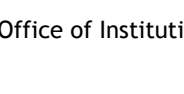
<i>Goals Listed from Highest to Lowest Means</i> <i>Scale: 0=Not Important, 1=Slightly Important, 2=Important, 3=Very Important</i>	Mean	Not Important (0)	Slightly Important (1)	Important (2)	Very Important (3)	Missing
Personal growth and development	2.80	0.2%	1.8%	15.8%	82.1%	3
Achieving personal success or satisfaction	2.79	0.5%	3.2%	13.6%	82.8%	3
Getting a job of your choice or making a career change	2.54	2.1%	7.3%	25.7%	64.9%	6
Developing creative and effective communication skills (e.g. speaking and writing)	2.49	1.8%	7.9%	29.6%	60.6%	3
Having expertise in a particular field	2.49	0.2%	7.5%	35.5%	56.8%	5
Becoming an informed citizen	2.43	2.9%	8.6%	30.6%	57.8%	4
Being prepared for further education (graduate, professional, or doctoral)	2.39	3.4%	12.7%	25.1%	58.8%	3
Helping others or contributing to the community	2.39	2.9%	9.9%	32.3%	54.9%	2
Gaining an understanding of a broad range of ideas and fields of study	2.35	2.5%	10.2%	37.6%	49.8%	3
Having a better understanding and appreciation for differences (ethnic, political, etc.)	2.33	2.5%	11.5%	36.1%	49.9%	2
Improving and protecting the environment	2.12	5.2%	21.0%	29.9%	43.9%	3
Having a professional career	2.06	8.0%	19.1%	31.6%	41.4%	5
Influencing or changing the political system	1.77	13.0%	28.5%	27.6%	31.0%	6
Having the ability to apply scientific principles and methods	1.76	14.5%	23.9%	33.0%	28.6%	5
Having computer technology skills	1.73	8.6%	32.8%	35.3%	23.3%	3
Making more money	1.68	11.3%	31.8%	34.5%	22.3%	2
Developing artistic abilities using one or more media (e.g. sculpture, painting, film, video, photography)	1.62	20.3%	26.4%	23.9%	29.3%	2
Having the ability to use quantitative reasoning (e.g. statistics, mathematics, etc.)	1.54	16.6%	30.4%	35.6%	17.5%	4
Starting or improving a business	1.15	35.5%	29.6%	19.5%	15.4%	3
Meeting the expectations of family and friends	0.95	43.0%	29.2%	17.4%	10.4%	3

The Evergreen State College
Evergreen Student Experience Survey 2006
Responses of Olympia Campus Students

Goals for College

Students were asked how important certain goals are in earning their college education. The chart below is sorted from highest to lowest mean response. More than 95% of Olympia campus respondents indicated that achieving personal success or satisfaction and personal growth and development were "Important or "Very Important," and 94.3% responded that developing creative and effective communication skills was "Important" or "Very Important." The goals that received the lowest mean responses were having the ability to use quantitative reasoning, having the ability to apply scientific methods and principles, meeting the expectations of friends and family, and starting or improving a business.

How important are the following goals for you in earning your college education? (N=386)		Not Important (0)	Slightly Important (1)	Important (2)	Very Important (3)	Mean	Median	Skipped question (N)
	Achieving personal success or satisfaction	0.3%	2.5%	20.4%	76.9%	2.74	3.00	23
	Personal growth and development	0.0%	4.1%	21.2%	74.7%	2.71	3.00	22
	Developing creative and effective communication skills (e.g. speaking and writing)	0.3%	5.5%	35.8%	58.5%	2.52	3.00	20
	Getting a job of your choice or making a career change	2.5%	8.7%	33.0%	55.9%	2.42	3.00	19
	Having expertise in a particular field	0.8%	12.7%	35.5%	51.0%	2.37	3.00	23
	Being prepared for further education (graduate, professional, or doctoral)	3.3%	10.5%	31.7%	54.5%	2.37	3.00	23
	Becoming an informed citizen	2.2%	10.7%	35.9%	51.2%	2.36	3.00	21
	Gaining an understanding of a broad range of ideas and fields of study	1.6%	14.0%	38.5%	45.9%	2.29	2.00	22

How important are the following goals for you in earning your college education? (N=386)	Not Important (0)	Slightly Important (1)	Important (2)	Very Important (3)	Mean	Median	Skipped question (N)
 Having a better understanding and appreciation for differences (ethnic, political, etc.)	2.7%	17.3%	32.6%	47.4%	2.25	2.00	21
 Helping others or contributing to the community	4.1%	17.4%	30.9%	47.7%	2.22	2.00	23
 Having a professional career	9.3%	19.4%	35.5%	35.8%	1.98	2.00	20
 Improving and protecting the environment	8.5%	24.0%	31.7%	35.8%	1.95	2.00	23
 Having computer technology skills	8.2%	24.2%	42.9%	24.7%	1.84	2.00	22
 Influencing or changing the political system	13.5%	26.4%	33.9%	26.2%	1.73	2.00	23
 Making more money	12.6%	29.9%	33.7%	23.8%	1.69	2.00	21
 Developing artistic abilities using one or more media (e.g. sculpture, painting, film, video, photography)	17.4%	31.1%	22.6%	28.9%	1.63	2.00	23
 Having the ability to use quantitative reasoning	17.8%	29.3%	33.2%	19.7%	1.55	2.00	21
 Having the ability to apply scientific principles and methods	18.2%	31.8%	29.6%	20.4%	1.52	1.50	24
 Meeting the expectations of friends and family	27.3%	34.8%	27.3%	10.5%	1.21	1.00	24
 Starting or improving a business	34.2%	27.3%	25.4%	13.1%	1.17	1.00	20

Note: The mini-charts above are provided to give a sense of how responses are distributed among the choices: "Not Important," "Slightly Important," "Important," and "Very Important." The Y-axes of all charts on this page are set at a maximum of 80% in order to make smaller percentages on the chart visible.

The Evergreen State College

Evergreen New Student Survey 2005

Factors in Decision to Attend Evergreen

New students were asked to indicate how much influence a series of factors had on their decision to attend Evergreen. The factors with the highest mean responses for both first-time, first-year students and transfer students were: opportunity to design your own education, ability to take integrated programs instead of individual classes, ability to study in a variety of subjects, and ability to study one subject through multiple disciplines or perspectives (interdisciplinary learning).

How much influence did the following factors have on your decision to attend Evergreen?

First-time, First-year Students (N=417)

Listed in Order of Highest to Lowest Means (Scale: 0=No Influence, 1=Slightly Influential, 2=Influential, 3=Very Influential)	Mean	Slightly				Missing
		No Influence (0)	Influential (1)	Influential (2)	Very Influential (3)	
Opportunity to design your own education	2.45	2.5%	9.9%	27.8%	59.9%	11
Ability to take integrated programs instead of individual classes	2.44	2.5%	11.3%	25.9%	60.3%	11
Ability to study in a variety of subjects	2.43	2.2%	6.7%	36.4%	54.6%	16
Ability to study one subject through multiple disciplines or perspectives (interdisciplinary learning)	2.26	4.7%	13.3%	33.5%	48.5%	11
Class size	2.24	5.7%	10.3%	38.6%	45.5%	10
Close contact with faculty	2.22	8.9%	8.4%	34.7%	48.0%	11
Ability to study in a specific field or discipline of your choice (please write in:)	2.18	12.3%	10.0%	25.1%	52.6%	58
Quality of faculty	2.16	5.7%	13.5%	39.9%	40.9%	11
Narrative evaluations instead of grades	2.13	6.4%	17.4%	33.3%	42.9%	9
Natural beauty of the area	2.09	5.7%	19.9%	34.2%	40.2%	14
Ability to do independent study	1.94	10.4%	20.5%	34.1%	35.1%	12
Ability to apply learning through community projects in class	1.85	9.8%	23.5%	39.0%	27.7%	9
Availability of art programs, art studios	1.81	17.0%	21.4%	25.3%	36.4%	10
Ability to apply learning through internship opportunities	1.73	14.5%	23.1%	36.9%	25.6%	10
Availability of media-related programs, film and video equipment and/or labs	1.59	18.9%	26.5%	30.7%	23.8%	10
Cost of Attendance (tuition, living expenses)	1.39	22.9%	30.5%	31.3%	15.3%	11
Availability of science programs, science labs	1.14	35.4%	29.0%	21.4%	14.3%	10
Availability of computer programs, computer labs	1.13	32.1%	34.6%	21.6%	11.8%	9
Availability of financial aid or scholarship	1.11	38.3%	25.2%	23.7%	12.8%	12
Other friends or family members that are attending or have attended Evergreen	0.97	47.0%	20.0%	21.8%	11.1%	13
Availability of classes on evenings and weekends	0.78	54.3%	22.7%	13.6%	9.4%	12

The Evergreen State College

Evergreen New Student Survey 2005

How much influence did the following factors have on your decision to attend Evergreen?
Transfer Students (N=445)

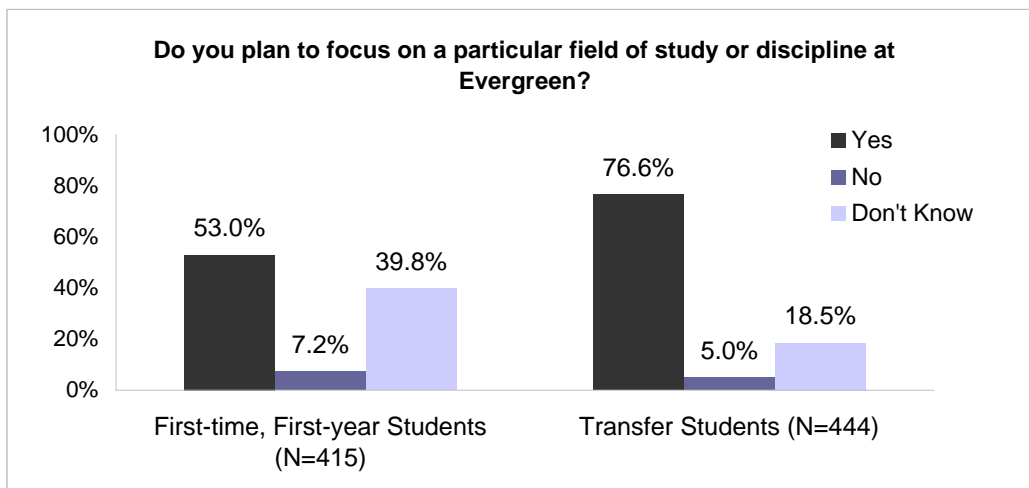
<i>Listed in Order of Highest to Lowest Means</i> <i>(Scale: 0=No Influence, 1=Slightly Influential, 2=Influential, 3=Very Influential)</i>	Mean	No Influence (0)	Slightly Influential (1)	Influential (2)	Very Influential (3)	Missing
Opportunity to design your own education	2.24	7.5%	12.8%	28.1%	51.6%	7
Ability to study in a variety of subjects	2.21	7.3%	12.3%	32.8%	47.6%	6
Ability to study one subject through multiple disciplines or perspectives (interdisciplinary learning)	2.17	8.0%	13.7%	31.9%	46.5%	6
Ability to take integrated programs instead of individual classes	2.14	11.2%	13.7%	25.3%	49.9%	6
Ability to study in a specific field or discipline of your choice (please write in:)	2.02	18.1%	8.9%	25.5%	47.5%	30
Close contact with faculty	2.01	13.0%	13.0%	34.2%	39.9%	6
Quality of faculty	1.95	12.6%	13.5%	40.9%	33.1%	7
Ability to do independent study	1.92	13.7%	16.9%	33.0%	36.4%	6
Class size	1.92	15.0%	15.2%	33.1%	36.7%	4
Ability to apply learning through internship opportunities	1.75	15.7%	23.9%	30.2%	30.2%	5
Ability to apply learning through community projects in class	1.72	17.5%	22.0%	31.4%	29.1%	5
Narrative evaluations instead of grades	1.65	21.4%	21.8%	27.3%	29.5%	5
Natural beauty of the area	1.65	21.4%	20.9%	29.5%	28.2%	5
Cost of Attendance (tuition, living expenses)	1.39	26.2%	25.5%	31.4%	16.9%	6
Availability of financial aid or scholarship	1.25	38.0%	18.2%	24.1%	19.6%	6
Availability of art programs, art studios	1.12	39.9%	25.7%	17.1%	17.3%	6
Other friends or family members that are attending or have attended Evergreen	1.12	43.7%	18.0%	21.2%	17.1%	6
Availability of classes on evenings and weekends	1.11	42.7%	23.1%	14.4%	19.9%	7
Availability of media-related programs, film and video equipment and/or labs	1.06	40.7%	26.5%	18.8%	14.0%	8
Availability of computer programs, computer labs	0.98	41.9%	29.6%	17.1%	11.4%	6
Availability of science programs, science labs	0.94	48.3%	21.6%	17.5%	12.5%	6

The Evergreen State College

Evergreen New Student Survey 2005

Do you plan to focus on a particular field of study or discipline at Evergreen?

While Evergreen is an interdisciplinary Liberal Arts college, many students choose to focus their Evergreen studies in a particular field or discipline. Fifty-three percent of first-time, first-year students and 76.6% of transfer students indicated that they plan to study in a particular field or discipline at Evergreen. In addition, 39.8% of first-time, first-year students and 18.5% indicated that they don't know whether they will focus on a particular field or discipline. Only 7.2% of first-time, first-year students and 5.0% of transfer students indicated that they do not plan to focus on a particular field or discipline.



Do you plan to focus on a particular field of study or discipline at Evergreen?

	First-time, First-year Students (N=415)	Transfer Students (N=444)
Yes	53.0%	76.6%
No	7.2%	5.0%
Don't Know	39.8%	18.5%

Note: Three survey respondents skipped this question - two first-time, first-year students and one transfer student.

For both first-time, first-year students and transfer students who indicated that they plan to focus on a particular field or discipline, Visual and Performing Arts, Natural Resources and Conservation, Social Sciences, and Psychology were among the most popular fields. For more information see the responses to question 12, posted on www.evergreen.edu/institutionalresearch/nss2005results.htm.

Do you plan to focus on a particular field of study or discipline at Evergreen? If yes, please describe the field of study or discipline you plan to focus on:

The chart below shows the fields or disciplines that first-time, first-year students indicated they plan to study at Evergreen, in order of most to least common. Some students wrote in more than one field of study, so percentages do not add up to 100%. Student responses were coded into Classification of Instructional Program (CIP) 2000 codes. The most common fields of study indicated by first-time, first-year students are: Visual and Performing Arts (61 out of 220 respondents), Natural Resources and Conservation (36), Psychology (33), Social Sciences (32), and English Language and Literature/Letters (26).

First-time, First-year Students Who Reported That They Plan to Focus on a Particular Field or Discipline (N=220) Reported Fields of Study*	Number of First-time First Years (N=220)	Percentage of First-time First Years Plan to Focus**	Number of Nonresident First- time, First Years Plan to Focus (N=83)	Percentage of Nonresident First- time, First Years Plan to Focus**	Number of Resident First- time, First Years Plan to Focus (N=137)	Percentage of Resident First- time, First Years Plan to Focus**
Visual and Performing Arts	61	27.7%	23	27.7%	38	27.7%
Natural Resources and Conservation	36	16.4%	25	30.1%	11	8.0%
Psychology	33	15.0%	14	16.9%	19	13.9%
Social Sciences	32	14.5%	11	13.3%	21	15.3%
English Language and Literature/Letters	26	11.8%	10	12.0%	16	11.7%
Biological and Biomedical Sciences	14	6.4%	6	7.2%	8	5.8%
Communication, Journalism, and Related Programs	14	6.4%	3	3.6%	11	8.0%
Computer and Information Sciences and Support Services	14	6.4%	6	7.2%	8	5.8%
Foreign Languages, Literature, and Linguistics	13	5.9%	1	1.2%	12	8.8%
Education	12	5.5%	5	6.0%	7	5.1%
Communication Technologies/Technicians and Support Services	10	4.5%	2	2.4%	8	5.8%
Legal Professions and Studies	10	4.5%	4	4.8%	6	4.4%
Health Professions and Related Clinical Sciences	9	4.1%	1	1.2%	8	5.8%
Multi/Interdisciplinary Studies - General Science	9	4.1%	1	1.2%	8	5.8%
Area, Ethnic, Cultural, and Gender Studies	8	3.6%	0	0.0%	8	5.8%
Philosophy and Religious Studies	8	3.6%	1	1.2%	7	5.1%
Business, Management, Marketing and Related Support Services	6	2.7%	0	0.0%	6	4.4%
History	6	2.7%	0	0.0%	6	4.4%
Public Administration and Social Service Professions	5	2.3%	1	1.2%	4	2.9%
Physical Sciences	5	2.3%	3	3.6%	2	1.5%
Architecture and Related Services	3	1.4%	2	2.4%	1	0.7%
Agriculture, Agricultural Operations, and Related Sciences (Sustainable Agriculture)	2	0.9%	2	2.4%	0	0.0%
Engineering	1	0.5%	0	0.0%	1	0.7%
Library Science	1	0.5%	0	0.0%	1	0.7%
Mathematics and Statistics	1	0.5%	0	0.0%	1	0.7%
Liberal arts and sciences	0	0.0%	0	0.0%	0	0.0%

* Fields of study were written in by students in response to an open-ended question and later coded using Classification of Instructional Program (CIP) Codes.

** Percentages do not add up to 100 percent as many students wrote in more than one field or discipline.

The following table shows the actual responses of first-time, first-year respondents who indicated a field of study or discipline. The responses are grouped into two-digit CIP 2000 codes and organized by sub areas.

First-time, First-Year Students Who Reported that Plan to Focus on Particular Field or Discipline (N=220)

Reported Fields of Focus

Number does not add up to 220, as many students reported more than one field of study

Visual and Performing Arts (N = 61)	
Art (visual as well as performing) and philosophy (1)	Arts General and Visual Arts
Art and Social Sciences along with some aspects of business (1)	
Art and/or communications (1)	
Art or Biology (1)	
Art, with an emphasis on commercial or media arts (1)	
Art focus: digital mediums (1)	
Art/media (1)	
psychology, art (1)	
Psychology, Art, Sociology, Law, Conversation and Language (1)	
Psychology, Philosophy, Art (1)	
Some combination of art, cultural anthropology, and environmental studies. (1)	
something involving art, psychology, and environmental science	
Languages and art	
Mostly art	
Arts (visual), latin American studies	
Arts (Visual, Film, Drawing); Communications (Swedish, Literature, etc.)	
The arts, psychology maybe	
Definitely in the Arts. But I am also interested in science and literature. I am very picky about my style though.	
Writing and the Arts	
Expressive arts	
visual arts - illustration, in particular. philosophy. archaeology/art history	
Visual Arts	Art History
Art History (Art restoration); Communication	
Art history, environmental studies, film studies	
Art history, literature, drama, and perhaps anthropological studies	
Fine arts- art history, technique, language, business- to do art museum curating.	Drama, Theater
Drama/education	
Dramatic/Theatre Arts	
Theater Arts	
Theatre	
Generally the arts, focusing on creative writing and theatre	
Madness and Psychology, Acting and Speech	Film/Video
Film (3)	
I want to work with film.	
A concentration that includes film, economics and pre law, an overall incorporation of these fields.	
Film, Animation, Drama	
Film/video (2)	
Filmmaking of any kind.	
Filmmaking, creative writing	Graphic Design
Media works program...community development and non-profit management	
Web design/graphic arts	
Graphic Design	
Graphic Design, Architecture, Engineering	Music
I plan to stay in the art field. Focusing on design.	
Music and sound recording	
Music theory and computer science	
Music/Music Engineering/Production	
Poetry/music/writing	
Performance Arts (Music)	

Photography	Photography
environmental studies/photography (2)	
Photojournalism. Most of my focus will lie in the photography, although I do plan to focus on some print journalism also.	
Possibly photography or psychology	
psychology w/ philosophy and photography and arts	
Environmental Sciences, something natural, maybe pottery or writing	Other
Botany, Mycology, Entemology; Music, Art; Forestry, Sustainable Development; Ecology, Hydrology, Climatology	
Audio and video production, photography	
Natural Resources and Conservation (N = 36)	
Community sustainability (1)	
Conservation ecology (1)	
Ecology (1)	
Art history, environmental studies, film studies (1)	
Botany, Mycology, Entemology; Music, Art; Forestry, Sustainable Development; Ecology, Hydrology, Climatology (1)	
Environmental / urban development / landscape architecture (1)	
Environmental awareness (1)	
Environmental Science (5)	
Environmental Sciences (1)	
Environmental Sciences, something natural, maybe pottery or writing (1)	
Environmental Sciences/Studies (1)	
Environmental Studies (6)	
Environmental Studies particularly ecology (1)	
Environmental studies, photography (2)	
Environmental Studies/Marine Biology (1)	
Environmental Studies/Conservation (1)	
Environmental studies/ecology (1)	
Environmental studies: fish and wildlife (1)	
Environmental Study and Sustainable Agriculture (1)	
Environmental/Outdoor Education (1)	
I am extremely interested in the different fields involving the environment. I would love to focus on all aspects of the environment and not just the scientific parts. (1)	
I plan on going into environmental studies (1)	
I would like to study environmental science/environmental politics/environmental journalism (1)	
Some combination of art, cultural anthropology, and environmental studies. (1)	
something involving art, psychology,and environmental science (1)	
Something with environmental studies. (1)	

Psychology (N=33)	
addiction medicine/ psychology (1)	Psychology, General
Either history or psychology (1)	
something involving art, psychology ,and environmental science (1)	
I plan to study psychology (1)	
Law or Psychology (1)	
Political Science, Psychology , and/or linguistics (1)	
Possibly photography or psychology (1)	
Psychology - counseling (1)	
Psychology (7)	
Psychology and Human Services (1)	
psychology w/ philosophy and photography and arts (1)	
psychology , art (1)	
The arts, psychology maybe (1)	
Psychology , Art, Sociology, Law, Conversation and Language (1)	
Psychology , Philosophy, Art (1)	
Psychology , Sociology (1)	
Psychology /Social Work (1)	
Psychology ; Writing; Journalism (1)	
Madness and Psychology , Acting and Speech (1)	Psychology, Specific Focus
I want to study the combination of mass psychology and social revolution . (1)	
Psychology - with a focus on research on personalities (1)	
Psychology and law for forensic psychology (1)	
Clinical psychology , as well as philosophy... (1)	
social psychology , and it's place within the study of evolutionary psychology (1)	
I would like to study psycholinguistics , but mostly I need to graduate from college feeling that I have earned a degree that will help me to help other people. (1)	
Socio- and neurolinguistics . I want to know how and why language works the way it does. (1)	
I am interested in psychopharmacology , and plan to study in the areas of psychology , chemistry, and pharmacology to further this. (1)	
Social Sciences (N = 32)	
Anthropology (1)	Anthropology
Anthropology/linguistics (2)	
Art history, literature, drama, and perhaps anthropological studies (1)	
Memetics/Cultural Anthropology (1)	
visual arts - illustration, in particular. philosophy. archaeology /art history (1)	Economics
Some combination of art, cultural anthropology , and environmental studies. (1)	
a concentration that includes film, economics and pre law, an overall incorporation of these fields. (1)	Political Science
Economics / Alternative forms of business application (1)	
law / poly sci (1)	
Political Science and Law; where they converge and where they separate (1)	
Political Science , Psychology, and/or linguistics (1)	
Social Justice - Political Science (1)	
Political Science /Pre-law (2)	
Political Science /Theory (1)	
Writing & political science (1)	
Writing and Politics (1)	
political sciences (1)	
political studies (1)	
Art and Social Sciences along with some aspects of business (1)	Social Sciences
Social sciences (2)	Sociology
Psychology, Sociology (1)	
Social Work, Sociology /Psychology (1)	
Sociology , Education (1)	

Poli economy / Science (1)	Other/Multiple Social Science Disciplines
Social/Political Science (1)	
Women/Gender Studies, Sociology, and Political Science/theory (1)	
I want to study the combination of mass psychology and social revolution. (1)	
History/Sociology/Geography (1)	
As of right now, I'd like to focus on sociology and anthropology, especially the roles that children play in American Society... (1)	
English Language and Literature/Letters (N = 26)	
Creative Writing (3)	Writing
English/ Creative writing (1)	
filmmaking, creative writing (1)	
generally the arts, focusing on creative writing and theatre (1)	
I wish to focus in the fields of creative writing and philosophical ideals. (1)	
Environmental Sciences, something natural, maybe pottery or writing (1)	
Philosophy/Writing (1)	
Psychology; Writing; Journalism (1)	
Writing (1)	
Writing and the Arts (1)	
Writing & political science (1)	
Writing and Politics (1)	
Writing or cultural studies (1)	
Writing with a focus on the effects of technology on the art form (1)	Literature
i would like to focus in either astronomy or in english literature. (1)	
Art history, literature, drama, and perhaps anthropological studies (1)	
Definitely in the Arts. But I am also interested in science and literature. I am very picky about my style though. (1)	
Literature (1)	
literature, linguistics (1)	
Arts (Visual, Film, Drawing); Communications (Swedish, Literature, etc.) (1)	Other/Multi ple
writing or english (1)	
Literature, Creative Writing (1)	
Literature/writing and film (1)	
Poetry/music/writing (1)	
Biological and Biomedical Sciences (N=14)	
Art or Biology (1)	Biology, General
Biology (1)	
Biology/media (1)	
Science, biology (1)	
Something in biology towards a pre med degree (1)	Botany
Plant biology/ botany (1)	
Marine Biology (2)	Marine Biology
Either journalism or marine biology (1)	
Environmental studies/ marine biology (1)	
I am interested in psychopharmacology, and plan to study in the areas of psychology, chemistry, and pharmacology to further this. (1)	Other/Multiple
Botany, Mycology, Entemology; Music, Art; Forestry, Sustainable Development; Ecology, Hydrology, Climatology (1)	
Science: biology/human anatomy (1)	
Zoology (1)	
Communication, Journalism, and Related Programs (N = 14)	
Art and/or communications (1)	Communicat ion, General
Art History (Art restoration); Communication (1)	
Foreign communications in world issues (1)	
Arts (Visual, Film, Drawing); Communications (Swedish, Literature, etc.) (1)	
Journalism (1)	Journalism
Either journalism or marine biology (1)	
Psychology; Writing; Journalism (1)	
Journalistic Writing (1)	
Photojournalism. Most of my focus will lie in the photography, although I do plan to focus on some print journalism also. (1)	

Art/ media (1)	Media
Biology/ media (1)	
Audio Production and Media Communication (1)	
Madness and Psychology, Acting and Speech (1)	Speech
Psychology, Art, Sociology, Law, Conversation and Language (1)	
Computer and Information Sciences and Support Services (14)	
Computer Science (3)	Computer Science, General
computer science , not sure on where specifically (1)	
computer science and audio production (1)	
Computer Science and Physics (1)	
Computer science , educational theory, informatics (1)	
Computer Science ; 3D Animation (1)	
I plan on mainly studying Computer Science/Programming , but I also want to experience other fields while I am there. (1)	
Material Chemistry; Computer science (1)	
Mathematics, Science, Computers with room for other areas (1)	
Music theory and computer science (1)	
Science, Computers (1)	Web
Web design /graphic arts (1)	
Foreign Languages, Literature, and Linguistics (N=13)	
Foreign language and culture (Japanese language and culture) (1)	Japanese Language
Japanese ; Asian Studies (1)	
Mostly on Japanese but as a whole I want to know more about Asia (1)	
Languages and art (1)	Language/ Linguistics, General
Linguistics and History (1)	
literature, linguistics (1)	
Political Science, Psychology, and/or linguistics (1)	
Teaching language/translation (1)	
Linguistics , particularly East Asian and Western European languages. (1)	Other Languages
Womens Studies, Asian Languages (1)	
Icelandic Culture, Art, Language (1)	
Spanish , Pre-law (1)	
Arts (Visual, Film, Drawing); Communications (Swedish , Literature, etc.) (1)	
Education (N=12)	
computer science, educational theory , informatics (1)	Education, General
drama/ education (1)	
Education - Becoming an English teacher and later becoming a counselor (1)	
Education (1)	
Education/Teaching (1)	
social work, teaching (1)	
Sociology, Education (1)	
Teaching language/translation (1)	
Teaching/Leadership (1)	
Masters in Teaching (1)	
I plan to focus on elementary education and possibly art...(1)	
Environmental/Outdoor Education (1)	

Communication Technologies/Technicians and Support Services (N=10)	
audio and video production, photography (1)	Audio/Music Production
audio engineer (1)	
Audio Production and Media Communication (1)	
Computer science and audio production (1)	
Music and sound recording (1)	
Music Production (1)	
Music Production; Audio Engineering (if available) (1)	
Music/Music Engineering/Production (1)	
Computer Science; 3D Animation (1)	Animation
Film, Animation, Drama (1)	
Legal Professions and Studies (N=10)	
A concentration that includes film, economics and pre law, an overall incorporation of these fields. (1)	Pre-law, specific
Political Science/Pre-law (2)	
Spanish, Pre-law (1)	
I plan on gaining a strong foundation in law, philosophy, and history. (1)	Law, General
law / poly sci (1)	
Law or Psychology (1)	
Political Science and Law; where they converge and where they separate (1)	
Psychology and law for forensic psychology (1)	
Psychology, Art, Sociology, Law, Conversation and Language (1)	
Health Professions and Related Clinical Sciences (N=9)	
Education - Becoming an English teacher and later becoming a counselor (1)	Counseling
Psychology - counseling (1)	
addiction medicine/psychology (1)	Medicine (general), pre-med
anything at this point that deals with medicine and people (1)	
I plan to study sciences, I want to become a chiropractor and will be fulfilling requirements they have. (1)	
medical (1)	
Medicine (1)	
Science/ Medicine (1)	
Something in biology towards a pre med degree (1)	
Multi/Interdisciplinary Studies - General Science (N=9)	
Science (1)	Science (Neither specifically biological or physical science)
Science, biology (1)	
Science, Computers (1)	
Bachelor in science (1)	
Definitely in the Arts. But I am also interested in science and literature. I am very picky about my style though. (1)	
Mathematics, Science, Computers with room for other areas (1)	
Poli economy / Science (1)	
Science/ Medicine (1)	
Sciences (1)	
Area, Ethnic, Cultural, and Gender Studies (N=8)	
Japanese; Asian Studies (1)	Area, Cultural studies
Mostly on Japanese but as a whole I want to know more about Asia (1)	
Icelandic Culture, Art, Language (1)	
Foreign language and culture (Japanese language and culture) (1)	
arts (visual) Latin American studies (1)	
Writing or cultural studies (1)	
Women/Gender Studies, Sociology, and Political Science/theory (1)	Women's Studies
Womens Studies, Asian Languages (1)	
Philosophy and Religious Studies (N=8)	
art (visual as well as performing) and philosophy (1)	Philosophy
I plan on gaining a strong foundation in law, philosophy, and history. (1)	
I wish to focus in the fields of creative writing and philosophical ideals. (1)	
Philosophy (1)	
Philosophy/Writing (1)	
psychology w/ philosophy and photography and arts (1)	
Psychology, Philosophy, Art (1)	
visual arts - illustration, in particular. philosophy. archaeology/art history (1)	

Business, Management, Marketing and Related Support Services (N=6)
Art and Social Sciences along with some aspects of business (1)
Economics / Alternative forms of business application (1)
Fine arts- art history, technique, language, business- to do art museum curating. (1)
International Culture - Business related (1)
media works program...community development and non-profit management (1)
Sales and marketing (1)
History (6)
History (1)
Either history or psychology (1)
History/Sociology/Geography (1)
I plan on gaining a strong foundation in law, philosophy, and history . (1)
Linguistics and History (1)
History of Science (1)
Public Administration and Social Service Professions (N=5)
Psychology and Human Services (1)
Psychology/ Social Work (1)
Social Work , Sociology/Psychology (1)
Social work , teaching (1)
Media works program... community development and non-profit management (1)
Physical Sciences (N=5)
i would like to focus in either astronomy or in english literature. (1)
Chemistry of some sort (1)
Material Chemistry ; Computer science (1)
Computer Science and Physics (1)
I am interested in psychopharmacology, and plan to study in the areas of psychology, chemistry , and pharmacology to further this. (1)
Architecture and Related Services (N=3)
Interested in alternative housing/community construction options . (1)
Graphic Design, Architecture , Engineering (1)
Environmental / urban development / landscape architecture (1)
Agriculture, Agricultural Operations, and Related Sciences (Sustainable Agriculture) (N=2)
Sustainable agriculture (1)
Environmental Study and Sustainable Agriculture (1)
Engineering (N=1)
Graphic Design, Architecture, Engineering (1)
Library Science (N=1)
Library sciences (1)
Mathematics and Statistics (N=1)
Mathematics , Science, Computers with room for other areas (1)

Do you plan to focus on a particular field of study or discipline at Evergreen? If yes, please describe the field of study or discipline you plan to focus on:

The chart below shows the fields or disciplines that transfer students indicated they plan to study at Evergreen, in order of most to least common. Some students wrote in more than one field of study, so percentages do not add up to 100%. Student responses were coded into Classification of Instructional Program (CIP) 2000 codes. The most common fields of study indicated by transfer students are: Visual and Performing Arts (56 out of 340 respondents), Education (50), Natural Resources and Conservation (45), Social Sciences (45), Public Administration (41), and Psychology (40).

Transfer Students Who Reported that Plan to Focus on Particular Field or Discipline (N=340) Reported Fields of Study*	Number of Transfer Students Plan to Focus on field (N=340)	Percent of Transfer Students Plan to Focus on Field**	Number of Nonresident Transfer Students Plan to Focus (N=46)	Percentage of Nonresident Transfer Students Plan to Focus**	Number of Resident Transfer Students Plan to Focus (N=294)	Percentage of Resident Transfer Students Plan to Focus**
Visual and Performing Arts	56	16.5%	8	17.4%	48	16.3%
Education	50	14.7%	4	8.7%	46	15.6%
Natural Resources and Conservation	45	13.2%	7	15.2%	38	12.9%
Social Sciences	45	13.2%	9	19.6%	36	12.2%
Public Administration and Social Service Professions	41	12.1%	4	8.7%	37	12.6%
Psychology	40	11.8%	8	17.4%	32	10.9%
Area, Ethnic, Cultural, and Gender Studies	31	9.1%	4	8.7%	27	9.2%
Health Professions and Related Clinical Sciences	28	8.2%	3	6.5%	25	8.5%
English Language and Literature/Letters	26	7.6%	6	13.0%	20	6.8%
Biological and Biomedical Sciences	21	6.2%	4	8.7%	17	5.8%
Business, Management, Marketing and Related Support Services	13	3.8%	0	0.0%	13	4.4%
Computer and Information Sciences and Support Services	13	3.8%	1	2.2%	12	4.1%
Foreign Languages, Literature, and Linguistics	13	3.8%	0	0.0%	13	4.4%
Communication, Journalism, and Related Programs	12	3.5%	2	4.3%	10	3.4%
Legal Professions and Studies	11	3.2%	0	0.0%	11	3.7%
Physical Sciences	11	3.2%	3	6.5%	8	2.7%
Agriculture, Agricultural Operations, and Related Sciences (Sustainable Agriculture)	10	2.9%	1	2.2%	9	3.1%
Multi/Interdisciplinary Studies (General Science or Biochemistry = 9; Maritime Studies = 1)	10	2.9%	1	2.2%	9	3.1%
History	9	2.6%	3	6.5%	6	2.0%
Liberal arts and sciences	8	2.4%	1	2.2%	7	2.4%
Philosophy and Religious Studies	5	1.5%	0	0.0%	5	1.7%
Mathematics and Statistics	4	1.2%	0	0.0%	4	1.4%
Communication Technologies/Technicians and Support Services	3	0.9%	0	0.0%	3	1.0%
Architecture and Related Services	1	0.3%	1	2.2%	0	0.0%
Engineering	0	0.0%	0	0.0%	0	0.0%
Library Science	0	0.0%	0	0.0%	0	0.0%

* Fields of study were written in by students in response to an open-ended question and later coded using Classification of Instructional Program (CIP) Codes.

** Percentages do not add up to 100 percent because many students wrote in more than one field or discipline.

Note: Additional analyses forthcoming that combine CIP code categories above into existing Planning Units.

The following table shows the actual responses of transfer respondents who indicated a field of study or discipline. The responses are grouped into two-digit CIP 2000 codes and organized by sub areas.

Transfer Students Who Reported that Plan to Focus on Particular Field or Discipline (N=340)

Reported Fields of Focus

Number does not add up to 340, as many students reported more than one field of study

Visual and Performing Arts (N = 56)	
Adventure education/environmental studies, art (1)	Arts, General
Art and education (1)	
Art and english (1)	
Art /history (1)	
Womens' studies or marine biology and art (1)	
Photojournalism, Art , Psychology, Spanish (1)	
Latin American culture, art , language(spanish) (1)	
Education in arts (1)	
I wish to achieve Master in Teaching here at TESC, with a focus on art , culture, and language. (1)	
I would like to pursue my interests in creative writing and other art forms . (1)	
Minor in business managment, Major in Arts (?) (1)	
Expressive Arts (1)	
Fine Art (1)	
Fine Arts (1)	Fine/Studio Arts
Marine Biology and Fine art (1)	
Fine arts with focus in photography (1)	
Fine arts : painting, drawing, printmaking (1)	
Art illustrating, fine arts (1)	
Studio art (1)	
Art history (1)	
Art education/art history (1)	Art History
Art History /History/Religious History; Sustainable Agriculture (1)	
Anthropology and the Performing Arts (1)	Performing Arts/Theater
creative performance , literature, community outreach involving children.... Puppets!? (1)	
medicine/healing; arts performance ; humanities (1)	
Education and theatre (1)	
theatre arts (1)	
theater arts and literature of... [no more written] (1)	
Theater Performance (1)	
Theatre, Puppetry (1)	
film and culture (1)	
communications media-film public administration (1)	Film/Video
media - film/video (1)	
Media design (sound and film) (1)	
media/film/communications (1)	
MediaWorks documentary film (1)	
Middle East studies, documentary film (1)	
Writing and/or Film (1)	
Cultural studies focusing mostly on music (1)	Music
Environmental Studies, developing countries/ music (1)	
I would like to study math with an emphasis on teaching. I would also like to study music . (1)	
Music (1)	
music and culture (1)	
music and poetry (1)	
music/music production (1)	
writing and/or music (1)	
musical composition , creative writing (nature writing) (1)	

I'm going to try to bend things as much as possible to get out of Evergreen with mature skills in photography with concentrated interest in sociology, humanism, and cultural anthropology... (1)	Photography	Other
photography , writing (1)		
zoology/biology and photography (1)		
digital film production/2-3D (1)	Other	
Art, art history (1)		
I want to earn a Bachelor of Fine Arts focusing in illustration or Graphic design (1)		
Graphic Design (1)		
Mediaworks/theatre (1)		
psychology of art (1)		
Education (N=50)		
Education (5)	Education/Teaching, General	Master in Teaching
Art and education (1)		
Education - Early childhood social services (1)		
Chemistry/teaching (1)		
Education (to be a teacher) (1)		
Education and sociology (2)		
human services/ education (1)		
Education and theatre (1)		
Education , human development, counseling (1)		
Education, philosophy of education (1)		
social sciences and eventually education (1)		
I plan to focus on education and outreach (1)		
Maritime Studies and Education (1)		
Psychology and education (2)		
History, teaching (1)		
I would like to study math with an emphasis on teaching . I would also like to study music. (1)		
Journalism/English Language Arts/ Teaching (1)		
Philosophy and teaching (1)		
Art education/art history (1)	Art Education	
Education in arts (1)		
Elementary Education (2)		
Education, I want to be an elementary teacher. (1)	Elementary Education	
I don't know if the field of study has an official name, but I want to become a credentialed early childhood/kindergarten teacher--eventually I need a Masters in Teaching. (1)		
I eventually want to go into the MIT program and acquire an endorsement in Elementary Education. (1)		
masters in teaching - elementary education (1)		
African Studies Master in Teaching (1)	Master in Teaching	
Education - masters in teaching (1)		
eventually would like to roll over in to MIT program with emphasis on at-risk youth (1)		
finish my undergrad requirements for the masters in teaching program (1)		
history based classes with hopes of attending your masters in teaching program (1)		
MIT - Endorsements in Social Studies and Earth Science (1)		
Social studies and English language arts in order to apply for the MIT program. (1)		
I wish to achieve Master in Teaching here at TESC, with a focus on art, culture, and language. (1)		
High school guidance counselor/ football coach (1)	Phys. Ed	
English with intent to receive teaching certification , primary focus on creative writing (1)	Teaching Cert	
Take classes that prepare me for teacher certification (1)		
Science Education for middle or high school (1)	Teaching Levels other than Elementary	
Teaching high school (1)		
Early Childhood Education, Art Therapy (1)		
Education - I want to teach at the college level. (1)		

Adventure education/environmental studies, art (1)	Environ. Education
Environmental Education & language & cultural studies (1)	
Environmental studies, outdoor education (1)	
Natural Resources and Conservation (N=45)	
Environmental Studies (15)	
Adventure education/environmental studies, art (1)	
Creative Writing and Literature, Anthropology, Environmental Studies (1)	
Enviro Studies, Forestry (1)	
Environmental (1)	
Environmental /naturalist studies including broad range of interests (1)	
Environmental studies and sustainable living (1)	
Environmental studies, outdoor education (1)	
Environmental Studies, developing countries/music (1)	
Environmental studies, research and field work in conservation (1)	
I want to graduate with a degree in environmental studies with an emphasis on the forest. (1)	
environmental/water conservation (1)	
Water Quality with Environmental research focus (1)	
Ethnobotany, Indigenous culture studies, Creative Writing, Environmental and Sustainable Studies (1)	
Environmental Science (7)	
Environmental Science / Ecology (1)	
Environmental Science, hopefully get the MES. (1)	
Environmental Sciences- specifically those programs related to water and hydrology sciences (1)	
Environmental sciences (1)	
Natural sciences, ecology (1)	
Religious Humanities, Ecology (1)	
Alternative energy (1)	
Agroecology/Ethnobotany (1)	
Art therapy, sustainability (1)	
Environmental Education & language & cultural studies (1)	
Social Sciences (N=45)	
Anthropology (3)	Anthropology
Anthropology, cultural/international studies (1)	
Anthropology and the Performing Arts (1)	
Creative Writing and Literature, Anthropology, Environmental Studies (1)	
I want to get a degree in anthropology then volunteer around the world. (1)	
History of philosophy with an emphasis on political economy/womens studies (1)	Political Economy
political economy (1)	
poli sci (1)	Political Science
Political Science (2)	
I'll be focusing on something in the realm of social change. (1)	Social Change
social change/activism (1)	
Social Justice (1)	Social Sciences/Studies, General
Social science (1)	
Social sciences and eventually education (1)	
Humanities and social sciences (1)	
Law/social sciences (1)	
social and human science (1)	
Social sciences with a focus on global issues / various cultures (1)	
MIT - Endorsements in Social Studies and Earth Science (1)	
Social studies and English language arts in order to apply for the MIT program. (1)	
Yes and no. I want law and psychology and social areas... (1)	

sociology (1)	Sociology
Communications and sociology (1)	
Education and sociology (2)	
I am interested in psychology and sociology and wish to look into social work. (1)	
Psychology and/or sociology (1)	
psychology/sociology (1)	Foreign Policy, International Relations
Foreign policy or public policy (1)	
US history & foreign policy (1)	
sustainable agriculture, democracy, international policy (1)	
International relations (1)	
World Politics, Humanities, Journalism/Communication (1)	Other Social Sciences or Multiple Social Sciences
Gender & International Development (1)	
Criminal Justice (1)	
Cultural geography (1)	
Psychology, Economics and Psychology of Economics (1)	
I'm going to try to bend things as much as possible to get out of Evergreen with mature skills in photography with concentrated interest in sociology, humanism, and cultural anthropology... (1)	
I want to study, in general, political economy and anthropology. Want to learn and realize connections and aspects of social lives and behavior under the influence of political and economic changes. Also, how changes that have resulted from those field. (1)	
Social science, especially anthropology and political economy/globalization. (1)	
Political science, social sciences, english (1)	
Political Science/Sociology (1)	
Public Administration and Social Service Professions (N=41)	
Public Administration (4)	Public Administration
BA Computer and BA in Public Admin. (1)	
Business Management/Public Administration (1)	
Communications media-film public administration (1)	
Public Administration and Management (1)	
Law, Public Policy (1)	Social Work
Business Management & MPA (1)	
Master of Public Administration (1)	
Social Work (2)	
A degree in social work (1)	
Counseling/psychology/social work (1)	Social and Human Services
I am interested in psychology and sociology and wish to look into social work. (1)	
Social Work, Psychology (1)	
Social Service Administration (1)	
Social Services (3)	
SOCIAL SERVICES ADMIN/COUNSELOR (1)	
Education - Early childhood social services (1)	
Social/human services (1)	
Human or social services and possibly law (1)	
I would like to focus on women studies and social and human services. (1)	
Social human services (1)	
Social and Human Services with an emphasis on Administration. (1)	
Human services (1)	
Human service mental health (1)	
Human services related to diabetes and nutrition education and case management (1)	
Human Services. My goal is to become a counselor, motivational speaker and a better writer (1)	
Human services/education (1)	

Community leadership (1)	Community Organizing, Community Development
Community organizing, women's studies, cultural studies, Native American Studies (1)	
Creative performance, literature, community outreach involving children Puppets!? (1)	
I have been an active community organizer...(1)	
I plan to focus on education and outreach (1)	
Sustainable Community Development and social entrepreneurship (1)	Other, multiple
Domestic violence awareness/prevention (1)	
Human Services/Social Work (1)	
Psychology (N=40)	
Psychology (12)	
Psychology (probably). (1)	
Psychology and consciousness studies (1)	
Combined psychology, biology, ecodesign (1)	
Counseling/psychology/social work (1)	
Education, human development, counseling (1)	
I am interested in psychology and sociology and wish to look into social work. (1)	
I am interested in psychology... (1)	
I have a deep interest in writing. I also would like to have some background in psychology or philosophy. (1)	
I plan to focus on the psychology field, as it relates to my current employment... (1)	
Law, Psychology (1)	
mental health, counseling, psychology, anything in this realm. (1)	
Photojournalism, Art, Psychology, Spanish (1)	
Psy (1)	
Psychology - western therapy studies (1)	
Psychology and education (2)	
Psychology and/or sociology (2)	
Social Work, Psychology (1)	
Psychology of art (1)	
Psychology, Economics and Psychology of Economics (1)	
Psychology/counseling (2)	
Psychology/cross-cultural & international studies (1)	
psychology/spirituality holistic wellness (1)	
veterinary medicine and science also psychology (1)	
womens studies, psychology, creative writing (1)	
Yes and no. I want law and psychology and social areas... (1)	
Area, Ethnic, Cultural, and Gender Studies (N=31)	
European studies: history, culture, language,politics, the arts, social influences, who/where and what it influences, etc. (1)	European Cultural Studies
As of now French studies, language and culture (1)	
French or European history and culture (1)	
Japanese Culture, Sustainable Agriculture (1)	Japanese Cultural Studies
Japanese language and culture (1)	
Japanese Language, Culture, History & Art (1)	
Community organizing, women's studies, cultural studies, Native American Studies (1)	Native American/World Indigenous Peoples Studies
Native American (1)	
...I also love native american studies.... (1)	
Ethnobotany, Indigenous culture studies, Creative Writing, Environmental and Sustainable Studies (1)	
Indian Culture (1)	Other Area Studies
African Studies Master in Teaching (1)	
Asian Studies (1)	
Latin American culture, art, language(spanish) (1)	
Middle East studies, documentary film (1)	
Environmental Studies, developing countries/music (1)	

Cultural studies (1)	Culture Studies, General
Anthropology, cultural/international studies (1)	
Cultural st. with focus on economies effect (1)	
Cultural studies focusing mostly on music (1)	
Cultural Studies, Mind-Body Awareness (1)	
Environmental Education & language & cultural studies (1)	
Language and Culture. Spanish will be the emphasis. (1)	
Music and culture (1)	
Psychology/cross-cultural & international studies (1)	
Social sciences with a focus on global issues / various cultures (1)	
Gender & International Development (1)	Gender/Women's Studies
History of philosophy with an emphasis on political economy/womens studies (1)	
I would like to focus on women studies and social and human services. (1)	
Womens' studies or marine biology and art (1)	
Womens studies, psychology, creative writing (1)	
Health Professions and Related Clinical Sciences (N=28)	
Biological Sciences, Pre-Medicine (1)	Pre-Med
biology, pre-med (1)	
I am preparing for medical school, so I plan a rigorous science curriculum. (1)	
Pre-Med, Biology/Chemistry (1)	Mental Health/Counseling
Pre-medicine with a focus on ethnobotany (1)	
Counseling (1)	
Counseling/psychology/social work (1)	
Education, human development, counseling (1)	
Human Services. My goal is to become a counselor, motivational speaker and a better writer (1)	
Human service mental health (1)	
Mental health, counseling, psychology, anything in this realm. (1)	
Psychology/counseling (2)	
SOCIAL SERVICES ADMIN/COUNSELOR (1)	
Art therapy, sustainability (1)	Alternative Health
Art therapy. I want to make a difference for people that need other ways to express themselves (1)	
BA: Art Therapy BS: Lichens (1)	
Early Childhood Education, Art Therapy (1)	
Cultural Studies, Mind-Body Awareness (1)	
psychology/spirituality holistic wellness (1)	
Health care (1)	
Health science (1)	Health, General
I plan to focus on the sciences, mainly biology and chemistry because I want to work in the medical field (1)	
Medicine/healing; arts performance; humanities (1)	Other, multiple
human services related to diabetes and nutrition education and case management (1)	
Nutrition and natural health (1)	
veterinary medicine and science also psychology (1)	
Community health research/policy planning (1)	

English Language and Literature/Letters (N=26)	
Creative Writing (3)	Writing/Creative Writing
Ethnobotany, Indigenous culture studies, Creative Writing, Environmental and Sustainable Studies (1)	
Creative Writing and Literature, Anthropology, Environmental Studies (1)	
History, Writing (1)	
Human Services. My goal is to become a counselor, motivational speaker and a better writer (1)	
I have a deep interest in writing. I also would like to have some background in psychology or philosophy. (1)	
Writing and/or Film (1)	
Writing and/or music (1)	
I would like to pursue my interests in creative writing and other art forms. (1)	
Musical composition, creative writing (nature writing) (1)	
Womens studies, psychology, creative writing (1)	
Creative writing and humanities (1)	
Photography, writing (1)	
Creative performance, literature, community outreach involving children.... (1)	
Literature and language as preliminary studies for a future doctorate in Lit. (1)	Literature
Theater arts and literature of... [no more written] (1)	
Art and english (1)	English, General
English with intent to receive teaching certification, primary focus on creative writing (1)	
English, History (1)	
English, journalism (1)	
Journalism/English Language Arts/Teaching (1)	
Political science, social sciences, english (1)	
Social studies and English language arts in order to apply for the MIT program. (1)	
Music and poetry (1)	Poetry
Biological and Biomedical Sciences (N=21)	
Biology (1)	Biology, General
Biological Sciences, Pre-Medicine (1)	
Biology, pre-med (1)	
Biology and Biochemistry (1)	
I plan to focus on the sciences, mainly biology and chemistry because I want to work in the medical field (1)	
Combined psychology, biology, ecodesign (1)	
Agroecology/Ethnobotany (1)	Botany
Ethnobotany, Indigenous culture studies, Creative Writing, Environmental and Sustainable Studies (1)	
Pre-medicine with a focus on ethnobotany (1)	
Botany	
BA: Art Therapy BS: Lichens (1)	
Plant and soil science (1)	
Marine Biology and Fine art (1)	Marine Biology
womens' studies or marine biology and art (1)	Biology/ Zoology
Biology and Zoology (1)	
Zoology/biology and photography (1)	Multiple Biological Sciences, Other
Chemistry/physics/botany/animal psychology (1)	
Animal sciences (1)	
Environmental health (1)	
Microbiology (1)	
Natural sciences, ecology (1)	

Business, Management, Marketing and Related Support Services (N=13)	
Accounting in combination with liberal arts. (1)	
Business (1)	
Business & Studio or Music Production (1)	
Business, sustainable agriculture (1)	
Business and Finance (1)	
Business Administration (1)	
Business Management (1)	
Business Management /Public Administration (2)	
Business Management/Marketing (1)	
Minor in business management, Major in Arts (?) (1)	
Business, accounting, marketing, management (1)	
Human resources (1)	
Computer and Information Sciences and Support Services (N=13)	
BA Computer and BA in Public Admin. (1)	
Computer Science (5)	
Computer sciences (1)	
computer science and implementation of information systems in real life organizations (1)	
computer science/mathematics (1)	
Mathematics computer technology (1)	
I'd like to focus on the computer field... (1)	
Informational Sciences (1)	
Networking (1)	
Foreign Languages, Literature, and Linguistics (N=13)	
Geology, Japanese(1)	Japanese
Japanese language and culture (1)	
Japanese Language, Culture, History & Art (1)	
Communications, Spanish (1)	Spanish
Language and Culture. Spanish will be the emphasis. (1)	
Latin American culture, art, language(spanish) (1)	
Learning Spanish (1)	
Photojournalism, Art, Psychology, Spanish (1)	Language general
Environmental Education & language & cultural studies (1)	
I wish to achieve Master in Teaching here at TESC, with a focus on art, culture, and language. (1)	
As of now french studies, language and culture (1)	Other Languages
europa studies: history, culture, language,politics, the arts, social influences, who/where and what it influences, etc. (1)	
I want an independent contract focusing on deaf studies culture (1)	
Communication, Journalism, and Related Programs (N=12)	
Communications and sociology (1)	Communication, General
Communications media-film public administration (1)	
Communications, spanish (1)	
I'm shooting for a communications degree (1)	Journalism
English, journalism (1)	
Journalism (1)	
Journalism/English Language Arts/Teaching (1)	
Photojournalism, Art, Psychology, Spanish (1)	Media studies
Media (1)	
media/film/communications (1)	
World Politics, Humanities, Journalism/Communication (1)	Multiple

Legal Professions and Studies (N=11)	
Law (1)	
Human or social services and possibly law (1)	
Law, Psychology (1)	
Law, Public Policy (1)	
Law/social sciences (1)	
Legal (1)	
Constitutional law (1)	
Human or social services and possibly law	
Prelaw (1)	
...Want to go to a law school but thinking about becoming an instructor as well in the area of paralegal.	
Physical Sciences (N=11)	
Chemistry (1)	Chemistry
Chemistry green, inorganic (1)	
Chemistry or science (1)	
Chemistry/teaching (1)	
I plan to focus on the sciences, mainly biology and chemistry because I want to work in the medical field (1)	
Earth sciences (1)	Earth Sciences
MIT - Endorsements in Social Studies and Earth Science (1)	
Geology, japanese (1)	
Physics (1)	Physics
Theoretical physics (1)	
Chemistry/physics/botany/animal psychology (1)	Multiple
Agriculture, Agricultural Operations, and Related Sciences (Sustainable Agriculture) (N=10)	
Agriculture (1)	
Environmental agriculture (1)	
Sustainable agriculture (2)	
Art History/History/Religious History; Sustainable Agriculture (1)	
Business, sustainable agriculture (1)	
Japanese Culture, Sustainable Agriculture (1)	
Sustainable agriculture, democracy, international policy (1)	
Sustainable Permaculture and Horticulture (1)	
Plant and soil science (1)	
Multi/Interdisciplinary Studies (N=10)	
Bio-Chemistry (1)	Biochemistry
Biology and Biochemistry (1)	
Pre-Med, Biology/Chemistry (1)	
Chemistry or science (1)	Science, General
...I would like to pursue the sciences and try my best to dabble in various other areas... (1)	
Sciences (1)	
Science and math (1)	
Veterinary medicine and science also psychology (1)	
Science Education for middle or high school (1)	Maritime
Maritime Studies and Education (1)	

History (N=9)	
Art History/History/Religious History; Sustainable Agriculture (1)	
Art/history (1)	
English, History (1)	
History, Writing (1)	
History based classes with hopes of attending your masters in teaching program (1)	
History of philosophy with an emphasis on political economy/womens studies (1)	
History, teaching (1)	
History, the ability to work with communities to build an oral history (1)	
US history & foreign policy (1)	
Liberal arts and sciences (N=8)	
Liberal Arts (1)	Liberal Arts Humanities, General
Accounting in combination with liberal arts. (1)	
Liberal studies (1)	
Creative writing and humanities (1)	
Humanities and social sciences (1)	
I'm going to try to bend things as much as possible to get out of Evergreen with mature skills in photography with concentrated interest in sociology, humanism, and cultural anthropology... (1)	
Medicine/healing; arts performance; humanities (1)	
World Politics, Humanities, Journalism/Communication (1)	
Philosophy and Religious Studies (N=5)	
Art History/History/Religious History; Sustainable Agriculture (1)	
I have a deep interest in writing. I also would like to have some background in psychology or philosophy. (1)	
Philosophy and teaching (1)	
Philosophy linked with daily problem solving (1)	
Religious Humanities, Ecology (1)	
Mathematics and Statistics (N=4)	
Computer science/mathematics (1)	
Mathematics computer technology (1)	
Science and math (1)	
I would like to study math with an emphasis on teaching. I would also like to study music. (1)	
Communication Technologies/Technicians and Support Services (N=3)	
Business & Studio or Music Production (1)	
Media design (sound and film) (1)	
Music/music production (1)	
Architecture and Related Services (N=1)	
Combined psychology, biology, ecodesign (1)	

The Evergreen State College
Evergreen Student Experience Survey 2006
Responses of Olympia Campus Students

Primary Area of Study or Concentration and Ability to Study in Field of Interest

Students were asked to respond to the question: "What is your primary field of study or concentration at Evergreen?" The open-ended responses to this question were coded into the Classification for Instructional Programs (CIP) 2000 codes. Some respondents wrote in more than one field of study, so percentages do not add up to 100%. The greatest proportion of Olympia campus respondents indicated an interest in Visual and Performing Arts (21.0%), Social Sciences (15.9%), Natural Resources and Conservation (10.6%), and Psychology (9.5%).

What is your primary field of study or concentration at Evergreen?

CIP Classification Representing Primary Area(s) of Study or Concentration(s) (N=377, nine did not respond)	Number of Olympia Campus Respondents Wrote in Area of Interest within CIP category (N)	Percent of Olympia Campus Respondents Wrote in Area of Interest within CIP
Visual and Performing Arts	79	21.0%
Social Sciences	60	15.9%
Natural Resources and Conservation	40	10.6%
Psychology	36	9.5%
Biological and Biomedical Sciences	32	8.5%
English Language and Literature/Letters	30	8.0%
Education	30	8.0%
Area, Ethnic, Cultural, and Gender Studies	29	7.7%
Health Professions and Related Clinical Sciences	22	5.8%
Foreign Languages, Literature, and Linguistics	21	5.6%
Public Administration and Social Service Professions	20	5.3%
Business, Management, Marketing and Related Support Services	19	5.0%
Multi-Interdisciplinary Studies: International Global Studies (N=2), Peace and Justice Studies (N=1); Consciousness Studies (N=1); Systems Theory (N=1); Science with no distinction between physical and biological sciences (N=13)	18	4.8%
Liberal Arts and Sciences	17	4.5%

CIP Classification Representing Primary Area(s) of Study or Concentration(s) (N=377, nine did not respond)	Number of Olympia Campus Respondents Wrote in Area of Interest within CIP category (N)	Percent of Olympia Campus Respondents Wrote in Area of Interest within CIP
Physical Sciences	15	4.0%
Communication, Journalism, and Related Programs	14	3.7%
Philosophy and Religious Studies	11	2.9%
History	10	2.7%
Computer and Information Sciences and Support Services	10	2.7%
Architecture and Related Services (Urban Studies, Urban Planning)	8	2.1%
Mathematics and Statistics	6	1.6%
Agriculture, Agricultural Operations, and Related Sciences	5	1.3%
Legal Professions and Studies	4	1.1%
Communication Technologies/Technicians and Support Services	3	0.8%
Library Science	1	0.3%
Undecided	5	1.3%
Other comments not categorized	9	2.4%

There were nine comments that were not categorized. These comments were: "broad," "do not have a single focus," "Gen," "N/A," "n/a," "no concentration," "not really," "PLE," and "Whatever I want."

Students were asked to indicate how satisfied they are with their ability to study what they are interested in at Evergreen. A total of 65.8% indicated that they were "quite a bit" satisfied or "very" satisfied. Another 21.4% said that they were "moderately" satisfied. A little over 12% indicated that they were "Not at All" or "A Little Bit" satisfied.

This year, to what extent do you feel...?	Not at All (0)	A Little Bit (1)	Moderately (2)	Quite a Bit (3)	Very (4)
Satisfied that you can study what you are interested in at Evergreen	3.4%	9.4%	21.4%	36.3%	29.5%

Mean = 2.79, Median = 3.00. One respondent skipped this question.

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Primary Area of Study or Concentration by Planning Unit

Students were asked to respond to the question: "What is your primary field of study or concentration at Evergreen?" The open-ended responses to this question were first coded into Classification for Instructional Programs (CIP) 2000 codes. In addition to coding responses into CIP categories, open-ended questions were coded into affiliated Planning Units. The table below shows the number of students who responded with a primary area of study or concentration in each Planning Unit. Many students wrote in more than concentration, so percentages do not add up to 100%.

CIP Classification Representing Primary Area(s) of Study or Concentration(s) (N=363, 23 had other comments not categorizable or did not respond to question)	Number of Olympia Campus Respondents Wrote in Concentration within Planning Unit (N)	Percent of Olympia Campus Respondents Wrote in Concentration within Planning Unit
Society, Politics, Behavior and Change	157	43%
Scientific Inquiry	84	23%
Expressive Arts	80	22%
Culture Text and Language	78	21%
Environmental Studies	51	14%
General/Liberal Arts/Bachelor or Arts	20	6%
Native American and World Indigenous People's Studies	2	1%

Responses Classified in Combinations of Planning Units (Mutually Exclusive Categories)

The following table (on the next two pages) shows responses in mutually exclusive categories. Each respondent is represented only once within the categories; therefore, the percentages of respondents in categories adds up to 100%. The first set of categories consists of respondents who had concentrations that fit within only one planning unit; categories of responses that fit within two or more planning units follow. Among those categories that consist of two or more planning units, planning units are listed in alphabetical order.

The highest percentage of respondents consisted of responses that fit within only one planning unit or division (75.2% of respondents). Just over 20% of respondents (20.9%) reported concentrations that fell into two planning units. The highest percentage of respondents (26.7%) reported concentrations that fit within Society, Politics, Behavior and Change only. Another 14.6% reported concentrations that fit within Scientific Inquiry only.

CIP Classification Representing Primary Area(s) of Study or Concentration(s) (N=363, 23 had other comments not categorizable or did not respond to question)	Number of Olympia Campus Respondents Wrote in Concentration within Planning Unit (N)	Percent of Olympia Campus Respondents Wrote in Concentration within Planning Unit
Society, Politics, Behavior and Change (SPBC)	97	26.7%
Scientific Inquiry (SI)	53	14.6%
Culture Text and Language (CTL)	42	11.6%
Expressive Arts (EA)	40	11.0%
Environmental Studies (ES)	30	8.3%
General/Liberal Arts/Bachelor or Arts (IA)	11	3.0%
Native American and World Indigenous People's Studies (NAWIP)	0	0.0%
<i>Student Interests in One Planning Unit/Division (N=273, 75.2% of respondents)</i>		
CTL, EA	9	2.5%
CTL, SPBC	17	4.7%
CTL, SI	2	0.6%
EA, ES	2	0.6%
EA, IA	3	0.8%
EA, SI	4	1.1%
EA, SPBC	12	3.3%
ES, SI	5	1.4%
ES, SPBC	7	1.9%
IA, NAWIP	1	0.3%
IA, SI	1	0.3%
IA, SPBC	2	0.6%
NAWIP, SPBC	1	0.3%

CIP Classification Representing Primary Area(s) of Study or Concentration(s) (N=363, 23 had other comments not categorizable or did not respond to question)	Number of Olympia Campus Respondents Wrote in Concentration within Planning Unit (N)	Percent of Olympia Campus Respondents Wrote in Concentration within Planning Unit
SI, SPBC	10	2.8%
<i>Student Interests in Two Planning Units/Divisions (N=76, 20.9% of respondents)</i>		
CTL, EA, SI	1	0.3%
CTL, EA, SPBC	1	0.3%
CTL, SI, SPBC	2	0.6%
EA, IA, SPBC	1	0.3%
EA, ES, SI	1	0.3%
EA, ES, SPBC	2	0.6%
EA, SI, SPBC	1	0.3%
ES, SI, SPBC	1	0.3%
<i>Student Interests in Three Planning Units/Divisions (N=10, 2.8%)</i>		
CTL, EA, ES, SPBC	1	0.3%
CTL, EA, ES, SI	1	0.3%
CTL, EA, SPBC, SI	1	0.3%
<i>Student Interests in Four Planning Units/Divisions (N=3, 0.8%)</i>		
CTL, EA, IA, SPBC, SI	1	0.3%
<i>Student Interests in Five Planning Units/Divisions (N=1, 0.3%)</i>		

The Evergreen State College

Evergreen New Student Survey 2005

How important were the following sources of information in your decision to attend Evergreen?

New students were asked to indicate the level of importance of various sources of information in their decisions to attend Evergreen. The tables below show the level of importance reported by first-time, first-year students and transfer students on items that have been sorted from highest mean level of importance to lowest. Most frequently mentioned as a "very important" source of information was a campus visit, which was cited as "very important" by 52.6% of first-time, first-year students and 31.6% of transfer students. Other sources of information that were frequently cited as "somewhat important" or "very important" for first-time, first-years were: parents, other relatives, and/or friends; printed information sent from Evergreen; and Evergreen's web site, online catalog.

First-time, First-year Students (N=417)

How important were the following sources of information in your decision to attend Evergreen?

<i>Items Listed from Highest to Lowest Means</i> <i>Scale: 0=Not Important, 1=Slightly Important, 2=Somewhat Important, 3=Very Important</i>	Mean	Not Important (0)	Slightly Important (1)	Somewhat Important (2)	Very Important (3)	Missing
Campus visit	2.11	16.3%	9.5%	21.6%	52.6%	18
Parents, other relatives, and/or friends	1.66	19.0%	22.6%	31.6%	26.8%	18
Printed information sent from Evergreen	1.59	21.1%	20.8%	35.8%	22.3%	18
Evergreen's web site, online catalog	1.58	21.6%	18.5%	40.4%	19.5%	18
Evergreen student or alumni	1.27	36.6%	22.1%	19.0%	22.3%	18
Financial aid information	1.11	37.9%	26.5%	21.9%	13.7%	24
Contact with Evergreen faculty or staff	1.10	38.8%	26.0%	22.0%	13.3%	17
Evergreen admissions counselor or recruiter	1.04	42.5%	24.0%	21.0%	12.5%	17
National ranking and/or college guide (such as US News and World Report)	0.99	44.5%	22.5%	23.0%	10.0%	17
Teacher or Counselor at prior school	0.98	48.2%	18.3%	20.4%	13.1%	19
Information about housing options on campus	0.98	44.8%	23.2%	20.9%	11.1%	20
Newspaper or magazine article	0.72	58.7%	19.6%	12.6%	9.1%	20
Evening and Weekend Studies class listing (Evergreen Times)	0.33	80.9%	9.6%	5.5%	4.0%	20
Radio ads	0.22	84.8%	10.1%	3.5%	1.5%	21

The Evergreen State College Evergreen New Student Survey 2005

Transfer Students (N=445)

How important were the following sources of information in your decision to attend Evergreen?

<i>Items Listed from Highest to Lowest Means</i> <i>Scale: 0=Not Important, 1=Slightly Important, 2=Somewhat Important, 3=Very Important</i>	Mean	Not Important (0)	Slightly Important (1)	Somewhat Important (2)	Very Important (3)	Missing
Campus visit	1.63	26.8%	14.6%	27.0%	31.6%	8
Parents, other relatives, and/or friends	1.42	28.6%	22.4%	27.5%	21.5%	8
Evergreen's web site, online catalog	1.40	29.3%	22.2%	27.5%	21.1%	8
Evergreen student or alumni	1.36	38.7%	11.7%	24.7%	24.9%	8
Printed information sent from Evergreen	1.17	40.0%	18.4%	25.7%	15.9%	10
Financial aid information	1.13	42.1%	20.8%	19.5%	17.6%	8
Contact with Evergreen faculty or staff	1.03	47.1%	18.9%	17.9%	16.1%	10
Evergreen admissions counselor or recruiter	0.89	52.7%	17.6%	18.0%	11.8%	12
Teacher or Counselor at prior school	0.78	59.3%	15.9%	12.2%	12.6%	10
Evening and Weekend Studies class listing (Evergreen Times)	0.75	65.1%	11.0%	8.0%	15.9%	10
National ranking and/or college guide (such as US News and World Report)	0.74	59.9%	14.5%	17.7%	7.8%	11
Newspaper or magazine article	0.43	71.7%	16.6%	9.0%	2.8%	11
Information about housing options on campus	0.37	77.5%	11.1%	8.1%	3.2%	14
Radio ads	0.11	90.8%	7.6%	1.4%	0.2%	12

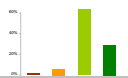
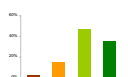



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Responses of Olympia Campus Students






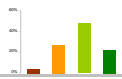
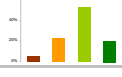




Satisfaction with the Learning Environment

Students were asked to indicate their level of satisfaction with about their learning environment at Evergreen, by answering a series of questions ranging from relationships with faculty to their social experiences at Evergreen. All items in this series had a median response of 3.00 or "Satisfied," except the item related to the amount of diversity at Evergreen. The median response for this item was 2.00 or "Dissatisfied." The items with the highest mean levels of satisfaction among Olympia campus respondents were: relationships with faculty, the overall quality of instruction, narrative evaluations by faculty, and progress in achieving educational goals. Items with the lowest levels of satisfaction were: social climate in seminars, campus activities, experiences with diversity at Evergreen, and the amount of diversity at Evergreen.

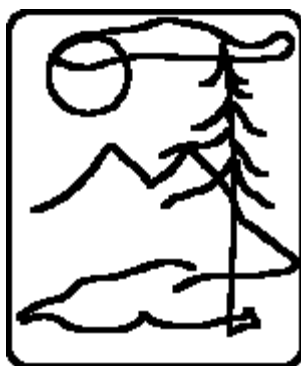
There were a relatively high number of Olympia campus respondents who indicated that some items were "Not Applicable." These items are: Evergreen's support for development in quantitative reasoning (e.g. mathematics, statistics) (147 respondents indicated that this item was "Not Applicable"), opportunities for community service or volunteer work (N=108), opportunities for learning new software and working with technology (N=94), availability of technical support for your use of computers on and off campus (N=76), campus activities (N=67), and team teaching by faculty (N=51).

This year, how satisfied are you with...? <i>Items sorted by highest to lowest mean (average) response</i>	Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Mean	Median	Indicated Level Dis/Satisfaction (N)	Not Applicable (N)	Skipped question (N)
 Relationships with faculty	1.6%	8.3%	42.6%	47.5%	3.36	3.00	373	2	11
 The overall quality of instruction	1.1%	7.9%	48.1%	42.9%	3.33	3.00	366	7	13
 Narrative evaluations by faculty	1.4%	8.9%	49.4%	40.2%	3.28	3.00	358	14	14
 Your own progress in achieving your educational goals	1.9%	11.2%	43.9%	43.0%	3.28	3.00	374	1	11
 Interdisciplinary approach to course content	2.2%	9.2%	48.1%	40.6%	3.27	3.00	360	12	14
 Lectures and other presentations by faculty	1.1%	9.2%	52.5%	37.2%	3.26	3.00	360	8	18

This year, how satisfied are you with...? <i>Items sorted by highest to lowest mean (average) response</i>		Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Mean	Median	Indicated Level Dis/Satisfaction (N)	Not Applicable (N)	Skipped question (N)
	Academic advice from faculty	2.5%	12.2%	46.3%	39.1%	3.22	3.00	361	14	11
	Self evaluations	1.7%	5.9%	63.5%	28.9%	3.20	3.00	356	15	15
	Availability of faculty outside of class	3.4%	9.9%	53.4%	33.2%	3.16	3.00	352	16	18
	Opportunities for in-depth academic work/research	2.9%	14.7%	47.1%	35.3%	3.15	3.00	348	15	23
	Opportunities for community service or volunteer work	2.7%	8.4%	61.1%	27.9%	3.14	3.00	262	108	16
	Type of academic assignments	1.1%	9.3%	64.5%	25.1%	3.14	3.00	366	3	17
	Your living situation (on or off campus)	6.6%	12.7%	42.3%	38.4%	3.12	3.00	362	10	14
	The quality of faculty feedback on your work	1.4%	14.4%	56.0%	28.3%	3.11	3.00	368	2	16
	The timeliness of faculty feedback on your work	3.8%	11.7%	54.9%	29.5%	3.10	3.00	366	4	16
	Team teaching by faculty	3.4%	17.2%	47.6%	31.7%	3.08	3.00	319	51	16
	Group projects and other peer collaborations	2.0%	16.9%	54.8%	26.4%	3.06	3.00	356	16	14
	The availability of technical support for your use of computers on and off campus	2.7%	14.9%	58.0%	24.4%	3.04	3.00	295	76	15
	Evergreen's support for your development as an academic writer	4.4%	15.3%	52.2%	28.0%	3.04	3.00	339	31	16
	The availability of information on the college website	5.9%	14.8%	50.1%	29.1%	3.02	3.00	371	2	13

This year, how satisfied are you with...? <i>Items sorted by highest to lowest mean (average) response</i>		Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Mean	Median	Indicated Level Dis/Satisfaction (N)	Not Applicable (N)	Skipped question (N)
	Seminars (as a way of learning)	5.7%	20.6%	43.6%	30.1%	2.98	3.00	349	25	12
	The match between the classes you are taking and their description in the catalog.	5.5%	18.5%	53.2%	22.9%	2.93	3.00	363	9	14
	Opportunities for learning new software and working with technology	4.3%	21.7%	50.9%	23.1%	2.93	3.00	277	94	15
	Evergreen's support for your development in quantitative reasoning (e.g. mathematics, statistics)	4.5%	20.3%	54.5%	20.7%	2.91	3.00	222	147	17
	Amount of time that you are able to devote to your academic work	2.7%	25.3%	51.8%	20.2%	2.89	3.00	367	1	18
	Your own ability to keep up with the reading workload	3.6%	26.9%	47.6%	21.9%	2.88	3.00	361	6	19
	Your social experiences at Evergreen	4.8%	22.6%	52.5%	20.1%	2.88	3.00	354	17	15
	Social climate in seminars	5.8%	25.6%	45.5%	23.1%	2.86	3.00	347	26	13
	Campus activities	6.3%	20.9%	60.8%	12.0%	2.78	3.00	301	67	18
	Your experiences with diversity at Evergreen (ethnic/racial, political, socioeconomic, sexual orientation, etc.)	10.1%	26.1%	41.7%	22.1%	2.76	3.00	357	14	15
	The amount of diversity at Evergreen	15.9%	35.7%	33.5%	14.8%	2.47	2.00	364	8	14

Note: The mini-charts above are provided to give one a sense of how the responses are distributed among the choices: "Very Dissatisfied," "Dissatisfied," "Satisfied," and "Very Satisfied." The Y-axes of all of the charts on this page are set at a maximum of 60% in order to make smaller percentages on the charts visible.



Teaching and Learning at the Evergreen State College 2001/2002

Report of the Assessment Study Group
December 17, 2002

Expectation 5.3: mean score 2.0

	N	Percent
No Evidence (0)	15	10
.5	2	1
Weak Evidence (1)	25	16
1.5	3	2
Sufficient (2)	46	30
2.5	7	5
Strong Evidence (3)	54	36

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

Like Expectation 5, Expectation 6 is a multifaceted expectation that for coding purposes had to be subdivided. Again, upon consideration of the type of evidence in the transcripts, it facilitated coding to consider as separate issues depth, breadth, synthesis of learning, and the ability to reflect on that learning. Here, the judgment of breadth of education relied heavily but not exclusively on a consideration of the types of courses for which credits were earned either at Evergreen or at transfer institutions. Breadth was scored as an overall impression by the coders of whether the student had or had not sought out a sufficiently broad education to be considered a liberal arts graduate. Similarly, judgements of depth were based not simply on a particular concentration of courses in a planning unit or otherwise identifiable field of study, but on the coders' overall impression of the degree of focus and intensity of study engaged in by the student.

While 76% of the transcripts showed sufficient to strong evidence that the students had demonstrated depth of learning, there was a concern on the part of the coders that a substantial minority of the students had failed to do sufficient advanced work in their fields. This concern is addressed in more detail later.

The scores for the remaining components of Expectation 6 reflect areas of greater potential concern. Many of the transcripts lacked student self-evaluations, and this lack made it particularly difficult to judge whether a student was capable of synthesis and reflection. We address later in our recommendations the implications of this for the practice of evaluation at Evergreen.

Only 38% of seniors graduating in 2000-2001 could demonstrate breadth of education in their transcripts. Again, this judgment of breadth relies not merely on looking at courses taken at transfer institutions and that Evergreen, but also on an in-depth analysis of the entire content of student transcripts. This finding is supported by a detailed analysis of credits and credit equivalencies that is described below.

Examples:

- 6a) complete advanced projects that incorporate collection and analysis of data and that build on previous work
- 6b) generate theoretical models, compare predictions with observations
- 6c) create written work or works of art that synthesize (e.g. senior capstone or thesis project)
- 6d) write a summative self-evaluation
- 6e) evidence of building upon previous academic experience

Expectation 6.1 *As a culmination of your education, demonstrate **depth** of learning.*

Expectation 6.1: mean score = 2.1

	N	Percent
No Evidence (0)	6	4
Weak Evidence (1)	26	17
1.5	1	1
Sufficient Evidence (2)	60	40
2.5	5	3
Strong Evidence (3)	54	36

Expectation 6.2 *As a culmination of your education, demonstrate **breadth** of learning.*

Expectation 6.2: mean score = 1.25

	N	Percent
No Evidence (0)	36	24
0.5	2	1
Weak Evidence (1)	53	35
1.5	3	2
Sufficient Evidence (2)	41	27
2.5	3	2
Strong Evidence (3)	14	9

Expectation 6.3 *As a culmination of your education, demonstrate **synthesis** of learning.*

Expectation 6.3: mean score = 1.0

	N	Percent
No Evidence (0)	66	43
0.5	1	1
Weak Evidence (1)	33	22
1.5	1	1
Sufficient Evidence (2)	38	25
2.5	3	2
Strong Evidence (3)	10	7

Expectation 6.4 *As a culmination of your education, demonstrate the **ability to reflect on the personal and social significance** of your learning.*

Expectation 6.4: mean score = 1.3

	N	Percent
No Evidence (0)	41	27
0.5	2	1
Weak Evidence (1)	40	26
1.5	3	2
Sufficient Evidence (2)	40	26
2.5	4	3
Strong Evidence (3)	22	14

General Conclusions

The faculty participants felt that the critical division in the strength of evidence scale was between weak and sufficient evidence. Collapsing the frequencies shown in the tables above to sufficient evidence and insufficient evidence, that is, between scores of two and above and scores below two, we obtain these percentages of student transcripts showing sufficient evidence of having met each Expectation:

Expectation	Percent showing Sufficient Evidence
1 (assume responsibility)	92%
2.1 (collaboration)	92%
2.2 (diverse society)	70%
3 (communication)	91%
4 (critical thinking)	87%
5.1 (qualitative modes)	80%
5.2 (quantitative modes)	47%
5.3 (creative modes)	70%
6.1 (depth)	78%
6.2 (breadth)	38%
6.3 (synthesis)	34%
6.4 (reflection)	43%

These results indicate that the principal areas of weakness in Evergreen students graduating in 2000-2001 appear to be their relative inability to perform quantitative modes of inquiry (Expectation 5.2), the lack of breadth in their education (Expectation 6.2), and the inability to demonstrate synthesis of learning and to reflect on the personal and social significance of that learning (Expectations 6.3 and 6.4). While much of this apparent deficiency may merely reflect the lack of evidence in Evergreen transcripts, the notion that many Evergreen students lack breadth in their education is also supported by evidence from the analysis of transfer credits and Evergreen credit equivalencies. Results from this credit analysis are presented following the section on global ratings.

the personal and social significance of learning' (Expectation 6.4): means of 2.6 and 1.4 for females vs. means of 2.3 and 1.1 for males, respectively. Minority students showed a higher average score for breadth (Expectation 6.2): a mean score of 1.7 vs. a mean score for Caucasians of 1.2.

Besides the demographic variables, two additional variables from the curriculum pathways analysis were also tested against the Expectations. (See the report on the pathways analysis for details on the construction and definition of these variables.) Briefly, these variables classified students based on the particular mix of programs, courses, contracts and internships they had taken at Evergreen, called a 'path type', and by the number of transfer credits they had earned before entering Evergreen, called a 'transfer type.' The transfer type variable distinguished between high school direct students, early transfer students, traditional two-year transfer students, and late transfer students.

There were no significant differences by path type for any of the individual Expectations or in each of the global ratings. This indicates that there is no evidence of any particular advantage or disadvantage for e.g. students taking only full-time programs during their career at Evergreen vs. those taking a mix of programs, courses, and contracts. There appears to be a significant degree of uniformity among the different types of curriculum in terms of enabling students to meet the Expectations.

The only significant differences by transfer type observed were for Expectations 5.1 (qualitative modes), 5.3 (creative modes), and 6.1 (depth). High school direct and early transfer students showed significantly higher mean scores for application of qualitative and creative modes of inquiry (mean 2.4) than traditional two-year and late transfer students (mean 1.9). Late transfer students showed a significantly lower mean for depth (Expectation 6.1) than all other types (mean 1.7 vs. mean 2.2). However, there were no significant differences for any of the overall ratings by transfer status of the students. This study thus shows little evidence of any advantage or disadvantage in meeting the Expectations that transfer students may have compared to high school direct students at Evergreen.

6. Summary of Findings

The results indicate that large majorities of the graduating seniors show evidence in their transcripts that they can articulate and assume responsibility for their own work (92%), participate collaboratively and responsibly (92%), communicate creatively and effectively (91%), and demonstrate integrative, independent and critical thinking (87%). There are a relatively lower percentage who show evidence of the ability to apply quantitative modes of inquiry (47%), evidence for breadth of education (38%), and evidence for the ability to demonstrate synthesis of learning (34%) and to reflect on the personal and social significance of that learning (43%).

Twenty one of the 71 transcripts analyzed for credits and credit equivalencies in the traditional disciplinary areas (30%) also showed a lack of breadth. Defining "lack of breadth" as showing no or weak evidence of breadth as defined in Expectation 6.2, and defining "lack of depth" as

showing no or weak evidence of depth as defined in Expectation 6.1, 16% of the sample of graduates lacked evidence of both breadth and depth in their Evergreen educations.

The proportion of students whose transcripts showed evidence of meeting the Expectations in an overall sense ranged widely depending on the definition of the global rating, from 7% to 85%, with 59% considered to have met the Expectations in a subjective rating by transcript scorers. (Which overall definition should be adopted, if any, has not been determined.)

These results have limited meaning in and of themselves. What will be important is whether the proportion of students graduating from Evergreen who meet the Expectations increases in years to come. Considering that this is a baseline sample, the faculty participants were in general encouraged by the overall proportion of graduating seniors who they felt met the Expectations. One would expect that with increased attention to the Expectations, these proportions should naturally increase.

The ability to meet the Expectations, or at least the ability to show evidence for meeting the Expectations in transcripts, is not substantially influenced by gender or race. There was some indication that older students may be significantly more likely to meet the Expectations as measured by the subjective global rating. There likewise was no evidence of any particular advantage or disadvantage for e.g. students taking only full-time programs during their career at Evergreen vs. those taking a mix of programs, courses, and contracts, or for students transferring to Evergreen compared to those entering Evergreen directly from high school.

7. Reflections

The Faculty Workshop concluded with an in-depth and invigorating discussion about the strengths and weaknesses of Evergreen transcripts. The reflections below represent what may be considered the "sense of the group," but this should not be taken to imply that the group was unanimously agreed upon each point.

We need to better articulate the Expectations to students, giving lots of examples, if we expect the students to "get it." It would also be helpful to have something in between the Expectations and the examples, for instance, some broader descriptions of what a "qualitative mode of inquiry" actually looks like. We would also like to encourage broad-based community reflection to raise awareness, particularly among newer faculty, about the origins and purposes of the Evergreen pedagogical model. Finally, if we want students to demonstrate something, such as synthesis of education and the ability to reflect on the personal and social significance of their learning, we need to ask them to do so.

We feel that there is a problem at Evergreen with students lacking breadth in their educations. We find that there are too many students who are not meeting the Expectations for breadth and depth of education; there are too many students avoiding these critical aspects of a liberal arts education. To help address this issue, we think that students taking a large number of programs within a single planning unit need to be more consistently and strongly advised by faculty to do advanced undergraduate work in that area. Beyond this, we note that there are no institutional

The Evergreen State College

Evergreen New Student Survey 2005

Confidence

New students were asked to indicate their level of confidence in a series of areas. The areas or items are sorted below from highest to lowest mean level of confidence. Both first-time, first-year students and transfer students had the highest mean level of confidence for the items: will obtain a well-rounded interdisciplinary education, will be able to use your education to meet life-long goals, and have the skills and abilities to succeed at Evergreen.

First time, First-year Students (N=417)

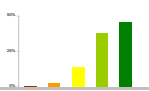
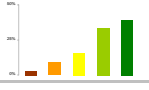
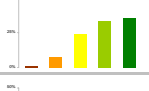
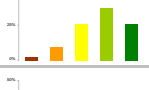
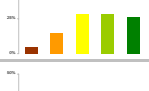

How confident are you that you...


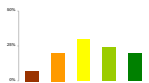
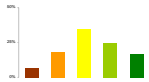
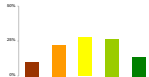
<i>Confidence Items Listed from Highest to Lowest Means (0=Not at All, 1=A Little, 2=Somewhat, 3=Quite, 4=Very)</i>	Mean	Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Missing
Will obtain a well-rounded interdisciplinary education	3.39	0.0%	0.7%	8.4%	42.3%	48.6%	10
Will be able to use your education to meet life-long goals	3.39	0.2%	1.0%	10.5%	36.3%	52.0%	9
Have the skills and abilities to succeed at Evergreen	3.27	0.0%	1.2%	13.0%	43.3%	42.5%	8
Will have the kind of emotional support from family and friends that you need	3.16	0.7%	5.4%	17.9%	29.2%	46.7%	10
Can get the kinds of courses you want at Evergreen	3.04	1.0%	3.2%	19.8%	43.3%	32.8%	8
Will fit in at Evergreen socially	2.91	1.7%	7.3%	23.7%	32.3%	35.0%	8
Will be able to find a satisfying job or make a desired career change after graduation	2.88	0.0%	6.6%	25.2%	41.6%	26.7%	8
Will obtain technical skills in a specific field	2.72	0.5%	8.1%	32.1%	37.3%	22.1%	9
Will be able to manage any debt that you incur in completing your education at Evergreen	2.70	1.2%	11.3%	28.7%	33.8%	25.0%	9
Have the funding to complete your studies at Evergreen	2.68	2.9%	11.7%	28.1%	29.1%	28.1%	8

The Evergreen State College
Evergreen Student Experience Survey 2006
Responses of Olympia Campus Students

Confidence

A series of questions prompted students for their level of confidence in areas ranging from confidence in their ability to succeed at Evergreen to their ability to manage debt incurred in completing an education at Evergreen. Questions are listed below in order of highest to lowest mean response. Olympia campus respondents expressed most confidence overall in having the skills and abilities to succeed at Evergreen, having the kind of emotional support needed from family and friends, and being able to use their education to meet life-long goals. The areas where there were larger percentages of Olympia campus respondents expressing no confidence or little confidence and also the items with the lowest mean responses were: fitting in at Evergreen socially (26.8% indicated "Not at All" or "A Little"); managing debt incurred (26.9% indicated "Not at All" or "A Little"); being able to find a satisfying job or making a career change after graduation (24.5% indicated "Not at All" or "A Little"); and obtaining technical skills in a specific field (32.1% indicated "Not at All" or "A Little").

How confident are you that you...? (N=386) <i>Items sorted by highest to lowest mean (average) response</i>		Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Mean	Median	Skipped question (N)
	Have the skills and abilities to succeed at Evergreen	0.5%	2.1%	13.4%	38.2%	45.7%	3.26	3.00	12
	Have the kind of emotional support from family and friends that you need	2.9%	8.8%	15.8%	33.4%	39.0%	2.97	3.00	12
	Will be able to use your education to meet life-long goals	0.8%	7.5%	23.6%	32.7%	35.4%	2.94	3.00	13
	Will obtain a well-rounded interdisciplinary education	2.1%	9.4%	25.9%	36.9%	25.7%	2.75	3.00	12
	Have the funding to complete your studies at Evergreen	4.0%	14.5%	27.6%	28.2%	25.7%	2.57	3.00	13
	Can get the kinds of courses you want at Evergreen	5.9%	15.8%	34.8%	29.9%	13.6%	2.30	2.00	12

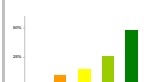
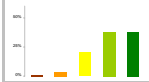
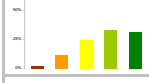
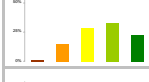
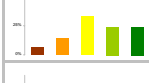
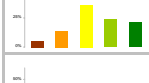
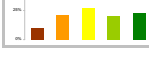
How confident are you that you...? (N=386) <i>Items sorted by highest to lowest mean (average) response</i>		Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Mean	Median	Skipped question (N)
	Fit in at Evergreen socially	8.0%	18.8%	29.0%	24.9%	19.3%	2.29	2.00	13
	Will be able to manage any debt that you incur in completing your education at Evergreen	7.0%	19.9%	29.6%	23.9%	19.6%	2.29	2.00	14
	Will be able to find a satisfying job or make a desired career change after graduation	6.5%	18.0%	34.4%	24.2%	16.9%	2.27	2.00	14
	Will obtain technical skills in a specific field	10.0%	22.1%	27.5%	26.7%	13.7%	2.12	2.00	15

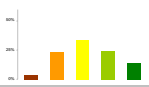
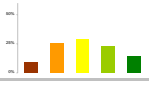

Note: The mini-charts above are provided to give one a sense of how the responses are distributed among the choices: "Not at All," "A Little," "Somewhat," "Quite," and "Very." The Y-axes of all of the charts on this page are set at a maximum of 50% in order to make smaller percentages on the charts visible.

The Evergreen State College
Evergreen Student Experience Survey 2006
Experience of First-time, First-year Students

Confidence

A series of questions prompted students for their level of confidence in areas ranging from confidence in their ability to succeed at Evergreen to their ability to manage debt incurred in completing an education at Evergreen. Questions are listed below in the order of highest to lowest mean response. First-time, first-year respondents expressed more confidence overall in having the kind of emotional support needed from family and friends and having the skills and abilities to succeed at Evergreen. The areas where there were larger percentages of first-time, first-year respondents expressing no confidence or little confidence were: fitting in at Evergreen socially (30.7% indicated "Not at All" or "A Little"); getting the kinds of courses desired (27.2% indicated "Not at All" or "A Little"); being able to find a satisfying job or making a career change after graduation (34.2% indicated "Not at All" or "A Little"); and obtaining technical skills in a specific field (37.2% indicated "Not at All" or "A Little").

How confident are you that you...? (N=117) <i>Items sorted by highest to lowest mean (average) response</i>		Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Mean	Median	Skipped question (N)
	Have the kind of emotional support from family and friends that you need	1.8%	9.6%	14.9%	25.4%	48.2%	3.09	3.00	3
	Have the skills and abilities to succeed at Evergreen	0.9%	3.5%	20.2%	37.7%	37.7%	3.08	3.00	3
	Will be able to use your education to meet life-long goals	1.8%	11.4%	23.7%	32.5%	30.7%	2.79	3.00	3
	Will obtain a well-rounded interdisciplinary education	0.9%	14.9%	28.9%	32.5%	22.8%	2.61	3.00	3
	Have the funding to complete your studies at Evergreen	6.1%	14.0%	32.5%	23.7%	23.7%	2.45	2.00	3
	Will be able to manage any debt that you incur in completing your education at Evergreen	5.3%	14.0%	36.0%	23.7%	21.1%	2.41	2.00	3
	Fit in at Evergreen socially	9.6%	21.1%	26.3%	20.2%	22.8%	2.25	2.00	3

How confident are you that you...? (N=117) <i>Items sorted by highest to lowest mean (average) response</i>		Not at All (0)	A Little (1)	Somewhat (2)	Quite (3)	Very (4)	Mean	Median	Skipped question (N)
	Can get the kinds of courses you want at Evergreen	3.5%	23.7%	34.2%	24.6%	14.0%	2.22	2.00	3
	Will be able to find a satisfying job or make a desired career change after graduation	8.8%	25.4%	28.9%	22.8%	14.0%	2.08	2.00	3
	Will obtain technical skills in a specific field	11.5%	25.7%	31.9%	21.2%	9.7%	1.92	2.00	4

Note: The mini-charts above are provided to give a sense of how responses are distributed among the choices: "Not at All," "A Little," "Somewhat," "Quite," and "Very." The Y-axes of all of the charts on this page are set at a maximum of 60% in order to make smaller percentages on the chart visible.

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	SR	FUNGA	26	Fungal Kingdom	PRGM
OLY	SR	M2O	26	Molecule to Organism	PRGM
OLY	SR	HERIT	19	Heritage - Soph-Senior	PRGA
OLY	SR	TRADI	18	Tradition and Transformation	PRGM
OLY	SR	INNOV	18	InnovaLeaderAmBusiness	PRGM
OLY	SR	POLIT	16	PoliticalEconSocialMvmts	PRGM
OLY	SR	HEALT	16	Health & Human Development	PRGM
OLY	SR	PECLA	15	Political Ecology of Land	PRGM
OLY	SR	FEMIN	15	Feminisms	PRGM
OLY	SR	NUISA	13	Nuisance to Negligence	PRGM
OLY	SR	MEDIA	13	Mediaworks	PRGM
OLY	SR	CHEOR	12	Chemistry, Organic	CRSE
OLY	SR	BUSST	12	Business Structure & Fin Mgmt	CRSE
OLY	SR	SOSME	12	SOS Media	PRGM
OLY	SR	ENVAN	12	Environmental Analysis	PRGM
OLY	SR	NEWME	12	New Media Studies	CRSE
OLY	SR	IRELA	12	Ireland	PRGM
OLY	SR	SOSPT	11	SOS Performance Theater Dance	PRGM
OLY	SR	MULTI	11	Multicultural Counseling	PRGM
OLY	SR	INDUS	11	Indust/Biology/Chemistry	PRGM
OLY	SR	INTPS	11	Integral Psychology & Arts-Cra	PRGP
OLY	SR	BUIOR	11	Building Organizational Cpcty	PRGP
OLY	SR	ARTSK	11	Art of Silkscreening, an Intro	CRSE
OLY	SR	PUBHE	10	Public Health, Current Issues	CRSE
OLY	SR	GRANT	10	Grantwriting Fundraising Sec B	CRSE
OLY	SR	GREEC	10	Greece and Italy-Soph-Sr	PRGA
OLY	SR	MEMFI	10	Memory of Fire	PRGM
OLY	SR	PHOBE	10	Photography Beginning	CRSE
OLY	SR	CREAT	10	Creating Concept Images-Sop-Sr	PRGA
OLY	SR	AGEOF	10	Age of Irony: America 20th Cen	PRGP
OLY	SR	MUSEM	9	Museums	PRGM
OLY	SR	PROLE	9	Prolegomena to a Future Poetic	PRGM
OLY	SR	STATI	9	Statistics, Intro to Sec A	CRSE
OLY	SR	MIND	9	Mind and the World	PRGM
OLY	SR	STATI	9	Statistics, Intro to Sec B	CRSE
OLY	SR	METHO	8	Methods Applied Math	PRGM
OLY	SR	CHEG1	8	Chemistry, General	CRSE
OLY	SR	RUSSI	8	Russia and Eurasia-Soph-Sr	PRGA
OLY	SR	COUEW	8	Counseling & Therapy:East/West	CRSE
OLY	SR	PETEG	8	Peterson,Gary	ILC
OLY	SR	HEASO	8	Health and Social Policy	PRGM
OLY	SR	INS	8	Intro to Natural Science-SO-Sr	PRGA
OLY	SR	PHODI	7	Photography, Digital	CRSE
OLY	SR	DRABE	7	Drawing Beginning	CRSE
OLY	SR	CHEFO	7	Chemistry for Everyone	CRSE
OLY	SR	FIREW	7	Fire and Water	PRGM

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	SR	POLCU	7	PoliticalCultureExchange So-Sr	PRGA
OLY	SR	BALBE	7	Ballet, Beginning Sec A	CRSE
OLY	SR	BAILE	7	Bailey,Marianne	ILC
OLY	SR	MANVO	7	Managing Volunteers	CRSE
OLY	SR	DIFFE	7	Diffendal,Elizabeth	INT
OLY	SR	MUCOM	7	Music Composition 21st Century	PRGM
OLY	SR	FOOD	7	Food - Soph-Senior	PRGA
OLY	SR	UGRES	7	UG Research-Kutter	PRGM
OLY	SR	ARTME	7	Art, Media, Praxis	PRGM
OLY	SR	SEARC	7	Search for Modern China-So-Sr	PRGA
OLY	SR	CERSC	7	Ceramics, Beg Sculpture-JR,SR	CRSE
OLY	SR	ASL1	7	Am Sign Language I Sec A	CRSE
OLY	SR	GATEW	7	Gateways Seminar	CRSE
OLY	SR	METAL	7	Metalworking Intro JR,SR	CRSE
OLY	SR	FREIN	7	French Intermediate I	CRSE
OLY	SR	JAPS1	7	Japanese, Second Year I	CRSE
OLY	SR	INDPD	7	India Politics of Dance	PRGM
OLY	SR	HUMDE	6	Human Development	PRGP
OLY	SR	HENDE	6	Henderson,Martha	ILC
OLY	SR	NEOIN	6	Neon Intro Shaping Light JR,SR	CRSE
OLY	SR	HEROP	6	Heroism of Ordinary People	CRSE
OLY	SR	THWAY	6	Way of Haiku and Haibun	CRSE
OLY	SR	UNDDD	6	Understanding, Displaying Data	CRSE
OLY	SR	SCISP	6	Science in Sports	PRGP
OLY	SR	AWARE	6	Awareness-Soph-Senior	PRGA
OLY	SR	HOWPE	6	How People Learn	PRGP
OLY	SR	CIRCI	6	Enviro Action Global Warming	PRGP
OLY	SR	HAYES	6	Hayes,Ruth	INT
OLY	SR	LOOKI	6	Looking Backward-Soph-Sr	PRGA
OLY	SR	SEQVI	6	Sequential Visual Narrative	CRSE
OLY	SR	FREBE	6	French Beginning I	CRSE
OLY	SR	EVERG	5	Evergreen Singers	CRSE
OLY	SR	TURNI	5	Turning Eastward	PRGM
OLY	SR	EEBLD	5	Building Arts EE-A	CRSE
OLY	SR	DATAI	5	Data and Information-Soph-Sr	PRGA
OLY	SR	CRITI	5	Critical Reasoning	CRSE
OLY	SR	MATHI	5	Math History of Science-So-Sr	PRGA
OLY	SR	AUDR1	5	Audio Recording 1	CRSE
OLY	SR	ADVAP	5	Advanced Audio Production I	CRSE
OLY	SR	HYBMU	5	Hybrid Music	CRSE
OLY	SR	THEOR	5	Theories of Counseling	CRSE
OLY	SR	BOHME	5	Bohmer,Peter G	ILC
OLY	SR	BALBE	5	Ballet, Beginning Sec B	CRSE
OLY	SR	WOOIN	5	Woodworking, Intro JR, SR	CRSE
OLY	SR	HEAGA	5	Healing Gardens	PRGP
OLY	SR	BIOGE	5	Biogeography & Fates of Human	CRSE

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	SR	PRASU	5	PracticeSustainableAg-Fall 06	PRGM
OLY	SR	DYNDI	5	Dynamics of Diversity, The	PRGP
OLY	SR	ALGTH	5	Algebraic Thinking	CRSE
OLY	SR	HERIT	5	Heritage	PRGA
OLY	SR	PREC1	5	Precalculus I	CRSE
OLY	SR	THUES	5	Thuesen,Erik	ILC
OLY	SR	COMKN	4	Common Knowledge	PRGM
OLY	SR	MYTAM	4	Myth America	CRSE
OLY	SR	MEASS	4	Medical Assistant Program	CRSE
OLY	SR	WHYSH	4	Why Shakespeare?	PRGP
OLY	SR	WRICH	4	Writing for Change	CRSE
OLY	SR	MOTIO	4	Motion-Soph-Sr	PRGA
OLY	SR	CINEM	4	Cinematography: Techniques	CRSE
OLY	SR	ACAWR	4	Academic Writing as Inquiry	CRSE
OLY	SR	JAPF1	4	Japanese, First Year I	CRSE
OLY	SR	POSTM	4	Postmodern/Postmodernism	PRGM
OLY	SR	ARAB1	4	Arabic, Beginning I	CRSE
OLY	SR	GETTI	4	Getting the Job Done	CRSE
OLY	SR	GRANT	4	Grantwriting Fundraising Sec A	CRSE
OLY	SR	PILLA	4	Pillars of Fire-Soph-Sr	PRGA
OLY	SR	FREEG	4	Freeman,George	ILC
OLY	SR	WHYBU	4	Why Businesses Succeed	PRGP
OLY	SR	DOBBS	4	Dobbs,Carolyn E	ILC
OLY	SR	HISTO	4	History and Systems in Psych	CRSE
OLY	SR	APSEN	4	A Project Studio Environment	PRGP
OLY	SR	HITCH	4	Hitchens,David	INT
OLY	SR	PSYIN	4	Psychology, Introduction to	CRSE
OLY	SR	ALDEW	4	Art of Living & Dying:East/Wes	CRSE
OLY	SR	DOING	4	Doing Research	CRSE
OLY	SR	SPAB1	4	Spanish, Beg I Sec D	CRSE
OLY	SR	ORIBE	4	Orissi Dance, Beginning	CRSE
OLY	SR	UNSEL	4	Unsel,Julianne	INT
OLY	SR	POWAS	4	Power American Society	PRGM
OLY	SR	MARCO	3	Marketing Communications	CRSE
OLY	SR	FOURP	3	Four Philosophers	PRGM
OLY	SR	DAVIS	3	Davis,Stacey	ILC
OLY	SR	FOVA	3	Foundation of Visual Art	PRGM
OLY	SR	LEVER	3	Leverich,Robert T	ILC
OLY	SR	FLATA	3	Flat Art	PRGM
OLY	SR	HASTI	3	Hastings,Rachel	ILC
OLY	SR	IMAGE	3	Images of Women	PRGM
OLY	SR	IMPER	3	Imperialism - Soph-Senior	PRGA
OLY	SR	FILME	3	Filmer,John R	ILC
OLY	SR	GROSS	3	Grossman,Zoltan	ILC
OLY	SR	SCUFM	3	Sculpture, Fundamentals of	CRSE
OLY	SR	MUSTE	3	Music Technology Intro	CRSE

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	SR	PUHEX	3	Public Health, Expl in-JR, SR	CRSE
OLY	SR	SPAB1	3	Spanish, Beg I Sec B	CRSE
OLY	SR	SHADO	3	Shadow of Enlightenment-So-Sr	PRGA
OLY	SR	SHADO	3	Shadow of Enlightenment	PRGA
OLY	SR	EEIND	3	Fundamentals/Indian Music EE	CRSE
OLY	SR	OTT	3	Ott,Janet F	ILC
OLY	SR	SPAIN	3	Spanish, Inter I Sec B	CRSE
OLY	SR	PHILI	3	Philosophy as Form of Life	CRSE
OLY	SR	PIAVO	3	Piano and Voice, Into	CRSE
OLY	SR	PLEDO	3	PLE Document Writing	CRSE
OLY	SR	CARTO	3	Cartography	CRSE
OLY	SR	BEHSA	3	Behavior Ecol Pac Salmon-UG	CRSE
OLY	SR	PRECA	3	Precalculus	CRSE
OLY	SR	ORIIA	3	Orissi Dance, Inter/Advanced	CRSE
OLY	SR	SUSTA	3	Sustainable Design-Soph-Sr	PRGA
OLY	SR	SWEET	3	Sweet,Lisa	ILC
OLY	SR	UGRES	3	UG Research-Sunderman	PRGM
OLY	SR	STRRE	3	Stress & Resilience	PRGP
OLY	SR	METHO	3	Methods of Applied Mathematics	PRGM
OLY	SR	AFROB	3	Afro-Brazilian Dance Sec A	CRSE
OLY	SR	AFROB	2	Afro-Brazilian Dance Sec B	CRSE
OLY	SR	YANNO	2	Yannone,Sandra L	ILC
OLY	SR	ECOIN	2	Ecology, Intro to	CRSE
OLY	SR	ADVRE	2	Adv Resrch ES - Fischer	PRGM
OLY	SR	RAINS	2	Rains,Frances V	INT
OLY	SR	SCHEU	2	Scheuerell,Steven	ILC
OLY	SR	AURAN	2	Aurand,Susan	ILC
OLY	SR	ASL1	2	Am Sign Language I Sec B	CRSE
OLY	SR	WILLI	2	Williams,Sean	ILC
OLY	SR	SPAB1	2	Spanish, Beg I Sec C	CRSE
OLY	SR	SCHWL	2	Schwartz,Leonard	ILC
OLY	SR	UGRES	2	UG Research-Schofield	PRGM
OLY	SR	TSUTS	2	Tsutsumi,Setsuko	ILC
OLY	SR	FISCH	2	Fischel,Anne	ILC
OLY	SR	SPAB1	2	Spanish, Beg I Sec A	CRSE
OLY	SR	HAYES	2	Hayes,Ruth	ILC
OLY	SR	DOBBS	2	Dobbs,Carolyn E	INT
OLY	SR	FORD	2	Ford,Teresa L	ILC
OLY	SR	GOMEZ	2	Gomez,Jose	ILC
OLY	SR	BUSLA	2	Business Law	CRSE
OLY	SR	MCMIL	2	McMillin,Paul	ILC
OLY	SR	MEEKE	2	Meeker,Laurie	ILC
OLY	SR	LUCAS	2	Lucas-Jennings,Cheri	ILC
OLY	SR	LARDN	2	Lardner,Emily Decker	ILC
OLY	SR	LANGI	2	Langille,Nicole	ILC
OLY	SR	ZARAG	2	Zaragoza,Tony	ILC

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	SR	CORNE	2	Cornerstone Seminar	CRSE
OLY	SR	MOSQU	2	Mosqueda, Lawrence J	ILC
OLY	SR	CHAND	2	Chandra, Arun	ILC
OLY	SR	CRABL	2	Crable, Doranne	ILC
OLY	SR	CRAMT	2	Cramton, David W	ILC
OLY	SR	NELSL	2	Nelson, Lin	ILC
OLY	SR	NELSO	2	Nelson, Alice A	ILC
OLY	SR	PETEG	2	Peterson, Gary	INT
OLY	SR	PRAWR	2	Practice of Writing Sec B	CRSE
OLY	SR	PRAWR	2	Practice of Writing Sec A	CRSE
OLY	SR	POUGI	2	Pougiales, Rita	ILC
OLY	SR	BRUNE	2	Bruner, Bill	ILC
OLY	SR	BOHME	1	Bohmer, Peter G	INT
OLY	SR	EEHEB	1	Hebrew, Introduction to EE	CRSE
OLY	SR	COLE	1	Cole, Robert	INT
OLY	SR	BECKS	1	Beck, Stephen L	ILC
OLY	SR	CROWE	1	Crowe, Kathryn J	ILC
OLY	SR	BUCHM	1	Buchman, Andrew W	ILC
OLY	SR	COOK	1	Cook, Amy E	INT
OLY	SR	CLONI	1	Cloninger, Sally J	ILC
OLY	SR	CSEMS	1	CSEMS Seminar	CRSE
OLY	SR	CURRI	1	Spec Ed-Assessment in	CRSE
OLY	SR	BLEVI	1	Blevins, James	ILC
OLY	SR	ANDER	1	Anderson, Monique	ILC
OLY	SR	DIFFE	1	Diffendal, Elizabeth	ILC
OLY	SR	BUSTE	1	Bustetter, Susan	ILC
OLY	SR	ARTWO	1	Art and Women: Masq & Metaphor	CRSE
OLY	SR	ARTSA	1	Arts of the Sailor, The	PRGM
OLY	SR	ARNEY	1	Arney, William	ILC
OLY	SR	CURTZ	1	Curtz, Thad	INT
OLY	SR	CRAVE	1	Craven, Mary E	ILC
OLY	SR	KRAFC	1	Krafcik, Patricia	INT
OLY	SR	BAUMA	1	Baumann, Judith	ILC
OLY	SR	DATAI	1	Data and Information	PRGA
OLY	SR	CONRE	1	Conserv Restor Biodiv-UG	CRSE
OLY	SR	BANTJ	1	Bantz, Joan W	INT
OLY	SR	POWAS	1	Power in American Society	PRGM
OLY	SR	RYAN	1	Ryan, Sarah F	INT
OLY	SR	ROGNA	1	Rognas, Liza R	INT
OLY	SR	ROGNA	1	Rognas, Liza R	ILC
OLY	SR	ROBBI	1	Robbins, John	INT
OLY	SR	RANDL	1	Randlette, Peter B	ILC
OLY	SR	RAINE	1	Rainey, Thomas B	ILC
OLY	SR	KNAPP	1	Knapp, Robert H	INT
OLY	SR	PREC2	1	Precalculus 2	CRSE
OLY	SR	SCHRA	1	Schrager, Samuel A	INT

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	SR	POSTM	1	Postmodernity & Postmodernism	PRGM
OLY	SR	POLCU	1	Political Cultural Exchange	PRGA
OLY	SR	PESSI	1	Pessiki,Peter J	ILC
OLY	SR	PEDER	1	Pedersen,Sarah	ILC
OLY	SR	NONPM	1	Non Profit Management-UG	CRSE
OLY	SR	NIVA	1	Niva,Steven M	INT
OLY	SR	NELSN	1	Nelson,Neal	INT
OLY	SR	PREC	1	Preciso,Susan	ILC
OLY	SR	SUGIY	1	Sugiyama,Masao	ILC
OLY	SR	YANNO	1	Yannone,Sandra L	INT
OLY	SR	WOOD	1	Woods,Bob	ILC
OLY	SR	WILLE	1	Williamson,Elizabeth	ILC
OLY	SR	WEISS	1	Weiss,Richard	ILC
OLY	SR	UGRES	1	UG Research-McKinstry	PRGM
OLY	SR	TREMB	1	Tremblay,Gail	INT
OLY	SR	TREMB	1	Tremblay,Gail	ILC
OLY	SR	SCHOF	1	Schofield,Paula	ILC
OLY	SR	THUES	1	Thuesen,Erik	INT
OLY	SR	SCHOF	1	Schofield,Paula	INT
OLY	SR	STYRI	1	Styring,Alison	ILC
OLY	SR	STROH	1	Stroh,James M	ILC
OLY	SR	SIMON	1	Simons,Charlotte	ILC
OLY	SR	SILK	1	Silk Roads	PRGP
OLY	SR	SHULM	1	Shulman,Sheryl J	INT
OLY	SR	SETTE	1	Setter,Terry A	ILC
OLY	SR	MURRA	1	Murray,Nancy C	ILC
OLY	SR	TOUGA	1	Tougas,Joseph A	ILC
OLY	SR	FRANC	1	Francis,Kevin	INT
OLY	SR	NANAH	1	Nature Natural History-Soph	PRGL
OLY	SR	HENDE	1	Henderson,Martha	INT
OLY	SR	HAHN	1	Hahn,Jeanne E	ILC
OLY	SR	HAFT	1	Haft,Bob	ILC
OLY	SR	GISSP	1	GIS and Spatial Analysis-UG	CRSE
OLY	SR	GILLI	1	Gilliam,Angela	INT
OLY	SR	GILBE	1	Gilbert,Jorge	ILC
OLY	SR	HUNTI	1	Huntington,Sara Rideout	INT
OLY	SR	FREEG	1	Freeman,George	INT
OLY	SR	JENKI	1	Jenkins,Allen	ILC
OLY	SR	FOPA	1	FoundationPerformingArts So-Sr	PRGA
OLY	SR	FISHD	1	Fischer,Dylan	INT
OLY	SR	FILME	1	Filmer,John R	INT
OLY	SR	FAMIL	1	Family/Home Futurism-Soph-Sr	PRGA
OLY	SR	EVANS	1	Evans,Laura	ILC
OLY	SR	ENTBA	1	Entrepreneurial Basics	CRSE
OLY	SR	ELLSW	1	Ellsworth,Anne M	ILC
OLY	SR	FREEW	1	Freeman,Wendy	ILC

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	SR	MCAVI	1	McAvity,David	INT
OLY	SR	EEKOM	1	German,Conversational EE	CRSE
OLY	SR	MULLI	1	Mullins,Greg A	INT
OLY	SR	MOTIO	1	Motion	PRGA
OLY	SR	MORGA	1	Morgan,Daryl	INT
OLY	SR	MITCH	1	Mitchell,Kabby	ILC
OLY	SR	MINUG	1	Minugh,Carol J	INT
OLY	SR	MINUG	1	Minugh,Carol J	ILC
OLY	SR	HUNTI	1	Huntington,Sara Rideout	ILC
OLY	SR	MEYEH	1	Meyer-Knapp,Helena	ILC
OLY	SR	NAKAS	1	Nakasone,Raul	ILC
OLY	SR	MCAVI	1	McAvity,David	ILC
OLY	SR	MARGO	1	Margolin,Carrie	ILC
OLY	SR	LEVER	1	Leverich,Robert T	INT
OLY	SR	KRAFC	1	Krafcik,Patricia	ILC
OLY	SR	KNAPP	1	Knapp,Robert H	ILC
OLY	SR	KIMBR	1	Kimbro,Ernestine	ILC
OLY	SR	JUN	1	Jun,Heesoon	INT
OLY	SR	MIDDE	1	Middendorf,Donald V	ILC

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	JR	HEALT	51	Health & Human Development	PRGM
OLY	JR	M2O	34	Molecule to Organism	PRGM
OLY	JR	IRELA	28	Ireland	PRGM
OLY	JR	INNOV	27	InnovaLeaderAmBusiness	PRGM
OLY	JR	INS	26	Intro to Natural Science-SO-Sr	PRGA
OLY	JR	POLIT	26	PoliticalEconSocialMvmts	PRGM
OLY	JR	LOOKI	25	Looking Backward-Soph-Sr	PRGA
OLY	JR	MEMFI	25	Memory of Fire	PRGM
OLY	JR	PECLA	24	Political Ecology of Land	PRGM
OLY	JR	FOOD	24	Food - Soph-Senior	PRGA
OLY	JR	MEDIA	23	Mediaworks	PRGM
OLY	JR	HERIT	22	Heritage - Soph-Senior	PRGA
OLY	JR	TRADI	22	Tradition and Transformation	PRGM
OLY	JR	MUSEM	21	Museums	PRGM
OLY	JR	AGEOF	19	Age of Irony: America 20th Cen	PRGP
OLY	JR	CREAT	19	Creating Concept Images-Sop-Sr	PRGA
OLY	JR	ARTME	18	Art, Media, Praxis	PRGM
OLY	JR	ENVAN	17	Environmental Analysis	PRGM
OLY	JR	AWARE	17	Awareness-Soph-Senior	PRGA
OLY	JR	INTPS	16	Integral Psychology & Arts-Cra	PRGP
OLY	JR	FEMIN	16	Feminisms	PRGM
OLY	JR	FIREW	16	Fire and Water	PRGM
OLY	JR	MUCOM	15	Music Composition 21st Century	PRGM
OLY	JR	STRRE	15	Stress & Resilience	PRGP
OLY	JR	PILLA	15	Pillars of Fire-Soph-Sr	PRGA
OLY	JR	GREEC	15	Greece and Italy-Soph-Sr	PRGA
OLY	JR	BUIOR	15	Building Organizational Cpcty	PRGP
OLY	JR	IMPER	14	Imperialism - Soph-Senior	PRGA
OLY	JR	PRAWR	14	Practice of Writing Sec A	CRSE
OLY	JR	INDPD	13	India Politics of Dance	PRGM
OLY	JR	HUMDE	13	Human Development	PRGP
OLY	JR	SEQVI	13	Sequential Visual Narrative	CRSE
OLY	JR	FOVA	13	Foundation of Visual Art	PRGM
OLY	JR	DATAI	13	Data and Information-Soph-Sr	PRGA
OLY	JR	BUSST	13	Business Structure & Fin Mgmt	CRSE
OLY	JR	SCISP	13	Science in Sports	PRGP
OLY	JR	HEASO	13	Health and Social Policy	PRGM
OLY	JR	SUSTA	13	Sustainable Design-Soph-Sr	PRGA
OLY	JR	SEARC	12	Search for Modern China-So-Sr	PRGA
OLY	JR	DYNDI	12	Dynamics of Diversity, The	PRGP
OLY	JR	HEAGA	12	Healing Gardens	PRGP
OLY	JR	ARAB1	12	Arabic, Beginning I	CRSE
OLY	JR	SOSPT	11	SOS Performance Theater Dance	PRGM
OLY	JR	MYTAM	11	Myth America	CRSE
OLY	JR	FAMIL	11	Family/Home Futurism-Soph-Sr	PRGA
OLY	JR	MULTI	11	Multicultural Counseling	PRGM

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	JR	WHYBU	11	Why Businesses Succeed	PRGP
OLY	JR	TURNI	11	Turning Eastward	PRGM
OLY	JR	PLEDO	11	PLE Document Writing	CRSE
OLY	JR	POWAS	11	Power American Society	PRGM
OLY	JR	FOPA	11	FoundationPerformingArts So-Sr	PRGA
OLY	JR	MATHI	10	Math History of Science-So-Sr	PRGA
OLY	JR	THEOR	10	Theories of Counseling	CRSE
OLY	JR	HISTO	10	History and Systems in Psych	CRSE
OLY	JR	CHEFO	10	Chemistry for Everyone	CRSE
OLY	JR	FUNGA	10	Fungal Kingdom	PRGM
OLY	JR	BUSLA	10	Business Law	CRSE
OLY	JR	FLATA	9	Flat Art	PRGM
OLY	JR	SCUFM	9	Sculpture, Fundamentals of	CRSE
OLY	JR	EVERG	9	Evergreen Singers	CRSE
OLY	JR	HEROP	9	Heroism of Ordinary People	CRSE
OLY	JR	BALBE	9	Ballet, Beginning Sec B	CRSE
OLY	JR	BIOGE	9	Biogeography & Fates of Human	CRSE
OLY	JR	UNDDD	9	Understanding, Displaying Data	CRSE
OLY	JR	MARCO	8	Marketing Communications	CRSE
OLY	JR	BAILE	8	Bailey, Marianne	ILC
OLY	JR	METHO	8	Methods Applied Math	PRGM
OLY	JR	STATI	8	Statistics, Intro to Sec B	CRSE
OLY	JR	POSTM	8	Postmodern/Postmodernism	PRGM
OLY	JR	JAPF1	8	Japanese, First Year I	CRSE
OLY	JR	WRILI	8	Writing From Life	CRSE
OLY	JR	SPAB1	8	Spanish, Beg I Sec A	CRSE
OLY	JR	ASL1	8	Am Sign Language I Sec A	CRSE
OLY	JR	SPAB1	8	Spanish, Beg I Sec B	CRSE
OLY	JR	MIND	7	Mind and the World	PRGM
OLY	JR	GRANT	7	Grantwriting Fundraising Sec A	CRSE
OLY	JR	THWAY	7	Way of Haiku and Haibun	CRSE
OLY	JR	FOURP	7	Four Philosophers	PRGM
OLY	JR	HOWPE	7	How People Learn	PRGP
OLY	JR	INDUS	7	Indust/Biology/Chemistry	PRGM
OLY	JR	IMAGE	7	Images of Women	PRGM
OLY	JR	GETTI	7	Getting the Job Done	CRSE
OLY	JR	COMKN	7	Common Knowledge	PRGM
OLY	JR	NUISA	7	Nuisance to Negligence	PRGM
OLY	JR	WRICH	7	Writing for Change	CRSE
OLY	JR	HYBMU	7	Hybrid Music	CRSE
OLY	JR	PSYIN	7	Psychology, Introduction to	CRSE
OLY	JR	PHODI	7	Photography, Digital	CRSE
OLY	JR	ADVAP	7	Advanced Audio Production I	CRSE
OLY	JR	PIAVO	7	Piano and Voice, Into	CRSE
OLY	JR	SHADO	7	Shadow of Enlightenment-So-Sr	PRGA
OLY	JR	AFROB	7	Afro-Brazilian Dance Sec B	CRSE

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	JR	RUSSI	7	Russia and Eurasia-Soph-Sr	PRGA
OLY	JR	PUBHE	7	Public Health, Current Issues	CRSE
OLY	JR	SPAB1	7	Spanish, Beg I Sec C	CRSE
OLY	JR	AUDR1	7	Audio Recording 1	CRSE
OLY	JR	PETEG	7	Peterson,Gary	ILC
OLY	JR	POLCU	7	PoliticalCultureExchange So-Sr	PRGA
OLY	JR	CRITI	6	Critical Reasoning	CRSE
OLY	JR	ECOIN	6	Ecology, Intro to	CRSE
OLY	JR	PRAWR	6	Practice of Writing Sec B	CRSE
OLY	JR	COUEW	6	Counseling & Therapy:East/West	CRSE
OLY	JR	PROLE	6	Prolegomena to a Future Poetic	PRGM
OLY	JR	ARTSA	6	Arts of the Sailor,The	PRGM
OLY	JR	SILK	6	Silk Roads	PRGP
OLY	JR	GRANT	6	Grantwriting Fundraising Sec B	CRSE
OLY	JR	ARTSK	6	Art of Silkscreening, an Intro	CRSE
OLY	JR	BALBE	6	Ballet, Beginning Sec A	CRSE
OLY	JR	CARTO	6	Cartography	CRSE
OLY	JR	NEWME	6	New Media Studies	CRSE
OLY	JR	CHEG1	6	Chemistry, General	CRSE
OLY	JR	CHEOR	6	Chemistry, Organic	CRSE
OLY	JR	STATI	6	Statistics, Intro to Sec A	CRSE
OLY	JR	CORNE	6	Cornerstone Seminar	CRSE
OLY	JR	METAL	6	Metalworking Intro JR,SR	CRSE
OLY	JR	PHOBE	6	Photography Beginning	CRSE
OLY	JR	ENTBA	5	Entrepreneurial Basics	CRSE
OLY	JR	PUHEX	5	Public Health, Expl in-JR, SR	CRSE
OLY	JR	WHYSH	5	Why Shakespeare?	PRGP
OLY	JR	MUSTE	5	Music Technology Intro	CRSE
OLY	JR	NEOIN	5	Neon Intro Shaping Light JR,SR	CRSE
OLY	JR	FREBE	5	French Beginning I	CRSE
OLY	JR	JAPS1	5	Japanese, Second Year I	CRSE
OLY	JR	WOOIN	5	Woodworking, Intro JR, SR	CRSE
OLY	JR	APSEN	5	A Project Studio Environment	PRGP
OLY	JR	GATEW	5	Gateways Seminar	CRSE
OLY	JR	DRABE	5	Drawing Beginning	CRSE
OLY	JR	SPAIN	4	Spanish, Inter I Sec A	CRSE
OLY	JR	ALGTH	4	Algebraic Thinking	CRSE
OLY	JR	SPAIN	4	Spanish, Inter I Sec B	CRSE
OLY	JR	ARTWO	4	Art and Women: Masq & Metaphor	CRSE
OLY	JR	HERIT	4	Heritage	PRGA
OLY	JR	AFROB	4	Afro-Brazilian Dance Sec A	CRSE
OLY	JR	PRASU	4	PracticeSustainableAg-Fall 06	PRGM
OLY	JR	FREIN	4	French Intermediate I	CRSE
OLY	JR	PREC1	4	Precalculus I	CRSE
OLY	JR	ALDEW	3	Art of Living & Dying:East/Wes	CRSE
OLY	JR	HITCH	3	Hitchens,David	ILC

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	JR	BENSO	3	Benson-Quaziena,Marcella	ILC
OLY	JR	CERSC	3	Ceramics, Beg Sculpture-JR,SR	CRSE
OLY	JR	ORIIA	3	Orissi Dance, Inter/Advanced	CRSE
OLY	JR	SOSME	3	SOS Media	PRGM
OLY	JR	CIRCI	3	Enviro Action Global Warming	PRGP
OLY	JR	MOTIO	3	Motion-Soph-Sr	PRGA
OLY	JR	MANVO	3	Managing Volunteers	CRSE
OLY	JR	DIFFE	3	Diffendal,Elizabeth	ILC
OLY	JR	DIFFE	3	Diffendal,Elizabeth	INT
OLY	JR	CINEM	3	Cinematography: Techniques	CRSE
OLY	JR	RAINS	3	Rains,Frances V	ILC
OLY	JR	EEBLD	3	Building Arts EE-A	CRSE
OLY	JR	IESWA	3	Int Env Studies Water-Soph	PRGL
OLY	JR	MEASS	3	Medical Assistant Program	CRSE
OLY	JR	SPAB1	3	Spanish, Beg I Sec D	CRSE
OLY	JR	ACAWR	3	Academic Writing as Inquiry	CRSE
OLY	JR	DOING	2	Doing Research	CRSE
OLY	JR	CURRI	2	Spec Ed-Assessment in	CRSE
OLY	JR	UNSEL	2	Unsel,Julianne	INT
OLY	JR	ADVRE	2	Adv Resrch ES-Thuesen	PRGM
OLY	JR	FOREN	2	ForensicsCriminalBehavior-Soph	PRGL
OLY	JR	FREEG	2	Freeman,George	ILC
OLY	JR	EARCH	2	GRH Early Childhood Dev	CRSE
OLY	JR	FEDDE	2	Feddersen,Joe	ILC
OLY	JR	ASL1	2	Am Sign Language I Sec B	CRSE
OLY	JR	EEKOM	2	German,Conversational EE	CRSE
OLY	JR	FOREN	2	Forensics Criminal Behavior-Fr	PRGL
OLY	JR	FOPA	2	Foundations of Performing Arts	PRGA
OLY	JR	FREEG	2	Freeman,George	INT
OLY	JR	HAYES	2	Hayes,Ruth	INT
OLY	JR	WOOIN	2	Woodworking, Intro FR,SO	CRSE
OLY	JR	PHILI	2	Philosophy as Form of Life	CRSE
OLY	JR	PESSI	2	Pessiki,Peter J	ILC
OLY	JR	HENDE	2	Henderson,Martha	ILC
OLY	JR	HITCH	2	Hitchens,David	INT
OLY	JR	METHO	2	Methods of Applied Mathematics	PRGM
OLY	JR	THUES	2	Thuesen,Erik	ILC
OLY	JR	NANAH	2	Nature Natural History-Soph	PRGL
OLY	JR	PARKN	2	Parkes,Nancy A	ILC
OLY	JR	SHADO	2	Shadow of Enlightenment	PRGA
OLY	JR	GRISS	2	Grissom,Tom J	ILC
OLY	JR	GOMEZ	2	Gomez,Jose	INT
OLY	JR	SMURR	2	Smurr,Robert	ILC
OLY	JR	THUES	2	Thuesen,Erik	INT
OLY	JR	BLEVI	1	Blevins,James	ILC
OLY	JR	BOHME	1	Bohmer,Peter G	ILC

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	JR	OTT	1	Ott,Janet F	INT
OLY	JR	BRABB	1	Brabban,Andrew D	INT
OLY	JR	BUCHM	1	Buchman,Andrew W	INT
OLY	JR	WILLE	1	Williamson,Elizabeth	ILC
OLY	JR	OTT	1	Ott,Janet F	ILC
OLY	JR	ORIBE	1	Orissi Dance, Beginning	CRSE
OLY	JR	PARKE	1	Parker,Alan R	INT
OLY	JR	NONPM	1	Non Profit Management-UG	CRSE
OLY	JR	NIVA	1	Niva,Steven M	ILC
OLY	JR	NELSL	1	Nelson,Lin	ILC
OLY	JR	STAHM	1	Stahmer,Joyce Jeanette	ILC
OLY	JR	MOSQU	1	Mosqueda,Lawrence J	ILC
OLY	JR	MITCH	1	Mitchell,Kabby	ILC
OLY	JR	OLSOA	1	Olson,Allen	INT
OLY	JR	RAINE	1	Rainey,Thomas B	ILC
OLY	JR	SIMON	1	Simons,Charlotte	INT
OLY	JR	SEARC	1	Searching for Modern China	PRGA
OLY	JR	WOODJ	1	Wood,Jane	ILC
OLY	JR	SCHEU	1	Scheuerell,Steven	INT
OLY	JR	RUSSI	1	Russia and Eurasia-Freshmen	PRGA
OLY	JR	ROSEM	1	Rosemeyer,Martha E	INT
OLY	JR	RANDL	1	Randlette,Peter B	INT
OLY	JR	WILLI	1	Williams,Sean	INT
OLY	JR	WILSA	1	Williams,Sarah	INT
OLY	JR	BECKS	1	Beck,Stephen L	ILC
OLY	JR	PRECA	1	Precalculus	CRSE
OLY	JR	PREC2	1	Precalculus 2	CRSE
OLY	JR	CROWE	1	Crowe,Kathryn J	ILC
OLY	JR	PETEG	1	Peterson,Gary	INT
OLY	JR	PARKN	1	Parkes,Nancy A	INT
OLY	JR	BECKC	1	Beck,Cynthia H	ILC
OLY	JR	BECKC	1	Beck,Cynthia H	INT
OLY	JR	ARNEY	1	Arney,William	ILC
OLY	JR	INAMW	1	IndigenousAmericanWomen So-Sr	PRGM
OLY	JR	ELLSW	1	Ellsworth,Anne M	INT
OLY	JR	SWEET	1	Sweet,Lisa	ILC
OLY	JR	VAVRU	1	Vavrus,Michael	INT
OLY	JR	IESWA	1	Int Env Studies Water - Fresh	PRGL
OLY	JR	HUNTI	1	Huntington,Sara Rideout	INT
OLY	JR	HUNTI	1	Huntington,Sara Rideout	ILC
OLY	JR	FIKSD	1	Fiksdal,Susan	ILC
OLY	JR	FILME	1	Filmer,John R	ILC
OLY	JR	MCMIL	1	McMillin,Paul	ILC
OLY	JR	UGRES	1	UG Research-Murray	PRGM
OLY	JR	EEHEB	1	Hebrew,Introduction to EE	CRSE
OLY	JR	FORD	1	Ford,Teresa L	INT

CAMP_CD	CLAS_CD	COURSE_NUM	CountOfCOURS	COURSE_TITLE	SUBJ_CODE
OLY	JR	YOUNG	1	Young,Artee	ILC
OLY	JR	HAYES	1	Hayes,Ruth	ILC
OLY	JR	HASTI	1	Hastings,Rachel	ILC
OLY	JR	HAHN	1	Hahn,Jeanne E	INT
OLY	JR	GROSS	1	Grossman,Zoltan	ILC
OLY	JR	GRODZ	1	Grodzik,Walter	INT
OLY	JR	GERI	1	Geri,Laurance	ILC
OLY	JR	HEYIN	1	Heying,Heather	INT
OLY	JR	SUGIY	1	Sugiyama,Masao	ILC
OLY	JR	CRAVE	1	Craven,Mary E	ILC
OLY	JR	HERIT	1	Heritage - Freshmen	PRGA
OLY	JR	MAUNE	1	Mauney,Allen	INT
OLY	JR	GOLDE	1	Goldenstar,Angela	ILC
OLY	JR	CSEMS	1	CSEMS Seminar	CRSE
OLY	JR	MARGO	1	Margolin,Carrie	INT
OLY	JR	CURTZ	1	Curtz,Thad	ILC
OLY	JR	DATAI	1	Data and Information	PRGA
OLY	JR	WOODJ	1	Wood,Jane	INT
OLY	JR	DIALO	1	Dialogues w/Shakespear's Women	PRGC
OLY	JR	EEIND	1	Fundamentals/Indian Music EE	CRSE
OLY	JR	LOOKI	1	Looking Backward	PRGA
OLY	JR	LEVER	1	Leverich,Robert T	ILC
OLY	JR	LENTZ	1	Lentz,Hugh	ILC
OLY	JR	KUTTE	1	Kutter,Elizabeth M	INT
OLY	JR	KRAFC	1	Krafcik,Patricia	ILC
OLY	JR	KNAPP	1	Knapp,Robert H	ILC
OLY	JR	ZARAG	1	Zaragoza,Tony	INT
OLY	JR	EEENG	1	Engaging Citizens EE-UG	CRSE
OLY	JR	MEEKE	1	Meeker,Laurie	ILC
OLY	JR	WEISS	1	Weiss,Richard	ILC

The Evergreen State College
Evergreen Student Experience Survey 2006
Responses of Olympia Campus Students

This year, what kinds of classes have you taken? (Academic Year 05-06)

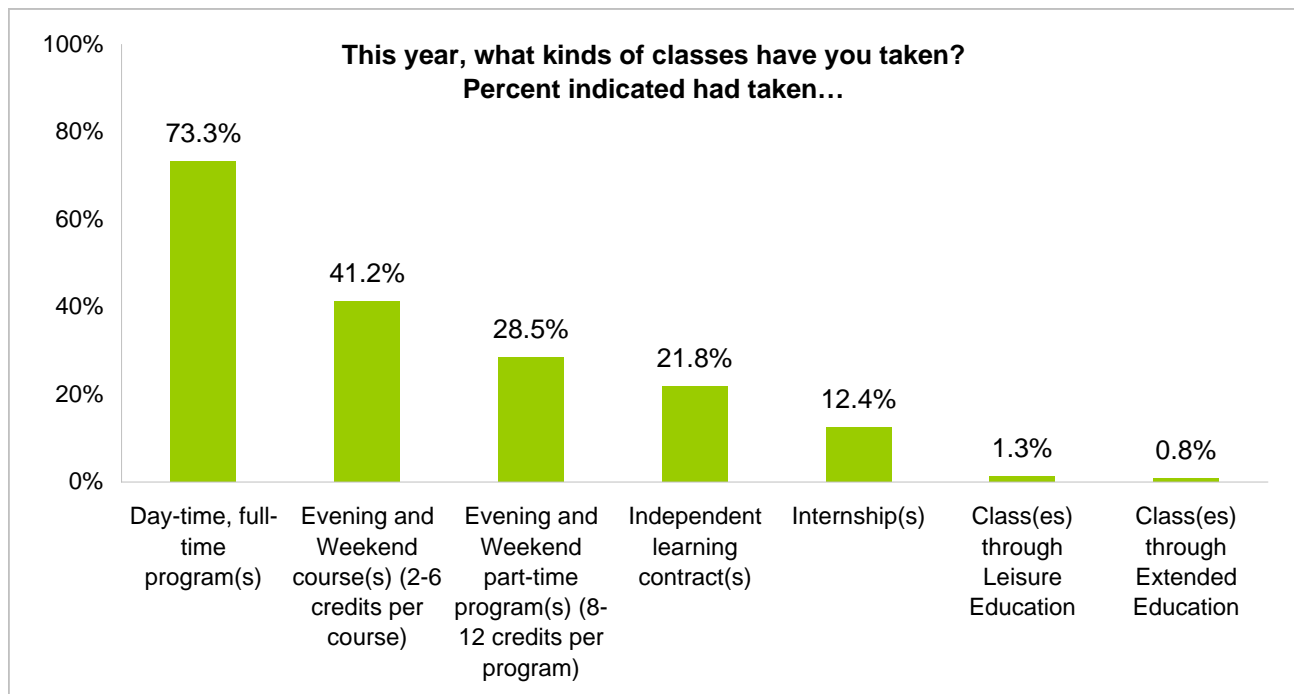
Students were asked to indicate the kinds of classes they took during Academic Year 05-06. Over 70% of Olympia campus respondents (73.3%) indicated that they had taken at least one day-time, full-time program. Over 40% indicated that they had taken an Evening and Weekend Studies course (2-6 credits per course.) A total of 28.5% of the Olympia campus respondents said that they had taken a part-time program (8-12 credits per program), and 21.8% indicated that they had taken an independent learning contract. Of Olympia campus respondents, 12.4% had taken an internship, 1.3% had taken a class through Leisure Education, and 0.8% of the respondents reported taking a class through Extended Education.

This year, what kinds of classes have you taken? (N=386)

Percent indicated had taken*

Day-time, full-time program(s)	73.3%
Evening and Weekend course(s) (2-6 credits per course)	41.2%
Evening and Weekend part-time program(s) (8-12 credits per program)	28.5%
Independent learning contract(s)	21.8%
Internship(s)	12.4%
Class(es) through Leisure Education	1.3%
Class(es) through Extended Education	0.8%

*Percentages do not add up to 100% because students could indicate as many different types of programs/courses as they had taken in a single year.

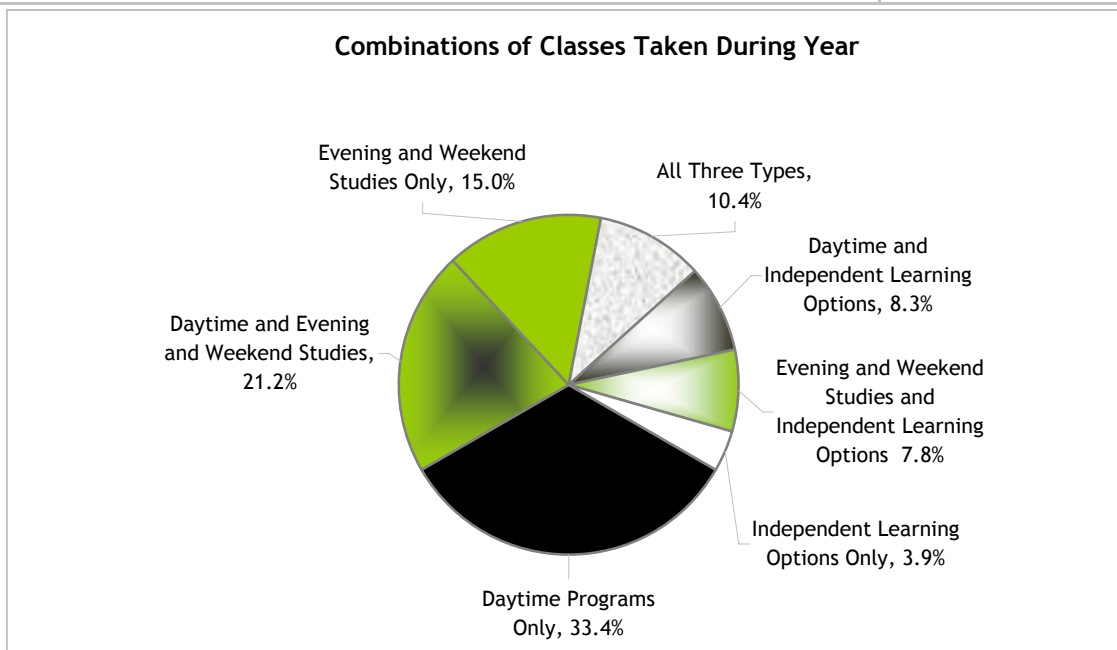


Combinations of Classes Taken During the Year (In Mutually Exclusive Categories)

In order to understand the combinations of class types that respondents had taken in one year, respondents were grouped into categories based on the kinds of classes they reported taking. Participation in Leisure Education and Extended Education were not included in this analysis. The largest percentage of respondents reported taking daytime programs only (33.4%) with the next largest group reporting a combination of daytime programs and Evening and Weekend Studies options (21.2%). Fifteen percent of respondents took Evening and Weekend Studies programs and/or courses only. In the table below, Evening and Weekend Studies refers to either half-time programs or courses. Independent learning options refers to contracts and internships.

Combinations of Classes Taken During Year (N=386)



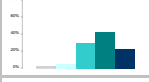
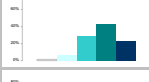
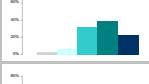



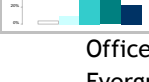
Daytime programs only (No participation in Evening and Weekend Studies or Independent learning options)	33.4%
Daytime programs and Evening and Weekend Studies only (No Independent learning options)	21.2%
Evening and Weekend Studies only (No Daytime programs or independent work)	15.0%
Combination of all three types (Daytime programs, Evening and Weekend Studies, and independent learning options)	10.4%
Daytime and independent learning options only (No Evening and Weekend Studies)	8.3%
Evening and Weekend Studies and independent learning options only (No Daytime programs)	7.8%
Independent learning options only (No daytime programs or Evening and Weekend Studies)	3.9%

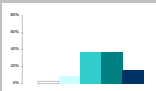

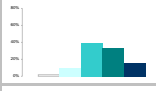
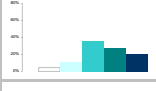
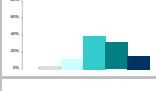

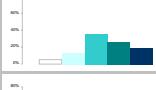
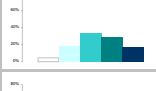
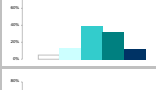
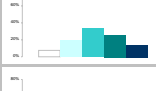





The Evergreen State College
Evergreen Student Experience Survey 2006
Responses of Olympia Campus Students

Evergreen's Contributions to Learning in Various Skills

Students were asked a series of questions about Evergreen's contribution to their growth in various skills ranging from time management to critically analyzing information. Items with the highest mean response among Olympia campus respondents include: learning independently, participating in class discussions, synthesizing information and ideas from many sources, and critically analyzing written information. On average, respondents rated Evergreen's contribution to their learning lower on the items: using computer technology to present work, find information, or solve problems; readiness for career; understanding and applying scientific methods; and understanding and applying quantitative principles and methods.

To what extent have your Evergreen experiences contributed to your growth in each of the following? (N=386) <i>Items sorted by highest to lowest mean (average) response</i>		Not at All (0)	Very Little (1)	Some (2)	Quite a bit (3)	A lot (4)	Mean	Median	Skipped question (N)
	Learning independently	0.5%	5.2%	22.7%	39.1%	32.5%	2.98	3.00	20
	Participating in class discussions	1.6%	6.0%	27.2%	39.0%	26.2%	2.82	3.00	19
	Synthesizing information and ideas from many sources	1.6%	4.4%	29.2%	42.3%	22.4%	2.80	3.00	20
	Critically analyzing written information	1.6%	5.7%	28.1%	42.3%	22.1%	2.78	3.00	20
	Reading for academic purposes	1.4%	6.0%	31.5%	39.1%	22.0%	2.74	3.00	18
	Working cooperatively in a group	2.7%	8.4%	30.2%	38.0%	20.7%	2.65	3.00	18
	Understanding different philosophies and cultures	2.2%	10.7%	30.6%	34.2%	22.4%	2.64	3.00	20
	Knowledge in a broad range of subjects	1.9%	7.7%	36.0%	34.6%	19.8%	2.63	3.00	22
	Understanding the interaction of society and the environment	3.8%	9.8%	34.1%	29.2%	23.2%	2.58	3.00	19

To what extent have your Evergreen experiences contributed to your growth in each of the following? (N=386) <i>Items sorted by highest to lowest mean (average) response</i>		Not at All (0)	Very Little (1)	Some (2)	Quite a bit (3)	A lot (4)	Mean	Median	Skipped question (N)
	Writing effectively	2.7%	8.2%	36.1%	37.2%	15.8%	2.55	3.00	18
	Defining and solving problems	1.9%	12.3%	34.1%	34.3%	17.4%	2.53	3.00	19
	Recognizing your responsibilities, rights, and privileges as a citizen	4.4%	12.6%	30.1%	32.0%	21.0%	2.53	3.00	20
	Speaking effectively	1.9%	10.1%	38.9%	33.2%	16.0%	2.51	2.00	18
	Understanding and appreciating the arts	5.2%	13.4%	29.0%	31.1%	21.3%	2.50	3.00	20
	Readiness for further education (graduate, professional, or doctoral)	4.4%	11.3%	36.0%	27.5%	20.9%	2.49	2.00	22
	Giving effective presentations	2.2%	12.0%	39.2%	31.3%	15.3%	2.46	2.00	19
	Expressing yourself in creative or artistic ways	4.6%	14.4%	33.2%	26.4%	21.3%	2.45	2.00	19
	Functioning as a responsible member of a diverse community	5.4%	13.1%	36.0%	26.4%	19.1%	2.41	2.00	19
	Depth or expertise in a particular field	4.4%	17.5%	32.8%	28.7%	16.7%	2.36	2.00	20
	Managing your time effectively	4.9%	12.8%	38.9%	31.8%	11.7%	2.33	2.00	18
	Using computer technology to present work, find information, or solve problems	7.7%	19.4%	33.3%	25.7%	13.9%	2.19	2.00	20
	Readiness for a career	6.8%	21.8%	41.1%	18.5%	11.7%	2.07	2.00	19

To what extent have your Evergreen experiences contributed to your growth in each of the following? (N=386) <i>Items sorted by highest to lowest mean (average) response</i>		Not at All (0)	Very Little (1)	Some (2)	Quite a bit (3)	A lot (4)	Mean	Median	Skipped question (N)
	Understanding and applying scientific principles and methods	17.4%	18.0%	32.6%	17.7%	14.4%	1.94	2.00	24
	Understanding and applying quantitative principles and methods (e.g. mathematics, statistics)	22.2%	24.7%	27.8%	15.0%	10.3%	1.66	2.00	26

Note: The mini-charts above are provided to give one a sense of how the responses are distributed among the choices: "Not at All," "Very Little," "Some," "Quite a Bit," and "A Lot." The Y-axes of all charts on this page are set to a maximum of 80% in order to make smaller percentages on the charts visible.

THE EVERGREEN STATE COLLEGE

2002 ALUMNI SURVEY OF THE CLASS OF 2000-01

A. Sample and Response Rates

Total Undergraduate Degree Recipients AY 2000-01	1016
Number with no known address and/or e-mail	83
<i>(Note: 49 alumni had no known contact information at the time the sample was selected. Survey contact was attempted with the other 34 alumni in this category, but all mail and e-mail contacts were returned undeliverable, and we were unable to locate more recent contact information.)</i>	
Deceased	1
Final Sample Size	932
Refusal	1
No Response	638
Paper Survey Respondents	277
E-mail Survey Respondents	16
Total Respondents	293
	31.4% response rate

B. Methodology

The graduating class of 2000-01 (degree awarded between Fall 2000 and Summer 2001) was surveyed one-year after receiving baccalaureate degree, during Summer 2002.

In July 2002, surveys were mailed to all members of the graduating class who had address information. When surveys were returned as undeliverable, the Evergreen student database and internet resources were explored for new or secondary addresses to which surveys were redelivered. In late August 2002, an e-mail version of the survey was developed and sent to all alumni who had e-mail addresses available in Banner (and had not yet returned a paper survey). Completed surveys were accepted between July 2002 and January 2003. A “Greener Grad” bumper sticker was offered as a small incentive for survey completion. The stickers were mailed with a thank you note as completed surveys were received.

C. Respondent Demographics

Location Primarily Attended During Evergreen Studies (as identified by survey respondents)

Olympia (N=272) 92.8%
Grays Harbor (N=2) 0.7%

Tacoma Program (N=17) 5.8%
Reservation-based Program (N=2) 0.7%

I. Recognition of Special Individuals

In an open-ended narrative response question, alumni were asked if there were particular individuals that made a special contribution or genuine difference to their educational or personal growth at Evergreen. 259 of the alumni respondents (88%) wrote in a response to this question, and they identified 227 different individual faculty and staff members that had made special contributions to their growth. The list included many full-time, part-time, adjunct, visiting, and post-retirement faculty. Staff members from Academic Advising, Career Development, KEY services, the Health/Counseling Center, the Library, Media Services, Registration and Records, Student Activities, Police Services, Facilities, Lab Stores, Admissions, Food Services, Writing Center, Academic Budget Office, and Parking Office were also named.

“Faculty and staff as a whole were awesome. I was inspired and intrigued by the staff and the faculties' drive to continue their education. Allotting time for sabbatical, weekend seminars, intensive programs, research, and other various means of gobbling up information.” – *alum, class of 00-01*

“All the faculty members I have had in programs have gone out of their way to be open and encouraging. One of the best aspects of Evergreen is how accessible the professors are, and how closely you work with them.” – *alum, class of 00-01*

The complete list of individuals was presented as a poster during an employee recognition ceremony in May 2003. Once the comments are reviewed to remove content that could identify the alumni respondent, they will be forwarded to the staff and faculty who were mentioned, so they can be aware of the impact they are credited with in the lives of Evergreen alumni. The five people mentioned by the highest number of alumni respondents were Craig Carlson (faculty in Culture, Text, and Language, 1973-2001), Mark Hurst (adjunct faculty in Psychology, 1997-current), Tom Rainey (faculty in Culture, Text, and Language, 1972-current), Rob Cole (faculty in Environmental Studies, 1981-current), and Russ Fox (faculty in Environmental Studies, 1972-current).

J. Alumni Recommendations

84% of the alumni respondents (N=246) suggested things they would change about Evergreen or their experiences at Evergreen. The next table summarizes their recommendations in common categories based on review and analysis of their written comments.

If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?	Frequency of response (N=246 with at least one change)	
Academic Content	64	26.0%
Curricular Structure	40	16.3%
Advising and Guidance Issues	40	16.3%
Career/Graduate School Preparation Issues	34	13.8%
Faculty Issues	32	13.0%
Campus Community/Diversity Issues	27	11.0%
Personal Changes	23	9.3%
New Graduate Degree Offerings	20	8.1%
Administration Issues	18	7.3%
Evaluation Issues	18	7.3%
Student Accountability	18	7.3%
Community Perception of Evergreen	17	6.9%
Enrollment Services Issues (Financial Aid, Admissions, Registration)	16	6.5%
Library/Media Services Issues	15	6.1%
Seminar Issues	14	5.7%
Accessibility of Services	11	4.5%
Facilities/Equipment Issues	10	4.1%

Note: Other categories of changes that were recommended by fewer than ten alumni included issues with computing resources (N=7), extracurricular activities (N=6), and campus police (N=2).

Recommendations regarding the **content of academic offerings** were the most common category of suggestions. Some wanted more specific topical study and others suggested more integrated studies; some alumni felt more introductory courses were needed, and others sought more opportunities for advanced work. The majority of this group of alumni suggested more specific introductory offerings that would help them achieve a basic conceptual understanding of their interest area in order to prepare for advanced work or meet graduate school admissions requirements. Expanded introductory offerings in art, mathematics/statistics, science, psychology/social service, and business were most commonly suggested. Content suggestions from alumni who wished there were more upper-division opportunities most often named the health sciences as an area for growth; others wished for more advanced offerings in business/economics, psychology, writing, foreign language, mathematics, computer science, and deaf education. The last general trend in this category included alumni who wanted more integration of interdisciplinary areas in academic programs. The most common request was for increased integration of the arts and sciences. Other alumni felt that economics, writing, and mathematics/statistics ought to have a stronger presence across interdivisional programs. Greater varieties of offerings at Evergreen's Tacoma and Grays Harbor locations were encouraged.

In regards to alumni recommendations for **changes to curricular structures** at Evergreen, most suggested additional access to offerings through which to explore new areas of interest or build specific skills. Alumni often made these comments in tandem with a description of the difficulty of exploring secondary interests such as art or foreign language study in addition to the workload of a full-time program. A few alumni wished for the ability to declare a major or specific degree. Several alumni named requirements that they would establish for Evergreen students which included mandatory internships, community service, senior theses, study abroad, required areas of study, and portfolio development. Others raised issues of better coordination of contracts and internships, improved information sharing between part-time and full-time curriculum, more consistency of offerings to help students plan academic pathways, enforcement of pre-requisites, and standards for determining the workload of part-time offerings.

Alumni made a number of suggestions about the need for **more advising and guidance** at various points of academic and post-graduation planning. Students wished they had more support in understanding their curricular options and creating a plan to move them toward longer-term education and career goals. In fact, at least ten alumni would require students to meet with academic and/or career development counselors. Some encouraged additional training for advising staff regarding career options, current graduate school entrance requirements, and available Evergreen curricular options, especially in the Sciences. Some wished that advisors had nudged them to pursue specific academic territory while at Evergreen, and others wanted more support when they first transitioned to Evergreen's learning environment.

Beyond the three main topical areas listed previously, alumni also offered a variety of suggestions regarding what they would have done differently to prepare themselves for future careers and graduate school endeavors. Comments about specific faculty members, specific teaching approaches, and seminar dynamics were also fairly common. A lack of respect for different perspectives (especially more traditional or conservative viewpoints) was addressed by quite a few students. When these sentiments were combined with a few more specific requests to diversify the student body itself in terms of cultural and ethnic backgrounds, the "campus community/diversity" category represented about 11% of the alumni comments. A wide variety of ideas for new graduate-level programs at Evergreen were named. Issues with narrative evaluations were noted, (and a few alumni desired to have a corresponding grade-point average awarded). Some alumni suggested that students should be held to a higher standard of academic performance and that faculty should hold students accountable for their work. Others felt more should be done to improve community and employer perceptions of Evergreen and its graduates. The remaining comments were primarily suggestions for specific campus offices, upgrades to physical classroom spaces and equipment, and requests for expanded hours for various services. Alumni feedback will be forwarded to the various campus offices and decision-makers that were specifically mentioned for purposes of consideration in future planning.

**Advanced Education, Employment, Volunteerism, and Reflections on an Evergreen
Education: A Survey of the Class of 1999 Five Years After Graduation**

The Evergreen State College
Office of Institutional Research and Assessment
And Office of Governmental Relations
November 2005

For More Information Contact: Jenni Minner, Research Associate
(360) 867-6186
minnerj@evergreen.edu

Best Aspects of a Liberal Arts Degree

Alumni were asked: "In your opinion, what is the best aspect of a liberal arts degree?"

"It gives you an appreciation and knowledge of philosophies, systems of thought, ideas behind great art, literature and science."

The greatest number of alumni (N=111) commented on the ability to get a broad or well-rounded education through a liberal arts education. Some alumni wrote or spoke of a broad education as allowing for the exploration of a diversity of ideas, perspectives, and fields of inquiry. Alumni commented that this breadth allows one to "communicate across fields" and to have a "broad-based understanding of the world."

"The freedom to pursue studies that are of interest to the student and to see the practical applications of seemingly unrelated issues... I studied film and statistics in the same program. You won't find that anywhere else!"

A relatively large number of alumni commented on the freedom one is afforded in earning a liberal arts degree, particularly at Evergreen (N=64). Alumni expounded that this freedom allowed one to explore a variety of interests, to change directions, to pursue internships and independent study, and to gain a well-rounded general education without meeting specific graduation requirements or dwelling upon standardized testing. One alum wrote, "The diversity of my background. It is much more diverse than many of my peers who all are the same cookie cutter types with the exact same educational background. I have a much more unique outlook of my field. The freedom of the education, it just made me so much more well-rounded than the other students in my [graduate] program who all went to schools with specialized majors."

"...I still think critical thinking was a major part and the best aspect of a liberal arts degree. With a foundation in critical thinking, proactive and self-disciplined, ideas and projects can spring forth and contribute to any workplace."

Fifty-one alumni mentioned specific skills that they had developed as a result of their liberal arts education. Communication was a common theme, with alumni reporting learning how to express themselves more creatively and effectively through writing or relating to others on an interpersonal basis.

A total of 33 alumni had comments about the versatility and flexibility of a liberal arts degree. Some alumni elaborated, saying that you could do almost anything with the degree, linking the breadth of subjects that one studies to the number of possible career opportunities in the future. Another alum commented on the liberal arts degree as having the kind of flexibility that is necessary in the current job market.

Seven alumni focused on the applicability of the degree. Alumni wrote of how the degree was applicable to real-world problems and to everyday life.

There were six alumni who responded that they did not have a liberal arts degree. Four of the six specifically replied that they have a Bachelor of Science and not a liberal arts degree, despite the fact that Evergreen awards all bachelors degrees in liberal arts and sciences. The other two simply said that they had not earned a liberal arts degree.

Worst Aspects of a Liberal Arts Degree

Alumni were also asked: "In your opinion, what is the worst aspect of a liberal arts degree?"

The greatest number of alumni (N=68) stated that the worst aspect of a liberal arts degree was the lack of focus and specialization during their education. Several alumni felt that they had not mastered one skill or subject and that the degree was "too broad." One alum described the degree as "a mile wide and an inch deep." Seventeen alumni, including some of those who found that a liberal arts degree lacked focus, found that a liberal arts degree could lack practical knowledge. Four of these alumni found a lack of technical instruction in their education. One alum stated that a "gap often exists between the teaching of theory and the applied practice in the world." Nine alumni stated that there was not enough emphasis on math and science subject areas, and two stated that it lacked traditional collegiate aspects. However, three alumni found there to be a lack of breadth in a liberal arts education. Twelve alumni stated that for more specialization, graduates with a liberal arts degree must do further education. One alum said, "It begs to be coupled with a higher degree." However, eleven alumni cited difficulty in meeting the requirements of graduate school or particular jobs because of missing pieces in their academics while at Evergreen.

Several alumni (N=46), including some who found that a liberal arts degree lacked focus, stated that a liberal arts degree was not always marketable in the business world and could make it difficult to find a good job. One alum stated that a liberal arts degree is "so general that it's hard to get a job. It doesn't help you get a job just to have a degree if it is not in anything specific." Another alum said that it was "hard to find a well-paid, career oriented job." Related to this, 38 alumni stated that a liberal arts degree has a bad reputation or can be misperceived by people. Alumni stated that "people don't take the degree seriously," "that it is not recognized as a credible education," and that people/employers do not "put the same weight on a liberal arts degree compared to a more specific degree." Three students stated that a liberal arts degree from Evergreen has a poor reputation in Washington. Several alumni felt that outside audiences do not know what the degree is.

Forty-one alumni stated that one of the worst aspects of a liberal arts degree was the lack of academic structure while pursuing it. Several alumni stated that they needed more direction and advice regarding what classes to take. One alumni stated, "...I felt scattered and didn't have the guidance from faculty or myself that would have allowed me to take full-advantage of the creative freedom you have contained within the idea of a liberal arts degree." Several students stated that to succeed at Evergreen, students need to be "self-motivated" or "self-disciplined." One alum stated that it was easy to "fall through the cracks" at Evergreen. Another alum stated that both the best and worst aspect of a liberal arts degree was "freedom."

There were other comments that do not fit into the themes mentioned above. Three alumni stated that the worst aspect of a liberal arts degree was political bias. Two alumni found that there were limited choices in picking classes; one student was overwhelmed by the choices. One alum felt that students without much "life experience" would not get much out of a liberal arts education. Another alum said that students need to take prerequisite classes before enrolling in more advanced ones. One alum stated that there was a lack of rigor in classes. Another alum wrote that a liberal arts degree "dampens your ability to ruthlessly participate in capital economies." Two alumni said they had a bachelors of science and did not know the worst aspect of a liberal arts degree.

Twenty-four alumni stated that there was no worst aspect of a liberal arts degree or could not think of one.

Excerpts from End-of-Program Reviews that relate to faculty institutes and faculty needs

Campus resources that Evergreen faculty reported were most useful in planning and teaching their programs in 01-02

N=79 programs responded (which was 53% of all programs).

23% of the responding programs mentioned faculty institutes, planning time, or other development activities. Here are their comments:

- Able to gain multitudes of outside advice & ideas to help with teaching this program at summer planning forum. [EWS program]
- Summer institute time. We were in "new & nearly new" (good time to talk, share ideas, etc.) [EWS program]
- Summer institutes [Core program]
- The summer Core Institute was reasonably useful in helping us plan our program. [Core program]
- The paid time in the planning workshop [CTL program and 2 Inter-area programs]
- Summer planning institutes. [2 SI programs and an EWS program]
- Planning time outside of regular academic year [CTL/EA program]
- Paid planning time with team & with Academic Advising & Writing Center was great. [SI program]
- Attended summer planning institute, which helped us get far ahead & develop some practices & documents which were invaluable. Math Across Curriculum retreat in Leavenworth. Used time well, but came away thinking TESC should do our own, since have interdisciplinary programs already & others are just starting. [EWS program]
- Faculty summer planning institute allowed for serious planning. [EA program]
- The institutes I take in the summer are always very helpful in my thinking about my programs. [EWS program]
- Russ Fox's sessions for PT Studies clarified unknowns. [EWS program]
- WEBCT training (Julian & Amy) [EWS program]
- Sarah Pedersen gave us excellent preparation for the internet research [SPBC program]

Campus resources that Evergreen faculty reported were most useful in planning and teaching their programs in 02-03

N=74 programs responded (which was 55% of all programs).

31% of the responding programs mentioned faculty institutes, planning time, or other development activities. Here are their comments:

- Summer workshops for faculty [Core program and ES program]
- Summer institute that provided paid time to plan for the program. [Core program]
- Summer institutes: Core planning, Math Across the Curriculum (two times), spring quarter planning retreat. [Core program]
- It was most useful for the development of our ideas, and important to the success of the program design, to have paid faculty planning time during the summer. [Core program]
- Summer institutes where we got to share experiences with other faculty. [CTL program]
- I used the web, the library, colleagues, and a summer workshop to extensively plan. [ES program]
- The planning retreat; input from other faculty and my dean [2 EWS programs]
- Summer planning institute. [EWS program, SI program, Inter-area program, and an SPBC program]
- Ideas from other science faculty was a great help. [EWS program]
- Two summer institutes we attended were crucial – the main planning institute and the Math Across the Curriculum at Sleeping Lady. Sarah also went to the web institute and developed the basics of the web site there. [EWS program]
- Collegial conversations [EA program]
- The planning time we were allotted was also great, because we worked out all the kinks to such a manner that it went beyond just getting by or making due to the 'limited resources/budget' we had. We planned and planned and planned so that we were able to do far more than what we even expected to do. [Inter-area program]

Resources Faculty Wish They Had for Planning or Teaching Their Programs

Results from the End-of-Program Review – Academic Year 2001-02

N=79 programs responded (which was 53% of all programs).

44 of the responding programs (56%) identified resources that they wished they had for their programs. Below are all of their comments, which identify a number of resource issues with facilities, media support, Library resources, personnel, time, technology, program planning, and program budgets. **The phrases most closely related to planning/training, diversity issues, and curriculum development are in bold print.**

Program planning unit	Resources faculty wish they had for planning/teaching their programs
CORE (CTL)	Money enough to hire other people to teach the creative writing (Ha-ha!). For some time, I've been proposing that we should be delivering eval forms to faculty automatically in electronic form, as Word documents with all the required parts of the form already filled in, then having them type and print their evals on those forms directly rather than sending them to be processed by the program secretaries, so faculty could sign them and submit them right away (generally right at the evaluation conference) rather than waiting until the middle or end of the summer to have them get to the Registrar. As part of this transition, I've been proposing that we should train the program secretaries to function as research assistants to the faculty. It would have been a great help to be able to ask someone to put together a small collection of possible materials of various kinds we were looking for to fill one slot or another in our plans, rather than having to do all that legwork ourselves.
CORE (CTL, SI, ES)	Better space for science work/lab space. We were very cramped for space. Seminar spaces were quite tight also.
CORE (EA)	More time available to plan with teaching partners.
CORE (ES)	Decent media support.
CORE (ES, SPBC)	Some members of our team think Media Loan needs reconfigured to support teaching and learning in stronger way. Waiting in line to pick up equipment, wheeling equipment to classrooms, having it break down or not work properly in the classroom, and wheeling it back or return it is cumbersome and frustrating. Often, one member of our team simply opted to NOT use technology when it could have added a lot to a workshop. For example, if we had a short 7-minute video clip that demonstrated an important point, the 30+ minutes required to wait in line, check out the tv/vcr, wheel it over, set it up, tear it down, and wheel it back would not be worth the effort. This is a loss for the students.
CTL	We could' have benefited from a stronger relationship with the counseling center, and from a stronger sense of campus support for GLBTQ issues in the curriculum.
CTL	Further library critical resources - books & journals; I would appreciate closer work with a library liaison, recommendations from this person early on of new publications relating to the program.
CTL	I asked for help scanning images, but never got any.
EA	Field trip to Africa to truly see how culture was influenced.
EA	Would have liked to be allowed to use wood/metal shops in Art Annex. Portable lighting instruments. Institutional \$\$ for lab aides & full-time staff in scenic shop/theatre.
EA	We need more digital cameras and post-production equipment to better accommodate student demand. We also need DV decks in faculty offices to review student works in progress.

ES	Media Loan doesn't guarantee reservations. How can I plan if they don't guarantee reservations? There are many days that I could not get things I needed on time from the Media Loan. They also charged me a late fee even though I returned the equipment on time. When I complained, they told me that I would have to fill out this lengthy form and that the committee would meet next week and decide whether my charge would be dropped. I simply did not appeal because \$3 late fee is not worth my time to fill out the form, and some committee meeting of a few people would certainly waste more than \$3 of taxpayers' money. Also, a teaching assistant and better statistical software, such as S-plus, SAS, or SYSTATS.
ES	Time , money, and paid gophers.
ES	Ships to take students sampling.
ES	We were not given all the lab space we requested; would like to see a staff SIT hired with availability to teach class each year that I teach this program. We requested a small space for an herbarium that never came through. Lights for dissection microscopes were always a problem and much time was wasted trying to work with non-functioning lights. There were a great number of non-working lights continually put back in cabinets, and it felt as though 10% of the lights did not work.
ES	Laptop computers that students could check out.
ES	Inexpensive laptop computers to take on Costa Rica fieldtrip.
Inter-area (ES, EA)	Were bumped out of the lecture hall, so that could be managed differently. Would like to see updated European ethnobotany books to be added.
Inter-area (ES, EA)	The boats were very important (Seawulf and Resolute), we need to keep them.
Inter-area (EA, SI)	Had to make due with studio space in Lab II, but we needed a permanent designated design space which is necessary for the future of the class with remodeling plans adrift.
Inter-area (EA, CTL)	More support, especially for day to day paperwork & scheduling; better, more flexible classrooms; at least one writing tutor.
Inter-area (CTL, SPBC)	Working A/V in Library 4300; media assistants to deliver and set up equipment
Inter-area (ES, EA)	College needs permanent center for community-based work, including staff, database, and physical space to support community-based research projects.
Inter-area (EA, CTL)	More planning time outside program. Having access to our program budget before our contract starts would greatly help when we are trying to research potential program texts. Some of us can't afford to buy these ourselves & lots of important texts are not in the Library.
Inter-area (EA, CTL)	Better choice of rooms
Inter-area (CTL, SI)	Out of print books
Inter-area (EA, SI)	Time – there's not a lot of time for planning, the break between winter and spring was not sufficient for program planning in an extremely effective manner.
EWS (SPBC)	Unlimited budget
EWS (SI)	Time to prepare ahead of time with my co-teacher.
EWS (SPBC)	Heat in the lecture halls on Saturday without having to ask for it separately! Coffee available for students before 9AM. A single-room computer instruction space, or afternoon time available in the CAL.
EWS (CTL)	More time to read each of the books before the program begins. I think that would have helped us incorporate the math more smoothly – made it really intrinsic.
EWS (SPBC)	Would like to see some help in selecting texts and video more broadly. I spend hours and hours researching texts, and then feel rushed to make decision before deadline. Maybe a shared pool of reviews by faculty or something?
EWS (SPBC)	Heat in lecture halls on Saturday without having to ask for it separately! Coffee available for students before 9AM! Access to the Evans scholar through some kind of weekend activity (or evening activity publicized early enough for us to plan it in).
EWS (EA)	More help from the Scene Shop – Jill was very busy, but did a good job in spite of this. I need dual projectors in Lecture Hall 5 to teach art history better!

EWS (SPBC)	Better base of knowledge of my own; better music software with easier access to it.
EWS (SPBC)	More time
EWS (SPBC)	More time for planning new programs; teaching support staffing (TA's); work study \$\$ or institutional \$\$ available.
SI	I would have liked videos for certain presentations
SI	A mentor for this new academic environment. I've been teaching a long time, but this is a new kind of learning environment to adjust to.
SI	Planning: more time in spring quarter – a 2-day retreat. Teaching: more application software on laptops in lecture halls.
SI	QRC Director to work more collegially with program faculty. Need to listen to faculty and try to understand and meet our program goals, instead of advancing own personal goals. Wish we had more reliable secretarial support; sometimes they are helpful. Can we clone Pam Udovich? She is wonderful. Please let's upgrade to the latest version of InQsit, which support equations.
SI	Space for project teams to meet, store stuff; one meeting place regularly.
SPBC	Better A/V technology; more than once a week in LH5, we were stuck in L3500 fall & winter.
SPBC	A thorough self-evaluation of the previous course.

Resources Faculty Wish They Had for Planning or Teaching Their Programs Results from the End-of-Program Review -- Academic Year 2002-03

N=74 programs responded (which was 55% of all programs).

39 of the responding programs (53%) identified resources that they wished they had for their programs. Below are all of their comments, which identify a number of resource issues with facilities, media support, Library resources, personnel, time, technology, program planning, and program budgets. **The phrases most closely related to planning/training, diversity issues, and curriculum development are in bold print.**

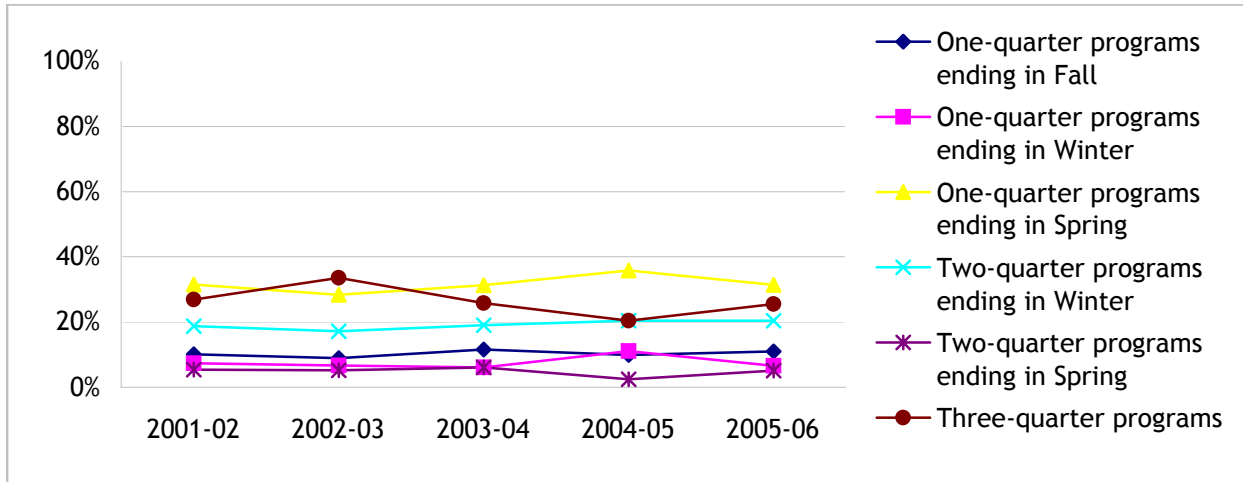
Program planning unit	Resources faculty wish they had for planning/teaching their programs
CORE – First-Year Program (Expressive Arts; Scientific Inquiry)	More time.
CORE – First-Year Program (Culture Text Language)	A studio room with open access. Nicer people on campus who don't think their space is overloaded with just 40 students using it (clay!, wood, metal) – serious under-utilization of resources on campus. Faculty seniority shouldn't matter – students should benefit equally. Something should be done so people don't get ownership attitudes. As far as workshops, the ones I took last summer were a serious waste of time – sorry!
CORE – First-Year Program (Expressive Arts; Environmental Studies)	More access to convenient audio/video/projection classrooms. In fall we had to set-up/bring in technology to present lectures in Longhouse. In winter we needed more than 3 hours in the lecture hall, but couldn't work it out due to high demand.
CORE – First-Year Program (Expressive Arts; Scientific Inquiry)	More staff support. More lab aides to keep the COM Design Lab open longer hours. For teaching interdisciplinary programs where different disciplinary skills need to be taught simultaneously, we need to have more media equipment and labs available. This is a real bottleneck, because we are not set up to take 40 students through the same skill set simultaneously. More data and overhead projectors housed in each building (i.e. overhead in COM Bldg for when science folks come over, another data projector in the CAL, another floater data projector in the COM). The concept of student tutors and lab aides is great, but some need to be trained to be more pro-active in classes and lab settings.
CORE – First-Year Program (Society Politics Behavior Change)	We need more counselors for people who have serious emotional, medical, and psychological issues. I cannot stress this enough. We have students with SERIOUS needs that are impacting their abilities to function in class.

CORE – First-Year Program (Culture Text Language; Expressive Arts)	We had planned to do a series of four more quantitative workshops with Louis Nadelson as part of our winter studio work in size and scale; his abrupt departure for a new job in Las Vegas over Christmas vacation (which we learned about only second hand) led to our canceling those plans.
Culture Text Language	Library print budget woefully low.
Culture Text Language	More planning time.
Culture Text Language	There is a huge lack of resources on Africa, so larger budget to aid this would be nice. Also money to actually pay the Teaching Assistants and writing tutors.
Environmental Studies	I wished that I had a dedicated room, where we could always meet, and where I did not have to set the technology up anew every class period. This would be immensely helpful in the future. Also, a lab room where students could do captive animal experiments would be helpful.
Environmental Studies	Access to better cooking facilities at the farmhouse and access to better media sources at the farmhouse.
Environmental Studies	More materials for dissection. More animal skulls for vertebrate zoology.
Environmental Studies	Community resource center; updated chemical instrumentation.
Environmental Studies	It would be nice if the college had designated drivers for the van services, so that we did not have to use so much time worrying about who could and could not drive as well as time used to coordinate training for use of the vans. It would be nice to not have this be such a huge issue.
Evening/ Weekend Studies	Additional paid planning time would have been wonderful.
Evening/ Weekend Studies	More time.
Evening/ Weekend Studies	Larger budget for class necessities.
Evening/ Weekend Studies	I can imagine web-based tools for planning and scheduling (but this would not be trivial to implement).
Evening/ Weekend Studies	A larger budget for class necessities.
Evening/ Weekend Studies	It would be nice to have a smaller student/faculty ratio to allow for more time for student feedback. That is a main difference between full-time program faculty and part-time faculty is that they have that extra time to work more with students individually when needed.
Evening/ Weekend Studies	It would be great to have a more thorough law collection and an immediately-useful internet law subscription service with a library who could teach its use. This resource was in transition as we taught. If the State Law Library were open weekends, it would have greatly aided our students. But, all in all, no serious resource deficit, though it was sometimes hard to find a room to show films, and they were a central part of the program. The room reservation system allows people to block out rooms that they're not necessarily using. The folks at reservations responded quite fast on a weekly basis though.
Evening/ Weekend Studies	A teaching room with dual slide projectors in a projection booth and classroom lights that dimmed and a smart podium to control the projectors, etc.
Evening/ Weekend Studies	Wood shop support for building reproductions of ancient measuring devices would have been a great help.
Evening/ Weekend Studies	Well, maybe some more help with the Portland field trip. We went on the train and in vans. Much of the point was to experience the train, and we traveled on light rail. If the college had some arrangements with Amtrak (their office was VERY unhelpful) or some advance advice about travel, that might have helped.
Evening/ Weekend Studies	Summer institute time! Even for a spring program. We just didn't plan far enough in advance.
Evening/ Weekend Studies	Pen pals and/or video conferencing with university students and faculty in the Middle East (attempted but fell through).
Expressive Arts	The 3D studio needs to be updated and improved greatly.
Expressive Arts	More funds to support projects, more planning time , and a higher salary.
Inter-Area Program (Culture Text Language; Society Politics Behavior Change)	We were fortunate to have an excess of money left over from fall quarter due to changes we were forced to make in the program, and we were able to fund the certification of all our students as mediators. In the future, however, I would request the \$400 per student to accommodate future mediation certification of all my students.

Inter-Area Program (Society Politics Behavior Change)	The cedar room in the Longhouse was a wonderful spiritual space that I wish we had more time in. I also feel that the Deans do not feel we are academically rigorous and challenging and wish they would take the time to view our web page to see all the time and work that does in fact go into our program as the work we do is very well noted there.
Scientific Inquiry	1) An effective and quantitative assessment of whether students' skills in math, QR, Critical Reasoning, writing improved or not. 2) Software to deliver simple self-tests, and long homework. 3) Help for students in evaluating faculty.
Scientific Inquiry	Time ; lower student-faculty ratio; a water quality analysis laboratory; stable isotope mass spectrometer; an inductively-coupled plasma-mass spectrometer; better electronic gear for analysis of water quality in the field.
Scientific Inquiry	More money! Our budget was cut \$1500 from last year, and we had more students spring quarter than last year. To cut corners and scrimp and save, we made all handouts, take-home exams, etc. downloadable from the program web site as well as other measures.
Scientific Inquiry	A co-teacher. Don Middendorf and I have been cooperating on a topic that overlaps between our programs. I wish we could find a way to really join these small upper-division programs.
Society Politics Behavior Change	More time to plan before spring began (tough coming off a 2-quarter program with only one-week "break"). Better library resources, especially films and videos; I had to buy two videos out of my budget, since our collection is <u>very</u> limited and other libraries blocked rentals of their films.
Society Politics Behavior Change	More multi-modal teaching spaces to accommodate programs with a larger enrollment.
Society Politics Behavior Change	Funds to bring in adjuncts for short 2-3 session workshops.
Society Politics Behavior Change	Media Loan is a disaster. The people, of course, are great. But, it's unreasonable to demand faculty to stand in line, roll equipment around, figure out how to use the equipment, take it back when it doesn't work, delay class to fix it, and then return it after class. Get some work studies to deliver, set-up, and problem solve this equipment for us. Every faculty member I know complains about this. We used a lot less technology in our program than we would have/could have if we had support to use it. There are lots of students looking for work. Use them! Also – our overhead projectors are old, dirty, scratched, and of extremely poor quality. I am not making this up – I had better overheads five years ago when I taught in Russia. It's embarrassing. If you want to improve teaching and learning – put some money here and redo the way Media Loan handles equipment for programs.
Tacoma Program	Broader library access beyond the available on-line and courier-mediated services; small library of curriculum-specific books and videos; additional media-related resources, particularly digital video cameras, tripods, lighting and sound equipment; TV monitors and VCR's in all classrooms; Daedalus Integrated Writing Environment software; a faculty networked printer; larger academic program budget; more paid student aides.

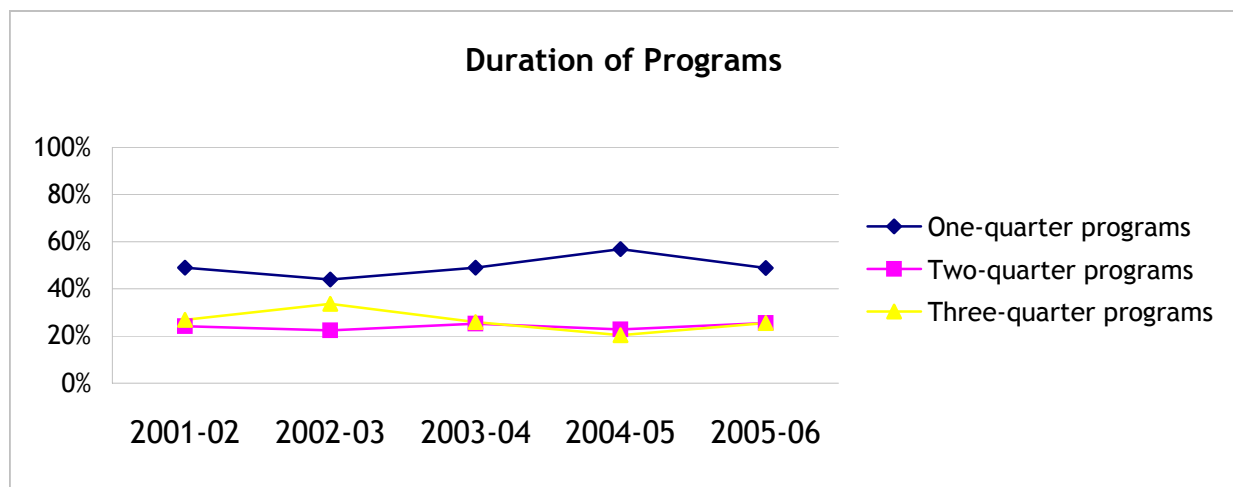
Duration and Ending Quarter of Programs (Including half-time programs)

	2001-02	2002-03	2003-04	2004-05	2005-06
One-quarter programs ending in Fall	10%	9%	12%	10%	11%
One-quarter programs ending in Winter	7%	7%	6%	11%	7%
One-quarter programs ending in Spring	32%	28%	31%	36%	31%
Two-quarter programs ending in Winter	19%	17%	19%	20%	20%
Two-quarter programs ending in Spring	5%	5%	6%	2%	5%
Three-quarter programs	27%	34%	26%	20%	26%
Total	100%	100%	100%	100%	100%



Duration of Programs (Proportion of 1, 2, and 3-quarter programs)

	2001-02	2002-03	2003-04	2004-05	2005-06
One-quarter programs	49%	44%	49%	57%	49%
Two-quarter programs	24%	22%	25%	23%	26%
Three-quarter programs	27%	34%	26%	20%	26%
Total	100%	100%	100%	100%	100%



Transcript Review 2005

(N=158 transcripts assessed from class of 2003-04)

Summary of Evidence for depth, breadth, and culminating project

Depth:

77% adequate or higher (N=121/158)

Breadth:

41% adequate or higher (N=65/158)

Culminating Senior Project:

31% had evidence of culmination (N=49/158)

fin_e6.1 final rating Depth of Learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .0 no evidence	9	5.7	5.7	5.7
1.0 weak evidence	21	13.3	13.3	19.0
1.5	7	4.4	4.4	23.4
2.0 adequate evidence	45	28.5	28.5	51.9
2.5	11	7.0	7.0	58.9
3.0 strong evidence	65	41.1	41.1	100.0
Total	158	100.0	100.0	

fin_e6.2 final rating Breadth of Learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid .0 no evidence	30	19.0	19.0	19.0
.5	1	.6	.6	19.6
1.0 weak evidence	48	30.4	30.4	50.0
1.5	14	8.9	8.9	58.9
2.0 adequate evidence	44	27.8	27.8	86.7
2.5	7	4.4	4.4	91.1
3.0 strong evidence	14	8.9	8.9	100.0
Total	158	100.0	100.0	

fin_e6.5 final: evidence of senior experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid N no	109	69.0	69.0	69.0
Y yes	49	31.0	31.0	100.0
Total	158	100.0	100.0	

The Evergreen State College
Evergreen Student Experience Survey 2006
Responses of Olympia Campus Students

Primary Area of Study or Concentration by Planning Unit - Individual Level Responses

The following table shows the individual student responses by planning unit category. The first five categories are those with responses that fit within only one planning unit. After responses are columns showing how responses were coded into two-digit Classification of Instructional Program (CIP) 2000 codes. After the single planning unit categories, responses that fit within categories that consist of two Planning Units are listed. The individual responses of students that fit into categories with three or more planning units are not listed, but may be requested. Some of the students' responses were truncated to protect the confidentiality of respondents.

Primary Area(s) of Interest in Society, Politics, Behavior and Change Only (N=97)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
business	Business, Management, Marketing and Related Support			
Business	Business, Management, Marketing and Related Support			
Business	Business, Management, Marketing and Related Support			
Business	Business, Management, Marketing and Related Support			
Business	Business, Management, Marketing and Related Support			
Business Admin	Business, Management, Marketing and Related Support			
Business emphasis, but right now, social justice classes.	Business, Management, Marketing and Related Support	Social Sciences		
Business, Political Science, International Studies	Business, Management, Marketing and Related Support	Social Sciences	Multi/Interdisciplinary	
HRM, Conflict Management/Resolution	Business, Management, Marketing and Related Support Services	Communication, Journalism, and Related Programs		
Human Resource Management.	Business, Management, Marketing and Related Support			
Non-profit management and Alternative Media	Business, Management, Marketing and Related Support	Communication, Journalism, and Related		
non-profits businessness/Social Services	Business, Management, Marketing and Related Support	Public Administration and Social Service		
Advertising and Mass Media	Communication, Journalism, and Related Programs			
Journalism	Communication, Journalism, and Related Programs			
Journalism	Communication, Journalism, and Related Programs			
Journalism, communication	Communication, Journalism, and Related Programs			
Social Documentary Studies	Communication, Journalism, and Related Programs			
Contemplative Education	Education			
education	Education			
education	Education			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
education	Education			
education	Education			
education	Education			
Education	Education			
Education	Education			
Education	Education			
Education	Education			
Education	Education			
Education (MIT) Preparation	Education			
Elementary Education	Education			
I haven't really decided, but I'm leaning towards either education or business	Education	Business, Management, Marketing and Related Support Services		
Indian education	Education			
K-8 Education	Education			
outdoor leadership	Education			
Outdoor Leadership/Outdoor Education	Education			
Secondary Education	Education			
law	Legal Professions and Studies			
Law	Legal Professions and Studies			
pre law	Legal Professions and Studies			
Pre-Law	Legal Professions and Studies			
educational psychology	Psychology			
human development, particularly child development	Psychology			
Human Development, Psychology	Psychology			
Human Development, Psychology	Psychology			
psychology	Psychology			
Psychology	Psychology			
Psychology	Psychology			
Psychology	Psychology			
Psychology	Psychology			
Psychology	Psychology			
Psychology	Psychology			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Psychology	Psychology			
Psychology	Psychology			
Psychology	Psychology			
Psychology	Psychology			
Psychology	Psychology			
Psychology and Social Justice	Psychology	Social Sciences		
Psychology with a sacred twist	Psychology			
Psychology, Sociology	Psychology	Social Sciences		
psychology/sociology	Psychology	Social Sciences		
psychology/sociology	Psychology	Social Sciences		
Psychotherapy	Psychology			
[Currently studying] YOUTH HOMELESSNESS	Public Administration and Social Service Professions			
community organizing	Public Administration and Social Service Professions			
Political Administration	Public Administration and Social Service Professions			
Public Admin., Business Admin.	Public Administration and Social Service Professions	Business, Management, Marketing and Related Support Services		
Public Administration	Public Administration and Social Service Professions			
Social Work	Public Administration and Social Service Professions			
Social Work Psychology	Public Administration and Social Service Professions	Psychology		
Social work..Internatiional solidarity work	Public Administration and Social Service Professions	Multi/Interdisciplinary Studies		
Anthropology	Social Sciences			
Ecomnomic theory	Social Sciences			
International Relations	Social Sciences			
Political Economy	Social Sciences			
Political Economy	Social Sciences			
Political Economy	Social Sciences			
Political Economy	Social Sciences			
political economy social movements	Social Sciences			
Political economy, Peace and Justice Studies.	Social Sciences	Multi/Interdisciplinary Studies		
Political Economy/Political Science	Social Sciences			
political science	Social Sciences			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Political Science	Social Sciences			
Political Science / Social Work	Social Sciences	Public Administration and Social Service Professions		
Political Studies	Social Sciences			
Politics, Social Sciences	Social Sciences			
Social Science	Social Sciences			
social sciences	Social Sciences			
Social Sciences, Education	Social Sciences	Education		
social studies, including political, economic, and social fields at micro and macro level	Social Sciences			
Society, Politics, and [cuts off]	Social Sciences			
sociology	Social Sciences			
sociology	Social Sciences			
Sociology	Social Sciences			
sociology and political science	Social Sciences			
Sociology, Juvenile Justice	Social Sciences			
Sociology, Social sciences	Social Sciences			
Primary Area(s) of Interest in Scientific Inquiry Only (N=53)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
biology	Biological and Biomedical Sciences			
Biology	Biological and Biomedical Sciences			
Biology	Biological and Biomedical Sciences			
Biology	Biological and Biomedical Sciences			
biology and chemistry	Biological and Biomedical Sciences	Physical Sciences		
Biology but I take a lot of Chemistry too.	Biological and Biomedical Sciences	Physical Sciences		
Field biology	Biological and Biomedical Sciences			
Field Biology, Natural History, Ornithology	Biological and Biomedical Sciences			
Hopefully Animal Behavior	Biological and Biomedical Sciences			
Marine Biology	Biological and Biomedical Sciences			
Marine Science	Biological and Biomedical Sciences			
Marine Science	Biological and Biomedical Sciences			
natural sciences	Biological and Biomedical Sciences			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Zoology	Biological and Biomedical Sciences			
Zoology, Biology, Ornithology	Biological and Biomedical Sciences			
Computer Science	Computer and Information Sciences and Support Services			
Computer Science	Computer and Information Sciences and Support Services			
Computer Science	Computer and Information Sciences and Support Services			
Computer Science - Network Security	Computer and Information Sciences and Support Services			
Computers	Computer and Information Sciences and Support Services			
Community Health? [question mark written by student, not a question of handwriting]	Health Professions and Related Clinical Sciences			
health sciences	Health Professions and Related Clinical Sciences			
Health Sciences (biochemistry, organic chemistry, etc.)	Health Professions and Related Clinical Sciences			
Multicultural Counseling	Health Professions and Related Clinical Sciences			
Music therapy	Health Professions and Related Clinical Sciences			
pre med- anatomy, midwifery	Health Professions and Related Clinical Sciences	Biological and Biomedical Sciences		
Pre med, Micro biology	Health Professions and Related Clinical Sciences	Biological and Biomedical Sciences		
Pre-Med, Sciences	Health Professions and Related Clinical Sciences	Multi/Interdisciplinary Studies		
Pre-med: Alternative/herbal medicine	Health Professions and Related Clinical Sciences			
public health	Health Professions and Related Clinical Sciences			
Public Health	Health Professions and Related Clinical Sciences			
Yoga	Health Professions and Related Clinical Sciences			
Math and Computer Science	Mathematics and Statistics	Computer and Information Sciences and Support Services		
mathematics	Mathematics and Statistics			
Mathematics	Mathematics and Statistics			
mathematics, biochemistry	Mathematics and Statistics	Biological and Biomedical Sciences		
Bachelor in Science	Multi/Interdisciplinary Studies			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Courses to receive BS	Multi/Interdisciplinary Studies			
Science	Multi/Interdisciplinary Studies			
Science, BS in Life Science or Laboratory Science	Multi/Interdisciplinary Studies	Biological and Biomedical Sciences		
Science, Pre-med	Multi/Interdisciplinary Studies	Health Professions and Related Clinical Sciences		
Science.	Multi/Interdisciplinary Studies			
Sciences--chemistry/biology	Multi/Interdisciplinary Studies	Physical Sciences	Biological and Biomedical Sciences	
Scientific Inquiry	Multi/Interdisciplinary Studies			
Chemistry	Physical Sciences			
Chemistry	Physical Sciences			
Chemistry	Physical Sciences			
Chemistry and Physics	Physical Sciences			
Chemistry, Biology	Physical Sciences	Biological and Biomedical Sciences		
Organic chemistry/molecular biology	Physical Sciences	Biological and Biomedical Sciences		
Physics	Physical Sciences			
research analysis-energy related studies/electricity transmission	Physical Sciences			
soil science	Physical Sciences			
Primary Area(s) of Interest in Culture, Text, and Language Only (N=42)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
african culture/literature	Area, Ethnic, Cultural, and Gender Studies			
Cultural and Ethnic Studies, African American Studies	Area, Ethnic, Cultural, and Gender Studies			
Cultural Studies	Area, Ethnic, Cultural, and Gender Studies			
Cultural Studies	Area, Ethnic, Cultural, and Gender Studies			
Latin American Studies, Spanish	Area, Ethnic, Cultural, and Gender Studies	Foreign Languages, Literature, and Linguistics		
Women's Studies	Area, Ethnic, Cultural, and Gender Studies			
Been getting standard english/history credits through the programs.	English Language and Literature/Letters	History		
Creative Writing	English Language and Literature/Letters			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Creative Writing & Literature	English Language and Literature/Letters			
Creative Writing, American Studies	English Language and Literature/Letters	Area, Ethnic, Cultural, and Gender Studies		
English	English Language and Literature/Letters			
English	English Language and Literature/Letters			
English and French literature	English Language and Literature/Letters	Foreign Languages, Literature, and Linguistics		
English and History	English Language and Literature/Letters	History		
English, Creative Writing	English Language and Literature/Letters			
English/Writing	English Language and Literature/Letters			
Language and Literature	English Language and Literature/Letters			
Language Arts	English Language and Literature/Letters			
Literature	English Language and Literature/Letters			
Literature	English Language and Literature/Letters			
literature and cultural studies	English Language and Literature/Letters	Area, Ethnic, Cultural, and Gender Studies		
literature and philosophy	English Language and Literature/Letters	Philosophy and Religious Studies		
Literature and writing	English Language and Literature/Letters			
Writing	English Language and Literature/Letters			
Writing and American Sign Language	English Language and Literature/Letters	Foreign Languages, Literature, and Linguistics		
Writing--creative, poetry	English Language and Literature/Letters			
Wrting and Queer Theory/Studies	English Language and Literature/Letters	Area, Ethnic, Cultural, and Gender Studies		
Classical Studies	Foreign Languages, Literature, and Linguistics			
Classical Studies, Latin, Philosophy of Law	Foreign Languages, Literature, and Linguistics	Philosophy and Religious Studies		
Classics	Foreign Languages, Literature, and Linguistics			
Language, Text and Culture: Spanish/Latin American Culture	Foreign Languages, Literature, and Linguistics	Area, Ethnic, Cultural, and Gender Studies		
Linguistics	Foreign Languages, Literature, and Linguistics			
American History	History			
History	History			
History	History			
History, French & English, Cultural	History	Foreign Languages, Literature, and Linguistics	English Language and Literature/Letters	Area, Ethnic, Cultural, and Gender Studies

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
History, Literature, and Linguistics	History	English Language and Literature/Letters	Foreign Languages, Literature, and Linguistics	
Information Science (librarian studies)	Library Science			
Ancient and Modern Philosophy, Latin, Ancient Greek	Philosophy and Religious Studies	Foreign Languages, Literature, and Linguistics		
Ethics	Philosophy and Religious Studies			
integral post-metaphysics	Philosophy and Religious Studies			
political philosophy	Philosophy and Religious Studies			
Primary Area(s) of Interest in Expressive Arts Only (N=40)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Animation and art	Communication Technologies/Technicians and Support Services	Visual and Performing Arts		
music technology	Communication Technologies/Technicians and Support Services			
art	Visual and Performing Arts			
art	Visual and Performing Arts			
art	Visual and Performing Arts			
Art	Visual and Performing Arts			
Art	Visual and Performing Arts			
Art and Art History	Visual and Performing Arts			
Art History	Visual and Performing Arts			
art history and photography	Visual and Performing Arts			
Art, Photography	Visual and Performing Arts			
arts, drawing	Visual and Performing Arts			
film	Visual and Performing Arts			
Film	Visual and Performing Arts			
Film and music.	Visual and Performing Arts			
Film, Electronic Music	Visual and Performing Arts			
Film, Video, Photography	Visual and Performing Arts			
Filmmaking	Visual and Performing Arts			
Filmmaking	Visual and Performing Arts			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
fine art	Visual and Performing Arts			
fine arts	Visual and Performing Arts			
Fine Arts	Visual and Performing Arts			
Fine Arts, Painting and Drawing	Visual and Performing Arts			
fine arts/ painting	Visual and Performing Arts			
Graphic Design	Visual and Performing Arts			
Japanese Ceramic Art	Visual and Performing Arts			
Multimedia Fine Arts	Visual and Performing Arts			
Music, Multimedia Art	Visual and Performing Arts			
photography	Visual and Performing Arts			
photography	Visual and Performing Arts			
Photography	Visual and Performing Arts			
Photography, Arts and Crafts	Visual and Performing Arts			
Realistic and Public Art, namely sculpture (bronze).	Visual and Performing Arts			
theater	Visual and Performing Arts			
Theater	Visual and Performing Arts			
Theater & Music	Visual and Performing Arts			
Video Production (Narrative Filmmaking)	Visual and Performing Arts			
Visual Art	Visual and Performing Arts			
Visual Art and Art History	Visual and Performing Arts			
Visual Arts	Visual and Performing Arts			
	Primary Area(s) of Interest in Environmental Studies Only (N=30)			
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Sustainable agriculture	Agriculture, Agricultural Operations, and Related Sciences			
Sustainable Agriculture	Agriculture, Agricultural Operations, and Related Sciences			
Sustainable Design	Architecture and Related Services			
Sustainable Design	Architecture and Related Services			
sustainable design and sustainable agriculture	Architecture and Related Services	Agriculture, Agricultural Operations, and Related Sciences		
Ecological studies	Natural Resources and Conservation			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Ecology	Natural Resources and Conservation			
Ecology	Natural Resources and Conservation			
Ecology/Environmental Studies	Natural Resources and Conservation			
Environmental science	Natural Resources and Conservation			
Environmental Science	Natural Resources and Conservation			
Environmental Science	Natural Resources and Conservation			
Environmental Science	Natural Resources and Conservation			
Environmental Science	Natural Resources and Conservation			
Environmental Sciences	Natural Resources and Conservation			
Environmental Sciences	Natural Resources and Conservation			
Environmental Sciences	Natural Resources and Conservation			
Environmental studies	Natural Resources and Conservation			
Environmental Studies	Natural Resources and Conservation			
Environmental Studies	Natural Resources and Conservation			
Environmental Studies	Natural Resources and Conservation			
Environmental Studies	Natural Resources and Conservation			
Environmental Studies	Natural Resources and Conservation			
Environmental Studies	Natural Resources and Conservation			
Environmental Studies	Natural Resources and Conservation			
Environmental Studies	Natural Resources and Conservation			
Environmental Studies with a focus in land use, urban studies, and planning	Natural Resources and Conservation	Architecture and Related Services		
Evolutionary ecology	Natural Resources and Conservation			
Practical skills for sustainable living	Natural Resources and Conservation			
Riparian ecology, through the Environmental Studies program.	Natural Resources and Conservation			
sustainable living	Natural Resources and Conservation			
Primary Area(s) of Interest in General/Liberal Arts/Bachelor or Arts Only (N=11)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Completion of BA	Liberal arts and sciences			
Finish bachelor's degree as per upside down degree.	Liberal arts and sciences			
General education	Liberal arts and sciences			
General Studies	Liberal arts and sciences			

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
humanities	Liberal arts and sciences			
Humanities	Liberal arts and sciences			
Humanities	Liberal arts and sciences			
liberal arts	Liberal arts and sciences			
Liberal Arts	Liberal arts and sciences			
Liberal Arts	Liberal arts and sciences			
liberal arts/humanities	Liberal arts and sciences			
Primary Area(s) of Interest in Culture, Text and Language and Expressive Arts (N=9)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
culture studies/film	Area, Ethnic, Cultural, and Gender Studies	Visual and Performing Arts		
Japanese language study and film	Foreign Languages, Literature, and Linguistics	Visual and Performing Arts		
art/art history concentration or languages.	Visual and Performing Arts	Foreign Languages, Literature, and Linguistics		
Film, Writing, Visual Arts	Visual and Performing Arts	English Language and Literature/Letters		
Fine Art, Creative Writing	Visual and Performing Arts	English Language and Literature/Letters		
Graphic Arts, Writing	Visual and Performing Arts	English Language and Literature/Letters		
music, literature	Visual and Performing Arts	English Language and Literature/Letters		
photography and writing	Visual and Performing Arts	English Language and Literature/Letters		
theatre arts, linguistics	Visual and Performing Arts	Foreign Languages, Literature, and Linguistics		
Primary Area(s) of Interest in Culture, Text and Language and Society, Politics, Behavior, and Change (N=17)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
cultural studies, human development	Area, Ethnic, Cultural, and Gender Studies	Psychology		
education and Spanish language	Education	Foreign Languages, Literature, and Linguistics		
...Student Leadership and Development. The programs I completed were based on social issues, culture and leadership.	Education	Area, Ethnic, Cultural, and Gender Studies	Social Sciences	
Writing, Women's studies, Psychology	English Language and Literature/Letters	Area, Ethnic, Cultural, and Gender Studies	Psychology	
Foreign Languages, Childhood Development/Teaching	Foreign Languages, Literature, and Linguistics	Education		
Japanese and Foreign Relations	Foreign Languages, Literature, and Linguistics	Social Sciences		
philosophy, sociology	Philosophy and Religious Studies	Social Sciences		
Child psychology and gender studies.	Psychology	Area, Ethnic, Cultural, and Gender Studies		

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Psychology and Cultural Studies	Psychology	Area, Ethnic, Cultural, and Gender Studies		
Community & Cultural Studies (Culture, Text & Language)	Public Administration and Social Service Professions	Area, Ethnic, Cultural, and Gender Studies		
Anthropology, Spanish, Early Childhood Education	Social Sciences	Foreign Languages, Literature, and Linguistics	Education	
Anthropology/Mythology	Social Sciences	Philosophy and Religious Studies		
political economics (and latin america)	Social Sciences	Area, Ethnic, Cultural, and Gender Studies		
Politics and American Studies right now, but I'm planning on taking all psychology and behavioral sciences from now on.	Social Sciences	Area, Ethnic, Cultural, and Gender Studies	Psychology	
Social Sciences, Anthropology, Family History, Philosophy	Social Sciences	Area, Ethnic, Cultural, and Gender Studies	Philosophy and Religious Studies	
Sociology and Religious History.	Social Sciences	Philosophy and Religious Studies		
Sociology, Cultural studies, history, & maybe accounting	Social Sciences	Area, Ethnic, Cultural, and Gender Studies	History	Business, Management, Marketing
Primary Area(s) of Interest in Culture, Text and Language and Scientific Inquiry (N=2)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
American sign language and sciences	Foreign Languages, Literature, and Linguistics	Multi/Interdisciplinary Studies		
I am torn between sciences and something to do with language.	Multi/Interdisciplinary Studies	Foreign Languages, Literature, and Linguistics		
Primary Area(s) of Interest in Expressive Arts and Environmental Studies (N=2)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
AGRICULTURE, WOODWORKING	Agriculture, Agricultural Operations, and Related Sciences	Visual and Performing Arts		
arts and ecology	Visual and Performing Arts	Natural Resources and Conservation		
Primary Area(s) of Interest in Expressive Arts and General/Liberal Arts/Bachelor or Arts (N=3)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Humanities, Dance	Liberal arts and sciences	Visual and Performing Arts		
humanities, visual arts	Liberal arts and sciences	Visual and Performing Arts		
Consciousness studies... performance art.	Multi/Interdisciplinary Studies	Visual and Performing Arts		
Primary Area(s) of Interest in Expressive Arts and Scientific Inquiry (N=4)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Biology, Music	Biological and Biomedical Sciences	Visual and Performing Arts		
Mathematics; links between math and art	Mathematics and Statistics	Visual and Performing Arts		
Art, Graphic Design, Marine Biology	Visual and Performing Arts	Biological and Biomedical Sciences		

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
BA Music, Computer Science	Visual and Performing Arts	Computer and Information Sciences and Support Services		
Primary Area(s) of Interest in Expressive Arts and Society, Politics, Behavior and Change (N=12)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Business Management and Performing Arts	Business, Management, Marketing and Related Support Services	Visual and Performing Arts		
business, expressive arts, communication	Business, Management, Marketing and Related Support Services	Visual and Performing Arts	Communication, Journali	
Psychology, Fine Arts	Psychology	Visual and Performing Arts		
Psychology, Photography	Psychology	Visual and Performing Arts		
Youth outreach, Expressive arts	Public Administration and Social Service Professions	Visual and Performing Arts		
Sociology/communications, minor in Dance	Social Sciences	Communication, Journalism, and Related Programs	Visual and Performing	
Art, Education	Visual and Performing Arts	Education		
Art, research, social science.	Visual and Performing Arts	Social Sciences		
film and media	Visual and Performing Arts	Communication, Journalism, and Related Programs		
Film and Media production	Visual and Performing Arts	Communication, Journalism, and Related Programs		
Music Business & Poli-Sci	Visual and Performing Arts	Social Sciences		
Music Business or education	Visual and Performing Arts	Education		
Primary Area(s) of Interest in Environmental Studies and Scientific Inquiry (N=5)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Marine Science, Environmental Studies	Biological and Biomedical Sciences	Natural Resources and Conservation		
Ecology, Biology	Natural Resources and Conservation	Biological and Biomedical Sciences		
Enviromental Studies, Habitat, vetebrate biology	Natural Resources and Conservation	Biological and Biomedical Sciences		
Environmental Science - Geology/Hydrology	Natural Resources and Conservation	Physical Sciences		
Sort of, vaguely, Environment/Botany	Natural Resources and Conservation	Biological and Biomedical Sciences		
Primary Area(s) of Interest in Environmental Studies and Society, Politics, Behavior and Change (N=7)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category

Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
ecological design and community studies	Architecture and Related Services	Public Administration and Social Service Professions		
Environmental, Sociology [sic.]	Natural Resources and Conservation	Social Sciences		
Natural Resources and Public Administration	Natural Resources and Conservation	Public Administration and Social Service Professions		
Psychology, Communications, Sustainable Design	Psychology	Communication, Journalism, and Related Programs	Architecture and Rela	
Public administration, urban studies, community development, sustainability	Public Administration and Social Service Professions	Architecture and Related Services	Natural Resources and	
economics, business, natural resource policy,etc.	Social Sciences	Business, Management, Marketing and Related Support Services	Natural Resources and	
Social Justice, Environmental Studies	Social Sciences	Natural Resources and Conservation		
Primary Area(s) of Interest in General/Liberal Arts/Bachelor or Arts and Native American and World Indigenous and Peoples (N=1)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
BA Liberal Arts in Native American Sciences	Liberal arts and sciences	Area, Ethnic, Cultural, and Gender Studies		
Primary Area(s) of Interest in General/Liberal Arts/Bachelor or Arts and Scientific Inquiry (N=1)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Science/Consciousness Studies	Multi/Interdisciplinary Studies			
Primary Area(s) of Interest in General/Liberal Arts/Bachelor or Arts and Society, Politics, Behavior, and Change (N=2)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Humanities; focus on communication	Liberal arts and sciences	Communication, Journalism, and Related Programs		
Psychology, Liberal Arts	Psychology	Liberal arts and sciences		
Primary Area(s) of Interest in Native American and World Indigenous Peoples' and Society, Politics, Behavior, and Change (N=1)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Native American/Anthropological	Area, Ethnic, Cultural, and Gender Studies	Social Sciences		
Primary Area(s) of Interest in Scientific Inquiry and Society, Politics, Behavior, and Change (N=10)				
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
Computer Sciences, Social and Manangement Services	Computer and Information Sciences and Support Services	Public Administration and Social Service Professions		

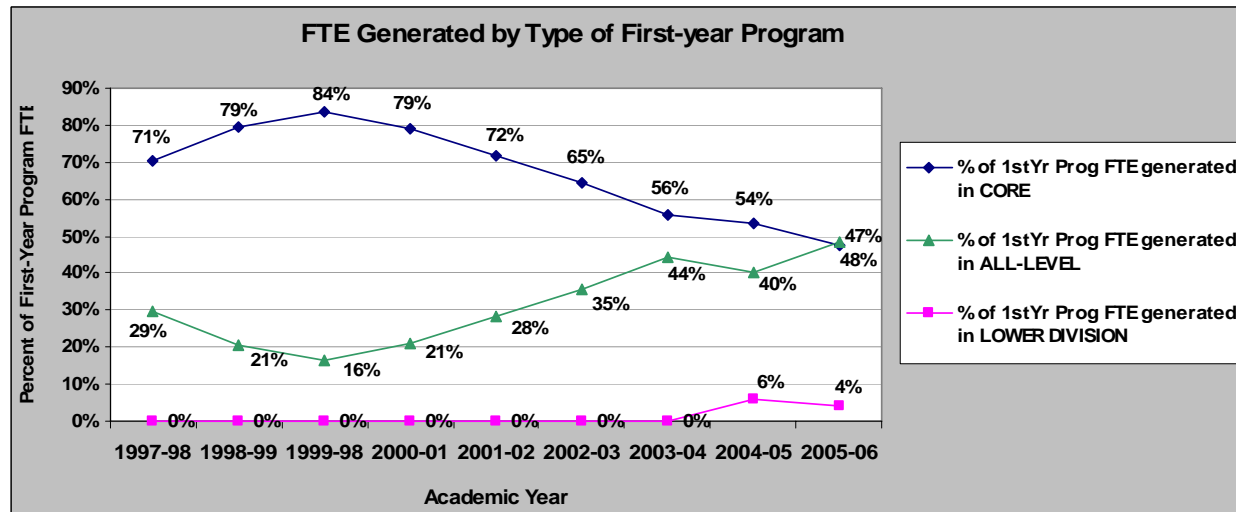
Student Response	First CIP Category	Second CIP Category	Third CIP Category	Fourth CIP Category
The sciences (computer/natural/social)	Computer and Information Sciences and Support Services	Biological and Biomedical Sciences	Social Sciences	
BABS education and earth sciences	Education	Physical Sciences		
chemical dependency Pyscholigy	Health Professions and Related Clinical Sciences	Psychology		
Counseling and Psychology	Health Professions and Related Clinical Sciences	Psychology		
Counseling and Social Justice	Health Professions and Related Clinical Sciences	Social Sciences		
Dietetics, Social Sciences	Health Professions and Related Clinical Sciences	Social Sciences		
Science, Political Economy	Multi/Interdisciplinary Studies	Social Sciences		
Psychology and Counseling	Psychology	Health Professions and Related Clinical Sciences		
Social sciences and Chemistry.	Social Sciences	Physical Sciences		

Curricular Visions

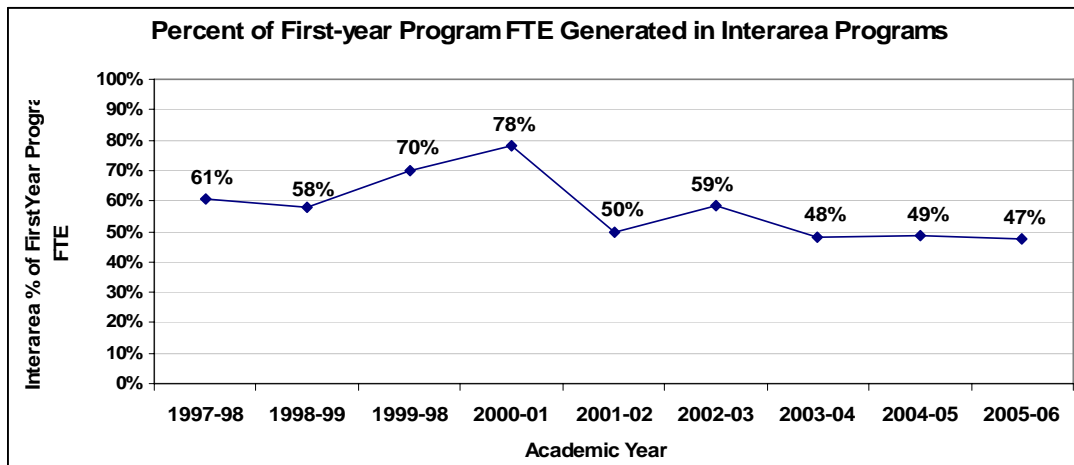
Selected Curriculum Trends 1997-98 to 2005-06

1. First-Year Fulltime Programs

There has been a shift in terms of where first-year slots are located in the full-time curriculum. Over this period, a growing proportion of first-years enrolled in All-level program seats compared to Core programs. By 2005-06, 48% of the first-year program FTE was generated in All-level and 47% was generated in Core programs.



Has this shift had implications for the amount of first-year FTE generated in Inter-area programs compared to FTE from programs taught within a single planning unit? The overall trend is that less first-year program FTE is generated in programs taught by inter-area faculty; however, this shift is not clearly attributable to the increase in all-level first-year programs. In fact, there has been quite a bit of annual variance in terms of the percent of all-level and Core programs that were taught by inter-area faculty.

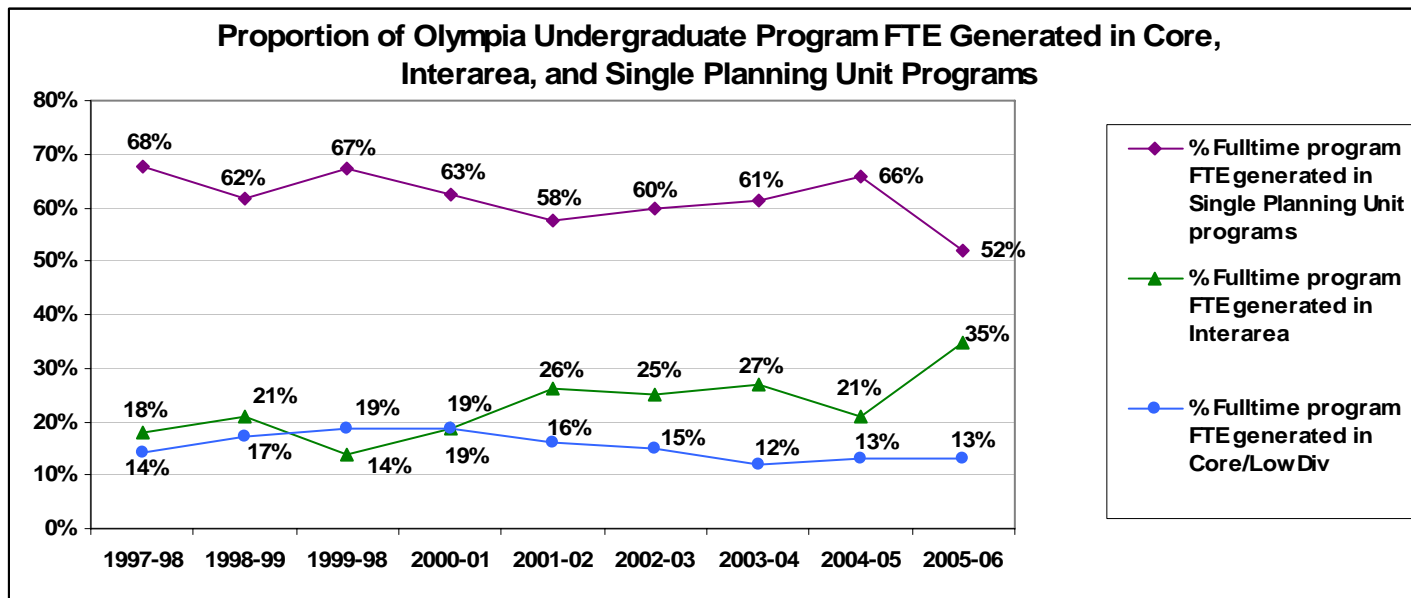


% of Core/LowDiv FTE that was Interarea	61.0%	58.9%	80.5%	89.3%	50.5%	69.5%	50.0%	62.6%	32.3%
% of First-year All-Level Program FTE that was Interarea	60.4%	54.1%	14.7%	35.0%	47.8%	39.2%	45.1%	37.3%	59.5%
% of TOTAL First-year Program FTE that was Interarea	60.8%	57.9%	69.7%	78.0%	49.7%	58.7%	47.9%	48.7%	47.4%

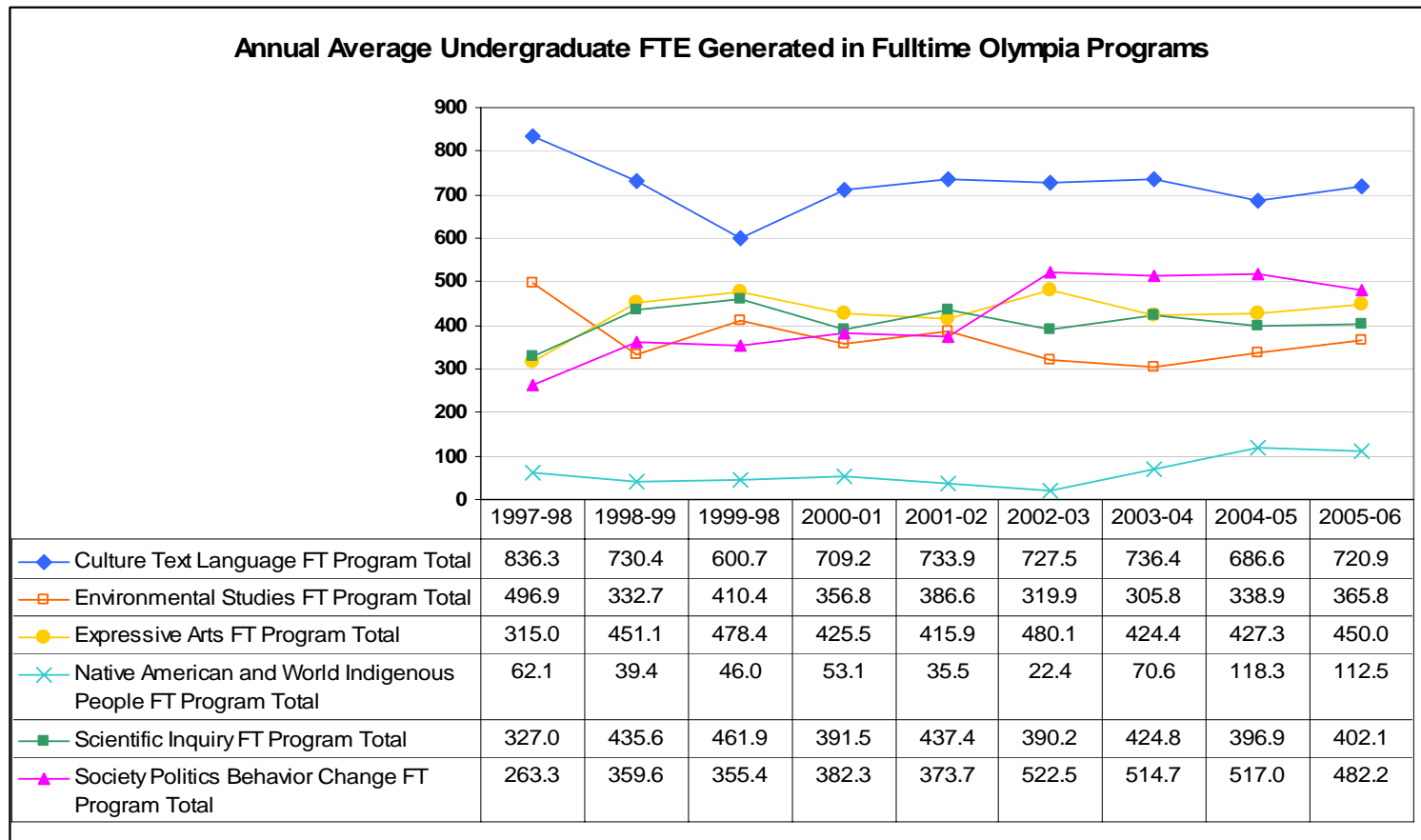
2. Olympia Fulltime Program FTE Distribution

Another way of exploring curricular trends is to look at the distribution of FTE generated in fulltime programs in terms of whether the programs were specifically Core programs, Interarea programs, or programs taught by faculty within a single planning unit. The raw FTE data is provided on the next page, and it is followed by a version of the data which shows the proportion of full-time program FTE in each planning unit that was generated through each type of program.

Generally speaking, more FTE is generated in single planning unit programs than in Core programs or non-Core Interarea programs. However, looking across the past nine years, there has been an increase in the proportion of fulltime program FTE generated through Interarea programs. Academic year 2005-06 was the high point in this time period in terms of program FTE generated in non-Core Interarea programs.



In looking across fulltime program FTE generated by each planning unit, a few general trends emerge. Culture, Text, and Language and Environmental Studies are generating less fulltime program FTE than they were at the beginning of this period. Society, Politics, Behavior, and Change and the Native American World Indigenous Peoples planning units are generating substantially more fulltime program FTE. Expressive Arts and Scientific Inquiry emerged from a low point in 1997-98 to a new higher level which continued over the next eight years.



Olympia Undergraduate Fulltime Program FTE Distribution by Planning Unit

Data notes: These data exclude courses, part-time programs, contracts, and internships taught by members of the unit; only full-time programs are explored in this analysis. Core, Interarea, and Lower Division program FTE is divided proportionally between the planning units of the faculty who taught in the program each quarter. Lower Division programs were specified for freshmen and sophomore students beginning in 2004-05, and their FTE's are included with Core enrollment in 2004-05 and 2005-06.

	1997-98	1998-99	1999-98	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CTL Core/LowDiv Program FTE	143.3	140.2	116.1	134.4	167.7	127.7	137.8	90.7	102.8
CTL Interarea Program FTE	187.6	153.1	62.1	145.4	145.0	213.5	108.0	210.2	216.0
All Other CTL FT program FTE	505.4	437.1	422.5	429.4	421.2	386.3	490.6	385.7	402.1
Culture Text Language FT Program Total	836.3	730.4	600.7	709.2	733.9	727.5	736.4	686.6	720.9
ES Core/LowDiv Program FTE	102.7	46.7	74.9	73.8	101.7	54.9	27.0	36.9	57.2
ES Interarea Program FTE	100.7	61.4	50.3	58.9	44.3	46.6	29.2	41.0	88.6
All Other ES FT program FTE	293.5	224.6	285.2	224.1	240.6	218.4	249.6	261.0	220.0
Environmental Studies FT Program Total	496.9	332.7	410.4	356.8	386.6	319.9	305.8	338.9	365.8
EA Core/LowDiv Program FTE	37.2	102.6	119.5	80.9	48.4	60.6	61.7	102.0	42.0
EA Interarea Program FTE	65.8	106.9	50.9	74.9	151.9	119.8	145.1	76.8	193.1
All Other EA FT program FTE	212.0	241.6	308.0	269.7	215.6	299.7	217.6	248.5	214.9
Expressive Arts FT Program Total	315.0	451.1	478.4	425.5	415.9	480.1	424.4	427.3	450.0
NAWIP Core/LowDiv Program FTE	0.0	0.0	0.0	12.7	7.6	0.0	0.0	0.0	6.5
NAWIP Interarea Program FTE	0.0	0.0	0.0	0.0	27.9	22.4	60.2	25.6	95.1
All Other NAWIP FT program FTE	62.1	39.4	46.0	40.4	0.0	0.0	10.4	92.7	10.9
Native American and World Indigenous People FT Program Total	62.1	39.4	46.0	53.1	35.5	22.4	70.6	118.3	112.5
SI Core/LowDiv Program FTE	17.6	62.8	50.1	39.1	27.4	34.8	39.4	7.1	38.1
SI Interarea Program FTE	41.9	61.1	97.2	61.1	124.2	57.9	86.7	52.4	75.3
All Other SI FT program FTE	267.5	311.7	314.6	291.3	285.8	297.5	298.7	337.4	288.7
Scientific Inquiry FT Program Total	327.0	435.6	461.9	391.5	437.4	390.2	424.8	396.9	402.1
SPBC Core/LowDiv Program FTE	29.2	55.4	81.3	95.2	30.0	91.7	28.6	88.5	88.3
SPBC Interarea Program FTE	21.1	106.6	66.5	91.0	134.5	159.8	234.8	118.5	213.9
All Other SPBC FT program FTE	213.0	197.6	207.6	196.1	209.2	271.0	251.3	310.0	180.0
Society Politics Behavior Change FT Program Total	263.3	359.6	355.4	382.3	373.7	522.5	514.7	517.0	482.2
TOTAL OLY FT PROGRAM FTE	2300.6	2348.8	2352.8	2318.4	2383.0	2462.6	2476.7	2485.0	2533.5

Proportion of Each Planning Unit's Total Fulltime Program FTE by Type of Program

	1997-98	1998-99	1999-98	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
CTL Core/LowDiv Program FTE	17.1%	19.2%	19.3%	19.0%	22.9%	17.6%	18.7%	13.2%	14.3%
CTL Interarea Program FTE	22.4%	21.0%	10.3%	20.5%	19.8%	29.3%	14.7%	30.6%	30.0%
All Other CTL FT program FTE	60.4%	59.8%	70.3%	60.5%	57.4%	53.1%	66.6%	56.2%	55.8%
ES Core/LowDiv Program FTE	20.7%	14.0%	18.3%	20.7%	26.3%	17.2%	8.8%	10.9%	15.6%
ES Interarea Program FTE	20.3%	18.5%	12.3%	16.5%	11.5%	14.6%	9.5%	12.1%	24.2%
All Other ES FT program FTE	59.1%	67.5%	69.5%	62.8%	62.2%	68.3%	81.6%	77.0%	60.1%
EA Core/LowDiv Program FTE	11.8%	22.7%	25.0%	19.0%	11.6%	12.6%	14.5%	23.9%	9.3%
EA Interarea Program FTE	20.9%	23.7%	10.6%	17.6%	36.5%	25.0%	34.2%	18.0%	42.9%
All Other EA FT program FTE	67.3%	53.6%	64.4%	63.4%	51.8%	62.4%	51.3%	58.2%	47.8%
NAWIP Core/LowDiv Program FTE	0.0%	0.0%	0.0%	23.9%	21.4%	0.0%	0.0%	0.0%	5.8%
NAWIP Interarea Program FTE	0.0%	0.0%	0.0%	0.0%	78.6%	100.0%	85.3%	21.6%	84.5%
All Other NAWIP FT program FTE	100.0%	100.0%	100.0%	76.1%	0.0%	0.0%	14.7%	78.4%	9.7%
SI Core/LowDiv Program FTE	5.4%	14.4%	10.8%	10.0%	6.3%	8.9%	9.3%	1.8%	9.5%
SI Interarea Program FTE	12.8%	14.0%	21.0%	15.6%	28.4%	14.8%	20.4%	13.2%	18.7%
All Other SI FT program FTE	81.8%	71.6%	68.1%	74.4%	65.3%	76.2%	70.3%	85.0%	71.8%
SPBC Core/LowDiv Program FTE	11.1%	15.4%	22.9%	24.9%	8.0%	17.6%	5.6%	17.1%	18.3%
SPBC Interarea Program FTE	8.0%	29.6%	18.7%	23.8%	36.0%	30.6%	45.6%	22.9%	44.4%
All Other SPBC FT program FTE	80.9%	54.9%	58.4%	51.3%	56.0%	51.9%	48.8%	60.0%	37.3%
TOTAL Core/LowDiv Program FTE	14.3%	17.4%	18.8%	18.8%	16.1%	15.0%	11.9%	13.1%	13.2%
TOTAL Interarea Program FTE	18.1%	20.8%	13.9%	18.6%	26.3%	25.2%	26.8%	21.1%	34.8%
TOTAL Single Planning Unit FT Program FTE	67.5%	61.8%	67.3%	62.6%	57.6%	59.8%	61.3%	65.8%	52.0%
TOTAL OLY FT PROGRAM FTE	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%