The Evergreen State College Academic Retreat 2016 - Table of Contents

Institutional Research and Assessment Source Data Info Sheet
Academic Retreat 2016

First-time, First-years (FTFY): Degree-seeking students entering Evergreen as their 1st college since high school completion.

Administrative Data from Banner: Fall quarter snapshot data from the Banner system is the source for most of the student demographics in the data handouts, as well as being the source of the retention analyses.

New Student Survey (NSS 2014): Evergreen's incoming student survey is administered every two years. The NSS 2014 are results from the entering FTFY and transfer classes for Fall 2014, who were surveyed from the May registration launch through the start of fall quarter. The survey collects incoming student expectations, goals, self-assessed skills, prior experiences, and demographics not otherwise available.

Non-Retained Student Survey: FTFY from either Fall 2012 or Fall 2013 who did not return for their 2nd Fall at Evergreen; these students were surveyed in Spring 2014. They rated the importance of factors in their decision to leave and also shared their primary reasons in their own words in narrative format.

Evergreen Student Experience Survey (ESES 2013 & 2015): Evergreen's student experience survey is administered every two years. Confidence analyses in these handouts represent the responses of new students who took the Experience Survey in spring quarter 2015 at the end of their 1st year. Note that students had to still be enrolled at Evergreen spring quarter in order to be invited to complete the survey, so these new students made it to their 3rd quarter here; students who had already left are not represented in these results. Dream program and student satisfaction analyses presented here are also derived from the ESES results for Olympia random sample population (new and continuing students) and Tacoma campus. Some analyses use combined 2013 and 2015 data in order to insure large enough populations for disaggregation.

National Survey of Student Engagement (NSSE 2014): A national survey in which Evergreen participates every two years. The survey collects data on the activities that research has linked to deeper student engagement and learning, and it allows comparison of the experiences of Evergreen First-year students with those from other public liberal arts colleges and a national comparison group of over 800 schools. NSSE 2014 results presented in these handouts are AY 2013-14 First-year and Senior students surveyed at the end of the school year in Spring 2014. The 2014 administration also included an optional module assessing Transferrable Skills.

End-of-Program Review: Trends from multiple years of this annual data collection about specific content areas addressed in programs. Faculty report the extent of divisional content areas present in their programs and the level at which they were taught. They also share information on activity related to critical thinking, writing, information technology, sustainability, oppression/privilege/difference, service learning, and academic statement/mentoring.

Transcript Review 2014: In August 2014, a group of faculty, staff, and students used the Expectations Coding Key established by the 2009 Transcript Assessment team to assess a random sample of 161 transcripts from the class of 2013. Transcripts were assessed in terms of evidence of whether and to what degree the graduates met the Expectations of an Evergreen Graduate.

Application Student Interest ↔ Curriculum Planned and Enrolled ↔Faculty Distribution

- **Fall 2015 Undergraduate Application for Admission:** stated interest areas for Olympia and Grays Harbor students who were admitted (Admitted Student Interest Area) and subsequently enrolled (Enrolled Student Interest Area) at Evergreen.
- **Curriculum:** Planned, enrolled, and unfilled Olympia UG curriculum from the 2014-15 academic year; includes programs, courses, internships (INT) and Individual Learning Contracts (ILC).
- **Projected Regular Faculty Lines** for the 2016-17 academic year in Olympia UG curriculum.
- **Adjunct Faculty Lines:** Adjunct lines teaching in Olympia Undergraduate curriculum from AY 2014-15.

Olympia Campus Demographic Statistics 2010-2015
Fall Quarter Statistics

Olympia Campus Head Count

Fall Quarter	2010	2011	2012	2013	2014	2015
Undergraduate Students	4227	4186	3922	3851	3640	3657
Graduate Students	344	327	316	311	341	318
Total Head Count	**4571**	**4513**	**4238**	**4162**	**3981**	**3975**

Undergraduate Student Detail for Olympia

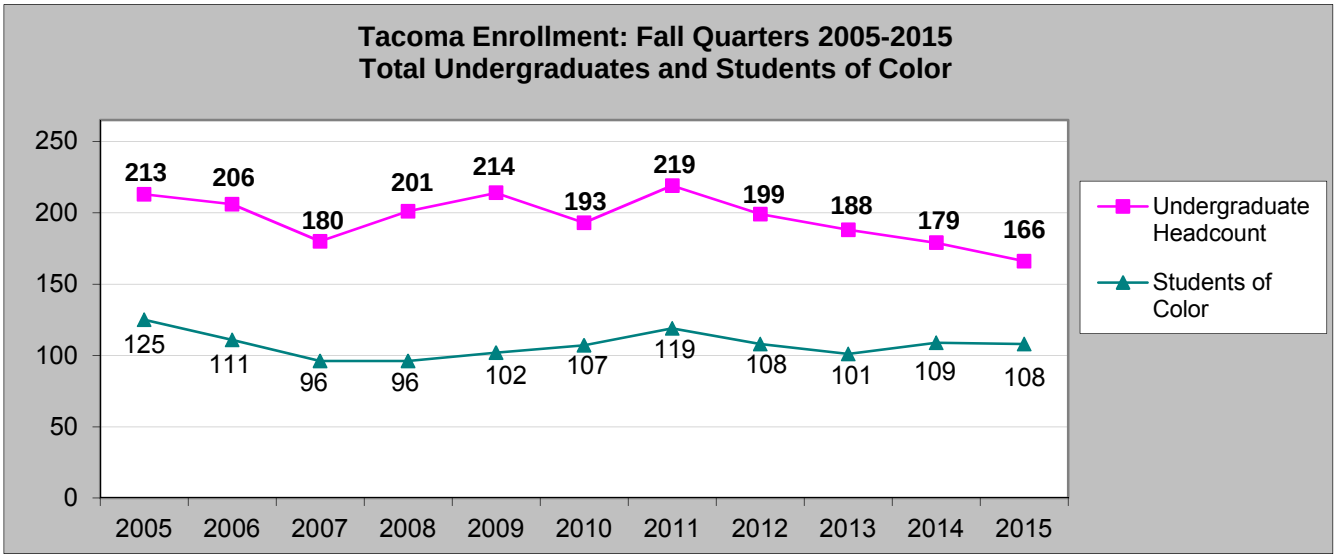
Fall Quarter	2010	2011	2012	2013	2014	2015
Undergraduate Head Count	4227	4186	3922	3851	3640	3657
Male N	1989	1975	1886	1831	1704	1654
	47%	47%	48%	48%	47%	45%
Female N	2238	2211	2036	2021	1936	2003
	53%	53%	52%	52%	53%	55%
Race Summary	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
White, Non-Hispanic	3055	2955	2718	2603	2439	2464
Students of Color	757	814	820	871	861	963
Unknown	415	417	384	377	340	230
% Students of Color	***18%***	***19%***	***21%***	***23%***	***24%***	***26%***
v2. Racial Ethnic Subcategories presented below are mutually exclusive. Students are rolled into a single category.						
Hispanic/Latino, of any race	222	265	259	281	291	364
Black, Non-hispanic	130	134	134	148	139	121
American Indian, Non-hisp.	106	66	57	63	62	56
Asian, Non-hispanic	126	119	112	97	91	111
Pacific Islander, Non-hisp.	16	11	17	12	12	13
Multiracial, Non-hispanic	157	219	241	270	266	298
White/Caucasian, Non-hisp.	3055	2955	2718	2603	2439	2464
Unknown	415	417	384	377	340	230
v3. Racial Ethnic Subcategories presented below are <u>NOT</u> mutually exclusive. Students can identify in more than one category.						
Hispanic/Latino	222	265	259	281	291	364
Black/African-American	183	212	228	254	252	257
Amer. Indian/Alaskan Native	157	173	158	193	188	196
Asian	205	222	237	220	205	237
Pacific Islander/Nat.Hawaiian	23	21	35	39	43	47
White/Caucasian	3270	3266	3055	2977	2805	2911
Average Age	25	25	25	25	25	24
Median Age	21	22	22	22	22	22
Non-traditional Age (24+)	1416	1463	1363	1389	1295	1256
	33%	35%	35%	36%	36%	34%
Full-time (12-20 credits)	3794	3814	3607	3532	3324	3379
	90%	91%	92%	92%	91%	92%
Part-time (Less than 12 credits)	433	372	315	319	316	278
	10%	9%	8%	8%	9%	8%

Fall Quarter - Undergrad	2010	2011	2012	2013	2014	2015
Washington Residents	3061 72%	3049 73%	2882 73%	2860 74%	2680 74%	2678 73%
Nonresidents	1166 28%	1137 27%	1040 27%	991 26%	960 26%	979 27%
Below Federal Poverty Level	1488 35%	1606 38%	1471 38%	1652 43%	1551 43%	1516 41%
Low Income (≤150% federal poverty level)	1732 41%	1847 44%	1848 47%	1898 49%	1754 48%	1740 48%
First Generation Baccalaureate (per FAFSA or application)	1149 27%	1142 27%	1098 28%	1187 31%	1099 30%	1054 29%
Veterans	87 2%	130 3%	138 4%	154 4%	173 5%	185 5%
Disability (reported)	304 7%	285 7%	268 7%	264 7%	324 9%	343 9%
Disability (documented)	281 7%	257 6%	237 6%	209 5%	231 6%	234 6%
Regular (Degree-seeking)	4056 96%	4090 98%	3851 98%	3782 98%	3566 98%	3606 99%
Special	171 4%	96 2%	71 2%	69 2%	74 2%	51 1%

Tacoma Program

Fall Quarter Student Enrollment Demographics

Fall 2010 - Fall 2015



Fall Quarter	2010	2011	2012	2013	2014	2015
Undergraduate Headcount	**193**	**219**	**199**	**188**	**179**	**166**
Male	53 27%	55 25%	50 25%	56 30%	62 35%	56 34%
Female	140 73%	164 75%	149 75%	132 70%	117 65%	110 66%
Race Summary						
White, Non-Hispanic, Not Multi-racial	79	87	80	80	63	54
Students of Color	107	119	108	101	109	108
Unknown	7	13	11	7	7	4
% Students of Color	***55%***	***54%***	***54%***	***54%***	***61%***	***65%***
v2. Racial Ethnic Subcategories presented below are mutually exclusive. Students are rolled into a single category.						
Hispanic/Latino, of any race	15	18	13	11	12	16
Black, Non-hispanic	69	70	66	63	73	69
American Indian/Alaskan Native, Non-hispanic	8	7	4	3	4	4
Asian, Non-hispanic	2	5	4	5	2	4
Pacific Islander/Native Hawaiian, Non-hispanic	3	2	2	2	1	1
Multiracial, Non-hispanic	10	17	19	17	17	14
White/Caucasian, Non-hispanic	79	87	80	80	63	54
Unknown	7	13	11	7	7	4
v3. Racial Ethnic Subcategories presented below are NOT mutually exclusive. Students can identify in more than one category.						
Hispanic/Latino	15	18	13	11	12	16
Black/African-American	78	84	82	77	86	80
American Indian/Alaskan Native	9	16	14	9	10	8
Asian	4	9	7	8	10	10
Pacific Islander/Native Hawaiian	5	4	2	2	1	1
White/Caucasian	90	107	101	98	79	73

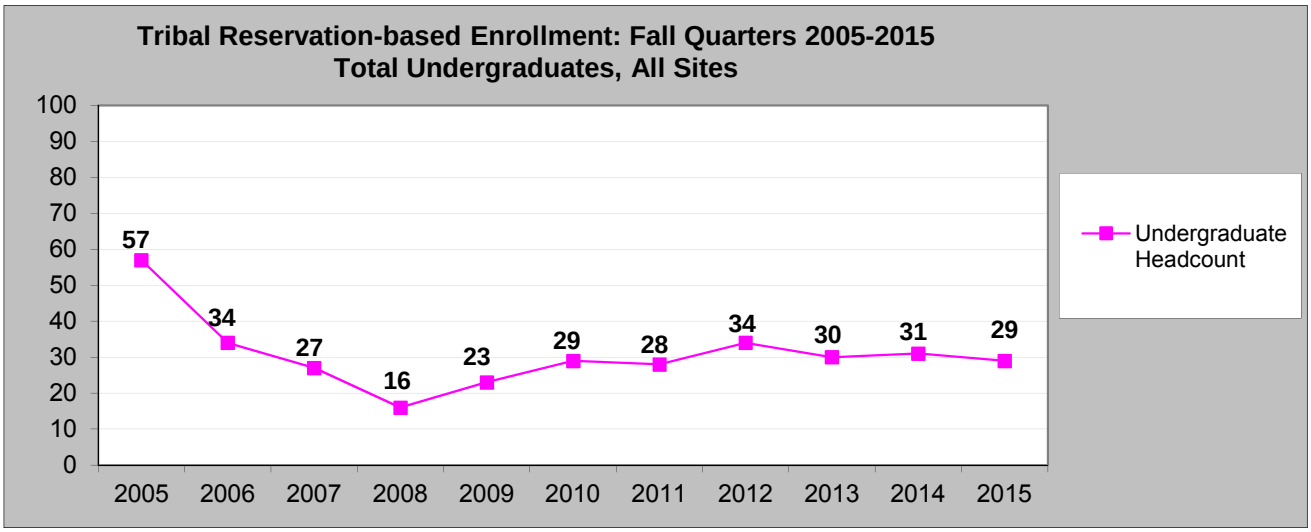
Fall Quarter	2010	2011	2012	2013	2014	2015
Washington Residents	192 99%	219 100%	198 99%	188 100%	175 98%	165 99%
Nonresidents	1 1%	0 0%	1 1%	0 0%	4 2%	1 1%
Average Age	38	38	37	38	38	38
Non-traditional Age (24 or older)	182 94%	198 90%	178 89%	174 93%	166 93%	157 95%
Below Federal Poverty Level	148 77%	168 77%	143 72%	147 78%	147 82%	130 78%
Low Income (≤ 150% of federal poverty level)	156 81%	181 83%	157 79%	152 81%	152 85%	139 84%
First Generation Baccalaureate (per FAFSA or application)	107 55%	122 56%	108 54%	94 50%	96 54%	79 48%
Disability (reported)	22 11%	22 10%	15 8%	14 7%	21 12%	23 14%
Veterans	18 9%	12 5%	12 6%	12 6%	18 10%	18 11%
New Students (Degree-seeking)	90 47%	80 37%	79 40%	67 36%	55 31%	60 36%
Continuing Students (Degree-seeking)	102 53%	139 63%	120 60%	121 64%	124 69%	106 64%
Special (Not Matriculated)	1 1%	0 0%	0 0%	0 0%	0 0%	0 0%
Full-time (12-20 credits)	189 98%	214 98%	195 98%	188 100%	177 99%	158 95%
Part-time (Less than 12 credits)	4 2%	5 2%	4 2%	0 0%	2 1%	8 5%
Fall Credit Hour Detail	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
2-4 credits	0	0	1	0	0	0
5-8 credits	4	0	1	0	0	3
9-11 credits	0	5	2	0	2	5
12-15 credits	50	49	49	24	10	3
16 credits	132	147	135	158	162	152
17-18 credits	4	13	8	3	4	2
19-20 credits	3	5	3	3	1	1
% at 16 or more credits	72%	75%	73%	87%	93%	93%

Tribal: Reservation-based Programs

Fall Quarter Student Enrollment Demographics

Fall 2010 - Fall 2015

[Evergreen enrollment only – Northwest Indian College, Grays Harbor Bridge Program, and UCNPS-Tulalip students are not included]



Fall Quarter	2010	2011	2012	2013	2014	2015
Undergraduate Headcount	**29**	**28**	**34**	**30**	**31**	**29**
Male	6 21%	9 32%	6 18%	9 30%	7 23%	8 28%
Female	23 79%	19 68%	28 82%	21 70%	24 77%	21 72%
Race Summary						
White, Non-Hispanic, Not Multi-racial	2	0	2	2	2	1
Students of Color	27	27	31	28	29	28
Unknown	0	1	1	0	0	0
% Students of Color	***93%***	***96%***	***91%***	***93%***	***94%***	***97%***
v2. Racial Ethnic Subcategories presented below are mutually exclusive. Students are rolled into a single category.						
Hispanic/Latino, of any race	1	2	3	1	3	3
Black, Non-hispanic	2	1	1	0	0	0
American Indian/Alaskan Native, Non-hispanic	24	22	22	20	20	20
Asian, Non-hispanic	0	0	1	0	0	0
Pacific Islander/Native Hawaiian, Non-hispanic	0	0	0	0	0	0
Multiracial, Non-hispanic	0	2	4	7	6	5
White/Caucasian, Non-hispanic	2	0	2	2	2	1
Unknown	0	1	1	0	0	0
v3. Racial Ethnic Subcategories presented below are <u>NOT</u> mutually exclusive. Students can identify in more than one category.						
Hispanic/Latino	1	2	3	1	3	3
Black/African-American	2	1	2	2	1	1
American Indian/Alaskan Native	24	24	27	28	28	27
Asian	0	1	2	1	1	2
Pacific Islander/Native Hawaiian	0	0	0	0	0	0
White/Caucasian	2	2	5	6	7	5

Fall Quarter	2010	2011	2012	2013	2014	2015
Washington Residents	28 97%	26 93%	34 100%	30 100%	30 97%	29 100%
Nonresidents	1 3%	2 7%	0 0%	0 0%	1 3%	0 0%
Average Age	40	42	38	40	40	43
Non-traditional Age (24 or older)	27 93%	28 100%	30 88%	29 97%	31 100%	29 100%
Below Federal Poverty Level	12 41%	16 57%	18 53%	14 47%	12 39%	13 45%
Low Income (≤ 150% of federal poverty level)	14 48%	18 64%	24 71%	15 50%	15 48%	15 52%
First Generation Baccalaureate (per FAFSA or application)	11 38%	14 50%	16 47%	16 53%	17 55%	14 48%
Disability (reported)	0 0%	1 4%	0 0%	1 3%	0 0%	0 0%
Veterans	1 3%	1 4%	0 0%	1 3%	0 0%	1 3%
New Students (Degree-seeking)	12 41%	10 36%	14 41%	8 27%	16 52%	9 31%
Continuing Students (Degree-seeking)	16 55%	18 64%	19 56%	21 70%	15 48%	20 69%
Special (Not Matriculated)	1 3%	0 0%	1 3%	1 3%	0 0%	0 0%
Full-time (12-20 credits)	27 93%	28 100%	32 94%	29 97%	31 100%	29 100%
Part-time (Less than 12 credits)	2 7%	0 0%	2 6%	1 3%	0 0%	0 0%

Tribal Site Program Enrollment Detail

Fall Quarter Student Headcount 2010-2015

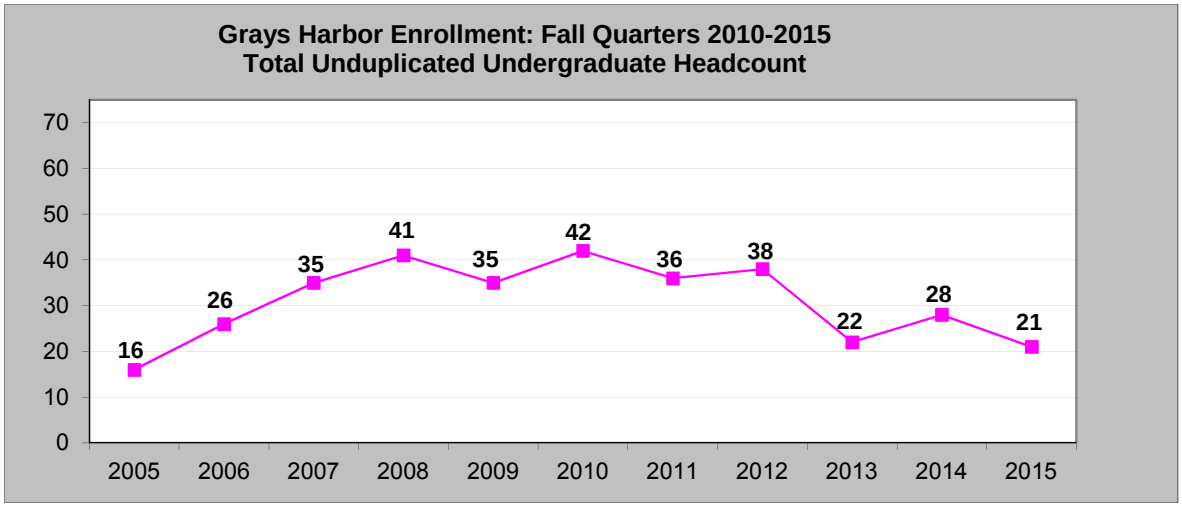
Fall Qtr Headcount	2010	2011	2012	2013	2014	2015
Chehalis					9	6
Lower Elwha						
Muckleshoot	6	11	8	5		4
Nisqually	10	8	6	8	8	10
Peninsula College			8	7	5	8
Port Gamble/ S'Klallam	6	4	6	7	9	
Quinault	7	5	6	3		
Skokomish						
Weekend Strand(s) Only – (OLY)						
TOTAL Tribal: Reservation-based Headcount Fall Qtr	29	28	34	30	31	28

Note: Headcount in this table is actual 10th day enrollment in Tribal: Reservation-based programs, not based on students' campus codes.

Grays Harbor Program

Fall Quarter Student Enrollment Demographics

Fall 2010 - Fall 2015



Fall Quarter	2010	2011	2012	2013	2014	2015
Undergraduate Headcount*	**42**	**36**	**38**	**22**	**30**	**21**
Male	12 29%	11 31%	9 24%	6 27%	10 33%	6 29%
Female	30 71%	25 69%	29 76%	16 73%	20 67%	15 71%
Race Summary						
White, Non-Hispanic, Not Multi-racial	31	26	25	18	26	19
Students of Color	9	9	11	3	4	1
Unknown	2	1	2	1	0	1
% Students of Color	***21%***	***25%***	***29%***	***14%***	***13%***	***5%***
v2. Racial Ethnic Subcategories presented below are mutually exclusive. Students are rolled into a single category.						
Hispanic/Latino, of any race	4	3	2	0	1	1
Black, Non-hispanic	0	1	2	2	1	0
American Indian/Alaskan Native, Non-hispanic	4	2	1	0	0	0
Asian, Non-hispanic	0	0	1	0	0	0
Pacific Islander/Native Hawaiian, Non-hispanic	0	0	0	0	0	0
Multiracial, Non-hispanic	1	3	5	1	2	0
White/Caucasian, Non-hispanic	31	26	25	18	26	19
Unknown	2	1	2	1	0	1
v3. Racial Ethnic Subcategories presented below are <u>NOT</u> mutually exclusive. Students can identify in more than one category.						
Hispanic/Latino	4	3	2	0	1	1
Black/African-American	0	1	2	2	1	0
American Indian/Alaskan Native	5	5	6	1	2	0
Asian	0	0	2	0	0	0
Pacific Islander/Native Hawaiian	0	0	0	0	0	0
White/Caucasian	33	31	31	19	29	20

** Headcount based on enrollment in Grays Harbor curriculum, not necessarily student campus code.*

Fall Quarter	2010	2011	2012	2013	2014	2015
Washington Residents	42 100%	36 100%	38 100%	22 100%	27 90%	21 100%
Nonresidents	0 0%	0 0%	0 0%	0 0%	3 10%	0 0%
Average Age	37	40	40	43	36	40
Non-traditional Age (24 or older)	38 90%	33 92%	38 100%	22 100%	24 80%	19 90%
Below Federal Poverty Level	27 64%	32 89%	33 87%	20 91%	22 73%	16 76%
Low Income (≤ 150% of federal poverty level)	31 74%	33 92%	36 95%	20 91%	22 73%	16 76%
First Generation Baccalaureate (per FAFSA or application)	31 74%	25 69%	22 58%	14 64%	18 60%	15 71%
Disability (reported)	2 5%	0 0%	2 5%	1 5%	3 10%	2 10%
Veterans	0 0%	1 3%	1 3%	2 9%	4 13%	4 19%
New Students (Degree-seeking)	15 36%	15 42%	15 39%	9 41%	6 20%	11 52%
Continuing Students (Degree-seeking)	25 60%	21 58%	23 61%	13 59%	22 73%	10 48%
Special (Not Matriculated)	2 5%	0 0%	0 0%	0 0%	2 7%	0 0%
Full-time at Evergreen (12-20 credits)	38 90%	36 100%	38 100%	19 86%	25 83%	20 95%
Part-time at Evergreen (Less than 12 credits)	4 10%	0 0%	0 0%	3 14%	5 17%	1 5%
Self-sustaining	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**
TESC employee waiver	0	0	0	0	0	0
State Classified waiver	0	0	0	0	1	0

** Headcount based on enrollment in Grays Harbor curriculum, not necessarily student campus code.*

Masters of Environmental Studies
Demographics of Enrolled Students Fall Quarters 2010 to 2015

Fall Quarter *	2010	2011	2012	2013	2014	2015
TOTAL STUDENT HEADCOUNT	**86**	**96**	**93**	**90**	**91**	**91**
Male	43	48	42	30	30	25
Female	43	48	51	60	61	66
% Female	*50.0%*	*50.0%*	*54.8%*	*66.7%*	*67.0%*	*72.5%*
Race Summary						
White, Non-Hispanic, Not Multi-racial	72	80	82	72	73	72
Students of Color	8	12	9	15	14	14
Not Indicated	6	4	2	3	4	5
% Students of Color	*9.3%*	*12.5%*	*9.7%*	*16.7%*	*15.4%*	*15.4%*
v2. Racial Ethnic Subcategories presented below are mutually exclusive. Students are rolled into a single category.						
Hispanic/Latino, of any race	3	4	3	4	5	6
Black, Non-hispanic	1	2	1	2	0	1
American Indian/Alaskan Native, Non-hispanic	0	0	1	3	3	3
Asian, Non-hispanic	3	3	1	2	2	2
Pacific Islander/Native Hawaiian, Non-hispanic	1	1	0	0	0	0
Multiracial, Non-hispanic	0	2	3	4	4	2
White/Caucasian, Non-hispanic	72	80	82	72	73	72
Unknown	6	4	2	3	4	5
v3. Racial Ethnic Subcategories presented below are NOT mutually exclusive. Students can identify in more than one category.						
Hispanic/Latino	3	4	3	4	5	6
Black/African-American	1	3	2	3	1	1
American Indian/Alaskan Native	0	2	3	4	4	4
Asian	3	3	2	6	6	3
Pacific Islander/Native Hawaiian	1	1	0	0	0	1
White/Caucasian	73	84	86	78	80	77
Average Age	32	32	31	31	30	30
Washington Resident	71	80	73	66	67	72
Non-resident	15	16	20	24	24	19
% Washington Resident	*82.6%*	*83.3%*	*78.5%*	*73.3%*	*73.6%*	*79.1%*
Regular (degree-seeking)	84	95	89	90	91	91
Special (non-matriculated)	2	1	4	0	0	0
Below Federal Poverty Level	38	61	53	53	52	62
	44.2%	*63.5%*	*57.0%*	*58.9%*	*57.1%*	*68.1%*
Low Income (≤ 150% of federal poverty level)	43	68	58	57	63	69
	50.0%	*70.8%*	*62.4%*	*63.3%*	*69.2%*	*75.8%*
First Generation baccalureate (per FAFSA or application)	7	14	11	18	17	20
	8.1%	*14.6%*	*11.8%*	*20.0%*	*18.7%*	*22.0%*
Disability (reported)	4	5	5	2	10	8
	4.7%	*5.2%*	*5.4%*	*2.2%*	*11.0%*	*8.8%*
Veterans	2	2	6	8	7	6
	2.3%	*2.1%*	*6.5%*	*8.9%*	*7.7%*	*6.6%*

**Source: updated per PCHEES snapshots*

Masters in Teaching
Demographics of Enrolled Students Fall Quarters 2010 to 2015

Fall Quarter*	2010	2011	2012	2013	2014	2015
TOTAL STUDENT HEADCOUNT	**81**	**84**	**65**	**68**	**73**	**62**
Male	29	26	21	22	30	25
Female	52	58	44	46	43	37
% Female	*64.2%*	*69.0%*	*67.7%*	*67.6%*	*58.9%*	*59.7%*
Race Summary						
White, Non-Hispanic, Not Multi-racial	66	65	45	53	63	47
Students of Color	12	15	16	11	8	13
Not Indicated	3	4	4	4	2	2
% Students of Color	*14.8%*	*17.9%*	*24.6%*	*16.2%*	*11.0%*	*21.0%*
v2. Racial Ethnic Subcategories presented below are mutually exclusive. Students are rolled into a single category.						
Hispanic/Latino, of any race	3	6	7	4	3	7
Black, Non-hispanic	2	2	5	2	1	0
American Indian/Alaskan Native, Non-hispanic	5	1	0	0	1	2
Asian, Non-hispanic	1	2	2	1	1	1
Pacific Islander/Native Hawaiian, Non-hispanic	0	0	0	0	0	0
Multiracial, Non-hispanic	1	4	2	4	2	3
White/Caucasian, Non-hispanic	66	65	45	53	63	47
Unknown	3	4	4	4	2	2
v3. Racial Ethnic Subcategories presented below are NOT mutually exclusive. Students can identify in more than one category.						
Hispanic/Latino	3	6	7	4	3	7
Black/African-American	2	3	7	4	1	0
American Indian/Alaskan Native	5	5	2	2	2	2
Asian	2	3	3	2	3	5
Pacific Islander/Native Hawaiian	0	0	0	0	0	0
White/Caucasian	67	73	49	57	67	55
Average Age	30	30	31	30	30	28
Washington Resident	76	81	61	67	71	58
Non-resident	5	3	4	1	2	4
% Washington Resident	*93.8%*	*96.4%*	*93.8%*	*98.5%*	*97.3%*	*93.5%*
Regular (degree-seeking)	81	84	65	68	73	62
Special (non-matriculated)	0	0	0	0	0	0
**Source: updated per PCHEES snapshots*						
Below Federal Poverty Level	53 *65.4%*	58 *69.0%*	48 *73.8%*	50 *73.5%*	48 *65.8%*	46 *74.2%*
Low Income (≤ 150% of federal poverty level)	58 *71.6%*	66 *78.6%*	51 *78.5%*	52 *76.5%*	54 *74.0%*	50 *80.6%*
First Generation baccalureate (per FAFSA or application)	7 *8.6%*	14 *16.7%*	13 *20.0%*	21 *30.9%*	28 *38.4%*	17 *27.4%*
Disability (reported)	4 *4.9%*	7 *8.3%*	4 *6.2%*	4 *5.9%*	4 *5.5%*	4 *6.5%*
Veterans	2 *2.5%*	0 *0.0%*	2 *3.1%*	3 *4.4%*	3 *4.1%*	3 *4.8%*

Masters of Public Administration

Demographics of Enrolled MPA Students Fall Quarters 2010 to 2015

Fall Quarter*	2010	2011	2012	2013	2014	2015
TOTAL STUDENT HEADCOUNT	**152**	**137**	**156**	**153**	**177**	**165**
**Source: updated per PCHEES 10th day snapshots*	30 TRIBAL 122 GENERAL	31 TRIBAL 106 GENERAL	29 TRIBAL 127 GENERAL	26 TRIBAL 127 GENERAL	34 TRIBAL 143 GENERAL	27 TRIBAL 138 GENERAL
Male	51	50	56	50	55	54
Female	101	87	100	103	122	111
% Female	*66.4%*	*63.5%*	*64.1%*	*67.3%*	*68.9%*	*67.3%*
Race Summary						
White, Non-Hispanic, Not Multi-racial	87	79	98	94	105	95
Students of Color	60	55	55	56	69	62
Not Indicated	5	3	3	3	3	8
% Students of Color	*39.5%*	*40.1%*	*35.3%*	*36.6%*	*39.0%*	*37.6%*
v2. Racial Ethnic Subcategories presented below are mutually exclusive. Students are rolled into a single category.						
Hispanic/Latino, of any race	13	9	11	9	14	12
Black, Non-hispanic	13	8	7	9	13	15
American Indian/Alaskan Native, Non-hispanic	23	23	24	22	19	16
Asian, Non-hispanic	6	5	5	6	6	4
Pacific Islander/Native Hawaiian, Non-hispanic	4	5	4	0	0	0
Multiracial, Non-hispanic	1	5	4	10	17	15
White/Caucasian, Non-hispanic	87	79	98	94	105	95
Unknown	5	3	3	3	3	8
v3. Racial Ethnic Subcategories presented below are NOT mutually exclusive. Students can identify in more than one category.						
Hispanic/Latino	13	9	11	9	14	12
Black/African-American	13	8	7	12	18	20
American Indian/Alaskan Native	25	25	27	31	33	27
Asian	7	8	7	7	8	5
Pacific Islander/Native Hawaiian	5	6	4	1	1	1
White/Caucasian	91	86	104	107	131	116
Average Age	36	37	37	38	37	36
Median Age	33	34	34	34	34	33
Washington Resident	146	129	147	152	174	162
Non-resident	6	8	9	1	3	3
% Washington Resident	*96.1%*	*94.2%*	*94.2%*	*99.3%*	*98.3%*	*98.2%*
Regular (degree-seeking)	140	135	145	150	170	158
Special (non-matriculated)	12	2	11	3	7	7
Below Federal Poverty Level	36 *23.7%*	36 *26.3%*	57 *36.5%*	62 *40.5%*	74 *41.8%*	64 *38.8%*
Low Income (≤ 150% of federal poverty level)	48 *31.6%*	54 *39.4%*	72 *46.2%*	82 *53.6%*	90 *50.8%*	80 *48.5%*
First Generation baccalureate (per FAFSA or application)	37 *24.3%*	43 *31.4%*	42 *26.9%*	41 *26.8%*	40 *22.6%*	50 *30.3%*
Disability (reported)	2 *1.3%*	3 *2.2%*	4 *2.6%*	4 *2.6%*	9 *5.1%*	8 *4.8%*
Veterans	10 *6.6%*	12 *8.8%*	11 *7.1%*	12 *7.8%*	17 *9.6%*	18 *10.9%*

Top 5 Goals for College

First-time, First-years

Personal growth and development (97%*)
Gaining depth or expertise in a particular field (95%)
Gaining an understanding of a broad range of ideas and fields of study (93%)
Developing creative and effective communication skills (93%)
Getting a job of your choice or making a career change (90%)

Transfers

Personal growth and development (97%)
Gaining depth or expertise in a particular field (94%)
Developing creative and effective communication skills (94%)
Getting a job of your choice or making a career change (87%)
Helping others or contributing to the community (87%)

**Percent of students who indicated that the goal is important or very important.*

Top 5 Assets of Evergreen

First-time, First-years

Natural surroundings/campus environment (92%**)
Opportunity to design my own education (91%)
Ability to study one subject or theme through multiple disciplines or perspectives (interdisciplinary learning) (90%)
Ability to study in a specific field or discipline of my choice (89%)
Ability to take integrated programs instead of individual classes (88%)

Transfers

Opportunity to design my own education (90%)
Natural surroundings/campus environment (88%)
Ability to study in a specific field or discipline of my choice (88%)
Ability to study one subject or theme through multiple disciplines or perspectives (interdisciplinary learning) (86%)
Close contact with faculty/student-to-faculty ratio (85%)

***Percent responding that the attribute was a "pro" when considering Evergreen.*

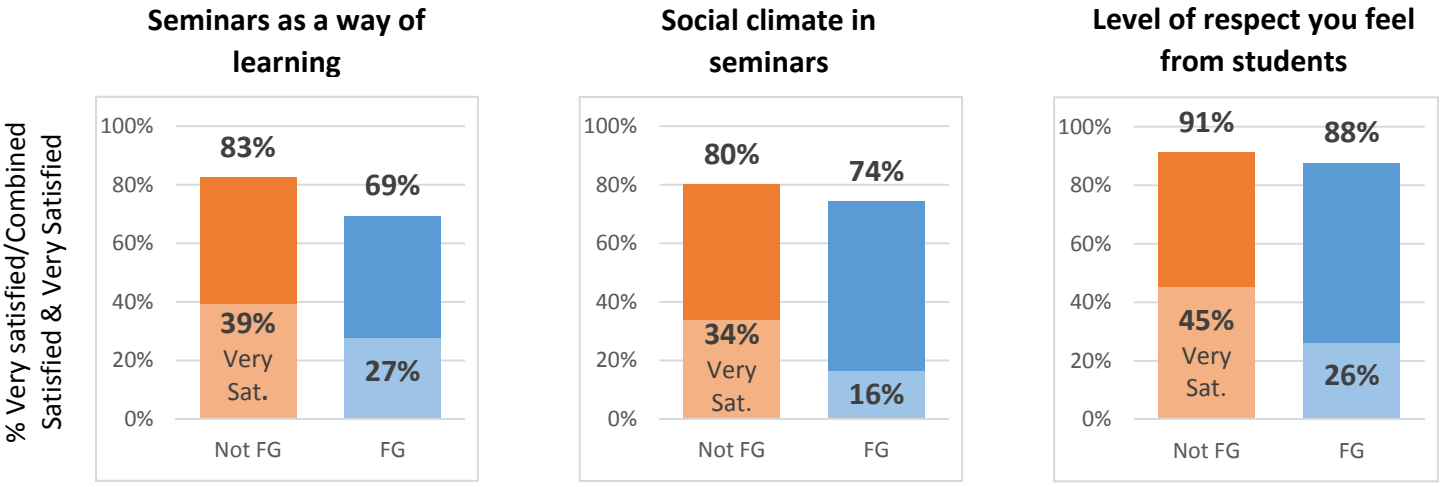
On the 2015 Student Experience Survey students were asked to indicate their level of satisfaction with 26 different aspects of their education.

First-Generation - Olympia Campus (n=199)

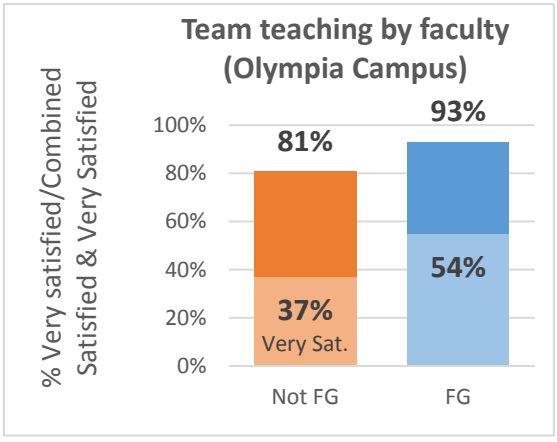
The four aspects with the highest levels of satisfaction are the same for Olympia students who are First-Generation and those who are not First-Generation.

- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Interdisciplinary approach to education
- Level of respect you feel from other campus staff

There are four significant* differences in satisfaction between First-Generation Olympia students and others. First-Generation Olympia students have *lower* levels of satisfaction with Seminars as a way of learning, Social climate in seminars, and the Level of respect they feel from other students (as seen in the charts below).



First-Generation students have significantly* *higher* levels of satisfaction with Team teaching by faculty than Not First-Generation students.



Olympia First-time, First-years (n=78)

There are no significant differences between First-Generation/Not First-Generation First-time, First-year students' level of satisfaction with any aspect of their education.

Tacoma (n=46)

Tacoma First-Generation and Not First-Generation students report similar levels of satisfaction with the different aspects of education asked about on the survey. The only significant difference* is that Tacoma First-Generation students have *higher* levels of satisfaction with the Level of respect they feel from other students. 100% of Tacoma First-Generation students are Satisfied or Very Satisfied with the level of respect they feel from students (versus 72% for Not First-Generation Tacoma students).

*Differences are statistically significant at p<.05

On the Student Experience Survey (SES) students were asked to indicate their level of satisfaction with 26 different aspects of their education (Very Satisfied, Satisfied, Dissatisfied, and Very Dissatisfied). These are the results from the 2015 Olympia Campus Random Sample.

Female and male students have varying levels of satisfaction with different aspects of their education.

Female students (n=126) are most satisfied with:

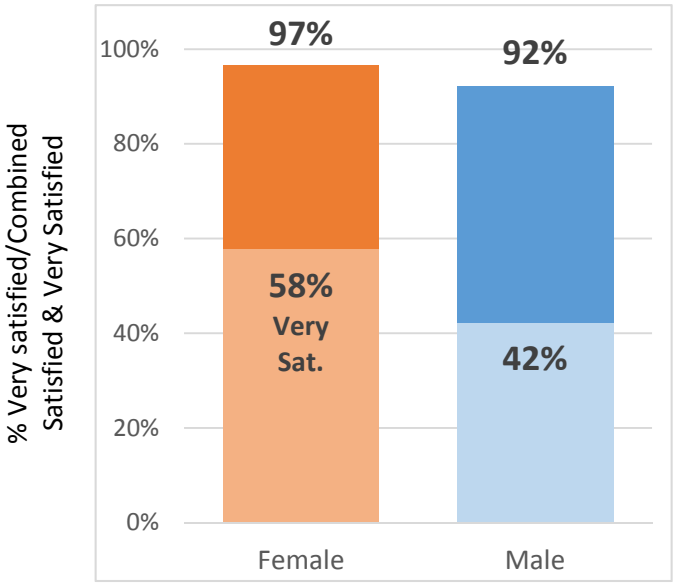
- Interdisciplinary approach to education
- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Level of respect you feel from other campus staff
- Availability of faculty outside of class

Male students (n=64) are most satisfied with:

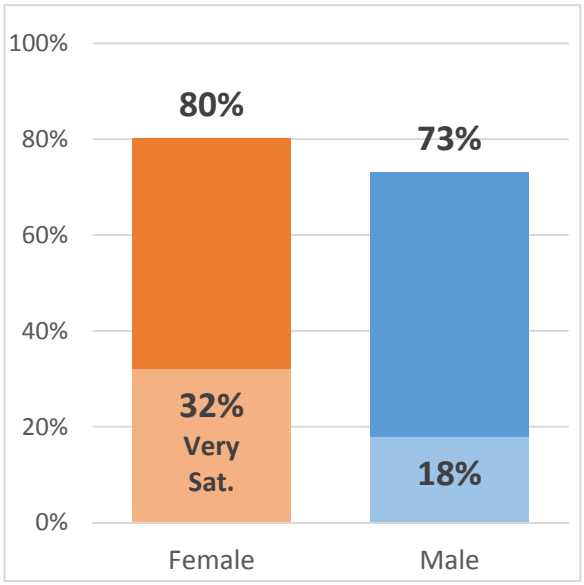
- Overall quality of instruction
- Interdisciplinary approach to education
- Team teaching by faculty
- Relevance of academic assignments
- Availability of faculty outside of class

There are two areas where female students have significantly higher mean levels of satisfaction* than males. 97% of female students are satisfied or very satisfied with Interdisciplinary approach to education versus 92% of males. The difference is more apparent between male and female students who were very satisfied, 58% of female students were very satisfied versus 42% of males. Females also have significantly higher levels of satisfaction with the Social Climate in Seminar. 80% of female students are satisfied or very satisfied with Social Climate in Seminar versus 73% of males. 32% of female students were very satisfied versus 18% of males.

Interdisciplinary Approach to Education



Social Climate in Seminars



Satisfaction results were disaggregated for First-time, First-years and the Tacoma Campus; no significant differences were found.

*Differences significant at p<.05
Office of Institutional Research and Assessment

On the Student Experience Survey (SES) students are asked to indicate their level of satisfaction with 26 different aspects of their education (Very Satisfied, Satisfied, Dissatisfied, and Very Dissatisfied). These are results from the 2015 Olympia Campus Random Sample.

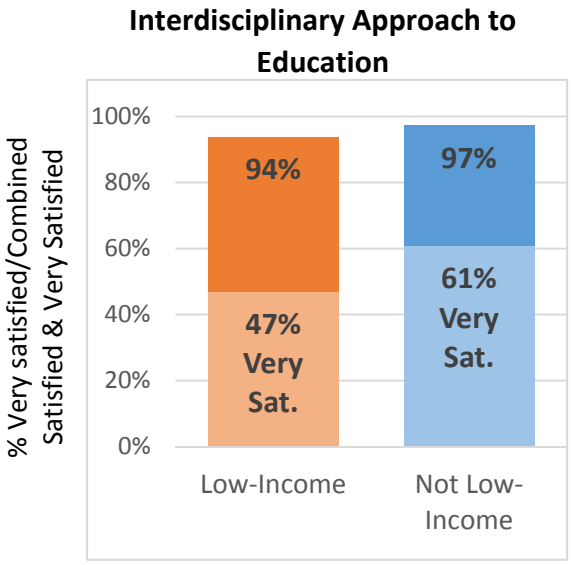
Low-Income students had the same top 5 aspects of their education as Not Low-Income students.

- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Interdisciplinary approach to education
- Level of respect you feel from other campus staff
- Availability of faculty outside of class

Differences between Low-Income (n=77) and Not Low-Income (n=117) Students

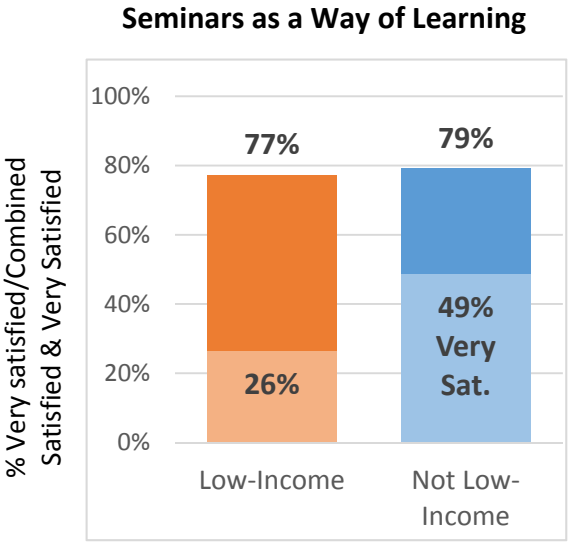
Interdisciplinary Approach to Education

Low-Income students had significantly lower mean levels of satisfaction* with Interdisciplinary Approach to Education. 94% of Low-Income students were satisfied or very satisfied, 3 percentage points lower than Not Low-Income students. The percentage of Not Low-Income students who were very satisfied was higher than the percent of Low-Income students who were very satisfied (61% vs 47%).



Seminars

Low-Income students also had significantly lower mean levels of satisfaction* with Seminars as a Way of Learning. The percentage of Low-Income and Not Low-Income students who were satisfed or very satisfed are very similar (77% vs 79%). However, the difference between Low-Income and Not Low-Income students who are very satisfied is remarkable. 49% of students who are Not Low-Income are very satisfied with Seminars as a way of learning, 23 percentage points higher than the 26% of Low-Income students who are very satisfied.



While not signficantly different, it is worth noting that out of the 26 educational aspects students were asked to rate, Low-Income students were *least* satisfeid with Social Climate in Seminars.

Satisfaction results were not disaggregated for the Tacoma campus, the number of students who were Not Low-Income was too small.

*Differences are significant at p≤.05
Office of Institutional Research and Assessment

On the Student Experience Survey (SES) students were asked to indicate their level of satisfaction with 26 different aspects of their education (Very Satisfied, Satisfied, Dissatisfied, and Very Dissatisfied). The Olympia campus random sample from the <u>2013 and 2015 SES were combined</u> to make the sample large enough to disaggregate the data.

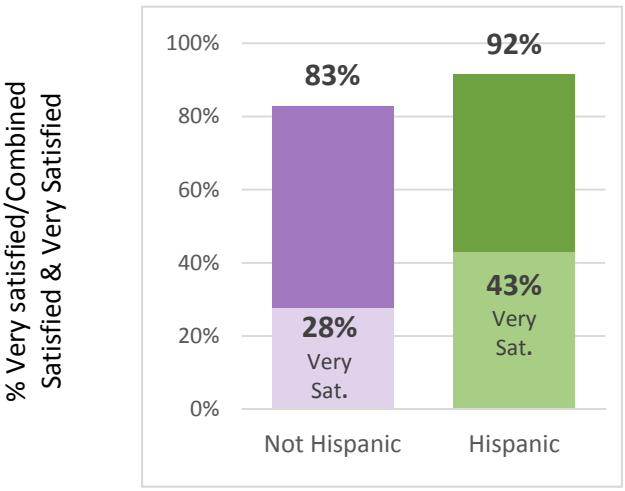
Hispanic Students (n=35)

The two aspects with the highest level of satisfaction are the same for Hispanic and not Hispanic students:

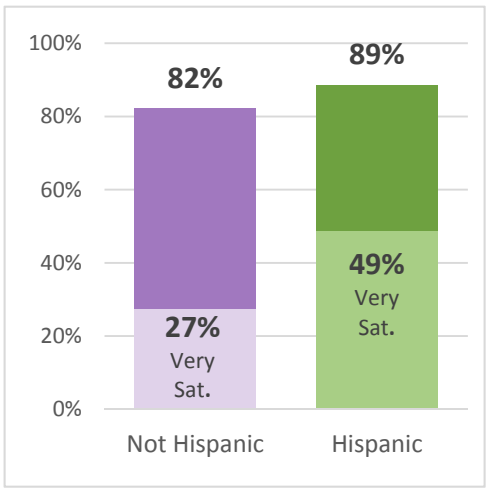
- Level of respect you feel from faculty
- Interdisciplinary approach to education

There are two significant differences* in satisfaction between Hispanic and not Hispanic students. Hispanic students have higher levels of satisfaction with the Amount of time they are able to devote to their academic work and their Social experiences at Evergreen.

Amount of time you are able to devote to your academic work



Your social experiences at Evergreen



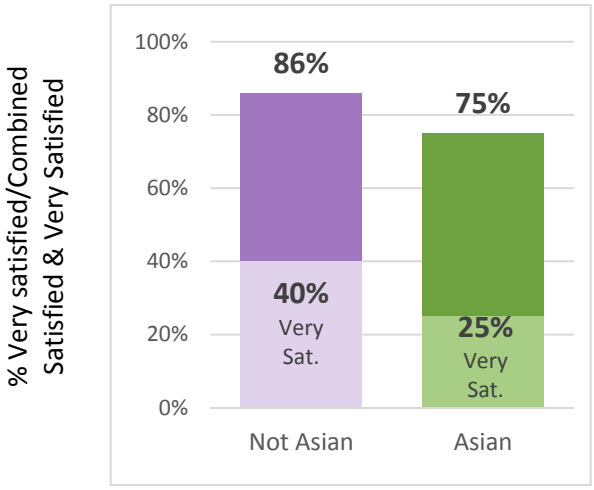
Asian Students (n=24)

The two aspects with the highest mean level of satisfaction are the same for Asian and not Asian students:

- Level of respect you feel from faculty
- Interdisciplinary approach to education

There is one significant difference* in satisfaction between Asian and not Asian students. Asian students have lower levels of satisfaction with the Respect shown for different or opposing viewpoints.

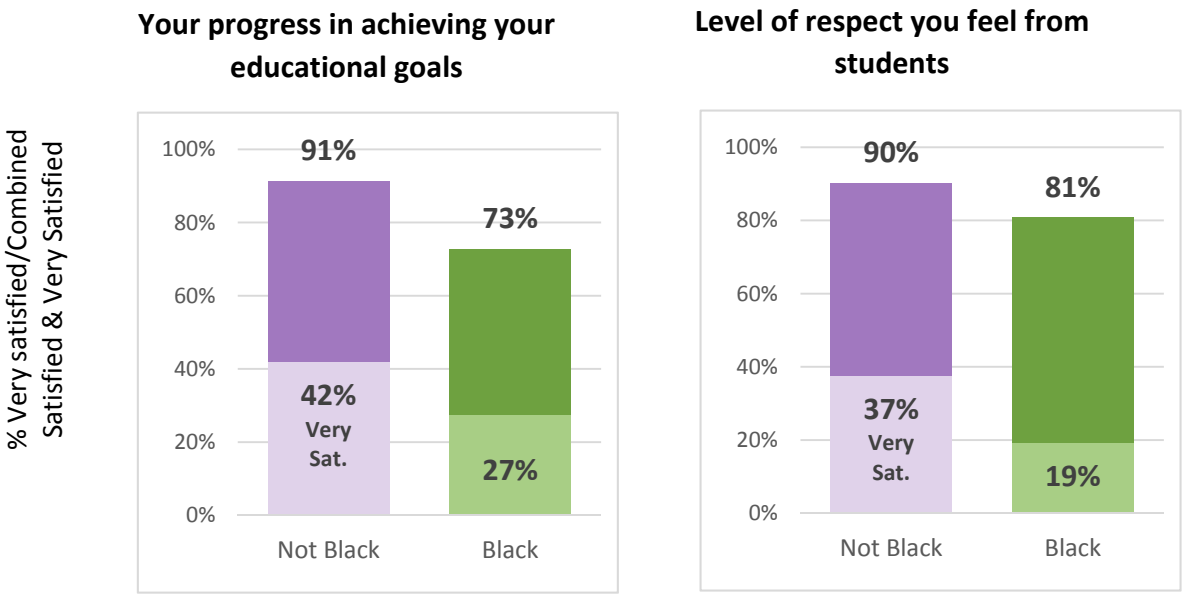
Respect shown for different or opposing viewpoints



Office of Institutional Research and Assessment
*Difference significant at p<.05

Black Students (n=22)

The mean level of satisfaction for different aspects of education is disparate for Black and not Black students. Only the highest aspect is the same (Level of respect they feel from faculty). Although there are many dissimilarities in the mean level of satisfaction only two of the differences are significant*. Black students have lower levels satisfaction with their Progress in achieving their goals and the Level of respect they feel from students.



American Indian Students (n=21)

American Indian students have no significant differences* from students who are not American Indian. The top five highest levels of mean satisfaction for American Indian students are:

- Narrative evaluations by faculty
- Interdisciplinary approach to education
- Relevance of academic assignments
- Availability of faculty outside of class
- Quality of faculty feedback on your work

White Students (n=331)

White students have no significant differences* from not white students. The top five highest levels of mean satisfaction for white students are:

- Interdisciplinary approach to education
- Level of respect you feel from faculty
- Narrative evaluations by faculty
- Level of respect you feel from other campus staff
- Overall quality of instruction

Satisfaction results were disaggregated for the Tacoma campus for white/non-white, and black/non-black, and students of color/white, non-Hispanic; no significant differences were found.

Office of Institutional Research and Assessment
*Difference significant at p<.05

National Survey of Student Engagement 2014

The **National Survey of Student Engagement** (NSSE) is a survey that assesses student engagement in educational practices that are associated with high levels of learning and development.

Evergreen First Years and Seniors have participated since 2000. In 2014, 267 Evergreen students completed the NSSE; 86 were First Years (14% response rate) and 181 were Seniors (22% response rate). This year's response rate is lower than the previous year's response rate (2012: 20% FYs, 28% Seniors).

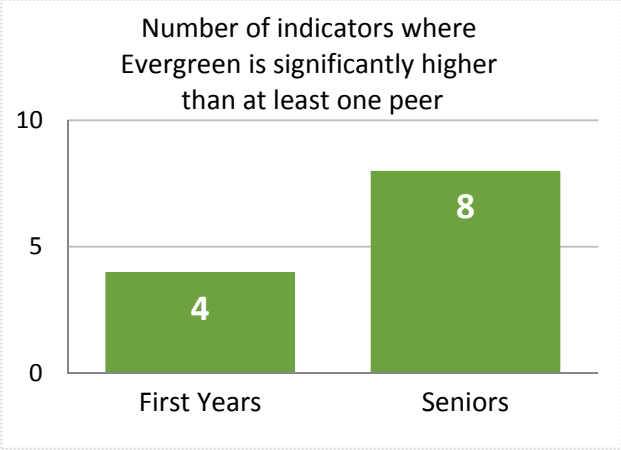
NSSE revamped the survey instrument last year (2013). Survey changes ranged from small adjustments to entirely new content. Compared to the NSSE 2012, about a quarter of the questions are new, about a quarter are the same, and half have been modified or rewritten. This is Evergreen's first administration of revised new survey.

Engagement Indicators

NSSE developed ten Engagement Indicators that are comprised of clusters of individual questions asked of students. NSSE then calculates an engagement score which is calculated from the results of the items in each Engagement Indicator.

Evergreen's engagement scores are similar or higher than peer groups for every Engagement Indicator. Peer groups include the 13 other participating Council of Public Liberal Arts Colleges (COPLAC), 39 participating institutions from our current Carnegie class, Master's Colleges-smaller programs (Carnegie), and 983 National NSSE participating institutions from 2013 and 2014 (NSSE).

- **Evergreen First Years' scores are significantly higher than at least one peer group in four out of ten indicators.***
  - Higher-Order Learning
  - Reflective and Integrative Learning
  - Quality Interactions
  - Supportive Environment
- **Evergreen Seniors' scores are significantly higher than at least one peer group in eight out of ten indicators**,* including all the indicators above, plus:
  - Learning Strategies
  - Collaborative Learning
  - Discussions with Diverse Others
  - Student-Faculty Interaction



- Indicators with no significant difference between Evergreen and any peer group* (First Years and Seniors):
  - Quantitative Reasoning
  - Effective Teaching Practices

Item Comparisons Relative to COPLAC

In addition to Engagement Indicators, results were analyzed for each item individually; here are the highest and lowest performing items relative to COPLAC for First Years and Seniors.

The **highest performing items** relative to COPLAC are:

- First Years
  - Assigned more than 50 pages of writing (+31 percentage points compared to COPLAC)
  - Included diverse perspectives in course discussions or assignments (+25)
  - Institution emphasis on attending events that address important social, econ., or polit. issues (+24)
  - Learned something that changed the way you understand an issue or concept (+24)
  - Connected your learning to societal problems or issues (+23)
- Seniors
  - Included diverse perspectives in course discussions or assignments (+22 percentage points)
  - Connected your learning to societal problems or issues (+21)
  - Spent more than 10 hours per week on assigned reading (+20)
  - Spent more than 15 hours per week on assigned reading (+19)
  - Institution emphasis on attending events that address important social, econ., or polit. issues (+18)

The **lowest performing items** relative to COPLAC are:

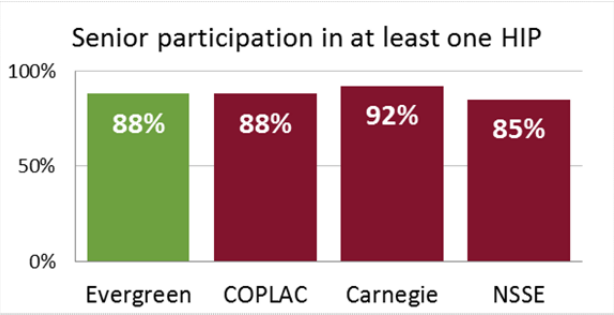
- First Years
  - Prepared for exams by working through course materials with other students (-9 percentage points)
  - Instructors clearly explained course goals and requirements (-11)
  - Instructors taught course sessions in an organized way (-13)
  - Institution emphasis on studying and academic work (-15)
  - Discussions with people with political views other than your own (-16)
- Seniors
  - Instructors clearly explained course goals and requirements (-6 percentage points)
  - Quality of interactions with academic advisors (-7)
  - Instructors taught course sessions in an organized way (-9)
  - Institution emphasis on attending campus activities and events (-9)
  - Completed a culminating senior experience (-28)

High Impact Practices

NSSE asks students about their participation in six High Impact Practices (HIPs): Learning Community, Service-Learning, Research with Faculty, Internship, Study Abroad, and Culminating Senior Experience.

88% of Seniors have participated in one or more High Impact Practice.

- Seniors are significantly higher than at least one peer for three HIPs:*
  - Learning Community
  - Service Learning
  - Research with Faculty
- Seniors are significantly lower than peers for participating in a:
  - Culminating Senior Experience*



First Years are also asked about HIPs; their participation rates are not statistically different than any peer.

Freshmen

Percent of Freshmen NSSE respondents who indicated they had done/plan to do High Impact Practices (HIPs)

NSSE 2012 & 2014 (n=183)	Internship	Learning Community	Study Abroad	Faculty Research	Capstone	Service Learning
Sex	%	%	%	%	%	%
Female (n=102)	83	35	63	44	47 ▼	67
Male	84	42	55	58	63	64
Low income						
Low income (78)	77	44	53	46	64 ▲	54 ▼
Not low income	88	34	64	54	47	74
Below Poverty						
Below poverty (65)	80	45	52	45	66 ▲	54 ▼
Not below poverty	85	34	64	53	48	72
First-generation						
First-generation (46)	74	39	50	46	52	63
Not First-generation	86	38	63	52	55	66
Disability						
Disabled (9)	100 ⁎	44 ⁎	56 ⁎	33 ⁎	78 ⁎	78 ⁎
Not Disabled	82 ⁎	38 ⁎	60 ⁎	51 ⁎	53 ⁎	65 ⁎
Non-Traditional Age						
Non-Traditional Age (27)	67 ⁎	59 ▲	35 ▼	52	69	59
Traditional Age	86 ⁎	34	64	50	52	67
Veteran						
Veteran (5)	80 ⁎	60 ⁎	40 ⁎	60 ⁎	80 ⁎	40 ⁎
Not a Veteran	83 ⁎	38 ⁎	60 ⁎	50 ⁎	53 ⁎	66 ⁎
Gay, Lesbian, Bisexual, Transgender, Queer, or Questioning						
GLBTQQ (33)	82	34	70	55	58	64
Not GLBTQQ	86	26	58	56	58	47
Race/ethnicity*						
Students of color (38)	90	38	71	45	61	63
White, Non-Hispanic (125)	84	37	60	50	52	65
All students	**83**	**38**	**60**	**50**	**54**	**65**
Hispanic (11)	82	27 ▼	73 ▲	46	82 ▲	55 ▼
Black (11)	100 ▲	36	82 ▲	46	64 ▲	73 ▲
American Indian (8)	100 ▲	43	75 ▲	38 ▼	63 ▲	63
Asian (11)	82	36	72 ▲	55	46 ▼	55 ▼
White (141)	86	38	61	50	54	67

Categories not mutually exclusiv

⁎ *Unable to test significance due to cell size*

Seniors

Percent of Senior NSSE respondents who indicated they had done/plan to do High Impact Practices (HIPs)

NSSE 2012 & 2014 (n=369)	Internship	Learning Community	Study Abroad	Faculty Research	Capstone	Service Learning
Sex	%	%	%	%	%	%
Female (n=240)	75	49	27	43	48	75
Male	70	47	24	49	53	68
Low income						
Low income (222)	76	52 ▲	24	47	53	78 ▲
Not low income	70	42	29	42	45	64
Below Poverty						
Below poverty (195)	76	54 ▲	23	45	52	80 ▲
Not below poverty	70	41	29	45	47	65
First-generation						
First-generation (132)	72	52	26	44	51	77
Not First-generation	74	46	27	46	49	70
Disability						
Disabled (33)	81	56	24	52	44	76
Not Disabled	73	47	26	44	50	72
Non-Traditional Age						
Non-Traditional Age (203)	72	48	20 ▼	39 ▼	49	79 ▲
Traditional Age	75	48	34	52	51	65
Veteran						
Veteran (21)	52 ▼	29	0 ▼	24 ▼	33	52 ▼
Not a Veteran	74	49	28	46	51	74
Gay, Lesbian, Bisexual, Transgender, Queer, or Questioning						
GLBTQQ (54)	78	43	30	48	50	72
Not GLBTQQ	70	51	21	42	51	72
Race/ethnicity						
Students of Color (74)	66	47	25	48	53	79
White, Non-Hispanic (245)	74	46	25	44	46	69
All students*	**73**	**48**	**26**	**45**	**50**	**72**
Hispanic (23)	78 ▲	57 ▲	26	52 ▲	61 ▲	83 ▲
Black (20)	79 ▲	60 ▲	25	55 ▲	75 ▲	80 ▲
American Indian (22)	55 ▼	41 ▼	27	55 ▲	36 ▼	82 ▲
Asian (15)	53 ▼	27 ▼	33 ▲	33 ▼	33 ▼	53 ▼
White (267)	74	46	26	44	46	68

Categories not mutually exclusive

✗ Unable to test significance due to cell size

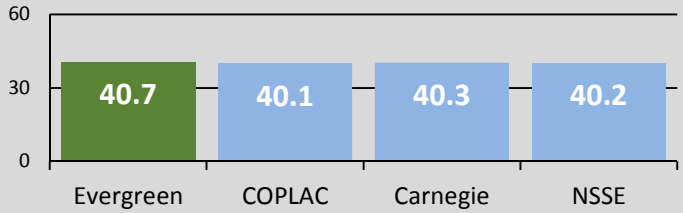
The **Effective Teaching Practices Indicator** includes the following items from the National Survey of Student Engagement (NSSE).

- *Clearly explained course goals and requirements*
- *Taught course sessions in an organized way*
- *Used examples or illustrations to explain difficult points*
- *Provided feedback on a draft or work in progress*
- *Provided prompt and detailed feedback on tests or completed assignments*

NSSE calculates an Engagement Score comprised of the items in each indicator. The Engagement Score is on a scale of 1-60.

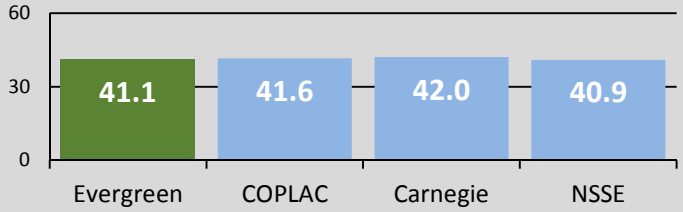
First Years

Evergreen	COPLAC	Carnegie	NSSE
40.7	40.1	40.3	40.2



Seniors

Evergreen	COPLAC	Carnegie	NSSE
41.1	41.6	42.0	40.9



- *Clearly explained course goals and requirements*

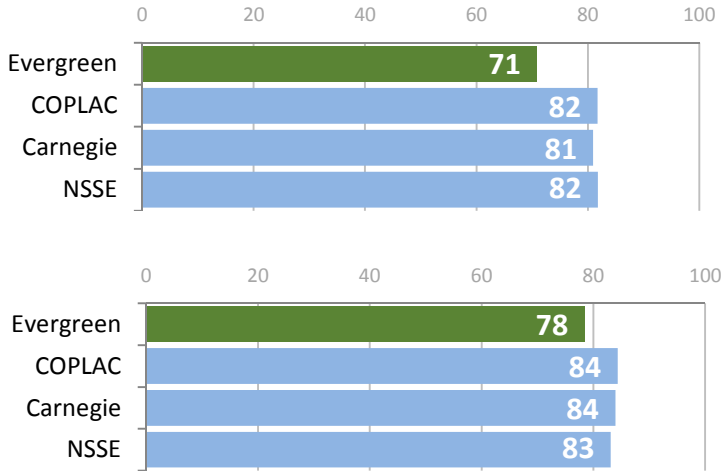
First Years

Evergreen	COPLAC	Carnegie	NSSE
71%	82%	81%	82%

Seniors

Evergreen	COPLAC	Carnegie	NSSE
78%	84%	84%	83%

Percent who responded Very much / Quite a bit



◊ = Statistically Significant at p<.01

- *Taught course sessions in an organized way*

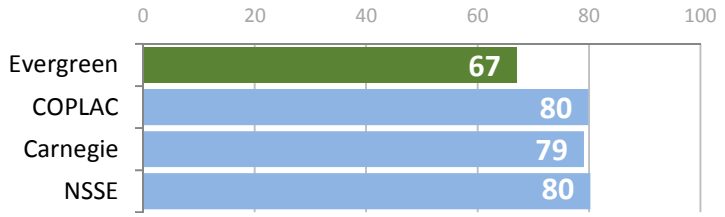
First Years

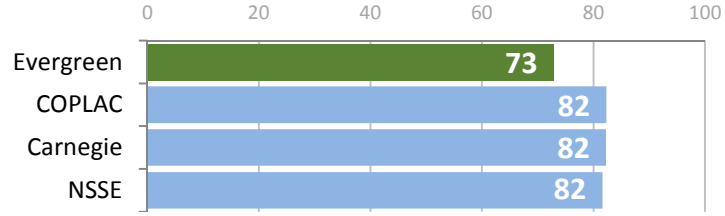
Evergreen	COPLAC	Carnegie	NSSE
67%	80%	79%	80%

Seniors

Evergreen	COPLAC	Carnegie	NSSE
73%	82%	82%	82%

Percent who responded Very much / Quite a bit





- *Used examples or illustrations to explain difficult points*

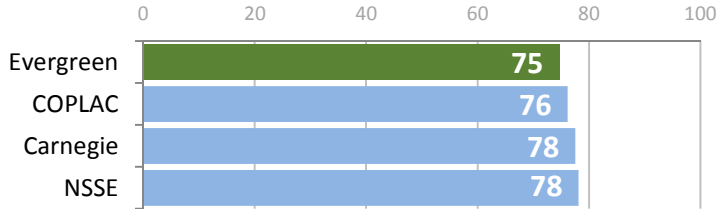
First Years

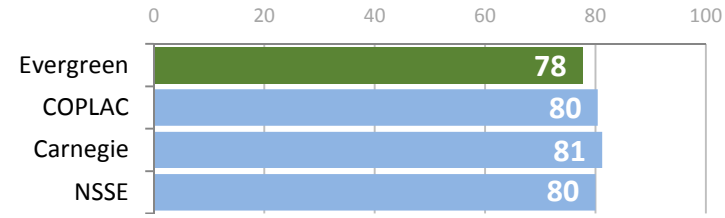
Evergreen	COPLAC	Carnegie	NSSE
75%	76%	78%	78%

Seniors

Evergreen	COPLAC	Carnegie	NSSE
78%	80%	81%	80%

Percent who responded Very much / Quite a bit





- *Provided feedback on a draft or work in progress*

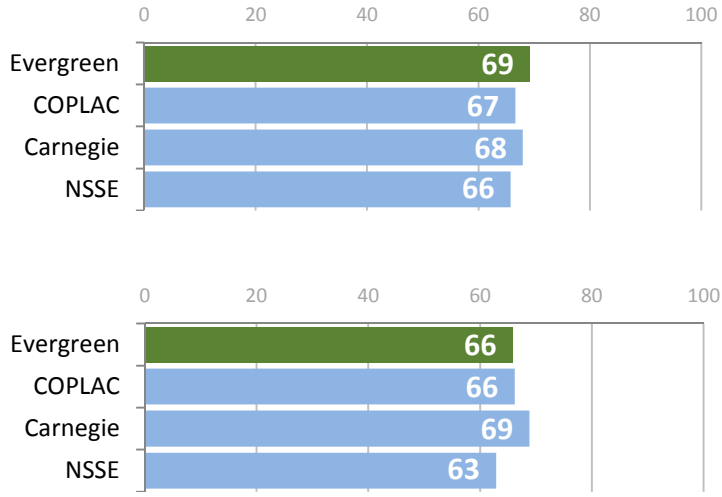
First Years

Evergreen	COPLAC	Carnegie	NSSE
69%	67%	68%	66%

Seniors

Evergreen	COPLAC	Carnegie	NSSE
66%	66%	69%	63%

Percent who responded Very much / Quite a bit



- *Provided prompt and detailed feedback on tests or completed assignments*

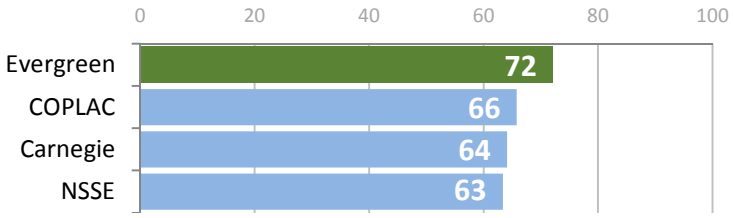
First Years

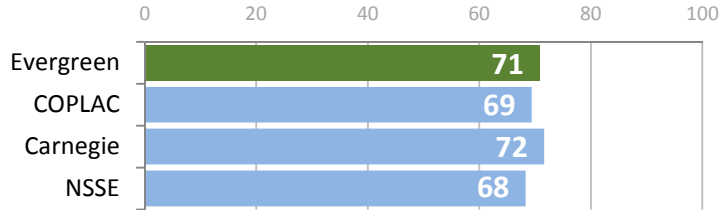
Evergreen	COPLAC	Carnegie	NSSE
72%	66%	64%	63%

Seniors

Evergreen	COPLAC	Carnegie	NSSE
71%	69%	72%	68%

Percent who responded Very much / Quite a bit





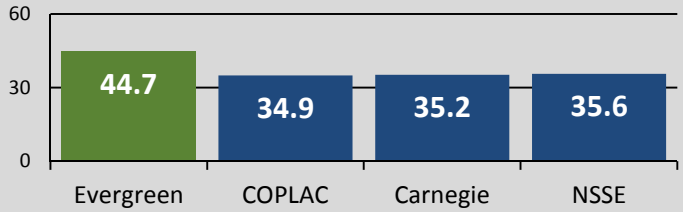
The **Reflective & Integrative Learning Indicator** includes the following items from the National Survey of Student Engagement (NSSE).

- *Combined ideas from different courses when completing assignments*
- *Connected your learning to societal problems or issues*
- *Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments*
- *Examined the strengths and weaknesses of your own views on a topic or issue*
- *Tried to better understand someone else's views by imagining how an issue looks from his or her perspective*
- *Learned something that changed the way you understand an issue or concept*
- Connected ideas from your courses to your prior experiences and knowledge

NSSE calculates an Engagement Score comprised of the items in each indicator. The Engagement Score is on a scale of 1-60.

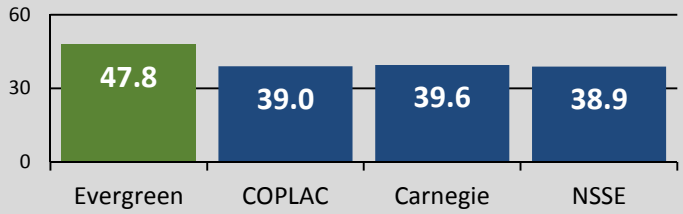
First Years

Evergreen	COPLAC	Carnegie	NSSE
44.7	34.9 ◊	35.2 ◊	35.6 ◊



Seniors

Evergreen	COPLAC	Carnegie	NSSE
47.8	39.0 ◊	39.6 ◊	38.9 ◊



- *Combined ideas from different courses when completing assignments*

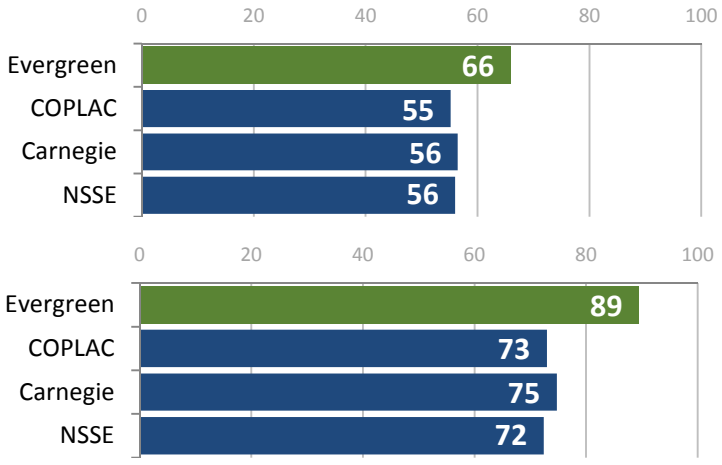
First Years

Evergreen	COPLAC	Carnegie	NSSE
66%	55% ◊	56% ◊	56% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
89%	73% ◊	75% ◊	72% ◊

Percent who responded Often / Very Often



◊ = Statistically Significant at p<.01

- *Connected your learning to societal problems or issues*

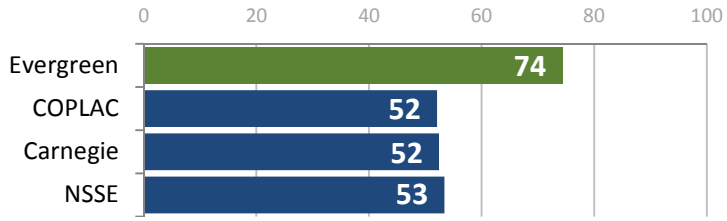
First Years

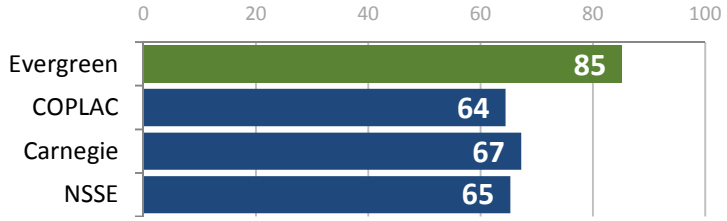
Evergreen	COPLAC	Carnegie	NSSE
74%	52% ◊	52% ◊	53% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
85%	64% ◊	67% ◊	65% ◊

Percent who responded Often / Very Often





- *Included diverse perspectives in course discussions or assignments*

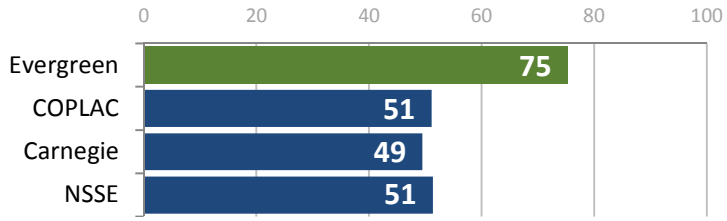
First Years

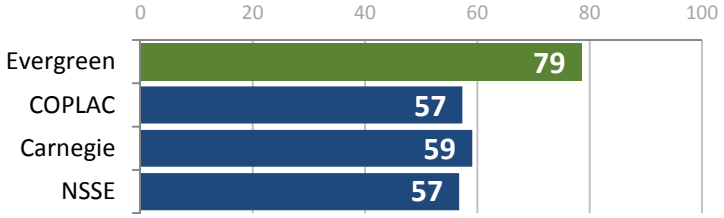
Evergreen	COPLAC	Carnegie	NSSE
75%	51% ◊	49% ◊	51% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
79%	57% ◊	59% ◊	57% ◊

Percent who responded Often / Very Often





- *Examined the strengths and weaknesses of your own views on a topic or issue*

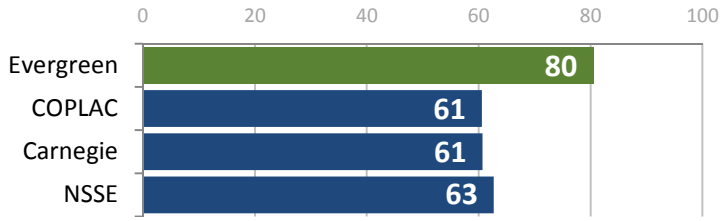
First Years

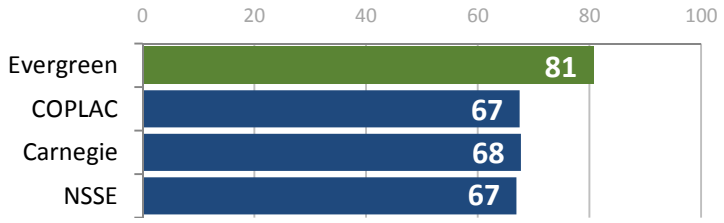
Evergreen	COPLAC	Carnegie	NSSE
80%	61% ◊	61% ◊	63% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
81%	67% ◊	68% ◊	67% ◊

Percent who responded Often / Very Often





- *Tried to understand someone else's views by imagining how an issue looks from his/her perspective*

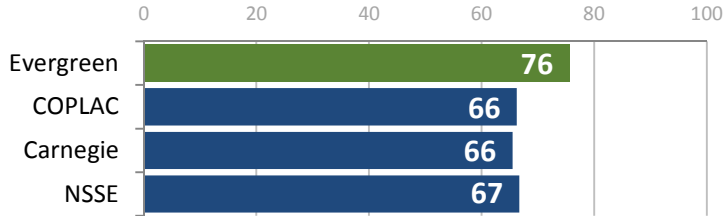
First Years

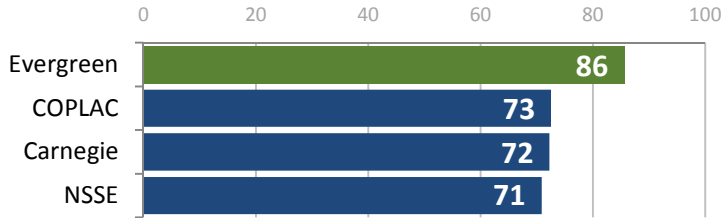
Evergreen	COPLAC	Carnegie	NSSE
76%	66% ◊	66% ◊	67% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
86%	73% ◊	72% ◊	71% ◊

Percent who responded Often / Very Often





- *Learned something that changed the way you understand an issue or concept*

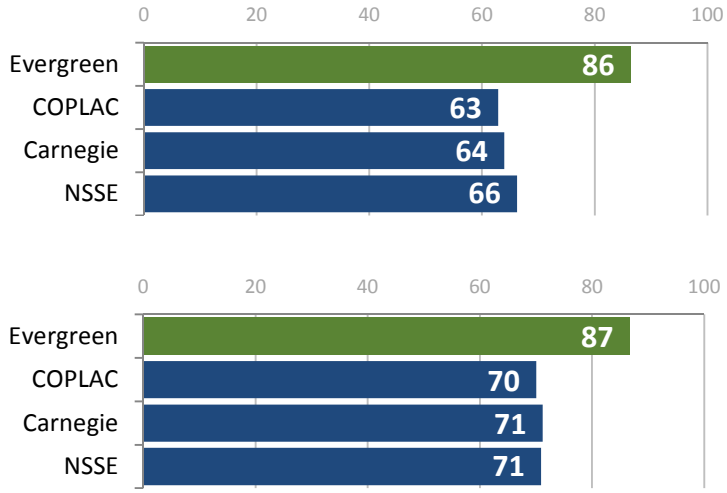
First Years

Evergreen	COPLAC	Carnegie	NSSE
86%	63% ◊	64% ◊	66% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
87%	70% ◊	71% ◊	71% ◊

Percent who responded Often / Very Often



- *Connected ideas from your courses to your prior experiences and knowledge*

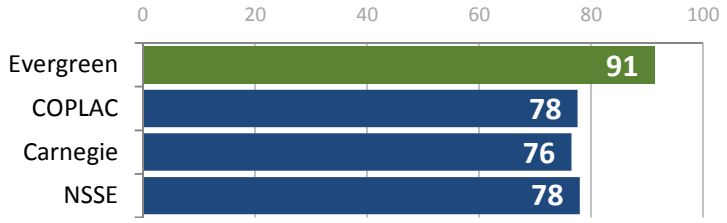
First Years

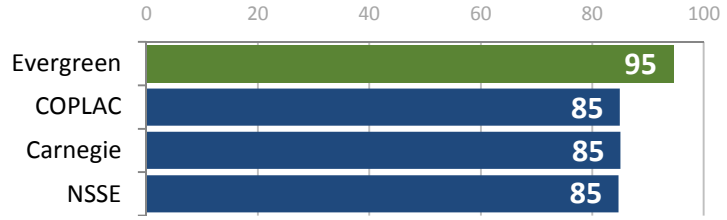
Evergreen	COPLAC	Carnegie	NSSE
91%	78% ◊	76% ◊	78% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
95%	85% ◊	85% ◊	85% ◊

Percent who responded Often / Very Often





The **Higher-Order Learning Indicator** includes the following items from the National Survey of Student Engagement (NSSE).

- *Applying facts, theories, or methods to practical problems or new situations*
- *Analyzing an idea, experience, or line of reasoning in depth by examining its parts*
- *Evaluating a point of view, decision, or information source*
- *Forming a new idea or understanding from various pieces of information*

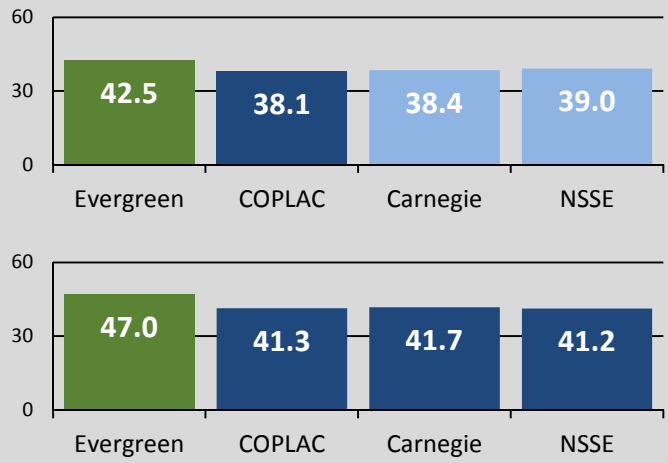
NSSE calculates an Engagement Score comprised of the items in each indicator. The Engagement Score is on a scale of 1-60.

First Years

Evergreen	COPLAC	Carnegie	NSSE
42.5	38.1 ◊	38.4	39.0

Seniors

Evergreen	COPLAC	Carnegie	NSSE
47.0	41.3 ◊	41.7 ◊	41.2 ◊



- *Applying facts, theories, or methods to practical problems or new situations*

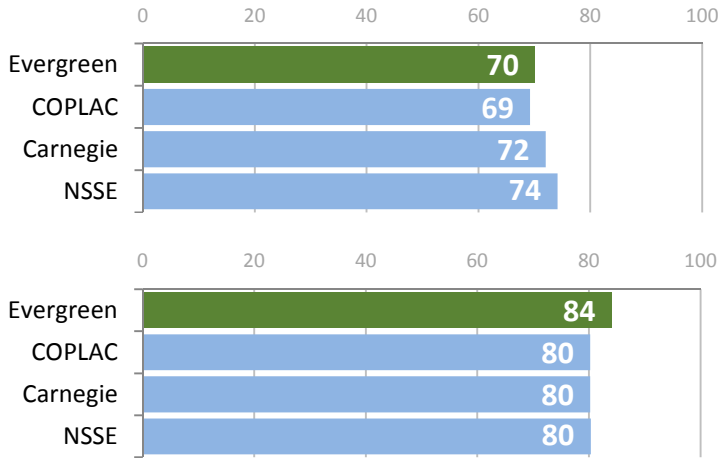
First Years

Evergreen	COPLAC	Carnegie	NSSE
70%	69%	72%	74%

Seniors

Evergreen	COPLAC	Carnegie	NSSE
84%	80%	80%	80%

Percent who responded Very much / Quite a bit



- *Analyzing an idea, experience, or line of reasoning in depth by examining its parts*

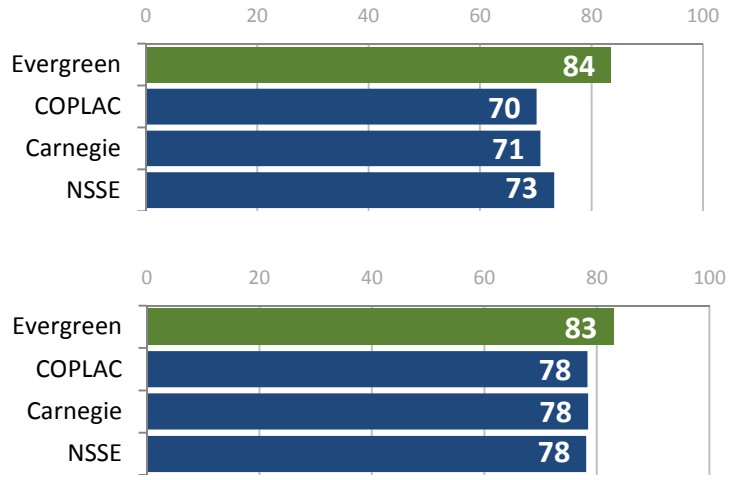
First Years

Evergreen	COPLAC	Carnegie	NSSE
84%	70% ◊	71% ◊	73% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
83%	78% ◊	78% ◊	78% ◊

Percent who responded Very much / Quite a bit



- *Evaluating a point of view, decision, or information source*

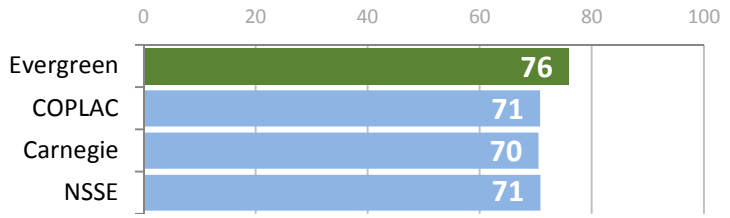
First Years

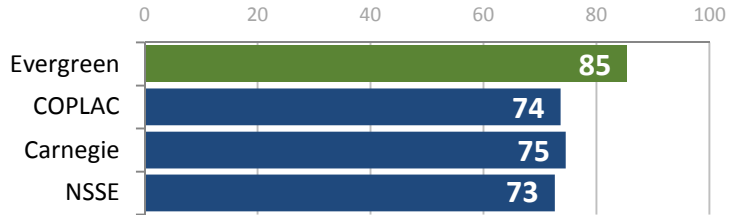
Evergreen	COPLAC	Carnegie	NSSE
76%	71%	70%	71%

Seniors

Evergreen	COPLAC	Carnegie	NSSE
85%	74% ◊	75% ◊	73% ◊

Percent who responded Very much / Quite a bit





- *Forming a new idea or understanding from various pieces of information*

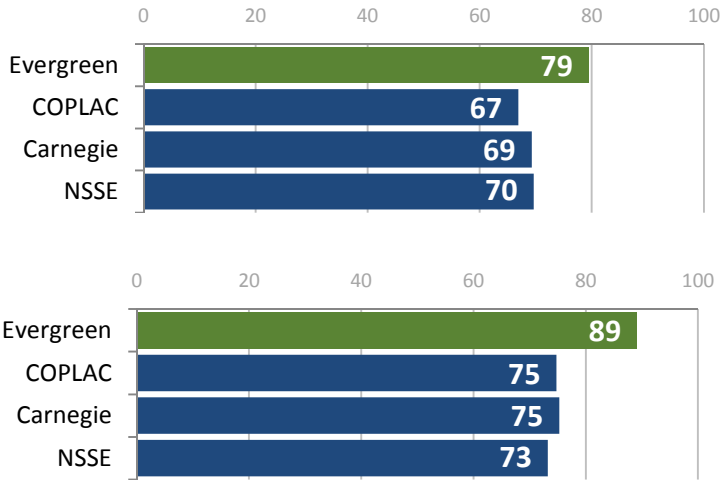
First Years

Evergreen	COPLAC	Carnegie	NSSE
79%	67% ◊	69% ◊	70% ◊

Seniors

Evergreen	COPLAC	Carnegie	NSSE
89%	75% ◊	75% ◊	73% ◊

Percent who responded Very much / Quite a bit



Development of Transferable Skills

Evergreen chose to participate in the optional Transferable Skills module on the 2014 National Survey of Student Engagement. This module asks questions about the development of transferable skills for the workplace (such as verbal and written fluency, and analytic inquiry). It was adapted from a pilot survey that was developed by the American Association of State Colleges and Universities. The comparison group includes 112 other schools who opted to participate in this module.

Evergreen students participate significantly more often in all of these learning activities than students in the comparison group, except making a speech to a group (p<.01).

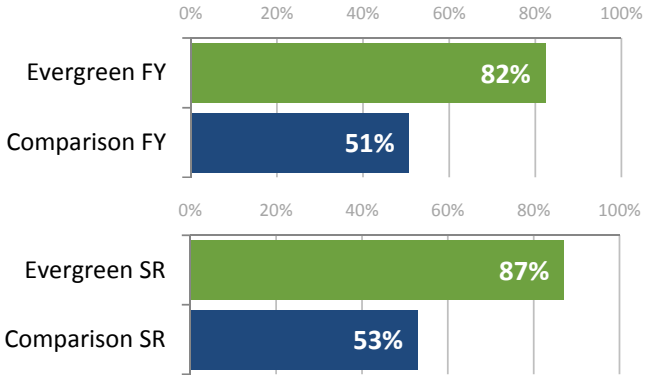
During the current school year, whether course-related or not, about how often have you done the following?

Discussed or debated an issue of social, political, or philosophical importance

Often/Very Often

Evergreen FY	Comparison FY
82% ◊	51%

Evergreen SR	Comparison SR
87% ◊	53%

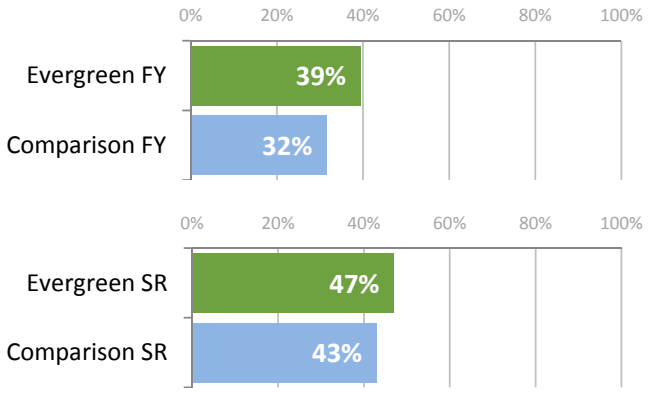


Made a speech to a group

Often/Very Often

Evergreen FY	Comparison FY
39%	32%

Evergreen SR	Comparison SR
47%	43%

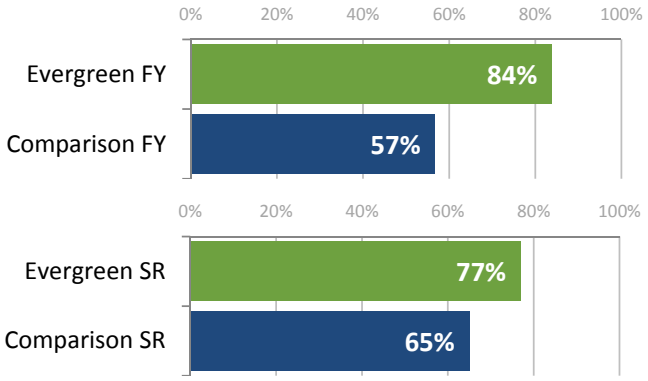


Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.

Often/Very Often

Evergreen FY	Comparison FY
84% ◊	57%

Evergreen SR	Comparison SR
77% ◊	65%



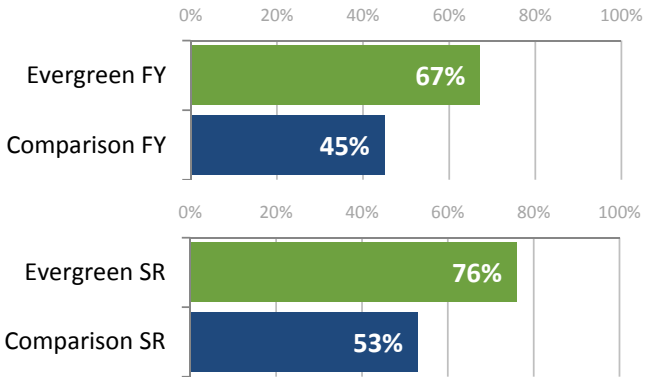
Development of Transferable Skills

Discussed the ethical consequences of a course of action

Often/Very Often

Evergreen FY	Comparison FY
67%	45%
◊	

Evergreen SR	Comparison SR
76%	53%
◊	

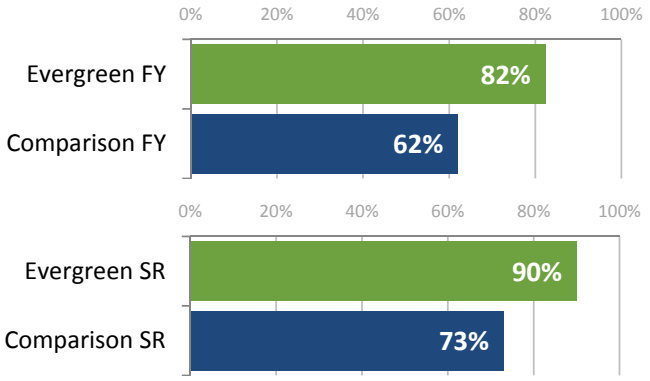


Creatively thought about new ideas or about ways to improve things

Often/Very Often

Evergreen FY	Comparison FY
82%	62%
◊	

Evergreen SR	Comparison SR
90%	73%
◊	

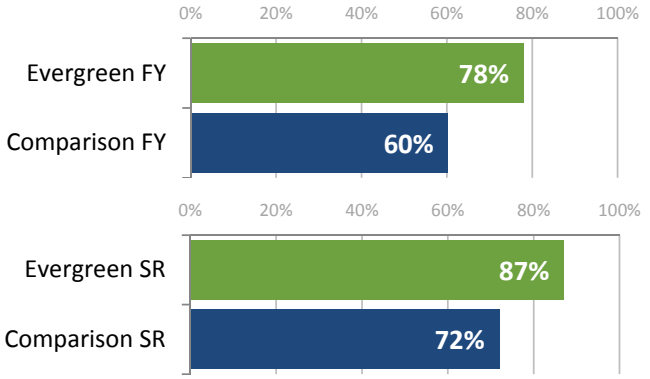


Critically evaluated multiple solutions to a problem

Often/Very Often

Evergreen FY	Comparison FY
78%	60%
◊	

Evergreen SR	Comparison SR
87%	72%
◊	

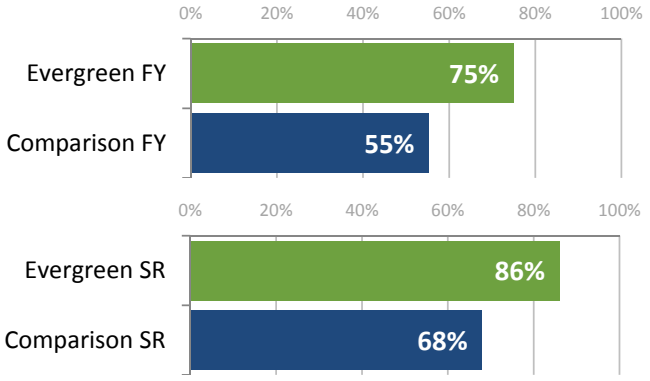


Discussed complex problems with others to develop a better solution

Often/Very Often

Evergreen FY	Comparison FY
75%	55%
◊	

Evergreen SR	Comparison SR
86%	68%
◊	



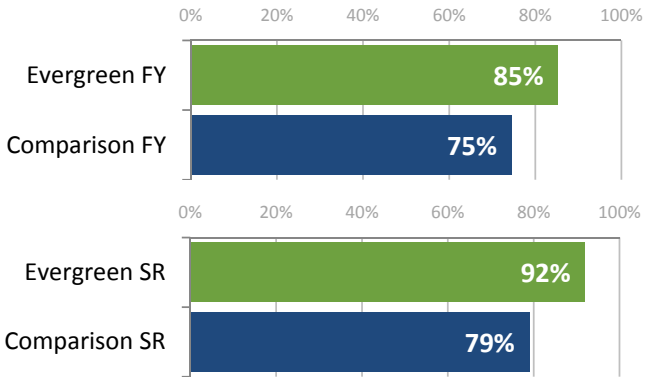
Development of Transferable Skills

Used information from a variety of sources (books, journals, Internet, databases, etc.)

Often/Very Often

Evergreen FY	Comparison FY
85%	75%
◊	

Evergreen SR	Comparison SR
92%	79%
◊	

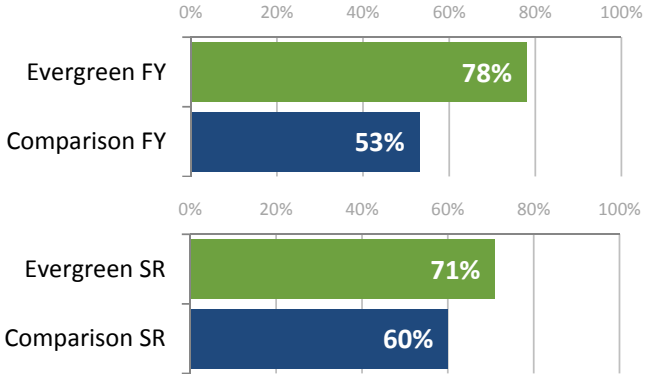


Assessed the conclusions of a published work

Often/Very Often

Evergreen FY	Comparison FY
78%	53%
◊	

Evergreen SR	Comparison SR
71%	60%
◊	

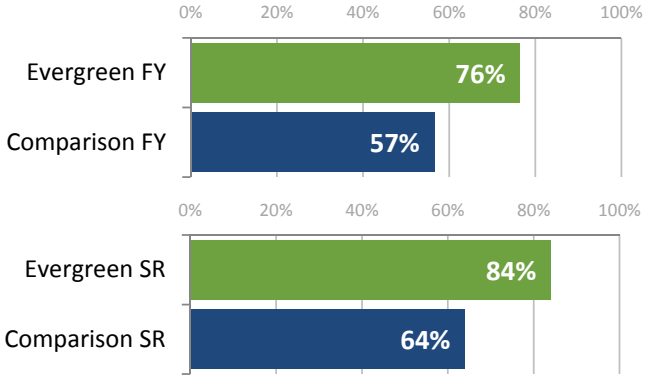


Included ideas from more than one academic discipline

Often/Very Often

Evergreen FY	Comparison FY
76%	57%
◊	

Evergreen SR	Comparison SR
84%	64%
◊	

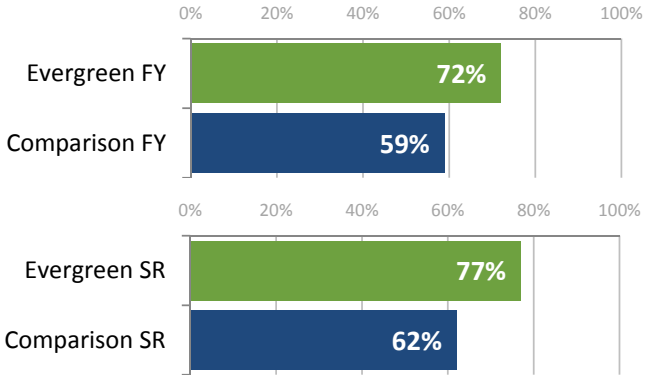


Presented multiple viewpoints or perspectives

Often/Very Often

Evergreen FY	Comparison FY
72%	59%
◊	

Evergreen SR	Comparison SR
77%	62%
◊	



Summary Table of Evidence of Expectations in Transcripts
Transcript Review 2014 (Class of 2013)
N=161 Final Random Sample; 13% of all baccalaureate degree recipients

Expectations Rubric Category		Did Not Meet	Minimally Met	Met Convincingly	Met With Distinction
1. Articulate & assume responsibility for your own work		0%	14%	63%	23%
2a. Participate collaboratively & responsibly		1%	17%	70%	13%
2b Participate in our diverse society		5%	31%	52%	12%
3. Communicate creatively & effectively		0%	15%	60%	25%
4. Demonstrate integrative, independent, & critical thinking		2%	22%	68%	8%
5a. Demonstrated ability to use qualitative modes of inquiry		1%	14%	81%	4%
5b. Demonstrated ability to use quantitative modes of inquiry		14%	40%	42%	3%
5c. Demonstrated ability to use creative modes of inquiry		9%	34%	48%	9%
5d. Appropriately apply modes of inquiry to theoretical and practical problems		1%	13%	66%	20%
5e. Appropriately apply modes of inquiry across disciplines		1%	13%	66%	20%
6a. Depth of learning		4%	20%	61%	15%
6b. Breadth of learning		9%	17%	67%	6%
6c. Synthesis of learning		2%	15%	58%	25%
6d. Ability to reflect on personal & social significance of learning		14%	45%	32%	9%

Overall Percentage of Students Meeting the Expectations of an Evergreen Graduate	**Met**
Student *at least Minimally* met all expectation domains	**61%**
Student *at least Convincingly* met all expectation domains	**9%**

Culminating Experience or Capstone		No	Yes
6e. Evidence of culminating experience in the senior or junior year (e.g. senior thesis, internship, within an advanced program, undergraduate research, senior synthesis course, art show, major performance, etc.)		28%	72%
If present, did the student acknowledge this experience as being a culmination or capstone to their undergraduate work?		83%	17%

Dichotomous Summary Version of Evidence of Expectations in Transcripts
CONVINCINGLY OR DISTINCTIVELY MET vs. NOT MET OR ONLY MINIMALLY MET
Comparison of Class of 2013 to Prior Transcript Review for Class of 2008

	2009 (final random sample, N=143, 13% of graduating class of 2008)			2014 (final random sample, N=161, 13% of graduating class of 2013)		
Expectations Rubric Category		**Met Convincingly or Distinctively**	**Not Met or Minimally Met**		**Met Convincingly or Distinctively**	**Not Met or Minimally Met**
1. Articulate & assume responsibility for your own work		65%	35%		86%	14%
2a. Participate collaboratively & responsibly		64%	36%		83%	17%
2b. Participate in our diverse society		67%	33%		64%	36%
3. Communicate creatively & effectively		73%	27%		85%	15%
4. Demonstrate integrative, independent, & critical thinking		54%	46%		76%	24%
5a. Demonstrated ability to use qualitative modes of inquiry		63%	37%		85%	15%
5b. Demonstrated ability to use quantitative modes of inquiry		25%	75%		45%	55%
5c. Demonstrated ability to use creative modes of inquiry		45%	55%		57%	43%
5d. Appropriately apply modes of inquiry to theoretical and practical problems		70%	30%		86%	14%
5e. Appropriately apply modes of inquiry across disciplines		52%	48%		73%	27%
6a. Depth of learning		61%	39%		76%	24%
6b. Breadth of learning		55%	45%		73%	27%
6c. Synthesis of learning		64%	36%		83%	17%
6e. Ability to reflect on personal & social significance of learning		44%	56%		41%	59%
Student at least Convincingly met all expectation domains		yes **3%**	no **97%**		yes **9%**	no **91%**

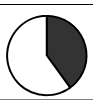
Dichotomous Summary Version of Evidence of Expectations in Transcripts
BA VS. BS: CONVINCINGLY OR DISTINCTIVELY MET vs. MINIMALLY OR NOT MET

Bachelor of Arts recipients' transcripts were significantly more likely to show convincing evidence of participation in diversity, creative modes of inquiry, and reflection; whereas Bachelor of Science transcripts were more likely to show convincing quantitative modes of inquiry, breadth, and depth ($p<.05$).

	BA (N=133)			BS/BAS (N=28)		
Expectations Rubric Category		**Met Convincingly or Distinctively**	**Not Met or Minimally Met**		**Met Convincingly or Distinctively**	**Not Met or Minimally Met**
1. Articulate & assume responsibility for your own work		86%	14%		89%	11%
2a. Participate collaboratively & responsibly		83%	17%		82%	18%
2b. Participate in our diverse society		**70%**	30%		**36%**	64%
3. Communicate creatively & effectively		86%	14%		82%	18%
4. Demonstrate integrative, independent, & critical thinking		75%	25%		79%	21%
5a. Demonstrated ability to use qualitative modes of inquiry		86%	14%		82%	18%
5b. Demonstrated ability to use quantitative modes of inquiry		**35%**	65%		**93%**	7%
5c. Demonstrated ability to use creative modes of inquiry		**64%**	36%		**25%**	75%
5d. Appropriately apply modes of inquiry to theoretical and practical problems		83%	17%		100%	0%
5e. Appropriately apply modes of inquiry across disciplines		72%	28%		75%	25%
6a. Depth of learning		**72%**	28%		**93%**	7%
6b. Breadth of learning		**70%**	30%		**89%**	11%
6c. Synthesis of learning		81%	20%		96%	4%
6d. Ability to reflect on personal & social significance of learning		**46%**	54%		**18%**	82%
Student at least Convincingly met all expectation domains		yes **8%**	no **92%**		yes **14%**	no **86%**

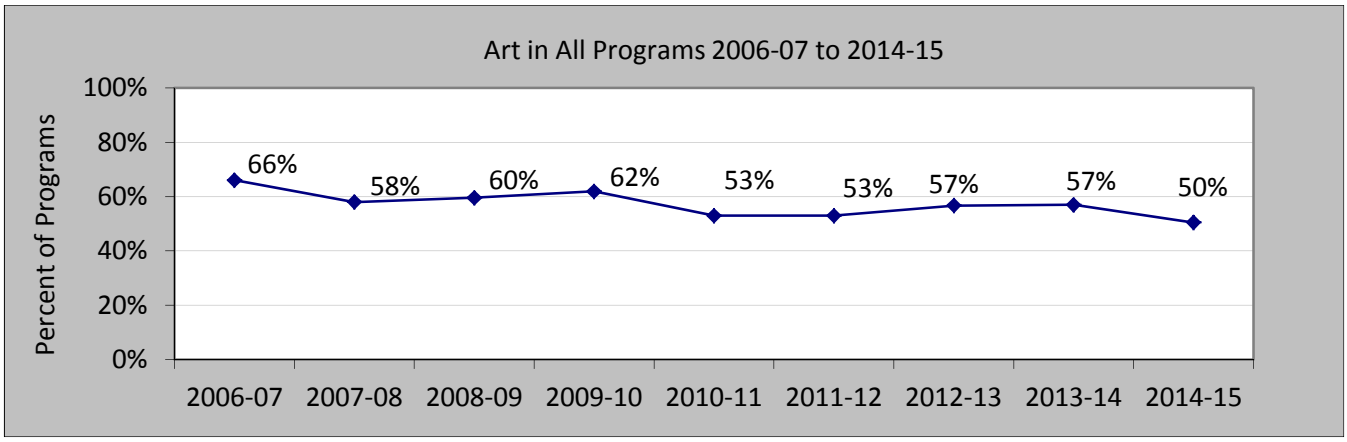
Dichotomous Summary Version of Evidence of Expectations in Transcripts
Students who started as First-time, First-years vs. those who Transferred to Evergreen:
CONVINCINGLY OR DISTINCTIVELY MET vs. MINIMALLY OR NOT MET

Graduates who started at Evergreen as first-time, first-year students had similar outcomes as those who began as transfer students. Even in the dimensions which seemed to show larger differences, (e.g. more transfer students with convincing collaboration and breadth and more first-year students with creative modes of inquiry and depth of study), none of the differences between groups were statistically significant at p<.05.

	Started as First-time, First-year (N=45)			Transferred to Evergreen (N=116)		
Expectations Rubric Category		**Met Convincingly or Distinctively**	**Not Met or Minimally Met**		**Met Convincingly or Distinctively**	**Not Met or Minimally Met**
1. Articulate & assume responsibility for your own work		87%	13%		86%	14%
2a. Participate collaboratively & responsibly		76%	24%		85%	15%
2b. Participate in our diverse society		60%	40%		66%	35%
3. Communicate creatively & effectively		84%	16%		85%	15%
4. Demonstrate integrative, independent, & critical thinking		73%	27%		77%	23%
5a. Demonstrated ability to use qualitative modes of inquiry		84%	16%		85%	15%
5b. Demonstrated ability to use quantitative modes of inquiry		51%	49%		43%	57%
5c. Demonstrated ability to use creative modes of inquiry		67%	33%		53%	47%
5d. Appropriately apply modes of inquiry to theoretical and practical problems		87%	13%		85%	15%
5e. Appropriately apply modes of inquiry across disciplines		71%	29%		73%	27%
6a. Depth of learning		84%	16%		72%	28%
6b. Breadth of learning		67%	33%		76%	24%
6c. Synthesis of learning		89%	11%		81%	19%
6d. Ability to reflect on personal & social significance of learning		40%	60%		41%	59%
Student at least Convincingly met all expectation domains		yes **16%**	no **84%**		yes **6%**	no **94%**

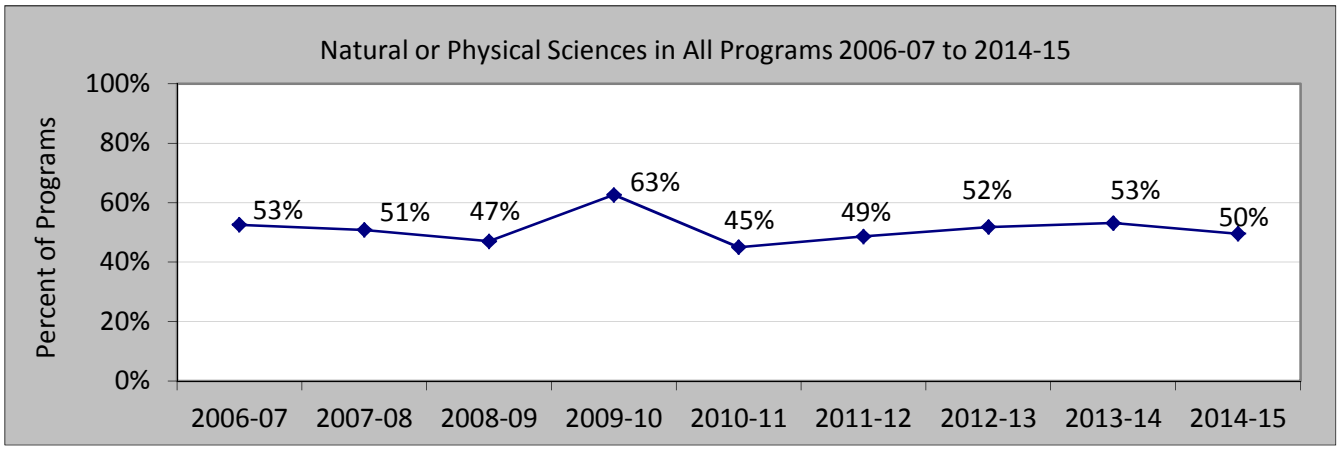
End-of-Program Review Trend 2006-07 to 2014-15

Arts



	2012-13	2013-14	2014-15
All Programs	57%	57%	50%
First-Year	60%	33%	67%
Lower Division	64%	100%	56%
All Level	59%	60%	50%
Sophomore-Senior	47%	51%	53%
Upper Division	67%	48%	40%

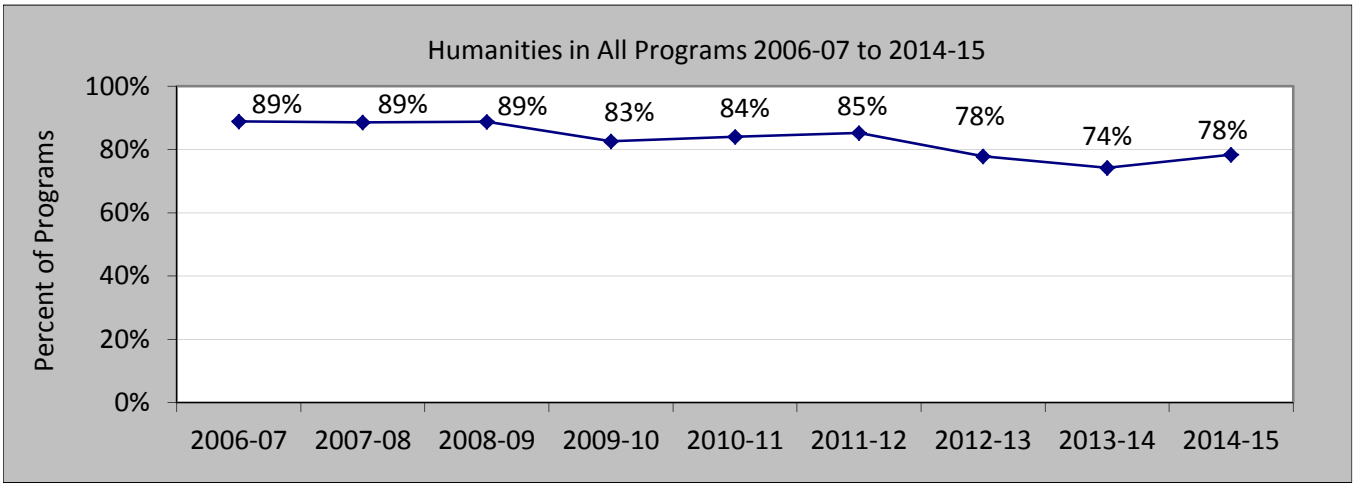
Natural, Physical or Computer Sciences



	2012-13	2013-14	2014-15
All Programs	52%	53%	50%
First-Year	60%	83%	67%
Lower Division	55%	18%	22%
All Level	60%	67%	56%
Sophomore-Senior	37%	49%	47%
Upper Division	54%	45%	55%

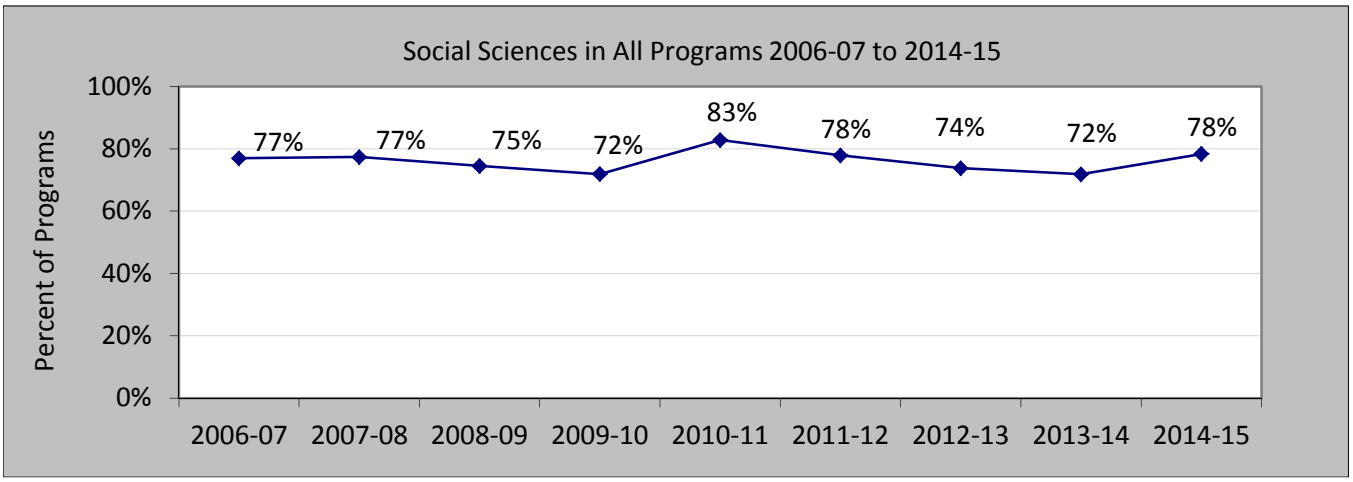
Source: End-of-Program Review

Humanities



	2012-13	2013-14	2014-15
All Programs	78%	74%	78%
First-Year	100%	83%	100%
Lower Division	73%	91%	100%
All Level	79%	74%	84%
Sophomore-Senior	72%	69%	62%
Upper Division	83%	72%	70%

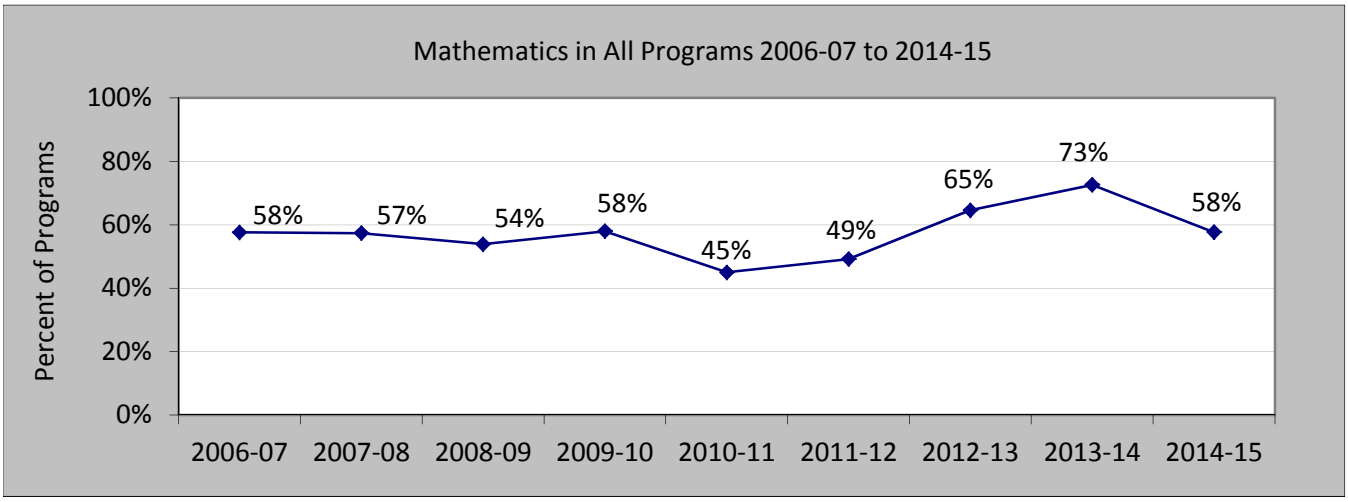
Social Sciences



	2012-13	2013-14	2014-15
All Programs	74%	72%	78%
First-Year	80%	100%	100%
Lower Division	64%	64%	89%
All Level	78%	79%	84%
Sophomore-Senior	63%	69%	72%
Upper Division	88%	62%	75%

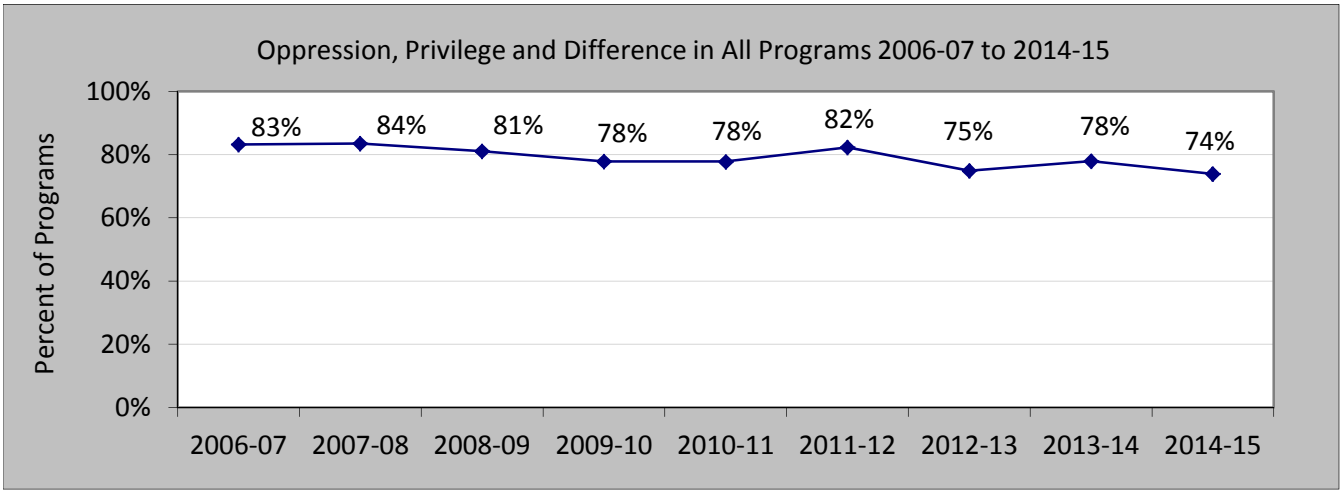
Source: End-of-Program Review

Mathematics Quantitative and Symbolic Reasoning



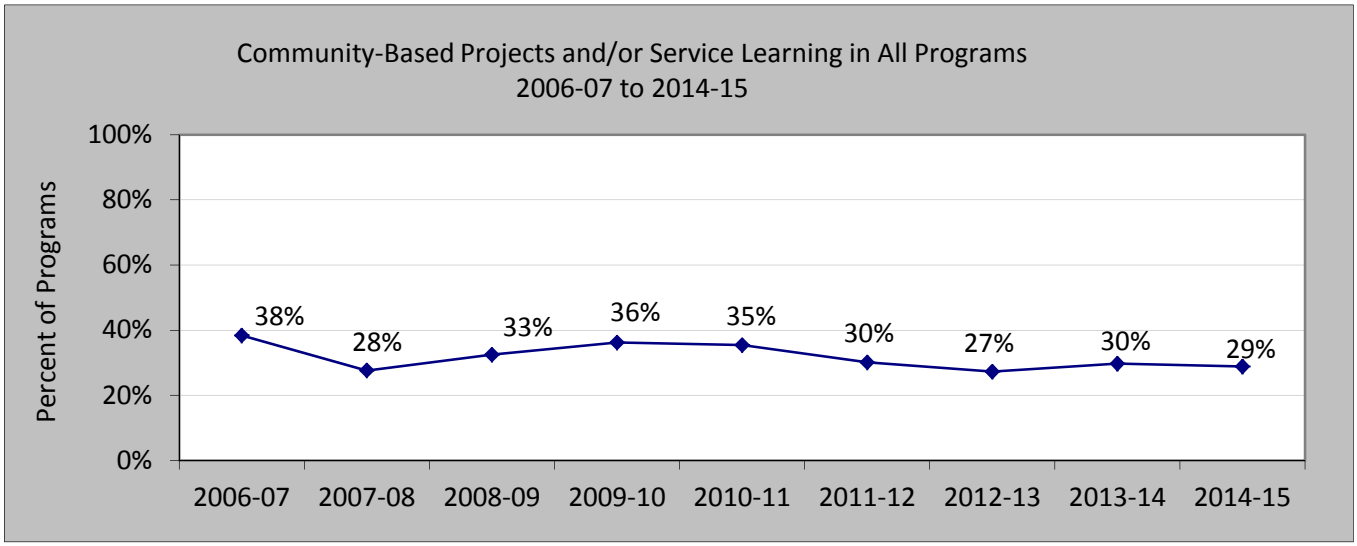
	2012-13	2013-14	2014-15
All Programs	65%	73%	58%
First-Year	60%	83%	67%
Lower Division	64%	82%	56%
All Level	65%	81%	53%
Sophomore-Senior	60%	67%	62%
Upper Division	71%	62%	55%

Oppression, Privilege and Difference



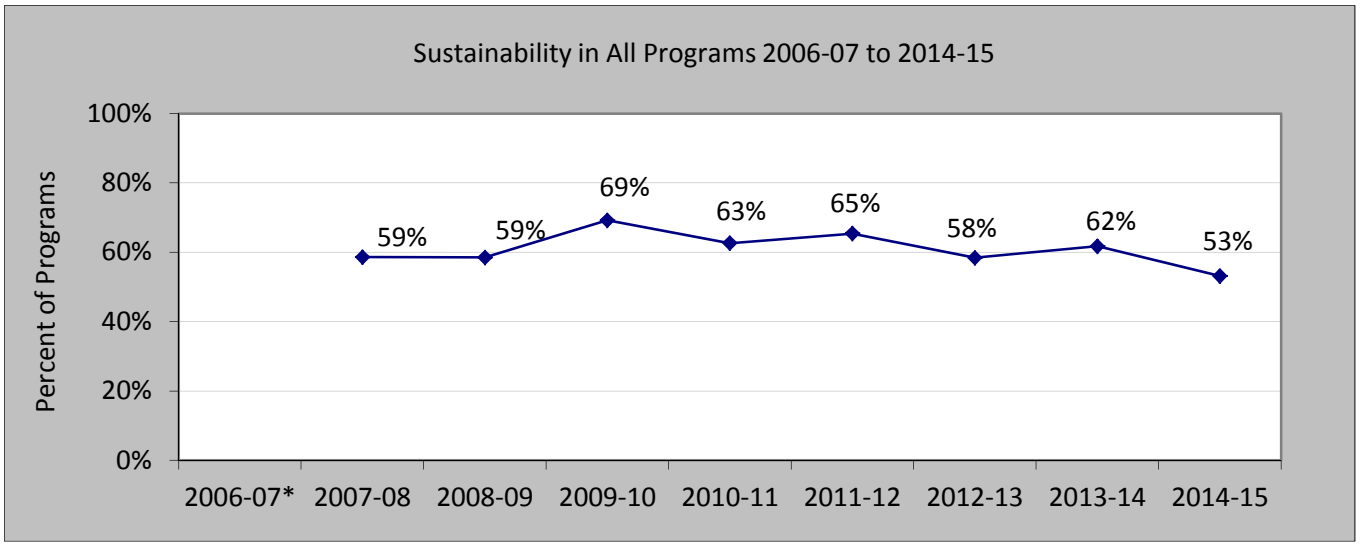
Source: End-of-Program Review

Community -Based Projects and/or Service Learning



	2012-13	2013-14	2014-15
All programs	27%	30%	29%
First-Year	20%	17%	33%
Lower Division (LD)	27%	27%	22%
All Level (AL)	35%	30%	31%
Sophomore-Senior (SOSR)	17%	38%	23%
Upper Division (UD)	29%	21%	40%

Sustainability



** Question introduced in the survey in 2007-08*

	2012-13	2013-14	2014-15
All programs	58%	62%	53%
First-Year	80%	100%	67%
Lower Division (LD)	46%	64%	44%
All Level (AL)	61%	60%	50%
Sophomore-Senior (SOSR)	51%	54%	53%
Upper Division (UD)	65%	66%	60%

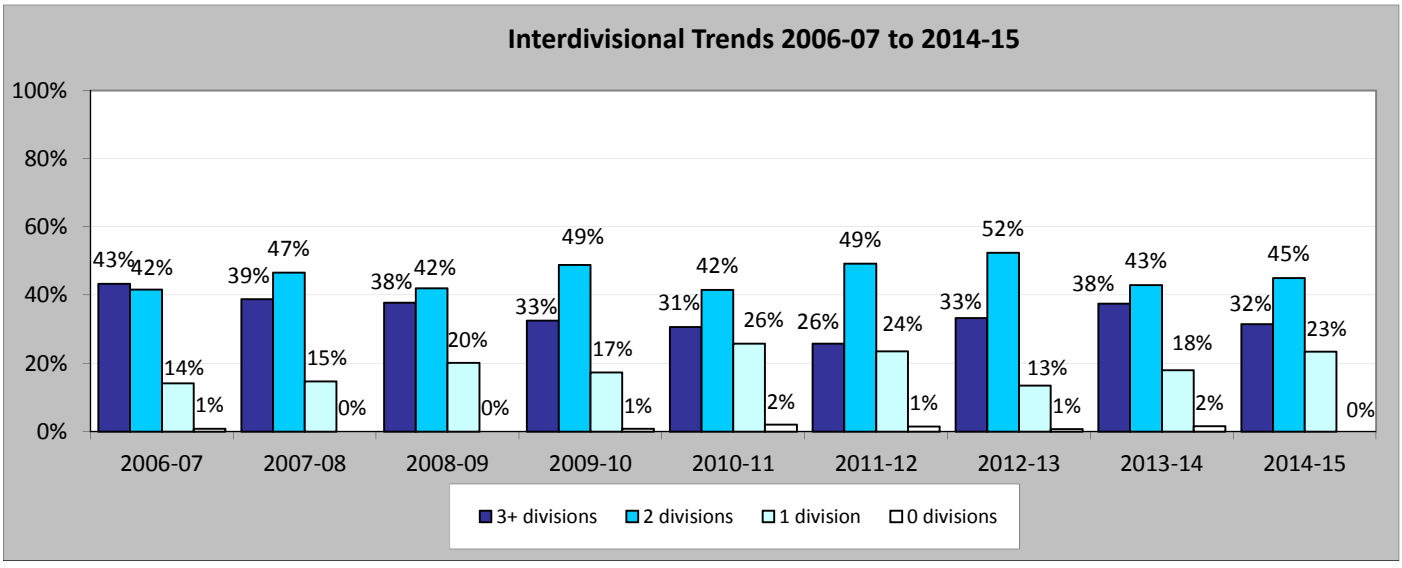
Source: End-of-Program Review

Interdivisional Trends 2006-07 to 2014-15

The table below describes the trend of interdivisional programs at Evergreen from 2006-07 to 2014-15. The analysis presents programs in terms of how many divisions of liberal arts (Art, Natural/Physical Sciences, Humanities, Social Science and/or Math/QSR) they incorporate Extensively (a primary area of study, credits awarded, substantial ongoing emphasis) or Moderately (regular area of study, multiple program activities, credits may have been awarded).

	N. Prog.	3 + divisions	2 divisions	1 division	0 divisions*
2006-07	120	43.3%	41.7%	14.2%	0.8%
		52	50	17	1
2007-08	116	38.8%	46.6%	14.7%	0.0%
		45	54	17	0
2008-09	119	37.8%	42.0%	20.2%	0.0%
		45	50	24	0
2009-10	132	32.5%	49.2%	17.4%	0.8%
		43	65	23	1
2010-11	101	30.7%	41.6%	25.7%	2.0%
		31	42	26	2
2011-12	136	25.7%	49.3%	23.5%	1.5%
		35	67	32	2
2012-13	141	33.3%	52.5%	13.5%	0.7%
		47	74	19	1
2013-14	128	37.5%	43.0%	18.0%	1.6%
		48	55	23	2
2014-15	111	32%	45%	23%	0%
		35	50	26	0

Evergreen defines a broadly interdisciplinary program as one with moderate or extensive inclusion of 3 or more divisons. In the NWCCU Year One Accreditation, Evergreen proposed that it would strive to reverse the decline in broadly interdisciplinary programs by increasing the presence of such programs up to 10% over the seven-year accreditation cycle.



* These programs did not incorporate any of the five divisions extensively or moderately.

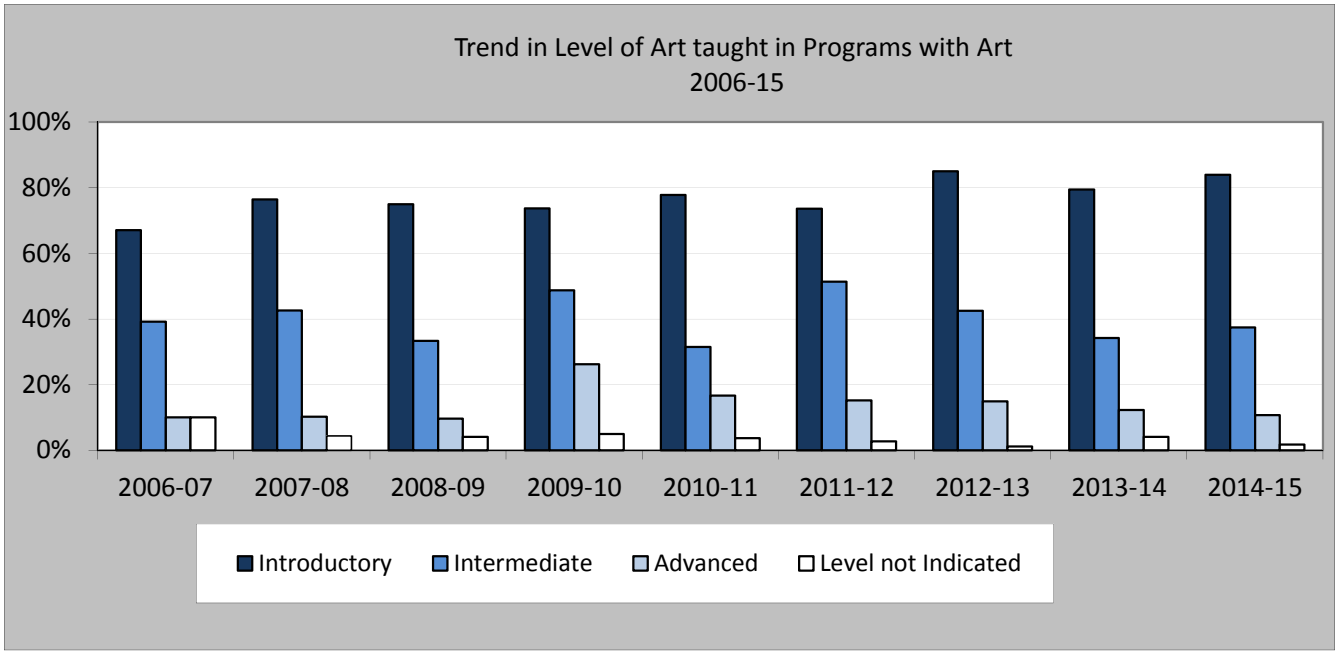
Source: End-of-Program Review

Trend in the Level Divisions Were Taught in Programs 2006-15

Faculty were asked to indicate whether their program included the five divisions (Art, Humanities, social Sciences, Natural,Physical or computer Sciences, and Math or Quantitative and Symbolic Reasoning). Faculty with programs that included a division were asked to indicate at which level it was taught: Introductory, Intermediate and Advanced. They could check all that apply. This analysis includes only the programs in which a division was taught .Note that in this analysis, the levels are not mitually exclusive.

Trend in the Level of Art Taught in Programs with Art 2006-15

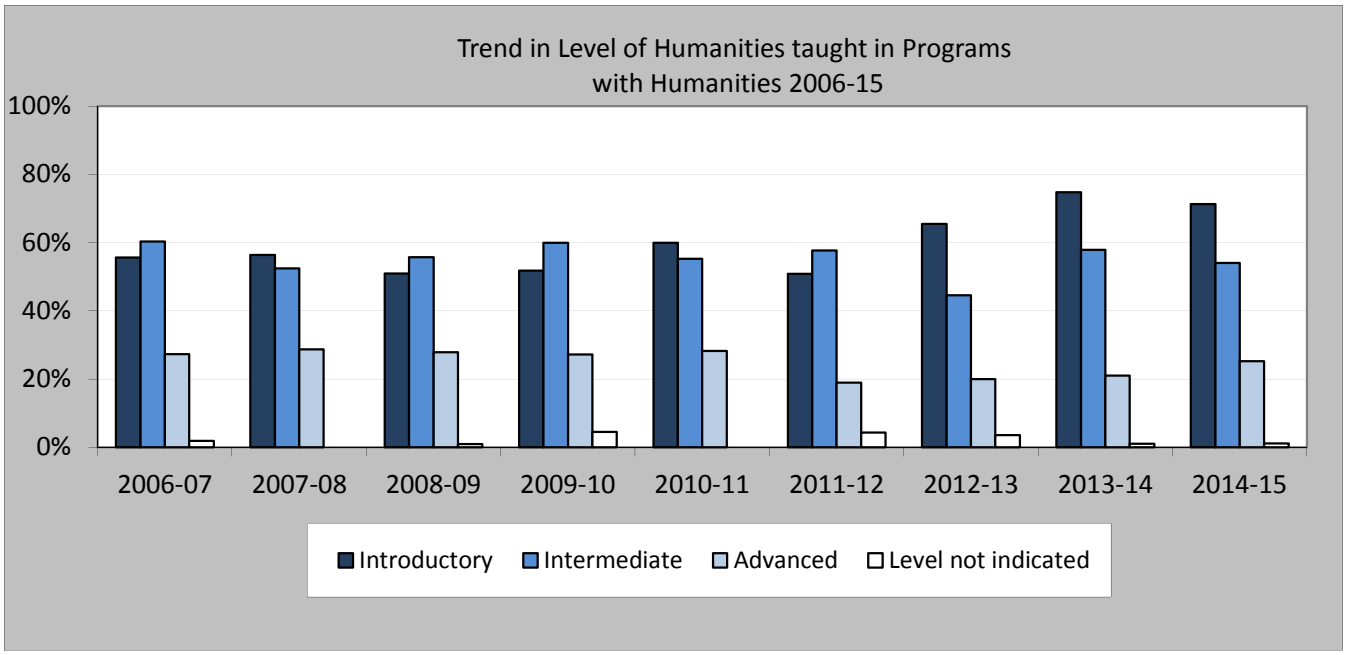
	% of Prog. w/ any Art	N. prog. with Art	Introductory	Intermediate	Advanced	Level not Indicated
2006-07	66%	79	*53*	*31*	*8*	*8*
			67%	39%	10%	10%
2007-08	59%	68	*52*	*29*	*7*	*3*
			76%	43%	10%	4%
2008-09	61%	72	*54*	*24*	*7*	*3*
			75%	33%	10%	4%
2009-10	61%	123	*59*	*39*	*21*	*4*
			74%	49%	26%	5%
2010-11	54%	54	*42*	*17*	*9*	*2*
			78%	31%	17%	4%
2011-12	53%	72	*53*	*37*	*11*	*2*
			74%	51%	15%	3%
2012-13	57%	80	*68*	*34*	*12*	*1*
			85%	43%	15%	1%
2013-14	57%	73	*58*	*25*	*9*	*3*
			79%	34%	12%	4%
2014-15	50%	56	*47*	*21*	*6*	*1*
			84%	38%	11%	2%



Source: End-of-Program Review

Trend in the Level of Humanities Taught in Programs with Humanities 2006-15

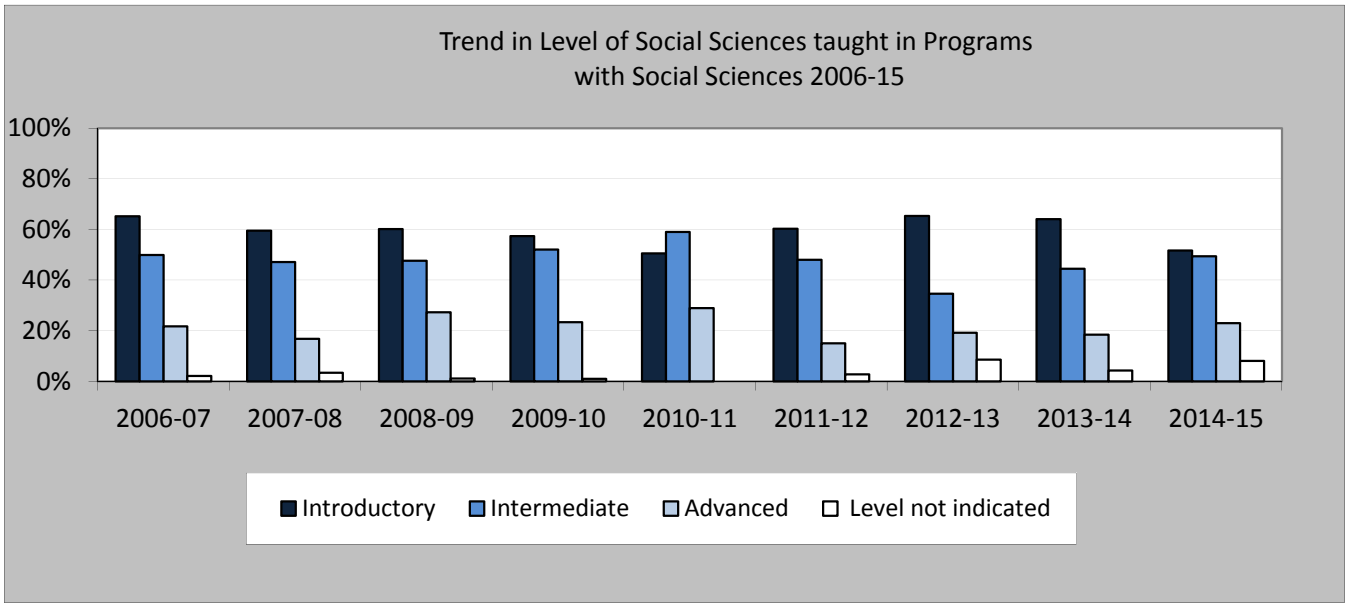
	% Prog. w/ any Huma.	N. prog. with Huma.	Introductory	Intermediate	Advanced	Level not indicated
2006-07	88%	106	*59*	*64*	*29*	*2*
			56%	60%	27%	2%
2007-08	89%	101	*57*	*53*	*29*	*0*
			56%	52%	29%	0%
2008-09	89%	104	*53*	*58*	*29*	*1*
			51%	56%	28%	1%
2009-10	83%	110	*57*	*66*	*30*	*5*
			52%	60%	27%	5%
2010-11	84%	85	*51*	*47*	*24*	*0*
			60%	55%	28%	0%
2011-12	85%	116	*59*	*67*	*22*	*5*
			51%	58%	19%	4%
2012-13	78%	110	*72*	*49*	*22*	*4*
			65%	45%	20%	4%
2013-4	74%	95	*71*	*55*	*20*	*1*
			75%	58%	21%	1%
2014-15	78%	87	*62*	*47*	*22*	*1*
			71%	54%	25%	1%



Source: End-of-Program Review

Trend in the Level of Social Sciences Taught in Programs with Social Sciences 2006-15

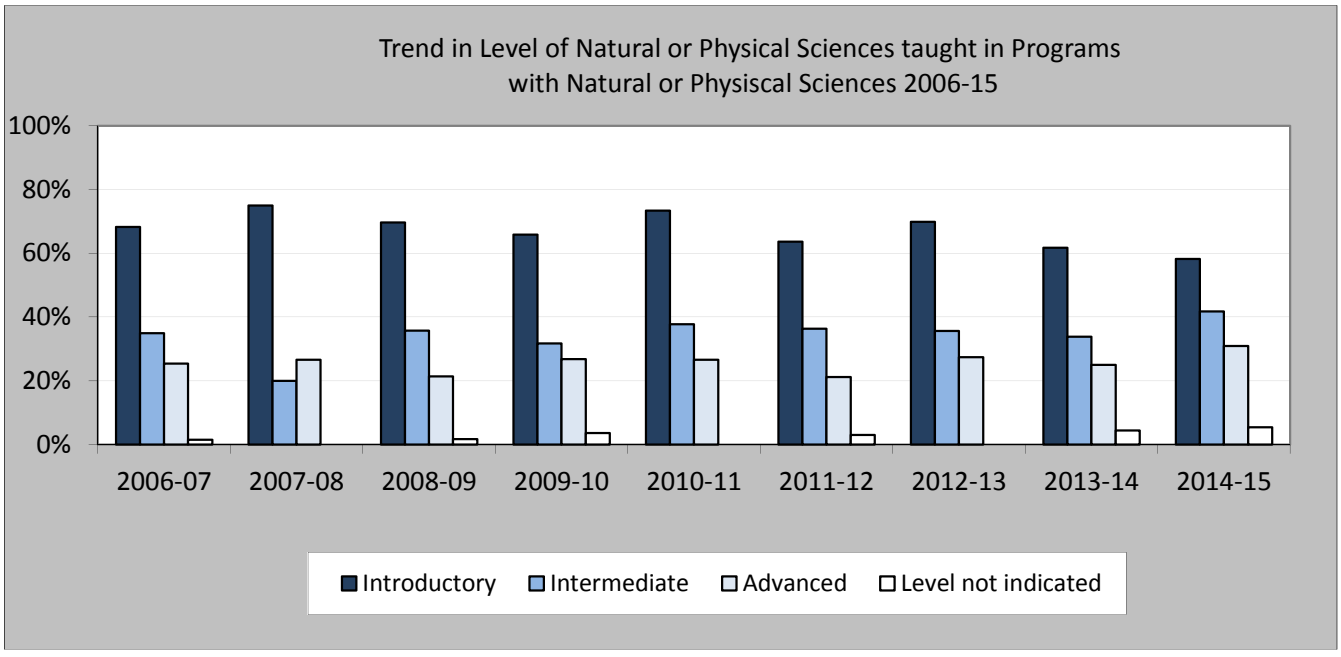
	% prog. w/ any Soc.Sc.	N. prog. with Soc.Sc.	Introductory	Intermediate	Advanced	Level not indicated
2006-07	77%	92	*60*	*46*	*20*	*2*
			65%	50%	22%	2%
2007-08	77%	89	*53*	*42*	*15*	*3*
			60%	47%	17%	3%
2008-09	75%	88	*53*	*42*	*24*	*1*
			60%	48%	27%	1%
2009-10	72%	94	*54*	*49*	*22*	*1*
			57%	52%	23%	1%
2010-11	83%	83	*42*	*49*	*24*	*0*
			51%	59%	29%	0%
2011-12	78%	106	*64*	*51*	*16*	*3*
			60%	48%	15%	3%
2012-13	74%	104	*68*	*36*	*20*	*9*
			65%	35%	19%	9%
2013-14	72%	92	*59*	*41*	*17*	*4*
			64%	45%	18%	4%
2014-15	78%	87	*45*	*43*	*20*	*7*
			52%	49%	23%	8%



Source: End-of-Program Review

Trend in the Level of Natural or Physical Sciences Taught in Progams with Natural,Physical or Computer Sciences 2006-15

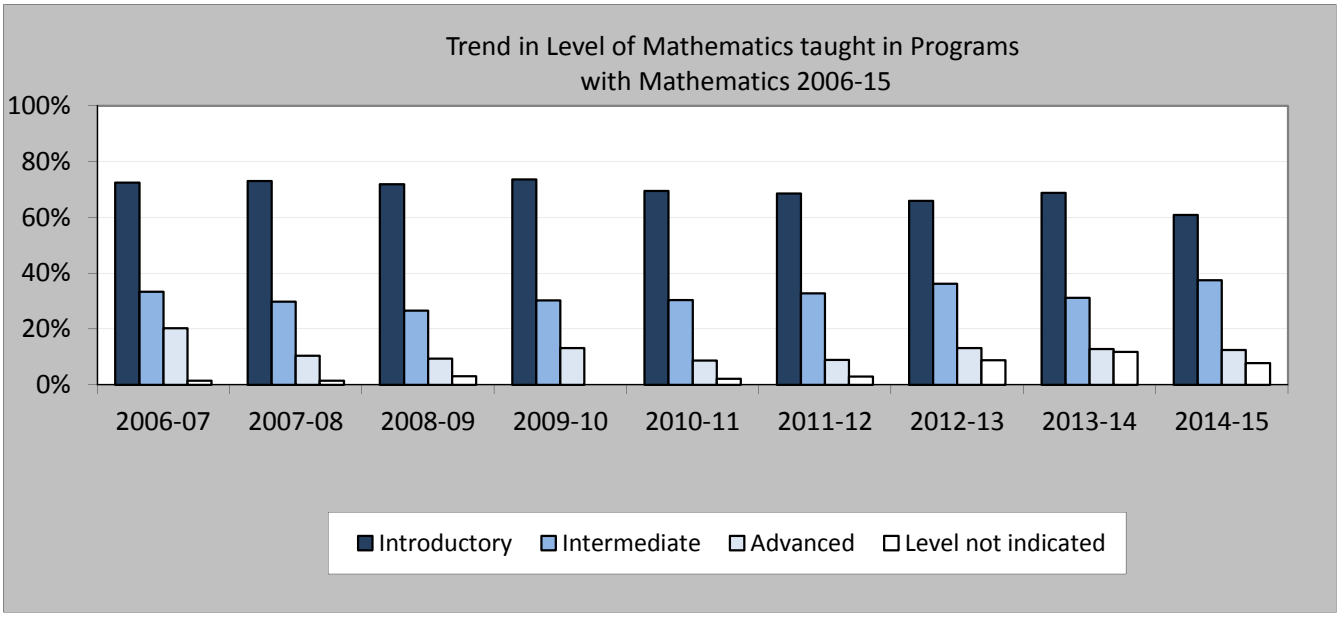
	% prog w/ any Nat.Phy.Comp.Sc.	N. prog. with Nat.Phy. Comp.Sc.	Introductory	Intermediate	Advanced	Level not indicated
2006-07	53%	63	*43*	*22*	*16*	*1*
			68%	35%	25%	2%
2007-08	51%	60	*45*	*12*	*16*	*0*
			75%	20%	27%	0%
2008-09	47%	56	*39*	*20*	*12*	*1*
			70%	36%	21%	2%
2009-10	62%	82	*54*	*26*	*22*	*3*
			66%	32%	27%	4%
2010-11	45%	45	*33*	*17*	*12*	*0*
			73%	38%	27%	0%
2011-12	49%	66	*42*	*24*	*14*	*2*
			64%	36%	21%	3%
2012-13	52%	73	*51*	*26*	*20*	*0*
			70%	36%	27%	0%
2013-14	53%	68	*42*	*23*	*17*	*3*
			62%	34%	25%	4%
2014-15	50%	55	*32*	*23*	*17*	*3*
			58%	42%	31%	5%



Source: End-of-Program Review

Trend in the Level of Mathematics Taught in Programs with Mathematics 2006-15

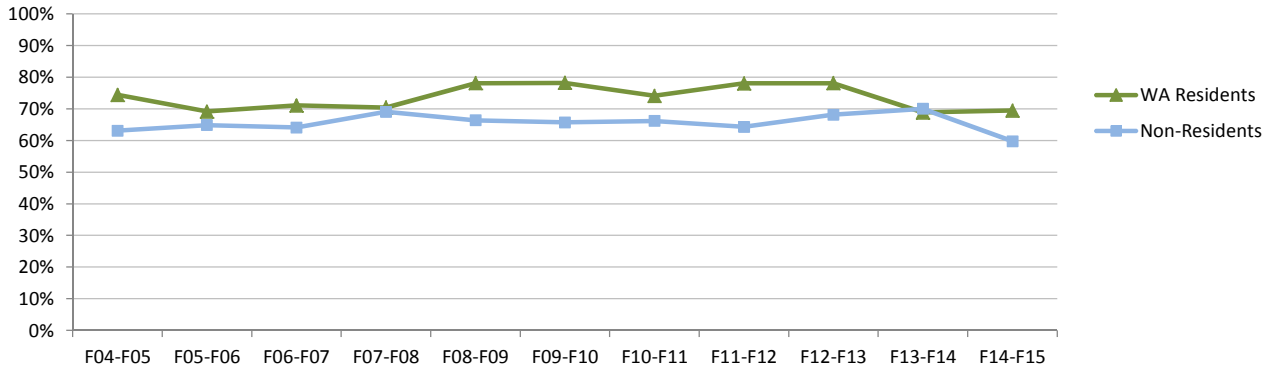
	% prog. w/ any Math	N. prog. with Math	Introductory	Intermediate	Advanced	Level not indicated
2006-07	58%	69	*50*	*23*	*14*	*1*
			72%	33%	20%	1%
2007-08	58%	67	*49*	*20*	*7*	*1*
			73%	30%	10%	1%
2008-09	54%	64	*46*	*17*	*6*	*2*
			72%	27%	9%	3%
2009-10	58%	76	*56*	*23*	*10*	*0*
			74%	30%	13%	0%
2010-11	45%	46	*32*	*14*	*4*	*1*
			70%	30%	9%	2%
2011-12	49%	67	*46*	*22*	*6*	*2*
			69%	33%	9%	3%
2012-13	65%	91	*60*	*33*	*12*	*8*
			66%	36%	13%	9%
2013-14	73%	93	*64*	*29*	*12*	*11*
			69%	31%	13%	12%
2014-15	58%	64	*39*	*24*	*8*	*5*
			61%	38%	13%	8%



Source: End-of-Program Review

Fall-to-Fall Retention Rates for First-time, First-Year Students

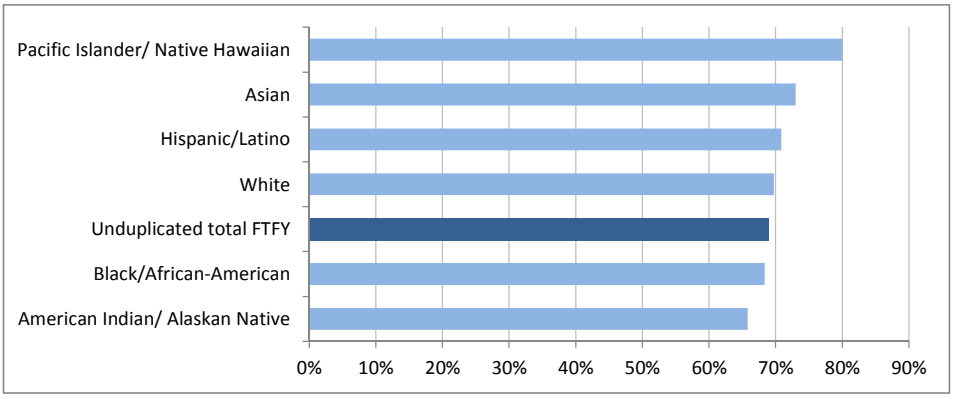
Entering cohort fall qtr to 2nd fall qtr	Fall04-Fall05	Fall05-Fall06	Fall06-Fall07	Fall07-Fall08	Fall08-Fall09	Fall09-Fall10	Fall10-Fall11	Fall11-Fall12	Fall12-Fall13	Fall13-Fall14	Fall14-Fall15
All FTFY	70%	67%	68%	70%	72%	73%	71%	72%	73%	69%	66%
WA Residents	74%	69%	71%	70%	78%	78%	74%	78%	78%	69%	69%
Non-Residents	63%	65%	64%	69%	66%	66%	66%	64%	68%	70%	60%



Three-year Weighted Average Fall-to-Fall Retention for FTFY by Race/Ethnicity

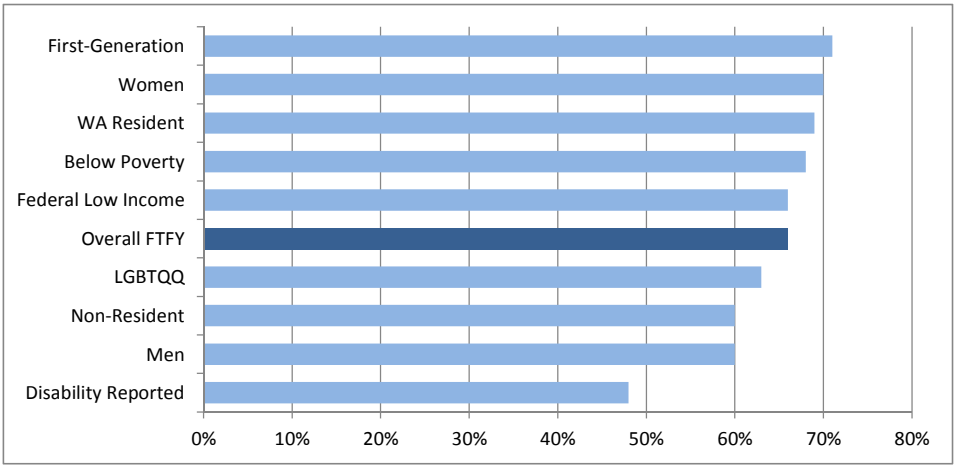
Combined cohorts Fall 12, Fall 13, Fall 14

Hispanic/Latino	71%
Black/African-American	68%
American Indian/ Alaskan Native	66%
Asian	73%
Pacific Islander/ Native Hawaiian	80%
White	70%
Unduplicated total FTFY	69%



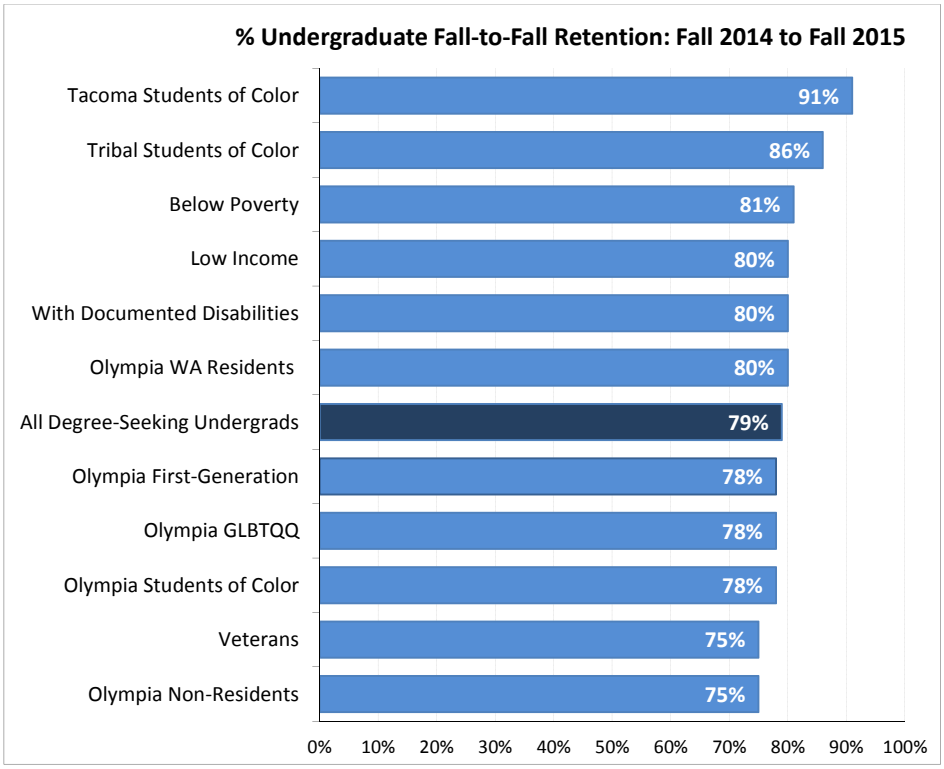
FTFY Retention by Demographic Subgroups: Fall 2014 to Fall 2015

Overall FTFY	66%
Federal Low Income	66%
Below Poverty	68%
WA Resident	69%
Non-Resident	60%
Women	70%
Men	60%
First-Generation	71%
Disability Reported	48%
LGBTQQ	63%



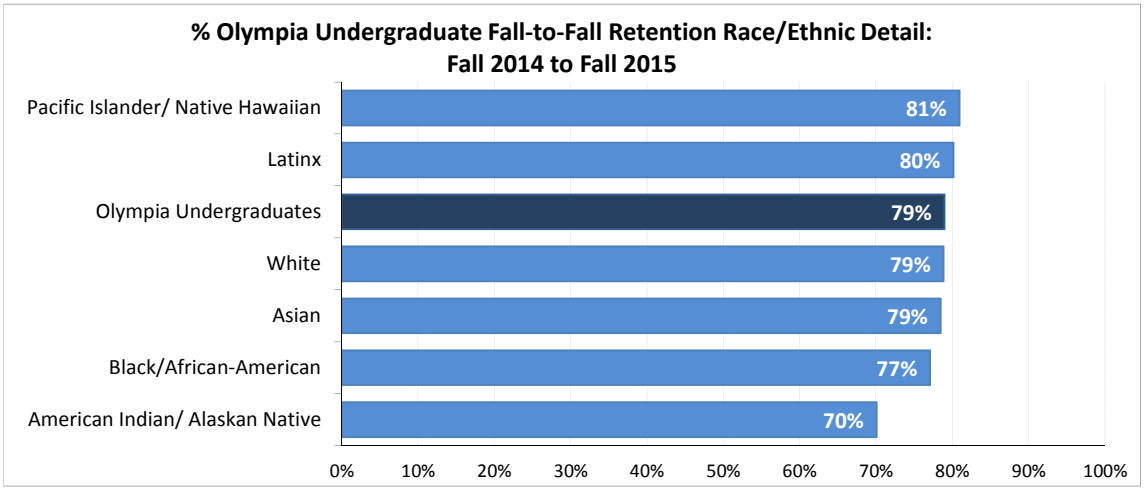
Fall-to-Fall Retention Rates for Undergraduate Students (adjusted for graduation)

All Degree-Seeking UG	**79%**
Tacoma Students of Color	91%
Tribal:Res-based Students of Color	86%
Oly Students of Color	78%
Low Income	80%
Below Poverty	81%
Oly WA Residents	80%
Oly Non-Residents	75%
Oly First-Generation	78%
Documented Disabilities	80%
Oly GLBTQQ	78%
Veterans	75%



Olympia Undergraduates: Detail by Race/Ethnicity (categories NOT mutually exclusive)

Retained from one Fall qtr to the next Fall qtr	Fall10-Fall11	Fall11-Fall12	Fall12-Fall13	Fall13-Fall14	Fall14-Fall15
Olympia Undergraduates	**81%**	**81%**	**82%**	**80%**	**79%**
Latinx	78%	79%	83%	76%	80%
Black/African-American	81%	75%	84%	77%	77%
American Indian/ Alaskan Native	73%	78%	82%	76%	70%
Asian	82%	84%	82%	78%	79%
Pacific Islander/ Native Hawaiian	68%	90%	78%	84%	81%
White	81%	81%	81%	80%	79%



Survey of Non-Retained Students: 2014

Most frequently mentioned factors contributing to decision to leave in each dimension:

In your decision to leave Evergreen, how important were the following academic reasons?		*% who said this was a factor*	% of respondents rating as *very important* or *a primary factor*
Academic	Did not feel like I was learning things that were important to me	50%	28%
Financial	Concern about accumulating debt from educational expenses	50%	30%
Campus Climate	Didn't feel like I fit in at Evergreen	48%	20%
Personal/Family	Needed time off to consider my goals or academic direction	50%	29%
Institutional	Concern about finding a job after graduating from Evergreen	48%	26%

Top 12: Factors with highest percentage of *very important* or *a primary factor* ratings.

In your decision to leave Evergreen, how important were the following academic reasons?		*% who said this was a factor*	% of respondents rating as *very important* or *a primary factor*
Financial	Concern about accumulating debt from educational expenses	50%	30%
Personal/Family	Needed time off to consider my goals or academic direction	50%	29%
Academic Experience	Did not feel like I was learning things that were important to me	50%	28%
Institutional	Concern about finding a job after graduating from Evergreen	48%	26%
Financial	Personal finances were insufficient to attend any college	47%	25%
Personal/Family	Health-related issue	37%	24%
Financial	Cost associated with acquiring degree is not worth potential benefit	45%	23%
Financial	Cost of attendance at Evergreen was too high	49%	21%
Institutional	Concern Evergreen education would not allow me to meet life-long goals	36%	21%
Institutional	Not able to develop skills and expertise in a specific field	45%	20%
Campus Climate	Didn't feel like I fit in at Evergreen	48%	20%
Academic Experience	My program did not live up to its catalog description	42%	19%

Non-Retained Student Survey 2014

Top 10 Most Important Factors in Decision to Leave for Each Analysis Subgroup

top 5
next 5

	Concern about debt	Insufficient finances for college	Not learning what's important to me	Evergreen cost too high	Need time to consider goals or direction	Cost vs. benefit of degree	Didn't feel like I fit in at Evergreen	Health-related issue	Concern about finding job after grad from Evergreen	Program did not live up to catalog description	Unable to gain expertise in specific field	Concern Evergreen won't help me meet life goals	Financial aid not as expected	Financial aid enough for 1 yr, not additional yrs	Unable to balance time for work and school	Need more time to focus on work to support myself	Overwhelmed by academic workload	Need to address family responsibilities	Time management challenges	Evergreen doesn't offer field of interest	Want to pursue formal major	Don't like intergrated program; want separate classes	Concern about going to grad school with TESC deg	Lack of individual support from faculty	Lack of diversity among students
Female																									
Male																									
First Gen.																									
Low Income																									
Pell Recipient																									
SNG Recipient																									
WA Resident																									
Non-Resident																									
New First-year																									
New Transfer																									
NonTrad. Age (24+)																									
Trad. Age (<24)																									
Hispanic/ Latino																									
Students of Color																									
Even.Wknd Stud.																									

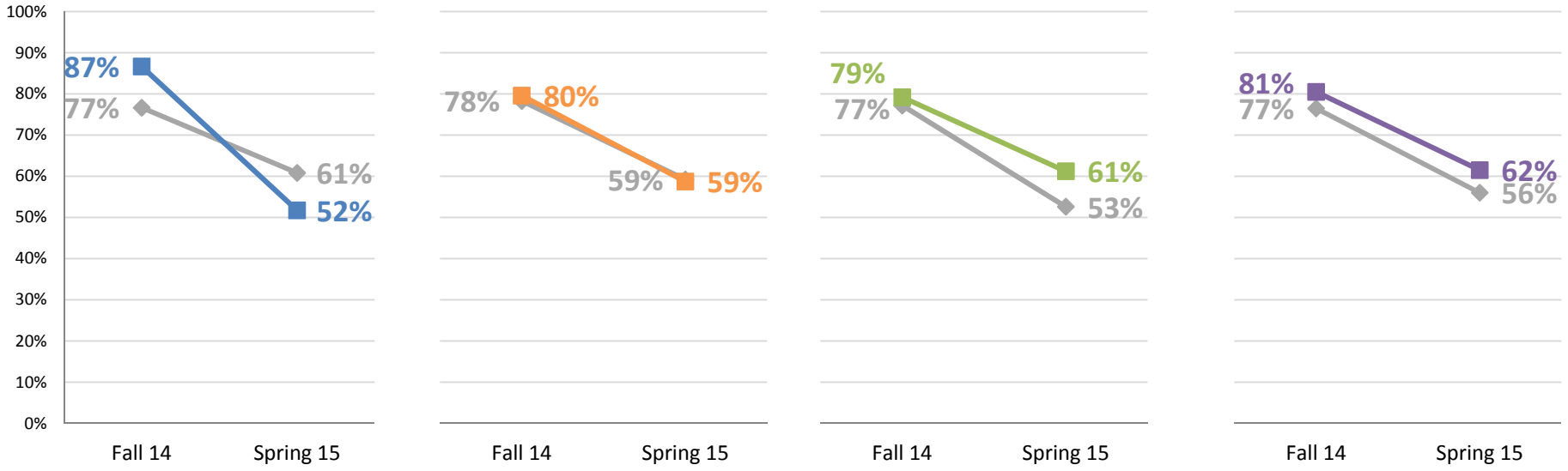
Will develop skills and expertise in a specific field or fields

% quite or very confident	Fall 2014	Spring 2015
Students of Color	87%	52%
White/ Unknown	77%	61%

% quite or very confident	Fall 2014	Spring 2015
First Generation	80%	59%
Not First Generation	78%	59%

% quite or very confident	Fall 2014	Spring 2015
Female	79%	61%
Male	77%	53%

% quite or very confident	Fall 2014	Spring 2015
Low-Income	81%	62%
Not Low-Income	77%	56%



155 Olympia UG who responded to both the New Student Survey (Fall 2014) and the Student Experience Survey (Spring 2015)
Students of Color (n=31), First Generation (n=46), Female (n=85), Low-Income (n=85)
Office of Institutional Research and Assessment

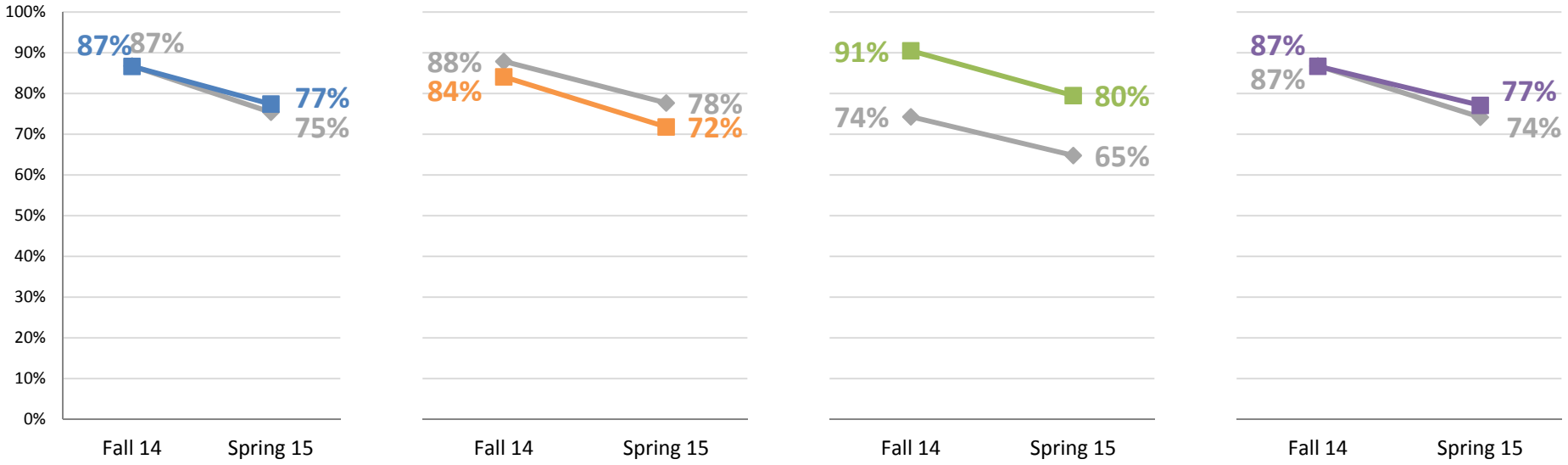
Will obtain an interdisciplinary education

% quite or very confident	Fall 2014	Spring 2015
Students of Color	87%	77%
White/ Unknown	87%	75%

% quite or very confident	Fall 2014	Spring 2015
First Generation	84%	72%
Not First Generation	88%	78%

% quite or very confident	Fall 2014	Spring 2015
Female	91%	80%
Male	74%	65%

% quite or very confident	Fall 2014	Spring 2015
Low-Income	87%	77%
Not Low-Income	87%	74%



155 Olympia UG who responded to both the New Student Survey (Fall 2014) and the Student Experience Survey (Spring 2015)
Students of Color (n=31), First Generation (n=46), Female (n=85), Low-Income (n=85)
Office of Institutional Research and Assessment

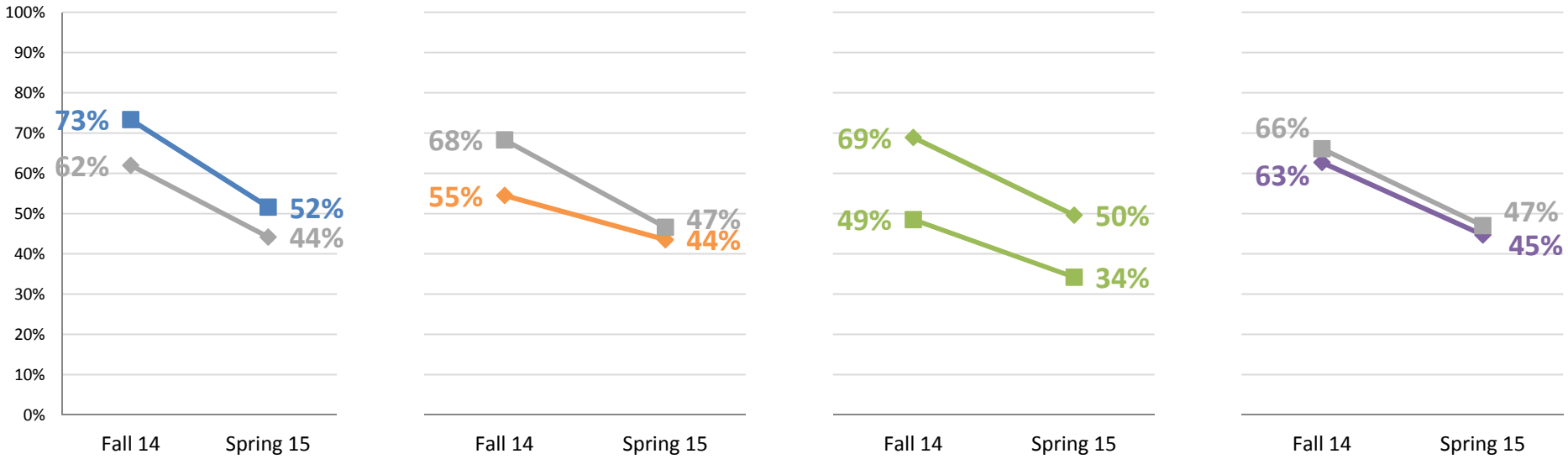
Can get the kinds of classes you want at Evergreen

% quite or very confident	Fall 2014	Spring 2015
Students of Color	73%	52%
White/ Unknown	62%	44%

% quite or very confident	Fall 2014	Spring 2015
First Generation	55%	44%
Not First Generation	68%	47%

% quite or very confident	Fall 2014	Spring 2015
Female	69%	50%
Male	49%	34%

% quite or very confident	Fall 2014	Spring 2015
Low-Income	63%	45%
Not Low-Income	66%	47%



155 Olympia UG who responded to both the New Student Survey (Fall 2014) and the Student Experience Survey (Spring 2015)
Students of Color (n=31), First Generation (n=46), Female (n=85), Low-Income (n=85)
Office of Institutional Research and Assessment

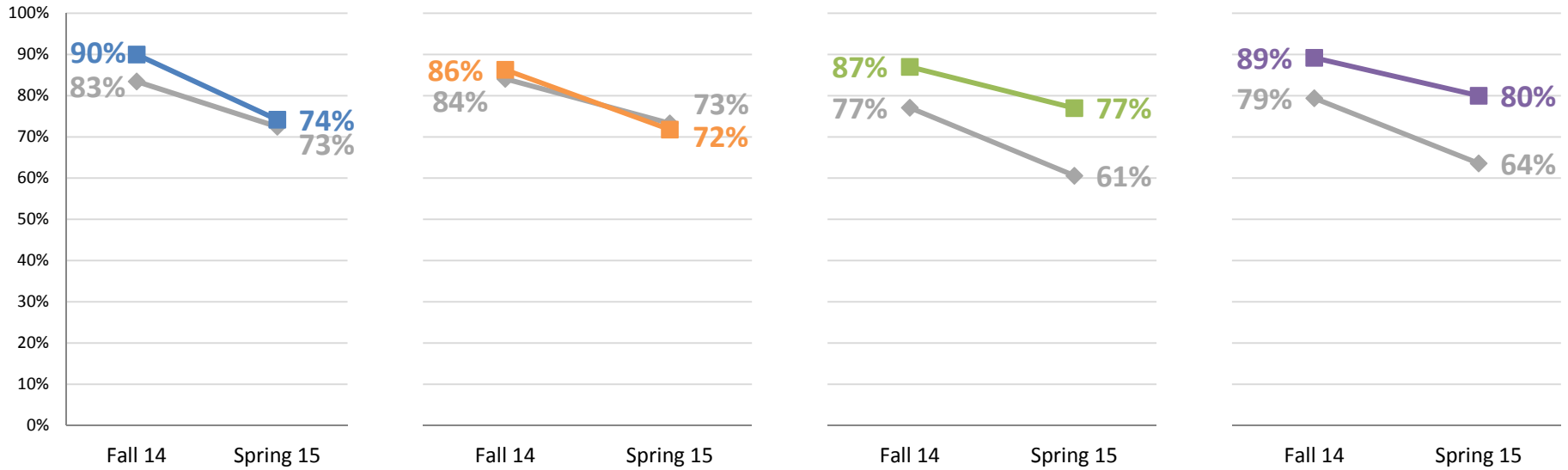
Will be able to use your education to meet life-long goals

% quite or very confident	Fall 2014	Spring 2015
Students of Color	90%	74%
White/ Unknown	83%	73%

% quite or very confident	Fall 2014	Spring 2015
First Generation	86%	72%
Not First Generation	84%	73%

% quite or very confident	Fall 2014	Spring 2015
Female	87%	77%
Male	77%	61%

% quite or very confident	Fall 2014	Spring 2015
Low-Income	89%	80%
Not Low-Income	79%	64%



155 Olympia UG who responded to both the New Student Survey (Fall 2014) and the Student Experience Survey (Spring 2015)
Students of Color (n=31), First Generation (n=46), Female (n=85), Low-Income (n=85)
Office of Institutional Research and Assessment

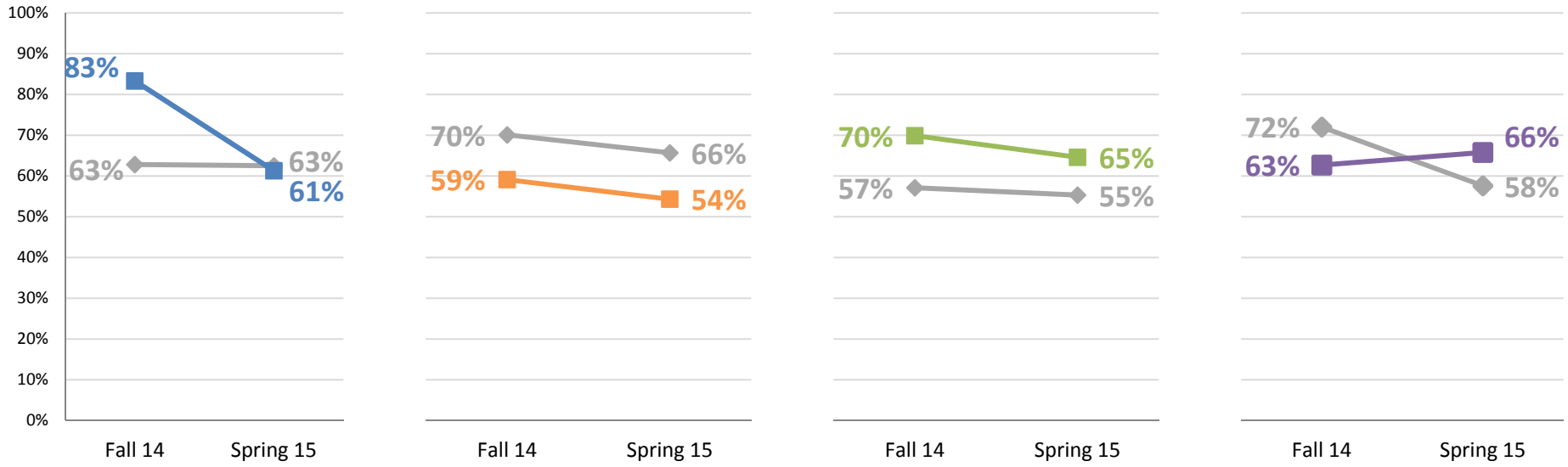
Will be able to pursue further education (graduate or professional) if you decide to in the future

% quite or very confident	Fall 2014	Spring 2015
Students of Color	83%	61%
White/ Unknown	63%	63%

% quite or very confident	Fall 2014	Spring 2015
First Generation	59%	54%
Not First Generation	70%	66%

% quite or very confident	Fall 2014	Spring 2015
Female	70%	65%
Male	57%	55%

% quite or very confident	Fall 2014	Spring 2015
Low-Income	63%	66%
Not Low-Income	72%	58%



155 Olympia UG who responded to both the New Student Survey (Fall 2014) and the Student Experience Survey (Spring 2015)
Students of Color (n=31), First Generation (n=46), Female (n=85), Low-Income (n=85)
Office of Institutional Research and Assessment

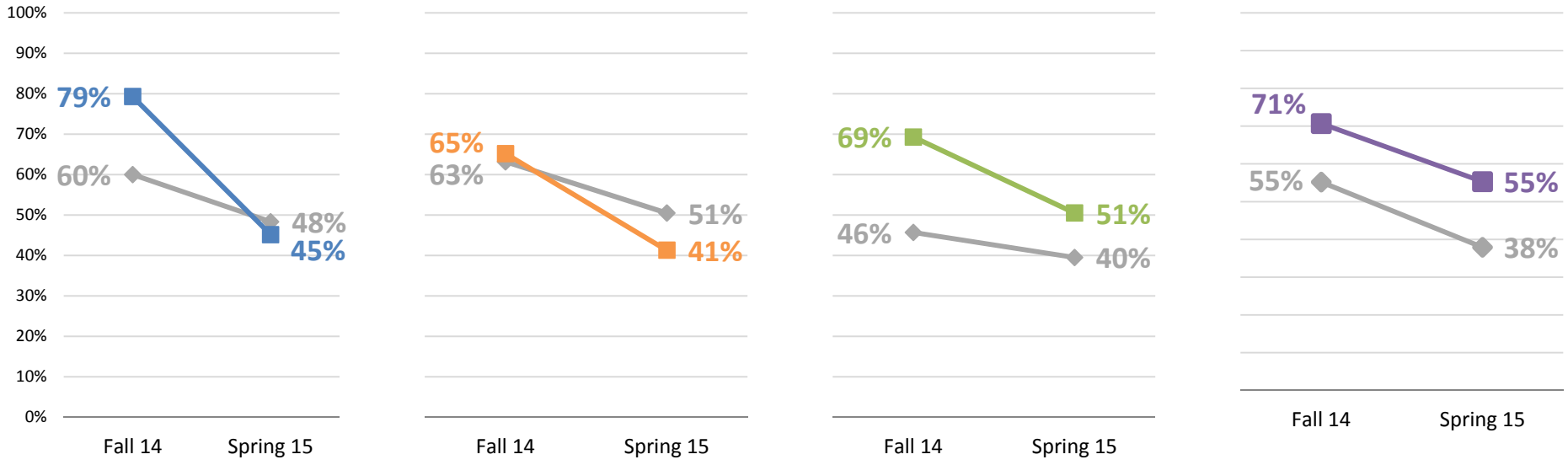
Will be able to find a satisfying job or make a desired career change after graduation

% quite or very confident	Fall 2014	Spring 2015
Students of Color	79%	45%
White/ Unknown	60%	48%

% quite or very confident	Fall 2014	Spring 2015
First Generation	65%	41%
Not First Generation	63%	51%

% quite or very confident	Fall 2014	Spring 2015
Female	69%	51%
Male	46%	40%

% quite or very confident	Fall 2014	Spring 2015
Low-Income	71%	55%
Not Low-Income	55%	38%



155 Olympia UG who responded to both the New Student Survey (Fall 2014) and the Student Experience Survey (Spring 2015)
Students of Color (n=31), First Generation (n=46), Female (n=85), Low-Income (n=85)
Office of Institutional Research and Assessment

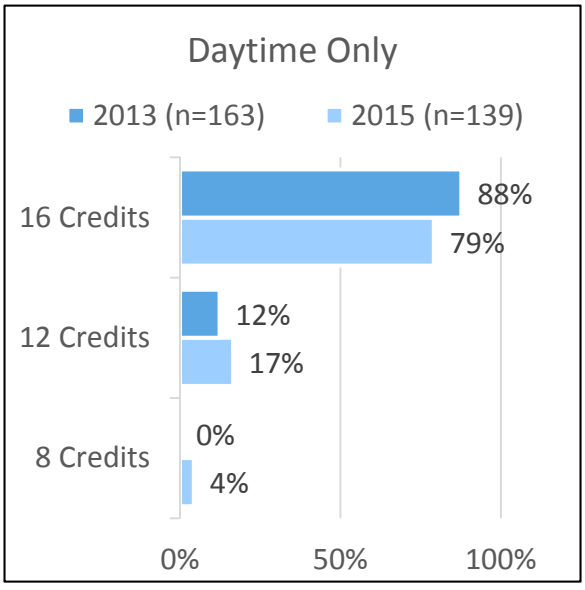
On the Student Experience Survey (SES) students were asked "If you were to design your dream program, what would it look like? Please specify: Credits, Faculty, Days & Time, and Length." The answers from the Olympia Campus Random Sample from 2013 and 2015 are shown here.

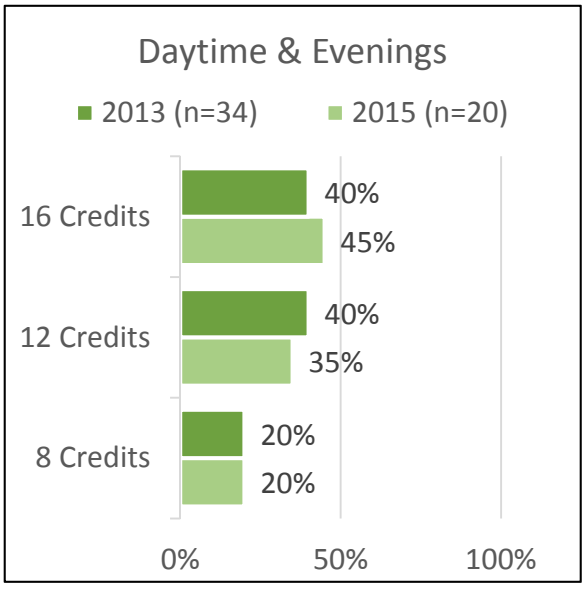
Olympia students' Dream Programs were fairly similar in 2013 & 2015. There were a few differences, in 2015 a smaller percentage of students designed a program in the Evenings, a smaller percentage chose a 16 credit program, and a higher percentage of students designed a program on Weekends Only.

Categories are not mutually exclusive		2013		2015	
		%	N	%	N
Instructional period	Daytime Only	69%	163	69%	139
	Daytime and Evenings	14%	34	10%	20
	Evenings Only	8%	20	2%	3
	Evenings and Weekends	6%	15	7%	14
	Weekends Only	3%	6	13%	26
	Subtotal	**100%**	**238**	**100%**	**202**
Instructor	One instructor	27%	64	26%	53
	Team taught	73%	173	74%	148
	Subtotal	**100%**	**237**	**100%**	**201**
Credit	8 credits	5%	13	6%	12
	12 credits	16%	38	23%	47
	16 credits	79%	190	71%	143
	Subtotal	**100%**	**241**	**100%**	**202**
Length	1 quarter	17%	41	17%	35
	2 quarters	33%	80	34%	69
	3 quarters	50%	120	49%	98
	Subtotal	**100%**	**241**	**100%**	**202**

Credit Load by Instructional Period

In 2015, 21% of students who chose Daytime Only wanted fewer than 16 credits. Of the students chose Daytime & Evenings 45% would choose 16 credits, 35% would choose 12 credits, and 20% would choose 8 credits. Other Instructional Periods had too few students to disaggregate by Credit Load.





What instructional periods are desired by students with Dream Programs of 8, 12, and 16 credits?

8 Credits

Very few students' Dream Program was 8 credits, 13 in 2013 and 12 in 2015. Most students wanted an 8 credit program with a portion of the 8 credits to be in the evenings. There were zero students either year whose Dream Program was 8 credits who wanted that program to be on the Weekends Only.

12 Credits

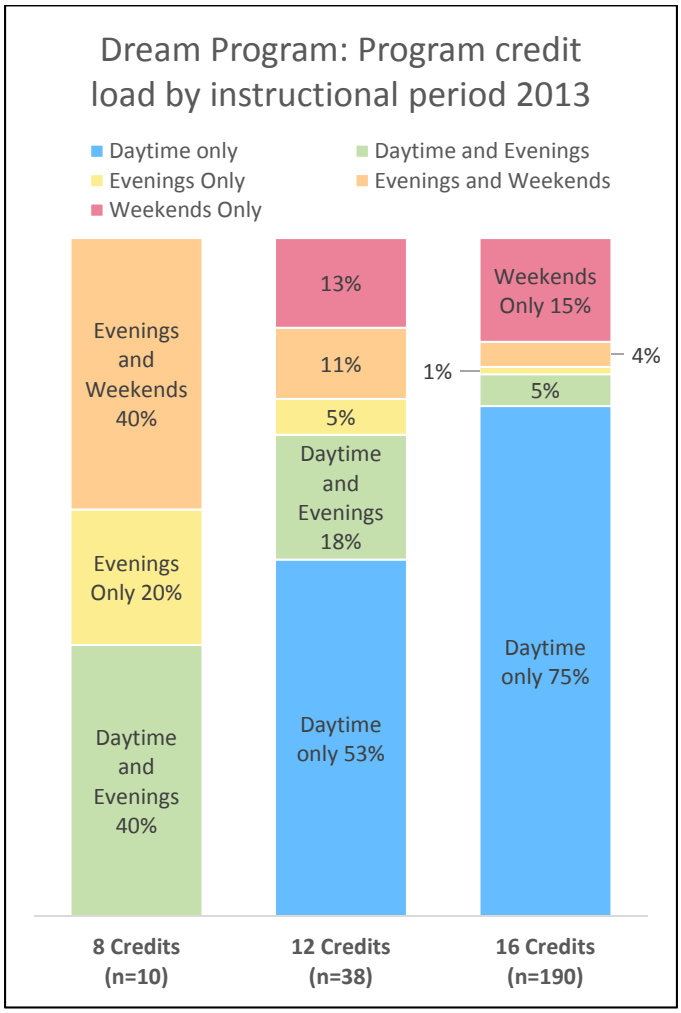
In 2013, of the students whose Dream Program was 12 credits, 53% wanted a Daytime program, 18% wanted Daytime & Evening, 5% wanted Evening Only, 11% wanted Evenings & Weekends, and 13% wanted Weekends.

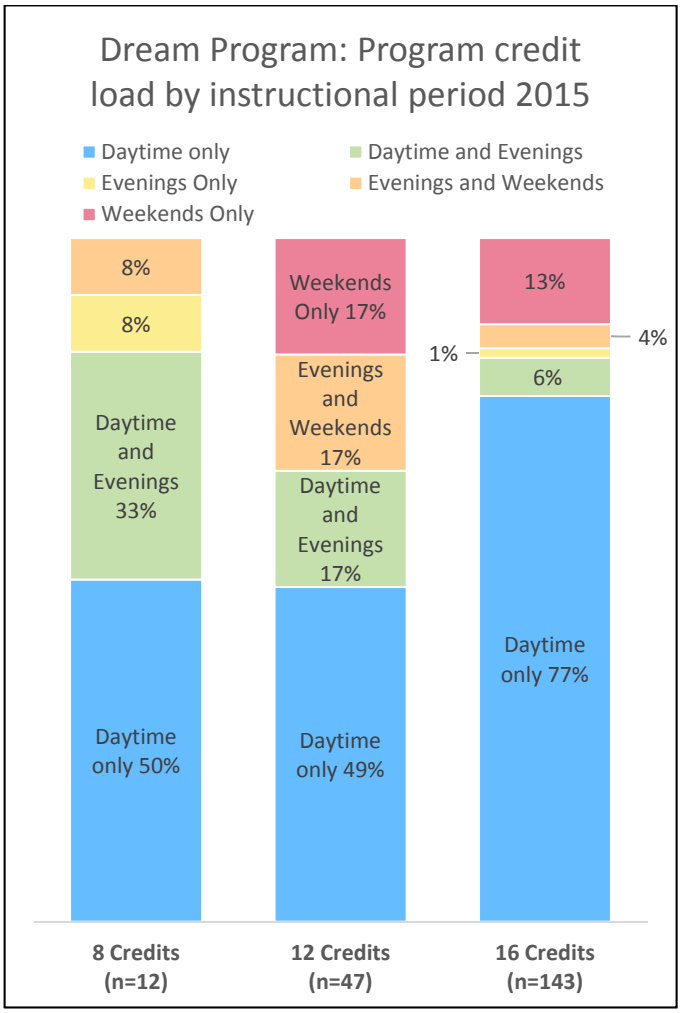
In 2015, of the students whose Dream Program was 12 credits, 49% of student wanted the program to be in the Daytime, 17% each wanted it Daytime and Evenings, Evenings and Weekends, or Weekends only.

Half of the students whose Dream Program is 12 credits want that program offered in the Daytime, this percentage increases if you include the students whose Dream Program is in Daytime & Evenings.

16 Credits

The majority of students whose Dream Program is 16 credits want a Daytime program. However, 1 out of every 8 students with a 16 credit Dream Program wanted that program to be offered on the Weekends.





Further analysis, including program descriptions, can be found at: www.evergreen.edu/institutionalresearch/studentexperiencesurvey.

This analysis compares the divisional breakdown of applicant interest areas, student area of focus, curriculum, and faculty lines. Classification of Instruction Program (CIP) Codes were used to categorize each area of interest, curricular offering, and teaching area. These CIP codes were collapsed into clusters to simplify analysis. These clusters were then distributed to six divisions based on the Northwest Commission on Colleges and Universities crosswalk.

Expressive Arts

The **Arts** division includes Arts cluster (general/other art), Media Arts and Photography (media studies, television, digital communication, graphics, photography, and film/video), Performing Arts (dance, theatre, and music), and Visual Arts (fine and studio arts, drawing, painting, ceramics, fiber, textile and metal arts).

Humanities

The **Humanities** division includes Area Studies/History cluster (area, ethnic, cultural, gender studies, and history), Foreign Language and Linguistics, English Language and Literature (including journalism), American Studies, and Humanities/Philosophy (liberal arts, general studies, humanistic studies, philosophy, and religion).

Math & Computer Sciences

Math and Computer Sciences division includes:

- Mathematics
- Statistics
- Information Sciences
- Computer Programming
- Computer Science

Social Sciences

The **Social Sciences** division includes the following clusters:

- Education (including special education and multilingual education)
- Psychology
- Public Administration/Social Services (human services, community organization and advocacy, public policy, non-profit management, and social work)
- Business/Management (business admin, finance, human resources, marketing)
- Political Economy/Government/Law (political science, economics, international relations, international studies, and legal studies)
- Social Sciences (anthropology, sociology, urban studies, and geography)

Natural & Physical Sciences

The **Natural and Physical Sciences** division includes:

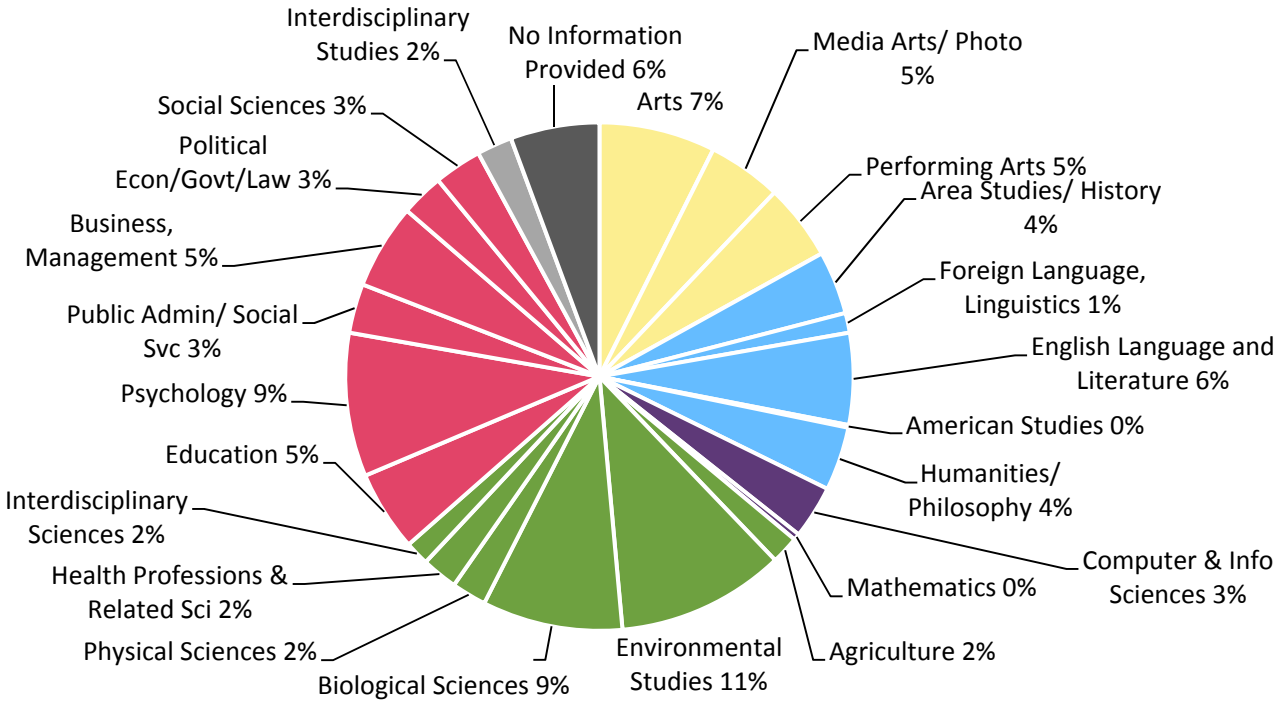
- Agriculture (agriculture, food science, animal sciences, horticulture)
- Environmental Studies (natural resources and conservation, forestry, water management, wildlife and wildlands conservation, land use planning, fisheries)
- Biological Sciences (Biology, botany, biochemistry, zoology, genetics, physiology, pharmacology, ecology, marine biology, neurobiology, mycology)
- Physical Sciences (chemistry, physics, astronomy, hydrology, materials sciences)
- Health Professions and Related Sciences (mind-body medicine, pre-med)
- Interdisciplinary Sciences and Sustainability Studies

Inter-disciplinary

Interdisciplinary Studies is used when two or more disciplines are integrated – and differs slightly for each area of analysis.

Admitted Student Interest

Fall 2015 Olympia applicants admitted to The Evergreen State College. Source: Application n=2,933



Evergreen's undergraduate application asks applicants to choose their first and second choice of "Intended area of Interest" from a drop down menu. For this analysis, the students' second choice is not included unless the student provided no first choice. This is not a comprehensive list of answers that students could choose - categories were combined to match clusters used in other sections of this analysis. For a full list of areas of interests students could choose from please see Appendix I.

The most popular areas of interest for admitted students are:

- **Environmental Studies** (296 admitted students)
- **Psychology** (268)
- **Biological Sciences** cluster (262)

Interdisciplinary studies is not an option students can choose on the application, the closest choice is General Studies.

Of the 2,933 students who applied to Evergreen, 1,285 subsequently enrolled at the school. A yield rate is created by dividing the number of students who enrolled at Evergreen in each interest area cluster by the number of students who were admitted. The overall yield rate is 44% for Olympia undergraduates admitted in Fall of 2015.

The clusters with the highest number of admitted students are Environmental Studies (140 students), Biological Sciences (113), Psychology (113), and Art (101); however these were not the areas of interest with the highest yield rates. Students who provided no information on their area of interest have the highest yield rate (62%). The clusters with the highest yield rates are Interdisciplinary Sciences (56%), and Agriculture (52%). The lowest yield rates were in the Health cluster (27%) and in the Humanities/Philosophy cluster (31%).

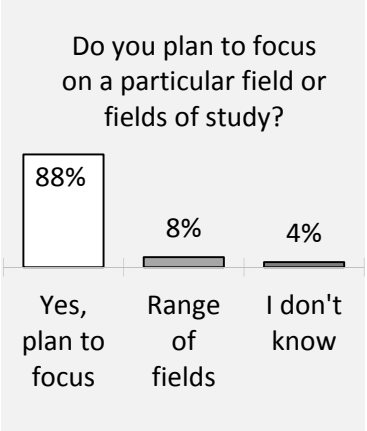
Clusters with above average yield rates	
No Information Provided	**62%**
Interdisciplinary Sciences	56%
Agriculture	52%
Education	49%
Foreign Language, Linguistics	49%
Area Studies/History	48%
Arts	47%
Environmental Studies	45%

Student Experience Survey

Olympia Undergraduate Spring 2015 Respondents to the Evergreen Student Experience Survey, n=178

The Evergreen Student Experience survey asks "Do you plan to focus on a particular field or fields of study at Evergreen?" 4% of respondents don't know, 8% plan to study a range of fields without a particular focus, and 88% plan to focus on a particular field of study.

The students who are planning to focus on a field of study are asked to "please describe your primary field(s) of study or concentration at Evergreen [in your own words]." The responses are categorized into CIP clusters.



60% of respondents indicate a interdivisional or interdisciplinary field of study.

- 40% of respondents say their primary field of study is Interdivisional (focus spans two or more divisions).
- 20% of respondents indicate interdisciplinary interests (two or more interests within a division, e.g. Latino studies and Spanish, which are both Humanities).

This number is dramatically larger than the 2% of students who indicated an interest in Interdisciplinary Studies on the application. In fact, this is the largest representation of Interdisciplinary Studies in any part of this analysis.

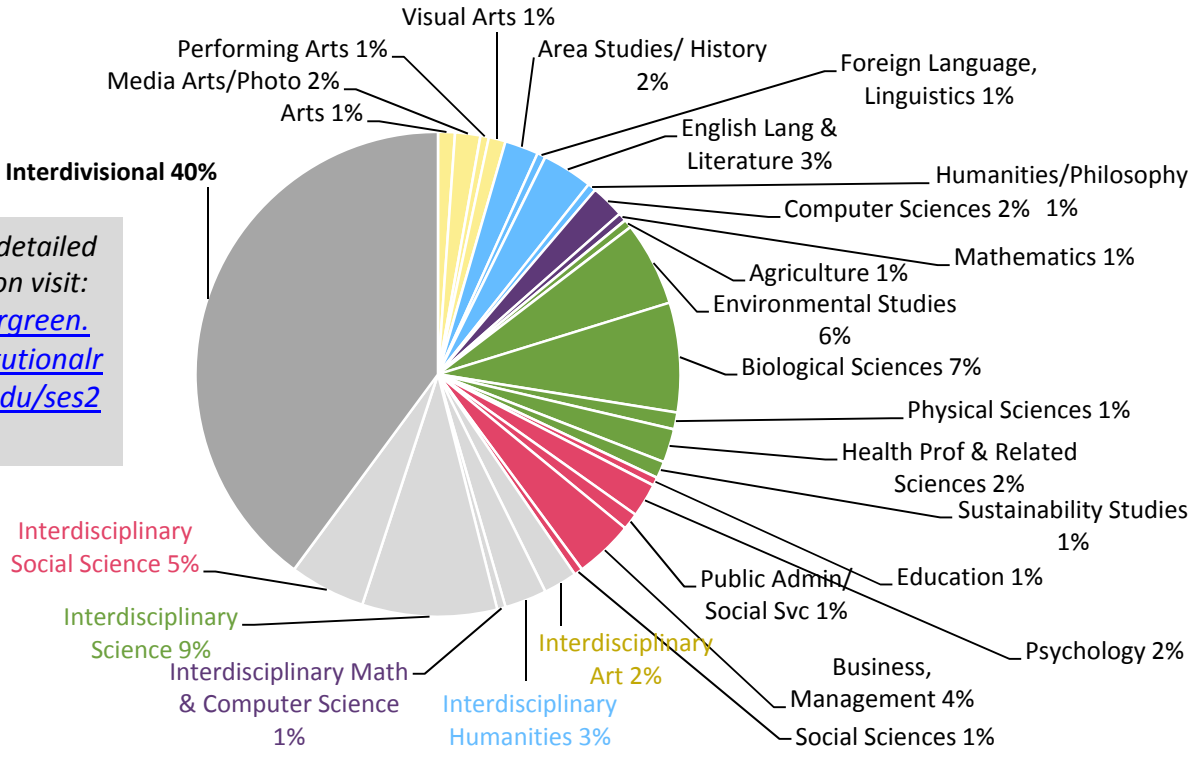
86% of transfer students and 90% of First-time, First-year students responded that the "Ability to study one subject or theme through multiple disciplines or perspectives (interdisciplinary learning)" was a positive factor in their decision to attend Evergreen.

40% of respondents say that their primary field of study is within one of the CIP clusters. The highest percentage of students who indicate a non-interdivisional and non-interdisciplinary field of study are interested in:

- **Biological Sciences** (7% of respondents)
- **Environmental Studies** (6%)
- **Business & Management** (4%)

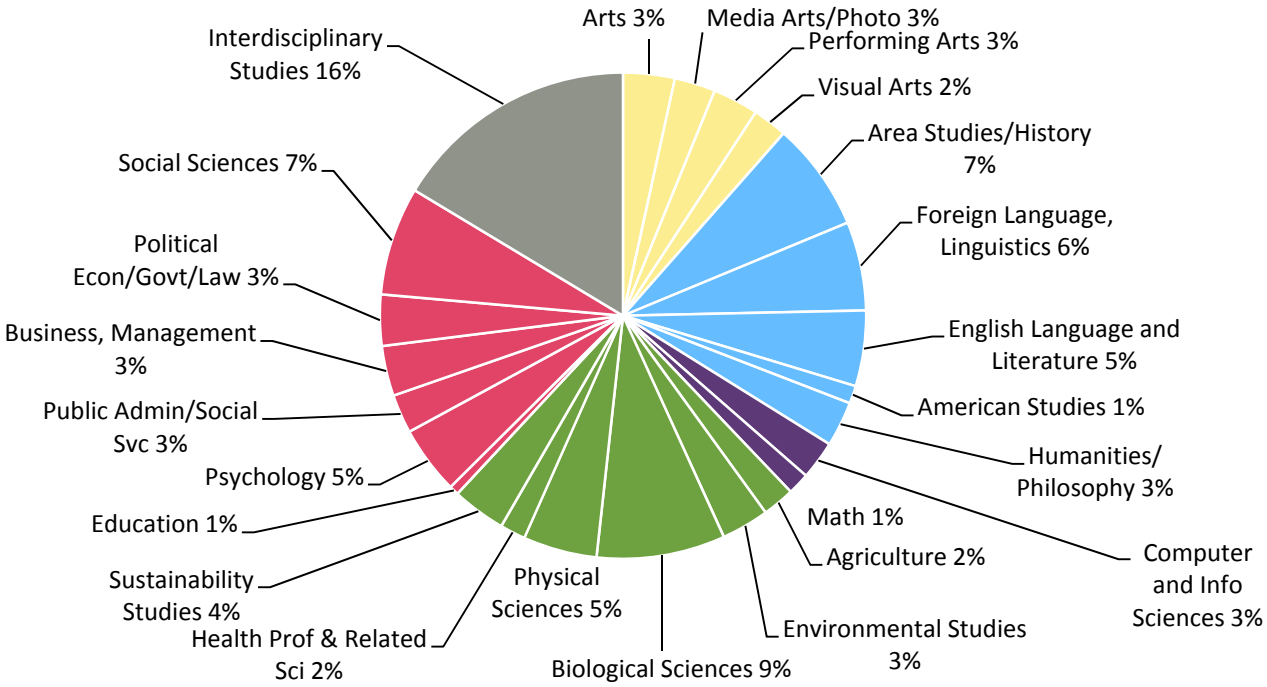
Students who are interested in the Sciences are less likely to have an interdivisional focus than other students; around 40% of all science students have interdivisional interests while nearly 70% of non-science students have an interdivisional focus.

For more detailed information visit: www.evergreen.edu/institutionalresearch.edu/ses2015cip



Planned Curriculum

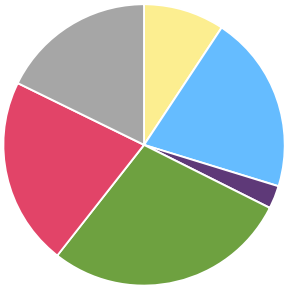
2014-15 AY Curriculum Offered (11,740 Total FTE | Fall, Winter, Spring | 1 UG FTE = 15 credits)



Each curricular offering is assigned a CIP code based on its dominant instructional area. If the scope of the program is too broad to be included in one CIP it is coded as Interdisciplinary Studies. This chart includes all programs and courses that were planned in the 2014-15 academic year as well as all Internships (INT) and Individual Learning Contracts (ILC) that were registered for by students. The largest percentage of offerings are CIP clusters: **Interdisciplinary Studies** (16%), **Biological Sciences** (9%), **Social Sciences** (7%), and **Area Studies/History** (7%).

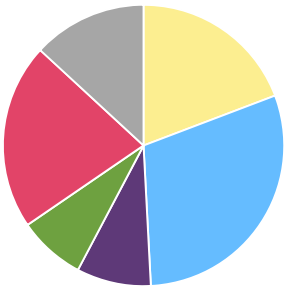
The percent of the planned curriculum in each division varies depending on what slice of the curriculum you look at. Natural & Physical Science division accounts for 24% of all curriculum, however it is 28% of the daytime curriculum and only 8% of EWS courses and programs. 90% of the Natural & Physical Science curriculum is in the daytime. There is a similar disparity in the Humanities division; it's 30% of Evening and Weekend Studies, but only 20% of the daytime curriculum. Math division accounts for 9% of ILCs and INTs, but only 3% of the daytime curriculum.

Daytime Programs



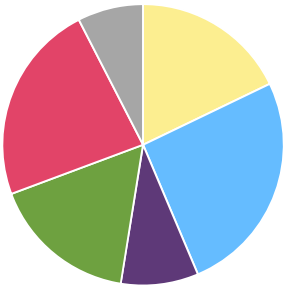
FTE=9,055 (77% of curriculum)

EWS Programs & Courses



FTE=1,992 (17% of curriculum)

ILCs & INTs



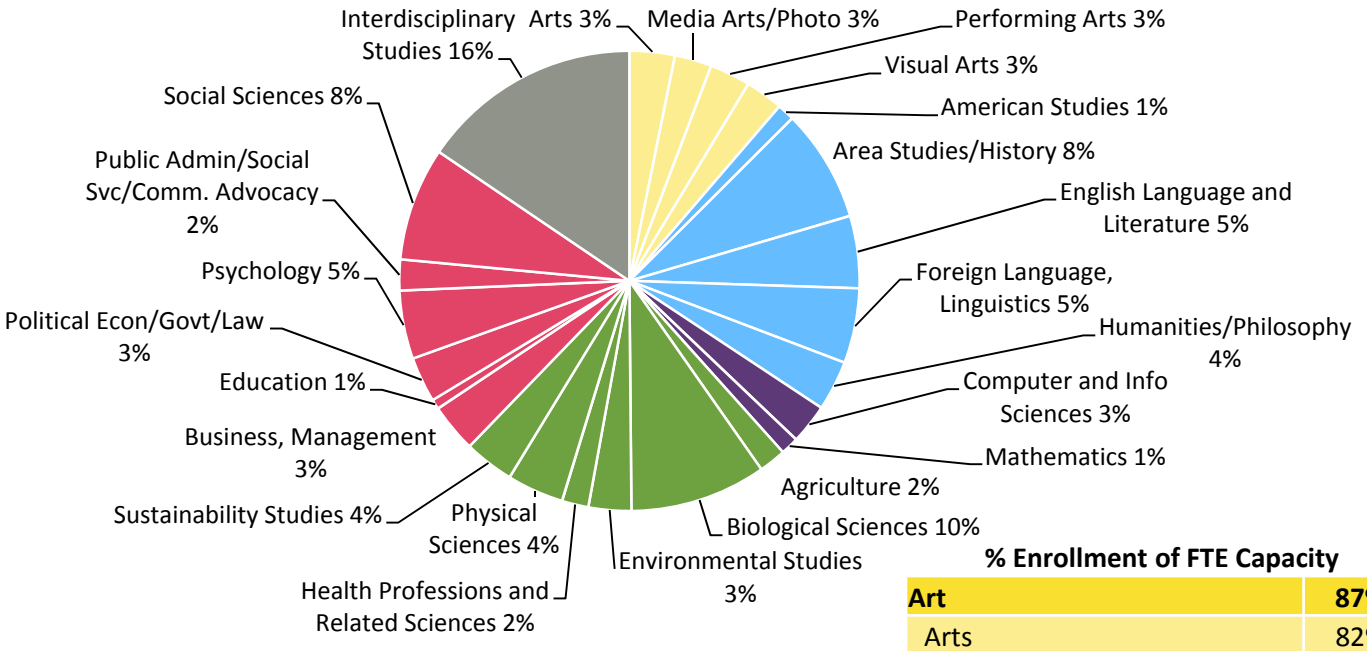
FTE=692 (6% of curriculum)

Planned curriculum can also be compared to student interest.

- 29% of enrolled students indicate interest in the **Social Science** division on the application, while only 22% of the planned curriculum is in the division.
- 12% of enrolled students indicate an interest in the **Environmental Studies** cluster, but it accounts for only 3% of the planned curriculum.
- 10% of enrolled students indicate interest in **Psychology**, only 5% of the planned curriculum is in this CIP cluster.

Enrolled Curriculum

2014-15 Academic Year curriculum that students were registered for on 10th day (10,328 FTE)



The curriculum for which students register aligns closely with the planned curriculum. The clusters with the highest enrollment are the same as the clusters with the highest planned curriculum:

- **Interdisciplinary Studies** (16% of enrolled curriculum)
- **Biological Sciences** (10%)
- **Social Sciences** (8%)
- **Area Studies** (8%)

The largest differences between planned and enrolled curriculum are Physical Sciences cluster, which is 5% of planned, but only 4% of enrolled curriculum (programs/courses are only 71% full); and Humanities/Philosophy which is 3% of planned curriculum, but 3.5% of enrolled curriculum (programs/courses are 103% full / overenrolled).

By looking at areas that are not filled to 100% capacity we can determine where there is more or less student interest. By division, percent enrollment falls between 83% (Interdisciplinary Studies) and 90% (Humanities) of FTE capacity. Overall, the curriculum is 88% full.

This high level picture masks differences within the divisions and within each cluster. In the Mathematics and Computer Science division the total enrollment is 89% of planned curriculum, however the Computer Science cluster enrollment is 96% of planned FTE and Math is 76% of planned FTE. Drilling down even further, the math classes with the highest enrollment are the introductory courses like Statistics I (102% enrollment) or Pre-calculus I (92%), while the lowest enrolled are the more advanced classes like Calculus III (40%), and Student Originated Studies: Differential Equations (40%). While not every division follows this pattern, enrollment for each program and course varies within each cluster; some seats that remain unfilled may have limitations on enrollment such as pre-requisites, upper division standing, or require signatures.

% Enrollment of FTE Capacity

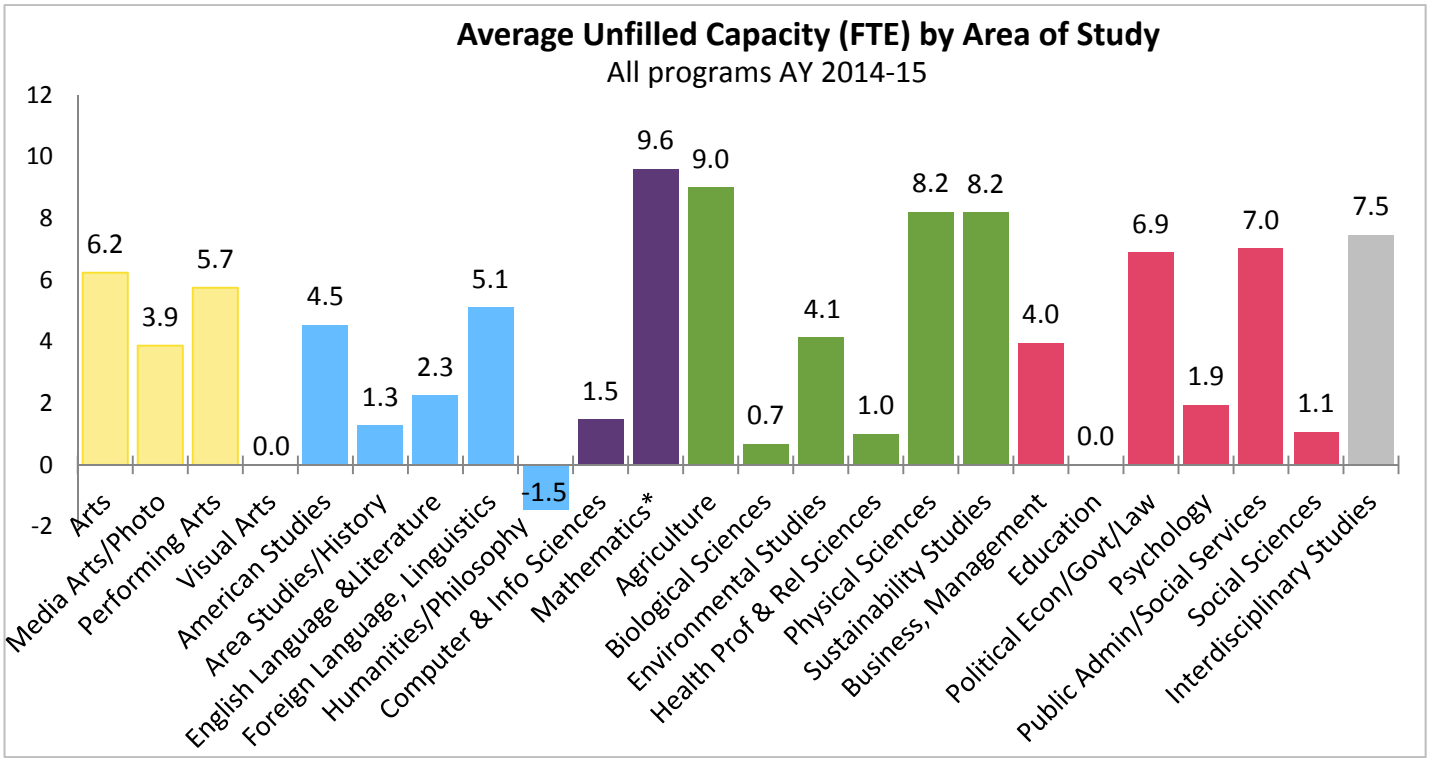
Art	**87%**
Arts	82%
Media Arts/Photo	84%
Performing Arts	83%
Visual Arts	102%
Humanities	**90%**
American Studies	90%
Area Studies/History	96%
English Lang & Literature	89%
Foreign Language, Linguistics	79%
Humanities/Philosophy	103%
Mathematics	**89%**
Computer and Info Sciences	96%
Mathematics	76%
Natural & Physical Sciences	**87%**
Agriculture	79%
Biological Sciences	99%
Environmental Studies	83%
Health Prof & Related Sciences	97%
Physical Sciences	71%
Sustainability Studies	86%
Social Sciences	**87%**
Business, Management	90%
Education	95%
Political Econ/Govt/Law	83%
Psychology	93%
Public Admin/Social Svc	74%
Social Sciences	97%
Interdisciplinary Studies	**83%**
Total	**88%**

Curriculum Left Unfilled

2014-15 Curriculum left unfilled in programs (1,406 FTE)

The chart below shows average unfilled capacity in FTE by cluster for programs (both daytime, and Evening and Weekend Studies programs). *This does not include courses, ILCs, or INTs.*

The **Agriculture** cluster has the highest average unfilled capacity (average of 9.0 FTE left unfilled per program per quarter), followed by **Physical Sciences** cluster (8.2 FTE), **Sustainability Studies** (8.2 FTE), and **Interdisciplinary Studies** (7.5 FTE).



There was 1,406 FTE left unfilled in the curriculum during the 2014-15 academic year, 12% of the planned curriculum. 85% of the unfilled FTE is in programs. Fall quarter, 8% of curriculum was left unfilled; lower than winter (14% left unfilled) or spring (15% left unfilled).

The average unfilled FTE in a program for fall quarter was 2.8 FTE. Unfilled FTE in programs jumps to 4.5 FTE in winter quarter and 4.4 FTE in spring. That means in fall quarter when Evergreen has the most students trying to enroll in programs, there is very little overhead available in those programs. This is not helped by the fact that 10% of fall quarter's unfilled FTE was in one class - the Practice of Sustainable Agriculture (PSA), which is the signature required third quarter of a three-quarter program.

Some programs are able to overenroll to help mitigate the problem of very little planned overhead, these programs take in more students than they planned to add more capacity to popular areas of study. Programs that were the most overenrolled during the 2014-15 academic year:

- Computability and Language Theory (*Fall*): 12.3 FTE overenrolled
- Reflecting on Activism *(Fall, Winter*): 10.1 FTE overenrolled in Fall, 6.4 overenrolled in Winter
- Forensics and Criminal Behavior (*Fall, Winter*): 3.2 FTE Fall, 6.4 FTE Winter
- SOS: Projects in Literature, Philosophy, Myth/Religion and Writing (*Spring*): 13.1 FTE
- Current Economic and Social Issues: Explanations, Actions and Solutions (*Spring*): 8.5 FTE
- Green Nature, Human Nature (8 or 12 credits, *Spring*): 8.5 FTE

*Math had only one program one quarter.

To see programs per quarter and average unfilled capacity per quarter, see Appendix II.

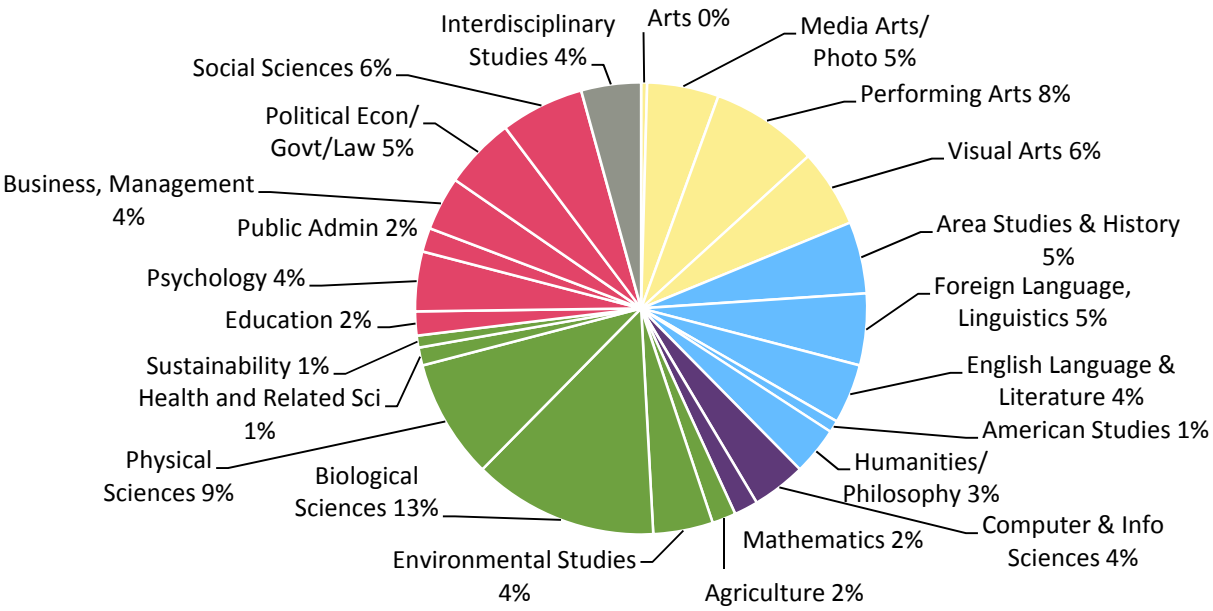
Regular Faculty Lines

2016-17 Projected Regular Faculty Lines (117 Lines)

Regular faculty are assigned a primary teaching CIP related to the area in which they generally teach. Deans and Librarians were removed from this analysis because they're not currently teaching. This is the projected faculty for the 2016-17 academic year.

Clusters with the highest percentage of primary teaching CIPs:

- **Biological Sciences cluster**: 13% of regular faculty lines
- **Physical Sciences**: 9% of regular faculty lines
- **Performing Arts**: 8% of regular faculty lines



Student interest and regular faculty primary teaching CIP align well in the Biological Sciences cluster; 10% of enrolled students are interested in Biological Sciences –close to the 13% of faculty.

However only 2% of enrolled students are interested in Physical Sciences, but 9% of faculty's primary teaching CIP is in that area. This is also true for the Social Sciences cluster – 3% of students are interested in Social Sciences, but 6% of faculty have this primary teaching CIP.

There is also disparity in the other direction – clusters where there is more student interest, but fewer regular faculty:

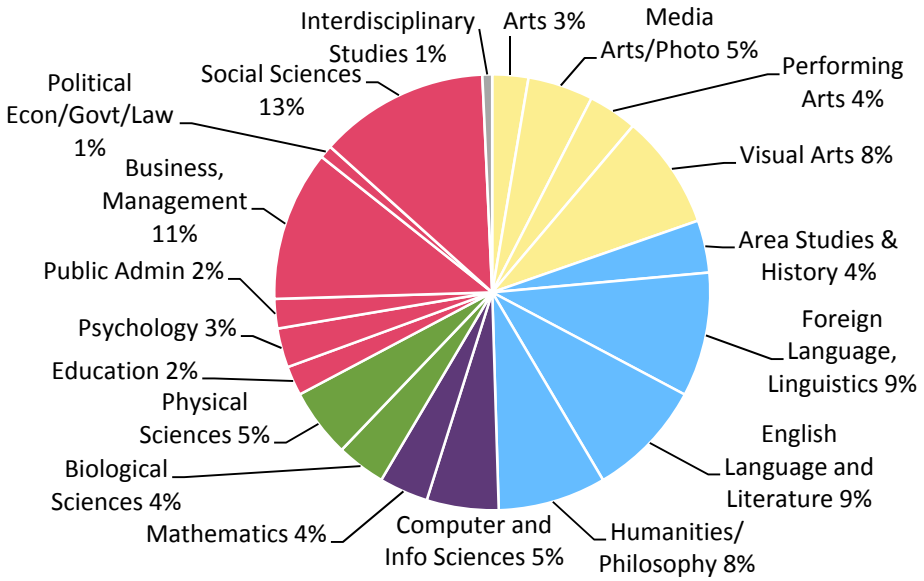
- **Environmental Studies**: 12% of enrolled students are interested in Environmental Studies, but it accounts for only 4% of regular faculty's primary teaching CIPs.
- **Psychology**: 10% of enrolled students are interested in Psychology, but only 4% of regular faculty's primary teaching CIP in Psychology.
- **Education**: 6% of enrolled students are interested in Education, but Education only accounts for 3% of regular faculty's primary teaching CIP.

Top 5 Enrolled Student Interest Area	Top 5 Regular Faculty Primary Teaching CIP
Environmental Studies	Biological Sciences
Biological Sciences	Physical Sciences
Psychology	Performing Arts
Arts*	Social Sciences
English Language & Literature	Visual Arts
**Arts includes general & visual arts*	

Adjunct Faculty Lines

2014-15 Adjunct Faculty Lines (34 Lines)

Adjunct faculty lines from 2014-15 are coded into the same primary teaching CIPs as the regular faculty. These 34 lines represent 79 faculty, teaching anywhere between a 2-credit 1-quarter course, to a 16-credit all-year program. There are six regular faculty who are included in both regular and adjunct line analysis because their continuing contract is part-time and they supplement with adjunct hours.



The most pronounced difference in adjunct faculty lines is that there is the same number of lines in the Math and Computer Sciences division as there are in Natural and Physical Sciences division, there is no other place where those two divisions are even close to each other. As a comparison; Science is nearly a quarter of the planned curriculum and Math is only 4%. There are no adjunct faculty lines in many popular sciences including Agriculture, Environmental Studies, Health, and Sustainability.

Clusters with the highest percentage of adjunct primary teaching CIPs:

- **Social Sciences** 13% of adjunct lines
- **Business, Management** 11% of adjunct lines
- **Foreign Language & Linguistics** 9% of adjunct lines
- **English Language & Literature** 9% of adjunct lines

It is unsurprising that these clusters are so high because adjuncts are often used to prop up the curriculum in EWS, especially in the Foreign Language, Business/ Management, and Social Science clusters. In fact there are more adjuncts than there are regular faculty members in these areas.

# of faculty	Foreign Language	Business	Social Science
Regular faculty	6	5	8
Adjunct faculty	7	9	9

There are some clusters where hiring additional adjuncts follows a logical pattern, one of these places is the Business, Management cluster. There are not enough faculty lines or planned curriculum to match student interest in Business, so there are more adjunct lines in this area.

There are also cluster like Physical Science and Performing Arts where planned curriculum exceeds student interest and yet there are still adjuncts being hired in these areas.

Unfortunately there are also areas like Psychology, Environmental Studies, and Health where student interest exceeds planned curriculum, but only small numbers of adjuncts are hired . Psychology accounts for 10% of student interest, but only 5% of planned curriculum. However, only 3% of adjunct faculty lines are in Psychology. With more adjuncts in this area the amount of curriculum offered could match the level of student interest.

To see a comprehensive comparative list of all analysis done for this project, see Appendix III

Appendix I: Yield rate of Enrolled Students Fall 2015

Area of Academic Interest	Division	Admitted	Attending	% Yield
Art	Expressive Arts	217	101	47%
Dance	Expressive Arts	7	2	29%
Film Studies	Expressive Arts	102	44	43%
Music	Expressive Arts	95	48	51%
Performing Arts	Expressive Arts	5	2	40%
Photography	Expressive Arts	36	16	44%
Theatre/Drama	Expressive Arts	35	9	26%
American Studies	Humanities	5	2	40%
Classical Studies	Humanities	1	0	0%
Cultural Studies	Humanities	45	19	42%
English	Humanities	61	24	39%
History	Humanities	47	23	49%
Humanities	Humanities	47	16	34%
Journalism	Humanities	34	8	24%
Languages	Humanities	37	18	49%
Literature	Humanities	21	11	52%
Philosophy	Humanities	36	12	33%
Religious Studies	Humanities	1	1	100%
Spanish Studies	Humanities	1	1	100%
Women's Studies	Humanities	25	14	56%
Writing	Humanities	89	40	45%
Agriculture	Natural Science	52	27	52%
Biology	Natural Science	143	59	41%
Chemistry	Natural Science	29	16	55%
Ecology	Natural Science	43	22	51%
Environmental Studies	Natural Science	296	132	45%
Forestry	Natural Science	18	8	44%
Geology	Natural Science	9	4	44%
Marine Science	Natural Science	34	17	50%
Medicine	Natural Science	49	12	24%
Physics	Natural Science	27	8	30%
Science	Natural Science	45	25	56%
Veterinary	Natural Science	18	6	33%
Zoology	Natural Science	42	15	36%
Anthropology	Social Science	57	20	35%
Business	Social Science	159	61	38%
Economics	Social Science	11	2	18%
Education	Social Science	150	73	49%
Human Services	Social Science	27	11	41%
Law	Social Science	28	12	43%
Management / Public Admin	Social Science	15	7	47%
Political Science	Social Science	52	22	42%
Psychology	Social Science	268	113	42%
Social Work	Social Science	21	11	52%
Sociology	Social Science	50	15	30%
Computer Science	Math / Comp Sci	99	41	41%
Mathematics	Math / Comp Sci	12	5	42%
Communications	Interdisciplinary	45	22	49%
General Studies	Interdisciplinary	21	5	24%
No information provided		166	103	62%
Total		2933	1285	44%

Appendix II: Average Unfilled FTE by cluster AY 2014-15

CIP Cluster	*# of Fall Programs*	Average Unfilled FTE Fall	*# of Winter Programs*	Average Unfilled FTE Winter	*# of Spring Programs*	Average Unfilled FTE Spring
Arts	5	*4.5*	4	*6.4*	3	*8.9*
Media Arts/Photo	4	*2.6*	4	*4.7*	4	*4.3*
Performing Arts	1	*15.5*	5	*4.3*	3	*4.9*
Visual Arts	2	*0.8*	2	*-0.3*	3	*-.4*
American Studies	1	*2.4*	1	*4.8*	1	*6.4*
Area Studies/History	6	*1.1*	7	*-.6*	5	*4.1*
English Language &Literature	5	*2.3*	9	*2.2*	6	*2.3*
Foreign Language, Linguistics	3	*4.6*	3	*3.7*	3	*7.0*
Humanities/Philosophy	4	*-0.1*	2	*-1.1*	2	*-4.5*
Computer & Info Sciences	3	*-3.5*	3	*8.7*	2	*-1.9*
Mathematics	-	-	-	-	1	*9.6*
Agriculture	2	*15.5*	2	*6.7*	2	*4.8*
Biological Sciences	10	*1.2*	13	*2.1*	16	*-.8*
Environmental Studies	5	*1.5*	6	*4.3*	4	*7.2*
Health Prof & Rel Sciences	1	*3.2*	1	*.5*	-	-
Physical Sciences	5	*5.9*	5	*12.9*	8	*6.7*
Sustainability Studies	3	*0.1*	2	*20.1*	2	*8.4*
Business, Management	5	*2.5*	3	*3*	2	*9.0*
Education	2	*0.0*	1	*0*	1	*0*
Political Econ/Govt/Law	5	*3.9*	3	*11.6*	2	*7.3*
Psychology	4	*0.7*	6	*.6*	7	*3.8*
Public Admin/Social Services	2	*5.6*	2	*6.4*	6	*7.7*
Social Sciences	5	*-0.2*	7	*1.3*	9	*1.6*
Interdisciplinary Studies	12	*5.0*	14	*7.9*	16	*8.9*
All	**95**	***2.8***	**105**	***4.5***	**108**	***4.4***

Appendix III: Comparison across all data sources

	Admitted*	Attending*	Student Experience Survey	Planned Curriculum	Enrolled Curriculum	Unfilled Curriculum	Regular Faculty	Adjunct Faculty
	Fall 2015	Fall 2015	Spring 2015	AY 2014-15	AY 2014-15	AY 2014-15	Projected 2016-17	AY 2014-15
Arts	8%	9%	1%	3%	3%	5%	0%	3%
Media Arts/Photo	5%	5%	2%	3%	3%	4%	5%	5%
Performing Arts	5%	5%	1%	3%	3%	4%	8%	4%
Visual Arts	-	-	1%	2%	3%	0%	6%	8%
Area Studies/History	4%	5%	2%	7%	8%	2%	5%	4%
Foreign Language, Linguistics	1%	2%	1%	6%	5%	10%	5%	9%
English Language & Literature	6%	6%	3%	5%	5%	5%	4%	9%
American Studies	0%	0%	0%	1%	1%	1%	1%	0%
Humanities/ Philosophy	4%	3%	1%	3%	4%	0%	3%	8%
Computer and Info Sciences	4%	3%	2%	3%	3%	1%	4%	5%
Mathematics	0%	0%	1%	2%	1%	3%	2%	4%
Agriculture	2%	2%	1%	2%	2%	4%	2%	0%
Environmental Studies	11%	12%	6%	3%	3%	4%	4%	0%
Biological Sciences	9%	10%	7%	9%	10%	2%	13%	4%
Physical Sciences	2%	2%	1%	5%	4%	11%	9%	5%
Health Prof and Related Sciences	2%	2%	2%	2%	2%	0%	1%	0%
Sustainability Studies	-	-	1%	4%	4%	4%	1%	0%
Interdisciplinary Sciences	2%	2%	9%	0%	0%	0%	0%	0%
Education	5%	6%	1%	1%	1%	0%	2%	2%
Psychology	10%	10%	2%	5%	5%	2%	4%	3%
Public Admin/ Social Svc	3%	3%	1%	3%	2%	5%	2%	2%
Business, Management	6%	5%	4%	3%	3%	3%	4%	11%
Political Econ/ Govt/Law	3%	3%	0%	3%	3%	5%	5%	1%
Social Sciences	3%	3%	1%	7%	8%	2%	6%	13%
Interdisciplinary Studies	2%	2%	51%	16%	16%	22%	4%	1%

*Includes applicants who provided an area of interest