

End-of-Program Review 2014-15 highlights

The End-of-Program Review (EPR) from academic year 2014-15 results are posted on our website at <http://www.evergreen.edu/institutionalresearch/eprassessment.htm>.

The EPR is an approach to reflect on teaching and learning practices at Evergreen; it is sent to faculty who taught undergraduate programs offered in an academic year. Of the 180 undergraduate programs offered in 2014-15, 111 participated in the End-of-Program Review resulting in the lowest ever response rate of 62%.

Here are some highlights:

- The presence of **Art** in programs offered in 2014-15 decreased from 57% in 2013-14 to 50%. This is the lowest it has been since 2006-07. First year, Lower Division, and Sophomore-Senior programs included Art at a percentage higher than the overall, respectively 67%, 56%, and 53%. Upper division programs included less Art than any other division level with only 40%.
- The presence of **Natural, Physical or Computer Sciences** in programs offered in 2014-15 dropped from 53% the previous year to 50%. First-Year programs still included more natural, physical or computer sciences than any other program division (67%). Lower Division programs had the least presence of natural, physical or computer sciences with only 22%.
- The presence of **Humanities** increased in the curriculum by 4% (from 74% to 78%) compared to the previous year. Humanities still have a strong presence in the curriculum despite a drop in recent years. All First-Year and Lower Division programs offered in 2014-15 included Humanities.
- The presence of **Social Sciences** in the curriculum increased from 72% in 2013-14 to 78% in 2014-15. More than 80% of First-Year, Lower Division, and All Level programs included social sciences.
- After three consecutive years of increase, the presence of **Mathematics or Quantitative and Symbolic Reasoning** dropped in 2014-15 from its peak of 73% in 2013-14, to 58%. The presence of mathematics or quantitative and symbolic reasoning declined in all the program levels of the curriculum.
- 32% of the programs were **broadly interdisciplinary**, which means that they incorporated moderately or extensively three or more of the division mentioned above. This percentage decreased by 6% compared to the previous year (38%).
- All programs in the curriculum at any level included **writing**, with response writing, essays, and research papers being the most common kinds of writing. Detailed faculty feedback (93%), written guidelines (88%), drafts with revisions (68%) were the most common modes of writing instruction.

- **Critical Thinking** at a moderate or extensive level was most widely distributed across programs in the following modes: Analysis (79%), Synthesis (70%), and Multiple Perspectives (57%)
- **Community-Based Projects and/or Service Learning** were more widely distributed in Upper Division (40%), First-year (33%) and All level (31%) than in Lower Division and Sophomore-Senior programs. Note that Community-Based Projects and/or Service Learning almost doubled in First-Year programs from the previous year.
- **Oppression Privilege and Difference** decreased by 4%, but still remained widely distributed in the undergraduate curriculum (74%).
- **Sustainability** was more widely addressed in First-year (67%) and Upper Division (60%) than in Lower Division (44%), Sophomore-Senior (53%), and All Level programs (50%).
- Of the EPR programs offered in fall, 89% used time to support academic statement, 93% dedicated time to help students think about their education overall, and 98% dedicated time to academic statement and/or advising.
- Of the 180 undergraduate programs offered in AY 14-15, 52% were **team taught**, and 50% were **multi-term**, (regardless of EPR participation).