

The Evergreen State College

1999-2001 Accountability Plan

August 13, 1999

Introduction

The Evergreen State College continues its commitment to improving the quality and efficiency of higher education. We support the statewide emphasis on accountability as one means of demonstrating that commitment. This report describes our efforts to make improvements on the state accountability measures during the past biennium, historical trends for these measures, and plans for the current biennium.

We strongly support the HEC Board decision to allow institutions to set 1999-2001 targets for accountability measures at reasonable, yet challenging, levels. Unrealistic targets are a serious impediment to building sustained, campus-wide efforts to improve on these measures. We support the ability to focus on meaningful sub-groups of the aggregate measures as well. This allows us to communicate about areas for improvement with greater clarity across the College and helps to sharpen the strategies developed within different sectors of the College.

We have reported our success with achieving interim targets for one year: 1998-99. Evergreen met or exceeded targets on six of eight measures. Our success in establishing causal relationships between the strategies for improvement and movements in the measures is mixed. Some measures are more sensitive to annual efforts than others (e.g., the proportion of faculty involved in development activities compared with 5-year graduation rates). Other measures, of our own design, are new and we have little history with which to evaluate our ability to post improvements (e.g., the Graduation Efficiency Index for all the institutions, and for Evergreen in particular, the Life-long Learning Index adopted as our faculty productivity measure). With other measures, trend analysis shows erratic behavior despite sustained efforts at improvement. For Evergreen, the principal example of this conundrum is freshman retention. We have made substantial efforts to improve freshman retention to the sophomore year during the past several biennia. In Fall 1998, freshman retention increased 11% from 1997, to 71%. This is the largest single-year improvement we have seen in 16 years. Yet, in recent years, our experience is that freshman retention bobs up and down seemingly independent of an increasing number of strategies and resources directed at improvement. We have succeeded in moving this measure in the right direction. Our challenge is to sustain that improvement and to begin to evaluate the differential contributions of various strategies to continued improvement.

Evergreen is working with the other baccalaureate institutions in the state to develop measures of student learning outcomes in writing, quantitative reasoning, and technological literacy. The second statewide institute on writing outcomes takes place in mid-August. An inter-institutional group has begun work to develop measures of quantitative reasoning. The annual October Faculty Colloquy sponsored by the assessment coordinators at the baccalaureate institutions will focus on development of measures of technological/information literacy. Progress on these collaborative efforts will be reported to the HEC Board in December.

Work toward developing measures of student learning outcomes has another impetus at Evergreen. In October 1998, the College completed its 10-year reaccreditation review. The Northwest Commission on Colleges recommended that Evergreen take steps to ensure that all students acquire the competencies appropriate to general education, especially, but not exclusively, in the area of mathematics. In response to that recommendation, the College has charged a task force to begin work in September 1999. The Commission will make a follow-up visit to Evergreen in Fall 2000 to review progress on their recommendation. We view the work on student learning outcomes urged by the HEC Board as integrally related to the general education issues raised by the Commission on Colleges.

Part I: Historical Context, Description of Proposed Targets and Strategies Implemented

Graduation Efficiency Index

During the past 12 years, the Graduation Efficiency Index (GEI) has been quite stable. The freshman GEI ranged 3.4% during that period, from 90.1% to 93.5%. The transfer GEI ranged 3.7%, from 87.1% to 90.8% [see charts 1 and 2]. Our ability to affect these measures beyond the fluctuation of random variation remains to be seen. Also, we exceeded the long-term goal for transfer students (90%) in 1997-98. This raises the issue of “topping out” on a measure and how likely additional increases may be. Since this measure has shown scant variation for the past seven years (ranging between 90.3% and 89.4%), falling below last year’s measure seems as likely as maintaining or exceeding it. **In the spirit of developing more experience with this measure, but recognizing its stability, we propose to retain the interim targets set in the original legislation for freshmen and set interim targets for transfers that maintain the long-term goal of 90%.**

The major source of “inefficiency” for this measure at Evergreen is surplus credit earned due to students’ decisions to pursue a Bachelor of Science degree late in their academic careers. Over the past 12 years, the disparity between B.A. and B.S. recipients tends to be greater among transfer students than for freshmen [Table 1; see charts 3 and 4 for annual variations].

Overall Transfer GEI = 89.0%	Overall Freshman GEI = 91.8%
Transfer GEI _{BS} = 86.2%	Freshman GEI _{BS} = 90.5%
Transfer GEI _{BA} = 89.4%	Freshman GEI _{BA} = 91.9%
BS/BA disparity = -3.2%	BS/BA disparity = -1.4%

Chart 1
The Evergreen State College: Freshman GEI

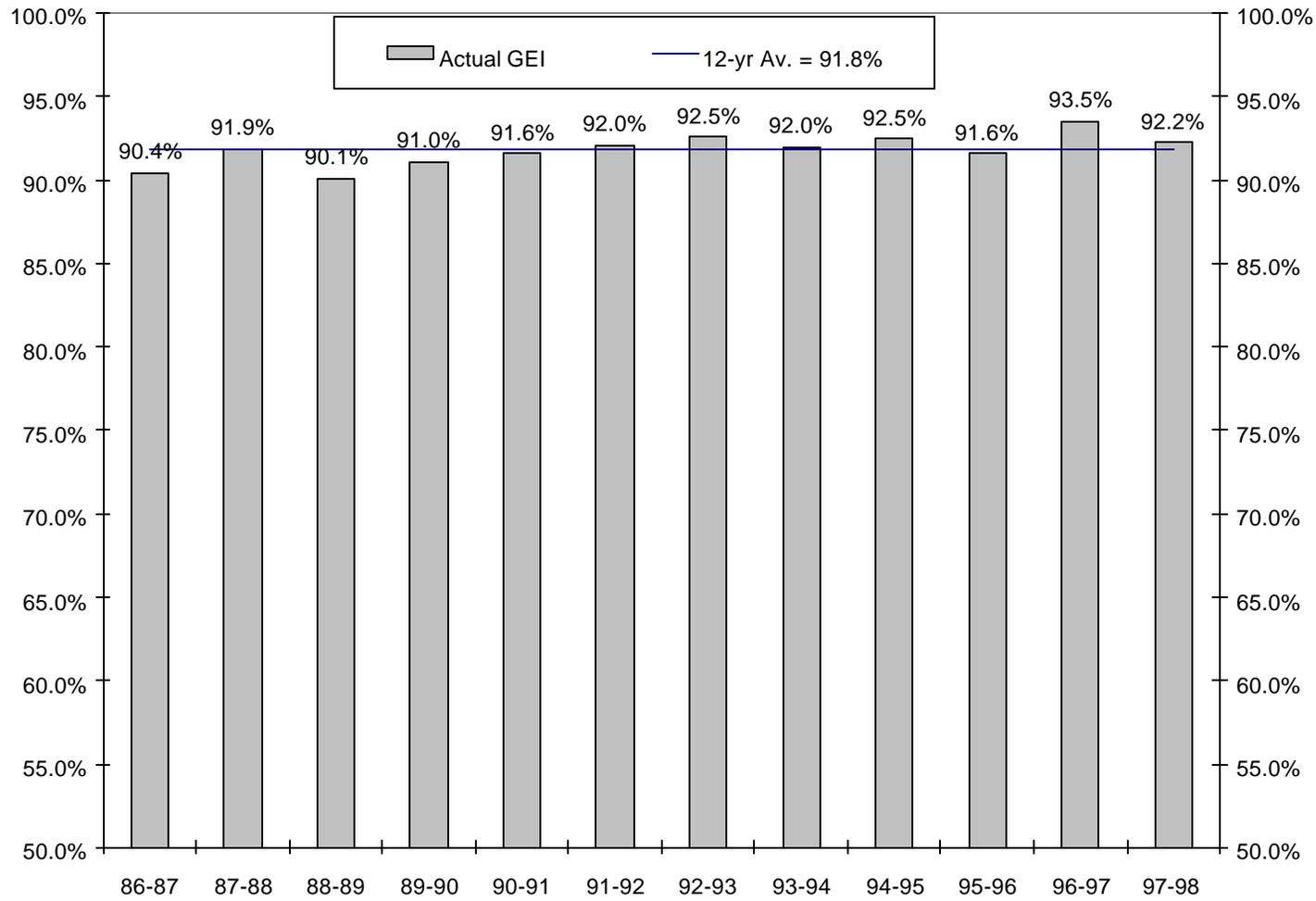


Chart 2
The Evergreen State College: Transfer GEI

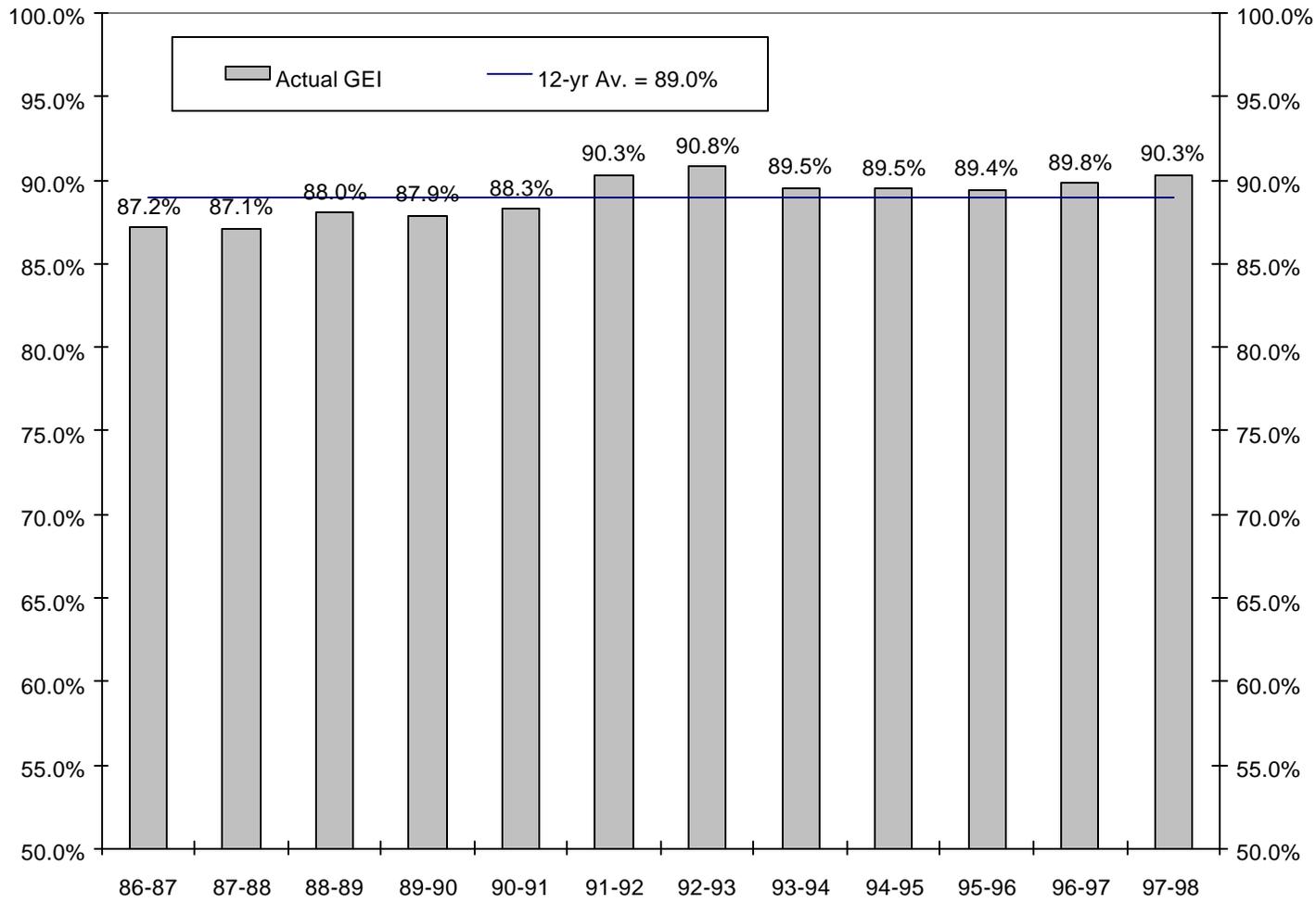


Chart 3
The Evergreen State College: Freshman GEI

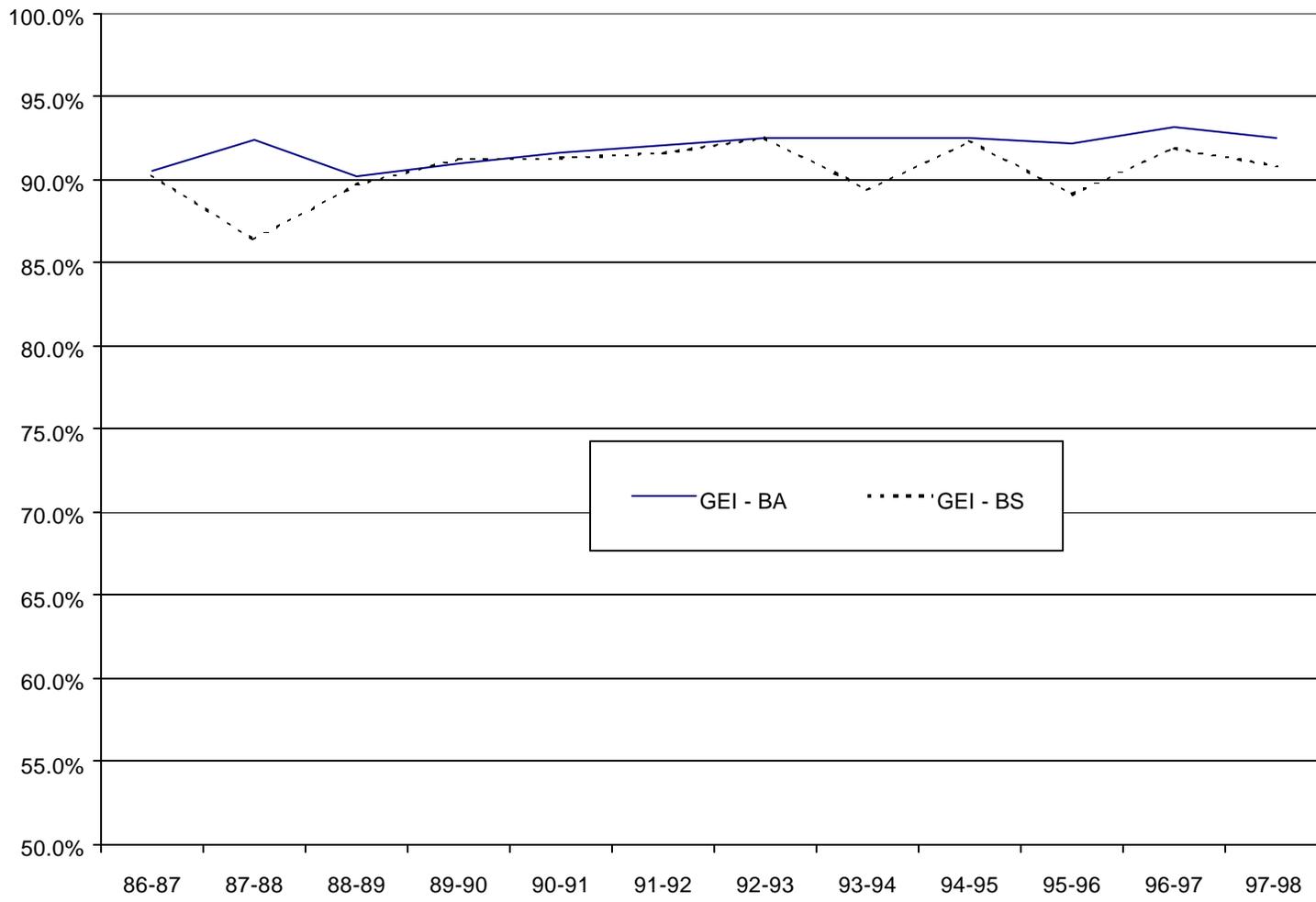
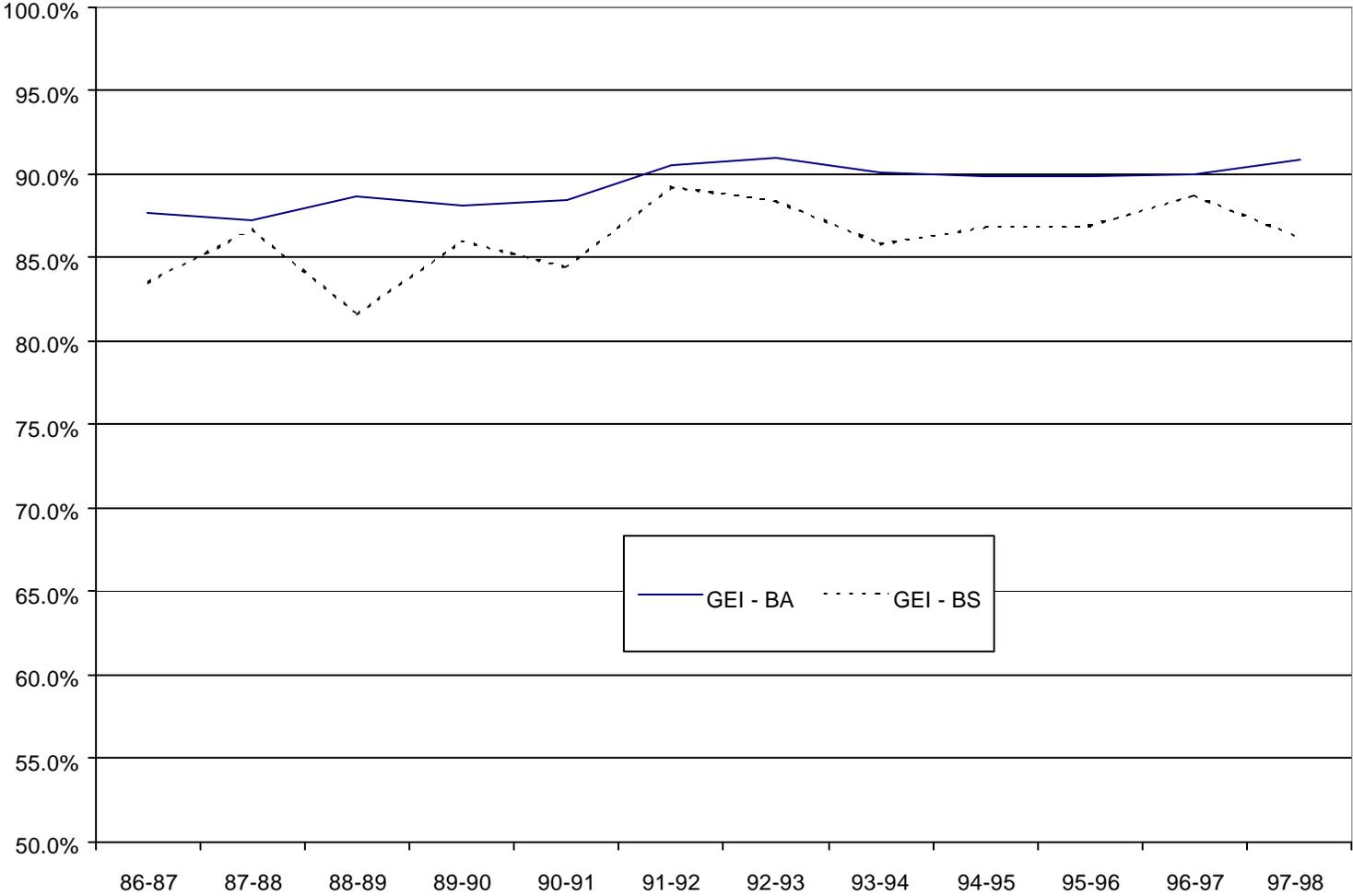


Chart 4
The Evergreen State College: Transfer GEI



The Freshman GEI dropped 2% in the 1998 reporting year, from 94% in 1997 to 92%. The Transfer GEI held constant at 90% in 1997 and 1998. Since the GEI calculation is 4-5 years in the making for freshmen and 2-3 years for transfer students, these annual fluctuations shed little light on the effectiveness of these strategies. Changes over the next two years will be better indicators of the success of strategies in place now and in subsequent years. Evergreen's recent history with these measures and 12-year averages for each measure are portrayed below.

	Academic Year			12-Year Average
	1995-96	1996-97	1997-98	
Freshman GEI	92%	94%	92%	92%
Transfer GEI	89%	90%	90%	89%

Strategies employed during the past biennium include:

1. Improving articulation and transfer with community colleges through college-to-college meetings
 - Evergreen's curriculum dean and planning unit coordinators met with Tacoma Community College faculty during the 1998-99 academic year to identify obstacles to smooth articulation. A meeting with Centralia Community College faculty is scheduled for Fall 1999.
 - Evergreen participates in the "Transfer by Major" project sponsored by the State Board for Technical and Community Colleges. This project is intended to make transfer from community colleges to baccalaureate colleges more efficient by clarifying the course work requirements for entry into majors/departments.
 - Evergreen participates in the SBCTC/ICAO Associate of Science Inter-institutional Group. This group is working on a revision of the Associate of Science degree to facilitate transition to the baccalaureate colleges.
 - An external consultant completed a review of the Bridge Program between Tacoma Community College and Evergreen. Recommendations for improvement have been reviewed and will be implemented in 1999-2000.

2. Reviewed Evergreen's Bachelor of Science degree.
 - The Environmental Studies and Science and Inquiry planning groups reviewed the Bachelor of Science degree as part of the 1998 Accreditation Self-study. Analysis of student transcripts revealed a coherent enrollment pattern of meeting B.S. degree requirements within the Science and Inquiry curriculum. Coherence was less evident in the Environmental Studies curriculum. The faculty elected to

continue awarding the B.S. degree and to improve student advising in the Environmental Studies curriculum to facilitate progress toward the B.S. degree.

3. Improving academic advising of students at entry and throughout their work at Evergreen
 - Revised new student advising sessions to make them more interactive and to help students establish their learning goals and academic plans earlier in their academic careers at Evergreen.
 - Established comprehensive web site for students to access advising information and resources.
4. The number of offerings in the part-time curriculum was expanded to increase access to the upper-division curriculum.

Graduation Rates and Student Retention

At Evergreen, 5-year freshman graduation rates are strongly related to freshman-to-sophomore year retention rates [Chart 5 and Chart 6]. The greatest annual attrition for any freshman cohort occurs between the first and second year of attendance. Therefore, the most effective strategy for improving Evergreen's 5-year graduation rate is to improve fall-to-fall retention of freshmen. That is our intent. Our ability to affect 5-year freshman graduation rates in the short run is slight since the next several cohorts of entering freshmen for whom graduation rates will be computed have already moved beyond the sophomore year. We anticipate declines in graduation rates for freshmen entering in 1994 and 1996 because of declines already registered in freshman-sophomore retention for these cohorts [Chart 6].

Over the last several years, Fall-to-fall retention of sophomores and juniors has been about the same (74 %) and has shown little variation. Retention of freshmen¹ increased slightly in 1996, from approximately 64 % in the prior three years to 68 %, but declined in 1997. Freshman retention improved in 1998 reaching nearly 70%. Retention of seniors (this statistic is adjusted for graduation) declined in 1995 and 1996 but improved to 80% in 1997 and increased to nearly 89% in 1998 [Chart 7]. A drop in freshman retention was identified in the early '90s and the College developed several ongoing strategies for improvement. Freshman retention is a recognized focus for improvement internally at Evergreen because retention is lowest for this group of students. **We propose to target retention of the entering cohorts of freshmen in our 1999-2001 accountability plan.**

¹ Note that retention analysis by class standing employs a slightly different definition of freshmen than the cohort tracking employed in the five-year graduation rate measure. The class standing measure defines freshmen by cumulative credit hours, so students with fewer than 45 credits are defined as freshmen, whether they are entering (new to the college) or not. The graduation rate tracks a cohort of new, entering freshmen.

Chart 5
Freshmen: Fall-to-Fall Retention and 5-Year Graduation Rates
(Freshmen defined as students with no postsecondary experience)

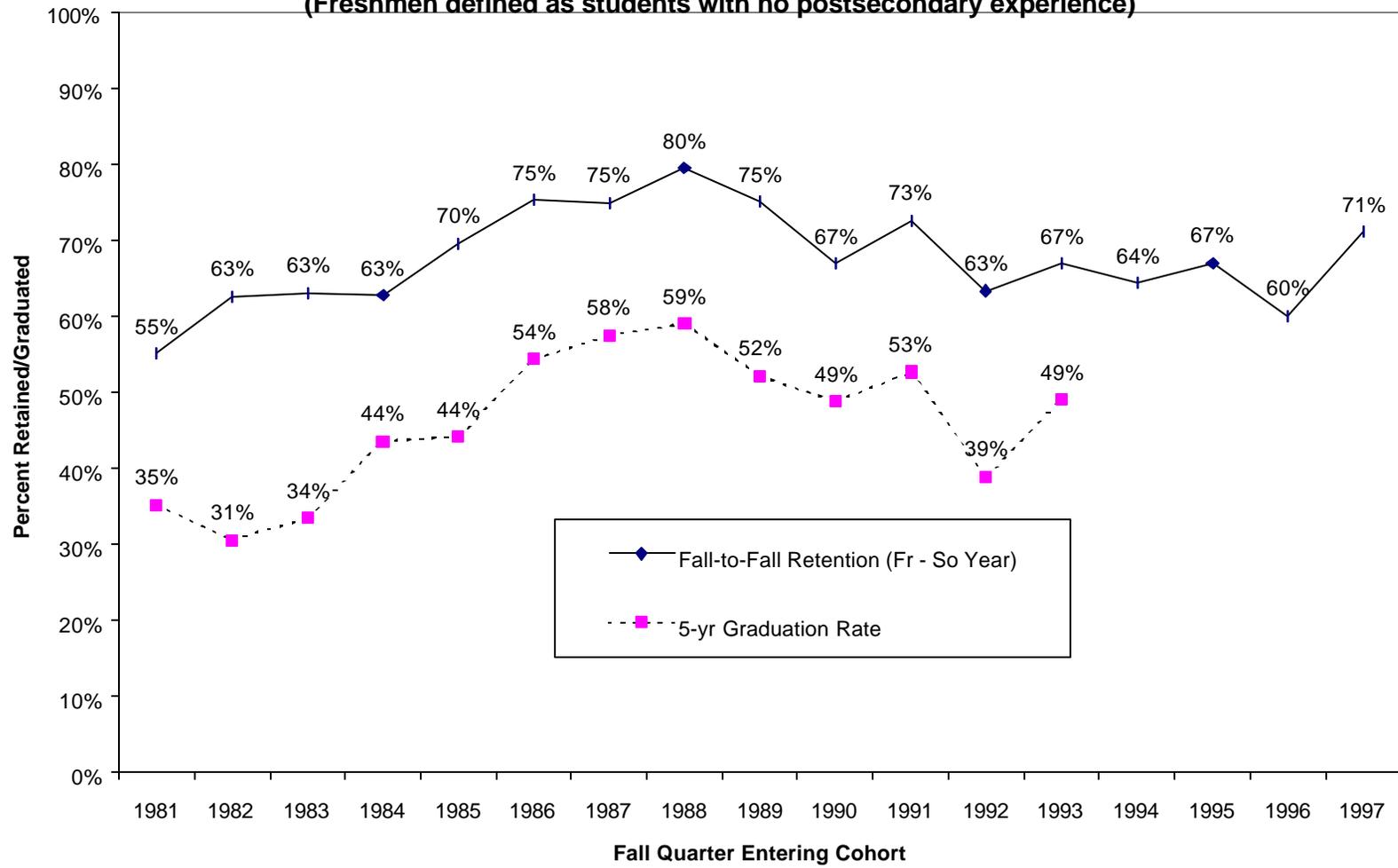


Chart 6
The Evergreen State College
Relationship of Fall-to-Fall Retention and 5-Year Graduation Rates for Freshmen
(Freshmen defined as students with no postsecondary experience)

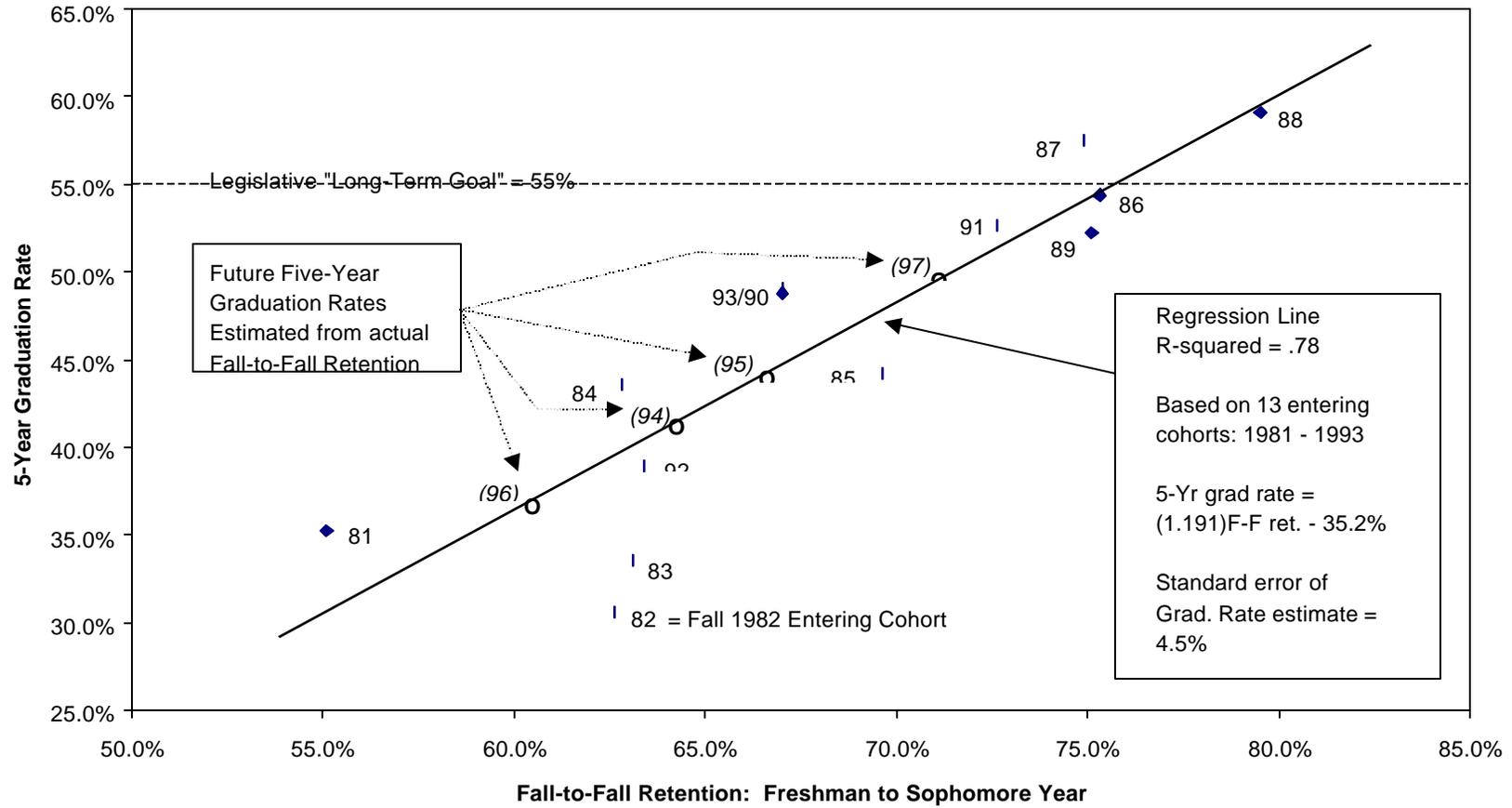
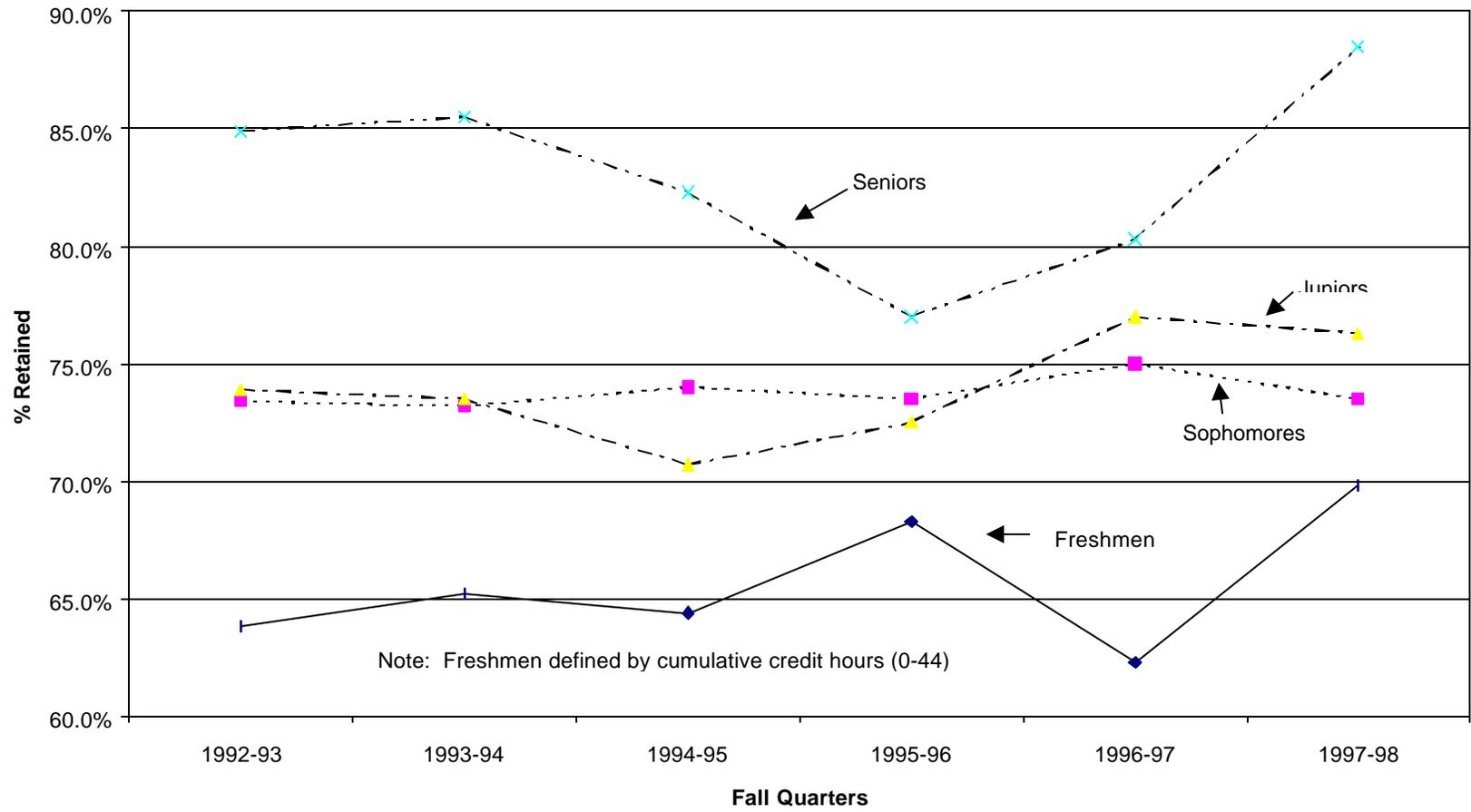


Chart 7
The Evergreen State College: Fall-to-Fall Retention by Class Standing
(adjusted for graduation)



Because the relationship of graduation rates and fall-to-fall retention is so strong, we propose setting interim targets for 5-year graduation rates based on the regression equation presented in Chart 6. Also based on that strong relationship, we propose setting targets for freshman retention in subsequent years at increasingly higher levels until the legislative long-term goal for 5-year graduation rates of 55% is achieved. We believe that each of these interim targets represents “meaningful and substantial progress”. Statistically, the odds of achieving the 5-year graduation rate targets are 50/50. We are as likely to meet the targets as to miss them. Setting them higher puts the targets beyond what is reasonable to expect. The long-term goal of 75% freshman retention has been met in only four of the last 17 years at Evergreen and has not been achieved in the last eight years so also represents substantial progress. This methodology produces targets for freshman graduation and retention rates as shown below in Table 2.

Reporting Year	Fall Entering Cohort	Actual Fall-to-Fall Ret.	Target Fall-to-Fall Ret.	Actual 5-Yr Grad. Rate	Target 5-Yr. Grad. Rate
1995-96	1991	73%		53%	
1996-97	1992	63%		39%	
1997-98	1993	67%		49%	
1998-99	1994	64%			42%
1999-2000	1995	67%			45%
2000-01	1996	60%			36%
2001-02	1997	71%			49%
2002-03	1998		72%		51%
2003-04	1999		73%		52%
2004-05	2000		74%		53%
2005-06	2001		75%		54%
2006-07	2002		76%		55%

Most of the strategies developed to improve fall-to-fall retention apply to the 5-year graduation rate as well. One strategy (#6 below) was intended to address 5-year graduation rates beyond the strategies directed at improved retention by encouraging enrollment in summer quarter. Overall undergraduate fall-to-fall retention improved 3% in 1998, from 74% in 1996-97 to 77% in 1997-98. The freshman 5-year graduation rate for the 1998 reporting year (1993 freshman cohort) improved 10% over the 1997 reporting year (1992 cohort), from 39% to 49%. Given that freshman-to-sophomore year retention is the greatest determinant of 5-year freshman graduation rates, strategies employed during the past biennium could only contribute marginally to this improvement. Evergreen’s recent history with these measures and 12-year averages are presented below.

	Academic Year			12-Year Average
	1995-96	1996-97	1997-98	
Undergraduate Retention	73%	74%	77%	75%
5-Year Freshman Graduation Rate	54%	39%	49%	47%

Strategies employed during the past biennium include:

1. Reviewed “all-level” programs (programs combining a small number of freshmen with upper-class students) to determine effectiveness in working with freshmen.

Major findings of this evaluation include:

- Freshmen students in All-level programs appeared to do as well as freshmen enrolled in Core programs (programs in which the great majority of students are freshmen) in terms of student satisfaction and achievement assessed at three points in the academic year. Within-year retention data for the two groups of freshmen was comparable also. (Fall-to-fall retention data are not available until November 1999.) By these measures, all-level programs are as effective as Core programs in working with freshmen.
 - Although freshmen were retained in All-Level and Core programs at comparable rates, differences in student experiences were measured. All-Level programs required more work and provided greater challenge. Core programs tended to provide more structure, social opportunities, support from faculty, connection to other students, and assistance with writing, study habits and computer skills. These differences are not surprising given that Core programs are designed for freshmen and faculty make explicit efforts to assist with the transition to college. These findings suggest the importance of making these differences clear to students during academic advising and registration so that students are better able to make appropriate program selections.
 - Freshmen reported a good deal of progress in most academic areas, with the exception of math skills and using computers; 66% of freshmen reported they made no progress in math during the academic year and 34% reported they made no progress in computer skills. Differences between freshmen in Core and All-Level programs were not significant. These findings are consistent with the College Student Experiences data discussed in the Faculty Productivity section of this report and provide additional support for our intent to focus on improvements in developing quantitative and computer skills among freshmen.
2. Conducted academic advising interventions with attrition-prone students.
 - Hosted successful first-year programs fair, introducing new students to their-first year program options, faculty, and student services.

- Contacted students who were registered only on a waitlisted (full) program to encourage them to enroll in a back-up program with spaces available.
 - Contacted new students after one quarter with a “How’s It Going?” survey to determine problem areas and provide necessary follow-up.
3. Continued workshops on program planning and advising for faculty preparing to teach in freshman-level programs.
 - Conducted workshops for faculty teaching freshman-level programs in summer 1998 and 1999 focusing on teaching effectiveness and student retention.
 4. Continued the “Core Connectors” initiative that integrates student affairs professionals into freshman programs for improved student support.
 5. Implemented strategies to improve academic advising information and timing both among faculty and through the Academic Advising Office.
 - Established a satellite Advising and Study Skills Center in campus housing operating during the evenings and weekends.
 - Provided tutors and peer advisors for students in housing
 - Established the Core Advisory Support Team (CAST) involving Student Affairs staff and faculty teaching first-year students to increase opportunities for support of first-year programs to address retention issues.
 6. Encouraged student enrollment in summer school sessions by expanding the number of summer school offerings and targeting offerings based upon interests of students enrolled during the regular academic year.
 7. Engaged a student recruitment consultant to evaluate “student match” with the College and to recommend strategies to improve admission, enrollment and retention of first-year students. Recommendations were presented during 1998-99 and implementation will begin in 1999-2000.

Table 3: Individual Item Average "Gain in Learning" Ratings for the Life-Long Learning Index
 4= "Very Much"; 1= "Very Little"

	N	Spec. for Furth Ed	Broad Gen Ed	Writing Clearly	Fam. W/ Computer	Underst Others	Team Member	Underst Sci/Tech	Think Analytic	Quant Thinking	Synth. Ideas	Learn on Own	Life-Long Learning
Spring 97 Admin.													
Frosh	242	2.56	2.92	2.74	2.52	3.07	2.77	1.90	2.84	2.04	3.08	3.13	29.64
Soph	217	2.79	3.00	2.91	2.65	3.04	2.89	2.03	2.99	2.25	3.26	3.34	31.10
Junior	381	3.00	3.01	3.04	2.72	3.03	2.89	2.11	3.12	2.37	3.29	3.43	32.02
Senior	417	3.12	3.02	3.10	2.91	3.07	3.00	2.40	3.25	2.54	3.39	3.49	33.26
Total	1257	2.92	2.99	2.98	2.73	3.05	2.90	2.15	3.09	2.34	3.28	3.38	31.82
Spring 98													
Frosh	33	2.42	2.67	2.79	2.15	3.48	2.94	1.84	2.55	1.72	3.18	3.33	29.16
Soph	66	2.67	2.80	2.94	2.25	3.22	3.05	2.06	3.22	1.94	3.33	3.55	30.93
Junior	99	2.85	2.87	2.91	2.49	3.27	3.19	2.23	3.15	2.11	3.39	3.56	32.08
Senior	110	3.01	3.03	3.11	2.54	3.28	3.28	2.26	3.31	2.15	3.53	3.53	32.98
Total	308	2.82	2.89	2.97	2.42	3.28	3.16	2.16	3.15	2.05	3.41	3.52	31.83
Spring 99													
Frosh	32	2.44	2.84	2.75	2.16	3.22	2.97	2.09	2.78	1.87	3.28	3.38	29.68
Soph	51	2.55	2.92	2.67	2.49	3.00	2.86	2.08	2.96	1.96	3.18	3.49	29.77
Junior	109	2.72	2.96	2.84	2.50	3.26	3.19	2.13	3.08	2.21	3.34	3.58	31.77
Senior	108	2.75	3.15	3.08	2.59	3.27	3.15	2.29	3.24	2.31	3.36	3.61	32.69
Total	300	2.67	3.01	2.89	2.49	3.21	3.10	2.17	3.09	2.17	3.31	3.55	31.53
3-Yr Average Rating:													
Frosh		2.47	2.81	2.76	2.28	3.26	2.89	1.94	2.72	1.88	3.18	3.28	
Soph		2.67	2.91	2.84	2.46	3.09	2.93	2.06	3.06	2.05	3.26	3.46	
Junior		2.86	2.95	2.93	2.57	3.19	3.09	2.16	3.12	2.23	3.34	3.52	
Senior		2.96	3.07	3.10	2.68	3.21	3.14	2.32	3.27	2.33	3.43	3.54	
Total		2.80	2.96	2.95	2.55	3.18	3.05	2.16	3.11	2.19	3.33	3.48	

Chart 8: Three-Year Average Ratings of "Life-Long Learning Index" items by Class Standing

"In thinking over your experiences in college up to now, to what extent do you feel you have gained or made progress in each of the following respects?"

	Freshmen	Sophomores	Juniors	Seniors
4 = "Very Much"				
3.5	Ability to learn on own/Understd Others Ability to put ideas together	Ability to learn on own Ability to put ideas together Ability to think analytically/Understd Others	Ability to learn on own Ability to put ideas together Understanding Other People Ability to think analytically/Ability to be Team member Broad Gen. Education	Ability to learn on own Ability to put ideas together Ability to think analytically Understanding Other People Ability to be Team member/ Writing Clearly & Effectively Broad Gen. Education/ Spec. for further Ed.
3 = "Quite a Bit"	Ability to be a team member Writing clearly and effectively/ Broad Gen. Ed Ability to think analytically	Ability to be a team member/ Broad Gen. Ed Writing clearly and effectively Specialization for further Education	Writing clearly and effectively/ Spec. for further Ed.	Familiarity w/use of computers
2.5	Specialization for further education Familiarity w/use of computers	Familiarity w/use of computers Quantitative thinking/ Understd Sci & Tech	Familiarity w/use of computers Quantitative thinking/ Understd Sci & Tech	Quantitative thinking/ Understd Sci & Tech
2 = "Some"	Quantitative thinking/ Understd Sci & Tech			
1.5				

Faculty Productivity

Evergreen put forward the “Life-Long Learning Index” from the College Student Experiences Questionnaire as its faculty productivity measure. This index is a composite measure of students’ estimated gains in learning in eleven areas². We have now administered two follow-up surveys (Spring 1998 and 1999) for comparison with the 1997 baseline created through our first administration of the instrument. This measure has shown little variation in three years³. Each year we have observed movements up and down for individual items, but when rolled into the composite measure, these differences have washed each other out (see Table 3).

We have also observed two consistencies in the data that suggest a focus for the current biennium. First, freshmen tend to rate gains in learning lower than upper-class students. In part, this reflects validity of the measure. Students respond to a stem question asking them to rate their gains in learning “in college up to now”, so it is reasonable to expect that gains increase as students move from their freshman to senior year. Second, three items consistently receive lower ratings whether students are freshmen or seniors: gains in quantitative thinking skills, understanding developments in science and technology, and familiarity with the use of computers. (see Chart 8)

We propose to focus our 1999-2001 accountability measure in this area on quantitative skills and familiarity with use of computers among freshmen students.

We want to determine if an emphasis on a narrower range of skills (the two items) and a particular student cohort (freshmen) can generate movement in the measures. These two items also align with internal and external interests. A focus on quantitative skill development is consistent with recommendations from our recent reaccreditation self-study. The HEC Board also emphasized this area for development of student learning outcomes measures. The HEC Board also named “technological literacy” as a focus for student learning outcome measures which reasonably includes gains in familiarity with computers.

Targets for freshmen representing “substantial progress” on these measures were set assuming a 10% upward shift in the distribution of freshman ratings in each year. A shift of this magnitude produces an increase of .1 in the average rating. The baseline distribution was computed as the average proportion of freshman ratings across the four points of the scale for the last three administrations of the instrument. The baseline distributions and average ratings, and targets for 2000 and 2001 are presented in Tables 4 and 5 below. It should be noted that a 10% shift into any adjacent higher rating

² Student learning gains are measured in the following skills/abilities areas: specialization for further education, gaining a broad general education, ability to be a team member, ability to think analytically, quantitative thinking, ability to learn on one’s own, writing clearly and effectively, understanding other people, understanding developments in science and technology, ability to put ideas together, and ability to use computers.

³ Each of the eleven items are rated on a 4-point scale of “gain in learning” (4 = Very Much; 1 = Very Little) so the index can range from a low of 11 to high of 44. Results of the past three spring administrations are as follows: 1997 – 31.82; 1998 – 31.83; 1999 – 31.53. The variation in this measure over the past three years has no statistical or practical significance.

category produces an increase of .1 in the average rating. The movements portrayed in these tables are illustrative.

Table 4: CSEQ Item -- Acquiring familiarity with the use of computers					
	Very Little (1)	Some (2)	Quite a Bit (3)	Very Much (4)	Average Rating
1997-99 Average Freshman Distribution	25.7%	33.6%	28.2%	12.5%	2.28
With a 10% shift from "Very Little" to "Some"					
2000 Target	15.7%	43.6%	28.2%	12.5%	2.38
With a 10% shift from "Some" to "Quite a Bit"					
2001 Target	15.7%	33.6%	38.2%	12.5%	2.48

Table 5: CSEQ Item -- Quantitative Thinking – understanding probabilities, proportions					
	Very Little (1)	Some (2)	Quite a Bit (3)	Very Much (4)	Average Rating
1997-99 Average Freshman Distribution	41.6%	34.0%	19.6%	4.8%	1.88
With a 10% shift from "Very Little" to "Some"					
2000 Target	31.6%	44.0%	19.6%	4.8%	1.98
With a second 10% shift from "Very Little" to "Some"					
2001 Target	21.6%	54.0%	19.6%	4.8%	2.08

As mentioned earlier, the aggregate "Life-Long Learning" index has shown no meaningful change in the past three years. Evergreen's experience with this index since the creation of a baseline measure is as follows:

	Reporting Years		
	1996	1997	1998
Life-Long Learning Index	31.8	31.8	31.5

Strategies to improve upon the aggregate “Life-Long Learning” index measure employed during the past biennium include:

1. Conducted an institute in Summer 1998 for 20 faculty on quantitative reasoning across the curriculum and assigned a faculty member Fall and Winter quarters in the 1998-99 academic year to work with faculty building quantitative reasoning approaches in the curriculum.
 - The first week of the summer institute week was focused on helping faculty develop ideas for integrating quantitative reasoning into their program. The second week was focused on techniques to deliver those ideas. As evidenced by the products produced and evaluations by participants, the institute was very successful in integrating quantitative reasoning into the programs represented and in cross fertilization of ideas.
 - Participants developed a range of products from a detailed statement of how they would incorporate quantitative reasoning into their program to workshops using quantitative reasoning. The faculty consultant helped institute participants further refine their workshops, developed workshops and activities for specific programs, gave general presentations about the incorporation of quantitative reasoning at curriculum planning meetings, actively approached faculty to determine what help could be offered, and helped with the planning of additional quantitative institutes.
 - The faculty consultant worked with a faculty member in dance to develop a quantitative notation for Orissi dance, specifically the development of graphs of dance movement. The faculty member used this notation in several ways: (1) to develop workshops for her students so they understand the quantitative aspect of Orissi; (2) to develop plots which further illuminate the dance pattern; (3) as a way to communicate to her students the different patterns in body movement during the dance.

Examples of some new ways in which quantitative reasoning was built into the curriculum include:

- The faculty consultant gave a two-day workshop on working with quantitative information for the program "Making Meaning". This workshop was designed to answer the question "Have things become better or worse since WWII?" The consultant developed U.S. Census data and data from the Center for Disease control from 1945 to the present. Tables presented economic data by gender, race, income level, and region; life expectancy by gender and race, infant mortality by race; and education by race and gender. Students worked in teams with one of these tables and made sense of the information presented. The first day, they made general conclusions. The second day, they did quantitative calculations using the information and were able to make specific conclusions.
- The faculty consultant assisted in developing several statistical workshops for the program "Seeing the Forest and the Trees". She also assisted with the delivery of some of these workshops and had lengthy discussions with the program faculty

about communicating statistical concepts and having students internalize them. The responses on the final exam (calculations with accompanying short essays) demonstrated that most students not only could do the calculations, but also understood that they were making global generalizations from limited sample information.

- The faculty consultant assisted in development of a workshop for the "Health and Human Development" program to help students interpret and use the nutrition tables associated with the text. This workshop had two goals: (1) to be a springboard for future quantitative efforts; and (2) to be an exercise that would, in the limited time available, give insight into a very complicated table of information. Students in teams determined the energy (caloric) content of some "typical" student diets [burgers and cokes vs. tofu and sprouts]. Then they determined the caloric distribution (fat, carbohydrate, protein). Finally they assigned "good" and "bad" to the calories depending on the accompanying other factors such as vitamins and minerals. This sparked a lively discussion about various diets and gave students reason to not skip the table when reading the text. Program faculty were also able to build on this critical examination of tabular material throughout the year.
 - The faculty consultant assisted in development of a workshop for the program "Community, Communication, & Computers" which linked the story telling aspects of the *I Ching* with quantitative aspects (probability, random chance).
2. Offered faculty development institutes in Summer 1998 to enhance faculty capacity to improve student learning on the individual student outcomes of the composite measure.
 - Nineteen summer institutes were offered to 147 participants (130 faculty, 17 staff). Topics included Teaching Students with Learning Differences, Cyberdivine (a series of workshops on technology as a teaching tool including a Basic Web Workshop, Imaging and Graphics Workshop, Web-supported or Web-based Programs, Presentation Software and Academic Program Web Page Development), Integrating Film/Media Literacy into Academic Programs, Effective Seminars, and Student Academic Advising and Planning.
 3. Continued to offer faculty development institutes in Summer 1999 with an increased emphasis on the topics of technology, quantitative reasoning and writing.
 - Twenty-nine summer institutes are planned for Summer 1999. The institute schedule continues into September, so final statistics on levels of participation are not available. Topics include: Technology and Teaching (3 institutes), Quantitative Reasoning (2), Writing (2), Working with Diverse Students (4), Student Academic Advising, Effective Seminars, and Freshman Programs.

Institution-specific measure – Diversity

The topic of Evergreen’s mission-specific measure is diversity. The measure is composed of three items: (1) fall-to-fall retention of students of color; (2) a measure of faculty development work done at Evergreen designed to enhance the capacity of faculty to understand and work with diverse people (the proportion of faculty participating in such activities); and (3) additional student outcome data drawn from the College Student Experiences Questionnaire (the specific item is estimated gain in “Understanding other people and the ability to get along with different kinds of people.”).

In seven of the past ten years, fall-to-fall retention of students of color has equaled or exceeded the retention of white students [Chart 9]. Retention of students of color to Fall 1998 was 80%, up 3% from 1997. Retention of students of color is typically higher on Evergreen’s Tacoma campus than on the Olympia campus [Chart 10]. For 1997-98, students returned at a rate of 90% on the Tacoma campus compared with 78% on the Olympia campus. **For the current biennium, we propose to focus on retention of students of color on the Olympia campus and target retention rates of 79% in 2000 and 80% in 2001.**

In 1997-98, 42.3% of Evergreen’s faculty participated in diversity-related faculty development activities, up from 26% in 1996. **The College set a long-term goal of 50% faculty participation in diversity-related development activities in our 1998 accountability plan. We intend to reach that long-term goal by the conclusion of the current biennium and propose targets of 46% in 1999-2000 and 50% in 2000-01.**

We plan to retain the student diversity learning outcome targets put forward in our 1998 plan. While our 1997 average rating for this item jumped to 3.28 from 3.05 in the prior year, it fell off somewhat in 1998 to 3.21. This is a new measure and we have not had enough experience with it to distinguish between insignificant fluctuations and meaningful improvement, or to understand how much movement is reasonable to expect in a year’s time. Given these uncertainties, staying with the targets set in our previous plan seems more sensible than proposing changes at this time.

Evergreen’s experience with these measures is as follows:

	Academic Year			12-Year Average
	1995-96	1996-97	1997-98	
Retention of Students of Color	71%	77%	80%	76%
Faculty Development in Diversity	26%	N/A	42%	N/A
Student Diversity Outcome	3.05	3.28	3.21	N/A

Chart 9
The Evergreen State College: Fall-to-Fall Retention
of Degree-Seeking Undergraduates

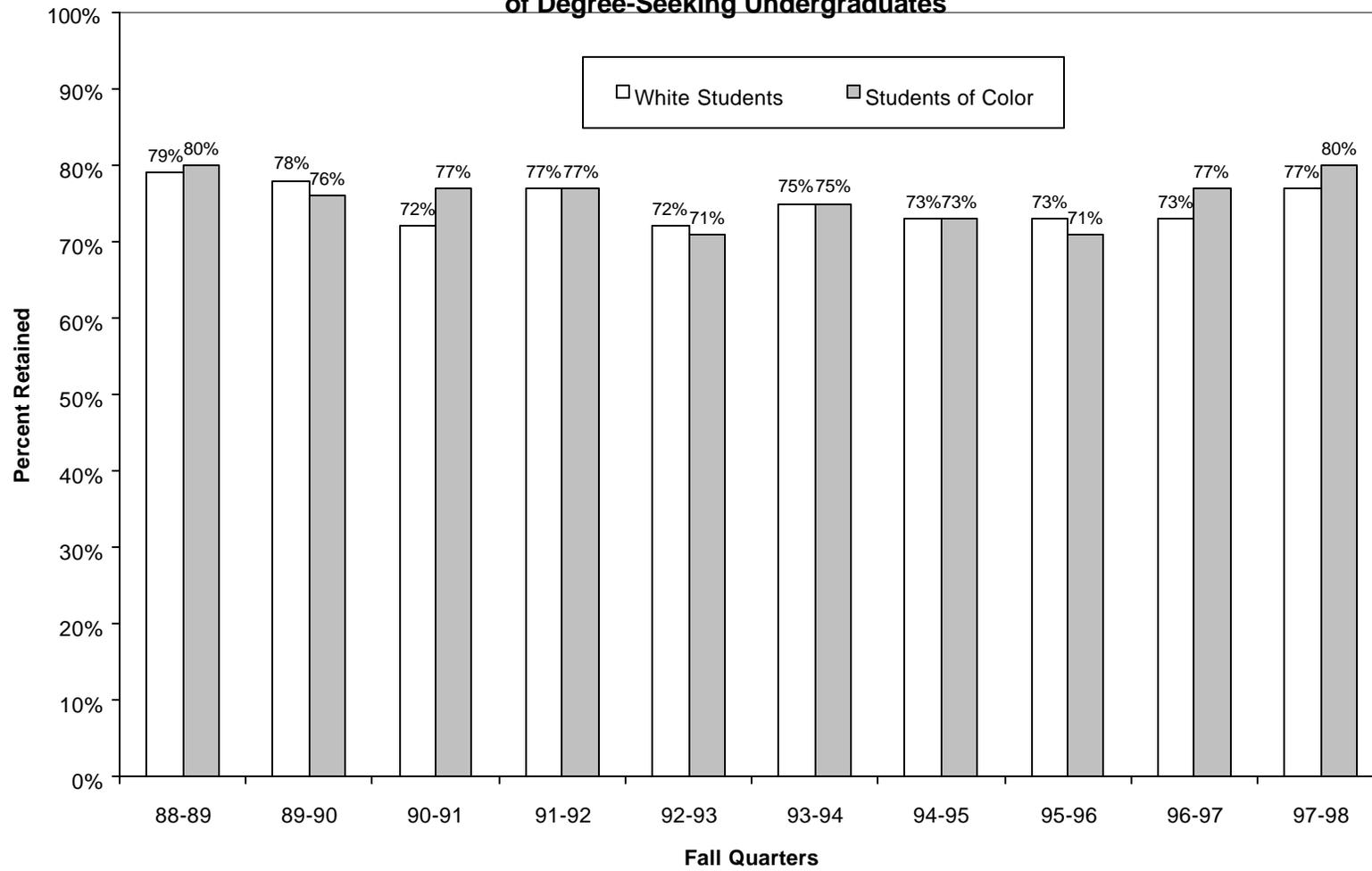
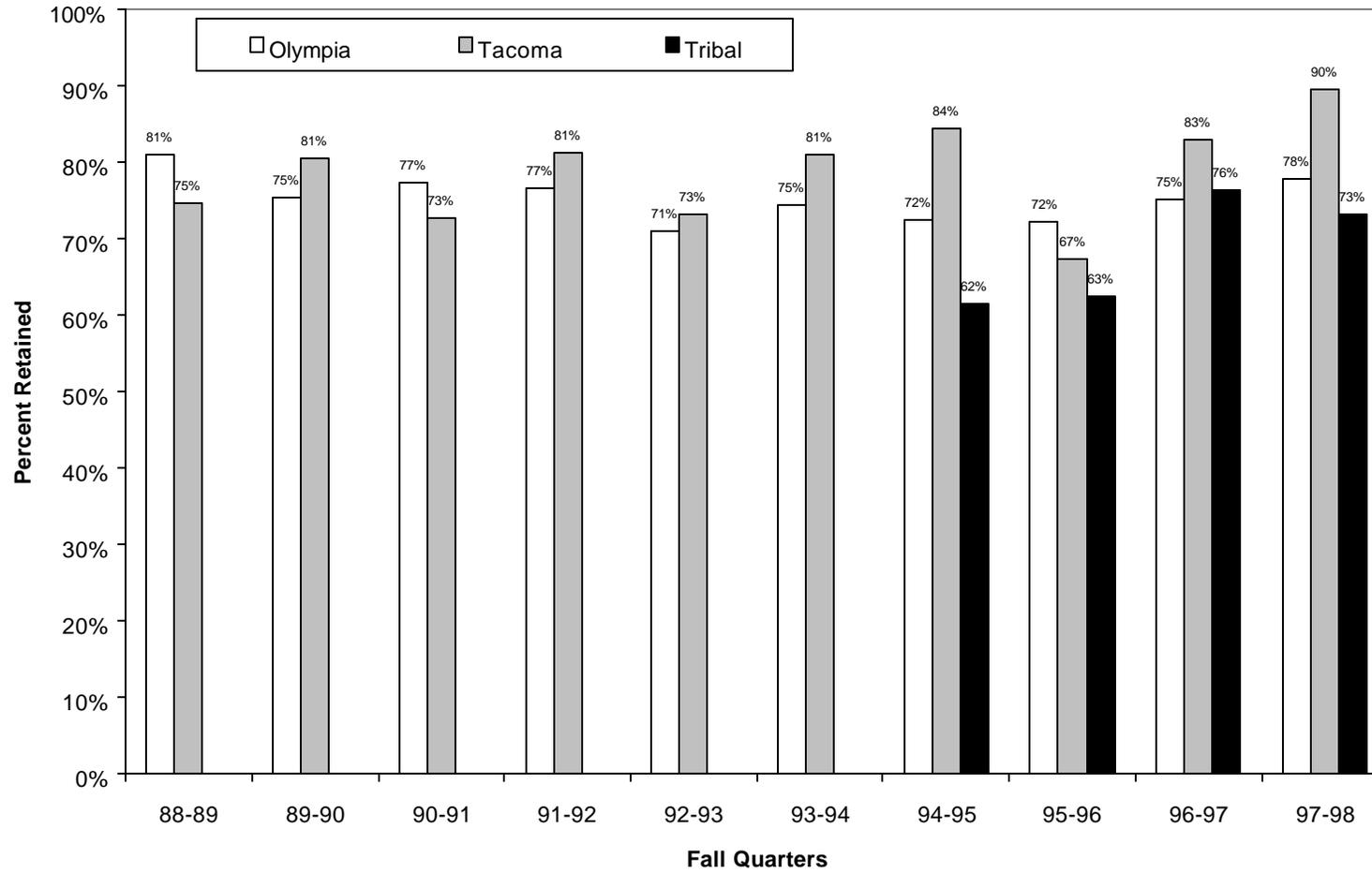


Chart 10
The Evergreen State College:
Fall-to-Fall Retention of Students of Color by Campus



Strategies employed during the past biennium to improve upon this measure include:

1. Intensified student retention efforts focused specifically on students of color through the Student Affairs office of First People's Advising (a separate office and staff within the Student and Academic Support Services area) devoted to serving students of color and the federally funded KEY (Keep Enhancing Yourself) Program targeted at low-income, first-generation students.

First People's Advising

- Conducted "First People's Scholars Program", inviting all student of color to participate in a comprehensive eight-day orientation program specifically designed to address issues and needs of students of color.
- Conducted special workshops for students of color such as "Building Allies", "Scholarships", and "Seminar Savvy".
- Conducted peer support program to offer peer counseling and support services to students of color.
- Conducted special programs aimed at stress reduction and anxiety management for students of color.
- Held social and educational events designed to connect students of color to the campus community.

KEY Student Services

- Provided individualized advising, counseling and support services to eligible students. A total of 215 students were served.
 - Fostered a "one stop shopping" concept, where students could come with all of their problems, from financial aid to writing a research paper.
 - Introduced quarterly social parties to introduce KEY students to one another, and foster a community for students facing similar issues.
 - Provided one-on-one tutors, writing, and research support to students in need.
2. Provided a leadership role in the Provosts' Diversity Initiative through the Washington Center serving as project director/convener for an inter-institutional initiative to improve transfer of students of color to baccalaureate institutions from the state's community colleges.
 - In September of 1998, The Evergreen State College, Washington Center for Improving the Quality of Undergraduate Education, the State Board for Community and Technical Colleges, and the colleges and universities that chose

to participate met to begin this project. It's objective is to learn about the academic, social, and personal issues that affect the progression of students of color from two-year colleges to four-year institutions and to develop strategies to foster academic progression from two-year to four-year institutions.

- About 40 faculty and staff from the participating campuses are involved in this project. They include multicultural affairs directors, admissions officers, faculty, and academic administrators. These partnerships have developed: UW-Tacoma with Tacoma Community College and Pierce College; TESC (both Olympia and Tacoma) with Tacoma Community College, Pierce College, and South Puget Sound Community College; WSU with Spokane Falls Community College; and an informal partnership with faculty at UW-Bothell and faculty at Seattle Central Community College.
 - The initial strategy was to conduct a series of focus group interviews with students of color on the community college and baccalaureate campuses. The interviews are to be conducted with 1) community college students who dropped out of school in their first year, 2) community college students at the end of their second year who intend to transfer to four-year institutions, and 3) students on baccalaureate campuses who had made the transfer from community college successfully.
 - During the 1998-99 academic year, focus groups were conducted at all of the participating community colleges and at The Evergreen State College (both Olympia and Tacoma). The results of these interviews have been shared verbally with the 40-member planning group.
 - A written report describing results of Evergreen's Olympia Campus interviews has been circulated on Evergreen's campus and distributed to the planning group. The Evergreen report summarizes the positive and negative experiences of a group of successful transfer students including recommendations for improvement. A follow-up meeting selected Student Affairs staff to discuss implications for change took place on Evergreen's Olympia campus in Spring 1999.
3. Offered faculty development workshops designed to enhance the capacity of faculty to understand and work with diverse people in Summer 1998 and Summer 1999.
- In Summer 1998, two workshops were offered on this topic: "Recent Contributions to the Discussion of Race, Class, Gender, Sexual Orientation and Disabilities" – attended by six faculty; and "Pedagogical Theories and Practices: Teaching Students with Learning Disabilities" – also attended by six faculty.
 - In Summer 1999, four workshops will be offered on this topic. Final statistics on participation are not currently available since some workshops take place in late August. Preliminary registrations for these workshops total 41 faculty. Workshop topics include: The Use of Technology in the Representation of Diversity; Student Diversity Requires New Approaches to Teaching and

Learning; Critical Moments (a project designed to increase faculty and student awareness of critical issues around race, gender and ethnicity); and Sovereignty and Collaboration: Tribal Issues.

Part II: Proposed Measures, 1999-2001 Targets and Strategies

Graduation Efficiency Index

Accountability Measures	1995-98 Average	1999-00 Target	2000-01 Target	Long-Term Goal
Freshman GEI	92%	92.5%	93%	95%
Transfer GEI	90%	90%	90%	90%

Strategies:

1. Study inefficiencies associated with loss of credit and dropped courses.
2. Continue to improve articulation and transfer with community colleges through college-to-college meetings.
3. Provide more specialized transfer student advising sessions to better meet the needs of new transfer students.
4. Continue to improve academic advising of students throughout their work at Evergreen.
5. Review “5th Week Warning” procedures by which students are notified of a potential loss of credit for a given quarter.
6. Implement improvements in the Evergreen/Tacoma Community College Bridge program recommended in the 1998-99 review.
7. Review and improve articulation agreement with Northwest Indian College.

Graduation Rates and Student Retention

Accountability Measures	1995-98 Average	1999-00 Target	2000-01 Target	Long-Term Goal
Freshman 5-year Graduation Rate	47%	45%	36%	55%
Freshman Retention	66%	73%	74%	76%

Strategies:

1. Review relevance of unmet financial need among students receiving financial aid to retention.
2. Conduct an “Advising Intervention Project” for first-year students who change program enrollments after Fall quarter. (Students who change programs in mid-year have had lower fall-to-fall retention rates in past years.)
3. Continue workshops on program planning and advising for faculty preparing to teach in freshman-level programs.
4. Continue the “Core Connectors” initiative that integrates student affairs professionals into freshman programs for improved student support.
5. Strengthen new student orientation programs and activities.
6. Implement strategies to improve academic advising information and timing both among faculty and through the Academic Advising Office.
 - Establish Advising Outreach Pilot Program to assess the usefulness of a more intrusive academic advising program. A select group of 50 first-year students will follow a comprehensive advising curriculum, including workshops, assessments, skills development, and other support services under the guidance of a special outreach coordinator advisor.
 - Establish a campus-wide committee to examine overall needs and issues of first-year students to share resources and coordinate programming for first-year students.
7. Develop “area-specific” academic advising opportunities for students through the newly designated “Planning Unit Coordinators” (faculty selected to coordinate curriculum planning within the newly configured curriculum structure at Evergreen).
8. Continue to encourage student enrollment in summer school sessions by expanding the number of summer school offerings and targeting offerings based upon interests of students enrolled during the regular academic year.
9. Implement the “First-Year Experience Program” in campus housing. This program will be based in a renovated section of campus housing and is intended to provide resources and support for academic success at Evergreen. Components will include learning assistants, study lounges, a computer technology room, and special workshops to help students make the transition to college.
10. Conduct Spring quarter Advising/Registration visits to all first-year programs to encourage and facilitate registration for the following fall quarter.

Faculty Productivity

Accountability Measures	1995-98 Average	1999-00 Target	2000-01 Target	Long-term Goal
Average Freshman rating of gain in “Acquiring familiarity with computers”	2.28 ⁴	2.38	2.48	2.70
Average Freshman rating of gain in “Quantitative thinking”	1.88 ⁴	1.98	2.08	2.50

Strategies:

1. Assign the academic dean responsible for Core (freshman) programs to work with faculty teams teaching 1999-2000 core programs to design and implement teaching strategies directed at improving student learning in these two areas.
2. Assign the academic dean responsible for Core programs to design a portion of the Summer 2000 workshop for faculty teaching in 2000-01 core programs focused on improving student learning in these two areas.
3. Continue summer institutes for faculty on quantitative reasoning across the curriculum to develop means of strengthening quantitative reasoning in all areas of the curriculum.
4. Assess faculty teaching goals and priorities with respect to the student outcomes of the composite measure and use results to target faculty development efforts in needed areas.

Institution-Specific Measure – Diversity

Accountability Measures	1995-98 Average	1999-00 Target	2000-01 Target	Long-term Goal
Fall-to-Fall Retention of Students of Color on the Olympia Campus	75%	79%	80%	80%
Faculty Development Activities	34% ⁵	46%	50%	50%
Student Diversity Learning Outcome	3.18 ⁴	3.27	3.38	3.85

⁴ Average based on administrations in Spring 1997, 1998 and 1999

⁵ Average based on 1995-96 and 1997-98

Strategies:

1. Continue student retention efforts focused specifically on students of color through the Student Affairs office of First People's Advising (a separate office and staff within the Student and Academic Support Services area) devoted to serving students of color and the federally funded KEY (Keep Enhancing Yourself) Program targeted at low-income, first-generation students.

Activities in addition to those listed previously include:

- Develop an outreach program to conduct dorm room visits to all students of color living on campus.
 - Implement programming to introduce upper-class students to first- and second-year students for the purpose of providing peer support and advice about successful academic strategies.
 - Increase visibility of KEY by linking to student groups and other services such as the Core Connector Program where eligible students can be identified and referred to the KEY program.
 - Organize quarterly cultural field trips to the Washington Center to increase the sense of community among KEY students.
2. Improve recruitment information and strategies to make the best match between entering students and the College through the office of First People's Recruitment (a separate office and staff within the Enrollment Services area) which has responsibility for recruitment activities and publications directed at students of color.
 3. Continue to provide a leadership role in the Provosts' Diversity Initiative by serving as project director/convener for an inter-institutional initiative to improve transfer of students of color to baccalaureate institutions from the state's community colleges.
 4. Conduct faculty and staff development institutes and workshops on diversity in response to the assessment conducted in 1998-99.

1999-2001 Accountability Measures Summary

Accountability Measures	1995-98 Average	1999-00 Target	2000-01 Target	Long-term Goal
Freshman GEI	92%	92.5%	93%	95%
Transfer GEI	90%	90%	90%	90%
Freshman Retention	66%	73%	74%	76%
Freshman 5-year Graduation Rate	47%	45%	36%	55%
Faculty Productivity:				
Average Freshman rating of gain in "Acquiring familiarity with computers"	2.28 ⁶	2.38	2.48	2.70
Average Freshman rating of gain in "Quantitative thinking"	1.88 ⁶	1.98	2.08	2.50
Mission Specific Measure - Diversity				
Fall-to-Fall Retention of Students of Color on the Olympia Campus	75%	79%	80%	80%
Faculty Development Activities	34% ⁷	46%	50%	50%
Student Diversity Learning Outcome	3.18 ⁶	3.27	3.38	3.85

⁶ Average based on administrations in Spring 1997, 1998 and 1999

⁷ Average based on 1995-96 and 1997-98

