

The Evergreen State College

2001-2003 Accountability Plan

October 8, 2001

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 have reported our success with achieving interim targets for the year 1999-00. Evergreen met or exceeded targets on five of nine 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 versus 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 18 years. Yet, in the following year, freshmen retention dropped to 65%, then it increased once again to 70% in fall 2000. 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. Our success with interim targets for 2000-01 will be reported in November 2001.

Evergreen is working with the other baccalaureate institutions in the state to develop measures of student learning outcomes in writing, quantitative reasoning, information/technology literacy, and critical thinking. The fourth statewide institute on writing assessment took place in early August 2001. An inter-institutional group has begun work to develop measures of quantitative reasoning. In 2000, the annual October Faculty Assessment Colloquy sponsored by the assessment coordinators at the baccalaureate institutions focused on development of measures of information/technology literacy. Statewide inter-institutional meetings were held in July 2000 and 2001 to develop scoring rubrics and strategies to assess the information/technology literacy of senior-level students. A feasibility report is due to the State Legislature regarding information/technology literacy assessment efforts next January 2002. The October 2001 Faculty Assessment Colloquy will focus on assessment of Critical Thinking skills and whether the assessment of those skills can be integrated into the assessment practices for writing and information/technology literacy.

Work to develop outcome measures of student learning 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 charged a task force in September 1999, which issued a final report in April 2000. The Commission made a follow-up visit to Evergreen in fall 2000 to review progress on their recommendation, and applauded the college's efforts to address these issues. 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 14 years, the Graduation Efficiency Index (GEI) has been quite stable. The freshman GEI ranged 3.6% during that period, from 90.1% to 93.7%. The transfer GEI ranged 4.6%, from 87.1% to 91.7% [see Charts 1 and 2]. Our ability to affect these measures beyond the fluctuation of random variation remains to be seen. Evergreen has exceeded the long-term goal for transfer students (90%) in the past three reporting periods (1997-98 through 1999-2000). For the past five years, we have seen slight but continued increases in the transfer GEI; 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 five years (ranging from 89.4 to 91.7%), falling below last year’s measure seems as likely as maintaining or exceeding it. We have not yet reached the long-term goal of 95% for the freshman GEI. **In the spirit of developing more experience with this measure, but recognizing its stability, we propose to set interim targets for freshmen that continue to move us toward the long-term goal of 95%, and we will set interim targets for transfers that maintain the long-term goal of 90%.**

The major sources of “inefficiency” for this measure at Evergreen are surplus credit earned due to students’ decisions to pursue a Bachelor of Science degree late in their academic careers and the 16-credit limit. A review of 12 years of data on degree recipients indicates that from 1986 through 1997 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].

Table 1: 12-Year Average GEIs	
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: Freshmen GEI

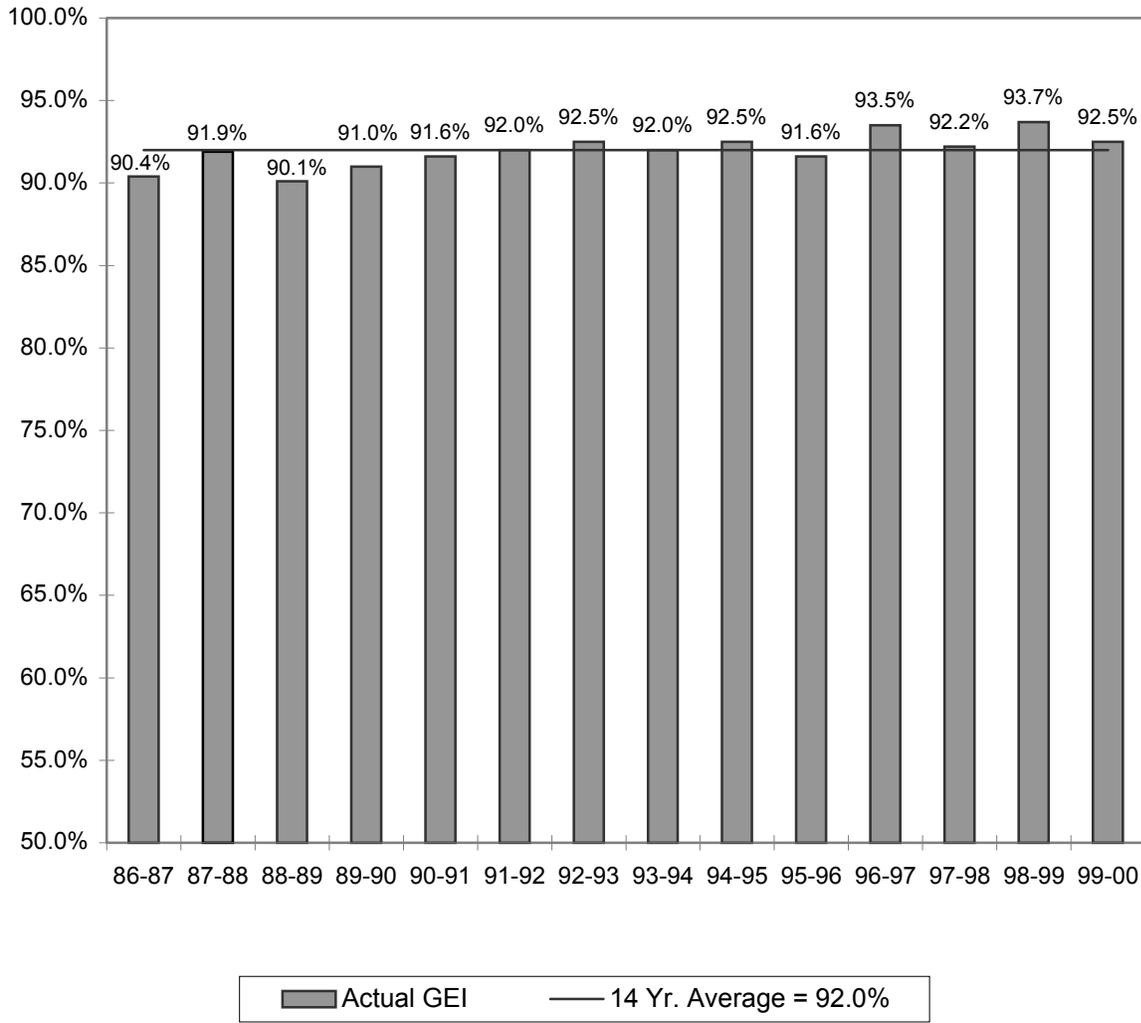


Chart 2
The Evergreen State College: Transfer GEI

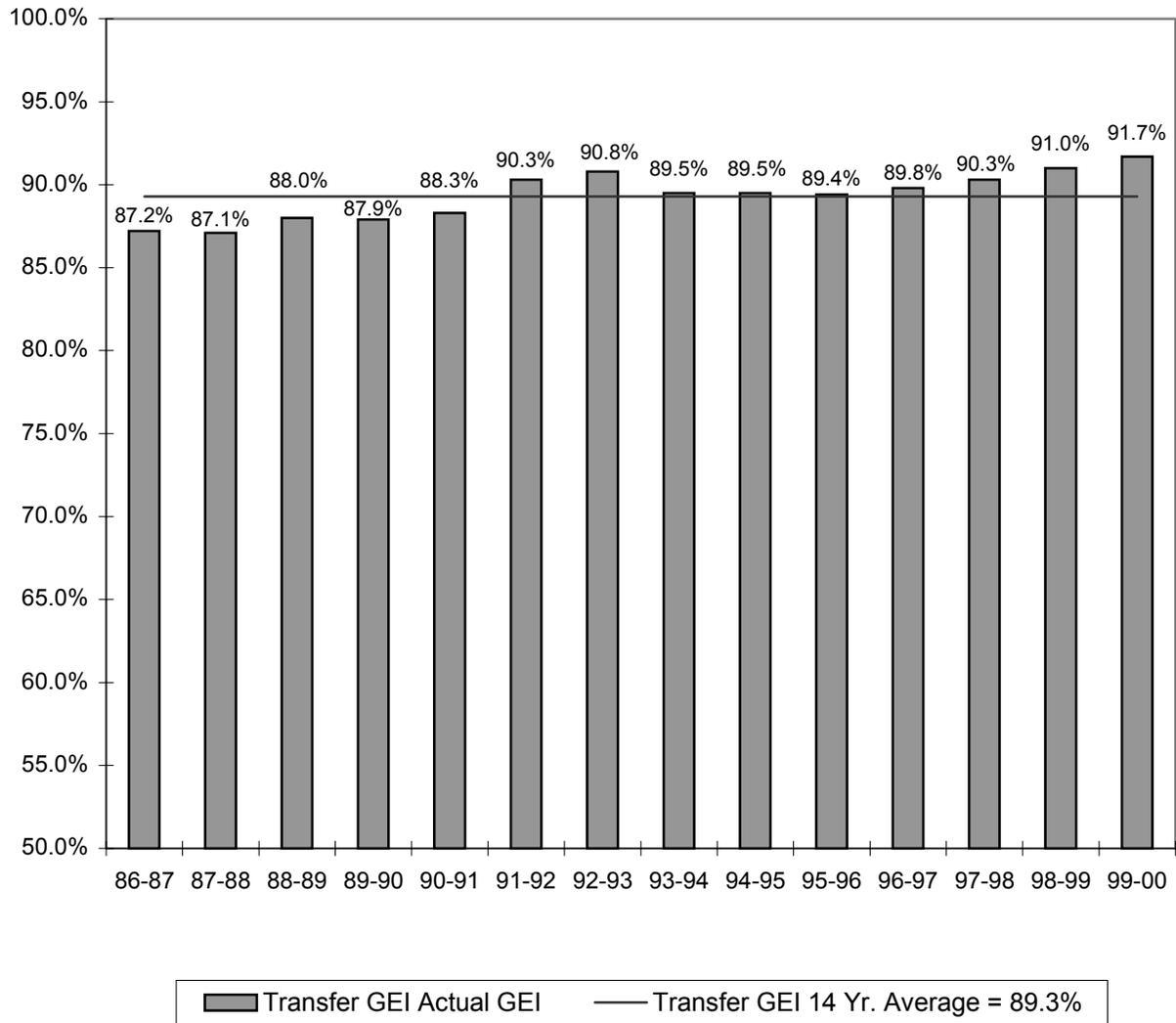
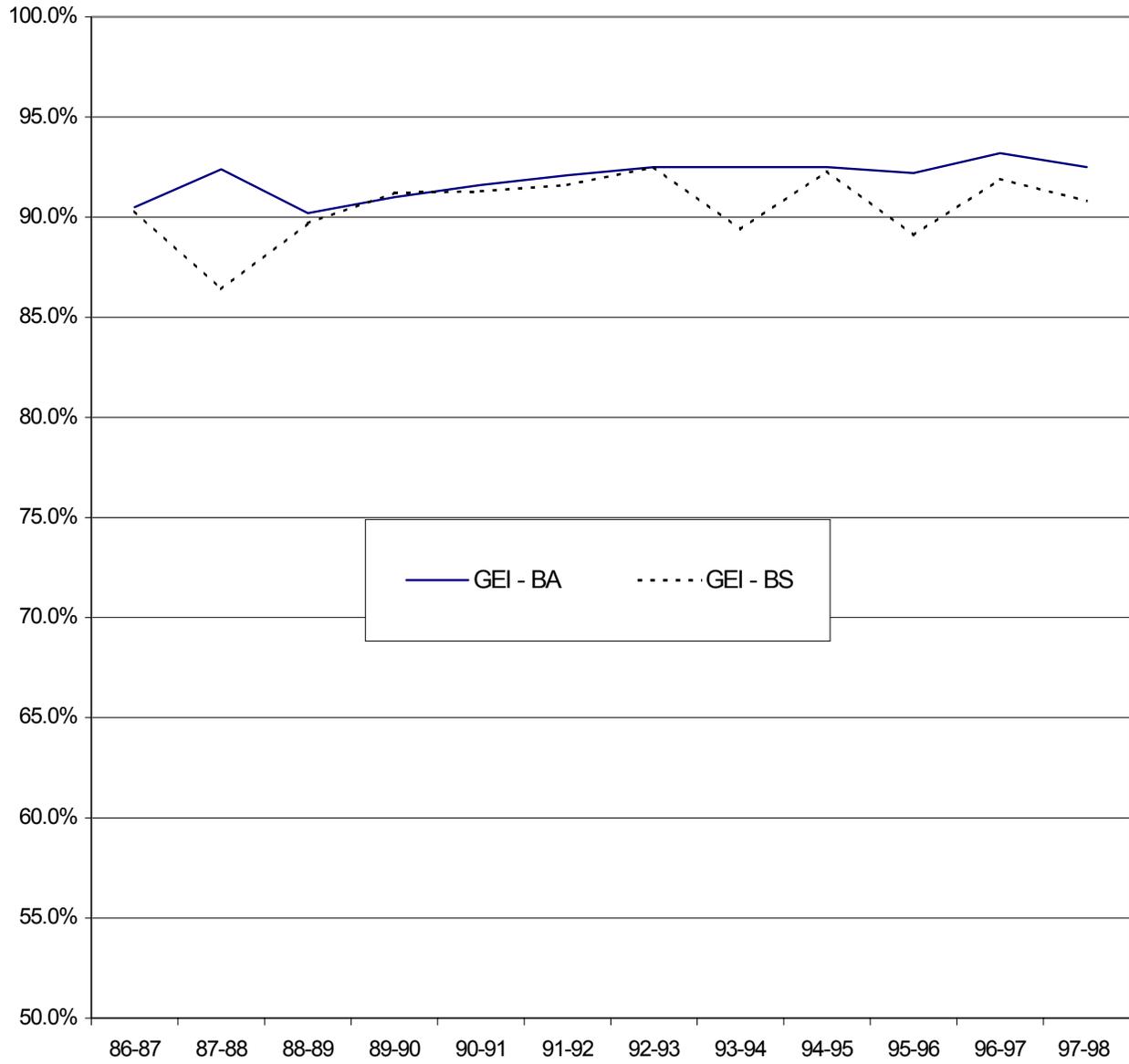
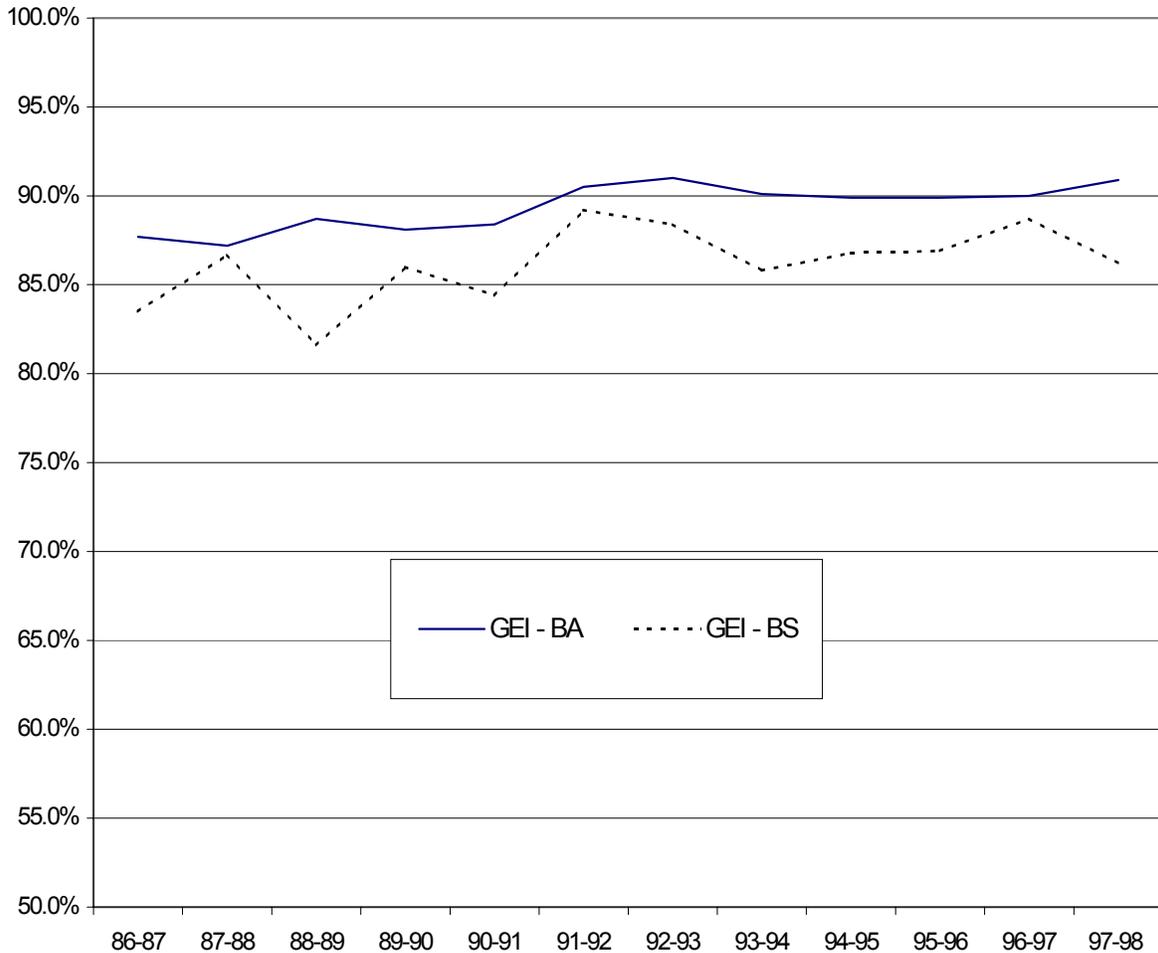


Chart 3
The Evergreen State College: Freshman GEI



**Chart 4
The Evergreen State College: Transfer GEI**



Evergreen met or exceeded targets in 99-00 for both freshmen and transfer GEI measures. The transfer GEI measure has increased slightly, but steadily since 1996. The freshmen GEI has hovered around the performance target for the past several years. The College believes it is approaching the upper bounds of these measures and anticipates small variation in future measures, either up or down, of little practical significance. Evergreen’s recent history with these measures is portrayed below.

Table 2: Evergreen GEI Measures					
	Performance Academic Year				
	1995-96	1996-97	1997-98	1998-99	1999-00
Freshman GEI	92%	94%	92%	94%	93%
Transfer GEI	89%	90%	90%	91%	92%

Strategies employed during the past biennium with regard to GEI performance measures included the following:

1. Improving articulation and transfer with community colleges through college-to-college meetings
 - Evergreen’s curriculum dean and planning unit coordinators met with various community college faculty during the 2000-01 academic year to identify obstacles to smooth articulation and to negotiate additional upside down degrees.
 - 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 were implemented in 1999-2000.
2. Reviewed Evergreen’s Bachelor of Science degree.
 - The Environmental Studies and Scientific 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 Scientific 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.
 - Enhanced academic advising structures to facilitate academic planning, and faculty approved a yearly faculty advising requirement as part of our general education plan.
4. The number of offerings in the part-time curriculum was expanded to increase access to the upper-division curriculum.
5. The per-quarter credit limit has been increased from 16 to 20 credits beginning fall quarter 2001. This change may shorten the time to degree for some students. It also increases the limit for transfer credit and/or concurrent enrollment credit that will count toward a degree to 20 credits per quarter.
6. In fall quarter 2000, a task force was charged to explore the potential of establishing a Running Start program or other high school student concurrent enrollment program at Evergreen. Based on the findings of the task force, the faculty approved a proposal that the college ask for enabling legislation to begin a Running Start program at Evergreen.

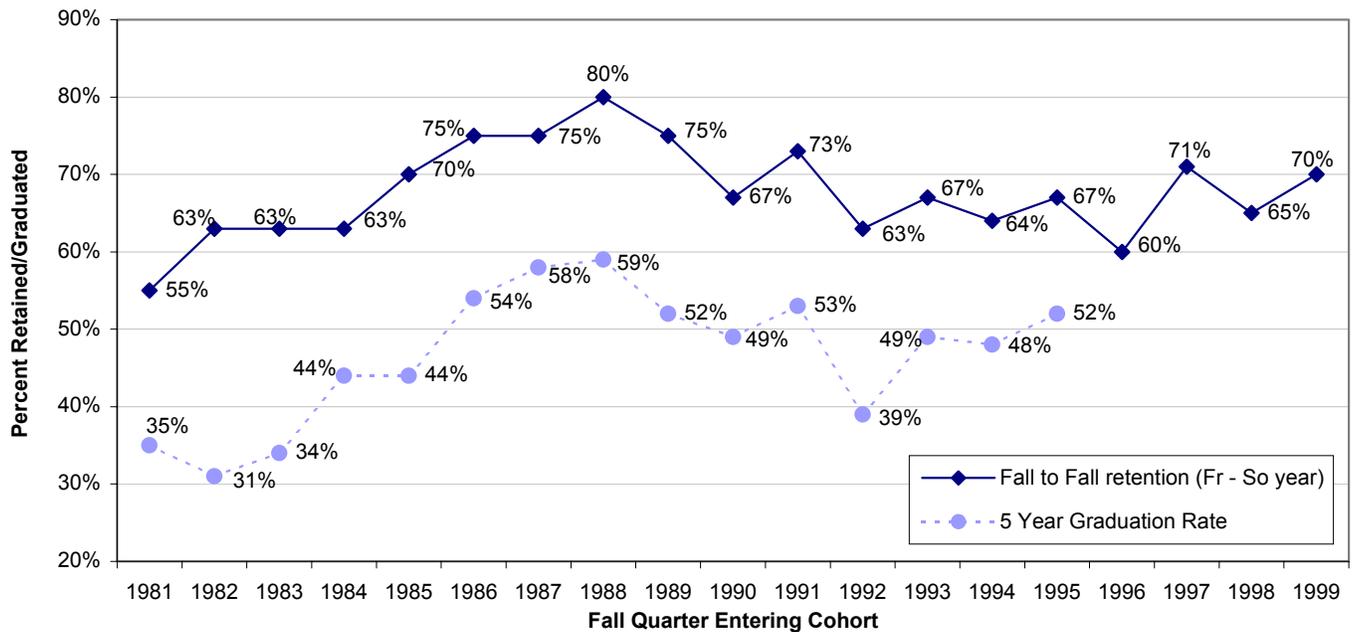
- A new Evergreen General Education Plan was adopted in spring 2001. The potential effect on graduation efficiency from exposing students to the learning outcomes stated in the Expectations of an Evergreen Graduate has yet to be seen.

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.

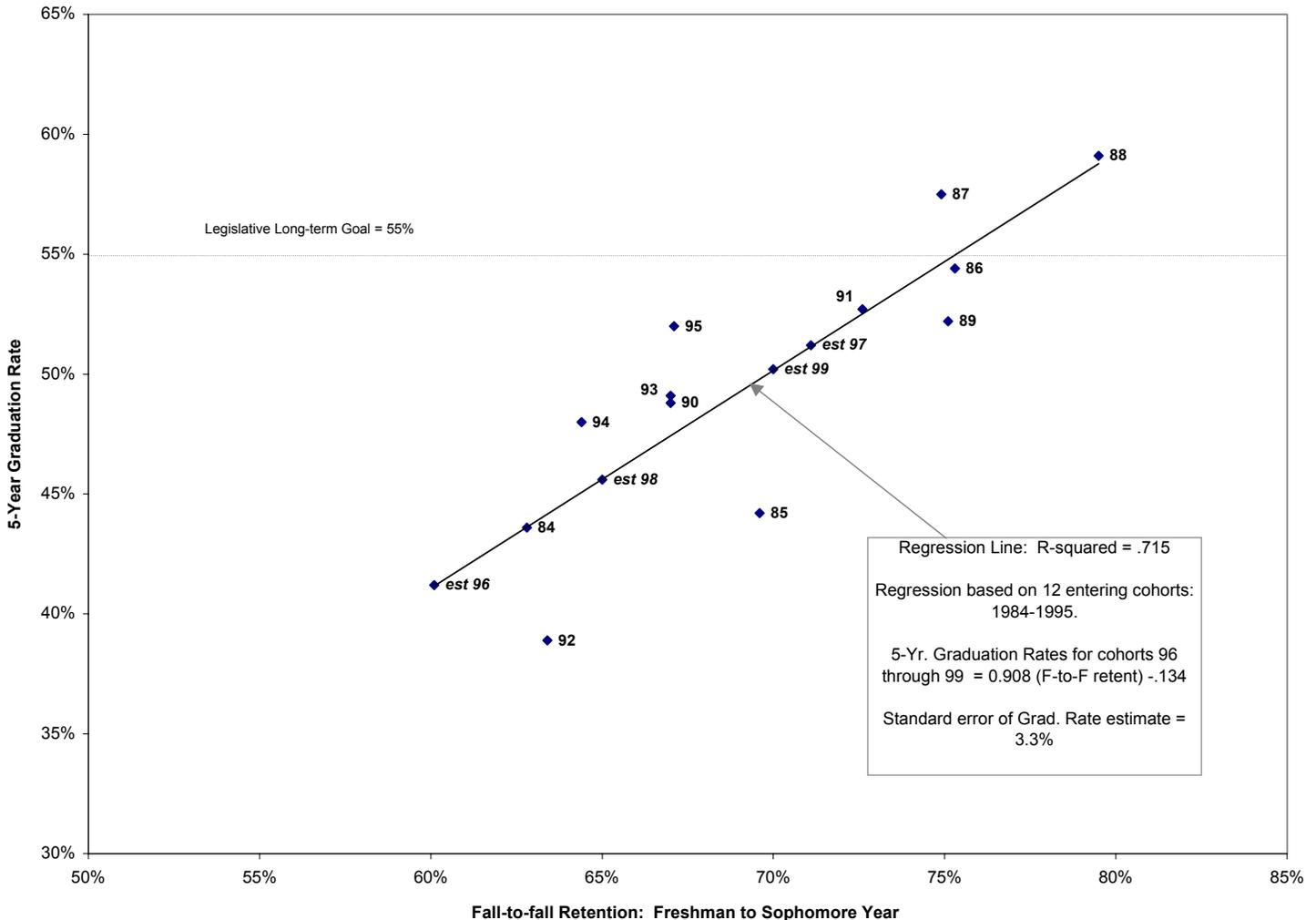
The freshman 5-year graduation rate for the 99-00 reporting year (1995 cohort) increased 13% since the 96-97 reporting year (1992 cohort), climbing from 39% to 52%. Given that freshman-to-sophomore year retention is the greatest determinant of 5-year freshman graduation rates, however, strategies employed during the past biennium could only contribute marginally to this improvement. Compared to the previous year, Evergreen saw an improved 5-year graduation rate in 99-00 for the 1995 cohort, which was anticipated because retention to sophomore year had already been registered as slightly higher for that entering freshmen cohort. For the same reason, the next 5-year graduation rate (to be measured for freshmen that entered in 1996) is expected to decline; retention to sophomore year declined for that group of freshmen. [Chart 5].

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



A drop in freshman retention was identified in the early 1990's, and the College developed several ongoing strategies for improvement. Retention improved 5% for the entering freshmen cohort of 1999. This is viewed as a success internally, although it fell short of the 2000 target by 3%. Freshman retention remains a focus for improvement internally at Evergreen, because retention is lowest for this group of students. **We propose to continue targeting retention of entering cohorts of freshmen in this 2001-03 Accountability Plan.**

Chart 6: Relationships of Fall-to-fall Retention and 5-yr Graduation Rate
 (Freshmen cohorts defined as students with no postsecondary experience)



Because the relationship of graduation rates and fall-to-fall retention is 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 the next biennium 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% entering freshman cohort

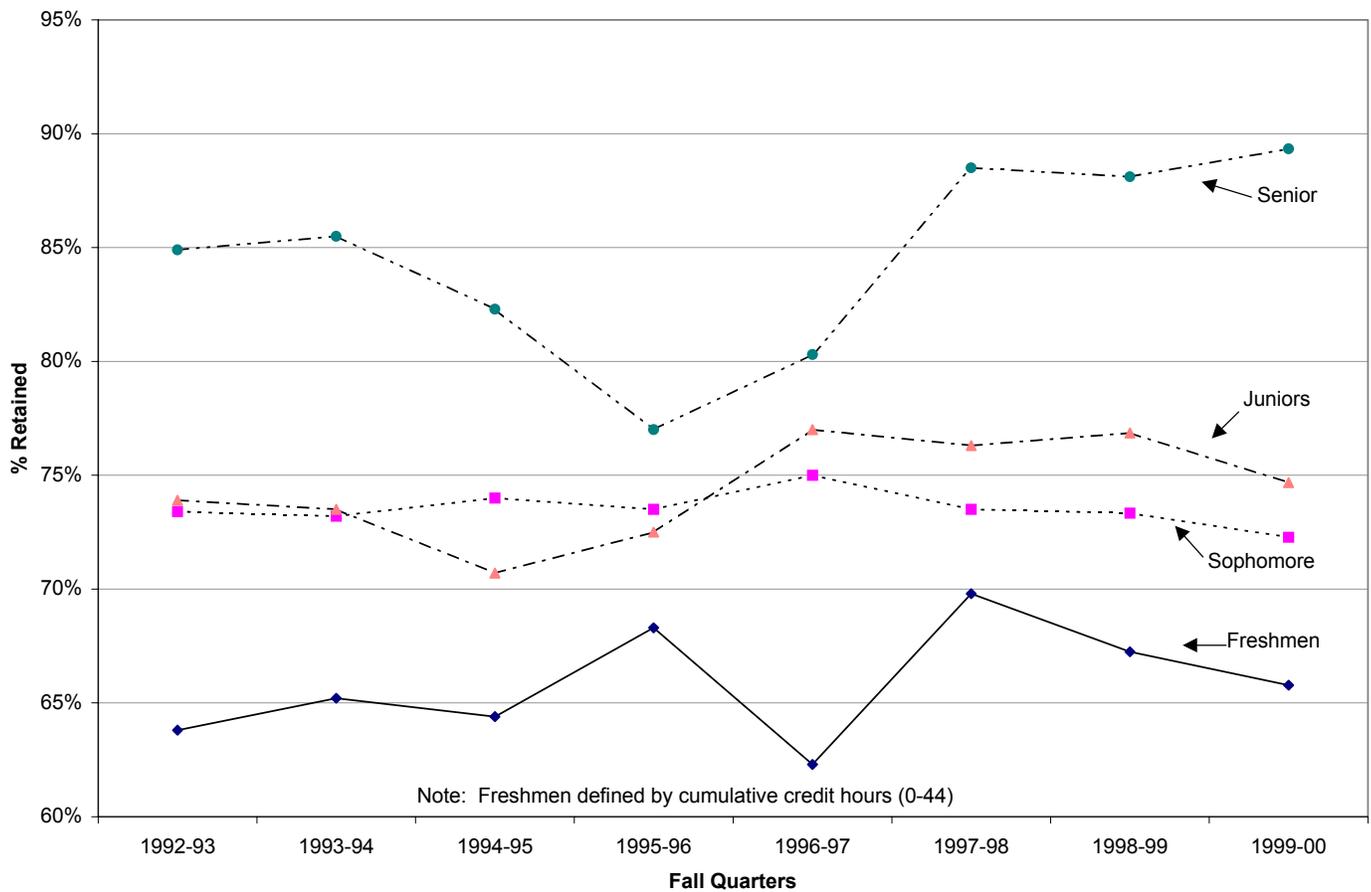
retention has been met in only four of the last 19 years at Evergreen and has not been achieved in the last ten years, so it would represent substantial progress. The College recognizes that although we will likely fall short of our proposed plan targets for freshmen retention of 74% and 75%, striving for them is the clearest path we can see to achieving the long-term 5-year graduation rate goal. This methodology produces targets for freshman graduation and retention rates as shown in the following Table 3.

Table 3: Freshman Fall-to-Fall Retention and 5-year Graduation Rates History and Proposed Targets					
Graduation Rate Performance 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%		48%	42%*
1999-2000	1995	67%		52%	45%*
2000-01	1996	60%		<i>to be reported Nov. 01</i>	36%*
2001-02	1997	71%			51%
2002-03	1998	65%	72%*		46%
2003-04	1999	70%	73%*		50%
2004-05	2000	<i>to be reported Nov. 01</i>	74%*		54%
2005-06	2001		74%		54%
2006-07	2002		75%		55%

*Prior targets determined for last biennium's plan based on linear regression analysis of 13 cohorts (1981-1993). Updated targets are based on a revised regression equation using 12 cohorts (1984-1995).

Over the last several years, fall-to-fall retention rates for sophomores and juniors have shown little variation. Over the past three reporting periods, sophomore retention has ranged from 72% to 74%, and retention of juniors has been between 75% and 77%. Retention of freshmen¹ (as defined by credits earned) increased in the 1996 measurement to 68%, from approximately 64% in the prior three years. The freshmen rate then declined to 62% in 1997, but bounced back in 1998 reaching nearly 70%. Retention of freshmen has shown slight declines in the past two reporting periods. Retention of seniors (this statistic is adjusted for graduation) declined in 1995 and 1996, but it began to climb again in 1997 and has remained around 89% for the past three reporting periods [Chart 7].

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

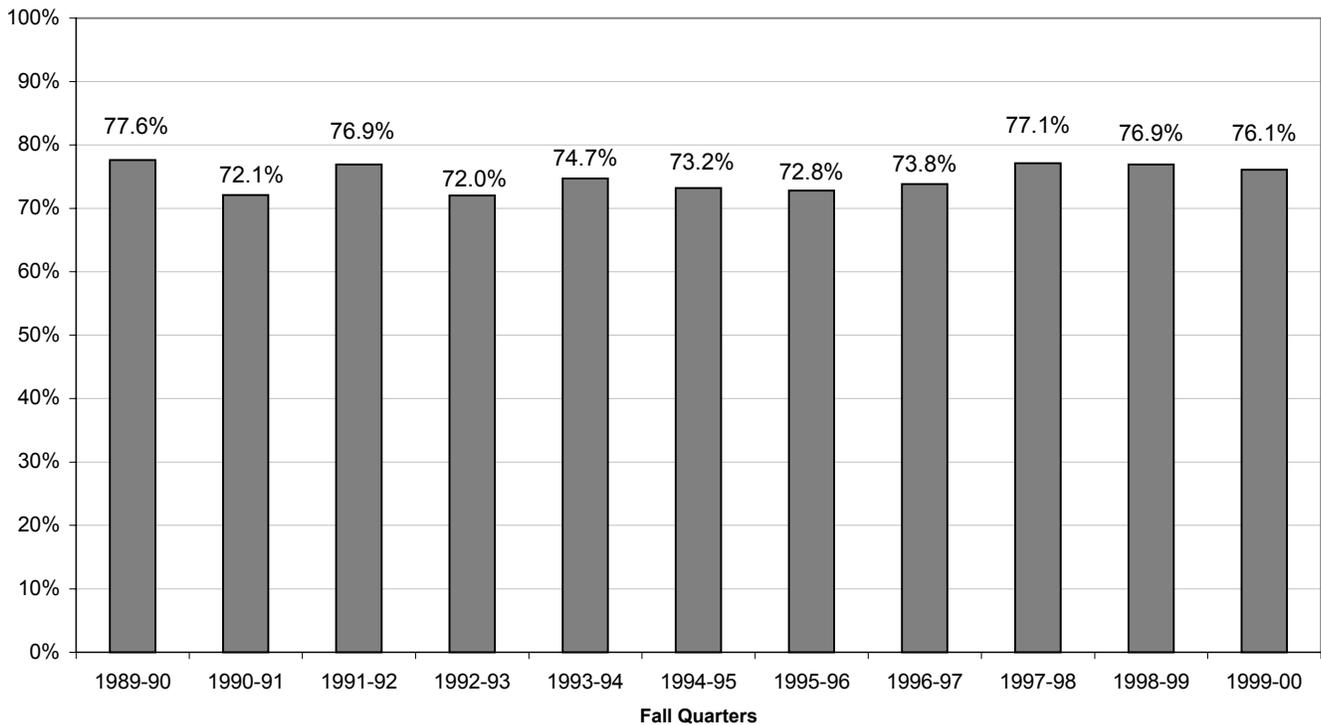


¹ Note that retention analysis by class standing employs a slightly different definition of freshmen than the cohort tracking employed in the five-year graduation rate measure. The class standing measure defines freshmen by cumulative credit hours, so students with fewer than 45 credits are defined as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

Overall undergraduate fall-to-fall retention has been fairly constant at 76% to 77% for the past three reporting periods; these rates are slightly higher than they have been since 1993 [see Chart 8]. Evergreen’s recent history with our retention and graduation rate measures is presented below.

Table 4: Evergreen Retention and 5-Yr Graduation Rate Measures					
	Performance Year				
	1995-96	1996-97	1997-98	1998-99	1999-00
Undergraduate Retention	73%	74%	77%	77%	76%
Freshmen Cohort Retention to Sophomore Year	67%	60%	71%	65%	70%
5-Year Freshman Graduation Rate	53%	39%	49%	48%	52%

Chart 8
The Evergreen State College
Fall-to-Fall Retention: All Degree-Seeking Undergraduates



Most of the strategies developed to improve fall-to-fall retention apply to the 5-year graduation rate as well. One strategy (#5) was intended to address 5-year graduation rates beyond the strategies directed at improved retention by encouraging enrollment in summer quarter.

Strategies employed during the past biennium with regards to retention and 5-year graduation rates included the following:

1. Conducted academic advising interventions with attrition-prone students.
 - Hosted successful first-year programs fair during spring quarter, introducing students entering in the subsequent fall to their first-year program options, faculty, and student services.
 - The First-year Student Dean hosted a first-year program preview event during Orientation Week at the beginning of each fall quarter to introduce new students to their program options, faculty, and fellow students.
 - Academic Advising and a team of faculty host the Courage to Learn seminar series during Orientation Week of fall quarter for new students. This voluntary program offers an integrated orientation to the college and its distinctive ways of teaching and learning. Students practice seminars, workshops, large and small group work, and integrating ideas from a variety of disciplines. The program helps students adjust to Evergreen's learning style, familiarize themselves with campus resources, and begin to develop new peer relationships.
 - Contacted students who were registered only on waitlisted (full) program(s) to encourage them to enroll in a back-up program with spaces available. Also contacted newly admitted students with other anomalous registration issues for follow-up advising.
 - Contacted new students during fall and spring quarters with a "How's It Going?" survey to determine problem areas and provide necessary follow-up.
2. 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 2000 and 2001 focusing on teaching effectiveness and student retention. In the past biennium, student affairs professionals that work within freshmen programs (Core Connectors) were incorporated into these workshops more effectively.
3. Continued the "Core Connectors" initiative that integrates student affairs professionals into freshman programs for improved student support. Currently, a Core Connector curriculum is being developed which will increase consistency of the information presented to freshmen students.
4. Implemented strategies to improve academic advising information and timing both among faculty and through the Academic Advising Office.
 - Evergreen continues to offer a satellite Advising and Study Skills Center in campus housing operating during the evenings and weekends; this program also provides academic tutors during evening and weekend hours to students in campus housing.
 - Faculty approved a yearly faculty advising requirement as part of our general education plan.
 - Revised Evergreen's Academic Advising strategies to incorporate stage-appropriate topics into recurring academic planning workshop opportunities throughout students' years at Evergreen. Revised Academic Planning workshop materials to incorporate new General Education Expectations.

5. 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.
6. In 1998-99, a student recruitment consultant evaluated “student match” with the College and recommended strategies to improve admission, enrollment and retention of first-year students. Recommendations were reviewed, and many were implemented in the past biennium.
 - “Student match” improvements included revising the information provided in College publications, offering new campus and course visitation opportunities, and hosting meetings with High School counselors.
 - Evergreen conducted a Communications audit. We did an internal audit of publications and employed a private Communications consulting firm to conduct a more complete evaluation, including a web-site assessment. The Communications consultants presented their findings and recommendations to the College in June 2001.
 - Web-site improvements are ongoing, and they already include easier access to information and resources to support both prospective and current students. On-line course registration was implemented in May 2001 for fall 2001 academic offerings.
 - A task force was charged in March 2000 that explored the College’s tuition waiver program, which is the largest College-controlled student financial aid program. The task force recommended reappropriation of some tuition waiver awards to support student recruitment and retention. Recommendations were implemented in February 2001, including new tuition waivers for out-of-state students and reinstating tuition waiver programs for athletes.
7. During AY 99-00 and AY 00-01, Academic Advising staff, in collaboration with the Office of Institutional Research and Planning, conducted a two-year pilot project to assess the impact of an intrusive advising model on student retention. Transitions to Success advisors conducted interviews, workshop activities, and appropriate referrals and interventions with two sample groups of entering first-year students. A considerable amount of qualitative and quantitative data was collected from students about factors believed to impact retention, such as engagement in the learning community, academic success, stress factors, and institutional and personal confidence. Data collection is complete and analysis of collected data is ongoing.
8. Implemented the “First-Year Experience Program” in campus housing. This program provided resources and support for academic success at Evergreen. Components included learning assistants, study lounges, a computer technology room, and special workshops to help students make the transition to college.

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 four follow-up surveys (Spring 1998, 1999, 2000, and 2001) for comparison with the 1997 baseline created through our first administration of the instrument. This measure has shown little variation in five years³. Each year we have observed movements up and down for individual items, but when rolled into the composite Life-long Learning measure, these differences have washed each other out (see Table 5 and Chart 9).

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 do. In part, this reflects validity of the measure. Students respond to a stem question asking them to rate their gains in learning “at Evergreen thus far”, 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 Table 5 and Chart 10). 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 would produce an increase of .1 in the average rating.

² Student learning gains are measured in the following skills/abilities areas: specialization for further education, broad general education, ability to be a team member, analytical/logical thinking, 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 Students rate each of the eleven items are rated on a 4-point scale of “gain in learning” (4=Very Much to 1=Very Little), so the index can range from a low of 11 to high of 44. The variation in this measure over the past three years has no statistical or practical significance.

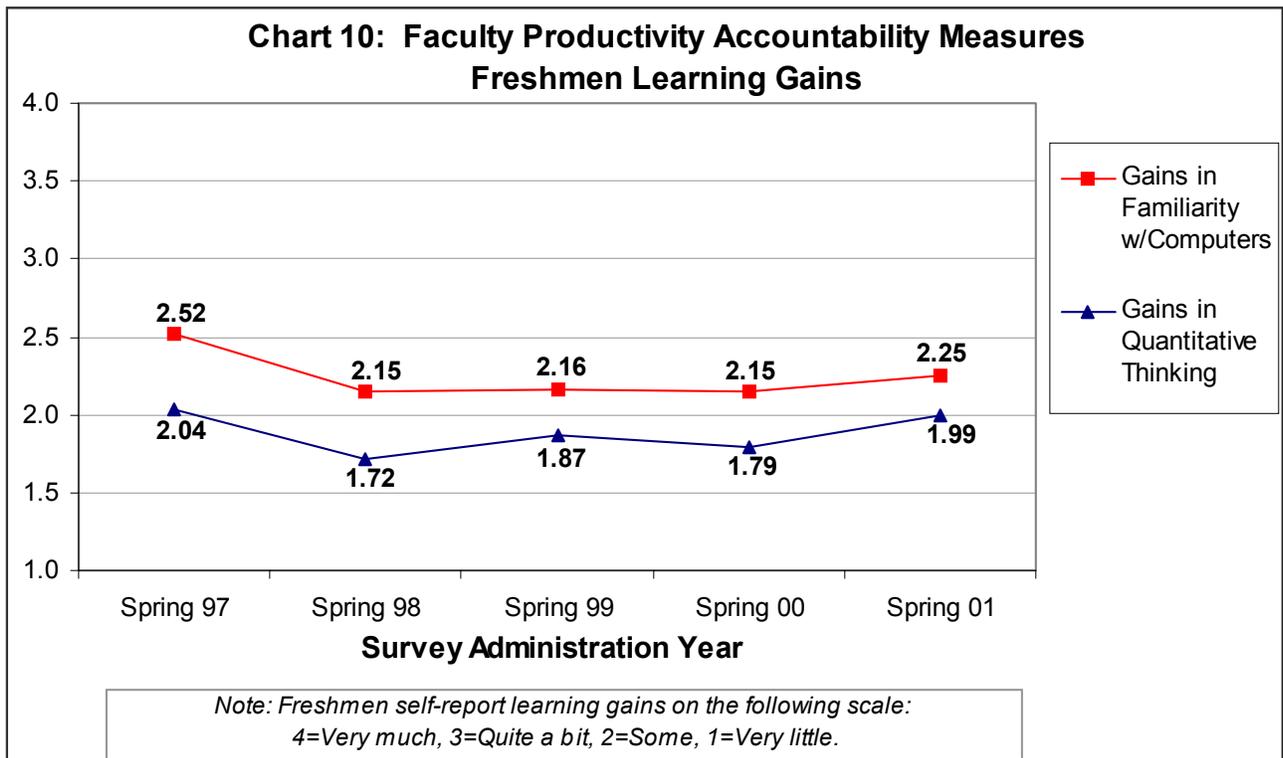
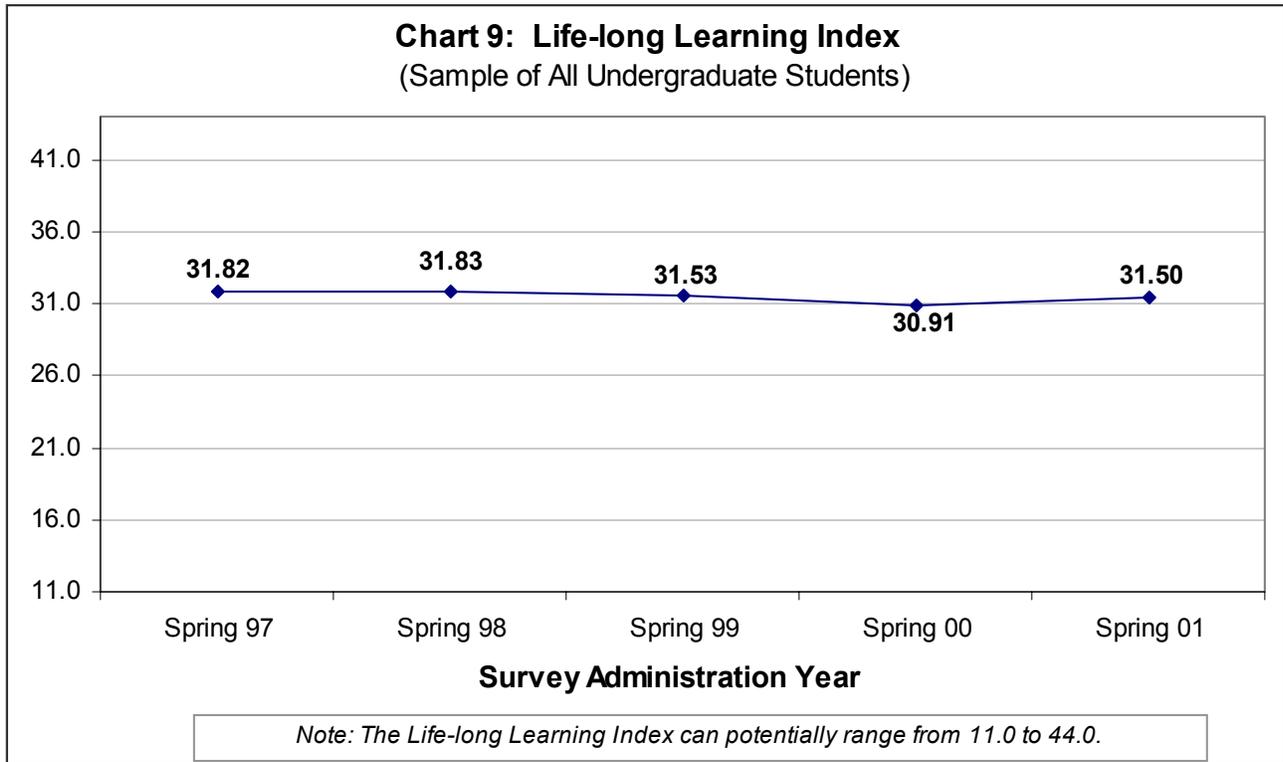
Table 5: Individual Item Average "Gain in Learning" Ratings for the Life-Long Learning Index

Rating Scale: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little.

	N	Spec for Furth Ed	Broad Gen Ed	Writing Clearly	Famil. w/ Computer	Understd Others	Team Member	Understd Sci/Tech	Think Analytic	Quant Thinking	Synth Ideas	Learn on Own	Life-Long Learning
Spring 97 Administration													
Freshman	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
Sophomore	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													
Freshman	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
Sophomore	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													
Freshman	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
Sophomore	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
Spring 00													
Freshman	141	2.46	2.86	3.04	2.15	3.29	2.96	2.03	2.91	1.79	3.21	3.28	30.07
Sophomore	73	2.54	3.00	2.94	2.33	3.49	3.25	2.22	3.08	1.96	3.40	3.47	31.71
Junior	96	2.90	3.01	2.87	2.48	3.28	3.21	2.29	3.08	2.20	3.31	3.41	31.94
Senior	32	2.78	2.94	2.75	2.31	3.16	2.94	2.13	3.03	2.06	3.41	3.50	31.00
Total	342	2.62	2.92	2.94	2.29	3.32	3.09	2.14	2.99	1.95	3.28	3.36	30.91
Spring 01													
Freshman	202	2.44	3.01	2.84	2.25	3.30	3.09	1.99	3.02	1.99	3.31	3.34	30.63
Sophomore	102	2.62	2.80	2.91	2.18	3.25	3.06	1.94	3.02	2.12	3.36	3.50	30.69
Junior	89	2.95	2.97	2.99	2.57	3.27	3.25	2.53	3.19	2.40	3.46	3.52	33.24
Senior	98	3.11	2.93	2.97	2.55	3.34	3.13	2.32	3.02	2.24	3.37	3.54	32.51
Total	491	2.71	2.95	2.91	2.35	3.29	3.12	2.14	3.05	2.15	3.36	3.45	31.50

We propose to continue our focus in the areas of quantitative skills and familiarity with use of computers among freshmen students for our 2001-03 Accountability measures. We will continue to track if an emphasis on a narrower range of skills (the two items) and a particular student subgroup (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 outcome measures. The HEC Board and the Legislature also named

information/technology literacy as a focus for student learning outcome measures, which reasonably includes gains in familiarity with computers. Charts 9 and 10 illustrate Evergreen’s recent history with these faculty productivity measures.



Strategies to improve upon the Quantitative Thinking measure, the Familiarity with Computers measure, and the aggregate “Life-Long Learning” index measure that were employed during the past biennium included the following:

1. Continued to offer faculty development institutes in summer 1999 and summer 2000 with an increased emphasis on the topics of technology, quantitative reasoning, and writing.
 - Twenty-nine summer institutes were conducted in summer 1999. Topics included: “Technology and Teaching” (3 institutes), “Quantitative Reasoning” (2), “Writing” (2), “Working with Diverse Students” (4), “Student Academic Advising,” “Effective Seminars,” and “Freshman Programs”.
 - Forty-seven percent of Evergreen’s contract faculty attended a five-day summer institute on general education learning outcomes in summer 2000. Fifteen other adjunct faculty members and staff also attended this institute.
 - The academic dean responsible for First-year student programs designed a Summer 2000 workshop for faculty teaching in 2000-01 First-year Core programs that focused on improving student learning in the areas of Quantitative Thinking and Familiarity with Computers.
2. The academic dean responsible for Core (freshman) programs met regularly with faculty teams teaching 1999-00 Core programs to design and implement teaching strategies, especially those directed at improving student learning in the areas of Quantitative Thinking and Familiarity with Computers.
3. In January 2001, faculty approved the “Expectations of an Evergreen Graduate.” The six Expectations are the bedrock of the College’s general education plan. Exposing students to these Expectations and encouraging them to pursue academic plans to achieve those Expectations should positively impact the Life-long Learning Index measure and the two freshmen learning measures. The Expectations encourage breadth, depth and synthesis of learning; assuming responsibility for one’s work; creative and effective communication; critical thinking; collaborative and responsible participation in our diverse society; and applying qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems.
4. Another initiative related to the implementation of general education expectations was to restructure the Learning Resource Center at Evergreen. The Learning Resource Center consists of the Writing Center and the Quantitative Reasoning Center: both of which make tutors available to students across programs and disciplines. Two new Directors (one for each branch of the Learning Resource Center) were hired to assist in supporting the general education efforts.

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 on the Olympia campus; (2) a measure of faculty development work 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 student self-

reported gain in “Understanding other people and the ability to get along with different kinds of people”).

In nine of the past twelve years, fall-to-fall retention of undergraduate students of color has equaled or exceeded the retention of white students [Chart 11]. Retention of students of color to fall 2000 was 78%, down 1% from 1999. Retention of students of color is typically higher on Evergreen’s Tacoma campus than on the Olympia campus; this has been true for nine of the past twelve years [Chart 12]. For fall 2000, students of color returned at a rate of 82% on the Tacoma campus compared with 77% on the Olympia campus. The Olympia campus fell short of our interim target on this measure for AY 99-00 by 2%. **For the current biennium, we propose to continue our focus on retention of students of color on the Olympia campus and target retention rates of 79% to Fall 2002 and 80% to Fall 2003.**

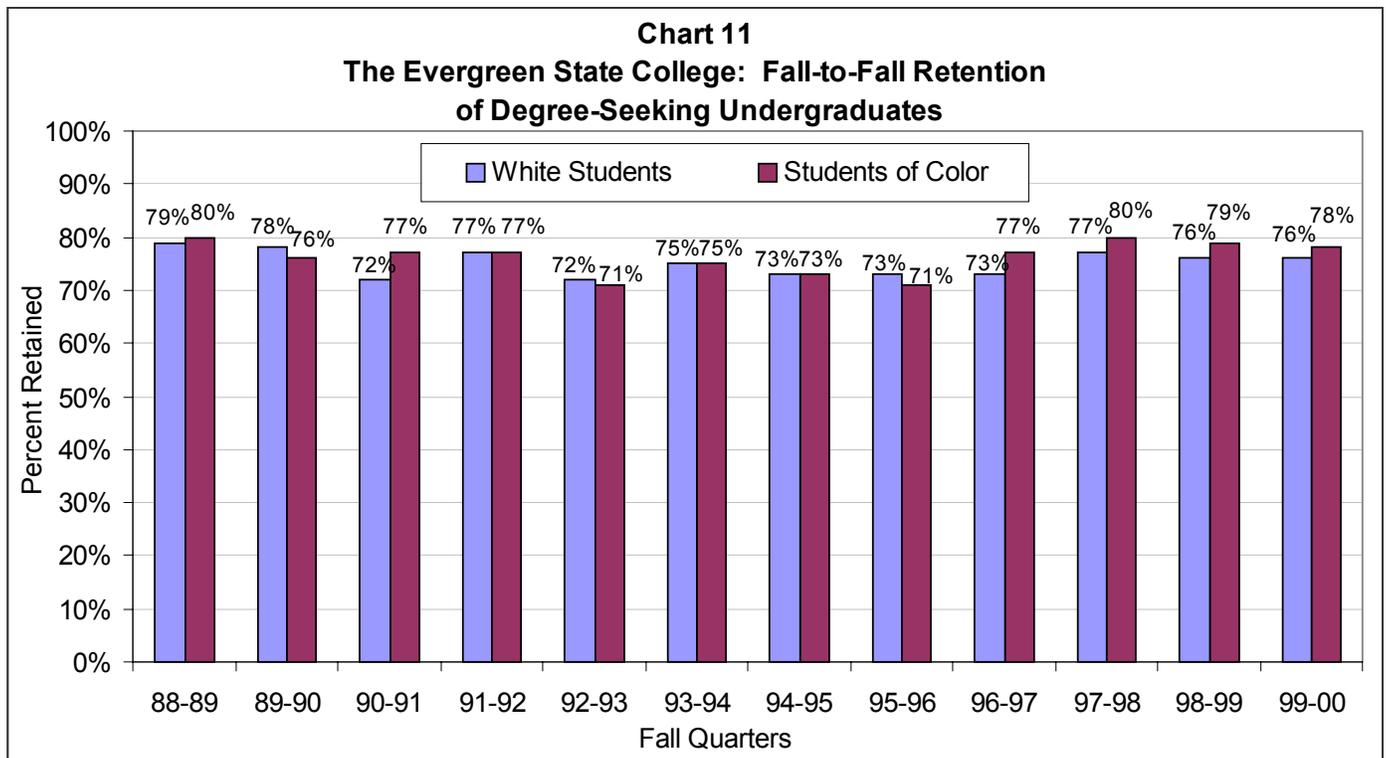
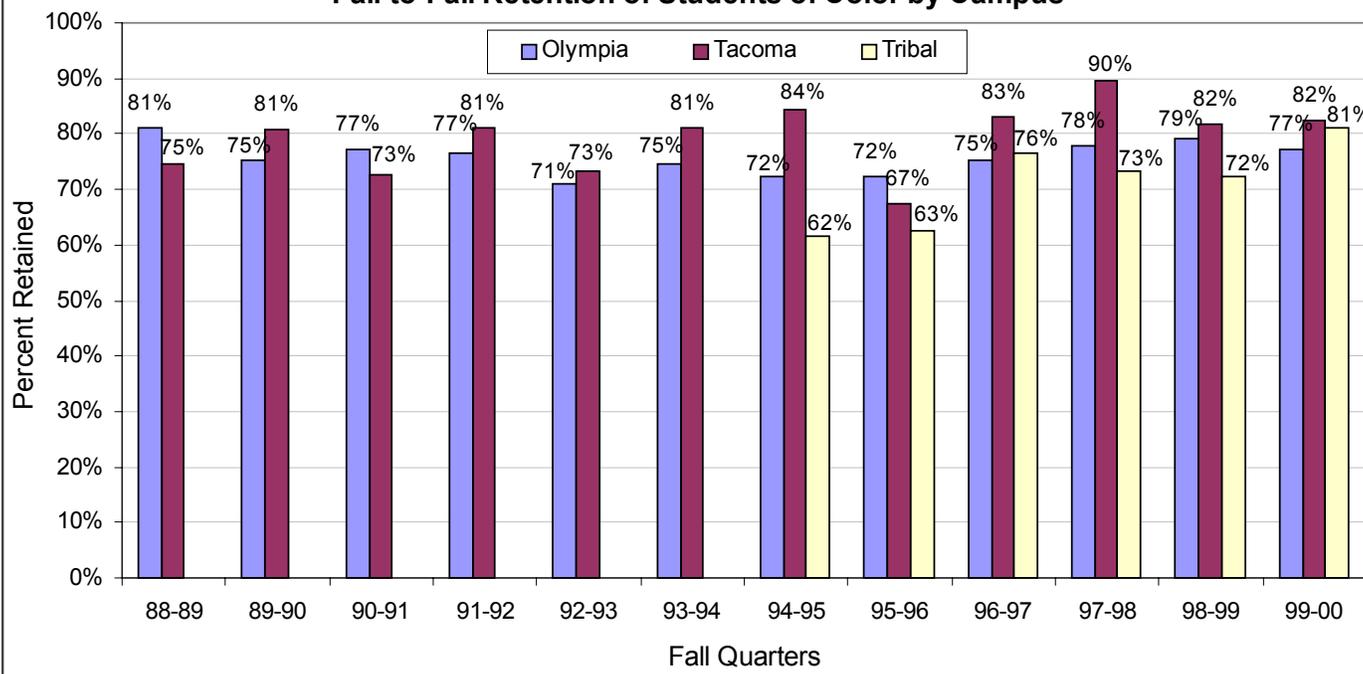


Chart 12
The Evergreen State College:
Fall-to-Fall Retention of Students of Color by Campus



The College set a long-term goal of 50% faculty participation in diversity-related development activities in our 1998 accountability plan. As a result of concerted attention to this area of faculty development, we exceeded that long-term in the first year of the biennium, 1999-00. In 1999-00, 52% of Evergreen’s faculty participated in diversity-related faculty development activities, which is double the 26% who participated in 1995-96 when we initiated our focus in this area. During the past year, 58% of Evergreen’s contract faculty participated in diversity-related development activities, surpassing our long-term goal by an even wider margin. In addition, during 2000-01, 38 adjunct faculty members, administrators, and staff from admissions, academic advising, housing, and other college offices participated in documented diversity development work. We have exceeded our expectations with this faculty diversity development measure. We will sustain our commitment to diversity development of our staff and faculty, and we will continue to offer regular opportunities for growth and education in diversity issues. We propose, however, to focus our monitoring and assessment efforts on our other accountability measures and institutional priorities during the next biennium. **We propose to refine our institution-specific diversity measures to include only the measures of retention of students of color on the Olympia campus and undergraduate learning gains in diversity; we propose to discontinue our monitoring and reporting of diversity-related faculty development in the next biennium.**

We plan to continue our efforts with the student diversity-learning outcome targets put forward in our last two accountability plans. While our 1998 average rating for this item jumped to 3.28 from 3.05 in the prior year, it fell off slightly in 1999 to 3.21. The College exceeded our interim target for 2000, but fell short on our target for 2001. We wish to further monitor this measure in order to better distinguish

between insignificant fluctuations and meaningful improvement, and to understand how much movement is reasonable to expect in a year’s time. **We propose new interim targets that continue to move us toward our long-term goal of 3.85.**

Evergreen’s recent experience with these institution-specific diversity measures is as follows:

Table 6: Evergreen Institution-specific Diversity Measures						
	Academic Year					
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01
Fall-to-fall Retention of Students of Color <i>(on Olympia campus only)</i>	72%	75%	78%	79%	77%	<i>To be reported Nov. 01</i>
Faculty Development in Diversity	26%	N/A	42%	45%	52%	58%
Student Diversity Outcome	N/A	3.05	3.28	3.21	3.32	3.29

Strategies employed during the past biennium to improve upon these measures included the following:

1. Continued 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. Provided opportunities for all students to increase understanding and interaction with diverse people.
 - Conducted “First People’s Scholars Program”, inviting all newly admitted students of color to participate in a comprehensive four-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” and “Scholarships”.
 - 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.
 - Developed an outreach program to conduct dorm room visits to all students of color living on campus.
 - Held social and educational events designed to connect students of color to the campus community and promote communication, collaboration, and understanding of diversity issues among all students.
 - Host an Annual Graduation Celebration for graduating First People’s Scholars.

2. Continued the federally funded KEY (Keep Enhancing Yourself) Program that serves low-income students, those with disabilities, and first-generation college students. The activities of this program enrich the College by supporting the diversity of students on campus.
 - Provided individualized advising, counseling and support services to eligible students. Each year, almost 200 Evergreen students use and benefit from KEY’s comprehensive support

services. Students involved in KEY services demonstrate higher persistence and graduation rates than other Evergreen students do.

- Fostered a “one stop shopping” concept, where students could come with all of their problems, from financial aid to writing a research paper. Referred students to other campus resources and services as appropriate.
 - Introduced quarterly social gatherings to introduce KEY students to one another and foster a community for students.
 - Conducted quarterly workshops for KEY students on topics such as study skills, time management, and writing. The workshops reinforce a sense of community for students facing similar issues.
 - Provided one-on-one tutors, writing, and research support to students in need.
 - Increased visibility of KEY through outreach and cross-referral efforts, such as making announcements within first-year student programs, offering workshops in campus housing, and encouraging referrals from the Career Development Center, First People’s Advising, the Health/Counseling Center, Prime Time Advising Office, and other campus resources.
 - Organized quarterly cultural field trips for KEY students to expose students to a variety of cultural events free-of-charge. Examples in the last biennium included: performances at the Washington Center for the Performing Arts and visiting the Experience Music Project.
3. Improved recruitment information and strategies to make the best match between entering students of color and the College. An Admissions Counselor within the Office of Admissions was specifically assigned to recruitment activities directed at students of color.
 4. Offered faculty development workshops designed to enhance the capacity of faculty to understand and work with diverse people in summer 1999 and 2000.
 - In summer 1999, four workshops were offered on this topic. Workshop topics included: “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.”
 - Faculty and staff development activities with regards to diversity issues during 2000-01 included the following: one-day workshops on diversity issues that were incorporated into the summer general education institutes (89 participants), attendance at the 5th Annual Faculty/Staff of Color Conference in Oct. 2000 (22 participants), a “Critical Moments” project (14 participants), the “Enriched Learning for All” conference (10 faculty), the Borders AACU Team (3 faculty), academic programs with study-abroad components (8 faculty participants), and one Evergreen faculty who participated in an exchange program in Kobe, Japan.
 - Other opportunities for staff and faculty to participate in informal activities related to issues of diversity occur regularly on campus: among them are forums on diversity, brownbag seminars on teaching diverse populations, diverse speakers and presenters, activities of our annual Day of Absence/Day of Presence celebration, and Native American cultural events.
 5. The Student Activities Administration and its associated student organizations sponsored many guest speakers, panels, workshops, films, musical events, theater and dance performances, and art

exhibits throughout the past biennium. These activities provide opportunities for Evergreen students to learn about diverse people and enhance their abilities to get along with different kinds of people. The hybrid college/community radio station at Evergreen is committed to providing airtime and technical training to independent and underrepresented voices, and it also provides the community with alternatives to mainstream news media. Student Activities also sponsors the college newspaper and publishes annual collections of student work, including the Students of Color Anthology.

6. The Media Center and the Library support the diversity concepts present throughout our curriculum through their resource purchases, including books, journals, videos, and CD-ROM's.
7. The Service Centers located at Evergreen also provide opportunities for students, staff, and faculty to expand their knowledge of different kinds of people and how to interact with them.
 - The Washington Center for Improving the Quality of Undergraduate Education helps to promote National Learning Communities events and sponsors the inter-institutional "Critical Moments" project series.
 - The Longhouse Educational and Cultural Center exists to provide service and hospitality to students, the college, and the surrounding Native communities. With a design based in the Northwest Indigenous Nations' philosophy of hospitality, its primary functions are to provide a gathering place for hosting cultural ceremonies, classes, conferences, performances, art exhibits and community events. Among their activities in the last biennium were an Urban Indian Foundation Art Show, a Holiday Native Arts Fair, and a Gathering of Indigenous Visual Artists.
 - The Labor Education & Research Center, a public service initiative of The Evergreen State College, provides a safe forum for workers, community members and Evergreen students to look at their lives and work through the lenses of labor history and political economics. The center provides a place to think about what a movement for positive change in society should or could look like. Center sponsored educational programs seek alternative approaches to systems and symptoms of racism, sexism, economic restructuring and homophobia. In 1999, The Labor Center hosted a Popular Education Conference at Evergreen involving lectures, seminars, theater, art, food, and music from an international group of presenters on topics including literacy, labor issues, diversity, community, and the environment. Also in 1999, they hosted a multicultural Labor Day gathering in Olympia featuring diverse presentations, activities, and information booths for labor unions and social and cultural justice organizations. Each summer they hold a Summer School for Union Women at Evergreen.

Part II
New Baselines and Proposed Measures
2001-2003 Targets and Strategies

Graduation Efficiency Index

Table 7: New Baselines and Targets for GEI Measures				
Accountability Measures	Baseline: 1997-99 Average	2001-02 Target	2002-03 Target	Long-Term Goal
Freshman GEI	93%	93.5%	94%	95%
Transfer GEI	90%	90%	90%	90%

Strategies:

1. Continue to improve articulation and transfer with community colleges through college-to-college meetings.
2. During AY 01-02, Evergreen will participate in a replication of a 1988 study of the role of community colleges in the achievement of the Bachelor's Degree in Washington State. The project, which is being led by the State Board of Community and Technical Colleges, will provide additional insights into student pathways to earning Bachelor's degrees, including comparisons between state institutions. An additional phase of this study will involve a series of transfer student questions (including Running Start experiences) that will be incorporated into our alumni survey of the Class of 2001 to be conducted during summer 2002.
3. Continue to revise specialized transfer student advising sessions to better meet the needs of new transfer students and to increase exposure to the Expectations of an Evergreen graduate.
4. Continue to refine and implement new academic advising structures that facilitate academic planning throughout students' work at Evergreen, including increased exposure to the Expectations of an Evergreen graduate.
5. Academic Advising will continue to modify and improve their web site that provides advising and academic planning information to students, including the addition of an adult learner resource site.
6. A new yearly faculty advising requirement was approved as part of our general education plan in spring 2001. This requirement will be implemented over the next biennium, which provides an additional structure for academic planning to occur.
7. The per-quarter credit limit has been increased from 16 to 20 credits beginning fall 2001. This change may shorten the time to degree for some students. It also increases the limit for transfer credit and/or concurrent enrollment credit that will count toward a degree to 20 credits per quarter.

8. Based on the findings of the Running Start task force, the faculty approved a proposal in spring 2001 that the College ask for enabling legislation to begin a Running Start program at Evergreen. Work is underway during the current biennium to seek such enabling legislation as well as to conduct a survey of former Running Start students who are now enrolled at Evergreen.

Graduation Rates and Student Retention

Accountability Measures	Baseline: 1997-99 Average	2001-02 Target	2002-03 Target	Long-Term Goal
Undergraduate Retention (Overall) <i>(Fall-to-fall retention: total undergraduates)</i>	76%*	77%	78%	90%
Freshman Retention <i>(based on entering 1st-yr student cohorts)</i>	65%*	74%	75%	75%
Freshman 5-year Graduation Rate <i>(based on entering 1st-yr student cohorts)</i>	45%**	38%	50%	55%

* Retention to second fall quarter for freshmen cohorts of 96, 97, & 98.

** Baseline based on entering cohorts fall quarter 92, 93, and 94, measured graduation in AY 96/97, 97/98, & 98/99.

Strategies:

- Continue academic advising interventions with attrition-prone students:
 - Host first-year programs fair during spring quarter, introducing students entering in the subsequent fall to their first-year program options, faculty, and student services.
 - The First-year Student Dean hosts a first-year program preview event during Orientation Week at the beginning of each fall quarter to introduce new students to their program options, faculty, and fellow students.
 - Academic Advising and a team of faculty will continue to host the Courage to Learn seminar series during Orientation Week of fall quarter for new students. The program helps students adjust to Evergreen's learning style, familiarize themselves with campus resources, and begin to develop new peer relationships.
 - Contact students who are registered only on waitlisted (full) program(s) to encourage them to enroll in a back-up program with spaces available. Also contact newly admitted students with other anomalous registration issues for follow-up advising.
 - Continue to contact new students during the fifth week of the quarter with a brief "How's It Going?" survey to determine problem areas and provide necessary follow-up. Advisors are expanding this check-in survey to a once per quarter model for the coming biennium. Additionally, the First-year Dean will be reading the information collected from the surveys to keep informed of first-year student experiences.

- Academic Advising is developing a new structure for the peer advisor program to include more outreach activities. Outreach proposals for the current biennium include peer advisors serving as Core Connectors for first-year students within All-level programs (students with a range of class standing), those who are doing Independent Learning Contracts or Internships, and those who switch programs mid-year. Peer advisors will check-in with students and provide appropriate information and referrals. This new structure will be subject to potential revisions depending on its success in AY 01-02.
2. Continue Core Workshops each June on program planning and advising for faculty preparing to teach in freshman-level programs. Core Connectors (student affairs professionals that work within first-year student academic programs) will continue to be integrated into these workshops. The First-year Dean is developing a Core Faculty Handbook that will be distributed at the workshops. The Handbook will present ideas such as conducting check-ins with students during week 2 or 3 of fall quarter, utilizing Core Connector support for mid-fall quarter check-ins, seeking feedback from students at the end of fall and winter quarters about what's working or not within the program, and incorporating more group-building activities (such as Challenge Course activities or program potlucks) to facilitate community integration and aid student retention.
 3. Continue the "Core Connectors" initiative that integrates student affairs professionals into freshman programs for improved student support.
 - A Core Connector curriculum is being developed which will increase consistency of the information presented to freshmen students. Available Core Connector workshop offerings will be shared with faculty of freshmen programs earlier during their planning process, so that they may incorporate such opportunities into their class activities.
 - The incoming First-year Dean plans to meet with the Core Connectors in the middle of each quarter to check in about what they are hearing about how academic programs are going. Relevant information will be reported back to Core program faculty.
 4. Implement strategies to improve academic advising information and timing both among faculty and through the Academic Advising Office.
 - Evergreen continues to offer a satellite Advising and Study Skills Center in campus housing operating during the evenings and weekends. This program is staffed with a "Midnight Advisor" and also provides academic tutors during evening and weekend hours to students in campus housing.
 - A new yearly faculty advising requirement was approved as part of our general education plan in spring 01. This requirement will be implemented over the next biennium, which provides an additional structure for advising to occur and may encourage student engagement in the Learning Community by enhancing student/faculty relationships.
 - Continue to develop and implement advising strategies to increase exposure to Evergreen General Education Expectations. Continue to conduct and refine stage-appropriate academic planning workshops throughout students' academic careers at Evergreen.

5. 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.

6. Evergreen conducted a Communications audit during AY 00-01. We did an internal audit of publications and employed a private Communications consulting firm to conduct a more complete evaluation, including a web-site assessment. The Communications consultants presented their findings and recommendations to the College in September 2001.
 - Web-site improvements are ongoing, and they already include easier access to information and resources to support both prospective and current students. On-line course registration was implemented in May 2001 for fall 2001 academic offerings. Web-site improvements will continue into the current biennium.
 - Further review of the recommendations of the consulting firm and appropriate implementation of suggestions will occur in the current biennium.

7. Academic Advising, in collaboration with the Office of Institutional Research and Planning, conducted a two-year pilot project (AY 99-00 and AY 00-01) to assess the impact of an intrusive advising model on student retention. In the current biennium, project staff will complete data analysis, develop recommendations, write a final report, and disseminate findings to interested faculty and staff. Implications for practice will continue to be explored, as well as ways to implement project findings.

8. Improve, expand, and implement campus housing initiatives with regard to providing resources and support the success of first-year students.
 - Continue the “First-Year Experience Program” in campus housing and expand into a second housing location for fall 01.
 - The First-year Dean will meet with First-Year Experience Resident Assistants in order to learn about their experiences working with first-year students, to get advice from them about how to improve conditions inside and outside of academic programs, and to give advice where possible. Resident Assistants will be encouraged to invite the First-year Dean to discussion sessions with students in order to discuss concerns, ask questions, and plan actions to address the issues where possible. It is the Dean’s intention through these initiatives to bridge the gap between non-academic and academic aspects of student life, as well as the gap between the housing area and the rest of campus. The Dean hopes to gain information about student experiences early enough in each quarter to positively intervene before students begin dropping out of their programs or the College.
 - Set up Friday evening alcohol and drug-free entertainment aimed primarily at first-year students. Faculty and staff will be invited to present workshops involving music, dance, art, and other presentations, so that students who do not wish to engage in use of alcohol/drugs can have a stronger platform for developing a social life. Such events would demonstrate that the academic side of the College actively supports and appreciates all students.
 - The First-year Dean and other college faculty will become involved in the on-going academic workshops that the Midnight Advisor develops each year, broadening their range, heightening student interest, and making them stronger features of dorm life.

9. Throughout AY 01-02, a visiting graduate student will be living within the First-Year Experience section of campus housing to conduct an ethnographic study of first-year student transitions to college and formation of social relationships. From the results of her research, she hopes to better understand what constitutes “fitting in” at Evergreen, evaluate physical structures of campus housing as they relate to social interactions, explore differences between social groups formed within academic and non-academic settings, and research campus attitudes toward diverse points of view. The graduate student will produce a report in 2002 about her findings and how they relate to retention of first-year students.
10. Continue to conduct Spring quarter Advising/Registration visits to all first-year programs to encourage and facilitate registration for the following fall quarter.
11. The Evergreen Health and Counseling Center offers a variety of support groups to students free-of-charge, including a new “Transitions to College” group for new college students that will begin meeting fall 2001.

Faculty Productivity

We propose to continue our focus in the areas of quantitative skills and familiarity with use of computers among freshmen students for our 2001-03 Accountability Measures.

The baseline distribution was computed as the average proportion of freshman ratings across the four points of the scale for the spring 97, 98, and 99 administrations of the instrument. The baseline distributions and average ratings are presented in Tables 9 and 10 below. It should be noted that a 10% shift into any adjacent higher rating category produces an increase of .1 in the average rating.

Table 9					
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

Table 10					
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

As mentioned earlier, the aggregate “Life-Long Learning” index has shown little variation in the past three years. Evergreen’s experience with this index was used to establish our new baseline for the 01-03 biennium as follows:

Survey administration year	Spring 97	Spring 98	Spring 99	Average 97-99
Life-Long Learning Index	31.8	31.8	31.5	31.7

Accountability Measures	Baseline: 1997-99 Average	2001-02 Target	2002-03 Target	Long-term Goal
Average Freshman rating of gain in “Acquiring familiarity with computers”	2.28	2.38	2.48	2.70
Average Freshman rating of gain in “Quantitative thinking”	1.88	1.98	2.08	2.50
Life-long Learning Index <i>(sample of all undergraduates)</i>	31.7	31.8	31.9	32.0

Strategies:

1. Continue 5-day summer institutes for faculty on general education learning outcomes for the next five years.
2. Continue to offer faculty development institutes in summer 2001 and summer 2002 with an emphasis on the topics of technology, quantitative reasoning, and writing.
3. Evergreen is working with the other baccalaureate institutions in the state to develop measures of student learning outcomes in writing, quantitative reasoning, information/technology literacy, and critical thinking.
 - The fourth statewide institute on writing assessment was hosted at Evergreen in early August 2001; the meeting involved faculty, community members, and assessment and research professionals.
 - An inter-institutional group has begun work to develop measures of quantitative reasoning.
 - Evergreen will participate in the 2001 annual October Faculty Assessment Colloquy sponsored by the assessment coordinators at the baccalaureate institutions will concentrate on assessment of Critical Thinking skills.
 - A statewide inter-institutional meeting was held in July 2001 at Evergreen to develop scoring rubrics and strategies to assess the information/technology literacy of senior-level students. A feasibility report is due to the State Legislature regarding information/technology literacy assessment efforts next January 2002.

4. In January 2001, faculty approved the “Expectations of an Evergreen Graduate.” The six Expectations are the bedrock of the College’s general education plan. The Expectations encourage breadth, depth and synthesis of learning; assuming responsibility for one’s work; creative and effective communication; critical thinking; collaborative and responsible participation in our diverse society; and applying qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems. As we implement the general education Expectations into our Advising practices and curricular structures throughout the current biennium, we expect a positive impact on our faculty productivity accountability measures with regards to student learning gains. Faculty have been encouraged to list the Expectations in their syllabi and address how program content will connect to the Expectations, which will help the faculty and student focus attention on pursuing those learning objectives. The Expectations have been incorporated into the College’s web-site and publications. Faculty and advising staff will build the Expectations into their academic planning workshops and student advising contacts.
5. The Learning Resource Center (consisting of the Writing Center and the Quantitative Reasoning Center) was restructured as a result of general education implementation. Two new Directors (one for each branch of the Learning Resource Center) were hired to assist in supporting the general education efforts. During the current biennium, the Quantitative Reasoning Center will develop and implement strategies to improve quantitative skills of our students.
- Specific tutors have been assigned to programs and courses with quantitative reasoning components beginning fall 2001.
 - A Quantitative Reasoning Center tutor will be available evenings and weekends associated with the Prime Time Advising office located in the First-Year Experience area of campus housing.
 - The Quantitative Reasoning Center Director is committed to gender equity in hiring tutors in this area to increase accessibility for all students.
 - The Self-paced Math program has historically had a poor success rate with regard to students earning full credit. The QR Director has updated the curriculum, instituted an attendance requirement, and new journal review process to ensure active participation. Beginning fall 2001, students will work in cadres as opposed to individually.
 - The QR Director is working directly with four campus programs this fall 2001, including two freshmen Core programs (Ecology of Hope and Trash), Introduction to Natural Science, and the Masters in Teaching program. He will provide in-program workshops and support with quantitative thinking and skills; examples include analyzing, summarizing, and interpreting data; graphing; spatial relationships; mathematics; statistics; and Excel tutorials.
 - The QR Director is hosting a Quantitative Reasoning workshop for students enrolled in the Courage to Learn program during Orientation Week of fall quarter 2001. They will explore spatial relationships, geometry, logical sequences, and math concepts through an origami workshop.
 - The QR Director has proposed two faculty summer institutes for 2002 to assist faculty in finding ways to incorporate quantitative thinking concepts into their curricula and to raise their confidence in teaching these skills: Math for Liberal Arts and Quantitative Reasoning Integration.
 - The QR Director is working directly with Planning Unit Coordinators and the Curriculum Dean as they build curriculum for 2003-04. Emphasis is being placed on how to incorporate quantitative reasoning across disciplines, with particular attention to first-year student programs.

6. A new yearly faculty advising requirement was approved as part of our general education plan in spring 01. This requirement will be implemented over the next biennium, which provides an additional structure for academic planning to occur, including discussions of meeting general education expectations.
7. Continue to develop and implement advising strategies to increase exposure to Evergreen General Education Expectations. Continue to conduct and refine stage-appropriate academic planning workshops throughout students' academic careers at Evergreen.
8. A leadership group has been established that will guide the implementation of the general education policy. This group attended an Associate of American Colleges and Universities summer institute during summer 2001 with a team focus on general education implementation and assessment issues. The group will continue its participation in future activities of this national initiative.
9. The Evergreen Computer Center offers a variety of two-hour computer skill-building workshops open to staff, faculty, and students throughout the academic year. Examples of offerings for fall 2001 include Introduction to Access, Introduction to Excel, Using the Internet, Introduction to PowerPoint, Creating WebPages Using Netscape Composer, Introduction to PhotoShop, and Introduction to Word. The classes are offered at varying times of day to accommodate a variety of schedules, including evening session.
10. Evergreen's Digital Imaging Studio also offers free training workshops for interested students, staff, and faculty on such topics as PhotoShop, Dreamweaver, and Basic Scanning and Image Optimization. Beginning this fall, the Digital Imaging Studio will increase access to their facilities by no longer requiring mandatory proficiencies for users of the studio. Workshops and assistance will be provided to all users as needed, but all students, staff, and faculty have automatic access to the digital facilities.

Institution-Specific Measure – Diversity

Table 13: New Baselines and Targets for Diversity Measures				
Accountability Measures	Baseline: 1997-99 Average	2001-02 Target	2002-03 Target	Long-term Goal
Fall-to-Fall Retention of Students of Color on the Olympia Campus	77%	79%	80%	80%
Student Diversity Learning Outcome	3.18	3.39	3.49	3.85

Strategies:

1. The Office of Admissions continues to improve our recruitment information and strategies to make the best match between entering students of color and the College. The First People's Recruitment Counselor within the Office of Admissions is specifically assigned to recruitment activities directed at students of color.
2. 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. First People's Advising also participates in activities available to the entire campus community to increase exposure to diversity issues.
 - Continue "First People's Scholars Program," inviting all newly admitted students of color to participate in a comprehensive four-day orientation program specifically designed to address issues and needs of students of color.
 - Conduct special workshops for students of color such as "Building Allies" and "Scholarships".
 - Conduct peer support program to offer peer counseling and support services to students of color.
 - Conduct special programs aimed at stress reduction and anxiety management for students of color.
 - Continue an outreach program to conduct dorm room visits to all students of color living on campus.
 - Host an Annual Graduation Celebration for graduating First People's Scholars.
 - Facilitate a fall 2001 Orientation Week interactive, skill-building workshop of student perceptions of race and ally-building.
 - Continue to coordinate a variety of social and education events designed to connect students of color to the campus community and promote communication, collaboration, and understanding of diversity issues among all students.
3. Continue the federally funded KEY (Keep Enhancing Yourself) Program that serves low-income students, those with disabilities, and first-generation college students.
 - Provide individualized advising, counseling and support services to eligible students.
 - Foster a "one stop shopping" concept, where students can come with all of their problems, from financial aid to writing a research paper. Refer students to other campus resources and services as appropriate.
 - Hold quarterly social gatherings to introduce KEY students to one another and foster a community for students.
 - Conduct quarterly workshops for KEY students on topics such as study skills, time management, and writing. The workshops reinforce a sense of community for students facing similar issues.
 - Provide one-on-one tutors, writing, and research support to students in need.
 - Increase visibility of KEY through outreach and cross-referral efforts, such as making announcements within first-year student programs, offering workshops in campus housing, and

encouraging referrals from the Career Development Center, First People's Advising, the Health/Counseling Center, Prime Time Advising Office, and other campus resources.

- Continue to organize quarterly cultural field trips for KEY students to expose students to a variety of cultural events free-of-charge, including speakers and performances at The Washington Center for the Performing Arts and a visit to the Experience Music Project.
4. The Student Activities Administration and its associated student organizations will continue to sponsor campus events that provide opportunities for Evergreen students to learn about diverse people and enhance their abilities to get along with different kinds of people. The Student Activities Administration will continue to support the college/community radio station at Evergreen that provides an outlet for independent and underrepresented voices, news, and opinions. Student Activities will also continue to sponsor publications for the expression of diverse written and artistic materials, including the Students of Color Anthology.
 5. The Media Center and the Library support the diversity concepts present throughout our curriculum through their conscious efforts to purchase resources representing diverse authors and content.
 6. The Public Service Centers located at Evergreen also provide opportunities for students, staff, and faculty to expand their knowledge of different kinds of people and how to interact with them.
 - The Washington Center for Improving the Quality of Undergraduate Education helps to promote National Learning Communities events and sponsors the inter-institutional "Critical Moments" project series. Among their ongoing projects are preparations for their 15th annual conference "Practicing What We Stand For: Access, Equity and Significant Student Learning" to be held at Evergreen's Tacoma campus in February 2002 and "Assessing Diversity" (a partnership with the State Board of Technical and Community Colleges).
 - As a public service center of The Evergreen State College, the Longhouse Education and Cultural Center exists to provide service and hospitality to students, the college, and the surrounding Native communities. With a design based in the Northwest Indigenous Nations' philosophy of hospitality, its primary functions are to provide a gathering place for hosting cultural ceremonies, classes, conferences, performances, art exhibits and community events. Longhouse staff plan and implement cultural events at the Longhouse on a quarterly basis. These include community dinners, drum and dance performances and other events. The second annual Urban Indian Foundation Art Show will be held in Nov. 2001, and other events will follow throughout the next biennium.
 - The Labor Education & Research Center, a public service initiative of The Evergreen State College, provides a safe forum for workers, community members and Evergreen students to look at their lives and work through the lenses of labor history and political economics. Center sponsored educational programs seek alternative approaches to systems and symptoms of racism, sexism, economic restructuring and homophobia. During summer 2001, they hosted the 12th annual Summer School for Union Women at Evergreen, and this event will continue through the next biennium. They also provide a library (with a web-driven search engine) that provides students and other community members access to books, art, videos, and other documents related to social and economic justice and international labor issues.

7. Efforts will be made in the coming biennium to increase the frequency and quality of campus dialogues. The College especially wants to emphasize the existence and importance of the Evergreen Social Contract through community dialogues on controversial subjects, and to assist students in finding constructive ways to give expression to their desires for change. A major premise of the Social Contract is respectful communication and interactions with all people. Campus forums will focus on encouraging civil communication in the campus community.

8. Although Evergreen will not continue to monitor diversity development activities for faculty as an official element of our institution-specific diversity performance measure, the College remains committed to providing such opportunities for faculty and staff during summer institutes and throughout the academic year.

Table 14: Summary of Accountability Plan 01-03 Baselines and Performance Targets				
The Evergreen State College				
Common measures	1997-99 Baseline Performance	2001-02 Interim Target	2002-03 Plan Target	Long-term Performance Goal
Graduation Efficiency Index				
a. Freshman	93%	93.5%	94%	95%
b. Transfers	90%	90%	90%	90%
Undergraduate retention (overall)				
	76%	77%	78%	90%
Undergraduate retention (freshman)				
	65%	74%	75%	75%
5-Year Freshman Graduation Rate				
	45%	51%	46%	55%
Institution-Specific Measures				
Life-long Learning Index – Undergraduates	31.7	31.8	31.9	32.0
Freshman – “Familiarity w/Computers”	2.28	2.38	2.48	2.70
Freshman – “Quantitative Thinking”	1.88	1.98	2.08	2.50
Diversity				
a. Retention, Students of Color (on Olympia campus)	77%	79%	80%	80%
b. Student Diversity Learning	3.18	3.39	3.49	3.85

The Evergreen State College

What the Institutional-specific Measures Mean

Life-Long Learning Index: TESC has used the “Life-long Learning Index” from the College Student Experience Questionnaire (CSEQ) as its faculty productivity measure. This index is a composite measure of students’ estimated gains in learning in following 11 areas: specialization for further education, broad general education, writing, familiarity with computers, understanding/getting along with different kinds of people, working as a team member, understanding developments in science/technology, analytical/logical thinking, quantitative thinking, synthesizing ideas, and learning on your own. For the current biennium, Evergreen is focusing on two specific items within this index, specifically improvement reported by **freshmen** students. The items are learning gains in “**familiarity with the use of computers**” and “**quantitative thinking**.” This focus is consistent with institutional initiatives related to General Education at Evergreen.

Retention: While reporting overall fall-to-fall retention, Evergreen continues to focus on retention of freshmen students in the current biennium. Again, this is consistent with an internal focus on improvement. Evergreen also selected retention of students of color on the Olympia campus as one of its two institution-specific diversity measures.

Student Diversity Learning: Students’ reported gains at Evergreen in “understanding other people and the ability to get along with different kinds of people” (from the Life-long Learning Index/CSEQ).