

III. Summary Overview

This annual report documents the continuing assessment of Evergreen’s work to ensure that Evergreen students achieve a well-rounded liberal arts education. The Assessment Study Group designed the assessment framework to be multi-faceted, practical and sustainable; to reflect Evergreen’s distinctive pedagogical philosophy and curricular structures; to provide clearer articulation of teaching and learning at Evergreen for ourselves and external audiences; and to observe change over time.

A. Teaching Assessment AY 2002-03

Art:

- 33% of the AY 2002-03 academic programs included some emphasis on Art.
- A major emphasis on Art could be found in Core, Inter-area, Expressive Arts, Evening/Weekend Studies, Culture Text Language, and Society Politics Behavior & Change programs.

Sciences:

- 35% of academic programs included some emphasis on Science.
- A major emphasis on Science could be found in Core, Inter-area, Scientific Inquiry, Environmental Studies, Evening/Weekend Studies, Tacoma, and Society Politics Behavior & Change programs.

Humanities:

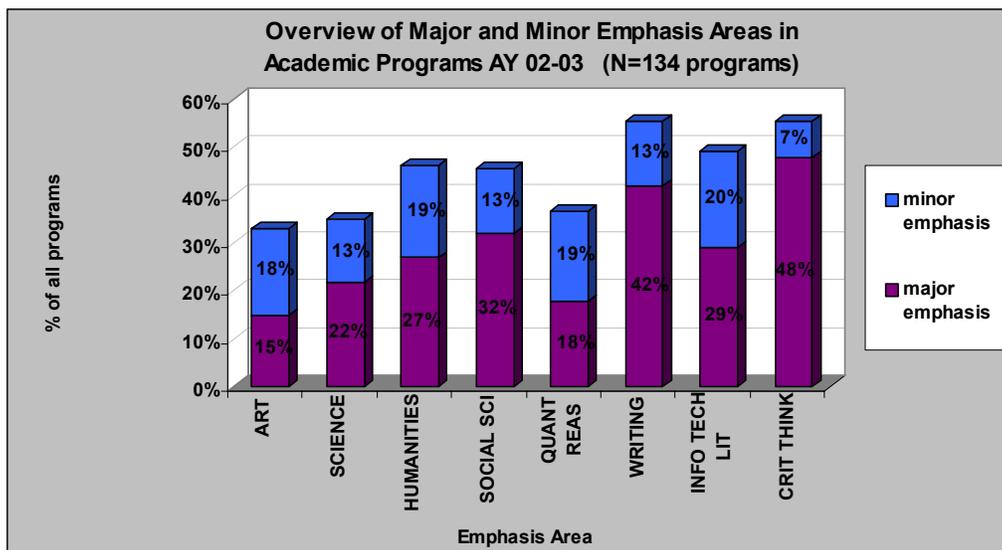
- 46% of academic programs included some emphasis on Humanities.
- A major emphasis on Humanities could be found in Core, Inter-area, Culture Text Language, Evening/Weekend Studies, Society Politics Behavior & Change, Tacoma, and Expressive Arts programs.

Social Sciences:

- 45% of academic programs included some emphasis on Social Sciences.
- Programs with a major emphasis on Social Science could be found in every program category.

Interdivisionality:

- 33% of the 2002-03 academic programs had a major emphasis on 2 or more of the four divisional areas that were assessed (Art, Science, Humanities, and Social Science).



Quantitative Reasoning:

- 37% of academic programs included some emphasis on quantitative reasoning (QR).
- Programs with a major emphasis on QR could be found in Core, Inter-area, Scientific Inquiry, Environmental Studies, Evening/Weekend Studies, Tacoma, and Society Politics Behavior & Change programs.

Writing:

- 55% of academic programs indicated some emphasis on writing, which represents all of the programs that articulated their activities.
- Programs with a major emphasis on writing could be found in every program category.

Information Technology Literacy:

- 49% of academic programs reported some emphasis on using technology to present work, conduct research, or solve problems.
- Programs with a major emphasis on information technology literacy could be found in every program category.

Critical Thinking:

- 55% of academic programs included activities designed to promote critical thinking, which represents all of the programs that articulated their activities.
- 48% of academic programs reported a major emphasis on critical thinking, and programs with a major emphasis could be found in every program category.

Other Modes of Study:

- In 2002-03, students also filled over 1500 seats per quarter in 2-credit and 4-credit course offerings across disciplines. Courses generated 9% of all undergraduate FTE in Fall 2002, and 10% in Winter and Spring 2003.
- Evergreen undergraduates registered for 1284 individual learning contracts and 554 internships during AY 2002-03. Contracts and internships generated 10% of all undergraduate FTE in Fall 2002, 12% in Winter 2003, and 16% in Spring 2003.

Advising:

- During AY 2002-03, 918 new students participated in New Student Advising Workshops in which they began their academic planning in terms of the Expectations. 241 students continued their academic planning during winter and spring quarters as part of Mapping II workshops.
- Evergreen freshmen rate their satisfaction with the quality of academic advising they've received at Evergreen higher than peers at other COPLAC institutions. Evergreen seniors rate their satisfaction with advising significantly lower than seniors at other Liberal Arts colleges.

Teaching and Advising Strategies:

- The innovative strategies that faculty shared via the end-of-program review with regards to incorporating each divisional area, skill area, and advising practices into their programs can be reviewed in detail at <http://www.evergreen.edu/institutionalresearch/facultystrategies.htm>

B. Learning Assessment AY 2002-03

Transcript review in terms of the Expectations of an Evergreen Graduate is the primary learning assessment activity, but it was not repeated during 02-03. The supplemental indicators of student learning from various self-report surveys have been updated with current data in this report.

Expectation 1: Articulate and assume responsibility for your own work

- Evergreen freshmen and seniors rate their growth in self-directed, independent learning higher than their peers at other Liberal Arts colleges.

Expectation 2: Participate collaboratively and responsibly in our diverse society

- Evergreen seniors are less likely to participate in community service or volunteer work prior to graduation than peers at other Liberal Arts colleges.
- Evergreen freshmen and seniors rate higher growth in understanding people of other racial and ethnic backgrounds and working effectively with others than students at other Liberal Arts colleges.

Expectation 3: Communicate creatively and effectively

- Evergreen freshmen and seniors report considerable growth in writing clearly and effectively, and for seniors their growth is significantly higher than other Council of Public Liberal Arts Colleges (COPLAC).
- Evergreen freshmen and seniors report higher growth in speaking clearly and effectively than peers at other COPLAC schools.
- Freshmen in spring 2003 reported higher average progress in creative, dramatic, and artistic expression than the freshmen of spring 2002. All other classes reported lower progress than in the previous survey administration.

Expectation 4: Demonstrate integrative, independent, and critical thinking

- In Spring 2003, Evergreen students across all class-standings continued to report strong progress in putting ideas together and seeing relationships, similarities, and differences between ideas.
- Evergreen freshmen and seniors reported higher growth in thinking critically and analytically than peers at other Liberal Arts colleges.

Expectation 5: Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.

- Evergreen seniors report that more of their coursework emphasizes applying theories or concepts to practical problems or in new situations than seniors at other national Liberal Arts institutions.
- Evergreen freshmen and seniors continue to outpace students at other Liberal Arts colleges in terms of their reported growth in solving complex, real-world problems.
- Despite notable improvement in reported growth in analyzing quantitative problems during 2002 and 2003, Evergreen freshmen continue to lag behind the freshmen of other Liberal Arts colleges.

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

- Evergreen freshmen and seniors report significantly lower growth in acquiring a broad general education than students at other Baccalaureate-Liberal Arts colleges.
- The percentage of Evergreen seniors who indicate that they have participated in a practicum or internship prior to graduation has been gradually increasing over the past three years. In 2003, 67% of the seniors who were surveyed had participated in such activities.
- Evergreen seniors are much less likely than their peers at other colleges to complete a senior culminating experience (such as a capstone course, comprehensive exam, thesis, senior project, etc).
- Evergreen freshmen and seniors are much more likely than students at other colleges to report a strong coursework emphasis on synthesizing and organizing ideas, information, or experiences.