

Transcript Review 2014

In August 2014, a group of faculty, staff, and students used the Expectations rubric established by the 2009 Transcript Assessment team to assess another random sample of transcripts of Evergreen graduates. 161 transcripts from the class of 2013 (13% of the entire graduating class) were assessed in terms of evidence of whether and to what degree the graduates met the Expectations of an Evergreen Graduate.

The use of the same Expectations Coding Key for two consecutive Transcript Reviews allowed for more reliable exploration of potential changes from the baseline study of the class of 2008. The 2014 assessment team made only minor clarifications and added more examples to the 2009 coding rubric; no substantive edits were made that would have altered any cutpoint in the levels of evidence.

After group calibration to the rubric, two individual readers read and scored each transcript and came to a final consensus assessment. Over the seven days of scoring, the reading pairs were regularly rotated to ensure that a particular team didn't work together too long and begin to drift into their own team interpretation of the rubric.

2014 Assessment Team Members:

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Summary Table of Evidence of Expectations in Transcripts
Transcript Review 2014 (Class of 2013)

N=161 Final Random Sample; 13% of all baccalaureate degree recipients

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

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



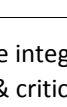
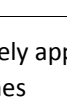
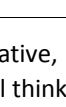
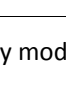
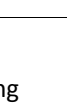
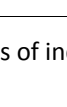

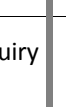


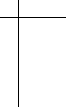
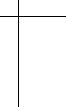
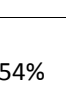
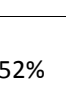
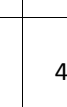
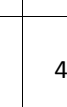
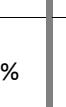
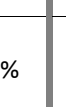




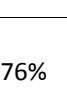
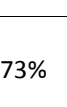
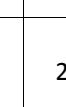
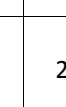


Culminating Experience or Capstone		No	Yes
6e. Evidence of culminating experience in the senior or junior year (e.g. senior thesis, internship, within an advanced program, undergraduate research, senior synthesis course, art show, major performance, etc.)		28%	72%
If present, did the student acknowledge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

Transcript Review 2014 Overview of MET vs. NOT MET

Dichotomous Summary Version of Evidence of Expectations in Transcripts with comparison to prior Transcript Review 2009

Expectations Rubric Category	2009 (final random sample, N=143, 13% of graduating class of 2008)		2014 (final random sample, N=161, 13% of graduating class of 2013)		
		Met Not Met		Met Not Met	Not Met
1. Articulate & assume responsibility for your own work		96% 4%		100% 0%	
2a. Participate collaboratively & responsibly		99% 1%		99% 1%	
2b. Participate in our diverse society		92% 8%		95% 5%	
3. Communicate creatively & effectively		98% 2%		100% 0%	
4. Demonstrate integrative, independent, & critical thinking		95% 5%		98% 2%	
5a. Demonstrated ability to use qualitative modes of inquiry		98% 2%		99% 1%	
5b. Demonstrated ability to use quantitative modes of inquiry		77% 23%		86% 14%	
5c. Demonstrated ability to use creative modes of inquiry		83% 17%		91% 9%	
5d. Appropriately apply modes of inquiry to theoretical and practical problems		97% 3%		99% 1%	
5e. Appropriately apply modes of inquiry across disciplines		92% 8%		98% 2%	
6a. Depth of learning		92% 8%		96% 4%	
6b. Breadth of learning		74% 26%		91% 9%	
6c. Synthesis of learning		94% 6%		98% 2%	
6e. Ability to reflect on personal & social significance of learning		91% 9%		86% 14%	
Student at least Minimally met all expectation domains		yes 43%	no 57%	yes 61%	no 39%

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

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

Dichotomous Summary Version of Evidence of Expectations in Transcripts

BA VS. BS: CONVINCINGLY OR DISTINCTIVELY MET vs. MINIMALLY OR NOT MET

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































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

Dichotomous Summary Version of Evidence of Expectations in Transcripts

Students who started as First-time, First-years vs. those who Transferred to Evergreen:

CONVINCINGLY OR DISTINCTIVELY MET vs. MINIMALLY OR NOT MET

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

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