

This analysis compares the divisional breakdown of applicant interest areas, student area of focus, curriculum, and faculty lines. Classification of Instruction Program (CIP) Codes were used to categorize each area of interest, curricular offering, and teaching area. These CIP codes were collapsed into clusters to simplify analysis. These clusters were then distributed to six divisions based on the Northwest Commission on Colleges and Universities crosswalk.

Expressive Arts

The **Arts** division includes Arts cluster (general/other art), Media Arts and Photography (media studies, television, digital communication, graphics, photography, and film/video), Performing Arts (dance, theatre, and music), and Visual Arts (fine and studio arts, drawing, painting, ceramics, fiber, textile and metal arts).

Humanities

The **Humanities** division includes Area Studies/History cluster (area, ethnic, cultural, gender studies, and history), Foreign Language and Linguistics, English Language and Literature (including journalism), American Studies, and Humanities/Philosophy (liberal arts, general studies, humanistic studies, philosophy, and religion).

Math & Computer Sciences

Math and Computer Sciences division includes:

- Mathematics
- Statistics
- Information Sciences
- Computer Programming
- Computer Science

Social Sciences

The **Social Sciences** division includes the following clusters:

- Education (including special education and multilingual education)
- Psychology
- Public Administration/Social Services (human services, community organization and advocacy, public policy, non-profit management, and social work)
- Business/Management (business admin, finance, human resources, marketing)
- Political Economy/Government/Law (political science, economics, international relations, international studies, and legal studies)
- Social Sciences (anthropology, sociology, urban studies, and geography)

Natural & Physical Sciences

The **Natural and Physical Sciences** division includes:

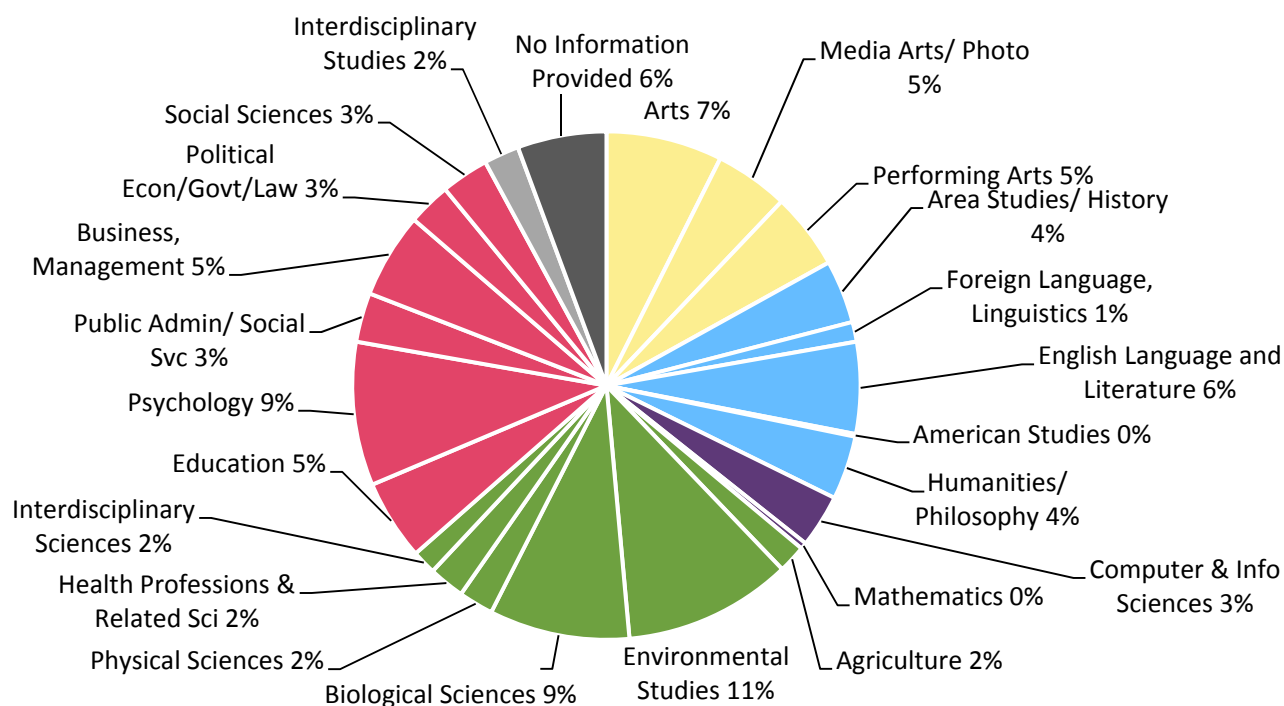
- Agriculture (agriculture, food science, animal sciences, horticulture)
- Environmental Studies (natural resources and conservation, forestry, water management, wildlife and wildlands conservation, land use planning, fisheries)
- Biological Sciences (Biology, botany, biochemistry, zoology, genetics, physiology, pharmacology, ecology, marine biology, neurobiology, mycology)
- Physical Sciences (chemistry, physics, astronomy, hydrology, materials sciences)
- Health Professions and Related Sciences (mind-body medicine, pre-med)
- Interdisciplinary Sciences and Sustainability Studies

Inter-disciplinary

Interdisciplinary Studies is used when **two or more disciplines are integrated – and differs slightly for each area of analysis.**

Admitted Student Interest

Fall 2015 Olympia applicants admitted to The Evergreen State College. Source: Application n=2,933



Evergreen's undergraduate application asks applicants to choose their first and second choice of "Intended area of Interest" from a drop down menu. For this analysis, the students' second choice is not included unless the student provided no first choice. This is not a comprehensive list of answers that students could choose - categories were combined to match clusters used in other sections of this analysis. For a full list of areas of interests students could choose from please see Appendix I.

The most popular areas of interest for admitted students are:

- **Environmental Studies** (296 admitted students)
- **Psychology** (268)
- **Biological Sciences** cluster (262)

Interdisciplinary studies is not an option students can choose on the application, the closest choice is General Studies.

Of the 2,933 students who applied to Evergreen, 1,285 subsequently enrolled at the school. A yield rate is created by dividing the number of students who enrolled at Evergreen in each interest area cluster by the number of students who were admitted. The overall yield rate is 44% for Olympia undergraduates admitted in Fall of 2015.

The clusters with the highest number of admitted students are Environmental Studies (140 students), Biological Sciences (113), Psychology (113), and Art (101); however these were not the areas of interest with the highest yield rates. Students who provided no information on their area of interest have the highest yield rate (62%). The clusters with the highest yield rates are Interdisciplinary Sciences (56%), and Agriculture (52%). The lowest yield rates were in the Health cluster (27%) and in the Humanities/Philosophy cluster (31%).

Clusters with above average yield rates	
No Information Provided	62%
Interdisciplinary Sciences	56%
Agriculture	52%
Education	49%
Foreign Language, Linguistics	49%
Area Studies/History	48%
Arts	47%
Environmental Studies	45%

Student Experience Survey

Olympia Undergraduate Spring 2015 Respondents to the Evergreen Student Experience Survey, n=178

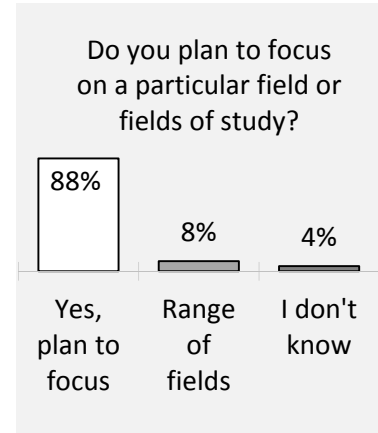
The Evergreen Student Experience survey asks “Do you plan to focus on a particular field or fields of study at Evergreen?” 4% of respondents don’t know, 8% plan to study a range of fields without a particular focus, and 88% plan to focus on a particular field of study.

The students who are planning to focus on a field of study are asked to “please describe your primary field(s) of study or concentration at Evergreen [in your own words].” The responses are categorized into CIP clusters.

60% of respondents indicate a interdivisional or interdisciplinary field of study.

- 40% of respondents say their primary field of study is Interdivisional (focus spans two or more divisions).
- 20% of respondents indicate interdisciplinary interests (two or more interests within a division, e.g. Latino studies and Spanish, which are both Humanities).

This number is dramatically larger than the 2% of students who indicated an interest in Interdisciplinary Studies on the application. In fact, this is the largest representation of Interdisciplinary Studies in any part of this analysis.

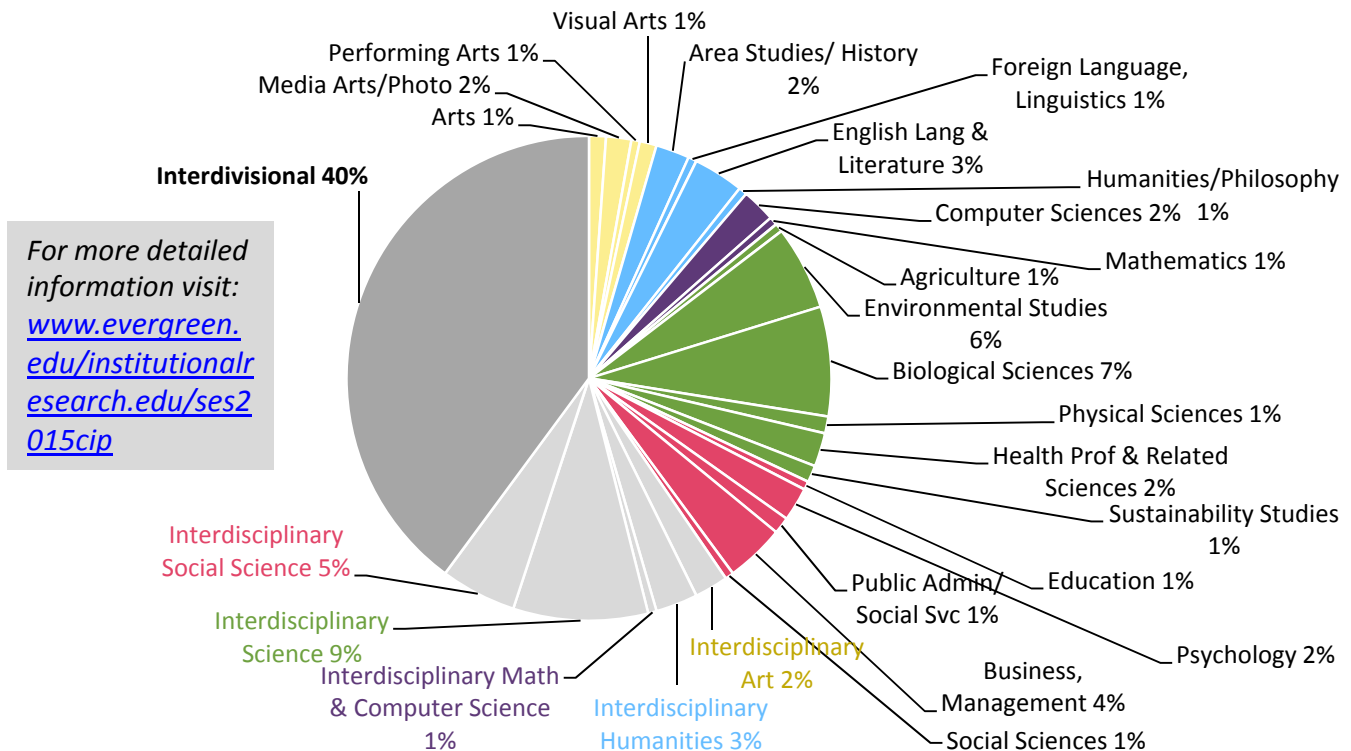


86% of transfer students and 90% of First-time, First-year students responded that the “Ability to study one subject or theme through multiple disciplines or perspectives (interdisciplinary learning)” was a positive factor in their decision to attend Evergreen.

40% of respondents say that their primary field of study is within one of the CIP clusters. The highest percentage of students who indicate a non-interdivisional and non-interdisciplinary field of study are interested in:

- **Biological Sciences** (7% of respondents)
- **Environmental Studies** (6%)
- **Business & Management** (4%)

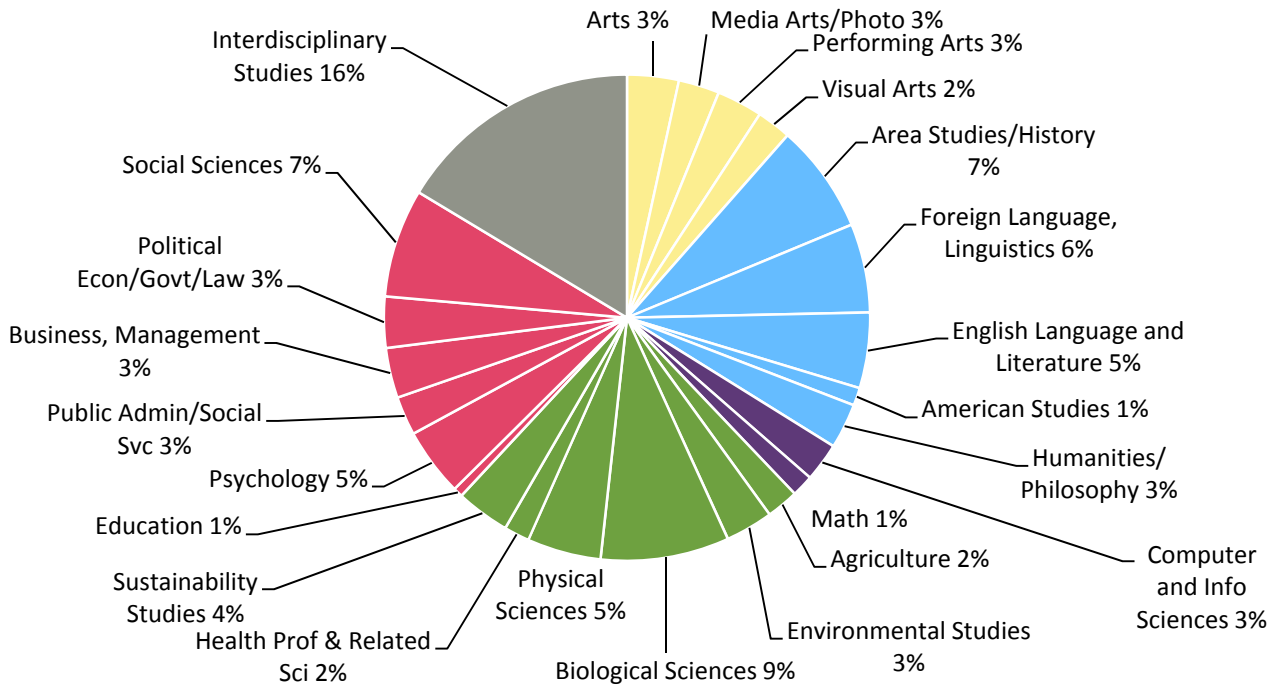
Students who are interested in the Sciences are less likely to have an interdivisional focus than other students; around 40% of all science students have interdivisional interests while nearly 70% of non-science students have an interdivisional focus.



For more detailed information visit: www.evergreen.edu/institutionalresearch/ses2015cip

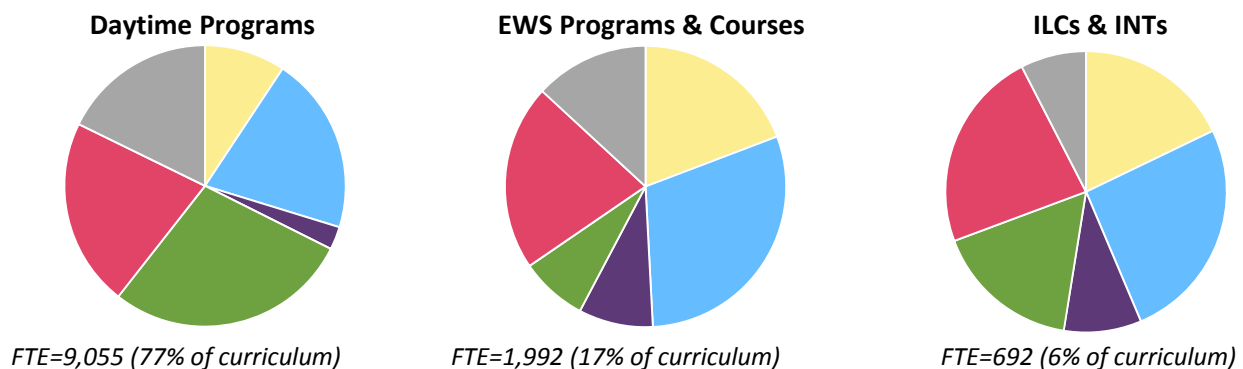
Planned Curriculum

2014-15 AY Curriculum Offered (11,740 Total FTE | Fall, Winter, Spring | 1 UG FTE = 15 credits)



Each curricular offering is assigned a CIP code based on its dominant instructional area. If the scope of the program is too broad to be included in one CIP it is coded as Interdisciplinary Studies. This chart includes all programs and courses that were planned in the 2014-15 academic year as well as all Internships (INT) and Individual Learning Contracts (ILC) that were registered for by students. The largest percentage of offerings are CIP clusters: **Interdisciplinary Studies (16%), Biological Sciences (9%), Social Sciences (7%), and Area Studies/History (7%)**.

The percent of the planned curriculum in each division varies depending on what slice of the curriculum you look at. Natural & Physical Science division accounts for 24% of all curriculum, however it is 28% of the daytime curriculum and only 8% of EWS courses and programs. 90% of the Natural & Physical Science curriculum is in the daytime. There is a similar disparity in the Humanities division; it's 30% of Evening and Weekend Studies, but only 20% of the daytime curriculum. Math division accounts for 9% of ILCs and INTs, but only 3% of the daytime curriculum.

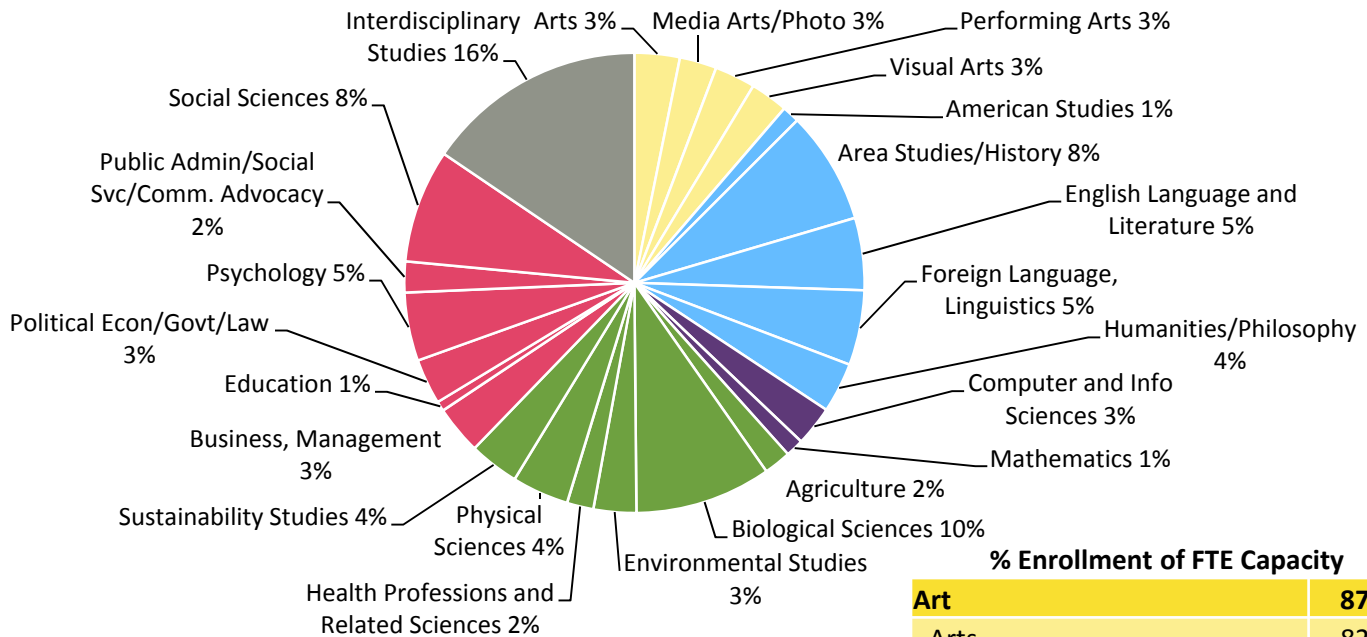


Planned curriculum can also be compared to student interest.

- 29% of enrolled students indicate interest in the **Social Science** division on the application, while only 22% of the planned curriculum is in the division.
- 12% of enrolled students indicate an interest in the **Environmental Studies** cluster, but it accounts for only 3% of the planned curriculum.
- 10% of enrolled students indicate interest in **Psychology**, only 5% of the planned curriculum is in this CIP cluster.

Enrolled Curriculum

2014-15 Academic Year curriculum that students were registered for on 10th day (10,328 FTE)



% Enrollment of FTE Capacity

Art	87%
Arts	82%
Media Arts/Photo	84%
Performing Arts	83%
Visual Arts	102%
Humanities	90%
American Studies	90%
Area Studies/History	96%
English Lang & Literature	89%
Foreign Language, Linguistics	79%
Humanities/Philosophy	103%
Mathematics	89%
Computer and Info Sciences	96%
Mathematics	76%
Natural & Physical Sciences	87%
Agriculture	79%
Biological Sciences	99%
Environmental Studies	83%
Health Prof & Related Sciences	97%
Physical Sciences	71%
Sustainability Studies	86%
Social Sciences	87%
Business, Management	90%
Education	95%
Political Econ/Govt/Law	83%
Psychology	93%
Public Admin/Social Svc	74%
Social Sciences	97%
Interdisciplinary Studies	83%
Total	88%

The curriculum for which students register aligns closely with the planned curriculum. The clusters with the highest enrollment are the same as the clusters with the highest planned curriculum:

- **Interdisciplinary Studies** (16% of enrolled curriculum)
- **Biological Sciences** (10%)
- **Social Sciences** (8%)
- **Area Studies** (8%)

The largest differences between planned and enrolled curriculum are Physical Sciences cluster, which is 5% of planned, but only 4% of enrolled curriculum (programs/courses are only 71% full); and Humanities/Philosophy which is 3% of planned curriculum, but 3.5% of enrolled curriculum (programs/courses are 103% full / overenrolled).

By looking at areas that are not filled to 100% capacity we can determine where there is more or less student interest. By division, percent enrollment falls between 83% (Interdisciplinary Studies) and 90% (Humanities) of FTE capacity. Overall, the curriculum is 88% full.

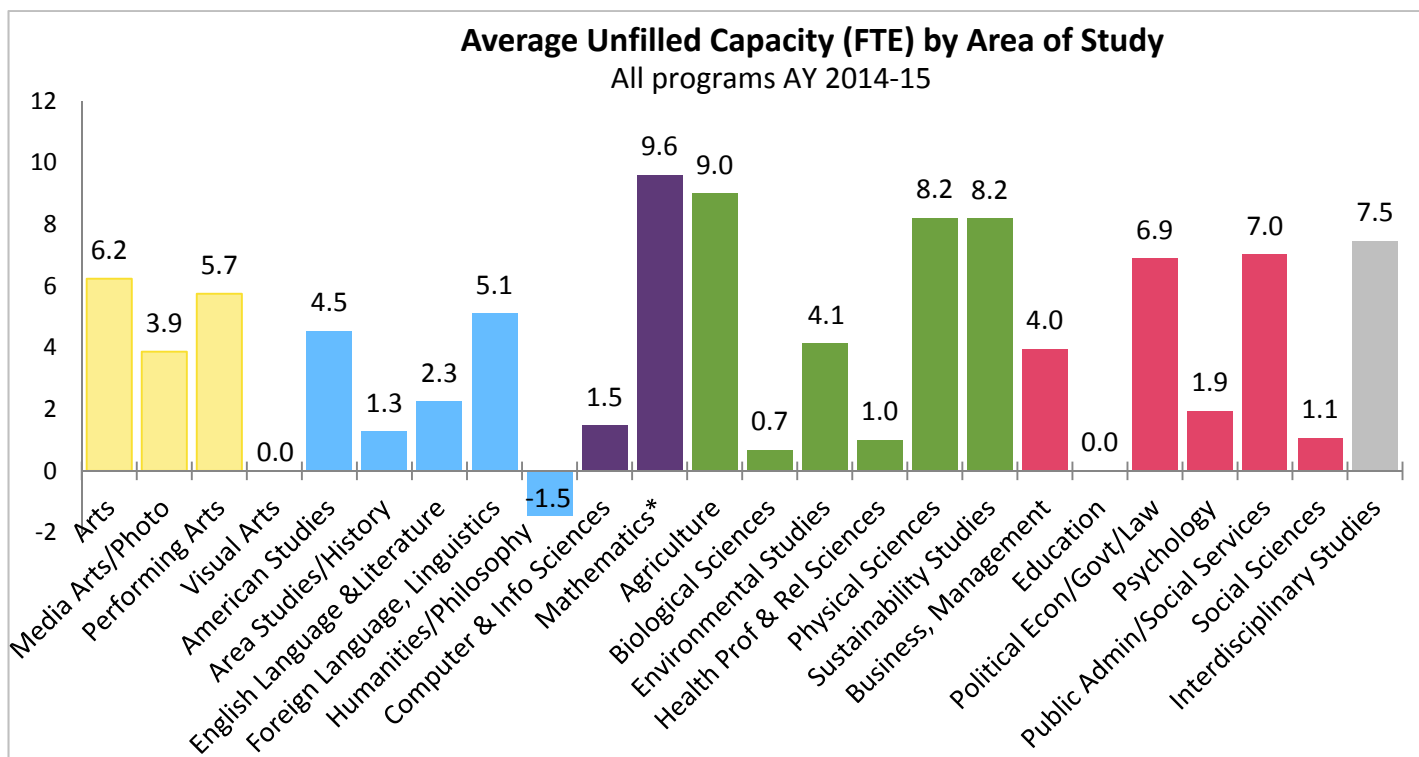
This high level picture masks differences within the divisions and within each cluster. In the Mathematics and Computer Science division the total enrollment is 89% of planned curriculum, however the Computer Science cluster enrollment is 96% of planned FTE and Math is 76% of planned FTE. Drilling down even further, the math classes with the highest enrollment are the introductory courses like Statistics I (102% enrollment) or Pre-calculus I (92%), while the lowest enrolled are the more advanced classes like Calculus III (40%), and Student Originated Studies: Differential Equations (40%). While not every division follows this pattern, enrollment for each program and course varies within each cluster; some seats that remain unfilled may have limitations on enrollment such as pre-requisites, upper division standing, or require signatures.

Curriculum Left Unfilled

2014-15 Curriculum left unfilled in programs (1,406 FTE)

The chart below shows average unfilled capacity in FTE by cluster for programs (both daytime, and Evening and Weekend Studies programs). *This does not include courses, ILCs, or INTs.*

The **Agriculture** cluster has the highest average unfilled capacity (average of 9.0 FTE left unfilled per program per quarter), followed by **Physical Sciences** cluster (8.2 FTE), **Sustainability Studies** (8.2 FTE), and **Interdisciplinary Studies** (7.5 FTE).



There was 1,406 FTE left unfilled in the curriculum during the 2014-15 academic year, 12% of the planned curriculum. 85% of the unfilled FTE is in programs. Fall quarter, 8% of curriculum was left unfilled; lower than winter (14% left unfilled) or spring (15% left unfilled).

The average unfilled FTE in a program for fall quarter was 2.8 FTE. Unfilled FTE in programs jumps to 4.5 FTE in winter quarter and 4.4 FTE in spring. That means in fall quarter when Evergreen has the most students trying to enroll in programs, there is very little overhead available in those programs. This is not helped by the fact that 10% of fall quarter's unfilled FTE was in one class - the Practice of Sustainable Agriculture (PSA), which is the signature required third quarter of a three-quarter program.

Some programs are able to overenroll to help mitigate the problem of very little planned overhead, these programs take in more students than they planned to add more capacity to popular areas of study. Programs that were the most overenrolled during the 2014-15 academic year:

- Computability and Language Theory (*Fall*): 12.3 FTE overenrolled
- Reflecting on Activism (*Fall, Winter*): 10.1 FTE overenrolled in Fall, 6.4 overenrolled in Winter
- Forensics and Criminal Behavior (*Fall, Winter*): 3.2 FTE Fall, 6.4 FTE Winter
- SOS: Projects in Literature, Philosophy, Myth/Religion and Writing (*Spring*): 13.1 FTE
- Current Economic and Social Issues: Explanations, Actions and Solutions (*Spring*): 8.5 FTE
- Green Nature, Human Nature (8 or 12 credits, *Spring*): 8.5 FTE

*Math had only one program one quarter.

To see programs per quarter and average unfilled capacity per quarter, see Appendix II.

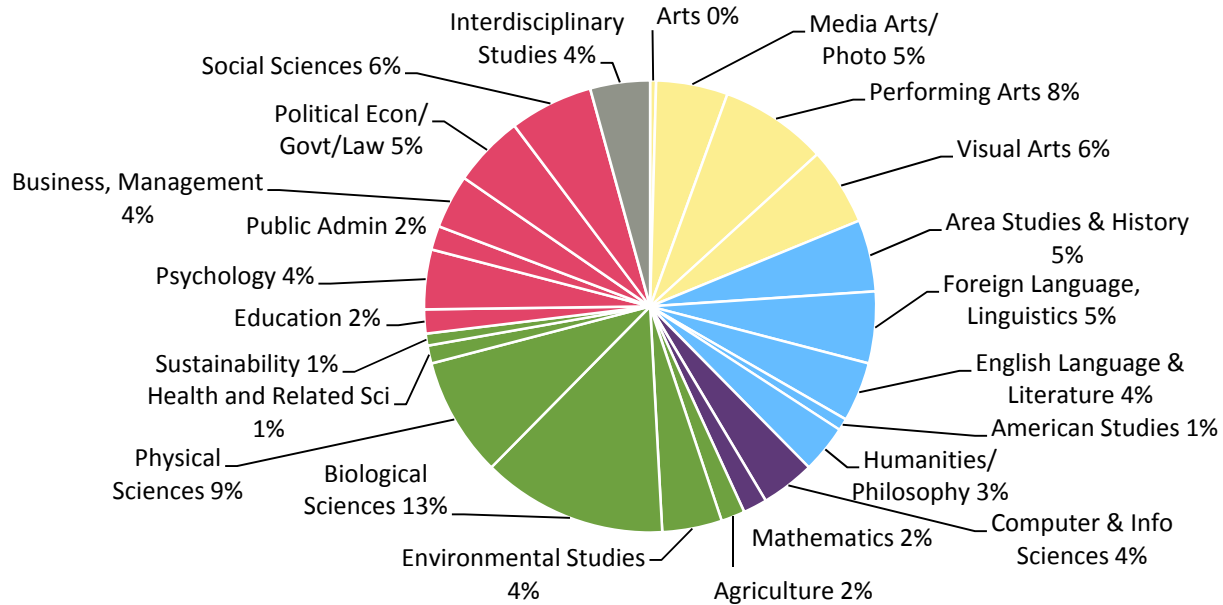
Regular Faculty Lines

2016-17 Projected Regular Faculty Lines (117 Lines)

Regular faculty are assigned a primary teaching CIP related to the area in which they generally teach. Deans and Librarians were removed from this analysis because they're not currently teaching. This is the projected faculty for the 2016-17 academic year.

Clusters with the highest percentage of primary teaching CIPs:

- **Biological Sciences cluster:** 13% of regular faculty lines
- **Physical Sciences:** 9% of regular faculty lines
- **Performing Arts:** 8% of regular faculty lines



Student interest and regular faculty primary teaching CIP align well in the Biological Sciences cluster; 10% of enrolled students are interested in Biological Sciences –close to the 13% of faculty.

However only 2% of enrolled students are interested in Physical Sciences, but 9% of faculty's primary teaching CIP is in that area. This is also true for the Social Sciences cluster – 3% of students are interested in Social Sciences, but 6% of faculty have this primary teaching CIP.

There is also disparity in the other direction – clusters where there is more student interest, but fewer regular faculty:

- **Environmental Studies:** 12% of enrolled students are interested in Environmental Studies, but it accounts for only 4% of regular faculty's primary teaching CIPs.
- **Psychology:** 10% of enrolled students are interested in Psychology, but only 4% of regular faculty's primary teaching CIP in Psychology.
- **Education:** 6% of enrolled students are interested in Education, but Education only accounts for 3% of regular faculty's primary teaching CIP.

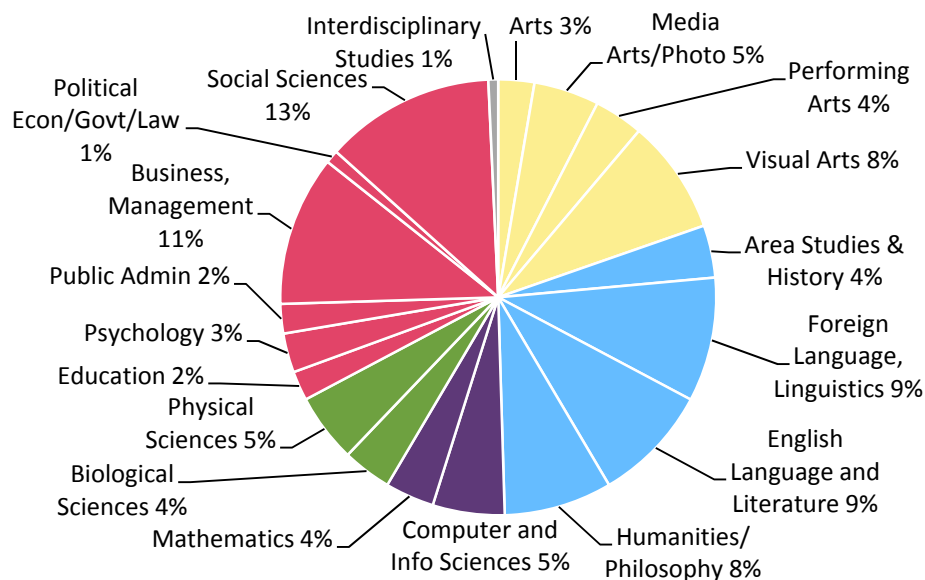
Top 5 Enrolled Student Interest Area	Top 5 Regular Faculty Primary Teaching CIP
Environmental Studies	Biological Sciences
Biological Sciences	Physical Sciences
Psychology	Performing Arts
Arts*	Social Sciences
English Language & Literature	Visual Arts

*Arts includes general & visual arts

Adjunct Faculty Lines

2014-15 Adjunct Faculty Lines (34 Lines)

Adjunct faculty lines from 2014-15 are coded into the same primary teaching CIPs as the regular faculty. These 34 lines represent 79 faculty, teaching anywhere between a 2-credit 1-quarter course, to a 16-credit all-year program. There are six regular faculty who are included in both regular and adjunct line analysis because their continuing contract is part-time and they supplement with adjunct hours.



The most pronounced difference in adjunct faculty lines is that there is the same number of lines in the Math and Computer Sciences division as there are in Natural and Physical Sciences division, there is no other place where those two divisions are even close to each other. As a comparison; Science is nearly a quarter of the planned curriculum and Math is only 4%. There are no adjunct faculty lines in many popular sciences including Agriculture, Environmental Studies, Health, and Sustainability.

Clusters with the highest percentage of adjunct primary teaching CIPs:

- **Social Sciences** 13% of adjunct lines
- **Business, Management** 11% of adjunct lines
- **Foreign Language & Linguistics** 9% of adjunct lines
- **English Language & Literature** 9% of adjunct lines

It is unsurprising that these clusters are so high because adjuncts are often used to prop up the curriculum in EWS, especially in the Foreign Language, Business/ Management, and Social Science clusters. In fact there are more adjuncts than there are regular faculty members in these areas.

# of faculty	Foreign Language	Business	Social Science
Regular faculty	6	5	8
Adjunct faculty	7	9	9

There are some clusters where hiring additional adjuncts follows a logical pattern, one of these places is the Business, Management cluster. There are not enough faculty lines or planned curriculum to match student interest in Business, so there are more adjunct lines in this area.

There are also cluster like Physical Science and Performing Arts where planned curriculum exceeds student interest and yet there are still adjuncts being hired in these areas.

Unfortunately there are also areas like Psychology, Environmental Studies, and Health where student interest exceeds planned curriculum, but only small numbers of adjuncts are hired . Psychology accounts for 10% of student interest, but only 5% of planned curriculum. However, only 3% of adjunct faculty lines are in Psychology. With more adjuncts in this area the amount of curriculum offered could match the level of student interest.

To see a comprehensive comparative list of all analysis done for this project, see Appendix III

Appendix I: Yield rate of Enrolled Students Fall 2015

Area of Academic Interest	Division	Admitted	Attending	% Yield
Art	Expressive Arts	217	101	47%
Dance	Expressive Arts	7	2	29%
Film Studies	Expressive Arts	102	44	43%
Music	Expressive Arts	95	48	51%
Performing Arts	Expressive Arts	5	2	40%
Photography	Expressive Arts	36	16	44%
Theatre/Drama	Expressive Arts	35	9	26%
American Studies	Humanities	5	2	40%
Classical Studies	Humanities	1	0	0%
Cultural Studies	Humanities	45	19	42%
English	Humanities	61	24	39%
History	Humanities	47	23	49%
Humanities	Humanities	47	16	34%
Journalism	Humanities	34	8	24%
Languages	Humanities	37	18	49%
Literature	Humanities	21	11	52%
Philosophy	Humanities	36	12	33%
Religious Studies	Humanities	1	1	100%
Spanish Studies	Humanities	1	1	100%
Women's Studies	Humanities	25	14	56%
Writing	Humanities	89	40	45%
Agriculture	Natural Science	52	27	52%
Biology	Natural Science	143	59	41%
Chemistry	Natural Science	29	16	55%
Ecology	Natural Science	43	22	51%
Environmental Studies	Natural Science	296	132	45%
Forestry	Natural Science	18	8	44%
Geology	Natural Science	9	4	44%
Marine Science	Natural Science	34	17	50%
Medicine	Natural Science	49	12	24%
Physics	Natural Science	27	8	30%
Science	Natural Science	45	25	56%
Veterinary	Natural Science	18	6	33%
Zoology	Natural Science	42	15	36%
Anthropology	Social Science	57	20	35%
Business	Social Science	159	61	38%
Economics	Social Science	11	2	18%
Education	Social Science	150	73	49%
Human Services	Social Science	27	11	41%
Law	Social Science	28	12	43%
Management / Public Admin	Social Science	15	7	47%
Political Science	Social Science	52	22	42%
Psychology	Social Science	268	113	42%
Social Work	Social Science	21	11	52%
Sociology	Social Science	50	15	30%
Computer Science	Math / Comp Sci	99	41	41%
Mathematics	Math / Comp Sci	12	5	42%
Communications	Interdisciplinary	45	22	49%
General Studies	Interdisciplinary	21	5	24%
No information provided		166	103	62%
Total		2933	1285	44%

Appendix II: Average Unfilled FTE by cluster AY 2014-15

CIP Cluster	# of Fall Programs	Average Unfilled FTE Fall	# of Winter Programs	Average Unfilled FTE Winter	# of Spring Programs	Average Unfilled FTE Spring
Arts	5	4.5	4	6.4	3	8.9
Media Arts/Photo	4	2.6	4	4.7	4	4.3
Performing Arts	1	15.5	5	4.3	3	4.9
Visual Arts	2	0.8	2	-0.3	3	-4
American Studies	1	2.4	1	4.8	1	6.4
Area Studies/History	6	1.1	7	-6	5	4.1
English Language & Literature	5	2.3	9	2.2	6	2.3
Foreign Language, Linguistics	3	4.6	3	3.7	3	7.0
Humanities/Philosophy	4	-0.1	2	-1.1	2	-4.5
Computer & Info Sciences	3	-3.5	3	8.7	2	-1.9
Mathematics	-	-	-	-	1	9.6
Agriculture	2	15.5	2	6.7	2	4.8
Biological Sciences	10	1.2	13	2.1	16	-8
Environmental Studies	5	1.5	6	4.3	4	7.2
Health Prof & Rel Sciences	1	3.2	1	.5	-	-
Physical Sciences	5	5.9	5	12.9	8	6.7
Sustainability Studies	3	0.1	2	20.1	2	8.4
Business, Management	5	2.5	3	3	2	9.0
Education	2	0.0	1	0	1	0
Political Econ/Govt/Law	5	3.9	3	11.6	2	7.3
Psychology	4	0.7	6	.6	7	3.8
Public Admin/Social Services	2	5.6	2	6.4	6	7.7
Social Sciences	5	-0.2	7	1.3	9	1.6
Interdisciplinary Studies	12	5.0	14	7.9	16	8.9
All	95	2.8	105	4.5	108	4.4

Appendix III: Comparison across all data sources

	Admitted*	Attending*	Student Experience Survey	Planned Curriculum	Enrolled Curriculum	Unfilled Curriculum	Regular Faculty	Adjunct Faculty
	Fall 2015	Fall 2015	Spring 2015	AY 2014-15	AY 2014-15	AY 2014-15	Projected 2016-17	AY 2014-15
Arts	8%	9%	1%	3%	3%	5%	0%	3%
Media Arts/Photo	5%	5%	2%	3%	3%	4%	5%	5%
Performing Arts	5%	5%	1%	3%	3%	4%	8%	4%
Visual Arts	-	-	1%	2%	3%	0%	6%	8%
Area Studies/History	4%	5%	2%	7%	8%	2%	5%	4%
Foreign Language, Linguistics	1%	2%	1%	6%	5%	10%	5%	9%
English Language & Literature	6%	6%	3%	5%	5%	5%	4%	9%
American Studies	0%	0%	0%	1%	1%	1%	1%	0%
Humanities/Philosophy	4%	3%	1%	3%	4%	0%	3%	8%
Computer and Info Sciences	4%	3%	2%	3%	3%	1%	4%	5%
Mathematics	0%	0%	1%	2%	1%	3%	2%	4%
Agriculture	2%	2%	1%	2%	2%	4%	2%	0%
Environmental Studies	11%	12%	6%	3%	3%	4%	4%	0%
Biological Sciences	9%	10%	7%	9%	10%	2%	13%	4%
Physical Sciences	2%	2%	1%	5%	4%	11%	9%	5%
Health Prof and Related Sciences	2%	2%	2%	2%	2%	0%	1%	0%
Sustainability Studies	-	-	1%	4%	4%	4%	1%	0%
Interdisciplinary Sciences	2%	2%	9%	0%	0%	0%	0%	0%
Education	5%	6%	1%	1%	1%	0%	2%	2%
Psychology	10%	10%	2%	5%	5%	2%	4%	3%
Public Admin/Social Svc	3%	3%	1%	3%	2%	5%	2%	2%
Business, Management	6%	5%	4%	3%	3%	3%	4%	11%
Political Econ/Govt/Law	3%	3%	0%	3%	3%	5%	5%	1%
Social Sciences	3%	3%	1%	7%	8%	2%	6%	13%
Interdisciplinary Studies	2%	2%	51%	16%	16%	22%	4%	1%

*Includes applicants who provided an area of interest

Bloomin' Flowers uses the following data sources:

- **Fall 2015 Undergraduate Application for Admission** planned interest areas for Olympia and Grays Harbor students who were admitted (Admitted Student Interest Area) and subsequently enrolled (Enrolled Student Interest Area) at The Evergreen State College.
- **Student Experience Survey** A biennial survey of undergraduate students administered every other spring quarter to a stratified random sample of students. (2015 Olympia Campus Random Sample)
- **Curriculum** Planned, enrolled, and unfilled curriculum from the 2014-15 academic year; includes programs, courses, internships (INT) and Individual Learning Contracts (ILC).
- **Projected Regular Faculty Lines** for the 2016-17 academic year
- **Adjunct Faculty Lines** Adjunct lines from the 2014-15 academic year