

THE EVERGREEN STATE COLLEGE

	1996-99 Baseline	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
COMMON MEASURES							
Graduation Efficiency Index							
Freshmen	93.0	93.0	94.0	92.0	91.0	No	94.0
Transfers	90.0	90.0	90.0	90.0	90.0	Yes	90.0
Undergraduate retention (overall)	76%	78%	78%	80%	81%	Yes	80%
Five-year graduation rate	45%	48%	46%	47%	49%	Yes	50%
INSTITUTION- SPECIFIC MEASURES							
Undergraduate retention (freshmen)	65%	70%	75%	71%	74%	No	75%
Faculty productivity							
Life-long learning index, undergrads	31.7	Not available	31.9	31.9	31.7	Yes	Requesting that measure be deleted.
Freshman "Familiarity w/ Computers"	2.28	Not available	2.48	2.01	2.14	No	Proposing replacement with new indicator.
Freshman "Quantitative Thinking"	1.88	Not available	2.08	2.24	2.27	Yes	Proposing replacement with new indicator.
Other measures:							
Retention of students of color, Olympia campus	77%	78%	80%	77%	81%	Yes	80%
Student diversity learning	3.18	Not available	3.49	3.29	3.22	No	Requesting deletion. Proposing replacement with two new indicators.

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DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES

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.

REQUESTING DELETION: Life-Long Learning Index, Undergraduates: 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 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 has focused on two specific items within this index, specifically improvement reported by freshmen (first-time, first year) students for “familiarity with the use of computers” and “quantitative thinking.” Students rate each learning gain item on a four point scale where 1 = very little progress and 4 = very much progress.

REQUESTING DELETION: 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).

PROPOSED NEW MEASURES FOR 2003-05:

Faculty Productivity:

- Average freshmen rating of skill in “using technology to present work, find information, or solve problems,” and possibly other student survey items related to technology use.
- Average freshmen rating of skill in “understanding and applying quantitative principles and methods.”

Diversity:

- Response to two questions on Evergreen student surveys:
 - (1) “understanding cultures” (understanding different philosophies and cultures)
 - (2) “diverse community” (functioning as a responsible member of a diverse community)