

**WESTERN WASHINGTON UNIVERSITY**

	<b>1996-99 Baseline</b>	<b>1998-01 Midpoint</b>	<b>2003-04 Performance</b>	<b>2003-05 Target</b>	<b>Target met?</b>
<b>Common Measures</b>					
<u>Graduation Efficiency Index</u>					
Freshmen	86.6	87.0	90.2	88.0	Yes
Transfers	80.5	80.7	84.2	82.0	Yes
Undergraduate Retention (overall)	85.5%	85.7%	87.9%	86.0%	Yes
5-Year Freshman Graduation Rate	54.0%	54.1%	55.7%	55.0%	Yes
<b>Institution-Specific Measures</b>					
Undergraduate Retention (freshman to sophomore)	80.3%	79.7%	83.0%	82.0%	Yes
5-Year Minority Graduation Rate	38.4%	41.3%	47.7%	42.0%	Yes
Transfers graduating with a B.S. in science (graduation efficiency)	71.3	71.8	77.5%	74.0%	Yes
<u>Faculty Productivity</u>					
Individualized Credits/FTE Student	1.43	1.56	1.74	1.52	Yes
Student Credit Hours/Undergraduate FTE Writing Courses	2.10	2.17	2.20	2.30	No
Hours Scheduled in Computer Labs	22.4	24.0	25.2	25.0	Yes
Departments Adopting Advising Model	0.0%	44.2%	98.0%	98.0%	Yes

**Description of Institution-Specific Measures**

**Undergraduate Retention (freshman to sophomore year):** The percentage of freshmen who return for their second year.

**Five-Year Minority Graduation Rate:** The percentage of minority students who graduate within five years.

**Transfers Graduating with a B.S. in Science:** Graduation efficiency for transfer students who earn a bachelor's degree in science.

**Individualized Credit/FTE Student:** Measures the number of credits generated per FTE student through individual instructional activities, including internships, work on faculty research projects, and other one-on-one activities.

**Student Credit Hours/Undergraduate FTE in Writing Courses:** Student credit hours per undergraduate FTE in courses designated as principally or specifically writing-based.

**Hours Scheduled in Computer Labs:** The number of student hours scheduled in university or departmental computer labs per FTE undergraduate.

**Departments Adopting Advising Model:** The percentage of WWU academic departments that have fully implemented all elements of Western's departmental advising model, which has the following components: (a) a clearly defined departmental advising program, with the advisor, location, hours, and other information easily accessible and known; (b) a fully operational department Web page, based on established template and criteria; (c) provision of an individualized, written plan of study to each student upon his or her declaration of major; (d) sponsorship of at least one event annually to help pre-majors decide on a major; and (e) sponsorship of at least one event annually to help advanced majors in the department explore career and graduate school options.