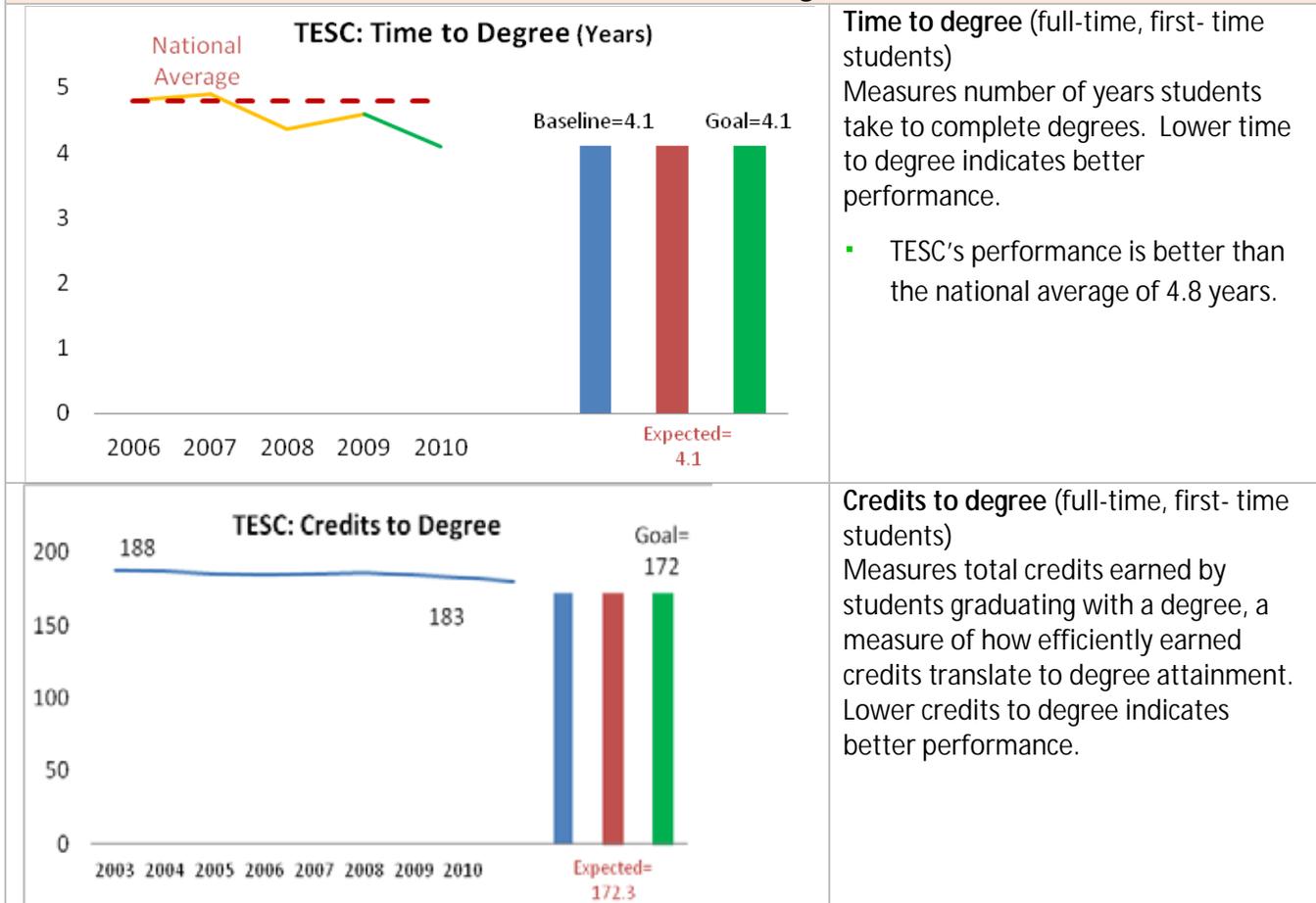
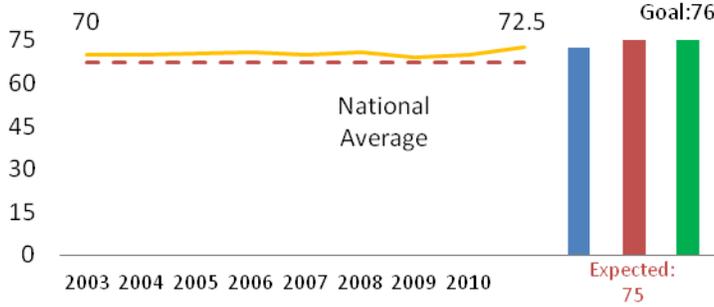


### Time and Credits to Degree



**Student Retention and Success**

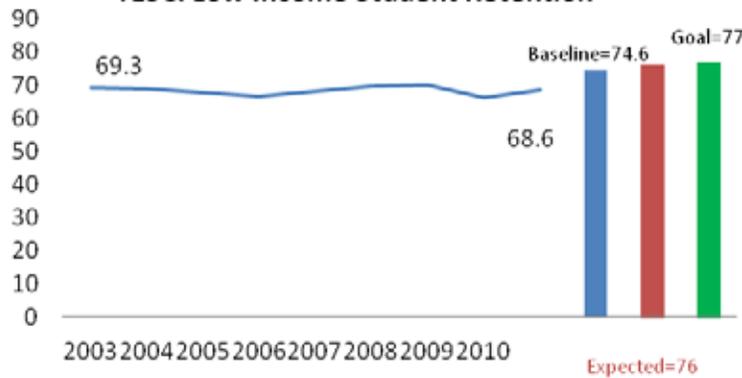
**TESC: Freshman Retention Rate (Percent)**



**Retention rate (fall-to-fall, new full-time, first-time students)**  
 Measures the percentage of all entering freshmen returning in the fall of their sophomore year, a measure of student persistence.

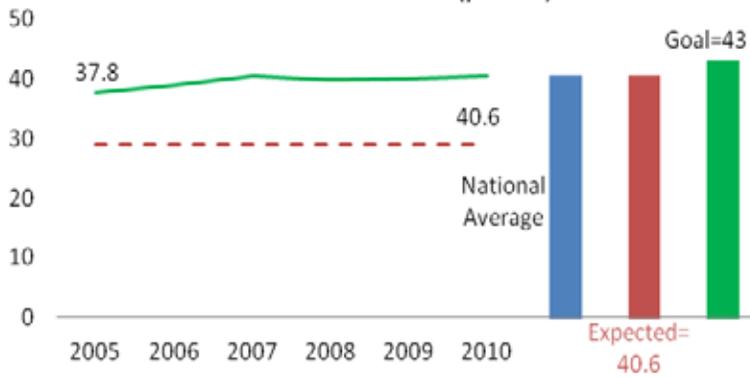
- TESC's freshman retention rate of 72.5% is just above the national average. The goal is to reach 76%

**TESC: Low Income Student Retention**



**Retention rate, Pell Grant recipients (fall-to-fall, new full-time, first-time students)**  
 Measures the annual percentage of low-income students continuing toward degree completion. TESC's goal is to improve the percentage retention rate 2.5% from 76.4% to 77.0%

**TESC: Four-Year Graduation Rate (percent)**

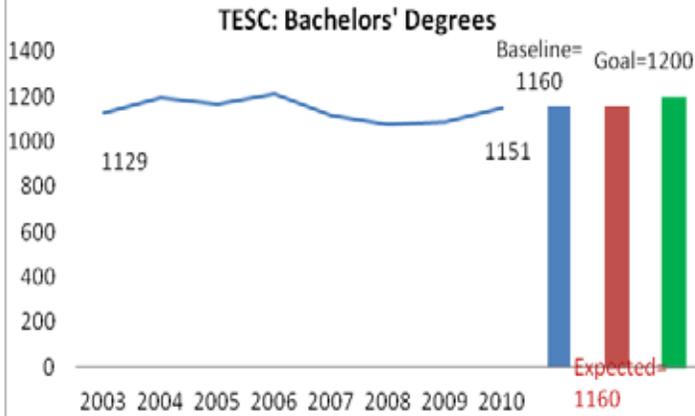


**Four-year graduation rate (new full-time, first-time students)**  
 Measures the percentage of all undergraduate students attaining a bachelor's degree within four years of enrollment.

- TESC's four-year graduation rate is above the national average, with a goal of continued improvement to 43.0%

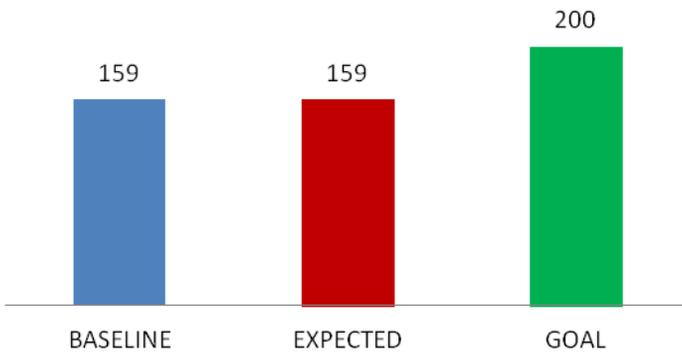
<p style="text-align: center;"><b>TESC: Four-Year Graduation Rate, Low Income Students</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>BASELINE</td> <td>39.8</td> </tr> <tr> <td>EXPECTED</td> <td>39.8</td> </tr> <tr> <td>GOAL</td> <td>43.0</td> </tr> </tbody> </table>	Category	Value	BASELINE	39.8	EXPECTED	39.8	GOAL	43.0	<p><b>Four-year graduation rate, Pell Grant recipients</b> (new full-time, first-time students)                  Measures the percentage of low-income undergraduate students attaining a bachelor's degree within four years of enrollment. TESC's goal is to increase the four-year graduation rate for low-income students to 42.0%</p>																		
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**Degree Production**

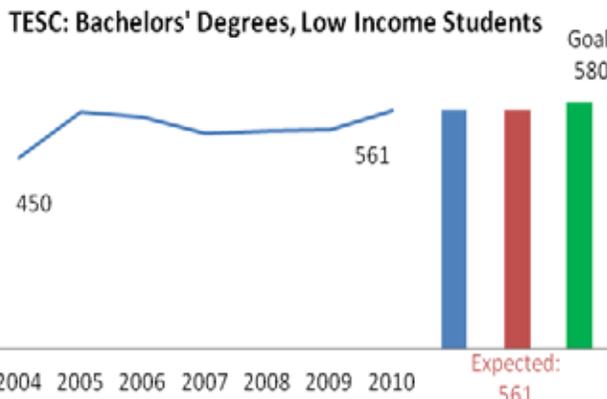


**Bachelor's degrees awarded**  
Measures the annual number of bachelor's degrees awarded.

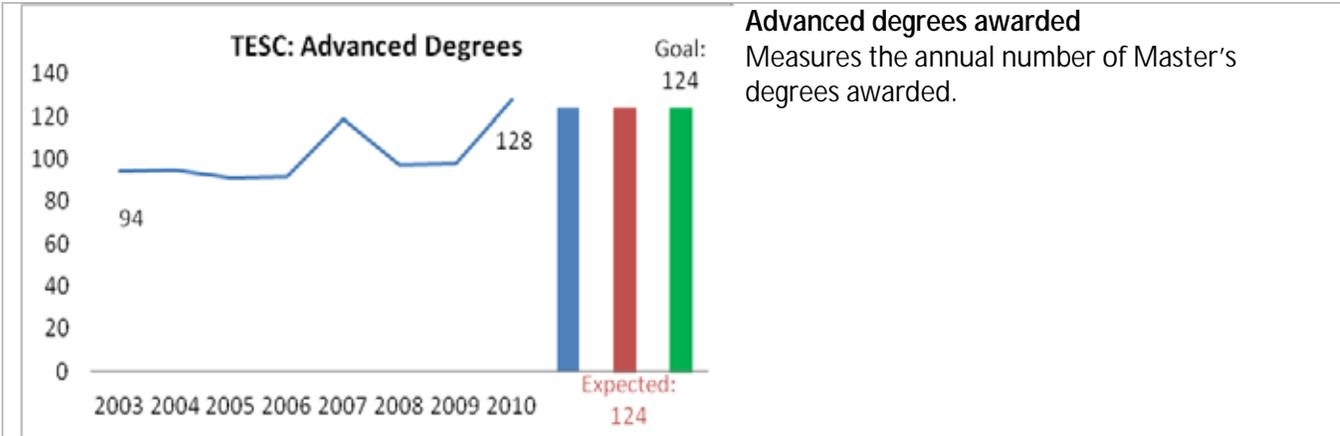
**TESC: High Demand Degrees**



**High-demand bachelor's degrees awarded**  
Measures the annual number of bachelor's degrees awarded in high demand fields.



**Bachelor's degrees – Pell Grant recipients**  
Measures the annual number of bachelor's degrees awarded to low-income students.



*Institution-Specific Metrics*

	<p><b>TESC: Percent of Degrees Awarded to Underrepresented Students</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>BASELINE</td> <td>80.7</td> </tr> <tr> <td>EXPECTED</td> <td>80.7</td> </tr> <tr> <td>GOAL</td> <td>84</td> </tr> </tbody> </table>	Category	Value	BASELINE	80.7	EXPECTED	80.7	GOAL	84	<p>Percentage of Degrees Awarded to Underrepresented Students</p>
Category	Value									
BASELINE	80.7									
EXPECTED	80.7									
GOAL	84									
	<p><b>TESC: Percent of Bachelors' Degrees in STEM Fields</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>BASELINE</td> <td>13.7</td> </tr> <tr> <td>EXPECTED</td> <td>13.7</td> </tr> <tr> <td>GOAL</td> <td>17.0</td> </tr> </tbody> </table>	Category	Value	BASELINE	13.7	EXPECTED	13.7	GOAL	17.0	<p>Percentage of Bachelor's Degrees in STEM fields</p>
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	<p><b>TESC: Percent of Advanced Degrees in STEM Fields</b></p> <table border="1"> <thead> <tr> <th>Category</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>BASELINE</td> <td>15.3</td> </tr> <tr> <td>EXPECTED</td> <td>15.3</td> </tr> <tr> <td>GOAL</td> <td>15.3</td> </tr> </tbody> </table>	Category	Value	BASELINE	15.3	EXPECTED	15.3	GOAL	15.3	<p>Percentage of Advanced Degrees in STEM fields</p>
Category	Value									
BASELINE	15.3									
EXPECTED	15.3									
GOAL	15.3									

## State of Washington and The Evergreen State College Performance Agreement

March 6, 2012

Evergreen serves as a national model for student engagement, quality teaching, applied learning, and educational innovation.

**Mission Statement:** As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.

Evergreen, through the lens of the College's mission, is meeting state goals with a diverse and challenged student population. In fall 2011, The Evergreen State College served 4,467 undergraduate students and 327 graduate students. Sixty percent of incoming undergraduates were transfer students. Among all enrolled students, 29% are first generation college students; 22% are students of color; and 47% are low income students (< 150% federal poverty level).

Evergreen is moving these students through to degree attainment. Evergreen is a leader among Washington's public baccalaureate institutions in time to degree and credit efficiency. In addition, Evergreen ranks second among Washington's public baccalaureate institutions in four-year graduation rates. Furthermore eighty-one percent of all baccalaureate degrees awarded to Evergreen's Class of 2011 were earned by students who identify as traditionally underserved. Nearly 50% of all baccalaureate degrees awarded for the 2010-11 academic year were awarded to Pell Grant recipients. Fourteen percent of Evergreen alumni are employed in "high demand" science fields within one year of graduation: life, health care, computer, math, or physical sciences. In addition the most recent alumni survey (2010) shows 71% of all alumni were employed one year after graduation from Evergreen and 80% of alumni *who applied* to graduate or professional school were accepted for admission.

Evergreen, however, continues to be challenged with regard to the retention of first-time, fulltime students. Though the College has steadily experienced improvement on this metric since the early 2000s, retention continues to be an area for improvement for Evergreen.

As the College looks at how best to maintain performance both in the near-term and long-term, Evergreen is undertaking efforts to compile data and information to strategically invest in maintaining our leadership in many of the metrics included in this plan and to continue to make improvements in other areas. Among the efforts currently underway include specific work on retention, orientation and mentorship of new students, and enrollment.

Evergreen faces several critical challenges, many of which are not unique to Evergreen but impact all of higher education, in our efforts to maintain current performance through the 2015 goal period. Among the most significant of these challenges are changes to the pipeline and student market for higher education. Nationally over the next decade enrollment levels of students directly from high school are expected to decline and those who do graduate from high school will have a lower higher education participation rate. According to the Western Interstate Commission for Higher Education, between 2009-10 and 2014-15, Washington is expected to experience a decline of 3% in high school graduates; and a 2% decline in the next decade.

In addition to dramatic changes in student population, Evergreen faces great uncertainty about state funding levels and state and federal financial aid funding. State funding represented 78% of Evergreen's revenue two decades ago, decreasing to 61% a decade ago, and down to 43% last year. Since 2008 state

funding for Evergreen has been reduced by half. The current appropriation for 2012-13 is set at 35%, with a decline to 30% if the Governor's proposed budget is passed and no additional revenues are approved for higher education. To mitigate this dramatic loss in state funding Evergreen has increased tuition by nearly 70% and made substantial reductions to every part of the institution. Finally, while Washington has made strong and consistent commitment to funding state financial aid programs the current budget shortfall and the potential for future budget shortfalls puts at risk the ability for policymakers to continue the level of investment they have made in financial aid. This is paralleled at the federal level where the Pell Grant was significantly changed in the 2012 budget and the ability for Congress to continue to maintain current funding levels is at risk.

This performance agreement focuses on Evergreen's distinctive and critical place among Washington's public baccalaureates. This is emphasized by the following institutional indicators: (1) Percentage of Bachelor's degrees awarded to students from underserved populations, (2) Percentage of Bachelor's degrees in Science, Technology, Engineering, and Mathematics, and (3) Percentage of Advanced degrees in Science, Technology, Engineering, and Mathematics. We are committed to continuing to be a leader in the state and at the national level. In addition we are dedicated to maintaining our current performance levels and potentially improving areas in which the College is challenged.

It is important to note that Evergreen already exceeds the national averages on many of the performance indicators reflected in the following data. Although performance improvement is an important priority for the College, significant improvement gains are likely to be smaller over percentile gains compared to others because of our already high performance levels in many critical areas of statewide concern.

The key to our ability to maintain our performance between now and 2015 focuses on maintaining current state funding levels and institutional work around data and information collection to drive strategic investments at the local level.

If additional state funding becomes available, and if those funds can actually be applied in ways that can make the greatest effect on institutional performance, Evergreen remains committed to making progress on many of the metrics in this plan.

### Pride Points

- Evergreen serves a high disadvantaged and underrepresented student population while successfully moving these students through to completion
- Approximately 23% of Evergreen's state-funded undergraduate FTE is generated through enrollment in high demand sciences. Evergreen is preparing students for careers in areas such as biomedical research, medicine and allied health, environmental science, and sustainability, energy, physical sciences, and other science related disciplines
- Evergreen continues to be nationally recognized for its quality academic programs, teaching, interdisciplinary approach to the curriculum and access to an comparatively affordable education.

Student Enrollment

Annual Average FTE		Evergreen
2010-11	Undergraduate	4,232.2
	Graduate/Professional	323.5
	Total	4,555.7
2000-01	Undergraduate	3,570.0
	Graduate/Professional	237.2
	Total	3,807.2

Annual Average FTE		Evergreen
2010-11	Distance Learning (75% or more on-line delivery)	0
	Self-Sustaining	16.1
2000-01	Distance Learning (75% or more on-line delivery)	0
	Self-Sustaining	22.3

Research Expenditures\*

2010-11	\$74,862 (pre-final IPEDS Finance FY11)
2000-01	\$1,225,855 (IPEDS Finance FY01)

\*Note: Research expenditure data varies suspiciously for these two fiscal years, which may reflect the change in accounting method for IPEDS reporting in that period. We could consider obtaining expenditures from LEAP sponsored research (program code 020) as another source for this data element.

Undergraduate Student Body Profile

Percentage of Undergraduates		Evergreen	Headcount
Fall 2011	Fall Headcount	4,467	4,467
	% Resident	75%	3,328
	% Pell-Eligible	47%	2,078
	% Students of Color	22%	969
	% Underrepresented Minority	19%	845
Fall 2001	Fall Headcount	4055	4055
	% Resident	77%	3132
	% Pell-Eligible	43%	1728
	% Students of Color	18%	735
	% Underrepresented Minority	14%	554

Students of color: Includes Hispanic/Latino of any race, Black/African-American, Asian, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Two or more Races.

URM: Includes Hispanic/Latino of any race, Black/African-American, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Two or more Races

Complete Undergraduate Applications		Evergreen
2010-11	Total	4,109
	Resident	2,052
	Non-Resident	2,057
	% Admit rate - residents	90%
2000-01	Total	3,897
	Resident	2,358
	Non-Resident	1,539
	% Admit rate - residents	83%

## Undergraduate Student Body Profile (continued)

Entering Undergraduate Class		Evergreen
2010-11	First-Time, First Year Students	663
	% FTFY - WA residents	58%
	% FTFY - First-Generation	23%
	% Enrolling on campus in remedial courses	0%
	Average High School GPA	3.08
	Average SAT composite score	1,097
	Transfer Students	1,162
	% Transfers - WA residents	80%
2000-01	First-Time, First Year Students	517
	% FTFY - WA residents	59%
	% FTFY - First-Generation	16%
	% Enrolling on campus in remedial courses	0%
	Average High School GPA	3.11
	Average SAT composite score	1,125
	Transfer Students	1,300
	% Transfers - WA residents	79%

<sup>1</sup> FTE: Broken into undergraduate and graduate/professional based on student level. Calculation, regardless of level is SCH/45 for undergraduate courses and SCH/30 for graduate courses (assuming quarters).

Source for All Data: Office of Institutional Research and Assessment, The Evergreen State College.