

## Evergreen Accountability Measures 2001-02

Submitted to HECB 10/31/02 for compilation into the Statewide Annual Accountability Report

<b>The Evergreen State College</b>			
<b>Common Measures</b>	1997-99 Baseline Performance	<b>2001-02 Performance</b>	2001-02 Target
<b>Graduation Efficiency Index</b>			
a. Freshmen	93%	<b>92%</b>	93.5%
b. Transfers	90%	<b>90%</b>	90%
<b>Undergraduate Retention (Overall)</b>			
	76%	<b>80%</b>	77%
<b>Undergraduate Retention (Freshmen)</b>			
	65%	<b>71%</b>	74%
<b>5-Year Freshman Graduation Rate</b>			
	45%	<b>47%</b>	51%
<b>Institution-Specific Measures</b>			
<b>Faculty Productivity</b>			
Life-long Learning Index – Undergraduates	31.7	<b>31.9</b>	31.8
Freshmen—“Familiarity w/Computers”	2.28	<b>2.01</b>	2.38
Freshmen—“Quantitative Thinking”	1.88	<b>2.24</b>	1.98
<b>Diversity</b>			
a. Retention, Students of Color (Olympia)	77%	<b>77%</b>	79%
b. Student Diversity Learning	3.18	<b>3.29</b>	3.39

## The Evergreen State College

### *What the Institution-specific Measures Mean*

**Life-Long Learning Index:** 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 following 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 is focusing on the mean scores for two specific items within this index, specifically improvement reported by **first-time, first-year** students. The items are learning gains in “**familiarity with the use of computers**” and “**quantitative thinking.**” Students rate each learning gain item on a 4-point scale from 1=very little progress to 4=very much progress. This focus is consistent with institutional initiatives related to General Education at Evergreen.

**Retention:** While reporting overall undergraduate fall-to-fall retention, Evergreen elected to focus on retention of entering 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 diversity measures.

**Student Diversity Learning:** Undergraduate 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).

### *Comments on Performance*

**Graduation Efficiency Index:** Evergreen met the ambitious GEI long-term performance goal for transfer students again this year. Freshmen GEI fell 1.5% below the intended performance target this year, but efficiency continues to be very high for freshmen. Movement of both measures has been slight over the years, and TESC anticipates little variation in future measures, either up or down, and we consider these changes to be of little practical significance. It is worth noting that Evergreen ran these measures from a new student tracking system for the first time this year, so minor fluctuations could be the result of obtaining this information through a new process with a new data source. A few more years of running GEI measures from the new data system should clarify whether the change this year was a result of actual decrease in freshmen GEI or an artifact of the change to a new tracking system.

**Freshman Retention:** Undergraduate retention improved 2% this year compared to last year and exceeded the annual performance target. Retention of the target population of new freshman to their sophomore year also increased 2% compared to 2001, and TESC hopes that this improvement indicates a trend that will continue. TESC will continue its efforts to improve freshman retention and will continue to strive for ambitious goals, as this is the clearest path to improving our 5-yr. graduation rate.

**Five-Year Freshman Graduation Rate:** Evergreen’s freshman graduation rate is highly correlated with freshman retention to the sophomore year. The current year’s increase compared to last year was anticipated, because retention to the sophomore year was higher for the cohort of freshmen whose five-year graduation rate is being reported this year. Next year’s rate is expected to decrease, since retention to sophomore year was lower for the next entering freshmen cohort. This year the measure failed to meet the predicted target that was based on freshmen-to-sophomore retention, which may indicate an increase

in time to degree for this cohort. When the 6-year graduation rate is calculated for these students next year, additional insight will be gained into the graduation outcomes for this group of students, especially for the 5% who are still enrolled as undergraduates in fall 2002.

**Freshman Learning Gains in “Familiarity with Computers”:** This measure declined this year, despite significant efforts to increase the presence of information technology literacy across the curriculum. An end-of-program assessment of last year’s freshmen program offerings revealed that 67% included an emphasis on information technology literacy. Based on concerns that “familiarity with computers” was too broad a question to gain meaningful results, a new more specific technology item was added to the annual survey of student learning gains in spring 2002. The results from this new item offer some optimism about freshmen progress in information technology skills. The freshmen mean was 2.27 in response to how much progress they had made in “using technology to present work, find information, or solve problems.” The College intends to follow this new technology learning gain item closely, and may propose to track it as a new institution-specific measure in the next biennium. The decline in student-reported learning *gains* in “familiarity with computers” may reflect increases in exposure to computers in secondary education.

**Freshman Learning Gains in “Quantitative Thinking”:** This measure far exceeded this year’s interim performance target. Evergreen began a systematic effort to increase the prevalence of quantitative reasoning across the curriculum in summer 2000, and our efforts appear to be demonstrating some early success. We are optimistic about our continuing efforts in this focus area of the Life-long Learning Index.

**Retention of Students of Color on the Olympia Campus:** This measure decreased 2% this year compared to 2001, and failed to meet the interim target. The decrease in retention of students of color was accounted for by a 5% drop in retention for Asian/Pacific Islander students and a 2% drop for Hispanic students. Retention of Native American students increased 2%, and retention of African-American students increased 1%. Retention of students of color has historically been strong at Evergreen. In 10 of the past 14 years retention of students of color has equaled or exceeded that of white/not indicated students. Evergreen continues its efforts to improve retention of students of color on the Olympia campus.

**Student Diversity Learning Outcome:** This measure did not change in comparison to the 2001 measure, and failed to meet the interim target. In 2001 and 2002, 83% of the students surveyed reported they had progressed in this area “quite a bit” or “very much,” which are the two highest ratings. There is still room to improve on this measure, and the College will continue efforts to promote students’ abilities to work and live in a diverse society through explicit curriculum planning, support services, campus activities, opportunities for campus dialogue, collaborative learning, faculty development, and partnerships with community-based organizations.

## Annual HECB Diversity Measures Reporting Template

### Achievement data by race/ethnicity

#### Evergreen State College

	African-American	Asian/Pacific Islander	Hispanic	Native American	White	Other	Unknown
2001-02 freshman-to-sophomore retention	(5 of 11) 45.5%	(16 of 20) 80.0%	(16 of 18) 88.9%	(8 of 10) 80.0%	(251 of 354) 70.9%	0	(39 of 56) 69.6%
6-year graduation rates for 1 <sup>st</sup> time, 1 <sup>st</sup> -yr who entered in Fall 1996	(3 of 6) 50.0%	(10 of 17) 58.8%	(9 of 16) 56.3%	(9 of 22) 40.9%	(189 of 417) 45.3%	(0 of 1) 0.0%	(38 of 63) 60.3%