

<b>Accountability Performance 2003-04</b>					
<b>The Evergreen State College</b>					
<b>Common measures</b>	<b>1998-01 Baseline Performance</b>	<b>2003-04 Performance</b>	<b>Interim Target 2003-04</b>	<b>2004-05 Plan Target</b>	<b>Long-term Performance Goal</b>
<b>Graduation Efficiency Index</b>					
Freshman	93.3%	90.2%	93.5%	94%	95%
Transfers	91.4%	88.1%	90%	90%	90%
<b>Undergraduate retention (overall)</b>	77%	80%	79%	80%	90%
<b>Undergraduate retention (freshmen)</b>	68%	71%	74%	75%	75%
<b>Five-year Graduation Rate</b>	48%	51%	49%	50%	55%
<b>Institution-Specific Measures</b>	<b>1998-01 Baseline Performance</b>	<b>2003-04 Performance</b>	<b>Interim Target 2003-04</b>	<b>2004-05 Plan Target</b>	<b>Long-term Performance Goal</b>
Retention, Students of Color (on Olympia campus)	78%	80%	79%	80%	80%
	<b>Baseline Performance Spring 2004*</b>	<b>2003-04 Performance</b>	<b>2003-04 Interim Target*</b>	<b>2004-05 Plan Target*</b>	<b>Long-term Performance Goal*</b>
<b>Faculty Productivity</b>					
a. Freshmen – Growth in “Using Technology to Present Work, Find Information, or Solve Problems.”	2.07	2.07	n/a – baseline year	2.12	2.25
b. Freshmen – Growth in “Understanding and Applying Quantitative Principles and Methods”	1.52	1.52	n/a – baseline year	1.57	2.00
<b>Diversity</b>					
b. All Students – Growth in “Understanding Different Philosophies and Cultures”	2.63	2.63	n/a – baseline year	2.68	3.00
c. All Students – Growth in “Functioning as a Responsible Member of a Diverse Community”	2.54	2.54	n/a – baseline year	2.59	3.00

\*Baselines were originally estimated using self-reported skill levels of incoming freshmen and transfer students Fall 2003 per the Evergreen New Student Survey. As noted in the 03-05 Accountability Plan, baselines and targets for these new learning growth indicators were revised when data became available from the first administration of the Student Experience Survey in Spring 2004. Interim targets for 2003-04 were not applicable since this was the baseline measurement year for these new growth indicators.

## The Evergreen State College

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

**Retention:** While reporting overall fall-to-fall retention, Evergreen continues to focus on retention of first-time, first-year 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 institution-specific diversity measures.

**Faculty Productivity:** Average rating by freshmen of the extent to which their experience at Evergreen contributed to their academic and personal growth in “using technology to present work, find information, or solve problems” and “understanding and applying quantitative principles and methods” (from the Evergreen Student Experience Survey). Growth is rated on a 5-point scale: (0=Not at all, 1=Very little, 2=Some, 3=Quite a bit, 4=A lot).

**Diversity:** Average rating of the extent to which undergraduates experience at Evergreen contributed to their academic and personal growth in “understanding different philosophies and cultures” and “functioning as a responsible member of a diverse community” (from the Evergreen Student Experience Survey). Growth is rated on a 5-point scale: (0=Not at all, 1=Very little, 2=Some, 3=Quite a bit, 4=A lot).