

### ***Summary of 2000-01 Performance:***

The Evergreen State College exceeded targets on four of nine measures for this reporting period. The College exceeded targets for freshman and transfer student GEI's, five-year freshmen graduation rate, and faculty diversity-related development activities.

Evergreen failed to meet the target for retention of new freshmen, but the College is encouraged by a 2% improvement in our overall undergraduate retention rate. The increase in undergraduate retention is primarily a result of improved retention of *continuing* students in all class levels; in contrast, our retention rate for *new* freshmen declined 1% this year. Retention of students of color on the Olympia campus also fell short of its goal, but showed improvement over last year's measure. Evergreen continues its efforts and strategies to improve undergraduate retention. This is reflected in our new emphasis on advising, an effort to incorporate more undergraduate students into research projects, and an examination of our financial assistance structure with a view to providing limited amounts of additional support to students who experience critical needs.

Evergreen's overall Life-long Learning Index scores increased this year. The College failed to meet targets for freshmen learning gains in "familiarity with computers" and "quantitative thinking," but is encouraged by the improvement in both of these measures due to campus-wide efforts. Evergreen began a systematic effort to increase the prevalence of quantitative reasoning and information/technology literacy across the curriculum in summer 2000. Undergraduate self-reported gains in diversity learning decreased slightly this year. There is room for improvement on this measure, and the College will continue efforts to promote student ability to work and live in a diverse society through explicit curriculum planning, support services, campus activities, opportunities for campus dialogue, collaborative learning, and faculty development.

<b>The Evergreen State College</b>					
<i>Common measures</i>	<b>1995-98 Baseline Performance</b>	<b>1998-99 Performance</b>	<b>1999-00 Performance</b>	<b>2000-01 Performance</b>	<b>2000-01 Target</b>
<b>Graduation Efficiency Index</b>					
a. Freshman	92.4%	93.7%	92.5%	93.8%	93%
b. Transfers	89.8%	91.0%	91.7%	91.6%	90%
<b>Undergraduate retention (overall)</b>					
	74.7%	76.9%	76.1%	78.2%	--
<b>Undergraduate retention (freshman)</b>					
	66%	65%	70%	69%	74%
<b>5-Year Freshman Graduation Rate</b>					
	46.9%	48.2%	52.4%	45.3%	36%
<i>Institution-Specific Measures</i>					
<b>Life-long Learning Index</b>	31.8*	31.5	30.9	31.5	--
<b>Freshman—"Familiarity w/Computers"</b>	2.34*	2.16	2.15	2.25	2.48
<b>Freshman—"Quantitative Thinking"</b>	1.88*	1.87	1.79	1.99	2.08
<b>Diversity</b>					
a. Retention, Students of Color (Olympia)	75.1%	79.0%	77.1%	78.5%	80%
b. Faculty Development	34.0%	45%	52%	58%	50%
c. Student Diversity Learning	3.17*	3.21	3.32	3.29	3.38

\*Note: baselines for these measures are based on two years of data only, since CSEQ was not administered in AY 95/96.

## 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 two specific items within this index, specifically improvement reported by **freshmen** students. The items are learning gains in “**familiarity with the use of computers**” and “**quantitative thinking**.” This focus is consistent with institutional initiatives related to General Education at Evergreen.

**Retention:** While reporting overall 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 three diversity measures.

**Faculty Development:** The proportion of faculty participating in development work designed to enhance their capacity to understand and work with diverse groups.

**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).

### *Comments on Performance*

**Graduation Efficiency Index:** While exceeding our targets for 2001 for both freshmen and transfer students, movement of these measures has been slight. TESC believes it is approaching the upper bounds of these measures and anticipates little variation in future measures, either up or down, of little practical significance.

**Freshman Retention:** Retention of new freshman to their sophomore year has been erratic at Evergreen. The fall-to-fall retention rate for new freshmen dropped 1% for 2000-01. TESC will continue 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 decline was anticipated, because retention to the sophomore year declined for the cohort of freshmen whose five-year graduation rate is being reported this year. Next year's rate is expected to increase, since retention to sophomore year was higher for the next entering freshmen cohort. This measure exceeded the 2001 target, it was higher than expected due to improvement in overall undergraduate retention and retention of continuing students.

**Freshman Learning Gains in "Familiarity with Computers" and "Quantitative Reasoning":** Neither of these measures met 2000 targets. 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. Although neither measure met 2001 targets, we succeeded in moving both measures in the right direction. We are optimistic about our continuing efforts in these two focus areas of the Life-long Learning Index.

**Retention of Students of Color on the Olympia Campus:** This measure increased 1.4% in 2000-01, though the increase was not sufficient to meet the target. It is encouraging that this measure is once again increasing after its decrease of 2% in the 99-00 measurement. Evergreen continues strategies to improve retention of students of color on the Olympia campus.

**Faculty Diversity Development:** Evergreen exceeded its goal on this measure during the 1<sup>st</sup> year of the biennium by 2%. The College further increased performance in 2000-01, surpassing our target by 8%. The College will continue to support a variety of faculty development opportunities directed at teaching and learning in a diverse environment.

**Student Diversity Learning Outcome:** This measure exceeded the 2000 target, but did not meet the 2001 target. In 2001, 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, and faculty development.