

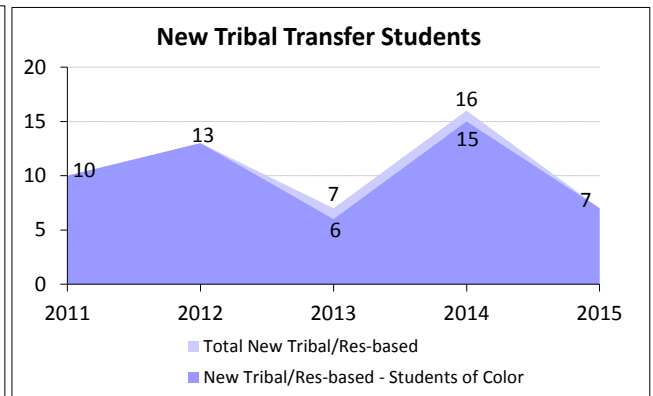
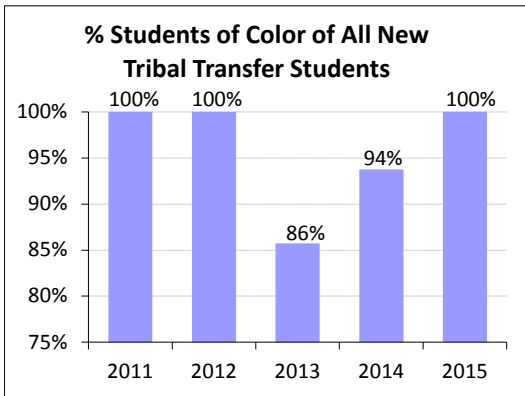
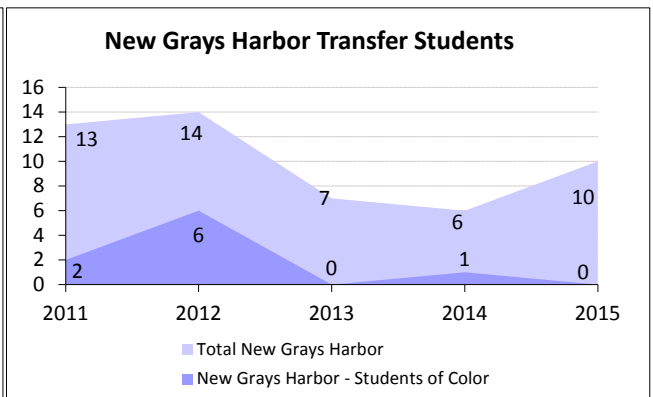
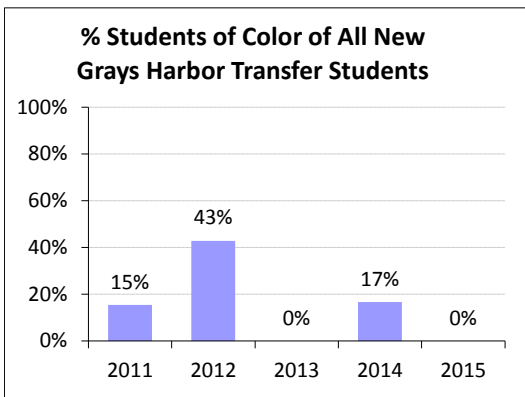
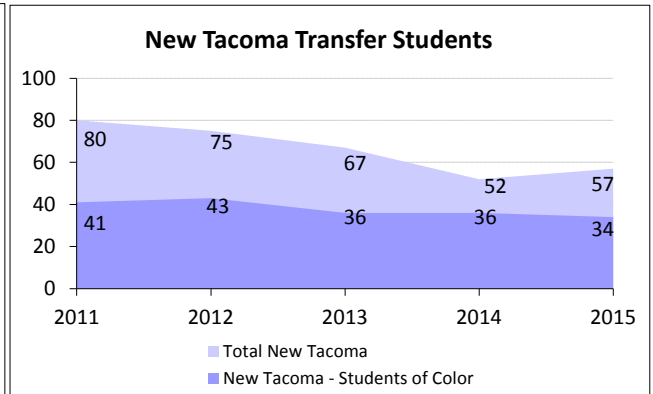
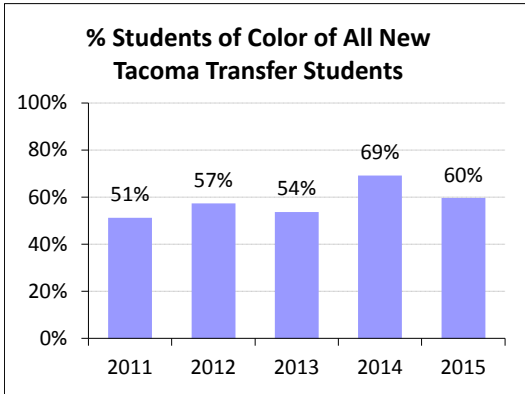
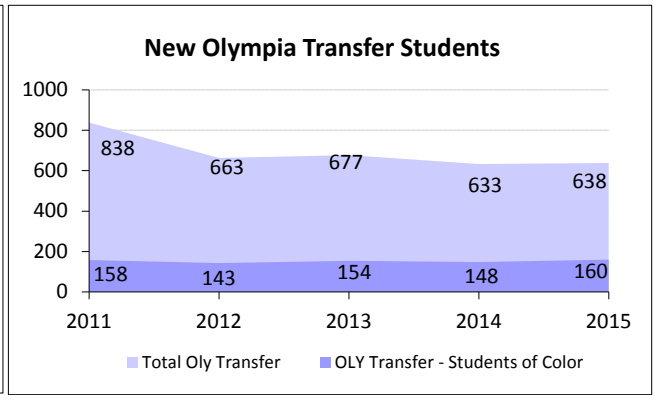
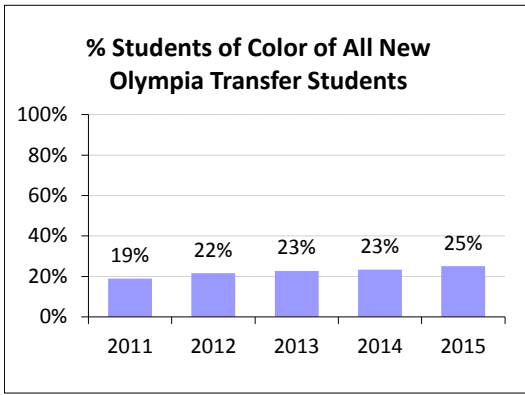
Evergreen Diversity Indicators: AY 2015-16 Update

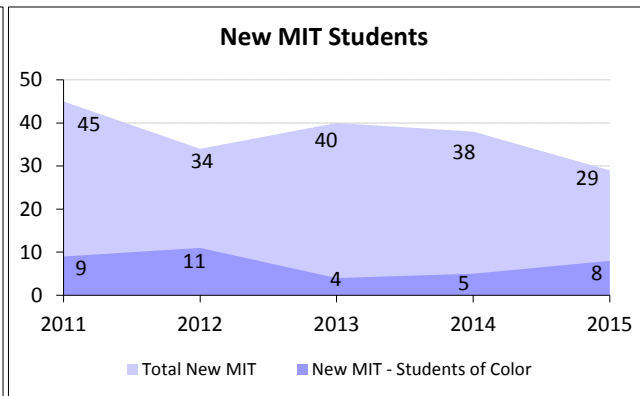
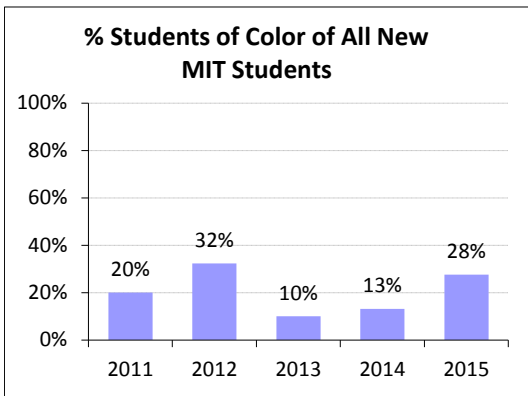
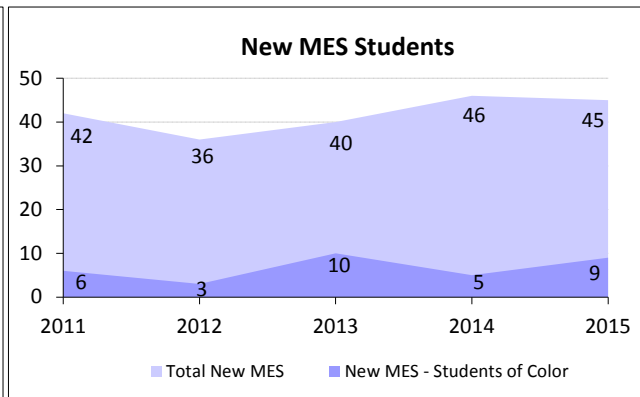
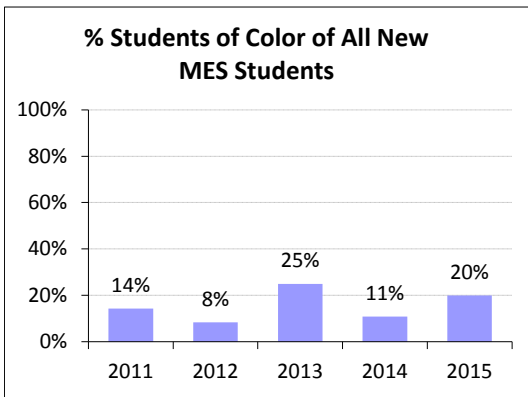
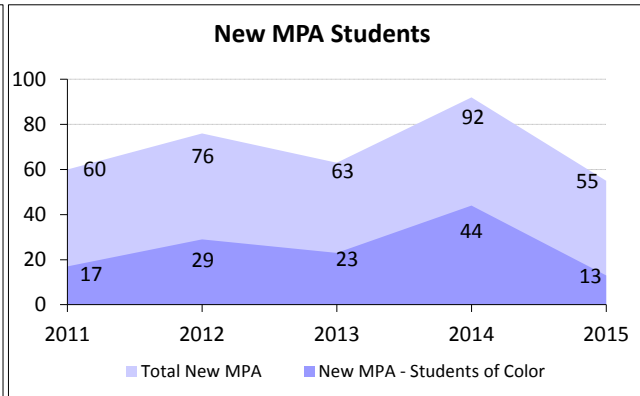
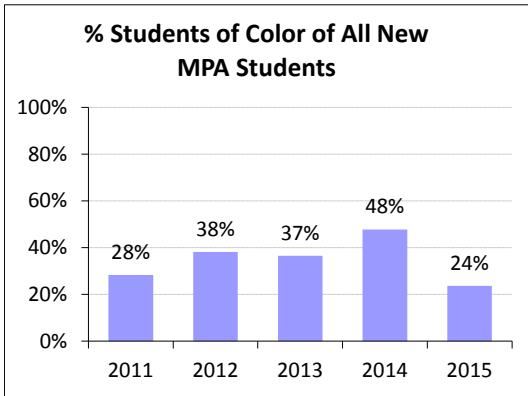
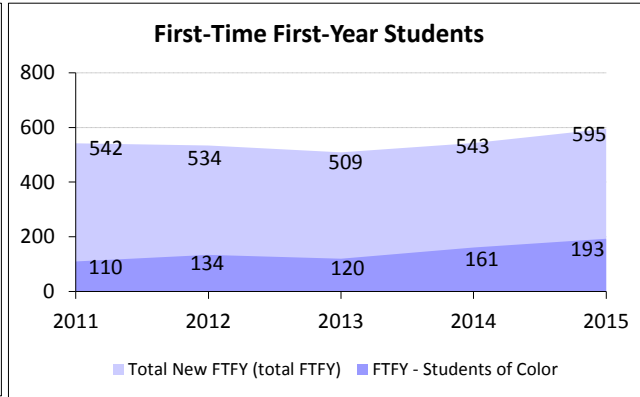
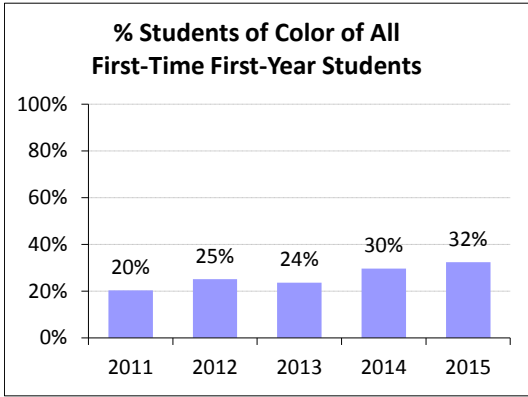
Developed by the Diversity and Equity Standing Committee in 2008-09

Diversity and Equity Standing Committee

Diversity Indicators: Recruitment

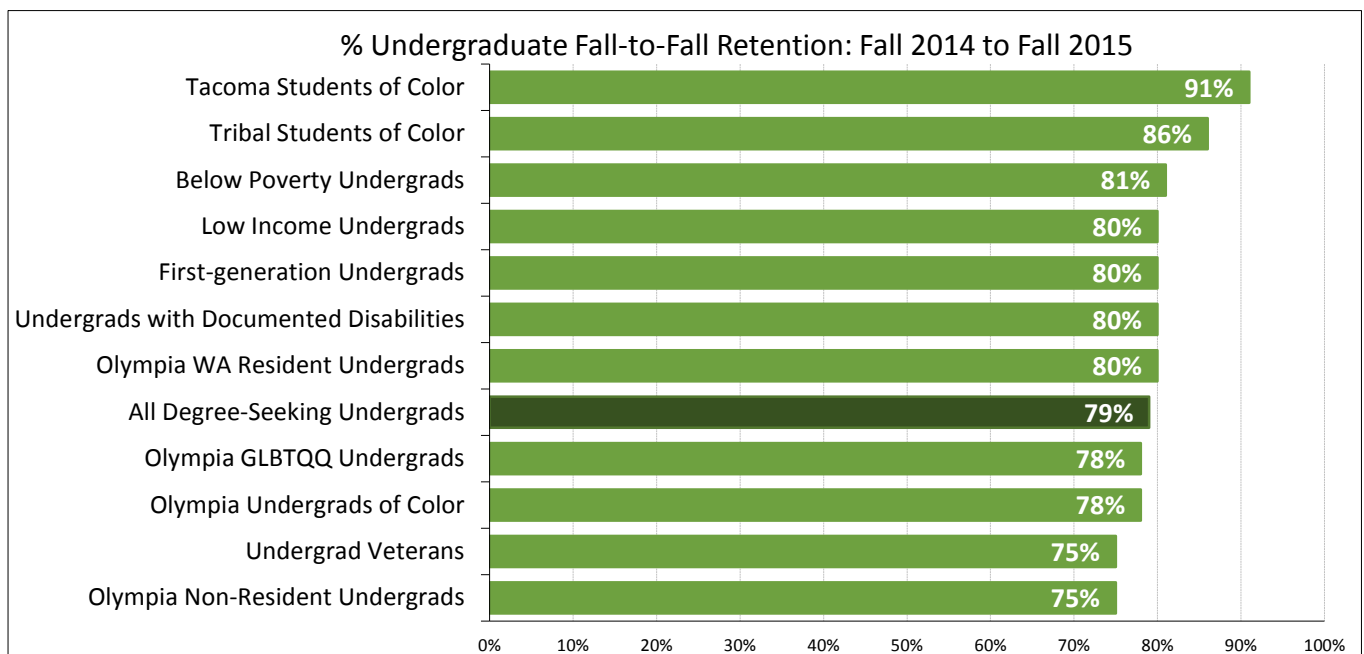
Diversity and Equity Committee performance reporting year	2011-12	2012-13	2013-14	2014-15	2015-16
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
STUDENT RECRUITMENT—Students of Color					
% of new transfer students were students of color (Olympia)	19%	22%	23%	23%	25%
total transfer students of color headcount (Olympia)	158	143	154	147	160
% of new transfer students were students of color (Tacoma)	51%	57%	54%	69%	60%
total transfer students of color headcount (Tacoma)	41	43	36	36	34
% of new transfer students were students of color (Grays Harbor)	15%	43%	0%	17%	0%
total transfer students of color headcount (Grays Harbor)	2	6	0	1	0
% of new transfer students were students of color (Tribal/Reservation-based)	100%	100%	86%	94%	100%
total transfer students of color headcount (Tribal/Reservation-based)	10	13	6	15	7
% of first-time, first-year students were students of color (Olympia)	20%	25%	24%	30%	32%
total first-time, first-year students of color headcount (Olympia)	110	134	120	161	193
% of new students were students of color (Master of Public Administration)	28%	38%	37%	48%	24%
total MPA new students of color headcount	17	29	23	44	13
% of new students were students of color (Master of Environmental Studies)	14%	8%	25%	11%	20%
total MES new students of color headcount	6	3	10	5	9
% of new students were students of color (Master in Teaching)	20%	32%	10%	13%	28%
total MiT new students of color headcount	9	11	4	5	8
% of new students were students of color (Master of Education)					
total M.Ed. new students of color headcount					





Diversity and Equity Standing Committee
 Diversity Indicators: Retention

Diversity and Equity Committee performance reporting year	2011-12	2012-13	2013-14	2014-15	2015-16
STUDENT FALL-TO-FALL RETENTION RATES	F10-F11	F11-F12	F12-F13	F13-F14	F14-F15
<i>Subgroups with retention higher than total undergrad are in blue font, and those lower than total undergrads are in red font</i>					
% All Degree-seeking Undergraduate Students	81	81	82	80	79
% First-generation Undergraduates	82	81	83	81	80
% Below Federal Poverty Undergraduates	83	82	84	81	81
% Low Income Undergraduates	83	82	83	81	80
% Undergraduates with documented disabilities	75	79	81	81	80
% Undergraduate Veterans	75	84	84	76	75
% Students of color (Olympia -Undergraduate)	79	79	83	77	78
% Students of color (Tacoma)	87	88	91	89	91
% Students of color (Tribal)	73	67	67	81	86
% Washington Residents (Olympia -Undergraduate)	82	82	83	81	80
% Non-residents (Olympia - Undergraduate)	76	78	76	75	75
% GLBTQQ (Olympia - Undergraduate)	80	79	82	83	78
<i>When graduate students of color are higher than total graduate students their retention appears in blue font ; when they run lower, rate is shown in red font .</i>					
% All Degree-seeking Graduate Students	87	87	87	87	87
% Low Income Graduate Students	89	87	87	85	87
% Degree-seeking Graduate Students of color	81	87	81	81	81



Diversity and Equity Standing Committee Diversity Indicators: Student Learning and Campus Climate

Diversity and Equity Committee performance reporting year	2011-12	2012-13	2013-14	2014-15	2015-16
EVERGREEN STUDENT EXPERIENCE SURVEY	ESES 2011		ESES 2013		ESES 2015
% Olympia undergrads who think diversity is important to learning (comparison point)	66		74		75
% of white students who think diversity is important to learning (Oly UG)	61		71		77
% of those who are not GLBTQQ (sexual/gender orientation minority) who think diversity is important to learning (Oly UG)	61		71		69
NATIONAL SURVEY OF STUDENT ENGAGEMENT	No NSSE in 11	NSSE 2012	No NSSE in 13	NSSE 2014	No NSSE in 15
% first-year students having frequent serious conversations with students of a different race or ethnicity		74			
% seniors having frequent serious conversations with students of a different race or ethnicity		65			
% first-years having frequent conversations with students with very different religious beliefs, political opinions, or personal values		73			
% seniors report having frequent conversations with students with very different religious beliefs, political opinions, or personal values		69			
% first-year students report having discussions with people of a race or ethnicity other than your own				80	
% seniors students report having discussions with people of a race or ethnicity other than your own				75	
% first-year students report having discussions with people from an economic background other than your own.				91	
% seniors report having discussions with people from an economic background other than your own.				87	
% first-year students report having discussions with people with religious beliefs other than your own				68	
% seniors report having discussions with people with religious beliefs other than your own				71	
% first-year students report having discussions with people with political views other than your own				54	
% seniors report having discussions with people with political views other than your own				69	
% first-year students report that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds		81		81	
% seniors report that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds		72		71	
% first-year students report diverse perspectives (political, religious, racial/ethnic, gender, etc.) included in course discussions or assignments				75	
% seniors report diverse perspectives (political, religious, racial/ethnic, gender, etc.) included in course discussions or assignments				79	
% first-year students tried to better understand someone else's views by imagining how an issue looks from his or her perspective				76	
% seniors tried to better understand someone else's views by imagining how an issue looks from his or her perspective				86	

CURRICULUM: PROGRAMS ADDRESS OPPRESSION, PRIVILEGE, AND DIFFERENCE

Diversity and Equity Committee performance reporting year	2011-12	2012-13	2013-14	2014-15	2015-16
END-OF-PROGRAM REVIEW	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
% of All Undergraduate Programs that addressed oppression, privilege, and difference	78%	82%	75%	78%	74%
% of First-year (Core) programs	67%	75%	100%	83%	67%
% of Lower-division programs (FR-SO)			64%	91%	89%
% of All-level programs (FR-SR)			79%	74%	78%
% of Sophomore-Senior programs			62%	77%	66%
% of Upper Division programs (JR-SR)			88%	79%	80%
ALUMNI OUTCOMES (source: One-year Alumni Surveys)	Alumni 2010		Alumni 2012		Alumni 2014
% of alumni indicated satisfied or very satisfied with respect shown for different or opposing viewpoints	84		83		80
% Alumni level of skill in ability to work in a culturally diverse environment and how much they attribute preparation in this area to their Evergreen education	96/88		94/90		95/88
% of alumni indicated mostly or very satisfied with Evergreen's contribution to their academic and personal growth in functioning as a responsible member of a diverse community	83		81		86

Diversity and Equity Standing Committee

Diversity and Equity Committee performance reporting year	2011-12	2012-13	2013-14	2014-15	2015-16
DEGREES AWARDED	AY 10-11	AY 11-12	AY 12-13	AY 13-14	AY 14-15
Total Bachelor of Arts	1013	1047	992	942	844
% BA awarded to students of color	19%	23%	24%	26%	25%
% BA awarded to first-generation students	32%	35%	35%	37%	38%
% BA awarded to students with disabilities	8%	7%	8%	9%	11%
% BA awarded to low income students	56%	56%	61%	64%	63%
Total Bachelor of Science & dual BA/BS	197	190	186	216	178
% BS/BAS awarded to students of color	16%	12%	13%	14%	18%
% BS/BAS awarded to first-generation students	27%	32%	24%	27%	33%
% BS/BAS awarded to students with disabilities	8%	11%	11%	6%	6%
% BS/BAS awarded to low income students	55%	61%	54%	60%	61%
Total Master of Environmental Studies degrees	30	41	29	24	30
% MES awarded to students of color	10%	15%	10%	8%	23%
% MES awarded to first-generation students	10%	22%	14%	21%	23%
% MES awarded to students with disabilities	3%	7%	7%	4%	0%
% MES awarded to low income students	73%	73%	90%	79%	73%
Total Master in Teaching degrees	36	40	29	27	32
% MIT awarded to students of color	17%	13%	17%	26%	6%
% MIT awarded to first-generation students	14%	23%	24%	15%	59%
% MIT awarded to students with disabilities	6%	13%	3%	4%	9%
% MIT awarded to low income students	83%	88%	83%	89%	78%
Total Master of Public Administration degrees	50	56	45	58	50
% MPA awarded to students of color	26%	48%	29%	36%	24%
% MPA awarded to first-generation students	38%	41%	38%	47%	34%
% MPA awarded to students with disabilities	8%	0%	4%	3%	6%
% MPA awarded to low income students	44%	52%	49%	57%	72%
Total Master of Education degrees	13	9			
% MED awarded to students of color	15%	22%			

Diversity and Equity Committee performance reporting year	2011-12	2012-13	2013-14	2014-15	2015-16
FACULTY & STAFF	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
% Faculty of color (instructional faculty)	23%	23%	24%	23%	25%
% Staff of color	23%	23%	23%	24%	22%
% Students of color	22%	23%	25%	26%	28%
% Faculty with reported disabilities	4%	3%	3%	2%	2%
% Staff with reported disabilities	8%	6%	5%	5%	4%
% Students with reported disabilities	7%	7%	7%	9%	9%
% Faculty veterans	4%	3%	2%	4%	2%
% Staff veterans	8%	9%	8%	8%	8%
% Student veterans	3%	4%	4%	5%	6%
Transcript Review	2009			2014	
Students participate in our diverse society	92%			95%	
Students participate collaboratively and responsibly	99%			99%	

For Washington resident undergraduate students: Grants, scholarships, and waivers from federal, state, and institutional sources as a percentage of total cost of attendance.

Income range	2011-12	2012-13	2013-14	2014-15	2015-16
\$0-\$30,000	data not yet available for this accreditation indicator				
\$30,001 - \$48,000					
\$48,001 - \$75,000					
Student Access and Success					
Percent of entering class who are low-income students					
Low Income Headcount	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
New LI Undergraduates	767	662	683	653	660
New LI Graduate Students	92	98	91	120	86
Total New Low Income Students	859	760	774	773	746
Total Entering Class	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
New Undergraduates	1557	1346	1309	1299	1364
New Graduate Students	147	146	143	176	129
Total New Students	1704	1492	1452	1475	1493
Percent of Entering Class	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
% of New Undergraduates who are Low-income	49%	49%	52%	50%	48%
% of New Graduate Students who are Low-income	63%	67%	64%	68%	67%
% Low-income New Students	50%	51%	53%	52%	50%
Percent of enrolled degree-seeking students who are low-income students					
Low-income Student Headcount	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
LI Undergraduates	2076	1924	2082	1941	1910
LI Graduate Students	192	182	191	207	199
Total Low Income Students	2268	2106	2273	2148	2109
Total Student Headcount	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Undergraduates	4371	4121	4087	3802	3821
Graduate Students	324	301	311	334	311
Total Degree-seeking Students	4695	4422	4398	4136	4132
Percent of Enrolled Students	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
LI Undergraduates	47%	47%	51%	51%	50%
LI Graduate Students	59%	60%	61%	62%	64%
% Low-income Students	48%	48%	52%	52%	51%
Fall-to-Fall retention rate of low-income students					
Fall-to Fall Retention Rate	F10 to F11	F11 to F12	F12 to F13	F13 to F14	F14 to F15
LI Undergraduates	83%	82%	83%	81%	80%
LI Graduate Students	89%	87%	87%	85%	87%
Retention Rate Low-income Students	84%	83%	84%	82%	81%
<i>All Students (comparison)</i>	81%	81%	82%	80%	80%
Percent of degrees awarded to low-income students					
Number of Degrees to Low-income	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
Degrees to LI Undergraduates	674	702	708	737	641
Degrees to LI Graduate Students	79	101	72	76	83
Total degrees to Low-income	753	803	780	813	724
Total Degrees	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
Undergraduate degrees	1210	1237	1178	1158	1022
Graduate degrees	130	147	103	109	112
Total Degrees	1340	1384	1281	1267	1134
Percent of Degrees to Low-income	AY 10/11	AY 11/12	AY 12/13	AY 13/14	AY 14/15
% to LI Undergrads	56%	57%	60%	64%	63%
% to LI Graduate Students	61%	69%	70%	70%	74%
Total % of Degrees to Low-income Students	56%	58%	61%	64%	64%