

THE EVERGREEN STATE COLLEGE

Baselines and Targets: RECALCULATIONS AFTER HECB MARCH 2006 FRAMEWORK REVISION

- Five-year baseline now requested where data is available. Evergreen will use 2000-01 through 2004-05, where data is available.
- Targets for degree completions and six-year graduation rate must now be an increase of at least 2% by 2010-11 (six-year targets). Interim “checkpoints” are also required for 2006-07.
- Up to three institution-specific quality indicators may be proposed, and targets are optional for these measures. Evergreen is proposing three institution-specific measures which are identified at the end of this document.

HECB Indicators	2000-01 Performance	2001-02 Performance	2002-03 Performance	2003-04 Performance	2004-05 Performance	Five-year Average Baseline	Interim “checkpoint” 2006-07 to be reported to HECB Nov. 2007	Interim “checkpoint” 2008-09 to be reported to HECB Nov. 2009	TESC Target for AY 2010/11 performance to be reported to HECB Nov. 2011
Number of bachelor’s degrees awarded by type (per IPEDS Completions)	Total Baccalaureate degrees (IPEDS Fall01) N=1191	Total Baccalaureate degrees (IPEDS Fall02) N=1145	Total Baccalaureate degrees (IPEDS Fall03) N=1129	Total Baccalaureate degrees (IPEDS Fall04) N=1194	Total Baccalaureate degrees (IPEDS Fall05) N=1169	Total Baccalaureate degrees N=1166	Total Baccalaureate degrees (IPEDS Fall07) N=1174	Total Baccalaureate degrees (IPEDS Fall09) N=1182	Total Baccalaureate degrees (IPEDS Fall11) N=1190
Number of bachelor’s degrees awarded in “high demand” areas specified by the HECB	0	0	0	0	0	0	0	0	0
Number of Master’s degrees awarded by type (per IPEDS Completions)	Total Master’s degrees N=102	Total Master’s degrees N=73	Total Master’s degrees N=94	Total Master’s degrees N=95	Total Master’s degrees N=91	Total Master’s degrees N=91	Total Master’s degrees N=92	Total Master’s degrees N=92	Total Master’s degrees N=93
Six-year graduation rates for first-time, full-time freshmen (IPEDS methodology and timeframe)	TESC 01 (94 cohort degree prior to fall 00) Performance= 52.5% (250/476)	TESC 02 (95 cohort degree prior to fall 01) Performance= 56.3% (302/536)	TESC 03 (96 cohort degree prior to fall 02) Performance= 47.7% (253/530)	TESC 04 (97 cohort degree prior to fall 03) Performance= 52.0% (257/494)	TESC 05 (98 cohort degree prior to fall 04) Performance= 51.6% (245/475)	Baseline = 52%	TESC 07 (00 cohort degree prior to fall 2006) Performance checkpoint= 54.5%	TESC 09 (02 cohort degree prior to fall 2008) Performance checkpoint= 57%	TESC 11 (04 cohort degree prior to fall 2010) Performance target= 54%

Three-year graduation rate for WA CTC transfers with transfer degrees	<i>No data available to identify transfer degree holders prior to Banner implementation in 2001</i>	<i>No data available to identify transfer degree holders prior to Banner implementation in 2001</i>	<i>No data available to identify transfer degree holders prior to Banner implementation in 2001</i>	(2001 cohort degree prior to fall 04) Three-yr grad rate = 73.5% (166/226) Continued to 4 th yr = 5.8% (13/226)	(2002 cohort degree prior to fall 05) Three-yr grad rate = 70.1% (94/134) Continued to 4 th yr = 5.2% (7/134)	Two-year baseline due to data system limitations Three-yr grad rate = 71.8% Continued to 4 th yr = 5.4%	(2004 cohort degree prior to fall 2007) Three-yr grad rate = 72.3%	(2006 cohort degree prior to fall 2009) Three-yr grad rate = 72.8%	(2008 cohort degree prior to fall 2011) Three-yr grad rate = 73.3%
Budget Performance Indicators	2000-01 Performance	2001-02 Performance	2002-03 Performance	2003-04 Performance	2004-05 Performance	Five-year Average Baseline	Interim “checkpoint” 2006-07 to be reported to HECB Nov. 2007	Interim “checkpoint” 2008-09 to be reported to HECB Nov. 2009	TESC Target for AY 2010/11 performance to be reported to HECB Nov. 2011
Freshmen retention rate (first-time, full-time only)	Cohort 2000 = 70.9% (334/471)	Cohort 2001 = 72.1% (333/462)	Cohort 2002 = 75.1% (365/486)	Cohort 2003 = 70.7% (321/454)	Cohort 2004 = 70.0% (336/480)	Baseline = 71.8%	72.9%	73.9%	75.0%
Percent of undergraduate degree recipients who graduate within 125% of the credits required for degree. (<i>dual degrees excluded</i>)	<i>Data not available</i>	98.6% (1119/1135)	97.5% (1036/1063)	96.0% (1084/1129)	97.1% (1072/1104)	Baseline = 97.3%	97%	97%	97%
Job placement or grad school acceptance rates (<i>source: biannual alumni survey</i>)	Alumni Survey 2000 89.1%		Alumni Survey 2002 93.2%		Alumni Survey 2004 88.2%	90.2%	90% employed and/or in graduate school within one year	90% employed and/or in graduate school within one year	90% employed and/or in graduate school within one year

Evergreen-specific Quality Indicators	2000-01 Performance	2001-02 Performance	2002-03 Performance	2003-04 Performance	2004-05 Performance	Five-year Average Baseline	No Targets required
<p>Percentage of seniors who have done or plan to do community service or volunteer work prior to graduation</p> <p><i>Source: National Survey of Student Engagement (NSSE)</i></p>	<p>TESC 01 = 67%</p> <p>Peers 01: National = 63%</p>	<p>TESC 02 = 62%</p> <p>Peers 02: COPLAC= 66% National= 63%</p>	<p>TESC 03 = 60%</p> <p>Peers 03: COPLAC= 67% National= 66%</p>	<p>TESC 04 = 67%</p> <p>Peers 04: COPLAC= 73% National= 71%</p>	<p>TESC 05 = 79%</p> <p>Peers 05: COPLAC= 76% National= 76%</p>	<p>TESC = 67%</p> <p>Peers: COPLAC=71% National= 68%</p>	<p><i>Evergreen is committed to sustaining recent improvements in community-based learning participation. Recent initiatives and resources directed to this area of student learning appear to be evidenced by trends on this measure. The indicator will be used for ongoing assessment of Evergreen performance relative to national trends.</i></p>
<p>Percentage of seniors reporting that Evergreen contributed “quite a bit” or “very much” to their development in solving complex real-world problems</p> <p><i>Source: NSSE</i></p>	<p><i>No data available, since question not added until 2002 administration.</i></p>	<p>TESC 02 = 78%</p> <p>Peers 02: COPLAC = 54% National = 58%</p>	<p>TESC 03 = 76%</p> <p>Peers 03: COPLAC = 55% National = 57%</p>	<p>TESC 04 = 75%</p> <p>Peers 04: COPLAC = 57% National = 58%</p>	<p>TESC 05 = 72%</p> <p>Peers 05: COPLAC = 57% National = 59%</p>	<p>TESC = 75%</p> <p>Peers: COPLAC = 56% National = 58%</p>	<p><i>Seniors attribute much growth in their ability to address real-world problems to their experiences at Evergreen. Evergreen continues to outpace peers on this measure, despite some recent decline. Evergreen is committed to developing students’ abilities to apply interdisciplinary modes of inquiry to problems and to link theory and practice.</i></p>
<p>Percentage of first-year students who report having serious conversations with students of a different race or ethnicity “often” or “very often.”</p> <p><i>Source: NSSE</i></p>	<p>TESC 01 = 63%</p> <p>Peers 01: National = 53%</p>	<p>TESC 02 = 55%</p> <p>Peers 02: COPLAC= 48% National= 50%</p>	<p>TESC 03 = 73%</p> <p>Peers 03: COPLAC= 47% National= 51%</p>	<p>TESC 04 = 49%</p> <p>Peers 04: COPLAC= 50% National= 49%</p>	<p>TESC 05 = 62%</p> <p>Peers 05: COPLAC= 48% National= 50%</p>	<p>TESC = 60%</p> <p>Peers: COPLAC=48% National= 51%</p>	<p><i>Evergreen is committed to student personal engagement with learning and learning across significant differences. This measure is a key element of NSSE’s Enriching Educational Experiences benchmark. Evergreen strives to demonstrate more consistently strong results for first-year students.</i></p>

Notes: NSSE scores for the COPLAC comparison group represent the results for participating Council of Public Liberal Arts Colleges. The national comparison group includes all participating colleges and universities.

Improving the Value of an Evergreen Education

**THE EVERGREEN STATE COLLEGE
ORGANIZATIONAL CHART**

