



# Higher Education Accountability Plans

December 2003

W A S H I N G T O N  
**H I G H E R  
E D U C A T I O N**  
C O O R D I N A T I N G   B O A R D



STATE OF WASHINGTON  
HIGHER EDUCATION COORDINATING BOARD

917 Lakeridge Way SW • Olympia, Washington 98504-3430 • (360) 753-7800 • FAX (360) 753-7808 • TDD (360) 753-7809

**RESOLUTION NO. 03-39**

WHEREAS, In its 2003-05 biennial budget, the Legislature directed the public baccalaureate institutions to prepare accountability plans for the 2003-05 biennium to achieve measurable and specific improvement each academic year as part of a continuing effort to make meaningful and substantial progress towards the achievement of long-term performance goals; and

WHEREAS, The Higher Education Coordinating Board gives responsibility to the institutions for setting meaningful targets; and

WHEREAS, The Board has reviewed the summarized plans for each institution, describing efforts implemented in 2001-03, performance data through 2002-2003, and strategies and targets planned for 2003-05; and

WHEREAS, The Board recognizes that the current accountability calendar, where plans are due (in August) prior to data availability (in October), is problematic;


THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board has reviewed the targets set in the 2003-05 accountability plans by each institution; and

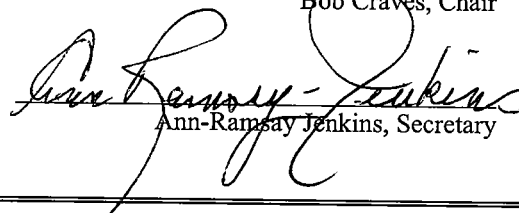
BE IT FURTHER RESOLVED, That the Higher Education Coordinating Board recommends that the Legislature change the current deadline for submission of accountability plans and data to December.

Adopted:

December 3, 2003

Attest:

  
Bob Craves, Chair

  
Ann-Ramsay Jenkins, Secretary




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December 12, 2003

**TO:** Legislative Fiscal Committee Members  
Legislative Higher Education Committee Members

**FROM:** Ruta Fanning   
Interim Executive Director

**SUBJECT: PERFORMANCE ACCOUNTABILITY ISSUES  
FOR BACCALAUREATE INSTITUTIONS**

I am writing this memo to inform you of the Higher Education Coordinating Board's request to revise budget language related to accountability.

For several years, the state operating budget has required the HECB to report on the performance of the public four-year college and universities and their students in relationship to several statewide and unique institutional targets. The HECB is directed to set biennial performance targets for each institution, review the biennial accountability plans, and annually review actual achievements.

The attached report fulfills the HECB's legislative responsibilities, but the members of the Board have directed the staff to convey their concern with important elements of the current accountability process.

In particular, the Board is concerned that much of the data needed for the accountability plans are not available to the colleges and universities until mid-October. Therefore, the current legislative deadlines do not allow sufficient time for the Board to review and report on institutional progress.

The Board's accountability resolution (attached as Resolution 03-39), describes the Board's action on accountability at its meeting on December 3, 2003. If the current accountability process is continued in future biennia, we would ask that the budget language be changed to improve the process for gathering data about higher education performance and preparing timely and accurate plans. Specifically, we ask that the deadline for the accountability report be changed to December, and that the language requiring the HECB to "set" biennial performance targets be revised to more accurately reflect our role of reviewing and approving the institutions' biennial performance targets.

Memo to legislators re Performance Accountability issues  
Dec. 12, 2003  
Page 2

Finally, we would like to comment on accountability and its relation to the state's Strategic Master Plan for Higher Education. In the future, it will be vital for the state to link performance accountability efforts directly to the goals and strategies in the Strategic Master Plan. For example, if reducing the amount of remedial education required for high school graduates is specified as a strategy, then the HECB and the institutions should be expected to work together to track the performance of students and the colleges and universities. In addition, future accountability efforts may be influenced by the Legislature's ongoing discussions about the feasibility of developing "performance contracts" between the state and its public colleges and universities.

The HECB's 2004 interim strategic master plan addresses these issues and will be discussed by the Legislature during the 2004 session. We look forward to working with you to integrate the state's higher education goals with its performance measurement and accountability systems.

RF:NO:bv  
Attachment

cc: Members of the HECB  
Fiscal and higher education committee staff



**December 2003**

## **Higher Education Accountability Plans**

Washington's public four-year universities and college have submitted their 2003-05 accountability plans to the Higher Education Coordinating Board (HECB). The state operating budget directs the Board to review these plans and set biennial performance targets for each institution.

### **Background**

Section 601(10) of the 2003-05 budget bill (Senate Bill 5404) calls for the four-year institutions to develop accountability plans under the Board's direction. Accountability provisions for the state two-year colleges are directed by the State Board for Community and Technical Colleges.

For 2003-05, the four-year institutions are reporting on a total of six measures:

- 1) Graduation efficiency for freshmen;
- 2) Graduation efficiency for transfer students;
- 3) Undergraduate retention;
- 4) Five-year freshmen graduation rate;
- 5) Faculty productivity (which may be measured differently by each institution); and
- 6) A unique measure for each institution that reflects its mission.

The first four measures listed are common to all the public baccalaureate institutions. Graduation efficiency is calculated by dividing the total number of credits required for a baccalaureate degree (minus transfer credits) by the total number of credits attempted at that institution. This calculation gives a measure of "efficiency" in terms of credits, rather than in terms of calendar time to degree. Retention rates refer to the number of undergraduate students who return for consecutive years. The percentage of students who begin at an institution as freshmen and who graduate within five years is calculated as the fourth common measure. The last two measures are institution-specific, and the manner in which they are calculated can vary by institution. Descriptions of how the institution-specific measures are calculated appear in Section II of this report.

## Executive Summary

Section I of this report describes efforts undertaken by the institutions in 2001-03. Section II presents accountability data, targets, and definitions. Section III provides comments on institutional performance and targets, and describes strategies the institutions have planned for 2003-05.<sup>1</sup>

The institutions have set some goals which seem modest or reduced compared to goals set in 2001-03, but these new targets represent a long-term increase when compared to performance in earlier years. In addition, the accountability calendar required by the Legislature requires institutions to submit their plans before fall term data are available, resulting in some spikes in performance for 2002-03 that may have been unforeseen by the institutions when setting their 2003-05 goals.

All of the institutions are making efforts to meet the needs of students. Many of these efforts were initiated in past biennia. It is very difficult for an institution to attribute the cause of one single effort to a change in results; rather, all efforts combined seem to contribute to overall results. Even then, there are some spikes in student performance that may reflect increasing selectivity in admissions more than any other factor.

Efforts to comply with recent legislation (SB 5135) to reduce the number of students who graduate with excess credits are mentioned in several institutional plans, and may have a significant effect on graduation efficiency and five-year graduation rates. The institutions are required to report to the HECB by January 30, 2004, on the policies they develop to address this issue, as well as data on the number and characteristics of students affected by the policies. The HECB's findings and recommendations for further legislative action are due to the Legislature by March 1, 2004.

<sup>1</sup>The data contained in this report are the most current and, in some cases, reflect changes made by the institutions after their original plans were submitted. Copies of the original accountability plans submitted by the six public four-year colleges and universities to the HECB can be found at the HECB Web site (<http://www.hecb.wa.gov/research/issues/accountability.asp>).

## SECTION I: STRATEGIES IMPLEMENTED IN 2001-03

### Assessment: The Challenge of Connecting Causes and Effects

For several reasons, it is difficult to say with certainty that changes in student or institutional performance are directly related to specific strategies implemented by the institutions. As Washington State University's 2003-05 accountability plan explains:

*"... We do not move one big lever that can be demonstrated to cause a change (or not cause a change) in a measure. Rather we move multiple small levers, all of which are intended to have a variety of modest effects, which we hope will add up to significant change. If we do not see the kind of change we had hoped for, we will still maintain many earlier efforts, if they can be shown to qualitatively improve the experience of students."*

In addition, the effect of efforts to improve student graduation and retention rates often cannot be captured in the data until several years after a strategy has been implemented. In other cases, as described in Central Washington University's report, "The behavior measured by accountability indicators is affected by some factors the university can influence, by other factors beyond its influence, and by seemingly random fluctuations."

For these reasons, this report will focus on the intrinsic value of the institutions' strategies in providing students, staff and faculty with the resources they need to succeed, rather than trying to assess "what worked and what didn't."

The following pages list selected new efforts implemented by the institutions in 2001-03, followed by institutional performance data and associated performance targets. The final section includes comments on institutional performance and a description of institutional strategies planned for 2003-05.

#### **Central Washington University**

- Revised freshmen orientation to give more specific guidance to students, and include faculty representatives and advising staff in advising sessions
- Tested students for placement into freshmen English and math
- Implemented mandatory fall freshmen advising classes
- Targeted students with low grade point averages for counseling sessions
- Improved methodology used to calculate graduation efficiency index
- Improved response to student course demands
- Broadened and strengthened articulation agreements with community colleges
- Hired a transfer coordinator
- Contacted transfer students during their first year to offer assistance and information re: declaration of a major
- Analyzed assessment results to identify problems for minority students
- Faculty and deans actively pursued internship opportunities for students

**Eastern Washington University**

- The colleges began an intensive internal program review and program audit which included a specific focus on reduction, and comparison of program size to that of peer institutions
- Completed review of the bachelor's of education degree for primary endorsement areas
- Drafted new policies for developing articulation agreements
- Began implementation of a degree audit reporting system
- Fully implemented online registration system
- Based on a student survey, began a new course scheduling model
- Accomplished goal to provide 50 percent of students with a one-year planned schedule
- Began targeted advising efforts for transfer students who have not declared a major
- Increased efficiency of processing financial aid applications, resulting in fewer phone calls
- Fully implemented an online database to answer frequently asked student questions (Tech-EZE), resulting in high student ratings of service quality
- Started a peer mentoring program with 30 mentors and 100 students
- Implemented new policies requiring that students complete math and English competencies within their first 45 credits; transfer students required to complete competencies prior to acceptance at EWU
- Restructured an existing position to create a new community college relations officer position to work on transfer issues with community college partners
- Helped to create the Transition to Success program, which clearly outlines baccalaureate degree plans for transfer students
- Began internal analyses of common accountability measures, and arranged to conduct joint studies of transfer student performance
- Created a course to guide students through career planning
- Analyzed classroom space utilization, meeting regularly to update college deans on enrollment demands and to manage the number of course sections required
- Initiated a program involving over 800 students involved in service activities. Organizations involved include Habitat for Humanity, Second Harvest Food Bank, and the Cheney School District
- Began developing certificate programs requiring an internship component
- Redesigned courses to include technology components, involving faculty training workshops and internal policy changes
- Completed study to clarify and reclassify current instructional processes



**The Evergreen State College**

- Improved articulation and transfer with community colleges through college-to-college meetings
- Participated in a statewide study to examine the role of community colleges in the achievement of bachelor's degrees
- Revised student advising workshops to better meet the needs of new transfer and first-year students and to describe the expectations of an Evergreen graduate
- Reduced the per-quarter credit limit from 16 to 20 credits beginning fall 2001, to reduce time to degree for some students
- Developed a case management protocol for dealing with students in crisis
- Contacted students who registered in full programs to encourage them to enroll in a back-up program. Also contacted newly admitted students for follow-up advising
- Offered satellite advising during the evenings and weekends
- Approved a new yearly faculty advising requirement
- Implemented on-line course registration
- Improved, expanded and implemented campus housing initiatives to support the success of first-year students
- Gained faculty approval of the "Expectations of an Evergreen Graduate" which is the "bedrock of the college's general education plan"
- Restructured the Learning Resource Center, hiring two new directors to assist in supporting general education efforts
- Implemented a new yearly faculty advising requirement
- Offered a variety of two-hour computer skills workshops

**University of Washington**

- Increased the number and scope of outreach and retention programs for minority students
- Fully implemented Degree Audit Reporting System
- Increased outreach to students and faculty who serve as advisers at community colleges
- Renewed attention to a rule requiring students to file timely graduation plans
- Implemented efforts to ensure that every entering freshman is assigned to a faculty adviser
- Revised freshmen registration process to emphasize preparation and academic planning, and to assign new freshmen to a planning group consisting of eight to ten students and an adviser
- Increased advising at all levels

**Washington State University**

- Fully implemented Degree Audit Reporting System
- Began developing four-year course of study plans for each undergraduate degree
- Focused attention on degree pathways for transfer students
- Began sending mid-term grades to transfer students (formerly issued only to freshmen)
- Instituted receipt of electronic transcripts from community colleges, which helps speed up advising and registration processes for transfer students

**Western Washington University**

- Initiated first-year experience initiatives
- Supported and enlarged departmental advising, with a special emphasis on transfer students
- Strengthened advising/study skills programs for new freshmen, especially at-risk students
- Developed enrollment management, curricular options, and advising for departments that offer the bachelor of science degree to help improve graduation efficiency and time to degree
- Expanded the general studies degree to help students who want to focus their studies across different departments and may have difficulty entering restricted major fields
- Introduced a policy directing students to see an adviser before earning 60 quarter credits
- Increased course access for incoming transfer students by reserving seats, providing enhanced information about course requirements and access, and encouraging earlier contact with advisers
- Collaborated with community colleges to support the associate of science degree and smooth transitions for transfer students
- Piloted efforts to expand the number of computer-mediated classrooms, and increased the number of computer labs capable of supporting instruction
- Created a central data warehouse, enabling analysis and identification of at-risk students
- Supported and enlarged a university-wide advising Web page
- Expanded the capacity of the Center for Instructional Innovation to support improved use of educational technology and innovative teaching practices
- Created and supported a Web-based “showcase” portfolio featuring student learning outcomes
- Analyzed classroom utilization patterns, as part of an attempt to address problems with student access to courses. Instituted a new block schedule and developed plans for future capital construction to address these problems
- Assessed and began planning for improved freshman orientation
- Began laying the foundation for extensive curricular reform by establishing a special taskforce to examine what Western wants its graduates to have achieved
- Led a strategic planning effort to review alternative advising models and identify areas for improvement of advising of students who have not declared a major
- Began to assess the success of past accountability strategies

**SECTION II:  
SUMMARIES OF INSTITUTIONAL TARGETS  
AND INSTITUTION-SPECIFIC MEASURES**

**Central Washington University**

**Eastern Washington University**

**The Evergreen State College**

**University of Washington**

**Washington State University**

**Western Washington University**

## CENTRAL WASHINGTON UNIVERSITY

	<b>1996-99 Baseline</b>	<b>1998-01 Performance Average</b>	<b>2001- 03 Target</b>	<b>2001-02 Performance</b>	<b>2002-03 Performance</b>	<b>2001- 03 Target met?</b>	<b>2003-05 Proposed Target</b>
<b><i>COMMON MEASURES</i></b>							
<b>Graduation Efficiency Index</b>							
Freshmen	88.0	86.3	90.0	87.2	85.5	No	86.7
Transfers	83.8	79.2	85.0	81.9	81.6	No	79.6
<b>Undergraduate retention (overall)</b>	80.5%	81.8%	84.0%	82.0%	83.1%	No	82.2%
<b>Five-year graduation rate</b>	39.4%	43.3%	45.0%	45.7%	41.5%	Yes	44.3%
<b><i>INSTITUTION- SPECIFIC MEASURES</i></b>							
<b>Faculty productivity</b>							
Expected learning outcomes	92.6%	100%	100%	100%	100%	Yes	100%
% of faculty mentoring students	22.5%	17.7%*	22.5%	18.2%	18.1%	No	18.1%
Student/faculty ratio	22.2	21.5	22.5	23.1	24.4	Yes	23.5
<b>Other measures</b>							
Transfer students with declared majors	75.1%	82.2%	77.0 %	80.9%	88.4%	Yes	86.0%
Minority graduation rate	22.6%	25.0%	24.0%	26.6%	24.8%	Yes	25.0%
Internship participation	7.3%	7.6%	8%	7.8%	7.8%	No	7.8%

\*Two-year average.

## CENTRAL WASHINGTON UNIVERSITY

### *DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES*

**Expected Learning Outcomes:** Percentage of degree programs with specifically stated, publicized learning outcomes.

**Percentage of Faculty Mentoring Students:** Percentage of full-time faculty mentoring students in established programs that incorporate a faculty student mentoring relationship (e.g., CWU research symposium, McNair Scholars Program).

**Student/Faculty Ratio:** The ratio of full-time equivalent students to the full-time equivalent faculty.

**Transfer Students with Declared Majors:** The percentage of undergraduate transfer students who have declared majors by the end of their third quarter at CWU.

**Minority Graduation Rate:** Ratio of the number of minority students graduating to all enrolled minority students fall quarter (averaged over three years).

**Internship Participation:** Percentage of students participating in cooperative education internships (averaged over three years).

## EASTERN WASHINGTON UNIVERSITY

	1996-99 (Baseline)	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
<b>COMMON MEASURES</b>							
<b>Graduation Efficiency Index</b>							
Freshman	87.9	87.7	91.0	89.1	91.7%	Yes	95*
Transfers	77.9	77.4	83.1	78.7	76.6%	No	82.5
<b>Undergraduate retention (overall)</b>	88.5%	88%	89.2%	85.8%	87.1%	No	90%
<b>Five-year graduation rate</b>	41.7%	37.4%	49.0%	39.5%	35.5%	No	45%
<b>INSTITUTION- SPECIFIC MEASURES</b>							
<b>Faculty productivity</b>							
Student credit hours/FTE faculty	305.9	336.4	333.6	358.0	373.4	Yes	Long-term target met
<b>Other measures</b>							
Experiential learning experience	2,422	2,971	2,998	5,153	5,213	Yes	Long-term target met
Courses using distance learning technology	6.4	23.7	37.0	29.0	33.0	No	37.0
Freshman academic involvement index	33.7	Not available	37.0	33.9	At or above national norms on 7 of 13 subscales	No	All subscales exceed national norms

\*Adjusted since original 2003-05 Accountability Plan was submitted to the HECB.

**EASTERN WASHINGTON UNIVERSITY**

***DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES***

**Student Credit Hours/Full-Time Equivalent Faculty:** A ratio of student credit hours to the number of IPEDS-defined faculty for fall quarter.

**Experiential Learning Experience (previously entitled Internship/Service Learning Experience):** Total number of students taking experientially-based courses including research directed studies, internship, cooperative education and/or service learning credits.

**Courses Using Distance Learning Technology:** The annual number of courses offered by faculty who use the World Wide Web.

**Freshman Academic Involvement Index:** The sample average for the major subscales on the College Student Experience Questionnaire (CSEQ) administered annually to students. This index was redefined in 2002-03 to include freshmen scores on all major subscales of the questionnaire, replacing an earlier approach where only 11 questions out of 176 were used to measure performance.

## THE EVERGREEN STATE COLLEGE

	1996-99 Baseline	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
<b>COMMON MEASURES</b>							
<b>Graduation Efficiency Index</b>							
Freshmen	93.0	93.0	94.0	92.0	91.0	No	94.0
Transfers	90.0	90.0	90.0	90.0	90.0	Yes	90.0
<b>Undergraduate retention (overall)</b>	76%	78%	78%	80%	81%	Yes	80%
<b>Five-year graduation rate</b>	45%	48%	46%	47%	49%	Yes	50%
<b>INSTITUTION- SPECIFIC MEASURES</b>							
<b>Undergraduate retention (freshmen)</b>	65%	70%	75%	71%	74%	No	75%
<b>Faculty productivity</b>							
Life-long learning index, undergrads	31.7	Not available	31.9	31.9	31.7	Yes	Requesting that measure be deleted.
Freshman "Familiarity w/ Computers"	2.28	Not available	2.48	2.01	2.14	No	Proposing replacement with new indicator.
Freshman "Quantitative Thinking"	1.88	Not available	2.08	2.24	2.27	Yes	Proposing replacement with new indicator.
<b>Other measures:</b>							
Retention of students of color, Olympia campus	77%	78%	80%	77%	81%	Yes	80%
Student diversity learning	3.18	Not available	3.49	3.29	3.22	No	Requesting deletion. Proposing replacement with two new indicators.



**THE EVERGREEN STATE COLLEGE*****DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES***

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

**REQUESTING DELETION: Life-Long Learning Index, Undergraduates:** 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 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 has focused on two specific items within this index, specifically improvement reported by freshmen (first-time, first year) students for “familiarity with the use of computers” and “quantitative thinking.” Students rate each learning gain item on a four point scale where 1 = very little progress and 4 = very much progress.

**REQUESTING DELETION: 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).

**PROPOSED NEW MEASURES FOR 2003-05:****Faculty Productivity:**

- Average freshmen rating of skill in “using technology to present work, find information, or solve problems,” and possibly other student survey items related to technology use.
- Average freshmen rating of skill in “understanding and applying quantitative principles and methods.”

**Diversity:**

- Response to two questions on Evergreen student surveys:
  - (1) “understanding cultures” (understanding different philosophies and cultures)
  - (2) “diverse community” (functioning as a responsible member of a diverse community)

## UNIVERSITY OF WASHINGTON

	1996-99 Baseline	1997-00 Performance Average*	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
<b>COMMON MEASURES</b>							
<b>Graduation Efficiency Index</b>							
Freshman	89.6	90.1	93.2	90.5	90.1	No	95.0
Transfers	81.7	82.6	87.0	82.7	82.3	No	90.0
<b>Undergraduate retention (overall)</b>	87.2%	87.3%	92.4%	88.5%	89.2%	No	95.0%
<b>Five-year graduation rate</b>	63.8%	64.4%	65.0%	64.8%	64.0%	No	65.0%
<b>INSTITUTION- SPECIFIC MEASURES</b>							
<b>Faculty productivity</b>							
Enrollment demand satisfied	84.8%	85.5%	89.4%	87.6%	85.9%	No	92.0%
Quality of instruction	93.7%	93.2%	96.9%	94.7%	94.1%	No	98.0%
Research funding/faculty member	\$216,774	\$236,137	No target set	\$269,493	\$309,465	N/A	\$320,000**
Student credit hours/faculty FTE	202.90	202.3	209.50	210.56	207.6	Yes	212.6
<b>Other measures</b>							
# undergrads with intense research involvement	1,122	1,968	775	3,258	3,531	Yes	3,650**
Individualized instruction	4.0%	4.3%	4.6%	4.4%	4.3%	No	4.4%
Public service internships	842	1,721	1535	3,561	3,769	Yes	Long-term target met
% undergrads in faculty research	22.4%	23.5%	23.7%	28.4%	28.4%	Yes	Long-term target met

\*UW calculated performance average one year behind other institutions.

\*\*Adjusted since original 2003-05 plan submitted to the HECB.

## UNIVERSITY OF WASHINGTON

*DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES*

**Enrollment Demand Satisfied:** The proportion of enrollment demand satisfied by offered enrollment space (course openings).

**Quality of Instruction:** Percentage of students evaluating “amount you learned in the course” as “good or better” (3.0 or above on 5 point scale) on standardized course evaluations.

**Research Funding/Faculty Member:** Grants and contracts per full-time equivalent faculty (in nominal dollars).

**Student Credit Hours/Faculty FTE:** Hours at graduate level are multiplied by 1.5 hours, then added to undergraduate hours to create total student credit hours, divided by faculty full-time equivalent.

**Number of Undergraduates with Intense Research Involvement:** Number of students who receive research grants; data provided by Office of Undergraduate Education.

**Individualized Instruction:** This measures one-on-one mentoring opportunities for undergraduates offered by university faculty as the percentage of undergraduate credits taken as individualized instruction.

**Public Service Internships:** The number of undergraduates involved with public service internships. Data provided by Carlson Center For Public Service.

**Percentage of Undergraduates in Faculty Research:** Derived from an annual survey of graduating senior students, which provides a measure of the cumulative research experience over all undergraduate years.

## WASHINGTON STATE UNIVERSITY

	1996-99 Baseline	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
<b>COMMON MEASURES</b>							
<b>Graduation Efficiency Index</b>							
Freshman	90.0	89.8	91.5	89.9	91.3	No	91.5*
Transfers	81.0	81.7	83.6	83.0	84.3	Yes	85.0
<b>Undergraduate retention (overall)</b>	84.4%	86.0%	86.4%	86.1%	86.6%	Yes	88.0%
<b>Five-year graduation rate</b>	53.8%	53.7%	55.9%	53.8%	54.7%	No	56.0%
<b>INSTITUTION- SPECIFIC MEASURES</b>							
<b>Undergraduate retention (freshmen)</b>	83.7%	83.6%	84.7%	82.9%	84.5%	No	85.0%
<b>Faculty productivity</b>							
Student credit hours/FTE faculty	198.5	199.8	207.7	213.6	212.9	Yes	215.0
Individualized enrollment/faculty	3.7	3.5	3.8	3.8	3.9	Yes	4.0
Research and scholarship	80.3%	85.0%	Long- term target met	84.4%	87.6%	N/A	Long-term target met
<b>Other measures: technology for learning</b>							
Distance student credit hours	24,204	40,930	Long- term target met	47,306	48,189	N/A	Long-term target met
Degree programs via distance	6	10	12	11	11	No	12
Reengineered courses	131	586	*	758	820	N/A	Long-term target met
Classrooms with technology	51.4%	67.6%	70.0%	72.9%	78.3%	Yes	80.0%

\*Adjusted since original 2003-05 plan submitted to HECB.

**WASHINGTON STATE UNIVERSITY*****DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES***

**Undergraduate Retention (freshmen):** In order to better manage its efforts, WSU has set a target for freshman retention rather than for overall retention, while continuing to report overall retention as well.

**Student Credit Hours/FTE Faculty:** Number of credit hours generated per instructional faculty FTE. (This measure tends to rise and fall with the size of the freshman/sophomore classes.)

**Individualized Enrollment/Faculty:** Measures the amount of work faculty do with students in the form of supervising undergraduate research, internships, senior theses, private lessons, and independent studies. (This measure tends to rise and fall with the size of the junior/senior classes.)

**Research and Scholarship:** Percentage of faculty completing the expected amount and type of scholarship during the past year, based on each college's definition of what constitutes scholarly work in that field.

**Distance Student Credit Hours:** Credit hours earned through interactive video courses, pre-recorded video courses, online courses and multiple mode courses.

**Degree Programs via Distance:** Number of different degree programs offered entirely at a distance, through electronic media such as interactive video, online courses, etc.

**Reengineered Courses:** Number of courses taught "primarily" by electronic means, including WHETS, online, e-mail, videoconference, etc.

**Classrooms with Technology:** Percentage of university classrooms equipped to support technology-intensive teaching.

## WESTERN WASHINGTON UNIVERSITY

	1996-99 Baseline	1998-01 Performance Average	2001- 03 Target	2001-02 Performance	2002-03 Performance	2001- 03 Target Met?	2003-05 Proposed Target
<b>COMMON MEASURES</b>							
<b>Graduation Efficiency Index</b>							
Freshman	86.6	87.0	87.0	86.9	86.8	No	88.0
Transfers	80.5	80.7	82.0	79.5	80.0	No	82.0
<b>Undergraduate retention (overall)</b>	85.5%	85.7%	86.0%	88.4%	87.9%	Yes	86.0%
<b>Five-year graduation rate (freshmen)</b>	54.0%	54.1%	54.0%	54.5%	56.2%	Yes	55.0%
<b>INSTITUTION- SPECIFIC MEASURES</b>							
Undergrad retention (frosh to soph)	80.3%	79.7%	82.0%	81.1%	83.7%	Yes	82.0%
5-year minority graduation rate	38.4%	41.3%	39.0%	41.1%	48.0%	Yes	42.0%
Transfers graduating with a B.S. in science (grad efficiency)	71.3	71.8	74.0	70.7	72.2	No	74.0
<b>Faculty productivity</b>							
Individualized credit/FTE student	1.43	1.56	1.50	1.64	1.61	Yes	1.52
SCH/undergrad FTE in writing courses	2.10	2.17	2.25	Unavailable	2.17	No	2.30
<b>Other</b>							
Hours scheduled in computer labs	22.4	24.0	25.0	22.8	22.2	No	25.0
Departments adopting advising model	0%	44.2%	75.0%	78.0%	98.0%	Yes	98.0%

## WESTERN WASHINGTON UNIVERSITY

*DESCRIPTION OF INSTITUTION-SPECIFIC MEASURES*

**Undergraduate Retention:** The percentage of freshmen who return for their sophomore year.

**Five-Year Minority Graduation Rate:** The percentage of minority students who graduate within five years.

**Transfers Graduating with a B.S. in Science:** Credits required for a B.S. in Science minus transfer credits, divided by credits attempted.

**Individualized Credit/FTE Student:** Measures the number of credits generated per full-time equivalent student through individual instructional activities, including internships, work on faculty research projects, and other one-on-one activities.

**Student Credit Hours/Undergraduate FTE in Writing Courses:** Student credit hours per undergraduate FTE in courses designated as principally or specifically writing based.

**Hours Scheduled in Computer Labs:** Measures the number of student hours scheduled in university or departmental computer labs per full-time equivalent undergraduate.

**Departments Adopting Advising Model:** Measures the proportion of Western's academic departments that have fully implemented all elements of Western's Departmental Advising Model. Components: (a) a clearly defined departmental advising program, with advisor, location, hours, etc., easily accessible and known; (b) a departmental advising Web page fully operational, based on the established template and criteria; (c) provision of an individualized, written plan of study to each student upon declaration of the major; (d) sponsorship of at least one event annually to help pre-majors decide on a major; and (e) sponsorship of at least one event annually to help advanced majors in the department explore career and graduate school options.

**SECTION III:  
COMMENTS ON INSTITUTIONAL PERFORMANCE  
AND STRATEGIES PLANNED FOR 2003-05**

**Central Washington University**

Graduation efficiency, as measured by the graduation efficiency index, is under review to ensure more consistent calculation and reporting. While the university is reluctant to restrict enrollment in courses that students take for personal interest and that may lengthen time to degree (e.g., computer and information technology, personal finance), the institution is working hard to improve the response to unmet student demand for courses, hoping that this will improve efficient completion of degrees.

CWU has set a new target for undergraduate retention (82.2%) that is lower than the target for the 2001-03 biennium (84.0%), based on 1998-2001 performance of 81.8%. Similarly, the 2003-05 goal (44.3%) for five-year graduation rates is lower than that set for 2001-03 (45%), based on 1998-2001 performance of 43.3%. However, CWU expects rates to pick up somewhat with academically talented freshmen classes and the development of new retention programs.

The university expects to continue to monitor new programs for compliance with the requirement for explicit expected learning outcomes, keeping its compliance rate at 100%. Faculty participation rates in formal mentoring programs have remained flat, due to revenue shortfalls which limit resources available for those programs. Nevertheless, a committed core of faculty retains strong enthusiasm for these programs. The university is seeking external funds to expand some of these programs, which it hopes will accelerate rates of participation. Enrollment pressures have driven up the student/faculty FTE ratio, and this trend is expected to continue.

The university expects the rate of major declaration of transfer students to rise as advising continues to improve. While 2002-03 data show a significant increase in this measure (from 80.9% in 2001-02 to 88.4% in 2002-03), CWU has developed its target of 86% based on a 1998-2001 three-year average (82.2%).

The minority student graduation rate has increased, and the university has regularly analyzed assessment results to identify any special problems minority students face. Internship participation rates have been rising because CWU's faculty and deans are constantly searching for internship opportunities for students. However, CWU notes that the national trend in a weak economy is toward declining participation in internship programs by employers. Thus, CWU's goal for internship participation for 2003-05 is set at 7.8%, lower than the 8% goal for the 2001-03 biennium which was not achieved.

In the coming biennium, CWU will continue its current accountability initiatives and implement new ones as resources permit. Retention, graduation, and graduation efficiency will continue to be the focus of considerable effort. CWU is implementing a program to target students with high credit totals for special advising, and has plans for its "Retention Action Team" to introduce a



new survey intended to identify at-risk students, and to devote attention to minority students in particular in order to better address their unique needs. Finally, a long-term research project is planned to give the university a better understanding of students' academic and personal development.

CWU proposes to retain the same set of measures for the coming biennium, with three qualifications. First, the goals for graduation efficiency will be based on incremental improvements from the 1998-2001 three-year performance average. As the university continues to work on the methodology used to calculate this measure, it will be better able to predict goals for the future. Second, CWU proposes to limit the data for transfer declaration of majors to Washington community college transfer students, who comprise the largest pool of transfer students to the university. Limiting the data this way will produce a more homogenous pool for comparison. Third, the university recognizes that the minority graduation rate as it now stands (minority graduates/fall minority enrollment) is a questionable indicator because fluctuations in the denominator will cause the indicator to vary in ways not indicative of minority graduation. CWU is exploring alternative indicators. In the meantime, CWU is proposing a target of 25% for this indicator, which is the original long-term goal.

### **Eastern Washington University**

Eastern is setting its target for freshmen graduation efficiency at 95%, the same as the Legislature's long-term goal. However, EWU is reducing its goal for transfer graduation efficiency, in light of 1998-2001 performance. The target for undergraduate retention has been increased to 90% from 89.2% in 2001-03, while the five-year graduation rate target, given a 1999-2001 average performance of 37.4%, has been reduced by four percentage points since 2001-03, from 49% to 45%.

EWU plans several new strategies for 2003-05 related to graduation efficiency, graduation, and retention, including:

- Revisiting methodology for calculating the Graduation Efficiency Index (GEI)
- Completing an analysis of GEI results and communicating those results to Academic Affairs
- Completing further work to devise major-specific plans to increase the GEI in identified problem areas
- Conducting retention trend analysis, identifying specific groups at risk for attrition and beginning population-specific intervention groups
- Completing and disseminating an internal analysis of freshmen graduation rates, student course-taking behavior, and the major declaration process
- Completing a program review that focuses on internal program inefficiencies

The university's performance in student credit hours per faculty FTE, and in the number of students taking experientially based courses, has remained strong, and the institution plans to maintain their current performance levels for these measures. New internship opportunities may be identified for newer programs of study (e.g., Cyber-Security, Software Engineering Technology).

Eastern plans to retain its 2001-03 goal of 37 courses using distance learning technology, continuing to convert correspondence courses to Internet-based, and exploring new market areas and development of new courses for Internet delivery.

The focus of the freshman academic involvement index measure has been changed to using results for the full survey instrument rather than a small subset of questions. The 2003-05 goal for this measure is to exceed national norms on all subscales of the survey.

### **The Evergreen State College**

Evergreen plans to maintain its 2001-03 goals for 2003-05 for the following indicators:

- Graduation efficiency (freshmen and transfers)
- Undergraduate retention (freshmen)
- Retention of students of color (Olympia campus)

A two percent increase in performance (from 78% to 80%) is proposed for overall undergraduate retention, and a four percent increase in the five-year graduation rate (from 46% to 50%) is proposed.

Always a strong performer in graduation efficiency, Evergreen has shown especially strong gains in undergraduate retention for freshmen (from 70% in 1998-2001 to 74% in 2002-03), and in retention of students of color (from 78% in 1998-2001 to 81% in 2002-03).

Evergreen plans to continue to improve articulation and transfer with community colleges through college-to-college meetings, and by analyzing student transfer data to provide additional insights on student pathways to earning bachelor's degrees. In addition, Academic Advising plans a new structure for its peer advisor program, to include more outreach activities.

The college proposes to replace several of its indicators with new ones that more accurately reflect student learning gains, as follows:

- The life-long learning index for undergraduates will be deleted.
- Freshmen "familiarity with computers" will be replaced with the average freshmen rating of skill in "using technology to present work, find information, or solve problems." Evergreen is also considering adding items from other student survey items related to technology use.
- Freshmen "quantitative thinking" will be replaced with the average freshmen rating of skill in "understanding and applying quantitative principles and methods."

Evergreen has hired a new director of its Quantitative Reasoning Center, with ambitious goals to recruit and train a diverse group of tutors, modify the math program, integrate quantitative reasoning into the curriculum by meeting with math and science faculty, and initiate campus-wide discussions on quantitative reasoning and quantitative literacy.

Evergreen proposes a revision of its diversity indicators as follows:

- “Student diversity learning” will be replaced with responses to questions from two Evergreen surveys:
  - “understanding different philosophies and cultures”
  - “functioning as a responsible member of a diverse community”

As in the past, Evergreen will continue its efforts at improving retention efforts focused on students of color, to coordinate events celebrating culture, heritage, and community, and to promote individualized advising, counseling and support services.

### **University of Washington**

The UW has projected ambitious goals for graduation efficiency (95% for freshmen; 90% for transfers), undergraduate retention (95%), and five year-graduation rates (65%) that meet the original long-term goals set by the Legislature for accountability.

Advising, especially outreach, has been increased and renewed attention to a rule requiring students to file graduation plans has begun with the creation of a Task Force on Academic Progress. Beginning fall 2003, every freshman will have a faculty adviser and a new freshmen registration process will be implemented to emphasize preparation and use of an academic coursework plan. The UW will continue to focus on transfer students and articulation with community colleges.

Faculty productivity at the UW, while not meeting all goals set in 2001-03, has increased since 1997-2000 and the UW continues to set ambitious goals in this area.

The percentage of undergraduates involved in faculty research has steadily increased over time, from 22.4% (1996-99 baseline) to 28.4% in 2002-03. During 2002-03, 3,531 undergraduates were involved in research, and 3,769 students (compared to 842 in 1996-99) participated in public service internships. The UW’s goal for individualized instruction (4.6% in 2001-03) has not been met and has therefore been scaled down to 4.4% for 2003-05. The UW plans to continue its work to integrate undergraduate education, research, and public service by giving students as many experiences as possible that encourage love of learning, effective teamwork, and writing skills; emphasizing the points of intersection between research and education beyond the classroom; making good on the UW’s responsibility to educate for citizenship; and helping students to find paid work that enhances, rather than detracts from their studies.

## Washington State University

WSU has set its most challenging targets for five-year graduation rates (56%, compared to 1998-2001 performance of 53.7%), graduation efficiency (transfers) (85%, compared to 81.7% performance in 1998-2001), freshmen undergraduate retention (91.5%, compared to 1998-2001 performance of 83.6%), and “Classrooms with Technology,” where an increase of 10% (over the 70% target set in 2001-03) is projected.

A strategic plan has been implemented to guide the work of the university in the immediate future. Ongoing implementation teams and regular reports will ensure focused efforts. The university also plans to institute appropriate incentives in order to engage the university community.

WSU’s strategic plan is available at <http://www.wsu.edu/StrategicPlanning/published-plan.pdf>. The overall goal of the plan is to “Offer the Best Experience in a Research University.” Sub-goals associated with the main goal are listed in detail, establishing high expectations for students and faculty and focusing on recruiting the best students. Work to more fully integrate diverse students and scholars within the university community is planned, as is continual improvement of program offerings and their delivery.

A new Student Academic Progress Task Force will focus on developing policies to ensure that students complete their degree or certificate programs in a timely manner, and it is anticipated that the strategies devised by this group may assist toward progress on all of the state efficiency measures.

WSU reaffirms that “student learning is a central mission of the institution, and we are committed to assessing and improving our success in generating that outcome.”

## Western Washington University

Freshmen graduation efficiency has remained flat for WWU and so a modest increase of one percent over the 2001-03 goal of 87% is planned. The goal for transfer graduation efficiency remains unchanged since 2001-03 at 82%, but represents a significant increase in performance (2 percentage points over last year) if attained.

Overall undergraduate retention goals for Western are set at 86%, long-term unchanged since 2001-03. WWU believes this is a realistic goal, since retention rates are approaching a ceiling that cannot be significantly altered without adverse consequences. For example, some students leave Western for temporary leaves of absence, or leave because they had always intended to transfer to professional programs not offered at Western.

Western set its goal for five-year graduation rates at 55%, which is the long-term goal set by the Legislature for comprehensive institutions and a one percent increase over Western’s 2001-03 goal.

Western is actively addressing freshmen to sophomore retention through changes to first-year curriculum and its impact on academic engagement. The 2003-05 goal of 82% remains unchanged from 2001-03, given a slight decline in institution selectivity and recent reforms to general education curriculum.

Five-year minority graduation rates, which spiked in 2002-03 at 48%, are projected at 42% for the 2003-05 biennium overall, since past performance for 1998-2001 averaged at 41.3%.

Graduation efficiency for transfers with a bachelor's in science is set at 74%, the same as 2001-03, but an increase of almost two percentage points since 1998-2001.

Individualized credit per FTE student, a goal related to faculty productivity, remains important to WWU but is very expensive in terms of faculty time. Therefore, it is anticipated that the number of internships, independent study options, and student-faculty research projects will decline.

The number of student credit hours devoted to specialized writing courses has not reached original goals, but WWU plans to implement an additional writing course and therefore has projected an increase over 2001-03 goals.

The hours Western students are instructed in computer labs has exceeded expectations, and is now close to the most desirable level for Western. Therefore, the target is presented as an estimate of 25 hours, unchanged from the 2001-03 goal.

The proportion of departments adopting Western's "departmental advising model" has increased substantially, from 44.2% in 1998-2001 to 98% in 2002-03. Western proposes a 2003-05 goal of 98% to account for lags in implementation, and because if the goal were set at 100% it would be inappropriate for some small departments.

In 2003-05, Western will focus on large-scale changes stimulated by assessment and accountability findings. The largest of these change efforts targets the general education program and first-year experience, the second focuses on advising of lower-division students who have not declared a major.

WWU's Academic Coordinating Committee is now considering a proposed model that will reduce the number of required general education credits from 87 to 60. A detailed synopsis of expected learning outcomes may be part of the new general education curriculum. Faculty and students have worked on redesigning syllabi to better articulate these learning outcomes, develop strategies for assessment, and consider methods for incorporating outcomes assessment into general education courses. If these proposals are adopted, they are expected to increase graduation efficiency, undergraduate retention (especially freshmen to sophomore), and the five-year graduation rate.

Other efforts to improve the first-year experience of WWU freshmen are underway, including the Teaching and Learning Academy, which includes faculty, students, administrators, and student support professionals who promote dialogue and work on educating the campus community about student learning experiences.

Western is now significantly upgrading advising efforts, targeted at requirements for students to declare a major by no later than their mid-junior year. Lower-division advising is also being overhauled. A new Assistant Vice President of Academic Support Services has been hired to focus on a strategic plan for lower-division advising, which will continue throughout the upcoming biennium.

In addition, Western will undertake smaller initiatives to facilitate efficient transfer to Western and to retain and graduate students of minority background. It is expected that all of the efforts described here will result in a lasting impact on both the quality of students' experiences at Western and the accountability measures associated with that quality.