

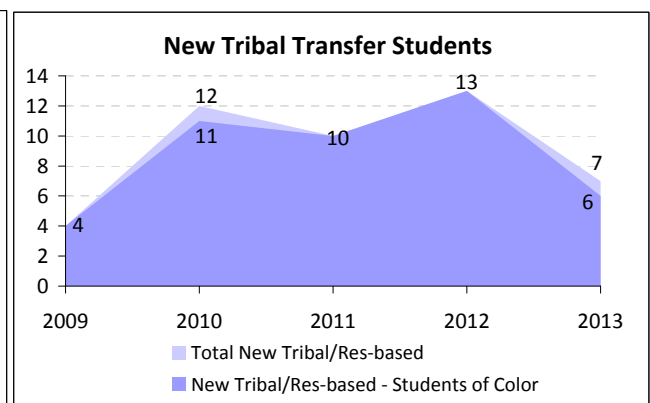
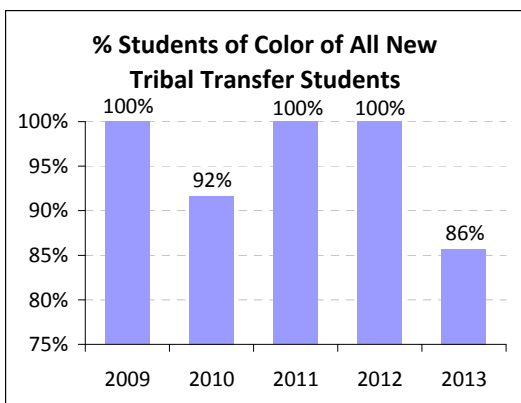
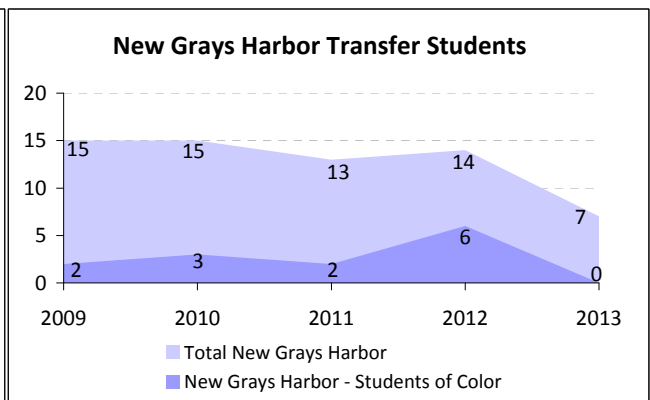
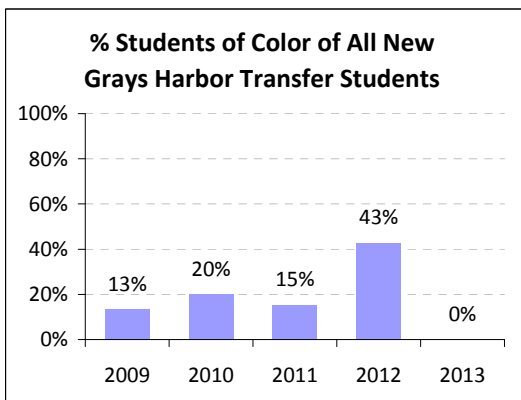
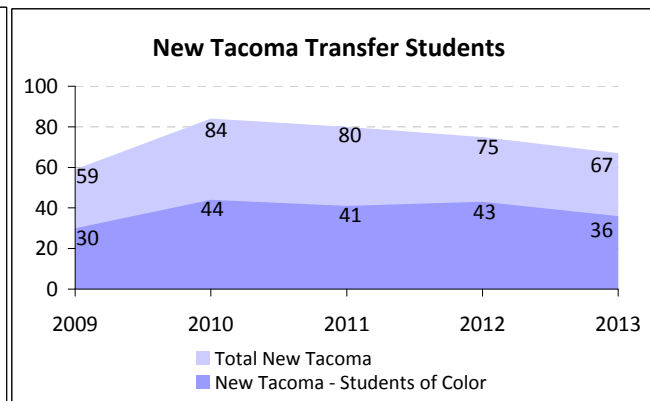
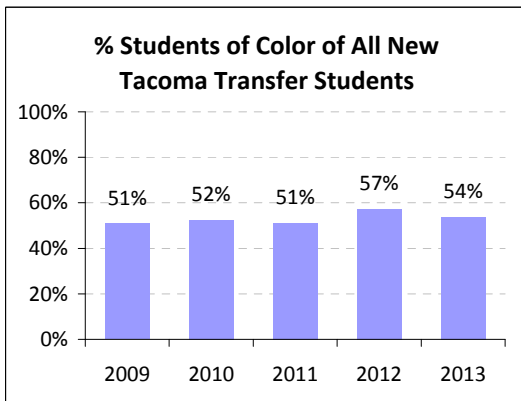
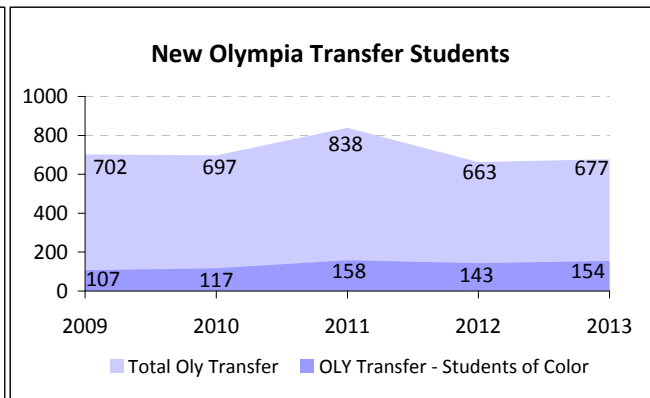
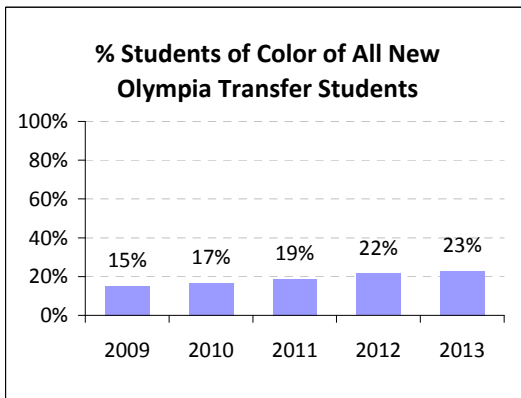
Evergreen Diversity Indicators: AY 2013-14 Update

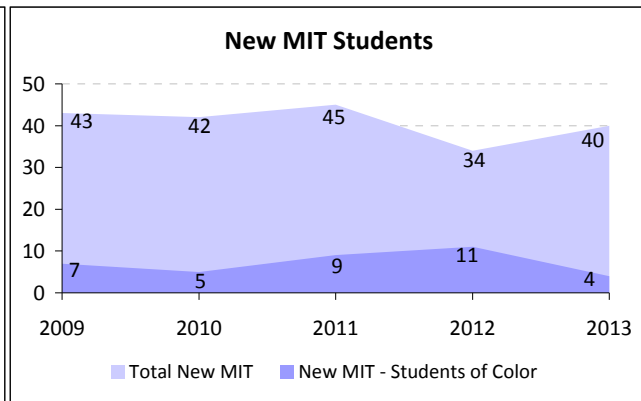
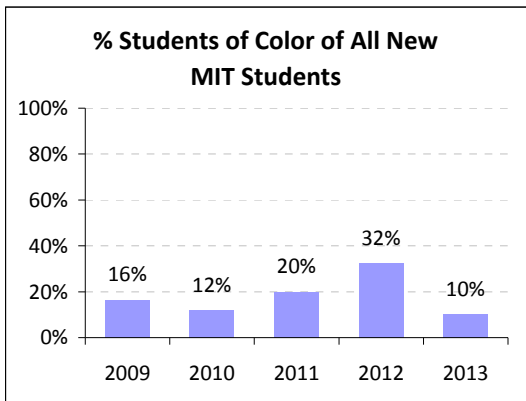
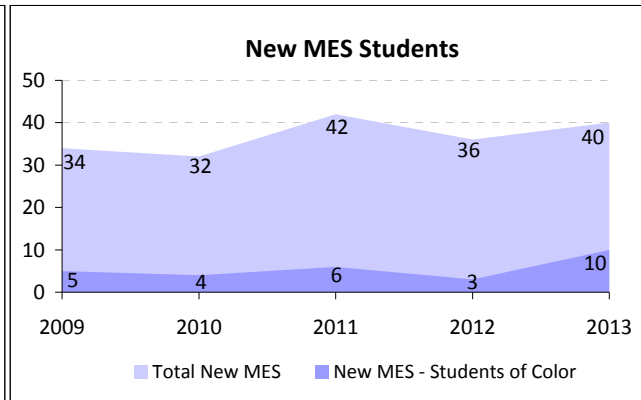
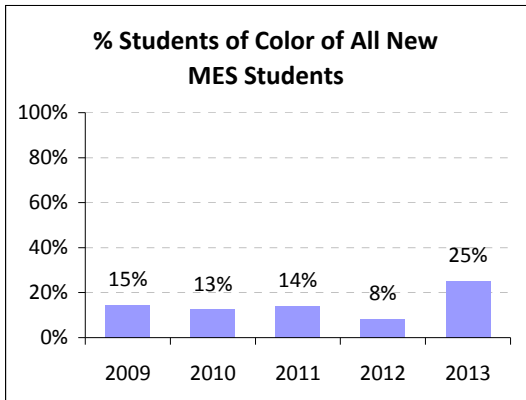
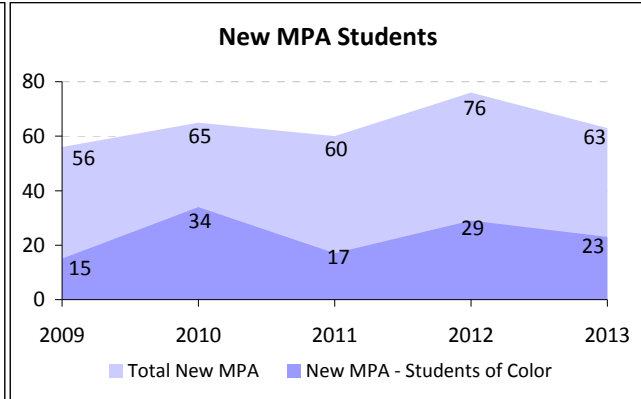
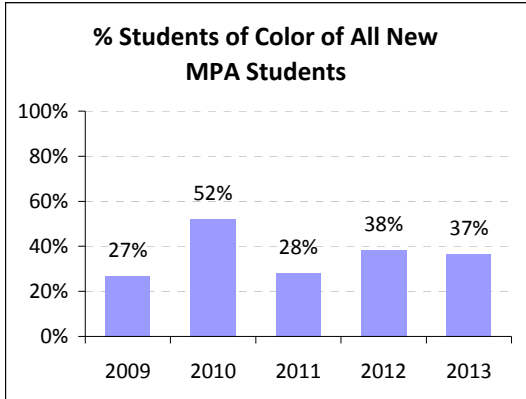
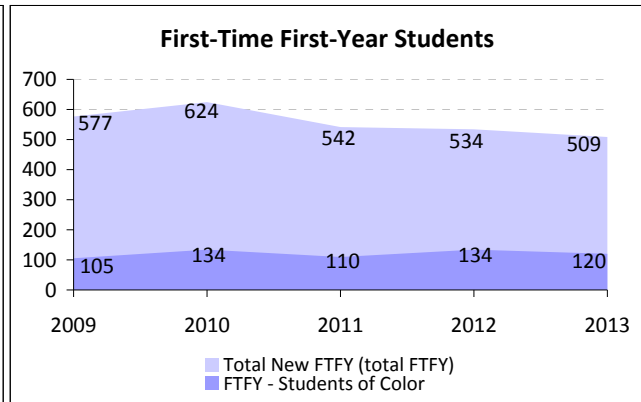
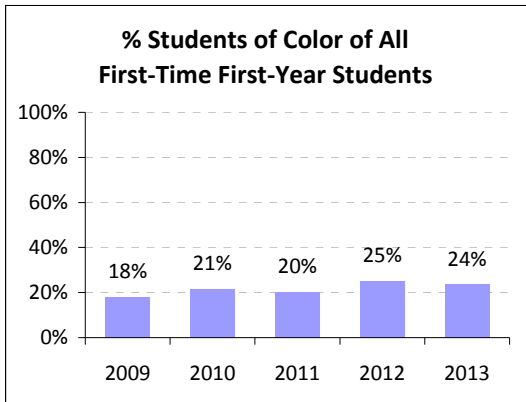
Developed by the Diversity and Equity Standing Committee in 2008-09

Diversity and Equity Standing Committee

Diversity Indicators: Recruitment

Diversity and Equity Committee performance reporting year	2009-10	2010-11	2011-12	2012-13	2013-14
	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
STUDENT RECRUITMENT—Students of Color					
% of new transfer students were students of color (Olympia)	15%	17%	19%	22%	23%
total transfer students of color headcount (Olympia)	107	117	158	143	154
% of new transfer students were students of color (Tacoma)	51%	52%	51%	57%	54%
total transfer students of color headcount (Tacoma)	30	44	41	43	36
% of new transfer students were students of color (Grays Harbor)	13%	20%	15%	43%	0%
total transfer students of color headcount (Grays Harbor)	2	3	2	6	0
% of new transfer students were students of color (Tribal/Reservation-based)	100%	92%	100%	100%	86%
total transfer students of color headcount (Tribal/Reservation-based)	4	11	10	13	6
% of first-time, first-year students were students of color (Olympia)	18%	21%	20%	25%	24%
total first-time, first-year students of color headcount (Olympia)	105	134	110	134	120
% of new students were students of color (Master of Public Administration)	27%	52%	28%	38%	37%
total MPA new students of color headcount	15	34	17	29	23
% of new students were students of color (Master of Environmental Studies)	15%	13%	14%	8%	25%
total MES new students of color headcount	5	4	6	3	10
% of new students were students of color (Master in Teaching)	16%	12%	20%	32%	10%
total MiT new students of color headcount	7	5	9	11	4
% of new students were students of color (Master of Education)	18%	20%			
total M.Ed. new students of color headcount	3	2			

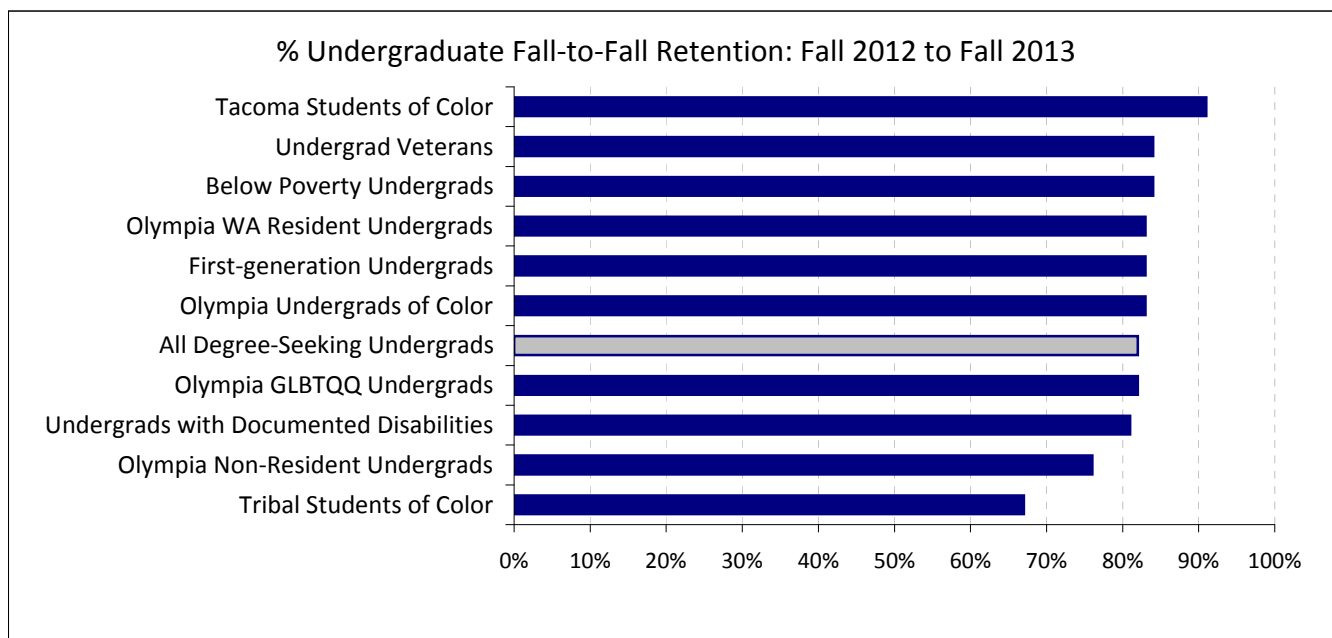




Diversity and Equity Standing Committee

Diversity Indicators: Retention

Diversity and Equity Committee performance reporting year	2009-10	2010-11	2011-12	2012-13	2013-14
STUDENT FALL-TO-FALL RETENTION RATES	F08-F09	F09-F10	F10-F11	F11-F12	F12-F13
<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	81	81	82
% First-generation Undergraduates	80	82	82	81	83
% Below Federal Poverty Undergraduates	84	84	83	82	84
% Undergraduates with documented disabilities	81	82	75	79	81
% Undergraduate Veterans	88	92	75	84	84
% Students of color (Olympia -Undergraduate)	79	80	79	79	83
% Students of color (Tacoma)	86	88	87	88	91
% Students of color (Tribal)	70	86	73	67	67
% Washington Residents (Olympia -Undergraduate)	83	82	82	82	83
% Non-residents (Olympia - Undergraduate)	75	76	76	78	76
% GLBTQQ (Olympia - Undergraduate)	89	87	80	79	82
<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	83	89	87	87	87
% Degree-seeking Graduate Students of color	89	90	81	87	81



Diversity and Equity Standing Committee

Diversity Indicators: Student Learning and Campus Climate

Diversity and Equity Committee performance reporting year	2009-10	2010-11	2011-12	2012-13	2013-14
<u>EVERGREEN STUDENT EXPERIENCE SURVEY</u>	ESES 2008		ESES 2011		ESES 2013
% Olympia undergrads who think diversity is important to learning (comparison point)	72		66		74
% of white students who think diversity is important to learning (Oly UG)	70		61		71
% of those who are not GLBTQQ (sexual/gender orientation minority) who think diversity is important to learning (Oly UG)	70		61		71
<u>NATIONAL SURVEY OF STUDENT ENGAGEMENT</u>	NSSE 2009	NSSE 2010	No NSSE in 11	NSSE 2012	No NSSE in 13
% first-year students having frequent serious conversations with students of a different race or ethnicity	66	69		74	
% seniors having frequent serious conversations with students of a different race or ethnicity	67	59		65	
% first-year students having frequent conversations with students with very different religious beliefs, political opinions, or personal values	69	68		73	
% seniors report having frequent conversations with students with very different religious beliefs, political opinions, or personal values	71	62		69	
% first-year students report that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds	76	71		81	
% seniors report that campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds	67	74		72	
<u>CURRICULUM: PROGRAMS ADDRESS OPPRESSION, PRIVILEGE, AND DIFFERENCE</u>					
Diversity and Equity Committee performance reporting year	2009-10	2010-11	2011-12	2012-13	2013-14
<u>END-OF-PROGRAM REVIEW</u>	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13
% of All Undergraduate Programs that addressed oppression, privilege, and difference	81%	78%	78%	82%	75%
% of First-year (Core) programs	84%	83%	67%		100%
% of Lower-division programs (FR-SO)					64%
% of All-level programs (FR-SR)					79%
% of Sophomore-Senior programs					62%
% of Upper Division programs (JR-SR)					88%
	Alumni 2008		Alumni 2010		Alumni 2012
% of alumni indicated satisfied or very satisfied with respect shown for different or opposing viewpoints	80		84		83
% 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		83		81

Diversity and Equity Standing Committee

Diversity Indicators: Degrees Awarded, Faculty and Staff

Diversity and Equity Committee performance reporting year	2009-10	2010-11	2011-12	2012-13	2013-14
<u>DEGREES AWARDED</u>	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13
Total Bachelor of Arts	957	985	1041	1040	1020
% BA awarded to students of color	18%	21%	19%	22%	25%
% BA awarded to first-generation students	25%	28%	32%	35%	35%
% BA awarded to students with disabilities	7%	7%	7%	7%	8%
% BA awarded to Pell grant recipients	47%	48%	47%	50%	55%
Total Bachelor of Science & dual BA/BS	129	166	208	188	194
% BS/BAS awarded to students of color	9%	13%	15%	11%	13%
% BS/BAS awarded to first-generation students	19%	27%	28%	31%	28%
% BS/BAS awarded to students with disabilities (documented)	5%	4%	6%	10%	10%
% BS/BAS awarded to Pell grant recipients	49%	52%	50%	54%	49%
Total Master of Environmental Study degrees	24	21	27	35	35
% MES awarded to students of color	4%	19%	11%	11%	17%
Total Master in Teaching degrees	34	29	36	40	29
% MIT awarded to students of color	9%	3%	17%	13%	17%
Total Master of Public Administration degrees	40	54	56	58	45
% MPA awarded to students of color	33%	35%	21%	47%	33%
Total Master of Education degrees		23	13	9	
% MED awarded to students of color		13%	15%	22%	
Diversity and Equity Committee performance reporting year	2009-10	2010-11	2011-12	2012-13	2013-14
<u>FACULTY & STAFF</u>	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
% Faculty of color (instructional faculty)	26	25	23	23	TBD
% Staff of color	26	24	23	23	TBD
% Faculty with reported disabilities	5	5	4	3	TBD
% Staff with reported disabilities	9	7	8	6	TBD
% Faculty veterans	5	4	4	3	TBD
% Staff veterans	9	9	8	9	TBD