

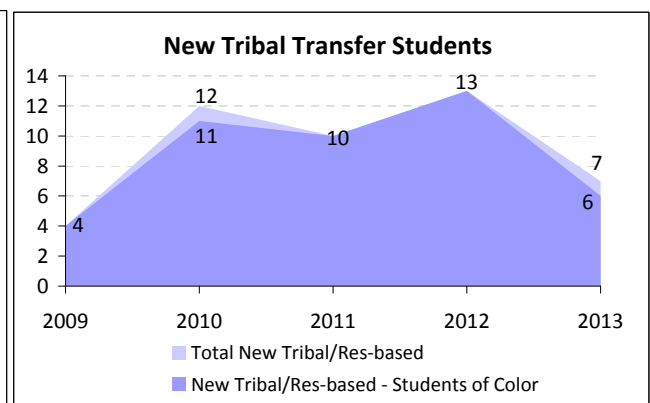
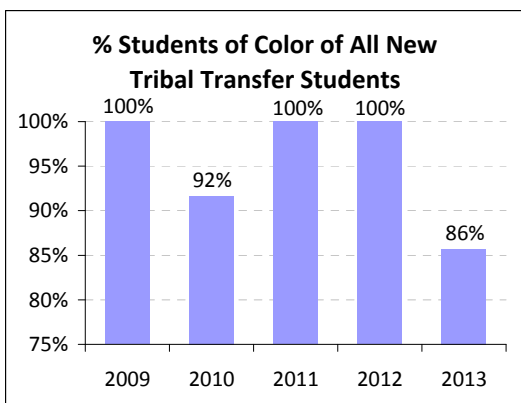
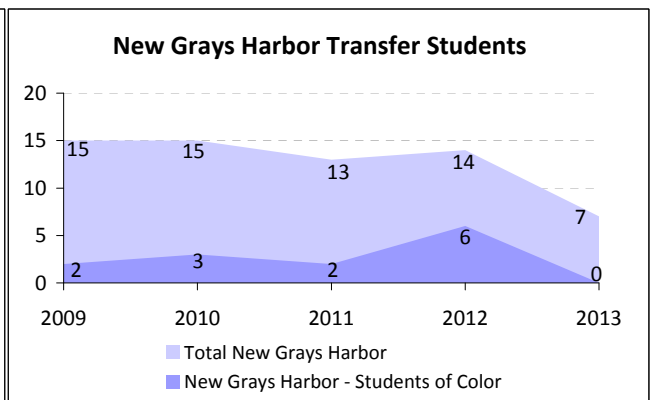
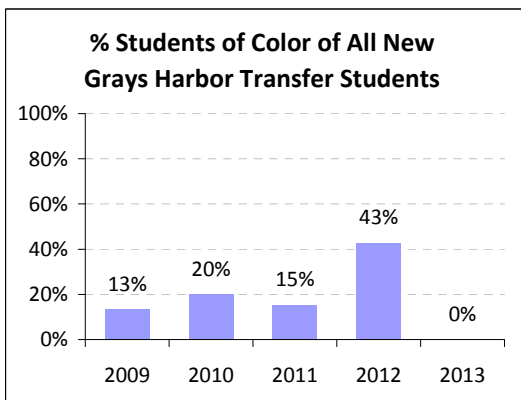
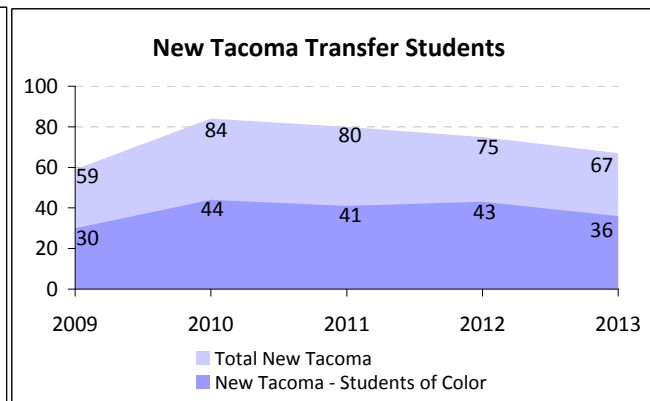
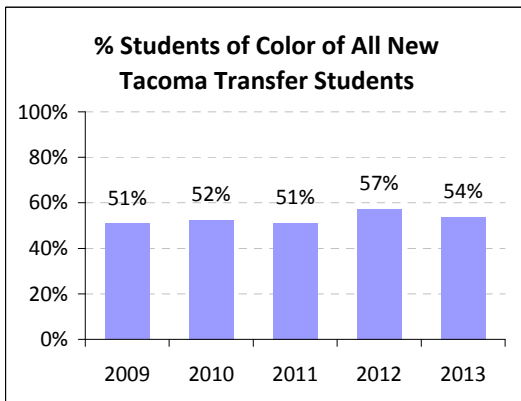
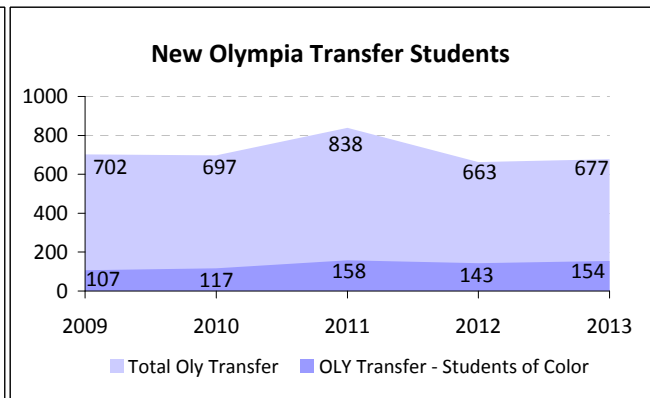
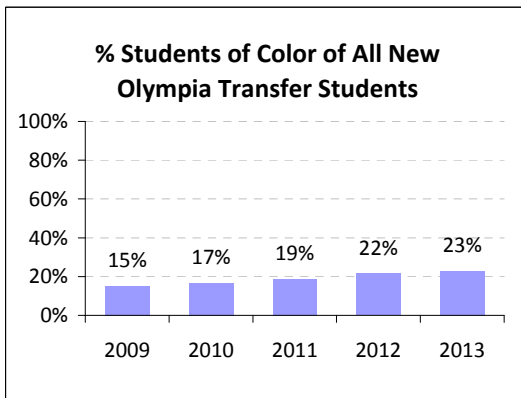
## Evergreen Diversity Indicators: AY 2013-14 Update

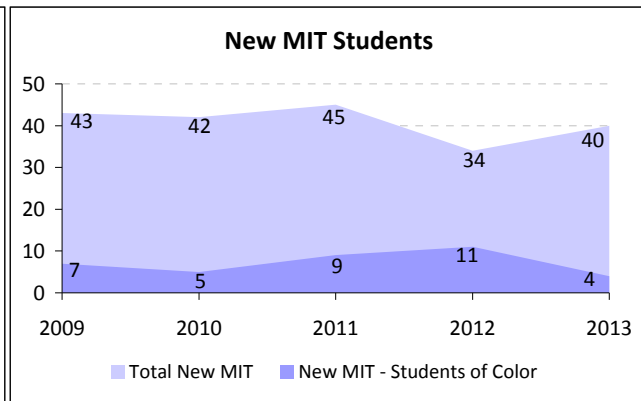
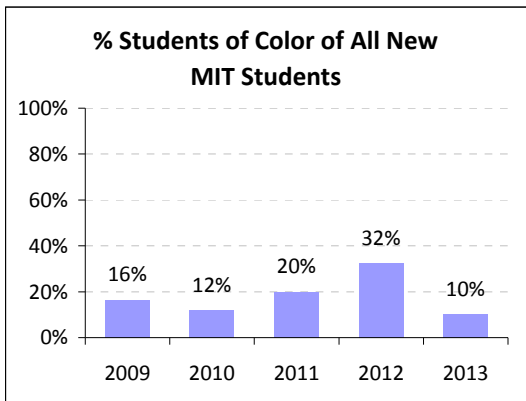
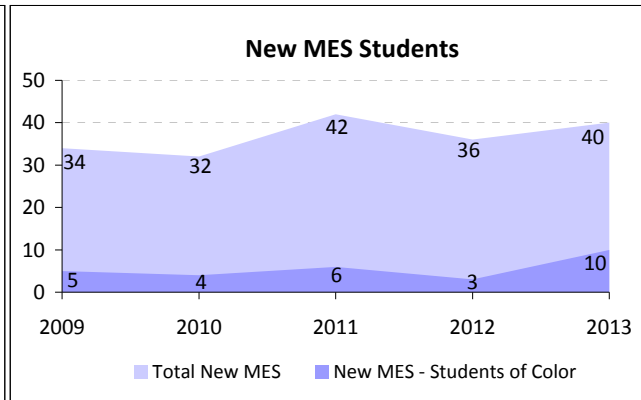
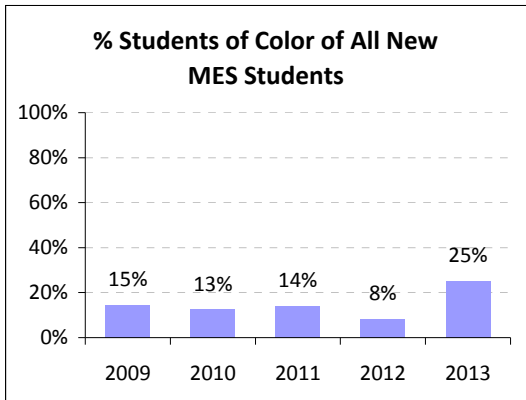
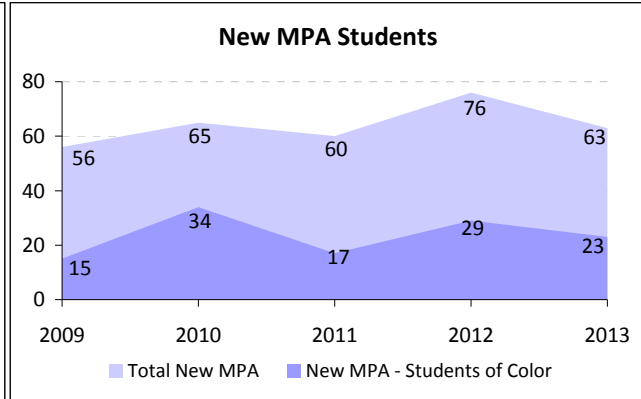
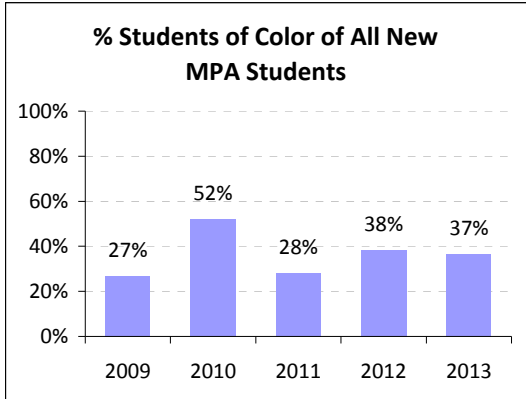
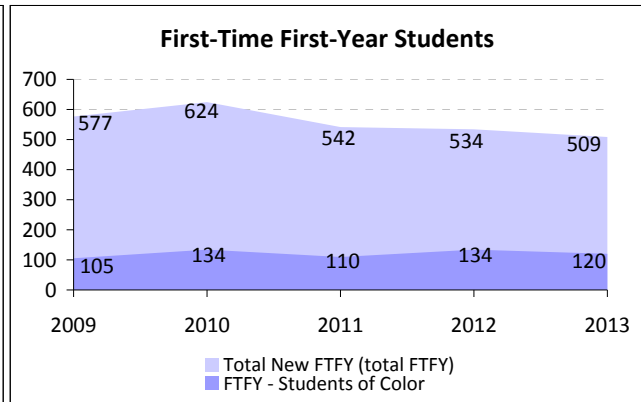
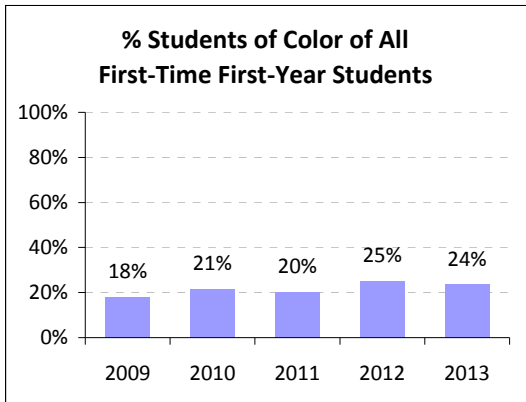
Developed by the Diversity and Equity Standing Committee in 2008-09

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

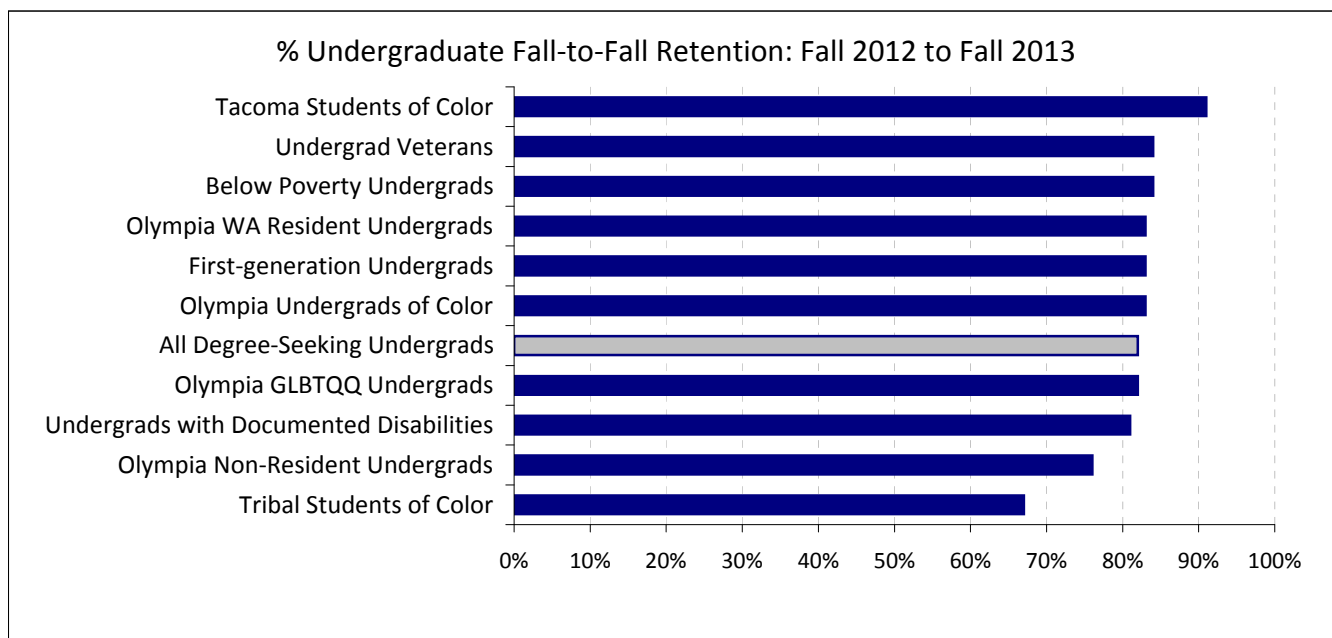




## Diversity and Equity Standing Committee

### Diversity Indicators: Retention

Diversity and Equity Committee performance reporting year	2009-10	2010-11	2011-12	2012-13	2013-14
<b>STUDENT FALL-TO-FALL RETENTION RATES</b>	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>					
<b>% All Degree-seeking Undergraduate Students</b>	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>					
<b>% All Degree-seeking Graduate Students</b>	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
<b><u>EVERGREEN STUDENT EXPERIENCE SURVEY</u></b>	ESES 2008		ESES 2011		ESES 2013
% Olympia undergrads who think diversity is important to learning (comparison point)	72		66		74
% of <b>white students</b> who think diversity is important to learning (Oly UG)	70		61		71
% of those who are <b>not GLBTQQ</b> (sexual/gender orientation minority) who think diversity is important to learning (Oly UG)	70		61		71
<b><u>NATIONAL SURVEY OF STUDENT ENGAGEMENT</u></b>	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	
<b><u>CURRICULUM: PROGRAMS ADDRESS OPPRESSION, PRIVILEGE, AND DIFFERENCE</u></b>					
Diversity and Equity Committee performance reporting year	2009-10	2010-11	2011-12	2012-13	2013-14
<b><u>END-OF-PROGRAM REVIEW</u></b>	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%
<b><u>ALUMNI OUTCOMES (source: One-year Alumni Surveys)</u></b>	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
<b><u>DEGREES AWARDED</u></b>	AY 08-09	AY 09-10	AY 10-11	AY 11-12	AY 12-13
<b>Total Bachelor of Arts</b>	<b>957</b>	<b>985</b>	<b>1041</b>	<b>1040</b>	<b>1020</b>
% 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%
<b>Total Bachelor of Science &amp; dual BA/BS</b>	<b>129</b>	<b>166</b>	<b>208</b>	<b>188</b>	<b>194</b>
% 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%
<b>Total Master of Environmental Study degrees</b>	<b>24</b>	<b>21</b>	<b>27</b>	<b>35</b>	<b>35</b>
% MES awarded to students of color	4%	19%	11%	11%	17%
<b>Total Master in Teaching degrees</b>	<b>34</b>	<b>29</b>	<b>36</b>	<b>40</b>	<b>29</b>
% MIT awarded to students of color	9%	3%	17%	13%	17%
<b>Total Master of Public Administration degrees</b>	<b>40</b>	<b>54</b>	<b>56</b>	<b>58</b>	<b>45</b>
% MPA awarded to students of color	33%	35%	21%	47%	33%
<b>Total Master of Education degrees</b>		<b>23</b>	<b>13</b>	<b>9</b>	
% MED awarded to students of color		13%	15%	22%	
<b>Diversity and Equity Committee performance reporting year</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b><u>FACULTY &amp; STAFF</u></b>	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