

University of Washington					
<i>Common Measures</i>	1995-1996 Performance	1997-1998 Performance	1998-1999 Performance	1999-2000 Performance	1999-2000 Target
Graduation Efficiency Index					
a. Freshmen	89.1	89.4	90.3	90.5	90.69
b. Transfers	80.4	81.4	83.3	83.1	82.99
Undergraduate Retention (Overall)	86.7%	87.4%	87.4%	87.0%	88.94%
5-Year Freshman Graduate Rate	61.7%	63.9%	65.8%	63.5%	64.3%
<i>Institution-Specific Measures</i>					
Faculty Productivity					
a. Enrollment Demand Satisfied	83.5%	86.0%	84.78%	85.8%	85.80%
b. Quality of Instruction	94.5%	93.7%	92.9%	93.0%	95.45%
c. Research Funding/Faculty Member	\$197,948	\$213,530	\$238,845	\$256,036	\$215,000
d. Student Credits Hours/Faculty FTE	202.5	202.8	203.5	200.54	205.2
Instruction					
a. # undergrads with intense research involvement	300	653	2,412	2,838	725
b. Individualized Instruction	3.8%	4.0%	4.2%	4.6%	4.12%
c. Public Service Internships	500	696	1,330	3,137	905
d. % undergrads in faculty research	20.7%	22.4%	24.0%	24.1%	23.0%

Summary:

University of Washington

What the Measures Mean

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

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

Funding for Research per Faculty FTE: Grants and contracts per faculty FTE (in nominal dollars).

Student Credit Hours Instructed Per Faculty FTE: (Hours at graduate level are multiplied by 1.5 hours, then added to undergraduate hours to create total student credit hours).

Undergraduate Credits Taken as Individualized Instruction: Numbers of hours taken as individualized instruction/all undergraduate hours.

Number of Undergraduates Involved in Research: Number of students who receive research grants, data provided by Office of Undergraduate Education.

Percent Undergraduate Credits Taken as Individualized Instruction: This measures one-on-one mentoring opportunities for undergraduates offered by University faculty.

Number of Undergraduates Involved with Public Service Internships: Data provided by Carlson Center For Public Service.

Percent of Undergraduates Reporting a Research Experience with Faculty: Derived from an annual survey of graduating senior students, provides a measure of the cumulative experience over all undergraduate years.

Comments on Performance

With respect to the common measures, the UW is essentially holding steady, with a slight increase in one instance, and slight decreases in others. Student progress improvements implemented during the past five years have, in most cases, reached their level of maximum effect. Important exceptions are, however, the Degree Audit Requirement System (DARS) and the Course Applicability System (CAS). Each of these systems has been put into effect only this year, and so their impact -- especially on the graduation efficiency of transfer students -- is expected in years to come.

It should be noted that holding steady masks greater change. This is because the performance measures do not adjust for the added challenge of maintaining performance while taking on additional students which the UW has, in fact, done each year since the State mandated measures were put into place.

As expected, the five-year graduation rate declined to 97-98 levels. This was an expected change based on the weaker academic characteristics of the cohort that entered in 1994. (Staff both at the HEC Board and Legislature were alerted some time ago to this expected outcome.) Improvements are expected in future years consistent with those seen previously.

Faculty productivity also demonstrated stability, with slight positive change in three of four submeasures. We are especially pleased to see the improvement in enrollment demand satisfied. That is the result of a three-year effort to take a fresh, unit-based approach to aligning faculty teaching with student enrollment demands, and to improve efficiencies in departmental curricular offerings wherever possible. Further improvements are expected in the future.

Demonstrated improvements occurred in the institution-specific measures, emphasizing the unique character of a UW education: offering students extraordinary opportunities for research and public service with a world-class faculty..