

**University of Washington
2001 Accountability Report**

University of Washington					
<i>Common Measures</i>	1995-1998 Baseline Performance	1998-99 Performance	1999-00 Performance	2000-01 Performance	2000-01 Target**
Graduation Efficiency Index					
a. Freshmen	89.3	90.3	90.5	90.8	91.52
b. Transfers	81.3	83.3	83.1	82.7	84.34
Undergraduate Retention (Overall)	87.1%	87.4%	87.0%	88.5%	90.1%
5-Year Freshman Graduate Rate	62.9%	65.8%	63.5%	64.0%	65.0%
<i>Institution-Specific Measures</i>					
Faculty Productivity					
a. Enrollment Demand Satisfied	84.6%	84.8%	85.8%	88.9%	87.0%
b. Quality of Instruction	94.1%	92.9%	93.0%	93.7%	95.9%
c. Research Funding/Faculty Member	\$205,739	\$238,845	\$256,036	\$262,810	\$220,000
d. Student Credits Hours/Faculty FTE	202.6	203.5	200.5	209.4	206.60
Instruction					
a. # undergrads with intense research involvement	450	2,412	2,838	3,077	775
b. Individualized Instruction	3.9%	4.2%	4.6%	4.3%	4.29%
c. Public Service Internships	598	1,330	3,137	3,355	1,115
d. % undergrads in faculty research	21.6%	24.0%	24.1%	28.8%	23.50%

* Please note that the targets were set by HEC Board formula in 1995.

University of Washington 2001 Accountability Report

Summary:

2000-01 performance continues to reflect consistent or improved performance in nearly all areas of student progress. GEI, Retention and Graduation Rates remain above the average of peers.

We are beginning to see the fruits of assiduous efforts to meet the course access demands of students. This is especially impressive in light of the increases in student FTEs during the same period of time.

Exceptional performance is especially evident in the institution-specific measures, namely, giving students opportunities to work in public service and research with faculty.

Definitions

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

Quality of Instruction: The percent of students who evaluate “amount you learned in the course” as “good or better” (3.0 or above on a five-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: State-reported SCHs divided by Instructional Faculty FTE.

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

Number of Undergraduates Involved in Research: Number of students who work with faculty on research for 10+ hours per week for at least one quarter; data provided by Office of Undergraduate Education.

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

Number of Undergraduates Involved with Public Service Internships: Number of students who are involved in public service connected with their studies for 10+ hours per week; 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.