

University of Washington
2003 Accountability Report

I. Accountability Information

University of Washington	
Common Measures	2002-03 Performance
Graduation Efficiency Index	
a. Freshmen	90.1
b. Transfers	82.3
Undergraduate Retention (Overall)	89.2%
5-Year Freshman Graduate Rate	64.0%
Institution-specific Measures	
Faculty Productivity	
a. Enrollment Demand Satisfied	85.9%
b. Quality of Instruction	94.1%
c. Research Funding/Faculty Member	309,465
d. Student Credits Hours/Faculty FTE	207.6
Instruction	
a. # undergrads with intense research involvement	3,531
b. Individualized Instruction	4.3%
c. Public Service Internships	3,769
d. % undergrads in faculty research	28.4%

II. Achievement data by race/ethnicity

	2001-02 Freshman to Sophomore Retention	6-Year Graduation Rates for Freshmen Entering in Fall 1996
African American	91.7%	54.4%
Asian/Pacific Islander		
Asian American	93.2%	71.9%
Hawaiian/Pacific Islander	93.5%	55.2%
Hispanic	87.3%	67.9%
Native American	90.4%	44.9%
White	89.4%	71.1%
Other	90.5%	73.2%
Unknown		
All Students	90.6%	70.4%

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Summary:

2002-03 performance measures have held steady, reflecting consistent institutional commitment to student progress. This is especially noteworthy, given that it has occurred against a backdrop of considerable growth in the student body. The growth in student involvement in research with faculty continues. Graduation rates, GEI, and retention rates remain above the average of peers.

The UW continues to be deeply involved in several statewide efforts to improve student progress. The most far-reaching is the Mutual Research Transcript Enterprise (MRTE) database project (<http://mrte.opb.washington.edu>), which is expected to have important consequences for transfer articulation. Additionally, statewide assessment projects in writing and information literacy are continuing to evolve. Both of these initiatives promise strides in assessment and accountability.

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.