

# **Interim Report for Reaffirmation of Accreditation**

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## **The Evergreen State College**

**Thomas L. Purce, President**

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Prepared and submitted by  
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# EVERGREEN

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The information contained in this report is available in other media with 24 hours' notice.

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## Table of Contents

Introduction	1
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### **PART A: Actions Taken Regarding Recommendations**

<b>Recommendation 1—General Education</b>	3
I. Introduction	3
II. General Education Policy Changes, Recommendations, and their Implementation	4
III. General Education at Evergreen Recommendations	8
IV. Raising Quarterly Credit Limit	11
V. Assessment of General Education	12
<b>Recommendation 2—Alternative Sources of Revenue</b>	16
I. College-Wide Efforts	16
II. Advancement Division Efforts	17
III. Auxiliary Services	18
<b>Recommendation 3—Comprehensive Enrollment Management Strategy</b>	20
I. Market Analysis	20
II. New Enrollment Targets	21
III. New Recruitment Strategy	21
<b>Recommendation 4—Student Fit with Evergreen</b>	28
I. Learning Evergreen’s Philosophy	28
II. Early Intervention Strategies	29
III. Advising Outreach in Student and Academic Support Services	30
IV. Student Life	31
<b>Recommendation 5—Salary Schedules</b>	34

### **PART B: Responses to Northwest Commission on Colleges Standards**

<b>Standard 1—Institutional Mission</b>	37
I. Mission and Goals	37
II. Questions from the Commission	40
<b>Standard 2—Educational Program</b>	43
I. Academic Commitments	43
II. Technology and the Curriculum	47
III. Questions from the Commission	48

<b>Standard 3—Students</b>	52
I. Enrollment and Retention	52
II. Technology Support	55
III. Questions from the Commission	55
<b>Standard 4—Faculty</b>	57
I. Recruitment and Retention	57
II. Questions from the Commission	62
<b>Standard 5—Library and Information Resources</b>	63
I. Technology Infrastructure	63
II. Questions from the Commission	63
<b>Standard 6—Governance and Administration</b>	67
I. Administrative Computing	67
II. Questions from the Commission	67
<b>Standard 7—Finance</b>	73
I. Fiscal Destiny	73
II. Questions from the Commission	76
<b>Standard 8—Physical Facilities</b>	77
I. Infrastructure Planning	77
II. Questions from the Commission	79
<b>Standard 9—Institutional Integrity</b>	80
<b>List of Appendices and Exhibits</b>	81

## Introduction

Evergreen has made clear progress meeting the five recommendations of the 1998 Accreditation Evaluation in a very short time. The culture of the college holds collaborative decision-making central, and adherence to founding principles crucial. Importantly, wide dissemination of proposed policies and information has occurred in appropriate venues where they have been debated and discussed. In addition, the collaborative process has resulted in many policies being implemented. These are listed below and explained further in the report. One of the founding principles guiding our work is the encouragement of student responsibility towards learning. This includes reflection on learning, but also a wider view of what higher education should include. Students at Evergreen therefore explore their own questions and create their own unique curriculum. Reconciling how to continue this principle while responding to the Commission's recommendation on General Education has been an important intellectual question for the college. Adaptation to new policies is an ongoing process that has already resulted in excellent, new programs and courses, new faculty and staff hires in crucial areas, better student advising across campus, and better assessment practices.

In terms of planning and implementation, since 1998 the college has developed and begun to implement a coherent General Education plan; a new, comprehensive enrollment management strategy designed to bring about a better fit between the college and prospective students; and enhanced student retention strategies. Each one of these projects has a relevant assessment component. These plans and strategies are intended to ensure that, consistent with our founding pedagogical principles, students remain responsible for their educational decisions, have the opportunity to gain breadth in their education, especially in regard to access to the arts, sciences, and quantitative reasoning; find a better fit between themselves and the college's educational practices; and have the best possible chance to succeed in earning their undergraduate degrees.

These significant initiatives have been inaugurated in the midst of a worsening budget climate. Public funding for higher education across the nation has experienced a serious decline; the prognosis for the future is a continuation of the same trend. As public funding continues to diminish, student tuition continues to increase. The proportion of the college's operating budget paid for by student tuition and fees has increased considerably. While in 1998, the tuition collections paid by students covered 35 percent of Evergreen's operating costs, in 2004–05 (pending final outcome of the legislature) student tuition collections may approach 46 percent of the college's operating budget.

Accordingly, the college has begun to systematically investigate ways of diversifying and improving its financial base, not only through the efforts of the Office for College Advancement, but also through a college-wide examination of profit-generating possibilities (such as continuing education), and cost-reducing efficiencies. Faculty salaries have been improved by instituting an accelerated pay scale oriented to less experienced faculty, but given the foreseeable budget climate, continued progress may be difficult.

This interim report speaks to the above issues by addressing the Northwest Commission on Colleges' 1998 recommendations in Part A and its nine standards for institutional effectiveness in Part B.

## Sequence of Planning and Implementation

### **What We Learned from the 1998 Self-Study (done in preparation for the Accreditation Review):**

Faculty discussed the self-studies done by each of the planning units. 9/17/98

**Growth, New Program Proposals:** The faculty discussed these ideas at three faculty meetings and voted on the new program proposals on 11/10/99. The proposals that received the most encouragement were graduate level: the MPA in Tribal Government and an MFA in Media Studies.

**General Education Disappearing Task Force:** The faculty met 15 times to discuss General Education and voted to adopt the DTF's final recommendations as follows:

- Six Student Expectations. 10/18/00
- Student Advising Structures. 3/5/01
- Student Summative Self-Evaluations. 4/18/01
- Writing Center and Quantitative Reasoning Center Directors with administrative faculty status. 4/18/01
- Curricular Reforms: 4/18/01
  1. Create Core (first year) alternatives that provide greater access to quantitative reasoning (QR), science and art.
  2. Create more cross-divisional, all-level, and sophomore-and-above programs in order to increase access by students to more QR, arts, and science options taught in an interdisciplinary context.
  3. Planning Units (Evergreen's departments) design access to the Six Expectations, sciences, arts, and QR for transfer and sophomore-and-above students.
  4. Reduce the number of spring quarter programs with prerequisites that deny access to lower-division students.
  5. Teaching teams should plan to downsize spring quarter in light of possible underenrollment.

**Increase Student Credit Load:** The faculty discussed and then voted to adopt a policy to allow students to register for a maximum of 20 credits. Caps of 16-credit hours will remain on programs, internships and contracts. 5/23/02

**Assessment Study Group:** The provost appointed the group to assess the college's success in implementing General Education policies. The report was published Dec. 17, 2002.

**Financial Futures Group:** In fall, 2002, the president charged this group to identify opportunities to create new revenue and/or enhance expenses through improved efficiencies while remaining true to our mission and values.

**Student Enrollment Plan:** Fully implemented in fall, 2003.

**College Web Site:** First updated in the 2001–02 academic year, it was fully redesigned in 2003.

## PART A: Actions Taken Regarding Recommendations

### Recommendation 1—General Education

#### I. Introduction

In 1998, the Northwest College Accreditation Committee recommended that:

The Evergreen State College ensures that all of its students acquire the competencies appropriate to general education, especially but not exclusively in the area of mathematics. This is called for by the college's own goals as well as in Standard 2.C Undergraduate Program. Whatever the means taken, given a situation in which there are no required courses/programs, and in which student choices are largely unconstrained, there is nonetheless an institutional responsibility to achieve its stated liberal and general education goals and the requirements for general education and related instruction set forth in Standard 2.B Educational Program and Its Effectiveness, and Commission Policy 2.1 General Education/Related Instructional Requirements.

Two aspects of the college's philosophy of teaching and learning pose a particular challenge in implementing this recommendation. First, to graduate with a bachelor of arts, students have no course requirements (beyond accumulation of 180 credits) because we believe students should accept and demonstrate responsibility for their own learning. Second, the most central feature of our curriculum is full-time, interdisciplinary programs that may not always include quantitative reasoning. Therefore, the faculty engaged in rigorous discussions and debate about the best courses of action, and implemented a number of those through voting and others through consensus. Both of these decision-making processes are completely consistent with the values of the college and have allowed creative and positive responses to the challenge.

The college responded to the commission's recommendation by taking six significant actions. These are introduced here and then explained in detail in sections II–V.

- A. Beginning in 1999, and led by the General Education Disappearing Task Force (DTF: an ad hoc committee which dissolves upon completion of its assigned tasks), faculty engaged in two years of intense discussion centered upon the question of how to maintain students' responsibility for their own educational decisions while making access to arts, sciences, and quantitative reasoning more available in the curriculum. During winter and spring quarters of the 2000–01 school year, the faculty voted to facilitate curricular reform and curricular support so as to increase student access to arts, sciences, and quantitative reasoning; to establish six "Expectations of an Evergreen Graduate" to help guide faculty as they develop programs and to help students understand the scope of a liberal arts curriculum; and to create better student advising structures. (See Exhibit A for the full report.)
- B. In November 2001, the provost commissioned a member of his staff, John McCann, who is also a part-time faculty member, to write a summative report, *General Education at Evergreen: The Historical Context, Current Experiments and Recommendations for Implementation*. (See Exhibit B.) The purposes of the report were to provide a written summary of the way general education has developed at Evergreen, and to initiate an ongoing discussion regarding effective implementation of general education in the curriculum. Published in January 2002, the report made 12 recommendations for

implementing general education, focusing primarily on support for faculty teams to reevaluate their programs in terms of quantitative reasoning and the arts, and student advising. All but one have been implemented despite decreasing budgets each year.

- C. Faculty in their respective planning units, planning unit coordinators, academic deans, and the provost, examined the hiring needs of the college and proposed hiring faculty in various areas of quantitative reasoning, science, and the arts. Since 1998, the college has hired nine faculty members in quantitative reasoning or science and four in the arts.
- D. Recognizing that increased access to arts, sciences, and quantitative reasoning could not be accomplished by hiring new faculty alone, faculty voted to increase the quarterly credit limit from 16 to 20. This new policy enables students enrolled in 16-credit, full-time programs to take an additional course or independent learning contract to add breadth to their education. In addition, courses in quantitative reasoning, science, and the arts increased in Evening and Weekend Studies (the area of the curriculum where courses are located). This decision went into effect in fall 2001.
- E. The provost created an Assessment Study Group in fall 2001 to devise means of assessing the quality of teaching and learning at Evergreen, with a particular focus on assessing the college's success in implementing general education policies. The group's 2002 report, *Teaching and Learning at the Evergreen State College* (see Exhibit C), is a thorough analysis of the ways the college has been assessing teaching and learning at Evergreen, and it reports on the use of two new tools that the group developed to measure the college's progress in general education.
- F. Academics hired a 0.5 FTE staff position in the office of Institutional Research to assist with the increased assessment needs related to general education implementation. The position was filled in fall 2002. This increase in staffing was significant in a year in which academics had a large budget cut.

## II. General Education Policy Changes, Recommendations, and their Implementation

This section details policy changes and recommendations resulting from the General Education DTF listed above, and explains their implementation as of summer 2001, when some of the first implementations occurred.

### A. Curricular Innovations

- 1. **Core (first-year interdisciplinary programs): Deans and faculty experiment with alternatives that provide greater access to quantitative reasoning, science, and art.** The intent is also to help increase freshmen retention within programs and into the second year. The college will provide more paid planning time for Core faculty, staff support for art and science, summer institutes, an extra fall faculty retreat day for forming Core teams and discussing Core experiments, and a spring planning retreat. Implementation of this change follows:
  - a) These initiatives were discussed and incorporated in program planning at Core Faculty Workshops, June 2001 and 2002, with the directors of the Quantitative Reasoning and Writing Centers present as “kibitzers” (experienced faculty and staff), and at faculty retreats and team planning institutes.



- b) Several new, interdisciplinary programs incorporating art and/or science, and quantitative reasoning were created for first-year students (both Core and All-Level programs). In 2001–02, these included “China: The Waking Lion,” “Christian Roots: Medieval and Renaissance Art and Science,” “Drawing from the Sea: The Aesthetics, Form and Function of Marine Life,” “Eco-Design in the Real World,” “The Ecology of Hope,” “The Expression of Self: West to East,” “Introduction to Environmental Studies: Trees, Timber and Trade,” “.life,” “Natural and Unnatural Histories: Fishes and Fisheries,” “Tragic Relief: Comedy, Tragedy and Community from Athens to America,” “Trash,” and “Eyes and Ears.” A total of 565 students (first quarter numbers) were involved in these new programs. Repeating interdisciplinary programs involved additional students.
- c) In 2002–03 these included “The Citizen Artist,” “Imaging the Body,” “Intimate Nature: Communication Older than Words,” “Life on Earth: Postcards from the Edge,” “Patterns Across Space and Time,” “Picturing Plants,” “Rules of Nature/Rules of Life,” “Weird and Wondrous,” “A Silver Sky: Poetry and Place in the Pacific Northwest,” and “Centering.” A total of 476 students (first quarter numbers) were involved in these new programs. Repeating interdisciplinary programs involved additional students.

**2. Cross-divisional programs (interdisciplinary programs spanning two or more of the traditional divisions of arts, humanities, social science, and science) are increased:** The faculty worked to create more cross-divisional, sophomore-and-above programs in order to increase access by students to more quantitative reasoning, arts, and science options taught in an interdisciplinary context. This planning was implemented by targeting faculty hires in quantitative reasoning, providing increased staff support for art and science, providing paid planning time for planning units and summer institutes, and creating one additional retreat for program planning in spring quarter. There are some repeating cross-divisional programs, but the number of new ones is useful to note.

- a) In 2001–02: “Decadence and New Blood: The Outsiders,” “International Feminism,” “Looking Backward: America in the Twentieth Century,” “Marking Time: Rituals, Gestures and Languages of Movement,” “The Order of Things,” “Self, Gender and Culture: Japanese and American Literature and Cinema,” “Women and Wisdom,” “Local Knowledge: Communities, Media Activism and the Environment,” “Dance and Culture in the Middle Passage: Transatlantic Slavery,” “Portraits,” “Rights and Wrongs,” “Environmental Justice and Power: Water Systems and Urban Migration.” A total of 847 enrolled in these new programs (first quarter numbers).
- b) In 2002–03: “Body, Mind, Soul,” “The Classical Legacy: Provence and Tuscany,” “Pillars of Fire: Jewish contributions to European and American Culture,” and “The Empty Space: Theater of Compassion.” A total of 224 students enrolled in these new programs (first quarter numbers).

**3. Staff support to the Quantitative Reasoning Center (QRC), the Writing Center, Academic Advising, Expressive Arts and Science Labs are increased,** to assist faculty in facilitating student access to arts, sciences, writing, quantitative reasoning, and advising.

- a) A Writing Center director and Quantitative Reasoning (QR) director were hired beginning in fall 2001 to facilitate writing and QR across the curriculum. They were given special status as administrative faculty.

- b) General Education funding increases targeted to the Quantitative Reasoning and Writing Centers in 2001-02 increased the number of tutors available to students through programs. However, both centers suffered reduced funding as a result of budget cuts and the directors are working to avoid serious impacts on their ability to provide services.
  - c) Math and writing tutors, employed by the Quantitative Reasoning and Writing Centers, have been made available to all first-year programs requesting them.
  - d) Quantitative reasoning and writing tutors are now available on site to the Tacoma campus and program, and to the Reservation-Based/Tribal Community-Determined program.
  - e) In support of the implementation of quantitative reasoning across the curriculum, the director of the QRC visited with and/or taught workshops in more than 60 programs (two-thirds of all full-time programs), and he and his tutors served more than 2,000 students for more than 3,300 hours of tutoring during 2001–02. (See Exhibit D.) In fall 2002, the QRC served 1,600 drop-in students. Tutors served students in programs such as “African Arts,” “Afro-Brazilian Dance,” “Creative Nonfiction,” “Exploring Popular Culture,” “International Feminism,” “Reading to Write,” “Self, Gender and Culture,” and “Women and Wisdom,” as well as more traditional science and environmental studies programs.
  - f) In support of writing across the curriculum, the director and 31 tutors in the Writing Center provided support to all Core and many All-Level programs, and served more than 3,600 students for about 4,400 hours of tutoring during 2001–02. In fall 2002, the Writing Center served more than 3,000 students. These numbers do not reflect students served more than once.
  - g) Sandy Yannone, director of the Writing Center, and Evening/Weekend faculty member, Nancy Koppelman, received a \$5,000 grant to develop a book of workshop exercises for faculty to enable them to connect the teaching of reading skills with the teaching of writing skills. The text will be made available to faculty in fall 2003.
  - h) Support for Expressive Arts and the Science Instructional Technician (SIT) was enhanced by splitting the previous Arts and Science Operations Manager into two exempt positions:
    - 1) Science Operations Manager, and
    - 2) Visual Arts Manager and Curator. Upgrading our curator position provides a long-needed boost to our visual arts programs by enabling the Evergreen Galleries to be used for visual arts teaching resources, while embedding curatorial work and exhibit interpretation into interdisciplinary programs, and increasing and diversifying student access to art on campus. Further, the Science Instructional Technician positions have been upgraded to better reflect their job duties and teaching responsibilities since Evergreen deploys them in unique teaching roles within our interdisciplinary classrooms.
- 4. Planning Unit discussions of how to increase access** to chosen primary areas of study of transfer students and sophomore-through-senior students are ongoing. Each of the five planning units, the Tacoma faculty, and Reservation-Based faculty have regular, extensive discussions about designing the curriculum in their areas so that students can find pathways for their primary areas of study.

**5. Program team downsizing** is a way to plan for possible under-enrollment in a yearlong program. Faculty leaving programs due to under-enrollment will create additional programs. By planning to downsize and create new programs from the start of their planning negotiations, teams retain control over the content of their programs, decide when and how best to use their team members' skills, and relieve themselves of last minute pressure to downsize. The curriculum dean creates a "downsizers list" that is shared across planning units so that faculty exiting programs can discuss creating spring quarter offerings together.

## B. Expectations of an Evergreen Graduate

**1. The Six Expectations of an Evergreen Graduate** clarify for faculty and students the common goals of our liberal arts curriculum. They are listed below.

- Articulate and assume responsibility for your own work.
- Participate collaboratively and responsibly in our diverse society.
- Communicate creatively and effectively.
- Demonstrate integrative, independent, and critical thinking.
- Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.
- As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

**2. These Expectations have been widely disseminated as follows:**

- Academic Advising print and Web-based materials, especially *Academic Advising Online*.
- Annual academic program catalog and other admissions and recruitment print and Web-based materials.
- Faculty program planning and other summer institutes, annual retreat discussions, new faculty retreats, etc.
- Planning Units discuss ways of embedding the Expectations in their program materials, of introducing Quantitative Reasoning into programs across the curriculum, and of creating support for faculty teaching cross-divisional programs.

## C. Advising Structures

**Academic Planning:** The faculty accepted the General Education DTF's recommendation that faculty should hold advising conferences with their students each year, based on a self-reflective piece written by the student. Faculty will be responsible for appropriate instruction to their students on how to prepare for this meeting. Students will document this conference in their own portfolios.

Introducing the academic plan to students is in the process of being implemented. Many faculty incorporate this work into the regular evaluation process at the end of each quarter. All entering first-year students learn they should create a plan through mandatory Mapping Your Education workshops. (See Exhibit E.) Two courses also provide students with the context for creating an academic plan. For example, "Beginning the Journey" is offered for 2 credits to first-year students; "Cornerstone" is offered for 4 credits and is recommended for transfer students. Next year, an e-mail reminder will be sent to

faculty from the Academic Deans each winter quarter. This will ensure that all students are encouraged to work on an academic plan each year.

**Senior Summative Self-Evaluation:** At the end of the senior year of study, each student will be encouraged to create a summative self-evaluation that addresses Expectation 6: “As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning.” Faculty and staff who are authorized to award credit, aided by the Advising office and the Writing Center, support summative self-evaluation writing as part of each student’s final quarter of work, and will review and critique the evaluation at their final conference. A concerted effort in Advising and Registration has resulted in the planned implementation of this option to begin in fall 2003. Explanation of the summative self-evaluation has received dissemination in the following ways:

- 1) Although the faculty have accepted the Six Expectations, working on how to interpret them and use them as learning outcomes requires extensive discussion. For that reason, summer program planning institutes for faculty have been expanded, and specific times allocated for these discussions.
- 2) Academic Advising developed “Mapping Your Education I” workshops for new students (during Orientation Week), with “Mapping Your Education II” made available several times each year through special, well-advertised workshops. These inform students of the importance of the summative self-evaluation as an outcome of the Six Expectations.
- 3) A 2-credit course, “Senior Seminar,” that teaches students to write a summative self-evaluation within the context of a critical evaluation of their learning, is available each winter, beginning winter, 2001.
- 4) An advice and planning document appropriate to students and their faculty and staff advisors was completed fall quarter 2002, ready for dissemination starting in winter quarter, 2003. A form for the senior summative evaluation was created and is now available to students in the Computer Center.
- 5) Writing Center workshops on senior summative evaluations are offered to students on a regularly scheduled basis.

### III. General Education at Evergreen Recommendations

This section details the 12 recommendations in General Education at Evergreen (see Exhibit B) and explains their implementation.

**A. Summer Program Planning Institutes:** These are “public” program planning times with expert “kibitzers” (experienced faculty and staff) present. They are three days long and held in a large common space with breakout rooms. The institutes facilitate sharing good ideas about embedding arts, sciences, quantitative reasoning, information technology, critical thinking, and writing in programs. “Kibitzers,” especially the directors of the Quantitative Reasoning and Writing Centers, help teams integrate skill development relevant to general education into program content. This recommendation was

implemented with five program planning institutes in summer 2000, four in summer 2001, and five in summer 2002.

**B. Summer Quantitative Reasoning Institutes:** Organized by the director of the Quantitative Reasoning Center, with the support of experienced faculty, these institutes help faculty agree on a shared approach to quantitative reasoning at Evergreen, and develop pedagogical materials and strategies for embedding quantitative reasoning in programs across the curriculum. This recommendation was implemented as follows:

- 1) In summer 2000, quantitative reasoning institutes were “Redesigning Curriculum for Quantitative Methods and Research” and “Reform Statistics.” Allied institutes included “Campus Environmental Database and Archive” (making all environmental research done on the Evergreen campus available to teachers and researchers), “Web Page Design,” and “Instructional Technology.”
- 2) In summer 2001, the “Quantitative Reasoning” institute was supplemented by two Web page design and one instructional technology institutes.
- 3) In summer 2002, “Quantitative Reasoning: Exploring the Possibilities” and “Computer Modeling for Social Sciences and Humanities,” were supplemented by two Web page design and three instructional technology institutes.

**C. Summer Writing Institutes:** Organized by the director of the Writing Center, with the support of experienced faculty, these institutes help faculty develop pedagogical materials and strategies for embedding writing in programs across the curriculum. This recommendation was implemented as follows:

- 1) In summer of 2000 and 2001, a group of faculty and staff participated in inter-institutional Statewide Writing Assessment conferences, building on work begun in summer of 1998 and 1999, during which faculty developed and tested a rubric assessing student writing.
- 2) “Furthering the Process of Writing” was the major summer writing institute in 2002, led by the director of the Writing Center, Sandy Yannone, and Laura Coghlan, Research Associate. The workshop included development activities and the rubric assessment.

**D. Summer “Hands-on” Arts Institutes:** As a way to gradually increase the number of faculty comfortable teaching arts work, especially drawing, in their programs, experienced arts faculty provide instruction to interested colleagues. This policy was implemented in the summer of 2002, during which four “hands-on” institutes took place: “Getting Visual Literacy into Your Program,” “Get out of that Chair: Movement across the Curriculum,” “IT Multimedia,” and “Digital Editing and New Technologies.”

**E. Release Time for Science Program Planning:** One science faculty with a strong interest in Core programs and broad interdisciplinary teaching and learning should be given at least a quarter’s release time annually to work with faculty teams on science across the curriculum.

Although Scientific Inquiry faculty have participated in two summer institutes reexamining curricular pathways and program design in the Scientific Inquiry “primary area of study,” as yet no faculty has been released to help facilitate science across the curriculum. The loss of nine faculty lines in the last

three years has eliminated the curricular flexibility to support this initiative. Nevertheless, some science faculty have been actively creating cross-divisional programs combining science and art, demonstrating their commitment to innovative general education programs at Evergreen.

**F. Continuing What We Already Do:** Given that faculty nearly universally value reflective, social, and planning time with their colleagues, continuing to provide and support occasions for interaction, such as the faculty retreats, the Washington Center for the Improvement of the Quality of Undergraduate Education's annual curriculum planning workshop, Core planning workshops, and faculty symposia, is vital. In addition to regular faculty retreats, summer institutes, etc., for the last two years faculty have also agreed to schedule a one-day spring quarter, on-campus faculty retreat to give teams who are planning programs the following year additional time to plan schedules, budgets and curriculum. In spite of significant budget cuts affecting the college, Evergreen is providing more funds to support faculty in their curricular planning.

**G. Annual Advising Conferences:** Every full-time and half-time program should include faculty-student academic advising conferences based on a self-reflective piece written by students. This is discussed on p. 7.

**H. Assessment and Reporting:** The academic deans and/or the provost, in association with the Director of Institutional Research and the Assessment Study Group, should report to the faculty annually on the effectiveness of general education implementation, including examples of best practices, effective methods of assessment, and recommendations for improvement.

The provost asked the Assessment Study Group in January 2002 to devise a means of assessing the quality of teaching and learning at Evergreen, with a particular focus on assessing the college's success in implementing general education policies. In December 2002, the Assessment Study Group published its 2001–02 report (see Exhibit C), whose major outcomes are reported in Section V on pp. 12–15.

**I. Role of the Academic Advising Office:** The director of Academic Advising should continue her current strategies—"Core Connectors," student orientation, one-on-one student meetings, and various specific workshops, while building attention to general education into all aspects of the office's work.

Core Connectors are student advisors assigned to Core programs to provide a regular contact for student questions. Student orientation is a nine-day introduction to the college that occurs prior to fall quarter classes. Workshops include introductions to study abroad, internships, and new-student advising.

**J. Administrative Oversight for General Education:** The provost should assign oversight responsibility for general education implementation to an academic dean, who will work closely with faculty and the planning unit coordinators to carry out the faculty's tenets on general education.

The provost has assigned the dean of First-Year Studies oversight responsibility for General Education. He attends all planning unit coordinator meetings and works closely with the Faculty Development dean to ensure that during summer faculty development institutes, faculty discuss, interpret, and implement general education in their programs. In addition, he continues to work with the Curriculum dean and Evening/Weekend Studies dean to ensure that arts, sciences, and quantitative reasoning are well integrated into the curriculum.



**K. Small Grants for General Education Implementation:** In fall 2001, the Provost's Office created a small grants program, offering up to \$3,000 per program to pay for speakers, field trips, and activities that promote the faculty's general education tenets. This program was put into operation for the first time in spring 2002. Three academic programs received grants:

- 1) An Evening/Weekend Studies ethnobotany program used video and photographic means to document an ongoing collaboration with members of the Skokomish Indian community on the sayuyay Plant Project; created the first draft edition of a four-booklet introduction to the Skokomish Medicinal Plant Demonstration Garden; and led three community-based workshops describing the plant project.
- 2) An Evening/Weekend Studies program, "For the Common Good," used its grant to take students to a one-day writers' conference hosted by Olympic College in Shelton, enabling students to interact with professional writers, learn about the craft of writing, and about how to make writing practical in their lives.
- 3) The full-time "Tragic Relief" program attended several plays at the Oregon Shakespeare Festival in Ashland.

**L. Syllabi that Reflect the Actual Work of the Program:** Syllabi should be detailed in their description of program work that relates to the incorporation of Expectations, quantitative reasoning, art, science, writing, and advising.

Many programs now routinely report in their syllabi the Expectations which they will address, and most syllabi are now more comprehensive in detailing how and why art, science, and quantitative reasoning, especially, are embedded in their content. Through summer faculty planning institutes, and dissemination of "best practices" through *Teaching Practices at Evergreen* (see Exhibit F), faculty will be reminded to address general education concerns in their syllabi and program activities. This ongoing work in implementing a new policy will continue.

#### **IV. Raising the Quarterly Credit Limit from 16 to 20**

In fall 2001, the college agreed to raise the maximum credit limit from 16 to 20 credits per quarter, with an additional tuition charge for credits above 18 per quarter. This change in policy brings Evergreen into line with the other four-year public colleges and universities in Washington state, which permit students to take at least 20 credits each term (or the equivalent semester credits). The policy also helps offset the costs of General Education implementation. The purpose of this change is to increase opportunities for students to add breadth and depth to their curricular choices.

Full-time interdisciplinary, team-taught programs, individual contracts, and internships continue to be offered and the new policy allows full-time students who wish to take 18 or 20 credits to enroll in 2- or 4-credit offerings, in addition to a full-time offering. Some new 2- and 4-credit courses are designed to augment general education offerings in arts, sciences, and quantitative reasoning. Others support the initiatives of the academic plan ("Beginning the Journey," "Cornerstone") and Summative Evaluation ("Senior Seminar").

Assessment of the policy revealed the following:

- a) In fall 2001, 6 percent of all undergraduates enrolled for more than 16 credits. In fall 2002, 13 percent did so.
- b) The top two reasons that students enroll for more than 16 credits are to graduate faster and to increase breadth in their education.
- c) In the 2001–02 academic year, enrollment for more than 16 credits generated an additional 213.8 student FTE (fall, winter, spring combined), plus 19.5 FTE during summer 2002.
- d) In fall 2002, enrollment for more than 16 credits generated an additional 97.6 student FTE toward targeted enrollment goals.
- e) There is no statistically significant difference in retention rates of students taking more than 16 credits, compared with those taking 16 or fewer credits.
- f) There is no statistically significant difference in the ratio of credits attempted to credits earned, based on enrollment for more than 16 credits.
- g) Nearly three-quarters (73 percent) of students taking more than 16 credits enrolled in a course in a different disciplinary area than that of their largest credit program or course.
- h) Fine arts courses accounted for 41 percent of all additional courses (those other than the largest-credit course or program), followed by humanities (28 percent), natural sciences (20 percent), and social sciences (10 percent).
- i) For the complete Report on Raising the Quarterly Credit Limit from 16 to 20, see Exhibit G.

## **V. Assessment of General Education Implementation and Teaching and Learning at Evergreen.**

The 2002 Report of the Assessment Study Group titled, *Teaching and Learning at the Evergreen State College 2001/2002*, inventoried some of the assessment and evaluation practices at the college concerning teaching and learning. One assessment tool, the Life-Long Learning Index of the College Student Experience Questionnaires, shows improvement in students' quantitative thinking skills. Average scores for all students in all class standings saw considerable increases in 2002 as compared to the previous year, and for most class standings, the 2002 mean scores were at the highest point in six years. (See Figure 1 on the following page.) The group created two new assessment processes that target curricular goals in General Education. These are End-of-Program Review, a survey of faculty requesting information about inclusion of art, humanities, science, and social science, quantitative reasoning, writing, technology, and advising; and Transcript Analysis, the development and application of a rubric to identify evidence that degree recipients had met the six Expectations of an Evergreen Graduate.



## CSEQ Quantitative Thinking Trend

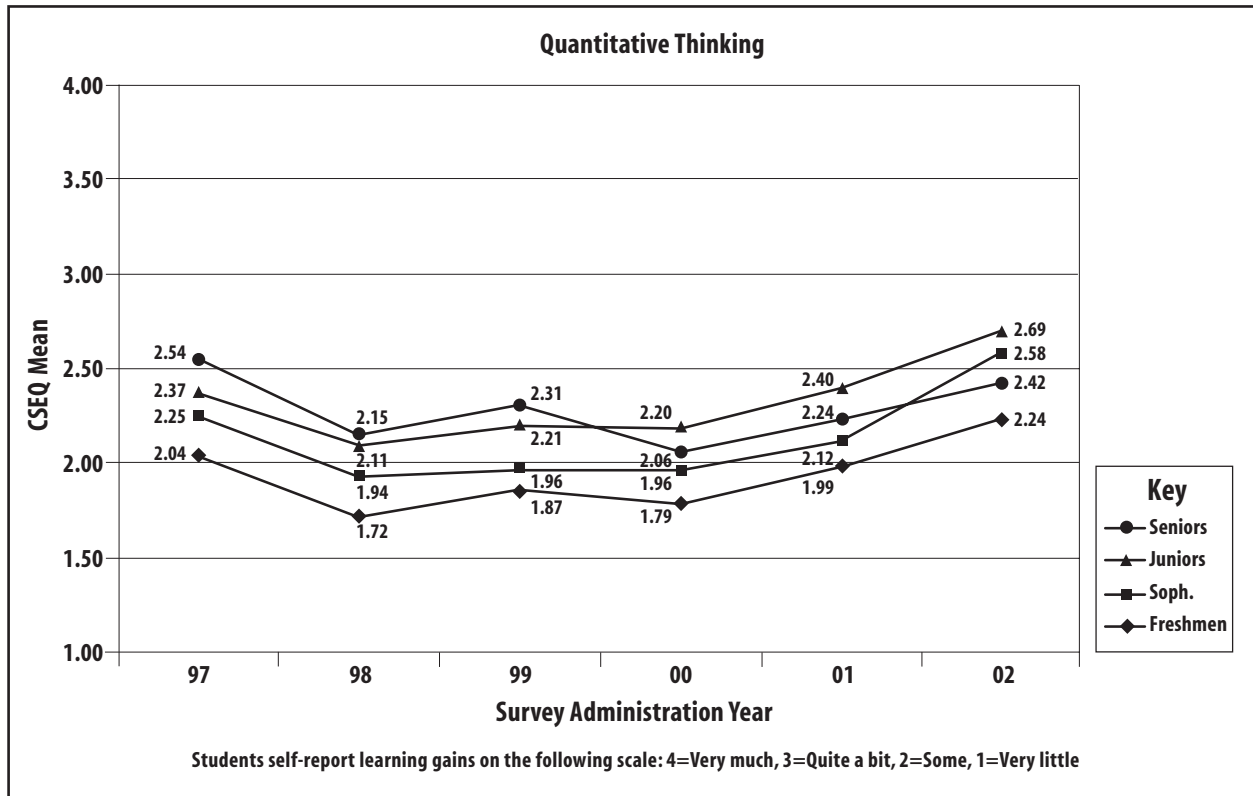


Figure 1

### A. Transcript Analysis

The study group of faculty, staff, and one student designed and applied a rubric to analyze learning outcomes as they appear in the evaluations of Evergreen transcripts. (The transcripts contain a narrative evaluation by the faculty member and the student’s self-evaluation for each program, course, individual contract, or internship.) The purpose of the transcript analysis was to determine to what extent seniors graduating in 2000–01 met the Expectations of an Evergreen Graduate. This analysis provides a baseline sample against which to measure gains in future years because it was done on transcripts of the year before General Education was implemented at the college. The rubric was applied to a random sample of 152 transcripts from among the 1,026 seniors who graduated in 2000–01, and it specifically assesses learning outcomes. (See Exhibit C for the complete report.)

The report writers were encouraged by the proportion of students who met the Expectations. Nevertheless, they found no evidence in 47 percent of the students’ transcripts that they had applied quantitative modes of inquiry appropriately to practical and theoretical problems across disciplines (Expectation 5.2); and no evidence that 43 percent had demonstrated the ability to reflect on the personal and social significance of their learning (Expectation 6.4).

The low scores in quantitative reasoning reflect the state of affairs preceding the implementation of General Education policies. Since that time, the college has developed cross-divisional programs (programs including work in at least two of the four traditional academic divisions), hired the Quantitative Reasoning Center director, and established quantitatively-focused faculty summer institutes.

Regarding the lack of evidence demonstrating reflection about the personal and social significance of that learning, the Assessment Study Group writes, “we strongly urge the faculty to encourage students to include more of their self-evaluations and a senior summative self-evaluation in their transcripts.” Self-evaluations, and particularly the summative self-evaluation, provide the reader more evidence of Expectation Six. To this end, the Faculty Development dean now reminds faculty prior to evaluation week each quarter of the importance of having students submit self-evaluations to the Registrar. (Self-evaluations are required, but the requirement does not extend to submission of these to the Registrar.) Further, a small group of faculty and staff responsible for creating a “How-to” guide for students writing senior summative self-evaluations completed its work at the end of fall quarter, 2002, and their document is now available online in Academic Computing, and online and in hard copy in the Academic Advising Center and to all faculty.

Because of its high cost (\$20,000), the in-depth transcript analysis will be replicated only prior to the next accreditation report.

## B. End-of-Program Review

This is a survey sent to faculty that assessed which academic divisions and skills were included in their programs and to what degree in the first year of implementation of general education policies. In regard to arts, sciences, quantitative reasoning, and information technology, the first End-of-Program Review conducted by Institutional Research for 2001–02 showed clear gains in implementing these policies:

- 1) **Arts:** 31 percent of 2001–02 Evergreen programs reported some emphasis on art. Art was especially well represented in Expressive Arts, Core, cross-divisional, and Culture, Text and Language programs. In addition, 35 2- and 4-credit courses contained some arts content. Further, 429 individual contracts and internships were sponsored by Expressive Arts faculty and staff.
- 2) **Sciences:** 30 percent of 2001–02 Evergreen programs reported some emphasis on the sciences. Scientific Inquiry and Environmental Studies programs had a major emphasis on science. In addition, 58 percent of Core, and 61 percent of cross-divisional programs contained some science content. A total of 23 Evening/Weekend Studies 2- and 4-credit courses had science content. Further, Environmental Studies and Scientific Inquiry faculty sponsored 399 individual contracts and internships.
- 3) **Quantitative Reasoning:** 39 percent of 2001–02 Evergreen programs reported some emphasis on quantitative reasoning, with the highest proportion occurring in Scientific Inquiry planning unit programs, and the next highest in cross-divisional programs. In addition, eight 2- and 4-credit Evening/Weekend Studies courses included quantitative reasoning. The report authors summarize gains in quantitative reasoning across the curriculum as follows: “In 1998, the accrediting agency used the catalog as the available means of curriculum assessment to identify that 20 percent of our Core programs included QR. In 2001–02, we can now articulate that at least 58 percent of Core

programs had some QR emphasis, and for 25 percent that was a major emphasis. Using the catalog in 1998, 20 percent of non-Core programs were revealed to have a QR component, but in 2001–02 we can say that at least 37 percent had some emphasis on QR, with 17 percent having a major emphasis.”

- 4) **Information Technology:** 49 percent of 2001–02 Evergreen programs, especially in cross-divisional, Core, Scientific Inquiry, and Environmental Studies contained an emphasis on information technology. The Library and Academic Computing and Communications bolster information technology teaching and learning at Evergreen through workshops for faculty and students, affiliation of librarians and computing staff with academic programs, and through one-on-one.

The End-of-Program review is administered each quarter and directed to those faculty members whose programs are ending. It provides a useful assessment of curricular content that can be viewed quarter by quarter.

It is clear that more students are exposed to quantitative reasoning, technology, and the arts than before implementation of general education policies. The college has had one setback, with the resignation of the first extremely energetic and effective director of the Quantitative Reasoning Center after just one year. We are currently engaged in hiring a new director, after relying on a visiting director this year. This position is crucial because of its outreach to programs that otherwise may not have deep exposure to quantitative reasoning workshops.

## Recommendation 2—Alternative Sources of Revenue

As the percentage of budget provided by state funding decreases, it is recommended that the college consider various alternative sources of revenue. Without additional contributions and support from auxiliary services, the College may be eroding funding for core academic programs. There appears to be a lack of understanding of the role of auxiliary services.

### I. College-wide Efforts

The college has increased its efforts to plan for a more diversified funding base. In fall 2002, the president charged a Financial Futures Group (FFG) to identify opportunities to:

- 1) create new revenue and/or
- 2) reduce expenses through improved efficiencies, while remaining true to our mission and values. The FFG set the following short-term revenue enhancing/cost saving goals and identified specific divisional programs as the means to achieve these targets:
  - a. January to June 2003: \$100,000
  - b. July 2003 to June 2004: \$300,000
  - c. July 2004 to June 2005: \$600,000

The FFG reached out to everyone in the Evergreen community, asking them to help create a list of realistic ideas to consider as part of the 2003–05 budget planning work, acknowledging that collective creativity, as well as common sense, will generate better ideas than any small group of individuals. More than 100 ideas were submitted. The FFG has selected those ideas that present the most immediate and/or financially significant opportunities for fast-track consideration. The intent is to systematically review the entire list of initiatives submitted by all faculty and staff, to continue forwarding promising ideas to those people/offices in the college best able to implement them, and develop a long-term habit of gathering and considering initiatives for revenue enhancement and cost efficiencies.

A number of actions are now underway or in the planning stages. We are:

- reviewing the performance of the major college auxiliaries (food, housing, conference services, and the bookstore) to ascertain what steps are needed to improve the bottom line
- analyzing space-scheduling policies to determine how the college can achieve greater efficiencies and additional conference revenues
- analyzing the cost and benefit of creating a conference services function for the Tacoma campus
- investing in an improved Web site and in enhanced college recruitment efforts
- examining the enrollment mix between in-state and out-of-state residents, with the intention of rebuilding to a stable, 25 percent proportion of out-of-state students
- converting our financial management system to Banner (the same electronic system that we use for student registration), with a go-live date of July 1, 2003
- hiring consultants from The Ben Graham Group to train staff to use business process re-engineering to analyze work flow in order to achieve efficiencies and reduce workload
- enhancing external fund-raising by creating new positions (prospect researcher and gift officer), and adding new and broader, and more entrepreneurial, membership to the Foundation Board of Governors

- improving the investment of college endowments: in July, 2002, the Foundation Board of Governors and the University of Washington Board of Regents entered into an interagency agreement allowing the college's endowment funds to be invested in the UW's Consolidated Endowment Fund
- converting our alumni and fund-raising database management system to Banner, with a go-live date of August 1, 2003
- participating in statewide policy discussions about the future funding of public higher education
- substantial planning for extended education, evening, weekend, summer and remote sites

## II. Advancement Division Efforts

Due to budget constraints, a divisional reorganization occurred during fiscal year 2001 in which six positions were eliminated—five in fund raising and one in Alumni Relations (four support staff; two fund-raising professionals). Nonetheless, the diminished staff is achieving and exceeding fund-raising goals. They are developing creative strategies to enhance and increase our ability to reach more individuals, corporations, and foundations to support academic and student goals. In addition, the following measures have been taken.

- a) Academics and Advancement have begun to organize their grants efforts following college priorities.
- b) A prospect manager was hired during the past year to conduct in-depth research, steward current donors, and identify new prospects for major gifts. Strategies to conduct an electronic strategic wealth assessment of our constituent database and subsequent rating of those identified as major gift prospects are underway.
- c) A revenue resource plan was recently approved to augment available funding for fund-raising activities. The plan will be implemented during 2002–03 and now funds a level of activity to engage a wider major donor base. Elements of the proposal are:
  - 1) implementation of an annual 0.5 percent management fee on a three-year rolling average of the fiscal year-end market value of the endowment
  - 2) implementation of a phased administrative fee on all contributions to the college and to the college's affiliated 501©(3) Foundation
- d) Advanced fund-raising training for the vice president for advancement, development staff, provost, and deans.
- e) Summer fund-raising course for faculty taught by the vice president for advancement in 2001, 2002, and 2003.
- f) Total giving from private sector constituents increased during fiscal year (FY) 2002 over the previous year by more than 5 percent. This benchmark is especially positive because total giving decreased each year between fiscal years 1998 and 2001 (FY98=\$1,517,612; FY99=\$1,037,381; FY00=\$1,021,867; FY01=\$986,992; FY02=\$1,038,807). Giving for FY03 (as of March 31, 2003) totals \$1,063,677 and represents a 22 percent increase over the previous fiscal year at the same time, and 89 percent of the FY03 goal of \$1.2 million has been achieved.

- g) Gifts to the Evergreen Annual Fund (unrestricted) increased during fiscal years 2001 and 2002 after declining in 2000 and 1999. We are encouraged by this positive trend and strategies to boost unrestricted giving are being developed and implemented for 2003 and beyond.
- h) An automated telemarketing system will be purchased July 2003 to enhance the Evergreen Annual Fund Phonathon program. Implementation of this system will enhance our ability to raise general unrestricted gifts that provide support for scholarships, student activity, and discretionary support for each division of the college. Several institutions were contacted and the majority of them report that they doubled their contacts and, in most cases, the dollars raised, within the first two years.
- i) The telemarketing system will allow the Evergreen Annual Fund goal to increase by approximately \$50,000 each year over the next six years. The goal for FY02 was \$300,000; the goal for FY03 will be \$350,000.
- j) Current aggressive long-range fund-raising strategies include:
  - 1) developing a long-term capital campaign
  - 2) cultivating donors who can make major gifts
  - 3) investing in an electronic telemarketing calling system
- k) Fund-raising goals for 2002–03 include:
  - 1) total fund-raising: \$1,200,000 and 5,800 gifts
  - 2) Evergreen Annual Fund (unrestricted): \$300,000 and 3,500 gifts
  - 3) continuing to cultivate annual fund donors
  - 4) continuing to encourage gifts that add to, rather than replace, annual fund giving
  - 5) clarifying institutional fund-raising priorities and implementing processes to track priorities
  - 6) improving formal stewardship and the reporting program
- l) Fund-raising goals for 2003–04 include:
  - 1) total fund-raising: \$1,500,000
  - 2) Evergreen Annual Fund (unrestricted): \$350,000

### **III. Auxiliary Services**

A work group was formed in 2002 to develop a five-year financial plan for Housing. A plan, which will be updated annually, was adopted to improve current financial operations and to provide for future housing facility needs.

A new food vendor service began operation in fall 2001 and voluntary meal plans were implemented. Start-up costs and low meal-plan participation resulted in a substantial financial loss. In fall 2002, mandatory meal plans were implemented for first-year students in First-Year Experience dorms, reducing projected losses for the year. Additional changes are planned for fall 2003, and a food service consultant has been retained to assist in improving current operations and planning for facility upgrades.

A food, housing, and conference services group was appointed in 2001–02 to improve coordination among them. Recommendations to improve space scheduling in the summer have been implemented, allowing conference services to schedule more events. A recommendation to combine the three auxiliary units is under consideration.

Conference Services has renegotiated its agreement with EF International School of English, resulting in more revenue for several auxiliaries. Conference Services is being proactive in seeking more business, and the possibility of holding conferences at the Tacoma campus is being considered.

A group is currently working with the bookstore and academics to reduce book returns, a significant operating cost.

### Recommendation 3—Comprehensive Enrollment Management Strategy

**It is recommended that the institution, in order to manage effectively the growth and expansion, develop and implement a comprehensive enrollment management strategy. In light of the efforts to increase enrollment, such a strategy is necessary to ensure that the College will be able to continue to fulfill its unique mission of full student/faculty collaboration and educational interaction.**

Due to a period of declining student applications resulting in students being admitted to the college within days of the beginning of fall quarter, and concerns about the readiness for college-level work of some students, the college undertook a thorough assessment of its marketing and enrollment strategies in 1998–99. Admissions, Registration, and Financial Aid were restructured under the leadership of a new associate vice-president of Enrollment Services in spring 2001. The Admissions office was then empowered to hire a new director to organize and oversee operations, and two new Admissions counselors, both Evergreen graduates, to recruit both nationally and locally. These and other staff positions were filled by November 2001. The college Web site and recruitment publications were redesigned around a few coherent, consistent messages to assert and clarify the unique advantages of an Evergreen education for target student audiences.

The next section explains the specific elements of the enrollment strategy:

- the market analysis that informed changes in Enrollment Services
- the new enrollment targets
- the new recruitment strategy

#### I. Market Analysis

Consultants from the Lawlor Group surveyed samples of the college’s traditional-age, full-time target audiences, and produced two reports: Qualitative Research Study, 1999, and Quantitative Research Study, 1999. These reports demonstrated that:

- a) Among **in-state high school students**, Evergreen was unknown to two-thirds, and among the remainder, perceptions of the college were mixed at best. In the five years prior to 1999, Evergreen experienced declining absolute numbers and market share of this group among its enrollees.
- b) A major source of non-resident tuition revenue, the **out-of-state high school students’** absolute numbers were in decline.
- c) Evergreen was experiencing increased competition from University of Washington-Tacoma for the traditional mainstay of our enrollment, **in-state community college students**. On the other hand, because University of Washington-Seattle and Western Washington University were likely to constrict admission of community college transfers because of increased demand from Washington high school students, Evergreen had an opportunity to capitalize on its past successes with the cohort of community college transfer students.
- d) **Out-of-state transfer students**, an additional source of non-resident fee-paying enrollment, continued to be attracted to Evergreen by its national reputation, word of mouth, and our alumni base.



- e) With the exception of the University of Washington, students of color represent a higher proportion of Evergreen's total undergraduate enrollment than any other public baccalaureate college in the state. Further, while recruitment strategies for Evergreen-Tacoma needed to be strengthened, enrollment of students of color in both absolute numbers and as a percent of total enrollment for the college as a whole, and for the Olympia, campus were at a record high.

This market analysis informed the creation of new enrollment strategy objectives.

## II. New Enrollment Targets

The college committed itself to:

- enrolling 5,000 students by 2010 by incremental, annual growth at the rate of about 100 to 150 students per year
- increasing the rate of fall applications to allow earlier application cut-off dates
- increasing the annual applicant pool to allow increased selectivity in admissions
- increasing the enrollment and market share of in-state high school students
- increasing enrollment of non-resident-tuition-paying students to 25 percent of total head count
- increasing the enrollment of in-state community college transfer students and maintaining or increasing the market share of community college transfers relative to high-school-direct students
- increasing the enrollment of students of color attending the Olympia Campus
- achieving enrollment goals for undergraduate full-time students, Evening/Weekend Studies, Tacoma, Graduate, and Reservation-based Tribal programs

Given state budget cuts in 2001–03 and the expectation of similar or larger cuts in 2003–05, and given the drop-off in the percentage of out-of-state students to 21 percent in 2001–03, the college agreed to put a premium on increasing the enrollment of out-of-state students to 25 percent again, while holding open the possibility of going beyond 25 percent if budget circumstances make it necessary.

## III. New Recruitment Strategy

To enhance its success in recruitment, and to achieve a better fit between the college and its students, Enrollment Services developed a complex, well-integrated plan to focus recruitment activities. The plan, implemented in full beginning in fall 2003, aims to:

- develop a consistent message across all dimensions of recruitment work
- personalize the delivery of the message
- redesign the college Web site as a primary recruitment device
- redesign and expand the recruitment mailing series
- develop recruitment strategies appropriate to each of the college's intended audiences
- assess all aspects of the recruitment process

Each of these elements will be treated in turn below.

**A. Develop a Consistent Message Across All Dimensions of Recruitment Work**

The message should be consistent across the college Web site, recruitment and admissions publications, and public presentations by Admissions counselors, students, faculty, alumni, and all others involved in the recruitment process. This is largely accomplished. We continue to revise publications and the Web site and plan to design new publications. The new *Academic Viewbook* received a silver medal this year at the CASE regional recruitment publications competition.

The message emphasizes:

- 1) **Practical Education:** Consonant with the college’s pedagogical commitment to connecting theory with practice through, for example, internships, community service, field work, and student involvement in scientific research, Evergreen offers liberal arts education appropriate to the “real world.”
- 2) **Academic Quality:** Demonstrated by Evergreen’s consistently excellent showing in *U.S. News and World Report* college rankings, numerous college guides, results from alumni and employer surveys, and its national and international reputation for learning communities.
- 3) **Contact with Faculty:** The multi-quarter duration of academic programs means that faculty know their students individually, that faculty-student collaboration in learning is a college norm, and that opportunities for students to do research with faculty are excellent.
- 4) **Small Classes:** Academic programs emphasize seminars, workshops, studios, and laboratory exercises involving small groups of students with maximum contact with faculty and peers with an effective student:faculty ratio of 25:1.
- 5) **Diversity:** Institutional commitment to diversity is emphasized in faculty hiring, student admissions, the content of academic programs and classes, and in staffing student support services.
- 6) **Student Outcomes:** Evergreen students have an excellent record of gaining employment in their fields of study, and in entering graduate, law, and medical school. (Historically, 87–89 percent of graduates find employment the first year after graduation; more than 40 percent enter graduate school within five years; and 90 percent of graduate students find successful placement.)
- 7) **Distinctive Beliefs/Values:** Evergreen’s pedagogical methods are rooted in philosophical values clearly articulated in the Five Foci of Teaching and Learning, the Six Expectations of an Evergreen Graduate, in the design of academic programs, and in the college mission statement.
- 8) **Location:** Situated on one thousand acres of forest on the edge of the capital city and South Puget Sound, within easy driving distance of major cities, as well as mountains and coast, Evergreen students are suitably located to take advantage of the culture and environment of the Pacific Northwest.
- 9) **Cost:** Evergreen offers a high-quality private college education at a public price.

## B. Personalize the Delivery of the Message

By personalizing all activities in the recruitment cycle, the prospective student experience of recruitment should mirror and anticipate the personalized experience of education at Evergreen. Accordingly, one goal of the delivery of the message is to encourage prospective students to visit Evergreen and experience it firsthand. Admissions counselors, Admissions office staff, faculty, current students, and alumni should be involved in the recruitment process in specific ways. Thus, we instituted an aggressive e-mail follow-up campaign with prospective students led by an admissions counselor with help from a student intern. We continue to expand our Student Visitor program.

### 1. Admissions Counselors have implemented the following:

- increased contacts with prospective students via e-mail and telephone follow-up
- edited inquiry and admit correspondence to communicate personalized attention
- increased personal contacts with in-state high school and community college counselors
- used laptop computers for travel and follow-up to enable prompt contact with prospective students by e-mail, and increase coordination between the Admissions Office and counselors on the road
- organized and produced events such as “Fridays at Evergreen,” in which prospective students meet faculty in the content areas of their interest

One planned activity that will be implemented in the future, is to develop a postcard follow-up system for prompt contact with students without e-mail addresses.

### 2. Admissions Office Staff have implemented the following:

- reduced processing time to close to 24 hours for response to inquiries, application review, and admission notification
- reduced time for notification of scholarship and tuition waiver awards

### 3. Faculty have become more involved in recruitment activities, especially by addressing the academic interests of prospective students by:

- giving some presentations in high school classrooms
- participating in campus-wide events such as High School Counselor Workshops

Other activities are planned but not yet implemented:

- have planning unit coordinators each write a letter for the mailing series describing the academic opportunities and pathways for prospective students interested in their content areas
- engage in e-mail contact with prospective students
- participate in phone-a-thon contacts with prospective students (not implemented)

### 4. Current Students have become involved in recruitment by:

- appearing in personal profiles on the Web site and in recruitment publications
- participating in recruitment through internships in the Admissions Office

An activity in the planning stages is to ask students to participate in phone-a-thons.

5. **Alumni** are involved in recruitment by:

- appearing in personal profiles on the Web site and in recruitment publications
- participating to a modest degree in recruitment through personal contacts with prospective students living in their areas

One desired outcome from everyone's participation in personalized recruitment outreach is to increase the number of prospective students who personally visit Evergreen, either to participate in recruitment activities such as "Fridays at Evergreen," or to stay overnight in student housing on campus, visit academic programs, and tour campus.

C. **Redesign the College Web Site as a Primary Recruitment Device**

Hired by Evergreen in May 2001, consultants from the Stamats group in Seattle developed templates for the Web site redesign and the college created a Web Support Group to implement a new look and content for the Web site. Implementation began in 2001–02, and is ongoing. The first recruitment year during which the fully redesigned site has been available to prospective students is 2003. Distinctive features of particular interest to prospective students include:

- **Campus tour:** Slide show of images and information about all aspects of campus life and environment with rotating video of some areas
- **Pick Your Program feature:** Enables prospective students to match fields of interest with specific academic program offerings in the current year's curriculum
- **Inside Evergreen feature:** Detailed photojournalistic descriptions of a few Evergreen first-year programs and features about special facilities and opportunities for students at Evergreen with display photos changing as the visitor navigates through the site
- **Online admissions application:** Prospective students can either fill out application forms directly on the Web, or download them in PDF format for later mailing

Special attention is given to ensuring that recruitment publications refer students to the Web site (and vice versa) and that the Web site provides Admissions counselors' travel schedules so that prospective students can meet with them when counselors are in their area.

D. **Redesign and Expand the Recruitment Mailing Series**

With the intention of reminding prospective students of Evergreen's salient features, the recruitment mailing series has been redesigned and enlarged, and each element refers students to the college Web site for further information. For example:

- 1) The mailing series has been expanded from 3 to 10 pieces for the fall 2003 recruitment cycle.
- 2) The *Academic Viewbook* is a newly created publication combining images and text to give insight into academic programs, co-curricular life, and life in the Pacific Northwest; it replaces the college catalog as the introductory source of information about the college for prospective students.
- 3) Postcards, invitations to visit campus, a *Parent's Brochure* (planned, not yet available), and other mailers complement the *Academic Viewbook* and the college catalog, each designed to convey a unified, signature "look" to the college publications.

## E. Recruitment Strategies Appropriate to Each of the College's Intended Audiences

With the overall goal of recruiting students earlier in the year so that applicant pools can be closed well prior to the beginning of the academic year, and recruiting high school students during their sophomore and junior years (through Pre-college Scholastic Aptitude Test searches), Enrollment Management has implemented the following strategies specific to each of the college's prospective student audiences:

### 1. In-state High School Students

- re-prioritize contacts with Washington high schools
- increase contacts with high school counselors
- increase “search” mailings with Washington high school juniors and seniors
- coordinate “search” mailings with Western Association of College Admissions Counselors tour

### 2. Out-of-state Students

- increase number of out-of-state new student/alumni/school counselor receptions
- add Admissions Counselor visits to San Francisco, New York, and Hawaii for the 2003 recruitment cycle
- increase and target student search mailings to National Association of College Admissions Counselors and *Colleges That Change Lives* tours
- increase student search mailings to out-of-state high school juniors

### 3. In-state Community College Students

- coordinate efforts of community college relations counselor, regional admissions counselor, and evening/weekend studies recruitment coordinator in the form of cross-training (full-time/part-time; direct transfer agreements; upside-down degree agreements)
- target community college visits to protect South Sound recruitment territories, especially South Puget Sound Community College
- expand community college visits to selected sites in Tacoma and Seattle to meet competition from University of Washington-Tacoma
- expand Upside-Down and Designated Transfer agreements (Direct Transfer Agreements articulated for six Associate in Technical degrees)
- develop Dual Admissions opportunities on a pilot basis with three community colleges: Spokane Falls, Grays Harbor, and Everett Community Colleges
- expand international recruitment from selected community colleges through new international student transfer agreement

### 4. Students of Color

- market the Direct Transfer Agreements articulated for six associate in technical degrees in programs with high student-of-color enrollments and tie these efforts in with Tacoma and Tribal-based program recruitment
- further coordinate efforts with Tacoma and Tribal-based program recruitment for transfer students
- include student athletes in elementary and middle schools at skills-building symposiums
- highlight the successes of and by student-of-color alumni at campus-wide events (e.g., high school counselor workshop) or at their places of work

Finally, given that Evergreen offers full- and part-time undergraduate and graduate programs at several locations (Olympia, Tacoma, Grays Harbor, and six tribal reservations), Admissions is better integrating recruitment plans for part-time, Graduate, Tacoma, and Tribal students by meeting with staff and faculty responsible for the recruitment of each constituent group, identifying obligations and support strategies, and speeding up turnaround time for mailings and processing applications.

**F. Assess All Aspects of the Recruitment Process**

As a routine part of the recruitment process, when they return from recruiting trips, admissions counselors debrief their experiences, identifying and ranking sites for successful visits and information dissemination, and reprioritizing for the next year's cycle. In addition, Enrollment Management has implemented the following:

- applied an overlap analysis to identify major competitors
- assessed and greatly reduced the response time to prospective student inquiries and processing time for student applications

The Institutional Research Office is in the process of analyzing yield-to-enrollment surveys that examine why some prospective students fail to move from Admit to Enrolled status or withdraw from the enrollment process altogether. It has also collaboratively developed a new-student survey to assess effectiveness of publications and recruitment strategies, and further explore “student fit” and expectations of Evergreen. Beginning with the entering students of fall 2003, transfer students will be included along with first-year students in this ongoing assessment activity.

Enrollment services has planned but not yet implemented assessments of the new Web site, including prospective student satisfaction, ease of site navigation and use, compatibility with users' computer capacities, and most-often-visited pages. One analysis that remains to be done is examining prospective student academic interest areas in light of Evergreen's curriculum.

In conclusion, complete results of the first full implementation of the new Enrollment Management strategy of 2002–03 will be available in fall 2003. Early signs suggest that it is working very well. Figure 2 on the following page illustrates higher numbers of applications for all students for this same period as compared to two previous years. For instance, as of April 11, 2003, high-school-direct applications are up 21 percent over the same week last year (1,625 compared to 1,345) and freshman admissions are up 20 percent (1,330 compared to 1,108).

Fall Undergraduate Application: 1999–2003

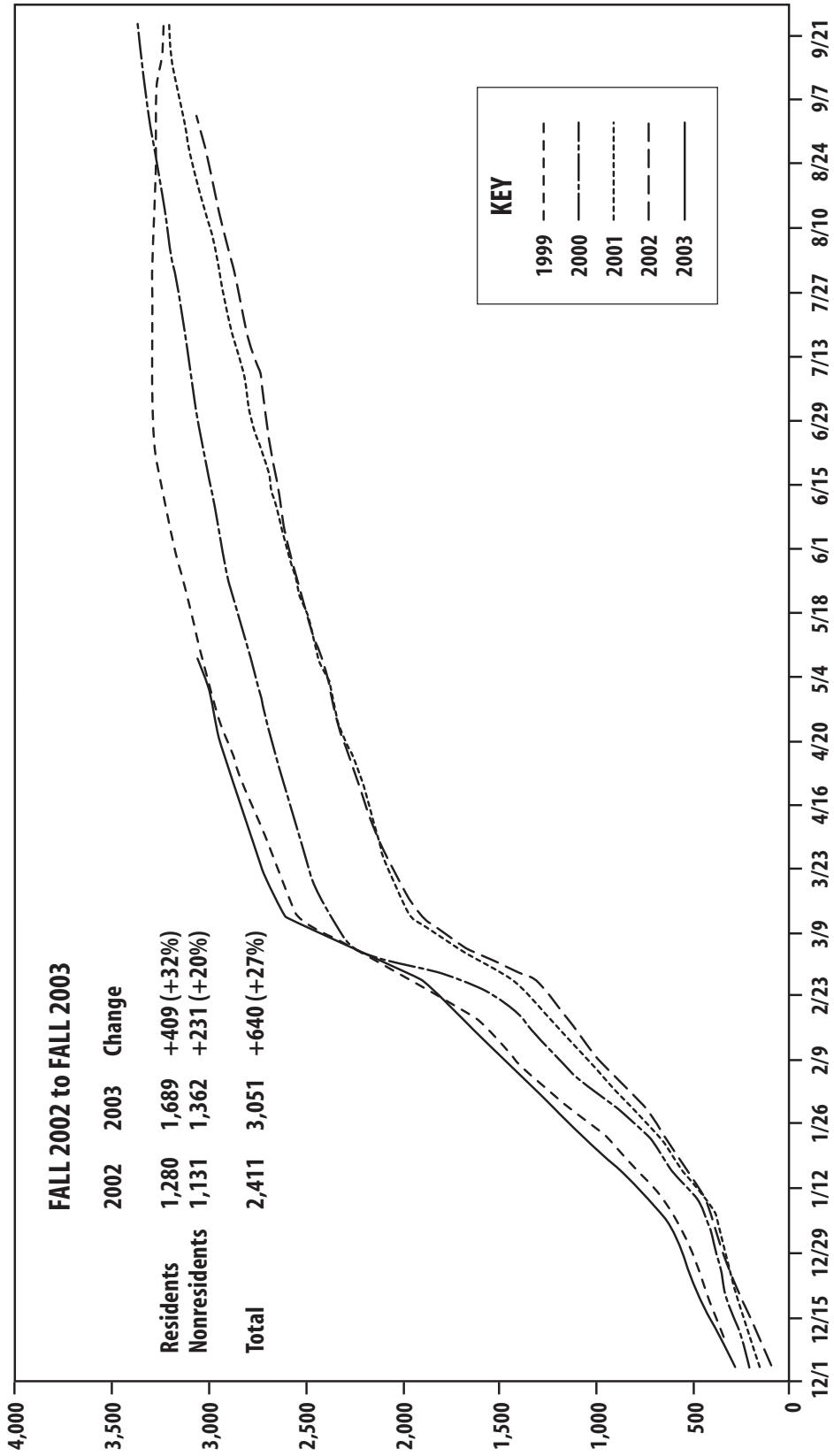


Figure 2

## Recommendation 4—Student Fit with Evergreen

We recommend that the College expand its efforts to address serious attrition problems by insuring that prospective students come for the right reasons and that they have a good chance to succeed. There has been much attention to what could be done to support students once they are here; there’s been too little done to insure that prospective students make the right choice in the first place.

### I. Learning Evergreen’s Philosophy of Teaching and Learning

The previous section focusing on the Enrollment Management Strategy responds to this recommendation by detailing efforts to create a closer fit between prospective students and the college. One measure of improvement resulting from improved advising and curricular reforms is that retention of all students improved in 2001–02, and for first-year students, the improvement was greater than in the past six years.

**Table 1**

<b>Fall-to-Fall Retention of Undergraduate Degree-seeking Students 1996–2002</b> (adjusted for graduation)						
	97–98	98–99	99–00	00–01	01–02	Change from 01
<b>All Undergraduates</b>	77%	77%	76%	78%	80%	2%
Freshmen	70%	67%	66%	68%	71%	3%
Sophomores	74%	73%	72%	77%	76%	-1%
Juniors	76%	77%	75%	77%	81%	4%
Seniors	89%	88%	89%	90%	88%	-2%
<b>Students of Color</b>	80%	79%	78%	79%	78%	-1%
<b>White Students</b>	77%	76%	76%	78%	80%	2%
<b>Students of Color by Campus</b>						
Olympia	78%	79%	77%	79%	77%	-2%
Tacoma	90%	82%	82%	78%	78%	0%
Reservation-based	73%	72%	81%	93%	92%	-1%
<b>New Freshmen</b>						
Total	71%	65%	70%	69%	71%	2%
Number	505	480	462	483	469	
Residents	74%	68%	76%	67%	76%	9%
Number	257	229	246	282	298	
Nonresidents	68%	63%	64%	72%	64%	-8%
Number	248	251	216	201	171	
<b>New Transfer Students</b>						
Total	76%	76%	72%	68%	77%	9%
Number	879	888	835	983	936	
Residents	76%	75%	72%	69%	77%	8%
Number	692	703	649	775	737	
Nonresidents	73%	78%	70%	66%	75%	9%
Number	187	185	186	208	199	



Because students sometimes choose Evergreen for personal reasons such as cost and proximity to home, we have continued some practices and begun new initiatives to help first-year and transfer students learn more about the philosophy of teaching and learning at Evergreen and the college community in an effort to retain students once they have been admitted. Student and Academic Support Services under the direction of the dean of Student and Academic Support Services have designed a wide variety of activities listed below.

- A. **First-Year Advising Day:** Organized by Student Advising and Support Services, and held each year in spring quarter, First-Year Advising Day introduces new students and their families to the college. In a student-oriented planning workshop, students meet members of the college community, learn about the range of academic offerings, how the curriculum works, and the Expectations of an Evergreen Graduate. A parent-oriented workshop helps them understand how they can support their students in transitioning from high school to college and in transitioning from home to Evergreen. Students register for fall programs at the end of the day. This program is increasingly successful: 220 students registered in fall 2002 compared to 190 in 2001, and 147 in 2000.
- B. **Fall Orientation Week:** Held in the week preceding the beginning of the school year, this college-wide program engages all facets of the college to help new students settle in and begin their academic careers and social networks. A major intention is to provide students with a set of supportive activities that assure them that they made the right decision to come to Evergreen. Program offerings are both curricular and co-curricular, with activities that expose students to the rich resources of the institution. During the past four years, this program has been strengthened and offerings have been expanded to build in academic components that give students exposure to and an early start in familiarizing themselves with undergraduate teaching and learning at Evergreen.

The most evident change in orientation was the development of an academic course offered during that time to students on a volunteer basis. For the past three years, faculty and Student Affairs staff presented an optional mini academic program entitled “The Courage to Learn,” which exposed students to the dominant modes of learning at Evergreen—seminar, workshops, laboratories, etc. In fall 2002, we reconfigured this program, offering it for two credits and renaming it “Beginning the Journey.” It was expanded to include not only work during orientation week, but also two hours per week during the first five weeks of fall quarter. Assessment data from which a report will be generated is currently being compiled and will be available by the end of spring 2003. It will be used at the summer 2003 Beginning the Journey planning institute to inform the development of new curriculum for fall. Assessment of this new initiative will also include analysis of student retention to their second year once data are available.

## II. Early Intervention Strategies

- A. **Early Start Program—First Peoples’ Scholars Program and KEY, Step-Up:** To provide support to special populations, in 2001–02 First Peoples’ Advising Services and KEY (Keep Enhancing Yourself) Advising Services (a federally funded TRIO Program), began to offer pre-orientation programs. These allow students to familiarize themselves with the workings of the college and to enhance their college-readiness skills. First Peoples’ Scholars Program focuses on students of color; KEY focuses on first-generation students, low-income students, and those with disabilities. Emphasis includes intensive writing and reading seminars, seminars on developing problem-solving skills, and the ins and outs of

living in Olympia. In addition to the programming, staff gave attention to community development because these students may experience some level of isolation and marginalization.

- B. “How’s It Going?”** It is clear that new students can make up their minds as early as the first two weeks of school as to whether they will stay at or leave the institution. One of the retention strategies used during fall quarter is to ask students two basic questions, “How are you doing in terms of your academic life? Your social life?” Academic Advisors ask new students in Core and All-Level programs to respond in writing on cards distributed during class or mailed to them. Advisors then review responses to identify students who may be experiencing difficulties and to plan follow-up sessions with them. The First Year dean reviews the cards and then provides summary feedback to help faculty teaching teams understand how they might adjust programs or provide support to students in their programs.

### III. Advising Outreach in Student and Academic Support Services

Rather than serving students only in their offices, Student and Academic Support Services has initiated a number of ways to reach students in their programs, housing, or in their athletic programs:

- A. Core Connectors:** The Core Connector program is designed to provide an Academic Advising presence within Core programs to help students settle into and adjust to college life. Academic advisors and other Student and Academic Support practitioners are assigned to work with each Core program. The Core Connector meets regularly with the program, makes announcements regarding advising and other workshops, and participates in and facilitates discussions related to academic success. Core Connectors also work with faculty in conducting small, group interview processes that allow students to express their concerns and satisfaction with their individual program. Core connectors play a major role in providing meaningful feedback to faculty about ways to improve their programs.
- B. Prime Time Advisor:** The Prime Time Advisor is an academic advisor assigned to the residence halls to provide direct services to resident students. Since 1998, the advisor has been providing academic advising workshops, training Resident Assistants regarding advising referrals, collaborating with the Writing Center, and conducting one-on-one advising sessions with residents. The advisor’s office is in one of the residence halls, and the hours of service are designed to match times when students are in their living units. In the last full academic year, 2001–02, 2,471 students were served.
- C. Student Athlete Advising:** This year, a comprehensive academic advising strategy for athletes at Evergreen was implemented to address the balance between the demands of a full academic program and the demands of a college-level sport. Academic Advising staff worked closely with the associate director of athletics to coordinate meetings with coaches, conduct advising workshops and one-on-one advising sessions with student athletes. This helped students to select appropriate programs and develop academic and career plans to fit with their eligibility status.
- D. Collaboration with Faculty:** In summer 2002, in response to General Education initiatives, the dean of Academic and Support Services coordinated a team of senior faculty and Student and Academic Services directors (Career Development, First Peoples, KEY, Academic Advising) to attend a summer institute sponsored by the National Academic Advising Association, a national organization dedicated to the research and practice of academic advising. This collaboration resulted in several pilot projects directed at improving the delivery of advising to the undergraduate population. Particular emphasis

was placed on developing a system of advising that provided more one-on-one contact with students, developing a summer institute for improving faculty members' and practitioners' advising skills, and exploring ways to incorporate General Education into the advising session. The two faculty members of the 2002–03 Core program, “So You Want to Be a Teacher?” attended the institute and incorporated one-on-one advising sessions for the students in their program. Each student was asked a series of questions about areas of concern, stress, and their perceptions of their skill levels. In 2002–03, individual “one-on-one” sessions with an advisor are being piloted. Given this collaboration between Student Affairs and Academic Affairs, a commitment has been made to send another team to the summer 2003 institute. The intent is to increase the institution’s knowledge base regarding good advising as well as to develop a critical mass of colleagues dedicated to advising.

- E. **Conditional and Special Admit Advising:** Beginning fall 2002, students admitted conditionally became a focus for our retention efforts. Conditional admits have one quarter to demonstrate that they can be successful at Evergreen. To maximize their chances of success and capitalize on their promise, the Admission Office and Student Academic Support Services conducted a special orientation program. Each conditionally admitted student is required to meet with an academic advisor for a one-on-one session to learn about available resources.
- F. **Students on Academic Warning Advising:** Students placed on academic warning are sent a letter about their status that also identifies departments and resources available to them. Members from Enrollment Services, Student Academic Support Services, and the Academic Curriculum dean meet to discuss how to be more proactive with this group and get them back on track to avoid being placed on required leave. Students who fall into this category are strongly urged to contact one of the offices that provide academic support.
- G. **Washington Educational Achievers, funded by the Washington Educational Foundation and the Gates Foundation:** In fall 2001, all the institutions of higher education in Washington state signed an agreement to provide support services to these students. Each of the Achiever scholars is enrolled in KEY Student Services, which serves first-generation students, low-income students, and those with disabilities. Students are required to meet with a KEY educational specialist at least twice a quarter. In addition to academic support, each scholar is assigned a mentor, who is either a staff or a faculty member at Evergreen.
- H. **“Transitions to Success”:** The results of a major outreach advising project with incoming first-year students, are in press (Coghlan, L., K. Parker, and J. Slone. *Transitions to Success Outreach Advising Project: Final Report*. Olympia, WA: The Evergreen State College). Two cohorts of students conducted extensive one-on-one advising interviews and group workshops. Analysis of the extensive data collected during the project provides both qualitative and quantitative insight into the experiences of first-year students at Evergreen and factors that lead to success. Advising and other project staff are looking forward to engaging in campus dialogue about the findings in the report.

#### IV. Student Life

There are several programs/initiatives dedicated to retention in the co-curricular, social life of the college. Much of the work in this area has been focused on what we need to do to create a positive, healthy, safe, and nurturing environment for students.

- A. Substance Abuse:** There are several programs to support substance-abuse prevention, and meet students where they are in terms of their readiness to change. Support ranges from education challenging students' perceptions about use and campus climate to routine screening in the Health or Counseling Center. An Addictive Behaviors Specialist provides on-campus assessment and treatment where appropriate; he occasionally makes referrals to in-patient or outpatient treatment programs. Along with intervention for individuals, Evergreen is engaged, with two other institutions of higher education, in evaluating three promising interventions designed to reduce harm associated with substance abuse and to enhance students' success through the Motivating Campus Change Project (fall 1999–spring 2005).
- B. Violence Prevention:** Our work with students clearly indicates that it is important they feel safe and secure on the campus. Although there is a perception that Evergreen is a relatively safe campus, there was a need to ensure that as many safety precautions are taken as possible. A DTF was appointed to examine and assess the status of the campus in relation to safety and security issues. Its report was made available to the campus community in April 2003 and recommendations were made to the president.
- C. First-Year Experience—Housing:** The First-Year Experience in Housing is designed to create a living-learning environment that assists and supports high-school-direct residents to make connections with the campus both academically and socially. Staff and space are dedicated to providing programs and opportunities that emphasize transition issues for first-year students as well as exposing them to the rich resources of the college. The goals of this program are to foster a sense of belonging, academic success, responsible community citizenship, and a socially comfortable environment. The First-Year Experience is in its fourth year and currently occupies two residence halls with 229 beds.
- D. Assessment of Student Life Programs:**
- annual Residential Life Survey conducted by Campus Housing staff
  - regular Student Activities Questionnaires to elicit student programming suggestions
  - two large, group seminars with Student Affairs staff and Institutional Research and Assessment to discuss results of the National Survey of Student Engagement, especially focused on the 50th percentile scores on “Supportive Campus Environment” benchmark
  - “Athlete Retention and Graduation Rate Review” conducted by Institutional Research and completed August 2001 for the period between 1994–2000, which indicated high graduation rate of athletes
  - disaggregation of National Survey of Student Engagement results on social engagement items for on-campus vs. commuter students and first generation college students vs. non-first generation students; significant differences in the experiences of these groups were summarized and discussed with Student Affairs
  - the new director of College Relations has launched an internal communications assessment (April, 2003) to explore how students, faculty, staff, and other administrators share and receive information about the college
  - “The Evergreen New Student Survey” and “The Evergreen Student Experience Survey” are two new surveys developed by the office of Institutional Research which will be administered every other year beginning in the 2003–04 school year

The two surveys were developed collaboratively among administrative offices, faculty, and students to support continual improvement of both academics and student services. The surveys will allow longitudinal study of students' use of campus resources and their perception of connectedness to the Evergreen community. There are specific questions on the Evergreen Student Experience Survey about students' satisfaction with the variety and availability of campus activities, and the survey gives students an opportunity to suggest improvements. There are also questions about how much respect there is for diversity on campus and whether there is enough diversity here. The longitudinal nature of the survey will allow for an understanding of what students anticipate student life will be like at Evergreen and how their perceptions change over time. It will also assist in exploring the relationship between student outcomes and students' level of satisfaction/connectedness with the community, and participation in campus activities.

## Recommendation 5—Salary Schedules

**The salary schedule at TESC is making it increasingly difficult to attract and maintain qualified faculty, administrators, and instructional technology personnel. The committee recommends that the institution review the salary schedule and increase its efforts to seek ways to better compensate its personnel.**

### A. Faculty Salaries

In April 1998, then-Provost Barbara Smith charged a Salary DTF to examine the underlying assumptions and philosophies of the faculty salary policy and determine whether they were still appropriate. The DTF met for one year. The DTF's conclusions, endorsed by the faculty and approved by the Board of Trustees (June, 1999), reaffirmed the existing underlying philosophy for faculty compensation: no rank, no distinctions among disciplines, all paid on the same scale (as stated in the 1998 Reaccreditation Report). What changed is how faculty salary increases were applied (from uniform, fixed dollar amounts between each experience year to an "accelerated" model). This "accelerated" faculty compensation model provides faculty members with the largest annual experience year rate increases (both dollar and as a percentage of salary) early in their academic careers and peaks at mid-career. The primary rationale for adopting this model is the likely positive effect on the recruitment of new faculty members as Evergreen rebuilds the faculty due to retirements.

Academic year 2002–03 is the fourth year of implementing the revised faculty salary compensation model (1999–2000 through 2002–03). Faculty salary increases over these four years have been funded through a combination of state appropriated average cost-of-living adjustments (COLAs), tuition increases, and faculty turnover savings. COLAs have been an important component of the funding plan. State-funded COLAs included 3 percent per year in the 1999–01 biennium, 3.7 percent in 2001–02 and 0 percent in 2002–03 (the original allocation of 2.6 percent was eliminated due to mandated Legislative budget cuts). Institutional contributions to improving faculty salaries include 3 percent in 1999–00, 4 percent in 2000–01, and most recently, 1 percent in 2002–03. Faculty turnover savings are now reinvested to automatically fund experience year increases not supported by legislative funding.

The combination of consistent state COLA support (except for the current fiscal year) and an institutional commitment to supplement the state appropriations has positively influenced faculty compensation over the past four years. A comparison of same-experience-year dollar and percentage increases and Evergreen (real) dollar and percentage increases over the past four years, is demonstrated thus: in 1998–99 the salary at experience-year 15 was \$38,274; in 2002–03, the salary for the *same* experience-year is \$46,836, an increase of \$8,562 (22 percent) in four years. A faculty member at experience-year 15 in 1998–99 would be at experience-year 19 in 2002–03 at a salary of \$50,634, an increase of \$12,360 (32 percent) in four years. As stated in the 1998 report, a similar increase (30 percent for a mid-year faculty member) took 10 years prior to the implementation of these changes.

National Integrated Post-secondary Education Data System (IPEDS) and peer (Washington state Higher Education Coordinating Board or HECB) faculty salary comparisons over this period indicate that modest progress has been made. Using the most recent IPEDS/HECB completed comparisons, the average Evergreen faculty salary has increased from \$44,643 in academic year 1998–99 to \$53,548 in 2001–02 for an increase of \$8,905 (20 percent). During this same reporting period, the average salary

for our designated national peers increased from \$53,834 to \$60,076 for an increase of \$6,242 (11.6 percent). Thus the gap to average was reduced from 17 percent in 1998–99 to 11 percent in 2001–02.

In light of rising institutional costs, coupled with declining state support, it is uncertain whether Evergreen can continue its commitment to increasing faculty salaries at the rate experienced the past four years. The challenge over the next five years will be to determine how funding faculty compensation ranks against other important institutional needs at a time when perhaps the only source of new revenue is increased tuition.

**B. Classified Salary Adjustments**

In addition to the COLA increase request in the college’s budget request for the 2001–03 operating budget, the public four year institutions worked collaboratively to advance a special request for funds to address the most pressing salary concerns of our classified staff. Of particular concern were positions in the information technology, police and accounting and budget fields who had the greatest market disparity, making recruitment and retention difficult. The legislature approved our request, and we have fully deployed the funds to correct salary conditions for those classifications.

**C. Professional Staff**

A recent survey comparing administrator and mid-level professional salaries, based on 2002–03 College and University Personnel Association data, shows that, on average, exempt professional salaries have fallen further behind 1998 levels:

**College and University Personnel Association (CUPA)**

Category	FY 1998	FY 2002
Exempt staff found to be 20% or more behind their benchmark	12.80%	24.56%
Exempt staff found to be 15% but less than 20% behind their benchmark	12.80%	14.91%
Exempt staff found to be 10% but less than 15% behind their benchmark	18.00%	20.17%
Exempt staff found to be at least 10% behind their benchmark	43.60%	59.64%

For the exempt adjustments leading up to the current biennium, the CUPA analysis informed how we chose to allocate limited salary increase dollars. For example, in the FY 2000 process we gave 1.0 percent to all exempt employees as a general COLA adjustment. The employees 20 percent or more behind received an additional 6 percent, employees between 15 percent to 20 percent behind received an additional 4 percent, and those employees between 10 percent to 15 percent behind received an additional 1.0 percent. As already indicated for the faculty, professional staff salaries have not been adjusted due to state budget constraints.



For fiscal year 2001 the institution again attempted to address some of the salary issues though with a smaller base of flexibility:

- all exempt positions received 1%
- those between 10% and 15% behind received 2%
- those between 15% and 20% behind received 4%
- those more than 20% behind received 6%

After FY 2001 there were minimal or no raises granted by the legislature. Individual divisions continue to try to address issues of salary with their own internal resources and have been forced to do so on occasion when filling vacant positions. Clearly, we continue to fall further behind on this issue and need to make this a fundamental goal for future planning.



## **PART B: Responses to Northwest Commission on Colleges Standards**

In this section of the report, the implementation of *The Evergreen State College Strategic Plan 2000* will form the structure for the responses to each of the standards. Responses to the specific questions for each standard follow.

### **Standard 1— Institutional Mission and Goals, Planning, and Effectiveness**

#### **I. Mission and goals**

The mission and goals of the college are fully expressed and periodically updated in the Strategic Plan, the most recent iteration of which was published in 2000 (see Exhibit H). Senior Staff reported to the Board of Trustees on June 13, 2002, regarding the college's progress in implementing all aspects of the *2000 Strategic Plan*. In addition, Senior Staff have initiated an annual joint goal-setting process to focus their efforts on implementing salient aspects of the Strategic Plan.

The *2000 Strategic Plan* articulates the college's internal and external goals and objectives in seven areas—academics; student recruitment and success; faculty/staff recruitment, retention, and vitality; partnerships; funding; physical resources; and technology. Each goal and its implementation to June 2002 will be reported as appropriate in the discussion of each of the Commission's nine standards.

Internal objectives and values that inform Evergreen's planning process include a commitment to the college's educational mission as expressed in the Five Foci—interdisciplinary study, linking theory with practical applications, personal engagement in learning, collaborative learning, and learning across significant differences—which are now supplemented by the Six Expectations of an Evergreen Graduate (see p. 7). These objectives and values are consistently at the center of the highly participatory and broadly consultative planning and decision-making processes through which the college carries out its short- and long-range planning and business.

External objectives include an emphasis on greater efficiency, greater public accountability, service to increasing numbers of students, and improving educational quality, all of which are linked with the Higher Education Coordinating Board's Statewide Master Plan, its Accountability Plan, and the Office of Financial Management's Operating Budget procedures.

One new goal, developed since 1998, and defined in the *2000 Strategic Plan*, is for the college to more effectively engage in partnerships that strengthen its relationships with its constituencies and communities. The Strategic Plan states:

Evergreen will strive to strengthen, create, and support a rich tapestry of formal and informal partnerships and community connections that are mutually beneficial and congruent with the college's values. Partnerships provide intellectual and material resources to the college, lending additional vibrancy to the college in providing collaborative opportunities for both students and faculty. Partnerships provide an avenue for the college leadership to address at an institutional level common concerns with community groups and agencies.

Divided into a number of goals, and in the process of implementation since 2000, the college’s commitment to partnerships is described below, with the goals stated in the left column, and implementation to the present documented in the right column.

<p><b>Goal 1:</b> Continue to explore partnerships that:</p> <p>a. are compatible with the college’s interest in promoting seamlessness in the education system</p> <p>b. benefit underrepresented populations and promote diversity</p>	<p><b>Implementation:</b></p> <p>a. Articulation agreements with state community colleges allow easy transfer of credit to Evergreen. In proportional terms, relative to the other public four-year colleges, Evergreen has the largest number of community college transfers from Washington state community colleges. One articulation agreement, with the Tacoma Community College, is the Bridge program, taught at Evergreen’s Tacoma campus, that provides an interdisciplinary program to prepare students for advanced work at Evergreen. The college also has unique articulation agreements to allow students from technical colleges to transfer to Evergreen with their credits from technical courses intact. A pilot agreement permitting dual admissions is underway with three community colleges: Spokane Falls, Grays Harbor, and Everett Community College.</p> <p>b. Through the Reservation-based program, the Tribal Administration MPA, the Longhouse Cultural and Educational Center, and the Northwest Indian Applied Research Institute, the college works closely with Northwest tribes. The college received a \$4.5 million “Gear-Up” grant from the U.S. Department of Education to help prepare underrepresented students in Western Washington middle schools for entry to college. A possible future initiative, “Undergraduate Teaching Preparation Partnership,” is being explored with Pierce College, Tacoma Community College, and the Office of Public Instruction to train more minority teachers for Tacoma public schools.</p> <p style="text-align: right;"><i>Goal 1 continued on next page</i></p>
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<p><i>Goal 1 continued</i></p> <p>c. promote innovative approaches to teaching and learning</p>	<p>The International Studies Advisory Board, the academic deans, and the provost are exploring a partnership with Wuhan University of Technology, China.</p> <p>c. The college is in the final year of a National Learning Communities Project grant that is aiding 60 colleges in developing learning communities.</p>
<p><b>Goal 2:</b> Establish, as a public service center, The Northwest Indian Applied Research Institute to provide research service to tribes on critical issues.</p>	<p><b>Implementation:</b> Under the directorship of faculty member Alan Parker, the NIARI opened Sept. 1, 1999.</p>
<p><b>Goal 3:</b> Seek funding for the Center for Community Partnerships, a community-based learning center, to aid faculty in making community-based learning a part of their academic programs and to provide community organizations a point of contact for community-based learning resources.</p>	<p><b>Implementation:</b> Funding is requested in the 2003–05 operating budget request. Community partnership resources developed by faculty and staff in the 2001–02 “Local Knowledge” program are being used and expanded by the 2002–03 “Citizen Artist” program.</p>
<p><b>Goal 4:</b> Continue the college’s commitment to the existing five public service centers: Labor Education and Research Center, Longhouse Educational and Cultural Center, the Washington Center for the Improvement of the Quality of Undergraduate Education, the Evergreen Center for Educational Improvement, and the Washington State Institute for Public Policy.</p>	<p><b>Implementation:</b> Due to 2002–03 budget cuts, the Centers’ flexibility and range of activities have been reduced. Efforts by each one of the centers to make up the budget reductions with external grants are ongoing.</p>
<p><b>Goal 5:</b> Continue to build connections with and among alumni so that they may:</p> <p>a. assist the college in providing information and mentoring to prospective students and their families, current students, and other alumni</p>	<p><b>Implementation:</b></p> <p>a. In fall 2002, alumni participated in college recruitment nights in Portland and Berkeley with good success.</p> <p><i>Goal 5 continued on next page</i></p>

<p><i>Goal 5 continued</i></p> <p>b. serve as diverse role models for the success of an Evergreen education.</p>               <p>c. help build bridges between the college and other segments of the community</p>	<p>b. Local alumni are often invited to campus to lecture to academic programs. The First-Year Fund has, as one of its long-term goals, generating the funding necessary to enable alumni to serve short-term residencies in the FYE dorms where they will lead discussions and workshops demonstrating the connections between their Evergreen education and their current careers.</p> <p>c. The college supports alumni participation in the Common Ground program, meetings with tribal leaders, Rotary, and Chamber of Commerce, among others. It also widely advertises lectures of interest to the general public, all gallery openings, and Expressive Arts events. Super Saturday, the state’s largest one-day public event, continues to occur each year on the day after graduation ceremonies, attracting an average of 15,000 visitors.</p>
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## II. Questions from the Commission

1. Succinctly describe the institution’s current status in meeting the requirements of Standard 1.B— Planning and Effectiveness.

As in 1998, several standing groups or committees, whose membership extends both vertically and horizontally through the college, are responsible for long- and short-range planning and evaluation. Cross-divisional collaboration among the administrative divisions of the college (Academics, Student Affairs, Advancement, Finance and Administration, and the President’s Office) is an increasingly salient feature of each group and committee’s make-up and work.

The Senior Staff meets weekly to strategize about and to monitor implementation of long- and short-range planning goals and to share routine information. This group consists of the president, the vice presidents of each division, college budget officer, legislative liaison, and the president’s executive associate. Since 1998, the associate vice presidents for enrollment management and academic budget, and the academic budget dean have become regular members of the group.

The Academic Deans group meets weekly to focus on short- and long-range planning and consists of the provost, the six academic deans (including the dean of the library), the associate vice president for academic budget, and the provost’s administrative assistant. To facilitate cross-divisional collaboration, the vice president for student affairs, the dean of student academic support services, and the director of computing services are routine visitors.

The Academic Council, a group including the deans, public center directors, graduate directors and planning unit coordinators, meets to discuss issues that concern academics and provides a communication link among all members of Academics.

A subset of the Academic Council gathers to analyze the implementation of budget reductions as well as the development of new fund-generating opportunities with leadership from the budget dean, the associate vice president for academic budget and the provost.

The associate vice president for academic budget meets weekly with the individuals who have key responsibility for budget matters in each of the divisions and, with assistance from the college budget director, coordinates budget analyses and proposals in preparation for college-wide discussions.

The Student Affairs Deans and Directors group meets once every two weeks, and has expanded its membership to include the academic dean of first-year studies, again to facilitate cross-divisional collaboration. The Finance and Administration Directors group meets monthly.

Three other standing committees meet regularly to focus on enrollment and curriculum planning. The Enrollment Coordinating Committee monitors, designs, evaluates, and improves recruitment and retention activities relevant to the full-time and evening/weekend curriculum. Led by the assistant vice president for enrollment services, its membership is drawn from Academics, Student Affairs, and Advancement, supplemented by faculty and student representatives. The Curriculum Coordinating Committee brings together the associate vice president of enrollment management, the directors of registration and records and of academic advising, and the academic deans of curriculum and first-year studies on a quarterly basis to assure fit between the curriculum and student demand and needs. The Evening/Weekend Studies Coordinating Committee, led by the academic dean of evening/weekend studies, meets regularly to coordinate the EWS quarterly curriculum with representatives from admissions, registration, advising, career development, and college relations.

Each year, a number of ad hoc committees made up of students, staff, and faculty, are charged by the president or vice-presidents to conduct research and make recommendations to faculty and senior staff on important issues. In 2002–03, for example, DTFs are meeting to research and make recommendations about faculty governance, faculty hiring priorities, reduction in force policy, and student and faculty risk and liability during travel abroad.

The office of Institutional Research and Assessment carries out institutional evaluation and planning, especially of student enrollment and retention, and the assessment of student learning outcomes. Its director reports regularly to senior staff, the Board of Trustees, and the HEC Board.

## **2. What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?**

The success of the college in meeting its institutional goals is manifested in several ways. First, as reported above (pp. 12–15), the Assessment Study Group, in collaboration with Institutional Research and Assessment, has given the college vital and effective tools (Transcript Analysis and the End-of-Program Reviews) with which to judge student learning and the college's progress in implementing general education policy in the context of a thriving full-time and evening/weekend studies academic curriculum.

In addition, 1999 surveys of employers and graduate faculty, and of alumni, demonstrate the effectiveness of Evergreen education (see Exhibit I). Employer and graduate supervisors gave Evergreen alumni ratings between 3 (good) and 4 (excellent) on all work-related skills on the survey. In the three skills supervisors rated as most important—the ability to work cooperatively in projects requiring team effort, to speak clearly and effectively, and to recognize problems and devise effective solutions—alumni received high marks: 3.57, 3.47, and 3.26 respectively. In addition, alumni received the highest ratings for the ability to work in a culturally diverse environment (3.72), and willingness and aptitude to learn new skills (3.65). Finally, Evergreen alumni scored well when compared to their counterparts in the same position at work or in graduate programs, receiving rating of “About the same” or “Stronger than” the comparison person on all work skills.

Evergreen continues to achieve excellent results for its students, even in the midst of budget cutbacks and increasing student enrollment. Every other year, Evergreen conducts an undergraduate alumni survey of baccalaureate degree recipients one year after graduation. The 1999 Alumni Survey demonstrated that, with the exception of math skills and numeracy, Evergreen alumni rated their level of skill in all areas between 3 (good) and 4 (excellent). The three top-rated skills were the ability to work in a culturally diverse environment (3.72), independence and initiative (3.68), and willingness and aptitude to learn new skills (3.60). Math skills were rated lowest (2.71). In terms of the preparation their Evergreen education had given them, alumni gave the highest ratings to the ability to critically analyze information (66.6 percent reported “a great deal”), willingness and aptitude to learn new skills (63.6 percent), and independence and initiative (62.9 percent). Lowest ratings were given to math skills (43 percent reported “not at all”), and computer literacy (23 percent reported “not at all”). As this survey occurred before the implementation of General Education, it will serve as a useful baseline for future assessment.

In the 2000 Alumni Survey of the class of 1998–99, 84 percent of the alumni were employed, and their top categories of employment were business/management (22 percent), social services (18 percent), sciences (18 percent), and education (14 percent). This survey also indicated that 17 percent of our graduates go directly to graduate school after graduation. In a separate alumni survey that was conducted five years after students had earned their degrees, 42 percent reported having attended graduate school. Early results in the 2002 survey answering a new question about whether they intended to go to graduate school indicate that 70 percent of the students who did not go directly to graduate school intend to do so.

Since Evergreen’s learning structure is so interdisciplinary, it has been difficult to discern from past alumni surveys whether alumni were finding jobs and pursuing graduate work in their primary fields of study. Therefore, for the 2002 survey, we added a new question that asked the class of 2000–01 whether they felt their current employment was in their area of primary study while at Evergreen. Although results from this most recent alumni survey are not yet finalized, the data from the first 280 surveys that have been received indicate that 31 percent have jobs directly related to their field of study, and another 37 percent feel their jobs are “somewhat” related.

## Standard 2—Educational Program and its Effectiveness

Evergreen now offers full-time academic programs at several sites—Olympia, Tacoma, five reservations, and Grays Harbor. In addition, the college offers part-time, Evening/Weekend Studies at its Olympia and Grays Harbor campuses. Organized to speak effectively to the Five Foci and the Six Expectations of an Evergreen Graduate, Evergreen’s curricular offerings remain predominantly interdisciplinary and team-taught, and last between one and three quarters of the school year. In recent years, the college has witnessed trends toward smaller faculty teaching teams (from a norm of three- to four-faculty teams toward a larger number of two- to three-faculty teams), more programs lasting one or two, rather than all three quarters, and, importantly, toward more cross-divisional programs (those containing content drawn from two or more of the four divisions of knowledge—the arts, natural sciences, social sciences, and humanities). These changes are, in part, responses to discussions about General Education. For example, faculty have found in cross-divisional programs new, stimulating ways of combining their intellectual interests while making arts, sciences, and quantitative reasoning more available to students to facilitate breadth in their education. From the students’ point of view, being able to choose from a larger range of program offerings of variable length enables them to more effectively explore their academic interests cross-divisionally.

The *2000 Strategic Plan* addressed the academic division in the following terms:

Evergreen will provide a high-quality learning environment and an interdisciplinary curriculum at the undergraduate and graduate levels responsive to changing student, faculty, and societal needs. The most important academic challenges for the college at this point are to continue to define the essential characteristics of an Evergreen education and the challenges those educated at Evergreen will face, and to explore future directions.

### I. Academic Commitments

<p><b>Goal 1:</b> Hold discussions within our community to review, clarify, and deepen our common understandings of the Five Foci of an Evergreen education (interdisciplinary education, collaboration, personal engagement, teaching and learning across significant differences, and bridging theory and practice).</p>	<p><b>Implementation:</b> Each faculty development summer institute emphasizes the need to include the Five Foci and the Six Expectations of an Evergreen graduate as active components of the curriculum. For students, Advising workshops and courses help them to actively incorporate the Foci and Expectations into their learning.</p>
<p><b>Goal 2:</b> Develop a General Education policy.</p> <p>a. Develop a policy for articulating learning outcomes for all academic programs, especially in regard to competencies in writing, quantitative reasoning, and technological literacy.</p>	<p><b>Implementation:</b> Refer to the response to Recommendation One of this report (pp. 3–15).</p> <p>a. Institutional Research has coordinated Evergreen’s participation in HEC Board-led efforts to develop statewide learning outcomes in writing, quantitative reasoning, and technological literacy. These efforts are ongoing.</p> <p style="text-align: right;"><i>Goal 2 continued on next page</i></p>



<p><i>Goal 2 continued</i></p> <p>b. Examine and define the role of the Learning Resource Center.</p>	<p>b. As a result of General Education discussions, the Learning Resource Center has become the Writing Center and the Quantitative Reasoning Center. Activities of both centers are reported on pp. 5–6 of this report.</p>
<p><b>Goal 3:</b> Periodically reexamine curricular directions, and revise the college enrollment plan to 2010 to include the following commitments:</p> <p>a. Expand Part-Time Studies</p> <p>b. Add two graduate programs: an MFA in Media Studies and an MPA in Tribal Administration</p> <p>c. Explore participation in Running Start and other high school/college programs</p> <p>d. Development of a five-year plan for growth in the full-time undergraduate curriculum</p>	<p><b>Implementation:</b> Funding reviews of the academic program, hiring priorities, and curriculum coordination are all ongoing.</p> <p>a. Renamed Evening and Weekend Studies (EWS) in fall 2002, this portion of the curriculum grew through adjunct hires. Curriculum is developed every quarter, enabling swift response to current needs and issues, and in coordination with the full-time curriculum. EWS now generates 16 percent of all college credit.</p> <p>b. Both programs remain unfunded by the state Legislature.</p> <p>c. The college was granted legislative authority to implement Running Start. A DTF explored the idea and recommended that we not move forward at this time.</p> <p>d. This plan is under development and revision due to the need to increase out-of-state student enrollment to 25 percent and to make other adjustments as a consequence of the state budget crisis.</p>
<p><b>Goal 4:</b> Review and plan facilities, equipment, and support services needed to support the college growth plan.</p>	<p><b>Implementation:</b> The 10-year Master Plan provides capacity for 5,000 student FTE by 2010, using excess space in the new Seminar II building in the next two years for temporary offices while other buildings are renovated.</p> <p>An update of the Master Plan in spring 2002 provides for a remodel of the Library building in the next two biennia and the Communications</p> <p style="text-align: right;"><i>Goal 4 continued on next page</i></p>



	<p><i>Goal 4 continued</i>                  Building in the following biennium. This is now being scheduled pending approval of the 2003–05 state budget request.                  Equipment needs for Seminar II are contained in the 2003–05 budget request.</p>
<p><b>Goal 5:</b> Review and implement recommendations from the academic program reviews submitted to the HEC Board in spring, 1999:</p> <ul style="list-style-type: none"> <li>a. Maintain competitive faculty salaries.</li> <li>b. Develop adequate faculty development programs in the midst of faculty retirements and growth so as to maintain Evergreen’s distinctive pedagogical approaches.</li> <li>c. Plan growth in the college, balancing the needs of new curricular areas against the need for expansion of and filling gaps in existing areas. Develop a five-year curriculum and hiring plan by fall 2000 that balances the needs of the existing curriculum with those of new curricular areas.</li> <li>d. Continue to make improvements in student advising.</li> <li>e. Strengthen opportunities for advanced work.</li> <li>f. Strengthen the college’s commitment to diversity in the curriculum and in student and faculty recruitment.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>a. A 1.0 percent salary increase was included in the budget recommendation for 2002–03. The increase, however, was not funded due to state budget deficits.</li> <li>b. Summer faculty development institutes have received additional funding so that more faculty can participate and more institutes can take place.</li> <li>c. A five-year faculty hiring plan was developed in 2000–01 consistent with general education priorities, the curriculum as a whole, student needs, staffing needs, and the college’s financial resources.</li> <li>d. See Recommendation 4, pp. 28–33.</li> <li>e. Student numbers at the advanced level are often not large enough for team-taught programs. Individual contracts have traditionally been a mode for advanced work. Other alternatives are under discussion.</li> <li>f. Through faculty hiring, we have developed Middle Eastern studies.                  Evergreen’s work in recruiting, hiring, and retaining faculty is massive and occupies a central location in the college’s work. In  <i>Goal 5 continued on next page</i></li> </ul>

<p>g. Continue to improve articulation between the full-time and part-time curriculum.</p>	<p><i>Goal 5 continued</i> 2001–03, the college spent \$1,535,000 in these three faculty-related efforts. Recruitment and retention of faculty are becoming more challenging for Evergreen because salaries are not competitive and faculty candidates may decide to go to other schools that offer higher compensation. Still, since 1998, we have gained one faculty of color although we have lost others due to retirement and departures. Strategies relevant to increasing enrollment of undergraduate students of color are reported on p. 25. The Master of Public Administration program has added a new specialization, Tribal Government, designed to serve a cohort from a number of Native American tribes.</p> <p>g. The full-time and EWS curriculum deans work together to align the Evening and Weekend Studies curriculum with the full-time curriculum, primarily through conversations with Planning Unit Coordinators.</p>
<p><b>Goal 6:</b> In fall 1999, review the adequacy of the academic administrative structure of the college as it grows to 5000 students, particularly the roles of the Academic Deans and the Planning Unit Coordinators. After review, make appropriate changes.</p>	<p><b>Implementation:</b> The Eaton report of January 2000 (see Exhibit J) made recommendations, including the creation of an additional dean position, that have not been acted upon. Nevertheless, the same conditions highlighted in the report remain prevalent. A DTF examining faculty governance began its work in fall 2002, and its report is due in spring, 2003.</p>
<p><b>Goal 7:</b> Tacoma program Expansion:</p> <p>a. Expand the Tacoma upper-division program by 100 FTE over the next six years.</p> <p>b. Expand the lower-division Bridge program from 50 to 100 students.</p>	<p><b>Implementation:</b></p> <p>a. The target of 225 students for 2002–03 was not reached; recruitment efforts are now in place.</p> <p>b. The “Bridge” agreement, explained on p. 38, is now under review prior to its renewal for 2004–05.</p> <p><i>Goal 7 continued on next page</i></p>

<p><i>Goal 7 continued</i> c. Establish a new campus site by fall 2000</p> <p><b>Goal 8:</b> Develop measures of student learning to document student achievement that have credibility with external audiences and usefulness to faculty for the improvement of teaching. More effectively use Planning Unit assessment data for curricular and pedagogical improvement.</p>	<p>c. The new 30,000 square-foot Tacoma facility opened in winter, 2001.</p> <p><b>Implementation:</b> See Assessment of General Education, pp. 12–15 of this report.</p>
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## II. Technology and the Curriculum

One important initiative stated in the *2000 Strategic Plan* speaks to the college’s need to expand its technological capacity, especially regarding computers. The academic work of the college, technology goals, and their implementation are addressed below.

<p><b>Goal:</b> Develop a comprehensive, integrated College Technology Plan.</p> <p>a. The goal will be to provide richer technology resources that will make Evergreen competitive vis-a-vis other colleges in the state. This requires supporting technology literacy across the curriculum; supporting hybrid programs and courses (programs that incorporate some elements of teaching/ learning using Web-based media); and supporting all college information services.</p> <p>b. The academic deans should conduct discussions which lead to clarification and better understanding of Evergreen’s position, and stronger agreement within the campus community on distance learning and the manner and degree to which instructional technology may become infused in the curriculum.</p> <p style="text-align: right;"><i>continued on next page</i></p>	<p><b>Implementation:</b></p> <p>a. The dean of the library, Lee Lyttle, the academic budget dean, Don Bantz, and the director of computing services, Anna Kircher, have developed an initial status and planning document based on comprehensive information on curricular needs. They also submitted an interim report on the status and planning for Academic Technology to the senior staff and board of trustees. The next step will be the development and prioritizing of tasks.</p> <p>b.–f. Because of the extensive work required for General Education planning and implementation, the academic deans have not yet begun to work on implications of information technology and the new curricular and advising structures.</p>
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<p><i>continued</i></p> <p>c. The academic deans should conduct discussions on how we will go about prioritizing access to scarce instructional technology resources.</p> <p>d. Provide for expanded discussions about the ethics, politics, economics, and social impacts of technology on our lives, and its relationship to the way we learn and teach.</p> <p>e. Strengthen the connections between the curriculum planning process and the budgetary commitments that provide equipment, staff and faculty development, and facilities to support the curriculum.</p> <p>f. In the 2001–03 biennium, create a Technology Learning Center (staff, equipment, and facilities) to provide close support to faculty in curricular applications of media, library, and computing technology.</p>	
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### III. Questions from the Commission

**1. What changes, if any, have been made in the requirements for graduation and why?**

None.

**2. In the undergraduate (or lower division) curriculum, what new majors, minors, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued?**

None.

**3. What significant changes have been made in existing majors, minors, or degrees/certificates?**

From 30 students at two sites in spring 1998, the Reservation-based Program has grown to 117 students on five sites (Skokomish, Nisqually, Port Gamble, Quinalt, and Muckleshoot) for winter 2003. Other tribes—Puyallup, Tulalip, Quileute, and Suquamish—have also expressed interest. Five full-time faculty members are now assigned to the program. They develop an integrated syllabus with a common theme and offer several curricular modules for students to choose from. Faculty teach at the reservation sites during the week, then convene for periodic weekend intensives at the Longhouse on the Evergreen campus, when all the students come together as a learning community.

**4. At the graduate level, if programs are offered, what significant changes have been made and why have they been made?**

The graduate program in Public Administration has been redesigned to facilitate the admission of a cohort of Native American students from regional tribes to acquire degrees in tribal governance and administration. In addition, the program has been altered to provide a common core of knowledge, clearer specializations, and more elective opportunities. In addition, the redesign simplifies academic leadership of the program, increases faculty-led teaching hours, and enables the program to maintain its quality despite budget cuts.

The redesign involves the following:

- A. Matriculating both on-campus and tribal cohorts in 2002–03 under a redesigned program that includes:
  - Core (graduate) programs offered as yearlong coordinated studies (4 credit hours each quarter; students will take one core program in their first and one in their second year).
  - Specializations. Current proposed specializations are Collaborative and Tribal Government; Public Policy/Health Policy; and Public and Non-Profit Administration).
  - More elective course choices for students.
- B. A review and revamping of administrative, marketing, promotion, public relations, alumni relations, and community relations/service activities with a goal toward strengthening Evergreen's presence in the community.
- C. Work toward developing certificate programs (in line with proposed specializations) that will generate revenue and provide a stable marketing and recruiting base for the MPA program.
- D. A complete assessment of the redesigned program during implementation and at the end of two years. The redesigned program will be evaluated using a combination quantitative and qualitative design. Evergreen will survey and interview students and others at the beginning of the program and following Year One, and use the data to make mid-course corrections. Following the pilot program we will use data from the entrance survey, surveys after Year One and Year Two, and interviews to evaluate the program along a variety of dimensions. If we are not meeting our goals, adjustments will be made.
- E. The tribal cohort is implemented as a two-year, one-cohort trial unless the program is fully funded by the Legislature or by another funding source.

These changes benefit students, faculty, and the college in a number of important ways. First, the revised program should satisfy long-standing student desires for a more flexible set of core offerings and an increased number of electives. Second, with a committed group of faculty and improved design, the program will be in a position to distinguish itself locally, regionally, and nationally. Third, in our view the MPA program is central to nurturing the college's relationships with the community, and improvements in our community relationships will strengthen the college's position in the community. In addition, we believe the program will be one in which faculty will be excited about teaching, leading to greater faculty engagement, faculty retention, and, ultimately, to improved student outcomes.

**5. What changes have been made in graduate non-degree or credential programs? Please provide the rationale for the changes.**

None.

**6. What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?**

Summer school continues to grow and yield increased revenues to the college:

- A. Between 1998 and 2002, the number of summer school credits awarded increased from fewer than 15,000 to 17,078. During the same period, the number of students taking summer school programs and courses rose from 1,525 to 1,677.
- B. We had the *highest gross revenue total* in Evergreen's history at an estimated \$1,932,794 in summer 2002. We are still working on an accurate accounting (expenses, net revenue) due to the transition to new information systems in FY 2002–03. We fully expect that our *net revenue* will also be the highest in Evergreen history. Summer *net revenues* are dedicated to:
  - academic faculty/staff computer purchases (\$225,000) and
  - academic general support (\$200,000).

The college authorized the implementation of a Continuing Education program, currently called Extended Education, to begin in the summer of 2003. Staff have been assigned to initiate and manage the process and support programs offered. The success of the Extended Education initiative will be assessed in fall 2003.

An attempt to create an International Studies Office to increase travel/study abroad opportunities, is underway as of spring 2003.

**7. What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?**

See responses to Recommendation One on General Education, pp. 3–15 above.

**8. In light of the requirements of Commission Policy 2.2—Educational Assessment, how does the institution regularly and continually assess its educational programs and use the results of assessment in planning?**

In accordance with the HEC Board schedule of program reviews, the planning units (Culture, Text and Language; Society, Politics and Behavioral Change; Expressive Arts; Environmental Studies; and Scientific Inquiry) and the graduate programs carry out self-studies and reviews every five years.

Further, the Planning Units, led by their coordinators and the academic dean of curriculum, meet weekly to develop future curriculum and to troubleshoot issues arising among current programs.

**9. Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?**

The faculty has established Six Expectations of an Evergreen Graduate and these are widely disseminated in student advising sessions. The annual End-of-Program Review surveys, coupled with employer, graduate school, and alumni surveys, enable the college to continually assess student achievements regarding those expectations. The Transcript Analysis will be done prior to the next accreditation review to follow up on the baseline report.

The annual College Student Engagement Questionnaire and the National Survey of Student Experience, both nationally-normed surveys, relate student experiences in and out of the classroom to learning outcomes. Survey results routinely inform planning unit discussions and summer faculty development institutes.

The Evergreen New Student Survey and The Evergreen Student Experience Survey will provide for longitudinal study of student expectations and academic preparation upon entry, and later assessment of how expectations have been met and of student learning gains.

In addition, the narrative evaluation process, carried out in the Evaluation Weeks at the end of each quarter, enable students and faculty to reflect and comment upon student achievement of program learning objectives.

### Standard 3—Students

The *2000 Strategic Plan* declares that:

Evergreen will enroll a student body well matched to the strengths of the college’s curriculum and pedagogy. Students will receive in a timely manner services that support academic success. The most important issues facing the college for the next five years are increasing the number of qualified students applying to the college, and developing admissions criteria consistent with our mission that identify the characteristics of applicants most likely to succeed.

#### I. Enrollment and Retention

<p><b>Goal 1:</b> Beginning with the entering class of 2002, increase by 15 percent the number of qualified applicants, including transfer students as well as students applying directly from high school.</p> <ul style="list-style-type: none"> <li>a. Beginning in 1999, provide improved information to in-state residents about the unique characteristics of the college.</li> <li>b. Beginning in fall 1999, develop a comprehensive recruitment/enrollment management plan to be updated annually.</li> <li>c. Beginning with the entering class of 2001, establish criteria to admit students who, beyond being minimally qualified on the state index, offer a good match for Evergreen.</li> <li>d. Enhance our recruitment activities and develop new admissions processes and criteria to help us continue to enroll students of color and maintain a diverse student population.</li> <li>e. Attempt to increase the proportion of in-state freshmen students by 25 percent.</li> </ul> <p style="text-align: right;"><i>Goal 1 continued on next page</i></p>	<p><b>Implementation:</b> The new enrollment management strategy (see pp. 20–27) is beginning to positively impact numbers of applications, but it is too soon to evaluate its success.</p> <ul style="list-style-type: none"> <li>a. The new Web site and the redesign of admissions mailing series combined with strategies to improve contacts with in-state students and counselors have been implemented.</li> <li>b. The plan is fully explained on pp. 20–27.</li> <li>c. The volume of applications increased for 2003–04 and as a result, Enrollment Services initiated discussions of criteria for admitting students in a more competitive climate in winter 2003.</li> <li>d. These are built into the new Enrollment Management Strategy (see pp. 20–27). The goal is to reach 22 percent students of color. Evergreen continues to enroll a higher proportion of students of color in its total enrollment (18 percent), and on the Olympia campus (15 percent), than any other public baccalaureate college in the state with the exception of the University of Washington.</li> <li>e. In light of decreasing state funding, this goal is being reconsidered, and the goal of returning to our norm of 25 percent out-of-state students has received more short-term priority.</li> </ul>
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<p><i>Goal 1 continued</i></p> <p>f. Attempt to establish an enrollment mix of approximately 35 percent freshmen and 65 percent transfer students in the undergraduate entering class, with deeper applicant pools and substitution of in-state for out-of-state students as the opportunity develops, with a goal of 25 percent out-of-state freshmen by 2010.</p>	<p>f. See (e) above.</p>
<p><b>Goal 2:</b> Continue to develop and assess strategies to improve student retention.</p> <p>a. Beginning in 1999–2000, experiment with more intensive academic advising and, as a result of assessment, decide by spring 2001 whether to require participation in all or some of this program by all students.</p> <p>b. Revise our new student orientation program for students entering in fall 2000 to afford students better opportunities to learn about the content of specific academic programs, to create a better match between student competencies and specific program requirements, and to provide students and the college adequate time to alter program selections if initial choices appear unwise.</p>	<p><b>Implementation:</b></p> <p>a. In 1999, Evergreen funded “Transitions to Success,” a two-year pilot program targeting freshmen. The project identified a number of significant factors related to retention that are identified in the final report (in press, and see p. 31).          In discussing the recommendations of the General Education DTF, the faculty decided not to make advising mandatory. Consequently, several approaches to advising have been developed (pp. 28–33).</p> <p>b. Student orientation was revised to include the non-credit “Courage to Learn” academic orientation course. Because this was of limited success, the course was replaced by a credit-bearing class.          In regard to providing students time to alter program selections, the college advertises May Preview Day for fall incoming first-year students during which they meet program faculty and register for programs. In the fall, First-year Academic Fair on Monday of Orientation Week allows another chance to meet with faculty teaching first-year programs and/or to change registration. This latter event precedes the college-wide Academic Fair in the fall, allowing first-year students more time and better information to alter their program choices.</p> <p style="text-align: right;"><i>Goal 2 continued on next page</i></p>

<p><i>Goal 2 continued</i></p> <p>c. Identify and assess those student characteristics most likely to lead to retention at Evergreen.</p> <p>d. Analyze why there are such variable levels of retention among Core programs. Using this information, staff, support, and evaluate Core programs with the goal of creating a more consistently positive experience for students.</p>	<p>c. The office of Institutional Research is engaged in research on this topic. (See p. 26 for assessment of recruitment strategies.)</p> <p>d. The 2003 summer Core planning institute will address this issue. Since 1998, faculty have been creating more programs of variable length (one- and two-, as well as three-quarter-long programs), which may be more appropriate for high school-direct students. For example, cross-divisional programs embracing science and art seem to be gaining popularity with both faculty and students. Impacts of these changes upon retention have not yet been assessed.</p>
<p><b>Goal 3:</b> Explore the creation of non-need-based financial aid and its impact on yield to enrollment.</p>	<p><b>Implementation:</b> In 2001–02, the state legislature authorized the college to raise from 6 percent to 7 percent, the amount of tuition dedicated to tuition waivers. The college used the additional 1 percent for recruitment and retention, some of which was non-need-based.</p>
<p><b>Goal 4:</b> Assess the impact of tuition increases on student enrollment, student retention, and the composition of the student body.</p>	<p><b>Implementation:</b> The impact of tuition increases on student enrollment received some evaluation as part of the 2002–03 budget planning process. Follow-up assessment will be necessary to determine whether and how the new proposed tuition increases will impact these important areas.</p>

## II. Technology Support

<p><b>Goal:</b> Provide more comprehensive technology support for students.</p> <ul style="list-style-type: none"> <li>a. Offer an ongoing series of workshops, both program-related and free standing, in basic hardware and software proficiencies that build appropriate technology skills for students.</li> <li>b. Initiate discussions in appropriate venues about use of student fees to finance technology and other services for students.</li> <li>c. Implement richer e-mail, Web, file, and print services to support students in their academic endeavors.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>a. The Academic Computing Center offers regular workshops in all aspects of information technology that aid students, faculty, and staff in researching, preparing, and presenting their work. Workshops tailored to specific program needs are created in consultation with program faculty.</li> <li>b. A technology fee is under discussion as part of budget deliberations for the 2003–05 biennium.</li> <li>c. Work in this area is ongoing in the Academic Computing Center. See Standard 5: Library and Information Resources, see pp. 63–66 below for further detail.</li> </ul>
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## III. Questions from the Commission

1. **What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why?**

The only significant changes are in regard to increased support for student retention, documented in Recommendation 4, pp. 28–33.

2. **Compare the current enrollment figures with those reported in the last institutional self-study report (see next page).**

<b>The Evergreen State College: Fall Quarter Enrollment History, 1998–2002</b>						
<b>Head Count</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>Percent Change 1998–2002</b>
Total Enrollment	4,194	4,102	4,125	4,227	4,367	4%
Undergraduate	3,932	3,854	3,901	4,001	4,081	4%
Graduate	262	248	224	226	286	9%
<b>FTE</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>Percent Change 1998–2002</b>
Total Enrollment	4,085	3,957	3,996	4,169	4,289	5%
Undergraduate	3,790	3,683	3,747	3,919	3,998	5%
Graduate	295	274	249	251	291	-1%

## Standard 4—Faculty

The *2000 Strategic Plan* states that:

Evergreen will recruit, retain, and support an outstanding, diverse, vital, and dedicated faculty and staff.

### I. Recruitment and Retention

<p><b>Goal 1:</b> Increase faculty salaries and benefits to a competitive level during the next two biennia. For current purposes, “competitive level” is defined as the 75th percentile of HECB peer institutions, which implies an increase of approximately 20 percent over the current faculty salary grid. Adjust the shape of the grid to better match the demographic profile of the faculty. Finally, once a competitive level of faculty salaries and benefits has been achieved, maintain it.</p>	<p><b>Implementation:</b> The academic division is working on a detailed study of faculty recruitment, retention, and attrition. Due to state budget deficits, faculty salaries are highly unlikely to increase in the 2003–05 biennium. See Recommendation 5, pp. 34–36 for a detailed discussion.</p>
<p><b>Goal 2:</b> Review and adjust exempt staff salaries and benefits so they are internally equitable and externally competitive. This will be accomplished through appropriate peer and market comparison studies, both internally and externally, during the next two biennia. Once achieved, maintain equitable and competitive salaries.</p>	<p><b>Implementation:</b> This work is not completed. The college implemented a temporary plan based on College and University Personnel Association data that was used last biennium. A final plan remains to be developed. Evergreen did make some progress on salary adjustments during the 1999–2001 biennium, but recent budget cuts prevent the college from maintaining a strategy of increasing salaries.</p>
<p><b>Goal 3:</b> Review and recommend modifications to higher education classified staff salaries. This will be accomplished in conjunction with other higher education institutions and the Department of Personnel to identify classes within higher education that pose difficulties in areas of recruitment and retention, salary compression or inversion, salary inequities, and increased duties and responsibilities.</p>	<p><b>Implementation:</b> The college participated in a statewide review of certain higher education classifications that experienced difficulties in recruitment and retention due to salary disparities and related concerns. This process resulted in a college request, as part of the 2001–03 budget process, to reclassify certain job classes in the computing, police, and fiscal technician series and to fund increased salary ranges for these staff. The legislature appropriated funds to the college for this purpose in the 2001–03 biennium, although the funds were not adequate to cover the full cost</p> <p style="text-align: right;"><i>Goal 3 continued on next page</i></p>

	<p><i>Goal 3 continued</i>  of adjusting classified salaries. In addition, the salaries in exempt positions supervising these classified staff were adjusted upward to address salary compression. The most significant classified and exempt staff adjustments occurred in the Finance and Administration Division, which allocated \$103,000 annually to cover costs for salary adjustments beyond the dollars provided by the state.</p>
<p><b>Goal 4:</b> Develop Human Resource Services functions, policies and procedures, organizational structure, staffing, and funding levels that will meet the college’s need to hire and support its personnel. The design and scope of this work should be completed by March 2000 and include the following:</p> <p>a. Continue to assess the college’s effectiveness in recruiting and retaining a diverse staff and faculty and continue to work toward this goal.</p>	<p><b>Implementation:</b> In January 2001, the vice president for finance and administration charged a Human Resources DTF to undertake a thorough review of the structure, functions, funding and organization of the human resource services office and to recommend necessary improvements. The DTF issued its final report and recommendations in the spring of 2002. The vice president officially responded to the DTF on September 6, 2002, indicating full support for the key recommendations and intent to implement them as resources allow. The college budget request for the 2003–05 biennium includes funds for implementation. However, because of the ongoing state fiscal difficulties, additional funds are not likely to be appropriated. The college will continue to address the needed improvements within available resources.</p> <p>The recommendations focused on enhancing training and professional development, improving cross-divisional communication, improving benefits administration, developing a broad-banding model for exempt staff compensation, improving HR data and information systems, and creating more efficiency in the delivery of HR services across the campus.</p> <p>a. The college maintains its commitment to recruiting and retaining a diverse staff and faculty. The hiring process involves significant input from the president’s special assistant for  <i>Goal 4 continued on next page</i></p>

<p><i>Goal 4 continued</i></p> <p>b. Continue to develop and implement a comprehensive, ongoing faculty and staff orientation program to help recently hired personnel accomplish their job assignments.</p> <p>c. Establish individual development plans during annual staff evaluations and provide resources to support a comprehensive training and development program for all staff, both classified and exempt. Encourage the adoption of appropriate promotional pathways as a form of development. Regularly assess the effectiveness of such efforts.</p> <p>d. Reevaluate the current level of staff support for faculty and staff benefits administration (especially in the area of retirement planning) and adjust if required. This task is to be completed during the 1999–2000 academic year.</p> <p>e. Streamline current hiring processes for a period of high turnover.</p>	<p>equal opportunity. Statistics are reviewed regularly by senior staff and the Board of Trustees.</p> <p>b. Progress continues but is not yet complete.</p> <p>c. The recently negotiated union contract (with the Washington Federation of State Employees) adopts the state’s Employee Development and Performance Plan process as the tool for annual evaluations of all classified staff. The tool emphasizes the development of individual development plans for each employee as part of the evaluation process.</p> <p>d. The Human Resources DTF includes a recommendation but there is no current funding to carry it out.</p> <p>e. This work is not yet completed. Currently, approval of job descriptions alone can take two months or longer.</p>
<p><b>Goal 5:</b> Aggressively work to improve faculty hiring procedures for both full-time and part-time faculty to ensure an outstanding, diverse faculty.</p>	<p><b>Implementation:</b> The college has taken a proactive stance, advertising faculty positions in publications focused on specific disciplines, and multicultural publications utilized by diverse faculty, and is also developing personal contacts and sources which can help the college build more diverse hiring pools.</p>
<p><b>Goal 6:</b> Complete the assessment of current student employment policies and procedures, then implement any changes required to achieve the twin goals of meeting college needs and providing meaningful and rewarding opportunities for students to learn through</p>	<p><b>Implementation:</b> The Student Employment DTF completed its work on schedule. The following year a Student Employment Office was established, twice-monthly pay periods implemented, community service work-study</p> <p><i>Goal 6 continued on next page</i></p>

<p><i>Goal 6 continued</i> practical experience. This task is to be completed by the end of the 1999–2000 academic year.</p>	<p>opportunities increased (120 positions), and a student employment appreciation celebration instituted.</p>
<p><b>Goal 7:</b> Assess the current role of post-retirement faculty in the college and implement effective ways to allow these valuable people to both teach students and mentor new faculty. This task is to be accomplished during the 1999–2001 biennium.</p>	<p><b>Implementation:</b> Currently, retired faculty members have the option of three-year post-retirement contracts enabling them to teach one quarter each year. Retired faculty members are also occasionally invited to teach for a year as visitors, according to specific curricular needs in any year.</p>
<p><b>Goal 8:</b> Continue to establish individual development plans during faculty five-year reviews and provide resources to support faculty development through a variety of methods including professional leaves, sponsored research, professional travel, summer institutes, exchanges, and other efforts. Regularly assess the effectiveness of these efforts.</p>	<p><b>Implementation:</b> Five-year reviews are ongoing. Faculty gave up 2.0 FTE of professional leaves to save jobs during the 2001–02 budget cutting process. Some professional travel was suspended during the same year. Sponsored research and summer institutes continue to be funded at an energetic level despite the declining state budget. Fund for Innovation Grants were suspended in 2002–03, but General Education Small Grants continue to be funded. A faculty development endowment has been created and funded. Faculty exchanges with Kobe University, Japan, continue. In addition, the college’s grants office continuously supports faculty grant development by providing information on funding opportunities, assisting with agency liaisons, grant writing, budget preparation, and compliance with agency requirements.</p>
<p><b>Goal 9:</b> Review the current faculty evaluation process (Section 4.300, Faculty Handbook) beginning fall 2002.</p>	<p><b>Implementation:</b> Discussion of the faculty reappointment process is underway between the provost and deans, with the intention of strengthening the mentoring and support available to new and newer faculty to help them successfully achieve reappointment and conversion.</p> <p>This process has taken into consideration the need to provide specific support to new faculty and to ensure the sustained growth and vitality of all faculty members.</p>



<p><b>Goal 10:</b> Regularly assess the level of resources (support staff, materials, funding, space, etc.) provided for both staff and faculty to conduct their work effectively, and adjust these as necessary.</p>	<p><b>Implementation:</b> Within the academic division, selective 2.5 percent to 5 percent cuts to certain programs have been required, thus reducing flexibility in such areas as faculty staffing of the curriculum, Library support for on-line access to periodicals, faculty development and activities in our Public Service Centers. Yet, in spite of these financial challenges, needed enhancements to academics such as the Writing and Quantitative Reasoning Centers have been established. Space requests for faculty and staff are reviewed on an annual basis. The Admissions office was recently remodeled to address issues of traffic-flow and privacy.</p>
<p><b>Goal 11:</b> Along with a small number of other key fund-raising goals, increase external support for faculty and staff development</p>	<p><b>Implementation:</b> The Jane Jervis Endowment for Faculty Development was established in 2000, and currently holds approximately \$200,000.</p>
<p><b>Goal 12:</b> Evaluate the effectiveness of current procedures for communicating with and among faculty and staff, including GreenerScene, various newsletters and all-campus memos, beginning fall 1999. An integrated strategy for improving internal communications is being proposed in winter 2000.</p>	<p><b>Implementation:</b> The college has hired a new College Relations director (winter, 2003) whose purview embraces internal, as well as external, communications.</p> <p>In fall 2002, the president appointed a Communications group to ensure that faculty, staff, and students are fully informed about budget procedures, deliberations, and decisions.</p> <p>To improve communications within the academic division, the provost has established the Academic Council that brings together the provost, academic deans, the planning unit coordinators, and the graduate program and public service center directors to discuss matters of mutual concern.</p> <p>The provost has inaugurated an Academic Affairs Newsletter to inform all members of the academic division about new initiatives, and about accomplishments of academic faculty and staff.</p>

## II. Questions from the Commission

### 1. What significant changes have been made in policies affecting the faculty?

The only significant change has been the creation of a new category of faculty, “administrative faculty,” to accommodate the positions of the directors of the quantitative reasoning and the writing centers.

### 2. Have the characteristics of the faculty changed?

As the cohort of founding and senior faculty has reached retirement age, they have been replaced with younger faculty, most of them recently graduated, and with less experience in interdisciplinary team teaching. This puts a premium on effective faculty development, especially through summer institutes, so that new faculty can become familiar with best teaching and learning practices relevant to interdisciplinary education. One academic dean is charged with faculty development as a major desk assignment in order to effect this cultural transmission.

### 3. How have faculty salaries and other benefits been improved?

See Recommendation 5: Salary Schedules, pp. 34–36.

### 4. How does the institution conduct a substantive performance evaluation of all faculty members?

All faculty maintain portfolios that include yearly self-evaluations, evaluations of and by team-teaching colleagues, student evaluations of their teaching, syllabi and other teaching materials for each program, and their evaluations of each student. All faculty who are on track to being converted to continuing appointments (tenure) are evaluated annually by one of the academic deans, based on classroom visits and a faculty portfolio review and discussion. When a faculty member becomes a candidate for a continuing appointment, a panel composed of his/her converted teaching colleagues, an available faculty from a group of outstanding members of the faculty-at-large selected annually by the Agenda Committee, and the candidate’s collegial representative, read all the candidate’s annual portfolios, then meet to discuss the candidate’s performance and vote upon whether or not to convert the candidate. After conversion, each faculty must continue to evaluate and be evaluated by his/her teaching colleagues each year, and, once every five years, submit to a collegial review of his/her portfolios, followed by a two- to three-hour discussion of his/her work and future teaching and development plans with all of his/her colleagues from the previous five years.

## Standard 5—Library and Information Resources

### I. Technology Infrastructure

<p><b>Goal:</b> Continue to develop the Library’s technology infrastructure.</p> <ul style="list-style-type: none"> <li>a. Continue to improve the campus network to keep up with increasing use and changing patterns of use in instruction, research, and day-to-day operations of the college, seeking an appropriate balance between access and security.</li> <li>b. Pre-design (1999–2001), design (2001–03), and remodel (2003–05) the current library, computer services, and media wing of the Library building in order to better integrate and coordinate information and technology services on campus.</li> <li>c. Along with the remodel of the Library building, consider configuring the organization of the affected work units to promote the same ends of integration and coordination.</li> <li>d. Purchase a new telephone switch for main campus that will accommodate direct inward dialing, 911, and provide the capacity to accommodate Evergreen’s growth for the next 10 years.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>a. This work is ongoing.</li> <li>b. The pre-design has been completed. The 2001–03 request for design money was not funded. The 2003–05 capital funding request includes this project.</li> <li>c. We revisited the pre-design plans and made adjustments that allow expansion vertically and horizontally in the building. The development of the project will now occur in two phases at roughly half of the original cost. We worked with state agencies and OFM to identify a building process that works more efficiently.</li> <li>d. This process has been completed.</li> </ul>
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### II. Questions from the Commission

**How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?**

Since the last full accreditation report completed in 1998, the Library, Media Services, and the Computing and Communications units have continued to upgrade facilities and resources in order to support

administrative needs and Evergreen's ever-changing curriculum both on the main campus and at off-campus sites.

**A. Resources and Services:** In the Library section of the college Web site, new Web pages have been designed for easier searching of the collection and to provide more links to off-campus resources. The reference desk on the main floor has been reconfigured to give better student support. More than 2,000 new audio and visual holdings have been added to the collection. The Friends of the Library directed contributions to the Sound and Image Library where three new viewing stations support the enlarged collection.

The Media Services area has brought online a new Web-based circulation system that greatly improves the efficiency of media loan. Photo Services has created an online photo collection/archive that is accessible to the campus community. The online digital imaging services have been enhanced and now provide Web-page design support to the campus. Much of our analog equipment is being replaced with digital.

Computing and Communications (C&C) has done much to improve the overall infrastructure, which in turn has allowed many areas of the college to move forward technologically. This includes doubling the campus Internet bandwidth, heavily supporting the Web site upgrade across campus, and doing major work on the campus network. The latter has eliminated the division between the previous administrative and academic networks while also revising the security model to allow increased access to common Internet services such as Telnet and ftp. The Media Services area has added several technology-mediated classrooms. Listserv capability has also been added. A new team, Network Services, was extracted from other functions within C&C and is dedicated to supporting the central infrastructure. End-user support services have been reorganized for faster response and a greater diversity of supported products.

The Academic Computing area has focused its Web site's attention on curriculum technology use, and has revised the format for, and posted online, workshop documentation. The schedule for Computer Center classrooms is now Web accessible, and linked to the Campus Events calendar. Summer institutes for faculty have been expanded beyond just Web skills, to analyzing the appropriate information technology tools to apply to specific learning goals. Staff members now also have a summer institute dedicated to their Web skills needs.

Administrative Computing has implemented a data warehouse that allows staff across campus to independently generate ad hoc reports. The Banner Information System project allows students to register, view their program schedules, space assignments, transcripts, and account statements on the Web. Potential students can submit admissions applications via the Web. Faculty can view program enrollment lists on the Web.

**B. Facilities and Access:** New, more powerful computers and LCD monitors have been added throughout the library. Media Services has upgraded the digital-imaging studio, and tripled the size of the multimedia lab. Computing and Communications has upgraded the lecture halls and audiovisual classrooms. A new design lab has been added to the Communications Building. Photo Services has improved the color darkroom facility and access to the campus and the surrounding community.

Computing and Communications has completed a remodel of the computer center, adding a new pod for six computers and updating the “help desk” to provide visibility and ease of access. A new standup e-mail/Web kiosk cluster with one station for the impaired has been added. The access/disability station was upgraded and relocated to provide better access and service.

Improved access has also been achieved by upgrading all communications closets in order to accommodate switched 100-megabit bandwidth to every desktop, and to ‘heat up’ every jack in every classroom and office. Also upgraded was a core switch to create a gigabit backbone within the machine room, and we’re piloting gigabit to the desktop in the digital-imaging studio. The area created a staff computer training room, added broadband CATV services to housing and campus, and upgraded the equipment and floor plan that support the campus’ emergency communications. Upgrading the campus pbx has allowed the campus to have direct inward dialing and to have outbound caller ID.

A new wireless computing system has been added to the Library. Students, faculty, and staff are now able to check out one of eight laptop computers from the circulation desk and, via this wireless system, connect to library resources as well as the Internet.

Access to our Tacoma campus, located 40 miles to the north, was improved by adding a video conferencing system that links the two campuses in 1998. Other telecommunication improvements have made it possible for staff/faculty/students in Tacoma to reach the main campus via phone by dialing only four digits.

We all continue to plan for co-location and improved services that will be possible in the renovation of ‘C’ wing of the library building.

- C. Personnel & Management:** In 1998, the provost appointed a new Library dean and he has reorganized the Media Services area to increase effectiveness. Unfortunately, one reference librarian position was lost due to a budget reduction. We have added an additional senior media technician and photographic staff support for college recruitment. We have also expanded and improved database management for scheduling and inventory.

Computing and Communications has added 1.0 FTE to the Academic Computing staff to support Evening and Weekend Studies, and redirected existing student wages to provide better support specifically to computer science studies in the Academic Computing Center. We have also added 1 FTE professional staff plus 1.5 FTE student staff to Technical (User) Support Services. A new team, Network Services, was extracted from other functions within C&C and dedicated to supporting central infrastructure. Administrative Computing added 3.0 FTE to support the Banner system implementation project. Through a statewide salary reassessment process, salary increases for classified IT positions have increased an average of 10 percent, thereby improving recruitment and retention.

- D. Planning and Assessment:** Since 1998, the college has made major strides in implementing a plan to improve General Education outcomes of students. The Library, Media Services, and Computing and Communications have been very involved in this and in planning for the extensive information technology infrastructure component associated with the November 2003 opening of Seminar II, the first new major building to be added to the campus since the 1970s.

Two other major planning exercises include an Information Technology/Literacy Assessment project and continued planning for renovation of 'C' wing of the library building. Further, Media Services has been heavily involved in equipment database planning and finding ways to work with C&C and the library reference team more effectively. We all have worked in planning for a new staff evaluation format. Much planning has also gone into improved participation and communication with the college's visual arts faculty.

Computing and Communications has also been participating in the Information Technology Literacy Assessment project and the library remodeling planning efforts. The area has taken the lead in updating emergency response and business resumption planning for the college. Together with Academics, they have created a draft of an Information Technology Strategic Plan. They have also drafted the first Service Level Agreement between Technical Support Services and users. A Lab Management work group and weekly coordination meetings with Media Services have been established. Academic Computing staff also periodically attend Library Reference team joint meetings to help plan more coordinated services.

## Standard 6—Governance and Administration

### I. Administrative Computing

<p><b>Goal:</b> Continue to develop Evergreen’s technology infrastructure.</p> <ul style="list-style-type: none"> <li>a. Implement newly purchased registration, admissions, financial aid, foundation, and finance system hardware.</li> <li>b. Initiate and maintain a broad discussion on Evergreen’s Web presence to the outside world, the use of Web services in support of Evergreen’s internal information needs, and the resources/structure required to implement these.</li> <li>c. Reorganize the Support Services team to more effectively meet increasing user support needs of the college. Assess the resources and benefits of a distributed campus presence of “experts” for front-line user support.</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>a. The college has made major progress toward full implementation of the improved administrative computing system it purchased five years ago. The Student module of Banner was successfully implemented and has been in use for one year. The Finance and Advancement modules are scheduled to go live July 1, 2003. Future work will focus on the need to upgrade our human resource information system, and overall management reporting.</li> <li>b. The new Web site has been implemented, significantly improving our Web presence. In addition, major work on Web-based executive information systems is in progress as part of Banner implementation.</li> <li>c. The team has been reorganized to combine support and repair services.</li> </ul>
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### II. Questions from the Commission

**Explain significant changes in the governing board, leadership, and management of the institution.**

Significant changes in each of these areas of the college are noted.

#### A. Board of Trustees

The Board of Trustee’s membership changed significantly since the 1998 self-study. Members at that time were Stan Flemming, currently the Board Chair, Bill Frank, Jr., Dwight Kiyoshi Imanaka, David E. Lamb, Lara Littlefield, Christina Meserve, Marilee K. Roloff, and Carol Vipperman. Bill Frank, Jr., Dwight Kiyoshi Imanaka, David Lamb, Lara Littlefield, Christina Meserve, and Carol Vipperman

have either left the Board or are serving only until a new member is appointed by the governor, because their terms have expired. The governor has not provided new members to replace David Lamb and Bill Frank, Jr., despite the fact that their terms have expired. Sandra Ayesh is our student trustee. She will be replaced in a regular process in June of this year. Both Stan Flemming and Marilee K. Roloff are serving terms that are due to expire in September 2003. We hope they will be reappointed.

**Members who have joined the board since 1998:**

**Sandra Ayesh, expiration of term: May 30, 2003**

Sandra is the first student trustee from Evergreen's Tacoma program. Born in La Mesa, California, and raised in Tacoma, she grew up on a small farm. She holds an A.A. degree in art and science from Tacoma Community College, a technical degree as an esthetician from Clover Park Technical College, a CNA certificate, and has trained as a respiratory therapist. She has worked as the ABE WorkFirst Assistant at Tacoma Community College. In May 2002, she showed her work in the Art from Africa exhibit at the Seattle Art Museum. Her current studies focus on social work and education with an emphasis in technology.

A.A., Tacoma Community College

**Deborah Barnett, Vice Chair, expiration of term: September 30, 2006**

Deb Barnett is a group manager in the Sales Learning and Readiness organization of the Microsoft Corporation. She is responsible for the development and deployment of plans, curricula, and learning experiences that directly support the readiness of Microsoft's worldwide field sales force. During her tenure at Microsoft, which began early in 1988, Ms. Barnett has held numerous senior management positions in groups focused on the education and training of managers and technical staff (Executive and Management Development, Enterprise and Support Training, and Sales Learning and Readiness). She was appointed to the Board of Trustees in May 1999 and was reappointed to a full six-year term in September 2000. Born and raised in Olympia, Ms. Barnett is actively involved in the Olympia community. Prior to her career at Microsoft, she worked for the Washington State Senate while completing her studies at South Puget Sound Community College and The Evergreen State College. She earned a B.S. from Evergreen in 1988 with a concentration in computer science and business administration. Community affiliations include: member, American Society of Training and Development; associate, Safeplace Rape Relief and Women's Shelter Services; and supporter of Planned Parenthood.

B.S., The Evergreen State College, A.A., South Puget Sound Community College

**Merritt Long, expiration of term: September 30, 2007**

Mr. Long is currently the acting chairman of the Washington State Liquor Control Board. He was appointed to the board in November 2001. His career in public service spans more than three decades, including director of the Washington State Lottery, 1997 to January, 2001 (when he retired); executive director of the Washington State Human Rights Commission, 1993–97; and executive director for the Washington State Board for Vocational Education prior to that. His community and business affiliations include board member for the Center for Career Alternatives; co-founder, Learning Seed Foundation; member, Olympia Civil Service Commission; member, YWCA; member, Olympia Chapter of Black in Government; member, Seattle Morehouse Club; and past board member, Community Youth Services. He has received numerous awards, including the Outstanding Leadership Award for Advancing the Cause of African Americans in Vocational Education; the Washington Human Development Outstanding Agency Award; the Black in Government Special Achievement award for



Distinguished Service; and Region X, Blacks in Government Outstanding Achievement Award.  
B.A., Morehouse College, M.A., Seattle University

**Karen E. Lane, Chair, expiration of term: September 30, 2004**

Karen Lane retired in July 1998 from her position as senior vice president for external relations at the Fred Hutchinson Center. She served as vice president of development at Glacier Park Company, a subsidiary of Burlington Northern, 1986–92. Her career in government included positions as Secretary of DSHS and director of the Planning and Community Affairs Agency during Governor John Spellman’s term. Ms. Lane recently served on the governor’s 2020 Commission on Higher Education (1998) and Chaired Governor Lowry’s Task Force on Regulatory Reform in 1993-94. She has also been active in community activities, serving on the boards of United Way of King County, Children’s Home Society of Washington, the Municipal League of King County, and the King County Economic Development Council. She has chaired the boards of Pacific Medical Center, the Washington Biotechnology and Biomedicine Association, and the Washington World Affairs Fellows.  
M.A., Indiana University, B.A., Allegheny College

While the significant change in board membership has created challenges for the staff in assisting new members attain a good understanding of our institution and higher education in the state, they are a very knowledgeable and adept group and have made good progress in their own transitions.

In terms of their own governance, the board established a subcommittee structure to develop deeper understandings of the most pressing institutional issues. This helped new members to get established, but for a small board of eight, it did not prove to be a good long-term strategy and was abandoned after a two-year period.

The board has continued its focus on major issues for the college, concentrating its attention on long-term planning, budgeting, tuition setting, and providing significant leadership for higher education on a statewide basis. Members of the board, primarily David Lamb and Karen Lane, led an effort to bring all the board and regent members from around the state together to discuss the future of higher education in Washington. The collective group formed committees that have continued to meet and work on fundamental issues of funding for higher education and public awareness of the challenges facing the public institutions of higher education in our state.

Perhaps the most fundamental policy decision the board has made, was the hiring of a new president. This marked the beginning of significant changes in the senior leadership at the college. Just prior to her departure, in response to the accreditation report and the newly adopted long-range plan, President Jervis re-established the position of vice president for advancement. The need for establishing some level of financial independence has become increasingly evident as the institution’s needs and loss of state resources diverge.

## B. New Leadership

### Thomas L. Purce, President

Since July 1, 2000, Dr. Thomas L. (Les) Purce has served as president of The Evergreen State College. Prior to that, he served as vice president of extended university affairs and dean of extended academic programs at Washington State University in Pullman, Washington. He had been with WSU since 1995.

Dr. Purce first came to Evergreen in 1989 as vice president for college advancement, served as interim president from 1990 to 1992, and then was executive vice president at the college until 1995. Before Evergreen, Dr. Purce was at Idaho State University as special assistant to the president and director of the Office of Research Park and Economic Development. His career in Idaho spanned 15 years in both the public and private sectors. He was the first black elected official in the state, serving as city councilman and then mayor of Pocatello. He later served as director of Idaho's departments of Administration and Health and Welfare under Gov. John Evans.

Dr. Purce holds a bachelor of arts in psychology, a master's in education, and a doctor of counselor education from Idaho State University. He has attended Harvard University's Institute for Educational Management.

He is president of the Council of Public Liberal Arts Colleges (2001–03), and serves on the board of directors for the Association of American Colleges and Universities, among others.

## C. Other changes in the administration of the college:

1. **Three new vice presidents have been hired.** Ann Daley, vice president for finance and administration; Francis McGovern, vice president for college advancement; and Enrique Riveros-Schäfer, academic vice president and provost.
2. **Two new positions were created.** Steve Hunter, associate vice president for enrollment services has been hired. The hiring process for associate vice president for human resource services was completed successfully in May 2003 with the appointment of Ken Holstein.
3. **Academic Deans.** The same number of academic deans serve as in 1998, but, as is our practice, the deans of that year have rotated into the faculty, and new academic deans have been appointed. They are Don Bantz, Russ Fox, Rita Pougiales, Brian Price, and Tom Womeldorf. Lee Lyttle, who was an academic dean in 1998, has been appointed dean of the library.
4. **Dean of Student and Academic Support Services.** The new dean is Phyllis Lane.

Please see Exhibit K for résumés of the new members of the administration.

## D. Turnover Impacts on the Institution

Until the mid-1990s the primary turnover issues within the institution revolved around senior level leadership when new presidents were appointed and the beginnings of an “era of retirement” among both the faculty and staff. During the late 1990s and continuing through last year, there has been a significant turnover in classified and exempt staff. The reasons for this turnover are only beginning to be understood but we have identified a number of contributing factors.

- salaries for exempt staff have not kept pace with the market in general and staff have been recruited away by other institutions that can afford to pay higher salaries
- budget cuts have impacted staff most severely in our attempts to protect the academic portion of the budget—while numbers of staff either fallen or remained the same in the face of substantial new enrollments
- lack of training of new supervisors has contributed to dissatisfaction among the staff in general
- lack of clear promotional opportunities
- lack of development opportunities
- lack of a centralized human resource function
- lack of fundamental employee services such as a benefits office

Additionally, the transition from having a staff with unusual longevity to one with a more usual level of turnover means moving from an environment where there is an oral tradition of sharing information on how things work and institutional history to one where such things are more formal. There is an inherent tension between these trends among members of the community who have been here for a long time, feeling that we are becoming bureaucratized, while new employees are frustrated by the lack of guidance and accessible information. The institution has recognized these challenges and is moving towards addressing them in order to assure the long-term strategic future of the institution.

New programs have been developed and more are being developed to address needed supervisor training and education. For the first time there is a core group of mandatory training required of all supervisors and staff. In addition, supervisor training is being developed to address a broad range of issues. A new e-learning system is coming online soon to provide access to more than 1,500 online courses covering both technical and managerial functions for staff. Most significantly, with the departure of the human resource services director late last summer, the leadership position has been upgraded to an associate vice president. Both internal and external challenges argue persuasively for elevating this role to a much more strategic position within the college's management structure.

#### **E. Faculty Governance DTF**

In fall 2002, the Faculty Agenda Committee asked that a DTF be charged to examine the current status of faculty governance and to offer suggestions for a model that may better respond to the needs of the faculty. Currently there are two structures within academics that play a role in faculty governance: the Faculty Agenda Committee and the Faculty Meeting. The Agenda Committee sets the agenda of the Faculty Meeting and makes minor decisions. Although elected by the faculty as a whole, the committee has little decision-making authority and is not considered to be representative of all the faculty. These are models that have worked well for the institution but they are feeling the pains of both growth and passage of time. The DTF's work as outlined in its charge includes:

- study the current governance design, point out its strengths and shortcomings
- substantiate faculty opinion by using surveys and consultations with the entire faculty
- analyze the degree of satisfaction regarding the effectiveness of faculty governance among other members of the college, staff and administrators, students, board members, alumni and community members who are relevant participants in campus life, such as advisory committees or boards
- review existing documents on the college's own restructuring of governance
- survey some current models used in other liberal arts colleges that have a tradition of shared governance, and in which faculty participation is an important ingredient in the governance mix

- extract the best elements of some of the most outstanding and propose alternatives to the current faculty governance structure
- if approved by the faculty, facilitate a transition from the existing governance model

The original intent was for the committee to report in winter 2003, and the faculty to consider the proposals this spring. While the timelines were optimistic, the committee aims to complete its work in fall 2003.

#### **F. General Shared Governance Issues**

As in the 1998 Self-Study, the budget and planning processes at Evergreen continue to be a good place to look when trying to understand how governance actually works in an institution that to some extent thrives on ambiguity and decentralized decision-making. The various areas of the college continue to try to find new ways to truly engage the community in important processes and make the processes themselves as transparent as possible. Shortly after the self-study, and based in no small measure on that document and the resulting report, a new long-range plan was adopted for the college. Since that time planning and budget decision-making in particular have been guided by that document. A fundamental piece of that work is each year's goal setting process. Beginning in 2002, the vice presidents have worked together to develop "institutional" goals that they agree are the next important pieces of work resulting from that plan. This shared effort marks the first time that the major work of the institution was developed in such a collaborative process. In the past, the collaboration has occurred once each division had developed its own set of goals. This effort resulted in a much shorter, more easily understood and better focused set of institutional goals. (See Appendix A.)

Additionally, the work of the college's management group, which includes all senior level management, has been redirected this year towards an open model of information sharing and decision making regarding the institutions most fundamental decision implementation vehicle, the college budget. The management group divided into a number of committees that dealt with communication, core values, financial futures, and a college budget council. While we have some work to do, there is a general sense that we have improved significantly in terms of opening the process to the community and enabling a deeper sense of "shared governance."

## Standard 7—Finance

The *2000 Strategic Plan* states that:

Evergreen will increase and diversify its funding base to provide the human and material resources needed to deliver high-quality programs and services to Washington’s citizens. The college will set clear priorities and commit itself to those priorities with its operational plan and budget linking state operating and capital budgets, student tuition collections, external fund-raising, other revenue-generating activities, and internal realignment of funds.

In the interest of taking control of our own fiscal destiny, the college’s senior staff has begun intensive work in several areas that have potential for additional income and earnings streams to enhance and diversify revenue beyond traditional dependence on state funds and student tuition. These include private fund-raising, conferences, continuing education, non-resident student recruitment, tuition, federal and private sponsored research, federal direct grants, and institutional cost-effectiveness.

### I. Fiscal Destiny

<p><b>Goal 1:</b> The vice-president for finance and administration will coordinate a review of existing decision-making processes to see if those planning processes could be improved by adding perspectives from support functions. Develop a checklist that DTFs and other planning activities can use to seek additional information in the policy formulation stages of their work.</p>	<p><b>Implementation:</b> The college’s management team has increased its attention to cross-unit collaborations to improve the college’s budget decision processes. Thus, during 2002–03, cross-unit groups addressing the college’s core values, cross-unit communications, and financial futures, have been created to inform the work of the College Budget Council.</p> <p>The implementation of the Banner Finance System has required significant staff training in business process reengineering. Cross-unit training is helping to develop a common language regarding efficient and effective work practices.</p> <p>Senior staff has added the academic budget dean and the associate vice-president for enrollment services to its meetings to deepen cross-unit discussion.</p>
<p><b>Goal 2:</b> Charge the Budget Office and budget coordinators to develop a six-year operational resource and expenditure model that will serve as a tool for the college’s 2001–03 biennial operational planning and budget activities. The model will include:</p>	<p><b>Implementation:</b> The office of Operational Planning and Budget and divisional budget coordinators created a multi-year resource and expenditure model to aid in 2001–03 mid-biennium budget reallocations and 2003–05 budget planning.</p> <p style="text-align: right;"><i>Goal 2 continued on next page</i></p>

<p><i>Goal 2 continued</i></p> <p>a. projected revenue from all funding sources including projected student tuition and fee increases</p> <p>b. projected costs of all college operations including new/enhanced strategic planning initiatives, necessary base-level adjustments to support academic programs, expanded enrollment levels and financial aid</p>	<p>a. The Financial Futures cross-unit group is working to improve and diversify college revenues, and find efficiencies to make college operations cheaper. Its work will continue beyond the current biennium.</p> <p>b. The office of Operational Planning and Budget is developing and improving the management reporting structure to support decision making at the college, and to improve financial management reporting to the Board of Trustees and the campus community.</p>
<p><b>Goal 3:</b> Appoint a DTF in fall 2000 to:</p> <p>a. clarify how services and auxiliaries contribute to the mission of the college</p> <p>b. determine their appropriate role and service expectations</p> <p>c. Examine how these activities contribute to the financial health of the college</p> <p>d. Develop a rational and understandable recharge model to bill these activities for institutional costs</p>	<p><b>Implementation:</b> See Auxiliary Services, p. 18</p>
<p><b>Goal 4:</b> The vice president for college advancement will convene a broad-based discussion in fall 2000 to develop an integrated fund-raising plan reflecting the priorities that emerge from the operational planning and budget processes. The vice president will work with the Evergreen Foundation Board of Governors to enhance and increase the effectiveness of fund-raising efforts. He will also increase senior staff and faculty involvement with corporations, foundations, and other prospective givers.</p>	<p><b>Implementation:</b> The vice president for advancement and the provost convened a group to identify and distill long-range institutional priorities for external funding opportunities. This work is vetted by the group and shared with the larger campus community to form the case for launching an ambitious, college-wide revenue-generating and fund-raising campaign.</p> <p>As six members of the Board of Governors (the board overseeing fundraising for the Foundation) finished their terms, they were intentionally replaced with people with strong entrepreneurial orientations who will bring</p> <p style="text-align: right;"><i>Goal 4 continued on next page</i></p>

	<p><i>Goal 4 continued</i> influence and affluence to bear in furthering the missions of the college and the Foundation.</p> <p>With a major reorganization within the unit, which resulted in fewer staff but more focus and efficiency, the Evergreen Annual Fund goal was met two months prior to the end of the fiscal year. As of the end of March 2003, private gifts to the college and the Foundation were 22 percent ahead of this time one year ago.</p> <p>Thirty-one faculty members attended a summer 2001 institute on fund-raising given jointly by the academic budget dean and the vice president for advancement. Another institute took place in summer 2002, and its success argues for continuing such summer institutes annually. An additional institute will be offered in summer 2003.</p>
<p><b>Goal 5:</b> Appoint a DTF to examine the growth potential of summer session, summer conferences, continuing education, and activities, such as renting space to EF International School of English, to increase revenue.</p>	<p><b>Implementation:</b> In fall 2002, the president, as part of budget processes, established a Financial Futures Group (FFG) consisting of senior staff, academic deans and others, to examine means of revenue generation.</p> <p>As one initiative among many, at the start of winter 2003, senior staff approved and provided funding to act upon the FFG's recommendation to implement an Extended Education curriculum at Evergreen.</p>
<p><b>Goal 6:</b> The vice presidents will explore potential efficiencies through ongoing management analysis of all campus units beginning in fall 2000. This effort will focus on improved management systems/processes, peer reviews, and continuous improvements to outcomes.</p>	<p><b>Implementation:</b> This process is ongoing. Major improvements are being developed through Banner finance system implementation. For example, all purchase orders and approvals will be done online.</p> <p>In 2001, a Human Resources DTF was formed to address staff/faculty recruitment, retention, and support. Recommendations being implemented include enhanced training opportunities, campus communications, and data management.</p>

<p><b>Goal 7:</b> Look for opportunities through internal and external partnerships that will reduce overhead costs while improving service and increasing efficiency, diversity, and overall funding.</p>	<p><b>Implementation:</b> Finance and Administration entered into an agreement with the University of Washington to provide food debit cards in September 2001. And, in July 2002, another agreement was made for the University of Washington to supervise the investment of the college endowment (the Foundation).</p>
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## II. Questions from the Commission

### **What significant changes have been made in the financial structure and condition of the institution (budgetary increases and/or decreases, operating surpluses or deficits, plans for the future)?**

State funding has continued to decline and tuition rates to increase. Tuition rates increased 14.6 percent during 2001–03 and state support decreased more than 2 percent of total revenue between 1998 and 2002. The governor’s budget proposal for 2003–05 includes a 12 percent reduction in funding each year while allowing tuition rates to increase by 9 percent, further shifting the costs to the students and requiring additional budget reductions.

Operating surpluses have decreased over the past five years requiring the college to budget more carefully and become less flexible in responding to new financial demands.

For the future, Evergreen is actively identifying new revenue streams, implementing cost reductions and participating in statewide policy discussions about the future funding for public higher education. (See Appendix B for Revenue and Expenditure Tables.)



## Standard 8—Physical Facilities

The *2000 Strategic Plan* states:

Evergreen will develop and maintain a physical infrastructure consistent with the college’s teaching and learning principles. As needs will always outstrip physical resources, it is important that the college carefully and consistently plan toward the long-term needs of the institution. College-wide physical resource planning will integrate program and resources planning requirements into the larger operational planning and budgeting model.

### I. Infrastructure Planning

<p><b>Goal 1:</b> The director of facilities will develop a ten-year Facilities Master Plan by June 2000 that synthesizes and synchronizes all physical resource projects. The plan must accommodate enrollment growth, respond to dynamic changes in the educational environment, meet the demands of outside development, preserve and improve the beauty of the campus, and ensure that the vision of the Campus Master Plan is maintained.</p>	<p><b>Implementation:</b> This plan has been completed. Adjustments are being made biennially as part of the budget development process.</p>
<p><b>Goal 2:</b> By June 2000, the director of facilities will also develop a long-range plan for preservation and improvement of existing physical resources.</p>	<p><b>Implementation:</b> This plan is completed</p>
<p><b>Goal 3:</b> The Campus Land-Use Committee (CLUC) will convene working groups to:</p> <ul style="list-style-type: none"> <li>a. examine existing campus use documentation in the environmental studies area and library archives</li> <li>b. analyze the college geographic information system (GIS) capabilities and data completeness</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>a. An exhaustive search for student, faculty, and consultant reports concerning the Evergreen campus has been conducted. Interviews with Evergreen faculty and a search of the archives were also done. A database with this information has been created.</li> <li>b. Campus Land Use has been entered in a GIS layer (spatial location of the various studies). Other campus data have been compiled and are available at <a href="http://scicomp.evergreen.edu/gis/GISData.htm">http://scicomp.evergreen.edu/gis/GISData.htm</a>. Layers include: orthophotos, digital elevation models, campus boundary,</li> </ul> <p style="text-align: right;"><i>Goal 3 continued on next page</i></p>

<p><i>Goal 3 continued</i></p> <p>c. Develop various alternative models on how the college can compile a resource and land-use inventory</p> <p>d. Determine long-range ecological land-use classifications to document the academic importance of the undeveloped land areas of the college campus</p>	<p>walkways, buildings, eco-regions, contours, trails, forest cover, hydrography, and roads.</p> <p>c. A Web page for searching this database (see “a” above) will be finished in spring, 2003.</p> <p>d. Studies are currently underway with an initial report completed in March 2003.</p>
<p><b>Goal 4:</b> In fall 1999, the co-chairs of the Space Management Committee began evaluating campus space scheduling and space management to ensure that existing facilities are being effectively and efficiently operated before contemplating the development of new facilities. The results of this effort must interface with the design and implementation of the new Administrative Systems. Their proposals will be presented to the CLUC for consideration in fall 2000.</p>	<p><b>Implementation:</b> This work was done in preparation for the current biennial capital budget plan and submitted to the Space Management Committee, the CLUC, Senior Staff, and the Board of Trustees. The proposal recommended remodels of existing structures and no new construction.</p>
<p><b>Goal 5:</b> The vice president for student affairs, working with the vice president for finance and administration, charged a Parking DTF in fall 1999.</p>	<p><b>Implementation:</b> The DTF recommendation of creating 325 more parking spaces within the existing space has been implemented. All new spaces will be permeable and bio-swales will be added at entrances to parking lots to reduce water run-off.</p>

## II. Questions from the Commission

**What changes have been made in the physical plant (new buildings, demolition/remodeling of old ones)?**

Since 1998, the following facilities projects have been carried out:

**1998–99:** Renovation of scientific laboratories, third floor, Lab I; and mechanical and electrical (including data, communications, and media) renovation of all the lecture halls.

**1999–2002:** Classroom and Faculty Office Improvement program, affecting all campus buildings; more than \$10 million for campus preservation work (HVAC, electrical, plumbing, utilities, roads, walks, roofs, elevators, etc.).

**2000:** Renovation of the Computer Applications Lab (scientific computing) and chemistry labs, first floor, Lab II; renovation of Student Health Services clinic; and Campus Police offices, Seminar I.

**2001:** Building of design studio for animation and design programs, adding 6,500 square feet of teaching space, Communications Building.

**2001:** Evergreen's Tacoma program moved to a larger, purpose-built building with more office and classroom space, plus multimedia, science, and computer laboratories.

**2002–03:** Renovation and expansion of the Campus Children's Center, to be completed in October 2003.

**2002–04:** Building a new, 160,000-square-foot Seminar II Building with five lecture halls, five large workshop spaces, 20 seminar rooms, 10 small workshop spaces, three large classroom laboratories, 18 small discussion areas, one critique room, 90 faculty offices, faculty support clusters, Evening/Weekend Studies program offices, and office space for five public service centers. The building will be ready for occupancy in January 2004.

## Standard 9—Institutional Integrity

Below is the college's response to the Commission's specific question:

### **How does the institution ensure high ethical standards in its treatment of students, faculty, and staff?**

Faculty and staff are bound by state law, especially the Ethics in Public Service Act, Chapter 42.52 RCW. Ethics training is required of all staff every three years and for new staff within 90 days of hire. The union contract for classified staff also requires supervisory training (including ethics training) for all supervisors of bargaining unit members (classified staff).

Further, the Washington Administrative Code for The Evergreen State College establishes a Student Conduct Code and grievance process (see WAC 174-120-015 through 085), as well as the Social Contract stating the college philosophy (see WAC 174-121-010).

In addition, the college ethics are grounded in a number of policies, especially the Social Contract, the Student Conduct Code, the Faculty Handbook, affirmative action and sexual harassment policies, and a number of specific grievance procedure policies, all now available to the community either in print or through the college's Web site.

Staff in the Student Affairs division give considerable attention to professional ethics. In fall each year, the vice president for student affairs meets with new staff in the division to review ethics. The professional ethics statement of the National Association of Student Personnel Administrators and American College Personnel Association are reviewed and discussed. Case studies are used to illuminate important ethical principles in our work. Supervisors in areas that have specific ethical standards (mental health counselors, health practitioners, etc.) share these standards with their staffs. In addition, training in state ethics laws is required for all Student Affairs staff. The focus in these trainings is on appropriate use of state resources. Last year, all but a few of the 110 employees on the staff in Student Affairs completed this training.

College Advancement staff follow requirements in the Washington Federation of State Employees union contract that all employees receive training in ethics, sexual harassment, diversity and equity, reasonable accommodation, and types of leave. Within 90 days of beginning employment, supervisors are required to attend manager training, offered by the state of Washington. Development staff receive information from the Association of Fundraising Professionals on the "Code of Ethical Principles and Standards of Professional Practice."

The dean of the library is the college's interim copyright officer, charged with ensuring that the college conforms to current copyright standards for print, Web-based, and other materials.

## Appendices

- A. Senior Staff Goals 2002–2003
- B. Tables of Revenues and Expenditures 1997–2002: Table 1: Current Fund Revenues; Table 2: Current Funds, Expenditures and Transfers; Table 3: Summary Report of Revenues and Expenditures. By Collin Orr and Steve Trotter

## Exhibits

- A. *Final Report of the General Education DTF*
- B. *General Education at Evergreen: The Historical Context, Current Experiments and Recommendations for Implementation*. By John McCann. January 2002.
- C. *Teaching and Learning at the Evergreen State College 2001/2002. Report of the Assessment Study Group*. December 17, 2002
- D. *The Learning Resource Centers Combined Efforts: Annual Report 2001–2002* by Louis Nadelson and Sandy Yannoni Mapping Your Education I & II.
- E. *Academic Advising Workshops for First-Year Students designed to inform them of the Six Expectations of an Evergreen Graduate and the academic plan*.
- F. *Teaching Practices at Evergreen*. Spring 2003
- G. *Report on Raising the Quarterly Credit Limit from 16 to 20*. January 2003
- H. *The Evergreen State College Strategic Plan 2000*. March 2000.
- I. *Greeners at Work, 1999 Employer Survey Results. & 1999 Alumni Survey: Summary of Results*.
- J. *Report on Academic Administrative Structures at The Evergreen State College*. By Marie Eaton. January 2002.
- K. *Résumés for New Administrators*