

Some History of Enrollment and Enrollment Growth plans

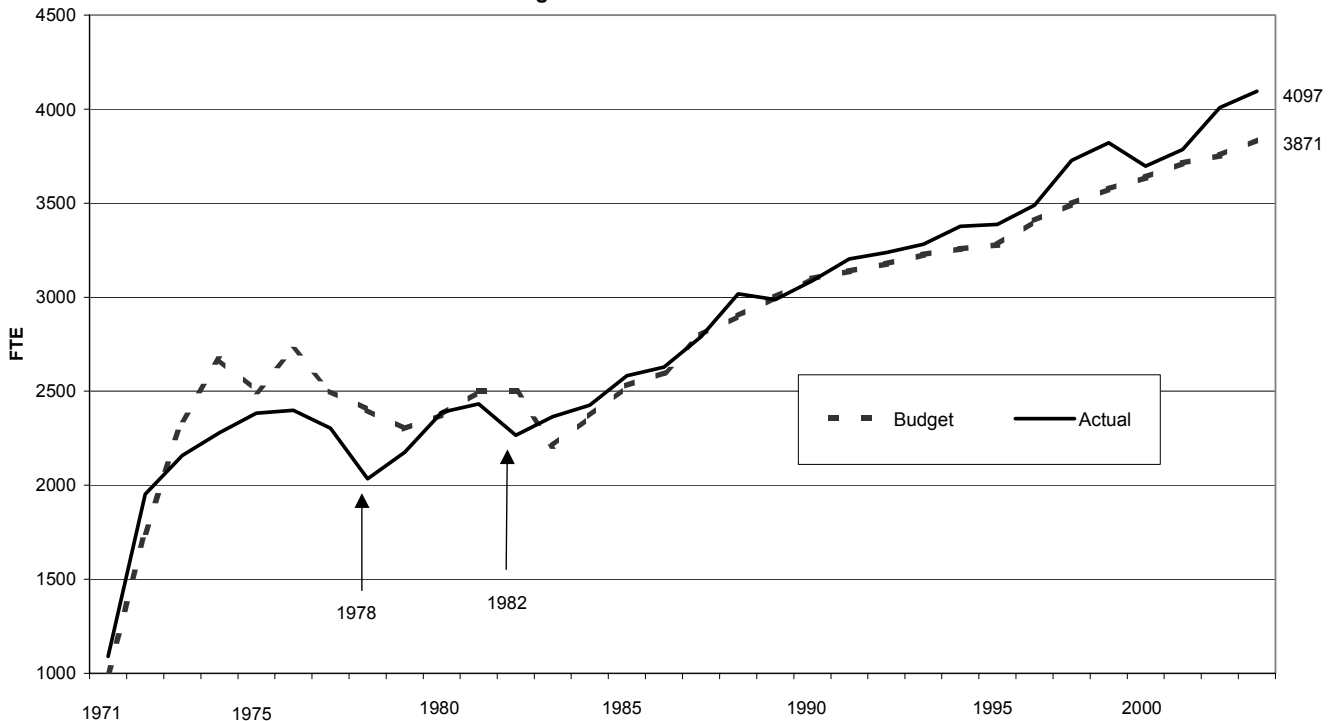
Summarized by Tom Womeldorff for the
Enrollment Growth DTF
June 17, 2004

In an attempt to provide some institutional memory for our work on the Enrollment Growth DTF, I compiled several historical documents of previous work done at the college relevant to issues of growth. I have reviewed those documents here. *This is not a comprehensive review of Enrollment Growth plans at the college--I'm sure there has been other important work of which I am unaware.*

In addition to summarizing the documents I found, in some instances I have provided my own impressions. Those are clearly marked.

Actual Enrollments for the Evergreen System (includes all undergraduate and graduate enrollments). (Numbers are at the end of this summary.) As a reference, it is useful to know the actual and budgeted enrollments through the college's history.

The Evergreen State College Annual Average FTE:
Budget and Actual: 1971-72 thru 2003-04



1. Board of Trustees, April 23, 1970 approved the following enrollment plan:

<u>Year</u>	<u>FTE Enrollment</u>
1971	800
1972	1,700
1973	2,700
1974	3,800
1975	5,000
1976	6,300
1977	7,000

2. Long-Range Curriculum DTF, 1982.

I do not have documents from this DTF's work.

3. 3,200 Plan, 1987. Hiring Priorities for growth to 3,200 FTE were set around February 28, 1987. This was a six-year growth plan (only with regards to faculty positions).

At the time, we were staffed to 2,600 FTE.¹

Primary objective was to enhance the quality of the existing areas: re-enforcing and building the liberal arts center of the College before adding new areas. A developed area of the curriculum would mean the following:

- a. Offering an overall curriculum that is intellectually coherent,
- b. Offering entry level and advanced work in our specialty areas (areas prior to Planning Units),
- c. Doing this on a predictable and clearly staffable continuing basis,
- d. Offering curriculum primarily through teams, especially at the entry level,
- e. Having the ability to rotate all faculty out of their specialty areas into Core and other areas two years out of eight,
- f. Having the ability to serve our diverse student clientele of full and part time students,
- g. Providing community service activities through the graduate and undergraduate curriculum, and
- h. Addressing cultural diversity through our curriculum.

Hires were organized into four categories: current demand, pipeline growth (growth in advanced offerings to handle students in the pipeline), long term growth needs (areas where long term growth is projected), and new breadth.

Barbara Smith (Curriculum Dean at the time) had the following concerns about the plan:

- Not enough attention to Native American Studies (needs additional hire, could be done through retirement replacement).
- Teacher Education a dilemma (relying on a one-year hire too much).
- The plan would not provide sufficient depth in Management in the Public Interest (the business curriculum).

[Tom: My assessment 17 years later is that we still do not have sufficient depth in our business area. There were additional hires in Native American Studies. The dilemma of teacher education is re-emerging.]

4. Long-Range Planning DTF, June 1994 produced the "Long-Range Plan for The Evergreen State College" approved by the Board of Trustees.

This was a significant effort involving 57 community members on five subcommittees. The subcommittees focused on:

- Academic Programs and Student Affairs²

¹ [Tom: My understanding is that with increased budgeted enrollment, the number of faculty lines was automatically increased using a student/faculty ratio 17.57:1, including the deans and other non-teaching faculty (e.g., Academic Advising rotation). At 2,600 student FTE, the total faculty lines allowed were 148.98. At 3,200 student FTE, the total faculty lines allowed was projected to be 182.12. These numbers are in this document. The ratio used (for automatically increasing faculty lines) was changed later to a higher number (i.e., growth brought fewer faculty lines). In the past couple rounds of increases in budgeted enrollment, there have been no additional faculty lines. Tom: I am hoping Walter Niemiec can provide a good history on this.]

² Overlap with our current DTF membership: Jeanne Hahn and Alice Nelson.

- TESC Environment (campus land use)
- Establishing a Sound Fiscal Base
- Emerging Technologies
- The Human Environment

The plan looked ahead to the year 2010.

“We believe that essential aspects of the College should be preserved and should continue to form the base of the College. We include as foundation elements, among others, the College’s commitment to interdisciplinary, team-taught, coordinated studies programs, to diversity in our demography, to combining theory with practice in our teaching, and to serving our local communities, the state and local tribes.”

Projected growth in 2010 would bring the College to over 4,000 students. “We believe, given the population growth and the other needs in our area, that we may be called upon to grow to 5,000 and/or it may be to our advantage to do so.”

Among their recommendations, they called for:

- The creation of a Long-Range Curriculum DTF to review the curriculum content and structure.
- Increasing the Olympia campus’ accessibility to the local communities. As part of this, “We need to make the campus more available as an environmental learning center for local schools.” The concern was maintaining the integrity of the 1,000+ acre campus. The ability to do so would be strengthened by greater community use and appreciation of the campus.
- The need to raise additional funds to compensate for reducing levels of state support.
- Supporting emerging technologies that support the educational mission.
- Sustaining and improving the sense of community, calling for community members to participate more in community-wide events, to understand and follow the social contract, and to learn to cooperate or at least to disagree civilly. “Training should enjoy a high priority, and we should attempt to protect training funds in any future budget reductions.”

Finally, the DTF recognized that there would be a need to periodically make adjustments to their plan. “This kind of mid-course correction should be an ongoing part of the College’s planning.”

Some conclusions

- Seek the form of growth that has the greatest likelihood of receiving full funding from the state. “The committee feels that one of the greatest threats to the strength of the academic program and to the quality of support services is a further deterioration of our funding base. . . . *While different arrangements of enrollment growth can be accommodated, diminished funding can only be accommodated with an unfortunate change in the character of the academic experience we will be able to provide.*” (Italics added)
 - Most recent growth had been Evening/Weekend. The committee did not reach a conclusion about whether to continue to increase the size of E/W. It would depend on the level of funding received for different types of growth.
 - Evergreen is increasingly dependent on student tuition, as the State cuts funding. There is no reason to expect this trend to change. New revenues from the state will come in the form of growth in students, not to restore cuts previously made.
 - Public Service Centers are an important part of the college.
5. Summer Growth Group, Report dated September 28, 1995 to the campus community referred to as the “Growth paper.” This group was not a DTF. It was an expanded version of the Enrollment Coordinating Committee. It was responding to the HEC Board’s need to submit a revised long-range plan for enrollment to the legislature by early November of that year.

They expected the legislature would allocate growth across the colleges based on the propinquity to colleges. At the time, Evergreen ranked second of the four-year colleges in the percentage of Washington population living within 30 miles (13.6% compared to UW's 46%. EWU was third at 7.4%).

"Problems peculiar to Evergreen"

- Cost per student was the highest of the four-year institutions.
- Resident/Non-resident mix. The perception outside of Evergreen was that we had too many out-of-state students.

Forms growth might take:

- a. Growth Across the Curriculum. Do more of what was being done. "Some programs would become larger, some new programs might be initiated, and some programs might be cloned."
 - This would allow the college to concentrate growth in areas where we already do well; deepen and broaden current offerings. Other areas of the college would need to be expanded (e.g., student support services).
 - *However, "it is not obvious that the college will be able to grow rapidly enough to meet the expectations of state policy makers without 'new' curricular initiatives, or considerable expanded recruiting, or fundamental changes in the nature of the college and its curriculum."* Italics added.
 - Growth will affect the external image of the college and its attractiveness.
 - b. New Undertakings. Add entirely new curricular areas. "For example (and only as examples), we might start a new technical pathway, or an entrepreneurial business pathway, or a human services pathway." Also mentioned were new graduate programs but this would not address state-wide access issue.
 - c. A New Configuration for the College. Form a college-within-a-college, positioning the current configuration parallel to another form of college. Possibilities: Large college of part-time studies, virtual college, or next generation of educational innovation. Experience of other colleges trying this indicates the traditional configuration eventually overwhelms the experimental.
 - d. Growth Outside the Full-Time Resident College. Expand part-time, all continuing education, move outside of Olympia: community colleges, state office facilities, malls, high schools in and on weekends. Would help serve place-bound students and deal with demographic changes--fewer students able to attend fulltime.
 - e. Substitute In-State for Out-of-State students. This isn't a program [me: doesn't belong on this list] but addresses access issue for Washington residents. There is some concern that reducing the number of out-of-state students would reduce the quality of education.
 - f. Deep Partnerships (akin to Bridge Programs). Tailor curriculum with community colleges and better serve transfer students. "This scenario would involve significantly rethinking the curricula at both kinds of institutions and building appropriate bridge-type programs. Would lead to Evergreen being primarily an upper-division campus.
6. Board of Trustees Action, October 30, 1995, culminating event of the above work. Motion passed approving an enrollment growth plan that established a total enrollment level near 5,000 FTE by the year 2010 with the following characteristics:
 - Faster growth in the first five years, then leveling off to reflect the demographic growth curve;
 - Front-loading of growth in the evening-weekend program;
 - The addition of a new graduate program;
 - The approximate proportions of 35 percent lower-division, 57 percent upper-division, 8 percent graduate students, a slight increase in the proportion of upper division over the current levels.
 7. John Cushing memo reporting deans' discussion: TESC Growth Plan through 1997-99 Biennium, April 12, 1996. Responded to request by Steve Trotter to review the growth plan approved by the Board on October 30, 1995.

- Overall growth planned for 97-99 (270 FTE) is reasonable target.
 - However, much more of this growth should be taken in the form of full-time students than originally anticipated. "The deans believe we can not rely on further growth in part-time studies enrollment before we see how difficult it is to reach the numbers now planned for this fall."
 - Should seek HEC Board approval to increase Tacoma by twenty to a total of 140 FTE.
 - Should restart annual MIT cohorts.
 - "[T]here are good reasons to seek HECB approval to start a new graduate program in Human Services." *The demand is there; it would complement our efforts to strengthen psychology, social services, and related offerings at the undergraduate level.* Italics added.
8. Long-range Curriculum DTF Final Report, February 21, 1996. Created the Planning Unit Structure; mostly *not* about growth.
- Part-Time Studies Curriculum should have a target enrollment of 250 FTE after four to six years of operation.
 - "The Provost will charge a study to be undertaken beginning Spring 1996 to investigate methods for containing and possibly reducing the student/faculty ratio."
9. Long-Term Hiring Priorities DTF, Charged January 1996, work to be done by May 1996.

From charge:

In 1987, developed long term hiring priorities list known as the 3200 List: "strengthen the existing specialty areas so that they had sufficient depth to offer a two-year curriculum and the capacity to rotate faculty members into Core."

Charge to develop 6 - 8 year plan to go to 4,000 FTE. Parameters for work spelled out in 1996 Long Range Curriculum Plan (LRC), the 1994 Long Range Plan and the growth plan approved in 1995 by the Board of Trustees.

Focused on planning units, emerging programs (e.g., Reservation-Based/Community Determined) and Part-Time Studies. Expected 250 FTE of growth to come in part-time studies (she lists this as approximately 14 faculty lines which is 18:1).

Each PU developed their own list of priorities dated May 1996

Memo to the faculty dated 5/16/96 states: "We have not prepared a long-term list. . . we are proposing an annual assessment of hiring needs and an annual determination by a Hiring Priorities DTF to set the hiring priorities for the next year."

This annual process, described in a memo to the faculty dated 11/22/96, established an annual setting of hiring priorities process rather than one big 4000 List. This was the process we used through 1999-2000--an annual prioritization.

10. Updating Evergreen's Growth Plan 1/27/98 and Evergreen Growth Plan, Board of Trustees Meeting, April 1998

First document, refers to 15 year growth plan approved in 1994 (should read 1995) carrying the college to 5,000 FTE. Refers to review of growth plan by Academic Deans, Steve Hunter, and Steve Trotter (#7 above). Document intended to initiate institutional discussion to update the existing plan. Lowered projected growth by 120 FTE from original plan. Rationale:

- Given rate of faculty retirements, should have lower growth to make sure rate of faculty hiring is viable.
- Postpones growth until Seminar II completed.
- Allows for slightly more selectivity in the admissions process.
- Increase in Tacoma will help get it to a viable size (# core faculty).

- Exploration of a new graduate program is a possibility; would require campus wide discussions and wouldn't go into effect for a while.

The document then calls for feedback from the four divisions and ECC about the modifications to the growth plan.

In April, the BOT acted on this (postponing some growth, adding more to Tacoma) with similar rationale as listed above.

New targets (examples):

1997-98	3496
2003-04	3996
2007-08	4476
2010-11	4906 (with enrollment cushion of 100 = 5006)

11. Consideration of New Programs Fall 1999. Responding to a request by Barbara Smith (then Provost), several new programs proposals were developed. They included:

- Expansion of Part Time Studies
- MFA: Media
- MFA: Written Word
- M. Ed.
- MPA Tribal Administration
- MS: Computing

These proposals were presented to the faculty at the Fall 1999 retreat. A PUC+ Meeting used the criteria of 1) Attracting new students; 2) Cost; 3) Enhancing TESC reputation in general; and 4) Tapping into the interests of the next generation to make recommendations about which programs to approve. The group recommended going forward with Expansion of Part Time Studies and the MFA: Media (with external funding). [Tom: My memory is that at the faculty meeting where we discussed the PUC+ recommendations, the faculty approved the expansion of Part Time Studies, the MFA: Media and the MPA Tribal Administration.]

12. Revision to the Growth Plan, December 27, 1999, Jane Jervis to the BOT. This slightly modified the 1998 plan, added in MFA in Media Arts and MPA Tribal track.

13. 2000 Strategic Plan. The plan included several recommendations which were followed in subsequent years such as the General Education DTF, development of a five-year curricular growth plan (the Academic Growth DTF of 2000-2001), adding the MPA-Tribal program, expansion of the Tacoma program, and exploration of Running Start {we decided against it}

With respect to enrollment growth:

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.

14. Academic Growth DTF, 2000-2001 This was the last discussion that we had about issues related to growth. Because it is the most recent round on this issue, more detail is provided here.

A. Growth Planning Memo to the Faculty, Barbara Smith, May 3, 2000. Beginning of the 2000-2001 Academic Growth DTF. Annual hiring priorities process (described above in #10) was not able to address long range planning. *Objective of the work: Develop an academic plan or vision for the undergraduate curriculum to "serve as the foundation for*

the final step in the process which will be to identify a prioritized five-year hiring list produced by Spring 2001 for hires to be on campus Fall 2002.”

- Pace of retirements threatens entire areas.
 - Need more detail on the growth plan in order to do the necessary planning for facilities, equipment and support staff. Same with other areas of the campus. “In the past, we have not adequately connected faculty hiring with staff, facilities and equipment support issues and processes.”
 - State will allocate enrollment based in part on “high demand.” “We need to be prepared to increase the size of some areas of our curriculum if we want to. We don’t have a faculty-based process for even discussing this at the present time.”
- B. Questionnaire for Five Year Plan, memo from Jin Darney to the PUCs, May 3, 2000. Call for completion of a Planning Unit Questionnaire. These were completed over the summer. These provided a starting point for the discussions of the Academic Growth DTF 2000-2001.
- C. Academic Growth DTF 2000-2001: The Umbrellas. At the Faculty Retreat (October or November 2000), faculty brainstormed possible curriculum umbrellas: “clusters of programs and themes that help define the work that we do interstitially, that is, the work that falls not only between the planning units, but between disciplines.” [Tom’s recollection: This was an attempt to break up curricular rigidities associated with the Planning Unit structure. It was also an attempt to capture InterArea work we were already doing well.]

There were initially seven³ umbrellas. The list was narrowed to five that are described in the April 13, 2001 memo from the DTF to All Faculty:

- Health,
- “Greening” Management,
- Cultural Studies,
- Information Technology, and
- Science and Human Values.

These do not replace planning units, or existing curriculum, nor do they necessarily include all that we currently do, but they represent a way to think about the existing and the desired curriculum.

Descriptions of the umbrellas were developed. The DTF planned to use the umbrellas to help determine hiring priorities. The umbrellas were discussed by the planning units in April, 2001. The DTF meeting notes for April 25, 2001 report:

The summaries of the Planning Unit Coordinators identified luke-warm support for the Cross-College Initiatives. The Health initiative received the greatest support across the planning units. Information Technology was given some attention. There were no additional Area Initiatives [Tom: meaning initiatives specific to one Planning Unit. The only one on the table was the Evergreen Environmental Field Laboratory from Environmental Studies.] It was decided that this DTF would screen out the area initiatives because these initiatives don’t have hiring implications. They will go forward, but not with this group.

From the final report to Barbara Smith (June 7, 2001):

The budget pressures, and the large number of current gaps made faculty reluctant to embark on new projects at this time.⁴

³ The two eliminated umbrellas were Social Justice and Field Studies. [Tom: I don’t recall why we cut Social Justice. I think we cut Field Studies because it described a particular pedagogical approach afforded by our structure rather than a specific curriculum area.]

- D. Academic Growth DTF 2000-2001: Gap Analysis. Each Planning Unit determined the gaps in their coverage due to retirements/resignations in the next five years. The gaps were determined in three ways.

First, using the Build-To numbers, the gaps in the number of faculty by planning unit were estimated.⁵

Second, each planning unit took a best guess at the disciplinary gaps within their units based on known and expected retirements/resignations.

Third, Greg Mullins, CTL PUC developed a gap analysis by academic division. Since planning units include faculty from more than one division (i.e., the traditional four: humanities, science, art and social science), looking at gap analysis by planning unit could hide significant gaps by division.

Details of the first type of gap analysis are included in the April 13, 2001 memo to the faculty. The second type was not made public because of the sensitivity of retirement predictions. A summary of this is found in the document Gap Analysis through 2007-2008 included in the April 11, 2001 DTF meeting section. The divisional gap analysis was presented by Greg Mullins late in the process (May).⁶

- E. Academic Growth DTF 2000-2001: Main threads developed to guide 5-year hiring priorities list. During the DTF's work, four threads emerged as important criteria for prioritizing hires:

- Planning Unit Gap Analysis expanded to include graduate, Tacoma, Reservation-Based/Community Determined and Evening/Weekend programs.
- General Education. [Tom: the Gen.Ed. DTF was not finished with its work when our discussions were happening.]
- New Initiatives within areas. Examples included the Evergreen Environmental Field Laboratory proposal from the Environmental Studies Planning Unit and language labs. Initiatives could represent areas of growth or of strengthening current curricular areas.
- New Interarea initiatives. Some umbrellas were in this category. "This initiatives address student demand, faculty willingness to teach, new money and hires."

At the April 25, 2001 meeting, it was decided that the Gap Analysis and General Education would be given the most weight.

General Education areas included QR/Mathematics, Writing and Visual Literacy. In the May 21, 2001 memo to the faculty, Gen. Ed. areas were a bit different: science, the arts, and quantitative reasoning. In the final DTF report to Barbara Smith (June 7, 2001), the following were listed: science, the arts, quantitative reasoning, and "those positions that will help the college fulfill our diversity goals."

⁴ [Tom: I think we also failed to break away from the Planning Unit mentality to hiring priorities. Each area wanted to make sure they protected their own curriculum/hires. The umbrellas were seen as weakening the ability of each Planning Unit to argue for its own hires. In this sense, I think we failed to accomplish what Barbara had hoped: a broad look at the curriculum with student demand, etc. in mind.]

⁵ [Tom: Gaps were related to the planning units "Build-To Numbers" which were subsequently changed to "Build-To Ratios" by the Hiring Priorities DTF in 2002-2003. Build-To Ratios provide a guide for balancing the curriculum across the planning units. They also are used as one of the criteria in setting hiring priorities and allocation of visitors in the Olympia daytime curriculum. Allocation of hires/lines for the graduate, Tacoma, Reservation-Based/Community Determined and Evening/Weekend programs are determined separately.]

⁶ [Tom: I believe his analysis made *some* difference in our setting of hiring priorities. However, Laurie Meeker sent an email after the process was completing criticizing the group for not taking Greg's analysis seriously enough. The Hiring Priorities DTF in 2002-2003 revisited the issue of divisional balance raised by Greg.]

F. Academic Growth DTF 2000-2001 Final work: Development of the Five-Year Hiring Priorities List. The April 30, 2001 memo to the faculty does a good job of summarizing the work of the DTF to date. It then calls for each Planning Unit to develop a list of possible hires with specific attention given to gap analysis, general education, and a desire to build a curriculum in African American Studies. The final recommendation to Barbara Smith did not recommend new initiatives. It did recommend a five-year hiring priorities list that took into account Gen. Ed. and expected gaps due to retirements/resignations.

	Enrollment		
	Budget	Actual	Difference
1971	1000	1090	90
1972	1750	1952	202
1973	2350	2159	-191
1974	2670	2279	-391
1975	2499	2383	-116
1976	2719	2399	-320
1977	2500	2303	-197
1978	2400	2034	-366
1979	2300	2175	-125
1980	2375	2388	13
1981	2500	2432	-68
1982	2500	2267	-233
1983	2209	2365	156
1984	2366	2426	60
1985	2528	2582	54
1986	2600	2628	28
1987	2800	2790	-10
1988	2900	3018	118
1989	3000	2988	-12
1990	3100	3089	-11
1991	3139	3203	64
1992	3178	3237	59
1993	3226	3282	56
1994	3258	3377	119
1995	3278	3387	109
1996	3406	3489	83
1997	3496	3728	232
1998	3576	3822	246
1999	3638	3697	59
2000	3713	3785	72
2001	3754	4009	255
2002	3837	4054	217
2003	3871	4096	225