

To Info Center

FINANCIAL AID & PLACEMENT

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Goals and Objectives

The overall goals of the Office of Financial Aid & Placement remain as those in our November 1971 self-study report:

To provide appropriate financial aid and guidance to all students who seek it.

To insure that no student's educational progress is slowed because of financial reasons.

To aid students in making career choices and in finding employment appropriate to their choice.

We have gone far along the path to realizing these goals in a very short time. We attribute our success in large part to our heavy emphasis on student employees as paraprofessional counselors. Placing a burden of decision-making and other real responsibilities on these students has enabled us to widen the scope of our activities considerably and has provided us with a constant supply of knowledgeable and constructive criticism from the student viewpoint. Another factor in our successful endeavors to date is our development of innovative student services in the Financial Aid and Placement area. We have initiated on-campus services such as food stamp certification and personal money management counseling, and we have sought to involve students who are seeking career employment in an active role in their job searches. Our sizeable and flexible emergency loan program serves nearly half the student body annually. These efforts have done much to increase the visibility and the student usage of all our services.

FINANCIAL AID

Sub Goals

1. To provide the widest possible scope of financial aid services to all student.
2. To provide these services effectively and efficiently, through development of appropriate procedures and through use of data processing support.
3. To develop and maintain funding levels adequate to student needs.
4. To initiate and support needed financial aid legislation and program development at all levels of government.

5. To provide regular financial aid training and instruction of the highest quality to all staff members.
6. To establish and maintain lines of communication with prospective students, their parents, and their current schools.
7. To be guided by The Evergreen State College Financial Aid Statement of Principles.

Historical Development, Present Operating Procedures and Staffing

Our office was fortunate in being able to centralize administration of all financial aid on campus from the day the doors of the college opened. In its first two and half years of providing financial aid to students, the office has been guided by the advice of the Faculty/Student Committee on Financial Aid in determining the policy and procedures under which we have operated. Our financial aid brochure (copies of which will be available) emphasizes our attention to the principle of providing some form of aid to every needy student and to making our awards on the basis of need. We utilize the College Scholarship Service need analysis system with some modifications based mainly on cost-of-living differential from the national norms.

Numbers of Students Served/Student Recruitment. We have developed procedures to accomodate applications and have made awards in excess of \$1,400,000 to more than 3,800 students in two and one half years. Our need analysis method and our system of rapid response to student requests for information have enabled us to process the applications of more than 2,000 prospective students annually. We now provide long-term aid to in excess of 700 students each year and short-term aid to more than 800 students.

We have established communication with prospective students through our annual mailing of 3,500 brochures to schools, to prospective students, and educational talent search agencies. We have furthered this communication through our recruiting efforts in conjunction with the Admissions Office. A staff member from the Financial Aid & Placement Office accompanies the Admissions recruiting team on most of its visits to community colleges and during its high school "previews". Next year, we will expand this effort to include visits to high schools with high concentrations of low-income students. We have been able to attract and sustain a high percentage of needy students (33%). Twenty-five percent of our enrollment comes from families of \$6,000 annual income and below. Through annual orientation sessions and visits to academic programs and student organizations we are able to reach more than 300 students with detailed information on how best to use the facilities of the Financial Aid & Placement Office. Presently, an average of 570 students each week make in-person contact with our office.

Funding To Minority Students. Our heavy commitment to sustaining the effort to recruit minority students is evidenced by the fact that 133 minority students received more than \$251,000 in aid during Fiscal Year 1973. Their average award was \$1,900, as opposed to \$1,100 for the general student body. This represented more than a third of our financial aid dollar volume while constituting 7% of the student body. Indian students have received more than \$125,000 in BIA Grants during the first three years of Evergreen's operations.

Program Development. The institutional emergency loan program principle now exceeds \$34,000, up from the \$8,000 with which we began 1971. Our grant programs exceed \$200,000 and our National Direct Student Loan last year totaled \$193,000. College Work-Study funds during Fiscal Year 1973 exceeded \$191,000, while Insured Loans were made to 380 students and totaled in excess of \$460,000.

Our Law Enforcement Education Program (LEEP) has expanded from six participants in 1971 to in excess of 40 this year. LEEP awards have increased from \$400 to \$25,000 within two and one half years. An Office of Veteran's Affairs was opened in Fall 1973, through a proposal developed in large part by this office. A distinct budget unit, it reports to the Director of Financial Aid & Placement acting for the Dean of Student Services.

In 1972-73 and during the first quarter of the current fiscal year, the office operated a food stamp certification service on-campus for the convenience of its students. This program provided career-related learning experiences for the paraprofessional counselors at the college. The Office also utilized other indirect sources of aid. It maintained working relationships with the Department of Social and Health Services for students qualifying for such programs as Aid to Dependent Children, Vocational Rehabilitation, etc. Scholarship funds developed from outside agencies exceed \$48,000 in 1971-74.

Our student employment program accommodates over 850 applicants a year for part-time work on campus and in the greater Olympia community. We are concentrating our efforts to increase the relatively small pool of part-time opportunities through an active campaign of personal visits to employers and by advertising through the media. Our College Work-Study Program last year provided 152 positions and employed 200 students. It offers positions both on- and off-campus as part of our student aid packages. Another 150 students are employed each year in institutionally-funded jobs on the college campus. Pay ranges from \$1.83 an hour to \$5.00, depending on the skills of the employee and the responsibilities of the position, and students may work a maximum of 15 hours per week. Through coordination with the Office of Cooperative Education we are able to place many students in formal, salaried internships related to their academic pursuits.

Although our college-administrated Scholarship Program is small, we are concentrating our efforts in attracting scholarship funds from outside sources such as Tacoma Model Cities scholarships, Northwest Rural Oppor-

tunity Tuition grants, Bureau of Indian Affairs Grants and scholarships from churches and other philanthropic organizations. Last year these totaled almost \$70,000, and were awarded on the basis of need.

Our National Direct Loan, Federally Insured Loan and short-term college loan programs absorb large amounts of our financial aid counselors' time and close attention is paid to them to insure prompt repayment of funds to be used by other needy students. Last year, operating with a principal of \$22,000, the Emergency Loan Fund turned over almost four times, demonstrating the awareness and responsibility of Evergreen borrowers and the effectiveness of loan counseling through this office. Our default rate is approximately 1% of loans made. National Defense Loan and Federally Insured borrowers undergo exit interviews where repayment schedules are presented to them and where they are reminded of the importance of repayment for the well-being of students yet to come.

We are continuing to develop our personal money management and nutrition counseling service. We present seminars on money management and economical food buying and offer personal money management counseling sessions throughout the year with interested students. Students who are aware of good budget practices and who do not misspend their awards can help the college to stretch its aid funds.

Present Staff. At our present staffing level we have at last gained the ability to anticipate some workload demands rather than always operating on a crisis-to-crisis basis as was the case in the past. This is critical in the present fiscal year as we are operating at a level \$150,000 below our last year's federal funding. We must make concentrated efforts in developing alternative sources of aid for our students in order to maintain the same level of aid as last year. These include development of institutional scholarships and grant funds, funds for participation as a lender in the Federally Insured Loan Program, and co-authorship of a State College Work-Study employment program.

Our present Financial Aid staff includes one director (3/4 time in financial aid), two counselors, five students paraprofessional counselors, one program assistant, one office assistant and a student clerk.

Staff training sessions take place for an hour and a half each week on a diverse series of topics including need analysis method, program regulations, counseling technique, personal money management and many others. Office personnel in both Financial Aid and Placement (see Placement section) attend and are crossed-trained in both areas. We train from six to seven new paraprofessional counselors each year.

Analysis and Appraisal

Our program is subject to continual evaluation through the eyes of its student users and the student employees in this office. We receive a periodic evaluation through audits and through the advice and review of the Committee on Financial Aid. Student reaction to the Office's services has given us

the following quarterly rating on a scale of 1 (very poor) to 5 (outstanding): 3.6, 3.6, 3.1, 4.2, 3.6, 4.2, 3.3. Among the noteworthy features of the Financial Aid & Placement Office has been the development of our data processing master record system for College-based aid and Insured Loans. With the whole-hearted support of the Computer Services Office we are able to keep up-to-the-minute on expenditure by means of thirty-nine distinct reports which profile our student recipients. This flexibility enabled us to take advantage of a supplemental allocation of Educational Opportunity Grant funds in June 1973, a point within the academic year when most institutions would have been unable to utilize such funds. We were able to disburse in excess of \$20,000 to needy students within one week of notification of receipt of the funds. This print-out also enables us to keep better track of students not making normal academic progress and to give timely warning to them of forfeiture of aid upon failure to maintain academic standing.

The college's data processing capacity has also enabled us to develop a unique reporting system for banks which participate in Federally Insured Student Loan Programs as lenders to our students. Our system provides information to banks within three weeks of the end of the quarter on the status of their student borrowers. As this is some six months earlier than they receive information from the Office of Education's report, it has encouraged many banks to continue participation in our program when they might otherwise have left it.

The financial aid enterprise at Evergreen was faced with a choice between offering services limited in scope with solely professional staffing, or expanding the scope of services dramatically by adding student paraprofessionals to the staff. We chose the latter alternative, and while this choice led to our successes, it also accentuated one or two problem areas. Our student paraprofessional staff is of high caliber. Yet, in any office where half the man-years of work is performed by students, the factors of turnover, new personnel and training time lead to an occasional uneven quality in the services offered. Further, with the larger staff, the number of size of programs and services expanded at a rate so rapid that we were often operating with completely untested procedures. I believe that these shortcomings were a small price to pay for service to 77% of the student body annually. Most institutions serve 10-15% of their students with emergency loans. We reach 40%. Community colleges provide long-term aid to 12-15% of their students, and four-year public institutions, about 25%. Thirty-three percent of our students receive long-term aid. These data led to the conclusion that the approach we have taken is the proper one.

Future

A forecast of the next five years assumes a growth of 200 students per year to an enrollment of 3,400. Roughly 1,150 will be long-term aid recipients and 1,360 will receive emergency loans. To provide service to this group through the programs already in operation will require the following staff:

- 3/4 director
- 1 assistant director
- 2 counselors
- 4 technical/clerical

The long-term aid needed to meet the needs of these students will total \$1,872,000. If we were to increase the percentage of low-income students in attendance, as a part of our efforts to meet our minority enrollment goals, the total would be much higher.

The importance of remaining in the same location as Health Services and Counseling Services cannot be over emphasized. The ease of referral and communications which this arrangement brings increases the effectiveness of our services to students.

PLACEMENT

Sub-Goals

1. To develop access to sufficient employment opportunities so that graduating seniors have the widest possible choice among positions in their areas of interest.
2. To provide information and instruction to students on the widest possible variety of job-search techniques so as to give them every opportunity to effectively articulate their qualifications in the competitive job market.
3. To regularly monitor and evaluate the post-baccalaureate experiences of all Evergreen graduates, and to annually survey the undergraduates regarding their career interests.
4. To assist the Office of Counseling Services in the placement of Evergreen students in graduate school.

Objectives

1. To publish an employer brochure
2. To mail that brochure to 2,000 employers annually
3. To establish and maintain contact with industry and government agencies whose purpose is to facilitate placement
4. To establish an on-campus interview program
5. To publish a bi-weekly job-list newsletter and send it to seniors and graduates

6. To establish reciprocal listings with colleges in other parts of the nation
7. To develop a credential file system
8. To develop and maintain job search technique counseling
9. To maintain a Senior Seminar series to bring job development and job search information to seniors on a weekly basis.
10. To establish and maintain a Career Resource Center.
11. To coordinate placement efforts with other on-campus offices concerned with placement
12. To cooperate with the Counseling Office in the initiation of a program of developmental career counseling and exploration
13. To present an annual College Career Day
14. To maximize employment opportunities for non-white and women graduates
15. To develop opportunities in alternative or non-traditional employment and in vocations for social change

Historical Development

Evolution of placement operation was slower than that of financial aid for the reasons to be discussed in "Analysis & Appraisal." During 1971-72, we began our Senior Seminar series, bringing employers and knowledgeable placement people from the faculty, staff and from off-campus to discuss placement concerns with seniors at a weekly "brown-bagger." The agenda included subjects such as interview technique, resume writing, use of credential files, and government service. A few on-campus recruiters visited, and the policy on their recruiting efforts was formulated and adopted.

In June and July 1972, we began to monitor the post-Evergreen careers of our graduates, and developed the outline of the credential file system which went into operation that fall, to aid our graduates in their job search. We also began to assemble a resume' writing kit for the same purpose.

During the 1972-73 academic year, we issued thirty credential files, surveyed the faculty for their capacity to help in graduate school placement, began an extensive collection of graduate school catalogs and career placement materials, continued our Senior Seminar series, collected information on 92% of our 280 graduates and designed our Placement Evaluation System. We also

began to participate in the Job Bank program of the State Employment Security Office. This enables us to share all job listings posted with their office on a daily basis, utilizing microfiche.

1973-74 Operations

Currently we are helping students in making career choices through individual and group counseling and through the collection of information on various career opportunities. We are helping students find suitable employment by teaching them how to look for work and by contacting employers to explain the College's curriculum in employer terms. Follow-up is conducted on all graduates and their status is recorded and updated regularly through a computerized reporting system. Our credential file includes a resume', confidential recommendations and the Evergreen transcript, with its written evaluations of program work cross-indexed to conventional course equivalences, in order to provide employers with familiar references in assessing work accomplished while at Evergreen.

A Placement staff member attends staff meetings of the Office of Cooperative Education, to better coordinate our mutual efforts involving employer contact and career exploration. Their Career Learning Program, which provides career-oriented students with a structured exploration and internship experience within their academic areas, receives regular support from our staff through job-search seminars and counseling designed specifically for this program.

The Placement Evaluation System (PLES) is fully operational. It collects and reports data which provide a profile of our graduates and senior class, their career interests and experience. It also provides data on location of graduates which are of interest to the Development Office in its alumni endeavors.

We also conduct group career counseling in cooperation with Counseling Services and utilize the advice and assistance of the Affirmative Action Office in our efforts toward non-white and female placement.

We expanded our on-campus interview program and are in the process of greatly expanding our job listing file by contacting approximately 2,000 employers throughout the nation whose organizations match the varied interests of our graduates. In addition, we have planned an annual Career Day where students and employers can exchange information about their employment objectives. A reciprocal job listing exchange with other college and university placement offices nation-wide has not yet been implemented but remains one of our long-range goals.

In cooperation with Counseling Services, we have initiated a program of developmental career counseling designed to raise career and life style questions particularly with second- and third-year students within already established academic groups. We have developed a Career Resource Library which we will expand with both printed and audio-visual career and graduate school resource material. We surveyed the entire student body regarding their

career interests and used this information in developing employer contacts appropriate to the interests of our fourth-year students. We reported the results of the entire survey to the faculty for their use in curriculum planning. We are conducting non-white and female employment seminars and gathering current information on affirmative action programs to meet our objective of maximizing employment opportunities of non-white and women graduates. We have written an employer brochure which relates the College's curriculum to employment and we have distributed it widely to solicit job listings and on-campus recruiting visits in the major areas of employment to which our graduates are gravitating. These include: Education, Administration and Management, Social Work, Community and Government Service, Psychology and Counseling, Environmental Planning and Protection, Business and Sales, Corrections and Law Enforcement, and Journalism.

1973-74 Staffing

Our staff consists of one 1/4 time director, one full-time Placement Counselor, two 15-hour-a-week student paraprofessional counselors, one full-time office assistant whose major responsibility is clerical work for placement services, and one student clerk. Career counseling support is provided by a half-time career counselor and a student counseling aide from the Office of Counseling Services.

Analysis & Appraisal

Our relatively slow start in implementing most of our career placement services can be attributed to a failure to initially budget for the function. The staffing cost for an adequate placement operation was not included in the initial year's budget, and when the need was at last measured (1972) the funding for staffing was not available. Further, the need for financial aid services was a more immediate, albeit not more important one, and the energies of the existing office staff were more frequently spent in that area than in placement. While we were able to plan the services now in operation, we were unable to bring cohesive, sustained effort to their implementation until July 1973, when a counselor with major accountability for Career Placement was employed.

I believe the shortcoming of our slow start was more than balanced by the comprehensive program of services which we now offer. Our ability to assess our needs was greatly enhanced by our early decision to monitor all graduates, and not just those registered in the placement office. This degree of feedback is vital to institutional analysis as well as to a view of our office's performance. We are aware of the disposition of our graduates in the job market and in graduate schools, and we realize that a placement percentage of 96 in 1971-72 and 80 in 1972-73 makes us more than competitive with our sister institutions. This is priceless information for a new and innovative college.

We initially made several assumptions, the validity of which is still unsubstantiated. We assumed that alternative or non-traditional employment (i.e. volunteer work in environment of work in vocations for social change) would

be a major occupational goal of our graduates. While some of our graduates have entered this area, most seem oriented toward more traditional work.

We assumed that the "translation" of Evergreen's evaluative transcript into more conventional terms would be of signal importance to employers. Thus far, it seems to be only of equal importance to the presentation of the candidate during the interview. We suspect that its major benefit is in aiding the student to articulate his Evergreen experience.

We assumed that lack of an extensive on-campus interview system would seriously impede placement. A decline in the frequency of recruiting visits is a national trend, and the fact that our on-campus recruiting program is modest has not resulted in a mediocre placement record for our graduates.

In fact, it appears that the placement experience of our graduates is a match for the unique nature of the institution itself. Since its opening in the fall of 1971, The Evergreen State College has graduated 295 men and women. Most Evergreen graduates want to work after they graduate and are successful in finding employment. Most of these work-oriented graduates are seeking entry level professional work related to what they have studied in college. They want their work to allow them to apply some of their ideas and/or to assume responsibility for implementing programs. Many of our graduates gravitate toward active, problem-solving, creative occupations such as magazine editor, legislative analyst, freelance photographer, consultant, lobbyist, and community organizer. Another aspect of this pattern is the number of graduates (10) who are self-employed in occupations such as publishing (an enlarged print songbook for senior citizens), consulting, manufacturing (back packs), designing (cinemixer), and marketing refinished furniture and crafts. These occupations reflect the kind of education our graduates have received at The Evergreen State College. The college's curriculum emphasizes problem-solving and self-direction, and because of student interest, we are now including a "How to Go Into Business" session in the Senior Seminar series. The occupations listed below are a sample of the positions secured by Evergreen graduates.

Stress-Challenge Program Counselor	Assistant Director, Traffic Safety Com.
Social Security Representative	Manager, Import Business
Finance Company Management Trainee	Labor Relations Representative, Industry
Hospital Personnel Officer	College Activities Building Manager
Youth Camp Volunteer Coordinator	Public Health Advisor, HEW
Medic I Trainee	EDA Planner, Indian Reservation
Health Insurance Salesman	Legislative Aide
Metropolitan Social Planner	Mental Health Counselor
Cable Station Video Technician	County Planner
Audio-visual Specialist	Scientific Aide

Some graduates who are less certain about their career objectives often take jobs unrelated to what they studied and which require little commitment. Their jobs are seen by them as interim employment, work to keep body and soul together while they pay some bills, consider career options or make a decision about graduate school or further training. Some of these interim positions are:

waitress, secretary, carpenter's aid, deep sea fishing, and janitor. An increasing number of our graduates are seeking employment where training is provided or are enrolling in special programs to get technical skills-- architectural drafting, computer science, plumber's union apprenticeship.

The pattern of graduate school placement is still difficult to determine because of the relatively small number of students who are applying. Some graduate school applicants have had their applications rejected, but not necessarily as a result of their work at Evergreen. Their scores on the GRE, LSAT, and MCAT are very important, as is their careful selection of a graduate school and their motivation to attend. Based on a small sample our students score competitively on these exams. Our graduates have been accepted into the following schools (and departments or programs):

University of Southern California - Communications (cinema)
University of Washington - English, Public Administration and Education; School of Medicine
University of Puget Sound - Public Administration, Education, and Counseling and Guidance
University of Wisconsin - Education, Teacher Corps
Gonzaga University - Business Administration
Oregon State University - Botany
University of Oregon - Counseling and Guidance
Western Washington State College - Business Administration
John Marshall School of Law - (Chicago)
Golden Gate Seminary - (San Francisco)
Northern Arizona University - Psychology
University of North Dakota - Medical School
Stanford University - Neuro-Bio-Behavioral Science (School of Medicine)
York University, Toronto - Social and Political Thought
Rutgers University - Law School
Northwestern University - Theology

We should look at all placement information in terms of the graduate school and job markets. Graduate schools are becoming increasingly competitive because of the large numbers of applications and because of decreasing financial aid. The job market is tight and opportunities are hidden. Most jobs our graduates want and eventually land are seldom advertised. They must approach their job search aggressively, systematically, and persistently, attitudes we try to teach through our senior employment seminar series. Most college graduates have to go looking for employers, not the other way around. Even when they conduct an effective job search, it is not unusual for this process to take four to six months. Entry level professional positions are the roughest ones to get because so few jobs are available to people who have had no professional work experience. The Evergreen State College graduates enhance their chances of desirable placement if they have pursued a fairly coherent program of education in their third and fourth year and if they have had one or more internships.

We conduct periodic evaluation of our quality of service by assessing the placement success of students using our services. A modification of our data-processing program (PLES) next year will gather this information for us more efficiently. Further, we continually solicit student evaluations. These quarterly results have been (on a scale of 1 (very poor) to 5 (outstanding): 3.4, 3.9, 3.9, 2.7, 3.5, 2.9.

To the extent that our operation can be considered "successful", a large part of the credit must lie with our flexibility in responding to crises, and our ability to be responsive to student need. In turn, these qualities are owing to student involvement as paraprofessionals, use (and some cross-training) of financial aid personnel as backup, and a hard-working, dedicated staff.

Future

Looking to the next five years, we plan to continue the present scope of service and additionally, to place emphasis on the following objectives:

1. To inform increasing numbers of employers about the nature of the College's curriculum and the advantages to the employer of hiring an Evergreen graduate. We will make written contact with each potential employer and follow up with those employers who do not respond to our requests for job listings and on-campus visits. Our goal is to familiarize potential employers with the college and its graduates, and to elicit reaction from employers on Evergreen graduates.
2. To collect information about teacher certification programs in order to better counsel Evergreen graduates interested in education on the various programs available to them. This will necessitate outreach work with many schools to explain the nature of Evergreen's curriculum offerings in education in order to insure the proper transfer of credit. We will also monitor the development of the State of Washington's efforts to provide alternative methods of certification.
3. To develop more information and more contacts with employers who offer non-traditional or alternative work opportunities. While the demand for this had not been overwhelming, it has been significant and we believe it important to offer our students a better opportunity for investigations in this area.

We estimate that Evergreen will have 2,550 graduates by 1979, at an average of 450 per year for the next five years. Each of these is a potential client of the placement operation. To extend service under our placement program to undergraduates and to graduate clientele will require the addition of one professional and two clerical positions to the present staff. One program assistant should be added in 1975, a counselor in 1977, and an office assistant in 1978. If Counseling Services increases its emphasis on career

counseling, and if Cooperative Education's Career Learning Program expands, then the placement counseling load will increase beyond the capacity of these staffing levels.

The test of our effectiveness, however, will remain in the ability of our graduates to prosper in a world where they will probably change careers three times. To the extent that they can apply their problem-solving abilities to the difficulties of career change in a technological age, they and the college will have succeeded.