EVERGREENERS IN THE NEWS

Geoduck Swimmers Go National—Evergreen's swimmers were psyched For the NAIA District meet on February 18-20. Everybody set their own best times and eight swimmers qualified for national competition on March 2-5. Coach Bruce Fletcher and the team were ecstatic except for one thing. More qualified for the trip to NAIA nationals in Orlando, Florida than anyone expected and getting across country costs money. The team sold T-shirts and accepted donations but it still looked like the swimmer-students would be a couple of laps short. Enter Forrest Wilcox, director of the Evergreen Fund. He provided phones, phone numbers and coaching to the swimmers, who made 148 calls to raise $1000 in pledges in three hours last Sunday. So, the four swimmers on the women's 400-yard freestyle relay team, four on the men's 400-year medley relay team and Max Gilpin, who qualified in the 400-year individual medley event and on the men's relay, headed happily to Orlando and the year's finale. Good work!

Appointment—President Joe Olander has accepted an invitation to be a trustee of the Seattle Chapter of the Japan Society, a national organization that exists to foster relations between Japan and the United States. Congratulations, Joe!

LRC: THE WRITE PLACE

The Learning Resource Center (LRC) is: (A) a kind of toxic waste facility for bad writers; (B) Testing Hell, where evil trolls decide who gets into Evergreen and who doesn't; or (C) a jolly support spot where wisdom is dispensed by fairy godtutors.

Sorry—the test was rigged. The LRC does help students write better, but it usually takes a lot of hard work by the student and the staff.

Stella Jordan has been director of the LRC since 1978, after teaching in the California university system. Since then, she's seen a shift in the levels of students' writing abilities. "When I first came here, there were more extremes," she says. "On the essays, we used to get more students with very low scores, but we saw more outstanding essays, too. We've moved toward the middle in recent years."

All new students take diagnostic tests through the LRC, but their performance does not determine admission. "All our testing is purely advisory," Jordan says. "If someone has problems in a specific area, like reading comprehension or grammar, we send them a letter recommending they get help, whether it's with us or with a faculty member."

As many as 200 students work in the LRC each quarter, some for credit, usually two to four credits in essay development. "And we work with students who are at all skill levels. Almost none of the credit we generate is for remedial work—only about 10 percent of all the work we do up here is remedial."

Many students use the LRC on a walk-in basis, either for a one-shot session with Jordan or a tutor, or for weekly appointments, but not for credit. Theresa Crater, a full-time adjunct faculty/exempt staff member, works with students individually and leads a number of writing workshops through the LRC. Her position has been redefined by the deans this year, allowing her to work more directly with the Core Programs. "I've been leading workshops in grammar mechanics, coordinating what I teach with the faculty. There's a great feeling you get from working in a program with the same students. It's really exciting."

At the heart of the LRC staff are peer tutors. Jordan hires about ten students each year, who then receive two days of intensive training, along with weekly staff training sessions throughout the year.

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"I try to get people from the sciences, and from the teacher education programs, to give us a wide range of skills on the staff," Jordan says. "The tutors get excellent experience, and learn a great deal from the students they work with." It's acknowledging that you can learn from your peers as well as from a faculty member," she says. To get a better idea of the kind of work that goes on in the LRC, she says, "When Evergreen's Research Analyst Steve Hunter started crunching numbers here in LRC, drop by and talk with Stella or Theresa. They're in LIB 3401, ext. 6420."

**EVERGREEN STUDENTS GAIN IN STAYING POWER BY THE QUARTER**

When Evergreen's Research Analyst Steve Hunter started crunching numbers here in 1979, little more than half the student body remained enrolled from one Fall Quarter to the next. That's changed. This fall, 73 percent of the students were here the fall before. There is an even more dramatic retention increase for students just out of high school. Hunter thanks excellent Core Program for that. "Retention has been climbing a little bit each quarter for the last three years," says Hunter. The number of students who stayed from Fall to Winter Quarter this year rose 2 percent from last year, reaching 98.7 percent. That's a 93 percent retention rate if you adjust for the number of people eligible for graduation. "Our problem has turned around 180 degrees. No longer is it getting students to enroll, it's finding the right cut-off date for closing admission to meet state enrollment limits. That and shaping enrollment to meet the curriculum while maintaining access for community college students throughout the year," says Hunter, adding that we're getting better at managing the onslaught of student interest. "It's still new to us."

This quarter, Evergreen enrolled 146 new students. That's 49 more new students than last winter. Because of our increased enrollment limit, from 2700 Full Time Equivalent Students (FTE) to 2800, there are 143 more students here now than last winter. Evergreen's retention of freshmen into their sophomore year closely matches that of the University of Washington and exceeds that of Western Washington University by more than 10 percent. Last year the college was hit so hard with students wanting to enroll Fall Quarter that by Spring Quarter there was only room for five new students. That frustrates community college graduates who finish mid-year and want to continue at Evergreen. This spring, Evergreen will admit 150 new students. "Regardless of efforts to maintain access you still have to tell folks 'no,'" Hunter says. "We're telling lots of folks 'no.' We're hoping for more enrollment growth next year," says Hunter.

**FALL QUARTER 1988 CLOSED—EXCEPT FOR OFF CAMPUS AND TEACHER ED PROGRAMS**

"We are no longer accepting applications for undergraduate programs on the Olympia campus for fall of 1988, except for the Teacher Education Program," says Christine Gilpin, director of Admissions. You can still apply to the Vancouver and Tacoma campus programs. Applications from freshmen were cut off February 2, and the first deadline for transfer students was January 27, with a waiting list open through mid-February. The college is accepting applications from transfer students for winter and spring of next year.

**10TH ANNIVERSARY SUPER SATURDAY—YEAR OF THE RAINBOW**

The Super Saturday Committee is meeting again—this time to plan the 10th Annual Evergreen party, slated for June 4. It's also the tenth year in leadership for Committee Chair Larry Stenberg, director of Community and Alumni Relations. New events and features are in the works for this anniversary event. Stenberg will give his famous top hat to whoever lights on the best idea for a new Super Saturday attraction or event. The prize may be a close imitation of the famous hat.

The committee already made its first major decision. Usually there's lots of debate over the theme color to be used in Super Saturday publications, posters, T-shirts and buttons. Not so this year. Instead, lots of colors will be used to form a rainbow—celebrating the first decade.

"Join the rest of the town when it shuts down on June 4," says a grinning Stenberg. The Super Saturday phone number is 866-6000, ext. 6001.