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September 1, 1976

Mrs. Janet Tourtellotte
Chairman - Board of Trustees
The Evergreen State College
Olympia, Washington 98505

Dear Mrs. Tourtellotte:

On behalf of the Citizens Evaluation Group which your Board appointed in May 1976, I'm pleased to forward our evaluation of the performance of The Evergreen State College. In our evaluation we comment on the value of Evergreen's curricular approach, and the extent to which the application of this approach meets the stated goals of the institution. We set forth ten major recommendations and comments for your review.

We deeply appreciate the opportunity to serve in this capacity, and to learn from students, faculty and staff. We felt well-prepared for our task through the information provided by the College staff, and found that the evaluation model enabled us to probe deeply into college operations in a short time. The openness of the evaluation process precluded any hint of an institutional "snow job."

Thank you again for the opportunity to examine this fine and vital young institution.

Sincerely yours,



Katharine M. Bullitt, Chairman
Citizens Evaluation Group

KMB:bb

cc: Trustees

THE EVERGREEN STATE COLLEGE
REPORT
OF THE CITIZENS EVALUATION GROUP
TO
THE BOARD OF TRUSTEES

MEMBERS:

Katharine M. Bullitt, Chairman
Barbara Baer
Reginald James Clizbe
Karen Fraser
Velma Halliburton
Charles Lassiter
Raymond Meredith
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ABSTRACT

In May, 1976 the Board of Trustees of The Evergreen State College selected a nine-member Citizens Evaluation Group to help the College evaluate its performance as Washington's newest four-year institution of higher education. The membership included people with backgrounds in large and small business, minority concerns, labor, government and education. The Group spent a week at The Evergreen State College evaluating the extent to which Evergreen is meeting its stated goals and is benefitting the citizens of the State. The Group provided a different perspective from that of the accreditation association team which awarded Evergreen its full accreditation in 1974. The evaluation attempted to measure Evergreen's performance against its stated goals. The group read a series of documents concerning the College's history and operations; conducted more than forty individual interviews with staff, faculty, students, parents of students, Evergreen graduates, their employers, and field supervisors of Evergreen interns. They conducted four evaluation sessions open to everyone in the Evergreen community; sat in on seminars, lectures and committee meetings, and altogether met with more than two hundred individuals connected with Evergreen.

The Group found Evergreen's philosophy, with its emphasis on interdisciplinary and "real experience" concepts, to be an excellent one. They saw the combination of coordinated studies, group or individual contracts, modular courses and internships as a valuable and workable curricular approach. The Group found that The Evergreen State College teaching approach often is effective with learners from more "traditional" educational backgrounds and found that while the College was well equipped to deal with the dual role of providing a state-wide alternative approach to education and serving the educational needs of Southwest Washington, this role needed to be better defined. The group was impressed with the high quality of faculty and students, the commitment to hard work and candor of members of the Evergreen community, the well-maintained and orderly campus. It remarked upon the high quality of support services at Evergreen, the conscious effort to prepare people for the future, and the success of Evergreen graduates both in admissions to graduate schools and in the work force.

The Group made the following recommendations as the major steps needed to improve Evergreen's performance in meeting its goals:

- .Provide a clearer statement of institutional goals.
- .Emphasize responses to the higher education needs of Southwest Washington.
- .Strive for increased heterogeneity of the Evergreen community.
- .Provide incoming students with more well-defined opportunities to develop initiative, self-reliance, self-discipline and assertiveness in order that they have a chance to succeed in an environment where these characteristics are critical to success.
- .Expand availability and effectiveness of academic counseling.
- .Develop more continuity in the curriculum.
- .Ameliorate "Evergreen Burnout" among faculty and staff.
- .Simplify the registration process and make it more student oriented.
- .Develop among the residents of the State of Washington a better understanding of Evergreen.

SELECTION, PREPARATION, GOALS, METHODOLOGY

In May, 1976, the Board of Trustees of The Evergreen State College selected a nine-member Citizens Evaluation Group to help the College evaluate its performance as Washington's newest public four-year institution of higher education. The state-wide membership included people with backgrounds in large and small business, minority concerns, labor, government, and education. A list of the members of our group is appended to this report.

Our group was asked to spend the week of May 10 through 14 at The Evergreen State College and to evaluate the extent to which Evergreen is meeting its stated goals and is benefiting the citizens of the state. Our work was designed to augment the 1974 accreditation evaluation by the Northwest Association of Secondary and Higher Schools, and to bring a different perspective from that of the educators who constituted the accreditation team. The trustees commented at the time that "feed-back from a broad cross section of the general public was a healthy way for any public agency to examine itself."

The group established its purpose as the identification of Evergreen's goals and the analysis of Evergreen's performance against those goals. We made a conscious effort not to impose our own opinions of what Evergreen's goals should be upon the goals already established by the institution.

Prior to arriving for our week on campus, we received a number of documents concerning the College's history and operations and a reading list which contained suggestions for selecting the most pertinent portions of each piece of material to read. A copy of the reading list is appended to this report. During our week on campus we were encouraged to thoroughly and broadly investigate all phases of Evergreen's operation.

The methodology followed by the group in making its assessment of Evergreen's goals and performance included more than 40 individual interviews conducted by teams of two or three, with staff, faculty, students, parents of students, Evergreen graduates, their employers, and the field supervisors of Evergreen interns in the community under the Evergreen Cooperative Education Program. Additionally, four hour-long open sessions were held in which we met with anyone from the Evergreen community who wished to talk to us on any subject pertaining to Evergreen. These meetings were advertised to the faculty, staff and students. The people who were interviewed individually were selected from a list by members of the evaluation group. In addition, several group members sought out students at random. As questions on various phases of Evergreen activity arose, we requested meetings with additional faculty, staff and students. The group met to discuss its progress at breakfast, lunch and dinner each day and usually had a work session of some type following the evening meal. Members of the group sat in on program seminars and presentations of academic work, as well as on student, faculty and staff committees engaged in the governance process at Evergreen. We also met with members of the Washington State Council for Postsecondary Education's staff and the Business Curriculum Advisory Committee. The group was advised on group process methodology by Dr. Fred Fosmire of the faculty of the University of Oregon. Altogether we met with more than 200 individuals connected with The Evergreen State College. The observations and recommendations which follow are a result of this week-long evaluation effort.

GENERAL ASSESSMENT

As a general assessment of the College, the evaluation group agreed that the Evergreen philosophy, with its emphasis on interdisciplinary and "real experience" concepts is an excellent one. The main components of the curriculum, that is, coordinated studies, group or individual contracts, modular courses, and internships, we found to be a valuable and workable combination. Members of the group found that the assumed conflict between providing "non-traditional" education for the State and serving the Southwest Washington region was not necessarily a great problem, as "non-traditional" methods employed at Evergreen usually produce desirable educational results, and are compatible with the needs of learners from more "traditional" educational environments. However, many of us felt strongly that effective approaches to tying together those two goals needed to be developed. To at least one evaluator, it was obvious that Evergreen is quite career-oriented, and that it is "making every effort to provide good placement services, and carefully watching the job lines pursued by its graduates." Other positive characteristics of Evergreen that struck the group included: the high quality of the faculty and students, the high esprit d'corps of the faculty and student body, the commitment to hard work and the high level of candor of the members of the Evergreen community, the emphasis which Evergreen places on self-evaluation, both individually and as an institution, the conscious attempt to prepare people for the future, the beauty of the well-maintained facilities, the quiet and orderliness of the campus, the efforts being made to improve some of the areas in which problems have occurred, the ability to be creative and innovative although most staff and faculty have been trained in traditional modes, the quality of the support services, the attempt to improve the relationship between the College and the surrounding community, and the success of Evergreen graduates, both in admission to graduate schools and in the work force.

RECOMMENDATIONS

The Citizens Evaluation Group made nine general recommendations to improve the performance of The Evergreen State College as measured against its stated goals, and an observation concerning the quality and value of Evergreen and its academic approach:

Provide a clearer statement of the institutional goals.

Emphasize responses to the educational needs of Southwest Washington.

Strive for increased heterogeneity of the Evergreen community.

Provide incoming students with more well-defined opportunities to develop initiative, self-reliance, self-discipline and assertiveness in order that they have a chance to succeed in an environment where these characteristics are critical to success.

Expand availability and effectiveness of academic counseling.

Develop more continuity in the curriculum.

Ameliorate "Evergreen Burnout" among faculty and staff.

Simplify the registration process and make it more student oriented.

Develop, among the residents of the State of Washington, a better understanding of Evergreen.

An affirmation of the evaluation group's assessment of the good qualities of Evergreen and of the value of the basic interdisciplinary and "real experience" concepts at the institution. (This recommendation is covered in the general assessment which has preceded this section.)

We have organized the recommendations under the following categories: goals, community, students, curriculum, faculty, administration, and public relations. The section which follows is an elaboration of the evaluation group's findings relating to each of the first nine recommendations. Only those nine major recommendations are underlined in the following text.

GOALS

1. Provide a clear statement of institutional goals.

After reviewing the college literature for our own use we summarized the stated goals of Evergreen as follows:

To develop a learning community reflecting the interrelationships of the real world.

To increase the individual's ability to work with others cooperatively.

To develop a mode of learning that starts from the individual rather than the curriculum.

To increase independent initiative and responsibility.

Other recommendations:

2. Clearly present that Evergreen combines the traditional forms of teaching such as course modules, lectures and seminars to form an interdisciplinary non-traditional whole.
3. Ensure that all persons affiliated with Evergreen clearly understand its goals and that the goals are comprehensible to prospective students and their families.
4. Emphasize that the curriculum is student-centered but not student-controlled and is oriented to the real world.
5. Emphasize responses to the higher education needs of Southwest Washington.

Our recommendations concerning institutional goals center in large part on the "conflict" between the goal of non-traditional approach vs. the need to provide traditional services to a specific geographic area. The group observed that traditional goals can often be met in non-traditional ways and that many areas of study such as government and business can be taught

in the interdisciplinary Evergreen style. The group's recommendations emphasize the importance of expressing this fact clearly in the goal statements of the College.

6. Apply Evergreen's study modes to resources in the geographic service area; for example, fishing, forest products and government.

COMMUNITY

1. Strive for increased heterogeneity of the Evergreen community: students, faculty and staff.

A growing diversity of backgrounds and characteristics including race, age, and culture is highly desirable. It appears that Evergreen has an above-average awareness of affirmative action concerns, but more needs to be done in this area. A multi-dimensional approach to recruitment may be needed to achieve the diversity desired.

2. Plan carefully to avoid falling into the "old-boy network" staff and faculty hiring which develops a comfortable homogeneity.
3. Develop many approaches to student recruitment in order to reach high school students, community college students, people in the workforce, mature people, individuals with strong ethnic identification, retired citizens, etc.

Evergreen cannot reflect the interrelationships of the real world unless the community itself has diversity.

STUDENTS

1. Inform students about Evergreen before they come so their expectations and personal goals are compatible with those of the college.
2. Provide incoming students with the opportunity to develop initiative, self-reliance, self-discipline and assertiveness in order that they may have a chance to succeed in an environment where these characteristics are critical to success.

Our group considers this necessary because the student, particularly the less mature or younger student coming directly out of high school or transferring from a traditional institution, often is not used to engaging in his own academic program design. The student needs to develop the ability to design his/her program and then, in effect, "sell" that design concept to a faculty member.

3. Expand availability and effectiveness of academic counseling.

Students need regular access to counseling and academic advice. Students need guidance to find out which programs suit their needs and which faculty members are available to discuss entry into the program. There needs to be realism as to the extent of student influence on the content of curriculum, especially in the first year.

CURRICULUM

1. Develop more continuity in the curriculum.

This recommendation is in response to our finding that many students found difficulty in planning their path through Evergreen more than one year in advance because of the almost total reorganization of the curriculum each year. (Our group also recognized the fact that Evergreen is already planning many more two year programs to address this problem.)

The college should consider having prerequisites or their equivalents for later work. The school should not avoid using, when appropriate, traditional modes of teaching. Entering students do not have the opportunity to share planning of programs, therefore, some predictable areas of study should be available to them. Publications should provide clear descriptions of courses of study.

The College should put more emphasis on skills development and remedial training opportunities within the college or outside for students whose skill level is low in reading, composition or mathematics. (This need exists in every college today.) Our group believes that a program in which skills required for independent study are stressed and in which students have a great deal of individualized help in developing these skills would reduce the attrition rate among less mature students.

2. Provide different paths to bring students to the curriculum.

Students from different cultural backgrounds may need special assistance in gaining access to some areas of knowledge. They should always be accepted as students and never be regarded as resources for teaching other students.

3. Develop curriculum planning processes more systematically responsive to the concerns of non-white students.
4. Offer training in group processes for faculty as well as students.
5. Actively involve employers in developing the academic component of internship programs.
6. Improve and expand the lines of communication among internship supervisors, the Cooperative Education office, and the faculty.

Clear and frequent communication among these groups is essential to maintain the high quality of the student's internship experience, and is the key to the continued success of this vital curricular function.

FACULTY

1. Ameliorate "Evergreen Burnout" among faculty and staff.

Our group was concerned that the unusual pressure on faculty and staff working intensively for long hours will cause them to lose their effectiveness or leave the College. The roles of faculty members need to be

clarified, especially with regard to time to be devoted to academic counseling of students, service on "Disappearing Task Forces" (DTF's) and administrative responsibilities.

"Full-load equivalents" should be defined permitting a variety of components in a faculty member's responsibilities at different times, so that faculty members can share in different aspects of college life without experiencing "Evergreen Burnout". Past experience should suggest guidelines for a reasonable number of individual contracts for a faculty member to carry and for the planning time needed for a complex coordinated study program, optimum hours for academic advising, research and teaching, etc. Rotation of necessary administrative duties, workshops in time-management, time for appreciation of others' work and time for reflection are needed.

2. Establish regular office hours so that students can locate faculty more easily and so that interruptions can be avoided.
3. Clarify hiring practices.

The group was concerned about the occasional use of professional, friendship and family networks in hiring practices. It appeared from time to time that the path to an Evergreen faculty position, as in most other academic institutions, was unduly smooth if a candidate had contacts already on campus.

4. Help new faculty to learn to work in ways compatible with the Evergreen philosophy.

Training in interdisciplinary teaching should be provided.

ADMINISTRATION

1. Simplify the registration process and make it more student oriented.

The school claims to have an open enrollment process; however the actual enrollment process is a dual one: first a student is admitted to the institution and then a student must find an academic program and gain admittance to it. This process is particularly oriented to the more aggressive student and many students find difficulty in locating a program of their choice. Because an Evergreen academic program represents a student's total academic load, students who take their second or third choice of program are much more frustrated and disappointed than a student in a traditional institution who may have to take a second or third choice in only one or two out of four or five classes. Therefore, at The Evergreen State College it is much more important to see that as many students receive their first choice as possible.

2. Encourage matriculation at various times throughout the year.
3. Provide more orientation for new students, faculty and staff.
4. Tighten the processes for evaluating faculty, staff and students.

5. Clarify hiring policies and practices.

There is a need to develop more specific job descriptions.

6. Review the functions of "DTFs."

The decision-making process involving DTFs seems vague to some students and faculty. The concept of the "disappearing task force" as a part of the governance system permitting input into administrative decisions was commended by our group. We found, however, that feedback to those giving advice often does not occur. Administrators need to be accountable for this type of response. Lines of communication need to be clarified. DTFs might be best used for short-run concerns. Long-range problems should be given to task forces which have some continuity so the decision-makers can be accountable and so that people dealing with certain sets of problems know the history and resources and channels.

PUBLIC RELATIONS

1. Develop among the residents of the State of Washington a better understanding of Evergreen.

It is important that all members of the Evergreen community clearly understand the goals of the College so as to promote more effective informal communication. The dual goals of Evergreen: serving the Southwest Washington area and providing an alternative in higher education for the rest of the state, need to be clearly communicated to prospective students and to the general state population. More interaction between The Evergreen State College faculty and administrative personnel and the adjacent Southwest Washington community should be encouraged. People from all over the state should be encouraged to come to the campus for conferences, short courses, special events, debates, science fairs, swim meets, theater and dance workshops, etc. Visits from elementary school students should be encouraged.

2. Seek the help of Evergreen graduates in talking to high school students and other prospective students.

Request Evergreen students to serve as resource people in the high schools from which they graduated. Programs for prospective non-white students should be provided in any special cultural organizations where they naturally associate.

3. Improve communications between Evergreen and its internship supervisors.

Appendix I

APPOINTEES TO EVALUATION COMMITTEE

Reginald James Clizbe
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Seattle, Washington 98102

THE EVERGREEN STATE COLLEGE

Manager, Personnel and
Administrative Services
Washington Water Power Co.

President
Spokane Culvert & Fabricating

Retired Vice-Principal
Former Vice President, Longview
Education Association
Governor, District 502
Rotary International

President, Meredith Hallmark, Inc.
Newly appointed member TESC
Board of Trustees

Executive Vice President
Seattle Teachers Association

Mayor of Lacey
Policy Analyst for Washington
State Office of Community
Development

Pharmacist
Former U. S. Army Captain

Tacoma School District Social
Worker
part-time Instructor at Tacoma
Community College in Women's
Studies
Former member: City of Tacoma
Human Relations Commission;
Board of Directors, Tacoma YMCA,
Tacoma Community House

Former Massachusetts Teacher
Alumna and Former Trustee,
Radcliffe College
Active as volunteer in Seattle
Educational and Civic enterprises
Board member: Associated Harvard
Alumni, Seattle Municipal League

THE EVERGREEN STATE COLLEGE

CITIZENS EVALUATION GROUP

Agenda

- | | | |
|-------------------|---|--|
| Monday
May 10 | 12:00
Library 3111 | Welcome by President McCann; 50-minute walking tour of the campus |
| | 1:00-2:20 PM
CAB 108 | Lunch and orientation - Meet with President McCann, select chairperson; discuss goals, agenda, tasks, sub-group assignments - Dr. Fred Fosmire, University of Oregon - moderator |
| | 2:30-5:00 | Sub-group interviews begin, (faculty, staff, students, parents, graduates, employers of graduates, and field internship supervisors) |
| | 5:30
CAB 108 | Dinner and question and answer with evaluation group staff |
| | 7:30-9:00
Counseling
Registrar Offices | Sub-groups read faculty evaluations, student evaluations, exit interview records |
| Tuesday
May 11 | 8:00-8:45
CAB 108 | Breakfast with President McCann |
| | 9:00-10:45 | Sub-group interviews |
| | 11:00-12:00
Board Rm. &
CAB 110 | Two open discussion groups where any member of the Evergreen Community can drop in to meet evaluators |
| | 12:15-1:00 PM
CAB 108 | Lunch; meet with administrators and faculty for question and answer, if appropriate |
| | 1:00-2:15
CAB 110 | First group meeting to discuss and assess progress - Moderator: Fred Fosmire |
| | 2:30-5:00 | Interviews with students, members of Business Curriculum Advisory Group; observe senior placement seminar |
| | 5:00-6:00
Board Rm. | Social hour with administrators and faculty |
| | 6:15-7:30
CAB 108 | Dinner with administrators and faculty, question and answer session. (Twenty faculty and staff) |
| | 8:00-9:00
Counseling
Registrar
Offices | Further readings of evaluations, exit interviews, project or program histories if necessary |

Appendix II

Citizens Evaluation Group
Agenda Continued

(2)

Wednesday May 12	7:45-8:30 AM CAB 108	Breakfast (Directors of Placement, Admissions)
	8:30-9:45	Sub-group meets with Sounding Board (<u>see Catalog page 219</u>)
	10:00-11:00	Presentation on part-time off-campus program (Ajax Compact) and Academic Advising - Mary Moorhead, Academic Advisor
	11:00-12:00 Board Rm. & Library 3121	Two open discussion groups
	12:00-1:15 PM CAB 108	Lunch with Bill Chance - Council for Postsecondary Education's staff
	1:30-5:00	Sub-groups continue interviews, sit in with Committee on Governance III (COG III) Long Range Planning Disappearing Task Force (DTF) Sit in on academic program presentations by students
	6:00	Dinner at Tumwater Valley Inn with Evaluation Group Staff, Provost, Academic Deans, and President
	8:00 Lecture Halls	Faculty Lecture series - Al Wiedemann - Oregon Coastal Dunes (optional)
Thursday May 13	8:00 AM CAB 108	Breakfast with Director of College Relations
	9:00-10:25	Interviews, seminars. Sit in with Program Seminar
	10:35-12:00 LAB II	Laboratory Tour - (Dr. Jerry Cook) presentation
	12:30-3:00 PM CAB 110	Lunch. Business Curriculum presentation by Virginia Ingersoll and George Kinnear, TESC faculty members (Board Room) with community business people
	3:10-5:00 Library 3111	Second group meeting to discuss and assess progress. Administration and faculty on call for question and answer
	5:30 CAB 108	Dinner - presentation on external credit
	8:00 Library	(optional) Multi-media dance concert; a combination social event and presentation of an academic project

Friday May 14	7:45-9:15 AM CAB 108	Sit in on Deans and Directors Breakfast (bi-weekly information sharing) and meet with Long-Range Planning DTF
	9:30-10:45	Interviews continue. Free time for spontaneous interview
	11:00-11:30 LAB II	Lab Dedication Ceremony
	11:30-4:00 PM Board Rm.	Lunch and final evaluation session - Dr. Fosmire as resource
	4:00-5:00	Reception - Board Room - in conjunction with Lab Dedication ceremonies
	6:00	Reception: President McCann's residence - honoring Board of Trustees

IN YOUR READING MATERIALS

Once Over Lightly

Arts and Sciences Laboratory building brochure

Budget Handbook

Faculty Activity Analysis

Catalog (Bulletin) and Supplement

Part-time Studies brochure

TESC section of Council for Postsecondary Education Plan (draft)

Placement Report 1975

Accreditation Self Study

Accreditation Report

Economic Impact of TESC on Thurston County

Faculty Handbook

"The Challenge of Change" (Development Case Statement)

"Vital Signs"

Appendix III

<u>Item</u>	<u>Suggested Readings</u>
"The Challenge of Change"	Read it in its entirety for a philosophical overview of institutional goals and objectives
Catalog Supplement 1976-77	See "Index of Academic Subjects," page 73; see "Supplementary Modes," page 69, "Management and the Public Interest," page 25
Faculty Handbook	3.000 Modes of Study 4.300 Academic Rank 4.400 Faculty Evaluation 4.600 Rotation of Academic Deans
Co-op Catalog	See pages 5-9 as an overview of how internships are arranged and monitored
Budget Handbook	Chronological Listing of Campus Buildings, page 13 Placement Overview, pages 24-28 Enrollment Charts
Report to the Higher Commission of the Northwest Association of Secondary and Higher Schools	Administration, page 4 Academic Programs, page 16-35 Conclusion and Recommendations, page 41
1974 Self-Study Accreditation Report	Institutional Goals, page 1 A Brief History, page 3 Governance, page 17 Budget, page 27 Facilities, page 38 The Educational Program, page 93 Special Services & Activities, pp. 157-177 Students, page 178
1975-77 College Bulletin	About this Book, page 5 Philosophy & Goals, page 13 Brief Overviews, pp. 25-32 The Learning Program, pp. 36-60 Programs, Past & Present, pp. 93-115 Sample Individual Contracts, Group Contracts and Modular Studies, pp. 117-130 Evaluation, pp. 160-161 Career Planning, pp. 164-169 Campus Communication, pp. 186-189 Governance & Decision-Making pp. 214-240

Appendix IV

SAMPLE INTERVIEW QUESTIONS TO "BREAK THE ICE"

- General: What are the best and worst things about your experience with Evergreen?
- What personal growth or achievement of personal goals have you experienced as a result of your association?
- How did the TESC experience live up to your expectations?
- What do you find different at TESC, comparing it to other experiences you've had with higher education?

Specific Interview Groups

Students

- What do you like best about the TESC curriculum? Worst?
- What changes have you made in the way you studied before you came to TESC?
- What would you change at TESC? Leave the same?

Faculty

- What is the main difference between the way you teach here and where you taught before?
- What are your opinions on the coordinated study mode?
- Describe your experiences with internships as part of the Evergreen teaching method.

Staff

- How does Evergreen's non-traditional approach (curriculum) alter the way in which you perform your job?

Internship Supervisors

- What degree of improvement in skills have you observed in the interns you have supervised?
- What benefits has the program given to your firm or agency?

Employers of Graduates

- How would you assess the problem-solving skills and attitudes toward work of TESC graduates in your employ?
- What kind of information did the graduate present you and how effective were these materials (resume, credential file, recommendations) in helping you decide to hire?

Graduates

What experience or knowledge gained at TESC has benefited you most since leaving?

What did you need, for placement purposes, that you didn't find at TESC?

Parents

How would you assess the nature of the changes you've observed in your son or daughter since he/she began at TESC?

Did you have any reservations about your son or daughter coming to Evergreen?

Appendix V

GLOSSARY

Coordinated Studies: Coordinated Studies are small, team-taught programs usually involving 80 students and four faculty members from different academic fields. These programs - operating at both introductory and advanced levels involve team study of major themes or problems and utilize the academic disciplines as needed to provide insight or solutions to the topics being investigated. Though varying in application from group to group, techniques for examining problems involve such methods as lectures, seminars, research and project work, intensive reading and writing assignments, workshops, laboratory, and field explorations.

Group Contract: Intensive examination of a specific study area, in groups of 15 - 40 students and one or two faculty members. The terms of the contract might include: satisfactorily completing a specific project - carrying out an investigation, mastering a skill or set of skills, attacking a set of problems, creating a piece of work or otherwise dealing with a specific body of subject matter.

Individual Contract: Where individual students work one-on-one with faculty members under terms of a contract to complete individualized specified academic work, much as described in the paragraph on group contracts, above.

NOTE: Individual and group contracts are referred to collectively as "Contracted Studies".

Modular Courses: Modular courses complement Evergreen's Coordinated and Contracted Studies programs. The courses relate to specific bodies of subject matter. They provide additional opportunities for skills acquisition and a means by which a student may learn basic materials in specific subject areas. Courses are open to full-time students as part of their work in Coordinated or Contracted Studies. They also are available to part-time students. They frequently include lectures, quizzes, reading assignments, term papers, and examinations.

Internships: Large numbers of Evergreen students earn credit through either Coordinated or Contracted Studies by participation in the Office of Co-operative Education's internship program, which takes the learner out of the classroom and into the world of work to help bridge the gap between theory and practice. Opportunities for credit-generating work may be arranged with business offices and industrial plants; school systems; local, state, and county governmental agencies; social service agencies and organizations; and with other employers in the community and on campus.

Disappearing Task Force (DTF): an ad hoc committee for the purpose of gathering information, proposing policy or giving advice to Evergreen decision-makers. The DTF is composed of as wide a sampling of the Evergreen community as possible. The DTF is not to be dissolved until the appropriate decision-maker has responded to its recommendations.