



RECEIVED

NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

1971

COMMISSION ON HIGHER SCHOOLS

Office of the Executive Director

THE EVERGREEN STATE COLLEGE
OFFICE OF THE VICE PRESIDENT & PROCTOR

November 19, 1971

To: Commission on Higher Schools

From: Dr. Leonard W. Rice, President, Oregon College of Education, Monmouth
Dr. Paul E. Waldschmidt, C.S.C., President, University of Portland
Dr. James F. Bemis, Executive Director, Commission on Higher Schools

Subj: Candidate for Accreditation Report, The Evergreen State College,
Olympia, Washington

Introduction. The Evergreen State College, located on a 990 acre campus a few miles west of Olympia, is the newest four-year college established by the State of Washington, and the only one so established in the 20th century. The Legislature passed the enabling act in 1967 as the result of a recommendation from a Temporary Advisory Council on Public Higher Education, and planning began without delay.

In May, 1968 an application was submitted for Correspondent recognition. An official visit was conducted on June 11, 1968 and the Higher Commission approved Correspondent status. The college opened in September, 1971, an Analysis Report was prepared as part of the Candidate for Accreditation procedure, and Messrs. Rice, Waldschmidt and Bemis conducted a one-day general evaluation on November 3.

Organization. The five-member Board of Trustees was appointed by the Governor as of August, 1967. Since that time there has been only one change in Board membership.

The committee met with two members of the Board and was very favorably impressed. It would appear that the members were chosen because of ability and willingness to serve the college. The Board has a clear idea of its general duties and responsibilities. There seems to be a clear differentiation between the policy making function of the Board and the executive responsibilities of the staff. It was reported that the administration is free to operate within board policies.

Purposes. Although the enabling legislation authorized TESC to award undergraduate and graduate degrees through the master's level, only undergraduate programs are offered. Within this broad charge the college has interpreted its direction not to be a carbon copy of other institutions, but to depart from the conventional in subject-matter emphasis, organization, scheduling of space and student time, graduation requirements, grading, and instructional methods. The Evergreen objective is to provide highly individualized programs of studies; hence, departments do not exist, particular courses will not be offered year after year, courses will not be ordered in the curricula.

November 19, 1971

Evidence is abundant that students and faculty understood the intention of the college to accomplish its task in a different way before coming. No one appeared to be surprised or disappointed. All seemed to be enthusiastic about the prospects.

Finances. The 1967 Legislature budgeted \$905,000 for site purchase and planning, and \$500,000 for initial college organization and development. In November, 1968 a \$15,000,000 bond issue was approved for initial capital facilities. Additional capital funds were received from federal and state sources, and as of November 3, 1971, \$38,000,000 in construction was completed or started.

As a public supported institution most of the financial support for operations comes from the Legislature. It appears that the level of support has been adequate.

The business operation is organized to adjust to the diversity inherent in a system in which faculty and students take up financial problems related to their programs, and set up business arrangements considered by them to be appropriate. The determination clearly exists to keep business operations invisible and see that they do not get in the way of innovation. The thought of business operations controlling or impeding programs is rejected.

Physical Plant. At the time of the visit the following buildings were completed or started:

- a. Library building: 336,700 sq. ft. Nearing completion. Presently being used for faculty and administrative offices, classrooms, bookstore and snackbar. Books and library materials are in storage in Portland; expect to be moved into new facility in December, 1971.
- b. Lecture Halls -- 5 rooms of various sizes. This building completed.
- c. Science Laboratory Building -- 73,600 sq. ft. -- under construction.
- d. College Activities Building -- 63,030 sq.ft. -- to be completed in Spring, 1972; will house bookstore, dining area, recreation areas.
- e. College Recreation Center -- 54,500 sq.ft. -- under construction. To provide swimming pool, handball courts, physical fitness rooms, etc. No plans for inter-collegiate athletic program.
- f. Residence halls: Three five story halls have been completed. Each hall can accommodate 85 students. Under construction is a 10 story building that will accommodate 195 students. Accommodations are apartment style; each unit complete with kitchen, bath. Sizes of units vary from 2 bed to 5 bed. Each hall has a student manager; no head resident, counselors, etc. Housing is co-educational.
- h. Central utility plant: shops and garages -- completed.

Projected facilities, all of which have been funded, include: an addition to the laboratory building, covered recreation area; site improvements, roads and utilities, and landscaping.

Included in Phase Two -- still to be funded -- are a Seminar Building (office-classroom building which will accommodate 2,400 students and faculty and staff); additional areas for the College Activities Building; plus student housing.

When completed, the campus will have a capacity of approximately 5,900 students.

Library. A professional library staff has been working more than two years to plan for the library operation. Approximately \$1,000,000 has been spent to purchase carefully selected print and non-print materials. The library plans to emphasize all kinds of media, not simply print, and to be highly active rather than passive.

Regardless of the very impressive start, there is a serious budget problem for 1971-73. Due to drastic cuts by the Legislature, the basic collection cannot be increased substantially during the current biennium. Many one-time start-up expenses as well as staffing requirements will not be satisfied.

Administration. The administrative organization of the college has distinctive characteristics:

The President is assisted by three Vice Presidents--

Vice President and Provost: deals with academic affairs. He is assisted by three academic deans and a Director of Cooperative Education.

Routine administrative tasks are distributed to certain Administrative desks assigned to each of the Deans; however, Deans will periodically change administrative desks.

Executive Vice President: coordinates the activities of Library, Registrar, Admissions, Computer Services, Development and College Relations.

Vice President for Business: coordinates activities of facilities planning, plant operations, controller, personnel, business services, auxiliary enterprises, and internal auditor.

The administrators are impressive for their determination to make the administrative arrangements support and stimulate rather than impede a college committed to continual planning and replanning and constant alteration of program structure. A table of organization defines an administrative organization, but there appears to be a disposition to depart from it as circumstances or personal wishes may dictate. One felt that "going through channels" would not be insisted upon at Evergreen. Effort is made to push decision making out to students and faculty with a minimum of direction from administrative officers. To the extent possible, structures that might freeze a way of doing things into a habit or a vested interest are avoided. Task forces that disappear when a task is completed replace the more conventional standing committee.

November 19, 1971

Instructional Staff. An experienced and well qualified instructional staff has been carefully selected to plan and start the distinctive educational program. Eighty per cent of the full time faculty have doctorates. The faculty does not use traditional rank -- all are members of the faculty, and are identified only as to area of expertise. The faculty are not grouped by departments. For the current year there are alpha, beta and gamma groups of faculty, each under an academic dean.

Educational Program. In its effort to provide highly individualized programs, the Evergreen academic program basically consists of:

a.- Coordinated Studies: five faculty members -- 100 students.

Exploring topical problems and involving the expertise of the five faculty members. This program is divided into two simple categories: basic and advanced. Among the basic programs offered this Fall are: Human Development; Individual in America; Individual, Citizen and State. Among the advanced programs are: Communication and Intelligence; Man and Art.

b. Contracted studies: two full-time faculty members assigned to assist student prepare a specific project. When completed, student will contract with individual faculty members on the staff to perform stated work. Amount of credit and measurements will be determined at that time.

c. Cooperative Education Programs: basically are internships. Students will be working on projects in the Community under supervision of competent person in the field and a faculty member. Faculty member will assign academic credit. At the present time, about 160 students are involved in some kind of off-campus internship. Anticipate that about 450 will be involved during the year.

This program may be a separate program -- requiring full-time of the student or may be a part of his coordinated studies or contracted studies program.

Plans are to develop long term internships -- offer a training program which might run from six months to a year.. Example: Pacific Northwest Bell has agreed to reserve places for Evergreen students in Management Training Programs. Hence this program is to provide both career and service learning experiences.

Students. A well organized and staffed student personnel program is functioning and making its contribution to the total educational program. The importance of student personnel services seems to be recognized, accepted, and supported by the administration and faculty.

The college has a Fall 1971 enrollment of 1,129 full-time students; 43 part-time. Of the 1,129 students, 521 are freshmen and sophomores; 608 are Juniors and Seniors. Eighteen per cent are out of State students, and obviously the majority are students who have transferred to Evergreen from other institutions.

The college did not employ any restrictive admissions policies, but accepted students who ranked in the upper half of their graduating class. Transfer students who had successfully completed fifteen or more quarter hours of college credit did not have to

meet upper half requirements. However, each student was asked to demonstrate that he was aware of the objectives of the college and interested in trying to meet them. This wide diversity of students has presented no serious problems according to faculty with whom we met.

Strengths and Potential Weaknesses. Although there are many strengths of the college, three stood out:

1. The most striking characteristic of the institution was the clarity with which the general purpose, special objectives and procedures of the college were understood and accepted by everyone. Arising from this was an obvious and contagious enthusiasm and satisfaction with what they were doing.
2. The planning has been thorough and realistic. Given the objectives of the institution, safeguards have been built into the operation to help it remain on its course. (v.g. lack of departmental organization; faculty rank and title, etc.) Faculty teams will have to submit their proposals for coordinated study programs and have them evaluated much like a grant proposal would be evaluated. Simply because a program was offered one year is no guarantee that it will be offered the following year.
3. The existing and projected facilities evidence careful planning. Phase I has provided basic facilities, except for drama, music and the arts. However, with imaginative use of existing space, this lack of specialized facilities should not be a handicap.

Potential weaknesses (all of which appear to be recognized by members of the Evergreen community):

1. Recruitment of additional faculty. In the initial stage, funds were available to bring potential faculty to campus; to investigate thoroughly candidates genuine commitment to goals and purposes of the institution. For next year, there are only very limited funds for this purpose. The problem will be to make certain that new faculty will really contribute to this kind of institution.
2. Development of new coordinated studies programs. Although safeguards have been established, Deans recognize the danger to objectives if coordinated studies program should become rigidly defined and comparable in fact to courses regularly offered at traditional institutions.
3. Student selection. Although the institution does not rely on traditional criteria -- high school GPA, SAT scores, etc., everyone recognizes that only those students who are really willing to participate fully in the seminars can profit from the Evergreen educational programs. During the initial year of preparation for opening, faculty teams were able to meet with prospective students, explain the nature of the institution -- the difficulty will be to continue this kind of recruiting-selecting process.

November 19, 1971 .

4. Future size of the institution. The question seems to be on everyone's mind whether such a program as Evergreen has adopted can be carried out with a student body of 10,000.
5. Because of the intensive nature of the program, faculty expressed some concern about retaining their professional competency in respective fields. However, this was not viewed as a major threat -- only something that needed to be taken into account.
6. Despite the obvious consensus on objective and methods, faculty, students, and some administrators expressed as a major problem -- communications. This particular problem might be pressing at this time because they are carrying on an academic program in the middle of a construction program. The building is literally being erected around them.
7. The acceptability of the graduates of Evergreen into advanced study (graduate schools; professional schools) was recognized as a potential problem.
8. A minor issue, but still one to be met -- is the problem of translating what they are doing at Evergreen into forms provided by HEW, WICHE et al.

Conclusion. The Evergreen State College is an impressive new institution. Intensive planning has occurred since the college was authorized. An administrative and instructional staff has been carefully chosen to achieve its stated goals. A strong commitment exists to demonstrate that flexible, freewheeling, administrative arrangements and academic programs will work effectively for the kinds of students attracted to Evergreen. At Evergreen, the total institution is designed to be experimental. It would appear that the college is well suited for its difficult task. The college should be ready to proceed with an institutional self-study in preparation for an evaluation for accreditation within three years.