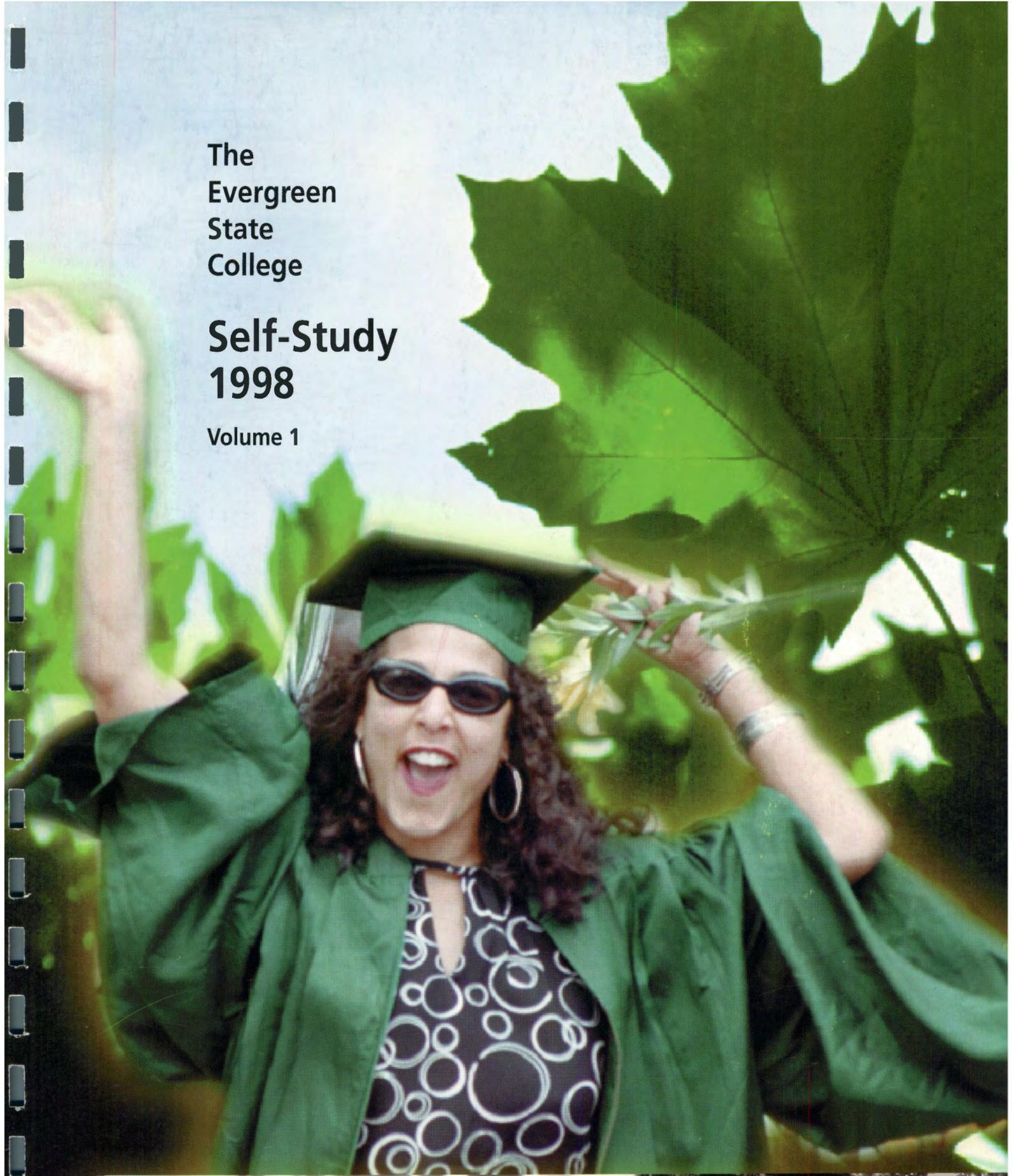


The
Evergreen
State
College

**Self-Study
1998**

Volume 1



We Believe:

1

The main purpose of a college is to teach, and good teaching involves close interaction between faculty and students.

2

Collaborative or shared learning is better than learning in isolation and in competition with others.

3

Connected learning — pulling together different ideas and concepts — is better than teaching separated bits of information.

4

Active learning — applying what's learned to projects and activities — is better than passively receiving knowledge.

5

The only way to thoroughly understand abstract theories is to apply them to real-world situations.

LEARNINGANDTEACHINGANDLEARNINGANDTEACHINGAND

LEARNING AND TEACHING AND LEARNING AND TEACHING

The
Evergreen
State
College

Self-Study
1998
Volume 1

Prepared for the
Northwest Association of Schools and Colleges



The
Evergreen
State
College

Reaccreditation All-College Steering Committee

Barbara Leigh Smith, Virginia Darney, Rob Knapp, Lee Hoemann, Nancy McKinney, William Bruner, Shannon Ellis, Steve Hunter

Academic Affairs Subcommittee

Virginia Darney, Rob Knapp, John Cushing, Susan Fiksdal, Lee Lyttle, David Paulsen, Sally Cloninger, Michael Beug, Richard Cellarius, Michael Vavrus, Carolyn Dobbs, Rita Pougiales, William Arney, Tina Moomaw, Magda Costantino, Jeanine Elliot, Helen Lee

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Table of Contents

Self-Study — Introduction	9
Editor's Introduction	12
President's Introduction	15
Summary of Conclusions in 1998 Self-Study	18
Updated response to the 1989 and 1994 recommendations of the Commission on Colleges	25
Standard 1 — Institutional Mission and Goals, Planning, and Effectiveness	29
Mission and Goals	33
Planning and Evaluation Processes	37
Communication of Results	46
Results of the Planning and Evaluation Process	49
Concluding Analysis and Future Issues	51
Summary of Recommendations and Findings	52
Standard 2 — Educational Program and its Effectiveness	53
Overview of the Academic Program	59
Strengths of the Academic Program	59
The Process of Curriculum Design and Review	66
The Educational Program	71
Graduate Programs	93
Off-Campus Programs	98
Part-Time Studies	102
Summer School	103
Student Learning Outcomes	104
Institutional Support to Academics	119
Policy on Educational Assessment	120
Transfer Credit and the Evergreen Degree	127
Credit for Prior Learning	127
Continuing Education and Special Learning Activities	128
Study Abroad	129
Concluding Analysis and Future Issues	130
Summary of Recommendations and Findings	133

Table of Contents

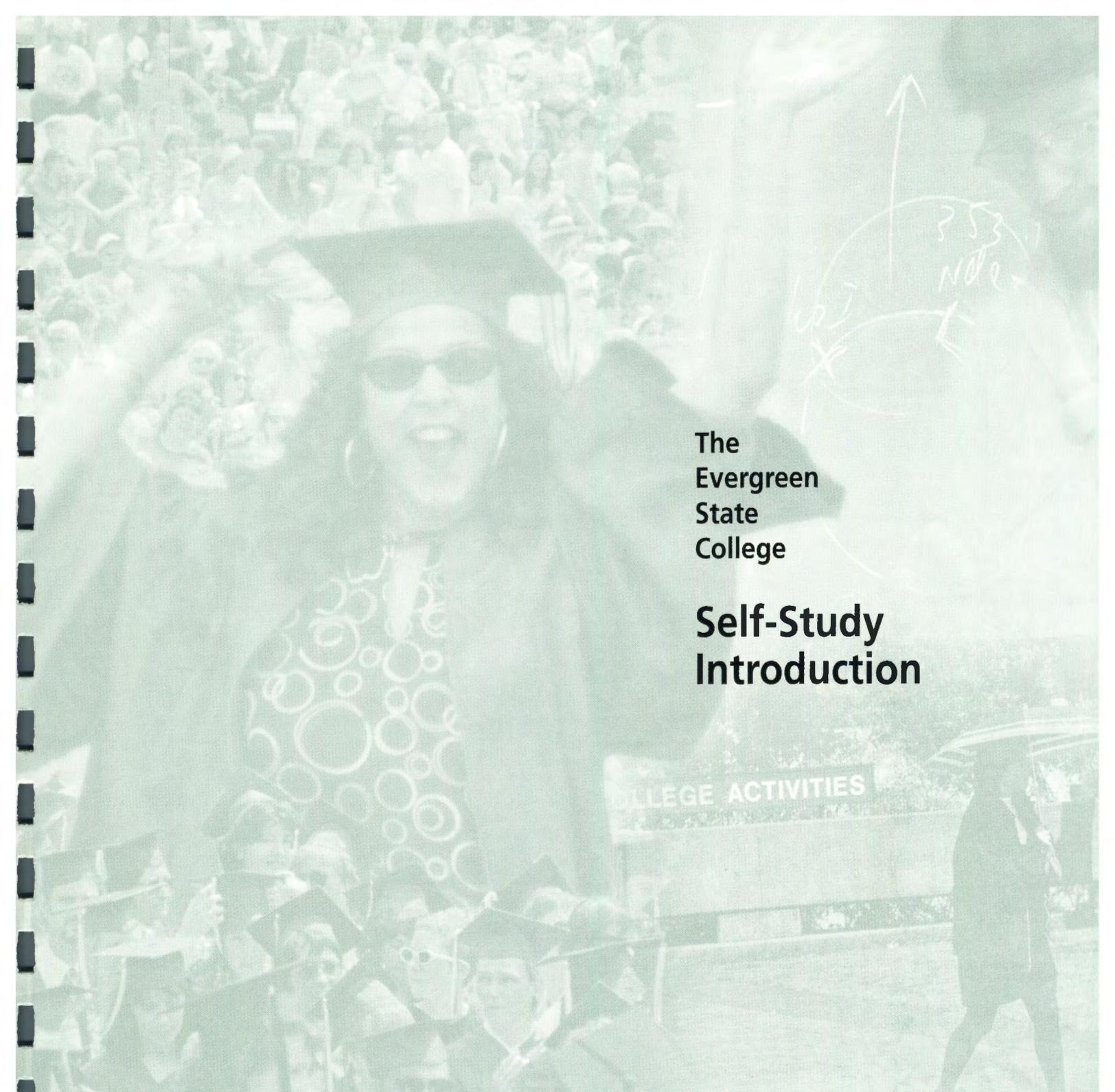
Standard 3 – Students	143
Introduction	148
Purpose and Organization of Student Affairs	148
General Responsibilities	153
Academic Credit And Records	169
Student Services	172
Intercollegiate Athletics	193
Concluding Analysis and Future Issues	195
Summary of Recommendations and Findings	199
Standard 4 — Faculty	205
Introduction	209
A Sampling of Issues Currently Facing Faculty	210
The Faculty and the Curriculum	211
Assessment of Faculty Work: Evaluations, Portfolios, and Reappointment	214
Faculty Development	223
Terms of Faculty Work: Salaries and Rank	226
Research, Artistic Creation, and Scholarship at Evergreen	230
Concluding Analysis and Future Issues	231
Summary of Recommendations and Findings	232
Standard 5 — Library and Information Resources	285
Introduction	289
The Core Collection	291
Information Resources and Services	292
Planning for Information Services and Resources	293
Developing the Ability of Students, Faculty, and Staff to Use Information Resources Independently and Effectively	294
Availability of Policies, Regulations, and Procedures for Information Resources	295
Facilities and Equipment	296
Access	297
Qualifications of Information Services Personnel	299
Involvement in Curriculum Development	301
Financial Support for Information Services and Resources	301
Concluding Analysis and Future Issues	306
Summary of Recommendations and Findings	309

Table of Contents

Standard 6 — Governance and Administration	325
Overview and History	329
External Factors	330
Current Internal Governance	331
Administrative Processes, Challenges, and Successes	338
Leadership – Transformation, Collaboration, and Focus	342
Faculty Role in Governance, Planning, and Policy Development	344
Student Government	350
Union	351
College Advancement	351
Affirmative Action and Nondiscrimination	353
Change — The Impact on Leaders and Leadership	355
Summary of Recommendations and Findings	357
Standard 7 — Finance	359
Introduction	363
Financial Planning	363
Adequacy of Financial Resources	366
Financial Management	368
Fundraising and Development	370
Concluding Analysis and Future Issues	374
Summary of Recommendations and Findings	375
Standard 8 — Physical Resources	387
Introduction	391
Instructional and Support Facilities	391
Equipment and Materials	401
Physical Resources Planning	403
Concluding Analysis and Future Issues	405
Summary of Recommendations and Findings	407

Table of Contents

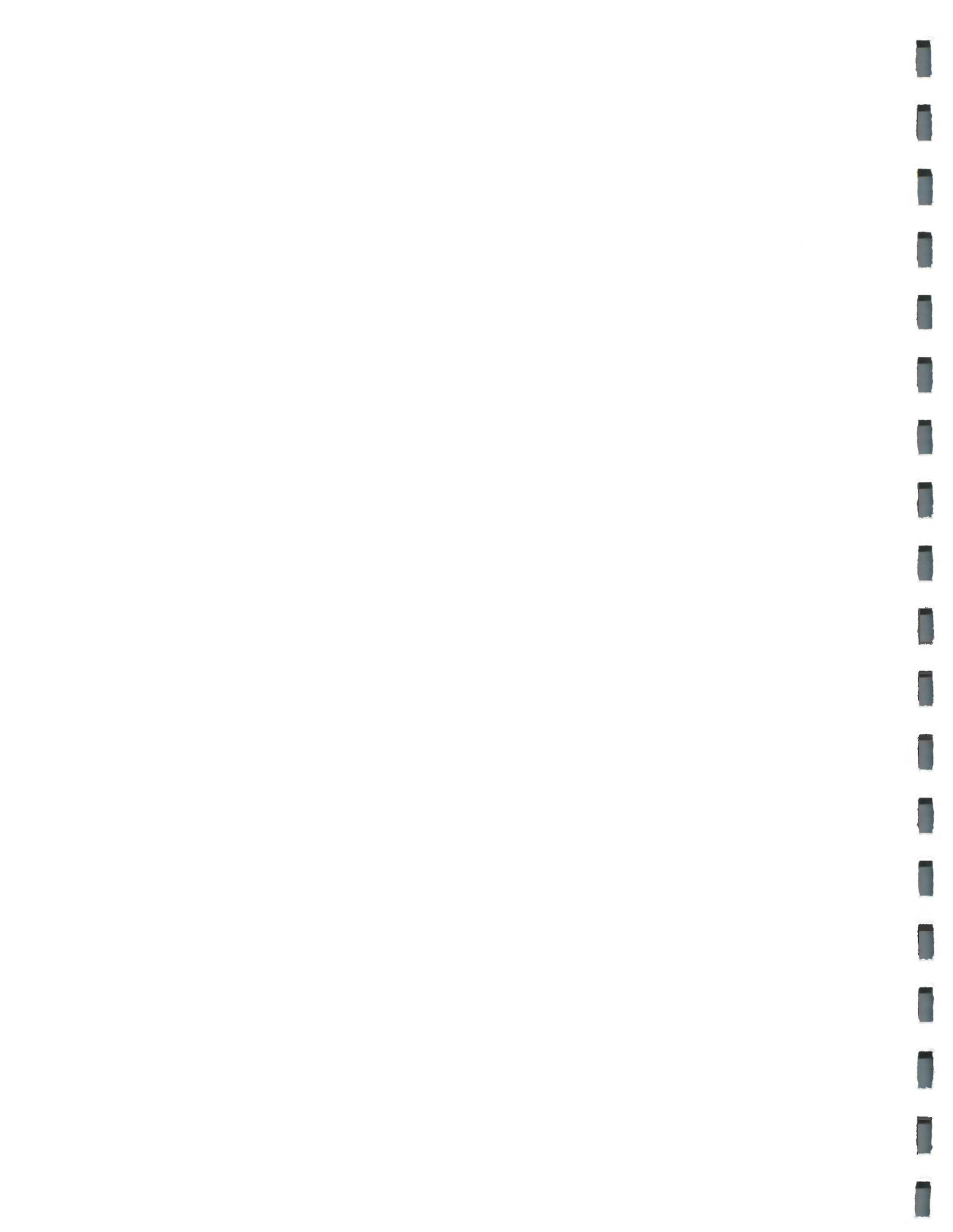
Standard 9 — Institutional Integrity	409
Ethical Standards	413
Policy Development	413
Public Actions	413
Regular Evaluation of Policies, Procedures, and Publications	415
Accurate Representation	415
Conflict Of Interest Policy	417
Commitment to the Free Pursuit of Knowledge	418
Summary of Recommendations and Findings	419



The
Evergreen
State
College

Self-Study Introduction





Self-Study Introduction

Table of Contents

Editor's Introduction	12
Format for the Self-Study	13
Timeline of Self-Study	13
Reaccreditation All-College Steering Committee	14
Academic Affairs Subcommittee	14
President's Introduction	15
Summary of Conclusions in 1998 Self-Study	18
Standard 1 – Institutional Mission and Goals, Planning, and Effectiveness	18
Standard 2 – Educational Program and its Effectiveness	18
Standard 3 – Students	21
Standard 4 – Faculty	21
Standard 5 – Library and Information Resources	22
Standard 6 – Governance and Administration	23
Standard 7 – Finance	23
Standard 8 – Physical Resources	23
Standard 9 – Institutional Integrity	24
Updated response to the 1989 and 1994 recommendations of the Commission on Colleges	25

Self-Study Introduction

Editor's Introduction

Evergreen recently celebrated its twenty-fifth anniversary. Shortly thereafter we initiated the reaccreditation self-study process. We decided to fully embrace the self-study process as a timely opportunity for reflection, self-assessment, and team-building. We felt a substantial and creative all-college review process was important since we are in the midst of a period of significant change. The senior leadership of the institution has changed since the last review. Many new faculty and staff have joined the college, and major organizational changes have been made in our curriculum as a result of our recent review process. Furthermore, turnover of the faculty and staff will increase even further as many of the founding staff and faculty retire over the next few years. Stopping to pause and reflect is particularly important in times of intense change.

Work on the self-study extended over a two-year period of time. In keeping with the campus commitment to cross-college dialogue and collaboration, all sectors of the campus were involved in the self-study process. The provost initiated the process by appointing an all-college steering committee. Each of the divisions of the college appointed sub-committees as needed to complete the self-study process. All of us committed to make the process genuinely consultative and to use the opportunity as a means of learning more about ourselves, improving planning, internal dialogue, and team-building. It was essential to us that we ask questions that were fundamentally important to us, even if they went beyond the requirements of the reaccreditation process.

Some aspects of our process were unique. First, the college chose to do a self-study process that simultaneously involved program reviews of most of its academic areas as well as reviews of many administrative units and services. This is an approach that has been endorsed by the Washington Higher Education Coordinating Board. We were convinced that this combination would result in a rigorous and useful set of conclusions that could guide us in the future. We also designed the process to feed into our next strategic planning effort which will commence after the reaccreditation review. We designed some nontraditional venues for reviewing our practices. These included a conference that gathered our nontraditional peers from across the country in October 1997. Included were longstanding innovative institutions such as Hampshire, Alverno, Western College at Miami University, and Empire State University, as well as more recently established institutions such as California State University-Monterey Bay, Florida Gulf Coast University, and Arizona International University. Through this working conference, we at Evergreen had the opportunity to learn from our peers and to ask critical questions about how we measured up in terms of assessing student learning, faculty roles and rewards, shared governance, approaches to faculty development, and innovation in a variety of different arenas. The conference provided considerable food for thought, new collegial relationships, and ideas for refining our own approaches. We are grateful to the American Council of Learned Societies for sponsoring this conference.

Off-campus retreats were a key strategy in focusing our energy around early drafts of the self-study. The first retreat in October 1996 focused on discussing the college's mission and the major challenges of the past decade. Nearly all of the deans and directors of the administrative units of the college and the academic leadership attended this two-day retreat which involved nearly sixty people. For many newcomers, the retreat was a unique opportunity to learn about the college's history. It provided numerous opportunities for cross-divisional discussion. The follow-up retreat, a year later, further deepened the discussion as the same group

carefully read the various self-studies and early drafts of the responses to the standards. Noted educational writer and Evergreen dad, William Bergquist, served as a facilitator at the second retreat, providing an excellent workshop on the “four cultures of the academy.” This workshop provided a valuable perspective on the differences we were noting between the diverse cultures within our own institution. Bergquist’s admonition to write a document that would be useful in the future was a guiding idea for the entire self-study process.

In addition to these all-college retreats, there were many opportunities for each division in academics, finance and administration, and student affairs to gather and discuss various elements of the self-study. All of the divisions used this as an educational opportunity to think about student learning and the ways our practices supported the college’s espoused values. Since this came at a time when we were developing new curriculum planning groups with new leaders, this was a good opportunity to develop our understandings of the curriculum as a whole. The language around “learning outcomes” was new for many in the institution. It is accurate to say that we all struggled to find the words and means of describing important institutional values. Deeper institutional understandings have certainly developed. The process was rich and served us well. We learned a great deal and look forward to the October visit from the Commission on Colleges.

Format for the Self-Study

The self-study is organized in two volumes. Volume 1 presents the narrative for the nine standards and contains a listing of the materials in Volume 2 (which accompanies Volume 1) and the campus exhibit room. Each standard ends with the steering committee’s set of recommendations reached as a result of the self-study. These recommendations will be a starting point for us to move into a new strategic planning process. Any member of the review team who wishes to have these supplemental materials in advance of the visit should contact Sandra Abrams in the Provost’s Office at abramss@evergreen.edu or phone 360-866-6000, extension 6400.

Timeline of Self-Study

April 1996	Reaccreditation steering committee appointed Subcommittees appointed in each division
October 1996	Retreat with management group and academic leaders to discuss themes for self-study and mission
April 1997	Board adopts new mission statement
August 1997	Academic work on program reviews; retreat to discuss self-studies
October 1997	Retreat with management group and academic leaders to discuss self-studies Alternative Interdisciplinary Education Conference
October-April 1997-98	Individual units discuss self-studies
April 1998	Retreat of academic planning group leaders and academic administration
June 1998	Retreat of Senior Staff to finalize self-study
October 1998	External visitation
Winter 1999	Discussion of next steps in new strategic plan

Reaccreditation All-College Steering Committee

Barbara Leigh Smith, Provost
Virginia Darney, Academic Dean (Lead Standard 2)
Rob Knapp, Academic Dean (Lead Standard 4)
Lee Hoemann, Executive Associate to the President (Lead Standards 6 & 9)
Nancy McKinney, Special Assistant to the Vice President (Lead Standards 7 & 8)
William Bruner, Dean of the Library (Lead Standard 5)
Shannon Ellis, Dean of Students and Academic Support Services (Lead Standard 3)
Steve Hunter, Director of Institutional Research and Planning (Standards 1 & 2)

Academic Affairs Subcommittee

Virginia Darney, Academic Dean and Chair of Academic Affairs Subcommittee
Rob Knapp, Academic Dean (Standard 4)
John Cushing (Summer School)
Susan Fiksdal (Part-Time Studies)
Lee Lyttle, Academic Dean (Core)
David Paulsen (Scientific Inquiry)
Sally Cloninger (Expressive Arts)
Michael Beug (Environmental Studies)
Richard Cellarius (Master of Environmental Studies)
Michael Vavrus (Master in Teaching)
Carolyn Dobbs (Social Science and Master of Public Administration)
Rita Pougiales (Culture, Text and Language)
William Arney (Culture, Text and Language)
Tina Moomaw (Longhouse)
Magda Costantino (Evergreen Center for Educational Improvement)
Jeanine Elliott (Washington Center)
Helen Lee (Labor Center)

President's Introduction

When The Evergreen State College was established, the founders expressed the hope that the institution would be unique and, in their words, “. . . as modern fifty years from now as it is today.” Though only half of fifty years have passed, to a very large extent their wishes have been fulfilled. Most of the original educational structures and practices remain vital and intact. Evergreen remains a remarkably coherent institution in terms of its values, structures, and practices. Fortunately, innovation, flexibility, and nimbleness were values built into the original design, and they have served us well.

At the same time, many of the original ideas behind Evergreen are now at the forefront of national reform efforts in higher education. Many aspects of Evergreen's educational philosophy are being validated by recent research on student learning and educational effectiveness. Over the past decade the college has consciously assumed a vigorous leadership role in educational reform efforts throughout Washington State and the nation as a whole. Much of the impetus for the national “learning community” reform effort around integrated curriculum and collaborative learning began at Evergreen. On many fronts, ranging from science education to mathematics reform to cultural pluralism and Native American education, Evergreen has been a leader.

Evergreen is proud of its accomplishments and hard-won solutions, but we are not content to sit on our laurels. Continuous learning and improvement are institutional priorities in a dynamic institution.

Looking back over the last decade and into the future, we recognize that many challenges lie ahead. The following challenges are highlighted here and more fully developed in the self-study:

1. The challenge of access:

Evergreen prides itself on being an institution that promotes face-to-face interaction and personal engagement in learning, both traditionally characteristics of small institutions. At the same time, the State of Washington is experiencing an accelerating need to provide college education to a growing population. Evergreen will play a role in accommodating the increasing number of students interested in attending college. Increasing access (enrollment growth) while preserving the intimacy of personal and face-to-face learning is a major challenge that has been with Evergreen for much of its life. Recruiting students most able to take advantage of Evergreen is a high priority. It will continue to be an important factor in the next fifteen years.

2. The challenge of continuously strengthening our curriculum:

The college has continued to strengthen and revise its curriculum to serve student and societal needs. Evergreen is unique in the way it redesigns its curriculum each year. This gives it a vitality and currency that is important. Many new areas of the curriculum have developed over the past decade—including our own Master in Teaching program, a reservation-based tribal program, new offerings in international studies, part-time studies, and many others. Meanwhile, preexisting programs have undergone a process of continuous revision. The Introduction to Environmental Studies program today is far different from the program of just a few years ago. Furthermore, new ways of delivering excellent interdisciplinary programs have evolved. The part-time studies program is a good example of a new and successful effort to reach deeply into the community and address important educational needs. Improving retention remains an institutional concern.

3. The challenge of diversity:

America is a diverse society, founded on the ideals of equal opportunity and respect for difference. We believe it is important that our nation's colleges reflect and embrace that diversity. Evergreen sees diversity as a societal and an educational priority. It has been one of the founding principles of the institution and it underlies our commitment to interdisciplinary education, where issues are examined from the multiple points of view of the academic disciplines. Critical thinking develops and flourishes through the challenge and argument of diverse viewpoints. Much progress has been made in embracing diversity at Evergreen in terms of academic offerings, staff and faculty development, public service programs, and staff, faculty, and student demographics, but this work is far from complete. The new students who will attend Washington's colleges and universities in the future will be increasingly diverse.

4. The challenge of maintaining a strong faculty and staff:

The college continues to recognize the central importance of a strong faculty and staff to a vital educational program. We continue to invest heavily in faculty and staff development, especially in the context of entering a period of high institutional turnover. Attention to this priority is particularly important in an institution that prides itself on its unique educational philosophy.

5. The challenge of technology:

Technology is on everyone's minds these days, often with little regard for critical questions of purpose. Technology can be a means of increasing quality and effectiveness. We see the judicious use of technology as an important factor in Evergreen's future, and it is clear that the institution will need to make serious investments in this area. The college will continue to explore uses of technology that are consistent with our values and the central role of student and faculty interaction in the teaching/learning process.

6. The challenge of collaborative leadership:

There has been a consistent effort to improve coordination and collaborative leadership at all levels. This extends from the senior staff to the curriculum planning-unit coordinators and into all offices of the college. There has been an overall trend toward "professionalization" and development of written policies and procedures. These steps are sometimes in tension with our wish to be friendly and personal, but they are necessary to increase institutional effectiveness and deal with issues incumbent upon becoming a more mature, and growing, institution.

7. The challenge of accountability and assessment:

A related trend has been a much expanded use of accountability and assessment information to improve student learning and institutional effectiveness. This trend will undoubtedly accelerate. Evergreen aspires to be a model in terms of effectively practicing continuous learning. We will continue to support meaningful assessment and push for approaches that are congruent with our institutional mission.

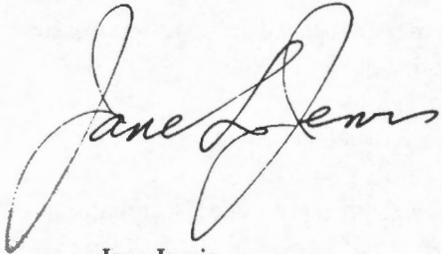
8. The challenge of statewide leadership and public service:

The college provides statewide leadership in selected areas of public service through its five public service centers: the Washington Center for Improving the Quality of Undergraduate Education, the Educational Improvement Center, the

Labor Center, the Longhouse Education and Cultural Center, and the Washington State Institute for Public Policy. These centers have provided powerful leadership on many different issues and position Evergreen as a center of innovation for the state. We embrace this larger responsibility with due recognition of the reciprocal learning that can come from this role.

9. The challenge of limited resources:

Developing and maintaining our physical infrastructure to support teaching and learning is a critical priority particularly as the institution begins to show signs of aging. As needs continue to outstrip financial resources it will be important for the college to be carefully guided in its planning toward the long-term health of the institution.

A handwritten signature in black ink that reads "Jane Jervis". The signature is fluid and cursive, with a large loop at the beginning and end.

Jane Jervis
President

Summary of Conclusions in 1998 Self-Study

Standard 1 — Institutional Mission and Goals, Planning, and Effectiveness

- The college should plan for increasing student enrollment with attention to educational quality. The long-range plan for enrollment growth needs to be refined and annually reviewed with respect to assumptions about program and student mix. Questions about scalability of existing organizational structures, services, and approaches need to be addressed in light of the institutional commitment to grow to 5,000 students.
- The college should continue to develop meaningful forms of participation in governance and planning.
- Evergreen should develop and implement a more integrated and less time-consuming approach to planning with better articulation of various efforts.
- The college should continue to plan carefully for staff and faculty turnover.
- Evergreen should continue to do meaningful assessment of student learning, educational outcomes, and institutional effectiveness to address local and statewide goals for educational improvement and accountability.

Standard 2 — Educational Program and its Effectiveness

- The academic area self-studies raise numerous questions about the curriculum, academic planning, and students needs and interests. The next academic year should focus on closely analyzing these issues, formally acting on the program review recommendations, and deciding how they should guide future directions.
- Evergreen needs to plan for growth and assess whether its current modes of curricular design and academic administration are adequate to meet increases in the student body. We need to explore future academic initiatives that take advantage of Evergreen's strengths. As the college grows, planning groups need to imagine new designs for their curriculum as well. Several entry-level programs are now at capacity (e.g., Data to Information, Introduction to Natural Science, Mediaworks), and cannot really add additional faculty. Areas might clone the existing program or design another with a different focus.
- Faculty widely support the principles underlying the curriculum in terms of the "five foci" but it is important that they continue to assess and redefine what they mean by this. There is interest in reexamining ways to "teach across significant differences" and "bridge theory and practice," for example. The budget initiatives to further develop the five foci around service learning and undergraduate research are a good example of ways in which the institution continues to evolve and refine its practices.
- The academic program supports a wide range of curricular formats and philosophies. The college needs to continue to debate the appropriate mix between repeating programs and a changing curriculum in light of student and societal needs.

- The structure of the curriculum planning units recently underwent substantial reorganization. The college should continue to refine and assess the effectiveness of the new configuration for planning and delivery of the curriculum.
- We need to design more effective ways to involve students in curriculum planning.
- We need to assure that faculty in areas of high student demand and recurring curriculum (like psychology, management, environmental studies, MIT) staff regular programs. Some work is needed to stabilize particular areas. We need, for example, to work with the social science faculty to ensure that psychology offerings are staffed to meet student interests and needs while still allowing for faculty rotation.
- One of the strongest messages from the Long-Range Curriculum DTF was the need to clarify expectations for all faculty. Evergreen must find new ways to communicate and clarify faculty responsibility for teaching in Core, for sharing rotating responsibilities, for teaching writing across the curriculum, and for fostering a variety of important liberal arts skills to which we are committed.
- Over and above the particular issues of any one area, we need to ensure that we design broad interdisciplinary programs college-wide. It is important to find new ways to help faculty do this. We also need to find better ways to learn from the excellent program designs invented each year. The program portfolios developed for this self-study are only one graphic example of a largely untapped resource. Collecting and sharing our "best practices" should become an important institutional priority.
- The college continues to struggle with the question of whether we can do better in terms of student retention. Continuing to appraise the adequacy of our structures and practices is important. Improving our ability to identify and recruit students most capable of taking advantage of Evergreen is also critical.
- Because well over half of our new students are transferring from another institution, we need to be more mindful of their admissions, orientation, and curriculum needs. We need to work more closely with faculty and advisors at our feeder community colleges.
- Expansion of the Tacoma campus is an institutional priority. Detailed planning for expansion should continue with attention to the resource needs of an off-campus center. In general, the college should continue to assess and systematize support to off-campus programs, including the reservation-based program.
- The college supports the continued development of a visible program and set of Native American initiatives, in both academic offerings and community-based Longhouse programs.
- The expansion of part-time studies has been successful and should continue at a moderate rate based upon student and community needs.

- Hiring priorities should continue to reflect future growth and retirement plans, and should support the identified priorities for strengthening areas, and staffing core and inter-area programs. Each curriculum planning area should develop hiring priorities based on area-specific plans for the future as well as broader visions about future directions.
- Continuing efforts should be made to improve programs for first-year students. Core staffing, administration, assessment, and faculty and student expectations should be reexamined and clarified, and mixed-level programs should be reviewed. Faculty need to address the chronic difficulties in staffing Core, and in providing support to students new to college. We should establish clearer forms of leadership for Core at the deans' level assisted by a Core advisory committee. In addition, we should continue to assess our work in programs for first-year students and give priority to planning Core.
- The college needs an in-depth discussion about which quantitative skills students need to learn in all parts of the curriculum. Following the summer 1998 ACLS Institute on Quantitative Reasoning, we need to define a more effective approach to address this on-going issue.
- The college invests substantially in faculty development for all faculty. This needs to continue so the college remains a vital, connected community. Evergreen will replace about a third of its faculty in the next ten years. The hiring and orientation process is time-consuming but critical. It is important to pass on the history of the founding and early years of the college while encouraging newcomers to establish new traditions, new pedagogies. Part of our faculty development agenda should be a discussion of what we mean by "Interdisciplinary Studies." We also need to continue the assessment begun by the agenda committee, to examine the quality of faculty worklife, including, but not limited to, issues about faculty/student ratio, salaries, faculty development opportunities, and staff support to programs.
- Evergreen should continue discussions about needs in the context of limited resources. This requires a close examination of interrelated issues about equipment, support staff, class size, and salary levels.
- Working relationships with Student Affairs have been productive and should be evaluated and expanded as appropriate. The academic program should continue to work with Academic Advising staff to improve coordination. Building on the work of the Narrative Evaluation DTF and the Advising DTF is an important priority. Each planning unit needs to design a process for student advising in the area.
- We need to sharpen the discussion of student outcomes, building on the work of the Narrative Evaluation DTF, the Advising DTF, and the area self-studies. We need to "close the loop" from assessment at the aggregate level to changes in program design based on assessment. The academic program should develop an ongoing assessment plan that extends into all of the curriculum planning units.
- The college should proceed to explore future directions in developing a continuing education program since this is an interest of a number of curricular areas and the public service centers.

- Evergreen should continue to play an explicit role in Washington State's higher education and K-12 reform through the MIT program and the work of the public service centers.

Standard 3 — Students

- Student Affairs experiences a collaborative relationship with colleagues in all areas of the college, and shares the philosophy of supporting students in having the best educational experiences possible while attending Evergreen.
- Innovative and effective programs put student learning first in an attempt to recruit and retain a widely diverse student body for full and part-time studies. In creating and maintaining an inclusive campus environment Evergreen is committed to welcoming students with disabilities, international students, students from various ethnic and cultural backgrounds, first-generation college students, and those from a wide variety of socio-economic backgrounds.
- Recruitment of in-state high school-direct students and retention of out-of-state first-year students remain challenges. Student Affairs should lead the way in working collaboratively with other college divisions to improve in these areas particularly as we grow to 5,000 students by 2010.
- Increased professionalization of Student Affairs has resulted in student-centered programs and services that teach students to be responsible for their own education. An ongoing commitment to professional development will assist staff in providing a supportive learning environment for current and future students.
- A "climate of assessment" is evolving in Student Affairs through the expansion of (1) regular gathering of baseline data, (2) ongoing needs and satisfaction surveys, and (3) an emphasis on educational outcomes.
- The absence of an undergraduate student government is a problem in ensuring student voice and input on all issues. A graduate student government is just beginning with the hope that it will provide an incentive to the undergraduates. Student Affairs remains supportive of all efforts to form a student government.

Standard 4 — Faculty

- Evergreen has an excellent faculty—versatile, well trained, unusually committed to teaching and student success. Generally there is high alignment between faculty and institutional values.
- We are now in an unusual period of high turnover since many faculty are retiring, including many from the founding period of the 1970s. For that reason, the college is entering an important transition time, in which careful balance must be sought between maintaining hard-won solutions and providing space and support for new energies and initiatives.
- Achieving a diverse faculty is an ongoing institutional commitment, as part of a wider college goal of becoming a multicultural institution. Current efforts in recruiting faculty provide an acceptable base of diversity, but further effort will be needed to bring appropriate diversity into all areas of faculty work.

- Workload is a concern, as is the increase in class size. In many institutions the student faculty ratio is not a critical factor but it is at an institution like Evergreen where loads are equalized, contact hour requirements are high, and the instructional format is very labor intensive (narrative evaluations, writing across the curriculum, etc.). The institution should attempt to deploy some of the savings from faculty retirements (achieved by replacing senior with more junior faculty) to address this issue.
- Compensation is a statewide concern. Faculty salaries have lagged and may become a major barrier if the issue is not addressed in the future. The institution should attempt to deploy some of the savings from faculty retirements to address this issue.
- Faculty development is a critical need at Evergreen, to sustain the intellectual capital and enhance the skills on which teaching depends. This is especially important in a time of high faculty turnover. Institutional investments in this area have increased dramatically and need to be continued.
- New procedures for faculty evaluation appear to be achieving their goal of regular, substantial attention to all faculty, with significant focus on improving teaching. Continuing assessment of these procedures is important.

Standard 5 — Library and Information Resources

- Evergreen has excellent and well-used library and computing resources that are uniquely organized to support the curriculum and provide open access to students.
- Enrollment growth and more intense use of media, library resources, and computing across the curriculum have stretched these resources in recent years. While resource concerns focus on information technology, they extend to staff, space, and collections as well.
- The college will soon have to make large investments in a new student information system and a new telephone system.
- The scheduled remodeling of a part of the Library Building into an Information Technology Wing provides an opportunity to creatively rethink the integration of media, library, and computing technologies to provide even better service to students, faculty, and staff.
- Growth has raised important questions about how to provide support to the Tacoma campus, evening and weekend, and reservation-based students.
- Questions about technology, the state's emerging K-20 telecommunications system, and faculty development need to be addressed.

Standard 6 — Governance and Administration

- The institution has an effective Board of Trustees operating with clear policies and procedures.
- There has been extensive turnover among college administrators since the last accreditation visit, and a period of turmoil in the early 1990s. The administration has now stabilized and is effective.
- Senior-level administrators have committed time to gain a more thorough understanding of leadership, planning, and budgeting processes. They have spent significant amounts of time to develop common understandings of shared leadership and the impact that deliberative and well-articulated planning have on their ability to provide direction for the college.
- Faculty involvement in governance is adequate and periodically reassessed. The role of the agenda committee and the faculty meeting continues to evolve.
- Student involvement in governance continues to pose challenges and may change with the addition of students on governing boards.

Standard 7 — Finance

- The financial situation of the college is healthy. The institution is well-managed and has a dedicated staff.
- The institution is making a transition to deal with the increasing financial flexibility we now have from the state because of locally-held tuition revenue carry-forward budgets from biennium to biennium.
- We recognize the need to set priorities and balance short- and long-term needs.
- The issue of whether Evergreen is too costly relative to its sister institutions—the unit cost issue—continues to be monitored. Over the past ten years Evergreen has grown and the cost differentials have decreased.
- The institution is committed to diversifying its funding sources and should continue to explore various opportunities through summer school, fundraising, grants and contracts, and various auxiliary enterprises.
- The reporting requirements for accountability and performance measures may be a challenge to the college in terms of the adequacy of our current information systems. A new information system should help and improve our capacity to produce management reports.

Standard 8 — Physical Resources

- The college has excellent physical resources in generally good condition and a dedicated staff. However, as we look beyond the walls and ceilings of our facilities, the infrastructure that supports the buildings is beginning to show signs of age and failure. Evergreen's challenge for growth will be to balance the need for new construction, renovation of existing buildings, and replacement of an aging infrastructure.

- Evergreen struggles to keep up the large physical plant with limited resources. This is a special challenge since most of the facilities were built at the same time.
- The college campus, previously isolated from the surrounding community, is experiencing rapid and sizable development of housing along our perimeter. Evergreen needs to become a better neighbor and work closely with the city and county to ensure that development progresses in a way that has the least negative impact on our property.
- We recognize the importance of systematic planning over time and balancing resources.

Standard 9 — Institutional Integrity

- From its earliest years the institution has operated on fundamental principles of integrity in its teaching, scholarship, and service, and remains committed to these values.
- The college recognizes the important role of leadership in setting the tone and example in terms of institutional integrity. The president and vice presidents have repeatedly taken public positions on important campus and statewide issues.
- The institution has a program to provide education and training for faculty, staff, and board members in state ethics law. It has updated and accessible policies and procedures related to ethics, academic freedom, and student conduct.
- The institution models its values not only internally, but externally as well. This sometimes creates situations where the institution takes a position that is unpopular or sensitive with external communities. One of our continuing challenges is to maintain a balance that allows us to be a voice for the highest ethical standards without unnecessarily harming the institution's relationships with the broader community.
- The institution encourages public discourse on tough issues of ethics and integrity and remains open to careful examination, and when warranted, reexamination, of decisions based on those values.

Updated response to the 1989 and 1994 recommendations of the Commission on Colleges

There were five major recommendations in the 1989 reaccreditation report which were revisited in the 1994 interim report as follows: "Without question the college has addressed the 1989 visiting team's major recommendations with seriousness and imagination." The following comments provide a more updated response to these issues. The quotations are from the Commission on College's 1994 visitors' report.

1. **"The team suspected that Evergreen's approach to organizing its curriculum allowed students to avoid exposure to major areas of knowledge, such as the natural sciences and expressive arts. It noted the college's lack of information bearing on this issue and urged Evergreen to track actual student pathways through the curriculum and to develop expectations for advisors and students that would assure such exposure."**

The recent self-studies explored various aspects of these issues in depth, resulting in a much more complex understanding of our students' enrollment patterns. Since a large proportion of Evergreen's students are transfer students, serious analysis must look at both Evergreen credit and transfer credit. In 1993 and 1997 such a study was done. The recent analysis of student transcripts to assess breadth and exposure to math, foreign language, and other major areas of knowledge yielded results similar to the 1993 study. Student exposure to mathematics and the arts remains uneven. Exposure to foreign languages remains uneven in the absence of distribution requirements, but there has been a substantial increase in institutional language and culture offerings and study abroad.

Exposure to quantitative reasoning remains uneven despite institutional investment in a number of directions to address this problem, including hiring more faculty trained in mathematics and quantitative approaches. Evergreen recently received an innovation grant from the American Council for Learned Societies on quantitative reasoning across the curriculum and has an emeritus faculty on a two-year contract to work on this issue. Her responsibilities are to talk broadly with faculty about how they teach quantitative reasoning, design a 1998 summer institute for faculty on promising approaches, and follow-up on local experiments. Hopefully, this approach will lead to more promising curricular experiments in this area.

Despite this uneven course distribution, there is clear evidence that more cross-divisional content coverage in quantitative reasoning is occurring than is revealed by the course equivalencies. Further, student responses to the College Student Experiences Questionnaire show substantially higher exposure to the arts in the co-curriculum and comparable levels of exposure to quantitative reasoning as at other liberal arts colleges.

Area by area self-studies were a useful supplement to this transcript analysis since they looked more deeply at outcomes in each of the areas. It is clear that some areas, e.g., Scientific Inquiry, have clear pathways while many others do not, some intentionally (Culture, Text and Language) and others unintentionally. Environmental Studies, for example, found that its introductory programs were not functioning as an area prerequisite as anticipated, due to student patterns. The pronounced pattern is for students to enter our areas of specialization as transfer students and then spend two or at most three years at Evergreen. This clearly suggests to us that we need additional work to further understand the implications of having such a high proportion of transfer students.

The overall trend in our new planning areas is to expand breadth within the area. This is reflected in all of the self-studies. Environmental Studies and Scientific Inquiry, for example, have been working explicitly on broadening the interdivisional reach of their areas in their recent hiring requests. Similarly, the Expressive Arts have become more interdivisional in the last decade. Beyond the issue of traditional content areas, we also looked carefully at the reach of cross-college skill aspirations in such areas as diversity, computing, and writing and identified areas for future improvement.

The question about the desirability of distribution requirements remains a difficult one at Evergreen. This may be a situation where we simply cannot “have our cake and eat it too.” Hard experience has shown us that “tack on” approaches to build mathematics or other skills into integrated programs do not fare well. Perhaps the best the college can do is to provide more opportunities for freestanding courses in areas of need while also getting better at carefully advising students at the outset so that they make more informed choices. This remains a critical issue that the college must continue to discuss.

2. “The team praised Evergreen’s extraordinary success in recruiting a culturally diverse faculty and encouraged the college to continue its efforts to attract a comparably diverse student body to the Olympia campus.”

Evergreen has continued to make diversity a high priority throughout the past decade. Faculty diversity remains strong in the face of major turnover as a result of retirements and growth. Student diversity remains a priority. It has been increasing and now stands at 15 percent overall and 13 percent on the Olympia campus.

Major ventures in the past decade to strengthen the college’s diversity efforts include (1) statewide leadership of diversity faculty development and strategic planning initiatives through the Washington Center for Improving the Quality of Undergraduate Education—three separate projects that have been undertaken as statewide initiatives include a \$1 million cultural pluralism project funded by the Ford Foundation and two smaller projects done in collaboration with the State Board for Community and Technical Colleges, (2) commitment to increasing diversity as one of the institution’s state accountability goals, (3) construction of a Longhouse on campus and development of a Longhouse Education and Cultural Center public service program, (4) enhancement of staffing and direction in the tribal-based and on-campus Native American Studies program through a new Center for Northwest Native American and World Indigenous Studies, (5) a variety of efforts in Student Affairs to design summer institutes and other approaches to welcome students of color, and (6) increasing institution-wide training and development opportunities relating to diversity.

3. “The team commended Evergreen’s commitment to faculty development and recommended continuing attention and creativity to maintain the faculty’s intellectual vitality.”

Evergreen has continued to invest deeply in faculty development. This past year the institution increased the investment in summer institutes, professional travel, and sponsored research grants. We also developed a “real” faculty handbook which is a hands-on practical guide to insiders. The college established an academic grants office in the provost’s office to work aggressively on fundraising to support faculty development. The college has had numerous grant-funded initiatives over the past decade that provided faculty development and faculty leadership opportunities including major grants from the Ford Foundation, two from Pew Charitable Trusts, and four from the National Science Foundation. Faculty development was recently made a primary desk assignment of one of the deans and part of the responsibil-

ity of the Washington Center staff was formally directed towards faculty development at Evergreen. The dean has developed a comprehensive yearlong new-faculty orientation process as well as a "buddy" system to assist new faculty.

- 4. "The team congratulated Evergreen for having refined its mission statement, developed a strategic plan, and begun a process of program review, but urged the college to make these activities part of an ongoing process."**

The college has continued on the path of using a strategic plan and a program review process to guide its planning. This process is described in detail in Standard 1. The current reaccreditation self-study is an integral part of our planning for the future.

- 5. "The team praised TESC's success in providing intellectually challenging education to working, adult students of color at its Tacoma site and urged the college to place high priority on continuing this effort."**

As the 1994 interim report stressed, Tacoma remains an important priority. In the 1997-98 academic year, extensive long-range planning efforts were undertaken and plans were made to locate a new site and expand the campus to serve 250 students. This will provide better critical mass in terms of core faculty and disciplinary spread. A long-term faculty hiring list was developed which envisions adding one faculty per year for the next five years. Support staff coverage was also reexamined and two new positions were added to the campus in Student Affairs and building maintenance and security. The computer lab was updated in 1997 and connections are being put in place to connect with the state's telecommunications system. Efforts have also been undertaken with Tacoma Community College to refine the lower division bridge program to meet the needs of an increasingly younger student body.

The 1994 interim report made three major recommendations:

- 1. The college should devote major attention during the coming year to the work, findings and recommendations of the Long-Range Curriculum DTF.**

The college has devoted substantial time over the past six years to developing a new long-range curriculum plan. The details of this process are described in Standard 2. Major changes have been introduced in the organizational structure of the curriculum and all college planning principles. New areas such as part-time studies have been developed. The college has made substantial improvements in curriculum planning and staffing as a result of the new structure of planning group coordinators. The recent deliberations of the Hiring Priorities DTF are a good example of the maturation of the decision-making process and the sophistication in looking at issues from the perspective of the college as a whole.

- 2. The college should approach recruitment of new faculty members with unusually serious attention and thoroughness, in order to perpetuate its unique philosophy of teaching and learning through a new generation.**

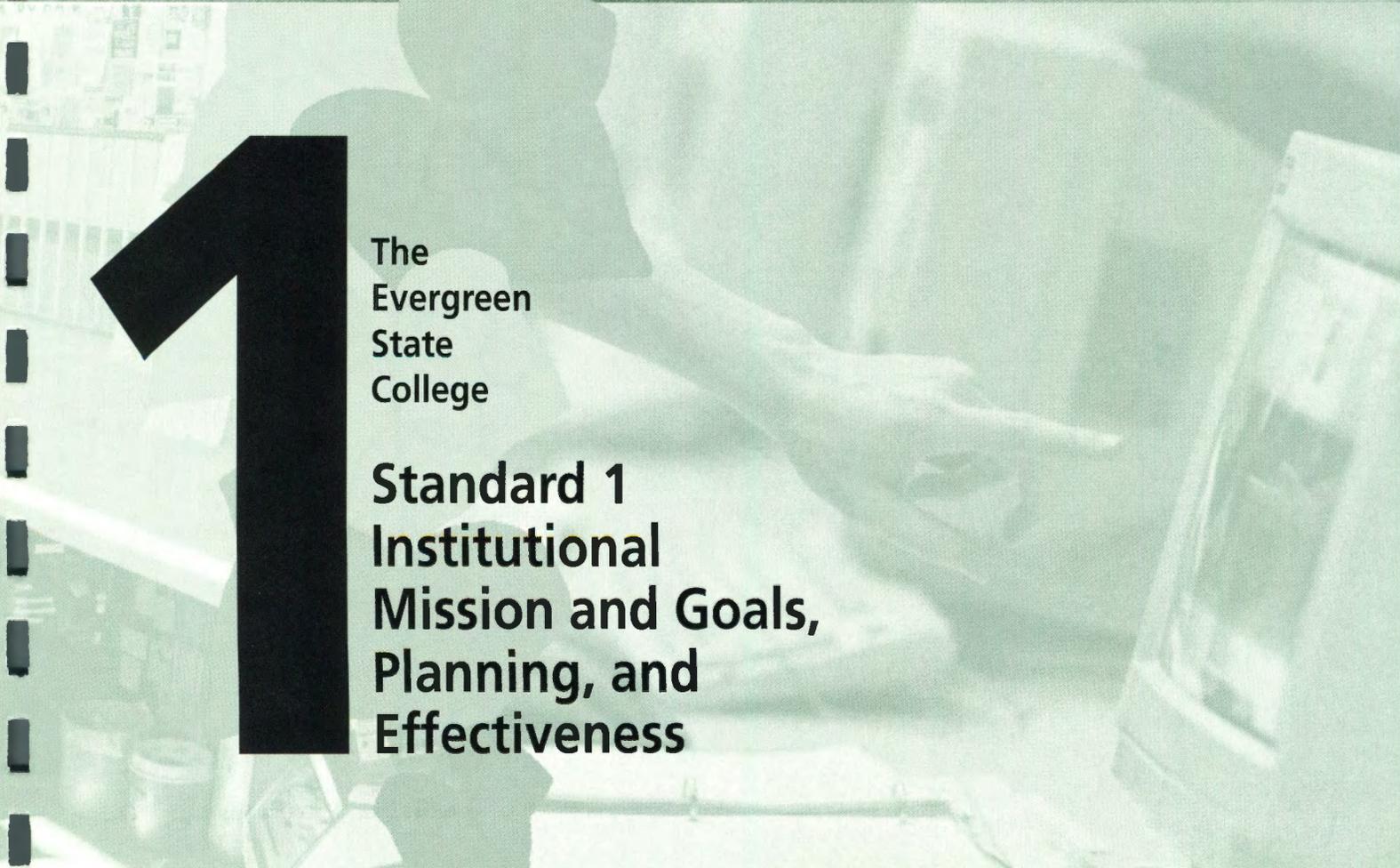
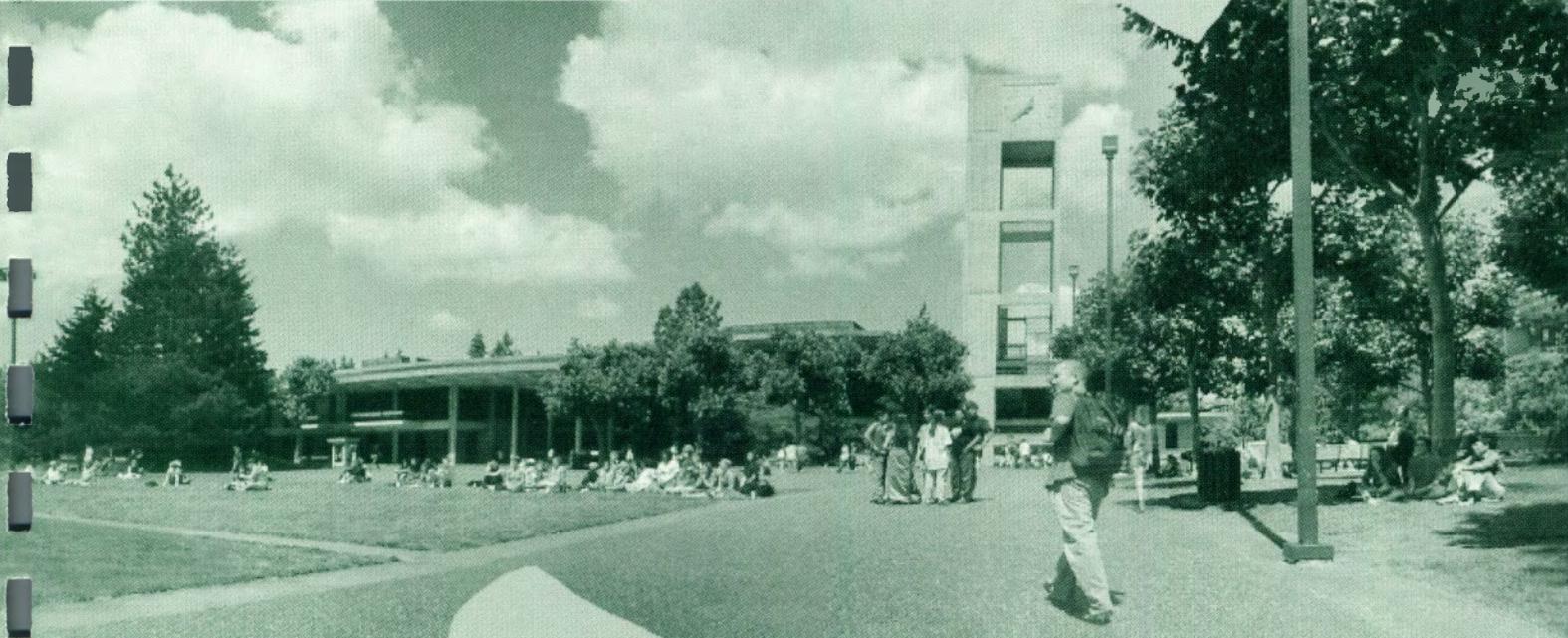
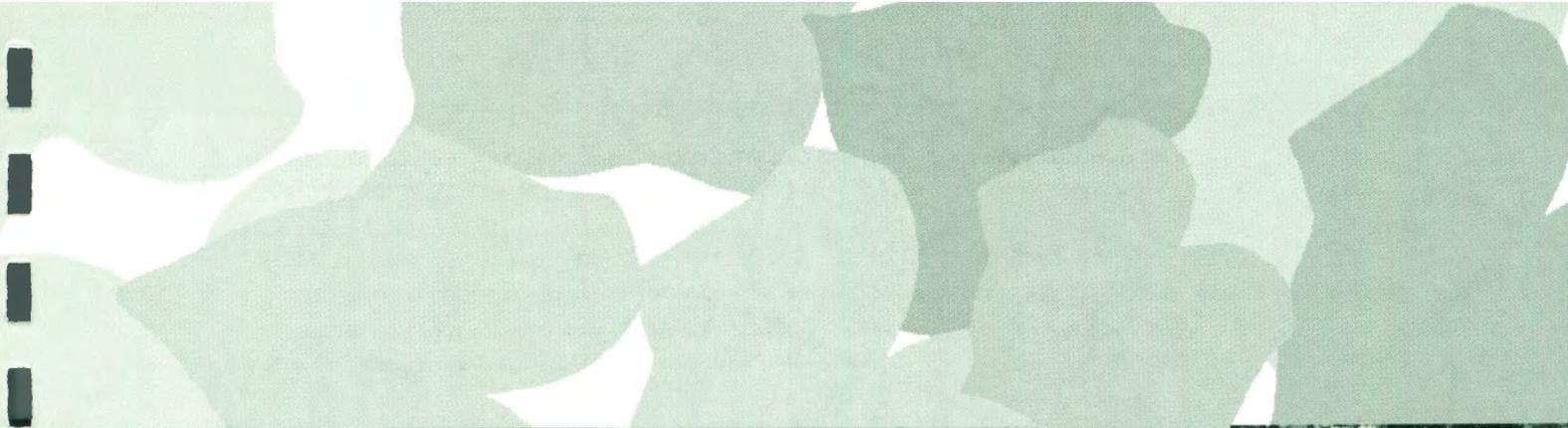
The college approaches the recruitment and orientation of new faculty with due vigilance. All stages of the hiring process, from the hiring announcements to the actual interviews to the orientation activities of the first year, are designed to assure a good institutional match between new faculty and the institution's values and teaching and learning approach. As a result of extensive turnover, the college has dramatically increased its investment in faculty development activities. These, it is believed, build the teaching capacity of the institution, and help ensure that the human networks remain strong and personal as the institution increases in size. See Standard 4 for a more extensive discussion of the faculty.

3. The college should make consistent use of its Long-Range Plan, to insure that difficult decisions made under fiscal pressure preserve its essential mission.

The college has been guided by its long-range plan in budget decisions. Some of the most notable areas of investment have been to develop a comprehensive part-time studies program and to make necessary major investments in technology. As resources continue to tighten, we anticipate that the long-range plan will be even more important in planning for the future.

In addition, the 1994 report required that we file a report on the reservation-based Native American tribal program. This was done, and it has been approved by the commission.

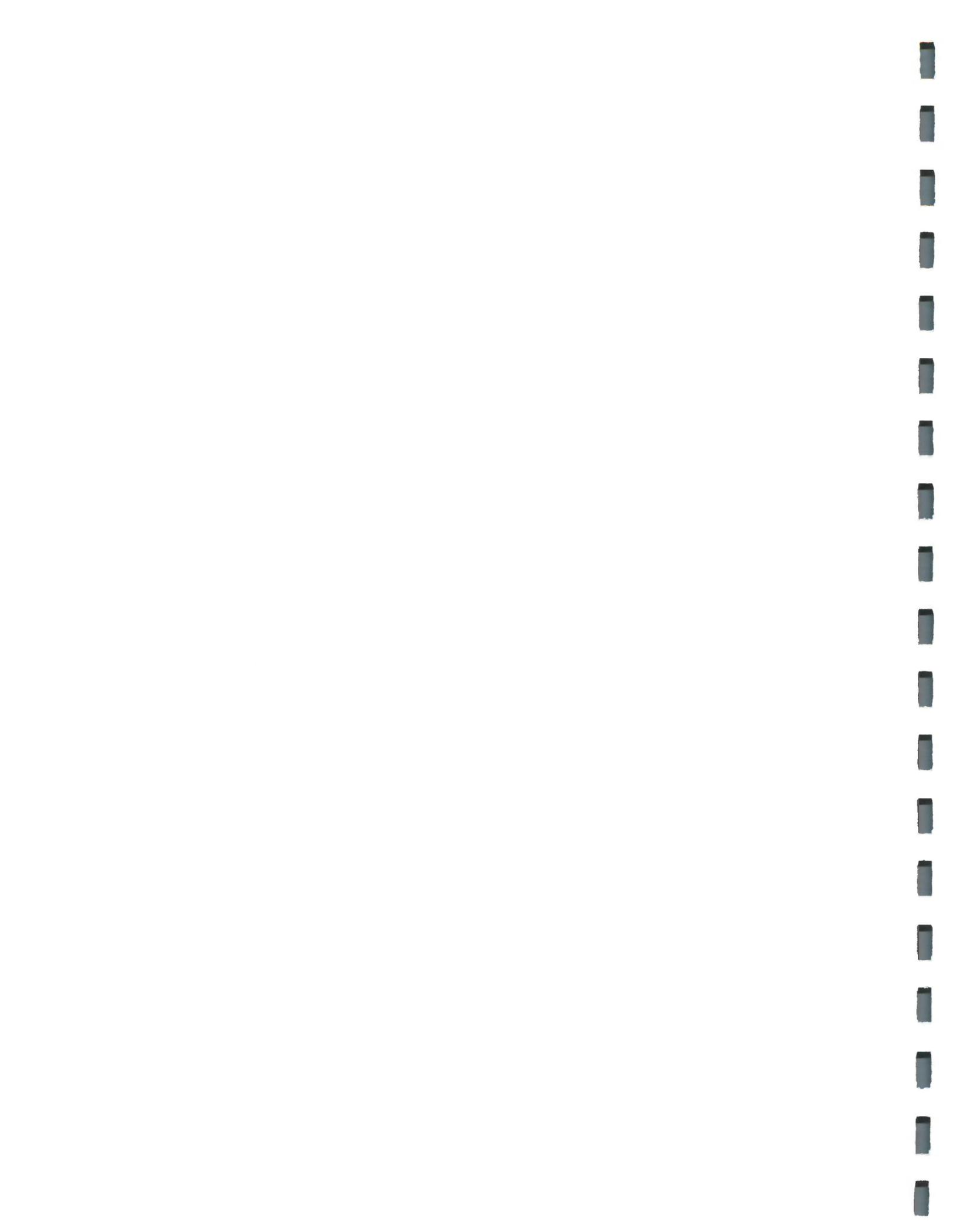
The Evergreen State College has complied with Policy A-2 on "Substantive Changes" by bringing to the commission contemplated changes. In the past five years these have included changes to gain approval for the extension of the reservation-based tribal program to four reservation sites and a substantive change proposal to offer an upper-division Bachelor of Arts program at Grays Harbor Community College. Additionally, the college notified the commission and gained approval to scale back its Olympia-based MIT program and offer that program to one cohort at its Tacoma campus for a two-year period. The Olympia-based MIT program is now back at full operation.



1

The
Evergreen
State
College

Standard 1
Institutional
Mission and Goals,
Planning, and
Effectiveness



Standard 1

Institutional Mission and Goals, Planning, and Effectiveness

Table of Contents

Mission and Goals	33
Mission and Goals Define the Institution	33
Public Service is Consistent with Mission and Goals	35
Planning and Evaluation Processes	37
Planning Contexts	37
Planning and Evaluation Strategies Summarized	37
Planning Processes and Structures within the College	38
Standing Groups	38
Disappearing Task Forces	39
Institutional Support and Evaluation of the Planning/Evaluation Process	40
Institutional Long-Range Planning and Curriculum Review Processes	41
Shorter-Range Planning	43
Administrative Reviews	43
State-Level Planning Process and Structures Affecting the College	44
State Budget	44
Higher Education Coordinating Board: Statewide Master Plan	45
Higher Education Coordinating Board: Academic Program Review	45
Higher Education Coordinating Board: Accountability Measures and Plans	45
Intersections with State-Level Planning Processes	46
Communication of Results	46
Internal Communication of Results	46
External Communication of Results	47
Results of the Planning and Evaluation Process	49
Goals, Policies, and Procedures Changed as a Result of Planning/Evaluation	50
Concluding Analysis and Future Issues	51
Summary of Recommendations and Findings	52

Standard 1

Institutional Mission and Goals, Planning, and Effectiveness

Table of Exhibits

Volume 1

Exhibit 1-1	Mission Statement	34
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Volume 2

Exhibit 1-2	Growth Plan	
Exhibit 1-3	Summaries of the 1997-99 Operating Budget Request Decision packages	
Exhibit 1-4	Summary of Operating Budget Performance Measures	
Exhibit 1-5	Summary of 1997 Accountability Plan Performance Measures	
Exhibit 1-6	Relationship between State Master Plan, TESC Long-Range Plan, and Budget	
Exhibit 1-7	Fall 1996 ACE Freshman Survey Report	
Exhibit 1-8	Excerpt from Fall 1996 Assessment Report to Higher Education Coordinating Board	
Exhibit 1-9	Alumni Satisfaction Data—Common Items	
Exhibit 1-10	Long-Range Plan (Rev. 3/10/97)	

Exhibit Room

Exhibit 1-11	Spring 1997 Faculty Survey	
Exhibit 1-12	1998 Staff Survey	
Exhibit 1-13	Evergreen Center for Education Improvement Self-Study, 1998	
Exhibit 1-14	Longhouse Education and Cultural Center Self-Study, 1998	
Exhibit 1-15	Washington Center for Improving the Quality of Undergraduate Education Self-Study, 1998	
Exhibit 1-16	Washington State Institute for Public Policy Self-Study, 1998	
Exhibit 1-17	Labor Education and Research Center Self-Study, 1998	
Exhibit 1-18	1993 Assessment Report	
Exhibit 1-19	1996 Assessment Report	
Exhibit 1-20	Long-Range Curriculum DTF Report	
Exhibit 1-21	June 1994 Long-Range Plan	
Exhibit 1-22	Dean's "Teaching and Learning Seminars" Packet	
Exhibit 1-23	Administrative Reviews	
Exhibit 1-24	Selected Assessment Reports ("Greeners go to Work," "Getting the Floor," "Seminar Talk," "Learning at Evergreen," "Writing and Thinking," College Student Experiences Questionnaire Summary data)	
Exhibit 1-25	1997-99 Operating Budget Request	
Exhibit 1-26	Higher Education Coordinating Board Master Plan	
Exhibit 1-27	Self-Studies: Core, Part-Time Studies, Summer School	
Exhibit 1-28	1996 Higher Education Coordinating Board Accountability Report	
Exhibit 1-29	TESC 1997-98 Accountability Plan	

Standard 1

Institutional Mission and Goals, Planning, and Effectiveness

Mission and Goals

Mission and Goals Define the Institution

The Evergreen State College was purposefully designed to be an institution focused on undergraduate education and collaborative interdisciplinary teaching and learning.¹ Now twenty-seven years old, the central institutional values and practices remain largely intact. They have, at the same time, proven to be remarkably flexible, allowing the institution to be nimble and responsive to changing circumstances.

Building an institution from scratch provided a unique opportunity to design all of the institution's practices and structures in a holistic fashion to support its mission and goals. Critical elements in maintaining this sense of purpose include: an independent Board of Trustees, a distinct state-approved mission, administrative practices, and a faculty recruitment, retention, and reward system that are congruent with the mission, and various institutional practices that reinforce the focus on teaching and learning. All of these elements combine to produce a culture sharply focused on teaching and learning, commitment to students, and innovation. At the same time, we recognize that Evergreen is in a critical period of transition as large numbers of founding faculty and staff retire. This turnover, combined with pressure to grow substantially, requires vigilance about institutional mission and values, and appropriate investments and structures for bringing new people into the community.

At this point, it does appear that The Evergreen State College's mission (Exhibit 1-1), values, and goals are widely understood. As part of the self-study process, surveys were done of both faculty and staff. There were high response rates to both surveys. The institution is discussing these results and will be acting upon areas of needed improvement. In general, the recent surveys of faculty and staff indicated high levels of awareness of the institution's mission and high alignment around core values and practices (Exhibit Room, Exhibits 1-11 and 1-12). There is, at the same time, a healthy diversity of interests and testing of boundaries.

This mission statement guides campus decision making and provides a good operational definition of the underlying values and goals. Changes to the mission and goals are adopted by the governing board. The mission statement appears in the Policies and Procedures Manual, in the web-based college catalog, in the Faculty Handbook, and in other appropriate documents. It is also filed with the Washington Higher Education Coordinating Board.

¹ Throughout this self-study, we use the terms "nontraditional," "alternative," and "innovative" interchangeably to describe ourselves. As the years go by and increasing numbers of institutions organize learning communities within their curricula, we sometimes wonder how alternative and nontraditional we remain, but the absence of grades, majors, departments, and tenure probably secures our position on a list of alternative colleges even yet. Our comparative longevity as an alternative college also challenges us to ask how hide-bound we may have become to "innovations" now twenty-five-plus years old. Many see continued innovation as our primary challenge for the future.

Exhibit 1-1

Mission Statement for The Evergreen State College:

The mission of The Evergreen State College is to help students reach their potential through innovative, interdisciplinary educational programs in the arts, sciences, humanities, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles, described below, that guide the development of all college programs and services.

Principles that guide Evergreen's educational programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.
- Academic program offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.
- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.
- College offerings involve active participation in learning, rather than passive reception of information, and integration of theory with practical applications.
- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse placebound populations, guides Evergreen's community-based programs in Tacoma and on Tribal Reservations.
- The college values diversity in its students, staff, and faculty, and strives to foster a climate of awareness and understanding. The college is committed to teaching across significant difference—of social class, age, race, ethnicity, gender, and academic preparation—because such differences reflect the world around us.
- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.
- The college serves the needs of a diverse range of students including recently graduated high school students, transfer students, working adults, and students from groups that historically have not attended college.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

Over the years, Evergreen's mission has become clearer in terms of the college's role in the Washington public higher education system. Evergreen's last ten-year-reaccreditation process was marked by the second major change in the college mission when the service area was redefined to recognize the college's special role as a statewide, innovative, public liberal arts college.

The current mission statement represents the third revision in the college's twenty-seven-year history. In 1996-97 the college mission statement was reexamined through a lengthy process involving large segments of the campus community as part of the reaccreditation self-study process. This included discussion with and contributions from the faculty, the administration, the deans and directors, the Board of Trustees, and the students. The revised mission statement was formally adopted by the Board of Trustees in April 1997 and then shared with the Washington Higher Education Coordinating Board (HECB). This revision was not substantial but it does reflect a conscious attempt to cast the mission statement in language that is easily understood and directly relates goals and practices. The process of discussing and revising the mission statement was as important as the product.

Evaluation of the college mission continues through internal and external discussions about enrollment growth and access to higher education within the State of Washington. For Evergreen, this often takes the form of questions about the optimal size of the college and the appropriate student mix in terms of resident and nonresident students, full and part-time students, graduate and undergraduate students, and transfer vs. direct-from-high-school students. Other continuing issues include admissions selectivity, and how to apportion enrollment growth between on- and off-campus programs. These questions will continue to be debated on the campus and in the state as a whole as a result of growing demand for higher education. We recognize our responsibility in this arena, and also see the importance of carefully forging our future around our central values and mission.

Public Service is Consistent with Mission and Goals

Over the past ten years, Evergreen has developed robust public service initiatives both within academic programs and through its five public service centers that serve as important bridges between the college and external constituencies. The public service emphases within academic programs are discussed under Standard 2 of this report. Faculty involvement in public service, often equated with governance, is discussed in Standard 4. This portion of the self-study briefly describes and evaluates the work of the college's five public service centers:

- Evergreen Center for Educational Improvement (Exhibit Room, Exhibit 1-13)
- Longhouse Education and Cultural Center (Exhibit Room, Exhibit 1-14)
- Washington Center for Improving the Quality of Undergraduate Education (Exhibit Room, Exhibit 1-15)
- Washington State Institute for Public Policy (Exhibit Room, Exhibit 1-16)
- Labor Education and Research Center (Exhibit Room, Exhibit 1-17)

Each of these centers are described in detail in their individual self-studies in terms of their mission, programs, staffing and budget, and challenges.

The purpose of The Evergreen State College's public service centers is to provide leadership in building relationships and forming networks that enhance and promote Evergreen's integrative and collaborative approach to learning in a variety of settings among a variety of groups. The public service centers create a reciprocal relationship between the wider community and Evergreen, providing a forum to enrich and broaden the exchange of knowledge in an ever-widening circle.

One way to understand Evergreen's public service emphasis is by unpacking the institution's self-definition as a "public alternative liberal arts college." This identity, like the notion of public service itself, has evolved. Over time, we have interpreted this to mean that the college has a responsibility as an alternative institution to the higher education system as a whole to disseminate our successful practices and to exercise statewide leadership in select areas. The public service centers evolved as vehicles for doing this. At the same time, the college's mission as an alternative institution carries with it a special responsibility to remain flexible and open to new ideas. The public service centers enable Evergreen to continue to learn from others. The statewide work on diversity, for example, has given Evergreen faculty substantive opportunities to learn about new approaches and concepts. The K-12 Center has been instrumental in infusing the state K-12 education reform goals into our MIT program. The centers also operate as a kind of laboratory for innovation. We see public service as a natural companion to various aspects of the Evergreen mission: the stress on designing a learning environment that develops students' abilities to integrate theory and practice, the emphasis on collaborating with others, and the emphasis on diversity and community involvement.

The public service centers have been highly effective in reaching out to various populations not otherwise connected to Evergreen. They have had a considerable impact on the state. Some examples of their impact include the following:

- More than two dozen colleges in Washington State, and hundreds nationally, are now using various versions of Evergreen's integrated curriculum model as a means of improving quality. Through the Washington Center, Evergreen has led a statewide and national movement around "learning communities." At the same time, the Evergreen Center for Educational Improvement has led a similar effort to support state education reform at the K-12 level. Much of this work has also centered on integrated curricular approaches.
- Diversity efforts have been broadly fostered through the work of Evergreen's public service centers in K-12, higher education, within tribal communities, and within the labor community. The Ford Foundation, for example, awarded the Washington Center nearly \$850,000 for a three-year statewide cultural pluralism project involving twenty-six Washington colleges and universities. The Northwest Area Foundation provided Evergreen, in collaboration with the South Puget Sound Intertribal Planning Agency, approximately \$350,000 for a three-year joint economic development arts initiative to revitalize the traditional Native arts.
- The public service centers have become a statewide convening authority and have attracted substantial funding for statewide projects in a variety of areas including multicultural education, Native American economic development and cultural preservation, integrated curriculum design in K-12, science reform, calculus reform, technology, and other areas. The National Science Foundation has funded five major dissemination projects at Evergreen: two for statewide calculus reform, two for integrated science curriculum reform, and one for computer science curriculum reform.

The public service centers operate with small staffs and are largely state-funded, but they also charge fees for some of their work. This base funding is a critical factor in maintaining the long-term focus of each center. All struggle with issues of balancing multiple interests and expectations with limited resources.

Planning and Evaluation Processes

Planning Contexts

Evergreen is a non-traditional college operating in a state system of public higher education. Designed from its outset to be a square peg in a round hole, tensions remain between the college's need to function both as a state agency in accordance with standard requirements and reports, and as an alternative college focused on its distinctive—and arguably, standard-breaking—role in higher education not only in the state, but in the nation.

Internal objectives and values that motivate Evergreen's planning processes include a commitment to the college's educational mission (interdisciplinary study, blending theory and practice, narrative evaluations, close student-student and student-faculty contact), a highly participatory and broadly consultative planning and decision-making process, and a general commitment to face-to-face, personal engagement in teaching, learning, and even day-to-day administration of the college. External objectives and values that also influence the form and content of planning processes include an emphasis on greater efficiency, greater public accountability, service to increasing numbers of students, and improving educational quality.

The ongoing planning processes and agenda at Evergreen are set, first, in an effort to maximize the overlap between these two sets of objectives and values—which is considerable—and second, to mitigate areas of discord where internal and external values appear to be on a collision course. As an example of the latter, the state's interests in increased access to higher education and lower costs typically translate for the faculty at Evergreen—rightly or wrongly—into a threat of increasing student/faculty ratios.

Planning and Evaluation Strategies Summarized

Goals and objectives for the college are identified through several vehicles including (but not limited to) the college's Long-Range Plan, the Higher Education Coordinating Board's Statewide Master Plan and—most recently—the HECB-monitored Accountability Plan, and the Operating Budget approved by the legislature and administered by the Office of Financial Management. Implementation strategies are developed and, increasingly, attached to measurable goals that are circulated publicly. Responsibilities for implementation are delineated. Strengths and weaknesses of the strategies are evaluated according to established measurement goals where available and/or through qualitative approaches which are, in turn, reported publicly. Strategies are redesigned based upon their effectiveness and plans are revised accordingly.

This process is undertaken at various levels of operational detail moving back and forth among: office-by-office strategies; standing committees charged with monitoring and evaluation; discussions of institutional priorities and funding with senior administrators; and formal reports to the college's Board of Trustees, the Higher Education Coordinating Board, Office of Financial Management, and the state legislature. Key documents and processes to ensure systematic reporting of planning and evaluation activities include the college's long-range plan, curriculum plan, the operating budget, systematic academic program reviews, and a review cycle for each administrative area.

Compatibility of the goals with the institution's mission and resources is assessed as a routine part of the annual planning and budget process and during periods of time when the college's long-range plan is developed and reviewed. The Higher Education Coordinating Board also assesses institutional goals and requests against the state Master Plan and the financial resources available at any given time. While externally mandated goals and reporting requirements are not always funded, the feasibility of institutional goals is evaluated by

staff and senior administrators according to college resources and discussed with affected staff and the Board of Trustees. The college continues to assess interrelationships among these processes and how well they serve the institutional mission. A more thorough discussion of this process appears in Standard 6.

Enrollment planning and growth provide a good example of this process. The State of Washington is expected to experience a major growth in K-12 and higher education enrollment over the next fifteen years. Evergreen expects to increase its enrollment from 3,700 to 5,000 full-time-equivalent students during this period of time (see Growth Plan, Volume 2, Exhibit 1-2.) The phasing of this enrollment growth is a complex process of considering the facility needs, the various resource requirements, and the number of students wishing to enter the college at any given point in time. Because this expansion will require new construction and the college is currently at full capacity, issues of timing are critical. Enrollment growth is not a recent phenomenon at the college. Between 1985-86 and 1997-98, annual average FTE enrollment has increased by 1,146 or an average of approximately 95 FTE per year over that twelve-year period. Growth planned through 2010-11 averages 98 FTE per year from our 1997-98 base. (Chart 1-1)

There is a general trend toward more systematic public reporting of goals, strategies, and formal performance criteria in the State of Washington's planning/budgeting processes. The trend is visible at Evergreen. It is consistent with the commission's objectives for more effective planning and evaluation. A more detailed description of how Evergreen engages in ongoing planning and evaluation, communicates results, and demonstrates tangible results from planning/evaluation processes is given in the remainder of this section.

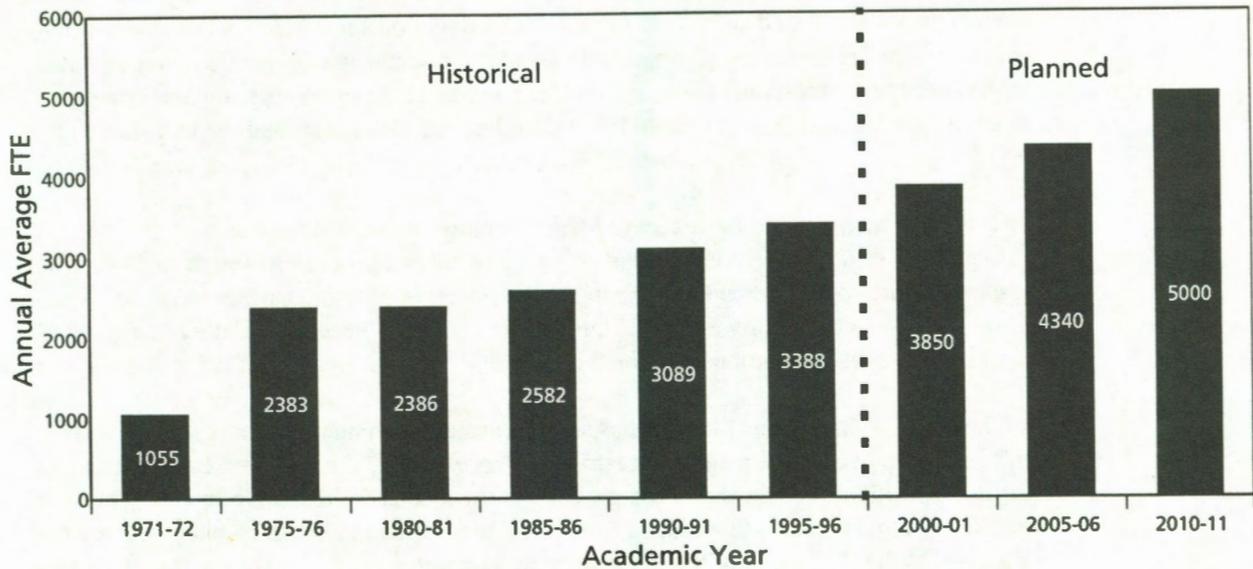
Planning Processes and Structures within the College

Standing Groups

Several standing groups or committees are responsible for long- and short-range planning and evaluation. Membership of these groups extends both vertically and horizontally through the college. While committees exist whose members are drawn solely from within the major organizational divisions (Academics, Student Affairs, and Finance and Administration), there is a conscious effort to construct standing committees that span divisions where the task is appropriate and to include members from different levels of the organizational hierarchy.

The "*Senior Staff*" meets on a weekly basis to discuss progress toward long- and short-range goals and routine information sharing. This group consists of the president, vice presidents of each division, College Budget Officer, Legislative Liaison, Director of College Advancement, and the President's Executive Associate. The *Academic Deans Group* also meets on a weekly basis to focus on short- and long-range academic planning issues. This group consists of the provost and five academic deans, Dean of the Library, the Academic Budget Officer, and the Provost's Administrative Assistant. Within the Student Affairs division, the *Deans and Directors* group meets monthly as does the *F&A Directors* group within the Finance and Administration division. The college engages in systematic planning of its curriculum consistent with its mission and goals through collaboration among the Curriculum Dean, Planning Unit Coordinators, the provost, and the faculty. (The curriculum planning process is described in Standard 2.) Both the senior staff and the provost/academic deans group are expanded periodically depending upon the topic under discussion.

Chart 1-1
The Evergreen State College
Annual Average FTE Enrollment Historical and Planned



Two other standing committees exist for enrollment and curriculum planning. The *Enrollment Coordinating Committee* has responsibility to monitor, design, evaluate, and improve recruitment and retention activities focused on the full-time curriculum. It is a good example of a rich horizontal and vertical mix of staff and faculty from the college. This committee combines staff from Academics (curriculum and part-time studies academic deans, institutional research/planning), Student Affairs (VP for Student Affairs, Dean of Enrollment Services, Registrar, Dean of Student Academic Support Services, Director of Academic Planning and Experiential Learning), and College Relations (media relations and publications) with faculty and student representatives. Second, the *Part-Time Studies Group* which focuses on development and evaluation of the college's recent expansion of part-time offerings. This group includes a comparable mix of Academics and Student Affairs staff. Overlapping membership on each of these groups helps to ensure clear communication and shared objectives both within and across major divisions of the college.

Disappearing Task Forces

Additionally, the college employs ad hoc committees, called "Disappearing Task Forces," to conduct research and make recommendations to the faculty and senior administrators on important issues. DTFs are, by definition, multiconstituent groups including representatives from the staff, faculty, and student body. As the name suggests, these ad hoc committees are formed for a specific task, complete that task, and then disband. Participation in DTFs is an assumed element in faculty governance responsibilities and a recognized staff responsibility. Senior administrators typically develop a written "charge" for a DTF and secure membership from each of the three constituent groups. The Faculty Agenda Committee (see Standards 4 and 6) reviews faculty membership on each DTF charged for the year. In a typical year, five to ten DTFs are charged. To illustrate the range of DTF work in a given year, the following DTFs were charged during the 1997-98 academic year: (Faculty) Hiring Priorities; Faculty Hiring; Academic Dean Search; Accreditation Self-Study; Compensation, Benefits and Post-Retirement; Enrollment Services Dean Search; and Community Service.

The “disappearing” nature of these task forces works against the tendency toward creeping bureaucracy in the form of standing committees. Membership on DTFs is constituted based upon the topic in an effort to bring those most directly affected by policy decisions into policy discussions. Changing membership also tends to spread governance responsibilities across the faculty, staff, and student body rather than centering it on a few members of any constituent group. The DTF structure also has its downsides. Principal among them is reinvestment in topical expertise. In response to this downside, standing committees are maintained on topics of continuing interest (e.g., the Enrollment Coordinating Committee and the Part-time Studies Group).

Institutional Support and Evaluation of the Planning/Evaluation Process

Evergreen made an early investment in an office of Institutional Research in 1979. The responsibilities of that office have expanded considerably over the past ten years as the assessment and accountability agenda at the college and in the state as a whole has expanded. This trend is likely to continue into the future.

The Office of Institutional Research, Assessment and Planning is currently staffed by three full-time employees. The professional staff was recently (1995) increased from one to two full-time positions. The third position provides clerical and administrative support. The state legislature provides annual funding of \$186,000 for assessment of student outcomes which is allocated to the Office of Institutional Research, Assessment and Planning. The college provides additional funding for institutional research of \$32,000 per year. Personnel costs for the three full-time staff total \$123,000 per year. Additional personnel costs for a portion of an academic dean devoted to implementation of assessment results total \$13,760. The balance available to support additional evaluation and planning efforts totals \$81,240 per year.

The work of the Office of Institutional Research, Assessment and Planning is specifically directed at institutional evaluation and planning. Additional evaluation and planning does occur throughout the college, especially among the divisional budget coordinators, president, vice presidents, and college budget officer, with the deans, and in the curricular planning units.

The director and staff in Institutional Research, Assessment and Planning are evaluated on an annual basis. Additionally, the Assessment Reports (Exhibit Room, Exhibits 1-18 and 1-19) required by the HECB are intended to document the effect of evaluation of student outcomes on institutional efforts at improvement. The best evidence of the effectiveness of past institutional research and evaluation on promoting changes for improvement in student learning is the substantive role that research findings played in the review and revision of the curriculum during the work of the Long-Range Curriculum DTF (Exhibit Room, Exhibit 1-20).

Institutional support is evident in ongoing reports of evaluation and assessment data that are folded into institutional planning and decision-making processes. The Director of Institutional Research, Assessment and Planning makes regular annual reports to the Board of Trustees on enrollment, retention, and student learning outcomes. He makes frequent reports to the “senior staff” on the same topics. The director serves as the central staff support for both long-range plan developments and long-range curriculum review. He is in daily contact with the provost and academic deans on matters of student learning, retention, accountability measures, and other issues. The director serves on the Enrollment Coordinating Committee (*see also* Standard 3) and on the Part-time Studies Group (*see also* Standard 4) to integrate enrollment, retention, and student learning outcomes data in the design and execution of the curriculum and student support services. The director also serves as the college’s representative

on interinstitutional committees designing and coordinating Evergreen's and system-level responses to the state issues of assessment of student learning outcomes, enrollment management, and state-mandated accountability measures.

Institutional research and assessment data and reports have had a direct effect on many improvements including design of Core Workshops, revision of the first-year curriculum, improvements in academic advising, and revisions of new-student orientation.

Many faculty have engaged in assessment research projects since 1989. This is in large part due to a conscious strategy to involve faculty in assessment work in the early years of state funding as a means of developing a sense of ownership and direction of the assessment agenda among Evergreen's faculty. Beginning in 1993, a larger proportion of assessment work was directed at the professional staff in Institutional Research, Assessment and Planning. The occasion of the 1998 reaccreditation self-study has reengaged the new Planning Group Coordinators in the use of past assessment findings and the conduct of new assessment research.

For further discussion of the relationship of institutional planning to the Student Affairs division of the college see Standard 3.

Institutional Long-Range Planning and Curriculum Review Processes

The college has defined two broadly consultative processes for formal long-range planning that utilize the DTF structure: development of an institutional "Long-Range Plan" and a "Long-Range Curriculum Report."

Both the Long-Range Plan (a.k.a. Strategic Plan) and the Long-Range Curriculum Report are produced by multiconstituent committees including faculty, staff, students, and administrators. Alumni participation is sought through focus group interviews with local alumni and through survey research of alumni. Well-publicized public forums are conducted at critical stages throughout each planning and evaluation process to which all campus community members are invited. Board members are invited to attend committee meetings in each process as their schedules allow and are routinely given progress reports at board meetings. In the most recent process, the board also gave substantive feedback to both committees that shaped the final products.

Evergreen's formal long-range plan is reviewed on a five-to-seven-year basis. Typically, the charge for a DTF to revise the long-range plan is developed by the president in consultation with the vice presidents, Board of Trustees, and the campus community. The current long-range plan was completed in 1994 (Exhibit Room, Exhibit 1-21) and is scheduled for revision in the 1999-2000 academic year. Senior administrators identified measurable goals for each element of the plan and assumed explicit responsibility for evaluating and reporting progress toward each of the goals in the plan. Beginning in 1999, Evergreen will undertake a slightly different process of long-range planning that is intended to better fit with state planning and budget cycles. The new process is depicted in Figure 1-1. We hope this revised process will be more efficient and tighten the linkage between goal setting and allocation of resources. It will build directly on this reaccreditation process.

The formal process for curriculum review is scheduled to occur after revision of the institutional long-range plan, typically every six to eight years. This work is also accomplished through a multiconstituent DTF with substantial faculty representation. The most recent curriculum review was completed in 1996 (Exhibit Room, Exhibit 1-20). The current academic year is the first in which the new structures are in place. Evaluation of the progress toward improvement intended by the new structure is currently under way, and will continue under the new long-range plan.

**Figure 1-1
Biennial Planning Cycle**

Two-year Operational Plan

Timeline	Activities
July 1, Odd	Divisions write annual report evaluating previous year according to prior-year objectives and strategic goals and set current-year objectives
January, Even	Divisions review/confirm next year's goals
July 1, Even	Divisions write annual report and set new year's objectives Senior Staff reviews next biennium's operational plan with community input
January, Odd	Divisions set goals for next biennium
July 1, Odd	Divisions write annual report evaluating previous year according to prior-year objectives and strategic goals and set current-year objectives

Four-Year Planning Implementation Strategy

Timeline	Budget Activities	Other Planning Activities	
July, 1997		Campus Master Plan	
	Supplemental Budget Request	↓ ↓ ↓	
January, 1998			
July, 1998	1999-2001 Biennial Request Budget development complete		
	FY 1998-99 Supplemental Operating Budget complete	↓ ↓	
January, 1999			
		HECB Master Plan	TESC Ten-Year Long-Range Plan TESC Six-Year Strategic Plan
July, 1999	1999-2001 Biennial Operating Budget complete	↓ ↓	
	Supplemental Budget Request		
January, 2000		↓ ↓	
July, 2000	2001-03 Biennial Request Budget development complete		
	FY 2000-01 Supplemental Operating Budget complete	↓ ↓	
January, 2001			
July, 2001	2001-03 Biennial Operating Budget complete		

The six-year strategic plan is broken into three two-year operational plans. Each two-year plan is accompanied by an initial set of goals, yearly objectives, and annual report. All tie back to the ten-year long-range plan. Plans are modified annually based on the previous year's experience. Additionally, all goals and objectives are tied to performance measures. Each action in the planning cycle includes an opportunity for community input and concludes with formal approval by the Board of Trustees.

Assessment research completed prior to the 1996 Long-Range Curriculum DTF influenced changes in curriculum structure and planning adopted in the DTF report. Assessment research is focused on student learning outcomes and is shaped by the Higher Education Coordinating Board guidelines prescribing research in the following areas: Collection of Baseline Data; Academic Program Reviews; Intermediate Assessment of Writing, Quantitative Skills, and Other Skills; End-of-Program Assessment; Alumni Satisfaction; and Employer Perceptions. This body of work is discussed in detail in Standard 2.

Shorter-Range Planning

Short-range planning objectives also emerge from ongoing monitoring of assessment data and/or from issues arising from the external environment. The college's efforts to improve freshman retention beginning in the early 1990s and continuing through the 1996 Long-Range Curriculum DTF serve as one example of an "emergent" planning objective. (Institutional attention to the topic of student retention is chronicled through documents available in the campus Exhibit Room. See, for example, Exhibits 1-18: 1993 Assessment Report; 1-19: 1996 Assessment Report; 1-20: Long-Range Curriculum DTF Report; and 1-21: Long-Range Plan)

There is also a less formal source of evaluation and planning topics set in motion at Evergreen owing to the day-to-day interaction of faculty, staff, students, and administrators. Sometimes ongoing committees like the Enrollment Coordinating Committee or the Part-Time Studies Group suggest topics for evaluation and improvement. Other times, individuals from particular offices initiate evaluation research. In addition to standard evaluation topics like alumni surveys, placement statistics, and comparisons with national norms that are presented elsewhere in this report, evaluation and planning has occurred on the following range of topics in the very recent past: summer school attendance, student housing satisfaction, campus security, satisfaction of individuals/organizations sponsoring off-campus student internships, four-credit course-taking patterns of recent graduates, evaluation of the academic deans' assessment priorities, focus groups with students regarding satisfaction with academic advising, and development of evaluation strategies for the campus food service.

Assessment data and reports are also circulated around campus and presented to relevant committees and groups as completed. Audiences include general faculty meetings, the Faculty Agenda Committee, the academic deans, the Enrollment Coordinating Committee, Student Affairs staff, faculty planning group coordinators, president and vice presidents, and the Board of Trustees. (In the campus Exhibit Room, see, for example, Exhibit 1-22: Dean's "Teaching and Learning Seminars" Packet; and Exhibit 1-24: Selected Assessment Reports)

Administrative Reviews

In addition to reviewing academic programs, Evergreen conducts periodic reviews of administrative units, usually with outside evaluators. The review cycle of units is outlined below. These administrative reviews are also available in the campus exhibit room (Exhibit Room, Exhibit 1-23).

Table 1-1
Administrative Unit Review Cycle

Division	Administrative Unit	Year
F & A	Police Services	1992
S A	Access Services for Students with Disabilities	1993
S A	Financial Aid	1995
F & A	Facilities	1995
F & A	Computer Services	1996
S A	Housing	1997
ACAD	Washington Center for Undergraduate Education	1997
ACAD	Labor Education & Research Center	1997
ACAD	Evergreen Center for Educational Improvement	1997
ACAD	Longhouse Education & Cultural Center	1997
P S	Washington State Institute for Public Policy	1997
S A	First People's Advising Services	1997
S A	Academic Advising & Experiential Learning	1997
S A	Upward Bound	1997
S A	Career Development Center	1997
S A	KEY Special Services	1998

F & A = Finance and Administration; S A = Student Affairs; ACAD = Academics; P S = president's staff

Follow-up and responsibility for these unit reviews rests with the relevant supervisor and appropriate vice president. These reviews are important in guiding institutional priorities and resource decisions.

Systematic evaluation of teaching effectiveness is attempted through the assessment of student learning outcomes. These evaluation efforts are structured under the broad categories suggested by the commission. They are maintained through mutual agreement between the HECB and the institutions. This body of work is discussed in detail in Standard 2.

State-Level Planning Process and Structures Affecting the College

State Budget

The vast majority of Evergreen's operating budget is allocated by the state legislature or obtained through tuition revenue assumed by the state. Therefore, development of the biennial budget request (Exhibit Room, Exhibit 1-25) represents a very significant planning, and more recently evaluation, cycle for the college. Integrating college planning with the state budget is especially significant because the bulk of funding for any new initiative must come from the legislature. The college's operating budget request is reviewed by the Higher Education Coordinating Board, the Office of Financial Management, and the state legislature. The 1997-99 operating budget required all state agencies to set performance goals for all initiatives seeking funding beyond current-level expenditures. Evergreen developed six "decision packages" for the request budget that linked proposals for additional funding to (a) strategies of the college's long-range plan and (b) performance measures, including historical data and targets for the coming biennium. Summaries for each decision package appear in Volume 2, Exhibit 1-3. These decision packages include: (1) Access through Enrollment Growth, (2) Strengthening and Enhancing Undergraduate Education, (3) Technology-Tools for Teaching and Learning, (4) Administrative Computing Systems Replacement, (5) Plant Maintenance and Operations, and (6) Public Service to the State. The college is in the process of updating the forty performance measures delineated in the budgeting process with 1997 actual performance data (Volume 2, Exhibit 1-4: Summary of Operating Budget Performance Measures).

This process is new, and was undertaken at our institution with considerable ambition—at least in the form of rather extensive lists of measures. The 1997-99 performance goals provide yet another “first draft” list of goals and evaluation measures that overlap, to a considerable degree, with goals identified in the planning processes described above.

Higher Education Coordinating Board: Statewide Master Plan

The Higher Education Coordinating Board is charged by the state legislature with producing a Statewide Master Plan for higher education every five years. The most recent master plan was updated in 1996 (Exhibit Room, Exhibit 1-26). This master plan contains six statewide themes toward which each public institution is expected to demonstrate clear commitments. These themes are: (a) meeting the demand for access to higher education, (b) increasing the use of technology, (c) exploring new partnerships, (d) improving the coordination of curriculum, (e) enhancing academic efficiency, and (f) improving administrative efficiency. The HECB reviews each institution’s operating and capital budget requests and makes funding recommendations to the legislature on request-level items.

Higher Education Coordinating Board: Academic Program Review

Academic programs are reviewed on a seven-to-ten-year cycle in accordance with requirements set by the Washington Higher Education Coordinating Board. These reviews focus on enrollment trends, student learning outcomes, and strengths and weaknesses of a program. Because Evergreen’s curriculum changes more rapidly than most, we have chosen to adopt the shorter seven-year review cycle since it better corresponds with the college’s own curricular reevaluation cycle. The reporting cycle for the review of academic programs is outlined below. Although not required by the Higher Education Coordinating Board, Evergreen also conducts studies of our Core curricula (our general education program), our part time-studies program, and our summer school. These self-studies are also available in the campus exhibit room (Exhibit Room, Exhibit 1-27).

Table 1-2
Program Review Schedule: Higher Education Coordinating Board

Program	Year Reviewed	Next Review
MPA program	1993	2000
MES program	1996	2003
MIT program	1998	2005
Environmental studies—B.A., B.S.	1998	2005
Scientific Inquiry—B.A., B. S.	1998	2005
Expressive Arts	1998	2005
Culture, Text & Language	1998	2005
Social science	1998	2005
Tacoma—B.A.	1998	2005
Reservation-Based Tribal program		2000
Grays Harbor		2000
Center for Native American and World Indigenous Studies		2000

Higher Education Coordinating Board: Accountability Measures and Plans

In addition to reviewing request-level budgets, the HECB is taking an assertive role in defining institutional “accountability.” In 1996, the Washington State Legislature directed the public institutions of higher education to produce accountability plans in conjunction with the Higher Education Coordinating Board. Baseline data, performance goals, and strategies to achieve performance goals were placed in the context of statewide goals put forward in the HECB’s State Plan for Higher Education. Three institutional goals were defined by the legis-

lature in the areas of (1) student retention, (2) graduation efficiency, and (3) freshman five-year graduation rates. Two additional goals areas were stipulated by the legislature but left for specific definition to the HECB and individual institutions. The goal areas are "faculty productivity" and a "mission-specific" goal. Evergreen adopted the "Life-Long Learning" index from the College Student Experiences Questionnaire developed by Robert Pace and administered through Indiana University as its faculty productivity measure and developed a measure of institutional diversity for its mission-specific goal. Two percent of each institution's 1998-99 non-instructional budget (\$217,000 in Evergreen's case) has been held in reserve to be released upon satisfactory annual progress toward "performance goals" for 2004-05 set by the legislature. A summary of these measures, goals, and funding contingent upon meeting interim goals appears in Volume 2, Exhibit 1-5.

To meet legislative timelines, Evergreen's Accountability Plan was developed in the spring and summer of 1997 and shared with the entire faculty at the first full faculty meeting in the following fall. The accountability plan identifies another set of formal planning and evaluation objectives. This plan is expected to undergo significant revisions during 1997-98 through discussion and negotiations between the public universities and colleges in the state and the Higher Education Coordinating Board. Changes will be proposed to the state legislature during the 1999 legislative session. Expectations are that the scope of the performance measures will be expanded to include student learning outcomes. Evergreen is hopeful that some of the existing efficiency measures and goals will also be reexamined since they are widely regarded as unrealistic.

Intersections with State-Level Planning Processes

The schedules of internal planning processes, HECB Statewide Master Plans, and biennial budgets funded by the state legislature do not coincide perfectly and do not overlap completely. However, with only moderate artfulness, linkages between the three processes are clear. Evergreen's Long-Range Plan (Exhibit Room, Exhibit 1-21), the HECB Master Plan (Exhibit Room, Exhibit 1-26), and Evergreen's 1997 Operating Budget (Exhibit Room, Exhibit 1-25) are available as separate exhibits. Volume 2, Exhibit 1-6 summarizes the relationship among these planning and evaluation efforts.

Communication of Results

The college's progress in accomplishing its mission and goals is documented and made public through a number of different vehicles and processes, and to multiple audiences. These include the internal campus community, the Board of Trustees, the Higher Education Coordinating Board, and appropriate external organizations.

Internal Communication of Results

Progress is documented and made public through a series of regularly scheduled annual reports to the Board of Trustees on the following topics: Financial Management Report (general fund, equipment, capital projects, special revenue accounts, service and enterprise accounts) in February, May, and December; Faculty Evaluation of Students and FERPA in February; Annual Staffing Report/Affirmative Action in April; Curriculum Report (trends, enrollment by program, student demand) in May; Student Activities Report (Student Life) in May; Legislative Wrap-Up Report (after session) in June; Summer Conferences/Auxiliary Services in June; Evergreen Fund Report in August; Fund-Raising/Foundation Report and Alumni Profile Report in October; Financial Aid Report (trends in expenditures for financial aid programs, nature of aid received) in October; Admissions/Enrollment/Retention Report in October; Staff Education and Training in October; Campus Complaints and Adjudication's Summary Report in October; Public Safety Report (annual crime statistics) in October; Assessment Report (student learning outcomes) in December; and Legislative Strategies Report

in December. The Board of Trustees' agenda is circulated broadly on and off campus in advance of meeting times.

Additionally, the president and vice presidents circulate campus-wide a statement of their progress toward annual goals for comment by the campus community. These goals are reviewed by the president and vice presidents in light of institutional goals set forth in the college's long-range plan each August. The president and vice presidents apportion each of the goals in the long-range plan among themselves and report publicly on progress toward each goal annually to the Board of Trustees.

The occasion of major, long-range planning DTFs presents another opportunity to compile, and present again, findings on a variety of issues. Prominent examples include the data and charts included in the June 1994 Long-Range Plan (Exhibit Room, Exhibit 1-21) and the compilation of research findings on freshman retention in the First-Year Subcommittee Report in the Long-Range Curriculum DTF Report (Exhibit Room, Exhibit 1-20).

Reports of evaluation and assessment findings are also circulated campus-wide on an ad-hoc basis (see, for example, the Fall 1996 ACE Freshman Survey Report—Volume 2, Exhibit 1-7) and presented at full-faculty meetings. Recent examples include a presentation on the College Student Experiences Questionnaire results in the provost's fall 1997 convocation address and presentation of the 1997 Accountability Plan at the first full faculty meeting of fall 1997.

External Communication of Results

Progress toward selected institutional goals is also reported publicly in externally-mandated documents including the reports to the Northwest Commission on Schools and Colleges, the Operating Budget Request filed with the Office of Financial Management, and the college's Accountability Plan, Academic Program Reviews, and annual Diversity Report filed with the HECB. The college also files a biennial academic program plan and a low-enrollment program review with the Higher Education Coordinating Board. These reviews are now filed in a coordinated format timed to coincide with the state's budget review process.

The Washington State Legislature, the Office of Financial Management, and the Higher Education Coordinating Board have each required public disclosure of quantitative measures of productivity, efficiency, and progress toward state and institutional goals. This communication takes the form of baseline measures and "performance goals." Evergreen's 1997-99 Operating Budget Request included the forty performance goals presented in Volume 2, Exhibit 1-3. Twenty-two of these measures were taken from the HECB's 1996 Accountability Report (Exhibit Room, Exhibit 1-28) in which fourteen "common" measures (reported by all baccalaureate institutions in the state) and eight "institution-specific" measures were developed. An additional eighteen measures were developed specifically for the operating budget request.

An additional set of five "accountability measures" was prescribed by the state legislature in 1996 and will be reported publicly. These measures are listed in Volume 2, Exhibit 1-5. Evergreen's 1997-98 Accountability Plan is available for review in its entirety (Exhibit Room, Exhibit 1-29). The established measures posed significant problems for Evergreen. On some measures, especially those relating to time-to-degree and student/faculty contact, Evergreen is far ahead of all of its sister institutions and there is a real issue of whether we have reached reasonable limits beyond which increases are not possible or desirable. On other measures, such as student retention, the college does not fare as well, but the state goals appear unobtainable given our long history of working on student retention. Changing the composition of

the student body by becoming more selective in admissions is one of the ways we could significantly improve freshman retention rates yet such a strategy runs counter to our commitment to serving students who are under-represented in higher education. These are not trivial issues since state funding is withheld if progress toward state-mandated goals falls below specified annual targets.

Evergreen also submits regular, public reports to the HECB on "Assessment." In this state, assessment refers to evaluation research conducted on student learning outcomes directed at improvements in teaching and learning. Because of the overlap with the commission's Policy on Educational Assessment, detailed discussion of this body of work is deferred to the section on the Educational Assessment in Standard 2. However, it deserves some mention here as another form of communicating evidence of institutional effectiveness and the use of evaluation research in planning and improvement. The format of assessment reports to the HECB since 1989 required explicit reporting on how assessment research affected institutional processes and decisions. Assessment research has been instrumental in shaping improvement efforts in the curriculum and student services. An excerpt from the fall 1996 assessment report to the HECB appears in Volume 2 (Exhibit 1-8). It summarizes some accomplishments and relationships to planning, improvements, and institutional effectiveness over the past six years. A similar report is compiled and filed annually with respect to progress in reaching the state's diversity goals.

Finally, alumni surveys provide another means of communicating institutional effectiveness. Under the framework of statewide assessment activities, each baccalaureate institution conducts a survey of its bachelor's degree recipients one year after graduation. The survey contains a set of fourteen common items asked that allows comparisons across institutions. This information is compiled by the HECB as a public record. As seen in Volume 2, Exhibit 1-9, the satisfaction of Evergreen alumni is substantially higher on ten of the fourteen common items.

Results of the Planning and Evaluation Process

One litmus test of the effectiveness of planning and evaluation is to assess the effect on resource allocation. During the past five years, results of evaluation and planning have influenced resource allocation for improvements in many different areas. The following areas are presented as significant examples:

Table 1-3
Reallocation of Resources

Activity	Objective
Electronic faculty database, providing biographies, teaching style, subject areas	Improve information for faculty and students in the academic advising process
Faculty development in active learning strategies, curriculum design, and other areas	Improve design and delivery of curriculum
Core workshops for faculty teaching in Core programs	Improve coherence and delivery of first-year academic programs to improve freshman retention
Summer institutes on technology, interdisciplinary science curriculum	Improve faculty use of technology in instruction and design of science curriculum
"Core Connectors" (Student Affairs staff assigned to first-year academic programs)	Improve freshman retention through a more seamless integration of student support services and the curriculum
Part-time studies expansion	Provide integrated outreach and retention services to evening/weekend students
Sexual assault prevention	Improve educational outreach and follow-up on assault reports
Diversity fund for campus programs	Increase activities and awareness of multicultural issues on campus
Required new student advising	Provide better information to entering students to improve program choices and retention
Summer institute for faculty on curriculum and academic advising	Improve faculty ability to provide solid academic advising
On-line course catalog	Improve access to information for academic planning
Peer academic advising	Increase information and support for academic advising through use of students

Goals, Policies, and Procedures Changed as a Result of Planning/ Evaluation

Over the past five years, Evergreen has worked systematically to examine and revise its policies and procedures in many different arenas. A list of revised policies appears below:

- Faculty Reappointment Policy
- Part-Time Faculty Appointment Policy
- Post-Retirement Faculty Policy
- Faculty Reduction in Force Policy
- Sexual Harassment Policy
- Academic Grievance Policy
- Student Conduct Code
- Conflict of Interest Policy
- Affirmative Action Policy
- Student Employment Grievance Policy
- ADA — Students
- ADA — Employees – Reasonable Accommodation
- Exempt Employee Evaluation
- Investments
- Student Activities Funding
- Workplace Violence
- Copyright
- Student Records Challenge
- Air Quality
- Public Records
- Whistleblower
- Police Standard Operating Procedures
- FERPA
- Environmental Policy

Concluding Analysis and Future Issues

On the Upside

We've accomplished quite a lot since the last full accreditation. We have planned, evaluated, and made changes to improve the quality of teaching, learning, and working at the college. An institutional long-range plan is in place. The curriculum has undergone its first full-scale review and revision since 1982. We have made scores of improvements in services to students, staff, and faculty and tidied up a host of policies and procedures. During the last five years, integration of Student Affairs and the academic program has improved dramatically. On the whole, the institution has become more evidence-based in its planning and implementation, and more systematic in its approach. More progress is being made now to link all of the planning, budgeting, and staff development processes together.

The college is deeply involved in the state-wide effort to demonstrate higher education's accountability to our students, the state legislature and the general public. We have used the results of the student outcomes assessment to make improvements in the curriculum and student services. Many of our student outcomes are strikingly positive and serve the college in continuing to make the case for our effectiveness as a public college.

We have kept up with the burgeoning demands for new information and documentation of planning efforts and effectiveness by oversight agencies and provided leadership in state-wide and national discussions of future directions for higher education.

Continuing Issues

Enrollment Growth and Student Mix

Issues related to the college's mission persist and need periodic attention. Currently, this is especially true for plans about enrollment growth. Demographic forecasts for the state indicate dramatic growth among state residents bound for college during the next ten to fifteen years. Internal and external discussions of enrollment growth raise questions about the maximum/optimal size of the college, the appropriate rate of growth, and mix of the student body in terms of proportions drawn from high schools, community colleges, and from out-of-state. Should enrollment demand exceed available spaces at Evergreen, we will need to define what "selectivity" in admissions should mean for a college that prides itself, in part, on giving a second chance to students who have failed in other educational settings.

Greater Emphases on Planning and Accountability

During the past five years, the stakes surrounding public accountability and planning have risen. The evolutionary pace has been especially brisk during the past two years. In response to calls from the governor, state legislature, Office of Financial Management, and the Higher Education Coordinating Board, plans have popped out of the institutions of higher education in this state on a host of topics. To name only a few, we have plans for the use of technology, for the recruitment and retention of students of color, for the assessment of student learning, for the use of state general funds, and for the return of state general funds held back in the name of public accountability. In each of these plans we have performance measures, sometimes developed internally, sometimes imposed externally. Presumably, the state and the institutions of higher education will take a step back from this whirlwind of activity to sort out unnecessary duplication and to introduce more coherence. At present, the dust is still settling around accountability, efficiency, and planning. There are lots of plans and lots of measures floating around. A major task before us is to sort out among ourselves, and with our various publics, which parts will be of most use to us and what areas need substantial revision.

The push for greater accountability and more comprehensive planning accentuates some tensions for the college. There is pressure for standardization across the higher education system ranging from common performance measures on five-year graduation rates to a com-

mon course numbering system to facilitate student transfers between the two- and four-year colleges. Evergreen defined itself as “outside of the box.” As a small example on the scale of things being considered, we don’t have many “courses”—as commonly understood—to begin to tag with a common number. The calls for increased clarity and predictability, which come both from within the college and from the outside, collide with other institutional values of spontaneity and flexibility. Some argue that the college has succeeded at innovation for the same reasons that make it difficult for us to produce orderly long-range plans. And yet, the challenge of demonstrating Evergreen’s effectiveness—and even efficiency—are as important now as ever in our history.

Internal issues

The commitment to broad consultation in planning and decision making at Evergreen is costly and despite yeoman efforts, participation is uneven. Decisions about who and how much to consult on different issues is always a bit baffling. Student participation remains a special challenge in the absence of a formal student government.

Enrollment growth coupled with faculty and staff retirements require considerable investment now in welcoming and acclimating new people to the college. This critical task will only get larger in the future. In the next ten years, the last of the founding faculty and many of the faculty hired during the first two years of the college’s existence will retire. This transition in “leadership” of the faculty will transform the college in ways difficult to anticipate. (See Standard 4 for more discussion of this topic.) The college attaches a high priority to individualized attention to students, faculty, and staff. Enrollment growth and rates of staff turnover raise questions about our ability to sustain this commitment and what new forms of initiation and governance may become necessary.

Summary of Recommendations and Findings

- The college should plan for increasing student enrollment with attention to educational quality. The long-range plan for enrollment growth needs to be refined and annually reviewed with respect to assumptions about program and student mix. Questions about scalability of existing organizational structures, services, and approaches need to be addressed in light of the institutional commitment to grow to 5,000 students.
- The college should continue to develop meaningful forms of participation in governance and planning.
- Evergreen should develop and implement a more integrated and less time-consuming approach to planning with better articulation of various efforts.
- The college should continue to plan carefully for staff and faculty turnover.
- Evergreen should continue to do meaningful assessment of student learning, educational outcomes, and institutional effectiveness to address local and statewide goals for educational improvement and accountability.