

for Accreditation

REPORT TO THE
NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES
AND THE COMMISSION ON COLLEGES

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EVALUATION COMMITTEE REPORT

THE EVERGREEN STATE COLLEGE

OLYMPIA, WASHINGTON

October 23 - 26, 1979

A confidential report prepared for the Commission
on Colleges that represents the
views of the Evaluation Committee

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EVALUATION COMMITTEE

THE EVERGREEN STATE COLLEGE, OLYMPIA, WASHINGTON

October 23 - 26, 1979

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INTRODUCTION

The Evaluation Committee arrived at Olympia, Washington, on Tuesday, October 23. (Earlier in the day designated members of the Evaluation Committee had visited sites of the outreach programs of The Evergreen State College in Port Angeles and Vancouver, Washington.)

On Tuesday evening President Evans and Vice President and Provost Youtz were invited to be present for the first part of the organizational meeting of the Committee to explain the distinctive features of the Evergreen program. Their presence and presentation were invaluable in preparing the Committee to frame its approach to the accreditation review.

On Wednesday, October 24, the Committee began its work on the campus, participating jointly in meetings and programs and separately in carrying out specific assignments. This process continued on Thursday, October 25, and on the morning of Friday, October 26. The Committee met at the end of each day's work, and on Friday morning, at which time it voted on and accepted general recommendations. At noon on Friday the Committee met with the President, Vice President and Provost and other members of the administration, staff and faculty to present the general recommendations.

The Committee is indebted to President Evans and Vice President and Provost Youtz for their preliminary work to help assure a constructive visit and for their cooperation and assistance throughout the stay of the team. The candor, openness and frankness of The Evergreen State College Community -- faculty, administration, staff -- were much appreciated. Finally, the Committee is appreciative of the warmth and hospitality extended to it by President Evans, Vice President and Provost Youtz and the entire Evergreen Community.

PRELIMINARY STATEMENT

It should be noted at the outset that the institutional self-study put in the hands of the Committee prior to its visit was helpful, informative and indeed excellent. The report was useful to the Committee, but it also clearly demonstrates that The Evergreen State College is a community which knows what its mission is, knows where it stands in all respects and has identified and is attacking its significant problems.

The faculty at the College is made up of highly qualified individuals and has a sense of commitment. The administration of the College continues to be able, dedicated, and competent. The staffing in student services is inadequate, and the use of rotating deans at the lower ranks of the deans continues to pose questions with respect to lack of continuity, experience and expertise. Finances follow generally applicable State formulae. The internal business operation of the College remains excellent. Physical plant, facilities and equipment are superb, outstanding. With respect to the latter problems of care, maintenance and replacement over the longer term are a concern. The Board of Trustees meets regularly and is deeply involved in policy matters affecting the College.

With all of its character, strength and capacity for constructive change in the context of basic purposes and mission, The Evergreen State College faces one fundamental problem: it is a public institution with plant and facilities capable presently of serving 4,000 students with an enrollment of 2,000 to 2,500 students. Demographic trends for the traditional college-age population are decidedly unfavorable, community acceptance has not been fully secured and continuing legislative support is subject to question. The administration, faculty and staff of the College are fully aware of these problems, of course, and have moved to meet them with efforts to attract part-time and older students, with outreach programs, with vigorous recruiting efforts, with the introduction of programs, e.g., inter-collegiate athletics, designed to attract community interest and support and with effective work with the Legislature. Such efforts should be continued, intensified, coordinated and be placed under control of the very top of the administration.

GENERAL LIBERAL ARTS AND SCIENCE CURRICULUM

Without any doubt whatsoever, the Evergreen Community -- Faculty, administrators, students -- have committed themselves deeply to liberal education. That dedication pervades the life of the college at every perceivable level to an extent virtually unknown in any academic community in the entire United States. We must emphasize that the stated commitment is not unsubstantiated rhetoric; in every action and reaction we could observe and assess, members of the college community know their commitment. They take nothing, however, for granted, and recognize that constant renewal must sustain the vigorous intellectual life of the community.

We would commend the college on several counts:

1. For bringing together and supporting an intensely committed faculty which is remarkably homogeneous, intellectually vigorous, and hard-working.
2. For encouraging in recent years extensive curricular planning which has led to detailed, integrated syllabi which clearly tell students what is expected and for what reasons.
3. For building in eight years through hard work plus inevitable trial-and-error a rigorous, solid curriculum with a very high level of intellectual content.
4. For developing out of the excitement and educational tumult of 1971-79 a curricular grid which gives structure and continuity, still encourages innovation and intellectual ferment, and explains to the students the potential of the Evergreen program.
5. For emphasizing again in every curricular format the importance of writing and language.
6. For sustaining the intellectual engagement of students and faculty, faculty and faculty, and students and students beyond limits of all but a few academic communities.
7. For continuing to emphasize the essential truth that each individual has primary and vital responsibility for his or her own intellectual development.

Such powerfully appealing intellectual commitment and purpose, together with the supporting curricular structure,

deserve high praise. We also identify a few questions which are not really criticisms, but to which we could not find satisfactory answers:

1. Is the faculty in natural sciences and mathematics gradually pulling away from coordinated studies programs with faculty in the humanities and expressive arts especially, but perhaps even with faculty in social sciences?
2. Is the non-Western component weak even beyond the understandable limitations of a smaller liberal college?
3. Would it be to the benefit of individual faculty and the college alike to pursue contacts with faculty at other institutions, now that some of the toughest, most time-consuming initial curricular work has been accomplished successfully?
4. Could more be done to encourage and promote individual student initiative in self-paced learning, exploratory research, independent study, etc.?

In summary, Evergreen has since 1974 created a praiseworthy mix of curricular predictability, clarity of purpose, intellectual ferment, innovation, profound engagement of minds and creative tension among basic studies, specialty areas, internships and the variety of curricular modes. The quality of the general arts and sciences curriculum, a remarkable achievement against fiscal, demographic and political odds, should now give the College the wholesome self-esteem to know its full worth, its limitations and its future, far more so than most arts and sciences institutions (colleges or universities) in 1979.

EUROPEAN AND AMERICAN STUDIES

Encompassing most of the humanities faculty, European and American Studies powerfully represent the best aspects of Evergreen's program: intense commitment to shared learning, alert curricular planning, concern for the use of the language, devotion to interdisciplinary study (see section on "General Liberal Arts and Science"). The faculty give themselves generously to the program, probably beyond any other subject group. We commend them and their acknowledged place at Evergreen, the more so because of failing or dying humanities at so many institutions.

We observe that the humanities faculty may, in spite of student interest and faculty commitment to many programs, be relatively numerous compared especially to expressive arts and physical sciences faculty. The humanities may, consequently, find themselves under some tension in the future if vacant positions are shifted elsewhere. Such attrition can be devastating to morale, though the small, open Evergreen faculty seems to sustain and invigorate itself across disciplinary lines. That speaks to the present success of the College's purpose.

HUMAN DEVELOPMENT & HEALTH

Basic Programs, Annual Programs and Individual Contracts

In the first meeting with faculty responsible for instruction in the Human Development Specialty area and later with students of this specialty, four basic questions were posed:

1. In what ways are students advantaged and disadvantaged by the interdisciplinary nature of the curriculum in Human Development?
2. Has the marriage of "Human Development" and "Life and Health" produced a viable "Human Development and Health" offspring?
3. Does the emphasis on relating course content and readings to the personal-social development of individual students place concepts too much inside the learner and not enough in the structure of the science?
4. Are there significant topics covered in the psychological sciences ordinarily available in small liberal arts colleges which need consideration and/or additional faculty?

The ten or more faculty of the Human Development and Health specialty presented the strengths and advantages of the interdisciplinary nature of their program vigorously and with little or no dissent. They stated unequivocally that none of the basic science concepts were given short shrift and that students emerged from the basic courses in this specialty with well-flexed conceptual muscles. In addition, the conceptual strengths were reinforced by content and processes which encouraged students to seek ways of integrating concepts. In some cases entering students were unprepared to deal with learning in this manner. However, it was suggested that such exceptions are rare and can in some cases do well in other types of learning.

Although the sample was small and somewhat skewed, talks were held with students in two coordinated study courses which were most enthusiastic about their experiences and felt

free to answer some direct questions applicable to straight social psychology as it applied to their coordinated studies. Other students, more interested in Health Careers such as medicine, were somewhat more restrained in their enthusiasm but suggested in the end that there would be medical schools or are medical schools which follow the Evergreen pattern. (This may be more of a hope than a reality.)

Several faculty raised the question addressed in the self study (p. 104) about aims. Is there an overemphasis on getting career and job skills and concepts into the curriculum with the consequent loss of academic and scientific training? In the rush to make learning meaningful and attract students, have the needs of the real world squeezed out theoretical, conceptual and academic pursuits? Both faculty and students are aware of the potential for such imbalance which suggests an open dialectic and scholarly confrontation of the issue.

Concern seems warranted with respect to the marriage of the Psychological-Behavioral Sciences with Health. The fear is that Health needs and problems may be so comprehensive and overwhelming in their intensity and immediacy that basic theory and readings in developmental, social and cognitive psychology, to name a few, may have to struggle to get into the picture. The coordinated studies in the human behavior areas are exciting interdisciplinary topics and provide ample opportunity for students to read, reflect and study the human sciences in context. If the several exposures to lectures and seminars are a true reflection of the entire experience, it would appear that the quality of the learning is first rate. In addition to the content it was impressive to see faculty leadership in seminars as catalytic participants, and students who were not only able to think ably and creatively but were sensitive to each other in a friendly and respectful manner.

There are some dangers in marrying the psychological and behavioral sciences to a professionally oriented area like health and health services, and close monitoring of the post-honeymoon living arrangements is suggested.

To answer question 3, a number of students were asked to differentiate what we thought we knew about human behavior as common sense and what we knew as valid science. There is some risk in teaching human behavior with heavy emphasis on self study and introspection. There is also some gain. The faculty and students are aware of both. A student in a seminar on Catch 22 volunteered that she didn't like the book because it made her laugh. Somehow she didn't feel it

appropriate or desirable to laugh at insanity. This provided some opportunity for the seminar leader and participants to review clinical and research data on the defusing function of laughter and tears. It is impressive to note the staff and their sensitivity to this and related issues. Students are helped to share their common sense notions, examine them in light of known psychological knowledge, replace them if need be, modify them or keep them as is. But they are highly motivated to question, to question themselves and to look to themselves with some objectivity and continued respect.

There may be some topics of significance in the psychological sciences which could be covered in contract or coordinated experiences. One mentioned by the faculty is physiological psychology which requires laboratory equipment and measurement expertise used in some psychological professions. Related to this is animal psychology which could be worked into a coordinated program if an animal psychologist were available. These are, however, not significant omissions.

In summation, the program in the psychological sciences is high quality, exciting in their formulation, comprehensive in their reading lists and course outlines, with heavy emphasis on learning to read with understanding, to write clearly and interestingly, to speak meaningfully and to listen to oneself and others respectfully. That such skills and goals are integrated into and learned in other programs as well suggests that Human Behavior at TESC is indeed a coordinated and living experience.

EXPRESSIVE ARTS

Introductory Remarks

Integrating professional performing and visual arts with a truly liberal education constitutes one of the more difficult challenges in undergraduate education. The faculty in the Fine Arts disciplines are meeting this challenge with remarkable success. Their persistence in articulating -- to each other and to students -- the inter-relatedness of various art forms with each other and with "the history of ideas, past and current social issues, and the physical and natural sciences" (Catalog 1979/81, p. 46) makes this possible. In addition, there is evidence that those individual students who are interested in developing advanced skills in a particular art form generally are able to do so.

Objectives and Purposes

The three objectives for the Expressive Arts, as stated on page 30 of the 1979/80 Catalog Supplement, relate directly to the specific programs now being offered by the area. Especially noteworthy are the recent curricular changes which provide specific and carefully constructed avenues for students to progress from beginning to advanced skills in several art forms, in grasping the commonalities and differences among several art forms, and in relating art to other expressions of the human mind. If the excellent beginning which has been made in establishing this sequence is firmly maintained over the next several years, the stated objectives will undoubtedly be achieved by most students in the program.

Facilities, Materials, Equipment and Financial Support

It would be difficult to find enough superlatives capable of describing the equipment and facilities available to the Expressive Arts area in the new Communications Building. The space for rehearsing and performing is outstanding in quality and more than adequate in quantity; the most advanced video, film, and audio equipment is readily available. Less adequate are the spaces used for studio work in painting, drawing, design, and ceramics in the Lab buildings. Faculty are aware of the problems here and expressed intent to devise solutions. Undoubtedly their efforts to analyze present space usage and allocation will bring to light some workable solutions.

Financial support for the physical resources becomes a concern only in terms of maintenance and replacement of equipment in the future. (See section of the Committee's report on the Library and Media Resources.) Financial support for the human resources necessary to take advantage of the extensive physical resources presents a problem which is mentioned below under Instructional Staff.

Faculty, staff and students are to be commended for the excellent physical condition of the Communications building. Even rooms in which a rehearsal had just been completed were clean and orderly.

Educational Programs and Instructional Staff

The aspects of the educational program which apparently have received the most attention from faculty are the Coordinated studies at the entry and advanced levels. The results of this intense work are eminently praiseworthy: faculty teams which teach very effectively together; syllabi which are exciting, extensive, rigorous; and student sessions which evidence critical thinking, personal growth, and strong motivation. Faculty identified their most pressing problems to be in the area of advanced skill development. They see this problem as a lack of adequate faculty numbers, particularly in the visual arts, and particularly in the last two years when enrollment in the arts courses has increased irrespective of institution-wide enrollment decline.

A careful analysis of the enrollment data in the arts areas (to determine the kind of student enrolling in programs and courses -- e.g., major interest, skill level, future educational plans --) will be needed to determine possible alternative solutions to the staffing problem. While the addition of several new faculty positions might provide the ideal solution, other solutions may also have to be examined in light of fiscal pressures. These may include careful planning of advanced course offerings in skill development on a rotational basis, exploration of new internship placements where additional skills may be developed, and careful choices of the advanced skill specialties which are offered. The Admissions Office should continue to be kept updated on what professional skills in the arts are not available at TESC in order to lessen student pressure for instructional services which the faculty cannot provide due to its limited size and specialties.

A minor curricular point which might be examined by the faculty as time permits is the inclusion of more non-western material in the history and theory of the arts. Aspects of Far Eastern, South Asian, African, and Middle Eastern art (visual and performing) would enrich the curricu-

lum if included at appropriate points in the development of various concepts.

Faculty dedication and leadership within the faculty deserve special recognition. This probably accounts for the high level of student and faculty morale in a situation of very tight staffing.

Students

Dynamic and creative participation in the learning process are in high evidence among students. Their enthusiasm is reflected in the kind of individual projects undertaken. Faculty advisors should find the new advising system helpful in assuring that each student receives the balanced liberal arts education espoused in the college's mission. Since most students are transfers, advisers need to study carefully with the student his/her previous educational record and achievements before a program of study is mapped out. This will assure that the present emphasis on a B.A. education continues without drifting toward a quasi-B.F.A. education.

"Research"/Arts Performance and Production

The Expressive Arts faculty appear to be highly competent in their specialties; some appear to be active in the professional practice of their arts. However, the main emphasis is obviously on teaching. In the music area, the limited number of faculty in performance areas requires that some students take private lessons from Olympia-area musicians. Long-term planning by the faculty in the fine arts should contain provisions for their own professional participation in the production of art; for many of the faculty, this is evidently a reality now. Over the long-term, this will be important in maintaining the very high quality of instruction. The presence of two attractive and well-kept art galleries on campus are helpful in this regard.

Conclusion

The arts at TESC are blessed with outstanding facilities and equipment. Faculty are dedicated and effective, and students appear to be achieving the objectives of the specialty area. Future attention needs to be devoted to problems of inadequate staffing to meet the demands of students and the potential of the facilities and equipment. In addition, long-range budget plans need to begin immediately to take care of maintenance and replacement of the extensive and expensive equipment. Careful and consistent

use of the new advising system will be necessary to help each student achieve the multiple goals of this specialty area in a balanced educational experience.

NATURAL SCIENCES

Introduction

At the Evergreen State College the Natural Sciences are offered through Basic Programs, as annual programs, in coordinated studies and group contracts and as courses or modules. Most of these programs include planning and instructional contributions made by members of the faculty who affiliate with four interdisciplinary specialty areas: Environmental Studies, Human Development and Health, Marine Science and Crafts, and Scientific Knowledge and Inquiry. The latter specialty was not included in the original Long Range Curriculum Plan (1976) but grew from a need felt by members of the faculty for a program-sponsoring area within which fundamental work in Mathematics, Physics, Chemistry and some kinds of Biology might be offered. Other scientific programs which are essentially disciplinary (e.g., Entomology, Ornithology, Marine Biology, Cell Biology -- offered as "Molecule to Organism", etc.) are offered as group contracts through the three other interdisciplinary specialties that include science components. Thus, among their programs and individual contracts, which may be written to include any scientific topic or study, TESC offers a full and rather wide spectrum of undergraduate science programs, components of which can be equated with courses usually offered in Departments of Mathematics, Physics, Chemistry, Biology, and others. The 1978/81 catalogue lists among the Natural Science Faculty 33 members whose identified specialties are Biology, Mathematics, Chemistry, Physics, Applied and Physical Sciences, Oceanography, Geology, and History of Science.

In the general area of natural science the philosophy and expectations of the institution stand the test of our scrutiny. To the extent that the demands for a certain amount of sequential learning in the sciences will permit, subject matter is handled in an interdisciplinary context. Thus the teaching permits the exploration of important connections, not only among the traditional disciplines within the sciences, but also with areas which traditionally lie in the realms of social science and humanities. Collaboration among the faculty is positive and productive, equipment and facilities are first-rate, and among the students the arts of communication, dedication to learning, and an appreciation for problem solving skills are developed to a surprisingly

high degree. There seems to be no doubt that the students who have graduated with degrees which would correspond roughly to some more traditional majors in the natural sciences have received a thoroughly adequate preparation, though often owing to some heroic teaching commitments of individual faculty members. Moreover, TESC has had extraordinary success in placing graduates in various medical colleges.

Despite these commendable successes, we perceive that problems of several sorts in the area of science education remain, the most important of which we have felt it of value to enumerate in the following narrative.

1. Objectives and Purpose: The academic programs at TESC that include natural science are consistent with the institutional statements of objectives and purpose set forth on pages 1 and 2 of the Self Study Report, but also provide disciplinary specializations in 11 areas identified on page 21 and 21 courses found on page 26 of the current catalogue. There is a fundamental dichotomy between a collegiate commitment to interdisciplinary study (centered on problems of "real" rather than "just academic significance") and the recognition that many students, especially those "considering eventual graduate or professional school work after graduation", want "advanced study concentrations within a number of specific disciplines." The problem is by no means unique to this institution, although, because of the intensity of the commitment to pedagogic integrity at Evergreen, it seems unusually intense here. We found no reason to believe that the quality of the academic programs has been seriously debilitated by the continuing discussion of curricular goals and academic purpose. The duality of objectives, however, contributes to the instructional work load of a very fully occupied faculty.
2. Financial Support: Requests for operational funds to support specific academic programs are made to the appropriate Dean by the convener, sponsor or principally concerned faculty member. Funds for program support are then allocated by the Dean and administered at the individual program level. In the absence of a Departmental or Divisional structure, there is no level of allocation of support below the Dean and the system is soundly administered. Although in many instances the available money is tight, we found no evidence of institutional inability to provide for the programs offered.

There is little or no money for activities not included in academic programs, and this has implications for faculty development considered elsewhere in our report.

3. Physical Facilities, Materials, and Equipment (Natural Science): The facilities and equipment which are available on a day to day basis in support of the undergraduate instructional program are superior to that which can be found in any institution of which we have knowledge. Equipment is modern and of the highest quality and includes a variety of spectrametric and other analytic equipment, with computer systems, and superb optical equipment with microscopes varying in quality from Nikon to Wild and Zeiss. The past five years have seen a considerable increase in the number of microscopes and other equipment items without sacrifice of quality. Students in the natural sciences at Evergreen do not use instruments traditionally considered student grade, a claim made in the self-study we found borne out by the facts.

Clearly the equipment needs of the undergraduate program are more than adequately met at the present time. In fact the potential for "hands on" experience appears to be, for one reason or another, sadly underrealized. Of course, as one would expect in any institution with good facilities and no competing graduate research programs, undergraduates are very free to utilize the equipment for projects and advanced study. However we observed only a small amount of this activity actually taking place. It was noted, both on a class-free Wednesday, as well as on a day when seminars and lectures were in progress, that a surprisingly large percentage of the laboratory and workshop space was not being used. Moreover, it is recognized by staff members that a large amount of very advanced equipment is, because of lack of research activity, almost totally unused. The scanning electronic microscope, an exception to this generalization, continues to be well-used.

Equipment which is actively used seems well-maintained. This is done to some large extent by contract with outside firms which is, unfortunately, an expensive alternative to proper in-house repair facilities. Moreover, because much of the equipment dates back to the early days of the institution, much of it is coming close to the age at which scientific instruments become obsolete and/or unrepairable. As there are no plans for equipment replacement there is a grave potential risk for

the science areas not to be able to uphold the Evergreen goal of teaching for relevance and "real life" application. At the present time, however, the major deficiency appears to be some recurring difficulty in obtaining expendable material.

4. Educational Program (Natural Science): There are no "majors" per se in the Evergreen system. Hence there are no specific program requirements. Catalog offerings may vary from year to year though a certain number of key programs have been more or less stabilized in recent years, albeit with some fundamental changes which permit increased flexibility. As an example of the latter, the coordinated study Matter and Motion now accommodates students who have already had certain segments of the subject matter and wish to complete work only in limited areas, such as general chemistry. There is also a growing sentiment for increasing the use of special modules in science, instead of contracts, for advanced topics, such as in mathematics. Some of this evolution towards more traditional forms of education may indicate that the "pure" Evergreen model may not be as fully applicable in natural science as in other areas. This model, however, seems to function extremely well in the context of introductory studies.

Programs are usually generated by ad hoc groups of faculty in the year preceding their introduction into the catalog. (Provision is made for student-generated programs.) These are then assembled by the appropriate Dean who, after examination for duplication, appropriateness, etc., selects a slate of future offerings in consultation with the faculty. There appears to be some dissatisfaction with the way this procedure operates in a few cases. Revision of programs is also handled in this manner.

There is a provision for regular program evaluation by the students in the program. These are given to the faculty members involved, and the opportunity for review is not always accepted. On the other hand, evaluations of faculty performance in each program are a regular component of the overall student/faculty evaluation process. These are given to the appropriate Dean and comprise a continuing evaluation of program as offered by particular faculty members. There as elsewhere in the overall process of evaluations at Evergreen, there is unusual thoroughness and attention to detail.

5. Students (Natural Science): Despite a lack of a formal advising system in the past, fairly balanced program undertakings seem to be the rule in science. The laying out of prerequisites in the catalog has been of help in this case. The use of student portfolios as an aid to informal advising by faculty members has broken down in many cases, due to inadequate maintenance of these portfolios on the part of students. The main guarantee for reasonable balance between narrow specialization and superficiality owes itself to the attentiveness of faculty in accepting contracts.

As for student performance, the major leverage against totally inadequate performance is the withholding of credit. Faculty seem to feel this approach works well. Faculty appear to be aware of the placement and future fortunes of their graduates, mainly through informal contact.

6. Instructional Staff: The instructional staff in the natural sciences includes 33 persons, all but one of whom holds the Ph.D. degree. Five (5) members have their highest degrees from the same institution (Oregon State University), but the total number of institutions represented by Ph.D. degree holders (20) is impressive and includes many of the most prestigious universities. This faculty has published widely and some continue to do so, despite the overwhelming institutional commitment to and the heavy demands made by undergraduate instructional programs.

Staff additions are, at the moment, a moot item, for none are immediately contemplated in the natural sciences. From an administrative point of view, allocation of faculty positions and selection of faculty are the responsibility of one of the senior Deans.

The Evergreen faculty has rejected academic rank and tenure in favor of three-year, renewable contracts. There is adequate or even excessive evaluation to keep members well informed of their status. Faculty salaries generally are higher at TESC than at the regional State or private universities in Washington (although, not at the highest professional levels). Salary increments based on length of service have been made regularly. We found morale in the natural sciences to be high, but problems evidently unrelated to personnel policies or security exist.

At the time of our last visit to TESC in 1974, there were 34 faculty members in the division now called natural sciences, and 62 in other areas (self-study, page 163). There now are 33 natural scientists and 94 others (1979-81 catalogue). What had been perceived as an excess number of scientists, especially biologists, has become, instead, a deficiency. Because of the popularity of programs with entire or major biological components, Biology is now an impacted area. Since programs must be offered, however, faculty members have been pressed into service to an inappropriate extent in areas for which their training does not suit them. We found evidence in records and in interviews of entomologists teaching botany, physicists teaching mathematics, oceanographers teaching marine biology, and other, less-than-ideal assignments. Both biology and mathematics seem to us understaffed in relation to current program demands of students (also see self study, pages 158, 159). Faculty who accept assignments for which they do not feel fully qualified (and, in one instance, of very short notice, was not even adequately prepared) are justifiably concerned. In a system in which their faculty lack the assurance of tenure and are evaluated regularly by students, accepting such assignments amounts also to jeopardizing positions. This, however, is our assessment, not that of any TESC faculty person. Their concern is that they poorly serve students by teaching in areas of marginal expertise.

7. Administration: At TESC the Interdisciplinary Specialty Areas have Conveners who are elected on a rotating basis by the Dean.

Professional development of TESC faculty, particularly those in the natural sciences where recognition is maintained primarily through research, publication and participation in national and regional meetings, is a matter of concern to the committee treated more fully elsewhere. We found the institutional limitation of support for research to be, in our minds, an especially serious deterrent to faculty development and inconsistent with published statements of involvement of students in research (see catalogue, page 40). Without institutional support and seed money, activities not directly related to instructional programs cannot continue and without continued activity, there is no "faculty research" in which students may participate.

8. Conclusions: The ultimate assessment of an academic program must be found in its students and graduates. We found, after talking to Evergreen students, after examining summaries of the academic careers of graduates, after sitting in seminars, attending lectures, and visiting in laboratories, after reviewing records of the success of prior Evergreen students in medical, dental, other professional and graduate schools -- precisely what we should have: that the combination of superb facilities, a superior and extraordinarily dedicated faculty, and possibly the most coherent and best understood educational philosophy in our experience had, indeed, attracted and nurtured bright, articulate, scientifically literate, professionally competent, liberally educated young men and women who reflect favorably on their institution and on the environment of enlightenment in which they and The Evergreen State College grew.

POLITICAL ECONOMY

The Political Economy faculty have admirably met the goal set forth in the Long Range Curriculum Report of providing a "coherent, well-advertised, stable set of curricular offerings." There is ample evidence in the Self-Study in program announcements and syllabi, and from testimony of faculty and students of careful planning done with an eye to balancing interdisciplinary aims and freedom of choice with a need to provide some curricular predictability to students.

The most impressive sign of the success of the Political Economy Specialty Area Program is the enthusiasm and dedication of the faculty teaching in the area programs and the nearly universal acclaim of the students. The lectures and seminars were lively and conducted, sometimes by faculty and sometimes by students, at a high level of discourse.

An outsider begins with an initial skepticism about the ability of so thoroughly an interdisciplinary curriculum to provide adequate preparation in the disciplines. This skepticism is reinforced somewhat by the statement in the Self-Study that the faculty seek to help students "master the disciplines of economics, political science, sociology, and history" in addition to other goals. Conversation with faculty reveals a somewhat more realistic goal -- that of preparing students for a variety of career options requiring disciplinary preparation in a context of critical inquiry. What measures are available indicate a high rate of success. Career Planning and Placement reports show a very satisfactory employment record and record of further study for all college graduates with a proportional representation of students placed in areas related to Political Economy -- especially the law and graduate work in Economics. Current records do not permit the measurement of the success of Political Economy students per se because no specialization is indicated on a transcript. The Self-Study recognizes the need to know more about how well the specialty area prepares students for future educational and career opportunities. (Recommended: That the faculty in the Political Economy Specialty Area, in cooperation with the Career Planning and Placement Office, systematically collect data on students

they identify as Political Economy specialists with regard to performance on standardized tests and with regard to further education and employment. This information would be useful not only to satisfy skeptical outsiders but to serve as a measurement of their own efforts.)

The self-study alludes to a shortage of staff, particularly of a radical political economist, as one reason why the curriculum is as limited as it is. It is not appropriate here to venture a recommendation as to the allocation of additional faculty to this segment of the faculty nor to suggest what kind of appointment should be made were it possible to make one. It might be appropriate, however, to point out an area of the curriculum that is inadequately represented given the stated goals of the specialty area. That area is non-western political economy. The desired "cross-cultural milieu" has not yet been achieved. There also seems to be small enrollment in the Third World Studies group contracts and coordinated studies when offered. One solution to this problem might be to integrate some of this material into the advanced coordinated programs.

Another stated goal of the specialty area is to provide students with some insight into the application of theory to contemporary problems. One way in which that is done at the Evergreen State College is through internships. The Career Planning and Placement office estimates that more than half of the students identifiable as specialists -- Political Economy and related areas -- have an internship as part of their educational experience. Neither the Self-Study nor the Catalog Supplement 1979/80, however, indicate that internships are a planned part of the Political Economy curriculum. (Recommendation: that the specialty area planning group bring this element of the Evergreen experience into focus as it affects students in the program. However planned and administered, this element of the Political Economy curriculum is a natural fit, particularly given the proximity and easy access of Evergreen to state and local government.)

Basic Programs

The institutional self-study report recognizes the centrality of Basic Programs to the mission of the college. It also acknowledges some current difficulty in finding "enough faculty who want to teach in basic programs." Several explanations for this problem have been given. One of them -- that faculty energy in the last three years has gone into the development of specialty areas and that

basic programs have consequently suffered -- may well correct itself with a renewed commitment in the years ahead. Another explanation -- that specialty areas and annual programs tend to be planned first -- suggests that careful attention needs to be given to the simultaneous planning of all parts of the curriculum.

The "Summary of Problems Facing Basic Programs" found in the self-study provides a very full agenda for some group in the year or two ahead. Faculty in all parts of the college confirmed the concern stated there that Basic Programs need a further concentration of planning effort. Faculty also felt that considerable progress was being made. (Recommendation: that the recognition of this problem now present be turned into careful planning so that Basic Programs indeed be central to the mission of the college.)

MANAGEMENT AND THE PUBLIC INTEREST

The program in Management and the Public Interest at The Evergreen State College appears to be soundly conceptualized and realized. The self study (p. 114) reports goals which were found to be alive and well in the minds of both students and faculty who were interviewed.

A cursory review of papers by students revealed very practical orientations (e.g., workmen's compensation, public school funding, and an office personnel problem) and the interdisciplinary element in practice. These were the first two goals. It is harder to generalize about the achievement of secondary goals such as communication, analytical, and critical skills but conservatively speaking no deficiencies were observable.

The offerings of the task group were perfectly consistent with stated goals and with the all-college curricular plan. A "half-time" evening module recognizes the overall needs of the community and the need of the college to appeal to more students. Planning for an M.P.A. program which, if approved, will be available next fall continues this evolution. The faculty is convinced that it is a continuing and natural evolution or extension and not something which will threaten "the Evergreen way" of doing business.

The MPI faculty is a well educated, competent group of teacher-scholars. They represent disciplines appropriate to the focused but still general topic with which they are working. Good graduate schools are found on their vitae and numerous publications -- this in spite of a dedication to the teaching function which would seem to exclude all else.

A chapter signed by members of the faculty to be effective 1979-80 lists twelve topics to be treated. They are:

- American Business, Government, and Society
- Studies in Political Economy of the Late 19th and 20th Century
- Principles of Microeconomics
- Principles of Macroeconomics
- Financial Accounting
- Managerial Accounting
- Corporate Strategy and Policy
- Organization Theory
- Public Finance
- Organizational Behavior
- Managerial Finance
- Marketing

Topics like these -- all from the lower division program -- are developed with greater depth at the upper division level. That they are treated at both levels is not to be doubted, but the extent, breadth, and depth of coverage cannot be measured adequately at any given moment and certainly not as a product of an accreditation visit. (Perhaps more attention could be given to the assessment of outcomes by the faculty). The syllabi which were examined seemed to be entirely suitable and adequate.

This is a teaching institution and one would expect to find sound pedagogy. One does. Students, at the upper division level at least, know and use standard and sophisticated sources. The case method and, of course, the seminar are standard vehicles for instruction and learning as are papers and projects. (One group project involved analysis of a major personnel problem in a giant corporation with nearby headquarters and turned out to be one of professional caliber offering real solutions.)

Competent and dedicated teachers though they are, the faculty lives professionally in a precarious position sometimes or in some cases unable because of the pressure of teaching to maintain themselves as producing "marketable" scholars. They feel relieved of pressure to publish but a partial deprivation of opportunity to publish is a reciprocal. Some hold that relief from this pressure enables them to concentrate in a long run scheme on significant publication instead of padding vitae with trivia.

Encountering a faculty composed of representatives from several different traditional disciplines, the visitor is inclined to wonder how specialized scholars feel about teaching outside their areas of primary preparation. To some extent they are challenged by it and enjoy the learning from colleagues in quite remarkable faculty seminars. Another answer lies in the contention that they are rarely found to be working in areas of lesser competency. The professors contend that they are normally teaching selected topics from their own fields in juxtaposition with related topics from related disciplines. The composition of the resulting "package" may be unconventional, but the several parts have the same validity as if they were found in their conventional academic array. This is a very persuasive interpretation.

The validity and integrity of the whole MPI program is observed in other ways. A deeply committed, enthusiastic faculty exhibiting joy and collegiality in their work with a "turned on" intellectually exciting group of students is, when observed, a most compelling demonstration. It would appear that where there are problems in this enterprise they have been identified and are getting proper attention. Accordingly, there are no specific recommendations here.

NATIVE AMERICAN STUDIES

(AND RELATED AREAS)

From the self-study provided, we understood that programs at The Evergreen State College would be different from those at other universities. Certainly the Native American Studies program is no exception.

Philosophy

The Native American Studies program is divided into two very distinct parts. One part (incidentally, the more structured) is designed for non-natives who are interested in learning more about "Indians." The other part is designed to assist the Native American students. The two parts address different needs and have been separated for some time.

The Native American program is like unto an "Indian Education Program" in that it seeks to provide an alternative to the more conventional methods of learning found on this (TESC) campus. The program is individualized for each student and is built around the needs of the student, supported by a teaching team. Because of the nature of the program it is extremely difficult to pre-plan any programs for students. The planning develops as the student and the teaching team agree upon certain learning experiences and the desired skills. From this point the learning experiences are then developed.

Evaluation

There is no question but that the College is able to do what it professes in its philosophy to do. The program has been very successful in providing the learning experiences for students which were basic to good learning, but has also been successful in bridging the gap between theory and practice, while making good use of the student's prior knowledge. The program requires much individualized planning and work, but has proven to be most successful.

Native American Program

The "off-campus" experience has proven to be most beneficial to the development of the Native American students in the program. The tragedy is that much of the strength, the facilities and the development of the "on-campus" program is missed by these students. In addition, the life-learning/life-living experiences in inter-race relations is weakened by the loss of interaction by these students. It seems that it would be mutually advantageous for all students if there were more "on-campus" involvement on the part of Native Americans.

Race Relations

This can be an area where tension is most evident. Much of the past turmoil seems to have been cleared up following settlement of a class action suit filed by members of the faculty. There did, however, seem to be a few issues still remaining which may need to be reviewed. The minority faculty seem to be generally pleased with the direction of the college and with working conditions in general. They expressed a hope that the TESC would continue to strive to achieve their goal of 25% minority hiring. Of other issues presented, there did not seem to be an issue that could not be resolved. We suggest a continued dialogue with minority faculty.

LIBRARY-MEDIA SERVICES

There has been much positive change in Library-Media Services in the last five years. The Library meets or exceeds all basic standards, except for professional personnel. One notes marked improvement in many areas of Library Services, and the College and the Library staff are to be highly commended in many phases of operation. To give context to our comments, it should be noted at the outset that the library receives better support than that given elsewhere in the State of Washington, and that the number of volumes acquired for the library is up to national standards.

A. Commendations

1. There is marked improvement in administrative areas which were formerly causing concern.
 - a. A Management Team Concept has been implemented and is functioning well.
 - b. Technical Services, operating with minimum personnel and under budgetary restraints, processes, catalogs, and shelves new acquisition in 3-5 days, -- a process which formerly took 3-6 weeks.
 - c. Circulation and Media Loan, to cite specific examples, have initiated computer controlled procedures which have vastly improved all operations.
2. The entire Library Staff has done and continues to do a magnificent job, with a minimum of personnel, in meeting user needs and demands.
3. The entire book collection continues at a satisfactory level, despite budget cuts.
4. The Library is an attractive place to which both students and faculty come. All reports indicate that patrons receive satisfactory service.

For the most part, the Library has satisfactory facilities, sufficient holdings, adequate accessibility for clients. Budget and Staff could be better. Our observation is that the Library meets all requirements for accreditation.

There are, however, some areas in which we express concern, areas which should be brought to the attention of the Administration for future consideration.

B. Concerns

1. Budget

- a. The Library budgeted allocations were cut 5%. This, coupled with inflated costs of materials, salary increases, and unfilled positions, has created some rather difficult situations budgetarily.
- b. The largest percentage of the Library budget is devoted to Salaries, and Benefits. Only 21.5% of the total budget is actually spent for new materials (\$247,000).
- c. Acquisition of new volumes has steadily decreased the last three years -- from 11,000 to 8400, to 5400. This is disturbing.
- d. In the last three years, an average of \$7800 per year has been spent for rental of films for Academic programs. Perhaps this \$24,000 could have been spent for purchase of films?
- e. There is an alarming decrease in the dollars expended for media materials. This year only 3% of the \$247,000 spent for materials is being spent for non-print materials. This appears to be a dangerous trend which is only furthering an already somewhat imbalanced collection in terms of print vs. non-print materials.
- f. Nearly 11% of the total budget is spent for Administration of Library Services. This appears to be a comparatively high percentage.
- g. Costs continue to rise; user demands continue to increase; yet adequate support is not forth coming.
- h. Media Services does not appear to be adequately funded in proportion to the total program.

2. Staff

- a. The most urgent concern is that there is not now a single professional media person on the staff. The Associate Dean works almost entirely with Budget, Inventory, and other College assignments. The para-professionals and technicians must function without the leadership of a person trained and prepared in Media Services.

- b. There are also serious professional personnel shortages in both User Services and Technical Services. Each of these departments needs at least one additional professional person.
- c. There appears to be erosion of the joint Library-Media concept; a concept which was excellent at the start, but which now appears to be in danger.

3. Facilities

- a. Although the facilities, nearly 80,000 sq. ft. are by and large quite adequate for the size of the College, there are some concerns about Space Utilization.
- b. Quarters for Media Loan are severely cramped.
- c. Periodicals, and Circulation are cramped.
- d. There is a need for a Listening Center.
- e. All of these conditions, along with some others, are creating a security problem, a loss factor (in both materials and equipment) and a subsequent Inventory Control Problem.

4. Equipment

The great majority of all equipment was acquired under Capitol Fund expenditures nearly ten years ago. Much of it is wearing out or has exceeded its useful life.

- a. There is a heavy need for Equipment Replacement Funds, especially in the Media Area.
- b. There does not appear to be adequate technical help to maintain and repair all media equipment on campus, and there is the danger that preventive maintenance will give way to crisis repair.

5. General

- a. The "Faculty Burnout Syndrome" is evident in the Graphics Department. At least two Graphic Artists have left because the heavy workload, (largely devoted to administration rather than instructional or academic tasks and projects) has been impossible to handle satisfactorily.

Graphic Artists tend to be creative persons who get job satisfaction from creative work rather than producing posters. It appears that this problem will continue so long as this area is required to do the printing type jobs for the College.

- b. There are little or no funds available for professional development, or "renewal-type activities."

C. Recommendations

1. The Library Staff, the Dean, and the Management Team, should review the internal allocation of funds. Administrative costs should be reduced.
 - a. In view of the fact that the Coordinator of Media Services will next year return to Library (Print) duties, a professional Media Person should be hired to fill that position and head that unit.
 - b. More funds should be allocated to the purchase of Media software in an attempt to restore a better balance to the overall collection.
2. The Administration, in its allocation of funds for Library Services, should be aware of the eroding purchasing power which inflation causes and the subsequent negative effects this has on the entire operation.
3. The Dean of Library Services should investigate more efficient ways of Space utilization. It is our understanding that a study is underway. This should be prepared and presented as soon as possible.
4. If new positions are not possible, some examination should be made to shift personnel for more efficiency.
5. Equipment Replacement funds must be made available to prevent serious operational problems with equipment. Adequate repair and maintenance help must be available to provide regular preventive maintenance.

6. The Graphics section should devote the great majority of its time, resources, and talents to academic and instructional programs and projects, and a minimum to administrative copy.
7. The concept of merged Library-Media Services should be re-examined in terms of the existing and emerging objectives of the College, to determine whether it is still a viable concept.

STUDENT AND ENROLLMENT SERVICES

The College is fortunate in its Student Services Staff. We found them to be an extremely competent, hard-working group. They showed understanding and appreciation of the educational goals of the institution and a high degree of commitment to work in their area to support these goals. There has clearly been a belief in the importance of an integrated staff with a sense of shared purpose, who will work together to provide the best possible service for students. We saw much evidence of cooperation, good will, and mutual assistance among the Staff, and we saw evidence also of positive response from students.

We visited almost all the Student Services offices:

- The Dean's office, Academic Advising, Career Planning, and Placement, Counseling and Health Services, Recreation and Campus Activities, Financial Aid, Third World Coalition, Admissions, Registrar, Housing -- and found the locations attractive, the people friendly, the spirit good. We will not comment on each individually, but want to emphasize our pleasure in the visits and our respect for the group.

The Staff believes, and we support this belief, that their work is of vital importance to the College as it faces the challenges of the immediate future. They have always been deeply involved in the implementation of the College's goal to foster the unity of the personality, to develop whole persons. Now, more specifically, the Admissions Office is clearly in a key position in the drive to increase and sustain enrollment, and has already taken major steps to work with faculty and students toward this end; the Academic Advising office is giving important leadership and direction to the new all-college Faculty Advising program and should monitor it in the future; the office of Career Planning and Placement is responding to the requests of many members of the College Community to increase their understanding of the career opportunities made possible by the Evergreen program and has been developing new workshops and program to demonstrate this potential; the Director of Recreation and Campus Activities is almost fully absorbed in the attempt to build the new intercollegiate program.

To do their work in these and other areas effectively, the Staff needs the respect of, and must work closely with, members of the faculty and other members of the administration. The present staff has, on the whole, achieved good relationships with these groups. It has developed valuable

interaction in the faculty, for example, in projects of the Academic Advising Office and the Office of Career Planning and Placement. The present administrative structure, however, does not indicate the level of responsibility of the staff, or encourage the necessary relationships. We underscore the need for visibility, recognition, and support of the Student Services Staff, and in particular believe it important for the College to consider a shift in administrative structure which would place the Office of Student and Enrollment Services in a position reflecting its present responsibilities. Furthermore, some offices, such as Housing, Recreation and Campus Activities, and Third World Coalition, feel artificially isolated in the present structure from the Student Services offices with which they work most closely. A change in over-all structure could include a different placement of these offices.

We have been impressed with creative and responsible way the Staff has responded to the budget limitations in the last few years. They have adapted in a variety of ways and have continued to provide good service. In our view, however, the Staff is now stretched very thin in some essential service areas. Further cuts would be very serious, and the existing need should be clearly recognized in budget discussions in the future. The efforts to increase enrollment are of course adding to the pressures in these offices, and can only make the problem even more urgent.

A few other comments may be helpful. First, we are under the impression that there have been difficulties in implementing the Academic Standing Policy which is designed to insure that students who fail to complete their work for credit will after due warning lose their privilege of registration. We think it important that the matter be studied, the reasons for the difficulties understood, and necessary steps taken to carry out the policy as outlined. The Dean of Student and Enrollment Services should be involved, both in the selection of those to be included in the study, and in the implementation procedures.

Difficulties of this kind are of concern because of the importance of clear and fair treatment of students, but they also impinge on other matters of importance to the College. The College is now making vigorous efforts to increase enrollment, and it should be remembered that this can be accomplished by reducing attrition as well as by increasing the number of new students. The Student Services Staff would be in a position to be helpful to some students in difficulty if they had adequate and timely knowledge of the initial failures.

Furthermore, both the Financial Aid Office and the Veterans Office are under legal obligation to report promptly

any change of status of a student who is receiving financial aid. Delays in filing evaluations or progress reports, or delays in transmitting information to the Financial Aid Office, may mean that a student will receive aid when he or she is no longer eligible. Many instances of this kind place all institutional funds in jeopardy. In any case, the general problem of internal communication of these matters merits some detailed study.

We should mention also the reports we have received that many Third World students feel considerable alienation and isolation within the College. We were not able to talk with many minority students ourselves, but if the reports are correct, the problem is a serious one which needs attention. The lack of adequate support staff for Third World students is evident. The limited staff which does exist feels isolated and therefore ineffective. Furthermore, we understand that the Learning Resource Center, which has potential to be very helpful to many students, is limited now in its capacity because of scarcity of funds with which to provide tutors. We stress the need for serious consideration of these questions.

Students we saw on the campus and in the dining halls were a joy to meet. They show an enthusiasm for the College which is heartening, and discuss the education they are obtaining in terms which make vivid the College's stated goals.

OUTREACH PROGRAMS

Vancouver

Programs like TESC's at Vancouver have inherent difficulties. They have generally appealed to a student body fully committed elsewhere, to work, to family, and to pre-existing patterns of existence. They operate with either temporary full-time or part-time faculty. Their library resources are thin at best. The courses come and go at the will of the marketplace. Competition is tough. The commitment of the "home campus" to make the programs work is frequently in doubt. All of these characteristics except the last Evergreen's Vancouver outreach shares. In spite of this, the program has dramatically affected a goodly number of students whose baccalaureates are finished or are in progress. That solid liberal education can happen under these circumstances is a tribute to the students, to the administration and faculty, and to what might be called "the Evergreen way."

The Vancouver students, by unanimous testimony, have been willing to exceed and excell. They have worked at forced draft and probably can do so only because the intense experience is of limited duration.

The faculty, too, has operated "above and beyond." Driving 4,000 miles between Olympia and Vancouver is one small example. Students press into territory not quite their own, or even their own state's, in search of the books they need. One two-year topical program has ended and another is beginning. The alumni of the former turned out in significant numbers to tell the evaluators how important the program had been to them and what a change it had made in their lives. Their sincerity was not to be doubted.

In another sense, the faculty press into territory not quite their own, but this is the Evergreen way. Looking at Vancouver's 1979-81 program, we see a "management and the public interest" venture offered without the personnel resources of the home campus behind it. This is challenging to all hands, but it would seem that they are rising to meet it.

"Management and the public interest" calls up images of M.B.A. and M.P.A. programs and their undergraduate counterparts offered in professional schools. If one looks at the Vancouver outreach, it must be remembered that these images are inappropriate. Vancouver outreach is really liberal education with a topical focus and it is that focus

which makes it possible to do the job with a handful of unspecialized or underspecialized faculty. That focus, more thoroughly developed at the M.P.A. or M.B.A. level, would call the program into question unless it were buttressed with appropriately specialized faculty members.

Port Angeles

TESC initiated the "outreach" degree program in Port Angeles only in October, 1979. College personnel, obviously learning from their experience at Vancouver, planned the program with utmost care. Administrators at Peninsula Community College encouraged the new program, and surveyed the population base regarding interest and possible degree emphasis. In addition, TESC vigorously cultivated local support through organized groups, alumni, and an energetic program assistant located on the site.

The entire effort, at so early a stage, is to be commended. The faculty (two regular TESC faculty and two adjunct faculty) teach what appears to be a half-unit coordinated studies (8 credits) plus workshop, tutorial and seminar options which make possible a total of 16 credits. Certainly the curriculum initiated by regular faculty seems the equivalent of curriculum at TESC: interdisciplinary with intense faculty-student engagement; a rigorous format which includes reading, writing, analysis, discussion.

The two assigned faculty in 1979-80 have committed ample time to teaching and advising. They and Peninsula Community College officials recognize eventual difficulties about adequate library resources, and have planned accordingly. With the profound commitment evident in faculty, administrators, students, and hosts at P.C.C. the program should be successful.

TESC has wisely committed itself only to a two-year program, and plans to admit in 1979-80 only those full-time students who could reasonably finish the B.A. program by 1981. Early in the 1980-81 Academic year the college officials will evaluate the program and make a decision about 1981-83. Thus, TESC will not raise too many expectations locally, and will not expend its scarce resources on futile commitments beyond Olympia.

The College has wisely and cautiously extended itself to a fairly distant portion of its region by initiating the Program at Port Angeles, though the feasibility of the program cannot be known so early.

CONCLUSION AND RECOMMENDATIONS

It is evident to the Committee that the Evergreen State College is a significant educational resource and offers a valuable option in undergraduate education for prospective students. No report of this kind could include mention of all the commendable aspects of the institution, but we offer the following as indicative of what we found:

- Faculty, administration and students have made a different educational system work well. Institutional goals are clear, and constructive adaptation has been made and continues without losing sight of them.
- The spirit, commitment and excellent collegial relationships of the faculty are obvious and outstanding.
- Students are able to discuss the institution and its objectives and program clearly and demonstrate that the institution in practice is consistent with catalogue rhetoric and description.
- The administration of the College has been strengthened and is obviously accountable. The Committee is impressed that the Evergreen spirit touches everyone, including all levels of the administration and staff. For example, the efforts of the student services personnel are heroic.
- The development of specialty programs has improved the articulation of the educational program and has made it more predictable for students.
- The quality and enthusiasm of student participation in classes are remarkable.
- The commitment of faculty and students to mutual learning and the successful realization of the process are apparent.
- The plant and facilities are excellent, and are excellently maintained. The cleanliness and absence of litter on campus and in campus buildings bear testimony to a sense of community.

The committee would also make the following comments and recommendations for consideration:

1. The time and intensity of teaching obligations cause problems in professional development, i.e.,

keeping current with developments in the basic discipline that members of the faculty contribute to the interdisciplinary efforts. It is recommended that discipline-based or interdisciplinary research be encouraged, and that contacts with colleagues elsewhere and participation in professional meetings also be encouraged. In view of the limitations imposed on the sabbatical program by State law and regulation, it is recommended that unpaid leaves or exchanges for faculty be encouraged where possible and appropriate.

2. Staffing of the faculty is out of balance, with shortages in some areas, e.g., the sciences, and excessive in others, e.g., the Humanities. The problem cannot be solved in the foreseeable future by expansion, and mobility between fields and the use of temporary appointments are not an adequate response to the problem. It is recommended that a planning process be undertaken to lead to a better balance in staffing to meet the demands of the future.
3. Plant and equipment are excellent, but there are problems in the care and maintenance of the latter. It is recommended that the program for care, maintenance and repair of equipment be improved.
4. There is presently a severe strain on student services and on the highly motivated and competent personnel in student services, a strain which would be exacerbated by further cuts, and could well be compounded with higher enrollments. It is recommended that the administration acknowledge existing strains and prepare to take remedial action upon the availability of funding.
5. In the lower ranks of academic deanships, a rotating system with short terms has been maintained. Considerable dissatisfaction has been expressed by faculty with respect to this system, and it is recommended that the practice be reviewed in conjunction with a survey of faculty opinion and experiences.
6. The institution places its hopes for a stronger future on increased enrollments. It is recommended that planning with priorities for the contingency be undertaken. The imperative of such planning is dramatized by the increase in part-time enrollment.

7. As noted, the future of the College depends heavily on increasing enrollments, the prospects for which would be greatly enhanced by improved and more accurate perceptions of the College in the Legislature, in the surrounding communities, in the secondary schools, and among the general public. Continuous, systematic and coordinated programs in these areas are essential, and it is recommended that consideration be given to the regrouping of these functions with direct leadership from the highest levels of the administration. The College has an excellent story to tell to all of its constituencies, and it is recommended that it proceed to do so positively and aggressively.