

June 12, 1981

PROGRESS
CHECK
11/81Introduction:

As part of the Enrollment Coordinating Committee (ECC), a Retention Task Force was formed in February to develop recommendations to improve student retention at Evergreen. The final recommendations were to be submitted to the ECC for review and consideration, and also to the President's Cabinet for budget considerations, and the Board of Trustees as part of the College Enrollment Marketing Plan. A structured process was followed in order to complete the Task Force work before the end of spring quarter. Our early meetings were spent hearing a series of presentations from knowledgeable colleagues to identify issues.

Our next step was to design a set of data collecting instruments, including; a survey to be forwarded to former students, an interview process for current students, and a questionnaire for distribution to faculty. Once we finished our design work we mailed out survey forms, distributed questionnaires and spent several days interviewing students. As a result we obtained responses from forty five faculty (approx. 35%), 161 former students and alums (from those enrolled through Spring quarter 1980), and conducted 252 interviews of current students. The data collected was then summarized and gave our committee a healthy chunk of data on which to build our recommendations (see appendix). In putting together our final report we combined the survey project results with our collective gut. The data was particularly helpful in formulating recommendations that focus on, rather than run counter to, expressed opinions.

Before proceeding with the next step of committee work, we developed a set of goals and broke down into subcommittees to develop a series of recommendations in response to these goals.

1) Academic Program and Advising -

Goals: To develop a plan that will support the basic educational mission of the college by emphasizing ways to coordinate activities within academic programs with activities of academic support systems. To consider issues relating to curriculum structure, program design and faculty activity, and to submit recommendations about these to the curriculum DTF that is to be formed in the Fall of 1981.

2) Social Climate and Environment -

Goal: To develop a plan that attends to major influences within the campus environment that affect student lives. A plan that supports the integration of personal growth and formal learning in a healthy, responsive environment.

3) College Services -

Goal: To develop a plan that will provide high quality, accessible, timely, and individualized services. Services designed to have a positive influence on all phases of a student's college experience and cooperation among all college units.

Members were assigned to subcommittees according to their interest and experience. Subcommittees spent their first few sessions analyzing data, isolating major problem areas and generating ideas for solutions. The majority of the work involved in developing recommendations was accomplished within these subcommittees. The final few weeks were spent in the full committee discussing, revising and adopting the final report.

The final report is organized into four sections. The first of these sections provides details on two vitally important general recommendations that in one case represents combining pieces from each of the subcommittee reports and in the other allows us to establish an on going process for monitoring retention efforts. The remaining three sections of the report are aligned to the subcommittee structure. The vast majority of our recommendations need to be accomplished prior to or during the course of the next academic year. Following the series of recommendations we have attached our best estimate of costs and summary of data from our survey project.

Our final report represents what we believe to be a series of related recommendations that can increase retention. Any one piece may have little impact but as a package they should make a significant difference.

What we need now is approval of this report and, in some cases, financial support so we can begin implementation.

I. GENERAL RECOMMENDATIONS -

Introduction:

Adjustment to Evergreen can be difficult for even the most stable, well prepared students. Few students have the kind of personal and educational background that can serve as a reference to support a smooth transition into the Evergreen environment. If students manage to work through making all adjustments, they are faced with the challenge that is often confusing and frustrating, of designing their own undergraduate educations. Survey results indicate that large numbers of students have real difficulty adjusting to the campus environment and taking charge of directing their own educational planning. It is clear that Evergreen must be experienced if it is to be understood. However, Evergreen needs more explanation. Although pre-fall quarter events and new student check-in play an important role in the entry process, only a certain amount can be absorbed when inundated with huge chunks of new information. Our committee firmly believes that periodic and timely information spread out over a few months will have a pronounced affect on students' adjustment, represents a more effective use of staff and faculty time, and will help students take better advantage of educational opportunities. We are in total agreement that this can be best accomplished within academic programs and the resident hall setting. Faculty who work in programs designed for entering students have extremely heavy work loads. They need outside support if we are to have their cooperation in developing an effective orientation package.

Although our committee has worked long and hard hours there is still much to be done if retention is to be improved. The first step is to be sure that recommendations are implemented. This will require careful monitoring and analysis of results. As programs are put into motion and as new data is collected we need an effective process for updating plans and establishing new approaches.

We believe the following recommendations will allow us to accomplish the above objectives.

A. ORIENTATION

1. To the President's Cabinet: Provide special funding to hire a recent Evergreen graduate to assist with coordinating general orientation events and to develop a comprehensive orientation package that can be presented to basic academic program participants, academic programs designed for entering students, and on-campus housing residence. (July 15, 1981)

- a. This person would be hired to begin work on July 15 and work through the end of Fall quarter. The Dean of Student and Enrollment Services will be responsible for hiring and supervising the orientation coordinator.
- b. The hiring authority will be responsible for working with appropriate college employees in developing a job description.
- c. Once hired the orientation coordinator will work with basic program coordinators, select students and staff to design and implement an orientation package which includes at least the following;
- 1) Discussion of the evaluation process, portfolio development and curricular pathways (this would include distribution of model/sample evaluations to students).
 - 2) An introduction to the service resources of the college and how to best utilize them (campus tours should be made available as a part of this presentation).
 - 3) Discussion of how to design a TESC undergraduate education and how to get the most out of educational opportunities.
 - 4) An introduction to student life at Evergreen which will require an open, frank discussion of various subcultures, peer associations, and group identity, participation in decision making and governance and issues of sexism and racism.
- d. This orientation package (series of presentations) should be spread out in Fall quarter and possibly into Winter and Spring and offered as separate pieces or a whole package.
- e. The orientation coordinator would develop teams of presentors and work with the Dean of Student and Enrollment Services to train team members.
- f. The orientation coordinator would be an active member of the retention monitoring group and make a final presentation (report) to that group.

2. To The Academic Deans for presentation to basic program coordinators and select faculty: Basic program faculty and faculty in programs designed for entering students should be requested to make the orientation package available to their students by allotting a certain number of hours for presentations. (Sept. 15, 1981)

1981 Retention Task Force

B. FUTURE RETENTION WORK

10/81

DONE!

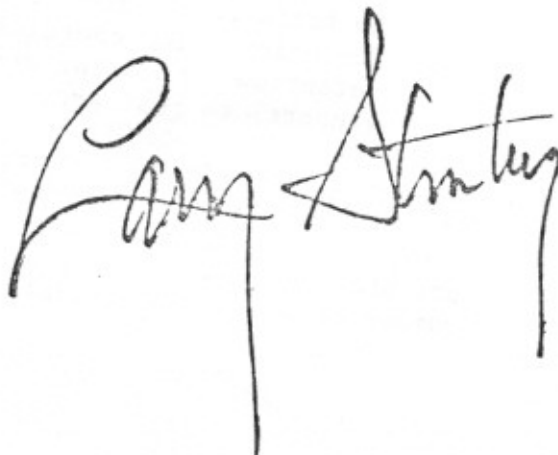
SEVERAL OF
BELOW
LIST
ACTIVE
(SO FAR
THOSE
CHECKED)

1. To the Enrollment Coordinating Committee Chairman:
Establish a permanent retention monitoring group made up of any interested retention task force members. If those interested do not represent a diverse group others, should be added. The group needs to have a balance of student, faculty, and staff; men and women; and Third World membership (Oct. 15, 1981).
 - a. The group will need to work with the Office of Institutional Research to periodically review exit interview results, analyze any new data related to retention, and help design survey instruments.
 - b. Responsibilities will include; monitoring committee recommendations (i.e., discussions with those who are to carry out recommendations) and formulating additional plans as new issues or problems arise.
 - c. The group will meet once each month beginning in October and function under the Enrollment Coordinating Committee.

Retention Task Force members and subcommittee assignments

- ✓ Richard Alexander (faculty) Social Environment
- ✓ Walker Allen (staff) Academics and Advising
- ✓ Elane Bills (staff) College Services
- ✓ Larry Eickstaedt (faculty) Academics and Advising
- ✓ Betty Estes (faculty) Academics and Advising-Chair
- ✓ Beverly Hermanson (student) College Services-Chair
- ✓ Steve Hunter (staff) Social Environment-Chair
- ✓ Ken Jacob (staff) Social Environment
- ✓ Jan Lambertz (staff) Social Environment
- ✓ Cathy Loftus (student) Academics and Advising
- ✓ Bruce Shamberg (student) College Services
- ✓ Shary Smith (staff) Social Environment
- ✓ Larry Stenberg (staff) College Services and Task Force Chair
- ✓ Stone Thomas (staff) Academics and Advising
- ✓ Maria Tsao (student) Social Environment

Marilyn Blackburn (student)
Peter Epperson (student)
Kit McCormick (student)



II. Academics and Advising

Introduction

Responses on questionnaires indicate that both current and former students strongly support the Evergreen educational philosophy. We have therefore attempted to make recommendations that would assist the institution in making clear public statements of that philosophy and that would assist the academic area in effectively meeting the goals of that philosophy.

Strengthening of Academic Advising and other academic support services is a very high priority. The need for an improved academic advising procedure was near the top of the list of student concerns, and probably reflects a need for assistance in the choice of an appropriate first program of study at Evergreen, a need for assistance in designing the student's later educational program at Evergreen, and a need for assistance in relating the educational program to career and graduate school opportunities. Strengthening of academic support areas could also affect the following problem: Students expressed discontent with programs that were not challenging enough, as well as with programs that were too demanding; somewhat more discontent was generated by those that were not sufficiently challenging. Given Evergreen's liberal admissions policy and the diversity of its student body, it is difficult to design programs suitable for all students. Our recommendations for improved skills diagnosis, assistance in skills development, and academic advising would improve our ability to help students select an appropriate program and to improve their skills to a level necessary for that program.

Survey results indicated that successful program design and execution are essential to retention. Several recommendations (including the recommendation for the Orientation Coordinator, given in another section of the report) are designed to support Basic Programs, whose success is especially important for the retention of entering students. Addressing the recommendations about student participation in program planning might enable us to better meet the needs of continuing students. Incorporation of cultural literacy into program design might increase the retention of Third World students.

The questionnaire returns suggested that retention may be affected by student inability to get specific information about program choices far enough in advance of their entry into the program. This problem is more serious now that the catalog no longer carries detailed program information. Several recommendations about program design and faculty responsibilities address this issue.

A number of current and former students, and also several faculty members, expressed discontent with the current faculty evaluation system. We recognize that any substantive change in that process must be dealt with by a change in the Faculty Handbook. We have, nevertheless, included some recommendations related to the process.

The committee did not address in detail most of the questions about curriculum structure, since it is our understanding that a curriculum review DTF is to be convened in the fall of 1981. We did believe, however, that we should note those curricular issues that were most frequently mentioned in our discussions or in questionnaire responses, and should request the DTF to pay particular attention to them; these issues are listed at the end of this section.

Recommendations

A. Philosophy

NOT
DONE
DO
PRIORITY
LARRY

To the Curriculum Dean: Call together a representative group of faculty, together with one or two staff members, to examine the catalog and other documents to determine if we are stating the philosophy clearly and emphasizing it as fully as we might. (For example, we say that we support integrated, interdisciplinary, full-time academic study, and we design 3/4-time and 1/2-time programs that force students to seek additional courses or modules for full-time credit.) (Aug. 15, 1981)

B. Academic Support System

PART
DONE
IN LIMBO
BUDGET
DRIVEN

1. To the Provost and Academic Deans: Strengthen the service capabilities of the Learning Resource Center, Math Lab, and other academic support services by providing the resources necessary to expand staff. This recommendation can be met by the assignment of faculty to the academic support programs, increasing institutional student positions, and grant support. (Sept. 15, 1981)

NOT
DONE
CONTINUING
PRIORITY
STONE

2. To the Academic Deans and the Learning Resource Center: Develop a diagnostic process to assess students' skills competencies in intermediate and advanced programs. Encourage faculty in those programs to make use of the process, and to refer students to the appropriate support system. (Jan. 1, 1981)

9/81
DONE!

3. To the Academic Deans: Provide full support for the new academic advising procedure, adopted at the faculty meeting of May 13, 1981. (Sept. 15, 1981)

* NOT
DONE
HIGH
PRIORITY
BETTY

4. To the Academic Deans and Academic Advising: Develop workshops to improve faculty advising and make them mandatory for faculty during the fall, 1981, orientation. (Sept. 15, 1981)

NOT
DONE
DO
PRIORITY
BETTY

5. To Academic Advising: Review present advisee assignments to see if better fits between students and advisors are possible. Make a small-scale survey of students to get specific information on what they need from advising. (Dec. 1, 1981)

HALF
DONE
DO
PRIORITY
WALKER

6. To the Academic Deans, Convenors, and Academic Advising: On the academic calendar, designate one day each quarter as Academic Advising Day. At the end of fall and winter quarters, advising would probably take place on the morning of Academic Fair day. In spring quarter, designate an Academic Advising Day shortly before the Academic Fair, and arrange for presentations by specialty areas about their curricular offerings, career opportunities, and graduate school opportunities. Stagger these presentations so that students could attend several. (Aug. 30, 1981)

9/81
DONE!

7. To the Registrar: Schedule the future Academic Fair at a time when it will best support academic advising efforts.

C. Instruction: Program Design

- DONE!** — 1. ✓ To the Academic Deans: Support the staffing of Basic Programs by:
- a. following the recommendations of the Long-Range Curriculum DTF, the Design for Enrollment DTF, and the report of the CPE Study Groups that special attention be paid to the quality of the staff in Basic Programs;
 - b. supporting the plan for staffing adopted by the Basic Programs faculty in the fall of 1980 and supported by the full faculty at the Fort Worden retreat in April, 1981. (Sept. 15, 1981)
- CONTINUING PRIORITY**
- NOT DONE** — 2. ✓ To the Curriculum Dean or the Dean of the Group Containing Basic Programs Faculty: Facilitate coordination of academic activities among Basic Programs by collecting and distributing copies of schedules, syllabi, and covenants among Basic Programs. If possible, information about workshops, lectures, or films that might be shared could also be distributed. (October 1, 1981)
- DO PRIORITY**
- NOT DONE** — 3. ✓ To the Academic Deans: Publicize the Druthers Board and the Trial Balloon more fully, and place them in a more visible location. Find faculty to staff educationally sound student-generated programs. Specifically those proposed by a group of students in the spring, to be offered in the following fall quarter. (The Long-Range Curriculum DTF suggested that the Annuals area provide for staffing such programs; its concern was that the two-year planning cycle allows little room for student participation in planning.) (Feb. 1, 1982)
- HIGH PRIORITY**
- PART DONE** — 4. ✓ To the Academic Deans: Support and monitor the inclusion of cultural literacy in the curriculum. (See "Cultural Literacy in Liberal Arts: An Evergreen Approach" for further description) (Sept. 15, 1981)
- HIGH PRIORITY**
- PART DONE** — 5. To the Office of College Relations: State in a prominent place in the catalog and in the Evergreen Times that specific information about program content and schedules will be available at the Academic Fairs and in the Academic Advising Office in the summer. The Evergreen Times should also state where classroom information for evening classes will be posted. (August 1, 1981)
- DO PRIORITY**
- PART DONE** — 6. ✓ To the Academic Deans: Request that faculty have schedules, booklists, and specific information about part-time options available at the spring Academic Fair and submitted to the Academic Advising office at that time. Faculty should also provide the Academic Advising office with clear statements of expectations (in covenants) and the policy on credit by at least a week before the fall Academic Fair. (Sept. 15, 1981)
- CONTINUING PRIORITY**
- NOT DONE** — 7. To the Academic Advising office: Provide a program information board with the most up-to-date program data, on sheets available for the students to take with them. An alternative or addition to this would be the placement of notebooks containing the latest program information in areas such as Academic Advising, the Library, Registrar's area, CAB Building. (July 1, 1981)
- DO PRIORITY**
- BETTY**
- PART DONE** — 8. ✓ To the Academic Deans: Where possible, assure that part-time offerings and modules are scheduled at times accessible to students who work during daytime hours. Times and dates should be given in the Evergreen Times, together with the information about where classrooms will be posted. (August 1, 1981)
- CONTINUING PRIORITY**

D. Instruction: Faculty Responsibilities

- CONTINUING PRIORITY — 1. ✓ To the Academic Deans and Provost: Continue efforts to make the faculty evaluation process work better.
- 10/81 DONE! — 2. To the Orientation Coordinator: Make students aware of the importance of evaluating faculty and inform students that they have no responsibility to submit a written evaluation to the faculty member until such time as the faculty member has prepared a written evaluation of the student. (October 1, 1981)
- NOT DONE — 3. ✓ To the Provost: Upon calling for the next revision of the Faculty Handbook procedures for evaluation of faculty by deans, request the group to consider asking the deans to assess the faculty member's success in incorporating cultural literacy into the curriculum.
- HIGH PRIORITY
- DONE! — 4. To the Academic Deans: Urge full faculty participation in the Academic Fairs, including attendance by faculty whose programs are already filled. For the evening Academic Fairs, faculty who cannot be present should have a representative at the Fair.
- CONTINUING PRIORITY
- NOT DONE — 5. ✓ To the Faculty: Consider adoption of a policy that faculty should meet with students for an evaluation session at least once each quarter, and that students must be informed at the end of each quarter whether they WOULD ~~have received~~ credit for that quarter's work. (December 15, 1981)
- HIGH PRIORITY

CREDIT PROGRESS

IF IT ~~WAS~~ TO BE POSTED
WERE

E. Instruction: Curriculum Structure

- CONTINUING PRIORITY — 1. ✓ To the Academic Deans: Provide more entry points for students coming to Evergreen in the winter and spring quarters. (1981-82)
- NOT DONE — 2. ✓ To the Provost: Bring to the attention of the curriculum review DTF that the following issues were of concern to a number of students:
- a. Increased continuity of offerings;
 - b. Increased diversity of offerings;
 - c. Increased availability of part-time offerings;
 - d. Improvement in quantity and quality of offerings in the arts area. (Sept., 1981)

III. SOCIAL ENVIRONMENT

Introduction

Results of the survey of former Evergreen students indicate that dissatisfaction with social life is not listed as a primary factor in the decision to leave TESC. However, there was a pervasive sentiment expressed in written comments by both former and current students that social life at Evergreen left some things to be desired. The comments indicate that a lack of social activities is perceived, that a substantial number of students find it difficult to identify with an acceptable peer group and that a lack of cultural diversity exists. These findings suggest that, in many cases, social life at Evergreen has not influenced retention favorably.

The social environment at Evergreen is fragmented. Exclusive special interest groups have considerable impact on the nature of current social activities. Survey data indicate that many current and former students feel pressure to conform to an 'Evergreen standard', and are uncomfortable with what appears to be required for social acceptance. The committee suspects that the group of students who experience this discomfort is much larger than most individuals within that group realize. It may be that the existing student structures for socialization at Evergreen accentuate differences among students. The 'mainstream' student suffers most seriously in this type of student organizational structure. It would be extremely difficult, and probably wrong, to impose social structures upon the student body. It is hoped that the recommendations that follow will allow socialization to occur on a broader basis through increased numbers of social spaces on campus and a small number of administration-backed social activities which are all-campus functions. The intent of the recommendations which follow is to facilitate the development of a social environment that promotes a true feeling of community among students. These recommendations are not intended to reduce the ability of existing, and valuable, special interest groups to organize and sponsor social events, but to allow for a broader spectrum of social activities.

A. Additional Administrative Support for Social Events

- NOT
DONE
HIGH PRIORITY
LARRY & STEVE
+ ECC
1. To the President's Cabinet: Provide financial support for two major social events per quarter; one with a Third World theme and another with a general topic. It is intended that these social events develop into traditional campus-wide activities. It is imperative that the administration provide support sufficient to ensure that these functions are well-publicized and successful. (June 30, 1981)
- * NOT
DONE
HIGH PRIORITY
LARRY & STEVE
+ ECC
2. To the President's Cabinet and the Director of Student Activities: Fund an additional .62 FTE Activities Coordinator position, allowing for two part-time interns to aid in the successful development of the social events mentioned above, as well as to support other student-originated social events. (June 30, 1981)
- NOT
DONE
- a. It is suggested that these positions be split between two staff: one working specifically to support and develop Third World activities and another to support and develop general audience activities.

DONE!

- b. The Activities Coordinators should pay particular attention to the maintenance of the Current Events Board located outside the Bookstore on a weekly basis. The Coordinators should work to simplify and organize all posting of announcements for activities on campus. The cluttered state of many bulletin boards may hinder information dissemination rather than promote it. (October 1, 1981)

DONE!

- c. The Activities Coordinators should provide a quarterly calendar of events. (October 1, 1981)

NOT
DONE

- d. Lines of communication must be established between the existing Third World student organizations and the Activities Coordinator position devoted to support of Third World social events. The Third World Coalition should review applications for the Activities Coordinator position which will support and promote Third World social events and make recommendations for hiring to the Director of Student Activities. (Sept. 15, 1981)

PART
DONE

3. To the Dean of Student and Enrollment Services and the Director of Student Activities

DO
PRIORITY

LARRY

Student groups allocated S & A funds for social events during a quarter should be encouraged to meet with Larry Stenberg and/or Lynn Garner to determine if possibilities exist for combining and coordinating activities. (Oct. 15, 1981)

B. Cultural Awareness

PART
DONE

(NOT STAFF &
STUDENTS
HIGH
PRIORITY
KEN)

1. To the President's Cabinet and the Affirmative Action Officer: Institute campus-wide in-service training in cultural awareness involving faculty, staff and students on a regular, at least yearly, basis. In the initial planning phase and throughout the process it is vital that there be broad representation from the campus community. (Taken from the 1974 Non-White DTF) (October 1, 1981)

NOT
DONE

HIGH
PRIORITY
KEN

2. To Director of Personnel and Affirmative Action Officer: It is imperative that those employees of the college that have continuous contact with students, particularly; all faculty, Student and Enrollment Services staff, auxiliary services staff and academic support services staff actively participate in this training program. As a follow up, each unit of the college should be encouraged to design and carry out additional training that is specific to their roles/operation within the college. (January 1981)

C. Additional Social Space

DONE!

BUT
PROJECT
ON HOLD

1. To the President's Cabinet: Support Housing's plan to build a Coffee House/Social area. Location is critical to successful utilization of this social area. The President's Cabinet must ensure that sufficient data are collected to identify the most appropriate site. (Fall Quarter 1981)

PART
DONE

CONTINUING
PRIORITY

STEVE

2. To the President's Cabinet: Additional support should be provided for CAB and CRC operations to relieve pressure from S & A funds. This could be accomplished through facilities providing maintenance of the CAB as it does for the CRC. Also, institutional support for CRC operations should be increased for the purpose of extending operating hours. (July 1, 1981)

10/81
DONE!

BUT AGAIN
BRING TO
DIR. OF
FACILITIES
ATTENTION

LARRY

NOT
DONE

LOWER BUT
DO
PRIORITY

STEVE

NOT
DONE

FURTHER
STUDY

STEVE

9/81
DONE!

SOME
DONE

CONTINUING
PRIORITY

STEVE

NOT
DONE

DO
PRIORITY

STEVE

- b. It is recommended that coffee or other drinks be available freshly for socializing after performances. If machines would provide drinks and snacks for those who utilize the social space.

DIR. OF AUX. SERVICES

4. To the Vice President for Business and the Director of Facilities: As plans are developed for the new gymnasium, the need for a multi-purpose building should be a foremost concern. Areas which facilitate socialization should be included. It is suggested that a Juice Bar/Cafe be included in the gymnasium, and that a space to accommodate program retreats be considered. (Fall, 1981)

5. To the Director of Housing, the Director of Student Activities and SAGA; CAB 110 should have the capacity to provide food and a more sociable atmosphere for academic programs or registered student organizations. (October 1, 1981)

- a. This will require refurbishing the existing kitchen facilities and improvements in the social environment.
- b. Groups using the facilities would be responsible for all set-up and clean-up. If the facilities were not left as found, the group responsible would be assessed a charge.
- c. Only a full-time employee connected with an academic program or a student official of a registered student organization would be allowed to make reservations for use.

6. To the Director of Facilities: Consideration should be given to using the 4th floor of the Library as an additional social space/coffee house, perhaps providing a forum for Evergreen musicians, comics, dancers, etc. (January 1, 1981)

D. Additional Support Activities

1. To the Vice President for Business: Encourage controlled commercial development within walking distance of the college core.

2. To the Director of Student Activities: Consideration should be given to chartering a bus for week-end trips to the Seattle-Tacoma area. At the least, carpooling to the Seattle-Tacoma area should be promoted. (Nov. 1, 1981)

3. To the Director of Housing: A student intern should be hired to develop a 'Rental Directory' during the summer to aid students in finding off-campus housing in the fall. (June 30, 1981)

NOT
DONE
PO
PRIORITY
STEVE

4. To the Provost, Academic Deans, Conveners, and Intramural Activities Coordinator: Academic programs are the fundamental structures in which socialization occurs at Evergreen. The use of academic programs as vehicles for socialization could be improved. (October 1, 1981) Some examples are:

- a. Activities involving several programs: for instance, all Basic Programs or all programs within a Specialty area could participate in (1) Academic Activities - combined seminars for items duplicated on booklists; Potlucks; guest lectures; (2) Recreational activities - volleyball or softball tournaments.
- b. Revive the Annual Academic Presentations concept - academic program presentations for the entire campus.

10/81
DONE!
HANDOUT
IN
ORIENTATION
SESSIONS
*
TURNED IN
TO CPS

5. To the Retention DTF Chairperson: The findings of this DTF related to social life at Evergreen should be publicized to acknowledge that a problem with peer group identification is not uncommon. Students experiencing this difficulty should realize they are not alone. The Cooper Point Journal is a likely instrument. (November, 1981)
6. To the Counseling Office: The Cooper Point Journal should be approached to request space designated to offer tips and respond to students seeking advise (i.e., transitional problems, peer/self identity) (September 30, 1981)

NOT
DONE
PO
PRIORITY
SHARY

IV. College Services

Introduction:

A review of survey results indicates that the quality of current services is not a major concern. Faculty tended to rate services as having less influence on retention than most other categories. Current students rated college services as being least important to their remaining at Evergreen although 65% indicated services were of average influence to strong influence. Former students indicated that services were less significant than most other reasons for leaving and 75% stated that they found services adequate and timely in meeting their needs. Both current and former students expressed more concern regarding access to and timeliness of services than quality of service.

Certain services were mentioned as problems more often than others and these are addressed here. We have not dealt with issues that are not within the power of the college to control; for example, the weather and personal reasons (with the exception of financial issues).

Our committee looked extensively into issues relating to orientation. Because the orientation problem was pervasive throughout each of the three sub-committees, the entire section has been addressed at the beginning of this report, under general recommendations.

The recommendations in the section entitled, "Extending Services and Evening Students Services," speak to more than just part-time students. Many TESC students are in internship programs, some are in off-campus programs, others work during the day, and still others are enrolled in all-day programs. Our recommendations offer ways to provide better service to these students as well as to part-time students who have difficulty being on campus during the day.

Building hours appeared in the top 10 category of students services that cause the most dissatisfaction in the Part-Time Options Survey and was a major category cited in the recent survey of current and former students and faculty conducted by the retention comm. Therefore, our concern for building access comes from two levels -- the survey of students who are enrolled in evening programs and who are concerned about access to services during more than daytime hours, and daytime students who have difficulty breaking away from academic programs to use the services in the daytime. Present building hours create difficulties for working students and those involved with internships and off-campus programs.

As regards "Financial Aid," "Student Records and Registration," "Transportation," and "Day Care," the committee felt that while the college is doing a good job in these areas, there is still a need to improve access to and timeliness of these services. As was expected, a significant number of students cited financial problems as a motivation for leaving Evergreen.

"Exit Interviews" have not been a priority of the college in recent years, however, this surfaced as a concern within this subcommittee and we believe information derived from such interviews is a viable source of retention information. Our recommendations offer a plan to reinstate exit interviews and a means to translate the information.

The "Value of the Evergreen Degree" was a concern most often mentioned by former students, therefore we have recommended a means of publicizing success stories of former students to help alleviate fears.

Recommendations:

A. Extending Services and Evening Student Services

SOME
DONE
(IN LIMBO)
BUDGET
DRIVEN

- 1. To the Dean of Student and Enrollment Services: The following services should be open at least one evening per week on a pilot basis beginning Fall quarter -- through flex time:

Bookstore, Select Student and Enrollment Services, Learning Resource Lab, and Cooperative Education.

Accurate data should be kept on the level of student utilization and a decision should be made at the end of Fall quarter regarding the continuation of this service before printing of Fall quarter Evening News.

SOME
DONE
LRC
ELANE

- 2. To the Managers of the Library, SPLU Lab, and Recreation Center: These services should perform an evening use assessment and consider expanding or shifting hours in response to survey results.

10/81
DONE!

- 3. To the Director of Facilities Planning: The twenty-four hour study space located in Lab II should be doubled. The additional space could be provided in the first floor lounge near the existing space by adding desks and study carrels or on the second floor outside offices #2244 - 2274. A vending machine should be installed in the hallway outside the security office. This would provide refreshments for night owls while discouraging pilferage. Once these facilities are increased they should be adequately promoted. (September 30, 1981)

10/81
DONE!

- 4. To the Educational Outreach Coordinator: There should be one evening orientation session during each quarter that is advertised in the Evening News. Prior to launching these orientation sessions, a part-time/evening studies handbook should be printed for distribution at the beginning of each quarter. (September 15, 1981)

NOT
DONE
DO
PRIORITY
ELANE

- 5. To the Director of Security and the Business Vice President: A maildrop should be provided at the parking booth so that students only wishing to bring mail to the campus will not have to park their cars and walk into the appropriate offices. A pick-up and delivery services should be provided daily as a part of the existing on-campus delivery system. (August 1, 1981)

a. This service should be publicized in the Evening News.

8/81
DONE!

- 6. To the Coordinator of Academic Advising: The name of the Academic Advising Guide should be changed to Student Handbook. In the process the section on college services should be re-evaluated and updated to add sections on "how to take full advantage of Evergreen," and "how to design your own undergraduate education." (August 1, 1981)

11/81
DONE!

- b. Once this form is drafted, a meeting of all those who would be involved with distribution should be called to discuss responses and to set up a training session.
(November 15, 1981)

E. Transportation

8/81
DONE!

1. To the Director of Campus Activities: It is critical, due to the isolation of the campus, that transportation off campus be provided. It is important to continue working with inter-city transit and to provide backup later at night and on Sundays.

F. Day Care

SOME
DONE

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PRIORITY

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1. To the Director of Campus Activities: The day care office should publicize its services to let students know what days the center is not full so that other students can use the facilities on those days. We further recommend that the day care center, through its intern services, keep a current referral list, updated annually, which lists day care services in and around the Olympia area. This should be in the form of a handout given to clients. (September 1, 1981)

G. The Evergreen Degree

SOME
DONE

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PRIORITY

ELANE

1. To the Director of Career Planning & Placement: More public relations work should be done on placement and success stories of former TESC graduates and the information made available to all currently-enrolled students by being circulated in summary form annually by mail and Cooper Point Journal.
(January 1, 1981)