

March 2, 1972

M E M O R A N D U M

TO: All faculty, academic administrators, the registrar

FROM: Student Evaluation and Records DTF of 1971
(Brian, Hitchens, J. Johnson, Long, Moss, P. Smith,
Teske, Young)

SUBJECTS: Procedures for Student Evaluation and Record-Keeping
(as accepted by the planning faculty in June, 1971).

(Section A -- dealt with specific procedures for the "first ten days of classes" in the fall of 1971. Obviously we did not use them because of the fairly unusual manner in which the college opened. These suggestions will be reviewed later insofar as they may be applicable to a normal opening of the academic year 1972-73.)

(B) Registering of Student-Faculty Responsibilities

1. Coordinated Studies--the program coordinator will be named in the Registrar's files as the teacher-advisor for all students in his program. In this way, students can be reassigned to specific seminar leaders inside the program during a given quarter without any official re-registration. (The individual seminar leaders will, of course, be responsible for advising their students, preparing evaluations, and answering parents' questions transmitted to them through the coordinator. Faculty workloads and responsibilities will be calculated by the coordinator and the Dean-of-Group; the procedure above applies only to the Registrar's files during the run of a quarter.)
2. Contracted Studies--the faculty or other staff sponsor will be named in the Registrar's files as the teacher-advisor for all students currently working on contracts signed by him.

(C) Registering of Credit or Progress

(Bulletin, p. 16: "The Evergreen State College will observe the division of the academic year into quarters principally for purposes of registering and fee collecting. Though Coordinated Studies programs in 1971-72 will follow the quarterly division for the most effective use of limited early resources, the College will later encourage as much flexibility as possible in allowing the shapes of the problems under investigation to determine the lengths of time during which individual programs will run.")

Registering of Credit or Progress (continued)

1. Coordinated Studies --

a. The Awarding of Credit: A student will normally be awarded credit at the termination of a program or at the termination of his membership in the program. Only if the faculty members and students in a given program find that it makes educational sense should appropriate credit be awarded to all students at quarter-breaks within the run of the program. (Otherwise we shall be legislating mandatory public-evaluation periods whether they are applicable or not to the activities of a given program.) Until Evergreen operates on a year-'round basis, programs spanning two academic years should make appropriate awards of credit at the ending of an academic year during the run of the program.

b. The Credit-Report: Whenever an award of a unit or units of credit is made, a brief program description and a faculty letter of evaluation must accompany the credit report.

c. "In-Progress" Notations: Whether or not a program will make credit-awards at the end of each quarter, the Registrar will need a report on the status of each student. He will therefore send credit-report forms to coordinators for all their students toward the close of each quarter. For those students who will continue as members of a program into a new quarter, an "In-Progress" notation on the credit-report signed by the seminar leader or coordinator and returned to the Registrar will suffice for allowing the students to register for the program in the new quarter. (If a student is encouraged by program faculty to continue, but with some reservations about his progress thus far and the eventual award of full credit for the program, the credit-report may bear both an "In-Progress" notation and brief remarks about his current standing within the program. Otherwise, when an "In-Progress" notation appears on the report form, no further documents are necessary.)

2. Contracted Studies --

a. The Awarding of Credit: A student will be awarded credit at the completion of the contract; if for some unavoidable reason a contract for multiple units of credit must be terminated before completion, the sponsor will award whatever credit may be appropriate for the work already done.

b. The Credit-Report: Whenever an award of a unit or units of credit is made, the faculty letter of evaluation must accompany the credit report. (Here a "brief program description" is unnecessary, for the contract is already on file with the Registrar.)

c. "In-Progress" Notations: If a contract spans a quarter-break, the sponsor will send to the Registrar a credit-report bearing an "In-Progress" notation, which will suffice for allowing the student to register in the College (under the continuing contract) for the new quarter.

Registering of Credit or Progress (continued)

3. Student Narratives -- When the seminar leader or sponsor is ready to file an award of credit with the Registrar, he will notify the student, who will then prepare and submit to the coordinator or sponsor his own narrative evaluating his experience in the program or contract. The Registrar will not register credit for the student unless the minimum supporting documents from the program or contract have been submitted -- the brief program-description or contract itself, the faculty letter of evaluation, and the student's own narrative.
4. Negative Reports -- If a student registered in a program or on a contract does not deserve even one unit of credit for his performance, the credit-report submitted by his seminar leader or sponsor either at the close of a quarter or at the termination of the student's involvement will bear a zero-credit notation. For the purpose of better-informed advising within the College, this report must be accompanied by a brief program-description (not necessary if the student has an open contract on file) and a faculty letter of evaluation explaining why no credit is appropriate. Similarly, the student will provide a brief statement explaining why he could not do the work. Only when this documentation is complete will the Registrar allow the student to register for a new program or new contract.

Documents relating to work for which the student received no credit will stay in the student's jacket in the Registrar's Office and in his travelling portfolio until these files become placement dossiers or are to be made public in any other way. Then the Registrar will delete them from the student's jacket and the student may delete them from his travelling portfolio.

5. "Incomplete" Notation: An "Incomplete" notation on a credit report should be used only when a Coordinated Studies program has come to an end but the student in question has not quite finished the work expected of him or when a contract is not quite finished at the end of an academic quarter or year. Whenever this notation appears, the credit-report from the seminar leader or sponsor must carry remarks including the date by which either the work is to be completed or an award of lesser or no credit is to be made, and the arrangements which have been made between student and seminar leader or sponsor to complete the work.

(D) Record-Keeping and the Portfolio

All of us have talked much about the "student's portfolio" at Evergreen and how vital it will be to the kinds of education we hope to foster. The DTF submits that there are three sets of documents to which the term has been or may be applied and now seeks to distinguish their functions and inclusiveness.

Record-Keeping and the Portfolio (continued)

1. The Student's Own Files -- We should encourage each student to keep a journal for each program or contract and to build his files of drafts and copies of the papers, tapes, photographs, slides, and other materials which he has produced. These will go with him as he leaves Evergreen and can be shown to prospective employers and others as representations of his work at Evergreen. They will also serve during his Evergreen career as the stockpile from which he and his various seminar leaders and contract sponsors build his travelling portfolio.
2. The Travelling Portfolio -- This is the active record of the student's progress at Evergreen. While he is involved with a program or a contract it resides in his seminar leader's and sponsor's files, always open to his inspection and to selective additions. As the student moves from one program or contract to another, he carries this portfolio with him; and it becomes the principal means by which the faculty members of the new program or a prospective sponsor can advise him on the next stage of his studies. It will contain samples of his productions -- papers, journals, tapes, photographs, and slides of any three-dimensional productions -- as well as the program-descriptions, contracts, faculty evaluations, and self-evaluations from his previous academic work at Evergreen. As he prepares to leave Evergreen, it will become the specific record of what he has accomplished here and will become the principal source for making selective additions to his official jacket in the Registrar's Office as this jacket becomes a combination of transcript and placement dossier. (Negative reports should be carried in both the travelling portfolio and the Registrar's jacket up to this point.)

The travelling portfolio will also contain materials which, by careful selection, revision, and polishing may be appropriately considered for inclusion in the Evergreen Library, either by their forming part of an "anthology" produced by a program or by petition of the student and his sponsor to the Library. The DTF suggests that there is room for much experimentation with microfilming and other techniques as they might be applied to the formation, storage-and-retrieval, and editing of the materials in the travelling portfolio.

3. The Registrar's Jacket -- This is the minimum record necessary to document the credit which the student is awarded at Evergreen -- to other offices of the College, to the State, to other institutions, and to future employers. If the travelling portfolio represents the body of the student's work, the Registrar's record is the backbone. For every award of credit (and every negative performance, until the record is to become public), this jacket must contain: (a) a brief program description or the contract itself; (b) the faculty (or other staff sponsor's) letter of evaluation; and (c) the student's narrative evaluating his own experience in the program or contract.

As the student prepares to leave Evergreen, he will add to this jacket samples of his actual work from the travelling portfolio or from his own files. He should be aware, however, that rigorous selection is in order. Not only will prospective employers and admissions officers at other

institutions have limited patience and interest in perusing these materials; they will also be looking for the relevance of these documents to their own concerns. And the student will still, of course, possess the larger travelling portfolio from which he can draw additional samples of his work as necessary.

The same caveat holds for faculty members and other sponsors submitting brief program-descriptions, contracts, and evaluations to the Registrar's jacket. These materials will be useful to future seminar leaders and sponsors, to admissions officers, or to prospective employers only if they are clear and concise enough to be readable.

The Registrar's jacket will hold 70-80 pages at maximum capacity and thus can accommodate the documents substantiating credit and a fair sampling of the student's work. As augmented selectively by documents from the travelling portfolio and the student's own files, it should do the job of representing his basic Evergreen experience to the outside world.

(To aid outsiders in dealing with the Registrar's jacket -- not to inhibit the student's work in any way -- the DTF also recommends that if a sponsor or seminar leader finds the completed contract or program activities to be roughly equivalent to more traditional course-work in identifiable subject materials, he make this "translation" at the bottom of his letter of evaluation. Consistency of format here will be useful to the reader. Similarly, the DTF recommends that the Registrar begin each student's jacket with a face page on which each award of credit is identified by program or contract title and that a numbering system be devised so that this page can serve as a table of contents. All documents relating to the student's credit for his first program or contract at Evergreen would thus be labelled "1" in the jacket.)

- (E) Academic Standing and Counseling -- See the somewhat revised and amplified statements on "Academic Standing" in the new college bulletin.