

STUDENT SERVICES

FIVE-YEAR PLAN

Final

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THE EVERGREEN STATE COLLEGE
OFFICE OF EQUAL OPPORTUNITY

INTRODUCTION

There is a good reason for preparing a five-year plan for Student Services at this time. Since we were required to develop a self-study report for the Commission on Higher Schools, we viewed a futures plan as a natural spin-off. Analyzing where we have been and where we are provides a base for making future plans. Why five years? Realizing that the only constant in our society is change makes it difficult, if not impossible, to predict the future. However, a plan at least gives us some direction and structure to partly stabilize our activity and gives us something to alter as new conditions emerge. Otherwise, there is little chance to control our direction. It is obvious that any prediction regarding future enrollment is tenuous, so five years seemed like a logical maximum.

Because this plan was not prepared in response to a request from the Board of Trustees, the president, or you, we enjoyed the privilege of setting our own guidelines. Therefore, our plan has a direct effect on some institutional policies and divisions presently not included within Student Services.

The introduction to our five-year plan will include the following sections:

1. Historical development of our plan
2. Existence of Student Services at Evergreen
3. Conditions determining our overall design
4. Overall program direction and recommendations

The introduction will be followed by reports on Counseling Services, Financial Aid and Placement, Health Services, the Dean of Student Services office, and Veterans Affairs. Since Recreation and Campus Activities presently reports to the Director of Auxiliary Services, a futures plan for that division will not be included in this report. The same holds true for Security. If it is decided that these two areas become part of Student Services, they will be requested to add appropriate sections to this report.

Historical Development of Our Plan

During the Christmas vacation, every member of our present full-time exempt administrative staff met for a total of 12 hours to discuss the future of our program. The three student staff members who were present during the vacation also participated in our meetings. To facilitate discussion, the Dean of Student Services prepared a list of 37 questions (see Attachment No. 1). Thorough discussion of any one of these questions would have required several hours, but at least we were able to get some sense from the total group on each question and consensus on a few major issues. Following these meetings, the Dean forwarded a summary to each participant and requested corrections. During the months of January and February, each director began to pull together a rough draft for his/her individual section. Four meetings were held with the directors and the Dean present to exchange and discuss various

drafts; however, we spent much of this time developing a plan for a permanent location for Student Services. This was due to a request from the Director of Facilities, who was operating under a time constraint to prepare a capital budget for the next biennium. In between these four sessions, the director of each division discussed their program and physical lay-out with all members of their staffs, including classified/clerical staff and students. Since each division has a significant number of student staff, the discussion of a future plan included in the vital involvement of knowledgeable clients. During early April, the process was briefly disrupted to prepare our budget for the second year of the present biennium. Once the final draft of our five-year plan was completed, it was distributed to Student Services employees for review and responses; and a half-day meeting was held in mid-April to make final changes.

During the last week of April, the final draft of the report was posted in the Information Center, the Student Services area, and the Deans' lounge; and responses were requested from all interested members of the campus community. We also called an open campus-wide meeting to discuss the final plan. Every effort was made to explain the basis for the decisions we reached, and acceptable recommendations were incorporated.

Existence of Student Services at Evergreen

Is it enough to say that our existence is justified by having between 8,500 and 9,000 individual and multiple contacts with students during the fall quarter of this year in Student Services? This data does provide clear evidence of an unusually high utilization of our services by students, but our impact on the community does not stop with the sheer delivery of services. Besides, numerous colleges and universities in the country exist without some or, in rare cases, possibly all of the following: a formal counseling service, a health service, a veterans affairs office, a placement operation, a financial aid program, and a dean of student services.

At Evergreen, Student Services should exist only if we are important to the college moving toward accomplishing its stated purposes. By establishing an educational base for carrying out our programs, we support the college's stated purposes.

What does educational base mean to Student Services? The total campus environment is a motivator for learning, and Student Services has a high stake in the action. A student cannot divide his/her life into formal education and other life process segments--students respond to their campus environment as whole persons. Student Services advocates and supports the whole person concept. Our commitment to student welfare means supporting student development by acting as facilitators of learning. We are educators and often carry on a teaching function. The following examples partially illustrate the range of educational activity within our programs:

1. Furnishing a student with a financial aid package requires exploring with him/her how to best utilize funds provided through personal money management counseling. This approach supports the mission of Evergreen.
2. In career counseling, the learning techniques we encourage students to develop to make decisions about their futures serve as a base to be expanded on throughout life. This form of education, which places emphasis on analysis and research, is central to life goal planning.

3. Providing health care extends beyond basic diagnosis and treatment to include an in-depth discussion of aspects that may be important to a student gaining a clearer understanding of his/her health care needs, body functions, and related self-concepts.
4. Our basic approach to placement counseling is an educational one. Through individual counseling and a senior employment seminar series, we teach students how to explore career options and how to conduct a job search.

We provide opportunities for students to gather firsthand job information and to practice interview with employers who are invited to campus to act as teachers and advisors on job search and careers.

5. The inclusion of workshops like drug use, stress, and minority relations as an integral part of Counseling Services is done in response to educational needs expressed by members of the campus community.
6. Historically, staff members in Student Services have carried a wide variety of individual contracts that relate directly or indirectly to our educational training and professional experiences.

This educational thrust is complementary and interdependent with services which are in themselves essential to the survival of many of our recipients as college students. Just as the interdisciplinary nature of coordinated study programs is fundamental to academic activity, we should strive to help students realize the value of integrating learning experiences that occur outside of the formal education process.

As is true, at least to some extent, in nearly all of our academic programs, we are neglectful if we do not deal with non-cognitive experiences--that is, emotions and interpersonal relationships of the student. The physical and emotional health of a student is critical to determining and clarifying his/her needs, abilities, and interests as a base for charting personal education. Thus, responding to students is our primary responsibility in day-to-day functioning within the college. We must support this objective in everything we do. This major objective is a reverse of a primary motivation for the creation of student services as a part of American higher education--that of protecting the university. Hopefully at Evergreen, Student Services is not viewed as it is on many college campuses--that is, placing priority on personal and social development at the expense of intellectual emphasis. They are perpetually intertwined. We see ourselves as assuming an increased role in providing educationally-based services as an integral part of the learning process vs. the traditional role of protecting the institution and providing in loco parentis.

Another primary reason for our existence finds its roots in being accountable to students by contributing to institutional effectiveness. This means providing input into the organizational structure on how our environment affects the campus community members. This requires playing a part in insisting on our being consistent with fundamental purposes of the college in making decisions and taking actions. It includes helping administrators in realistically seeing themselves and understanding how their management style and behavior affects students. Further, this requires our Student

Services staff to do likewise and assist each other in clarifying and asserting our roles. Inconsistencies between college policies and decision-makers' actions can produce unnecessary student anxiety and needless cost of time, energy, and dollars. The campus environment, particularly aspects that affect a student's sense of community, has a considerable influence on either increasing or diminishing the ability of the students to educate themselves.

The character of a Student Services staff member is vital to carrying out this role. Beyond professional competence, a balance of courage, emotional toughness, and sensitivity to needs of others is critical.

Openness and honesty are important in influencing effective decision-making. Affecting the institution's capacity to live up to its stated purpose can only result from an interaction not only with students but all segments of the campus community. Intensive interaction with students also requires that we must constantly be aware of our adult model role. Our own beliefs and values are on open display. What we are is highly visible as advocates for students in various things which affect their development and as interpreters to students of policies and institutional realities. We must recognize that who we are and what we believe will constantly influence our administrative behavior and how others see us.

One role we cannot assume is in loco parentis. Interfering with private lives is not proper college business; that is, of course, unless a person's behavior violates another's privacy or represents a threat to the safety of self or others. However, insuring that a student will be provided due process both on and off campus is our role. Hopefully, we will be consistent in our interactions with local law enforcement agencies. This position means that the campus is in no way a sanctuary from the general community or from the law that governs that community.

Conditions Determining Our Overall Design

In designing for the future, the first step is to identify campus and immediate community conditions that will most greatly affect our plans. We also need to be aware of the national trends that will have an impact on higher education:

1. One of the facts we face is the physical isolation of our campus. With population growth in west Olympia, this will diminish in time, but not in the immediate future. This isolation is made more complex by our adding over 2,500 people to an average-sized community in just three years. Although the Olympia community has attempted to address our needs, only limited support services exist. By way of example, it is nearly 25 miles round trip to comprehensive medical facilities. Also, our present Community Mental Health Center does not have sufficient staffing to handle long-term therapy, with slight chance of this changing in the near future. Although we must work with and support improvement of Olympia community resources, we are forced to be primarily self-sufficient in Student Services supplemented by improved community referral and contractual systems.

2. We are presently projecting no increase in on-campus resident housing until we reach an enrollment of 3,500. Unless there is a radical change in our student body composition, this means the majority of our students will relocate in the Olympia area but live off campus. Our educational services, workshops, and activities will need to be altered to expand our outreach system. An annual analysis of where students live so this information can be utilized in selecting student staff and used in planning our activities will become essential.
3. The college's present affirmative action policy states that we are committed to 20 per cent of our student body being non-white five years from next fall. To this point in our brief history, 42 per cent of our professional staff in Student Services and 42 per cent of our unduplicated student staff has been non-white. As the college strives to meet its stated goal for non-white enrollment, we should hold to our past and present employment record plus place new emphasis on specialized program development for non-whites.
4. The college's affirmative action policy also indicates that we will enroll approximately equal numbers of males and females. At the present time, a slight majority of our exempt administrative and student staff are women. We will strive to employ a minimum of 50 per cent female exempt administrators in the future. Besides the professional advantages accompanying a rich mix of colleagues, our students reap obvious benefit in interacting with a diverse staff. We will continue to respond to concerns regarding sexual identity and interpersonal relations by upgrading programs such as the Women's Clinic.
5. We need to review the student body profile on an annual basis before determining changes in program direction. Present trends lead us to predict increases in the number of older students, transfers, non-whites, and possibly parents. These students will bring special interests that need to be responded to, such as day care activities, short-term career counseling (one or two years), and non-white orientation and counseling. Out-of-state enrollment and the percentage of in-state freshmen and veterans present major question marks.
6. Due to budget limitations, providing for what we perceive to be adequate staffing has required placing an unusually large number of students on our staff. Regardless of future funding, this pattern will continue. Fortunately, we prefer and are committed to extensive use of student staff but need to improve our training program and process for student staff involvement in decision-making. The student staff requires on-going training and supervision, which accounts for some of the increase in professional staff outlined in individual reports. Student staff members are not only seen as valued colleagues, but their presence also provides us with a daily evaluation of what we are doing through highly-refined student views.

7. One certain prediction is the continuance of conflict--it's a given within any community. We have two choices--to ignore it, which means it is uncontrollable; or deal with it openly and potentially resolve it. Confrontation and honesty in dealing with conflict is essential in the development process and is a constant working condition in Student Services. Often we learn most when we share in problems and hardships. Maximum utilization of students, faculty, and staff in meaningful decision-making and program execution usually results in the stabilizing of unnecessary conflict. Thus, our goal is to influence increased involvement of campus community members in college affairs.
8. Experts and amateurs have made endless predictions regarding future life. To cite a few examples may be ludicrous; but, unless faced with a national or world catastrophe, three predictions will have a special impact on Student Services. These examples provide much of our rationale for deviating from traditional and still existing approaches used in student services. The National Association of Business Economists believes that by 1990 we can increase our annual national gross product at the present level with a four-day, 20-hour work week and an average retirement age of 38. To further complicate matters, a research team at the University of Florida recently concluded that we may be able to retard the aging process and double the present life span. Several reliable sources also predict that the present college generation will average three or more careers in their lifetime. These predictions are not particularly alarming but will influence drastic changes in life planning and career counseling, placement programs, facilitating development of leisure time activities, and most of all, continuing education.

Overall Program Direction and Recommendations

If Burns Crookston, a noted authority on college students, is right in his definition of student services, we have a development model at Evergreen. The lists below contrast the traditional student personnel services approach and the student development approach:

<u>Student Services</u>	<u>Student Development</u>
Authoritarian	Egalitarian
Reactive	Proactive
Passive	Encountering
Remedial	Developmental
Corrective	Preventive
Controlling	Confrontive
Cooperative	Collaborative
Status-oriented	Competency-oriented

Due to the fact that we at least try to live up to the list on the right; and, since it has been previously pointed out that we do more than provide service, our first recommendation is that the division name be changed from Student Services to Student Development Programs.

As can be expected, a great deal of the discussion with staff and students centered around the administrative organization of Student Services. Discussion included the appropriateness of those divisions presently reporting under Student Services continuing to do so and divisions outside of Student Services that might be shifted to our area. All of our present

staff and approximately 40 to 50 students who were involved in developing a plan unanimously agreed that the division of Recreation and Campus Activities should be shifted back to Student Services. This issue received considerable attention during last year's reorganization. The trial arrangement for this year has proven that we can cooperate across divisional lines. The funding base and equalizing of reporting within our college administrative structure have been used as major criteria for Recreation and Campus Activities reporting under Auxiliary Services. We believe there are other considerations that balance the debate; namely, the educational base of our co-curricular program is more aligned with Student Services. Also, a major difference between Recreation and Campus Activities and the Bookstore, Food Service, conferences, and, to a lesser degree, Housing is predicated on generating business. Although Recreation and Campus Activities needs to generate some income, the major portion of its operation is funded by fees. Like Student Services, Recreation and Campus Activities relies heavily on student staff and, subsequently, educational training programs. Most important of all, Recreation and Campus Activities is involved daily in helping students discover the process of becoming, which is our major responsibility in Student Services.

Although it has only been discussed with a limited number of students, all of the professional staff in our division also agree that strong consideration should be given to Security having a direct tie with Student Services. This issue has been discussed with the Director of Security, and he agrees. Security performs four major functions--facility and environment security, enforcement of certain college policies, assisting those in need, and providing for the safety of campus community members. The vast majority of time and effort consumed by Security activities evolves around dealing with people problems. Security also shares the responsibility of interpreting policies and institutional realities for campus community members. Furthermore, we often work together on problem cases which may require use of the adjudication process and/or discipline action. Security and Student Services seems to be a natural fit.

Therefore, we recommend that Recreation and Campus Activities and Security become a formal part of the administrative structure of, and report directly within, Student Services.

All divisions within the college primarily exist to support the formal academic program. Success in supporting the academic area requires coordinating efforts across all divisional lines. We will continue to invite the Director of Admissions, the Registrar, the Director of Housing, the Director of Cooperative Education, the Executive Secretary of the Non-White Coalition, and others to attend our staff meetings. We also plan to continue assigning one of our professional staff members as a liaison person with each one of these divisions.

There is day-to-day contact between certain Student Services divisions and other divisions in the college, such as Financial Aid and Student Accounts. This is not the case in our relationship with the academic program area. Working with academic deans and appropriate faculty for planning workshops in response to student interests needs to be formalized. We also plan to publish and annually update a directory of our staff by skill areas so that individual faculty, faculty teams, and academic program groups can call on us when consultation is desired. It will continue to be up to each individual

staff member to work with the appropriate dean to secure approval for carrying individual contracts. Each staff member is limited to carrying two individual contracts unless they obtain special approval from the appropriate dean and the Dean of Student Services. If planned as an integral part of an individual division's program activities and approved by the deans previously mentioned, a special group contract may be established.

In relation to the academic program area, we make the following specific recommendations:

Student Services staff members carrying individual contracts continue to be invited to participate in dean group meetings but be spread out among the four dean groups

this same opportunity be extended to other interested staff members who are carrying individual contracts throughout the college

annually, one of the interested academic deans continue to be appointed as a liaison with Student Services

a formal process be established that could be used in recruiting and hiring professional staff that would qualify the person hired for a faculty position through either rotation or direct appointment

Interdependence between the college campus and its immediate community always exists to some degree. Because of our youth, our lines of communication and forms of cooperation with the Olympia community are still somewhat undefined and primitive. However, due to the limited number of on-campus resources and budget constraints, we need to be some reliant on community services. There are bound to be additional ways we can help each other. In the future, we will make every effort to contact each community service agency and annually update our information on what services are available to campus community members but also recommend that:

the college annually host an on-campus meeting, inviting representatives from all community service agencies and selected staff, faculty, and students to discuss our mutual concerns and interests

The college must always be concerned about the stability and vitality of each function within our organization. The campus climate is almost totally dependent upon personal attitudes and working relationships. Retention of competent employees requires challenging and rewarding experiences plus a supportive and responsive environment. For a college to be concerned about the educational development and personal growth of a student without providing similar opportunities for employees is a glaring contradiction.

Staff morale and effectiveness also requires an occasional breath of fresh air and a chance to recharge. Much of vacation time may represent no more than catching up with personal things left undone, mainly due to professional commitment during the other 11 months of the year. We plan to do whatever possible to provide adequate funding for each exempt administrator to attend at least one valued professional conference and one short-term skill development workshop each year. Money should also be earmarked for clerical and student staff conference and/or workshop attendance. In an attempt to strengthen opportunities for professional growth and improve working conditions, we propose the following policies be approved for the Student Services area:

attempt to fill all vacant exempt administrative positions with people who can qualify for rotation or direct appointment to the faculty and other staff functions within the college

when initiating the recruitment process for vacant positions, that we include in the search candidates who are presently employed at Evergreen within various administrative and classification levels

use of an open process in interviewing candidates for vacant positions or openings created by our rotation plan. All full time employees and student staff in Student Services would be urged to meet each candidate plus interested students, staff within other divisions, and faculty. All interviewers should be provided with criteria and job requirements by which the hiring administrator will judge the candidate. The criteria should be used as a guide for the course of the interview. Although selection of the person to fill the position will rest with the appropriate decision-maker, recommendations submitted by those who interview candidates will be essential to the process. The personal portfolio, including evaluations, will be a major determinant when selecting among present campus employees. An open interview process enables the candidate to obtain a clearer picture of the college. Further, it gives campus community members an opportunity to question candidates from a wide variety of viewpoints.

a rotation plan be established in Student Services that would include the following components:

- 1) By fall of 1975, we should annually rotate a minimum of one staff member across divisional lines within Student Services or to a faculty position. Clerical staff are to be included in all staff meetings and professional training programs so that they can be given equal consideration in making staff rotation decisions.
- 2) The Dean of Student Services and all director positions would rotate, with a period of four years used as a guideline. The intent of this rotation is to give staff a variety of growth/professional experiences within the college. Therefore, rotation would be dependent upon establishing new positions and opening up existing positions. The following schedule could be used:

Fall, 1975 - Director of Counseling Services

January 1 or July 1, 1976 - Dean of Student Services

Fall, 1977 - Director of Financial Aid and Placement

Fall, 1978 - Coordinator of Health Services

If Security and Recreation and Campus Activities become a part of Student Services, these director positions could also rotate by fall of 1978.

- 3) By fall of 1975, attempt to set up a professional program with other colleges and universities so that we can have an interinstitutional exchange of one staff member each year.
- 4) Other than interinstitutional exchanges, all rotations will be governed by the salary policies outlined in the Evergreen Administrative Code.

We also offer one recommendation regarding employees that will have considerable institutional impact:

establishment of a campus-wide inservice training and cross-training program for all employees, including release time, not only for the obvious educational benefits but also to insure working toward our commitment in affirmative action and upward mobility. An inservice training program for the campus could involve three main features:

- 1) scheduled training sessions with campus-wide participation in areas such as management theory and skills development coordinated by the offices of Personnel and Affirmative Action/Equal Opportunity Programs
- 2) generalized monthly divisional training sessions; i.e. with each office or function within Student Services presenting an overview of its operation
- 3) development of on-going training programs for each office or function and publication of their schedules

Under a college policy on release time, employees would have the opportunity for a general sampling and could also concentrate on a specific area.

Adequate facilities for housing our individual divisions is important to all of us. Students we have talked to see as much importance in having our Student Services divisions located in the same immediate area as we do. During an open meeting with over 30 students, which was called to discuss the Student Services section of the self-study and the five-year plan, students strongly urged that we do whatever necessary to house our programs in the same general area. Since Student Services is nearly the only major division on campus that was not included in the master building plan, a permanent home has been a bit difficult to find. Most of us came from other college campuses where student services were not only scattered but located in remote, undesirable places. We completely agree with the large number of students who say that our accessibility and visibility is as important as sharing adjacent facilities. The Director of Facilities, who has been extremely supportive in the past, recently assigned the campus architect to assist us in developing plans for a permanent home. A copy of that plan is attached for your review (see Attachment No. 2). If this plan is approved and funded, it should provide us with a permanent home even if the enrollment eventually exceeds our present projections. There is additional space in the proposed area to respond to unforeseen needs. We have discussed the possibility of including a Student Services building in our capital request on and off since 1971.

Our present staff does not see any necessity for a separate building if it's possible to convert other space within the Library Building. The proposed location represents an excellent choice, but we are concerned about one problem that is presented by the proposed plan. Student Services moving into the proposed location would eliminate approximately a dozen classrooms; however, it is our understanding that other space in the Library Building could be converted to provide for necessary classrooms.

Besides our present facilities for Health Services being highly inadequate, by fall of next year, we will have doubled up in our present office space to a point that it will begin to adversely affect carrying out our programs. Therefore, our final recommendation is that:

the campus architect's plan for a permanent location for Student Services in a portion of the east wing of the second floor of the Library Building be submitted as a priority item in the 1975-77 capital budget request.

We believe the support of our recommendations regarding the overall program will have a lasting and positive effect on the creation of an environment conducive to self-actualization, value testing, and the development of individual life styles on the part of students as well as improving the campus climate for students, faculty, and staff. We view our recommendations as being consistent with the overall objectives we have established to carry out our educational/service function within the college. They are:

1. To recruit and develop staff and facilities in financial aid and placement, health care, personal and vocational counseling, recreation, security, student activities, and additional integral programs in order to heighten each student's sense of participation in our community and to enrich his/her preparation for future life.
2. To establish both the formal and the informal linkage with the academic faculty that will facilitate a common concern for the development of students, a shared interest in Evergreen, and a unified conception of the college's educational obligations.
3. To insure that no student's academic progress is hindered by financial difficulty by expanding federal, state, and local student aid programs and by extending counseling in the management of personal finances to all who can profit from it. Further, each student should be given an opportunity to explore career concerns and goals and be provided assistance in the realization of those goals.
4. To provide information, mediation, and counseling to help students deal in an informed way with changing life styles and their influence on the individual. We will continue to develop leadership and programs that are sensitive and responsive to students but, equally important, active, anticipatory, and preventive. This will require extending our activities to residence halls, to students living off campus but away from their homes, and to those commuting from home.

5. To extend ample opportunity for members of the campus community to engage in a rich variety of recreational, cultural, and social outlets which promote physical conditioning, relaxation, and the development of interests, hobbies, and talents.
6. To build a mechanism by which the administration can work and rapidly respond to expressed student concerns so that any gap between the institution and its largest internal constituency can be dealt with openly and kept minimal; and, further, to create a more open system for intensive involvement of students in activities, programs, and services that positively affect their lives and to extend every possible avenue for their participation in evaluating all aspects of campus life.
7. To help provide mechanisms by which students can participate constructively in insuring a safe campus and in maintaining the degree of security and order essential for an intellectual life and for positive personal development.

COUNSELING SERVICES

PHILOSOPHY

The Evergreen State College's Counseling Services believes very strongly in the value of each individual student, staff, and faculty, of which our learning community is composed. Each individual has an inherent right to develop along his/her chosen lines. We recognize the difficulty of this task for many members of our learning community. In particular, we recognize that the level of difficulty is greater for non-whites and women. All of our services attempt to provide support, assistance, and encouragement to each member of the Evergreen community in the pursuit and accomplishment of his/her personal goals. Our work includes both a problem solving/remedial function and an educational function. The former is the traditional function assigned to counseling centers. The latter is something we attempt to do before problems arise and also in helping to teach people at Evergreen to deal with some problems that have already arisen. We endeavor in all our one-to-one relationships to help clients develop skills that they have not previously learned which will help them deal with their environment.

Our approach to the delivery of Counseling Services in the next five years will be basically along the same lines we have followed in the past three years of our existence. We will direct our approach but not limit it to an educational and developmental model. By this we mean that we will be attempting to assist community members to develop their personalities and interpersonal skills. We will do this by continuing to offer workshops, seminars, and personal growth groups. This year's workshops have included "Collective Living," "Graduate School Application Processes," "Human Sexuality," and "Faculty Training in Counseling Skills." We will also step up our efforts in the career counseling area to provide more service to more people--this will be discussed later.

We will continue to stress short-term counseling as our basic approach. However, we cannot neglect those students who are in need of additional professional help and require a longer period of counseling. Our records show an increased need on the part of our student body for long-term therapy. We do not feel that this is a trend that will subside in a year or two. Evergreen can no longer rely on the limited professional mental health resources in the Olympia area. The Olympia Community Mental Health Center is moving in the direction of day treatment and short-term therapy. Our physical location outside of the city limits and the lack of an adequate mass transit system makes it difficult for students to receive community assistance. Therefore, we strongly recommend that we hire a professional counselor to meet this need.

Another very important aspect of our counseling philosophy is our commitment to the training and use of student paraprofessional counselors. We see the training of counselors as part of our educational function at the college; and we feel that, in many cases, peer counselors are as appropriate, if not more so, than professional counselors as therapeutic agents.

STAFFING

General Guidelines

Neither the American Psychological Association (APA) nor the American Personnel and Guidance Association (APGA) have any recommended staffing guidelines. The latest survey conducted by APGA in 1972 demonstrated that there was very little uniformity between college counseling centers, regardless of the size of the college's student body. Institutions of higher learning that had enrollments above 10,000 students reported their professional counselors to study body ratio varying from 1 - 3,000 to 1 - 9,810 with a median of 1 - 1,500! Colleges whose enrollment was under 7,000 experienced similar variance, 1 - 370 to 1 - 2,000, with no median reported for this category.

Our present ratio is one professional counselor for every 1,000 students. This figure is not a true one, due to the fact that the director is not available full-time for direct delivery of counseling services, due to his/her administrative load. So in actuality, we are staffed with less than one counselor for every 1,000 students. Because of the variety of duties and obligations one has to perform at Evergreen and the unique nature of counseling I strongly urge that our guidelines for staffing be a 1 - 900 ratio to ensure the best possible delivery of counseling services to the Evergreen college community.

At present we are serving about 316 students per quarter (unduplicated count) with a staff of nine that is directly concerned with traditional counseling services (two full-time professional counselors, one part-time career counselor, one intake interviewer/secretary, and five student staff). The counseling load of each of these individuals has been full for the majority of the quarter. Due to the unique structure of Evergreen, it is imperative that we attempt to provide counseling services to the community at the minimum level we are presently providing. The nature of our institution is such that traditional guidelines for projecting staffing needs is, at best, inappropriate and, more importantly, useless.

The staff increase projections are based on a 200 per year student increase. If for some reason this figure is increased significantly, our timetable needs to be stepped up. Our data from fall quarter indicates that there is a strong need for career counseling and academic advisement in addition to personal problem counseling, of which the need for long-term therapy is greater than our resources. The figures themselves are not as important as what they reflect in terms of direction of our services and the need for expansion in the above-mentioned areas. Therefore, our first priority is the establishment of the position of Career Counselor as a full-time position. This should occur immediately or September, 1974, at the latest! The necessity for this is well known and can be well documented. Presently, Helena Knapp, who is the Career Counselor, is working over a 40-hour week in a position that is budgeted at half-time. Obviously, the need is there; consequently, why not fund the position in accordance with the need?

Student Staff Paraprofessionals

Counseling Services is committed to the hiring, training, supervision, and upgrading of its student staff. Not only does research in many other institutions and settings support the fact that students do an excellent job of delivering counseling services; but, more importantly, our own experience has been

favorable. The Evergreen State College should make a greater commitment to student staff by more evenly sharing the funding of these positions. The present funding formula has the College Work Study Program funding seven out of ten positions and the institution funding three. This should be changed to a 50/50, or greater, breakdown. In the next five years, the distinction between the student aide program and the counseling aide program should be eliminated. This would provide Counseling Services with greater cohesiveness and more personnel available to do counseling. I hope that this transition will take place within the next two years. Also, during the next two-year period, all student staff should form a group contract as the vehicle for generating credit, as opposed to the present situation where all ten student staff members are in different programs. This change would provide better and more efficient training of student staff and, in the long run, a more cohesive staff. The group contract would be sponsored by either the Director of Counseling Services or the professional counselor.

Growth Rate

Our present staff consists of the following:

- 1.0 Director
- 1.0 Professional Counselor
- .25 Career Counselor
- 1.0 Intake Interviewer/Secretary
- 9 Part-time Student Counselors

The following additions will be needed in the next five years:

- | | |
|--------------------------------|---------|
| .75 Career Counselor | by 1974 |
| .5 Student Clerical | 1975 |
| .5 Career Counselor | 1977 |
| .5 Professional Counselor | 1976 |
| .5 Secretary | 1978 |
| 2 Part-time Student Counselors | 1978 |
| (1 CWSP and 1 Institutional) | |

Counseling Services would look like this the following year, 1979:

- 1.0 Director
- 1.5 Professional Staff
- 1.5 Career Counselors
- 1.5 Intake Interviewer/Secretaries
- 12 Part-time Student Counselors
- .5 Student Clerical

PHYSICAL FACILITIES

Counseling Services feels very strongly about the need and desire to be located with Student Services. A portion of the east wing of the second floor of the Library Building has been proposed as a possible permanent home for Student Services. If this were to occur, Counseling Services needs would be ten offices, one work room, one storage room, and one group room, equipped with a one-way mirror.

The area ideally should be open-spaced, decorated with some plants, artistic hangings, and bright color schemes. Our intake interviewer/secretary's desk

should be visible from the door leading into the area. The waiting area should be clearly within the unimpaired view of the intake interviewer's desk and hopefully from all the offices located in Counseling Services. The furniture should be comfortable with enough room to seat at least ten people.

SERVICES

Outreach Services

In cooperation with other segments of the Evergreen community, we will be seeking new ways to expand our services out of our offices and into the campus community. At present, with the exception of improving our drop-in center, there are no specific plans in this area. Hopefully, during the next five years, one or two plans will develop.

Career Counseling

Our efforts in this area have been good, given our staffing limitations; however, the success of Evergreen graduates and, ultimately, Evergreen itself, requires competent, comprehensive career counseling for students. We will need to mount a strong, concerted effort to work with more students in preliminary exploration of some new career possibilities, at the same time being able to provide information on graduate schools, entrance tests, and assistance with life planning. Our students probably need greater assistance in this area than students in more traditional institutions, due to our multidisciplinary structure. Increased staffing is essential for us to meet the needs of our student body in the next five years. We see career counseling and placement on the same continuum, and we hope to increase cooperation across divisions in the future. In many ways, both offices are concerned with teaching students the skills to understand themselves and the world of work--the only difference is a sense of urgency. Therefore, we will continue to harmonize our methods and philosophies.

Personal Problem Counseling

As previously mentioned, our approach to counseling is a short-term one; and we can no longer rely on the limited professional mental health resources in the Olympia area to provide service for those students in need of long-term therapy. Our physical location outside of the city limits and the lack of an adequate mass transit system makes it difficult for students to receive community assistance. Our records show an increased need on the part of our student body for long-term therapy.

During fall quarter, 1973, we had ten students in need of long-term psychological care. This figure could have been higher; however, some students are familiar with our short-term therapeutic philosophy and either did not come in to Counseling Services or went elsewhere. We have no idea how many students were turned away from Counseling Services because of our short-term approach. It takes two to four hours per week of professional time to assist each individual requiring long-term therapy. This works out roughly to a half-time position to do nothing but long-term therapy. This does not appear to be a trend that will subside in a year or two; consequently, we will need to hire a professional counselor capable and willing to do long-term

work. Until 1976, or such time when we can hire someone for this position, we should continue to budget a \$500 retainer for students needing this service. We estimate a need to increase this by \$350 in 1976.

Academic Advising

Our feelings about this subject are quite mixed. We generally think that it is a very poor idea to continue doing academic advising in its most straightforward sense. We assumed this role, basically, because no one else was responsible for, nor engaged in, it. It is obviously important to continue doing academic advising in the context of career counseling; indeed, the two cannot be separated. It is also important to ensure that Counseling Services staff members work closely with the faculty to ensure that everyone has the necessary skills and information to play their respective roles in academic advising effectively.

We can predict that if we continue doing simple academic advising, the load could increase beyond our budgeted capacity to provide this service. The need to do academic advisement is there now, and we cannot foresee it diminishing with time. The question is whether Counseling Services should continue providing this service. If we do, we will need to have some additional funds, primarily in goods and services (03), plus more cooperation from the academic unit. This question needs to be thought out further for other possible consequences. Evergreen needs to make an institutional decision about the need and future of academic advisement. Until such time as that decision is made, Counseling Services will continue to do the best it can to provide limited counseling in this area.

Expanded Services

As we grow, there will be an increased need for more outreach work and more concerted planning and work with students in the career area. Our format or approach to career counseling will need to be overhauled to cover more students and their needs. We will need to provide the Evergreen community with more personal growth groups and special problem groups, such as divorce, stress, loneliness, etc. This is evident now. We have the nucleus to expand in a variety of areas as the need arises; the above areas are the only ones that we can envision now.

POLICIES

Affirmative Action

The needs of non-whites and women have to be met by all areas of the college. During the next five years, we will attempt to hire our personnel from a cross-section of non-white ethnic backgrounds with at least 50 per cent being women.

Rotation

There is immense value to allowing faculty and Counseling Services personnel to rotate between positions. The only rotation policy will survive is

by having personnel who are interested in it. Sometime early next year (academic year 74-75), we will send out a feeler to some of the faculty to assess their interest. All new professional counselors should be offered the possibility of faculty status.

The Director's position should be free from rotation and be locked in at a minimum of two years. There are many programs and services that are handled by Counseling Services--our personnel and service needs a stable direction and consistency. At the conclusion of our present rotation, a permanent director should be appointed. This decision needs to be made during the 1974-75 school year. We certainly feel that it is possible for the new (permanent) director to rotate; however, we would suggest this not be the case until at least 1978.

Evaluation

In keeping with the goals of Evergreen, which stress growth and providing an environment where this can take place, Counseling Services is now and will continue to evaluate itself for the purpose of personal and developmental growth. All staff members presently evaluate each other twice each academic year.

Funding

Our present budget process allows us to deal with our normal fiscal needs on a biennial and annual basis; so, rather than attempt to break out figures for the entire budget, we will only supply the 01 costs, or salaries and wages:

<u>01</u>	<u>Avg.</u>	<u>Year</u>
1.0 Career Counselor	\$12,600	1974
.5 Career Counselor	5,750	1976
.5 Professional Counselor	7,500	1976
.5 Secretary	4,000	1978
2 Student Counselors (Institutional)	(2.80/hr.)	1978
	\$39,850 by 1978	

FINANCIAL AID AND PLACEMENT

Within the period of two and a half years, we believe we have arrived at a point where we can say that Evergreen's office of Financial Aid and Placement serves more students in more ways than does any comparable office in the state. We have had some measure of success in helping to articulate the image of our graduates as problem-solvers and highly motivated, independent workers who are equal to the challenge of multiple career change in a technological world. We have been effective in providing the institution with an evaluative tool through our placement evaluation system and have done a great deal to advance the college toward meeting its goal of equal opportunity for education and a high non-white student enrollment through our financial aid program. In providing a wide scope of services to students, we have emphasized good management for their limited funds, serving the highest possible percentage of the student body and intense involvement of students themselves in the operations of the office. Through our training sessions, seminars, and workshops involving students and through our day-to-day counseling, we have attempted to teach that coping with Financial Aid and Placement problems is a developmental process, involving mastery of skills, assimilation of knowledge, and development of the ability to identify and solve problems. In order to accomplish all this, we have been blessed with staff members who are not reluctant to assume the burden of a workload which takes them far beyond the eight to five work day. They cannot, however, be expected to continue at this pace indefinitely.

PRESENT STAFFING LEVELS, WORKLOAD, AND COLLEGE ENROLLMENT

Our present workload is fairly accurately defined in the Performance Measurement Indicators (revised--see Attachment No. 3). We presently need 10.72 person-years to accomplish the goals we have set for ourselves in the current fiscal year. Next year, we will need 10.9 person-years at the least, and we intend in the upcoming supplemental budget preparation to once again revise the Performance Measurement Indicators to arrive at a more accurate and current breakdown of workload statistics and take into consideration any changes that have occurred during the current fiscal year. Basing our estimates, however, on the current figures, it takes about 10 1/2 people to provide the services listed in the Indicator sheet to 850 long-term aid recipients, 450 graduates and seniors, and 1,000 emergency loan recipients. This year 1,080 students asked our help in finding work, and 2,000 students made application for aid. Seventy-seven per cent of the student body uses our services each year (1,773 of 2,300 this year). To serve these students requires an operating budget of \$90,000. It also requires roughly \$1,300,000 in aid funds to meet their needs.

GROWTH IN STAFF LEVEL, WORKLOAD, AND ENROLLMENT

Our present staffing level (10 person-years) will need to grow to 15 person-years to handle the increase indicated below. If, during the years 1975 to 1979, the enrollment grows by 200 students each year to a total of 3,400, then the general factors mentioned in the preceeding paragraph will have increased by 1979 as follows:

There will be 2,737 applicants and 1,150 long-term aid recipients. Part-time job applicants will total 1,600, and there will be 1,360 emergency loan recipients. At an average of 450 graduates

per year for the next five years, there will be 2,550 graduates plus 450 seniors, and the financial aid long-term student aid budget will be at the \$1,872,000 level. In order to meet the staffing needs to serve these students, it is estimated that we would need 15 person years--12 full-time person-years and 3 full-time student person-years (9 one-third time students). Sequence and type of additional positions would be as follows:

Financial Aid (Current)

- 3/4 director
- 2 counselors (1 temporary)
- 1 program assistant
- 1 office assistant

Placement (Current)

- 1/4 director
- 1 counselor
- 1 office assistant

Student Staff (Current--maintain this level through 1979)

- 7 part-time counselors
- 2 part-time clerks

Financial Aid additions in the next five-year period:

- 1975 - add one office assistant and make temporary counselor permanent
- 1976 - change the senior counseling position to assistant director
- 1978 - add one new counselor
- 1979 - add one new office assistant

Placement additions in the next five-year period:

- 1976 - add one new program assistant and change the counselor position to assistant director
- 1977 - add one new counselor
- 1978 - add one new office assistant

FACILITIES

We are strongly in favor of keeping the office in proximity to Counseling Services, Health Services, the Dean's office, and the Veterans Affairs office and we recommend the second floor location in the Library that we have been considering. We would need ten counselor or administrative offices plus space for six clerical/technical positions by 1979. Further, we envision a collection of resource centers near our office, which would include a personal money management and nutrition resource center, a placement and career selection resource center, graduate school information resource center, and possibly a learning resource group or skills development resource center.

COMPARISONS

1. Comparison of staffing levels with Western Washington State College Financial Aid office

1979 - The Evergreen State College will serve 1,150 long-term aid recipients with 3 3/4 professional staff

Western Washington State College serves 1,300 long-term aid recipients with 4 professional staff

2. Comparison of number of students with University of Washington and Western Washington State College

a. State Need Grant, 1973-74	<u>WWSC</u>	<u>TESC</u>
Grants	164	69
Average	\$603	\$605
Enrollment	7,000	2,300

TESC is 1/3 the size of WWSC in enrollment

TESC has 42% of WWSC grant population

- b. Emergency Loan Program, 1972-73

	<u>UW</u>	<u>TESC</u>
Principal	\$ 45,000	\$28,000
# of loans	2,000	800
\$\$ volume	229,000	88,000
Enrollment	32,000	2,300

3. Comparison of staffing with National College Scholarship Service standards*

COLLEGE SCHOLARSHIP SERVICE STANDARD

1974-75	2,023 applicants	7 clerical 3 professionals
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TESC (requested)

4 clerical
2 3/4 professional

*A Design for a Model Financial Aid Office, Van Dusen and O'Hearne (revised, 1973)

COLLEGE SCHOLARSHIP SERVICE STANDARD

1978-79	2,737 applicants	3 professional 7 clerical
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TESC (requested)

3 3/4 professional
5 clerical

NOTE: The CSS standard divides the 10 person-years required for 2,700 applicants into three professional and seven clerical. The 8 3/4 person years we would require to accommodate the same number shifts the emphasis to an increase of 3/4 professional and a decrease of 2 clerical. We serve a greater proportion of our student body (77%) than do most schools. Our data processing support for technical/clerical function is also greater than is usual in most colleges.

4. Comparison with Washington Community College standards on Financial Aid *

		<u>TESC</u> <u>STUDENTS SERVED</u>	<u>COMMUNITY COLLEGE</u> <u>STUDENTS SERVED</u>
1978-79	3,400 enrollment	1,150	510
		<u>STAFF</u>	<u>STAFF</u>
		3 3/4 professional	1 1/2 professional **

*A manual for Student Services in Community Colleges in the State of Washington, August, 1971

**1973 update:

<u>TESC</u> <u>STUDENTS SERVED</u>	<u>COMMUNITY COLLEGE</u> <u>STUDENTS SERVED</u>
1,150	510
3 3/4 professional	1 3/4 professional

FACTORS INFLUENCING GROWTH IN WORKLOAD AND STAFFING

Among the services which we anticipate either adding or expanding are: (1) personal money management and nutrition counseling, (2) placement counseling for freshmen, sophomores, and juniors, (3) loan counseling, and (4) job search techniques and counseling for students seeking part-time employment. We hope that within the next year we will have a full-year series of nine seminars in nutrition and personal money management for interested students from the general student body. Students who are aware of good budget practices and who do not misspend their awards can help the college to stretch its aid funds.

Ms. Priscilla Bowerman of the Evergreen faculty and Mrs. Juliet Parker, a community volunteer, are guiding us in the development of this program and are presenting many of the workshops themselves. In addition, we will call upon such other resource people in the field as is necessary, notably Mrs. Judy Henderson of the State Department of Agriculture and Mrs. Marcelene W. Darling, the county extension agent for Thurston County. In addition to the seminar series, we are developing a staff training model in personal money management and nutrition to instruct our financial aid staff in the application of these principles to financial aid counseling situations. A part of the career resource center will house printed materials concerning these subjects. We intend to expand our job search counseling for lower division students by a program of visitations to coordinated study programs

and group contracts. Further, we intend to continue our participation in support of the Cooperative Education office's Career Learning Program by working with selective groups of students on such subjects as interview technique, resume writing, and credential file construction.

We intend to emphasize more heavily pre-loan counseling for student borrowers in the Emergency Loan, National Direct Loan and Insured Loan programs. Studies have shown that where intensive pre-loan counseling is carried out, the default rates drop considerably. Counseling will stress repayment obligation and the importance of the revolving fund to future generations of students. The possibility of The Evergreen State College becoming a lender under the Insured Loan Program will become much more likely if the Washington State Higher Education Assistance Authority is able to function as a secondary market for the college. If we do enter into lender status under this program, it is imperative that our pre-loan counseling be of the very best quality. Through our cross-training of financial aid and placement personnel, we intend to concentrate on job-search technique training for students seeking part-time employment. This will serve to give them a good start in learning these techniques for their career job search and also it will enhance their chances of competing successfully in the job search market in Olympia.

In addition, some other factors will influence anticipated growth. Counseling Services estimates that its career guidance now represents 43-50 per cent of its student contacts. If, as anticipated, more emphasis is placed on providing career counseling, then our workload will increase in direct proportion as more and more students come to us earlier and earlier in their college careers for guidance in placement. We will further face a problem with the cumulative effect of active placement files of graduates as each year adds a potential of 450 active placement files to our workload. Charges for placement services is a problem which must be faced and which could involve increase of costs. It is our intention to pursue actively the present affirmative action program adhered to by this office. We intend to develop and expand the training program which we offer for our students, employees, and staff to a point where it is systematized and more intensive than it is at present.

TRENDS IN FINANCIAL AID AND PLACEMENT

The financial aid picture as it affects the college is cloudy at present. There seems to be a congressional trend to fix the amount of federal college-administered dollars available to the nation. Although the present administration wishes to eliminate most of the college based programs, the congress seems in a mood to continue them at their present level. The non-college based programs, principally, the Basic Grant Program and the Federally Insured Loan Program are not at this moment functioning well and are not reaching the population they were intended to serve. The State of Washington seems to be increasing its level of participation in student aid, but at a rate which is not equal to the rate of increasing demand. We believe that the college itself will have to take a greater part in raising its own long-term aid funds in order to serve its needy student population. This will most certainly be the case if the existence of 18-year-old majority laws is found to preclude colleges from expecting parental contribution.

If colleges are prohibited by law from looking upon parental contribution as a resource, their need for aid funds will increase by millions and millions of dollars. Evergreen's needs would increase by \$380,000 in 1974-75, alone.

We must remember that placement counseling is merely the last step in a career counseling/placement continuum. The placement operation must aid Career Counseling to increase the number of students who gain early access to this continuum. One method to accomplish this is to use the freshman and sophomore financial aid contact sessions as a medium for information on career planning and placement. We believe that our approach to placement counseling, which emphasizes aggressive, research-oriented job-seeking techniques, is one which fits Evergreen students well and which will become increasingly effective as we become more practiced in its application.

BUDGET

In order to fund a staff at this level and operate the office, we estimate the total operating budget in 1979 to be roughly \$151,000 (current average costs per full-time person-year--\$12,640)

HEALTH SERVICES

PHILOSOPHY

The guidelines for developing our health services for this institution have been broken down into three main areas: 1) personal health services, 2) environmental surveillance and control, and 3) health education. This means to provide an initial source of help for any person within our community who has a known or suspected health problem and encouraging health education by giving explanations to patients and discussing health problems, theories, and methods of treatment. We try to involve people in their own health, relating it to their lives and being aware of what is going on in their bodies, well or ill.

We utilize all resources available on campus as well as community agencies and organizations to assist in meeting these needs of the student.

Health Services contributes to the educational process by helping the student to recognize his/her problems, make choices, maintain his/her own health, and progress toward his/her personal and educational goals.

PHYSICAL FACILITIES

Our present facility is barely adequate for serving the number of students being treated. The present floor plan provides for an even flow of traffic, but there are three things in our area that we find some difficulty living with: 1) lack of privacy in the exam rooms, because the partitions are not from floor to ceiling, 2) lack of sinks in each exam room, and 3) improper method of storing medications.

Since we have a women's health care specialist working in Health Services, we are beginning to find an increased need for a third exam room.

We like the idea of Student Services remaining together, but with the expanding needs of Health Services, we should keep in mind the priority of our real physical needs in order to be able to continue an optimum use of the services and promote the efficient use of resources. The secretary should be located so that she has an unobstructed view of people waiting to be seen, and yet she should have privacy for assessing patients' problems. She should also be accessible to the nurse/physician and exam rooms to offer assistance when needed. The medical records should be located near the secretary's desk. Since the records are confidential and legal documents, the area should be able to be locked.

Before moving to new facilities, we should consider the possibility of having a minimum of three exam rooms, three offices to be used for the nurse/coordinator, the physician, and the Women's Clinic, stock room, clean/dirty utility room, and a room large enough for two beds for rest or patient observation.

STAFFING

The number of students being treated seems to double each year. With one full-time nurse working under contract with St. Peter Hospital in the 1971-72 academic year, there were 615 initial contacts and a total of 2,050 students seen. In 1972-73, a half-time physician on staff and a full-time nurse saw together 635 initial contacts and 2,300 total students were seen. For fall quarter of 1973, we saw 634 initial contacts and a total of 1,821 total people were seen by a staff of a full-time nurse, half-time physician, and a half-time women's health care specialist.

Our present Health Services staff is as follows:

- 1 full-time nurse/coordinator
- 1 half-time physician
- 1 women's health care specialist
- 1 full-time secretary receptionist
- 1 work study student

With the estimated 200 per year increase in student enrollment, our staffing increase should be as follows:

- 0.5 nurse
- 0.5 physician
- 2-3 part-time student help
- 0.5 nurse
- 1.0 women's health care specialist
- 0.5 nurse

The total staff increase over the next five years, not counting the student help, is three people.

After the present nurse/coordinator has completed her nurse-practitioner training, we don't feel there is a need to increase a third part-time physician in the next five years. As a nurse practitioner, she can perform more medical duties, and the women's health care specialist can handle a large percentage of family planning duties. The need for a second nurse is imperative to relieve the nurse/coordinator of some nursing duties so she may do administrative responsibilities.

We have made a minimal increase in student staffing over the next five years because, for medical and legal purposes, we can't rely on student help to perform medical treatment to patients.

In hiring a second part-time physician, we should think seriously about the advantage or disadvantage of having that same physician be part of the faculty. Having this person on faculty can be good, in that a physician is on campus most of the day for medical emergencies; he/she can become more involved in career counseling; he/she can help in pre-med education; and, he/she may serve as a liaison person between the academic area and the Student Services area in meeting the goals and objectives of both areas. On the other hand, a physician who is working part-time in private practice may be advantageous to Health Services. He/she could keep all of the staff informed of the current medical procedures; he/she would be in closer contact with other members of the medical community for referral and possible

discounts to students; and he/she could serve as a direct process of getting to drug companies for sample medication and educational material. Another advantage of having the physician working part-time outside the Evergreen community is that the parity of standards in Health Services would be comparable to that of the medical community. There is already one physician on the faculty. An additional part-time faculty/physician appointment may further isolate Health Services from the medical community.

We should think about a possible rotation policy for the physicians who are hired to work in Health Services. If the physicians are to be working part-time, then who should be director of the area? A definite decision should be made as to who is going to have which titles so job descriptions can be designed accordingly. The director's position should be free from rotation and be locked in at a minimum of two years to maintain a stable direction and consistency in the staff.

EXPANDED SERVICES

Over the next five years, we would like to see Health Services contract with physician specialists in the Olympia area, such as a dermatologist, a gynecologist, an ophthalmologist, and possibly a dentist. Not many general practitioners are very skilled in these particular areas, and the demand for diagnosis and treatment seems to be quite high on this campus. Since we have a high number of students who are emancipated minors, it is difficult for them to afford proper medical care if it must be handled outside of Health Services. If we could contract for consultation fees or discount service fees for students seen in a private office, it would be a great help to the student. Only the students seen and referred from our office will receive the discount fee. I see this as amounting to approximately \$5,000 for consulting fees and discount services for an academic year. From October 1, 1973, to December 20, 1973, we saw 1,821 students. Out of that number, approximately ten per cent were referred to one of the four specialists mentioned for diagnosis and treatment not handled in this office.

HEALTH EDUCATION

We would like to start working more closely with the academic area in planning workshops, mainly for part sponsoring and possible pre-med education (working with the physician) and health career counseling. For some of our major workshops, such as Human Sexuality and First Aid, maybe these can be offered as modules for academic credit. There exists no good rationale for the existence of a physician on campus if that physician delivers a service only. It is incumbent upon us to make the whole thrust of medical activity in Health Services one of individual as well as group education regarding personal, group, and societal health and health care delivery.

SUPPLIES AND EQUIPMENT

In the next biennium, there will need to be a major increase in our goods and services (03) budget. Most of the equipment we now use in our office is for

very minor treatment and first aid. For the number of students we treat daily and the varied kind of problems, we need more diagnostic tools.

To have adequate equipment for diagnosis and treatment could be quite advantageous to us. We wouldn't have to refer quite as many people out, and on the other hand, it would be easier to have physicians visit our facilities if we had the necessary equipment in our office for making such diagnosis. Since the college is isolated from other medical facilities, it would be an advantage to the student, both in decreased cost and in accessibility, were we to handle certain diagnostic procedures in our facilities.

WOMEN'S CLINIC

At the present time, the Women's Clinic is functioning with one minimally-paid person and about eight to ten volunteers. The willingness to work in the clinic is very high among the volunteers, but the ability is low. A lot of time has not been spent in giving adequate training to the interested people.

Starting this spring, some of the volunteers have worked out a group contract with David to get some formal training. They plan to have guest speakers, films, and practical experience in Health Services.

Over the next few years, hopefully we will develop this type of experience as a policy for a prerequisite for applying to the women's health care specialist training program. If they have worked in the clinic and are interested in getting into the training, the Health Services would be willing to write letters of recommendation. If accepted, one person will work as the women's health care specialist for one year after completing the training.

The position as a women's health care specialist will be an annually rotating position for the next few years. Hopefully, by 1978, this will be a permanent full-time position, but the training women's health care specialist will continue to rotate annually, but working as an assistant in the Women's Clinic.

If our patient load continues to increase, the demand will certainly be great enough to require at least one full-time women's health care specialist and have use for a second part-time women's health care specialist. On the basis of fall quarter, 1973, 490 people were treated through the Women's Clinic and projecting that figure to the end of this school year, approximately 1,500 people will be treated.

At the present time, the Women's Clinic is not a self-supporting clinic as was planned. By the completion of this academic year, we will try to decide on an approximate figure which it would take to run a women's clinic sufficiently. There are three possibilities: 1) increase the cost for the annual examination, birth control pills, IUD inserts, and diaphragms, 2) ask the Services and Activities Fees Review Board or Women's Center for funds, or 3) combine the Women's Clinic with the Health Services budget. However, Health Services would have to determine budget priorities before attempting to assume financing of the Women's Clinic.

INSERVICE EDUCATION

It is a responsibility and to the interest of both the staff and Health Services that every member of the staff be involved in a program of continuing education through which they may improve their skills. Members of the staff should have an opportunity to attend professional conferences and other ways in which to take advantage of the experience of other professionals working with college health programs. In the very near future, we will design in our planning and construct specific time for inservice education and have money available for extended training programs and medical conferences.

The "inservice" education is referring to the possible consulting physicians teaching the nurse and physician new skills, both or either of us being able to attend some of the inservice training at St. Peter Hospital, training volunteer, student, and clerical staff in new medical or office procedures.

DEAN OF STUDENT SERVICES

The office of the Dean of Student Services has dealt with a variety of responsibilities since being established three years ago. During the planning year, the Executive Vice President, following consultation with others, decided that Counseling Services, Financial Aid, Health Services, Placement, and Recreation and Campus Activities would be combined under a Dean of Developmental Services (pre-reorganization title). Besides the obvious value of having a dean responsible for coordinating program planning, operation, and evaluation for these divisions, other vital roles are assigned to the dean's office. These include:

1. coordination of general student orientation and the summer mailing series
2. liaison with other campus divisions and the vice presidents and the president
3. develop communication and cooperate with the local community agencies that serve students
4. provide consultation and advice for students and, as an advocate, facilitate contact between students and campus decision-makers
5. provide mediation or assist others to obtain mediation in cases of conflict
6. assist students in interpreting institutional policies and insure campus-wide due process as outlined in the college's governance document
7. aid students in gaining assistance when needing legal aid
8. if deemed appropriate, aid students when they are required to interact with law enforcement agencies, parole offices, etc.
9. work with members of the college community to evaluate and find ways to improve the campus climate and learning environment

STAFFING

Due to a constantly increasing workload, additional staff positions will be needed during the next five years. The dollars required will not be significant, but the positions are important. The office secretary is assuming large chunks of administrative responsibility and needs assistance. We are requesting one student work study position for fall, 1974, to assist with routine office functions.

To insure the continuation of the student-run Input Resource Senter, we are requesting two additional student work study positions for fall, 1974. This program is just beginning to show its value within the campus community. Surveying students, faculty, and staff on major issues faced by the college and feeding this information back to appropriate administrators should have a pronounced effect on institutional responsiveness and people's feelings of worth as a part of Evergreen.

Our present workload in assisting students to find legal advice and interacting with the court system is increasing and requires enormous time. Although free legal aid is available in Olympia for students involved in civil cases, this is not true of criminal cases. Private legal help is particularly expensive for the vast majority of college students who have limited income. By fall of 1975, we hope to either have a quarter time contract with a faculty member licensed to practice law, a contractual arrangement with a local attorney, or a para-legal position established to provide direct aid or advice for students and possibly, in some cases, faculty or staff.

Based on our present enrollment projections and the possibility of adding new divisions to Student Services, we predict the need for an administrative assistant to the Dean of Student Services by fall of 1976. We would plan to fill this entry level position with an Evergreen graduate who has had experience working in our Student Services area. This full-time position would be set on a two-year rotation schedule. Specific responsibilities would likely include coordinating student evaluations for our area, student staff training, student orientation, and divisional workshops.

We plan to hold a minimum of one staff retreat each year for program analysis and planning and team building.

PRESENT Staffing

1.0 Dean
1.0 Secretary/administrative
assistant
2.0

Additional Staffing

.75 student help - 1974
.25 legal aid contract - 1975
1.00 Dean assistant
2.00

FACILITIES

Based on the above staffing projections, we will need one additional office each year for 1975 and 1976. Ideally, the second of these two offices might serve the campus best as a satellite office in residence hall "a" or the College Activities Building.

PROGRAM

In addition to new program implications discussed under the section on staffing, the dean's office will increase efforts to collect student profile information and distribute results to appropriate segments of the campus. This will mean expanding on the data presently collected through the American Council on Education new student questionnaire, the Input Resource Senter, and exit interviews.

We do not share the advantage enjoyed by academic programs that requires students utilizing our services to submit an evaluation. Therefore, we are considering formation of a Student Services advisory board made up of clients not employed in our area.

One final item--now that work has been completed on the governance document revision, it is time to review our existing social contract. Considering the time it may take, it's a God-awful thought but definitely important.

VETERANS AFFAIRS

The office of Veterans Affairs will continue to be a necessary function on the campus as long as the present large number of veterans and dependents in the society require information and counseling assistance. One professional or paraprofessional staff person, clerically supported, with knowledge and expertise in veterans' matters will be the minimum necessary on campus if ease of access to assistance is to be maintained. This need will, of course, taper downward as more and more veterans and dependents understand and develop solutions for their own difficulties. The large number of veterans needing education will likewise drop. A projection of future need, however, is difficult; an all volunteer army, national foreign policy, war or peace status, federal funding support, and institutional commitment to our operation will be variables in deciding our future.

In view of the degree of usage of the office in its first year of operation, a budget request will be made for the 1975-77 biennium to fund a full-time coordinator plus clerical and operational support. The office will continue to rely on the availability of federal funding under the Veterans Cost of Instruction Program for operation during the remainder of this biennium.

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FIRST DRAFT
Base Outline for Five-year Plan

A. College-wide Issues

1. Is there any way to predict enrollment trends and subsequent composition of student body? What impact will these trends have on our area.
2. What are our predictions regarding on-campus residency? What impact will this have on our area?
3. Is there anything that we can predict about the future of our culture that will have an impact on our role at Evergreen?

B. Philosophical Issues

1. What do we need to revise in our present goals and objectives?
2. Can we live up to the rhetoric of being responsive, proactive as opposed to responding to crisis?
3. Does an extension of the resident activities program toward more outreach in the community fit into the future?
4. Are we or are we not involved in in loco parentis?
5. Should our philosophy allow for passing some fee for service on to students?

C. Staff Issues

1. How can we improve on our support of affirmative action in Student Services?
2. What future staffing needs do we face?
3. What should be the level of student involvement in Student Services, as employees and/or contract students?
4. What improvements need to be made in student employee training and individual and group contract activities?
5. Do we need a staff rotation plan? If so, what kind?
interinstitutional - Evergreen - Student Services -
individual divisions

6. What should we do about faculty status for present and future staff members?
7. What do we do about recharge/training?
conferences/workshops - leave time - working time frame -
set meeting days - recognition - job descriptions - seminars
8. What should we include in the process for recruiting and hiring?
9. How do we improve our staff evaluation process?

D. Facilities and Equipment Issues

1. What will our facilities and equipment needs be in the near future?
2. What are important issues in determining space needs?
spread locations - immediate proximity of locations -
satellite offices - accessibility - visibility -
proximity to academic area - other

E. Program Operation Issues

1. How can we influence involving more students in the decision-making and operation of Evergreen?
2. Do we need to change the administrative structure of Student Services?
Delegation of authority - formal and informal links with
other areas - desk jobs - shifts for students' needs for
services
3. Should we be tied in with Admissions recruiting?
4. Are there other divisional areas reporting elsewhere that ought to be under Student Services?
learning resources group - security - housing - recreation
and campus activities - non-white coalition - bookstore -
food service - admissions - registrar - all of the above -
none of the above - some parts of some of the above
5. How can we assess Olympia community resources to determine what impact their planning may have on us?
6. Should we be integrating Student Services more with the academic areas?
7. If we are to be involved in environmental counseling, what feedback mechanisms can we develop beyond exit interviews, questionnaires, etc.

8. What policies and procedures do we need to eliminate or develop?
9. Should we develop a better approach for responding to legal matters?
10. Is it more realistic for us to see ourselves as supporting and developing services or creating an educational base for services rendered?
11. Can we streamline our data collection process?
12. Should we be in the business of sponsoring workshops, seminars and conferences? If so, to what degree and to what end?
13. Do we need to strengthen the nearly non-existent outreach component in our Student Services?
14. What role should we play in designing and implementing fall orientation for students? How 'bout faculty orientation?
15. How much attention should we give to proposal development and seeking outside funding?
16. How do we improve our system for evaluating our delivery of services?
17. Can insuring mediation and due process exist in the same shop with the authority for disciplinary action?
18. If graduate programs are designed in the future, where do we fit in?