

Extra

Progress Report to  
The Commission on Higher Schools  
Northwest Association of Schools and Colleges  
The Evergreen State College  
September, 1977

With the completion of its sixth year of operation, three full years have elapsed since the June, 1974 report of the Commission. In large measure, as will be noted below, the recommendations of the Commission have had constructive response from the College. In some instances, the recommendations encouraged initiatives that were already underway; in other cases they stimulated a response. While recognizing what we have achieved and improved upon, we also acknowledge that new areas of concern continually present themselves and necessitate a reordering of priorities to address them.

In preparing this report, the admonition to be concise has been adhered to. To facilitate reference, each of the June, 1974 recommendations has been paraphrased. Responses to most of the questions posed in Mr. Bemis' letter of January 7, 1977 have been incorporated in the responses to the individual recommendations.

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Recommendation 1 - to research and analyze student needs and post-Evergreen experience by establishing an institutional research effort.

Although the College has been unsuccessful in four biennial budget requests to establish an office of institutional research and evaluation, a number of less than fully comprehensive steps have been taken to address this need: 1) opportunities are provided each fall for faculty and students to review the curricular offerings proposed for the next succeeding year (i.e., the planning

cycle is now on a two year basis); 2) the establishment of an Office of Academic Advisor in 1975 enables the identification and collation of student academic interests and needs; 3) the continued annual study of Evergreen graduates by the Office of Graduate Placement indicates the career fields and post-baccalaureate degree programs into which students are going; 4) registration in the different curricular offerings indicates the acceptance of the curricular plan (this is particularly meaningful in a curricular program that has no specific graduation requirements).

Scheduled for study and possible implementation during this coming year is a comprehensive student data system that not only will enable the College to be able to respond more readily to outside inquiry but also, and more importantly, will facilitate longitudinal studies of particular cohorts of students.

Institutional evaluation, both formative and summative, and particularly on the curricular level, has been advanced significantly by the presence for the past two years of an evaluator supported by the large and comprehensive National Science Foundation RULE (Restructuring Undergraduate Learning Environments) grant. Unfortunately, that position's funding terminated August, 1977. However, under that person's aegis, several research projects on Evergreen have been initiated by doctoral degree candidates from other institutions, a comprehensive assessment of the College's efforts under the RULE grant has been prepared, and a number of small evaluation projects completed. The College continues to recognize the critical need for centralized and systematic evaluation and will continue to press to identify sources of funding for such an office.

Recommendation 2 - involve staffs of library, computer services and instructional media in planning academic programs.

Since the 1974 report, the curricular planning process has become much more broadly based, assuring initiatives and reactions from these identified units as well as from faculty and students in general. (The details of that process would require more explication than is warranted in this brief report.)

Increased collaboration now occurs between the Academic Deans and the Dean and Associate Dean of Library Services in curricular planning, especially as it affects library resources and instructional media: the Dean of Library Services meets weekly with the Academic Deans at their regular meeting during which the complete range of academic issues is covered; professional library staff are assigned by the library dean to work with specific academic programs to assure the meeting of curricular needs; close liaison in planning at the decanal level has facilitated a number of critical accommodations involving instructional media; professional librarians offer a credit generating module on bibliographic methodologies and are eligible for faculty membership; media staff offer modules (courses) in their specialties in complement to other curricular offerings.

Computer services staff have continued to bear an increasing load of credit-generating instruction in computing. Continued discussions are sharpening the future needs for faculty staffing in the computer service area.

Recommendation 3 - develop procedures for adequate planning time for academic programs.

A substantial step towards achieving this goal occurred as a result of a study of long-range curriculum planning conducted in spring 1976. The consequences of that study which affect the efficacy and efficiency of planning time include: 1) the establishment of a two-year planning cycle (e.g., in fall 1976, the final details for fall 1977 were tied down and about 60 percent of the

1978-79 program was determined); 2) a decision to repeat successful programs instead of each program being created de novo; 3) a sharpened definition of curricular categories of basic, annual and advanced interdisciplinary studies with more focused objectives; 4) the identification of nine advanced interdisciplinary study areas (Environmental Studies, European and American Studies, Expressive Arts, Human Development, Life and Health: Individual and Community, Management and the Public Interest, Marine Sciences and Crafts, Northwest Native American Cultural Studies, Political Economy).

Steps 1 and 2 enable planning to be spread out longer so informal means, (e.g., lunch conversations) are more nearly adequate; further, the fall quarter curriculum selection allows more time during the year for detailed planning. Both steps 3 and 4 largely eliminate redundant articulations and rationales in developing program descriptions, and focus planning energies more sharply on the new and different. In addition, the deans have evolved a more systematic model for preparing program descriptions; this facilitates their own work in preparing copy for printing and greatly enhances the quality and content of the presentation to the student reader.

Recommendation 4 - periodic review of faculty distribution according to curricular needs, particularly in coordinated studies.

Several factors have contributed to the College's response to this recommendation: 1) an administrative change in the organization and function of the academic deanship has assigned continuing responsibility for curriculum planning and faculty assignment to one senior dean instead of rotating this function among the deans (hence, historical continuity is provided; 2) the development in the long-range curriculum plan of the probable staffing needs of each of the major interdisciplinary study areas coupled with a kind of self-assignment faculty to serve in given areas for various periods of time;

3) a decisively sharp assessment by the newly constituted academic dean team, assisted by a faculty personnel group, of the priorities for new faculty hiring to assure appropriate spreads in disciplines in coordinated studies programs.

Commendable as these efforts and intentions may be, they are constrained by the reality of state budgeting and the scrutiny of the legislature on the distribution of faculty teaching loads; Evergreen's report to the Legislative Budget Committee (March, 1977) indicates high productivity by the faculty in such measures as teaching loads, student contact hours, and class sizes. This effectiveness in use of resources derives from the governance process that centralizes teaching assignments of all faculty at the level of the dean. Nonetheless, critical areas of shortage of faculty expertise arise annually and conscientious efforts are made to approximate as nearly as possible the particular needs of a particular program or student. The expansion of the number of Visiting Faculty (non-renewable appointments of up to one year's duration) has enabled us to meet many "one-time only" kinds of skills or disciplinary specialty needs.

Recommendation 5 - that deans discuss with faculty and students their reasons for selecting academic programs.

By a more active involvement of both students and staff in the curriculum development and selection process in 1975-76 and 1976-77, it appears that this has been accommodated not by explicit declarations from the deans but by active participation in an admittedly difficult process. Specialty area plans, for example, are generated at the faculty level, in an open process, so the Deans are doing less selection in detail and the reasons for such selection are immediately available to the faculty and students most concerned, i.e., those who attend meetings.

Recommendation 6 - efforts at simplifying the process of evaluating student achievement be encouraged.

While there has been no significant streamlining of the process (nor does there appear to be desire to do so on the part of faculty or students), there has been a conscious and continuing effort to improve the quality of these evaluations. Several faculty have prepared "guidelines" on what an evaluation should convey, and training sessions in evaluation writing (both formal and informal) have been conducted with new faculty. Former President Charles McCann reviewed a random series of evaluations in two successive years (1975 and 1976). Between the two points of a review a conscious effort was made to improve this quality. President McCann noted to the faculty, and with considerable satisfaction, the marked improvement in the second year's group of evaluations.

If there has been a particular response to this recommendation, it is focused on the last clause, namely, "... (the Commission) cautions against mere streamlining of a complex and perhaps necessarily cumbersome process."

Recommendation 7 - continue to provide equivalencies in traditional course titles and credit hours.

This has been done.

Recommendation 8 - to encourage a bilateral relationship between Evergreen and community at large.

While acknowledging that there is still more to be done, the following steps indicate the degree to which this recommendation has been addressed: 1) development of an extensive offering of late afternoon and evening courses, and the identification of part-time study options in regular programs to accommodate working people in the community; 2) establishment of a mid-day program oriented to women contemplating reentry (or initial entry) to college and of an evening/ Saturday morning program for state office workers; 3) development of an external

credit program that validates equivalent prior-to-collegiate level learning experiences; 3) establishment of two committees (one in business administration and one in public administration) constituted of professional business and public service individuals to advise on the development of our private/public management program - many of these persons have lectured or conducted seminars in the program. This pattern augments the continued community involvement on a number of college committees dealing with the radio station, newspaper, art gallery, etc.; 4) establishment of an advisory group of area high school guidance counselors to facilitate bilateral information flow; 5) development of outreach programs in Vancouver (an upper division human services program for graduates of Clark Community College) and in Shelton High School (a college credit course for qualified high school juniors and seniors); 6) appointment as adjunct faculty of lawyers, scientists, and journalists, and other professional persons including many in state government, largely from greater Olympia, to offer particular courses in the evening program; 7) offering a town/gown lecture series in winter 1977 that alternated both meeting places and speakers between the College and Olympia; 8) constituting by the Board of Trustees of a Citizens Evaluation Group in the Spring of 1976, the members of which spent one full week on the campus and then reported its findings to the Board; 9) development of a concerted effort to encourage Evergreen staff and faculty participation in community activities (e.g., Chamber of Commerce, service clubs, etc.); 10) sponsoring cultural and educational events of interest to the Olympia community including: concerts by Evergreen musical groups and outside performers like the Air Force and Western State College bands; an average of four dramatic productions a year; a college-wide open house and Founders Day Festival celebrating Evergreen's tenth anniversary; conferences on sailing/fishing crafts, undocumented workers, single parenting, black culture, etc.; a Women's Music Festival; candidates' fairs for county and state-wide office seekers;

joint meetings of area Chambers of Commerce; and Chautauqua productions by students and faculty which were presented throughout Southwest Washington during the 1976-77 academic year; 11) continued offerings of the Speakers Bureau Service which provides program chairpersons of more than 200 service and cultural organizations in Thurston County with a complete list of college speakers (and their areas of expertise) who are available to their groups free of charge; 12) continued development and expansion of non-credit generating Leisure Education workshops which offer community persons a chance to enjoy instruction for minimal fees in everything from parachuting to pottery, jewelry making to yoga; 13) creation of the Evergreen Foundation and recruitment of 11 prominent Washington citizens to head its efforts to raise private financial support for the College; and 14) development of Regional Councils in three Washington cities (Olympia, Longview, and Seattle) to retain contact with Evergreen alumni, involve parents of alums and students more actively in the college, and reach out to other citizens in those committees who have interest in the college but because of distance may not have had an opportunity to activate it.

In addition, the College continues to identify ways in which it can, in the words of the Commission's report, "...educate the public in positive terms as to the philosophy and methods of the College...". Our product, the student, is our best advertisement. Capitalizing on their achievements through media exposure has enhanced achievement of this goal. We see the presence of our new President, Daniel J. Evans, as enhancing this step markedly.

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Insofar as they have not been addressed in the commentary above, the following respond to the questions contained in Mr. Bemis' request of January 7, 1977.



### 3. Changes in policies affecting faculty

There have been no significant changes made in policies affecting the faculty. In 1973-74, the faculty was reported as 110 full-time and 2 part-time; as of September 1977, the distribution is as follows: 114 regular (i.e., under three year contracts) plus 4 Academic Deans holding faculty positions; 26 visitors (appointments of maximum of one year, several for less than full time); 33 adjunct faculty (appointments to teach one course in the evening module program). Total FTE faculty for 1977-78 is 127. Faculty salaries in 1973-74 were listed as \$10,850 (minimum) to \$21,250 (maximum) and \$15,365 (average); in 1977-78 these comparisons are \$12,940 (minimum) to \$25,870 (maximum), and \$19,575 (est) average. The only significant changes in benefits are: 1) the establishment of a tax-shelter plan in 1976, and 2) as of July 1, 1977, a significant increase in medical/dental benefits coupled with a more than doubling of the amount contributed directly by the State for such coverage.

### 4. Changes in physical plant

Since the 1974 visit, two important structures, each with significant program impact, have been completed: Laboratory Building II and the Communications Laboratory.

### 5. Library and laboratory maintenance and growth

Library, laboratory and computer growth has been maintained and expanded to keep pace with the growth of the institutions within the limits of state funding and the compounding problems of inflation. However, the College acknowledges as a major institutional problem the obsolescence and increased maintenance costs of its equipment, most of which was purchased within a relatively short time period and hence is subject to a near simultaneous collapse on the basis of age alone.

6. Financial changes

There have been no significant changes in the financial structure and condition of the College in general except as there have been budget increases appropriated to accommodate legislated enrollment increases. There has been a decrease in academic support level and some shifts in percentage support to the major program budgets. There has been a very considerable growth in grant and contract income, from \$729,309 in 1973-74 to \$2,094,830 in 1976-77. In one area in particular, Student Services, it was necessary to readjust priorities when this area came under uniform application of formula for the first time in 1976-77. That formula is not at all satisfactory for a college of our size. Finally, a preliminary report (October, 1976) from the Council on Post Secondary Education recommends recognition of interdisciplinary studies for different costings in the instructional formula; this gives promise for future budgeting considerations.

7. Administrative changes

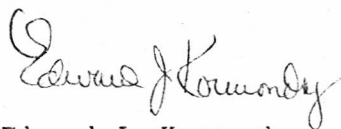
The significant changes in administrative personnel have been as follows:

1) Charles J. McCann stepped down as President on June 14, 1977 after nine years as Evergreen's founding president; Daniel J. Evans, former Governor of the State of Washington, assumed the presidency on June 15, 1977; 2) the academic deanship was reorganized and reconstituted during spring 1977. Instead of three three-year rotational positions, there are now two senior deans, each serving four-year overlapping terms which are renewable once; the senior deans are assisted by two assistant academic deans serving two-year overlapping, non-renewable terms. All four of these persons have come from the faculty: Academic Deans Will Humphreys and Willie Parson, and Assistant Academic Deans Robert Knapp and William Winden; 3) the position of Dean of Library Services, which was not filled at the time of the accreditation visit, is occupied by

Jovana Brown, of UC-Santa Cruz; Director of Facilities Jerry Schillinger resigned in 1976 and his post has been filled by Robert Strecker, formerly his assistant. In addition there have been changes in personnel at the level of Director of Computer Services, Public Relations, Development, Personnel, Cooperative Education, and Admissions.

The major structural administrative change, in addition to that in the academic deanship noted above, involved the consolidation of various student service functions into an Office of Enrollment Services under the administration of Larry Stenberg, formerly Dean of Student Services. This consolidation has brought under one administrative unit, and into a large common space, the functions of admissions, registration, student accounts (part), academic advising, financial aid, career counseling and graduate placement, and veterans services. Other administrative reporting lines have been altered but no significant alterations in function have followed.

Report Prepared & Submitted by



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