evergreen

OLYMPIA, WASHINGTON

New Directions for Evergreen

Strategic Enrollment Plan 2021- 2026

August 10, 2021

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Source for all data Evergreen State College, Institutional Research and Assessment (OIRA) unless otherwise noted.

Introduction & Summary

Evergreen is engaged in strategic enrollment planning at a time of unprecedented challenge. Institutional enrollment peaked in 2009, as it did at many colleges and universities, but experienced a slow decline until 2018 when the decline accelerated (see Figure 10). College leadership launched a multitude of efforts to address the decline and return Evergreen's enrollment to pre-2018 levels. The first plan, Evergreen Renews, was designed to address enrollment declines with short- and medium-range initiatives. Authors were realistic, knowing the impact could take three or more years to show results. Just as the three-year mark was eclipsed and some results were seen, the COVID-19 pandemic hit, making it difficult if not impossible to see continued enrollment stabilization or growth. We also find it difficult in many situations to distinguish between the short-term impact of the pandemic and long-term factors when trying to make one-, three-, and five-year enrollment projections.

Since peaking during the 2009-10 academic year at 4,891 headcount, the college began a steady enrollment decline to 4,089 in 2016-17. The decline in enrollment accelerated in subsequent years, likely due to impacts of the events that occurred on campus during the spring of 2017. Headcount in academic year 2020-21 was just 2,281. The college has experienced a corresponding weakening of its financial position as tuition revenues have declined along with enrollments. We have relied on budget cuts, shifting costs to our summer school account, and when necessary, drawing on reserves, among other strategies, to accommodate our decline in attendance.

Fall 2020 (and projected Fall 2021) enrollment and the impacts of the pandemic make it difficult to know if the college has reached a point of stability in new student enrollment that it can grow from. We know we are not the only college facing uncertainty and changes in enrollment due to the pandemic, but the pandemic has been confounding our enrollment recovery planning.

It is in this landscape that Evergreen is finalizing a five-year strategic enrollment plan (SEP). This plan sets a target of increasing total headcount by up to 50% over five years. to reach enrollment of 3000. In our budget and enrollment planning process we know that an enrolled headcount of approximately 4,000 would be ideal for Evergreen to thrive. Subsequent SEPs will need to build upon this one goal to reach the optimum enrollment level. While we have a large number of initiatives in play, some have a direct impact on enrollment and can be quantified, and others are indirect and difficult to quantify. For some initiatives, a year or two of data and assessment will be needed to set more quantifiable goals.

Amidst these enrollment planning efforts, Evergreen's strategic plan was updated per legislative requirements and the expiration of the 2016- 2020 Plan: Shaping our Future, Building on our Past. A new plan, Fostering Growth, Equity, and resilience for our Students and for Washington was completed in the summer of 2020. Each item in the New Direction SEP is linked to one or more of the Goals and Initiatives in the 2020-2023 Strategic Plan as documented in Figure 44 on page 53.

In June 2020 the Evergreen faculty approved a Conceptual Plan for the project that included:

- Changing the institution's name from The Evergreen State College to Evergreen State University;

- Evergreen State University would be comprised of an undergraduate college with Interdisciplinary Schools (built from existing and emergent Paths in areas of high student interest) and a School of Graduate and Professional Studies, including new certificates programs and other micro credentials;

- Increasing flexible options for degree attainment, including curriculum offered in online, low residency, and part-time formats, available in day, evenings, weekends and asynchronously.
- Development and implementation of a support system for students that includes close advising and coaching throughout their experience at Evergreen, a revised transcript that includes a clear indication of certificates and capstones completed, and e-portfolios;

- An ongoing racial equity assessment for New Directions proposals, and appropriate changes to be made to prioritize racial equity in its implementation.

Process

Immediately after the rapid enrollment decline in 2018, the College took steps to address the issue (See Figure 10.). The first stage, **Evergreen Renews**, was focused on developing and implementing a near-term plan to halt and reverse the enrollment decline while also stabilizing College finances and reinforcing our institutional reputation. The second stage, termed **Strategic Academic Directions (Big Bets),** centered on developing a long-term plan for the College that will significantly increase enrollment and resources in ways that align closely with the mission and goals. Through multiple and open conversations among faculty, staff, students, administrators and trustees, in this stage we re-imagine the College by taking an assets-based approach to identifying new academic directions and building potential institutional models that will better attract and serve a wide array of students.

At the College's 2019 fall academic retreat, the Provost opened the gathering of faculty and staff by describing the current pressures facing the College and the need to pursue a new long-term academic planning process as the next step towards renewal. Over 100 faculty and staff attended the retreat, along with two trustees and most of the College's senior administrators, and all actively participated in small group discussions about the College's future that were coordinated by the Faculty Agenda Committee and Academic Deans. The outcome of the retreat was a legion of ideas now informing our current year-long new academic directions planning initiative, which has the goal of designing innovative mission-

aligned academic offerings that will significantly enhance the College's enrollment and financial stability.

Nicknamed "Big Bets" and incorporating elements of participatory action, research and design thinking, the initiative launched with a series of campus-wide "blue sky" conversations in late fall 2019. These sessions presented information on Evergreen's current enrollment challenges, positioned these challenges in the national context, and engaged campus constituents in generative dialogue about how to build on Evergreen's assets to develop new academic directions that would attract hundreds of more students. We held a total of eight "blue sky" conversations, and about 230 students, faculty, staff and administrators participated in the sessions. This work has culminated into the New Directions for Evergreen initiative, a substantial revisioning of the college's academic programs and curriculum to raise enrollment and increase equitable outcomes for students. The scale of input into this work to design our future was tremendous. Over 500 ideas were submitted, 143 students responded to a survey about the ideas, and more than a hundred meetings occurred prior to the Evergreen faculty approving a Conceptual Plan for the project in June of 2020.

Many ideas and proposals for curricular directions along with the types of students they will serve have emerged from the conversations, and all agendas, meeting notes, data, readings, ideas and proposals are being posted to an internal website so that the campus community can track the initiative's progress. (The website is https://sites.evergreen.edu/newdirections/resources/, external readers should contact the Provost Office at provost@evergreen.edu to obtain access. All members of the Evergreen community can access this site with their standard credentials.)

A cross-divisional Coordinating Group of thirty faculty, staff, students and administrators guided the Big Bets initiative, supported by a small planning team. The planning team began its work early in fall 2019. The Coordinating Group began meeting in mid-November 2019 and continues to meet regularly. The Coordinating Group is examining how the ideas and proposals align with the academic needs and interests of prospective student populations, particularly those not currently served well by accredited public four-year institutions in Washington State. The Group is reviewing data from Evergreen's Office of Institutional Research, discussing research studies and case studies, and prototyping models for Evergreen's future.

The goals of the project as defined in the project charge are to "identify and begin implementation of major new academic programs and/or curricular strategies that will substantially increase the College's enrollment and create a path to financial stability." The college seeks to return its enrollment to 4,000 FTE over several years.

In 2017 the college adopted MacTaggart's three-stage model for revitalizing higher education institutions facing similar challenges (MacTaggart, 2010):

1. Restoring Financial Stability
2. Marketing and Branding

3. Strengthening Academic Programs and Culture

This project is an element of that long-term strategy. Strengthening our academic offerings, culture and brand are critical steps toward firmly solidifying our financial stability.

Early on in the New Directions project, these design & success criteria were established:

- Is on a large scale – would attract hundreds of students that are not currently choosing Evergreen;
- Able to be supported through new revenue streams (donors, grants, legislative appropriations);
- Has evidence of strong market relevance;
- Builds on assets we already possess;
- Aligns with existing mission;
- Significantly enhances our reputation;
- Allows us to tell a compelling story;
- Can be implemented within the next three years;
- And considers the need to develop new structures or modes of delivery.

The New Directions model is a comprehensive rethinking of the approach the College will pursue to accomplish its mission. It has a significant number of components that the New Directions Steering Committee believes will work synergistically to positively influence its reputation and brand, attract more students to the institution and enable us to shore up our finances.

It is important to note that diversity, equity, and inclusion (DEI) are central principles for the initiative, which is reflected in each curriculum proposal. Additionally, the teams reviewing the proposals placed DEI as critical considerations in their analysis. This initial equity assessment will be deepened with successive editions. Further, planning Evergreen's future during a pandemic that has impacted BIPOC communities disproportionately and a renewed national movement to interrogate and address racial equity in the United States clarified the critical need to consider how new curricula, systems, and structures empower and provide new opportunities for students from traditionally underserved and minoritized groups.

New Directions

During the academic year 2019-20 the New Directions team designed and implemented a strategy for crafting a new vision and model for the college. This included extensive data collection on new ideas emerging from the higher ed sector and elsewhere, research studies and surveys by Hanover Research, a compilation of relevant studies and data from the college's Institutional Research staff, outreach to the campus community through a number of "Blue Sky" sessions, a project website, a well-publicized effort to encourage submissions of ideas to the team's Coordinating Group, and targeted sessions with key constituencies.

The resulting model featured a combination of new and expanded curricular elements, services, brand changes, structural changes and specific new areas of curricular study that collectively reflect a significant new direction for the college. These are described in a Conceptual Plan document, and it's important to repeat that the specific areas of study that may be added are still being determined.

Viewed separately, most of the elements of the proposed model described above are not new to US higher education. The efficacy of capstones, certificates, internships/experiential education, and intensive or "wraparound" student support as elements of an effective model of US higher education are well documented. The growth in popularity of online learning at the post-secondary level is unquestioned, although how student attitudes toward remote teaching, hybrid and "low-res" models will shake out following the COVID phase is difficult to predict. The model continues the college's historic emphasis on an interdisciplinary approach to learning, while emphasizing how this approach can better prepare them to be active changemakers in the complex world and job market that will emerge after the pandemic.

The proposed revisions to the Evergreen transcript are a significant innovation. This would emphasize a commitment by the institution to helping students communicate to themselves and others not just the programs, courses and certificates they have completed but the skills, knowledge and competencies they have gained.

Our initial conclusion is that the model, viewed comprehensively, contains an impressive combination of curricular and co-curricular innovations and is of sufficient magnitude to impact positively what we believe is our biggest single challenge, the college's long-running reputational issues. These are well documented in a series of studies since 2013, and again in the February 2020 survey by Hanover Research. Hanover reported that survey respondents reported a less positive impression of Evergreen compared to our peer public and private institutions. Slightly over half (51%) of respondents rated their overall impression of the college as "positive" or "very positive," while between 61% and 78% of respondents gave a positive overall impression of our competitor institutions. And 61% of respondents stated that they are not likely to recommend Evergreen to friends, family members or colleagues. (Hanover Research, 2020b).

Backed by new curricular structures, exciting new curriculum and the adoption of a new name, we believe that Evergreen State University has promise will position itself to change perceptions of those potential students and their parents who in recent years have not considered the institution as an option. We base that judgment in part on a comparison with other campuses around the country that have generated successful turnarounds, including Agnes Scott College and Plymouth State University.   In the short-run, new curriculum, including certificates aimed at adult learners with some college and not degree, and particularly an investment in an expanded psychology curriculum and entrepreneurship, and climate justice solutions, will likely attract some students. In the longer-term, gradual implementation of this model has the potential to attract a large number of students who may not have considered Evergreen in the past.

Attached as appendix is the most recent quarterly update provided to the entire Evergreen community by Larry Geri, Amy Betz, Julia Metzger, and Interim Provost David McAvity. Following here is discussion of key elements of New Directions and the research upon which the initiatives were created.

New or Expanded Curricular Elements

The model proposed adding or expanding several elements to the college curriculum, including capstone projects, certificates, credentials, and expanded access to experiential learning, including internships and field work.

A capstone project is a culminating experience, typically late in a student's senior year, that provides a student with the opportunity to demonstrate what they have learned through the course of their studies. Capstones are common in US higher ed across a wide variety of fields, from computer science to education to psychology. They provide an opportunity to hone skills, build new competencies, and help students strengthen their resumes in preparation for graduation. Studies and evaluations of capstones offered in a variety of fields have found that they are associated with perceptions of increased rigor and are positive for students, although they can be challenging to organize (Jiji, Schonfeld and. Smith, 2013). Evergreen can incorporate capstone projects into the curricula of its Paths of Study, and faculty could provide students with a broad variety of options including research projects, performances, creating art, etc.

Certificates and Credentials. Certificates are awarded for completion of an educational program of study within a defined area. These are narrower than a typical college major and provide the opportunity for students to obtain expertise in a field more quickly and at lower cost than is required to complete an entire degree program. They may be offered to undergraduate, post-bac, and non-matriculated students. Certificates are becoming increasingly popular in part because of their much lower cost, in terms of both tuition and opportunity costs of long-term college attendance. The need for such educational opportunities is critical because an increasing proportion of positions require postsecondary education.

The positive impact of certificates on employment and incomes has been documented in a number of studies, although those impacts vary across both academic fields and programs (Jepsen, Troske and Coomes, 2014; Xu and Trimble, 2016). The notion of "stackable" credentials is important, because during their lifetime an individual can "stack" a variety of degree or non-degree credentials that document their skills, competencies, and achievements. In this way, it encourages people to be lifelong learners. Evergreen could offer certificates in a wide variety of fields of study, within or across paths, and provide the option of "design your own" certificates to students.

Experiential Learning/Internships. Internships are work experiences offered by organizations, typically outside the college, to provide students with exposure to the work environment in that sector or industry. Often an internship is related to the student's field of study and ideally enables the student to gain knowledge about the industry and improve their

competencies and skills in specific areas. Internships may be paid or unpaid and can provide significant benefits to both the organization and student. Internships provide a powerful link to potential employment and may also help students figure out what fields they are *not* interested in, before investing time and resources in extensive study. "Co-ops" are similar to internships but typically entail alternating periods of full-time, paid employment with college coursework.

The power of the internship model is well documented and has received strong support from authors such as Joseph Aoun (2017). His *Robot-Proof* model argues that a well-rounded liberal arts education, combined with experiential learning opportunities, will support a students' ability to adapt to change. To increase the number and type of internships offered by an higher education institution (HEI) requires a serious institutional commitment to staff and internal systems. The proportion of Evergreen students engaged in internships has declined in recent years. Investing in additional staff capacity and the information systems required to support more internships on campus would provide current and potential students with a strong signal of the college's commitment to help them prepare for future employment.

Expanded Transcript. The current Evergreen transcript consists of a cover page showing degrees awarded and credit equivalencies, with an academic statement followed by faculty evaluations of the student's achievement in each academic program and the student's self-evaluation associated with each program. The revised transcript would emphasize the skills, knowledges and competencies gained during their time at the college, certificates earned, and internships completed. It conceivably could be designed to mirror a student's resume; this would be beneficial both to potential employers and graduate schools but also provide powerful feedback for the student about the array of competencies gained through their Evergreen experience.

Non-curricular elements

Enhanced Student Support. As described briefly above and in the Conceptual plan, a strong model of "wraparound" advising services would provide consultation and coaching that assist all students in meeting basic needs, building relationships, and helping guide students toward curricular and professional options tailored to their interests. A number of rigorous evaluations of comprehensive programs to provide such support at the community college level, such as the ASAP (Accelerated Study in Associate Programs) program, or the similar model at Tarrant Community College in Tarrant, Texas have found that they can be cost-effective thanks to the significant increases in retention and graduation rates they generate, although initial implementation can be costly (Scrivener, et al, 2015; Evans, et al 2017).

Branding: Becoming a university. As summarized in the Conceptual Plan, the name "The Evergreen State College" is no longer an accurate term for describing our institution. Becoming a university would send a strong signal to the community and prospective students about the changes being proposed at Evergreen and would support the sense that we are significantly restructuring or even re-founding the institution.

New Curricular Structures, New Curriculum and Delivery Options

A set of new curricular options will be implemented as part of the new model. At the time of the market study, these were possible areas under consideration:

- Climate Action and Sustainability

- Workforce Development

- Expanded Psychology, Health and Wellness offerings

- Expanded Business, Entrepreneurship and Social Entrepreneurship offerings

- Art/Design/Digital Media/Computer Science

- Education (possible new Path)

- Transformative Justice, Prison Education & Legal Studies (possible new Path)

- LGBTQ+ and Gender Studies (possible new Path)

Over time additional graduate program offerings will be incorporated. These options reflect both an extensive set of data from Institutional Research confirming student interest in psychology, environmental studies, art, computer science, and business. The top six are also consistent with findings from a series of reports from Hanover Research, including the survey administered in February 2020 as shown in Figure 1. There is some inconsistency between

Which of the following areas would you be interested in studying? Please select all that apply.	No-residency (n=51)	Low-residency (n=160)	High-residency (n=66)
Psychology	27%	38%	35%
Business and Entrepreneurship	35%	30%	26%
Arts Design and Media Technology	27%	31%	27%
Visual Arts	20%	23%	26%
Food and Agriculture	12%	23%	14%
Integrated Biology and Chemistry	18%	16%	17%
Interdisciplinary Computer Science	24%	14%	9%
Mathematical and Physical Sciences	16%	9%	17%
Culture, Text, and Language in World Societies	10%	16%	12%
Political Economy, Global Studies, and Environmental Justice	12%	13%	15%
Environmental Studies	8%	20%	5%
Literary Arts	6%	11%	14%
Natural Resources Management: Fish, Forest, and Farm	4%	16%	6%
Climate Science and Policy	4%	11%	12%
Organizational Change and Leadership	6%	8%	5%

Figure 1: Student Academic Interest Survey Conducted by Hanover Research, February 2020.

the above survey data, showing relatively little respondent interest in Climate Science and Policy, and the recommendations from Hanover's January 2020 analysis Benchmarking: Climate, Environmental Justice, and Sustainability Programs (Hanover Research, 2020). That study recommended creation of a Climate Justice Pathway, in part because of growing interest in the area on the part of the new generation of students, and a forecast that occupations linked to climate, environmental justice and sustainability are projected to experience above-average growth in the coming decade.

It is also important to briefly mention the emerging model for delivery of the curriculum that will feature a mixture of in-person ("high res"), hybrid and "low residency" options. Many students throughout the entire higher ed sector are now experiencing remote instruction for the first time. This will set their baseline expectations about this style of learning in a misleading way, given that few HEI had the time or expertise required to incorporate best practices for online teaching into these courses.

A 2019 survey of institutions conducted by Ruffalo Noel Levitz sought insights about their recruitment practices for adult undergraduate students; 21 four-year public and 46 four-year private institutions responded. As shown in Figure 2, high proportions of the four-year public respondents offered a wide mix of formats, including evening classes, in-person instruction ("on-ground, on-campus"), 100% online, and "mixed modalities."

2. Program format

Note: respondents selected all that applied

Type of program	FOUR-YEAR PRIVATE	FOUR-YEAR PUBLIC
Cohort-based	28%	18%
Evening classes	72%	64%
Weekend-based	32%	18%
On-ground, on-campus	57%	64%
On-ground, off-campus (e.g., a satellite learning center)	36%	41%
100% online	64%	73%
Mixed modalities (online and on-ground)	68%	64%
Self-paced	9%	14%
Competency-based model	4%	5%

Figure 2: Academic program formats offered by survey respondents. Ruffalo Noel Levitz, 2019 Adult Undergraduate Marketing and Recruitment Practices Report.

Data from our Hanover Research studies regarding the potential of hybrid or low-res delivery approaches is somewhat contradictory. Respondents to the February 2020 survey were fans of fully online or hybrid/low-res programs and courses: 67% of the 311 respondents to the survey preferred this option, and only 21% preferred in-person teaching. Associated with this finding, Hanover recommended that we "consider offering a curriculum that is flexible in format (mix of on campus and online courses, a low residency option), particularly in the subject areas of psychology, business and entrepreneurship, and arts design and media technology" (Hanover Research, 2020).   But Hanover's more recent study of the impact of low-residency options at a selection of US campuses suggests caution, noting that implementing a combination of low-residency and other options takes several years, and that dual-residency models on these campuses rarely produced significant enrollment changes in

the following years (Hanover Research, 2020). Consequently, they recommended careful pilot or scenario testing of this option.

Student Survey Data

The Student Engagement Team of the New Directions project surveyed Evergreen students about their reactions to the proposed new model of the college from May 15 to 26, 2020. Students were informed of the survey through their My Evergreen account; they were provided a summary PowerPoint describing the model to view before responding to the questions. Note that the version of the model tested did not include the school's framework eventually approved by the faculty. There were 143 responses to the survey. Overall, respondents viewed the proposed model favorably, as noted in Sixty-one percent had a positive or very positive first reaction to the model while only 13 percent disapproved (with negative or very negative responses). Sixty-eight percent of respondents were very likely or likely to recommend the college based on this new model, and 87% found it somewhat unique or unique, and 92 percent responded that the proposed model had either a positive or no impact on their plans to enroll here in the future.
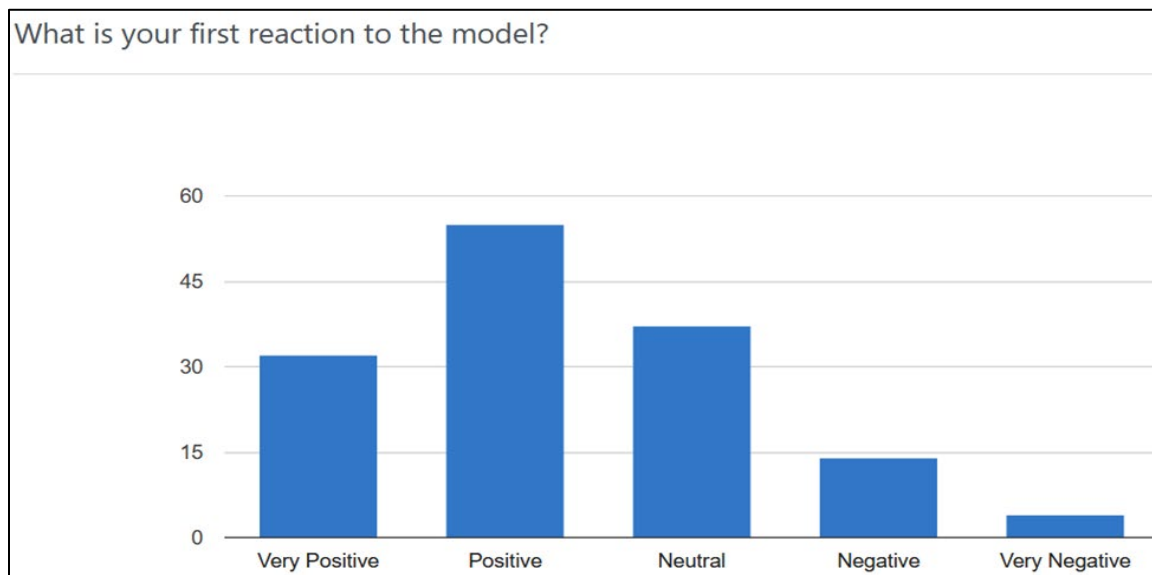
Figure 3: Response to Evergreen survey – "What is your first reaction to the model?"

Respondents found certain features of the model particularly important to them, including the ability to craft their own degree program, enhanced advising and student support, a revised transcript, greater availability of experiential learning, and equity and inclusion as central values as shown in Figure 4. However, change in the college's name, the Senior Capstone, and mix of learning modalities were overall considered only slightly important. Paths of Study were viewed by respondents as between "slightly" and "somewhat" important.

Feature	Score
9. Continued ability to craft your own degree program	2.61
3. Enhanced Advising and Student Support	2.26
8. Revised transcript that shows potential employers and grad schools what you can do	2.22
6. Greater availability of experiential learning such as internships or field experiences	2.21
7. Equity and Inclusion as central values	2.12
2. Certificates and credentials that show student achievement and competencies	1.95
5. Paths of Study that emphasize transparency, predictability, and rigor	1.76
10. Emphasis on "place-connected, place-committed" learning	1.66
4. Mix of on-campus hybrid (mostly remote, but some face-to-face instruction on campus), and low-residency or distance learning options for programs and classes	1.52
1. Senior Capstone Project	1.38
11. "Evergreen State University"	1.32

Figure 4: Response to Evergreen survey – "Below is a list of features in the proposed model of the college. How important is each feature to you?"

The survey also sought to gauge current student interest in the proposed curricular areas under consideration as shown in Figure 5. Responses to this question topped out at an aggregate score of 1.65 (on a scale of 3 (very interested) to -1 (not at all interested), reflecting a relatively low level of interest in these areas on the part of current students. This likely reflects that they already have a curricular focus not reflected in these proposed offerings. Responses to a related question about options not shown that they would like to study were wide-ranging but included a high proportion of science-related topics.

Focus	Score
1. Climate Justice and Sustainability	1.65
2. Art/Design/Media/Design/Technology/Computer Science	1.57
4. Living Lands study of our regional ecosystem	1.45
5. Enhanced number of business/entrepreneurship/nonprofit management programs and classes	1.37
3. Enhanced number of psychology/social work programs and classes	1.34
6. Transformative Justice: Legal Studies and Prison Education	1.28
7. Enhanced gender, sexuality and LGBTQ studies	0.94

Figure 5: Response to Evergreen survey – "Here are some areas of the curriculum we may add or expand… Which of the following would you be interested in?"

Structure and Prioritization

Throughout 2020 and 2021 work continued in earnest at both the macro and micro levels. This included prioritization of the initiatives and creating implementation schedules. A structure was put in place to organize the work:
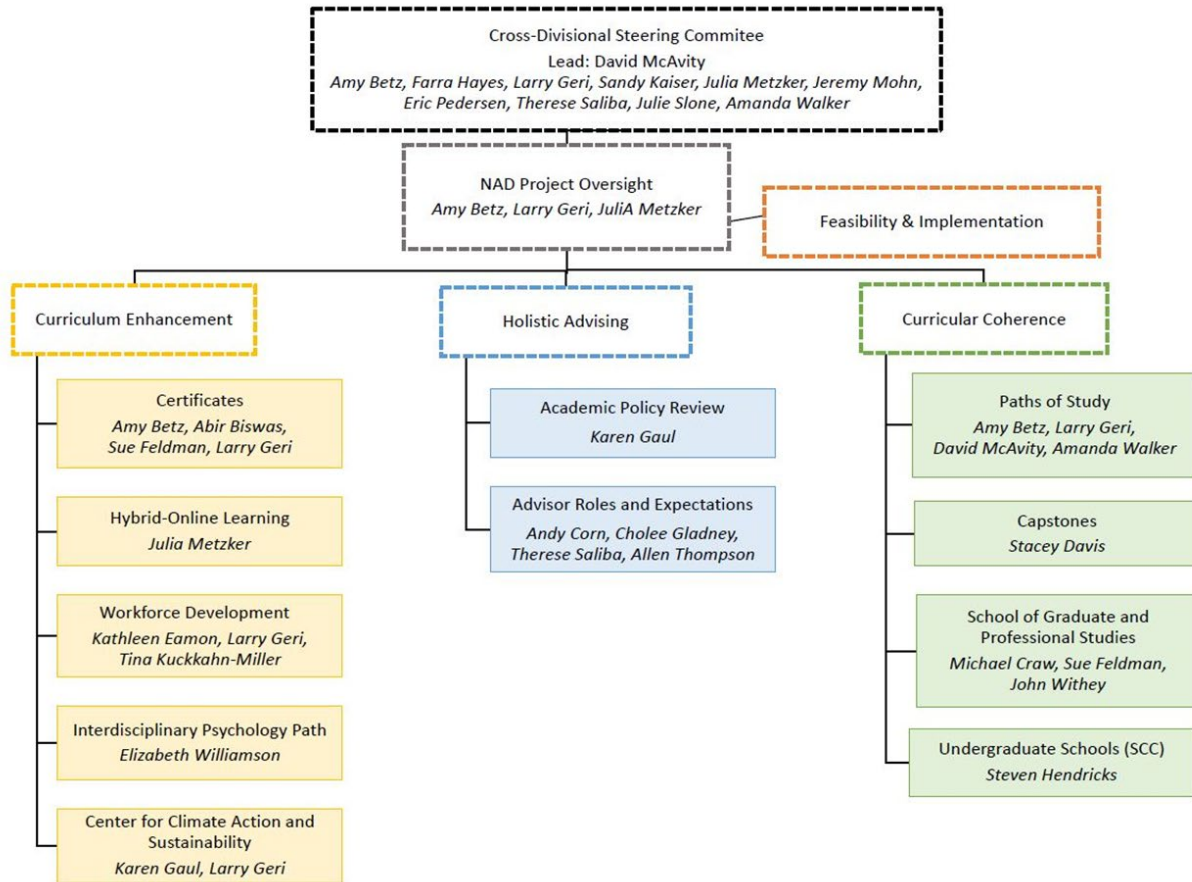
Figure 6: New Directions leadership and organization.

At the macro level the Steering Committee and Project Oversight Group focused on driving the process and setting priorities, while the Implementation group undertook the task of examining what adaptations of college policy, systems and staffing were needed to implement initiatives. At the micro level, initiative leads worked continuously on developing their initiative to make it ready for implementation.

Given the large number of initiatives and what proved to be a heavy implementation burden, the need to prioritize and distribute the work over three to five years became apparent. In the winter and spring of 2021 Interim Provost McAvity led that work, yielding a five-year plan for implementation and launch of each initiative, Figure 7.

The definition of each status in Figure 7 is as follows: Active indicates an initiative that is "in-play." Information has been made available to current and future students and impact is expected on

new student recruitment, retention, or reputation in the immediate term. The initiative may undergo further refinement or adjustment in academic year 2021-22. Design indicates and initiative that has an established concept, leadership, goals, and structure. A team is working on bringing the initiative to the Active stage by the listed Fall term and academic year. Discussion/Design is an initiative that may not have yet have firmly established leadership, goals, or structure and therefore is in the earlier stages of planning. Discussion indicates an initiative that is in the process of building leadership and a workgroup to move forward, or some aspect of the initiative remains undecided.

New Directions Initiatives - timeline and status, August, 2021	Expected to impact enrollment	Status as of August 10, 2021
Curricular Enhancements and Investments		
Capstones	Fall 2023	Discussion/Design
FLEX (hybrid, online, and low residency curriculum)	Fall 2021 minor, Fall 22 major **	Final Design
Interdisciplinary Art, Design, Technology Path (not including certificates listed below)	Fall 2024	Discussion/Design
First Year Experience	Fall 2021	Active
Health/Wellness/Psychology Path (not including certificates listed below)	Fall 2022	Design
Promotion and refinement of the initial 11 Paths launched in AY19-20	Fall 2021	Active
Entrepreneurship and Business Initiates (not including certificates included below)		
CELTC - Center for Entrepreneurial Leadership and Transformational Change	Fall 2022	Active
Interdisciplinary Business and Entrepreneurship Path	Fall 2022	Design
Climate Action and Sustainability Initiatives (not including certificates included below)		
CCAS - Center for Climate Action and Sustainability	Fall 2023	Design
Interdisciplinary Climate Path	Fall 2023	Discussion/Design
School of Professional Studies Initiatives		
Certificates - Academic	Fall 2021 minor, Fall 22 major	Active
Certificates - Professional	Fall 2021 minor, Fall 22 major	Active
School of Professional Studies Completion Programs	TBD	Discussion/Design
Workforce Development	TBD	Discussion/Design
Tacoma Program Enhancements and Investments		
Tacoma Program renewal and recruitment	Fall 2022	Discussion/Design
Native Pathways Enhancements and Investments		
Native Pathways Program Expansion (doubling enrollment and expanding programs)	Fall 2022	Active
Graduate Program Renewal and Recruitment		
Master in Public Administration recruitment	Fall 2022	Discussion/Design
Master in Teaching (MIT) re-design	Fall 2021	Active
Master of Environmental Studies recruitment	Fall 2022	Discussion/Design
Student Support and Experience (indirect growth above support for other initiatives)		
Academic Policy Review (Holistic Advising: Policy & Practices Review, HAPPieR)	Fall 2022	Discussion/Design
Holistic Advising	Fall 2022	Design
Student Affairs Revitalization/Re-organization	Fall 2022	Discussion/Design
Recruitment Investments (growth above recruiting/marketing for other initiatives)		
Adult Student Recruitment	Winter or Fall 2022	Discussion/Design
Direct Admissions for Undergraduates	Fall 2021	Active
Master in Teaching (MIT) "4-1" impact on UG new student recruitment into "Education."	Fall 2021	Active
College website investment and enhancement	Fall 2021	Active
Reputation Enhancements (* reputation encompass all other initiatives)		
Institutional Name Change	TBD	Discussion
New Directions for Evergreen	Fall 2021 minor, Fall 22 major	Active
** Anticiapted that first year impact will be small, greater impact expected in future years.		

Figure 7: New Directions Status and timelines, August 2021.

Evergreen enrollment, student characteristics, history & trends

An overview of the College's enrollment landscape and context is important to understand as framing for the 2021-2026 SEP. This section will discuss an overview of Evergreen's enrollment, including student populations of special interest to the college in mission fulfillment. This section also includes an environmental scan of the current enrollment landscape Evergreen is operating in and must consider for enrollment growth.

A wealth of information and data can be reviewed on the New Student Backgrounds and Admission Trends pages maintained by Evergreen Institutional Research and Assessment. Data centered on recruitment, admissions, and new-student enrollment is a cooperative effort of Enrollment Services, Institutional Research and Assessment, The Chief Financial Officer and their staff, and one or more of the Academic Deans. This multi-dimensional attention to Evergreen's enrollment has served it well, as different skills and viewpoints come together to review data and consider trends. This activity tends to intensify at key points during the enrollment cycle and fiscal year.

Student Characteristics

Figures and Figure 9 on the following pages provide a comprehensive view of Evergreen's student body in the fall of 2020. Evergreen is an open-access institution, accepting nearly all applicants (95% to 98% since 2011); 48% of 2020 first year students came with less than a 3.0 high school GPA. The college serves a large adult population: undergraduates are on average 27 years old, and half of our students are 23 or older. Almost half of undergraduates are Pell grant recipients, 40% are low-income, 32% are students of color, and 16% report disabilities. Over 50% of students at our Olympia campus and 35% at our Tacoma program identify as gay, lesbian, bisexual, or queer (SES, 2019). As at colleges across the country, enrollment of poor and low-income students also declined during the pandemic. Low-income (≤150% poverty) undergraduate enrollment dropped by 490 students from 2019 to 2020 while the college's overall undergraduate decline totaled 496.

The college's Office of Institutional Research and Assessment (OIRA) collects, analyzes, and publishes more focused data beyond the summaries presented here. All readers are encouraged to explore in-depth topics of their interest through the OIRA website.

Student Body Fall 2020
Specials included; Non-state-funded students are included.
Consortium not included

		TOTAL	% of total	UNDERGRAD	% of undergrads	GRADUATE	% of graduate
	Headcount	2281	201.0%	2080	91.2%	201	8.8%
	WA Resident	1999	87.6%	1806	86.8%	193	96.0%
	Non-resident	282	12.4%	274	13.2%	8	4.0%
	Fulltime	1981	86.8%	1868	89.8%	113	56.2%
	Part-time*	300	13.2%	212	10.2%	88	43.8%
	Male	864	37.9%	800	38.5%	64	31.8%
	Female	1404	61.6%	1270	61.1%	137	68.2%
	Gender X	10	0.4%	10	0.5%	0	0.0%
	Median Age	24		23		33	
	Average Age	27.4		26.7		34	
	Non-Traditional Age**	1110	48.7%	981	47.2%	129	64.2%
by site	Olympia (OLY, TMP, or NPO)	2126	93.2%	1955	94.0%	171	85.1%
	Tacoma (TAC or NPT)	146	6.4%	116	5.6%	30	14.9%
	Quinault	5	0.2%	5	0.2%		
	Peninsula	4	0.2%	4	0.2%		
by program	Olympia UG	**2059**	90.3%	1902	91.4%		
	Tacoma UG	**101**	4.4%	101	4.9%		
	Native Pathways (all sites)	**77**	3.4%	77	3.7%		
	MES	**81**	3.6%			81	40.3%
	MIT	**0**	0.0%			0	0.0%
	MPA	**120**	5.3%			120	59.7%
	Disability Reported	**343**	15.0%	327	15.7%	16	8.0%
	Documented Disability (0A, 0B, 0C excluded)	**202**	8.9%	191	9.2%	11	5.5%
	First-generation baccalaureate (application and/or FAFSA)	**650**	28.5%	597	28.7%	53	26.4%
	Below poverty level	**793**	34.8%	733	35.2%	60	29.9%
	Low Income (≤150% federal poverty level)	**911**	39.9%	841	40.4%	70	34.8%
	Undergraduate Pell Grant recipient (any quarter at TESC)			1013	48.7%		
	Veterans	**131**	5.7%	118	5.7%	13	6.5%
	International Students	**7**	0.3%	5	0.2%	2	1.0%
	New degree-seeking	**699**	30.6%	610	29.3%	89	44.3%
	Continuing degree-seeking	**1553**	68.1%	1443	69.4%	110	54.7%
	Total Degree-seeking	**2252**	**98.7%**	**2053**	**98.7%**	**199**	**99.0%**
	Special (Non-matriculated)	**29**	1.3%	27	1.3%	2	1.0%

*PT for UG is <12 credits; PT for GR is <10 credits.
**Non-traditional age: 24 or older for UG, 30 or older for GR.

Figure 8: Evergreen student body profile, page one.

Version 1: Mutually-exclusive roll-up category: each student appears in a single category. Note that non-hispanic students who indicated more than one race are combined in a group called "multi-racial."

Fall 2020	TOTAL	% of total	UNDERGRAD	% of undergrads	GRAD	% of graduate
Hispanic, of any race	283	12.4%	258	12.4%	25	12.4%
Black/African-American, nonhispanic	121	5.3%	110	5.3%	11	5.5%
American Indian/ Alaskan Native, nonhispanic	103	4.5%	90	4.3%	13	6.5%
Asian, nonhispanic	65	2.8%	61	2.9%	4	2.0%
Pacific Islander, nonhispanic	11	0.5%	9	0.4%	2	1.0%
White, nonhispanic	1427	62.6%	1298	62.4%	129	64.2%
Multiple races, nonhispanic	145	6.4%	135	6.5%	10	5.0%
Unknown	126	5.5%	119	5.7%	7	3.5%
Students of color	728	31.9%	663	31.9%	65	32.3%

Version 2: Students who indicated more than one race or ethnicity are counted in _each_ of those groups. Thus, categories cannot be added together to get a total headcount, because a single student can appear in more than one category.

Fall 2020	TOTAL	% of total	UNDERGRAD	% of undergrads	GRADUATE	% of graduate
TOTAL Students	2281	100.0%	2080	100.0%	201	100.0%
Hispanic/Latino	283	12.4%	258	12.4%	25	12.4%
Black / African American	205	9.0%	185	8.9%	20	10.0%
American Indian/ Alaskan Native	195	8.5%	175	8.4%	20	10.0%
Asian	132	5.8%	123	5.9%	9	4.5%
Pacific Islander / Native Hawaiian	38	1.7%	29	1.4%	9	4.5%
White	1667	73.1%	1523	73.2%	144	71.6%

Figure 9: Evergreen student body profile, page two.

History and Trends

Since enrolling its first students in the fall of 1971, Evergreen enrollment peaked in 2009 at just less than 5,000 students. Since that peak during the great recession, enrollment has declined to under 2,500 students. The reasons for the ups and downs in Evergreen's enrollment over the last 50 years are many, and most are tied to regional and national trends of the times.
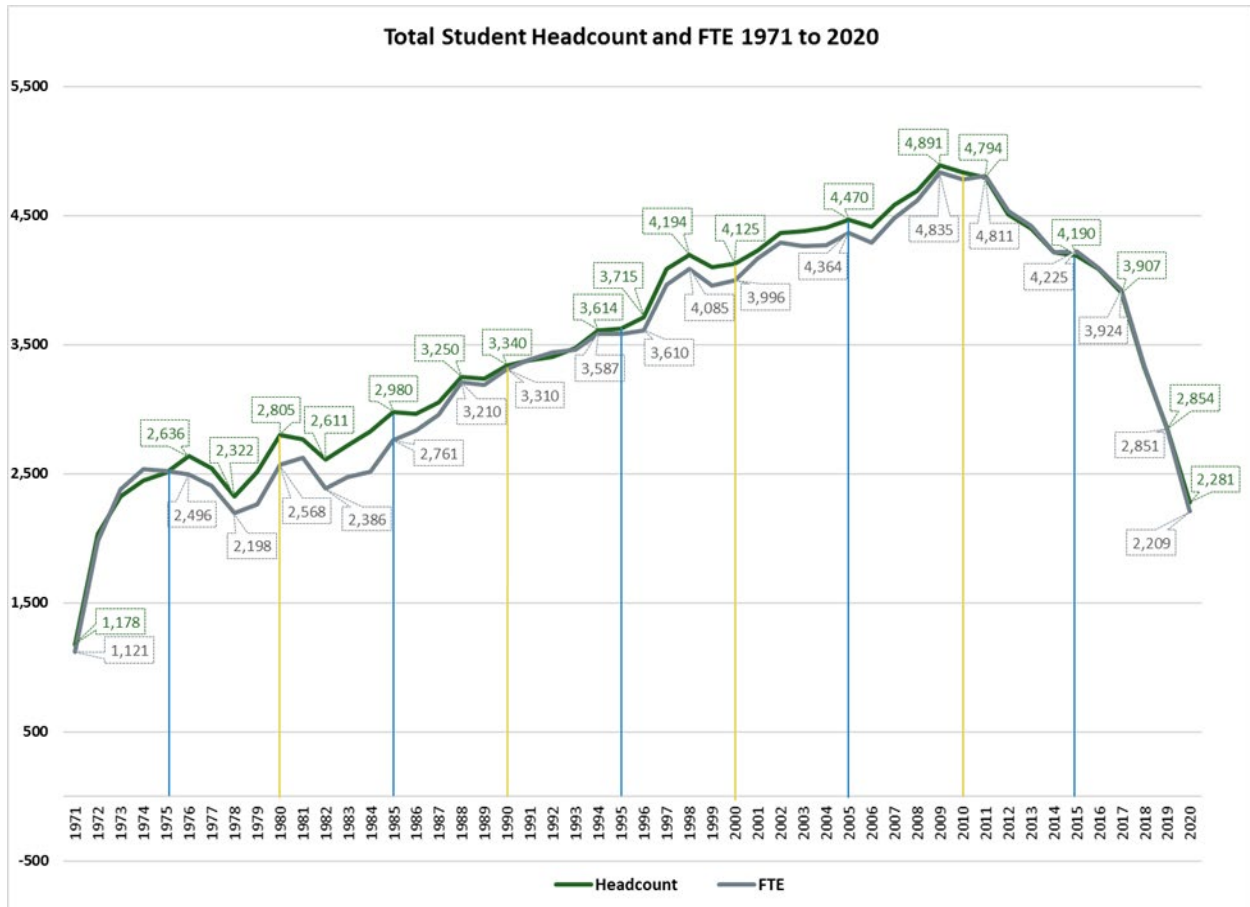
Figure 10: Evergreen enrollment 1971 – present.

The close ratio between headcount and FTE at Evergreen, which is unique for regional public institutions, is because Evergreen's 16-credit interdisciplinary model means that most undergraduate students are registered full-time every quarter. This ratio began to change in 2020, however. In academic year 20-21 part-time registration comprised 10% of total undergraduate headcount, up from 8% in the previous three academic years. In Evergreen's history the peak was 14% part-time registration in academic years 1999 and 2003, while the lowest level is 7% in academic year 2015-16.

As shown in Figure 11 Evergreen tracks enrollment in three main categories: Total undergraduates, total graduates, and undergraduates enrolled in the Tacoma Program. The Tacoma program was opened in 1992 in the neighborhood commonly known as the hilltop to serve that neighborhood and the needs of its residents. The Tacoma Program, often referred to as the Tacoma Campus, is considered an academic program within Evergreen; it is not considered by the college or our accreditors as a branch or satellite campus.
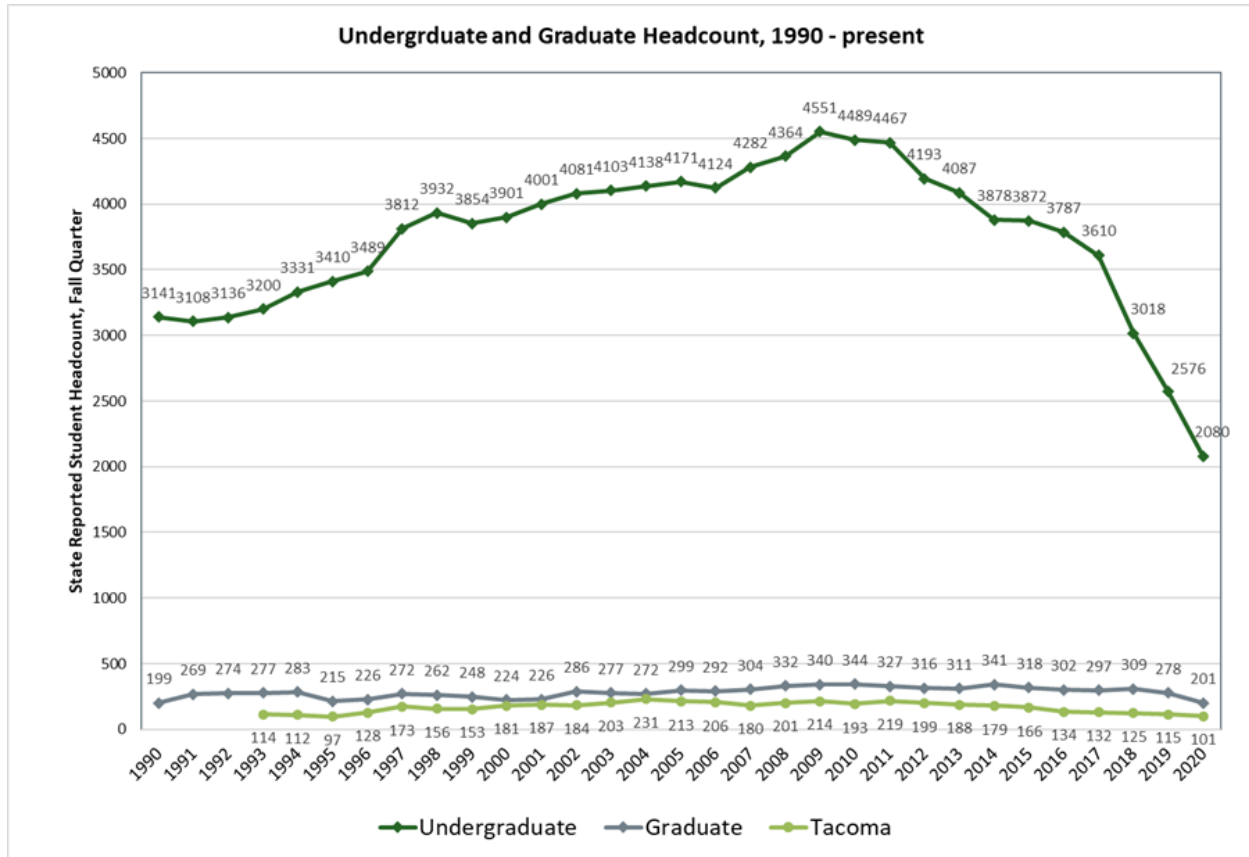
Figure 11: Total headcount (UG, GR, and Tacoma) 1990 – present.

It would appear from the chart in Figure 11 that graduate and Tacoma program enrollment has been quite steady historically, but a focused look at graduate and Tacoma enrollment in Figure 12 reveals this is not the case.

Detail: Tacoma Undergrduate and Graduate Headcount, 1990 - present
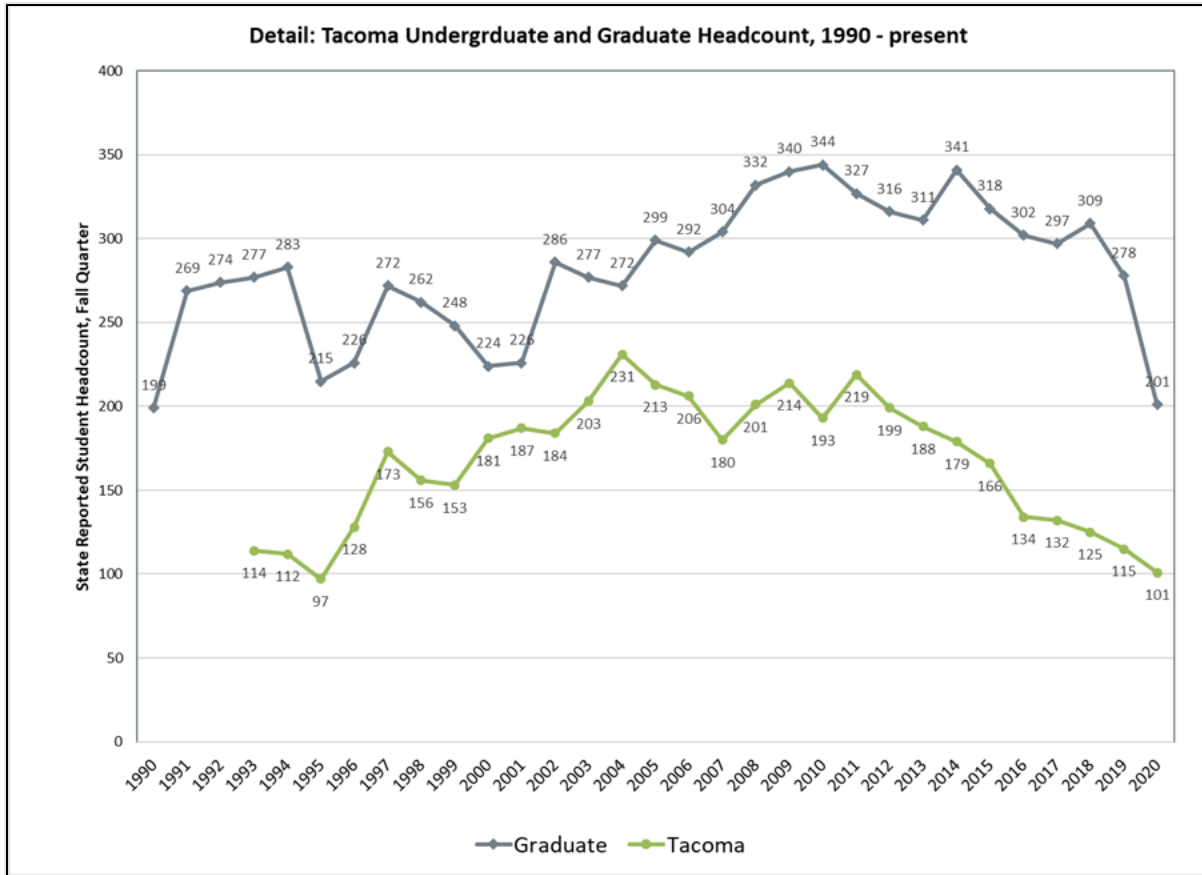
Figure 12: Graduate and Tacoma enrollment detail.

Transfer Students

Evergreen has historically enrolled large numbers of transfer students. Over time the proportion of transfer students in the entering class each fall has ranged between 50% and 65%, but this mix has become less consistent in the last four years, see Figure .

College curriculum and policy allows for much more liberal transfer or credits from two-year and four-year institutions. Additionally, our unique Upside Down Transfer Option allows us to transfer in up to six times more credits (90 compared to 15) credits from student's who've earned vocational/technical degrees at Washington State Community and Technical Colleges.

Returning Greeners are former Evergreen students that interrupt their studies for one year or more and therefore are required to apply for re-admission. In Evergreen data they may be separately identified as in the graph above, or rolled into the transfer data, as many Returning Greeners will have earned college credit during their time away.
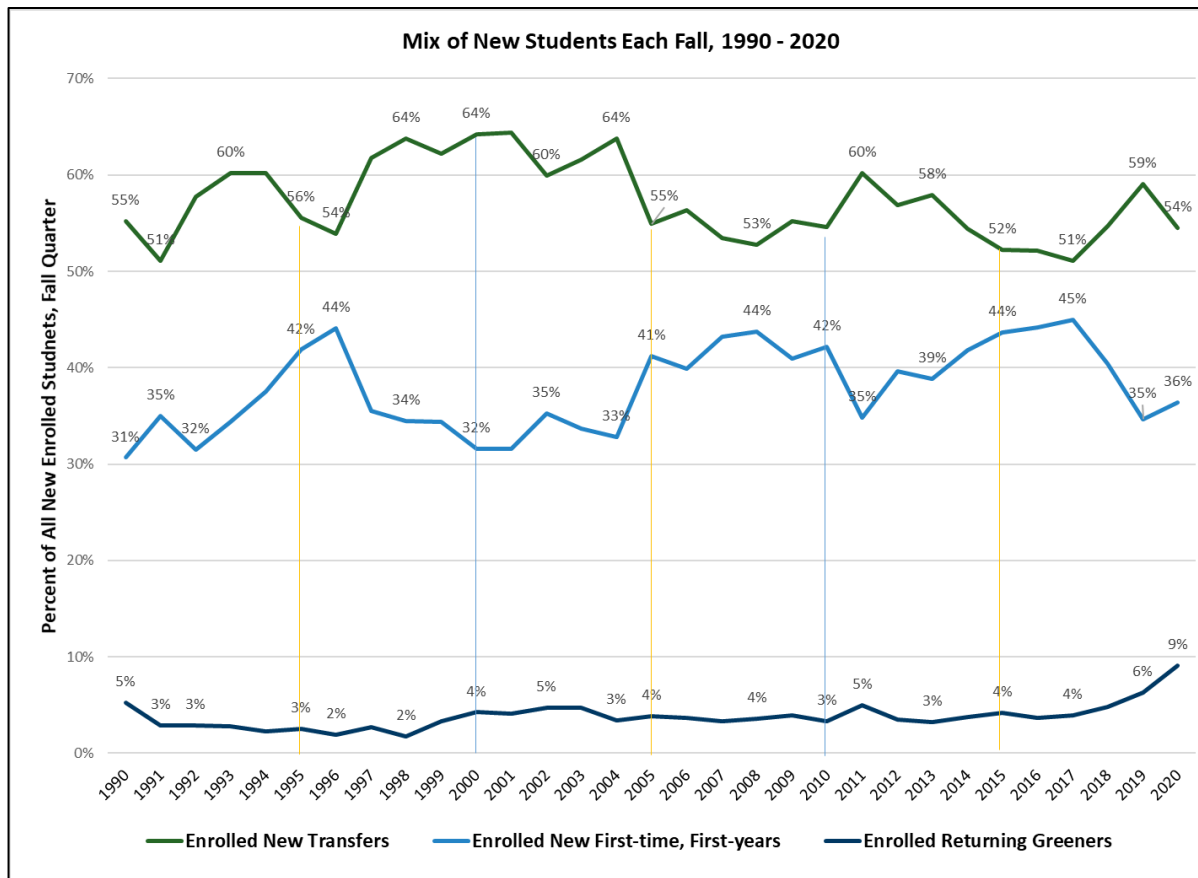
Figure 14: Evergreen student mix.

Rank	Community College	16-17 FTE	17-18 FTE	18-19 FTE	19-20 FTE	20-21 FTE
1	**South Puget Sound**	3,094	3,067	2,974	3,050	2,701
2	**Tacoma**	4,706	4,361	4,094	3,951	3,544
3	**Olympic**	4,464	4,439	4,385	4,098	3,381
4	**Centralia**	1,862	1,759	1,776	1,725	1,411
5	**Grays Harbor**	1,539	1,425	1,441	1,324	1,082
	Total FTE	15,665	15,051	14,670	14,148	12,119
	Total FTE, CTC System	119,347	117,898	114,503	112,486	93,776
Rank: top five contributers to Evergreen UG enrollment. FTE is Fall Quarter State Supported.							
Source: www.sbctc.edu/colleges-staff/research/data-public/enrollment-data-dashboard.aspx							

Figure 13: Top feeder community colleges.

Evergreen has relied on transfers from Washington Community Colleges and declining community college enrollment is a challenge to Evergreen's future enrollment. The table in Figure documents enrollment trends at Evergreen's top five feeder community colleges. Fall State Supported FTE has fallen 23% over the last five years at these institutions and 14% just between Fall 2019 and Fall 2020. The figures for our number-one feeder, South Puget Sound

Community College are better than those of the group, with only a 13% decline over the five years but 11% between Fall 2019 and Fall 2020. State-wide, data from Washington's State Board of Community and Technical Colleges shows Fall Quarter 2020 headcount to be 17% percent lower than Fall 2019 and 21% lower than five years ago in the Fall of 2016.

For much of its history, Evergreen's transfer student enrollment parallels Washington Community College enrollment. Based upon this, Evergreen could project enrollment and tuition revenue in-part based on trends in Washington's two-year college enrollment. This trend began to weaken in 2017 and had diverged by the 2019-20 academic year, Figure 8.
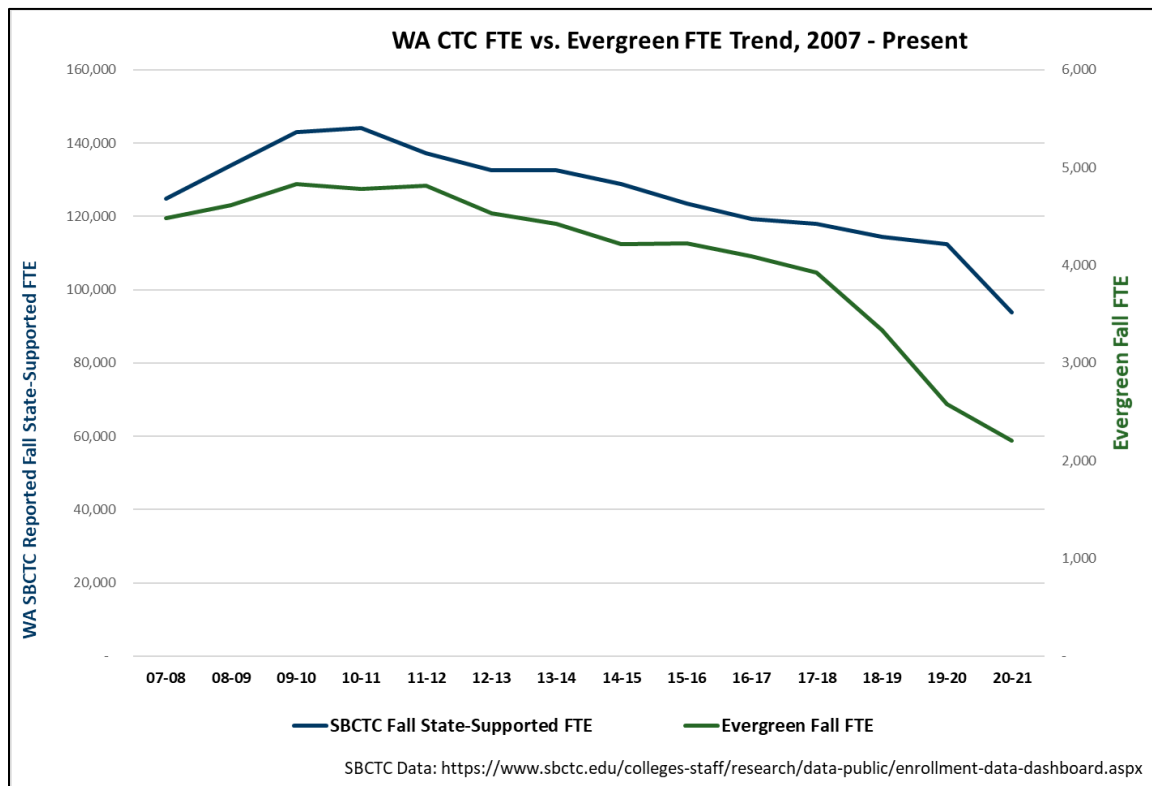
Figure 15: Evergreen enrollment compared to Washington community college enrollment.

The importance of transfer students in overall enrollment extends beyond overall headcount and new student enrollment. Transfer students are known to retain at 5% to 10% higher rates than first-time first-year students, Figure 16.

Fall-to-Fall Retention Rates for Undergraduate Students (adjusted for graduation)										
Number of students enrolled fall quarter who are enrolled the subsequent fall quarter (or who graduated in the interim year)										
Retained from one Fall qtr to the next Fall qtr	Fall 10-Fall 11	Fall 11-Fall 12	Fall 12-Fall 13	Fall 13-Fall 14	Fall 14-Fall 15	Fall 15-Fall 16	Fall 16-Fall 17	Fall 17-Fall 18	Fall 18-Fall 19	Fall 19-Fall 20
First-time, First-years	71%	72%	73%	69%	66%	68%	60%	65%	65%	60%
New Transfers	80%	79%	78%	78%	78%	76%	71%	76%	75%	70%

Figure 16: Transfer student retention.

Furthermore, transfer students are key in supporting Evergreen's goals and mission to educate across significant differences, as incoming classes of transfer students were more diverse than incoming first-year students in seven of the last ten years, Figure 10.

Washington State tabulates higher education student data in many ways, including the source of funding for the courses they are taking. "State Funded FTE" includes students enrolled in credits funded all or in-part by public funds. Officially reported enrollment for both the public two-year and four-year institutions is based on this category of students. Washington's Community Colleges may enroll large numbers of students in self-supporting courses or workshops, or programs paid by third parties, referred as "contract FTE" or "contract enrollment." Some sources of information will report all community college enrollment as total headcount or total FTE, which can give the impression some community colleges are experiencing enrollment growth. The SBCTC has published two insightful reports recently. One separates and discusses growth and non-growth areas for their members. The other takes a deep look at the impact of the pandemic on their students and enrollment. Both reports provide useful data in projecting future enrollment at Evergreen.

Students of Color Enrollment: First-time, First-years compared to Transfer

Year	Percent Enrolled Transfer Students not reported as White, Non-Hispanic	Percent Enrolled First-Time, First-year Students not reported as White, Non-Hispanic
2011	35%	29%
2012	38%	32%
2013	36%	33%
2014	37%	36%
2015	32%	34%
2016	31%	33%
2017	38%	33%
2018	39%	38%
2019	44%	40%
2020	39%	46%
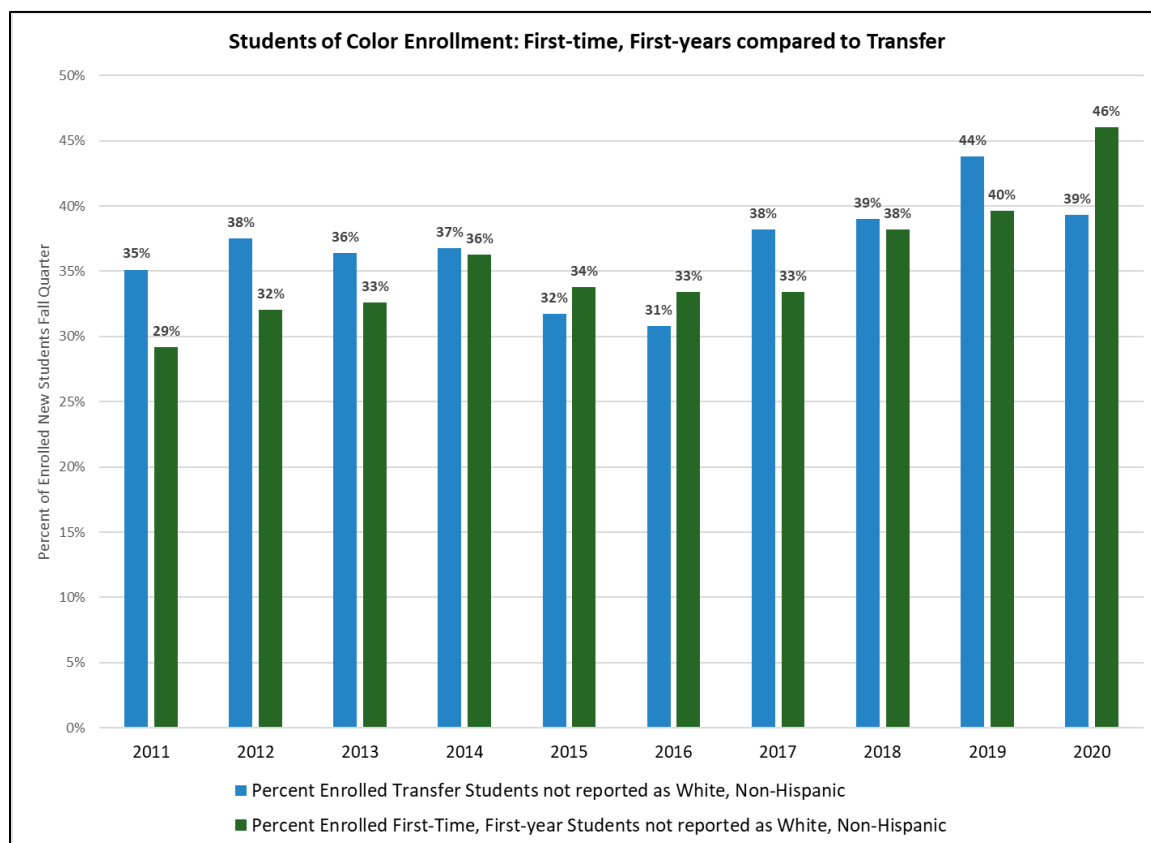
Figure 17: Evergreen student diversity.

High School Direct Students

High school graduates have historically made up the second largest proportion of Evergreen students, Figure 6. As a regional public university, Evergreen's admission standards are non-selective, admitting 95% of applicants (who submit a complete application) in a typical year. Policy is bound by State policy and regulations, administered by the Washington State Achievement Council (WSAC). To understand the boundaries, a copy of the full policy can be downloaded from the WSAC website. Key policy provisions include minimum allowable GPA for admission (2.0), college preparatory curriculum requirement (CADRs), and, until recently, a requirement that public institutions use standardized test scores in admission. Evergreen moved to test-optional admission for the Fall of 2019 as one of the initiatives under Evergreen Renews.

Resident / Non-resident Mix

Like most colleges, Evergreen depends upon the additional revenue non-resident students generate and faces the challenge of declining non-resident enrollment. Hardwick Day (now part of EAB) conducted financial aid and pricing analyses in 2018 and concluded Evergreen may have priced itself out of the non-resident market.
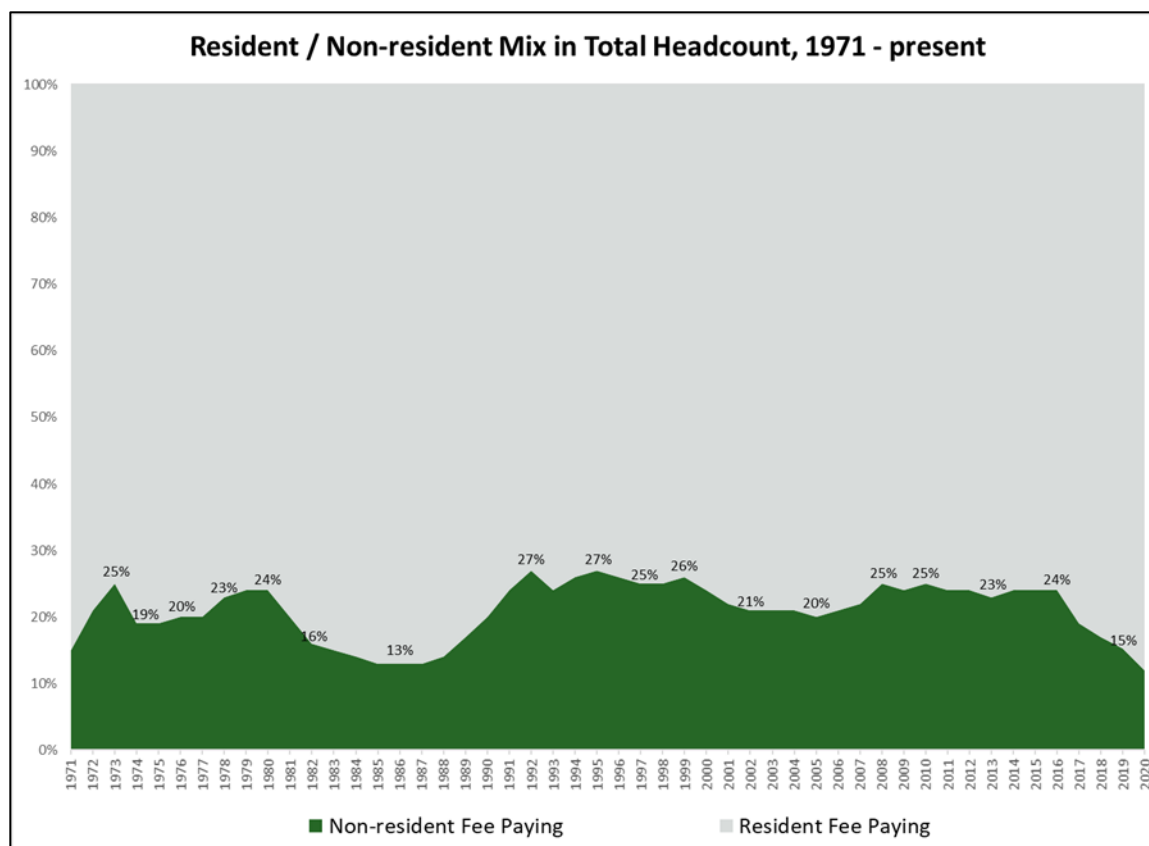
Figure 18: Resident / non-resident mix.

Between 2015 and 2017 The Washington State Legislature mandated resident tuition decreases in an effort to improve affordability and college attendance. During that period Evergreen continued, however, to raise non-resident tuition each year. In 2015 the ratio between resident and non-resident tuition was 2.7, by 2017 the ratio was 3.5. With Hardwick Day's assistance Evergreen made substantial changes in tuition discounts available to non-residents, including re-joining the Western Undergraduate Exchange after a long absence.

Despite the adjustments in tuition discounting for non-residents and other initiatives as part of Evergreen Renews, non-resident enrollment fell to its lowest point in college history at the start of the 2020-21 school year at 12% of total headcount, Figure 11. While this can be attributed as one of the many impacts of the COVID-19 pandemic, it comes on an already declining trend. Non-resident enrollment reached its zenith for Evergreen in the early 1990's when it reached 27% and hovered in between 21% and 25% through 2017, when it dropped below 20% and has not recovered.

California historically is the largest contributor to non-resident enrollment. Granular data shows that prior to 2017 the number of Californians attending Evergreen was slowly declining. In addition to the rising tuition costs for non-residents, California's public colleges and universities made several policy changes aimed at keeping students in-state mid-decade. Competition for California students increased sharply as institutions nationwide sought new and expanded markets to support their budgets with non-resident students. Case-in-point: in 2018 Washington State University had as many remote admission representatives living in the state of California as Evergreen's entire new-student recruiting staff.

Graduate Students

Graduate student headcount and FTE has varied since the introduction of graduate level programs in 1980, Figure 19. That fall, programs in Environmental Studies, Public Administration and Teaching welcomed their first students. Since that time two additional graduate programs have been introduced, a combined MES/MPA program in 2006 and a Master's in Education program in 2008. Both of those programs were closed within four years of their opening as enrollment failed to meet expectations. Variations of the three original programs have been tried over the years with varying success. This includes MPA Tribal Governance cohorts, and cohorts for MIT and MPA at Evergreen's Tacoma facility.

While graduate headcount and FTE has varied over program history, as a proportion of Evergreen's total headcount it's remained relatively steady, Figure 20, and compares favorably to the other regional public universities in Washington. Figure 21.

Graduate Programs Headcount and FTE, 1980 - 2020
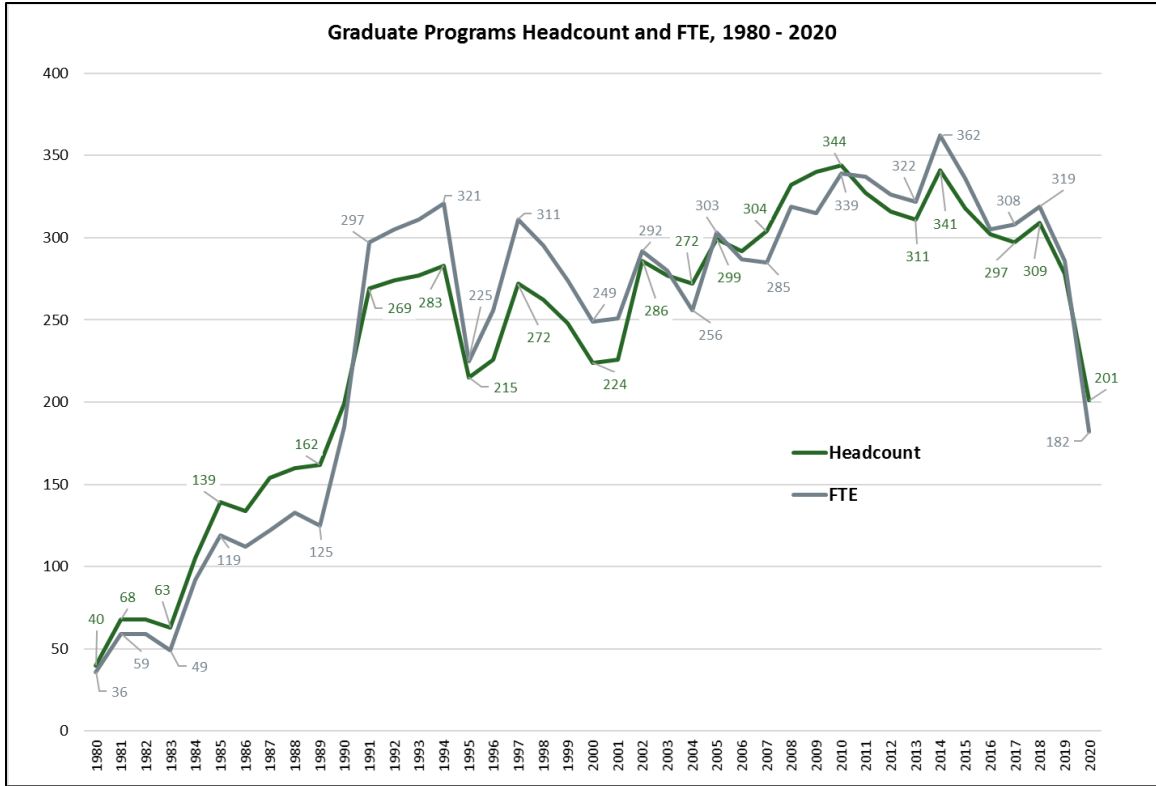
Figure 19: Graduate headcount and FTE.

Proportion Graduate vs Undergraduate Headcount 1979 - 2020
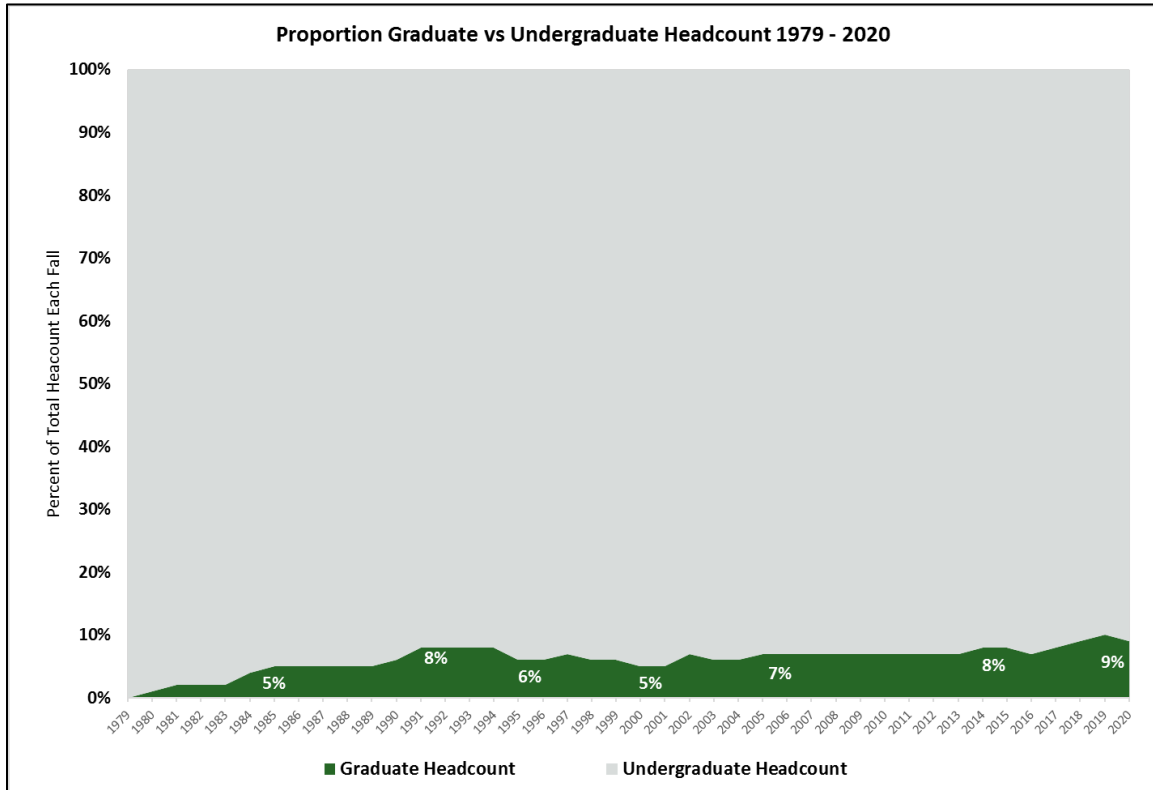
Figure 20: Graduate headcount as a proportion of total.

Graduate Enrollment as Proportion of Total Headcount, Fall 2019 *	
Eastern Washington University	14.5% (1,628 of 11,214)
University of Washington Tacoma	13.6% (728 of 5,352)
Western Washington University	4.0% (714 of 16,142)
The Evergreen State College	10.0% (278 of 2,576)
Source: Institutional Research Websites.	
* State Funded Headcount, does not include such categories as Running Start.	

Figure 21: Comparison of graduate enrollment at regional public universities.

Graduate enrollment is not immune to the same pressures and challenges as undergraduate enrollment, no doubt due to the fact that Evergreen undergraduates are a primary source of graduate program enrollment. The MES and MPA programs are designed for working professionals, utilizing a primarily evening and weekend schedule. MIT utilizes a full-time daytime model of classroom instruction, mentoring, and student teaching. The program underwent a major re-design in 2020, reducing program length from 24 to 12 months.

Comparing Evergreen graduate enrollment to our in-state peers by looking at Fall 2019 enrollment (pre-pandemic), the proportion of headcount that Fall (not including such categories as running start students) at Evergreen is comparable to three of its in-state peers, Figure 21. Western Washington University, Eastern Washington University and University of Washington Tacoma have data readily available on their institutional research webpages. Equivalent data could not be found at Central Washington University's public facing IR website; their "quick facts" page indicates it was 6% (900 of 14,918) in Fall of 2019 but there are not enough details to know exactly what's included in the figures.

Percent of Evergreen Undergrades Enrolling in Graduate Programs Over the Last Ten Years.											
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
MES	37.5%	35.7%	30.6%	17.5%	26.1%	20.0%	29.8%	35.0%	32.6%	42.1%	44.1%
MIT	55.5%	40.0%	41.2%	65.0%	65.8%	58.6%	61.3%	65.6%	79.1%	n/a	n/a
MPA	50.8%	36.7%	52.6%	55.6%	51.1%	40.0%	35.4%	38.0%	41.5%	42.5%	56.4%

Figure 22: Evergreen undergraduate enrollment in Evergreen graduate programs.

With enrollment of Evergreen undergraduates driving a significant proportion of graduate enrollment, Figure 22, renewal of graduate enrollment depends some, but not entirely, on the success of undergraduate growth initiatives. The programs will also need to examine their curricular offerings and adjust to meet todays and future student markets. The MIT program completed a year of self-study and launched a near complete overhaul of their curriculum and structure. While known for producing some of the most culturally competent

practitioners in the state, the previous program required a two-year commitment to full-time study, internships and student teaching. Simply, it was not designed for someone to easily maintain employment while earning their MIT at Evergreen. The newly designed program has re-vamped curriculum, keeping it focused on cultural competency and social justice, while reducing the required time to four quarters. Moreover, Evergreen undergrads can participate in a combined undergraduate/graduate curriculum in their final quarter at Evergreen, accelerating their time to degree. The first cohort enrolled in April of 2021, filling all available spaces.

Retention

The college tracks and reports on retention in a number of different categories. The most recent report (October 2020) from the Office of Institutional Research and Assessment (OIRA) is included below. Similar to the enrollment trend, the long-term trend for retention is declining, the reasons for which are not yet well understood.

OIRA will complete a comprehensive analysis by the end of summer of why students chose to leave Evergreen prior to completing their education. The last comprehensive analysis was done in 2014, so some longitudinal data is available. In this analysis, the non-retained population is being segmented into more than a dozen different subgroups, and significance tested against five factors: academic experience, financial reasons, campus climate, personal/family, and curriculum model. The full report will be available from Evergreen OIRA once complete.

Summary of top reasons for leaving Evergreen in the forthcoming report:

The top three factors that received the most *very important* and *primary* ratings were
- Concern about accumulating debt from educational expenses
- Evergreen does not offer the field I am interested in
- Did not feel like I was learning things that were important to me

Compared to 2014, the financial concern of accumulating debt from educational expenses was at the top of the list whereas field of study was not in the top 10.

Did not feel like I was learning things that were important stayed the same in term of ranking and percentage of respondents.

Note that four of the top eight factors in this list pertain to curriculum model factors:
- Evergreen does not offer the field I am interested in
- Concern that an Evergreen education would not allow to meet life-long goals
- Not able to develop skills and expertise in a specific field
- Concern about finding a job after graduating from Evergreen

Two of the top eight factors pertain to academic experience.
- Did not feel like I was learning things that were important to me
- My program did not live to up to its catalog description

Looking at the most recent fall-to-fall retention data, overall undergraduate retention fell five percentage points over the prior year to 72%; this is the lowest retention at Evergreen for at

least 20 years. All campuses showed decreased retention between this year and last. first-time, first-year retention fell five percentage points to 60%, matching the historical low retention of Fall 16 to Fall 17. New transfer retention fell to 70% -its lowest point in the last 20 years and five percentage points below last year.

Fall-to-Fall Retention Rates for Graduate Students (adjusted for graduation)

Retained from 1st Fall qtr to the next Fall qtr	Fall09-Fall10	Fall 10-Fall 11	Fall 11-Fall 12	Fall12-Fall 13	Fall13-Fall 14	Fall14-Fall 15	Fall15-Fall 16	Fall16-Fall 17	Fall17-Fall18	Fall18-Fall19	**Fall19-Fall20**
Master of Public Administration	91%	86%	87%	86%	90%	90%	93%	95%	89%	89%	**82%**
Master of Environmental Studies	78%	85%	88%	90%	81%	81%	87%	71%	81%	85%	**76%**
Master in Teaching	92%	90%	83%	86%	88%	88%	74%	85%	76%	98%	n/a

Fall-to-Fall Retention Rates for Undergraduate Students (adjusted for graduation)
Number of students enrolled fall quarter who are enrolled the subsequent fall quarter (or who graduated in the interim year)

Retained from one Fall qtr to the next Fall qtr	Fall 10-Fall 11	Fall 11-Fall 12	Fall 12-Fall 13	Fall 13-Fall 14	Fall 14-Fall 15	Fall 15-Fall 16	Fall 16-Fall 17	Fall 17-Fall 18	**Fall 18-Fall 19**	**Fall 19-Fall 20**
All Undergraduates	81%	81%	82%	80%	79%	78%	74%	76%	**77%**	**72%**
First-time, First-years	71%	72%	73%	69%	66%	68%	60%	65%	**65%**	**60%**
New Transfers	80%	79%	78%	78%	78%	76%	71%	76%	**75%**	**70%**
Continuing Students	83%	84%	85%	83%	83%	81%	79%	79%	**79%**	**75%**

Figure 23: Fall-to-Fall undergraduate and graduate retention.

Fall-to-Fall Retention Rates for All Undergraduates by Location

Undergraduate retention dropped in all three programs. Native Pathways had the highest retetnion at 84%, followed by Tacoma at 77%, and then Olympia at 71%.

	Fall10-Fall11	Fall11-Fall12	Fall12-Fall13	Fall13-Fall14	Fall14-Fall15	Fall15-Fall16	Fall16-Fall17	Fall17-Fall18	Fall18-Fall19	**Fall 19-Fall 20**
Olympia	80%	81%	81%	79%	79%	78%	74%	76%	76%	71%
N=	4094	4124	3889	3800	3592	3626	3581	3398	2807	2362
Tacoma	90%	86%	89%	89%	89%	83%	83%	81%	86%	77%
N=	192	219	199	188	179	166	134	132	125	115
Native Pathways	71%	68%	70%	83%	87%	72%	76%	67%	100%	84%
N=	28	28	33	29	31	29	17	30	30	50

Figure 24: Fall-to-Fall undergraduate retention by location.

Olympia Campus
Three-year Weighted Average Fall-to-Fall Retention for Undergraduates by Race/Ethnicity Combined cohorts Fall 17, Fall 18, Fall 19

Three-year weighted average retention by race/ethnic categories shows that Native American students (69%), Pacific Islander (70%), and Black students (72%) are less well retained at Evergreen than the overall average of 75%. Black students had a lower retention rate in Fall 2019 than they did in the previous year.

Race/Ethnicity categories (NOT mutually exclusive)
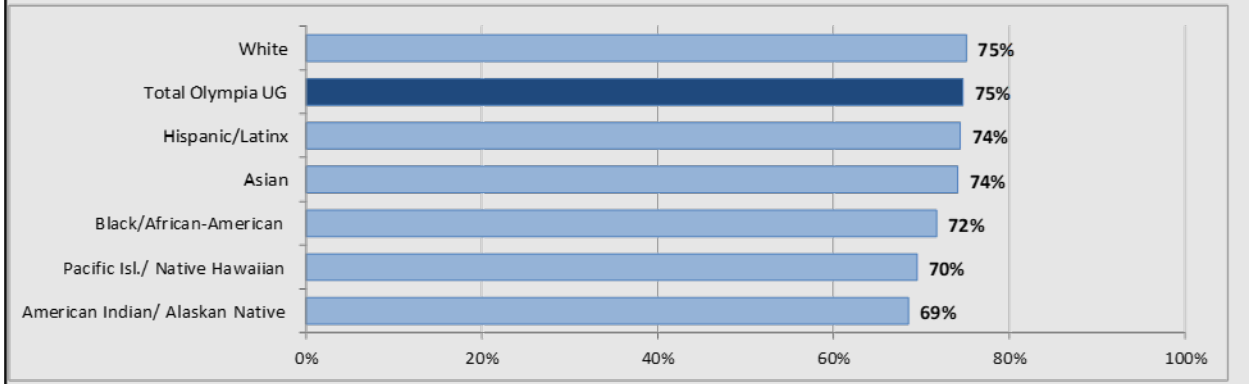
Figure 25: Fall-to-Fall retention by race and ethnicity.

Fall-to-Fall Retention Rates for Undergraduate Students: Subgroup Detail

Olympia undergraduate retention is lower for Non-Residents (65%), Veterans (67%), and students with a reported disability (68%) - compared to 71% for all Undergraduates. Students who are Below Poverty have a 72% retention rate, Federal Low Income students (below 150% of the poverty level) have slightly lower retention. This difference is driven by a lower retention rate for students who are above the poverty level, but below federal low income.

% Undergraduate Fall-to-Fall Retention: Fall 2019 to Fall 2020

Subgroup	Retention
Below Poverty	72%
Above Poverty, but below Fed Low Income	67%
Not Low Income	71%

% Undergraduate Fall-to-Fall Retention: Fall 2019 to Fall 2020

Subgroup	Retention
WA Residents	72%
Women	72%
All Degree-Seeking UG	71%
First-Generation	71%
Men	70%
Disability Reported	68%
Veterans	67%
Non-Residents	65%

Figure 26: Fall-to-Fall retention of key subgroups.

Environmental Scan

National Context

Even before the impacts of the coronavirus pandemic sent shockwaves through the US higher education sector, the sector was reeling from a combination of factors (Carlson, 2020). The era of steady growth in the US higher education sector is over. Nationally, the number of high school graduates is in decline and overall enrollment in higher education institutions (HEI) has decreased for nearly a decade, Figure 27, though it is notable that the losses have been concentrated in two-year and four-year for-profit institutions. US population increased 4% since 2012, but higher ed enrollments were down 13%, with the decline impacting various categories of institutions unequally. Over the past several years, a large number of private colleges and universities have closed, in addition to a smaller number of private non-profit institutions. In 2017 there were nearly 4,300 HEI in the US, but that "footprint" for the sector is too large to accommodate a shrinking enrollment.
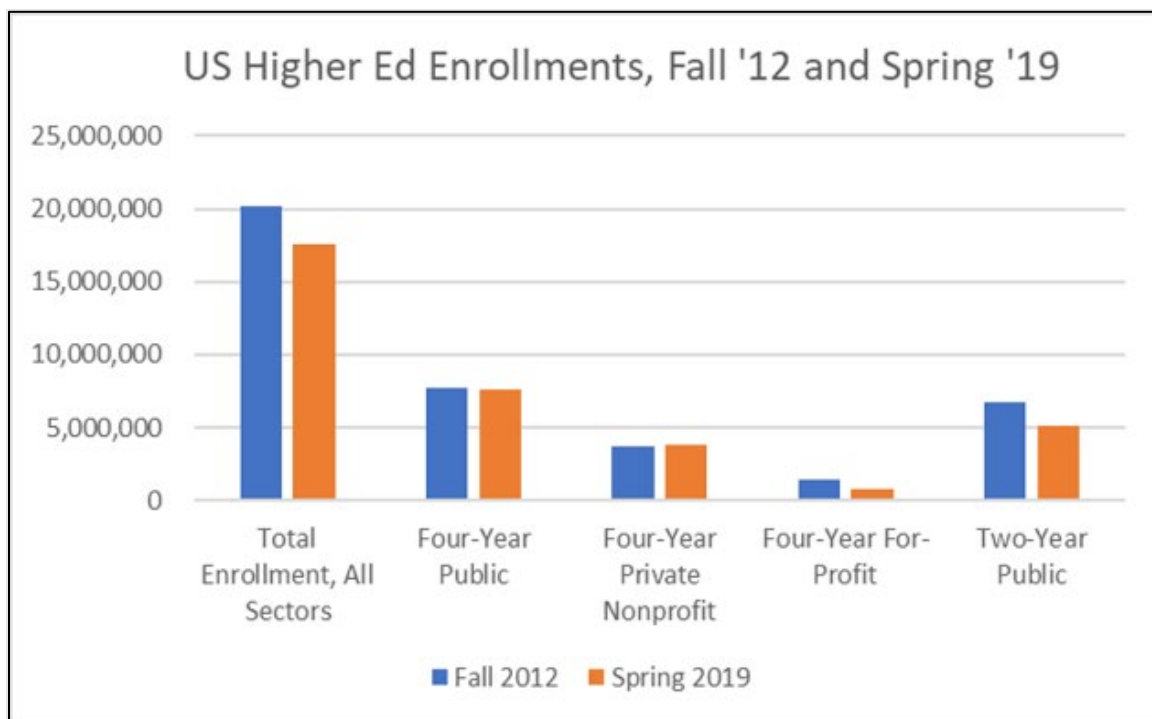
Figure 27: National enrollment 2012 – 2019. Source: National Student Clearinghouse Research Center.

The forecast for higher education enrollment has changed dramatically since 2018. As shown in Figure 28, The National Center for Education Statistics (NCES) revised their long-term higher education forecast in 2018 in response to the national trends in population and higher education attendance. Factors cited for the revised forecast include stagnant college-going rates, declining high school enrollments, declining birthrates, and declining immigration.
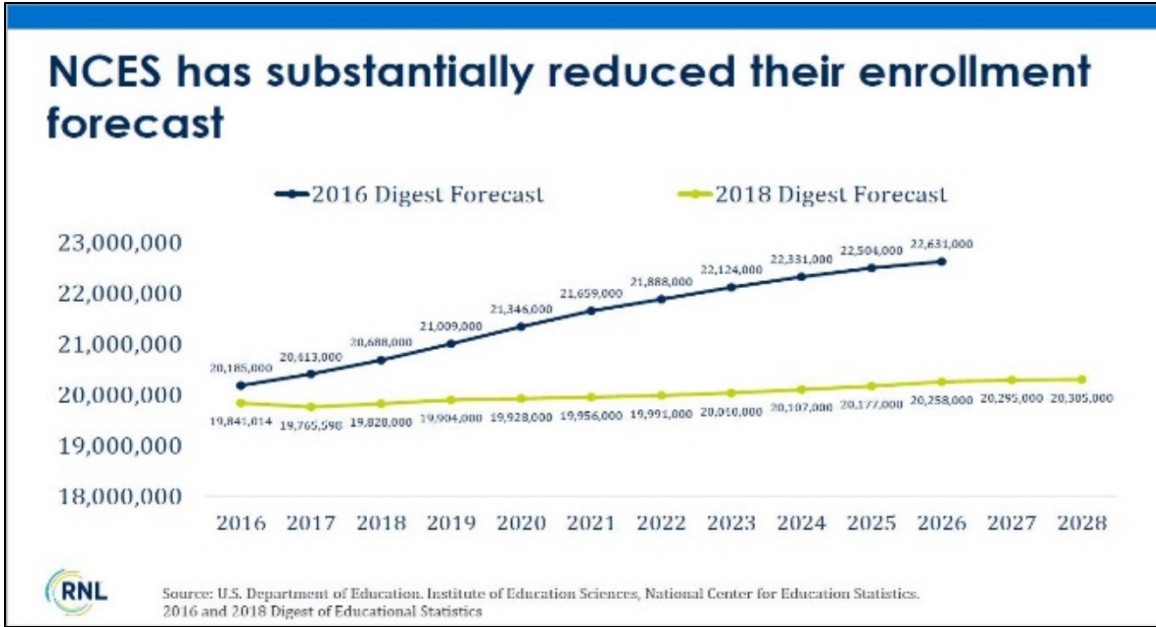
Figure 29: National enrollment forecast. Source: Ruffalo Noel Levitz.

The number of high school graduates has declined significantly in the northeastern US and is on the decline nationally. Consequently, many small private liberal arts colleges in that region with high tuition, shaky business models or less-than-compelling value propositions have closed or been forced to seek mergers. WICHE's published the 10th edition of its
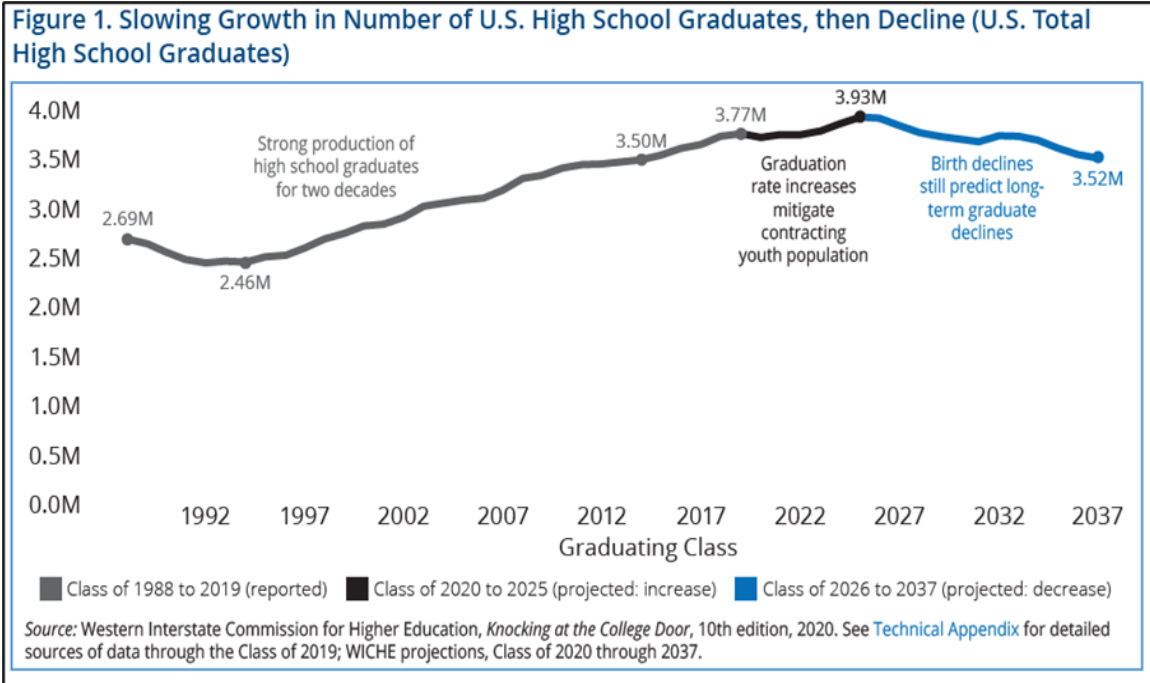
Figure 28: National trend in high school graduates, December 2020. Source: Western Interstate Commission for Higher Education (WICHE).

research publication [Knocking at the College Door](#) in December of 2020. Their projection for the number of high school graduates nationally rose modestly over the 2017 edition, due to increasing high school graduation rates, but declining birth rate projects long-term declines in high school graduates nationally, Figure .

The impact of the pandemic on long-term projections remains unclear, but an analysis by WICHE simulated possible impacts on high school graduation numbers and released their findings in July 2021 with three key takeaways (WICHE: https://knocking.wiche.edu/public-hsgs-covid-19/):

> The COVID-19 pandemic appears to have had limited effect on the immediate potential number of public high school graduates. But the overall positive leading indicators may mask negative impacts, and some students may be short of needed material or credits to graduate on time. Fast action is needed to avoid graduation dips, and there should be extensive focus on helping recent and forthcoming high school graduates to continue or resume postsecondary pursuits.

> The widespread public-school enrollment declines in fall 2020 varied by race and ethnicity. If these reductions persist with coming school years, the pre-pandemic predictions of declining numbers of white public high school graduates would amplify and the predicted increase in graduates of color could be dampened.

> Younger grades had substantial drops in enrollment last year. If this pattern persists, coupled with the declining birth rate, which steepened in 2020, the number of public high school graduates would be greatly impacted long after the pandemic.

While WICHE states clearly their simulations and projections will require refinement as more data comes-in, their report does present a table illustrating the possible impact of the COVID-19 pandemic on the number of high school graduates through 2032, Figure 30. The black line represents the original projections published in the most recent edition of Knocking on the Door. The blue line represents what WICHE researchers see as a possible change in the number of high school graduates over the coming years as a result of the pandemic.
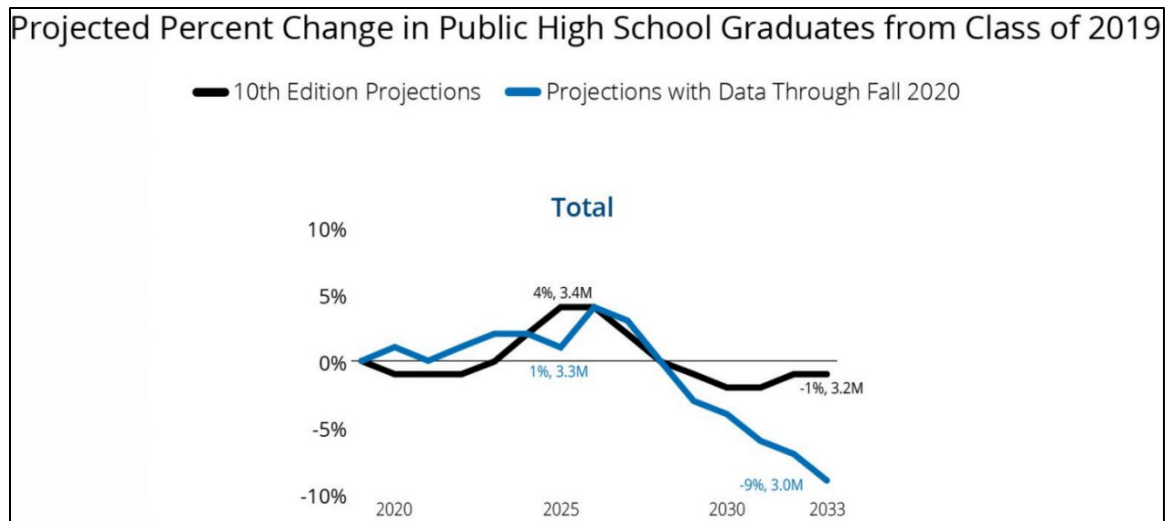
Figure 30: Possible impact of the COVID-19 pandemic on high school graduations.
Source: Western Interstate Commission for Higher Education (WICHE).

The Value of a Four-year Degree

Although the available data still clearly support the value of a 4-year degree in boosting lifetime earnings, there is an increasing perception that the payoff is not what it once was (especially from the liberal arts), and that the traditional BA is not well linked to preparing students for future employment. In a Pew study, 61% of respondents indicated that higher ed was "going in the wrong direction," and 65% that "students don't get the skills they need to succeed in the workplace" (Chronicle of Higher Education, 2019). Concerns about exploding student debt (now an estimated $1.6 trillion, with the average borrower owing an estimated $32,700) and high tuition are also tempering enthusiasm for attending college (Friedman, 2020). In addition, most of the growth in HEI enrollment in the US has been generated by a small number of universities using a distance education model, notably Arizona State University, Southern New Hampshire University and Western Governors University (Chronicle of Higher Education, 2019). An increasing number of potential students are finding the somewhat lower cost and flexibility offered by these schools, and wide array of degrees available, highly attractive.

These changes have led demographic analysts Nathan Grawe (2018), Zemsky, Shaman, and Baldridge (2020) and others to conclude that the sector is likely to be split between a relatively small number of elite institutions, including Ivy League colleges and R1 state universities, a set of mid-sized state institutions likely to sustain reasonably strong enrollments, and a mass of vulnerable private and public institutions. The coronavirus pandemic has further complicated this situation. The entire sector pivoted to remote instruction during spring quarter 2020, causing a loss in enrollment that is likely to extend into the 2020-21 academic year and possibly beyond, and financial losses that are already in the tens of billions of dollars. No one yet knows if choice behaviors on the part of potentially college-bound students (staying closer to home, taking gap years) will revert to their previous baseline.

This context is relevant for the college's situation because every HEI either is, or should be, assessing its competitive situation and assessing what it can do to innovate and continue to attract sufficient enrollment to remain financially viable. As a result, there is significant innovation happening across the sector, even though the budget losses caused by the pandemic have rendered such innovation more difficult. We need to ensure that as an institution the model we are proposing is innovative enough and provides a sufficiently unique selling proposition over a long enough period that it will help lead us to stronger enrollments and a more secure financial status.

Current situation at the college; factors contributing to our enrollment trend

In an ideal world, an institution facing a long-term declining interest in its product would have a clear "story," informed by data, about what brought that about. This would help inform the process of determining the strongest set of turnaround options. While Evergreen has some strong clues about these factors, it isn't a simple story. Several factors appear to be related to the college's long-term enrollment struggles. These include:

1) A long-term decline in community and technical college (CTC) enrollments in the state, which have decreased consistently since peaking in 2009, as shown in Figure 11. Evergreen's enrollments depend both on high school direct applicants, and on student transfers from the CTC system. Through 2017 Evergreen FTE paralleled Washington's CTC system FTE, Figure 15. As community college enrollment rises and falls, historically so does Evergreen's. And Grawe also projects a continuing US slide in transfer student enrollments (Grawe, 2018). Whether this statewide (and national) decline is related to the improving economy over that period is unclear.

2) The creation of another public four-year college in Evergreen's primary market area, University of Washington-Tacoma, has had an effect on enrollment. While certainly not the

only factor, Figure 31below shows the profound difference in enrollment trends between Evergreen and the two newly created UofW campuses.

Fall Quarter Headcount 2000 to Fall 2020, Evergreen compared to UW-T and UW-B

UW Branch campuses begin admitting First-year students.

Economic Recession

Legend:
- Evergreen
- Evergreen Tacoma
- University of Washington-Bothell
- University of Washington-Tacoma
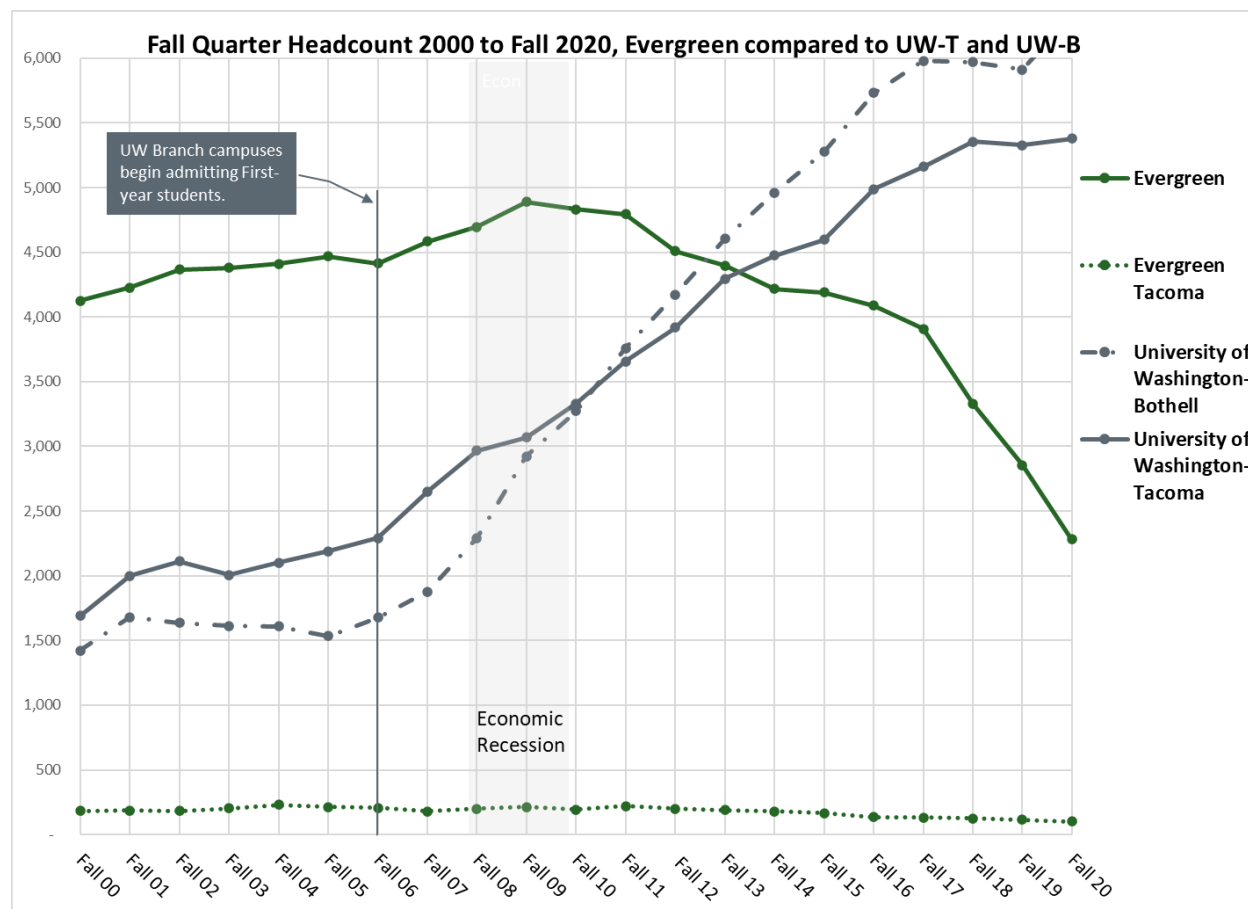
Figure 31: University of Washington branch campus enrollment.

3) Challenges with the college's overall brand awareness and brand. Several studies (Simpson Scarborough, 2017; Hanover Research, 2020, Student Insights, 2012 and 2021) have noted that many potential applicants are simply not aware of the college as an option. These studies have also found low "favorability" ratings of the college, that there are perceptions of the college as less rigorous, having a more opaque curriculum than its competitors, and appealing primarily to a particular niche of students. For example, high school college counselors interviewed by Simpson Scarborough hesitated to mention Evergreen to students who were not quirky, introverted students with average grades who were focused on political and environmental activism.

The most recent research on public perceptions and knowledge of Evergreen was conducted by Student Insights in the Spring of 2021. A copy of their executive summary is presented here below. A full copy of the report is available from the Chief Enrollment Officer (The earlier Simpson Scarboro and Hanover studies were linked at the start of this section.). Following the executive summary in Figures 32 and 33 are two demonstrations of how Evergreen compares to its regional public and private competition. While the comparators are arguably a dissimilar group of institutions, ranging from the state's flagship institutions to the state's only arts college, they represent the full spectrum of Evergreen's competition.

Student Insights, Student-View™ Report for the Evergreen State College, June 2021

Executive Summary

- The last Student-View Report for Evergreen was developed in 2012. Throughout this report, some comparisons with 2012 results are discussed.
- Evergreen ranked 12th out of 13 benchmark institutions in overall awareness in 2021 versus 11th in 2012. While the College's overall favorability score of 1.48 is somewhat higher than in 2012, it remains at the bottom of the benchmark competitive group. In short, market position in 2021 vs. 2012 is relatively stable.
- Evergreen's 22% consideration level is lower than its 28% consideration in 2012, dropping the College from 9th to 11th in the benchmark group. (Part of the decline in consideration level is due to a change in the question wording since 2012.)
- Evergreen's overall application level of 3% is a bit higher than its 1% level in 2012. Most institutions had modest increases, while the top four institutions had large increases.
- The College's strongest position relative to competitors is among students majoring in arts, as it was in 2012. Other top segments include the East, West and Northwest regions, King County, and students majoring in computer science, education, engineering, and those who have not chosen a major. Note, however, that Evergreen is still in the bottom half of competitors even in its top segments.
- The College received its highest scores for tuition, campus appearance, and size. Sports and academic strength received notably lower, unfavorable scores. Evergreen lost ground in nearly every attribute compared with 2012.
- Thirty-three percent of students cited perceived low academic standards as a barrier to considering Evergreen State College.
- Evergreen has a mass media recall rate of 30% and a direct/event media recall rate of 43% and is ranked at the bottom of a benchmark group in both measures.

Market Position Matrix

Evergreen is positioned in the "challenge zone" of below-neutral awareness and perception. The best-fit line shows the "normal" relationship between awareness and perception. Evergreen's position below the best-fit line indicates that the College has a relative gap in favorability. Evergreen's position has somewhat lower awareness, but slightly higher favorability than in 2012. St. Martin's has a much stronger position than in 2012.

Figure 32: Evergreen's Market Position. Source: Student Insights, June 2021.

Market Position Index™

Evergreen's overall market position score is 12th among benchmark competitors and 16th among all institutions in the state.

Rank in State	Institution	Awareness Score	Perception Score	Market Position Score
1	University of Washington	3.31	3.16	10.48
2	Washington State	3.01	2.67	8.03
3	Western Washington	2.43	2.49	6.05
5	Central Washington	2.45	2.20	5.38
6	UW Tacoma	2.24	2.20	4.91
7	UW Bothell	2.16	2.27	4.91
8	Seattle University	2.05	2.29	4.70
9	Eastern Washington	2.14	2.17	4.63
13	St. Martin's	1.49	1.75	2.61
14	Whitman	1.38	1.83	2.53
15	University of Puget Sound	1.44	1.74	2.51
16	Evergreen	1.31	1.48	1.94
19	Cornish College	0.87	1.59	1.39

* Market Position = Awareness X Perception

13

Figure 33: Market Awareness and Perception Index. Source: Student Insights, June 2021.

4) Often prospective students are seeking particular areas of study, and responses from the surveys referenced above reflect that when those are not visible ("doesn't have my major") it may be a significant factor in their lack of interest. Since 2017 Enrollment Services has conducted a survey of students admitted for Fall Quarter but who choose not to enroll, also known as a "withdraw survey." The 2017 survey was conducted internally by Enrollment Services and focused on Admission Office contact with students. The 2018 and 19 surveys were outsourced to a researcher at Media Cross and incorporated best practices and questions for non-enrollment surveys. (The 2019 survey did not receive sufficient responses to complete an analysis). The graphs in and 35 show the ranked responses for reasons not choosing Evergreen in 2017 and 2018. A lack of financial aid support from Evergreen is common to both sets of responses as well as "personal circumstance." The 2018 survey results reflect that over 1/3 of respondents did not see Evergreen as "the right fit," and over a quarter had concerns about its social reputation and simply preferred another college or university. 5) A final and important piece of this puzzle is our still unique coordinated studies model focused on interdisciplinary 16-credit programs for full-time students. Institutional research data confirms that students at the college find the model compelling: 91% of students responding to the spring 2019 Student Experience Survey were satisfied or very

satisfied with the college's interdisciplinary approach to education; 94% were satisfied or very satisfied by the faculty team teaching model.
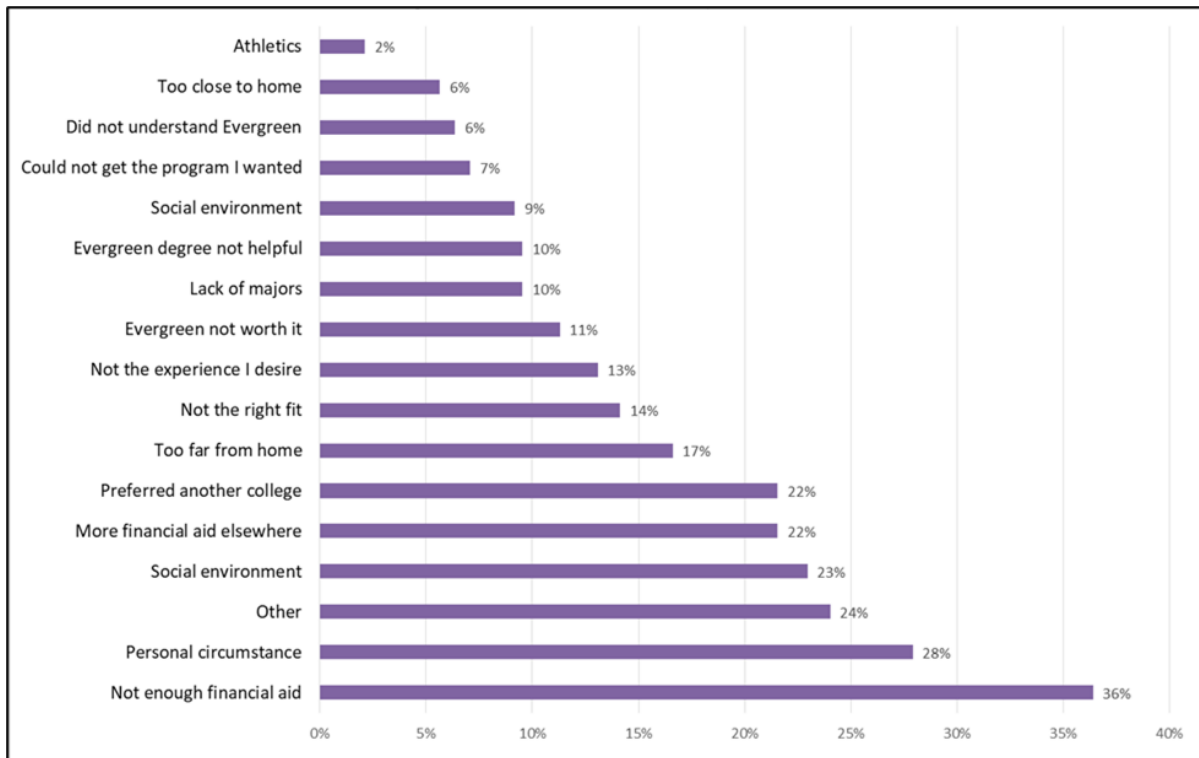
Figure 34: Fall 2017 admitted not enrolled survey, reasons for not attending.
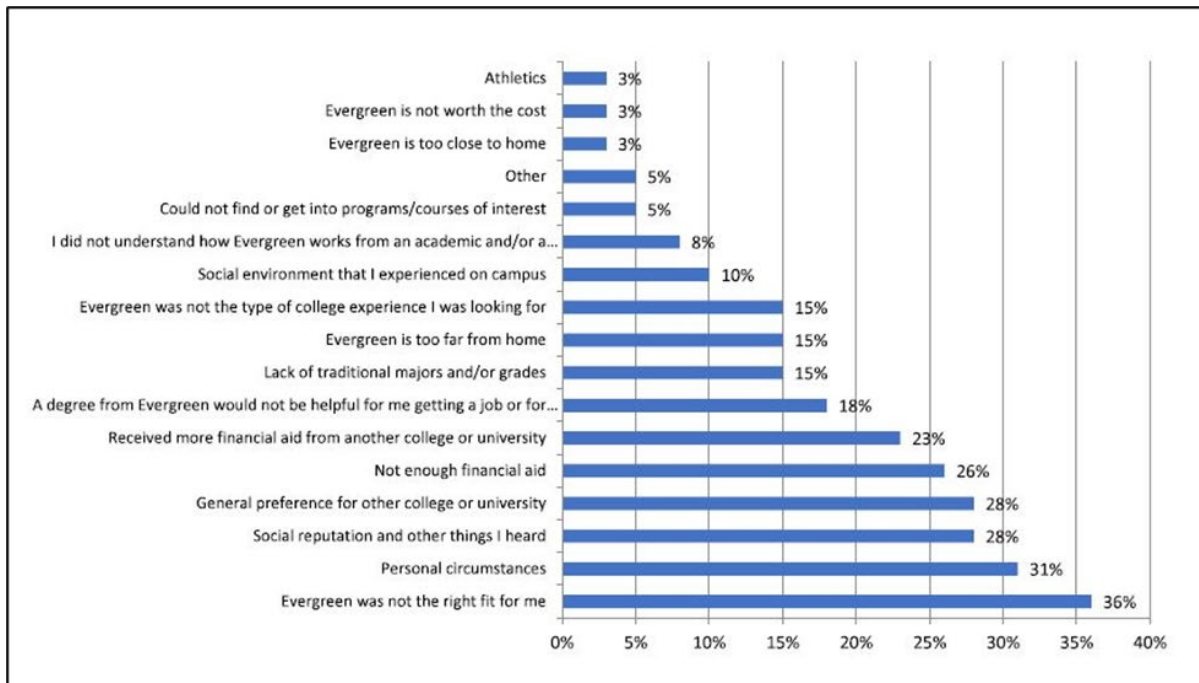
Figure 35: Fall 2018 Admitted not enrolled survey, reasons for not attending.

There are significant data suggesting the advantages of an interdisciplinary approach to higher education pedagogy (SERC, ND) and observers both inside and outside the academy see it as a compelling way to engage complex problems from multiple perspectives and help students to prepare for graduate studies and careers (Irani, 2018). It also supports the critical need to enhance students' capacity to analyze complex and ambiguous situations and learn how to act.

Interdisciplinary teaching and supporting structures are a consistent theme throughout the case studies in Stanford University's *Uncharted Territory* that aim to reimagine US higher education (Stanford Design School, 2019). Yet it remains unclear whether there is significant student demand for this approach to higher education. A real, though anecdotal, challenge regularly faced by the college's recruiters is the difficulty of explaining the college's model to prospective students whose "mental map" of higher education is of a college or university with majors and departments. And where the day-to-day experience they anticipate is of juggling a set of classes over the course of an academic quarter or semester, not one integrated program.

College choice behavior is very complex. Prospects, especially those coming direct from high school, are making a momentous lifestyle choice that transcends what economists might frame as a simple decision to invest in their human capital. Typically, they want to belong to a community where they feel accepted, with a strong sense of belonging, and when living on campus, has a vibrant energy and social options (Horn and Moesta, 2019).

Main Reason for Choosing Level of Education	
Good job or career	58%
Learning and knowledge	23%
Family or social expectations	12%
Access/Affordability	6%
Other	2%

Figure 36: Why higher Ed. Source: Gallup Inc, Nationally Representative Survey of Currently Enrolled Students, 2018.

Main Reason for Choosing Institution	
Location	28%
Access/Affordability	22%
School reputation and fit	20%
Good job or career	19%
Learning and knowledge	5%
Family or social expectations	4%
Other	1%

Figure 37: Institutional Choice. Source: Gallup Inc, Nationally Representative Survey of Currently Enrolled Students, 2018**.**

Horn and Moesta's research also identified several relevant motivations for college bound students, including getting away from their current living/life situation, getting into the best school possible, acting for others and doing what's expected of them; "stepping up" their game, and learning to extend themselves. Similarly, Ladd, Reynolds and Selingo's 2014 analysis of survey data differentiated between what we typically associate with high school-direct students (two groups they termed "aspiring academics" and "coming of age") and more career focused groups termed "Career Starters," "Career Accelerators," and later in life students

he termed "Industry Switchers." These authors were likely prescient in identifying the turn toward a greater career focus on the part of a wide range of potential postsecondary students. A 2018 poll concluded that US students primarily choose to attend college to enhance their employment prospects, Figure 36, then select a specific institution based on other factors, Figure 37 (Strada/Gallup 2018).

The Role of Influencers

In today's higher education marketplace it's important to know that few students make their decision alone. The role of influencers ranging from parents to employers can play a significant role in a student's college choice. Being attentive to how these influencers will respond to Evergreen's enrollment initiatives must be considered, perhaps more than the students themselves.

What we know from our 2018 non-enrolled survey is that parents were the primary influencer, followed by friends, as shown in Figure 38. Staying attuned to the role of these influences is important in enrollment planning and marketing. But it must also be understanding that given Evergreen's high proportion of low-income and under-represented students the role of parents as influencers may be uneven across a pool of applicants.
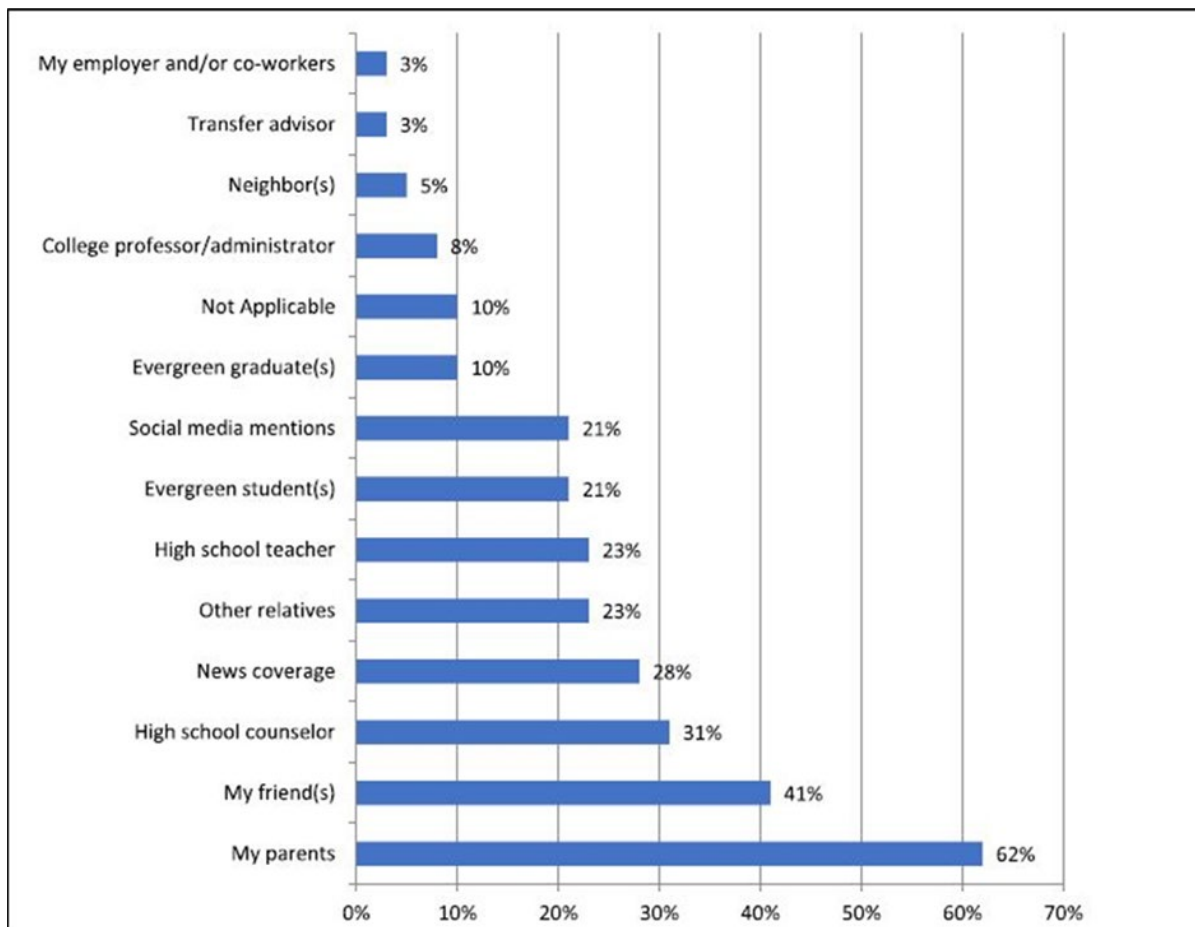
Figure 38: Fall 2018 Admitted not enrolled survey, primary influence on student decision.

We also know from the same survey, what the respondents perceived to *be their influencers' thoughts on Evergreen* as shown in Figure 39 below. These responses reflect the extent to which respondents perceived the news, social media, neighbors, and their friends as sharing a negative perception of the college. Nearly half of parents were neutral, while 30% were negative. Three-quarters responded that their high school counselor was neutral on the college, while one-quarter said their counselor was positive about Evergreen.
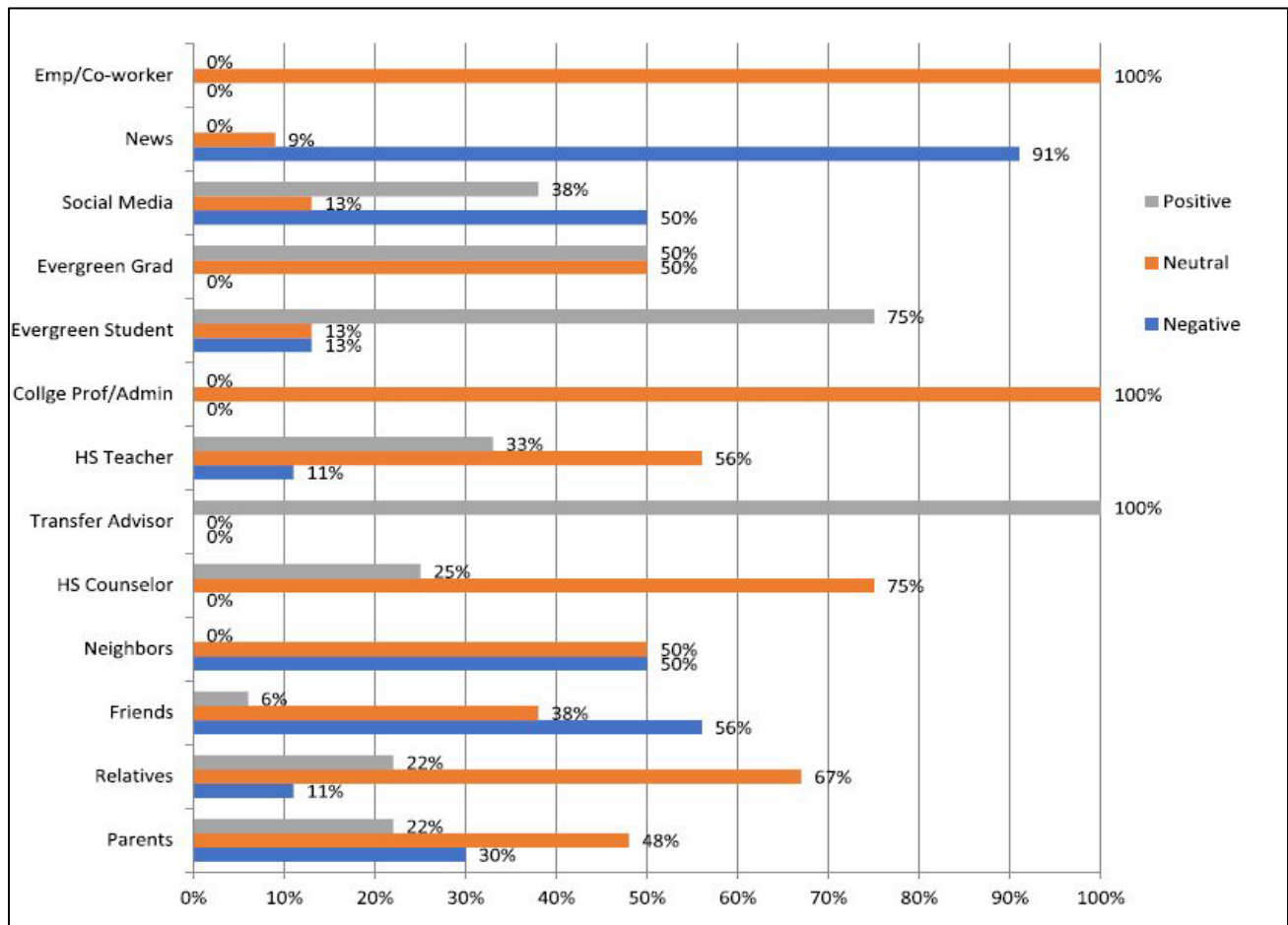
Figure 39: Fall 2018 Admitted not enrolled survey, influencers' perceptions of Evergreen.

Changing Demographics, Population Shifts, and Potential Markets.

Over the remainder of this section we will briefly examine available demographic data on the US and Washington state, and consider what groups of potential students would be the best group around which to construct a turnaround strategy.

Although both the US and Washington state continue to increase in overall population, due to a decline in the US fertility rate since 2008 there are simply fewer high school graduates emerging from the K-12 education sector, which is already impacting enrollments
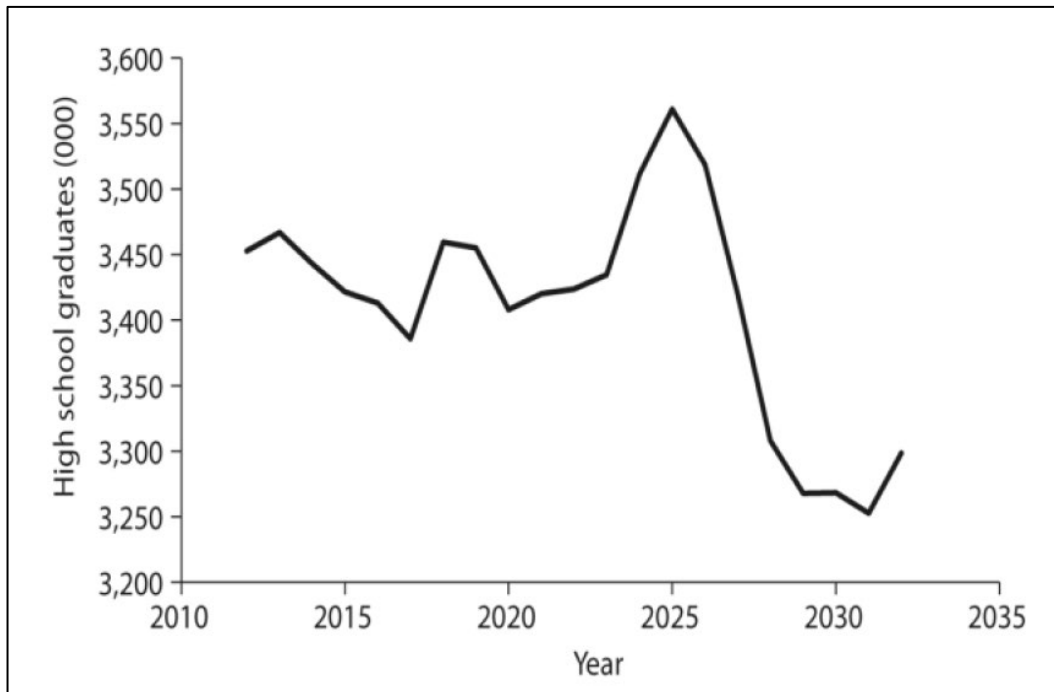
Figure 40: Forecast number of high school graduates. Source: Grawe, 2018.

nationwide. Grawe forecasts a sharp drop in US high school graduates as a result, as shown in Figure 40. Grawe (2018, p. 34) is pessimistic about the overall outlook for US higher education: "Total numbers of students are headed toward a cliff…. the coming contraction in higher education may be proportionately larger than that in high school graduates."

Helpful sources of demographic data on high school graduates include the Western Interstate Commission for Higher Education (WICHE) *Knocking at the College Door* forecast (though it is now dated given it was completed in 2011), as well as Nathan Grawe's projections in his text *Demographics and the Demand for Higher Education* (Grawe, 2018). Data from Washington's Office of the Superintendent for Public Instruction show a gradual increase in the number of high school graduates from 2013-14 to 2018-19. In recent years these figures track reasonably well with WICHE's projections, with the five-year cohort graduating in 2019 totaling 70,973.

Grawe forecasts the number of students attending regional four-year colleges and universities between 2012 and 2029. His data differentiate between a state's overall forecast

and that of large metropolitan regions (such as Seattle-Tacoma-Everett) that may have a different trend. For Washington state he projects an overall decline between -2.5 and -7.5 percent, but an increase of 2.5 to 7.5 percent in the Seattle metro region. It is worth noting that this overall decline is less than his predicted reduction in the number of college-attending students in Washington state overall, which he forecasts to fall by over 15% (though less in Seattle). He also forecast enrollments at two-year institutions, which he projects to fall nationwide, and by greater than 15% in Washington state. In contrast, Grawe sees the country's elite colleges and universities (which includes the University of Washington) continuing to prosper.

These data suggest that it will be difficult for Evergreen to have success with a turnaround strategy based on attracting more of what is likely to be a shrinking, or at best stable, pool of high school graduates in this state. A related factor is that we can no longer bank on recruiting a large number of non-resident or out-of-state students. Over the past few years that proportion of our undergraduate student body has declined from 25% to below 15% and is not likely to grow in the medium term due to COVID cautionary behavior.

Competitors

The college identifies its strongest competitors through several means, notably an analysis of its "admit not enrolled" students, who apply for admission and are accepted but ultimately decided to enroll at a different institution. This group is regularly surveyed to determine why they didn't attend and discover where they did. Most students from within the state who opt not to attend ultimately enroll in two-year schools or one of the other state four-year baccalaureate institutions, Western Washington University, Central Washington University, the University of Washington or Washington State University. There is also a separate list of colleges belonging to Council of Public Liberal Arts Colleges (COPLAC) that are a strong option for students seeking such a college experience.

In response to the enrollment losses at many community and technical colleges, many of these institutions have begun to offer applied Bachelor of Science degrees in a wide variety of fields. (Although South Puget Sound Community College has no plans to do so). Although enrollments in these programs have generally been weak, they bear watching. Many of these institutions have also removed the word "community" from their title.

Some of our competitor institutions, notably Western, already have made decisive moves to emphasize climate studies as an element of their curriculum. We will need to distinguish our approach from Western's, but the climate arena is large enough to do so.

These institutions, notably the other state four-years, have the advantage of regularly developing and offering new curriculum, while Evergreen has traditionally put its innovative energy into our yearly round of new coordinated studies programs. We are likely to need to change this practice so that new types of curricular content can be made available to students on a regular basis.

A comparison of enrollment and other data for Washington's six public baccalaureates, Figure 41, illuminates several points of differentiation for Evergreen. We are the smallest public four-year, offering a more personal experience similar to a private liberal arts college, and enroll more transfer students than any other. Evergreen's student body has a higher

Table 6. 2018-19 Undergraduate Student Demographics

	CWU	EWU	Evergreen	UW	WSU	WWU
Age						
24 and Under	78.0%	80.5%	61.5%	89.1%	84.7%	91.3%
25-29	10.4%	10.9%	16.9%	6.0%	7.7%	5.4%
30+	11.6%	8.6%	21.5%	4.8%	7.6%	3.3%
Gender						
Female	51.2%	52.2%	58.0%	52.2%	52.8%	56.5%
Male	48.0%	47.8%	42.0%	47.8%	47.2%	43.4%
Race/Ethnicity						
Native American	0.5%	1.0%	3.1%	0.5%	0.6%	0.4%
Asian/NHOPI	6.2%	4.1%	3.4%	26.0%	7.2%	6.8%
Black	3.8%	3.7%	5.0%	2.8%	3.2%	1.7%
Hispanic	16.3%	16.6%	11.9%	9.4%	15.3%	9.6%
White	45.0%	61.6%	64.7%	38.4%	60.6%	70.6%
Multiracial	6.3%	7.2%	6.9%	7.0%	7.1%	8.5%
Other	0.0%	0.0%	0.0%	0.0%	0.9%	0.2%
Unknown	21.9%	5.8%	5.0%	15.9%	0.9%	2.4%
Entering Status						
Direct from High School	52.6%	53.4%	43.0%	72.2%	63.5%	69.2%
All Transfers	47.1%	41.4%	57.0%	27.2%	36.2%	30.8%
Unknown	0.4%	5.2%	0%	0.6%	0.3%	0.1%
Residency						
Resident	90.8%	90.4%	82.4%	75.2%	82.1%	88.6%
Non-Resident	9.2%	9.6%	17.6%	24.8%	17.9%	11.4%
Low-Income						
Pell Grant Recipient	34.7%	40.4%	47.7%	25.5%	30.8%	25.1%
WA College Grant Recipient	24.4%	31.8%	41.0%	20.3%	22.8%	19.8%

Source: ERDC Public Four-Year Dashboard

Figure 41: Enrollment data for Washington's public four-year institutions. Source: Council of Presidents Sector Fact Book 2020.

percentage of students over 25 than any other and by-far a higher percentage of low-income students. Both are important populations in mission fulfillment. It should also be noted that while Evergreen's number of non-resident students has been declining, the proportion of undergraduates is not significantly different from many of our in-state peers.

Possible New or Expanded Student Markets for Evergreen

It is crucial for any market study to assess how many people are likely to want to buy the new service or product under consideration. This is especially challenging in the higher education sector due to the complex combination of demographics and prospective student behavior. We need to estimate how many students will emerge as graduates from the state's K-12 sector and how many of those students will choose to attend college. A particular difficulty in Washington is that many graduates do not choose to attend college; we rank 48th nationally in the percent of 18–24-year-olds attending college, at 31% (National Information Center for Higher Education Policymaking and Analysis, 2020). (By comparison, Oregon is at 36%, and California at 42%). We need to consider population subgroups - notably, the
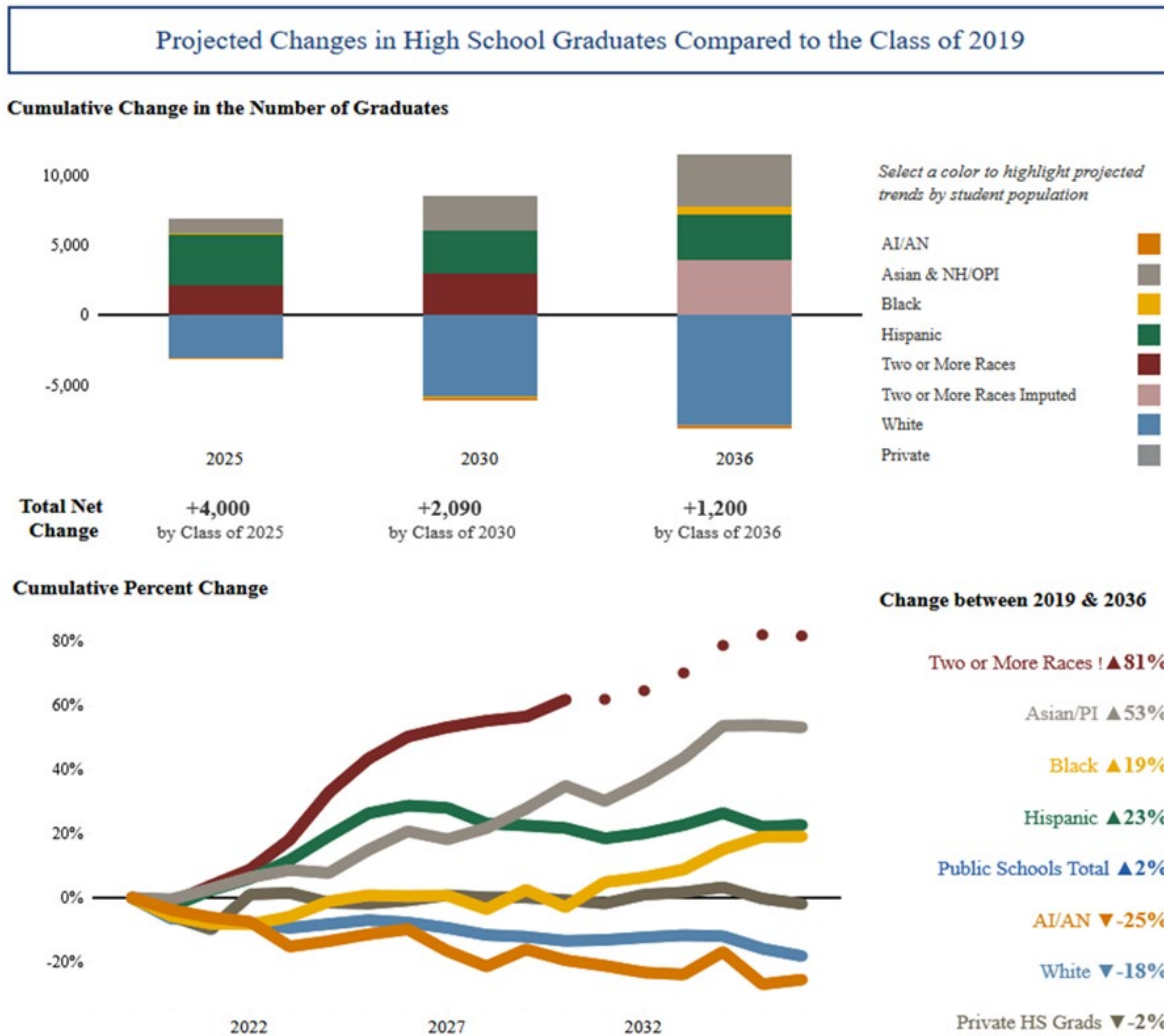
Figure 42: Projected changes in the racial and ethnic makeup of high school graduates in Washington. Source: Western Interstate Commission for Higher Education (WICHE).

state's Asian, Black, and Latinx populations which are increasing, Figure 42, but the college attendance rates of these students have been below the state average.

An Alternative Scenario: Some College, No Degree and "New Majority" students

One of the national trends that has gained increasing attention from state and federal policymakers in recent years is the huge number of "some college, no degree" students in the US. By one count, there are around 36 million people in that category, including 1.1 million in Washington and over 50,000 in Thurston County (Shapiro, et al, 2019; US Census). After 8 years, one-third of students who began college have earned no formal credential and are no longer in college, despite having piled up student loans they must pay. The lack of completed credentials, AA, BA or BS degrees, or certificates--is also a strong barrier to career success. This situation also has impacted structural inequality, given that a high proportion of these individuals are people of color (Shapiro, et al, 2019).

Washington Adults, High School Completion Only or Some College - No Degree in 2018					
	Population age	Completed high school or earned GED		Earned college credit, but no degree completed	
Race / Ethnicity	25 to 64	Number	Percent	Number	Percent
All	3,929,860	843,406	21%	921,453	23%
White	2,787,656	599,596	22%	693,808	25%
Hispanic or Latinx	419,104	104,991	25%	75,527	18%
Asian	365,722	49,614	14%	49,225	13%
Black or African American	148,028	36,903	25%	41,800	28%
American Indian/Alaska Native	41,878	13,449	32%	12,669	30%
Source: U.S. Census Bureau, 2014-2018 American Community Survey (ACS) public use microdata (PUMS) files.					
Notes: Data based on sample and subject to sampling variability. Estimates not shown if coefficients of variation are over 25% or sample size is less than 50.					
WICHIE and U.S. figures are calculated from total numbers; not averages of state percentages.					

Figure 43: Potential adult student market.

The WICHE 2018 Factbook put the number of individuals aged 25 to 64 defined as "some college, no degree" at over 900,000, or 23% of the Washington's population. Looking further at this data and including the category "high school graduate or GED holder," there would appear to be a large market to capture and an opportunity for Evergreen to position itself as a completion college, Figure 43. By comparison, this same WICHE data indicates the potential market for students upgrading their credentials from a two-year degree is only 415,450 students total in Washington.

The National Student Clearinghouse regularly reports on some college, no degree (SCND) students nationally. From the most recent published report *Some College, No Degree, A 2019 Snapshot for the Nation and 50 States* these highlights indicate market potential for Evergreen, especially with our own former students and local students:

Thirty-six million Americans in the NSC database today hold some postsecondary education and training but no completion and are no longer enrolled, also known as the Some College, No Degree population

Ten percent of this population are "potential completers" who have already made at least two years' worth of academic progress up until their last enrollment. Potential completers were found more likely than other former students to re-enroll and finish college.

About 940,000 students identified as Some College, No Degree five years ago, in our first report, have since re-enrolled and are now new completers. In addition, more than a million are still enrolled as of December 2018, for a combined success and progress rate of 54 percent among re-enrollees.

Compared to where they last enrolled, **returning students were more likely to have re-enrolled at public institutions,** and less likely to have done so at private institutions. But online enrollees were more likely to have returned to online institutions.

Completers tend to finish at the institution where they first re-enrolled and complete within two years of re-enrolling, without stopping out.

Completers typically re-enrolled and finished in the same state where they last enrolled, with a few exceptions.

In response to the large numbers of people having not completed their degree, many states, including Tennessee and Washington, have implemented programs to help these students complete a degree or credential. Washington's College & Career Compass aims to help them navigate what can be a complex higher ed system and regain their momentum toward a degree or other credential. The Washington College Grant will provide a critical funding source for these students, although the capacity of the state to maintain this support in a post-COVID budget environment is uncertain (Long, 2020).

This group of students also overlaps with what has been termed the "New Majority" of students that includes first-generation college students, students of color, adults and military veterans (Maimon, 2018). Maimon and others have documented the need for colleges to "integrate support into every student's experience," through a strong suite of wraparound services, as we will discuss in more detail below. Data from Institutional Research confirms that the college already serves many students in this category, with 45% of our students below the federal poverty level, and 41% Pell Grant recipients.

And there are tens of thousands of unemployed Washington residents who will be considering options for enhancing their skills and competencies, to improve their chances at finding employment in what is likely to be a challenging post-COVID job market. The college is now exploring how to integrate its curriculum into the region's workforce development system in a way that provides these residents with powerful learning options, while retaining our commitment to broad interdisciplinary teaching.

Expanding the college's capacity to serve this large and broad group of potential students is the scenario that has the greatest potential for us to turn around our enrollment curve. This would move us toward a model emphasizing college completion for transfer students and offering an array of certificates, and it would require that we expand our capacity to provide all of our students with the expanded suite of services—and resources—that experience elsewhere shows is critical for their success.

Lastly, reviewing data for the WICHE region reveals potential for first time to college, and returning adult students, plus potential for graduate enrollment. The green shaded areas in the table below (Figure 44) focus on where the potential is. Non-resident students will face the challenge of paying non-resident tuition, but Evergreen's commitment to offering WUE tuition rates to both first-year and transfer students will provide a discount of approximately 65% to those who qualify.

Educational Attainment of the Population 25 to 64 Years Old, 2018, In the WICHE Region.											
	Population	High School Diploma/GED		Some College, No Degree		Associates Degree		Bachelor's Degree		Graduate/Professional	
State	Aged 25 to 64	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alaska	399,545	112,132	28%	111,550	28%	33,189	8%	74,912	19%	41,401	10%
Arizona	3,477,224	819,305	24%	879,617	25%	318,656	9%	646,502	19%	350,771	10%
California	20,906,345	4,302,772	21%	4,508,338	22%	1,644,856	8%	4,507,676	22%	2,532,708	12%
Colorado	3,008,698	622,135	21%	638,044	21%	267,326	9%	796,821	26%	433,701	14%
Hawaii	742,628	201,638	27%	163,703	22%	84,623	11%	168,280	23%	78,373	11%
Idaho	834,676	226,874	27%	217,426	26%	86,467	10%	157,493	19%	68,163	8%
Montana	530,164	148,996	28%	129,244	24%	55,001	10%	111,187	21%	51,848	10%
Nevada	1,563,028	443,438	28%	400,288	26%	129,490	8%	250,570	16%	121,511	8%
New Mexico	1,053,616	281,862	27%	254,289	24%	95,505	9%	163,208	15%	110,917	11%
North Dakota	380,683	91,932	24%	87,940	23%	61,138	16%	88,913	23%	30,077	8%
Oregon	2,167,297	474,719	22%	552,152	25%	203,486	9%	463,288	21%	262,967	12%
South Dakota	429,939	120,781	28%	93,423	22%	57,514	13%	92,908	22%	35,542	8%
Utah	1,459,997	325,164	22%	378,412	26%	153,664	11%	327,344	22%	158,935	11%
Washington	3,929,860	843,406	21%	921,453	23%	415,450	11%	901,426	23%	504,993	13%
Wyoming	301,659	85,055	28%	78,821	26%	36,750	12%	53,445	18%	28,023	9%
West	41,185,359	9,100,209	22%	9,414,700	23%	3,643,115	9%	8,803,973	21%	4,809,930	12%

Figure 44: Potential adult aged student market in the WICHE region. Source: WICHE 2018 Factbook.

National Clearinghouse research has revealed some information about SCND student enrollment preferences and credential completion, see figure 45. Evergreen is relatively well positioned in this regard. Our support for the liberal arts and sciences, arts, humanities, and social science remain strong, and the development of the Center for Entrepreneurial Leadership and Transformational Change (CELTC) and companion Interdisciplinary entrepreneurship and Business Path should position Evergreen to capture a part of this market.

Figure 8. Common Majors Among *Some College, No Degree* Students Who Earned a Credential

Legend:
- Total awards nationwide (blue)
- *Some College, No Degree* (orange)

BA:
- Business Management: 19% / 23%
- Health: 12% / 9%
- Social Sciences: 8% / 7%
- Liberal Arts Humanities: 2% / 5%

AA:
- Liberal Arts General Studies Humanities: 38% / 41%
- Business Management: 12% / 14%
- Health Professions & Related Services: 19% / 14%
- Security, Protective Services: 4% / 5%

Note: Total awards data are from the National Center for Education Statistics, Digest of Education Statistics, 2019, Table 318.50. Nationwide data are unavailable for certificates.

Figure 45: Common "Majors" earned by SCND students in 2019. Source: *National Student Clearinghouse, Some College No Degree 2019* report.

New Directions, Driving Enrollment 2021 – 2026

Connected to Mission

Figure 46 shows the broad alignment of New Directions to Evergreen's strategic plan. Any one of the 26 initiatives listed could perhaps be aligned differently depending on the reader's perspective, but the thrust is that New Directions connects every tenant of Evergreen's current strategic plan. For reference these are the three goals and objectives of *The Evergreen State College Strategic Plan 2020-2023 - Fostering growth, equity, and resilience for our students and for Washington*:

Goal 1: Achieve unprecedented levels of student academic success and personal development in a manner responsive to students' unique career goals, talents, identities, and diverse perspectives.

> Objective 1: Deepen and expand the impact and reach of the curriculum.

> Objective 2: Build on and create new academic areas of emphasis and excellence.

> Objective 3: Integrate all aspects of the academic curriculum.

> Objective 4: Fully support students personally and holistically.

> Objective 5: Realize our commitment to equity, inclusion, and justice.

> Objective 6: Develop and engage partnerships to enhance curriculum.

Goal 2: Significantly expand support for our local community, region, state, and nation during an unprecedented period of social and economic turbulence.

> Objective 1: Contribute to the region's workforce development.

> Objective 2: Prepare graduates for post-degree success.

> Objective 3: In accordance with the Centennial Accord and New Millennium Agreement, strengthen partnerships with Native nations and their citizens.

Goal 3: Become a much stronger, more resilient, and adaptive college by expanding our capacities to serve a much wider range of students and achieve our vision of contributing fully to the larger society.

> Objective 1: Grow the total number of students who enroll, persist, and graduate.

> Objective 2: Build our individual and collective strength and resilience.

> Objective 3: Strengthen Evergreen's financial position.

> Objective 4: Enhance and elevate Evergreen's reputation.

A complete copy of *The Evergreen State College Strategic Plan 2020-2023 - Fostering growth, equity, and resilience for our students and for Washington* can be found at: https://www.evergreen.edu/strategicplan.

New Directions Initiatives tied to Strategic Plan 2020-2023: *Fostering growth, equity, and resilience for our students and for Washington.* *

Objectives	Goal 1						Goal 2:			Goal 3			
	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4
Curricular Enhancements and Investments													
Capstones			P					P				P	S
FLEX (hybrid, online, and low residency curriculum)	P			S			P					S	
Interdisciplinary Art, Design, Technology Path (not including certificates listed below)		P					P					S	
First Year Experience				P	S			P		S		P	
Health/Wellness/Psychology Path (not including certificates listed below)		P						P				P	
Promotion and refinement of the initial 11 Paths launched in AY19-20				S				P					
Entrepreneurship and Business Initiates (not including certificates included below)													
CELTC - Center for Entrepreneurial Leadership and Transformational Change	P					S	P	P		S		S	P
Interdisciplinary Business and Entrepreneurship Path		P										S	P
Climate Action and Sustainability Initiatives (not including certificates included below)													
CCAS - Center for Climate Action and Sustainability	P	P					S	P				P	P
Interdisciplinary Climate Path		P										P	S
School of Professional Studies Initiatives													
Certificates - Academic (embedded)		P					P			P		P	
Certificates - Professional (adjacent)		P					P				P		
School of Professional Studies Completion Programs										S		S	P
Workforce Development	P					S	P	S		S		P	
Tacoma Program Enhancements and Investments													
Tacoma Program renewal and recruitment	S				P			P		S	S	S	
Native Pathways Enhancements and Investments													
Native Pathways Program Expansion (doubling enrollment and expanding programs)	S				P		S		P	S	S	S	
Graduate Program Renewal and Recruitment													
Master in Public Administration recruitment	P						S					P	S
Master in Teaching (MIT) re-design		P					S	P		P		S	
Master of Environmental Studies recruitment	P											P	S
Student Support and Experience (indirect growth above support for other initiatives)													
Academic Policy Review (Holistic Advising: Policy & Practices Review, HAPPieR)				P	S		P			S	P	S	
Holistic Advising				P			S			S	P	S	
Student Affairs Revitalization/Re-organization				S			S					S	
Recruitment Investments (growth above recruiting/marketing for other initiatives)													
Adult Student Recruitment	P						S					S	
Direct Admissions for Undergraduates					S	P	S						
Master in Teaching (MIT) "4-1" impact on UG new student recruitment into "Education."	S				P	S	S			P		S	
College website investment and enhancement	P											P	
Reputation Enhancements (* reputation encompass all other initiatives)													
Institutional Name Change				P			P					S	P
New Directions for Evergreen				P			P					S	P

* This matrix is current as of August 10, 2021, and will be refined during Fall Quarter 2021.

KEY: Primary or First Impact | Secondary or additional impact

Figure 46: New Directions and Strategic Plan

Impact Across the College

Figure 47 demonstrates the impact of New Directions across all of Evergreen's locations and programs. This broad impact across all aspects of the college is considered a significant contributor to SEP plan success. Like all the tables presented here, how one see's the impact will be influenced by their work and spere of knowledge about Evergreen and the table can be refined through community input.

New Directions, impact on individual campuses and programs *	Campus or Program Impacted				
	OLY Day	Oly EWS	TAC UG	NPP	GR
Curricular Enhancements and Investments					
Capstones	P	P	P	P	
FLEX (hybrid, online, and low residency curriculum)	P	P	P	P	P
Interdisciplinary Art, Design, Technology Path (not including certificates listed below)			P	P	
First Year Experience	P		P	P	
Health/Wellness/Psychology Path (not including certificates listed below)	P				
Promotion and refinement of the initial 11 Paths launched in AY19-20	P	P	P	P	P
Entrepreneurship and Business Initiates (not including certificates included below)					
CELTC - Center for Entrepreneurial Leadership and Transformational Change	P	P	P	P	P
Interdisciplinary Business and Entrepreneurship Path	P		S		
Climate Action and Sustainability Initiatives (not including certificates included below)					
CCAS - Center for Climate Action and Sustainability	P	P	P	P	P
Interdisciplinary Climate Path	P		S		
School of Professional Studies Initiatives					
Certificates - Academic	P	P	P	P	P
Certificates - Professional	P	P			P
School of Professional Studies Completion Programs	P	P	P	P	P
Workforce Development	P	P	P	P	P
Tacoma Program Enhancements and Investments					
Tacoma Program renewal and recruitment			P		S
Native Pathways Enhancements and Investments					
Native Pathways Program Expansion (doubling enrollment and expanding programs)	P			P	S
Graduate Program Renewal and Recruitment					
Master in Public Administration recruitment				S	P
Master in Teaching (MIT) re-design					P
Master of Environmental Studies recruitment					P
Student Support and Experience (indirect growth above support for other initiatives)					
Academic Policy Review (Holistic Advising: Policy & Practices Review, HAPPieR)	P	P	P	P	P
Holistic Advising	P	P	P	P	S
Student Affairs Revitalization/Re-organization	P	P	P	P	P
Recruitment Investments (growth above recruiting/marketing for other initiatives)					
Adult Student Recruitment	P	P	P	P	P
Direct Admissions for Undergraduates	P		P	P	P
Master in Teaching (MIT) "4-1" impact on UG new student recruitment into "Education."	P	P	P	P	S
College website investment and enhancement	P	P	P	P	P
Reputation Enhancements (* reputation encompass all other initiatives)					
Institutional Name Change	P	P	P	P	P
New Directions for Evergreen	P	P	P	P	P
* Current as of August 10, 2021 and subject to change following community input and refinement of the enrollment projections.					

Figure 47: New Directions, impact across the institution.

KEY	
Primary Impact	(dark green)
Secondary or TBD	(light green)

Recruitment, Retention, Reputation – Direct vs. Indirect Impacts

Figure 48 tracks how it is seen each initiative will impact enrollment – in two categories.

In the first category, "Enrollment Impact," leadership and planners at Evergreen know that enrollment is not a one-dimensional challenge. Focusing efforts narrowly on a single population or driver of enrollment isn't likely to bring the level of change Evergreen needs. Thus, initiatives have been crafted that address the three major drivers of enrollment at Evergreen: new student recruitment, retention, and reputation.

> **New Student Enrollment:** these initiatives are expected to have the greatest impact by increasing the number of new students recruited to the college each year. No one office is responsible, but the primary offices or programs are: Undergraduate Admissions, each Graduate Director and their staff, the Directors and their staff at Native Pathways and Tacoma. These offices are supported by almost every office and function at the college, ranging from Academic and Career Advising to Facilities.

> **Retention:** these initiatives are expected to raise Evergreen's retention rates and thereby contribute to overall enrollment growth. Some initiatives are targeted as specific sub-populations, others are broad, but the cumulative effect will be higher levels of student satisfaction academically and personally.

> **Reputation:** these initiatives are expected to raise awareness <u>and</u> public perceptions of Evergreen. Some will impact one more than the other, but the goal is to have more people report in surveys that they have a favorable impression of Evergreen and to have more people report they know about Evergreen.

The second category "Type of Impact" defines each initiative as having primarily a direct versus in-direct impact:

> **Direct Impacts** are measurable through data Evergreen has today or can reasonably be gathered in the future. The typically means the initiative targets enrollment in a specific part of the Evergreen curriculum or has measurable data from the recruitment and admissions funnel.

> **Indirect Impacts** are not easily measured through available data. There could be several reasons for this. The desired impact, for example, might be spread across several parts of the curriculum of other aspects of the college, making it difficult to isolate the impact from other factors. Or the initiative may not itself enroll students. The new centers (CCAS and CELTC) are a good example. The work of the center is to support faculty and students in many ways, but no student will register for credits taught by the center itself. They will enroll in courses/programs, or affiliate with a path tied to the center. Those courses/programs and paths are the direct impact entities, and enrollment can, and will, be measured there.

New Directions Initiatives, Intended Impact (as of August 10, 2021)*	Enrollment Impact			Type of Impact	
	New Students	Retention	Reputation	Direct	Indirect
Curricular Enhancements and Investments					
Capstones		Primary	Secondary		Primary
FLEX (hybrid, online, and low residency curriculum)	Primary	Secondary		Primary	
Interdisciplinary Art, Design, Technology Path (not including certificates listed below)	Primary		Secondary	Primary	
First Year Experience	Secondary	Primary		Primary	
Health/Wellness/Psychology Path (not including certificates listed below)	Primary		Secondary	Primary	
Promotion and refinement of the initial 11 Paths launched in AY19-20	Primary	Secondary		Primary	
Entrepreneurship and Business Initiates (not including certificates included below)					
CELTC - Center for Entrepreneurial Leadership and Transformational Change	Secondary		Primary		Primary
Interdisciplinary Business and Entrepreneurship Path	Primary		Secondary	Primary	
Climate Action and Sustainability Initiatives (not including certificates included below)					
CCAS - Center for Climate Action and Sustainability	Secondary		Primary		Primary
Interdisciplinary Climate Path	Primary		Secondary	Primary	
School of Professional Studies Initiatives					
Certificates - Academic	Secondary	Primary		Primary	
Certificates - Professional	Primary	Secondary		Primary	
School of Professional Studies Completion Programs	Primary	Secondary			
Workforce Development	Primary	Secondary			
Tacoma Program Enhancements and Investments					
Tacoma Program renewal and recruitment	Primary	Secondary		Primary	
Native Pathways Enhancements and Investments					
Native Pathways Program Expansion (doubling enrollment and expanding programs)	Primary	Secondary		Primary	
Graduate Program Renewal and Recruitment					
Master in Public Administration recruitment	Primary			Primary	
Master in Teaching (MIT) re-design	Primary		Secondary	Primary	
Master of Environmental Studies recruitment	Primary			Primary	
Student Support and Experience (indirect growth above support for other initiatives)					
Academic Policy Review (Holistic Advising: Policy & Practices Review, HAPPieR)	Secondary	Primary		Primary	
Holistic Advising		Primary		Primary	
Student Affairs Revitalization/Re-organization		Secondary			Primary
Recruitment Investments (growth above recruiting/marketing for other initiatives)					
Adult Student Recruitment	Primary			Primary	
Direct Admissions for Undergraduates	Primary			Primary	
Master in Teaching (MIT) "4-1" impact on UG new student recruitment into "Education."		Secondary			Primary
College website investment and enhancement	Primary			Primary	
Reputation Enhancements (* reputation encompass all other initiatives)					
Institutional Name Change			Primary		Primary
New Directions for Evergreen			Primary		Primary

* Current as of August 10, 2021 and subject to change following community input and refinement of the enrollment projections.

Figure 48: New Directions, intended impact.

KEY	
Primary Impact	
Secondary Impact	

Enrollment Goals 2021 - 2026

Figure 49 documents the enrollment assumption tied to New Directions and other initiatives over the next five years. As of August 2021, the rigor of the data behind these figures varies. No doubt some will require adjustment as implementation work accelerates or delays roll-out, and data is gathered from early experiences.

Plan authors are also keenly aware some double counting may exist in this early round of projections. Planners have placed the projected enrollment growth with the initiative itself on the table, rather than under Student Support and Experience, Investments in Recruiting, or Reputation Enhancements. The desire is to track data related specifically to each initiative. With 26 or more initiatives in-play there will be competition for funds, and ROI therefore needs to be tracked at the initiative level. In some cases, it is difficult to disaggregate primary and secondary impacts, and in some cases as discussed with Figure 51 on the previous page, some initiatives are indirect in nature and projecting enrollment is more difficult.

To raise the rigor and confidence in the enrollment goals and projections, Evergreen has contracted with Ruffalo Noel-Levitz (RNL). RNL will assist Evergreen leadership and members of the New Directions Team in identifying double-counts and calculating Return on Investment (ROI) for each initiative. This will be done using a methodology they've employed with over 500 enrollment planning clients. This methodology takes in data ranging from cost of recruitment, cost of education, net-tuition revenue, and student market forecasts to test the enrollment and tuition revenue potential of each initiative. This will be a challenging experience for Evergreen as the College has not historically broken-down enrollment data by academic subject areas, since it's incongruent with our curriculum model. RNL will also assist Evergreen as needed in building and documenting action plans to support the enrollment assumptions, also using methods tested and proven in their work with past clients. Once the action plans are complete, budget planners at the college can create long-range fiscal planning models, which should provide for better planning at the college overall.

Once the ROI calculations are complete, it's foreseeable that adjustments to New Directions may need to be made. New Directions as a guiding concept for the future of Evergreen will not change, but the priority order of plan elements could shift, the exact structure or content of an initiative might change to improve ROI, and it's possible a currently planned initiative could show poor ROI. Each future decision will not be based on just ROI, but equally with mission fulfillment and our commitment to diversity, equity and inclusion.

RNL will also be assisting Evergreen with documenting the action plans that support each initiative in achieving the enrollment goals. Attached as Appendix B is an example comprehensive roll-up document from RNL that pulls together the metrics from all the initiatives' action plans where de-duplication assumptions and risk factors in the enrollment projections are factored in. The information and data in examples is fictional, it is not data from Evergreen. All, or a sub-set for the initiatives in the SEP will need to go through this exercise. Once complete the SEP will be updated to reflect tighter, more realistic enrollment and revenue projections. Community awareness and involvement will be important, so this

process will begin as soon as possible in Fall Quarter and the goal is to complete it by the end of the quarter. Individuals in Enrollment Services, Finance, and Academic Affairs make preparations in late summer prior to the start of the quarter.

These templates flesh out each of the action plans to understand the following:

- What the initiative key performance indicators are;
- What the action steps are to implement;
- What cost considerations are involved;
- Who is responsible for specific action steps and who the action plan author and team members are;
- What enrollment projections look like over a 5-year span factoring in retention rates;
- How budget and revenue implications factor into the plan (taking into account a variety of aspects (fully loaded FTE expenses, capital v. non-capital expenses, etc).

Then the comprehensive roll-up of all of the plans helps to understand:

- How the plans stack-up over time;
- Allow you to factor in duplication error and risk factors; and
- Allow you to consider enrollment and financial implications over time.

Members of the Evergreen community with questions about this document or that would like to provide input should contact Eric Pedersen, Chief Enrollment Office, Larry Geri, Academic Dean, or David McAvity, Interim-Provost.

New Directions and Recruitment Initiatives	Five Year Enrollment Gain Goals (student headcount) **					
	AY 21-22	AY 22-23	AY 23-24	AY 24-25	AY 25-26	Total
Curricular Enhancements and Investments	**25**	**100**	**105**	**80**	**70**	**380**
Capstones						
FLEX (hybrid, online, and low residency curriculum)						
Interdisciplinary Art, Design, Technology Path (not including certificates listed below)						
First Year Experience						
Health/Wellness/Psychology Path (not including certificates listed below)						
Promotion and refinement of the initial 11 Paths launched in AY19-20						
Entrepreneurship and Business Initiates (not including certificates included below)		**25**	**25**	**25**	**25**	**100**
CELTC - Center for Entrepreneurial Leadership and Transformational Change						
Interdisciplinary Business and Entrepreneurship Path						
Climate Action and Sustainability Initiatives (not including certificates included below)			**25**	**25**	**25**	**75**
CCAS - Center for Climate Action and Sustainability						
Interdisciplinary Climate Path						
School of Professional Studies Initiatives	**25**	**105**	**105**	**80**	**70**	**385**
Certificates - Academic						
Certificates - Professional						
School of Professional Studies Completion Programs						
Workforce Development						
Tacoma Program Enhancements and Investments		**25**	**25**	**25**	**25**	**100**
Tacoma Program renewal and recruitment						
Native Pathways Enhancements and Investments	**20**	**10**	**10**	**25**	**30**	**95**
Native Pathways Program Expansion (doubling enrollment and expanding programs)						
Graduate Program Renewal and Recruitment	**70**	**35**	**20**	**20**		**145**
Master in Public Administration recruitment						
Master in Teaching (MIT) re-design						
Master of Environmental Studies recruitment						
Student Support and Experience (indirect growth above support for other initiatives)		**20**	**25**	**30**	**30**	**105**
Academic Policy Review (Holistic Advising: Policy & Practices Review, HAPPieR)						
Holistic Advising						
Student Affairs Revitalization/Re-organization						
Recruitment Investments (growth above recruiting/marketing for other initiatives)	**10**	**45**	**65**			**120**
Adult Student Recruitment						
Direct Admissions for Undergraduates						
Master in Teaching (MIT) "4-1" impact on UG new student recruitment into "Education."						
College website investment and enhancement						
Reputation Enhancements (* reputation encompass all other initiatives)						*
Institutional Name Change						
New Directions for Evergreen						
Year-on-year gain in enrollment:	130	355	395	285	245	**1,410**
Enrollment Goal (Total Headcount):	2,000	2,355	2,750	3,035	**3,280**	

** These goals and projections are current as of August 10, 2021, and will be refined and solidified during Fall Quarter 2021. Special attention will be paid to removing any duplicative impact, i.e. double counting of projected enrolment gains. It is likely the total impact will decrease from 1410 as listed in the August 10 table.

Figure 49: New Directions, enrollment assumptions.

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The Evergreen State College

New Academic Directions Summary Report

Prepared by Amy Betz, Larry Geri, and Julia Metzker July 2021

Summary

The New Directions for Evergreen initiative aims to identify and begin implementation of major new academic programs and/or curricular strategies that will substantially increase the College's enrollmentand create a path to financial stability. Evergreen will seek to serve an increasing number of adult students with some college credits and no degree or credential, while continuing to attract and serve high school direct students and students attracted to our unique interdisciplinary approach to post- secondary education.

Major accomplishments of the initiative during the 2020-21 academic year included:

- **Accelerated implementation of the Paths project.** This included updated Path webpages, anupdated list of the college's Fields of Study; providing students with an option to select Paths with which to identify; development of Student Journey Maps for critical categories of students; clear plans for what will occur when a student indicates a Path preference; extension of our Mellon grant supporting Path development.
- **Certificates.** A team developed a policy and procedures framework for implementation of academic and professional certificates, including a draft self-supporting programs policy, andbegan to develop offerings for the upcoming 2021-22 academic year.
- **Holistic Advising and Holistic Advising Policy and Practices Review (HAPPieR).** A groupbegan to develop a support model for Evergreen students that is the foundation for a Title lll grant application to be submitted summer 2021. The HAPPieR team began a deep review of policies and practicesthat create barriers to student success.

- **Creation of the Center for Climate Action and Sustainability**. A faculty team developed aprospectus for the Center and began the process of hiring its first director.

- **Other team accomplishments:** Moving forward a proposal for making **Capstone** experiencesat the college more broadly available; crafting a draft model for the **School of Graduate Studies**; models for **undergraduate schools and upper division credits**, and exploring how **workforce development** strategies could support students with a focus on career-connected learning.

The next phase of the project in summer '21 and during the 2021-22 academic year will emphasize development and implementation planning for a Flexible studies model through the School of Professional Studies, with the goal for full implementation of the Flex model in fall 2023; beginning to offer academic and professional certificates in fall 2021; and further development of curricular offerings and eventually Paths in psychology/health and wellness, and business/entrepreneurship. We will also focus on project integration. This will include properly supporting the project with a framework of revisedcollege policies, development and implementation of a comprehensive plan for revising the college transcript, and attention to the technology impacts of the project. We will also develop a detailed budget for the project for the next three years and begin a conversation with the state Legislature late incalendar year 2021 regarding a change in the name of the institution. We will also carefully monitor the capacity of the college to implement the various strands of this initiative and return to implementation of other elements of the project as resources are available.

An equity analysis of the project notes that the project's goal is to create a curriculum that will meet the needs of currently underserved students, in modalities convenient to them. Paths, Certificates, and bothcomponents of our holistic advising work have a strong equity focus—they aim to reduce barriers to completing a degree or other credential and provide these underserved students with the academic andother supports they need.

Introduction

Evergreen's New Directions project has made significant progress since our last full report in August of2020. The goal of the project is to identify and begin implementation of major new academic programsand/or curricular strategies that will substantially increase the College's enrollment and create a path tofinancial stability. Over the course of the 2020-21 academic year a set of project teams consisting of college staff and faculty have worked hard on clarifying community and institutional needs for their elements of the project and how we can best meet them. We have also worked closely with the college's senior staff to develop a phased implementation plan for the upcoming 2021-23 biennium thatwill allow us to focus our human and financial resources on the elements of the project that have the greatest likelihood of sparking a recovery in our enrollment.

This report will provide details on the project's implementation plan, plus a summary of the elements of the project shown in Figure 1. A detailed timeline of the initiative is included as Appendix A.
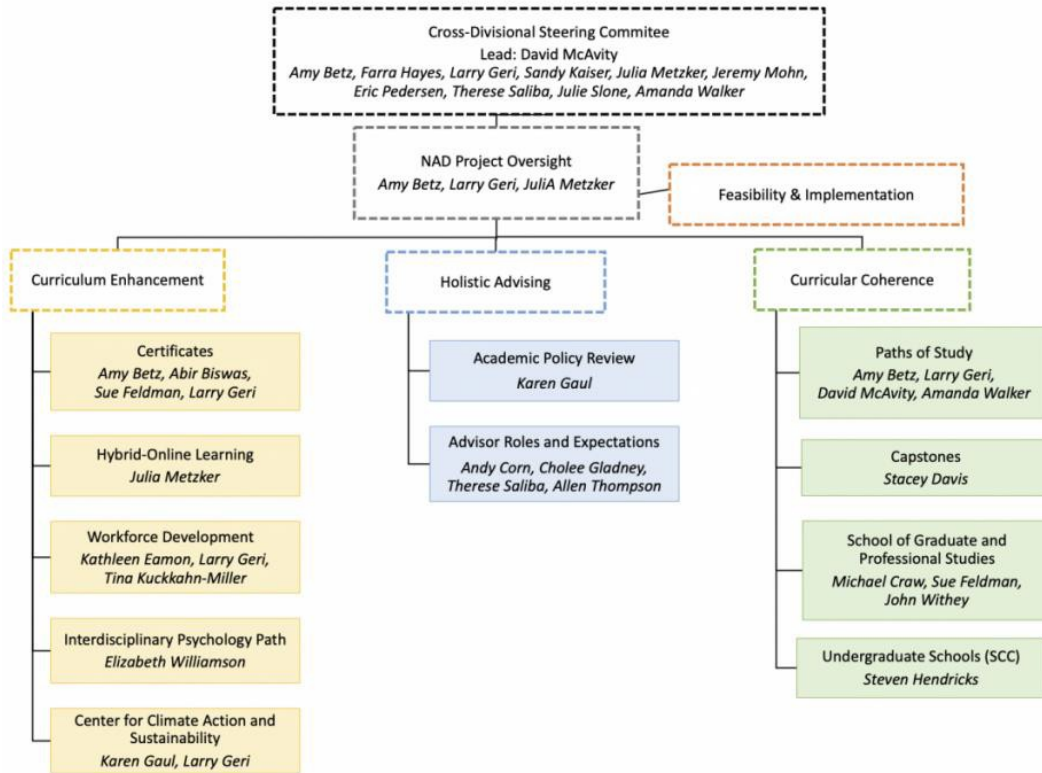
II. Strategy and Implementation Plan Overview

Evergreen's dramatic 57 percent drop in enrollment since our peak in the 2009-10 academic year (from 4590 to 1990 average annual FTE) requires a comprehensive response to enable the college to make progress toward the goal of increasing our enrollment to 4000. The institution will need to incorporate new and expanded curriculum and a wider variety of delivery options to attract students who are not currently choosing us or who may have given up on higher education as an option.

The available data from a series of market studies, surveys and analysis of regional higher education enrollment data suggest that the college has struggled to attract students due to several factors. Three such factors are the decline in statewide (and national) community and technical college enrollments (given that our enrollment is now 59% transfer students); demographic changes that are reducing the number of high school graduates; and the general overcapacity in the higher education sector that is impacting the enrollment of non-

elite institutions. Porter's Five Forces model suggests other factors are also having an impact:

1. Competition in the industry. We have been impacted by strong competition from the traditional higher education sector, including Washington's other state-funded four-year and two-year institutions. The increasing number of four-year "bachelor of applied science" degree programs at Washington community and technical colleges (CTC's) is beginning to have an impact. Many CTC's have removedthe "community" from their titles and interview data confirms that some potential Evergreen applicants have confused us for a 2-year institution.

2. Potential of new entrants into the industry. Online institutions such as Western Governors University have strong funding, invest heavily in marketing and are highly convenient for working adults.Many transfer students are opting to complete four-year degrees from such institutions.

3. Power of suppliers. While no individual supplier to higher ed has significant market power, the coststructure of higher education in the US has crept relentlessly upward, making a four-year degree an increasingly unaffordable option for many potential students.

4. Power of customers. For most of US higher ed, outside of a small set of elite institutions, students have significant market power and many are able to force institutions to compete on price through tuition discounting.

5. Threat of substitute products. The rise of the credentials and certificates movement and high cost(in terms of both time and tuition) of a four-year degree have caused many students to seek shorter- term educational opportunities that are directly tied to increasing their skills and employability at a relatively low cost.

On top of these factors, the college has struggled with a combined reputational and marketing challenge, even before the events of spring 2017. Marketing studies for the college confirm that many potential students either are not aware of Evergreen, or they are aware of us and have concerns about the college's ability to help them meet their academic and career goals.

The COVID-19 pandemic has further scrambled this picture. It forced institutions and students into mandatory remote instruction and caused many potential applicants to delay their plans to pursue orcontinue their path to a higher ed degree.

In response to these factors, the New Directions initiative adopted a multi-faceted strategy.

Our August 2020 report summarized the key elements: "The changes proposed through this initiative are shaped bythe assumption that Evergreen will seek to serve an increasing number of adult and "New Majority" students, while continuing to attract and serve high school direct students and students attracted to our unique interdisciplinary approach to post-secondary education."

Specific elements of this strategy include:

- Development and implementation of a Flexible studies model through the School of Professional Studies that will provide an attractive curriculum offered in a variety of convenientmodalities (including online and hybrid offerings) to attract adult students, and support career- connected learning;
- Offering academic certificates (for-credit) and professional certificates (for continuing education units, on a self-supporting basis) that support skill, competency and knowledge building and are"stackable"--will document for employers and graduate programs a student's accumulated knowledge;
- Development of additional curricular offerings and associated Paths in psychology/health and
  wellness, business and entrepreneurship, climate change, and art/interdisciplinary design to attract new students to the college. This includes creation of the Center for Climate Action andSustainability that will work in conjunction with the Center for Entrepreneurial Leadership and Transformational Change, and Center for Community-Based Learning and Action;
- Increased support for student success through improved advising, supporting structures andsupport for student basic needs; plus the review and revision of policies and practices to eliminate barriers and provide clarity and consistency in student experience;

- Strengthening the college's Paths and clarifying how we can structure the student journey to and through the institution in ways that increase their likelihood of completing a degree or othercredential;
- Providing opportunities for powerful capstone experiences that assist students in making the
  transition to employment or graduate school;
- An eventual change in status of Evergreen from a college to a university (contingent on approval by the Board of Trustees and action by the state legislature) and related creation of appropriate institutional structures such as the College of Graduate and Professional Studies.
- Throughout the model, a focus on equity to ensure that we meet the needs of the highproportion of underserved students at the college.

The remainder of this report will provide a summary of the progress made during the 2020-

21 academicyear toward crafting clear strategies, implementation plans and foundational policies and procedures foreach of these elements of the New Directions strategy, plus a summary of our current timetable and implementation plan.

Flexible Pathways or "Flex"

To attract working students, returning adults with some college credits but no degree, and others whoseek additional credentials to support their career, Evergreen needs to create a robust curriculum thatincludes part-time, online and low residency options as well as certificates. These must be flexible to accommodate schedule-bound students and complement our current model featuring 16-credit coordinated studies programs. The Flexible pathways model, or Flex will add these options in curricular areas with high student interest. This will require the creation of appropriate supporting structures, notably the School of Professional Studies (SPS) within a College of Graduate and Professional Studies.

Interim Provost David McAvity has charged a workgroup, to be led by Lori Blewett, to complete initialplanning for the following tasks during summer 2021:

1. Start a School of Professional Studies.
2. Integrate Evening and Weekend Studies with the rest of the undergraduate curriculum.
3. Identify new FLEX options in our current Paths.
4. Develop support structures and standards for online and low residency learning.

The tentative timeline is to begin the design work for the School of Professional Studies during summerand early fall 2021, with the goal of sharing an initial model with the faculty at the September 2021 faculty retreat, and a completed proposal for Board of Trustees approval in November 2021. Following such approval, detailed planning and implementation will occur during the 21-22 academic year. The aim is for some new curriculum to be offered for early launch in fall 2022, with full Flex implementation in fall 2023.

While the Flex model offers Evergreen the best opportunity to increase its enrollment long-term, it doespresent challenges. At a macro level the US economy and society are in a unique post-pandemic moment. The country has a very tight labor market, many individuals who delayed higher education during the pandemic, and there is evidence (Hanson, 2021) that many individuals without a college degree are seeking shorter-term credentials instead.

The college also faces internal challenges, notably how to integrate Flexible studies into our currentPaths and transition away from the Evening and Weekend Studies model toward a curriculum built

within the SPS. We must also continue to offer a strong curriculum for high school direct students featuring 16 credit programs. And this is occurring in the context of a difficult budget situation due to our long-term enrollment decrease that has left the college with more regular faculty than are needed to staff our undergraduate curriculum.

Available data from Institutional Research and studies by Hanover Research suggest that the School of Professional Studies should emphasize curricular areas that include psychology, health and wellness, business and entrepreneurship, art and interdisciplinary design, and climate change. Evergreen has strong enrollment in many of its science programs and a long-term goal will be to offer a Flex pathway to a Bachelor of Science degree.

During the first several months of the 20-21 academic year the Workforce Development team examined options for linking the college's curriculum more deliberately to career-connected learning drafted a vision for moving this work forward. It would feature many of the elements of the Flex model, plus an expanded Prior Learning from Experience program, support for Capstone offerings (see below) linkages to the region's tribes that would support their economic development efforts, becoming a recognized element of the region's workforce development system, and opportunities for lifelong learning for the region's residents. This work has significant overlap with the efforts to craft a Flex model and will move forward as part of that effort and be housed in the School for Professional Studies.

Certificates

Even prior to the COVID-19 pandemic there was evidence that the high tuition and time cost of a four- year college degree was leading many individuals toward enrolling in shorter-term certification opportunities (Hanson, 2021). The pandemic accelerated these trends.   A 2021 poll by Strada research found that among those whose education was disrupted by the pandemic, young adults, and Black and Latino adults were more likely to pursue education as a result. However, only 16% of those disrupted learners planned to pursue a four-year degree. 26% aimed for employer training, 25% intended to pursue online noncollege training, and 19% planned to enroll in an online-only college. The challenge for the college is that the market for certifications is already highly competitive and Evergreen must offer high quality certificate opportunities in areas of curricular strength.

In addition, certificates within the academic/for credit curriculum can be an effective way to boost retention and provide students with a powerful sense that they are gaining valuable skills and competencies.

The Certificates workgroup led by Sue Feldman and Abir Biswas has made substantial progress toward crafting the policies and procedures required to support a certificates program. The college will offer two types of certificates: **academic** certificates consisting of courses and coordinated studies programs that are offered as part of the college's

regular curriculum for credit, and lead to a degree; and **professional** certificates that are offered through professional studies and workforce development experiences for continuing education units (not academic credits) and are separate from the college's regular curriculum.

The workgroup has crafted a draft certificate policy that will structure how both types of certificates maybe proposed, approved, funded and offered. The team is working with Registration and Records to craft interim procedures to support student registration for pilot certificates (see below) and a process for supporting long-term implementation. Students must pay a fee and enroll in an academic certificate, then register for each of the required programs or courses. Both types of certificates will impact the student record and the college's Implementation Team is developing an approach for including certificate completion in the transcript.

Professional certificates will be offered on a self-supporting financial basis—at a minimum they must cover their costs. We have developed a spreadsheet for estimating the costs of a certificate offering, as well as a draft self-supporting programs policy (which also covers summer school and other possible self-supporting programs) and have been working closely with the college's Business Services office to ensure that these self-supporting programs build in payment of appropriate overhead to the college.

The certificates program will be based in the proposed School of Professional Studies and the Certificates team is developing a staffing model that will be sufficient to support this initiative.

As of mid-June 2021, the following certificate opportunities are planned for fall 2021:

Academic: Transformative Leadership, Audio Fundamentals and Mixing Techniques; Anthrozoology Professional: Inclusive Community Leadership
Additional certificates are likely to be added for later in the 21-22 academic year and a fuller slate that
will begin in fall 2022.

The certificates initiative is working through a variety of other details. From a big picture perspective, offering professional certificates requires a very different set of skills and competencies than that of a state-funded higher ed institution. We must work our way up the learning curve associated with how to develop partnerships with public and private workforce partners, and work with them to develop and offer certificates. We must also develop policies and procedures for hiring instructors for certificates, and pricing practices that will allow us to avoid either under or over pricing our offerings. For 20-21, we will operate using a set of interim, short-term policies, while longer-term policies are being developed for implementation beginning in fall of 2022.

A summer institute in support of certificates for interested faculty will be offered on July 29-30.

Paths Project

Early in the 20-21 academic year President Bridges set a goal of increasing undergraduate student engagement with Paths and providing a mechanism for students to identify their Path interests. An interdivisional Paths team led by Amy Betz crafted a detailed workplan in response to this request and accomplished this goal. In May the project "went live" for students, giving them for the first time the opportunity to formally indicate what Path(s) they would affiliate with, including a build your own Path option.

Key activities completed by the group this year included:

- Marketing, Path Conveners and faculty updated Path webpages, reduced the number of Fields of Study pages to remove Fields no longer supported at the college, and edited the rest;
- Focus groups with students to determine their perceptions of how Paths would benefit their Evergreen experience and what language to use to describe their engagement with Paths;
- Creating an application within student My Evergreen accounts that enables them to select up to two Paths with which to identify, including a "build your own" Path option;
- Developing student journey maps for high school direct and transfer students that would make clear what actions/activities would be used to recruit, admit, orientate, and advise each of these categories of students and how each would be linked to Paths;

- Clarification of what would occur once a student indicated a Path preference, clarifying the roles and responsibilities of Advising and faculty;
- Implementing changes in the Curriculum Management Database and the college's online catalog that would allow program and class offerings to be associated with a Path group.
- Path parties held by faculty to provide students with an opportunity to meet Path faculty and ask questions;
- Working with the Mellon Foundation to extend our Mellon grant supporting the Paths to December 31, 2022 and revising our budget to support critical activities such as certification for online teaching for Path faculty and providing links to Student Activities for support of Paths linked to student clubs. The grant will continue to support Path summer planning meetings and co-curricular activities.
- Working with the Path Conveners to plan summer Path planning meetings will support further student engagement with the Paths.

The intent for the upcoming academic year is to transition the project to ongoing support of Path activities. That includes continuing work between faculty and Marketing staff to upgrade Path webpages and developing stronger relationships between faculty and Academic and Career Advising. We also have a commitment to the El Camino Path to

translate their webpage into Spanish. In the policy realm, in summer 2021 we will draft a policy for the creation of new Paths and the retirement orjoining of current Paths.

Holistic Advising: Roles and Expectations

For the New Directions initiative to be successful in meeting its enrollment goals, Evergreen must improve its capacity to provide advising and support services to all its students. At present over 80% ofEvergreen students identify with one or more groups historically underserved by higher education, who typically benefit from stronger advising and academic support services. And a key strategy of the initiative is to attract a significant number of "some college, no degree" students—especially a subset ofthis group who are "potential completers"—who have needs that differ from high school direct students.

A 2019 report by the National Student Clearinghouse Research Center noted that postsecondary institutions can assist adult students by reducing "barriers around procedures and policies on campusthat are typically built around traditional college students and are not adult learner-friendly. Existing barriers related to student support services, childcare, credit transfer, class scheduling, and financial aid" are especially problematic. The report adds that many such students are choosing online institutions to complete credentials, in part because they have reduced such barriers.

The project's Holistic Advising initiative led by Therese Saliba, Cholee Gladney, and Allen Thompson iscrafting a support model for Evergreen that will provide a network of "student-centered, proactive, equitable, and adaptive coordinated services" for both existing students and for those we aim to enroll in the future. And a goal of the model is to adapt to each student's academic, social, personal, and vocational situation.

This model will feature four activities that will be featured in an application for a Title lll grant applicationto be submitted in June 2021:

Activity 1: Leveraging Technology for Holistic Student Supports, with an integrated system for capturing and sharing student data, that will be shared with faculty and staff and made available tostudents.

Activity 2: Addressing the Whole Student through Coordinated Services. This will leverage effortsalready underway to meet student needs, including improved collaboration between professional academic advisors, faculty and support centers on campus.

Activity 3: Systematized Advising Practices and Team Support. This will provide a standardized intakeprocess for students, supportive training for staff and advisors, and improved connection of advisors and navigational staff to academic areas.

Activity 4: Community and Career Connected Learning. This aims to connect Advisors and navigational staff to public service centers, the School of Professional Studies, and alumni networks,while providing students increased opportunities to participate in high-impact practices.

Title lll grant recipients will be announced in October; funding for these activities would likely beavailable for the 2022-23 academic year.

The Holistic Advising workgroup is holding a Summer Institute on July 22-23 (in conjunction with thewith HAPPieR workgroup whose work is described below).

Holistic Advising: Policy & Practices Review (HAPPieR)

The Holistic Advising: Policy and Practices Reviews (HAPPieR) work group led by Karen Gaul has reviewed many current policies and practices that impact students at the college, with the goal of identifying and removing or reducing barriers for students. Such barriers may impact all students but are especially difficult for low-income students and students from underrepresented groups, for whomissues with failure to receive full credit may threaten their financial aid and cause them to leave highereducation altogether.

This workgroup closely examined a wide range of policies and practices this year, including (but notlimited to):

- Academic Standing Policies; posting credits; Academic Warning and Required Leave policies
- Best practices for syllabi and syllabi templates
- Learning Management Systems: Canvas best practices
- Credits: identifying credit equivalencies in the catalog; how to earn them; partial credit policies;Incomplete policies
- Evaluation best practices that may reduce the variation across campus in evaluation structureand quality

Their Recommendations Draft includes recommendations for improving policies and practices in eachof the above areas. They also aim to assist faculty by providing resources that will help with program planning, developing syllabi, best practices for Canvas and evaluation writing.

The group's work has been wide-ranging and detailed. Recommendations for policy change in a variety of areas will be presented to the faculty and administration over the course of the 2021-22academic year.

Capstone

A variety of studies (for example, Henscheid, 2000; Berheide 2007) and much anecdotal data confirmthat culminating academic experiences are a high impact practice that benefit students. Over the course of the 20-21 academic year the Capstone workgroup led by Stacey Davis generated a helpful definition of such projects, compiled examples of successful Capstone models, and provided a set of recommendations on how the college should frame this element of the initiatives and what steps are needed to make them more broadly available. A fundamental challenge is that access to a Capstone experience is

highly unequal at the college. Students with high amounts of social capital are more likely to grasp that a capstone would benefit them and organize the opportunity to complete one eitherthrough an academic program or independent learning contract.

The group arrived at the following definition of a capstone: "A Capstone is a significant culminatingexperience through which a student demonstrates their accumulated depth of knowledge and their ability to use what they've learned in a way that matters to them."

A key decision of the group was to recommend that the equity goal for Evergreen should be the availability and support for all students to make the choice to undertake capstone experiences, ratherthan a capstone "requirement." Expanding access to Capstone would require careful coordination ofseveral key college offices:

- Web Team (to get info about capstones on the website)
- Marketing and Recruitment Teams (to get info about capstones on the website andin recruitment material)
- Transcript Redesign Team (to highlight capstones on the first page of the transcriptas a main way for students to trumpet their concentrations and accomplishments)
- Learning and Teaching Commons (for pedagogical support for faculty)
- Advising and Path Conveners (to develop clear support structures for students)

The group also examined what steps would be needed for the college to implement Capstones, with acrucial constraint that not all Paths now have the capacity to support a Capstone program each year. They recommended that the group begin to meet again, ideally in '21-22, when the college is able to make a commitment to this element of the initiative.

Center for Climate Action and Sustainability

During spring quarter 2021 a faculty team led by Karen Gaul and Larry Geri developed a prospectus forthe Center, which was funded by a generous donation from an Evergreen alumna. The prospectus features a broad vision statement:

The Center for Climate Action and Sustainability furthers Evergreen's mission by supporting students and the broader community in developing justice-oriented, science-based, and equitable solutions to the climate crisis. The Center contributes to understanding climate change causes and consequencesalong with building resilience in ecological, cultural, and energy systems. Inspired by youth leadershipin global climate action, we emphasize collaborative, creative, and interdisciplinary teaching and learning, in

partnership with community organizations and local, state, and tribal governments, that addresses transformative change to envision a future that is just and sustainable.

This Center will work in tandem with the Center for Entrepreneurial Leadership and Transformational Change and the Center for Community Based Learning and Action to create tremendous opportunitiesfor students to pursue climate change related work in the community and region.

We are now in the process of hiring an initial Director for the Center, who is likely to begin in the position in late summer of this year. In addition, a faculty team led by Rachel Hastings is continuing theprocess of developing a proposal for a Climate Path. The group will hold a summer institute on June 22nd and 23rd.

Undergraduate Schools and Upper Division Credits

Following the results of a faculty vote in May 2020, during summer 2020 a faculty and staff workgroupexamined options for creating distinctive undergraduate schools at Evergreen that would be elementsof a future Evergreen State University. This was followed up by further work on this concept by a workgroup of the Standing Committee on the Curriculum, led by Steven Hendricks, during the 20-21 academic year. The group explored a variety of models for undergraduate schools that sought to strengthen clarity, coherence, and equity across the curriculum. Following extensive discussion with the faculty there was not a consensus in support of any of the models.

The SCC workgroup did craft a related proposal that sought to provide additional degree options forstudents. The following proposal was approved by the faculty at the May 5, 2021 faculty meeting:

Students' advanced work across the curriculum will be recognized by reinstating an updated form of upper division credits marked in credit equivalencies. In addition to the current Bachelor of Arts, Bachelor of Science, and Bachelor of Arts and Science, students will have the option to plan for an interdisciplinary emphasis, awarded when they have earned 48 upper division credits in Arts, Social Sciences, or Humanities. These emphases are much broader than disciplinary majors and acknowledge a student's decision to achieve interdisciplinary depth in a specific academic division oftheir choice.

This emphasis should be reflected in a coherent way in the transcript, along with other achievements,pending coordination with the capstone, path, and other initiatives. For instance, an emphasis, capstone project, and path completion might all be grouped as "honors" or collectively, "emphases."

This proposal will require additional development, possibly by the Standing Committee on the Curriculum during the 21-22 academic year. Creating upper division credit opportunities across the curriculum has implications for curriculum planning, our

curriculum planning system (possibly includingadditional capacities within the Curriculum Management Database) and for the college transcript.

A more detailed proposal will then need to be examined by the Implementation Team and ultimately approved by the college's senior leadership and possibly the Board of Trustees.

School of Graduate Studies

In response to a charge by Interim Provost David McAvity, a workgroup led by Mike Craw, Sue Feldman and John Withey examined the status of our current graduate programs and how they might be structured in the future to meet many regional and statewide needs. The group crafted a proposal for the creation of a School of Graduate Studies and related structures to support the success of our graduate programs. The group's draft report provides important background and context on graduate education generally, factors to take account of when we move toward consideration of what graduate programs we may want to add, and specific recommendations regarding how to improve the current administration of the three programs. The three graduate directors also shared a Next Steps memo withus that contained recommendations for new positions and other steps for improving the collective performance of the three programs.

As detailed elsewhere in this report, our institutional focus over the next several months will be on developing a model for the School of Professional Studies within what will ultimately be a College ofGraduate and Professional Studies, on development of certificate programs, and on finalizing

implementation of the Paths project. We will return to crafting a process for considering possible newgrad programs and growing graduate enrollments early in the 21-22 academic year.

Institutional Name Change

The market study for this project completed in June 2020 noted that the name "The Evergreen State College" is no longer an accurate term for describing our institution and that the transition to universitystatus would send a strong signal to the community and prospective students about the changes beingimplemented at Evergreen. Over the last year senior staff and our Legislative Liaison, Jeremy Mohn, have concurred with this analysis but have considered carefully what timing would be appropriate to reach out to the Legislature to begin the conversation about the college's enrollment and financial situation and the process of shifting our formal status. The consensus is that we will present to the Board of Trustees a plan for the creation of a School of Professional Studies midway through fall quarter 2021, and following that, Jeremy and Interim President John Carmichael would reach out to members of the Legislature to begin that conversation.

Draft Implementation Plan

The above sections lay out in detail the status of each component of this initiative. Ideally Evergreen would have sufficient staff and other institutional resources to implement each element of the project concurrently, as the 2020 market study on the project focused on the holistic nature of the project as one of its strengths. However, limitations of staff and faculty capacity require that we focus on critical elements of the project that we believe will have the greatest impact on our enrollment in the short-termand stretch out implementation of other elements over the long term.

We believe that the best strategy is to continue with the accelerated development and implementation of a Flex curriculum, creation of the School of Professional Studies, and moving forward with the certificates project and development of Paths in Psychology/Health and Wellness, and Business/Entrepreneurship. Staffing of the Center for Climate Action and Sustainability is underway. Other elements of the project will be delayed and proceed in development and implementation over thenext two academic years. A rough timeline is presented in Table 1.

Chief Enrollment Officer Eric Pedersen recently completed an extensive update of the college's Strategic Enrollment Plan as part of our accreditation work. Included in his analysis was a table showing the specific links between the multiple elements of the New Directions initiative and thecollege's strategic plan. See Table 2 below.

Project Integration

A key responsibility of the New Directions leadership team is to monitor the interdependencies among the multiple components of the project. The aim is to identify policy and administrative changes that willbe required for those elements to be implemented successfully and build them into our workplan. Amy Betz has completed an initial analysis of these project integration elements, included as Table 3 below. This table suggests that there are three areas that will require attention, discussed below.

An extensive policy development agenda. This initiative is creating new programs and updating current programs, which requires crafting new or revised structures and procedures. Many of these changes are extensive enough to require development of new college policies. For example, the certificates program requires not only a policy on how we will develop and support certificates but a broader Self-Supporting Programs policy. The work of the HAPPieR group has identified changes in our academic credit, academic standing, gender policy for transcripts, and evaluation policy. There are also policies embedded in our faculty collective bargaining agreement involving faculty workload that may require revision. We also anticipate creating policy documents for the School of Professional Studies, online learning, and an expanded Prior Learning from Experience program.

A few of these policy documents have been drafted. Others will require extensive work. The project's leadership team will develop a workplan for this element of the project in consultation with workgroup leads.

1. A common element: proposed changes to the college's transcript. The creation of academic and professional certificates, creation of divisional areas of emphasis, and ability to highlight Capstone projects in particular are likely to be difficult to incorporate into the current template for our student transcript without extensive modifications. Some elements of the work being moved forward by the HAPPieR team, including the evaluation and transcript gender policy, will also impact the transcript. This points to the need for a comprehensive overhaul of our transcript, since making piecemeal changes over time would not serve our students. This will require a big effort and will need to be carefully organized and provided with enough staff and financial support to allow Registration and Records to continue to function effectively while this is underway.

2. Technology impacts. We have already implemented significant improvements in the Curriculum Management Database in support of the Paths project that allow programs and classes to be linked to a Path. Likely changes in our Advising practices in support of the Holistic Advising model being developed will almost certainly have a technology impact as an "early warning" system to identify students with challenges in the classroom will need tech support. And continued updates and improvements in the college's website will be required to market many elements of this initiative, notably certificates, our enhanced Flex curriculum, and the online options we are developing. These elements of the project will require careful attention due to the costly and complex nature of these systems. The project's leadership team and senior staff will need to coordinate these projects closely with Computing and Communications and be clear about implementation timelines and challenges.

Budget Overview

Implementation of several elements of this initiative will require investment by the college over the next two to three academic years. The college's senior staff has set aside funds over the upcoming 2021-23 biennium to support this work. In late spring '21 our design and development work for several elements of the project was sufficiently complete to allow us to identify specific categories where investment will be needed, including:

- School of Professional Studies: Staff support for the new school
    - Certificates: Hiring instructors, course budget support, possible off-campus facilities.
    - Flex curriculum: Hiring instructors to support growth areas in the curriculum including psychology/health/wellness, business/entrepreneurship, and up to three additional areas of concentration.
    - Funding for related program costs.
    - Marketing campaign

- Other: Systems support for certificates, Flex, holistic advising, and transcript redesign.

We will work with the college's budget office to develop a comprehensive budget for the project by the end of summer 2021.

Appendix B: *Example* Action Planning and ROI templates

Action Plan Template (Example)					
Plan #: M1					
Action Plan Title: Comprehensive Marketing to Adult Students					
KPI(s):					
For student aged 25 and older: Headcount, FTE, Cohort headcounts.					
Overarching Strategy:					
Marketing to adult student populations in Washington State to increase enrollment.					
Further Description/Explanation:					
Adult students in two categories: One, those described as some college not degree. Two, any person age over the age of 25 without any college credit.					
Implementation Schedule/Timetable					
Steps	**Responsibility**	**Cost**	**Start Date**	**Completion Date**	
Hire a marketing agency to help us coordinate a marketing plan to reach undergraduates, online students, XYZ Location Centers, graduate students, transfers, adult learners, out-of-state students, etc.	University Relations/Agency	$750,000	5/1/2020		
Discovery Session	Agency	INC	5/1/2020		
Media Strategy and buys	Agency	INC	5/1/2020		
Campaign Development and brand identity evolution	Agency	INC	5/1/2020		
Automate CRM Emails for each subpopulation	University Relations	Internal Staff	7/1/2020		
Implement a social media marketing plan for each subpopulation	University Relations	Internal Staff	7/1/2020		
Hire a social media coordinator	University Relations	Internal Staff	7/1/2020		
Hire a project manager	University Relations	Internal Staff	7/1/2020		
Hire a video producer	University Relations	Internal Staff	7/1/2020		
Rationale for Estimated Enrollment Impact:					
Increases at different points of the funnel depending on population targeted. See Enrollment Calculations tab.					
Coordinator: Hannah					
Evaluation/Assessment:					
We will evaluate funnel metrics on a biweekly basis with an annual comprehensive evaluation. The agency will provide ongoing marketing and advertising reports.					

EXAMPLE

Enrollment Impact Template (Example)						
2019 Baseline for target population:	**200**					
First-Year Students	projected	projected	projected	projected	projected	projected
Students/Years	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Incremental New	15	25	25	25	25	25
Additional 2nd Yrs.		11	19	19	19	19
Additional 3rd Yrs.			9	15	15	15
Additional 4th Yrs.				8	13	13
Additional 5th Yrs.					3	6
Incremental Retained						
Retained to third year		0	0	0	0	0
Retained to fourth year			0	0	0	0
Retained to fifth year				0	0	0
Total Impact	**15**	**36**	**53**	**67**	**75**	**78**
Retention Assumptions						
Second Year Rate	74.8%					
Third Year Rate	61.0%					
Fourth Year Rate	52.3%					
Fifth Year Rate	22.2%					
2019 Baseline for target population:	**453**					
Transfers	projected	projected	projected	projected	projected	projected
Students/Years	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Incremental New	4	13	18	18	18	18
Additional second yr.		3	9	13	13	13
Additional third yr.			2	5	8	8
Additional fourth yr.				1	2	3
Total Impact	**4**	**16**	**29**	**37**	**40**	**41**
Retention Assumptions						
Second year rate	70.2%					
Third year rate	41.8%					
Fourth year rate	16.0%					
2019 Baseline for target population:	**262**					
Masters	projected	projected	projected	projected	projected	projected
Students/Years	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Incremental New	13	39	65	79	105	105
Additional second yr.		10	29	49	59	79
Additional third yr.			0	0	0	0
Additional fourth yr.				0	0	0
Total Impact	**13**	**49**	**94**	**128**	**164**	**184**
Retention Assumptions						
Second year rate	75.0%					
Third year rate	0.0%					
Fourth year rate	0.0%					

Enrollment Calculations Template (Example)

First-Year Student Funnel

First-Year Students	Inquiries	Applications	Completed Applications		Admits			Intent to Enroll	Enrolled		Intent to Enroll Melt Rate
						%Total Apps	%Comp Apps			%Total Admits	
Fall 2019	21,931	9,159	7,258	79.2%	5,906	64.5%	81.4%	1,505	1,160	19.6%	22.9%
Fall 2018	16,266	8,031	6,594	82.1%	5,533	68.9%	83.9%	1,477	1,143	20.7%	22.6%

The Marketing Action Plan for first-year students will work to impact yield from admit to enroll. We are using Fall 2019 enrollment as a baseline.

Academic Year	Projected Yield	Estimated Total Headcount	Estimated Headcount Increase	
2020-2021	19.8%	1169.4	9	Note: The Fall 2020 increase is based on the $250,000 that would be redirected into new marketing campaign
2021-2022	20.0%	1181.2	21	
2022-2023	20.2%	1193.0	33	
2023-2024	20.4%	1204.8	45	
2024-2025	20.6%	1216.6	57	
2025-2026	20.6%	1216.6	57	

First-time Transfer Funnel

First-time Transfers	Inquiries	Applications	Completed Applications		Admits			Intent to Enroll	Enrolled		Intent to Enroll Melt Rate
						%Total Apps	%Comp Apps			%Total Admits	
Fall 2019	3,375	1,089	761	69.9%	687	63.1%	90.3%	596	453	65.9%	24.0%
Fall 2018	764	1,159	818	70.6%	725	62.6%	88.6%	613	474	65.4%	22.7%

The Marketing Action Plan for first-time transfers will work to increase the number of applications. The remaining funnel yield rates are held constant. We are using Fall 2019 enrollment as a baseline.

Academic Year	Project Application Increase	Estimated Total Headcount holding all funnel yield constant	Estimated Headcount Increase	
2020-2021	1.0%	457.4	4	
2021-2022	3.0%	466.4	13	
2022-2023	4.0%	471.0	18	Note: The Fall 2020 increase is based on the $250,000 that would be redirected into new marketing campaign
2023-2024	4.0%	471.0	18	
2024-2025	4.0%	471.0	18	
2025-2026	4.0%	471.0	18	

EXAMPLE

First-time Graduate Funnel

First-time Graduate		Applications	Completed Applications		Admits				Enrolled		
						%Total Apps	%Comp Apps			%Total Admits	
Fall 2019		601	412	68.6%	384	63.9%	93.2%		262	68.2%	
Fall 2018		360	207	57.5%	200	55.6%	96.6%		129	64.5%	

The Marketing Action Plan for first-time graduates will work to increase the number of applications. The remaining funnel yield rates are held constant. We are using Fall 2019 enrollment as a baseline.

Academic Year	Projected Application Increase	Estimated Total Headcount holding all funnel yield constant	Estimated Headcount Increase	
2020-2021	5.0%	275.0	13	
2021-2022	15.0%	301.2	39	
2022-2023	25.0%	327.4	65	Note: The Fall 2020 increase is based on the $250,000 that would be redirected into new marketing campaign
2023-2024	30.0%	340.5	79	
2024-2025	40.0%	366.7	105	
2025-2026	40.0%	366.7	105	

Revenue and Expenses Template (Example)

		Projected	Projected	Projected	Projected	Projected	Projected	Projected
Plan #:								
Action Plan/Strategy Title: Marketing to all Adult								
REVENUE:		**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Expected Number of Total Incremental Students:			32	101	176	231	280	302
Average Net Revenue per Student:			$ 5,760	$ 5,818	$ 5,876	$ 5,935	$ 5,994	$ 6,054
Re-directed Resources (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Revenue		$ 184,320	$ 586,286	$ 1,033,537	$ 1,372,391	$ 1,677,357	$ 1,830,463
OPERATING EXPENSE:								
Salaries (will auto-populate from the previous tab):	$ -	$129,500	$130,795	$132,103	$133,424	$134,758	$136,106
Benefits @ 35%	$ -	$45,325	$45,778	$46,236	$46,698	$47,165	$47,637
Adjunct Faculty/Part Time Staff (will auto-populate):	$ -	$0	$0	$0	$0	$0	$0
Financial Aid*:								
Office Expense:		EXAMPLE						
Travel/Conferences/Conventions (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Marketing/Communications (will auto-populate):	$ -	$ 750,000	$ 750,000	$ 750,000	$ 750,000	$ 750,000	$ 750,000
Hospitality Expenses:								
Miscellaneous (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Operating Expense:	$ -	$924,825	$926,573	$928,339	$930,122	$931,924	$933,743
CAPITAL EXPENSE:								
Equipment & Technology (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other (will auto-populate):	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Capital Expense:	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Expense:	$ -	$924,825	$926,573	$928,339	$930,122	$931,924	$933,743
Net Income (loss):	$ -	($740,505)	($340,287)	$105,198	$442,268	$745,434	$896,720
Cumulative Net Revenue (loss)	$ -	$ (740,505)	($1,080,792)	($975,594)	($533,326)	$212,108	$1,108,828
Net Income per incremental student:		($23,141)	($3,377)	$598	$1,912	$2,664	$2,966
* In addition to average entering student financial aid								
ROI per Academic Year		-0.80	-0.37	0.11	0.48	0.80	0.96
Cumulative ROI		-0.80	-1.17	-1.05	-0.57	0.23	1.19