

College Readiness DTF Charge – May 2015

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As a public liberal arts college with a strong commitment to social justice, Evergreen attracts and enrolls students with a broad range of experiences and strengths that greatly enrich our learning community. As with many other colleges, some of our students, while strong in many areas, could benefit from additional support in one or more core academic areas. The final goal of this DTF is to help the College create an environment to enable more of our students to fully succeed in their academic work at Evergreen.

To achieve this goal, the work of this DTF comes in three broad categories:

1. To explore the value to students of having the College assess academic preparation prior to matriculation. If that exploration leads to the conclusion that such assessment would be valuable, to recommend mechanisms appropriate to Evergreen pedagogy that will allow the College, its faculty and staff, to assess the academic preparation of incoming students with respect to writing, mathematics and reading. If the DTF determines that there are other areas of preparation that should be assessed, recommendations should be made as well.
2. To explore best practices for helping students who could benefit from targeted academic attention. These best practices will likely need to be re-conceptualized in light of Evergreen's unique pedagogy and might well be different for Evergreen's diversity of opportunities, e.g. Olympia daytime, EWS, Tacoma and RBCD.
3. To explore best practices to support faculty to teach students in their programs and courses who need additional academic attention.

The DTF should think as broadly and creatively as possible when looking for solutions and making recommendations. Recommendations might include collaborating with external partners, creating our own assessment tools, developing a summer program or many other options.

The DTF should conceptualize its work in a manner that will permit it to gather information from around the country and from Evergreen colleagues in a timely fashion to enable it to make final recommendations no later than the end of the 2015-16 academic year. Some of these recommendations might require faculty discussion and approval while others might not. In either case, the DTF should plan on reporting regularly to the faculty while its work is in progress.