

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

**A FULL-SCALE
EVALUATION COMMITTEE REPORT**

**THE EVERGREEN STATE COLLEGE
OLYMPIA, WASHINGTON**

OCTOBER 6 - 8, 2008

*A Confidential Report Prepared for the
Northwest Commission on Colleges and Universities
That Represents the Views of the Evaluation Committee*

Evaluation Committee Report
The Evergreen State College
Olympia, Washington
October 6 - 8, 2008

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INTRODUCTION

The Evergreen State College is a public interdisciplinary liberal arts college located in Olympia, Washington. Since its charter in 1967, the institution has established a national reputation for innovative interdisciplinary programming and has developed a unique learning community and governance structure that supports an undergraduate program; graduate programs in environmental studies, public administration and teaching; and seven Public Service Centers.

Some of the distinctive practices that continue to distinguish Evergreen are a fluid curriculum shaped by team-taught interdisciplinary studies; collaborative teaching and learning models; narrative evaluations of student work; lack of faculty rank and disciplinary departments; inclusive governance structures; and a high regard for student autonomy and responsibility for their own work.

Over the past decade, a significant turnover in faculty, continuing financial constraints and directional pressures from the state government, continuing tension between general education goals and the desire to honor student choice and responsibility for their own education, and the development of collective bargaining on campus have all influenced the life and culture of the campus. These factors and institutional responses to them will be important in shaping the college in the future.

During the past three years, the processes of strategic planning, curricular review, and campus master planning have all contributed to the campus understanding of itself and have, with the support of ongoing institutional research and many special meetings and opportunities for input, provided a comprehensive view of the college which was very helpful to the Evaluation Committee.

EVALUATION OF THE SELF-STUDY

The self-study process began approximately three years ago in 2005 and was an across the campus review of academic and student programs specifically, and other college programs and policies in general. It covers all nine Northwest Commission on Colleges and University standards and policies with completeness.

The Evergreen State College academic program is unique. Therefore, the approach to the self-study had unique aspects. Because of the ongoing evaluation process at Evergreen, the self-study was a natural and useful process and document for the Evergreen academic community as well as other entities on campus. Many of the academic planning units that were in place during the 1998 visit are still in place today. There has been continuous curriculum planning, evaluation, and change in the programs offered to students.

The report covered all essential areas with thorough explanations. Team members were able to counsel with faculty, administration, students and staff regarding unique aspects of the College and found their answers to be compatible with the documentation required by the Northwest Commission on Colleges and Universities.

Eight individuals had responsibility for the nine standards. The entire report was supported by the President's office, Institutional Research, and the Provost's office. One faculty member was assigned the compilation and editing of the self-study for voice, consistency, accuracy, completeness and fact checking. Following the compilation the study was edited several times. The self-study and self study process was intended to be transparent. It was made available by web site to the Evergreen community and others for feedback and input. The document can be found at <http://www2.evergreen.edu/wikis/selfstudy> . The documentation on this web site is a strong support to the self-study and supplies vital information for compatibility of policies between Evergreen and NWCCU.

The Evaluation Committee wishes to express our sincere appreciation to all who contributed to the self-study and to making our visit so successful. Our various needs were readily met and the hospitality shown by the Evergreen community was truly impressive. Our special appreciation goes to President Purce, to Dr. Don Bantz (Accreditation Liaison Officer), to Ms. Linda Hohman, Ms. Julie Slone, and Mr. Spencer Easton who provided excellent staff and technical support to the Evaluation Committee, and to all those, including students, who shared their time, experiences and commitment to Evergreen with us. We also thank the members of the Board of Trustees who were most responsive to our concerns and questions. We found ourselves in a hard-working community that is fully committed to the mission and vision of The Evergreen State College.

ELIGIBILITY REQUIREMENTS

The Evaluation Committee reviewed the Eligibility Requirements of the NWCCU and determined that The Evergreen State College continues to meet all the Requirements. Several recommendations that indicate areas where continuing work is necessary will be found in the Commendations and Recommendations section at the end of this report.

POLICY A.6 - CONTRACTURAL RELATIONSHIPS

Evergreen State College has no contractual relationships with any organizations not regionally accredited and no plans to enter into such relationships.

STANDARD ONE – INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Standard 1.A – Mission and Goals

The recent inclusive process of revising the Evergreen State College mission statement has resulted in the adoption by the Board of Trustees in January 2007 of a more concise and focused mission:

As the nation's leading public interdisciplinary liberal arts college, Evergreen's mission is to sustain a vibrant academic community and offer students an education that will help them excel in their intellectual, creative, professional and community service goals.

The mission revision process has led to productive conversation across the community about basic values of the institution as they relate to the founding of the college and the current needs of students. The mission has been linked to the revision of the strategic plan, to the development of dashboard performance indicators, and to the campus master planning process. The mission is also prominent in campus publications and web resources. Campus constituencies, including the Board of Trustees, are familiar with the elements of the mission and orient their actions to the identified focus of this statement. Familiarity with the mission was evident in the conversations held by the Evaluation Committee.

It is also clear that the mission has been tied to the budgeting process in order to keep institutional resources aligned with the goals and values growing out of the mission. The strategic plan has been used as a framework to guide the last two biennial budget requests and allocations, and senior staff work carefully together on annual goals and work plans.

The seven Public Service Centers housed at Evergreen are consistent with the educational mission and goals of the college and provide a unique resource both to the campus and to the wider community. The development of the Centers has been guided by the educational values of the college and by the needs of the surrounding communities. The educational benefit of these Centers is commented upon later in this report; it is clear that they help to fulfill the mission of the Evergreen State College effectively.

The Evergreen State College has been clear and responsible in notifying the NWCCU of any planned changes in its degree programs in accord with Policy A-2 Substantive Change. During the past decade these have included notification of a small program on the Muckleshoot Indian Reservation, other Reservation – based Native American Studies programs, the Master of Fine Arts in Interdisciplinary Media Arts, the Master of Public Administration in Collaborative Administration and Tribal Government and a Master of Education degree program.

Standard 1.B – Planning and Effectiveness

The Evergreen State College engages in a wide variety of planning activities because of its constant innovation and development in interdisciplinary curriculum structures; the DEEP report by George Kuh and his team in 2003 identified the campus culture as one of “positive restlessness” because of this ceaseless revisionary planning.

The participatory and inclusive governance traditions on the campus also contribute to a continual evaluative conversation. Strategic planning, campus master planning, curricular planning and a variety of Disappearing Task Forces (DTFs) empowered by the Faculty Agenda Committee contribute to a rich culture of planning and evaluation. Annual retreats for faculty and staff and summer institutes focused on a variety of issues and questions also contribute to the habit of reflection and planning on campus.

It is fortunate that this culture of collaborative planning exists at this transitional time for the college. A variety of pressures, both internal and external, will test the participatory culture that has existed at Evergreen during the 40 years of its existence. An increase in size and complexity of the college; pressure on the college from the legislature on issues of size, “high demand”

degrees and accountability; increased competition for students; faculty turnover; and the growth of a new student union, a new faculty union and collective bargaining processes all suggest that the college will face real challenges over the coming years in sustaining its core values and inclusive governance patterns.

Integration of all of these diffuse planning efforts takes careful thought and guidance. The senior administrators collaborate well with each other and with the rotating deans and faculty bodies to draw general insights out of the process and to keep the day to day planning and revision tied to the mission, the five foci and six expectations of all Evergreen graduates; they also work to integrate the planning with budget allocation so that the resources of the college are tied to the learning goals and priorities that emerge from inclusive planning.

Some expansion of the Office of Institutional Research and Assessment has occurred during this evaluation period in response to the increased demand for accountability. The Institutional Research office has been extremely helpful in making information available and in coordinating many different sources of information such as the NSSE and the alumni surveys. It will be important to continue to support this office and its work in the years to come.

It will also be important to continue and strengthen Evergreen's efforts to present and narrate its story and its goals. Current publications and web development have made strong steps in explaining an Evergreen education successfully to a variety of audiences; these efforts must continue in the coming years.

Commendations and Concerns:

The Evaluation Committee commends The Evergreen State College on its robust planning activities and its efforts to integrate planning and budget allocation. A concern is the ability to integrate all these efforts effectively and to maintain this participatory planning model in the face of current changes on campus.

STANDARD TWO - EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Standard 2.A - General Requirements

The Evergreen State College continues in its tradition of collaborative teaching and learning models in team-taught interdisciplinary studies. They strongly maintain the founding mission of narrative evaluations of student work rather than grades. They also award no faculty rank and have no disciplinary departments. Students are the focus of the mission with the goal of student responsibility for their own integrated learning and work.

In light of these traditions a framework has been developed to guide Evergreen students in their academic progress. It is called the Six Expectations of an Evergreen Graduate. As part of their congruency as an interdisciplinary liberal arts college, faculty also endorse five foci of an Evergreen Education. These include interdisciplinary study, personal engagement in learning, linking theory with practice, collaborative/cooperative work and teaching across significant differences.

The framework and goals were readily evident by observing classroom interactions between students and faculty, and by talking with faculty on a random basis about their teaching philosophy. Evaluators also conversed with students on their understanding of the educational philosophy and mission at Evergreen.

Evergreen offers two undergraduate degrees, the Bachelor of Arts and the Bachelor of Science. Each degree program requires 180 quarter-hours of credit. The Bachelor of Science requires a minimum of 72 quarter-hours in natural science, mathematics or computer science, including at least 48 upper division quarter-hours awarded by science faculty. The programs of study that comprise these quarter-hours are continuously evaluated, changed, and integrated with a variety of topics. The curriculum is made up of yearlong, large-scale, thematic programs, as well as shorter programs intended to give introductory breadth. The faculty and curriculum deans should balance these programs, thereby allowing students to focus at important times including the end of their educational process at Evergreen. Core teaching is an important development at Evergreen. It could be strengthened through thematic attention to assist in student retention; first year programming in coordination with Student Affairs and core teaching could also support student retention.

The Writing Center

The staff of the Evergreen Writing Center involves a dynamic group of undergraduate peer tutors who are taught to help others understand the process of writing, the growth of the individual's voice and the importance of genuine conversation. The Center specializes in active empathy and listening as students work through the process of understanding the important components of their writing. All tutors take a two-credit program and are then interviewed for a position with the center. The Center sponsors workshops, and classes. They encourage faculty to attach mentors to specific programs to strengthen the writing process during the program.

The Quantitative and Symbolic Reasoning Center

The Quantitative and Symbolic Reasoning Center (QuaSR) is a student tutoring service of exceptional quality. The Center services the entire campus in their library home or in any location for a program or workshop that is requested by the faculty or others. A goal of QuaSR is to encourage students and faculty to utilize mathematics in a variety of settings with clarity and confidence.

The director of the center is co-principal investigator on an NSF grant awarded to the college to strengthen mathematical understanding among low-income and underrepresented students. Two mathematics faculty and the director of academic advising are also leaders on the grant project, which awards scholarships, provides extracurricular academic support for recipients and sponsors a variety of programs to enhance the teaching and learning of math at Evergreen and in the surrounding community including high schools. It is hoped that future students will have a strong understanding and comfort for math before entering Evergreen. Hence, students will enroll in courses that have math and science components.

Computer Applications Lab

The Computer Applications Lab (CAL) is open to all students and programs but tends primarily to serve the needs of the Scientific Inquiry and Environmental Studies programs and students due

to its adjacency to the science labs. Software needed by these students is also resident on these computers. Students can easily generate data in the science labs and then take it for analysis to the CAL. The CAL is well equipped with computers, projectors and peripheral equipment. It is also staffed by two full-time technicians as well as student workers. The faculty in the two planning units indicate that it serves their needs very well. While it can be booked for classes, there are also ample time periods that are unbooked and can serve the needs of students outside of class.

Center for Community-based Learning and Action

Evergreen's Center for Community Based Learning and Action (CCBLA) is the College's newest public service center and is overseen directly from the Provost's office. The mission of the CCBLA focuses on building community connections and partnerships while enriching Evergreen student opportunities for service learning. In pursuing this mission, the CCBLA has developed roles for student service learning and employment and AmeriCorps and Vista support, all funded through federal program sources, as well as state and federal work-study dollars, and direct funding through the Provost's office. The CCBLA also supports service learning and faculty needs across all of Evergreen's undergraduate and graduate programs. Given Evergreen's institutional focus on community connections and service, the fit of the CCBLA is a natural evolution of institutional needs, and the small staff serves its individual and collective constituencies to the institution's great credit.

Standard 2.B - Educational Program Planning and Assessment

Given the unique nature of Evergreen's educational programs, their educational program planning and assessment reflects both the structural strengths and weaknesses of the underlying models. The dedicated and ceaseless efforts of faculty, staff, and students ensure the rich and constant assessment and evaluation of course-based learning at Evergreen, all based on a wealth of both qualitative and quantitative data. Given the collaborative nature of faculty planning and individual learning evaluation, the institution generates a wealth of data that could easily be brought to bear on larger and more systematic and systemic processes. While these larger processes are in evidence throughout the College's programs, their application is as yet inconsistent, appearing most notably in the graduate programs, the Tacoma Program, and the Reservation Based Community Determined Program.

The evaluation committee found Evergreen generally in compliance with all parts of Standard 2.B, but with some remaining concerns, as noted below in the text under Policy 2.2 - Educational Assessment.

Standard 2.C - Undergraduate Program

The Evergreen State College's undergraduate curriculum is well documented in the institutional self-study, and is unique among public, state-funded institutions in the United States. Evergreen's current structure is focused around six planning units, core programs, interdisciplinary/area programs, and individual study and internship opportunities. Evergreen's curricula flow from an inherent student-centeredness in which students are expected to play primary roles in the direction and structure of their individual educational programs. The

interplay of academic practices, program structures, interdisciplinarity, and other features are all consciously designed and structured to engage students in this larger process. As the institution notes in its self-study, the “most critical practice, the one that has the most powerful impact on student experience writ large, is student autonomy” (102).

Overall, the evaluation committee was consistently impressed with both the structure of the undergraduate programs and the concrete evidence of their effectiveness—the students themselves. Evergreen students proved to be careful and articulate in their perspectives and committed to engaging discussions as members of the larger community/society. Given Evergreen’s stated mission and institutional values, the committee believes that the College’s students are well served indeed by their undergraduate programs.

Several Planning Units were visited by the Evaluation Committee during their time on campus in order to observe the curriculum in action. Specific observations on Environmental Studies (ES), Scientific Inquiry (SI), and Society, Politics, Behavior, and Change (SPBC) will be found below. The remaining units – Culture, Text, and Language (CTL), Expressive Arts (EA), and Evening and Weekend Studies (EWS) – also provide strong documentation in the self-study and exhibits. The Expressive opportunities for the general student, although assessment suggests that further progress is necessary. Further thought about the relationship of the Expressive Arts Planning Unit to Evening and Weekend Studies and to Extended Education initiatives might yield some productive insight.

Environmental Studies

Environmental Studies attracts a large number of students and is especially well suited for interdisciplinary studies. Some students report that they were attracted to the campus because of the offering of environmental studies while others report that by taking interdisciplinary programs they discovered an interest in environmental studies. Students report a high degree of satisfaction with the program, its interdisciplinary teaching, and their close interactions with their faculty and fellow students. Students believe that they are creating their own knowledge rather than being “force fed” information. They also appreciate the narrative evaluation process where students evaluate themselves, faculty evaluate their students, and students evaluate their faculty. They believe that faculty take a strong interest in improving their courses and that they respond very well to student critiques.

Programs typically include lectures attended by all students in a program, seminars where students reflect on readings with groups of 25 or fewer students, and labs, also with 25 or fewer students and field trips. Lectures tend to be very interactive with extensive student participation. Students tend to be most pleased with the learning that occurs in the seminars, lab exercises, and field trips but faculty report that students also appreciate the lectures and show some resistance to reducing this component of the courses.

Scientific Inquiry

Programs offered through the Scientific Inquiry Planning Unit for those students with a strong interest in science allow students to obtain a well-balanced science education that prepares students well for entry into graduate and health science professional schools. There is more

consistency of offerings than in many program units so that students are able to determine the credits they will receive in specific areas throughout their academic careers.

A number of central programs are full academic year programs where students receive credit in a number of disciplines. These programs tend to have high enrollments with several different faculty participating. As is typical of large programs, there are common lectures for the entire group but breakout sections with fewer students for seminars and labs. The recent remodeling of all of the science labs has led to highly functional facilities with ideal space for students to work safely without running into one another.

Faculty are well-qualified and enthusiastic teachers. Seven science instructional technicians greatly ease the role of the faculty in the lab setting teaching students how to use equipment and assuring that students are functioning in a safe manner and leave behind clean and highly ordered labs.

Society, Politics, Behavior, and Change (SPBC)

The focus of the SPBC Planning Group is the traditional areas encompassed by the social sciences including business. Two graduate programs and their faculty, the Master in Teaching (MIT) and the Master in Public Administration (MPA) are closely affiliated with the SPBC Planning group. The Planning Group's mission is consistent with and supportive of Evergreen State College's mission. Program faculty and designated institutional bodies play a major role and have responsibility in the design, integrity and implementation of the curriculum.

The faculty recognize five very diverse sub-units: MPA, MIT, political economy, psychology and business/management. These sub-units make clear the dynamic tension within the planning unit with enrollment growth occurring in the areas traditionally seen as professional (e.g., education, MPA, business/management and counseling psychology) within a distinctive interdisciplinary liberal arts college. The enrollment growth in business, MPA, psychology and MIT has resulted in new faculty lines for these areas and fewer lines associated with the general social sciences.

Evergreen's distinctive interdisciplinary emphasis, while exhilarating to faculty and students alike, is demanding on faculty in the best of times (e.g., low faculty to student ratios). With the uneven enrollment growth that has occurred within the various sub-units of SPBC over the past five years, along with stagnant or declining state support, faculty are stretched thin in their teaching, scholarship and service on and off campus. According to the self-study, in 2006 nearly one half of students responding to Evergreen's Student Experience survey identified SPBC as their single area of focus or one of several areas of focus. SPBC graduates consistently provide a positive evaluation of their academic experience at Evergreen. In fact, of all graduates surveyed, graduates in SPBC rated their academic experience at Evergreen higher than any of the other Planning Groups.

Standard 2.D - Graduate Program

Graduate programs at The Evergreen State College are relatively few in number, and, as such, the College has no larger school or office of graduate studies to oversee the graduate programs.

Governance, policies, and procedures are guided according to standing practice consistent with other educational programs at Evergreen, accountable both to the program faculties, the larger faculty, and the Provost's office. In general, programming at the graduate level follows the same approach as that in place for the undergraduate programs and resulting in the same active support of Evergreen's larger mission as a public, interdisciplinary liberal arts college. As the self-study notes, the "graduate programs have been developed to respond to the clear need for public school teachers, environmental specialists, and professional administrators in Washington generally and in the Olympia area in particular" (113).

While Evergreen does not maintain a separate graduate faculty, some positions are hired specifically for the graduate programs. In any case, all faculty in the graduate programs periodically rotate through the undergraduate programs as well and engage the same program-level and institutional governance responsibilities.

Master of Environmental Studies

The Master of Environmental Studies (M.E.S) degree is offered primarily during the evenings so that it is available to students who have daytime jobs. The program is interdisciplinary and includes scientific components as well as treatment of social and political issues associated with the environment.

Students entering the program are a diverse group, and the differing levels of ability and preparation at times create a challenging teaching environment. Students have a strong desire to work to improve the environment and enter or continue in careers with government agencies, tribal governments, private consulting firms, and non-profit organizations that advocate for the environment. Employment opportunities for graduates are reportedly very good.

An important component of the degree is a thesis project where students have the option of completing either an eight or sixteen credit thesis. Both require students to make original contributions to their area of study. Students who complete the eight-credit option are able to gain additional breadth of knowledge by taking additional elective coursework.

The program has a strong and dedicated faculty who work enthusiastically to meet the needs of the students. Since faculty rotate into teaching the graduate program from teaching in the undergraduate program, students report that there are occasionally issues with the faculty within a program not working in a highly coordinated manner.

Master of Public Administration and Master of Environmental Studies/Master of Public Administration Dual Degree

Evergreen College's Master of Public Administration (MPA) program was established nearly 30 years ago. Located in the state capital, Olympia, the MPA's mission and motto, "...you must be the change you wish to see in the world," is compatible with the institution's mission, five "foci" and six "expectations" for all graduates. The Tribal Governance concentration in the MPA program is the only MPA providing a focus on tribal governance indigenous people in the nation.

The MPA curriculum is clearly defined as a "learning community" with three concentrations: Public and Non-Profit Administration, Public Policy and Tribal Governance. Each concentration

is responsive to the needs of the state and region. Faculty and faculty committees have the responsibility and play a major role in designing, approving and implementing program curriculum. The curriculum is periodically reviewed and revised. In the past five years, based on ongoing assessment of the program, a major curriculum redesign was implemented leading to improvement of teaching and learning. The MPA Core and concentrations are characterized by appropriate breadth, depth, sequencing of courses and appropriate use of library and information sources.

In terms of numbers, the program has grown significantly over its nearly 30-year history. Currently the MPA program is serving more students than ever. In alumni surveys graduates report a high degree of satisfaction with the education they received at Evergreen.

Institutional support for the MPA is uneven and, based on the self-study, may be shrinking at a time of growing interest in the program and a budget that is not keeping up with needs in the areas of faculty salary, faculty development monies and faculty lines. While adequate, the budget is stretched thin in terms of resources to support an appropriate number of full-time faculty and faculty/administrators who have the time needed to be effective teachers, advisors, scholars and leaders.

Similar to any program that is growing without growth in budget and in faculty lines, the MPA program is faced with several important challenges. In response to these challenges the program intends to develop a strategic plan that will include plans for enrollment management, sustainable funding and additional faculty lines. The faculty recognize that without a comprehensive vision, the quality of the program may slip.

Fall 2008 was the beginning of the third year of the Master of Environmental Studies and the Master of Public Administration Dual Degree Program. The program was developed as a response to the growing interest of public administrators to practice in environmental science settings and the interest of environmental program leaders in improving their administrative skills and leadership. The program is small with fewer than six students having entered the program. Rooted in the Master of Environmental Studies and Master of Public Administration, the dual degree program adequately meets the criteria of Standard Two. Because the program is so new, it should be assessed in 2013 as to the achievement of expected outcomes.

Master in Teaching/Master of Education

Evergreen's Master in Teaching program was formed in response to a mandate from the State of Washington that all beginning teachers should be certified at the Master's level. Though the State requirement was later rescinded, Evergreen built on the obvious strengths of the program and chose to maintain it as a standalone Masters program aimed specifically at pre-service preparation of teachers. The program has established a national reputation over time and attracts students from a national pool. The program has also attracted national recognition for contributions to the field of teacher education and preparation, most notably through the Richard Wisniewski Award from the Society of Professors of Education.

Subject to certification by the State of Washington, which requires regular review, the program's assessment and review efforts are particularly strong and serve as a fine example to Evergreen's

other graduate programs. The new Master of Education program, in particular, would benefit from the efforts evidenced by the MIT program.

The Master of Education program is a new program at Evergreen, established early in 2008 in response to a State mandate emphasizing better preparation statewide for math and science teachers. The program's genesis in response to this specific mandate, however, is best understood in the context of a longstanding discussion within the faculty of the MIT program and the Center for Educational Improvement concerning areas of need for in-service educational programming for high-need areas such as English as a Second Language (ESL) as well as math and science. In fact, the conceptual ties and shared commitments between the MIT and MEd programs and the Center for Educational Improvement represent a unique and particularly strong triad which greatly benefits both the State and the larger national conversations concerning teacher education.

Both the Master in Teaching and the Master of Education programs show abundant evidence that the level and the nature of these graduate programs are consistent with the mission and goals of the institution. Moreover, these two graduate programs extend in a logical and high-quality fashion the core values of the institution with respect to equity, teaching all students, and interdisciplinarity. Both programs share healthy levels of State support in the form of student scholarships aimed specifically at math, science, ESL, and Special Education resources and make efficient and effective use of this support. Their approach is an effective model for broadening access to teacher preparation, requiring only increased/broader State support for the requisite student scholarships.

The educational objectives for both programs are concretely and clearly articulated and effectively communicated to students throughout the program curricula. The objectives, in both cases, are the result of committed discussion and careful consideration by the program faculty.

The faculty in both programs are particularly strong, with a range of disciplinary backgrounds and accomplishments that bring diverse strengths to students in the programs. Hires have been made with specific program needs and synergies foremost in mind, which have thus far been highly successful.

There is some concern over faculty workloads in the programs, given the relative leanness of overall resources in some respects, though summer research support funding has mitigated this concern somewhat up to this point in time. The addition of faculty FTEs in these programs-in accordance with larger program and institutional strategic plans-would allow workload to be spread out more such that faculty can more feasibly take advantage of these opportunities, as well as potential and extant grant-funded opportunities. Laudable connection with Evergreen Center for Educational Improvement also provides vital support and substantial positive synergies in this regard.

Standard 2.E - Graduate Faculty and Related Resources

While the evaluation committee finds that The Evergreen State College is generally in compliance with the substandards under Standard 2.E, some concern exists over feedback

committee members received from faculty and over conditions noted by committee members themselves relative to substandard 2.E.4. This substandard states that

“Faculty are adequate in number and sufficiently diversified within disciplines so as to provide effective teaching, advising, scholarly and/or creative activity, as well as to participate appropriately in curriculum development, policy development, evaluation, institutional planning, and development. Small graduate programs ordinarily require the participation of several full-time faculty whose responsibilities include a major commitment to graduate education.”

In general, teaching across Evergreen’s small number of graduate programs is highly effective, as is student advising and the overall participation of faculty in the range of governance responsibilities, both at the program and institutional levels. There is a concern, however, that pressures of accomplishing these demanding duties at current faculty FTE levels tends to spread the faculty too thin, leaving little time and institutional impetus to address the discipline-specific scholarly and/or creative activities. These activities, which are so vital to the ongoing knowledge that underpins all effective graduate programs, are under pressure by the very college structures that so effectively enable the other aspects of graduate programs at Evergreen. While the current graduate faculty show remarkable evidence of scholarly engagement and productivity in some respects, this productivity is largely the product of individual initiative, rather than the result of institutional structures designed to ensure them. The committee encourages the College and its graduate programs to initiate and engage substantive discussion and long-range strategic planning designed to address these needs.

Standard 2.F - Graduate Records and Academic Credit

The evaluation committee finds that The Evergreen State College’s policies and procedures for maintaining graduate records and granting graduate credit are in accordance with all NWCCU substandards under Standard 2.F.

Standard 2.G - Continuing Education and Special Learning Activities

Two outreach programs that Evergreen maintains bear particular notice, given their place in the College’s overall mission in terms of community service and education.

Tacoma Program

The Tacoma Program is a most impressive undertaking in terms of community-based collaboration and partnerships to meet the educational needs of students in a manner consistent with Evergreen’s overall mission and values. Conceived in response to the need for a public college in the Tacoma area, the Tacoma Program has worked with the Tacoma Community College to create a successful bridge program, resulting in access to a four-year degree to citizens in a five-county area surrounding Tacoma.

The Tacoma Program enjoys adequate fiscal resources at present, though meeting the expected cap of 225 students will strain both fiscal resources and space. Emerging focus on five-year planning cycles should help to position the program to better meet emerging needs within

framework of existing resources AND provide sound basis for identifying and obtaining additional resources as needed.

Program goals and educational programs are accurately and consistently aligned with larger institutional programs and overall mission. Development, approval, and evaluation are all consistent with larger institutional policies and procedures. The process for doing so is well established and offers abundant connections to the larger community in which the program is situated.

The programs offered through the Tacoma Program demonstrate appropriate breadth, depth, course sequencing, and the use of library and other information resources. The synthesis of student learning is a concrete part of the program offerings, culminating in a senior capstone experience entitled “Senior Synthesis.” Assessment of student learning outcomes is particularly strong in both formative and summative senses, with attention given to multiple measure and triangulation across data sources.

Though some concern exists that program-level assessment and review is happening in a consistent and systematic manner across the College, thick and rich data available at course level is easily queried to provide program-level feedback. Detailed minutes of the Tacoma Program faculty meetings provide concrete evidence that this is happening in a sound manner. Indeed, the Program’s initial efforts at a five-year strategic planning cycle suggest that the faculty are aware of the need to close the loop on program-level assessment efforts and are committed to continuing the process.

The Tacoma Program’s Bridge Program with Tacoma Community College is a healthy and vital program bringing much enrichment to the Tacoma students; it operates well within the larger institutional policies for this standard.

In terms of student services and academic support for the Tacoma Program, faculty in this location bear a slightly greater responsibility for this in Tacoma than on the main campus. An additional staff member focused on providing student services for the Tacoma Program students has just started this fall, but, given the high enrollments at the location, the need remains for more resources to provide student services and academic support services on a par with those available to students on the main campus.

Reservation Based Community Determined Program

The Reservation Based Community Determined Program (RBCD) is yet another quality program in which Evergreen has extended its educational mission and values in service to constituencies beyond the Olympia campus. The program is an upper-division program that targets students who have earned 90 or more college credits. All locations for the RBCD are initiated and operate under specific invitations of the host tribe(s), with students also meeting together monthly at the Olympia campus. Working in close collaboration with a range of other Evergreen entities, the RBCD effectively extends the College’s mission and values to native peoples throughout western Washington.

Evergreen is committed to the RBCD through its continued financial support, faculty support, and determination to deliver this program on the reservations, allowing students to more easily complete their degree. Students have complete use of all Evergreen facilities; library materials and resources are available through the web and may be ordered so students need not make the long drive to Olympia to access these materials. Once students have been admitted to Evergreen, students on each reservation follow the same academic curriculum during each academic year. Many courses are identical, but each reservation has the right to one course of local importance each term.

The established programs include a bridge to an Associate Degree with Grays Harbor Community College. All elements of general education are completed with this bridge program. Nevertheless, the junior and senior years also emphasize arts, humanities, mathematics and writing as a part of their curricular offerings. Oral communication is developed through “Battleground” sessions conducted at the Olympia campus on four Saturdays each quarter. Here students from all sites get together to make written and oral presentations in competition with one another. One student reported in an interview that these made her “more comfortable in making presentations” and taught her that she “could compete outside the reservation.” This student is now enrolled in the MPA with an emphasis on tribal Governance program.

The RBCD program is similar to all other programs at Evergreen. The faculty plan each year’s curriculum a year ahead. In proposing courses, they use input from students and the Tribal advisory board for individual campuses. One illustration was an event at Quinault where the students requested that next year’s program be focused more on what they do, or will be expected to do, on their current or future jobs. The faculty revised curricula delivery to consider this request.

Principle assessments of the RBCD program have been conducted by surveys of students, graduates and Tribal advisory boards. The majority of these reviews have been positive and have led to curricular revisions where necessary. The RBCD program has used the information from assessment surveys and student feedback to make revisions to the materials of their programs. Feedback from five interviewed students indicated that they would like to see more of a focus on analytical writing. The faculty should incorporate this into the curriculum. The RBCD program also needs to pay attention to the publication of the results of their assessments, particularly the outcomes assessment.

Extended Education and Summer School (EE/SS)

Extended education at Evergreen was initiated in 2005 after considerable study and a favorable vote from the faculty for a “pilot” program. The proposal stipulated, “...that a review for quality programs and financial viability would occur in years three and five of the program.” The first assessment will occur this fall. The major motivating factor in initiating the Extended Education Program was a continued decline in state support in relation to the overall budget needs of the college.

Extended Education is led by a Dean. The Dean is advised and supported by the Deans Group and the Extended Education Advisory Committee that includes full and part-time faculty. The charge of this new program is to, “...serve the professional development and lifelong learning

needs of the community.” It supports the broad mission of Evergreen State College as a public liberal arts college. In its two-year existence the number of course offerings and professional training offered has grown. Evaluations by students and professionals have been consistently positive and enrollment appears to hold promise in terms of self-support and revenue generation.

Geographically, extended education allows Evergreen to serve students and professionals in its service area beyond the Evergreen Olympia campus. Specifically, EE serves students in Olympia as well as Thurston, Mason and Pierce counties in Washington.

Policy and procedure for the hiring and evaluation of faculty, registration, tuition/fees, scheduling follow college policy and procedure. Non-Credit Programs and courses are administered, developed and presented following the same policies and procedures and oversight that are used to assure quality in credit bearing classes. All online non-academic credit courses are contracted with “Education to Go.” Continuing Education Units (CEU) are offered in partnership with local hospitals, the National Association of Social Workers and the Washington Chapter for CEUs. Through a partnership with the Washington State Department of Personnel, training is provided to state employees.

Summer School has been offered at Evergreen since 1981. The mission of Summer School is to offer selected courses from Evergreen’s curriculum during the summer months. Summer School offers the opportunity to move forward toward a degree, or to take electives or classes for personal advancement. Summer School also allows faculty to enhance their compensation and offer classes they cannot fit in the regular academic year.

Financially, Summer School is expected to be “self supporting” or better yet, return some revenue to the college. Over the past two years, summer enrollment has declined with revenue increasing due to tuition increases.

Standard 2.H - Non-credit Programs and Courses

The Washington Center for Improving the Quality of Undergraduate Education

The Washington Center for Improving the Quality of Undergraduate Education is a national leader in the teaching, learning and assessment of interdisciplinary and integrative learning, which directly benefits campuses in Washington State including Evergreen. The Center's focus on the intentional design of integrative learning and its approach to faculty development embody the Evergreen principles of collaborative learning and a commitment to educational equity. The Center's most recent initiative, the National Project on Assessing Learning in Learning Communities, demonstrates the power of integrating current educational research with leading pedagogical practices in a participatory research approach to the scholarship of teaching and learning. The Center mentors campuses across the country in designing integrative approaches that support the academic achievement of all students. The Center grounds this work in the use of data on student engagement, the qualitative analysis of student work, and the cross-fertilizing of effective practices from campuses across the country.

Now entering its 12th year in sponsoring a national seminar in undergraduate learning communities, the Co-directors of the Center maintain a rigorous web site giving detailed

information on the services and scholarship of the Center. They also publish numerous brochures and articles on a yearly basis. The scholarship adds the Evergreen perspective to many national conversations.

Labor, Education and Research Center

Since 1987 the LERC, a public service center at Evergreen, has organized workshops, programs and classes for workers, community members and in collaboration with unions conducted research on issues important to the labor movement. Staffed by a Director and three staff, the Center maintains a resource library on labor topics.

The Director reports directly to the Provost and is supported by an advisory committee with membership drawn from on campus (including faculty) and off-campus (primarily members of the labor movement and members of community organizations). The Center assists students seeking internships with unions and community organizations and periodically aids in the development of labor studies classes in the Evening and Weekend Studies program. Workshops and other Center sponsored programs are non-credit and the Center does not offer programming resulting in CEUs. Academic classes supported by the Center are taught by faculty hired following college policy and procedure.

POLICY 2.1 - GENERAL EDUCATION/RELATED INSTRUCTION REQUIREMENTS

The Six Expectations of an Evergreen Graduate cover the Commission's General Education policy 2.1. The expectations are exceptionally tied to the curriculum offered at Evergreen through interdisciplinary and integrated programs. These curriculum programs foster the use of critical thinking, effective reasoning, clear speaking, and effective engagement in a variety of challenging topics in the humanities and social sciences. Some programs of study encourage quantitative reasoning, fine arts and natural sciences. Students are not required to take specific general education core or distribution requirements. According to Evergreen's Institutional Research office, most students fulfill the intent of general education in all areas. Faculty and academic deans report that students can graduate without all general education areas filled. Most notably these areas are sciences, fine arts and quantitative reasoning.

The Evergreen State College combines the Commission's tripartite structure for academic credit and degrees. Evergreen has no academic departments. Therefore the areas of humanities and social sciences are liberally spread across the programs of study that are available for student selection. The students are encouraged through a variety of methods to write, think and speak clearly by engaging themselves in the center of the learning process. They learn the terminology necessary for competent and clear discourse in the programs of study. Most programs demand a strong writing component, which is above and beyond the general education expectations. Critical analysis and logical thinking is central to the mission of each program at Evergreen.

There are areas that could be strengthened in the general education program at Evergreen. These include quantitative reasoning, natural and physical sciences and fine arts. Ten years ago, accreditors asked for more accountability for these general education foundations. Progress has been made through the efforts of many faculty, administrators and support staff. This includes

workshops and seminars encouraging faculty to add quantitative reasoning and science components to their programs.

Additionally, the Institutional Research and Assessment office at Evergreen has been surveying faculty on their use of general education components in programs. The surveys show increased student enrollments in mathematics, sciences and fine arts. These data can't conclusively determine that all students are taking acceptable levels of these areas to fulfill general education requirements as outlined by the commission. However, these data show a strong upward trend of student enrollment in these areas at Evergreen. It will be important to show a continuing trend toward all students fulfilling general education as outlined by the commission.

General Education requirements are not published in Evergreen's general catalog in clear and complete terms. However, the Six Expectations of an Evergreen Graduate are fully in line with the Commission's general education guidelines, although not required for graduation. These are clearly published in the general catalog.

POLICY 2.2 - EDUCATIONAL ASSESSMENT

The Evergreen State College has gathered large quantities of assessment data throughout the course of its programs, through end of program reviews, transcript analyses, student narrative self-evaluations, faculty evaluations of students, end of program reviews, the NSSE survey, and student, alumni and employer surveys. There is evidence that changes have been made on the basis of these assessment data and the analysis of these data. However, Evergreen could benefit from a more streamlined, systematic method of collecting these assessment data, analyzing the data, storing the data, and sharing the results widely to inform the college's teaching practices.

Increasingly the campus has taken steps to assure that larger numbers of students are aware of these degree expectations (taken to have the same meaning as outcomes) and are encouraged to take programs that contain components allowing the students to complete these expectations. Additional faculty have been hired in recent years with the background and experience necessary to introduce significant quantitative components into programs that they participate in. Since one central feature of Evergreen is that students within the B.A. program have complete control of their degree programs, the campus has not mandated that all students meet all of the expectations but instead has taken steps to improve student access to such things as mathematics and has made it more difficult for students intentionally or inadvertently to avoid attaining all of the expectations of an Evergreen graduate. This has been increasingly successful.

In order to assess how well students as a group are meeting the expectations of an Evergreen graduate, the college has undertaken a transcript review process that occurs every third year on a representative sample of Evergreen graduates. One aspect of this evaluation is to determine what proportion of students have taken programs where they have received credit in one or more of five general education categories that align with the expectations of an Evergreen graduate: art; humanities; social sciences; natural sciences; and math/quantitative reasoning. Between the 2002 and the 2005 analyses marked improvement was shown in the number of students receiving credit in each of these categories. Virtually all of the students were receiving humanities and social science credits in both 2002 and 2005 so these areas have always been strengths of

Evergreen. Weaker areas have included art, which improved from 70 to 75 percent from 2002 to 2005, natural sciences, which improved from 84 to 90 percent, and especially mathematics, which improved from 65 to 82 percent in the three-year period. Further improvements are expected to occur between 2005 and 2008 since the campus has taken steps to help guide students into those programs that provide these general education category credits.

The more time consuming part of the transcript analysis has been reviewing the transcripts for evidence in the student and faculty narratives that students have achieved the Expectations of an Evergreen Graduate. In each year that the transcript evaluations have been performed a representative group of faculty has been selected to review a random sample of transcripts of graduated students (152 student transcripts in 2002, 158 in 2005) in a workshop setting over a two-week period. Scoring rubrics were developed by faculty, staff and students to align with the Expectations of an Evergreen Graduate. All scoring is done by two faculty members working independently. The faculty next compare notes and try to come to a consensus on a score. If the two faculty members do not agree, a third faculty member is brought into the process.

Assessment of this system has revealed a number of shortcomings. Firstly, some categories tend to have weaker inter-rater reliability than other categories, e.g., “appropriately applying creative modes of inquiry” has been subject to large discrepancy between evaluators. Secondly, the Director of Institutional Research has identified a need to develop firm “anchor points” for each category that define what represents solid evidence for the achievement of an expectation rather than just a list of examples of what might constitute evidence. It is important for this to occur in order to assure that results between years are comparable.

Students are encouraged to do summative evaluations of the achievement of their goals and the expectations of an Evergreen graduate and there is a class that has been developed to help them through this process. However, fewer than 10 percent of students take this course and complete this summative evaluation. Another 25 percent have capstone experiences where they have described in their self-evaluation how they have progressed through their degrees. It might be very useful for all Evergreen graduates to perform such an in depth look at how their Evergreen experience has improved their knowledge, skills and abilities. By reviewing such evaluations, faculty and administrators could more easily assess where weaknesses in their programs exist.

In addition to the transcript review, Evergreen has also adopted an end-of-program review. In this review faculty are asked to fill out a form indicating which general education areas, in accordance with NWCCU Standard 2.C.3 have been covered, to what extent, and at what level. Results are then summarized by planning unit and reported on-line so that everyone can see tendencies in coverage of expectations by each of the planning units. Results indicate that there has been improvement over time in the inclusion of more content that had previously been in short supply in Evergreen programs.

The most recent alumni surveys still indicate some doubt among graduates about their quantitative abilities. However, the corresponding employer surveys reveal fewer doubts about the mathematics abilities of Evergreen graduates. Many Evergreen students go on to graduate school and take the GRE exams. They generally score well above the national mean in verbal

skills and lower in quantitative skills, but still within one standard deviation of the national mean on the quantitative.

Evergreen's graduate programs all have clearly defined learning outcomes so that it is more straightforward to assess student achievement of these outcomes. Curricula at the graduate level tend to include more specified coursework and fewer electives so that it is possible to define more specifically expected student outcomes. They may also be subject to external review. For example, the MIT program undergoes periodic review by the state of Washington and must achieve specified outcomes in order for its graduates to be certified to teach.

POLICY 2.6 - DISTANCE DELIVERY OF COURSES, CERTIFICATE, AND DEGREE PROGRAMS

NWCCU defines distance education "as a formal education process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or non-synchronous. Distance education may employ correspondence study, or audio, video or electronically mediated technologies." (Accreditation Handbook, p. 45)

The Evergreen State College does not offer courses that meet the requirement of NWCCU for distance delivery of courses by the definition listed above during the academic year. However, since 2003 TESC has offered three different courses for complete online delivery during summer term. Students enrolled in these courses may use the credits earned for progress toward their degree at Evergreen.

The Committee suggests that Evergreen address Policy 2.6 should they become more heavily involved in offering distance education courses or programs that meet the definition as stated above.

Commendations and Concerns

Students and faculty of Evergreen State College are commended for their dedication to interdisciplinary curricular development and student responsibility. The QuaSR Center is commended for its innovative support of quantitative reasoning.

Concerns include a need to strengthen quantitative reasoning, natural and physical science and fine arts in the general education programs of students; a need to coordinate assessment efforts more consistently in an overarching, systemic way; and a need to monitor and improve faculty resources and time usage across all programs to ensure student learning and faculty development.

STANDARD THREE - STUDENTS

Standard 3.A - Purpose and Organization

Student Services and programs are staffed by qualified individuals with appropriate education and experience. The staffing represents a balance of dedicated, long-time employees who provide institutional history as a context to programming improvements with more recently hired employees who provide a fresh approach to the operation of student services and programs. The

ethos of care toward the institution's students was prevalent across staffing lines. Staff are evaluated annually and job descriptions are also reviewed at this time.

The staff headcount in Student Affairs has grown 27% since the last self study report. Some of this growth is due to new programs being implemented such as GEAR UP. Other growth has occurred based on need in such areas as the Counseling Center, Enrollment Services, and Children's Center.

Physical space improvements for student service areas were also noted in the report. The Health Center has been expanded and has doubled in size. The Children's Center has also expanded and doubled in size. The Counseling Center was relocated out of shared space with the Health Center to their own dedicated space. The Student Academic Support Services, Upward Bound, GEAR UP, and KEY programs were all initially relocated to a renovated section of the library. However, there is additional renovation occurring in the library to provide expanded space for Enrollment Services and the Vice President for Student Affairs Offices. When that is completed, SASS, Upward Bound, GEAR UP and KEY programs will return to their original location with the additional space. Expansion is also in process for the College Activities Building, which will be completed in 2010.

Standard 3.B – General Responsibilities

The institution systematically collects data on the characteristics of the student population and identifies students with learning and special needs.

Students and faculty are involved in the development of policies for student programs and services as well as broader institutional issues. Without a student government in place, students were selected by various staff for these roles. One student commented that communication of what was happening in these various committees was often lacking. With the formation of the Student Union, hopefully that issue can be alleviated.

Evergreen's Social Contract and Student Conduct Code outline student rights and responsibilities as well as college policies and procedures. These two documents are published in hard copy, and available on-line on the college's web site. The Social Contract is also printed in the college catalog. In the past, incoming students were mailed these two documents. In recent years, students are e-mailed the information in these two documents via their campus e-mail address. The Student Conduct Code is currently undergoing a full-evaluation involving input and feedback from the entire campus community.

Police Services provides 24-hour coverage, seven days a week, 365 days of the year. Crime prevention programs are presented to students, staff and faculty. Crime statistics are published and distributed as required by the Clery Act.

The college catalog is published in hard copy and available on-line through Evergreen's web site. The catalog is distributed through the Admissions and Registration and Records offices.

The self-study indicated that the institution has made progress to periodically and systematically evaluate the appropriateness, adequacy and utilization of student services and programs and uses the results of the evaluation as a basis for change. Programs use a variety of assessment methods including satisfaction surveys, compiling user information, and outcome based assessment. The institution also frequently utilizes “Disappearing Task Forces” to comprehensively evaluate programs as well. Most programs do not have assessment plans in place, but an assessment council has been established to develop comprehensive, long-term assessment plans and provide a systematic approach to assessment within student services.

Standard 3.C - Academic Credit and Records

The evaluation of student learning or achievement and the awarding of credit are outlined in the college catalog. Academic records are maintained by the Registrar’s Office, which shares responsibility with the faculty for the accuracy and comprehensiveness of the academic records. The policies for offering credit, non-credit and accepting transfer credits for courses is clearly articulated in the academic catalog. Credit-bearing courses taken at Evergreen receive a “narrative evaluation” regarding the student’s performance in the class. Transcripts also list what subjects and possible courses each course might substitute for should a student decide to transfer. Transfer credits are accepted for college-level courses completed at regionally accredited institutions.

Evergreen maintains private, accurate, secure and permanent student records, including transcripts and admission records in a fireproof vault in the Registration and Records Office. Records for students who have left the college or who have graduated are transferred to electronic format. The institution hopes to have all records in electronic format within the next year. The institution’s policy on information release is publicized in the academic catalog. The privacy and confidentiality of records and files is maintained in accordance with the Family and Educational Rights and Privacy Act (FERPA).

Standard 3.D - Student Services

Admissions

The college student admission policy is consistent with its mission. The policies are well publicized and strictly adhered to. Students are evaluated based on high school grade point average and standardized test scores, with an essay required for some applicants. Students may also submit additional materials they feel will strengthen their candidacy. The self-study also evidenced examples of admissions outreach to low-income, minority and diverse background students.

Academic Expectations

The self-study indicates that policies regarding requirements for enrollment, termination of enrollments, education programs and appeals are published in the academic catalog. Students will be placed on Academic Warning if the student earns less than three-fourths of the number of registered credits in two successive quarters. A student will also be placed on Academic Warning if the student is registered for six credits or more and receives no credit in a given quarter. Institutional and program graduation requirements are also printed in the catalog.

Students apply for graduation one quarter prior to graduation. The report did not reference if college publications cite the appropriate reference to the Student Right-to-Know Act.

Financial Aid

The institution evidenced an effective program of financial aid consistent with its mission and goals, the need of its students, and institutional resources. Financial aid awarding processes are reviewed annually. Information regarding the categories of financial assistance (scholarships and grants) is published in *The Evergreen State College Undergraduate Scholarships and Tuition Awards*, and available on-line. The institution monitors its student loan programs and has experienced a drop in its student loan default rate.

Student Orientation

The self-study report indicated several changes in the orientation of new students at the undergraduate level since the last accreditation. Sessions for special populations occur for students of color, transfer students, and TRiO program participants. The institution's orientation program offers students a comprehensive week of preparation activities designed to increase student readiness in engaging in the college undergraduate student experience. Orientation for graduate students occurs within each specific program and generally involves a daylong program covering academic requirements and resources. Students in the orientation for graduate students also meet faculty and mingle with fellow students.

Academic Advising

Academic Advising provides students with a systematic program of academic and other educational programs. The Academic Advising Office provides workshops on internships and academic planning, connects students with core programs, and assists students on academic warning. Advisor responsibilities are defined and made available to students. Advisors are evaluated annually on established performance goals. For the past three years the Academic Advising staff have met together for two hours weekly to focus on specific topics related to advising.

Career Counseling

Career counseling and placement services are provided by the Career Development Center. The Center connects the learning of students to the content of the academic programs and plan and implements services and activities to complement the curriculum. The Center provides individual career counseling, workshops, career fairs, graduate school fairs and other resources to make students successful once they leave Evergreen. Students can also take personality assessments and skill inventories through this office.

Student Health and Counseling

The self-study report outlined the health care, psychological health and health education available to students at Evergreen supported by quarterly student fees. The Health Center offers students medical access free of charge and the Counseling Center offer students access to counseling staff free of charge for the first eight visits. The Health Center, Counseling Center and Office of Sexual Assault Prevention all provide educational workshops and sessions for students.

Student Housing

Evergreen offers students both a traditional residence hall and apartment style living. Students primarily live in single rooms with four to six rooms sharing a bath. Freshmen have the opportunity to participate in two living-learning communities. Students generally are pleased with the housing options available to them. A 10-year maintenance plan exists to update facilities.

Campus Dining

Campus dining is housed in the Campus Activities Building and operated by Aramark Campus Services utilizing an “all you care to eat” meal plan. Campus dining has struggled financially over the years. Students have had the opportunity for input into the operation of the program in which hours were increased and breakfast service was started as a result of student feedback. Campus dining regularly participates in the National Association of College and University Food Services benchmarking survey and Aramark’s satisfaction survey.

Co-Curricular Programs

The self-study report indicates that the college’s co-curricular programs complement the institution’s mission. Students can form organizations that are registered through the Student Activities Office. Students created the Geoduck Student Union in the 2005-06 academic year and are continuing to establish their role on campus.

Student Recreation

Campus recreation offers a wide variety of activities to students outside of intercollegiate athletics. The College Recreation Center has been renovated over the years where sprung floors have been installed in exercise rooms, locker rooms have been upgraded, and new equipment has been purchased and centralized. The institution has quality indoor and outdoor facilities including a covered pavilion. In recent years the operating hours of the CRC have been expanded to meet student needs.

Bookstore

The institution offers a bookstore that provides faculty with instructional materials, students with textbooks and the college community with school supplies, college apparel and merchandise as well as promotional items. The bookstore uses a boutique model to showcase and promote merchandise. While students, staff and faculty have an opportunity to formally participate in the development and monitoring of bookstore policies and procedures, the institution has not been successful in recruiting students or faculty for the Bookstore Advisory Committee. It is hoped with the formation of the Student Union and the renovation of the Campus Activities Building, that this will change.

Student Media

The institution funds student media through student fees and outside revenue. An advisor works with the student newspaper and a general manager oversees the operation of the radio station. The institution has a clearly defined and published policy outlining the institution’s relationship to student publications and other media.

Standard 3.E - Intercollegiate Athletics

Institutional control of Athletics is exercised through the Board of Trustees. Athletics reports to the vice president for student affairs who makes periodic appearances before the board.

Admissions requirements and procedures, academic standards and degree requirements and financial aid awards for student athletes are handled by the same college units in the same manner as for all students. The Admissions Office manages all admissions decisions and the Financial Aid Office supervises all financial aid awards.

The Athletic budget is developed with several funding sources. The Athletic budget funded by State funding covers most salary expenses and some travel and equipment. A second layer of funding comes from the Student and Activity fee. This fee is mostly used for travel, an additional trainer, and support of club sports. The final source is revenue from camps, gate receipts and fundraising. These funds are used for non-conference trips, assistant coaches, and other equipment.

The self-study report demonstrated the institution's commitment to fair and equitable treatment of male and female athletes. The athletics department provides equitable access to participate, receive financial aid, student-support services, equipment and access to practice facilities.

The institution does not have a written policy regarding the scheduling of intercollegiate practices and competition for men and women. The Athletic Director reported that the standard on campus is that the individual faculty member has the prerogative to determine whether a student-athlete will be excused for practice or athletic competition.

Policy 3.1 - Institutional Advertising, Student Recruitment and Representation of Accredited Status

The institution evidenced that the educational program and services offered at The Evergreen State College are the primary emphasis of advertisements, publications, promotional literature, and recruitment activities. Statements and representations about the institution appear to be clear, factually accurate and current. The academic catalog reports on institutional mission and goals, entrance requirements and procedures, course offerings, degree and program completion requirements, faculty, institutional facilities, rules, tuition and fees, financial aid, refunding fees and charges to students, withdrawal from enrollment information and the academic catalog. Career information regarding requirements for licensure, entry into a career field and unique requirements for career paths are articulated. Student recruitment for admissions is conducted by well-qualified admissions officers and trained volunteers who accurately reflect program costs, employment opportunities, financial aid and the abilities required to complete programs. The accreditation of the institution and individual academic programs are accurately represented in institutional publications.

Commendations and Concerns

The Evaluation Committee commends the institution for the establishment of a student union to help infuse student input in the decision-making of the college and provide a venue for students to communicate the process of these decisions.

The institution is also commended on completing the transition to the Banner Information System. This transition has allowed the institution greater access to student information and allowed for greater communication across the institution.

Finally, the Committee commends the very evident faculty, staff and student pride in and affection for The Evergreen State College.

Concerns include:

The institution needs to comply with the Campus Sex Crimes Prevention Act.

The institution needs to develop a periodic and systematic evaluation of the appropriateness, adequacy and utilization of student services and programs and use the results of the evaluation as a basis for change.

The institution needs to reference the Student Right-to-Know Act in required publications.

And finally, the institution needs to establish a written policy concerning the scheduling of intercollegiate practices and competition that avoids conflicts with the instructional calendar, particularly during the end-of-term examinations and other culminating projects.

STANDARD FOUR – FACULTY

Standard 4.A - Faculty Selection, Evaluation, Roles, Welfare, and Development

The Evergreen State College has a very comprehensive, regular and systematic hiring and selection policy, as well as an ambitious faculty evaluation policy and process. Faculty are expected to be excellent teachers first and foremost, to engage in scholarship consistent with the mission of the College and to provide service to the College and community. The curriculum vitae of the faculty indicate that they are professionally qualified with a very strong commitment to teaching and learning, adequate scholarship and actively engaged in service to the college and community. Part-time and adjunct faculty are qualified to carry out their assignments.

Information provided in the self-study, by the faculty union and the administration shows faculty salaries below and falling behind peers. Unless addressed, TESC may find it increasingly difficult to attract and retain faculty. Currently resources appear to be sufficient to attract and retain quality faculty.

Standard 4.B - Scholarship, Research, and Artistic Creation

Based on the self-study and interviews with faculty and administration, workload at Evergreen reflects the mission and goals of the Program Area and the College. That said, increasing demands on faculty time due to uneven enrollment growth, duties associated with collaborative teaching and expectations to participate in management/administration and new expectations from the state related to performance are all coming together challenging faculty to make time for professional growth and renewal. Sabbatical leaves are available for faculty renewal as is funding for support of faculty development including participation in professional meetings and

summer institutes. Greater resources in these programs might improve the access of faculty to time and materials for scholarship.

Faculty demonstrate a strong commitment to high standards of teaching and learning. The College's support in terms of faculty, faculty development and physical and financial resources is adequate, but in serious need of attention.

Policy 4.1 - Faculty Evaluation

The Evergreen State College has an elaborate system for evaluating the performance of its faculty members. As several Evergreen academic deans said, "We have a culture of evaluation." This culture embraces student evaluation and faculty evaluation.

The performance of each professor, in regard to each *program* (or class) he or she teaches, is thoroughly documented. The programs are the units of study offered each quarter by the *planning units* (Evergreen's interdisciplinary curricular planning units with faculty from a range of disciplines that resemble department-like groups of associated instructors, which are led by elected *conveners* rather than chairs).

The programs are organized around themes or questions, and two or more instructors usually teach each program with different disciplines drawn from the same or different planning units.

At the conclusion of each program (after one, two or three consecutive terms), the following written individual evaluations are required:

1. Student-faculty evaluations -- students evaluate their faculty.
2. Student self-evaluations -- students evaluate themselves.
3. Faculty-student evaluations -- instructors evaluate each student.
4. Faculty self-evaluation -- instructors evaluate themselves.
5. Peer evaluations -- instructors evaluate each other.

Each faculty member on term contract is evaluated annually by one of The Evergreen State College academic deans. The academic deans comprise a body of eight (currently) Evergreen State College faculty members who serve individual three- or four-year terms. The academic deans are selected by an internal search process and appointed by the Provost.

Individually, the deans oversee such tasks as curriculum development, budget management, hiring and other responsibilities. Six of the eight deans also evaluate one on one, a share of the faculty members who come up for review each year. The reviews are conducted annually for each faculty member on term contract until that faculty member earns a continuing appointment – Evergreen's version of tenure.

The task of evaluating each faculty member is time consuming. The deans say on average it takes 8 hours or more to read and assess a single faculty member's evaluation documentation, which is delivered in the form of multiple notebook-bound, paper portfolios – one for each program the faculty member has taught.

Subsequent to this review, each academic dean meets with his or her assigned faculty member. At this meeting, in the view of one of these academic deans, “The things that need to get said, get said.”

If there are serious shortcomings, professional development is recommended for the faculty member; it is usually administered in the form of targeted training, summer workshops or through the establishment of a mentorship relationship with a more senior faculty member. Overall, this process is time-consuming on both ends, but the academic deans believe it has been an effective method to nurture and select faculty committed to the teaching goals of The Evergreen State.

The evaluation of the performance of *converted* faculty (ones who have been granted Evergreen’s version of tenure) is a cause of concern for several deans. Currently, the converted faculty members come up for review once every five years. The faculty member prepares a summary of his or her work, which an academic dean reviews. But no record is kept of the review, and the academic dean has no current authority to modify the converted faculty member’s behavior except for peer pressure.

After examining this overall faculty evaluation process, these concerns emerge:

Teaching evaluation criteria - Students evaluate instructors (Student-faculty evaluations) and instructors evaluate their colleagues (Peer-evaluations). The criteria for evaluating teaching are reflected in the college’s Five Foci and Six Expectations of an Evergreen Graduate; additional criteria are developed by the members of the program teaching team (and, in some cases, the planning unit) and are specific to the program content. As such, there are not standardized criteria for evaluating teaching. As a result, some student-faculty evaluations are vague and lack usefulness. Since there is no consistency in this process, it is also not possible to identify key, fundamental teaching parameters - e.g.; clarity, accessibility, adaptability, depth of knowledge, etc. - and assess them across the faculty within a program, a planning unit or across the college.

Evaluation of faculty on continuing appointment - The process of evaluating converted faculty lacks any teeth. Academic deans cannot document poor performance and act to ensure professional behavior. Therefore the academic deans lack the tools to effectively improve performance of converted faculty.

Use of extensive paper files - Evergreen would benefit from a more streamlined, systematic method of collecting this evaluation data, storing it, and sharing it widely to inform the college’s teaching practices. Evergreen has a culture of evaluation, but it evaluates on paper in a loosely systematic method. This method is time-consuming, unwieldy and expensive. The faculty (and student) portfolios fill multiple cartons and are formidable to review. Streamlining the process through computerization and systemization might reduce cost and increase ease of analysis.

STANDARD FIVE - LIBRARY AND INFORMATION RESOURCES

Standard 5.A - Purpose and Scope

Library and Information Resources, which includes a heavy responsibility for media services and classroom technology, remain on solid footing at The Evergreen State College. With a culture of wide areas of exploration and an array of programs, the library seeks to place itself squarely within the larger ethos of the college. The institutional emphasis on independent learning creates many individual projects, and poses a challenge to the library to meet those research needs.

In 2006, the college completed a \$22 million remodel of an 88,000 SF library effectively linking together library, computer, and media labs to successfully integrate these functions for students. The library currently has holdings of approximately 320,000 volumes, 90,000 AV items, and 17,000+ electronic and print journals, many available from a wide range of electronic databases accessible over the web. Though not absolutely necessary for Northwest accreditation, nonetheless, these holdings certainly conform highly to standards set by the Association of College and Research Libraries (ACRL). The \$3.5 million dollar budget (\$1.1 million for media services) is solid and should support collections (\$290,000 for monographs and \$347,000 for journals in 2007-08) and services into the future.

The library utilizes the Summit system of the Orbis/Cascade Alliance, a powerful consortium of thirty-seven Oregon and Washington public and private colleges and universities. The consortium delivers materials rapidly between schools in one to three working days, and the ILLiad system moves articles electronically into requestor's email accounts in the same time. Student cards are valid at all member libraries. Evergreen employs its own courier to deliver materials to the Tacoma campus, and will mail materials to the various reservation sites it serves.

Standard 5.B - Information Resources and Services

Evergreen requires rotation between its six faculty librarians and the teaching faculty. This unique model allows the librarians to intertwine much more tightly with regular faculty than normally. Regular faculty expertise can be used for collection development and integrating library services with classroom teaching. The challenge is training, particularly when non-librarian faculty perform librarian functions, such as in reference and research instruction.

A stand-alone for-credit class is taught in the Evening and Weekend Studies curriculum. One-time workshops designed to engage particular classes and projects are the most common format. Over 300 workshops are given each year. Because librarians rotate to the regular faculty and team-teach programs with regular faculty, more opportunity is created to teach information literacy within various curricula. Sixty percent of First-Year core programs receive information literacy training as part of the program.

Academic Computing conducts regular workshops in software applications, doubling the number of sessions since 2000. Lynda.com and a growing computing wiki evidence online learning capabilities as well as face-to-face. Media Services conducts numerous required training sessions called proficiencies, and formal instruction sessions have also doubled. The Media staff

includes artists, professionals, and faculty who teach photography, electronic music, Web design, animation, film editing, and digital imaging as adjuncts. This inter-linking between the support sector and the teaching sector adds depth and richness to student learning. Faculty express satisfaction with both hardware upgrades and software support.

The Summit system of the Orbis/Cascade Consortium includes a federated catalog offering single-search access to the member collections. In addition, the WorldCat database offers bibliographic access to over 48,000,000 records, identifying quickly a rich array of materials cataloged into the national OCLC database. The Washington Cooperative Library Project (CLP) provides state funds for automation system support, and conducts negotiations to reduce journal costs.

Standard 5.C - Facilities and Access

The Library remodel consolidated the Information Technology Wing, substantially connecting the Library, Computer Center, and the Media Center. Wireless access is available throughout most of campus, though some work remains for a few areas. The library has ample and available space for both single and group studying. The library is open approximately 85 hours per week, seven days a week, providing generous access for students.

Rapid developments in networked information technology have blurred lines between general and specialized technology labs. The main Computer Center hosts PCs with specialized software such as ArcGIS and Mathematica. The Computer Applications Lab (CAL) hosts common graphic software such as Photoshop, Illustrator, SPSS, and Excel. Special library computers also provide GIS, Dreamweaver, Photoshop, assistive/adaptive technology, and scanning. The Sound and Image Library (SAIL) provides digital imaging and multimedia facilities.

The Center for Creative and Applied Media (CCAM) will add videoconferencing and studio capabilities to a media center already offering digital media, video editing, a photography lab, and a variety of media checkout including laptops, digital cameras, projectors, and sound recorders.

Standard 5.D - Personnel and Management

Evergreen library professionals and staffing per FTE is slightly better than other four-year Washington schools but slightly worse than their peer public liberal arts colleges. In addition, the balance of professional librarians to paraprofessional staff is heavy on the staff side. Further, as librarians rotate into the full-time curriculum, they leave behind reference, management, and collection development responsibilities. Full-time teaching faculty rotate into the library with no professional library experience or training. Faculty learn to integrate library research into their own course work, and librarians are far more integrated than normal with the teaching faculty.

Librarians have nine-month contracts and several are absent during the summer months. The policy of constant rotation means that the librarians, whose roles require substantial attention to teaching and governance outside the library, must depend upon library staff as managers of major services and function. Evergreen's somewhat unique teaching rotations demand more

attention from librarians. Equal attention should be given that paraprofessionals are fully supported in their levels of responsibility.

Library expenditures per FTE are comparable compared to peer institutions. The high figure on paper includes a broad mandate for media services beyond those of its peers. IT support as a percentage of E&G is 6.7%, again comparable to peers. An Annual Equipment fund provides 3 to 4-year upgrades and replacement for computers across campus. Evergreen appears to give substantial attention to library and information technology needs even when technology is a constantly changing arena with high budgetary demand.

Standard 5.E - Planning and Evaluation

Student usage statistics are high at Evergreen. Students borrow an average of 32 items per FTE, compared to 24 items at peer institutions. Interlibrary loan borrowing is equally high, usually demonstrating an aggressive need for materials for particular research projects. User satisfaction surveys are very favorable to Library and Media Services. Evergreen does End-of-Program and the Evergreen Student Experience Surveys (ESES) on a regular basis to gather feedback for improvement. Seventy per cent of students and ninety per cent of programs reported required Information Technology Literacy (ITL) in their classes. Half of the students reported using presentation technologies in their courses.

The Dean of Library and Media Services meets weekly with the Academic Budget Group (with the Provost, the Associate VP for Budget and Planning, the Academic Dean of Budget), and the Academic Deans. This supplies ample forums for communication with the rest of the Academic administration.

Commendations and Concerns

The Evaluation Committee commends the institution for providing all students with equal access to all software, labs, and equipment on campus, regardless of status or current programs. Training is required to insure basic proficiencies, but access is guaranteed and encouraged. Students have a much higher use of media and technology in classroom presentations as a result.

The Committee suggests that some thought should be given to consolidation of computing services so as to avoid confusion for students. An additional concern is that library policies should be consolidated and posted clearly on the library webpage.

STANDARD SIX - GOVERNANCE AND ADMINISTRATION

Standard 6.A - Governance System

The Governance system of The Evergreen State College is clearly defined with the Board of Trustees appointed by the governor, confirmed by the state senate, and given statutory power to operate the college. Board policies are clear and available and appropriately delegate and define responsibilities of the President. Roles for administrators, faculty, staff and students are also well defined, and the required student member of the Board of Trustees, also appointed by the governor through the same process as other Trustees, assures a strong role for student voice.

The many collaborative structures through which the Evergreen community defines its goals and policies are remarkable for their thoroughness and seriousness. For example, the use of the Disappearing Task Force has been refined to a high level of accomplishment at Evergreen. DTFs are broad based and review a wide range of issues. They represent a major commitment of the campus to collaborative governance, and they support the mission of the institution well.

Standard 6.B - Governing Board

The Board of Trustees has clear policies and procedures, which it reviews and regularly revises. Its annual retreat and its annual evaluation of the President assure that it maintains a high level of accuracy and involvement. The Board has taken special care in the delegation of authority to the President and the defining of roles for all constituencies. It follows the state's Open Public Meetings law and makes its work transparent to the community. It also welcomes representatives from the community, including faculty, staff, alumni and student representatives.

The Board is especially conscientious about supporting the mission of the college, acting within the bounds of the Evergreen Social Contract in their work with the campus, and helping to articulate the unique values and practices of the institution to a variety of constituencies. Board members take their fiscal responsibilities quite seriously and carefully consider issues such as tuition setting and faculty compensation. They also are to be commended for their wise resolve to emphasize "strategic leadership more than administrative detail."

As with other segments of the institution, the Board is likely to experience a period of turnover in the next few years, and it will be important to recruit and orient the next Board members thoughtfully so that they can help to guide the college through these years of rapid change.

Standard 6.C - Leadership and Management

The leadership team of senior officers at Evergreen clearly works well together and understands both their roles and the mission of the college well. They are highly qualified and represent a continuing record of service to the institution. Under the leadership of President Purce, they work with a complex governance landscape that includes a highly collaborative faculty and the state legislature. They manage the process of governance in a timely fashion and try to provide good communication with all constituencies.

Given the complexity of the governance landscape, sometimes there are misunderstandings. Sometimes committees are formed to bring clarity and not necessarily action; sometimes the work of a DTF does not make clear who will be responsible for implementation; sometimes the reason for a decision is not communicated back to the community. Clarity of communication is an important aspect of Evergreen governance that needs careful maintenance.

Standard 6.D - Faculty Role in Governance
Standard 6.E - Student Role in Governance

The roles of faculty and students in governance are undergoing a period of substantial change at Evergreen. It is essential that the college work carefully during this time of change to maintain a governance structure and practice that remains participatory and supports the strong sense of community so important to the campus.

The 2002 DTF on faculty governance provided a final report that recognized that there were multiple understandings of shared governance on campus. Given that there are significant changes underway in various constituencies on campus at this moment, sustained and thoughtful college-wide work on governance seems necessary.

In October 2006, the Evergreen faculty voted to unionize, establishing the United Faculty of Evergreen as their collective bargaining body. Negotiations toward a first collective bargaining agreement were still ongoing as the Evaluation Committee visited the campus. Revisions of the Faculty Handbook and of the governance structure and policies will likely be necessary as this agreement is concluded. Every effort should be made to sustain a pattern of shared governance supportive of the college's mission and values as this new union is established.

Likewise, the student governance structure is undergoing change. In spring 2006, Evergreen students voted to form a student government association, the Geoduck Student Union. The GSU was recognized by the Board of Trustees and has elected student representatives. This is the first recognized student government at Evergreen, and the GSU has generated a great deal of excitement and attention. Given the Evergreen dedication to student autonomy and choice, it seems that the GSU should thrive with careful guidance on governance for the rest of the community and with proper support in developing its own agenda.

Policy 6.1 - Affirmative Action and Nondiscrimination

The Evergreen State College is committed to equal opportunity and operates with an affirmative action plan. The institution is working to build a diverse faculty and staff, and the Board of Trustees has adopted a strong diversity statement. The Human Resources office regularly collects appropriate data on searches as they are conducted. The college complies with all elements of Policy 6.1.

Policy 6.2 - Collective Bargaining

As stated in Policy 6.2, the Commission takes no position on collective bargaining agreements and does not encourage or discourage them. However, given the recent entry of collective bargaining units to the Evergreen Campus, the Evaluation Committee urges the college to review Policy 6.2 and to continue to assess the impact of such agreements on the quality and effectiveness of the institution.

Commendations and Concerns

Faculty, staff and students of the institution are commended for the practice of shared and collaborative governance; and the Board of Trustees is commended for their staunch devotion to the college and its mission. Concerns include the need for thorough and careful work on governance in a time of change, and the need for analysis and thoughtful adaptation as new collective bargaining structures emerge.

STANDARD SEVEN - FINANCE

Standard 7.A - Financial Planning

The evidence demonstrates that financial planning and budgeting are ongoing, realistic, and based upon the mission and goals of the institution. As part of the state of Washington system of higher education coordinated by the Higher Education Coordinating Board, a Board of Trustees appointed by the Governor is vested with the power to conduct the business of Evergreen. The trustees who met with members of the evaluation team had a very clear understanding of the mission and unique culture of Evergreen and were very knowledgeable of the operations and current issues of the College. The Board of Trustees has approved the strategic plan, master plan, biennial operation and budget request, the annual budget, and all debt.

Both the strategic plan and an impressive and aggressive master plan have been updated in recent years. The evidence demonstrated that institutional financial planning is tied to the strategic plan and all major budget decisions are reviewed against the strategic plan. The college is on the state two-year budget cycle and prepares budget requests based on expected enrollment levels. The college also has a ten-year capital construction plan that is updated every two years. The new master plan will guide the capital planning process along with a strong sustainability agenda.

Legislative and Budget 101 documents, which were shared widely on campus and are on the campus web site, explain the “how to” for developing the budget. The president’s biennial operating and capital budget requests are also available on the Web. The approved budget is published and monitored each year with quarterly financial information reviewed by the Board of Trustees. Discussions about the budget process defined a participatory strategically guided process. However, since this is an implemental budget, the larger discussion is actually around additional funds that can be used for institutional priorities.

Debt is reviewed and carefully controlled. Currently the college has one revenue bond issued in 2006 based on auxiliary housing revenue. The financial reports show there is currently an appropriate and sufficient revenue stream for the repayment of both this bond and the capital leases with the state treasurer’s office.

Standard 7.B - Adequacy of Financial Resources

The college currently has a stable funding base of state appropriations and tuition revenue and the financial statements demonstrate a five-year history of relative financial stability. Evergreen continues to be and will remain financially challenged by trends and mandates in both public financing for higher education and the current economic environment. The college’s state

operating support per student has increased 19% and the state share of operating dollars has been in the range of 36% to 39% the last five years. The legislature establishes budgeted enrollment levels and controls maximum allowable resident tuition increases. The college continues to face funding challenges as the state appropriations currently do not fund inflation and continue to be stretched to balance all the service sectors of the state. The college works to maintain a stable number of non-resident students through careful pricing and tuition discounting to maintain an important revenue stream. The institution has received additional state funding for specific programs such as the Evening and Weekend Studies. The college receives grant funds, auxiliary funds, local dedicated funds, and funds available through fund raising efforts of the Foundation in addition to tuition and state appropriation.

The institution demonstrates support for all its offerings through the budget and reallocation processes with the goal to protect academic programs and support educational goals in the strategic plan. These processes establish a comprehensive practice for decision-making concerning financial resources including practices on mandatory and non-mandatory transfers among funds. Financial aid planning is evident. The evaluation team recognizes the implementation of improved administrative software and better-integrated financial services.

The college maintains several reserves dedicated to meet fluctuations in operating revenue and expenses. During the last five years the college has made measured progress on building reserves and setting aside budget for strategic initiatives. The college has carried forward divisional operating reserves in each of the past several years, which are used for one-time or temporary requests. The college has also achieved funding to plan and implement goals in the strategic plan by not allocating 100% of the operating budget each year. The college has developed a rainy day fund from miscellaneous local income that is for emergency use only. The development and increase in the reserves has been laudable and helps ensure adequacy of financial resources but there is some tension around balancing this with providing sufficient funding in the academic programs operating (supplies & travel) budgets.

Evergreen has taken steps to significantly improve auxiliary services profitability in almost all operating centers during the last five years. In total auxiliaries is a self-supporting operation and has developed an operating reserve in housing. The college is not dependent on auxiliaries to balance education and general operations and the auxiliaries are not dependent on education and general operations. Auxiliaries are an important service to the students of Evergreen especially in light of its physical location. Auxiliary management, as stated in the self-study, is also cognizant when raising fees of the balance between increasing revenue streams and the cost of attendance for students. The managers of these service operations have improved revenue significantly, balanced the budget, and are well aware of the issues that still need to be addressed. The college must continue to keep a close eye on both revenues and expenses in auxiliary operations and begin developing continuing maintenance plans for auxiliary services.

Salaries at the Evergreen State College continue to be a significant challenge across all constituencies. Progress on this issue is critical to the College's ability to recruit and retain high quality faculty and staff. The college places a high priority on the issue but continues to be restrained by budget realities. Due to the gap with peer salaries it will take a strong plan and may take several biennia to make significant progress. Some progress has been made over the

last five years through general state cost of living raises. The classified staff union negotiates in a coalition with community colleges directly with the state. The faculty has unionized and is currently negotiating the first collective bargaining agreement that will be a key component of the institutional plan. Kudos should be given to all the members of the Disappearing Task Force on the exempt staff compensation plan. A thoughtful plan, which included a market component, was developed and implemented in September 2008. It will be important for the institution to continue to budget and fund the new exempt compensation plan to meet the salary goals as possible; especially in relation to funding of contracts negotiated by the faculty and staff unions each year. Despite this situation, the enthusiasm and dedication to the mission and goals of Evergreen of the highly skilled and competent employees was in strong evidence during the visit.

The review showed evidence of adequate resources to support the programs and services of Evergreen currently and that the commitment of those resources reflects the mission and priorities of the institution.

Standard 7.C - Financial Management

Exhibits reviewed and discussions with key financial administrators and staff verified the assertion of the self-study that the organization, management, and systems ensure the integrity of the institutional finances, internal controls, and provide a basis for sound financial decision-making. The Vice President for Finance and Administration has been at the college for four years and has developed a well-qualified team. The culture of Evergreen itself involves a great deal of communication and collaboration between all divisions and according to the Vice President this aspect is working well.

The current financial management has been conservative in budget and spending structures and routines, which has provided a stable platform over the last five years. This conservatism will help with expected state budget challenges in the future.

The president and vice president provide quarterly reports to the Board and the Board reviews all audits. The college is audited by the State's Auditor's office. A review of audits showed no findings and the one issue in a management letter has been addressed. The hiring of an internal auditor has been a good addition to the college improving internal controls and procedures. This qualified professional reports directly to the President and meets regularly with the Board, Vice President, and Director of Business Services to discuss results and recommendations of internal audits. Each division has a professional in the role of budget coordinator who meets regularly with the Executive Director of Operational Planning and Budget and quarterly with the Vice Presidents to represent the budget concerns of their division and to discuss the overall college budget.

Throughout the visit the need for moving forward with purchasing and implementing a human resource system was a reoccurring theme. This would provide efficiencies throughout the institution and is an important goal to accomplish.

Standard 7.D - Fundraising & Development

Since the review in 2004 by The Collins Group, there has been substantial growth and good work in the Advancement division including fundraising, marketing, web, and alumni development. With the support of the president, additional staff and a Vice President with a clear understanding of Evergreen's unique mission and goals the Advancement division has made fast and remarkable advances. The Evergreen State College Foundation received a \$1 million grant from the Bill & Melinda Gates Foundation to help in building its fundraising program. The college also provided new resources to the Advancement area through the internal budget process. The Board of Governors did intensive work to strengthen its understanding of fundraising, reviewed related policies and reorganized committee structure to help with this institutional priority. As state budgets shrink, private donations become a more critical revenue source to meet the goals of the college.

The big news is the significant increase in fundraising and in the Foundation endowment. A three-year plan was developed for the Evergreen Annual Fund program. In 2006, the first year, there was a 30% increase in annual giving with an additional 10% increase in the second year. From 1997 to 2007 the Foundation endowment has increased 227% and the college endowment has increased 168%. An agreement with the University of Washington Foundation to pool Evergreen's endowments with the UW Consolidated Endowment fund has dramatically increased the earnings to the Foundation and the college.

The evidence showed that each part of Standard 7.D was met. There are appropriate policies, management practices, and the required quid pro quo agreement between the college and the foundation as required by the state of Washington.

Commendations and Concerns

The Evaluation Committee commends the institution for its good work in building budgetary reserves, and commends the advancement staff for their work in fundraising and development over the last five years. A concern is that salaries at the college remain a significant challenge over all constituencies.

STANDARD EIGHT – PHYSICAL RESOURCES

Standard 8.A - Instructional and Support Facilities

One of the success stories at Evergreen State College over the last ten years is the significant investment in its physical resources to meet the needs of students, faculty and staff in support of their teaching and learning experiences. The Washington State Legislature, in collaboration with the governor based on budget requests developed on the campus, has made a cumulative investment of over \$110 million to build new facilities and renovate campus buildings. This funding has resulted in significant improvements in having sufficient physical resources to achieve the institutions' mission and goals.

Adding a new instructional building of 198,775 square feet was a key project during this time and was the first major new academic facility constructed at the college since the 1970s. The

new Seminar II facility was also the first building at a higher education facility in Washington to achieve a LEED Gold Certificate. Through Evergreen's participatory and collaborative process, teaching spaces were designed to meet the current needs of the faculty and students.

Another major project was the renovation of the Daniel J. Evans Library. At 350,000 square feet this is the largest facility on campus. The first phase provided better integration of the Library, Academic Computing, and Media Services. Between this project and the new building forty-nine media and computer-capable classrooms were created. The college is currently completing phase two of this project that will centralize administrative and student services.

During this same time the college began a systematic renovation of the Lab I and Lab II buildings to modernize laboratory space to meet the changing needs of the curriculum. These state of the art labs support the sciences and interdisciplinary programs and were designed through significant collaboration with academics.

The state has also provided over \$33 million in deferred maintenance funding to begin to address a backload of work on the campus including roofs, data network infrastructure, roads, etc.

The college and Evergreen students have also provided funding for facility improvements. The college and students funded a renovation and expansion to the Childcare Center. The students have approved a fee to participate in state bonding through a Certificate of Participation (COP) to begin major renovation work on the College Activities Building. A small concern was raised about the reality of acquiring the bond for the construction in the current economic environment. The College also issued a \$7.5 million dollar revenue bond for Residential and Dining Services to repair roofs, purchase kitchen equipment, update fire alarms and install sprinklers in the housing units.

The college has been very successful at managing all these projects while staying on top of the normal maintenance load. The facilities and grounds are well maintained and managed. Currently there are sufficient custodians working in two shifts. It was evident during the visit from both observation and comments that sufficient physical resources are available and maintained to support the mission and goals of the college.

Standard 8.B - Equipment and Materials

The Evaluation Committee agrees with the College's conclusion that it has equipment in sufficient quantity and quality to fulfill its educational goals. Through the commitment of the college, all of the facilities are furnished and equipped adequately for the specific purpose of the facility. Each of the new projects has included equipment and furnishings. The strategic plan specifically addresses this standard and the financial plan provides \$250,000 dollars a year to update and provide new educational equipment. There is an allocation process in place for these funds. The college maintains appropriate equipment inventories and the college funds appropriate staff to maintain the technology provided across campus.

The college is in compliance with all regulations regarding the disposal of hazardous materials and has made a concentrated effort to reduce hazardous material on campus. Through this effort

the amount of hazardous waste disposal has dropped from 6,500 pounds per year to 2,300 pounds.

Standard 8.C - Physical Resource Planning

The college deserves praise for the significant work and success in this area. The college's newly updated Master Plan and the ten-year state capital budget plan serve as the cornerstone of physical resource planning. Both of these plans are firmly tied to the campus strategic plan.

The updated campus master plan was developed to be consistent with the college's mission and was a highly participatory process of many stakeholders. One of the main features of the plan was integrating sustainability as a key component of the plan. This plan is emerging as a model for integrating sustainability into master plans. The Board of Trustees approved the updated master plan.

Universal access and safety are goals of the campus. The college has allocated funds from the minor works program for the last four years to address these issues. Access and safety are considered in the design of all renovation and new projects.

The college has several more renovation projects in the queue for the ten-year building plan and has expressed some concern over continued state funding of capital projects to Evergreen at the same level as in the last decade. The ongoing need for continued state capital funding will be a challenge in the coming years that will need to remain a college priority.

Commendations and Concerns

With the help of the state, the college has made significant progress during the last ten years in providing appropriate physical resources and in facilities planning. The state, Board of Trustees, faculty, staff and contractors should be commended for the hard work, the extremely collaborative process in space design, and the focus on sustainability.

STANDARD NINE - INSTITUTIONAL INTEGRITY

The Evergreen State College adheres to the highest ethical standards in management and operations, its policies and procedures, and its representation of self to various audiences. As a state institution, it is bound by applicable state laws concerning ethics, open meetings, and public records. These laws are also implemented in college policies, which are reviewed by an internal auditor appointed in 2005. Compliance with state and campus ethics policies ensure that conflicts of interest are monitored and prevented.

Continued turnover of faculty and staff has recently made it more apparent that policies and practices must be well documented. The new collective bargaining environment also makes it increasingly important to document college policies and procedures. A comprehensive review of policies has been undertaken by a policy coordinator and an interdivisional Policy Coordinating Committee. It is crucial that the work of the review be completed effectively in the coming months.

The college has taken significant steps to improve the online catalog so that information on the curriculum is accurate and up to date. The campus clearly makes a concerted effort to keep Admissions documents, catalogs, and other publications clear and accurate, working with faculty and academic administrators to make them current. Significant efforts are made to represent the college clearly and effectively to state policy makers and the local community.

The college's Social Contract is well understood on campus and is presented in a clear and effective fashion in documents and web sites. The Social Contract identifies core ethical values of the community and provides a strong statement on academic freedom. It is important to note that Evergreen's administrators and faculty have been effective spokespersons for academic freedom both on and off campus. Taking guidance from AAUP policies on academic freedom, the college has developed a strong ethical stance on freedom and responsibility as essential conditions for learning. The college provides strong evidence of compliance with Policy 9.1 - Policy on Institutional Integrity.

To maintain its strong practice of institutional integrity, it is crucial that Evergreen continue the important work of a comprehensive review and revision of college policies as the new realities of faculty and staff turnover, external challenges, and collective bargaining agreements exert pressure on the institution.

Commendations and Recommendations

Commendations:

1. The Evaluation Committee commends the students, faculty, and staff of The Evergreen State College for the innovative structure and effectiveness of its educational programs and for the resultant inspiring degree to which the College's students reflect institutional values focused on engaged inquiry, active learning, and community service.
2. The Evaluation Committee commends The Evergreen State College faculty and staff for their student-centered approach to learning, which provides broad access to campus resources and grants autonomy for students to direct their educational experience. This philosophy is broadly understood and enthusiastically embraced by the entire College community.
3. The Evaluation Committee commends The Evergreen State College for its significant investment in physical resources to meet the needs of students, faculty and staff in support of their teaching and learning experiences. The innovative hard work, the extremely collaborative process in planning and design of space, and the focus on sustainability is one of the success stories at the College over the last ten years.
4. The Evaluation Committee commends the students, faculty, and staff of The Evergreen State College's Tacoma Program and their collective commitment to extending educational opportunity and service to communities and students beyond the Olympia

campus. The program's guiding philosophy - "enter to learn, depart to serve" - represents the highest ideals of community-based education and service.

5. The Evaluation Committee commends the faculty and staff of The Evergreen State College's nationally recognized Master in Teaching program, the Evergreen Center for Educational Improvement, and the Master of Education program for the careful consideration, long-term vision, and commitment to translating theory into practice. Their efforts have created unique and powerful synergies among the triad, capably brought to bear on teacher preparation issues of both state and national significance.
6. The Evaluation Committee commends the Washington Center for Improving the Quality of Undergraduate Education as a national leader in the teaching, learning and assessment of interdisciplinary pedagogies. The Center's focus on the intentional design of integrative learning and its approach to faculty development embody the Evergreen principles of collaborative learning and a commitment to educational equity. The Center mentors campuses across the country in designing integrative approaches that support the academic achievement of all students. The Center grounds this work in the use of data on student engagement, the qualitative analysis of student work, and the cross-fertilizing of effective practices from campuses across the country.
7. The Evaluation Committee commends the Writing Center and the Quantitative and Symbolic Reasoning Center (QuaSR) at The Evergreen State College for providing two student tutoring services of exceptional quality. The centers support learning for the entire campus from their library home or in any location for a program or workshop that is requested by the faculty or others. A commended goal of the Writing Center is to give voice to a student in any setting from a program assignment to a self-evaluation. A commended goal of QuaSR is to encourage students and faculty to utilize mathematics in a variety of settings with clarity and confidence. Both centers contribute broadly to the intellectual lives of Evergreen students.
8. The Evaluation Committee commends The Evergreen State College for its support of programs and centers providing access to quality education, research and support for tribal work for the Native American populations of the Pacific Northwest and the nation. This commendation is extended to include the "House of Welcome" Longhouse Education and Cultural Center, the Evergreen Center for Educational Improvement, the Northwest Indian Applied Research Institute (NIARI), the Reservation-Based Community-Determined Program, the Master of Public Administration concentration in Tribal Governance, and the Native American and World Indigenous Peoples Studies (NAWIPS) Program.

Recommendations:

1. The Evaluation Committee recommends that The Evergreen State College develop a more streamlined, systematic method of collecting curricular and co-curricular assessment data. Attention to analysis, storage, and wide sharing of the data will better inform the College's teaching, learning and program-planning practices. Though the

College has demonstrated advances in assessment and has collected large amounts of valuable information, it would benefit from more clarity and greater accessibility of this information. (Policy 2.2 Educational Assessment)

2. The Evaluation Committee recommends that The Evergreen State College strengthen the teaching and documentation of the natural sciences, mathematics, and fine arts as parts of a substantial and coherent program of general education. The College has made progress in the documentation of general education since the previous accreditation visit and has implemented a program entitled “The Six Expectations of an Evergreen Graduate.” General education is well documented specifically in the humanities and social sciences and in critical thinking, writing and speaking. Though some progress has occurred in fine arts, science and math, more focused teaching and clearly embedded curriculum is required to fulfill these areas. (Policy 2.1 General Education/Related Instruction Requirements)
3. The Evaluation Committee recommends that The Evergreen State College work carefully to assess its shared governance structures as it responds to the changing conditions identified in the self-study: growth, workload and compensation, succession, and complexity. The College should strive to retain and strengthen cooperative working relationships, coordination across units, and open communication and goal attainment. In the future it will be important to address the impact of collective bargaining on the quality and effectiveness of the institution. (Standard 6.C.6, Policy 6.2 Collective Bargaining)