the
evergreen
state
college
olympia, washington

Year Three Self-Evaluation Report

Submitted to the
Northwest Commission on
Colleges and Universities

September 1, 2013

www.evergreen.edu

CONTENTS

[Chapters Three, Four, and Five: Planning, Assessment and Improvement, Mission Fulfillment…Coming in 2015-2017]

Coding key for evidence in transcripts that students met the Expectations of an Evergreen Graduate

Institutional Overview

The Evergreen State College in Olympia, Washington is a public liberal arts college, nationally acclaimed for its interdisciplinary focus. The college maintains many of the vital and distinctive practices that have been its hallmarks since it opened its doors in 1971: a dynamic curriculum characterized by half- and full-time, team-taught interdisciplinary studies; learning communities; narrative evaluations of student work instead of grades; no faculty rank or disciplinary departments; inclusive governance structures and academic deans who rotate from and return to the faculty; and a teaching and learning culture where students engage with and take responsibility for their own work. In its strategic planning, the college has particularly intensified its work around two longstanding global concerns—diversity and sustainability—endeavoring to reflect these preeminent interests in its curriculum, teaching practices, hiring, recruitment and daily operations.

Evergreen offers interdisciplinary bachelor of arts and bachelor of science degrees without stipulation of subject majors.[1] The Olympia campus offers an undergraduate curriculum[2], with full-time academic programs offered during the day and half-time academic programs and courses taught through the Evening and Weekend Studies curriculum. These offerings are complemented by an upper-division Tacoma Program,[3] an upper-division Reservation-Based Community-Determined program[4] serving Native American communities, and an upper-division evening and weekend program in Grays Harbor.[5] In addition, Evergreen offers three graduate programs (Master of Environmental Studies,[6] Master in Teaching,[7] and Master of Public Administration, with Public & Nonprofit, Public Policy, and Tribal Governance concentrations[8]), and four public service centers (The Longhouse Education and Cultural Center,[9] the Center for Community-Based Learning and Action,[10] the Washington Center for Improving the Quality of Undergraduate Education,[11] and the Washington State Institute for Public Policy[12]).

Evergreen's unique approach to the liberal arts is articulated in the Five Foci[13] describing an undergraduate education and the Six Expectations of an Evergreen Graduate[14] (which articulates

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[1] http://www.evergreen.edu/advising/degrees.htm
[2] http://www.evergreen.edu/catalog/2013-14/index.htm
[3] http://www.evergreen.edu/tacoma/home.htm
[4] http://www.evergreen.edu/catalog/2013-14/reservationbased
[5] http://www.evergreen.edu/catalog/2013-14/graysharbor
[6] http://www.evergreen.edu/mes/
[7] http://www.evergreen.edu/mit/
[8] http://www.evergreen.edu/mpa/
[9] http://www.evergreen.edu/longhouse/home.htm
[10] http://www.evergreen.edu/communitybasedlearning/
[11] http://www.evergreen.edu/washingtoncenter/
[12] http://www.wsipp.wa.gov/
[13] http://www.evergreen.edu/about/fivefoci.htm
[14] **Six Expectations of an Evergreen Graduate:** Articulate and assume responsibility for your own work. Participate collaboratively and responsibly in our diverse society. Communicate creatively and effectively. Demonstrate integrative, independent, critical thinking. Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines. As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning. http://www.evergreen.edu/about/expectations.htm

the general education expectations for Evergreen students). These values continue to shape teaching, learning and college operations. The core principles expressed in the foci—interdisciplinary studies, collaborative learning, learning across significant differences, student engagement and linking theory with practice—are widely known and shared across the institution.

Together with the Six Expectations, and building on campus-wide input from the college's 2007 Strategic Plan Update, these principles guided an updated articulation of the Evergreen mission in early 2011 and the development of the core themes, objectives and indicators explained in Chapter One of this report. Emanating from the mission, the core themes reflect the interdisciplinary nature of the college itself, highlighting and reinforcing interdependence across fields of study, administrative divisions and strategic priorities. Together, these tools—mission statement, core themes, objectives, indicators—provide a clearer articulation of the linkage between aspiration and accomplishment.

Basic Institutional Data

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: The Evergreen State College

Address: 2700 Evergreen Pkwy NW

City, State, ZIP: Olympia, WA 98505

Degree Levels Offered: ☐ Doctorate ☒ Masters ☒ Baccalaureate ☐ Associate ☐ Other

 If part of a multi-institution system, name of system: N/A

Type of Institution: ☒ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based
☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal
☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term
☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
None			

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: undergraduate FTE = 15 quarter credits, graduate FTE = 10 quarter credits; includes state-support and fee-waiver enrollments, but excludes 2-year/4-year partnership program at UCNPS which is not attributable to Evergreen's FTE.)
Official Fall 2012 (most recent year) FTE Student Enrollments

Classification	Current Year	One Year Prior	Two Years Prior

3

	Dates: Fall 2012	Dates: Fall 2011	Dates: Fall 2010
Undergraduate	4218.7	4484.9	4456.0
Graduate	325.8	337.1	339.8
Professional	N/A	N/A	N/A
Unclassified	N/A	N/A	N/A
Total all levels	4544.5	4822.0	4795.8

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall __2012____(most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2012	One Year Prior Dates: Fall 2011	Two Years Prior Dates: Fall 2010
Undergraduate	4193	4467	4489
Graduate	316	327	344
Professional	N/A	N/A	N/A
Unclassified	N/A	N/A	N/A
Total all levels	4509	4794	4833

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Special ist	Doctorate
Professor	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Associate Professor	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Assistant Professor	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Instructor	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Lecturer and Teaching Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Research Staff and Research Assistant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Undesignated Rank	176	64	0	0	3	45	0	128

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff.
Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	N/A	N/A
Associate Professor	N/A	N/A
Assistant Professor	N/A	N/A
Instructor	N/A	N/A
Lecturer and Teaching Assistant	N/A	N/A
Research Staff and Research Assistant	N/A	N/A
Undesignated Rank	64,396	13.6

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

NOTE: The Financial Information requested in the "Basic Institutional Data Form" for the Year Three Report is not available in the format shown. The College's financial statements are prepared and audited in accordance with the Governmental Accounting Standards Board (GASB) Statement No. 34, Basic Financial Statements.

Included below are the College's basic financial statements for the years ending June 30, 2010, 2011 and 2012.

The Evergreen State College
Statements of Revenues, Expenses and Changes in Net Assets
for the Years Ended June 30, 2010 and 2009

	2010	2009
Operating Revenues		
Student tuition and fees	$ 42,898,816	$ 39,595,520
Less scholarship discounts and allowances	(11,110,649)	(8,167,446)
Auxiliary enterprise sales, net	8,809,755	8,953,533
State and local grants and contracts	7,960,729	7,077,178
Federal grants and contracts	4,688,789	3,549,019
Nongovernmental grants and contracts	2,970,224	2,445,928
Other operating revenue	1,149,426	832,657
Sales and services of educational activities	752,840	667,682
Interest on loans to students	71,572	66,528
Total operating revenue	58,191,502	55,020,599
Operating Expenses		
Salaries and wages	43,924,504	44,118,105
Benefits	13,243,440	11,692,330
Scholarships and fellowships	12,597,874	10,315,942
Supplies and materials	9,355,208	12,856,644
Depreciation	6,736,214	5,640,482
Purchased services	4,975,727	5,479,079
Utilities	2,806,432	3,379,381
Total operating expenses	93,639,399	93,481,963
Operating loss	(35,447,897)	(38,461,364)
Non-Operating Revenues (Expenses)		
State appropriations	25,605,000	30,665,000
Federal Pell grant revenue	7,884,264	5,486,663
Investment income, gains and losses	2,773,726	3,663,261
Interest on indebtedness	(923,860)	(345,955)
Net non-operating revenues	35,339,130	39,468,969
Income (loss) before other revenues, expenses, gains or losses	(108,767)	1,007,605
Capital appropriations	6,025,548	12,944,828
Increase in net assets	5,916,781	13,952,433
Net Assets		
Net assets, beginning of year	184,220,188	170,267,755
Net assets, end of year	$ 190,136,969	$ 184,220,188

6

The Evergreen State College Foundation
Statements of Financial Position
June 30, 2010 and 2009

	2010	2009
CURRENT ASSETS		
Cash and Cash Equivalents	$ 743,286	$ 1,019,809
Unconditional promises to give, current	244,670	306,812
Other receivables (due from College)	28,239	-
Total Current Assets	**1,016,195**	**1,326,621**
OTHER ASSETS		
Investments	5,686,553	5,326,053
Long-term unconditional promises to give, net	222,100	175,833
Total Other Assets	**5,908,653**	**5,501,886**
Total Assets	**$ 6,924,848**	**$ 6,828,507**
CURRENT LIABILITIES		
Accounts Payable	$ 2,323	$ 13,252
Payable to College	-	300,345
Payable to employees	2,499	-
Total Current Liabilities	**4,822**	**313,597**
ANNUITY PAYMENT LIABILITY	**14,383**	**38,521**
Total Liabilities	**19,205**	**352,118**
NET ASSETS		
Unrestricted	1,138,182	1,098,643
Temporarily Restricted	2,672,992	2,654,954
Permanently Restricted	3,094,469	2,722,792
Total Net Assets	**6,905,643**	**6,476,389**
Total Liabilities and Net Assets	**$ 6,924,848**	**$ 6,828,507**

The Evergreen State College
Statements of Revenues, Expenses and Changes in Net Assets
for the Years Ended June 30, 2011 and 2010

	2011	2010
Operating Revenues		
Student tuition and fees	$ 45,574,781	$ 42,898,816
Less scholarship discounts and allowances	(12,151,383)	(11,110,649)
Auxiliary enterprise sales, net	9,476,290	8,809,755
State and local grants and contracts	8,609,325	7,960,729
Federal grants and contracts	4,738,167	4,688,789
Nongovernmental grants and contracts	2,942,675	2,970,224
Other operating revenue	925,276	1,149,426
Sales and services of educational activities	829,080	752,840
Interest on loans to students	71,720	71,572
Total operating revenue	61,015,931	58,191,502
Operating Expenses		
Salaries and wages	44,223,477	43,924,504
Benefits	14,740,036	13,243,440
Scholarships and fellowships	13,128,088	12,597,874
Supplies and materials	11,599,003	9,355,208
Depreciation	7,164,716	6,736,214
Purchased services	5,021,644	4,975,727
Utilities	2,776,381	2,806,432
Total operating expenses	98,653,345	93,639,399
Operating loss	(37,637,414)	(35,447,897)
Non-Operating Revenues (Expenses)		
State appropriations	20,420,000	25,605,000
Federal Pell grant revenue	8,683,299	7,884,264
Investment income, gains and losses	3,654,147	2,773,726
Interest on indebtedness	(823,478)	(923,860)
Net non-operating revenues	31,933,968	35,339,130
Loss before other revenues, expenses, gains or losses	(5,703,446)	(108,767)
Capital appropriations	9,042,586	6,025,548
Increase in net assets	3,339,140	5,916,781
Net Assets		
Net assets, beginning of year	190,136,969	184,220,188
Net assets, end of year	$ 193,476,109	$ 190,136,969

The Evergreen State College Foundation
Statements of Financial Position
June 30, 2011 and 2010

	2011	2010
CURRENT ASSETS		
Cash and Cash Equivalents	$ 2,357,883	$ 743,286
Unconditional promises to give, current	837,068	244,670
Other receivables (Due from College)	1,698	28,239
Total Current Assets	**3,196,649**	**1,016,195**
OTHER ASSETS		
Investments	5,356,823	5,686,553
Long-term unconditional promises to give, net	915,134	222,100
Total Other Assets	**6,271,957**	**5,908,653**
Total Assets	**$ 9,468,606**	**$ 6,924,848**
CURRENT LIABILITIES		
Accounts Payable	$ 13,890	$ 2,323
Payable to College	274,694	2,499
Total Current Liabilities	**288,584**	**4,822**
ANNUITY PAYMENT LIABILITY	**13,717**	**14,383**
Total Liabilities	**302,301**	**19,205**
NET ASSETS		
Unrestricted	1,126,786	1,138,182
Temporarily Restricted	4,777,992	2,672,992
Permanently Restricted	3,261,527	3,094,469
Total Net Assets	**9,166,305**	**6,905,643**
Total Liabilities and Net Assets	**$ 9,468,606**	**$ 6,924,848**

The Evergreen State College
Statements of Revenues, Expenses and Changes in Net Assets
for the Years Ended June 30, 2012 and 2011

	2012	2011
Operating Revenues		
Student tuition and fees	$ 49,228,567	$ 45,574,781
Less scholarship discounts and allowances	(13,349,768)	(12,151,383)
Auxiliary enterprise sales, net	9,342,111	9,476,290
State and local grants and contracts	9,637,963	8,609,325
Federal grants and contracts	5,586,070	4,738,167
Nongovernmental grants and contracts	3,241,912	2,942,675
Other operating revenue	856,120	925,276
Sales and services of educational activities	798,747	829,080
Interest on loans to students	59,791	71,720
Total operating revenue	65,401,513	61,015,931
Operating Expenses		
Salaries and wages	42,658,751	44,223,477
Benefits	14,204,922	14,740,036
Scholarships and fellowships	13,953,441	13,128,088
Supplies and materials	9,925,684	11,599,003
Depreciation	7,881,990	7,164,716
Purchased services	4,091,312	5,021,644
Utilities	2,566,025	2,776,381
Total operating expenses	95,282,125	98,653,345
Operating loss	(29,880,612)	(37,637,414)
Non-Operating Revenues (Expenses)		
State appropriations	18,360,000	20,420,000
Federal Pell grant revenue	8,913,086	8,683,299
Investment income, gains and losses	2,345,911	3,654,147
Interest on indebtedness	(794,050)	(823,478)
Net non-operating revenues	28,824,947	31,933,968
Loss before other revenues, expenses, gains or losses	(1,055,665)	(5,703,446)
Capital appropriations	7,584,249	9,042,586
Increase in net assets	6,528,584	3,339,140
Net Assets		
Net assets, beginning of year	193,476,109	190,136,969
Net assets, end of year	$ 200,004,693	$ 193,476,109

The Evergreen State College Foundation
Statements of Financial Position
June 30, 2012 and 2011

	2012	2011
CURRENT ASSETS		
Cash and Cash Equivalents	$ 2,721,629	$ 2,357,883
Investments	350,891	1,109,902
Unconditional promises to give, current	965,366	837,068
Other current assets	4,200	1,698
Total Current Assets	**4,042,086**	**4,306,551**
OTHER ASSETS		
Investments	5,386,927	4,246,921
Long-term unconditional promises to give, net	566,844	915,134
Total Other Assets	**5,953,771**	**5,162,055**
Total Assets	**$ 9,995,857**	**$ 9,468,606**
CURRENT LIABILITIES		
Accounts Payable	$ 14,349	$ 13,890
Payable to College	243,419	274,694
Total Current Liabilities	**257,768**	**288,584**
ANNUITY PAYMENT LIABILITY	**13,058**	**13,717**
Total Liabilities	**270,826**	**302,301**
NET ASSETS		
Unrestricted	1,042,955	1,126,786
Temporarily Restricted	4,832,392	4,777,992
Permanently Restricted	3,849,684	3,261,527
Total Net Assets	**9,725,031**	**9,166,305**
Total Liabilities and Net Assets	**$ 9,995,857**	**$ 9,468,606**

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites <u>within the United States</u> where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Fall 2012 Academic Credit Courses	Fall 2012 Student Headcount	Fall 2012 Faculty Headcount
Evergreen Tacoma 1210 6th Ave Tacoma, WA 98405 [Note: Tacoma is the delivery site for the 2012-14 MIT cohort]	BA (Liberal Arts and Sciences) MIT (Master in Teaching)	29 1	199 34	10 3
Tribal: Reservation-based Community-Determined: Muckleshoot 39015 – 72nd Ave SE Auburn, WA 98092	BA (Liberal Arts and Sciences)	1	8	1
Tribal: Reservation-Based Community-Determined: Nisqually 4820 She-Nah-Num Dr Olympia, WA 98513	BA (Liberal Arts and Sciences)	1	6	1
Tribal: Reservation-Based Community-Determined: Peninsula College 1502 East Lauridsen Blvd Port Angeles, WA 98362	BA (Liberal Arts and Sciences)	1	8	1
Tribal: Reservation-Based Community-Determined: Port Gamble/S'Klallam 31912 Little Boston Rd. Kingston, WA 98346	BA (Liberal Arts and Sciences)	1	6	1
Tribal: Reservation-Based Community-Determined: Quinault P.O. Box 189 Taholah, WA 98587	BA (Liberal Arts and Sciences)	1	6	1
Tribal: Reservation-Based Community-Determined: Tulalip (offered as 2/4 year partnership program through University Center of North Puget Sound) 7707 36th Ave Marysville, WA 98271	BA (Liberal Arts and Sciences)	1	6	1
Minds at Work: Puzzles, Polarities, and Possibilities (Grays Harbor Program) 1620 Edward Smith Dr Aberdeen, WA 98520	BA (Liberal Arts and Sciences)	1	38	2

Programs and Academic Courses Offered at Sites Outside the United States. Report information for
sites outside the United States where degree programs and academic credit courses are offered,
including study abroad programs and educational operations on military bases. (Add additional pages if
necessary.)

Degree Programs – list the names of degree programs that can be completed at the site.
Academic Credit Courses – report the total number of academic credit courses offered at the site.
Student Headcount – report the total number (unduplicated headcount) of students currently enrolled in
programs at the site.
Faculty Headcount – report the total number (unduplicated headcount) of faculty (full-time and part-time)
teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Evergreen does not offer degree programs outside of the U.S. A copy of the NWCCU Annual Report 2013 section which details courses and independent study offered outside the U.S. is attached.	None.			

Preface

A brief update on institutional changes since the institution's last report

Funding
For the 2011-13 biennium, state general fund support continued to decline, mostly offset by increasing resident undergraduate tuition by 14% per year. In the 2011-13 biennium the state share of operating funds was 35.6%. The 2013-15 biennium legislative budget policy was to reverse the last half decade trend of substantial decreases in state funding and significant increases in tuition resulting in substantial net operating budget reductions through three important policies. First, the legislature restored previous compensation base reductions implemented in the 2011-13 biennium. Second, the legislature restricted any tuition increases for resident undergraduate students, and third they provided increased general fund enhancements that were left to the college to decide how best to allocate. This renewed legislative policy interest to re-invest almost 14% more state funds in the 2013-15 biennium over the 2011-13 biennium, increases the actual proportion of state funding supporting the academic mission of the college to 38%.

Student Affairs Leadership
After 21 years of exceptional service, Vice President for Student Affairs Art Costantino retired at the end of the 2012-13 academic year. His successor, Wendy Endress, has served as the executive associate to the vice president for Student Affairs since 2007. Prior to that, she served as the dean of students and associate vice provost for Student Affairs at Portland State University.

A committee composed of faculty, staff and students conducted the selection process, which included broad campus engagement in interviews conducted during spring quarter.

Academic Structures and Initiatives
Acknowledging the ongoing tension between a commitment to student autonomy and the pursuit of disciplinary breadth, Evergreen continues to develop new tools to serve students. Since 2009 the college has taken substantial steps to address how the curriculum is built to support the Six Expectations of an Evergreen Graduate;[15] the need for stronger documentation of student learning in the transcript; the need for a culminating self-reflection of students' undergraduate work; and the need for enhanced advising.

To briefly recap, the college held a transcript review workshop in summer 2009 where faculty, staff and administrators developed a systematic analysis tool[16] (or see Appendix I) keyed to the Six Expectations and analyzed documentation of student learning currently available in the transcript. The analysis was summarized and then shared in a subsequent two-week transcript review workshop designed to direct participants, the majority being faculty, to consider what the transcript evidence suggested about our practice and develop recommendations for change.

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[15] http://www.evergreen.edu/about/expectations.htm
[16] http://www.evergreen.edu/institutionalresearch/pdf/assessment/transcriptreview2009expectationskey.pdf

Those recommendations can be distilled into the following three areas: a need for stronger advising, clearer student voice in the transcript and appropriate balance between student choice and breadth. In response, the provost charged the Re-Modeling Teaching and Learning at Evergreen (RTaLE) task force in fall 2009 to propose institutional initiatives that address the identified concerns (their work is further articulated in Evergreen's Year One Report).

The Academic Statement Initiative
After more than two years of broad faculty deliberation, the RTaLE task force concluded its work in November 2011 when faculty overwhelmingly voted to approve a new requirement for all undergraduate students. Specifically, each Evergreen undergraduate student will write an Academic Statement about her or his college education, to be revised annually with support from the faculty. Each student will decide how best to document the work, experiences, knowledge and skills that comprise his/her Evergreen education. The final version must be submitted to the college as a condition of graduation, and becomes the first narrative page of each student's official Evergreen transcript where it will introduce the student's undergraduate career to an outside audience. This requirement goes into effect starting with incoming students in fall of 2013.

During the 2012-13 academic year, approximately half of Evergreen's faculty participated in a pilot of the newly named Academic Statement Initiative to create the framework to support students so they can fulfill the new requirement. The provost selected a faculty member who had participated in the RTaLE task force to oversee this new initiative. Under her leadership over 100 faculty engaged in one of two week-long summer institutes to create structures for the new programs associated with the initiative. This included fine-tuning orientation week plans (encompassing all-campus convocation, a follow-up seminar, a discussion of the nature of a liberal arts education, a writing exercise and other faculty-led events with incoming students), sharing strategies for in-program work on the Academic Statement during fall quarter, and making recommendations for All-Campus Mentoring Days in winter and spring and stewarding Academic Statements in the spring.

Throughout the 2012-13 academic year students, faculty and staff from across the college continued to develop and test these structures, practices, and events to enable students to critically reflect on and assess their decisions, experiences, and accomplishments at Evergreen.

This ongoing focus on critical reflection and assessment fosters thoughtful work that will enable students to better develop creative and fruitful academic pathways, both within an academic concentration to develop depth and across disciplinary boundaries to develop the breadth inherent in a liberally educated citizen, and write compelling Academic Statements. Although the requirement doesn't begin until fall 2013, all undergraduate students have already been invited to include an Academic Statement in their transcripts when they graduate. During summer 2013, faculty who did not participate in the pilot have been invited to attend one of a series of one-day institutes to further orient them to this new program.

Long-range Curriculum Task Force[17]
Concurrent with the implementation of the Academic Statement Initiative, the provost and faculty agenda committee charged a Long-range Curriculum task force in spring 2012 to address opportunities for improvement that were surfaced during the summer 2009 and RTaLE deliberations. This group of 12 faculty and 3 staff was asked to take a holistic look at the college's curriculum and make recommendations to the full faculty. During the 2012-13 academic year they engaged the faculty in their deliberations at seven faculty meetings in order to prepare more focused recommendations for faculty consideration in fall 2013. In addition, their work has already resulted in recommendations and implementation of improvements to the college's online presentation of curricular pathways.

Class Size Reduction
In an effort to increase support for first-time, first-year students and improve both learning opportunities and retention, the college reduced enrollment levels in first year and lower division coordinated study programs in fall 2012 (from 23 to 18 students per faculty member and 24 to 20 students per faculty member, respectively). These changes are experimental in nature and will be regularly assessed to see if they yield improvements in retention and student learning. Preliminary review led to the continuation of these ratios for the 2013-14 academic year.

Undergraduate Research
During the 2012-13 academic year, the college began the Summer Undergraduate Research Program (SURP).[18] SURP is a funded, non-credit-bearing summer opportunity for students to work with faculty on ongoing, real-world research projects. It provides stipends for students and some minor funding for supplies for faculty project leaders during the summer. For summer 2013 we invited students to apply for 15 positions.

New Credit Hour Policy

In accordance with regulations promulgated by the federal Department of Education and the Northwest Commission on Colleges and Universities, The Evergreen State College formalized its credit hour policy in a memo of understanding with the United Faculty of Evergreen.[19] The new policy simply codifies what had been standard practice on campus for many years.

Suspensions of Programs
No academic programs have been suspended since our last report.

Information Systems
We are in the process of developing an online record system to provide both students and advisors with ready access to student academic histories and past evaluations. This will greatly facilitate student advising by faculty and enhance the ability for students and faculty members to interact productively while working on the newly required student Academic Statement.

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[17]
http://www.evergreen.edu/committee/longrangecurriculum/Long%20Range%20Curriculum%20DTF%20Charge.htm
[18] http://blogs.evergreen.edu/surp/
[19] http://www.evergreen.edu/provost/MOU%20Counting%20Student%20Credit%20Hours.pdf

<u>Facilities</u>
The college completed renovations of the Communication building and Science Laboratory I second floor; constructed a new carving studio, funded in large part by a grant from the Ford Foundation, to support indigenous arts programs; and has taken significant steps to improve energy efficiency, including the installation of LED parking lot and walkway lights which save an estimated $35,000 per year.

Response to topics previously requested by the Commission

In its 13 February 2012 letter reaffirming Evergreen's accreditation, the Northwest Commission on Colleges and Universities requested that we address the two recommendations provided for in the fall 2011 Year One Peer-Evaluation Report.

1. The Evaluation panel recommends that the college develop and assign more specific designations of an acceptable level of performance for each indicator under each core theme, articulating in specific terms for each indicator what successful mission fulfillment looks like (Standard 1.A.S and 1.B.2).

2. The information provided in the Year One Report does not make it clear how analysis of the student transcripts will provide objective evidence to assess mission fulfillment. The panel recommends that the college develop or adopt direct assessment tools as indicators for assessing progress toward each objective for each core theme (Standard 1.B.2).

In principle, the Steering Committee agrees with the Commission's concerns that were raised with our Core Themes. We believe that those concerns arose because we did not clearly articulate our definition of indicators of acceptable performance and we didn't adequately convey how analysis will demonstrate mission fulfillment in a fashion that was visible enough for an external audience.

In fact, for each of our indicators of acceptable level of performance, working deliberately and collaboratively, Evergreen faculty and staff determined both a baseline of where we were in 2011 and a standard to which we will either aspire or maintain. In an attempt to achieve greater clarity, we have revised our presentation of our four core themes to more clearly illustrate this point.

Similarly, we had developed direct assessment tools for assessing progress toward each objective but those tools were not described in adequate detail in our 2011 iteration of Chapter One. Here too we have rewritten the documentation for our core themes to better represent the way in which our assessment tools will be brought to bear on the question of assessment.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Requirement 2 – Authority

The Washington State Legislature founded The Evergreen State College in 1967. The governor appoints the college's board of trustees and the state authorizes the college to operate and award undergraduate and graduate degrees under Washington state law (Chapter 28B.40 RCW).

Requirement 3 – Mission and Core Themes

The mission statement was reviewed and revised in a process begun in spring 2010 and finalized by the board of trustees on April 28, 2011. The core themes were developed in a parallel process which was finalized by the Year One Accreditation Steering Committee in May of 2011. Per institutional protocol, the trustees were advised of the core themes as part of an overall update on the accreditation process.

The core themes reflect the primary work of the college—teaching and learning in the pursuit of student goals, recognized degrees, and an informed and active citizenry—and institutional resources are predominantly focused on this work.

Standard 1.A. Mission

1.A.1 Mission Statement

As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Evergreen's academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.

1.A.2 Interpretation of Fulfillment of the Institution's Mission

Core Themes
- Integrated, interdisciplinary learning
- Individuals engaged in community
- Environmental stewardship and social justice
- Diversity and equity

Fulfilling Evergreen's mission encompasses two major, interrelated elements. The first element is academic: student success in meeting the Six Expectations of an Evergreen Graduate, which collectively represent the actualization of the academic values articulated in the Five Foci. Second is the broader role of the college as an organization serving the public interest. This interest is represented most importantly by Evergreen graduates actively contributing to the public good, but also in the aspiration that the institution function as a good citizen, operating and contributing more broadly according to the values expressed in the mission.

The first two core themes express academic aspirations, with implications for the operation of the entire institution. The pedagogical commitment to **integrated, interdisciplinary learning** is based strongly in the aspiration that students contribute effectively to society. In order to understand complex societal problems, students must work across disciplinary boundaries. As articulated in the Six Expectations, Evergreen graduates should be able to apply "modes of inquiry appropriately to practical and theoretical problems across disciplines" and to "demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning." Fulfillment of this core theme requires that the college offer a curriculum that provides substantial access to broadly interdisciplinary programs, as well as pathways for depth in selective areas appropriate to a liberal arts curriculum, with the opportunity for culminating senior experiences to promote the integration of such work.

If Evergreen graduates are to contribute to the public interest as **individuals engaged in community**, they must develop the crucial abilities particular to collaboration, including effective communication and individual responsibility. Thus, Evergreen graduates should expect to develop the capacity to "participate collaboratively and responsibly in our diverse society," requiring the ability to "communicate creatively and effectively" and "articulate and assume responsibility for their own work." Fulfillment of this core theme means continuing a strong emphasis on intellectual and applied work in communities, substantial cross-curricular emphasis on communication, and constant attention to welcoming and engaging difference. Finally, and fundamentally, if Evergreen graduates are to contribute responsibly, they will need to develop the ability to "reflect on the personal and social significance of their work" and be supported by the college in the development and articulation of that capacity.

Evergreen expects graduates to "participate collaboratively and responsibly in our diverse society," but mission fulfillment means contributing responsibly as an organization as well. The two core themes focusing on particular social values require academic and broader organizational methods and commitments. Thus the college commitments to **environmental stewardship and social justice** as well as **diversity and equity** inform the curriculum and pedagogy, but also significantly impact systems throughout the institution beyond their functions in support of education. Mission fulfillment in these areas means that institutional decisions, from strategic planning to daily operations, are informed by considerations of environmental responsibility, social justice, diversity and equity.

The overall result of these commitments is an institution in which the faculty, staff, students and the larger community of alumni and friends, understand the interconnection of Evergreen's academic activities and general operations with the college mission and, as a result, its service to the public interest. The following objectives and indicators will enable assessment of mission fulfillment.

Articulation of an Acceptable Threshold of Mission Fulfillment

In order to facilitate and assess the aspirations articulated in the mission and the themes, three to four objectives are associated with each core theme. A lengthy set of indicators was identified for each of the 13 objectives, and the indicators were winnowed down through a deliberative process to those presented below. Indicators derived from primary learning assessment activities

were prioritized, as they most directly address the Six Expectations of an Evergreen Graduate, and others were selected because they offered the opportunity to contextualize performance through peer comparison. Duplicative measures that addressed essentially the same concept through slightly different means were eliminated, so that the remaining indicators address different aspects of each objective. Key sources of data used to measure the indictors include the following:

End-of-Program Review: an annual survey to inventory divisional content and other learning areas included in undergraduate coordinated study programs. An alternate version also collects information about the presence of a few key mission-related areas in the graduate curriculum.

Transcript Review: Evergreen's primary undergraduate learning assessment at the institutional level, the Transcript assessment uses a standardized coding key developed by faculty which enables narrative transcripts to be coded[20] in terms of evidence that the Expectations of an Evergreen Graduate are met (see Appendix I).

Alumni Survey: Undergraduate alumni surveys are administered biennially to gather information from baccalaureate degree earners who reflect on their Evergreen experiences and educational preparation once they have moved beyond Evergreen.

National Survey of Student Engagement (NSSE): This national survey provides feedback on the pedagogies of engagement, higher-order thinking, and high-impact practices that students experience, and it provides the opportunity to contextualize performance in terms of various peer institutions.

Administrative data: Data from administrative data systems are used in several indicators, especially in terms of composition of the campus community, financial aid, expenditures, and various facilities metrics.

Student Activity data: New processes and tracking methods have been established to collect participation of students in community service and sustainability and social justice activities to make assessment more consistent and meaningful.

Recent results for the indicators were gathered and considered in light of the college mission and core themes. The college recognized that improvement is both desirable and achievable for six of the objectives. For the other seven objectives, the indicators showed evidence of a high level of mission-related achievement, and the college remains committed to supporting these distinctive aspects of the mission despite significant environmental and budgetary challenges. Improvement or maintenance of effort in each objective will be understood to be a collective assessment; that is, the college does not expect improvement in every indicator every year, but rather seeks improvement in aggregate in the objective over the period of the assessment.

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[20] http://www.evergreen.edu/institutionalresearch/pdf/assessment/transcriptreview2009expectationskey.pdf

Core Theme One: Integrated Interdisciplinary Learning

Integrative, interdisciplinary learning	Improve
Multiple modes of thinking	Maintain
Breadth and depth of learning	Improve

Core Theme Two: The Individual Engaged in Community

Participate collaboratively and responsibly in our diverse society	Maintain
Communicate creatively and effectively	Maintain
Articulate and assume responsibility for one's work	Improve
Linking theory and practice	Improve

Core Theme Three: Environmental Stewardship and Social Justice

Environmentally sustainable institutional operations	Improve
Environmental and social justice curriculum	Maintain
Foster awareness of sustainability and social justice beyond the curriculum	Maintain

Core Theme Four: Diversity and Equity

Learning across significant differences	Maintain
Supportive community	Improve
Student access and success	Maintain

Standard 1.B – Core Themes

Core Theme One: Integrated Interdisciplinary Learning

The Evergreen State College aspires to ensure that its graduates are able to fully and meaningfully integrate knowledge. Thus an Evergreen education emphasizes complex, thematic, open inquiries across all academic fields at the graduate as well as undergraduate levels. These inquiries require interdisciplinary approaches, multiple modes of thinking and the synthesis of learning. Curricular practices that support integrated, interdisciplinary learning include thematic studies; project-based learning; full- and half-time coordinated study programs; multi-quarter programs emphasizing cumulative, integrative work; interdisciplinary teaching teams; studio, lab and field studies; and seminars. Academic structures and the institutional culture support a curriculum that develops content knowledge, addresses emergent questions and encourages pedagogical experimentation. Organizational structures, procedures and policies for curriculum development, class scheduling, facilities planning, college governance, hiring and support services are designed to facilitate interdisciplinary and holistic teaching and learning.

Objective 1: Integrative, interdisciplinary learning

Indicator	Source	Sample data
Percentage of coordinated study programs that are broadly interdivisional (with at least three divisions included moderately or extensively) of the following: art, humanities, natural/physical science, math/quantitative and symbolic reasoning, or social science	End-of-Program Review	In AY 2009-10, 33% of undergraduate coordinated study programs were broadly interdivisional. There has been a recent declining trend in the proportion of such programs, which have been replaced by more programs with substantial emphasis in only one or two divisions.
Students can appropriately apply modes of inquiry across disciplines	Transcript Review	92% of undergraduates' transcripts showed evidence that met the expectation for interdisciplinary inquiry. In order to meet this expectation, narrative transcript evidence must meet the criteria established in the Expectations Coding Key [see Appendix I].
Alumni satisfaction with interdisciplinary approach to education	Alumni Survey	93% of undergraduate alumni surveyed one year after graduation were *satisfied* or *very satisfied* with Evergreen's approach to interdisciplinary education.
Participation in a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	National Survey of Student Engagement (NSSE) with peer reference to other Council of Public Liberal Arts Colleges (COPLAC)	About 43% of Evergreen seniors report they have completed or are planning to complete a culminating senior experience. Evergreen seniors lag significantly behind the 74% of seniors at other public liberal arts college who engage in this high-impact practice (p<.01).

Rationale for Objective: Integrative, interdisciplinary learning (Improve)

Evergreen excels in the extent to which interdisciplinary approaches dominate the curriculum and institutional structures. However, tensions persist between this pedagogical commitment and traditional interests in more focused disciplinary work, whether expressed through external educational policies, faculty interest or student demand. These competing interests create pressure to offer a more focused curriculum. Further, without distribution requirements, students at Evergreen can choose to limit the interdisciplinary breadth and integration of their overall educational trajectory. To strengthen the likelihood that students experience interdisciplinary

breadth and integration, Evergreen must provide a substantial number of coordinated study programs whose fields of inquiry span at least three of the divisions of liberal education (art, humanities, natural/physical science, math/quantitative and symbolic reasoning, or social science). Currently, one-third of coordinated study programs are broadly interdivisional; the college will encourage faculty and curriculum deans to plan and offer up to 10 percent more such programs. Culminating projects or capstone experiences can help students integrate their educational experience, bringing together the disciplinary practices and breadth of content covered over the college career. Evergreen lags behind its public liberal arts college peers in this high-impact practice and considerably more graduating seniors should be encouraged to participate in such experiences.

Objective 2: Multiple modes of thinking, including critical thinking, synthesis, reflexive thinking and self-reflection (meta-cognition)

Indicator	Source	Sample data
Students demonstrate integrative, independent, and critical thinking	Transcript Review	95% of undergraduates' transcripts showed evidence that met the expectation to demonstrate integrative, independent, and critical thinking. [See Appendix I for Expectations Coding Key]
Students demonstrate synthesis of learning	Transcript Review	94% of undergraduates' transcripts showed evidence that met the expectation to demonstrate synthesis of learning. [See Appendix I for Expectations Coding Key]
Students reflect on the personal and social significance of their work	Transcript Review	91% of undergraduates' transcripts showed evidence that met the expectation to reflection of the personal and social significance of their work. [See Appendix I for Expectations Coding Key]
Coursework emphasizes higher-order thinking	NSSE with peer reference to COPLAC	NSSE Engagement Indicator: Higher-order Learning (new for NSSE 2013) The elements that comprise NSSE's new higher-order learning indicator are likely to include those associated with applying theory, analysis, evaluation, and synthesis. While the survey items will be rephrased somewhat, Evergreen strives to continue strong past performance as compared to COPLAC peers on this engagement indicator related to deep learning. Evergreen first-years and seniors report significantly more coursework emphasis than other COPLAC schools in higher-order thinking, with the exception of applying theory to practice, which does not differ from COPLAC schools ($p<.01$).

Coursework promotes reflective and integrative learning	NSSE with peer reference to COPLAC	NSSE Engagement Indicator: Reflective & Integrative Learning (new for NSSE 2013) While Evergreen does not yet have experience with this new engagement indicator, Evergreen has significantly outperformed COPLAC peers on all three reflective learning items, which remain unchanged in the new survey. In addition, Evergreen has had strong performance on similar integrative learning items in the current version of the NSSE, and strives to exceed COPLAC peers in this new measure related to deep learning.

Rationale for Objective: Multiple modes of thinking (Maintain)

The development of the capacity for complex thought is a fundamental aim of liberal education. At Evergreen, End-of-Program Reviews report that 100 percent of coordinated study programs encouraged the development of multiple modes of thinking, especially in higher order categories such as integrative, synthetic, reflexive, reflective, critical, creative and independent thinking. To facilitate the assessment of the success of this emphasis, three indicators from transcripts were selected that relate to specific modes of thinking as stated in the Six Expectations of an Evergreen Graduate. In the most recent transcript assessment, more than 90 percent of the sample of graduates demonstrated evidence in their transcripts that they met the expectations for integrative, independent and critical thinking; synthesis of learning; and reflection on the personal and social significance of their learning. The fourth and fifth indicators selected for this objective will come from the National Survey of Student Engagement (NSSE), which has developed two new engagement indicators that contribute to deep learning: higher-order learning and reflective and integrative learning. Based on NSSE's initial pilots and research into this measure, Evergreen exceeds its public liberal arts peers in the elements of thinking that contribute to deep learning. NSSE will formally launch its new engagement indicators as regular measures with their revised survey in 2013, and the college will have a set of important new metrics with which to reflect on student learning. The goal for this objective will be to maintain strong emphasis on multiple modes of thinking—especially higher-order thinking skills—and continue work to ensure that students' capacity for thought is demonstrated in their narrative transcripts.

Objective 3: Breadth and depth of learning

Indicator	Source	Sample data
Students demonstrate breadth of learning	Transcript Review	74% of undergraduates' transcripts showed evidence that met the expectation to demonstrate breadth of learning. [See Appendix I for Expectations Coding Key]

Students demonstrate depth of learning	Transcript Review	92% of undergraduates' transcripts showed evidence that met the expectation to demonstrate depth of learning. [See Appendix I for Expectations Coding Key]
Students demonstrate ability to use qualitative, quantitative and creative modes of inquiry	Transcript Review	64% of undergraduates' transcripts showed evidence that met the expectation for all three modes of inquiry: • 98% met criteria for qualitative modes • 77% met criteria for quantitative modes • 83% met criteria for creative modes [See Appendix I for Expectations Coding Key]

Rationale for Objective: Breadth and depth of learning (Improve)

Evergreen continues to work to develop and implement strategies that will encourage more consistent achievement of breadth, depth, and multiple modes of inquiry (qualitative, quantitative and creative) among undergraduates. In the last transcript assessment, while 92 percent of transcripts evidenced depth of learning, only 74 percent of student transcripts demonstrated that students met the college's expectation for breadth of learning. This issue was particularly pronounced for Bachelor of Arts earners (72 percent versus 86 percent for students earning a Bachelor of Science). Given Evergreen's lack of distribution requirements and focus on a student's responsibility for defining and articulating his or her own work, the college has to assure, as identified in Objective 1, rich access to broadly interdivisional coordinated study programs that make it more likely that students will encounter an array of disciplines and modes of inquiry in pursuing their self-defined interests. Particular attention toward increasing quantitative and creative modes of inquiry in the curriculum, and as articulated in the transcript, would help to address the related issue of breadth of study. The ongoing work of the Re-Modeling Teaching and Learning at Evergreen Disappearing Task Force seeks to implement a more deliberate faculty advising structure and a new iterative academic statement that will raise awareness among students of the importance of pursuing the breadth of a liberal arts education and multiple modes of inquiry in the context of their self-determined work. Transcript reviews will provide the evidence to assess Evergreen's success in improving documented breadth and depth of learning.

Core Theme Two: The Individual Engaged in Community

Evergreen emphasizes learning through collaboration among responsible individuals who define and articulate their work within the context of supportive learning communities, thus building the basis for lifelong learning and civic engagement. Collaborative learning in community supports transformative thinking and the construction of knowledge, leading to new understandings of self and others. Students exercise intellectual and civic responsibility by linking theory and practice inside and outside the classroom, on and off campus. Evergreen values its reciprocal relationship with local and global communities as demonstrated by the active commitment to social justice, diversity, environmental stewardship and service in the public interest. Students, staff and faculty work together in collaborative decision-making to create a stronger community. Through

collaborative learning and by linking theory to practice, Evergreen prepares students to be informed and active citizens throughout their lives.

Objective 1: Participate collaboratively and responsibly in our diverse society

Indicator	Source	Sample Data
Students participate collaboratively and responsibly	Transcript Review	99% of undergraduates' transcripts showed evidence that met the expectation to participate collaboratively and responsibly with others. [See Appendix I for Expectations Coding Key]
Students participate in our diverse society	Transcript Review	92% of undergraduates' transcripts showed evidence that met the expectation to participate in a diverse society. [See Appendix I for Expectations Coding Key]
Students engage in collaborative learning	NSSE (with peer reference to COPLAC)	NSSE Engagement Indicator: Collaborative Learning (new for NSSE 2013) Performance on this new indicator is difficult to predict given that at least two survey items will be brand new, three others will have major rephrasing, one prior item will be deleted, and the new indicator separates collaborative learning from the prior benchmark of Active and Collaborative Learning. Given Evergreen's commitment to Collaborative Learning as one of the five foci of learning, the college will strive to exceed other COPLAC peers on this new engagement indicator.
Alumni satisfaction with Evergreen's contribution to ability to function as a responsible member of a diverse community and work collaboratively in a group	Alumni Survey	Average satisfaction across two measures that address the Expectation of Evergreen Graduates to function as responsible members of a diverse community showed that 77% of undergraduate alumni were *mostly* or *very satisfied* with Evergreen's contribution to their growth (the top two ratings of a five point scale): • 77% mostly-to-very satisfied with growth in working collaboratively • 83% most-to-very satisfied with growth in functioning as a responsible member of diverse community

Rationale for Objective: Participate collaboratively and responsibly in our diverse society (Maintain)

Active and collaborative learning is a defining characteristic of Evergreen's pedagogy, and the college will maintain its strength in this area. In terms of collaborative and responsible participation, fully 99 percent of transcripts in the most recent review showed evidence that students had met this expectation, and 92 percent had met the expectation of participation in our diverse society. Through over a decade of participation in the National Survey of Student Engagement (NSSE), Evergreen has set a high-water mark for the benchmark of Active and Collaborative Learning in reference to its peer groups, and mission fulfillment means continuing to exceed the performance of other public liberal arts colleges on the new revised Collaborative Learning engagement indicator that will be released by NSSE with its 2013 revised survey.

Objective 2: Communicate creatively and effectively

Indicator	Source	Sample Data
Students communicate creatively and effectively	Transcript Review	98% of undergraduates' transcripts showed evidence that met the expectation to communicate creatively and effectively. [See Appendix I for Expectations Coding Key]
Alumni satisfaction with Evergreen's contribution to their ability to write effectively, speak effectively, express themselves in creative/artistic ways, give effective presentations, and participate in class discussion	Alumni Survey	Average satisfaction across all five communication dimensions showed that 68% of undergraduate alumni were *mostly satisfied* to *very satisfied*: • 76% mostly-to-very satisfied with growth in writing effectively • 73% mostly-to-very satisfied with growth in speaking effectively • 73% mostly-to-very satisfied with growth in giving effective presentations • 85% mostly-to-very satisfied with growth in participating in class discussions • 72% mostly-to-very satisfied with growth in expressing self in creative/artistic ways

Rationale for Objective: Communicate creatively and effectively (Maintain)

Evergreen will maintain its emphasis on the development of strong communication skills among students. The most recent transcript review revealed that 98 percent of graduates met the expectation that they communicate creatively and effectively. Based on the End-of-Program Review, opportunities for students to practice writing and improve their skill in this form of communication are widely available across all types and levels of academic programs. In addition to transcript evidence, the second indicator selected for this objective is a newly developed index of alumni satisfaction with Evergreen's contribution to growth across multiple forms of communication: writing, speaking, discussion, presentation and creative/artistic expression. To continue this emphasis, Evergreen is monitoring alumni satisfaction in this area.

Currently, Evergreen has strong performance, with about 70 percent of alumni being "mostly satisfied" to "very satisfied" across all areas of this new composite indicator. The emphasis on culminating projects, an indicator to be improved under the first objective, will also contribute to this objective.

Objective 3: Articulate and assume responsibility for one's own work

Indicator	Source	Sample Data
Students articulate and assume responsibility for their own work	Transcript Review	96% of undergraduates' transcripts showed evidence that met the expectation to articulate and assume responsibility for their work. [See Appendix I for Expectations Coding Key]
Percentage of undergraduate graduating class who complete summative self-evaluation/academic statement	Administrative data	Only 3% of the baccalaureate graduating class in AY 2009-10 completed a summative self-evaluation and submitted it to their official transcript.
Alumni satisfaction with advising	Alumni Survey	Average satisfaction rating across two advising indicators revealed that 81% of undergraduate alumni were *satisfied* to *very satisfied* with advising (the top two ratings of a four point scale). 76% satisfied-to-very-satisfied with Academic Advising Office 89% satisfied-to-very-satisfied with academic advice from faculty
Alumni satisfaction with the education they were able to construct as an Evergreen student	Alumni Survey	92% of undergraduate alumni were *satisfied* or *very satisfied* with the education they were able to construct as at Evergreen.

Rationale for Objective: Articulate and assume responsibility for one's own work (Improve)

Most undergraduate alumni are satisfied with the education they were able to construct as Evergreen students (92 percent in the most recent assessment). Furthermore, Evergreen has seen welcome improvements recently in alumni satisfaction with advising, in terms of both the newly developed composite advising satisfaction indicator and its individual elements—the professional Academic Advising Office and academic advising by faculty. Ninety-six percent of transcripts showed evidence that graduates met the expectation that they articulate and assume responsibility for their own work. On the other hand, less than 10 percent of each graduating class for the past three years has completed a summative narrative evaluation for their transcripts and end-of-year self-evaluations are less consistent in both quantity and quality. Evergreen undergraduates are responsible for designing their own pathways through the curriculum to earn their degree, and they do not earn formal majors, thus it is particularly important that students articulate their understanding of the choices and pathways they have taken in order to

communicate both academic content and level of their accomplishments. In November 2011, the faculty passed a resolution requiring students to write a synthetic academic statement for their transcript. The final academic statement will add clarity to students' official records for external audiences and transparency regarding their own articulation of the path they created to earn their liberal arts degree. Improved structures for faculty advising and an electronic repository providing access to the documents representing the student's academic career are being proposed to support this requirement**. [Update summer 2013: The college built an enhanced approach to faculty advising into its Academic Statement Initiative, piloted in academic year 2012-13 for implementation beginning fall 2013. While not yet fully implemented, work on the electronic repository is well underway.]**

Objective 4: Linking theory and practice

Indicator	Source	Sample Data
Students appropriately apply modes of inquiry to theoretical and practical problems	Transcript Review	97% of undergraduates' transcripts showed evidence that met the expectation to appropriately apply modes of inquiry to theoretical and practical problems. [See Appendix I for Expectations Coding Key]
Coordinated study programs include community-based projects and/or service learning	End-of-Program Review and graduate directors	36% of all undergraduate coordinated study programs on the Olympia campus and Tribal: Reservation-based sites included a community-based project and/or service learning in AY 2009-10, and the Tacoma site includes community-based projects in many of their courses. The Master in Teaching degree program requires community-based practicum in each year. Master of Public Administration provides opportunities for internships with community organizations.
Student participation in internship, co-op, field experience, student teaching, or clinical placement	NSSE (with peer reference to COPLAC)	72% of Evergreen seniors report they have participated (or plan to participate) in internships or other field experiences; the rate of participation in this high-impact experience is not statistically different (at $p<.01$) from seniors at other COPLAC schools.
Coursework emphasized applying facts, theories, or methods to practical problems or new situations	NSSE (with peer reference to COPLAC)	73% of Evergreen first-year students and 84% of seniors report their coursework frequently emphasizes applying theory to practice**;** neither group is significantly different from their peers at other COPLAC institutions (at $p<.01$).

Evergreen's contribution to students' knowledge, skills, and personal development in being informed and active citizens.	NSSE (with peer reference to COPLAC)	Evergreen strives for its first-year and senior students to significantly exceed COPLAC peer institutions in the extent to which Evergreen contributes to their ability to be informed and active citizens on this new metric that will be assessed for the first time in 2014.

Rationale for Objective: Linking theory and practice (Improve)

In 97 percent of the sample of narrative transcripts studied in the last assessment, reviewers found evidence that students met the expectation to appropriately apply modes of inquiry to theoretical and practical problems. Community-based projects, intensive research and creative projects, independent work and internships are some of the learning activities that were likely to show evidence of linking theory and practice. About one-third of Evergreen coordinated study programs include community-based projects or service learning activities, some of which are supported by the Center for Community-Based Learning and Action, and others are developed by the faculty or students in these programs. There is thus room for improvement and stabilization of experiences designed to link theory and practice both in the realm of service and of work-like experience. Efforts to strengthen the connection between theory and practice, expand opportunities that encourage community engagement, and promote intellectual and civic responsibility should yield strong performance in terms of students' perception that Evergreen supports their development as informed and active citizens. While Evergreen does not yet have experience with this new NSSE survey metric, its alignment with the intent of the core theme of "Individuals Engaged in Community" makes it a desirable indicator.

Core Theme Three: Environmental Stewardship and Social Justice

Evergreen embeds considerations of environmental stewardship and social justice into its curriculum and its operations to increase awareness of the consequences of individual and collective decisions, promote and model positive engagement, and limit negative impacts on others and on the environment. The study and practice of environmental stewardship are deeply linked to questions of equity and diversity, as the allocation and consumption of increasingly scarce resources determine the ability to foster healthy communities locally and globally. Civic and environmental stewardship require the complex and rich interdisciplinary interaction of historically segregated inquiries such as science and public policy or science and cultural studies. Evergreen's curriculum assumes that thinking critically about vital environmental challenges such as climate change or food security requires grounding in scientific principles and methods, as well as rigorous examination of social, political and economic systems.

Sustainability, social justice and environmental studies figure prominently throughout much of the undergraduate and graduate curriculum. High-level standing committees further campus planning and goals; distinctive facilities incorporate green design and function; and student organizations generate an array of campus activities and projects. Many campus initiatives facilitate increased community awareness. Examples from 2011 include Synergy, the Science Carnival, the Center for Community-Based Learning and Action, Ban the Bottle Day, the Clean

Energy Committee, the Teaching Gardens, alternative commuting challenges, the Campus Land Use Committee, the Center for Ecological Living and Learning, and the Sustainability Council. Fundamental pedagogical strategies support the connection of sustainability and justice theory with real-life applications, emphasizing field studies, hands-on research and community service.

Objective 1: Environmentally sustainable operations

Indicator	Source	Sample Data
Greenhouse gas emissions/carbon footprint (metric tons of carbon dioxide equivalent; MTCDE)	Office of Sustainability	In Fiscal Year 2010-11, total emissions, measured in MTCDE, were as follows: Scope 1: on-site sources – 5332 Scope 2: purchased electricity – 729 Scope 3: indirect sources; commuting, travel, waste – 3516
Campus waste volumes – landfill	Facilities (Grounds)	In 2010, the college's landfill, measured in tons, was 590,160; in 2011 it was 542,460; and in 2012 it was 525,440.
Percentage of food expenditures that come from local/organic food sources	Aramark, Residential and Dining Services, and Student Activities' Flaming Eggplant student-run café	As of fall 2012 Evergreen's contracted dining and catering services provider, Aramark, and the student-run café, The Flaming Eggplant, adhere to the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System™ (STARS) to measure the percent of food expenditures that come from local/organic food sources. While benchmark data are unavailable for fall 2010 this is currently being tracked and the percentage will be reported from fall 2012 on in the subsequent report.

Rationale for Objective: Environmentally sustainable operations (Improve)

Evergreen is committed to improvement in this objective. Carbon neutrality has been embraced as a long-term strategic goal of the college, and thus, efforts are underway to reduce greenhouse gas emissions. The college has also committed to achieving zero waste, which requires reduced consumption overall as well as the use of more recyclable, compostable and renewable resources in order to divert waste from landfills. Efforts are underway within campus dining, the student café and conference services to use local and organic foods. New processes and metrics will be developed and tracked on an annual basis to make more transparent the percent of local and organic foods used in campus dining services.

Objective 2: Environmental and social justice curriculum

Indicator	Source	Sample Data
Percentage of our coordinated study programs that include sustainability (by planning unit)	End-of-Program Review and graduate directors	69% of all undergraduate coordinated study programs on the Olympia campus and Tribal: Reservation-based sites addressed sustainability in AY 2009-10, and Tacoma will offer an elective course that addresses sustainability in AY 2010-11. The Master in Teaching degree program includes integrated curriculum units focused on issues of sustainability. Master of Public Administration offered several elective courses with this emphasis. The Master of Environmental Studies includes core classes and electives with an emphasis on environmental and community sustainability.
Alumni satisfaction with Evergreen's contribution to their ability to understand the interaction of society and the environment and understand and apply scientific principles and methods	Alumni Survey	Average satisfaction ratings across two sustainability-related learning indicators revealed that 61% of undergraduate alumni were *mostly* or *very satisfied* with Evergreen's contribution to their growth. • 78% mostly-to-very satisfied with growth in understanding interaction of society and the environment • 55% mostly-to-very satisfied with growth in understanding and applying scientific principles

Rationale for Objective: Environmental and social justice curriculum (Maintain)

Sustainability—broadly defined to include topics such as ecology, consumption, sustainable design, sustainable business, social justice, environmental justice, environmental ethics, climate change, environmental health, conservation, and understanding the interaction of society and the environment—is present in nearly 70 percent of Evergreen's programs. Such content appears across planning units and is found in both the undergraduate and graduate curriculum. Although this area of study is increasing in the curriculum, included in the revised mission statement, and encouraged in a variety of ways at Evergreen, it became clear during the community deliberation about this core theme that there is not a clear, shared understanding of what Evergreen means by sustainability and what the adoption of this commitment means for various areas of the college, especially in the curriculum. In particular, faculty from different areas of the college have different definitions and concerns about the inclusion of sustainability studies in the curriculum, and such tensions reveal a need to foster opportunities for interdisciplinary and multidimensional dialogue about the value of addressing sustainability in the curriculum and to share both concerns and effective practices. Evergreen will strive to maintain recent growth in this curricular focus.

Objective 3: Foster awareness of sustainability and social justice beyond the curriculum

Indicator	Source	Sample Data
Number of organizations with active relationships with the Center for Community-Based Learning and Action (CCBLA)	Director of the CCBLA	In 2010-11, there were 80 community partners with active relationships with the CCBLA.
Number of active student organizations specifically involved in sustainability and social justice	Director of Student Activities	While benchmark data are unavailable for fall 2010, this will be tracked and the degree of involvement will be reported from spring 2014 on in the subsequent report. Student coordinators of all recognized student organizations will be surveyed during week five of spring quarter about the degree to which the mission and activities during the current academic year have addressed sustainability or social justice.
Percentage of new residential students who participate in sustainability training and education	Director of Residential and Dining Services	While benchmark data are unavailable for fall 2010, this has been tracked since fall 2012 and the student participation rate will be reported from this point forward in the subsequent report. All new residential students are invited to participate in an opening program during orientation at which sustainability is addressed.
Percentage of new students who participate in Community-to-Community Day during orientation	Director of the Center for Community-Based Learning and Action (CCBLA) and Administrative Data	7% of new degree-seeking undergraduates in Fall 2010 participated in Community-to-Community Day.

Rationale for Objective: Foster awareness of sustainability and social justice beyond the curriculum (Maintain)

In this objective, the educational mission associated with sustainability expands beyond the curriculum to the broader community, exemplifying aspirations to link theory and practice and assure awareness in students beyond the purely academic realm. The college will maintain a range of activities, as supported by the charge of the Sustainability Council, which engage the entire campus community in learning about and addressing issues of sustainability and social justice. The college will explore new means of documenting the impact or quality of relationships between the campus and external community organizations in order to deepen

understanding of those external relationships. Activities supporting this objective will take varied forms from year to year, facilitating the ability to respond to rapidly changing best practices and student interests. The college needs to better document such activities and relationships in the future. Evergreen will remain committed to supporting coordinated study program engagement in meaningful work with community organizations, raising awareness of sustainability in our campus community and beyond, and providing opportunities for active participation in sustainability and social justice activities.

Core Theme Four: Diversity and Equity

As a public institution, Evergreen promotes and benefits from a diverse, just and equitable society. The capacity for personal and societal change is enhanced when the experience of difference prompts reflection. The college facilitates learning across significant differences through its curricular and co-curricular offerings, recruitment and retention efforts, and the overall governance and operation of the college. Specific curricula and facilities offer distinctive programs that serve diverse students from the region and beyond, while the curriculum at large demonstrates broad and deep commitment to learning about and across differences. These values are actualized through the connection of theory to practice as expressed in community service and civic activism. Both the Olympia campus and Tacoma program facility physically communicate hospitality and welcome to diverse students and visitors. The college as a whole strives to maintain access to higher education and support the success of a diverse student body. Extended curricula such as the Reservation-Based, Evening and Weekend Studies, and Grays Harbor programs encourage wider access and participation. Outreach programs facilitate greater connections for underserved populations. College-wide activities, training and initiatives such as the President's Diversity Fund, the Diversity and Equity Committee, the annual Day of Absence/Day of Presence, VETS Team, the Native Cases Project, and Access Services for Students with Disabilities support a complex campus culture and promote dialogue and discourse across significant differences in all parts of the college and its offerings.

Objective 1: Learning across significant differences

Indicator	Source	Sample Data
Percentage of coordinated study programs that address oppression, privilege, and difference	End-of-Program Review and graduate directors	78% of all undergraduate coordinated study programs on the Olympia campus and Tribal: Reservation-based sites addressed oppression, privilege, and difference in AY 2009-10, as did the overarching theme of the courses offered at Tacoma. This content area is a centerpiece of the conceptual framework for the Master in Teaching degree program. Several Master of Public Administration electives and concentration courses featured this content area. The Master of Environmental Studies includes core classes and electives with an emphasis on environmental and community sustainability.

Students engage with others across differences	NSSE (with peer reference to COPLAC)	NSSE Engagement Indicator: Discussions with Diverse Others (New in 2013) Based on current results, Evergreen students have significantly more serious conversations with students of a race different from their own than do students at other COPLAC schools (p<.01), so it is expected to maintain similar performance on this aspect of the new indicator. We do not yet have experience with three new items which assess interaction across economic, religious, and political differences, but given that one of the Foci of Learning is learning across significant differences, Evergreen strives to exceed COPLAC peers on the new NSSE engagement indicator.
Alumni level of skill in ability to work in a culturally diverse environment and how much they attribute their preparation in this area to their Evergreen education	Alumni Survey	96% of undergraduate alumni rate themselves as *good* or *excellent* in their ability to work in a culturally diverse environment. 88% attribute their preparation in this area to their Evergreen education.
Student satisfaction with seminar (satisfaction with the social climate in seminar; satisfaction with seminars as a way of learning)	Evergreen Student Experience Survey	Average satisfaction ratings across two seminar assessment indicators revealed that 74% of undergraduates were *satisfied* to *very satisfied*: • 81% satisfied-to-very satisfied with seminar as a way of learning • 77% satisfied-to-very satisfied with social climate in seminar

Rationale for Objective: Learning across significant differences (Maintain)

Evergreen seeks to maintain the high levels of ability to work in culturally diverse environments reported by alumni and their attribution of that capacity to their Evergreen education. Seminar is a cornerstone pedagogical practice, thus it is good to note that there have been recent increases in student satisfaction with both the social climate of seminar as well as seminar as a way of learning. Currently, nearly 80 percent of Evergreen coordinated study programs address oppression, privilege and difference and Evergreen will strive to sustain student access to this critical area. Evergreen has historically exceeded its public liberal arts peers in terms of diversity indicators from the National Survey of Student Engagement. Evergreen students more frequently participate in serious discussions with people very different from themselves, are more likely to do coursework that includes diverse perspectives, and recognize Evergreen's

commitment to diverse interactions among students. Evergreen will strive to continue to exceed its public liberal arts peers on NSSE diversity scale indicators.

Objective 2: Supportive community

Indicator	Source	Sample Data
Alumni satisfaction with tolerance and respect shown for different or opposing viewpoints	Alumni Survey	84% of undergraduate alumni were *satisfied* or *very satisfied* with tolerance and respect shown for different or opposing viewpoints.
For Washington resident undergraduate students: Grants, scholarships, and waivers from federal, state, and institutional sources as a percentage of total cost of attendance for three ranges of income as defined by IPEDS reporting.	Director of Financial Aid	For academic year 2010-11: Income range of $0-$30,000: 57% of cost of attendance subsidized by grants, scholarship and waivers Income range of $30,001-$48,000: 42% of cost of attendance subsidized by grants, scholarship and waivers Income range of $48,001-$75,000: 33% of cost of attendance subsidized by grants, scholarship and waivers The IPEDS ranges will be pre-defined each year.
Percentage of faculty, staff and students of color	Administrative data	Percentages of people of color (includes Hispanic, African-American, American Indian/Alaskan Native Asian, Pacific Islander/Native Hawaiian, and Multiracial): 25% Faculty 24% Staff 20% Students
Percentage of faculty, staff and students with reported disabilities	Administrative data	Percentages of people with reported disabilities: 5% Faculty 7% Staff 7% Students
Percentage of faculty, staff and students who are veterans	Administrative data	Percentages of veterans: 4% Faculty 9% Staff 3% Students

Rationale for Objective: Supportive community (Improve)

Alumni satisfaction with tolerance and respect for opposing viewpoints has improved in the past three alumni surveys. The increasing diversity of the student body and ongoing commitment of college resources to improving the campus climate for diversity may have contributed to these indications of improvement. In the face of rapid increases in tuition and a decline in the availability of state aid, and with increasing diversity in state demographics, Evergreen remains

committed to accessibility for its Washington residents. Evergreen will endeavor to sustain grant aid as a percentage of total cost of attendance to maintain access for low- and middle-income Washington undergraduates, and Evergreen will continue its institutional commitment to the recruitment, retention and support of diverse faculty, staff and students. These commitments will be maintained in the face of budget cuts, which drive greater dependence on nonresident recruitment and higher tuition revenues. Representation of people of color, veterans and persons with disabilities will be tracked to facilitate research into diversity relative to the workforce and state population. The proportion of faculty and staff in these categories will be compared to the proportion of students in traditionally underserved populations in order to work toward the most supportive environment for student success.

Objective 3: Student access and success

Indicator	Source	Sample Data
Percentage of entering class who are low-income students	Administrative data	47% of the entering classes of undergraduate and graduate students were low-income students in fall 2010.
Percentage of enrolled students who are low-income students	Administrative data	45% of the enrolled degree-seeking students were low-income students in fall 2010.
Fall-to-fall retention of low-income students	Administrative data	The fall 2009-to-fall 2010 retention rate for low-income students was 85%, which exceeds the retention rate for all students of 82%.
Percentage of degrees awarded to low-income students	Administrative data	59% of all degrees awarded in AY 2009-10 were awarded to low-income students.

Rationale for Objective: Student access and success (Maintain)

As mentioned above, demographic composition affects the climate of inclusiveness. The college will maintain access and success of low-income students as indicated by recent trends in terms of the proportion of entering class, student body, and degrees awarded to low-income students. Fall-to-fall retention of low-income students already exceeds the retention rate of all students; the college will strive to sustain retention rates for low-income students that are equal to or greater than the general student body.

Conclusion

Despite unprecedented reductions in state support and an increased reliance on tuition revenue, Evergreen remains committed to its defining identity as both a public institution—in the sense of broad access, a diverse academic community and a focus on serving the public good—and a liberal arts college. Within that overall sense of institutional identity and purpose, the academic community is also convinced that the distinctive way in which that education is delivered, as articulated in the Five Foci, is critical to success.

Well aware that its chosen approach presents unique challenges, the college strives for a balance between extraordinary student responsibility for determining personal academic pathways and an institutional commitment to promote the breadth and depth of a liberal education. Evergreen determined at the outset that exercising the right to determine one's aspirations, one's work, should be part of the college experience. At the same time, the college must do what is possible to assure that the student attains the capacities to succeed in a variety of aspirations.

To increase the possibility that such "utopian freedom" (as one of our founding faculty members framed it) will be exercised responsibly, it is the college's duty to provide substantial guidance in the form of effective advising; to require that students be able to reflect upon and communicate their choices; and to offer a curriculum that will make it possible to achieve the liberal arts capacities of thought and action as expressed in the Six Expectations.

The objectives and indicators selected in this report provide the tools for identifying and assessing progress in these specific realms. By pursuing these objectives, Evergreen focuses its efforts on developing an institutional culture and structures that will increase the ability of students to not only identify their dreams, but to responsibly and successfully pursue them both in college and beyond.

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

4. Operational Focus and Independence
The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

The Evergreen State College's goal is to create and disseminate knowledge. Our programs for students lead to baccalaureate and masters degrees while our outreach to the community enriches the lives of those with whom we interact. The college, operating under the broad oversight of a Board of Trustees appointed by the Governor of the state of Washington, has appropriate independence to meet all standards set forth by the Northwest Commission on Colleges and Universities.

5. Non-discrimination
The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

Non-discrimination in its broadest sense, a quest for social justice and equality, and a deep and abiding respect for difference is embodied in our mission statement, our core values and themes, and, more importantly, in our daily way of doing business. All members of the Evergreen community are expected to be familiar with the terms outlined in our social contract[21] which explicitly addresses individual rights and a prohibition against discrimination, among other important ideals.

6. Institutional Integrity
The institution establishes and adheres to ethical standards in all of its operations and relationships.

The college and its administration have actively defended academic freedom in policy and action. Evergreen embraces the Ethics in Public Service Act, Open Public Meetings Act, public records laws, and other principles of transparency in government so important in a democracy. The college's social contract expects all members of the Evergreen community to act with integrity.

7. Governing Board
The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

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[21] http://www.evergreen.edu/about/social.htm

The college's Board of Trustees consists of eight members appointed by the Governor of the state of Washington and confirmed by the Senate as outlined in RCW 28B.40.100. One of those eight members must be an Evergreen student in good standing at the time of appointment. None of the board members have a contractual or employment relationship with the college.

8. Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

Dr. Thomas L. (Les) Purce has served as The Evergreen State College's president since July 1, 2000 following his appointment by the college's Board of Trustees. President Purce's position requires him to serve Evergreen in a full-time capacity. He is an *ex officio* member of the Board of Trustees.

9. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The college employs an adequate number of qualified administrators to ensure the smooth running of the institution. Each of the college's four divisions—academics, advancement, finance and administration, and student affairs—is led by a vice president and each division is structured in a way that encourages the institution to fulfill its mission.

10. Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The college and the United Faculty of Evergreen have agreed that the student/faculty ratio will be at a maximum enrollment of 25 to 1, with some variation at both the graduate and undergraduate levels. For example, beginning in fall 2012, coordinated study programs for first year students have had enrollment limits reduced from 23 to 18 students per faculty member, and coordinated study programs for first and second year students have had enrollment limits reduced from 23 to 20 students per faculty member. These changes are experimental in nature and will be regularly assessed to see if they yield improvements in retention and student learning. Graduate programs are set at an enrollment capacity of 15 students per faculty member. The performance of faculty members is reviewed regularly, as outlined in the most recent Collective Bargaining Agreement between the college and the United Faculty of Evergreen.[22]

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[22] http://www.evergreen.edu/provost/docs/UFE%20Agreement%202012-2014%20FINAL1.pdf

11. Educational Program
The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

The Evergreen State College offers two baccalaureate degrees, a bachelor of arts and a bachelor of science degree, and three graduate degrees, masters in teaching, environmental studies, and public administration. Each degree program has clearly articulated learning outcomes that are consistent with national norms.

12. General Education and Related Instruction
The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

Although Evergreen does not have formal majors or general education requirements, the college expects and promotes depth, breadth and synthesis as described in the Six Expectations of an Evergreen Graduate.[23] Rather than prescribing specific courses that each student must take, Evergreen empowers students to make individual choices while providing significant guidance about those choices through both formal and informal advising. Evergreen's focus on integrated, interdisciplinary programs of study rather than individual course work means that students can be exposed to the breadth of the liberal arts within the context of interdisciplinary programs in ways not available on more traditional campuses. Given the high degree of flexibility and choice, students also have opportunities to achieve depth in ways that best meet their academic, personal and career goals. To further support fulfillment of the Six Expectations, students entering the institution in the fall of 2013 and thereafter will be required to write an annual Academic Statement designed to encourage both planning and reflection. In its final iteration the Academic Statement, which will become part of the student transcript, will describe a student's work, experiences, skills and knowledge to outside audiences including graduate schools and prospective employers. Along with narrative evaluations, the Academic Statement will provide students with another powerful tool to both design and articulate their education.

13. Library and Information Resources
Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

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[23] http://www.evergreen.edu/about/expectations.htm

Evergreen's library provides ample opportunity for all community members to access appropriate information to support the college's educational mission. In addition to robust on-site holdings, members of the college community have access to a huge array of data bases and on-line resources. Additionally, Evergreen is a partner in the Orbis Cascade Alliance and community members thus have easy access to 9.2 million titles representing 28.7 million items.

14. Physical and Technological Infrastructure
The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

With a 1,000 acre campus diversely employed for teaching and learning, an array of academic buildings, many of which have been specifically designed and/or modified physically and technologically to serve the distinctive Evergreen curriculum, a multi-faceted library facility, a student union, a range of student housing options, a physical plant focused on energy and operational efficiency, a recreation center and an organic farm on its Olympia campus, as well as an academic facility in Tacoma, Evergreen has a solid foundation of physical and technological infrastructure to support its mission.

15. Academic Freedom
The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Academic freedom is central to the mission of The Evergreen State College. The college's commitment to academic freedom can be seen in Article 3 of the Collective Bargaining Agreement between the college and the United Faculty of Evergreen and in the college's social contract.[24]

16. Admissions
The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Evergreen publishes its admission policy which clearly states the requirements for admission. The college's admissions department scrupulously adheres to all policies and procedures when making admission decisions.

17. Public Information
The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

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[24] http://www.evergreen.edu/about/social.htm

The college publishes an annual catalog and maintains an updated website, both of which provide comprehensive information about the institution's mission, requirements for admission and graduation, regulations concerning student conduct, all fee and refund policies, financial aid opportunities, the academic calendar and the names, titles and academic credentials of administrators and faculty.

18. Financial Resources
The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

Evergreen has a solid financial base, with a budget that reflects the college's strategic plan, sound business and accounting practices, a long-standing record of clean audits, and substantial reserves to help meet contingencies. Approximately one-third of the college's operating revenue comes from the state of Washington. Other revenue sources include tuition, gifts, grants, and the college's ancillary operations.

19. Financial Accountability
For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

The college is audited annually by the Washington State Auditor's Office in accordance with generally accepted auditing standards. Results of the audits are presented to Evergreen's Board of Trustees Audit Committee, as well as the full Board.

20. Disclosure
The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

The Evergreen State College accurately discloses to the Northwest Commission of Colleges and Universities all information required by the Commission for it to carry out its evaluation and accreditation functions.

21. Relationship with the Accreditation Commission
The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

The Evergreen State College accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in

accordance with Commission policy. Evergreen also agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A Governance

2.A.1

The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Evergreen's organization chart clearly illustrates the college's governing system.[25] The board of trustees— which is appointed by the governor, confirmed by the state senate, and given broad, statutory power to operate the college (see RCW 28B.40.120)[26]—is located at the top of the chart. Through a series of documented policies and delegations, discussed below, the board has focused its attention on strategic leadership and policy. The board's policies describe in some detail how the board delegates to the president (and through the president to the faculty and staff of the college) the day-to-day responsibility for operating the college (see Board of Trustees Policies).[27]

Immediately below the board of trustees, the president and senior administration carry out the administrative work as described in the section entitled Leadership and Administration below. The responsibility for academic governance, including designing and delivering the curriculum, is located in the structures described in the Faculty Handbook (See Faculty Handbook, Section 2.200, Academic Organization):[28] the provost, deans, Faculty Agenda Committee, and the faculty as a whole.

Mirroring the college's pedagogical commitment to collaborative, interdisciplinary learning, the college's governance practices promote collaboration across divisional boundaries and across stakeholder groups (faculty, staff, alumni, and students). The Disappearing Task Force (DTF) is the primary example of such a practice. DTFs consider major policy questions, both academic and administrative, without creating permanent bureaucracies. The board of trustees, the president, vice presidents and the Faculty Agenda Committee may charge DTFs—which include faculty, staff and often students and other stakeholders—to address specific issues, opportunities, or problems. Members are chosen with the goal of including a diverse and representative group of interested participants. Faculty appointments to DTFs require approval of the Agenda Committee. The Geoduck Student Union is asked to appoint student representatives.

Major academic policy recommendations involve consultation with the deans, Agenda Committee, faculty as a whole, and/or the faculty union as appropriate.

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[25] Organizational Chart - http://www.evergreen.edu/president/docs/2012-1113%20Org%20Chart.pdf
[26] RCW 28B.40.120 - http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.40.120
[27] Board of Trustees Policies - http://www.evergreen.edu/policies/category/board
[28] Faculty Handbook, Section 2.200, Academic Organization - http://www.evergreen.edu/policies/policy/academicorganization

In addition to the college's DTFs, a number of broad-based standing committees exist to attend to ongoing planning and coordination. These include the Campus Land Use Committee (see the CLUC Home page),[29] various budget planning groups, the Enrollment Coordinating Committee, the Strategic Enrollment Group, the Health and Safety Committee (see the Health and Safety Committee Home page),[30] Space Management Committee (see the Space Management Home page),[31] the faculty Agenda Committee, the Faculty Advisory Panel on the College Budget, and the Sustainability Council (see the Sustainability Council Home page).[32] In addition, a Faculty Hiring DTF and sub-committees represent major, generally annual, efforts on the part of the faculty, students, and staff.

The principle of faculty participation in governance is built into the collective bargaining agreement with the United Faculty of Evergreen[33] and the academic schedule identifies specific governance time each week, during which no classes are scheduled, to facilitate broad faculty, staff and student participation in governance activities.

A list of active DTFs as well as previous DTFs and standing committees is available on the college's website.[34]

2.A.2
In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Not applicable.

2.A.3
The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

In keeping with the accreditation standards and process adopted in 2010, the college's engagement with the Commission's standards is continuous. The new iterative accreditation approach allows the college to address and reflect these types of changes in a more timely fashion.

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[29] CLUC Home page - http://www.evergreen.edu/committee/cluc/applications.htm
[30] Health & Safety Committee Home page - http://www.evergreen.edu/committee/healthandsafety/home
[31] Space Management Home page - http://www.evergreen.edu/committee/spacemanagement/home.htm
[32] Sustainability Council Home page - http://www.evergreen.edu/sustainability/sustainabilitycouncil.htm
[33] Collective Bargaining Agreement with UFE - http://www.evergreen.edu/provost/bargaining.htm
[34] http://www.evergreen.edu/committee/

Governing Board

2.A.4
The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

Evergreen's eight-member board of trustees is appointed by the governor and confirmed by the state senate. Seven of the board members serve staggered six-year terms. The eighth member, a student, serves a one-year term. The student trustee is a voting member of the board, appointed by the governor from a list of nominees provided by the Geoduck Student Union. The state law establishing the college gives the board broad authority to operate the college.[35]

2.A.5
The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

The board's policies state that official inquiries and concerns directed to the board are referred to the chair, who serves as the spokesperson for the board (see Statement of Board Process).[36] The board chair is obligated to inform the other members of the board of such correspondence in a timely manner. Individual board members are required to make clear when they are speaking as individuals and when they are stating board positions.

The state's Open Public Meetings law governs the operation of the board of trustees (see Open Public Meetings Act).[37] The board conducts official business as a committee of the whole in meetings that are publicly announced in advance and open to the public.

2.A.6
The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The board's delegation of authority makes clear those policies over which the board itself maintains direct oversight and those for which oversight is delegated to the president or, through the president, to the faculty and staff of the college.

The Board works to maintain continuity in major policies while revising and updating policy statements as needed. Policies updated in recent years include the Delegation of Authority (2007), the policy on Community Representatives (2007), the policy on Services and Activities

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[35] RCW for BOT authority - http://archives.evergreen.edu/1971/1971-01/HB596.pdf and http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.40.100

[36] Statement of Board Process - http://www.evergreen.edu/policies/policy/statementofboardprocess

[37] Open Public Meetings Act - http://apps.leg.wa.gov/rcw/default.aspx?cite=42.30

Fees (2008), and the policy on Presidential Evaluation (2009). The board's by-laws were most recently updated in September 2012.

2.A.7
The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

In accordance with board policy, the trustees hire and annually evaluate the performance of the president (see Presidential Evaluation Policy).[38] The board meets in executive session each July to review the president's self-evaluation and public commentary and to discuss the board's own assessment. After meeting with the president in executive session, the board then acts in open public meeting to formally state its assessment of the president's performance.

2.A.8
The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Board policy calls upon the board to annually review and revise its own long-term goals and priorities (see Statement of Board Process).[39] The board's regular cycle of meetings includes an annual retreat for self-evaluation and goal setting (usually in October of each year), quarterly financial reports, and biennial review and approval of budget requests and allocations.

Leadership and Management

2.A.9
The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The administrative leadership of the college is organized into five major functional divisions: Academics, Finance and Administration, Student Affairs, College Advancement, and the Office of the President (see the Organizational Chart).[40]

Job descriptions are established and reviewed, primarily in times of personnel transition or organizational change, to reflect the responsibilities and qualifications necessary for key leadership roles. The selection and evaluation processes for the president and vice presidents demonstrate the qualifications of the college administration to lead and manage the institution. By college policy, exempt professional staff members are evaluated annually. The vice presidents each distribute annual evaluations reporting on the performance of the divisions for which they are responsible and inviting input from the campus.

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[38] Presidential Evaluation Policy - http://www.evergreen.edu/policies/policy/presidentialevaluation
[39] Statement of Board Process - http://www.evergreen.edu/policies/policy/statementofboardprocess
[40] Organizational Chart - http://www.evergreen.edu/president/docs/2012-1113%20Org%20Chart.pdf

2.A.10

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

The president is the chief executive officer of the college, with full-time responsibility to the institution. The president's curriculum vita[41] amply speaks to his qualifications. He is not a member of the governing board.

2.A.11

The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The leadership of the president and vice presidents is supplemented by the work of the Senior Staff group, which meets weekly. The Senior Staff group is composed of the president, the four vice presidents, the associate vice president for Enrollment Management, the associate vice president for Human Resource Services, the director of Government Relations, the executive director for Operational Planning and Budget, an Academic Dean, the executive director of Marketing, Communications and College Relations, and the deputy to the president/secretary to the board of trustees. This membership provides a collaborative, cross-divisional forum for resolving management questions.

Cross-divisional collaboration is a hallmark of administration at Evergreen. The system of Disappearing Task Forces (DTFs) described above is a prominent example. In addition, the weekly senior staff meetings promote communication and coordination among the college's administrative divisions. The parallel meetings within administrative divisions routinely include staff representing other divisions. For instance, the Director of Residential and Dining Services (an employee of the Student Affairs Division) routinely attends the Directors' meeting in the Division of Finance and Administration, and an Academic Dean routinely attends the Directors' meeting in the Division of Student Affairs.

The college has traditionally used retreats to promote broad communication and cooperation. These include an annual retreat for the president and vice presidents, a retreat of the senior staff, the academic deans' retreat, a faculty retreat open to staff and administrators, as well as many other retreats and meetings within administrative units.

The structure of academic administration at Evergreen is unusually flat due to the absence of departments. This places a heavy administrative burden on the academic deans. An expansion in the number of academic deans was reversed in the course of recent budget reductions. At the same time, the staff positions supporting the work of the deans in the Library and in the Deanery have been adjusted to provide enhanced support for these key administrative positions.

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[41] http://www.evergreen.edu/president/docs/purcecv.pdf

Academics – Policies and Procedures

2.A.12
Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Student responsibilities regarding their academic and artistic work at the college and their community responsibilities are described in the Social Contract,[42] the Student Conduct Code,[43] and in course descriptions, covenants and syllabi. The Social Contract and Conduct Code are available on the college's website. The Conduct Code and Social Contract are also addressed in student orientation activities and materials.

There are two documents, both publically available on the college's website, that delineate the responsibilities of faculty members regarding teaching, service, scholarship, research, and artistic creation. Those documents are the Faculty Handbook[44] and the collective bargaining agreement between the college and the United Faculty of Evergreen.[45]

Applicable policies are shared with staff in orientation training and other follow-up training during their tenure. While the Academic Deans and the Registrar are the central authorities for the communication of institutional academic policy, the program secretaries who provide administrative and secretarial support to the faculty play an important role in disseminating and explaining academic policies to individual faculty and students.

2.A.13
Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

Specific policies that address access to and use of resources in the library proper, electronic resources, computing resources, and electronic media equipment loan are documented, published, and enforced.

All access and use policies are posted on the library website.[46] They include general policies,[47] the reserves policy,[48] copyright policies,[49] media services access policy,[50] media rates,[51] media

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[42] http://www.evergreen.edu/about/social.htm
[43] http://www.evergreen.edu/studentaffairs/rightsandresponsibilities.htm
[44] http://www.evergreen.edu/policies/category/faculty.htm
[45] http://www.evergreen.edu/provost/docs/UFE%20Agreement%202012-2014%20FINAL1.pdf
[46] http://library.evergreen.edu
[47] http://library.evergreen.edu/generalpolicies.html
[48] http://library.evergreen.edu/reservepolicy.html
[49] http://library.evergreen.edu/copyright.html
[50] http://www.evergreen.edu/mediaservices/accessresources.htm
[51] http://www.evergreen.edu/electronicmedia/mediarates.htm

loan policies,[52] archives policy[53] and others. Evergreen's circulation policy is also established in Washington Administrative Code.[54]

These documents describe services, access, due dates, fines, and collection policies. Fines and fees are processed through Finance and Administration and the Cashier's Office in accordance with college financial practices and policies.

2.A.14

The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Evergreen has a generous policy of accepting credit from other accredited institutions. Credential evaluators in the Office of Admissions review all transcripts received from previous institutions for transferable credit according to policy.[55] The college may award an applicant a maximum of 135 total quarter-hour credits for undergraduate work. Ninety (90) quarter-hour credits of lower-division work may be a part of that maximum total. An applicant may receive a maximum of 15 quarter-hour credits for vocational/technical work as part of his or her lower-division transfer credit award. Because Evergreen students build their own academic pathways, all transferred credit will count toward the bachelor of arts degree.

The college's transfer credit policies are published online[56] and in its official "Transfer Student Guide" that is distributed to all transfer students.

Students – Policies and Procedures

2.A.15

Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Evergreen's primary policies and procedures regarding student rights and responsibilities are found in the Social Contract[57] and Student Conduct Code[58]. The Social Contract is a values statement that explicitly articulates the expectations for members of the campus learning community (including students, staff and faculty). Based upon a review of best practices and broad campus input, the Code went through a comprehensive revision and was updated in winter 2012. It provides clearly defined procedures that afford fair and consistent administration of complaints including accommodations for people with disabilities, a right to appeal, and a right to request reconsideration of a Hearing Board decision. The Code addresses academic honesty as do class covenants and syllabi.

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[52] http://www.evergreen.edu/medialoan/policies.htm
[53] http://archives.evergreen.edu/homepage/Policyfrm.htm
[54] http://apps.leg.wa.gov/wac/default.aspx?cite=174-168
[55] http://www.evergreen.edu/transfercredit.html
[56] Ibid
[57] http://www.evergreen.edu/about/social.htm
[58] http://www.evergreen.edu/studentaffairs/studentconduct.htm

The policies are shared with students during orientation programs, via residential life communications, via an email communication from the Vice President for Student Affairs, and through presentations to coordinated study programs and faculty meetings. References are found in the academic catalog[59] and the full policies are on the college website.[60]

Student rights and responsibilities are also articulated in various other college policies (e.g. discrimination, medical leave of absence, etc.) and may be found in the Policies and Procedures index on the college website.[61] [62]

Rights, responsibilities, and procedures for accommodations for persons with disabilities are delineated on the Access Services website.[63]

2.A.16

The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

Admission policies
The college has established admission requirements for freshmen, transfer, international, non-traditional, returning and graduate students and those requirements guide the enrollment of students at Evergreen.

Qualifications for admission along with the process and deadlines for undergraduates are specifically outlined in the academic catalog[64] and on the college website.[65] Admission for undergraduates is governed by a set of state standards developed by the higher education community through the Washington Student Achievement Council[66]. These standards focus on a set of core course requirements, college academic distribution requirements (CADRs), minimum high school GPA, and submission of standardized test scores (either SAT or ACT). Each applicant undergoes a review process consistent with statewide minimum admissions standards for freshmen, transfer, returning, and non-traditional students. In addition to their application, transcripts, and test scores, students are encouraged to submit a personal statement addressing their previous academic and/or professional/personal experiences along with an academic plan. Some students may also choose to participate in an interview process conducted by admissions counselors, faculty, or alumni.

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[59] http://www.evergreen.edu/catalog/2013-14/index.htm
[60] http://www.evergreen.edu/studentaffairs/studentconduct.htm
[61] http://www.evergreen.edu/policies/home.htm
[62] http://www.evergreen.edu/advising/academicpolicies.htm
[63] http://www.evergreen.edu/access/home.htm
[64] http://www.evergreen.edu/catalog/2013-14/in dex.htm
[65] http://admissions.evergreen.edu/#requirements
[66] http://www.wsac.wa.gov/

Graduate program qualifications for admission vary and are cited below.

- Master of Public Administration. Qualifications, processes and deadlines for admission are specifically outlined in the program's catalog.[67]
- Master in Teaching
  - Requirements[68]
  - Admissions Criteria[69]
  - Pre-requisites[70]
  - Application instructions[71]
- Master of Environmental Studies[72]

All entering students are advised of their curricular options in the printed academic catalog and online.[73] New entering students are required to participate in an Academic Advising Planning Workshop.[74] Prerequisites for individual coordinated study programs and courses are listed with the program description.

Faculty members assess student skills and knowledge in the context of student work within coordinated study programs. They often advise students about the correspondence of their interest or abilities with the requirements of future coordinated study programs.

Graduate program administrators also advise students and provide them with information about program prerequisites and expectations.

Academic Standing Policy[75]

Evergreen monitors the academic standing of each student. In accordance with the Academic Standing policy published in the printed academic catalog and online, students who are not making satisfactory academic progress are informed of their standing at the college and advised accordingly.

Faculty evaluation of student achievement occurs at the end of coordinated study programs, contracts, courses, and internships. A student in danger of receiving less than full credit is notified in writing at mid-quarter by the faculty or contract sponsor. A student making unsatisfactory academic progress will receive an academic warning and may be required to take a leave of absence.

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[67] http://www.evergreen.edu/mpa/admissionsreq.htm
[68] http://www.evergreen.edu/mit/docs/MiT%202012_14%20Catalog1.pdf
[69] http://www.evergreen.edu/mit/admissionscriteria.htm
[70] http://www.evergreen.edu/mit/prerequisites.htm
[71] http://www.evergreen.edu/mit/howtoapply.htm
[72] http://www.evergreen.edu/mes/admission.htm#requirements
[73] http://www.evergreen.edu/catalog/
[74] http://www.evergreen.edu/advising/
[75] http://www.evergreen.edu/policies/policy/academicstanding

The Amending Student Records policy,[77] which can be found on the college website and in the printed academic catalog, articulates a process through which a student who feels a faculty evaluation is in error can seek to have the evaluation amended.

The Academic Standing policy[78] stipulates that a waiver of required leave can be granted only by the academic dean responsible for academic standing, upon the student's presentation of evidence of extenuating circumstances.

2.A.17

The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Evergreen maintains and makes available policies that clarify its relationship to co-curricular offerings.

The constitutions of Evergreen's student government organizations—the Geoduck Student Union and the residence hall association called the Greener Organization—articulate the relationship between these student governance groups and the institution.[79] [80]

The Services and Activities Fee Allocation Board[81] allocates student fees in accordance with the relevant sections of the Revised Code of Washington.

The Student Activities Covenant[82] articulates the relationship between recognized student organizations and the college, including the roles and responsibilities of students and the institution for those activities. The college also has a policy that defines how recognized student organizations are disciplined[83] and is currently working to update that policy.

The college requires all student organizations to register annually. Their leaders are required to attend training on policies, procedures, event planning and proper use of student activity fees and sign a covenant that describes the roles and responsibilities of a student group coordinator and attests that the group will abide by the college's non-discrimination policy.[84]

The college provides an advisor for club sports and outdoor recreation activities to ensure that these programs are offered in accordance with college policies.

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[76] Ibid
[77] http://www.evergreen.edu/policies/policy/amendingstudentrecords
[78] http://www.evergreen.edu/policies/policy/academicstanding
[79] http://blogs.evergreen.edu/geoduckunion/constitution-bylaws
[80] http://www.evergreen.edu/rad/events/governance.htm
[81] http://www.evergreen.edu/activities/sanda/
[82] http://www.evergreen.edu/activities/docs/covenant.pdf
[83] http://www.evergreen.edu/activities/handbook/studentorgs.htm#disciplinary
[84] http://www.evergreen.edu/policies/policy/nondiscriminationpolicyandprocedure

Evergreen sponsors seven intercollegiate athletic teams: men's and women's soccer, basketball, and cross country, and women's volleyball. As a member institution of the National Association of Intercollegiate Athletics (NAIA), Evergreen adheres to the Association's governing rules.[85]

The Student Communications Media policy[86] is posted on the college's website. It describes the relationship between the college and various student media and also spells out the responsibilities of student media organizations. *The Cooper Point Journal,* the student newspaper, has clearly written guidelines on its Operations and Ethics Web page.[87] KAOS-FM, the campus radio station, is governed by the FCC and is also included under the umbrella of the Student Communications Media policy. In addition, all aspiring radio programmers are required to attend a six-week training course and pass a proficiency test before being allowed to host their own radio program.

The Center for Community-Based Learning and Action (CCBLA), a service-learning center (one of the college's four public service centers), offers co-curricular volunteer opportunities to students. Student volunteer opportunities are announced through the Community Opportunities Data Base (CODa) which is co-managed by Student Employment, Academic Advising, Career Development and CCBLA. The announcements indicate the call for volunteers as differentiated from credit-bearing internships or compensated employment.

Human Resources

2.A.18
The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Evergreen publishes, regularly reviews, and equitably applies its human resource policies to employees and students. The Human Resource Services website provides access to many of these documents and resources.[88] As a public institution, the college also follows relevant personnel policies for employees of the state of Washington.[89]

Many employment policies for faculty, classified staff, and some exempt employees are subject to collective bargaining and can be found in the respective collective bargaining agreements.[90,91,92,93] and the Faculty Handbook.[94]

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[85]
http://www.naia.org/ViewArticle.dbml?DB_LANG=C&DB_OEM_ID=27900&ATCLID=205327260&SPID=100441&SPSID=647589

[86] http://www.evergreen.edu/policies/policy/studentcommunicationsmedia

[87] http://cpj.evergreen.edu/operationsandethics

[88] Human Resource Services website - http://www.evergreen.edu/employment/staffjobs.htm

[89] http://www.dop.wa.gov/rules/Tools/Pages/Requiredandrecommendedagencypolicies.aspx

[90] Faculty collective bargaining agreement - http://www.evergreen.edu/provost/docs/UFE%20Agreement%202012-2014%20FINAL1.pdf

[91] Classified staff collective bargaining agreement - http://www.evergreen.edu/employment/unioncontract.htm

[92] Student Support Services Staff collective bargaining agreement - Ibid.

[93] Other employees – Employment policies for those employees not represented by a union are documented on the college website - : http://www.evergreen.edu/employment/staffjobs.htm.

Position descriptions are uniform in presentation, clear in assignments and expectations, and updated regularly when vacancies occur or during performance reviews.

The college complies with federal and state affirmative action and nondiscrimination laws and is an equal opportunity employer, as is stated on all college employment recruitment materials.

2.A.19
Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Classified staff and exempt employees are notified of their conditions of employment, work assignments, and rights and responsibilities via: 1) the employment bulletin announcement; 2) offer of appointment letter; 3) position description; 4) conditions of employment section of the Personnel Action Form (see Forms and Procedures[95]); 5) new employee orientation; 6) the performance review process (see Forms and Procedures, union contracts, and Exempt Evaluation policy[96]); 7) college policies (see Employment Policies[97]); and 8) the collective bargaining agreement, if applicable (see union contracts[98]).

Temporary/hourly and student employees are notified of their conditions of employment, work assignments, and rights and responsibilities via: 1) the conditions of employment section of the Student/Temporary Action Form (see Forms and Procedures); 2) position description, if applicable; 3) college policies (see Employment Policies); and 4) the collective bargaining agreement, if applicable (see union contracts[99]).

Policies, procedures, and criteria for classified staff and exempt employee evaluation, retention, promotion, and/or termination are published, accessible, and periodically reviewed during policy review processes and/or collective bargaining negotiations.

The collective bargaining agreement for faculty[100] covers faculty conditions of employment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.A.20
The institution ensures the security and appropriate confidentiality of human resources records.

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[94] Faculty Handbook - http://www.evergreen.edu/policies/category/faculty.htm

[95] Forms and Procedures - http://www.evergreen.edu/employment/forms-procedures.htm

[96] http://www.evergreen.edu/policies/policy/exemptevaluation

[97] Employment Policies - http://www.evergreen.edu/policies/category/employment.htm

[98] Faculty collective bargaining agreement - http://www.evergreen.edu/provost/docs/UFE%20Agreement%202012-2014%20FINAL1.pdf; Classified staff and Student Support Services Staff collective bargaining agreements - http://www.evergreen.edu/employment/unioncontract.htm

[99] Ibid

[100] Faculty collective bargaining agreement - http://www.evergreen.edu/provost/docs/UFE%20Agreement%202012-2014%20FINAL1.pdf

Both hardcopy personnel files and the electronic Banner Human Resources/Payroll system are secure, with limited access. The data custodian for human resource data is the associate vice president for Human Resources. The data custodian for payroll records is the payroll and benefits manager. Banner security includes password protection that limits access to authorized personnel.

Human Resource Services maintains the official personnel files for classified staff and exempt employees, spanning their entire tenure at the college.

Supervisors maintain temporary files used to develop annual evaluations. Each supervisor is responsible for the maintenance and proper handling of these records.

Employment authorization and benefit files for temp/hourly and student employees are kept in the Payroll office. In addition, Human Resource Services maintains the medical files (separate from the personnel file) for all faculty, classified staff and exempt employees. Employees may examine their own personnel file in the presence of a Human Resource Service staff member during business hours. Written authorization from the employee is required before any representative of the employee is granted access to review the employee's file. When documents in the personnel file are the subject of a public disclosure request, the college provides the employee with a copy of the request in advance of the documentation release date.

The official personnel files for faculty are maintained by the Office of the Provost, as directed in the faculty CBA, article 19.

Worker compensation insurance is provided through the Washington Department of Labor and Industries, which maintains the worker compensation claim files. On campus, worker compensation records are securely maintained by the office of Environmental Health and Safety. Employees may view their L&I claim files electronically through the L&I secure access website.

Institutional Integrity

2.A.21
The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Evergreen's distinctive approach to curriculum planning requires regular review and revision of the college's catalogs and other materials. The printed catalog is augmented by an online version updated through a content management database.

The college represents itself to prospective students through the Office of Admissions in collaboration with the Office of Marketing, Communications and College Relations. As described above, Evergreen ensures that the college catalog and other materials used to explain the college are accurate, up-to-date, and developed in consultation with the faculty and academic administrators where appropriate.

2.A.22
The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

As a public institution, Evergreen has a framework for institutional integrity that begins with the applicable state laws.[101] These laws in turn are implemented in college policies (see the Ethics Policy[102] and the Whistle Blower Policy[103]). In 2005, the college reestablished the staff position of internal auditor to provide a more systematic and professional implementation of these policies.

The college promotes the fair and equitable treatment of students, faculty, administrators, staff and other constituencies through adherence with policies and procedures (primarily related to Student Affairs, Human Resource Services, and collective bargaining agreements, as noted in sections 2.A. 15 and 2.A.18 respectively), including consistent and timely response to grievances.

2.A.23
The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Trustees, administrators, faculty and staff are bound by the state of Washington's Ethics in Public Service law,[104] which defines conflicts of interest and provides a system for reporting, investigating and addressing possible cases of conflict of interest. The college's implementation of the state ethics law is further elaborated in the college's ethics policy.[105]

Staff members are required to attend policy training that covers the state ethics law and college ethics policies at least once every three years. Article 21 of the faculty collective bargaining agreement addresses ethical expectations of faculty.[106]

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[101] Ethics laws – Ethics in Public Service Act - http://apps.leg.wa.gov/rcw/default.aspx?cite=42.52; Open Public Meetings Act - http://apps.leg.wa.gov/rcw/default.aspx?cite=42.30; Public Records Act - http://apps.leg.wa.gov/rcw/default.aspx?cite=42.56
[102] College ethics policy - http://www.evergreen.edu/policies/policy/ethics
[103] Whistle blower policy - http://www.evergreen.edu/policies/policy/internalwhistleblower
[104] Ethics in Public Service law - http://apps.leg.wa.gov/rcw/default.aspx?cite=42.52
[105] College ethics policy - http://www.evergreen.edu/policies/policy/ethics
[106] Ibid

Faculty and staff working on federally funded grants are required to disclose significant financial interests to the provost for determination of potential conflicts of interest.[107]

State law requires college trustees and the president to file annual personal financial disclosure forms with the state's Public Disclosure Commission.

2.A.24
The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

The college's Patents and Copyrights Policy[108] defines interests and describes the distribution of income from college-assisted individual and externally sponsored efforts. The ownership of course materials posted online for public access is specifically addressed in the faculty collective bargaining agreement.[109]

2.A.25
The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The college provides complete and accurate information about its accreditation status. The Admissions website[110] includes a brief statement about the college's accreditation status and links directly to the NWCCU Web page. As a public institution, Evergreen makes available for public review the self studies prepared as part of the accreditation process and evaluation committee reports.[111]

2.A.26
If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

The college adheres to the purchasing and contracting rules of the state of Washington, which require contracts for all work by external entities, including a complete statement of the scope of work for all contracts.[112] The college has a well-defined process for review, approval and management of contracts.[113]

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[107] http://www.evergreen.edu/policies/policy/financialdisclosureforfederallyfundedgrantprojects
[108] http://www.evergreen.edu/policies/policy/patentsandcopyrights
[109] UFE CBA - http://www.evergreen.edu/provost/docs/UFE%20Agreement%202012-2014%20FINAL1.pdf
[110] http://admissions.evergreen.edu/moreaboutcurriculum.html#Accreditation
[111] http://www.evergreen.edu/provost/accreditation.htm
[112] http://www.ofm.wa.gov/policy/16.10.htm
[113] http://www.evergreen.edu/policies/policy/purchasing

Academic Freedom – Policies and Procedures

2.A.27
The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Faculty are accorded academic freedom to pursue scholarship, research, and artistic creation consistent with the institution's mission and goals (see Article 3 of the United Faculty of Evergreen CBA[114]).

The Social Contract[115] includes a strong statement regarding academic freedom for the entire campus community (faculty, staff and students). Students receive an introduction to the Social Contract in orientation programs. Staff members receive the information in new employee orientation materials.

2.A.28
Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Both the Social Contract and the faculty collective bargaining agreement strongly communicate the college's commitment to academic freedom and sharing of diverse perspectives. The Social Contract encompasses the entire campus community (faculty, staff and students). This commitment is further supported in three of the college's four Core Themes (Integrated, Interdisciplinary Learning; The Individual Engaged in Community; and Diversity and Equity) and their associated objectives.[116] These core themes have their roots in the college's Five Foci[117] and the Six Expectations of an Evergreen Graduate.[118]

The curriculum, as the site of free discourse and the expression of divergent views, is the most fundamental expression of Evergreen's commitment to the free pursuit and dissemination of knowledge. The structures and processes Evergreen uses to construct and deliver its curriculum reflect a deep and continuing commitment to interdisciplinary inquiry, which requires the interaction of different ideological frameworks and experiences. Students share in the same guarantee of academic freedom as other members of the college.

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[114] http://www.evergreen.edu/provost/bargaining.htm
[115] http://www.evergreen.edu/about/social.htm
[116] Standard One: Mission, Core Themes, and Expectations, p. 10 -
http://www.evergreen.edu/facultydevelopment/docs/2011StandardOneReport.pdf
[117] Five Foci - http://www.evergreen.edu/about/fivefoci.htm
[118] Six Expectations of an Evergreen Graduate - http://www.evergreen.edu/about/expectations.htm

2.A.29

Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

The collective bargaining agreement with the United Faculty of Evergreen commits all faculty members "to abide by the Social Contract[119]…and the Statement of Professional Ethics as adopted by the AAUP[120]…" in their teaching and scholarship. The Social Contract specifically notes, "Honesty is an essential condition of learning, teaching or working. It includes the presentation of one's own work in one's own name, the necessity to claim only those honors earned, and the recognition of one's own biases and prejudices." The Statement on Ethics reinforces the commitments to intellectual honesty and the "obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge."

In accordance with the college's policy on patents and copyrights,[121] faculty members are expected to accurately attribute and cite source information in their scholarly work.

2.A.30
The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Board of trustees' policies, especially the Delegation of Authority,[122] provide a high-level framework for financial planning, management and oversight of the college's financial resources. On a biennial basis, the board reviews and approves operating and capital budget requests to the legislature that outline the college's financial priorities. When legislative budget allocations are established, the board reviews and approves a two-year spending plan which includes all funds. The board reviews quarterly reports comparing budgeted to actual expenditures for both operating and capital accounts. Deviations from the approved spending plans require additional board authorization. In recent years, such action has largely been the result of mid-biennium legislative budget reductions.

Below the board level, an array of college policies governs the financial management activities of the president, vice presidents, director of Business Services and other key staff with responsibility for financial management. See, for instance, the college's policies on the budget process,[123] indirect costs,[124] establishing miscellaneous fees,[125] college investments,[126] college endowments,[127] as well as other related policies.[128]

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[119] Evergreen Social Contract - http://www.evergreen.edu/about/social.htm
[120] AAUP Statement on Professional Ethics - http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm
[121] Evergreen Policy on Patents and Copyrights - http://www.evergreen.edu/policies/policy/patentsandcopyrights
[122] http://www.evergreen.edu/policies/docs/delegation.pdf
[123] http://www.evergreen.edu/policies/policy/budgetprocess
[124] http://www.evergreen.edu/policies/policy/indirectcosts

The college has a clearly defined Fundraising Policy[129] that governs the solicitation and management of charitable resources.

Standard 2.B Human Resources

2.B.1
The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

The college strives to maintain staff levels consistent with the mission, services and obligations of the institution and the safety and well being of staff, faculty and students. As of October 2012, Evergreen employed approximately 199 exempt employees, 269 classified staff, and 128 non-student hourly staff to serve the needs of the students and the college.

Recruitment procedures specify selection processes and advertisements, which include criteria and qualifications, are made public.

All exempt and classified positions have job descriptions that specify the minimum and/or desired qualifications. To maintain accuracy and relevance, position descriptions are updated during the annual evaluation cycle when appropriate (see below) or when a position becomes vacant (as part of the recruitment preparation process).

Human Resource Services staff screen and score applications for classified positions, and refer qualified applicants to the appointing authority and search committee. Search committees complete the balance of the screening and interview process and provide information and feedback to the appointing authority and Human Resource Services. For exempt positions, Human Resource Services may conduct the initial screening for minimum qualifications, with the search committee completing the balance of the screening process and providing information and feedback to Human Resource Services. Once employed, exempt and classified staff members receive direction on day-to-day duties and responsibilities from their supervisor.

2.B.2
Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

125

http://www.evergreen.edu/policies/policy/establishingorchangingtheamountorpurposeofservicechargesfeesfinesandpenalties
[126] http://www.evergreen.edu/policies/policy/collegeinvestment
[127] http://www.evergreen.edu/policies/policy/collegeendowmentinvestmentandspending
[128] http://www.evergreen.edu/policies/category/fad.htm
[129] Fundraising Policy - http://www.evergreen.edu/policies/policy/fundraising

College policies and applicable collective bargaining agreements governing administrators and staff stipulate annual evaluations, which include both written and verbal performance feedback. Evaluations are based on performance expectations and specific duties. It is common to solicit evaluative feedback from students, faculty, and staff who may have knowledge of the work of the staff being evaluated.

2.B.3
The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

For exempt employees and classified staff, supervisors are responsible for managing professional development funds from budget allocations and ensuring that employees have adequate training to enhance their professional skills and abilities. In addition, Human Resource Services offers up to ten staff development courses each year and assists departments in setting up departmental staff development workshops. Online training through E-Learning (State Department of Personnel Services) and www.lynda.com (complimentary for all employees via a donation from an alumnus) is also available to employees. Staff members are also eligible to participate in Evergreen academic offerings at a substantially discounted price and may be eligible for up to four hours a week of paid leave to attend those offerings.

There are a variety of opportunities and resources to support faculty scholarship, artistic work, professional travel, participation in professional organizations, and other activities related to research and creative activity.[130]

2.B.4
Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The qualifications for each teaching positions are determined by the college's best judgment of required academic background and relevant experience. Discussions of these qualities occur among the hiring committees, the deans and the provost. The review and selection process for hiring new faculty members is involved and in-depth, thus assuring that the college will attract high quality faculty members well suited for the engaged and collegial nature of teaching and learning at Evergreen.

As a definition of sufficient numbers of faculty, the collective bargaining agreement with the United Faculty of Evergreen states that the college's undergraduate curriculum will be staffed at a ratio of 25 students per faculty member for each course or coordinated study program except for those specifically designed for first-year students which will be staffed at a ratio of 23 students per faculty member. In fact, the college has been staffing its undergraduate curriculum at a lower ratio than that in an attempt to enhance the learning environment. As a pilot project aimed at improving academic success, student support, and ultimately retention, the college

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[130] http://www.evergreen.edu/facultydevelopment/home.htm

reduced first-year coordinated study to a maximum of 18 students and lower-division coordinated study programs to a maximum of 20 students in the 2012-13 academic year. That pilot will be evaluated and considered for extension into subsequent academic years. **[Update summer 2013: This pilot has been extended into the 2013-14 academic year.]**

Similarly, the collective bargaining agreement with the faculty states that the college will staff its graduate offerings at a ratio of 15 students per faculty member in recognition of the additional amount of student work expected in graduate programs.

2.B.5
Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Evergreen's pedagogical model prizes collaborative work among faculty and with students. Teaching in this fashion requires significantly more preparation time than teaching individual courses. In recognition of this fact, the college community believes that meaningful scholarly work occurs as a part of the delivery of Evergreen's interdisciplinary curriculum. The college thus folds its expectations for faculty scholarly and artistic endeavors fully into its expectations for high-quality teaching. Additionally, to ensure ample time for these activities, the college has worked diligently to streamline the service expectations placed on individual faculty members and allotted specific governance hours to accommodate institutional obligations.

2.B.6
All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Professional responsibilities and evaluation processes for faculty are spelled out in the collective bargaining agreement[131] between the college and the United Faculty of Evergreen (Article 6, Article 9 and Article 10). These articles clearly describe the nature and timing of evaluations and process steps for faculty on term, continuing (akin to tenure) and adjunct contracts. The evaluations involve multiple indices, including classroom visits, review of the faculty member's portfolio, review of work in relation to contractual responsibilities, and feedback from teaching partners and students. For term and adjunct faculty, there are also provisions to address concerns on the regular evaluation cycle as well as in interim periods, including requirements for specific development plans. Deans and the provost have access to all primary evaluation data for these faculty members. Continuing faculty are reviewed on a five-year cycle by a panel that includes fellow faculty and a dean. These faculty provide a portfolio of work, a retrospective five-year self-evaluation and a prospective three to five year teaching and learning plan. The discussion

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[131] UFE CBA - http://www.evergreen.edu/provost/docs/UFE%20Agreement%202012-2014%20FINAL1.pdf

typically addresses how the faculty member has met and will continue to meet the professional responsibilities found in the collective bargain agreement and may also include discussion of the faculty member's best work, descriptions of and suggestions for improvement of the faculty member's least successful work, and encouragement for and suggestions about the faculty member's plan for self-directed professional development or plans for future teaching work at the college.

Standard 2.C Education Resources

2.C.1
The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Evergreen's learning-centered mission statement describes the curriculum in all the degree programs offered (BA, BS, MES, MiT, MPA):

> *Mission Statement: As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Evergreen's academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest.*

This mission reflects closely the Five Foci of an Evergreen Education,[132] a set of beliefs articulated through self-study in 1989. The Foci serve as core educational values and fundamental academic principles that shape Evergreen's innovative liberal arts curriculum and pedagogical practices. The Foci delineate a perspective on the academic rigor to which the college aspires, in keeping with its role as an innovative, public liberal arts college.

The Five Foci of an Evergreen Education
- Interdisciplinary Study
- Collaborative Learning
- Learning across Significant Differences
- Personal Engagement
- Linking Theory with Practical Applications

Each of these principles has had substantial impact on the form and content of the curriculum in all degree programs at the undergraduate and graduate levels.

A firm commitment to **interdisciplinary study** means the curriculum is planned to integrate multiple disciplinary lenses, capacities and histories. Discipline-based departments cannot produce such a curriculum.

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[132] http://www.evergreen.edu/about/fivefoci.htm

Collaborative learning as a teaching practice focuses on both process and content. Learning communities begin with collective agreements among individual faculty and students about their shared inquiry and require sufficient time for students to learn about and assume responsibility for their learning as individuals, as well as the learning of the entire group. Shared work in seminars develops theoretical understanding and shared projects facilitate collaborative capacities for practical and creative work. Narrative evaluations replace competitive grades as each student's development contributes to the learning of the group.

In collaboration, **learning across difference** occurs. Difference here is understood to include everything from varied disciplinary tools and perspectives to deep societal divisions expressing historical and contemporary inequities. Teaching and learning from one another—in teaching teams, within the learning communities, and across deep cultural divides—is a core practice supporting the mission of service in the public interest. Further, difference enriches learning environments where intellectual self-reflection about personal perspectives and individual learning can flourish.

A radical commitment to **personal engagement** means that students must be given the authority and the support to make their own decisions about which inquiries they will pursue. Their commitment to self-determined inquiry must be informed through good advising and also via curricular structures which assure, to the degree possible, that the full array of the disciplinary capacities represented by the liberal arts will be integrated into their inquiries. The recently initiated requirement that students write iterative academic statements and the substantial effort to create strong advising and support for that self-reflective writing process are institutional recommitments to the belief in the centrality of personal engagement to successful learning.

L**inking theory and practice** supports student engagement through a curriculum organized to encourage substantial time committed to the pursuit of an inquiry. The Evergreen curriculum is structured to support integration, as opposed to segmented instructional components which tend to segregate the theoretical and practical. Full- and part-time curriculum—organized around themes and taught over one, two or three quarters—provides students the opportunity to explore theoretical knowledge and apply it to relevant situations. Internships, community service, significant intellectual and creative projects, field studies, and exploration of hands-on applications are connected to theory. This connection is facilitated by practices such as full-time and multi-quarter coordinated study programs, broad access to equipment, labs, and studios.

Degree Programs and Learning Outcomes

In keeping with the commitment to interdisciplinary approaches, the institution offers two broad undergraduate degrees, the bachelor of arts and the bachelor of science. There are also three masters degrees (a fourth masters degree, the Master of Education, remains in suspended status with no current curriculum, staffing or student enrollment). Each degree program has clearly identified student learning outcomes articulated in the Six Expectations of an Evergreen Graduate[133] which are fully described in sections 2.C.2 and 2.C.4. Each masters program has additional program-specific outcomes for the degrees offered as described in sub-section 2.C.12.

The following table summarizes the degrees offered in recognized fields of study:

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[133] http://www.evergreen.edu/about/expectations.htm

Degree program	Field of Study CIP Code	Learning Outcomes
Bachelor of Arts	24.0101: Liberal Arts and Sciences	Six Expectations of an Evergreen Graduate *(see 2.C.2 for detail)*
Bachelor of Science	30.0101: Multi/Interdisciplinary Studies: Biological and Physical Sciences	Six Expectations of an Evergreen Graduate *(see 2.C.2 for detail) and 48 upper-division science credits.*
Master in Teaching	13.1206: Teacher Education, Multiple Levels	*Program outcomes are available on their program website:[134]* At the conclusion of the program, candidates can anticipate having a knowledge base appropriate for a beginning teacher to: • create a classroom environment of respect and rapport; • reflect on planning and teaching—through insights gained from analyzing one's own cultural encapsulation—to improve student learning; • understand the importance of multicultural and anti-bias advocacy for all students and realize the value of democratic actions and decision-making with students and professional colleagues; • organize, teach and evaluate lessons that reflect state and national educational reform expectations, including the integration of math, sustainability and the arts across the curriculum; • design and implement engaging, student-centered, thematically based instructional experiences; • work with different-sized groups of students; and • demonstrate a positive impact on students' learning.

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[134] http://www.evergreen.edu/mit/

Master of Environmental Studies	03.0103: Environmental Studies	Students in the MES program will: - investigate the interdisciplinary understanding of contemporary problems associated with the environment; - gain experience in understanding and writing about the scientific texts in the major fields of environmental studies; - acquire research methodologies including qualitative and quantitative ways of understanding environmental data; - develop expertise in one of three program themes: Climate and Energy, Community Sustainability, or Ecology; - engage in individual and group research activities leading to logical conclusions; - design, complete and present a body of research as a thesis project; - gain experience working in agency or non-profit organizations focused on environmental problem solving; and - discover and understand the relationship between tribal entities, treaty obligations and management of Pacific Northwest environments.

| Master of Public Administration | 44.0401: Public Administration | MPA students, faculty and staff create learning communities to explore and implement socially just, democratic public service.

Students are expected to develop competence in a series of core concepts:
• the foundations of public administration;
• the economic and political context of the public sector;
• concepts of democratic governance;
• policy, finance and budgeting;
• additional practical knowledge and skills needed to run an organization in the public, nonprofit or tribal sectors; and
• analytic concepts and techniques, including research methods and the application of analytical techniques in administration (e.g. policy analysis, performance measurement, fiscal analysis, program evaluation, etc.).

The program also requires a capstone course (or a thesis) in which students reflect on their work in the program, integrate experiences by looking at their work holistically, and demonstrate what they have learned in the program through a demonstration project (usually with an applied focus, working with an agency, tribe, nonprofit organization or other organization doing public work). |
| Master of Education | | The Master of Education program remains suspended. |

2.C.2
The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Course and coordinated study program expectations and learning outcomes are addressed in the academic catalog and program syllabi.

The Six Expectations of an Evergreen Graduate[135]—the Five Foci[136] expressed through learning outcomes—define learning outcomes for the interdisciplinary undergraduate degree programs. By approving expectations of graduates, rather than requirements to graduate, the institution

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[135] http://www.evergreen.edu/about/expectations.htm
[136] http://www.evergreen.edu./about/fivefoci.htm

maintains its commitment to the belief that students must take responsibility for their own work and that their own engagement will ultimately determine their success. These Six Expectations now appear prominently in college materials including print and online catalogs, and will often appear in conjunction or integrated with statements of course-specific learning outcomes published in syllabi or class covenants.

The Six Expectations of an Evergreen Graduate
The expectations are understood to be aspirations, not subject matter requirements or mandatory skill sets. Thus while students may strive to meet these goals, the requirement in fact falls on faculty to make sure that curriculum offers appropriate, relevant opportunities to achieve the expectations. The expectations map in complex and important ways on the Five Foci and their distinctive articulation of rigor in the curriculum. The Foci shape the interdisciplinary design and approaches of the academic program overall, while the Six Expectations define the expected outcomes these pedagogical principles are intended to generate.

 The Six Expectations of an Evergreen Graduate are to**:**

- articulate and assume responsibility for your own work;
- participate collaboratively and responsibly in our diverse society;
- communicate creatively and effectively;
- demonstrate integrative, independent, critical thinking;
- apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines; and
- demonstrate depth, breadth, and synthesis of learning and the ability to reflect on personal and social significance of learning as a culmination of his or her education.

Graduate Programs
For a clear articulation of criteria used to evaluate graduate theses and other graduate degree requirements, see:

- **MES Thesis Handbook**[137]
- **MiT Student Teaching Handbook**[138]
    - o Section One: Student Teaching Guidelines[139]
    - o Section Two: Assessment Guide[140]
- **MPA Program Requirements and Course Information**
    - o MPA Program Overview[141]
    - o MPA Course and Schedule Information[142]
    - o MPA Student Handbook[143]

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[137] http://www.evergreen.edu/mes/thesisresources.htm
[138] http://www.evergreen.edu/mit/placement/handbook.htm
[139] http://www.evergreen.edu/mit/docs/2012TeachingGuidelinesSection1.pdf
[140] http://www.evergreen.edu/mit/docs/St_tch_hb11_sec2may2012b.pdf
[141] http://www.evergreen.edu/mpa/progoverview.htm
[142] http://www.evergreen.edu/mpa/coursesyllabi.htm
[143] http://www.evergreen.edu/mpa/studenthandbook/home.htm

2.C.3

Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

The evaluation of student learning and the award of credit for that learning are the responsibility of the faculty within coordinated study programs. Most of the curriculum is organized into these structures, which are designed to enable interdisciplinary study as well as the other foci. Coordinated study programs can represent full-time or half-time commitments for students and faculty; teaching teams made up of one or, often, multiple faculty members; credit awards up to 16 credits per quarter; and extension in time over as many as three quarters. Individual faculty members or faculty teaching teams determine criteria for evaluating student performance and achievement within coordinated study programs.

Academic standards for quality of work and student performance are typically articulated in coordinated study program syllabi and covenants, and applied through ongoing assessment and feedback over the span of the class or program. Final assessments are documented in individual written Evaluations of Student Achievement,[144] which become a permanent part of student Evergreen transcripts.

Narrative Evaluation

The institutional decision to reject standardized grading encouraged careful, shared thinking about evaluation in the early days of the college, and in subsequent faculty studies over the years. Narrative evaluation of student work eliminates the competition and comparisons of standardized grading and creates a community in which cooperation can be more easily achieved. Narrative evaluations focus on individual student achievement since each student might pursue the work of the learning community for different ends with different backgrounds, capacities or aspirations. This supports Evergreen's commitments to personal engagement, self-direction, collaboration and learning from difference.

The faculty evaluation of student achievement reflects the faculty's authority to grant or withhold credit and to identify the transferable content. It identifies the strengths and capabilities of the student and locates his or her work within the context of the coordinated study program's themes and the student's aspirations.

Evergreen's credit system differentiates between quantity and quality. The quantity of a student's academic work is recognized by an award of credit based on satisfactory completion of a coordinated study program, contract, or specific course requirements. The quality of a student's work is expressed in written evaluations by the faculty and by the student. Students meet individually with faculty at the end of each quarter to discuss their accomplishments. Two perspectives on the student's learning are brought to the discussion—that of the student and that of the faculty member.

As part of an Evaluation of Student Achievement, faculty provide course equivalencies that articulate the credit awarded for academic work represented in that evaluation. Equivalencies are

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[144] http://www.evergreen.edu/evaluations/

a required piece of the formal transcript and are intended to correlate with generally accepted equivalencies in higher education. These equivalencies are particularly important for students opting to engage in graduate study or thinking about transferring to another undergraduate institution.

Student narrative evaluations offer a critical response to the educational experience and often provide the rationale that links one educational experience to the next. The capacity for students to provide their accounts in the transcript evaluation speaks to the college's commitment to taking students and their account of their experience seriously. For further reflection on the narrative evaluation process, please see the Narrative Evaluation Guide 2004.[145]

See section 2.C.4 for discussion of the Academic Statement Initiative, intended to substantially increase both the presence and substance of student voice in the Evergreen transcript.

2.C.4
Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Overall coherence for breadth, depth and synthesis
At Evergreen, students have a great deal of autonomy in determining their path through the curriculum. While the structure of the college's curriculum provides a series of pathways that students may follow in pursuing their education, there are no credit requirements for graduation beyond the accumulation of 180 quarter-hours (with the exception of upper-division science requirements for the bachelor of science degree).

Choices are not entirely unconstrained. Prerequisites and the nature of the programs offered in a particular year may limit a student's choices, with the underlying understanding that students can use the opportunities presented to identify and pursue their own work.

In some areas of the curriculum, established curricular pathways provide developmental steps. However, general coherence in the undergraduate curriculum is achieved primarily through the design of coordinated study programs intended to address breadth, depth, sequencing and synthesis of learning as well as the other learning outcomes included in the Six Expectations.

Coordinated study programs
The curriculum at most institutions consists of a number of courses which function like small building blocks used to create a course of study. At Evergreen, coordination is largely established within larger, unified curricular units known as coordinated study programs. Such a program is, in most cases, a multi-faculty half- or full-time commitment, often lasting two or three quarters and organized around a theme or body of knowledge. In some parts of the curriculum, advanced work and the developmental structures to achieve that depth are provided within year-long coordinated study programs. Compared to traditional academic schedules involving multiple independent classes, half- or full-time programs offer a high degree of coherent, planned learning within the single offering. Coordinated study programs often center

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[145] http://wikis.evergreen.edu/selfstudy/images/f/f5/Narrative_Evaluation_Guide.pdf

on a specific theme or set of questions that invite exploration from two or more disciplinary points of view, or they may be linked conceptually around method or subject matter and taught in a collaborative fashion that promotes more complex understanding.

Single-faculty coordinated study programs are similar in that they represent half- or full-time work, can last more than one quarter, and are often thematic and interdisciplinary in treatment of their topic. These often more-focused programs can help fill gaps in a student's academic agenda, allow students to try a new field of study, or facilitate intensive, in-depth study.

While individual coordinated study programs are deliberately structured with an eye toward breadth, depth and synthesis, renewed attention to the expectation that students articulate their pathways in academic statements (see Synthesis of Learning: the Academic Statement and Advising below) will increase the emphasis on synthesis throughout the entire academic experience.

Administrative Oversight
Administrative oversight is necessary as a layer of additional assurance that breadth, depth and sequencing are reasonably represented in the college's offerings and that student demand is understood and taken into consideration.

Faculty engage in structured curriculum planning as discussed in 2.C.5 below. Additionally, the curriculum deans track seats, disciplinary coverage, and educational level and student demand quarter by quarter. Most quarters, some last minute adjustments are made to assure that the offerings match current demand.

Individual Study
In addition to choosing specific coordinated study programs that best fit their individual goals, students may also design and pursue independent study with the support of appropriate faculty via Individual Learning Contracts. This open invitation to students to design their own work, particularly in the cases of advanced students who want to pursue in-depth opportunities, has been a central feature of the student experience from the beginning of the college. Contracts help bridge mismatches between a particular student's academic interests and the curriculum and provide options for more specialized study when appropriate. Curriculum design strategies that encourage students with similar interests to enroll in loosely affiliated study groups called Student Originated Study or "Undergraduate Research in…" increase the collaboration and support such students experience as they pursue their individual interests.

Synthesis of Learning: the Academic Statement and Advising
Evergreen undergraduates are responsible for designing their own pathways through the curriculum to earn their degree, and they do not earn formal majors. Thus, it is particularly important that students make thoughtful choices and that they be able to articulate their understanding of their choices made and pathways taken in order to communicate both the academic content and level of their accomplishments. Faculty advising plays a critical role in supporting this work.

Strong faculty/student advising relationships are the natural outgrowth of sustained collaborations that emerge in coordinated study programs. Many faculty members who first meet a student in an introductory or intermediate coordinated study program will continue to advise that student as he or she pursues advanced work in their field. All faculty members also do some amount of advising during the narrative evaluation and conference process.

In 2009, faculty began work focused on enriching academic advising and supporting students in critical self-reflection on their academic experience and trajectory. The faculty voted to create an ongoing process of advising and mentoring in coordinated study programs and to introduce a new way to support student reflection, self-evaluation, and decision-making throughout their academic careers at Evergreen.

In November 2011 the faculty passed a resolution that, beginning with the entering class of fall 2013, requires students to write a synthetic Academic Statement for their transcript. Students will revise their academic statements each year and submit them to an electronic portfolio. The final academic statement will appear in the student transcript, clarifying for external audiences the path each student created to earn his or her liberal arts degree.

Additionally, in fall 2011, the college adopted several approaches to support the new graduation requirement:
• a new academic orientation model;
• a new faculty-wide requirement to dedicate six hours in all fall quarter coordinated study programs to liberal arts advising and academic statement support;
• two college-wide academic mentoring days in winter and spring quarter;
• a mentor council to coordinate resources for faculty; and
• administrative structures to support annual revision and submission of draft academic statements.

In fall 2012, the college piloted a first version of the new model of academic orientation for the entering class of freshmen and undergraduate transfer students. In AY 2012-13, the college completed a substantial pilot of the other aspects of the initiatives, including dedicated fall class time for academic statement work and the first iteration of college-wide mentoring days. More than 100 faculty signed on to assist with the pilot year, which yielded substantial feedback used to develop refinements before the formal requirements take effect in AY 2013-14.

There is further discussion of advising in section 2.D.3.

Admission and Degree Requirements
As described earlier under the discussion of learning outcomes in 2.C.1, the college offers two degree programs at the undergraduate level, the bachelor of arts and the bachelor of science. The bachelor of arts degree requires the successful completion of 180 quarter-hours of college level work. The bachelor of science degree requires 180 quarter-hours of work, including credits in mathematics, natural science, or computer science, 48 of which must be upper-division science

credit. A combined bachelor of arts/bachelor of science degree requires at least 225 quarter-hours of credit, 90 of which must be earned at Evergreen.[146]

Degree requirements, as shown in the table below and the Web links that follow, are clearly defined and widely published.

Degree program	Total Credits Required	Additional Degree Criteria	Published on website?
Bachelor of Arts	180	None (there will be an Academic Statement requirement beginning in fall 2013 for students new to the college)	Yes
Bachelor of Science	180	Minimum of 72 credits in natural science, mathematics, or computer sciences, at least 48 of which must be upper-division (and Academic Statement beginning in fall 2013 for students new to the college)	Yes
Dual Bachelor of Arts/Bachelor of Science	225	Minimum of 72 credits in natural science, mathematics, or computer sciences, at least 48 of which must be upper-division (and Academic Statement beginning in fall 2013 for students new to the college)	Yes
Master in Teaching	96	Required core curriculum; two full quarters of student teaching; professional portfolio; state of Washington Teacher Performance Assessment	Yes in MiT Guidebook[147] and on program structure page[148]
Master of Environmental Studies	72	32 credits of required core curriculum and 16 thesis credits	Yes in MES student handbook[149]
Master of Public Administration	60	36 credits of required core curriculum, including 6 credits of capstone experience	Yes in program overview[150]

[146] http://www.evergreen.edu/catalog/2012-13/
[147] http://www.evergreen.edu/mit/docs/Guidebook%202011.pdf
[148] http://www.evergreen.edu/mit/programstructure.htm
[149] http://www.evergreen.edu/mes/docs/studenthandbook11-12.pdf
[150] http://www.evergreen.edu/mpa/progoverview.htm

The following links further elaborate admissions and degree requirements:

- Requirements - http://admissions.evergreen.edu/#requirements
- Graduation - http://www.evergreen.edu/graduation/graduation-process.htm

2.C.5
Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Faculty members at Evergreen play a major role in curriculum development and faculty hiring. The processes and structures, however, differ from other institutions.

Between the levels of very general administrative oversight of the entire curriculum and the inventiveness and academic commitments of individual faculty and their work in coordinated study programs lies the Planning Unit. On the Olympia campus, offerings are organized and coordinated through nine Planning Units (Consciousness Studies; Critical & Creative Practices; Culture, Text and Language; Environmental Studies; Expressive Arts; Native American Programs; Scientific Inquiry; Society, Politics, Behavior, and Change; and Sustainability and Justice). The curriculum at Evergreen is planned primarily by the faculty through these Planning Units, with the curriculum deans functioning as coordinators of that process.

The undergraduate curriculum at Evergreen is a complex mixture of regularly repeating offerings, irregularly repeating offerings, and one-time efforts. The curriculum is revised annually. Planning in any given year is designed to develop a catalog for two years hence. Thus in the 2012-13 academic year, faculty will be designing the curriculum for the 2014-15 academic year.

Planning Units meet during fall quarter each year to allow members to share teaching plans for the curriculum two years hence. Almost all ongoing repeated work and advanced disciplinary work at the college is organized by Planning Units. Planning Unit Coordinators meet with the curriculum deans to review these plans, identify gaps and staffing needs, and review catalog copy related to the proposed curriculum.

The Evening and Weekend Studies (EWS) curriculum, site of half-time coordinated study programs and stand-alone classes, is planned on a one-year cycle. This structure allows the curriculum to adapt more quickly to shifts in the student body. The EWS dean and the continuing faculty in the area jointly control planning for the area.

Planning in the graduate programs is controlled by their respective faculty and directors who are members of that faculty, as described in sections 2.C.12-15.

Selection of New Faculty

The general shape of the curriculum over time is determined by faculty hiring. At Evergreen, faculty members are extensively involved in designating priorities, defining positions, and making recommendations on specific candidates.[151]

2.C.6

Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The curriculum at Evergreen is a mix of repeating curriculum, with predictable library and information resource needs, and one-time coordinated studies or individual inquiries requiring highly flexible library support. In coordinated study programs and individual learning contracts, the curriculum often places an emphasis on student research and substantial creative projects. Library and information services, including media services and instruction, must respond rapidly on demand to the changing curriculum as well as individual student projects and courses of study. This requires services and instruction which are broadly conceived, yet closely connected to the work of individual faculty and students. Library faculty members have strong formal and informal connections with the teaching faculty, the curriculum, and the academic administration to assure responsiveness in collections, services, and instruction appropriate to a highly changeable curriculum. An extensive library and information resources instructional program focuses on developing instruction appropriate for the specific content, pedagogy, and level of each individual coordinated study program. Standard 2.E. details the complex intersection of academic planning and library and information resource instruction at the college.

2.C.7

Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Prior Learning from Experience

As of this writing, Evergreen works with about 30 undergraduate students a year to support the students' process of composing and submitting a portfolio that documents college-level learning gained from life experience. Students who enter the Prior Learning from Experience (PLE) program must meet certain conditions and sign a covenant that explains the conditions of the program and the restrictions on the credit that may be granted. The process of writing the PLE document is supported by a writing course in which a student may earn between 8 and 16 credits. The faculty member teaching this course helps each student identify the areas in which PLE

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[151] Faculty Collective Bargaining Agreement, Section 2: Shared Governance, item 2.4.3 - http://www.evergreen.edu/provost/docs/UFE%20Agreement%202012-2014%20FINAL1.pdf

credit may be granted and checks that requested credit does not duplicate credit already on the student's transcript. A student may earn up to 29 additional credits for the learning demonstrated in the PLE document.

The document is evaluated by a member of the faculty who has been selected by an academic dean on the basis of the faculty member's familiarity with the areas of study discussed in the document. Occasionally a team of faculty members contributes to the evaluation and award of credit for a single PLE document.

Students indicate the maximum number of credits they seek for their documents, but the final determination of credit award is the responsibility of the faculty members who evaluate the document.

The title for the credit earned for the PLE document is listed in the transcript as "PLE Documentation" with specific credit equivalencies and credit amounts listed under that title.

2.C.8
The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Students need to complete 180 quarter-hour credits in order to obtain a bachelors degree from Evergreen. They may transfer in a maximum of 135 quarter-hour credits, of which up to ninety quarter-hour credits may consist of lower-division work. Forty-five of a student's last 90 quarter-credits must be completed at Evergreen in order to earn the bachelors degree.

Evergreen has negotiated many articulation agreements with community and technical colleges in Washington. These agreements are quite attractive to transfer students, especially now that many technical degrees are accepted as Direct Transfer Degrees.

The policy for evaluating transfer credit[152] varies depending on the kind of institution from which students transfer and the type of course work involved. Transfer credits can be evaluated in one of the following ways:

• Direct Transfer Degree;
• Associate in Science Transfer Degree (AS-T);
• Direct Technical Transfer Degree;
• Upside-Down Degree;
• Course-by-Course Evaluation; and
• Nontraditional Credit.

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[152] http://admissions.evergreen.edu/transfercredit.html
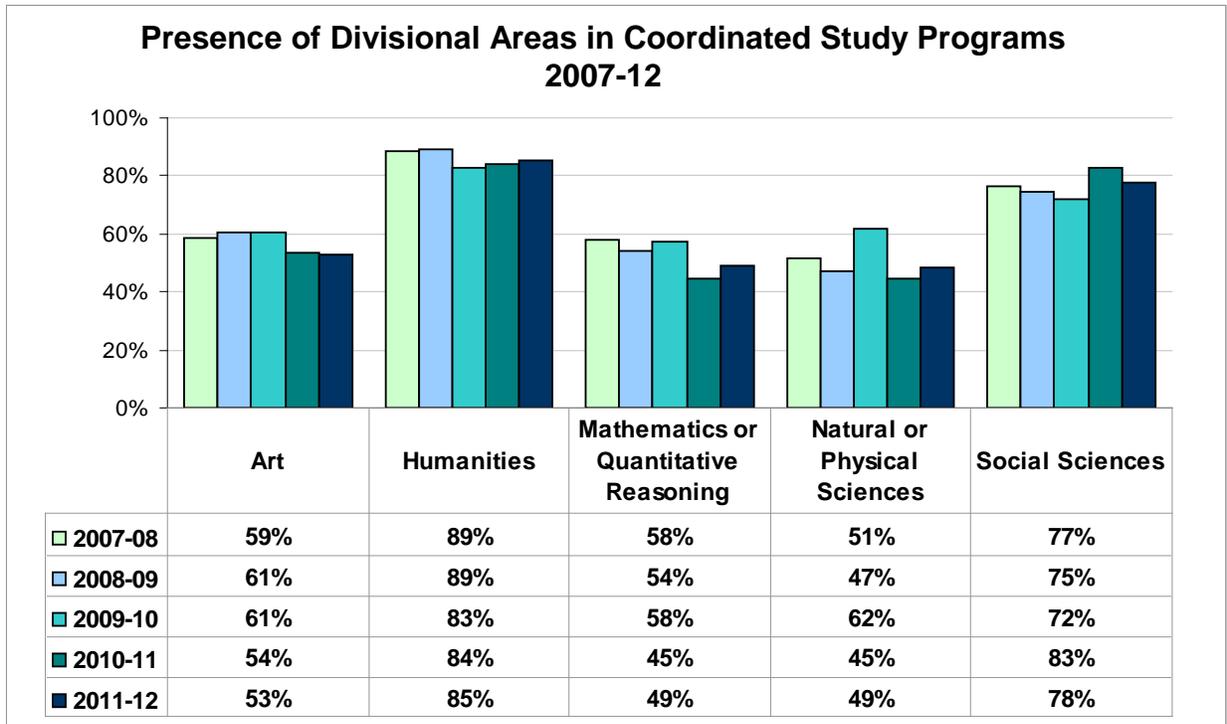
Undergraduate Programs

2.C.9
The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

General Education at Evergreen is articulated through the Six Expectations of an Evergreen Graduate. By adopting "expectations," as opposed to distribution requirements, Evergreen remains true to its fundamental philosophy of giving students the freedom and responsibility to determine their own course of study. Evergreen believes that these expectations are not a series of requirements to be checked off early in a student's career, but rather an ongoing process of working toward these learning outcomes over the course of a student's entire educational experience. In a context where students are responsible for their own academic choices, the faculty and the curriculum must provide ample opportunities for students to encounter breadth, depth, and interdisciplinary synthesis. Various college structures, practices, faculty, and staff encourage students to think carefully and intentionally about the choices they make.

Evergreen's academic practices, structures, and expectations create a series of contexts within which the connection of disciplinary understandings to other disciplines and experiences is seen as a necessary part of a general education. Students are encouraged at the beginning, intermediate, and advanced levels to undertake studies that contribute to breadth as well as depth in their education. Mechanisms that encourage integration of knowledge and experience include full-time and part-time coordinated study programs, problem-centered thematic inquiry, interdisciplinary work, seminars as a locus for learning, workshops and other interactive small group practices, self-determined projects within and outside of coordinated study program structure, and opportunities for community-based learning. Through these prevailing practices, students find opportunities for breadth and depth in their studies as well as a high level of integration and synthesis. In addition to coordinated study programs, many students also enroll in courses (usually four credits in a narrower subject area, such as foreign language, art technique, mathematics, philosophy, etc.) to enhance the breadth and/or depth of their work.
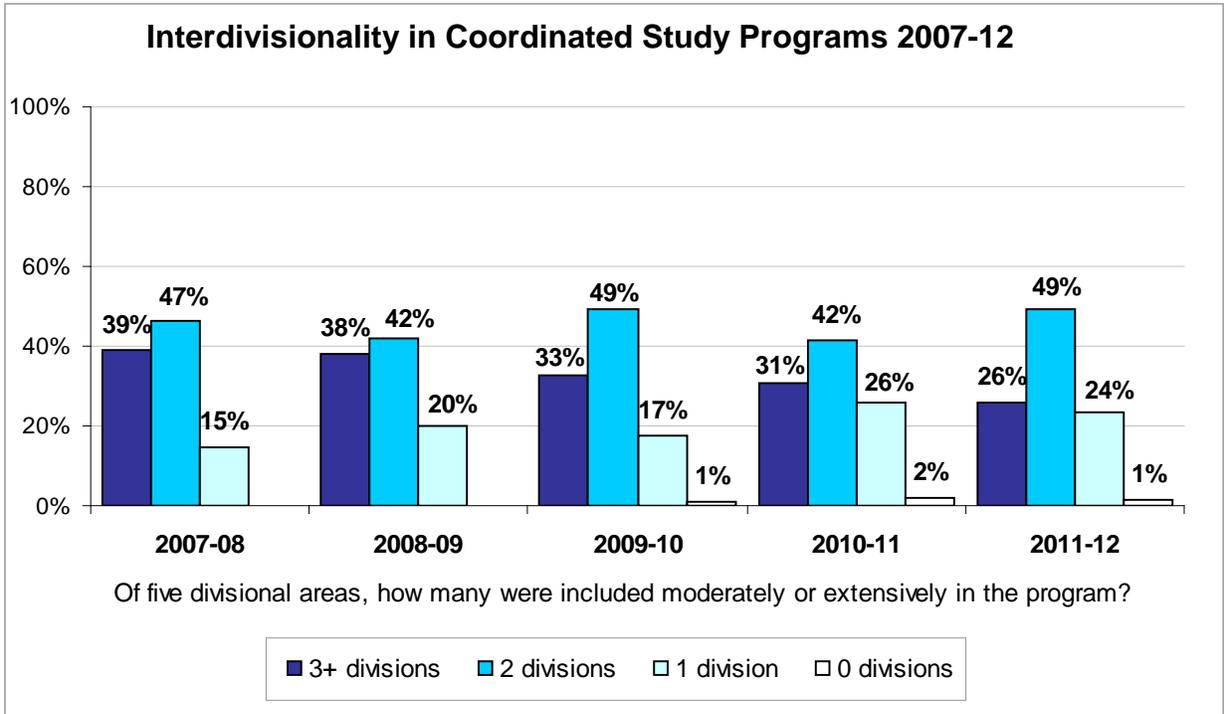
Opportunities for Breadth
In order to identify the various disciplines and divisional areas included in interdisciplinary coordinated study programs, faculty members complete an End-of-Program Review. The following chart shows the distribution of the broad divisional areas of the liberal arts included in coordinated study programs for the past five years.

Presence of Divisional Areas in Coordinated Study Programs 2007-12

	Art	Humanities	Mathematics or Quantitative Reasoning	Natural or Physical Sciences	Social Sciences
2007-08	59%	89%	58%	51%	77%
2008-09	61%	89%	54%	47%	75%
2009-10	61%	83%	58%	62%	72%
2010-11	54%	84%	45%	45%	83%
2011-12	53%	85%	49%	49%	78%

In a given academic year, students can choose from about 150 different coordinated study programs. The End-of-Program Review illustrates that over 80 percent of those programs will expose students to Humanities, and about three-quarters will include Social Sciences. Students will encounter the Arts in at least half of their program choices. In most of the past five years, about half will include Mathematics/Quantitative Reasoning, and half will incorporate Natural/Physical Sciences.

Coordinated study programs allow students to explore problems through multiple disciplines and modes of inquiry. Using the parameters of standard 2.C.9 to explore the entire End-of-Program Review dataset for the five-year period 2007-08 to 2011-12, 89 percent of all coordinated study programs included work in the Humanities and/or the Arts, 76 percent included Social Sciences, and 65 percent included Mathematics and/or Natural Sciences. Opportunities for students to achieve breadth in their studies are widely distributed across coordinated study programs.

The End-of-Program Review also provides a more nuanced view of the extent to which various divisions of the liberal arts are incorporated into the slate of coordinated study programs each year. For each divisional area represented in a coordinated study program, faculty report whether the divisional area was included a little bit (limited attention to this area, e.g. guest speaker, occasional workshop, or seminar,) moderately (regular area of study, multiple class activities, credits may have been awarded), or extensively (a primary area of study, credits awarded, substantial ongoing emphasis). Over the past five years, 26 to 39 percent of coordinated study programs were broadly interdivisional, in that they included moderate to extensive work in at least three of the five divisional areas (Art, Humanities, Math/Quantitative Reasoning, Natural/Physical Sciences, and Social Sciences).

Interdivisionality in Coordinated Study Programs 2007-12

Of five divisional areas, how many were included moderately or extensively in the program?

■ 3+ divisions   ■ 2 divisions   □ 1 division   □ 0 divisions

Team-teaching and sustained inquiry over multiple quarters contribute to a coordinated study program's ability to address a broad range of fields. In recent years, about half of all coordinated study programs were taught by faculty teams, and until AY 2011-12, over half spanned more than one quarter.

Distribution of Programs by Number of Faculty 2007-12

	2007-08	2008-09	2009-10	2010-11	2011-12
■ 3+Fac	15%	12%	11%	11%	14%
■ 2 Fac	36%	39%	40%	35%	37%
□ 1 Fac	49%	49%	49%	53%	49%

Distribution of Programs by Length of Program 2007-12

	2007-08	2008-09	2009-10	2010-11	2011-12
■ 3 Qtr	27%	31%	21%	24%	17%
■ 2 Qtr	26%	25%	30%	31%	29%
□ 1 Qtr	48%	44%	49%	45%	54%
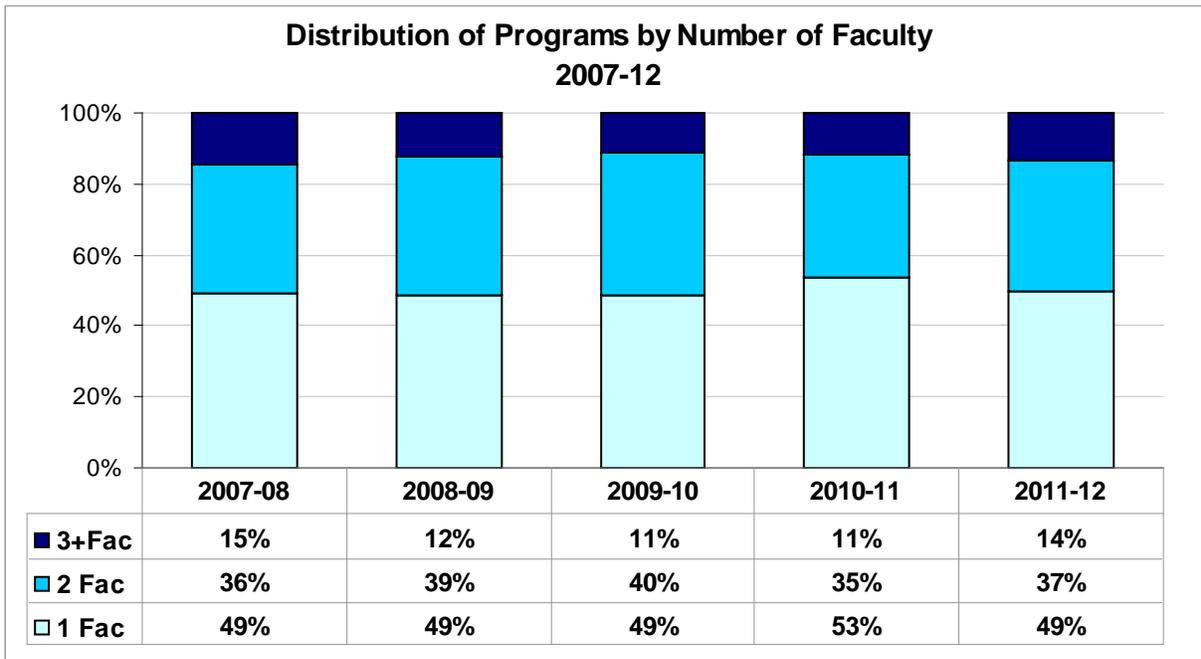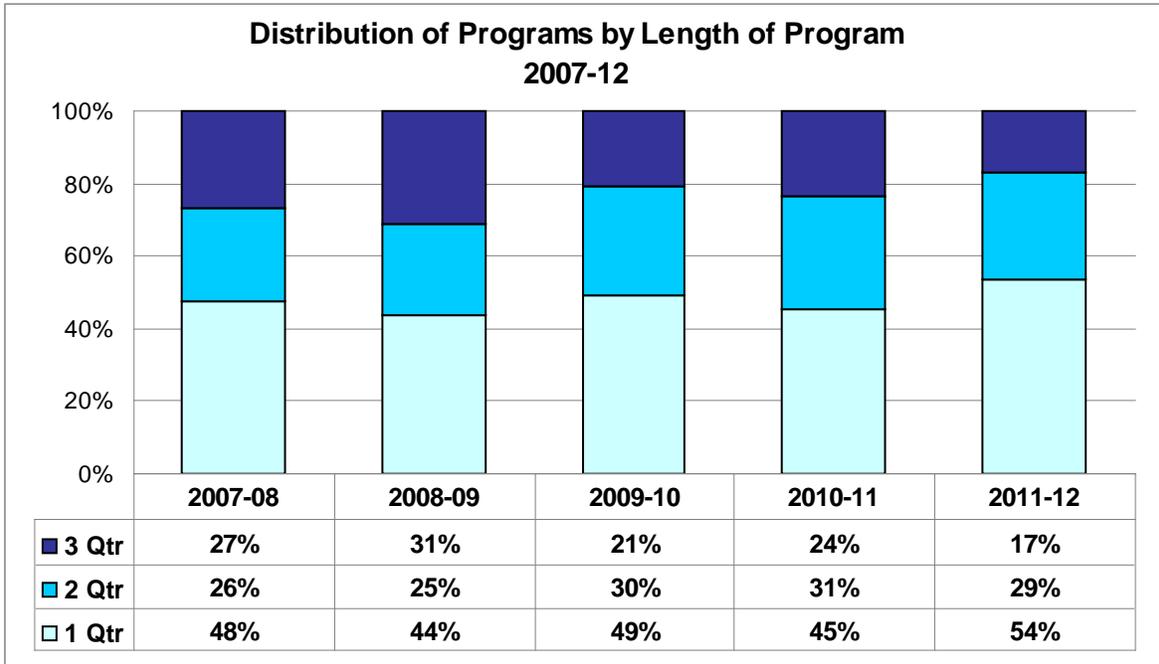
While coordinated study programs are the most common form of undergraduate offering at Evergreen, other curricular modes contribute to students' opportunity to obtain breadth, depth, and synthesis in their studies. In AY 2011-12, 80 percent of annual average undergraduate student FTE was generated through full-time and part-time coordinated study programs. In addition, courses offered for two or four credits in a more specific subject area accounted for 12 percent of undergraduate FTE. A few students enroll only in courses, but most often they add courses to other academic work in their coordinated study program or individual learning contracts to add breadth or depth to their studies. As is the case with coordinated study programs, courses are offered in a variety of divisional areas as illustrated in the following chart.

Student Headcount in Courses by Division AY 11-12

Division	Fall	Winter	Spring
Art	373	461	445
Humanities	536	540	439
Science	191	170	149
Math/Quant. Reasoning	106	301	293
Social Science	299	177	247
Interdiscip. Lib Arts	287	267	290
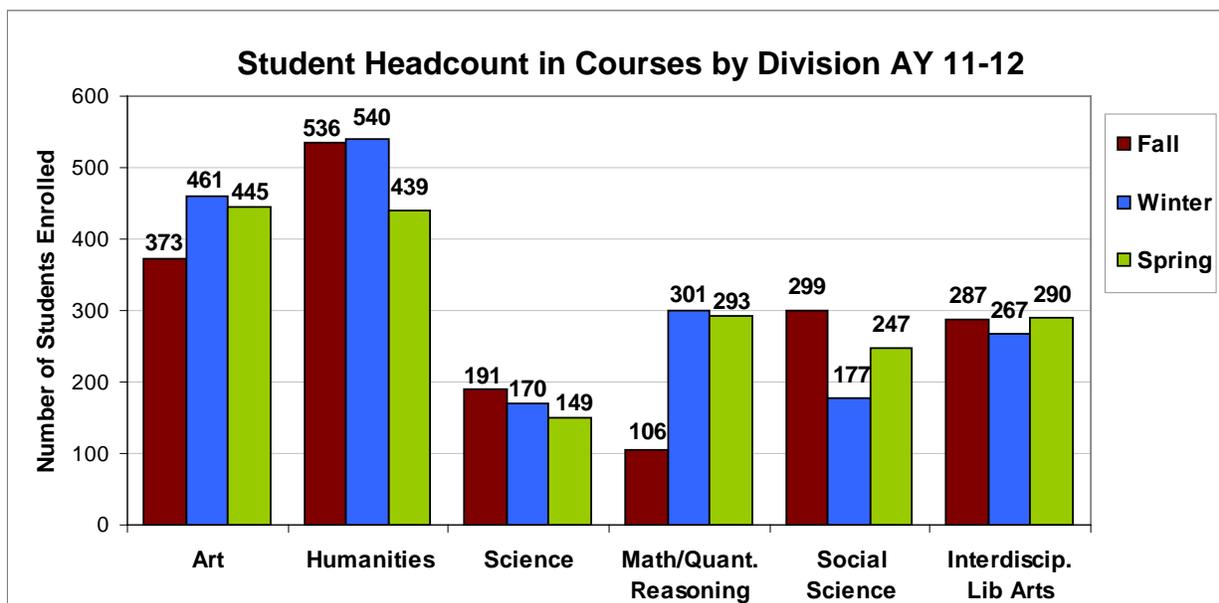
Opportunities for Depth

As mentioned in the previous section, about half of Evergreen's coordinated study programs continue for more than one quarter. Multi-quarter programs allow students to deepen their learning through sustained inquiry over time. In a multi-quarter coordinated study program, for example, the learning community might move from introductory work in the first quarter into intermediate work in later quarters.

While some coordinated study programs are designed exclusively for beginning, intermediate, or advanced students, many Evergreen programs serve learners who possess multiple levels of sophistication with the material. In many such programs, the syllabi and academic work are designed to engage students with differing levels of experience and/or provide opportunities for them to move into greater depth in their field of study from different starting points (regardless of class standing, students with previous knowledge, study and experience in other fields may still be beginners in a new field of study). For coordinated study programs that included each divisional area, the following chart shows the proportion of those programs that offered intermediate or advanced work in that divisional area, thus providing opportunities for students to develop competency and deepen their experience in a particular field of study beyond the introductory level.

Availability of Intermediate or Advanced Work in Programs That Include Each Divisional Area 2007-12

	Art	Humanities	Math/ Quantitative Reasoning	Nat/Phys Sci	Social Sci
2007-08	43%	64%	37%	37%	56%
2008-09	35%	71%	30%	50%	61%
2009-10	54%	69%	37%	48%	60%
2010-11	35%	64%	33%	47%	70%
2011-12	53%	64%	37%	48%	57%
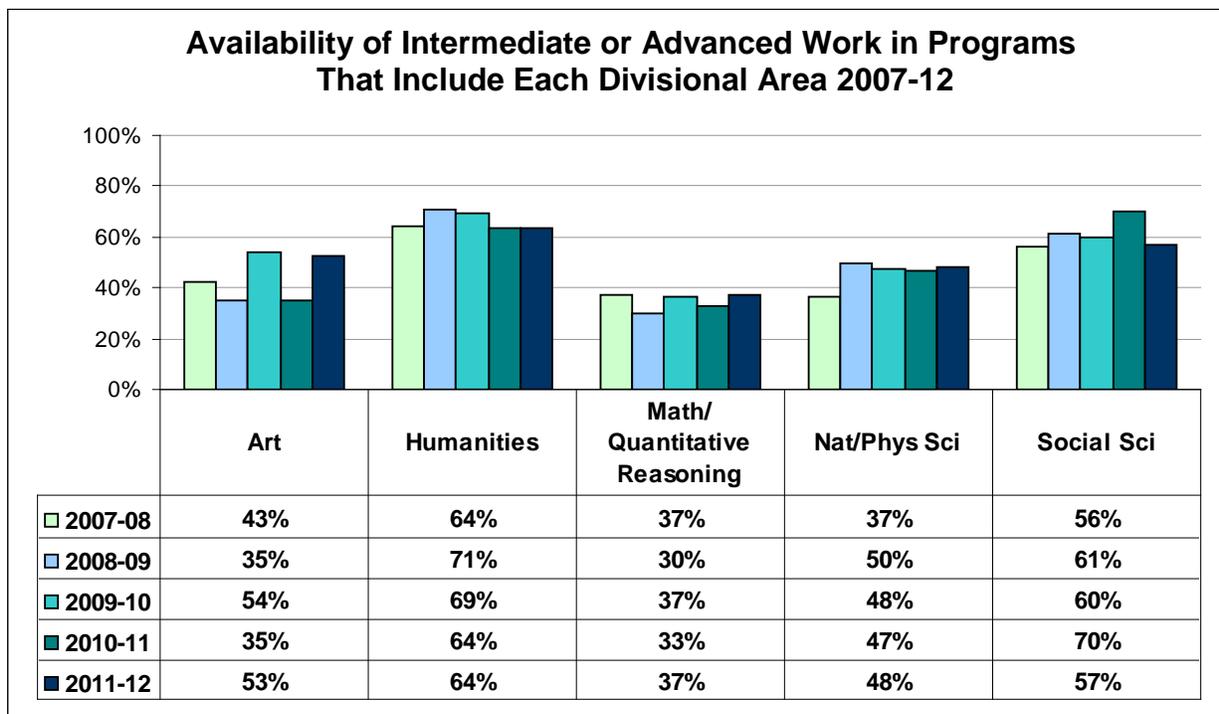
In addition to the opportunities for depth of learning available in coordinated study programs, advanced work is available in the sciences for students to work with faculty in Undergraduate Research in Scientific Inquiry or Undergraduate Research in Environmental Studies. These undergraduate research opportunities are another significant way that students deepen and advance their work in the sciences. Approximately 50 students participate in these advanced undergraduate research opportunities each year.

Other forms of advanced work are available through student-designed learning contracts. In AY 2011-12, 8 percent of undergraduate FTE was generated through such individualized work. Results of the 2010 Alumni Survey of the class of 2009 reveal that 80 percent of Evergreen alumni participated in contracts or other individual work with faculty, and 43 percent participated in internships while at Evergreen. Independent learning enrollments increase as the year progresses and students seek deeper learning through applied projects, research, and fieldwork.

Individual Contracts	Fall 2011	Winter 2012	Spring 2012
Art	40	88	89
Humanities	71	119	160
Science	5	8	24
Math/Quantitative Reasoning	62	65	88
Social Science	74	85	141
Liberal Arts, General	23	30	17

Internships	Fall 2011	Winter 2012	Spring 2012
Art	15	16	26
Humanities	14	29	38
Science	29	30	45
Math/Quantitative Reasoning	3	1	4
Social Science	33	48	62
Liberal Arts, General	4	8	12

Number of Individual Contracts and Internships by Divisional Area (AY 2011-12)
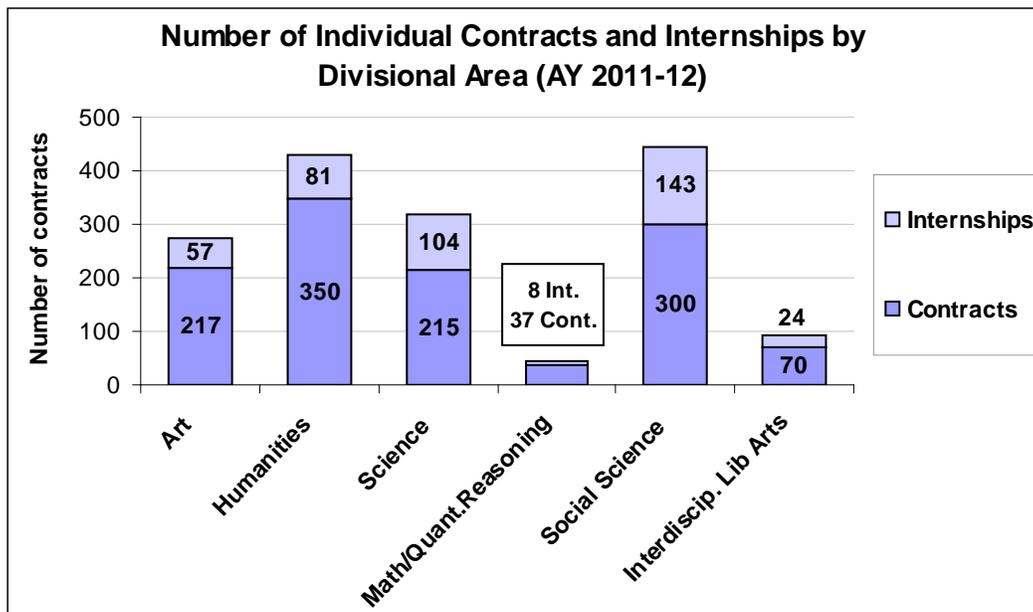
Synthesis and Integrative Learning
The evidence presented thus far shows that opportunities for students to develop breadth and depth are widely distributed in the structured curriculum and through Individual Learning Contracts. A key strength of Evergreen's approach to teaching and learning lies in opportunities for students to integrate knowledge in their course of study. Coordinated study programs, multi-quarter sustained inquiry, team-teaching, interdisciplinary curriculum, and opportunities for students to apply their learning in ways that are meaningful to them result in learning environments conducive to integrative learning.

Results from the National Survey of Student Engagement (NSSE) highlight the frequency with which Evergreen students integrate knowledge across sources of information, experiences, and perspectives. Relative to other public liberal arts colleges and the national pool of institutions participating in NSSE 2012, Evergreen first-year students and seniors were more likely to report very frequent integrative learning experiences. Evergreen students also more frequently examine their own ideas and opinions and consider alternate perspectives.

NSSE also analyzes the mean scores for survey questions, and in all but one case, Evergreen's mean scores on the following survey items about integrative and reflective thinking activities are significantly greater ($p<.001$) than each of the comparison groups. The one exception from the table below is first-year students' integration of ideas from different courses, which shows no statistically significant difference ($p<.05$) from peer groups. This result is not particularly surprising since many of the first-year students would have only enrolled in one class (i.e. one multi-quarter coordinated study program) by the time the survey was launched in winter quarter.

Integration and Reflection Items from the
National Survey of Student Engagement (NSSE)

NSSE 2012		TESC Never	TESC Some-times	TESC Often	TESC Very Often	COPLAC* Very Often	National** Very Often
Worked on paper or project that required integrating ideas or information from various sources	First-year	2%	10%	33%	**56%**	30%	37%
	Senior	1%	5%	23%	**71%**	53%	52%
Put together ideas or concepts from different courses when completing assignments or during class discussions	First-year	11%	29%	32%	**28%**	16%	18%
	Senior	1%	18%	30%	**51%**	29%	31%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	First-year	5%	16%	30%	**50%**	21%	25%
	Senior	8%	17%	26%	**48%**	28%	31%
Examined the strengths and weaknesses of your own views on a topic or issue	First-year	2%	24%	29%	**45%**	18%	20%
	Senior	4%	18%	39%	**39%**	21%	23%
Tried to better understand someone else's view by imagining how an issue looks from his or her perspective	First-year	1%	15%	35%	**50%**	24%	25%
	Senior	2%	17%	35%	**46%**	26%	28%
Learned something that changed the way you understand an issue or concept	First-year	0%	13%	34%	**53%**	27%	28%
	Senior	1%	16%	36%	**47%**	27%	29%

COPLAC: the other 14 participating Council of Public Liberal Arts Colleges
**National: all 595 participating U.S. four-year colleges and universities*

Developing Effective Learners

Evergreen coursework cultivates habits of mind that help students become effective learners and thinkers able to engage meaningfully with people, ideas, problems, and experiences. When the National Survey of Student Engagement asked how much students' coursework emphasized various mental activities, Evergreen students reported more emphasis on higher-order mental skills (analysis, synthesis, evaluation, and applying theory to practice) than peers at other public liberal arts colleges and the national comparison group. An analysis of mean scores showed that Evergreen's higher emphasis on these mental activities was statistically significant (p<.05) for

both comparison groups, with the only exception being Evergreen seniors on applying theories to practical problems which showed no significant difference from the national comparison group. Evergreen students reported significantly less emphasis ($p<.001$) on memorizing facts and ideas than comparison students.

Mental Activities Emphasized in Coursework
from National Survey of Student Engagement (NSSE)

NSSE 2012		TESC Very little	TESC Some	TESC Quite a bit	**TESC Very much**	COPLAC* Very much	National** Very much
Memorizing	First-year	38%	39%	18%	**6%**	31%	31%
	Senior	32%	37%	20%	**11%**	26%	26%
Analyzing	First-year	1%	10%	28%	**61%**	37%	40%
	Senior	1%	7%	28%	**64%**	46%	47%
Synthesizing	First-year	1%	10%	28%	**61%**	27%	31%
	Senior	1%	5%	25%	**68%**	38%	39%
Evaluating	First-year	2%	12%	41%	**45%**	25%	30%
	Senior	3%	18%	32%	**47%**	34%	37%
Applying	First-year	0%	18%	37%	**46%**	35%	38%
	Senior	3%	15%	26%	**56%**	45%	48%

* COPLAC: the other 14 participating Council of Public Liberal Arts Colleges
**National: all 595 participating U.S. four-year colleges and universities

The 2010 Alumni Survey (class of 2009) provides further evidence that Evergreen's curriculum is developing effective learners. In the survey, alumni noted their highest level of growth at Evergreen in the following areas (domains are presented with the percentage of alumni who were "mostly" or "very" satisfied with Evergreen's contribution to their growth—the two highest ratings on a five-point scale):

- Learning independently (91 percent);
- Participating in discussions (85 percent);
- Critically analyzing information (85 percent);
- Synthesizing information and ideas from many sources (85 percent); and
- Functioning as a responsible member of a diverse community (83 percent).

Alumni also rated how well the education they received at Evergreen prepared them in a series of work-related skill areas. The class of 2009 indicated that Evergreen provided the greatest preparation in the following areas:

- Interdisciplinary thinking;
- Creative thinking;
- Independence and initiative;
- Ability to work in a culturally diverse environment;
- Ability to acquire and responsibly use information; and

- Willingness and aptitude to learn new skills.

Structures to Support Student Decision-making

The individual student is at the center of Evergreen's Five Foci of Learning and Six Expectations of an Evergreen Graduate. The first of the expectations is for students to articulate and assume responsibility for their own work; central among the foci is personal engagement. In both these articulations, the student is understood to be the central actor in an Evergreen education.

Catalog descriptions for each coordinated study program and course provide a descriptive overview of the key questions and content that will be explored in the program. Faculty members indicate fields of study to be addressed in the program and suggest the types of further study and careers for which the offering would prepare students. The key terms associated with fields of study can be used by students to filter the online catalog to identify opportunities that align with their academic goals. Students can also follow up with faculty via email, office hours, or at Academic Fairs held each quarter to gain further detail and advice regarding offerings or to seek sponsorship for independent studies.

Faculty offer their students advice about their academic work in both informal and formal settings, and some students continue to seek advising from former faculty mentors. Professional advising staff are also available for scheduled and drop-in appointments and via email through Academic Advising, the Career Development Center, and several specialized support service offices targeted at specific student populations.

In recent years, however, the college recognized that not all students received systematic advising through these channels. Assertive students had ample opportunities to seek advice on their academic pathways, but in the absence of distribution requirements there was a clear need for the college to be more systematic in its approach to advising. The Academic Statement Initiative and its associated support structures are intended to increase the number of opportunities for students to reflect on their work and think intentionally about their trajectory through the curriculum.

See Standard 2.C.4 for further discussion of student advising and the Academic Statement Initiative.

2.C.10
The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

General education outcomes at Evergreen are articulated in the Six Expectations of an Evergreen Graduate.[153]

The expectations are framed as learning outcomes and are well aligned with the college's mission (see Standard 2.C.4). These identified outcomes are assessed through a multi-faceted

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[153] Six Expectations of an Evergreen Graduate - http://www.evergreen.edu/about/expectations.htm

strategy, including a periodic assessment of students' narrative transcripts (using a coding key[154] developed by the faculty and staff during a previous transcript review workshop), and other supplemental indicators obtained through regular surveys of faculty, students, and alumni. Focus groups, interviews, evaluation of student work, analysis of administrative data about the curriculum and students' use of it, and specialized additional surveys are also used to assess student learning experiences and outcomes.

The college will revise the general education assessment strategy over the next few years to incorporate additional assessments of how the Academic Statement Initiative may affect student learning outcomes. In addition, new sources of evidence will become available to support assessment of student learning as a result of the new initiatives. For example, an electronic document portfolio will provide another set of artifacts, such as draft academic statements and/or student academic planning documents, for assessing student progress toward the college's stated expectations of graduates.

2.C.11
The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Not applicable to Evergreen.

Graduate Programs

2.C.12
Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Evergreen currently offers three graduate programs: a Master of Public Administration (MPA); a Master in Teaching (MiT); and a Master of Environmental Studies (MES). Within the MPA program, the college supports public policy, nonprofit and public administration, and tribal governance tracks. The MiT program supports certification at the elementary, middle and high school levels in a wide variety of disciplines. The MES program offers a yearlong core sequence that includes work in both natural and social sciences.

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[154] http://www.evergreen.edu/institutionalresearch/pdf/assessment/transcriptreview2009expectationskey.pdf

These programs actively support Evergreen's mission as a public, interdisciplinary liberal arts college. In the approaches to the professional areas the programs cover, faculty have created an interdisciplinary pedagogy that stresses theoretical and applied work, teaching across significant differences, and individual and collaborative effort. Each of the programs has found creative ways to include coverage of important disciplinary and professional subject matter while incorporating innovations in pedagogy. The graduate programs have been developed to respond to the clear need for professional administrators in Washington generally and in the Olympia area in particular, public school teachers and environmental specialists.

Although the graduate pedagogy mirrors the undergraduate pedagogy, expectations for student learning are significantly greater, particularly in terms of extended exploration of literature in the field and further participation in research related to professional issues, challenges, and innovations. In recognition of this fact, student/faculty ratio is significantly reduced: to 15 to 1 rather than 25 to 1. Additionally, full-time faculty loads are 10 credits per quarter rather than 16.

2.C.13
Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

MPA, MiT and MES faculty and staff meet regularly to address issues of strategy and policy within their respective programs. Each graduate program administers its own recruitment, application, and admissions process with record-keeping assistance from the office of Admissions. The admissions policies and procedures for each program[155] are fully outlined in appropriate handbooks, bulletins and online. Actual admissions standards and decisions are made by an admissions committee for each graduate program. None of the three programs accepts transfer credit.

2.C.14
Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

Students in all three graduate programs are able to enroll in internships, field experiences and/or clinical practices under the supervision of graduate faculty. MES students, for example, are strongly encouraged to complete an internship after their first year in core classes (often in conjunction with a thesis project), especially if they do not have prior relevant professional-level experience. MPA students may design their own courses through individual learning contracts and internships, or opt to research and write a thesis. MiT students are required to participate in

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[155] See admissions materials links for MPA, MiT, MES - http://www.evergreen.edu/mpa/admissionsreq.htm; http://www.evergreen.edu/mit/admissionscriteria.htm; http://www.evergreen.edu/mes/admission.htm#requirements

two student-teaching internships. The two internship placements are at different grade levels and in different schools, providing a well-rounded exposure to teaching in subject endorsement areas with a variety of public school students. Students are placed in classrooms where cooperating teachers have been identified by school districts as appropriate mentors for the teacher candidates. One student teaching placement is generally in a diverse, urban setting.

In each graduate program, graduate faculty members supervise, evaluate, and grant credit for all internships, field experiences, clinical practica and individual learning contracts.

Evergreen's graduate programs do not grant credit for experiential learning that occurred prior to matriculation in the program.

2.C.15
Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Evergreen's graduate programs (MPA, MiT, MES) are designed primarily to permit students to develop knowledge and performance skills directly related to effective practice within the professions of public administration, teaching and environmental policy, science and advocacy.

The Master of Public Administration Program
Evergreen's Master of Public Administration program was founded to meet the needs of the many government workers residing and working in Olympia, Washington, the state capital. There is a strong focus on putting theory into practice and many classroom assignments are applied in communities, agencies, and organizations.

The course of study in all MPA concentrations requires 60 quarter-hours of academic work (for more detail, see the MPA program overview[156]). All students participate in 36 quarter-hours of core courses, taught over two years, covering the essential foundational knowledge of an Evergreen MPA. Core programs are team-taught in interdisciplinary or inter-field learning communities. Students complete the program by participating in a six credit-hour capstone experience (included in the 36 quarter-hours) which, in addition to reflection and integration, includes developing a demonstration project that puts theory and experience to work on an applied problem or situation.

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[156] http://www.evergreen.edu/mpa/progoverview.htm

There are three concentrations through which students can study beyond the core classes: Public and Nonprofit Administration; Public Policy; and Tribal Governance. The requirements for each concentration are noted in the program overview.[157]

The Master in Teaching (MiT) Program

The MiT program is a nationally recognized, state-accredited teacher preparation program. Participants earn a masters degree of 96 credits and teaching certification while obtaining the critical understanding and skills needed to teach in today's diverse public schools. The program's structure, content, expectations, and outcomes are clearly outlined in the program catalog[158] and website,[159] and have been approved regularly by the State of Washington's Board of Education (and the Professional Educator Standards Board) since the program's inception.

MiT is a two-year cohort-based program that matriculates up to 45 candidates each fall. Year one of each cohort is devoted to coursework on the essential knowledge and skills for teaching, including foundations of education, learning theories, educational research, assessment, curriculum development, strategies for working with diverse learners, classroom management, school law, and content area pedagogies. Candidates spend one day a week observing and participating in curriculum development and guided teaching in regional schools. During year two, students complete two full-time student teaching quarters in fall and again in spring; one placement is generally in a diverse, urban setting. Winter quarter is devoted to reflection on teaching and learning, the development of a Professional Growth Plan, and professional development related to job searches. MiT's job placement rate, which has exceeded state averages for the last several years, suggests that principals and hiring committees are pleased with the quality of our graduates.

The Master of Environmental Studies Program

Evergreen's Master of Environmental Studies program integrates the study of the biological, physical, and social sciences with public policy. The program aims to produce graduates who combine an interdisciplinary understanding of the social and natural sciences with the skills and wisdom to intelligently address environmental problems. The program is centered on highly participatory evening classes that accommodate full- or part-time students. Many alumni are employed in the public, private, and nonprofit sectors, while others continue their graduate study in related Ph.D. programs.

The MES curriculum consists of three closely integrated components: the four required core programs; electives, offered to provide more specialized training in subjects related to environmental studies; and thesis work, often in the form of applied research. Students are also encouraged to undertake internship and independent learning activities in their second year.

An MES degree requires 72 quarter-hours of credit, including 32 credits of core work, 16 credits of thesis, and 24 credits of electives. The exact mix of elective credits and thesis credits will vary

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[157] Ibid
[158] MiT catalog – http://www.evergreen.edu/mit/docs/MIT-catalog-2013-15.pdf
[159] http://www.evergreen.edu/mit/home.htm

according to which of two thesis options a student selects. Students enrolled full time (12 quarter-hours) can complete all degree requirements in six quarters.

Continuing Education

2.C.16
Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Not applicable.

2.C.17
The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Not applicable.

2.C.18
The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

Not applicable.

2.C.19
The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Not applicable.

Standard 2.D Student Support Resources

2.D.1
Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Evergreen provides a number of specific programs and services to support student learning needs appropriately for the distinctive pedagogy and structure of the college. Staff across the college

and particularly in the programs noted below work to help students understand the college by translating Evergreen's approach to learning, communicating the college's expectations of students, and helping them take best advantage of the academic opportunities at Evergreen. Faculty and staff in Student Affairs help students access a wide range of support services as described briefly below.

The staff in the **Writing Center**[160] and **Quantitative and Symbolic Reasoning Center (QUASR)**[161] offer direct support to students individually and in academic programs.

The **Center for Community-Based Learning and Action** (CCBLA)[162] supports the partnership of coordinated study programs, students, and faculty with community organizations. The center aims to meet mutually agreed upon community needs to strengthen and enhance student learning through hands-on engagement.

Academic Advising,[163] **First Peoples' Advising Services**[164] and **KEY Student Services**[165] provide guidance and support to students as they navigate the curriculum and work toward satisfactory academic progress. First Peoples' Advising serves students of color with targeted academic and cultural programming. Keep Enhancing Yourself (KEY) Student Services is a federally funded TRiO program serving students through academic and college-readiness initiatives (59 percent of Evergreen students are TRiO-eligible). Eligible students are first generation, low-income, and/or those with a documented physical or learning disability.

Access Services for Students with Disabilities[166] coordinates all services to reasonably accommodate the almost 7 percent of students with documented disabilities. Access Services supports the academic experience at Evergreen for these students, by activities such as e-text production and managing an assistive technology lab.

The **Veterans Success Team** is a committee of representative faculty and staff that focuses on identifying and meeting the support needs of veterans, a growing student population given Evergreen's proximity to the largest military base on the West Coast (Joint Base Lewis-McChord).

International Programs and Services[167] works primarily with enrolled students engaged in study abroad to support their learning, while also serving a small international student population at Evergreen.

The **Career Development Center** and **Student Employment**[168] support all students who wish to explore employment, internships, graduate study, or professional interests.

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[160] http://www.evergreen.edu/writingcenter/home.htm
[161] http://www.evergreen.edu/mathcenter/home.htm
[162] http://www.evergreen.edu/communitybasedlearning/
[163] http://www.evergreen.edu/advising/home.htm
[164] http://www.evergreen.edu/firstpeoples/advising.htm
[165] http://www.evergreen.edu/key/home.htm
[166] http://www.evergreen.edu/access/home.htm
[167] http://www.evergreen.edu/studyabroad/home.htm
[168] http://www.evergreen.edu/career/

Student Conduct Officers[169] work with students in the conduct system in an educational manner and reinforces their primary purpose of making academic progress.

The **Health and Counseling Center**[170] provides basic health and counseling services, education, sexual assault prevention and support, as well as referrals to appropriate providers in the community. The Center's goal is to help students stay healthy and maintain a sense of well-being in order to support learning. Student Affairs staff are alert to the issues that create crises and emergencies for students. The college supports a student in crisis by assigning a case coordinator who can act as a resource, help the student understand his or her rights and responsibilities, and assist in navigating the crisis situation.

While some services and programs serve targeted populations, Student Affairs staff and faculty work with all students individually and via group programs to help them take responsibility for their education. Staff members provide students with support in the following areas:

- Promoting successful transitions to the college and achievement of educational objectives;
- Navigating and making choices among curricular options from quarter-to-quarter and year-to-year;
- Understanding how to take responsibility for their education in a college with "no majors and no requirements" and a comparatively fluid curriculum;
- Developing a sense of personal agency;
- Successfully navigating the stages of developmental learning;
- Creating and sustaining community—in academic programs, through Residential Life programs, and other social avenues;
- Negotiating difficult times in their academic and social lives by creating and maintaining systems to support financial, record-keeping, and health/safety needs; and
- Developing leadership opportunities with their peers and connecting curricular with co-curricular learning.

Student Affairs demonstrates a longstanding commitment to collaboration, especially with Academics. This is demonstrated through participation in the Academic Statement Initiative; Long-range Curriculum DTF; Core Connector program, through which student affairs professionals are attached to lower-division coordinated study programs; faculty rotation into the office of Academic Advising; inclusion of an academic dean on the Students of Concern Committee (which identifies students at risk and recommends appropriate follow up and support); and a variety of additional collaborations addressing student issues.

2.D.2
The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security

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[169] http://www.evergreen.edu/studentaffairs/studentconduct.htm
[170] http://www.evergreen.edu/health/home.htm

policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Police Services[171] serves the Olympia campus with nine commissioned officers—the director, one sergeant, and seven officers—and one dispatcher who also provides administrative support. It also includes parking operations (five staff) and the dispatch communication center (five staff). Police Services is available 24 hours a day seven days a week and strives to create and maintain a sense of community safety awareness among staff, faculty, and students. The department also maintains cooperative relationships with local law enforcement agencies.

To maintain recognition as a police department with full powers of arrest, officers are required to have a minimum of 30 hours of training each year to include maintaining certain qualifications and certifications required for professional status in the law enforcement community.

To ensure a safe campus community, the college strives to quickly provide and share accurate information regarding more serious crimes or emergent risks. Depending on the nature of the situation, the vice president for Student Affairs and staff from College Relations issue security bulletins to be posted in every building on campus, notify members of the campus community via email and on the college website, use campus public address systems to communicate critical information, or use the college's e2Campus emergency notification system (to which all members of the campus are encouraged to subscribe) to distribute information via text message, email, and voice mail. Evergreen's Emergency Response Coordinator[172] works in partnership with Police Services and other college personnel to maintain and enhance the college's emergency response protocol.[173]

In compliance with federal law, Uniform Crime Reporting Statistics,[174] and Clery reporting requirements,[175] crimes are reported annually and can be viewed on the Police Services website.[176]

The majority of criminal activities on Evergreen's campus are property crimes such as theft and vandalism. At the start of each fall quarter, the college presents Uniform Crime Statistics and safety tips to all new students and their family members during student orientation.

Evergreen's Tacoma facility has an enrollment of about 200 students and is within the jurisdiction of the city of Tacoma. The Tacoma police respond to any reports of crimes that occur at this location. The Tacoma program community would follow the City of Tacoma Comprehensive Emergency Management Plan (CEMP) if needed for disasters or related emergencies.

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[171] http://www.evergreen.edu/policeservices/home.htm
[172] http://www.evergreen.edu/facilities/emergency/home.htm
[173] http://www.evergreen.edu/policeservices/cleryreportpages/emergencyresponse.htm
[174] http://www.evergreen.edu/policeservices/evergreencrimestats.htm
[175] http://www.evergreen.edu/policeservices/cleryreport.htm
[176] http://www.evergreen.edu/policeservices/

Evergreen convenes an academic program at Grays Harbor Community College and safety and security plans fall within the Grays Harbor policies and procedures.

Most classes in the Reservation-Based Community-Determined Programs are held at regional reservations. Safety and security are the responsibility of the tribe hosting the class. When these students meet on Evergreen's Olympia campus, campus safety and security policies and practices apply.

2.D.3
Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Recruitment and Admission
The demographic profile of Evergreen's students can be viewed online.[177] This profile reflects that 76 percent of students are Washington residents, 23 percent are students of color, 29 percent are first-generation, and 40 percent are below the federal poverty level. In fall 2012 the college enrolled 534 new first-time first-year and 765 new transfer students.

No single college is the right fit for every student. Evergreen's unique, interdisciplinary approach to learning necessitates a commitment to thoroughly explain the college and its distinctive characteristics in recruitment materials and personal communications with prospective students. The result is a substantial pattern of self-selection; many students decide in advance that Evergreen is not the right fit for them and they do not apply. Therefore Evergreen's applicant pool is more likely to include individuals for whom Evergreen is their top and only choice, or one of a smaller list of schools to which they applied (e.g. nearly 45 percent of resident first-time, first-year students and 74 percent of resident transfer students applied only to Evergreen),[178] and the acceptance rate is proportionally higher than might otherwise be indicated by test scores or entering GPAs.

Given the diversity of the student population Evergreen serves, if a student who does not meet minimal state standards for admission can demonstrate potential for success in his or her application essay, the college will grant conditional admission. These students receive targeted outreach and support from Academic Advising to help them meet academic expectations and succeed at Evergreen.

Orientation
The orientation program engages all facets of the college to help new students settle into the college and begin their academic careers. The new student orientation program is divided into two parts.

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[177] http://www.evergreen.edu/institutionalresearch/factpage.htm
[178] http://www.evergreen.edu/institutionalresearch/pdf/Surveys/nss/nss2012results/olympia/q15.pdf

First, the Family and Friends Weekend provides an opportunity for family and friends of students to participate in their transition to Evergreen. The program includes workshops showcasing student services and academic offerings. Weekend activities also provide opportunities for family and friends to understand how the college and curriculum work and what will be expected of students (socially and academically).

New student orientation runs for five days with an emphasis on a personalized experience for students and a positive climate of support. Program offerings are both curricular and co-curricular, exposing students to the rich array of institutional resources. There are several required programs for all new students including alcohol and drug use, self-care and personal safety, navigating healthy relationships, the sexual misconduct policy, learning across significant difference, and academic planning.

In 2012-13, the college continued its all-college convocation with a guest keynote speaker and launched a common reading for all new students in conjunction with piloting the Academic Statement Initiative. The initiative involves faculty working directly with students as they reflect and write about their academic goals, experiences, and learning (as discussed in Standard 2.C.4 Synthesis of Learning).

Along with the above-mentioned programs, site-specific orientation activities take place at the Tacoma program and in the Reservation-Based Community-Determined programs.

Evergreen's MPA, MiT, and MES programs each conduct a one-day fall orientation for new graduate students before their first quarter begins. In brief, the orientation introduces students to each other, to the different program elements and people, and to the campus. The agenda includes faculty and staff introductions, presentations by staff about essential program information for each of the degrees, presentations by representatives of key campus departments (e.g. Registration and Financial Aid), extended student introductions and group activities, an activity to introduce students to the critical Evergreen concept of learning communities, an alumni panel, and a campus tour. Students also receive a packet of information, including the student handbook, for their program and college resource information.

Requirements

Undergraduate graduation requirements are clearly set forth in the college catalog and described on the college website.[179]

Each of the three graduate programs provides specific information regarding graduation requirements online and in their catalogs.

Master of Environment Studies
- Curriculum[180]

Master of Public Administration
- Program Overview[181]

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[179] http://www.evergreen.edu/graduation/graduation-process
[180] http://www.evergreen.edu/mes/curriculum.htm

Master in Teaching
- Program Structure[182]
- Expectations[183]
- Guidebook[184]
- Catalog[185]

See Standard 2.C.15 for a more detailed explanation of Evergreen's graduate programs.

The Transfer Policy[186] provides clarity about prior credit that will transfer and count toward receipt of a bachelor's degree from Evergreen. See also Standard 2.C.8.

2.D.4
In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

At the undergraduate level, since the college offers only the bachelor of arts, bachelor of science, or dual bachelor of arts/bachelor of science, there are no specific programs to cancel. Changes in graduation requirements (e.g. the addition of the Academic Statement requirement) are communicated to current and prospective students well in advance in the print and online catalogs and on the graduation application page of the college website.

When a program is eliminated at the graduate level, the college identifies all students currently enrolled to determine status, academic needs, and timeframes for program completion; contacts those students to discuss their options and trajectory for completion; and works with them to support completion of their program. This was the path the college followed recently when it discontinued its Master of Education program (as distinct from the Master in Teaching program) and the combined Master of Environmental Studies/Master of Public Administration pathway.

2.D.5
The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) institutional mission and core themes; b) entrance requirements and procedures; c) grading policy; d) information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; e) names, titles, degrees held, and conferring institutions for administrators and full-time faculty; f) rules, regulations for conduct, rights, and responsibilities; g) tuition, fees, and other program costs; h) refund policies

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[181] http://www.evergreen.edu/mpa/progoverview.htm
[182] http://www.evergreen.edu/mit/programstructure.htm
[183] http://www.evergreen.edu/mit/expectations.htm
[184] http://www.evergreen.edu/mit/docs/Guidebook%202011.pdf (see pages 7 and 11)
[185] http://www.evergreen.edu/mit/docs/MIT-catalog-2013-15.pdf (see pages 6 and 9)
[186] http://admissions.evergreen.edu/transfercredit.html

and procedures for students who withdraw from enrollment; i) opportunities and requirements for financial aid; and j) academic calendar.

The college publishes a catalog annually describing the items listed above. A print version of Evergreen's catalog is available and a PDF of that publication is also available online. The college's online catalog,[187] which primarily provides course and coordinated study program information, includes the most current academic offerings.

a) Institutional mission and core themes
The college mission[188] is provided online and in the printed catalog. The mission and core themes are also available in the Standard One accreditation report on the provost's website.[189]

b) Entrance requirements and procedures
Undergraduate admission requirements are found online[190] and in the printed catalog. Graduate admission requirements are available online and in the program catalogs for the Master of Public Administration,[191] Master in Teaching,[192] and Master of Environmental Studies.[193]

c) Grading policy
At Evergreen, a student's learning and academic progress is assessed in narrative evaluations rather than grades. Students will receive multiple evaluations from faculty, as well as write their own self-evaluations, which will contribute to their overall transcript. Information about the college's evaluation approach is available online[194] and in admissions materials.[195]

For a clear articulation of criteria used to evaluate graduate theses and degree requirements, see:
- MES Thesis Handbook[196]
- MiT Student Teaching Handbook[197]
- MPA Student Handbook[198]

d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings.

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[187] http://www.evergreen.edu/catalog/2013-14/index.htm
[188] http://www.evergreen.edu/about/mission.htm
[189] http://www.evergreen.edu/provost/docs/Accreditation/2011%20Standard%20One%20Report.pdf
[190] http://admissions.evergreen.edu/#requirements
[191] http://www.evergreen.edu/mpa/admissionsreq.htm
[192] http://www.evergreen.edu/mit/admissionscriteria.htm
[193] http://www.evergreen.edu/mes/admission.htm#requirements
[194] http://www.evergreen.edu/evaluations/
[195] http://admissions.evergreen.edu/grading.html
[196] http://www.evergreen.edu/mes/thesisresources.htm
[197] http://www.evergreen.edu/mit/placement/handbook.htm
[198] http://www.evergreen.edu/mpa/studenthandbook/home.htm

The college's catalog provides detailed coordinated study program and course descriptions. Coordinated study program and course syllabi and covenants provide additional detail regarding outcomes and expectations.

Each of the three graduate program handbooks addresses specific information regarding graduation requirements:

- MES Thesis Handbook[199]
- MiT Student Teaching Handbook[200]
- MPA Student Handbook[201]

Critical Courses:

Since each student's pathway through the Evergreen curriculum is intended to be individualized, there are no degree requirements and no "critical" required courses, just a required number of credits (with the exception of the bachelor of science – in which case commitments are made to ensure that adequate upper-level science offerings exist each quarter).

Graduate programs clearly articulate requirements and plan the curricula to ensure access to sequenced learning opportunities.

e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty
The online Faculty Directory[202] provides the name, title, degrees held, and conferring institutions for all faculty members. The printed catalog provides this information for faculty, the president and vice presidents, but not other administrators at lower levels of the organization's structure.

f) Rules, regulations for conduct, rights, and responsibilities
See Standard 2.A.15
Evergreen's primary policies and procedures regarding students' rights and responsibilities are found in the Student Conduct Code.[203] The code addresses academic honesty and provides clearly defined procedures that afford fair and consistent administration including a right to appeal and to request reconsideration of a Hearing Board decision. The Social Contract[204] is a values statement which explicitly states the responsibility each member of the community holds in fostering the desired learning community.

g) Tuition, fees, and other program costs
Cost of attendance includes tuition and fees. This information can be found in the printed catalog and online: tuition,[205] fees.[206]

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[199] http://www.evergreen.edu/mes/thesisresources.htm
[200] http://www.evergreen.edu/mit/placement/handbook.htm
[201] http://www.evergreen.edu/mpa/studenthandbook/home.htm
[202] http://www.evergreen.edu/faculty/index
[203] http://www.evergreen.edu/studentaffairs/studentconduct.htm
[204] http://www.evergreen.edu/about/social.htm
[205] http://www.evergreen.edu/business/studentfinancialservices/tuitionrates.htm

h) Refund policies and procedures for students who withdraw from enrollment
Refund policies are available in the printed catalog and online (including refund deadlines[207] and return of funds policy for financial aid[208]).

i) Opportunities and requirements for financial aid

Financial aid opportunities and requirements are communicated on the college's financial aid website.[209] The college also provides information on scholarships and tuition awards[210] online.

j) Academic calendar
The academic calendar is published in the printed catalog and online.[211] To increase visibility, it is also incorporated into the overall campus events calendar.[212]

2.D.6
Publications describing educational programs include accurate information on:

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered

This is applicable for students and graduates of the Masters in Teaching (MiT). Accurate information is provided online[213] and in the MiT Guidebook.[214]

b) Descriptions of unique requirements for employment and advancement in the occupation or profession

This is applicable for students and graduates of the Masters in Teaching (MiT) program and accurate information is provided online[215] and in the MiT Guidebook.[216]

2.D.7
The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

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[206] http://www.evergreen.edu/business/studentfinancialservices/fees.htm
[207] http://www.evergreen.edu/business/studentfinancialservices/deadlines.htm
[208] http://www.evergreen.edu/financialaid/returnfundspolicy.htm
[209] http://www.evergreen.edu/financialaid/
[210] http://www.evergreen.edu/scholarships/home.htm
[211] http://www.evergreen.edu/campuscalendar/ataglance
[212] http://www.evergreen.edu/campuscalendar/home.htm
[213] http://www.evergreen.edu/mit/endorsement.htm
[214] http://www.evergreen.edu/mit/docs/Guidebook2012.pdf
[215] http://www.evergreen.edu/mit/endorsement.htm
[216] http://www.evergreen.edu/mit/docs/Guidebook2012.pdf

To maintain a secure environment, the records of admissions and student progress for currently enrolled students are stored in a fireproof vault in the Registration and Records office to which only authorized staff have access. With the transition to imaged records, Registration staff has access to academic records through an imaging application which is password protected. Access is based on the role of the individual employee. Other areas of the college have copies of student records. Program secretaries keep copies of student evaluations for two years and faculty members also keep copies of student evaluations for their own portfolios.

Records for students who have left the college and for those who have graduated (inactive) are microfilmed as well as scanned on an ongoing basis. The college keeps a copy of the microfilm on campus and another copy is stored with the state archivist off campus. The imaging system is fully backed up on a nightly basis using Computing and Communications standards.

Only authorized personnel have access to the student data system. Specified employees are granted access privileges through the assignment of a password. In addition, some offices have "view only" privileges, but are not able to make changes in the system. The system has a built-in audit trail that documents when a staff member alters the data in the system, the time and date and the staff member's name. This same process applies to all other offices throughout the college such as Admissions, Financial Aid, Student Accounts and Cashier.

Evergreen complies with FERPA (Family Educational Rights and Privacy Act). Student Affairs employees are required to attend FERPA training every three years and new Student Affairs employees receive this training as part of their orientation to the college. Employees in other divisions of the college may attend this training depending on their role at the college. Anyone who seeks access to the student records system must read and sign a FERPA statement of understanding. Faculty must read and agree to the conditions of FERPA before they can access online student directory information. Copies of Evergreen's policies pertaining to the confidentiality of records are made available to students in the Office of Registration and Records in print, and are available on the homepage of Registration and Records[217] as well as on the college's policy page.

In the event of a disaster, the microfilmed and imaged records as well as the data maintained by Registration and Records could be recovered easily based on the disaster recovery plan established by Computing and Communications.

2.D.8
The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Students can access both financial aid[218] and scholarship information[219] on the college's website.

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[217] http://www.evergreen.edu/registration/confidentiality.htm
[218] http://www.evergreen.edu/financialaid/
[219] http://www.evergreen.edu/scholarships/home.htm

The Financial Aid Office's[220] packaging policy ensures that student awards are consistent with the college's goals, the needs of our students, and the utilization of institutional resources in a fair and equitable manner consistent with state and federal regulations. Using a priority deadline, limited funds are awarded to students who have a commitment to attending the college. To meet this deadline, students are required to have their complete Free Application for Student Aid (FAFSA) received and accepted by the federal processor and be admitted to the college by this date (February 1 for fall quarter). Students who do not meet this deadline are awarded by their FAFSA completion date. All students who complete a FAFSA are reviewed for eligibility.

The need-based, gift equity packaging policy was established to provide a distribution of awards to students in a fair manner. Students can receive up to 65 percent of their financial need with gift aid, which includes Pell Grant, State Need Grant, Federal Supplemental Educational Opportunity Grant, Evergreen Need Grant for graduates and undergraduates, and State Tuition Waiver. The remaining 45 percent is awarded through self-help, which consists of the expected family contribution (EFC), loans, and work study.

The office of the associate vice president for Enrollment Management administers the college's undergraduate scholarship and tuition award programs.[221] The undergraduate scholarships are posted on the college's website.[222] Scholarship information sessions are incorporated in the financial aid workshops conducted during orientation week and throughout the year. Student and Academic Support Services staff provide additional workshops with an emphasis on the college's scholarship application process in December and January, leading up to the scholarship application deadline of February 1.

2.D.9

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Student loan information is available online.[223] All students who are first-time borrowers are required to complete online or in-person loan entrance counseling. This process informs students of the terms and conditions of borrowing. After they complete the loan entrance counseling, they can then make the choice of completing their Master Promissory Note to receive the loan. All graduating students are notified that they must perform online loan exit counseling, including a review of repayment obligations and options. Students who are not able to complete the online process can schedule an appointment with Financial Aid to receive loan exit counseling instructions and materials.

The loan default rate is monitored annually. In 2010, Evergreen's two-year loan default rate was 7.4 percent.

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[220] http://www.evergreen.edu/financialaid/
[221] http://www.evergreen.edu/scholarships/home.htm
[222] http://www.evergreen.edu/scholarships/home.htm
[223] http://www.evergreen.edu/financialaid/loans.htm

2.D.10
The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Professional advising staff and faculty both provide academic advising to Evergreen students. This section focuses on advising and support from professional staff. For more information on the faculty's role in advising, see Standard 2.C.4 Synthesis of Learning: the Academic Statement and Advising and 2.C.9 Structures to Support Student Decision-making.

Student Academic and Support Services (SASS)
SASS provides support for students through the offices of Academic Advising, Access Services, Career Development, First Peoples' Advising Services, and KEY Student Services. These departments are central to the academic and student development mission of the college, providing students with guidance and support for academic planning throughout their studies at the college.

SASS staff members have several overarching themes in their work: collaboration with faculty and others; support of student internships to enrich learning; and active assistance to students who are new to the college or experiencing difficulties. SASS staff collaborate with coordinated study programs, Residential and Dining Services, other Student Affairs units and within SASS to facilitate student learning and success.

SASS staff members actively seek to assist students who are experiencing academic or personal difficulties, paying particular attention to first-year students, new transfer students, those admitted conditionally, and those wait-listed for their coordinated study program of choice.

Personnel responsible for advising students are knowledgeable of the curriculum, coordinated study program requirements, and graduation requirements and, through orientation and continuing education, are adequately prepared to successfully fulfill their responsibilities.

Sixty-eight percent of senior respondents to a 2011 survey rated the quality of academic advising to be excellent or good.[224] Enhancements related to the Academic Statement Initiative are expected to further improve student engagement and satisfaction over the next few years.

Communication of Advising Requirements
The college informs students prior to enrollment and during their first year of attendance about the requirement to participate in an academic planning workshop. This information, and other advising-related information, is also available online.[225] Information related to the new Academic Statement Initiative[226] is being incorporated into all relevant college materials and communications.

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[224] http://www.evergreen.edu/institutionalresearch/pdf/studentaffairsindicators2012.pdf
[225] http://www.evergreen.edu/advising/advisingpartnership.htm
[226] http://www.evergreen.edu/academicstatement/

2.D.11
Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

Due to the nature of the curriculum—interdisciplinary coordinated study programs which are often a student's sole academic focus during one or more quarters—many student engagement opportunities emerge through coordinated study programs. The wider spectrum of co-curricular activities is also a vibrant and essential component of Evergreen students' education. The opportunities include involvement in student government, college standing and *ad hoc* committees, residential life, recognized student organizations, recreation programs, intercollegiate athletics, and student media.

The Evergreen Social Contract, the college mission statement, and the mission statement of the Division of Student Affairs, all speak to campus-wide participation in institutional governance. The college has evidenced a long-standing commitment to involving students in decision-making.

As stated in Section 2.A.17, Evergreen's co-curricular programs are governed appropriately. Evergreen also maintains and makes available policies that clarify its relationship to co-curricular offerings.

Each program is also aligned with the college mission, core themes, and services. Student government, residential life, recreation, athletics, and student activities offer an opportunity for integrated and interdisciplinary learning and foster engagement in the community. Involvement in the co-curriculum also frequently engages students with environmental stewardship, social justice, diversity, and equity. For example student organizations are often focused on these issues, events feature these issues, outdoor program opportunities intersect with environmental stewardship (an element tied to social justice and equity), and allocation of student fees or discussion of college issues in student government require attention to diversity and equity.

2.D.12
If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The college operates a number of auxiliary services including student housing, food service, bookstore, duplicating services, and conference services.

Residential and Dining Services (RAD)[227] is a financially self-sustaining service that consists of Residential Dining, Residential Facilities, Residential IT, and Residential Life with staff responsible for providing a student-centered living/learning environment which is purposeful, just, and sustainable for resident and non-resident students. Nearly 1000 students reside on campus in facilities ranging from traditional high-rise to townhouse-style apartments and stand-

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[227] http://www.evergreen.edu/rad/home.htm

alone duplex (modular) units. With rare exceptions, this capacity has been adequate to fulfill student demand over the past 10 years and remains so today.

The Residential Life program plays a significant role in enhancing the learning environment. The residential staff is trained to encourage learning and living skills. Examples of their work include student groups that help students build support systems, educational/cultural programs that enlighten students and provide them with skills, policy enforcement that creates quiet and safe areas to study and live, mediations where students learn to be responsible to themselves and others, and liaisons with other offices such as Student Conduct, Police Services, and the Counseling Center.

The Greener Organization (GO) is the student governance group for the residential community. Leadership is elected by the community to provide input on departmental policy changes, offer social and educational programming, hear appeals of financial charges, manage a community Free Store, and coordinate the rental of mini-refrigerators.

New first-year students live in first-year halls that promote opportunities for students to connect with each other and for Residential Life staff to focus on connecting students to academic support services. Returning students and new transfer students typically live in apartments and duplex units. Additionally, the college offers several residential theme options including sustainability (which often partners with institutional or academic project work), substance-free, reduced allergen, quiet, or gender-neutral areas. Residential Life assists all residents with Living-Learning Agreements, living documents that specify how residents want their space used.

The selection and training of Residential Life staff emphasizes the living and learning environment. Training includes community development, diversity, academic success, student development, referral skills, and awareness of college and community resources. In addition to student Resident Assistants living and working with residents, Residential and Dining Services employs about 100 students who provide maintenance and custodial services. This rigorous student employee program ensures that residents will likely be interacting with student staff who help guide the work of the department and who also receive appropriate training.

Dining Services are provided at four campus locations, serving varied tastes and budgets. In addition, student fees subsidize The Flaming Eggplant Café which is a student-run café providing locally available, organically grown food. All venues meet county and state health and safety standards.

Dining Services invites user suggestions and comments, which are posted and answered in visible dining locations, and conducts online satisfaction surveys. It also participates in the National Association of College and University Food Services Operating Performance Benchmarking Survey. This information and the satisfaction surveys conducted by the provider have led to more student-centered meal plans, changes in hours of operation, improved menu selections, and a more financially sound food service.

The Food Advisory Committee includes faculty, staff, and students and is chaired by the director of RAD. The committee meets with the head chef and manager of the food service provider to address the day-to-day operation of campus dining services.

The Strategic Food Committee is charged with examining the food service organization on campus, addressing the business side of food service, and considering future directions for campus dining. The committee is comprised of faculty, staff, and students and is chaired by the director of RAD.

Evergreen recently completed a Request for Proposal and selection process for its dining services contract, which was about to expire. A bid committee that included faculty, staff, and students planned the process, developed criteria, and gathered community feedback to inform the selection of a vendor. A new nine-year agreement has just been signed.

The Costantino Recreation Center (CRC) offers fee-based memberships to Evergreen faculty and staff, as well as to community members. Evergreen students have access to the CRC and to intercollegiate athletic events via payment of the services and activities fee. The CRC is staffed by full- and part-time professional staff, as well as by part-time student employees. The primary goal of the department is to actively engage the campus and wider community and provide a safe, healthy, and inviting environment for recreation.

The college operates a bookstore (Greener Store) located in the College Activities Building. The store's mission is to support the educational needs of students, faculty, and staff and contribute to the academic and social environment. The bookstore provides a large variety of goods and services including new and used books, book rentals, educational and office supplies, clothing, gifts, snacks and fax services. Due to the distance from the campus to any retail businesses, the Greener Store carries a larger selection of sundry items than most college bookstores.

The Copy Center, located inside the Greener Store, provides a full array of services to students, faculty, and staff including black and white and color copying, laminating, binding, drilling, folding, and cutting. This unit also provides copiers to 35 locations across campus.

Conference Services provides housing, food services, and other campus space and services to external groups. This makes effective use of college resources when not used for academic purposes. Conferences provide additional revenue to several campus units and also introduce Evergreen to a wide variety of visitors. All conferences complement the college's educational, research, recruitment, and/or community service objectives.

2.D.13
Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Intercollegiate athletics, recreation programs, student activities, and residential life programs are consistent with Evergreen's mission and are conducted with appropriate oversight.

Athletics is funded with tuition revenue, student and activity fees, and revenue generated by sport camps, gate receipts, fundraising, and facility rental. The Recreation program is funded with student and activity fees and revenue from program fees and equipment rentals.

Program and financial operations are managed by the director of Recreation and Athletics with additional oversight by the vice president for Student Affairs. The College Recreation Center works directly with an advisory board in developing budget and programming. In addition, Athletics maintains a faculty athletics representative (FAR), a faculty governance assignment, to liaise with Athletics. The representative serves as a resource for Athletics and student athletes on academic-related issues and as a resource for faculty on athletics-related issues. This liaison role is intended to enhance the functions of each area and their working relationship, as well as to serve as a guide when questions or concerns arise. On a more formal level, the FAR serves as the final authority on eligibility-related matters.

Evergreen has been scrupulous in following the proportionality method of ensuring equity between women's and men's teams in its intercollegiate programming. Since enrollment typically runs 52 to 55 percent female, Evergreen provides 55 percent of the potential roster slots on its teams to women's sports and allocates 55 percent of available scholarship funds to female athletes. At year's end, these numbers may be slightly different depending upon recruitment success of various coaches in a given year, but Evergreen's Equity in Athletics Disclosure Act (EADA) reports consistently reflect a commitment to gender equity, both in participation and in budgeting.

Evergreen's student-athlete policies make clear that it is the student's responsibility to arrange to make up work missed in seminar, lectures, or group work because of a competition and/or travel. Further, student athletes are informed that, in every case, class time may not be missed for practice or other team events not directly related to formal competition.

The institution's requirements and procedures for all students, particularly with regard to academic standards, are no different for athletes than for other students.

2.D.14
The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Evergreen does not offer distance education.

Standard 2.E Library and Information Resources

2.E.1
Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Evergreen's mission emphasizes interdisciplinary, collaborative learning and student engagement, via a curriculum that is highly flexible and fluid. Annually, new coordinated study programs are planned by individual faculty and faculty teams who deliver a curriculum that varies year-to-year. While some areas of the curriculum are planned to be quite consistent, with repeating coordinated study programs, others change radically each year. With the additional challenge of individual study options designed by the students themselves, the result is an academic environment in which many of the demands upon the library are unpredictable.

To function effectively in an environment where there are few formal processes assuring support services or collections match emergent needs, it is necessary that strong, informal collaborative relationships exist between the library faculty who develop collections and instructional support and teaching faculty who are planning their curriculum. Given the institutional culture of team teaching, and coordinated study programs that are often full-time and multi-quarter, an emphasis on team planning for each coordinated study is central and makes room for librarians and teaching faculty to plan together for resources, learning objectives, and research instruction.

Evergreen's approach to library faculty status reinforces these connections through constant interactions between library faculty and teaching faculty in faculty governance committees, faculty meetings, curriculum planning and other retreats. Further, library faculty are contractually required to teach in the curriculum with other faculty on a routine basis and thus take part in the college-wide curriculum planning practices.

These strong connections are further supported by the role of the library dean as a member of the team of academic deans who meet weekly with the provost. The library dean also meets routinely with the academic budget decision-makers as well as with the academic dean for budget and space and the director of Computing and Communications. These active connections with the teaching faculty, those responsible for the curriculum, and academic and other administrators inform the allocation of resources and the design of services within the Library and Media Services.

Membership in the Orbis-Cascade Alliance allows Evergreen students, faculty and staff to order materials online from the collections of almost 40 academic libraries in the region, with rapid turnaround. Consortium pricing for periodical, reference, and e-book databases has enabled increased access despite budget reductions. Indirect cost funding from grants and profits from the sale of outdated and donated books have created fairly stable alternative revenue streams that supplement reduced state-funded materials budgets. Networking and consortial borrowing provide opportunities for the exceptional depth and specificity of research engaged in by our

many students who conduct individually designed courses of study in an array of unpredictable topics.

The library continues to create collections appropriate to the general liberal arts and repeating areas of the curriculum, with increasing opportunities to use the developing e-book market to provide breadth beyond core titles that are clearly required locally. E-book collections are beginning to offer good coverage across the disciplines while avoiding extensive expenditures on purchasing, cataloging, and permanently housing books. Graduate programs with capstone or thesis projects are supported substantially through instruction, expanded access to field-specific journals, and robust, efficient borrowing options.

With networked ordering and electronic formats, most materials are accessible to our off-site programs and place-bound students. Intensive instruction for off-site programs assures that students in those programs are aware of these services.

Rapidly increasing costs for core science journals—and the need to develop both expertise and technology to sustain initiatives related to collecting, curating, disseminating, and storing digital resources—pose challenges for the Library. In particular, a substantial media production facility and media studies curriculum have created a large multi-media collection that will only expand as the Library seeks to highlight the work created in the curriculum and by individual faculty and students.

2.E.2
Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators

Instructional and overall planning for the Library and Media Services rely on extensive collaboration between library faculty and teaching faculty. A wide variety of channels for user input and feedback complement this strong collaboration.

User requests for individual monographic titles are encouraged and can generally be honored. The Resource Selection Committee, made up of library faculty area specialists and acquisitions managers, evaluates ongoing financial commitments to subscriptions and databases (journals, reference sources, and e-books) primarily through use statistics such as cost-per-use with complementary knowledge of curricular trends and emphases. Circulation and online use statistics inform comparisons of profile-based purchasing versus firm-order purchasing versus database purchases of monographs.

These analyses have driven recent shifts in allocations so that more deliberate firm-order purchasing is increasing slightly, almost all reference purchases are electronic, more e-book collections are being tried and profile-based purchasing of paper monographs will decrease. Library staff members compare patron requests for materials held by consortium members with use of the local collections in areas where questions arise about expenditures. Gate counts and demand for various kinds of library spaces help drive decisions on hours of operation, levels of service, and allocation of space.

Library and Media Services administration uses ACRL and IPEDS statistics to evaluate trends and to compare performance with peer institutions. Library and Media Services also conducts user satisfaction surveys. The college Office of Institutional Research and Assessment conducts regular surveys of current students and alumni. These surveys cover use of and satisfaction with college resources including Library and Media Services. The alumni survey queries the effectiveness of particular areas of development or skills such as research or information technology. End of Program Reviews solicit information annually from faculty regarding the extent to which information technology literacy and media literacy are taught in coordinated study programs college-wide. All these data sources, when combined with strong, direct collaborations with faculty, provide rich guidance for Library and Media Services planning.

2.E.3
Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

General support for individuals utilizing library and information resources is provided through research, circulation and other help desks in the library and media services as well as through online instructions and help request forms. All library and information resources instruction, other than one-on-one assistance, is developed and provided based on the specific requirements and focus of individual coordinated study programs and faculty. The college employs a liaison model which assigns a library faculty member to each coordinated study program to respond to needs in a more customized way. The library liaisons and the coordinator of instructional media solicit instructional requests from teaching faculty as they plan their coordinated study programs. Library faculty and media instructional staff are members of the curriculum planning retreats and curriculum planning unit meetings of the faculty and stay in touch with the curriculum planning process.

Librarians and media staff design instruction to meet the time commitment, level of sophistication, project types, content, and pedagogical methods of the faculty member, faculty team, and coordinated study program. Instruction may be as minor as a one-hour introduction or as substantial as weekly sessions developing an array of increasingly sophisticated skills over many weeks of each quarter. In some cases, library faculty liaisons commit to an in-depth association with a coordinated study program, attending most substantive all-program meetings, joining the faculty team's weekly seminar and planning sessions, and otherwise acting as an additional member of the teaching team.

Both library faculty and media instructional staff will often provide substantive advice to faculty about how to develop and scaffold effective research projects or media productions. In every case, the collaborative work between library faculty or media staff and the teaching faculty drives the effectiveness and appropriateness of the instruction designed for that program. There is no such thing as a globally appropriate research or media instruction program for the ever-changing Evergreen curriculum.

The collaborative, instruction-focused model works well for off-campus programs, since library faculty can travel to program sites (unlike physical collections, which cannot move). In general, the increasing wealth of online academic resources and the effectiveness of online borrowing and mail delivery systems make materials available to off-site students almost as easily as for Olympia campus students. Collaborative planning for research projects and instruction is the most important method for assuring that off-campus students have the opportunity to develop research skills comparable to Olympia students.

2.E.4
The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

As discussed in section 2.E.2 above, library administration and the library faculty who develop collections and provide instruction have rich usage data and strong collegial relationships from which they develop the knowledge base for designing and delivering services and support. Security of the physical collections, supported via a security strip system, is evaluated through the review of lost and missing items which are assessed for replacement on an annual basis. While evaluation of specific services and collections occurs constantly as questions of resource allocation arise, the library faculty members also evaluate their work and its effectiveness as an aspect of the Library and Media Services via annual self and collegial evaluations. This provides the opportunity for reflection and conversation which generates agendas for the future. Usage trends and similar assessment data are shared with the entire Library and Media Services staff for discussion at retreats or all-staff meetings where future directions are brainstormed and fine-tuned. Recent restructuring will provide the opportunity to review assessment strategies and seek improvements.

Standard 2.F Financial Resources

2.F.1
The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Between state appropriations and tuition revenue the college has a relatively stable funding base. The college also receives funding from federal, state, and local grants, auxiliary funds, local dedicated funds, and fundraising. State appropriations have decreased significantly over the past four years, but tuition has increased to offset some of this decline. The college has reduced expenditures to balance the operating budget while striving to maintain adequate support to programs and services.

For the past several years, the college has carried forward more than $8 million in institutional operating reserve, or more than 15 percent of the operating budget. This flexibility has allowed the college to meet unforeseen demands and plan strategically. The college continues to seek new revenue streams consistent with its mission.

The college's resources are sufficient to meet its debt service requirements without negatively impacting operations. A five-year projection of future debt service requirements is maintained and included in the notes to the annual financial statements. Evergreen has a bond rating of A- from Standard & Poor's. The state of Washington's Office of Financial Management establishes the standards and guidelines for cash management and investments. The college's investment policies provide additional guidelines.[228] The college's Investment Committee monitors the college's investments.

The college's planning process centers on realistic revenue projections supported by enrollment projections and tuition. In each biennial cycle, the planning includes two-year revenue projections, analysis of appropriate reserves, and consideration of current and future obligations. This deliberate planning process ensures that Evergreen operates within available resources each biennium.

The Risk Management Division (RMD) of the Washington State Department of Enterprise Services administers the state's Self-Insurance Liability Program. This program investigates, processes, and adjudicates tort and sundry claims filed against the college. However, there are certain exposures that are excluded from the Self-Insurance Liability Program. In order to ensure short-term solvency, the college maintains, in addition to the budgeted reserve, a variety of additional policies purchased through the RMD addressing athletics, child care, student malpractice, and student internships. The college maintains insurance policies for property damage for buildings with long term debt and has also has also adopted miscellaneous policies for coverage related to fine art and employee dishonesty.

2.F.2
Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The operating budget cycle for Evergreen is both annual and biennial in nature. The state of Washington provides operating resources to the college through a biennial legislative appropriations process with annual supplemental appropriations in the second year of each biennium. The legislature delegates limited authority for resident undergraduate student tuition rates to Evergreen's board of trustees. State appropriations and student tuition are the major sources of funding for Evergreen's operating budget. Other resources include dedicated local funds, service funds, auxiliary funds, scholarship and fellowship funds, and sponsored research funds. Evergreen's operating budget is established on a biennial basis with annual supplemental adjustments. All major funds are budgeted based on projected revenues and historical/projected expenditures. Units are not allowed to over-expend their budgets without appropriate approval.

In recent years, the college has pursued a strategy that relies on one-time funds, such as excess enrollment tuition, to address unexpected mid-year reductions in Washington state appropriations. This has allowed the college time to plan for reductions on a permanent basis, without affecting current year operations.

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[228] http://www.evergreen.edu/policies/policy/collegeinvestment

Enrollment projections and tuition revenue estimates are based upon current history, market trends, and student demand. The vice presidents created the Strategic Enrollment Management Group in 2007 to consider ways to create a stronger and enriched pool of qualified student applicants through an improved enrollment planning process. This group integrates recruitment, marketing, admissions, curriculum planning, faculty hiring, tuition pricing, retention, financial aid, and government relations efforts in one planning effort.

The college has not traditionally relied on donations or private fundraising (through The Evergreen State College Foundation) to support major capital building projects or operational funding (though targeted grants have helped to support facilities improvements—especially in the areas of energy efficiency and safety retrofits, and Foundation fundraising has helped to support equipment purchase and replacement, faculty development, and student scholarships). While Evergreen is building its fundraising capacity, college operational and capital budgeting and planning do not count on a predicted level of private fundraising.

2.F.3
The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

In the spring of each odd-numbered year, while the state legislature is approaching its final budget policy framework, Evergreen's internal allocation process begins.

The Office of Operational Planning and Budget anticipates changes to base funding levels such as state budget reductions or enhancements, enrollment growth, and tuition or fee increases to establish an overall revenue policy framework. The president and vice presidents discuss the implications of the anticipated revenue policy framework with the deans and directors to determine the budget themes that need to be addressed in the college's allocation process. Normally, priorities will be consistent with those themes included in the college's biennial budget request and may also include other priorities that have emerged since the college's budget request was developed. It is at this stage that the president will decide if any college contingency strategies, such as budget reductions or internal reallocation planning, may be necessary.

The vice presidents are responsible for reviewing all budget decisions and modifications. The divisional budget coordinators, the executive director of Operational Planning and Budget, and the director of Business Services will provide the necessary staff support for the vice presidents in this regard.

The vice presidents are responsible for 360-degree consultation while they are formulating an overall budget implementation strategy recommendation to the president. The executive director of Operational Planning and Budget is responsible for core coordination activities and posting budget planning material on the college website. The College Relations office also supports budget processes with communication tools and messages as required.

The vice presidents conduct divisional and campus-wide budget discussions to provide information regarding the college's most pressing needs and how those needs translate into

budget priorities. The vice presidents consult with the faculty budget advisory committee and the campus community.

The president is responsible for finalizing a recommended budget to the board of trustees for its approval. The president's proposal highlights any changes to the previously board-approved budget policy. The president will also identify modifications he made in the recommendations to the course of action recommended to him by the vice presidents.

The college publishes the president's biennial operating budget, the capital budget requests, and other budget related information online,[229] including information that was developed to inform the campus community about the various budget processes.[230]

2.F.4
The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The college's business and finance functions are charged with management of an appropriate system of accounting and financial reporting, oversight and management of the operating and capital budgets, supervision of the operation and maintenance of the physical plant, procurement of supplies and equipment, control of inventories, contract administration, and receipt, custody and disbursement of funds. The accounting system follows the generally accepted accounting principles for colleges and universities. The college uses the SunGard Banner financial system which is designed for accurate processing of transactions through the integration of the related Banner modules that support the operating ledger. The operating ledger and general ledger transactions also reside in an operational data store that facilitates the generation of multiple levels of financial reports used for management review, tracking, and analysis of college operations, assets, and liabilities.

The college's internal auditor, a certified government auditing professional, reports directly to the board of trustees and the president. The internal auditor has developed a comprehensive, risk-based audit plan and has full access to all college financial records and transactions. The internal auditor meets regularly with the board of trustees' Audit Committee to discuss the results of internal audits performed. The auditor also meets regularly with the vice president for Finance and Administration and the director of Business Services to discuss the results of audits and recommended corrections.

2.F.5
Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is

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[229] http://www.evergreen.edu/president/budget/home.htm
[230] http://www.evergreen.edu/budget/

periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

The capital budget reflects the institution's mission and facilitates interdisciplinary teaching and learning. The Campus Master Plan[231] documents and plans for required changes in college facilities over a 15-year planning cycle. The purpose of the Campus Master Plan is to establish priorities consistent with Evergreen's strategic plan to guide campus development and provide a concept plan for future development.

In support of this 15-year plan, the college updates a 10-year capital plan every two years. The current 10-year plan covers 2013-23.[232]

Specific projects that meet long-term priorities are presented to the state in the 10-year capital planning document. This document outlines requests for projects in their pre-planning, design, and construction stages. Each biennium, the college requests capital funds to meet the next step in the 10-year plan and the Campus Master Plan. This process allows for making changes to meet short-term needs and to respond to the rapidly changing education market, while not losing sight of the long-term overriding goals and direction of the college.

2.F.6
The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Evergreen clearly separates the educational and general operations from its auxiliary enterprises. The auxiliaries are financially separate in the accounting system and Residential and Dining Services has an independent financial audit conducted on an annual basis.

The auxiliaries are expected to be self supporting. In rare cases college reserves have been used to support auxiliaries on a short-term basis.

The college has the legal authority to issue revenue bonds with the debt service supported by student fees or revenues in the auxiliary units. The operating budgets of the college rely on some support from auxiliary enterprises as a form of budget supplementation. The general operations of the campus charge the auxiliaries for services provided in support of auxiliary enterprises.

2.F.7
For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

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[231] http://www.evergreen.edu/policies/policy/campusmasterplan
[232] http://www.evergreen.edu/facilities/docs/updates/10%20year%20report.pdf

The college is audited annually by the Washington State Auditor's Office for compliance and financial statements. The audits are conducted in accordance with generally accepted auditing principles, and all college funds are subject to the audit, including financial aid and other specific programs. The audit is a combined process covering both federal and state funds. Since 2005, the audited financial statements have been available to the public online.[233] Prior to 2005, printed financial statements were available upon request. The college takes recommendations from the state auditor and the internal auditor very seriously and strives to correct any items of concern expressed in the audits. Audit results from the State Auditor's Office are reviewed by the board of trustees' Audit Committee. Audited financial statements are reviewed by the Audit Committee, accepted by the full board, and published in a statewide audit report.

The Evergreen State College Foundation, a wholly separate 501(c)(3) organization, is audited annually by independent certified public accountants. Copies of the audit are provided in a timely manner to both the Foundation board of governors and Evergreen's president and board of trustees.

2.F.8
All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization

The college has a written agreement with the Evergreen State College Foundation.[234]

The college's fundraising policy[235] is designed to **"ensure that staff, faculty, students and volunteers who seek outside funding or other forms of gifts for The Evergreen State College whether under the auspices of The Evergreen State College (College) or The Evergreen State College Foundation (Foundation) are aligned with the college's strategic plan, endeavor to meet the most critical needs of the institution and abide by all applicable laws, rules, policies and standards of ethical behavior."** Related procedures and activities—including orientations, periodic training, and memberships and participation in professional organizations that provide guidance on ethical and legal matters related to fundraising (Council for Advancement of Fundraising Professionals, Association of Fundraising Professionals)—support compliance with the policy.

Standard 2.G Physical and Technological Infrastructure

2.G.1
Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

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[233] http://www.evergreen.edu/annualreport/archive.htm
[234] http://www.evergreen.edu/foundation/agreement.htm
[235] http://www.evergreen.edu/policies/policy/fundraising

Evergreen's facilities in Olympia and Tacoma play an important role in meeting the educational, social, and support needs of students. The buildings and grounds provide an accessible, comfortable, engaging, and safe environment for students to learn, live, work, and play.

To serve students well and to be competitive in the academic market, the college must continually plan, update, and improve facilities where students learn and live. Physical access and technology needs that support learning are key elements in maintaining and renovating the physical facilities.

While many buildings on the main Olympia campus were built in the early 1970s, the state of Washington has invested more than $90 million over the last four years to build, remodel, and update the majority of the college's major academic and support buildings.

Some recent examples include:
- Comprehensive remodel of the College Activities Building, a LEED Gold facility, including major improvements in facilities for dining and student activities (75 percent of which was funded through student-approved fees);
- Expansion of the Longhouse Education and Cultural Center;
- Construction of a Sustainable Agriculture Lab at the Evergreen Organic Farm;
- Remodeling of the Art Annex;
- Construction of a Native American carving studio adjacent to the Longhouse (supported in part by a Ford Foundation grant);
- Phased remodeling of all apartment-style student housing (financed by bonds supported by residential and dining revenues); and
- Comprehensive remodel and upgrade of the Communications Building, one of the largest academic buildings on campus.

Evergreen's Facilities Services unit is committed to environmentally sustainable design and construction processes for all capital projects. Major capital projects follow Leadership in Engineering and Environmental Design (LEED) criteria. The college has received grants from the local utility provider, Puget Sound Energy, the state of Washington Department of Commerce, and the state of Washington Office of Financial Management for various energy conservation and alternative energy projects since 2007 and reduced energy consumption on campus by 18 percent since 2009. The college is planning and developing further potential sustainable projects, improved processes, and alternative strategies to reduce the college's carbon footprint and greenhouse gas emissions.

2.G.2
The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Consistent with Evergreen's goal of creating and sustaining a safe campus, the college's Environmental Health and Safety (EHS) coordinator reviews college use of any hazardous or toxic material to determine if less toxic options are available. Activities associated with the handling and disposal of hazardous materials are monitored closely by local and regional

regulatory agencies. Evergreen routinely works in close communication with these agencies to meet their requirements and respond to their concerns. The EHS provides an annual report on hazardous waste disposal for Washington State Department of Ecology. The college contracts with professional consultants as necessary to assist in the handling, use, and disposal of hazardous and toxic materials and waste products. The EHS coordinator proactively provides training in these processes, or contracts training to certified consultants. The coordinator also works with staff to ensure appropriate procedures are developed for the use of any potentially harmful product or material and then monitors these procedures to ensure college staff follows them.

2.G.3

The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

Calculated planning of the physical campus is critical for Evergreen to meet its strategic goals and core themes. This process is accomplished by a systematic planning process that focuses on college facilities and infrastructure and how they support the academic mission. The college's Campus Master Plan[236] provides a road map for future improvement and additions to the college campus. As projects are completed and new strategic goals are formulated, the plan is updated and reaffirmed.

While the plan defines the course for college facilities, it is also a flexible document that allows the college to respond to changes in the academic needs of students and faculty. For this reason, the college updates the plan on a regular basis. The college expects to update the existing plan in 2014-15. The college's Campus Land Use Committee reviews the current plan as projects are proposed to ensure that the projects are within the parameters established in the plan.

Although new facilities are critical to the college's success, the maintenance and operation of current facilities are also important to meet college goals. Facilities Services keeps the quality of the buildings and grounds high throughout their lifecycle. They use a computerized maintenance work order system and periodic facility surveys to document and gather information on maintenance and operations. These data allow Evergreen to identify conditions in specific buildings and track the deferred maintenance of facilities and building systems. With this information, available resources can be better applied to critical improvements and upgrades that extend the lifecycle of building spaces and major building systems.

2.G.4

Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The college continually plans, updates, and improves facilities and equipment for students, staff, and faculty in support of the college mission.

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[236] http://www.evergreen.edu/policies/policy/campusmasterplan

Over the past several years the college has renovated several of its major facilities (see Standard 2.G.1). As part of these renovations, the college has also modernized the equipment used in the buildings including the HVAC equipment, boilers, plumbing fixtures and systems, interior and exterior lighting systems, door hardware, electrical distribution systems, elevators, fire and theft protection systems and equipment, waste and storm drain maintenance and repair, roofing systems, hydraulic loop heating and cooling systems, information technology infrastructure, and an Energy Management Control System.

Examples of recent equipment upgrades are the Communications Building renovation which included $853,000 for equipment and furnishing and the recent renovation of the second floor in the Science Laboratory Building I (Lab I) which included $418,000. The college invested $311,000 for equipment and furnishings for the Art Annex; $165,000 for the first floor in Lab I; $200,000 for the Sustainable Agriculture Lab; $262,000 for the Longhouse; and $2.44 million for the Library building. Over the past several years, Evergreen has spent in excess of $2 million per year regularly upgrading equipment such as computer lab, classroom, and administrative equipment.

Continued state funding and college planning for wise investment of those funds will allow the faculty to ensure that the equipment used reasonably anticipates the equipment graduates will encounter in the workforce and elsewhere once they leave the college.

Technological Infrastructure

2.G.5
Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

In FY 2010-11, the college spent $1.8 million on information technology, including hardware, software, training, and networking equipment. In addition, the college employs an IT professional staff of 48 to support the full range of IT resource needs across the institution.

In 2010 the college divided Technical Support Services into two support teams and hired an associate director of Client Services to improve overall technical support of IT on campus. This provided a more direct focus on customer service and customer support, aligning this group as a central hub for IT questions and issues. As part of this effort, the college also purchased a new issue tracking system to support the work of this team and allow for greater communication and quicker follow through on all technical issues.

During the last five years, the college has virtualized all server systems except those with resource or licensing restrictions not conducive to virtualization, so that now, approximately 95 percent of all systems are virtual servers. Additionally, almost all server systems on campus have been consolidated and hosted via the campus data center. This has resulted in increased reliability, security, and power savings.

In the last three years, Evergreen has invested heavily in administrative systems that directly support the student experience, retention, and recruitment. The largest of these was the

implementation of the final stage of the enterprise resource planning (ERP) system, Banner Human Resources. The HR module completed a project, begun in 1999, to modernize and centralize all administrative information into one integrated database system. This system now supports admissions, registration, financial aid, accounting, purchasing, budgeting, payroll, development and alumni programs, and human resource processes of the college. In addition, the college developed and implemented a new time and leave system in 2010 that replaced paper time cards and reports with a sustainable, paperless system.

Other major investments included upgrading the student athletics and recreation system to a fully hosted cloud service and replacing the residential management system with a dynamic, interactive system that students use to pick their rooms, similar to airline reservations.

In direct support of academic work, the college developed a curriculum management database to support faculty in designing the curriculum every year. This system provides a way for faculty to collaborate in the process and obtain approvals from the deans and ultimately publish the curriculum in a searchable online listing.

In 2012, the college approved and funded a multi-year initiative to replace an aging and inadequate evaluation processing system with a modern, interactive one that will incorporate student advising as a core tenant. The new system (actually several projects that include a new two-factor authentication application and a replacement identity management system) will support improved student and faculty interaction around assessment and advising. By providing better access to student portfolios and iterative Academic Statements, this will also help students articulate and assume responsibility for their work. The new system will place narrative evaluations in a database rather than in paper files and images.

The college hired an academic project manager to guide the development of new business processes, practices, workflows and faculty engagement efforts required for implementation of the Academic Statement Initiative. The manager has been working to ensure that the new computer systems are designed to effectively integrate changes in policy and workflow across many support areas.

2.G.6
The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Technical training, instruction, and support of the college community remain a constant and important goal for the institution. There are many different approaches to bring technology literacy and training to faculty, students, and staff.

Direct curricular support for technology occurs across many areas on campus including Library reference and instruction, Academic Computing, Client Services, and Media Services. Direct curricular support is provided by many IT staff.

Within Computing and Communications, considerable resources are dedicated to ensuring the IT staff is trained in the latest technologies that support the mission of the workgroup and the institution.

The Client Services desktop support team provides end user training to faculty and staff on how to use their computer equipment as well as basics on how to use productivity software such as Microsoft Office. This training occurs *ad hoc* at the user's desktop. Client Services also participates in new employee orientations and the annual ethics and policy training session, which covers the appropriate use policy[237] and IT security topics.

The Web Services team supports faculty and staff with training in the college's content management system, facilitating distributed content generation and maintenance on college websites.

Direct student technical support comes in a variety of forms depending on the student's individual need. General help desk and tutoring of students happens primarily at the Student Help Desk and through the Resnet technical team in the residential halls. These two groups focus on tutoring and mentoring in the use of academic technologies, providing direct support and escalation of issues including hardware and software issues, and account management. Additionally, more discipline-specific help can be found at the Media Services and Computer Application Lab (sciences) help desks which focus on training and skill building for students focusing on those academic areas.

2.G.7
Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The Computing and Communications management team leads the institution in planning and developing a sound and secure technology infrastructure. The Campus Web Manager is a core member of this management team which allows cross collaboration with key stakeholders in technology infrastructure planning. This group engages in close coordination with other constituencies on campus to properly scale and build clear pathways for technology infrastructure development in support of the college's mission. The Banner Users Group meets regularly to assess the administrative technology support structures critical to students and faculty. This approach helps guide the direction of the management team and build a better understanding of the technical needs and requirements of these core business stakeholders.

To continue to increase collaboration and inform this effort, the college is implementing an updated information technology governance plan that involves the business and academic leaders of the college, the IT management staff, and the college budget coordinators.

Recently the academic area placed a new emphasis on planning and coordinating academic information system projects and needs. Within the dean's area, a new exempt position was

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[237] http://www.evergreen.edu/policies/policy/appropriateuseofinformationtechnologyresources

created in 2012 that, along with other pre-existing duties, is responsible for the coordination, consultation, and management of academic IT projects and initiatives.

2.G.8
The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Computer replacement is handled by each area of the college individually based on resources and budget for IT purchases. In general, a computer will be supported for five to six years after the original purchase. Desktop replacements are often recommended by Computing & Communications, but each department has the final word as to whether a computer is replaced.

The Academics division maintains a permanent four-year replacement cycle for all computer labs and student accessible spaces. This amounts to approximately $150,000 per year which is vetted and allocated annually by an academic lab management team. Faculty computers are replaced every four to six years on a case-by-case basis depending on emerging needs and wear and tear. In Finance and Administration, desktop computers are replaced on a five-year cycle. A replacement schedule for existing classroom projectors has been established while a prioritized plan for adding projectors to the few remaining large unmediated classrooms has been created.

The Evergreen Data Center is on a continuous upgrade and replacement cycle. All server hardware and core infrastructure is replaced on a five-year cycle, ensuring performance and reliability. Additionally, the Data Center cooling system was replaced in 2010 and additional enhancements have been added since to improve air flow and increase efficiency.

The college is continually upgrading and improving the campus network. In the last year the speed of network connections to our data center has increased 10-fold. This same high speed connectivity was added for the core of the wireless network. The college has also been adding infrastructure with the goal of delivering the same high speed connectivity between our campus buildings and the network core. Incremental upgrades to the remainder of our wired network is planned during the next three years to increase the connection speeds to all wired computers on campus.

Evergreen's wireless network has been upgraded over the last year to be fully 802.11n on both 2.4 GHz and 5 GHz thus enhancing the speed and availability of wireless network connections. In the coming year the college will be increasing the density of the wireless network to provide wired-like speeds and capacity in all main campus buildings. This will represent a 600 percent increase in wireless access points over the course of three years.

The institution has consistently increased access to the Web though our Internet connection as program need has grown. Over the last 10 years, the campus Internet connection speed has doubled approximately every three years. Currently the campus pays approximately $35,000 per year for Internet connectivity. The cost associated with this increase has become a consistent component of the campus biennial budgeting process and is assumed to continue into the future as Internet usage increases.

Conclusion

When The Evergreen State College was founded in 1967 it was with the goal of creating an institution of higher education that explored different pedagogical models and embraced an ethos of educational innovation that encouraged students, under the guidance of faculty mentors, to take ownership of their academic journeys. Although some of the specifics have changed since our founding, we have never wavered in our core beliefs.

Indeed, our current mission statement and the core themes we've outlined for the institution in our Standard One report would resonate very well with the founding cohort of faculty and administrators. Our mission statement is as succinct as it is powerful: "As an innovative public liberal arts college, Evergreen emphasizes collaborative, interdisciplinary learning across significant differences. Our academic community engages students in defining and thinking critically about their learning. Evergreen supports and benefits from local and global commitment to social justice, diversity, environmental stewardship and service in the public interest."

As we explained in detail in Standard One, our four core themes, "Integrated, Interdisciplinary Learning," "Individuals Engaged in Society," "Environmental Stewardship and Social Justice," and "Diversity and Equity," are a direct outgrowth of our mission and have been shaped via numerous iterative discussions with many individuals across campus. These discussions have helped us conceptualize who we are and what we expect from our students and ourselves. These discussions have also helped us envision steps we can take to create Evergreen's future rather than simply moving into it without planning and foresight.

As we described above, for several years faculty and staff have come together to better articulate the role of a public liberal arts college, to find ways of enhancing student advising, and to enable students to become more active agents in designing their own educations. This collaborative work has been supported by all portions of the institution. For example, hundreds of students have participated in our Academic Statement essay contest while members of our board of trustees have written their own academic statements explaining how their liberal arts experiences have shaped their current lives. Institutionally, we have a very healthy sense of common purpose.

We are also confident, and believe we have fully demonstrated above, that The Evergreen State College has the essential resources and capabilities to continue to function in a way that is congruent with our mission and advances our goals. While there can be little doubt that the entire higher education sector in general and liberal arts colleges in particular face daunting challenges from an uncertain public struggling with economic difficulties, The Evergreen State College has positioned itself well to deal with these challenges. We have a healthy system of shared governance that is premised on the concept of transparency, faculty and staff who are committed to the wellbeing of our students, multiple community partners who share our values, and a capital and technological infrastructure that allows us to teach students effectively. We hope you agree.

Appendix I

Coding key for evidence in transcripts that students met the Expectations of an Evergreen Graduate

1. Articulate and assume responsibility for your own work.			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
Lack of evidence of a pattern of academic growth	**Demonstrates academic growth as found in evidence of, for example:** • a record of timely attendance and completion of assigned work; • progress from less to more advanced work; • taking account of criticism and seeking to improve work; • an understanding of faculty standards and meeting them; • meeting standards for college level writing in assigned work and self-evaluations; • using academic resources as required.	**Demonstrates a pattern of increasing academic autonomy as found in evidence of:** • taking initiative in setting the agenda for group work; brings notes, notebooks, questions, examples, outside readings relevant to work of the session; • presenting a summative self-evaluation or senior project; well-planned and executed independent study or internships that develop from earlier work; offers a clear rationale for curricular choices and acts on them; • seeking out and systematically addressing criticism of work; • taking ownership of appropriate standards and finding ways to meet them; • showing reflective insight into curricular planning and choices; • seeking out and using academic resources.	Student has discovered a clear and distinctive curriculum for which she assumes responsibility both in design and execution. Student's record includes accomplishments that surpass expectations of undergraduate work – as shown in publications, productions, gallery presentations etc. – particularly when these reach beyond the College community.

2.1 Participate collaboratively and responsibly...			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
Transcript lacks evidence that student has met minimum criteria.	Student usually… **Intramural:** keeps commitments with respect to attendance, assignments, and preparation for all modes of group work. **OR** **Extramural:** keeps commitments made in off campus internships, community service on or off campus, and with guests or visitors.	**Consistently meets minimally, and usually…**becomes an integral, fully engaged member of a collaborative group; helps solve problems that arise in various modes of group work; assumes group responsibility commensurate with relative command of the material; shows initiative in tutoring others and supporting the learning of others; offers clear, critical and supportive feedback to others in response to their work. Collaborations extend beyond scheduled meetings.	Student shows leadership in building bridges between disparate groups which result in community recognition.

2.2 …in our diverse society.			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
Transcript lacks evidence that student has met minimum criteria.	*Shows awareness* of important social or cultural issues, as demonstrated in curricular choices, collaborations, self-evaluations, and in artistic, scientific and written work.	*Understands and articulates* important social or cultural issues, as demonstrated in curricular choices, collaborations, record of community service, self-evaluations, and in artistic, scientific and written work. **OR** Personal transformation as a result of interaction across differences and recognition of similarities; challenges own biases.	Has achieved an integrated knowledge and understanding of important social and cultural issues in ways that have led to *developing and implementing* strategies for addressing these issues – particularly when this has been carried out beyond the College community.

3. Communicate creatively and effectively * Creative = "innovative"			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
No evidence that the student is able to articulate his/her learning; written work and/or oral presentations are complete but not successful in communicating ideas	Produces written work and/or presentations that fulfill basic parameters of the assignment (e.g. length), and thereby constitute college level work **AND** Demonstrates minimal skills in written composition (understanding of grammar and the format of an essay) For example, the student: • Evidences some lack of care in written or spoken articulations • Evidences some difficulty developing a train of thought	Produces written work or oral presentations that successfully convey ideas and understanding of concepts and is appropriate to the particular form of the assignment **AND** Demonstrates ability to explain concepts to others **AND** Uses grammar and syntax correctly and purposefully For example, the student: • Makes comments that contribute successfully to conversation in seminar or workshops • Completes a set of strong self-evaluations (free of errors, articulates significant ideas about learning, manifests the writer's voice) • Writes at a level appropriate for a college graduate	Conveys understanding of concepts with exceptional clarity and creativity, demonstrating a real command of the subject matter For example, the student: • Successfully articulates his/her learning using both written and spoken modes of communication; excels in at least one • Successfully communicates to different audiences using different tones • Produces work that is an excellent example of the particular form, such that it begins to resemble "professional" rather than "student" quality work

4. Demonstrate integrative, independent and critical thinking.			
• **Integrative thinking should be responding to at least two existing lines of thought**			
• **Critical thinking represents the ability to exercise judgment in relation to at least one existing line of thought**			
• **Independent thinking does not necessarily respond to existing lines of thought, but is driven by the student's own interests and skills**			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
No evidence of thinking that goes beyond a superficial level of description **OR** Completes an ILC, but one that is clearly drawing on existing materials or syllabi rather than being designed by the student	Occasionally demonstrates the ability to draw from two or more lines of thought in a single academic project **AND** Occasionally demonstrates thinking characterized by analysis, judgment, argument, problem-solving, consideration of diverse perspectives **AND** Occasionally demonstrates independent thinking does not necessarily respond to existing lines of thought, but is driven by the student's own interests and skills _____ *For example, the student demonstrates the above by:* • *Designing and implementing a student-originated ILC* • *Producing independent project work within a program setting* • *Completing a synthesis or analysis paper or project*	Student's work consistently demonstrates the ability to draw from two or more lines of thought in their academic work, AND consistently demonstrates thinking characterized by analysis, judgment, argument, problem-solving, consideration of diverse perspectives, AND consistently demonstrates independent thinking. _____ *For example, the student demonstrates the above by:* • *Producing major research project or paper with a thesis designed by the student that successfully integrates multiple concepts and lines of thought* • *Assessing the value (or lack thereof) of evidence in a research project or paper* • *Demonstrating the ability to productively critique work within an academic context* • *Completing a synthesis or analysis paper or project that demonstrates real engagement with all the materials involved*	Student demonstrates an exceptionally high level of content mastery and cognitive and meta-cognitive thinking, as demonstrated for example by <u>several</u> of the following: • Understands the value and limitations of a particular mode of academic inquiry; • Demonstrates the ability to assess the success of his/her own work; • Develops new methods and strategies for tackling problems; • Challenges his/her own and others' conclusions and habits of thought; • Demonstrates the ability to integrate academic material from more than one program, course, or contract, e.g. in a summative self-evaluation; • successfully completes outstanding original work

5.1 Demonstrated ability to use *qualitative* modes of inquiry

Qualitative modes of inquiry = modes of inquiry that do not necessarily involve measurement or creative expression, but do involve interpretation and criticism. For example: taxonomy, ethnography, historical research, textual analysis, film analysis, cultural analysis, surveys, field observations, interviews, archival research, or linguistic description.

Did Not Meet	Met Minimally	Convincingly Met	Met with Distinction
Fails to demonstrate any signs of academic inquiry Produces work that indicates academic inquiry, but all examples are either creative or quantitative modes of inquiry.	Demonstrates the ability to identify, gather, organize, describe and interpret evidence or primary sources of information by correctly using at least a <u>single</u> relevant methodology. **OR** Produces minor or sporadic project work in qualitative analysis	Uses <u>multiple</u> qualitative research methods that demonstrate the ability to identify, gather, organize, describe, and interpret evidence or primary sources. **OR** Mastery of a single qualitative research method as reflected in evaluations *For example, the student:* • *Demonstrates the ability to recognize patterns or categories in the data, <u>interpreting</u> and <u>making judgments</u> about the findings* *(upper level of convincingly →)* • *Demonstrates the ability to discuss the <u>implications</u> and <u>relevance of the findings</u> beyond the immediate data set or research* • *Develop and implement an <u>analytical framework</u> for qualitative analysis* • *Produces sustained in-class or independent work in qualitative analysis*	Productively challenges conventional thinking or standard paradigms. **OR** Demonstrates significant initiative or originality in the design of the inquiry. **OR** Produces results of the inquiry that engage with and challenge existing work within the field.

5.2 Demonstrate ability to use *quantitative* modes of inquiry (e.g. scientific tests, statistics or data analysis, solving quantitative design issues in media or art projects) Quantitative modes of inquiry = quantitative and symbolic reasoning			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
Cites statistics in a presentation or in a paper, without analysis.	At least 4 credits in math, statistics, engineering, computer science, logic, laboratory science, or in a field science that involves significant statistical or quantitative analysis or symbolic reasoning. **OR** Evaluation mentions solving quantitative design issues in art projects. **OR** More than one example of project work that demonstrates understanding of and ability to perform basic statistical calculations.	Several examples of significant quantitative work. **OR** Systematic use of quantitative modes of inquiry that shows cumulative development of skills.	Noted as an ideal candidate for graduate study in a quantitative field. **OR** Wins an external competitive award in recognition of quantitative scientific work.

5.3 Demonstrated ability to use creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas)
Creative expression = visual, performing or media arts, creative writing or another form of metaphorical expression

Did Not Meet	Met Minimally	Convincingly Met	Met with Distinction
Transcript lacks evidence that student has met minimum criteria.	More than 1 example of work that demonstrates conscious material or aesthetic design in the creative expression of ideas or of creative work described in the program description but not in evaluation. **OR** At least 4 credits in a creative discipline (e.g., art; design; performance; creative writing). **OR** Presentations, projects, or writing explicitly evaluated as having creative merit.	Several examples of significant, creative work that received positive critique (described in evaluation, critiqued by visiting artist, or peer-critiqued). **OR** Systematic use of creative modes of inquiry that shows cumulative development of skills (especially as described in a self-evaluation).	Successfully completed an awarded Senior Thesis in the expressive arts. **OR** Sustained and focused studies in creative disciplines culminating in advanced original project work that demonstrates mastery of technique and conceptual rigor.

5.4 Appropriately apply modes of inquiry to theoretical and practical problems			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
Transfer credit alone, without further evidence.	Transfer credit, where course title includes evidence of application (e.g. lab, studio, practicum, or equivalent.) **OR** More than one example of work that describes the appropriate use of a qualitative, quantitative or creative mode of inquiry in order to support a thesis or conclusion.	Multiple examples or an extended field or lab research project, internship, primary research project, creative project, or site-based work that demonstrated theoretical understanding. **AND** The above examples must demonstrate appropriate application of the mode(s) of inquiry	Field or lab research, internship, primary research, creative project, or site-based work that draws extensively on theoretical understanding and has significant, positive public impact.

5.5 Appropriately apply modes of inquiry across disciplines			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
Transfer credit alone, without further evidence.	Transfer credit, where course title includes "interdisciplinary" or equivalent. **OR** More than one example of work or one extended project that combines at least 2 disciplines.	Completion of multiple examples of or sustained work that synthesizes material from several disciplines. **OR** Work that demonstrates how information or methods from one discipline enhance or refine one's work in another discipline.	To make non-intuitive interdisciplinary connections resulting in substantial original work **OR** Substantial work that draws on different disciplines to reach a compelling, original and defensible conclusion

6.1 Looking back over the whole transcript, does the evidence demonstrate depth of learning?			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
Transcript lacks evidence that student has met minimum criteria.	**BS degree**; OR At least 1 faculty evaluation for at least 8 credits total (not necessarily in a single coordinated study program) that details in-depth, advanced learning, as evidenced through classroom work; contract/ internship; independent research and writing; studio/media work. In-depth learning is understood to include synthesis/ integration and critical analysis built upon a particular subject matter.	Met Minimally plus a demonstrated ability to work at a sophisticated level with a body of knowledge for at least 3 quarters.	Convincingly Met plus clear evidence of work above the level expected of an undergraduate.

6.2 Looking back over the whole transcript, does the evidence demonstrate breadth of learning?

"Divisions" are as follows:
- Natural Sciences/ Engineering
- Mathematics/ Computer Sci.
- Social Sciences
- Humanities
- Arts

Did Not Meet	Met Minimally	Convincingly Met	Met with Distinction
Transcript lacks evidence that student has met minimum criteria.	Has *not* completed 2 multi-quarter coordinated study programs which taken together have primary emphasis in at least 3 divisions, but *has* done one of the following: 8+ credits each in 3 of the 5 divisions and at least 8 credits in total in the remaining 2 divisions. **OR** equivalent of breadth described above (as evidenced by description of content in eval) **OR** strong narrative evidence of integration of learning across at least 3 divisions. **OR** an AA or AAS degree	12+ credits in 3 of the 5 divisions **OR** equivalent (as evidenced by description of content in evaluations). **AND** at least 8 credits in total in the remaining 2 **OR** equivalent (as evidenced by description of content in eval) **OR** Successful completion of 2 multi-quarter coordinated study programs – which taken together **MUST** have primary emphasis in at least 4 divisions.	Convincingly met criteria **AND** strong narrative evidence of integration of learning across at least 3 divisions.

6.3 Looking back over the whole transcript, is there evidence of *synthesis of learning*?			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
There is no evidence that student chose and completed programs that moved him/her towards more complexity. **AND** There is no evidence of application of skills to a project.	Evidence that student chose and completed programs that moved him/her towards more complexity. **OR** There is at least one project that applies the skills learned or concepts presented. For example, student brings background from one program, or from life experience and applies that background to research and/or project work.	Evidence that student chose and completed programs that moved him/her towards more complexity. **AND** The student brings multiple skills and/or content and uses them in project work, or to solve a problem.	Student has designed and completed a project or contract that demands a level of integration of theory and practice we would expect to see in a student who is well-prepared for graduate work.

6.4 Looking back over the whole transcript, does the evidence demonstrate the student's *ability to reflect on the personal and social significance* **of her/his learning?**			
Did Not Meet	**Met Minimally**	**Convincingly Met**	**Met with Distinction**
No participation. No written reflection of any type. No self-evaluations that reflect on personal or social significance. No comment in faculty evaluations.	Student writes about the personal and/or social significance of their learning. For example, this is mentioned in their self-evaluation. **OR** The faculty evaluation refers to the student's reflection about the personal and/or social significance of their learning.	The student's self-evaluations articulate and provide evidence of the personal and social significance of his/her learning. **OR** The faculty evaluation details the student's reflection about the personal and social significance of their learning.	Complex reflection on personal and social significance of his/her learning should appear in the summative self-evaluation, or in a series of self-evaluations. **OR** Where the student has not submitted self-evaluations, or they are scarce, the faculty evaluations report on a high degree of reflection about the personal and/or social significance of his/her learning.