3

The
Evergreen
State
College

Standard 3
Students

Standard 3
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Introduction

The Student Affairs division at Evergreen has, for a long time, put student learning first. Evergreen's culture has challenged Student Affairs to find innovative ways to work effectively with students. In a collaborative relationship with colleagues across the college the Student Affairs division pursues its primary goal of supporting students in having the best educational experience possible while attending The Evergreen State College. This is done by providing efficient student-centered delivery of services, creating and maintaining a secure campus environment, offering an array of activities, encouraging healthy behaviors in students and development of their interpersonal skills, increasing student appreciation for human diversity, promoting responsible citizenship, and serving as an advocate for student needs and concerns. This mission is led by the Vice President for Student Affairs and is carried out by a wide variety of offices through various programs, services, styles and strategies. The vice president's partnership with the provost and Vice President for Finance and Administration in reporting to the president enhances the division's ability to achieve these goals.

Each department within Student Affairs conducted a self-study in preparation for reaccreditation. Portions of those studies have been incorporated into this report along with the response of each department to its section of this standard (Exhibit Room, Exhibits 3-12 through 3-16). The self-studies resulted in an alignment of purpose and goals with the newly revised mission of the institution and division of Student Affairs. In addition, strengths and weaknesses were identified through various assessment methods. Strategies were developed to address those areas needing attention and incorporated into goals and objectives.

Changes in Student Affairs since the 1989 reaccreditation study, and during the last five years in particular, include increased attention to student governance issues; changes to improve academic advising; changes to the mission and operation of Police Services; increased assessment of incoming students; expansion of recreational offerings and intercollegiate sports; increased services to part-time and evening students; professionalization of the Student Affairs staff; and enhanced focus on student rights and responsibilities. All of these changes are elaborated upon in this standard.

Purpose and Organization of Student Affairs

Student Affairs Supports College's Mission

The Student Affairs division supports the institution's mission by providing programs and services that create learning environments and experiences that assist students in achieving important learning outcomes. This work promotes each of the college's five foci out of the classroom setting. In helping students realize their potential through innovative, interdisciplinary educational programs, student services is guided by the principles in the college's mission statement.

- Staff and faculty are all educators and often collaborate in supporting student learning. This is illustrated in a specific program such as Core Connectors in which Student Affairs staff focus on first-year students in their academic programs. It is apparent in one-on-one work between faculty and staff in assisting a student's learning through tutoring, advising, or accommodation. Faculty and Student Affairs staff have participated as co-learners in week-long Pew Charitable Trust summer institutes which focus on a variety of social, political, and environ-

mental themes. Housing staff work with students to create policies and practices that make the buildings a place to study and to learn. Police Services maintains a safe and secure campus environment where good teaching can occur and where students can live and learn.

- Academic offerings are interdisciplinary and collaborative and often utilize the programs and expertise of those in Student Affairs such as the Recreation, Wellness and Athletics office's "ropes course" or the "Addictions to Wellness" course which is taught by faculty and staff from the Substance Abuse Prevention program. Approximately 25 percent of Evergreen students conducted internships in recent years which are coordinated through the Academic Planning and Experiential Learning office as a means to readily link theory to practice.

- Teaching students to be responsible for their own education begins with the admissions process and continues with financial aid deadlines and registration forms. Those first decisions are closely tied into the Student Advising Center's coordinated workshops and individual advising sessions which create a resource network of career, academic, and other support services for students exploring alternatives and making choices about their academic pathway. In addition, this theme of responsibility is central to the Student Conduct Code and Social Contract.

- Active participation in learning and its practical application is equally as effective in athletic and recreational opportunities, housing resident program and policy development, student staff training, financial aid workshops, individual learning contracts, and student organization activities.

- Services and funds to Evergreen's community-based programs at Tacoma and tribal reservations are important commitments made by individuals in Student Affairs and fulfilled by Enrollment Services as well as Student Activities, First People's Advising Services, KEY ("Keep Enhancing Yourself," a federally funded Trio Program) Student Services, Academic Planning and Experiential Learning (APEL), and Access Services. The long-standing Upward Bound. program prepares high school students in surrounding urban, rural, and reservation areas for the realistic option of college.

- The Offices of First Peoples' Recruitment and First Peoples' Advising lead the division in recruiting and retaining students of color through collaborative efforts with faculty, staff, and students across campus and in the community. KEY Student Services for first-generation college students contributes significantly in this area. Hiring of diverse staff remains a top priority as does involvement in professional development programs that contribute to building a multicultural organization.

- Assessment efforts occur on a campus-wide, division-wide, and specific office basis in an effort to evaluate the effectiveness of programs and services for students in promoting student learning. Systematic inquiry is also applied to improve student and college performance. Examples of types of assessment and the resulting action are cited throughout this standard.

The Student Affairs mission statement (Volume 1, Exhibit 3-1) reflects support for the college's mission statement. Subsequent goals and objectives are developed with input from all Student Affairs staff and are generated from the college's Long-Range Plan. Each of the

units comprising Student Affairs also works with its own mission that further supports the assistance of students in achieving important learning outcomes. It has been a long-standing practice to write annual goals and objectives and review these in an end-of-the-year report which documents and analyzes goal accomplishment. Unit mission statements, goals, and accomplishments are in Exhibit Room, Exhibit 3-11. Evaluation and measurement efforts of goal attainment are defined later on in this standard. Assessment of accomplishment involves not only a review of activities but also a measure of educational outcomes such as an appreciation for diversity, increase in self-esteem, or development of critical reasoning.

Services in Student Affairs

The Student Affairs division provides a large portion of campus services to students including some traditionally based in academics such as advising and cooperative education. Within the division closely related functions have been combined to contribute to cooperative working relationships and integrated service to students. An example of this is the Evergreen services unit which includes recruitment, outreach, admissions, financial aid, and registration. These services are physically grouped together in the Library building where they are close to faculty and academic administrative offices as well as student advising services. Offices are also organized and located to create conditions that encourage students to integrate academic studies with educationally purposeful activities outside the classroom. The offices of Career Development, Academic Planning, and Cooperative Education reside in the Advising Center and are located near the academic deans' area, many faculty offices, and classrooms. Offices in Student Affairs include:

Office of the Vice President for Student Affairs

- Housing
- Recreation, Wellness and Athletics
- Police Services
- Enrollment Services
  - Admissions
  - First Peoples' Recruitment
  - Outreach for Part-Time Studies
  - Financial Aid
  - Registration and Records
- Student and Academic Support Services
  - Access Services for Students with Disabilities
  - Academic Planning and Experiential Learning
  - Career Development
  - Child Care Center
  - *Cooper Point Journal* (CPJ)
  - Counseling and Health Center
  - First Peoples' Advising Services
  - KAOS Olympia Community Radio
  - KEY Student Support Services
  - Sexual Assault Prevention
  - Student Activities
  - Upward Bound
- Student Conduct

In the past ten years two deans who report to the vice president have held responsibility for Enrollment Services, and Student and Academic Support Services. Directors have served as administrative heads of Housing; Recreation, Wellness and Athletics; and Police Services. A division budget coordinator and student conduct officer also reports to the vice president. This administrative organization has served the mission of the college well and parallels the academic division with a provost, academic deans, and directors of academic programs. A division organizational chart is in Volume 1, Exhibit 3-2.

Staffing, Job Descriptions, and Performance Reviews

The Student Affairs division is competently staffed with a variety of experienced and degreed professionals. Staff are supported in their own academic pursuits and over the past ten years a number have received their masters and bachelors degrees. There has been an increased emphasis on professional training as a qualification for the selection of staff. The vice president and one dean have Ph.Ds. In 1989, 65.4 percent of professional staff in Student Affairs possessed advanced degrees. In 1997 that number had increased to 70.4 percent. The results of this professionalization have been improved support services to students that are delivered by Student Affairs educators in a holistic and developmentally-based manner. Recently, Police Services officers received enhanced training and became commissioned police officers. The division has worked steadily in recent years to align salaries for comparable jobs and to bolster salaries of lower paid exempt employees as well as advisors/counselors of the Counseling Center (Volume 1, Exhibit 3-3, Table #2, Student Affairs Staff Profile). Brief résumés of the professional staff will be available during the site visit.

Staff are also encouraged to stay current in their field through involvement in professional organizations and participation in professional conferences and institutes. In the 1996-97 academic year, 76 percent of professional staff attended a regional or national conference associated with their profession. In that same year 30 percent of the professional staff served in a leadership capacity within their professional associations, and 39 percent of professional staff wrote an article for a professional publication or presented at a professional conference. Additionally, the division has established a professional development committee which has organized learning opportunities around such topics as crosscultural counseling, ethics, multicultural organizational development, and sexual harassment.

During 1992-93 academic year, a major staff development program was implemented in Student Affairs. Each staff member was interviewed by his or her supervisor, utilizing a structured interview format developed by nationally recognized experts in the area of Student Affairs professional development. These interviews assessed the level of each staff member's professional education, the nature of the staff member's work experience, and the staff member's utilization of professional development opportunities. Plans to enhance the professional vitality of each staff member were formulated and subsequently monitored by supervisors. When appropriate, staff members were encouraged to obtain further formal education and attend professional conferences and workshops.

Job descriptions for all staff in Student Affairs are clear in assignments and expectations. Each is tailored to ensure support for student learning and promoting a diverse campus community. The job descriptions are updated at various times including performance reviews, self-studies, and when vacancies occur. All job descriptions are in writing and will eventually be in a uniform format as described by the Human Resource Services and Affirmative Action offices. Classified staff in Student Affairs are reviewed on an annual basis in accordance with state regulations. College policy dictates that exempt staff must be reviewed every three years but many supervisors conduct annual reviews as well. It is common practice in Student Affairs for staff to solicit evaluative feedback from students, faculty, staff in other units, and

those they supervise. In many instances student staff are also reviewed and provided with a written evaluation of their work performance.

Effectiveness of services and adequacy of allocated resources are reviewed through student needs and satisfaction surveys. Principles and standards from professional organizations such as Council for the Advancement of Standards (CAS), National Association of Student Personnel Administrators (NASPA), American College Personnel Association (ACPA), National Intramural and Recreational Sports Association (NIRSA), International Association of Campus Law Enforcement Administrators (IACLEA), and Association of College and University Housing Officers-International (ACUHO-I) are consulted to ensure adequate support for services. The division's administrative leadership in these matters is greatly assisted by a Student Affairs budget coordinator who works in conjunction with budget officers across the college. This ensures a systematic budget process both external and internal to the division. Budget requests are made biannually and prioritized with the Deans and Directors group which reports to the vice president.

While early years of the past decade involved making significant budget cuts, recent years have seen a slight budget increase due to growth in some areas and available end-of-year funds. These funds have been used to address institutional priorities supported by Student Affairs including the expansion of evening and weekend studies and the establishment of a commissioned, fully functioning campus police force. Student Affairs staff receive funds to attend professional association meetings, conferences, and workshops. All offices in Student Affairs are being networked and computer upgrades regularly occur. Student Affairs fiscal resources are, in general, adequate. During budget reductions Student Affairs was treated in a manner consistent with other divisions. Student Affairs units were neither protected nor unduly penalized.

The number of Student Affairs staff has grown 29 percent since 1989. Most of this increase is a result of the assignment of Police Services to Student Affairs. This is also a result of new program initiatives such as Study Abroad and Part-Time Studies, and in response to student demand in such areas as Financial Aid, Student Activities, and Access Services. Recreation, Wellness and Athletics has experienced a decline by eliminating three full-time staff positions due to budget reductions in the early 1990s. Several offices have shifted some staff work hours to extend into the evenings and weekends thus increasing accessibility and use by all students including graduate and part-time students.

Each unit in Student Affairs has analyzed increased staffing needs given the college's decision to grow from 3,500 to 5,000 students by the year 2010. These needs are incorporated in long-term division and institutional goals. There is some concern among staff that additional resources to serve this increase in students will not occur. "Doing more with less" is a feeling held by some Student Affairs staff. Our commitment to being very student-centered is at risk if we are unable to respond to an increasing volume of work.

In looking ahead, Student Affairs anticipates giving increased emphasis to eleven particular dimensions of our work including: support for and demonstration of impact on student learning; creation of linkages across campus; support for student governance; commitment to ongoing assessment; planning for issues around growth; anticipating and addressing a variety of issues to enhance student life; marketing and public relations as it relates to Recreation, Wellness and Athletics and Housing; maximum application of available technology; increasing appreciation for human diversity; embedding more student services in academics; and helping students meet rising costs of attending college. These eleven areas are part of an ongoing commitment to increasing student retention. Goals and objectives created by Student Affairs staff are available in the Exhibit room (Exhibit 3-11).

The college's recently completed space study concluded that Student Affairs space is generally being efficiently and effectively utilized. Physical facilities range from the quite adequate Campus Recreation Center that was opened in 1989 to the cramped spaces of the Health and Counseling Center. Plans to relocate Health and Counseling to a larger space are underway. An expansion of the College Activities Building (CAB) in the early 1990s provided additional space for the Student Activities office, the campus radio station, and newspaper. The CAB has also given the increasing number of student groups office and meeting space in a location central to campus activity. This was completely funded by services and activities fees committed by students determined to leave a legacy. Police Services would also like to be centrally located given the opportunity to advance a community-based policing philosophy. Housing is currently meeting the needs of those students who want to live on campus but is planning for additional housing for the growth of the student population. They plan to offer on-campus housing to populations not typically served by the college, such as single parents, families, and visitors.

The vice president's office and those of Enrollment Services and Student and Academic Support Services are mostly situated in the Library building. This provides a location central to student classroom activity and faculty offices, and the ability to provide something close to full-service for students using the many interrelated resources. A goal of the campus design was to create spaces where students could meet informally. Attention continues to be given to this objective and lounge spaces are being preserved and upgraded to help insure their ongoing use by students.

General Responsibilities

Student Demographics

The college has grown steadily since the last full accreditation in 1989. Fall FTE enrollment in 1997 was 771 above fall 1989 (+24 percent). Since 1989, graduate enrollment has increased 149 percent (from 125 to 311 FTEs) through the addition of a Master's in Teaching program in 1990. Undergraduate FTE enrollment has increased 19 percent (from 3,067 to 3,652) during the same period and enrollment of part-time students has increased 63 percent (from a head count of 383 to 624). Part-time enrollment has increased rapidly in recent years (approximately 250 students) because of a commitment to building a coherent set of half-time coordinated studies programs offered in the evening or on weekends. (See Table 3-1)

For a public, principally undergraduate institution we enroll a high percentage of nonresident students (25 percent) This is due to our national recognition and a matter of internal pride, especially among the faculty. We also believe that nonresidents add a richness to the undergraduate experience that benefits state residents. This high proportion of nonresident enrollment is assumed in the state's budget formula, so nonresidents are important for financial reasons as well since nonresidents pay substantially higher tuition than state residents. About half of our 500 entering freshmen are drawn from out-of-state. Another 200 to 250 transfer students enroll from out-of-state institutions.

Our enrollment depends heavily on transfer students. They constitute 60 to 65 percent of undergraduate entering class. Transfers from Washington community colleges account for approximately half of our total transfer student population. The State of Washington has invested heavily in a large community college system. In recent years, community college students with associate of arts degrees have been guaranteed admission to the public baccalaureate colleges. This commitment contributes to increasing transfer enrollment at Evergreen and the other public colleges in the state. (Chart 3-1)

Enrollment of students of color has grown at a faster rate than total enrollment since 1989 (an increase in head count of 89 percent vs 26 percent). While a portion of this increase is attributable to growth on the Tacoma campus and the addition of tribal-based programs serving Native American tribes in the region, growth in the number and proportion of students of color attending the Olympia campus has also been substantial. Enrollment of students of color on the Olympia campus increased 92 percent since 1989 compared with growth in white students of 19 percent. (Charts 3-2 and 3-3)

Chart 3-1
Composition of Entering Undergraduate Students

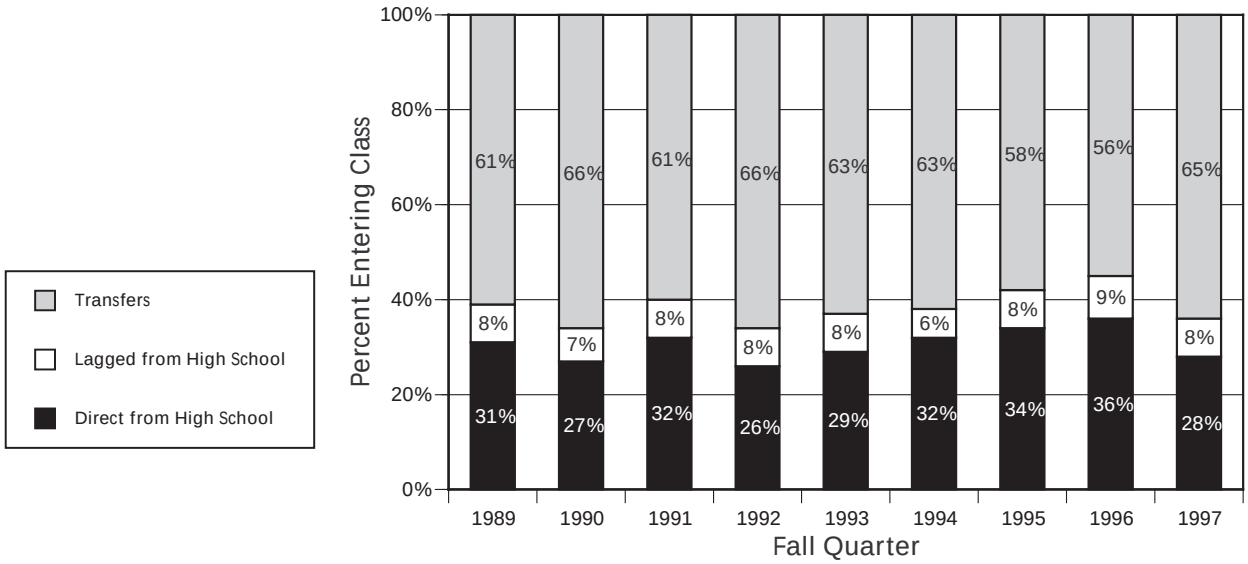


Chart 3-2
Fall Quarter Enrollment of Students of Color: All Campuses

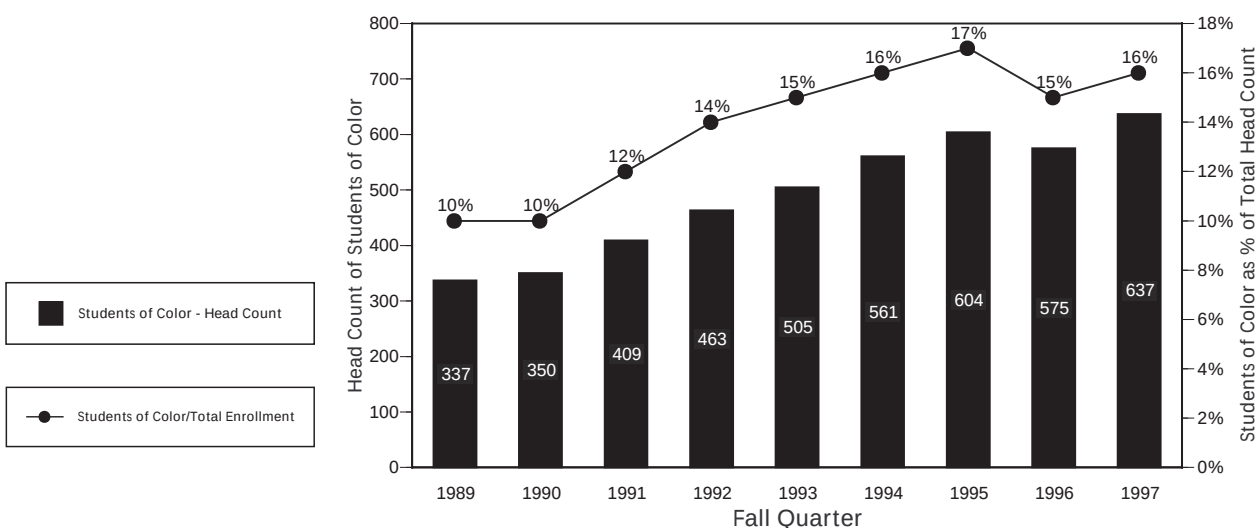
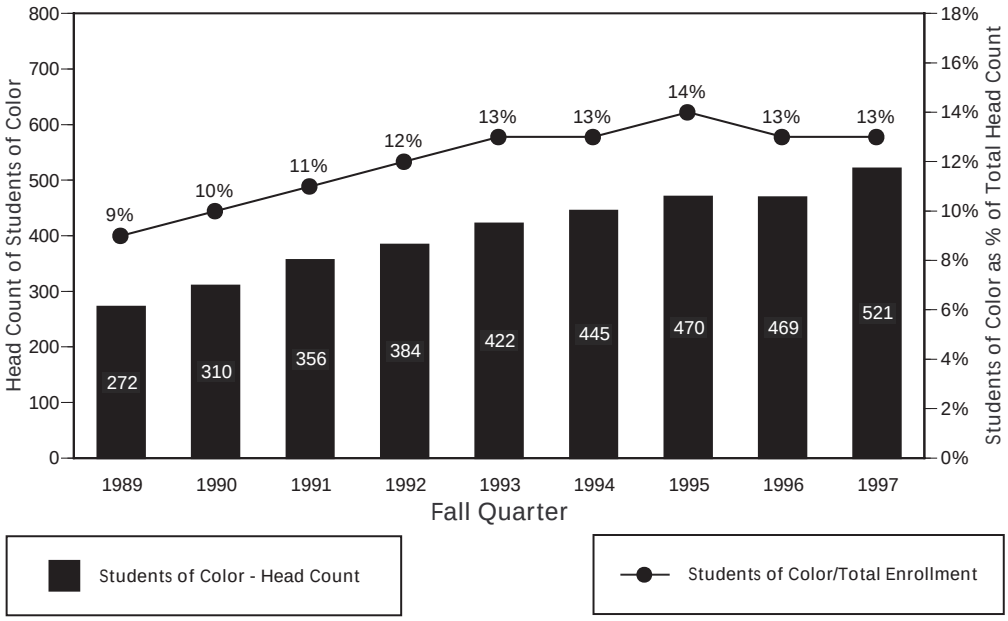


Chart 3-3
Fall Quarter Enrollment of Students of Color: Olympia Campus



Fall quarter undergraduate applications to the college have declined for the past four years, despite overall enrollment growth in each of those years. Fall application deadlines have been extended in the past two years to achieve enrollment targets (Chart 3-4). Evaluation of our recruitment processes is a priority for the immediate future. A consulting group is now under contract with the college and will begin an evaluation of the recruitment process in late spring 1998.

Chart 3-4
Fall Quarter Undergraduate Application Progress

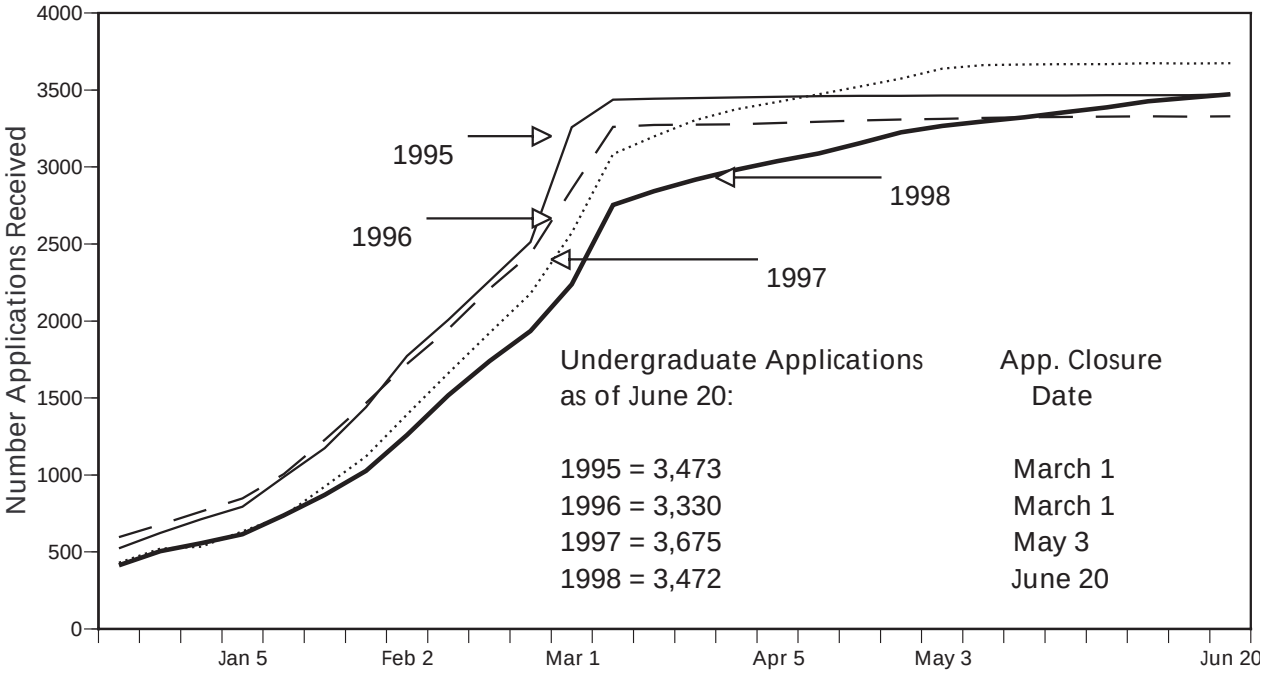


Table 3-1

The Evergreen State College: Fall Quarter Enrollment History

Fall Quarter	1989	1990	1991	1992	1993	1994	1995	1996	1997	Chg 89-97
Head Count Enrollment	3237	3340	3377	3410	3477	3614	3625	3715	4084	+26%
FTE Enrollment	3192	3310	3386	3444	3460	3587	3585	3610	3963	+24%
Undergrad. - Head Count	3075	3141	3108	3136	3200	3331	3410	3489	3812	+24%
% Total Head Count	95%	94%	92%	92%	92%	92%	94%	94%	93%	-2%
Undergrad. - FTE	3067	3125	3089	3139	3149	3266	3360	3354	3652	+19%
% Total FTE	96%	94%	91%	91%	91%	91%	94%	93%	92%	-4%
Graduate - Head Count	162	199	269	274	277	283	215	226	272	+68%
% Total Head Count	5%	6%	8%	8%	8%	8%	6%	6%	7%	+2%
Graduate - FTE	125	185	297	305	311	321	225	256	311	+149%
% Total FTE	4%	6%	9%	9%	9%	9%	6%	7%	8%	+4%
Full-time	2854	2929	2970	3023	3005	3136	3189	3138	3460	+21%
% Total Head Count	88%	88%	88%	89%	86%	87%	88%	84%	85%	-3%
Part-time	383	411	407	387	472	478	436	577	624	+63%
% Total Head Count	12%	12%	12%	11%	14%	13%	12%	16%	15%	+3%
Full-time Regular	2854	2929	2970	3023	3005	3136	3189	3138	3460	+21%
% Total Head Count	88%	88%	88%	89%	86%	87%	88%	84%	85%	-3%
Part-time Regular	313	329	307	324	337	361	311	341	402	+28%
% Total Head Count	10%	10%	9%	10%	10%	10%	9%	9%	10%	——-
Special	70	82	100	63	135	117	125	236	222	+217%
% Total Head Count	2%	2%	3%	2%	4%	3%	3%	6%	5%	+3%
Resident Fee-paying	2683	2669	2580	2488	2656	2691	2652	2733	3079	+15%
% Total Head Count	83%	80%	76%	73%	76%	74%	73%	74%	75%	-8%
Nonresident Fee-paying	554	671	797	922	821	923	973	982	1005	+81%
% Total Head Count	17%	20%	24%	27%	24%	26%	27%	26%	25%	+8%
Males	1412	1438	1434	1521	1575	1557	1558	1587	1697	+20%
% Total Head Count	44%	43%	42%	45%	45%	43%	43%	43%	42%	-2%
Females	1825	1902	1943	1889	1902	2057	2067	2128	2387	+31%
% Total Head Count	56%	57%	58%	55%	55%	57%	57%	57%	58%	+2%
Students of Color	337	350	409	463	505	561	604	575	637	+89%
% Total Head Count	10%	10%	12%	14%	15%	16%	17%	15%	16%	+6%
African American	104	82	102	94	111	118	132	133	159	+53%
Native American	62	77	85	116	131	153	149	147	141	+127%
Hispanic/Latino	61	69	102	101	123	138	147	154	160	+162%
Asian American	110	122	120	152	140	152	176	141	177	+61%
Age Distribution										
17-22	55%	55%	55%	54%	49%	49%	51%	53%	52%	-3%
23-29	19%	20%	21%	23%	26%	27%	26%	24%	25%	+6%
30+	26%	25%	24%	23%	25%	24%	23%	23%	23%	-3%

In terms of traditional admissions standards, we are a nonselective college. For the last four years, we have admitted nearly all students who met minimum entrance requirements set by the Higher Education Coordinating Board.

Table 3-2
First-Time Freshmen Admissions Statistics

Year Entered	Total First-Time Freshmen	Average HS GPA	Number Freshmen with GPA	Average SAT Verbal	Average SAT Math	Number with SAT
1990	391	3.17	359	524	521	341
1991	446	3.14	397	518	518	391
1992	401	3.12	364	510	504	356
1993	437	3.25	399	521	525	373
1994	478	3.21	425	511	516	402
1995	538	3.16	502	517	528	409
1996	542	3.14	483	594 *	546 *	447
1997	505	3.07	462	587 *	539 *	422

*Re-centered SAT scores; Mean Equivalents: SATV - Recentered of 594 = Original of 520; Recentered of 589 = Original of 515; SATM - Recentered of 545 = Original of 525; Recentered of 540 = Original of 520.

Table 3-3
Transfer Students
Admissions Statistics

Year Entered	Transfer Students Fall Qtr., 10th Day	Average College GPA [1]
1990	704	3.15
1991	652	3.14
1992	736	3.14
1993	719	3.15
1994	768	3.09
1995	714	3.00
1996	682	3.04
1997	879	3.01

[1] Based on those transfer students with 40 or more previously earned college credits. (Transfer students with fewer than 40 credits are admitted under freshmen admission criteria.) College grade point average refers to the student's G.P.A. at the last college he or she attended.

Fall-to-Fall Retention and graduation rates for the most recent three years are presented in Exhibits 3-6, 3-7, and 3-8 in Volume 2. Overall, student retention has run a steady 73 percent since 1995. Freshmen tend to be retained at a lower rate (60 to 65 percent) and this group has been targeted for the past several years with various strategies for improving freshman retention described in this standard and also in Standard 2. Retention of students from outside the State of Washington tends to be lower than for state residents. Retention of students of color tends to be comparable to or higher than retention of white students. Retention from fall 1996 to fall 1997 was higher for students of color than for white students on both the Olympia and Tacoma campuses. Evergreen's freshman graduation rate has tended to increase over the past ten years. For the most recent seven cohorts of entering freshman, five-year graduation rates have run between 49 and 59 percent. The graduation rate for the most recent cohort of freshmen declined. This drop reflects declining retention from the freshman to sophomore year which began in the early 1990s. Graduation rates for freshmen of color have tended to be slightly lower than for white freshmen, however, the most recent cohort of freshmen of color graduated at a somewhat higher rate than their white counterparts (42 percent compared with 39 percent).

Student Assessment and Involvement

Student Affairs effectively links services, policies, and programs to the Evergreen learning community through an ongoing and comprehensive approach to assessment; application of assessment results to revise or maintain student services; student involvement and input on issues, decisions and policy formulation; access to clearly written information on policies, rights, and responsibilities; and creation of a safe campus environment in which to pursue learning.

It is the role of Student Affairs to share our knowledge of students gained through contacts, research, and assessment. For that reason assessment and evaluation are integral components of the work we do, often in collaboration with other offices on campus. Assessment efforts focus on a significant portion of the student body and on a variety of offices in Student Affairs. Individual offices engage in more specific assessment efforts. Assessment occurs on three levels: (1) baseline data (2) needs and satisfaction and (3) educational outcomes.

Baseline Data

Baseline information provides descriptive characteristics of our students and their progression through the institution. Assessments of this type include the fall enrollment summaries, five-year graduation rates for each campus and racial/ethnic groups, FIPSE Core Alcohol and Drug Survey, the UCLA/CIRP survey of entering freshmen, Admissions survey of all entering students, enrollment and retention information by Core and mixed-level academic programs, surveys of students who choose not to attend Evergreen, and alumni employment surveys. The information is used to monitor critical issues about the enrollment, retention, and graduation of students. This data is often used in combination with changes in practices to assess the impact of our adjustments.

Evergreen participates in the Cooperative Institution Research Project. The results highlight ways in which Evergreen students differ from students at other schools. We know, for example, that Evergreen students attend college primarily to develop a philosophy for a meaningful life rather than to make money and get a good job. Student political and social attitudes tend to be more liberal than their peers at other small liberal arts colleges. Alcohol is the most frequently used drug though less than reported by students at other colleges. Marijuana use occurs at somewhat higher levels than other colleges. Such information impacts how we provide services to students. Information about the demographic background and values of our students is also shared with faculty in a variety of settings, such as new faculty and Core faculty training, where it would be useful in supporting student learning .

Ways in which Evergreen has applied baseline data for monitoring progress, assessing the impact of change, providing services to students, and enhancing student learning are listed below.

Use of Baseline Data Results

Retention Surveys

Findings	Resulting Action
Declining fall-to-fall retention of first-year students, particularly those from out-of-state	■ Core Connector program instituted to place trained student advising staff in each Core classroom as an educator, academic advisor, workshop facilitator, and one-on-one counselor for students. ■ Connectors and Core faculty participated in June training sessions designed to create successful first-year classes. ■ Effort made to make adequate financial assistance (such as increased scholarships) available to second-year students with an emphasis on those paying out-of-state tuition. ■ Suggestion made to make academic advising prior to first-year registration mandatory to properly inform and guide a new student. ■ Funded an academic peer advising system for first-year students with specific intervention strategies in early spring quarter. ■ Revised and required participation in spring "Core Fair" for new students. ■ Created the "Midnight Academic Advisor" position to work afternoons and evenings out of a housing residence hall.
First-year students who change Core programs after the first or second quarter are more likely not to return the next fall	■ Identified "core hoppers" early in winter and spring quarters so that Core Connectors could contact and maintain close advising relationship. ■ Funded an annual summer Academic Advising Institute put on by APEL for faculty to learn current curricular information and practice advising styles and strategies so that they are effective at guiding students in their academic plans.
Students of color are consistently retained at a slightly higher rate that white students; KEY students are consistently retained at a much higher rate than all students	■ Designed on-going fall quarter workshops, provided staffing connections, tutoring for specific academic programs and peer advisors similar to those in First Peoples' Advising Services.
First-year students in "mixed-level" programs had a lower rate of fall-to-fall retention	■ Faculty and Core Connectors of these programs meet prior to fall to obtain training and develop strategies for creating a more successful learning experience.

FIPSE Core Alcohol and Drug Survey

Findings	Resulting Action
Alcohol is the drug of choice but its use is slightly lower than the national norm; marijuana use is higher	■ The Counseling Center has maintained its focus on education and treatment regarding alcohol but has added emphasis in its programs on overall wellness. ■ Housing has brought an alcohol and drug counselor into the residence halls to meet with abusers who have violated policies and to train a paraprofessional staff on how to identify and work with abusers. ■ An alcohol and drug abuse action group has formed to reassess current preventative efforts and to strategize on future direction in keeping with survey results.

UCLA/CIRP

Findings	Resulting Action
Students attend Evergreen foremost to develop a meaningful philosophy of life	■ Career Development reduced its placement activities and emphasized non-profits, social and public service, ecological and socially responsible businesses and organizations in its outreach to recruiters. ■ Career Development directed resources into a progression of workshops and classes that help students clarify values and explore life goals as they pursue their studies and post-graduate opportunities. ■ Career Development places an emphasis on internships and graduate school testing, preparation, selection, and admissions.
Students' political and social attitudes tend to be more liberal than peers at other small liberal arts colleges	■ Student Activities is constantly striving through advising and student development to bring political and social balance to programs sponsored by students.

Demographic Data

Findings	Resulting Action
A substantial increase in the number of part-time students	■ Added a Part-Time Studies Coordinator to provide student services full-time and admissions counseling part-time. ■ Added a half-time Career Development Counselor for part-time students. ■ Added a Part-Time Student Activities Advisor to promote programs and student involvement opportunities.
Dramatic increase in students who self-identified as having a disability	■ Expanded the Access Services Coordinator from ten hours a week, to half-time, to a full-time Director. ■ Added an administrative assistant. ■ Relocated the office closer to other services in the student advising center.

Needs and Satisfaction

A number of assessment efforts provide demographic information but are primarily beneficial in offering insights into student satisfaction with services. Surveys and consultations which provide this information include the Core Program Student Survey (1992), Freshman Retention at Evergreen (1993), Core Connector Student Survey (1997), Annual Fall 6th Week Survey of All New Students, Annual Housing Resident Survey, Annual Spring Graduate Exit Survey, Alumni Survey Results (1988, 1992, and 1994). (Available in the Exhibit Room as Exhibits 3-18 through 3-24). Information about student satisfaction with particular offices is shared with those areas. As themes and trends emerge, they are discussed at the Division level and often influence the development of programs. For instance, studies on freshman attrition highlighted a concern expressed by first-year students that they lacked a sense of connection with the college. This information prompted creation of activities and steps to affirm shared values.

Ongoing assessment by offices in Student Affairs ranges from comment boxes visibly placed in Financial Aid and Registration and Records, and publicly answered on the bulletin boards in those areas, to a survey of all students who have self-identified as having a disability regarding use of and satisfaction with the Office of Access Services. This type of assessment indicates that overall current demand for services by students is met in a timely manner and with quality response. Feedback to the contrary in such areas as Health and Counseling, Fi-

nancial Aid, Academic Advising, and Police Services resulted in change. Additional staff, revised scheduling formats, more drop-in hours, streamlined procedures, reorganized services, and new programs have been effective solutions resulting from surveys as well as use of a consultant in Police Services in 1992 and Financial Aid in 1994, and a campus-wide Disappearing Task Force DTF to review Academic Advising in l996-97. An outside consultant was hired in late 1997 to review student recruitment strategies during 1998.

DTFs have also been convened in recent years to review issues associated with International Studies (1995), Intercollegiate Athletics (1995), Police Services (1996), and Housing (1997). Student input is also sought in public forums on such areas as financial aid, telephone registration, arming Police Services, forming student governance, and a change from quarters to semesters in the academic calendar.

Results, planning, and action have occurred in response to needs and satisfaction surveys. The following areas are presented as significant examples where such feedback was applied to academic programs and student services.

Use of Needs and Satisfaction Results

Core/Freshman/"6th Week" Surveys

Findings	Resulting Action
A trend was identified that some new students lacked a sense of connection with the college	■ Community service projects involving hundreds of new students were begun during fall quarter orientation. The projects are now organized once each quarter. ■ "Geoduck Guides" were established. These are continuing Evergreen students who provide one-on-one advising and small group workshops at orientation. ■ Housing Community Center was renovated to make it an attractive gathering space with resident mailboxes and games along with food service, a convenience store, and a laundry. ■ Student groups created an activities fair during New Student Orientation to coincide with the academic fair so students could join up early. ■ On-campus concerts and dances were increased and students played a significant role in selecting performers and running the events. ■ Increased the number of intercollegiate sports on campus for participants and spectators. ■ Adopted a community-based policing philosophy that involves visibility and creating relationships.
Students found some Core programs too easy or too hard	■ Some Core programs were reduced from three quarters to two. ■ Some first-year students were given the opportunity to take upper-division classes. ■ Some faculty were encouraged to be challenging and hold higher expectations of their students. ■ Tutors were assigned to more difficult programs to assist the students. (Students were contacted individually by Core Connectors and provided supporting re sources and advising.)

Satisfaction/Needs Surveys in Individual Units

Findings	Resulting Action
Long waiting period for Health Center appointments	■ Opened up afternoon to "walk-in" patients while maintaining appointments in the morning. This results in an ability to see more than twice as many patients. ■ Reorganized physical space to create a third exam room.
Graduate and part-time students needed more access to Health Center	■ Opened Center Tuesday and Wednesday evenings.
Long waiting period for Counseling Center appointments	■ Hired an additional counselor. (Additional counselor is a woman of color who maintains strong relations with students of color on-campus and First Peoples' Advising Services).
Unable to talk with a person in Financial Aid when phoning for information	■ A staff member was assigned to answer all calls within a twenty-four-hour period. ■ An additional Financial Aid Counselor was hired. ■ Developed and distributed a straightforward checklist for steps to follow in securing financial aid.
Students unable to get advising from Academic Advising in specific disciplines such as the sciences	■ Weekly staff development meetings were set up to talk with faculty from various academic units to learn about the curriculum, prerequisites, career, and graduate school options. ■ Designated academic advisor to connect with each academic unit in an effort to develop in-house expertise.

DTF Reports

Findings	Resulting Action
Limited support services for international students at Evergreen and for students studying abroad	■ Created a Coordinator for International Studies and Student Services.
Loss of students to other colleges' study abroad programs. Student frustration with the difficulties of such processes as financial aid and transferring credits between institutions	■ Developed numerous consortium agreements with other colleges that eliminate the need to take a leave from Evergreen and remove problems with aid and academic credit.
Police Services desire to be armed and student, campus concern over such arming	■ Developed a limited arming policy that designates times and types of arms to be carried.
Additional sport to qualify for NCAA III membership	■ Decided to form men's and women's basketball teams. ■ Hired a coach for each team.

Housing that is appealing to all students including a growing and changing nontraditional population as well as eighteen-year olds	■ Recommended creation of a series of three-story, forty-person residence halls designed by students for various ages and lifestyles.

Student Forums

Findings	Resulting Action
Conversion from quarters to semesters	■ Board voted to agree with student opinion to maintain quarters.

The College Student Experience Questionnaire (CSEQ) and College Student Survey (CSS) (see Standard 2) were both administered spring 1997 and provided additional information on the environment at Evergreen for student learning and development. The surveys affirmed overall student satisfaction with services and instruction. While all of the survey results impact the work of student services, data from the CSEQ suggested significantly lower levels of involvement in three specific Student Affairs areas: clubs and organizations (Student Activities), athletics and recreation (Recreation, Wellness and Athletics), and campus residence (Housing).

Evergreen students seemed aware of campus events and attended them at the same rate as students at other liberal arts colleges. The level of involvement in student organizations was somewhat lower than other schools. As a result Student Activities has begun to develop an assertive campaign to increase their visibility around campus. The annual winter retreat for student coordinators focused on workshops designed to "get the word out" about their organizations as well as marketing techniques and successful activities that will gain student involvement. In addition, Student Activities developed a logo that will be placed on all events sponsored by that office or a student organization. Student Activities also believes that for many students at Evergreen academic programs are a student's primary connection to campus. For that reason they successfully recruited more faculty to advise such active student groups as the Women's Center, Queer Alliance, Sexual Harassment and Assault Prevention Education (SHAPE), and Environmental Political Information Center (EPIC). It is hoped that more students will become aware of and see the value in student organizations if their faculty are actively involved.

Evergreen students' involvement in campus sports or personal recreation was notably less than students at other liberal arts colleges despite the presence of a modern recreation center facility available to students at no charge, with numerous sports and individual fitness and athletic opportunities. Awareness of the opportunities does not seem to be the issue nor does it seem that we are offering the wrong sports and wellness activities. Recreation, Wellness and Athletics is currently working on a strategy to change a student lifestyle that does not incorporate individual fitness or team sports. Given reductions to this unit's budget and staffing the challenge is even greater. Recent budget request discussions in Student Affairs have focused on restoring personnel to Recreation, Wellness and Athletics. The response of this survey also placed student spectators far below the norm at other campuses. Given Evergreen's small numbers of sports this was predictable. However, Evergreen's first ever basketball season in 1997–98 brought out high numbers of enthusiastic students, faculty, staff, and area residents.

Experiences in campus housing were rated lower than at other liberal arts colleges. The survey questions focused on indicators of community and connections in the living units. It

has prompted these areas to be examined in the fall 1997 Housing DTF and by the External Review Team. Results of these efforts emphasize the student view that campus housing was an "escape" from intense connections and communication in their daily academic programs. The lack of food service or a dining hall play a large part in the lower ratings. Students surveyed by the Housing DTF, however, do not favor adding these.

Educational Outcomes

The CSEQ results provided important information on the learning outcomes of students. The findings validate the college's success in stimulating lifelong student learning in and out of the classroom. These findings were reinforced by the 900 student responses to the CSS. These results validate other campus assessment results previously mentioned and have stepped up a commitment to promote wellness and fitness as well as connections in the community. To work in tandem with academic programs seems the key to success in helping students realize gains in these areas as well.

Supplemental questions on the CSEQ were asked regarding contributions to each student's development from Student Activities, Recreation, and Housing. Similar questions were also asked regarding Health and Counseling, Drug and Alcohol Education, Sexual Assault Prevention, Academic Advising, Career Development, and First Peoples' Advising. Almost half of the students responding had participated in student activities in various ways and indicated that these activities contributed to their gains in learning at the college.

Student group coordinators must assess their own growth and learning at the end of each quarter with a report to the Director of Student Activities. The goals and measured outcomes clearly illustrate significant gains in skills, values, and character. We are confident that involvement and leadership in student organizations leads to positive results, and will continue to emphasize visibility of student activities.

Just over half the CSEQ survey respondents had ever lived in housing and almost a third of those thought Housing had contributed to their progress in college. This finding supports Housing's goal to organize facilities, programs, and staffing around support for student learning and development. Initiatives underway include an increase in the number of live-in staff members; a refocusing (through training and supervision) of staff energies from crisis intervention to community development; new efforts and student positions dedicated to leadership and activities; the physical placement of an academic advisor in Housing; increasing number of Housing staff to be Core Connectors; wiring of nearly all housing units to enable data connectivity; and the remodel of the Housing Community Center to make it a functional gathering space. Less than a third of students responding had participated in any athletic event and less than half of these recognized any gain from these activities. Recreation, Wellness and Athletics is confident that students do gain from these experiences whether they realize it or not. The challenge to help students realize these gains and to broaden involvement is the focus of future plans.

Just over a third of students responding could identify gains from activities or information provided by offices promoting student health and self-awareness. Efforts by these small offices to reach students seems as much a challenge as how to effectively help students realize gains in such areas as responsible alcohol and drug use or prevention of sexual assault. Community involvement in setting goals and promoting these programs in and out of the classroom will continue in an effort to support learning and development. Specific efforts are detailed in this report.

Involvement and gains realized from Academic Advising and Career Development were between 35 and 50 percent. These were improved ratings compared to five and ten years ago.

Efforts to connect with the academic mission and student outcomes as outlined in this standard appear to be making a positive difference. Since very few students surveyed in the CSEQ had used First Peoples' Advising, no conclusions were drawn. That office's specific assessment of students of color is a more reliable measure.

In addition to survey results, student achievement of educational goals is foremost in the minds of Student Affairs professionals. Particular concern is demonstrated by the Office of Admissions which identifies students whose academic credentials indicate possible special academic needs. Some first-year students are admitted "conditionally." This requires them to receive full credit and obtain a good evaluation in their Core program. Use of the Learning Resource Center is often a requirement placed on these students and the Academic Advising Center also works closely with these students. If qualified, use of KEY Student Services for first-generation, low-income college students is encouraged. Connections with resources in First Peoples' Advising Services is very useful when appropriate. The Office of Access Services works with those students who self-identify as having a disability once admitted to the college. Student feedback and retention rates of students served by these offices tell us that academic accommodation and personal support services make a considerable difference in learning outcomes and academic success.

Student Involvement in Institutional Governance

The mission of the college and division of Student Affairs includes promoting responsible citizenship within the Evergreen community. For that reason, students play a role in sharing governance responsibilities. One student now sits on the Board of Trustees. Nonetheless, as more students work and academic demands increase, it is more difficult to recruit students for DTFs. Opportunities are well publicized through campus media, activities fairs, and announcements, but most students are recruited through individual contact by DTF chairs. DTFs are active every academic year and students play an important role in the work they do on a wide range of issues including hiring, policy-making and review, and revision of existing services. At times, a student chairs or co-chairs a DTF of faculty, staff, students, and community members. See Volume 2, Exhibit 3-9, for a complete listing of DTFs in which students participate. Students comprise the Services & Activities Board, which allocates student fees to college offices and student groups.

The college has never had a form of student governance. There is a long history of failed attempts on record in the Student Activities Office. This causes problems for the college in securing a larger student voice on campus issues. During the 1996-97 academic year, however, graduate students saw the benefits and established their own government for the first time. This example was followed by undergraduates who are moving forward with a community-based and technological model of governance. It is hoped that the support of the Student Activities Office will keep interest high and student government for undergraduates at Evergreen will be realized. In addition, students have initiated monthly community forums for all faculty, staff, and students to bring agenda items for discussion and resolution.

Student Affairs offices design processes to collect student input regarding major policy decisions which directly affect students. The nature of the issue determines the exact process used, but student input on major decisions is actively and regularly solicited. On almost every major issue, community meetings and forums are held and written comments and email are solicited. Phone surveys are often conducted and information-gathering tables are set up in visible places on campus. Additional steps are taken depending on the issue.

A recent major policy decision concerning the arming of Police Services illustrates our commitment to obtaining student input. The dialogue and decision regarding arming was made during the 1995-96 academic year. The plan for collecting student input was designed

and implemented by the Vice President for Student Affairs and the two student representatives to the Board of Trustees. In November l995, a letter was posted across campus and sent to faculty, staff, and residence hall students alerting them to the upcoming issue, summarizing the recommendations of the interim Director of Police Services and describing the process to be used in collecting campus opinion. During the winter three public forums were held and the vice president answered questions on a campus radio program. In January, all faculty, staff and students were sent a two-page survey on the issue to which 966 members of the campus responded. Written and email comments were solicited and the vice president and student representatives from the board went door-to-door in the residence halls to collect opinions. After the vice president made his recommendations, the president and Board of Trustees collected another round of campus input by soliciting written feedback and holding two forums with the community. With the exception of the survey the process used to collect student input on arming is typical of the extent to which student input is sought. On occasion the vice president has met with students to determine *how* to best obtain student input on certain topics.

The Student Affairs objective of putting student learning first is greatly enhanced by a strong partnership with Academics. Faculty are involved with students and the developing policy through a wide variety of DTFs as well as standing committees such as the Enrollment Coordinating Council, Communications Board, Athletic Advisory Board, Parking Infractions Committee, and Services & Activities Board. Most recently faculty have served on student services-related DTFs to review Academic Advising, Housing, and Access Services for Students with Disabilities. A member of the faculty has served in the position of Campus Adjudication Officer for the past four years. The Academic Planning and Experiential Learning Office (APEL) has a full-time faculty advisor in the Advising Center who rotates on a one or two-year cycle before returning back into teaching full-time. In addition, APEL has four faculty each quarter who advise students in the center for two hours a week. Faculty also serve as mentors to students of color through a program in First Peoples' Advising Services. The insights faculty gain from these roles is valuable in developing policies for student services and programs.

Rights and Responsibilities

Students become aware of the available services and the policies and procedures through a variety of publications, mailings, programs, and visible locations of offices. The college catalog provides information on all student support services, as does the student advising handbook. These annual publications are designed to emphasize educational programs and services. The catalog is an introduction to Evergreen's mission, curriculum, student rights and responsibilities, admissions criteria and deadlines, financial aid information, registration and academic regulations, policy, procedures and rates regarding tuition, and fees. The catalog complements the college's view book as information for prospective students. It is a collaborative effort, which involves College Relations, Academic Deans, Enrollment Services, and many other offices. The catalog is widely distributed to schools and also available on the web.

The catalog serves current students in conjunction with the annual Student Advising Handbook (Exhibit Room, Exhibit 3-25). This handbook is developed by APEL in conjunction with faculty and others at the college to give students clarity in their academic direction. In helping students plan their academic pathway this handbook addresses options for making the most out of interdisciplinary study. It also includes grievance policy information, academic rules and regulations, student services, faculty biographies, and the Social Contract. The latter item was consolidated along with the Student Conduct Code in 1996 into one widely distributed campus publication entitled *Rights and Responsibilities, Yours and Ours* (Exhibit Room, Exhibit 3-26), which also includes policies on equal opportunity, nondiscrimination, use of

campus facilities, intercollegiate athletics, and student employment. Students play a role in formulating some of these policies and in other instances as part of an advisory or decision-making board charged with reviewing possible policy violations. These policies are periodically reviewed and revised when necessary. Evergreen's Social Contract clarifies the mutual responsibility we all have for maintaining conditions under which learning can flourish. These are conditions characterized by openness, civility, honesty, and fairness. Complementing Evergreen's social contract is the Student Conduct Code—Grievance Appeals Process which continues to stress student responsibility for their particular roles in the campus community.

The Student Affairs mission statement is fully realized in the activities of the Grievance Office. The investigation of cases and sanctioning of students is designed to promote critical thinking among all participants in a case: accused, witnesses, and victims. The process is designed to enhance collaboration and minimize adversarial process. The education of the students takes center stage in our process (as opposed, say, to questions of institutional liability or reputation). The office is central to creating an environment that is secure. The workload of this Grievance Officer has grown significantly in the past ten years from one to two hours a week to nearly twenty hours a week. In an effort to be more proactive and less reactive we act promptly, with care for due process, whenever individual or campus safety might be at risk. The investigation and sanctioning processes are designed to give students a chance to learn about healthy behaviors, in particular in relation to mind-altering substances, in avoiding unnecessary personal risk, and to enhance their interpersonal skills with roommates, classmates, friends, faculty, and other authorities. Numerous cases entail the challenges of diversity, such as learning to live with people who are different from ourselves and learning how to engage in civil discourse while still disagreeing. Social background is at least as prominent in causing tensions among students as any of the more traditional items on lists about diversity. The Social Contract, the Student Conduct Code, and the other policies which fall under the jurisdiction of the Grievance Officer are one way Evergreen defines responsible citizenship. Encounters with these policies are one way our students learn to think of themselves as a member of a community. For accused students, the Grievance Officer rarely appears to be an advocate for student needs, although in fact many of our cases are student initiated. In the final analysis, however, the serious attention to due process, concern for student education, and our commitment to confidential procedure demonstrate that we are advocates for all students, even those who least see us that way. Further evidence of this success is the small number (two of sixty cases) of appeals that are made by students who usually accept the outcomes of the process. This does not include those who are summarily suspended since they are automatically given a hearing to appeal their suspension.

An information source and conflict resolution option for members of the Evergreen community is the Center for Mediation Services. Trained volunteers who staff the center have copies of college documents and can refer individuals to the most knowledgeable person. Less complex disputes can be settled by phone with the help of an impartial third-party conciliator. The center also provides a diverse pool of trained volunteers with skills to help parties in conflict work towards a mutually beneficial agreement through mediation. The center has a good reputation as a safe, constructive, and effective way for individuals to negotiate their differences and find ways to agree and move forward. The success rate of Evergreen's mediation program has not been documented but we anticipate that it is in keeping with the national norm of 80 percent. Students, faculty, and staff all use the center's services.

The goals and mission of Student Affairs are not only found in the Rights and Responsibilities book but are also put forth by specific offices including Police Services Standard Operating Procedures; parking regulations; Housing's application packet and handbook which contains a contract and all related policies; Recreation's policies, procedures, and protocol; Financial Aid's published regulations; Academic Planning's guidelines on evaluations and contracts;

Access Services rights and responsibilities for students with disabilities, and of faculty and staff concerning students with disabilities; and guidelines governing use of Services & Activities fees. The Substance Abuse Prevention Policy and the Policy and Procedures on Handling Sexual Assault are mailed to all students each year (Exhibit Room, Exhibits 3-28 and 3-29).

Safety and Security

As noted in the 1992 campus security consultant's report, "The feeling of security and well being on any campus is as much a function of perception as it is a reality." Evergreen's vast acreage and rural feel give it an open and inviting feel, free from concerns about crime. At the same time such a feeling of comfort and the environment can be detrimental to creating a safe campus. Student Affairs strives to create and maintain a sense of community awareness among a fluid student population. Each successive generation of students must be educated into adopting self- and mutually-protective attitudes just as they are encouraged to adopt basic Evergreen values of self-determination, social awareness, and individual scholarship.

The effort to create a safe and welcoming campus is led by the staff offices of Police Services, Sexual Assault Awareness Prevention, Counseling Center, Housing, College Information Office, Vice President for Student Affairs, and the student-run Rape Response Coalition. The Coalition is a student-staff initiated group begun in 1992. The Sexual Assault Prevention Coordinator is a 40 percent part-time position originally funded with a one-year state grant and now funded by the Vice President for Student Affairs. Each of the units responsible for increasing campus safety attempts to take a service-orientated and proactive approach to creating awareness, providing personal safety skills and tips, and offering support services when a crime occurs. Coordination among some of the units is not always achieved. One example is difficulty connecting rape response advocates with students who report sexual assault. The persistence of the Sexual Assault Prevention Coordinator seems to be lessening the problem. A goal she and the Chief of Police Services share is to institutionalize referral and support services in the Standard Operating Procedures and on-going staff training. The college has added lighting around campus including walkways between housing and campus. Emergency phones are now located in parking lots, housing, and near classroom buildings. A twenty-four-hour police escort service is available on campus. A student escort service housed in Police Services was short-lived and eliminated in a budget reduction process. Housing installed a new key system in all buildings in 1997.

The college's philosophy is to quickly provide and share accurate information regarding more serious crimes with the campus to ensure a safe community. The Vice President and College Relations Office immediately issue Security Bulletins to be posted in every building on campus. Like many schools, education and awareness by these offices and groups begins with the student and families throughout orientation with panel discussions, films, plays, and workshops for men and women. The college enjoys strong relationships with Olympia-based organizations that provide self-defense training on campus and internship opportunities in their organization for our students.

While Evergreen is not immune from crimes committed against individuals, the majority of criminal activities are property crimes such as vandalism and theft. Students may generally feel safe but, for example, their cars in the student lot are not. This breeds ongoing dissatisfaction in general, with Police Services in particular. Efforts to remedy this by adding a recently-funded officer to patrol this area could significantly reduce this criminal activity.

Academic Credit And Records

Registration and Records

The evaluation of student learning and the award of credit for that learning is in the hands of faculty who work closely with the Office of Registration and Records in maintaining the integrity and confidentiality of such student records. As stated in the college catalog, students receive credit for work "well done and levels of performance reached and surpassed." Each academic program's syllabus outlines the ways in which a student will be evaluated. Covenants developed and agreed to in class may also clarify aspects on which a student will be evaluated. 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 program, contract, or specific course requirements. The quality of a student's work is expressed in a written evaluation by the faculty and by the student. Students meet individually with their faculty at the end of each quarter to evaluate the student's work. Two perspectives on the student's learning are brought to the discussion—that of the student and that of the faculty member.

The college ensures that these records are accurate and comprehensive through a process that begins with the faculty member or program secretary typing the faculty evaluation of the student. Once the evaluation is filed with Registration and Records, the program assistant in charge of recording the credits earned in the computer system also reads the evaluation for content. The credits earned are posted and a copy of the evaluation is sent to the student. In some ways, the student serves as the last check in this whole process. A continuing challenge is dealing with late faculty evaluations. While progress has been made due to efforts by the provost and academic deans, late faculty evaluations are big problems for Registration and, of course, the student. Late student work, however, is often the source of the problem.

Each matriculated student has two files in the Registration and Records office. One file contains the materials the student submits for admission purposes, including transcripts from other colleges and universities. This file may contain the letter awarding transfer credits, academic warning letters, required leaves of absence, enrollment certifications, or any other correspondence pertaining to that student's academic history.

The second file contains all the student's narrative evaluations from the time they enter until the time they leave or graduate. If the student does not receive credit, the faculty's "No Credit Report" is filed in the first file, since the college's transcript is only a record of achievement. The amount of credit earned in a program is clearly specified at the end of the evaluation of the student's academic performance. Full-time students at Evergreen earn twelve to sixteen credits, or quarter hours, per quarter; the maximum allowed is sixteen. As stated in the faculty handbook, a consistently applied standard is that twelve hours in class a week equals sixteen credits.

The academic challenge and level of expectation for learning is appropriate to the graduate or undergraduate level of the program. The process for posting credits is the same regardless of whether it is undergraduate or graduate credit. Graduate credit, however, is designated as graduate credit and noted as such when input to the computer.

All college publications make a distinction between degree and non-degree credit, and between credit and no credit. For example, credit is not awarded for Leisure Education classes. The college has only taught a handful of continuing education courses in the past few years. No evaluations are produced and no credit is given but the college will issue letters that students can present to their employers or others wanting verification of course completion.

The college catalog has a clear statement regarding the status of credit awarded for "special students" (a maximum of eight credits per quarter) and for those students who audit. Auditors may only do so with written permission from the faculty, and no credit is generated that could be applied toward a degree.

Non-degree credit is seldom offered at the college now. It generally applies to some pre-college math courses, such as intermediate algebra. The non-degree credits are clearly noted on a student's transcript. The course title and equivalency is written with double parentheses around it. A special "pre-college" designation is entered in the computer when the course is posted.

Transfer Students

Washington has a widespread community college system consisting of thirty-five schools across the state. The six state, public, four-year institutions receive a large number of applicants each quarter from the two-year schools. The numbers continue to grow and all projections by the state anticipate this to continue. The impact on the curriculum has been continuous growth in all upper-level coordinated studies programs. The challenge is to introduce these transfers to Evergreen's interdisciplinary curriculum and philosophy of learning while taking classes with students who started as freshmen at Evergreen. Transfer students report highly satisfactory experiences in their courses and outside the classroom. They graduate at a rate of over 70 percent.

As a four-year state institution, Evergreen has a generous policy of accepting credit from other accredited institutions. The Associate of Arts degree is not required for transfer admission; however, Washington residents who earn the designated transfer degree from a Washington community college will receive priority admission. The maximum number of credits that can be transferred from two-year colleges is ninety quarter hours (sixty semester hours). The maximum amount of credit that can be transferred from four-year colleges/universities is 135 quarter hours (ninety semester hours). Special consideration is given to those applicants with the maximum number of credits allowed from two- and four-year schools. Transfer of credit can only occur if an official transcript of all previous work is submitted with the application for admission. While the policy varies depending on the kind of institution from which credit is transferred and the kinds of coursework involved, in general courses are acceptable if a minimum 2.0 grade point average or grade of C was received. Courses in physical education, military science, remedial work, and religion are not transferable.

The college has recently noticed a dramatic increase in Running Start students attending Evergreen. These high-school-direct students have earned college credit while still in secondary school. In 1996-97, nearly 100 Running Start students enrolled, more than double of previous years. The same number enrolled in 1997-98. High school students who have earned college credit or who are currently participating in the program are considered under first-year criteria for admission purposes, regardless of the number of credits earned. An exception is made for those Running Start participants who have earned an Associate of Arts degree prior to the application deadline. Because Running Start students enter with some college-level coursework completed, they must be carefully advised on an individual basis with regard to choosing an appropriate academic program their first year at Evergreen. It is still too early to know if these students have different rates of retention and academic success at the college. If the numbers enrolling at Evergreen continue to remain at 100 or increase, we will be interested in closely tracking these students for necessary curriculum modifications and admissions policy revisions.

Some vocational and personal development courses are transferable; others are not. The Upside Down degree program is designed to assist students who have an accepted technical degree that generates fewer than ninety credits. This is done through agreements between Evergreen and twenty-three of the twenty-eight community colleges plus the Art Institute of Seattle. These students came to Evergreen to complete their bachelor's degree with ninety additional credits at the college. Upside Down students take a broad array of coursework during their last two years and work closely with an assigned academic advisor to achieve breadth and depth of liberal arts study and work under requirements. Approximately thirty students utilize this program each year and almost all complete their degree in two years. This is a highly regarded program by the state higher education board as it is one example to other state schools on how to improve a student's time-to-degree. This is a big issue for colleges and universities in the State of Washington.

A detailed Transfer Guide in the Admissions Office provides many specific guidelines to students. Evergreen abides by the policies outlined in Washington's Policy on Inter-College Transfer and Articulation. (Exhibit Room, Exhibit 3-30)

Security of Records

In keeping with its role to maintain a secure environment, the records of admission and student progress for currently enrolled students are stored in a fireproof vault in the Registration and Records office. The security of our records is very good as only authorized staff have access to the vault. In addition, program secretaries keep copies of students' evaluations for two years. Faculty members also keep copies of the students' evaluation for their portfolios.

Records for students who have left the college and for those who have graduated ("inactive") are microfilmed as well as digitized onto CDs yearly. The college keeps a copy of the microfilm on campus and another copy is stored with the State Archivist off campus. Two copies of the CDs are kept on campus, one in the vault and one in the Registrar's personal office. Therefore, "inactive" student records are fully backed up for duplicate copies if necessary.

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 "look at" 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, the date and the person's name. This same process applies to the financial aid records within the Financial Aid office.

Evergreen complies with the federal Family Education Rights and Privacy Act of 1974, which establishes fair information practices regarding student records at U.S. colleges and universities. Copies of Evergreen's policies pertaining to the confidentiality of records are made available to students in the Office of Registration and Records, the Office of the Dean of Enrollment Services, and are available on the college's web page.

In the event of a disaster the microfilmed and digitized records and data maintained by Registration and Records could be recovered easily. The records kept in the computer are also easily recoverable. The Computer Services Center has an excellent recovery plan for all electronic data.

Student Services

Admissions

Evergreen's faculty, staff, and Board of Trustees feel strongly that the college's admission policy should reflect the institutional value of attracting and maintaining a diverse student body. This policy is deeply rooted in the assumption that diversity provides the entire college community with educational opportunities that could not be achieved with a homogenous student body. Diversity factors are important considerations in admissions. Recruitment strategies try to diversify the student body by attracting students of color, returning adult and part-time studies students, veterans, and first-generation college students. While 95 percent of Evergreen's Upward Bound's high school students are people of color, the college is rarely able to recruit Upward Bound students to Evergreen. The recent creation of an Upward Bound Scholarship through the college's foundation is intended to address this challenge. Until fall quarter of 1997 the college also gave priority to students with disabilities, but after a directive from the Attorney General's office that this information could not be requested prior to admission, we no longer do so.

Admissions criteria and the Offices of First Peoples' Recruitment, and Part-Time Studies Outreach demonstrate the college's commitment to achieving a diverse student body. While a majority of Evergreen students are Washington residents, a varied student population is also found in 25 percent of the student population who are from out of state and from twenty foreign countries. Qualifications for admission along with the process and deadlines are specifically outlined in the college catalog. These policies are well publicized and strictly adhered to by the Office of Admissions and the Dean of Enrollment Services. Graduate student admissions are handled by the individual graduate programs in a process that occasionally calls upon Admissions. This lack of consistency is viewed as an issue to be resolved.

All students coming directly from high school must meet the course pattern requirements established by the Higher Education Coordinating Board. The student meeting these requirements must then meet the minimum Admissions Index (AI) requirement established by the Higher Education Coordinating Board for Evergreen. This AI is derived by combining the student's high school GPA and his/her SAT or ACT scores. Students meeting this minimum are ranked according to a second Evergreen-derived formula which combines the student's GPA and diversity factors established by the college. Since 1990 we have used this formula to determine admissions and stopped reviewing personal essays as a consideration in the process due to lack of adequate staff levels. The tension and challenge for the college is that we sacrifice the personal touch in considering a student's application. The college's admissions process could eventually be influenced by an emerging trend in the state toward competencies in high school graduates under the Education Reform Act.

The Higher Education Coordinating Board has no set minimum admissions requirements for transfer students so the college is at liberty to set its own criteria. The same formula combining academic factors and diversity factors is applied plus the number of credits resulting in an AA degree.

Evergreen has a clear and measurable strategic plan for recruiting and enrolling students. The detailed plan spanning 1997 to 2000 can be found in Exhibit Room, Exhibit 3-31.

It is a recruitment and enrollment plan that is guided by:

- a recognition that our nontraditional academic curriculum needs translation
- a high value on diversity
- growth to 5,000 students by 2010

- a desire to maintain an adequate proportion of first-year students to transfer students
- attention to the proportion of resident to nonresident students.

In recruiting students to Evergreen we recognize that our academic coursework needs translation. Our ability to explain how learning occurs and what is studied at Evergreen allows students and counselors from traditional curricula to understand the benefits of an interdisciplinary approach. For this reason our recruitment plan includes 140 high school visits around the state. This is more than any other institution in Washington. We make multiple visits to Washington community colleges particularly in the western part of the state. We consistently gather and share with potential students data regarding graduate school acceptance and attendance, job placement, and career advancement among Evergreen's graduates. We have found this to be an effective means to answer concerns about getting a job with a liberal arts education *and* about the success of graduate study and careers with an Evergreen degree.

While the Evergreen admissions system gives additional consideration to students of color, first-generation college students, those twenty-five years or older, and to veterans, these constituencies are also sought through recruitment strategies that focus on communities of color, those near military bases in the state, community colleges, and Olympia area workers whose lifestyles fit part-time studies. Part-time studies has seen a significant growth in recent years. This plan to emphasize part-time studies has led the way in our goal to reach 5,000 students by 2010.

As the college works to bring facilities, faculty, staff, support services, and other important resources on-line, the annual plans have been revised to slow growth somewhat from 1998 to 2001. This also allows the admissions office to pursue work with a consultant on the goal to improve recruitment of high school-direct students to Evergreen. The original and revised plans are in Exhibit Room, Exhibit 3-31.

The success of Evergreen's recruitment and enrollment plan will be enhanced by improvements in two areas: technology and publications. The college needs to use technology to its advantage in admissions. In the near future, the college hopes to allow students to fill out the admissions form on-line and send it electronically. While the web page receives very positive feedback for usefulness from prospective students it can always be improved. We would also like to improve processing of on-line requests for information. Responses should occur quickly on-line. If it is information to be mailed, it should be received by that student within a week's time. The publications a prospective student is likely to request can also be used to translate Evergreen's nontraditional form of study. Recruitment and admissions publications have improved but still need study and improvement.

We routinely assess new students about what influenced their decision to attend Evergreen. Those attending cite opportunities for personal growth, close contact with faculty, and designing their own education as having strong influence. Those students who withdraw from the application process cite financial reasons and acceptance by their first choice school. The college does have a strategic marketing and growth plan that is continuously reviewed and revised. Areas targeted for growth include the evening-weekend program, Tacoma campus, possible addition of a graduate program, and the full-time undergraduate curriculum.

Issues facing Evergreen include the need to attract in-state students to balance the applicant pool from out of state and the need to attract in-state high-school-directs. Anticipating future challenges in recruitment of a growing in-state high school student population, the Admissions Office secured an external consultant during 1998 to make recommendations on strategies.

Enrollment growth from 3,500 FTE students to 5,000 by 2010 presents an additional challenge. Plans to achieve this goal are under development. Enrollment growth affects Student Affairs staff in terms of both recruitment and retention strategies. The college has admitted nearly all applicants (95 percent) meeting minimum requirements in recent years and has extended its fall application deadline each of the past two years in order to attain enrollment growth targets. Student retention, especially of freshmen, has received considerable attention from Student Affairs staff during the past several years. This emphasis will continue. The Enrollment Coordinating Committee, comprised of faculty, academic deans, staff from enrollment services and academic advising, will develop a revised set of recruitment and retention strategies during the 1998-99 academic year. An admissions report for the past four years is found at the end of this standard in Volume 1, Exhibit 3-4, Table #1, Admissions Report.

Advising/Registration

Once students have accepted admission to the college, academic advising sessions inform and guide students to their courses. Representatives from APEL, Registration and Records, and Student Affairs at-large typically run sessions as a smooth transition into Evergreen's interdisciplinary curriculum, registration process, and student life. These sessions are offered for many weeks prior to registration and at a variety of times to accommodate student schedules. Students get an important understanding of a course before they register by attending the quarterly academic fair which is held just prior to the registration period. The fair is a mass gathering of faculty, student services' staff, and students that provides an opportunity to get information about upcoming academic programs, explore possible learning contracts, and talk to people interested in helping students with academic planning.

Evergreen's Automated Registration System (EARS) was instituted in 1996 to ease the registration process for students and the college. EARS is a telephone registration system that offers an efficient and accessible means for students to register. When implemented for new students registering in the spring for fall 1997, we experienced a significant drop in numbers at orientation and advising sessions. This has also raised concerns regarding the possibility that significant numbers of new students registered without advising. The Enrollment Coordinating Council (ECC) will be evaluating use of EARS by new students in 1998-99. The ECC, charged by the Dean of Enrollment Services, brings together Academics and Student Affairs staff to discuss and decide policy and process on a wide variety of recruitment, admissions, curriculum, registration, and retention topics. In addition, the Registrar, curriculum dean, and Director of APEL meet biweekly on joint issues.

Evergreen does not use standardized testing to place students in programs or courses. This is in keeping with our philosophy that it is not useful in teaching and learning to compare students. Core courses specifically designed for first-year students are open to all freshmen. In addition, some sophomore-level classes are open to freshmen who are interested and meet certain knowledge prerequisites. Placement polices and procedures typically mean that a program may require prerequisites for entry. These are indicators of the tools students need to be successful in a given program such as a foreign language or the skill to work with equations.

Academic Standing

Once enrolled, the college monitors the academic standing of each Evergreen student. Any student not making satisfactory academic progress is informed of her or his standing in the college and is advised accordingly.

Faculty evaluation of student achievement occurs at the end of programs, contracts, courses, and internships. A student in danger of receiving less than full credit is notified in writing at mid-quarter by his or her faculty or contract sponsor. A student making unsatisfactory aca-

demic progress will receive an academic warning and may be required to take a leave of absence. Unsatisfactory academic progress is defined in the following paragraph under *academic warning*. Students who feel a faculty evaluation is in error may seek to have the evaluation amended using a process set forth in the college catalog that complies with FERPA. The student must begin the process within thirty days of the date the student received the final evaluation. Copies of this process are also available in the Academic Deans Office and in the Faculty Handbook. It is also on the college's web page.

Academic warning will be issued to a student by the Dean of Enrollment Services if the student earns fewer than three-fourths of the number of registered credits in two successive quarters. A student registered for six quarter credit hours or more who receives no credit in any quarter will receive an academic warning. Such a warning urges the students to seek academic advice or personal counseling at the college. Students are removed from academic warning status when they receive at least three-fourths of the credit for which they registered in two successive quarters.

Required leave of absence will occur when a student on academic warning receives either an incomplete or less than three-fourths of the credit for which he or she is registered. The leave is normally for one full year. 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. A student returning from required leave will re-enter on academic warning and be expected to make satisfactory progress toward a bachelor's degree. Failure to earn three-fourths credit at the first evaluation period will result in dismissal from the college.

Graduation

Graduation requirements are also clearly set forth in the college catalog. The minimum requirement for awarding either the Bachelor of Arts or the Bachelor of Science degree is 180 quarter credit hours. Continuation beyond 200 quarter credit hours without graduating requires approval by an academic dean. The form for such a request is available in the Academic Deans Office and Registration and Records. Additional requirements for graduation concerning transfer credit, a second bachelor's degree, a Bachelor of Science degree, or concurrent B.S. and B.A. degrees are all specified in the college catalog. To graduate, a student must submit an application form to the Office of Registration and Records at least one quarter in advance of the anticipated graduation date. Each of the three graduate program catalogs addresses specific information regarding graduation requirements.

Financial Aid

The Financial Aid office provides counseling to prospective and currently enrolled students and administers all state and federal need-based programs in compliance with government regulations. The Financial Aid Office is audited by the Washington State Auditor in compliance with the federal Single Audit Act. Recent state Audit Reports are available for review in the campus Exhibit Room, Exhibit 7-12. The office administers the student employment program and the Federal Family Education Loan Program.

Table 3-4
Statistics on Student Financial Aid

	1994/95	1995/96	1996/97
Female Students	833	1092	749
Male Students	604	770	550
Federal Grant	$ 1,904,990.00	$ 1,965,834.00	$ 2,138,345.00
Scholarships	$ 139,527.00	$ 88,608.00	$ 193,301.00
Loans	$ 5,267,340.00	$ 8,210,832.00	$ 9,080,278.00
Work Study	$ 738,232.00	$ 701,643.00	$ 778,763.00
Outside Grants	$ 11,297.00	$ 6,060.00	$ 28,780.00
State Grants	$ 1,226,163.00	$ 1,210,295.00	$ 1,901,296.00
Total	**$ 9,287,549.00**	**$ 12,183,272.00**	**$ 14,120,763.00**

In response to concerns expressed by students, faculty, and staff, a consultative review of the Financial Aid office was conducted in 1994, (Exhibit Room, Exhibit 3-12). This review was prompted by delays in processing, reduced responsiveness to students, and excessive workloads—all of which had escalated over a three-year period. The review confirmed that the office was encountering many of the same challenges that other colleges were confronting due to delays on the federal level, over-regulation, and compressed processing calendars for increasing numbers of applicants. The resulting recommendations have been implemented. Additional staff have been hired and significant improvements are seen in more efficient processing and improved access for students. The office, along with 300 other colleges, is experiencing significant difficulties with the Powerfaids software which was insufficiently tested by the vendor prior to its release. In spite of the frustrating difficulties, most students were unaffected by this problem. Appropriate and helpful technology for Financial Aid continues to be a challenge.

There is a great need for a centralized student information system that links Financial Aid, Registration and Records, Admissions, and Student Accounts. While it was hoped that Powerfaids could connect to our "homegrown" system this has not been possible. The college is experiencing difficulty in finding a qualified purveyor. Despite this, the college needs to invest in purchasing an integrated system that everyone can operate and that provides these offices with the ability to share information. This will eliminate a time consuming burden for the students we serve who must now go office to office to obtain information. The ability of staff to view a student's complete record will ensure high quality decisions regarding student issues and comprehensive service.

The Financial Aid Office is interested in conducting a student services survey during the 1998-99 academic year to determine satisfaction. While it is not uncommon on many campuses to find low satisfaction with the financial aid office, the staff would like to know if that is the perception at Evergreen. A study would provide more than anecdotes and would identify what can be done to rectify any problems. The consultant's report verified the college's belief that it adheres strictly to the governmental guidelines required for awarding financial aid. The federal government has not conducted a review in over a decade. The state's annual random audit of the college may provide recommendations for some portions of Financial Aid but they have not yet been received. Financial Aid statistics for the past three years are in Volume 2, Exhibit 3-10.

In 1996, President Jane Jervis charged a DTF to review the financial aid award policies and ensure that the existing policies reflect the college's mission and goals, (Exhibit Room, Exhibit 3-12). The DTF affirmed the purpose of Evergreen's financial aid program as one to

provide financial assistance to students demonstrating need. To an extraordinary degree we have made the commitment that our aid is need based. Subject to the levels and requirements of state and federal support, it is the policy of the Financial Aid office to offer approximately 50 percent of the student's demonstrated financial need in gift aid to those who meet the priority deadline. An attempt to meet additional need is made through awards of work-study and through loans. Our concern is growing, however, over the widening gap in unmet need among students on financial aid. This gap is the difference between the cost of attending Evergreen and what the financial aid office is able to award. The resulting increased loan burden to all students is of concern, with even scarcer loan resources for out-of-state students.

The practice of awarding tuition waivers based on financial need was reaffirmed. A recommendation was made to continue a limited number of waivers and scholarship support that do not require demonstrated financial need. Waivers for Southeast Asia and Persian Gulf veterans as well as international students were retained. The move to NCAA III has also terminated the use of athletic waivers.

The Dean of Enrollment Services Office administers, in cooperation with the College Advancement Office, the college's undergraduate scholarship program. Most of the scholarships have a need component as part of their criteria, but some are strictly merit based. Merit is broadly defined to include achievement in the arts, sciences, humanities, community service, and overall academic achievement. Once the scholarships have been awarded in this coordinated fashion, the office of Financial Aid is given the names of the scholarship recipients to match their records. Each of the graduate programs administers their own scholarship programs.

Information about the college's financial aid programs and scholarships are made available to prospective and currently enrolled students in writing and through the college's homepage. A session on scholarships and other forms of financial assistance is presented to students and their families the first weekend of orientation. Students wanting a written copy can obtain the information in person from the Financial Aid office or have it mailed to them. Posting the information on the college's homepage has proven beneficial for applicants requesting the information very late in the process.

The Financial Aid Office monitors its loan default rate on a yearly basis. All students who are first-time borrowers are required to complete a loan entrance evaluation. All graduating students are required to go through a loan exit interview. Following is a table showing the default rates since 1987. The pattern is mixed but from 1989 to 1996 it is well below the federal regulations. We believe the loan counseling program at entrance and exit has helped reduce the rate.

Table 3-5
Student Loan Default Rate

	1996	1995	1994	1993	1992	1991	1990	1989	1988	1987
Default rate	8.1%	5.9%	6.4%	4.9%	7.0%	4.7%	6.2%	5.4%	11.0%	10.3%

New Student Orientation

All new students are welcomed to the college with an orientation for ten days prior to the start of classes in the fall. This is a significant expansion on the program which lasted only a few days ten years ago. More is programmed for parents, partners, and other family members in an effort to engage them in Evergreen's unique curriculum and community. The programs and services offered to freshmen and transfers are designed to facilitate the transition of in-

coming students' experience academically and socially. Beginning in 1993, a daylong orientation program prior to winter and spring quarters was instituted. Orientation is coordinated by the Office of the Dean of Student and Academic Support Services and involves over fifty offices and organizations sponsoring various social, cultural, and educational events as well as registration. The campus is very supportive of new-student orientation and tends to go all out in an effort to make new students feel valued and welcome. We do struggle to get faculty to give time towards orientation programs despite significant support from the provost and academic deans. In 1995 the Geoduck Guide program was begun with twenty returning students selected to volunteer as peer advisors throughout the week.

Events are also designed to address the needs of special populations at graduate and undergraduate levels. Programs for students with disabilities include an information and advising session and workshop to educate the rest of the new student population on issues surrounding disabilities. Events designed for first generation and adult returning students include sessions on seminar skills, communication strategies, and conflict resolution. The First Peoples' Recruitment and Advising Services offices collaborate on several events for students of color including "Building Allies" and "The Real Story on Seminar for Students of Color." First Peoples' also sponsors a very popular and useful session for students and their families on scholarships and other forms of financial assistance to fund college.

Fall 1997 marked the start of a highly successful pilot program titled First Peoples' Undergraduate Scholars Fellowship funded by the Evergreen Foundation. A residential program for forty new students of color, the program is held three days prior to orientation. Designed to enhance the transition and help students find their place in the Evergreen community, this program focuses on the learning environment, skill-building, and personal development. Participants in this program will be monitored by First Peoples' Advising for retention rates, academic progress, and satisfaction with their learning experience at Evergreen.

Orientation is evaluated for its effectiveness by monitoring numbers of students attending, evaluative comments made at the end of certain sessions, and evaluation forms that measure the student's self-assessed attainment of certain learning outcomes such as learning to write an evaluation or gaining a greater understanding of issues that students of color face on campus. Orientation seems to achieve its goal of helping students transition to Evergreen. It is not required, however, and it is estimated that only 25 percent of new students participate. Those staff, faculty, and students putting on various aspects of orientation provide evaluative feedback following fall orientation to help critique the program. New students provide feedback on their fall Evergreen experience. The information obtained tells us what preparation to include in future orientation programs. For example, students have reported still being confused about the lack of majors and requirements so "Navigating the Curriculum" and "Evergreen 101" workshops have been developed where students create their actual academic plans. Students consistently tell us they are overwhelmed by the amount of reading and are unsure about what kind of relationship to have with their college faculty. As a result we have added the very popular orientation sessions "How to Read a Book" and "How to Talk to Your Faculty."

Academic Advising

A significant piece of any student's success at Evergreen is found in his or her use of the college's academic advising system. In support of our mission and philosophy Evergreen provides a flexible and visible system of advising. In keeping with the Council for the Advancement of Standards for Student Services, Academic Advising has a clearly written philosophy statement which includes program goals and expectations of advisors and advisees. APEL views academic planning as a continuous process of clarification and evaluation. Good

advising is an important aspect of good teaching and effective learning. (Exhibit Room, Exhibit 3-15)

Evergreen's advising philosophy is one of facilitating and teaching students how to make informed choices about their education. Academic advising is not separate from the reflective process that students engage in when evaluating their own performance in an academic program. Ideally, this process gives students the tools to assess not only the content of their academic work but also their academic goals. Consequently, if a student seeks out an academic counselor or a faculty for advising she or he will most likely be presented with a series of questions about goals, interests, skills, and weaknesses and then be offered a range of academic options. Students are encouraged to maintain a developmental portfolio documenting their academic achievements as an ongoing organizing tool to help them see what they have accomplished as they engage in academic and career planning.

An important milestone for advising at Evergreen was the 1996-97 Academic Advising DTF. Over half of the DTF members were faculty and the co-chairs were a faculty member and the Director of APEL. Advising across the curriculum can create an uneven system for students. As recently as 1994 the alumni survey indicated dissatisfaction with academic advising at the college. Feedback regarding access to information and counselor expertise has resulted in improved services and higher ratings in the 1996 alumni survey. The DTF made recommendations that would make advising more visible for students and would help faculty gain the information and confidence they need to do good advising. Out of the seventeen DTF recommendations approved by the faculty and funded by the college, several new strategies were adopted. These fall into four broad areas:

1. Requests for faculty and students to have better information available to them. Notable among these recommendations is an annual summer institute for faculty to learn the curriculum and how to do "good" advising; access to a faculty database as a means to know others' areas of interest and expertise when referring students; "talking catalogs" where faculty make brief presentations to continuing students about program offerings; and an on-line catalog with twenty-four-hour updates to accommodate changes.
2. Initiatives to assist staff advisors in being well informed about the curriculum. These include expanding the Core Connector program, adding planning unit coordinators, and developing an academic peer advisor program enabling more focused attention on all students, particularly new students.
3. Three structures to give organized assistance to students.
    a) Capstone Project: a theme or issue-oriented project that serves as a useful way of culminating and articulating an Evergreen education. This is achieved through individual contracts with faculty and/or small student groups working with faculty in a planning unit.
    b) Summative Self Evaluations: a final written piece by the student reflecting on what was learned and how they developed during their time at Evergreen. It is to be embedded in courses as well as Capstone Project.
    c) Academic Planning Course and Resulting Document: A step to step curriculum designed to help students explore goals and possibilities, and to develop plans for academic success. It is to be embedded into courses as well as a stand-alone course to be offered during the academic year.
4. Ongoing evaluation of new components and the overall advising structure with summative evaluation scheduled for the year 2000.

APEL is a primary source of advising having over 28,000 contacts with individuals last year in a variety of formats—from workshops to phone appointments. As a result of APEL's work with students in experiential learning and career exploration through internships, 40 percent of Evergreen students have conducted an internship by the time they graduate. The APEL office plays two important roles in the advising process. First, APEL gathers and provides a great deal of information and encourages students to make use of this. Second, APEL teaches students how to gather information specific to their own concerns. Formerly housed in the Academic Division, components of APEL moved to Student Affairs in 1990. In 1992, Academic Advising and Cooperative Education combined to form APEL. The result is a well organized, visible, and reliable academic advising focus that has strong ties to all components of the college. APEL also houses the International Studies Office and Part-Time Studies Coordinator.

Evergreen has created an integrated structure of advising for all students which includes orientation for new students, support at transition points and multiple entry points, and methods. Combined, these structures are intended to create an integrated and "seamless" experience from the student perspective. It also incorporates support needed by students to do the well-informed academic planning which is their responsibility. No advisors are assigned, but interwoven systems provide ways for students to get information and support they need to do good academic planning.

Because we do not assign each student an advisor, we are careful to let students know how to get this assistance through informative mailings and the New Student Advising session. Attendance became a requirement prior to registration in 1994 which has resulted in a better informed and advised student population. Recent statistics indicate the significant impact of such sessions. Of all new students entering in fall 1996 the rate of retention to fall 1997 for those attending an advising session was 69 percent. The fall-to-fall retention rate for students who did not attend an advising session was 49 percent. In these sessions, the Student Advising Handbook is distributed directly to all newly admitted students. The handbook is also available to all continuing students in the Advising Center. Advising is explained in the handbook and the catalog. Students also hear about it in other student orientation programs, from their faculty, and from APEL mailings and bulletin boards. APEL staff are present at all academic fairs and public events regarding curriculum issues. APEL publishes a quarterly curriculum update and places all information on the college's web site.

The Coordinator for International Programs and Services was created in 1995 and placed in the APEL office. This position works closely with faculty, students, student support services that assist Evergreen students who wish to study abroad, and international students who come to study at Evergreen. The result of the position's existence is an increasing number of students who now see study in another culture as a viable option. In true Evergreen style, our students are pursuing study in less traditional areas such as Russia and Southeast Asia. Despite no effort to recruit them, Evergreen has a small international student population from a wide variety of countries.

Faculty also have responsibility to provide academic advising for students within their programs. Advising is an important responsibility set forth in the Faculty Handbook. The close work they do with students allows them to know a student's academic strengths, weaknesses, and interests. This advising often occurs informally but the college has recently reaffirmed its commitment to faculty advising, especially as part of the quarterly evaluation conference between faculty and students. It is a responsibility of faculty who serve as planning group coordinators to advise students regarding curricular pathways and plans within their specific group. Faculty biographies and areas of subject expertise are published in the student advis-

ing handbook for these purposes. Students are often recommended to seek out faculty for academic, graduate school, and career advising. In addition to the full-time faculty advisor, approximately six faculty serve each year as part-time advisors and hold regular advising hours in the APEL office. This assignment is an approved way of meeting the governance requirement for faculty. The full-time faculty advisor rotates from teaching for a year to provide academic planning and advice to students as part of the APEL staff in the Advising Center. These faculty came from a variety of academic backgrounds and bring a valued perspective to Academic Advising.

Additionally, other student services provide academic advising as it relates to their work. APEL ensures that updated information is distributed to those offices and basic training occurs with staff in Career Development, Access Services, First Peoples' Advising, Enrollment Services, KEY, Admissions, Registration and Records, and Financial Aid.

The effectiveness of Academic Advising is difficult to measure given its intentional seamlessness. KEY Student Services in particular consistently documents an over 90 percent retention and graduation rate for its 180 students who participate in tutoring and skill-building as well as one-on-one specialized advising. APEL's increased number of contacts with students, and satisfaction expressed in student surveys, provide additional indications of improvement. A 1995 study on the effectiveness of independent learning contracts and internships at Evergreen confirmed these tools are excellent learning options linking theory and practice. A 1998 survey of organizations that sponsor student interns will provide additional assessment of student learning. The learning outcomes assessment of APEL's many workshops and required advising sessions confirms that participants are gaining the intended skills and knowledge. This assessment includes demonstrating acquired abilities and information in the workshops as well as student self-assessed gains as a result of attending these workshops. The feedback has led to more interactive workshops and additional ones on topics students assessed as weaknesses, such as how to write a self-evaluation and how to design an academic plan. A spring 1997 survey by the provost asked several questions that indicated knowledge of, and high satisfaction with, staff and services in APEL. Many identified particular advising staff by name and cited specific instances of successful collaboration on student matters.

Career Development

The physical and philosophical connections between Academic Advising and the Career Development Center are intentional and effective. The mission and work of the Career Development Center is to provide consistent, quality career and life work planning for students and alumni of the college. Since the Center's philosophy actively supports the value of a liberal arts education and the concept of lifelong learning, its programs and services are designed to support student self-knowledge, provide relevance to a student's academic work and support the achievement of future goals: employment, graduate school, travel, community service, and life/work planning. This work is done through individual career counseling, group advising, workshops, technological access, resource referral, programs, fairs, and coursework which is part of the liberal arts and sciences interdisciplinary curriculum in a course entitled "Cornerstone." Career Development led the way in promoting academic connections to life work planning on the Tacoma campus and to reservation-based programs. Staff provide specialized career advising to students working with the offices of Veteran's Administration, Labor and Industries, the Department of Vocational Rehabilitation, the MPA, MES, and MIT graduate programs, and the Part-Time Studies Program.

The development of interconnected academic and career work begins during orientation and continues into the year with a career planning group entitled DISCOVERY or through individual appointments. Students begin to explore options utilizing the various forms of

software available in the Career Resource Library such as Career Path Assessment Software and Washington Occupational Information System software. The Career Resource Library has over 5,000 volumes of current publications related to careers as well as alumni career educator files and a parent information network. The individuals in these files are cataloged by career and may be contacted by students to talk with them about a particular area of interest. Students often use the career assessments such as the Myers-Briggs Type Indicator and Campbell Interest and Skills Survey. All of these services are also woven into many Core programs and upper-division classes.

Workshops, software, and individual advising are available to students and alumni on résumé writing and interviewing techniques. The center mobilizes a senior outreach program each January with direct mailings and visible tables on campus. Job Club is a highly successful small work group that meets weekly as its members pursue their job searches. There is nearly a 100 percent success rate with those students who utilize the knowledge and support of Job Club. Career fairs for students are held each spring in conjunction with other southwest Washington colleges near campus and in Seattle. Over 150 students, alumni, and community members participated in the spring 1997 pilot "Transition Institute" which was designed to help participants create successful "next steps."

Students interested in graduate school find the annual combined Graduate School and Internship Fair of much use in determining choices for future academic study. The fair has grown from 27 schools and 120 students and alumni attending in 1992 to over 50 schools and internships and 360 students and alumni participating in 1997. Peterson's Guide to Graduate Schools and Financial Aid resources for graduate study are used by hundreds of students each year. An increasing number of students take the GRE practice exam on the computer and in person as sponsored regularly by the Career Development Center. The Career Resource Library is particularly strong in keeping up-to-date information on a variety of graduate schools including an alumni resource bank for information on graduate programs.

The center has not operated a placement service for many years given the resources that would be needed to do such work effectively. Recruiters who seek contact with our students are accommodated in various ways on campus through a liaison in the center. The office offers various computerized job banks as well as up-to-date and categorized job boards for employment listings. This is a service needing constant attention for updates, expansion of listings, and increased variety of job categories.

The Career Development Center, working closely with other offices, develops and promotes graduate school and career services information for 11,000 alumni. The Office for Alumni Affairs is an important partner in cataloging the career and graduate school records of alumni since the college began twenty-seven years ago. The 1996 graduate placement report conducted in 1997 determined that 70 percent of the graduates were employed, 18 percent were in graduate school, 7 percent were traveling or making a home, and 7 percent were seeking employment. This is a 5 percent increase in employed graduates over 1992 results. Seventy-three percent of those with jobs are in professional, technical, and managerial positions. This is a 7 percent increase over 1992. A 1996 state-wide survey of four-year college and university employment rates of baccalaureate degree graduates indicated that in 1990-91, 77 percent of Evergreen graduates were employed, 51 percent were employed in their career field, 11 percent were continuing their education, and 10 percent were seeking employment. This was the third highest employment rate of the six schools. The alumni rated their readiness for career as very high. This was highest of the six schools. There is no previous statewide survey to which these findings can be compared.

In assessing the effectiveness of its programs and services the Career Development Center has documented contact with individuals around graduate school, employment, and life work planning. Staff contact with students and alumni has steadily increased over the past four years from 3,604 contacts in l993-94 to over 8,000 contacts in 1996-97. The number of individual meetings counselors have held with students has more than doubled in that same time period with a high of 4,324 student appointments this past academic year. The center also receives feedback on satisfaction with its services through the annual exit interview completed by graduating students. The results have continued to rate the center high in terms of services and individual attention to personal visions and plans. Students would like more resource offerings in the center library, more of a variety in job listings, and better intake in the reception area. Career Development has implemented plans to improve in these areas.

Student Advising Center

Additional programs and services are centrally located with APEL and Career Development in the Student Advising Center. These include the Office of Access Services, First Peoples' Advising Services, International Programs and Services, KEY Student Services for First Generation College Students, Part-Time Studies Coordinator, and Dean of Student and Academic Support Services. These services are specifically designed to meet the needs of a particular population including those who are nontraditional, over twenty-five, low-income, have a self-identified, documented disability, are the first in their family to attend college, are foreign students or interested in study abroad, or are students of color. These students may also be parents, working full-time, and/or commuters. Information regarding Evergreen's administrative support for international studies is found in Standard 2. The Part-Time Studies position has been in existence since 1994. The Access Services Office was a ten-hour-a-week position in the President's Office ten years ago and has expanded to a full-time Director and a half-time support staff organizationally located in Student Affairs. All of these offices are serving growing student populations. Evening and weekend office hours, email and phone appointments, and newsletters help accommodate schedules and lifestyles in sharing information. Special orientation programs, peer advisors, cultural and social events, child care, and tutors all meet these needs.

In support of the college's mission, these programs and services provide support and challenge for these students as they experience an educational process that teaches self-awareness and understanding. This is done by promoting a sense of importance in the community and the skills necessary to support well-being and academic growth. These offices develop targeted programs to support student academic success and access to the full range of resources and curricular options. The Office of Access Services is particularly challenged in providing services since students must self-identify and provide documentation of their disability. Many individuals who are learning disabled may not even be aware of their disability. All of the staff in these offices spend significant time on the Tacoma campus and with students in the tribal-based programs to provide advising. This has evolved over the past seven years through an individual commitment by Advising Center staff to serve the needs of these populations. While staff find this work very rewarding, it does pull them away from serving the larger Olympia campus. Student Affairs needs to define a specific model of level of service to these programs that is uniform and funded.

Assessment on the impact of these services for underrepresented students includes strong retention and graduation rates, satisfying educational experiences, and achievement of personal goals. Students of color graduate at a higher rate than the general student population. Students with disabilities who use Access Services graduate at the same rate as the overall student population but on average it takes one year longer to do so. KEY first-year students have an 80 percent fall to fall retention rate. The rate for other first-year students is 60 percent.

Part-time student surveys consistently recognize the critical value of student services such as child care and extended hours as contributing to their success in school. These students and specific offices which serve them also educate the wider campus community on acquiring knowledge and developing one's self with regard to issues of difference, diversity, and opportunity.

Health and Counseling Center

Evergreen's Health and Counseling Center are intentionally paired in the organizational structure of Student Affairs to provide compatible physical and emotional care to an increasingly diversified student body. The small medical clinic fits the size of Evergreen and offers two physician assistants and a part-time physician along with staff and student support personnel. It is open forty hours a week and referrals are made for after-hours care. An important feature of the health center is the student clinical assistant program which educates and provides hands-on training to six to eight student workers interested in the health care profession. Completion of the program certifies the students as medical assistants. This is particularly notable since there are no academic majors and programs from which to draw these students as would be the case on a traditional campus.

The Counseling Center is open fifty-five hours a week with evening hours all week. Three registered and certified masters degree level psychological counselors provide mental health counseling. Three to four undergraduate student interns work along with the counselors to co-facilitate groups and provide counseling for clients. Group sessions provide psychological support for specific issues. Crisis response is available twenty-four hours per day, seven days a week. Clinical supervision of the counselors is provided by a part-time Ph.D. psychologist. Student needs and expansion of the counseling staff are placing a greater demand on the need to increase supervision hours by the psychologist. Staff and student needs should be reviewed periodically in planning for the possibility of expanded hours for the psychologist.

In recent years the staffing in the Health and Counseling Center has become more diverse in terms of gender and ethnicity in an effort to attract more male students and students of color to the important services offered. As the evening and part-time studies and graduate program have expanded and students have made their needs known, the Center has responded with increased evening hours. The Center still continues to attract more women than men and typically the eighteen- to twenty-two-year-old population. Approximately 62 percent of those utilizing the Counseling Center are students who live off campus. This has been a consistent trend over the past ten years. Increased numbers of students are using the Health Center and more often. Over 35 percent of the student body uses the Health Center in a given quarter as compared to 18 percent in 1989. The number of annual appointments has nearly doubled from 3,081 to 5,873. These increases are due to a variety of changes including a revised scheduling plan that has cut the waiting time for appointments to less than forty-eight hours. All students are accommodated for urgent needs during regular daily walk-in hours. On average between 700 and 900 students use the Health Center each quarter of the academic year.

The Counseling Center has also seen an increase in utilization over recent years due to the addition of a third counselor and the popularity of group counseling sessions. Since 1989, utilization of the Counseling Center has increased from serving 12 percent of the student population to nearly 25 percent in a given quarter. Waiting time for non-urgent appointments is typically less than one week though during spring quarter it can be as long as two weeks. This is an improvement from the three-week waiting period that was common when there were only two counselors.

The top five diagnoses for the Health Center continue to be, in order, upper respiratory infections, women's health care, depression, sexually transmitted disease, and dermatology

problems. The top five most common reasons students come to the Counseling Center are depression, love relationships, family of origin issues, incest, and self-image/self-esteem.

The Student Health Center, the Wellness Resource Center, and Peer Health Advocacy Team (PHAT) provide health education to the campus. PHAT sponsors regular health fairs and peer health education workshops, and provides health information to students at tables in the College Activities Building. One-on-one health education is also provided by Health Center staff during clinic visits. In 1995, concern over a measles epidemic in surrounding communities and campuses prompted the addition of mandatory MMR vaccinations prior to initial registration at the college. The Health Center and Registration and Records work through this cumbersome but important preventative measure to ensure a healthy campus. Health education information is written by the professional staff and reviewed by students for its effectiveness in getting information across. Topics range from contraception to HIV prevention and cold and flu treatments. Information is distributed to patients and is readily available outside the Health and Counseling center doors as well as in the waiting areas. The Health Center staff run frequent educational articles in the student newspaper. A health education media center houses a computer with relevant health information on CD-ROM, through the internet, and on videotape. The Health Center maintains a homepage on the World Wide Web.

The Wellness Resource Center is a collaborative effort between the Counseling Center and Recreation, and is located in the Campus Recreation Center. The office provides information on health maintenance, alcohol- and other drug-free lifestyles, spirituality, nutrition, and other aspects of wellness. The Counseling Center's specialist on substance abuse issues runs the Wellness Resource Center, teaches classes related to wellness, and makes referrals to the Counseling and Health Centers. A FIPSE CORE survey on alcohol and drug use by Evergreen students was conducted in 1993. The results provided a national comparison and baseline for measuring the effectiveness of education and prevention efforts. As student numbers grow and our population diversifies with athletes and younger and older students, we are aware of increasing need for more drug and alcohol counseling and education. A trained professional to provide an array of services to the campus should be considered as we work to address substance abuse from both the prevention and treatment perspective.

Satisfaction with the Health and Counseling Center is closely monitored for quality, effectiveness, and satisfaction. There is a particular desire to ensure excellence since these services are entirely (Health) or significantly (Counseling) funded by a mandatory student fee. The fee is currently $35 a quarter and has been raised incrementally over the last ten years from $25. Students who have paid the health fee are not charged for visits and cost of medication is kept very low, given subsidies and good relationships with pharmaceutical companies. The Health and Counseling Centers conduct satisfaction surveys regularly. Positive comments remain consistent and any concerns about care are immediately addressed by the Director and Physician. In addition, campus-wide surveys are conducted periodically. This has resulted in expanded hours, more access to women's health care and free HIV/AIDS testing. Surveys also reveal that 40 percent of the student population has no form of health insurance other than the services provided by the Health and Counseling Center.

Police Services

The Police Services department includes parking operations, campus building key dispersal, and the central campus switchboard. Students are employed in all these areas and carry significant responsibility in their jobs. This unit actively promotes a safe and secure environment for students at Evergreen in following the tenets of community-based policing as promoted by the Washington State Criminal Justice Training Commission. This is apparent through bike and foot patrols, a twenty-four-hour escort service, safety awareness efforts in housing

during new-student orientation, and all-campus noon-hour forums. In keeping with the philosophy of the college and compliance with federal law to have an educated and alert community, the uniform crime statistics are mailed along with safety tips to every student at the college just prior to the start of fall quarter. Security incidents of danger to the campus are immediately posted in an informational bulletin throughout campus.

The goal of a safe and secure campus will be furthered by acquiring new software for records storage and future computer hook-ups to the National Crime Information Network. The maintenance of, and easy access to, such crime information will enhance the work of Police Services. Additional concerns are the recruitment and retention of a diverse, well-qualified workforce of professionals. Issues of salary and equity will continue to be challenges.

A number of changes have occurred in Police Services since the last accreditation process. In 1992, Police Services was assigned to the Executive Vice President for Finance and Administration. In 1996, Police Services was reassigned to the Vice President for Student Affairs. In 1992, the role and functions of Police Services were reviewed by an external consulting team. The work of this group resulted in recommendations to the Board of Trustees. As part of this process, the board approved a number of changes in the mission and operation of the unit. These changes were intended to provide the campus with a more professional, well-trained, and well-equipped police force. The board authorized the commissioning of officers, and prioritized enhanced training and the establishment of standard operating procedures. The board did not approve an administrative recommendation to provide firearms to officers.

In 1996, prompted by delays in obtaining police back-up from Thurston County officers, concerns generated by crimes on campus, and interest in establishing a community-based police force, the issue of arming was reconsidered. A comprehensive process to collect input was designed and implemented by the Vice President for Student Affairs and student leaders. In the spring of 1996 the college administration recommended arming on a limited basis. The Board of Trustees approved this recommendation and a DTF was established to define limited arming and recommend changes in the training and operations of Police Services to ensure a positive transition to armed officers. In 1996, a new director of Police Services was hired and in 1997, a comprehensive review of standard operating procedures was conducted by a Union Management Committee. The recommendations of the Limited Arming DTF have been implemented and the final steps associated with arming have been taken. The president adopted the recommendation of the Limited Arming DTF which included a move toward providing limited access to firearms for Police Services officers. Officers have access to their firearms between 8:00 a.m. and 6:00 p.m. From 6:00 p.m. to 8:00 a.m. they wear their firearms visibly. Human relations training for officers was also implemented.

Police officer training to insure readiness is a high priority. This includes 440 hours of basic academy training and extensive in-house training regarding campus community policing. An ongoing focus is crime prevention and daily campus outreach. A large step in that direction is the partnership with Housing where one third of students live and a positive first-contact can be made. Joint training means a unified approach to student safety. Police Services also works closely with the Sexual Assault Prevention coordinator who provides officers with training on issues surrounding campus sexual assault and who ensures that survivor advocacy protocol is followed when a sexual assault occurs.

There remains some community disagreement regarding the role of Police Services. Along with emergency preparedness, community relations is a top priority. The implementation of limited arming, the completion of standard operating procedures, and the ongoing practice of community-based policing helps us achieve the goal of a professional campus police force.

Evaluative methods such as monitoring campus crime statistics, maintaining high levels of student contact, and eventually conducting a campus satisfaction survey will help to measure how well this is accomplished.

Housing

Nearly 1,000 students reside on campus in facilities ranging from high-rise traditional double corridors to townhouse-style apartments and stand-alone modular units. The self-study available on site will give a full listing. This capacity seems adequate to fulfill student needs, since housing is full or nearly full each fall, but never has a substantial waitlist. Resident numbers lessen slightly as the academic year progresses due to internships, attrition from the school, and students moving off campus. Housing is a self-sustaining service which consists of facilities and staff responsible for providing a student-centered living/learning environment which is affordable, accessible, and comfortable, and promotes the safety of residents and non-residents.

The student life component of Housing has not historically been purposefully crafted to complement and enhance the overall learning mission of the college. Evergreen's housing has started to move into a more learning-centered living environment; one that has a direct relationship to the college and Student Affairs division mission statement which promotes student learning. It is focused on delivering services which complement and enhance the learning outcomes of the college and still maintains the strengths of freedom, responsibility, and contractual relationships. A recent example of increasing gains is the 1998 funding of a "midnight advisor" position in housing to provide on-site and after hours academic advising. This has been a tremendous success in providing larger numbers of students with effective advising during the afternoon and evening hours in the dorms.

The definition of diversity and its importance to the mission of Housing has not yet been addressed and will need to be in the near future. Programs, staffing, services, and marketing will all be influenced by more attention to this issue.

The primary method of enhancing the learning environment is through the Residential Life program. The residential staff are all trained to facilitate an environment which encourages learning. Examples of the facilitation 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 campus offices such as Police Services and the Counseling Center.

The selection and training of Residential Life staff also reflects an emphasis on learning environments. Topics covered include community development, student development, referral skills, and awareness of community resources. The learning environment is also enhanced by the provision of living units designated as Alcohol/Drug Free and Quiet Areas. Students request to live in these spaces and contractually agree to certain community standards more specific and demanding than in other parts of Housing.

Housing facilities and services are subject to visits and reporting by a number of agencies including federal (e.g., lead paint), the campus safety officer (hazardous materials), state building inspectors (remodels and new construction), fire marshal (fire alarm systems) and the state's Labor and Industries inspectors (elevators). In all recent visits, we have been in substantial compliance and where there was any variance we have instituted corrections. Notable examples include the upgrading of elevators to meet more recent codes for operations during emergency situations and the "A" building sprinkler upgraded fire-alarm system. A 1997 facilities audit provides direction on steps to move beyond maintenance to enhancing the

physical environment. Professional facilities staff in Housing train and supervise a number of student staff to fill positions of responsibility related to maintenance.

Staffing standards and competencies are noted in the profession's set of standards established by the Association of College and University Housing Officers—International. Recently we administered the self-assessment guide related to the ACUHO-I standards. Results range from a recognition of need for specific professional development workshops for staff, to a need for food service in the residence halls. Those results are included in the self-study materials. A Housing DTF of faculty, staff, and students recently completed a review to clarify campus expectations of Housing and its future direction. Included among the many programmatic and policy-oriented recommendations was the need to prepare for necessary expansion in the next five years. In true Evergreen fashion this would be accomplished in the context of an academic program to plan and construct the housing. This report and the report of an External Review Team charged with evaluating Housing will be made available during the site visit. The external team was charged with reviewing Housing's day-to-day operations which resulted in much praise as well as numerous recommendations. General strengths included attractive facilities, staff devotion, strong relations with other areas on campus, and a spirit of cooperation and commitment. Recommendations included development of new revenue streams, opportunities to interface with the community adjacent to campus, and on-site academic advising by faculty and staff.

Housing conducts exit surveys, needs assessments, and satisfaction surveys of its residents. The information provided has led to more student involvement in community policy development, plans for more social space, and the recent wiring of Housing with a technology backbone which will enable most residents to have their own ports for data, phone, and cable TV services. Housing is now challenged to connect this technological infrastructure to student learning. Marketing of Housing to ensure continued financial strength will be another new direction for this office. Additional information on Housing initiatives can be found in the Educational Outcomes section of this Standard.

Food Services

There is no mandatory meal plan for students in housing. Residents have access to kitchens on the building floor or in their apartments. Residents, for the most part, provide their own food service. While there is no common cafeteria in housing there is a small food service operation called "The Corner" which resides in the Housing Community Center. It is a student-run cooperative which serves vegan and vegetarian food for lunch and dinner. It is advised by the Assistant Director for Student and Community Development and is subject to all health regulations as any other food preparation operation is in the county. The Corner is presently undergoing significant organizational and menu changes to better meet the needs of residents identified through a survey administered each fall. Copies of that survey are included in Housing's self-study. The campus bookstore also operates a small branch operation in the Housing Community Center. They offer a limited amount of grocery items, much like any other convenience store. It is staffed by student employees and operates from mid-afternoon until late at night. Student response to this service, again measured in fall surveys, has been very positive.

In 1990, Northwest Food Services (NWFS) replaced Marriott as the private enterprise meeting dining needs of the campus. Food Services is a part of the Finance and Administration division. A deli, cafeteria, and espresso carts in the College Activities Building and Library offer a variety of food choices. All food services on campus meet mandated health and safety standards. In addition to cash, customers may purchase Geo-Bucks which act as a declining balance credit card at all NWFS locations on campus. This service invites user suggestions and comments which are posted and answered in visible locations at the cashiers' stations. A

survey of customer satisfaction and consumer food service needs is planned for 1997-98. Details on the findings and proposed changes as a result of the survey will be available during the site visit.

Student Activities

In keeping with the educational mission of the college, Student Activities creates learning opportunities for critical thinking skills, values development, collaborative skills, cooperative abilities, and appreciation for diversity in the co-curricular experience. The seamless learning environment is fostered by a shared philosophy at the college and within the Student Affairs division where principles of inclusiveness, opportunity, and innovation are acted upon. The CSEQ results indicate lower student involvement than the national norm in clubs, organizations, housing, and sports. Because of the high level of student involvement in academic programs, students are less involved in extra-curricular activities. The challenge for Student Affairs is how to best capitalize on that high level of academic involvement by embedding services and activities into the curriculum.

Student Affairs work is frequently characterized by time spent helping students to make real connections between their in-class and out-of-class learning through such activities as campus leadership roles, internships, and program planning. Students receive support from Student Affairs staff and faculty in reflecting upon, discussing, and applying this knowledge to organizing a student group, developing a community radio show, cosponsoring a campus forum on race relations or persuading a high profile speaker to be a keynote speaker. Working as partners, Student Affairs staff and faculty colleagues clear barriers and open doors for learning through the accomplishment of these goals. It is also true that despite all we know about student learning and assessment of student learning outcomes, on occasion Student Affairs provides programs and services to students in the belief that positive development will occur and it is difficult to measure the extent of the contribution these particular activities have on student learning.

Opportunities for student involvement in co-curricular activities and programs are as diverse as they are increasingly numerous. This has not always been the case. In 1991 there were half as many student organizations (twenty-seven) as today. A complete list is in Exhibit Room, Exhibit 3-15-f. Human rights, social justice, cultural affairs, environmentalism, and community services are still popular areas of interest. Recently, such diverse groups as Camarilla (vampire club) and Evergreen Students for Christ have been founded. A 1995 student survey indicated that they would like more cultural entertainment and activities on the weekends. A follow-up entertainment survey in 1996 provided specific desires for music, dance, film, and speakers. Students can choose to participate on one of the college's disappearing task forces, on the Services and Activities (S&A) Fee Allocation Board, on the student newspaper, campus radio station, as a new-student orientation guide, at the campus child care center or the organic farm, or in one of over sixty student-initiated organizations active on campus.

It is the responsibility of the Student Activities office to ensure that all students are made aware of these opportunities, have equal access to them, and are provided with the appropriate guidance, training, and resources necessary to be successful and effective in their endeavors. In addition to the administrative offices of Student Activities it is also comprised of the Campus Child Center, KAOS Community Radio, and the *Cooper Point Journal*. An annual student activities fair on Red Square at the start of new-student orientation begins a year of high visibility for student groups, campus activities, and student leadership opportunities. The policy and procedures of the S&A Board as well as all S&A funded groups and offices (including one each at the Tacoma and reservation-based programs) hold written guidelines clarifying this philosophy and implementing regular procedures for review and assessment of their compliance.

Student workers and peer advisors are critical components in designing and implementing successful and effective services to all of Evergreen's students. Adequate office space located with the Student Activities Center, is provided to volunteers and paid student leaders along with computer and phone support for the important work they do. The completion of the College Activities Building (CAB) Phase II project in 1992 made a significant impact on student activities at Evergreen. Bringing the student organizations, the newspaper, and the administrative staff under one roof has produced many positive benefits resulting in creativity, collaborative possibilities, and good relations through frequent communication. Overall, assessment demonstrates that student participation in activities has increased, the number of student groups has doubled, as have the number of collaborative efforts between student groups, faculty/academic programs and other college departments.

Student group coordinators indicate educational outcomes as a result of their involvement in a quarterly report filed with the Student Activities office. Students not only record their group's activities and provide an evaluation of those activities, but they give a concise self-evaluation of their work. In doing so they set goals for the next quarter and identify appropriate training and resources needed to accomplish the goals. The information in these reports is also used to develop future training programs and in evaluating the level of support and service currently offered. Past feedback has resulted in more training on fiscal procedures and leadership development. Services have expanded with evening and weekend hours as well as the addition of a graduate student advisor who also serves evening and weekend student extracurricular needs.

The importance of ethnic and culturally-based student groups such as Native Students Alliance, UMOJA, and Asian Students Alliance is clear in the quarterly reports. There has been an increase in the number of cultural groups. Pacific Islanders Association, Latin American Student Organization, Irish American Student Association, Middle East Resource Center, and the International Student Organization are all relatively new. The strength of groups such as the Union for Students With Disabilities and Adult Students comes and goes with each change in leadership. Nevertheless, all students find support and opportunities for growth.

The greatest challenge in the years ahead will be to provide support to student efforts to form an ongoing student government. In twenty-five years of discussion Evergreen has had many attempts at student governance, all of which failed. This parallels the repeated faculty struggle on whether to have a faculty senate or other representative body other than the current faculty meeting of the whole. The advice and leadership of the Vice President for Student Affairs, Dean of Student and Academic Support Services, and Director of Student Activities began student dialogue and decision making around the student government issue in 1997. Academic and Student Affairs staff collaborated with representatives of the three graduate programs to successfully develop an effective government. While the undergraduates voted in the concept of student government in the spring of 1997, representatives of proposed models continue to work on meshing various community-based and technological approaches. Student Activities is providing funding, space, and advising to assist the formation of an effective student government for the first time at Evergreen. The graduate student constitution is in Exhibit Room, Exhibit 3-32.

Recreation, Wellness and Athletics

In keeping with the Student Affairs mission to provide recreational activities and encourage healthy behaviors Evergreen's service-oriented Recreation, Wellness and Athletics office has responsibility for administering recreational and athletic programs as well as intercollegiate athletics. Although traditional in operation of programs and facilities, unlike other schools, this office has no academic department on which to rely for expertise and financial support.

An additional challenge for the college is the conversion to NCAA III membership. This Student Affairs department adheres to NIRSA standards in all activities whether they are informal fitness activities such as swimming or pick-up basketball or formal recreational activities such as tournaments, sports clubs such as rugby and mountaineering, or instructional programs like yoga or rock climbing.

Evergreen's recreational facilities are outstanding for a small college and are supported in part by the general institutional budget. Recreation, Wellness and Athletics generates most of the revenue for its nearly $600,000 annual program and facility operation. There are many opportunities to generate revenue which accounts for a significant source of monetary support. This includes use by faculty, staff, community members, Leisure Education classes, and use of the Challenge ropes course. The concern is working to balance non-Evergreen demand with student access and fiscal management. The Services & Activities Board also allocates a portion of funds to the recreational program. The facilities staff strive to assist with the upkeep and repair of recreation facilities for our students.

The opening of the Phase II of the College Recreation Center in 1989 was a significant improvement in the recreational facilities and services available to students and community members. This included the addition of a large multi-use gymnasium area with seating for 1,500 at athletic events or twice that number for concerts and speakers; small multi-use room intended for dance, aerobic exercise, fencing and martial arts; one classroom; a wellness lab and office; a sports medicine/athletic training room and office; two separate shower/dressing rooms for referees; equipment control rooms with laundry service; storage rooms for large outdoor activity equipment; lobby with concession stand; and nine staff offices plus storage and workroom. Phase II provides for a multiplicity of uses including programming for the entire campus whether it is for concerts, speakers, or annual convocation. The addition provides adequate venues for intramural, club sports and intercollegiate athletic events as well as informal recreational use such as noon-hour basketball games.

A recreation pavilion near the playing fields and Housing suffered considerable vandalism in the early 1990s. A significant investment was made in 1995 to refurbish and secure the pavilion so it is now used for indoor soccer, roller hockey, and roller-blading as well as tennis, basketball, and special events.

In general, the campus offers nearly 1,000 wooded acres with two main trail systems for exercise, including a ropes course, in addition to academic study. A mile-long natural shoreline is used for swimming, light boating, and academic field study. A road network around the campus is used for formal runs, bicycle races, and informal exercise. The Recreation Center has measured these trails and roads and offers a map with these designations to all recreational participants. The campus playing fields and tennis courts are located near housing and not far from the center of campus which features a brick and grass area used for Frisbee, juggling, volleyball, and hackysack.

At least 50 percent of the student body uses the College Recreation Center at no charge. This same statistic holds true for faculty and staff of the college who pay a fee. Men slightly outnumber women in terms of Center use and use by students of color reflects the campus population as a whole. Nearly $400,000 in reconstruction was accomplished in the past five years to accommodate recreational users with disabilities. A significant number of alumni and community members use the center for a fee which generates $80,000 annually. Members of the campus and community also participate in the college's Leisure Education programs. The financially self-supporting series of leisure and fitness education courses includes a wide array of non-credit generating offerings each quarter. Classes range from cooking to dance.

The relatively small staff has been very successful at blending service to students via program offerings and facilities operation. Staff turnover is a growing concern that might occur with part-time coaches who will find it difficult to connect to the campus community. Staff are over-committed and their assignments scattered. Looking ahead, the department aspires to meet further recreational demands from the students through the achievement of fiscal entrepreneurial goals that will allow the addition of a fenced soccer stadium with covered seating, increased seating for the swimming pool, and a six-lane lap pool.

Bookstore

Owned and operated by the college as an auxiliary enterprise on campus, the Bookstore's recently revised mission commits to providing the educational tools necessary to enhance the learning process for both students and faculty. This is accomplished by providing economical pricing and good customer service. Located in the College Activities Building, the Bookstore is recognized by the Evergreen learning community as an integral part of the college educational mission. The facility is well designed in 9,500 square feet and has the flexibility to change as needed. There is a branch operation of the Bookstore in the Housing Community Center.

The Bookstore is part of the Finance and Administration Division of the college. The Bookstore Director reports to the vice president of that division, and is responsible for budgeting, planning, fiscal control, personnel, and marketing. The Bookstore's net sales volume for the 1995-96 fiscal year was $2,169,550. The net profit in any year is used to pay off the current deficit. This deficit was accrued over a number of unprofitable years. In 1996-97 the Bookstore had its first profitable year and took a step towards eradicating this deficit.

The program book department presents vast arrays of titles that make up the diverse subject matter taught in the Evergreen curriculum. The same title is rarely seen from one quarter to the next, making it difficult to buy back books from students. However, in 1996 the Bookstore began a daily buy back program for students who wish to sell their books as they finish with them throughout the quarter. This provides students with cash to purchase the next series of books needed for their studies. The Bookstore also provides a general book department, student and office supplies, sundries, educational software, and Apple computers through their Higher Education Discount program.

The Bookstore staff developed a business plan in 1996 which was reviewed by the Bookstore Advisory Committee and the college Board of Trustees. The mission statement, operational philosophy and goals for the next five years are the basis of the plan. The advisory committee was established in 1996 but meets minimally and as a result has had little impact on the Bookstore. Efforts are underway to strengthen the role of the advising committee in improving bookstore services.

Student Media

Student media at Evergreen include the campus newspaper, *The Cooper Point Journal* (CPJ), and KAOS Community Radio, 89.3 FM. Both are led by students in serving the campus community as a means of information dissemination and by offering an environment where students can learn about all facets of the medium—from ethical decision making and community activism to budget and operations. Staff serve as general manager to the radio station and as adviser to the *Cooper Point Journal*. Student communications media operate under the authority of the Board of Trustees of the college. The Communications Board also serves at the behest of the Board of Trustees in an advisory capacity over all student media. The board is comprised of faculty, staff, students, alumni, and community members in the fields of radio broadcast and journalism. It meets quarterly but will meet more often if need be. The Student

Communication Media section of Evergreen's Policies and Procedures provides a clearly defined policy of the institution's relationship to the *Cooper Point Journal*, KAOS, and the Communications Board. This section is reviewed and revised annually. The students of the *Cooper Point Journal* are solely responsible and liable for the production and content of the newspaper. The college holds the Federal Communications Commission license under which KAOS operates. Copies of the *Cooper Point Journal* and other publications by student organizations will be provided during the site visit.

Intercollegiate Athletics

Evergreen's Intercollegiate Athletics program currently consists of men's and women's soccer teams, a mixed gender swim team, a mixed-gender tennis team, and newly established men's and women's basketball teams. It is an exciting and challenging time for the campus and athletic staff in particular as we deal with the change to NCAA membership while building upon our fine regional and national reputations for soccer and swimming. All of this must be accomplished with the student learning focus in mind and in the context of the nontraditional nature of Evergreen.

Since its beginning, Evergreen's Intercollegiate Athletics program has been guided by a philosophy that ensures sports programs which are congruous with a small liberal arts college's mission and environment, and utilize existing recreational facilities. Changes since the last accreditation visit are in keeping with the program's founding in 1979 after a year-long DTF study and campus-wide survey conducted by the Director of Recreation. There is significant community involvement in determining the future of intercollegiate athletics. There is some tension surrounding athletics at Evergreen because some faculty, staff, and students are concerned that increasing Evergreen's level of involvement in intercollegiate athletics will diminish the centrality of the academic experience in students' lives. The program has undergone regular study and evaluation by faculty, staff, and students to ensure it is in keeping with the college mission. The president, Vice President of Student Affairs, Faculty Athletic Representative, Intercollegiate Athletics Advisory Board, Services & Activities Fee Review Board, deans and directors of Student Affairs, and staff of Recreation, Wellness and Athletics continue to examine the program's operation.

The Athletic Advisory Board (AAB) was established shortly after the 1995 decision to add basketball. The board consists of two faculty members appointed by the provost, two staff appointed by the Vice President of Student Affairs, two students, two alumni, and two community members, all appointed by the Athletic Director. The purpose of the AAB is to consider matters of importance to the college in so far as athletics is concerned and to recommend a course of action. The AAB is convened quarterly and moderated by the Director of Athletics.

Until recent developments, Evergreen's intercollegiate sports teams were solely members of the National Association of Intercollegiate Athletics (NAIA). The small school membership and academic emphasis of the NAIA was a good fit for Evergreen. In 1994 most small colleges and universities in the area, including Evergreen, chose to withdraw from NAIA and apply for membership in the National Collegiate Athletic Association (NCAA) Division III. The NCAA Division III is a better fit for the college. The NCAA Division III does not permit skill-based aid and has a clear emphasis on academics. Until that transition is complete, Evergreen remains a member of NAIA.

Philosophically, this move is a good idea. It requires expansion of program offerings. Practically, however, the change requires Evergreen to compete as an independent which makes scheduling difficult and results in more travel time for the athletes. NCAA III membership

requires six team sports (three per gender) by 2001. In keeping with our philosophy, a campus DTF studied and made recommendations about whether to add basketball. The decision was to add men's and women's basketball and men's and woman's tennis. NCAA requirements will require us to add an additional sports team of men and women in the near future. The addition of sports is seen as a way to encourage student involvement and to further the values of team work and cooperation. While most of the campus is supportive of the changes in our athletics program, there is a concern that we not succumb to the pressures and misplaced values often associated with big-time sports. The decision to eliminate skill-based aid for athletes and affiliate with the NCAA Division III helps insure the proper role of athletics.

Facilities for basketball exist on campus and will need some modification to prepare for competition. In general, intercollegiate athletic facilities are good but it will be necessary to add two tennis courts, expand spectator seating in the swimming pool area, modify the diving end of the pool, refurbish playing fields and other such improvements. We hope that capitol projects requests as well as revenue generated funding will cover these costs.

Additional coaching and athletic training staff have also been necessary. Staffing for intercollegiate athletics involves six head coaches and six assistant part-time coaches, two part-time athletic trainers certified by the American Association of Athletic Trainers (M.S. required), three administrators in Recreation, Wellness and Athletics, and support personnel. Master degrees are preferred for the coaches but those who are part-time may substitute years of experience. The college is making an intentional switch to part-time coaches rather than full-time employees with coaching assignments.

The philosophy of Evergreen and its Intercollegiate Athletic program are incorporated into job announcements and job descriptions to ensure knowledgeable applicants and appropriate fit with the college's student learning focus. The specific goals and objectives of Intercollegiate Athletics are incorporated into the candidate screening process. These goals are evaluated for accomplishment and revised on an annual basis. The policies and rules of the college as well as the NCAA III and NAIA are regularly reviewed with coaches and athletes. A protocol for coaches has also been developed this year which athletic administrators will review annually with the coaches and their assistants. These guidelines and rules include a wide array of topics including but not limited to a code of conduct, drug and alcohol policy, budget procedures, publicity, and media, as well as securing officials and processes for making travel arrangements. New coaches now undergo an orientation session with the Director of APEL so that students are connected with appropriate resources in academic decisions. Duties of the Director of Athletics and Faculty Athletic Representative are spelled out in written job descriptions. The duties of the Intercollegiate Athletic Advisory Board have also been clarified with the application for membership to the NCAA III.

Student athletes receive the same enrollment management services and are held to the same college standards as all other students. Academic requirements for participation in intercollegiate athletics are established five ways: by the college, by the conference, by the division within the national affiliation, by the national division within the affiliation within the NAIA, and within the NCAA. It is Evergreen's policy that a student must be enrolled for a minimum of twelve credits during the competitive season and must be making progress toward earning a baccalaureate degree. It is the responsibility of the compliance officer to determine the eligibility of a student to participate. The compliance officer consults with the director of admissions and the registrar to gain access to records used in verifying academic performance. The faculty athletics representative also works to ensure the academic performance of students on intercollegiate athletic teams while playing an important role in bringing athletic and academic interests together.

The development and administration of the athletic budget is subject to the approval of the Vice President for Student Affairs, the Chief Financial Manager for the Division of Student Affairs and the Director of Athletics. All monies are accounted for through the institution's regular procedures and policies. Intercollegiate athletics receives $18,000 from student fees administered by a student-run Services & Activities Board. This breaks down to approximately $3000 per team for uniforms and athletic and sports medicine supplies. Additional funds totaling around $65,000 for travel, insurance and membership, and officiating costs are generated through revenue producing efforts on the part of Recreation, Wellness and Athletics. These are mainly contract rentals of facilities and space. It is a goal of intercollegiate athletics to establish a booster club for fundraising purposes. They are currently working with the Development office on achieving this. It should be noted that the allocation for financial support from the students for two new sports demonstrates a recognition of Evergreen's student athletes and the contributions of the college.

The institution is committed to equity in men's and women's sports which is evident in equity of resources given. Since its beginning, Evergreen's athletic program has offered sports teams for men and women in a variety of competitive sports. The completing of Phase II of the College Recreation Center in 1989 equalized the sizes of the men's and women's locker rooms. Student services, including financial aid, are awarded on an equal basis. In 1994 Evergreen was the first Northwest college to appoint a woman to coach its men's soccer team. The goal continues to be to search for qualified women to fill athletic vacancies. Currently both men's and women's basketball is coached by men as is tennis, swimming, and men's soccer. Women's soccer is currently coached by a woman. The director and facilities manager are men. The assistant director is a woman.

Evergreen's commitment to schedule intercollegiate athletic activities around academic program needs is shared by the college's coaches, administrators, and student athletes as well as all NAIA and NCAA III coaches and administrators. While the college believes that this "goes without saying," this policy is currently being reviewed for inclusion in coach and athletic protocol documents. This commitment is illustrated by the fact that changes in academic program plans, not athletic scheduling, cause Evergreen's student athletes to be absent from competition. Students devote an average of two hours a day toward conditioning, teamwork, and skill building. Training contracts are often written and adhered to by the students, their team mates, and the coaches to acknowledge the need to commit and maintain priorities. This academic focus for student athletes is certainly a contributor to the recent results of Evergreen's enrollment and persistence rate study for the NCAA. The focus was on students receiving financial assistance as athletes who are full-time undergraduates and enrolled as first-time freshmen. Their persistence to fall 1996 was compared with their total freshman cohort. Despite the fact that it is a small number (twenty-three), we know that 100 percent were retained.

Concluding Analysis and Future Issues

Student Affairs staff at The Evergreen State College believe that growth, development, and learning should occur whenever students use our services. Various surveys and assessment tools implemented by the college provide significant data validating learning outcomes, skills acquisition, and personal development of students. Student use statistics and needs surveys conducted by various offices give a picture of satisfied users at current student to staff ratios. The CSEQ survey results indicate smaller proportions of students involved in such things as sports, housing, and student activities than students at other four-year institutions. These results may affirm the belief that student needs for connections and socializing are met in the academic program. It could also explain the lack of momentum in establishing a student government, the increasing difficulty in finding students to serve on DTFs, and the lower than desired numbers of students participating in clubs and intramural sports.

At the same time, if Student Affairs could connect more intentionally with students through the curriculum, it might contribute to increased retention rates at the college. We now realize that part of our future work needs to focus on increasing awareness of our services. In addition, it has become apparent that students do not often realize which entity at the college is providing what services or that they have gained certain outcomes due to their experiences in housing, student activities, or club sports. While this may be due, in part, to the success of Evergreen's seamless learning environment, it may also be the result of our lack of overt developmental language in promoting and carrying through on services. Student Affairs will be most successful in contributing to learning outcomes through increased partnerships with Academics and the integration of services into the classroom.

Better integration of services with the curriculum places added emphasis on embedding academic and career planning in the curriculum along with sexual assault prevention; alcohol, drug, and wellness education; multicultural workshops; and leadership development. Core Connectors, faculty institutes on student issues, faculty, staff, and student committees such as the Enrollment Coordinating Committee, and joint faculty/staff retreats take on even greater importance as vehicles for doing this. A commitment to this approach encourages areas such as Housing, Recreation, Wellness and Athletics, Student Activities, and Police Services to find ways to mesh with the academic focus of Evergreen.

As Student Affairs pursues future issues and goals the following specific objectives provide an action plan:

- Assign responsibility to specific individuals for ensuring that each of the dimensions of the Student Affairs' goals and objectives are implemented.

- Build upon the success of the division's professional development committee with additional workshops and programs on themes identified in individual performance reviews and area self-studies, e.g., educational outcomes assessment.

- Remain attentive to the impact an increasing student body has on student services. Plan realistically for additional staffing and resources through frequent review of the division's goals and objectives.

- Prepare to expand housing for a student population increase.

- Create a "climate of assessment" in Student Affairs through the expectation of ongoing assessment in all offices with an emphasis on educational outcomes. This will occur through the collaborative leadership of the vice president and Director of Institutional Research.

- Allocate resources and develop and adhere to an assessment timeline to conduct all three levels of assessment.

- Demonstrate the application of what is learned from this assessment in setting and regularly reviewing division and unit goals.

- Continue to imbed the curriculum with student service objectives as an effective means to reach students in a seamless learning environment.

- Clearly identify for students the origin of student affairs programs and be more overt in highlighting the resulting personal and academic development.

- Find specific ways to generate more student interest and availability to serve on DTFs.

- Continue to support the formation of an undergraduate student government with staff guidance, advising, and necessary seed money from Services and Activities Fees.

- Build upon Student Affairs and Academics collegiality through joint professional development and collaborative projects that promote student learning. A joint Academics and Student Affairs group led by the provost and Vice President for Student Affairs could plan these efforts.

- Expand the part-time Grievance Officer position to half-time.

- Explore the feasibility of assembling additional policies and procedures of Student Affairs offices not found in the Rights and Responsibilities book into an additional book.

- Use the established link between Registration and Records, APEL, and the Academic Deans to discuss the problematic impact of any new and existing policies so that procedures may be put in place to avoid, eliminate, or resolve complications that arise.

- Monitor enrollment of Running Start students for a significant trend or increase in their numbers. It may be enough to warrant tracking for retention, graduation, and satisfaction with their academic program.

- Set up a meeting with The Dean of Enrollment Services, Admissions Office, and directors of the graduate programs to clarify use of the Admissions Office in assisting with graduate student admissions.

- Apply the external consultant's recommendations on strategies to recruit more in-state high-school-directs swiftly and with adequate staff and fiscal support.

- Regularly revisit and incorporate all stakeholders in the development, review, revision and implementation of the college's plan to grow to 5,000 by 2010.

- Address the drop in numbers of new students at Spring 1997 orientation and advising sessions with the Enrollment Coordinating Council. Begin with a review of the decision to allow new students to use EARS.

- Secure adequate technology for Financial Aid that is integrated with other student service operations including but not limited to admissions, registration, and student accounts.

- Conduct an Office of Financial Aid student satisfaction survey in 1998. Ensure review of results and application of those chosen through a review by the Director and Vice President for Student Affairs.

- Secure more faculty involvement in parts of new-student orientation such as Model Seminars for Parents and workshops on student seminaring. Begin with

a study of why faculty choose not to participate. Follow up with efforts by the provost, Academic Deans, and Student Affairs to address these reasons.

- Conduct a 1998 evaluation of new components implemented from the Academic Advising DTF.

- Conduct a 1998 review to evaluate Career Development's success at addressing student feedback which involved requests for more library resource offerings, more variety in job listings, and improved intake in the reception area.

- Annually review staffing and student needs in the Counseling Center for possible expansion of psychiatric services and alcohol and drug counselor/educator.

- Remain attentive to growth of specific student constituencies in an effort to provide offices with necessary resources, i.e., the learning disabled population, low income students, and part-time students.

- Define as a Student Affairs unit the relationship between the Tacoma and Olympia campuses with regard to shared personnel and other resources.

- Plan to conduct a campus-wide satisfaction survey on Police Services in the next three years to measure success at efforts to follow the practices of community-based policing.

- Plan to have housing review and implement recommendations of the external review team in conjunction with the Housing DTF recommendations. Housing should also define diversity and its importance to their mission, and prepare for enrollment growth.

- Conduct a 1998 campus-wide study on satisfaction levels and needs with regard to food services.

- Find opportunities to build the Recreation, Wellness and Athletics staff to meet the needs of facility operation and administrative support.

- Effectively market the programs and services of Recreation, Wellness and Athletics and Housing.

- Utilize more fully the interest and insight brought by members of the campus to the Bookstore Advisory Committee.

- Monitor current efforts to successfully address tensions on campus which are the result of fears that NCAA III membership and a basketball team will bring an athletic emphasis to the school.

- Involve the community in determining which sports will be added in the future to fulfill NCAA III requirements.

- Find effective strategies to hire qualified women to fill athletic vacancies.

Summary of Recommendations and Findings

- Student Affairs experiences a collaborative relationship with colleagues in all areas of the college, and shares the philosophy of supporting students in having the best educational experiences possible while attending Evergreen.

- Innovative and effective programs put student learning first in an attempt to recruit and retain a widely diverse student body for full-and part-time studies. In creating and maintaining an inclusive campus environment Evergreen is committed to welcoming students with disabilities, international students, students from various ethnic and cultural backgrounds, first-generation college students, and those from a wide variety of socio-economic backgrounds.

- Recruitment of in-state high-school-direct students and retention of out-of-state first-year students remain challenges. Student Affairs should lead the way in working collaboratively with other college divisions to improve in these areas particularly as we grow to 5,000 students by 2010.

- Increased professionalization of Student Affairs has resulted in student-centered programs and services that teach students to be responsible for their own education. An ongoing commitment to professional development will assist staff in providing a supportive learning environment for current and future students.

- A "climate of assessment" is evolving in Student Affairs through the expansion of (1) regular gathering of baseline data, (2) ongoing needs and satisfaction surveys, and (3) an emphasis on educational outcomes.

- The absence of an undergraduate student government is a problem in ensuring student voice and input on all issues. A graduate student government is just beginning with the hope that it will provide an incentive to the undergraduates. Student Affairs remains supportive of all efforts to form a student government.

Exhibit 3-1
The Evergreen State College
Student Affairs Mission Statement

The Student Affairs division of The Evergreen State College supports the institution's mission by providing programs and services that assist students in achieving important learning outcomes. We do so by:

I. Helping students to become critical thinkers who are aware of what they know, how they learn and how to apply what they know. We support students as they learn to work in an environment that is collaborative and interdisciplinary.

II. Providing efficient student-centered delivery of services.

III. Creating and maintaining a secure campus environment which offers a rich array of intellectual, cultural, social and recreational activities.

IV. Encouraging healthy behaviors and the development of interpersonal skills.

V. Increasing student appreciation for human diversity including consideration of ethnicity, culture, gender, age, sexual orientation, disability, nation of origin, economic and social background.

VI. Promoting responsible citizenship within the Evergreen community and in our global society.

VII. Serving as an advocate for student needs and concerns and helping ensure that students have input into decisions that directly affect their lives. In addition, we share our knowledge of students gained through contacts, research and assessment.

Exhibit 3-2
Student Affairs
Organizational Chart

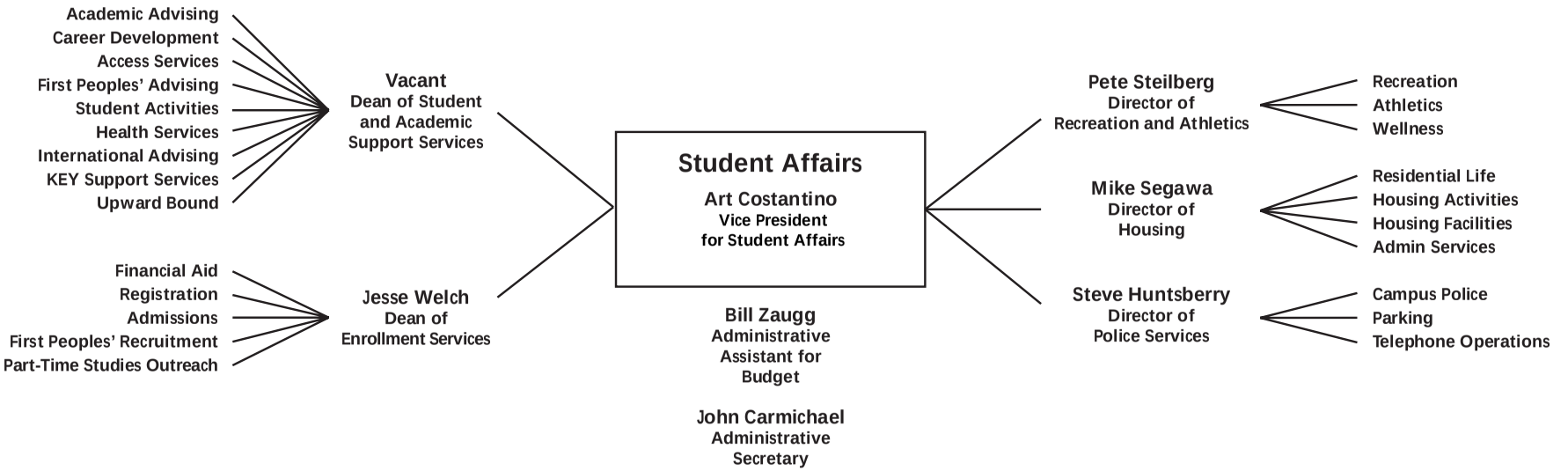


Exhibit 3-3
Student Affairs Staff Profile

	Professional	Support	Student	Graduate Intern	Faculty Advisor	Temporary Employee	Coaches	Faculty Liaison
Female	51	28	90	3		30	1	5
Male	37	5	58		1	45	5	3
Degrees:								
PhD, EdD	3					1		
MD, JD, MSW	1	1						
MA, MS	34	2		2				8
BA, BS	31	9	5			2	6	
AA, AAS, Certificate, etc.	5	9	17	1				
Years Experience in field:								
none	1	2	20				2	
less than 5	22	10	112	3		2	1	6
5 - 10	26	14	1				2	2
11 - 15	16	3					1	
16 - 20	9	4			1			
more than 20	14							
Full-time:								
9/10 months	10	2			1			
12 months	74	28	1					
Part-time:								
9/10 months			116	3		2	6	8
12 months	4	3	16					

Exhibit 3-4
Admissions Report

	Evaluation Year 1997*	1 Year Prior 1996*	2 Years Prior 1995*	3 Years Prior 1994*
First-Time Freshmen Applications Received	**1855**	**1831**	**1890**	**1879**
Admitted	1628	1606	1585	1420
Denied	133	131	148	308
Enrolled	505	542	437	402
Transfer Applications Received	**1756**	**1418**	**1556**	**1621**
Admitted	1519	1149	1215	1237
Denied	69	56	49	68
Enrolled	868	662	815	844
Readmission (*)Applications Received	**77**	**41**	**58**	**62**
Admitted	75	41	55	57
Denied	0	0	0	0
Enrolled	39	24	33	29
Graduate Applications Received	**225**	**235**	**164****	**333**
Admitted	168	168	119	168
Denied	28	31	23	118
Enrolled	121	128	67	62
Professional Applications Received	**NA**	**0**	**0**	**0**
Admitted	NA	0	0	0
Denied	NA	0	0	0
Enrolled	NA	0	0	0
Non-Degree Applications Received	**NA**	**0**	**0**	**0**
Admitted	NA	0	0	0
Denied	NA	0	0	0
Enrolled	NA	0	0	0

* Based on fall quarter enrollment
** MIT - not accepting a new class this year.