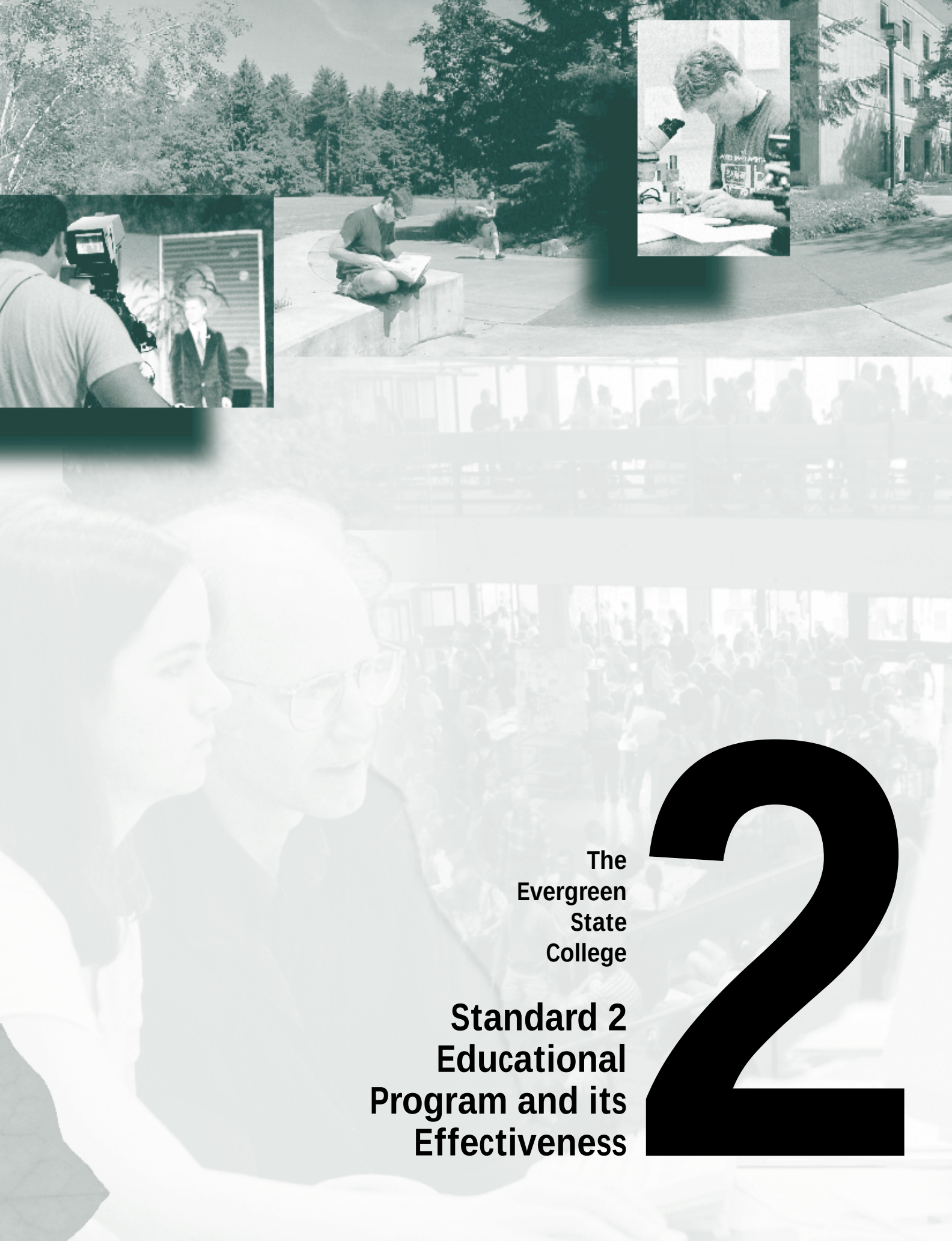

The
Evergreen
State
College

Standard 2 Educational Program and its Effectiveness

2

Standard 2
Educational Program and Its Effectiveness

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Standard 2
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Overview of the Academic Program

Evergreen was founded in 1967 with a threefold mission: to serve southwest Washington, to serve state government, and to be a nontraditional alternative to the other public colleges in Washington State. The original regional mission has since been replaced with statewide recognition as an innovative liberal arts college.

Evergreen's planning faculty were given broad latitude to experiment, latitude that they quickly translated into a mandate to experiment. They designed the college to address their criticisms and frustrations with higher education in the late 1960s. Most of these criticisms still describe too much of higher education: the disaggregated learning structure, the disconnection between the students' classroom learning and their activities outside the classroom, and the turf battles among academic departments. Almost from the beginning we chose to define ourselves by those characteristics that distinguish us from our sister institutions: we teach in yearlong, team-taught, interdisciplinary programs; we evaluate students through narrative assessments rather than grades; we organize the curriculum by planning groups rather than departments; our graduation requirement allows student designed areas of emphasis by simply requiring the achievement of 180 quarter hours.

The structure the founders designed is still largely in place. It has, for the most part, been highly successful in terms of student learning and faculty vitality. It has been gratifying to see many institutions emulating Evergreen's structural and pedagogical innovations through "learning communities." We know, at the same time, that all structures have their own limitations and frustrations. One innovation often precludes another. We have designed this self-study to look at both the successes and the frustrations of "the Evergreen way," and to guide our planning for the future.

As a new institution, Evergreen had an unusual opportunity to create a distinctive and coherent institution. We have tried to ensure that the form of the college supports the functions we hold most important. Because we believe in collaborative teaching and learning, we have minimized competition among students and promote team teaching among faculty. Because we believe in a coherent learning environment, we design the curriculum around full-time interdisciplinary coordinated studies programs that probe significant issues with time for learning and reflection.

Strengths of the Academic Program

Many of the strengths of Evergreen's academic program derive from close adherence to the college's mission, a carefully aligned organizational structure, a versatile and committed faculty and staff, and a firm grounding in what is known about effective teaching and learning. Figure 1 describes the relationship between these different aspects of Evergreen. This self-study has been useful in assessing the congruence between our theory and our practice. The following sections of this chapter describe key elements of the academic program and spell out how the organizational culture in Figure 2-1 operates at Evergreen.

Figure 2-1
An organizational culture and structure systematically focused on student learning

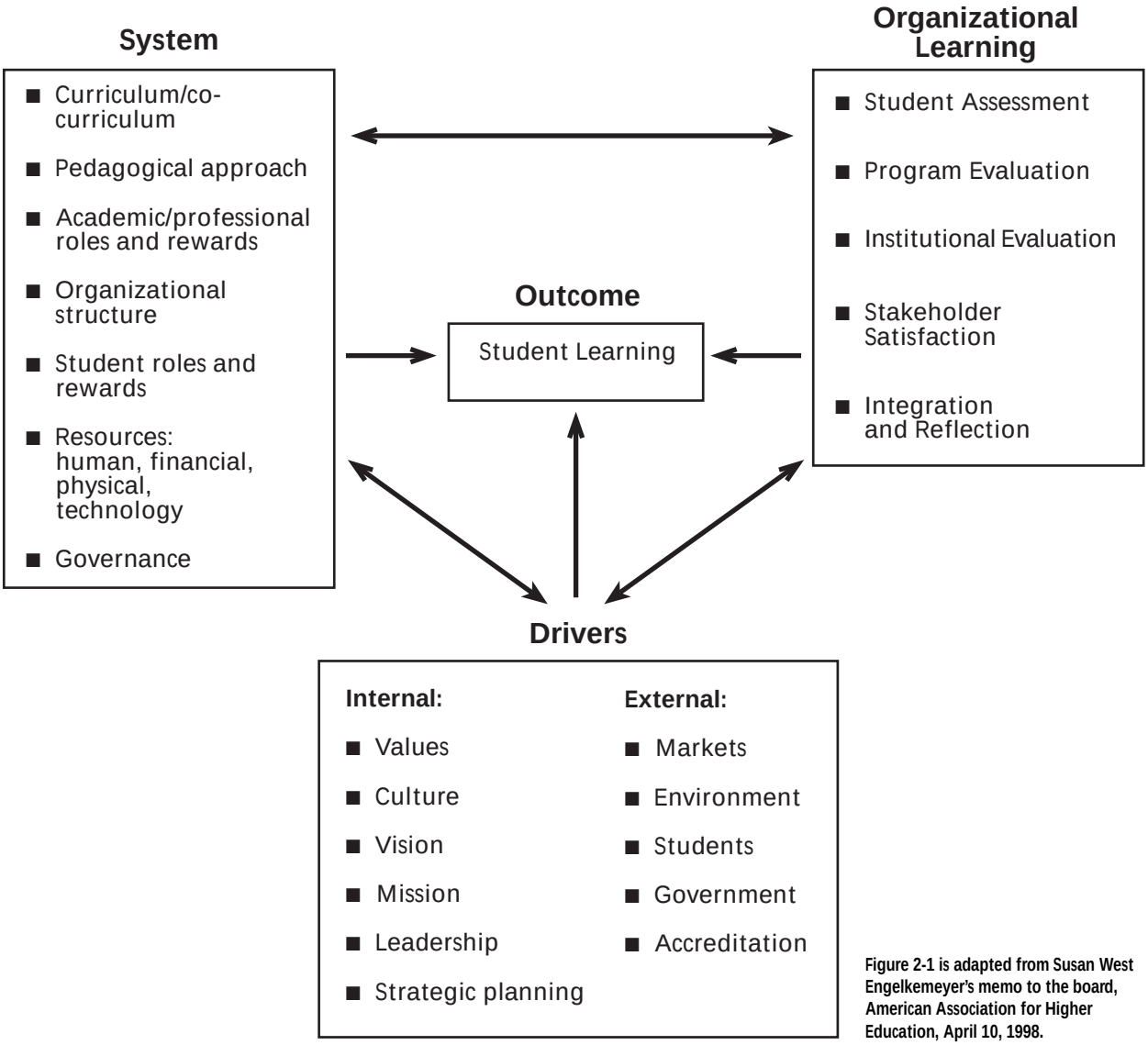


Figure 2-1 is adapted from Susan West Engelkemeyer's memo to the board, American Association for Higher Education, April 10, 1998.

Focus on Teaching and Learning

A clear and consistent focus on teaching and learning is an important element of Evergreen's academic program. The college Mission Statement and the faculty appointment and reappointment policy clearly identify teaching as the central work of the faculty, at both the undergraduate and graduate levels. The structure of the curriculum, the faculty interview and appointment process, and the definition of faculty roles and rewards sustain this focus in several ways.

First, the curriculum is organized into academic programs that are primarily yearlong, team-taught, coordinated studies programs. Each faculty on a team works with twenty-five students in small seminar groups, and all students work together as program members. Faculty are responsible for sixteen quarter hours of credit for twenty-five students each quarter. Full-time teaching at Evergreen means just that. There are few diversions from teaching and the structure supports intense commitments to one group of students over time. Instead of juggling the

multiple demands of students in three or four different courses, research responsibilities, and other duties, faculty at Evergreen find their workload heavy, but focused and coherent.

The faculty development and evaluation policies support the primacy of teaching to faculty roles and rewards. The evaluation process is based on Teaching, Meeting Commitments, Planning Curriculum, Participating in College Affairs, and Professional Development (see Faculty Handbook, 4.300, Section (12) (a)-(e), Exhibit Room, Exhibit 2-11). College-sponsored opportunities for faculty development emphasize the relationship of academic study to a faculty member's teaching responsibility. Faculty evaluate their own work, and are evaluated in turn by their students, their teaching partners, and their academic dean (see Faculty Handbook, 6.300; and Standard 4).

Unified Sense of Purpose (Five Foci)

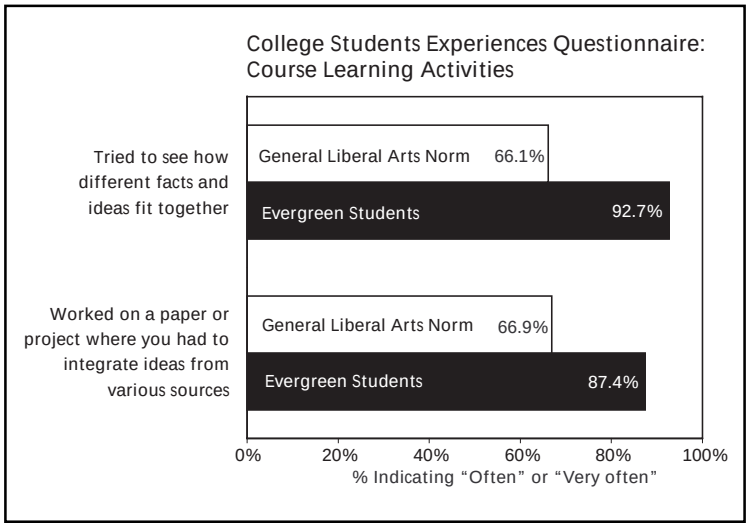
Evergreen can also be characterized by a unified sense of purpose in terms of its educational philosophy and values. Few colleges put forth a detailed statement of educational philosophy and goals. We do, and we believe that these educational values make sense in terms of student learning. Faculty understanding of and adherence to these principles is important, especially as more new faculty members join this community.

Evergreen's 1989 self-study (Exhibit Room, Exhibit 2-12) described the college's unified sense of purpose in terms of the "Five Foci of an Evergreen Education." Central tenets of the mission statement, the five foci have been widely discussed across the college. They provide a coherent educational philosophy and sense of purpose for the college that goes considerably beyond what was for many years a negative description of the college in terms of what it was not (not traditional, no grades, no departments, etc.).

These five principles reflect the fundamental academic commitments of the college. They help to direct student and faculty attention. They explain why certain educational practices are important, and they provide a yardstick for our own assessment processes.

Building on the 1989 self-study, the five foci can be described as follows:

1. **Interdisciplinary Study.** Interdisciplinary work is central to Evergreen because it accomplishes three major tasks: it provides an integrated understanding of the information presented to students so they can begin to see how connections between various parts of their learning are made; it forces students to move beyond a simple model of truth or falsehood by making apparent the existence of divergent disciplinary truths about the same issue; and interdisciplinary work empowers our students by more accurately reflecting the way issues occur in the real world. We offer several models of interdisciplinary academic programs: those studies which move among or between several conventional academic disciplines; those studies which draw upon several conventional academic disciplines combining their information and techniques in order to solve complex problems and treat themes

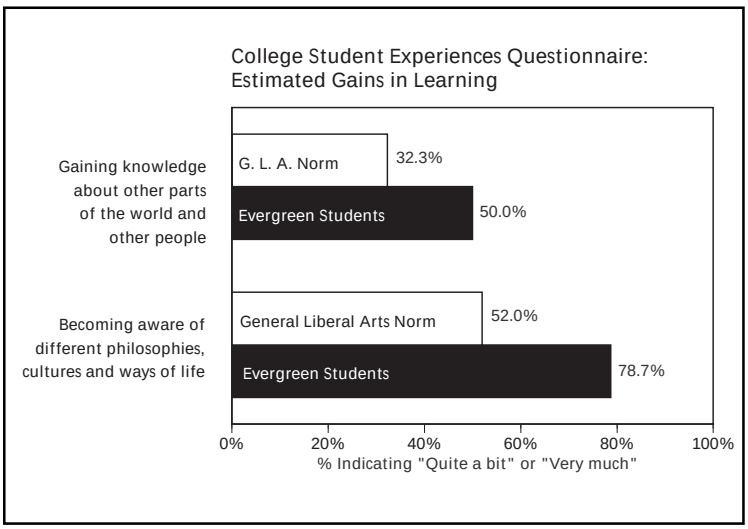


more complex than those which lie within the competence of individual disciplines; and those studies which go beyond conventional disciplines toward the opening of new fields of inquiry.

2. **Personal Engagement in Learning.** Personal engagement is critical to learning. Core educational issues must be about student empowerment and how students develop a capacity to judge, speak, and act on the basis of their own reasoned beliefs, understandings, and commitments. Students at Evergreen are required to make their own choices about their educational objectives and their courses of study, because prepackaged majors are not available. Personal engagement is also demanded by the program structure which includes active learning in many different forms, including student self-evaluations which are an integral part of the evaluation system. The intensity demanded by the structure of many Evergreen programs creates a situation where students feel responsibly engaged not simply in a dyadic relation with the teacher, but in a community of learners within the program. The reality of this community obscures distinctions between social life and school work and creates an arena within which students are compelled to engage in active creation, expression, and development of their ideas both individually and collectively.

3. **Linking Theoretical Perspectives with Practice.** The only way to thoroughly understand abstract theories is to apply them to real-world situations. This connection of theory to practice at multiple levels reflects Evergreen's fundamental commitment to a vision of education that emphasizes effective participation in citizenship. Engaging in a dialectic between theory and practice strengthens students' choices and abilities to understand the world. In its most direct form this focus refers to such activities as internships and community projects or studies undertaken by groups of students within programs.

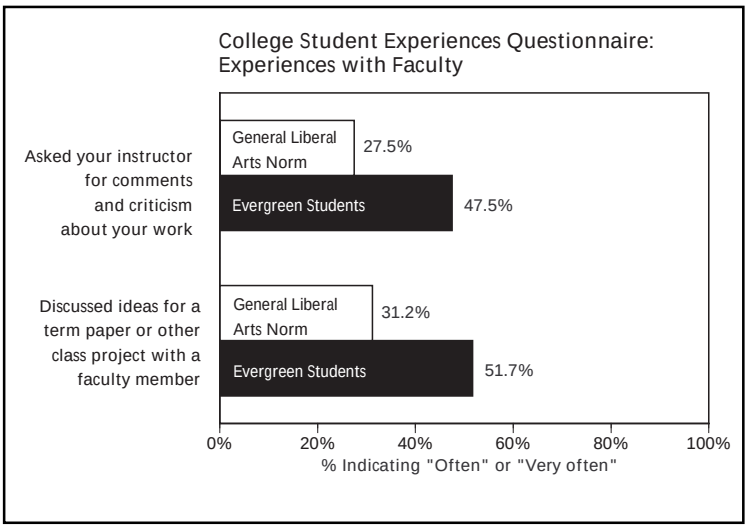
4. **Collaborative/Cooperative work.** Evergreen stresses collaboration because we are convinced that it more accurately reflects the world of personal life, work, and social action than does a model based on isolated competition. The faculty believe that cooperative and collaborative behavior are more conducive to the creation and acquisition of useful knowledge. We recognize that a significant proportion of what people learn in college is learned in the process of explaining, discussing and creating understandings with others. Group projects and seminars are two of several ways in which students gain experience in working with others. Cooperation is modeled for students in a rotating governance structure, faculty status without rank, a uniform salary grid, and by program teaching teams. It is supported in the classroom by narrative, non-competitive evaluations, and by the prevalence of seminars and discussions as central elements in most learning experiences.



5. **Teaching Across Significant Differences.** Teaching across significant differences is a central strategy to help students prepare for life in an increasingly diverse world. The college is committed to admissions, faculty hiring, and staffing policies which bring to the campus a wide diversity of people in terms of a variety of cultural, experiential, and eth-

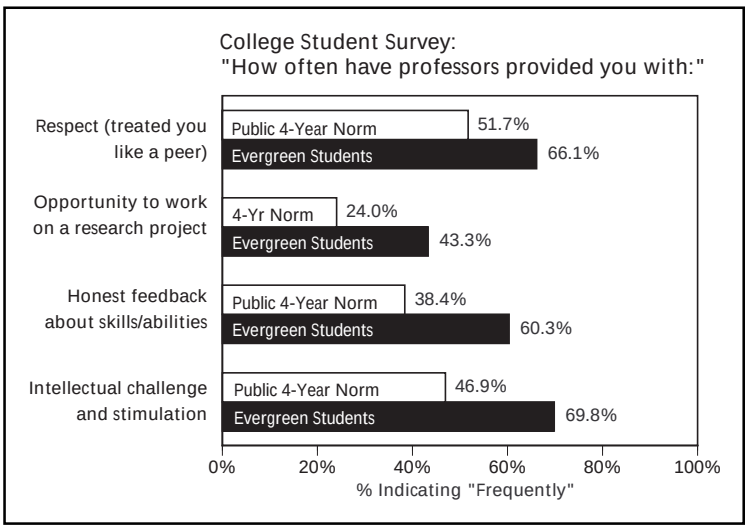
nic characteristics. Faculty at Evergreen also create a curriculum which reflects this diversity in its content, and design learning activities which encourage student engagement with diversity. Diversity of persons and program is an important component of interdisciplinary education, and it also reflects the commitment of the college to social justice, access, and opportunities for people under-represented in higher education.

These five foci remain central to Evergreen's approach to teaching and learning. They are widely understood and supported by the faculty. Responses to the spring 1997 faculty survey indicated that "relating theory and practice," "learning to collaborate with others," and "understanding diversity in America" were the second-, fourth-, and fifth-ranked expectations that faculty had of students. (The first and third teaching goals were "developing critical thinking abilities" and "improving writing ability.") The same survey revealed that faculty used student research/creative projects, seminars, small group work, and student self-evaluations, among the top six modes of teaching (Exhibit Room, Exhibit 2-13).



Academic Program Design

One of Evergreen's most important innovations was to design a curricular structure that facilitated putting these five principles into practice. A key early decision was to design the curriculum around yearlong coordinated studies programs rather than discrete courses. Coordinated Studies Programs are thematically organized, posing a question or problem worthy of intellectual investigation and study. They are interdisciplinary, drawing on two or more traditional academic disciplines in order to fully explore the theme. Typical programs in recent years include "Literature, Values and Social Change: Europe and the United States in the Nineteenth Century" (history and literature of Europe and the United States), "Great Stories" (literature, philosophy, history of science, mathematics), "Mirrors of Language" (cognitive psychology, linguistics, literature), and "Ecological Systems of Puget Sound" (environmental studies, public policy, biology, literature). Program portfolios, chronicling a year's study, are on display in Gallery IV (Exhibit 2-40) and provide a close in view of program activities and student development.



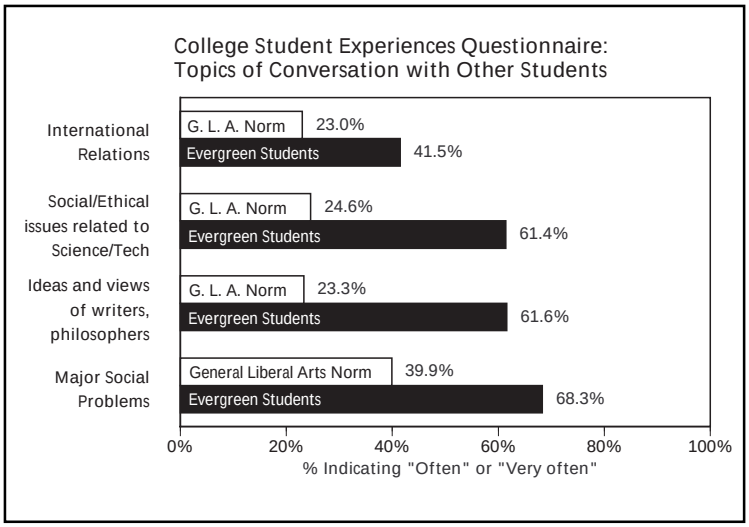
Faculty in these academic programs are responsible for all of the student's work in a given quarter: writing, seminar discussions, exams, research projects, and group projects each focused on the program's theme. At the end of the program, faculty evaluate each student's performance through a written evaluation and discuss this document in an evaluation conference. The resultant narrative evaluation and the student's self-evaluation become part of the student's transcript. Students also write detailed narrative evaluations of

faculty. Those evaluations are a required component of each faculty member's portfolio. The reciprocal narrative evaluation process is central to Evergreen's belief in collaborative teaching and learning.

Many elements of the academic program design emulate what we know about academic "best practices" and promote student success:

Student/faculty interaction

The coordinated studies model of curriculum design allows Evergreen faculty to tailor their teaching to student learning needs. The mix of activities for a program during each week—large lectures, films and presentations, small-group work, seminar discussions, workshops—allows faculty to know students and their work well, and increases the opportunities for student/faculty interaction. The narrative evaluation process reinforces the understanding that faculty have of students' work, and encourages students to reflect on their own learning.

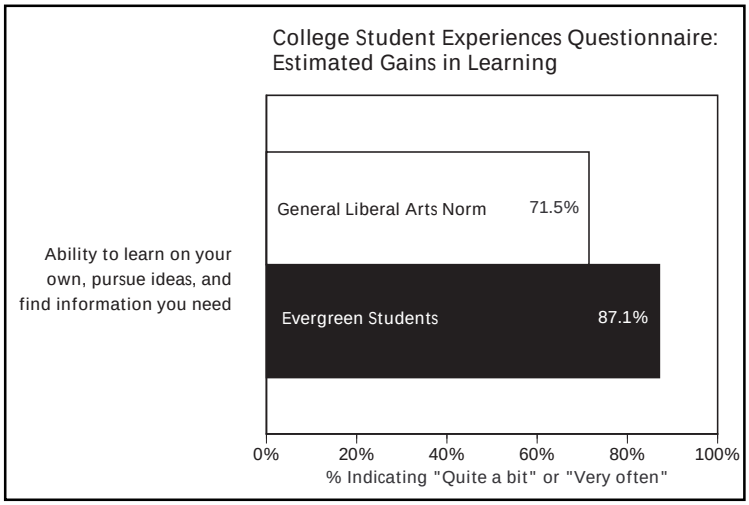


Student/student interaction

Because most programs emphasize small-group work, students have the opportunity to teach and learn from each other. Student seminars are one of the major ways in which student/student interaction is promoted. But they might also plan a research project together, design a software program for a local small business, work together to prepare a presentation for their fellow students, or complete an academic assignment. By working together, they learn to understand diverse points of view, to accommodate diverse learning and working styles, and to plan together to accomplish a common goal.

Student independent work

The flexibility of program design allows students to plan and carry out significant independent work. Many programs build an independent research component into the program activities, typically in the last quarter of the program. Students may also design independent work with individual faculty. The student proposes a research project and working together, the faculty and student refine the Independent Learning Contract, identifying the activities and procedures for evaluating the work.



Engagement in learning

Academic programs expect that students will participate actively in their learning—designing projects alone or with a group of students; facilitating and participating in seminar discussions; making public presentations to the program; participating in the academic planning process. Students are active rather than passive learners.

Frequent feedback

In addition to the regular formal evaluations from faculty, students receive frequent responses to their written and oral work. Peer

feedback plays an important role in most of our learning communities as well.

High expectations

Students and faculty expect rigor and quality in their work. The challenge level in interdisciplinary programs is high but it is mixed with much support and encouragement from both peers and teachers.

Collaboration Between Student Affairs and Academics

Bringing the entire institution centrally into the teaching and learning process is also an important aspect of Evergreen's approach. A growing relationship with student affairs has been particularly important in the last decade. Because students' academic and co-curricular lives are so intertwined, Evergreen strives to integrate the work of Student Affairs staff and academics to make students' education seamless. This collaboration is institutionalized in a variety of ways: through the Core Connectors program a member of Student Affairs staff acts as liaison with each Core program to help students in the adjustment to college and college life. Additionally, the Enrollment Coordinating Committee (ECC) is composed of representatives from admissions, academic administration, faculty, Student Affairs staff, and Registration and Records. This group sets policy for admissions and registration and serves as a valuable sounding board for college-wide issues which transcend the boundaries of bureaucratic units. A parallel group, the Part-Time Studies Coordinating Committee, also combines staff from College Relations, Student Affairs and Enrollment Services with Academics. Finally, the International Studies Advisory Board consists of the Coordinator of Study Abroad Programs and faculty members.

Collaborative Decision-Making

The structure of academic administration and faculty governance are also key elements of Evergreen's educational approach. Evergreen is innovative in both its social and educational goals. Because we are trying to form new kinds of community, the college is committed to a broad consensual approach to decision-making and to reconceiving traditional notions of authority: at the level of the academic programs, where students participate in decisions concerning the program; at the level of curriculum design, where planning groups plan the offerings, and the Planning Group Coordinators meet to design the college-wide curriculum; at the level of faculty governance, where faculty, staff, and students participate in Disappearing Task Forces (DTFs) to recommend policy; and at the college-wide level, where DTFs of faculty, staff, and students meet to determine budget priorities, technological planning, college growth, and other large issues. Although some committees must, perforce, be on-going, faculty, students, and staff hope to gather together to resolve an issue, and then "disappear." This practice guards against creeping bureaucracy and reenforces the continual shifting of power and authority.

The principle behind such collaboration is our belief that decisions made collaboratively are inherently better. Participation in decision-making ensures wider understanding of the issues, and greater support for the decisions, even when they are unpopular. From its earliest days, Evergreen stressed accountability, consultation, and collaboration, and locatability and responsibility for decisions.

The Structure of Academic Administration

Evergreen's academic administrative structure also reflects our commitment to the primacy of teaching and collaborative decision-making, and to faculty responsibility for academic decision-making. The Academic Vice President and Provost is the chief academic officer. Working with her are a team of five academic deans and one dean of the library. The academic deans rotate from the faculty for staggered fixed-year terms. Although each has an area of

primary responsibility (budget; curriculum; part-time studies; hiring and faculty development; and first-year, graduate, and off-campus programs) all of the deans share equally in faculty evaluation and responding to student and faculty problems, as well as other governance duties that arise.

The principle of rotating deans is crucial to Evergreen's sense of collaborative decision-making and an important means of keeping academic administration closely tied to teaching. This principle has been in place since the first year of the college with some modifications. Some of the reasons for having rotating academic deans are to encourage faculty to try new roles, to ensure that academic administrators have first-hand experience in the programs they are directing; to develop a pool of administrative talent; and to break down some of the barriers between faculty and administration (see Standard 6 for more detail).

A major change in the structure of the academic administration since the last reaccreditation study has been the addition of faculty coordinators within each of the five planning units. These coordinators have clear job descriptions and release time spring quarter to do administrative work. Spring quarter is when the college catalog is produced and the major work is done to develop new hiring priorities. Adding faculty coordinators is an attempt to give the faculty more direct responsibility for planning each area's curriculum, and to better manage the curriculum as the institution increases in size. The planning coordinators are nominated by their affiliated faculty for a two-year period of service, renewable once, and they are appointed by the provost and the academic deans.

The Process of Curriculum Design and Review

Annual Curriculum Planning Processes

Evergreen's educational programs are redesigned each year by faculty teams, in consultation with members of the Planning Units, the Planning Unit Coordinators (PUCs), and the Curriculum Dean, with oversight by the academic deans and provost. As a group, the Planning Unit Coordinators consider balance between beginning and advanced programs, coordinated studies and group contracts, team and solo teaching. The curriculum dean, who has ultimate accountability for the curriculum decisions, provides enrollment planning numbers based on previous history.

The curriculum planning process is both structured and informal. Many programs are planned during lunch-time conversations, or over coffee in the Deli. Programs also arise from discussions in Planning Group meetings. In addition, each fall the college has an off-campus all-faculty curriculum planning retreat. This Fall Faculty Retreat marks the beginning of the planning cycle for the new curriculum that will be offered two years hence. In October 1998, for example, faculty will begin work on the 2000-01 curriculum.

To emphasize the commitment to programs for first-year students, we give them priority in the planning process. Faculty plan programs for first-year students first, then the interarea programs, and finally the programs for each planning unit. The planning unit coordinators discuss the emerging curriculum at every stage of the process, paying particular attention to the planning guidelines established by the Long-Range Curriculum Review, with 20 percent of the faculty in each planning group working in programs for first-year students, 20 percent in the broadly interdivisional programs, and 60 percent in programs within the planning groups themselves (Exhibit Room, Exhibit 2-14—Long-Range Curriculum Report). The timeline for planning the 1999-2000 curriculum follows.

Timeline for the 1999-2000 Curriculum

Sept 18, 1997	Initial meeting for faculty interested in Core
Oct 29	Planning Group meetings
Nov 5-7	Faculty Retreat. Float Core ideas from each planning group. Identify topics/content and gaps. Interarea planning
Nov 19	Planning Group meetings. Present Core plans. Begin area curriculum. Present Core for 1999-2000
Jan 28, 1998	Planning Group meetings
Feb 25	Planning group meetings; 1999-2000 curriculum + hiring priorities
March 30	PUCs identify 1999-2000 curriculum, and catalog copy questionnaire goes out to program coordinators
April 8	Planning Group meetings
April 10	Copy and disks due to dean's office for edit; final edit on Interdisciplinary Fliers; begin work on catalog introductions
April 27	Catalog summit
May 4	Return edited copy to faculty and PUCs for final check
May 6	Planning Group meetings
May 11	Final copy back from faculty and PUCs to deans
May 30	Final version goes to College Relations for final edit
June 1-30	College Relations edits
July 15, 1998	Final layout of catalog

Near the end of the planning process, comments are solicited from the community through the "Trial Balloon," a draft curriculum posted on walls throughout the campus. This is one of several attempts to involve the students in the process of forming the curriculum. Because this process has had limited participation from students, the planning group coordinators are currently developing new ways to engage students in the curriculum planning process within the planning groups.

Long-Range Curriculum Review Processes

Evergreen initiates program reviews of all academic areas at least every seven years (the cycle is outlined in Standard 1) in accordance with the state's program review guidelines and conducts a Long Range Curriculum Review approximately every eight years to look at the larger picture of the college-wide curriculum and make recommendations for change, although changes can occur sooner. There have been three major curriculum reviews in Evergreen's history. The first in 1975 led to the establishment of specialty areas (precursors to what are now called planning units or groups). The second review in 1982 was the second realignment of the faculty and curriculum, resulting in the development of some new areas and the elimination of others. The most recent curriculum review also dramatically reconfigured

portions of the curriculum. It was charged by a 1994 Long-Range Planning process and began its work in the summer of 1994.

There is no aversion to redesigning the curriculum structure at Evergreen. All of these curriculum reorganizations have dealt with fundamental questions about how to achieve the appropriate balance of sequenced and repeating programs and new programs that change year-to-year. In every review there has been a conscious attempt to provide clearer pathways for students while avoiding departmentalization at the college. Planning units and specialty areas are a far cry from traditional departments, and there are few at Evergreen who want that to change. Loose groups of affiliated faculty, planning units have no budgetary or hiring authority. Furthermore, faculty are given considerable flexibility in terms of the areas with which they affiliate and considerable latitude to design curriculum from year to year. In the latest reconfiguration, for example, a number of faculty switched areas, resulting in more interdivisional capacity within the new areas. The culture allows considerable autonomy and relies heavily upon general notions of equity and duty to ensure that everyone's needs are met. A number of recommendations in the various long-range curriculum DTFs have attempted to better clarify faculty expectations.

The process undertaken by the most recent Long-Range Curriculum DTF is a model of the way assessment can drive policy and practice. The focus groups of faculty and students in Core collected the new information; the summer faculty workshop on teaching Core both gathered and disseminated information. These activities led to a second-round research agenda—including a faculty workload study, a faculty teaching history, a study of the balance of Core/interarea/area teaching. The final report pointed to yet additional research in the form of charges for a Narrative Student Evaluation DTF, an Advising DTF, and a Hiring Priorities DTF.

The Long-Range Curriculum DTF was made up of faculty, staff, and students, and it produced several major documents and recommended several DTFs, e.g., Faculty Hiring and Academic Advising, which formed the basis of several college-wide discussions and were the focus of faculty discussions at the Fall Faculty Retreats in 1995 and 1996. Students on the DTF organized two all-day student forums. The DTFs both used existing assessment data, and commissioned several additional studies. Particularly useful were the assessments of freshman retention, surveys of students who withdrew from the college, and the focus groups of faculty and students in Core programs.

By the time the DTF presented the penultimate draft to the faculty in January 1996, most members of the college community had participated in wide-ranging discussions of the recommendations. The final draft was approved by the faculty in February 1996. Through a combination of the assessment activities described above, the following areas of emphasis for curricular review were identified: availability of advanced work; the balance (or imbalance) between student specialization and breadth; faculty affiliation with and participation in specialty areas; student participation (or lack of it) in the academic planning process; integrity and coherence of the degree; curricular consistency, quality, and sequencing; student retention; lack of student program choices; and uneven functioning of specialty areas.

The DTF recommended four structural changes: (1) that five planning groups replace the previous eleven specialty areas; (2) that curricular offerings be structured through four major modes of study: planning area programs, interarea programs, programs for first-year students, and individual and student-originated study; (3) that deans and planning group coordinators, in consultation with each group's members set targets for the proportion of each group's faculty to work in first-year programs or with first-year students, in programs within the area,

and in interarea programs, with a distribution target of 20 percent of the faculty from each area in programs serving first-year students, 20 percent in interarea programs, and 60 percent in planning group programs; (4) that a coherent, degree-oriented part-time studies curriculum, consistent with Evergreen's educational philosophy and values be created to serve part-time students. Various structural and procedural changes were made to put these recommendations into action.

After faculty approval of the recommendations, the report went to the Board of Trustees for final approval. We have implemented all of the recommendations of the DTF. The 1997-98 academic year was the first to be designed under the new curricular structure. We are just beginning the process of assessing the Planning Unit structure.

The Catalog

The college catalog is a course listing and a description of the college. It is a recruiting tool, and as such, one of Evergreen's most important publications. We use information from staff in College Relations, Admissions, and Advising—the people who use the catalog most with students and prospective students—to design the new catalog, in order to tell the story of Evergreen in the most effective way. Planning unit coordinators write the introductory section to each area of the curriculum, and oversee the descriptions from the area. Faculty members write program descriptions which the Curriculum Dean and the college editor review and edit, if necessary, with the expectation that the descriptions will reflect the faculty teaching the program and will thus be necessarily varied in voice and tone. The curriculum for 2000-01 becomes fixed with publication of the catalog in the fall of 1999. Changes to this plan (due to faculty or student needs) are made by the Planning Unit Coordinators, working with the curriculum dean.

The ultimate responsibility for the curriculum resides with the curriculum dean and the provost, but consultation and collaboration are so wide-spread that only rarely do either the dean or the provost "order" curricular changes.

After the reorganization of the planning units (from the 1996 Long-Range Curriculum DTF report), faculty work more closely with the coordinator and with other members of their planning unit before bringing proposed changes to the curriculum dean. The coordinators assure that the catalog copy is complete and ready for printing, and they design future long-range projects for the area.

The curriculum design process is closely aligned with the process for identifying future faculty hires. Because both the curriculum and the hiring are done on a college-wide basis, the process for determining future hires is of crucial interest to all faculty, and contains the potential for conflict and competition. At the recommendation of the Long-Range Curriculum DTF, the provost charged a Long-Term Hiring Plan DTF "to reconfigure the hiring priorities and processes based on the new curricular structure and to determine the relationship of full-time and part-time hiring priorities" (Exhibit Room, Exhibit 2-14—February 26 Final Report of LRC DTF, "Continuing Work: D").

The Curriculum and Hiring Priorities

Under the new curricular structure, the Hiring Priorities DTF met for the first time in the spring of 1996. They designed the process for setting hiring priorities and established hiring priorities for the 1997-98 academic year. At the close of their work, the DTF made hiring recommendations to the faculty, which were adopted at the 16 May 1996 faculty meeting, along with the assumptions underlying Evergreen's mission and plans for growth, criteria for developing a long-term hiring list, the prioritizing process, criteria for hiring faculty, and

timelines for the transition period and for the long term (Volume 2, Exhibit 2-3, 16 May 1996 memo to faculty).

The DTF continued to meet the next fall to review the previous spring's process of setting hiring priorities and to make recommendations for change. These changes were approved at the 15 January 1997 faculty meeting (Volume 2, Exhibit 2-4).

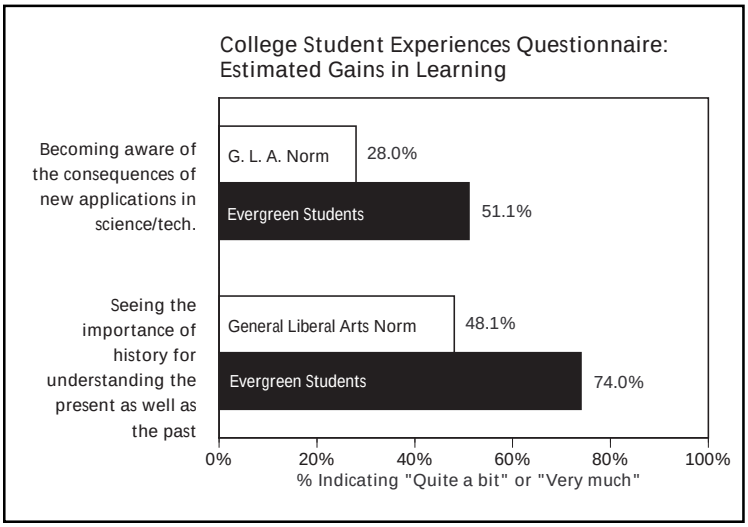
The annual challenge for this group, composed of faculty, staff, and students from all areas of the college, is to think ahead for the *college-wide* hiring needs, and to look at the curriculum as a whole. Such a task asks faculty to look beyond the pressing needs of their own area, and beyond the immediate needs of the college, to the longer term. Area proposals to the DTF are based on six ongoing criteria outlined in a memo to the faculty, and must link the requests for new hires to the area's self-study assessing the needs of the area. With 50 percent of faculty aged fifty-five or older and facing retirement in the next five years, hiring has become a major activity and responsibility at this time (see Standard 4 for more discussion of the faculty profile).

Program Scheduling

From its inception, Evergreen faculty have discussed the optimal learning structure. Concentrating on one program at a time through full-time coordinated studies remains one of the most important aspects of the Evergreen experience. Full-time study in a single program allows total immersion in a small community committed to cooperative inquiry without the fragmentation and distraction of competing courses and commitments. This form of program scheduling brings coherence to the day-to-day experience of both students and faculty. Through half-time interdisciplinary programs part-time students have a similar opportunity for coherent study.

Data from our students and graduates demonstrate the effectiveness of this scheduling, with students reporting opportunities to work together on projects, engagement in learning outside of the program, and a high incidence of additional readings. We know that students who spend four years at Evergreen experience the greatest learning gains, and we also know that students who stay in a full-time program over multiple quarters are most likely to stay in college. At the same time, it is clear that many students do not stay in a single program for its full course.

Partly as a result of its curricular structure, Evergreen has the best time-to-degree and graduation efficiency statistics in the state. Without departments and rigid requirements for academic majors, the curriculum can more readily change in response to shifting student interests and societal needs. By hiring broadly-trained faculty members who can adapt to changing curriculum, the curriculum becomes more flexible.



Evergreen does, on the other hand, impose upon itself the discipline of a college-wide equitable workload and it assigns faculty at ratios that are very close to the funded level. As a result, we cannot afford to run small classes. Underenrolled programs are either canceled, or the faculty in them do additional teaching through carrying independent study contracts or internships. Programs with long waiting

lists may add an additional faculty member to the team in order to accommodate student interest. This flexibility allows us to be more nimble than most schools in anticipating and responding to the unexpected.

The Educational Program

Evergreen offers two undergraduate liberal arts degrees: The Bachelor of Arts and the Bachelor of Science. Graduation requirements for the Bachelor of Arts are: 180 quarter hours of credit, with at least 45 of the last 90 credits earned while enrolled at Evergreen. The Bachelor of Science degree requirements also include 72 quarter credit hours in mathematics and natural science, of which 48 quarter credit hours must be in advanced subjects. Concurrent awards of B.A. and B.S. require at least 225 quarter hours, including 90 at Evergreen, and application at least one year in advance (1997-98 College Catalog, 34). Evergreen does not offer predesignated majors, but instead asks students to design their own educational pathways. We believe this provides an important opportunity for students to plan and make choices, at the same time it is also critical in developing student motivation and judgment. Choice is also somewhat constrained by the limitations on programs offered. Whether students could use more direction in planning their degrees remains an active question at Evergreen, and one we explore through discussions of advising and student retention and will continue to revisit.

The college awarded the following degrees over the past four years:

	1993-94	1994-95	1995-96	1996-97
BA	777	846	852	865
BS	139	158	162	162
BA/BS	43	28	32	31
MPA	28	41	25	29
MES	26	30	30	31
MIT	40	40	69	4
Total	**1,053**	**1,143**	**1,170**	**1,122**

Note: Evergreen's Master in Teaching program scaled back from two cohorts to one cohort in 1995-96 and 1996-97. Only a first-year MIT cohort was enrolled in 1996-97, hence very few MIT degrees were awarded. The MIT program returned to two full cohorts (first- and second-year students) in 1997-98.

Organization of the Curriculum

As a result of the most recent Long-Range Curriculum Review process, the curriculum is now divided into Core programs, five planning units which include the graduate programs, one center focused on Native American and World Indigenous Studies, part-time studies, and an off-campus program center located in Tacoma. In addition, the catalog lists a variety of interarea programs. Most of the rest of this chapter of the self-study is devoted to a review of the various areas of the curriculum.

The five major planning areas are:

Culture, Text and Language, composed of faculty from humanities and social science. Faculty in this area share a common commitment to textual interpretation, and to collaborative teaching and learning.

Environmental Studies, composed of faculty from social science and natural science teaching at both the undergraduate level and in the Masters of Environmental Studies degree program. Faculty in this area share a commitment to the interdisciplinary study of the environment.

Expressive Arts, composed of faculty from visual and performing arts and media. Faculty in this area share a common commitment to both practical and theoretical aspects of the arts.

Scientific Inquiry, composed of faculty from laboratory sciences (lab biology, physics, and chemistry), mathematics, computer science, and philosophy of science. Faculty in this area share a commitment to the natural and physical sciences, computer studies, and mathematics.

Social Science, composed of faculty from psychology, political economy, public administration, management, and education. Faculty in this area share a commitment to teaching in the undergraduate and graduate curricula with graduate programs in teaching and public administration.

Rather than affiliating with traditional academic departments, Evergreen faculty affiliate with one of the five planning units or with Tacoma or the Center for Native American and World Indigenous Studies. Faculty affiliations are voluntary and for a period of five years.

Area Self-Studies

Each of the curricular areas completed a self-study to assess student learning within the area, the design of the curriculum and students' use of the "pathways," the area's plan for advising students, the area's strengths and weaknesses, and the faculty's recommendations for the future. The context for these recommendations are developed in the full self-studies available as Exhibit Room, Exhibits 2-15 through 2-23 (undergraduate curriculum); 2-24 (Part-Time Studies); 2-25 through 2-27 (graduate curriculum), and are summarized below.

Led by the provost, curriculum dean, and Director of Institutional Research, faculty designed a highly collaborative process for each self-study. We met together as the Academic Self-Study group, designed the elements of the self-study (Volume 2, Exhibit 2-5), and consulted widely on ways to measure student learning. A faculty member in each area, usually the Planning Unit Coordinator, assumed primary responsibility for the area's self-study, and she or he worked closely with the area's members to frame the report. The planning units coordinators (PUCs), the directors of the three graduate programs, the Tacoma campus, and the Center for Native American and World Indigenous Studies read and discussed all the studies at two retreats, the first in August 1997 and a later two-day retreat in April 1998, together with the academic deans and provost. The area self-studies present the complexity of Evergreen, and reflect the diverse views of the faculty.

Table 2-1
Enrollment By Area, Fall 1993 To Fall 1996 (Student FTEs)

	Fall 1993	Fall 1994	Fall 1995	Fall 1996
Core Programs	545.9	574.9	669.7	538.1
Environmental Studies Programs	347.2	354.5	395.3	257.5
Courses	1.6	26.3	21.3	7.2
Total	348.8	380.8	416.7	264.7
Expressive Arts Programs	225.5	258.9	191.7	235.9
Courses	81.1	97.2	120.5	120.4
Total	306.6	356.1	312.3	356.3
Knowledge & the Human Condition Programs	285.6	299.2	206.9	477.1
Courses	2.6	10.7	19.7	10.5
Total	288.2	309.9	226.6	487.6
Language & Culture Programs	118.1	207.4	148.3	176.0
Courses	45.4	46.0	53.1	56.4
Total	163.5	253.4	201.5	232.4
Management Studies Programs	34.9	0.0	65.6	38.7
Courses	8.5	4.3	0.0	0
Total	43.4	4.3	65.6	38.7
Political Economy & Social Change Programs	134.4	93.9	172.0	144.5
Courses	9.6	5.1	1.9	4.0
Total	144.0	99.0	173.9	148.5
Science & Human Values Programs	70.7	37.3	107.1	74.5
Science, Technology, & Health Programs	551.1	494.5	491.2	529.0
Courses	22.5	37.3	32.4	36.2
Total	573.6	531.8	523.6	565.2
Evening/Weekend (Part-Time) Studies	49.6	61.3	83.7	169.5
Native American Studies	99.6	138.9	109.5	49.3
Reservation Programs	20.3	28.9	24.0	20.3
Tacoma Program	117.4	96.9	135.5	135.3
Independent Contracts	254.9	282.3	227.4	194.9
Internships	122.7	110.4	82.5	79.4
Undergraduate Total	**3,149.2**	**3,266.0**	**3,359.8**	**3,354.5**
Master of Environmental Science (MES)	80.9	86.1	79.5	87.8
Master of Public Administration (MPA)	65.4	58.3	48.6	68.2
Master in Teaching (MIT)	164.8	176.1	97.8	99.8
Graduate Total	**311.0**	**320.5**	**225.9**	**255.8**
Undergraduate and Graduate Total	**3,460.2**	**3,586.5**	**3,585.7**	**3,610.3**

Note: Evergreen's Master in Teaching program scaled back from two cohorts to one cohort in 1995-96 and 1996-97. The MIT program returned to two full cohorts (first- and second-year students) in 1997-98.

Table 2-1 (continued)
Enrollment By Area, Fall 1997 (Student FTEs)

	Fall 1997
Core Programs	435.5
Inter-Area	514.2
Culture, Text and Language Programs	468.6
Courses	84.8
Total	**553.4**
Environmental Studies Programs	298.1
Courses	14.4
Total	**312.5**
Expressive Arts Programs	249.5
Courses	107.2
Total	**356.7**
Scientific Inquiry Programs	342.1
Courses	51.6
Total	**393.7**
Social Science Programs	238.9
Courses	30.7
Total	**269.6**
Part-Time Studies	220.2
Native American Studies	69.9
Reservation Programs	18.3
Tacoma Program	179.3
Independent Contracts	239.5
Internships	89.7
Undergraduate Total	**3,652.5**
Master of Environmental Studies	96.7
Master of Public Administration	54.3
Master in Teaching	160.0
Graduate Total	**311.0**
Undergraduate and Graduate Total	**3,963.5**

In spring 1997, we administered the "College Student Survey" (Higher Education Research Institute, University of California, Los Angeles) and the "College Student Experiences Questionnaire" (Indiana University) to all students enrolled in programs, and each area also had the opportunity to ask questions particular to the area. The results of these surveys are discussed and summarized for the college in this section and at the level of the planning group in each self-study. In addition, we administered a survey to faculty (Exhibit Room, Exhibit 2-13) in spring 1997 soliciting information not only on teaching practices, but on faculty's interest in a variety of forms of campus governance. The results of that survey have already proved helpful as we design governance assignments for the 1998-99 academic year. The faculty survey reveals a high degree of correspondence between the college goals and faculty members' reports of the goals of their teaching. Almost all faculty completing the survey reported that helping students "develop critical thinking abilities" is "most essential." Likewise, faculty members reported a strong agreement with helping students "relate theory and practice," "improve writing ability," and "learn to collaborate with others." Faculty reported as "essential" helping students "understand diversity in America" and "develop aesthetic abilities."

Faculty members also report that they "almost always" use the following in their teaching: assign writing in programs, assign student research or creative projects, use the seminar mode, require student self-evaluations, and assign students to small group work.

General Education/Core Programs

Faculty have designed the first-year curriculum to introduce students to a wide range of academic interests and skills. Currently the first year curriculum takes two forms at Evergreen. Freshmen students enroll in either one of approximately seven to eight Core programs designed each year primarily for first-year students or in all-level programs, which, as the name suggests, combine students from all levels of the curriculum, usually taking 25 percent of the enrollment from first-year students. These options are detailed in the section of the annual catalog entitled "Offerings for First-Year Students," in advising material sent to first-year students, and in orientation sessions for first-year students. Believing that the first-year of college is the most critical transition, Evergreen has chosen to "front-end" its resources so that Core programs enjoy the smallest student-faculty ratio.

Evergreen does not subscribe to a distribution-based approach to general education since we believe that approach is usually fragmented, often lacks coherence, and does little to promote the integration of content and skills much less critical skills in cross-disciplinary integration and synthesis. Therefore, instead of enrolling in a series of discrete courses, students enroll in thematic yearlong interdisciplinary programs. In 1998-99, for example, Core programs carry such titles as "Making Modern America," "Forests: Natural and Human Communities in the Pacific Northwest," "Ordinary People, Extraordinary Lives," and "Metapatterns."

Core and all-level programs are both "designed to introduce freshman and sophomore students to Evergreen's approach to learning. In addition to involving their participants in close study of important questions of human action and thought, all basic (Core) programs should provide opportunity and support to develop facility in writing, critical thinking, research, student seminaring, library use, and accepting responsibility for one's academic decisions" (Core Self-Study: Exhibit Room, Exhibit 2-20). These goals have been augmented to include quantitative reasoning and technological skills.

Skills are seen as critical aspects of the learning process, and important means for students to demonstrate their understanding of the programs' central ideas. The writing that students do in the first year, for example, follows directly from the content of the Core program, and the quantitative material is likewise integrated. The principles of interdisciplinary study—

that one can explore a question best from a variety of disciplines—mean that students are introduced to humanities, social science, natural science, and the arts in the course of inquiry.

The vast majority of first-year students select one of several Core programs offered each year where they encounter a breadth of academic disciplines and where they learn college-level skills. A study of the Core offerings since 1992 reveals that we have offered seven or eight full-time programs each year for two or three quarters each, with an average of 500 students each year. Freshman students make up about 90 percent of the Core population.

The enrollment in Core programs is dependent on the admissions profile for the year for students direct from high school, transfer students with fewer than forty-five quarter hours of credit, and, increasingly, high school graduates with college credit in Washington State's Running Start program. The curriculum dean and the Core dean, working with the planning unit coordinators, set a target number of spaces for first-year students, creating approximately 10 percent more spaces than expected students, to allow for choice among programs, and the possibility of sophomore or junior transfer students selecting a Core program as a transition to Evergreen.

The disciplinary makeup of recent Core offerings is detailed in the Core Self-Study (Exhibit Room, Exhibit 2-20). Faculty design Core programs to reflect the five foci that are at the heart of the Evergreen degree. We have been quite successful in infusing writing across the curriculum, but less successful in our attempts to teach mathematics across the curriculum. Statistical analysis is the most widely taught quantitative skill, but Evergreen students can escape math if they set their minds to it.

A 1994 study of Core found that faculty were increasingly drawn from the humanities and social sciences for Core teaching; this finding, in turn, influenced the 1996 Long-Range Curriculum recommendation that 20 percent of the faculty from each planning unit participate in Core teaching or the equivalent in order to ensure cross-divisional spread in Core content.

Core programs undergo regular discussion in faculty retreats, faculty meetings, and curriculum reviews, and many of the issues go back to the founding years of the college. While the faculty as a whole support Core programs and many see this as the most vital area of the curriculum, there are tensions between the needs of the planning areas and teaching in Core. Several concerns regularly surface:

- concern about whether we are serving first-year students well with our core programs as presently designed, and providing them an appropriate general education experience
- concerns about whether faculty are fulfilling their commitments to first-year students by rotating into Core
- concerns about whether we are doing all we can to address the chronic retention issues with first-year students

Freshman retention is one example the college has to put forward as a sustained cycle of evaluation and intervention. It is also an example of a problem that persists. Our success in improving freshman retention to the sophomore year has been modest and uneven. It is a problem worth keeping in perspective. National data on freshman retention reported by American College Testing (ACT—Press Release— National College Dropout and Graduation Rates, 1997) indicate a rate of retention to the sophomore year of 68 percent for public institutions granting B.A. or B.S. degrees. Institutions awarding bachelors or masters degrees characterizing their admissions selectivity as "traditional" or "liberal" reported retention rates ranging

from 63 to 70 percent. At Evergreen, we work with small numbers. Four to five hundred freshmen enter the college each fall. The most recent drop in freshman retention (from 67 to 60 percent) was the result of retaining thirty-five fewer students—a little less than 1 percent of our total enrollment. About half of our total freshman enrollment comes from out-of-state. Nonresidents pay substantially more in tuition than state residents. Financing the sophomore year is a major hurdle for nonresident freshmen independent of their freshman-year experience. We are a college that is organized and that operates differently. The adjustment to traditional college structures is often not easy for freshmen. It is more difficult at Evergreen. Each of these factors contributes to an argument that a somewhat lower retention rate for freshmen is justifiable. Bearing that in mind, we continue efforts to improve freshman retention.

Fall-to-fall retention is monitored annually for new and continuing students by class standing, race, gender, fee-paying status (residency), admit status, and source institution. Retention of freshmen to the sophomore year is consistently lower than retention rates for the remaining classes.

After four years of improving freshman retention rates in the late 1980s, rates dropped slightly in 1990 and then substantially in 1991. Beginning in the fall of 1991, faculty discussions on the decline were convened and additional research on freshman retention was commissioned. Retention of nonresident freshmen, who constitute approximately 50 percent of all entering freshmen, was found to run a consistent five to ten percentage points below retention of state residents. Because of higher nonresident tuition, availability of financial aid for nonresidents was identified as a significant problem. Trends in freshman retention have tended to vary according to the proportion of nonresident freshmen in the entering class.

In 1992-93, an extensive survey of 1991 entering freshmen was conducted comparing students who dropped out with students who elected to return for their sophomore year at Evergreen.[1] Factor analyses of student attrition produced a model of the principal elements in the decision to drop out. Problems with "finances/cost" and "dissatisfaction with the academic environment" were the two largest factors. Student dissatisfaction with academic content, "challenge" (students reported "being bored"), and quality of programs were prominent negative perceptions of the academic environment. "Personal problems," in the form of competing family obligations, emotional problems, and problems with study habits, followed as a second-level factor. "Preference for a traditional education" and "dissatisfaction with the social environment" finished the list as tertiary factors in the decision to drop out.

We have used this information, as well as earlier data about retention of first-year students, to continue to experiment with Core program design and further develop opportunities for faculty teaching in Core. Summer workshops for Core faculty have been offered for the past four years which provide planning time for teaching teams as well as focused sessions on teaching writing and quantitative skills, on designing collaborative workshops for students, and on how to design interdisciplinary programs that are both intellectually stimulating and good introductions to the college.

[1] Aside from the contribution of this research to better understanding sources of freshman attrition, this study deserves special mention as an example of incorporating student projects into institutional research. This study was designed and conducted by an undergraduate research team as a culminating project for the program *Changing Minds, Changing Course*. The students worked closely with the Evergreen faculty member teaching the program and the Director of Institutional Research. The students produced a very high quality report. The report is available among the assessment exhibits and warrants review by the visiting team both as an example of applied student work and an example of a serious commitment to improving freshman retention.

For the past fours years we have also experimented with a Core Connectors program which assigns a Student Affairs specialist to each Core program team. In addition, support in quantitative reasoning and writing is available through the writing center. Additional support to Core programs includes a fall quarter mid-term check-in from Student Services, a new advisor housed in the freshman dorm for after-hours services (dubbed "the Midnight Advisor"), library orientation designed for each program's curriculum, and orientation and program assistance from the Computer Center for programs desiring technological support.

The all-level program design, now in its third year, is the newest mode of curriculum offering, and was recommended by the 1996 Long-Range Curriculum report, as an attempt to avoid what the faculty perceived was the "ghettoization" of first-year students into programs with equally inexperienced students. Students learning with more advanced students, faculty reasoned, could develop thinking and writing skills more quickly by modeling their behavior on the more experienced students. The Core Dean is currently leading the evaluation of this experiment for its effect on student retention, on student learning, and on faculty teaching patterns.

Ecological Systems of Puget Sound

Ecological Systems of Puget Sound was a first-year Core program taught in the 1996-97 academic year. The faculty team included Rob Cole (physics/mathematics), Brian Price (history), and Kathy Burgess (biology). The program applied a whole-systems view to the maritime Pacific Northwest. Study focused on the forest and marine ecological systems, paying particular attention to the health of these systems and the various species within them. The program closely analyzed human interactions with the environment—population growth, use of natural resources, both renewable and non-renewable, the effects and amelioration of pollutants and toxic materials, and issues of systemic health. Students constructed computer simulations to study the dynamics of these systems to study policy alternatives. Program themes included human and cultural ecology, ecological and biological systems, environment, and justice and diversity. In spring quarter teams of students did substantial community projects that were presented in a final campus symposium. Projects ranged from "Nourishing Nisqually: A Study in Forest Inventory and Revegetation of Clear Cut Areas" to "The Gray Whales: A Project on Whale Identification."

Student learning in this program occurred in many different areas. In addition to the substantial exposure to central concepts in each discipline, much of the program focused on interdisciplinary applications that drew disciplinary concepts and methodologies together. There was a substantial emphasis on broadly defined liberal arts skills—quantitative reasoning, writing, working in groups, oral communication, time management, organization, presentation, listening, research, proposal writing, scientific process, computer modeling, critical thinking, forming judgements, taking responsibility, and working towards becoming a more autonomous self-reflective learner.

Learning Outcomes in Core

Despite our concern about freshman retention, student learning outcomes in Core are very positive. The College Student Experiences Questionnaire (CSEQ) was administered to Evergreen's undergraduate student body in spring 1997. Comparisons among national norms from the CSEQ and all undergraduates at Evergreen are discussed later in this section. Analyses of these survey data were conducted with a focus on freshman students and seem appropriate in this discussion of general education and the first-year curriculum at Evergreen. In consultation with Dr. George Kuh, who is responsible the CSEQ Program at Indiana University, two freshman comparison groups were obtained: one of freshman respondents only from the General Liberal Arts norm group category to allow an analysis focused on Evergreen's first-year curriculum and, at the recommendation of Dr. Kuh, a "high bar" freshman comparison group drawn from the "Selective Liberal Arts Colleges" norm group.

The CSEQ concludes with a section asking students to estimate gains in learning on a variety of topics. Each item is rate on a four-point scale (1= "very little"; 4= "very much"). Compared with these two norm groups, Evergreen freshmen report making significantly greater gains in learning on the following topics than freshmen at either Selective or General Liberal Arts Colleges:

- Understanding oneself—abilities, interests, personality
- Becoming aware of different philosophies, cultures, and ways of life
- Seeing the importance of history for understanding the present as well as the past
- Becoming aware of the consequences (benefits/hazards/dangers/values) of new applications in science and technology
- Ability to put ideas together, to see relationships, similarities, and differences between ideas
- Gaining knowledge about other parts of the world and other people—Asia, Africa, South America, etc.
- Ability to learn on own, pursue ideas, and find needed information
- Developing an understanding and enjoyment of art, music, and drama
- Understanding other people and the ability to get along
- Acquiring background and specialization for further education in some professional, scientific, or scholarly field
- Developing own values and ethical standards

Evergreen freshmen reported gains in learning significantly higher than the norms for freshmen at General Liberal Arts Colleges, but did not differ significantly from freshmen at Selective Liberal Arts Colleges in the following areas:

- Gaining a broad general education
- Acquiring background/specialization for further education
- Gaining knowledge about other parts of the world and other people
- Understanding the nature of science and experimentation
- Understanding new scientific and technical developments

Evergreen freshmen reported gains in learning significantly lower than freshmen at either General or Selective Liberal Arts Colleges in the following areas:

- Acquiring familiarity with the use of computers
- Developing good health/physical fitness habits
- Vocational Training
- Quantitative Thinking

A few student comments on the Ecological Systems program were —

"I have discovered that I am an extremely excited learner. I love being in college around so much thought and action. I'm addicted to the expansion of my mind. All I want to do this summer of my life is read and think then act."

"I've found that through teaching or explaining ideas and concepts I understand the information more fully . . . in my math assignment with Nancy, I initially whipped through the worksheet and then realized she wasn't understanding what I was doing. I stopped and restarted at her pace. I got so much more from the task than if I were to just do it on my own and it was more fun to involve her."

Through the group project ". . . I came to realize the importance of giving and receiving in my community."

"Being a first-year student at Evergreen, I realized quickly that I had to become extremely organized if I wanted to succeed. So early on I dedicated myself to being an organized and well-prepared learner. I feel that this decision . . . was the reason I did well in this program."

The collection of gains in learning significantly above the norms for either General or Selective Liberal Arts Colleges is a strong endorsement for the effectiveness of Ever-green's first-year curriculum. Two areas of comparative weakness identified in this analysis—use of computers and quantitative thinking—are targeted for improvement in Core programs and

will be the focus of summer institutes for faculty teaching in Core as well as topics developed further by the academic dean responsible for core programs.

The Core self-study recommended that the college:

- assure that quantitative reasoning is widely taught in the college and available in many Core programs
- advise faculty rotating into Core that extra support, especially in writing and quantitative reasoning is available and essential to working successfully with new students
- continue to monitor the size and scale of Core programs and plan ways to reduce core ratio to 20:1
- ensure Core continues to receive priority in space scheduling, and receive "home-rooms" as soon as possible
- plan Core first and continue to ensure that core programs are staffed before other offerings
- design Core programs with enough flexibility to welcome transfer students as well as freshmen
- ensure faculty hold Core planning foremost in their minds when developing curriculum
- develop loyalty to Core teaching in a significant number of faculty
- continue to offer several two-quarter Core programs each year, and provide students in those programs advising support for making their spring quarter choices
- initiate a study of the co-curricular support for Core
- Core dean take a more active role in addressing the issues associated with first-year students and become part of the planning unit coordinator's group
- Core dean collect and disseminate "best practices" for Core teaching
- Core dean continue the assessment of all-level programs begun spring 1998.

Other Curricular Areas

Culture, Text and Language

The Culture, Text and Language (CTL) area offers programs in humanities and some of the social science and languages. It was formed from a former humanities group, the Language and Culture Center, and the Center for the Study of Human Values, after recommendations by the 1996 Long-Range Curriculum DTF. Most Evergreen humanities faculty are in the area, and the group has been quite explicit about welcoming faculty from other areas, notably the social sciences.

The area is quite clearly *not* an expanded Humanities Division, but a group of faculty who want to work together and who share a common interest in questions of interpretation. Some faculty in CTL define themselves in contrast to faculty in other areas of the college, divided by what they characterize as a "fault line," but this sense of contrast is not widely shared. CTL faculty often remind their colleagues in other planning units of the origins and the values of the college. One of the critical issues is about the extent to which the curriculum should be prefigured around apparent student demand.

Some of the faculty in CTL do not share their Evergreen colleagues' notion of a planning unit which designs curriculum for the area, preferring instead to offer a curriculum reflecting the area faculty's individual interests and passions. In spite of the somewhat cavalier nature of

the planning process, the area mounts programs each year in four areas of the curriculum, and offers students a wide choice in humanities and social science programs. CTL faculty have been instrumental in the design of all-level programs as an alternative to Core, a model which has not been widely adopted outside the area.

The area offers programs in four areas:

Humanities (European and American studies)

Area studies (with regular, repeating programs in areas with speakers of Spanish, French, Russian, Japanese, Gaelic, and German, and a new emphasis on Middle Eastern Studies, with occasional programs in Latin and Greek. These programs combine language studies with literature, history, art, linguistics, and film)

Cultural studies (with programs in media criticism, film analysis, and popular culture)

Western Legacy (with programs in classics)

Enrollment in the area has remained relatively stable, taking into account the increased number of faculty in the area following the long-range curriculum restructuring. For the 1998-99 academic year, the area is offering an unusually large number of one-person programs, and in the future will engage in the planning process earlier, so as to encourage more team-taught programs.

In the CSEQ, students from the area reported significant gains in the ability to think analytically, understanding of the arts, a broad general education, seeing the importance of history, ability to learn on one's own, acquaintance with literature, understanding other peoples, awareness of philosophies and cultures, ability to put ideas together and see relationships, development of values and ethics, knowledge of the world, and writing clearly and effectively.

The college's student survey revealed that CTL students reported parallel gains in skills associated with the college's five foci, with 85 percent reporting experience in interdisciplinary education; 82 percent reporting experiences in collaborative learning; 78 percent reporting experiences in learning across significant differences, 79 percent reporting gains in bridging theory and practice, and 95 percent of CTL students reporting a personal engagement in their learning.

Faculty in the area teach interpretive skills in a variety of humanities and social science areas. They emphasize students' abilities to read and think critically, to write clearly in their evaluations, and to demonstrate those skills in regular presentations and portfolios.

Area students use the technological capabilities of the library reference area, particularly with respect to research, of the college's computer center, and of the equipment in media loan (including a new, albeit small, language lab).

The area's plans for student advising include a CTL member's rotation into full-time advising in the 1999-2000 academic year and a renewed interest in both formal and informal student advising by area faculty.

Area faculty make the following recommendations in the self-study:

- work with faculty from other planning units to design broad interdisciplinary programs
- assure the formation of team-taught programs
- evaluate the pattern of offerings in the four sub-areas of CTL

- develop a broad cultural studies set of offerings, consulting widely with other interested faculty
- explore ways to design CTL programs using the college wooden sailing boats
- lower the student faculty/ratio

The Culture, Text and Language self-study is in Exhibit Room, Exhibit 2-15.

Environmental Studies

Environmental Studies has been an integral part of the Evergreen curriculum since the first year of the college and is characterized by a relatively stable core of faculty and students who see environmental issues in a broad biological, historical, cultural, aesthetic, and economic context. The area focus is on humans and nature linked not merely descriptively, but morally and ethically. The philosophy of Environmental Studies is that the interaction of human societies and natural systems must ensure the sustainable survival of both. To do this we must inherently blend material from the natural and social sciences, the arts, and humanities while breaking down the traditional boundaries between the disciplines in order to realize the integration necessary to achieve these goals. This is naturally congruent with the five foci of the college.

There are three main curricular foci of the area: (1) Human Communities and the Environment, (2) Natural History, and (3) Environmental Sciences. The area has clearly identified itself as an environmental studies area as distinct from a narrower environmental science conception of the area. Each year Environmental Studies (ES) offers two programs in Core that have environmental studies content with one designed to attract the students with a strong physical science focus and the other more focused on either art, literature, and descriptive natural history, or on political ecology and community studies. Faculty offer two introductory programs each year at the second-year level, frequently with one program having a terrestrial focus and the other having an aquatic focus. The area offers two small (50 to 75 student) introductory programs rather than one large (100 to 125 student) program in order to facilitate extensive field work and small-group interactions among students. The introductory programs, as well as the Ecological Agriculture program that is offered every other year, attract mainly transfer students and those from other areas who desire an introduction to environmental issues. These three programs all have a strong liberal arts focus and provide a good introduction to scientific issues for social science and humanities/arts students who otherwise would get no exposure to science at Evergreen. Indeed, for about half of the students in these three programs, this is their only exposure to science.

At the upper-division level the area consistently offers at least one natural history op-

Student Reflective Journal on Seminar . . . Week 1

I walk into room L2220 and seat myself in a corner. It is the perfect place to observe. The room fills with strangers. I feel myself beginning to retreat inside my head. I smile nervously and pull my sleeves over my hands. It is 2:30. Seminar begins with introductions. Everyone seems friendly. We go around the room and introduce ourselves. I find myself paying more attention to facial expressions, grammar, and level of comfort than to name and hometowns. I remember some, I forget most . . . As the discussion progresses I realize that I have never been part of this kind of conversation before. I'm used to discussing issues that I have a strong opinion about or a topic I know a lot about. Now I find myself in the middle of a discussion I know absolutely nothing about: nature writing. I discovered in the first seminar that I don't even know what to look for in nature writing. As the discussion builds around me I realize I had no idea what the book was trying to say. I feel lost and panicky . . . Seminar ends and I have said nothing. I walk home frustrated. I still do not understand what exactly to look for in nature writing . . . I realize that seminar is probably my weak spot, the one thing I need to work twice as hard on to be half as knowledgeable. I know it will be a great struggle. But the most important thing I learned was that I am on the brink of discovering a new way of thinking.

tion, at least one program in community development and/or environmental policy, and at least two natural science options including geology, ecology, and environmental analysis. Area faculty cooperate closely with the faculty teaching in the Master of Environmental Studies program to provide a broad range of senior course electives for the graduate students and for well-prepared undergraduates.

Students can pursue either a B.A. or a B.S. degree and about 50 percent of ES graduates take the B.A. degree and about 50 percent opt for the B.S. degree. Both degrees require the same total credits (180) with the B.S. degree distinguished by requiring 72 credits of natural science with 48 upper-division science credits. The faculty feel that students are served equally well by either degree and would prefer to eliminate any distinction and only offer the B.A. degree. But some students want the option of receiving a B.S. degree, so the college plans to retain both degrees as a market consideration.

The area is characterized by a relatively stable core of faculty and students committed to teaching and learning; a strong commitment to see environmental issues broadly as historical, cultural, and economic—rather than as simply biological; and an abiding commitment to field work. The area has developed a covenant of agreement among the affiliated faculty, and presents its mission statement in the introductory section of the college catalog.

The area has had a diverse enrollment pattern, with high student demand in the early years of the college, followed by a declining enrollment, which, in turn, increased beginning in the mid-1980s. Current demand for this nationally-recognized integration of science, community studies, and political science is higher than the staffing can accommodate.

The advent of planning units and a planning unit coordinator in 1996 did not change the membership in the area, rather it strengthened the area's commitment to advising students and designing a curriculum.

Assessment of student learning has revealed that, like their peers in other areas of the curriculum, students in Environmental Studies are much more likely than the national norm to engage in active learning, to have higher contact with faculty, and to develop life-long learning habits. They were also more broadly engaged: in discussing and evaluating their education; in course learning; in art, music, and theater; and in library usage.

Student Reflective Journal on Seminar . . . Week 9

I walk into room L2220 with ideas in my head. I carry *Refuge* in my backpack. It is filled with highlighted sentences, underlined words and paragraphs, and bent pages. I feel more prepared for this seminar than any of the past weeks. I feel I could start the discussion. . . . I find myself in the center of the discussion for the first time! I am not only observing! I think more quickly than normal, I stay on top of things. I try to keep the discussion on track. I ask questions of people and answer the question asked of me. I say everything I want to say. The half hour we had allotted ended too quickly and we had to go back to the big group. I didn't want to. I wanted to stay and continue our discussion . . . I had done something I had struggled with for nine long weeks. I knew I had succeeded."

A more detailed study revealed that over half the students surveyed had undertaken a student-designed project and had been successful in finding faculty support for the project. About half of the students had completed faculty-directed research. Fewer than 40 percent of the Environmental Studies students had completed an independent study contract or internship.

Most graduates complete their education with a broad perspective, with training in programs from at least two planning units. A few focus on natural history or geology or marine studies or sustainable agriculture or community studies. All learn to work cooperatively and all make considerable gains in writing and public speaking.

Students in Environmental Studies make frequent use of the Computer Applications Lab (CAL), as well as the geology lab, the herbarium, the college's 13-acre Organic Farm, the 1,000-acre wooded campus and beach, the research and sailing vessels, and advanced science lab equipment. All equipment is available for appropriate study by students at all levels; none is restricted to advanced study or graduate students. Environmental Studies students also make frequent use of the college library, through the library liaison to the planning unit, and the electronic catalog. The area also coordinates with faculty in Scientific Inquiry to provide students with monthly trips to the University of Washington library. The college's nine vans are available to Environmental Studies faculty for frequent field trips, both day-long and overnight.

The area self-study makes the following recommendations:

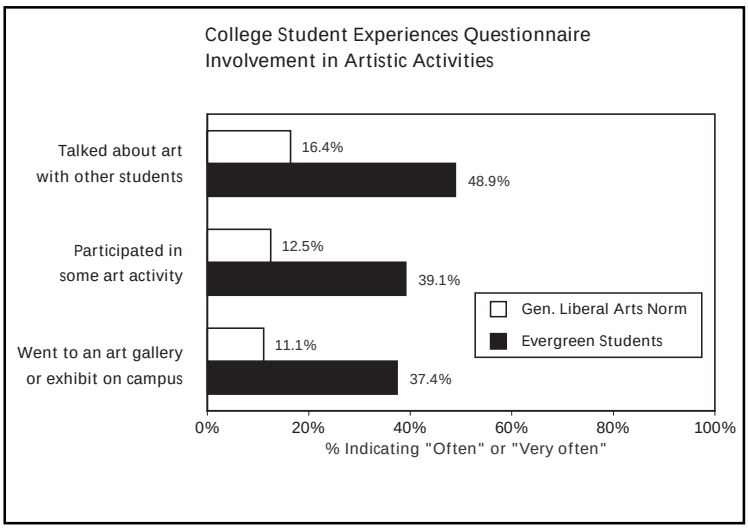
- maintain the commitment to field work in the face of larger class size
- either reduce class size or increase the support to lab and field studies
- increase the faculty in the area to meet the growth in student interest (especially for more advanced work) while at the same time permitting faculty the opportunity to teach in Core programs and 20 percent to teach in more advanced interarea offerings in the same proportions as other planning units
- add faculty to make Ecological Agriculture an annual program
- strengthen staffing in environmental policy to ensure that we remain an environmental studies program and not just an environmental science area

The area sees a major problem in attracting and retaining faculty at a pay scale that is not competitive nationally.

The Environmental Studies self-study is in Exhibit Room, Exhibit 2-17.

Expressive Arts

The Expressive Arts planning unit has been in existence since the formation of specialty areas in 1976. Composed of three subareas (Visual Arts, Performing Arts, and the Moving Image Group, which offers alternative media skills and programs), the area is guided by a strong philosophical commitment to theory and practice and to the cultural context of the arts. The three subareas are quite explicitly *not* a federation of three art "departments," but a way to provide predictable pathways and to bring efficiency to discussions about equipment and facilities.



The area has taken seriously the college's commitment to the five foci in planning the curriculum, designing programs for first-year students and interarea offerings, all within the context of a broad liberal arts education. All programs and classes offer skill-building components, as well as the expectation of collaboration, both within the subareas, and in an annual interarts program which combines at least two of the three concentrations.

A strong commitment to diversity has led faculty to broaden the content and conceptualization of area programs to include a significant engagement with culture and politics;

the area has made hires to reflect this engagement, as well.

Faculty have designed and committed to an Area Covenant, an agreement to working together to design and deliver a curriculum in keeping with the area's commitment to the five foci and student interest.

All students have the opportunity to propose a senior thesis project, an advanced independent project directed by a committee of faculty within and outside of the arts area. Entrance to the program is competitive, and provides an excellent opportunity for successful students.

Arts faculty have participated in several highly productive collaborations with science and humanities faculty, designing broadly interdisciplinary programs focused around place (Sense of Place, Secret Garden), natural history (After Audubon), and the physical basis of the arts (Light).

Enrollment has stabilized at about 230 FTE per academic year, an enrollment limited to a great degree by facilities and equipment availability. In order to provide hands-on experiences for students, faculty have resisted enlarging the most popular programs (Mediaworks, Foundations of Visual Arts). Faculty have made hiring decisions based on this curriculum in order to provide faculty rotation for the programs that repeat annually.

Faculty have completed surveys of the area's graduates and current students, and interviews with the area's faculty. We have studied the student use of the area pathways in an effort to tease out the "supermajor" phenomenon and the use of part-time arts courses, as well as a study of the student use of the area's three entry-level programs.

A survey of current students in the area revealed that a great majority of students in the arts had not completed the expected year of broad interdisciplinary study, a finding which correlates with faculty perception of increased demand for narrow skill-based offerings. Since media students must often wait until their junior or senior year to take Mediaworks and the more advanced offerings, they are more likely to have completed a year of coordinated studies. The large number of transfer students entering Expressive Arts programs means that faculty need to assess the transfer students' previous work to ascertain their preparation for advanced work in the arts.

Faculty have been concerned about the availability of advanced work in the arts since the last self-study in 1989. To address this concern, we have added a Senior Thesis option, a competitive program for senior students to design a senior thesis or project. Guided by a committee of three faculty (of whom two must be Expressive Arts faculty) the students may apply for a small grant to support their work.

Faculty also designed the Student Originated Studies (SOS) model for advanced work in the arts. Working in small groups, students design independent projects which they propose to area faculty. SOS lies midway between a coordinated studies program and independent study.

Building on an earlier study by faculty, Expressive Arts looked at the degree of specialization in academic histories of recent graduates. Most graduates concentrating in the arts completed 70 percent of their work in the arts, leading the area to call for better advising strategies and a consideration of requirements for transfer students.

Arts offerings are a large part of part-time studies, and students from all areas of the curriculum use them to supplement their learning.

Like the offerings in physical science, arts offerings require special facilities and equipment. The Arts Annex houses studios for visual arts, the Communications Building (the COM) houses a Recital Hall, Experimental Theater, several rehearsal rooms, Electronic Music Studios, a sixteen-track recording studio, and music practice rooms. A new extension to the building in 1997 added a scenery storage area and faculty offices. The building does not offer appropriate dance rehearsal spaces, but faculty use the nearby Recreational Building. The proposed Phase Two of the COM Building will add a 700-seat proscenium arch theater. Media arts facilities and equipment include film editing, animation, film mixing, electronic music, all available in the COM Building; and video editing suites, a media production center, a television studio, a graphic imaging lab, and master control available in Media Services in the Library Building. In addition, all Evergreen students and faculty may check out portable media equipment in Media Loan. Several multimedia classrooms are now available to any academic program with a media focus.

The area has outgrown many of the facilities available for arts work, and is under constant pressure to update aging equipment.

The area conceives "technology" in a broad way, encompassing everything from the new *Anklung* (bamboo instruments from Indonesia) to digital workstations in the Graphics Imaging Lab. The area's commitment to praxis means that students are often able to work with highly sophisticated equipment, more often reserved for graduate students in other institutions. In a survey of area alumni, graduates expressed a wish for more up-to-date equipment. The faculty is working closely with the Budget Dean on equipment requests to satisfy that need. The alumni also reported a relatively low participation in visual arts presentations and computer applications. Arts faculty believe that participation should be higher.

Arts faculty serve as student advisors, in tandem with the Student Advising Center, but express frustration at the lack of time to provide more support to students.

Area faculty make the following recommendations:

- evaluate the relationship of the arts to part-time studies
- explore ways to reduce class size
- develop a better plan for transfer students in the area
- limit individual contracts to junior and senior advanced students
- increase support for arts facilities and equipment
- insure ways to encourage students to take advantage of interdisciplinary programs before they undertake specialization in the arts

The Expressive Arts self-study is in Exhibit Room, Exhibit 2-16.

Scientific Inquiry

The Scientific Inquiry planning unit (SI) offers programs that focus on topics in the laboratory sciences (lab biology, lab chemistry, and physics), mathematics, and computer science. It shares with the Environmental Studies planning unit (ES) the responsibility of creating and delivering entry-level and more advanced interdisciplinary programs with substantial science content. Although there is significant coordination between the two planning units, they cut across traditional subject matter organization in different ways. In particular, SI focuses on lab biology and chemistry, whereas ES emphasizes field biology and chemistry in an environmental setting. They also differ in their relationship to traditional divisions. Environmental Studies links topics in science with issues in the social sciences, particularly public policy; Scientific Inquiry is more closely linked with the humanities, particularly to the philosophy

and history of science and mathematics as well as the cultural history of technology. The area aims at empowering students by giving them firm foundations in science as well as a full appreciation of the philosophical, historical, cultural, and ethical content of scientific inquiry. In the words of the area introduction in the college catalog, the Scientific Inquiry planning group aims "to teach students to think like scientists; that is, to collect and evaluate data, to employ theory, to do quantitative modeling and to use appropriate instruments and technology."

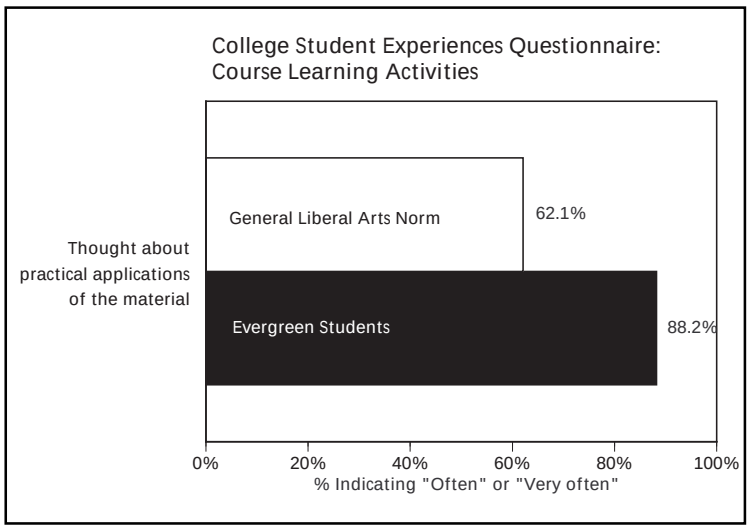
Faculty in the area have structured the teaching of science at Evergreen to correct the fragmentation and competition of much undergraduate science education by emphasizing interdisciplinary work, intensive study, active learning, and "hands-on" science which links theory and practice. Programs offered by faculty in the planning unit provide a firm grounding in science that places it in context and empowers students to be part of the scientific conversation, even when they are critics of scientific practice. Beyond this vision of the importance of reflective scientists, the area is committed more broadly to fostering an understanding of scientific practice as an essential prerequisite for an informed citizenry in the twenty-first century. The structure of the college—yearlong, full-time interdisciplinary programs—makes us especially well suited to carry out the task of linking theory and practice and placing science in context. Further, we are faced both locally and nationally with a growing interest in science that is likely to continue for the foreseeable future.

"Evergreen prepared me for the real world by teaching me to ask questions and to learn how to find my own answers."

— 1996 Evergreen Alumni Survey

One of the more structured of the planning units, SI has enjoyed a stable membership since 1978, composed of faculty members of the former Science, Technology and Health Specialty Area, minus the psychologists, who are now part of Social Science. The area also has a relatively stable curriculum, with loosely defined, overlapping curricular pathways and repeating program titles often encompassing quite disparate thematic inquiry. The area offers three entry-level programs: Introduction to Natural Science; which includes topics in biology, chemistry, and mathematics; Matter and Motion, which includes topics in physics, chemistry, and mathematics taught with an expectation of calculus; and Data to Information, which includes topics in computer science and mathematics. These programs provide introductions to their scientific subject matter as well as an exploration of various themes concerning the philosophical, social, and historical context of scientific inquiry. More advanced programs are offered annually or in a two-year rotation. These programs typically serve students interested in several of the traditional disciplines encompassed by the area: computer science, physics, chemistry, biology, and mathematics.

Scientific Inquiry faculty is only loosely organized into subareas. The most well-defined is computer science. Other planning is done around a physical science pathway including physics and physical chemistry, as well as, on occasion, in more traditional disciplinary groupings. These groups plan both the entry level and more advanced programs. The area as a whole has responsibility for planning and delivering of the programs for first-year students and interarea programs.



Student enrollment in the area has risen by nearly 25 percent since 1991, with an increase in student FTE in all area programs from 295 to 390. The number of continuing faculty po-

sitions teaching in the area has remained roughly constant creating problems of meeting rotation requirements into Core and interarea programs.

Faculty in the area assessed student learning for the self-study in a variety of ways: through individual students' evaluations, through an analysis of student transcripts from 1991-95, through a 1997 alumni survey, a faculty questionnaire, and the 1997 CSEQ and CSS. They asked two general questions of these instruments:

(1) Do the students actually follow the "pathways" identified by the faculty in SI? and (2) how well does the curriculum work in achieving its goal of delivering high quality science education in a manner that fulfills the area's vision?

The assessments revealed that students generally follow the pathways, that faculty are most concerned with active learning and linking theory and practice among the five foci, that students find the area programs offer a good scientific education, that the area is less successful in putting the scientific content into a historical or cultural context, and that both students and faculty find the availability of advanced offerings limited.

As might be expected, the area makes great use of technology, both in laboratories and computers. The Computer Applications Lab (CAL) is used mainly for scientific data analysis. A model for scientific education, the CAL staff work closely with program faculty to design assignments and simulated labs. The computer science programs are supported by computer services in the Advanced Computer Classroom.

Faculty in SI have identified several areas of concern:

- rising student/faculty ratio makes the intensive teaching and lab work more and more difficult
- because the demand for both entry-level and more advanced programs has increased without a correlative increase in staffing, faculty in the area find it difficult to teach "out of the area" in Core or in interarea programs
- the area has made great progress in bringing gender equity into science and science teaching, but has been less successful in bridging other differences in the curriculum
- faculty express considerable frustration at the inadequate preparation of students entering the area, particularly in mathematics and analytical skills. They also express concern about the level of students' writing and how it might be taught in science programs
- the area is committed to increasing the social and historical context of science, both with a proposed hire in the Philosophy of Science, and the History of Science, as well as increased expectations for new science hires and more thematic curriculum design
- students, alumni, and faculty express concern about the ability of the area to offer advanced work on a yearly basis
- SI faculty have been quite successful in involving students in research within programs. Many faculty involve students in their own research projects and see this as the most appropriate way to maintain their own research agendas without detracting from their work with students

Although the area is beginning to undertake particular reforms within programs, it needs to grow (relative to other areas in the college) in order to effectively address these concerns.

The faculty make the following recommendations:

- Increase the number of faculty in the area to meet the growth in student interest (especially for more advanced work) while at the same time permitting opportunity to teach in Core and interarea programs in the same proportion as other planning units
- that the commitment to teaching the context of science be strengthened through hiring and in program design
- that the area maintain (and in some areas expand) its commitment to linking theory and practice through undergraduate research within programs and through student participation in faculty research projects
- that the area explore ways of improving recruitment of qualified students as well as improving student writing and presentation skills

The Scientific Inquiry self-study is in Exhibit Room, Exhibit 2-18.

Social Science

After the 1996 long-range curriculum report, the Social Science planning unit was formed from several former specialty areas or centers: Management and the Public Interest (MPI); Political Economy and Social Change (PESC); Native American Studies (NAS); the psychology portion of Science, Technology and Health (STH); and graduate programs in Public Administration and Teaching. As a collection of such disparate areas, Social Science has had the most difficulty coalescing around the new planning unit structure. The unit's self-study details the struggles in this emerging area, and the steps toward curricular cohesion that members of the group have made. The area now operates with a confederated model through a steering committee, consisting of one member of each constituency and one at-large member, that meets regularly with the planning unit coordinator.

The area's primary focus is given to thinking critically within the context of the social sciences. To that end, faculty have designed a consortia model of curriculum development, with attention to programs in political economy, applied social science, management, psychology, and social services, as well as graduate programs in Masters of Public Administration (MPA) and Masters in Teaching (MIT). The programs in Native American Studies are currently in the process of evolving into a specialized center, and will thus no longer be part of the area. The area is committed to offering at least two entry-level programs each year, as well as a variety of more advanced offerings.

Area faculty are also committed to assuring that students develop skills in critical thinking, effective writing, quantitative and qualitative analysis, preparation for advanced work, understanding concepts and issues from a multiplicity of disciplinary perspectives, applying theoretical concepts to real-life situations, practicing and using contemporary technology, and collaborative and individual work.

The faculty's commitment to the development of these skills is evidenced in the introduction to the Social Science portion of the 1999-2000 College Catalog, outlined in the area self-study. The faculty's commitment to continuing to develop a cohesive curriculum planning forum for the area is evidenced in the area's vision statement:

> We acknowledge that our own philosophies, pedagogies, ideologies, and disciplinary training create healthy tensions and continuous dialogues among ourselves and between faculty and students. These unresolved tensions lead to creative dynamism and on-going conversations about what it means to be a 'social scientist.'. . .

> To realize this vision we reaffirm our commitment to innovative teaching and learning. We agree to work together, utilizing the natural tensions within the group to bring about new synergies. We also agree to use this newfound energy, creativity, and insight to design a set of imaginative programs and consistent curricular pathways, predictable in content, yet timely and flexible in focus and emphasis.

Programs in the area experience both high student demand and wavering faculty commitment. Psychology offerings are a prime example. Uncertain commitment by faculty in psychology and sociology has led to the hiring of three new positions, in Counseling Psychology, Sociology/Social Problems, and Social Psychology, and the future offerings promise more consistency. That the enrollment in this popular area has remained constant in the past five years is a tribute to the quality of the teaching, rather than the stability of the area.

Students in the area report that they have learned to work independently and in collaborative situations, that they have learned understanding of and appreciation for cultural and gender differences, that they have developed analytical and problem-solving skills, and that they have developed effective writing skills. The area self-study details the survey responses as well as the area's plans for changes based on those responses.

Another tension in the area is the college-wide uncertainty of the role of management studies in a liberal arts institution. Despite being in the college curriculum since 1976, there is still some controversy about management studies at Evergreen. While supported by management faculty and the academic deans and provost, and while attracting significant numbers of students, the presence of such work is still debated by members of the area and by the faculty at large. The 1997 proposal for a management hire, for example, received no support in the Hiring Priorities DTF discussions, and was mandated by the academic deans and provost after a yearlong discussion with the relevant faculty about a suitable curriculum design and staffing.

The reaccreditation self-study process has been useful for the Social Science Planning Unit, focusing attention on the area configuration as well as student responses to the work of the area. The self-study outlines the next steps clearly.

Area faculty make the following recommendations:

- make the subareas clear both in curricular planning and in the catalog, and design coherent pathways
- clarify the advising process, particularly for prerequisites; consider requiring a capstone experience for students in the area
- design ways for students to become involved in the curriculum planning process
- develop ways to support students' need to prepare for graduate school, both with GRE preparation, and program offerings
- design ways to offer more independent study contracts for students
- work with Part-Time Studies dean to identify course offerings
- offer more opportunities for students to learn quantitative skills
- design programs that integrate skills (like scholarly research and counseling) at the advanced level
- support the other planning units in finding more ways to bring faculty together in interarea offerings
- broaden the political viewpoints in political economy/political science offerings
- help transfer students in their orientation to Evergreen

- more actively participate in teaching Core and all-level programs

The Social Science self-study is in Exhibit Room, Exhibit 2-19.

Center for Native American and World Indigenous Studies

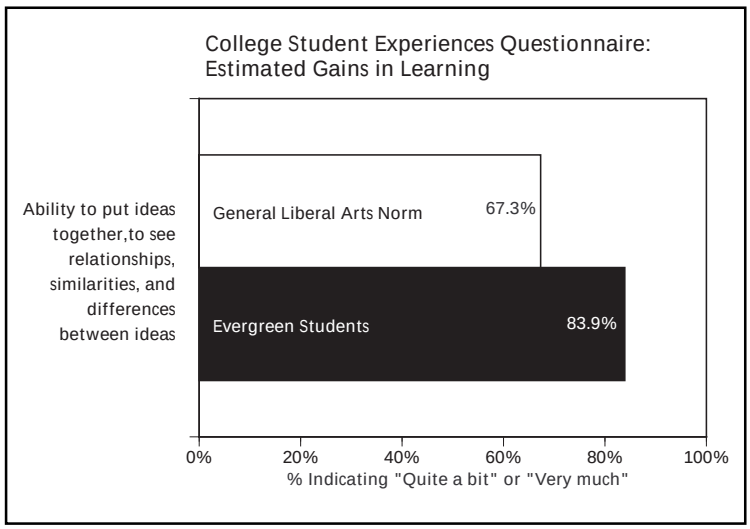
One of the former specialty areas, Native American Studies (NAS) became a "permanent interarea program" in the new planning unit configurations. This organizational approach proved unviable. The reflection necessary for this academic self-study has allowed faculty members in the area to reconsider this structure, to look at the area's needs and opportunities for the future, and to call for a new Center for Native American and World Indigenous Peoples' Studies (NAWIPS). Evergreen faculty approved this change in April 1998. The potential size of the faculty membership is too small to warrant planning unit status, but, like the Tacoma program, NAS will continue to offer a unique educational experience for students, encourage faculty rotation into teaching in the area, offer a curriculum, and be called a "center."

The founding vision for Native American Studies came from an early leader, Mary Ellen Hillaire, who built the area upon the concepts of identity, group loyalty, and personal authority by designing student work in response to four questions: what do I need to do? how do I propose to do it? what do I plan to learn? what difference will my work make? The NAS program historically has served as "the experiment within the experiment that is Evergreen," and has at various times received close scrutiny for that experimental nature. In 1988, at the time of our last reaccreditation self-study, a DTF was charged to examine the program, student enrollment patterns in the program, and to respond to specific questions from the academic deans (see Exhibit Room, Exhibit 2-23, Center for Native American and Indigenous Peoples Self-Study, for more detail).

With new faculty leadership in the area, the program now focuses on the historical, social, political, legal, environmental, and cultural experiences of Indians of the Americas. The area is designed to build and train student leaders in the areas of critical thinking, research analysis, problem solving, cross-cultural communication, and community building.

Programs are designed for Native and non-Native students alike, operating from a philosophy that the educational needs are best conceived as reciprocal relationships among communities, educational institutions, and individuals. The programs all place Native American communities at the center of their academic work.

The former Native American Studies area had three faculty officially affiliated with the area, but drew a broader range of faculty into teaching in the program from time to time. The college has a large number of Native America faculty but they affiliate with a variety of different curricular areas. Many of these faculty will teach periodically in the new center but wish to maintain their primarily affiliation with one of the other planning units. A new continuing faculty member hired in the 1997-98 academic year will serve as the lead faculty for the new area in the 1998-99 academic year. He will coordinate the new center, and work closely with interested faculty to plan for the area's future. Additional faculty are also being hired for the center.



Native student enrollment has tripled over the last decade. In the on-campus NAS programs enrollment has varied from an annual average FTE high of 138 (in 1994-95) to 42 (in 1991-92). Like all Evergreen programs, enrollment is dependent on the number of faculty available. Currently, the area offers one program on campus and a program based on four local tribal reservations.

The area has not carried out sustained assessment of their students, nor has it yet designed an advising plan, owing to the uncertainty of the area's status in the planning structure.

The newly-approved Center for Native American and World Indigenous Peoples Studies will have four areas of focus: (1) an on-campus and reservation-based curriculum designed to meet the needs of Native American students in preparing them to work within Native American communities by offering history, cultural studies, and the contemporary experiences of the Indian Tribes of the Pacific Northwest; (2) a contribution to Core programs for first-year students designed to examine the common experience of indigenous peoples from an international and domestic perspective and introduce students to the concepts and skills of cross-cultural studies; (3) upper-division work allowing students to bring their knowledge and understanding of Native American history and culture to environmental studies, management, and cultural studies; and (4) a Policy Research Center for Indian Tribes of the Northwest. Not all components of this long-range plan are possible with current staff. The college is seeking funding for a policy center in the next biennial budget.

This proposal received the support of the academic deans, the planning unit coordinators, and the faculty agenda committee. At the April 1998 faculty meeting, the proposed creation of a Center for Native American and World Indigenous People's Study received strong support from faculty representing all areas of the curriculum; faculty in the area will continue to refine this concept and develop a program of off- and on-campus academic programs, as well as outreach to the local tribes.

The reservation-based program, which is a component of the center, is offered on four local tribal reservations. This program is described below under Off-Campus Study.

An additional aspect of the Native American program is the Longhouse Education and Cultural Center. This facility opened in September 1995. It provides classroom and conference space and quickly became a center for hospitality to students, the college, and the surrounding Native communities. The Longhouse offers a public service program, currently focussing on Native Arts, which is funded by the Northwest Area Foundation. The arts initiative works to revitalize traditional Indian arts as an avenue of economic development for Native peoples. The Longhouse also serves as a gathering place for cultural ceremonies, classes, conferences, performances, art exhibits, and community events (see Longhouse self-study Exhibit Room, Exhibit 2-28 for more detail).

Faculty and tribal community members make the following recommendations:

- develop a Center for Native American and World Indigenous Studies
- hire additional faculty to support the center
- encourage the formation of Core programs with an emphasis on cross-cultural studies
- develop a stronger relationship between the reservation-based program and the on-campus Native American Studies program
- explore outreach to other reservation sites
- seek external funding for a Native American Policy Center

- develop an upper-division comparative indigenous peoples curriculum
- develop a stronger relationship between the Longhouse programs and on-campus and reservation-based programs, staff, and faculty

The Center for Native American and Indigenous Peoples Studies Self-Study is Exhibit Room, Exhibit 2-23.

Graduate Programs

Evergreen currently offers three masters' degree programs: a Masters of Environmental Studies (MES), a Master in Teaching (MIT) and a Masters of Public Administration (MPA). Each of these supports Evergreen's mission to serve the needs of state government and help students design practical application of theoretical or academic material. Evergreen is not authorized to offer a Ph.D. program.

The three graduate programs are described in detailed self-studies (Exhibit Room, Exhibits 2-25 through 2-27). The mission statement of each describes the program's educational objectives and the expectations of students. All of the graduate programs report to the provost.

Each masters' program provides appropriate support for faculty and students. The programs support faculty research and community service as a way to maintain pace with developing knowledge and technology.

Evergreen does not have a separate graduate faculty. Although occasionally faculty are hired specifically for masters-level teaching, they all rotate into the undergraduate curriculum as well, and faculty who teach predominantly at the undergraduate level also have the opportunity to work in appropriate graduate programs. In addition to their teaching, faculty in the graduate programs are expected to undertake significant research or community service work.

All three graduate programs are located on campus. Each graduate program has published its admissions policies and guidelines, and admission is based on formal application. Graduate faculty have designed the admissions policies application procedures, and separate graduate catalogs (see Exhibit Room, Exhibits 2-29 though 2-31).

Master of Environmental Studies (MES)

The Master of Environmental Studies degree program (MES) offers professional preparation for those working at the interface between ecology and other areas of environmental science, on the one hand, and societal policy making in the public, private, and nonprofit sectors, on the other. Graduates of the program have an interdisciplinary understanding of the social and natural sciences and the skills and wisdom to intelligently address environmental problems.

Like the undergraduate curricular offerings, the MES program is based on the five foci, the fundamental concepts that shape the college's overall approach to education: interdisciplinary study; personal engagement in learning; collaborative/cooperative work; linking theoretical perspectives with practice; teaching and learning across significant differences.

The curriculum in MES consists of three closely integrated components: required core studies taught by faculty teams trained in the social, biological, and physical sciences; electives which provide the opportunity to develop more specialized training in subjects related to environmental studies; and thesis work, which often takes the form of applied research. The core sequence—four eight-credit programs—is required of all students. Students must complete seventy-two quarter hours of study combining these three components to earn the MES de-

gree. During their second quarter of the program, students are required to submit a "candidacy essay," examining the current status of an environmental topic of the students' choice. This essay, along with the student's performance in the first two quarters, is used by the faculty to judge students' ability to complete the degree requirements successfully.

The MES program offers two ways to fulfill the thesis requirement, both of which require that the student engage in research of a topic of real-world interest and develop its political, economic, and scientific aspects. They can be individual or team efforts; group projects, though encouraged, are rare. Students may elect to complete an Essay of Distinction or a Thesis.

The Essay of Distinction accompanies thirty-two credits of core and thirty-two credits of electives, and is supervised by MES faculty in a structured, two-quarter workshop. Students selecting this option focus primarily on an existing body of information, reviewing and analyzing it to produce new perspectives and recommendations for future action and research on the topic.

The Thesis involves substantial independent research and accompanies thirty-two credits of core and twenty-four credits of electives. With the support of a three-member committee (one MES faculty, one faculty outside MES, one outside reader), the students are expected to engage in a high level of scholarship, and the completed thesis must reflect the development of substantial expertise in the topic.

Several types of skill development are central to MES:

1) identification of problems and appropriate environmental goals in a variety of groups and settings;
2) conceptualizing problems in a way that make them amenable to analysis;
3) research skills in the location or creation of appropriate, high-quality analytical information;
4) skills in information analysis;
5) enhancement of written and oral communication skills.

All coursework must be at the graduate level, and up to twelve quarter hours of graduate credit may be transferred from another institution. Students may earn up to eight quarter hours in approved Graduate Independent Learning Contracts, or Graduate Internship Learning contracts.

The program admits a class of about forty students each fall. The student population is typically fairly distributed between male and female students, but the program has not attracted as many students of color as the faculty and director would like. The limited amount of financial aid available to students hinders many otherwise eligible applicants.

The MES program surveyed recent graduates of the program, as well as current students. The results suggest that students gained skills in critical thinking and in policy studies. They suggest that graduates are less satisfied with their gains in natural science and computer applications. Students also expressed only moderate satisfaction with the library.

Faculty in the MES program teach both the core and elective offerings, serve as academic and thesis advisors, and as readers on the thesis committees. Six faculty teach in MES at any one time, and faculty rotate between graduate and undergraduate environmental studies programs, and the general undergraduate curriculum. Some adjunct faculty, full-time environmental professionals, teach the elective courses.

The director of the MES program teaches half-time and is a half-time administrator. The director is responsible for all aspects of the management of the graduate program, including the curriculum, policies and procedures, recruitment of appropriate Evergreen faculty to teach at the graduate level, hiring of adjunct faculty (with the Part-Time Studies dean), recruiting students, admissions, budget management, setting the academic agenda of the program, and representing the graduate program within Evergreen and the broader community.

The MES program shares support staff with the Master in Public Administration (MPA) program. The assistant to the directors and the program coordinator each work half-time for both programs.

Students and faculty in the MES program expressed frustration with the scope of the college library, designed for undergraduate education. Library staff have made a strong effort to upgrade bibliographic search materials, and the reference librarians have tailored their teaching function within the library to serve graduate students.

Students take advantage of the Computer Center and the Computer Applications Lab (CAL) for word-processing, statistical, and spreadsheet programs. The alumni survey revealed only a low to moderate level of satisfaction with the computer facilities.

As a result of the self-study, faculty in MES recommend:

- maintain faculty and staff support at present levels
- develop better integration of the program's adjunct faculty
- build support within the institution to increase the budget for goods and services
- develop program-specific and institution-wide strategies to increase grant monies to support efforts to recruit a more diverse student body and support student research
- develop a new long-term hiring priorities list in conjunction with other areas

The MES self-study is in Exhibit Room, Exhibit 2-25.

Master of Public Administration (MPA)

The graduate program in Public Administration is designed to serve the needs of students either preparing for or refining a professional career in public administration. The program embraces the accreditation objective "to develop in students their competence in interpreting, organizing, and communicating knowledge and to develop the analytical performance skills needed for the conduct and advancement of professional practice." The faculty share a commitment to challenge and thoroughly prepare students to seek democratic, equitable, and practical solutions to the problems which face governments, organizations, and communities in the Pacific Northwest. Approximately forty students enter the program each year and proceed through the program as a two-year cohort.

The program is designed to help students develop analytical, administrative, and communication skills needed for effective public service. The program's mission statement explicitly links the MPA goals to the college's five foci.

The graduation requirement of sixty quarter credit hours consists of six sequential eight-credit core programs and three four-credit electives offered by either MPA or MES. Students must demonstrate competence in statistics and micro/macro economy, prerequisites for entrance to the program, within five years prior to their application date.

The final core program is the Applications Project, which provides the Capstone experience for the core programs. Under the guidance of the faculty and in conformity with the MPA Mission Statement, students select a public or non-profit sector topic that furthers their own interests and professional development. Students are encouraged to complete these projects in small work-groups; only rarely does a student elect to work alone. The project results in a public presentation and a bound document, filed in the thesis section of the library.

All full-time faculty are regular or visiting Evergreen faculty; additional adjunct faculty bring current practical experience to their teaching.

The director of the MPA program teaches half-time and is a half-time administrator. The director is responsible for all aspects of the management of the graduate program, including the curriculum, policies and procedures, recruitment of appropriate Evergreen faculty to teach at the graduate level, hiring of adjunct faculty (with the Part-Time Studies dean), recruiting students, admissions, budget management, setting the academic agenda of the program, and representing the graduate program within Evergreen and the broader community.

MPA faculty designed assessment of student learning through a focus group for current students and a survey of recent alumni. Students reported gains in their critical thinking skills and in working collaboratively; they expressed concerns about the scheduling structure of the program, and a desire for more complete feedback from faculty. Alumni reported gains in their understandings of race/gender/class issues, collaborative work, and focus on state administration; and fewer gains in computer skills, links to the community, and effective management skills—relative to their perceived importance to alumni careers. They noted particularly the MPA faculty's' ability to build bridges with state agencies and community-based organizations, and leaders in local, federal, and special purpose governments.

In their self-study, MPA faculty recommend:

- continue discussions about offering MPA program on-site to the Native American reservations where Evergreen has undergraduate offerings
- consider distance learning and computer-assisted learning
- explore continuing education offerings
- support discussions of the relationship to the undergraduate management program
- explore a program focused on international trade

The MPA self-study is in Exhibit Room, Exhibit 2-26.

Master in Teaching (MIT)

After working with Western Washington University for a number of years to collaboratively offer an undergraduate teacher education program, Evergreen has been offering its own Master in Teaching degree for nearly ten years. The past decade has seen rich experimentation with this program. The Evergreen Master in Teaching (MIT) program's mission focuses on community building, collaborative learning, extensive field experiences, and critical and reflective thinking both in teaching graduate students and in the work those students do in the classroom. Three themes inform the program: Democracy and Schooling, Multicultural and Anti-Bias Perspective, and Developmentally Appropriate Teaching and Learning.

The program covenant for MIT is part of the student handbook, and helps students understand the expectations from both Evergreen and the Washington State Board of Education, the accrediting agency.

The MIT program is a two-year, full-time program leading to a master's degree and initial teaching certification for K-12 schools. There are two overlapping cycles of approximately sixty students each year. Students graduate with ninety-six quarter hours of credit. Students progress through a sequential experience in the local public schools: guided observations and participation in the first year, and full-time student teaching in the fall and spring of the second year.

Each four-member teaching team consists of two regular faculty hired to teach MIT, one Evergreen faculty member from the liberal arts, and one K-12 teacher/practitioner, hired for the two-year cycle. The program has a full-time director, an Admissions Officer, and a Field Services Officer.

To remain in good academic standing, students must demonstrate graduate-level writing, thinking, and oral communication skills; professional interpersonal communications skills; and satisfaction of all subject matter endorsement prerequisites. Students demonstrate, through professional portfolios, their readiness to advance to candidacy status and to student teaching. Students demonstrate evidence of the Washington Administrative Code's "knowledge and skills" standards through their professional portfolios, and their narrative evaluations.

Each student completes an MIT Project, a writing assignment that culminates in an in-depth critical literature review and analysis on a relevant K-12 schooling issue. Students present a public synopsis of their MIT Project in a conference format in the second year; the projects are bound and catalogued in the college library.

In the cohort beginning in 1994 and graduating in 1996 (known as "MIT 96"), the MIT program was offered at Evergreen's Tacoma campus, and designed for working adults with evening/weekend meeting times and appropriate support mechanisms. Working with support from a Pew Charitable Trusts grant, faculty offered a seminar in the 1993-94 academic year to help prepare adult students to enter the program. This special cohort was unusually successfully in graduating a substantial number of students of color, nearly half of the sixty students in the program. Many lessons were learned in the process of designing this special program: lessons about the need for early intervention with advising, and lessons about the large number of potential teachers in paraprofessional positions in the public schools.

As a result of our success with the Tacoma cohort, we will soon begin a second experiment focused on recruiting and certifying teachers with a special interest in Native American learners. Beginning in 1998 (the MIT 2000 cohort), the MIT program will again offer an evening/weekend program to prepare teachers working with Native American students in public and tribal schools.

The MIT program enjoys a close and reciprocal relationship with The Evergreen Center for Educational Improvement and with the Labor Education Center.

The MIT program surveys all graduates approximately one year after graduation, and follows up with a survey of those graduates' employers, where appropriate. In the most recent survey, conducted with the 1996 graduates, both alumni and employers rated Evergreen students "excellent" or "good" at: multicultural perspective; ability to devise instructional approaches for students with diverse cultural backgrounds; an understanding of their role as a teacher in democratic, school-based decision-making; demonstrated ability to participate effectively in decision-making with other teachers; skills to implement an interdisciplinary curriculum that promotes active student learning; ability to evaluate both their teaching and its effect on student development; ability to use technology to enhance student learning; knowl-

edge of the teacher's responsibility for reporting abuse and a concurrent understanding of the impact of abuse on student learning.

Employers' suggestions for ways the MIT program could improve include: teaching practical application for classroom management; and strengtheing curriculum for students with disabilities or who meet special education standards.

In March 1998, Evergreen's MIT program became the first in the state to be approved by the State of Washington Board of Education under new program approval guidelines. The new program guidelines include the new educational reform standards in the State of Washington. The report, and the MIT program, received high commendations from that body.

In the MIT self-study, faculty recommend:

- encourage wider interaction with Evergreen faculty in designing teaching teams
- consider returning to Tacoma for the 2001-03 cohort
- redesign staff support structure
- consider a new graduate program to serve K-12 educators (in-service M.A.)
- develop and strengthen partnerships between Evergreen and local school districts

The MIT self-study is in Exhibit Room, Exhibit 2-27.

"Evergreen radically changed my life as a liberal arts education should. It has made me an observer and a lifelong seeker of knowledge and authenticity."

— 1996 Evergreen Alumni Survey

Off-Campus Programs

Evergreen has three off-campus programs: a reservation-based program currently offered at four sites, a small upper-division interdisciplinary program at Grays Harbor Community College, and a substantial program in Tacoma.

The Tacoma Campus

The Tacoma program offers an upper-division, coordinated studies program to working adults in Tacoma, thirty miles to the north of the main campus in Olympia. It is staffed by continuing and visiting members of the faculty, community-based adjunct faculty, as well as by Olympia-campus faculty who rotate into teaching positions there.

The mission of the Tacoma program is to provide a broad-based, world-centric, liberal arts education in the arts and sciences for urban working adults. The campus is located in the center of Tacoma's Hilltop community, and has been at the heart of the revitalization of that area. Begun in 1972 as a single program for a few students in a faculty member's home, the campus has grown steadily to the current 150 FTE students, and plans to grow further to 260 students by 2010.

The curricular offerings in Tacoma reflect the urban nature of the students' experience, with a strong emphasis on writing, public speaking and presentation, research methods and processes, cross-cultural communication, and quantitative, technological, and scientific research. They have done this within the context of programs in history, political science, law, literature, public policy, science, ethics, cultural studies, computer studies, and quantitative and qualitative inquiry.

One faculty in the program is released one-half time from teaching in order to direct the program, coordinate recruitment for the Tacoma campus, arrange liaison with the Olympia campus, and coordinate the curriculum. The director of the Tacoma campus reports to the provost.

Students in Tacoma demonstrate their learning with frequent public presentations to the campus and invited guests. Their responses to the College Student Experiences Questionnaire reveal significant gains on all measures of the development of their academic, intellectual, and scholarly qualities.

Since 1985 the Tacoma Community College and the Evergreen-Tacoma program have jointly offered an on-site lower-division bridge program to those students not yet ready to transfer into the upper division (Exhibit Room, Exhibit 2-32). The bridge program is taught by one Evergreen faculty, and faculty from TCC. It has been highly successful in terms of the eventual transfer and baccalaureate graduation rate. Co-location and intermingling of the upper- and lower-division students and faculty are key elements in making this enterprise successful.

Overall retention rates in Tacoma have remained consistent at 76 percent or better for each of the previous five years, except 1995-96. The graduation rates between 1993 and 1997 range between 78 and 96 percent per year.

Support to students presents a challenge to any off-campus program. Students cannot simply walk to the registrar's office, stop in at the library to check a reference, or seek advising help by attending the drop-in hours at Academic Advising. Nor can working adults drop everything and drive the thirty miles to the main campus in Olympia.

Faculty and staff at the Tacoma campus have successfully linked their campus to the support network available on the main campus in Olympia: library support, academic advising, student support services, registration and records, and admissions are all coordinated with staff in Olympia.

Early on, the Tacoma campus faculty identified library research methodology as an essential skill for students to acquire and practice well enough for it to last a lifetime, and they incorporated library research methodology into the curriculum for all students. Since the campus has no library, the faculty and Olympia library staff decided to focus on on-line services and electronic searching, with a reference librarian as liaison to the campus. The faculty librarian from Olympia works with Tacoma faculty to plan the program, and to provide direct instruction to students for at least one quarter. The librarian also negotiates with regional libraries so that Tacoma campus students have direct access to their materials.

In addition to the on-campus advising by Tacoma campus faculty, students receive peripheral, though essential, academic advising from staff in the Academic Advising office.

Staff from Student and Academic Support Services also provide assistance to Tacoma students. The Director of Access Services regularly comes to campus to work with students with learning challenges, bringing books on tape, providing note-takers, and providing special computer equipment for visually impaired or physically challenged students. Staff from Career Development and First Peoples Advising also provide service to the campus. The Director of First Peoples Advising assists in interviewing prospective students, provides academic and personal counseling, assists with admissions, registration, and financial aid difficulties, and facilitates the transfer process for bridge students.

Staff from Registration and Records come to the Tacoma campus four times each year to assist with registration, and respond by telephone and email throughout the year.

KEY Special Services (a federally funded TRIO program) and the Bookstore also maintain a close relationship with the campus, making regular visits and responding to all requests.

Faculty in Tacoma are currently working with the student Services and Activities organization (S&A) to provide support to Tacoma student organizations. Beginning in fall 1998 a full-time student affairs position will be added to the Tacoma staff to provide even better on-site service.

Tacoma faculty make the following recommendations:

- increase enrollment to an optimal size of 260 student FTE
- complete the faculty hires necessary for this growth
- locate a new facility to accommodate growth and better support the program
- Continue to assess and systematize campus services
- assess and improve the curricular interfaces between Tacoma and the bridge program
- continue a close working relationship with the Olympia campus
- assess recruitment, enrollment tracking, retention, and documentation strategies

The Tacoma Self-Study is in Exhibit Room, Exhibit 2-21.

Reservation-Based Tribal Programs

The Reservation-Based Community Determined Tribal Program, now a part of the Center for Native American Studies, provides outreach to four local tribal reservations in the form of an interdisciplinary Bachelor of Arts degree program offered partly on campus and partly at the reservation sites. The four reservations—Makah (in Neah Bay), Quinault (in Taholah), S'Klallam (in Port Gamble), and Skokomish (in Skokomish)—use a common curriculum that includes substantial group projects tailored to each community. Two Evergreen faculty travel to teach at the multiple reservations sites, and a community-based faculty member is a part of the team at the largest sites.

Designed on Frierian principles, the program assumes that the knowledge that resides in the community should form the foundation of the curriculum. The program is offered in the evening at the reservation sites, with the entire program coming together four times a quarter on the main campus of Evergreen. The effect of the dual location of services for the Native American students means that they are not disrupted from their life and work on the reservations and they also have access to the campus services of the library, registrar, and bookstore. Students become comfortable in both settings without losing their home base.

An innovative and vital part of this program is the formal partnership between Evergreen and the Northwest Indian College (NWIC) in Bellingham, Washington, that prepares lower-division students to transfer to the upper-division program (Exhibit Room, Exhibit 2-23). Evergreen faculty teach these preparatory offerings, with the curriculum and syllabi reviewed by NWIC.

Planning for the reservation-based program begins with the students and the community asking, "What does an educated member of an Indian nation—one who wants to effectively enhance his/her Native American community—need to know?" An advisory committee consisting of tribal council members and the education director from each participating Indian tribe helps determine the overall emphasis on the program. Communication skills are stressed throughout the curriculum. Recent themes have focused on cultural studies, Indian law, health and social services, management and leadership, and history.

Evergreen's off-campus program on four Indian reservations enjoys a more favorable student/faculty ratio in acknowledgment of the particular conditions of off-campus education. It

requires faculty to provide some of the support services available on campus to residential students. These programs are planned in concert with the on-campus undergraduate curriculum, and they are staffed by regular full-time faculty, budgeted from the faculty lines for the entire college, and have a combination of faculty rotating from the Olympia campus and faculty permanently assigned off-campus. (Exhibit Room, Exhibit 2-22)

Student enrollment in the reservation-based program has grown but fluctuates a great deal since students tend to move through the program as a cohort. This has posed problems in deciding how long to serve any particular community. Area faculty expect that the new Center for Native American and World Indigenous Peoples will increase both the on-campus and the tribal enrollment of Native American students.

Opportunities and future plans for the tribal program include the following:

- build additional links with the South Puget Intertribal Planning Agency Tribes, the Northwest Indian Fisheries Commission, the Washington State and Tribal Museums, and non-profit organizations like the Northwest Native American Basketweavers Association for internship/practicum opportunities for students
- prepare Indian students for competitive entry into graduate programs
- better connect with the Longhouse to bring together academic programs and the local tribal communities by hosting workshops, conferences, and programs
- develop better records of Native American student progress and accomplishments

Faculty and tribal community members make the following recommendations:

- expand the expository composition offerings
- work to ease the transition for students from NWIC to TESC
- develop more financial aid opportunities for Native American students
- develop a recruiting and marketing plan for the program to better draw on campus staff capacities
- present a four-year curriculum design to the Tribal Councils
- coordinate more closely with the Tacoma campus
- explore the use of technology, particularly distance learning and the Internet, as a part of the academic programs
- develop a stronger relationship with the on-campus Native American Studies program
- explore outreach to other reservation sites
- reconceptualize the basic model for the faculty teaching team

The Reservation-Based Tribal Program Self-Study is in Exhibit Room, Exhibit 2-22.

Grays Harbor Program

For the past year-and-a-half Evergreen has been offering a small upper-division interdisciplinary program in social science and humanities at Grays Harbor Community College. This program was recently approved by the commission and the Higher Education Coordinating Board. There are approximately twenty students in this eight-credit interdisciplinary program which is offered at the community college for evening students. The Grays Harbor program began as a pilot project between Grays Harbor Community College and Evergreen, funded by

the State Board for Community and Technical Colleges. During the first two quarters the program had an inter-college teaching team subsidized by the grant. Since enrollment was not strong enough to support two faculty, faculty from Evergreen's main campus now teach the program alone. Should enrollment increase, both colleges are interested in having an inter-college team teach together again. The Grays Harbor program has been highly appreciated by the people in this rural underserved part of the state, and Grays Harbor Community College has been generous in its support for the program.

Recommendations:

- continue recruitment efforts
- work on providing internship opportunities for students in the Grays Harbor area and provide workshops on designing internships on the Grays Harbor campus
- continue outreach to students through the Prior Learning from Experience program
- attempt to double the number of students enrolled in the program so that a team taught program can be offered

Part-Time Studies

The original design of the Evergreen curriculum focused on full-time students through year-long coordinated studies programs. Almost from the beginning, lively debate ensued over the possible role of part-time studies. Wanting to avoid the piecemeal nature of an education based solely on courses, the faculty determined that full-time, coordinated studies programs would be the predominant mode of education. Limited part-time offerings date back to the college's early years, but it is accurate to say that they were minimal.

Sensing rising interest in the community, the 1996 Long-Range Curriculum DTF recommended a new look at this question and argued for the formation of a coherent Evergreen-style curriculum for students who could not attend college full-time. The recommendation came at the time a series of factors, both external and internal, made such a move desirable: a state-wide interest in access to education; a renewed commitment to adult learners in the local community; concern for the most efficient use of campus classroom space and interest in using the evening hours; concern for the growth potential for the full-time daytime program given space and facilities restrictions.

Among other recommendations, the DTF recommended that Part-Time Studies be a major dean's desk assignment (see Exhibit Room, Exhibit 2-24).

The newly-configured Part-Time Studies offerings are organized around six interdisciplinary curricular pathways designed by faculty in conjunction with the Part-Time Studies Coordinating Committee. These pathways were chosen as a result of a five-county survey of households in 1995 which indicated strong interest in business and management, computers and society, human services and psychology, literature, history, and writing, environmental studies, and labor studies. Yearlong half-time (eight credit) programs and four-credit courses are taught by one of six part-time faculty with continuing appointments or adjunct faculty. Serious efforts have been made to give adjunct faculty equal privileges and respect. All adjunct faculty have full faculty privileges, including voting at faculty meetings, eligibility for professional travel and research support, and pay proportional to the full-time faculty. A new policy was passed establishing a number of part-time continuing faculty positions. The six part-time faculty on continuing appointments are responsible for long-range curricular planning and for faculty governance activities. Adjunct faculty are evaluated by the Part-Time Studies dean every three years.

Student enrollment in part-time studies has grown steadily since 1993, from 91 students and 2 half-time programs to 369 students and 11 half-time programs for the 1997-98 academic year. By admitting non-matriculated students to the half-time programs, we offer them the opportunity to "try out" college before making the commitment to application. These "special students" earn regular credit which is applicable to graduation at the time they matriculate. The students in part-time programs and courses are both adult part-time learners and younger students seeking a particular course or needing to study part-time for one or more quarters.

Program portfolios from two of these part-time programs, "Making Your Place" and "Energy and the Environment," on display in Gallery IV, demonstrate the ways in which Part-Time Studies programs reflect the five foci of an Evergreen education.

The part-time studies self-study recommends:

- continue to include the dean for Part-Time Studies in the Hiring Priorities decision-making process
- ensure that Part-Time Studies governance assignments address the concerns of the faculty as well as the administration; in 1998-99, for example, work on a transition policy to move term half-time faculty to continuing status, and develop a clearer evaluation policy for adjunct faculty
- develop systematic ways for the dean of Part-Time Studies to work with the new half-time faculty; for example, ways in which curricular evaluation and decisions will receive their input
- conduct a study of student self-evaluations in Part-Time Studies to assess patterns of enrollment, future needs, and student satisfaction
- follow the growth plan outlined in the Long-Range Strategic Growth Plan
- in order to better advise students, use the Evergreen web page to advertise the offerings in Part-Time Studies for the entire year
- begin extensive discussions about ways to offer upper-division science to part-time students

The Part-Time Studies self-study is in Exhibit Room, Exhibit 2-24.

Summer School

Evergreen has offered a summer session since opening in 1971. Since 1981, all Washington State baccalaureate institutions have operated a "self-supporting" summer school, with no direct contribution of state funds. As a self-supporting quarter, summer at Evergreen has had to make its own way economically, and it has done very well.

Curricularly, in contrast to the academic year, almost all summer offerings are free-standing four- or eight-credit courses, tied fairly closely to traditional disciplinary studies and taught by a single faculty member. Summer school therefore offers students a way to fill "gaps" in their education, meet specific prerequisite requirements, or supplement their work in the academic year.

The Dean of Summer School developed several assessment tools in 1995 and 1997 to identify student interest and students' reasons for attending summer school. In 1995, over half of the students responding indicated that they attended summer school to earn needed credits (usually for graduation) or that the class suited their needs or interests.

The most recent summer school, in 1997, enrolled 1,466 students for a total of 13,573 quarter credits—about 26 percent of a typical fall credit registration and about 40 percent of a typical fall head count. The great majority (82 percent) were Washington State residents.

The information gained from studying students' reasons for attending summer school, along with actual enrollment patterns and faculty interest, guide an active process of developing summer curriculum each year:

1. The summer school dean and administrative assistant analyze the previous summer's data to identify both "popular" offerings and those offerings which were canceled due to lack of student interest.
2. They also review the academic catalog for the coming year to identify courses which appear to be needed to help students meet prerequisites for that year's programs or which complement those programs.
3. In October, this information goes to the faculty in a letter soliciting course proposals from all regular Evergreen faculty and other potential summer faculty.
4. Proposals received from faculty are compiled into a trial curriculum which is reviewed by the Planning Unit Coordinators and the other deans. As necessary, the summer school dean solicits additional proposals to fill gaps.
5. Based on the proposals, the summer school dean prepares a tentative list of summer courses, distributed to students just before the winter break.
6. Course proposals are fine-tuned during winter quarter and offered in *The Summer Times*, Evergreen's summer catalog.
7. Students may register for summer courses at the May registration.
8. As registration proceeds, the summer school dean monitors enrollments and identifies courses which look as if they may not fill, so as to give a firm decision by Wednesday, the week before classes begin.

Faculty who teach summer school earn salaries comparable to their salary for the three-quarter academic year.

Recommendations from the self-study include:

- improve the identification of specific area needs for particular summer courses to support their curriculum during the regular academic year
- increase access to facilities and services for summer school students
- improve the coordination of summer school courses and the part-time curriculum during the regular academic year to support faster and better progress towards a degree for part-time students

The Summer School self-study is in Exhibit Room, Exhibit 2-34.

Student Learning Outcomes

This analysis is directed toward institutional evaluation. Important areas of strength and areas for improvement have also been identified at the level of faculty planning groups. Examples of areas for improvement within planning groups include: the Science and Inquiry planning group identified a need to strengthen curriculum intended to help students develop an understanding of their own ethics and personal values in relation to academic content in the sciences; among other topics, the Expressive Arts self-study calls for greater attention to

design of a two-year curriculum serving transfer students; in Environmental Studies, analysis of student use of the curriculum indicated that content of the entry-level program in Environmental Studies should be re-thought, since it served more students from across the curriculum—who were seeking a one-time introduction to the environmental studies—than students who planned to continue with advanced work in the area.

In this section, data have been selected to describe student learning outcomes from four perspectives: current students, alumni, employers, and a few performance measures used nationally and within this state to convey institutional "efficiency." The most recent addition to Evergreen's assessment of student learning outcomes has been the use of two nationally-normed questionnaires. Results from these two surveys are described first in this section followed by other important measures of student learning produced since the last full accreditation in 1989.

Current Students

College Student Experiences Questionnaire and College Student Survey

Two nationally-normed surveys were administered to the spring 1997 student body. A high rate of participation in the surveys was obtained because faculty granted class time for survey administration. Over 1,200 undergraduates completed the College Student Experiences Questionnaire (CSEQ) and 900 undergraduates completed the College Student Survey (CSS). Composition of the respondents to each survey mirrored major demographic characteristics of the entire student body and the distribution of students across areas of the curriculum.[2]

The CSEQ

The CSEQ was of particular interest to Evergreen because it attempts to relate student experiences in and out of the classroom to learning outcomes. The instrument's "premise is that the more effort students put into using the resources and opportunities that an institution provides for their learning and development, the more they benefit" (CSEQ Handbook). A copy of the CSEQ is included in Exhibit Room, Exhibit 2-35. Since Evergreen is designed specifically to heighten students' involvement in their education, this survey touches upon central intentions of our curriculum. The CSEQ also provides several norm groups against which comparisons can be made. Given Evergreen's moderate admissions criteria, the norms for "General Liberal Arts Colleges" (GLA) were selected for the comparisons in this section of the self-study.

The CSEQ manual provides guidelines for "noteworthy" differences in comparison with norms as well as recommending "appropriate statistical measures." Because the large sample size obtained at Evergreen will produce "statistically significant" differences at levels lower than recommended as "noteworthy" in the manual, the more stringent guidelines were used for comparisons with GLA norms. Results from the CSEQ are summarized below.

[2] Students on individual contracts were underrepresented among survey participants. Since it is rare for students on individual contracts to also enroll in academic programs, they were not reached through program-based survey administration. Both instruments were mailed to all students on individual contracts with a postage-paid reply envelope in an attempt obtain responses from contract students. Approximately 150 responses from students on individual contracts or internships were received. Twenty-five percent of the undergraduate student body were enrolled in individual contracts in spring 1997. Contract students in the response set account for 12 and 16 percent of respondents to the CSEQ and CSS, respectively. To test for systematic bias attributable to this under-representation, differences in responses to the twenty-three "Gain" items from CSEQ were assessed between individual contract respondents and students enrolled in programs. No statistically significant differences were found. Based on that analysis, it was judged that the underrepresentation of contract students was inconsequential in terms of overall results and the two groups were combined for subsequent analyses.

Information on Student Experiences

The CSEQ asks students to evaluate their personal engagement in classrooms, libraries, arts facilities, science labs, student unions, recreation centers, and campus residences. The CSEQ considers these institutional resources to be major investments in undergraduate education. Contacts with faculty and other students, experiences leading to self-understanding, involvement in clubs and organizations, experiences in writing, and the quality of conversations with other students are also assessed. Levels of involvement are evaluated by student ratings on a 4-point scale (4= "very often;" 1= "never").

In comparison with national norms, Evergreen students report substantially higher levels of involvement in (see Table 2-2):

- topics of conversation with other students
- the arts
- library experiences
- course learning
- experiences with faculty

Some types of activities that contribute to greater involvement ratings in Course Learning for Evergreen students include higher levels of:

- participation in classroom discussions
- seeing how facts and ideas fit together
- integrating ideas from various sources
- thinking about practical applications of class material
- doing additional readings on topics introduced in class

Evergreen students report more frequent conversations with other students on the topics of:

- major social problems
- ideas and views of other people such as writers, philosophers and historians; the arts
- the economy
- international relations
- different lifestyles and customs
- social and ethical issues related to science and technology

Evergreen students report lower levels of involvement in: athletics and recreational facilities; campus residences; and clubs and organizations.

Table 2-2
CSEQ Results: Involvement Scales

Composite indices based on 10 items (unless otherwise noted) each rated on a 4-pt scale (4= "very often," 1= "never")

Comparisons with General Liberal Arts (GLA) Norms; Undergraduates Only; N = approximately 1240; Recommended Difference in means for "practical significance" = 2.0

Areas where Evergreen Students were substantively higher than the norms

Items	TESC Mean	GLA Mean	Difference in Means
Topics of Conversation	26.78	21.69	5.09
Course Learning	31.15	27.36	3.79
Art, Music, Theater (12)	23.14	19.69	3.45
Art (4)	8.88	6.18	2.70
Information in Conversations (6)	16.39	13.97	2.42
Library Experiences	22.65	20.32	2.33
Experiences w/Faculty	23.59	21.68	1.91

Areas where Evergreen Students were substantively lower than the norms

Items	TESC Mean	GLA Mean	Difference in Means
Clubs & Organizations	16.76	19.23	-2.47
Athletic, Rec. Facilities.	16.03	20.75	-4.72
Campus Residence	19.57	25.04	-5.47

Areas where Evergreen Students were higher than the norms, but not substantively

Items	TESC Mean	GLA Mean	Difference in Means
Experience in Writing	26.85	25.34	1.51
Student Union	21.09	20.24	0.85
Music (4)	7.74	7.18	0.56
Science	18.30	17.86	0.44
Theater (4)	6.53	6.40	0.13

Areas where Evergreen Students were lower than the norms, but not substantively

Items	TESC Mean	GLA Mean	Difference in Means
Student Acquaintances	25.41	25.62	-0.21
Personal Experiences	22.02	22.64	-0.62

Information on "Life-Long Learning" and "Good Practices"

The CSEQ provides two additional indices of institutional practices. The first index is called the "Capacity for Life-long Learning." It is a composite measure based on eleven of the twenty-three items for which students estimate their "gains in learning." The sum of these items represents a set of skills, competencies, and attitudes for working well with others in a world in which economic and social problems are increasingly abstract and complex. The items are listed in Table 2-3. The average rating of the Life-Long Learning index given by Evergreen students was substantially higher than the normative ratings for both General Liberal Arts and Selective Liberal Arts Colleges (see Table 2-3).

The second index reflects "Exposure to Three Good Practices in Undergraduate Education." The three practices highlighted in the CSEQ are: Student/Faculty Interaction, Active Learning, and Cooperation Among Students. These indicators are constructed from fifty-one individual items from the CSEQ described in Table 2-3. They are drawn from the *Seven Principles for Good Practice in Undergraduate Education* (Chickering & Gamson, 1987). The seven principles include student/faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse ways of learning.

All are linked empirically to student satisfaction and achievement on a variety of dimensions through higher education research during the past fifteen years. The average rating for two of three indices given by Evergreen students was substantially higher than the normative ratings for both General Liberal Arts and Selective Liberal Arts Colleges: Student/Faculty Contact and Active Learning (see Table 2-3).

Evergreen students' comparatively high ratings on the Life-Long Learning index indicate that our students see their own gains in learning in ways consistent with stated intents of the college's curriculum. Higher ratings on the two measures of good practice shed some light on teaching strategies we believe are associated with the distinctive gains in learning reported by our students.

Table 2-3
CSEQ Results: "Life-long Learning" and "Good Practices" Indices

Comparisons with General Liberal Arts (GLA) Norms; Undergraduates Only; N = approximately 1240

Ranked by Size of Difference in Mean Rating; Estimated Gains on a 4 point scale: 1= Very Little; 4= Very Much; Recommended Difference in means for "practical significance" = 2.0 (except Active Learning as noted)

Areas where Evergreen Students were substantively higher than the norms

Items	TESC Mean	GLA Mean	Difference in Means
Life-Long Learning	31.82	26.80	5.02
Active Learning (+4.0)	65.53	58.83	6.70
Faculty/Student Contact	29.17	27.24	1.93

Measuring Capacity for Life-Long Learning:
Capacity for Life-Long Learning is an index based on eleven of the gains items listed below. (These are a subset of the twenty-three gains items.) The sum of these items represents a set of skills, competencies, and attitudes for working well with others in a world in which economic and social problems are increasingly abstract and complex. The eleven items include: specialization for further education; broad general education; writing clearly and effectively; use of computers; understanding other people; functioning as a team member; understanding new scientific and technical developments; ability to think analytically and logically; quantitative thinking; ability to synthesize or put ideas together; and ability to learn on one's own, inquire, and find information.

Measuring Active Learning:
The Active Learning index is based on twenty-five of the "involvement" items listed below. The sum of these items (rated on a four-point scale from "very often" to "never") represents a "process indicator" based upon the *Seven Principles for Good Practices in Undergraduate Education* (Chickering and Gamson, 1987). The twenty-five items are drawn from four involvement scales: the Library, Course Learning, Experience in Writing, and Personal Experiences. Items taken from the Library scale include: used card catalog or computer; asked librarian for help; read in reserve or reference section; used indexes to journal articles; developed a bibliography; found material by browsing in the stacks; checked citations in things read; read basic references or documents; and checked out books. Items take from the Course Learning scale include: participated in class discussions; underlined major points in readings; saw how facts and ideas fit together; thought about practical applications; integrated ideas from various sources; summarized major points and information; made outlines from notes or readings; and did additional readings. Items taken from the Writing Experiences section include: used a dictionary or thesaurus; wrote rough draft and revised it; referred to style book or grammar manual; and revised paper two or more times. Items taken from the Personal Experiences section include: took course dealing with behavior; identified with character in book/movie; read about personal adjustment; and took ability, interest, or aptitude test.

Measuring Student/Faculty Interaction:
The Student/Faculty index is drawn from eight items taken from the Faculty Experiences involvement scale: talked with a faculty member; asked instructor for information related to course; visited informally with faculty member after class; made office appointment with faculty member; discussed term paper/project with faculty member; discussed career plans with faculty; asked for comments/criticism about work; and had coffee, cokes, snacks with faculty.

Information on Student Learning Outcomes

The CSEQ concludes with a section asking students to estimate gains in learning on a variety of topics. Each item is rate on a four-point scale (1= "very little," 4= "very much"). Compared with national norms, Evergreen students report making substantially greater gains in learning on eleven of twenty-three items on the CSEQ (see Table 2-4).

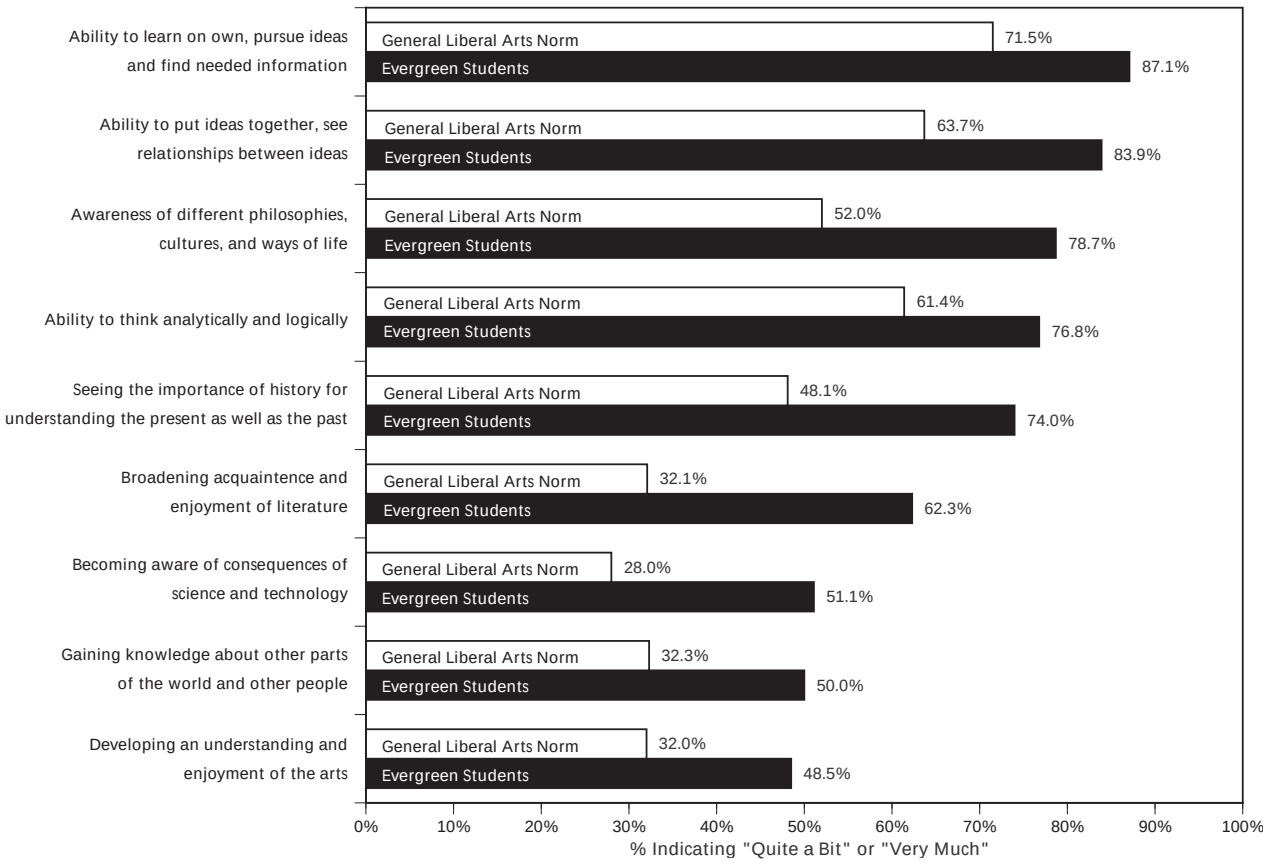
- Broadening acquaintance and enjoyment of literature
- Becoming aware of different philosophies, cultures, and ways of life
- Seeing the importance of history for understanding the present as well as the past
- Becoming aware of the consequences (benefits/hazards/dangers/values) of new applications in science and technology
- Ability to put ideas together, to see relationships, similarities, and differences between ideas
- Gaining knowledge about other parts of the world and other people—Asia, Africa, South America, etc.
- Ability to learn on own, pursue ideas, and find needed information
- Developing an understanding and enjoyment of art, music, and drama
- Acquiring background and specialization for further education in some professional, scientific, or scholarly field
- Ability to think analytically and logically
- Developing own values and ethical standards

The comparisons on student involvement and gains in learning are generally positive and suggest a strong congruence between the type of learning environment and student outcomes the College purports to foster and the experiences of our students (see Chart 2-1). The only "substantive" negative comparisons exist in the areas of student involvement in "Clubs and Organizations," "Athletic and Recreational Facilities," and "Campus Residence." We believe that a large portion of the negative comparisons can be explained by intentional differences in the design of Evergreen's curriculum. The "coordinated studies" model of our curriculum is intended to blur the distinctions between academic and social life for students. The learning communities created in our academic programs—when they work well—serve as the hub of social activities for students as well as the academic center of their work. The comparatively high scores on many of the CSEQ's Involvement Scales bear this out. We believe that the high levels of involvement in learning communities reduce the need for students to seek out other forms of social involvement. Many of our students would argue, as well, that the amount of time devoted to program activities, studying, and working precludes additional forms of social involvement.

It is also true that the stakes are higher for our academic programs to succeed as social and academic centers. Unlike students at most colleges, Evergreen students' experiences in academic programs tend to define the *entire* college experience. When the academic program works well, life is good for our students. When the program does not work well for an individual student, it is not one of three to five courses that is not going well—with some hope that one of the remaining courses might provide some academic satisfaction—it is all or nothing, and there are few "extra-curricular" activities to sustain a sense of engagement. In fact, for substantial good, but not withstanding occasional ill, the term "extra-curricular" is largely a misnomer for students at Evergreen.

Last, analysis was performed to assess the relationship between learning outcomes and number of credits earned at Evergreen. While the various "involvement" sections of the CSEQ explicitly ask for students to base responses on the "current school year," the "estimate of gains" section asks students to evaluate their experiences "in college up to now." Because substantial numbers of transfer students enroll at Evergreen, it seemed useful to attempt to verify that increased exposure to Evergreen's curriculum was associated with increases in gain scores. The CSEQ Life-Long Learning index was used as a measure of learning outcomes. This is a composite measure constructed from eleven of the twenty-three "estimate of gain" items developed for the CSEQ.[3] Respondents to the CSEQ were asked to indicate the number of credits earned at Evergreen using four categories: less than 45 credits; 45-89 credits; 90-134 credits; and 135+ credits. Mean gain scores on the Life-Long Learning index increased steadily with the credit-earned categories. Paired with the comparatively high "involvement" scores on the CSEQ this analysis gives a clear indication that Evergreen's curriculum is a prominent factor in improved student learning outcomes (see Chart 2-2). Combined with freshman comparisons, the CSEQ analysis indicates strong gains in learning during the freshman year and that gains continue to increase with greater exposure to Evergreen's curriculum.

Chart 2-1
College Student Experience Questionnaire
Estimated Gains in Learning: Selected Items



[3] The gain items included are: specialization for further education; broad general education, writing clearly and effectively, understanding other people, ability to be a team member, understanding developments in science and technology, ability to think analytically, quantitative thinking, ability to put ideas together, ability to learn on own, and ability to use computers.

Table 2-4
CSEQ Results: Estimated Gains in Student Learning
Comparisons with General Liberal Arts (GLA) Norms
Undergraduates Only; N = approximately 1240

Ranked by Size of Difference in Mean Rating; Estimated Gains on a 4 point scale: 1= Very Little; 4= Very Much; Recommended Difference in means for "practical significance" = .30

Areas where Evergreen Students were substantively higher than the norms

Items	TESC Mean	GLA Mean	Difference in Means
Broaden acquaintance and enjoyment of literature	2.80	2.18	0.62
Become aware of different philosophies and cultures	3.16	2.57	0.59
See the importance of history for understanding the present and past	3.12	2.54	0.58
Become aware of the consequences of new applications of technology	2.57	2.05	0.52
Ability to synthesize ideas, to see relationships between ideas	3.28	2.79	0.49
Gain knowledge about other parts of the world	2.64	2.18	0.46
Ability to learn on one's own, pursue ideas and information	3.38	2.94	0.44
Understand and enjoy art, music, and drama	2.55	2.14	0.41
Ability to think analytically and logically	3.09	2.73	0.36
Acquire background/specialization for further education	2.92	2.63	0.29
Develop own values and ethical standards	3.06	2.79	0.27

Areas where Evergreen Students were substantively lower than the norms — NONE —

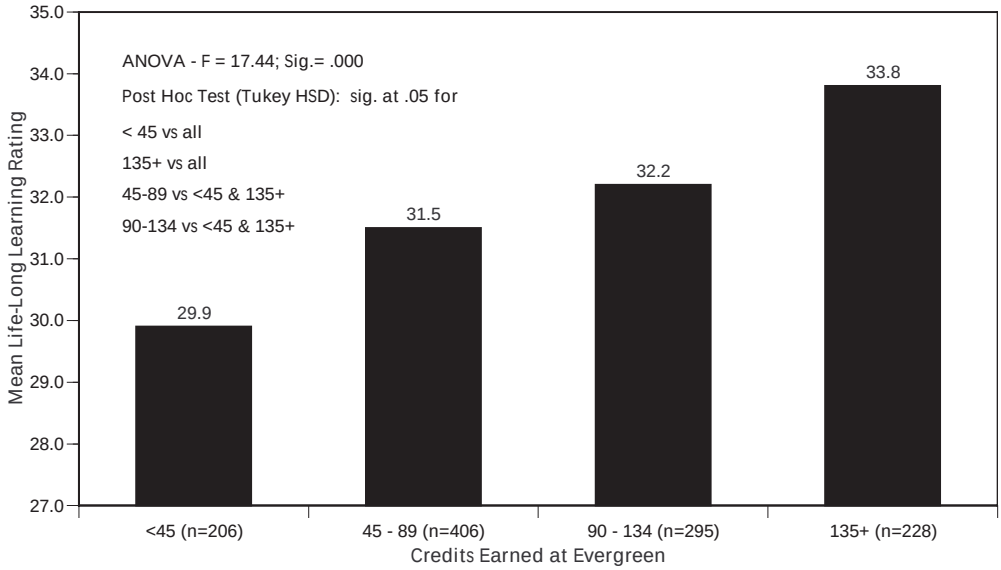
Areas where Evergreen Students were higher than the norms, but not substantively

Items	TESC Mean	GLA Mean	Difference in Means
Writing clearly and effectively	2.98	2.74	0.24
Understanding science and experimentation	2.29	2.05	0.24
Gaining a broad general education	2.99	2.77	0.22
Understanding self—abilities, interests, personality	3.19	2.98	0.21
Understanding new sci. and tech. developments	2.15	1.95	0.20
Use of computers	2.73	2.58	0.15
Understanding and getting along w/other people	3.05	2.94	0.11
Ability to function as a team member	2.90	2.82	0.08
Preparation for career	2.93	2.88	0.05

Areas where Evergreen Students were lower than the norms, but not substantively

Items	TESC Mean	GLA Mean	Difference in Means
Quant. thinking–probabilities, proportions , etc.	2.34	2.35	-0.01
Health/Physical Fitness	2.25	2.43	-0.18
Vocational Training	2.33	2.52	-0.19

Chart 2-2
College Student Experiences Questionnaire:
Life-Long Learning Index by Credits Earned at Evergreen



The CSS

The College Student Survey is developed and maintained by the Higher Education Research Institute (HERI) at UCLA. A copy of the CSS is included in Exhibit Room, Exhibit 2-36. Norms are based upon annual participation in the survey and provided for various types of institutions. Evergreen selected norms for "Public Four-Year Colleges" as our comparison group. Some of the survey items assume respondents attended the same college throughout their college careers (e.g., "Since entering college have you . . ."). Since a majority of Evergreen's students are transfer students, responses to these items beg the question of which college experience the students evaluated. Discussion of CSS data is restricted to items for which respondents described their current values and aspirations or were clearly directed to evaluate their current college, Evergreen. (Data from the CSS are presented in Volume 2, Exhibit 2-6.)

Information on Values and Aspirations at Entry to the College

Compared with national norms, Evergreen students attach more importance to the following objectives:

- developing a philosophy of life
- creating artistic work
- writing original work
- influencing the political structure
- promoting racial understanding
- being involved in environmental clean-up

Evergreen students attach less importance to:

- being very well-off financially
- having administrative responsibility
- raising a family

Evergreen students reported spending more time per week:

- attending classes/labs
- studying/doing homework
- reading for pleasure

They report spending less time per week partying and watching television.

Student Satisfaction

Evergreen students reported substantially higher levels of satisfaction with:

- amount of faculty contact
- relevance of coursework to everyday life
- humanities courses
- tutorial help or other academic assistance
- social science courses
- ability to find a faculty or staff member

Additional statistically significant differences extend to "overall instruction" and many campus services. Evergreen students reported lower levels of satisfaction with: ethnic diversity of the student body; job placement services; leadership opportunities; and ethnic diversity of the faculty.

The positive comparisons are consistent with findings from the CSEQ and underscore high levels of student/faculty and student/staff interaction at the college. At least one, if not two, of the negative comparisons can be viewed as back-handed compliments. In comparison with national standards, the proportion of people of color on Evergreen's faculty is very high (23 percent). Our students' comparatively lower level of satisfaction on this item probably reflects an increased awareness of the importance of diversity consistent with our own curricular intentions. Similarly, the ethnic diversity of our student body has increased in recent years, and given our curriculum and location, the proportion of students of color at the undergraduate level compares favorably with similar colleges. Nevertheless, our students seek greater diversity. This is also consistent with the values and pedagogy of the college. Job placement services is an area in which the college continues to seek improvement (see Standard 3).

Diversity

Significantly fewer Evergreen students report observing discriminatory behaviors directed toward:

- women
- gays or lesbians, and people with disabilities
- ethnic/racial minorities

Significantly more students report that instructors treat students the same regardless of gender or race/ethnicity.

Data collected through another HERI survey (see Table 2-5), a 1989 follow-up of the Cooperative Institutional Research Program survey of freshmen from 1985 paired with a survey of faculty in 1989, highlights greater exposure among Evergreen students to:

- workshops and courses focusing on racial awareness
- inclusion by faculty in most or all courses of readings on racial/ethnic issues and women's/gender issues
- ethnic and women's studies

The college has made a concerted effort to increase the treatment of multicultural issues in the curriculum and to increase the number of faculty of color at Evergreen. These results provide some evidence of success with infusing racial/cultural issues across the curriculum.

Table 2-5
Comparative Data on Multiculturalism, Gender Issues, and Teaching Methods

Students at Evergreen

		Evergreen	The Norm
Objectives rated as high or highest for the college	Help solve social/environmental problems	95%	35%
	Develop appreciation of a multicultural society	93%	42%
	Allow airing of different opinions	85%	46%
	Create multicultural environment	84%	42%
Agree strongly or somewhat	Courses include minority perspectives	88%	49%
	Courses include feminist perspectives	88%	41%
Reporting skills much stronger	Cultural awareness	63%	21%
	Acceptance of different races/cultures	43%	27%

From the *1989 Follow-up Survey of 1985 Freshmen*, TESC Institutional Summary, Higher Education Research Institute (HERI), UCLA, 1991

Faculty at Evergreen

		Evergreen	The Norm
Objectives rated as high or highest for the college	Develop appreciation of a multicultural society	95%	47%
	Create multicultural environment	93%	42%
	Help solve social/environmental problems	89%	25%
	Allow airing of different opinions	85%	48%
Methods used in most or all undergraduate courses	Cooperative learning	94%	27%
	Independent projects	78%	36%
	Group projects	73%	17%
	Experiential learning/field study	51%	20%
Activities in last 2 years:	Research/writing on race/ethnicity	49%	21%
	Taught ethnic studies course	41%	7%
	Research/writing on women/gender issues	38%	19%
	Taught women's studies course	26%	5%

From the *Faculty Survey for Full-Time Faculty*, TESC Institutional Summary, HERI, UCLA, 1991

Interactions with Professors

Evergreen students report that their professors provide them with significantly higher levels of:

- intellectual challenge/stimulation
- honest feedback about skills and abilities
- opportunities to work on a research project
- respect—treatment like a colleague/peer

CSS results elaborate on the higher levels of involvement reported by Evergreen students in the CSEQ and describe some of the forms increased student/faculty contact take at Evergreen and the leaning outcomes with which they are associated.

Alumni Satisfaction

Each baccalaureate public college in the State of Washington surveys its degree recipients one year after graduation as part of the state-wide assessment program. The surveys are conducted in even numbered summers. In addition to institution-specific items, the surveys contain a set of fourteen "common items" administered by all institutions. Average ratings of satisfaction for these common items are reported to the Higher Education Coordinating Board and published in the HECB Assessment Report. Results of the 1996 alumni survey indicate higher levels of satisfaction for Evergreen alumni than any other public college in the state on eleven of the fourteen common items in terms of the college's contribution to their academic and personal growth (see Table 2-6). The eleven items include:

- learning independently
- working cooperatively
- writing effectively
- defining/solving problems
- critical analysis
- understanding interaction of society and the environment
- speaking effectively
- understanding different cultures
- understanding/appreciating the arts
- recognizing rights and privileges as a citizen

The alumni survey also collects satisfaction data on a wide variety of Evergreen offices and services. Longitudinal analyses of these data have documented improvement in alumni satisfaction with academic advising and financial aid services since 1992 (see Exhibit Room, Exhibit 2-2 for Summary of Alumni Survey Data).

State-wide comparisons of alumni satisfaction corroborate findings of the two current student surveys. Again, the outcomes rated highly by Evergreen alumni are congruent with the stated teaching and learning objectives of the college. Further, similarities between alumni and current students suggest that strengths of the college identified by currently enrolled students are not diminished among alumni who have had some time to test the waters beyond Evergreen.

Table 2-6
Common Alumni Survey Items:

"How satisfied are you with [institution's] contribution to your academic and personal growth in each of the areas listed below?" Average ratings on a five-point scale (5=high).

Item	TESC	UW	WSU	CWU	EWU	WWU
learning independently	4.7	4.1	3.9	3.9	3.9	4.0
work cooperatively	4.5	3.8	3.9	3.7	3.7	3.9
writing effectively	4.2	3.8	3.8	3.7	3.8	3.7
define/solve problems	4.2	3.8	3.8	3.9	3.4	3.8
critical analysis	4.4	3.9	3.7	3.6	3.6	3.8
readiness for adv. study	3.9	3.8	3.7	3.5	4.0	3.3
understand society/env.	4.3	3.6	3.4	3.3	3.8	3.7
speaking effectively	4.1	3.4	3.6	3.6	3.6	3.4
understand/apply quant. princ.	3.6	3.4	3.2	3.3	3.8	3.5
understand diff. cultures	4.3	3.7	3.5	3.3	3.2	3.6
understand/apply sci. princ.	3.7	3.5	3.4	3.3	3.3	3.4
readiness for career	3.4	3.2	3.6	3.4	3.4	3.2
understand/apprec. arts	4.0	3.3	3.1	3.1	3.4	3.2
recog. rights, privileges as citizen	4.0	3.2	3.3	3.2	3.2	3.2

TESC – The Evergreen State College, UW – University of Washington, WSU – Washington State University
CWU – Central Washington University, EWU – Eastern Washington University, WWU – Western Washington University

Employer Satisfaction

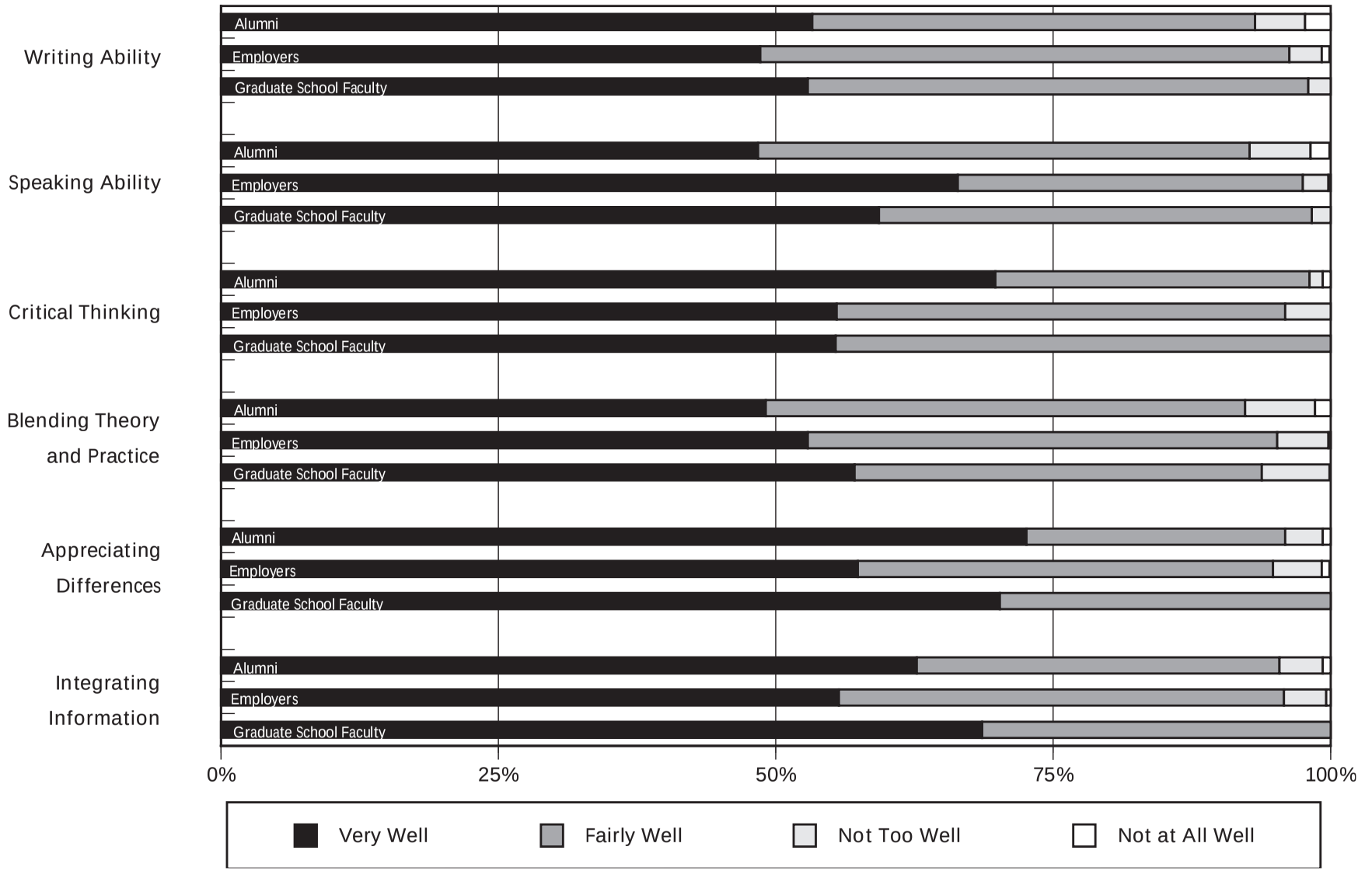
Evergreen conducted a survey of alumni and their employers in 1990 (Exhibit Room, Exhibit 2-2-130). The sample of alumni was large and longitudinal (400 alumni each from three successive graduating classes), participation rates were high (93 percent of those alumni contacted; 92 percent for employers) and used a strategy for obtaining evaluations of alumni by immediate supervisors including a comparison with "other" college graduates. The evaluation was designed around Evergreen's "five foci" with a few additional areas of inquiry.

Skills in writing, speaking, critical thinking, appreciating different perspectives, applying concepts and theories to practical problems, working with others, and integrating information were evaluated, first by alumni themselves, then by their immediate supervisor if employed or by their faculty if attending graduate school. Ratings were uniformly positive. (See Chart 2-3)

Interestingly, alumni tended to be somewhat more critical of their abilities than employers. Alumni also provided more suggestions for improvement of the curriculum than employers. The broad topic under which the largest proportion of alumni comments for improvement at Evergreen were received was "assistance with the transition to the workplace and graduate school." Increased academic advising and career counseling were requested. More information on employment opportunities, job search strategies, and graduate schools was a recurrent theme. The experience of a "culture shock" upon entering the world of work or graduate school was reported. Some graduates felt under-prepared for the move from Evergreen's style of pedagogy to more traditional settings in graduate school and to formal structures in the work environment.

Again, these findings are consistent with the preceding analyses. Current students, alumni, and employers are in substantial agreement about the strengths of the Evergreen curriculum.

Chart 2-3
Alumni/Employer Survey Results: How Well Prepared in Selected Skill Areas
Distribution of Ratings



Additional Measures of Institutional "Performance and Efficiency"

Graduation Rates

Graduation rates are an often-cited "student outcome." As described in Standard 1, Evergreen reports five-year freshman graduation rates among its state-mandated accountability measures. A recent analysis of national data on freshman graduation indicates a five-year graduation rate of 41 percent for public institutions of mid-range selectivity. (Postsecondary Education Opportunity, *The Mortenson Research Seminar on Public Policy Analysis of Opportunity for Postsecondary Education*, September 1997). The same analysis indicates that graduation rates for public institutions have declined fairly steadily over the past ten years from a high of nearly 50 percent in 1986. Evergreen's freshman graduation rate has tended to increase over the past ten years. For the most recent seven cohorts of entering freshmen, graduation rates have run between 49 and 59 percent (Volume 2, Exhibit 2-7). The graduation rate for the most recent cohort of freshmen declined. This drop reflects declining retention from the freshman to sophomore year.

Graduation rates for freshmen of color have tended to be slightly lower than for white freshmen, although the most recent cohort of freshman of color graduated at a somewhat higher rate (42 percent compared with 39 percent). The number of freshmen of color, especially in the early 1980s, is small and therefore, volatile. (Volume 2, Exhibit 2-8)

Since transfer students constitute the majority of Evergreen's undergraduate student body, graduation rates for this group are important to monitor as well. National benchmark data is not as readily available for this group of students. Four-year graduation rates for the most recent seven entering cohorts of transfer students at Evergreen have run a consistent 72 percent. Transfer graduation rates have improved in the last ten years and transfer students of color have tended to graduate at rates somewhat higher than white students (Volume 2, Exhibit 2-9). The generally positive differential for students of color reflects, in part, the high over-all rate of graduation on our Tacoma campus which enrolls a substantial number of African American students.

Disciplinary/Subject Area Breadth

A sample of 344 randomly selected transcripts of 1995-96 Evergreen alumni was analyzed to assess disciplinary breadth of graduates for this self-study. This analysis replicated a previous study of 300 Evergreen alumni who graduated in 1992-1993. All college-level courses were categorized in these terms: natural sciences (including environmental science and studies), social sciences, expressive arts, humanities, math, and foreign language.

The analysis of the 1996 alumni transcripts showed results similar to those of the 1993 alumni transcript analysis. Overall, both groups provide evidence that most Evergreen students graduate with broad exposure to academic work in the natural sciences, social sciences, and the humanities; transcripts indicate less exposure to the expressive arts, mathematics, and foreign language study.

A limitation to this study is that students may be involved in interdisciplinary work in the natural sciences or social sciences, for example, that require quantitative skills and reasoning, yet course equivalencies in quantitative skills may not appear on the transcripts. (Exhibit Room, Exhibit 2-2-57)

Alumni Placement Statistics

The alumni survey described earlier (Alumni Satisfaction) also collects information on job and graduate school placement one year out from date of graduation. Monitored in this fashion since 1992, placement rates have remained fairly stable with approximately 68 percent

employed full- or part-time, 18 percent attending graduate school, eight percent not currently seeking employment (traveling, raising families, etc.), and six percent seeking employment (see Exhibit Room, Exhibit 2-2-123). In a 1996 survey of alumni who graduated five years prior (the 1990 graduating class), the proportion of alumni who obtained a graduate degree or who were enrolled in graduate school rose to 42 percent (Exhibit Room, Exhibit 2-2-122).

Time-to-Degree

For one round of reporting in our state, Time-to-Degree was a state-wide accountability measure. It has been replaced by the "Graduation Efficiency Index" (described below). In comparison with other Washington State public institutions, Evergreen had the shortest time-to-degree for both freshman and transfer students (medians of 4.0 and 2.0, respectively).

Graduation Efficiency

The Graduation Efficiency Index (GEI) was developed in this state as an alternative to Time-to-Degree as an institutional "performance measure".[4] The GEI is the ratio of the number of credits needed for a degree to the number of credits registered. It is also one of the state's mandated accountability measures discussed in Standard 1. Evergreen's GEI also runs consistently higher than that of our sister institutions within the state for both freshmen (92 percent) and transfer students (89 percent).

Institutional Support to Academics

Academic offerings are supported by faculty, facilities, equipment, and additional staff support. Evergreen's physical plant is described in detail in Standard 8. Evergreen's library and computing resources are described in detail in Standard 5.

Equipment and facilities supporting academics includes offices and computers assigned to faculty. Each faculty member is given an office of approximately 140 square feet, in accord with state standards. Each faculty member is also provided with a computer. Faculty computers are funded from a dedicated summer school revenues pool which provides about $175,000 per year for this purpose, enough to replace each faculty member's computer approximately every three years. (In practice, those faculty making the most intensive use of computers receive state-of-the-moment replacements somewhat more often, while those with more modest needs often receive hand-me-downs from the first tier).

In addition to faculty resources, space and equipment are also provided for specialized instructional facilities including computer labs, science labs, art studios, etc. The college has a dedicated equipment fund of approximately $400,000 per year, often supplemented by additional funds at the end of fiscal biennia. Each year academics, like other divisional units across the campus, identifies equipment and furniture needs for both new and replacement items. These lists contribute to a master list in priority order. In general, roughly one-fourth of the items requested by the academic division in any given equipment cycle are actually able to be funded. This is enough to meet the most critical needs, but not enough to provide all of the equipment which faculty and students might wish for.

Each academic program is also awarded a budget based on the number of students expected to enroll and the kind of work which will be done in the program. Program faculty use their

[4] GEI = [(Number of credits needed for degree - Transfer credits)/Sum of credits registered for as of 10th day enrollment] x 100. Advantages over the Time-to-Degree measure include: the GEI does not penalize institutions with higher proportions of part-time students; it is meaningfully computed for both freshmen and transfer students; and, arguably, the measure is easily interpreted since it is reported in terms of percentage of "efficiency."

budgets for occasional supplies, motor-pool vans for field trips, honoraria to guest speakers, film/video rentals, laboratory and studio expenses, etc. Programs anticipating higher-than-usual expenses—those with an international travel component, for example—may request additional support to their budget.

Approximately $350,000 per year is available for program budgets (plus about $150,000 per year for student aides), and this is divided among perhaps 100 to 150 academic programs. On the surface this seems high, but one needs to bear in mind that the Evergreen academic program operates in a very decentralized mode: Without departments, there is little budgetary structure between the organizational top and the individual faculty or faculty team. Hence, faculty are given direct control over many of the resources required to support their programs. In most cases, these resources prove to be adequate for the goals faculty have in mind.

Support (including staff) for certain core facilities is centralized, however. Professional staff provide technical support for both the arts and the sciences, and these are budgeted through the deans' area. Again, this support is typically adequate. In some areas the college is able to provide truly outstanding facilities to support its academic programs. Among these are the studio facilities for 2-D and 3-D arts, performance production spaces, media facilities and equipment, and certain pieces of scientific equipment such as scanning electron microscopes and chemical analytic apparatus.

Programs at off-campus sites (in Tacoma, Grays Harbor, and the reservation-based programs) are an integral part of the on-campus offerings, and are supported at the same level.

Topics of data and reports used in evaluating student learning outcomes

I. Student Information
- A. Entering Student GPA and Test Score Report
- B. Cooperative Institutional Research Program Freshman Survey
- C. New Student Questionnaire Report
- D. Fall Quarter Enrollment Summary
- E. Enrollment Management

II. Mid-Program Assessments
- A. Cognitive Development
- B. Core Programs (Freshman-level offerings)
- C. Group Process/Collaboration
- D. Math/Quantitative Skills
- E. Multiculturalism
- F. Seminars
- G. Current Student Satisfaction
- H. Writing

III. End-of-Program Assessment
- A. Graduation Rates/Graduation Efficiency
- B. Individual contracts/Internships
- C. Multiculturalism
- D. Narrative Transcript
- E. Retention
- F. Student Outcomes in Comparison with National Norms
- G. Time-to-Degree

IV. Program Reviews
- A. Environmental Studies
- B. Expressive Arts
- C. Social Science
- D. Culture, Text and Language
- E. Science and Inquiry
- F. Tacoma Program
- G. Tribal Program
- H. Part-time, Evening/Weekend Studies
- I. Master of Public Administration
- J. Master of Environmental Studies
- K. Master in Teaching
- L. Program Portfolios
- M. Overall Curriculum Planning
- N. Center for Native American Studies
- O. Summer School

V. Alumni Satisfaction

VI. Employer Perceptions

Policy on Educational Assessment

The history of Evergreen's commitment to the evaluation of student outcomes actually begins with its inception and the decision to replace the traditional grading system with narrative evaluations of student work. Narrative evaluations are intended to provide students with a rich, individually tailored assessment of their performance. Our faculty have noted with irony that Evergreen is probably the only college in the country in which the faculty, rather than students, sit for "blue book" exams at the conclusion of each term in the form of writing twenty to twenty-five detailed narrative evaluations of their students' work.

Evergreen has reported on assessment activities to Washington's Higher Education Coordinating Board (HECB) since 1990. The categories used in state reporting are comparable to those suggested by the Commission: (1) Baseline Student Information, (2) Intermediate Assessment of Quantitative and Writing Skills and Other Skills as Judged Appropriate, (3) End-of-Program Assess-

ment, (4) Program Reviews, (5) Alumni Satisfaction, and (6) Employer Perceptions. The contents of these HECB reports are excerpted occasionally in this summary of Evergreen's assessment work. The full collection of HECB Assessment Reports is summarized in Volume 1, Exhibit 2-1.

The 1989 Accreditation Review Team remarked that the college had not been as innovative in its approach to assessment as it had been in curriculum design. Since then, owing to generous state support of assessment activities, the college has employed a wide range of approaches. We have produced video documentaries, year-long ethnographic studies, and straight-ahead evaluation research. A considerable body of assessment findings and reports exist. The 1994 interim accreditation report commended the college's progress on this front. The question before the college now is not whether assessment is occurring but how well the existing body of work has been employed for improvement and what gaps in the work exist or refinements are needed.

A description of the evolution of assessment work at the college follows. Assessment data and reports illustrating the types of work completed during these stages of development are summarized in Volume 1, Exhibit 2-2 which concludes this standard.

History of Assessment Efforts at Evergreen

I. Statewide Assessment: 1987-89

In 1987, the newly formed Higher Education Coordinating Board called for assessment at a highly aggregated level in one of its most onerous forms: a single, standardized test administered across all baccalaureate institutions at the conclusion of a student's sophomore year. Further, institutional funding was to be tied to relative performance on the standardized test. This proposal was not received well on any campus in the state. (A model imported wholecloth from the state of Tennessee.) It was markedly so on our campus. Our students protested and, in a moment that endeared us especially to the HECB, traveled over 100 miles to disrupt a formal HECB meeting. Our students made the evening news. Our faculty were not far behind. This was the context in which Evergreen's response to our state's call for institutional-level assessment began. After sustained negotiations between the public institutions of the state and the HECB, it was decided that a pilot study of available standardized tests would be undertaken to evaluate their usefulness for assessing student learning before imposing such a test in Washington. An inter-institutional committee was formed and began work on the pilot study in the summer of 1987. The final report is available for review on campus in Exhibit Room, Exhibit 2-1-1. Evergreen formed its first "Assessment Study Group" (composed of faculty, staff, and students) in the fall of 1987, not knowing what the outcome of the pilot study would be and charged with developing an approach to assessment that would have credibility on campus and off. It made for a shaky start. With the outcome of the pilot evaluation of standard instruments up in the air, it was often difficult for Evergreen's study group to stay focused on development of suitable measures rather than on opposition to the HECB proposal. By the close of the 1987-88 academic year, Evergreen's Assessment Study Group was finding a productive focus for the work on assessment and expanding the number of faculty who were willing to engage in the work. At this point, we were short on end products but we had begun to turn the corner in terms of making this task our own and engaging the faculty in a productive conversation on the topic of assessment.

II. Latitude in Design of Assessment Agenda, Receipt of State Funding and Grassroots Start-up: 1989-93

The inter-institutional task force pilot study of standardized tests published its final report in September 1989. The study found existing standardized tests inadequate for the purposes envisioned by the HECB and recommended "institution-specific" forms of assessment as the

most useful for achieving improvement in teaching and learning on each campus. The HECB accepted the findings. Six reporting categories, listed in the introduction to this section, were specified but work within each category was left to the design of individual campuses. A monitoring structure was agreed to in which the HECB reviewed annual plans for assessment activities on each campus and received progress reports on completion of the plans every six months. Beginning with the 1989-91 biennium, the state legislature provided a line-item budget for assessment work at each baccalaureate campus ($200,000/year). Upon receipt of this funding, the provost and Faculty Agenda Committee granted Evergreen's Assessment Study Group authority to shape the assessment agenda and to allocate the ear-marked funds provided by the legislature. We were in a great position to "let a thousand flowers bloom." We did. The study group developed a "Request For Proposals" and circulated it campus-wide asking faculty and/or staff to submit assessment proposals in areas of interest to the study group and with an eye to coverage of the HECB reporting categories (Exhibit Room, Exhibit 2-1-7, attachment 6). We used the latitude granted in the design of assessment projects and munificent funding to significantly expand the number of Evergreen faculty engaged in "assessment work." The assessment study group began with five faculty members. By the end of the 1992-93 academic year, the number of faculty authors of assessment studies had grown to twenty-five. Reports had been produced on: quantitative skill development; seminar skills; writing skills; cognitive development; satisfaction studies of current students, alumni, employers, and graduate school faculty; student use of the curriculum; multicultural awareness; student retention; as well as two yearlong ethnographic studies of the culture of teaching and learning. During this period, a body of assessment data and reports was produced and shaped by the interests of a growing number of Evergreen faculty, staff, and students. In the fall of 1991, a "Background and Status Report on Assessment at Evergreen" briefing packet was prepared for the college's new interim provost. It chronicles Evergreen's assessment work from 1987-91 by way of documents produced during that time and is included in the Exhibit Room, Exhibit 2-1-7.

III. Formal Administrative Structures and Planning Processes: 1993-96

While the period from 1989-93 was successful in generating a substantial body of work and increasing the number of faculty and staff involved in assessment, the work was occasionally criticized as "willy-nilly." Our assessment efforts had been built from the grassroots up and there had been less emphasis on systematic, longitudinal assessment than there had on broadening the invitation to join in the work. The provost and academic deans took a much more directive role in the design of Evergreen's assessment agenda beginning in 1993. The Assessment Study Group was dissolved and the deans and provost assumed responsibility for commissioning new assessment projects and for disseminating the results of completed assessment projects. During the 1993-94 academic year, the deans designed and hosted several "Teaching and Learning Seminars" intended to share assessment information more broadly among the faculty and to provide forums for discussions of responses to the information. Topics of these seminars included: Student Self-Evaluations, Writing Instruction, Seminars, and Retention of First-Year Students. In all, ten "Teaching and Learning" communiqués were produced by the academic deans (see Exhibit Room, Exhibit 2-1-11).

During the preceding years, the Assessment Study Group was given a few moments on the institutional agenda in the form of presentations at faculty meetings and discussions sessions at faculty retreats. However, this group was left largely on its own to "get the word out." (Comparative anonymity during this incubation period probably helped Evergreen's assessment effort get on its feet.) Reports were circulated and general invitations were sent to the faculty to attend presentations of assessment data and reports. Success in terms of engaging significantly larger numbers of faculty in discussions of assessment findings and the implications for improvement was very modest. The college was undergoing a good deal of adminis-

trative upheaval at this time—before the dust settled the entire senior administration had been replaced—which made the job of placing and sustaining assessment results on the institutional/faculty agenda an especially daunting task for an ad hoc committee like the Assessment Study Group. The deans' Teaching and Learning Seminars marked a first step toward formal recognition of a growing body of assessment work at Evergreen.

The next important step in the evolution of this work was its incorporation into major long-range planning discussions and documents. Once the college administration returned to an even keel, planning efforts were initiated. First, the new president called for revision of the college's long-range plan. This work occurred during the 1993-94 academic year. The report of the Academic Programs and Student Affairs Subcommittee of the Long-Range Planning DTF (February 1994) included a lengthy section summarizing "Assessment Findings with Implications for Improvement" including the topics of Skill Building (seminars, student self-evaluations, writing, and quantitative skill development), Freshman Retention, Curricular Coherence (drawn from results of student "pathway" analyses in several areas of the curriculum) and Student Advising. This report is available for review as attachment 2 of Exhibit Room, Exhibit 2-1-11. One of the central recommendations of the 1994 long-range plan was a call for a major curriculum review. Assessment data incorporated in the long-range planning effort helped to shape the charge for this curriculum review which was issued by the president in June 1994.

The Long-Range Curriculum DTF was the second major planning effort in which assessment results were incorporated. The DTF also commissioned additional assessment studies. The Curriculum DTF was a long (eighteen-month) and broadly consultative process that involved large numbers of faculty, students, and staff in discussions of existing data, the pursuit of additional information and, finally, concrete action in response to data and reasoned judgments about the quality of teaching and learning at Evergreen. The February 3 report of the "First-Year" subcommittee contains a good example of the incorporation of assessment results in this planning process. The entire Long-Range Curriculum DTF package of reports is available as Exhibit Room, Exhibit 2-2.

The Long-Range Curriculum DTF completed its work in February 1996. A summary of curricular changes adopted by the full faculty is discussed elsewhere in Standard 2. Changes in the structure and design of the curriculum occurred. Assessment results were employed in the process. It took over six years to develop a formal body of assessment research and to "close the loop" in terms of being able to identify substantive changes that were informed by the work. An obvious litmus test for the effectiveness of this work is whether or not it has produced change in the curriculum. Changes have been made at Evergreen. Assessment data and reports were not the sole impetus for these changes, but they played a useful role.

IV. Accountability and Refinement of Assessment: 1996 to present

In December 1996, the HECB produced the first "Accountability Report." It featured statewide measures, common institutional measures with targets for future years, and the *Provosts' Accountability Report*. The report was developed in response to legislation directing the HECB to "report regularly to the Legislature and citizens the accomplishments of, expenditures for, and requirements of the postsecondary system in the State of Washington" (see Exhibit Room, Exhibit 2-1-15). Common institutional measures included student retention, time-to-degree, degrees granted per FTE instructional faculty, student FTEs per FTE instructional faculty, and results of alumni satisfaction surveys, among others. During the 1997 legislative session, "Accountability Measures" were adopted for public higher education in the state of Washington. The accountability measures defined by the state legislature replaced the measures put forward in the HECB "Accountability Report." The specific measures are dis-

cussed in more detail in Standard 1. Evergreen's 1997 Accountability Plan is available for review as Exhibit Room, Exhibit 2-1-16. The state accountability measures are highly aggregated (examples include freshman five-year graduation rates, overall undergraduate fall-to-fall retention, a "graduation efficiency" index) and for that reason, it is difficult to make connections between improvements on the measures and our faculty's work in the classroom. This runs counter to the emphasis we have employed in our assessment work. Our intent for assessment is that it be expressly about the improvement of teaching and learning in the classroom.

Annual performance on the accountability measures is also tied to budget. This means, of course, that "accountability" caught everyone's attention. Across the system, provosts woke up, budget officers woke up, and legislative liaisons woke up. They all want to come to meetings with the assessment coordinators now. (More accurately, they all want the assessment coordinators to come to *their* meetings.) It is a little confusing. Accountability and assessment have two different emphases: the former is focused outward; the latter, inward. With the HECB, the institutions need to sort out the important points of separation, and overlap, between accountability and assessment. That work is underway. Everyone tells us "accountability is here to stay." It probably is. We need to craft our responses to accountability in ways to bring about the maximum good on campus. One final excerpt from an Assessment Report to the HECB (Exhibit Room, Exhibit 2-1-13) illustrates concerns surrounding the collision of accountability and assessment. This was submitted in November 1996, prior to the state legislative session that produced the current accountability measures. Accountability, nevertheless, loomed large. Fortunately, we did not inherit some of the most ill-conceived performance measures under discussion at the time of this HECB report (average parental income of entering freshmen, for example, got into 1996 legislation owing to a private war between a particular legislator and the University of Washington but dropped off the "A" list of performance measures in 1997). Still, we have moved a substantial distance in the direction that gave rise to the following comments written by Evergreen's assessment coordinator in November 1996.

> **Assessment and Accountability**
> **(excerpt from 1996 Assessment Report)**
> There has always been a tension in this work between the need to "improve" and the admonition to "prove." It goes back to the very beginning of the assessment discussions in this state. I view continued support for institution-specific assessment as recognition of the importance of a focus on improvement. The balance seems to be shifting toward the need to "prove" in the form of accountability. I have mixed feelings about the shift. On one hand, shifting priorities among the elements of the assessment equation is a sign that the work is alive. It has always been asked to serve a variety of masters and it makes sense that the relative weights accorded to different audiences need adjustment over time. It could be argued that the work is maturing and that until assessment finds a place at the table among institutional decision-makers and state policy-makers, it will never have appreciable effects on change. Until assessment meets the budget, it will never amount to much.
>
> On the other hand, entering into budget decisions means operating in a heightened political context, internally and externally. While operating in that context is probably necessary and might even be good, I see some downsides we need to mitigate against. They are not new. Still, I think it is as important to revisit these concerns as it is to adjust the balance between accountability and assessment. Maybe listing some of the concerns is a step toward finding solutions. In that spirit, here are a few.

1. It's political.
I have seen this observation drop like a bombshell in assessment discussions. For those asked to impose precise measures on imprecise phenomena (physicists, accountants, and assessment coordinators are a few examples of this group's membership), being "political" often manifests itself as "nonsensical." This is debilitating. I submit as exhibit A, the inclusion of *average parental income of entering freshmen* as a common "performance" measure. This is political. It is also ludicrous. The best, and most, of our work should be directed at improvement of teaching and learning. That important work is jeopardized as more of our collective energy is siphoned off into the (albeit necessary) politics of assessment. It seems to me that most of the conversation we have across institutions, and an increasing amount within my own, is about the politics. Especially as we move this work more visibly into the political arena, we need to be mindful of a balance between the political and the efforts to improve teaching and learning.

2. Keep it simple.
Common measures were resisted in the early going of this work for fear of invidious comparisons. They have been adopted now in the interest of demonstrating a seriousness about accountability. We have agreed to put forward simple, bottom-line measures. We have agreed to judge ourselves by them and to invite judgment by others based upon them. As I write this, the public relations folks on my own campus are calling up anxiously to see if we're "still number one on time-to-degree and degrees/faculty." Assessment has entered the big time with all attendant fuss.

It is pointless to dispute the move to common measures but we need to be careful. I hope we do not reduce this work to a set of single statistics that can be reported by fiscal year in a cell on someone's spreadsheet. I can see pressure building for those bottom-line measures to define OFM, legislative, HECB, and institutional attention.

Kurt Vonnegut gave some good advice on this score when he said we need to be careful about what we pretend to be because we are what we pretend. The design, execution, evaluation, and improvement of what we do in higher education is not simple.

3. If you can measure it, you can do it 5 percent better next year.
Simplistic measures lead to sophomoric goals. I know that the pressure to set goals and monitor progress is motivated by the best of intentions. Evergreen's budget document is a testament to this pressure as are HECB reports on efficiency. I'm no expert when it comes to sizing up what's necessary in the current political environment. I do think that poorly conceived goals work against garnering much understanding and support of good intentions on campuses. I hope that we can promote better understanding of: (1) what lies within an institution's ability to affect and what lies outside of our control; (2) the existence of reasonable ceilings on some measures—the ideal time-to-degree is not zero—and its corollary, that goals of 5 percent improvement per year for every institution are not especially insightful; and (3) the fact that variation within an institution is much greater, more interesting, and of greater use for improvement than the variation among institutions.

These concerns persist. Our challenge is to use the highly aggregated, common measures of accountability for improvement on campus and not to allow "accountability" in this form to supplant—in our own eyes or at the HECB and state legislature—the work of "assessment" as it has become known on this campus and within our state.

Looking to the Future

Specific to Evergreen, we intend to develop another refinement in the level of aggregation of assessment work. Before a state mandate requiring "assessment," the college had committed to detailed evaluation/assessment at the level of individual students and faculty in the form of narrative evaluations. With the state mandate, and especially since the advent of "accountability" measures, we have developed measures at the institutional level. Assessment results on discrete topics (for example: writing, student self-evaluations, and seminars) have been pitched either at the level of individual faculty members or to the faculty as a whole. Given the emergence of "planning unit coordinators" and reconfiguration of faculty curriculum planning groups from the Long-Range Curriculum DTF, our intent is to develop "mid-level" assessment shaped—and to some extent conducted—by planning unit coordinators in collaboration with faculty members in the respective planning groups. We view it as an attempt to "fill-in at the middle" having developed evaluation/assessment at the two extremes: at the level of the individual and the institutional level. This refinement began with the self-studies completed by each of the planning groups for this reaccreditation.

Additionally, we plan to explore what forms of entry level student assessment could be of most use to the faculty in curriculum planning and students/Academic Advising staff in academic planning. We intend to evaluate the effectiveness of capstone (culminating) programs/courses and cornerstone (entry-level, academic planning) courses. Plans for evaluation of "mixed-level" programs (an experiment with curriculum serving "first-year" students coming out of the Long-Range Curriculum DTF) are in development now for implementation in the 1998-99 academic year.

Summary

Much has been accomplished in the area of assessment at Evergreen since the last accreditation. We survived a rocky start with a state mandate for assessment. We struggled with a demand for aggregation and measures to document the effectiveness of a nontraditional college fiercely dedicated to the potential and the power of individual students, faculty members, and staff persons. We made the work of assessment our own and we have done the work. The results of this work have been infused—as the opportunities presented themselves—into major, college-wide evaluation and decision-making processes. We have made changes in curriculum and services to students based upon assessment results. We have visions of how to improve the work of assessment on this campus in the future. This reaccreditation process also created an opportunity to "up the ante" on this work once again. The self-studies produced in each faculty planning group began development of attention to assessment and evaluation at the level of planning groups through planning unit coordinators. In April 1998, the provost convened a planning summit with the academic deans, planning unit coordinators, and directors of the graduate programs to review drafts of all the academic self-studies. The depth of information shared across academic areas, recognition of common strengths and particular issues for improvement—as well as enduring and, likely, animating tensions—was unprecedented among as broad a group as attended this retreat. The planning processes of the past several years were distilled and crystallized to set the groundwork for a widely understood agenda for improvement.

Transfer Credit and the Evergreen Degree

Evergreen's learning experiences are expressed in conventional quarter credit hours and routinely transfer to other institutions. Undergraduate and graduate tuition rates are set by the state legislature except for summer quarter tuition which is set by each institution's Board of Trustees. There are no program-specific tuition payments.

Evergreen's policies for the transfer and acceptance of credit are clearly articulated in the college's catalog and Evergreen's "Transfer Guide" (Exhibit Room, Exhibit 2-37). Because our students are not required to meet distribution or specific course requirements for a degree we accept all college-level courses. The only exceptions are: remedial credit and courses passed with a grade below a C, or 2.00.

Students who are pursuing a B.S. can transfer their mathematics, computer science, and science courses to apply towards the seventy-two credits required for mathematics or science. Completed courses at the upper division level will be accepted towards the forty-eight credits of required upper-division credits in mathematics or science.

Evergreen has a generous transfer credit policy, accepting up to 135 credits from baccalaureate granting institutions towards a B.A. We accept a maximum of ninety credits from community colleges. All courses must be completed with a "C" grade or a 2.00, and must be designated as college-level (i.e., not remedial). We accept Advanced Placement and CLEP credits, and students in Washington State's Running Start Program that invites high school juniors and seniors to community colleges for the first portion of their baccalaureate work. We do not accept ROTC credits, or credits for religious courses of a dogmatic nature. Unlike other colleges that have specific departmental degree requirements, we do not have to worry about matching course by course.

Evergreen has a large number of articulated agreements with individual community colleges in Washington to grant ninety credits for approved vocational/technical programs through the Upside Down Degree program (Exhibit Room, Exhibit 2-38). No other baccalaureate institution in the state has entered into this type of program as forcefully as Evergreen. The program was recently cited as a model for other institutions by the state Higher Education Coordinating Board. (*see also* Standard 3)

We do not offer admission contingent upon completion of developmental and remedial work.

Credit for Prior Learning

Evergreen does not offer an external degree, degree-completion program, or special degree. We do accept CLEP and PEP exams, depending on established passing levels, as transfer credits. Obviously, we allow students to earn undergraduate credit through the Prior Learning from Experience program (PLE), but students cannot complete a degree by using these sources. All students are required to complete a minimum of forty-five credits at Evergreen through coordinated studies, group contracts, or individual learning contracts to meet this residency requirement.

Policies and procedures are explained in the Faculty Handbook, 7.300, p. 178, Exhibit Room, Exhibit 2-11; the college catalogue; the college home page on the World Wide Web; a manual for students; and a brochure. A thorough review took place this past academic year (1996-97) in conjunction with a HECB grant for Prior Learning Assessment (Exhibit Room, Exhibit 2-39).

The Prior Learning from Experience Program Coordinator assesses the student's past academic experience before recommending Evergreen's PLE program. The PLE Program Coordinator forms teams of full-time continuing faculty to assess the PLE documents. A central tenet of Evergreen's PLE program is that credit is granted for learning and not for experience. Students must document that learning by drawing on current theories in particular academic fields. They accomplish this by interviewing appropriate faculty about their documents and completing necessary research. Because faculty members grant credit for PLE documents, they grant credit only for learning which would normally occur within regular curricular offerings.

The documentation currently required for credit through PLE at Evergreen is very rigorous. Most interested students, beginning in fall 1997, take "Writing from Experience," a course taught by the PLE coordinator. Course requirements include writing an autobiography and two chapters of their PLE document. All students include a resume, an autobiography, a narrative description of their learning, and appendixes documenting that learning such as reports or guidelines the student developed. All of these documents are available for review (Exhibit Room, Exhibit 2-39). Faculty reviewing the PLE process in June 1997 found the documentation to be rigorous, and more demanding generally than other undergraduate credit they awarded. The general agreement was that because the student requesting PLE credit is unknown to the faculty assessing it, more documentation is usually required.

Evergreen awards up to a maximum of forty-five PLE credits, and most students receive far fewer. A total of 180 credits is required for graduation, so the 45-credit maximum constitutes 25 percent of the credits needed for a degree. Students are not assured of receiving the credit they may expect at any time in this process. Credit is identified as PLE via the narrative evaluation of the student's work.

The Prior Learning from Experience Program Coordinator ensures that any credit requested does not duplicate credit already on the student's transcript. Students must pay for sixteen quarter hours prior to beginning to write their documents to certify their intent to pursue credit through PLE; however, all informational materials make it clear that this payment does not guarantee award of credit. After the faculty team awards credit, the PLE Coordinator notifies the student. The student then pays for the credit and the credit is officially granted.

Continuing Education and Special Learning Activities

Evergreen does not have contractual relationships with organizations not regionally accredited. Although Evergreen does not have an official continuing education program, a few agreements have been reached with selected organizations in which Evergreen faculty teach or lead a workshop related to their expertise. In those cases, students are charged a nominal fee for processing their credit, and the individual contact mode is used.

At present, continuing education opportunities are reviewed by the Part-Time Studies Dean and approved by the provost because there is no official program. The academic dean with the desk assignment of Part-Time Studies sees this as her primary responsibility. However, she has not yet begun the wide discussions necessary to begin a continuing education program due to her other responsibilities. Prior to this time, one of the academic deans had the Part-Time Studies desk, but it was not seen as a major desk assignment. There is considerable interest in developing a continuing education program within our faculty and staff and this is a direction we will be exploring in the future.

Evergreen offers no electronically-mediated or other distance delivery courses.

The fee structure and refund policy is the same for full-time and part-time courseware. The policy stated in the Faculty Handbook, section 7.626, 195, Exhibit Room, Exhibit 2-11, conforms to this statement, and it applies to all modes of study.

Credit is only granted for undergraduate studies in Evergreen's Prior Learning from Experience.

All admission to the college is administered in the same way by the admissions office, and the same policies applicable to full-time students are applicable to part-time students except that students can register for half-time (eight-credit) programs before being formally admitted to the college. Credit accrued does not apply toward a degree until the student is formally admitted.

Except in the case of individually negotiated continuing education credit with organizations associated with education, credit is awarded as stated in the Faculty Handbook, section 7.600, Exhibit Room, Exhibit 2-11. In the case of awarding credit for workshops or conferences, faculty rely on student outcomes and the students' evaluation of their learning, a written document which may or may not form part of the official transcript.

Study Abroad

Over the past decade Evergreen has tried to improve the international study opportunities for students and faculty. Staff support has also been recently added in student affairs. Many students and programs take advantage of these opportunities.

Each year, Evergreen offers a number of academic programs which include a study abroad component. These programs are part of the regular college offerings which faculty plan with their colleagues and are supported by the respective planning unit. In addition, students may solicit faculty sponsorship for independent work abroad, in an Independent Study Contract or Internship. The college also has on-going exchange programs with Miyazaki University and Kobe University of Commerce in Japan (see Volume, 2, Exhibit 2-10), and a contractual agreement with the University of Washington's Jackson School of International Affairs. The college is also part of a statewide collaborative program in Ecuador and regularly schedules study abroad opportunities in Costa Rica and a variety of other locations.

Study abroad occurs as an integral part of academic full-time programs, and the work performed by students in them is supervised and evaluated by faculty in the same ways as when the work is performed on campus. The other major mode of study is through individual contracts where specific learning objectives are stated and activities described. Students are evaluated on their achievement of those goals by faculty in the same way as other individual contracts. If students attend a language institute while they are abroad, credit is not automatically recorded. For example, if that study occurs within a program, Evergreen faculty evaluate the program and observe classes, and they evaluate the learning that has occurred. If the study occurs within an individual contract, Evergreen faculty assess the student's ability before and after the learning experience and their assessment forms the basis of the student's evaluation.

Students may take a leave of absence from Evergreen, enroll in a foreign university or language institute, and then transfer credit to Evergreen. Admissions has specific guidelines for the purpose of determining credit.

Concluding Analysis and Future Issues

All institutions are characterized by certain critical tensions as a result of their history, structures, and practices. As we engage in serious self-analysis, it is important to distinguish productive and non-productive tensions. Some of Evergreen's tensions are the inevitable result of the particular innovations and structures we have chosen to embrace. Some of these tensions have been present since the inception of the college, and we have come to see these not as "problems to be fixed" or disasters to be feared. They are, quite simply, continuing concerns that reside alongside principles we value, but concerns which need to be revisited every five years or so to be sure we can *still* live with them. They are the contradictions of our lives that we acknowledge and continue to hold. They often provide a useful way to talk about our work and the directions in which we would like to proceed.

On the other hand, all institutions also experience some gaps between their aspirations and their behaviors. Self-studies can help to identify issues that do indeed need addressing. Our challenge is to distinguish issues that might undermine the college's mission from needed changes which might further support Evergreen principles. We've chosen to describe these as tensions because these are issues and values which have at least two opposing sides, each embodying principles which we hold dear and which are, nonetheless, in inevitable conflict with each other. The strengths of the principles are often also the weaknesses—when they conflict with equally important principles. The tensions connect directly to the college mission and to our expectations of faculty and students. They also result from our effort to dismantle the traditional power structure of a college, and to engage the campus community in discussions about our future—more people involved in the discussion often leads to more disagreement.

Critical Tensions

Collegiate and Managerial Culture. Some of the continuing concerns of faculty, administrators, staff, and students are inevitable results of the organization and structure of any college. Throughout the United States, for example, there has been a steady increase in bureaucracy and regulation. For many early faculty, this is experienced as an increasing incursion of the "managerial culture" into what used to be an intimate community and a "collegiate culture." The increasing scale of the institution has created stress and a sense of loss as Evergreen tries to remain a small scale and personal institution in the face of a real need for professionalization and more regularized policies and procedures. The influence of the different cultures of the academy extends further within the institution to the functions performed by the various units, and the real need to understand and respect our various roles. The managerial, developmental, collegial, and negotiating cultures have been identified by William Berquist as prototypes for the different parts of the institution. All contribute to the institution's well-being, but they sometimes fail to appreciate each others contributions.

Rhetoric and Action. Evergreen has clearly stated objectives both for learning and for working together. Because these objectives cannot always be realized, members of the community experience frustration at the lack of coherence between the rhetoric and the actual behaviors. Many new faculty express relief at being at a college where these thorny issues are openly and continuously discussed, at least, but they are also quick to point out seeming hypocrisies. Faculty, students, and staff come to Evergreen with high expectations based on the language of our aspirations; they also bring to the college expectations of an educational utopia, which no single institution can meet (Exhibit Room, Exhibit 2-2-133, *Teaching and Learning at Evergreen: an ethnographic study,* 6). They also bring expectations that, *here*, if nowhere else, rhetoric and practice will mesh perfectly.

Egalitarianism and recognition. Evergreen is deeply committed to egalitarianism as one of its fundamental values. It is one of the reasons why many at the college support a largely non-selective admissions policy. Within the faculty various structures and practices support egalitarianism including team teaching, no faculty rank, equal teaching loads and class size, the use of first names rather than titles, and an experience-based faculty salary scale. For all members of the community, this leads to equal treatment of students, staff, and faculty in accessing basic services (no special parking, no privileged checking out of books or media equipment, etc.). For students this value is put into practice by stressing collaboration through narrative evaluations rather than grades, and pervasive expectations of working in groups and in seminars. The flip side of this stress on equality is what may feel like nonrecognition of those who truly excel, those who go the extra mile. For faculty, there is an absence of structures to mark their career—whether it's tenure, promotion, or an award for teaching excellence—and gain public recognition from their colleagues. For students raised in the competitive atmosphere of other schools, narrative evaluations can feel unclear as benchmarks of their performance and potential. Competition is deeply embedded in American culture, and it remains a contested terrain even in an institution devoted to collaboration.

Community and Autonomy. Founded as a community of learners, with an emphasis on collaborative teaching and learning, Evergreen is not a perfect community in itself. We use the language of community to describe a process of teaching and learning that is sometimes quite isolated and lonely. We envision community as a process in itself, rather than something one joins. The nature of community at Evergreen is that it focuses on the academic program level—the coordinated studies mode of teaching and learning, primarily. Not all faculty or students are engaged in a coordinated studies program and thus are excluded from the most successful forms of community-building. Campus-wide community efforts are considerably less successful. Our increasing size, changing interests of faculty and students, and changing times make Evergreen a lonely place for some.

Evergreen's pedagogy places a premium on public and engaged teaching and learning. Some faculty and students fear public exposure: of their failure to embody the college's rhetoric, of their failure to be stunning at every lecture, of their inability to make themselves understood (Exhibit Room, Exhibit 2-2-133, *Teaching and Learning at Evergreen: an ethnographic study*). Because of the public nature of teaching and learning, and the expectation that students will assume responsibility for their own learning, students often fear the responsibility for their failures, as well. Faculty, with active participation for most aspects of college decision-making, are equally fearful of wrong decisions.

Evergreen's faculty treasure both community and autonomy. Sometimes this leads to overlooking responsibilities to students, to one's colleagues, and to the college. The autonomy so prized by Evergreen faculty can also make us less respectful of our colleagues and their work.

Curricular Continuity and Change. Throughout its history, Evergreen has experienced an ongoing tension around curriculum continuity and change. Some areas of the curriculum are more sequenced and pre-figured while others have a strong preference for a curriculum that changes each year. Some conceive this as a genuine value conflict around the purpose and principles of the institution. The 1989 reaccreditation visitor's report offered good counsel when it said that the dual demand for flexibility and predictability were important tensions to live with. They also noted that Evergreen needed to live with the trade-off between full-time coordinated studies programs and the rigidities this curriculum structure imposes.

Curricular Depth and Breadth. Evergreen expects that students will engage in a wide diversity of disciplinary work in their time here, but the preponderance of transfer students makes a requirement for breadth only at the freshman (or Core) level impractical. Thus, our

concern for disciplinary breadth (humanities, social sciences, natural and physical sciences, mathematics) considers both lower- and upper-division offerings. The lack of academic majors also means that students may elect to do all of their work in a single field—the "super major" phenomenon. Faculty have grappled with this issue in several versions of curriculum review, and continue to believe that the flexibility enjoyed by all students is worth the occasional super major.

The Five Foci and Questions of Scale. The commitment to the principles embodied in the five foci is college-wide, but faculty experience tensions as they attempt to put the foci into action in programs with growing enrollments and shrinking resources for staff support, facilities, and equipment. "Putting Theory into Practice," for example, requires close student-faculty interaction and adequate time for project development and assessment. Evergreen's emphasis on interdisciplinary teaching and learning, together with the commitment to equality of class size, makes it difficult to offer advanced work for a necessarily limited number of students.

Teaching and Scholarly and Creative Work. This tension, present in all academic institutions across the country, takes on a particular shape at Evergreen. Faculty commit to the primacy of teaching at Evergreen, but wish to maintain their research interests. As we hire more faculty directly from graduate school, the tension changes somewhat, and becomes a question of how to bring recent graduates into an institution with teaching as its primary focus. Recreating the curriculum each year also has a price since it requires faculty to continuously learn new subject matter with little support in terms of release time to do so.

Self-Governance in a Growing Institution. Both faculty and students experience frustrations with regard to governance. Committed from the planning days to a committee of the whole for decision-making, faculty and students now find that process frustrating and ineffectual. The college is now more than three times the size of the founding days, the academic climate has changed, and the nature of teaching and learning has changed. While the value of self-governance is still strongly held, community participation and shared responsibility and authority are increasingly difficult to accomplish as the institution grows.

High Expectations of Students/Range of Students' Abilities and Effort. Evergreen made an early commitment to admitting a diverse range of students, and the diversity of the student body has increased substantially over time. Large numbers of transfer students are just one dimension of this diversity. We have never found traditional selection criteria useful in predicting success at Evergreen. Students enter Evergreen programs with diverse backgrounds and preparation, and the range of abilities in most coordinated studies programs is very large. Faculty have high expectations of all students, but often find the active nature of the learning makes those differences immediately apparent, and makes teaching to some mythical "average student" impossible.

Blurred Boundaries and Roles. Evergreen has tried to be a community that recognizes everyone's role in the educational process, be they staff or faculty. This has led to the blurring of traditional boundaries and roles, to a strong ethos of equality, and to a preference for informal ways of getting things done. The necessary and desirable blurring of institutional boundaries raises expectations for respect and for even more interaction and consultation. Members of the Academic Advising staff, for example, are important participants in the discussions of the curriculum, and faculty are increasingly engaged in both formal and informal advising. This, in turn, leads to the expectation that all faculty will be thoroughly informed about the curriculum, and that all staff members in APEL have a good working relationship with each faculty member. As the scale of the institution increases and relationships are recast as original members of the community depart, founding values can erode.

The blurring of organizational boundaries also leads to an increased reliance on face-to-face interaction, and members of the Evergreen community come to rely on personal relationships as a good way to get things done. We value this intimacy over the concomitant inefficiency. As the college grows, face-to-face interaction is increasingly difficult, and as we add faculty and staff, new members of the community experience frustration in trying to find the right person to ask.

Limited Resources/High Expectations. Evergreen has always struggled with limited resources, but has, at the same time, attempted to do much. Expanding needs for equipment, technology, and staff support have created a tension with the equally important needs for increased faculty and staff salaries and a reduced faculty/student ratio.

Summary of Recommendations and Findings

Within academic affairs, much has been accomplished during the past five years that needs to be continued. The self-study came at an opportune time in terms of more sharply defining our next steps. We conclude from this self-study that Evergreen's academic program is healthy and strong. Faculty are highly committed to teaching and learning. They are versatile and imaginative in their program designs. There is substantial faculty support for the five foci which continue to evolve in new directions. Evergreen has an unusual capacity for self-reflection and for continuous learning. Reinventing the curricular planning structures is one recent manifestation of this. At the same time, we see a variety of challenges and opportunities. We do not want to sit on our laurels.

We see a variety of "big issues" as well as numerous next steps outlined below. Growth is certainly one of the issues, but beyond the general issue of growth there is a variety of interesting questions about students: how to better recruit and retain them, how to address the needs of an increasing number of transfer students, and how to work effectively with student affairs. There is also a variety of issues related to the faculty: faculty turnover, faculty vitality and development, faculty expectations of one another, workload and compensation.

A third overriding issue we have identified, that figures prominently in the individual recommendations outlined below, is the need to continue to work on creating ways to build greater faculty-wide consensus. We work very well in small groups but still struggle to find ways to have larger all-faculty discussions. This is true whether we are talking about what we mean by interdisciplinary education, or the five foci, or the implications of the new planning units, the agenda for new faculty, or the ways we communicate with one another. During the 1998-99 academic year, this will be an important priority as we bring the work of the self-study full circle with the community as it embarks on its next strategic plan.

- The academic area self-studies raise numerous questions about the curriculum, academic planning, and students needs and interests. The next academic year should focus on closely analyzing these issues, formally acting on the program review recommendations, and deciding how they should guide future directions.

- Evergreen needs to plan for growth and assess whether its current modes of curricular design and academic administration are adequate to meet increases in the student body. We need to explore future academic initiatives that take advantage of Evergreen's strengths. As the college grows, planning groups need to imagine new designs for their curriculum as well. Several entry-level programs are now at capacity (e.g., Data to Information, Introduction to Natural Science, Mediaworks), and cannot really add

additional faculty. Areas might clone the existing program or design another with a different focus.

- Faculty widely support the principles underlying the curriculum in terms of the "five foci" but it is important that they continue to assess and redefine what they mean by this. There is interest in reexamining ways to "teach across significant differences" and "bridge theory and practice," for example. The 1999-01 budget initiatives to further develop the five foci around service learning and undergraduate research are a good example of ways in which the institution continues to evolve and refine its practices.

- The academic program supports a wide range of curricular formats and philosophies. The college needs to continue to debate the appropriate mix between repeating programs and a changing curriculum in light of student and societal needs.

- The structure of the curriculum planning units recently underwent substantial reorganization. The college should continue to refine and assess the effectiveness of the new configuration for planning and delivery of the curriculum.

- We need to design more effective ways to involve students in curriculum planning.

- We need to assure that faculty in areas of high student demand and recurring curriculum (like psychology, management, environmental studies, MIT) staff regular programs. Some work is needed to stabilize particular areas. We need, for example, to work with the social science faculty to ensure that psychology offerings are staffed to meet student interests and needs while still allowing for faculty rotation.

- One of the strongest messages from the Long-Range Curriculum DTF was the need to clarify expectations for all faculty. Evergreen must find new ways to communicate and clarify faculty responsibility for teaching in Core, for sharing rotating responsibilities, for teaching writing across the curriculum, and for fostering a variety of important liberal arts skills to which we are committed.

- Over and above the particular issues of any one area, we need to ensure that we design broad interdisciplinary programs college-wide. It is important to find new ways to help faculty do this. We also need to find better ways to learn from the excellent program designs invented each year. The program portfolios developed for this self-study are only one graphic example of a largely untapped resource. Collecting and sharing our "best practices" should become an important institutional priority.

- The college continues to struggle with the question of whether we can do better in terms of student retention. Continuing to appraise the adequacy of our structures and practices is important. Improving our ability to identify and recruit students most capable of taking advantage of Evergreen is also critical.

- Because well over half of our new students are transferring from another institution, we need to be more mindful of their admissions, orientation, and curriculum needs. We need to work more closely with faculty and advisors at our feeder community colleges.

- Expansion of the Tacoma campus is an institutional priority. Detailed planning for expansion should continue with attention to the resource needs of an off-campus center. In general, the college should continue to assess and systematize support to off-campus programs, including the reservation-based program.

- The college supports the continued development of a visible program and set of Native American initiatives, in both academic offerings and community-based Longhouse programs.

- The expansion of part-time studies has been successful and should continue at a moderate rate based upon student and community needs.

- Hiring priorities should continue to reflect future growth and retirement plans, and should support the identified priorities for strengthening areas, and staffing Core and interarea programs. Each curriculum planning area should develop hiring priorities based on area-specific plans for the future as well as broader visions about future directions.

- Continuing efforts should be made to improve programs for first-year students. Core staffing, administration, assessment, and faculty and student expectations should be re-examined and clarified, and mixed-level programs should be reviewed. Faculty need to address the chronic difficulties in staffing Core, and in providing support to students new to college. We should establish clearer forms of leadership for Core at the deans' level assisted by a Core advisory committee. In addition, we should continue to assess our work in programs for first-year students and give priority to planning Core.

- The college needs an in-depth discussion about which quantitative skills students need to learn in all parts of the curriculum. Following the summer 1998 ACLS Institute on Quantitative Reasoning, we need to define a more effective approach to address this on-going issue.

- The college invests substantially in faculty development for all faculty. This needs to continue so the college remains a vital, connected community. Evergreen will replace about a third of its faculty in the next ten years. The hiring and orientation process is time-consuming but critical. It is important to pass on the history of the founding and early years of the college while encouraging newcomers to establish new traditions, new pedagogies. Part of our faculty development agenda should be a discussion of what we mean by "Interdisciplinary Studies." We also need to continue the assessment begun by the agenda committee, to examine the quality of faculty worklife, including, but not limited to, issues about faculty/student ratio, salaries, faculty development opportunities, and staff support to programs.

- Evergreen should continue discussions about needs in the context of limited resources. This requires a close examination of interrelated issues about equipment, support staff, class size, and salary levels.

- Working relationships with Student Affairs have been productive and should be evaluated and expanded as appropriate. The academic program should continue to work with Academic Advising staff to improve coordination. Building on the work of the

Narrative Evaluation DTF and the Advising DTF is an important priority. Each planning unit needs to design a process for student advising in the area.

- We need to sharpen the discussion of student outcomes, building on the work of the Narrative Evaluation DTF, the Advising DTF, and the area self-studies. We need to "close the loop" from assessment at the aggregate level to changes in program design based on assessment. The academic program should develop an ongoing assessment plan that extends into all of the curriculum planning units.

- The college should proceed to explore future directions in developing a continuing education program since this is of interest to a number of curricular areas and the public service centers.

- Evergreen should continue to play an explicit role in Washington State's higher education and K-12 reform through the MIT program and the work of the public service centers.

Exhibit 2-1
Summary of HECB Assessment Reports and Other Assessment Summaries
(Individual reports are available in the campus Exhibit Room)

Exhibit #	Title and Date
2-1-1	The Usefulness and Validity of Three Nationally Normed Standardized Tests, ICAO; September 1989
2-1-2	Biennial Workplan Outline, Fall 1989
2-1-3	Interim Report on Assessment Activities, May 1990
2-1-4	Assessment at TESC: Origins and Purposes, September 1990
2-1-5	Interim Report on Assessment Activities, November 1990
2-1-6	Biannual Assessment Report: 7/91 – 10/91; 1991-93 Assessment Plan: Detailed Descriptions, October 1991
2-1-7	Background and Status Report on Assessment at TESC (internal report to the new interim provost), November 1991
2-1-8	Biannual Assessment Report: 7/91 – 4/92, April 1992
2-1-9	Biannual Assessment Report: 7/91 – 4/93, April 1993
2-1-10	Fall 1993 Assessment Report Summary; 1993-95 Assessment Plan: Detailed Descriptions; 1993-95 Assessment Plan Summary; Biannual Assessment Report: 7/93 – 10/93; Annotated Bibliography of Assessment Reports, November 1993
2-1-11	Biannual Assessment Report: 7/93 – 4/94; Charge to Long-Range Curriculum DTF; Report of Academic Programs and Student Affairs Subcommittee to the Long-Range Planning DTF; Academic Deans "Teaching and Learning Seminars #1 – #10," April 1994
2-1-12	1993-95 Biennial Assessment Report: Overview; 1993-95 Biennial Assessment Report: 7/93 – 6/95; Annotated Bibliography of Assessment Reports, July 1995
2-1-13	1995-97 Assessment Plan Summary; 1995-97 Assessment Plan: Detailed Descriptions, January 1996
2-1-14	Six-year Assessment Retrospective; The Biennium in Review, November 1996
2-1-15	Accountability Report: Performance Measures for the Public Higher Education System, Washington State Higher Education Coordinating Board, December 1996
2-1-16	Accountability Report: The Evergreen State College, August 1997

Exhibit 2-2
Summary of Assessment Data and reports by HECB reporting categories
(Individual reports are available in the campus Exhibit Room)

Exhibit #	Data and Reports		
	I.	**Student Information**	
	A.	Entering Student GPA and Test Score Report (annually); see, for example:	
2-2-1		1.	"Fall 1997 Admissions Newsletter Statistics;" October 1997
2-2-2		2.	"Fall 1996 Admissions Newsletter Statistics;" October 1996
2-2-3		3.	"Freshmen 1992-97: SAT Scores, GPA, gender, residency and racial/ethnic group;" December 1997
	B.	Cooperative Institutional Research Program Freshman Survey (annually through 1996); see, for example:	
2-2-4		1.	"Fall 1996 Freshman Survey;" February 1997
2-2-5		2.	"Fall 1992 American Council on Education Freshman Survey;" February 1993
2-2-6		3.	"Fall 1991 American Council on Education Freshman Survey;" February 1992
	C.	New Student Questionnaire Report (1989-91, 1994); see for example:	
2-2-7		1.	"1994-95 New Student Questionnaire Report;" June 1996
	D.	Fall Quarter Enrollment Summary (annually); see, for example:	
2-2-8		1.	"Student Enrollment and Assessment Information" — Presentation to the Board of Trustees; February 1998
2-2-9		2.	"Fall 1997 Enrollment and Retention Highlights" — Presentation to the Board of Trustees; December 1997
2-2-10		3.	"Preliminary Analysis of Fall 1997 Enrollment Data;" October 1997
2-2-11		4.	"Enrollment 101" & Statewide Drop in Fall 1997 Applications" — Presentation to Board of Trustees; February 1997
2-2-12		5.	"Preliminary Enrollment Statistics Fall 1995" — Presentation to Board of Trustees; October 1995
2-2-13		6.	"Preliminary Enrollment Statistics Fall 1994" — Presentation to Board of Trustees; October 1994
2-2-14		7.	"Fall 1992 Enrollment Report;" November 1992
2-2-15		8.	"Fall 1991 Enrollment Report;" November 1991
	E.	Enrollment Management (various, annually); see, for example:	
2-2-16		1.	"1998-99 Enrollment Target and Application Progress;" February 1998
2-2-17		2.	"Enrollment Forecasting Methodology and Fall 1997 Over-Enrollment;" December 1997
2-2-18		3.	"1996-97 Financial Aid Statistics Report" — Presentation to the Board of Trustees; December 1997
2-2-19		4.	"Progress Report on Unit Cost Study;" July 1996
2-2-20		5.	"Fall 1994 Student Body Composition and Tuition Revenue Estimate;" February 1995
2-2-21		6.	"A Call for Discussion on Enrollment Growth at Evergreen;" September 1995
2-2-22		7.	"Enrollment, Retention & Graduation Statistics 1982-91 by Race, Class Standing and Source Institution;" 1992
2-2-23		8.	"Fall 1991 Enrollment Progress;" June 1991

Exhibit 2-2 (continued)
Summary of Assessment Data and reports by HECB reporting categories
(Individual reports are available in the campus Exhibit Room)

Exhibit #	Data and Reports		
	II.	**Mid-Program Assessments**	
	A.	Cognitive Development	
2-2-24		1.	*Learning at Evergreen: An Assessment of Cognitive Development*; 1991
	B.	Core Programs	
2-2-25		1.	"Core Self-Study;" June 1998
2-2-26		2.	"Freshman Learning in Mixed-Level Programs vs. Core: A First Look;" October 1996
2-2-27		3.	"Working with Core" —Experiences of a Kibitzer; 1994
2-2-28		4.	"Exemplary Practices: Ideas from Programs with High Student Retention;" 1994
2-2-29		5.	"Core Workshop Packet;" 1993
2-2-30		6.	*"Ways of Knowing" A Core Program* (video documentary); 1991
		see also — Retention (III-E) and Overall Curriculum Planning (IV-M)	
	C.	Group Process/Collaboration	
2-2-31		1.	"Working on a Core Faculty Team: a study guide and videotape;" 1992
2-2-32		2.	"Assessment of Group Interactive Skills Report;" 1991
		see also — Student Outcomes in Comparison with National Norms (III-F)	
	D.	Math/Quantitative Skills	
2-2-33		1.	*An Assessment of Mathematical Preparation at The Evergreen State College for Academic Years 1990-91 and 1991-92*; 1992
2-2-34		2.	*Mathematics Assessment Project 1990-91*; 1991
		see also — Student Outcomes in Comparison with National Norms (III-F)	
	E.	Multiculturalism	
2-2-35		1.	"Evergreen's Multiculturalism: An Assessment of the College Catalogs;" 1993
		see also — Student Outcomes in Comparison with National Norms (III-F)	
	F.	Seminars	
2-2-36		1.	"A Study of Seminar Book Purchases in Core Programs;" 1994
2-2-37		2.	*Getting the Floor*; 1993
2-2-38		3.	"Seminar Study Guide and videotape;" 1992
2-2-39		4.	*Seminar Talk*; 1991
	G.	Current Student Satisfaction	
2-2-40		1.	"Academic Advising from a Student Perspective—focus group summary;" November 1996
2-2-41		2.	"1995 Summer School Student Survey Report;" December 1995
2-2-42		3	"Current Student Satisfaction Survey Results"; 1988
		see also — Student Outcomes in Comparison with National Norms (III-F)	
	H.	Writing	
2-2-43		1.	*Learning at Evergreen II: Writing and Thinking*; 1993
2-2-44		2.	"Core Program Writing Assessment;" 1991
2-2-45		3.	"Writing Skill Assessment: Self-Evaluations as Reflective Essays;" 1990
		see also — Student Outcomes in Comparison with National Norms (III-F)	

Exhibit 2-2 (continued)
Summary of Assessment Data and reports by HECB reporting categories
(Individual reports are available in the campus Exhibit Room)

Exhibit #	Data and Reports		
	III.	**End-of-Program Assessment**	
	A.	Graduation Rates	
2-2-46		1.	"Tacoma Campus Graduation and Retention Rates;" March 1998
2-2-47		2.	"Freshman Four-, Five- and Six-year Graduation Rates by Racial/Ethnic Group: Entering Cohorts from Fall 1980 Through Fall 1993;" January 1998
2-2-48		3.	"1997-98 Accountability Report;" 1997
2-2-49		4.	"Time-to-Degree Report;" 1994
2-2-50		5.	"Information on Enrollment and Retention with Curricular Implications;" 1993
2-2-51		6.	"Five-Year Graduation Rates by Campus, Source, and Racial/Ethnic Group;" 1992
	B.	Individual contracts/Internships	
2-2-52		1.	"Host of Interns Survey Results;" 1997
2-2-53		2.	"An Assessment of Independent Learning Options;" 1995
	C.	Multiculturalism	
2-2-54		1.	"1997-98 Accountability Report;" August 1997
2-2-55		2.	HEC Board "Diversity Report" (annually since 1994)
2-2-56		3.	"Comparative Data on Multiculturalism, Gender Issues, Teaching Methods and Institutional Climate;" 1991
		see also — Student Outcomes in Comparison with National Norms (III-F)	
	D.	Narrative Transcript	
2-2-57		1.	"1996 Alumni Survey: Satisfaction with the Evaluation Process at Evergreen and Placement of TESC Alumni;" 1997
2-2-58		2.	"Transcript Analysis of Credits Earned by Evergreen Alumni;" 1997
2-2-59		3.	"Narrative Evaluation DTF Report;" 1997
2-2-60		4.	"Transcript Evaluation Report;" 1991
		see also — Alumni Satisfaction (V)	
	E.	Retention (various, annually) for example, see:	
2-2-61		1.	"Freshman Retention: Core and Mixed-Level with Detail by Program from 1994-95 through 1997-98;" January 1998
2-2-62		2.	"1997-98 Accountability Report;" 1997
2-2-63		3.	"Conclusions from statistical analyses of freshmen retention — Report to the Enrollment Coordinating Committee;" December 1997
2-2-64		4.	"Advising Project" (Faculty Interviews) — Proposal from Matt Smith; see also, Evergreen Home Page (http//www.evergree.edu/user/faculty/htframe.thm)
2-2-65		5.	"Three Topics to Think About" — Presentation to faculty at June 1997 Core Faculty Workshop; June 1997
2-2-66		6.	"Academic Advising DTF Report;" December 1996
2-2-67		7.	"1995-96 Freshman Retention & Weekend/Evening Retention;" June 1996
2-2-68		8.	"Fall-to-Fall Retention Rates: First-time Freshmen — 1982-1996 and Retention Rates by Core Program 1994-95 and 1995-96;" Fall 1996
2-2-69		9.	"Fall-to-Fall Retention Rates: First-time Freshmen — 1982-1995 and Factors in the Decision to Withdraw;" Fall 1995
2-2-70		10.	"1995 Withdrawal Survey Report;" November 1995
2-2-71		11.	"Responses to Research Suggestions about Freshman Retention;" January 1994
2-2-72		12.	"First-cut on 1992-93 Core Program Retention;" November 1993
2-2-73		13.	"Changes in 1992-1993 Fall-to-Fall Retention;" November 1993
2-2-74		14.	*Freshman Retention at The Evergreen State College*; 1993
2-2-75		15.	"Freshman Retention;" January 1993
2-2-76		16.	"Core Program Student Survey Results;" 1992
2-2-77		17.	"Enrollment and Retention Data with Curricular Implications;" 1992
2-2-78		18.	"Core Program Retention;" January 1992

Exhibit 2-2 (continued)
Summary of Assessment Data and reports by HECB reporting categories
(Individual reports are available in the campus Exhibit Room)

Exhibit #	Data and Reports		
	F.	Student Outcomes in Comparison with National Norms	
2-2-79		1.	"Selected Comparisons from the College Student Survey;" February 1998
2-2-80		2.	"College Student Experiences Questionnaire Results" — Presentation to Board of Trustees; October 1997
2-2-81		3.	"Cooperative Institutional Research Program: Four-Year Follow-up Study — 1985-1989;" 1990
	IV.	**Program Reviews**	
	A.	Environmental Studies	
2-2-82		1.	"Environmental Studies Self-Study;" June 1998
2-2-83		2.	"Environmental Studies Faculty: Teaching and Other Assignments 1987-88 to 1992-93;" 1993
2-2-84		3.	"Evergreen's B.S. Degree;" 1993
2-2-85		4.	"Environmental Studies and Its Future: An Assessment by Faculty;" 1993
	B.	Expressive Arts	
2-2-86		1.	"Expressive Arts Self-Study;" June 1998
2-2-87		2.	"The 1996 Expressive Arts Study;" January 1997
2-2-88		3.	"Expressive Arts Assessment Study: How Students Use our Curriculum;" 1993
	C.	Social Science	
2-2-89		1.	"Social Science Self-Study;" June 1998
2-2-90		2.	"Assessment Report for Science, Technology and Health: Psychology and Related Programs;" 1992
	D.	Culture, Text and Language	
2-2-91		1.	"CTL Self-Study;" June 1998
	E.	Science and Inquiry	
2-2-92		1.	"Science and Inquiry Self-Study;" June 1998
2-2-93		2.	"Curricular Pathways and Enrollment Patterns of Physical Systems and Chemical Systems Students 1987-90;" 1992
	F.	Tacoma Program	
2-2-94		1.	"Tacoma Self-Study;" June 1998
2-2-95		2.	"Tacoma Specialty Area Review;" 1992
2-2-96		3.	"Assessment of the Impact of an Evergreen Education on the Life Satisfaction and Life Choices of Evergreen-Tacoma Campus Adult Graduates;" 1990
	G.	Tribal Program	
2-2-97		1.	"Reservation-based Tribal Program Self-Study;" June 1998
2-2-98		2.	"Center for Native American and Indigenous Peoples Studies Self-Study;" June 1998
	H.	Part-time, Evening/Weekend Studies	
2-2-99		1.	"Part-time Studies Self-Study;" June 1998
2-2-100		2.	"Reasons Survey Respondents Gave for Not Enrolling in *Management in a Changing World*;" September 1996
2-2-101		3.	"Preliminary Stats on Weekend/Evening Retention;" July 1996
2-2-102		4.	"Evening/Weekend Student Survey Report;" April 1996
2-2-103		5.	"Part-time Survey Results and Freshman Retention to Winter Quarter;" March 1996
2-2-104		6.	"Student Use of Modules (4-credit courses);" March 1996
2-2-105		7.	"Part-time Survey Results" — presentation packet; January 1996
	I.	Master of Public Administration	
2-2-106		1.	"MPA Self-Study;" June 1998
2-2-107		2.	"MPA Program Review;" 1993

Exhibit 2-2 (continued)
Summary of Assessment Data and reports by HECB reporting categories
(Individual reports are available in the campus Exhibit Room)

Exhibit #	Data and Reports		
	J.	Master of Environmental Studies	
2-2-108		1.	"MES Self-Study;" June 1998
	K.	Master in Teaching	
2-2-109		1.	"MIT Self-Study;" June 1998
2-2-110		2.	"Response to the State of Washington Program Approval Standard;" February 1998
	L.	Overall Curriculum Planning	
2-2-111		1.	"Head Count and FTE Enrollment by Specialty Area: 1995-96 through Winter, 1998;" March 1998
2-2-112		2.	"Spring 1997 Faculty Survey Results;" June 1997
2-2-113		3.	"Faculty Workload Study;" August 1996
2-2-114		4.	"1995-96 Faculty Credit Hour Loads;" March 1996
2-2-115		5.	"Final Report of Long-Range Curriculum DTF;" February 1996
2-2-116		6.	"Long-Range Curriculum DTF Report to the Board of Trustees — Overhead Packet and Narrative;" December 1995
2-2-117		7.	"Planning Unit Configuration and Administration" (for the Long-Range Curriculum DTF); September 1995
2-2-118		8.	"Second-Draft Report of Long-Range Curriculum DTF;" April 1995
2-2-119		9.	"First-Draft Report of Long-Range Curriclum DTF;" February 1995
2-2-120		10.	"Academic Programs and Student Affairs Subcommittee Report to the Long-Range Planning DTF;" February 1994
2-2-121		11.	"Statistical Briefing Package" — prepared for Long-Range Planning DTF; September 1993
	V.	**Alumni Satisfaction**	
2-2-122	A.	"Five-Year Alumni Survey;" 1997	
2-2-123	B.	"Summary of Alumni Survey Data: 1992-1996;" December 1996	
2-2-124	C.	"Comparison with Statewide Norms on 1996 Alumni Survey;" October 1996	
2-2-125	D.	"1996 Alumni Survey;" 1996	
2-2-126	E.	"1994 Alumni Survey;" 1994	
2-2-127	F.	"1992 Alumni Survey Results;" 1993	
2-2-128	G.	"1988 Alumni Survey Results;" 1989	
	VI.	**Employer Perceptions**	
2-2-129	A.	"Internship Host Organization Survey;" 1997	
2-2-130	B.	*'Greeners at Work: An Assessment*; 1991	
	VII.	**Other — Studies of the Culture of Teaching and Learning**	
2-2-131	A.	"Fred Dube;" 1997	
2-2-132	B.	"Explaining Nature" (The TESC Life of Kaye V. Ladd); 1996	
2-2-133	C.	*Teaching and Learning at Evergreen: an ethnographic study*; 1993	
2-2-134	D.	*Teaching and Learning at The Evergreen State College: An Assessment of the Assessment Reports*, 1990-93; 1993	
2-2-135	E.	"First Draft" Video Documentary; 1990	