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The
Evergreen
State
College

Standard 1
Institutional Mission and Goals, Planning, and Effectiveness

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Standard 1
Institutional Mission and Goals, Planning, and Effectiveness

Mission and Goals

Mission and Goals Define the Institution

The Evergreen State College was purposefully designed to be an institution focused on undergraduate education and collaborative interdisciplinary teaching and learning.[1] Now twenty-seven years old, the central institutional values and practices remain largely intact. They have, at the same time, proven to be remarkably flexible, allowing the institution to be nimble and responsive to changing circumstances.

Building an institution from scratch provided a unique opportunity to design all of the institution's practices and structures in a holistic fashion to support its mission and goals. Critical elements in maintaining this sense of purpose include: an independent Board of Trustees, a distinct state-approved mission, administrative practices, and a faculty recruitment, retention, and reward system that are congruent with the mission, and various institutional practices that reinforce the focus on teaching and learning. All of these elements combine to produce a culture sharply focused on teaching and learning, commitment to students, and innovation. At the same time, we recognize that Evergreen is in a critical period of transition as large numbers of founding faculty and staff retire. This turnover, combined with pressure to grow substantially, requires vigilance about institutional mission and values, and appropriate investments and structures for bringing new people into the community.

At this point, it does appear that The Evergreen State College's mission (Exhibit 1-1), values, and goals are widely understood. As part of the self-study process, surveys were done of both faculty and staff. There were high response rates to both surveys. The institution is discussing these results and will be acting upon areas of needed improvement. In general, the recent surveys of faculty and staff indicated high levels of awareness of the institution's mission and high alignment around core values and practices (Exhibit Room, Exhibits 1-11 and 1-12). There is, at the same time, a healthy diversity of interests and testing of boundaries.

This mission statement guides campus decision making and provides a good operational definition of the underlying values and goals. Changes to the mission and goals are adopted by the governing board. The mission statement appears in the Policies and Procedures Manual, in the web-based college catalog, in the Faculty Handbook, and in other appropriate documents. It is also filed with the Washington Higher Education Coordinating Board.

[1] Throughout this self-study, we use the terms "nontraditional," "alternative," and "innovative" interchangeably to describe ourselves. As the years go by and increasing numbers of institutions organize learning communities within their curricula, we sometimes wonder how alternative and nontraditional we remain, but the absence of grades, majors, departments, and tenure probably secures our position on a list of alternative colleges even yet. Our comparative longevity as an alternative college also challenges us to ask how hide-bound we may have become to "innovations" now twenty-five-plus years old. Many see continued innovation as our primary challenge for the future.

Exhibit 1-1
Mission Statement for The Evergreen State College:

The mission of The Evergreen State College is to help students reach their potential through innovative, interdisciplinary educational programs in the arts, sciences, humanities, and natural sciences. In addition to preparing students within their academic fields, Evergreen provides graduates with the fundamental skills to communicate, to solve problems, and to work collaboratively and independently in addressing real issues and problems. This mission is based on a set of principles, described below, that guide the development of all college programs and services.

Principles that guide Evergreen's educational programs:

- Teaching is the central work of the faculty at both the undergraduate and graduate levels. Supporting student learning engages everyone at Evergreen—faculty and staff.

- Academic program offerings are interdisciplinary and collaborative, a structure that accurately reflects how people learn and work in their occupations and personal lives.

- Students are taught to be aware of what they know, how they learn, and how to apply what they know; this allows them to be responsible for their own education, both at college and throughout their lives.

- College offerings involve active participation in learning, rather than passive reception of information, and integration of theory with practical applications.

- Evergreen supports community-based learning, with research and applications focused on issues and problems found within students' communities. This principle, as well as the desire to serve diverse placebound populations, guides Evergreen's community-based programs in Tacoma and on Tribal Reservations.

- The college values diversity in its students, staff, and faculty, and strives to foster a climate of awareness and understanding. The college is committed to teaching across significant difference—of social class, age, race, ethnicity, gender, and academic preparation—because such differences reflect the world around us.

- Faculty and staff continually review, assess and modify programs and services to fit changing needs of students and society.

- The college serves the needs of a diverse range of students including recently graduated high school students, transfer students, working adults, and students from groups that historically have not attended college.

As evidenced by these principles, an important part of Evergreen's educational mission is engagement with the community, the state, and the nation. One focus of this engagement is through the work of public service centers that both disseminate the best work of the college and bring back to the college the best ideas of the wider community.

Over the years, Evergreen's mission has become clearer in terms of the college's role in the Washington public higher education system. Evergreen's last ten-year-reaccreditation process was marked by the second major change in the college mission when the service area was redefined to recognize the college's special role as a statewide, innovative, public liberal arts college.

The current mission statement represents the third revision in the college's twenty-seven-year history. In 1996-97 the college mission statement was reexamined through a lengthy process involving large segments of the campus community as part of the reaccreditation self-study process. This included discussion with and contributions from the faculty, the administration, the deans and directors, the Board of Trustees, and the students. The revised mission statement was formally adopted by the Board of Trustees in April 1997 and then shared with the Washington Higher Education Coordinating Board (HECB). This revision was not substantial but it does reflect a conscious attempt to cast the mission statement in language that is easily understood and directly relates goals and practices. The process of discussing and revising the mission statement was as important as the product.

Evaluation of the college mission continues through internal and external discussions about enrollment growth and access to higher education within the State of Washington. For Evergreen, this often takes the form of questions about the optimal size of the college and the appropriate student mix in terms of resident and nonresident students, full and part-time students, graduate and undergraduate students, and transfer vs. direct-from-high-school students. Other continuing issues include admissions selectivity, and how to apportion enrollment growth between on- and off-campus programs. These questions will continue to be debated on the campus and in the state as a whole as a result of growing demand for higher education. We recognize our responsibility in this arena, and also see the importance of carefully forging our future around our central values and mission.

Public Service is Consistent with Mission and Goals

Over the past ten years, Evergreen has developed robust public service initiatives both within academic programs and through its five public service centers that serve as important bridges between the college and external constituencies. The public service emphases within academic programs are discussed under Standard 2 of this report. Faculty involvement in public service, often equated with governance, is discussed in Standard 4. This portion of the self-study briefly describes and evaluates the work of the college's five public service centers:

- Evergreen Center for Educational Improvement (Exhibit Room, Exhibit 1-13)
- Longhouse Education and Cultural Center (Exhibit Room, Exhibit 1-14)
- Washington Center for Improving the Quality of Undergraduate Education (Exhibit Room, Exhibit 1-15)
- Washington State Institute for Public Policy (Exhibit Room, Exhibit 1-16)
- Labor Education and Research Center (Exhibit Room, Exhibit 1-17)

Each of these centers are described in detail in their individual self-studies in terms of their mission, programs, staffing and budget, and challenges.

The purpose of The Evergreen State College's public service centers is to provide leadership in building relationships and forming networks that enhance and promote Evergreen's integrative and collaborative approach to learning in a variety of settings among a variety of groups. The public service centers create a reciprocal relationship between the wider community and Evergreen, providing a forum to enrich and broaden the exchange of knowledge in an ever-widening circle.

One way to understand Evergreen's public service emphasis is by unpacking the institution's self-definition as a "public alternative liberal arts college." This identity, like the notion of public service itself, has evolved. Over time, we have interpreted this to mean that the college has a responsibility as an alternative institution to the higher education system as a whole to disseminate our successful practices and to exercise statewide leadership in select areas. The public service centers evolved as vehicles for doing this. At the same time, the college's mission as an alternative institution carries with it a special responsibility to remain flexible and open to new ideas. The public service centers enable Evergreen to continue to learn from others. The statewide work on diversity, for example, has given Evergreen faculty substantive opportunities to learn about new approaches and concepts. The K-12 Center has been instrumental in infusing the state K-12 education reform goals into our MIT program. The centers also operate as a kind of laboratory for innovation. We see public service as a natural companion to various aspects of the Evergreen mission: the stress on designing a learning environment that develops students' abilities to integrate theory and practice, the emphasis on collaborating with others, and the emphasis on diversity and community involvement.

The public service centers have been highly effective in reaching out to various populations not otherwise connected to Evergreen. They have had a considerable impact on the state. Some examples of their impact include the following:

- More than two dozen colleges in Washington State, and hundreds nationally, are now using various versions of Evergreen's integrated curriculum model as a means of improving quality. Through the Washington Center, Evergreen has led a statewide and national movement around "learning communities." At the same time, the Evergreen Center for Educational Improvement has led a similar effort to support state education reform at the K-12 level. Much of this work has also centered on integrated curricular approaches.

- Diversity efforts have been broadly fostered through the work of Evergreen's public service centers in K-12, higher education, within tribal communities, and within the labor community. The Ford Foundation, for example, awarded the Washington Center nearly $850,000 for a three-year statewide cultural pluralism project involving twenty-six Washington colleges and universities. The Northwest Area Foundation provided Evergreen, in collaboration with the South Puget Sound Intertribal Planning Agency, approximately $350,000 for a three-year joint economic development arts initiative to revitalize the traditional Native arts.

- The public service centers have become a statewide convening authority and have attracted substantial funding for statewide projects in a variety of areas including multicultural education, Native American economic development and cultural preservation, integrated curriculum design in K-12, science reform, calculus reform, technology, and other areas. The National Science Foundation has funded five major dissemination projects at Evergreen: two for statewide calculus reform, two for integrated science curriculum reform, and one for computer science curriculum reform.

The public service centers operate with small staffs and are largely state-funded, but they also charge fees for some of their work. This base funding is a critical factor in maintaining the long-term focus of each center. All struggle with issues of balancing multiple interests and expectations with limited resources.

Planning and Evaluation Processes

Planning Contexts

Evergreen is a non-traditional college operating in a state system of public higher education. Designed from its outset to be a square peg in a round hole, tensions remain between the college's need to function both as a state agency in accordance with standard requirements and reports, and as an alternative college focused on its distinctive—and arguably, standard-breaking—role in higher education not only in the state, but in the nation.

Internal objectives and values that motivate Evergreen's planning processes include a commitment to the college's educational mission (interdisciplinary study, blending theory and practice, narrative evaluations, close student-student and student-faculty contact), a highly participatory and broadly consultative planning and decision-making process, and a general commitment to face-to-face, personal engagement in teaching, learning, and even day-to-day administration of the college. External objectives and values that also influence the form and content of planning processes include an emphasis on greater efficiency, greater public accountability, service to increasing numbers of students, and improving educational quality.

The ongoing planning processes and agenda at Evergreen are set, first, in an effort to maximize the overlap between these two sets of objectives and values—which is considerable—and second, to mitigate areas of discord where internal and external values appear to be on a collision course. As an example of the latter, the state's interests in increased access to higher education and lower costs typically translate for the faculty at Evergreen—rightly or wrongly—into a threat of increasing student/faculty ratios.

Planning and Evaluation Strategies Summarized

Goals and objectives for the college are identified through several vehicles including (but not limited to) the college's Long-Range Plan, the Higher Education Coordinating Board's Statewide Master Plan and—most recently—the HECB-monitored Accountability Plan, and the Operating Budget approved by the legislature and administered by the Office of Financial Management. Implementation strategies are developed and, increasingly, attached to measurable goals that are circulated publicly. Responsibilities for implementation are delineated. Strengths and weaknesses of the strategies are evaluated according to established measurement goals where available and/or through qualitative approaches which are, in turn, reported publicly. Strategies are redesigned based upon their effectiveness and plans are revised accordingly.

This process is undertaken at various levels of operational detail moving back and forth among: office-by-office strategies; standing committees charged with monitoring and evaluation; discussions of institutional priorities and funding with senior administrators; and formal reports to the college's Board of Trustees, the Higher Education Coordinating Board, Office of Financial Management, and the state legislature. Key documents and processes to ensure systematic reporting of planning and evaluation activities include the college's long-range plan, curriculum plan, the operating budget, systematic academic program reviews, and a review cycle for each administrative area.

Compatibility of the goals with the institution's mission and resources is assessed as a routine part of the annual planning and budget process and during periods of time when the college's long-range plan is developed and reviewed. The Higher Education Coordinating Board also assesses institutional goals and requests against the state Master Plan and the financial resources available at any given time. While externally mandated goals and reporting requirements are not always funded, the feasibility of institutional goals is evaluated by

staff and senior administrators according to college resources and discussed with affected staff and the Board of Trustees. The college continues to assess interrelationships among these processes and how well they serve the institutional mission. A more thorough discussion of this process appears in Standard 6.

Enrollment planning and growth provide a good example of this process. The State of Washington is expected to experience a major growth in K-12 and higher education enrollment over the next fifteen years. Evergreen expects to increase its enrollment from 3,700 to 5,000 full-time-equivalent students during this period of time (see Growth Plan, Volume 2, Exhibit 1-2.) The phasing of this enrollment growth is a complex process of considering the facility needs, the various resource requirements, and the number of students wishing to enter the college at any given point in time. Because this expansion will require new construction and the college is currently at full capacity, issues of timing are critical. Enrollment growth is not a recent phenomenon at the college. Between 1985-86 and 1997-98, annual average FTE enrollment has increased by 1,146 or an average of approximately 95 FTE per year over that twelve-year period. Growth planned through 2010-11 averages 98 FTE per year from our 1997-98 base. (Chart 1-1)

There is a general trend toward more systematic public reporting of goals, strategies, and formal performance criteria in the State of Washington's planning/budgeting processes. The trend is visible at Evergreen. It is consistent with the commission's objectives for more effective planning and evaluation. A more detailed description of how Evergreen engages in ongoing planning and evaluation, communicates results, and demonstrates tangible results from planning/evaluation processes is given in the remainder of this section.

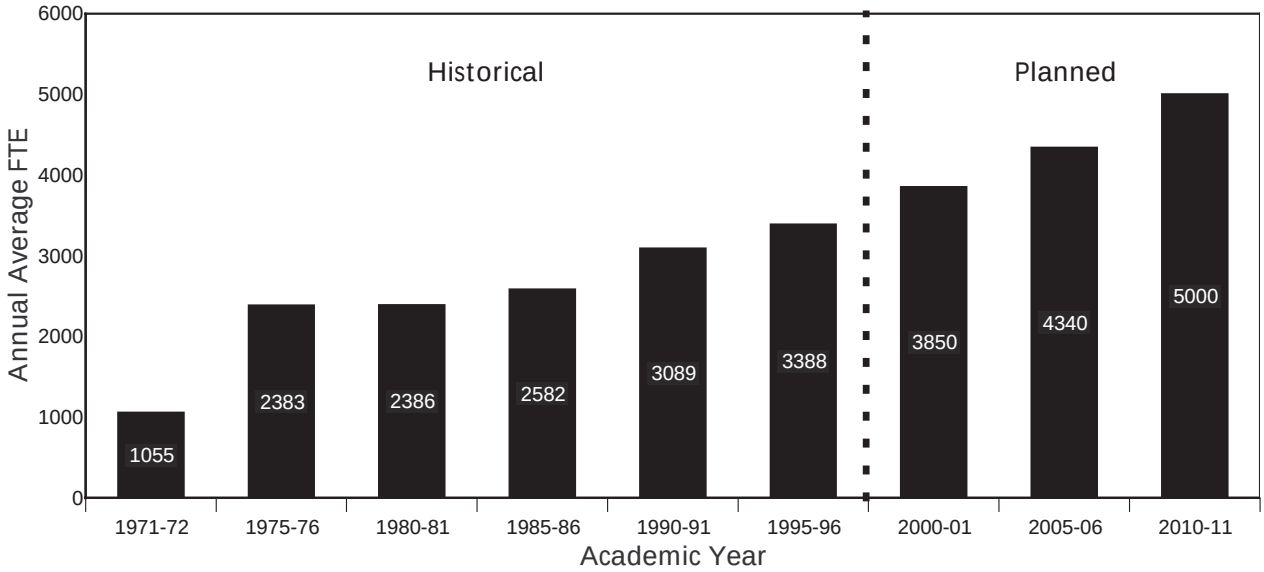
Planning Processes and Structures within the College

Standing Groups

Several standing groups or committees are responsible for long- and short-range planning and evaluation. Membership of these groups extends both vertically and horizontally through the college. While committees exist whose members are drawn solely from within the major organizational divisions (Academics, Student Affairs, and Finance and Administration), there is a conscious effort to construct standing committees that span divisions where the task is appropriate and to include members from different levels of the organizational hierarchy.

The "*Senior Staff*" meets on a weekly basis to discuss progress toward long- and short-range goals and routine information sharing. This group consists of the president, vice presidents of each division, College Budget Officer, Legislative Liaison, Director of College Advancement, and the President's Executive Associate. The *Academic Deans Group* also meets on a weekly basis to focus on short- and long-range academic planning issues. This group consists of the provost and five academic deans, Dean of the Library, the Academic Budget Officer, and the Provost's Administrative Assistant. Within the Student Affairs division, the *Deans and Directors* group meets monthly as does *the F&A Directors* group within the Finance and Administration division. The college engages in systematic planning of its curriculum consistent with its mission and goals through collaboration among the Curriculum Dean, Planning Unit Coordinators, the provost, and the faculty. (The curriculum planning process is described in Standard 2.) Both the senior staff and the provost/academic deans group are expanded periodically depending upon the topic under discussion.

Chart 1-1
The Evergreen State College
Annual Average FTE Enrollment Historical and Planned



Two other standing committees exist for enrollment and curriculum planning. The *Enrollment Coordinating Committee* has responsibility to monitor, design, evaluate, and improve recruitment and retention activities focused on the full-time curriculum. It is a good example of a rich horizontal and vertical mix of staff and faculty from the college. This committee combines staff from Academics (curriculum and part-time studies academic deans, institutional research/planning), Student Affairs (VP for Student Affairs, Dean of Enrollment Services, Registrar, Dean of Student Academic Support Services, Director of Academic Planning and Experiential Learning), and College Relations (media relations and publications) with faculty and student representatives. Second, the *Part-Time Studies Group* which focuses on development and evaluation of the college's recent expansion of part-time offerings. This group includes a comparable mix of Academics and Student Affairs staff. Overlapping membership on each of these groups helps to ensure clear communication and shared objectives both within and across major divisions of the college.

Disappearing Task Forces

Additionally, the college employs ad hoc committees, called "Disappearing Task Forces," to conduct research and make recommendations to the faculty and senior administrators on important issues. DTFs are, by definition, multiconstituent groups including representatives from the staff, faculty, and student body. As the name suggests, these ad hoc committees are formed for a specific task, complete that task, and then disband. Participation in DTFs is an assumed element in faculty governance responsibilities and a recognized staff responsibility. Senior administrators typically develop a written "charge" for a DTF and secure membership from each of the three constituent groups. The Faculty Agenda Committee (see Standards 4 and 6) reviews faculty membership on each DTF charged for the year. In a typical year, five to ten DTFs are charged. To illustrate the range of DTF work in a given year, the following DTFs were charged during the 1997-98 academic year: (Faculty) Hiring Priorities; Faculty Hiring; Academic Dean Search; Accreditation Self-Study; Compensation, Benefits and Post-Retirement; Enrollment Services Dean Search; and Community Service.

The "disappearing" nature of these task forces works against the tendency toward creeping bureaucracy in the form of standing committees. Membership on DTFs is constituted based upon the topic in an effort to bring those most directly affected by policy decisions into policy discussions. Changing membership also tends to spread governance responsibilities across the faculty, staff, and student body rather than centering it on a few members of any constituent group. The DTF structure also has its downsides. Principal among them is reinvestment in topical expertise. In response to this downside, standing committees are maintained on topics of continuing interest (e.g., the Enrollment Coordinating Committee and the Part-time Studies Group).

Institutional Support and Evaluation of the Planning/Evaluation Process

Evergreen made an early investment in an office of Institutional Research in 1979. The responsibilities of that office have expanded considerably over the past ten years as the assessment and accountability agenda at the college and in the state as a whole has expanded. This trend is likely to continue into the future.

The Office of Institutional Research, Assessment and Planning is currently staffed by three full-time employees. The professional staff was recently (1995) increased from one to two full-time positions. The third position provides clerical and administrative support. The state legislature provides annual funding of $186,000 for assessment of student outcomes which is allocated to the Office of Institutional Research, Assessment and Planning. The college provides additional funding for institutional research of $32,000 per year. Personnel costs for the three full-time staff total $123,000 per year. Additional personnel costs for a portion of an academic dean devoted to implementation of assessment results total $13,760. The balance available to support additional evaluation and planning efforts totals $81,240 per year.

The work of the Office of Institutional Research, Assessment and Planning is specifically directed at institutional evaluation and planning. Additional evaluation and planning does occur throughout the college, especially among the divisional budget coordinators, president, vice presidents, and college budget officer, with the deans, and in the curricular planning units.

The director and staff in Institutional Research, Assessment and Planning are evaluated on an annual basis. Additionally, the Assessment Reports (Exhibit Room, Exhibits 1-18 and 1-19) required by the HECB are intended to document the effect of evaluation of student outcomes on institutional efforts at improvement. The best evidence of the effectiveness of past institutional research and evaluation on promoting changes for improvement in student learning is the substantive role that research findings played in the review and revision of the curriculum during the work of the Long-Range Curriculum DTF (Exhibit Room, Exhibit 1-20).

Institutional support is evident in ongoing reports of evaluation and assessment data that are folded into institutional planning and decision-making processes. The Director of Institutional Research, Assessment and Planning makes regular annual reports to the Board of Trustees on enrollment, retention, and student learning outcomes. He makes frequent reports to the "senior staff" on the same topics. The director serves as the central staff support for both long-range plan developments and long-range curriculum review. He is in daily contact with the provost and academic deans on matters of student learning, retention, accountability measures, and other issues. The director serves on the Enrollment Coordinating Committee (*see also* Standard 3) and on the Part-time Studies Group (*see also* Standard 4) to integrate enrollment, retention, and student learning outcomes data in the design and execution of the curriculum and student support services. The director also serves as the college's representative

on interinstitutional committees designing and coordinating Evergreen's and system-level responses to the state issues of assessment of student learning outcomes, enrollment management, and state-mandated accountability measures.

Institutional research and assessment data and reports have had a direct effect on many improvements including design of Core Workshops, revision of the first-year curriculum, improvements in academic advising, and revisions of new-student orientation.

Many faculty have engaged in assessment research projects since 1989. This is in large part due to a conscious strategy to involve faculty in assessment work in the early years of state funding as a means of developing a sense of ownership and direction of the assessment agenda among Evergreen's faculty. Beginning in 1993, a larger proportion of assessment work was directed at the professional staff in Institutional Research, Assessment and Planning. The occasion of the 1998 reaccreditation self-study has reengaged the new Planning Group Coordinators in the use of past assessment findings and the conduct of new assessment research.

For further discussion of the relationship of institutional planning to the Student Affairs division of the college see Standard 3.

Institutional Long-Range Planning and Curriculum Review Processes

The college has defined two broadly consultative processes for formal long-range planning that utilize the DTF structure: development of an institutional "Long-Range Plan" and a "Long-Range Curriculum Report."

Both the Long-Range Plan (a.k.a. Strategic Plan) and the Long-Range Curriculum Report are produced by multiconstituent committees including faculty, staff, students, and administrators. Alumni participation is sought through focus group interviews with local alumni and through survey research of alumni. Well-publicized public forums are conducted at critical stages throughout each planning and evaluation process to which all campus community members are invited. Board members are invited to attend committee meetings in each process as their schedules allow and are routinely given progress reports at board meetings. In the most recent process, the board also gave substantive feedback to both committees that shaped the final products.

Evergreen's formal long-range plan is reviewed on a five-to-seven-year basis. Typically, the charge for a DTF to revise the long-range plan is developed by the president in consultation with the vice presidents, Board of Trustees, and the campus community. The current long-range plan was completed in 1994 (Exhibit Room, Exhibit 1-21) and is scheduled for revision in the 1999-2000 academic year. Senior administrators identified measurable goals for each element of the plan and assumed explicit responsibility for evaluating and reporting progress toward each of the goals in the plan. Beginning in 1999, Evergreen will undertake a slightly different process of long-range planning that is intended to better fit with state planning and budget cycles. The new process is depicted in Figure 1-1. We hope this revised process will be more efficient and tighten the linkage between goal setting and allocation of resources. It will build directly on this reaccreditation process.

The formal process for curriculum review is scheduled to occur after revision of the institutional long-range plan, typically every six to eight years. This work is also accomplished through a multiconstituent DTF with substantial faculty representation. The most recent curriculum review was completed in 1996 (Exhibit Room, Exhibit 1-20). The current academic year is the first in which the new structures are in place. Evaluation of the progress toward improvement intended by the new structure is currently under way, and will continue under the new long-range plan.

Figure 1-1
Biennial Planning Cycle

Two-year Operational Plan

Timeline	Activities
July 1, Odd	Divisions write annual report evaluating previous year according to prior-year objectives and strategic goals and set current-year objectives
January, Even	Divisions review/confirm next year's goals
July 1, Even	Divisions write annual report and set new year's objectives Senior Staff reviews next biennium's operational plan with community input
January, Odd	Divisions set goals for next biennium
July 1, Odd	Divisions write annual report evaluating previous year according to prior-year objectives and strategic goals and set current-year objectives

Four-Year Planning Implementation Strategy

Timeline	Budget Activities	Other Planning Activities	
July, 1997		Campus Master Plan	
	Supplemental Budget Request		
January, 1998			
July, 1998	1999-2001 Biennial Request Budget development complete FY 1998-99 Supplemental Operating Budget complete		
January, 1999		HECB Master Plan	TESC Ten-Year Long-Range Plan TESC Six-Year Strategic Plan
July, 1999	1999-2001 Biennial Operating Budget complete Supplemental Budget Request		
January, 2000			
July, 2000	2001-03 Biennial Request Budget development complete FY 2000-01 Supplemental Operating Budget complete		
January, 2001			
July, 2001	2001-03 Biennial Operating Budget complete		

The six-year strategic plan is broken into three two-year operational plans. Each two-year plan is accompanied by an initial set of goals, yearly objectives, and annual report. All tie back to the ten-year long-range plan. Plans are modified annually based on the previous year's experience. Additionally, all goals and objectives are tied to performance measures. Each action in the planning cycle includes an opportunity for community input and concludes with formal approval by the Board of Trustees.

Assessment research completed prior to the 1996 Long-Range Curriculum DTF influenced changes in curriculum structure and planning adopted in the DTF report. Assessment research is focused on student learning outcomes and is shaped by the Higher Education Coordinating Board guidelines prescribing research in the following areas: Collection of Baseline Data; Academic Program Reviews; Intermediate Assessment of Writing, Quantitative Skills, and Other Skills; End-of-Program Assessment; Alumni Satisfaction; and Employer Perceptions. This body of work is discussed in detail in Standard 2.

Shorter-Range Planning

Short-range planning objectives also emerge from ongoing monitoring of assessment data and/or from issues arising from the external environment. The college's efforts to improve freshman retention beginning in the early 1990s and continuing through the 1996 Long-Range Curriculum DTF serve as one example of an "emergent" planning objective. (Institutional attention to the topic of student retention is chronicled through documents available in the campus Exhibit Room. See, for example, Exhibits 1-18: 1993 Assessment Report; 1-19: 1996 Assessment Report; 1-20: Long-Range Curriculum DTF Report; and 1-21: Long-Range Plan)

There is also a less formal source of evaluation and planning topics set in motion at Evergreen owing to the day-to-day interaction of faculty, staff, students, and administrators. Sometimes ongoing committees like the Enrollment Coordinating Committee or the Part-Time Studies Group suggest topics for evaluation and improvement. Other times, individuals from particular offices initiate evaluation research. In addition to standard evaluation topics like alumni surveys, placement statistics, and comparisons with national norms that are presented elsewhere in this report, evaluation and planning has occurred on the following range of topics in the very recent past: summer school attendance, student housing satisfaction, campus security, satisfaction of individuals/organizations sponsoring off-campus student internships, four-credit course-taking patterns of recent graduates, evaluation of the academic deans' assessment priorities, focus groups with students regarding satisfaction with academic advising, and development of evaluation strategies for the campus food service.

Assessment data and reports are also circulated around campus and presented to relevant committees and groups as completed. Audiences include general faculty meetings, the Faculty Agenda Committee, the academic deans, the Enrollment Coordinating Committee, Student Affairs staff, faculty planning group coordinators, president and vice presidents, and the Board of Trustees. (In the campus Exhibit Room, see, for example, Exhibit 1-22: Dean's "Teaching and Learning Seminars" Packet; and Exhibit 1-24: Selected Assessment Reports)

Administrative Reviews

In addition to reviewing academic programs, Evergreen conducts periodic reviews of administrative units, usually with outside evaluators. The review cycle of units is outlined below. These administrative reviews are also available in the campus exhibit room (Exhibit Room, Exhibit 1-23).

Table 1-1
Administrative Unit Review Cycle

Division	Administrative Unit	Year
F & A	Police Services	1992
S A	Access Services for Students with Disabilities	1993
S A	Financial Aid	1995
F & A	Facilities	1995
F & A	Computer Services	1996
S A	Housing	1997
ACAD	Washington Center for Undergraduate Education	1997
ACAD	Labor Education & Research Center	1997
ACAD	Evergreen Center for Educational Improvement	1997
ACAD	Longhouse Education & Cultural Center	1997
P S	Washington State Institute for Public Policy	1997
S A	First People's Advising Services	1997
S A	Academic Advising & Experiential Learning	1997
S A	Upward Bound	1997
S A	Career Development Center	1997
S A	KEY Special Services	1998

F & A = Finance and Administration; S A = Student Affairs; ACAD = Academics; P S = president's staff

Follow-up and responsibility for these unit reviews rests with the relevant supervisor and appropriate vice president. These reviews are important in guiding institutional priorities and resource decisions.

Systematic evaluation of teaching effectiveness is attempted through the assessment of student learning outcomes. These evaluation efforts are structured under the broad categories suggested by the commission. They are maintained through mutual agreement between the HECB and the institutions. This body of work is discussed in detail in Standard 2.

State-Level Planning Process and Structures Affecting the College

State Budget

The vast majority of Evergreen's operating budget is allocated by the state legislature or obtained through tuition revenue assumed by the state. Therefore, development of the biennial budget request (Exhibit Room, Exhibit 1-25) represents a very significant planning, and more recently evaluation, cycle for the college. Integrating college planning with the state budget is especially significant because the bulk of funding for any new initiative must come from the legislature. The college's operating budget request is reviewed by the Higher Education Coordinating Board, the Office of Financial Management, and the state legislature. The 1997-99 operating budget required all state agencies to set performance goals for all initiatives seeking funding beyond current-level expenditures. Evergreen developed six "decision packages" for the request budget that linked proposals for additional funding to (a) strategies of the college's long-range plan and (b) performance measures, including historical data and targets for the coming biennium. Summaries for each decision package appear in Volume 2, Exhibit 1-3. These decision packages include: (1) Access through Enrollment Growth, (2) Strengthening and Enhancing Undergraduate Education, (3) Technology–Tools for Teaching and Learning, (4) Administrative Computing Systems Replacement, (5) Plant Maintenance and Operations, and (6) Public Service to the State. The college is in the process of updating the forty performance measures delineated in the budgeting process with 1997 actual performance data (Volume 2, Exhibit 1-4: Summary of Operating Budget Performance Measures).

This process is new, and was undertaken at our institution with considerable ambition—at least in the form of rather extensive lists of measures. The 1997-99 performance goals provide yet another "first draft" list of goals and evaluation measures that overlap, to a considerable degree, with goals identified in the planning processes described above.

Higher Education Coordinating Board: Statewide Master Plan

The Higher Education Coordinating Board is charged by the state legislature with producing a Statewide Master Plan for higher education every five years. The most recent master plan was updated in 1996 (Exhibit Room, Exhibit 1-26). This master plan contains six statewide themes toward which each public institution is expected to demonstrate clear commitments. These themes are: (a) meeting the demand for access to higher education, (b) increasing the use of technology, (c) exploring new partnerships, (d) improving the coordination of curriculum, (e) enhancing academic efficiency, and (f) improving administrative efficiency. The HECB reviews each institution's operating and capital budget requests and makes funding recommendations to the legislature on request-level items.

Higher Education Coordinating Board: Academic Program Review

Academic programs are reviewed on a seven-to-ten-year cycle in accordance with requirements set by the Washington Higher Education Coordinating Board. These reviews focus on enrollment trends, student learning outcomes, and strengths and weaknesses of a program. Because Evergreen's curriculum changes more rapidly than most, we have chosen to adopt the shorter seven-year review cycle since it better corresponds with the college's own curricular reevaluation cycle. The reporting cycle for the review of academic programs is outlined below. Although not required by the Higher Education Coordinating Board, Evergreen also conducts studies of our Core curricula (our general education program), our part time-studies program, and our summer school. These self-studies are also available in the campus exhibit room (Exhibit Room, Exhibit 1-27).

Table 1-2
Program Review Schedule: Higher Education Coordinating Board

Program	Year Reviewed	Next Review
MPA program	1993	2000
MES program	1996	2003
MIT program	1998	2005
Environmental studies—B.A., B.S.	1998	2005
Scientific Inquiry—B.A., B. S.	1998	2005
Expressive Arts	1998	2005
Culture, Text & Language	1998	2005
Social science	1998	2005
Tacoma—B.A.	1998	2005
Reservation-Based Tribal program		2000
Grays Harbor		2000
Center for Native American and World Indigenous Studies		2000

Higher Education Coordinating Board: Accountability Measures and Plans

In addition to reviewing request-level budgets, the HECB is taking an assertive role in defining institutional "accountability." In 1996, the Washington State Legislature directed the public institutions of higher education to produce accountability plans in conjunction with the Higher Education Coordinating Board. Baseline data, performance goals, and strategies to achieve performance goals were placed in the context of statewide goals put forward in the HECB's State Plan for Higher Education. Three institutional goals were defined by the legis-

lature in the areas of (1) student retention, (2) graduation efficiency, and (3) freshman five-year graduation rates. Two additional goals areas were stipulated by the legislature but left for specific definition to the HECB and individual institutions. The goal areas are "faculty productivity" and a "mission-specific" goal. Evergreen adopted the "Life-Long Learning" index from the College Student Experiences Questionnaire developed by Robert Pace and administered through Indiana University as its faculty productivity measure and developed a measure of institutional diversity for its mission-specific goal. Two percent of each institution's 1998-99 non-instructional budget ($217,000 in Evergreen's case) has been held in reserve to be released upon satisfactory annual progress toward "performance goals" for 2004-05 set by the legislature. A summary of these measures, goals, and funding contingent upon meeting interim goals appears in Volume 2, Exhibit 1-5.

To meet legislative timelines, Evergreen's Accountability Plan was developed in the spring and summer of 1997 and shared with the entire faculty at the first full faculty meeting in the following fall. The accountability plan identifies another set of formal planning and evaluation objectives. This plan is expected to undergo significant revisions during 1997-98 through discussion and negotiations between the public universities and colleges in the state and the Higher Education Coordinating Board. Changes will be proposed to the state legislature during the 1999 legislative session. Expectations are that the scope of the performance measures will be expanded to include student learning outcomes. Evergreen is hopeful that some of the existing efficiency measures and goals will also be reexamined since they are widely regarded as unrealistic.

Intersections with State-Level Planning Processes

The schedules of internal planning processes, HECB Statewide Master Plans, and biennial budgets funded by the state legislature do not coincide perfectly and do not overlap completely. However, with only moderate artfulness, linkages between the three processes are clear. Evergreen's Long-Range Plan (Exhibit Room, Exhibit 1-21), the HECB Master Plan (Exhibit Room, Exhibit 1-26), and Evergreen's 1997 Operating Budget (Exhibit Room, Exhibit 1-25) are available as separate exhibits. Volume 2, Exhibit 1-6 summarizes the relationship among these planning and evaluation efforts.

Communication of Results

The college's progress in accomplishing its mission and goals is documented and made public through a number of different vehicles and processes, and to multiple audiences. These include the internal campus community, the Board of Trustees, the Higher Education Coordinating Board, and appropriate external organizations.

Internal Communication of Results

Progress is documented and made public through a series of regularly scheduled annual reports to the Board of Trustees on the following topics: Financial Management Report (general fund, equipment, capital projects, special revenue accounts, service and enterprise accounts) in February, May, and December; Faculty Evaluation of Students and FERPA in February; Annual Staffing Report/Affirmative Action in April; Curriculum Report (trends, enrollment by program, student demand) in May; Student Activities Report (Student Life) in May; Legislative Wrap-Up Report (after session) in June; Summer Conferences/Auxiliary Services in June; Evergreen Fund Report in August; Fund-Raising/Foundation Report and Alumni Profile Report in October; Financial Aid Report (trends in expenditures for financial aid programs, nature of aid received) in October; Admissions/Enrollment/Retention Report in October; Staff Education and Training in October; Campus Complaints and Adjudication's Summary Report in October; Public Safety Report (annual crime statistics) in October; Assessment Report (student learning outcomes) in December; and Legislative Strategies Report

in December. The Board of Trustees' agenda is circulated broadly on and off campus in advance of meeting times.

Additionally, the president and vice presidents circulate campus-wide a statement of their progress toward annual goals for comment by the campus community. These goals are reviewed by the president and vice presidents in light of institutional goals set forth in the college's long-range plan each August. The president and vice presidents apportion each of the goals in the long-range plan among themselves and report publicly on progress toward each goal annually to the Board of Trustees.

The occasion of major, long-range planning DTFs presents another opportunity to compile, and present again, findings on a variety of issues. Prominent examples include the data and charts included in the June 1994 Long-Range Plan (Exhibit Room, Exhibit 1-21) and the compilation of research findings on freshman retention in the First-Year Subcommittee Report in the Long-Range Curriculum DTF Report (Exhibit Room, Exhibit 1-20).

Reports of evaluation and assessment findings are also circulated campus-wide on an ad-hoc basis (see, for example, the Fall 1996 ACE Freshman Survey Report—Volume 2, Exhibit 1-7) and presented at full-faculty meetings. Recent examples include a presentation on the College Student Experiences Questionnaire results in the provost's fall 1997 convocation address and presentation of the 1997 Accountability Plan at the first full faculty meeting of fall 1997.

External Communication of Results

Progress toward selected institutional goals is also reported publicly in externally-mandated documents including the reports to the Northwest Commission on Schools and Colleges, the Operating Budget Request filed with the Office of Financial Management, and the college's Accountability Plan, Academic Program Reviews, and annual Diversity Report filed with the HECB. The college also files a biennial academic program plan and a low-enrollment program review with the Higher Education Coordinating Board. These reviews are now filed in a coordinated format timed to coincide with the state's budget review process.

The Washington State Legislature, the Office of Financial Management, and the Higher Education Coordinating Board have each required public disclosure of quantitative measures of productivity, efficiency, and progress toward state and institutional goals. This communication takes the form of baseline measures and "performance goals." Evergreen's 1997-99 Operating Budget Request included the forty performance goals presented in Volume 2, Exhibit 1-3. Twenty-two of these measures were taken from the HECB's 1996 Accountability Report (Exhibit Room, Exhibit 1-28) in which fourteen "common" measures (reported by all baccalaureate institutions in the state) and eight "institution-specific" measures were developed. An additional eighteen measures were developed specifically for the operating budget request.

An additional set of five "accountability measures" was prescribed by the state legislature in 1996 and will be reported publicly. These measures are listed in Volume 2, Exhibit 1-5. Evergreen's 1997-98 Accountability Plan is available for review in its entirety (Exhibit Room, Exhibit 1-29). The established measures posed significant problems for Evergreen. On some measures, especially those relating to time-to-degree and student/faculty contact, Evergreen is far ahead of all of its sister institutions and there is a real issue of whether we have reached reasonable limits beyond which increases are not possible or desirable. On other measures, such as student retention, the college does not fare as well, but the state goals appear unobtainable given our long history of working on student retention. Changing the composition of

the student body by becoming more selective in admissions is one of the ways we could significantly improve freshman retention rates yet such a strategy runs counter to our commitment to serving students who are under-represented in higher education. These are not trivial issues since state funding is withheld if progress toward state-mandated goals falls below specified annual targets.

Evergreen also submits regular, public reports to the HECB on "Assessment." In this state, assessment refers to evaluation research conducted on student learning outcomes directed at improvements in teaching and learning. Because of the overlap with the commission's Policy on Educational Assessment, detailed discussion of this body of work is deferred to the section on the Educational Assessment in Standard 2. However, it deserves some mention here as another form of communicating evidence of institutional effectiveness and the use of evaluation research in planning and improvement. The format of assessment reports to the HECB since 1989 required explicit reporting on how assessment research affected institutional processes and decisions. Assessment research has been instrumental in shaping improvement efforts in the curriculum and student services. An excerpt from the fall 1996 assessment report to the HECB appears in Volume 2 (Exhibit 1-8). It summarizes some accomplishments and relationships to planning, improvements, and institutional effectiveness over the past six years. A similar report is compiled and filed annually with respect to progress in reaching the state's diversity goals.

Finally, alumni surveys provide another means of communicating institutional effectiveness. Under the framework of statewide assessment activities, each baccalaureate institution conducts a survey of its bachelor's degree recipients one year after graduation. The survey contains a set of fourteen common items asked that allows comparisons across institutions. This information is compiled by the HECB as a public record. As seen in Volume 2, Exhibit 1-9, the satisfaction of Evergreen alumni is substantially higher on ten of the fourteen common items.

Results of the Planning and Evaluation Process

One litmus test of the effectiveness of planning and evaluation is to assess the effect on resource allocation. During the past five years, results of evaluation and planning have influenced resource allocation for improvements in many different areas. The following areas are presented as significant examples:

Table 1-3
Reallocation of Resources

Activity	Objective
Electronic faculty database, providing biographies, teaching style, subject areas	Improve information for faculty and students in the academic advising process
Faculty development in active learning strategies, curriculum design, and other areas	Improve design and delivery of curriculum
Core workshops for faculty teaching in Core programs	Improve coherence and delivery of first-year academic programs to improve freshman retention
Summer institutes on technology, interdisciplinary science curriculum	Improve faculty use of technology in instruction and design of science curriculum
"Core Connectors" (Student Affairs staff assigned to first-year academic programs)	Improve freshman retention through a more seamless integration of student support services and the curriculum
Part-time studies expansion	Provide integrated outreach and retention services to evening/weekend students
Sexual assault prevention	Improve educational outreach and follow-up on assault reports
Diversity fund for campus programs	Increase activities and awareness of multicultural issues on campus
Required new student advising	Provide better information to entering students to improve program choices and retention
Summer institute for faculty on curriculum and academic advising	Improve faculty ability to provide solid academic advising
On-line course catalog	Improve access to information for academic planning
Peer academic advising	Increase information and support for academic advising through use of students

Goals, Policies, and Procedures Changed as a Result of Planning/ Evaluation

Over the past five years, Evergreen has worked systematically to examine and revise its policies and procedures in many different arenas. A list of revised policies appears below:

- Faculty Reappointment Policy
- Part-Time Faculty Appointment Policy
- Post-Retirement Faculty Policy
- Faculty Reduction in Force Policy
- Sexual Harassment Policy
- Academic Grievance Policy
- Student Conduct Code
- Conflict of Interest Policy
- Affirmative Action Policy
- Student Employment Grievance Policy
- ADA — Students
- ADA — Employees – Reasonable Accommodation
- Exempt Employee Evaluation
- Investments
- Student Activities Funding
- Workplace Violence
- Copyright
- Student Records Challenge
- Air Quality
- Public Records
- Whistleblower
- Police Standard Operating Procedures
- FERPA
- Environmental Policy

Concluding Analysis and Future Issues

On the Upside

We've accomplished quite a lot since the last full accreditation. We have planned, evaluated, and made changes to improve the quality of teaching, learning, and working at the college. An institutional long-range plan is in place. The curriculum has undergone its first full-scale review and revision since 1982. We have made scores of improvements in services to students, staff, and faculty and tidied up a of host of policies and procedures. During the last five years, integration of Student Affairs and the academic program has improved dramatically. On the whole, the institution has become more evidence-based in its planning and implementation, and more systematic in its approach. More progress is being made now to link all of the planning, budgeting, and staff development processes together.

The college is deeply involved in the state-wide effort to demonstrate higher education's accountability to our students, the state legislature and the general public. We have used the results of the student outcomes assessment to make improvements in the curriculum and student services. Many of our student outcomes are strikingly positive and serve the college in continuing to make the case for our effectiveness as a public college.

We have kept up with the burgeoning demands for new information and documentation of planning efforts and effectiveness by oversight agencies and provided leadership in statewide and national discussions of future directions for higher education.

Continuing Issues

Enrollment Growth and Student Mix

Issues related to the college's mission persist and need periodic attention. Currently, this is especially true for plans about enrollment growth. Demographic forecasts for the state indicate dramatic growth among state residents bound for college during the next ten to fifteen years. Internal and external discussions of enrollment growth raise questions about the maximum/optimal size of the college, the appropriate rate of growth, and mix of the student body in terms of proportions drawn from high schools, community colleges, and from out-of-state. Should enrollment demand exceed available spaces at Evergreen, we will need to define what "selectivity" in admissions should mean for a college that prides itself, in part, on giving a second chance to students who have failed in other educational settings.

Greater Emphases on Planning and Accountability

During the past five years, the stakes surrounding public accountability and planning have risen. The evolutionary pace has been especially brisk during the past two years. In response to calls from the governor, state legislature, Office of Financial Management, and the Higher Education Coordinating Board, plans have popped out of the institutions of higher education in this state on a host of topics. To name only of few, we have plans for the use of technology, for the recruitment and retention of students of color, for the assessment of student learning, for the use of state general funds, and for the return of state general funds held back in the name of public accountability. In each of these plans we have performance measures, sometimes developed internally, sometimes imposed externally. Presumably, the state and the institutions of higher education will take a step back from this whirlwind of activity to sort out unnecessary duplication and to introduce more coherence. At present, the dust is still settling around accountability, efficiency, and planning. There are lots of plans and lots of measures floating around. A major task before us is to sort out among ourselves, and with our various publics, which parts will be of most use to us and what areas need substantial revision.

The push for greater accountability and more comprehensive planning accentuates some tensions for the college. There is pressure for standardization across the higher education system ranging from common performance measures on five-year graduation rates to a com-

mon course numbering system to facilitate student transfers between the two- and four-year colleges. Evergreen defined itself as "outside of the box." As a small example on the scale of things being considered, we don't have many "courses"—as commonly understood—to begin to tag with a common number. The calls for increased clarity and predictability, which come both from within the college and from the outside, collide with other institutional values of spontaneity and flexibility. Some argue that the college has succeeded at innovation for the same reasons that make it difficult for us to produce orderly long-range plans. And yet, the challenge of demonstrating Evergreen's effectiveness—and even efficiency—are as important now as ever in our history.

Internal issues

The commitment to broad consultation in planning and decision making at Evergreen is costly and despite yeoman efforts, participation is uneven. Decisions about who and how much to consult on different issues is always a bit baffling. Student participation remains a special challenge in the absence of a formal student government.

Enrollment growth coupled with faculty and staff retirements require considerable investment now in welcoming and acclimating new people to the college. This critical task will only get larger in the future. In the next ten years, the last of the founding faculty and many of the faculty hired during the first two years of the college's existence will retire. This transition in "leadership" of the faculty will transform the college in ways difficult to anticipate. (See Standard 4 for more discussion of this topic.) The college attaches a high priority to individualized attention to students, faculty, and staff. Enrollment growth and rates of staff turnover raise questions about our ability to sustain this commitment and what new forms of initiation and governance may become necessary.

Summary of Recommendations and Findings

- The college should plan for increasing student enrollment with attention to educational quality. The long-range plan for enrollment growth needs to be refined and annually reviewed with respect to assumptions about program and student mix. Questions about scalability of existing organizational structures, services, and approaches need to be addressed in light of the institutional commitment to grow to 5,000 students.

- The college should continue to develop meaningful forms of participation in governance and planning.

- Evergreen should develop and implement a more integrated and less time-consuming approach to planning with better articulation of various efforts.

- The college should continue to plan carefully for staff and faculty turnover.

- Evergreen should continue to do meaningful assessment of student learning, educational outcomes, and institutional effectiveness to address local and statewide goals for educational improvement and accountability.