



evergreen

Policies, Regulations, and Financial Review

THE EVERGREEN STATE COLLEGE

AUGUST 29, 2024

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Mission

Background

The Evergreen State College (“Evergreen” or “the college”) is a nationally acclaimed public liberal arts college with a comprehensive interdisciplinary curriculum. The college has many vital and distinctive practices that have been its hallmark since opening its doors in 1971. These core practices are:

- A dynamic curriculum characterized by half- and full-time, team-taught interdisciplinary classes with an emphasis on experiential learning
- Learning communities
- Narrative evaluations of student work instead of grades
- No faculty rank or disciplinary departments
- Inclusive governance structures
- Academic deans who rotate from and return to the faculty
- A teaching and learning culture in which students take an unusually high level of responsibility for their own work and academic planning

Evergreen Mission Statement

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

Assessing Mission Fulfillment

Since 2011, the college has intensified its strategic planning work around two longstanding global concerns: 1) diversity, equity and inclusion; and 2) sustainability. These elements are reflected in the college’s curriculum, teaching practices, hiring, recruitment and daily operations. Although the college’s current strategic plan went into effect in 2020 and is good through 2026, we are already well into the process of developing a new strategic plan. The planning process began in Fall 2023, a planning team was assembled and a draft plan with these four new themes was completed in Spring 2024:

- Access and Enrollment
- Student Learning and Success
- Community, Culture, and Campus Climate
- Innovation and Vibrancy

Current work on the new plan includes identifying tactics and metrics to support the implementation and assessment of each theme. In Fall 2024, the college will implement the plan through unit level planning connected to action plans and begin evaluating outcomes. The intent is to move the college toward mission fulfillment through these coordinated, strategic actions.


Helping to guide this work are two Board of Trustees committees established during the prior seven-year accreditation cycle: 1) the Student Achievement and Success Committee; and 2) the Finance and Budget Committee. The former focuses on academic issues, student engagement and student life concerns, while the latter has responsibilities that include spending authority, revenue planning through state appropriations, legislative decision packages, tuition and enrollment management.

Eligibility Requirements

Evergreen attests that it remains in compliance with Northwest Commission on Colleges and Universities (NWCCU) Eligibility Requirements (ERs) as certified in the Institutional Report Certification Form, below.

APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)


Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

The Evergreen State College
(Name of Institution)

John Carmichael
(Name of Chief Executive Officer)

[Signature]
(Signature of Chief Executive Officer)

25 July - 2024
(Date)

Specifically, this report addresses the following ERs:

1. OPERATIONAL STATUS: The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The

institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.

2. **OPERATIONAL FOCUS AND INDEPENDENCE:** The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.
3. **AUTHORITY:** The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.
7. **NON-DISCRIMINATION:** The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.
8. **INSTITUTIONAL INTEGRITY:** The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.
9. **GOVERNING BOARD:** The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.
10. **CHIEF EXECUTIVE OFFICER:** The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.
11. **ADMINISTRATION:** In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.
12. **FACULTY:** Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly

communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

14. **LIBRARY AND INFORMATION RESOURCES:** Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.
15. **PHYSICAL AND TECHNOLOGY INFRASTRUCTURE:** The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.
16. **ACADEMIC FREEDOM:** Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.
17. **ADMISSIONS:** The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.
18. **PUBLIC INFORMATION:** The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.
19. **FINANCIAL RESOURCES AND PLANNING:** The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.
20. **FINANCIAL ACCOUNTABILITY:** For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards or International Financial Reporting Standards reconciled to US-GAAP. The audit is to be completed no later than fifteen months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.
21. **DISCLOSURE:** The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.
22. **RELATIONSHIP WITH NWCCU:** The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the

institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

23. INSTITUTIONAL CAPACITY: The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

Governance, Resources and Capacity

Governance

Standard 2.A.1 - Board - *The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.*

Evergreen's eight-member Board of Trustees (the board) is appointed by the governor and confirmed by the state Senate. The board holds broad statutory power to operate the college (see [RCW 28B.40.120](#)). Through a series of documented policies and delegations discussed below, the board has focused its attention on strategic leadership and policy. Board policies describe in detail how it delegates to the president (and through the president to the faculty and staff of the college), specifically the day-to-day responsibility for operating the college (see [Board of Trustees Policies](#), especially the [Resolution Delegating Authority](#)).

Evidence Checklist Items:

- Board governance [policies & procedures](#)
- [Board's calendar](#) for reviewing institutional and board policies/procedures
- [By-laws](#) and Articles of Incorporation referencing governance structure

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

Evergreen has both an executive leadership and Senior Leadership Team within the [leadership structure](#). The Executive Leadership Team is chaired by President John Carmichael and functions as the primary decision-making body of the administration within the authority delegated by board. executive leadership consists of 13 individuals.

The Senior Leadership Team is chaired by Executive Vice President Dexter Gordon. This team works to ensure that all parts of the college share a collective understanding of institutional priorities and to identify and resolve roadblocks to advancing those priorities. Senior Leadership consists of 35 representatives, which includes the 13 individuals from executive leadership.

Evidence Checklist Items:

- [Leadership organizational chart](#)

- [Curriculum vitae of executive leadership \(team\)](#)

Standard 2.A.3 – CEO/President - *The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.*

Dr. John Carmichael is the president and chief executive officer of the college, with full-time responsibility to the institution. President Carmichael's [curriculum vita](#) amply speaks to his qualifications. He is an *ex officio* member of the board.

Dr. Carmichael holds a Ph.D. in Education and Human Resource Studies from Colorado State University and has attended Harvard's Finance for Senior Executives program. Prior to becoming president in 2021, Dr. Carmichael served in a variety of roles at Evergreen spanning more than 20 years, including chief of staff and secretary to the board and as vice president for finance and operations.

Evidence Checklist Items:

- [Curriculum vitae of President/CEO](#)

Standard 2.A.4 – Decision-Making - *The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.*

Evergreen's decision-making system reflects a shared governance model that includes two layers of staff leadership - Executive Leadership Team and Senior Leadership Team - along with the Academic Leadership Team, the Faculty Agenda Committee and the Geoduck Student Union for student governance. The college works on a continuous basis to improve alignment and coordination between these groups, including clarifying decision-making roles and considering dual representation. Most recently, the college added student union representatives to the Senior Leadership Team, and additional Academic Leadership Team representatives on to the Executive Leadership Team.

The responsibility for academic governance, including designing and delivering the curriculum, is established in the [Faculty Handbook](#) (See Section 2.200, Academic Organization), which specifies the roles of the provost, deans, the Faculty Agenda Committee, and the faculty as a whole.

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

to DTFs require approval of the Faculty Agenda Committee. The Geoduck Student Union is asked to appoint student representatives.

Faculty hiring DTFs and subcommittees represent major, typically annual, efforts on the part of the faculty, students and staff. The principle of faculty participation in governance is built into the [Faculty Collective Bargaining Agreement](#) with the United Faculty of Evergreen, and the weekly academic calendar identifies specific governance time, during which no classes are scheduled, to facilitate broad faculty, staff and student participation in governance. Major academic policy recommendations involve consultation with the deans, the Faculty Agenda Committee, faculty as a whole and/or the faculty union as appropriate.

In addition to the college's DTFs, several broad-based standing committees exist to advance ongoing planning and coordination.

Evidence Checklist Items:

- [Faculty Collective Bargaining Agreement \(Article 2\)](#)
- [Faculty Handbook \(Section 2.200\)](#)

Academic Freedom

Standard 2.B.1 – Academic Freedom - *Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.*

[The Social Contract](#) includes a strong statement regarding academic freedom for the entire college community (faculty, staff and students). Students receive an introduction to the Social Contract in orientation programs and often in their program learning agreements. Faculty and staff members receive the information in new employee orientation materials as well.

Faculty are accorded academic freedom to pursue scholarship, research and artistic creation consistent with the institution's mission and goals (see Article 3 of the [Faculty Collective Bargaining Agreement](#)).

Evidence Checklist Items:

- [Statement on intellectual freedom in Social Contract](#)
- [Faculty Collective Bargaining Agreement \(Article 3\)](#)

Standard 2.B.2 – Independent Thought - *Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.*

Both the [Social Contract](#) and the [Faculty Collective Bargaining Agreement](#) strongly communicate the college's commitment to academic freedom and to a campus that supports diverse perspectives. This commitment is embedded in the college's unique [learning approach](#) and institutional student learning outcomes: [The Six Expectations of an Evergreen Graduate](#).

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

Evidence Checklist Items:

- [Statement on intellectual freedom in Social Contract](#)
- [Collective Bargaining Agreement \(Article 3\)](#)

Policies and Procedures

Standard 2.C.1 – Transfer of Credit - *The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.*

Evergreen has a generous policy of accepting credit from other accredited institutions. Credential evaluators in Admissions review all transcripts received from previous institutions for transferable credit according to the college's [Transfer Credit Policies](#).

To obtain a bachelor's degree from Evergreen, students need to complete 180 quarter-hour credits. The college may award an applicant a maximum of 135 total quarter-hour of transferable credits for undergraduate work. Up to 90 quarter-hour credits of lower-division work may be a part of that maximum total. An applicant may receive a maximum of 15 quarter-hour credits for vocational/technical credits as part of their lower-division transfer credit award. Because Evergreen students build their own academic pathways, all transferred credit will count toward a bachelor's degree.

Evergreen has negotiated many articulation agreements with community and technical colleges in Washington. These agreements are attractive to transfer students, especially now that many students earning technical degrees from a Washington community or technical college can receive a total of 90 credits through the [Upside-Down degree program](#).

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

- Course-by-course evaluation
- Block of 90 credits: Awarding a block of 90 transferable credits for a Direct Transfer Degree
- Upside-Down transfer option: Awarding 90 credits after 32 credits earned at Evergreen

- Evaluation of nontraditional credit

Evidence Checklist Items:

- [Policy for evaluating transfer credit](#)

Standard 2.C.2 – Student Rights and Responsibilities - *The institution’s policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.*

Evergreen’s primary policies and procedures regarding student rights and responsibilities are found in the [Social Contract](#) and [Code of Student Rights and Responsibilities](#). Based upon a review of best practices and broad campus input, the code went through a comprehensive revision updated in Winter 2012, again in 2017 with minor revisions and the addition of Title IX in 2020. It provides clearly defined procedures that afford fair and consistent administration of complaints including accommodation for people with disabilities, a right to appeal and a right to request reconsideration of a hearing board decision. The code addresses academic honesty, as do class covenants and syllabi. The Social Contract is a values statement that explicitly articulates the expectations for all members of Evergreen’s learning community.

The policies are shared with students during orientation programs, via residential life communications, via an email communication form and through presentations to coordinated studies programs and faculty meetings.

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

Rights, responsibilities, and procedures for accommodation for persons with disabilities are delineated on the [Access Services webpage](#).

Evidence Checklist Items:

- [Evergreen Social Contract webpage](#)
- [Code of Student Rights and Responsibilities webpage](#)
- [Student Rights & Responsibilities Roles](#)
- [Social Contract WAC \(Academic Freedom/Honesty\)](#)
- [Student Conduct Code WAC \(Grievances & Appeals\)](#)
- [Accommodations for Persons with Disabilities](#)
- [Nondiscrimination \(see Section V. Complaint and Resolution Procedures\)](#)

Standard 2.C.3 – Admissions, Placement, Academic Standing - *The institution’s academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution’s expectations. Such policies should also include a policy*

regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admission policies

The college has established admission requirements for freshmen, transfer, international, nontraditional, returning, and graduate students, and those requirements guide the enrollment of students at Evergreen.

Qualifications, processes, and deadlines for undergraduate admissions are specifically outlined on the [Admissions and Aid](#) page of the college website. Admission for undergraduates is governed by [a set of state standards](#) developed by the higher education community through the Washington Student Achievement Council (WSAC). These standards focus on a set of core course requirements, [college academic distribution requirements](#), minimum high school GPA and [submission of standardized test scores](#) (either SAT or ACT). Each applicant undergoes a review process consistent with statewide minimum admissions standards for freshmen, transfer, returning and nontraditional students.

Graduate program qualifications for admission vary by program - see “Admission Requirements” on each page below:

- [Master of Public Administration](#)
- [Master of Environmental Studies](#)
- [Master in Teaching](#)

All entering students are advised of their curricular options in the [catalog](#). Entering new students are required to participate in a [Academic Advising Planning Workshop](#) supported by [New Student Advising](#). Prerequisites for individual coordinated studies [programs](#) and courses are listed with the program description.

Faculty members assess student skills and knowledge in the context of student work within coordinated studies programs. They often advise students about connections between their interests and abilities with the requirements of future coordinated studies programs.

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

Academic Standing Policy

Evergreen monitors the academic standing of each student. Students who are not making satisfactory academic progress are informed of their standing at the college and advised in accordance with the [Credits, Evaluations and Standing policy](#) and the [Academic Standing policy](#), which includes sections on leave of absence, deceleration (going from full-time to part-time) and academic warning, continuation and dismissal.

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

Appeals and Readmission Policy

Appeals regarding faculty evaluation of students are made following the [Amending Student Records policy](#) found on the college website which articulates a process a student can take when they believe a faculty evaluation is in error and seek to have the evaluation amended.

A waiver of required leave can be granted only by the academic dean responsible for academic standing (see section 2 “Required leave of absence” under [Academic standing policy](#)), upon the student’s presentation of evidence of extenuating circumstances.

Evidence Checklist Items:

- [General Admissions Information](#)
- [New Student Advising](#)
- [Academic Standing](#)
- [Credit, Evaluations and Standing](#)
- [Amending Student Records](#)

Standard 2.C.4 – Student Records - *The institution’s policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.*

To maintain a secure environment, the records of admissions and student progress for currently enrolled students are stored in a fireproof vault in Registration and Records, to which only authorized staff have access. Admissions files are stored in Admissions until the tenth day of the quarter, when they are then removed from Admissions and stored in Registration and Records. Records are also kept in accordance with the [retention schedule](#) on record with the Washington State Archives.

With the transition to imaged records, registration staff can access academic records through a password-protected imaging application. Access is based on the role of the individual employee. Other areas of the college have imaged copies of student records. Program secretaries keep copies of student evaluations for two years and faculty members also keep copies of student evaluations for their own portfolios.

Records for students who have left the college and for those who have graduated (inactive) have been microfilmed and are now scanned on an ongoing basis. The college keeps a copy of the microfilm on campus and another copy is stored with the state archivist off campus. The imaging system is fully backed up on a nightly basis in accordance with the [Office of Information Technology standards](#).

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

Evergreen complies with the [Family Educational Rights and Privacy Act \(FERPA\)](#). Student Engagement, Equity and Support employees must attend FERPA training every three years, and new student affairs employees receive this training as part of their college orientation. Employees in other offices attend this training depending on their role. Anyone who seeks access to the student records system must read and sign a FERPA statement of understanding. Faculty must read and agree to the conditions of FERPA before they can access online student directory information. Copies of Evergreen's policies pertaining to the confidentiality of records are made available to students in Registration and Records in print and are available on the [FERPA webpage](#), as well as through the Evergreen single sign-on portal.

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

Evidence Checklist Items:

- [Appropriate Use of IT Resources Policy](#)
- [Family Educational Rights and Privacy Act \(FERPA\) - US Dept. of Education](#)
- [FERPA WAC](#)
- [Washington State Records Retention Schedule](#)

Institutional Integrity

Standard 2.D.1 – Truthful Representation - *The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.*

The college is a member of the National Association for College Admission Counseling (NACAC) and abides by the [Statement of Principles of Good Practice](#). Therefore, Evergreen ensures that the academic catalog and other materials used to explain the college are accurate, up to-date and developed in consultation with faculty, program leads and academic administrators where appropriate. Evergreen's distinctive approach to curriculum planning requires regular review and revision of the college's print, digital and website content. The college worked in close partnership with college stakeholders to build, update and launch a brand-new website in Summer 2023.

The [academic catalog](#) is available online and updated frequently. The online catalog is populated via a content management database. The college also maintains three social media channels (Facebook, Instagram and LinkedIn) and utilizes an online publications platform called Issuu, Inc. The college further represents itself to prospective students through Admissions, in collaboration with Marketing and Communications.

Standard 2.D.2 – Ethics and Complaints - *The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of*

students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

As a public institution, Evergreen has a framework for institutional integrity that begins with applicable state laws: the [Ethics in Public Service Act](#), the [Open Public Meetings Act](#) and the [Public Records Act](#). These laws in turn are implemented in college policies (see the [Ethics policy](#) and the [Whistle Blower policy](#)) and/or [applicable collective bargaining agreement](#).

The college promotes the fair and equitable treatment of students, faculty, administrators, staff and other constituencies through adherence with policies and procedures (primarily related to student affairs, human resource services and collective bargaining agreements as noted above), including consistent and timely response to grievances.

Evidence Checklist Items:

- [Ethics Policy](#)
- [Classified CBA \(for grievances, see Article 30\)](#)
- [Uniformed Personnel CBA \(for grievances, see Article 30\)](#)
- [Student Services Staff CBA \(for grievances, see Article 31\)](#)
- [Faculty CBA \(for grievances, see Article 24\)](#)
- [Student Conduct Code WAC \(Grievances & Appeals\)](#)

Standard 2.D.3 – Conflicts of Interest - *The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.*

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

At least once every three years, staff members are required to attend policy training that covers the state ethics law and college ethics policies. Article 21 of the [Faculty Collective Bargaining Agreement](#) (p. 50) addresses ethical expectations of faculty. Faculty are also expected to complete online ethics training every two years.

The [Financial Disclosure for Federally-Funded Grant Projects](#) policy requires faculty and staff working on federally funded grants to disclose significant financial interests to the provost for determination of potential conflicts of interest.

State law requires college board members and the president to file annual personal financial disclosure forms with the state's [Public Disclosure Commission](#).

Evidence Checklist Items:

- [Ethics in Public Service Act](#)
- [Ethics Policy](#)
- [Faculty CBA \(for ethics, see Article 21\)](#)
- [Financial Disclosure for Federally-Funded Grant Projects](#)

Financial Resources

Standard 2.E.1 – Audits, Oversight - *The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.*

The college undergoes an annual financial statement audit performed by the Washington State Auditor’s Office. The internally prepared financial statements, management discussion and analysis and notes to them are available to auditors within about six months after the fiscal year ends. The financial report, including the independent auditor’s opinion, is issued promptly after the audit. The college’s last audited financial statements were for Fiscal Year 2023 and are publicly available on the college’s [Business Services webpage](#).

As of June 30, 2023, the college was in a stable financial position. In Fiscal Year 2023, the college increased its net position over the prior three years by 5.2%, 4.1% and 1.6% (for years 2020, 2021 and 2022 respectively). Revenues increased, primarily because of state operating appropriations, while the expenditures were managed at a sustainable level. Evergreen continues to maintain sufficient operating reserves; more than 20% of the total annual operating budget expenditures.

A summarized comparison (2023 versus 2022) of the college’s assets, deferred outflows, liabilities, deferred inflows and net position as of June 30, 2023, is shown below.

Condensed Statements of Net Position			
(in thousands)	2023		2022
Assets			
Current assets	\$	48,142	\$ 48,980
Capital assets, net		165,539	165,564
Non-current assets		8,145	18,371
Total assets	\$	221,826	\$ 232,915
Deferred outflows	\$	10,536	\$ 7,928
Liabilities			
Current liabilities		16,312	13,537
Non-current liabilities		36,412	48,237
Total liabilities	\$	52,724	\$ 61,774
Deferred inflows	\$	30,128	\$ 31,956
Total net position	\$	149,510	\$ 147,113

The college’s planning process centers on realistic revenue projections supported by enrollment projections and tuition. In each biennial cycle, the planning includes two-year revenue projections, analysis of appropriate reserves and consideration of current and future obligations of the college.

On a biennial basis, the board reviews and approves operating and capital budget requests to the legislature that outline the college’s financial priorities. When legislative budget allocations are established, the board reviews and approves a two-year spending plan which includes all funds.

The board reviews quarterly reports comparing budgeted to actual expenditures for both operating and capital accounts. Deviations from the approved spending plans require additional board authorization. This planning process ensures the college operates within available resources each biennium.

The auditors meet with members of the Executive Leadership Team and the board's Audit Committee at the beginning of each audit to communicate the engagement work. Once the audit is complete, auditors meet again with Executive Leadership Team members and the board's committee to communicate the results of the audit. Results can include audit findings and/or a Management Letter. The committee's opinion on the financial statements and rarely receives audit findings or Management Letter comments.

Fundraising activities occur through The Evergreen State College Foundation (the foundation). The foundation is a separate not-for-profit 501(c)(3) organization whose sole purpose is to generate private support for The Evergreen State College. The foundation is audited annually by an independent certified public accounting firm to ensure compliance with all pertinent accounting rules and regulations. The annual audit process also confirms that the foundation is adhering to all internal Evergreen policies, and state and federal rules and regulations. Results of the audit are provided in a timely manner to the foundation's Board of Governors, Evergreen's president, and Evergreen's Board of Trustees.

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

Evidence Checklist Items:

- [Budget Process](#)
- [Indirect Costs](#)
- [Establishing Miscellaneous Fees](#)
- [College Investments](#)
- [College endowments](#)
- [Latest external financial audit \(including net position, statement of activities, and cash flow\)](#)

Standard 2.E.2 - Planning - *Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.*

The operating budget cycle for Evergreen is both annual and biennial in nature. The state of Washington provides operating resources to the college through a biennial legislative appropriations process with annual supplemental appropriations in the second year of each biennium. Resident undergraduate tuition, a major revenue source, is set by [RCW 28B.15.067](#). The legislature delegates authority for resident graduate and non-resident undergraduate and graduate student tuition rates to Evergreen's board. State appropriations and student tuition are the major sources of funding for Evergreen's operating budget. Other resources include dedicated local funds, service funds, auxiliary funds, scholarship and fellowship funds, and sponsored research funds. All major funds are budgeted based on projected revenues and historical/projected expenditures. Units are not allowed to over-expend their budgets without appropriate approval.

The college's Core Budget Team (CBT) is included in deliberations about the budget. The CBT is an advisory group with representation from each division. This body is advisory to the president chief financial officer and the president's Executive Leadership Team. The CBT works with the chief financial officer and the Executive Leadership Team to establish priority funding recommendations based on the college's strategic plan. The CBT reviews requests for additional operating funds submitted by divisions and reviews budget reduction plans when reductions are necessary. In addition, the CBT participates in the development of college funding initiatives, which are submitted biennially to the state legislature. Team members are expected to represent their divisions, while also applying a college-wide perspective to the budget deliberations and recommendations.

The college's biennial budgeting process begins many months before the start of the biennium. The college's biennial operating and capital budget requests are submitted to the state of Washington in September in accordance with guidelines from the Office of Financial Management, which reports to the Governor's Office. In addition to required schedules and other financial information, the college submits decision package requests for new initiative funding. These requests are developed in alignment with the college's mission and goals and are reviewed by the CBT.

The chief enrollment officer updates enrollment projections periodically based on inquiries, applications and yield. The Executive Leadership Team proposes budget policy based on these projections. Spending plans are subject to approval by the board. Once approved, the Executive Leadership Team manages spending within the board-approved plan.

The governor releases a proposed budget in December. This budget is the starting point for legislative deliberations during the January session. Regular updates about the college's budget priorities and state budget releases are provided to the Board of Trustees and during management and union quarterly meetings.

Evergreen's internal biennial budget planning process provides opportunities for involvement and input from multiple constituents and stakeholders. Internal budget planning also begins nearly one year before the biennium starts. The Board of Trustees and the president's Executive Leadership Team set college goals in alignment with the college's mission, vision and strategic plan. Priorities for the budget period are developed by leadership and shared with work units across the college and the CBT. Internal unit-level budget planning is conducted in the fall and winter. Each unit determines the details of its collaborative budget planning process to allow and

encourage input from all who could be impacted by the budget plan. This process results in budget decisions aligned with the priorities of the unit and college.

After the biennial budget is implemented, a supplemental budget process begins to allow for necessary second-year budget adjustments. This incremental supplemental process is similar to the previously described biennial process.

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

The board designated a contingency reserve with a current balance of \$4.8 million that, with board approval, could be used to mitigate risk, if necessary.

Evidence Checklist Items:

- [Resident undergraduate tuition \(RCW 28B.15.067\)](#)
- [Board Resolution establishing emergency fund](#)

Standard 2.E.3 – Financial Resource Management - *Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.*

The college manages the planning process in accordance with guidance from the Washington State Office of Financial Management, which reports to the governor. The state of Washington provides accounting and reporting requirements for all state agencies in the [State Administrative & Accounting Manual \(SAAM\), Office of Financial Management](#).

The college employs multiple routine reporting avenues to communicate planning, budgetary and financial information to the campus constituencies.

Board of Trustees

The board receives budgetary information and updates during the planning process and throughout the fiscal year. This includes routine reports, presentations and ad hoc special reports. The board approves the biennial and supplemental budgets, along with tuition and mandatory fees. Annually, the Washington State Auditor's Office presents the results of the financial audit and the chief financial officer presents the annual financial review to the board's Finance and Budget Committee.

Executive Leadership Team

The Executive Leadership Team receives pertinent financial data and information, including revenue projections, to inform the planning process. They receive financial updates, ad hoc information and reports as requested, and frequently review formal reports presented to the board.

Core Budget Team

The Core Budget Team receives information related to enrollment, tuition revenue drivers, reserves and budget changes (increases or decreases) from the college budget officer. This team also receives the annual financial review.

Faculty

In order to promote transparency of information, the Faculty Advisory Panel receives budgetary and financial information when requested.

Washington Federation of State Employees

College union representatives receive updated budget, enrollment and financial information at the Union Management Communication Committee quarterly meetings.

Evidence Checklist Items:

- [28B RCW: Higher Education](#)
- [State Administrative and Accounting Manual \(SAAM\)](#)
- [Governmental Accounting Standards Board \(GASB\)](#)

Human Resources

Standard 2.F.1 – Employee Information - *Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.*

Classified and exempt employees are notified of their conditions of employment, work assignments and rights and responsibilities via: (1) the job posting; (2) position description; (3) appointment letter; (4) new employee orientation; (5) the performance review process (see [Exempt Evaluation policy](#) and [Classified Performance Evaluation, Article 6](#)); (6) College policies (see [Employment Policies](#)); and (7) the collective bargaining agreement (CBA), if applicable (see [union contracts](#)).

Temporary/hourly and student employees are notified of their conditions of employment, work assignments and rights and responsibilities via: (1) position description, if applicable; (2) conditions of employment agreement; (3) College policies (see [Employment Policies](#)); and (4) the collective bargaining agreement (CBA), if applicable (see [union contracts](#)).

Policies, procedures and criteria for classified and exempt employee evaluation, retention, promotion and/or termination are periodically reviewed during policy review processes and/or collective bargaining negotiations. These same policies and procedures are published and accessible on the [website](#).

[The CBA for faculty](#) covers faculty conditions of employment, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Evidence Checklist Items:

- [Employment Policies](#)
- [Exempt Evaluation Policy](#)

- [Classified Performance Evaluation, Article 6](#)
- [Union Contracts](#)

Standard 2.F.2 – Professional Development - *Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

The college's [Training & Professional Development](#) website lists the formal opportunities for professional growth and development for all employees. For exempt and classified employees, supervisors are responsible for managing professional development funds from budget allocations and ensuring that employees have adequate training to enhance their professional skills and abilities. Human Resource Services offers several staff development options per year and assists work units in setting up local staff development workshops. The Washington State Department of Enterprise Services offers state employees many annual courses in both live and e-learning formats.

All employees are also eligible to participate in Evergreen academic offerings at a substantially discounted price and may be eligible for up to four hours a week of paid leave to attend those offerings.

Human Resource Services provides the required training, which staff and faculty take every three years. This training covers [Ethics in Public Service](#), the [Public Records Act](#), [Appropriate Use of Information Technology](#), Information Technology Security, and [Non-Discrimination Policy and Procedure](#).

The Office of the Associate Dean for Climate and Belonging Education provides additional [required training and professional development](#) to help support the college's diversity equity and inclusion goals. This office offers an online training module for all students, staff, and faculty, and other opportunities for professional growth in diversity, equity and belonging. Finally, this office also sponsors an annual Equity Symposium for the entire college community.

The Title IX officer conducts quarterly sexual misconduct training for faculty. Faculty are expected to participate in this training at least once every two years.

There are many opportunities and resources to support faculty in research and creative activity. These include faculty development support from the [Learning and Teaching Commons](#) (including paid summer professional development through Evergreen summer institutes), funding for travel to professional conferences, two internal grant programs (Faculty Foundation Grants and Sponsored Research) in support of scholarship and artistic work and summer stipends for undergraduate students to engage in a faculty member's research.

Evidence Checklist Items:

- [Training & Professional Development](#)
- [Classified Training and Employee Development](#) (see Article 9, pp. 26-28)
- [Uniformed Personnel Training and Employee Development](#) (see Article 9, pp. 22-24)
- [Student Support Staff Training and Employee Development](#) (see Article 8, pp. 21-24)

- [Faculty Professional Development](#) (see Articles 15-17, pp. 39-48)
- [Learning and Teaching Commons](#)

Standard 2.F.3 - Sufficiency - *Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.*

The college strives to maintain staff levels consistent with the mission, services and obligations of the institution and the safety and well-being of staff, faculty and students. As of November 1, 2023, Evergreen employed approximately, 86 full-time regular (tenure track) faculty members, 7 part-time regular faculty members, 84 adjunct faculty members, 14 faculty in administrative positions, 187 exempt staff employees, 229 classified employees and 68 non-student hourly employees to serve the needs of the students and the college.

The number of teaching faculty lines depends on enrollment and is set by [the Collective Bargaining Agreement \(CBA\) with the United Faculty of Evergreen](#). The CBA states that the college's undergraduate curriculum will be staffed at a ratio of 25 students per faculty member for each course or coordinated studies program. The CBA also asserts that the college's graduate offerings will be staffed at a ratio of 15 students per faculty member in recognition of the additional amount of student work expected in graduate programs.

The qualifications for each teaching faculty position are determined by the college's best judgment of required academic background and relevant experience. Typically, a terminal degree is required. Discussions of appropriate knowledge, skills and abilities occur among the hiring committees, the deans and the provost. The review and selection process for hiring new faculty members is involved and in-depth, assuring that the college will attract high-quality and diverse faculty members who are well suited for the engaged and collegial nature of teaching and learning at Evergreen.

Human Resource Services posts and advertises staff positions and partners with appointing authorities to recruit diverse staff. Staff job descriptions are used to specify the minimum and/or desired qualifications, knowledge, skills and abilities needed to perform the essential functions of the position. Search committees are formed for each staff recruitment. These committees receive a briefing from Human Resource Services that includes discussion of the staff recruitment process, applicable policies and rules and best-practice approaches to conduct fair recruitments. Qualified applicants are forwarded from Human Resource Services to the Search Committee members who review applications and conduct interviews. Search committees provide strengths and weaknesses to the appointing authority (or designee) who conducts reference checks and identifies the finalist. Once employed, Human Resource Services provides a new employee orientation for exempt and classified employees. New employees also receive a work unit orientation and direction on day-to-day responsibilities from their supervisor.

The college employs enough qualified administrators to ensure smooth organization and operations. The college's Executive Leadership Team includes the president, the executive vice president, the provost and vice president for academic affairs, the vice president for advancement,

the chief financial officer, the chief operations officer, the dean of students, the government relations officer, the associate vice president for marketing and communications, the chief enrollment officer and the vice provost for academic operations. This team meets weekly or more often as needed.

Evidence Checklist Items:

- [Classified Hiring and Appointments](#) (see Article 4, pp. 6-12)
- [Uniformed Personnel Hiring and Appointments](#) (see Article 4, pp. 5-11)
- [Student Support Services Staff Hiring and Appointments](#) (see Article 6, pp. 13-16)
- [Faculty Hiring](#) (e.g., 2.3.4, p.4; 6.4.2, p12; 8.2.6(b)(4), p.18)
- [Administrative Exempt Appointment Policy](#)
- [Academic Organizational Chart](#)

Standard 2.F.4 - Evaluation - *Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.*

College policies and, if applicable, collective bargaining agreements (CBAs) that govern administrators and staff require performance evaluations to be completed regularly. These policies stipulate that written and verbal feedback is provided during evaluations. Evaluations are based on specific duties and performance expectations. It is common to solicit evaluative feedback from students, faculty and staff who may know of the employee's work being evaluated.

Professional responsibilities and evaluation processes for faculty are spelled out in the [Faculty Collective Bargaining Agreement](#) between the college and the United Faculty of Evergreen (Articles 6, 9 and 10). These articles clearly describe the nature and timing of evaluations and process steps for faculty on term, continuing (akin to tenure) and adjunct contracts. The evaluations involve multiple indices, including classroom visits, review of the faculty member's portfolio, review of work in relation to contractual responsibilities and formal evaluations from teaching partners and students. For term and adjunct faculty, there are also provisions to address concerns on the regular evaluation cycle, as well as in interim periods, including requirements for specific development plans. Deans and the provost have access to all primary evaluation data for these faculty members. Continuing faculty are reviewed on a five-year cycle by a panel that includes fellow faculty and a dean. When they are under review, faculty provide a portfolio of their work, a retrospective five-year self-evaluation and a prospective three- to five-year teaching and learning plan. The discussion typically addresses how the faculty member has met and will continue to meet the professional responsibilities found in the CBA. It may also include discussion of the faculty member's best work, descriptions of and suggestions for improvement of the faculty member's least successful work and encouragement for and suggestions about the faculty member's plan for self-directed professional development or plans for future teaching. Concerns that arise between evaluation cycles are addressed on a case-by-case basis following due process as outlined in the CBA.

Evidence Checklist Items:

- [Faculty Review and Evaluation](#) (see Articles 9-10, pp. 20-25)
- [Classified Staff Performance Evaluation](#) (see Article 6, pp. 16-18)
- [Uniformed Personnel Performance Evaluation](#) (see Article 6, pp. 14-15)
- [Student Support Services Staff Performance Evaluation](#) (see Article 10, pp. 27-29)
- [Administrative Exempt Employee Evaluation Policy](#)

Student Support Resources

Standard 2.G.1 – Effective Learning and Student Support Environment -

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Evergreen provides services to support student learning needs appropriate to the distinctive pedagogy and structure of the college. All staff and particularly those working in the programs below help students understand Evergreen’s approach to learning by communicating the college’s expectations and help students learn how to take best advantage of its academic opportunities.

New Student Advising

New Student Advising, an initiative started in Spring of 2023, provides specialized outreach and support for incoming students, with a primary focus on first time, first year college students and a secondary focus on new transfer students. Advisors support student learning and success through a series of connected services employed through email and text outreach, optional, small group presentations at virtual and on campus events and required, one-on-one student advising appointments for the college’s primary student demographic.

Support services include warm onboarding guidance to help understand the logistics of becoming a college student (setting up and navigating accounts, applying for financial aid and access services, clearing registration holds, applying for housing and registering for classes); connecting students with relevant co-curriculars, academic resources, and support communities (affinity groups, student clubs, the TRiO program, the Writing Center and the QuaSR Center); helping students understand Evergreen’s unique academic model and its articulation in the Academic Catalog (the concept of interdisciplinary learning, programs and courses, the role of Greener Foundations college skills co-requisite, progression of learning through paths and degree planning options); and highlighting experiential learning opportunities relevant to student needs and interests (internships, volunteer work, campus employment and study abroad).

Academic and Career Advising

Academic and Career Advising (ACA) exists to promote student success at the college. ACA’s professional staff help students understand the structure of Evergreen and realize the variety of educational options available to them. Further, ACA works as collaborators with students and

alumni in the exploration and discovery of meaningful and engaging strategies for learning and career navigation.

All advising practices and approaches are shaped to fit the diverse backgrounds and varied developmental needs of the student and those of alumni.

TRIO Student Success and Disability Support

TRIO Student Success and Disability support is a federally funded program designed to provide free support services to students from historically disadvantaged backgrounds. This program serves and assists 280+ limited income students, first-generation college students and students with disabilities in pursuit of their first bachelor's degree. The program consists of four academic specialists, an assistant director and a director with assigned student caseloads to provide direct support services. Services include helping students plan their degree and encouraging them to engage in high-impact practices like research, internships and study abroad opportunities. One-on-one tutoring support is offered on academic subjects, including digital proficiency and writing skills. To improve students' financial and economic wellness, the team provides information on FAFSA, grants and scholarships and assists them in completing those applications through one-on-one meetings and workshops. Courses are also offered during the academic year covering topics such as academic and self-care skills, financial wellness, career exploration, employment strategies and preparation and graduate school.

This program employs a comprehensive, asset-based approach to advising built on developing supportive and effective working relationships with students. Students who join the program receive these services for six years or until they graduate. By providing individualized guidance around personal, academic and career concerns, the team strives to reduce the accessibility gap present in higher education for this particular student demographic.

Access Services for Students with Disabilities

Access Services provides equal access to Evergreen's educational opportunities for students living with disabilities. This team works in collaboration with students and faculty to identify and eliminate barriers to learning and participation. Access Services provides individualized accommodations to support access, learning and inclusion for disabled students. The team also works with college partners to ensure Evergreen's services, programs and facilities are accessible.

Holistic Advising

Evergreen's Strengthening Institutions Program project, Holistic Advising: Coordinated Services and Technologies with Community- and Career-Connected High- Impact Practices, will increase success among students historically underserved by higher education. By building new approaches and knitting together academic and support components, the project will enable many more students to thrive. Evergreen students will experience a coherent and seamless network of support, with a single, visible point of access through the addition of Greener Hub, a centralized support desk in the Evans Hall administrative building. Holistic Advising will include the implementation of Slate Student Success, a retention-based customer relationship manager system, to become a centralized location for information sharing, expanding Evergreen's existing relational student support structure and bolstering capacity for wrap-around holistic advising

services. In addition, robust training and support will be offered to empower staff and faculty with best practices for student success.

Evergreen Campus Children's Center

The Campus Children's Center serves 70 children ranging in age from one month through pre-kindergarten. Student families are a priority for placement in the center, followed by faculty and staff families and then members of the community. According to the Institute for Women's Policy and Research, students who have access to onsite, affordable, quality childcare transform from one of the worst retention rates - further impacted if their identity has been historically marginalized - to one of the best retention rates. The center Olympia campus and actively works to make the cost affordable for parenting students and high quality.

Furthermore, the center is the single largest employer of students on campus. Given that on-campus student employment of 10-20 hours per week is a predictor of student retention and success, this is another area where the center is supporting student success.

Learning and Instructional Support Centers

Math/Science: The college provides [online and in-person peer tutoring in quantitative and symbolic reasoning](#) to promote retention and equitable outcomes for students across identities and abilities in science and mathematics. By providing support to coordinated studies programs, students are learning from peers who followed the same path in previous years. Peer math/science tutors are trained in cultural humility and in strategies to increase outcomes among students historically underrepresented in higher education.

Writing: The college provides [online and in-person peer tutoring in writing](#) to support writers of diverse abilities and identities at every stage in the writing process. One-on-one peer tutoring, writing workshops open to all and writing workshops embedded in specific offerings are provided. Peer tutors are trained in English language learner, linguistic justice and other antiracism writing center pedagogies to meet the specific needs of Evergreen students. Peer tutors do not have faculty-level qualifications for writing instruction; thus, the college expects all faculty to embed writing instruction appropriate to their discipline in their offerings.

[Media Services](#) provides wet and digital photography facilities open to all students and in support of photography courses; media equipment loans (cameras, lights, grips, microphones, etc.); and more than two dozen specialty media labs and studios in support of animation, audio, film editing and multimedia. The library encourages faculty to teach both information literacy and media literacy across the curriculum.

Science and Arts

Science and Visual Arts Operations provides comprehensive instructional, operational and logistical support for undergraduate and graduate programs, independent student learning and faculty research. This support is structured through three main avenues: laboratory and studio spaces, equipment and resource management and professional staff assistance.

Laboratory facilities cater to a diverse array of scientific disciplines, including, but not limited to inorganic and organic chemistry, marine and environmental sciences, environmental chemistry,

biology and biochemistry, physics, computing and food sciences/agriculture. These dedicated teaching laboratories provide students access to modern facilities, crucial for gaining the hands-on experience and laboratory skills necessary for an education in scientific principles and processes. Students, staff and faculty have access to professional staff support to provide training and technical expertise to operate this instrumentation.

Science facilities with dedicated staffing include:

- Evergreen's Organic Farm, which provides opportunities for students to study agriculture and food science and apply that teaching firsthand on Evergreen's campus farm, including a competitive internship program that fosters an immersive experience in the operations and management of market gardening systems.
- The Computer Applications Laboratory offers scientific computing with advanced software for scientific and research curriculum.
- The Evergreen Science Support Center (SSC) serves as a central hub for the sciences curriculum, providing professional staff support as well as an extensive library of over 13,000 scientific items, including equipment and supplies, consumables and chemicals necessary for teaching and research in both the laboratory and the field.

Arts studios at Evergreen are equipped to support a wide range of disciplines such as woodworking, metalworking, fine metals and jewelry, drawing, painting, ceramics, glass arts, printmaking and typesetting. Professional staff support these dedicated spaces, which are designed to enhance creativity and practical skills, essential for professional artistic development. Faculty and students have access to studios and equipment for creative work and research and independent study.

Science and Visual Arts Operations is supported by professional staff who prepare materials for laboratory, field and art programs; provide technical expertise and training to students and faculty; and maintain, operate and repair facilities, instrumentation and equipment. The area also offers significant employment opportunities for students, hiring approximately 80 students each academic year.

Experiential Learning Hub

The Experiential Learning Hub at Evergreen fosters collaboration between three areas: the Public Service Centers, Global Learning (International Programs and Services), and Individual Study/Internships. Each area fosters field-based learning with community partners and provides students opportunities for career-connected learning. The hub aims to increase knowledge, develop skills and increase student capacity to contribute to their communities. It includes the following:

- The Center for Community-Based Learning and Action (CCBLA) supports partnerships between community organizations and coordinated studies programs, students and faculty. The CCBLA aims to meet mutually agreed-upon community needs to strengthen and enhance student learning by means of hands-on engagement. The center works to create student learning environments that respectfully incorporate the unique needs of community partners and support student civic engagement.

- The Center for Climate Action and Sustainability (CCAS) supports collaborations between students, faculty, community and government organizations to facilitate effective learning through internships and research projects. CCAS supports coordinated studies programs and professional and academic certificates through curriculum development, lecture series and experiential learning opportunities. CCAS fosters lasting connections with partners to enable student success and critical, higher-order learning.
- The Center for Entrepreneurial Leadership and Transformational Change (CELTC) is a collaborative environment where undergraduate and graduate students, staff, faculty, Evergreen alumni and community members can actively engage with complex challenges through applied entrepreneurial and leadership learning and teaching opportunities through courses and programs, certificates, internships and co-/extra-curricular opportunities. The CELTC supports the development of social, sustainable and business entrepreneurial leadership skills with integrated, interdisciplinary support from faculty, staff, peer mentors, community organizations and tribal communities.
- Evergreen's Office of International Programs and Services seeks to help students develop and strengthen their global perspectives through advising and program coordination services for outbound study abroad students, as well as holistic support for inbound international students. The office provides one-to-one advising services, information on regulations and best practices in international education, information on programs and policies, liaison services with on and off campus partners and advocacy for the college's global engagement.
- Evergreen's Internships Office aims to provide undergraduate and graduate students with an accessible entry point to learning about and preparing for internship opportunities. The office also serves as a point of contact for external organizations and companies hoping to develop internship opportunities for our students.

Evidence Checklist Items:

- [New Student Advising](#)
- [Academic and Career Advising](#)
- [TRIO Student Success and Disability Support](#)
- [Access Services for Students with Disabilities](#)
- [Evergreen Campus Children's Center](#)
- [Quantitative and Symbolic Reasoning Center](#)
- [Writing Center](#)
- [Media Services](#)
- [Evergreen's Organic Farm](#)
- [Labs and Studios](#)
- [Sustainable Agriculture Lab](#)
- [Indigenous Arts Campus at Evergreen](#)
- [Academic Computing Center](#)
- [Assistive Technology Lab](#)
- [The Computer Applications Laboratory](#)
- [Visual Arts Facilities](#)
- [The Evergreen Science Support Center](#)

- [Center for Community-Based Learning and Action](#)
- [Center for Climate Action and Sustainability](#)
- [Center for Entrepreneurial Leadership and Transformational Change](#)
- [Study Abroad](#)
- [International Student Services](#)
- [Internships](#)
- [Student Activities](#)

Standard 2.G.2 – Publication of Information - *The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.*

The college publishes a catalog annually describing and/or linking to the items listed above. A print version of Evergreen’s catalog is available upon request. The college’s [online course catalog](#), which primarily provides course and coordinated studies program information, is updated regularly and includes the most current academic offerings. The website includes current and accurate information that includes the following¹:

- Institutional mission:** The college’s [mission](#) is provided on the college’s website.
- Admissions requirements and procedures:** Undergraduate admission requirements are on the college’s website for both [first year](#) and [transfer](#) students. Graduate admission requirements for each program are available online: [Master of Environmental Studies](#) (MES), [Master of Public Administration](#) (MPA), and [Master in Teaching](#) (MiT). Conditional and provisional admission policies are specified in the Student Handbooks for [MES](#) (p.3), [MPA](#) (p.11), and [MiT](#) (p.7). The enrollment process for certificates is described on the [Professional and Continuing Education enrollment website](#).
- Grading policy:** At Evergreen, a student’s learning and academic progress is assessed in narrative evaluations rather than grades. Both undergraduate and graduate students will receive multiple evaluations from faculty that comprise their overall transcript. Student self-evaluations may also be part of their transcript. Information about the college’s [evaluation approach](#) is available on the website. Policies regarding the narrative evaluations, award of credit, and the appeal and amending of student records are governed by the [Faculty Handbook](#) in article 7.6.
- Information on academic programs and courses,** including degree and program completion requirements, expected learning outcomes, required course sequences and

projected timelines to completion based on normal student progress and the frequency of course offerings:

- a. **Degree completion requirements:** [Undergraduate degree requirements](#) are listed on the College's website. The College's course catalog provides coordinated studies program and course descriptions. Syllabi and program agreements provided to students have additional detail regarding outcomes and expectations.

Graduate degree requirements for each program are described in the student handbooks for [MES](#) (p.3), [MPA](#) (p.4) and [MiT](#) (p.7).

- b. **Expected learning outcomes:** The [Six Expectations of an Evergreen Graduate](#) define learning outcomes for the interdisciplinary undergraduate degree programs. The [Five foci](#) articulate institutional and pedagogical strategies for supporting students in meeting these expectations. By articulating expectations of graduates rather than requirements to graduate, the institution ensures that students take responsibility for their own work and that their own authentic engagement will ultimately determine their success. The expectations are understood to be aspirations, not subject-matter requirements or mandatory skill sets associated with specific disciplines or fields of study. Thus, while students may strive to meet these goals, the requirement falls on faculty and academic administration to ensure that curriculum offers appropriate, relevant opportunities to achieve the expectations. The Five foci shape the interdisciplinary design and approach of the academic program overall, while the six expectations define the expected outcomes that these pedagogical principles aim to generate.

The six expectations of an Evergreen graduate are to:

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

For graduate programs, the unique expected learning outcomes are articulated in the syllabus for each course.

- c. **Certificate program completion:** Evergreen offers [certificates](#), with specific completion and sequential course* requirements that are listed on the website for each certificate.

- d. **Required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings:** For undergraduate degree programs and courses, since each student's pathway through the Evergreen curriculum is intended to be individualized, there are no degree requirements and no

“critical” required courses, with the exception of the bachelor of science in which case commitments are made to ensure that adequate upper-level science offerings exist each quarter. Certain program areas, such as [Native Pathways Program](#) and [Liberal Studies at Tacoma](#), provide guidance about curricular pathways.

There are specific certificate programs that require sequential course enrollment, as noted above in the certificate program completion section.

Each graduate program articulates course sequences and projected timelines to completion on their websites ([MES](#), [MPA](#) and [MiT](#)). Student handbooks for [MES](#) (p.4) and [MPA](#) (p.7) provide additional planning worksheets for full-time and part-time students.

E. Names, titles, degrees held and conferring institutions for administrators and full-time faculty. The online [Faculty Directory](#) provides the name, title, degrees held and conferring institutions for all faculty members. The college’s website publishes the [president and executive vice president](#), and the [Executive and Senior Leadership team’s information](#).

F. Rules, regulations for conduct, rights and responsibilities.

Evergreen’s primary policies and procedures regarding students’ rights and responsibilities are found in the [Code of Student Rights and Responsibilities](#) and the [Social Contract](#) which are set forth in Washington Administrative Codes governed by the Washington State Legislature.

The [Code of Student Rights and Responsibilities](#) recognizes two types of prohibited conduct: conduct related to community and conduct related to persons. Conduct related to community covers behaviors such as academic dishonesty (such as plagiarism or falsifying data), disorderly conduct and more. Conduct related to persons addresses behaviors such as harassment, stalking or cyber-bullying, sexual violence and more.

The [Social Contract](#) is an aspirational document at Evergreen that speaks to the college philosophy, the goals of the campus community and each person's role in working towards those goals.

G. Tuition, fees and other program costs of attendance includes tuition and fees. This information for both undergraduate and graduate students can be found [online](#).

H. Refund policies and procedures for students who withdraw from enrollment. Refund policies are available at [Registration and Records webpage](#) (under Changing Your Registration>Dropping Offerings section) and Financial Aid webpage [return of funds policy for financial aid](#) (under the Financial Aid Policies>Return of Title IV Funds Policy section).

I. Opportunities and requirements for financial aid. Financial aid opportunities and requirements are communicated on the college’s [financial aid webpage](#). The college also provides information on [scholarships and tuition awards](#) online. Each graduate program provides scholarships and tuition awards that are specific to their program: [MES](#), [MPA](#) and [MiT](#).

J. Academic calendar. The academic calendar is published [online](#). To increase visibility, it is also incorporated into the overall [campus events calendar](#).

Evidence Checklist Items:

- [Academic Catalog](#)
- [Mission](#)
- [First-Year Admissions Requirements](#)
- [Transfer Admissions Requirements](#)
- [Master of Environmental Studies Admissions Requirements](#)
- [Master of Public Administration Admissions Requirements](#)
- [Master in Teaching Admissions Requirements](#)
- [MES Student Handbook](#)
- [MPA Student Handbook](#)
- [MiT Student Handbook](#)
- [Professional and Continuing Education Enrollment](#)
- [Narrative Evaluations](#)
- [Faculty Handbook](#)
- [Undergraduate Degree Requirements](#)
- [Six Expectations of an Evergreen Graduate](#)
- [Certificate Completion Requirements](#)
- [Native Pathways Program](#)
- [Liberal Studies at Tacoma](#)
- [MES Program Overview](#)
- [MPA Program Overview](#)
- [MiT Program Overview](#)
- [Faculty Directory](#)
- [Office of the President and Executive Vice President](#)
- [Executive Leadership](#)
- [Code of Student Rights and Responsibilities](#)
- [Social Contract](#)
- [Tuition and Fees](#)
- [Return of Funds Policy](#)
- [Registration and Records](#)
- [Financial Aid](#)
- [Scholarships](#)
- [Master of Environmental Studies Cost and Aid](#)
- [Master of Public Administration Cost and Aid](#)
- [Master in Teaching Cost and Aid](#)
- [Academic Calendar](#)
- [Events Calendar](#)

Standard 2.G.3 – Licensure Requirements - *Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.*

Licensure requirements are applicable for students and graduates of the Master in Teaching (MiT) program who are seeking a Washington State teaching certification and endorsement. This also applies to students who take classes and certificates offered through Professional and Continuing Education (PaCE) and who are seeking a teaching endorsement but have already earned their Washington State teaching certificate elsewhere. Accurate information about legal eligibility and entry into the occupation of public school teaching is provided online at the [Graduate Admissions Requirements](#) and completion requirements are outlined in the [Program Handbook \(p. 13\)](#). Information about legal eligibility and entry for students who are earning an endorsement through PaCE can be found on the [certificate](#) webpage.

Unique requirements include background check, program completion and recommendation to the Office of the State Public Instruction for both certification and endorsements. Accurate information about unique requirements for employment and advancement in the occupation for MiT students is provided in the [MiT Program Handbook](#). This information for students who are earning a reading endorsement through PaCE can be found on the [certificate](#) webpage.

Evidence Checklist Items:

- [MiT Program Handbook](#) (p. 7)
- [Reading Endorsement \(certificate\)](#)

Standard 2.G.4 – Financial Aid - *The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.*

Students can access both [financial aid](#) and [scholarship information](#) on the college's website. The Financial Aid Office's packaging policy ensures that student awards are consistent with the college's goals, the needs of students and the utilization of institutional resources in a fair and equitable manner consistent with state and federal regulations. Using a priority deadline, a set amount of funds are awarded to students who have committed to attending the college.

To meet this deadline, students are required to have their complete Free Application for Student Aid (FAFSA) received and accepted by the federal processor and be admitted to the college by a particular date (February 1 for Fall Quarter). Students who do not meet this deadline are awarded by their FAFSA completion date. All students who complete a FAFSA are reviewed for eligibility.

The need-based, gift equity packaging rule was established to provide a distribution of awards to students fairly. According to the current packaging rule, students can receive up to a specific percentage of their financial aid with need-based gift aid which includes the Pell Grant, State Need Grant, Federal Supplemental Educational Opportunity Grant, Evergreen Need Grant for graduates and undergraduates and State Tuition Waiver. The remaining percentage is awarded through self-help, which consists of the expected family contribution (EFC and/or Student Aid Index-SAI), loans, work study and other scholarship or gift aid.

The chief enrollment officer administers the college's undergraduate scholarship and tuition award programs. The undergraduate scholarships are posted on the college's website. Reminders are

sent to active and prospective students throughout the application period and workshops on how to complete the application are conducted throughout the academic year.

Evidence Checklist Items:

- [Financial Aid](#)
- [Applying for Financial Aid](#)
- [Accepting Financial Aid](#)
- [Scholarships](#)
- [Grants](#)
- [Loans](#)
- [Tuition Waivers](#)
- [Cost of Attendance](#)

Standard 2.G.5 – Loan Repayment - *Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution’s loan default rate on its website.*

[Student loan repayment information](#) is available on the website. All students who are first-time borrowers are required to complete federal loan entrance counseling. This process informs students of the terms and conditions of borrowing. After they complete loan entrance counseling, they can then make the choice of completing their Master Promissory Note to receive the loan. Students who graduate, withdraw or drop below half-time enrollment are notified that they must complete loan exit counseling, including a review of repayment obligations and options. Students who are not able to complete the online process can schedule an appointment with financial aid to receive loan exit counseling instructions and materials. Furthermore, students must maintain satisfactory academic progress to maintain eligibility, which is detailed in the [Undergraduate Satisfactory Academic Progress policy](#).

The Financial Aid Office employs a student loan specialist whose primary responsibilities are to administer (monitor) student loan programs. The loan specialist conducts daily processes and corresponds directly with Department of Education resources to originate, send and receive loan records. They perform regular reconciliation and maintain compliance with the state's administrative code that aims to inform and protect student borrowers. [EDconnect software](#) is the conduit for sending and receiving federal loan records, while other monitoring may be conducted through federal websites that are linked at [FSA Partner Connect](#).

The [loan default rate](#) is monitored annually. For the 2020 cohort, Evergreen’s three-year loan default rate was 0.0% (this followed the federal repayment pause). The college’s three-year default rate for the 2019 cohort was 2.2% and 6.5% for the 2018 cohort.

Evidence Checklist Items:

- [Loan Default Rate](#)
- [Satisfactory Academic Progress](#)

Standard 2.G.6 - Advising - *The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success.*

Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Both professional advising staff and faculty provide academic advising to Evergreen students. This section focuses on advising and support from professional staff.

Faculty Advising

Faculty advising is an expectation of faculty as specified in the faculty [Collective Bargaining Agreement \(CBA\)](#). Advising is a component of the responsibility to teach well, Article (6.3.1(c)), for which advising takes place within the context of coordinated studies programs and during mid-quarter and end of quarter evaluation meetings. Faculty advising also takes place through mentoring for the Academic Statement (Article 6.3.2(f)), which occurs during orientation week and at various points in the year. Each year a faculty member is assigned to the Academic Advising Office as a release from teaching (Article 8.2.3). There are also faculty release positions relating to advising new students through the New Student Recruitment and Advising program (Article 30).

The following section focuses on advising and support from professional staff.

Student Engagement, Equity and Support

Student Engagement, Equity and Support (SEES) provides support for students through its Holistic Advising and TRiO area. This area is composed of the offices of Academic and Career Advising, Access Services and TRiO Student Success. SEES also houses BLISS (BIPOC & LGBTQ+ Intersectional Support Services). These departments are central to Evergreen's academic and student development mission, providing students with guidance and support for academic planning throughout their studies at the college.

SESS staff members have several overarching themes in their work: collaboration with faculty and others, active assistance to students who are new to the college or experiencing difficulties and support of student internships to enrich learning. Holistic Advising and TRiO staff collaborate with coordinated studies programs, Residential and Dining Services, and other student affairs units to facilitate student learning and success. Personnel responsible for advising students are knowledgeable about the curriculum, coordinated studies program requirements and graduation requirements. Support staff stay adequately prepared to successfully fulfill their responsibilities through orientation and continuing education.

Holistic Advising and TRiO staff members actively seek to assist students who are experiencing academic or personal difficulties. These programs are particularly attentive to first-year students, new transfer students, those admitted conditionally and those wait-listed for their coordinated studies program of choice.

The college evaluates academic advising through their in-house student surveys (Student Experience Survey and the One-Year Alumni Survey), as well as through advising-related questions and/or modules available on the National Survey of Student Engagement (NSSE).

Communication of Advising Requirements

The college informs all new students prior to enrollment about the expectation to participate in [new student orientation](#), which includes advising elements. Information about new student orientation and other [advising](#) material is available online.

New students are introduced to the [Academic Statement requirements](#) during new student orientation. Information related to the Academic Statement has been incorporated into all relevant college materials and communications. Additionally, all students enrolled in the college's Greener Foundations course receive detailed instruction on how to construct a well-thought-out Academic Statement for submission at the end of their first year of study and the Writing Center provides a thorough [Academic Statement Guide](#). Registration and Records regularly communicates with students regarding deadlines for Academic Statement submission.

Evidence Checklist Items:

- Description of advising programs, staffing and other related services can be found on the area's [webpage](#), along with specific information on [new student advising](#).
- Systematic evaluation of advising is stored in the Student Advising Feedback Database.
- All professional academic and career advisors meet with the director one-one-one bi-weekly to receive formal feedback of their advising performance. Also, advisors receive professional development by participating in professional conferences, listservs and periodical readings.

Standard 2.G.7 – Identity Verification - *The institution maintains an effective identity verification process for students, including those enrolled in distance education courses and programs, to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

Evergreen ensures that all students listed for an offering have their identity verified by using a secure, authenticated Evergreen login and password to access learning management software (e.g. Canvas). Between a verified student identity card, an official Evergreen email address and a secure login to the learning management system, student identities are ensured.

Furthermore, unlike many other institutions, Evergreen provides narrative evaluations rather than letter grades. In learning communities, students in relatively small classes earn academic credit through a variety of learning activities through an academic quarter. Faculty members know students individually and work with them in seminars, lectures, labs, studios and more. The high level of face-to-face and small group instruction on platforms like Zoom ensures that faculty visually recognize each of their students.

Evidence Checklist Items:

- [Evergreen Student Account Activation and Verification](#)

Library and Information Resources

Standard 2.H.1 – Library and Information Resources - *Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.*

Evergreen's team-taught, interdisciplinary approach to learning requires the library to support students and faculty who cross disciplinary lines with new course content every year. Library resources must be broad, deep and responsive to unexpected avenues of inquiry.

The college meets the challenge via a Resource Selection Committee comprised of instructional librarians including an assessment librarian, an e-resource librarian, the head of processing and acquisitions and library administration. Holdings include 361,716 physical items, more than 100 research databases and streaming platforms, and 6,000 cubic feet of physical items and 20,000 digital files in archives. [Borrower and collection policies](#) are available on the college's website.

To ensure breadth and depth of resources, the library is one of thirty-eight members of the [Orbis Cascade Alliance Library Consortium](#). Consortium programs include 22.4 million shared physical items, 288,600 subscribed e-books, 20,614 owned e-books, 88,000 subscribed videos, 42,400 archival finding aids and an electronic resources portfolio valued at \$21.6M. [Collection policies](#) for the consortium are available on their website.

The Resource Selection Committee assesses the collection using a variety of metrics (i.e., circulation, age and currency, cost per use, etc.) and assesses the library instructional program using surveys and post-workshop feedback. Evergreen contracts with a national survey instrument called Measuring Information Services Outcomes (MISO) to track trends and attitudes over time and look to ACRL and IPEDS for other peer comparison data.

The library staffing includes nine employees that hold MLIS degrees: archivist; e-resources librarian; information literacy and assessment librarian; cataloger; three instructional librarians with faculty status; lead circulation specialist, and an associate dean for operations. Several of these employees hold additional degrees. The rest of the library staff include six paraprofessionals, a fiscal specialist, student employees and the dean.

Instruction is available via drop-in and appointment and in-person and remotely. The library's instruction reaches most students through in-course workshops designed in partnership with faculty across the college. Librarians track which faculty are teaching which programs each quarter and reach out regularly to schedule workshops and find other ways to support research. Due to this outreach and follow-up, the library has a broad reach across the curriculum.

The college recognizes that the addition of new academic programs and modes of learning have implications for the nature of the services the library offers. The library regularly engages in planning to inform resource allocation decisions so that the services are prepared to adapt as needed.

Evidence Checklist Items:

- [Borrower and collection policies](#)

- [Consortium collection policies](#)

Physical and Technology Infrastructure

Standard 2.I.1 – Physical and Technology Infrastructure - *Consistent with its mission, the institution creates and maintains physical facilities and technology infrastructure that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution’s mission, academic programs, and services.*

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

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

While many buildings on the main Olympia campus were built in the early 1970s, over the past four biennia (2017-19, 2019-21, 2021-23 and 2023-25) the state of Washington has invested \$90,000,000 to elevate the efficiency, sustainability, functionality and repair of academic buildings.

Some recent examples include:

- Critical power project upgrades (2019)
- Decarbonization competition (2019)
- LAB I HVAC upgrade (2022)
- Modernization of campus distributed cooling system (2021)
- New Student Health and Wellness Center (2021)
- New heating system for House of Welcome (2021)
- New Student Needs Center (2021)
- Social Justice Center (2022)
- Safety upgrades to the Costantino Recreation Center (2022)
- New emergency dispatch communications system (2022)
- Upgraded campus fire hydrant system to support critical life safety systems (2022)
- LAB II HVAC upgrades (2023)
- Upgraded building campus automated equipment systems (2023)
- Seminar I design (2023)
- Dorm Building A renovation (2023)
- Seminar I construction (2024)
- Additional dorm building renovation to support enrollment growth (2024)
- Upgrades to critical campus infrastructure - water reservoirs and fire pumps (2024)

During the past few biennia, the college made significant strides to address and advance campus infrastructure. For example, in Spring 2016, one of the primary feeders on the campus switchgear blew, taking out power to the entire campus along with the main utility meter. A funding request to replace this switchgear was approved and a new switchgear was installed. After this critical equipment installation, Puget Sound Energy partnered with the college and improved their energy

distribution system to dramatically reduce system interruptions while reducing equipment repair and replacement costs burdened by the college.

The college requested and received emergency funding from the state in the amount of \$500,000 during the pandemic to replace a defective heating supply line to the Indigenous Arts Campus. It was replaced with a state-of-the-art heating boiler system, which reduced dependency on the campus distributed steam system. Both LAB I and II received major HVAC system and control upgrades to improve safety and efficiency of buildings. Furthermore, the college’s access control system and central heating plant were upgraded. These upgrades reduced costs, increased efficiency and improved sustainability. Finally, the college implemented a new computerized maintenance management system (CMMS). The CMMS provided the college access to new programs, the operations and management program and the Washington State energy efficiency programs, leading to the pursuit of an additional full-time position to manage these programs.

Evergreen’s Office of Sustainability and Facilities Services is committed to environmentally sustainable design and construction processes for all capital projects. Major capital projects follow Leadership in Engineering and Environmental Design (LEED) criteria. The college continually plans, updates and improves facilities and equipment for students, staff and faculty in support of the college mission, and during the past six years, the college has pursued multiple energy and resource conservation projects; many of which were supported by State grants and incentives from local utility providers, Puget Sound Energy and Tacoma Power (\$2,7000,000). These projects included:

- Upgrading most interior and exterior (street and walkway) fluorescent lighting to LED lamps on both campuses
- HVAC upgrades in Lab 1, the Data Center in Evans Hall and the House of Welcome
- Final design of a full renovation of Seminar 1, including building energy efficiency and decarbonization measures
- Systemic efficiency upgrades on the campus-wide distributed steam heating system
- Multiple potable water system upgrades and repairs to reduce leakage
- Cooling tower and chilled water system upgrades
- Consolidated and upgrades building automation software systems

The college actively tracks and plans for compliance with new, state-level building performance standards and decarbonization requirements. This pursuit leads to a strategic path to phase out the use of natural gas and establish new, high-efficiency heating systems. Additional major infrastructure upgrades are also being planned for the campus power system, network infrastructure, fire alarm systems and the building access control system.

<i>Average Annual (FY) Energy Unit Costs (Electricity and Gas)</i>		
<i>FY</i>	<i>\$/kWh</i>	<i>\$/Therm</i>
2018	0.087	0.43
2019	0.086	0.35
2020	0.084	0.48
2021	0.090	0.47
2022	0.098	0.54

2023	0.106	0.71
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<i>Total Annual (FY) Consumption v Cost (Electricity and Gas)</i>				
FY	kWh	Cost	Therm	Cost
2018	14,617,800	\$ 1,265,147	896,215	\$ 389,216
2019	13,552,303	\$ 1,168,010	889,391	\$ 315,689
2020	12,259,725	\$ 1,026,468	767,479	\$ 370,244
2021	11,181,822	\$ 1,009,599	743,643	\$ 351,433
2022	12,698,996	\$ 1,247,306	794,738	\$ 427,870
2023	12,865,952	\$ 1,363,660	682,364	\$ 482,517

Consistent with Evergreen’s goal of creating and sustaining safe facilities, the college’s environmental health and safety (EHS) coordinator reviews use of any hazardous or toxic material to determine if less toxic options are available. Local and regional regulatory agencies closely monitor activities associated with the handling and disposal of hazardous materials. Evergreen routinely works in close communication with these agencies to meet their requirements and respond to their concerns. The EHS coordinator provides an annual report on hazardous waste disposal to the Washington State Department of Ecology. The college contracts with professional consultants as needed to help handle, use and disposal of hazardous and toxic materials and waste products. The EHS coordinator proactively provides training in these processes or contracts training to certified consultants. The coordinator also works with staff to ensure that appropriate procedures are developed for the use of any potentially harmful product or material and then monitors these procedures to ensure that staff follow them.

With additional support from the college to enhance safety programs, EHS staff has grown in the last six years from one to three members and combined with Emergency Management.

Recent improvements in the college’s environmental health and safety include:

- A [health and safety policy](#) that outlines and defines the scope of the [Office of Environmental Health and Safety](#) as well as other key stakeholders such as Executive Leadership, supervisors, staff and faculty.
- An extensive [accident prevention program](#) that exceeds compliance standards for the state.
- A mechanism for reporting hazards on campus directly to the Office of Environmental Health and Safety.
- An asbestos management program that systematically tracks and manages asbestos locations and abatement across campus.
- Development and implementation of a chemical inventory and safety data sheet database.
- Improvement of the safety training program to include computed-based, hands-on and specialty offerings such as OSHA 30.
- Community Emergency Response Training (CERT).
- Integration of emergency management into the Environmental Health and Safety program.

The Campus Master Plan, which is housed on the [Facilities webpage](#), provides a road map for future improvement and additions to the campus. As projects are completed and new strategic

goals are formulated, the plan is updated and reaffirmed. While the plan defines the course for college facilities, it is a flexible document that allows the college to respond to changes in the academic needs of students and faculty. The college is updating the campus master plan, with a specific focus on campus infrastructure. The Space and Land Use Group reviews the current plan as projects are proposed to ensure that they are within the parameters established in the plan.

In order to meet college goals and uphold the mission, major infrastructure upgrades and the maintenance of existing facilities are critical. Now 50 years old, the college infrastructure has reached the end of its life cycle. Parts are obsolete and the infrastructure is challenging to maintain. The maintenance and operation of existing facilities is also important to meet college goals. Facilities Services maintain the quality of the buildings and grounds throughout their life cycle. They use a computerized maintenance work order system and periodic facility assessments to document and gather information on maintenance and operations. These data allow Evergreen to identify conditions in specific buildings and track the deferred maintenance of facilities and building systems. With this information, available resources can be focused on critical improvements and upgrades that extend the life cycle of building spaces and major building systems.

Evergreen has consistently provided appropriate and adequate technology systems and infrastructure to support management and operational functions, academic programs and support services, across multiple campuses and modalities. This is a \$6.4 million operation and includes all of the physical equipment, wiring and required software. The technology systems and infrastructure must uphold a network that is secure, fully compliant with state policies and connected to the Washington state K-20 network. Furthermore, the college also has secure connections to law enforcement networks because Evergreen has a commissioned police force.

The network environment includes over 700 wireless access points and 14,000 wired ports throughout the college's buildings. State capital funding has continued to enable improvements to this infrastructure, including the replacement and modernization of the electrical and air conditioning systems in the data center and the wireless access network.

The college operates distinct computer labs and technology spaces in support of students and the curriculum. These spaces include general computing classrooms in Olympia and Tacoma, a dedicated computing lab for the computer science curriculum, scientific data collection and analysis labs, analytical instrumentation, digital video editing suites, a digital photography lab and a language lab. Many of these labs have extended access upon student or academic program request. In addition, the library circulates Chromebooks for use within the library, providing consistent access to e-books, e-journals, databases and digitized special collections for all students.

The college operates over 100 classrooms and spaces equipped with current AV technology for general instruction. Typically, these rooms include video projection, sound reinforcement, AV players and user control and input panels. Twelve of these spaces are lecture halls, which are specially equipped with lecterns that have a full suite of AV technologies (surround sound, document cameras, built-in computers, etc.). In addition, the college provides a broad range of media technology instruction spaces; these include a full television production studio/control

room/ master control facility, four audio production studios, four electronic music studios, four video editing suites, two 2D animation suites and two audio mix-down suites.

Another program that Media Services offers is media loans. Media loans include thousands of items and provide competency-based instruction for digital media equipment, including photography, video, audio and projection. Finally, Media Services supports the video and audio production of major events by networking the television master control facility to the major lecture hall and public presentation venues.

The college has continued to make significant strides in both learning management systems used by students and administrative systems used by faculty and staff. The Canvas learning management system has been fully adopted and continues to expand and integrate innovative applications that reduce administrative burden and enhance teaching and learning. To this end, the college continues to invest in upgrading the Online Academic Records System (OARS), which supports the narrative evaluation process used to assess student academic progress and attainment. A mature and fully implemented Curriculum Management Database (CMD) is used by faculty to plan and manage curricular offerings and resources. The Independent Learning Contract system (ILC/INT) used by students and faculty is also supported online. These key systems were developed in-house and are maintained to serve the unique and ever evolving curricular needs of students, faculty and staff.

In addition to the core academic systems (Canvas, OARS, CMD), Evergreen has invested in administrative systems that best support the college's mission. Personnel in Advancement, Admissions, Registration and Records, Financial Aid, Accounting, Purchasing, Student Accounts, Human Resources and Payroll operate Ellucian's Banner enterprise resource planning system. The college also operates many other key systems to support the administration of the college's business. These include housing management, web-based credit card processing and point-of-sale, employee timekeeping, employee leave certifications, check printing, parking management, book ordering, bookstore point of sales, facilities work orders, facilities key management, vehicle rentals, space management, athletics and recreation management, transcript ordering, writing center management and student voting. Finally, the college continues to pursue cloud adoption. Many of these systems are now provided as software-as-a-service which reduces the college's physical infrastructure footprint and maintenance costs associated with operating those systems.

Curricular and administrative systems are continuously maintained and evaluated for effectiveness, efficiency and applicability to business needs. These systems are replaced based on technology obsolescence or improvements, end of contract or changing business needs.

In response to the college's recruitment and retention goals, Evergreen implemented the Hobson's Radius customer relationship management (CRM) system in 2016. Similarly, Advancement implemented the Raiser's Edge CRM in 2016. These CRMs add value to students' experiences prior to admissions, throughout their academic journey to graduation and as they become alumni. Many of these systems have been integrated into Banner and an identity management system. The identity management system provides secure access and data exchanges that comply with college policies and state and federal laws.

To support a safe, healthy and vibrant environment, the college maintains a broad range of communications and life-safety related technologies. Police Services includes a complete dispatch center for coordination of police activities and for general safety and security of the campus community. Dispatchers have access to a broad range of technologies such as video security cameras, door/access control and emergency lock-down system, fire alarms, panic buttons and pilfer alarms to maintain situational awareness across campus. In addition, dispatchers have radio consoles for communicating via two independent two-way radio repeaters used for police and general business. Dispatchers also have access to critical emergency notification resources including outdoor giant voice public address and indoor public address. The text-based emergency notification service, Omnilert, is also employed. All life-safety and radio communications comply with state and federal laws and college policies.

The college maintains an Emergency Operations Center (EOC) which includes technologies for coordinating personnel and resources in a campus or regional emergency. Resources in the EOC include computing and telecommunications equipment, two-way radios (police, business, and HAM) and a broad assortment of tools and resources housed in a facility that includes a generator for emergency power and cooling of the EOC.

The college dedicates resources to ensure that central IT staff are trained in the latest technologies used in curriculum, classrooms and administration of all programs and services. Continuing education for IT staff can include technology-specific training, conferences and professional development opportunities.

Direct student technical support comes in various forms. General help desk support happens at the Computer Support Center, the Library and through the Resnet Technical Team in the residential halls. These groups provide tutoring in the use of academic technologies, the escalation of issues around hardware and software and direct support for user account management. Additionally, more discipline-specific help can be found at the media services and computer application lab (sciences) help desks.

The Computer Support Center provides end-user training in computer equipment use and productivity software, such as Microsoft Office suite. This training occurs ad hoc on the user's desktop and in training sessions that are offered periodically. The center also offers curricular design assistance and training to faculty who want to effectively leverage the learning management system and other curricular technologies within their teaching. In addition, the college provides faculty and staff with training in the content management system, facilitating distributed content generation and maintenance of institutional websites.

The college has created an employee training platform within Canvas, the existing learning management system. Subject matter experts are trained and supported in the maintenance of their training materials. Support is also provided in setting up mechanisms for tracking and reporting participation in the training, which is mandated by college policies, and state and federal laws. The college expects to continue to expand employee training in this manner.

Evergreen continuously seeks input into its technology infrastructure planning from all technology support staff and constituencies. Planning is initiated by the central IT area in response to emerging needs and initiatives; it is framed in the context of existing operations, maintenance, time,

resources and funding. Technology infrastructure planning projects that have campus-wide impact are vetted by the various stakeholder groups, business areas and Executive Leadership. When appropriate, artifacts such as project charters and investment plans are created and discussed, with larger projects needing approval by Executive Leadership.

To support the college's missions, coordination between several teams is necessary to properly scale and build clear pathways for technology infrastructure development. These teams include the Office of Information Technology Leadership Team, the Library/IT/Academics Team, the Banner Users Group (BUG), the Security and Data Standards Team, the Network and Telecommunications Team, the Facilities Leadership Team and the Emergency Operations Team. The Banner Users Group and the Security and Data Standards Group meet regularly to assess administrative technology support structures that are critical to students and faculty. This approach helps guide the direction of the Office of Information Technology Leadership Team and build a better understanding of the technical needs and requirements of all our stakeholders.

To continue to increase collaboration and inform this effort, in 2017 the college revised its Information Technology Governance Plan and created the IT Executive Steering Committee (IT ESC). The plan is a framework for leveraging the various technology groups that already exist by connecting them more formally to the IT ESC and establishing roles and responsibilities for efficient and agile governance.

Computer replacement is handled according to the [Computer Inventory and Replacement policy](#) and central budget established for IT purchases. In general, computers are supported and maintained from the original purchase throughout the manufacturer's recommended life cycle. Almost all desktop computers are replaced on a five-year refresh cycle, based on business need and security best practices. At the end of life, all computers and most other equipment are sent to Washington State Surplus for disposal. Hard drives are physically destroyed.

Evergreen maintains a permanent four-to-five-year replacement cycle for all computer labs and student-accessible spaces. This cycle is vetted and allocated annually by an Academic Lab Management Team. A replacement schedule for existing classroom technology has also been established. Classrooms are monitored and maintained continuously, with full replacements done every six to seven years. These classroom technology refreshes include video projectors, control systems, audio systems, media players and podiums.

The college is committed to maintaining network and infrastructure equipment through dedicated capital funding. This includes the replacement of telephone system hardware and software, increased capacity for the data backup system, new data center network switches and virtual server hardware.

The Evergreen Data Center is on a continuous upgrade and replacement cycle. All server hardware and core infrastructure are replaced every four to five years ensuring performance and reliability. All equipment is covered under maintenance plans throughout its life cycle. Annually, the data center facilities systems (cooling, fire suppression, emergency power generation and backup) are reviewed and tested. All these systems are continuously monitored for maintenance and replacement planning.

Moving Forward

As the college looks ahead to the Year 7 self-study, focus remains on improving the holistic experience and success of students, while enhancing and expanding academic opportunities to serve our diverse community. To further the college's goals of continuous improvement, the following areas have been identified and prioritized:

Institutional Effectiveness

- **Strategic Planning:**
One of the college's major undertakings over the past year has been strategic planning. Evergreen's current strategic plan went into effect in 2020 and guides the college through 2026. Progress is well underway for developing a new strategic plan. The current planning process began in Fall 2023, and the Planning Team, guided by the broad participation and feedback from the Evergreen community, developed a draft plan including four new themes. Continuing work on the new plan includes the identification of tactics and metrics to support the implementation and assessment of each, respectively. In Fall 2024, the college intends to finalize and begin to implement the plan and evaluate outcomes.
- **Shared Governance:**
Evergreen's governance structures are intended to provide for inclusive, well-informed decision-making while eschewing rigid structures that inhibit innovation and adaptation. Faculty governance is coordinated by a Faculty Agenda Committee (AC), which facilitates faculty governance meetings where the faculty act as a committee of the whole. Administrative governance is centered on an Executive Leadership Team and a Senior Leadership Team, the latter including representation from the AC and from the Geoduck Student Union. The Board of Trustees invites community representatives from faculty, staff, and student constituencies to participate in board meeting and inform the board's decision-making. In addition, major policy questions are sometimes referred to disappearing task forces (DTFs), which operate via collaboration across divisions and stakeholder groups. Most recently, [two new DTFs](#) came out of negotiations with students around Gaza solidarity: the Investment Policy Disappearing Task Force and the Grant Acceptance Policy Disappearing Task Force.
- **Finance and Enrollment:**
In the Fall 2024 Ad Hoc Report, the college addressed the Commission's recommendation that Evergreen "Continue monitoring and improving its strategic enrollment plan to ensure short term financial health and long-term financial stability and sustainability." The college reports progress in implementing recruitment, student support and curricular initiatives. Evergreen is now seeing sustained and consistent enrollment growth that has reduced the deficit and decreased reliance on reserves. This is viewed as an ongoing iterative effort as the college builds on the progress made.

Continuous Improvement of Student Experience and Learning

- **Growing Academic Programs:**

With a goal of expanding access and opportunities for diverse students as part of the strategy to continue the recent trend of enrollment growth, the college has taken a data-informed approach to adapting and growing current programs and developing new ones – looking at interests of students, regional workforce needs and emerging trends in higher education. In Fall 2023, the Curriculum Plan for Enrollment Growth Committee made recommendations about eight areas of the undergraduate curriculum with the most potential for growth. The committee report has informed faculty hiring priorities in the undergraduate curriculum for the next 3 years. Similarly, the college is looking to expand its graduate programs through a request for proposals process that recognizes the needs and interests of adult learners and new directions in the workforce. Evergreen anticipates adding one or more new graduate programs in the next several years.

- **Student Learning Outcomes:**
To support the direct assessment of student achievement of Evergreen’s [Six Expectations of Student Learning](#), the college established the Six Expectations Assessment of Student Learning (SEAL) instrument. After a pilot in Fall 2023, the instrument was launched for all undergraduate faculty in Fall 2024 and will run through Fall 2025. The college will use the first results from this assessment to help identify equity gaps and to inform programmatic changes to improve student learning outcomes where necessary.
- **Publication of Information:**
Communication to students about the curriculum being offered, the unique learning communities that are built, the modalities with which they can pursue their degree and the policies and practices the college follows is mission critical. Evergreen is engaging in a robust process over the next two years to help clarify curricular structures and academic policies for website updates and the catalog.

Evergreen remains committed to continuous improvement and adaptability. By remaining focused on mission fulfillment and proactively embracing change, the college works to ensure its programs and initiatives are not only effective but impactful. By remaining dedicated to adding value for both students and the community, Evergreen will continue to evolve as an innovative public liberal arts college, emphasizing collaborative, interdisciplinary learning across significant differences.



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