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REPORT TO THE HIGHER COMMISSION
OF THE
NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

EVALUATION COMMITTEE REPORT

THE EVERGREEN STATE COLLEGE

OLYMPIA, WASHINGTON

APRIL 29 to MAY 1, 1974

A confidential report prepared for the Commission
on Higher Schools that represents the
views of the Evaluation Committee

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EVALUATION COMMITTEE

THE EVERGREEN STATE COLLEGE, OLYMPIA, WASHINGTON

April 29 - May 1, 1974

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INTRODUCTION

The Evaluation Committee arrived at Olympia, Washington on Sunday, April 28, 1974. Dr. Kenneth G. Goode, Assistant Vice Chancellor, Administrative Services, University of California, Berkeley, was unable to serve on the Committee as had been planned, due to a death in his family.

Because The Evergreen State College presents an alternative approach to education, President McCann and Vice President and Provost Kormondy were invited to be present for the first part of the organizational meeting which was held at 8:00 p.m. on Sunday evening. The presence of these two institutional representatives was of great assistance in helping the Committee to develop its approach to the accreditation review.

On Monday, April 29th at 9:00 a.m., the Committee met with officers and staff of the College, after which the team members began their individual work of reviewing the institution.

General meetings of the Committee were held at 3:30 p.m. on Monday, April 29th, again on Tuesday, April 30th, and at 9:00 a.m. on Wednesday, May 1st. The general recommendations were voted on and accepted at the latter meeting. At 1:00 p.m. on May 1st, the Committee met with the President, staff and some students of the College to present the general recommendations.

The Committee is most grateful to President McCann and The Evergreen State College Community for their gracious hospitality, their openness and frankness in discussing the various questions raised, and their general cooperation in facilitating the work of the Evaluation Committee.

ADMINISTRATION

Introductory Remarks

The institutional Self-Study prepared by The Evergreen State College was a very clear presentation of the institution as it exists and operates. But the Committee felt that the Study did not sufficiently critique and evaluate the institution and its operations. Further, since each area was prepared by the particular administrator of that area, some parts of the Study are longer than necessary. A better job of editing would have resulted in a more balanced presentation.

The Report of the Disappearing Task Force of April 24, 1974 did provide something of the kind of analysis and critique that would have improved the Self-Study itself. This report pointed out areas that needed further clarification and identified some of the specific problems that merit consideration and attention.

The Committee recognizes that TESC is a new institution -- that many of its founders are still directing its growth and development. Because they set out from the beginning to offer an alternative educational experience, there is an understandable tendency for them to assume something of the role of a crusader for the particular kind of institution they have created. This posture appeared in the Self-Study Report.

Institutional Objectives and Purposes

The statement of general purposes and goals appears to be adequate and to describe accurately and fairly what TESC is doing as an educational institution. The College has been particularly effective in communicating its goals to its members.

By mandate from the State legislature, The Evergreen State College chose to provide an alternative approach to education -- rather than to become "just another State college". It chose to emphasize interdisciplinary programs of study with teams of faculty members learning along with students. It opted to present opportunity for highly individualized and personalized education. To facilitate attainment of these goals, it decided to have no traditional academic departments, no faculty rank, no conventional grading system, and no structure of fixed programs or courses. Rather, all instructors and Deans are listed as members of the faculty. Deans are drawn from the faculty and serve for limited terms before returning to the faculty. Faculty are grouped under the Deans in a different arrangement each year. Administrative tasks are handled by the various Deans who are charged with certain responsibilities (or "desks") each year. Instead of the conventional grading system, each student must write his own evaluation of what he has accomplished and compare it with a similar evaluation written up by his teacher. The coordinated studies programs (interdisciplinary programs) are developed each year by faculty teams, who then meet with interested students who wish to participate. By general policy, no program is to be repeated with the same faculty group in a consecutive year. In addition to the Coordinated Studies, the College offers group or individual contract

programs (which deal with a specific subject matter area) and Cooperative Education Programs, which basically, are internships.

The College has developed its own vocabulary to describe what it is doing. This device is obviously very effective in keeping the entire college community attuned to the goals and objectives of the institution.

A question was raised about the introduction of the so-called "modular" and "group contract" courses -- do such courses mark the beginning of a change from the interdisciplinary emphasis of the College? The response was that these courses were introduced to offer an opportunity for students to explore in depth various areas of interest to them. In addition, and perhaps the primary reason for their introduction, these courses, represent an effort on the part of the College to serve its constituents by making it possible for students to enroll on a part-time basis.

Finances

State support follows the formula common to all other public four year institutions in the State of Washington. A funding level of 2200 students has been set for next year. The institution can exceed this by 5% if necessary.

Originally the institution had been planned to accommodate up to 10,000 or more -- and its growth was projected to be in increments of between 500 and 1000 each year. Initial staff has been set to service around 4000 students. When the new limits were imposed, there had to be substantial staff reductions (by about 50 positions). No faculty cuts were required. But even with this reduction in staff the institution is still not operating at maximum efficient level.

Because its Coordinated Studies Program (the major emphasis of the College), has a student-faculty ratio of 20 to 1, the faculty complement of the College is very well utilized.

The self study indicates that the funds spent for instruction and departmental research represent only 33.5% of the total expenditures for operations. This imbalance simply reflects under-enrollment in fiscal terms and points out the efficiency of the instructional model.

The enrollment problem is complicated by the fact that while applications from in-state students decline, those from out-of-state applicants increase. Acting on at least implied legislative intent, the out-of-state enrollment has been limited to 25% of the total enrollment. For 1974-75, at the time of the visit, this quota had been filled and a waiting list developed. On the other hand, indications were that in-state enrollment may not be sufficient to bring the institution up to the 2200 limit. It would appear that people from outside the State of Washington are more appreciative of the opportunities offered at The Evergreen State College than are residents of the State. Until this is remedied, perhaps consideration could be given to letting TESC enroll more out-of-state students. Certainly this would be a more reasonable alternative to cutting back on faculty and programs.

At the same time, although no definite study has yet been made, it would appear that the out-of-state students drawn to TESC tend to be highly qualified, motivated and from the middle and upper-middle class families. If the institution were to open its doors to more and more of these students, it could rather

easily become a somewhat elitist institution with a national public. Yet as a State institution its primary role is to serve the needs of the citizens of the State. The Administration is aware of these problems.

The internal business operation of the College appears to be excellent. One problem it faces is to translate what Evergreen is doing into report forms required by State and other agencies.

Faculty

The faculty generally is made up of very highly qualified individuals who were especially selected for their commitment to an interdisciplinary approach to learning.

As indicated above, the College has elected to operate without faculty rank, tenure and the traditional departmental structure. All faculty members with the same background and experience are on the same salary scale. The objective of this policy was to foster the interdisciplinary approach to learning by encouraging cooperation through removal of the departmental barriers and the competition for salary and promotion.

After the probationary period, contracts are given for a three-year period, subject to review and reappointment. The Sabbatical leave policy is a very generous one for those who are granted it; the numbers of those who can receive it however, are quite limited.

There appears to have been no problems to date with respect to academic freedom or dismissal without cause.

A plan has been developed by the faculty to be followed in the event it should ever become necessary to reduce the numbers of faculty. The plan provides

that a special task force composed of faculty members will be elected by the faculty. This Committee will review all faculty portfolios and divide the faculty into two categories. The Committee then in consultation with the Deans will decide which faculty in the "second" or lower category are to be eliminated. Criteria for classification is still being developed.

If the College is to retain its special characteristics, it would appear essential that it continue its policy of carefully selecting faculty who are generally sympathetic and committed to the institution's special purposes and objectives. At the same time, as faculty positions become available, attention should be given to maintaining an adequate distribution of faculty from diverse academic areas, so that teams involved in Coordinated Studies programs will be in fact, truly interdisciplinary in their background and expertise; and instructors will be available in the specific subject matter areas for individual and group contracts and modular studies programs.

Administration

The administration is able, dedicated and very competent. There appears to be adequate machinery for communication between all members of the College community. The College operates by design through a "consensus" procedure -- so meetings between administrators and their departments are frequent. Authority is decentralized to a very large extent.

There are few standing committees; rather, extensive use is made of "Disappearing Task Forces" (ad hoc committees) which dissolve when their work is finished. Recently however, there was established a Faculty Forum, which

appears to have some of the characteristics of a standing committee representing a segment of the College.

The rotating deanships present something of a problem that is recognized by the administration. The procedure was designed to break down the usual demarcation between faculty and administration. At the same time, it is recognized that there is need for continuity and a certain experience and expertise for smooth administration. This is an area of potential problems that will merit the continued attention of the College.

Physical Plant

The physical plant is outstanding. All buildings have been constructed within the last four years according to a well developed master plan. Furnishings and equipment are superior. At the last session of the Washington legislature, approval was granted for a \$6.8 million Communications Laboratory building. This will complete the essential facilities and provide space to accommodate up to at least 4000 students. It is anticipated that this latest facility will become operative in January 1977.

As a wholly new institution, equipment was able to be purchased as part of the initial capital investment. There is some concern about the ability of the college to maintain and up-date the equipment in the future from annual operating and capital appropriations.

Affirmative Action Program

The College has developed and is in the process of implementing a well developed policy and program for affirmative action in providing equal employ-

ment opportunity to all citizens.

A new director of the program had been on the job for about 6 weeks at the time of the visit. Although the document was largely developed prior to the director's arrival, she considers it to be a very satisfactory and workable statement. It is hoped that the program can be implemented through close work with the Deans, Provost and the personnel director. In addition, plans are underway for various workshops to be held for the members of the Evergreen Community to familiarize them with the program and sensitize them to the responsibilities for its implementation.

A Non-White Coalition has been formed by students with faculty and staff involvement representing the Black, Asian American, Chicano and Native American cultures and traditions. This group has an executive secretary who reports directly to the President. While this direct access to the President is laudable, at the same time it would appear that a more direct tie to the existing operational structure of the College would be very desirable, and should be explored.

LIBRARY AND COMMUNICATIONS

Aptly characterized as the "Library Group" to indicate the extensive breadth of educational holdings, this facility is a superior asset to the College.

In brief, the Library Group, is a well-integrated treasure trove of conventional library materials and tapes, films, slides and other audio and graphic creations. Brave in concept, spacious, conspicuously well-supplied with modern equipment and furnishings and rich in resources, the quarters and services are widely appreciated by students and faculty.

At the same time, the personnel who operate the Library Group have had nothing better than bittersweet experiences in their work.

The Administration, and the Library Group staff, are to be highly commended for the almost incredible accomplishments -- philosophically, academically, physically and financially that have been achieved in such a short period of time, especially under conditions made difficult by limited staff.

On every hand, there is evidence of total commitment to the Evergreen goal. There is evidence of dedicated professional conduct and performance. There is little or no evidence of picayune complaining that might well be expected in such demanding circumstances.

The facilities are efficiently utilized. Media equipment is adequate for the present needs and program concepts and is used at nearly maximum availability.

Cooperative working arrangements with the Washington State Library, utilizing personnel, materials, equipment, facilities and expertise is an outstanding

feature of the Evergreen concept for providing services to students and faculty. This arrangement eliminates duplication of services at a distinct saving to the State.

Observations

There are some areas of the total Library Group Program which are currently causing concern, and to which attention should be directed. Many of these problems have already been identified by DTF's, but they warrant mention in this report:

1. Lack of adequate staff to complete tasks and thus function efficiently.
2. Lack of faculty status and recognition of the professional Library staff.
3. Lack of communication with faculty and administration concerning curricular and program needs.
4. Need for improved communication between Library Staff and central administration. There could be more empathy on both sides and more willingness to work within restraints. The first session, built around the Feb. 11, 1974 memorandum, seems to have been an admirable start toward improved communications; it may well be the avenue to successful solution of many of the problems.
5. The tendency of the Library staff to attempt to do too many things for students and faculty; -- some of the services provided could be identified as "luxury" services at the present stage of the College's development. When faculty and student demands continue to increase steadily and staff remains the same or decreases, it seems obvious that some services must be curtailed.

The Self-Study chapter on the Library Group is an outstanding example of a comprehensive report laced with cogent details, significant statistics and knowledgeable commentary. No good purpose would be served here in testing the basic statements in the Self-Study against observations by the members of the accreditation team, for the excellent physical facilities and extensive educational re-

sources are obvious even to the most superficial examiner.

It is appropriate, however, to report on a closer sampling of the materials available to students and faculty. There are no apparent weaknesses in holdings of books, periodicals, documents, maps, art prints, slides, tapes, etc. All of the substantial bibliographical tools, including indexes and abstract services are here. An adequate collection of basic reference books is readily available to students and faculty. In addition, there is ample evidence that the materials selection process is working well despite a need for additional lead time. For example, the library has the "Pollution Control Guide," a cumulative index issued by Commerce Clearing House. Similarly, the "Environmental Reporter" of the Bureau of National Affairs is here.

Selectors have demonstrated good judgment in taking advantage of the availability of reference works on film or tapes when these are obviously advantageous over book-format materials. For example (and again showing response to definite curricular needs), the library has the "Envirofiche Index" and the microfiche files of the publications indexed.

The Library does appear to be somewhat weak in obtaining and processing promptly outstanding new books. For example, in checking the published list of "Notable Books of 1973," it was revealed that the library had obtained fewer than half of the titles, and a number of these were not yet available to readers because of slow processing.

In the early years of the existence of the Library Group within the infant College, much emphasis has been placed on the acquisition of educational resources -- properly so. Yet the time is approaching when better processing must be accomplished to assure convenient access to these materials.

Recommendations

1. DTF recommendations (Library) should be implemented as quickly as possible.
2. Steps should be taken to grant faculty status to Library staff members who are qualified.
3. In view of current staff and budget limitations, Library staff should re-assess objectives in terms of short-range and long-range completion possibilities, and establish immediate priorities. Suggest PERT approach.
4. Staff should suggest, after re-assessment above, an orderly and feasible short-term curtailment of certain activities, in order to reach urgent objectives.
 - a) Perhaps postpone slide duplication.
 - b) Perhaps, after consultation with appropriate faculty and student representatives, consider possibility of closing off services one day per week, or one week per month (or whatever available arrangement) in order to eliminate backlog.
 - c) Consider re-deployment of available staff, during these "closed" periods, to urgent tasks which have finite time lines.
5. All of above require hard-line management approach, and utilization of management skills. New Dean should be aware of need for this kind of approach.
6. Professional Library and Media staff be actively and continuously involved in curriculum planning, on both short and long-term curriculum objectives.

ACADEMIC PROGRAMS

Instead of discipline-oriented departments and traditional majors, The Evergreen State College, offers its educational opportunity in the following ways:

1. Coordinated Studies (Interdisciplinary programs of study)
 - A. Basic
 - B. Advanced
- II. Contract Studies
 - A. Group Contracts
 - B. Individual Contracts
- III. Cooperative Education
- IV. Modular Studies (a standard, subject matter course)

In evaluating the various kinds of studies available at TESC, the Committee had of necessity to select from the various programs offered, since time did not permit a review of every program. Further, because of the nature of the study modes, the evaluations dealt with units which on traditional campuses would be considered individual classes, and normally in an evaluation report would not be singled out for consideration. In taking this approach, it was not the intention of the Committee to compare one "class" with another, but rather to review the mode itself and to evaluate the opportunity it provided for learning.

The Committee reviewed in some detail the following:

- I. Coordinated Studies:
 - A. Basic:
 1. Matter of Survival
 2. Nature of Society
 3. Individual in Contemporary Society
 4. Democracy and Tyranny
 5. Native American Studies
 6. Portals

B. Advanced:

1. The Ecology of Pollution
2. Matter and Motion
3. Freud and Jung: An Approach to the Humanities
Form and Function: (a basic coordinated study)

II. Contract Studies:

Introduction

A. Group Contracts:

1. Molecular Biology
2. The Evergreen Environment
3. Architecture of Matter

B. Individual Contracts:

1. Microbiology

III. Cooperative Education

IV. Modular Studies

A. BASIC

1. Matter of Survival: A program that underwent several changes between its conception and its actual beginning in the Fall of 1973. Unfortunately for a committee visit, only one of the faculty involved and few of the students were able to be in residence during our time in Olympia.

The program as it developed included less of science and more of cultural studies than originally planned or than announced in the 1973-74 catalogue supplement. There were faculty changes and a change in level of students to whom the program was addressed. It is, therefore, probably not surprising that there has been significant attrition from this program during the year (around 35 per cent).

The facilities that support this program probably are adequate to the objectives as they now are understood. One group of students is in Mexico; another was on a field trip to the Olympic Peninsula. These field trips sound most promising. The third group of students was using a College organic farm and laboratory facilities.

The staff with whom we were able to visit is well-trained and adequate to the program objectives. The few students available to us were involved in routine laboratory procedure in systematic botany. The quality of the work done was judged to be at least on a par with comparable scientific work at other higher institutions.

This program could not be adequately evaluated through no fault of the Evergreen faculty or students. On the basis of our limited visit, we feel the program may have suffered from changes made after the publication of the catalogue supplement. This problem might have been compensated for by a more active advisement program.

2. Nature and Society

Nature and Society is an example of Coordinated Studies at the Basic level. It represents a serious, cooperative effort by natural and social scientists to combine substantive study for beginning students in their respective areas with a shared consideration of the interplay between science and social processes. The Program includes common readings and lectures, small seminars, and special modules in disciplinary fields.

In our judgment, the faculty to whom we talked seemed intellectually competent and imaginative, thoughtful about teaching processes, and informed about

students' individual learning. They are active in creating and revising new teaching materials in the Program area. Several faculty members, we learned, had encouraged students to collect and edit an anthology of readings in the Program subject, which has attracted the interest of a commercial book-publisher.

Student morale in the Program seemed high and there appears to be a large amount of group-generated motivation to keep up with assignments. The Program is considered by students and faculty with whom we talked to be among the sound and successful Basic offerings of the current year. Unfortunately, at the time of this visitation, when teaching in the Program is largely split up into more specialized learning modules and seminars, it was difficult to assess in detail the success with which disparate disciplines are being integrated. In general, however, our judgment of the study materials, the student self-evaluations, and the faculty competences in the Program support the judgment of its worth. One problem to be avoided in the future, if possible, was the need to have a faculty member present a module in a scientific area outside his area of professional training. Although teachers in the Program seemed to function adequately in subjects outside their own areas, especially in considering interdisciplinary questions, it would seem desirable if, on occasion, there could be participation by faculty with pertinent expertise not represented on the team.

3. Individual in Contemporary Society

Committee members had very little chance to observe classes or talk with faculty and student in this Program, which is a Coordinated Studies effort at the

the Basic level. On brief exposure, however, the Program appears to have the virtues of rich internal diversity and opportunities for students to work with individual faculty members in a variety of special-interest seminars and community projects. Students with whom we talked seemed actively interested in their work, confident of faculty competence and assistance, and able to offer constructive criticisms of their Program and College experience. In one seminar, students dealt thoughtfully with ideas, values, and feelings in rather subtle combinations, and seemed able to connect abstract concepts with their personal lives rather well. Student-faculty relations seemed warm and relaxed, but centered on students' education. Student interest and initiative in the Program's Energy Crisis project also seemed high, and the Project's achievement of group cooperation in research on a major community problem seems to have been remarkable. However, our brief review suggests that the internal coherence of this broad and diverse Program may be near the minimum that a Coordinated Studies group might wish to adopt, and students may not have received a great deal of help in interrelating the different themes emphasized by the Program's cooperating faculty members.

4. Democracy and Tyranny

An effective, impressive program based on the classic style of important, vital or "great" books, and reinforced by the elaborate evaluative processes characteristic of TESC. The faculty participants have focused study on the contemporaneity of Ancient Greece (especially Athens) and the United States, climaxing in careful thought about Plato's Republic. The study carries all participants from

the primitive origins of classical Greece through political development, artistic expression, expansion overseas, and consideration for such concepts as "justice." The students resoundingly involve themselves, and the faculty respond. They are all intellectual colleagues, rigorously analyzing concepts but also savoring the beauty and aptness of ideas. The faculty have created a careful balance of seminars, lectures and tutorials. The study has apparently bred a healthy respect for past, present and future -- for the continuity of human values.

"Democracy and Tyranny" seem to be a program which conforms to the College's ideal for Coordinated Studies: with adequate detail the faculty proposed it in the spring of 1973; students understood its components and made the choice early; the program suffered no major short-circuit during the academic year; the students experienced a significant general education in a style which is classic but unusual, though not unique, in U. S. higher education today.

Coordinated Studies are probably the strongest components of TESC's educational program; "Democracy and Tyranny" is one of the more commendable of the Coordinated Studies.

5. Native American Studies

The program has developed heavily on experiential studies away from the campus. Exclusively Native American now in faculty and students, the continuing program in 1974-75 will be open to white students and have a new director. The seventy-plus students have been

attracted to TESC because of the possibilities of an autonomous program which allows Native Americans in the academic community to co-exist with white on equal terms. Some fear a loss of momentum in the program if it is open to whites.

The coordinator of Native American Studies maintains in her office a small, open collection of books on Native Americans, sociology, social work and community development. Also, runs of tribal newspapers are on a table and easily accessible.

The program now seems to have an unusually high proportion of older women students, supports a small proportion of its students on campus, and expects to turn even more to cooperative studies (internships). It is also encouraging its students to "challenge" courses for credit, even to the point of challenging the bulk of units required for a degree. The College will obviously have to study the intellectual and academic issues carefully, and respond with full knowledge of the precedents which would be established.

Of all ethnic studies possibilities, Native American Studies followed by Black Studies seem most feasible for TESC because of the proximity of the Olympic Peninsula tribes and possible interest among Tacoma blacks. Strong bases for Chicano or Asian-American Studies seem unlikely; an occasional Coordinated Studies program in Jewish Studies would be likely, as suggested by two students.

The Native American Studies program raises some crucial issues for TESC: how autonomous may Coordinated Studies be? Is the College a catalyst or a structural convenience? Are there commonly shared and mutually respected intellectual concepts? And concepts of learning? Will white and minority students genuinely learn from one another, or will each group be physically, emotionally and intellectually separate?

6. Portals

It is the Committee's opinion that the PORTALS program epitomizes the Evergreen "climate": recognition of a need, and a willingness to try to meet that need. In the words of one of the PORTALS members, ". . . everyone experiences 'Evergreen Shock'. . . we're the people and the program doing something to help . . ."

There is evidence on the part of faculty and students that PORTALS means

commitment
caring
doing
helping
experiencing
learning

It is obvious that meaningful and worthwhile learning experiences are taking place, for both faculty and staff. This program gained adherents as the semester progressed. Discussion with this group was open, candid, invigorating, and friendly. One left with the impression that there was a group whose perceptions of problems and ways to cope with them -- was keen, insightful, incisive, and productive. And perhaps, as with other things at Evergreen, most enthusiastic.

B. ADVANCED

1. The Ecology of Pollution: an advanced coordinated study program that is actually as close to being a group contract (e.g., essentially a research-oriented learning experience) as a coordinated study. The program is essentially as described in the 1973-74 catalogue supplement. It is nearing the end of the first year of a two-year term.

The budget of this program has not been adequate to provide the reagents and other supplies needed to do all the analytical work the group hopes to do. External assistance in the form of grants has been sought but not yet found. The program on the scale presently attempted may be a more ambitious undertaking than is possible without such aid from research funds, and future attempts to offer this large a research effort should be considered in this light.

The supporting physical facilities and equipment for natural science programs have been described elsewhere as superb. Worthy of mention in connection with this program are gas chromatography, nuclear magnetic resonance, atomic absorption spectroscopy, UV spectroscopy (all with in-lab computer output), and more conventional equipment.

The instructional staff consists of two Ph.D. scientists (Biologist and Chemist) with combined experience of 19 years. They are superbly trained and dedicated.

Research -- The program includes research in two areas: Tussock moth infestations in areas of eastern Washington (and related regulatory measures) and environmental quality in Puget Sound. Through these programs the students have become involved in the "wide spectrum of disciplines" mentioned in the course description in the catalogue supplement. One paper has already come out of the Tussock moth study. The second year of the program will be devoted to individual research projects by the students.

Students: a sample of the 35 students showed them to be completely involved in the program and fully conversant with all aspects of the work. Here as elsewhere at Evergreen, we were impressed by the fact that students had reached

a level of proficiency that is at least on a par with graduates of other institutions. This seems to have been accomplished without any loss of breadth. The science students are articulate and unusually aware of what is happening in other programs on campus.

2. Matter and Motion

The Cooperative Study entitled Matter and Motion afforded an opportunity to view science education at the intermediate level. The level of work appears to range from what, in a conventional college, would be appropriate for sophomore and junior level students. In the Evergreen setting this range of level seems perfectly acceptable; class faculty guidance, flexibility in choice of special options, and availability of special learning resources would make it appear that students can readily make a transition to more advanced science studies at the College. For those students who must transfer schools some careful thought must be given to spelling out the equivalent levels of attainment. The program has retained the character and concept described in the 1973-74 catalogue supplement although two staff members (a physical chemist and a biologist) have been added since the program was originally outlined. The additions have enriched rather than altered the stated objectives.

This program has an operating budget that is considered adequate to generous by the staff. The budget was prepared by the program coordinator and approved by the appropriate Dean (who happens also to be a member of the staff of this group). Expenditures are controlled by the program coordinator who is assisted in this regard by competent staff help in the office of the Dean. The fiscal procedures are adequate and efficient.

The physical facilities and equipment supporting this program are, frankly, superb. The laboratory building, the facilities of which are available to this as well as any other program having need of them, is only slightly more than a year old. It is very well conceived, of excellent design (combining efficient operation with aesthetically pleasant surroundings), well built, and beautifully maintained. The equipment is of the best research quality, there is plenty of it, it is well maintained and maximally available to students who are assisted in its use by a fine, self-instruction center located within the laboratory building. While it by no means exhausts the list of available equipment, items worthy of mention include spectrophotometers (including UV), gas chromatographs, nuclear magnetic resonance equipment, in-lab computer systems, a scanning electron microscope, and other items. The principal shortages seem to be in small, inexpensive things such as individual heating mantles -- but even here the lab is adequately furnished.

A lab addition which is due to be completed in the fall 1975 will only add to support facilities already among the best in the nation.

Library resources -- see general section.

The instructional staff includes a mathematician, a physical chemist, a biochemist, a physicist and a biologist. Each holds the Ph.D. degree, and the minimum academic experience of any member of the group is nine years. The competence and dedication of the group is judged to be excellent.

A sample of the students in the Matter and Motion program indicates that they are articulate, highly motivated and in terms of knowledge -- at least on a par with the best undergraduates in physical science programs in other colleges

in the region. Student morale and enthusiasm is impressive. This attitude extends to the interdisciplinary nature of the program. Students seem aware and convinced of the interdependence of the several traditional scientific disciplines. At the same time there appears to be no sense of ambiguity about the special concerns and methodologies of the special disciplines. Although a problem was encountered in this program in terms of heavy attrition from the 1st quarter, the flexibility inherent in the Evergreen system in providing individual options apparently has prevented any large scale damage being done to any student's educational career. However, it may be wise to minimize perturbations of this sort, through careful advising and screening.

3. Freud and Jung: and Form and Function:

An examination was made of the Coordinated Studies programs entitled "Freud and Jung: An Approach to the Humanities" and "Form and Function: A Creative Approach to the Investigation of Problems Common to Science and Art." In both cases the titles were found to be descriptively exact. The objectives of each program were clearly stated, and were relevant to the overall statement of objectives of the institution. The evaluators concluded that there was indeed evidence that the objectives were being achieved, as seen in student work.

Financial support of the programs appears to be quite adequate, and the physical facilities leave nothing to be desired. The library and media support for the programs is also quite adequate.

The educational programs themselves are highly imaginative and creative. These are richly conceived interdisciplinary programs, wide-ranging, flexible,

with considerable depth, and great provision for individual interests and differences on the part of the students. Continuous evaluation is built into the programs in such a way that students are constantly evaluating their own efforts, as well as those of the faculty; while faculty are engaged in not only evaluating student efforts, but their own as well. The evaluations of students are each supported by a portfolio containing student work, so that the student's progress and achievement can be traced in terms of concrete evidence.

The instructional staff of the programs cannot be too highly praised. These are obviously carefully selected individuals. Their interest, concern, and enthusiasm for their teaching and their students was apparent. The instructional staff with whom we had contact had obviously mastered the difficult art of melding their original disciplinary expertise into an overriding and genuinely interdisciplinary approach to the topics under consideration. The relations between faculty and students struck the evaluators as delightful: natural, open, honest.

The students in these programs were deeply involved in their work, and very much involved in their own learning, in a way which is really rather rare in more traditional institutions. Indeed, it appeared to the evaluators that it would be more correct to characterize them as "junior colleagues" of the faculty, deeply involved in the planning and the outcomes, as well as in the actual studies themselves.

All in all, we conclude that these are sound and viable academic programs.

INDIVIDUAL CONTRACTED STUDIES

The Individual Contracted Studies program allows students, under guidance, to pursue their own academic concerns and interests in such ways as to acquire the desired knowledge and skills through modes of learning which are most congenial to the individual, and which are designed to achieve the individual's own academic and career goals. It is a form of essentially independent study, checked, on the one hand, by expert faculty supervision -- so that students are not allowed to wander off into the inane blue -- and buttressed, on the other hand, by a wide and rich variety of institutional resources: computers, laboratories, videotape, etc., which are easily available.

Contracts reviewed give evidence of careful planning and design. Standards are high. Work is substantive, and achievement is attested to by the student portfolios bearing examples of the fruits of the student's labors, as well as by student self-evaluations and faculty evaluations. The student self-evaluations reveal a high degree of both candor and conscientiousness, which we felt to be unusual. Indeed, the students tended to be more exacting of themselves than were the faculty. This is not to be taken as an implication that faculty standards are inadequate -- they certainly are not. The faculty standards are sound, fair, and realistic. Also mature, of course. It is, apparently, simply a matter of student standards tending to be unrealistically high, so that they expect more of themselves than is possible. This is not, in itself, necessarily a bad thing. But there are a significant number of students on the campus who carry a, perhaps, unnecessary burden of guilt feelings as a result of their own imagined inadequacies.

COOPERATIVE EDUCATION INTERNSHIPS

Without looking at the institution's entire spectrum of regular internships, we were, nevertheless, pleased to discover that it was possible for students to "invent" and develop their own internship programs in ways which the institution had not anticipated, but was quick to support. Illustrative is the example of a student interested in museum work who took the initiative of making contact with a local museum, found a willingness to cooperate on the part of museum officials, and then arranged with college officials for the implementation necessary to a program of study. The result will be -- arrangements have already been made -- a new and burgeoning career in a relatively little-known field for a student whose interests and aptitudes would probably have been rather poorly served in the average traditional type of institution. Most admirable.

We were also privileged to sit in on some faculty-student conferences dealing with the experiences of student interns and were most impressed by the meticulous thoroughness with which the student experiences were examined and analyzed. The students had kept detailed diaries of their experiences -- in these cases as student teachers in the public schools. The student read his/her account of each individual event to the faculty member and then underwent a type of socratic questioning as to why the pupils had done this or that, why the student had reacted in one way or another, what underlying meanings or alternatives there were in each instance, etc. The end result was that the student was led to clarifying insights about the events and experiences in such a way as to enhance both personal and professional growth. It was done beautifully and naturally, and we cannot commend too highly the value of this type of personal approach.

II. Contract Studies

Introduction

TESC is only on the thresh-hold of its educational program beyond Coordinated Studies. Group Contracts, for instance, may be small-scale coordinated (interdisciplinary) studies supervised by a single faculty or, in one instance observed, by two. Likewise, Group Contracts may be intense, advanced disciplinary-based study resembling upper division or even graduate study in a university department.

Likewise, Individual Contracts (essentially tutorial arrangements between a single faculty member and a student) may be interdisciplinary or disciplinary. Similar Individual Contracts in a given quarter may in fact develop into a seminar differing hardly at all from the Group Contract.

Rightfully, TESC is flexible about Contract Studies. They may be closely associated with Coordinated Studies, or may be far more advanced. A sharp definition and administrative delineation would be pointless, and dispel the intellectual and academic strength of the College.

However, the College has not yet achieved a balance of Coordinated Studies (largely general education of the very best sort) on the one hand, and advanced study on the other. Some students and faculty voiced the need for more curricular planning to support "advanced" study, which presumably would be based on Contract Studies. Careful thought and planning are important for advanced studies because students must have some assurance what they will find available as juniors and seniors, and because the expansion of advanced studies must not do anything to weaken Coordinated Studies, one of the finest and most effective educational patterns in the nation.

II. (A) Group Contracts

1. Molecular Biology: An advanced group contract that combines aspects of advanced courses in biochemistry and research in molecular biology. The students, some of whom entered the program with relatively little background in chemistry, have advanced through the year to the point of individual projects. We detected some variation in present levels of competence. The upper level was easily on a par with graduate students of our acquaintance.

The staff is superbly competent and includes, in addition to one faculty member, her two, employed research assistants. The course meets in a laboratory that houses an NIH research grant and benefits from this association. The students are learning science as an inquiry into real problems of significance. The equipment used in this program includes, in addition to that normal to biochemical laboratories, an ultra-centrifuge, equipped for UV absorption and with direct read out to an in-lab computer, one of two such instruments available in the United States.

2. The Evergreen Environment: Students in this program are involved in a year-long ecological study of their local environment. In the laboratory they were working on problems on a level judged to be undergraduate upper-division, but with the exception noted everywhere at Evergreen that these students were working independently. In this program as elsewhere, individual motivation was high.

3. Architecture of Matter

The cluster of contracts entitled "Architecture of Matter" was examined as an example of advanced work in the physical sciences. Particularly impressive was the flexibility of scheduling which permits easy coordination between classroom

and laboratory work. In addition, because of the large blocks of time committed by both students and faculty to the program, the barriers between the subdivisions in physics seem to be readily surmounted.

The laboratory equipment which is available is superb, well maintained, and adequately housed. The high caliber of the equipment, while of inestimable value in making possible a large number of important laboratory experiences, also carried with it a certain number of dangers and limitations which the Committee feels it is wise to keep in mind. Lack of experience with simpler and more expendable types of equipment might encourage a "black box" attitude toward equipment and suppress development of any talent for "string and sealing-wax" approaches to experiment which still play an important role in scientific work.

Moreover valuable equipment is often too delicate to be repaired or adjusted by students and faculty, which constrains, to some degree, the instrumentation experience which can be an important component of science education. On this score, however, the College is to be commended for its foresight in hiring a full-time technician to work with equipment.

(B) Individual Contracts

1. Microbiology: A small sample of students working on individual contracts in Microbiology indicated diverse levels of competence. An encouraging aspect of this was the obvious assistance the more advanced student was giving to the less experienced. Here as elsewhere at Evergreen, students accepted not only responsibility for their own learning but for helping others.

We noted some feeling on the part of faculty members that contracts are inadequately funded, although the Dean has a budget for contract studies. It is part of the Evergreen program that all equipment is available to whatever program in which it is needed, thus, the equipment that supports individual contracts is excellent.

III. Cooperative Education

Student internships make a major contribution to the academic programs at Evergreen. The great strength of "cooperative education" at the College is its acceptance by faculty members as one integral, worthwhile part of students' education. The College's Office of Cooperative Education seems active and well-organized. It attempts to work closely with faculty in giving students combined academic and practical experiences, which serve both intellectual and vocational purposes. There is substantial variety and flexibility in the internships offered: They include both public and private agencies, full-time and part-time internships, paid and unpaid work, group and individual arrangements, and nearby and distant locations, which are adaptable to the varying needs of students and the recommendations of their faculty sponsors. OCE's small staff seems knowledgeable and experienced in working with agencies accepting student interns, and determined to continue building communication between students' field supervisors and the campus community. Commendable efforts of this kind already are made through on-campus workshops each year at which field supervisors learn more about the College and make suggestions for improving the Cooperative Education program.

STUDENT SERVICES

In the coming years, it is planned to encourage increased direct contact between faculty members and field supervisors in the negotiation of students' internship arrangements. Because of the time-pressures on faculty and on OCE staff, and the high demand for student internships, a major challenge to the College will be to maintain enough contact with students and employers in the field to assure that internships remain tangibly related to the other parts of students' educational experience.

IV. Modular Studies

TESC has added Modular Studies only in 1973-74. A Modular Study course is recognizable to anyone as a predictable academic unit, the relatively standard quarter course. The College makes use of Modular Study to fill in essentials for a specific group of students, and to make it possible for townspeople to enroll in a manageable academic unit.

For the fundamental educational goals of the College, the Modular Study course may "lubricate" the curriculum for some students. The courses can do for certain students what Coordinated, Contract and Cooperative Studies cannot do. Yet, the faculty and College have no obligation to continue a modular course beyond its immediate utility.

The utility of such a conventional, but self-destructive, device is obvious, but modular courses could undermine Coordinated and Contract Studies if faculty fall into a habit of "offering" a modular course once a year, or what-have-you. It seems important for administrators to keep an eye on faculty energies going into modular courses, and for all concerned to have a well-defined purpose and an immediate motivating clientele among the students.

The Dean of Student Services was a member of the original planning group for Evergreen College. The organization and personnel that has developed as a part of the Evergreen experiment shares with the academic the creativity, imagination, and sense of always "becoming" that has resulted in the uniqueness of the College. The Committee must commend all those who have contributed to the very excellent program that exists.

The five-year plan for Student Services which has just been drafted and is now being widely circulated for reactions, speaks to all phases of services and is sensitive to improvements needed, unmet challenges which were not predicted and proposes significant means by which its human potentials may be more effective. The Committee strongly supports the basic proposals in the five-year plan.

The development of a large and strong student staff in Student Services is unusual and exciting in its implications for not only more sensitive service and planning but also for individual learning. Paraprofessionals in Counseling, Financial Aid and Placement, technicians in Gynecology, programmers in recreation, aids in security work and fire control, administrative assistants and others are being trained either by volunteering as full paid staff or through group and individual contracts. They perform a major part of the work to be done and are a constant resource for directing professional energies directly to student needs and interests.

All student services -- from Campus Security to Recreation and Campus Activities are more intimately related to the academic world of the college than is usually the case.

Both student and professional staff are related as learners and teachers, the faculty is provided workshop opportunities in small group processes when desired. Most services are available to staff and faculty as well as students. Representation on DTFs frequent. Much remains to be done however, and there are plans for growth in this area.

The administrative assignment of some student services may need to be reviewed. Recreation and Student Activities, Housing, Campus Security, particularly appear to feel artificially separated from the leadership and main stream of the area identified as Student Services. Both they and Student Services make conscious efforts to relate and consult one another but do not have ready access daily to spontaneous, mutual stimulation.

The Committee has experienced its review of Student Services and students at Evergreen as a refreshing, exciting learning. It has few if any criticisms to make. The following observations are made in the hope they lend support to plans and intentions already in existence or may help in setting priorities for action.

The most urgent needs expressed by a group of students, were those of the Non-White Students Coalition. What follows is an analysis of the opinions expressed by those members of the Coalition who participated in the discussion with the Committee:

1. Selected recruitment of white, middle-class, bright, intellectually motivated and prepared students. Random recruitment of non-white minorities without regard to the above requirements. Consequently they find themselves inadequate, out-of-place, potential failures, hurt, and angry -- without hope of real success.
2. Few if any academic resources for building relevant diverse cultural content in their academic work. They do not have the skills to build an "academic program" and find the "white faculty" unable to help them in a significant way.

3. Late recruitment of non-white students results in poor or no orientation to the academic system. It also results in their taking "left over" unskilled jobs in work-study. (This reinforces their self image of being inferior . . . etc.)
4. They experience the college as having little commitment to preparing them for success even though they have encouraged their enrollment knowing their lack of preparation compared to that of the white student they select.
5. The lack of significant non-white faculty and administrative staff is not only a handicap to them personally but also deprives the college of a critical enrichment.

There are persons in Student Services who are aware of and responsive to these students. Particular appreciation was expressed for the Financial Aids office. The Dean of Students and the Director of Housing have tried to initiate some action on the problems.

Social Space -- It is generally agreed by the students interviewed that the educational experience at Evergreen was demanding and deeply involving. Their social needs were being met largely through academics. For those who live on campus and are without transportation, how to relax becomes a problem. A suggestion was made that some social space in the residence halls would reduce loneliness and provide some short time, immediate relaxation.

Registrar -- The registrar is concerned with the need for institutional research particularly with the kind of data that will assist in identifying students' academic patterns and in planning for faculty assignments and redistribution of teaching energies as student patterns shift. He is also concerned about the lack of criteria as to the content of the student evaluations. His recommendation that a DTF consider this problem is supported by the Committee.

Orientation -- The students interviewed who had entered the College after the Fall opening spoke of being overwhelmed, confused, and frustrated. They recommend a formal orientation to the system and some planning for their academic work that allows them to put a program together that represents more than "what is left over."

Many references were made by students of the Evergreen "cultural shock." The student services staff is developing plans for improved Orientation of all students which will hopefully respond differently to the needs of diverse students. The Committee feels that such plans should be supported and implemented as soon as possible.

Health Services -- The student Health Services is oriented toward preventive health education. It has been working with the Olympia Community for medical referral services and financial assistance for medical costs. A health insurance program is available to students. It is recognized that all student illness needs are not fully met by these provisions. Priority however is on educating the person about his or her body and its care. The women's clinic, administered and staffed by students under medical guidance is an excellent example of preventive health care and of learning by doing careful creative work guided by expert supervision.

Counseling Center -- The Counseling Center has not been oriented toward long term psychological treatment and psychiatric illness. Developmental problems, career guidance, decision-making, and academic advising have been of major concern. An adequate professional staff is available. Student paraprofessionals have been trained to perform in-take and counseling responsibilities. Increasing

requests for academic advising and career guidance are occurring. As the Center has established Olympia Community contacts it has become apparent that long term or crisis psychological treatment resources are limited. A request for a clinical psychologist to be added to the staff is being made. The Committee feels very serious consideration should be given to it.

Research and Grants -- The area of Research and Grants, somewhat misplaced in the student services area in the College Self-Study, is however closely tied to the central concept of Evergreen that the student and his education are primary and inseparable. The College policy is to encourage only that research which provides for the students' learning projects as defined and requested by him. Research projects have developed around students' interest in local Community problems, specific group and individual contracts. This year three students were granted federal funding for specific individual projects. Local community funding has also been supplied to student projects.

CONCLUSION AND RECOMMENDATIONS

It is clear to this Committee that The Evergreen State College is a major asset to the higher education of young people in the State of Washington.

The Committee found a number of things about the College which deserve special commendation. Here are a few:

-- The spirit and morale of both faculty and students at Evergreen are surprisingly high, even for a new and innovative College.

-- Evergreen students seem to be unusually busy, interested, and personally involved in their own learning. In our many discussions with groups and individuals, we found students open, articulate, and generally enthusiastic about their College and the education they are receiving. In classes, we observed a high level of student engagement with intellectual issues and principles, and a refreshing absence of the "academic games" common among undergraduates at many institutions. The College's ways of emphasizing students' responsibility for their own learning appear to have evoked authentic self-motivation in most students whom we met or observed.

-- Combinations of lectures, readings, small-group discussions, individual tutorials, field internships, laboratory experiences, group projects, learning contracts, and other devices are used with unusual creativity and purposiveness by Evergreen faculty and students. As a result, students seem to learn important skills of analysis, criticism, and cooperative educational planning early in their Evergreen careers.

-- Faculty-student relations at Evergreen are remarkably open, friendly, and direct, yet they seem to be focused largely on the content and process of students' learning. By general faculty account, the overall structure and those of the College strongly support dedicated teaching and continued faculty learning. Areas of professional expertise are recognized and used, but a high value also is placed on continuing faculty intellectual growth, through both specialized and interdisciplinary projects shared with students and faculty colleagues. The College-wide organization for intensive faculty-student contact seems to allow a very effective use of teaching time, and to encourage academic advising relationships that probably are rivalled on very few public campuses.

-- The Committee was impressed by the high intellectual caliber, imagination, and personal commitments to teaching of the faculty members with whom we talked. These faculty traits fit well the declared goals and philosophy of the College. They are vital to the intellectual worth and excitement of Evergreen's innovative teaching, and to the success of its system, which charges faculty/student groups with large areas of freedom and responsibility.

-- We also found at Evergreen an unusually serious emphasis on thorough evaluation of each year's educational programs. Faculty, students, and administration participate in openly planned, new educational ventures and in the periodic assessment of their results to a degree unknown at most colleges.

-- We found the physical condition of Evergreen's campus clean, cheerful, and well-kept, a compliment to the College community's respect for its environs and to the effectiveness of its maintenance staff. Student and faculty comments suggest that helpfulness and competence are typical of the College's clerical and secretarial staff as well.

Recommendations:

1. The College's emphasis on flexibility and change requires continuous decision-making about education programs that depends for its effectiveness on:
a) accurate information about students and their needs and b) adequate analysis of trends in such matters as student attendance, programs, intellectual growth, and the utilization in the post-college years of skills and abilities gained during the Evergreen years. It is recommended that a centrally established institutional research effort systematically collect such data and make such analyses.
2. The Committee recommends that ways be sought to involve the professional library staff, the computer services staff and the instructional media personnel in planning of the academic programs to be offered.
3. The Committee has noted that faculty and supporting media staff may have inadequate time for planning the academic programs of following years. Procedures that assure the availability of planning time may increase the precision of program descriptions in catalogue supplements and provide more lead time for library and other media staffs to obtain supporting materials, and the Committee recommends consideration of adopting such procedures.
4. In distributing faculty resources among the various instructional activities required by the College's curriculum -- coordinated studies teams, contract work, projects in cooperative education and the modular courses -- administrators are cautioned against solutions based on mere expediency when larger issues may be at stake. It is recommended therefore that periodic reviews be made, analyzing

the distribution of faculty in the light of team needs in coordinated studies, the needs of students for advanced study on special problems or for the mastery of certain prerequisite skills and the like. Insofar as possible, there should be a representative group of faculty skills available in the several modes of instruction.

5. While recognizing that faculty, students and administrators develop the curricular program, especially Coordinated Studies Programs, for any given year by an elaborate process of proposal, review and negotiation, we recommend that the Deans of TESC consider one further step. Some faculty and students have expressed concern that they do not know why the Deans choose which programs will be offered the following year. We suggest that the Deans might discuss with faculty and students the reasons for their decisions. Otherwise, faculty and student concern for the "remoteness" of such decisions might feed suspicions which are uncharacteristic of the TESC situation.

6. The Committee finds Evergreen's system of evaluating student achievement both viable and appropriate for Evergreen State and applauds the efforts being made to simplify the complex machinery of student evaluation. It recommends that these efforts at simplifying the process be encouraged. At the same time, the Committee understands that oversimplification of the evaluation system will weaken the evaluation process -- especially in its educational value to students -- and cautions against mere streamlining of a complex and perhaps necessarily cumbersome process.

7. The policy of the College to provide equivalencies in traditional course titles and credit hours for the interdisciplinary programs is a very useful one,

and should be continued for the benefit of students who may wish to transfer to other institutions.

8. Evergreen State has a great stake in maintaining a positive and creative relationship with the surrounding community and with the State of Washington. In large part the College has already addressed itself to this matter thru its cooperative education program as well as through less formal involvement of faculty and students in Olympia affairs.

However, it is recommended that methods be found to encourage a bilateral relationship between the Evergreen College Community and the community at large -- i.e., an attempt should be made to bring Olympia area citizens to the campus for involvement in academic offerings, and cultural happenings, not only as spectators but especially as students and as resource persons in the teaching functions. Special efforts should be made to take advantage of the experience and expertise of retired persons living in the area, by encouraging their participation in the life of the College. Further, as far as possible, advantage should be taken to utilize on the campus the expertise available among state government personnel.

As for publicity, the College should avoid a defensive posture and instead seek to educate the public in positive terms as to the philosophy and methods of the College and the opportunities it offers.

The Evergreen State College

May 21, 1974

Rev. Paul J. Waldschmidt
President
University of Portland
Portland, Oregon 97203

Dear Father Paul:

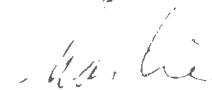
I am transmitting to you a list of recommended changes in the Evaluation Committee Report and a set of the pages with those corrections entered to facilitate your consideration. I believe the reasons for the suggestions are self-evident: they are submitted in the interests of accuracy.

We are indeed gratified by the Evaluation Committee Report, by its complimentary and congratulatory tone, by the perceptiveness of insights and by the constructive recommendations. There are two matters that I feel obligated to note:

1. The conclusions (pp. 41-42) do not give recognition to the invaluable contribution made by the staff which supports the instructional program. Whereas the report is, perforce, directed more to the instructional program, we readily acknowledge that much of its success is conditioned by an efficient, well-intentioned and first-rate staff. Perhaps some appropriate commendation might be added.
2. In the Student Services section there is no reference to Admissions, Financial Aid and Placement, and Housing. And, there is no reference elsewhere to Computer Services. This may have been inadvertent omission by the team members in submitting their reports.

Again, my thanks to you for a task exceedingly well executed. I look forward eagerly to the June meeting of the Commission.

Sincerely yours,



Charles J. McCann
President

CJM:jk

Enclosures

Recommended changes in the Evaluation Committee Report:

PAGE

- 5 -- lines 13, 14, 16, 17, insert "Academic" before "Deans"; we have other Deans
- 5 -- 7 lines up -- emphasis inverted: read more like, Instead of conventional grading system each student receives a narrative evaluation written by his teacher and compares it with a similar one prepared by himself.
- 6 -- line 1, add after area: or interdisciplinary problem
- 6 -- line 9, modular courses are largely for introductory work -- not in depth -- hence, change "depth" to "introductory fashion"
- 6 -- line 17, add after necessary: ", without additional funding."
- 7 -- line 3, insert "allocated according to state formula" -- the onus there is on state formula, not on what could be construed as "stinginess" on our part
- 8 -- 8 lines up, delete "After the probationary period" -- all appointments (except visiting and a few initial one-year ones) are of three year duration
- 9 -- 5th line, delete last sentence; done
- 9 -- line 10, insert after "to": the College's Affirmative Action commitment and to"
- 9 -- last line, the passive tense is ambiguous: better "some faculty members organized a Faculty Forum" (i.e., it has no official status)
- 35 -- 6 lines up, self-destructive should probably be self-terminating or self-destructing
- 37 -- line 7, change "Student" to "Campus" to reflect correct title
- line 17, delete "Students" -- correct title is Non-White Coalition
- 40 -- suggest section on Research and Grants be constituted as separate section or appended as part V. of "Academic Programs"
- 41 -- line 2, would suggest deletion of "young" -- average student age at Evergreen is higher than the other four-year schools; we are doing much (though not mentioned in report) with "reverse internships," etc. in meeting needs of people beyond the 18-21 year bracket
- 45 -- item 8 -- suggest last paragraph be made end of first paragraph; and, in second paragraph, delete "However" and begin sentence with "It"