

NORTHWEST ASSOCIATION OF
SCHOOLS AND COLLEGES

COMMISSION ON COLLEGES

THE EVERGREEN STATE COLLEGE
Olympia, Washington

October 23 - 25, 1989

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

TABLE OF CONTENTS

	Evaluation Committee.....	ii
	Introduction.....	1
I.	Institutional Mission and Objectives.....	3
II.	Finance.....	5
III.	Physical Plant, Materials and Equipment.....	6
IV.	Library and Learning Resources.....	7
V.	Educational Program.....	11
VI.	Continuing Education and Special Instructional Activities.....	26
VII.	Instructional Staff.....	27
VIII.	Administration.....	29
IX.	Students.....	31
X.	Scholarship and Research.....	34
XI.	Graduate Program.....	35
	Summary, Commendations and Recommendations.....	37

EVALUATION COMMITTEE

Dr. Beverly Beeton Chairperson	Provost and Vice Chancellor for Academic Affairs University of Alaska Anchorage Anchorage, Alaska 99508
Dr. Jerry G. Gaff	Vice President for Planning Hamline University (on leave) Arden Hills, Minnesota 55112
Dr. Noe Lozano	Associate Dean of Student Affairs and Director of Affirmative Action School of Engineering Stanford University Stanford, California 94305-1642
Dr. Kenneth P. Mortimer	President Western Washington University Bellingham, Washington 98225
Dr. Charles Muscatine	Professor of English University of California, Berkeley Berkeley, California 94720
Mr. Warren S. Owens	Dean of Library Services, Emeritus University of Idaho Moscow, Idaho 83843
Dr. Arnold D. Pickar	Professor of Physics Portland State University Portland, Oregon 97207
Dr. Kathleen A. Ross, SNJM	President Heritage College Toppenish, Washington 98948
Dr. David W. Savage	Associate Professor of History Lewis and Clark College Portland, Oregon 97219
Dr. Virginia Smith	President, Emeritus Vassar College Walnut Creek, California 94595
Dr. Kay J. Andersen Observer for Commission on Colleges	Executive Director, Emeritus Commission on Senior Colleges and Universities Western Association of Schools and Colleges Danville, California 94526
Dr. Joseph A. Malik Ex-Officio	Executive Director Commission on Colleges Seattle, Washington 98105

INTRODUCTION

Founded in 1967 with instruction beginning in 1971, The Evergreen State College was initially accredited in 1974 and had its accreditation affirmed in 1979. In 1984, a single evaluator visited the campus and reported to the Commission on Colleges regarding the general recommendations of the 1979 evaluation committee. A ten-person evaluation committee, plus one observer, visited Evergreen on October 23-25, 1989; on the basis of that visit, the committee submits this report.

As the "Constancy and Change" title of the 1989 self-study report implies, there is a firm and enduring commitment to the values and aspirations of the institution as existed at the time of its founding; at the same time, there have been significant changes at Evergreen. Surviving efforts in the state legislature to close the college in 1983, Evergreen has matured, grown and received local and national recognition. Student enrollment has increased from 2611 in academic year 1982-83 to 3000 students in 1989-90 with a significant increase in the number of in-state students. The student body is younger and retention has improved. During the same period, the faculty has grown from 129 to 172. The state appropriated operating budget has increased, and efforts have begun to bring in external funding and to build an endowment. Additional facilities have been built, and the most serious repairs and maintenance problems noted by the 1979 evaluation committee have been eliminated.

While still committed to interdisciplinary and collaborative learning, Evergreen's role has been changed from being a regional institution to being an alternative higher education institution. Recognizing that it is in a major phase of transition as it approaches its twentieth anniversary, Evergreen has undertaken strategic planning and program review processes.

A baccalaureate program in teacher education has been added, and a proposal for a masters degree in teacher education is being reviewed. A Masters in Public Administration was initiated in 1980, and the Masters in Environmental Studies was started in 1984. While the program in Vancouver is being closed, a program in downtown Tacoma in cooperation with the Tacoma Community College has been started.

Having embraced multiculturalism and diversity, the college has made a concerted effort to increase the percentage of students, faculty and staff who are persons of color and to increase the number of women on the faculty. While there has been acceptance of Evergreen as an alternative institution in the state of Washington, the legislature remains concerned about the cost of education at Evergreen. In 1985 a Higher Education Coordinating

Board for the State of Washington was created; this Board is defining service regions for the state's institutions of higher learning and is demanding assessment of educational outcomes.

In its short history, and particularly in the last decade, Evergreen has moved from an experimental college often operating on the defensive to a nationally recognized and robust enterprise willing to continue experimentation in the context of a more mature alternative college.

I. INSTITUTIONAL MISSION AND OBJECTIVES

The new mission statement meets the standard of being "clear, concise, and realistic," and the change from being a regional to state-wide alternative liberal arts college is a major improvement in the mission. There is one exception to this generalization, and that seems to be some ambiguity about the public service mission. The team recommends that public service grow organically out of the college's central educational values and distinctive qualities and that the lessons of the public service feed back into the undergraduate program.

The strategic plan highlights ten key foci for the future of Evergreen. It is a solid, substantive and useful document that focuses attention on several forward looking directions. A great deal of participation has informed the plan. It is a living document that is helping to guide the future of the college.

The plan has already achieved several important results. It has helped define planned growth and assure the faculty and other members of the community that orderly growth can occur while continuing the basic values of the college. It has elevated the importance of multicultural diversity, focused concern on faculty development, stimulated fund-raising and stressed other important initiatives.

A major problem is one endemic to good strategic planning: the plan is subject to different interpretations. A plan must be precise enough to guide actions, and it must be flexible enough to adapt to changing circumstances. It is a constitution that must be interpreted in light of particular cases. The tension between retaining central values and changing means to achieve those values is natural, and differences should be worked out through normal governance processes. Thus tension is reflected in the title of the self-study, "Constancy and Change."

Assessment

Assessment of student learning in various programs is extensive, as is assessment of faculty performance. Students and faculty in individual programs are self-conscious about their educational pursuits and self-critical of the consequences. It is ironic that the assessment of student outcomes of the college as a whole is not as well developed. The innovativeness of the educational program is not matched by similar creative approaches and methods to assess student outcomes of the college. Indeed, many methods used up to now are quite traditional (e.g., student and alumnae surveys), although we realize that some of these measures are imposed on the college.

Let's be clear. Evergreen has done much more assessment of learning outcomes than most traditional colleges. But it has done less than it should have, especially considering its role as a leading "experimental" college. Evergreen needs to know the extent to which its own bold claims of learning are actually realized in practice. And the college's role as an alternative college makes it a natural laboratory for the study of pedagogy; the state and entire field of higher education need to learn the best ways to educate students for the twenty-first century. The lessons learned from the alternative educational practices here, both positive and negative, are important to know as other institutions seek to advance intercultural education, student engagement and other aspects of quality liberal education.

The recent state allocation for assessment provides a special opportunity for Evergreen to develop methodologies appropriate for examining outcomes of its own distinctive program. The request for proposals to work on this self-assessment seems to reflect this emphasis, and we endorse it. We would urge further that the studies that are conducted focus on key aspects of the educational program and help understand, for instance, why there is a retention problem with individual contracts or how well students who would be given "remedial" instruction in other colleges acquire the "basic" skills of writing, oral expression and mathematics through coordinated studies. Indeed, some methodological and substantive work to assess outcomes may be so important that the Assessment Study Group might want to provide college-wide leadership to assure that the work is undertaken, even if specific ideas are not proposed as projects by members of the campus community.

II. FINANCE

The financial resources available to Evergreen appear to be adequate. Increased operating funds have come with increased student enrollment. Yet there is still some concern about the cost per student due to the educational methodology employed by the college. In recent years, efforts have been made to obtain grants and contract funding and to build an endowment to help address the financial strain at Evergreen. Currently, there is a quarter of a million dollars in the foundation, and a major endowment campaign is underway. The awareness of the financial strain at Evergreen is noted, and continued effort to obtain external funding is encouraged.

The town meeting approach to budget development has been modified in recent years, but people seem to feel there are adequate opportunities for involvement in the budget planning process. The development of a strategic plan should guide budget planning so that the desired college of the future is realized.

The State Auditor has audited the college books since it was established in 1967. The most recent completed audit is for the fiscal year 1987. The college is responding to the findings and recommendations so that the same issues will not be repeated in future audits.

Overall, the financial aspects of Evergreen seem to be well managed. Recently, an accounting system was purchased, and the contract with the Washington Community College Computing Consortium for payroll and personnel processing works effectively.

The college's indebtedness is limited to bonding indebtedness to construct student housing and to add to the College Activities Building. In both cases, fees will service the debt. The college is aware that significant additional indebtedness is not wise until the current bonding debt is reduced.

III. PHYSICAL PLANT, MATERIALS AND EQUIPMENT

The physical facilities at The Evergreen State College, including buildings, materials, equipment and campus, are exceptionally well designed and maintained to serve the needs of the college. As with most things at Evergreen, the facilities have been designed to serve the educational functions, and future planning is continuing in the same manner.

Since the last evaluation visit a number of new additions have been made to the campus. Additional student housing has been constructed affording on-campus housing for one thousand students, and childcare services have been relocated to an improved site. The recreational facility has been enlarged with a special concern for providing facilities for women students. Extraordinarily functional and attractive art studios have been built, and the third floor of the college activities building will be remodeled to accommodate student organizations. These new facilities and the repairs which have been accomplished result in an excellent campus. There are needs for, and plans for, future expansion. A serious problem which needs immediate attention is the removal of the asbestos from one phase of student housing. Special effort is urged to have the asbestos removed.

When Evergreen was established, it was equipped with state-of-the-art equipment. The rate of funding has not allowed the repair and replacement of the equipment as desired. While the college has adequate equipment and materials, the efforts for replacement and repair are encouraged. The evaluation committee is impressed with the effective use of equipment in the learning process and therefore notes the special importance of maintaining equipment.

The availability of computers for faculty and staff is notable; however, there does not seem to be networks established to allow communications via computer. The plans to make these connections are encouraged.

IV. LIBRARY AND LEARNING RESOURCES

Library

The Evergreen State College Library is competently and imaginatively administered. Its staff is well-trained, service-minded, extraordinarily hard-working, excited to be at the college and to a truly remarkable degree motivated by the desire to be an essential part of the learning processes and techniques which give the college its special character. The innovative active participation of the library faculty in the Evergreen educational process is very much in accord with the thrust of the college's mission and thus is wholly commendable. However, implicit in that excitement, that dedication, that willingness to break new ground, is the possibility of too few attempting to accomplish too much with the consequent risk of burnout. The team therefore recommends that continuing attention be given by all concerned to setting appropriate limits.

The library building is comfortable, inviting, well-furnished and sensibly organized for ease of use. Moreover, effort has been devoted to devising ways of facilitating use of the library in accordance with the overarching policy of integrating the library into the academic process. But one handicap to the use of the library needs to be eliminated: its somewhat restricted hours of service. The team commends the library staff for its recognition of the need to expand service hours as an imperative short-term goal and encourages all concerned to make the necessary budgetary provision to accomplish it.

As detailed in the self-study, the library will require additional shelf space to accommodate its collection in three to five years at the current rate of growth. The team hopes that the plans which have been made to provide the necessary expansion space on the third floor of the library can be effected in a timely fashion.

The library is making effective use of automation in its ordering, cataloging and circulation functions. Its membership in a consortium along with the State Library and the Timberland Regional Library is a distinct advantage as well as a laudatory example of library cooperation. Also, the careful planning of the future direction of, and priorities in, the development of automation in the library being done currently by the Library/Computer Services DTF (disappearing task force) should result in highly useful recommendations which will merit serious consideration. We urge that the task force include in its agenda planning for remote access to the library's bibliographic data base (i.e., to its automated catalog, which is now some 90 percent in machine-readable form) from faculty offices and dorm

rooms, as well as from other pertinent remote sites, e.g., the college's Tacoma campus.

Were the college a conventional one, its library collections could probably be deemed to be adequate, or even more than adequate, for undergraduate curricula (except for periodicals, as noted below). However, the flexibility and range of the college's programs impose extraordinary demands upon the collection, as do also the relatively recent heavy emphasis upon multi-cultural programs and the explicit involvement of the students in independent library research. The combined effect of these needs is to require a larger acquisitions budget than might otherwise be needed. We commend the college administration for its recognition of this problem and for addressing it, at least in part, by making year-end funds available to the library as a supplement to its materials budget in the amount of a total of \$225,105 between 1985 and 1989. Indeed, the team is impressed with the extent of the understanding and support of the library displayed by the administration as being so noteworthy as to justify being singled out for mention here.

Welcome though these additional funds have been, because they are "one-time" monies they do not address what in our opinion is the major problem with the library's collections: the small and static size of the current periodical subscription list. We confirm the severity of the problem as it is described in the self-study and consider it to be sufficient documentation simply to record here the fact that currently a "drop/add" policy is in effect, i.e., if a subscription is to be added, an existing subscription of comparable cost must be canceled. We applaud the visibility being given the problem and fully support the budget requests which have been made to alleviate it. Our earnest hope is that new funding will soon be available.

As mentioned above, the range and flexibility of the curriculum, together with the individual library research being done by students, generate demands which the collection is neither broad nor deep enough to satisfy. Hence, as indicated in the self-study, the borrowing of materials from other libraries via interlibrary loan is a busy library activity. Apropos of this fact, the team thinks it appropriate to call attention to these words in the Northwest Association's STANDARD IV - LIBRARY AND LEARNING RESOURCES: "...It shall be capable of supporting basic research to the level of degrees offered....Materials shall have the depth and breadth appropriate for the achievement of the goals and objectives of the library and learning resources program." We recommend that appropriate consideration be given to the application of this standard to the Evergreen Library and to the budgetary implications of it. Perhaps an updating of the 1978 Resource Selection Policy--if not an entirely new recasting of it--would provide a useful approach.

This analysis which we recommend should also address the question of how to define the extent to which the library's collections should be expected to provide support for faculty research. As faculty development receives greater attention and support college-wide, the precise delineation of the library's role becomes even more urgent.

Learning Resources

The team confirms the statement in the self-study that "...The role of library media services and media loan at Evergreen is substantially different from the role of 'audio-visual' areas at most colleges and universities." The facilitating of access to, as well as use and understanding of, the wide variety of media tools, techniques and production methods give the students a remarkable set of skills.

The physical facilities provided both in the media services section of the library building and in the communication building are indeed praiseworthy, as is the range of equipment available for student use, e.g., camcorders, electronic music devices and computer graphic facilities. However, the team notes with concern that this expansion of facilities and equipment has not been accompanied by a commensurate increase in staff, so that significant workload increases have essentially been absorbed. Obviously, there is a limit beyond which this can no longer be done. The team hopes that with the filling of the vacant position of Coordinator of Media Services, the process for which is currently under way, the staffing problem in that service area will be addressed systematically.

Similarly, the staffing problems in the non-print service area of the library--stemming from budget reductions in 1985--need to be addressed. As mentioned in the self-study, the inability to catalog sound recordings and related non-print materials seriously handicaps the library users and does them a distinct disservice. We recommend that these staffing weaknesses be rectified in an appropriately timely fashion.

Commendations and Recommendations

The team submits the following commendations and recommendations:

- * The library staff for its enthusiasm, energetic hard work, willingness to take risks in breaking new ground, collegiality and patent dedication to support of the mission of the college.

- * The college administration for its understanding of the fundamental importance of the library to the successful realizing of the college mission and for demonstrating that understanding with supplemental budgetary support.
- * Attention be given by the appropriate persons to establishing realistic staff workload expectations.
- * A high priority be given to expanding the library's hours of service.
- * The plans to provide expansion space on the third floor of the building for the library's collection be effected in timely fashion.
- * The Library/Computer Services DTF include in its agenda the matter of planning for remote access to the library's automated bibliographic data base.
- * The effort to secure acquisitions budget increases in order to expand the periodicals subscription list continue unabated.
- * Appropriate consideration be given to the matching of the library's collection in breadth and depth to the curricular and research demands upon it with reference to the Northwest Association's STANDARD IV - LIBRARY AND LEARNING RESOURCES.
- * Staffing weaknesses in media services and in the non-print service area be rectified in an appropriately timely fashion.

V. EDUCATIONAL PROGRAM

We regard the state's designation of Evergreen as its alternative liberal arts college with the utmost seriousness, for from this designation flow very specific responsibilities.

"Alternative" has at least two major consequences for the educational character of the college. The first and most obvious is that it provides an alternative--a setting and a haven--for those students who will be better educated outside the embrace of the conventional college and its conventional curriculum.

The second consequence is that the college must regard itself as having a large part of the state educational establishment's continuing responsibility to experiment, to increase its educational power and to test the validity and relative merit of its own settled arrangements.

From this in turn at least three further responsibilities follow:

- * An extraordinary responsibility for sophisticated assessment of the college's own procedures. For instance, the problem of the "match" between the curriculum and the students is of the highest interest. It is a matter of capital importance for others whether a curriculum which looks at the outset as if it were most suitable for the out-of-the-ordinary student turned out to "work" (or not work) for the average student from high school--or for the "disadvantaged" student, or for the student whose habits of learning do not by cultural training proceed easily along the sophisticated verbal, dialectical and logical paths that are normal here.
- * A responsibility for communicating the results of such assessments in the educational community. The Washington Center is a conspicuously successful example of this function.
- * A responsibility never to regard itself as a fait accompli. We would expect the college always to be in an "alternative" (e.g., experimental) stance, as if that stance--and not the practice of the past, nor even the successes of the present--were the key to its identity and integrity. In this sense, "Constancy and Change" is indeed the right motto for the college. We would expect the college in its new maturity--despite its character as a "protestant" community with a history of stubborn steadfastness in the face of hostility and embattlement --never to stop considering creative change.

We also feel that the mandate to be the alternative must have deep and distinctive consequences for the college's role in public service. It would be a violation of the educational character of the college--and in any case likely to be impossible--for you to undertake many public service programs of a conventional sort. But as Evergreen needs in any case to do public service, it must likewise be innovative. In our view, the interdisciplinary base of the curriculum, and the democratic style of the whole institution, are particularly conducive to the study of complex public problems from which new approaches may well flow. We would hardly expect you to take an adversary stance in the face of current public and community institutions and practices. But we expect the college to find a proper and welcome discharge of your responsibilities to the public at large in sophisticated analysis and creative thinking about a wide range of practical public problems.

The academic "climate" is admittedly very subjective and an insubstantial criterion for assessment. Yet we venture to judge the climate here to be very good--indeed remarkable--equaled in very few places we know. The commitment to community, to openness and free inquiry, penetrates the style of the classrooms and spills out onto the stairways and plazas and play areas. One of the team remarks that "if you sit down anywhere and ask a student a question, you not only get an answer; you get an articulate answer!" Even the bookstore reflects the style of the whole place: what is offered on the shelves is eclectic and exciting, and there is remarkably little trash.

Evergreen states that its general mission is to provide "high quality education." As the self-study points out, this educational mission is not unlike that of hundreds of other liberal arts colleges in the United States. The Evergreen education experience is, however, strongly distinguished from that of other liberal arts colleges by two additional elements in its mission statement: (1) Evergreen promises to deliver the education through a "unique curriculum," and (2) Evergreen asserts that its fundamental mission is to "assist students in learning how to learn and how to continue developing their skills in a world of increasing diversity, interdependence, and moral complexity."

Interdisciplinary Study

The self-study asks that the evaluation team devote particular attention to five foci. Of the five, the first (interdisciplinary study) is at the heart of Evergreen's own approach to the organization of knowledge for instructional purposes. Clearly the promise of a unique curriculum is achieved.

Reasons why Evergreen has transformed the traditional disciplines so that they can better serve the framework for a learning community are set forth in some detail in the self-study. Perhaps the most persuasive of these is the belief that interdisciplinarity reflects the way issues occur in the real world and the way in which they must be analyzed if the analysis is seen as a step toward responsible action. The importance as well as the validity of this approach is accepted by many colleges today and often forms the most exciting educational activities on campus for both faculty and students.

At most colleges, however, they comprise a relatively small part of the curriculum. On many campuses growth of interdisciplinarity for undergraduate instruction is hindered by two factors: the necessity of negotiating all such curricular innovations through existing disciplinary departments and the reluctance of faculty to teach outside their disciplines. At Evergreen the absence of discipline based departments removes this hindrance. In addition, in those cases where the subject of the program requires greater expertise than that of one faculty member there are opportunities for collaborative teaching arrangements. The collaborative arrangements provide, in the short run, a broader span of expertise in the classroom, and, in the long run, they provide for a form of faculty development that broadens each individual faculty member.

The interdisciplinary programs, built as they are around problems, themes, or issues often tend to be less permanent in the curriculum. Each coordinated study program is, according to the self-study, a peculiar amalgam of intellectual interest, friendships and institutional needs and constraints. The resulting collection of subjects for programs are less set in concrete than much of a typical discipline based curriculum. Thus there is greater and more immediate opportunity for reflecting in the curriculum new concerns and new knowledge. According to observations of some students, the fact that the curriculum is always evolving and that it grows directly from faculty interests, militates against stagnant classes, or classes in which someone has to teach a course because it is considered a permanent part of the curriculum.

Evergreen's Pedagogical Approach

The next three foci drawn to the attention of the evaluation team (personal engagement in learning, linking theoretical perspectives with practice and collaborative/cooperative work) constitute the special pedagogical approach designed by Evergreen to serve the unique curriculum and to develop independent life-long learners. While the framework of subjects in the curriculum is largely faculty driven, it is the development of student abilities that drives the pedagogical

approach. Many of the techniques used are designed to create a learning community, a community in which the student is a full and active participant. The learning community in turn reinforces the need for and the possibility of developing a wide range of cognitive skills and intellectual abilities. No one who visits Evergreen can question that real learning communities have been created. Students participate fully in seminars, seem well prepared and accept responsibility as discussion leaders. Several direct observations by team members attest to the fact that discussions in these seminars are substantive and constructive. The members of the seminar treat each other with respect and courtesy and build on each other's contributions in the discussion. Often the dialogue is very stimulating--so stimulating that it continues in various settings outside the classroom.

The technique that seems most central to the creation of the learning community is the immersion approach (one coordinated study program which constitutes the full load for the student and the teacher). Joint projects and collaborative teaching also make strong contributions to the creation of learning communities. Narrative evaluations and self evaluations seem to play a key role in the development of independent learning. The level of these activities is impressive.

Although the team was not able to observe joint projects or other activities specifically designed to enhance cooperative learning while also linking practice to theory, it was possible to observe the air of cooperation and collaboration which pervaded the seminars and the faculty and staff discussions.

The only conclusion that one can reach is that, while not being able to gauge the importance of any one element of the curriculum or pedagogy to the total outcome, the fusion of all elements results in a powerful learning experience. With more creative and sophisticated assessment techniques it might be possible to determine the relative importance of different features thus making further refinement and experimentation possible without destroying the effectiveness of what has already been achieved.

Structural Tensions

Coordinated Study Programs and Advanced Study. Major reliance on coordinated studies programs poses particular problems for advanced studies. It does seem clear that most coordinated studies move toward more advanced study within the later months of the program itself, but there is still some concern that certain types of advance study cannot be accommodated within the coordinated study structure. These seem to be identified as the more specialized and more discipline-

based studies in fields such as science and specific advanced skills in expressive arts. The curriculum does afford some program responses to this need through individual contracts and courses. There is also concern, however, that individual contracts have the usual problems of isolated study. Attention is being given to ways of ameliorating this aspect.

It is possible that too much concern is devoted to the question of advanced study. Any small college, including those without unique curricula, are unable to offer, on a regular basis, advanced specialized courses in many disciplines. Even when such advanced courses are offered at small institutions, they tend to take the form of individual contracts because enrollment is so small. The continuing question is the extent to which advanced specialized courses are consistent with the mission of liberal arts education.

Flexibility and Predictability. The nature of curricular construction reduces its permanence. While this has advantages, as already noted, it also reduces that type of predictability that makes student planning feasible. Some Evergreen programs have stayed in the curriculum for several years, but others shift focus or disappear. The purposes of the curricular design dictate the continuation of this tension. It is hoped that the administration will strive to maintain that particular balance which continues to serve student needs for predictability while preserving the advantages of the approach.

Student Choice and Educational Quality. The basic mission is to provide each student a high quality liberal arts education. Certainly the range of programs, courses and contracts and the manner in which those are taught gives every student the opportunity to acquire a high quality liberal arts education. But opportunity is not always the same as result. At Evergreen there are no requirements beyond the total credit hours required. Students are expected to start their Evergreen experience with a core program and almost all do. Core programs, however, differ in specialty areas included. Not all include science, nor do all include expressive arts. We do not have definitive information on the pathways of all students through the curriculum, but it is clearly possible for students to complete a degree without exposure to one or more of the specialty areas. Should a part of the curricular design be agreement on a principle that students would use pathways that do expose them to all major divisions of knowledge? A later section of this report will discuss this problem with special reference to mathematics and sciences. It would be virtually impossible for a student to move through the Evergreen curriculum without some exposure to humanities. Theoretically, however, the possibility of not being exposed to social sciences and expressive arts exists.

We recognize and commend the desire to put responsibility for educational choice on the students. As a corollary it must also be recognized that the resulting freedom of choice puts a greater burden on the institution to plan very well the general content of the range of choices open to the students. A recommended first step would be analysis and discussion of student pathways through the curriculum to serve as a basis for further discussions, for advising and for curricular planning.

Effectiveness and Rigidity. The large curricular unit (e.g., the year long, full-time coordinated study program) seems particularly effective in creating learning communities. It does, however, create a rigidity in the system that has consequences for other needs; last minute cancellation of a program could destroy several students' total education plan for the year. Faculty development efforts that require some release time or adjustment in workload cannot be easily negotiated without disrupting the total teaching load of some faculty members for the entire year. Any adjustments in faculty workload are difficult within a structure consisting of such large blocks. It is possible that increased reliance on group contracts, courses and individual contracts as noted in the mode of study statistics given in the self-study will reduce the problem, but there could be some faculty who are always disproportionately affected by it. Perhaps thought has already been given to encourage varying the mode of study for individual faculty from year to year.

General Education

Nothing in our observation of the core programs would lead us to disagree with the judgment in the self-study report that in recent years "the quality of core programs and their status in the college have risen significantly," and that students in the core "gain a first-rate introduction to the liberal arts and sciences, acquiring the academic skills and prerequisite knowledge...for intermediate and advanced work." Reflection on the content of this year's core programs, however, leads us to one very serious concern, which follows from the fact that core is, de facto, the nearest thing in the curriculum to a graduation requirement. While the aggregate core programs do indeed provide a generous and sufficient range of liberal arts and sciences, by the very nature of the case few individual programs can do the same. Furthermore, even by the most generous interpretation such key areas as natural science and fine arts are not represented at all in half or more of the current programs. In the absence of supplementary requirements, we cannot judge, nor do we believe that the college can show, what proportion of the students graduate with no exposure to key areas of the liberal arts and whether that proportion is trivial

enough to justify the local claim for the "trade-off" value of having no requirements.

The institution has conducted some surveys which confirm a low exposure to the natural sciences. Additional information on this score would be a valuable basis for the design of advising and for future design of the programs. It would also resolve for the informed public what is probably the gravest single doubt about the efficacy of Evergreen's undergraduate curriculum.

Natural Sciences and Mathematics

The teaching of natural sciences, i.e., those areas which would be interpreted in traditional terms as biology and physical sciences, is of special significance at Evergreen. Among the non-core specialty areas, science and science faculty are of central importance in at least two of the largest (Environmental Studies and Science, Technology and Health), accounting for 8789 credit hours (21.4 percent of the total) in 1988. Closely linked with the teaching of much of science, and important in its own right, is the teaching of what in traditional terminology would be mathematics and computer science. The particular challenge is that while all of these subjects inherently lend themselves to a fairly structured sequential progression of topics, some aspects of the Evergreen experience as embodied in the five foci of education encourage less than fixed sequences both within programs and among programs. That the learning experiences in the sciences and mathematics at Evergreen have been so successful and positive is a tribute to the unique aspects of both the organizational knowledge for delivery and the pedagogical methods embodied in the Evergreen model.

In visiting classes, labs, conference rooms and offices in which science teaching goes on at Evergreen, the most obvious indication that the way knowledge is organized for delivery at Evergreen has been successful is reflected in the enthusiasm of both faculty and students. The interdisciplinary mode provides an everchanging, intellectual landscape--one which constantly challenges faculty and presents them with new and rewarding insights. Students also appear to sense the feeling of discovery that accompanies learning which is hardly ever more than once the same. As examples one can cite the meaningful use of a physics experience in developing a calculus topic, or the interjecting of a chemistry exercise in fleshing out a physics laboratory experience. Connections of this sort challenge creativity of the faculty, and by transference, keep the student experience alive.

On the other hand, a negative aspect of the way knowledge is packaged for teaching at Evergreen is the very real possibility that students may not be able to schedule in sufficient advanced topics to complete what may be equivalent to some particular "science major" in a traditional institution. However, this appears not to have impacted on the rate of acceptance of graduates to quality graduate or professional schools. At worst, some students may require some post-baccalaureate work, but this is probably more than compensated by the maturity of approach to research and learning bred by the Evergreen experience.

Another drawback to the interdisciplinary mold lies in the possibility for almost complete science and mathematics avoidance in some students' college experience, which runs contrary to the Commission's standards related to general education. Roughly half the core programs, which might be expected to carry a large burden of general education, have little or no science/mathematics content. Moreover, although the freedom of choice in achieving personal educational goals does not necessarily lead to a narrowness of experience, because the choice of programs is usually such a major commitment, a science/mathematics avoidance is easily engineered, whether by conscious design or not. Current planning to at least inject a meaningful math-across-the-curriculum component into the Evergreen experience deserves strong encouragement and rapid implementation.

The approach to pedagogy at Evergreen is to provide faculty with a full palette with which to color the educational experience. This is particularly significant in science. Because of the total commitment in most cases of both faculty and students to single programs, it is possible to efficiently weave together laboratories, lectures, seminars, recitations, field trips and research projects. Even humanistic or societal issues can be interjected in a way which even if it is not powerfully germane to the current science exercises, provides a needed component in a student's background which can be explored in a social milieu which is familiar and understood. One particular aspect of the pedagogy, i.e., narrative evaluations, provides a flexibility often missing in the traditional approach to grading. For example, in the event that students are performing in a less than satisfactory way in some segment of a program, they can nevertheless be allowed credit with a constructive yet critical evaluation which leads the way to alternative paths that maximize their educational experience, either inside or outside the program.

Equipment and facilities available to carry out the pedagogical functions, particularly for laboratory experiences and computing are first rate and utilized in an intelligent and intensive way. This is a tribute both to a well designed physical plant and a

faculty who have energetically pursued creative ways to obtain support and to use the facilities obtained. A good example is in the CALab, used in physical science applications where students from the beginning employ the computer as a tool for simulation, data taking and analysis. An especially unique resource which is creatively used for academic enrichment is the 38-foot sailboat Seawulff, originally built by students, faculty and volunteers.

Just as faculty have shown leadership and creativity in developing their pedagogical tools, so have they been consciously creative for the most part in maintaining professional skills in science areas. This has come about in a variety of contexts, in some cases involving off-campus collaboration and external grants, but almost always in a way that involves or impacts on the education and experience of students. The great constraint in this area is faculty time. Nonetheless, despite heavy teaching loads a large number of science faculty have managed to find ways to keep in touch with their fields. Yet the danger remains, especially in very rapidly moving areas, to become insular and decreasingly aware of the academic and scholarly realities beyond the pleasant environs of Evergreen.

In summary, science and mathematics education is a flourishing and commendable enterprise at Evergreen. However, some danger points, of which many faculty are aware, do exist; ways to guard against these in a benign and consistent way should be explored. These points of concern relate to science and mathematics components of general education and faculty development.

Teacher Education

The teacher education program at Evergreen is unique in several ways. First, it is one of the newer programs, having completed only two cycles of students as of Fall, 1989. Secondly, it is a collaborative program with another state institution, Western Washington University. Thirdly, it is the only program at Evergreen which leads directly to a certificate or license awarded by an outside agency, which therefore has significant control over some characteristics of the program.

In light of these factors, it is gratifying to see the level of success which the program is achieving in producing new teachers who embody the intellectual ideals of Evergreen. A visitor is immediately aware of the students' lively sense of inquiry and thoughtful engagement in the philosophical issues underlying the major theories of human development and learning. What most of the national studies on teacher education are asking for--intellectual competence and excitement about learning--are eminently present in Evergreen teacher education students.

The field experience component of the program is also very strong. Students are in K-12 classrooms one day a week for 20 weeks and three mornings a week for another 10 weeks during their first year in the program. During the second year, they complete two separate student teaching experiences, each of 10 weeks duration, separated by one quarter for reflection and further study. Graduates express appreciation for both the breadth and duration of these experiences.

As with any new program, some areas need strengthening. Recent graduates of the program expressed the need for additional help with skills development in specific instructional strategies and in classroom management techniques. Since the quality of teaching skills exhibited by the cooperating teachers at the varied field experience sites apparently differed markedly, the recent graduates believe they would have benefited from more opportunities to see and personally practice exemplary techniques. They feel highly knowledgeable about the theories, but they do not feel as confident as they would like about real-life skills to apply these theories.

The field experience component of the program presents two problematic issues. The first is a logistic and staffing question. Both recent graduates and faculty expressed concern about the process by which field placements are arranged. If 240 field placements must be arranged each year (120 for the sixty student teachers and 120 or more for the first year students), the current staff support in the program needs to be increased, and the process for determining these placements needs to be made more effective.

The second issue which is raised by the amount of field experience, coupled with the fact that only 90 quarter hours taken outside the teacher education field are required before entry to the program, is a question of the appropriateness of the B.A. degree. Perhaps the B.A. in Education degree would be a more accurate reflection of the actual program as described in the catalog. Even though more than half of the current students apparently exceed by substantial amounts the minimum 90 credit hours outside of the education program, the degree description currently in the official documents does not require this. Evergreen should consider either increasing the minimum hours required outside of the teacher education sequence, or changing the name of the degree. Of course, if the Masters in Teaching degree is adopted as the only route to initial teacher certification, this problem will also be solved.

The teaching specializations--called in the state of Washington "endorsements"--are uniquely handled at Evergreen, primarily through the sub-categories of "course equivalencies" indicated in the syllabus for each of the programs of study a student may have taken. Each student negotiates individually with the

faculty member who has been assigned to advise (or more accurately, to sign off) for a given endorsement, in order to determine how the course equivalencies will be met for a given student. When equivalencies do not exist, students take individualized studies or summer courses. It is too early to assess the effectiveness of this method in meeting the need for subject matter competencies which are related to the curriculum used in the K-12 system. The teacher education program should conduct regular reviews of this question with its graduates in order to identify any subject areas in which the current equivalencies are not meeting specific teaching needs.

Regarding faculty, Evergreen and Western Washington University are to be commended for the model of cooperative planning and implementation which the Evergreen teacher education program represents. Western's teacher education department expresses high satisfaction with the program, and the addition of two Western faculty members to Evergreen for this program, on a two-year rotating basis, provides new insights and stimulus to the programs at both institutions. It is not surprising that some communication problems accompany the cooperative program when the two sites are located more than three hours distant from each other. Both institutions seem willing and capable of handling these communication problems when they arise. The transition to an independent, authorized Initial Teacher Certification program for Evergreen, separate from Western beginning in 1991, is appropriate and appears to be headed for a smooth implementation in the view of both institutions.

Whether the new, independent program for Initial Teacher Certification at Evergreen will be a Masters in Teaching degree or continue only as a certificate program, remains to be seen. It appears that the MIT degree would certainly be consistent with the mission of Evergreen. However, two issues will need to be addressed: the enhancement of library resources to match a master's level curriculum and the difficulties which students may experience with a format which requires a total of six years before one can get an initial teaching degree (four years of a baccalaureate degree plus two years of an MIT degree). Several recent graduates complained about the hardship they experienced in trying to maintain their jobs and income during the program. The danger of limiting the program to those with independent sources of income should not be overlooked, particularly in light of the college's interest in increasing the diversity of its student body.

Continuity of faculty in the program is a concern to both the faculty leadership in the program and to recent graduates. The rules of faculty rotation, when applied to those teaching in the teacher education program, may impinge on an essential aspect of the program's curricular design: the same faculty staying with each cohort of students throughout their two-year program.

Because this is an integral part of the program's design, additional thought should be given to enhancing faculty continuity, bending the rules if necessary for the one-year period required to achieve the two-year continuity. It appears that student needs should take precedence over faculty needs in this instance.

Library resources for the teacher education program need continual strengthening, since the program is relatively new and acquisitions in this area were not a priority before 1984. Although faculty expressed appreciation for the helpfulness and concern of the librarians, additional resources for enhancing this book collection is important.

The major shortcoming in the teacher education program, which was identified in the complete study done earlier this year for the National Council on Accrediting Teacher Education (NCATE) visit to Western, is the lack of minority enrollment in the program. Because of inherent problems for many potential minority candidates with the current structural design of the program (which makes many kinds of financial aid unavailable and which limits a student's ability to hold down outside employment), the teacher education program should give very serious consideration to implementing a program at the Tacoma campus of the college in the very near future. If the mission of the college and this program is to serve the needs of the state with an alternative and excellent liberal arts program, the crying need throughout the state for minority teachers with excellent liberal arts preparation cannot be ignored. The Tacoma campus would find an eager audience in the many minority teacher aides who serve in the Tacoma school system, who could attend afternoon and evening classes at the Tacoma campus and who might well be sponsored by their school district(s). Evergreen could exert real leadership in minority teacher education by adapting its highly successful current program to the Tacoma setting. This task should be undertaken jointly with the faculty assigned regularly to the Tacoma campus, in order to design a successful adaptation.

Commendations and Recommendations

- * The faculty of the teacher education program have designed an innovative curriculum and structure which addresses in exciting ways the major concerns of the teacher education reform movement.
- * The dedication and enthusiasm of the faculty and students for the teaching and learning process in children and young adults is outstanding.

- * The prominence of field experience opportunities in the program is an excellent component of the program.
- * The continuity in leadership for the teacher education program, in spite of the usual Evergreen pattern of cycling faculty out of programs every two years, has been vital to the smooth implementation of the teacher education program.
- * The emphasis on a thorough grounding in the philosophical and theoretical bases for the teaching profession is well-conceived and well-executed in the curriculum and program structure.
- * A very high priority of the program should be the development of a program focused on minority teacher education candidates at the Tacoma campus. Without this effort, it is unlikely that the program will attain its important commitment to educating a cadre of culturally diverse new teachers.
- * Some method of providing more continuity in the faculty who are working with the teacher education program should be devised.
- * The process of identifying and assigning appropriate field placements needs to be strengthened. Improvements are needed in the management of the process and in the more careful choice of placement sites and/or appropriate debriefing for students who are placed with less effective teachers.
- * Curriculum refinements should concentrate on providing time for students to practice various instructional strategies and classroom management techniques.
- * Some creative problem-solving is needed to address the concerns of students regarding their financial needs during a program which extends to five or six years, the time before they become employable.

Tacoma Program

The Evergreen State College runs an upper division program in downtown Tacoma which is articulated with Tacoma Community College. While the Tacoma program enrolls only 120 FTE, its unique student body makes it an important element in Evergreen's programs. Although the main campus has a strong commitment to cultural diversity, this is primarily expressed in an enviable ethnic and gender diversity in the faculty and a strong intellectual commitment to inclusion of culturally diverse

viewpoints in all the academic programs. Unfortunately, success in adding more cultural diversity to the student body on the Olympia campus has been limited, particularly regarding underrepresented minorities.

In this light, the successful program in Tacoma is particularly important. It is the locus for Evergreen's primary showcase for successful inner-city and minority education. The mix of students, including many older students as well as a majority of students of color, creates a student body with very high motivation level and with tremendous appreciation for the opportunity which the Evergreen Tacoma campus provides. Faculty from both the Tacoma campus and the Olympia campus agree that student performance and commitment is high and that teaching in this environment is very stimulating.

The new location for the center has a light, well-appointed, welcoming environment, and the teaching areas have adequate furniture and audio visual equipment. However, as the Bridge program continues to grow, a need may arise for additional space. Acquisition of the entire building would seem to be in the best interests of Evergreen in the long run. Additional laboratory space and equipment will be necessary if more natural science classes are offered, although the current classroom/laboratory configuration is a useful and creative use of space.

The availability of computers to students, and the requirement for computer coursework, are commendable. As inner-city students strive to gain the tools to enter the economic mainstream, computer literacy is vital.

More problematic is the availability of reference volumes and library services. New plans for computer access to the main campus sound workable and are vital to the improvement of the educational program opportunities. Even with the computer link, serious consideration should be given to adding several hundred basic reference volumes to the Tacoma site for immediate use of students and faculty.

The Bridge program is especially important because of the national statistics showing very poor transfer rates for minority students from community colleges to four-year-degree institutions. This model may well be significant on a national level and should be fostered in every way possible.

Continuing efforts are needed to assure that communications between the main campus and the Tacoma campus are efficient and regular. If either campus should feel that the Tacoma site is isolated, or that its academic program is less rigorous or not comparable, this miscommunication would be a disservice to the entire Evergreen community. Consideration might be given, in

the long run, to ways in which the minority students of both campuses could become better acquainted and enrich the entire student body with celebrations of diversity.

The faculty and leadership at the Tacoma campus deserve special commendation for the creative adaptations which they have developed in the Evergreen program in order to make it effective with their unique student body. It is essential that this kind of faculty skill and dedication continue to be available to this program. The interpersonal styles are a crucial component in maintaining the success with this student body.

VI. CONTINUING EDUCATION AND SPECIAL INSTRUCTIONAL ACTIVITIES

Evergreen has an effective and efficient continuing education program that offers a limited and focused group of programs. The National Faculty, Washington Center, Labor Education and Research Center and Washington State Institute for Public Policy have created important networks of individuals connected with the college. These programs are driven by motivations to improve important aspects of the region through educational services, featuring face-to-face communities, for long-term social benefits. They produce a big bang for the buck and are appropriately derived from central parts of the Evergreen program.

VIII. INSTRUCTIONAL STAFF

The Evergreen State College has without question gathered on the Olympia campus and its few satellites a well-trained, highly motivated and dedicated teaching faculty. The faculty as the creators of an evolving curriculum and the teachers who set the tone for engaged learning are the heart of the place. The evaluation committee is fully satisfied by the materials presented in the self-study report that Evergreen meets the standards for adequate faculty participation in the development of institutional policies and the standard for appropriate preparation and training for the educational mission of the college. But more than that, being present on campus, visiting with faculty, students and administration leads us to admire the spirit and vitality of the faculty and the care with which they have been selected for the special role of the faculty at the college. We do note the signs pointed out in the self-study that the faculty currently feels overwhelmed by the number and importance of decisions facing the institution and the sensible response of coming to an agreement with the administration on a manageable agenda.

Imbalances in the representation of various disciplinary areas that were noted in 1979 have been corrected yielding a more balanced and predictable curriculum.

Recruitment of new faculty is carried out in a manner appropriate to the interdisciplinary nature of Evergreen teaching obligations and in recognition of the five foci identified in the 1986 internal strategic planning documents. Evergreen is especially to be commended for its efforts and significant results in recruiting and retaining women and people of color on the faculty.

The need for special efforts and programs to encourage faculty development stems from the intensive curricular planning and teaching commitments inherent in the Evergreen mode of education. This need was identified in the 1979 accreditation report but was not systematically addressed until quite recently. It is now clearly a very high priority and is being addressed by publicizing a wide range of development opportunities, by significantly increased funding for research and travel and by leadership by example on the part of the provost, deans and senior faculty.

A faculty, located in one place, engaged in a significant teaching enterprise which makes important connections across differences must maintain contact with peers outside the institution not only for its own professional growth but also to inform the teaching profession of what happens at the college. Faculty development activities which put Evergreen faculty in

touch with other professionals can and should be mutually enriching.

Research and publication, practice and performance are by no means the only way that Evergreen faculty may retain intellectual vitality and in turn enrich the whole scholarly community, but the recent focus on the importance of these activities is admirable and welcome news to the outside world. Research and publication which reflect the special insights that stem from interdisciplinary study is recognized in the self-study as uniquely appropriate at Evergreen. The evaluation committee agrees and suggests the possibility of an Evergreen Journal as a way of disseminating such scholarship. The evaluation committee recommends that equal attention be given to research activity involving students as a fruitful way of addressing the faculty's need for "ongoing time" in the daily routine as well as a way of enhancing the upper division curriculum.

While commitment to professional development as evidenced by recent programmatic and budgetary advances is impressive, it is clear that the need will continue and efforts will need to be sustained. It will be important to find ways through budgetary provision, adjustment of teaching arrangements, better integration of teaching and research and various creative responses in order to provide the opportunity for faculty to engage in sustained and continuous pursuit of a line of inquiry or research.

The evaluation committee notes that while the criteria for reappointment do not formally include research and scholarly activity, increased faculty development in this area will, over time, set an expectation which should be encouraged and supported. At the same time that expectation should be realistic and tailored to the special needs and opportunities of Evergreen. In particular, it should be noted that increased research activity involving both faculty and students will put additional demands on laboratories and the library.

Evergreen does not grant tenure or promotion in rank. It does formally adhere to AAUP principles of academic freedom and provides for faculty security through a formally adopted policy on faculty reappointment. The reappointment pattern of the last several years indicates a high level of faculty stability.

VIII. ADMINISTRATION

The third president of The Evergreen State College is focusing on planning and external fund raising. The seven-member Board of Trustees, which is currently in a state of transition with three new members to be appointed by the governor, has more carefully defined its role as a policy setting body and has added membership from around the state in keeping with the new mission.

Administrative procedures are being refined, and governance is moving from a committee of the whole approach toward a more representative form. While there is some concern about this change, there seems to be confidence that extensive consultation will remain a hallmark of policy development. One area of uncertainty seems to center around the method and timing of evaluation of major administrators. It is recommended that the Board and administration address this issue.

While there is some concern about a greater institutionalization of processes which runs counter to Evergreen's tradition of doing business through DTFs, disappearing task forces, there does seem to be a recognition that the time and energy devoted to governance needs to be limited if the faculty, staff and students are to realize their educational objectives. Observing the open communications at the college and the determination to find the appropriate balance, the evaluation committee is confident that this transition will be accomplished. For example, as the faculty Agenda Committee moves from simply establishing the agenda for faculty meetings to functioning more like an executive committee to facilitate policy development and decision making, the faculty is watching this transition carefully.

Likewise, a new more formalized student governance structure is being implemented. As noted in the student section of this report, the student services area has recently moved in the direction of a more organized, professional oriented, student affairs staff. Both of these moves are being monitored closely to assure that basic Evergreen values are maintained while more effective operations are instituted.

Generally, the academic deans rotate out of the faculty to serve administrative roles. However, of the six current deans, two have been recruited externally. Two positions will be filled next year, and a search will soon be underway and will have two stages: first, an internal search; second, an external search if satisfactory candidates are not found internally.

While the administrative structure and operation is taking on more traditional forms, and at the same time aiming to preserve

the democratic assumptions of Evergreen, there is some tension. There is a keen awareness that change needs to occur, and there is some uncertainty about the results. However, consistent with the "Constancy and Change" motto, Evergreen is effectively moving through this process.

Overall, Evergreen is effectively administered, and the college's mission, goals and priorities are well understood. While open to experimentation, the faculty, staff, students, administration and trustees are dedicated to Evergreen. Their hard work and commitment promise a successful transition.

IX. STUDENTS

At Evergreen students, faculty and staff are so integrated into the educational enterprise it is difficult to isolate student affairs and conduct a review solely of that set of activities. For example, while a great deal of academic advising goes on in the academic programs, some of it is done in the Academic Advising Center, some in The First Peoples' Advising Service office, etc. Many extracurricular activities are extensions of academic programs. Evergreen has few intercollegiate sports and prefers to concentrate on intramural and recreational activities (e.g., wilderness trips).

The college is to be congratulated, therefore, in its scheduling of reviewers to participate in programs during the first day. A basic understanding of the centrality of programs is necessary before one can understand the organization of student affairs at Evergreen.

Administration

Since the 1979 accreditation report was written, many changes in Evergreen campus and organization have occurred. The 1979 report noted that there was severe strain on student services and urged the administration to take remedial action as soon as funding problems eased.

By 1985 the college had reorganized student affairs under a vice president, built a new health and recreation center and added substantially to student housing. There appears to be a full range of student services reporting to the vice president and she has organizational parity with other vice presidents. Since 1975, enrollment services (admissions, registration and records) have reported through student affairs.

Admissions and Financial Aid

Financial aid services reports to the dean of enrollment services. The Admissions office conducts the standard set of direct mailings, high school night activities, etc. The admissions brochures are well done and seem to stress the college's commitment to diversity, creativity and individual choice.

A new admissions policy was adopted in Spring of 1989 to guide the admissions process for Fall 1990. The criteria are complex and include the admissions index established by The Higher Education Coordinating Board as well as academic and diversity factors.

Advising

In the 1989-90 academic year the deans appear to have given advising a top priority by making advising assignments before governance responsibilities became fixed. This should serve notice that the college values faculty participation in The Academic Advising Office (AAO). The current plan is for each of six or seven faculty members to spend two or three hours per week in the AAO thereby reducing the time a student has to wait for an appointment to a week or so. Apparently this year the college will consider a reorganization or combining of academic and staff units involved.

It is difficult to estimate how serious a problem student dissatisfaction with advising is since much of the advising gets done in the academic programs. Student and alumni surveys continually point to academic advising as one of the least satisfactory parts of the Evergreen experience.

The renewed attention being given to advising is encouraging and bears constant evaluation. For example, some faculty do not advise well and have little interest in advising students in areas outside of their interests. On the other hand, professional staff may have difficulty keeping up with the substance of activities in the academic programs.

The balance of faculty-staff participation in advising is one of the key items the college needs to debate this academic year. It does seem that a community that cares as much about students as does Evergreen will be able to develop an adequate response to student concerns about advising.

Housing

With addition of approximately 400 beds since 1979, the college housing system seems adequate. There are no plans for expansion of the system since there appears to be adequate off-campus housing in the area. The units are all apartments rather than resident halls, but students can eat in campus facilities if they wish. The college has acknowledged and planned for an asbestos removal program for the Phase I facilities. The set aside space for minorities in one housing complex is an appropriate manifestation of the college's commitment to diversity.

Alumni

Evergreen has about 11,000 alums and in recent years has begun to develop a program of alumni cultivation. The staff has been augmented, and a survey asking alums how they want to be

involved is being prepared. The college is to be encouraged and commended for its efforts to reinvolve alums. It should be noted that alumni surveys are one of the more important devices for assessing the long range effects of academic programs.

Concluding Statement

The Evergreen State College is an institution in transition. It no longer has to worry about survival, but must assume the obligation to redefine itself in the light of its new-found national reputation as an alternative liberal arts college. To accomplish this transition/redefinition certain "nagging" problems in student relations should be corrected.

- * Apparently there will be progress made on student advising. This is to be encouraged and its success specifically assessed.
- * Evergreen may want to be more systematic in monitoring the values, purposes and objectives of its incoming students. As competition for a place at the college intensifies as its reputation grows, and if the trend to more high-school-direct students continues, Evergreen may become a place to be rather than a place to be educated.
- * Changes in the admissions policy should be assessed regularly.
- * Finally, the college appears to be moving in the direction of a more organized, professionally oriented, student affairs staff. The long-range effectiveness of greater professionalization in such a learning-intensive situation is likely to depend on the extent to which staff are able to earn and maintain the respect of faculty and students.

X. SCHOLARSHIP AND RESEARCH

Scholarship and research at Evergreen are interpreted differently. The faculty are encouraged and supported to maintain a freedom of inquiry and exchange of ideas through collaborative teaching in an interdisciplinary setting. The vitality of scholarship is derived from and embedded in the year long and quarter term coordinated study programs. These coordinated study programs have faculty assignments that are interdisciplinary and frequently rotated. Thus, faculty members are consistently engaged in curriculum reform and construction. This is an example of the dedication to teaching that has gained Evergreen distinction in liberal arts and science education. However, much of this scholarly experience is lost because most of the ideas and pedagogy are not published. One consequence of the high rate of contact hours (or of faculty emotional input) is a possible high level of fatigue--eventually--of faculty and a shortage of time for "one's own work." We should not look for ordinary "academic" publishing from this kind of faculty, perhaps no publishing at all, were it not that the style of teaching and of program configuration at Evergreen manifest issues in a high level of excitement in the faculty and a high rate of what we can only call "discovery," or insight. There is a lot of knowledge here that is fresh, new and worth publishing. Perhaps not in the ordinary academic journals, but surely in the "high-brow" quarterlies, or possibly an Evergreen Review. There should be more faculty writing going on; both for writing's accepted benefit of articulation and clarification and for public enlightenment. Some visiting team members are strongly recommending that Evergreen consider developing their own journal.

For the faculty at Evergreen, scholarly activity in the pursuit of teaching undergraduate students to learn for the sake of learning is valued. On the other hand, research activity for the sake of research receives a mixed evaluation at best or no evaluation. Although this may be the case, faculty surprisingly continue to publish, and a few obtain research grants i.e., \$67,000 grant-in-aid (seed money), \$70,000 in curriculum leaves, \$500,000 in federal grants, \$400,000 in assessment funds, and some private business and industry funds. In the spirit of attempting to understand the value placed on research by the faculty at Evergreen, the visiting team is recommending that more planning and development be carried out in this regard, especially as this relates to faculty performance and intellectual exchange. For example, Evergreen may be in an ideal position to continue highly valuing teaching and selectively and individually valuing research. Currently, higher education is bimodal in that it values research at all cost or it devalues it in favor of teaching or service to the community.

XI. GRADUATE PROGRAM

Graduate study at The Evergreen State College is relatively new, closely linked to interdisciplinary work, primarily aimed at public service and explicitly planned as an outgrowth of the teaching, scholarly and applied research approach of the faculty. Two graduate programs exist at Evergreen, the Master of Public Administration (MPA), which was initiated in 1980, and the Master of Environmental Studies (MES), which started in 1984. A third program, the Master in Teacher Education (MIT), is currently being reviewed by the state legislature. The two existing programs enroll approximately 70 new students each year. If authorized, the new MIT program is projected to add 60 new students each year by 1990. As modest as these figures may seem, there are no indications that graduate programs at Evergreen will increase in scope, size, or number in the near future. Even with these modest expectations in the area of graduate studies, Evergreen should be applauded for its ability to contribute toward the merging of the physical sciences, biological sciences and social sciences. The MES program is an excellent example of this interdisciplinary broadening across natural and social sciences.

Given the steady state of graduate study at Evergreen, the visiting team provides the following recommendations.

- * Although the transplant of the undergraduate core curriculum structure to the graduate studies curriculum is commendable and provides for close faculty to student contact and collaborative learning, the involvement of Evergreen undergraduate students in MPA and MES is not well understood. For example, some visiting team members felt a co-term BA/MA program for the best and brightest Evergreen senior students and the systematic involvement of advanced level seniors in the electives of the graduate programs or in a particularly relevant quarter would be good. The institution reports that senior students may enroll in MPA and MES courses, but acknowledges the possibility could be made more obviously available to senior-level students.
- * The rotation, about every two years, of faculty members who teach in the MPA and MES could prove to be problematic for those students who usually take more than two years to complete a thesis or group project. It is recommended that students and faculty members be genuinely advised of this mentor-mentee dilemma.
- * The percentage of MES students who complete the Master's degree is substantially less than 50 percent. This is low. Although steps to improve retention have been

taken, more could be done. For example, the MES could look at such factors as the policy and practice of advancement to candidacy, admissions and selection criteria, especially as these relate to the statement of purpose or the essay and sequencing of coursework and final requirements.

- * Students in MES come from across the nation, while those in the MPA come from the local commute area; it is generally agreed in the graduate study area that the former is the preferred process. It is suggested that the MPA revisit the policy and practice of enrolling students from a very limited geographical area.
- * The MPA and MES have minimal financial aid resources available for its students. The visiting team observed that more fellowship, teaching assistantship and research assistantship support would mutually enhance program and student success. This could also increase the number of minority students who would be able to apply for admissions to MPA and MES.

While Evergreen is at an embryo stage of development in graduate education, its existing masters degree programs directly address the public service purpose of their mission statement. The second component of their public service mission statement involves public education. In order to achieve this component of their mission in higher education, the visiting team is strongly recommending the authorization of the proposed master of teacher education program. As an educational mandate, the MIT is a quality example of a program that will emphasize the learning of theory and then the application of theories in the classroom and surrounding educational settings. The education profession by design is interdisciplinary and therefore mirrors the strengths of Evergreen. Moreover, the MIT plans to recruit and enroll minority students, which will provide for ideal interaction for learning across significant differences. Most educational research supports Evergreen's teaching approach for instructing minority students in that this group's learning is accelerated by collaborative/cooperative cognitive styles as compared to competitive/individualist styles. If the Evergreen concept of learning to learn could be translated through teacher training to the elementary and secondary levels, we would have improved the education profession for all of us.

SUMMARY, COMMENDATIONS AND RECOMMENDATIONS

Since its inception nearly twenty years ago, Evergreen has successfully moved through its infancy, childhood, adolescence and has now grown into an established institution of higher learning. It has moved from an experimental college to a truly alternative institution which is nationally recognized as an excellent liberal arts college. With its motto of "Constancy and Change," Evergreen has moved purposefully to address the major concerns noted by the 1979 visiting team. We applaud these significant achievements and urge the college to continue pursuing its pervading values as it continues its development into its third decade.

The members of the 1989 evaluation committee express their gratitude to The Evergreen State College for the warm hospitality, care, consideration and openness which marked the reception of the evaluation team and offer the following commendations and recommendations:

- * We commend the Evergreen faculty, staff, students, administration and trustees for their dedication to the founding principles and institutional challenges of the college. Through their joint and complementary efforts and extraordinary labors, they have implemented, refined and sustained a curriculum and pedagogy that effectively embodies those principles.
- * We observe clear evidence of effective response to the Evergreen values and commitment to "Constancy and Change" as the title of the self-study report indicates.
- * We congratulate Evergreen for fostering a spirit of cultural diversity and note the extraordinary success in recruiting and retaining people of color and women on the faculty. Few comparable colleges can measure up to having one in five faculty members from a minority background.
- * We celebrate the wide-spread self-scrutiny which is an integral part of Evergreen.
- * We assess the self-study to be one of the best we have seen. It is especially useful because it sets forth in adequate detail the rationale for, as well as the working of, an alternative college. It captures for us both the theory and practice of Evergreen.
- * We admit the academic "climate" is a subjective and insubstantial criterion for assessment. Yet we venture to judge the climate at Evergreen to be very good--indeed