

# New Academic Directions



The planning team, along with members of the larger coordinating group, will consider feedback received by Friday at noon for final revisions of the conceptual model.

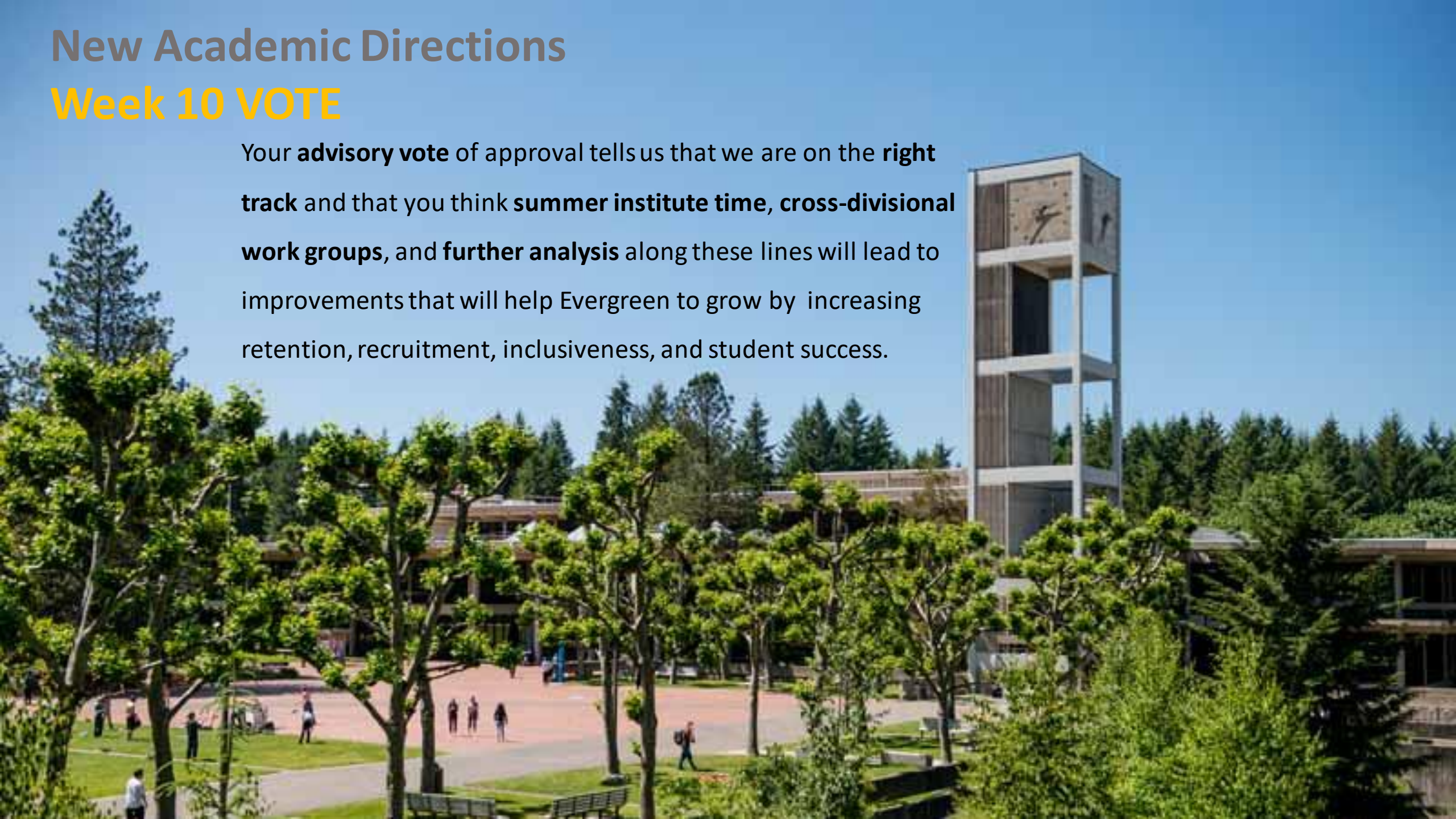
We will have one or two additional faculty meetings on this proposal, as determined by the Agenda Committee



# New Academic Directions

## Week 10 VOTE

Your **advisory vote** of approval tells us that we are on the **right track** and that you think **summer institute time, cross-divisional work groups**, and **further analysis** along these lines will lead to improvements that will help Evergreen to grow by increasing retention, recruitment, inclusiveness, and student success.



# New Academic Directions

## A CONCEPTUAL MODEL

### Model Components

Identity & Organization

Curricular Content

Student Experience

Curricular Cohesion

Coordinated Modes of Study



# Model Components

Identity & Organization  
Curricular Content  
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## Proposed Change

## EVERGREEN STATE UNIVERSITY

*We change our name from The Evergreen State College to **Evergreen State University** to reflect the complexity of our institutional mission and structures. Evergreen State University will comprise six schools: five undergraduate interdisciplinary theme-based Schools and the School of Graduate and Professional Studies.*

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Proposed Change

**INTERDISCIPLINARY SCHOOLS**

*We develop and promote thematically-connected curricular areas through **Interdisciplinary Schools** that increase curricular visibility for students and serve as an organizational hub for coordinating curriculum and Paths.*

A photograph of a university campus. In the foreground, there are several young trees with green leaves. In the middle ground, a large, modern building with a curved facade is visible. The sky is clear and blue. People are walking on a paved path in the foreground.

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## Possible Interdisciplinary Schools

**Climate, Land & Sea**

**Health, Justice, & Education**

**Expression, Power, & Meaning**

**Innovation, Design, & Making**

**Tacoma & Native Pathways**



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## **PATHS & GROWTH**

### **Likely Areas for Growth / New Paths**

Based on evidence from Blue Sky conversations, Hanover Research studies, and our institutional research data:

- Psychology, Sociology, and Community**
  - Business, Entrepreneurship, and Non-Profit Management**
  - Climate Justice and Sustainability**
  - Art/Design/Digital Media/Computer Science**
- 
- Education (possible new Path)
  - Transformative Justice, Prison Education & Legal Studies (possible new Path)
  - LGBTQ+ & Gender Studies (possible new Path)

## Blue Sky Workshop - Greatest Hits

climate change	11
resilience college	9
prison education	9
invest in arts	8
entrepreneurship	7
living lands	5
transformative justice	3
justice-involved student programs	3



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## ADVISING, TRANSCRIPT, ePORTFOLIOS

### Proposed Change

*We develop and implement a support system for students that includes close **advising** and coaching throughout their experience at the college, a **revised transcript** that includes a clear indication of credentials, certificates and capstone, and **e-portfolios** enabling students to construct an iterative record of their learning.*

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**FY, LEVELS, CAPSTONES, CREDENTIALS**

## Proposed Change

*We pursue more strategic curriculum design by developing and implementing the following features: **First Year Programs, Levels of Study, Capstones, Credentials / Certificates.***



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## INTEGRATION

### Proposed Change

*We propose an **integrated undergraduate college** organized across multiple schools that supports daytime/evening and weekend as well as full-time and part-time offerings (with structural representation for the Tacoma and Native Pathways Programs).*

- A market study for higher ed asks simple questions:
- ***Will the new product/service attract enough customers (students) to be viable?***
- ***Why should a prospective student choose Evergreen rather than another college or university?***
- It also helps to clarify:
  - What types of students we are out to attract and serve
  - What needs we are trying to meet
  - What relative price (tuition) will generate value for students and enable us to move toward financial stability
- This draft:
  - Analyzes the available data; consider what students we should aim to recruit; analyzes the model. Makes an initial judgment about the market viability of the model
- Later drafts will add the analysis of data from surveys, focus groups and other sources that provide a more direct test of the model's potential impact.

# What is a market study?

- National and state demographics are difficult—a cliff is coming in 2025
  - Grawe predicts a decline of over 15% in college attending students in Washington
- ***It will be difficult for us to have success with a turnaround strategy based on a shrinking or even stable pool of high school graduates in the state***
- An alternative: “Some College, No Degree” and “New Majority” students.
- ***Expanding our capacity to serve this large group of potential students is likely our best strategy***
- Consistent with our values
- This group is likely to be well represented in the “Recession Retoolers” group

What groups of students should we be seeking to attract?

- Our initial conclusion:
  - ***The model contains an impressive combination of innovations, and is of sufficient magnitude—it is “big enough”—to impact positively what we believe is our biggest single challenge, the college’s long-running reputational issues.***
- It compares favorably with strategies/models at other successful turnaround campuses.
- In the short-run, new curriculum will likely attract some students.
- Long-term, gradual implementation of this model has the potential to attract a large number of students who may not have considered Evergreen in the past.
- We are collecting additional data through a student surveys and other means that we will use to update this market study.

# Market Analysis