

1. **Name of institution:** The Evergreen State College
2. **Name and contact information for person at the institution directing the implementation of your initiative and the BTtoP grant:**

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3. **Please offer a short synthesis/description of your initiative, targeted outcomes related to students' psychosocial well-being, and relevance of the initiative to your institution's mission or strategic planning:**

Our project set about to *Dig Deep* in three ways:

- a) Create and establish a social capital network of cross divisional and interdisciplinary departments, programs and services (including students, staff and faculty) to promote and inform the campus of the purpose and long-term sustainability of the project;
- b) Embrace a shared lexicon and messaging around well-being and flourishing campus-wide;
- c) Create experiences and activities for students, beginning in the 2014-15 academic year, to provide them with a tangible understanding of how to thrive at Evergreen and promote models of individual and community practice of well-being.

- ***"Establishing Roots: Building up Reserves"***: Specific Orientation messaging about climate, Seasonal Affective Disorder, Vitamin D and maintaining well-being particularly during the dark fall and winter months;
- ***"Playing at the Top of Your Game: Work, Purpose, Challenge and Grit"***: Showcase of good student academic and co-curricular work; and
- ***"Give it Back and Pay it Forward"***: Collective day of service.

In the spring of 2014, students, faculty and staff were invited from specific divisions and departments across campus to hear more about the project and over 50 attended the luncheon. Participants were encouraged to read The Well-Being Manifesto prior to the meeting. Nancy Murray and Elizabeth McHugh provided an overview of the project and some basic terminology. Participants were then invited to respond to written prompts specific to whether and how each saw their role (as student, faculty or staff) as contributing to a campus culture where community members thrive. Participants were also asked whether they wanted to participate in the Social Capital Network. Thirty responses to the prompts were collected and included 19 from staff, 3 from faculty, 5 from students and 3 unknown.

The primary focus of our project to date has been focusing on creating experiences and activities for students to improve their understanding of how to thrive at Evergreen. This has happened largely through a revision in our New Student Orientation messaging helping students identify with a sense of place. Programs and activities throughout fall quarter were offered to help students establish roots and build up reserves for the road ahead.

During winter quarter, the focus shifted outward from self-care to examples of good academic and co-curricular work. Rather than host a separate event as originally proposed, the Academic Fair was used as the venue for showcasing student academic and co-curricular work. This is significant in that the Academic Fair is a large scale event where nearly all new and returning students come to meet faculty, look at course offerings, learn about student organizations, ask questions of academic advisors, generally, see what the college has to offer. At the Academic Fair, the Dig Deep project showcased examples of thriving students. The Dig Deep team identified students and asked them to submit written narratives reflecting on their personal sense of passion, challenge or struggle around the academic or co-curricular work with which they were involved. For each student, large banners were made and displayed prominently at the Academic Fair (see appendix).

The Dig Deep project has gained momentum on campus and has been embraced by the Vice President for Student Affairs. *Dig Deep* has been a regular theme at divisional retreats and meetings throughout the year. *Enhance education, programs/services, and attention focused on students flourishing* and *Support the well-being of employees* were prioritized as two divisional goals within Student Affairs with the Dig Deep Project listed as the action strategy for achieving them.

4. **Please briefly describe any substantive changes you have made to date regarding your project goals or objectives or changes in the project's implementation:**

Our project kicked off in spring of 2014. That transition, along with other reorganization within the institution has impacted our ability to implement the project as originally planned. A broad Social Capital Network has not been clearly established. A smaller workgroup has been meeting regularly to move the work forward for the Winter and Spring quarter activities.

Given some staffing challenges, the Oasis Salons (Helio Bars) were not constructed this year. Future development of these spaces remains on our list of goals and objectives.

5. **Please describe whether, and in what forms, your project has been infused into ongoing aspects, opportunities or experiences at your institution:**

Pre-Fall/Orientation & Planning:

- Introduction to Shinrin Yoku (the art of taking in/experiencing the forest) was offered for Senior Leadership team at the end of summer retreat.
- Overview of project and activities and a Shinrin Yoku experience offered for all Student Affairs staff at Fall Divisional Retreat prior to the start of the school year.
- Thriving prompts & reflections at Student Affairs quarterly meetings. Staff members were invited to reflect on identifying attributes of a thriving student and campus, to identify activities and experiences that were believed to be important for new students not to miss, and to identify examples and stories of individual student, staff or faculty success, perseverance and positive struggle.
- Dig Deep Logo was designed and T-shirts made, which were given to students at events throughout the year.

New Student Orientation & Fall quarter programming:

- New Student Orientation programs and activities revised to include *Establishing Roots* content to help students develop a sense of place. Content included specific information the physical region, about maintaining health and well-being in the Pacific Northwest (i.e. information about Vit D, full spectrum lights).
- Shinrin Yoku was offered twice during Orientation week and regularly throughout the academic year.
- Full-spectrum lights were made available for personal use in the residence halls and the Library.
- Bookstore began to stock full-spectrum lights.
- *Geoducks at Night* was implemented, offering regular programming for students, highlighting a range of activities, all of which were identified as
- Fall quarter workshops from Counseling Center focused on tools for staying healthy and managing multiple demands throughout the year with information specific to our microclimate (cloudy weather, temperate rainforest location).

Winter Quarter:

Playing at the Top of Your Game: Work, Purpose, Challenge and Grit at The Academic Fair. At the Academic Fair, examples of thriving students were showcased. The Dig Deep team identified thriving students and asked them to submit written narratives reflecting on their personal sense of passion, challenge or struggle around the academic or co-curricular work with which they were involved. For each student, large banners were made and displayed prominently at the Academic Fair (see appendix).

Spring Quarter

- *Give it Back and Pay it Forward* was part of a large Earth Day event coordinated by students and members of the Dig Deep Project Work group. One of the students featured in the *Playing at the Top of Your Game: Work, Purpose and Grit*, led his newly formed Evergreen Conservation Corps of students on a trail maintenance project. His group performed some important trail maintenance by installing culverts and other drainage enhancements. A separate group of 50 students and a few staff volunteers did a large

scale clean up of the Evergreen Trail system, removing trash, broken glass and other debris from the trails and a few remote sites in the campus forest.

- A group of students sought endorsement and support from the Dig Deep Project for a three day series of events focused on individual well-being. The event was inspired by content presented about the Dig Deep Project during Orientation week. The event took place in the third week of May, which was the end of week seven of the quarter, and not typically good timing for students to focus on self care. Though attendance was modest at most of the events, the Dig Deep Work group found the student interest in initiating programming under this theme of Dig Deep and well-being as a very promising indicator of student interest in the overall messages of the project.

6. Please describe, as succinctly as possible, major lessons or learning to date from your project. For example:

- a. How do you know your project has been successful in accomplishing particular goals? Where has it fallen short of intended outcomes or goals?**
- b. What have you learned about institutional capacity to address psychosocial well-being on campus?**

Faculty and staff were highly interested in the project. Several faculty requested that a Dig Deep representative come to their programs/courses to provide an overview for their students. Staff in particular have responded to the messaging and have expressed support for continuing the work. The Vice President for Student Affairs is establishing a regular standing work group to continue the work that was begun this past year. The level of enthusiasm around the Earth Day trail clean up event was great and there is momentum to keep this as an annual day of service activity.

- c. What have you learned about faculty, staff, and student understanding of the importance of psychosocial well-being and its connectedness to institutional goals since the project's inception?**

The Flourishing (QOL) scale was administered to all students in October of 2014. An additional three questions were asked of student to get establish a link between whether exposure to intentional activities corresponded to increased perception of flourishing. The response rate was 960 students or 23%. The initial data showed at baseline a higher than anticipated percentage of students identified as flourishing (86%), with 50% being involved in co-curricular activities, 48% feeling that they contribute to campus and only 26% of students noted any familiarity with the project or any associated activities. Plans were to administer the Flourishing (QOL) scale to faculty and staff as well, but the process for approval to move forward with that took longer than anticipated. Administration of the PSRI just wrapped up on our campus. Results from the PSRI are anticipated during summer of 2015.

- d. What evidence have you gathered related to students' psychosocial well-being that is helping to inform the work of the project?**

A baseline Flourishing (QOL) Scale was administered to students last fall, initially with plans for repeat administration in Spring. Given the timing of the PSRI administration on our campus, we decided to not proceed with an additional survey. As a relatively small institution, there are concerns about survey fatigue among students. However, the Flourishing Scale has been incorporated as part of the overall assessment plan for the Division of Student Affairs and plans are to continue use of this tool to better examine any linkage to student flourishing and project activities.

As mentioned above, a group of students sought support for initiating a series of workshops and events under the Dig Deep Project umbrella. This is a positive sign of the level of awareness and engagement about the work that is catching on with our students.

7. Please provide a timeline of next steps and key milestones for sustaining the work of the project beyond the grant period:

The majority of our project occurred in the 2014-15 academic year. With our spring quarter event taking place in late April and an extra event which took place in May, the Dig Deep Workgroup is still reflecting on the project success and formulating next steps for sustaining the work. Results from the PSRI were sent to our campus at the end of July and the Dig Deep Workgroup has not yet had an opportunity to review and discuss the results. There has been continued staff turnover and the work group just lost a key member of the group.

This past year afforded the opportunity to lay the framework for the coming year to develop and grow key aspects of the project. The Dig Deep Workgroup is being formalized as a standing committee and will be given a charge to continue the work. The activities for fall, winter and spring will remain the same with efforts to increase the full-spectrum light initiative in the residence halls, expand the Social Capital Network, increase the number of students featured in the *Playing at the Top of Your Game: Work, Purpose, Challenge and Grit* campaign and to continue to explore the feasibility of establishing the well-being Oasis Salons or Helio Bars on campus.

8. **Please provide a budget narrative for the allocation of project resources:**
- a. **Please describe specific expenditure categories and amounts for the use of your BTtoP grant.**
 - b. **Please describe specific expenditure categories and amounts for the required matching funds from your institution.**
 - c. **Please describe any in-kind (in addition to matching cash) commitments made by your institution.**
 - d. **Please describe current balances in all resource categories and how you intend to expend them.**

Currently, we have a balance of \$ [REDACTED] in our account. The table below, details our expenditures.

Expenditures:

Date	Item/Expense	Total
4/29/14	Full Spectrum Lights (60)	[REDACTED]
5/19/14	Catering for launch to campus	[REDACTED]
10/2/14	Dig Deep T-shirts/logo	[REDACTED]
10/9/14	Thriving conference presentation	[REDACTED]
4/3/15	Banners for student showcase	[REDACTED]
5/18/15	Give Back – Pay It Forward Event	[REDACTED]
	PSRI survey	[REDACTED]
		[REDACTED]

The remaining balance is earmarked for several initiatives:

1. Continuation of showcasing students who demonstrate grit and thriving;
2. Purchase of additional full-spectrum lights; and
3. Development of Helio Bars or Oasis Salons.

Evergreen has provided matching funds in the amount of \$ [REDACTED] for the PSRI. In the coming academic year, we plan to request additional funds to help cover costs associated with the creation of Helio Bars/Oasis Salons.