

The Evergreen State College

**Evening and Weekend Studies Program at Grays Harbor College,
Aberdeen, WA**

Program Review Summary Report

December 2003

Program Title: Evening and Weekend Studies Program at Grays Harbor College (GHC)

Degree: Bachelor of Arts

Initial Approval by HEC Board: 1997-98 through 2002-03

Previous Program Review: December 2003 is the Initial Program Review

Program Overview:

The Evergreen State College's (TESC) mission is to provide students with an outstanding interdisciplinary undergraduate education. Evergreen has a successful history working with both public and private two-year institutions (Tacoma Community College, Northwest Indian College and Medicine Creek College) to provide high quality, upper-division, cost-effective B.A. completion programs to place-bound students off the main Olympia Campus. Evergreen's partnership with GHC provides students at GHC the opportunity to complete their B.A. degree in Grays Harbor and Pacific counties, areas that traditionally have low access to higher education and a low participation rate relative to the rest of the state.

A two-quarter pilot program was established with GHC winter and spring quarters of 1997. A comprehensive survey of Pacific and Grays Harbor counties conducted by Evergreen in Spring 1996 indicated that 38 people in Pacific County and 233 people in Grays Harbor County were interested in enrolling in Evergreen courses. The pilot program was partially funded by a grant from the State Board for Community and Technical Colleges under its Fund for Innovation program. In the pilot program, each college provided one faculty member to teach an interdisciplinary, eight-credit hour, upper-division program. Students in that program requested that the program be continued so they would have the opportunity to complete their B.A. degree.

The core of the TESC program at GHC has evolved to emphasize one, 8-credit interdisciplinary program each quarter (excluding summer), offered on Saturdays with both small group and on-line assignments to supplement the classroom lectures and seminars. During the 1999-2000 year, the TESC Evening and Weekend Studies administration decided to identify the focus of the offerings as Interdisciplinary Management Studies. This was defined by then Dean of Evening and Weekend Studies Susan Fiksdal as:

Students will learn the subject matter of traditional management courses such as organization psychology, economics and finance, and they will do this within the context of human activity in the broad sense of history, philosophy, literature, ethics, public policy, technology and the arts. Students will gain skills in public speaking, technical and creative writing, critical analysis, policy evaluation, collaborative work, conflict resolution, diversity issues in the workplace, quantitative reasoning and electronic presentation of ideas and figures. Workplace applications are central to each year's curriculum. The curriculum will be planned on a four-year cycle beginning with 1999-2000.

In December 2000, The Evergreen State College and Grays Harbor College signed an Interagency Agreement for a Bachelor in Liberal Arts Degree Program with the following Statement of Work:

Evergreen shall provide an academic pathway called Interdisciplinary Management at Grays Harbor College. Evergreen shall accomplish this by sending one faculty member each academic quarter to teach at GHC and hiring one GHC faculty each quarter as well, depending on enrollment.

Evergreen's Outreach Coordinator in the Admissions Office offers Community Information Sessions in Grays Harbor for interested students. Evergreen's Evening and Weekend Studies Class Listing is also sent to Grays Harbor residents, and radio ads are used to inform residents of the opportunity. Each quarter, the first class is held on the Olympia campus so students can register, purchase books, pay tuition and become familiar with campus services.

Documentation of Continuing Need:

There are several reasons why it is important to continue to offer this program in Grays Harbor county. These are summarized below:

Access for Working Adults: The TESC Interdisciplinary Management program is one of only two options that adult working students in Grays Harbor and adjacent counties have if they wish to complete a Bachelor of Arts degree. Washington State University also offers on-line courses and degree programs at GHC, but Evergreen is the only college offering a B.A. degree through on-site evening and weekend classes. According to a December 2003 survey of students enrolled in the GHC program from Fall 2001 through Fall 2003, 85% of the students were over 30 years old and 65% were employed fulltime.

Student Demand: Even though the Spring 1996 feasibility study indicated a high level of potential student interest, enrollments the first two years (1997-99) averaged only 12.7 students/quarter. The following three years (1999-02), the average headcount/quarter was 21.8, with a range from 9 to 35. Since Fall 2002, enrollments have averaged 27.3 students/quarter—sufficient to enable TESC to offer team-taught programs with two faculty. (See Appendix II for Headcount and FTE data).

Geographic Convenience: Since Fall 2001, 60% of the student enrollment in the Evergreen program at GHC has been by students who live in Grays Harbor, Pacific, Lewis or Cowlitz Counties. This represents 43 different students over the past two years. Forty percent of the students responding to the December 2003 identified "location" as a primary reason for enrollment in the program. Interestingly, 82% of the GHC students enrolled since Fall 2001 have also taken one or more courses at Evergreen's Olympia campus. Registering for a quarter or year at the GHC program and then enrolling in other offerings in Olympia is a frequent pattern.

Curriculum Focus: Based on career preferences of prospective and current students in the program, and seconded by GHC advisors, the Evergreen program at GHC has focused on Management Studies, broadly defined to include a wide variety of disciplines from the humanities and social sciences. Most of the adult students in the Evergreen program at GHC work for local governments, non-profit organizations or local businesses—or are self-employed. Sixty-five percent of the students responding to the December 2003 survey identified "curriculum and program content" as a primary reason they enrolled in the program.

Pedagogy: The cornerstones of an Evergreen education are critical reasoning, experiential and collaborative learning and self-discovery. We believe that a multicultural perspective expands our understanding of complex public issues. Historical, political, social, cultural and economic context frame our exploration of business and public management issues. Evergreen's small seminar classes, group projects and interactive, on-line dialogue among faculty and students provide students with opportunities to enhance their writing, public speaking, presentation, interpersonal and analytical skills. (See Assessment Information for student responses)

Uniqueness: Students enrolled in the Evergreen program at GHC are attracted by the interdisciplinary curricular approach to management studies, the supportive learning community environment in the classes and the personalized narrative evaluations they receive.

Assessment Information:

In a December 2003 survey sent to the 81 students who had enrolled in at least one of Evergreen's GHC programs from Fall 2001 through Fall 2003, students were asked to assess their satisfaction with different aspects of their enrollment in Evergreen's GHC program(s). Of the 20 students who have responded as of January 5, 2004, the percentages of students responding "Very Satisfied" (5 on a scale of 1-5) were:

Publicity, access to information & advising	45%
Saturday class schedule	80%
Quality of syllabus, texts & learning activities	55%
Quality of instruction	65%
Accessibility of faculty	55%

We also asked how well Evergreen's GHC program had helped strengthen their academic abilities in each of Evergreen's "Six Expectations of an Evergreen Graduate." These expectations, and the percentage of students responding "Very Helpful" (5 on a scale of 1-5) were:

Articulate and assume responsibility for your own work	67%
Participate collaboratively and responsibly in our diverse society	65%
Communicate creatively and effectively	50%
Demonstrate independent and critical thinking	61%
Apply different modes of inquiry appropriately to practical and theoretical problems	35%
As a culmination of your education, demonstrate depth and breadth of learning and the ability to reflect on the significance of that learning	45%

Students attending Evergreen's GHC programs are included in all student assessment surveys, such as the Alumni Survey and the National Survey of Student Engagement, so their assessments are represented in those survey results also.

Plans to Improve the Quality and Productivity of the Program:

During the 2001-02 academic year, the new TESC Dean of Evening and Weekend Studies met with students enrolled in Evergreen's GHC program to assess strengths and solicit suggestions from the students. Students suggested specific curricular subjects that they would like to see included in the curriculum of the program, such as public policy, literature, social services, psychology, economics and political science. They wanted team-taught programs that would strengthen the interdisciplinary emphasis of the curriculum. They valued and wanted the program to continue its emphasis on written and oral communication skills, research skills, state-of-the-art use of on-line dialogue to supplement in-class seminars, and collaborative learning and teamwork skills.

Based on this input, and other observations from Evergreen's Outreach Coordinator for Evening and Weekend Studies, the Dean made the following decisions for 2002-03 and 2003-04:

Two faculty would be assigned each quarter (one half-time; one quarter-time) to team-teach the Saturday classes. Allowing some students to enroll for 12 credits rather than 8, with additional research and seminar requirements, has generated sufficient student FTE to justify two-faculty team-teaching. Annual Average FTE increased from 12.6 in 2001-02 to 19.4 in 2002-03 as a result of this change.

The 2002-03 curriculum included studies in theology, philosophy, literature and psychology—examining how each of these fields of inquiry contributed to an interdisciplinary study of management issues and practices.

The 2003-04 curriculum includes studies in economics, political science, law, governmental and community-based systems of conflict resolution, and justice.

The 2002 Alumni Survey resulted in a few recommendations for improving the program, including improving community perception of Evergreen. One student was concerned about the poor quality of student discussions. The Dean of Evening and Weekend Studies will work with Evergreen's new Director of College Relations to discuss how we can address the first of these concerns. In addition, the Dean is encouraging all Evening and Weekend Studies faculty to participate in faculty development opportunities designed to improve teaching skills within the Evergreen pedagogy. Additional student surveys will be conducted during the 2003-04 year to gain further insights into how Evergreen's GHC program can even better respond to students' academic interests and needs.

Data on Majors, Degrees and Faculty:

All TESC students graduate with a Liberal Arts Degree. Majors are not declared by students or identified by the college upon graduation. Students who have graduated from Evergreen's Grays Harbor program only are not easily identifiable, since most students register for classes at both Grays Harbor and on the main Olympia campus.

Since Fall 2002, .75 Faculty FTE have been assigned to teach in this program. No graduate assistants are used.

Appendices:

Appendix I: List of TESC Programs at Grays Harbor College (1997-2004) – Page 7

Appendix II: Student Headcount, Student FTE (1997-2003) – Pages 8-9

Appendix III: Grays Harbor Demographics (Fall 2001, 02, 03) – Pages 10-11

List of Grays Harbor Classes

Quarter Offered	Title	Faculty	Credits
Winter 1997	Mobility and the American Dream	Nancy Koppelman (TESC faculty and Lynn Lerych (GHC faculty)	8
Spring 1997	Mobility and the American Dream	Nancy Koppelman (TESC faculty and Lynn Lerych (GHC faculty)	8
Fall 1997	Leadership Through Time and Place	Marge Mohoric	8
Fall 1997	Writing from Place	Nancy Parkes Turner	8
Winter 1998	High Involvement Leadership: Changing Roles for Changing Times	Marge Mohoric	8
Winter 1998	Writing from Place	Nancy Parkes Turner	8
Spring 1998	Writing from Place	Nancy Parkes Turner	8
Fall 1998	Shaping Community: Conflict and Communication	Char Simons	8
Winter 1999	Shaping Community: Conflict and Communication	Char Simons	8
Spring 1999	The Politics of Community	Howard Schwartz	8
Fall 1999	Management in the 21 st Century	Brian McMorrow	8
Winter 2000	Management in the 21 st Century	Brian McMorrow	8
Spring 2000	Dilemmas in Management: Politics, Ethics and Numbers	Howard Schwartz	8
Fall 2000	Managing People in a Dynamic Environment	Marge Mohoric	8
Fall 2000	Shakespeare and Management	Lynn Lerych (GHC faculty)	4
Winter 2001	Managing People in a Dynamic Environment	Marge Mohoric	8
Winter 2001	Organizational Communication	Chris Portmann (GHC faculty)	4
Spring 2001	Quantitative Methods for Effective Management	Neil Delisanti	8
Spring 2001	Information Systems	Doug Jones (GHC faculty)	4
Fall 2001	The Good Organization	Joe Tougas	8 or 12
Winter 2002	The Good Organization	Joe Tougas	8 or 12
Spring 2002	Case Studies in Management	Marge Mohoric	8 or 12
Fall 2002	Leadership and the Big Picture	Marge Mohoric and Don Foran	8 or 12
Winter 2003	Leadership and the Big Picture	Marge Mohoric and Don Foran	8 or 12
Spring 2003	Leadership and the Big Picture	Chris Portmann (GHC faculty) and Emily Lardner	8 or 12
Fall 2003	Government and the Economy	Howard Schwartz and Tomas Mosquera	8 or 12
Winter 2004	Visions of Justice	Marla Elliott and Howard Schwartz	8 or 12
Spring 2004	Justice and the Community	Arleen Sandifer and Tomas Mosquera	8 or 12

2002-03 Evergreen program at Grays Harbor College

Faculty	GRAY'S HARBOR Programs	HEADCOUNT			FULL-TIME EQUIVALENCY						
		Fall 02	Win 02	Spring 03	Total	F-FTE	W-FTE	W-FTE	S-FTE	Annual Avg FTE	
Fall: M. Mohoric & D. Foran Winter: M. Mohoric & D. Foran Spring: E. Lardner & C. Portmann	Leadership and the Big Picture	29	29	25	316	21.1	308	20.5	248	16.5	19.4
	TOTAL Grays Harbor Programs	29	29	25	316	21.1	308	20.5	248	16.5	19.4

2001-02 Evergreen program at Grays Harbor College

Faculty	GRAY'S HARBOR Programs	HEADCOUNT			FULL-TIME EQUIVALENCY						
		Fall 01	Winter 02	Spring 02	Total	F-FTE	W-FTE	W-FTE	S-FTE	Annual Avg FTE	
Spring: M. Mohoric	Case Studies in Management			27		0.0		0.0	300	20.0	6.7
Fall & Winter: J. Tougas	Good Organization	9	16		96	6.4	172	11.5		0.0	6.0
	TOTAL Grays Harbor Programs	9	16	27	96	6.4	172	11.5	300	20.0	12.6

2000-01 Evergreen program at Grays Harbor College

Faculty	GRAY'S HARBOR Programs	HEADCOUNT			FULL-TIME EQUIVALENCY						
		Fall 00	Winter 01	Spring 01	Total	F-FTE	W-FTE	W-FTE	S-FTE	Annual Avg FTE	
Spring: N. Delisanti	Quantitative Methods for Effective Management			19		0.0		0.0	152	10.1	3.4
Fall, Winter: M. Mohoric	Managing People in Dynamic Environments	35	30		280	18.7	240	16.0		0.0	11.6
	TOTAL Grays Harbor Programs	35	30	19	280	18.7	240	16.0	152	10.1	14.9
	GRAY'S HARBOR Courses										
Winter: C. Portmann	Organizational Communication		15			0.0	60	4.0		0.0	1.3
Spring: D. Jones	Management Information Systems			19		0.0		0.0	76	5.1	1.7
Fall: L. Lerych	Shakespeare and Management	16			64	4.3		0.0		0.0	1.4
	TOTAL Grays Harbor Courses	16	15	19	64	4.3	60	4.0	76	5.1	4.4
	TOTAL Grays Harbor	51	45	38	344	22.9	300	20.0	228	15.2	19.4

Note: Unduplicated Headcount Fall 00=36, Winter 01=30, Spring=28; since many of these students enrolled in both the program and an additional course.

1999-00 Evergreen program at Grays Harbor College

Faculty 99-00	GRAYS HARBOR Programs	HEADCOUNT			FULL-TIME EQUIVALENCY						
		Fall 99	Win 00	Spring 00	F-FTE cred	F-FTE	W-FTE cred	W-FTE	S-FTE cred	S-FTE	Annual Avg FTE
Spring: H. Schwartz	Grays Harbor: Dilemmas in Management			14		0.0		0.0	112	7.5	2.5
Fall, Winter: B. McMorrow	Grays Harbor: Management in 21st Century	25	22		200	13.3	176	11.7		0.0	8.4
	TOTAL Grays Harbor Programs	25	22	14	200	13.3	176	11.7	112	7.5	10.8

1998-99 Evergreen program at Grays Harbor College

Faculty 98-99	GRAYS HARBOR Programs	HEADCOUNT			FULL-TIME EQUIVALENCY						
		Fall 98	Win 99	Spring 99	F-FTE cred	F-FTE	W-FTE cred	W-FTE	S-FTE cred	S-FTE	Annual Avg FTE
Spring: H. Schwartz	Grays Harbor: Politics of Community			8		0.0		0.0	64	4.3	1.4
Fall, Winter: C. Simons	Grays Harbor: Shaping Community	14	11		112	7.5	88	5.9		0.0	4.4
	TOTAL Grays Harbor Programs	14	11	8	112	7.5	88	5.9	64	4.3	5.9

1997-98 Evergreen program at Grays Harbor College

Faculty 97-98	GRAYS HARBOR Programs	HEADCOUNT			FULL-TIME EQUIVALENCY						
		Fall 97	Win 98	Spring 98	F-FTE cred	F-FTE	W-FTE cred	W-FTE	S-FTE cred	S-FTE	Annual Avg FTE
Fall, Winter, Spring: M. Mohoric	Grays Harbor: Leadership through Time/Place	10	14	19	80	5.3	112	7.5	152	10.1	7.6
	TOTAL Grays Harbor Programs	10	14	19	80	5.3	112	7.5	152	10.1	7.6

Grays Harbor demographics Fall 2003 -- Total N = 25 Students enrolled

Ethnicity	Number	%
African American	1	4%
Hispanic/Latino	1	4%
Asian/Pacific Islander	1	4%
Native American/Alaskan	0	0%
Students of Color	3	12%
White/Not Indicated/Other	22	88%

Gender	Number	%
Male	7	28%
Female	18	72%

WA Resident	25	100%
Non-Resident	0	0%

Average Age	34	
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Grays Harbor Demographics Fall 2002 -- Total N=29 Students enrolled

Ethnicity	Number	%
Black	1	3.4%
Hispanic	0	0.0%
Asian	2	6.9%
Native	3	10.3%
Students of Color	6	20.7%
White	21	72.4%
Other	0	0.0%
Not Indicated	2	6.9%

Age & Gender	Number	%
<25 yrs	5	17.2%
25-35 yrs	5	17.2%
>35 yrs	19	65.5%

Male	12	41.4%
Female	17	58.6%

Enrollment Status	Number	%
Full-time	23	79.3%
Part-time	6	20.7%

Admission Status	Number	%
Regular	23	79.3%
Special	6	20.7%

WA Resident	28	96.6%
Non-Resident	1	3.4%

Grays Harbor Demographics Fall 2001 -- Total N=9 Students enrolled

Ethnicity	Number	%
Black	0	0.0%
Hispanic	1	11.1%
Asian	0	0.0%
Native	1	11.1%
Students of Color	2	22.2%
White	7	77.8%
Other	0	0.0%
Not Indicated	0	0.0%

Admission Status	Number	%
Regular	7	77.8%
Special	2	22.2%

Age & Gender	Number	%
<25 yrs	1	11.1%
25-35 yrs	1	11.1%
>35 yrs	7	77.8%

Male	3	33.3%
Female	6	66.7%

Enrollment Status	Number	%
Full-time	6	66.7%
Part-time	3	33.3%

WA Resident	8	88.9%
Non-Resident	1	11.1%

