

WASHINGTON
CENTER

news

V O L U M E O N E N U M B E R T W O

Director's letter

The Washington Center is expanding and flourishing. In a presentation before our own State Board for Community College Education this fall, we characterized the Center's mission as that of rekindling the spirit of higher education. We suggested that the Center's efforts can serve as a vehicle for building a sense of academic community within our higher education system, as well as providing for low-cost, high-yield approaches to improving undergraduate education. The response we received was one we have seen on many other occasions: surprise, enthusiasm, and a renewed sense of hope and common enterprise.

Statewide interest in the Washington Center is growing, with inquiries almost daily from faculty and administrators throughout Washington. At a briefing in Spokane in early June a number of eastern Washington institutions had an opportunity to learn about the Center, and expressed interest in seeing the project expand east of the Cascades. Our most recent seminar on the pioneering work of William Perry (see related story) drew substantial

We are continually reminded of the talent and commitment, among faculty and administrators alike. . . .

Barbara Leigh Smith
Washington Center Director

numbers of both faculty and academic support personnel from all over the state.

This past year has also brought recognition to the Center, through a nomination for a Dana Foundation Award (see related story), inquiries from various state higher education boards, citation by the League for Innovation in Community College Education, to mention just a few.

The most satisfying aspect of our work, though, has been as a resource to hundreds of faculty and staff at many institutions. Working closely with our exchanging faculty has been of special value, for these individuals

provide us with such fresh perspectives, on both teaching and our institutions. Through these exchange experiences, these faculty repeatedly tell us about seeing the teaching endeavor with fresh eyes, and about their new sense of respect for the higher education system. We are continually reminded of the talent and commitment, among faculty and administrators alike, to improving teaching and learning.

Barbara Leigh Smith

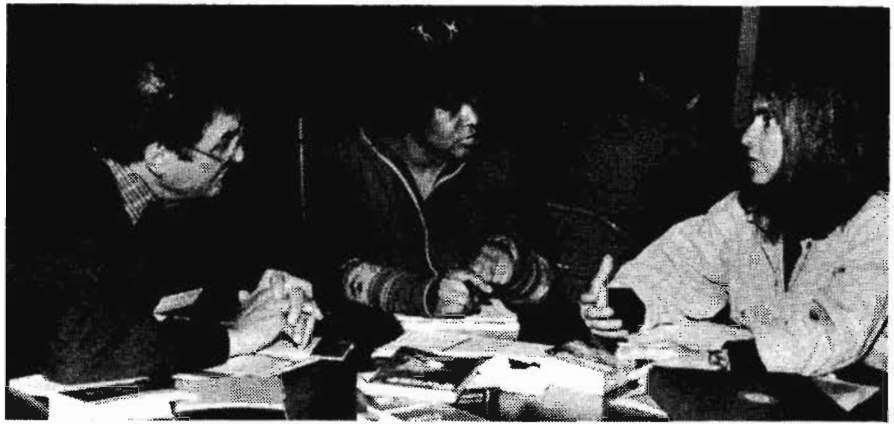
Barbara Leigh Smith
Director

Washington Center Semi-finalist for Dana Award

The following individuals, who have played significant roles in creating and developing the Washington Center, were semifinalists for a Charles A. Dana Award for Outstanding Achievements in Higher Education for their role in establishing the Washington Center: President Joseph Olander, Vice President Patrick J. Hill, Barbara Leigh Smith, Jean MacGregor, Jack Daray and Stan Marshburn of The Evergreen State College, and President Ernest Martinez, Ron Hamberg, Rosetta Hunter, and Valerie Bystrom of Seattle Central Community College.

The New York-based Dana Foundation is well known for its support of efforts in the areas of protection and promotion of health, and the quality of undergraduate education. This year, it inaugurated a program of annual \$50,000 awards to recognize outstanding and pioneering achievements in these areas.

District Six Vice Chancellor Julie Hungar made the initial nomination. Writing in support of the nomination, Faith Gabelnick of the University of Maryland wrote, "The Washington Center can serve as a model of collaboration in higher education. . . . I have been impressed with the energy, creativity and willingness to learn which these people display. . . . The Center is demonstrating how a state can enrich its own resources through sophisticated 'cross fertilization' strategies."



Dick Keller, (History, Seattle Central), Audrey Wright (English, Seattle Central), and exchange faculty Marilyn Frasca (Visual Arts, Evergreen) plan for "Power and the Person: Looking at the Renaissance," the coordinated studies program being offered this fall at Seattle Central.

"Learning Communities in the Community College" Features Seattle Central

The current October/November issue of the AACJC (American Association of Community and Junior Colleges) Journal features an article on learning communities by Roberta Matthews, professor of English and Associate Dean of Instruction at LaGuardia Community College in New York City. Matthews describes three models for learning communities: LaGuardia's "Learning clusters" in liberal arts and business, Daytona Beach Community College's QUANTA program (featured elsewhere in this issue), and Seattle Central's coordinated studies and federated learning communities program.

Washington Center Resources

Through our seminar offerings and networking efforts, we have gathered an array of both printed and audio tape materials, in the areas of Learning Community Models, Assessment Issues and Design, Collaborative and Active Learning, Learning Styles Theory, and Writing Across the Curriculum. We'd like to share these materials to the degree that we can, at cost. Please write us if you have an interest in one of these areas, and we will send you a list of what we have.

Two More Colleges Join the Washington Center

We are pleased to announce that Pierce College and Spokane Falls Community College have joined the Washington Center. The central contact people at each of these institutions are:

Pierce: Patricia Mullin, *Associate Dean of Instruction*

Spokane Falls: Ron Johns, *Dean of Instruction* and Steve Reams, *Faculty, Instruction and Communications*

Washington Center Panel at Annual AGLS Conference: Interinstitutional Pathways to Curricular Coherence

In mid-October, representatives of six institutions affiliated with the Washington Center attended the annual meeting of the Association for General and Liberal Studies, and presented a panel on "Inter-Institutional Pathways for Increasing Curricular Coherence: The Washington Center Experience."

Speaking to the conference theme of "Thinking Afresh About Liberal Learning," panel convener Barbara Smith, Washington Center Director, argued that the vitality of liberal arts teaching in our community colleges is of critical importance because so many of our students fulfill their general education requirements there. The panelists described the ways model liberal arts programs at their colleges have enhanced the teaching and learning environment. The audience, consisting largely of faculty from other four-year institutions, was enthusiastic and inspired by the diversity of perspectives the panelists presented.

Don Foran described the level of support he found at Centralia College for a more integrated curriculum he has been developing, through "clustering" several courses and engaging co-registrants in a weekly seminar. He described plans for a spring program at Centralia in Bioethics, which will integrate work in genetics, ethics and english composition.

Yun-Yi Ho, who teaches History at Tacoma Community College, discussed the importance of developing multicultural perspectives. He recounted his experience with a quarter-long, twelve-credit program, "The City as Cultural Mirror," in

which faculty in Literature, History and Anthropology engaged the students in an exploration of the similarities and differences between the great cities of Asia and Europe.

Jim Harnish's remarks concerned community college students' ability to read, analyze, and draw themes from the classics, as he outlined the current interdisciplinary program at North Seattle Community College, "Gods, Heroes, and Humans: An Introduction to Western Tradition."

Harnish persuasively argued for the value of primary texts as a means of involving students in an "authentic dialogue."

Sandra Hastings (Seattle Central Community College) and Jerry Zimmerman (Lower Columbia College) discussed how faculty benefit from team-teaching in interdisciplinary programs, and how giving students more responsibility and a more active role in the learning environment builds liberal learning skills.

"Gods, Heroes and Humans: An Introduction to the Western Tradition" is using original texts such as the *Odyssey* and the Old Testament in the coordinated studies program at North Seattle Community College. Michael Kischner, Julianne Seemen (exchanging from Bellevue Community College) and Jim Harnish (pictured here) have designed extensive small group work to "put the students into the ethical world of the Greeks and Hebrews, and then to make connections to their own contemporary world and values."



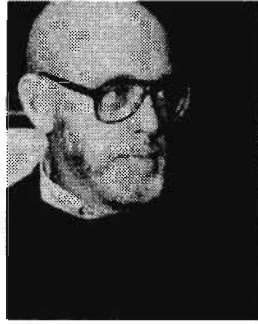
What's Happening in Participating Schools

Faculty Exchanges

Inter-institutional faculty exchanges, brokered through the Washington Center continue to expand and prosper, making this the largest faculty exchange program in the country. The unique aspect of the Washington Center faculty exchange program is that the exchanging faculty are usually involved in team teaching in an interdisciplinary setting. This simultaneously gives the exchange faculty a collegial base, amplifies the impact of the exchange, and leads to greater interchange of ideas about both the content of the program and approaches to teaching it.

Previous exchange faculty and their new colleagues are enthusiastic about the experience. Writing about his quarter teaching in "Modern Thought, Images and Feeling" at Seattle Central, Evergreen philosopher Mark Levensky commented, "I judge the value of such experiences by what I learn. At Seattle Central I learned important things about modern European History...from my students and...the other faculty. I also came to know and respect the work of the Seattle Central faculty, staff, and administrators. They do excellent work and were wonderful hosts to me.

I loved teaching students who, in addition to going to school full time, worked at difficult jobs, took care of one, two and sometimes three families, gave large voluntary support to one another and were not deterred in their studies by bad high school educations, broken cars, not enough money or snow storms...I marveled at the opportunity for higher education Seattle Central is giving to deaf students, new, non-English speaking immigrants from Southeast Asia, insecure older people, chancy teenagers and people of all kinds who can only go to school part time."



Schwartz



Peterson



Darrow

Western Washington University and The Evergreen State College are collaborating on jointly offering a model teacher education program on the Evergreen campus. The teaching team, Helen Darrow (WWU—Elementary Education), Don Finkel (TESC—Psychology), Yvonne Peterson (TESC—Political Science), and Sy Schwartz (Secondary Education) are offering this two-year, upper division program in a full-time, coordinated studies format.



I learned to admire other teaching styles and appreciate the learning and scholarship of other faculty.

Dick Keller
Seattle Central Community College faculty

Former Evergreen President Charles McCann who now frequently teaches in a core (entry level) program called "Great Books," was equally positive about his experience with Jim Harnish, an exchange faculty from North Seattle, particularly stressing his "pedagogical skills and strong sense of where the students were and what specific steps could be taken for their development."

Dick Keller (Seattle Central) describes the value of team teaching in a recent letter, saying, "I learned to admire other teaching styles and appreciate the learning and scholarship of other faculty. Their questions and comments on my presentations enlarged my perception of my teach-

ing discipline and enabled me to critique my own work and to begin teaching better."

A major new faculty exchange this year involves the partnership between the Western Washington University College of Education faculty with Evergreen State College faculty who have collaboratively developed a model Teacher Education Program. Exchanging faculty include Helen Darrow (WWU) and Sy Schwartz (WWU) who are teaching at Evergreen with Evergreen faculty Don Finkel (Psychology), Yvonne Peterson (Political Science) and John Parker (Education).



Finkel

A variety of exchange faculty are involved with Evergreen Core programs, which are full-time, year-long interdisciplinary programs designed specifically for first year students. Seattle Central faculty Bobbi Righi (Math), Jan Ray (Math) and Nancy Finlay (Psychology) are teaching in the "Human Development" program. North Seattle faculty Larry Hall (Psychology) is teaching in the Core program "Stories: Origins and Meanings" and Seattle University faculty Carl Swenson (Computer Science and Math) is teaching in the "Society and the Computer" program. University of Washington faculty member Andrew Buchman (Music) is teaching at Evergreen in the core program "Art, Music and Literature: New Beginnings" as an exchange faculty for Evergreen musician William Winden who taught at UW last year.

Bellevue faculty Julianne Seeman (English) is teaching at North Seattle Community College in the interdisciplinary program "Gods, Heroes and Humans: An Introduction to Western Tradition" with Jim Harnish and Michael Kischner.

Evergreen faculty Mark Levensky (Philosophy) is teaching at Seattle University in the Matteo Ricci College and in the Philosophy Department. Evergreen faculty Marilyn

Frasca (Visual Arts), York Wong (Political Economy), and Gail Tremblay (Creative Writing-Arts-Native American Studies) are teaching at Seattle Central in the interdisciplinary program for one quarter each.

Tacoma Community College faculty Jerry Schulenbarger (Psychology) and Frank Dippolito (Art) are collaborating with Evergreen faculty Elizabeth Diffendal (Anthropology) in the model TCC-Evergreen model Bridge program "Connections: Personality, Expression and Culture."

Faculty interested in exchanges with institutions in the Washington Center can find further information with their Washington Center institutional contact person, or Center Director Barbara Leigh Smith.

Model Collaborative Programs

Fall quarter saw the initiation of a new interdisciplinary program at Centralia, opening of a two year collaborative model education program between Western Washington University and Evergreen, approval to move ahead in interdisciplinary studies at Lower Columbia and Bellevue, planning for new general education curricula at Washington State University and the University of Washington (see related story elsewhere in this issue), and the continuation and/or expansion of previous learning community model programs at North Seattle, Tacoma Community College and Seattle Central.

■ **Centralia College**

Centralia is developing interdisciplinary programs around a "federated model," one in which several courses are linked, or "federated." Students are encouraged to register for all three courses, and to come together once a week for an integrating seminar with the faculty of the linked courses. Fall quarter, "The Wilderness in the American Experience," has linked courses in

English (taught by Don Foran), Forestry, (Don Martin) and History (Les Dooly). Spring quarter, another federated program, "Bioethics" will federate courses in English, ethics, and genetics.

■ **Seattle Central Community College**

Seattle Central's Fall coordinated study program "The Power of the Person: Looking at the Renaissance" drew over seventy students, and has developed themes in art, music, history, and literature through three periods of re-awakening: the 15th century European Renaissance, the Harlem Renaissance of the 1920's and 30's, and the American upheavals of the 1960's. During Winter quarter, as it did last year, Seattle Central will run two interdisciplinary programs. The federated learning community program, "Close Encounters of Three Kinds," will involve three linked courses in Biology, English and Astronomy. English instructor Sandra Hastings will act as the Master Learner, taking all three federated courses with the students, and facilitating an integrating seminar. "Close Encounters" is especially aimed at students fulfilling science requirements. The other interdisciplinary program will follow a coordinated studies model: "Challenging the Past: Science Shakes the Foundations" will deal with Darwin, Dickens and Marx, and will involve faculty York Wong (Political Economy-Evergreen), Valerie Bystrom (English), Bobbi Righi (Math), and Astrida Onat (Physical Anthropology).

■ **North Seattle Community College**

At North Seattle, interdisciplinary studies is beginning its second year with a year long theme of sources of western tradition. The Fall program, "Gods, Heroes, and Humans: An Introduction to Western Tradition" is being taught by Jim Harnish (History), Michael Kischner (English)

and exchanging faculty Julianne Seeman from Bellevue Community College. Winter quarter, the program will continue: "Science, Religion and Revolution," will be taught by Harnish, Kischner and Dennis Hibbert (Geology), and will ask questions about ways of knowing, and why science has become such a dominant mode of western thinking. Students will register for the science/history component of the program, and can elect an additional five credits in writing.

■ *Seattle University*

At Seattle University Evergreen faculty Mark Levensky joined SU faculty Andrew Tadie (English), Bob Larson (Sociology) and Emmett Carroll (English) in courses at Matteo Ricci College. A collaborative venture between Seattle University and Seattle Prep, Matteo Ricci offers an intensive, integrated curriculum leading from the ninth grade to a BA in Humanities in six years.

■ *Evergreen—South Puget Sound*

Dean Barbara Leigh Smith reports that the pilot course sharing model program between Evergreen and South Puget Sound Community College is thriving, with more than sixty courses cross listed between the two institutions this year. Both institutions are enthusiastic about the program. She says, "The course sharing program has allowed both of us to offer a wider range of courses to our students without duplicating resources. In a number of areas, such as foreign language offerings, the program has been invaluable since it now allows us to offer courses for which neither of us previously had sufficient numbers of students."

■ *University of Washington*

Meanwhile, The Interdisciplinary Writing Program at the University of Washington is flourishing, and a variety of institutions in Washington state and elsewhere are emulating the UW model of linking English Composition courses with other freshmen and sophomore level general education courses. Program Director Joan Graham indicates there are now fifteen linked courses each quarter, and the program is reaching over a thousand UW students per year. The program began in the mid-1970's with major funding from the Fund for the Improvement of Postsecondary Education in 1977 and later the National Endowment for the Humanities.

Graham says that the approach has wide appeal, and the faculty is enthusiastic about it. Applications to teach in the program have become highly competitive. This quarter's writing courses are linked to courses in Chinese Art, Western Civilization, Introduction to Politics, and Principles of Sociocultural Anthropology, among others. All students in the Honors Program take at least one quarter in the writing program.

The program is effective, Graham observes, because it "presents a clear intellectual challenge and is clearly so valuable for students."



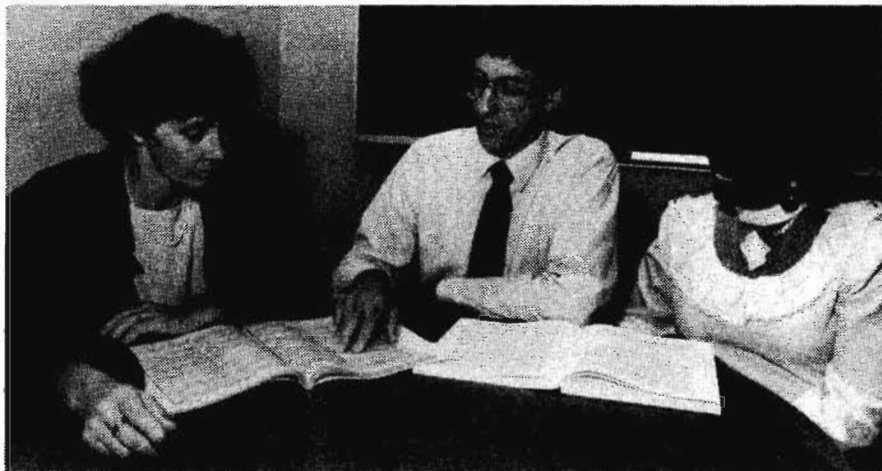
"For every one who is striking at the root, there are ten thousand hacking at the branches." Thoreau's lines come to faculty member Don Foran's mind as he reflects on the work of faculty and students in the "Wilderness in the American Experience" learning community at Centralia College. "The connections we all are making are radical—not in the sense of subversive—but rather in the sense of getting at the roots." The learning community is pictured here on one of its several field trips which are emphasizing both the ecology and history of forests in the region.

Model Program in Depth: Coordinated Studies at Seattle Central

If the Washington Center endeavor can be thought of as a plant with multiple branches, then surely the seed, and the roots lie in the Coordinated Studies Program at Seattle Central Community College. It's appropriate, then, that Seattle Central's story is the focus of our first in-depth article on a model program in the State of Washington. Faculty and administrators at Seattle Central were recently nominated for a Dana Award for Outstanding Achievements in Higher Education for their role in establishing the Washington Center (see related story).

Like many innovations, the Seattle Central program began almost as a fluke. Its own seeds started with a visit to Evergreen by the college's Instructional Council. Dean Ron Hamberg had spoken on a conference panel on articulation issues with Evergreen Dean Barbara Smith, and was eager to learn more about lower division coordinated studies programs. He suggested a day-long visit to Evergreen classes. The visit took place in February, 1984. Council members (Division Chairs and other faculty representatives) spent the morning in a variety of programs. When they gathered at their van for the ride back to Seattle, they shared common observations about the engagement of the students and the heated intellectual discussions that frequently leaked out of classrooms and down the halls.

This visit led to a re-awakening of interest in interdisciplinary studies and a general enthusiasm to initiate some sort of coordinated studies offering at Seattle Central. Hamberg was quick to respond, and decided that a key to the planning process was to send two Seattle Central faculty to teach at Evergreen for a quarter.



The Seattle Central leadership behind the Coordinated Studies and Federated Learning Community program: Valerie Bystrom (English faculty), Ron Hamberg, Dean of Instruction, and Rosetta Hunter, Division Chair, Humanities and Social Sciences.

Within three weeks, it was arranged. Valerie Bystrom (English) and Jim Baenon (Anthropology) were chosen to spend spring quarter—a bare month away—at Evergreen teaching in a 16 credit freshman program called “Thinking Straight” which combined work in composition, informal logic, and contemporary social problems, with Evergreen veteran faculty member Thad Curtz.

Bystrom remembers the quarter as an “almost painful” experience, an immediate immersion into a situation which demanded that each of them rethink much of their teaching approaches.

“Jim and I had become very confident and very set in the ways we presented our courses,” Valerie chuckles. “We had to rethink what we were teaching, how we were teaching... assess what was really essential... we were having to let go of our tidy syllabus... our tidy sequence.”

“When you talk about coordinated studies you immediately begin to talk about active and interactive learning. The atmosphere of both workshops and lectures is radically different because of so much power being transferred to the students. In coordinated studies there are so many power shifts: no longer is the teacher the one, the lone authority in the room. The teacher is a colleague, with other teachers! And the students are being asked what they think! The students are being asked to develop meaning *with* the teachers and *with* one another. Because of these changed roles, we begin to see one another as different people.”

That fall, to establish Seattle Central's coordinated studies program, Bystrom and Baenon returned to Seattle Central with two Evergreen faculty, York Wong (Political

The students are being asked to develop meaning *with the teachers and with one another. Because of these changed roles, we begin to see one another as different people.*

Valerie Bystrom
Seattle Central Community College—English

Economy) and Susan Aurland (Art). "The Making of Americans: Individualism" was the first program in what they hoped would become an alternative means of earning an Associate of Arts degree at Seattle Central.

The quarter was filled with anxiety, joy, and a pioneering spirit. As students and faculty read de Toqueville and other classics, there was rich discussion, intensive work in small groups and all of the startup problems and organizational misunderstandings that attend the establishment of a new program. Where was an adequate room for the program? How would credit be put on transcripts? How were grades to be awarded? How would it be looked upon by other institutions when students transferred?

In the succeeding quarters the program themes changed, shifting from America to modern Europe, then Latin America. Faculty exchanges to Evergreen have continued, but in addition, faculty have been drawn in from other schools in District Six, such as North Seattle faculty Jim Harnish and Rita Phipps. In subsequent quarters, the program also

started to become a locus for faculty from different divisions at Seattle Central to work together, as April Eng (Early Childhood), Alison Duxbury (Biology and Oceanography), and Rachel Levine (Nutrition) joined the program.

Now, as the program enters its third year, Dean Ron Hamberg, who initially looked up the enterprise purely as curriculum development, expresses the most surprise at the rejuvenating effect the program has had on faculty, not only on faculty going to Evergreen but also on Evergreen faculty coming to Seattle Central. Division chair Rosetta Hunter adds, "In spite of the fear faculty had about measuring up in front of their peers, everyone received accolades from their colleagues. And, faculty who hardly knew each other before have developed close bonds, good feelings about teaching, and genuine respect for and interest in each other. The quality of community building in this faculty has been such an unexpected and wonderful surprise."

Today, Seattle Central's coordinated studies program maintains most of its initial features—a sixteen-credit thematic curricular structure, a team of three or four faculty who are jointly responsible for 60-80 students, a multi-method teaching format with a heavy emphasis on seminars and communication skills, high expectations of students and faculty, and the use of challenging primary texts.

In the Winter of 1986, a second model program was added that involves linking three existing courses; this Federated Learning Community model appears to better accommodate the sciences and will be a continuing offering once a year. "Feeding the World" federated three courses: Oceanography (taught by Alison Duxbury), Geology (Hal Pelton) and Economic Geography (Dan Peterson). Bystrom took on the Master Learner role; she took all three courses with the students, and led the weekly integrating seminars which developed and applied course materials around food and world hunger themes.

Hunter frequently points to the positive and contagious nature of the coordinated studies, and reports that plans are developing for new coordinated studies programs in the areas of both nursing and developmental studies.

Further information on Seattle Central's programs:

Ron Hamberg: (206) 587-5470
Rosetta Hunter: 587-4164
Valerie Bystrom: 587-4060

Washington Center Autumn Seminars

The Perry Scheme of Cognitive Development

Bill Moore, of CADI (The Center for Applications of Developmental Instruction) in Virginia, spent the October 31-November 3rd weekend working with faculty, academic support staff and administrators from Washington on the Perry model of cognitive development. After giving a morning introduction and overview of the scheme and research related to it to an audience of about a hundred at North Seattle Community College, Moore led a two-day intensive training for about thirty individuals from Bellevue, Edmonds, Everett, Green River, North Seattle, Seattle Central, Shoreline, and Tacoma Community Colleges, and Eastern Washington University, Seattle University, St. Martin's College, The Evergreen State College, University of Washington, Western Washington University, Washington State University, Whitman College, and Whitworth College.

The working weekend was designed for individuals interested in an in depth exploration of the "Measure of Intellectual Development" approach to assessment developed by Lee Knefelkamp (a major translator of Perry's work, now Dean at American University in Washington), Carole Widick, and Moore.

The Measure of Intellectual Development, which is gaining increasing national attention as a tool for examining how college students "make meaning of learning;" is being used as an assessment tool by all the Washington Center sponsored faculty exchange and model programs this year. The MID data, it is anticipated,

will present a clearer picture of how students come to, and then develop in programs that have interdisciplinary and active learning environments.

Moore and his staff at CADI hope to develop a broader team of individuals in Washington, with expertise in the Perry scheme, to assist in this year's evaluation process and to continue their own state-wide dialogue and sharing of research and curriculum ideas.

"Making Liberal Learning Happen Through a Learning Community" was the theme of three presentations in September by Richard Zelle and Cindy Benedictson, co-founders and directors of Daytona Beach (Florida) Community College's QUANTA Program. Thanks to the combined resources of Washington Center, and the Puget Sound Area Community Colleges's Joint Faculty Development Day, Zelle and Benedictson were able to tell the story of developing the QUANTA learning community to over 150 faculty at the faculty development day at Shoreline Community College September 18, and at a special faculty gathering at Tacoma Community College September 19.



State Universities Work Toward Greater Coherence In General Education

Both Washington State University and the University of Washington have recently received major funding to institute changes in their general education curriculum and are moving ahead to implement these changes by Fall 1987.

The Washington State University effort, funded by a \$200,000 grant from the National Endowment for the Humanities, centers around a new two semester course in world civilization that will better prepare students for the 21st century.

Program." Funded by a \$375,000 grant from the Ford Foundation, the College Studies program is intended to provide a more coherent approach to general education by having students take related courses organized around clusters. Each student would take three clusters of courses in the arts and humanities, the sciences, and the social sciences. The clusters students choose must be outside of their major. They are designed to give students a coherent perspective on the nature of

Our economy looks to the Pacific Rim, yet our curriculum still looks to Europe.

Richard Law
Associate Dean of Arts and Sciences, Washington State University

"Both the international outlook and the interdisciplinary approach of the proposed course are critical to meeting the needs of students in the coming decades," says Richard Law, Associate Dean of Arts and Sciences. "Our economy looks to the Pacific Rim, yet our curriculum still looks to Europe."

The grant will provide for intensive training of faculty and for planning to integrate the study of writing into the course. Law indicates that WSU hopes that the new course will be taught by the best faculty, with instructional methods that include both lectures and small group discussions.

In the Fall of 1987, the University of Washington will offer a new option to its traditional general education courses through the "College Studies

disciplinary knowledge outside of their major, and, at the same time, provide a new window on the nature of their major discipline.

The College Studies Program will offer approximately thirty clusters by Fall 1987, and might include such topics as political economy, cognitive science, science in civilization, the universe, and art in public places.

Most of the courses in each cluster are entirely new, and unlike many general education courses, the new cluster courses will not be limited to 100-level courses. Associate Dean David McCracken indicates that the cluster courses will be more rigorous and challenging than normal courses. The University hopes to attract the best faculty and scholars to teach them.

Washington Center Awards Announced

As part of The Washington Center's current Ford Foundation grant supporting faculty development and inter-institutional collaboration around issues of curricular coherence, the Planning Committee recently made the following awards:

To Tacoma Community College, \$4800 for two projects to link courses: the first involving Paul Jacobson (Chemistry) and Marlene Bosanko (English) will link Chemistry 100 and English Composition, and the second project involving Sue Butschun (Mathematics) and Timothy Keely (Business) will integrate Principles of Economics and Business Calculus.

To Fairhaven College, Western Washington University, \$3000, for a collaborative program with Whatcom Community College involving faculty exchanges, and cross listing of a jointly offered and team taught "Fairhaven Core" program.

To Bellevue Community College, \$3000, for an interdisciplinary program involving courses in Economics, American Studies and English, involving faculty Karen Houck, Pat Williams and Michael Righi, and for a planning workshop on interdisciplinary studies for faculty and staff at BCC.

To North Seattle, Seattle Central, and Bellevue Community College, \$1250 for an off-site planning retreat for faculty, on approaches and curricular designs in interdisciplinary studies.

Washington Center Programs Undertake Self Assessment

This Fall approximately forty faculty, and more than six hundred students, and six institutions are involved in a pilot assessment project sponsored by the Washington Center.

Center Director Barbara Leigh Smith indicates that the effort is designed to articulate the goals and measure the effectiveness of programs designed as interdisciplinary learning communities. The learning community efforts will be evaluated in terms of student learning, faculty development, and institutional development.

She says, "Our effort is directed at designing an approach to assessment that is of direct value to improving the immediate teaching and learning environment. We are focusing on assessment as a method of critical inquiry, and as a means of clarifying the design and goals of both our teaching and the students' learning. Good teachers usually intuitively engage in ongoing assessment in their classes. What we are trying to do is make this more public, more explicit, and more purposeful. This is especially important in team-taught programs"

"We are interested in looking broadly at educational outcomes. Learning communities have not only distinct approaches, but distinct values. They try to promote what are often described as 'liberal learning outcomes,' such as giving students an active stance toward the world, a sense of personal empowerment and personal responsibility, an ability to work with others, and an ability to deal with change, ambiguity and complexity."

Smith believes that these kinds of outcomes are often neglected in current assessment discussions, despite



Tacoma Community College faculty member Frank Dippolito works with TCC-Evergreen Bridge Program student Leon Stevenson on a perspective drawing problem. The visual awareness of spatial relationships is one element of the theme of perception which frames the two quarter-long Bridge Program, "Connections: Personality, Expression and Culture."

the fact that they may be some of the most enduring aspects of a college education.

The assessment effort began a year ago with the establishment of an evaluation subcommittee for the Washington Center, which included Dan Larner and Bill Heid (Western Washington U.), Bernie Steckler and Bob Larson (Seattle University), Rita Phipps and Jim Harnish (North Seattle Community College), April Eng and Valerie Bystrom (Seattle Central), Elizabeth Diffendal (Evergreen), and Jean MacGregor (Washington Center Assistant Director), and consultant Faith Gabelnick (University of Maryland).

Initial information gathering on approaches to assessment nationwide included a trip to Alverno College, noted for its innovative approach to educational assessment, by MacGregor and Heid. On September 12 about thirty faculty attended a day-long design workshop on assess-

ment, that gave an overview of existing approaches. This workshop will be repeated each quarter for new faculty joining interdisciplinary programs midyear. Each program will produce its own approach to assessment as well as participating in some common measures such as the Perry Measure of Intellectual Development, that will be used by all of the programs. (See related story on Perry workshop). The Washington Center provides technical assistance and resources to support the effort.

Participating programs and schools include the interdisciplinary programs at Seattle Central Community College, North Seattle Community College, Bellevue Community College, Seattle University, faculty from the Western-Evergreen Model Education program, Tacoma Community College, Centralia College, Fairhaven College at WWU, and four Evergreen programs.

Mailing List

The Washington Center is in the beginning stages of building its mailing lists. If you know of additional people who should receive our publications, please call us, or return this form.

Name _____

Address _____

Send to The Washington Center, L 2211, The Evergreen State College, Olympia, WA 98505, or call (206) 866-6000, ext. 6606.

Coming in the Spring Issue

- **Reports:** on new model programs at Seattle University, Bellevue Community College, and others.
- **The National Faculty in the Northwest:** Update on The National Faculty (formerly The National Humanities Faculty) and its just launched regional office and outreach in Washington State.
- **Responding to The National Studies On Higher Education:** What's Happening in Our Institutions?
- **Model Programs:** Writing Programs in Washington State

Washington Center for the Improvement of the Quality of Undergraduate Education

The Evergreen State College
Olympia, Washington 98505