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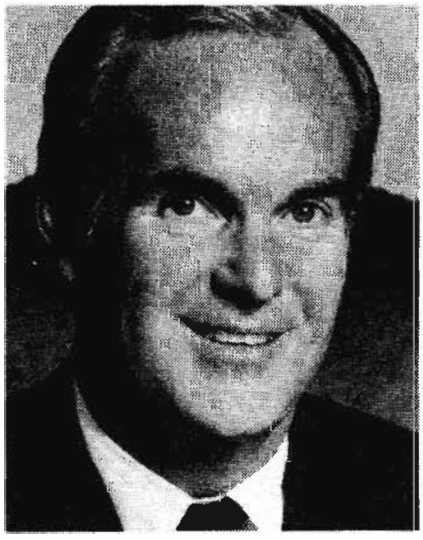
WASHINGTON CENTER news

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

We are pleased to announce that the Washington State Legislature has supported the Washington Center for Improving the Quality of Undergraduate Education with a $400,000 budget allocation for the 1987-89 biennium. This builds on modest start-up funds, provided by the Exxon Education Foundation and the Ford Foundation in 1985 and 1986 respectively, to promote inter-institutional faculty exchanges and the development of model learning community programs. In a little less than two years, the consortium has grown to thirty-one public and independent two- and four-year colleges in Washington, and a flowering of interest state-wide in working together on issues of faculty and curriculum development. The state's investment will allow us to expand our services, especially east of the Cascades.

By working together to cross the traditional boundaries of educational politics, we can maximize the benefits of sharing and adapting the best ideas from each arena.

Booth Gardner
Governor, State of Washington



The Governor's Letter: The Washington Center: A Key to Higher Education Progress

As we rededicate ourselves to improving the quality of this state's higher education system, the Washington Center provides an outstanding laboratory for communication and innovation that brings together people from all parts of our scholarly community.

I am especially pleased that the Washington Center involves representatives of two- and four-year colleges

Continued next page

Participating Institutions: Antioch University, Bellevue Community College, Central Washington University, Centralia College, Clark College, Eastern Washington University, Edmonds Community College, Green River Community College, Highline Community College, Lower Columbia College, North Seattle Community College, Olympic College, Pacific Lutheran University, Pierce College, Saint Martin's College, Seattle Central Community College, Seattle University, Shoreline Community College, Skagit Valley College, South Seattle Community College, South Puget Sound Community College, Spokane Falls Community College, Tacoma Community College, The Evergreen State College, University of Puget Sound, University of Washington, Washington State University, Wenatchee Valley College, Western Washington University, Whatcom Community College, Yakima Valley Community College.

Continued

and universities—as well as privately-funded institutions. By working together to cross the traditional boundaries of educational politics, we can maximize the benefits of sharing and adapting the best ideas from each arena.

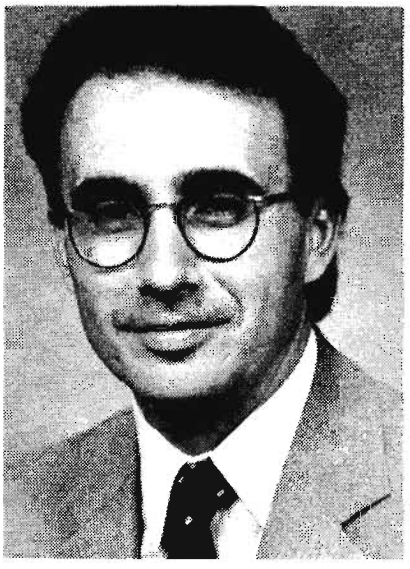
It's true that 1987 has been the "Year of Education" in the legislative halls of Olympia. But much remains to be done as we look toward the 21st century and the challenges of finding our place in the world economy.

I believe the most effective way to make lasting improvements throughout our educational system is to use institutions like the Washington Center and programs like "Schools for the 21st Century" to stimulate innovation from within existing professional networks. This newsletter, serving as an open forum for a wide range of ideas, is an important part of that effort.

It was been a tremendous pleasure to work with educational leaders from around the state—the administrators, the professors and teachers, and the students themselves—to lay the foundation for a revitalized higher ed program in Washington state. I am confident that institutions like the Washington Center will provide the continuing leadership and creativity we will need to sustain our effort long into the future.

Booth Gardner

Booth Gardner



Dear Colleague:

It is with a mixture of relief and anticipation that I look forward to what the future holds for the Washington Center for Undergraduate Education. Relief, because the 1987-89 biennial budget includes state funding for the Center, thereby providing it with substantial resources to continue the exciting work begun two years ago. Anticipation, because this initiative is an affirmation that educators care, and that we, the faculty and administrators, are the solutions to the problems which confront higher education.

We are thankful for the vision of individuals and foundations who have provided energy and resources to the Center in its embryonic stages. Primary among those are the Exxon Education Foundation, the Ford Foundation, and the Matsushita Foundation. Recognition must also go to a group of individuals who worked so hard to make the Center a reality: Patrick Hill, Barbara Leigh Smith, and Jean MacGregor of The Evergreen State College. As early as 1985, these individuals, members of the original planning committee for the Center, and State Representative Dan Grimm recognized the potential of creating a center which would act as a conduit of information and an incubator of curricular ideas.

I would also like to thank Governor Booth Gardner for his invaluable support for the Washington Center. The Governor displayed leadership and sensitivity when he made this initiative a priority in his education package for the biennium. Savvy enough to know that the state needed to do more than increase faculty salaries to improve its approach to higher education, the Governor stuck with funding for the Center when others urged its elimination.

Many of you know firsthand that funding the Center took some hard work, as you were personally involved in contacting key legislators and explaining the Center to them. For this effort we thank each of you. Because of your support, the Center will continue to help us to become better educators.

It's fortunate the Center was funded now: it is a proven vehicle for experimenting with very low cost educational improvements that cross disciplinary and institutional boundaries. Our institutions need just these sort of grassroots and collaborative efforts during the years ahead, when resources for education will, in all likelihood, remain scarce. Through the communication of ideas, knowledge, and experiences (both successes and failures) administrators and faculty members will become better practitioners of their craft, and their students better served.

The challenge before higher education is clear. We are the means to meeting it, by working collaboratively to better education at our institutions. In supporting and re-enforcing this premise, the Washington Center will succeed, and so will we.

Joseph D. Olander

Dr. Joseph D. Olander, President
The Evergreen State College

One or two quarters on a different campus. . . presents such fertile ground, for new discoveries, new questions, and new perspectives. . .

Jean MacGregor
Assistant Director,
Washington Center for Improving the Quality of Undergraduate Education

Coming up in 1987-88

Center activities for 1987-88 will include:

- **Seminars:** two seminars each quarter, of one or two day's length. This year's themes will include learning community models (see announcement of these October workshops elsewhere in this issue), improving the teaching of basic skills, and the teaching of writing and critical thinking across the curriculum. In May 1988, the third annual curriculum planning retreat will be offered for campus teams to retreat and work on curriculum planning endeavors. Seminars will be announced in the Washington Center *News*. Faculty and staff of any participating institution can attend, at minimal cost. Registration for these events is coordinated by the lead Washington Center contact person at each institution. In addition, campuses are encouraged to develop their own faculty development events, through the Center's Seed Grants Program.
- **Seed Grants Program:** Participating institutions can apply for Seed Grants of up to $3,000 for collaborative, boundary-crossing efforts—across disciplines and institutions—to build and improve curricular coherence, and to improve teaching effectiveness. Seed Grants can be used for model program development, or for faculty development events. The deadline for Seed Grant applications for this year is *October 30*. Again, institutional contacts will be circulating information about this opportunity—or you can call or write the Washington Center directly for further information.
- **Faculty Exchange Program:** The Center helps to broker or offer technical support for faculty exchanges (of one, two or three quarters' duration) between participating institutions. Funds are available to subsidize housing relocation costs, and replacement costs in special instances where exchanges cannot be done in both directions.
- **Quarterly issues of the** *News*, which will announce Center events and opportunities, and will feature model educational efforts and programs at our institutions as a means of enhancing our awareness of the considerable resources we have within Washington state.

Burlington Northern Foundation Awards Funds for Faculty Exchanges

The Washington Center is pleased to announce the receipt of a $22,500 grant to expand its faculty exchange program between Washington Center institutions. With initial support from the Ford Foundation in 1986, the faculty exchange effort represents a low-cost approach to faculty development, and to the development of closer ties between two- and four-year colleges in Washington. In the past two years about 125 faculty members have been involved in exchanging to another school or team-teaching with a visiting faculty member. "The first two years of this program have been tremendously gratifying," comments Center assistant director Jean MacGregor. "Both teachers and administrators repeatedly tell us how revitalizing these exchanges have been, both for people and programs. One or two quarters on a different campus, with new colleagues and students, and frequently in a team-teaching situation, presents such fertile ground, for new discoveries, new questions, and new perspectives—both on one's discipline and on one's teaching approaches as well. The Burlington Northern Foundation funds will enable us to expand this opportunity to more campuses and teachers."

Upcoming Conferences

A One-Day Workshop on

Learning Community Models

West side:
Thursday, October 15
North Seattle Community College

East side:
Friday, October 16
Central Washington University

Presenters:

Roberta Matthews
LaGuardia Community College's *Learning Clusters*

Jack Bennett
University of Oregon's *Freshman Interest Groups*

Brinton Sprague, Valerie Bystrom, Ron Hamberg, James Harnish, Rudy Martin and others
Approaches to Coordinated Studies

Write or call the Washington Center for information: 206/866-6000 or SCAN 727-6606.

Exchanging in Fall 1987

Valerie Bystrom *(English, Seattle Central Community College)* will be visiting the Evergreen campus to teach in a year-long coordinated studies program, "Politics, Values and Social Change," which will examine the development of Western values and the way they inform the politics and day-to-day behavior of Americans through the study of intellectual history and literature.

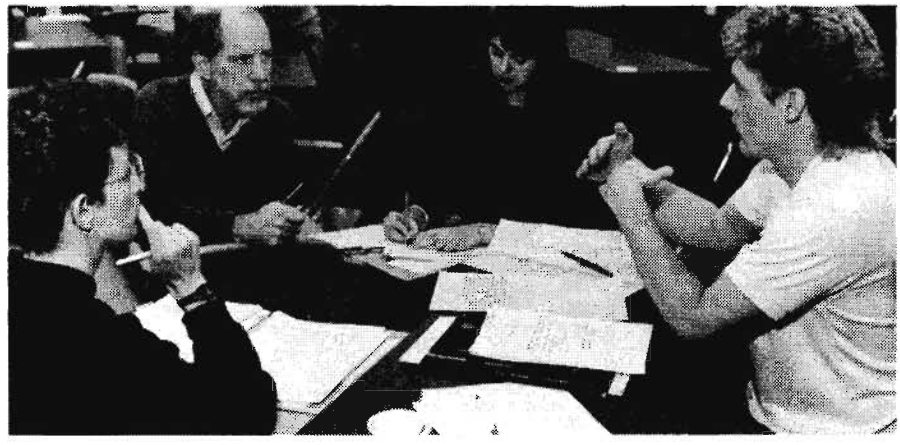
Leo Daugherty *(literature and linguistics, Evergreen)* will go to Seattle Central Community College to team teach in the coordinated studies offering, "Power and Personal Vulnerability" with SCCC faculty in psychology, history/philosophy and mathematics.

Jim Harnish *(history, North Seattle Community College)* will be visiting Evergreen to teach with Andrew Hanfman (language studies and comparative literature, Evergreen) in the year long "Russia-USSR" program. This program began this summer with intensive beginning and intermediate Russian language. Language study will continue through the year as students immerse themselves full-time in the history and civilization of Russia and the Soviet Union. The program will culminate next summer in a quarter-long study in the Soviet Union.

Yun-yi Ho *(history, Tacoma Community College)* will join art historian Gordon Beck for a year-long intermediate level Evergreen program, "Civilization East and West: A Cross-cultural Study." This comparative study will focus on great cities as microcosms of the cultural development of each civilization and age: Xian and Athens in classical times; Beijing and Florence in the 14th and 15th centuries; and Tokyo and Vienna from the 17th century to 1914.

Will Humphreys *(philosophy and mathematics, Evergreen)* will be visiting Seattle University to teach in the area of social and cultural implications of science and technology, both in the Matteo Ricci College, and in the School of Science and Engineering.

Mark Levensky *(philosophy, Evergreen)* will be exchanging to Bellevue Community College, to teach in the quarter long "Beginnings of Earth and Earthlings from a Geological and Mythological Perspective" which will link English, mythology and geology courses around that theme.



Small group workshops in North Seattle Community College's Coordinated Studies Program. Photo: David Gronbeck, NSCC

Seven Principles For Good Practice in Undergraduate Education

by Arthur W. Chickering and Zelda F. Gamson

Chickering

Gamson

Arthur W. Chickering is Distinguished Professor of Higher Education at Memphis State University. On leave from the Directorship of the Center for the Study of Higher Education at Memphis State, he is Visiting Professor at George Mason University.

Zelda Gamson is a sociologist who holds appointments at the John W. McCormack Institute of Public Affairs at the University of Massachusetts-Boston and in the Center for the Study of Higher and Postsecondary Education at the University of Michigan.

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses—so rolls the drumfire of criticism of higher education. More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks.

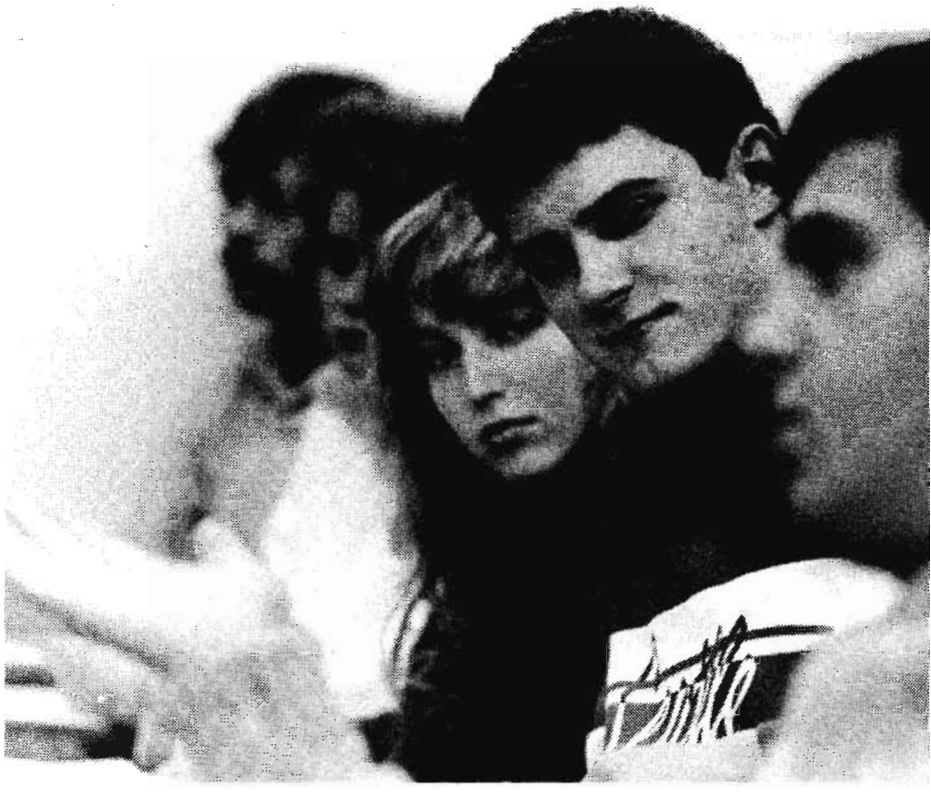
There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends.

But how can students and faculty members improve undergraduate education? Many campuses around the country are asking this question. To provide a focus for their work, we offer seven principles based on research on good teaching and learning in colleges and universities.

Good practice in undergraduate education:

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students.
3. Encourages active learning.
4. Gives prompt feedback.
5. Emphasizes time on task.
6. Communicates high expectations.
7. Respects diverse talents and ways of learning.

We can do it ourselves—with a little bit of help. . .



Inter-student dialogue session for students in Seattle University's Matteo Ricci College. Photo: Seattle University

A Focus for Improvement

These seven principles are not ten commandments shrunk to a 20th century attention span. They are intended as guidelines for faculty members, students, and administrators—with support from state agencies and trustees—to improve teaching and learning. These principles seem like good common sense, and they *are*—because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers teach and students learn, how students work and play with one another, and how students and faculty talk to each other.

While each practice can stand on its own, when all are present their effects multiply. Together, they employ six powerful forces in education:

Activity	Expectations
Cooperation	Interaction
Diversity	Responsibility

Good practices hold as much meaning for professional programs as for the liberal arts. They work for many different kinds of students—white, black, Hispanic, Asian, rich, poor, older, younger, male, female, well-prepared, underprepared.

But the ways different institutions implement good practice depends very much on their students and their circumstances. In what follows, we describe several different approaches to good practice that have been used in different kinds of settings in the last few years. In addition, the powerful implications of these principles for the way states fund and govern higher education and for the way institutions are run are discussed briefly at the end.

As faculty members, academic administrators, and student personnel staff, we have spent most of our working lives trying to understand our students, our colleagues, our institutions and ourselves. We have conducted research on higher education with dedicated colleagues in a wide range of schools in this country. We draw the implications of this research for practice, hoping to help us all do better.

We address the teacher's *how*, not the subject-matter *what*, of good practice in undergraduate education. We recognize that content and pedagogy interact in complex ways. We are also aware that there is much healthy ferment within and among the disciplines. What is taught, after all, is at least as important as how it is taught. In contrast to the long history of research in teaching and learning, there is little research on the college curriculum. We cannot, therefore, make responsible recommendations about the content of good undergraduate education. That work is yet to be done.

This much we can say: An undergraduate education should prepare students to understand and deal intelligently with modern life. What better place to start but in the classroom and on our campuses? What better time than now?

1.

Encourages Contact Between Students and Faculty

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Some examples: Freshman seminars on important topics, taught by senior faculty members, establish an early connection between students and faculty in many colleges and universities.

In the Saint Joseph's College core curriculum, faculty members who lead discussion groups in courses outside their fields of specialization model for students what it means to be a learner. In the Undergraduate Research Opportunities Program at the Massachusetts Institute of Technology, three out of four undergraduates have joined three-quarters of the faculty as junior research colleagues in recent years. At Sinclair Community College, students in the "College Without Walls" program have pursued studies through learning contracts. Each student has created a "resource group," which includes a faculty member, a student peer, and two "community resource" faculty members. This group then provides support and assures quality.

2.

Develops Reciprocity and Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

Some examples: Even in large lecture classes, students can learn from one another. Learning groups are a common practice, in which five to seven students meet regularly during class throughout the term to solve problems set by the instructor. Many colleges use peer tutors for students who need special help.

Learning communities are another popular way of getting students to work together. Students involved in SUNY at Stony Brook's Federated Learning Communities can take several courses together. The courses, on topics related to a common theme like science, technology, and human values, are from different disciplines. Faculty teaching the courses coordinate their activities while another faculty member, called a "master learner," takes the courses with the students. Under the direction of the master learner, students run a seminar which helps them integrate ideas from the separate courses.

3.

Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

Some examples: Active learning is encouraged in classes that use structured exercises, challenging discussions, team projects, and peer critiques. Active learning can also occur outside the classroom. There are thousands of internships, independent study, and cooperative job programs across the country in all kinds of colleges and universities, in all kinds of fields, for all kinds of students. Students also can help design and teach courses or parts of courses. At Brown University, faculty members and students have designed new courses on contemporary issues and universal themes; the students then help the professors as teaching assistants. At the State University of New York at Cortland, beginning students in a general chemistry lab have worked in small groups to design lab procedures rather than repeat prestructured exercises. At the University of Michigan's Residential College, teams of students periodically work with faculty members on a long-term original research project in the social sciences.

4.

Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Some examples: No feedback can occur without assessment. But assessment without timely feedback contributes little to learning.

Colleges assess entering students as they enter to guide them in planning their studies. In addition to the feedback they receive from course instructors, students in many colleges and universities receive counseling periodically on their progress and future plans. At Bronx Community College, students with poor academic preparation have been carefully tested and given special tutorials to prepare them to take introductory courses. They are then advised about the introductory courses to take, given the level of their academic skills.

Adults can receive assessment of their work and other life experiences at many colleges and universities through portfolios of their work or through standardized tests; these provide the basis for sessions with advisors.

Alverno College requires that students develop high levels of performance in eight general abilities such as analytic and communication skills. Performance is assessed and then discussed with students at each level for each ability in a variety of ways and by a variety of assessors.

In writing courses across the country, students are learning, through detailed feedback from instructors and fellow students, to revise and rewrite drafts. They learn, in the process, that feedback is central to learning and improving performance.

5.

Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

Some examples: Mastery learning, contract learning, and computer-assisted instruction require that students spend adequate amounts of time on learning. Extended periods of preparation for college also give students more time on task. Matteo Ricci College is known for its efforts to guide high school students from the ninth grade to a B.A. through a curriculum taught jointly by faculty at Seattle Preparatory school and

Deborah Hatch, English faculty member, gives a student feedback in University of Washington's Interdisciplinary Writing Program Photo: Mary Levin, U.W.

Seattle University. Providing students with opportunities to integrate their studies into the rest of their lives helps them use time well.

Workshops, intensive residential programs, combinations of televised instruction, correspondence study, and learning centers are all being used in a variety of institutions, especially those with many part-time students. Weekend colleges and summer residential programs, courses offered at work sites and community centers, clusters of courses on related topics taught in the same time block, and double-credit courses make more time for learning. At Empire State College, for example, students design degree programs organized in manageable time blocks; students may take courses at nearby institutions, pursue independent study, or work with faculty and other students at Empire State learning centers.

6.

Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone—for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

Some examples: In many colleges and universities, students with poor past records or test scores do extraordinary work. Sometimes they outperform students with good preparation. The University of Wisconsin-Parkside has communicated high expectations for underprepared high school students by bringing them to the university for workshops in academic subjects, study skills, test taking, and time management. In order to reinforce high expectations, the program involves parents and high school counselors.

The University of California, Berkeley introduced an honors program in the sciences for underprepared minority students; a growing number of community colleges are establishing general honors programs for minorities. Special programs like these help. But most important are the day-to-day, week-in and week-out expectations students and faculty hold for themselves and for each other in all their classes.

7.

Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Some examples: Individualized degree programs recognize different interests. Personalized systems of instruction and mastery learning let students work at their own pace. Contract learning helps students define their own objectives, determine their learning activities, and define the criteria and methods of evaluation. At the College of Public and Community Service, a college for older working adults at the University of Massachusetts-Boston, incoming students have taken an orientation course that encourages them to reflect on their learning styles. Rockland Community College has offered a life-career-educational planning course. At the University of California, Irvine, introductory physics students may choose between a lecture-and-textbook course, a computer-based version of the lecture-and-textbook course, or a computer-based course based on notes developed by the faculty that allow students to program the computer. In both computer-based courses, students work on their own and must pass mastery exams.

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- A strong sense of shared purposes.
- Concrete support from administrators and faculty leaders for those purposes.
- Adequate funding appropriate for the purposes.
- Policies and procedures consistent with the purposes.
- Continuing examination of how well the purposes are being achieved.

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgments about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

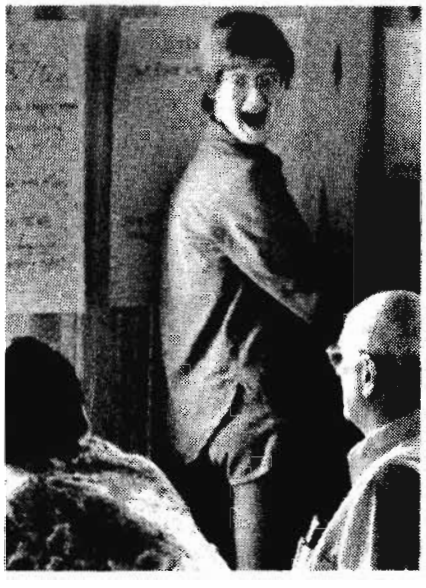
- Setting policies that are consistent with good practice in undergraduate education.
- Holding high expectations for institutional performance.
- Keeping bureaucratic regulations to a minimum that is compatible with public accountability.
- Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.
- Encouraging employment of underrepresented groups among administrators, faculty members, and student services professionals.
- Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

This article was reproduced by permission from the authors, the American Association for Higher Education (AAHE) and the Wingspread Foundation. It was prepared with the assistance of Alexander W. Astin, Howard Bowen, Carol M. Boyer, K. Patricia Cross, Kenneth Eble, Russell Edgerton, Jerry Gaff, Joseph Katz, C. Robert Pace, Marvin W. Peterson, and Richard C. Richardson, Jr. This work was co-sponsored by the American Association for Higher Education and the Education Commission of the States. The Johnson Foundation supported a meeting for the authors at Wingspread in Racine, Wisconsin.

"Seven Principles" originally appeared in the March 1987 AAHE Bulletin. It was printed this spring as a special report in *The Wingspread Journal*. Copies of this special section, along with a selected list of references, are available *in quantity* at no charge from the Johnson Foundation. You can write The Johnson Foundation, Post Office Box 547, Racine, WI 53401-0547, Susan Poulsen Krogh, editor.

Fall Learning Community Programs at Participating Institutions

- **Bellevue Community College** will present an interdisciplinary team-taught coordinated studies program, "Beginnings of Earth and Earthlings from a Geological and Mythological Perspective" which will link geology, literature and English offerings.
- **Eastern Washington University** is introducing two "freshman interest groups" this fall, in which 25-30 students enroll in a common cluster of classes. The "interest group" idea provides first-year students the opportunity to begin their college education in a setting which fosters an easy exchange with fellow students and participating faculty. A peer leader, academic counselor, and faculty member will join in providing planning support for group activities. Such activities may include informal discussions, social activities, or orientations to campus resources and major programs. One interest group will focus on general university requirement courses typically selected by freshman (art, the physical environment and sociology). Another will focus on initial course work in the biological sciences.
- **Green River Community College** launches its first year of team-taught coordinated studies offerings with "Cultural Communications and Community," co-taught by faculty in speech, English and sociology.
- **Lower Columbia College** is also beginning a full year of coordinated studies programs, with an interdisciplinary linking of biology, American literature and English composition entitled "Humanity and Nature."
- **North Seattle Community College** will offer "Making Choices: Change, Self and Values in an Age of Technology," an exploration in the humanities, psychology and English, of progress and change in light of their impact on individuals and society in America.
- **Seattle Central Community College** will be presenting two coordinated studies offerings. "Power and Personal Vulnerability" links English composition, literature and psychology/sociology in an 18-credit offering. "Exploring Different Cultures" will be a 10-credit program combining work in anthropology and pre-college English.
- **Shoreline Community College** is offering three sets of linked English and science courses as a means of developing critical thinking and writing abilities. Students will be able to co-register for an English 101 course linked to animal behavior, biology, or geology.
- **Tacoma Community College** will continue its jointly offered Bridge Program with Evergreen's Tacoma campus, offering lower division coordinated studies programs at night for adult learners. The "Transitions" program will combine work in writing, self assessment, critical thinking and ethnic studies.



- **University of Washington** is also piloting the "freshman interest group" concept this year, with six packages of two or three courses in the areas of American culture, philosophy, Western civilization, and the sciences. Peer advisors and one faculty member will work closely with each interest group.
- **Yakima Valley Community College** is piloting a "learning cluster" in which students co-register for three courses in science, literature and composition. The cluster, entitled "Disease as Reality and Metaphor," was developed as a response to students' fear of AIDS; it will examine disease from scientific, historical and literary perspectives.

In the works—Western Washington University's Fairhaven College is continuing its partnership with Whatcom Community College; Fairhaven faculty member Gary Bornzin and Whatcom's Sue Weber will be co-teaching the "Science Perspectives" course for both Whatcom and Fairhaven students during Winter Quarter. Pilot coordinated studies offerings are being planned for Winter Quarter at Edmonds Community College, Shoreline Community College and Spokane Falls Community College.

Planning for many of these learning community programs took place in May at Camp Don Bosco, near Carnation, Washington. About a hundred faculty and administrators from participating colleges spent two days working in teams on curriculum planning efforts.

Mailing List

The Washington Center is continuing to build its mailing list. 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.

New Members

We are pleased to announce that the following institutions have joined the Washington Center. The lead contact people on each campus are:

Eastern Washington University
Steven B. Christopher,
Vice Provost for Educational Resources and Planning.
Skagit Valley College
George Delaney,
Dean of Educational Services
Ted Keeler,
Associate Dean for Academic Education

Whatcom Community College
William Christopher,
Dean for Instruction
Yakima Valley Community College
Gary Tollefson,
Associate Dean for Student Services
Judy Moore,
Faculty Member in Biology

Coming in the Winter Issue

- College–High School Collaborative Programs
- The National Faculty's Summer Institute for High School Teachers
- Announcement of the Matsushita Foundation Awards for College–High School collaborative projects
- **Update:** Washington Center Seed Grant Awards, faculty exchanges, and Winter Seminar offerings.

Washington Center
for the Improvement of the Quality of
Undergraduate Education

The Evergreen State College
Olympia, Washington 98505