

Washington Center

NEWS

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Number one

Working to Make a Difference in Washington: A Report on The Washington Center's First Five Years

This issue of the NEWS marks the fifth anniversary of the Washington Center. So we're going to spend most of this issue looking back on what we've accomplished together.

When we started our review, we looked at each other and said, "Wow! Did all this happen in five years?" It's just been amazing--the people, the programs, the publications.

It's clear to us that the Washington Center has been the right idea at the right time. It has opened the doors to so much talent, energy, and creativity. It has visibly improved educational quality at a moment when results are on everyone's minds. It has

been cost-effective when budgets are lean. And it has provided a model for so many other educators in so many other places. We'll say more on these topics in the next couple of pages.

The idea for the Center originated in 1984, when The Evergreen State College and Seattle Central Community College agreed to share curriculum initiatives and exchange several faculty members. From this modest partnership came the concept of a larger, faculty-centered consortium that would emphasize both teaching and curriculum development. The Washington Center was born.

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



Washington Center Associate Director Jean MacGregor and Director Barbara Leigh Smith. Smith is also an academic dean at Evergreen. (Photo: Tomas Black)

The Exxon Education Foundation and the Ford Foundation gave us seed money in the 1985-86 year. Germination was immediate. Faculty took an active interest. Curriculum initiatives spread. Faculty exchanges multiplied. In 1987, the legislature gave the Center its first state funding as a public service initiative of Evergreen.

Four years later, our work is truly state wide. Forty-one two- and four-year colleges have affiliated with the Center, and hundreds of faculty members are involved. Every day, the mail and the telephone bring inquiries from the other 49 states and Canada. They want to learn from the Washington experience (and we want to learn from them, too).

Several assumptions shape our work. The first is that we're all working in the same system--the education system. Geographic and institutional boundaries shouldn't matter. Everyone says this, we know. But few vehicles exist for crossing disciplinary boundaries or linking campuses together. So the Washington Center is in the business of inventing vehicles.

Our second assumption is that the educational system contains some terrific talent. We simply need to create ways to share it. Some wonderful teachers and programs are unknown even on their own campuses. Find them and put them together with other people, other places, other practices, and good things very often happen. Meetings, seminars, seed grants, faculty exchanges, publications, technical assistance: the Washington Center creates occasions for teaching professionals to share their work, their problems, and their ideas.

Our final and most important assumption: lasting reform springs from within; it is not imposed from without. Berkeley Professor Pat Cross said some years ago that faculty and administrators must come to see themselves as reformers within their own spheres of influence. We agree wholeheartedly. The Washington Center works at the grass roots level, with individual teachers and their own students, classrooms and curricula. Small successful collaborations between teachers and administrators enlarge everyone's sense of what is possible.

"I think our school's relationship with the Center has caused many teachers and administrators to recognize for the first time that it is within their power to shape college education and the higher education system," says a member of our planning committee. "Many of us hadn't quite seen it that way before. So much of it seemed pre-cast, dictated, inherited, and assumed. Now people are energized. They are actually looking for methods to solve other problems together."

So many institutions have responded positively to the work of the Washington Center--institutions large and small, public and independent, urban and rural, two-year and four-year. We are gratified and proud, and yes, a little surprised.

The accomplishments that we report on here are really yours. You have taken the lead on so many Center projects, and taken part in so many more. You have altered our perceptions of education and reform. You have improved undergraduate teaching and learning in a hundred different ways.

Now we know: the Washington Center works. It makes a difference. We thank you all for making it happen.

The Washington Center: a 1985-90 Profile

Washington Center Consortium Members

Four Year Public Institutions:

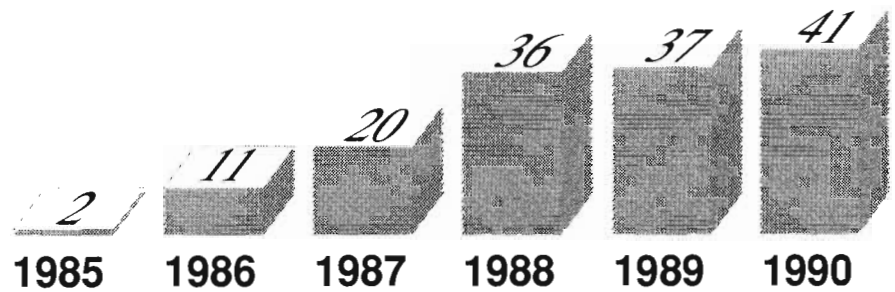
Central Washington University
Eastern Washington University
The Evergreen State College
University of Washington
Washington State University
Western Washington University

Community Colleges:

Bellevue Community College
Centralia College
Clark College
Columbia Basin College
Edmonds Community College
Everett Community College
Grays Harbor College
Green River Community College
Highline Community College
Lower Columbia College
North Seattle Community College
Olympic College
Peninsula College
Pierce College
Seattle Central Community College
Shoreline Community College
Skagit Valley College
South Puget Sound Community College
South Seattle Community College
Spokane Community College
Spokane Falls Community College
Tacoma Community College
Walla Walla Community College
Wenatchee Valley College
Whatcom Community College
Yakima Valley Community College

Independent Colleges:

Antioch University
City University
Gonzaga University
Heritage College
Pacific Lutheran University
Saint Martin's College
Seattle University
Seattle Pacific University
University of Puget Sound



Growth of institutional membership in the Washington Center 1985-90

Consortium Membership: 41 institutions

Curriculum initiatives related to Center work: 32 campuses

“Learning Community” model programs: 25 campuses

Number of students involved: 5,000 to 10,000 per year

Total faculty involved in faculty exchanges or team-teaching with exchanging faculty: 274

Seed grants made by Center: 28 grants to 23 consortium institutions

Percent of seed grant programs that are continuing projects today: 86%

Conferences and workshops: 28 events involving 1700+ participants from 23 baccalaureate institutions and 38 community colleges in Washington and surrounding states and provinces.

Conferences & Workshops

The Center brings people together for retreats, small workshops and larger conferences. At smaller workshops and retreats, faculty teams from throughout the state work on curriculum planning and share teaching ideas. Curriculum planning retreats for faculty teams have now become annual events in both eastern and western Washington. Larger working conferences focus on areas that we notice are of strong concern to faculty around the state. State-wide working groups help us plan these larger events: they help us identify key themes as well as appropriate presenters. Center conferences attract participants from colleges throughout Washington state, and the Pacific Northwest states and provinces.

Washington Center Conferences 1985-90

1985-86

Learning Communities Workshop Olympia, October 22, 1985.
Learning Communities Workshop Olympia, February 4, 1986.
Approaches to Active Learning Workshop Olympia, February 5, 1986.
First Curriculum Planning Retreat Shelton, May 7-8, 1986.

1986-87

An Introduction to William Perry's Scheme of Student Intellectual Development Seattle, October 29, 1986.
A Training Workshop on the Measure of Intellectual Development Seattle, October 29-30, 1986.
Second Annual Curriculum Planning Retreat Carnation, May 8-9, 1987.

1987-88

Learning Community Models Conference Seattle, October 15, 1987.
Learning Community Models Conference Ellensburg, October 16, 1987.
Teaching in Coordinated Studies Workshop Seattle, February 5, 1988.
A Workshop with Uri Treisman: Collaborative Learning Approaches for Enabling Ethnic Minority Students to Achieve in Undergraduate Mathematics Olympia, February 17, 1988.
Writing and Thinking Across the Disciplines Conference Spokane, March 4, 1988.
Thinking Across the Disciplines Conference Seattle, May 18-19, 1988.
Third Annual Curriculum Planning Retreat Carnation, May 6-7, 1988.

1988-89

First Summer Evaluation Retreat Olympia, July 20-21, 1988.
Collaborative Learning: Theory and Practice Conference Spokane, November 10, 1988.
Collaborative Learning: Theory and Practice Conference Seattle, November 11, 1988.
General Education Retreat for Representatives of Four Year Colleges in Washington North Bend, March 1-2, 1989.
Fourth Annual Curriculum Planning Retreat Stanwood, April 29-30, 1989.
Involvement in Learning Conference Seattle, May 19, 1989.
A Workshop on Student Intellectual Development: the Perry and "Womens' Ways of Knowing" Schemes Seattle, May 20-21, 1989.

1989-90

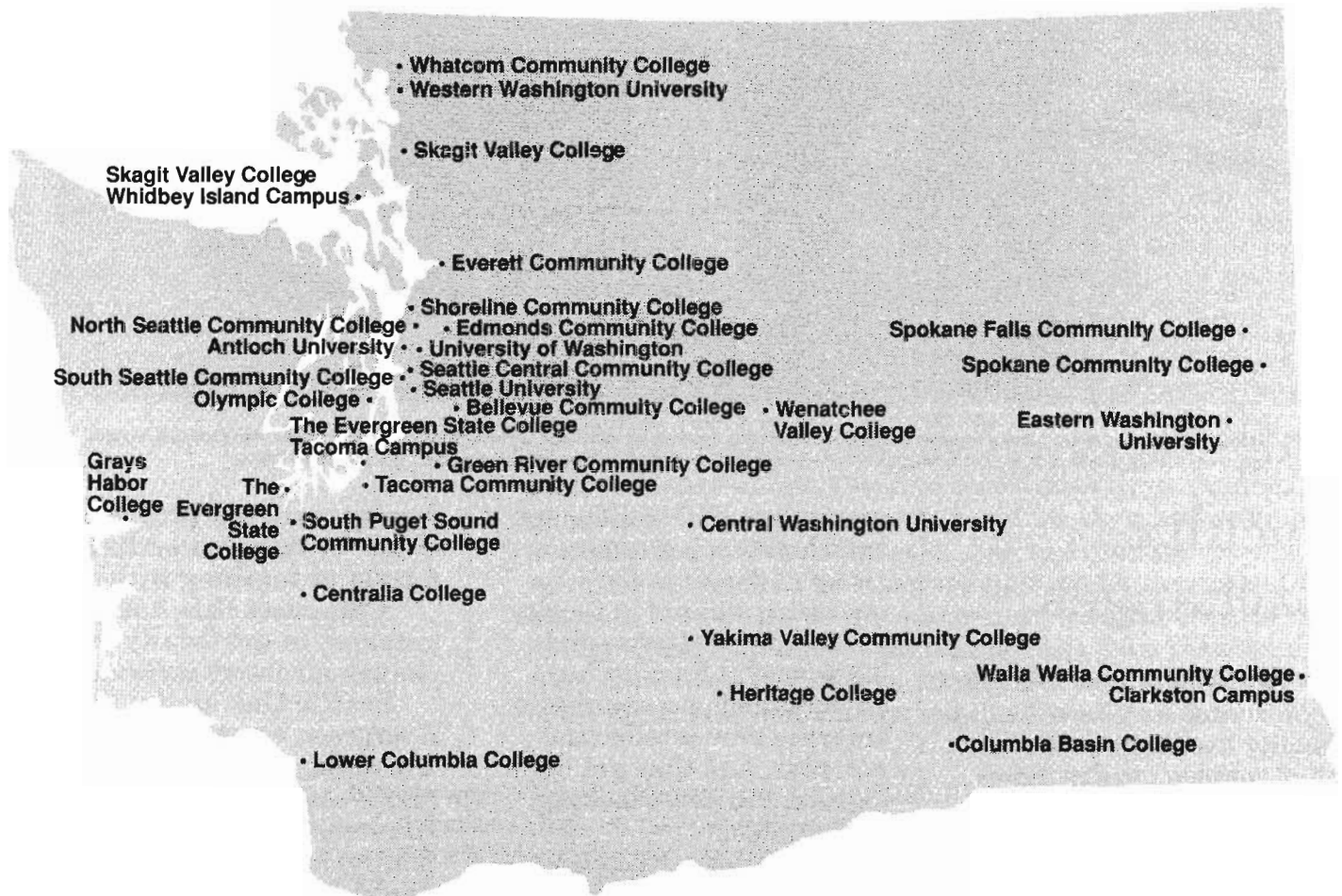
Second Annual Summer Evaluation Retreat Olympia, July 20-21, 1989.
Workshop on Learning Community Design and Implementation Yakima, October 6, 1989.
Ways of Knowing Conference Olympia, November 2-3, 1989.
Retreat on Building Learning Communities for Developmental Learners North Bend, January 10-11, 1990.
First Minority Student Success Retreat North Bend, February 20-21, 1990.
Eastern Washington Curriculum Planning Retreat Spokane, April 20-21, 1990.
Fifth Annual Curriculum Planning Retreat Port Orchard, May 11-12, 1990.

Curriculum Initiatives

Through its seed grants program, assessment efforts, curriculum planning retreats, and help from “kibitzers,” the Center encourages faculty from a variety of disciplines to reshape and improve curriculum offerings. “Learning community” model programs are a major component of these curriculum initiatives: these are approaches that link or cluster courses around common topics or themes, and enroll common groups of students. In learning communities, students build strong

intellectual and social connections, because of the coherent course work and sustained interaction with their faculty and fellow students. Many learning community models involve team-teaching, which is usually an intense, exhilarating experience for teachers and students alike. In Washington and increasingly throughout the nation, learning community curriculum reform efforts are seen as an inspiring approach to improving general education, student success and retention, and faculty development. Campuses are developing learning communities both for

specific populations (e.g. Freshman, honors students, returning adult students, the under-prepared, Juniors in their major) and around specific emphases (writing across the curriculum, pre-professional core programs, interdisciplinary topics, etc.). Pages 17-19 of this issue of the NEWS describe some of the learning community programs under way this fall in Washington.



Campuses undertaking curriculum initiatives that are involved with Washington Center seed grants, curriculum planning retreats, “kibitzers,” or assessment efforts.



Seattle Central Community College faculty member Caryn Cline spent two quarters on exchange to Evergreen, where she taught with (from left to right) Byron Youtz, Tom Rainey, and Bob Sluss, in the year-long Core Program, "Exploration, Discovery and Empire." (Photo: Steve Davis)

Faculty Exchanges

The Washington Center coordinates a state wide faculty exchange program that enables faculty members to teach in another college or university for one or more quarters. Most of these exchanges involve team-teaching, providing exchange faculty with an immediate network of colleagues and a stimulating--and revitalizing--learning experience. To plan new

curriculum with colleagues and then teach a common group of students for a quarter is unique in faculty development efforts--and it's powerful. Faculty have an extended opportunity to embrace new intellectual horizons, and they get daily exposure to new teaching approaches.

In addition to coordinating the exchange process, the Center may provide modest housing subsidies for exchange faculty members. More than 270 faculty have participated in the Washington Center's

faculty exchange program, either by being an exchange faculty or teaching with one.

Campuses that have participated in the faculty exchange initiative include:

Seattle University, The Evergreen State College, University of Washington, and Western Washington University and these community colleges: Bellevue, Centralia, Edmonds, Green River, Lower Columbia, North Seattle, Seattle Central, Shoreline, South Puget Sound, South Seattle, Spokane Falls, and Tacoma.

Excerpts from Faculty Members Reflecting on their Exchange Experiences

“The exchange experience resulted in a renewal of my own excitement and energy about teaching that literally prevented me from leaving higher education.”

“Not all of our delight arises from watching each other in the classroom. A good deal comes from working together to prepare, planning the curriculum, choosing books, arguing about strategies and meeting inevitable crises. In every program each of us must take some intellectual risk. It involves throwing out our old, comfortable syllabi and inventing something new. The excitement of participating in active learning with colleagues is transforming.”

“My sense of the college was intensified during the year not only by the close working relationships I developed with the students, but also through the connections to other faculty that team-teaching fosters. Scheduled hours were set aside each week for faculty seminars dedicated to our joint intellectual growth; in these we talked and laughed and argued over the readings. Healthy family arguments occurred in class, too; our students profited enormously by learning what academic debate is all about as they watched their professors respectfully but firmly disagree with one another.”

“At Seattle Central, I learned important things about modern European history from the students, and the faculty. I also came to know and respect the Seattle Central faculty, staff, and administrators. They 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 snowstorms. I marveled at the opportunity Seattle Central is giving to deaf students, new immigrants from Southeast Asia, insecure older people, chancy teenagers, and people of all kinds who can only go to school part-time.”

“My faculty exchange to Evergreen was invaluable. It was renewing to teach in another school after 18 years at Spokane Falls. My new colleagues were terrific. It was exciting and stimulating to teach in a new program where I could learn from my colleagues right along with our students. I took many lessons back to Spokane Falls that were valuable in starting a new program there.”

“The exchange made me realize how important it is to meet new people, to be in new environments, and to confront new puzzles. I'd welcome the chance to do it again.”

Evaluation & Assessment Efforts

Interest in program evaluation and student assessment began to grow early in the Washington Center's work. In 1986, representatives of six campuses gathered to design and carry out common assessment projects related to their model curricula. Over the years, this small working group on evaluation and assessment has expanded dramatically. Its participants still represent innovative programs involving learning community curricula, and collaborative and interdisciplinary learning. Its emphasis remains in assessment approaches that enhance the learning process for students, and that directly improve programs and teaching.

The Center convenes this working group several times a year, to share evaluation approaches and results from the campuses, and to explore new, promising assessment approaches. Foci in recent years have included strategies for assessing students' intellectual development, approaches to qualitative mid-course or mid-program evaluations, Alverno College's approach to defining student outcomes, the Pat Cross-Tom Angelo classroom assessment strategies, and student self-evaluation. The evaluation group, in turn, assists the Center in building an archive of materials on the model curricula at consortium institutions, in monitoring retention information, and in sharing results of other assessment efforts related to learning community work.

Evaluation Working Group Members 1985-90

Bellevue Community College

Joy Carey
Pauline Christiansen

Centralia College

Randy Johnson

Eastern Washington University

Jeffers Chertok

Edmonds Community College

Rebecca Montgomery
Steve Hanson

Everett Community College

Kristi Francis
Paul Marshall
Marcia Mixdorf
Ken White

Green River Community College

Jeff Clausen
Bob Filson
Ted McNeilsmith

Lower Columbia College

Carl Rousch
Michael Strayer

North Seattle Community College

Jim Harnish
Rita Smilkstein
Gail Wilke

Pacific Lutheran University

Dwight Oberholtzer

Seattle University

Bob Larson
Bernard Steckler

Seattle Central Community College

Jack Bautsch
Valerie Bystrom
Rochelle dela Cruz
Bobby Righi
Carl Waluconis

Shoreline Community College

Virginia Bennett
Steve Goetz
Diane Gould

Skagit Valley College

Trish Barney

South Puget Sound Community College

Theresa Crater

Spokane Community College

Lynn West

Spokane Falls Community College

Steve Reames
Ed Reynolds

State Board for Community College Education

Bill Moore

Tacoma Community College

Jerry Shulenbarger
Gael Tower

The Evergreen State College

Elizabeth Diffendal
Steve Hunter
Kirk Thompson

The Evergreen State College - Tacoma Community College BRIDGE Program

Richard Brian
Joye Hardiman

University of Washington

Ken Tokuno
Claire Sullivan

Western Washington University

Marie Eaton
Bill Heid
Dan Larner

Yakima Valley Community College

Judy Moore
Eric Mould
Gary Tollefson

Seed Grant Program

The Center offers small seed grants, ranging from \$500 to \$3000, for cross-disciplinary and inter-institutional efforts to improve undergraduate curricula and teaching. Grants are made to consortium institutions through an annual, competitive proposal process. The program emphasizes projects that involve working across the disciplines to improve teaching and learning, and that have the potential for broad institutional impact. Seed grant awards have included learning community curriculum efforts, inter-institutional planning conferences, and writing-across-the-curriculum and critical thinking initiatives. Of the 28 seed grant projects supported by the Washington Center, 24 (86%) are continuing on institutional funds.

Seed Grant Review Panel 1986-90

√ current members

- Barbara Adams,
Shoreline Community College
- √ Don Chalmers,
The Evergreen State College
- √ Jeff Clausen,
Green River Community College
- √ Don Fuller,
Lower Columbia College
- √ Helmi Habib,
Central Washington College
- Paul Menzel,
Pacific Lutheran University
- √ Dwight Oberholtzer,
Pacific Lutheran University
- Joseph Roy,
Wenatchee Valley College
- √ Grant Smith,
Eastern Washington University
- √ Barbara Sylvester,
Western Washington University

1986-87 Seed Grants

- **Bellevue Community College:** \$3,000 for a pilot interdisciplinary learning community linking courses in economics, American studies and English, and for a planning workshop on learning communities for Bellevue faculty and staff.
- **Fairhaven College at Western Washington University:** \$3,000 for a collaborative interdisciplinary program with Whatcom Community College, involving faculty exchanges, and cross listing of a jointly offered, team-taught "Fairhaven Core" course.
- **North Seattle Community College:** \$1,250 for a series of planning retreats involving faculty from North Seattle, Seattle Central and Bellevue Community Colleges, on different curricular approaches to learning communities.
- **Tacoma Community College:** \$4,800 for two projects involving linked courses: chemistry and English composition, and business and mathematics.

1987-88 Seed Grants

- **Antioch University:** \$3,000 for the development of a program of advanced undergraduate study for inmates at the Monroe State Reformatory, to complement course work offered by Edmonds Community College.
- **Centralia College:** \$6,000 over two years for funding to assist in its efforts to institutionalize learning communities.
- **Green River Community College:** \$3,000 for a joint effort with the Physics Education Group at the University of Washington to develop laboratory and classroom materials that make physics more accessible, especially to students who have difficulty with abstract concepts.
- **Shoreline Community College:** \$3,000 for a "Teaching Thinking Across the Curriculum" faculty development effort. Faculty workshops on critical thinking occurred through Winter and Spring quarters of 1988.

- **Spokane Falls Community College:** \$6,000 over two years to initiate a coordinated studies learning community program.
- **The University of Washington School of Nursing:** \$2,000 for a joint working conference with the nursing faculty at community colleges in the Puget Sound area. The March 1988 conference focused on competencies (and their curricular implications) for both the associate and bachelor degree programs.
- **Yakima Valley Community College:** \$1,700 for an integrated cluster of courses in biology, composition and critical thinking offered in Spring, 1988.

1988-89 Seed Grants

- **Eastern Washington University:** \$3,000 to support and evaluate the continuing development of Freshman Interest Groups, a course-clustering learning community model.
- **Eastern Washington University:** \$3,000 for disseminating Eastern Washington's "Gender Balancing the Curriculum" effort, which assists faculty in building female perspectives into existing undergraduate courses.
- **Everett Community College:** \$3,000 to launch "Women on the Move Toward a Four-Year College Degree," a learning community program of clustered courses over a full academic year, specifically targeted to returning adult women students.
- **Seattle Central Community College:** \$3,000 to develop a new Core Curriculum in the Allied Health program built around a learning community model.
- **Seattle Pacific University:** \$800 to support an annual, regional conference to foster interdisciplinary scholarship in European languages and literature.
- **The Evergreen State College:** \$2,585 to support a series of inter-institutional working seminars, and a conference on library teaching practices and library pedagogy.

■ **University of Washington:** \$3,000 to support the transfer of a model, highly successful department-based writing center to other departments on the University of Washington campus.

■ **Washington State University:** \$1,812 to explore and evaluate the intellectual development of students enrolled in a variety of English composition courses at WSU.

1989-90 Seed Grants

■ **Gonzaga University:** \$1,500 for a faculty-designed conference on teaching, focusing on curricular review and integration.

■ **Olympic College:** \$900 for a federated learning community program integrating geology, geography and natural history of the Pacific Northwest.

■ **Shoreline Community College:** \$2,000 to develop a prototype integrated core course in oral and written communications and critical thinking.

■ **Skagit Valley Community College:** \$3,000 for a clustered studies program aimed at increasing the retention of returning adult students.

■ **South Puget Sound Community College:** \$3,000 for a model, three-quarter writing program involving linking composition courses with lecture courses.

■ **Spokane Community College:** \$3,000 to develop a coordinated studies learning community program.

■ **Spokane Falls Community College:** \$3,000 for the development of a program integrating developmental reading, writing, and study skills with college level content courses.

■ **University of Washington and Shoreline Community College:** \$2,000 for a conference for nurse educators in the state of Washington to discuss methods for evaluating clinical and cognitive learning.

■ **University of Washington, Western, Central, and Eastern Washington Universities:** \$3,000 to provide stipends for 28 teaching assistants to attend the National Teaching Assistant conference sponsored by the University of Washington.

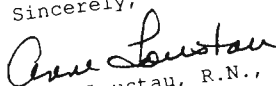
A Seed Grant Seed Grows . . .

I am writing to give you some additional information about wonderful outcomes for Nursing from the original Washington Center Seed Grant Program. The University of Washington received seed money on two occasions to fund conferences on "Articulation between Two- and Four-Year programs in Nursing." These conferences were co-sponsored with Shoreline Community College in March 1988 and October 1989. They were attended by nurse educators from throughout the Puget Sound region, and were evaluated as highly successful.

Currently the Washington State Higher Education Coordinating Board is working with a mandate from the state Legislature to create a Master Plan for Articulated Nursing Education in Washington. Jackie Johnson of the HEC Board staff was present at the October conference, was duly impressed, and requested and received \$8,000 from the Legislature to support two additional conferences, to be held this coming year.

I know you will be pleased and should also be proud that Washington Center seed monies helped in the initial states of our work towards improving nursing program articulation. We are grateful for your early understanding of the importance of our work on this issue.

Sincerely,


Anne Loustau, R.N., Ph.D.
Assistant Dean for
Academic Programs
University of Washington
School of Nursing
April 20, 1990

Strengthening the Effort, Building a Network

The Center serves as a clearinghouse for information on curriculum initiatives, particularly learning community efforts, active and collaborative approaches to teaching and learning, student assessment, and a variety of other topics. "Kibitzing" is a unique feature of our technical assistance effort. Read on . . .

kib·itz·er \kib'i-ts r\ [Yiddish *kibitsen* < G. *kiebitzen*, to look on] *n*: Informal. **1.** One who looks on and offers unwanted and usually meddling advice to others. **2.** One who chats or converses. **3.** *In Washington State:* An informal consultant, generally quite helpful, often associated with the work of the Washington Center; a carrier of good ideas and helpful questions between institutions of higher education.



Kibitzer Paul Mott pauses during the 1989 curriculum planning retreat, to chat with Evergreen faculty member Ryo Imamura. (Photo: Jean MacGregor)

We happened onto the notion of "kibitzing" several years ago when one of our Evergreen colleagues was given released time to assist other faculty in their teaching of writing. He asked his fellow faculty members if they'd like to have a "kibitzer" for a week to observe and give advice about their writing assignments and their critiques of student writing. It struck us at the time how little peer feedback exists in college classrooms. Professionals in law, medicine, engineering—even acting—lead lives teeming with opportunities for peer support and evaluation. But in college classrooms, this rarely happens—and opportunities are wasted, for improvement, for appreciation, and for learning from one another.

So, we decided to recast "kibitzing." Why not promote it as a high art—of wise observing and the giving of helpful advice? We began by making kibitzers an essential ingredient of our curriculum planning retreats. They were a resounding success, and we've been fielding requests for kibitzers ever since. Upon request, kibitzers (all of them local to Washington) have helped with curriculum planning and teaching approaches in such areas as mathematics and science, journalism, nursing, the training of writing tutors, and have provided ideas and perspectives to countless learning community programs in the making. Besides locating kibitzers, we assist requesting institutions with travel support and very modest honoraria.

Special Washington Center Initiatives

The Matsushita Project: Creating College-High School Collaborations in Washington

In 1986, the Matsushita Foundation awarded the Center a \$41,000 grant to support the development of college-high school collaborative efforts. The project aimed to forge closer ties between college and high school faculty, and to involve teachers in ongoing efforts to improve both high school and college teaching. Matsushita, the first corporate foundation in the United States to be established by a Japanese company, has special interests in pre-collegiate education.

In response to a request for proposals, a Washington Center review panel and Matsushita staff chose five projects for funding. Each project included joint workshops or working sessions between the participating high schools and college, and a faculty exchange effort between the participating institutions. Leaders of all five partnerships met at a working retreat, hosted by the Washington Center in the autumn of 1988. The teams shared their work, and continued planning their individual collaborative projects. All five partnerships have led to continued relationships and collaborative work between the involved schools.

The five funded projects were:

■ **Bellevue Community College and Mercer Island High School**, to share approaches to the teaching and assessment of writing in interdisciplinary teaching contexts.

■ **Central Washington University's School of Education and Cascade High School**, to work on theory and practice related to developing autonomous learners.

■ **Matteo Ricci College at Seattle University and Seattle area Catholic high schools**, to develop a working consortium around offerings for senior level high school students.

■ **The Evergreen State College and Thurston County High Schools**, to continue a long-standing teacher exchange program, and to plan for jointly taught summer programs.

■ **Western Washington University's Fairhaven College and Sehome and Bellingham High Schools**, to link high school faculty members and college faculty members to work together on issues of common concern.

A Report on one of the Matsushita Partnerships...

Matteo Ricci College at Seattle University is the three-year university phase of a coordinated and integrated program of studies that leads from the beginning of the ninth grade to the Bachelor of Arts degree in six years. This unique program was developed jointly by Seattle University and Seattle Preparatory School in 1975. Through the Matsushita Project set up by the Washington Center, Matteo Ricci developed a wider partnership of cross-level and cross-disciplinary collaboration with three other local Catholic high schools: John F. Kennedy, O'Dea, and Eastside Catholic.

These partnerships are high energy! Our initial conversations have led to genuine excitement and work in collaborative approaches to teaching and learning; to new inter-disciplinary and coherent curricular options for senior level students; to more active involvement of students; and to cross-school events for students as well as faculty.

I salute the Washington Center for sponsoring the Matsushita Project. It was a great idea! College-school articulation efforts--particularly those that focus on cross-level faculty collaboration and the testing of new ideas and approaches--are sorely needed.

Bernard M. Steckler

Bernard Steckler, Dean,
Matteo Ricci College II,
Seattle University

The Minority Student Success Project: Building the Commitment to Success for Students of Color in Washington Community Colleges

In July 1989, the State Board for Community College Education committed part of its "quality enhancement funds" for the 1989-91 biennium to new initiatives that would improve the recruitment, retention and success of ethnic minority students. The State Board staff enlisted the support of the Washington Center in building state-wide expertise and commitment in this arena. The State Board/Washington Center collaboration has involved the encouragement of focused planning efforts on each community college campus, and on information-sharing about low-cost, effective approaches that enable students of color to succeed in college.

Twenty-three campuses are involved in Washington. Working with campus teams, the Center is convening three state-wide working retreats on minority student success this year, and is providing extensive resource material on ethnic minority student recruitment, retention, and campus multiculturalism.

A resource document commissioned by the Center, "Minority Student Success in College: What Works," reviews the literature on the issue and provides an overview of outstanding programs around the nation.



Jan Yoshiwara, Assistant Director of the State Board for Community College Education, acts as scribe for the Minority Student Success Team from Yakima Valley Community College at the first of the retreats in February, 1990. (Photo: Steve Davis)

Funding

The Washington Center consortium was established and recognized by the Washington State Legislature in 1985. Center work began in the 1985-86 academic year, with grant funds of \$50,000 from the Exxon Education Foundation, and \$75,000 from the Ford Foundation. In 1987, the Washington State Legislature initiated financial support for the Center as a public service initiative of The Evergreen State College with an appropriation of \$400,000 per biennium.

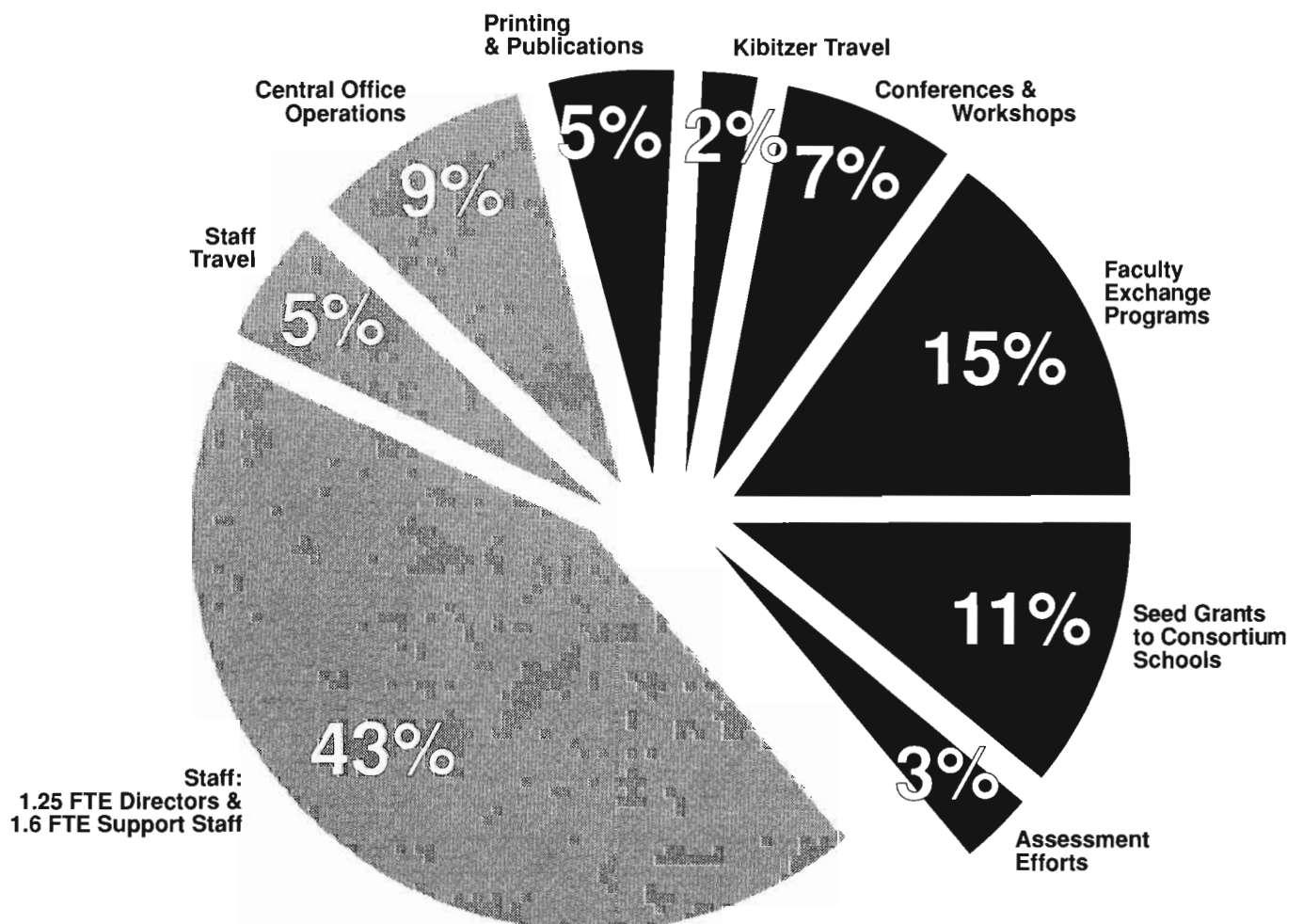
In addition, the Center has received external funding for several special initiatives:

■ **The Matsushita Foundation:** \$41,000 (in 1986) in support of five college-high school collaborative projects.

■ **The Burlington Northern Foundation:** Grants of \$22,500 (in 1987) and \$9,000 (in 1989) to support the faculty exchange program. These funds have provided modest stipends for housing for 19 faculty members during 25 quarters on exchange.

■ **Washington State Board for Community College Education:** \$15,000 (in 1990) for the Minority Student Success Project.

The Center allocates funds each year in the following areas. Consortium activities are in black; central office operations are in gray.



Center News: Spring/Summer 1990

Spring Curriculum Planning Retreats

The Center held its first retreat east of the mountains April 20-21 at Bozarth, Gonzaga University's attractive conference center near Spokane. Teams from six institutions gathered for two days of curriculum planning, with workshops on learning community models, approaches to collaborative teaching and learning, and assessment. The Washington Center kibitzer team included Valerie Bystrom, Seattle Central Community College; Judy Moore and Eric Mould, Yakima Valley Community College; and Jerry Zimmerman, Lower Columbia College.

The Center's fifth annual western Washington curriculum planning retreat took place in early May with twelve colleges sending teams, and observers from University of North Dakota and Hawaii Community College at Hilo, and a college-high school team from Edmonds CC and Lynnwood High School. As has become traditional at these gatherings, faculty teams had time and space for curriculum planning work, and asked for assistance from kibitzers as needed. The kibitzers were Robert Cole, Betsy Diffendal and Joye Hardiman from Evergreen; Marlene Bosanko and John Geubtner from Tacoma Community College; Ann McCartney from Shoreline Community College; and Jan Kido, faculty member on exchange from Hawaii Community College at Hilo.

Peninsula College Joins the Washington Center

Peninsula College is the Washington Center's newest consortium member, bringing the total number of institutions in the Center to 41. Paul G. Cornaby, Peninsula's President, is the main contact person.



Faculty teams at the western Washington curriculum planning retreat this spring. (Photo: Jean MacGregor)

Student Self-Evaluation the Focus of Summer Retreat

The Center's Evaluation Committee gathered at Evergreen July 19-20 for its third annual summer retreat, with 40 individuals from 20 campuses in attendance. The retreat was designed as an exploratory conversation about student self-evaluation.

Student narrative self-evaluation has long been a fixture of several institutions in Washington: Antioch University, Fairhaven College at Western Washington University, and The Evergreen State College. However, other institutions in the state and nation have recently become interested in the approach. Teachers are looking for ways to increase student involvement in their own learning processes. And, both faculty and institutions are looking for fresh ways to study and document outcomes of learning in college.

When and how do we ask students to create a synthesis and evaluation of their learning? What approaches can be taken to responding to a student's reflective writing? Should self-evaluations be embedded

in or kept separate from the grading process? What lessons are there for faculty, and for institutions, in student self-evaluations--and are there systematic ways to glean this information? These were some of the questions of the retreat participants.

Marie Eaton described Fairhaven College's "Advanced Seminar," a writing-intensive course in which senior-level students write "A Summary and Evaluation" document of their entire undergraduate experience. Evergreen faculty members Kirk Thompson and Robert Cole explained various approaches both to the writing and the conference process associated with student self-evaluation at Evergreen. Carl Waluconis described his course in self-assessment, offered this past spring with great interest and success at Seattle Central Community College. Judy Reisetter, a guest from Alverno College in Milwaukee, explained how Alverno distinguishes student self-assessment from student self-evaluation, both of which take place throughout an Alverno student's college career.

The conversations moved into assessment and research related to student self-evaluations. Bill Moore (Outcomes Director for the state



"Voices of the Faculty: A Reader's Theatre" highlighted the Washington Center's lessons about faculty vitality and the power of team-teaching at this spring's annual meeting of the American Association for Higher Education in San Francisco. Washington Center Directors Barbara Smith and Jean MacGregor drew from their many reflective conversations with faculty and distilled them into a script which spoke to the AAHE 1990 Conference theme, "Today's Choices...Tomorrow's Faculty: Shaping the Future Campus." With Evergreen faculty member Sally Cloninger directing, Smith and MacGregor joined with other Washington Center folks--José Gómez, Diane Gould, David Mitchell, Judy Moore, Dwight Oberholzer, Judson Shaver, and Lynn West--to present a reader's theatre to a standing-room-only crowd at AAHE. Pictured here at their first read-through of the script are Mitchell, Smith, Gould, Shaver, Oberholzer and Gómez. (Photo: Lisa Farnham)

Board for Community College Education, and Director of the Center for the Study of Intellectual Development) and Kathe Taylor (also with CSID) discussed efforts to use adaptations of the Measure of Intellectual Development (MID) on student self-evaluations. The Measure of Intellectual Development is an essay rating process derived from William Perry's scheme of intellectual development in the college years. Kirk Thompson reported on his preliminary results from using the MID to examine Evergreen student self-evaluations. Janis Tedesco, a doctoral candidate at Washington State University, and Richard Haswell, a professor of English at WSU, together reported on their efforts to apply both the Perry scheme and the Womens' Ways of Knowing theory to student writing. Haswell also introduced an overview of his study of developmental theories related to his forthcoming book, *Gaining Ground in College Writing*, which explores how notions of development affect the way we interpret student writing. Carl Waluconis and Valerie Bystrom reported on how a study of student self-evaluations at Seattle Central was tied to their college-wide outcomes effort.

If you're interested in receiving papers related to this retreat, please contact the Washington Center.

1990-91 Seed Grants

The Seed Grant project awards for 1990-91 are:

- **Eastern Washington University:** \$3,000 to begin a faculty development effort related to computer-assisted instruction. Douglas Bickerstaff, Project Director.
- **Edmonds Community College:** \$3,000 for a collaborative effort between math and chemistry faculty at Edmonds and Lynnwood High School to increase students' success rates in introductory chemistry courses. Rebecca Montgomery, Project Director.
- **Lower Columbia College:** \$3,000 for a model curriculum initiative integrating basic skills courses with college level transfer courses. George Dennis, Project Director.
- **Seattle Central Community College:** \$3,000 to extend collaborative work associated with the college's "alternative pedagogies project." Donna McCarter, Project Director.
- **Seattle University:** \$500 to plan for infusing multicultural content into core curriculum offerings. Tony Murdock, Project Director.
- **Shoreline Community College:** \$2,980 for a faculty development effort integrating bibliographic instruction into undergraduate

curricula. Jean Roden and John James, Project Directors.

■ **South Puget Sound Community College:** \$600 to support the development of learning community programs. Michael Shurgot, Project Director.

■ **South Seattle Community College:** \$500 to undertake planning for the development of linked courses. Michael McCrath, Project Director.

■ **Spokane Community College:** \$3,000 to support development of linked courses between liberal arts and vocational programs. Also, to plan a faculty exchange program and expand evaluation efforts. Lynn West, Project Director.

■ **Spokane Falls Community College:** \$3,000 to support development of an integrated offering in mathematics and communications. Penny Coffman, Project Director.

■ **The Evergreen State College:** \$2,922 for a project involving teams of librarians and faculty in developing curriculum incorporating library instruction in support of inquiry-based education. Sara Rideout, Project Director.

The deadline for seed grant applications for the 1991-92 year will be February 15, 1991. Please be in touch with the Center to receive guidelines and the call for seed grant proposals.

Washington Center Workshops and Conferences

Minority Student Success

Project Working Retreats: The week of October 15-19, 1990 with 15 community college teams from Washington state. Co-sponsored with the State Board for Community College Education. By invitation only.

"Ourselves Among Others" A conference on diversity, and multicultural perspectives on our campuses. February 1-2, 1991, in Seattle.

Spring Curriculum Planning Retreats at Two Sites: April 20-21, 1990 in eastern Washington at the Bozarth Center of Gonzaga University in Spokane.

May 11-12, 1991 in western Washington at the Pilgrim Firs Camp near Port Orchard.

Other Conferences of Interest

Association for General and Liberal Studies Annual Conference in Baltimore, October 25-27, 1990. The theme of the conference is "Learning Communities and the Nature of Liberal Conversation." For further information, contact Clarinda Raymond or Deborah Shaller, English Department, Towson State University, Towson, MD 21204.

Washington Community College Humanities Association special conference, **"General Education: From Rhetoric to Reality."** October 25-26, 1990 at the Radisson Hotel near SeaTac International Airport. The conference will feature nationally known speakers on the general education reform movement in higher education and on assessment of general education programs. For further information, contact Gary McGlocklin, Bellevue Community College (206) 641-2341.

Conferences on the Freshman Year Experience The Freshman Year Experience conferences are celebrating their 10th year in 1990-91, with five major events to be held throughout the United States, and an additional international meeting at Cambridge University in England in July, 1991. All focus on effective approaches to improving the first year of college and university student life. Of note: Special focus conferences on "Diversity" (January 31-February 2, 1991 in Long Beach, California) and on "Teaching" (April 11-13 in Kanas City, Missouri). For further information, contact The Freshman Year Experience Conferences, The University of South Carolina, 1728 College Street, Columbia, SC 29208.

What's Happening: Learning Community Programs, Related Initiatives and Faculty Exchanges at Participating Institutions

Bellevue Community College is offering two interdisciplinary programs Fall Quarter. "Religion and Culture: The Sacred in a Disenchanted World" is a coordinated studies program intertwining philosophy (Erick Haakenson is the instructor), anthropology (David Jurji), and English (Gary McGlocklin). In addition Bellevue is repeating "Quests: The Search for Knowledge in Different Cultures," its very successful interdisciplinary program for developmental students. The faculty team is Ronna Randall (anthropology), Gloria Mercer (humanities), and Linda Leeds (English).

Centralia College is offering "Living in our Changing, Enchanted World," a 15-credit cluster of life science (Dave Martin), English (Randy Johnson), and academic reading (Kay Odegaard).

Eastern Washington University is offering two Freshman Interest Group clusters this fall. Groups of 30 students take a cluster of three courses, with faculty working to build social and academic community via out-of-class gatherings, field trips, and integrated readings. Jeff Chertok is coordinating the FIG clusters at Eastern, and is also leading a multi-faceted faculty development effort there.

There are a variety of new initiatives afoot at Eastern. A major five-year Title III grant will include library enhancement, a large faculty development initiative, and several student retention efforts. Several other projects are just starting. Joanne Ducharme, building on a successful mentoring program, is launching a Freshman Success Program for entering students from high school who fall below EWU's "admission index," but who show potential for success in college. Dana Elder, Director of Composition,

is initiating a writing-across-the-curriculum effort which will involve a series of workshops for faculty interested in enhancing the writing components of their courses. Finally, Eastern is the recipient of a \$250,000 grant from FIPSE for the establishment of a program to enable single parents on welfare to pursue degrees at Eastern; Sandy Kleven is coordinating this program.

Edmonds Community College is offering an array of "Combined Classes," 10-credit, team-taught programs of integrated study. They include chemistry and math, a study skills/biology program, a study skills/Western civilization program, and links of English and philosophy, and English and Sociology. In addition, in the vocational area, courses in business communication and office skills are being taught as an integrated package.

Everett Community College is moving into its third year of "Women on the Move Toward a Four-year College Degree," a learning community geared specifically to returning adult women. A full-time cluster of courses is offered each quarter as a first-year sequence. Dick Brigham, Kristi Francis, and Laura Hedges are the faculty this fall.

Green River Community College is offering two 10-credit coordinated studies this fall: speech and English composition with Kate Katims and Sylvia Mantilla; and "Business, Government and Society," and "Introduction to Law," with Ken Nelson and Steve Sisson.

Heritage College, in Toppenish, is launching its first semester of coordinated study this fall. "The Origins of Culture" is an integration of world civilization (Roger Arango), "Art and Ideas" (Terry Mullen), world literature (Carole Krysan) and English composition (Mary James).

Highline Community College's Larry Blades and Charles Miles are repeating their successful program linking English composition and speech this quarter.

Lower Columbia is gearing up its seed grant project, Don Fuller reports, with Charlotte Thompson and Kathy

Gorton preparing to link developmental level courses to Michael Strayer's "Introduction to Psychology."

In addition to "lots of linked courses," **North Seattle Community College's** fall coordinated studies offering is "Culture, Communications and Conscience," taught by Fran Schmitt (psychology), Marilyn Smith (English), and Mark Levensky (philosophy), who is on exchange from The Evergreen State College. Students in the program are examining how language and culture and immediate situation affects understanding and communication with others, and are particularly exploring multi-cultural and racial attitude formation and change. Also, in the vocational area, North Seattle is working on embedding writing into the entire first years of its electronics program.

Seattle Central Community College continues to build its coordinated studies offerings with models which vary in size from 10 to 18 credits. "Life, Liberty and the Pursuit of Happiness: Does the System Work?" is the 18-credit offering for this fall, with faculty members Al Hikida (English composition and literature), Dick Keller (history and political science) and Jim Hubert (economics). "Our Ways of Knowing: The Black Experience and Social Change" will integrate "Sociology of Black Americans" (Gilda Sheppard) and English composition and humanities (Minnie Collins). David Dawson (English), Astrida Onat (anthropology) and Nancy Finley (psychology) will be team-teaching to continue Seattle Central's successful coordinated study for evening students, "The Power of Myth."

In the vocational area, cosmetology courses continue to be offered as a coordinated study. Allied Health also continues with its "Of Body and Mind" coordinated study for entering students: it combines anatomy and introduction to psychology with English composition. At the developmental level, "Health Care in the 1990's"

combines developmental English, general science, medical terminology, and career explorations, with faculty members Liz Campbell and Martha Erwin.

The ESL program continues to offer coordinated studies packages of various sizes and emphases. "Building for College Success" is an integrative program for entry level students involving library research skills, introductory computing, and ESL coursework. A second, 10-credit program for more advanced students offers an additional oral communication option. Rochelle dela Cruz and Sandra Schroeder are teaching a new 13-credit program, entitled "Introduction to Cultural Pluralism: Language, Life and Labor," to both native and non-native speakers.

Seattle Central is beginning the second year of an exciting new initiative: a Middle College for high school students. This special high school on the Seattle Central Campus represents a unique partnership of cooperation and funding from the Seattle Schools, the Seattle Housing Authority, Citicorp, the Private Industry Council, and Seattle Central. Its 120 students, recruited from throughout Seattle, are 15-21 year-olds who, for a variety of reasons, had withdrawn from their regular school settings. Seven teachers have created a unique integrated curriculum built on the coordinated studies model, with a work component set up both through the Private Industry Council and Seattle Central's cooperative education office. "These students, otherwise lost to education, are thriving here," reports Susan Byers, Middle College's Director. "The whole program is helping students break down their myths that they weren't able. We graduated our first five students in June and all five are college bound this fall."

At Shoreline Community College this fall, Louise Douglas and Dennis Peters are repeating their "Making Sense out of Education" core course that links speech and English composition.

Skagit Valley College is repeating, "Choices," a learning community cluster taught for the first time last fall for developmental students. It's being taught this fall by faculty members Trish Barney, Cheryl Morse, Nancy Flint and Larry Sult. Lynn Dunlap and Ann Reid are linking English composition and art appreciation courses. The Whidbey Island campus of Skagit has also launched coordinated studies programs. "Working In America: Challenge and Change" is a 12-credit offering taught by Geoff Cole, Laurie Stapleton and Mary Darden.

South Puget Sound Community College is continuing to develop both linked classes and cluster programs. This fall, there are linked courses in English and philosophy, and linking sections of a "University 101" Master Student course with developmental English and Psychology.

Spokane Community College's Interdisciplinary Studies Program Fall Quarter offering is "Great Beginnings: Origins of Western Civilization," with faculty members Mike Burns (English), Gary Gustafson (history and sociology), and Scott Kramer (philosophy).

Spokane Falls Community College is repeating its successful "American Character" coordinated studies program this fall, and is offering several "paired courses": psychology and study skills; algebra and study skills; and American film classics and English composition.

Tacoma Community College is expanding to three 10-credit coordinated studies offerings this fall: a repeat of "Rethinking the Future" which combines business and English composition; "Our Heritage: the Search for a Common Past" linking history and English; and an "Overcoming Math Anxiety" program. In addition, a 15-credit coordinated study, "The Self Looking Inward," is integrating English composition, philosophy and psychology.



Gathering to speak on the Center's work at this year's American Association of Community and Junior College's annual meeting: Ron Hamberg, Dean, and Charles Mitchell, President of Seattle Central Community College; Patsy Fulton, President of Brookhaven College in Dallas; and Barbara Adams, former Executive Vice President of Shoreline Community College, and now President at Las Positas Community College in Livermore, California. (Photo: Jean MacGregor)

The Evergreen State College is receiving two exchange faculty members this fall: Neil Clough, faculty member in history and political science from North Seattle Community is teaching with Jovanna Brown in "Native Americans in the 20th Century," and Carl Waluconis has come from Seattle Central to join Llyn deDanaan in teaching "The Televised Mind." Evergreen faculty member York Wong is spending this fall on exchange to Hawaii Community College at Hilo, where he is teaching in "Time, Place and Values," a program on the historical roots of democracy. On the Evergreen-Tacoma campus, Maxine Mimms (of Evergreen) and Chiyuki Shannon (Tacoma Community College) are team-teaching in the BRIDGE program, an arrangement in which adult students complete their AA degree work for TCC in a coordinated studies program jointly taught by TCC and Evergreen faculty on the Evergreen campus in Tacoma.

At the **University of Washington**, Ken Tokuno reports that 32 Freshman Interest Groups are under way this fall, with tremendous interest in the program for incoming freshman. As described at

length in last winter's cover story of the NEWS, each FIG is a constellation of three related courses in which a group of 30 students enrolls. In addition to traveling together to the three courses, each FIG meets weekly with a peer advisor (a more advanced student) for discussion or study sessions, further orientation to university life, and social time.

Walla Walla Community College's Clarkston Center campus is building on previous course-linking work to initiate its first learning community program this fall, a learning cluster entitled "Earth Consciousness." Instructors Ron May (biology), Camille Price (English) and Billie Havens (study skills) will teach this cluster.

Yakima Valley Community College continues to explore linked classes. A new one this fall, "Composition with a Chemical Base," is being team-taught by Kathy Ashworth (chemistry) and Elaine Smith (English). In addition, six different courses being linked with Yakima's version of a "University 101" freshman experience course.

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Washington Center Planning Committee

Bellevue Community College:

Patricia Alley and Edmund Dolan

Eastern Washington

University: Jeffers Chertok

North Seattle Community

College: Lucille Charnley and Rita Smilkstein

Seattle Central Community

College: Valerie Bystrom, Ron Hamberg and Rosetta Hunter

Seattle University: Bernard Steckler and Carl Swenson

Spokane Falls Community

College: Ron Johns and Steven Reames

Tacoma Community College:

Frank Garratt and Paul Jacobsen

The Evergreen State College:

Priscilla Bowerman and Joye Hardiman

The University of Washington:

Fred Campbell and Jody Nyquist

Yakima Valley Community

College:

Judy Moore and Gary Tollefson

Washington Center Staff

Barbara Leigh Smith, Director

Jean MacGregor, Associate Director

Laura O'Brady, Program Assistant

Tina Floyd, Office Assistant

The Washington Center for Improving the Quality of Undergraduate Education

■ Established in 1985 at Evergreen as an inter-institutional consortium, the Center focuses on low-cost, high-yield approaches to educational reform, emphasizing better utilization and sharing of existing resources through inter-institutional collaboration. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington State Legislature.

■ Includes 41 participating institutions: all of the state's public four-year institutions, 26 community colleges, and nine independent colleges.

■ Supports and coordinates inter-institutional faculty exchanges, the development of interdisciplinary "learning community" programs, conferences, seminars and technical assistance on effective approaches to teaching and learning.



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