

news

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Building the Commitment: Minority Student Success in Washington State

Nearly a year ago the Washington community college system identified minority student success as a priority issue for its 27 campuses. 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 on each campus that would improve the recruitment, retention and success of ethnic minority students. Interested as well in enhancing state-wide expertise and commitment in this arena, the State Board staff enlisted the support of the Washington Center. This issue of the NEWS reports on the first stages of our resource sharing and network building effort.

The Washington Center/State

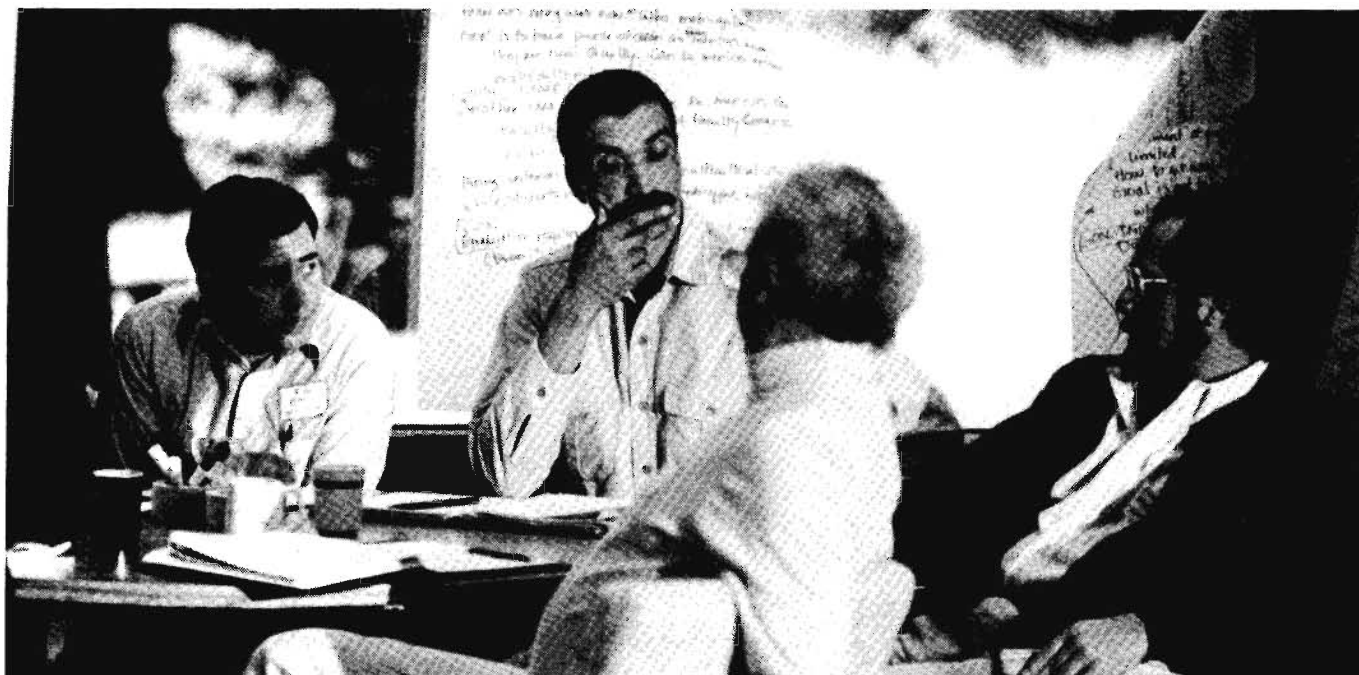
Board collaboration has been focusing on the facilitation of planning efforts on each campus, and on information-sharing about low-cost, effective approaches that enable ethnic minority students to succeed in community college. The project opened last fall. Each campus was invited to join the project and to identify teams to be involved: each campus team included key faculty members, and administrative leadership from both instruction and student services. Campus teams would serve to coordinate and lead the minority student success efforts on their respective campuses, and to act as statewide resource people. A steering committee of State Board staff and Washington Center staff, and representatives of six community

colleges, is shaping the overall effort.

Nine community colleges in Washington state—Bellevue, Columbia Basin, Green River, Highline, North Seattle, Seattle Central, Tacoma, Spokane, and Yakima Valley—are participating in the first year's effort. Fourteen additional campuses will join in the work this spring. The Washington Center staff has served to convene a series of statewide working retreats, and to identify expertise both in the region and nation in the areas of minority student recruitment and retention, and campus multiculturalism.

To lay the groundwork for the statewide effort, the Washington Center staff and members of the project steering committee visited each participating campus to conduct extensive reflective interviews with each of the first nine campus teams. These interviews have been crucial in clarifying where the minority student success work is on each campus, and where campus teams feel the most critical work needs to

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, 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.



A reflective moment for the Yakima Valley CC team at the Minority Student Success Retreat. From the left, Rudy Pinon, Rich Tucker, Don Hughes, and consultant Francisco Hernandez. (Photo: Steve Davis)

be undertaken. Here are some of the themes that are emerging:

Building Minority Student Success—What the Needs Are:

- **The need for faculty development in the areas of multiculturalism and diversity:** for multicultural infusion of the curriculum, and teaching strategies (pedagogy) sensitive to diversity. Many asked “how do we make this a concern of all the faculty on our campuses? How do we frame the issue to make it everyone’s concern? How do we enable faculty to see the excitement and challenge in teaching about diversity?”

- **The need for program and curriculum development:** teams voiced particular concern for English as a Second Language and developmental programs’ ability to retain students and to support them through the critical transition students make from these programs to the vocational and academic programs on campus. There was also a general feeling that faculty on many of our campuses don’t know about many of the effective model programs that exist within our state

and elsewhere, but might be responsive if they did know about them.

- **The need for coordination of efforts** (both within and between institutions). There were many dimensions to this need, such as ways to make minority student success a priority for staff and faculty, the development of better coordination of offices and programs, and ways to build strategic plans. Also, there was interest in learning about programs already under way in the region (“hidden gems”) and in simply knowing what other schools are working on, in terms of campus planning and coordination.

- **The need for more extensive data on the students of color within our institutions.** This was seen both as a technical problem of gaining access to computerized information, and a research design problem. Many asked, “What information do we need to gather which would be most useful to staff and faculty?” Very few institutions know where the students of color are in the curriculum or whether they are succeeding in proportionate numbers to other students. We also do not know where in the curricu-

lum we are failing to retain students of color, but many hypothesized that developmental courses are a major place.

- **The need for recruitment of people of color:** both of students, and of faculty/staff, as well as ways to build in and bring in role models from the community. Most schools see a critical need for having more people of color on staff and faculty, and expressed interest in learning about ways to achieve this.

- **The need for long-term institutional development around our goals for diversity and multicultural understanding.** This relates to the stated need for coordination, above. How does this work relate to larger institutional issues such as student success work, outcomes assessment efforts, general education reform, or other initiatives? How do we ensure that this issue is not made superficial, or left on the periphery? What are ways to keep this issue prominent over the long term?

- **The need to tap the human resources (the people) within our institutions** who have deep commitments to ethnic minority students, to bring this talent into greater force, yet at the same time to

First Statewide Working Retreat on Minority Student Success Draws Together Eight Campuses

In February, eight campus teams gathered at Rainbow Lodge for an intensive two-day gathering to develop campus plans for their minority student success work. The photos scattered through this issue of the NEWS capture some of the people and the moments during the two days.

The event opened with a ceremony, offered by Suquamish tribal elder Harold Belmont, which set a special tone for listening and understanding, reflection and commitment. A mix of plenary and concurrent working sessions was enriched by consultants Johnnella

Butler, Associate Professor of Ethnic Studies, University of Washington; Dick Donovan, Director of NET-WORKS, Bronx Community College; Francisco Hernandez, Acting Dean of Students, University of California-Berkeley; Janice Kido, Associate Dean and Faculty Member, Hawaii Community College, University of Hawaii-Hilo; and Yvonne Peterson, Member of the Faculty in Education, The Evergreen State College.

The retreat process will expand next fall, with two more, similar events for the fourteen other community colleges involved in the minority student success work.

avoid burning out these dedicated individuals.

The campus teams also identified many of the barriers that get in the way of getting on with this work, such as the lack of leadership for articulating and sustaining a vision, the lack of close cooperation between instruction and students services personnel, the lack of experience on many campuses with building partnerships and initiatives that cross boundaries and intersect all campus units, and finally, the growing complexity of services that campuses provide... "How do we control our priorities to make serving minority students a top priority?"

All the campus teams seemed to agree that minority student success and pursuing the ideal of a multicultural campus requires efforts that are embedded in virtually every aspect of community, college work, and life. If any progress is to be made, there need to be multiple, long-term efforts. They recognized that statewide efforts could be effective if specific, targeted projects could be identified and undertaken. And everyone agreed that this is a challenge that we must face, and make commitments to for the long term.



Minority Student Success retreat participants Larry Sanford, member of the State Board for Community College Education, Yvonne Peterson, consultant to the retreat, and Roy Flores, Dean of Students at North Seattle Community College. (Photo: Steve Davis)

Minority Student Success in College: What Works

by Carolyn Brewer, Consultant to the Washington Center

Produced for the Washington Center and the State Board for Community College Education to support their Minority Student Success Project.

The nation's schools are increasingly diverse and will become even more so in the future. Yet, there are many disturbing signs that we are not adequately meeting the needs of this increasingly diverse population. These are the statistics that education must confront: (ACE, 1989)

- Higher education's pool is increasingly minority-based. In our largest cities, 50% of the public school students are now members of minority cultures. Nationwide, 20% of the school age population in 1985 was minority, and 39% of the nation's school children will be people of color in 2020.

- College attendance by African American students has slowed, and the gap between college participation of blacks and whites is increasing. Between 1967 and 1975 black participation rates in college rose from 35%

to 44%, and that of white students rose from 51% to 53%. However, between 1975 and 1985 rates for black students dropped to 44%, while white students' participation rates rose to 55%.

- The rate of college attendance for Hispanic students has declined in the last decade. The rate of college attendance for Hispanic students declined between 1975 and 1985 from 51% to 47%.

- College attendance by Native American students is discouragingly low. According to a report by the Cherokee Nation, only 55% of Native Americans graduate from high school and only 17% go on to college.

- Minority students are concentrated in community colleges, and few of them transfer. In fall 1986, over 55% of Hispanic students and 43% of African American students were enrolled in 2-year colleges; few transfer to or graduate from 4-year institutions.

- Black and Hispanic students are far less likely than white students to complete a four-year degree. This raises

special problems in recruiting people of color into the ranks of future teachers. Among 1980 high school seniors who attended college, 21% of white students, 10% of black students, and 7% of Hispanic students had completed a baccalaureate degree by 1986.

- Blacks attending historically black colleges and universities are more likely to complete degrees than those attending predominantly white institutions. In 1984-85, 34% of baccalaureate degrees earned by blacks were earned at historically black institutions which enrolled 18% of all black students.

- Black and Hispanic participation in graduate level mathematics and sciences is minuscule. In 1986, 462 blacks earned doctorates in education but only six in mathematics, and eight in physics. Hispanics earned 188 doctorates in education, 12 in mathematics, and 15 in physics. Native Americans earned 26 doctorates in education, one in mathematics and none in physics.

These data constitute an unsettling report card for a nation that took significant steps toward increasing educational and economic equity in the 1960s and 1970s. During the 1980s the political



atmosphere became more conservative. Concerns over educational spending increased. Throughout the nation there was an increasing emphasis on educational accountability and quality, and a concern that earlier efforts towards educational equity were responsible for the decline in educational standards. Within this context, the earlier momentum toward reform in higher education has failed to live up to its aspirations. Increasingly, institutions have recognized that their past recruitment and retention efforts are not effective enough.

Efforts to better serve the educational needs of America's ethnic minority students have gone through several stages of development. Initial efforts aimed primarily at recruiting the existing pool of qualified minority students to campuses. Often these campuses provided only spotty support services. When it became clear that the pool of students was finite and efforts were needed to expand it, more comprehensive and better coordinated interventions began. Initially targeted at the preparation and orientation of juniors and seniors in high school, the need for earlier intervention has been recognized today. Efforts have become increasingly collaborative--

they involve schools and business and community organizations. Outreach efforts have been complemented by student and academic support services on college campuses designed to retain minority students. In addition, many efforts focus on the critical transitions between institutions. Transfer is increasingly seen as a major problem in terms of minority student success, and recent programs stress the critical need for various kinds of support if minority students are to transfer to 4-year institutions.

As we enter the 1990s, the momentum toward progress for educational equity is picking up once again. There are a large number of exemplary efforts under way. In a number of states, such as New Jersey, systematic and comprehensive programs are being developed. Students report that services are good and the college climate is becoming more comfortable, but that not much has changed in the classroom. Efforts to examine our curriculum and pedagogies in light of culturally diverse students are still relatively rare. This remains an important concern, for it is often in the classroom that students form their primary connections to our institutions. We believe that if we address issues of the classroom on

Jan Yoshiwara of the State Community College Board staff acts as scribe for the Minority Student Success Team from Yakima Valley Community College at the February retreat. (Photo: Steve Davis)

If the student is understood as occupying a dwelling of self, education needs to enable the student to look through window frames in order to see the realities of others, and to look into mirrors in order to see her/his own reality reflected. Knowledge of both types of framings is basic to a balanced education which is committed to affirming the essential dialogue between the self and the world.

Emily Style, Oak Knoll School, Summit, New Jersey

behalf of a culturally diverse population, we will also better address the needs of all students. In this sense, even colleges with few students of color have much at stake in the effort to produce a more multicultural curriculum and education system.

Many suggest that a rather thorough-going reform effort will be required. Thinking of this reform simply in terms of "adding-a-course" will not work. To understand that everyone will benefit from diversity, we find it helpful to think of this as an effort to provide everyone with more balance in their education. Emily Style put it this way:

"If the student is understood as occupying a dwelling of self, education needs to enable the student to look through window frames in order to see the realities of others, and to look into mirrors in order to see her/his own reality reflected. Knowledge of both types of framings is basic to a balanced education which is committed to affirming the essential dia-

logue between the self and the world." (Style, Oak Knoll)

Schools should provide all students with both mirrors and windows. Windows provide new perspectives; they encourage students to look beyond their existing views. But mirrors are also essential. They allow us to see ourselves and our own culture through role models and culturally connected materials and experiences. The problem with our current educational system is that too many students of color have many windows but not enough mirrors, while white students have too many mirrors on the dominant culture but not enough windows into different perspectives.

What We Know About Student Retention and Success

Both common sense and the research literature tell us that student retention and success rest on the quality of the match between the student and the institution and the quality of the connection developed between the two.

A great deal of effort is going into determining the ingredients of such a match. The student brings to college a social, economic, and cultural heritage; skills and knowledge gained previously; and goals which are supported by varying amounts of motivation. In turn, the college offers the student an educational experience shaped by its mission and constituent parts: curriculum and co-curriculum, administrators, faculty, staff, students, facilities, and student support services. The informal tone and character of the institution are as critical as its formal structures.

The interaction between what the student brings and what the college offers determines whether or not a student bonds with the intellectual and social life of the community and becomes a successful learner. In the face of the natural

adjustments, uncertainties, and loneliness that any student feels upon entering a new environment, it is critical for the student to build positive connections with as many members of the community as possible, inside and outside of the classroom. A variety of external factors, such as family responsibilities, financial problems, and outside employment, can interrupt or pull a student away. Research studies consistently demonstrate that a student will remain in college when he or she feels connected, involved, and served. (Tinto, 1989).

There are additional considerations in terms of retaining people of color in our schools. If the college's staff, faculty, and student body are predominantly white, minority students face not only the natural adjustments and disjuncture described above but also "otherness" (lack of connection) in every realm of college life. Racism inhabits college environments both in institutional forms--admissions tests, curriculum framed on predominant culture, few minority faculty/administrators--and individual forms such as harassment, hostility, and low faculty expectations. Many campuses quite unintentionally cultivate a "chilly climate" by allowing an atmosphere

to exist in which few efforts are made to actively include students of color. Inhospitable environments compound the problems many minority students bring: limited financial resources, educational disadvantages, language differences, and conflicting cultural/family expectations.

It is important to ask where are the bonds and connections that support and retain these students. Where do minority students see their interests, goals, and culture reflected in the college environments? Where are the "mirrors" that role models can provide which validate minority student experience and identity? Are there only windows into the dominant culture and capitulation to it?

So, What Works?

Most program directors and administrators with whom we talked were committed and enthusiastic about their efforts, but they all shared frustrations about the need for more resources to be committed over time and for more systematic and holistic approaches in their institutions. They were painfully aware of the gaps in the services offered on their own campuses and the gaps between educational levels. Although they valued their own efforts, the word "band-aid" came into the discussion all too frequently. Many efforts were seen as piecemeal. The refrain, "We need whole student/whole institution/whole systems approaches!" was repeated in different ways, over and over again.

What works are systematic and comprehensive approaches at the state and institutional level. In a draft report entitled "Institutional Climate and Minority Achievement," (October 1989) Richardson argues for managing the entire organizational culture in such a way that learning environments can be re-designed to support achievement of a culturally diverse student population.

Key Elements of Effective Programs

The collective wisdom of practitioners and scholars alike contends that successful programs have the following key elements (Ashley, University of Cincinnati):

1. An Institution-Wide Commitment

Commitment to minority student success and multicultural education needs to be articulated at the highest level and reflected in the institutional mission statement, publications, and public addresses. This articulation is accompanied by commitment of long range institutional resources including discretionary dollars. Accountability, a long term perspective, and continuing focus appear to be crucial. The active support of key leaders who can cross divisional boundaries to ensure this continuing commitment is necessary. "How" the issue of multicultural commitment is phrased is also critical in defining whose "business" this is.

2. Effective Efforts Strengthen Community Linkages

Strengthening community linkages is necessary because minority success depends upon a multifaceted, multi-system response involving elementary and secondary schools and two- and four-year colleges. Community organizations can also play a critical role. Collaboration between organizations is required if early interventions and bridge programs are to be effective. Activities will include: early identification of at-risk students and community college students intending to transfer; improvement of articulation between high school and community colleges and between community colleges and four-year institutions; strengthening the transfer curriculum; and building internship and community service opportunities for minority students.

3. Increased Access Through Focused Recruitment, Admissions, and Financial Aid Practices

Approaches which are sensitive to the needs of minority students include: early involvement of parents, college information geared to different populations, early exposure of school-age minority students to career options, special efforts to recruit minority students into disciplines in which they are underrepresented, dual admissions programs, dual enrollment programs, "I Have a Dream" scholarship programs, improved work/study programs to reduce use of loans, tuition waivers, budget counseling and emergency loan services. Financial barriers are a substantial problem in terms of access.

4. Comprehensive, Systematic, and Integrated Academic and Student Support Services

Services which support students through all phases of college life and which address personal, academic, and financial concerns, are necessary. Special services for minorities must be moved from the periphery of an institution to the mainstream, and academic and student service functions should be integrated wherever appropriate. Involved are: pre-freshman summer bridge programs, orientation, assessment/course placement, advising, counseling, mentoring, tutoring, student progress reporting, early warning and intrusive interventions, transfer centers.

5. Assessment, Course Placement, and Student Progress Reporting Systems

For those students who enroll in college without adequate preparation, it is critical that basic skills assessment be accompanied by placement in appropriate courses.

Prerequisite skill requirements need to be clearly stated in registration materials and systems must be in place to prevent inappropriate course enrollment. If a prerequisite system is not in place, supplemental instruction and tutoring need to be provided. Computerized information systems need to be built that produce for students, faculty, and student service staff an accurate statement of basic skill levels, intended program, course work completed toward program, and course work remaining to be completed. Such systems should build in reports which show progress towards programs at four-year institutions to which students intend to transfer.

6. Good Student Data and Ongoing Program Evaluation

It is difficult to plan programs without access to data that describe student goals on entry and the paths they take within the institution and when they leave. It is important to know where minority students are within basic skills course work and within the academic and vocational curriculum, if measures are to be taken to maximize student progress and guarantee equal access to a full range of programs. Collaborative efforts between educational segments and social service agencies would provide system-wide data systems. Evaluation tools would be developed at the front end of all programs, and would be initiated and applied systematically.

7. Campus Climate Infused With Value for Diversity

An aggressive promotion of formal student organizations, informal support groups, and a wide array of cultural and social events should occur. Free child care should be provided to permit single parents to participate. Both curriculum and pedagogy should reflect value for diversity and supportive learning

environments. Student service structures should be multicultural. Visible minority leadership among faculty, administrators, and staff is vital.

8. The Hiring and Development of Minority Faculty, Administrators, Staff

More minority faculty, administrators, and staff must be hired from the existing pools of available people. Recognizing that the present pools need also to be expanded, colleges must assume responsibility for encouraging their own students towards college teaching and administration. "Grow your own" strategies might include collaborative programs with schools and four-year institutions which provide internships, instruction, and articulated curriculum; involving students in faculty research projects; and hiring upper division students to teach study groups within their discipline at the community college from which they transferred.

9. Training for All in the Understanding of Their Own and Other Culture

Virtually all efforts to develop a multicultural curriculum and co-curriculum rest on a commitment to ongoing training for all members of the college community--students, faculty, administrators, and staff. Training can occur in student and new faculty/staff orientations; college colloquia; as part of curriculum design (general education and in disciplines); and in tutor and mentor training. It can also be a collaborative effort between schools and two- and four-year institutions.

10. A Multicultural Curriculum

Since the classroom is often the primary contact which community college students have with the institution, it is critical that students see their cultures reflected in

what they study. Ultimately, multicultural perspectives should be infused throughout all academic curriculum. Until this occurs, some institutions are requiring an ethnic studies course for graduation. It is crucial that faculty development opportunities be provided to help faculty become more conversant with multicultural curriculum possibilities. Whole new areas of scholarship are now available to support such curricular infusion efforts.

11. Pedagogical Strategies Which Encourage Student Involvement and Honor Diverse Perspectives

The seven principles for good practice in undergraduate education identified by Chickering and Gamsen can serve as a useful frame for designing strategies for all students. They include:

- encouraging frequent student/faculty contact
 - encouraging cooperation among students
 - encouraging active learning
 - giving prompt feedback
 - emphasizing clear, consistent expectations about out-of-class study
 - communicating high faculty expectations and
 - respecting diverse talents and ways of knowing.
- Pedagogies which emphasize the collaborative and social aspects of learning rather than competitive and isolating aspects are encouraged. Through informal classroom research approaches, faculty can learn new ways to help culturally diverse students.

What Doesn't Work

The literature and experience across the nation suggest that the following practices, which are widespread, often stand in the way of establishing successful minority success efforts:

- **Responsibility for minority student success efforts being invested in only one person or one office.** This often results in "this" being only that person's or that office's "business," while others divest themselves of any responsibility or involvement. The one office or person becomes isolated and exhausted from having to "do it all."
- **Responsibility assigned solely to student services.** Much of the serious effort to diversify higher education has come out of student services, and many vital support services will always remain in this area. At the same time, the isolation of minority student success efforts in one area of a college has the same danger noted above, particularly in terms of disassociating faculty from their central and essential roles in this effort.
- **Piecemeal programming.** Often this takes the form of addressing only one piece of the educational pipeline or one type of campus program without connecting it to other programs on the continuum. A college might develop a recruitment effort without developing an adequate retention strategy, or it might focus on pipeline programs at one level, for example, middle schools, without following through to high schools. Lack of systematic programming and sustained focus undermines long-term effectiveness and raises expectations that are often not met.

- **Short term programs.** Often these do not build services in any systematic or sequential manner. This is long term work.

- **Brief basic skills bridge programs where brevity is not compensated for by intensity, substance, or special pedagogy.** Quick-fix solutions or superficial curriculum or pedagogical solutions seldom pay off in the long run.

- **Too few people of color to act as role models among faculty, staff, or from the community.**

- **Lack of connection or collaboration with ethnic communities from which students come.**

- **No one in charge.** No sustained leadership to lend vision, coordination and follow-through over time.

- **No overall plan,** and a lack of adequate resource commitment over time that relates to specific elements of a plan.

- **An "Atlas complex" on the part of those working on minority success issues.** Fixation on the enormity of the task, the isolation of the effort, and the fear of failure often leads to a debilitating cynicism and inability to build a larger institutional commitment to the work. Sometimes, a stress on success through small steps gives the effort better momentum.

- **Studies which focus only on understanding students who are not "making it" in our systems rather than on those who are succeeding.** These studies too often feed the sense of failure, and do not give us enough clues about campus efforts which are working and need attention and expansion.

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Columbia Basin Joins the Washington Center

Columbia Basin College is the Washington Center's newest consortium member, bringing the total number of institutions in the Center to 40. Apolonio Coronado, the Dean of Instruction, is the main contact person.

Newly Published: An Introductory Book on Learning Communities

Learning Communities: Creating Connections Among Students, Faculty, and Disciplines, co-authored by Faith Gabelnick, Jean MacGregor, Roberta S. Matthews and Barbara Leigh Smith, has just been published by Jossey Bass in their "New Directions in Teaching and Learning Series" in spring, 1990.

This book reports on more than five years' experience with learning communities in Washington and elsewhere in the United States and is a useful primer on learning community work at any type of undergraduate institution.

Model Minority Student Success Programs in Washington State Community

Washington state has a number of model programs already under way, a few of which are described here.

Tacoma Community College SPRUCE Program

This tuition-waiver program allows unemployed and underemployed people to register at TCC on a space available basis. Effective liaison with community organizations has been key to identifying prospective students. Many of the students registering through the SPRUCE option are people of color who go on to successfully matriculate at TCC. Contact person: Priscilla Bell, Tacoma Community College, 5900 S. 12th Street, Tacoma, WA 98465, 206-566-5025.

Paul McCarthy, Humanities Division Chair and volunteer mentor at North Seattle Community College, and his student Tony Bennett, who commented that, "meeting with Paul made ALL the difference in my first quarter in college." (Photo: David Gronbeck)



Tacoma Community College-Evergreen State College BRIDGE Program

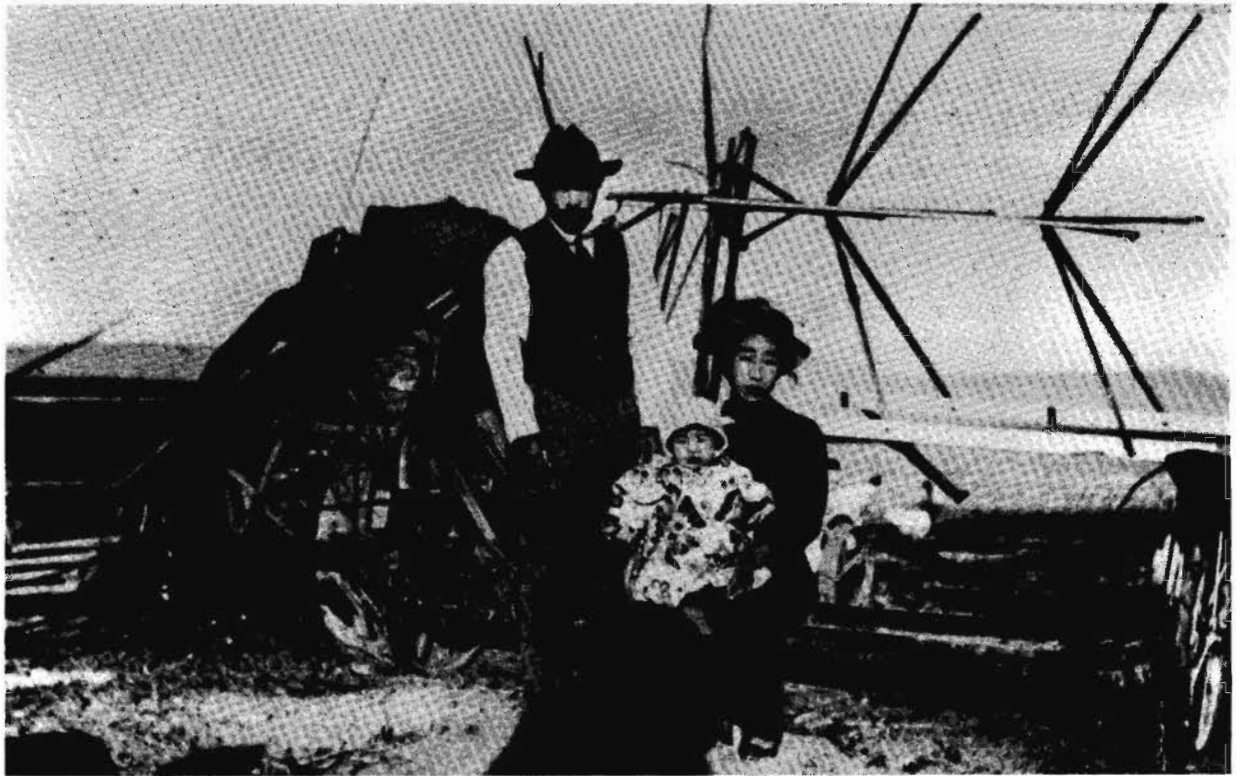
This program is a two-year integrated studies curriculum providing the first two years of college work for a predominantly minority student body. The program is located at the site of the upper division program that The Evergreen State College operates in Tacoma in a low-income, minority neighborhood. The curriculum is a team-taught learning community model, with faculty members from both TCC and Evergreen. The program has been in existence for five years. Because most of the students are working adults, the program is offered in the evening to accommodate their schedules. Approximately 40 students enter the program each fall. In terms of retention, transfer, and baccalaureate graduation, the program is highly effective, with more than 90% of the students retained. Contact Person: Joye Hardiman, Director, The Evergreen State College-Tacoma, 1202 S. "K" Street, P.O. Box 5678, Tacoma, WA 98405, 206-593-5915, or Frank Garratt, Vice President, Academic and Student Affairs, Tacoma Community College, 5900 S. 12th Street, Tacoma, WA 98465, 206-566-5025.

Comprehensive Planning for a Multicultural Commitment at Seattle Central Community College

In the heart of urban Seattle, Seattle Central Community College is Washington's most diverse campus. This college has initiated a number of model programs, ranging from a mainstreaming approach in general, to specific curricular and recruitment-retention-and transfer initiatives. Some specific examples include: interdisciplinary learning communities in academic, developmental and vocational areas; incentives for faculty to make their curriculum more multicultural; a newly established transfer center and a "middle college," for at-risk high school students; and use of tuition waivers to promote cultural diversity. Contact person: Mildred Ollee, Dean of Students or Ron Hamberg, Dean of Instruction, Seattle Central Community College, 1701 Broadway, Seattle, WA 98122. (206) 587-3800.Education.

North Seattle Community College's Mentoring Program

Another model effort in Washington is North Seattle Community College's Mentoring Program, begun in 1988 with Title III funding. Underprepared or at-risk students are matched with a faculty or staff member, with whom they meet one a hour a week. From the college president and senior administrators, to faculty and staff from all walks of the campus, a pool of about 90 mentors have volunteered to participate in the program. Sixty students are involved each quarter, and some mentor relationships last a whole year. For additional information, contact Nancy Verheyden, North Seattle Community College, 9600 College Way North, Seattle, WA 98103. (206) 527-3600.



A Peoples of Washington photograph: The Matsushita family, Japanese pioneers in Wapato, Washington in 1914. Photo courtesy of Kara Kondo.

A New Gem: *Peoples of Washington: Perspectives on Cultural Diversity*

Each ethnic community in Washington has a story to tell. Where did its people come from? What struggles did they face? What are their accomplishments? What has happened to their cultures and traditions? *Peoples of Washington*, an exciting new book edited by Sid White and S.E. Solberg, represents a first effort to pose and answer these questions.

Peoples of Washington celebrates the state's cultural diversity by presenting an overview of Washington's many ethnic communities. The book contains a series of essays prepared by a multicultural group of scholars, along with demographic

maps and numerous historical and contemporary photographs.

Peoples of Washington. Washington State University Press, 1989. Edited by Sid White and S.E. Solberg. With essays by Carlos Gil, Esther Mumford, Gail Nomura, Richard Scheuerman, and Clifford Trafzer, with a comprehensive bibliography by Pat Matheny-White. Index, notes, demographic maps, bibliography, 70 illustrations, 261 pages. Paperback, ISBN 0-87422-062-9, \$14.95. Hardbound, ISBN 0-87422-067-X, \$24.95

Washington Center Seminars and Conferences

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 in western Washington at the Pilgrim Firs Camp near Port Orchard.

**Minority Student Success
Project Working Retreats** The week of October 15, 1990. Co-sponsored with the State Board for Community College Education. By invitation only.

"Ourselves Among Others: Reflective Practice and Diversity" February 1-2, 1991 in Seattle.

Other Conferences of Interest

American Association for Community and Junior Colleges, April 22-25, 1990 in Seattle.

Washington State Board for Community College Education Assessment Conference May 3-4, 1990 in Seattle.

Washington Association for Developmental Education Annual Conference May 4-5, 1990 in at the Doubletree Inn at Southcenter.

National Conference on Racial and Ethnic Minorities. June 1-5, 1990 in Sante Fe, New Mexico. For further information write Dr. Maggie Abudu Green, Executive Director, Southwest Center for Human Relations Studies, University of Oklahoma, Norman, OK 73037-0005 or call 405-325-3936.

American Association for Higher Education Annual Assessment Conference. June 27-30, 1990 in Washington D.C.

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 the Liberal Conversation." For further information, contact Clarinda Hariss Lott, 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.



Developmental Educators Gather to Discuss Learning Community Efforts

In January, about 50 faculty members from 16 colleges in Washington, Oregon and Florida gathered at Rainbow Lodge to examine and share their experiences designing and teaching in learning communities geared to underprepared college students. These individuals either had taught in, or were planning special programs linking both skill and content courses during a given quarter or semester, to provide a more intensive and coherent learning environment for students. As is the custom of many of the Washington Center's working retreats, the participants built their own agenda on the spot, and split into "focus groups" to explore and share ideas and problem areas. Focus groups worked on such topics as the teaching of writing in learning community settings, building community and collaborative learning approaches, learning communities for ESL students, approaches for effectively linking skill and content course work, and math-English combinations. Volunteer scribes recorded the essence of these conversations, so get in touch with The Washington Center if you would like an informal "proceedings" of the working retreat on developmental level learning communities.

Faculty members from Everett, Seattle Central and Edmonds Community Colleges sharing ideas at the Learning Communities for Developmental Students Retreat. (Photo: Jean MacGregor)

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

Bellevue Community College's Spring Quarter coordinated studies program, geared to developmental level students, is building connections between communication, ethical responsibility and power as they influence individual and social change. Lee Buxton (speech), Jackie Hartwich (English), and Scott Williams (English) will team-teach this program, titled "Talking Back: The Power of Speech and Written Communication."

Economics faculty member Michael Righi is on exchange to Hawaii Community College in Hilo, team-teaching in "Revolutions," a coordinated study involving history, economics and English.

Centralia College continues to develop its learning community effort with a paired course this spring: Laura Brener is teaching American government with Don Foran's course in professional ethics. In addition to the two courses, students meet weekly for a two-hour integrative seminar.

Columbia Basin College, the Washington Center's newest consortium member, launched its first coordinated studies this spring, on its Richland Campus. Geared toward women students, it interwove themes of women's cultural and biological heritage with course work in humanities, human biology and composition, with a word processing course in the program as well. The faculty are Jan Rowse, Betty Walton and Deanna Baalman.

Jeff Chertok reports that **Eastern Washington University** is planning to continue its Freshman Interest Group learning cluster program next fall. He is also

tracking the progress and achievement of freshmen who participated in this learning community program a year ago.

Edmonds Community College is continuing with its 10-credit combined classes offerings. Margaret Scarborough and Charles Misch are team-teaching mythology and English composition, Marc Reeder and Richard Davis are team-teaching computer science and statistics, and Pat Nerison and Maureen Lewison

are teaching "Rocks and Rhetoric," that is, geology and English composition. Edmonds plan to offer ten of these combined classes next year.

Everett Community College's year-long learning community effort, "Women on the Move to a Four-Year Degree," is completing its second successful year this spring. About 25 returning women students enroll in a common cluster of course work for the year, and meet in a weekly seminar with a member of the counseling center staff. The spring cluster of courses is English 102 with Ann Jackets (who also is coordinating the program), "Environmental Studies" (Sally Van Neal), and "Gender, Race and Class" (Wadiyah Nelson).

Grays Harbor College's spring learning community is starting at home, with Grays Harbor. "Man, Machine and Mother Nature," taught by Don Samuelson (fisheries), Jeff Wagnitz (English), and Dianne Weaver (data processing) is engaging students in researching Grays Harbor river ecology, including its history and

current efforts to address its problems.

Highline Community College continues its ongoing linked course, English composition (Larry Blades) and speech (Chuck Miles). Gina Erickson and Ann Spiers have assembled a new linked offering at Highline this spring: "Global Ecology and Technology," and "Writing the Research Paper."

Lower Columbia College's spring Integrative Studies program is titled, "Truth, Lies and Images: Persuasion and Power in American Life." The faculty team is Michael Strayer (psychology), Carolyn Norred (English) and Jerry Zimmerman (humanities).

At North Seattle Community College, Steve Anderson (environmental science), Dennis Hibbert (physics) and Rita Smilkstein (English) are team-teaching in "Light and Dark: Discovery and Change," a coordinated studies program which focuses on how science creates and then changes its ideas about reality.

Olympic College is launching its first learning cluster this spring, with an intensive study of the Pacific Northwest. Students are enrolled in classes on the geology, geography and natural history of the Pacific Northwest, and will go on weekly day-long field trips with their faculty, Tom Walker, Dick Boyle and Don Seavy.

Seattle Central Community College continues to develop a variety of coordinated study offerings in its academic, developmental and ESL, and vocational areas. Sandra Hastings (English and literature) and Jim Baenen (anthropology) are pairing up to offer, "Story Teller and Story: North American Indians and Literature." The highly successful program on media literacy, called "The Televised Mind: Creating Media and Consciousness" is being taught again at Seattle Central. This program has now occurred on three campuses, with plans to offer it on a fourth one next year. The Televised Mind team is Caryn Cline (literature and media); Carl Waluconis

(English); Gilda Sheppard (sociology); and Jan Kido (speech communications), who is on exchange from **Hawaii Community College**. An evening coordinated study program (filled to overflowing both years that it has been taught) is "The Power of Myth," with faculty members Astrida Onat (anthropology) and David Dawson (composition and literature).

In the Allied Health division at Seattle Central, "Of Mind and Body" is being offered for the third consecutive quarter, with faculty members Margaret Dickson (anatomy), Brian Raffety (psychology) and Viola Spencer (English). Plans are developing for an additional coordinated cluster for Allied Health students next year, which would combine chemistry, nutrition and English composition.

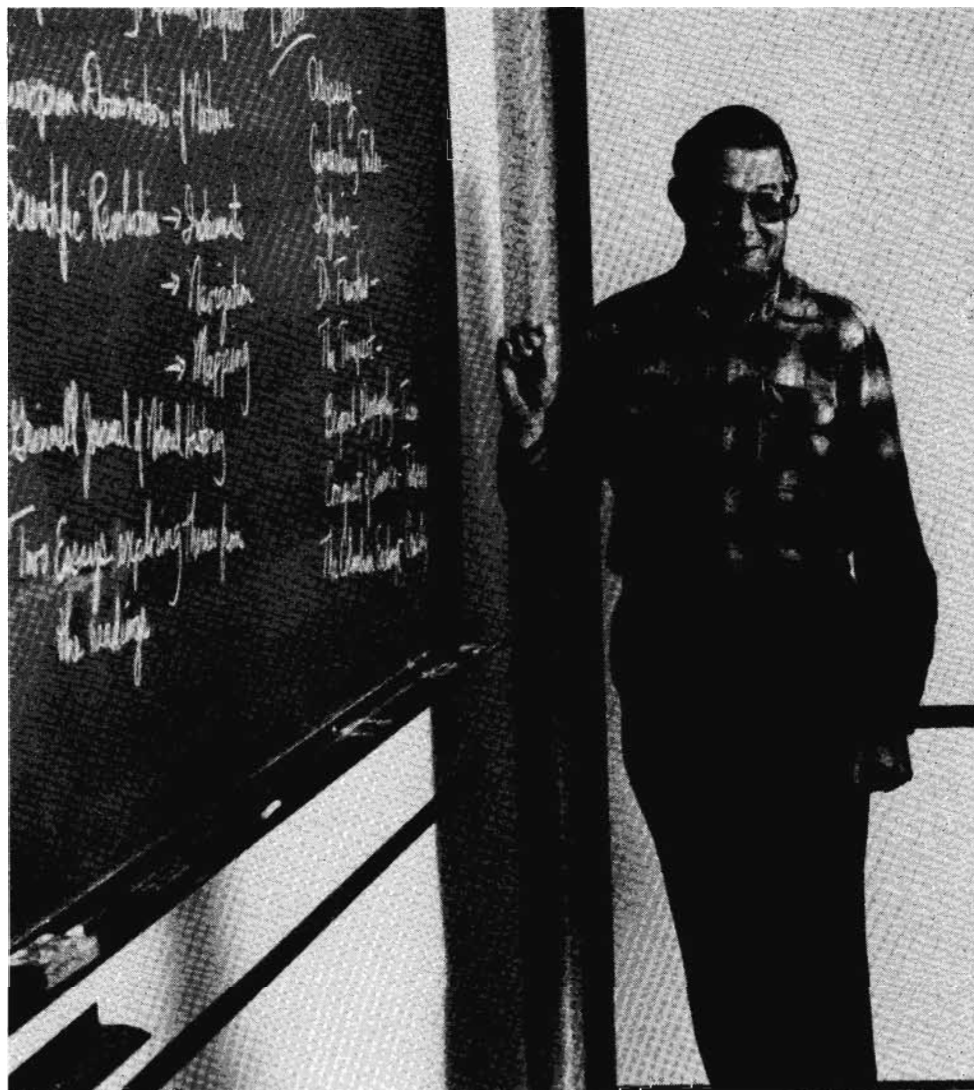
Seattle Central's Bobby Righi (mathematics) is on exchange to **Hawaii Community College** on the island of Hilo Spring Quarter, team-teaching in a "vocational prep" program that involves math, science and reading.

Shoreline Community College is offering one combined course this spring: "Introduction to Business" with Sharon Benson, and speech with Louise Douglas.

South Puget Sound Community College continues its linked courses Spring Quarter: Steve Dickerson's introduction to philosophy is linked with Michael Shurgot's course on research papers. Learning community planning for next year includes both linked courses and a cluster of three courses on economic and environmental themes.

Spokane Community College's Spring Quarter coordinated studies, "The Shock of the New: 20th Century Art and Literature," is being shaped around the themes in Robert Hughes' book, *The Shock of the New*. It is being taught by Lynn West (English), Scott Orme (literature) and Virginia Van Camp (art).

At Spokane Falls



Community College, there are two 10-credit coordinated studies offerings this spring. Jan Swinton and Diane DeFelice are team-teaching a study skills course with biology. Tom McLuen and Fran Brewer are interweaving Japanese history, film, and English composition in "Japanese Culture, Past and Present."

Tacoma Community College is completing a two-year League for the Humanities grant which has supported the development of 10-credit programs of coordinated study. Humanities Chair Gael Tower and Dean of Instruction Frank Garratt report that the program has been outstanding for faculty and students alike. A lively nest of activity for the program has been a bit of dedicated space in the library where coordinated studies students can

meet to study and share project work. This spring's program combines speech (Chuck Cline) with English (Marlene Bosanko).

University of Washington continues to develop its Freshman Interest Group program, with 32 FIGs being planned for next fall. Additionally, the Department of Sociology began a pilot Junior Interest Group during Winter Quarter. With the goal of acculturating prospective majors to a very large department at the university, the Junior Interest Group invited students to co-register in Sociology 328 ("Research Methods in Sociology"); Sociology 340 ("Symbolic Interaction"); and Sociology 456 ("Political Sociology"). About 25 students enrolled in all three courses, and in addition, met weekly with a graduate teaching



assistant, April Harrington, who worked with the students to clarify and integrate understandings from all three courses. The department is evaluating the pilot project to see if the Junior Interest Group indeed helped students build a sense of belonging with the department, and helped them develop a sense of sociology as a discipline.

Washington State University's new core course in "World Civilizations" has moved forward another major step, with institution-wide approval as a general education core required of all freshmen. With funding from the National Endowment for the Humanities, this course has been developed over several years with the involvement of many faculty at WSU. Susan McLeod, director of WSU's composition program, reports

Seattle Central 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)

that there will be continuing work at WSU to coordinate both library research and the freshman composition course with the world civilization course.

Associate Dean Richard Law reports that WSU has received a \$250,000 National Science Foundation grant for general education curriculum development in the College of Engineering. The engineering professional curriculum will be broadened to include more attention to communication skills, and to the social contexts in which professional decisions are made.

Also, the Colleges of Science and Arts will be tailoring parts of their general education offerings to complement the undergraduate engineering sequence.

Western Washington University's Fairhaven College created an exciting learning community program this winter which examined "Canons in Conflict." The program was a 12-credit block in which the entire Fairhaven faculty and 90 students participated. Fairhaven Dean Marie Eaton reports that the program was an extraordinary and compelling experience for everyone.

"Canons in Conflict" was shaped around different themes each week, with presentations from Fairhaven faculty and other faculty members at Western on canons that are being challenged in various disciplines. Each three-hour class meeting had a "forum" (or presentation) component and a small group seminar discussion component. Students who served as discussion leaders were alumni of a group communication and leadership course offered at Fairhaven last fall by Anne McCartney, a faculty member on exchange from Shoreline Community College. Other students collaborated to produce a weekly "Canons in Conflict Communique," a newsletter which synthesized themes, and offered "op-ed" space for faculty and students to comment on the emerging dialogue.

Yakima Valley Community College is running a variety of paired classes this spring: Judy Moore and Millie Stenehjelm are repeating their biology/speech courses; Millie is also teaming up with Scott Peterson to link together the courses "Beginning Voice" and "Voice Articulation." In addition, Millie is involved in a third paired class, which links speech to a humanities lecture series course on western civilization.

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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 40 participating institutions: all of the state's public four-year institutions, 25 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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