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Multicultural Efforts Project:

Academic Success of Students of Color

A collaborative project between the State Board for Community and Technical Colleges and the Washington Center, 1996-98

Who gets to learn and what do they get to learn? Does everyone have an equal opportunity to learn what they need to know to be a contributing member of the world community and to be able to support themselves and their families? How do colleges and universities create a working/learning environment that draws on the richness of the knowledge that comes from differing people and cultures and that helps its members learn how to learn from difference? If all our students live in more than one culture, how do they learn how to cross cultural boundaries? How can we simultaneously embrace the concepts of community, diversity and change? The Washington Center's annual conference in 1998 focused on that theme. Several of the articles contained in this newsletter highlight the work of the conference, which was a celebration of ongoing diversity work in this state.

In September 1995, the State Board for Technical and Community Colleges reviewed data that identified four areas where students of color were not

progressing at an acceptable rate. The board issued a resolution asking all of the state's two-year colleges to address these targeted areas of concern, and they asked their staff to develop a project that would assist the colleges in this work. The staff of the State Board invited the Washington Center for Improving the Quality of Undergraduate Education to collaborate with them in the development of the Multicultural Efforts Project, and issued invitations to all of the colleges. Over a two-year period, all 32 of the colleges participated in the project. It was a remarkable collaborative effort with each college working on its own project in the context of their individual institutional needs, while providing support to their sister institutions. This newsletter also includes a detailed report of that project, begun in February 1996 and finishing in the summer of 1998.

The community and technical colleges in Washington have been working actively for over 10 years to make student success, particularly the

success of students of color, a centerpiece of their mission. Since the burgeoning of community colleges in the late 1960s and early '70s, they have, in general, been more responsive to the educational needs of the people in their immediate communities than have the other higher education sectors (except for those colleges whose mission is to serve a particular racial/ethnic group such as the Historically Black Colleges and Universities). The community colleges of the nation have provided an open door to countless numbers of people who might not otherwise have access to higher education and vocational training. Some of these people are immigrants or the children of immigrants; others who have been part of earlier, forced or chosen immigration are poor or undereducated. This newsletter is dedicated to all of these students, and the faculty and staff who work with them.

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starts on page 28

Participating Institutions: Antisch University, Bellevue Community College, Bellingham Technical College, Big Bend Community College, Cascadia Community College, Central Washington University, Centralia College, City University, Clark College, Columbia Basin College, Eastern Washington University, Edmonds Community College, Everett Community College, Gonzaga University, Grays Harbor College, Green River Community College, Heritage College, Highline Community College, Lake Washington Technical College, Lower Columbia College, North Seattle Community College, Northwest Indian College, Olympic College, Pacific Lutheran University, Peninsula College, Pierce College, Renton Technical 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, Whitworth College, Yakima Valley Community College

Multicultural Efforts Project: A State Board Initiative

by Earl Hale

The State Board for Community and Technical Colleges is committed to providing access to two-year colleges for Washington citizens. As the demographics in Washington State change and the population increasingly becomes more diverse, two-year colleges serve as the point of access for many students of color in this state. The State Board is interested in continuing to improve our service to this population of students, and is committed to work with the system to ensure that students of color are welcomed and supported and achieve their goals.

Many community and technical colleges already have successfully integrated cultural pluralism throughout the curriculum. They regularly celebrate cultural diversity through organized campus activities, and have increased the number of faculty and staff of color on the campuses. Campus leaders continue to work to ensure that college policies and mission statements promote diversity and the success of people of color.

Since 1989, the State Board has earmarked funds for colleges to focus on the recruitment and retention of students and faculty of color on their campuses. In 1995, the State Board reaffirmed its commitment to diversity and its support for the colleges' efforts. Over the years, community and technical colleges have worked to develop programs and services that serve an increasingly diverse student population. The college system has enjoyed many successes in this area, such as:

- Development of system and institutional goals for people of color and diversity that address enrollment, retention, completion, employment and campus climate
- Convening of college leaders and system groups to share "best practices" and assess the success of diversity efforts

- Publishing of annual qualitative and quantitative reports on the system's progress toward the statewide goals for people of color, and on access and success of students of color attending community and technical colleges

- Co-sponsoring of conferences and workshops dedicated to diversity in higher education and infusing cultural pluralism into the curriculum

- Recognizing diversity as a system and institutional commitment.

More work needs to be done in the following areas:

- Community and technical colleges are providing access to college-level educational opportunities for all racial and ethnic groups with the exception that Hispanics are underrepresented

- Students of color (except for Asian Americans) are more likely than white students to leave college after the first quarter

- Students of color (except for Asian Americans) comprise a small percentage of all students who complete degrees and who transfer to baccalaureate institutions

- Students of color are more likely than whites to be enrolled in low-wage occupational programs

- Although the numbers of faculty and staff of color have increased, the numbers of faculty and staff of color have not kept pace with the increases in the student numbers

- Data collected from the Community College Student Experience Questionnaire (CCSEQ) suggest that some students of color experience a less supportive institutional climate than white students experience.

Recognizing that work needed to be done in these areas, the State Board staff, together with colleagues from The Evergreen State College, developed the idea for the "Multicultural Efforts Project." This two-day conference was a collaborative effort between the State Board and the Washington Center for Improving the Quality of Undergraduate Education. The conference provided leadership teams from all 32 colleges with an opportunity to share strategies and develop plans on ways to improve the academic success for students of color on their individual campuses.

This project was initiated to renew and concentrate the State Board's focus of support for the colleges' efforts to help students of color succeed in our system. Community and technical college staff members play a significant role and serve as leaders in the state in this arena. The State Board and its staff and college leaders will continue to work together to develop strategies to focus on improving the academic success of students of color attending community and technical colleges, as well as to articulate the importance and value of diversity in higher education.

What Are We Doing? How Are We Doing?

The Multicultural Efforts Project, the result of a collaboration of the Washington State Board for Community and Technical Colleges and the Washington Center for Improving the Quality of Undergraduate Education, has involved the 32 Washington community and technical colleges in a three-fold process of:

1. Assessing current campus efforts designed to foster academic success for students of color

2. Learning about current and future educational needs of local communities of people of color

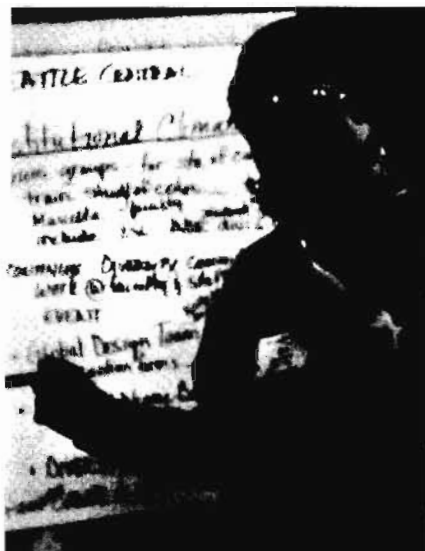
3. Synthesizing that information to plan a project focused on improving the academic success of students of color

Invitations to participate in the project were sent to college presidents, asking them to appoint campus teams of five to seven members consisting of the chief academic officer, chief student affairs officer, multicultural student affairs director and two to three faculty members. Colleges also funded the participation of team members in a two-day workshop. Project Directors Rhonda Coats (SBCTC) and Jeanine Elliott (Washington Center) visited each campus prior to the scheduled workshop to hear what the issues and concerns related to the academic

success of students of color were. Each workshop was then designed around the needs of the participating campuses.

Those involved in the first teams were most interested in finding out whether there were barrier or critical filter courses — particularly in the math and English areas. Progression from English as a Second Language courses into vocational and transfer programs was the focus of the Cycle II workshop. Teams in Cycle III added the needs of place-bound or time-bound (seasonally employed) students to the agenda of their workshop. The fourth workshop, in addition to dealing with many of the same issues, focused on the use of multiple strategies to support students of all ages who are new to higher education.

In addition to the project directors, Loretta Seppanen, Manager of Research and Analysis, and Bill Moore, Research Manager, Student Outcomes, for the State Board, contributed to the development of the workshop designs. A central piece of each workshop was the focus upon using data in the assessing and planning process. Data workshops served as a foundation around which other workshop sessions were built.



Bea Kilohara, Dean, Student Development, at Seattle Central Community College, posts the good ideas of her team members.

At the end of two days of intensive work, the teams left the workshop with:

- New approaches to gathering information about student progress and academic success
- Four or five bright ideas about effective interventions aimed at improving student success
- A deeper understanding of student success issues and institutional/system issues related to critical choice points for students — the points at which students of color “get in” (or stay in) or “turn away” (or drop out) from academic programs
- A stronger sense of the leadership role each college plays in expanding opportunities for people of color who live in the area served by the college
- A team plan for the specific steps to be taken on each campus to support academic success of students of color by:

1. focusing and coordinating efforts in one or more areas; and/or

2. broadening the scope of already-proven successful efforts by extending services to more students and/or including more departments/units/individuals in the work.

About six months after the completion of the workshop, Coats and Elliott revisited each of the campuses to confer with the teams on their progress and their plans for their next steps. The plans and results from each of the 32 colleges are on page 16.



The Everett Community College team takes a break from their intensive two-hour planning session.

“Strategies that Worked”

1. The project drew on the diversity work already done at each institution
2. The workshops were organized around themes generated by campus visits
3. The project was initiated by the gubernatorial-appointed State Board for Community and Technical Colleges and the staff of the board
4. Participation by a team required institutional commitment expressed at the presidential level
5. Faculty and staff who were directly involved with students of color were on the planning team, along with high-level administrators from both the academic and student affairs areas of the college
6. These cross-sector teams developed plans which also cut across institutional divisions
7. Prior to this project and during the project, external support for the work and “reminders” that the work was important to constituents outside the college were present, e.g., earmarked funds from the state for minority student support and statewide goals for increasing participation by students, faculty and staff of color
8. Project directors visited the campuses before and after the workshops
9. Workshops were designed in response to what participants knew about racial and ethnic demographics in their own communities
10. Local people were drawn upon as resources for the workshops, rather than people from outside the state, communicating the idea that we can be resources for each other
11. Data were used as a means of identifying areas that need more attention. Part of the learning was that local data is accessible and useful even for institutions that do not have a history of institutional research
12. Each workshop included a component of intercultural communication, recognizing that we, personally, have work to do to become better at communicating across cultural/racial lines within our own work groups and on the campus.

The Multicultural Efforts Project Workshops,

each designed for teams of five to seven people from seven to ten colleges, were:

Cycle I (February 1996):

Everyone Counts: Academic Success of Students of Color.

Bellevue Community College, North Seattle Community College, Pierce College, Shoreline Community College, Skagit Valley College, South Seattle Community College, Yakima Valley Community College

Cycle II (November 1996):

The Myth of the Open Door.

Bellingham Technical College, Clover Park Technical College, Edmonds Community College, Everett Community College, Grays Harbor College, Lake Washington Technical College, South Puget Sound Community College, Tacoma Community College

Cycle III (May 1997):

Changing Faces, Changing Futures: Increasing Options and Raising Aspirations.

Big Bend Community College, Columbia Basin College, Olympic College, Spokane Community College, Spokane Falls Community College, Walla Walla Community College, Wenatchee Valley College

Cycle IV (November 1997):

How to Help Adult and Young Adult Learners Succeed: Every Way We Can.

Bates Technical College, Centralia College, Clark College, Green River Community College, Highline Community College, Lower Columbia College, Peninsula College, Renton Technical College, Seattle Central Community College, Whatcom Community College

Quantitative Data as a Springboard for Action

In 1989, the first Minority Student Success Project was launched in a collaborative effort of the State Board for Community and Technical Colleges and the Washington Center for Improving the Quality of Undergraduate Education. Since that time the State Board has earmarked funds to support minority student success, and data about the success of students of color within the community and technical college system have been collected and analyzed. Three years ago, a careful analysis of these data provided the impetus for a 1995 State Board resolution for continued emphasis in this area of work.

Analysis of the data showed that:

- Students of color are most likely to be found in English as a Second Language (ESL) courses and in vocational programs
- If they are in ESL, they are not likely to progress into either academic or vocational programs
- If they are in vocational programs, they are likely to be found in low- and middle-wage occupations
- If they are in academic transfer programs, they are less likely than their white counterparts to transfer to four-year institutions.¹

In 1995, the State Board for Community and Technical Colleges reaffirmed its "commitment to and advocacy for diversity in higher education." The Board stated that they expected "colleges to be leaders in this arena and to continuously seek mechanisms to improve the success for students, faculty and staff of color."² That resolution led to this Multicultural Efforts Project.

By 1995, most community colleges had increased their recruitment and retention of students of color. However, in the period between 1990 and 1995, racial and ethnic diversity in the state was rapidly increasing. According to reports based on the U.S. census data and prepared by Washington State University's Cooperative Extension Service, the population of people of Hispanic origin increased by 44 percent, while those of Asian and Pacific Islander heritage grew by 49 percent. African American and American Indian populations also increased at a higher rate than the population as a whole. For many of the two-year colleges in the state, increasing recruitment and retention of students of color was simply keeping up with the population increases in their areas. If the colleges are to be leaders in promoting academic success

of students of color, as the State Board resolution affirmed, that effort would require extraordinary attention and intervention.

The staff of the State Board recognized that many of the colleges had been doing thoughtful and creative work in student services. Nevertheless, there were few incentives to develop projects that arose in response to the particular demographics of an area, the enrollment patterns of an institution, and the barriers that students of color experience as they enter and move through particular academic programs. Because people were willing to look at the numbers, and to take the risks necessary to act on those numbers, they began to look for new and creative approaches, many of which are reflected in the stories told here. The data reflected deeply entrenched patterns that will take time to change on the part of institutions and students. The work that was done for the Multicultural Efforts Project and that is reported here reflects beginning and intermediary steps on the way to that change.

notes

1 Research reports from the State Board of Community and Technical Colleges, #95-1 and #95-2

2 Resolution 95-11-55, approved and adopted at Peninsula College on November 2, 1995

Using Data to Inform Action Projects

Loretta Seppanen, Manager, Research and Analysis,
State Board for Community and Technical Colleges

The Multicultural Efforts Projects workshops were based on learning to use data. In particular, we worked on figuring out what numbers could tell us about the lives of students of color. The two most compelling “stories” conveyed by the numbers are:

1. Access: comparing enrollments to the service area population or to high school enrollment data
2. Acquiring language abilities: enrollments and progress in English as a Second Language

This article shows how team members used data about their colleges in both of these areas to inform their action projects.

Data on Access

The access question was framed around the enrollment of students of color in college-level programs, which, in Washington community and technical colleges, is a different question than access to college in general. Washington community colleges provide a host of educational services to their local communities that do not generate college credit, including Adult Basic Education, English as a Second Language, and adult non-credit programs. To keep the focus on participation in college-level programs, data about the counts of students of color enrolled exclusively for the purpose of Adult Basic Education or English as a Second Language instruction and students enrolled only in retirement planning classes or parent education were specifically excluded from the analysis.

Since community colleges draw most of their students from their immediate areas, they could expect that the proportion of students of color taking courses would be similar to the actual population in their district. And, in fact, state-wide goals for minority participation are based on the population of the area from which the colleges draw their students. At each of the workshops, college teams looked at data from two points of view — the relationship between the percentage of students of color enrolled for transfer and workforce training purposes compared to (1) the percentage in the population and (2) the percentage in the high schools in the service area. The result of comparing the one percentage to the other is an Access Ratio. The closer that ratio is to 1.0, the more similar the enrolled students’ percentage is to the population or high school percentage. Any ratio below .95 is a sign that the college is underserving that group.

Table 1
Access Ratios by Race and Ethnic Group
Washington Community and Technical Colleges
Fall 1996

	Students Enrolled for Transfer and Workforce Training	Percentage of Total	Percentage In State Population	Percentage In High School	Access Ratios to Population	to High School
Asian American	10,035	8.4%	5.8%	7.2%	1.45	1.17
Hispanic	6,270	5.2%	6.1%	6.9%	0.85	0.75
African American	5,099	4.2%	3.3%	4.2%	1.27	1.00
Native American	2,423	2.0%	1.7%	2.3%	1.18	0.88

Data Sources for Table 1

For Enrollments: Fall enrollment data as reported in the SBCTC Fall Enrollment and Staffing Report by Race and Ethnic Group by College For Transfer Students combined with the same for Workforce Students. The Fall Enrollment and Staffing Report is available at www.sbctc.ctc.edu in the publications section.

For County Population: Office of Financial Management Population Estimates by Race and Hispanic Origin. At the time of this writing the most current data available are for April 1996 at www.wa.gov/OFM. For this reason the analysis in Table 1 is for fall 1996 students.

For High School Enrollments: Office of the Superintendent of Public Instruction High School Ethnic Enrollments. At the time of this writing the most current data available are for October 1996 at www.ospi.wednet.edu.



The Clark College team works its way through Loretta Seppanan's data tables.

Table 2
ESL Enrollment by Level by Race and Ethnic Group
 Washington Community and Technical Colleges
 Fall 1997 (State and Contract)

	Level 1	Level 2	Level 3	Percentage of Level 1 ESL Students
Asian American	1,887	1,399	899	45.1%
Hispanic	2,987	1,027	602	64.7%
African American	270	209	87	47.7%
Native American	6	10	2	33.3%
Whites	1,456	828	493	52.4%
Other Categories	258	160	79	51.9%
Total	6,864	3,633	2,162	54.2%

Data Sources for Table 2

For Enrollments: SR1108 (college job number SR1308J).

For Tracking: SBCTC staff used its Data Warehouse system to find ESL students enrolled in Level 1 ESL then looked for the status of these students in winter and spring quarter, if they continued in college.

One important story these data tell for community and technical college systems is a pattern of underrepresentation of Hispanics in the two-year colleges and in the high schools. A second story tells that Native American students are underrepresented in college when compared to Native American students enrolled in the high schools in the state. These statewide patterns proved typical for most colleges.

Enrollment Patterns in English As a Second Language Courses

Since students enrolled in English as a Second Language (ESL) courses at the pre-college level are missing from the overall story on access, information about these students must be gathered and examined differently. Washington community and technical colleges are the primary providers of such training in this state although community-based organizations also provide some ESL training.

Colleges looked at three questions in this area:

- what is the mix of students by race and ethnicity enrolled in ESL classes?
- what percent of the students of color are enrolled at Level 1 ESL, the lowest level?
- how frequently do students of color in Level 1 ESL progress to Level 2?

The focus on Level 1 results form patterns of the majority of all ESL students enrolling at Level 1 (54 percent in fall 1997). Level 1 students can use very simple oral and written phrases in English but they typically cannot maintain a conversation or respond to instructions in English.

The story told by these data is that most students enter ESL at the lowest level and most leave before progressing to Levels 2 or 3. A subtheme in this common story is the pattern of high enrollment of Hispanics in ESL — especially in Level 1 ESL where 44

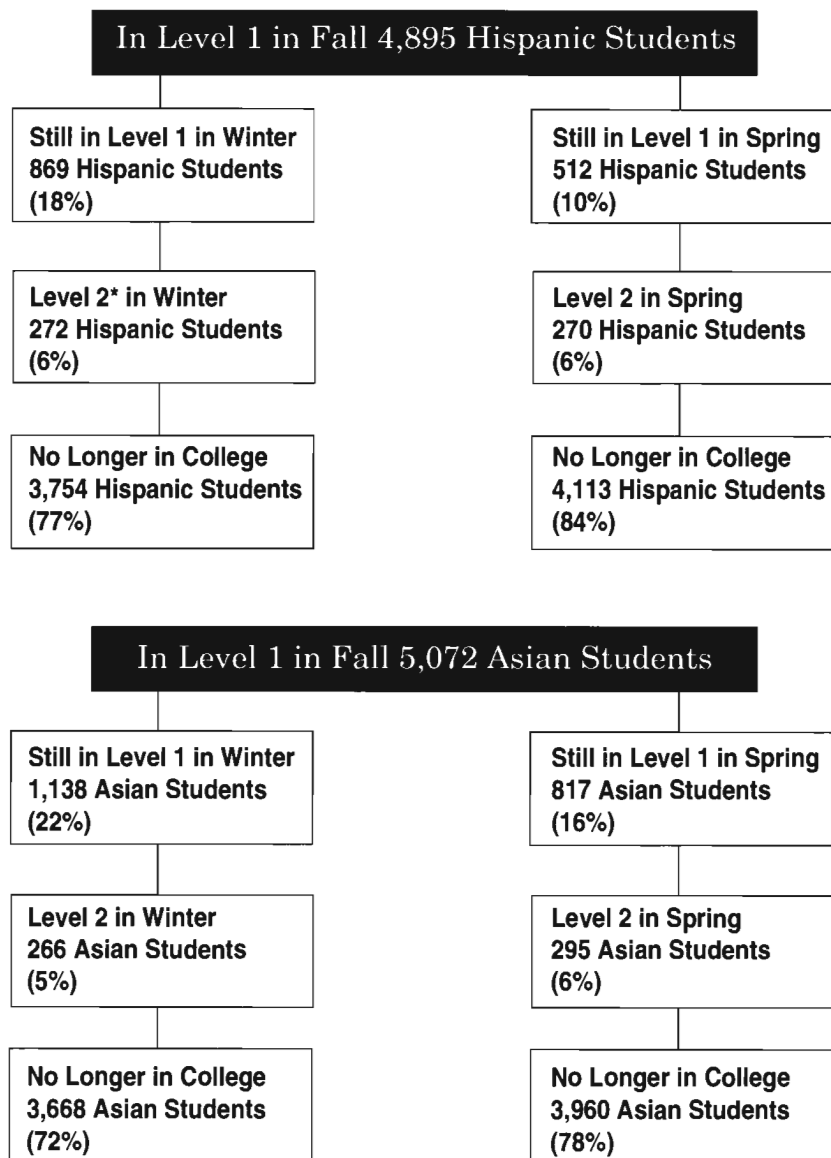
percent of those enrolled are Hispanic. Given that Hispanics comprise only 6 percent of the total state population, a 44 percent representation in ESL Level 1 is a very high rate. There is considerable diversity in this pattern, however. At Clark College, for example, half of all ESL students, including Level 1, were white (Fall 1996). At Wenatchee Valley Community College, 96 percent of all ESL students in Level 1 and overall were Hispanics (Winter 1997). Table 2 shows the pattern for the college system.

About 2 out of 3 of the 6,864 Level 1 students continued in ESL in winter quarter. Most stayed in Level 1. Hispanic students were much more likely than others to leave during or after Level 1. Those who did continue, however, were more likely to move to Level 2 than other students. Figure 1 shows the pattern of progression.

Summary

These data informed the projects related to increasing access to college, especially for Hispanic and Native American students, and improving the transition from Level 1 ESL to Level 2 and beyond. As we continue to work in making higher education reflective of the rich diversity of people in this state, learning to listen to stories told by numbers will continue to be important.

Figure 1
Pattern of Continuation or Leaving ESL
for Level 1 Hispanic and Asian American ESL Students
Washington Community and Technical Colleges, 1996-97



* Or more advanced classes
% may not add to 100% due to rounding

Teach, and Learn, Every Way You Can



Magda Costantino, Director of the Evergreen Center for Educational Improvement, The Evergreen State College, speaks Slovak as her first language. Her graduate degrees are in Bilingual Education. A variation of this article was presented during the Multicultural Efforts Workshop in November 1997.

IMAGINE

Imagine yourself, either by choice or through no choice of your own, in a foreign country.

Everybody looks different from you; the language sounds like a thunderstorm of sounds accompanied by gestures that make no sense to you. Everybody seems to know their place in this strange world where you feel like the only one who doesn't fit. Yet you must fit. You must find a meaningful spot for yourself because your family depends on your ability to do so for their survival and you have to do it quietly and without complaining. Very often this also means that you are without any help and without anybody with whom you could share your own fears, frustrations and who could answer the hundred and one "whys" and "how come's" that have been lingering in the back of your overstimu-

lated and "oh, so tired!" mind.

Do I sound dramatic? To some people, maybe I do. But believe me, this scenario is an understatement of what it really feels like to be an adult in a strange new world. How do I know? I was there! I shed many a private and not so private tear of fear, frustration and helplessness.

When adults find themselves in a situation like I just described, the logical place where they might seek help is in a local community or technical college, hoping to find adult English Second Language (ESL) classes. If you teach at a place like this, and have an opportunity to work with adults who are learning English in order to enter into a job preparation program or academic courses, there are certain basic second-language learning principles that you need to be aware of.

Language learning is a social event. Language is learned best if the learners have a real task or a meaningful, relevant purpose for their communication. Since many of our adult ESL learners usually socialize with people from their own cultures while speaking their native language, they might find themselves frustrated or they might appear uninterested in perceivably innocuous social conversations in some traditional ESL classes.

Language learning is functional.

Adult learners are usually highly motivated when the ESL classes are targeted toward their own *personal goals*. Thus, adult ESL learners often work more diligently on those aspects of second language learning (L2) that are closely related to the learners' reasons for being in the class in the first place — the learners' need to utilize the language for a particular function and for a particular purpose. The social aspect of the L2 learning process can be met through communicative tasks that involve interactions with peers, tutors or instructors.

The adult learners' prior experience with *formal* education, with *language learning* in a structured classroom

environment or with any kind of adult learning has a significant impact on the L2 learner's attitude toward their ESL classes, regardless of the fit between those prior experiences and their particular learning styles. Many adults in ESL classes might insist on being taught in a particular way because this is "the best method." Others might refuse or will appear uncomfortable when asked to engage in learning activities that involve their peers. Some feel that they will pick up their colleagues' accents, or that they will not learn from their peers' ungrammatical speech. It is, therefore, important for the instructor to be familiar with a variety of L2 methodologies and approaches to meet the learners' learning style needs, in order to explain how a variety of classroom interactions, including interactions with their peers, benefit the learners. The ungrammatical speech characteristics or some of the "accents" of others will not influence the emerging speech patterns of adult ESL learners as long as they are surrounded by plenty of appropriate, grammatical and comprehensible input from a variety of sources during a substantial period of class time.

Additional challenges present themselves, of course, if your learners' first language (L1) does not use the Latin alphabet, and is read from right to left or from top to bottom. In these cases your students need special help with eye-hand coordination for reading and writing as well as with using dictionaries, because the concept of alphabetization might not be known to them. Students with low literacy skills in their native language will need special help and practice with basic literacy training including the Latin alphabet. Literacy skills in L1 are very important for the L2 students' literacy development because these are transferred into the process of learning to read in a new language (Cummins, 1979; Carrell, 1988).

Additional factors instructors

should be aware of when teaching adults in an ESL situation include:

- students' level of previous education
- experiences of formal and informal language learning
- literacy experiences and abilities in first language
- length of residence in the L2 country, which affects
- knowledge of cultural and social systems
- religion
- gender
- age
- physical disabilities, such as hearing or sight
- impairment or workplace injuries
- recent unemployment and family relationship problems

(Burns, 1997)

Learning a second language for pleasure is a very complex process. Learning a second language for survival is just as complex, and it is complicated by many additional personal traumas such as war, imprisonment, refugee status, relocation, poverty, family pressures, lack of time to study, inability to concentrate due to intense psychological pressure, fear, religious attitudes and cultural differences, to name just a few. If you think that this list is too long, ask your ESL students. Find out who they are, what their needs are and whether your program is responsive to their concerns. They will welcome your interest and your caring. You will see how much you all will learn.

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Životopis

Meno:

Dátum narodenia:

Bydlisko:

Národnosť:

Štátna príslušnosť:

Dôvod prečo ste v tomto kurze:

Prehlásenie:

Dolupodpísaný prehlasujem, že všetky údaje,
ktoré som uviedol/uviedla, sú správne.

Podpis

Costantino gave workshop participants this form, telling them in her native language how to fill it out.

What Works!

Each of the following three articles describes an academic program or a community project that supports student success. Each is an example of a "good practice." These projects or programs were in place prior to the start of the Multicultural Efforts Project, and each was highlighted at one of the workshops as a way of helping others think about programs that have worked.

"Transición"

A Program Tailored to Serve the Hispanic Population

By Nicolas Zavala, Walla Walla Community College

At Walla Walla Community College the Bilingual Bicultural *Transición* Program became a reality in 1994 when the college received Workforce Training funding to develop this access program for dislocated Hispanic workers and other Hispanic individuals. Hispanics had not been a traditional "customer" of the college, with the exception of the Developmental Education Department, especially within the English as a Second Language (ESL) areas, where Hispanics would come "just to learn English." Hispanics would not enroll in two-year vocational programs, much less think about transferring to a four-year college.

Some faculty and staff began to ask themselves why it was that few Hispanics transferred from ESL classes to the vocational areas. In fall of 1993 there were only nine Hispanics enrolled in the vocational areas at WWCC. At our last count, for winter 1998, there were 350 students taking classes geared towards the completion of a vocational program.

What has been done to experience this success with the Hispanic community? First of all, we have an

administration with a strong interest in serving a community with a Hispanic population of 18 percent, with a 25 percent Hispanic enrollment in the Walla Walla School District. Selected administrators were willing to champion a new concept that could provide education to a population that is known to have the highest drop-out student rate in the nation and the lowest level of education according to race. Fewer than 25 percent of the adult Hispanic population has completed high school.

The second most important commitment WWCC made to insure success was to design a program that would fit the needs of the population to be served. After visiting and reviewing existing programs for other special populations at various schools and colleges, we designed a curriculum that would provide Hispanic students with the necessary skills to acquire what we considered the program's most important long term goal: a living-wage job with benefits. The aim was high and our hopes were great. We knew it would require some risks and our utmost efforts. With this in mind, we selected the core areas for our



Erika (with cap) and Vianet, students in Walla Walla Community College's *Transición* program, preparing for their futures.

program:

Personal and cultural awareness.

In general, the cultural Hispanic heritage lacks a healthy self-esteem. Hispanic social systems do not encourage individuality, competitiveness and self-assertiveness, attributes needed to survive within the Anglo-Saxon culture. The Hispanic ideal of hard work contrasts with the value placed on "mental labor" in American society. This personal and cultural awareness unit emphasizes improving the brainpower and memory, as well as the control of emotions and stress. Historical and economic differences are explored to better understand concepts such as "selling yourself," "profit" and "ambition." In addition, the rise of global economies and changes in technology are explored as drivers of skills acquisition and employment in the future.

Employment skills.

Another area we emphasize in our curriculum is that of developing employment skills in the areas of personal strengths and weaknesses, filling out applications, creating résumés and sitting in interviews.

Computer courses.

Because of the use of technology in the workplace and the need for formally written correspondence, the program includes a computer course. At the request of students, we implemented a basic course that includes general computer vocabulary and keyboarding, with the idea of preparing the students for college-level technology courses. Two of these preparatory classes were full to capacity in winter quarter.

English language proficiency.

Additional priority was given to English language proficiency tailored toward vocational programs. Students attend English classes a minimum of 2½ hours every day. The aim is to better prepare the students for workplace interaction in English. All of the *Transición* classes are taught in English. Students are tested in English proficiency before entering the program. According to those results, *Transición* students can be placed into one of four scenarios: co-enrollment with basic skills, co-enrollment with vocational program (without *Transición*), direct enrollment in a vocational program or enrollment in Basic Skills courses only. Most students need more English beyond *Transición*. A plan of action maps the

coursework and time frame required to complete the student's goal, including continuous enrollment in English-specific coursework.

Strategies that have made *Transición* a successful program include listening to the needs of students and willingness to change and adapt the program to clientele needs. Such input has resulted in the creation of a GED in Spanish program, and supplemental classes in mathematics and English composition.

Another important strategy has been to keep in close contact with other departments in the college, especially with Developmental Education and the vocational departments. Of special mention is the fact that the Developmental Education Department has been crucial to Hispanic access and enrollment in the vocational area. Developmental Education faculty have created English classes that directly accommodate the schedule of most vocational programs, and have provided instructors to teach English language classes onsite in vocational program areas.

The *Transición* program continues to change, little by little, from serving as a quarterly bridge program, to becoming something more central in our institution's philosophy. The implementation of English language support classes for Hispanic students in specific programs such as nursing, mechanics and business represent

examples of an institutionwide response.

Transición students who have successfully completed their classes, often have been enlisted to tutor other Hispanic students. Some of the students who have completed their vocational program now aspire to earn a four-year degree. Others have found rewarding jobs; many have become supervisors in their workplaces. One of our students bought the business where he was working, while two others have created their own business. Many students have not been able to further their education, but have a plan of action that will enable them to start back up when they are able to return.

Two interesting stories are those of Juan and Jorge. To complete his diesel mechanics program, Jorge applied to work with his previous employer while under a cooperative training contract with the college. Besides fulfilling his required credits, Jorge has advanced from a seasonal worker to a year-round position with an increase in hourly wages from \$8.50 to \$12.50. Juan had completed just three quarters of college. But with his new skills, he went from a seasonal job that paid \$6.00 an hour to a permanent year-round job that pays \$16.00 an hour, plus benefits. Some times we don't know whether to treat Juan's experience as a failure or a success of *Transición*. Completing certificates or



Walla Walla Community College offers a range of vocational programs that support student success. Here is Jorge, a diesel mechanic student, at work.

degrees are an increasingly important priority for program candidates, but gaining a living-wage, year-round job with benefits continues to remain the primary goal of the program.

We face some additional challenges in our program. The low number of *Transición* graduates completing their vocational programs concerns us. Family and economic responsibilities often don't allow students to finish within the two years required by most community college programs. Another challenge is the low enrollment the college experiences in some quarters, due to the seasonal nature of work.

We are increasing the enrollment of Hispanic students in vocational clusters where enrollments have traditionally been low. We are also facing the challenge of increasing the Hispanic enrollment in four-year degree track programs. Our last count indicated that only 1.8 percent of Hispanic students intended to transfer into a four-year college. Lastly, Workforce Training funding has created this successful program effort. We now must explore alternative funding sources to continue this important initiative.

In our *Transición* classes we encourage our students to pursue dreams of becoming engineers, accountants, nurses, etc. We dream of unity, organization and of becoming the "largest minority." We dream of increasing our contribution to this society, not only with the power of our hands, but also with the power of ideas and cultural richness. The college has opened its doors to the Hispanic people, and Hispanic students are opening their minds to a better future. Together we will pursue and share the American dream.

Negotiating the Chasm: Transitions to Four-Year Institutions

Seattle Central Community College's Transfer Advising and DECLARE Program

Dr. Mark Langevin is the Coordinator of DECLARE and Veronica Barrera is the Coordinator of the Transfer Advising Center. Both place themselves wherever they can on the campus, so that they can find students who might not walk into their offices.

Seattle Central Community College has consistently shown an active commitment to diversity and to the needs of students of color. The Transfer Advising Center and the DECLARE program are both tangible examples of that commitment. The Transfer Advising Center has been in existence for the past three academic years and has been able to establish solid relationships with staff, faculty and most importantly, students. Our vision primarily focuses on empowering students of color to transfer to four-year schools in the Washington State area. We are very interested not only in having students of color transfer, but transfer successfully. We define a successful transfer student as one who has been admitted to at least two of their choice schools, who has chosen a college major and has completed or nearly completed major prerequisites, and who has the financial ability to transfer to their college of choice.

We have developed and organized the Transfer Advising Center to meet the needs of all students and their diverse learning styles. We have a resource library available to students who are interested in doing their own research, and our staff is at hand to assist them. We also have the ability to meet with students one-on-one and help guide them through the transfer process. Students can meet with the Transfer Advising Center's staff or

meet with a representative from the four-year schools. The Transfer Advising Center regularly hosts workshops on different topics ranging from "Searching for Scholarships," "Writing your Personal Essay," "Getting Financial Aid at the Four-year School" to "Choosing a Four-year School and Transferring." We are also actively conducting outreach in the classrooms and in our cafeteria area. Our philosophy is based on allowing students to receive the information needed in as many ways as possible.

Finally, the Transfer Advising Center has established solid relationships with college representatives from many of the Washington State four-year schools. Through these relationships we have been able to organize quarterly planning meetings with the college representatives. These planning meetings have served to enrich the collaborative work that the two-year and the four-year institutions enjoy. The Transfer Advising Center was able to see approximately 700 students on a one-to-one basis during the 1996-97 academic year and had around 4,000 student contacts. Those contacts were primarily made by students dropping by the Transfer Advising Center and/or making contact with college representatives during their outreach efforts. During the 1996-97 school year, 50 percent of our contacts with the Transfer Advising Center were students of color. These high numbers are attributable to the exceptional diversity that SCCC enjoys.

In addition to the three-year development of the Transfer Advising Center, the DECLARE Program was initiated in 1996 to help students

choose a college major before transferring to a four-year school. The DECLARE Program offers workshops and individual orientations to assist students as they formulate their decisions. The program distributes its "Declare Your Major Workbook", as well as the Strong Interest Inventory, to provide students with helpful tools for decision-making.

In 1997-98 both the Transfer Advising Center and the DECLARE Program collaborated to develop the regularly scheduled "Not So Wild A Dream" event. The event is designed to encourage students of color and women to consider college majors in underrepresented fields such as engineering, math, medicine and science. The event features an inspirational video about the challenges faced by scholars of color, including local ones, who have successfully completed graduate degrees in underrepresented fields. This event serves to open new doors to students who have traditionally been excluded from important major programs and departments at universities around the nation.

Overall, the Transfer Advising Center and the DECLARE program are committed to meeting students, finding out where they are in their development and working to empower them with as much relevant information as possible so that they may succeed in their baccalaureate education.

For more information, contact Veronica Barrera, Coordinator, Transfer Advising Center, (206) 587-5468, vbarre@seaccc.sccd.ctc.edu

Stayin' on Track:

Amid the Diversity — Education, not Isolation

Sharon Allen-Felton is Director of Counseling and a former teacher in the *Stayin' on Track* course at Bellevue Community College. In addition to being a member of the Bellevue MEP team, she served as a facilitator for other college teams at several MEP workshops. This program is an example of a creatively designed academic intervention that reaches students at a point in the first quarter when many students become "early leavers." Data from the SBCTC show that students who can successfully complete their two first quarters are likely to meet their own goals of transfer to a four-year institution or completion of a vocational program.

Multicultural Services at Bellevue Community College provides support services for specific students with a primary focus on students of color. These services are designed to enhance student success and to promote cultural awareness throughout the college and the community.

In the interest of academic success and emotional/social growth, the Multicultural Services Staff developed a class called *Stayin' On Track (SOT)*, a college/life survival and multicultural unity course for students of color. The class is taught by a culturally diverse

team including two faculty/counselors and the director of Multicultural Services. The content, which includes learning styles, note taking, test taking, problem-solving, time management, self-esteem, cultural awareness and the identification of specific non-cognitive factors for success, is taught from a multicultural perspective. Considerations of culture are paramount and included in all aspects of the curriculum. Class work involves individual and group assignments and discussion.

To meet the needs of a variety of student situations, *SOT* was designed to be taught in several different formats. All formats except one were scheduled to begin three to four weeks after the start of the quarter and end before final exams. The late starting and early ending dates were designed as a retention strategy for students who had to drop a class and were in jeopardy of losing financial aid and/or athletic eligibility. The original format was a two-credit intensive workshop scheduled for two afternoons and two



Harlan Lee (far left), a co-instructor for *Stayin' On Track* at Bellevue Community College, "warms up" the class for a Saturday session lecture.

weekend days. The intensive nature of this class schedule facilitates group cohesiveness that provides a support system that can develop the kind of communication that intervenes in the isolation so often experienced by students of color.

Additionally, *SOT* has been offered for five credits and scheduled throughout the entire quarter. The extended time in this format allowed for the expansion of the current curriculum and the inclusion of other topics such as career exploration. For the past five years, it has also been taught as a three-credit course, meeting twice a week for two hours with an all-day Saturday session. Part of the Saturday session is reserved as a "students teach" class where each student presents his or her cultural autobiography or some aspect of his or her culture. It also includes a morning and lunch break where the students and instructors share food that they bring. This is another opportunity for increasing cultural awareness and sensitivity.

Data including a survey and pre/

post tests were collected and analyzed for four quarters of the *Stayin' On Track* course. Students showed the greatest increase in knowledge in these areas:

- resources available at Bellevue Community College to assist in achieving educational goals
- confidence as a student
- awareness and appreciation of their own and other cultural backgrounds

Additionally, the majority of students who participated in the survey strongly agreed that *SOT* had a positive effect on their success in other classes. This concurs with the feedback that was recently received by a consultant from the State Board. She said, "One of the most important aspects of the course is the way it connects students to each other, to faculty and to the institution."

For more information about *Stayin' On Track*, contact Sharon Allen-Felton at sfelton@bcc.ctc.edu



Linda Flory-Barnes, director of Multicultural Services at Bellevue Community College, leads a Saturday session in *Stayin' On Track*.

Chronology of Washington Center Work in Diversity

1989-91 Minority Student Success Project —

In collaboration with the Washington State Board for Community Colleges, 23 colleges participating.

1991-95 Cultural Pluralism Project —

In collaboration with Ethnic Studies Department, University of Washington, and with the financial support of the Ford Foundation, 28 colleges and universities participating: public four-year institutions, community colleges and independent colleges and universities. Focus of the project was on curricular inclusion of history and literature of American ethnic peoples.

1995-98 Multicultural Efforts Project: Academic Success of Students of Color —

In collaboration with the Washington State Board for Community and Technical Colleges, 32 colleges participating. "Embracing Community, Diversity and Change," the Washington Center's annual conference in February 1998, celebrated much of this work.

1998-2000 Deepening Diversity Work in Washington State.

In the next two years, the Center's focus will be on curricular and pedagogical efforts to support student engagement and learning across cultural/racial boundaries. We are working in three related areas:

On February 4 and 5, 1999, we are hosting a retreat for faculty who are interested in exploring ways to adapt the Critical Moments Diversity Case Study model for two- and four-year campuses in Washington.

On February 19, 1999, teams of faculty and staff from two- and four-year campuses will meet to design focus group interviews with students of color to get at barriers that keep more students from transferring into baccalaureate programs.

On April 15, 1999, in collaboration with the State Board for Community and Technical Colleges, we are hosting a daylong meeting for faculty focusing on the connections between culture and the processes of learning, laying groundwork for retreats during 1999-2000 and a statewide conference in February, 2000.

Multicultural Efforts Workshop Themes and College Team Projects

Cycle I

Everyone Counts: Academic Success of Students of Color February 1996

Plenary Theme: *Addressing Math as One "Critical Filter"*

Session Leaders: Diane Downie, Pierce College; Bobby Righi, Seattle Central Community College; Wadiyah Nelson, Seattle Central Community College; Judy Sanderman, Shoreline Community College

Note: The names of team members are listed with the position title that they held at the time of their participation in this project. Some people have left the college and others are in different positions on the campus.

Bellevue Community College

The Bellevue Community College team chose to assess the innovative course, *Staying' on Track* (see related story on p. 14) as their project. Students who had taken the course in four different quarters received a survey and were interviewed by telephone. Transcripts of students were reviewed for GPA and retention. While this was a small study, it provided helpful information to the faculty who teach this course, in finding out that most of the students who enrolled did so after their first quarter. The average amount of credit earned was 51. The students almost unanimously agreed or strongly agreed that the course had been valuable to them in improving study skills, increasing confidence, and learning about and appreciating their own and other's cultures.

Team Members:

Sharon Allen-Felton, Coordinator, Multicultural Services; James Bennett, Dean of Instruction; Valerie Hodge, Director of Institutional Research; Kristi Weir, Faculty, Economics; Tomas Ybarra, Dean of Student Services

Campus Contact: James Bennett, Dean of Instruction, (425) 641-2300, jbennett@bellevue-cc.ctc.edu

North Seattle Community College

At the time of the MEP workshop, North Seattle was in the process of revising the structure and operation of the Diversity Advisory Committee (DAC). The team chose to put their energy into this activity. Membership on DAC was broadened to include staff, faculty and administrators representing every major unit on campus. Each team member chose to support one of four major DAC initiatives (student recruitment, retention and completion, faculty employment, campus climate) which parallel HEC Board mandates to improve services for people of color. New initiatives that have resulted are the development of written materials to aid in recruitment of faculty of color, the creation of a NSCC "speaker's bureau" to improve community visibility and outreach, and the publication of a poster showcasing diversity which has been distributed across campus. An important part of the reorganization was the development of a new position, Director of Instruction Development and Diversity Services, that was designed to bridge the gap between multicultural instruction and student services and to provide for more innovative and meaningful leadership.

Team Members:

Deborah Feldman, Coordinator, Research; Roy Flores, Vice President, Student Development Services; David Mitchell, Vice President, Office of Instruction; Namura Nkeze, Program Coordinator, Multicultural Student Services; Rick Olguin, Faculty, Social Science; Debra Sullivan, Director, Diversity Service

Campus Contact: Charles Sasaki, Director, Instructional Development and Diversity Services, (206) 528-4623, csasaki@sccd.ctc.edu

Pierce College — Tacoma

Pierce College was in the process of instituting a Freshman Seminar that would have a strong multicultural component, so the planning team decided



Jill Peterson, Robert Gidudu, Mark Newman, Jayme Henderson and Fredrika Sprengle work on a diversity project at South Seattle Community College.

to use it as the center of their activities. In addition, they planned to gather information to find out more about their at-risk students — where they are working in the college and what the problems are that they find in their academic programs. A focus on faculty training also evolved from the planning, and the college arranged for an outside consultant to work with them as they moved into and through their diversity plans.

Team Members:

Agnes Barron-Steward, Director, Multicultural Student Services; Michael Darcheer, Faculty, English; April Falkin, Executive Dean of Instruction; Kyzyl Fenno-Smith, Instruction Librarian; Douglas Jensen, Director, Paralegal Studies; Thelma White, Executive Dean, Student Services

Campus Contact: Agnes Barron-Steward, Director, Multicultural Student Services, (253) 964-6799, asteward@pierce.ctc.edu

Shoreline Community College — Seattle

Shoreline's primary goal was to increase the number of students of color who complete their first quarter and who stay at the college to further their education. They looked carefully at the process that prospective new students are involved in. They followed a typical student through entering the parking lot, going to the offices that will give them information they need, starting the process of enrolling through testing, advising and registration, and finally

entering the first class. In addition to assessing these areas for their hospitality, they developed several strategies for their initial efforts: tracing an Asian-American student cohort in the criminal justice program, administering a campus climate survey and continuing the Diversity Council's work in following students who do not enroll after the first quarter.

Team Members: Sharon Benson, Faculty, Business Administration; Venus Gomez Deming, Special Assistant to the President, Multicultural Affairs; Diane Gould, Chair, Humanities; Norman Gregory, Faculty, Nursing; Kathie Hunt, Outcomes Assessment Liaison and Faculty, Humanities; John James, Library, Media Loan; James Perez, Vice President, Student Services

Campus Contact: Venus Gomez Deming, Special Assistant to the President, Multicultural Affairs, (206) 546-4673, vdeming@ctc.edu

Skagit Valley College — Mount Vernon & Oak Harbor

The Skagit Valley College team constructed a plan that consisted of four distinctive parts. Part 1 was to identify those classes that were traditionally educational barriers, not just to students of color, but to *all* students. We identified English 97, Math 97 and Biology 101 as those classes that met the criteria on both our campuses. Part 2 was to gather rosters from each of these classes and identify those students who were having problems, or considered to be at risk. We

were looking at ways to intervene at an early stage, to reduce the failure rate of those identified as unlikely to successfully complete the course. Part 3 consisted of identifying which of these students were students of color. The instructors were not made aware of this part of the process. Part 4 amounted to the actual intervention process of tracking and advising those students of color who had been identified as a result of this process.

Intervention strategies consisted of the following: Individualize strategies, based on further information provided by the student such as family, work, etc. Obtain asset test scores for first-time college students who have scored below college-level in these three arenas (Math, English and Biology). Find out how they are doing — first exam report. Get early progress report from instructor and see if student will need help. Talk with student and advise on what to do if student is not passing the class. This would be helping them get a tutor, work with instructor, etc., on an individualized basis. Complete an exit interview with student before they leave.

What the team found out through this process was that these classes were *not* filter courses, that is, students of color who reached this level of academic work were successful at the same rate as all students. The lack of success and early leaving was occurring in lower-level courses.

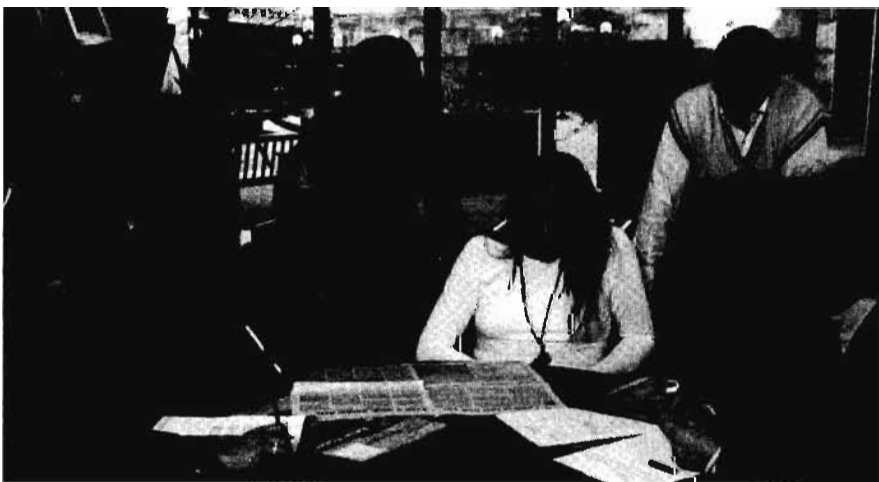
Team Members:

Estella Archuleta, Advisor, Student Activities; Mary Darden, Dean, Guidance & Special Population; Mick Donahue, Dean, Whidbey Campus; Fred Jackson, Director, Multicultural Services

Campus Contact: Mary Darden, Dean, Guidance & Special Population, (360) 428-1225, darden@skagit.ctc.edu

South Seattle Community College

Five activities were developed by the South Seattle planning team. (1) interview students of color on their strategies for success; (2) interview students who take coordinated studies class, again looking for strategies for success; (3) administer Community College Student Experience Questionnaire (CCSEQ) as a follow-up to 1991 survey; (4) work with faculty on cultural pluralism and development of courses in U.S. cultures and global studies; and (5) focus attention



Charles Sasaki, Anthony Harley, Eugenia Andruchowicz, Susan Starbuck, Christine Landon, Akinde Ayodeji, Damaris Pearson and Wei Djao discuss diversity initiatives at North Seattle Community College. Photo taken by David Grombeck.

on new "cornerstone" courses for first-quarter students. All of these activities have been completed or are in process and reports on the findings have gone to the appropriate office or committee on the campus.

Team Members:

Marsha Brown, Director, Planning and Research; Michael Castellano, Associate Dean of Students; Steve Ford, Faculty, Auto Body and Collision Repair; Karen Foss, Vice President, Student Services; Mark Palek, Associate Dean of Instruction; Ted Walsh, Faculty, Academic Programs

Campus Contact: Cathy Chun, Director of Diversity Services, (206) 768-6759, cchun@sccd.ctc.edu

**Yakima Valley
Community College**

YVCC benefited from the "Rainbow" experience in several ways. Upon our return we called together a Blue Ribbon committee composed of influential faculty, staff and students. The purpose of this group was to discuss how we could better utilize the monies spent by ASB to bring multicultural speakers to campus that would result in increased participation of all YVCC family members. The students were willing to utilize their programming funds plus the ethnic programming funds to make this happen. This group decided

that Sherman Alexie, Native American author, should be our target, and he agreed to come to the campus to do a program. The faculty/staff convocation in September 1997 featured a Reader's Theater presentation on some of his poetry to kick off the idea for faculty to begin thinking of classroom assignments that they might give relating to his upcoming visit this spring. The faculty/staff reading group chose one of his books, *The Lone Ranger and Tonto Fistfight in Heaven*, as their choice for winter quarter.

The second result was to support Bernal Baca's doctoral work that involves work on retention of students of color. As a result of his work, several projects with "at risk" students have been developed.

The third result was the use of part of our enhancement monies to pilot Supplemental Instruction. This has been so successful that the project will be continued.

Team Members:

Edward Alvarez, Multicultural Services; Raul Estela, Faculty, Occupational Therapy; Eleanor Hefferman, Dean, Enrollment & Student Services; Gary Tollefson, Vice President, Office of Instruction

Campus Contact: Gary Tollefson, Vice President, Office of Instruction, (509) 575-2386, gtollefs@ctc.edu



Round IC: Students of color with good academic records are honored by Yakima Valley Community College.

Dealing with issues of diversity will be one of the central themes in American higher education for the foreseeable future. Institutions will be either enhanced by the process or debilitated by it; they cannot avoid it. How well institutions fare in the face of diversity depends on the quality of leadership not only at the top of the organizational hierarchy, but throughout the organization. Leadership for diversity by definition implies leadership that is inspired, shared and cohesive. It is leadership that is focused not only on strategies, projects and programs but that entails the development of a new organizational culture. The leader who would embrace diversity is playing out a journey to self-knowledge and self-invention with ever-expanding possibilities.

(Blandia Cárdenas Ramírez, "Creating a New Kind of Leadership for Campus Diversity," in *Educating a New Majority* edited by Laura I. Rendón and Richard O. Hope, 1996)

Cycle II

The Myth of the Open Door November 1996

Plenary Theme: *Listening to Our Voices*, Gordon Watanabe, facilitator

Bellingham Technical College

Using the video, *The Color of Fear*, with an outside facilitator in a faculty in-service involving all members of the faculty was one strategy chosen by the faculty team. To increase the enrollment of students of color from 9 to 11 percent with a particular focus on increasing the numbers of Hispanic students enrolled, the team decided to extend their network with local community leadership, groups and organizations, and to develop and implement a retention plan.

Team Members:

Irene Farquhar, Faculty, Nursing; Joann Linville, Dean, Student Development Services; Jane Lowe-Webster, Counseling; Nancy Maxwell, Vice President of Educational Services; Steven Mudd, Faculty, Human Relations; Earl Steele, Faculty, Fisheries Technology.

Campus Contact: Joanne Linville, Dean, Student Development Services, (360) 738-3105, ext. 440, jlinvill@ctc.ctc.edu

Clover Park Technical College — Tacoma

Because of the special mission of technical colleges in Washington, they have not provided the level of student services and community cultural activities that have been common in the community colleges. Clover Park

Technical College offered its first theater production as part of this project. It was a play called *The Faces of America* — about our cultural pluralism. Some general education classes will allow students to earn extra credit for attending.

The Clover Park team also met with their campus Equity Committee. The committee has set goals for the campus for some years, but this project is giving them additional support to assist in the implementation of those goals. As both groups began to assess what was happening on the campus, they found out that some academic units were already doing projects that they could draw on, e.g., Home and Family has a regular cultural offering for the community and Social Services Rehabilitation has a library of multicultural resources.

Discussion is continuing on how to work with pre-college students (middle school and earlier) to help them be more successful when they begin college work.

Team Members:

Scott Cortesi, Faculty, Consumer Electronics; Jim Crabbe, Vice President, Office of Instruction; Vonda Fenner, Faculty, Cosmetology; Bob Holloway, Director, Continuing Education; Kathy Kieffer, Vice President, Student Services; Brenda Lindstrom, Advisor, Student Council; Pier Mitchell, Coordinator, Human Resources; Ron Wright, Multicultural Advisor

Campus Contact: Pier Mitchell, Coordinator, Human Resources, (253) 589-5611, pmitchel@ctc.edu

Edmonds Community College — Lynnwood

The Edmonds team has been busy with a number of projects despite many changes in programs and personnel since the MEP project began. A plan has been adopted for increasing enrollment, retention and completion rates for underrepresented groups. The Multicultural Mentor Program effort continues as well as the publication of *The Dream Catcher* newsletter. The team also hopes to continue sponsoring their annual "Don't Stop Now!" High School Students of Color Conference subsidized by the Articulation Council that provides encouragement and information to local high school students to expand their options.

The team focused their efforts on



Members of the Latin American Student Association at Edmonds Community College planning strategies for reaching out to Hispanic students. From left to right, Amorita Fossek, Jaime Angulo, Nancy and Irma Leyva, Alicia Balderrama and Olga Cerrato. Nancy and Irma Leyva are founders of the Latin American Student Association.

retention of Hispanic students — “Proyecto Arco Iris” — because statewide they have the highest dropout rate. Strategies included: letters to Hispanic students who had attended during the fall quarter but did not enroll for the winter quarter, encouraging them to come back; a special welcome letter and reception for Hispanic students; a meeting with Hispanic resources for feedback on concerns, resources and strategies; and a letter to all Hispanic high school seniors in Edmonds School District #15.

Team Members:

David Doctor, Library; Al Garcia, Faculty, Foreign Language; Mary Lou Rozdilsky, Associate Dean, Office of Instruction; Gayla Shoemake, Executive Vice President; George Smith, Dean of Students; Carmen Godinez Sullivan, Director, Multicultural Services

Campus Contact: George Smith, Dean of Students, (425) 640-1668 or gsmith@edcc.ctc.edu

Everett Community College

In order to accomplish their plan, the Everett Multicultural Efforts Team proposed the formation of a Multicultural Advisory Council to the president and instructional vice president, with voluntary and open representation from all areas of the college, including faculty, staff and students.

An open meeting was held that drew excellent representation from all parts of the college community. As a result of this expression of commitment, subgroups were established — each to focus

on one aspect of the diversity work. These subgroups are: Climate, Recruitment, Instruction, Support Services and Financial Aid. Each subgroup has at least one member of the Multicultural Efforts Team who is convening the effort, and each subgroup has at least one project currently underway.

Team Members:

Mary Castro, Faculty, ABE/ESL; George Dietz, Director, Student Support Services; Rich Haldi, Dean, Student Services; Christine Kerlin, Director, Enrollment Services; Earl Martin, Counselor, Human Relations; Consuelo Lewis, Program Coordinator, Multicultural Services; Maria Miron, Director, Diversity Services; Linda Kwon Quist, Counselor, Student Support Services Program; Margaret Riordan, Sociology; Louise Vlasic, Early Childhood Education; Jill White, Vice President, Office of Instruction and Student Services

Campus Contact: Maria Miron, Director, Diversity Services, (425) 388-9562, miron_maria@everet@ctc.ctc.edu

Grays Harbor College — Aberdeen

The Grays Harbor College Multicultural Efforts group has focused first, on establishing improved rapport with our Hispanic community; second, on identifying their needs and interest; and finally, to communicate the availability of our services to Hispanic students. Last year, Hispanic students enrolled on campus helped us contact leaders within the Hispanic community. The basement of the Catholic Church was used as the

site of an informal off-campus dinner meeting. Twenty-five to thirty Hispanic men, women and children attended and shared their interests regarding academic and child-care services which the college might provide. The college responded by temporarily increasing availability of citizenship classes to meet a late summer changed deadline, increased the number and location of its ESL classes and now offers a Spanish version of the Financial Aid packet.

Team Members:

Diane Carter, Faculty, Science; Linda Lang, Counseling; Kathleen Pace, Developmental Education; John Rajcich, Coordinator, Disabled Students; Arlene Torgerson, Vice President, Student Services; Jeff Wagnitz, Vice President, Office of Instruction

Campus Contact: Arlene Torgerson, Vice President, Student Services, (360) 538-4066, atorgers@ctc.ctc.edu

Lake Washington Technical College — Kirkland

The Lake Washington team identified three areas to focus their efforts on: activities to improve the campus environment, improved visibility of the college Diversity Committee and targeted recruitment for high-wage programs.

The Diversity Committee developed a briefing paper for the college cabinet. The paper will be used as the basis for updating the campus Plan for People of Color and Diversity. This helped to improve the visibility of the committee; a report to the Board of Trustees also heightened awareness.



Members of the Tacoma Community College Board of Trustees Advisory Council for Multicultural Affairs. Left to right: Alberta Canada, Chair, TCC Board of Trustees, Dr. Pamela Transue, TCC President, and Bonnie Mallick, Principal, Geiger Elementary School.



Students Pedro and Isabel Torres at an Open House in the downtown Aberdeen classroom of the Whiteside Building which was recently donated and remodeled for use primarily by ESL and Adult Basic Education students.

One effort to improve the campus environment is through training. The Board of Trustees collaborated with team members in selecting a trainer to provide training focused on increasing awareness of multicultural issues for the trustees, president, the faculty and staff. A training session was held in June for the Board of Trustees. The Supervisor's Roundtable saw and heard a presentation on definitions of diversity and the State Board and HECB plan for participation of people of color.

Team Members:

Judy Dresser, Executive Vice President, Office of Instruction; Deanna Geffe, ABL/ESL; Pat Hardenbrook, Assistant Dean, Office of Instruction; Janet Mandell, Director, Student Services; Bob Monroig, Transportation Technology; Eddie Underwood, Educational Planner, Student Services

Campus Contact: Janet Mandell, Director, Student Services, (425) 828-5600, jmandell@ctc.edu

South Puget Sound Community College — Olympia

The team from South Puget Sound Community College chose to do a careful analysis of the two English-language programs that were offered on campus. English as a Second Language was taught as a non-credit service program, largely for recent immigrants to this country. The students in English as a Foreign Language program are, for the most part, young people from other countries who come here to learn English prior to their enrolling in a regular college (vocational or academic) program.

The project undertaken by the Multicultural Efforts team included the combining of qualified English as a Second Language and English as a Foreign Language students into a program that leads to either enrollment in a technical/vocational program or into a transfer program. The program merges and integrates ESL and EFL students into a campus culture that facilitates increased transition into higher education. The expected outcome is increased retention rates and increased transition into regular programs.

Team Members:

Michael Beehler, Dean, Office of Instruction; Allan Celestin, Coordinator,

ESL; Thomas Keegan, Dean, Student Services; Yolanda Machado, Counselor, Student Services; Sherry Sullivan, Faculty, Writing/American Pluralism; John Tiger, Director, Educational Research

Campus Contact: Michael Beehler, Dean of Instruction, (360) 754-7711, ext. 209, michael_beehler@ctc.edu

Tacoma Community College

Tacoma Community College has had two significant outcomes in the implementation of the Multicultural Efforts Project to date. The college has successfully established a Multicultural Community Advisory Council to the college's Board of Trustees, and we decided to base our 1997-99 selection of performance indicators entirely on the success of students of color.

The idea of establishing an advisory council to the college's Board of Trustees came from a board member after a presentation to the Board by the Multicultural Efforts Project team, and was enthusiastically endorsed by the entire Board. The advisory council is composed of 22 community leaders who represent a broad range of the college's ethnic constituencies.

In its 1997-99 operating budget, the

Legislature included performance funding for all of higher education. The biennial budget set performance goals for the community and technical college system. The goals represent areas in which the system can improve its performance level. The high priority of diversity issues as a result of the Multicultural Efforts project was strongly emphasized in the college's 1997-99 accountability plan, by the decision to base local performance indicators entirely on the success of students of color. To support this commitment, the college has hired staff to provide intensive intervention and support services to targeted students of color. The effectiveness of these efforts on the success of students of color will be tracked on a quarterly basis.

Team Members:

Trish Geringer, Dean of Student Services; Donna McConnel-Adams, Director, Multicultural Student Services; Marion Miller, Director, Allied Health; Susan Mitchell, Director, Advising and Assessment Services; Doug Whittaker, Director, Institutional Research and Planning

Campus Contact: Trish Geringer, Dean of Student Services, (253) 566-5115, tgeringe@tcc.tacoma.ctc.edu



Tacoma Community College students Dung Truong and Ed Hines prepare to work with students at McCarver Elementary School as part of TCC's Multicultural Services outreach program.

Cycle III

Changing Faces, Changing Futures: Increasing Options and Raising Aspirations May, 1997

Plenary Themes: *Listening to Our Voices*, Gordon Watanabe, Whitworth College, facilitator
Economic and Demographic Changes in Central and Eastern Washington, David Youmans, Washington State University at Prosser

Big Bend Community College — Moses Lake

The team from Big Bend Community College decided to focus their work around issues and access and transition for Hispanic students, particularly the large English as a Second Language population. Gathering information from current students about the friendliness of the college environment, developing more extensive outreach/admissions work with Hispanic high school students, and exploring the possibilities of using volunteer resources such as AARP and existing services to offer skill-building preparation help for potential students are some of the strategies to be used.

Team Members:

Ramon Burton, Assessment; Dan Fortier, Student Programs/Special Advising; Roger Glaese, Vice President, Instruction; Mike Lang, Vice President, Student Services; Marsha Nelson, Counselor, Student Services; Joe Rogers, Anthropology/Sociology

Campus Contact: Mike Lang, Vice President of Student Services, (509) 762-6230, mikel@bcc.ctc.edu

Columbia Basin College — Pasco

While the Columbia Basin College team identified 12 areas that could use work, most of their effort was directed toward a campus-wide infusion of multicultural efforts through an extensive training program. Beginning with a report to the Board of Trustees and then moving through sessions with the administration, faculty, staff, student leaders and the college foundation, the team sought to broaden the knowledge of and support for diversity issues.

Team Members:

Bruce Carter, Multicultural Student Program; Antonio Cruz, Faculty, Foreign Language; Byron Gjerde, Vice President, Student Affairs; Emmitt Jackson, Board of Trustees; Deborah Meadows, Faculty, Business/Social Science; Ginny Quinley, Faculty, Drama

Campus Contact: Bruce Carter, Multicultural Students Program Manager, (509) 547-0511, ext. 322

Olympic College — Bremerton

Olympic College chose to focus on Opening Days to promote dialogue among both students and faculty. In preparation for Opening Days, the team planned to meet with the division, the Cultural Pluralism Committee and the faculty who are already facilitators for diversity issues. In addition, plans were made to reinvigorate the work that had been done earlier around cultural pluralism, with the intent to research the diversity component in classes currently taught.

Team Members:

John Babbo, Counselor; Janet Brougher, Faculty, Mathematics; Hoyt Keeney, Dean, Student Development Services; Richard McConaughy, Associate Dean, Student Development; Ramona Pitre, Director, Multicultural Affairs Center; John Winesdorfer, Continuing Education, Provost — Shelton.

Campus Contact: Ramona Pitre, Director, Multicultural Affairs Center, (360) 478-6976, mpitre@ctc.edu

Spokane Community College — Spokane

Our project was to institutionalize the New Student Orientation program by having more faculty involvement and greater administrative support; the orientation team consists of individuals of various ethnic backgrounds.

The strategies included: inviting faculty and staff throughout campus to participate; "energizing" the opening session with a multicultural perspective; designing and implementing training sessions for all faculty and staff involved; using student-orientation leaders to assist with the program; and inviting faculty and staff to lead ice-breakers before meals.

Five sections of a two-credit orientation class were offered in fall 1998. Each section was developed with a particular group of students in mind: international, liberal arts, professional technical and single-parent students. The fifth section had a late start time in mid-October to reach students who were having academic difficulty.

Team Members:

Dan Chacon, Vice President, Student Services; Tony Embrey, Vice President, Instruction; Gretchen Licata, Counseling Center; Sharon Niblock, Chair, Business

& Management; Denise Osei,
Multicultural Services

Campus Contact: Tony Embrey, Vice
President, Instruction, (509) 533-7075,
tembrey@ctc.edu

Spokane Falls Community College — Spokane

The Spokane Falls project included a process of assessing and then improving the campus climate for students of color. Through focus-group interviews, the use of the Multicultural Activities Student Survey and a review of the results of the Community College Student Experience Questionnaire, the group planned to identify areas that needed some kind of intervention. Work was also planned around diversity issues in faculty and staff development.

Team Members:

Cathy Hopkins, Faculty, Communica-
tions; Ron Johns, President; Mark Luna,
Faculty, Social Sciences; Polly McMahon,
Faculty, Human Resources; Rich Tucker,
Associate Dean, Student Services

Campus Contact: Rich Tucker,
Associate Dean, Student Services, (509)
533-3556, richt@sfcc.spokane.cc.wa.us

Walla Walla Community College

The team developed three objectives:

- Increase the number of Hispanic students who enter transfer and workforce programs at WWCC. This would be accomplished through more active liaison work with high schools and improving the communication between the several on-campus programs that serve Hispanic students.
- Increase the retention rate of students of color in remedial English and math classes. Current programs that are successful will be supported and new approaches will be considered.
- Strengthen the institution's capacity to address emerging challenges of the changing needs of the population to be done through two-year staff development diversity training plans.

Team Members:

Jane Drabek, Developmental Education;
Mark Francis, Coordinator,
Multicultural Services; George Fuhr,
Interim Dean of Instruction; Marilyn

Galusha, Director of Nursing Education;
Carlos Jaques, Coordinator, Special
Populations; Jim Peterson, Director,
Administrative Services; Kathy Small,
Dean of Student Services; Nicholas
Zavala, Transición Coordinator,
Continuing Education

Campus Contact: Mark Francis,
Coordinator, Multicultural Services,
(509) 527-4617,
mfrancis@mail.ww.cc.wa.us

Wenatchee Valley College

Hispanic students have the highest school dropout rates of any major population group in the United States, according to an article published in the Jan. 30 edition of *The Chronicle of Higher Education*. Wenatchee Valley College is looking to change that in North Central Washington. The "Impact Institute" is a program created by WVC Multicultural Affairs Director, Marco Azurdia, which provides Hispanic students the opportunities to pursue a college education. The program has three components: (1) improve English skills; (2) teach college skills; and (3) prepare for vocational opportunities. For one quarter (summer session) local Hispanic students from district high schools participate in a highly intensive crash course on college life. The program is designed to let students know college is accessible, that college will be difficult, but more importantly, getting a college

education is attainable. This program grew out of another program, "LTD" (Leadership, Training and Dialogue) in which WVC students of color visit district schools, sharing their stories of pursuing a college education. The contacts lay the groundwork for the Impact Institute which is offered in the summer. In this program, the college students are developing oratory skills and accountability, while the high school students are learning the ins and outs of college.

Team Members:

Marco Azurdia, Multicultural Affairs
Director; Ed Chenevert, Student
Services; Carole Keane, Dean, Student
Programs; John Michaelson, Dean,
Student Support Services; Carla
Scherer, Faculty, ABE/ESL; Anne
Temte, Executive Dean of Instruction

Campus Contact: Marco Azurdia,
Multicultural Affairs Director,
(509) 664-2572

Cycle IV

How to Help Adult and Young Adult Learners Succeed Every Way We Can November, 1997

Plenary Themes:

Listening to Our Voices, Gordon Watanabe, Whitworth College, facilitator

New Country, New Culture, New Life — How Will We Learn the Language? Magda Costantino, Evergreen Center for the Improvement of Education, The Evergreen State College

Bates Technical College — Tacoma

The Bates Technical College Multicultural Efforts Project team's first focus was to determine ways to increase service to the Native American populations within their service areas. Contacts had been made with each of the five local communities through letters of introduction. Arrangements were made for a team from Bates to visit the various tribal headquarters and present to them facts about Bates and its programs. Another area Bates's team has focused on is retention of students of color. In order to increase opportunities for involvement and communication with students of color, the president and the Leadership Councils will take the lead to ensure more students of color are invited to serve on the Leadership Councils. An all-day faculty in-service on March 27, 1998, was devoted to the Student Services department. They provided training techniques to all faculty regarding their role and Student Services' role in aiding students of color and students at risk to overcome barriers to their educational success.

Team Members:

Cliff Buckner, Vice President, Instruction; Rhonda Clarke, Career Counselor; Sally Cofchin, Vice President, Human Resources; Alberta May-Koehler, Vice President, Student Services; Bill Sweet, Associate Director, Educational Systems; George Thomas, Applied Electronics

Campus Contact: Sally Cofchin, Vice President, Human Resources, (253) 596-1599, scofchin@ctc.edu

Centralia College

The team members at Centralia identified the following major concerns/efforts to improve the academic success of students, faculty and staff of color: promote co-enrollment in technical and academic courses, conduct a comprehensive review of the ESL program, enhance the tutoring program and develop staff training.

As part of this process, the team is working on the development of technical and academic course "samplers," class visits and mentors for undecided and ESL/ABE/HSC students. In addition, they reviewed the tutoring program to make sure that the services are reaching students most in need. Plans were in place for an in-service workshop day for all staff and faculty that would focus on diversity issues.

Team Members:

Fola Fadeyi, Director, Student Support Services; Mike Garrison, Faculty, Diesel Technology; Randy Johnson, Multicultural Affairs Director; Blaine Nisson, Dean, Student Services; Marge Skold, Dean of Instruction; Laura Yocum, Faculty, Spanish

Campus Contact: Randy Johnson, Diversity Coordinator, (360) 736-9391, ext. 468, rjohnson@centralia.ctc.edu

Clark College — Vancouver

The Clark College team chose to examine what was happening in the transitions of people who take English as a Second Language into the regular academic program. Since students taking ESL do not come to the main campus for their program, team members developed strategies to make the academic and vocational programs more visible to students in the early levels of ESL. Starting with the Level 5 ESL students (those closest to being ready to move into regular academic courses), the project would then move into the lower levels.

Team Members:

Tim Cook, Counselor, Student Support Services; Richard Fulton, Dean of Faculty; Emma Kim, Personnel Office; Elizabeth Torrence, Interim Dean of Students; Randy Wulff, Faculty, English as a Second Language

Campus Contact: Lisa Buenaventura, Director, Student Support Services, (360) 992-2366, lisacb@clark.edu



Native Americans are a focus of Bates's current multicultural efforts, as well as recruiting and retaining other students of color and students at risk.

Green River Community College — Auburn

The Green River team believes it is important to prepare all students for a diverse workplace. Ensuring a curriculum that incorporates diversity and an environment that reflects the community in a hospitable manner are essential elements in facilitating retention and success for all students. With these points in mind, their campus plan focuses on three main areas.

1. Training: A series of workshops for administrators and faculty providing training in diversity issues was offered. A faculty workshop, Valuing Diversity, was attended by 64 faculty members. It focused on looking at diversity as it relates to their and their students' perceptions and their course content.

2. Climate/Access: A study to look at marketing, outreach to area schools, churches and community agencies, and campus climate is in the planning stages.

3. Student Success: A Peer Mentoring program was implemented that includes students of color in coordination with Title III and Student Support Services (Project CLASS) efforts.

Team Members:

Michelle Bagshaw, Educational Planner; Ted Broussard, Counselor; Diana Mamerto-Holz, Division Chair, Health Sciences & Family Studies; Mary Odem, Dean of Instruction, Office of Education; Girtha Reed, Coordinator, Multicultural Services; Laura Tordenti, Dean, Student Service & Enrollment Management

Campus Contact: Laura Tordenti, Dean, Student Service & Enrollment Management, (253) 833-9111, ltordent@grec.ctc.edu

Highline Community College — Des Moines

The Highline Multicultural Efforts team is moving forward by examining Highline's current "retention agenda" and strategizing new and innovative programs to improve retention and success rates for students of color. The team met with the president and other top-level administrators to introduce the project and to collaboratively design the overall plan of action. One strategy identified by the group is to study student population and the dramatic demographic shifts that have occurred over the past few years.

The team is focusing on three areas related to student retention and satisfaction:

1. Data Collection — A system is being developed to more accurately track retention and graduation rates. Refining the data collection process will better prepare the team to ask further questions by critically examining the findings.

2. Student Information — Outside consultants will facilitate focus groups and college personnel will administer the Community College Student Experience questionnaire (CCSEQ). These two projects will provide the team with current and detailed information on students' perceptions of the institutional climate from which the team can make recommendations related to campus climate and services deemed necessary.

3. Freshman Seminar Course — The team is exploring ways to enhance the Freshman Seminar program currently

offered by Multicultural Services (MCS).

Team Members:

Toni Castro, Director, Multicultural Services; Derek Greenfield, Sociology; Kathleen Oberg, Coordinator, Education Department; Kayleen Oka, Multicultural Program Coordinator, Student Programs; James Sorensen, Vice President for Student Affairs; Marie Zimmerman, Dean, Instructional Resources

Campus Contact: Toni Castro, Director, Multicultural Services, (206) 878-3710, tcastro@ctc.edu

Lower Columbia College — Longview

Shortly after the team returned from the conference at Dumas Bay, members met formally with President McLaughlin and discussed past and current diversity activities, with suggestions for future projects. Their ideas were warmly received and members left with a sense of institutional commitment and energy.

The college councils and Board of Trustees formally accepted a new diversity graduation requirement. This requirement becomes effective for students entering after spring 1998.

Members of the team, along with other campus leaders and students from the College's Multicultural Students in Unity Club, are becoming involved with three key activities dealing with diversity in our community — the annual International Festival, the county-wide community Diversity Task Force and the Mental Health Delivery System Analysis.

Team Members:

Ernie Cadman, Associate Dean, Educational Services; Kurtz Carpenter, Coordinator, Assessment; Rita Fontaine, Language and Literature Department; Mary Harding, Associate Dean, Enrollment Services; Karen Kearcher, Nursing Instructor, Health & Human Services Department; Alex Montoya, Advisor, Student Support Services

Campus Contact: Ernie Cadman, Associate Dean, Educational Services, (360) 557-3408



Community members and college students celebrate important cultural holidays together.

Peninsula College — Port Angeles

Peninsula College has an extensive monthlong celebration of diversity that links the college closely to the community. Support of this program is part of the plan that the team developed at the Multicultural Efforts workshop. In addition, the team planned to work with summer programs that could be developed to support the academic success of students at risk.

Team Members:

Phil Adams, Counselor, Multicultural Services; Dugan Brown, Faculty, English; Allan Carr, Vice President, Educational Services; Kathy Murphy-Carey, Associate Dean, Student Development; Steven Olson, Faculty, English; Maria Pena, Counseling Center; Emily Woods, Faculty, Mathematics

Campus Contact: Allan Carr, Vice President, Educational Services, (360) 417-6225, acarr@ctc.edu

Renton Technical College

Renton Technical College has been trying out a "learning community" concept for technical programs that places an ESL instructor in the technical program. Students become more competent in English as they gain the technical skills of the program. In addition, substantial in-service workshops on diversity and intercultural communication were held for all faculty and staff.

Team Members:

Frank Adams, Faculty, Welding; Beth Arman, Associate Dean, Trade & Industry Apprenticeship; Norma Goldstein, Assistant Dean, Instruction; Gary Koppang, Vice President, Human Resources; Jon Pozega, Vice President, Student Services & Plant Operation; Detta Ryan, Basic Studies; Jane Winkler, Counselor

Campus Contact: Gary Koppang, Vice President, Human Resources, (425) 235-7874, gkoppang@ctc.ctc.edu

Seattle Central Community College

While Seattle Central has the most diverse student population of any of the community colleges and has done a significant amount of work to make Seattle Central a place where students succeed, the team was looking at areas where still more work could be done. The planning team determined that their proportion of students of color could be even higher, given the demographics of the district that they serve. Extensive assessment projects have given the team a good deal of information about what contributes to success: the team plans to continue to use what is learned in a productive manner. The team is exploring the subtle institutional climate issues that are still present.

Team Members:

Veronica Barrera, Coordinator, Transfer Advising Center; Jack Bautsch, Director, Planning & Research; Lois Dodson, Counselor; Bea Kiyohara, Dean, Student Development; Marcella Pendergrass, Faculty, ABE/Basic Studies; Janet West, Associate Dean, Languages and Cultures

Campus Contact: Bea Kiyohara, Dean, Student Development, (206) 587-3860, bkiyoh@seaccc.sccd.ctc.edu

Whatcom Community College — Bellingham

The priorities of the Whatcom Community College Multicultural Efforts Project have shifted toward enhancing the institutional climate of the college. During the all-college staff development day held in March, the film *Skin Deep* was viewed and discussed by over 40 faculty and staff. Facilitated by Malcolm Oliver, a local race relations consultant, and Mike Brown, WCC counselor, the session was experienced as an emotional yet positive beginning toward removing the barriers to success for students of color. The film is now available through the WCC library and a core group of faculty leaders are interested in participating in ongoing faculty forums to strengthen their skills in facilitating student discussions on racism and diversity. Faculty have recommended revised general education requirements that include a diversity and global awareness requirement that is embedded throughout the curriculum. In addition, the WCC Diversity Task Force is being

revitalized with faculty involvement and there is growing support by faculty to encourage students to attend the multicultural forums and performances sponsored by the Student Cultural Center. The combined efforts of instruction and educational (student) services will be a key factor in the ultimate success of this project.

Team Members:

William Christopher, Dean, Instruction; Linda Cooper, Director, International Education Program; Becky Graves, Physical Therapy Assistant Program; Janelle Miner, Registrar, Admissions and Registration Office; Patricia Onion, Dean, Educational Services; Liz Wright, ESL Program

Contact Person: Patricia Onion, Dean for Educational Services, (360) 676-2170, pionion@ctc.ctc.edu



Families are part of the activities on community college campuses. This young man may be part of the entering class of 2008.

Campus Team Planning Sessions

This first planning session is relatively brief. Use the time to explore two or three different areas that you might want to address. We suggest that you consider particular groups of students, e.g., Hispanic students in the first quarter or ESL students moving into vocational programs or particular high risk arenas (“critical filter” courses or modules or a challenging process such as financial aid).

- What do you already know about these groups or events?
- What data do you need to make good decisions?
- What are you hearing from students? What might you not have heard?
- Where will you go to get the information you need?
- What kinds of validating or invalidating experiences would you expect to find related to these groups or arenas?

In the second planning session, use the time in whatever way would be most helpful for you in developing a plan for your next steps in multicultural efforts on your campus. Select a person to record your plan.

We hope that by the time you leave

- the team will have chosen one area to focus on
- the team will have outlined a plan
- each team member will have a particular assignment
- the team will have agreed on its next meeting time
- you will have decided how you will communicate the work you have done here to some part of the larger campus community

We have scheduled a brief report-out session before lunch, so please identify a person to be your spokesperson. He or she should briefly report (no more than five minutes) on the priority efforts that your campus team plans to focus on in the next few months.

Questions that the team members might want to address during this session include:

- Where, specifically, do we want to put our energy?
- Do we have the necessary information to make a firm decision about a project to undertake? If not, how will we get it?

What do we want to have happen? What would success in this area look like? What different approaches could we consider in addressing this issue? Can we set some goals and timelines? Who will do what work? Who else will want to be involved? Who else needs to be involved?

- How will we communicate our work here to the campus community? How does this relate to our campus diversity plan and to the statewide goals?
- What will we do next week? Within the month? When will we be ready to report back to the other colleges who have participated in this project?
- How will we assess our work?

Each team worked with these guidelines as they planned their project.

Resources: People, Facilitators, Kibitzers

Sharon Allen-Felton, Coordinator,
Multicultural Services, Bellevue
Community College

Venus Gomez Deming, Special
Assistant to the President for
Multicultural Affairs, Shoreline
Community College

Katherine Hunt, Faculty, English/
Humanities, Shoreline Community
College

Lee Lambert, Assistant for Civil
Rights, President's Staff, The
Evergreen State College

Ricardo Leyva-Puebla, Director,
First People's Advising, The
Evergreen State College

Donna McConnell, Director,
Multicultural Student Services,
Tacoma Community College

Maria Miron, Director, Diversity
Services, Everett Community
College

Bill Moore, Research Manager,
Student Outcomes, State Board
for Community and Technical
Colleges

Nani Jackins Park, Peer Support
Coordinator, First People's Advising,
The Evergreen State College

Mona Pitre, Director, Multicultural
Services, Olympic College

Mike Segawa, Director of Housing,
The Evergreen State College

Sherry Sullivan, Faculty, Humanities,
South Puget Sound Community
College

Faculty Development:

Shaking Foundations/Renewing Minds

Caryn McTighe Musil, Senior Research Associate, AAC&U

... Faculty and staff who participate in faculty development activities have many of the same needs as students studying diversity. Not surprisingly, the factors that allow students to flourish are also cited by faculty as contributing to their own learning and satisfaction with faculty development experiences. Voice, listening, recognition, dialogue, freedom to feel, shared intellectual inquiries, trust and humor are ten often repeated components of successful faculty development experiences.

Several themes surface again and again about the kind of environment that enhances learning for faculty and students alike. People need to listen to one another, recognize each other's identities in all their fullness and complexity, integrate emotion and intellect, analyze things that matter deeply to them, share intellectual excitement about the subjects being examined, expect to learn from one another, and understand that dissent and disagreement are part of how we learn.

Communicating Diversity in Higher Education Diversity Digest, Fall '97, American Association of Colleges and Universities (AAC&U)



Jeanine Elliott, Washington Center, and Jane Jervis, The Evergreen State College, get ready to begin the conference.



Daniel Kemmis in his keynote address, "Talking about Public Life," argued that the issue isn't getting better people elected; it's fostering more engaged citizens.



Images of "whiteness."



Participants in the "Interrogating Whiteness" workshop post their drawings of "whiteness."



Sherry Sullivan and Don Johnson, South Puget Sound Community College, decide which sessions to attend.



Gilda Shepperd, Evergreen-Tacoma, offers directions at "Interrogating the Role of Whiteness in Teaching and Learning," a preconference workshop which she led with Carl Waluconis, Seattle Central Community College.



Emily Decker, Washington Center, waits for people to gather in the ballroom.

Images from the Washington Center Annual Conference



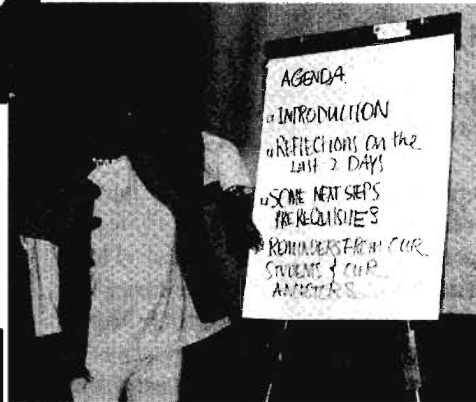
Lucinda Roy and Daniel Kemmis sign books and greet conference participants.



Lucinda Roy reads a poem from her collection, "The Hummingbirds."



Members of the Sokomish storytellers get ready for their performance of "Changer: the Story of Duk Kwee BaHL."



Joye Hardiman, Evergreen-Tacoma, leads participants through the closing session.



Jane Gutting, Yakima School District (formerly with OSPI) and Terry Martin, Central Washington University, were instrumental in bringing Lucinda Roy to the conference.



Randy Johnson, from Centralia, introduces a panel of students from the students of color conference.

Embracing Community, Diversity and Change

Washington Center Annual Conference

“It’s Almost Always Tiredness that Gets Us in the End”

Lucinda Roy, poet, novelist and English professor, led conference participants through a memorable plenary session, including a chorus from *The Sound of Music*. She transformed a hotel ballroom into a vital space by asking people there to write about four questions:

What do I value most in higher education?

What do I know for certain?

What am I most afraid of?

If I had to tell the story of my own potential in a single sentence, what would it be?

Writing in response to these questions, and then talking about answers with our table mates, allowed us to practice two important things. First, we “dared to tell our own story without blinking.” Second, we dared to listen to others and incorporate threads of their stories into our own narratives. Neither of those projects is finished, but we all got started with them as we were invited to bring ourselves back into conversations about the future of our academic institutions and the students we will meet.

Roy shared her observation that many institutions are nostalgic — they look to the past to find a future. Simultaneously, they practice aggressive complacency. How,

under those conditions, do you make room for creativity and change? One thing we have to learn is the art of surviving in academic institutions without developing too much armor. It is the shedding of the self that can kill us, Roy cautioned. On the other hand, as we get better at telling our own stories and listening to the stories of others, making room for suffering, we encounter the challenge of remembering fully without being paralyzed.

As teachers, our job in the classroom is to create spaces where students can listen and speak well. We want them to learn to see the difference between what is beautifully crafted and what is true. They, and we, need to constantly practice listening for both text and subtext, because the “truth” is likely somewhere between the two. In all of this, we have to encourage in ourselves and in our students a great sense of irony so that we see and hear in stereo.

How do we do this? By remembering this order: creative, constructive, collaborative. Each of us needs to dive into our own lives and come up recognizing that our lives are different from each other’s in important ways. From that recognition of difference, we can build something communal. If we are attentive about this process, we may be able to work well together in building better schools. As Roy pointed out, “Most of all, I am afraid of my own weariness. Nothing is more potent than exhaustion, not even fear.”

Principles of Faculty Development

1. To attract colleagues to faculty development initiatives, it is important to appeal to the values of academic culture and to the central commitment of faculty as professionals: the advancement of knowledge, the improvement of teaching and the enhancement of student learning.

2. To change what faculty know and therefore what they can teach, faculty need three things: time, focused study and dialogue with their peers. Faculty development initiatives need to engage people in reading, thinking and debating over time in a collegial group so that they can develop personal relationships with one another.

3. To give these efforts credibility, it is essential to establish faculty development as part of a larger institutional commitment to diversity. This legitimizes claims to insitutional resources and protects the more vulnerable faculty members who participate.

4. In designing faculty development activities, think carefully about who should lead seminars and who should participate at different stages.

5. As with students, it is important to engage professors where they are.

6. It is important to specify some measurable outcome for faculty study.

7. Although it need not be much, faculty participating in more extensive faculty development initiatives should receive some kind of compensation.

From *Communicating Diversity in Higher Education Diversity Digest*, Fall '97, American Association of Colleges and Universities (AAC&U)

Steps to a GLBT (Gay, Lesbian, Bisexual, Transgendered) Safe Campus

The following is a summary from *Making Colleges Safe for Gay and Lesbian Students: Report and Recommendations of the Massachusetts Governor's Commission on Gay and Lesbian Youth*, Warren J. Blumenfeld, principal author.

1. Have policies and procedures for dealing with homophobic violence and harassment.
2. Have outreach programs to hire openly GLBT and/or GLBT-sensitive faculty, staff and administrators.
3. Implement homophobia and other "diversity" workshops.
4. Provide official recognition, support and funding of campus GLBT student organizations, including a safe and secure place for meetings and social events.
5. Campus housing should include GLBT living options.
6. Peer counselors and/or campus crisis hotline volunteers should be trained in sensitivity to sexuality,

sexual and gender orientation/identity and "coming out" issues.

7. Social activities through residence halls, Offices of Student Activities and other organizations must be not only inclusive of all sexual and gender orientations and identities, without pressure towards heterosexuality, but actively welcoming of GLBT people as well as same-sex couples.
8. Start a GLBT campus resource center with a paid administrator, staff and resources. If financial resources do not permit a center, there should be one individual who is clearly recognized, identified and publicized as an official liason to the campus GLBT community.

For a free copy of the report, write to: The Governor's Commission on Gay and Lesbian Youth, Room 111, State House, Boston, MA 02133. Or, call (617) 727-3600, ext. 312.

— *Student Affairs Today* Volume 1, Issue 5; July 1998.

Our Turn to Make a Difference in Civil Rights: Sexual Orientation in the '90s

One of the preconference workshops offered last spring focused on homophobia. People were drawn to it for a variety of reasons. Some wanted to share ideas about working with students in the classroom, both sexual minority students and those who make homophobic comments. One person wanted to develop strategies for acting as an advocate for student groups. Many wanted to share advice and experience about being a sexual minority on a campus. Some wanted to learn how to deal with their own homophobia, and some just wanted help with developing language for working with sexual minority issues.

Maureen Considine, the workshop leader, set the tone for the day by talking about how session participants wanted to work with each other. She pointed out that “when we gather as adults to talk about controversial issues, we do not take the same kind of care with each other as we would with students.” The first bit of work was to establish civil rights, our collective answers to the question: “What do you need from the other people in this room to be present here?” Her observation, that most of us schooled in the North American Eurocentric mode are capable of sitting up straight and taking notes while our minds are a million miles away, garnered lots of head nods. That mode works well to distance people from controversial issues. Considine had us work out an approach that invited everyone present to stay present and to put together what we knew in our heads, felt in our hearts and felt in our guts.

Considine framed our work by reminding us that homophobia is the issue that splits families, neighborhoods, houses of worship and communities. It is one of the few prejudices people still feel entitled to insist upon personally and institutionally, making it the civil rights issue our children and grandchildren will ask us about. We are engaged in a long, slow process of change. It’s helpful to take the time to consider these questions: What can we do next week, next year, in five years, to move the process along? What could happen? What would it be like if this issue were to scale with other issues? What if it were no big deal to work with people who are sexual minorities? What would be different?

We organized our work together around these questions. Up on the walls were timelines representing the perspectives of students, faculty and staff. In groups, we decided what could make campuses safe and supportive for sexual minorities, and then posted those notes on the public timelines. One suggestion was that the Washington Center ask all the campuses in the state for their non-discrimina-

tion policies regarding sexual orientation. We will do this, and post the information on the Washington Center Web site.

After we outlined work that will need to be done, we shifted back to talk about how we get from here to there. Considine made two useful points.

First, we need to get over our emphasis on doing, and focus instead on how we need to *be*. The work won’t go away, but we can all lose heart and get exhausted. Second, she pointed out the invidious effects of talking about justice and equality from a scarcity model, as if one group gets justice only at another group’s expense. That rhetoric blinds us from asking why justice and equality are scarce in the first place. (We get caught in the same rhetorical cul-de-sac in our conversations about the shrinking pool of dollars available for public schools, so that higher education and K-12 must compete. Once we get into that conversation, we aren’t asking how the pool came to be that size in the first place.) We all have to start thinking about how to build stronger alliances, working with the goal of creating and supporting a truly inclusive democracy. As we adopt that perspective, we move beyond single issue politics: sex education about contraception, universal health care, affordable housing, decent schools, reproductive self-determination — these are all issues to weigh in on.

At the conclusion of the workshop, Considine shared a story. At a conference a teenager had shared his story about the difference one teacher had made in his life. “Don’t ever doubt,” she said, “your ability to leave a shimmering thumbprint on a student’s heart.” Acknowledging the challenges that lie ahead, Considine urged us all to remember the difference between being in someone’s face and refusing to get out of their peripheral vision. “Get good,” she said, “at saying, ‘nevertheless.’ Like drops of water, we can slowly make a difference. When someone objects to your stance, or to you, acknowledge them, and then keep going. Nevertheless . . .”



Maureen Considine, DSHS health educator, leads the preconference workshop on overcoming homophobia.

The Hidden Curriculum: Internalized Oppression and Curriculum Design in Higher Education

George Freeman

Background for the Workshop

Our seminar that day at The Evergreen State College focused on issues of race and class. We had read *The Future of the Race* by Cornell West and Henry Louis Gates, Jr., a text the faculty had chosen for our yearlong program. This book was scheduled for the fifth week of the quarter, but my seminar and I had struggled with the issues of racism, sexism, homophobia and classism from the beginning. I was the only African American person in the program and the only African American faculty member any of the students had ever had as a teacher. In addition, I was the only openly gay faculty member they had ever had in their lives. It had been a demanding quarter so far, but most of the students were working hard to explore their personal biases. In particular, Margaret had taken huge risks in defending her somewhat less than “politically correct” ideas regarding class, race and gender. As an Euro-American woman, she fully endorsed the American dream and bootstrap philosophy, often in conflict with the prevailing “liberal” attitudes and beliefs purportedly held by the learning community at large. On this day, we had been discussing this exact issue when I said, “Your attitudes and values, as you give them voice, would not be well received outside of this program or this seminar. The broader community of learners at Evergreen would consider your ideas bigoted and racist. We say we are a liberal community, and we are, but in a narrow, conservative fashion.”

A few minutes passed. The discussion of the students went forward. Some agreed with me regarding the odd dynamic of conservative liberalism on campus and made comments on the broader community. Finally, after about ten minutes, Margaret turned to me and said, “I think you just called me a bigot. That isn’t nice — no one wants to be a bigot. I think you said it indirectly to not hurt my feelings, but the sentiment is the same and it does hurt my feelings. You said a few minutes ago that this group seems to be safe. Well, it isn’t for me anymore. I’m feeling like I don’t trust you.”

I didn’t know what to say. A silence descended on the group as all eyes turned towards the two of us, waiting for my reply. I looked at Margaret and said, “You’re right. You’re absolutely right. I was being indirect.” Silence continued as Margaret sat there, crying. I turned to the other students and said, “You have to understand. From my world view as an African American gay man, I examine all our actions from a perspective that is clearly racialized and shaped by my class, my gender and my sexual orientation. We all view society through our own constructed identities. My experiences and beliefs have led me to believe that all men are sexist, that all people work from a specific class perspective and are classist, that all white people are taught to be racist. Part of my work as your faculty is to help you see the attitudes and beliefs you harbor, ones that usually go unexamined. Margaret is right about my framing this belief as a hidden message and I apologize for

that. Still, you all have to take responsibility for your own racism, classism, sexism, homophobia and heterosexism . . .” The students looked shocked and sat in silence. Tears welled up in the eyes of a number of students as well as my own. “I have not said anything today that I have not said to every group of students I’ve worked with since starting at Evergreen.”

This interaction helped move the seminar discussion to a deeper and more personal level. The students started to support each other’s exploration, examined the claims I had made and began to discuss them. They brought forth their own values and beliefs, their own experiences. They talked about how valuable it was to hear such words from a black, gay man, and how fortunate they were to be able to really deal with their issues. I sat there worrying about Margaret. Suddenly my own words about safety came back to me. For six years I had willingly committed this act as one of self-sacrifice. I had viewed this type of confrontation, this type of work, as necessary for Euro-American students to learn to confront their “isms.” All this time, I believed that somehow this would protect my communities of African Americans and gays. All this time, thinking of a higher good, I had put myself at risk for lawsuits, for disgruntled students, for continued conflicts. In my own mind, I had made a pact that I would be a bridge for my students to greater self-realization — I would lend them my back so they could cross to the other side of “enlightenment.” In that moment, worrying about Margaret, listening to the other students, I realized that I had been acting on a set of beliefs that were best framed as internalized oppression.

This realization led me to wonder how much of my work around the “isms” was compelled by my own internalized oppression and was actually serving as a “hidden curriculum,” a term I borrowed from Peggy Ornstein’s 1994 text, *School Girls*. The workshop I conducted at the Washington Center’s annual conference grew out of this incident with my seminar group.

The Workshop

My goal for the workshop, *The Hidden Curriculum: Internalized Oppression and Curriculum Design in Higher Education*, was to allow participants to begin to consider the issue, to begin dialogue on the issue, and to have an opportunity to work with the issue through role plays that gave voice to internalized oppression. The latter was the greatest challenge because internalized oppression, from my perspective, is mostly unconscious. Only through an encounter like my own in the seminar will articulate awareness develop.

The session drew motivated and diverse educators from various state institutions. Each brought tremendous energy to the session and a clear passion for working with the issue of internalized oppression. To begin, people were asked to find someone they did not know in the group and to find out why they had chosen this workshop. The conversations that erupted

The Hidden Curriculum

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from the group were amazing. The workshop occurred on the last day of the conference, so people had lots to talk about.

After about ten minutes, participants introduced their partners, and then I presented the story of my seminar experience — the experience that led me to ask the question about a hidden curriculum driven by my own internalized oppression. I then invited people to talk about their experiences. Most had a story to tell from the framework of internalized oppression. A number of participants were lesbians, some out of the closet and others not, all dealing with issues around coming out and being out in the classroom, dealing with their own fears and the concerns of their students. Some of the women of color spoke directly to the question of internalized oppression and self-sacrifice. They spoke of the effort required to break away from the cultural expectation that they would be available to teach about the important lessons of racism and gender, to instead decide for one's self what is essential to teach, what feeds the soul. Some participants wanted a clearer definition of internalized oppression and how it works. In answer, others told more stories from their lives. A few people simply did not understand the issue, and reported adopting a clear stance that others were responsible for themselves — they were not willing to work with other people's ignorance.

Finally, we decide to conduct a role-play that would allow the teacher to say out loud the kinds of comments we usually hold in reserve when addressing gender or race-based privilege,

racism, homophobia, sexism or classism. The people who volunteered to play the role of students trotted out every tired statement we have ever heard from students who “just don't get it”: students who wonder why they have to study gender, class and race-based privilege when they experience their own forms of discrimination. For example, one “student” felt she was discriminated against because she came from a wealthy family. The teacher voiced her discontent: “You just don't get it, do you? I am so tired of dealing with your feelings about being discriminated against because your family is rich.” The student was shocked; other students came to her rescue; still others sided with the teacher. The dialogue opened.

The role-play proved powerful for all of us, especially the teacher, whose anger got articulated and then validated. I found myself in awe at the depth of experience and awareness of the issues of oppression and the “isms,” at the understanding of the complexity of the concerns, and at the compassion that came forth during and after our role-play. I am still thinking about the role of internalized oppression as a hidden curriculum and how to gain clearer access to it. After this session, I have no doubt about the power that it carries in shaping our motives, our practices and our lives as educators. Thanks to all the participants for their contributions, and a special thanks to Dr. Leticia Nieto and Dr. Gloria Koepping for their voices, their leadership role during the session, and for lending their full presence of being, expertise and experience.

Food for Thought

Yilin Sun, Seattle Central Community College

This year I was involved with two sessions at the conference. One was entitled “The Slow and Difficult Process of Creating and Sustaining a Diverse Community: A Case Study,” which was very well attended. The other, “ESL Employment Surveys: Tools for Change, Action and Equity,” was not as well attended. There could be many reasons that the latter did not attract many participants, like the time, the location, the . . . However, the unspoken reason (I hope I am wrong) could have been the topic — which is about ESL (English as a Second Language), a field which has not drawn much interest or priority and appears to have little clout at higher education conferences.

Why has the field of ESL not been given a fair shake? When people talk about embracing community, diversity and change in higher education, have we opened our arms to include ESL professionals and ESL students? Among ESL professionals, we all recognize that we are not given our due. And we lack clout because we lack respect, not only from the public at large, but even from other faculty members in our own institutions. This situation is not going to change unless we, the ESL faculty and students, become proactive in promoting ESL awareness.

How? We should start in our own workplaces. We must work together with others and learn to be more effective and comfortable talking to those who may not always share our

knowledge, missions and commitments. We must also provide our students with opportunities to share their cultures, languages and experiences with others. More importantly, we need to be more engaged in professional activities on our campuses. The more visible we are on campus, the more likely will we be remembered as dedicated, active, energetic, resourceful, cooperative and collaborative professionals when it is our turn to ask for support for ESL student services or faculty development. There is no doubt that getting involved on campus committees and other activities can be very time consuming and sometimes exhausting. However, every moment we spend on activities will bring us into contact with others on our campuses and will bring others to understand our students and our profession better. They are just the first step to gaining respect and recognition from our colleagues in higher education and to reduce misunderstandings and unresponsiveness from the legislature and the public at large. Many of us have been doing this for years. Many of us have burned out.

There is no doubt that we have a long journey ahead, and we need help from our colleagues and from higher education institutions. As ESL professionals, we have to undertake concerted advocacy efforts on behalf of our ESL students and communities to educate the public at large about the cultural and linguistic richness that our students and our profession bring to our schools and our society.

Calendar

Washington Center Events

February 4–5, 1999	Deepening Diversity Work III Rainbow Lodge, North Bend
February 19, 1999	Provosts' Diversity Initiative Meeting The Evergreen State College (teams)
February 25–26, 1999	Evaluation Committee & Learning Community Coordinators Dumas Bay Retreat Center, Federal Way (individuals)
April 8–9, 1999	Curriculum Planning Retreat West Rainbow Lodge, North Bend (teams)
April 15, 1999	Culture and the Process of Learning Sponsored by the State Board for Community and Technical Colleges Dumas Bay Retreat Center, Federal Way (individuals)
April 19, 1999	Learning Communities Teleconference
April 22–23, 1999	Curriculum Planning Retreat East Bozarth, Spokane (teams)
May 20–23, 1999	National Learning Communities Conference DoubleTree, SeaTac (individuals)
June 5, 1999	Planning Committee Retreat University of Washington Horticulture Center

Other Conferences

May 5–7, 1999	Statewide Assessment Conference Spokane
October 27–29, 1999	Faculty and Staff of Color Conference Place TBA

Washington Center Annual Conferences

Transforming Campuses Through Learning Communities — A National Dissemination Conference

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May 20–23, 1999
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**For conference brochure contact the
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Deepening Diversity Work

February 24–26, 2000
Marriott Hotel, SeaTac, Washington

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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 collaboration among member institutions. Established with funding from the Exxon and Ford Foundations, the Center is now supported by the Washington State Legislature.

■ Includes 46 participating institutions: all of the state's public four-year institutions and community colleges, two technical colleges, one tribal college and ten independent colleges.

■ Supports and coordinates the development of interdisciplinary "learning community" programs, inter-institutional faculty exchanges, curriculum reform initiatives in science, mathematics and cultural pluralism, and offers conferences, seminars and technical assistance on effective approaches to teaching and learning.

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