CORE PROGRAMS 1989-1997

A SELF-STUDY

June 1, 1998

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I. Introduction

Core programs have been a central part of the Evergreen curriculum since the college began. Once called basic programs and open to all students, Core programs have gradually become our first-year curriculum, designed for and directed mainly toward first-year students. They are designed to introduce students to the central mode of study at Evergreen – coordinated studies – in which faculty members from different academic disciplines use their knowledge to help students explore a central theme or problem. This interdisciplinary approach means that students study an issue or a topic as a whole, rather than as a collection of unrelated fragments. Here a small student-faculty ratio is maintained (23:1) to ensure close student to faculty and student to student interaction. Core programs reveal the full breadth of the issues – the connection of artistic expression to social conditions, for example, or the relation of biological facts to individual psychology.

For example, in the 1994/95 academic year five faculty members representing different disciplines brought together the concepts of 'identity in Latin American Literature', storytelling, performing arts, economics, Spanish, and music in a Core program called 'Politics Of Identity: Cultural Crossings'. They worked as a team with a single group of students and awarded credits in expository writing, Latin American Literature, cultural studies, multimedia research, political economy, performance theory, and African-American Studies. In another 1995/96 Core program three faculty with expertise in American History, Economics, and Literature formed the Core program entitled 'Making Modern America, 1820 - 1970'. Sixty-nine freshmen students spent three quarters reading the important literature of that time, attending lectures, doing fieldwork, and discussing the economic and historically relevant ideas and concepts of that period.

All Core programs place a heavy emphasis on the development of integrative skills and deeper learning. They place a heavy emphasis on the development of the college-level skills necessary for students to do more advanced college work. For most students this means learning how to write at college level, read carefully, analyze arguments, skillfully reason quantitatively or mathematically, work cooperatively in small project or discussion groups, use the resources in the Library, and many other support services elsewhere on campus. They also provide an opportunity to connect student's studies with their own intellectual and personal concerns. They learn the skills they will need to design their own education, both at Evergreen and afterwards.

The college has purposely devoted much time and attention to Core. Over the years many additional resources have been put here, and the faculty who rotate into these programs are constantly trying new ways to help our newest students become active and involved learners. This report will show that for most students these programs are meaningful and effective. Indeed, many have commented that Core is where the best examples of truly coordinated interdisciplinary teaching can be found on the campus. And while the college still struggles with many issues about how to make this approach work better we acknowledge and celebrate the fine and successful work of both faculty and students that has occurred and still continue today in Core programs.

II. History

Commitment to Our Goals

Core programs are the college's way of meeting the general education goals for first-year students as specified by the Policy on General Education from the *Accreditation Handbook.* The policy directs Evergreen "…[to] introduce students to the content and methodology of the major areas of knowledge - the humanities, the fine arts, the natural sciences, and the social sciences - and help them develop the mental skills that will make them more effective learners. "

This broad directive was translated into college policy by the Long Range Curriculum Disappearing Task Force (DTF) of 1976 which stated "that a set of offerings should be available each quarter, designed particularly to introduce freshman and sophomore students to Evergreen's approach to learning. In addition to involving their participants in close study of important questions of human action and thought, all Basic [Core] programs should provide opportunity and support to develop facility in writing, reading, seminaring, library use, and accepting responsibility for one's own academic decisions." These goals have not changed and indeed have been augmented to include quantitative reasoning and technological skills.

Through the years the college has been actively and conscientiously fulfilling our responsibility to prepare our newest students. Our 1989 Self-Study concluded that "If the fundamental goals of higher education included cultivating students' capabilities to think, to imagine, to work well with peers on meaningful projects, to read, to reason mathematically and verbally, and to write, in short,

to inquire purposefully and skillfully into the natural and human worlds, past and present, then Core programs at Evergreen may be said to contribute significantly to these goals."

In 1996 the Long Range Curriculum DTF once again reaffirmed these goals and purposes, particularly enumerating the five curricular "foci" to which the college is committed:

- Interdisciplinary study;
- personal engagement in learning;
- linking theoretical perspectives and practice;
- collaborative/cooperative work;
- teaching across significant differences.

We have committed ourselves to provide academic work in all four divisions: social science, humanities, expressive arts and natural sciences through interdisciplinary themes. These goals have been formulated and affirmed by the faculty and the administrative staff and have been approved by the trustees as recently as 1996.

Curriculum Offerings in Core since 1992

An overview of the Core curriculum from Fall 1992 to Fall 1996, shows that seven or eight full-year (three-quarter) or two-quarter Core programs have been offered each academic year. Course descriptions of all of the programs can be found among the exhibits that accompany this report. On average, about 500 students enroll in Core programs each year. The percent of freshmen enrolled, out of the total student enrollment in Core programs has remained fairly constant over time.

Table II-1

Core Programs	Total Enrollment	Percent Freshmen
1996-97	466	90.8%
1995-96	460	92.6%
1994-95	541	87.1%
1993-94	513	92.6%
1992-93	524	87.4%

Contrary to a common perception that the percentage of freshmen in Core has greatly increased over the past several years, freshmen actually have constituted about 90% of students enrolled in Core for some time. As can be seen however from Table II-2, the percentage of freshmen in any particular Core program does vary from program to program.

Table II-2

Percent Freshmen Enrollment in Core Programs (Fall, 10th day)

1996-97	Freshmen	Sophomore	Junior	Senior	Total	% Freshmen
Asian Performing Arts and Culture	42	12	4	4	62	67.7%
Awakening Mind-Spirit	67	3	1	0	71	94.4%
Ecological Systems of Puget Sound	59	2	0	0	62	95.2%
Environmental Change and Health	60	4	1	0	65	92.3%
Great Works and What They're Made of	63	3	0	0	66	95.5%
Masculine and Feminine	71	2	2	0	75	94.7%
Search for Meaning	61	3	1	0	65	93.8%
Total	**423**	**29**	**9**	**4**	**466**	**90.8%**

1995-96	Freshmen	Sophomore	Junior	Senior	Total	% Freshmen
Classical and Modern	70	5	1	0	76	92.1%
Good Life	85	4	0	0	89	95.5%
Making of Modern America	52	8	3	2	65	80.0%
Nature/Image	43	1	0	1	45	95.6%
Search for Meaning	50	1	0	0	51	98.0%
Self and Society	43	0	0	1	44	97.7%
Water	83	6	1	0	90	92.2%
Decoding Media(Spring - 47)	28	10	7	2	47	59.6%
Nature and Technology(Spring - 45)	26	13	6	0	45	57.8%
Total	**426**	**25**	**5**	**4**	**460**	**92.6%**

1994-95	Freshmen	Sophomore	Junior	Senior	Total	% Freshmen
Hard Choices	36	3	3	0	42	85.7%
Humans and Nature in the Pacific NW	93	5	2	1	101	92.1%
Law, Liberty, and Civilization	38	3	1	0	42	90.5%
Placing Yourself	53	5	3	0	61	86.9%
Politics of Identity	86	4	0	0	90	95.6%
Problems without Solutions?	74	6	3	0	83	89.2%
Stories and How they are Told	40	6	4	5	55	72.7%
Water	51	8	7	1	67	76.1%
Total	**471**	**40**	**23**	**7**	**541**	**87.1%**

1993-94	Freshmen	Sophomore	Junior	Senior	Total	% Freshmen
American West as Image and Reality	51	9	2	0	62	82.3%
Classical and Modern	62	3	0	0	65	95.4%
Conquest and Revolution	43	3	1	3	50	86.0%
Context of Discovery	86	0	1	0	87	98.9%
Environment, Land and People	86	2	1	0	89	96.6%
Great Stories	80	8	2	2	92	87.0%
Mirrors of Language	67	0	0	1	68	98.5%
Total	**475**	**25**	**7**	**6**	**513**	**92.6%**

1992-93	Freshmen	Sophomore	Junior	Senior	Total	% Freshmen
Enchantment and Modernity	39	8	0	0	47	83.0%
Human Culture & Natural Environment	78	6	2	2	88	88.6%
Love and Work	48	8	4	0	60	80.0%
Popular Art and Culture	74	8	6	0	88	84.1%
Rocks, Water, and Chemistry	43	4	0	0	47	91.5%
The Search of Justice	68	8	1	2	79	86.1%
The Third Millenium(58)	55	2	1	0	58	94.8%
Ways of Knowing(57)	53	4	0	0	57	93.0%
Total	**458**	**48**	**14**	**4**	**524**	**87.4%**

Over the past three years two studies have looked at the content of Core programs. There has been always been variation here year to year. For instance, there have been 73 Core programs offered in the period from 1989 to 1997 and all have consistently offered some degree of emphasis in writing. Independent and group projects were done in 61 of them (83.6%). The Humanities were addressed well on 68 programs (93.2%) and the Social Sciences in 60 programs (82.2%). The Expressive Arts tended to be concentrated in only 35 programs (47.9%). Very disturbing however was the fact that Math and quantitative reasoning skills tended to get less coverage, only occurring in 34 (46.6%) of the 73 programs. The programs with a predominant science or environmental studies emphasis did incorporate some math skills but still less than would have been expected. However, all but one or two programs each year have included subject matter from a broad array of disciplines.

The following tables illustrate the general content in Core and also the fact that the programs vary in terms of faculty planning group affiliation. It should be noted that even when the three faculty teaching a particular program are affiliated with the same planning group, they may contribute expertise from very different disciplines. For example, Expressive Arts faculty may consist of a

graphic artist, a specialist in drama, and a musician; Culture, Text, and Language faculty may consist of specialists in philosophy, history, and literature.

Nancy Taylor, a member of the faculty in the Culture Text Language Planning Group, reviewed the program description for each Core program to determine the course equivalencies that were awarded. A program description is written by one of the Core Program faculty upon the program's completion. It is a record of what was actually accomplished in the program, rather than a plan or description written ahead of time. Program equivalencies in terms of the numbers of credits awarded in each area (Writing, Expressive Arts, Humanities, Social Science, Environmental Studies, Math, and Science and Technology) were recorded for each program.

The majority of Core programs are 16 credits each and meet throughout the academic year; a smaller proportion of Core programs are 12 credits, and/or meet only one or two quarters. In the following charts, the numbers indicate the following code:

1 Some emphasis in this academic area.
Less than 25% of program content.
Less than 4 credits in a 16 credit program;
Less than 3 credits in a 12-credit program.

2 Moderate amount of emphasis in this academic area.
Between 25% and 33% of the program content.
4-5 credits in a 16 credit program;
3-4 credits in a 12 credit program.

3 High degree of emphasis in this academic area
More than 33% of the program content
6 or more credits in a 16 credit program;
More than 4 credits in a 12-credit program.

Core Programs
Academic Content Areas
1996-97

Core Program	Faculty	Planning Group	Writing	Expressive Arts	Humanities	Social Science	Environ. Studies	Math	Science and Technology
Asian Performing Arts and Culture	Jang Roy Williams, Sean	EXP. ARTS EXP. ARTS EXP. ARTS	**1**	**3**	**2**	**1**			
Awakening Mind-Spirit	Imamura Williams, L. (V) Middendorf	CTL EXP. ARTS SCIENTIFIC	**1**	**1**	**2**	**2**		**1**	**1**
Ecological Systems of Puget Sound	Price Cole Burgess (V) Kahan	ENVIRON. ENVIRON. ENVIRON. SCIENTIFIC	**1**			**1**	**3**	**1**	**2**
Environmental Change and Health	Nelson, L. Lucas-Jennings Van Buren (V) Cushing, J. B	ENVIRON. ENVIRON. SCIENTIFIC SCIENTIFIC	**1**		**1**	**1**	**2**	**1**	**2**
Great Works and What They're Made of	Teske Curtz Lyttle (Lib)	CTL CTL ENVIRON.	**1**	**1**	**3**	**1**			**1**
Masculine and Feminine	Wakefield Moruzzi Goldberger Margolin Coontz	CTL CTL EXP. ARTS SOCIAL SCI SOCIAL SCI	**1**	**1**	**2**	**3**		**1**	
Search for Meaning	Harrison Bowerman Mc Neil	EXP. ARTS SOCIAL SCI SOCIAL SCI	**1**	**1**	**2**	**3**			

1	some emphasis (less than 25% of program content)
2	moderate emphasis (25 to 33% of program content)
3	strong emphasis (more than 33% of program content)

(V) = Visiting faculty; (L) =Library faculty
CTL = CULTURE TEXT LANGUAGE; EXP. ARTS = EXPRESSIVE ARTS; ENNVIRON. = ENVIRONMENTAL STUDIES; SOCIAL SCI = SOCIAL SCIENCE; SCIENTIFIC = SCIENTIFIC INQUIRY

Core Programs
Academic Content Areas
1995-96

Core Program	Faculty	Planning Group	Writing	Expressive Arts	Humanities	Social Science	Environ. Studies	Math	Science and Technology
Classical and Modern	Arney Estes Grissom Reed	CTL CTL CTL CTL	**2**		**3**	**2**			
The Good Life	Kozick Price Williams, L. (V) Guttman	CTL ENVIRON. EXP. ARTS SCIENTIFIC	**1**	**1**	**1**	**1**	**3**		
Making of Modern America	Hitchens Daley Lassen	CTL CTL SOCIAL SCI	**1**		**3**	**2**		**1**	
Nature/Image	Frasca Aurand	EXP. ARTS EXP. ARTS	**2**	**3**	**1**	**1**			
Self and Society	Kinerk, D. (V) Kinerk, J. (V)	SOCIAL SCI SOCIAL SCI	**2**		**2**	**2**			
The Search for Meaning	Harrison Bowerman Vavrus	EXP. ARTS SOCIAL SCI SOCIAL SCI	**1**	**2**	**2**	**2**			
Water	Chin-Leo Lucas-Jennings Tabbut, K. Tabbut, F.	ENVIRON ENVIRON ENVIRON SCIENTIFIC	**1**				**3**	**1**	**3**
Nature and Technology (Spring)	Rutledge Balderama	CTL CTL	**2**	**2**	**2**				**2**
Decoding Media (Spring)	Fischel Bohmer	CTL SOCIAL SCI	**2**	**2**		**2**			

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Core Programs
Academic Content Areas
1994-95

Core Program	Faculty	Planning Group	Writing	Expressive Arts	Humanities	Social Science	Environ. Studies	Math	Science and Technology
Hard Choices	Hill, V. Bystrom (V) Cellarius Paulsen	CTL CTL ENVIRON. SCIENTIFIC	**1**		**1**	**1**	**1**	**1**	**1**
Humans and Nature in the Pacific NW	Estes Price Beug Burgess (V) Walton	CTL ENVIRON. ENVIRON. ENVIRON. SOCIAL SCI	**1**		**1**	**3**	**3**		**1**
Law, Liberty, and Civilization	Salcedo Alexander	CTL CTL	**2**		**3**	**2**			
Placing Yourself	Thompson Arney Pougiales	CTL CTL CTL	**2**		**2**	**3**			
Politics of Identity	Wong, Y. Nelson, A. Womeldorff Buchman	CTL CTL ENVIRON. EXP. ARTS	**1**	**2**	**2**	**2**			
Problems without Solutions?	Williams, Sar Nisbet, C. Rideout (Lib) Freeman Kuehn	CTL CTL CTL SOCIAL SCI SOCIAL SCI	**2**	**1**	**1**	**3**			**1**
Stories and How they are Told	Reed Bystrom (V) Jang Goolsby (V)	CTL CTL EXP. ARTS SOCIAL SCI	**2**		**2**	**2**		**1**	**1**
Water	Tabbut, K. Tabbut, F. Van Buren	ENVIRON SCIENTIFIC SCIENTIFIC	**1**				**3**	**1**	**3**

1	some emphasis (less than 25% of program content)
2	moderate emphasis (25 to 33% of program content)
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Core Programs
Academic Content Areas
1993-94

Core Program	Faculty	Planning Group	Writing	Expressive Arts	Humanities	Social Science	Environ. Studies	Math	Science and Technology
The American West as Image and Reality	Pougiales Price Smith Coontz	CTL ENVIRON. ENVIRON SOCIAL SCI	**1**	**1**	**2**	**2**	**1**		
Classical and Modern	Marr Thompson Moruzzi	CTL CTL CTL	**2**	**1**	**3**				
Conquest and Revolution	Nakasone Hill Salcedo Larson	CTL CTL CTL SOCIAL SCI	**1**		**3**	**2**	**1**		
The Context of Discovery	Cellarius Hunt Hubbard Marvin	ENVIRON. EXP. ARTS SOCIAL SCI SCIENTIFIC	**1**	**1**	**1**	**2**	**1**		**1**
Environment, Land and People	Soule Lyttle (Lib.) Longino Barlow / Kelly Peterson, Y.	ENVIRON. ENVIRON. ENVIRON. SCIENTIFIC SOCIAL SCI	**1**		**1**	**1**	**1**	**1**	**2**
Great Stories	Finkel Grissom Teske Tsutsumi Leisenring	CTL CTL CTL CTL CTL	**2**		**3**	**1**		**1**	**1**
Mirrors of Language	Fiksdal Crable Margolin Papworth	CTL EXP. ARTS SOCIAL SCI SOCIAL SCI	**2**	**1**	**3**	**2**			

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Core Programs
Academic Content Areas
1992-93

Core Program	Faculty	Planning Group	Writing	Expressive Arts	Humanities	Social Science	Environ. Studies	Math	Science and Technology
Enchantment and Modernity	Wong, Y. Nasser	CTL SOCIAL SCI	**1**		**3**	**2**			
Human Culture and the Natural Environment: Latin America	Womeldorff Salcedo Thuesen Nelson Butler, Kahan	ENVIRON. ENVIRON. ENVIRON. ENVIRON. SCIENTIFIC	**1**	**1**	**2**	**2**	**1**	**1**	
Love and Work	Taylor Kozick Schrager Kawasaki	CTL CTL CTL ENVIRON.	**2**	**2**	**2**	**1**			
Popular Art and Culture	Martin Pailthorp Williams, Sean Sparks	CTL CTL EXP. ARTS EXP. ARTS	**2**		**2**	**2**		**1**	
Rocks, Water, and Chemistry	Tabbut, K. Tabbutt, F. Stroh	ENVIRON. SCIENTIFIC SCIENTIFIC	**1**			**1**	**2**	**2**	**3**
The Search of Justice	Estes Cline (Lib) Mosqueda Shariff Gomez	CTL CTL SOCIAL SCI SOCIAL SCI SOCIAL SCI	**2**	**1**	**1**	**2**			
The Third Millenium	Balderrama Carlson Gilbert	CTL CTL CTL	**1**	**1**	**2**	**3**			
Ways of Knowing	Reed Sinclair Levensky	CTL CTL CTL	**1**		**3**	**1**		**2**	

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2	moderate emphasis (25 to 33% of program content)
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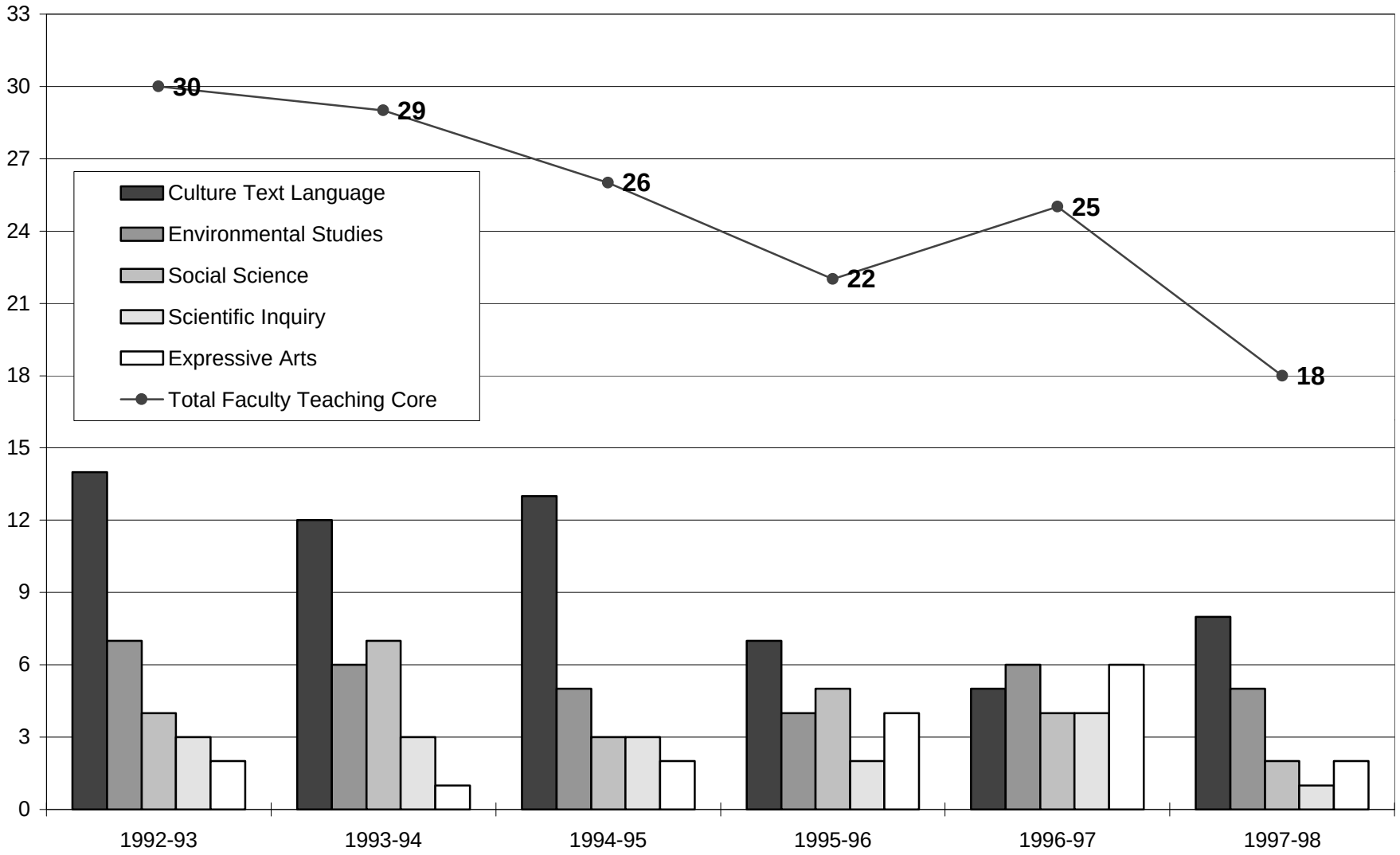
Continuing Faculty Teaching Core Programs
by Planning Group (1992-93 to 1997-98)



In a 1994 study of the Core Curriculum faculty members Rita Pougiales and Brian Price made a somewhat disturbing observation about recent Core programs. The content was increasingly being drawn from the social sciences and humanities. The Long Range Curriculum DTF affirmed this finding in 1995, noting the narrowing of Core program themes not only to the social sciences and humanities, but to more limited interdisciplinary issues**.**

Unlike the previous years, programs from 1992 onward were not repeated very often, with the exception of a popular program called *Water*, which has been taught three times, and some form of the programs called *Great Stories*. The goal is always to offer programs that collectively spanned all four divisions: humanities, expressive arts, social sciences, and natural sciences, and to make sure writing was taught in each one. While all programs were not expected to teach quantitative skills, efforts were made to make sure that there was a math presence in the Core curriculum.

III. Our Core Students

Table III-1 below and on the next pages lists the characteristics of first-time freshmen, that is, students who enter the college without previous college-level experience. Some observable trends include the following:

- The number of freshmen has increased from Fall 1990 to Fall 1997, peaking in 1996.
- However, in terms of proportion of freshmen to the entire undergraduate student body, freshmen enrollment has remained fairly constant.
- Freshmen have generally comprised 13 to 17% of the undergraduate student body; in Fall 1997, Freshmen represented 14% of all undergraduates at the college.
- High School grade point averages and SAT scores of entering freshmen have a fairly wide range, with an average GPA equivalent to “B” or higher
- Average SAT scores for entering freshmen are well above the national norm.
- The ethnic diversity of incoming freshmen has remained fairly constant over the years, as has a greater proportion of female students, about 60%, compared to male students, about 40%. (The higher percentage of female students is consistent with national trends since the end of the military draft.)

- Freshmen are more likely to come from within Washington state than from other states, although the college does draw students from around the country and the world; on average, 54% of the freshmen from 1992 to 1997 were state residents.

Table III-1
First-Time Freshmen Characteristics

A. Admissions Statistics

*Re-centered SAT scores

Year Entered	Freshmen Total	Average HS GPA	n	Average SAT Verbal	n	Average SAT Math	n
1990	391	3.17	359	524	341	521	341
1991	446	3.14	397	518	391	518	391
1992	401	3.12	364	510	356	504	356
1993	437	3.25	399	521	373	525	373
1994	478	3.21	425	511	402	516	402
1995	538	3.16	502	517	409	528	409
1996	542	3.14	483	594 *	447	546 *	447
1997	505	3.07	462	587 *	422	539 *	422

*Recentered SAT scores

B. Racial or Ethnic Group

Year Entered	Asian American		African American		Native American		Hispanic/ Latino		White/ Caucasian		Not Ind./ Other	
1990	28	7.2%	8	2.0%	7	1.8%	9	2.3%	330	84.4%	9	2.3%
1991	26	5.8%	6	1.3%	8	1.8%	20	4.5%	349	78.3%	37	8.3%
1992	22	5.5%	4	1.0%	13	3.2%	11	2.7%	314	78.3%	37	9.2%
1993	27	6.2%	9	2.1%	11	2.5%	18	4.1%	335	76.7%	37	8.5%
1994	26	5.4%	10	2.1%	13	2.7%	19	4.0%	354	74.1%	56	11.7%
1995	31	5.8%	8	1.5%	14	2.6%	15	2.8%	398	74.0%	72	13.4%
1996	16	3.0%	6	1.1%	22	4.1%	17	3.1%	413	76.2%	67	12.4%
1997	28	5.5%	13	2.6%	12	2.4%	17	3.4%	347	68.7%	88	17.4%

C. Residency

Year Entered	Freshmen Total	Out of State Residents		Washington State Residents	
1990	391	182	46.5%	209	53.5%
1991	446	216	48.4%	230	51.6%
1992	401	199	49.6%	202	50.4%
1993	437	163	37.3%	274	62.7%
1994	478	222	46.4%	256	53.6%
1995	538	256	47.6%	282	52.4%
1996	542	238	43.9%	304	56.1%
1997	505	247	48.9%	258	51.1%

D. Freshmen Enrollment as a Percentage of Total Undergraduate, Degree-Seeking Enrollment

Year Entered	First-Time Freshmen	Degree-Seeking Undergraduate Enrollment*	Percent First-Time Freshmen
1990	391	3059	12.8%
1991	446	3008	14.8%
1992	401	3073	13.0%
1993	437	3065	14.3%
1994	478	3212	14.9%
1995	538	3410	15.8%
1996	542	3253	16.7%
1997	505	3590	14.1%

Excluding students with "special" admission status, that is, not formally admitted to the college

Evergreen also attracts a distinctive freshmen class in terms of values and aspirations in comparison with national norms. The College has participated in the Cooperative Institutional Research Program (CIRP) for many years. Norms available through the CIRP allow numerous comparisons between Evergreen freshmen and freshman nationally. A few of these differences are highlighted below using data from the Fall 1996 Freshman Survey. Evergreen freshmen tend to be more liberal in their views, hold the value of a liberal arts education above the value of landing a well-paying job and have parents with higher levels of education. These differences are a function of self-selection, not admissions standards. As a nontraditional college, we attract many students with nontraditional views of themselves and of work in college.

Table III-2

Reasons Noted as Very Important in Deciding to Go to College	n	**TESC**	**Pub 4-Yr**	Diff.	Z-Score
become a more cultured person	255	65.1%	37.8%	27.3%	8.99
gain a general education	256	85.9%	62.0%	23.9%	7.88
learn more about things	256	95.3%	74.3%	21.0%	7.69
wanted to get away from home	256	26.6%	20.5%	6.1%	2.42
improve reading and study skills	255	47.8%	43.4%	4.4%	1.42
nothing better to do	253	5.5%	3.3%	2.2%	1.96
could not find a job	254	3.1%	7.2%	-4.1%	-2.53
role model/mentor encouraged me	253	8.2%	15.4%	-7.2%	-3.17
parents wanted me to go	255	15.7%	38.9%	-23.2%	-7.60
prove to others I could succeed	253	14.2%	41.3%	-27.1%	-8.75
get a better job	256	47.3%	78.1%	-30.8%	-11.92
make more money	254	30.7%	74.8%	-44.1%	-16.19

Table III-3

Objectives Considered to Be Essential or Very Important	n	TESC	Pub 4-Yr	Diff.	Z-Score
create artistic work	255	50.2%	12.7%	37.5%	17.98
develop a philosophy of life	255	77.3%	42.4%	34.9%	11.28
be involved in environmental cleanup	257	51.4%	21.7%	29.7%	11.55
write original works	256	40.6%	13.6%	27.0%	12.60
achieve in a performing art	255	26.3%	11.9%	14.4%	7.10
influence political structure	256	31.3%	18.4%	12.9%	5.33
keep up to date with politics	255	42.4%	29.5%	12.9%	4.52
promote racial understanding	255	48.2%	35.9%	12.3%	4.09
participate in community action	256	35.9%	24.6%	11.3%	4.20
influence social values	257	47.9%	39.9%	8.0%	2.62
theoretical contribution to science	257	15.6%	17.1%	-1.5%	-0.64
help others in difficulty	256	58.6%	63.2%	-4.6%	-1.53
be a community leader	254	21.7%	34.2%	-12.5%	-4.20
be successful in own business	256	23.4%	39.7%	-16.3%	-5.33
obtain recognition from colleagues	257	36.6%	55.2%	-18.6%	-6.00
become authority in my own field	253	44.7%	65.8%	-21.1%	-7.07
raise a family	255	44.7%	72.4%	-27.7%	-9.90
have admin. responsibility	256	7.0%	40.8%	-33.8%	-11.00
be very well off financially	257	24.9%	75.7%	-50.8%	-18.99

Source: Fall 1996 Freshman Survey (CIRP)

Our Retention of Freshmen

Core received a great deal of attention over the last five years because of an unexpected drop in retention rates of first-year students. Steve Hunter provided an account of that retention history for the Long Range Curriculum DTF in 1994-95. Table III-4 shows that retention of freshmen college-wide is consistently higher for Washington state residents than for out-of-state residents for a variety of reasons including higher tuition that out-of-state residents pay, lack of familiarity with the Northwest environment and culture, and possible homesickness. Tables III-5 to III-8 show how the college has fared in retaining freshman in all programs through the years. Core retained 64.4% of its freshmen in 94-95, 67.1% in 95-96, and 60.1% in 96-97.

Table III-4

	Fall 1992 to Fall 1993	Fall 1993 to Fall 1994	Fall 1994 to Fall 1995	Fall 1995 to Fall 1996	Fall 1996 to Fall 1997
Resident	70.0%	69.4%	69.6%	71.3%	64.2%
Non-Resident	56.9%	63.3%	59.3%	65.9%	55.8%
Total	63.4%	67.9%	64.9%	68.7%	60.1%

Table III-5

Freshmen Retention by Residency
Fall 1992-93 to Fall 1996-97

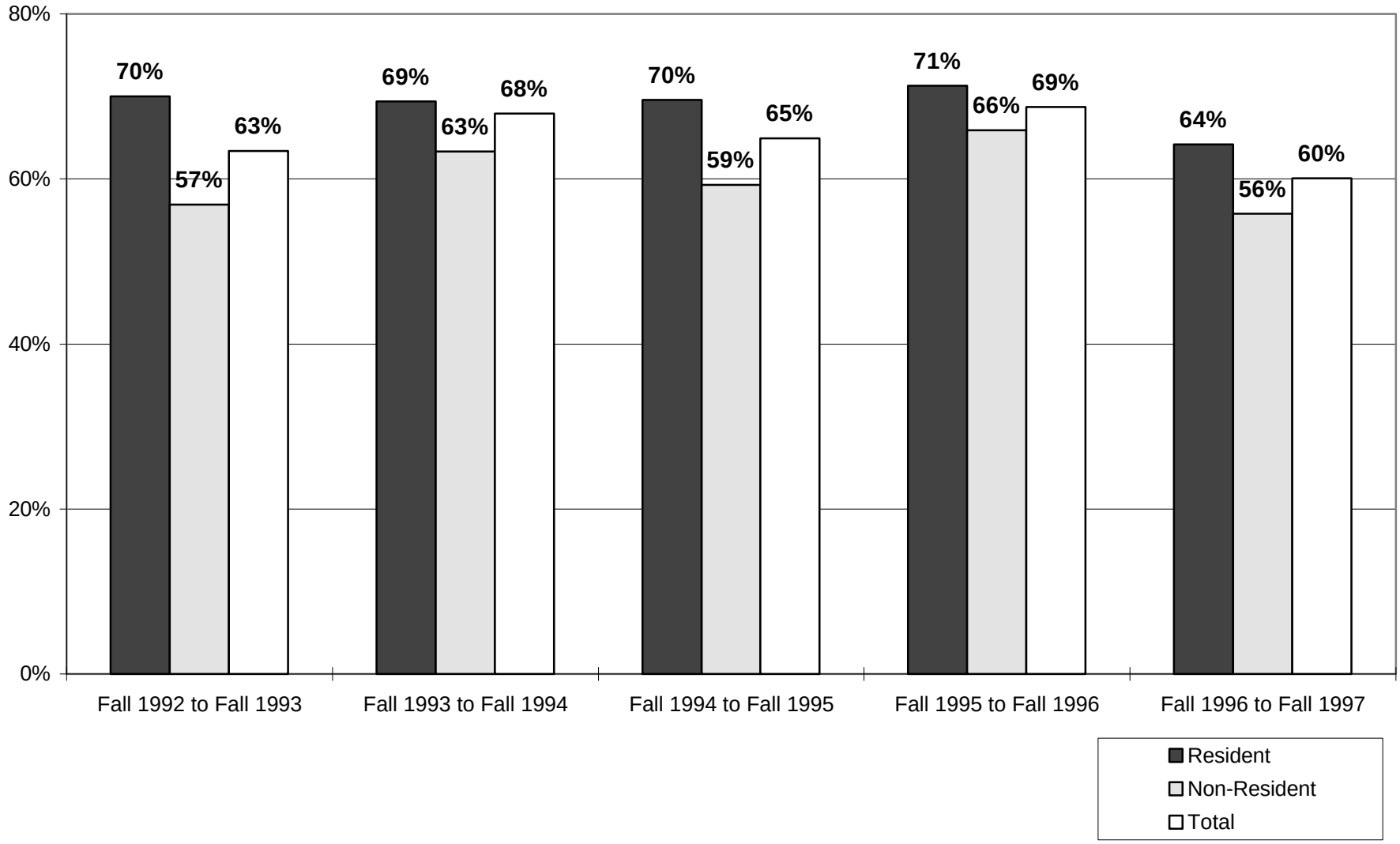


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Table III-6

Fall to Fall Retention rates 1982-83 to 1996-97:

First-time Freshmen

INSERT

Table III-7 1997-98 Freshmen Retention

(Spreadsheet) accred#1 - a:retain/core9697/sheet 1

Table III-8

same diskette 96-97

Table III-9

same diskette 95-96

Table III-10

Same diskette 94-95

Student retention is related to both academic and non-academic factors. A 1994 Attrition Survey (Table III-9) describes the factors in a student's decision to drop out. These tended first to be related to a dissatisfaction with the academic environment, second to financial difficulties, third to personal problems, fourth to preference for a more traditional education, and last to dissatisfaction with the social environment. During the many studies of Core programs over the years students who have dropped out have expressed many reasons for being dissatisfied with a particular program. While no clear pattern emerges two reasons consistently given were actually quite opposite. Some were under-challenged and bored, and some simply could not keep up with the amount of work demanded. These opposite responses often coming from the same program indicate that some or the faculty may be finding it challenging and difficult to adjust their teaching to a group with a wide range of skills and capacities. Further, the expectations concerning a student's responsibility for discovering and maintaining their own pace of learning that are held by the faculty in a particular program may be quite different than those held by some students.

Table III-11

FACTORS in DROP-OUT Decision
(See Winter 1994 Attrition Study).

Cut n Paste

IV. Faculty Staffing Patterns in Core

Almost all (close to 90%) of the faculty at the Evergreen State College have taught in at least one Core program from 1992-93 to 1997-98 (see Attachment IV-1 at the end of this report). In most cases this is a commitment of a full-year of full-time teaching. From 1992 to 1997 the faculty rotated their teaching assignments so that teaching in Core was fairly evenly distributed over the years and among the faculty. There has been however much discussion among the faculty about better balancing the year to year needs of Core with faculty work loads and desires. Consequently, the 1995 Long Range Curriculum DTF study recommended a change in the policy for teaching in Core. The new policy states that each of the college's planning units assure that at least 20% of their members are assigned to teach in Core each year. Further the Deans and Provost are to "ensure that a wide array of inter-divisional programs are offered to first-year students." The rationale for this change is two-fold: to guarantee a curricular balance in Core every year and to make sure Core is staffed by people who want to do this important work and excel at it.

The faculty has mixed experiences and feelings about teaching in Core programs. Some do not enjoy teaching entry level material even in their own fields of interest. Others feel that given the many additional skills and proficiencies that are often a part of a Core program such as writing, reading, seminar, and library workshops little time is left to get deeply into the themes and subject matter of the program. Teaching in Core is simply too much work for the academic results. Still others feel that these programs often hold student's hands too tightly and they, the faculty, don't enjoy acting 'in loco parentis'. Yet many of the faculty love teaching in Core and do so often. They find that here they can be the most creative in putting together true interdisciplinary programs that can excite and engage a new learner. In Core they can explore new connections to their field and attract new practitioners to the subject that they love.

There is also been discussions about the best time for new faculty to cycle into a Core program. Many believe that new faculty should start out in the smaller teams of upper division programs which are also more centered on the discipline of their own interest. This offers an adjustment period, is less demanding, and makes the transition to Evergreen easier.

Others however believe that new faculty are best prepared for their work here by teaching in Core as early as possible. With its often larger teaching teams Core represents the most interdisciplinary type of teaching that the college does, and thereby the fullest Evergreen teaching experience. Larger team sizes offer the opportunity to meet and work with more colleagues, and because of the many support units that work with these programs new faculty learn more about the college more quickly. Also, a new faculty member has the opportunity to work with the college's most impressionable students. There is no consensus on this issue, however with many new hires expected due to retirement and growth the discussions will undoubtedly continue.

The optimum size of a teaching team has also been discussed with no consensus emerging. Some like the flexibility and manageability of a two-team program. Others believe that a three or even four-team programs is the only way to achieve the greatest interdisciplinary mix across several Planning Units that is the hallmark of good Core programs. The Planning Unit Coordinators are currently working together to assure that faculty from all areas have the opportunity to collaborate on Core program planning.

1997-98 Core Faculty Planning Group Affiliation

Core Programs (Freshmen/Total)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
Classics in Context (56/64)	Allen Daley Taylor, N	CTL CTL CTL	**3**				
Phoenix Rising (21/43)	Krafcik Mulka Kozick	CTL CTL CTL	**3**				
Telling Stories (59/65)	Tsutsumi Hunt	CTL EXP. ARTS	**1**	**1**			
Political Ecology (51/55)	Rainey Perkins Murphy Labine	CTL ENVIRON ENVIRON ENVIRON	**1**		**3**		
Modeling Nature (63/68)	Cole Van Buren	ENVIRON SCIENTIFIC			**1**	**1**	
Sense of Place (75/77)	Frasca Bowcutt	EXP. ARTS ENVIRON		**1**	**1**		
America 2000 (43/44)	Coontz Leahy	SOCIAL SCI SOCIAL SCI					**2**

1996-97 Core Faculty Planning Group Affiliation

Core Programs (Freshmen/Total)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
Awakening Mind-Spirit (67/71)	Imamura Williams, L (V) Middendorf	CTL EXP. ARTS SCIENTIFIC	**1**	**1**		**1**	
Great Works and What They're Made of (63/66)	Teske Curtz Lyttle	CTL CTL ENVIRON	**2**		**1**		
Asian Performing Arts and Culture (42/62)	Williams, Sean. Jang Roy	EXP. ARTS EXP. ARTS EXP. ARTS		**3**			
Ecological Systems of Puget Sound (59/62)	Price Cole Burgess (V) Kahan	ENVIRON ENVIRON ENVIRON SCIENTIFIC			**3**	**1**	
Environmental Change and Health (60/65)	Nelson, L. Lucas-Jennings (V) Van Buren Cushing, J.B	ENVIRON ENVIRON SCIENTIFIC SCIENTIFIC			**2**	**2**	
Masculine and Feminine (71/75)	Moruzzi Wakefield Goldberger Margolin Coontz	CTL CTL EXP. ARTS SOCIAL SCI SOCIAL SCI	**2**	**1**			**2**
Search for Meaning (61/65)	Harrison Bowerman Mc Neil	EXP. ARTS SOCIAL SCI SOCIAL SCI		**1**			**2**

1995-96 Core Faculty Planning Group Affiliation

Core Program (Freshmen/Total)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
Classical and Modern (70/76)	Arney Estes Grissom Reed	CTL CTL CTL CTL	**4**				
Making of Modern America (52/65)	Hitchens Daley Lassen	CTL CTL SOCIAL SCI	**2**				**1**
The Good Life (85/89)	Kozick Williams, L. (V) Price Guttman	CTL EXP. ARTS ENVIRON SCIENTIFIC	**1**	**1**	**1**	**1**	
Nature/Image (43/45)	Frasca Aurand	EXP. ARTS EXP. ARTS		**2**			
Water (83/90)	Chin-Leo Lucas-Jennings (V) Tabbut, K. Tabbut, F.	ENVIRON ENVIRON ENVIRON SCIENTIFIC			**3**	**1**	
The Search for Meaning (50/51)	Harrison Bowerman Vavrus (Dir)	EXP. ARTS SOCIAL SCI SOCIAL SCI		**1**			**2**
Self and Society (43/44)	Kinerk, D. (V) Kinerk, J. (V)	SOCIAL SCI SOCIAL SCI					**2**
Nature and Technology (Spring)	Rutledge Balderama	CTL CTL	**2**				
Decoding Media (Spring)	Fischel Bohmer	CTL SOCIAL SCI	**1**				**1**

1994-95 Core Faculty Planning Group Affiliation

Core Program (number of students)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
Law, Liberty, and Civilization (42)	Salcedo Alexander	CTL CTL	**2**				
Placing Yourself (61)	Thompson Arney Pougiales	CTL CTL CTL	**3**				
Problems without Solutions? (83)	Nisbet, C Williams, Sara Rideout (Lib)	CTL CTL CTL	**3**				
	Freeman Kuehn	SOCIAL SCI SOCIAL SCI					**2**
Politics of Identity (90)	Wong, Y. Nelson, A.	CTL CTL	**2**				
	Buchman	EXP. ARTS		**1**			
	Womeldorff	ENVIRON			**1**		
Stories and How they are Told (55)	Reed Bystrom (V)	CTL CTL	**2**				
	Jang	EXP. ARTS		**1**			
	Goolsby (V)	SOCIAL SCI					**1**
Hard Choices (42)	Hill, V. Bystrom (V)	CTL CTL	**2**				
	Cellarius	ENVIRON			**1**		
	Paulsen	SCIENTIFIC				**1**	
Humans and Nature in Pacific North West (101)	Estes	CTL	**1**				
	Burgess (V)	ENVIRON			**3**		
	Price Beug	ENVIRON ENVIRON					
	Walton	SOCIAL SCI					**1**
Water (67)	Tabbut, K.	ENVIRON			**1**		
	Tabbut, F. Van Buren	SCIENTIFIC SCIENTIFIC				**2**	

1993-94 Core Faculty Planning Group Affiliation

Core Program (number of students)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
Great Stories (92)	Finkel	CTL	**4**				
	Grissom	CTL					
	Teske	CTL					
	Tsutsumi	CTL					
	Leisenring	SCIENTIFIC				**1**	
Classical and Modern (65)	Marr	CTL	**3**				
	Thompson	CTL					
	Moruzzi	CTL					
Conquest and Revolution (50)	Hill	CTL	**3**				
	Nakasone	CTL					
	Salcedo	CTL					
	Larson	SOCIAL SCI					**1**
The American West as Image and Reality (62)	Pougiales	CTL	**1**				
	Price	ENVIRON			**2**		
	Smith	ENVIRON					
	Coontz	SOCIAL SCI					**1**
Mirrors of Language (68)	Fiksdal	CTL	**1**				
	Crable	EXP. ARTS		**1**			
	Margolin	SOCIAL SCI					**2**
	Papworth (S)	SOCIAL SCI					
The Context of Discovery (87)	Cellarius	ENVIRON			**1**		
	Hunt	SCIENTIFIC				**2**	
	Marvin	SCIENTIFIC					**2**
Environment, Land and People (89)	Longino	ENVIRON			**3**		
	Lyttle (Lib)	ENVIRON					
	Soule	ENVIRON					
	Barlow/Kelly	SCIENTIFIC				**1**	
	Peterson, Y.	SOCIAL SCI					**1**

1992-93 Core Faculty Planning Group Affiliation

Core Program (number of students)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
The Third Millenium (58)	Balderrama Carlson Gilbert	CTL CTL CTL	**3**				
Ways of Knowing (57)	Reed Sinclair Levensky	CTL CTL CTL	**3**				
Love and Work (60)	Taylor, N Kozick Schrager	CTL CTL CTL	**3**				
	Kawasaki	ENVIRON			**1**		
Popular Art and Culture (88)	Pailthorp Martin	CTL CTL	**2**				
	Williams, Sean. Sparks	EXP. ARTS EXP. ARTS		**2**			
The Search of Justice (79)	Estes Cline (Lib)	CTL CTL	**2**				
	Mosqueda Shariff (Lib) Gomez	SOCIAL SCI SOCIAL SCI SOCIAL SCI					**3**
Enchantment and Modernity (47)	Wong, Y. Nasser	CTL SOCIAL SCI	**1**				**1**
Human Culture and the Natural Environment: Latin America (88)	Womeldorff Salcedo Thuesen Nelson, A. Butler	ENVIRON ENVIRON ENVIRON ENVIRON ENVIRON			**5**		
	Kahan	SCIENTIFIC				**1**	
Rocks, Water, Chem. (47)	Tabbut, K.	ENVIRON			**1**		
	Tabbutt, F. Stroh	SCIENTIFIC SCIENTIFIC				**2**	

V. Support for Core Programs and Core Teaching

The college has shown its strong commitment to Core programs and their students in all kinds of ways. Core has always held a special place in the college and has been especially supported by the provost, the deans, academic areas and student services. A raft of special support activities increased in 1993 and continues today in hopes of improving the overall academic performance and retention of first-year students in the college. While these services each address specific needs, as a group they acknowledge that:

- For most, college is a new environment that can be very unsettling, and that this discomfort can effect a student's academic performance.
- New students are exposed to a very different way of learning at Evergreen with different expectations by the faculty than perhaps they are used to.
- Our admissions policy may bring students with a wide range of skills and capabilities into a single program, and we take seriously the obligation to teach all.

Faculty-Student Ratio - Nationwide research has shown that lower student to faculty ratios does have an effect on the quality of learning that occurs in a classroom. As long ago as 1980 the faculty supported a more favorable faculty-student ratio for Core programs. The LRCDTF reaffirmed this support. It is believed that the skills that a new learner must acquire to eventually take greater control of his or her education require that the faculty be able to spend more time with each student. The ratio in Core has fallen from 25:1 down to 23:1 in 1997. The goal of 20:1 is hoped to be achieved within the next few years.

Staffing Core First - Up until about four years ago, Core programs were staffed first, making sure that faculty were available to teach in these first-year programs. This practice gradually diminished making staffing Core more and more difficult. This has dispersed the responsibility to staff Core among the Planning Unit Coordinators and Deans. The new planning units are now obliged to commit 20% of their members to teaching in Core and are taking this obligation seriously. They are however hampered by growing demands to provide viable academic pathways through the curriculum in the face of high retirement rates.

Priority Space - Core programs have traditionally been given preference in space assignments, paying particular attention to clustered seminar rooms, and large spaces that can provide a kind of home base for first-year students. The LRCDFT reaffirmed this practice. The growth of the college, however, has made this harder to do in recent years as competition for the choice spaces increase. The college has lost the luxury of having Core program 'home rooms' sit empty while upper division programs scramble for space. This situation will hopefully be relieved somewhat when an additional building currently being planned is completed in about four or five years.

The Writing Center - Administration and faculty are in general agreement that all Core programs should have assistance to teach writing. The director of the campus writing center consults with Core program faculty during the planning of a program, at development workshops aimed at faculty teaching the following year in core programs, and during the time the program is taught. The writing director gives specialized advice on the basis of his presumed experience and expertise in areas such as assignments, workshops, and response to student writing. He also presents one-time or periodic workshops on topics of interest to program faculty. The writing director recruits, trains, and places undergraduate tutors who will be placed with the program. The core faculty then has a commitment to teach writing and to plan this aspect of their curriculum with extraordinary care and execute it with equal care.

Providing writing support to all Core programs, however, remains 'a work in progress'. There have been problems in delivering the service to all who need it. Some faculty teams feel deeply that other demands of their curriculum take precedence, so they simply do not make room for much writing in their syllabi. Other faculty teams sometimes load all the writing teaching on one member of the team, which often make the process of teaching writing seem too remedial. Often it has been the most unlikely faculty teams, in which every member is inexperienced in and unsure about the teaching of writing, dedicate themselves to the process with remarkable results--they are smart and well-educated, and their care and persistence yields extraordinary results. Sometimes faculty from far-flung disciplines approach freshmen with open minds and new ideas, and everyone benefits.

Finally, the college is in the second year of an effort to serve students who believe they have learning disabilities or simply have significant difficulties with reading and writing. While still a fledgling effort, this program called the Difference Engine, has provided informal and objective assessment of students with learning differences. It then provides specific tutoring based on this assessment.

The Math Center - Core is the place where it is expected that students acquire the math and quantitative skills early in their academic career. According to a survey of Evergreen Alumni conducted in 1988, the mean level of satisfaction with understanding and applying quantitative skills was 3.24 out of a possible 5. While this is by no means a disastrously low number, it did point out a weakness in the college's instruction.

After this report, the college created and filled the position of Mathematics Coordinator who along with trained tutors was to work to increase and improve the teaching of quantitative reasoning skills throughout the curriculum. He conducted workshops for faculty and staff, advised faculty on the teaching of quantitative skills, coordinated a lecture series on mathematical thinking, taught modules within programs and taught independent courses. When he left the college in 1993 the role the coordinator was made a desk assignment of one of the academic deans.

Although the Evergreen students score about the same as their peers at other liberal arts colleges in the area of quantitative reasoning, there is a need to do more work in the area. The college has received grants from the American Council for Learned Societies and the MacArthur Foundation to find ways to improve the teaching math across the curriculum. Under the activities of the grant the school will study "best practices" here and at other schools and conduct a two-week workshop with faculty to disseminate what it has learned.

Core Summer Workshops - Each summer since 1994 special voluntary workshops have been held for faculty teaching in Core the following year and for staff from the APEL office. These workshops are an opportunity to discuss a variety of topics including responding to student writing, the seminar, quantitative skills, developing portfolios, active learning, and student support issues. APEL staff has found them particularly useful since they provide an opportunity to work with Core faculty.

While attendance at the first workshops was fairly good, it has been dropping in recent years. In 1997 only one-third of the faculty scheduled to teach in Core that year attended. Scheduling may have been the problem, but a more disturbing cause may be that faculty who have never attended and have extremely busy schedules are failing to fully realize the need for them. Those who have attend, however, have consistently rated the workshops as important and useful.

Evans Chair: 1994 to the present - Funded by a state grant and donations from many generous people, the Daniel J. Evans Chair in Liberal Arts was established to support Core programs beginning in the fall of 1994. Each year distinguished scholars are selected to support and enhance the work of first-year programs. Giving the young learner access to renowned scholars and leaders is powerful and can have a lasting positive influence throughout a student life. Over the last four years the program has hosted scholars in the fields of Native American Studies, Environmental Sciences, and Expressive Arts/Media. Together Evans scholars have made over one hundred visits to Core programs over the years working in seminar and giving lecturer and presentations. The Evans Chair Scholars have enriched the experience of many first-year students, as well as much of the rest of the Evergreen community. In 1998 no Evans will be awarded in order to build the endowment and take the time to re-evaluate how to better utilize and support these important guests.

Model Seminars - Model seminars for Core students are a traditional part of orientation and continue to be extremely successful. The model seminar program was instituted in 1985 as a way of giving new students an introduction to our seminar process. Each year a group of faculty selects a text and new students are invited to take part in practice seminars moderated by faculty and staff volunteers. The seminars take place during orientation week. When possible, we have the author of the text present to take part in the post seminar discussions. Between 200 and 300 students have participated each year and new students and their parents, who are also invited to participate, have found them not only very helpful but also enjoyable.

Special Assistance - Thad Curtz, a senior and experienced member of the faculty, was assigned by the provost in the fall of 1994 to spend one quarter looking closely at and assisting Core programs. In addition to being a wonderful help to faculty and students that quarter, his report provided a wealth of information about Core--its strengths and weaknesses--from the point of view of the faculty and the students. The report also provided a set of recommendations that were very useful to the 1996 Long Range Curriculum DTF.

The Library - Nearly all Core students participate in one or more library workshops as part of their course work. These workshops are designed to address program content, are often related to long-term projects or assignments, and are intended to familiarize students with both print and non-print resources. As an example, for 1996-1997, the Reference Faculty presented ten workshops to seven of the eight Core programs offered. The workshops averaged four hours each and reached a total of 820 students, suggesting that liaison systems is highly effective in connecting students with sustained library research and bibliographic instruction.

The Computer Center - The Computer Center does not have a specific goal or program for Core students. It provides orientation to all students who come to the center and, as an area, tries to be proactive with faculty in an effort to serve students. Clearly a program's use of the center is related closely to having a member of the teaching team who is really interested in technology, whether that program be Core or not. Increasingly programs all across the college are asking for workshops and special assistance in using technology. Of nine Core programs in the 1996-1997 academic year that made use of the Computing Center, e-mail accounts were issued en masse to four, classroom instruction in Word, Excel and the Web was provided for five programs, and more extensive instruction was provided for three programs. One program, Great Works and What They're Made Of, made extensive use of the Computer Center throughout the entire year, but the instruction was done by Thad Curtz, a member of the program's teaching team. Of the nine programs, three had no or almost no contact with the center.

Limited technical and personal resources make fulfilling all of the requests from individual Core programs quite difficult at present. This however is clearly a goal. All seven of the

1997-98 Core programs were asked about their computing needs. These were their responses.

Program	Response to Invitation
Modeling Nature	No requests. (I believe they used the CAL.)
Sense of Place	Requested accounts. May have made additional use of Center, except that I mis-filed their request, a fact that I did not discover until I started this research.
America 2000	No requests.
Classics in Context	Tour / orientation to the Computer Center.
Phoenix Rising	No requests.
Political Ecology	Conducted orientations to the Computer Center.
Telling Stories	Utilized Macintosh Classroom for program activities. Average of bi–weekly. Made some utilization of staff instruction.

It is clear that the 1997-98 Core programs did not take the fullest computing support services. This partially relates to the faculty involved. The use of computing resources is at present very dependent on the faculty members that are teaching in Core.

Student Services Support –

Core Connectors - The Core Connector program was developed in 1994 as one of a number of ideas to improve the transition, and therefore, the retention of first-year students. The goal has been to connect one Student Advising and Support Services staff with each Core and all-level program. The student affairs professional acts as a “connector” between the students in the academic program and the advising center. The connector also assists students in navigating the Evergreen curriculum and becoming aware of services that will support them here during their academic career.

An extensive study of this program was done in the spring of 1997. This survey affirmed the need to have Student Affairs staff affiliated with Core. Students have expressed a need for such an advisor to whom they could ask sensitive questions (i.e., how do I get out of this program?), and to be told/reminded about deadlines and procedures regarding registration, financial aid, etc. In addition, the survey confirmed the value of a strong faculty-staff

relationship. The more a staff member was received as a co-professional in the eyes of the faculty, the more the students believed he or she could help them in their education.

Continued Core faculty training with Core Connectors was deemed to be a good way of beginning a strong relationship between faculty and connector. Core Connector staff confirmed that positive faculty interaction made a big difference in how well they were able to help students in their programs. Connectors have called for even more structure to the program.

Advising for Students - Although the college has recognized the need for special first-year advising given the new opportunities for students to enroll in all-level programs as well as Core, no particular plan is in operation. All students receive an advising and registration packet in May, with an invitation to come to advising sessions or ask for advice over the telephone. The material tries to help students decide whether they should choose a core program or an all-level program. The advising center does not differentiate between first-year and transfer student orientation sessions. The college announces that orientation advising sessions are required, and most students do come, with the exception of many out-of-state students. Once the students enrolled in Core programs, special advising is offered through the Core Connector program.

Other Freshman Initiatives - In addition to Core Connectors and special advising for first-year students, Student and Academic Support Services offers a variety of other services to first-year students to help them adjust to Evergreen and to college. They provide study skills workshops, workshops on how to seminar, how to write an evaluation, how to read a book, and how to talk to faculty.

During the sixth week of fall quarter every new student receives a letter reminding them of services and resources available to them at the college along with a postage paid, pre-addressed postcard to the Dean of Students asking, “How’s it Going?” Roughly one-third of the cards are returned and categorized for feedback on academic programs, as well as all other services offered by the college. Positive and negative comments are compiled and shared with faculty and staff. When a particular faculty, student, academic program or office

is indicated, a copy of the card is sent to them. The student's name and phone number is optional. If they describe a situation where we can help (i.e., study skills or financial aid) we call the student and assist in addressing their needs.

The Midnight Advisor in Housing - The college places a additional staff in on-campus freshman housing areas. These individuals have specific training on issues of first-year students. Future plans for enhancing this Freshman Initiative is a collaborative effort between Academic Advising and Housing. A qualified advisor now lives and works in housing that is primarily occupied by freshmen. They advise on-site and keep student oriented hours, which is from late afternoon until well into the evening. Nicknamed "the midnight advisor," this outreach is designed to enhance the quality of a first-year student's academic experience and learning.

First People's Advising - The mission of First People's Advising Services is to provide students of color with support services that increase retention to graduation. Connection with Core programs was an important outreach activity facilitating greater contact with first-year students beginning in 1996. Our staff, both professional and paraprofessional, visited Core programs during fall quarter providing comprehensive overviews of program resources and activities. These visits were also very effective in providing great program visibility. In addition to program information, in collaboration with K.E.Y. Student Services, our presentations were expanded to include facilitation of a portfolio development for the Asian Performing Arts and Culture program. The efforts made during the year did not yield additional responses from students of color, however, it did increase the awareness of First People's Advising Services.

K.E.Y. Student Services - As a multi-dimensional program, K.E.Y. Student Services provides both academic and non-academic services for first generation, low income, and disabled college students to be retained and ultimately graduated at Evergreen. Students learn about K.E.Y. through new student advising orientations, orientation workshops by K.E.Y. staff, e.g., Seminar Savvy and Talk to Me, and through an extensive outreach effort. Each KEY participant is assessed through a formal intake process and services are offered that are individualized for each student whether it be academic and career advising, free content

tutoring, skills necessary for survival at Evergreen (seminar preparation, narrative evaluation writing, etc.), personal/social advising, and research skills development. The K.E.Y. Staff see themselves as mentors, providing one-on-one contact with students to derive an individual action plan encompassing the student's immediate needs, goals while at Evergreen, and plans for career and/or graduate work. To ensure that students remain in good academic standing and are retained at Evergreen, participants meet with a staff member at least twice per quarter. They receive mid-quarter faculty evaluations that were elicited from the K.E.Y. program and are referred to other appropriate on or off campus services, e.g., APEL, Career Development, Counseling Center, and Department of Social and Health Services. Students in the Support Services program are more likely to remain in college than those who do not participate in the program and from similar backgrounds.

Overall Effectiveness of Support Services

Most of the support discussed above has never been formally evaluated by the individual parts of the college delivering the service. Nor has a general study been done to ascertain the correlation between this group of services and learning outcomes in Core programs. Such a study could perhaps indicate a stronger correlation for certain types of support, such as the Core connector program, and less for others, say the Evan's chair commitments. Nonetheless, anecdotal information suggests that the absence of many of these services would hinder effective teaching in Core. All in some way address the acknowledgements stated at the beginning of this chapter, and provide services that core faculty and students have come to depend upon.

VI. Evidence of Students' Learning

Faculty Descriptions of the 5 Foci in Core Programs

Along these lines, faculty provided descriptions of how the 5 foci were incorporated into Core programs. In March of 1998, faculty member and investigator Nancy Taylor asked her colleagues to comment on whether the five foci have been apparent in Core programs over the years. Overall, the faculty reported that the 5 foci are indeed being covered in their programs, in a variety of ways. The questions and some germane responses are provided below:

The five foci, just so you know what I mean, are 1) Personal Engagement; 2) Interdisciplinary Education; 3) Connecting Theory and Practice; 4) Collaborative Learning; and 5) Teaching and Learning Across Differences. My comments are not intended to be too data driven, just a notion that indeed the five foci guide our work (if they do).

1. Can you honestly say that your program can be described as one that adhered to these five foci at least to some degree?

2. Was any one of these points of focus especially emphasized in the program?

3. Were any of these points NOT apparent in the program?

As to the 5 foci for the **Water** program - 1) personal engagement - yes students attended legislature - followed a bill and researched the issue - then presented their learning's in class, also we did a mock hearing on the Clean Water Act - where they played a role - often contrary to their own beliefs In the spring they did research or community service projects 2) connecting theory and practice - all of the above would again be a part of this we had a week long field trip to Hanford that very much wove together and applied the concepts of policy, chemistry and geology 3) interdisciplinary work - The theme "Water" very much led itself to interdisciplinary work - the geology and chemistry parts were very interwoven - we followed the Nisqually geologically and chemically. The policy parts were woven in with the Hazards part of geology also the chemistry parts regarding water quality 4) collaborative learning - I am always a bit skeptical about this much-loved phrase - we all as faculty collaborated together very well - the students worked a great deal in groups - we collaborated with community groups in projects as well as agencies 5) teaching and learning across differences - we didn't have many students of color a- although we addressed issues of environmental racism - We did have a "younger" and "older" mix of students and some of the older were part of the "wise use" movement who certainly spoke their minds.

In a nutshell - for the Water program we did a very good job at meeting all 5 issues this year ...we are doing writing, math as well as our areas of study, modeling and geology, as well as covering important environmental issues and having films and speakers - also research and community service.
-- Jude Van Buren

Yes, I think Popular Art and Culture addressed each of the five foci deliberately and well. Our curriculum was intensively interdisciplinary and collaborative, at both the faculty and student levels: we reached across social sciences, arts and humanities in an integrated and challenging number of ways. Theory and practice, as well as teaching and learning across differences were given appropriate and effective attention during spring quarter, in particular. Students carried out a number of quasi-ethnographic studies on community groups that included "Truckers," "Taggers" and "Shelton loggers," in which they established rapport with their study group and from whom they invariably learned a good deal.

Oh, of course we also gave considerable attention to the music and literature of American Blacks. You might note that the composition of the faculty was diverse in a variety of ways, that at various points we had to meet the challenges with which we were therefore confronted. Perhaps the most recalcitrant was that between three, shall we say, seasoned male veterans of Coordinated Studies (Rudy, Paul S, and me) and one female newcomer (Sean W.). The dynamic was apparent to our students and instructive. We all learned something from the experience. -- Chuck Pailthorp

(1) The program "Great Works and What They're Made Of" (1996-97) did indeed represent activity directed toward all five foci. Besides the writing of papers and the contributions to seminars, each student was personally engaged in such projects as: learning a story and performing it by heart, producing a study in digital art history, and participating in one of the spring quarter workshops (creative writing, storytelling, web-page design). Though the faculty members could be considered as based in the humanities (Thad Curtz, Rebecca Chamberlain, Lee Lyttle, and me), the program ranged from the artistry involved in storytelling and computer designs, through the humanistic center of literature and history, to the social-scientific analysis of communications shifts. In the process, we continually connected theory and practice (e.g., comparing such an oral-traditionally derived epic as the ODYSSEY with the literary strategies of GULLIVER'S TRAVELS, and using Ong's ORALITY AND LITERACY to understand what was going on.) Collaborative learning occurred not only in seminars and the teamwork involved in many projects but also in our "Finkel" exams, for the completion of which students met for intensive team discussions; by the nature of the enterprise, faculty members had to collaborate closely with each other and with the students. Finally, our consideration of oral-traditional materials in comparison with literary materials and computer techniques involved -- especially given the collaboration of Rebecca Chamberlain -- involved moving across cultural areas into such realms as Lushootseed (Upper Skagit Valley) stories and the syncretism of such works as novels by Hurston, Achebe, and Silko. Upon necessarily rapid consideration, it strikes me that our program was particularly strong in dealing with THEORY AND PRACTICE and TEACHING AND LEARNING ACROSS DIFFERENCES. -- Charles Teske

Assessing the Five Foci using local questions from the CSS

During the Spring of 1997, the college administered the College Student Survey (CSS) to students enrolled in academic programs, including the Core programs. The CSS, developed by Alexander Austin for the American Council of Education, measures the experiences and attitudes of students during their college years. The CSS also provides space for colleges to develop and administer their own “local” questions. We took this opportunity to ask students about their progress towards the five “foci” mentioned above. Each of the survey questions, shown with following results, paraphrases one of the 5 foci:

Response of Core Students to Questions Regarding the 5 Foci

Core Program	Surveys returned	Total Enrollment	Response Rate
Awakening Mind - Spirit	41	54	76%
Great Works	12	67	18%
Masculine and Feminine	15	42	36%
Public Issues to Public Policy	26	33	79%
Search for Meaning	19	29	66%
Total programs contacted	113	225	50%

Since you have been a student at Evergreen, how much have you developed your knowledge, skills, and abilities in each of the following areas:

			A great deal ⟵				⟶ Not at all
	number	mean	**5**	**4**	**3**	**2**	**1**
Interdisciplinary study							
30. Collecting and using information and ideas from different areas to solve problems.	109	4.02	26.6%	53.2%	16.5%	2.9%	0.9%
Collaborative/cooperative work.							
31. Working cooperatively with others.	109	4.04	32.1%	44.0%	19.3%	4.6%	
Teaching across significant differences							
32. Understanding and appreciating cultural and gender differences.	109	4.05	34.9%	37.6%	24.8%	2.8%	
Linking theoretical perspectives and practice							
33. Applying concepts and theories to the solution of practical problems.	109	3.91	25.0%	46.3%	24.1%	3.7%	0.9%
Personal engagement in learning							
34. Feeling personally engaged and responsible in your education.	109	4.45	56.9%	34.9%	4.6%	3.7%	

5 = "A great deal," 1 = "Not at all."

As shown in the table above, students in Core programs report high levels of progress in all of the 5 foci, and especially in feeling engaged and responsible for their own education; over 90% reported gains of at least 4 on a 5-point scale.

Evergreen Freshmen Compared to National Norms

In the fall of 1996 we administered the Freshman Survey (Alexander Astin of UCLA), which profiles first-year students, and provide national norms. The survey provided objective data which affirmed the perception that Evergreen freshman tend to be more liberal in their views,

hold the value of a liberal arts education above the value of landing a well-paying job, and have parents with higher levels of education.

We also used the College Student Experience Questionnaire (CSEQ), often referred to as the "Pace" after Robert Pace of Indiana University, to compare freshmen at Evergreen to other first-year students at comparable general liberal arts institutions. The PACE uses a theoretical model "based on a simple but powerful premise related to student learning. This premise is that the more effort students put into using the resources and opportunities that an institution provides for their learning and development, the more they benefit." (CSEQ Handbook) One important aspect of the statistical results is estimated gain scores. Students completed a set of items in response to these directions: "In thinking over your experiences in college up to now, to what extent to you feel you have gained or made progress in each of the following respects?" Students responded using a four-point scale from 1, "Very little," to 4, "Very much."

An explanation of norms provided by CSEQ:

CSEQ Results

Comparisons with General Liberal Arts (GLA) Norms

Freshmen Only: TESC N = approx. 484; Norm N = 529
Ranked by Size of Difference of Mean Rating
Gains on a 4-point scale: 1 = Very Little; 4 = Very much
Recommended Difference in means for "practical significance" = .30

Areas where Evergreen Freshmen were substantively higher than the norms

	TESC Mean	GLA Mean	Difference
Understand and enjoy Art, Music, and Drama.	2.79	2.06	0.73
Broaden acquaintance and enjoyment of literature.	2.81	2.13	0.68
Become aware of different philosophies and cultures.	3.16	2.48	0.68
See the importance of history for understanding the present and past.	2.95	2.44	0.51
Become aware of the consequences of new applications of technology.	2.40	1.89	0.51
Ability to synthesize ideas, to see relationships between ideas.	3.08	2.60	0.48
Develop own values and ethical standards.	2.99	2.60	0.39
Ability to learn on one's own, purse ideas and information	3.13	2.79	0.34
Gain knowledge about other parts of the world.	2.47	2.17	0.30
Acquire background / specialization for further education	2.56	2.27	0.29
Gain a broad general education in different fields of knowledge.	2.92	2.64	0.28
Understand own self, abilities, interests, and personality.	3.13	2.85	0.28

Areas where Evergreen Freshmen were substantively lower than the norms
-- NONE --

Areas where Evergreen Freshmen were higher than the norms, but not substantively

	TESC Mean	GLA Mean	Difference
Ability to think analytically and logically	2.84	2.60	0.24
Understand the nature of science and experimentation	1.98	1.78	0.20
Understand and get along with different kinds of people	3.07	2.90	0.17
Understand new scientific and technical developments	1.90	1.76	0.14
Ability to function as a team member.	2.77	2.76	0.01
Write clearly and effectively	*	*	*
Gain knowledge relevant to career.	*	*	*

Areas where Evergreen Freshmen were lower than the norms, but not substantively

Vocational training -- acquire knowledge and skills for job or work	2.06	2.19	-0.13
Familiar with use of computers	2.52	2.68	-0.16
Quantitative thinking	2.04	2.25	-0.21
Develop good health habits and physical fitness	2.22	2.45	-0.23

Another section of the CSEQ measures student involvement in the institution's resources and facilities. The results reported below consist of "Involvement Scales." These are composite indices from several items rating level of involvement in different activities, for example, to what extent do students become involved in using the library, student union building, and campus clubs or organizations?

Comparisons with General Liberal Arts (GLA) Norms
Freshmen Only: TESC N = approx. 484; Norm N = 529
Ranked by Size of Difference of Mean Rating
Involvement Scales: Composite indices based on 10 items per scale (unless otherwise noted), each item rated on 4-point scale
Recommended Difference in means for "practical significance" = 2.0

Areas where Evergreen Freshmen were substantively higher than the norms

	TESC Mean	GLA Mean	Difference
Art, Music, and Theater Scale (12 items)	25.37	19.37	6.00
Topics of Conversation Scale	25.84	20.39	5.45
Art Scale (4, subset of Art, Music, and Theater)	9.81	5.91	3.90
Course Learning Scale	29.55	26.37	3.18
Information in Conversations Scale (6)	15.77	13.60	2.17

Areas where Evergreen Freshmen were substantively lower than the norms

Campus residence Scale	22.45	25.43	-2.98
Athletic and Recreational Fac. Scale	16.29	22.8	-6.51

Areas where Evergreen Freshmen were higher than the norms, but not substantively

Library Experiences Scale	20.47	18.84	1.63
Music Scale (subset of Art, Music, and Theater)	8.72	7.16	1.56
Experiences with Faculty Scale	21.93	21.00	0.93
Theatre Scale (subset of Art, Music, and Theater)	6.84	6.32	0.52
Student Union Scale	20.23	19.95	0.28
Science Scale	16.11	16.10	0.01
Personal Experiences Scale	*	*	*

Areas where Evergreen Freshmen were lower than the norms, but not substantively

Student acquaintances	25.84	27.00	-1.16
Experience in writing	24.78	25.98	-1.20
Clubs and organizations	16.85	18.33	-1.48

CSEQ Chart for freshmen only – 1.

GLA GRAPH

Need text to explain hi-bar

CSEQ Chart for Freshmen Only –

SLA GRAPH.

It is seen therefore that Core programs are certainly planned with the expectation of satisfying general education requirements. The broadly based interdisciplinary themes, the attention paid to skill development and the recognition of a need to engage students actively in learning are examples of this planning. However, no single program satisfies all requirements and there is deliberately no checklist of things to be covered in core programs coming from external sources. What guides the program is the content theme, the needs and abilities of the students and the interests and abilities of the faculty team. Within this framework it is quite possible to talk about student outcomes. As the Academic Content Area charts, presented earlier in this report indicate, student learning in Core programs can accurately be described as interdisciplinary.

It is also clear that writing is indeed an integral part of most core programs. Most Core faculty embrace their obligation to teach writing and do so deliberately. Faculty member Kirk Thompson, in his study of writing at Evergreen, found that first-year students did greatly improve their writing skills over the course of a Core program. In fact the most interesting finding was that students' writing skills reached a plateau at the end of a Core program, not improving much more over the next four years.

Math, too, was charted across all core programs. Here a major weakness is seen. However, compared to other colleges Evergreen students are somewhat but not significantly lower in their reported gains in quantitative abilities (for example, a mean of 2.04 for TESC students can be compared to 2.25 national norm on the CSEQ.) There may be any number of reasons that gains in math are low across college campuses, including level of achievement and preparation in high school, interest in quantitative reasoning, and so on.

Core can also be evaluated on the success it is having on eventually graduating its freshman. This is of course linked to the retention issues discussed earlier. The graduation rates of our freshmen who stay at the college are shown below. In short, through 1992 our retention and graduation rates have fluctuated significantly, particularly for students of color.

GRAPH

Freshman Five-Year Graduation Rates

SOC and White

accred #1 a: /graduate/racegrad/chart 1

Alumni Evaluation

The Evergreen Alumni Survey, first conducted in 1988 indicated that students had made less progress in mathematical skills compared to other areas of learning. The Survey was administered again in 1992, 1994, and 1996. As the following table shows, quantitative skills are consistently given a lower rating than other academic areas.

Percent of Alumni Very Satisfied or Mostly Satisfied with Evergreen's contribution to their progress in these areas:

	1992	1994	1996
Readiness for a career	47.2%	44.0%	43.3%
Understanding and applying quantitative principles/methods	50.9%	44.0%	51.1%
Understanding and applying scientific principles/methods	48.6%	52.5%	55.1%
Readiness for advanced education	68.1%	66.1%	66.8%
Citizen rights, responsibilities, privileges	77.8%	70.0%	68.1%
Understanding the interaction of society and the environment	80.1%	80.9%	80.6%
Understanding different philosophies and cultures	81.5%	84.4%	82.2%

VII. Discussions About Core

Issues

As was demonstrated there are many very positive outcomes from Evergreen's commitment and approach to coordinated studies as the primary mode for first-year students. However, over the last four years, Core has been the focus of lengthy study and debate. As mentioned above, this study was precipitated in part by concerns about retention statistics, but statistics alone did not drive the conversation.

The debate centered on the best way to serve first-year students now, the best way to make good use of the faculty, and the best way to address general education needs. We wanted to know how successful we had been with Core students; we wanted to separate out curricular problems from more general problems that might account for students leaving the college.

Here are a few of the many questions that were on our minds during that discussion with some assessment as to where we are on them.

1. Did Core students feel ghettoized?

   By 'ghettoized' it was meant cordoned off, isolated, and academically treated as remedial students with lower capabilities and expectations. To a degree this was felt by some. There is currently a general feeling that this approach needs to be fought and Core students should instead be approached as normal learners who are only young and inexperienced but with as much capacity for growth than anyone at the college.

2. Was the academic work challenging enough?

   Experiences vary from program to program.

3. Was Core staffed with faculty willing and good at teaching Core?

   Mostly yes, but in some cases not. Many good teachers refuse to teach here.

4. Was the college doing all it could to support Core programs and Core students?

   A lot is being done. There does exist the question of the effectiveness of all of the various services. This is currently under review by the Core Dean.

5. Could we make Core teaching more attractive to the faculty?

   Generally yes, though what may attract one faculty member could repel another. Many approaches are currently under review, however the ultimate attraction will be the opportunity to do good stimulating work with students oriented and supported to do their best.

6. What could student services do to help first-year students deal with the college in general and Evergreen in particular?

   The many programs listed earlier in this report is a direct response to this question.

7. Should we offer something like Evergreen 101? or Freshman 101?

   No.

8. Should first-year students be admitted into all-level programs?

   The college has started admitting up to 25% freshmen in some All-level programs.

9. What would be the consequences of mixed-level programs?

   This approach is currently being assessed by the Core Dean.

10. Were general education requirements really being satisfied through Core?

    Yes.

11. Was there an adequate array of offerings in Core to guarantee a broad curriculum each year?

Generally yes, though there was some variation from year to year. The Planning Unit coordinators in conjunction with the Core and Academic Deans are currently working more closely to assure a broad set of curricula offerings each year.

12. Should every faculty member be obliged to teach in Core?

    There is currently nothing in the college's faculty handbook or in the contract that faculty sign that obliges them to periodically cycle into a Core Program. There is a concern over whether forcing a faculty to do so would be best for Core students or the faculty.

13. Had our student body changed significantly over the last few years?

    While the number of freshmen has risen in proportion to the rate of general college growth, the percentage of freshmen at the college has remained fairly constant.

14. Is writing really being taught in Core? There is no rule that writing must be taught in Core, and a few times over the last few years it has gotten rather short shrift.

    As the analysis points out a lot of writing occurs in all Core programs. However, how each faculty team address improving the quality of student's writing is variable, as are the outcomes. Studies indicate that significant gains in writing ability are seen in Core students, however these plateau out with little additional improvement after Core.

15. How about mathematics?

    Here can be found the largest consistent deficiencies of not only many Core programs but many others as well. Many of the faculty, particularly in the Arts and Humanities, are uncomfortable with teaching math and quantitative reasoning skills. In the summer of 1998 a special faculty development workshop on this issue will be held.

The 1995 Long Range Curriculum DTF Core Subcommittee addressed these issues and more. Members of the subcommittee canvassed Core students, past and present, talked with faculty who had or were teaching in Core, talked with student services and administrative staff, and talked with people inside and outside the college about current trends in serving first-year students. A summary of these conversations, which provided the data behind the changes that have been made since 1995, is included in an appendix to this report. The Long Range Curriculum DTF Report: Curriculum for First-Year Students (1994-95). The recommendations that came out of those extensive discussions were approved by the faculty and accepted by the Provost and President in February 1996. They are both challenging and exciting.

Long Range Curriculum DTF Recommendations

Overall, *we recommend that we diversify our offerings for first-year students* (students new to college and those with less than a year of study beyond the high school level) *while at the same time guarantee commitments from the faculty to serve the special needs of first-year students.* Doing so will enable the College to meet a wider range of student needs and will enable more faculty to find ways, compatible with their own needs, of working with first-year students.

A. Program Duration

We recommend that most programs offered to first-year students follow a two-quarter/one-quarter model. Three-quarter programs would be acceptable but no longer the norm. We do not believe that first-year students should begin their work at Evergreen by enrolling initially in a program of only one-quarter duration or in offerings other than interdisciplinary programs.

B. First-year Alternatives

1. First-Year Learning Communities

We recommend that: (a) the College continue to offer some number of programs designed exclusively for first-year students. Most would begin fall quarter and conclude winter quarter; (b) our planning processes must ensure that the themes of these two-quarter programs, taken as a whole, draw from the humanities, social sciences, arts, and natural sciences; (c) in order to provide breadth in faculty teams and to limit the size of first-year learning communities, most programs will be taught by a team of three faculty; and, provisionally, (d) these programs be titled "First-Year Learning Communities."

We recommend that a wide variety of offerings be designed for spring quarter. Ideally these one-quarter options would be intensive, well-focused programs, rather than clusters of modules or courses. Spring quarter offerings could be group contracts or coordinated studies, available in some cases to first-year students only and in others to all students. The types of offerings should include skill-development programs, intensive disciplinary study, programs satisfying entry criteria for fall offerings, and "exploratory programs" (for example, Science for Artists).

2. Coordinated Studies Programs

We recommend that other interdisciplinary programs allow enrollment of some first-year students, who will be mixed in with students at other levels in their college careers. Some programs might be exclusively lower division; others might be a mix of all levels. The teaching faculty would determine how many first-year students to include and what entry criteria those students would have to meet. Many of these programs would be interdivisional. Among others, the Language and Culture programs seem well-suited for this option.

3. Entry-Level Specialty Area Programs

We recommend that entry-level programs (either as currently configured or in the form of new offerings) also allow enrollment of some first-year students. Again, the teaching faculty would determine how many first-year students to include and what entry criteria they would have to meet.

C. Obligations & Responsibilities

We believe that faculty teaching first-year students should assume responsibility for addressing the specific needs of such students, and we believe that the deans and provost

should support faculty efforts to meet those needs. Therefore, we recommend the following two covenants:

1. Faculty Covenant

a. All faculty teaching in fall-winter programs that include first-year students agree to adopt deliberate methods for assisting these students in making the transition from high school to college-level work and college life. Each teaching team will explain in their program description what provisions it will make to provide this assistance.

b. All such faculty agree that they will engage first-year students in learning to: (i). read carefully and take notes systematically; (ii). write regularly and rewrite often in response to faculty critique; (iii). work collaboratively with their peers.

2. Deans and Provost Covenant

The deans and provost agree to ensure that a wide array of interdivisional programs are offered to first-year students and to support the faculty in their endeavors to meet the diverse needs of first-year students through opportunities for faculty development and by offering such events as summer institutes.

The deans and provost should also provide support for teaching writing for first-year students whether these students be in exclusively first-year programs or in other places in the curriculum. As some faculty in these programs have limited experience and confidence in teaching writing, they should continue to have ongoing access to professional and tutorial assistance.

Implementation of the Recommendations

Two-Quarter Programs - Most Core programs offered in 1997-98 are two quarters long, as recommended. Students report that they are happy with this change. More faculty however are having to plan two programs a year and are not having the benefit of year-long work with the same students. Some faculty however are beginning to experiment by linking their spring offerings very closely to work done in the fall and winter programs. Many faculty are deliberately unassigned for spring quarter, so that student needs and interests can be catered to in designing the spring curriculum. That is good, if we follow through and help faculty and students get together. Also, APEL staff have gone into programs ending in March and assisted students in finding appropriate spring offerings. It is evident that efforts are being made to energize the spring quarter for Core students. Nonetheless more needs to be done including creating many more options, a special fair, and student involvement in program design.

The Name 'Core' - The name Core has stuck and there has been no enthusiasm to change it to First-year Learning Communities. This is because many of the problems that have surrounded Core are dissipating.

All Level Programs - Even before changes were announced in the catalog some all-level programs were offered. In the fall of 1996, students chose from eight Core programs and three all-level programs. The catalog for 1997 describes the new options for first-year students for the first time. In the fall of 1997-98, first-year students were able to chose from seven Core programs and eight all-level programs. The Culture, Text, Language (CTL) planning unit favors this structure the most and has chosen to satisfy its 20 percent obligation in large part through all-level programs. Other planning units have designed specific Core programs themselves or have collaborated with each other to offer inter-unit Core programs.

Faculty member Sam Schrager analyzed first-year student experience in mixed-level programs from 1995-1996. (Freshman Learning in Mixed-Level Programs vs. Core: A First Look, October 1, 1996.) He recommended that "we need mixed-level programs and we need to keep Core. However, Core should be reshaped so the programs suit educational needs of non-freshman. We should mix freshman with other students in both directions: let freshmen into a variety of intermediate programs, and draw older students into programs with large numbers of freshmen by rethinking what we offer in, and how we pitch, Core." It is too soon to tell yet how the change will play out, but we can already anticipate some changes that need to be made, some benefits and some drawbacks of this plan. The Academic Dean, Masao Sugiyama, interviewed faculty teaching in all-level programs during 1996-1997. (see the appendix the Core Debriefing Reports, All-Level, 1997). The following charts show the pattern of All-level programs back to the 1995-96 academic year.

1997-98 All Level Faculty by Planning Group Affiliation

All Level Programs (Freshmen/Total)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
World War II (27/72)	Foote Hitchins Salcedo	CTL CTL CTL	**3**				
Dialogue and Silence (3/51)	Arney Carlson	CTL CTL	**2**				
Music and Theater in Cultural Context (49/62)	Nisbet Wong Setter	CTL CTL EXP. ARTS	**3**	**1**			
Romanticism (25/45)	Pailthorp Kawasaki	CTL EXP. ARTS	**1**	**1**			
Perspectives on Ireland (25/83)	Teske Hill, P. Williams, Sean	CTL CTL EXP. ARTS	**2**				
Millenium (25/73)	Thompson Pougiales Smith, M.	CTL CTL ENVIRON	**2**		**1**		
Intro to Environmental Studies (22/68)	Price Henderson Pearman Longino	ENVIRON ENVIRON ENVIRON ENVIRON			**4**		
Glaciers to the Sound (16/43)	Pryzbylowicz Chin-Leo	ENVIRON ENVIRON			**2**		
Rights and Wrongs (31/61)	Gomez Lidman Bowerman	SOCIAL SCI SOCIAL SCI SOCIAL SCI					**3**

1996-97 All Level Faculty by Planning Group Affiliation

All Level Programs (Freshmen/Total)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
Science, Art, and Ideology (29/56)	Pailthorp	CTL	**1**				
	Sparks	EXP. ARTS		**1**			
	Ott	SCIENTIFIC				**1**	
	Coontz	SOCIAL SCI					**1**
Cultural Transformation: Japan (10/54)	Tsutsumi		**2**				
	Taylor, N						
	Kawasaki			**1**			
Russia (9/45)	Krafcik	CTL	**2**				
	Rainey	CTL					
Public Education (7/50)	Arney	CTL	**2**				
	Pougiales	CTL					
Class, Gender, Ethncity: Mexico and the Middle East (14/66)	Nelson	CTL	**2**				
	Saliba	CTL					
	Henderson	ENVIRON			**1**		
Restorying the American West (30/65)	Schrager	CTL	**2**				
	Sinclair	CTL					
	Pearman (V)	ENVIRON			**2**		
Six months with Shakespeare (11/45)	Martin	CTL	**2**				
	Thompson	CTL					
Fool's Journey (7/25)	De Danaan	CTL	**1**				
From Public Issues to Public Policy (13/41)	Lucas-Jennings (V)	ENVIRON			**1**		
	Weeks	SOCIAL SCI					**1**
Human Health and Behavior (8/71)	Kozick	CTL	**1**				
	Kutter	SCIENTIFIC				**1**	
	Bantz	SOCIAL SCI					**1**

Not officially All Level in 1996-97, but Freshmen enrolled in these programs:

Foundations of Natural Science (14/82)	Beug	ENVIRON			**1**		
	Guttman	SCIENTIFIC				**1**	
IES: Water (10/40)	Chin-Leo	ENVIRON			**2**		
	Smith., M.	ENVIRON					
Data to Information (10/66)	Dimitroff	SCIENTIFIC				**2**	
	Nelson/Shulman	SCIENTIFIC					

Listed as as All-level, but only one freshmen enrolled:

Amberlands

Community of the Self

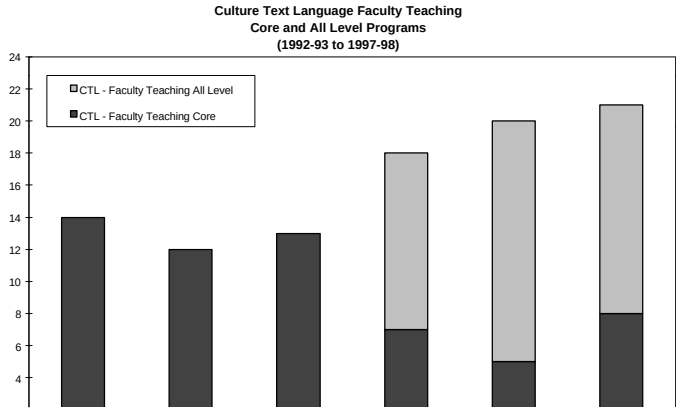
1995-96 All Level Faculty by Planning Group Affiliation

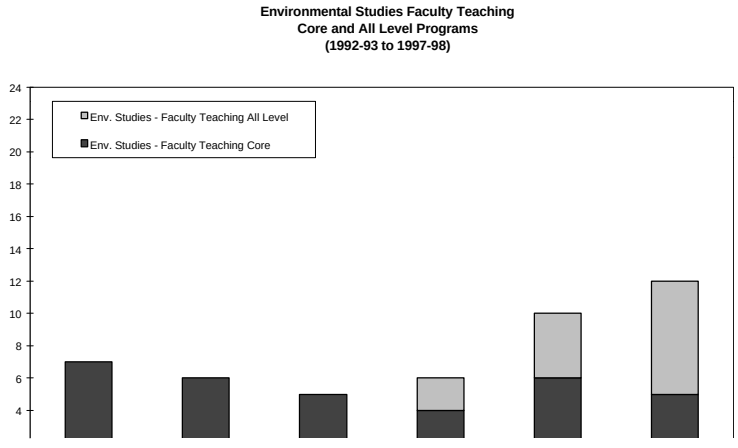
All Level Programs (Freshmen/Total)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
Cultural Codes (20/78)	Foote Schrager Taylor, N. Tsutsumi	CTL CTL CTL CTL	**4**				
Virtual College (20/51)	Wong, Y Williams, S	CTL CTL	**2**				
Foundations of the Performing Arts (43/62)	Nisbet Johansen Goldberger Williams, Sean	CTL EXP. ARTS EXP. ARTS EXP. ARTS	**1**	**3**			
Mythic Reality (29/59)	Roy Hunt Goldberger	EXP. ARTS EXP. ARTS EXP. ARTS		**3**			

Small Freshmen Mix (Freshmen/Total)	Faculty	Planning Group	Culture Text Language	Expressive Arts	Environmental Studies	Scientific Inquiry	Social Science
Literature, Values, and Social Change: US, Russia, and C Europe (11/72)	Marr Botikova (V) Krafcik Rainey	CTL CTL CTL CTL	**4**				
Art, Culture, Politics (11/49)	Tremblay Gilbert	EXP. ARTS EXP. ARTS		**2**			
IES: Land (9/47)	Soule Murphy	ENVIRON ENVIRON			**2**		
Data to Information (9/51)	Dimitroff Nelson/Shulman	SCIENTIFIC SCIENTIFIC				**2**	
Foundations of Natural Science (8/45)	Middendorf Bopegedra Ott	SCIENTIFIC SCIENTIFIC SCIENTIFIC				**3**	
Matter and Motion (6/50)	Neitzel Zita	SCIENTIFIC SCIENTIFIC				**2**	

-- Insert Graphs showing Faculty in Core and All-Level by Planning Group ---

Discussion?





In May 1998 Lee Lyttle, the new Academic Dean, began a year-long look at All-level programs with an open discussion attended by many faculty who have taught in them since 1996. The experiences of the faculty of mixing freshmen with upper classmen have been wide-ranging, from 'I had very few problems…' to 'The freshmen who did come into our program all left…' The most commonly held acknowledgements seemed to be;

- Freshmen and Transfer students often share common difficulties in these programs.
- Changing an upper division program into an All-level program by accepting freshmen at the last minute presents problems.
- We need better ways to help freshmen select the right program (All-level or Core).
- Creating engaging and interesting programs keeps freshmen working through tough experiences and material.
- We want to continue doing All-level programs, and do them well.

The main underlying context of the situation seems to be;

1. While most students find the early college year a difficult adjustment period, Evergreen presents a different way of teaching and learning than direct from high school and transfer students are used to. For many this transition is perplexing enough to interfere with their learning and consequently their academic performance. *(Implications for advertising (misplaced expectations), recruiting, admissions procedures, orientation, program design, and student advising).*

2. Because All-level programs admit some freshmen and Core admits some transfer students, a lot of frosh/sophomore/junior mixing is currently happening. We as faculty have the task of keeping students of various skill levels engaged, challenged, and satisfied. *(Implications for program design, certain support services, and the way we teach).*

All of this presents a framework for talking about our experiences with All-level programs and how to become more comfortable and successful with them. Given our experiences and common acknowledgments of the issues, what collection of ideas might help *the transition issue*, and what ideas might help *the multi-level teaching and learning issue*? These questions will be the focus of the Academic Dean during the study of these types of programs.

Planning and Staffing Core - There has been a major change in the way Core programs are planned and staffed. The obligation rests with the planning units with guidance from the deans. There has been considerable dissatisfaction with the new planning structure in terms of Core planning. Planning units are indeed coming close to meeting their 20 % obligation, but more and more Core programs are being planned within planning units rather than across

them**.** People have found it difficult to do cross unit program planning; certainly Core programs were not planned first as had been the earlier practice.

While it is too early to make a firm judgment, it appears that this new structure both solves and creates problems for students and faculty. It gives students more options, but since the number of Core programs is so small, the first-year students in these programs are more ghettoized than ever. Also first-year students have been placed in programs making them all level, without faculty planning for them. This has been resented both by the faculty and the students. We already have some data on retention rates in this new configuration. First-year students in all-level programs have slightly lower retention rates than in Core programs, with the exception of Matter and Motion. This is especially the case when the number of first-year students is less than ten.

The Faculty Covenant - Most but not all of the First-Year program descriptions in the 1997 and 1998 college catalogs do indeed include statements about what each will do to help new learners attain college level reading, writing, math, research skills, and critical thinking skills. The specificity of each provision however does vary widely among program descriptions. And as discussed earlier in this report the coverage and depth of these areas also vary depending on the program themes and the teaching team. And while it is fair to state that reading, writing, and collaborative work are all covered by a majority of faculty to some degree, just how systematically these activities are addressed is also variable.

The Deans and Provost Covenant - The Deans and Provost have devoted considerable time and resources to Core. The wide and varied range of activities described in Part V of this report are supported and endorsed by them.

VIII. Conclusions, Challenges, and Recommendations

Core programs continue to be a vital and important part of the college's curriculum. Since the 1989 Self-Study a lot of discussion, study, experimentation, and resources have been devoted to the challenge of helping new learners

- acquire the necessary skills to be successful Evergreen students,
- take responsibility for their academic careers, and

- learn how to learn.

The college's admission policy, which is relatively non-selective, means that we believe that we will teach all and that all incoming new students have the capacity to grow and learn. The analysis of the student outcomes in Core programs indicate that we are on the right track but must continue to examine the structure, support, and staffing of Core programs. There are many areas that require continuous work and commitment.

1. We need to work harder to assure that quantitative reasoning in some form is widely taught in most if not all Core programs. The math coordinators in the Learning Resource Center can and should share successful tutorial patterns with Core faculty teams.

2. Faculty rotating into Core—20% of each planning unit--should be advised that not only is extra support available but also it is essential to successfully working with new learners. Ensuring that writing and quantitative reasoning, math, and computer skills are taught in all Core programs and to first-year students in all-level programs is ultimately a faculty responsibility. However support to do this must be assured and dependable.

3. The scale of Core programs needs to be continually monitored. While the formation of these programs is still the responsibility of the faculty who want to teach together, faculty need to continually talk about the size of the program they create. Two to five member Core teams, and their associated student loads, present different opportunities and problems. Efforts should continue towards a reduction of the faculty-student ratio down to 20:1.

4. Core programs should continue to receive priority for space and be given dedicated homerooms as soon as it is feasible to do so.

5. Students coming directly from High Schools are not the only new students who may need Core. Transfer students and those who are returning to school after an absence may also require the added support that Core programs offer. This mix in Core also offers a more interesting academic, social, and intellectual dynamic. Program planners should work to

attract a good mix of first-year students and returning or transfer students into their Core program.

6. For the past two years the deans, the provost and the planning unit coordinators have been assuming a greater responsibility for insuring that Core programs are staffed across units and offer broadly interdisciplinary work. Cross-unit Core planning must become foremost in the faculty's mind when planning Core programs.

1. It is important to develop a loyalty within the faculty to the teaching of Core, that is every bit as strong as their loyalty to teaching in the disciplines that they love.

2. A shift to more two-quarter Core programs has begun. While this may mean more work for the faculty, it does provide more options for students. There is evidence however that some freshmen from two-quarter Core programs have not sufficiently planned for spring. Being inexperienced they had difficulties making spring choices that are appropriate for them. Care needs to be taken as early as possible to assure that freshmen are sufficiently advised and about their spring options.

3. Evaluation of the support that is going into Core needs to continue. A lot of special attention vis-a-vis the Evans Chair, the Writing Center and writing tutors, special Core workshops, special attention from student services in the form of Core Connectors, special advising, counseling, etc. have been allocated to Core since 1995. While surveys of Core students and faculty have indicated that these resources have been helpful, monitoring and adjustments to this basket of services should continue to determine which of these are truly useful and which are not. The college further needs to remain open to reallocate these resources in more creative and effective ways.

4. The Academic Dean overseeing Core programs has begun taking a more active role in addressing the issues associated with first-year students. This dean was recently added to the Planning Unit Coordinators group. A newly formed Core Advisory and Support Team, chaired by this dean and charged with the task of paying particular attention to Core will begin work in the fall of 1998. Planning has begun to have this Dean work with the

new Core faculty as soon as they are identified allowing more time to better integrate support with the academic content of each program.

5. Ways to improve the teaching and learning in Core are being generated every quarter in a multitude of Core programs. These need to be gathered together in a single location that is open to all. The systematic collection of the best pedagogical approaches and curriculum materials that have been developed over the years in programs is needed. This should be made a higher priority as Core planners look to the future.

6. The experiment of All-level programs has already begun. Here faculty teams have designed programs for any student--freshman, sophomore, junior, or senior--wanting to study the material they've planned. All are welcomed. Typically all-level programs accept up to 25% freshmen. These are not a panacea, but they can be a good alternative for some students. Consequently,
   - No program should be made into an all-level program at the last minute to accommodate first-year students without complete agreement of the faculty.
   - These programs must plan to address the needs of first-year students.
   - No all-level program should be made into a Core program without faculty approval.
   - All-level programs are still relatively new and a formal assessment of them should begin as soon as possible.

The last obvious recommendation is to celebrate the diversity and creativity of these programs. There has been a lot of truly excellent work already done. The program debriefings that were recently done show the real satisfaction and accomplishments of Core programs in 1995-96 and in 1996-97. Program portfolios detail the exciting work that was done. In short, Core programs are still the most effective way to teach the majority of our first-year students and these programs are in large measure living up to their goals.

Core Faculty and Programs (1992-93 to 1997-98)

Full-Time Faculty

(Does not include visiting or library faculty)

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
	Enchantment/Modernity Human Culture & the Natural Environment: Latin America Love and Work Popular Art and Culture Rocks, Water, Chemistry Search for Justice The 3rd Millenium Ways of Knowing	The American West Classical and Modern Conquest and Revolution The Context of Discovery Environment, Land & People Great Stories Mirrors of Language	Hard Choices Humans & Nature in PNW Law, Liberty, Civilization Placing Yourself Politics of Identity Problems wo/ Solutions? Stories & How they are told Water	Classical and Modern Decoding Media (Spring) Making of Modern America Nature and Tech (Spring) Nature/Image The Search for Meaning Self and Society (visiting) The Good Life Water	Asian Performing Arts Awakening Mind Spirit Eco Systems of Puget Sound Environ. Change & Health From Public Issues to Public Policy Great Works Masculine / Feminine The Search for Meaning	America 2000 Classics in Context Modeling Nature Phoenix Rising: E Europe Political Ecology Sense of Place Telling Stories
Alexander			F W S Law, Liberty, Civilization			
Allen						F W S Classics in Context
Arney			F W S Placing Yourself	F W S Classical and Modern		
Aurand				F W Nature/Image		
Balderrama	F W S The 3rd Millenium			S Nature and Tech (Spring)		
Barlow		F W S Environment, Land & People				
Beug			F W Humans & Nature in PNW			
Bohmer				S Decoding Media (Spring)		
Bowcutt						F W S Sense of Place
Bowerman				F W S The Search for Meaning	F W S The Search for Meaning	
Buchman			F W S Politics of Identity			
Butler	W S HC & NE: Latin America					
Carlson	F W S The 3rd Millenium					
Cellarius		F W S The Context of Discovery	F W Hard Choices			
Chin-Leo				F W S Water		
Cole					F W S Eco Systems of Puget Sound	F W S Modeling Nature

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Coontz		F The American West				F W S America 200
Crable		F W Mirrors of Language				
Curtz					F W S Great Works	
Cushing, J.B					F W S Environ. Change & Health	
Daley				F W S Making of Modern Amer.		F W S Classics in Context
de Thuesen	F W S HC & NE: Latin America					
Estes	F W S Search for Justice		F W S Humans & Nature in PNW	F W S Classical and Modern		
Fiksdal		F W S Mirrors of Language				
Finkel		F W S Great Stories				
Fischel				S Decoding Media (Spring)		
Frasca				F W Nature/Image		F W S Sense of Place
Freeman			F W Problems wo/ Solutions?			
Gilbert	F W The 3rd Millenium					
Goldberger					F W S Masculine / Feminine	
Gomez	F Search for Justice					
Grissom		F W S Great Stories		F W S Classical and Modern		
Guttman				F W S The Good Life		
Harrison				F W S The Search for Meaning	F W S The Search for Meaning	
Hill, P.		F W Conquest and Revolution				
Hill, V.			F W Hard Choices			
Hitchens				F W S Making of Modern America		

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Hunt		F W The Context of Discovery				F W S Telling Stories
Imamura					F W S Awakening Mind Spirit	
Jang			F W S Stories & How they are told		F W S Asian Performing Arts	
Kahan	F HC & NE: Latin America				F W S Eco Systems of Puget Sound	
Kawasaki	F W S Love and Work					
Kozick	F W S Love and Work			F W S The Good Life		F W S Phoenix Rising: E Europe
Krafcik						F W S Phoenix Rising: E Europe
Kuehn			F S Problems wo/ Solutions?			
Larson		F Conquest and Revolution				
Lassen				F W S Making of Modern America		
Leahy						F W S America 2000
Leisenring		F W S Great Stories				
Levensky	F W Ways of Knowing					
Lin						F W S Telling Stories
Longino		F Environment, Land & People				
Margolin		F W S Mirrors of Language			F S W Masculine / Feminine	
Marr		F W S Classical and Modern				
Martin	F W S Popular Art and Culture					
Marvin		F W S The Context of Discovery				
Mc Neil					F W S The Search for Meaning	
Middendorf					F W S Awakening Mind Spirit	

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Moruzzi		F W S Classical and Modern			F W S Masculine / Feminine	
Mosqueda	F W S Search for Justice					
Mulka						F W S Phoenix Rising: E Europe
Murphy						F W S Political Ecology
Nakasone		F W S Conquest and Revolution				
Nasser	F W Enchantment/Modernity					
Nelson, A.	F W S HC & NE: Latin America		F W S Politics of Identity			
Nelson, L.					F W S Environ. Change & Health	
Nisbet, C.			F W S Problems wo/ Solutions?			
Pailthorp	F W S Popular Art and Culture					
Papworth		S Mirrors of Language				
Paulsen			F W Hard Choices			
Perkins						F W S Political Ecology
Peterson, Y.		F W S Environment, Land & People				
Pougiales		F W S The American West	F W S Placing Yourself			
Price		F W The American West	F W S Humans & Nature in PNW		F W S Eco Systems of Puget Sound	
Rainey						F W S Political Ecology
Ransom						F W S Sense of Place
Reed	F W Ways of Knowing		F Stories & How they are told	F W S Classical and Modern		
Roy					F W S Asian Performing Arts	

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Rutledge				S Nature and Tech (Spring)		
Salcedo	F W S HC & NE: Latin America	W S Conquest and Revolution	F W S Law, Liberty, Civilization			
Schrager	F W Love and Work					
Sinclair	F W Ways of Knowing					
Smith		F W S The American West				
Soule		F W S Environment, Land & People				
Sparks	F W S Popular Art and Culture					
Stroh	F W Rocks, Water, Chemistry					
Tabbut, F.	F W S Rocks, Water, Chemistry		F W S Water	F W S Water		
Taylor, N	F W S Love and Work					F W S Classics in Context
Teske		F W S Great Stories			F W S Great Works	
Thompson		F W S Classical and Modern	F W S Placing Yourself			
Tsutsumi		F W Great Stories				F W S Telling Stories
Van Buren			F W S Water		F W S Environ. Change & Health	F W S Modeling Nature
Walton			F W S Humans & Nature in PNW			
Weeks					F W S From Public Issues to	
Williams, Sean.	F W S Popular Art and Culture				F W S Asian Performing Arts	
Williams, Sarah			W S Problems wo/ Solutions?			
Womeldorff	F W S HC & NE: Latin America		F W S Politics of Identity			
Wong, Y.	F W Enchantment/Modernity		F W S Politics of Identity			