

The Evergreen State College

**Evening and Weekend Studies Program at Grays Harbor College,
Aberdeen, WA**

Program Review Summary Report

August 2008

Program Title: Evening and Weekend Studies Program at Grays Harbor College (GHC)

Degree: Bachelor of Arts

Degree CIP: 24.0101

Initial Approval by HEC Board: 1997-98

Previous Program Review: December 2003

Program Overview

The Evergreen State College (TESC) states that its mission is to sustain a vibrant academic community and offer students an education that will help them excel in their intellectual, creative, professional and community service goals. Evergreen has a successful history working with both public and private two-year institutions (Tacoma Community College, Northwest Indian College, and Grays Harbor College) to provide high quality, upper-division, cost-effective B.A. completion programs to place-bound students off the main Olympia Campus. Evergreen's partnership with GHC provides students at GHC the opportunity to complete their B.A. degree in Grays Harbor and Pacific counties, areas that traditionally have low access to higher education and a low participation rate relative to the rest of the state.

A two-quarter pilot program was established with GHC winter and spring quarters of 1997. The pilot program was partially funded by a grant from the State Board for Community and Technical Colleges under its Fund for Innovation program. In the pilot program, each college provided one faculty member to teach an interdisciplinary, eight-credit hour, upper-division program. Students in that program requested that the program be continued so they would have the opportunity to complete their B.A. degree.

After the pilot program, Evergreen continued to offer an 8-credit interdisciplinary program each quarter (excluding summer). The program met on Saturdays with both small group and on-line assignments to supplement the classroom lectures and seminars. During the 1999-2000 year, the TESC Evening and Weekend Studies administration decided to identify the focus of the offerings as Interdisciplinary Management Studies. This was defined by then Dean of Evening and Weekend Studies Susan Fiksdal as:

Students will learn the subject matter of traditional management courses such as organization psychology, economics and finance, and they will do this within the context of human activity in the broad sense of history, philosophy, literature, ethics, public policy, technology and the arts. Students will gain skills in public speaking, technical and creative writing, critical analysis, policy evaluation, collaborative work, conflict resolution, diversity issues in the workplace, quantitative reasoning and electronic presentation of ideas and figures. Workplace applications are central to each year's curriculum. The curriculum will be planned on a four-year cycle beginning with 1999-2000.

In December 2000, The Evergreen State College and Grays Harbor College signed an Interagency Agreement for a Bachelor in Liberal Arts Degree Program which stated, "The primary objective is to create a partnership with GHC to give students who have graduated from GHC the opportunity to obtain a bachelor in liberal arts without having to leave that campus."

The interagency agreement also stated that the agreement "will automatically renew annually by mutual consent of both parties."

The 2003 program review outlined changes made to the program for the 2002-03 and 2003-04 academic years. These included moving to a team-teaching model which included one half-time and one quarter-time faculty, providing an option for students to enroll for 12 credits, and expanding the topics included in the curriculum. While enrollment increased in 2002-03, it dropped in 2003-04 and fell to its lowest levels since 1999-00 in 2004-05 and 2005-06.

In the time since the last program review, the Grays Harbor program has continued to evolve. In an attempt to address enrollment issues in 2004 and 2005, the structure and focus of the curriculum were changed further. Students are now offered more enrollment options including the option to enroll for 4, 8, or 12 credits. The interdisciplinary management pathway has been broadened to include issues of human services and health both from the perspective of individual health and in terms of the health of communities and organizations. More faculty have been involved in the program, and the structure of the class has moved to an intensive weekend model in which students meet in class every other week on both Saturday and Sunday or even Friday, Saturday, and Sunday. Students continue to have group and on-line assignments that supplement the classroom lectures and seminars. Each quarter, the first class is held on the Olympia campus so students can register, purchase books, pay tuition and become familiar with campus services. All other classes take place on the campus of Grays Harbor College.

Students are recruited to the Grays Harbor program through various means. Advising and admissions staff at both TESC and GHC promote the program through information sessions and individual advising conferences. Evergreen's Evening and Weekend Studies Class Listing is sent to Grays Harbor residents, and radio ads are used to inform residents of the program.

Program enrollment increased in both 2006-07 and 2007-08, allowing the staffing of the Grays Harbor Program to be increased to two half-time faculty for 2008-2009. These faculty will offer a fully team-taught program. Although the fall quarter has not begun, the program is currently fully enrolled and there are students on the wait list hoping to get into it. Thirty nine students have registered for the class, and thirty-one of those are registered for the 12-credit option. The fall quarter FTE will likely exceed 25 for the first time in the history of the program.

Documentation of Continuing Need

The reasons to continue to offer the Grays Harbor program remain as they were stated in the 2003 program review. Recent data continue to document both the need for and the success of the program.

Access for Working Adults: Evergreen's program at GHC is one of only two options that adult working students in Grays Harbor and adjacent counties have if they wish to complete a Bachelor of Arts degree. Washington State University also offers on-line courses and degree programs at GHC, but Evergreen is the only college offering a B.A. degree through on-site evening and weekend classes. Of the respondents to the 2007 and 2008 surveys of students enrolled in the GHC program, 80% were over 30 years old and 48% were employed full-time.

Student Demand: Although the annual average quarterly FTE was low in 2004-05 and 2005-06, attendance has steadily increased since then to the point that a record number of students are currently registered for the fall 2008 program. (See Appendix II for Headcount and FTE data).

Geographic Convenience: Of the students registered for Evergreen's GHC fall 2008 program, 53% have addresses within 30 miles of Aberdeen and a quarter of the students had attended one or more quarters of Evergreen's 2007-08 GHC program. In that 2007-08 program, 56% of the attendees had addresses within 30 miles of Aberdeen. In the 2006-07 program, 47% of the attendees had addresses within 30 miles of Aberdeen, and 37% of them had transferred credit from Grays Harbor College to Evergreen upon admission to Evergreen. These data show that Evergreen's GHC program is serving students in the Grays Harbor area.

Curriculum Focus: Based on career preferences of prospective and current students in the program, and seconded by GHC advisors, the Evergreen program at GHC originally focused on Management Studies, broadly defined to include a wide variety of disciplines from the humanities and social sciences. As mentioned above, this focus has been broadened recently to include human services and health. Of students who responded to surveys in 2007 and 2008, 48% chose "management; business" as their primary or secondary academic interest. Other responses included "citizenship; social change" (38%), "government; public policy" (24%), "human services" and "social work" or "social services" (24%), and "health; medicine" (14%).

Pedagogy: The cornerstones of an Evergreen education are critical reasoning, experiential and collaborative learning and self-discovery. We believe that a multicultural perspective expands our understanding of complex public issues. Historical, political, social, cultural and economic context frame our exploration of business and public management issues. Evergreen's small seminar classes, group projects and interactive, on-line dialogue among faculty and students provide students with opportunities to enhance their writing, public speaking, presentation, interpersonal and analytical skills. (See Assessment Information for student responses.)

Uniqueness: Students enrolled in the Evergreen program at GHC are attracted by the interdisciplinary curricular approach to management studies, the supportive learning community environment in the classes, and the personalized narrative evaluations they receive.

Assessment Information

Students in the Grays Harbor program have been surveyed at the end of each of the past two academic years in an attempt to assess their satisfaction with specific aspects of the program and to solicit their self-assessment of the contributions the program had made to their education. The majority of the feedback was very positive, especially concerning the intensive weekend structure.

The 2007 survey was emailed to all 51 students who had attended any portion of the 2006-07 program. Responses were received from 9 students. The 2008 survey was administered to students who registered for 12 credits in the spring quarter of 2008. It was also made available

online to all other students who had attended any portion of the 2007-08 program. Responses were received from 12 students.

In both surveys, students were asked to use a scale of 1 to 5 (Not Satisfied to Very Satisfied) to assess their satisfaction with different aspects of their enrollment in Evergreen’s GHC program. For each year, both the average score and the percentage of students responding “Very Satisfied” (5 on a scale of 1 to 5) are shown below.

	2007 (n=9)		2008 (n=12)	
Timing and schedule of classes	4.1	44%	4.1	50%
Variety of credit options for enrolling in the program	3.9	44%	4.6	67%
Variety and sequence of course themes and topics	3.4	33%	4.5	58%
Variety of issues presented within the program	3.7	44%	4.8	83%
Coordination of themes presented by different faculty	3.2	33%	4.4	67%
Accessibility of information, advising, and other services	3.3	33%	3.8	42%

Students were also asked to use a scale of 1 to 5 (Not Helpful to Very Helpful) to assess their how well Evergreen’s GHC program had helped strengthen their academic abilities in each of Evergreen’s “Six Expectations of an Evergreen Graduate.” These expectations are show below with both the average score and the percentage of students responding “Very Helpful” (5 on a scale of 1 to 5) for each year of the survey.

Expectations of an Evergreen Graduate	2007 (n=9)		2008 (n=12)	
Articulate and assume responsibility for your own work	4.2	33%	4.5	58%
Participate collaboratively and responsibly in our diverse society	3.4	44%	4.8	75%
Communicate creatively and effectively	3.9	44%	4.6	67%
Demonstrate integrative, independent, and critical thinking	4.1	67%	4.4	75%
Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines	3.6	44%	4.6	58%
Demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning	3.9	44%	4.6	67%

Students were also asked why they enrolled in Evergreen's GHC program. Respondents listed more than one reason, but the reason chosen most often was "curriculum / program content" (89% of responses in 2007 and 83% of responses in 2008). Students also chose the program for its "location" (56% of responses in 2007 and 42% of responses in 2008). But students who took the time to list their own reasons provided reasons like "I like the intensive weekends plus the

coordination of the weekend classes to an overall theme," "time schedules," and "The schedule was perfect for a working student."

The age and employment status of the respondents support the claim that this program provides access to higher education for working adults.

Age	2007	2008
18-23	22%	0%
24-30	11%	8%
31-40	22%	25%
41-50	11%	50%
over 50	33%	17%

Work Status	2007	2008
full-time	44%	50%
part-time	22%	8%
not employed	22%	25%

Students attending Evergreen's GHC programs are included in all regular student assessment surveys, such as the Evergreen New Student Survey, the Evergreen Student Experience Survey, Alumni Surveys, and the National Survey of Student Engagement, so their assessments are represented in those survey results also.

Plans to Improve the Quality and Productivity of the Program

As mentioned in the previous program review, there can always be work done to improve community perception of Evergreen, to improve the teaching skills of faculty members, and to better respond to students' academic interests and needs. The registration numbers for the coming fall quarter indicate that the program is popular. Evergreen will attempt to preserve and expand the success of the program by surveying students, observing and mentoring faculty, and coordinating the efforts of support staff who work with current and potential students.

Data on Majors, Degrees and Faculty

Evergreen students graduate with a Bachelor of Arts degree (CIP 24.0101 Liberal Arts and Sciences) or a Bachelor of Science degree (CIP 30.1801 Interdisciplinary Studies: Natural Sciences). Majors are not declared by students or identified by the college upon graduation. Students who have graduated from Evergreen's Grays Harbor program only are not easily identifiable, since most students register for classes at both Grays Harbor and on the main Olympia campus.

From fall 2002 through spring 2008, 0.75 faculty FTE have been assigned to teach in this program. In the 2008-09 academic year, 1.0 faculty FTE have been used to staff the program. No graduate assistants are used.

Appendix I

List of Classes Offered through Grays Harbor Program, Fall 2003 – Spring 2009

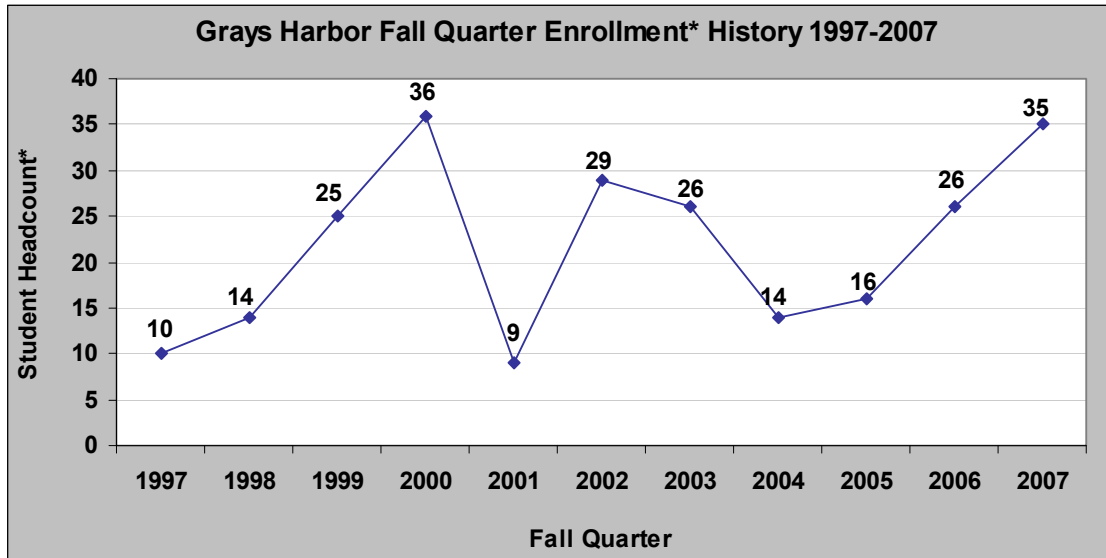
Quarter Offered	Title	Faculty	Credits
Fall 2003	Government and the Economy	Howard Schwartz and Tomas Mosquera	8 or 12
Winter 2004	Visions of Justice	Marla Elliott and Howard Schwartz	8 or 12
Spring 2004	Justice and the Community	Arleen Sandifer and Tomas Mosquera	8 or 12
Fall 2004	New Tools for Community Transformation	Arlen Speights and Joe Tougas	8 or 12
Winter 2005	New Tools for Community Transformation	Arlen Speights and Allen Mauney	8 or 12
Spring 2005	Market, Forum and Village	Stephen Beck and Simona Sharoni	8 or 12
Fall 2005	Public Service Management	Thuy Vu and Jane Wood	8 or 12
Winter 2006	Public Service Management	Thuy Vu and Jane Wood	8 or 12
Spring 2006	Managers as Leaders: Public Sector Leadership within Rapid Change	Thuy Vu and Gene van den Bosch	8 or 12
Fall 2006	Developing Minds, Nurturing Communities	Joe Tougas, Candace Vogler, Jane Wood, and Hirsh Diamant	2, 4, 6, 8, or 12
Winter 2007	Developing Minds, Nurturing Communities	Rick McKinnon, Candace Vogler, Simona Sharoni, and Andrea Seabert Olsen	2, 4, 6, 8, or 12
Spring 2007	Developing Minds, Nurturing Communities	Rick McKinnon, Candace Vogler, Simona Sharoni, and Jane Wood	2, 4, 6, 8, or 12
Fall 2007	Leadership in Action: Transforming Self and Structure	Rick McKinnon, Mary Dean, and Joli Sandoz	2, 4, 6, 8, or 12
Winter 2008	Leadership in Action: Transforming Self and Structure	Rick McKinnon, Arlen Speights, and Steve Marshall	4, 8, or 12
Spring 2008	Leadership in Action: Transforming Self and Structure	Rick McKinnon, Joanna Cashman, and Mary Dean	4, 8, or 12
Fall 2008	Building Communities and Managing Organizations	Marge Mohoric and Thuy Vu	4, 8, or 12
Winter 2009	Building Communities and Managing Organizations	Marge Mohoric and Thuy Vu	4, 8, or 12
Spring 2009	Building Communities and Managing Organizations	Marge Mohoric and Thuy Vu	4, 8, or 12

Appendix II

Grays Harbor Program Demographic Statistics 2003-2007

Fall Quarter	2003	2004	2005	2006	2007
Male	8 31%	5 36%	3 19%	4 15%	6 17%
Female	18 69%	9 64%	13 81%	22 85%	29 83%
African-American	1 4%	0	0	0	0
Asian/Pacific Islander	1 4%	0	0	1 4%	0
Hispanic/Latino	1 4%	0	0	1 4%	0
Native American/Alaskan Native	0	0	0	2 8%	3 9%
White	22 85%	10 71%	13 81%	21 81%	31 89%
Not Indicated/Other	1 4%	4 29%	3 19%	1 4%	1 3%
SUBTOTAL STUDENTS OF COLOR	3 12%	0	0	4 15%	3 9%
TOTAL STUDENT HEADCOUNT*	26	14	16	26	35
Average Age	34	32	38	34	41
Full-time at Evergreen <i>(12 or more credits)</i>	18 69%	12 86%	11 69%	18 69%	30 86%
Part-time at Evergreen <i>(11 or fewer credits)</i>	8 31%	2 14%	5 31%	8 31%	5 14%
Washington Residents	26	13	15	23	34
Non-residents	0	1	1	3	1
Low Income <i>(≤ 150% of federal poverty level)</i>	8 31%	4 29%	6 38%	11 42%	12 34%
First Generation <i>(per FAFSA or application)</i>	7 27%	4 29%	1 6%	10 38%	21 60%
Disability (reported)	1 4%	1 7%	1 6%	1 4%	4 11%
Disability (documented)	1 4%	1 7%	1 6%	1 4%	3 9%
Regular (degree-seeking)	18 69%	13 93%	13 81%	24 92%	35 100%
Special (non-matriculated)	8 31%	1 7%	3 19%	2 8%	0

*Based on Enrollment in Grays Harbor curriculum, not student campus code, since students often co-enroll at Olympia campus.



*Unduplicated headcount actually enrolled at Grays Harbor as of 10th day – not based on student’s campus code.

Fall-to-Fall Retention*	F02-F03	F03-F04	F04-F05	F05-F06	F06-07
Degree-seeking Undergraduates	78%	83%	62%	69%	79%
Students of Color	100%	67%	N/A	N/A	75%

*retention adjusted for graduation; students were retained to Evergreen, not necessarily GRH program.

Academic Year	02-03	03-04	04-05	05-06	06-07
# of Bachelor's Degree Recipients*	8	4	6	0	1

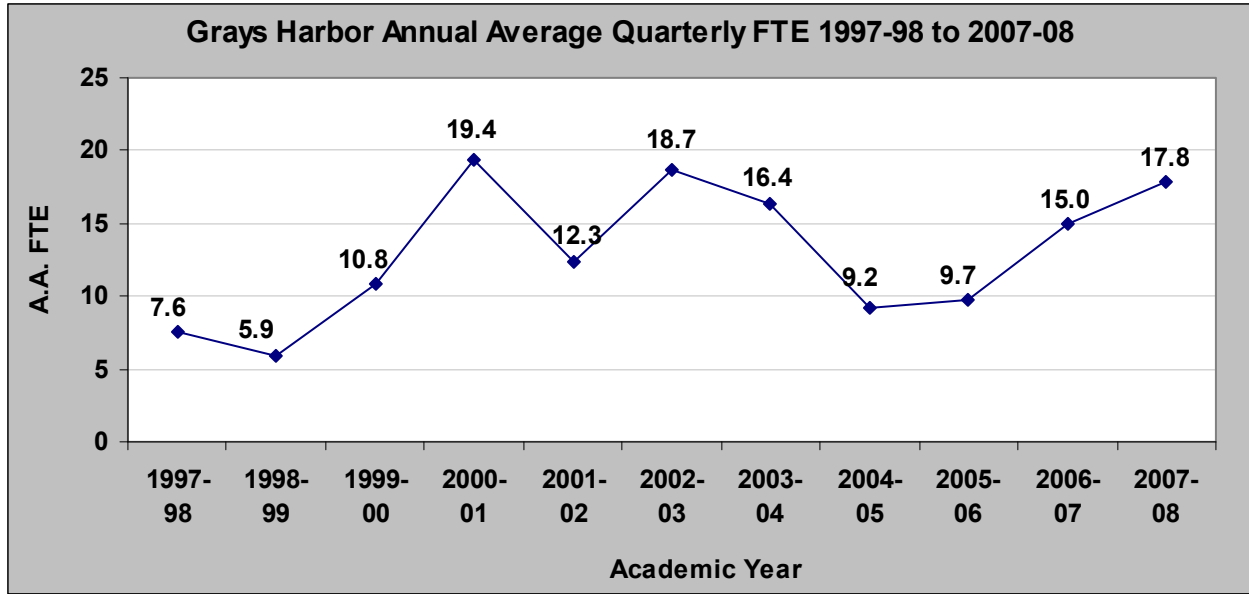
*Number of GRH bachelor’s degrees awarded (AW only) fall through summer of each academic year, run as of 8/13/2008.

Note: degrees for GRH students who finished their academic work at the Olympia campus would not be included above

**Grays Harbor Program
Quarterly and Annual Average Quarterly FTE 1997-98 through 2007-08**

Academic Year	Fall FTE	Winter FTE	Spring FTE	Annual Average Quarterly FTE
1997-98	5.3	7.5	10.1	7.6
1998-99	7.5	5.9	4.3	5.9
1999-00	13.3	11.7	7.5	10.8
2000-01	22.9	20.0	15.2	19.4
2001-02	6.4	11.5	18.9	12.3
2002-03	20.6	19.4	16.0	18.7
2003-04	16.5	19.0	13.6	16.4
2004-05	10.4	7.2	10.1	9.2
2005-06	10.7	8.3	10.1	9.7
2006-07	16.1	15.5	13.2	15.0
2007-08	20.0	15.2	18.1	17.8

Note: FTE is based on actual 10th day enrollment in Grays Harbor curriculum. State waiver enrollment excluded.



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Grays Harbor Enrollment Detail

[Note: State waiver enrollment is not excluded from this 10th day curriculum detail so that this summary can be used for faculty/student load determinations.]

Acad. Year	Program/Course Title	Faculty	Fall Headcount	Winter Headcount	Spring Headcount	Fall FTE	Winter FTE	Spring FTE
2003-04	Government and the Economy	Howard Schwartz & Tomas Mosquera	26			18.1		
2003-04	Visions of Justice	Howard Schwartz & Marla Elliott		27			19.5	
2003-04	Justice and the Community	Arleen Sandifer & Tomas Mosquera			20			13.6
2004-05	New Tools for Community Transformation	Fall: Joe Tougas, Arlen Speights/ Winter: Allen Mauney, Arlen Speights	14	10		10.4	7.2	
2004-05	Market, Forum, and Village	Stephen Beck, Simona Sharoni			15			10.7
2005-06	Public Service Management	Thuy Vu, Jane Wood	16	11		11.2	8.3	
2005-06	Managers as Leaders	Van den Bosch			14			10.1
2006-07	Developing Minds, Nurturing Communities	Fall: Vogler, Wood, Tougas, Diamant Winter: Vogler, Sharoni, McKinnon, Seabert/Olsen Spring: Vogler, Sharoni, McKinnon, Wood	22	19	17	15.5	13.6	12.0
2006-07	Developmental Theories (course)	Joe Tougas	2			0.3		

Acad. Year	Program/Course Title	Faculty	Fall Headcount	Winter Headcount	Spring Headcount	Fall FTE	Winter FTE	Spring FTE
2006-07	Infancy and Early Attachment (course)	Candace Vogler	2			0.3		
2006-07	Early Childhood Development (course)	Hirsh Diamant	3			0.4		
2006-07	Adolescent Transitions (course)	Jane Wood	1			0.1		
2006-07	Family Systems (course)	Candace Vogler		5			0.7	
2006-07	Transforming Relationships (course)	Simona Sharoni		4			0.5	
2006-07	Multidimensional Mind (course)	Rick McKinnon		2			0.3	
2006-07	Transition and Change (course)	Andrea Seabert Olsen		4			0.5	
2006-07	Individuals, Families, and the Communities in Which They Live (course)	Candace Vogler			4			0.5
2006-07	Community-based Organizations (course)	Simona Sharoni			1			0.1
2006-07	Serving Families & Communities (course)	Jane Wood			3			0.4
2006-07	Nature of Service (course)	Rick McKinnon			7			0.9
2007-08	Leadership in Action: Transforming Self and Structure	Rick McKinnon, Joli Sandoz (F), Mary Dean (F, S), Steve Marshall (W), Arlen Speights (W), Joanna Cashman (S)	24	23	28	17.3	15.5	18.1
2007-08	Disability and the Helping Professional	Joli Sandoz	5			.7		
2007-08	Establishing a Helping Relationship	Rick McKinnon	6			.8		
2007-08	Measuring Minds	Rick McKinnon	5			.7		
2007-08	The Art of Helping	Mary Dean	5			.7		