

THE EVERGREEN STATE COLLEGE

March 28, 1995

TO: The Faculty
FROM: Jeanne Hahn and Bill Bruner
RE: PART-TIME STUDIES REPORT

For discussion at the April 5 Faculty Meeting
3:00 - 5:00 CAB 110

Attached is the report prepared by the Part-Time Studies Subcommittee of the Long-Range Curriculum DTF. We will discuss this report at the April 5 faculty meeting and are interested in getting your suggestions. We will then produce a final report which we will bring back in late spring as an action item.

In reviewing the report, please note that the recommendations and conclusions are included in the main body. Also attached are appendix A (two sketches of an expanded part-time studies program) and appendix B (the analysis upon which the report rests). Appendix C (a feasibility study) is available in the Long-Range Curriculum Planning Binder in the Library.

This report proposes a major expansion of part-time studies at Evergreen. It merits widespread faculty discussion. We hope to see you at the April 5 meeting.

Report of the
PART TIME STUDIES SUBCOMMITTEE
of the
Long Range Curriculum Planning DTF
March 27, 1995

The Long Range Curriculum Planning DTF charged the Part Time Studies Subcommittee with exploring ways Evergreen might expand its service to the campus and the community through alternatives to the current full time day program. The subcommittee's work has focused on part time study options.

Our analysis suggests that there is sufficient demand in the local community to justify an expanded part time studies program at Evergreen. Enrollment in the existing part time offerings, the "ad hoc" collection of modules plus the new Evening/Weekend program, provides a base for an expanded program. Population growth of the south Puget Sound region suggests that we could anticipate part time enrollment growth. The current part time program is too limited to attract more students. Concerted effort to relieve factors that have inhibited enrollment in part time studies in the past would likely generate additional part time students. An expanded part time studies program would benefit the South Puget Sound community but would also benefit the campus.

Our successful experiences with part time studies - in the graduate programs, Management and the Public Interest and Vancouver - suggest that identity, coherence and continuity are critical to attracting and retaining part time students and to assuring a high quality program. The current ad hoc collection of courses falls short on all three of these factors. The Evening/Weekend program is a major improvement in that it provides identity and coherence, but its one-year focus in curricular planning and staffing provides little continuity for part time students.

An expanded part time studies program could be developed from the existing part time offerings and within the College's current enrollment lid. However, if it is desirable to free part time studies from the enrollment limit, our analysis suggests that a part time studies program can be self-supporting, after an initial start-up period of perhaps three years, under conditions that the college should be able to meet. These conditions relate to faculty workloads, overhead charges, tuition rates and the nature of the curricular offerings. A target enrollment of 250 FTE after four to six years appears reasonable in terms of both demand and financial considerations.

The remainder of this report spells out a series of steps that Evergreen can take to construct a viable part time studies program, one that builds on the existing Evening/Weekend program to provide identity, coherence and continuity for part time students.

The subcommittee recognizes that other alternative study options, specifically Adult and Continuing Education, could support and extend both full and part time studies on campus. The academic deans are currently working on a plan for Adult and Continuing Education. The subcommittee will work with the deans to see that the two efforts are coordinated.

Guiding Principles

We believe the following principles should guide planning for part time studies:

First, part time studies at Evergreen should be a full partner in and vigorous component of the college and not a make-shift, inside-the-cover-of-a-match-book operation.

Second, the part time studies curriculum should have its own spirit and identity, as supposedly, the regular Evergreen full time programs do.

Third, the part time studies program should be developed in a manner consistent with the college's values and mission and should build upon existing strengths.

General Outline for Expanded Part Time Studies:

1. **A College of Part Time Studies:** The college should establish a "college within a college" that serves as the primary path for students seeking a liberal arts degree through part time studies. Such a College of Part Time Studies would put part time studies on a more equal footing with the full time program and give it an identity separate from the full time program. The role of this college would be to provide part time study options for truly part time students.
2. **Staffing:** There should be a faculty affiliated with the College of Part Time Studies. These faculty will plan the curriculum and the activities associated with the College of Part Time Studies. Affiliated faculty might include, in addition to regular faculty, visiting, adjunct and early

retirement faculty, all with two or three year contracts. Recognizing the value of continuity, faculty should make a multi-year commitment to the College of Part Time Studies; in return, the college must be prepared to regularize its commitment to part time faculty.

3. **Advising and Student Portfolio:** A strong student advising component should be included in the College of Part Time Studies. This might take the form of a credited writing from experience/portfolio-based advising course that students would enroll in during the initial quarter in which they matriculate toward a degree. Trained advisors, (a cadre of faculty and staff) would teach the course, review the students' previous academic records and help them plan their degrees at Evergreen. A four credit end-of-degree, summative advising course might also be available and could include extensive discussion of the school to work transition. The advisors might write concluding comments for the students' transcripts at the end of the students' senior year and sign the summative self-evaluations.
4. **The Degree Process:** Students in the College of Part Time Studies, as with all Evergreen students, will need to accumulate 180 credits for the B.A. degree, including credits transferred from other schools, and with at least 45 of the last 90 credits earned at Evergreen. All graduates of the College should be expected to be exposed to all of Evergreen's defining modes of study and approaches to learning. In addition, all graduates of the College of Part Time Studies will be expected to have demonstrated the usual competencies associated with the baccalaureate degree and to have attained significant breadth in different areas of study and some advanced work. All students in the College will be required to take at least two quarters of coordinated studies and to participate at least once in an integrating lecture series or seminar. A senior demonstration project might be an appropriate capstone for the degree from the College of Part Time Studies.
5. **Models:** Various models in terms of scheduling and format should be explored ranging from evening and weekend intensive models to shorter intensive programs. The College should experiment with flexible schedules that are not bound by the traditional academic calendar. Curriculum planning for the College of Part Time Studies will have to extend three or four years into the future.

The curriculum should include an array of interdisciplinary coordinated studies programs with team teaching as well as solo courses, video courses and other technology-based modes of study. It should be structured to provide coherence, continuity and predictability both within program pathways

consideration.

7. **Student Involvement:** The College of Part Time Studies should provide formal opportunities for student involvement in curricular design and in governance throughout the program.
8. **Size:** The Long Range Plan recommended that a major part of the college's growth of 1000 over the next ten to fifteen years be in part time studies in order to take advantage of existing facilities. The ultimate size of the College of Part Time Studies would be determined over time based upon student demand, but the feasibility study (Appendix C) suggests 250 FTE as a target enrollment within four to six years.
9. **Administration:** An academic dean would oversee the Part Time College as a major desk assignment. A director or coordinator would administer the program. Other staff might include a program secretary and appropriate supporting staff in the Enrollment Services and Academic Advising offices.
10. **Finance and Management:** If it is deemed desirable, the College of Part Time Studies could be self-supporting in order to free it from state-established institutional enrollment limits and to see that it does not compete for resources or students with the full time program. A financial analysis indicates that it can be self-supporting after a start-up period of perhaps three years under certain conditions that the college should be able to meet. Specifically, a self-supporting part time studies program requires that:
 - * The offerings of such a program be market sensitive to be sure that enrollments are sufficient to support the program. That is, curricular offerings will have to be driven by the needs of people in the community, not by what the faculty want to teach.
 - * Faculty teaching in part time programs carry a full or near-full load in order to keep faculty salary costs

within reason. A full load means 400 credits (the equivalent of 16 credits for 25 students) for each full time faculty member per quarter. Given the intensity of teaching a part time program (twice the students for any given level of FTE), this means faculty will have to employ time-saving innovations and/or make more use initially, at least, the College of Part Time Studies should not offer programs that require special support, ie. lab science, media or computer intensive programs. These programs might be possible as part time studies grows and generates more revenue.

The lesson here is that while part time studies holds the potential for being self-supporting, it is not obvious that it will be unless revenue generation and cost containment are built into the design of the program. In addition, the program will require careful management to see that revenues and costs are constantly monitored. (See Appendix C for details.)

11. **Bachelor of Science Degree:** The Bachelor of Science degree should not be available through part time studies since it would be difficult to assure enough upper division science credits to satisfy degree requirements within a reasonable time-frame.

Next Steps

The following tasks need to be completed before launching the College of Part Time Studies:

1. Ascertain which of the existing regular faculty are interested in teaching in the College of Part Time Studies. Make detailed recommendations about the means by which regular, post-retirement, visiting and adjunct faculty would be affiliated with the part time studies college.

2. Make detailed recommendations about administration of the College of Part Time Studies in terms of academic leadership and student recruitment, advising and registration procedures.
3. Decide whether the College of Part Time Studies should be self-supporting.
4. Develop the content pathways based on understanding of community needs from the Evening/Weekend program and the current ad hoc part time offerings. Match these needs with faculty availability.
5. Work out details of degree process, competencies and requirements.
6. Have specialty areas systematically review their use of part time courses in their full time curriculum and present a plan for meeting future needs. This falls under the purview of sub-committee B of the Long Range Curriculum DTF.
7. Consider ways in which distance learning and emerging technologies might enhance opportunities for part time study in keeping with the Guiding Principles stated above.
8. Have the academic deans complete their study of adult and continuing education and make recommendations about developing a continuing education program that is consistent with Evergreen's mission and that might enhance part time studies.

Appendix A: Two Sketches for a College of Part Time Studies

Appendix B: Analysis of Part Time Studies at Evergreen

Appendix C: Feasibility Study

Members of the Sub-Committee: Bill Bruner (chair), Nina Powell (Evening/Weekend program), Dave Hitchens (Faculty), Mark Papworth (Retired Faculty), Judy Huntley (Registration and Records), Debbie Waldorf (Part time studies), Wendy Sorrell (Bookstore), Kate Crowe (Prior Learning from Experience), Barbara Leigh Smith (Provost), Mike Hill (ACE Fellow), Les Wong (Academic Dean)

Other Contributors to the Report: Mark Levensky (Faculty), Helena Meyer-Knapp (Visiting Faculty), Magda Costantino (K-12 Program), Helen Lee (Labor Center)

**Report of the
PART TIME STUDIES SUBCOMMITTEE
January 11, 1995**

Appendix A

Two Sketches for a College of Part Time Studies

**Sketch One: Eld College at Evergreen (Developed by
Mark Papworth in cooperation with other Faculty)**

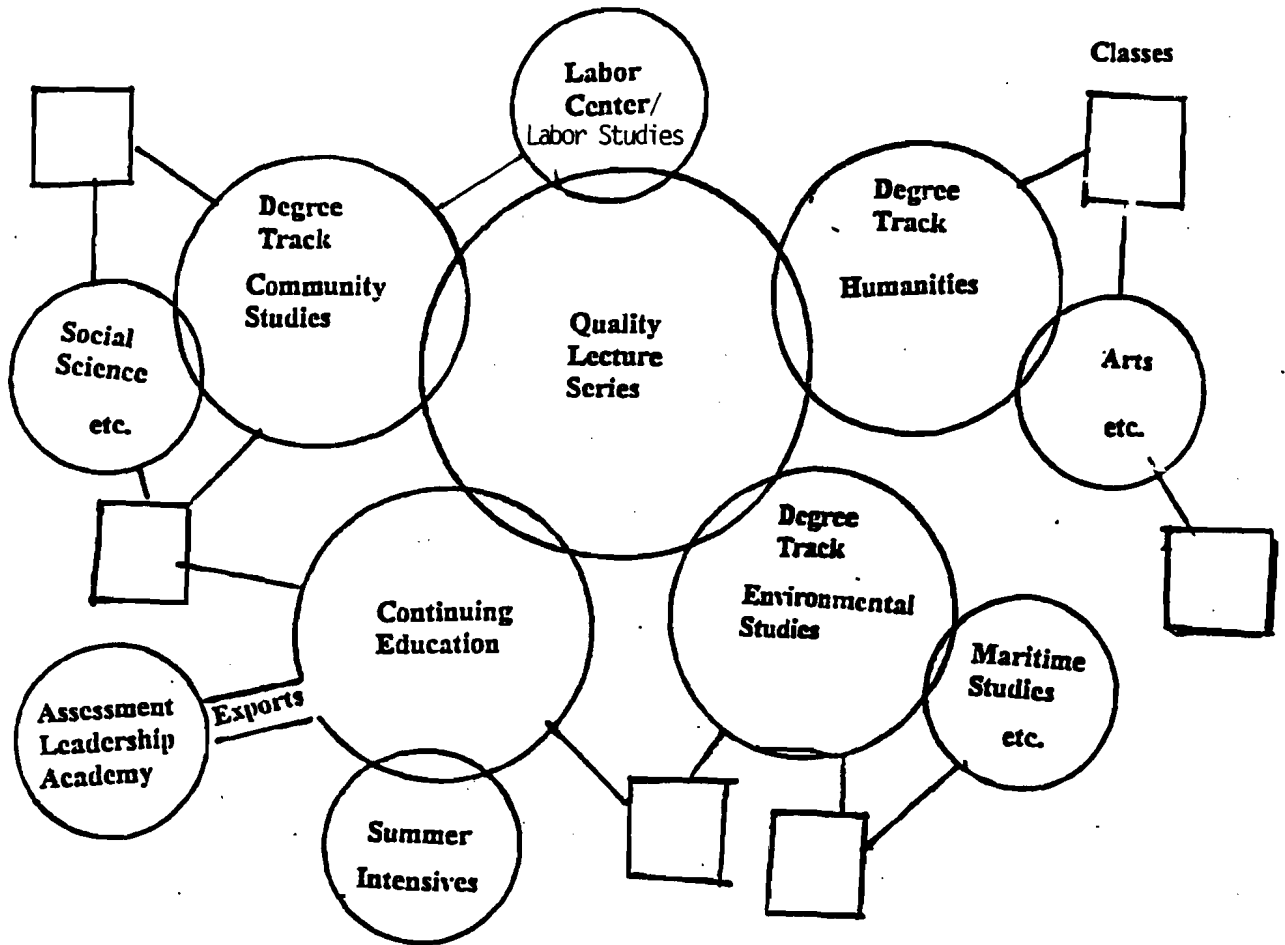
The Name

This is a cheap and practical way of creating a better physical and atmospheric sense of community for alternative study students and faculty in terms of existing space. We cannot have a campus identity (like Tacoma) or create more space on the campus. Part time studies can have its own respectable name and a faculty committed for several years at a time - locatable, identifiable and predictable. Desk space in an open area (ala Tacoma) and better use of empty emeritus and on-leave offices would help. But having its own name is the key to identity for our existing second class faculty and students who feel that they are not getting a real Evergreen education. The College of Part Time Studies should be named Eld College at Evergreen.

The Curriculum

The central aim of this alternative college is to provide a Bachelor's degree to those people who cannot attend day-time programs at Evergreen. It should be possible for students to begin college and graduate without ever attending the regular, full-time college - just as it is in Tacoma. The kinds of concentrations should reflect the interests of the community in a liberal arts degree. We cannot expect to offer a Bachelor of Science degree in this curriculum but we can provide degrees reflecting concentration in Humanities, Social Science, Environmental Studies, and the Arts. Degree tracks should lead through very broad programs in each of these areas. General education and specialty areas can be subsumed under these broad categories. Special preparations such as provided by the Labor Center can be offered as well and programs providing K-12 method and theory can exist alongside regular degree tracks. Classes in particular areas and skills (Chemistry, Computers, Languages) can link with all other areas as satellites serving diverse needs and interests throughout the curriculum. The following diagram attempts to represent such an interlocking

curriculum.



E/W Format

Intensive participation on weekends allows for eight hours on Saturday and/or Sunday. Field courses in Biology and Botany, Studio Arts, Chemistry - anything that demands extended times of participation can use weekends. Combinations of evenings and weekends can take advantage of combining theory and method in any applicable field. Individual Contract students can meet with their sponsors on weekends which allow two full days for conferences each week. Full use of Saturday and Sunday opens the door to students seeking maximum credit towards a degree.

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Classes

Many adults need to improve skills. Math, Computer, Foreign Languages, "How to" courses of almost all kinds are needed by many potential degree candidates or those wishing to improve their employment opportunities. These will be open to those in programs as well as those simply seeking skills. Alternate evening scheduling is one way of making them available across the part time curriculum.

Quality Lecture Series

Also needs a respectable and attractive name. The idea is stolen entirely from the Cutting Edge seminar series. We can spend a year in advance (since we will know our curriculum) soliciting speakers with national reputations to offer lectures on a theme broadly related to program needs and attractive to adult audiences seeking continuing education credits. The dream is to have a third grade teacher seated between a doctor and a lawyer in the lecture hall and ready to argue with both in the following seminar. This is worth four hours of Evergreen credit towards a degree of forty-CEU's for those beyond degree requirements. It will take up one Saturday morning per week and be a sort of continuing Educational Super Saturday celebrating intellectual growth before grocery shopping. The hope is that it will be a famous contribution to our area and pique the interest of adults in completing their Bachelor's degree as well as offering an interesting continuing education experience for all who want it.

The lecture series should be a focal point for the entire E/W College. Students will have a chance to meet each other en masse. It will build a sense of community and help with the identity problem. Since it seems to have a wide appeal among those we have approached, it may be a source of friction with full-time students and a headache logistically. We may need to limit attendance and we may need more room. But it should draw like Leonardo DaVinci.

Credit

Minimum participation will be four credit hours. Maximum will be in eight or even twelve for the exceptionally motivated with sufficient free time. Two hour units are not cost effective and must be enclosed within a four hour framework. One of the drivers for expanding part time studies enrollment is increased availability and appeal for continuing education credits for K-12 teachers. One Evergreen credit is equal to ten of their CEU's (Ed.

Credit Unit.). We plan to offer part time credits as Evergreen credits (tuition generating) only and let the schools translate them into CEU's if they wish. CEU's are awarded for "seat time" only which makes it easy to divide students between those with reading and writing assignments and "competency challenges" and those without. This means that less than four Evergreen credits of

participation will be awarded as partial credit to be determined by the faculty (perhaps a "program journal" [notes] to be turned in at the end of the quarter for credit beyond that for "chair time").

Faculty

Present part-time faculty or full-time faculty interested in part-time employment at the College will be required to make a commitment of three or more years. The salaries of presently full-time faculty will continue at current levels adjusted for diminished service. Present part-time faculty will be given contracts and paid according to highest degree and experience years just as full-time faculty are. Salaries will be computed on the present basis of three quarters constituting full-time employment. Two quarters of 12 hours each would constitute half-time.

There are increasing numbers of faculty interested in splitting a single full-time position. It would be a recruiting device for a type of faculty we currently do not reach.

We may be able to provide some form of health benefits to faculty teaching half-time or more. The legislature is willing to listen as never before to creative ideas for health care insurance. Catastrophe insurance is one kind that is cheaper than full coverage and speaks to the worries of older faculty. Younger faculty need different coverage. We need to approach this as an attractive feature of employment in a part-time college.

There are now a great many alumni in our area in a wide variety of positions. They should not be overlooked for special staffing needs. Most alumni recall their seminars vividly and wish they could repeat the experience. What better group to help with seminars following Saturday lectures? Or teachers wanting to polish seminar skills. They wouldn't cost much as teaching assistants and would enjoy the experience immensely.

**Sketch Two: The Winnie Ingram College of Part Time Studies
(Compiled from notes submitted by Mark Levensky)**

3. One way to satisfy "1" and "2" above might be to have a continuing core program that each person, including faculty, participate in during his or her first quarter (or longer) in the college.

**CONTEMPORARY SOCIAL PROBLEMS AND OPPORTUNITIES
OF PART TIME STUDIES**

Thursday Nights of Every Quarter of Every Year

6:00 - 10:00 PM

4 Credits per Quarter

Library - 2205 and Seminar Rooms Nearby

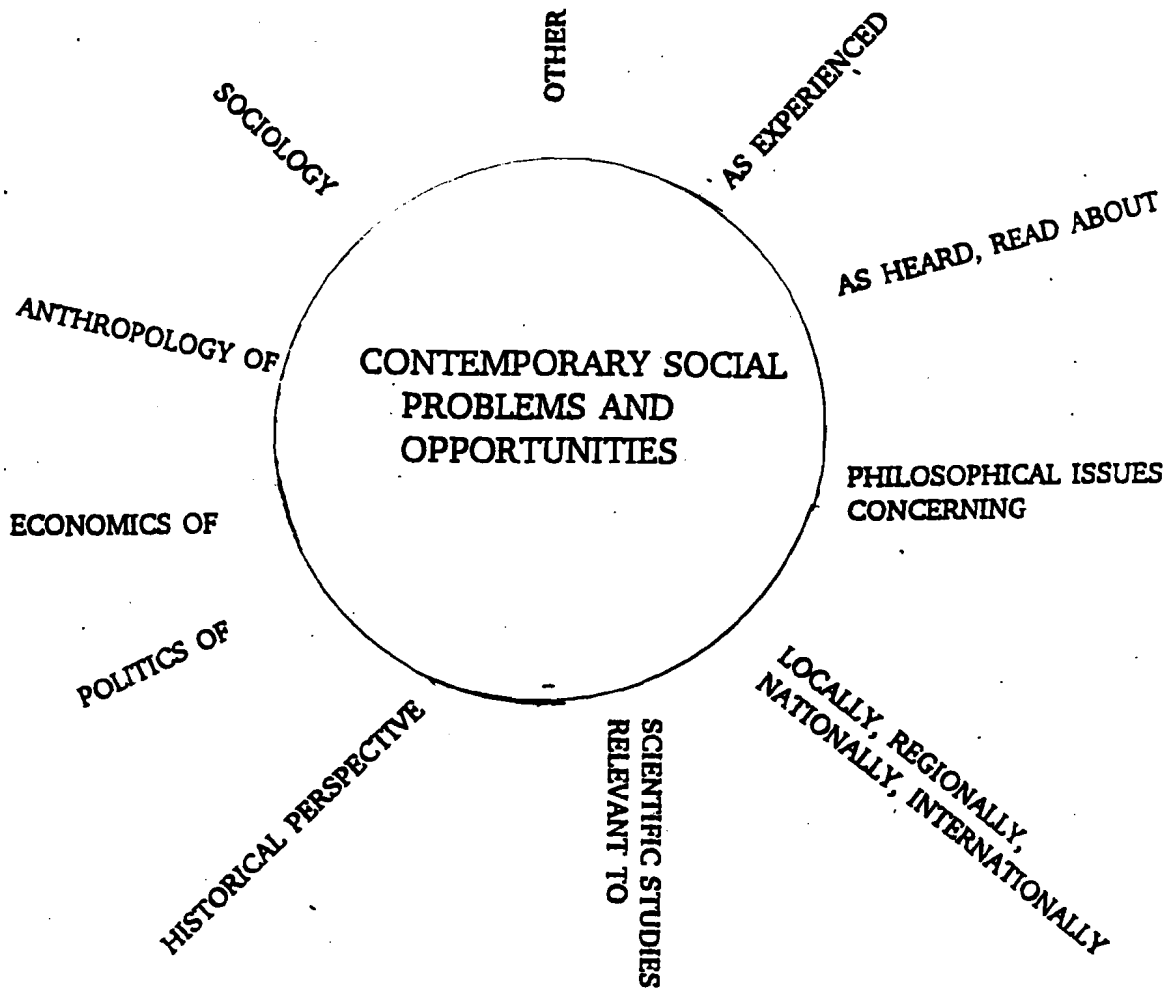
6:00 - 7:00 Student-Faculty Individual Conferences
7:00 - 9:00 A program meeting and seminars
9:00 - 10:00 Student-Faculty Individual Conferences

4. Another way to satisfy "1" and "2" above might be to have each student work on and complete an independent senior project during his or her last quarter before graduation. These senior project students might be supported by individual conferences with faculty and a once-a-week seminar project workshop during which students present work-in-progress and faculty and students offer support, criticism and general suggestions about how to get started, keep going and finish.
5. Another way to satisfy "1" and "2" might be for some senior students in this college to help teach the core program in this college.

**Concerning the Core Program of the Winnie Ingram College of
Part Time Studies:**

1. The core program should begin in the first quarter of the college's existence, be offered every quarter of the college's

3. The name of this core program might be Contemporary Social Problems. Presumably the college itself is one response to an as yet unnamed or described Contemporary Social problem and is, itself, a Contemporary Social Opportunity. The idea:



4. This always running core program should generate interest/opportunity for a college-wide lecture series, internships, workshops, more advanced courses, and senior projects.

**Report of the
PART TIME STUDIES SUBCOMMITTEE
January 11, 1995**

Appendix B

Analysis of Part Time Studies at Evergreen

Part time studies has a long and tenuous history at Evergreen. While the College made a limited commitment to part time studies as early as 1975, that commitment has never been strong, and the part time program has not been consistent or well thought out. When enrollment was low, the College reached out to part time students. As enrollment grew, Evergreen's commitment to the community through the part time program has diminished. The high point for part time enrollment was in the period from 1976-1984. Part time enrollment peaked at 23% (647 headcount students) in 1984. In 1994 part time headcount enrollment was 13% or 478 students.

We believe the time has come for the College to make a larger commitment to the local community through an innovative and vigorous part time program. Thurston County is one of the fastest growing regions in the state. There is a need for greater service from Evergreen and this need is expected to dramatically increase in the next 15 years. Comments that we received from focus groups and telephone inquiries fielded by Admissions and Academic Advising indicate that there is high interest in a part time program at Evergreen. The program, so far, has been too limited to attract many students. A college that ignores its community cannot expect to thrive.

The part time curriculum at Evergreen has historically served different goals and purposes, and it has taken different forms. The most fundamental issue is one of the future scale and focus of the program: does Evergreen wish to increase the size of the part time curriculum and is there interest in creating a more coherent program? This subcommittee believes Evergreen should answer these questions in the affirmative.

The current part time "program" of credit and non-credit offerings serves at least three distinct clientele: full time students, part time students, and community members who are not registered for credit. The public service centers, the graduate program shortcourses, and the Leisure Education program are the primary focus of the non-credit offerings at the College. These can be expected to grow substantially in the future, especially through the new K-12 Center. In accordance with the Long Range Plan developed in 1993, the Academic Deans are exploring the alternatives for a more vigorous continuing education program. A report will be available from them soon.

I. Current Configuration of Part time Offerings:

Credit Offerings

Courses/Modules
Evening/weekend
Graduate programs

Labor Studies
K-12 Center

Non-credit Offerings

K-12 Center
Graduate shortcourses
Labor Center

Washington Center
Leisure Education

Specialty Area	Plan a curriculum for part time students	Use part time courses in full time curriculum
Core	No	No
Environmental Studies	No	Yes
Expressive Arts	No	Yes
MES	Yes	Yes
Knowledge & Human Condition	No	No
Language & Culture	Yes	Yes
MPI (not operative now)	Did at one time	Did at one time
Native American Studies	No	No
Political Economy	No	No
Center for Science & Human Values	Cutting Edge	No
Science Technology and Health	No	Yes
MPA	Yes	Yes
Tacoma	No	Yes

At the current time, approximately 25% of the headcount enrollment at TESC is in part time courses; half of this enrollment is full

time students enrolling in modules. The part time curriculum is an important part of the full time curriculum in some specialty areas as the table above indicates, but almost none of the specialty areas plan for part time students. Only the graduate programs and MPI and the previous Vancouver programs planned carefully around part time student needs and the MPI program no longer does so.

II. Different part time models and pathways currently operative

There are three basic part time study models currently operative at Evergreen. We propose the College establish an undergraduate part time degree program more analogous to the graduate program model and less like the current ad hoc model. Our proposal takes the existing evening/weekend college program to its next step. This proposal includes a variety of possible elements that would create both more prescription and more coherence. This is not an all or nothing proposal: various elements could be added or eliminated.

- A. The MES/MPA model: coherent self-contained degree programs in a part time model. The Vancouver program operated in a similar fashion to this model at the undergraduate, upper division level.**

Description: both are self-contained programs with core curricula, electives, and a thesis requirement. Model is of an eight credit core which students wishing to enroll full time can add electives to. Two years long. Enroll by cohort.

Advantages: coherent programs, clear degree requirements, continuity in staffing. Electives are open to undergraduates on a space available basis.

Disadvantages: Limited range of offerings. Variety and individual choice is limited.

- B. The Evening/weekend model**

Description: These are our recently funded year-long half-time programs.

- * Provides upper division, interdisciplinary, team-taught curriculum to students unable to attend college during the day.
- * Provides opportunity for community members ("special students") to use Evergreen as an

educational resource, i.e. one way in which we follow through on our commitment to our local community.

- * Relieves pressure on the full time curriculum by offering alternatives to students not satisfied with current full time offerings or unable to register for preferred full time programs because of enrollment limits, i.e. environmental studies, psychology and sociology course work.
- * Allows students to take 8 credits without being matriculated.

Advantages: Offer a coherent year of coordinated studies programs. High congruence with the undergraduate curriculum.

Disadvantages: A year-long program does not ensure a coherent overall degree program. Limited pathway options. Difficult to meet B.S. degree requirements.

C. The ad hoc model

Description: 180 credits assembled in any way

Advantages: inexpensive, flexible

Disadvantages: Not coherent. Little systematic study in depth or breadth. Inconsistent with institutional commitment to coordinated studies and team teaching. Students often feel like loose marbles. Little connection with college as a whole and other students. Inconsistent with overall Evergreen philosophy.

III. Goals and Functions of the Current Part Time Curriculum

- * Supports the full time curriculum by helping students prepare for or meet prerequisites for advanced study, e.g. first and second year languages; introductory science, social science, math, music and art courses.
- * Relieves pressure on the full time curriculum by offering alternatives to students not satisfied with current full time offerings or unable to register for preferred full time programs because of enrollment limits, e.g. psychology and sociology course work.

- * Provides opportunities for focused advanced work which only a small group of students would be interested in at any one time, e.g. quantum mechanics, electricity and magnetism, classical mechanics.
- * Supports students' desire for special or side-interest study options to provide mental relief or add vitality to their studies, i.e. dance, literature, art, music, gender-oriented study, labor studies.
- * Provides teaching space for faculty on leave for parts of an academic year and/or with low enrollment in their regular program.
- * Supports faculty's desire to teach in the area of their "first" love or some recently developed interest.
- * Provides opportunity for community members ("special students" and auditors) to use Evergreen as an educational resource, i.e. one way in which we follow through on our commitment to our local community.
- * Supports the graduate programs by offering a coherent degree part time as well as elective, prerequisite and teaching endorsement requirement courses (primarily during summer school), e.g. Pacific Northwest History, children's literature, micro and macro economics; linguistics, statistics and research methods.
- * Supports enrollment of programs when embedded modules are opened up to non-program students.
- * Provides a pathway to a degree for part time students.

IV. Difficulties with the current programs

- * At present the role of part time studies on campus is ambiguous; is it simply to support the full time day curriculum or do we want it to also be a viable resource for degree-seeking students who can only attend part time?
- * The current part time format does a fair job of supporting the day curriculum, but only a few specialty areas really provide part time offerings.
- * It is currently unclear whether students can earn a B.S. degree through part time courses.
- * The current part time program is ad hoc and unpredictable. It provides very limited access to the community.
- * The new evening/weekend program speaks to an intent upon the part of the college to address and meet the needs of degree-seeking, part time students, but there doesn't seem to be college-wide support for the program.

- * The current evening/weekend program is a step in the right direction, but there is no long-term, comprehensive curriculum plan and no long-term plan for staffing it with faculty. Even those programs that were "set and published" for this coming academic year are now in jeopardy or have lost their faculty.
- * Current part time offerings provide insufficient structure and continuity for students to be able to plan for their future studies.
- * Some students expect to be able to fulfill a Bachelor of Science degree through part time studies.
- * The number and range of part time offerings is too small.
- * Specialty areas have little to no commitment to part time studies.
- * Part time faculty are disenfranchised the way current part time programming is done. They would like longer term contracts that allow them to participate more fully in program planning.