

Minutes  
Long-Range Curriculum DTF  
July 26, 1994

Present: Visitors: John Cushing, Brian Price, Rita Pougiales, Russ Lidman  
DTF Members: Alice Nelson, Rob Knapp, Carol Minugh, Gin Darney, Barbara Smith, Pete Pietras, Arnaldo Rodriguez, Jane Jervis, Art Costantino, Sally Cloninger, Laurie Meeker, Shannon Ellis, Michael Huntsberger, Wendy Sorrell, Brian Coppedge, Jeanne Hahn, Steve Hunter, Judy Cushing

Introduction by Jeanne Hahn

Overview of the Day

Today begins on a macro level to prepare for the faculty meeting on September 20. We are scheduled for the whole day on September 20. We will specifically organize the day at our DTF meeting August 30. Today we need to arrive at some agreements on major principles before subcommittees launch off on our work. Today we also need to establish a timeline, structure, and subcommittees.

Research started since last meeting

Kitty is compiling information on learning contracts. Arnaldo is looking into enrollment trends.

Readings for Today's Meeting

These were very revealing in terms of 1) indicating past agreements but no actual implementation; 2) defining and stating our values; and 3) clarifying areas of major disagreement.

Russ and Steve presented long-range planning data (handout)

1. Enrollment growth  
If current growth rate continued we'd be up to 4,200 by 2010. Over 1% a year (50 students a year) - It seems like a lot but we know we could go bigger (around 5,000).
2. Fall quarter enrollment  
Clearly indicates an increase in juniors and seniors and a crushing of freshmen numbers. The last DTF discussed a balanced enrollment which places emphasis on the freshmen retention efforts. This chart also indicates results of our agreement with community colleges to accept students with AA degrees.
3. Washington community colleges - Transferable degrees earned  
A more than doubling is likely to take place. A lot of growth is occurring in our area (i.e., Grays Harbor due to problems in timber industry). As economic depression sends people back to college are we a good match? Do we offer what they want? This puts pressure on

us to be more upper division which Evergreen has been distinctively more receptive to than other four-year Washington schools.

4. Population History and Forecast

In the next biennium the 17 - 22 year-olds will begin to go up again as the 23 - 29 group goes down. This has OFM saying we should not plan for growth and HEC Board indicating a trend toward moderate growth. This does not account for indicators that Olympia is in an area of more rapid growth than others.

What are some of the course patterns these students present to us?

5. Fall Quarter Enrollment

Illustrates growth in graduate programs and shrinking part-time enrollment since it began to jeopardize the overall enrollment numbers being too high.

6. Few or No Credits by Field

This is a first effort to review transcripts of 300 students for credit distribution. We are trying to ascertain what sort of coverage there is for students in the areas of science, social science, art, humanities, math, and foreign language. Steve will continue to add to this.

7. Fall to Fall Retention Rates

i.e., 551 who entered in 1981 returned in 1982 as sophomores. Earlier data is pretty consistent at 55% retention for all types of students. Typically private liberal arts schools have 90% and above retention. Nationally the retention rate is 43%. Other Washington state schools are 10% higher or more. Regardless of these comparisons, we have done better with retention and we want to do better.

8. Annual Average Credit Hours

Gives clarity to the concept that contracts and internships are pushing out other modes of learning and earning credit. This is people who registered for an internship and didn't do them as part of a course. In most years, about half of credit is generated through coordinated studies.

9. Modes of Study

Indicates movement within the curriculum in a given year from one mode of study to another.

On items 8 and 9 - how do we want these bars to look?

10. Expenditures/FTE Student  
Provides an economic context.

11. College-Owned PC's  
Indicates the technological environment around campus. We are interested in how we are using computers in the curriculum.

Steve Hunter and John Cushing

reported out on focus groups interviews with alums in the high tech industry. There are approximately 50-60 Greeners at Microsoft. For observations, see John's memo of July 14, 1994 that was distributed at this meeting. We need to think about what this information means to the curriculum.

\*Focus groups may be a way for DTF subgroups to do their work with students throughout the year.

Mapping Exercise

This is designed to:

- Derive and prioritize macro issues
- Serve as a review
- Give us an idea where we are now

Mapping the Evergreen Landscape				
Context	What's Working		What's Not Working	
	New	Not New	New	Not New
Core values Austerity Growth Accreditation critique	computer networking	student academic advising (some of it)	increased workload undercutting individual attention - exactly how?	student academic advising (other aspects of it)
	women in science	personal counseling and advising (some of it)	diversity (not valuing it)	personal counseling and advising (other aspects of it)

Context	What's	Working	What's Not	Working
	New	Not New	New	Not New
	weekend/evening college	process learning	specialty areas	implementation of previous curriculum decisions, especially CORE and assessment
	diversity (numbers)	small class sizes	retention of freshmen	lack of consistent definition of liberal arts education
	admissions	block curriculum (includes scheduling around work)	competition for resources driving wedges between people	retention of freshmen
	accommodating students with disabilities	easy to get into school	student satisfaction with the curriculum slate	unwilling to discuss shadow side of core values
	community determined curriculum	admissions	not teaching our core values	teaching across significant differences
	Student Advising Center	internships	curriculum planning in general	uncollegial dissensions (team teaching)
		satisfied graduates	reduced expectations of students	seminars
		team teaching	outside pressures preventing full-time study	pace of study
		B.S. Degree	impatience with processes	governance (deciding, consulting, follow-through)



Context	What's	Working	What's Not	Working
	New	Not New	New	Not New
		graduate/under-graduate faculty coordination	internships (background)	making budget cuts
		narrative evaluations of students	academic administration follow-through, exercise of judgment, system thinking	sense of community (larger than program)
		faculty - faculty evaluations	weaker coherence among units	support for ongoing faculty work
			B.S. degree	no sense of culmination
			student computer access	getting faculty to teach CORE
			administration of community-determined curriculum	communications study (not happening)
			formal faculty evaluation process	quality of faculty work and accountability for it
			communication between academics and advising	faculty development on teaching, writing, seminar, etc.
				effort going to wrong people

## 1. Other things we've noticed

- "super majors" (breadth of issue)
- everything here is personal
- no systematic, longitudinal assessment
- need to know more about students (as people) and do something with this in our teaching responsibilities

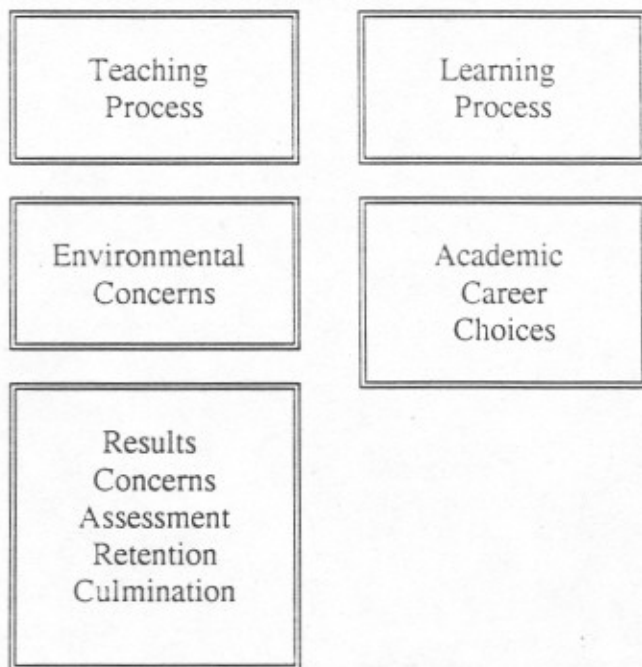
Issues

healthy routine/healthy individualization  
predictability/flexibility  
student responsibility/institutional guidance  
processes of evolution  
college-wide agreements on liberal education/instructor, specialty area - autonomy  
recognition/equity  
quality control  
incorporating marginalized views  
full-time/part-time  
pace of study  
community/individual

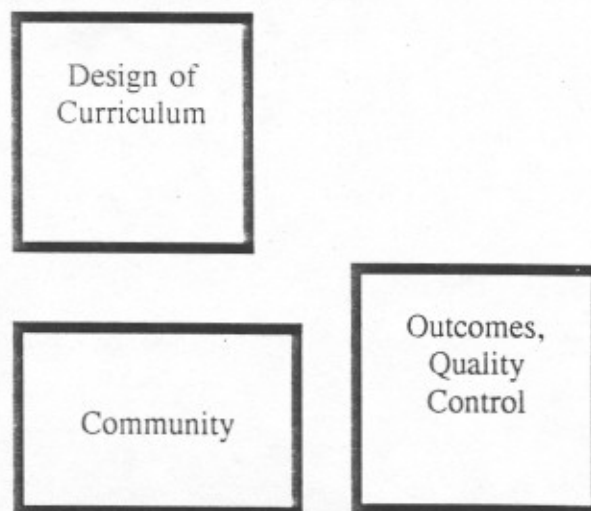
\*At the end of this exercise, Jeanne passed out the results of a similar exercise completed by the 1982 DTF. Significant similarities were noted on many points however, our conversation on July 26th seemed much more specific and sophisticated.

After lunch the DTF worked to organize the issues raised into general categories. Individuals put forth:

Michael Huntsberger's Picture



Sally Cloninger's Picture



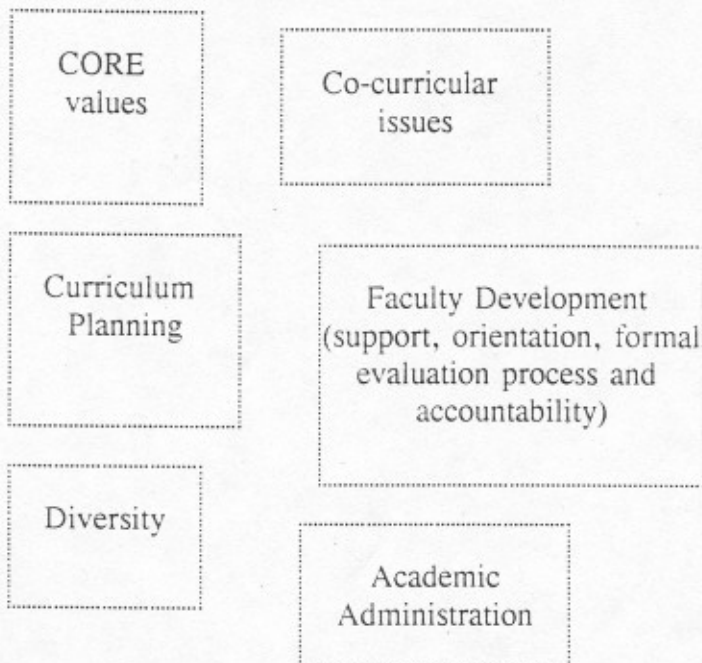
Art Costantino's Questions

1. How do we identify and affirm core values?
2. How do we promote and ensure quality in our approach to undergraduate education?
3. How do we establish a connection between knowledge of our students and our practice?
4. How do we ensure that we're being responsive to internal and external stakeholders?
5. How do we ensure a mutually beneficial connection between curricular and co-curricular?

Rita Pougiales's things to think about.

1. How do we work so as to routinely take stock? (public life)
2. What processes exist for being routinely informed about students and the community?
3. What are relations between the administrative and academic sides? (implementation and accountability)

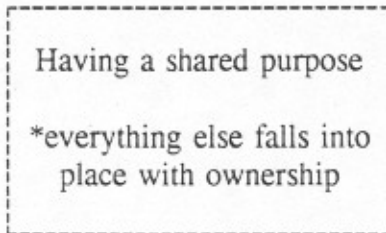
Gin Darney's Picture



Laurie Meeker's Curriculum Planning Process

- How to participate in this planning process
- How to have broad participation and leadership from each area (faculty, students, staff)
- Link CORE values and curriculum
- How do people participate in the academic curriculum and community
- The issue of quality comes out of the planning process (quality control).
- Student dissatisfaction

Judy Cushing's Picture



Steve and Jeanne distributed the original charge to this DTF with annotations. The DTF reviewed the 27 Key questions to determine which would be kept in the charge, which would be dropped, and which would be revised?

**DEFINING GOALS**

1. What are the core values of the curriculum and how are those values manifest in faculty, students and graduates of the college?

Gin Darney agreed to draft a position paper by August 30 for September 20 meeting.

Role and Mission Statement

1986 Values and Aspirations Report

1989 Self-study

2. Should we specialize in a small number of things we do very well and stop doing some things we do, but not as well? Under the continuing austerity of the 1990's, is it possible to do the same with less or should we develop a more cohesive and focused curriculum that emphasizes a small number of areas?

This discussion will be deferred.

3. What are the areas of distinction that currently exist in our curriculum? How can we enhance/build on them?

This is related to item 2 and will be deferred for later discussion.

Guidance to subcommittees (i.e., ability to work collaboratively; developing sense of responsibility in one's work)

4. How do we ensure that multicultural values, cultural differences, and diverse points of view are respected and represented throughout the curriculum?

This question fits with discussions on CORE, specialty areas, etc. It will be fed to the subcommittees and not retained as a separate item.



#### EVALUATION:

5. What are the criteria for evaluating the success or failure of the curriculum? Is the retention rate a useful measure of our effectiveness? Do we differentiate between transfers and first-year new students? What other measures, data, and non-quantitative methods might we use? This question and question 6 are outcomes questions. Steve Hunter, Rob Knapp, Jeanne Hahn, and Barbara Smith data will work on 5 and 6.

#### RESEARCH; INTERPRETATIVE ESSAY

6. What are the current outcomes of the curriculum? What do our grads look like? What do we expect students to take from Evergreen? What outcomes do we want to see? Does the proposed curriculum provide for these outcomes? What do we want an Evergreen grad to do and know? Once we know this, what impact does this have on the way we shape the curriculum?

#### SUMMER DISCUSSION; MACRO DECISION DEVELOP CRITERIA TO GUIDE SUBCOMMITTEES

#### ENROLLMENT SIZE AND MIX:

7. Given that we will grow by 1,000 students, what form should that growth take? (i.e., in increments of 50 or in larger chunks? in the graduate, undergraduate and/or weekend/evening programs?). What is the appropriate student mix (e.g., age, undergraduate/graduate, lower/upper division, full-time/part-time), and how do we achieve it?

SUMMER DISCUSSION; MACRO DECISION; GIVE GUIDANCE TO SUBCOMMITTEES - will develop a couple different scenarios for us to review. Growth and its implications will be sketched out. Tacoma and tribal-based programs should be included. Arnaldo, Barbara, and Steve's data will address this.

8. What are the enrollment trends in our feeder institutions? What are the educational needs and interests of high school and community college students? How can we anticipate new and changing needs and areas of curricular interest?

#### POSITION PAPER, ARNALDO; FOR DISCUSSION AT AUGUST MEETING; PROVIDE GUIDANCE TO SUBCOMMITTEES

#### CURRICULAR FORMS:

9. Should we design programs specifically as entry points for new transfer students? Should we develop strategies to ensure that entering transfer students possess the necessary skills to do upper division work? Do we have personnel to do this?

10. What changes are needed in our freshman-level curriculum that will improve the quality of educational experiences for freshmen and, presumably, retention? How do we assure that there is rigor and coherence in Core? Are there more viable ways of organizing the first-year curriculum? What are the core competencies that the first year curriculum should address and how do we measure them? Rita and Brian are well underway and will bring a preliminary report to the August meeting.

SUBCOMMITTEE #1, THE FIRST YEAR CURRICULUM SUMMER DISCUSSION: DEVELOP GUIDING QUESTIONS FOR SUBCOMMITTEE

11. Some of our current Specialty Areas barely exist in print, much less as functioning components of the curriculum. Should we continue with Specialty Areas, with different Specialty Areas, or should we institute an entirely new curricular organization? What purposes do Specialty Areas serve and are they serving them? How do Specialty Areas address predictability, limited resources, faculty community needs, etc.? This is related to the ongoing issue of a structure for regular review and change.

Rita P. will broaden this question, add question 12, 13 and 15 (of these minutes - questions 13, 16, 17 off original DTF handout) and draft a brief piece for us.

12. How can we provide increased curricular options? Should the curriculum contain a mix of curricular options, allowing more choice points for students? How would we articulate a mix of options including full-time, 16-quarter-hour programs, 12-4 designs, large lecture courses, etc.?

SUBCOMMITTEES 1 and 2

13. What will be the interface between the full-time, day-on-campus curriculum and part-time and evening studies? What is the relationship between hiring evening/weekend faculty and day-time faculty? (This question should be investigated in conjunction with the Hiring Plan DTF.)
14. What curricular areas need developmental sequences? How do we insure they are provided?

PART OF SUBCOMMITTEE 2

15. What does it mean for a faculty member to belong to a Specialty Area or a curricular grouping?
16. How can we incorporate changing technologies into the curriculum? The DTF should assess the implementation of technology across the curriculum as well as its importance as both a subject and a set of core skills in the curriculum. How can emerging technologies be utilized as learning tools? Pete and Michael will develop a position paper for this DTF to review. This written piece will form a basis for a future subcommittee.
17. What is the role of graduate education at Evergreen? In what ways could undergraduate students benefit from the existence of graduate programs? What does having graduate programs mean both in terms of opportunities and obligations for the faculty and staff? What are budget figures for graduate vs undergraduate students?

**SHORT TERM SUBCOMMITTEE**

18. What are the issues that arise from current demographics of our faculty? How do we plan for utilizing the changing skills and interests of the faculty?

**RESEARCH; POSITION PAPER**

**CURRICULAR CONTENT:**

19. Should we institute a summative senior evaluation for all graduating students? How would this solidify and focus an undergraduate education? Should we institute a senior thesis/project as a graduation requirement? Rob Knapp has written a paper on this. Kirk Thompson mentions it in one of his written pieces. Steve and Shannon have discussed coming up with a pilot program for it.

**DTF DISCUSS; ASSIGN POSITION PAPER**

20. Should we institute a mandatory upper-division qualifying exam in areas judged appropriate by the faculty? If so, what implications would such an exam hold for our curriculum?
21. How is student progress from entry- to intermediate- to advanced-level work attended to?

**DTF DISCUSS; ASSIGN POSITION PAPER (OR SMALL SUBCOMM.)**

22. Are there particular skills/competencies that should be developed across the curriculum (i.e., writing, media, foreign language, emerging technologies, math)? This goes within the outcomes category.

**SHORT-TERM SUBCOMMITTEE TO FEED INTO SUBCOMMITTEES 1 AND 2**

23. As global issues become increasingly important to daily life, what role should international studies play in our curriculum?

**DTF DISCUSS; POSITION PAPER, PROVIDE GUIDANCE FOR SUBCOMMITTEES 1 AND 2**

24. What should be the role of individual contracts and internships in an undergraduate education? What should be the role of "service learning" (community service) in our curriculum?

**INDIVIDUAL CONTRACTS: SUMMER RESEARCH; DTF DISCUSS; POSITION PAPER TO FEED INTO SUBCOMMITTEE #2 (KITTY PARKER HAS THIS RESEARCH UNDERWAY)**

**COMMUNITY SERVICE: DTF DISCUSS: POSITION PAPER TO FEED INTO SUBCOMMITTEES 1 AND 2**

**STUDENT AFFAIRS INTERFACE:**

25. How can the faculty involve students in curriculum planning in a meaningful way? What role can student affairs play in this process?

SHORT-TERM SUBCOMMITTEE: POSITION PAPER; FEED INTO SUBCOMMITTEE 2

26. How can we rethink the interface between student services and the academic programs? How can we develop closer cooperation between student affairs and the academic programs on all student-centered curriculum including but not limited to issues such as retention, academic advising, remedial work, etc.

SHORT-TERM SUBCOMMITTEE; PHASE TWO QUESTION FOR SUBCOMMITTEE 2

Timetable for our work was passed out with subcommittee key

The assumption is frequent consultation with the whole faculty.

First year committee to include outcomes, faculty/staff needs and dreams, student culture, essential practices (and core values). Structures for planning and implementing (first and/or second year) structures for planning and implementing (third, fourth, and maybe second years).