

MEETING OF ALUMNI INTERESTED IN POLICY AND CURRICULUM DEVELOPMENT

A list of interests of individuals participating in this group:

--developing an engineering curriculum at T.E.S.C.

--interest in seeing that alumni have an affect on internal policies

Quality of Evergreen's curriculum is returned to a higher standard

Drop-out rate is curtailed

Faculty are allowed their autonomy....that the school does not become over-structured with policies

Evergreen remains a liberal arts college that is meaningful to the person attending

More counselling is provided for students to achieve a well-rounded education.

Interested in seeing that admission standards or practices are followed through on-that students applying for entrance have their questionnaires read, rather than just sampled. (Dale Martin)

--interested in seeing Evergreen attract students coming from high schools

Develop a more active program to draw students from high schools

Develop a means of informing students of the skills/requirements that

the 'outer world' demands.....was personally surprised to find

that an understanding of statistics was required of psychologists;

had attended the programs dealing with 'psychology' while at

Evergreen and never knew that statistics was going to be a necessary skill.

(Melissa Brooks)

--interested in seeing Evergreen provide assistance to students with learning problems.

Suggests that students be tested for learning problems

Would like to see students be screened and counselled for reading & writing

Interested in seeing Evergreen adopt attitudinally that a student's

problems with reading and writing is not a leprosy, but rather a

problem for which Evergreen has a program.....recommends that

students with such difficulties be taken to the U of Washington,

provided with counselling, offered support groups.

Suggests that T.E.S.C. provide a 4½ year program for those with such

problems as this would provide them with extra time to bring their

skills up to a professional level

(Myles G. Schneider)

--interested in T.E.S.C. providing a graduate school or at least, some continuing education for graduates

Would like, especially, for alums to have input inot how a graduate program could be formed for Evergreen.

Is interested in seeing that the graduate school offer a broad variety

of topics, psychology, law, etc.....would like to see it

possible for the courses to be offered in the evening and/or on a contract basis.

Feels that a graduate program could help to keep the school strong, tho is aware that some argue that the school should become stronger first.

(JoAnn Kingsbury)

--interested in seeing more outreach into Aberdeen and developing a reciprocal agreement with Alaska so that Alaskan citizens can come to study without having to pay the high out-of-state prices

(Pat Piercen)

- interested in developing a program among Evergreen alums that continues the seminars of Evergreen but also serves a practical purpose of providing input into Evergreen's curriculum, providing update on the college's affairs, and brings together others interested in the college.

Suggests an alum program whereby those interested in T.E.S.C. could gather together in one common city and discuss (suggest Portland, Olympia, Seattle, Spokane).

The initial sessions could provide feedback information to the school on issues of concern, upcoming trends and fundamental questions of an interdisciplinary nature --example. from politics today, the new wave of McCarthyism on ethical principles, the impacts this has on career decisions and its affects on process; ethics in science decisions and experimentation practices, including not only learning about how to conduct scientific investigation and basic principles in science but also discussion relating to the values and assumptions inferred by using such processes; etc.

Could be organized with assistance from T.E.S.C.; provide a living example of Evergreen's educational approach.

Interested in seeing Evergreen continue to provide questions of scope, not develop a blinder perspective.

(Kerry Klockner, with editing)

Other elements of our group discussion included:

- Supporting the idea that the community needed to have input into curriculum, needed to have notice of and be invited to functions going on at T.E.S.C., **needed to receive good communications of/from the college.**
- Concern that part-time students and full-time students did not receive the same kind of education at Evergreen....felt almost that part-time students used the school to 'just go to a class', wanted them to understand the quality of Evergreen's approach to education.
- recommending that teachers be responsible for setting some pre-requisites, ask to see what students have done in the past in regard to their portfolios, experience, etc. (no concensus on this one)
- general discussion on the need for more formalized standards, requirements, for graduation. (no concensus on this one either)
- a short discussion on faculty evaluations-possibility of alum becoming more involved.

* [Paul Roberts
speakers' bureau.

RECOMMENDATIONS:

- This group be a formal committee offering suggestions to the administration in a formal way..(others interested could join)
- General meetings of ex-Evergreeners, faculty be held within communities around the state and Portland.
- Community people be invited as guest speakers onto the campus.
- Get local institutes to support (financially and otherwise) attendance at T.E.S..C.
- Communicate to others that Evergreen has the ability to provide education that people use in getting jobs and also provides them with the resources to perform
Work on this especially with high school counselors and help them change their attitudes. (almost the sentiment that the Evergreeners that have come to the school heard about the school from other colleges and that in the high schools, Evergreen is getting very little serious consideration or review. Previously, the press provided information to high school students)
- Sponsor a conference on "Quality in Education & the identification of of Responsibilities in Interdisciplinary Education"
 - students be involved and their role discussed
 - faculty be involved and their role discussed
 - staff be involved and their role discussed
 - alum be involved and their role discussed (suggestion made that alum be seen as watchdogs and instigators of new ideas and programs)

The following people wish to participate in a committee for "The Advancement of Higher Educational Practices" (or some such name) :

JoAnne Kingsbury
3908 70th Ave. N.W. #A
Gig Harbor, Washington 98335

Melissa Brooks
9016 W. Shorewood Drive #391
M.I., WA 98040

Dale Martin (willing to serve as an Olympia contact/ombudsman)
P.O. Box 2841,
Olympia, Wash. 98507

Kerry Klockner (facilitator of the group, taker and writer of these notes-if have any comments please call at 235-2316 or 248-4280(w))
2035 SE 38th
Portland, OR 97214