

The Evergreen State College
1998 Progress Report on Diversity and Participation by People of Color
Progress Summary - Attachment A-1

ENROLLMENT

- *Goal - Evergreen will strive to achieve by Fall 2001, an undergraduate participation rate for all ethnic/racial minority groups that equals or exceeds the average participation rate for Evergreen for Fall 1996 through Fall 1998 for the 17-22 year old population in the state.*

Undergraduate Enrollment (17-25 year-old cohort)			
	# Students of color	All students	% Students of color
Fall 1994	130	950	13.7%
Fall 1995	135	980	13.8%
Fall 1996	117	940	12.4%
Fall 1997	168	1062	15.8%

From Fall 1994 to Fall 1997, the percentage of students of color among students 17 to 25 years of age who were admitted and enrolled at Evergreen increased from 13.7% to 15.8%. The percentage of African American students increased from 1% in Fall 1994 to 3% in Fall 1997; the percentages for the other groups has remained constant: 3% for Native American students; 4% for Hispanic/Latino students, and 5% for Asian American students. It should be noted that since numbers for each of these individual groups is small, and a change in enrollment by just a few individuals can have a sizable impact on the percentage points.

- *Goal - Evergreen will strive to achieve by the year 2001, a transfer rate for all ethnic/racial minority groups that equals or exceeds the average transfer rate from fall 1996 through fall 1998 for all transfers to Evergreen.*

	WA AA Degree Transfers			WA AA Non-Degree Transfers			Total WA CC Transfers		
	# Students of color	All student s	% Students of color	# Students of color	All student s	% Students of color	# Students of color	All student s	% Students of color
Fall 1994	37	199	19%	48	198	24%	85	397	21%
Fall 1995	42	172	24%	47	182	26%	89	354	25%
Fall 1996	38	141	27%	44	170	26%	82	311	26%
Fall 1997	47	232	20%	51	211	24%	98	443	22%

The percent of students of color who are Washington state AA degree transfers and Washington state non-AA degree transfers appears to have remained at fairly constant level from Fall 1994 to Fall 1997. (Although the percentage of transfers who are students of color increased in 1996, the headcount did not.)

- *Goal - Evergreen will strive to achieve by the year 2001, a graduate enrollment for all ethnic/racial minority groups that equals or exceeds the average graduate enrollment rate from fall 1996 through fall 1998 for all graduate students at Evergreen.*

Graduate Enrollment			
	# Students of color	All students	% Students of color
Fall 1994	49 *	271	18.1%
Fall 1995	37 *	211	17.5%
Fall 1996	19	226	8.4%
Fall 1997	23	272	8.5%

* First-year cohort, Tacoma MIT

* Second year of '94 cohort, Tacoma MIT

In Fall 1994, a cohort of students enrolled in a Master's of Teaching (MIT) program that was based in Tacoma for two consecutive years. A large proportion of the MIT Tacoma students were students of color. This cohort group continued in the two-year MIT program in Fall 1995. The percentages in the table above reflect the impact of the MIT Tacoma program on increased diversity among the graduate students. An MIT program that will focus on teaching Native American learners will begin in Fall 1998.

RETENTION

- *Goal - Evergreen will try to achieve by the year 2001, a retention rate for all ethnic/racial minority continuing and transfer students that equals or exceeds the average retention rate for all continuing and transfer students at Evergreen for fall 1996 through fall 1998.*

	Retention: 1st-time Freshmen		Retention: WA CC Transfers	
	Student of Color	All Students	Student of Color	All Students
Fall 1994 - Fall 1995	63.6%	64.4%	70.0%	75.1%
Fall 1995 - Fall 1996	63.6%	68.7%	70.0%	76.7%
Fall 1996 - Fall 1997	64.5%	60.7%	75.0%	73.0%

From Fall 1994 to Fall 1995, retention for students of color was somewhat lower than for all students. By Fall 1996-97, the retention rate for students of color had exceeded that for all students.

- *Goal - Evergreen will strive to achieve a retention rate for ethnic/racial minority students that equals or exceeds the average retention rate for graduate students at Evergreen for fall 1996 through fall 1998.*

Although retention data for undergraduates is monitored for a number of reports (e.g., IPEDS GRS, Student Right to Know), the retention of graduate students is not routinely reported. However, completion rates for graduate students are listed in the next section.

COMPLETION

- *Goal - Evergreen will try to achieve by the year 2001 a baccalaureate completion rate for all ethnic/racial minority groups that equals or exceeds the average completion rate for all students receiving baccalaureate degrees from Evergreen for Fall 1996 through Fall 1998.*

	Six-Year Graduation Rate			
	Enrolled:	Graduated by:	Students of Color	All Students
Freshmen	Fall 1990	Summer 1996	50.0%	54.2%
Freshmen	Fall 1991	Summer 1997	41.7%	54.0%
WA AA Transfers	Fall 1993	Summer 1996	70.0%	74.6%
WA AA Transfers	Fall 1994	Summer 1997	66.0%	62.0%

The 6-year graduation rates are somewhat lower for freshmen students of color than for all students. Among Washington state AA transfer students, the 6-year graduation rates were lower for students of color in 1996; in 1997 they were higher for students of color.

- *Goal - Evergreen will strive to achieve by the year 2005 a master's degree completion rate for all ethnic/racial minority groups that equals or exceeds the average completion rate for all master's degree students at Evergreen for academic years 1998 through 2000.*

	Graduate Degrees Awarded		
	Students of Color	All Students	% Students of Color
1994-5	11	126	8.7%
1995-6	37	171	21.6%
1996-7	5	71	7.0%

The higher percentage of completed degrees for students of color coincides with the graduation of the MIT Tacoma cohort.

EMPLOYMENT

- *Goal - Evergreen will strive to achieve by the year 2010, employment rate for all ethnic/racial minority groups in faculty and exempt positions that equal or exceed their availability.*

The Evergreen State College is committed to equal opportunity, as shown by *The Evergreen State College 1997-2000 Affirmative Action Plan*. The college's "Affirmative Action Plan represents the college's good faith effort to advance the community's commitment to equal opportunity into the next century." The college's Affirmative Action program includes: recruitment using targeted mailing lists; an in-house candidate data base; regular telephone, electronic and in-person contact with resources for affected group candidates; display advertisements in publications that target affected group audiences; use of extended closing dates and open-ended bulletins; and targeted recruitment with traditionally Black, Indian and Hispanic-serving colleges and universities.

As the tables below indicate, the number of full-time faculty of color has increased over the past three years. The number of people of color serving at the levels of executives, administrators, and managers is the same in 1997 as in 1995. Since the total number of employees in these positions has increased slightly, the percentage of people of color has decreased slightly. However, it should be noted that during this time period, the college has been very successful in increasing the number and percentage of women in these positions, another important aspect of diversity goals.

Employment – Full-Time Faculty			
	# People of color	All FT Faculty	% People of color
Fall 1995	36	179	16.7%
Fall 1996	37	167	18.1%
Fall 1997	42	177	19.2%

Availability of faculty of color has been calculated to be 13.5%. The college has consistently met and exceeded this goal for faculty as a whole. When each ethnic group is analyzed separately, we find that some remain under-represented. For these groups, the college will continue to apply the strategies of affirmative action to attain parity with availability.

Employment – Executive/Administrative/Manager			
	# People of color	All Exec-Adm-Mgr	% People of color
Fall 1995	13	61	17.6%
Fall 1996	12	62	16.2%
Fall 1997	13	66	16.5%

Availability of people of color for positions at the executive/administrative levels has been calculated to be 18%. The college is close to attaining parity with that availability. In addition to the strategies listed under the next goal, all the tools of affirmative action are being applied to achieve this goal.

- *Goal – Develop procedures for evaluating hiring decisions to ensure that they address the under-representation of ethnic/racial minority groups.*

The college uses the following processes to accomplish equal opportunity and to ensure candidates from underrepresented groups are fairly considered in each hiring decision: review of all position descriptions prior to recruitment to ensure that minimum qualifications and job duties are appropriately defined; orientation of hiring committees and review of screening tools to ensure non-discriminatory pre-employment inquiry and candidate evaluation; review of candidate pools, finalists, and hires to ensure affected group candidates are fairly considered; consultation with hiring authorities regarding Affirmative Action goals to ensure that hiring decisions are non-discriminatory and, when appropriate, address Affirmative Action goals. Additionally, the college uses exception testing to add qualified affected group applicants to classified eligible lists and supplemental certification to add them to referral lists.

INSTITUTIONAL CLIMATE

- *Goal – Affirm the college’s statement of value for diversity through substantive institutional actions.*

Recent Institutional Actions

TESC Board of Trustees adopts Role and Mission Statement for the College: “Making Learning Happen”

The April 1997 revision of the college’s mission statement affirms the trustee’s commitment to institutional goals for participation by people of color.

TESC Board of Trustees adopts Diversity Statement

The Evergreen State College Board of Trustees, adopted a Diversity Statement on February 11, 1998, that re-affirms their commitment “to provide access to a high-quality public education that is rich in its mix of people from diverse backgrounds, and that promotes equal opportunities for all who choose Evergreen as their educational institution or as their employer.”

Evergreen President testifies before Washington State Senate Law and Justice Committee

Jane Jervis, President, The Evergreen State College, testified at the Senate Law and Justice Committee re: Initiative-200 and Senate Bill 6689, February 4, 1998. (See Attachment 2 for complete text.)

The President’s Diversity Fund

The Evergreen State College President’s Diversity Fund exists to advance the college community’s ability to appreciate and effectively function in a multicultural environment. Sponsored by the President and administered by the Special Assistants to the President for Equal Opportunity and for Civil Rights, the programs produced and/or sponsored by the fund have had a high profile on campus and in the surrounding community. At the request of the Board of Trustees, resources for the fund were increased to \$20,000 for 1997. In the past two years, the fund has produced events and supported activities produced by members of the campus learning community, including, but not limited to those described below:

- *College/State Government/Community Collaboration on Affirmative Action Education* for communities across the state. This collaboration in fall of 96 involved ten state agencies and commissions, four colleges and universities, the governor’s office, one city government, community organizations and TVW, the legislative cable television network. The event educated over 1100 who attended from across the state and Oregon, and countless others who viewed it on television. Given that Affirmative Action programs were facing challenges nationwide, the event offered important perspectives for timely consideration by the electorate.
- *The Color of Fear*, a community workshop on racism delivered to students, staff and faculty.
- *Diversity Institute for Faculty and Staff*, a one-day program on diversity issues in the classroom and campus environs as experienced through the eyes of students of color.
- *Democracy in the Classroom*, Financial and technical support was provided for a project of the Evergreen Center for Educational Improvement exploring the existing and potential relationships between educational institutions and immigrant/refugee populations.
- *Campus Diversity and Sexuality*, community workshop on race, culture and sexuality among college students.

Evergreen hosts the 1997 Faculty and Staff of Color in Higher Education Conference

The Evergreen State College hosted the second annual Faculty and Staff of Color in Higher Education Conference in October of 1997. President Jervis opened the conference attended by 180 faculty and staff from Washington State’s public and independent colleges and universities. Trustee Billy Frank Jr. delivered a keynote address.

The Provost’s Diversity Initiative

Beginning in Fall 1998, Evergreen will lead the “Provost Diversity Initiative.” This initiative will involve the public baccalaureate institutions and the area community colleges in collaborative efforts to increase the transfer rate between two- and four-year colleges. This project will assess the interest level of students of color in transferring to four-year colleges, as well as the barriers that may occur at various points in their educational experience. A “best practices” profile to facilitate transfer will then be developed.

- *Goal - Demonstrate continued participation by the president, trustees, exempt staff, and faculty in seminars on combating racism, valuing cultural pluralism, and managing diversity.*

Representative Examples of Developmental Activities Attended by the President, Trustees and Exempt Staff

- Winter 1998. *Legal Insights*, statewide teleconference on accommodating students with disabilities.
- Spring 1998. *Recruitment and Admissions Dilemmas*, national teleconference regarding strategies for recruiting and retaining students of color.

- Fall 1996 and Fall 1997. *Faculty and Staff of Color In Higher Education Conference*, annual statewide conference for educators which addresses issues affecting people of color in the Washington State higher education system.
- Fall 1996. *Diversity Institute*, a one-day institute regarding the effect of race issues in Evergreen's classrooms.
- Fall 1995. *Disability Awareness*, workshops on accommodation in employment by the Governor's ADA Taskforce.
- Winter 1995, Spring 1996, and Spring 1997. *Day of Absence / Day of Presence*, campus workshops and dialogue focusing on building community around issues of multiculturalism.

Representative Examples of Faculty Development and Community Activities

"Evergreen is committed to increasing diversity among both students and faculty...While we are working to create diversity, we are also working to build a strong sense of community." *The Evergreen State College 1997-98 Catalog*. The college's commitment and support of diversity efforts is ongoing; faculty projects are numerous. The following activities illustrate faculty involvement in diversity and community-building activities in 1997-98:

Summer to Fall 1997

- Summer Workshop on Tribal Involvement in Environmental Decision Making
- Cooperative Research Grant with Miyasaki University
- Evans Chair sponsored three filmmakers who deal with anti-racist themes to Evergreen to work with Core students and serve as a resource to the entire campus community: Christine Choy, Pratibha Parmar, and Isaac Julian.
- Joli Sandoz published *A Whole Other Ball Game*, a history of women's sports.
- Sean Williams presented results of her research at Society for Ethnomusicology.

Winter 1998

- Jorge Gilbert published *The Bridge Between Canada and Latin America*, co-authored by Mario Lee.
- Therese Saliba attended Middle East Studies Association Annual Conference in San Francisco.
- Lee Lambert, Peter Bohmer, Linda Moon Stumpff, and Sara Pederson to speak at Native American Teachers Association Faculty Lecture Series.
- Michael Vavrus with Mustafa Ozcan published a chapter titled "Multicultural Content Infusion by Student Teachers" in *Being Responsive to Cultural Differences: How Teachers Learn*.
- Sam Schragger teaches in faculty exchange program with Kobe University. The exchange program is now in its sixteenth year. Hajime Kawamukai from Kobe teaches at Evergreen this year.
- Angela Gilliam attended the Critical Race Theory Conference at Yale University.
- The Evergreen Center for Educational Improvement collaborates with the Office of Superintendent of Public Instruction on research in English as a second language (ESL) and Bilingual learners.
- The Washington Center for Improving the Quality of Undergraduate Education held its annual conference: "Embracing Community, Diversity, and Change: Higher Education in the 21st Century." Daniel Kemmis, mayor of Missoula, Montana, gave the keynote address. Joye Hardiman, director of the Evergreen State College-Tacoma Campus gave the closing address. Other Evergreen presenters included: Barbara Leigh Smith, Heesun Jun, Nalini Nadkarni, Helen Lee, Sarah Ryan, Joli Sandoz, George Freeman, Carol Minugh, and Magda Constantino.

Spring 1998

- Artists in Residence Gathering: Bentwood Cedar Boxes, Salish Shawls, and Native American Storytelling.
- Native Arts Symposium, sponsored by Native Economic Development Arts Initiative, draws artists nation-wide.
- Alan Parker attends the International Indigenous Rights Workshop at the University of British Columbia First Nations' House of Learning in Vancouver, BC. Alan is developing curriculum for Indigenous People's Studies.
- Laurie Meeker guest filmmaker at 3rd Annual Gay Lesbian Film Festival in Las Cruces, New Mexico.
- Carol Minugh awarded 1998 Evergreen Award "In recognition of contributions to education for under-served communities" presented by The Evergreen State Society.

Faculty Institutes Summer 1998

- "Pedagogical Theories and Practices, Teaching Students with Learning Differences." Artee Young.
- "Seminar in Recent Contributions to the Discussion of Race, Class, Gender, and Sexual Orientation." Jeanine Elliot.

Examples of Students of Color Recruitment Events, First People's Recruitment, 1997-98

Muckleshoot Indian Career Day	NW Hispanic Career Fair
Neah Bay Career Fair	Multicultural Services Conference College Fair
Stadium High School College Fair	Seattle Upward Bound Campus visit
Thurston Group – Black History Weekend College Fair	South Seattle CC Upward Bound Visit
Yakima Confederated Tribes College Fair	Upward Bound College Fair
Spokane NEISP Campus Visit (National Early Intervention Scholarship and Partnership Program)	

**NEW OR ENHANCED FUNDS PROPOSED FOR 1999-2001 BUDGET
TO ACHIEVE INSTITUTIONAL GOALS**

The major funding proposed for 1999-2001 to achieve diversity goals is allocated to expansion of the Tacoma campus, in terms of greater enrollment and a larger facility, and the creation of a Center for Northwest Native American Studies. Specific budget allocations that may be used to in whole or part to achieve the college's diversity goals are listed below:

Tacoma Lease (estimated 670K)

In 1999 the Tacoma campus will move to a newer and larger facility to meet current program requirements and to allow for doubling the size of that program. The mission of the Tacoma program, located in the center of Tacoma's Hilltop community, is to provide a broad-based, world-centric liberal arts education for urban working adults.

Enrollment Growth: 170 FTE over the Biennium (estimated 1.5 million)

- Adds 40 FTE to Tacoma.
- Adds 30 FTE to Evening/Weekend programs.
- Adds 100 FTE to regular daytime offerings.

Center for Native American and World Indigenous Studies (estimated 667K)

- Establishes a Policy Center for the study of Native American and World Indigenous cultures.
- Programs are designed for Native and non-Native students, on campus and at reservation sites.
- Continues Native Arts and Economic Development Initiatives.
- Enhances Academic Programs (native languages, tribal education, etc.)

Interactive Learning Technologies (estimated 670K)

Support for WEB base search and retrieve processes for campus academic curricular use. Evergreen will be participating in a grant from the Kellogg Foundation to develop Distance Learning curriculum for Indian Education at remote sites.

Center for Community Studies and Service Learning (estimated 477K)

The goals of the Center are to fully incorporate service learning into the curriculum; increase the number of internships for important community needs, and coordinate various service learning activities campus wide.

Student Research Initiative (estimated 245K)

Direct grants for undergraduate student research.

In addition, it should be noted that funding to achieve the college's goals for diversity and participation by people of color may come from a variety of sources that may not appear as specific line items in a budget. For example, Student Activities funds are used to bring speakers to campus and sponsor events for the entire campus community, including speakers and events that present culturally and politically diverse viewpoints and orientations.

Although these positions do not represent new or enhanced funding, it should also be pointed out that the college president's staff work directly with students, faculty, and staff in dealing with issues of equal opportunity, civil rights, and legal affairs. Their work continues to contribute significantly to the college's diversity goals.

GOAL ATTAINMENT AND PROGRESS
EXAMPLES OF “GOOD PRACTICE” OR SUCCESS

- *Goal - Incorporate significant material on cultural pluralism, ethnic diversity, and race and racism in American society across a broad array of undergraduate courses and public service activities.*

**Representative Examples of Undergraduate Offerings that
Address Issues of Cultural Pluralism, Diversity, and Racism**

1997-98

Bilingual Education And Teaching
Black Feminist Thought
Black Literary Beacons
Culture and Behavior
Holocaust Literature
Law, Civil Rights, Social Justice
Native American Studies: Images
Natural Resources: Tribal and Reservation Issues
Pacific Visions
Political Economy of Inequality
Reservation Programs: Roots/Branches Fed. Law
Tacoma - Power Studies

1996-97

Chinese Americans In Puget Sound
Class, Gender and Ethnicity
Feminist Studies/Cultural Studies
Hidden Histories: African, Irish, Latino Americans
Law, Civil Rights, Social Justice
Mass Media/ Social Change/ Latin America
Multicultural Psychological Counseling
Native American Studies: Community
Orientalism And Afrocentricity
Reservation Programs: Healthy Communities
Tacoma - Millennium Shifts
Women Writers/Fem. Image

At Evergreen, diversity is articulated in the design and content of academic programs. The curriculum for 1998-99 includes numerous programs that approach issues of race and culture from a variety of perspectives and disciplines. Some representative examples include: *Black Literary Beacons: Essayists; Forests: Natural and Human Communities in the Pacific Northwest; Hispanic Forms in Life and Art; Images in Context; Politics and Ideologies from the Americas; Regeneration: A Celebration with the Land; and Social Movement and Social Change.*

Tacoma Campus

Situated in a urban, inner-city environment, the Tacoma campus of the Evergreen State College provides upper-division working adult students with an “interdisciplinary, reality-based, community responsive liberal arts education.” The Tacoma campus values family, community, collaboration, inclusivity, hospitality, and academic excellence. The curriculum integrates students’ life experiences and goals, with an emphasis on diverse cultural experiences and values, and opportunities for dialogue across and beyond differences. The academic program for Fall 1998, *The Art of Leadership: Studies in Collaboration and Coalition Building*, focuses on historical and contemporary approaches to leadership theory and practice; issues of race, class, gender, and culture will be integral to this exploration.

Reservation-Based Program

This program is being expanded to include the Muckleshoot Tribe. Faculty have been added to strengthen staffing.

Using New Technology

The college is working as part of a Kellogg Foundation grant to develop a technology-based curriculum from a Native American perspective. This curriculum will be used on a remote reservation site, and will involve working with the South Dakota School of Mines, the University of Montana, and the Salish Kootenai Tribal College.

The Longhouse

As a public service center and gathering place that can accommodate several hundred people, the Longhouse at Evergreen hosts a variety of educational and cultural functions, such as lectures, conferences, performances, ceremonies, and other diverse cultural activities, and offers hospitality for students, the college, and nearby communities. The Longhouse, reflecting Northwest Native American traditions, provides flexible classroom and meeting space for the Reservation-Based Tribal Program, houses Native American Studies, and supports the Native Economic Development Arts Initiative. Recent highlights include the Northwest Native Art Symposium in January, 1998; Bentwood Box Workshop, March, 1998; Coast Salish Shawl Blanker Workshop, April, 1998; Maori Fiber Artist, May, 1998; and Super Saturday Native Arts Fair, June, 1998.

Washington Center for Improving the Quality of Undergraduate Education

The Washington Center promotes educational reform and collaboration among member institutions, including all of the state's public four-year institutions and community colleges, and some of the state's technical, tribal, and independent colleges. The Center and the State Board for Community and Technical Colleges have sponsored a series of workshops and activities through the Multicultural Efforts Project, focusing on the academic success of students of color, for example:

- February 1998. *Annual Conference: Embracing Diversity, Community, and Change*. Jane Jervis, President, introduced the keynote speaker. Evergreen participants included Provost Barbara Leigh Smith and 17 other faculty and staff.
- November 1997. *How to Help Adult and Young Adult Learners Succeed: Every Way We Can*. Lee Lambert, Ricardo Levya-Puebla, Mike Segawa, Director, Housing at Evergreen, workshop presenters and team facilitators Magda Costantino, Evergreen Center for Educational Improvement, keynote speaker.
- April 1997. *Changing Faces, Changing Aspirations*. Lee Lambert, Nani Jankins Park, and Ricardo Levya-Puebla, Director, First People's Advising, workshop presenters and team facilitators.
- November 1996. *The Myth of the Open Door*. Lee Lambert, Assistant for Civil Rights and Legal Affairs, workshop presenter and team facilitator.

The Evergreen Center for Educational Improvement

The Evergreen Center works with communities state-wide to improve K-12 education programs, providing models and materials to build expertise at the local level. Diversity-related activities include several education reform initiatives, as well as research projects with the Office of the Superintendent of Public Instruction (OSPI). Recent examples include:

Education Reform Initiatives

- March, 1998. Presentation on *Multicultural Families* for the Olympia School District.
- November 20, 1997. Developed and delivered a workshop, *New Country, New Culture, New Life - How Will We Learn the Language*, Washington Center Multi-Cultural Efforts Conference.
- October 25, 1997. Workshop presentation, *On Common Ground: Partners with K-12*, Faculty and Students of Color Conference, The Evergreen State College.
- Sept 26/ October 10, 1997. Sponsored, with support from OSPI Social Studies and Indian Education Offices, *Native Americans in History: Teaching Young Learners Through Examining Historical Encounters*, workshops for teachers.
- Spring 1996 - June 1997. Coordinated the *Community Seminars on Diversity Project*. A partnership between the Center, the Office of Bilingual Education at OSPI, the Thurston County Refugee and Immigrant Center, and the Bilingual/ESL programs of the Olympia, Tumwater, North Thurston, and Tacoma School Districts.

Research

- April 1998 and continuing. Extensive research for the Office of Superintendent of Public Instruction in the area of Bilingual Education in teaching and learning to read English as a second language.
- August 1995. Co-sponsored with the OSPI Office of Indian Education a research project on *Washington State Indian and Alaskan Native Education Demographics* (published in 1996).

The Labor Education Center

The Evergreen State College Labor Education Center collaborates with labor unions and union members across the state to create educational programs focused on organizing, economics and history. The Labor Center also offers credit-granting Labor Studies classes through the Part-time Studies program. Recent examples of activities include the following:

- June 24 through June 28, 1998. *Tenth Annual Summer School for Union Women: Organizing for Diversity, Building Leadership for Tomorrow*. Residential summer school for union women with small group activity and panelists focused on overcoming racism, sexism and homophobia on the job and within unions.
- March 11, 1998 and ongoing. We are working directly with two Steelworkers' Civil Rights Committees, providing them with assistance in developing their own goals and action plans. Our work focuses on pro-active and informal, as well as legal, approaches to dealing with civil rights issues.
- April 1997. *Organizing Beyond Borders in the Workplace: Workers' Rights Conference*. Bilingual conference in Yakima.
- April 1996. *Strength Through Diversity: Building Coalitions to End Racism*. Three-day conference at the TESC Tacoma Campus, focused on overcoming racism within workplaces and unions.

➤ *Goal – Incorporate significant material on cultural pluralism, ethnic diversity, race, and racism in graduate offerings.*

Graduate offerings in 1997-98 included Tribal Decision Making, taught in both MPA and MES programs, and Participatory Research, MES, Spring 1998. An MIT program, MIT 2000, that will focus on Native American learners will be initiated Fall 1998. Students will complete the program in the year 2000 and be ready to serve in their communities.

Other Evidence of Goal Attainment and Progress

College Student Experience Questionnaire (CSEQ) Results

The CSEQ, widely used for institutional assessment, was administered to Evergreen students in Spring 1996. Students rate the college environment and their own involvement in learning. Evergreen freshmen, at the end of their first college year, were substantively higher than their counterparts (freshmen at other General Liberal Arts colleges) in developing awareness of different cultures, their own values, and knowledge about other parts of the world. Their ability to understand and get along with different kinds of people was higher, although not substantively, than their GLA peers. Results of the CSEQ for Evergreen students at all class levels indicate much higher ratings in these areas, compared to freshmen, only, and the comparison group. This finding indicates students at Evergreen continue to make gains in these areas as they progress in their studies, and continue to surpass their peer group of students.

CSEQ Scale: 1 = very little; 4 = very much
Difference in means for "practical significance" = 0.30

Freshmen, Only (n = 482)	TESC Mean	GLA Mean	Difference
Awareness of different philosophies and cultures.	3.16	2.48	0.68
Develop own values and ethical standards.	2.99	2.60	0.39
Gain knowledge about other parts of the world.	2.47	2.17	0.30
Understand others/get along with different kinds of people	3.07	2.90	0.17
All Student Respondents (n = 1200)	TESC Mean	GLA Mean	Difference
Awareness of different philosophies and cultures.	3.55	2.57	0.98
Develop own values and ethical standards.	3.40	2.79	0.61
Gain knowledge about other parts of the world.	3.24	2.18	1.06
Understand others/get along with different kinds of people	3.59	2.94	0.65

Faculty Survey

Compared to faculty at peer institutions, Evergreen faculty are more likely to be involved in teaching about race and ethnicity, and fostering an appreciation of a multicultural environment. Although this survey was conducted in 1991, results still hold true; Evergreen faculty have maintained a high level of involvement in multicultural and diversity areas, as evidenced by the curriculum, faculty development, and community activities.

Faculty at Evergreen		Evergreen	Peer Inst.
Objectives rated as high or highest for the college	Develop appreciation of a multicultural society	95%	47%
	Create multicultural environment	93%	42%
	Help solve social/environmental problems	89%	25%
	Allow airing of different opinions	85%	48%
Activities in last 2 years:	Research/writing on race/ethnicity	49%	21%
	Taught ethnic studies course	41%	7%
	Research/writing on women/gender issues	38%	19%
	Taught women's studies course	26%	5%

From the *Faculty Survey for Full-Time Faculty*, TESC College Institutional Summary, HERI, UCLA, 1991