

**Reservation Based, Community Determined Program
Program Review**

**The Evergreen State College
Spring, 2005**

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Last Program Review Submitted: 1997

Section A: Overview of Program

Reviews for the Reservation Based, Community Determined (RBCD) Program occurred in 1991 and 1997. This program review covers the academic years 1998-1999 through 2003-2004. A full report, plus accompanying surveys, survey results, and yearly themes, is available for review from the RBCD program office.

The Reservation Based, Community Determined Program was developed to meet the educational needs of Indian students and was formed with three underlying principles, which include (1) the program would work to strengthen Indian communities; (2) it would work in partnership with the college, tribal governments, students, and others from the Indian communities in the design and development of the program; and that (3) tribal communities, together with students' communities, were to take active roles in curriculum development. The program was formed to meet the education needs of place-bound, reservation students.

The RBCD program is unique in that it has satellite locations at each of five tribal reservations, including the Muckleshoot, Nisqually, Port Gamble, Quinault, and Skokomish reservations. The structure of the RBCD program is such that each site meets once a week in the evenings at each tribal community. In addition, once every three weeks, four times per quarter, all the sites come together for learning sessions at the TESC Longhouse Education and Cultural Center. Students meet all day on Saturdays and Sundays, where they participate in both group and individual strands. Students enrolled full-time in the program may typically earn 12 credits. Yearly themes are selected through input from both students and faculty. For example, the theme for the 2001-2002 year was "Healthy Communities: A Gathering Place," while the theme for the 2003-2004 year was "Rivers of Culture, Traveling through Time."

The RBCD program was designed to provide learning opportunities to place-bound reservation-based students throughout a broad geographical area. The program is based upon empowerment theory, as developed by Paulo Freire. It states, in part, that the process of empowerment includes helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances. Empowerment theory accurately describes a primary operational principle of the recognition and use of knowledge that originates in the community. The learning, wisdom, and spirit, which have sustained American Indian communities for millennia, is recognized and given credence and respect.

In the RBCD program, the community, including tribal councils, tribal education departmental staff, faculty and students, work together to create educational curricula because a key element of empowerment involves Indian people identifying their own needs. The RBCD program leaders recognize the work of other Native American education specialists, who understand that a key aspect of empowerment involves building leadership from within the communities.

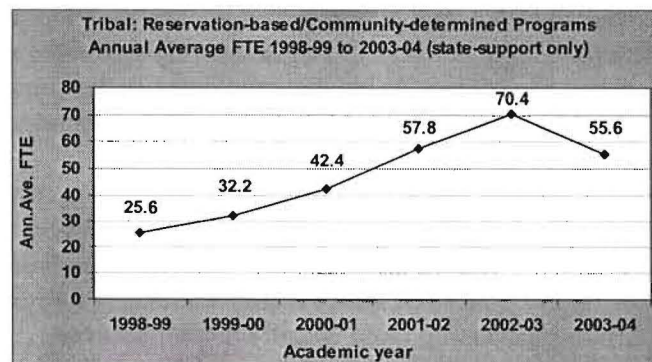
Historical Data

It is expected that the student base for this program will come from place-bound reservation students. The program also expects to attract Native American students who may live on or close to program sites or they may work in various reservation-based employment programs. During some years there may be non-native students, who generally comprise less than one percent of the total population, who enroll in the program because of familial or work ties to the tribes. Unless otherwise noted, TESC's Office of Institutional Research and Assessment have supplied the statistics on the following pages with respect to enrollment, retention, graduation, and number of students enrolled by site.

The following charts show the most current enrollment data for the period covered in this review.

Fall Quarter Headcount

| Fall Quarter | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |
|---------------------------------------|------|------|------|------|------|------|
| Male | 6 | 8 | 11 | 14 | 19 | 10 |
| Percent M | 19% | 29% | 26% | 26% | 26% | 17% |
| Female | 26 | 20 | 32 | 39 | 55 | 48 |
| Percent F | 81% | 71% | 74% | 74% | 74% | 83% |
| African-American | 0 | 0 | 0 | 0 | 0 | 1 |
| Percent | 0% | 0% | 0% | 0% | 0% | 2% |
| Asian/Pacific Islander | 0 | 0 | 1 | 0 | 0 | 0 |
| Percent | 0% | 0% | 2% | 0% | 0% | 0% |
| Hispanic/Latino | 0 | 0 | 0 | 0 | 0 | 0 |
| Native American/Alaskan Native | 31 | 26 | 37 | 50 | 73 | 57 |
| Percent | 97% | 93% | 86% | 94% | 99% | 98% |
| White | 1 | 2 | 5 | 2 | 1 | 0 |
| Percent | 3% | 7% | 12% | 4% | 1% | 0% |
| Not Indicated/Other | 0 | 0 | 0 | 1 | 0 | 0 |
| Percent | 0% | 0% | 0% | 2% | 0% | 0% |
| Subtotal - Students of Color | 31 | 26 | 38 | 50 | 73 | 57 |
| Percent | 97% | 93% | 88% | 94% | 99% | 98% |
| Total Students | 32 | 28 | 43 | 53 | 74 | 58 |



Retention rates have been very strong, as illustrated in the following chart:

| Fall-to-Fall Retention* | F98- F99 | F99- F00 | F00- F01 | F01- F02 | F02- F03 | F03- F04 |
|--------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Degree-seeking Undergraduates | 74% | 78% | 90% | 93% | 86% | 80% |

*Retention adjusted for graduation.

Other figures, which discuss RBCD students' graduation rates, have been supplied by Evergreen's Office of Institutional Research and Assessment (2005), as follows:

| Fall Quarter that students were admitted | Total in cohort | % who graduated within 1 year | % who graduated within 2 years | % who graduated within 3 years | % who graduated within 4 years | cumulative two-year graduation rate | cumulative three-year graduation rate | cumulative four-year graduation rate |
|--|-----------------|-------------------------------|--------------------------------|--------------------------------|--------------------------------|-------------------------------------|---------------------------------------|--------------------------------------|
| 1995 | 9 | 33.3% | 33.3% | 0.0% | 0.0% | 66.7% | 66.7% | 66.7% |
| 1996 | 5 | 0.0% | 0.0% | 40.0% | 0.0% | 0.0% | 40.0% | 40.0% |
| 1997 | 8 | 0.0% | 37.5% | 25.0% | 0.0% | 37.5% | 62.5% | 62.5% |
| 1998 | 10 | 10.0% | 10.0% | 10.0% | 20.0% | 20.0% | 30.0% | 50.0% |
| 1999 | 8 | 25.0% | 37.5% | 25.0% | 0.0% | 62.5% | 87.5% | 87.5% |
| 2000 | 9 | 22.2% | 44.4% | 0.0% | 11.1% | 66.7% | 66.7% | 77.8% |
| 2001 | 17 | 0.0% | 23.5% | 35.3% | | 23.5% | 58.8% | |
| 2002 | 16 | 0.0% | 31.3% | | | 31.3% | | |

Based on the completion rates for new transfer students admitted to the RBCD program during fall quarters 1995-2000, an average of 45% of all students complete his or her degree within two years. The cumulative percentage climbs to 59% by the third year. Within four years of beginning the program, an average of 65% of the RBCD program students will earn his or her degree. The student cohorts that were admitted in Fall, 1999 and Fall, 2000 were well above that average, with 78-88% of the students earning degrees within four years.

The following table shows the same statistics, but for the most available data for the program period under review.

| Fall Quarter | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 |
|---------------------------------|------|------|------|------|------|------|
| Average Age | 41 | 39 | 40 | 39 | 41 | 39 |
| Full-time (12 or more credits) | 31 | 26 | 32 | 40 | 56 | 46 |
| Percent | 97% | 93% | 74% | 75% | 76% | 79% |
| Part-time (11 or fewer credits) | 1 | 2 | 11 | 13 | 18 | 12 |
| Percent | 3% | 7% | 26% | 25% | 24% | 21% |
| Washington Residents | 31 | 26 | 43 | 53 | 74 | 58 |
| Non-residents | 1 | 2 | 0 | 0 | 0 | 0 |

It is critical to watch students' progress over many years. In other words, RBCD students are probably going less-than-full time more often than students in TESC's Tacoma program. It underestimates the success rate to stop at a two-year completion rate for the RBCD program

students. The rate of students who complete degrees keeps climbing in the third and fourth year after entering the program. Evergreen's average six-year graduation rate for Native American students who started as freshmen is 44%, compared to an even lower national average (of 350 institutions) of just 37% (Hayes, 2003).

It is clear from the statistics provided in this section that the RBCD program has been successful since its inception. Its enrollment has remained strong, the retention rate is one of the highest at TESC, and both the growth at individual sites as well as the increase in the numbers of students graduating speak to the continued integrating of sites and campus strands.

Section B: General Self-evaluation

The types of methods the RBCD program staff use quarterly or as an ongoing manner to determine and monitor the outcomes of the program's services include all of the following evaluation instruments: 1) the student's self-evaluation as well as the student's evaluation of the instructor, 2) the instructor's evaluation of the student, 3) the individual instructor's evaluation of each other, 4) the academic dean's evaluation of the instructor, 5) the school's evaluation of the program, and 5) the outside accreditation review policy of the school and program. In addition, the program relies informally, but heavily, upon input provided by the tribal councils and on student's future report of successes, such as jobs attained, or future academic participation.

Several surveys have been completed during the 2004-2005 academic year within the RBCD program. These include a survey of students enrolled in the program, which was administered during Fall Quarter, 2004, and a second survey of former students who have graduated from the program, administered during Winter Quarter, 2005. A third survey was administered to the RBCD stakeholders, which includes the Directors and key personnel at each education department served by the RBCD program, Tribal Council members, tribal employers, and other people involved in education at community based sites. Finally, a current faculty survey was completed. A brief overview of the various surveys is included in a narrative further in this document, and a detailed explanation of the methods used and the results of the survey are available at the RBCD program office.

Student survey, Fall, 2004

Forty-seven of the 61 students enrolled in the Fall, 2004 program returned completed surveys ($n=47$), which included 89 questions, of which several are discussed in this narrative. Forty-two of the students reported they were students at The Evergreen State College, while five of them reported they were students at Northwest Indian College. The respondents included 17 Quinault, 13 Muckleshoot, seven Skokomish, six Nisqually, and four Port Gamble students. Overall, 29 students, or 83%, felt that the RBCD students should have the same skill levels at graduation as other college students. Additionally, 46, or 98%, felt that RBCD students should have the same skill levels as other TESC students at the time of graduation. Forty-five students, or 96%, felt that understanding the dominant society was important in order to gain the abilities necessary to compete in today's world.

Forty-six of the students, constituting 98%, felt that Indian culture and history, especially Pacific Northwest history and culture, should be taught. In the category of tribal traditions and cultures, 23 students, or 49%, felt that they should learn tribal traditions in the RBCD program. Another ten students, or 22%, felt that it was the individual student's responsibility to bring tribal traditions to the program. Although there was strong agreement that tribal traditions and cultures should be taught, only

six people, constituting 13%, felt that the teaching of culture should be the primary emphasis of the RBCD program.

Approximately 65%, or 30 students, felt that tribal specific history should be taught. In the area of general academics, the majority of those surveyed felt that students should have a good understanding of history, literature, the sciences, math, writing, and oral presentations. Overall, 79%, or 37 of the students, felt that academic standards are important.

Only 15, or 33% of the students, felt that more class time is needed at each site, but 26, or 61%, of the students, would consider attending class two nights a week if the weekend Sunday sessions were eliminated. This is planned for the 2005–2006 year.

The most interesting result of the survey was that students placed high value on learning both regular academics and cultural and traditional beliefs and practices. Surveying the students has been valuable in establishing the unspoken sentiments of the majority of the students, as opposed to the minority views shared by a group of very vocal students. Although the learning of cultural traditions and practices is important, students felt comfortable with accomplishing this through guest speakers and presentations, or in learning strands. They felt regular academics, such as history, literature, writing, and math were very valuable, and the majority of students felt their academic skills should be consistent with students who graduated from both TESC and other colleges. This means that the faculty needs to continue to work with students to place academics as a priority, but to select strands that balance academics with electives for those who wish to learn cultural arts within the humanities.

While students favor some flexibility in homework assignments from one site to another, they favor faculty adherence across all sites in the area of attendance policies. Students also favor having faculty adhere to the syllabus and the schedule, which will allow all students to come together for weekend activities, having prepared for learning circles designed for all students. There are a number of responses from students that reflect ambiguity, as well as strong personal preferences. For example, most students reported that they did not feel more class time at the sites were necessary; however, when they were asked if they would consider more site time with just a Saturday class instead of a Saturday and Sunday class, most responded affirmatively.

Survey of RBCD student graduates, Winter, 2005

The basic survey tool for program graduates was developed during the 2003-2004 program year between the program co-directors in partnership with staff from the TESC Office of Institutional Research. The research staff worked with program staff to maximize validity and reliability. A copy of the survey instrument and full results is available at the RBCD program office.

The graduate surveys were distributed to each site through a mailing list provided maintained by Evergreen. The surveys were all completed anonymously. Twenty-nine of approximately 89 people identified as graduates ($n=29$), or 32.5% returned the survey, including three from Makah (11%), seven from Muckleshoot (26%), two from Nisqually (7%), two from Port Gamble (7%), seven from Quinalt (26%), and six from Skokomish (22%). Two did not list their sites. Of the 29 respondents, ten, or 35.7%, reported previous enrollment in the Northwest Indian College (NWIC) bridge program, while 28, or 97%, reporting attending another college prior to entering the NWIC/RBCD program. The number of respondents included seven, or 24%, who were male, and 22, or 76%, who were female. Critical thinking skills have always been a foundation of all learning within the community, and 27, or 93% responded favorably that the ability to think critically or analytically was very important. Respondents also pointed out the importance of learning to present orally (21, or 72%), as well as the importance of attaining skills in basic research methodology (20, or 69%).

Overall, graduates felt there was a strong need to understand the concept and role of citizenship (16, or 59%), and that students needed to learn basic workplace management skills (27, or 93%), and life skills such as integrity, personal responsibility, civility, and respect for difference (27, or 96%). Great importance was placed on academic ability (26, or 90%), as well as emotional health (20, or 86%).

With respect to employment, approximately 25, or 89% report full-time employment. The program staff is considering the formation of an alumni organization, and 25, or 89% of the graduates (yes – 67.9%, maybe – 24.4%) responded favorably towards joining an alumni organization. The survey concluded with a number of questions that required a narrative response. A sampling of some of the questions, together with a sampling of responses, follows.

What were your reasons for enrolling in school? “I was fast approaching age 40 and without a degree, my career path was getting smaller. Without the RBCD program, I would have ended up in a dead-end job. Instead, now I have something that no one can ever take away from me – an education!” “To educate myself, to go on to be a strong leader – you have to live in both worlds. I wanted a better life for myself and children.” “I wanted to attend classes where Natives were the majority and respected, NOT an invisible minority.” “I wanted a four-year degree. I am the first one to graduate from my college in my family.”

What is your current level of education? A sizable number of graduates had advanced their studies. One will receive a Master’s in Education in the Summer of 2005 from Western Washington University, one expects to graduate in 2006 from the TESC Master’s in Public Administration, and one reported that he or she was two credits away from an unstated master’s program. Another is graduating with a Master’s in Social Work in June, 2005 from the University of Washington, Tacoma campus, one is graduating in 2005 with a Master’s degree in Public Administration from TESC, and two report graduation from Antioch University with a Master’s degree in Teaching, one in 2005, and one with no date listed. One is working towards a Master’s in Teaching from TESC.

One graduate reporting completion of a Master’s in Arts from Western Washington University in 2004 and one in 2001, and one has been working in Indigenous language courses from the University of Arizona. One student completed her juris doctorate in 2004 from Seattle University, School of Law, while another graduate completed her MSW at the University of Washington, Tacoma campus, and reported acceptance to both Portland State University and the University of Washington doctoral program in Social Welfare and Research.

Please describe the impact that TESC’s RBCD program had on you academically. “I learned how to think critically and how to overcome my learning disability.” “I opened up more in writing my thoughts/concerns and was allowed to express myself freely without fear of retribution.” “It helped me with research and writing, studying history.” “My writing has improved/ability to understand complex situations and to critically think.” “The desire to teach Native people.” “It enhanced my current position and the Tribe and I have been able to make changes.” “The best educational experience I ever had.” “It enforces the fact that all of the Native traditions are important.” “I learned effective analysis skills and critical thinking.”

What is the one thing that you think is most in need of improvement at the TESC RBCD program? “Writing skills” “More classes that focus on other degrees – not everyone wants a liberal arts degree.” “The study of Native American law and the differences between it and non-Native law.” “Science-based classes, biology, higher math, physics, and chemistry.”

“Focus on writing abilities. I sought it out on my own because it was an area I knew I was weak in.”

Survey of RBCD Advisory Council Members and other community stakeholders, Spring, 2005

The RBCD Program has a formal advisory council, which meets quarterly. The purpose of the meetings is to link program staff to people in the community, and to help facilitate the community-based aspects of the RBCD program. In general, the advisory council members are made up of Tribal council members, Tribal directors, education directors, Tribal education specialists, and other community-minded people. The advisory council members are relied upon to carry RBCD program information to the community, and to provide input from the community to RBCD program staff on a wide range of topics. Individual members of the advisory council also help to foster direct professional communication between potential employers and the faculty and students in the program. Through their guidance, the co-directors have a working methodology that assists them in advising the Dean and other officials at Evergreen regarding community expectations for the program’s undergraduate degree program, professional development and cultural opportunities for faculty and students, and employment options for students.

The basic survey tool for program participants and stakeholders was developed during the 2003-2004 program year between the program co-directors in partnership with staff from the research division of TESC. The results from the current faculty survey are summarized in the full program review; however, a sampling of questions and responses from the RBCD stakeholders’ survey follows.

Of the 21 respondents, 11, or 52%, were tribal council members, three, or 14% were Tribal Directors, and two were either Education Directors or Education Specialists. Five specialized in education, five in government, three in planning, and one each in natural resources, social services, law enforcement, or other, while four did not list a specialty. Four had completed a master’s degree, four listed the highest level of education as a bachelor’s degree, 11 listed high school completion, and one listed a lower level education. One did not list his or her education level.

Two respondents were from Muckleshoot, six from Nisqually, two from Port Gamble, ten from Quinalt, and one from Skokomish. Nine respondents were male, while 12 were females.

Overall, 16, or 76%, felt that the RBCD students should have the same skill levels at graduation as other college students. Additionally, 16, or 76%, felt that RBCD students needed to understand the dominant society to be competitive in the world today.

Eighteen, or 86%, felt that Indian culture and history, especially Pacific Northwest history and culture, should be taught. In the category of tribal traditions and cultures, 18, or 86%, felt that they should learn tribal traditions in the RBCD program. Nine people, or 43%, felt that it was the individual student’s responsibility to bring tribal traditions to the program. Although there was strong agreement that tribal traditions and cultures should be taught, only seven people, constituting 33%, felt that the teaching of culture should be the primary emphasis of the RBCD program.

Approximately 18%, or 87 students, felt that a good understanding of literature was important. In the area of general academics, the majority of those surveyed felt that students should have a good understanding of history, literature, the sciences, math, writing, and oral presentations. Overall, 17, or 85% of the students, felt that academic standards are important. Sixteen, or 76% of the respondents felt that attendance policies should be the same at all sites.

Stakeholders were also asked a number of narrative questions, and a sampling of the questions and responses follow.

Please describe the impact that TESC's RBCD program should have on students academically.

"The RBCD program should enable students to develop solid academic and personal skills which, in turn, allow students to be competitive in today's world." "Students should have similar academic programs as others, but because of the lack of traditional public school education, they should have opportunities and should not be expected to excel." "It helps people to go to school when people they know succeed." "Students should be challenged, become adept at problem-solving and become good listeners." "Having time to be there is very important to this community, being there at all times whether there are five people or 50 people." "Students should show knowledge in writing, math, and comprehend literature."

Please describe the impact that TESC's RBCD program should have on students personally.

"Should make the students want to expand lives." "It should change their direction in life." "It gives people the help they need academically to where they don't go off to big colleges." "Students should be enabled to take personal pride in their cultural standards to develop skills to reach their personal goals and to be competitive in today's world." "Students should obtain self-confidence, regain faith in learning, and enjoy school." "Students should learn self-control and continually be willing to learn."

Given your experiences and understanding of the RBCD program, please describe what you value about the program.

"Give students a chance to learn and widen their horizons." "For myself, I learned there are people there who really believe in others to accomplish school and move on." "Having a local place to learn with people who care for us." "I value the integration of culture and community values." "Access to college when many people that live and work on Indian reservations cannot go to a college campus." "My ability to create and be in control of my education."

What does an educated Indian person need to know?

"That they have the ability to make substantial changes in their communities, but it will take a lot of time and effort. Acceptance of others." "Real history, politics, and tradition." "Public speaking." "Who and what is an educated Indian?" "The basics, higher education in a field they enjoy. Knowing their people." "An educated Indian should know the history of his or her tribe and should understand her tribal traditions."

What is the one thing that you think is most in need of improvement at the TESC RBCD program?

"More native staff dedicated to Indian education to improve life and opportunities on reservations." "Students need to know the basics before entering the program, the basics that should have been learned in high school and at the community college level." "We want an education for our young people." "Our young people need some guidance and encouragement, the program needs to put some effort there." "The Directors need to be paid more." "More time at site." "More men for mentors in the area versus women." "Need to be open more often than less."

What are the things that you feel are necessary for the RBCD program team to consider when they work towards preparing students to return and contribute to or be a part of the community?

“Communication skills for starters!” “Understanding they are from various cultures and are all different in their own ways.” “Culture, history (native), the ability to think outside of their culture.” “To be good listeners and follow the ways of the Native community. For example, if it takes going around the table a few times to build consensus, then go around a few times.” “How federal bureaucracies work. Remember that nearly every idea that they come up with has been tried or talked about in Indian country. Find out why it didn’t work before making the same mistakes.”

Is there anything else that you would like to add?

“I think that this is a great program – gives hope to the community.” “They need to have a place where they are and can be successful.” “Building good relationships may be more important than the task at hand.”

Documentation of Continuing Need for the Program

One of the unifying principles of the program is to seek to maintain and to provide comprehensive higher education services in fields needed for true Indian self-determination. Throughout the history of the United States, the belief system of Native Americans has been misrepresented as mirrors of Euro-Americans (Belgarde, Mitchell, & Arquero, 2002). For Native Americans, the free education system was one means the dominant society used its “weaponfor democracy” where the true goal for the Native American “meant education is equal to conversion” (Inglebret & Pavel, 2000).

The RBCD program faculty work to overcome the external forces of cultural loss brought on by forced attendance at boarding schools, and the pressure on Native Americans to change their traditional way of life from hunter-gatherer to farmers (Benham, 2002). The RBCD program, unlike Indian boarding schools, whose “course work was usually unrelated to the environment and culture from which the student came” (Pavel, Banks, & Pavel, 2002, p. 43), seeks to provide a range of classes developed especially for place-bound reservation students from five different communities whose usual goal is to stay in their communities in local employment opportunities.

The specific strengths, which justify the continuing need for the program, include the following points:

- 1) The RBCD program has received continuous accreditation since it was first approved by the HECB.
- 2) The RBCD program has an open enrollment policy to all qualifying place-bound Native American students. This policy gives students, who would not otherwise have the opportunity to pursue a higher education, the chance to realize their potential.
- 3) Students receive on-site academic advising and access financial aid assistance.
- 4) Other unique counseling programs and services have been developed to assist students in dealing with difficult issues, including alcohol abuse and domestic violence.
- 5) Faculty from the RBCD program have established working relationships in the development of curriculum through the establishment of cooperative efforts of committees that represent a broad cross-representation of faculty, including faculty emeriti.

6) The RBCD program responds to changing conditions. One major change has been the successful efforts to make modifications to the RBCD Bridge program, which is discussed in more detail in Section I, Future Plans.

7) The RBCD program offers an annual Possibilities Fair, which provides speakers from graduate schools and from various employers, to connect students with future opportunities to further education and career prospects.

8) The RBCD program hosts quarterly meetings of the RBCD Advisory Council, which keeps program faculty and staff connected to tribal council members, education directors and education specialists.

9) The sharp increase in enrollment speaks of the continuing interest in each tribal community. The development of the new Bridge Program will also serve to best meet the interests of newly entering students.

Discussion/Conclusion.

Much work has been done to integrate the values and culture of Native American people into the RBCD program. Educated graduates from the RBCD program are able to step into professional positions at their respective communities. The work completed by the RBCD program faculty cannot be overvalued or understated, for it addresses the inherent deep, pervasive conflicts related to broad institutional expectations. It is the goal of all program staff to continue to provide place-bound reservation students with a range of educational experiences that provide cultural sensitivity, but one which honors cultural traditions, while weaving in relevant academic assignments that provide a rich tapestry of student understanding.

Section C: Teaching

This section of the RBCD five-year program review discusses and describes the following parts of the program: (1) The organizational structure, (2) current faculty, and (3) a sampling of themes for selected program years.

TESC Faculty and Administration

The organizational structure of the Reservation Based/Community Determined Program is provided at the end of this report. Les Purce is the President, and Don Bantz is the Provost at Evergreen. The two academic deans who work directly with the co-directors of the RBCD Program are Rita Pougiales and Tom Womeldorff.

The co-directors reflect a management system that recognizes the cultural relevance of boundaries within an organization, by recognizing the value of diverse feedback, by providing opportunities for all employees to learn about other cultures and by valuing differences as resources and including respect for difference as part of the organizational language. The Evergreen faculty members are predominantly Native American but also include non-native faculty with experience in Native American issues or in specific fields of study. The program also draws upon the larger Evergreen faculty for the weekend sessions. The backgrounds and qualifications of the primary faculty are summarized below:

Current Faculty (2004-2005 Academic Year):

Aguilar-Wells, Michelle (Co-director, community-based faculty, Quinault) – MPA, University of Arkansas; and B.A, Western Washington University.

Antonelis-Lapp, Jeff (Co-director, community-based faculty, Muckleshoot) - M.Ed., City University; and B.S., Western Washington University

Bill, Jr., Willard (community-based faculty, Muckleshoot) - M.A. Ed., Antioch University; and B.A., Washington State University

DaCouteau, Jonelle (community-based faculty, Port Gamble) - B.A., The Evergreen State College Reservation Based Program

Jenkins, Allen StandingBear (faculty, Nisqually) - PhD(c), Syracuse University; M.S., Syracuse University; and B.S., Rochester Institute of Technology.

Marchand-Cecil, Cindy (weekend faculty) – MSW, University of Washington; and B.A., The Evergreen State College, Reservation Based, Community Determined Program

Pavel, Michael (community-based faculty, Skokomish) - Ph.D., University of Arizona; M.Ed., University of Arizona, and B.A., University of Puget Sound

Ramon, Mark (community-based faculty, Quinault), B.A., The Evergreen State College, Reservation Based, Community Determined Program

Themes and Curriculum, Quantitative Reasoning for selected sample years

A complete list of all years is available for review at the RBCD program office, but the following two examples provide program themes for two specific years, as follows: (1) The 2003 – 2004, “Rivers of Culture Traveling through Time,” and (2) The 2002-2003, “Indians and the Law: Uncovering the Truth and Moving to Praxis.” Although space limitations do not allow for a full discussion of how quantitative reasoning is incorporated throughout the curriculum, the following charts best reflect the emphasis with which mathematical concepts are utilized throughout all program strands, both at the site and weekend gatherings.

The Evergreen State College
Reservation Based/Community Determined Program
Program Review – 1998-1999 through 2003-2004 Academic Years
Strategies to Incorporate Quantitative Reasoning into sites/strands

| Site Strand Name | Program Year | Did your site/strand include Quantitative Reasoning? | If yes, how was Quantitative Reasoning incorporated, and well did it work for your program? |
|-------------------------------------|--------------|--|--|
| All sites | 2001 2002 | Major | Using <i>Chalice and the Blade</i> , identify forms and shapes throughout history that carried geometric and cultural significance that mirrored norms and beliefs of the time. |
| Writer's Workshop Research Class | 2001 2002 | Major | Distribution of surveys, gathering of statistical information, identifying Quantitative reasoning as part of research design for quantitative research projects. Concepts taught included mean, median, mode, range, and normal distribution as well as scientific method. |
| Ethnomathematics | 2001 2002 | Major | Pi is Pi no matter the number system (binary or otherwise) and no matter the measuring instrument (pen, a straw, a Stick) Studied mathematical calculations completed by Incas to build Machu Pichu. |
| Encounters | 2001 2002 | Major | Side by side comparative study of the use of geometry as it related to early European contact and similar geometric concepts for weaving and basket Making |
| Demonstrations of Excellence | 2001 2002 | Major | Use of mathematical skills for canoe and paddle making Naturally occurring fractal patterns Throughout all living matter (plants, leaves, ferns, broccoli, sea animals) and non-living formations (columnar basalt and other rock formation) |

The purpose of the RBCD *Student Handbook* is twofold. It informs students of opportunities for involvement—with people, special programs and issues—that are available at The Evergreen State College and within the RBCD program. It describes programs and services that will help increase the quality of every student's educational experience. The handbook also informs the College community of many of the policies governing students while enrolled in the TESC RBCD program.

Section D: Provision for Student Services

Students have access to the Longhouse Education and Cultural Center, all academic advising services, ACCESS for students with special needs, the computer lab, the Learning Resource Center (quantitative reasoning and writing), and study rooms. All student services available on the main campus are available to RBCD students.

Section E: Research and Productivity

The primary purpose of this program review is to explore how input from students, graduates, faculty, and community partners might help to improve the education of students enrolled in the Reservation Based, Community Determined (RBCD) program at The Evergreen State College (TESC). The goal of the research project is to understand how these suggestions might be implemented which are consistent with college accreditation standards to obtain a well-rounded education that is a) relevant to tribal needs, and b) reflective of tribal traditions, cultures, and beliefs. This review has been developed with a plan towards maintaining program vitality, and to build upon existing strengths. The RBCD program staff is committed to distributing and collecting information through future surveys.

Section F: Student Governance

The purpose of the RBCD Student Governance is to foster student unity, establish better student-faculty and student-administration relationships, and coordinate student interests. The RBCD Student Governance group gives students a chance to be involved with, and have an influence on, the campus and is reflective of the reservation based, community determined intent of the program. Student Governance is the framework around which student involvement is coordinated and facilitated in many ways, including efforts in the following focus areas: (1) Development of child care, (2), Participation in classes in management, process, which supports program and maintains program vitality, (3) Planning and facilitating graduation, (4) Participation in events such as the "Healing our Wounded Spirits" conference, (5) Trips to hear speakers, such as Rigoberta Menchu share, (6) Participation in international work, and (7) the weekend potluck.

Section G: Program Wide Events

The following includes a number of program wide events ranging from public debates to involvement in various TESC-sponsored speakers' series. It should be noted that complete information regarding each of these events is available at the RBCD office; (1) Review of books on Leadership, (2) Development of student survey, (3) Demonstrations of Excellence, (4) Work with Native Student Alliance, (5) Possibilities Fair, (6) Involvement in Speakers series, and (7) The Washington Center Social Justice forum.

Section H: Relationships with other units

In this section, the various faculty responses with respect to his or her relationships with other units are discussed. A more complete list of faculty and/or program involvement with other units is available in the full program review.

One faculty member pointed out how the program benefits through contacts made at the yearly 'Possibilities Fair,' which provides representatives from other graduate schools who provide flyers, admission criteria, and other information for students and faculty. Nearly all the faculty commented on the tremendous amount of support provided by faculty at the library.

The work completed by TESC's former Assistant Director of Student Activities has been especially important. She offered continuing strands over a series of quarters to help students to understand and experience leadership and group process through study of decision-making models, understanding of financial responsibility, and development of policies and procedures. Students also became familiar with the Revised Codes of Washington (RCW) 28B.15.041, 044, and 045 and the Washington Administrative Code (WAC) as it pertains to The Evergreen State College and particularly Policy #9 of the Board of Trustees Guidelines which governs the establishment and funding of programs supported by service and activities fees.

Some students in the program have special access needs, and faculty work with staff from TESC's Access Services who are especially helpful in not only addressing various students' needs but also in suggesting other ways in which students might receive assistance.

Section I: Future Plans

In this section, a description of the programs future plans will include a discussion of the following short and long-term goals for the program, including (1) Enrollment Growth proposal to expand to eight to ten sites, (2) Future plans for Bridge program, and (3) Development of an alumni organization.

Enrollment Growth proposal to expand to eight to ten sites.

The co-directors of the program submitted a proposal during the 2004-2005 academic year to the enrollment growth planning unit that calls for the growth of the existing program from the 60 (current, Fall, 2005) students at five tribal sites to 120 students at eight to ten tribal sites. This proposal, if accepted, will permanently add approximately 60-70 students to the enrollment over a three-year period.

After receiving approval for expansion, the new sites could be operational within three to six months. New students will be enrolled for start-up for the new fall quarter. Prior to delivery

of the program at a new tribal site, faculty will complete the necessary infrastructure work including tribal resolutions, identification and recruitment of potential students, and hiring part-time, community-based faculty. The expansion from five current tribal sites to eight to ten sites should be considered long-term and permanent, but contingent upon the number of students at each site.

Future plans for Bridge program

The Washington State Higher Education Coordinating Board has approved Evergreen's Reservation Based/Community Determined (RBCD) program as an upper division program. Traditionally, lower division students have been admitted to the program through a bridge partner (NWIC) accredited to serve lower division students.

Evergreen has not had an official bridge agreement with Northwest Indian College since the agreement expired in 2003. Due to the difficulty of trying to get two different institutional pedagogies to mesh, the bridge program was mutually dissolved in meetings during the summer and fall of 2004. During the dissolution, NWIC and TESC entered into a verbal agreement to continue serving lower division students in what became the 'teach-out'. An ad hoc committee was then developed to research the possibilities for a new lower division bridge program to begin Fall Quarter, 2005. This committee also developed recommendations for finding a way to best serve the needs of some students for developmental education classes in English and Mathematics. It was important to search for a high quality program that includes many of the best aspects of the upper division program.

With the support of the RBCD Advisory Council, the committee's research and subsequent meetings uncovered a number of ideas and possibilities. To summarize, the committee recommended the creation of small learning communities comprised of students needing (1) developmental studies courses in order to prepare for college and (2) lower division (first- and second-year) coursework. For continuity, the bridge program will use the same theme each year as the RBCD program theme. The lower division curriculum has been chosen from the best available online materials from Washington Online, the State Board for Community and Technical College's two-year online degree program.

The committee, while recognizing the flexibility and advantages of the system, also remain cognizant of the face-to-face, community-based aspects of the RBCD program. Accordingly, the co-directors are implementing a process whereby students will work toward a direct transfer Associate of Arts degree, but also participate in two-credit "integrated seminars" taught by RBCD faculty. Students will have common material with RBCD upper division students assigned, and will meet at the RBCD weekend class at the Longhouse. The integrated seminar will provide a bridge for developmental and lower division students and will further emphasize how bridge students are part of a larger learning community, all working toward a four-year degree. The co-directors plan to recruit, hire and train study leaders (one per site) who are community members at each site to meet once a week with the bridge students.

Alumni Organization

The survey of RBCD graduates, administered during Winter Quarter, 2005, reflected a strong sense of support among alumni to develop an alumni organization, whose purpose will be to provide services to its alumni constituency as well as current students enrolled in the RBCD program.

Conclusion

The RBCD program review has summarized all of the following: (A) An overview of the program, (B) A general self-evaluation, (C) Teaching, (D) Provision for student services, (E) Research and productivity, (F) Student governance, (G) Program wide events, (H) Relationship with other units, (I) Future plans, and it includes an appendices section that provides essential information with respect to the program. For more information, please contact Michelle Aguilar-Wells or Jeff Antonelis-Lapp, Co-directors of the program, at The Evergreen State College, 2700 Evergreen Parkway, NW, Olympia, Washington, 98502. They can be reached by telephone at 360.867.6286, or by e-mail at indianway@centurytel.net or lappj@evergreen.edu. Copies of the full program review, and all appendices and analyses, are available for public review.

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