

**SOCIETY, POLITICS, BEHAVIOR, AND CHANGE Planning Unit
Program Review**

The Evergreen State College

Spring, 2005

By Sherry Walton with Mukti Khanna

Last Program Review Submitted: 1998

PURPOSE OF REPORT

Planning Units were asked in September 2004 to undertake interim self-studies as part of the college's accreditation review. Faculty members in Society, Politics, Behavior, and Change (SPBC) chose to use information from a variety of contexts to explore and evaluate the work of the group. Sources of information included minutes from Planning Unit meetings; notes from a Planning Unit retreat in the summer of 2004; data from Evergreen's Office of Institutional Research; and information from focus groups led by Mukti Khanna, a member of SPBC.

BACKGROUND

ORIGIN AND CURRENT STATUS OF THE SPBC PLANNING UNIT

As documented in the May 1998 program review for the Higher Education Coordinating Board, the Social Science Planning Unit was formed at the completion of the 1996 long-range curriculum report. Originally, six sub-units comprised the planning unit: Applied Social Theory, Management, Political Economy and Social Change, Psychology and Human Services, the Master in Public Administration program (MPA), and the Master in Teaching program (MIT). The unit was re-named Society, Politics, Behavior, and Change in 2002 to better describe and represent the work of the group.

At a Planning Unit retreat in August of 2004, the people present agreed that particular core values are shared by SPBC members. These included a commitment to:

- a liberal arts education for our students that provides both depth and breadth of experience;
- helping students learn *how* to learn;
- providing experiences to help students understand diversity; and,
- helping students develop tools for graduate school, if they choose to continue their formal education.

Other values that most, but not all, group members shared included:

- helping students learn life-activating skills such as responsibility to a range of communities, human and other; how to be change agents IF appropriate; how to understand the "so what?" of education and life; how to hear well as the foundation for communicating well; and how to develop one's personal voice;
- developing students' abilities to use critical analysis skills (reading, writing, thinking, completing research, conversing);

- introducing students to the "disciplinarity" of our various areas.

PURPOSES OF THE PLANNING UNIT

All planning units share a common purpose: to develop a coherent curriculum that engages students and faculty in learning and that addresses the Five Foci and the Six Expectations of an Evergreen graduate. The Self-Assessment section found later in this paper begins with the goals for improvement identified in the 1998 report. However, you will also find goals that have evolved over the last five years. SPBC members agreed that in order to fulfill the purpose of planning a coherent and engaging curriculum, members of the group needed to:

- learn more about each others' interests and pedagogies;
- support each others' professional development;
- learn about students' needs related to class, ethnicity, and abilities;
- and determine how to collaboratively create a curriculum rather than independently offering programs for the group to approve.

This enlargement of the purposes of the Planning Unit impacted the self-assessment provided in this document (see Appendix A for current SPBC Covenant).

PLANNING UNIT MEMBERS

At the beginning of the 2004-05 academic year, 50 faculty were affiliated with SPBC. Of those, two are currently in administrative positions, two retired during the year, three plan to retire or resign by the end of 2005, three are on post-retirement contracts, one works primarily in the library, another participates in programs developed by Native American Studies (NAWIPS), nine are visiting faculty, and at least nine full time, permanent faculty members work most often in the two graduate programs. This leaves approximately 21 full time, permanent faculty to teach in undergraduate studies each year and to cover CORE, all-level programs, inter-area programs, and upper division programs (see Appendix B for list of affiliated faculty).

Most of the faculty members in the Planning Unit are affiliated with Business/Management, Political Economy, Psychology, Masters of Public Administration, and Masters in Teaching. In addition, faculty members with backgrounds in anthropology (one faculty), sociology (two faculty), and law (one faculty) are part of the group.

Faculty members at Evergreen are expected to participate in teaching CORE or all-level programs that include first year students; inter-area programs; and programs that support the curriculum associated with their planning units. In the last five years, 71% of the full time permanent teaching faculty associated with SPBC taught in CORE or all-level programs; 56% taught in inter-area programs; and 100% taught in programs that supported curriculum in the social sciences. Faculty interests tend to be wide-ranging and, frequently, inter-disciplinary in nature (see Appendix C).

The 1998 report discussed the difficulties of combining such a diverse range of offerings and perspectives in one planning unit. In a sense, SPBC was, and is, a type of default planning unit. Disciplines that did not readily "fit" in other areas ended up working

together in this unit. This reality has impacted our work together, our abilities to state and meet common goals, and the type of goals that have evolved in the last five years.

CURRICULAR FOCUS

The May 1998 report identified the primary focus of the unit as helping students learn to think critically about the nature of society from a variety of perspectives. Faculty sought to accomplish this goal through studies in, and perspectives from, anthropology, economics, education, history, labor studies, legal studies, management, philosophy, political economy, political science, psychology, public administration, public policy, and sociology (see Appendix D). Current SPBC Planning unit members still prefer that students engage in critical analyses of the nature of society from a range of informed points of view. However, given the number of faculty who have retired or resigned and the limited number of new positions that are available, we are seriously challenged to help students develop depth and breadth in several areas, including anthropology, sociology, and business.

A recent discussion among SPBC members clarified further what we believe are the particular characteristic practices that define or provide a foundation for teaching and learning in the social sciences. Those present at the discussion concluded that working from a social science perspective requires that faculty and students integrate personal experience with a third person, more abstract, analysis. That is, we want students to learn that a social sciences disciplinary frame uses the group (society, community, family, classroom, etc.) as the level of analysis, while at the same time using the individual as a unit of analysis. In seeking to help students think critically, we strive to help them balance subjectivity and objectivity, to find a balance between excessive subjectivity and excessive objectivity. Further, we concluded that studies in the social sciences challenge formulaic and abstract responses arrived at without sufficient questioning by encouraging students to mutually test experience and formal knowledge.

The following excerpts from the syllabi of two inter-disciplinary programs illustrate some of the foundational understandings about critical thinking, levels of analysis, and inter-disciplinary study that characterize our work.

The first program combined social science and arts' perspectives:

Using the lenses of sociology, storytelling, communication studies, and music, we will explore questions such as: How do we imagine and understand American culture? How do we negotiate this landscape? Should we construct and maintain a unique identity in a culturally diverse world? How do we uphold our ethical duties in a world of divergent experiences and opportunities?

During fall quarter we will develop theoretical perspectives derived from musicology, sociology, and communication, with an emphasis on understanding individual behavior. During winter quarter we will apply these theoretical models to issues related to ethnicity, gender, and social class, and our focus will be on groups within society.

The second explored the "intersection of human health and society."

Each quarter's work will help us more fully understand the fundamentals of human biology and development. We will use the broader themes of our program to engage questions of how we navigate our way through the world. How do we build healthy relationships? What myths guide our decision-making regarding health? What barriers prevent us from achieving a more wholesome lifestyle? What is our role in building an effective community? Along with these questions, we will study the particulars of race, ethnicity, gender, sexual orientation, class, and religious affiliation/identity as predictors of achieving health and well-being. We'll also examine these characteristics in terms of their social construction and the creation of a multicultural, democratic society.

Our first theme deals with coming of age as a developmental process. We will examine issues such as educational and health policies, the psychological and biological development of adolescents, and the social and political realities of this developmental period. Our other themes for the academic year include birth, young adulthood, the mid-life years, death, aging, and early childhood.

SPBC SELF-ASSESSMENT

In reviewing the work of the Society, Politics, Behavior, and Change Planning Unit, it becomes clear that what has characterized our work together in the last five years is a healthy dialogue about:

- who we are as professionals and colleagues,
- what matters in the work we do with students,
- whether the planning unit is the appropriate structure for our work,
- how to balance professional and personal autonomy with the needs of our colleagues and our students, and,
- how to collaboratively plan the curriculum we provide for students.

The 1999 Program Review identified two important areas for improvement:

1. Improve the clarity of the pathways through the curriculum and publicize those to students.
2. Improve the group's capacity to integrate quantitative skills and research methods into social science and inter-unit programs with a social science component.

Since that time, group members have identified three other goals important to their work at Evergreen and in the planning unit. These goals are:

- increasing our knowledge about the professional work of each SPBC member and our support for each person's intellectual development,

- improving our understanding of how race, class, and differing abilities affect our own interactions and students' experiences at Evergreen and how that knowledge could affect our curricular and instructional decisions, and,
- creating more effective ways to collaborate in developing curriculum.

ASSESSMENT OF 1998 PROGRAM REVIEW GOALS

1. Improve the clarity of the pathways through the curriculum and publicize those to students.

Each year as we plan the curriculum two years in advance, we discuss the issue of pathways. Although pathways exist in two sub-areas of SPBC (Political Economy and Psychology), creating pathways has proved to be a troublesome area for us, partly because of the range of disciplines represented in our area and partly because we are seriously under-staffed.

Political Economy faculty offer a sophomore level program usually titled "Political Economy and Social Change" that functions as an introduction to the knowledge and skills needed for upper division work in this area. Several upper division programs and/or group contracts are also offered each year.

Most of the Psychology faculty alternate between teaching in inter-divisional, coordinated studies programs for first year and upper division students and teaching programs more explicitly related to psychology. Most of the interdisciplinary programs include some type of psychological perspective or area of study. Up through the 2004-05 academic year, the Psychology faculty have also participated in an inter-area program called "Health and Human Development" offered to sophomores, juniors, and seniors. That program offers students introductory knowledge and skills for work in Multi-Cultural Counseling, an upper-division program.

None of the other sub-units have enough faculty to offer a consistent set of programs that constitute pathways. This has created concern among a number of faculty who feel we need to offer more upper division programs but recognize that we are under-staffed.

However, to support the goal of providing a pathway in the social sciences, we have discussed whether we need a general introductory social sciences program and whether we have enough faculty to consistently and reliably offer such a program. At this point, we have not reached consensus about the need for, desirability of, or our ability to offer a program that might create the first step in a pathway to the social sciences programs offered at Evergreen.

Nonetheless, we continue to explore this possibility. A recent discussion about what an introductory program in the social sciences might include produced the following ideas:

- pay attention to the implications of Maslow's work;
- help students learn to read and be critical, write, struggle with integration of ideas across multiple sources, and multiple disciplines, understand data display;

- create thematic rather than discipline-based programs;
- support students in developing a sense of commitment to the effort, to do the work and become informed, to learn self discipline;
- help students find a balance between the poles of urgency and reflection;
- develop the ability to have an informed conversation on a text during seminar;
- help students learn how to write, keeping personal opinion out of analysis, more argumentative writing, basic research paper;
- help students learn to figure out a real question, and discern what is a legitimate piece to write on;
- provide experiences of undergraduate research as a basic literature review, posing a question, summarizing others' views. In later programs, go back to pinpoint gaps in the research, create specific questions based on first research to fill in gaps;
- insist that students learn how to write different kinds of essays.

In addition, we have had long discussions about whether there are skills and knowledge bases that are foundational to all of the disciplines represented in SPBC. At a recent Planning Unit meeting, those present concluded that some of the skills and dispositions students need to learn, and that are generalizeable to all our programs, include:

- word processing skills (footnotes, endnotes, outlining, search) and knowledge of spreadsheet software;
- knowledge of numerical methods, statistics, and the ability to "eyeball" data and draw reasonable conclusions;
- ability to write in a variety of styles, including expository and argumentative essays, autobiography, reflective journals;
- ability to use the library effectively;
- how to conduct research;
- understanding the relationship of personal practice to abstract issues;
- ability to investigate competing information;
- ability to read non-fiction and have conversations and ideas;
- understanding the nature of "real" questions.

However, as I have already stated, we have not agreed about whether we should offer such a program. At this time, faculty seem more inclined to integrate these skills, knowledge, and dispositions in inter-disciplinary CORE or all-level programs.

How do students learn about pathways? Individual faculty and advisors in Academic Advising help students discern the programs that will help them reach their academic goals at Evergreen.

2. Improve the group's capacity to integrate quantitative skills and research methods into social science and inter-unit programs with a social science component.

We have definitely made progress in this area. A number of SPBC faculty have increased the inclusion and integration of quantitative skills and research methods in their programs. A few examples of this work include:

CORE AND LOWER DIVISION PROGRAMS

- Negotiating Cultural Landscapes: Students completed work in Introduction to Statistical Reasoning, Library Research, and Writing (see Appendix E for sample final project directions and workshops).
- So You Want to Be a Teacher: Students learned to create their own web pages; participated in survey research and data representation; and developed skills in library and on-line research.
- Trash: Students conducted waste audits, which involved quantifying and graphing personal, campus, and business waste for a year. Among the skills they learned were unit conversions, graphing, and comparing personal data with state and national data.
- Waste and Want: Students learned to read and interpret quantitative data in texts.

ALL LEVEL PROGRAMS

- So You Want to be a Psychologist: Students found and read primary sources (on either crime or addictions) and wrote an abstract of each, then wrote an APA paper on what they found as related to their area of study (either developmental, cognitive, physiological or social psychology).
- What's Your Question?: Students participated in workshops on Qualitative and Quantitative Research Methods; Descriptive and Inferential Statistics; and How to Write a Research Paper. They used this information to complete, write up, and present a quarter-long research project.

PROGRAMS FOR SOPHOMORES AND ABOVE

- Arrested Development: Students completed data workshops with Excel. They also explored the World Bank's World Development Indicators.
- Business-related programs: Faculty used a business simulation game to, in part, teach quantitative reasoning. The game requires that students absorb a great deal of quantitative information and use it to make decisions. They get to see, immediately, the consequences of their decisions and how numbers can be useful.

- Health and Human Development (HHD): In HHD, students read professional journal articles, and learn to write abstracts, understand research methodologies, and write research papers (see Appendix F for sample Assessment of Knowledge). They may also have the opportunity to learn about "statistical thinking" which places the emphasis primarily on concepts, rather than on calculations. Students may learn to do particular statistical calculations such as repeated measures t-tests.
- Political Economy and Social Change: Students participated in weekly Excel workshops in which they downloaded economic data from the web, manipulated it a bit, displayed results in charts and then wrote about the extent to which they thought the evidence supported the theories they were studying.

GRADUATE STUDIES

- Master in Teaching Program: Students participated in workshops about qualitative and quantitative research methodologies, Descriptive and Inferential Statistics; Research writing; and Web page design.

Though no other GenEd goals were outlined in the last accreditation report, many programs offered by SPBC faculty members included instruction in writing, extensive use of a variety of forms of writing, the use of visual and creative arts, clear assessment of student learning, and attention to helping students evaluate their progress toward meeting the Six Expectations of an Evergreen Graduate (see Appendix G for examples of these types of work).

ASSESSMENT OF ADDITIONAL SPBC GOALS

SPBC Planning Unit members have been working toward:

- increasing our knowledge about the professional work of each SPBC member and our support for each person's intellectual work,
- improving our understanding of how race, class, and differing abilities affect our own interactions and students' experiences at Evergreen and how that knowledge could affect our curricular and instructional decisions, and,
- creating more effective ways to collaborate in developing curriculum.

SPBC used four processes to work on these goals. First, approximately half of the members met in a 3-day "retreat" during August of 2004, discussing shared visions and goals and setting an agenda for our planning unit meetings (see Appendix H for information). Second, we used a Planning Unit meeting to read and discuss an article about issues of race. Third, we spent two or three planning unit meetings sharing successful teaching strategies and asking for help to solve some of our challenges with students. Fourth, we attempted to inform each other earlier about our teaching plans so that we might have the opportunity to identify gaps and redundancies in the curriculum we were planning for 2006-07 (see Appendix I).

Progress toward these goals was evaluated through minutes from Planning Unit meetings; notes from a Planning Unit retreat in the summer of 2004; and information from focus groups led by Mukti Khanna, a member of SPBC.

What is interesting about the three goals listed above is their interactive, intertwined nature. We made progress toward greater collaboration BECAUSE we took time to learn about each other's work and challenges, and BECAUSE we made an attempt to begin working with the impact of race and ethnicity on students' experiences.

Individual faculty members effectively address issues of race, class, gender, and ethnicity in their programs. However, we need to continue to work as a Planning Unit to incorporate what we have learned about the impacts of race, ethnicity, class, and differing abilities in our collaborative planning. Many SPBC members collaborate very effectively with other faculty in the context of team planning but we have not been fully collaborative, as a planning unit, in developing curriculum. Nevertheless, many of us have come to know each other better and to work more effectively together. Further, we did develop a fairly comprehensive curriculum in the last two years. We remain challenged in our collaborative work for several reasons:

- we represent a wide range of disciplines and interests;
- we do not have sufficient faculty to meet our responsibilities in CORE, all level, and upper division programs;
- our work lives are very full, making it difficult for some members to attend meetings
- we plan curriculum two years in advance, making it difficult for some people to make commitments or to submit proposals early enough for the group to identify pathways, redundancies, and gaps;
- we haven't resolved some issues related to communicating across differences;
- some members feel that the purpose of the Planning Unit is unclear and that the structure of our unit does not support effective planning for their particular sub-units or areas of interest.

Perhaps the best documentation of our progress and our challenges is the information provided in a series of focus group discussions led by Dr. Mukti Khanna, a member of SPBC.

The information from those meetings is presented from two perspectives. The first summary highlights the themes that Dr. Khanna identified from the interviews (see Appendix J for supporting documentation in the form of quotes from faculty). Dr. Khanna took as a guiding principle that all voices should be heard, even if only one or two people presented a particular point of view. Dr. Sherry Walton, the Planning Unit Coordinator who attended all the meetings, created the second summary. Her approach was to summarize key points for each question. The two sets of analyses provide convincing evidence of consistency concerning areas of strength, areas of growth, and areas of concern.

Dr. Khanna's Analysis

Question 1: Reflecting on the last five years, what is working in the Planning Unit?

Summary: Based on focus groups of the SPBC faculty, three themes emerged describing what is going well: Communication and Connection, Focus and Support, and Content.

Theme 1: Communication and Connection

This theme describes an increase in communication, conversation and understanding between some members of the planning unit, including an increase in civility, less tension, willingness to experiment with meaningful ways to communicate, better attendance at meetings, and more discussion.

Theme 2: Focus and Support

This theme describes a perception of working toward goals and working collaboratively, including honoring and recognizing professional views, and acknowledging accomplishments despite diverse and disparate interests.

Theme 3: Content

This theme describes specific content areas that have improved, including the inclusion of more quantitative methods in lower division programs, working on more in planning unit meetings than just planning curriculum, and providing more faculty to teach in CORE.

Question 2: What do we aspire to as a Planning Unit? What could be done differently?

Summary: The following themes emerged from the faculty focus groups: Collective Planning, Commitment and Purpose.

Theme 1: Collective Planning

This theme describes interests and challenges to planning across faculty, including a desire to know more about other programs and how people teach; the problems with functioning as independent units rather than as a group; developing a planning process; mentoring new faculty; issues of priorities, e.g., CORE needs to be staffed first.

Theme 2: Commitment

This theme describes the challenges of trying to cover certain aspects of the TESC curriculum in working together.

Theme 3: Purpose

This theme describes questions regarding the purpose and function of planning units.

Dr. Walton's Summary

What Is Going Well/What Is Appreciated?

- Participants in each of the four groups stated that there has been an increase in civility and attendance and a decrease in tension at planning unit meetings.
- Several people commented on the continued willingness of the group to experiment with building community.
- People acknowledged that group members have asked to learn about the work of the sub-areas.
- People also pointed out that there have been several calls to plan the curriculum collaboratively rather than simply give approval to the completed plan.
- The following positive aspects of the Planning Unit's work were identified at least once:
 - The group is helpful to new faculty members.
 - We offer a coherent curriculum, given the resources we have.
 - People are keeping their commitments to building a coherent curriculum.
 - Some members are deliberately incorporating more quantitative reasoning (GenEd) in their programs and are deliberately writing evaluations connected to credit distributions.

Concerns and Questions

- Some folks remain unclear about the purpose(s) of the Planning Unit.
- A statement was made about the ineffectiveness of planning two years in advance and being unable to incorporate visiting hires in the planning process.
- How can we bring the Five Foci and Six Expectations more to the forefront of our collective curriculum planning?
- A colleague commented that our greatest strength is our greatest weakness - faculty autonomy, and that it would be good if we all made a stronger commitment to prioritizing curricular needs over personal desires.
- Some people thought we should revisit the configuration of the Planning Unit.
- A concern was expressed that there is no center or cohesion to the Social Science curriculum.
- A question was posed about the 1998 Eaton Report and whether we had or should act on the recommendations.
- A number of questions were posed about the sub-areas in SPBC.
 - Do we want or need sub-areas?
 - What do the sub-areas do? How do they fit into the structure of the Planning Unit as a whole? Should we try again to have sub-areas share their work with the whole group?
 - Would it help our planning if each sub-area stated goals that the whole group could review in terms of the curricular needs of the planning unit?
 - Should we use some of the Planning Unit meeting time for sub-areas to meet and plan? If so, should there be a time for reporting out to the whole group? But, what if someone is not in a sub-area?

Other questions/concerns about how and what we plan:

- Several comments suggested that we have an informing process but not a planning process. (We have addressed this many times in the last 1 1/2 years. Many members have expressed a desire to plan collaboratively. What can we do about this? Should we do anything?)
- Because the planning unit is expected to offer first year, inter-area, and upper division programs, and because approximately 20 full time, permanent SPBC faculty are available to teach in the undergraduate curriculum each year, we have been challenged to cover our basic curricular responsibilities.
- How can we identify and provide reliable introductory and advanced programs?
- Where is the direct input from students about our curriculum?
- How well are we doing in preparing students? How do we know?
- Would our planning be helped if we shared with each other during Planning Unit meetings how we have improved our inclusion of quantitative reasoning and art (GenEd) and how we document student learning for outside audiences?

CONCLUSIONS AND SUGGESTIONS

What does it mean to be a member of a group, a planning unit, whose official charge is to develop and provide a coherent curriculum to support the work of students and the college? On one level, it can simply mean that members discuss hiring needs, make proposals for hires, and bring forward individual program proposals and/or sub-unit pathway proposals for the college curriculum. Members of SPBC enlarged this charge for two basic reasons:

- We wanted curriculum planning to become more collaborative and decided that collaboration would be enhanced by knowing more about each other's work and by sharing opportunities to discuss teaching and learning.
- We wanted to become more aware of the social and cognitive needs of students in order to continue to improve instruction in individual programs, to improve collegial interactions, and to continue to improve the learning climate in the college as a whole.

Has the group been successful in its quest? I think the answer to this question is complicated and is somewhat affected by the idea of "group." Yes, some SPBC faculty have become more collaborative; many members know each other better; and meetings are characterized by civility and useful exchanges of questions and information, and discussions of teaching strategies. Some faculty members have attempted to engage in collaborative planning within the planning unit. However, taken as a whole, the curricula the unit planned continued to consist of some agreed upon "pathway" programs in Psychology and Political Economy, some repeated programs, and some programs that individuals planned alone or with colleagues. The programs offered covered a range of areas in the social sciences and met the needs of many students. However, the curricula tended to have gaps and redundancies, perhaps because of the limited, whole group collaborative planning.

Perhaps our continued challenges with collaborative planning are about work load, perhaps about faculty autonomy and interests, perhaps because of genuine philosophical perspectives, and perhaps because we aren't really a "group." That is, our well-being and our academic work do not depend on inter-dependence with other members of this planning unit. It is possible to teach, and teach well, with minimal involvement with the planning unit.

Individual faculty members, and teams of faculty, plan and offer thoughtful programs that engage many of their students (see Appendix K for alumnae satisfaction with SPBC curricula). Many faculty members work very hard in every aspect of their lives at Evergreen - teaching, planning, commitments, and service to the college. Many members have met their commitments to teaching at a variety of levels, including CORE, inter-area, and upper division. But we can accomplish most of these things without reciprocal relationships with other members of SPBC. Therefore, when work demands are heavy, or the meetings intrude on the work we do for our students, it's not difficult to postpone collaborating to plan a curriculum that is two distant years in the future. Many members of SPBC have expressed, and continue to express, a clear desire to improve their understandings of each other and of their students, and to participate in working together to create curriculum. On the other hand, other members have expressed doubts about the purpose(s) of the Planning Unit, its efficacy in planning curriculum, and their own roles.

Therefore it seems essential that individuals, and the group as a whole, consider what they seek to accomplish through the planning unit and with their colleagues. Answers to the following questions might be helpful in determining the direction of the Planning Unit, i.e., whether to reformulate its purposes and goals or continue on the path toward greater collaboration when planning the curriculum and increased understanding of the relationship of students' needs to curricular offerings.

- As a group, and as individuals, how can we continue to learn about and address the impacts of race, class, ethnicity, gender, and differing abilities on the content and pedagogies of our programs?
- As a group, and as individuals, how can we make time to attend meetings to learn about each other's programs and planning needs?
- As a group, and as individuals, how can we continue to improve our abilities to teach essential skills in our individual programs and to help each other keep track of skills that are and are not being addressed?
- As a group, and as individuals, how can we improve our abilities to offer some set of predictable "pathway" programs such as HHD, multicultural counseling, PESCC, Introduction to the Social Sciences, etc., even if this means giving up what we might individually choose to teach?
- As a group, and as individuals, how can we improve our abilities to offer our planning unit's share of CORE, inter-disciplinary, and SPBC programs even if this means giving up what we might individually choose to teach?

- Are we interested, as a group, and as individuals, in making catalog copy available to our planning unit early enough in each planning cycle to review the copy for redundant and missing programs and skill content?

Evergreen, as a college, might also need to reconsider the work and roles of Planning Units. Faculty and Administration need to seek ways to replace faculty who have resigned or retired, and/or reconsider demands on Planning Units in terms of meeting CORE, inter-area, and upper division needs.

APPENDIX

APPENDIX A

SPBC COVENANT

Purpose of the SPBC Planning Group

The purpose of the SPBC planning group is to share interests, knowledge, and skills in order to collaboratively create long term and yearly curricula that are coherent and that reflect and address the goals, needs, and interests of students and the college, as well as of SPBC -affiliated faculty members, and to support the professional development of each planning group member.

Membership

"Regular faculty have the obligation to affiliate themselves with one of the planning groups according to their abilities, backgrounds and preferences, and to work actively to develop strong curriculum in it. Faculty are affiliated with a planning group for a four-year period" (*Faculty Handbook, Section 7.100*). SPBC members will re-affiliate every four years based on their abilities, backgrounds, and preferences, *and willingness to abide by a covenant and by agreements concerning participation and collaborative planning.*

Planning Unit Coordinator

"The coordinator is responsible for calling regular meetings of the planning group, maintaining accurate affiliated faculty membership lists, leading the affiliated faculty in curricular planning for the area and for inter-area offerings, and delivering catalog copy to the curriculum dean. Working with the planning group, the coordinator designs a planning group covenant, plans for student affiliation and advising, represents the group at all-campus functions like Preview Day and Freshman Orientations, organizes program review and area self-studies, and performs other duties as appropriate to the area. Working together, the planning group coordinators will develop first-year, intermediate, and advanced inter-area group offerings. The coordinators will develop and edit catalog copy" (*Faculty Handbook, Section 2.402*).

The planning unit coordinator is nominated by the planning unit, usually by June, and serves a two-year term, once renewable

Agreements:

SPBC members agree to:

- attend planning unit meetings;
- abide by the Social Contract in addressing our differences and attempt to maintain the utmost respect toward our colleagues, recognizing each person's value, and differing pedagogies;
- share knowledge, interests, skills, questions, and pedagogical strategies in planning unit meetings, as well as in teams, to support their own development and that of their colleagues and to improve learning opportunities for students;
- improve their knowledge and understanding about particular populations of students such as students of color, first generation college students, students living in poverty

or in debt, students of various sexual orientations and ages, and students with physical, cognitive, and emotional disabilities in order to enhance their learning opportunities;

- participate *collaboratively* in planning a coherent curriculum that includes CORE, sophomore level, upper division, inter-area, within-area offerings, and graduate programs that address the collective goals of the planning unit and Evergreen's Five Foci and Six Expectations for student learning, as well as "allowing students to acquire a strong background in the concepts, evidence, and methods within one of the interdisciplinary [SPBC] specialties" (*Faculty Handbook, Section 7.110*),
- by Fall Faculty Retreat, submit non-binding program proposals for the academic year being planned in order to collaboratively determine whether the goals and needs of the planning unit and the college are appropriately represented. The proposals should include: content description, general learning goals, other faculty, level, etc.
- work with colleagues within sub-areas AND within planning group meetings to review, critique, and *negotiate* proposals to ensure appropriate curricular pathways for students, to avoid redundancy that negatively affects the curriculum, to guard against omitting essential areas of learning, and to equitably share responsibilities for enacting the curriculum,
- advise students,
- participate in governance that supports the mission of the college and the work of the planning unit, and,
- participate in representing the planning unit at all-campus functions such as Academic Fair, Preview Day, and Freshman Orientation.

APPENDIX B

AFFILIATED FACULTY (2004)

Don Bantz - Provost	Mukti Khanna
Peter G. Bohmer	Janice Kido - Retiring
Priscilla V. Bowerman - Retired	Cheryl Simrell King
William Bruner	Glenn Landram
Scott Coleman - MIT Director	Gerald Lassen
Stephanie Coontz	Daniel B. Leahy
Elizabeth Diffendal - Retiring	Carrie M. Margolin
Peter Dorman	Lawrence J. Mosqueda
John Robert Filmer	Alan Nasser
Theresa L. Ford	Dean Olson - Retired
George Freeman, Jr.	Toska Olson
Laurance R. Geri - MPA Director	Sarah Pedersen - Library
Jorge Gilbert	Yvonne Peterson - NAWIPS
Angela Gilliam - Retired	Zahid Shariff
Jeanne E. Hahn	Linda Moon Stumpff
Ryo Imamura	Masao Sugiyama
Gail Johnson	Michael Vavrus
Heesoon Jun	Sherry L. Walton
Cynthia Kennedy	Sonja Wiedenhaupt
	Tony Zaragoza

APPENDIX C

FACULTY CURRICULUM INTERESTS

The table below contains information about questions and themes SPBC faculty are interested in creating programs around, with whom they might teach, and formats for teaching.

Name	Questions/Themes?	With Whom?/What Formats?	What Level?
Peter Bohmer	<ul style="list-style-type: none"> Political economy and social movements - FW Advanced Political Economy 	<ul style="list-style-type: none"> FW with Tony and 2 other people - looking for interested people 	<ul style="list-style-type: none"> FW - Sophomore to senior
Bill Bruner	<ul style="list-style-type: none"> Intro to Social Science program to include intro to economics, research methods, and statistics 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Sophomore
Stephanie Coontz	<ul style="list-style-type: none"> Marriage or youth issues 	<ul style="list-style-type: none"> Group contracts 	<ul style="list-style-type: none">
Nancy Cordell	<ul style="list-style-type: none"> Cross cultural perspectives and temporal perspectives on human What is progress? Impact of science on society Humans as part of the natural world Human evolution Cultural ecology Intro to anthropology 	<ul style="list-style-type: none"> Carrie Margolin, Jan Ott, and open to suggestions and proposals Any structure including on-line 	<ul style="list-style-type: none"> CORE, multilevel, upper division but no one level year after year
Betsy Diffendal	<ul style="list-style-type: none"> Paradox of Progress HHD Ways of knowing in human communities Learning about learning Foundations of the social sciences (taught as modules in a large program) 	<ul style="list-style-type: none"> With Jason Kilmer from counseling center PRC folks do SOS Jan Kido 	<ul style="list-style-type: none"> Any level - PRC
Peter Dorman	<ul style="list-style-type: none"> Globalization as a cultural and political-economic phenomenon 	<ul style="list-style-type: none"> Looking for a literature and cultural studies person/s 	<ul style="list-style-type: none"> Inter-area All level 25% FYS
John Filmer	<ul style="list-style-type: none"> management 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Terry Ford	<ul style="list-style-type: none"> Issues of diversity Examining personal and cultural assumptions Cross cultural communication and interactions Learning process and influence of cultural filters 	<ul style="list-style-type: none"> Prefer smaller teams that explicitly teach reading, writing, seminar skills in context of the program theme/question 	<ul style="list-style-type: none"> Any level

George Freeman, Jr.	<ul style="list-style-type: none"> On professional leave when this was developed 	<ul style="list-style-type: none"> 	
Larry Geri	<ul style="list-style-type: none"> MPA Non-profit management Sustainable management/ entrepreneurship Policy studies Intercultural connections 	<ul style="list-style-type: none"> Two person team, 3 maximum 	<ul style="list-style-type: none"> Upper division Graduate
Gery Gerst	<ul style="list-style-type: none"> What is the value of social science? Might it be misused and by whom? The role of questions in social sciences Asking questions against the grain of dominant culture History as the basis for exploring other social sciences Man in context of all beings re social science as a discipline 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Jorge Gilbert	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Jose Gomez	<ul style="list-style-type: none"> For 06/07 Dissent, Injustice, and the Making of America (repeat of a 2003/04 program) Entry to social sciences 	<ul style="list-style-type: none"> Political historian (eg, Jules Unsel). If 3 person team, also an American lit. person 	<ul style="list-style-type: none"> Open to CORE, all level with seats reserved
Jeanne Hahn	<ul style="list-style-type: none"> Something about India, the culture, and the economy Travel to India in Winter Spring SOS in political economy and contracts 	<ul style="list-style-type: none"> With Ratna 	<ul style="list-style-type: none"> Interdivisional
Ryo Imamura	<ul style="list-style-type: none"> Challenges of Aging - psychological, philosophical, sociological, spiritual Study of good and evil - personal and collective 	<ul style="list-style-type: none"> By myself or small team of 2 - 3 	<ul style="list-style-type: none"> Sophomore +
Gail Johnson	<ul style="list-style-type: none"> Making a Difference: The Power of Intention The Call of Service Community of Hope Intro to Social Science The Politics of Poverty 	<ul style="list-style-type: none"> Would prefer to teach with others. Would like to learn how to work with undergraduates 	<ul style="list-style-type: none"> CORE is 1st choice for 06-07 All level is 2nd choice

Heesoon Jun	<ul style="list-style-type: none"> Unidentifiable and/or Forbidden Grief Psychology and ecology (how we take care of our body and mind and way we take care of environment) Impact of media on children Multiple perspectives Grief and its impact on learning 	<ul style="list-style-type: none"> Fall 06 - Jean Cavendish Prof. Leave in Winter, Media & children with Sally Cloninger in Spring 	<ul style="list-style-type: none"> Fall 06 Sophomore and above -SPBC Psych pathway 06-07 - Jr/Sr 07-08 – Senior
Cynthia Kennedy	<ul style="list-style-type: none"> Self-leadership How to be true to self in rapidly changing world Groups in organizations and other structures 	<ul style="list-style-type: none"> Looking for teaching partners interested in meditation and reflective space for learning about our selves 	<ul style="list-style-type: none">
Mukti Khanna	<ul style="list-style-type: none"> Multicultural Counseling 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Seniors
Jan Kido	<ul style="list-style-type: none"> Culture and communication How does culture influence intercultural interactions? 	<ul style="list-style-type: none"> Teach with an anthropologist (Betsy) in coordinated studies 	<ul style="list-style-type: none"> CORE and middle level
Cheryl King	<ul style="list-style-type: none"> Willing to do HHD or Management CORE "Living in this World" with Expressive Arts/Humanities What does it mean to be a citizen on this planet? Upper level - "Look, Ma, I'm a Bureaucrat!" 	<ul style="list-style-type: none"> With others 	<ul style="list-style-type: none"> Lower and upper division Graduate programs
Jerry Lassen	<ul style="list-style-type: none"> 20th century America Inter-area 	<ul style="list-style-type: none"> Dave Hitchens 	<ul style="list-style-type: none"> All level with FYS
Glen Landram	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Carrie Margolin	<ul style="list-style-type: none"> So, You Want to be a Psychologist? Judaic studies Science of Mind Creativity and Perception (Cognition of Creativity) So You Want to Be a Psychologist? 	<ul style="list-style-type: none"> 06-07 FW with Ariel Goldberger; Spring - alone <ul style="list-style-type: none"> Or F/W with Ruth Hayes; Sp. Alone <ul style="list-style-type: none"> Or FWS - Stu Matz 07-08 FW - Nancy Cordell & Jan Ott in HDD; Sp alone <ul style="list-style-type: none"> OR FW with Ruth 	<ul style="list-style-type: none"> 06-07 FW - Either All level, 25% FYS or All level, no reserved 06/07 S - All level 25% FYS or All level 25% FYS and 25% Soph 07-08 FW Soph+ and all level in Spring <ul style="list-style-type: none"> Or All level whole year

		Hayes; Sp. Alone	
Carol Minugh	<ul style="list-style-type: none"> Where are the children? (child development and welfare system) Who's on first? (privilege and how it affects many aspects of life) 	<ul style="list-style-type: none"> Work with juveniles in institutions with students taking responsibility for workshops. Support a team/program 	<ul style="list-style-type: none"> Upper division
Larry Mosqueda	<ul style="list-style-type: none"> Power in American Making a Difference/Doing Social Change 	<ul style="list-style-type: none"> Alone Group contracts 	<ul style="list-style-type: none"> Sophomore and above with some upper division credit
Alan Nasser	<ul style="list-style-type: none"> Current development in American political and economic life America in age of diminished expectations U.S. political, economic, and social history since end of WW II U.S. foreign policy Mid East and U. S. Mid East foreign policy 	<ul style="list-style-type: none"> Anyone in standard academic format; no heavy emphasis on on-line teaching 	<ul style="list-style-type: none"> Junior/senior
Toska Olson	<ul style="list-style-type: none"> Criminology, Forensics, and the Science of Crime Scene Investigation FW Soc. credits reciprocal relationship between individual and society self in society and culture (how culture and social group membership influence our experiences, opportunities, and identities) other foundational social science topics and skills 	<ul style="list-style-type: none"> Rebecca Sunderman, Sharon Anthony (Inter-area) i enjoy teaching core and upper-division. I'd love to teach with an anthropologist (Betsy?) 	<ul style="list-style-type: none"> 06-07: - All level, 25% FYS, 25% sophomore 07-08: undecided
Sarah Pedersen	<ul style="list-style-type: none"> Library FW Expedition-based maritime studies with maritime labor history 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Yvonne Peterson	<ul style="list-style-type: none"> NAS program titled "Heritage: Self-Identity and Ties to the Land." 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Linda Moon Stumpf	<ul style="list-style-type: none"> Tribal MPA 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Michael Vavrus	<ul style="list-style-type: none"> • Themes related to "race" 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Sherry Walton	<ul style="list-style-type: none"> • What does it mean to practice compassion? • The Greed of Giving • The Art of Dialogue • Gateways • Research methodologies 	<ul style="list-style-type: none"> • New partners in small team - interested in always including attention to how learning occurs and support development of essential academic skills. Open to experimentation re formats but not straight lecture/seminar 	<ul style="list-style-type: none"> • CORE and sophomore • Graduate - MIT
Sonja Wiedenhaupt	<ul style="list-style-type: none"> • Understanding self as learner and thinker • How the learning, thinking self acts as a member of society 	<ul style="list-style-type: none"> • Interdisciplinary • 1 -2 teaching partners • Common seminar for diverse programs 	<ul style="list-style-type: none"> • Doesn't matter. Working on how to aim high AND build in necessary support
Tony Zaragoza	<ul style="list-style-type: none"> • What do people "need"? • History of "Consent" • 20th/21st Century Poverty/Wealth • Politics, Culture, Economics, Soc. 	<ul style="list-style-type: none"> • Team • 2 quarter to whole year • Wide variety of disciplines • New folks 	<ul style="list-style-type: none"> • All levels fine - no preferences

APPENDIX D

CATALOG INTRODUCTION

At Evergreen, the Society, Politics, Behavior and Change area weaves together the various social science disciplines that enable us to better understand society and the way in which society operates in local, regional, national and international arenas. In so doing, we place a particular emphasis on:

Society: Many of our programs examine how social groups, such as races, genders, religions and classes, interact to construct a complex society. We also study how that society and other social forces affect the experiences and opportunities of the individuals and groups within.

Politics: Many of our programs consider how societies and governments are organized to allow collective decision-making. Our study of politics focuses on political economy, the interplay of politics and economics, with an emphasis on the international political economy and its implications for race, gender and class in U.S. society.

Behavior: Many of our programs study the social, psychological and biological forces that influence human health and behavior. Our faculty have particular strengths in the areas of cognitive, clinical and social psychology, and our senior-level multicultural counseling program is unique in the state.

Change: Our programs study strategies for bringing about social change. We examine historical examples of successful social change and ongoing struggles to improve society, and to consider positive alternatives for the future.

Our **management** programs study the role of organizations in society, and the ways in which various types of organizations, including for-profit, nonprofit, public and entrepreneurial ventures, may be structured and financed. Recognizing that Puget Sound has proved to be a rich laboratory for the study of economics and social change, our management programs often integrate the study of leadership development, international business and ocean transportation with our maritime studies program.

Many of our programs examine society from a multicultural perspective that seeks to understand and show respect for peoples with different ethnic and cultural heritages and to build bridges between them. As part of our work, we identify the factors and dynamics of oppression and pursue strategies for mitigating such oppression.

Our area includes faculty from the following disciplines: anthropology, economics, history, public policy, public administration, labor studies, management, political science, international affairs, philosophy, sociology, health sciences, psychology, teaching and learning.

Students who graduate from Evergreen after studying in social science programs go on to start their own businesses and social ventures, and frequently attend graduate school in fields such as psychology, law, public administration and political science.

Several of the faculty members in this area teach regularly in the Master in Teaching Program or the Master of Public Administration program. All our faculty work collaboratively to develop our undergraduate curriculum.

APPENDEIX E

SAMPLE STATISTICS ASSIGNMENTS AND FINAL PROJECT

Negotiating Cultural Landscapes
Fall 2004

Statistics Workshop #1

QUESTIONS: How can statistics help us understand our society and culture?

Quantitative Sociology

- uses numbers to study people and their behaviors
- we can't usually collect information from *all* of the people we're interested in (the population), so we select a handful to represent the whole (a sample)

Stew analogy

- Statistics work because people act in predictable ways

This means that if we choose our sample well, the sample can work a representative collection of the larger population.

I. USING DATA TO EXAMINE STEREOTYPES ABOUT EVERGREEN CULTURE

Q: What are the stereotypes about Evergreeners? What are the qualities that distinguish or characterize Evergreen culture?

Our research question: How well do the students in our program embody the stereotypes of Evergreeners and Evergreen culture?

Design questions and collect data

II. SAMPLE FREQUENCY TABLE AND HISTOGRAM WITH CULTURE DATA

Variable label: _____

Value	Tally	Frequency	Relative frequency	Cumulative frequency

Total number of observations: _____

Histogram:

III. INTERPRETIVE QUESTIONS

IV. SMALL GROUP WORK (3-4 people)

- Each group constructs a frequency table and graph of raw data for one variable.

V. DATA INTERPRETATION AND ANALYSIS:

Our research question: How well do the students in our program embody the stereotypes of Evergreeners and Evergreen culture?

- What is the sample and population?
- Does our data support the stereotypes that Evergreeners are pot smokers, liberals, vegetarians...?
- What do these statistics tell us about our program?
- What do these statistics tell us about Evergreen culture?
- Was our sample typical/representative of everyone in our program? Why/why not?
- Was our sample typical/representative of all Evergreen students? Why/why not?
- What are the potential sources of bias?
- What can we conclude about our research question?

POINT:

Data and statistics can help us examine characteristics of and stereotypes about our society and culture. They can help us see whether stereotypes are based in reality.

VI. HOW DO WE CREATE A DATA SET?

Student #	Variable 1	Variable 2	Variable 3	Variable 4
1				
2				

VII. INTERPRETING OUR PROGRAM'S DATA SET

1. How'd we get from your individual surveys to the data set?
2. How might you construct a frequency table using our program's raw data?

Do you read across the rows or columns? What do the labels mean?

3. What is the population?
4. How might you select a sample of our program's raw data?
5. If you had to graph this data, how would you know which type of graph to use?

VIII. Review levels of measurement for our data

Negotiating Cultural Landscapes

Statistics Final Project

DUE in two parts:

PART ONE (individual work): due Thursday of week 7 (Nov. 11) by 10:00 a.m.¹

PART TWO (group work): due Tuesday of week 8 (Nov. 16) by 10 a.m.

READ: Review Bennett et al. chapters 1-4.1.

PART ONE: INDEPENDENT WORK

You must review your project with one of our statistics tutors at least once during weeks 6 and 7 (before you submit your individual work).

1. Choose one of the following guiding questions:
 - A. How was this presidential election a reflection of our social, cultural, political, and economic environment?
 - B. To what extent is America still a democracy?
 - C. How is the cultural landscape of the United States changing?
2. Find one or more newspaper articles that shed light on your chosen question AND that incorporate the following elements. You will probably need to find several articles (all about the same guiding question) to meet all of these criteria:
 - ☐ *utilizes data*
 - ☐ *involves a sample*
 - ☐ *reports a margin of error*
 - ☐ *uses percentages*
 - ☐ *uses a measure of central tendency*
 - ☐ *has a visual representation of the data*
 - ☐ *reaches a conclusion that is relevant to your guiding question by using data*
3. Individually, type your responses to the following questions. If you use more than one article, you need only answer each question once (e.g., for one of the relevant articles). Be sure to specify which article you're referring to in each answer.
 - a) What is the research goal that is motivating this/these article(s)?
 - b) Identify the sample and population. What does the margin of error mean in this context? Write a sentence that interprets the margin of error in terms of the relationship between the sample statistic and the population parameter.
 - c) Interpret and critically evaluate the authors' use of percentages and measures of central tendency. What do these statistics mean in terms of your guiding question? Which measure of central tendency did they use? Do you believe they made the right choice? Why? Did they use percentages in a way that makes sense? Could the authors have been supporting their own agenda with these statistics? If yes, how? If not, why not?

¹ Note that this due date is different from the one on the syllabus.

- d) Interpret and critically evaluate the graph or chart. How does it add to your understanding of your guiding question? Could the graph or chart be misinterpreted? In what way? How could you improve the graph or chart so it better represents the author's conclusions and/or the data?
- e) Critically evaluate the study reported in the newspaper article based on the eight guidelines discussed in Bennett (chapter 1) and the information on error and bias. Are you confident with the article's conclusions? Why or why not?
- f) Write a brief (less than one page) discussion of what your article(s) contribute(s) to your understanding of the guiding question you chose in #1. Cite specific articles and data in your discussion. What is your answer to the guiding question given the data you found in your article(s)?
- g) Make a copy of your article(s) and individual paper so you can have your information available for the group portion of this assignment.

You must review your project with one of our statistics tutors at least once during weeks 6 and 7.

Individual portion due Thursday of week 7 (Nov. 11) by 10:00 a.m.

PART TWO: SMALL GROUP WORK

Note: we will help you get into groups for this work in class during week 7. You will need to meet outside of class to complete this assignment.

Working in groups of 3-4 with colleagues who have chosen the same guiding question, do the following:

- a) Review everyone's interpretations and evaluations of their articles. Can you agree on any conclusions?
- b) Write a brief (2-3 page) group report that utilizes all the articles and data from your individual research to reach some conclusions about your guiding question. Specifically reference each person's research and data.
- c) Bring a draft of your group report to the statistics tutoring session on Monday, Nov. 15th (week 8). We will arrange to have everyone who is working on the same guiding question come to the same tutoring session, so you may be asked to come at a time that is different than usual.
- d) Revise your group's paper after the tutoring session. Put each individual's name on your group's paper, and make sure each person has a copy of your paper for their portfolio.
- e) Be prepared to present your findings in class on Thursday of week 8. What is your answer to your guiding question? How can you use the data from your articles to support these conclusions?

Group papers due Tuesday of week 8 (Nov. 16) by 10 a.m. You do not need to resubmit your articles or individual paper at this time.

APPENDIX F

RESEARCH WORKSHOP SELF ASSESSMENT: A LIKERT SCALE

One of the instruments we often use to measure the degrees of something or the levels of a variable is one called a Likert scale. All of us are familiar with these scales. You should self assess your knowledge of research using the following scale:

On a scale from 1-5, rate your knowledge of research:

1-I know absolutely nussing about research. I couldn't identify a variable or a hypothesis if it hit me in the face.

2-I'm familiar with the language of research and could even spot a variable or a hypothesis, but wouldn't know what to do with them once I had them.

3-I know what a hypothesis is not only by definition, but when I see one. Same with a variable, but in both cases I might feel just a little insecure. In the end I probably just need a little review and I'd have it.

4-No problem. Not only do I know what a variable is, but I know how to use one. Same with a hypothesis. I'm comfortable with the language of research and the tools.

5-Not only is it not a problem, but the last I heard, my research proposal for the NIMH grant was accepted and I should be hearing any day now if it was funded at the 1.5 million dollar level or the 3.5 million dollar level.

1 2 3 4 5

Here is another assessment of your knowledge base. Complete the multiple-choice assessment. If later questions help you rethink your answer to an earlier question then revisit that question. When you're done, compare your answers with the person sitting next to you. Then each pair should talk with another pair about your answers. When both pairs believe they have the right answers, let one of the faculty know and they'll provide you with the answer sheet. Based on the number correct you should be able to place yourself in the best possible workgroup for your level of knowledge.

Workgroup 1-We know nussing! Even after this test this stuff is a mystery

Workgroup 2-We were right, we are familiar with the language and that is about it based on this assessment. We had difficulty in applying the material to the questions.

Workgroup 3-We do know the language and most of these definitions, but the application threw us off. A couple of the applied questions were tricky but we figured them out

Workgroup 4- Bring it on! I'm ready for any article you can throw at me. None of these questions were a challenge and we knew all the answers.

Workgroup 5-YAWWWWNN. Can we go?

Studying Behavior:

1. When a researcher manipulates temperature of a room in order to examine the effect it has on task performance, the different temperature conditions are referred to as the _____ of the variable.
 - a. subjects
 - b. responses
 - c. reliability
 - d. levels
2. The process of clearly identifying how a variable is measured or manipulated is referred to as the _____ of the variable.
 - a. reliability
 - b. validity
 - c. level
 - d. operational definition
3. An operational definition refers to:
 - a. the specific method used to measure or manipulate a variable
 - b. a measure of the reliability of a variable
 - c. the only way of measuring a variable
 - d. all of the above
4. An operational definition of the variable "anxiety" might be:
 - a. a physiological measure of sweating
 - b. the score on the Taylor Manifest Anxiety Scale
 - c. the number of "um's" and "ah's" in a person's speech.
 - d. all of the above
5. Two researchers tested the hypothesis that college students' grades and happiness are related. One researcher operationally defined happiness as the number of hours spent at leisure activities. The other researcher defined happiness as the amount of achievement one feels as measured on a 10- point scale. Which of the following statements is accurate?
 - a. because their hypotheses are identical, the two researcher should obtain similar results
 - b. the only valid definition is the number of hours spent at leisure activities because it is the only objective measure
 - c. the difference in operational definitions of happiness could lead to quite different results
 - d. only the study that measured happiness through achievements can prove that happiness is caused by good grades
6. When increases in the values of one variable are associated with increases in the values of a second variable, what type of relationship is present?
 - a. positive
 - b. no relationship
 - c. negative
 - d. curvilinear

7. Dr. Kramer found that the average number of miles driven decreases as the price of gasoline increases. This relationship can best be described as a _____ relationship:

- a. positive
- b. negative
- c. no relationship
- d. curvilinear

8. When increases in the values of one variable are associated with decreases in the values of a second variable, what type of relationship is present?

- a. positive
- b. no relationship
- c. negative
- d. curvilinear

9. A researcher finds that the more a song is played on the radio, the greater the liking for the song. However, she also finds that if the song is played too much, people start to dislike the song. What type of relationship does this represent?

- a. positive
- b. negative
- c. no relationship
- d. curvilinear

10. A study examined the relationship between years spent smoking and attitudes toward quitting by asking participants to rate their optimism for the success of a treatment program. If there were a negative relationship between these variables, what should the results of the study be like?

- a. the more years spent smoking, the more optimistic for success
- b. the fewer years spent smoking, the less optimistic for success
- c. the more years spent smoking, the less optimistic for success
- d. the fewer years spent smoking, the fewer participants they could find

11. The nonexperimental methods involves

- a. a manipulation of an independent variable
- b. random assignment to groups
- c. measurement of participants on two variables
- d. elimination of the third-variable problem.

12. What two problems arise when interpreting results obtained using the nonexperimental methods?

- a. second-variable problem and third variable problem
- b. third-variable problem and direction of cause and effect
- c. direction of cause and effect and second-variable problem
- d. none of the above

13. In the experimental method, the researcher makes sure that the influence of all extraneous variables is kept constant. This process is referred to as

- a. randomization
- b. cause and effect
- c. constancy
- d. experimental control

14. Experimental control is accomplished by
- treating participants in all groups alike except for the independent variable
 - using a control group as a standard to measure against
 - using careful operational definitions
 - paying attention to the sensitivities of the participants
15. By employing randomization, the researcher ensures that
- one group is different from the other
 - participants are manipulated at random
 - any extraneous variable is just as likely to affect one group as it is to affect the other
 - all of the above
16. A researcher investigated the relationship between the test length and grades in a Western Civilization course. After randomly assigning students to groups, she found that students who took longer exams received better grades than did students who took shorter exams. The independent variable was
- test grades
 - gender of the students
 - class size
 - length of test
17. In the above question, the dependent variable was
- test grades
 - class size
 - gender of the students
 - length of test
18. A researcher investigated the relationship between alcohol intake and a reaction time in a driving simulation task. Participants drank either one ounce or three ounces of alcohol and were then measured on braking speed at a simulated red light. The independent variable was the
- reaction time
 - red light
 - amount of alcohol
 - braking speed
19. In the above question, the dependent variable was the
- amount of alcohol
 - braking speed
 - red light
 - degree of intoxication
20. An experimenter had one group of participants eat ice cream that was packaged in a red carton, where as another group of participants ate the same flavor ice cream from a green carton. Participants then indicated how much they liked the ice cream by rating the taste on a 1-5 scale. The independent variable in this experiment was the
- ice cream ratings
 - gender of the participant
 - color of the carton
 - flavor of the ice cream

21. In the above question, the dependent variable in this experiment was the

- a. ice cream rating
- b. gender of the participant
- c. color of the carton
- d. flavor of the ice cream

22. Which method allows you to say that one variable caused a change in another variable?

- a. experimental method
- b. nonexperimental method
- c. both a and b
- d. neither a nor b

Something out of the Ordinary Midquarter Faculty Assessment 10/29/03

SAMPLE ASSESSMENT FROM "SOMETHING OUT OF THE ORDINARY"

We used the following scale to rate your current level of accomplishment since starting the program this quarter.

1 No growth	2 Some growth	3 Moderate Growth	4 Lots of growth	5 Out of this world!!	6 No evidence
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Seminar skills:

___ Leadership (Actively direct conversation, take responsibility for the shape of the conversation, etc..)

___ Respectful listening (Seldom talk over others, listen to what others say my comments build on what others are addressing, etc...)

___ Working with the text (Use direct passages from the full text, know what parts others refer to and know where they are in the text, etc...)

___ Arrive on time and prepared (Have my seminar response paper ready for review and am ready to review others, have my text book, my research piece, and any other materials I want to share, etc...)

___ Other:

Collaboration skills:

___ Leadership (Help the group move toward our goals, model what I consider to be important collaboration skills, make certain everyone feels heard, provide a critique of my own behavior and actions, etc...)

___ Communication (Listen carefully to others' suggestions, track the direction of the conversation, use active listening skills to reflect what others have said and to summarize our ideas)

___ Conflict resolution (Remain calm, use "I" statements in addressing my issues and concerns, provide examples of my concerns rather than hearsay, avoid making accusations, try to make certain all parties involved including myself are satisfied with the outcome)

___ Other:

Community building skills:

___ Respect (Try and respect the boundaries of others, their differences and their likes and dislikes, deliberately work across significant differences such as class, gender,

race, ability/disability, etc...)

___ Arrive on time and prepared (Have an open attitude to learning and check myself when I feel closed down, read the material for the day, have whatever presentation materials ready, make my best effort to be on time at the beginning of class)

___ Communication (Try to listen to the diversity of opinions, use active listening skills, consider what others are saying before adding my voice, encourage others to speak and participate)

___ Attitude (Come to class seeking an adventure in learning with my co-learners knowing what I have to offer and hoping to find partners in my education)

___ Responsibility (Accepting that the best and the worst performances in the community are what I help them become-that I share in all the successes as well as the frustrations, disappointments, and failures. I contribute my best effort to improving the experience for all members of the community)

___ Other:

Writing skills:

___ Clarity

___ Concision

___ Voice

___ Proofreading

___ Proofreading

___ Creativity

___ Peer review

___ Using resources

___ Other:

Comments re: Nightmare Project:

Number of absences so far this quarter: _____

Number of assignments you've turned in on time: _____

Number of assignments you've not missed this quarter: _____

Other comments re: your progress:

SAMPLE ASSESSMENT FROM MULTICULTURAL COUNSELING

Student:

Faculty: Heesoon Jun

___ has completed the program learning objectives thoroughly and successfully earned full credit for the fall quarter. _____ was an outstanding student who put maximum effort into every aspect of learning.

Faculty regards contribution to program activities (Progoff's journal workshop, weekly learning summary group, counseling skill practice, and movement), a creative project, attendance, and written work (ethnopsychobiography, in-class seminar essays, weekly personality development papers) as evidence of commitment to learning and reflecting in the program. ___ submitted 6 out of 6 in-class essays to seminar book questions, 3 out of 3 learning summaries, 6 out of 6 personality development papers, 1 out of 1 creativity project, and 1 out of 1 ethnopsychobiography at the end of the quarter. She attended 100%.

As she learned to examine each writing assignment from multilayered and multidimensional perspectives her writing became powerful with critical and analytical reasoning skills. Her learning summaries, her in-class essays and her ethnopsychobiography essay demonstrated her ability to integrate and to use independent, reflective and critical thinking skills. Her in-class seminar essays were one of the best in the class throughout the quarter and showed her in-depth understanding of the author's main theme of the books. She did an exceptional job of learning the importance of being specific by citing a reference from the book and often used quotes from the seminar book to support her ideas. She was also excellent in critiquing her small group members' learning summaries. She initially struggled with weekly theories of personality essays but showed substantial improvement towards the end of the quarter. Her written work showed that she was learning the impact of assumptions, expectations, cultural values, and a particular type of thinking style (hierarchical, dichotomous and linear) on one's own meaning making.

___ started out as more of a listener than a speaker during seminar but she balanced her role as a speaker and a listener beginning 7th week. When she spoke she often presented thought provoking and intellectually stimulating ideas from the book. Her comments were interconnected to the textbook and showed her ability to synthesize her learning from other aspect of the program content. One area I would like to see ___ working on during winter quarter is asserting herself and bringing up the topics or ideas she would like to discuss rather than wishing for someone else to bring them up.

___ demonstrated her potential to participate collaboratively and responsibly in our diverse society by taking a weekly learning summary group meeting and counseling skill practice commitment seriously. She reflected her small group members' feedback in her final learning summaries, participated in counseling skill-building practice eagerly, and worked well with her videotaping group. Her group's time management was excellent in terms of staying focused on task, splitting equal videotaping time between two groups, and critiquing each other's counseling skills. They also demonstrated flexibility when one member was not able to continue the program.

___ learned to reflect on the personal significance particularly through writing, examining intrapersonal communication patterns, and examining layers of oppression and identity

construction. She learned to be compassionate for others who were oppressed through her experience as a biracial person. ____ illustrated through her power point creativity project presentation the most important concept she learned from the program; it was deconstructing hierarchical and dichotomous thinking and how much more she was able to learn as a result. It was about "not upward but outward". Her presentation was excellent in illustrating her theme with humor and appropriate music to the content.

She demonstrated depth in self-assessment and Theories of Personality and breadth in individual counseling skill building, group processing, understanding intersection of multiple identities, complex relationships among privilege, power and oppression, and examining multicultural issues from a multidimensional perspective.

Suggested Course Equivalencies (in quarter hours) - Total 16

- 2* - Multicultural Counseling Theories and Culture Bound Assessment
- 4* - Psychological Counseling Skill Building
- 4* - Theories of Personality
- 2* - Interpersonal and Intra-Personal Communication
- 1* - Diversity: Intersection of Power, Privilege and Oppression
- 2* - Intercultural Communication
- 1 - Movement and Health

*Advanced Level

SAMPLE RUBRIC FOR "SOMETHING OUT OF THE ORDINARY"

SHADOW PUPPET COLLABORATION Group Process Rubric-Group Performance

	1	2	3	4
Involvement and commitment	Only one or two people were involved in the group discussion and process. Fewer than the whole group completed the work.	Most members were involved, but only minimally committed to the discussion and process. Half the group completed the work for the project.	Most members were involved and almost everyone seemed committed to discussion and process. Most everyone completed some of the work on the project.	All members were equally involved and committed to the process. All member's contributions to the completion of the project were equal.
Risk-taking	As a group, no one took any risks in their participation and shared nothing of their thoughts or what they had to say	Some members took risks, most did not take any risks in their participation and shared little of what they thought or had to say	Most members took some level of risk in their participation and shared what they thought, had to say, and in their contributions to the group	All members took some risks in sharing what they thought, had to say, and in their contributions to the group
Decision-making	The group did not consider feedback from all members of the group. One person made all the decisions	The group made decisions based on some feedback from some members of the group. A minority of people made the final decision	The group made decisions based on feedback from all members of the group, and the majority decided the decision	The group made decisions based on feedback from all members of the group and used consensus to make the final decisions
Respect	The group showed little respect for one another and different opinions	The group showed some respect toward one another and differing opinions	The group showed a good deal of respect toward one another and toward differing opinions	The group showed respect towards all members and listened and supported all differing opinions

Evidence for each score I chose for our group participation:

Involvement:

Risk Taking:

Decision-making:

Respect:

Other comments (Please use the back as needed):

APPENDIX G

SAMPLE WRITING ASSIGNMENT FROM "NEGOTIATING CULTURAL LANDSCAPES":

You will have the chance to write three integration papers during the fall quarter. These papers will be an important component of your final program portfolio. Through them, you will have a chance to: (i) learn and practice how to thematically integrate the diverse material we are covering in this program; (ii) demonstrate your comprehensive exploration of self in society and culture; and (iii) work on your writing skills (e.g., thesis-driven writing; coherent and succinct expression; creative and adventurous thinking; college-level grammar, punctuation, proofreading, etc.).

You should select one of the strategies identified below to guide you in the process of your writing. Read the descriptions of the strategies carefully before making your selection. You can choose one strategy for your first paper, and another for your future papers.

STRATEGY #1:

Using this strategy, you will be writing each integration paper in three stages. At each stage, you will be working with peers and with Writing Center tutors as you develop and revise your papers.

Stage one:

As you prepare to write your paper, focus on the ideas, arguments, and examples discussed in class and in the readings. What one question, issue, concept, topic, or keyword from your reading, seminar, lecture, and seminar notes do you find thought-provoking? Use this as the basis for the first draft of your integration paper. Using supporting evidence from several program readings, craft a paper that examines and connects the details of what you are learning to this topic (issue, question, etc.). You'll submit the first draft to your peers and faculty on Friday of weeks 1, 4, and 7 (see schedule in table format below.) You will provide and receive feedback from at least one peer. Faculty will provide feedback on half of their seminar students' papers for draft #1. The other half of the seminar students will receive faculty feedback on for draft #2.

Example of stage one thesis statement based on Newman: *"The sociological imagination is a conceptual tool that provides insight into how parental values, the robustness of the economy, and cultural goals displayed in the media can influence an individual's decision about whether or not to attend college."*

Stage two:

During this stage, you will be revising your first draft. Your revision can be: (i) adding another concept or theme to your first paper that had one

theme/idea/concept, (ii) adding more evidence to your discussion of your earlier theme, or even (iii) expanding your initial theme to include a new perspective to your discussion. The purpose of this revision is for you to refine your understanding and integrate another week's readings into your paper. For example, you might begin with the paper you drafted in stage one and choose another concept, topic, or keyword *from a different discipline and/or reading list*. Then, compose a thesis statement that integrates both your old and your new concept. Using supporting evidence from several program readings and across several weeks, craft a paper that examines how these two topics are thematically related. You will submit this second draft to your peers and faculty on Friday of weeks 2, 5, and 8. Faculty will provide feedback on the other half of their seminar students' papers.

Example of stage two thesis statement based on Newman and Triandis:
"An individual's and society's culture facilitates particular ways of knowing, seeing, and thinking, and this influences what the individual experiences and desires in her or his life."

Notice that this paper is still working with the concept of the sociological imagination, though the content may be quite different from the stage one paper.

Stage three:

During this final stage, you will be revising your paper for a third and fourth time. Begin with the paper you drafted in stage two by (i) adding a third concept or theme to your second draft that discussed two themes/ideas/concepts, (ii) adding more evidence to your discussion of your earlier concept, or even (iii) expanding your initial theme to include a new perspective to your discussion. Choose a third concept, topic, or keyword *from a different discipline and/or reading list* (e.g., if you discussed music and sociology in draft 2, choose a concept from cultural studies, storytelling, or statistics now). Be sure to include citations from the readings in all three relevant weeks. Compose a thesis statement that integrates all three of your concepts. Using supporting evidence from several program readings and across several weeks, craft a paper that examines how these three topics are thematically related. You will submit the third draft of your paper to your peers during weeks 3, 6, and 9.

STRATEGY #2

Using this strategy, you will be writing each integration paper incrementally over a three week period. Each week, you will be working with peers and with Writing Center tutors as you develop and revise your ideas, and hence, your papers. You'll begin each paper by creating an outline or cluster map of a topic that engages your interest. Your task in the papers is as follows:

1. Focus on the ideas, arguments, and examples discussed in the week(s) prior to when the final papers are due. Identify a topic that you find thought-provoking and that is relevant to the themes that we have been exploring in the program. Your reading and seminar notes will be a good place to look for a topic.
2. *For draft #1 of each of your three integration papers, you will develop an outline or cluster map that includes the citations that you plan to use when you write your paper. The citations are the author(s) name, title of text cited, and page number of the text cited. Accompanying this draft #1 outline or concept map will be the introductory paragraph for that paper and an annotated bibliography of the sources you cite.*
3. *For draft #2 of each paper, you will submit an expanded outline or cluster map and a working draft of the paper. Accompanying draft #2 will be an annotated bibliography of the sources you cite.*
4. Pick ideas or arguments from across the three weeks of the program covered by each paper (i.e. seminar books, lectures, workshops) that will help you discuss the issue you have chosen. Sources should include citations from all the disciplines. One of the sources should be drawn from music (e.g., Shelemay), one from cultural studies (e.g., Triandis), and one from sociology (e.g., Newman). The best papers will also incorporate concepts and ideas from our statistics work.
5. Clearly identify the theme, focus, or purpose of your paper in both the title and opening paragraph of your each final draft of your paper.
6. Each draft (drafts #1, #2, #3, #4) **must** be accompanied an annotated bibliography of the materials you will use to support your discussion. A bibliography is the list of sources you will use in your paper. An annotated bibliography will have the addition of the exact quotations that you will use in the discussion section of the main points in your paper.
7. The final essay integrates the material from the sources that you cite into an exploration and discussion of the topic you have chosen. Support your thesis throughout the paper with information cited from several relevant program readings. Remember that your essay must demonstrate thesis-driven writing skills; coherent and succinct expression; creative and adventurous thinking; and college-level grammar, punctuation, and proofreading.
8. You will be working with peers and with Writing Center tutors as you develop and revise your papers.

Using either strategy, what should the papers be like?

The papers must be 3-5 pages in length, typed in a standard 11-12 point font, and double-spaced. Make sure your papers include your name, page numbers and are stapled.

- (i) Always proofread carefully and demonstrate college-level writing.
- (ii) Make your thesis clear in the title and first paragraph of the paper.
- (iii) Make sure all the points you write about contribute to your thesis. Make the connections explicit. Substantiate your claims with citations of the relevant program readings, workshops, and lectures.

- (iv) Think about the audience you are communicating with (i.e. your program community members). How can you help them follow the logic of your thinking? What ideas will you need to define, clarify, or elaborate?
- (v) All sources must be properly cited using **APA format** (in-text citations). Include the sources you are using in an APA-formatted bibliography at the end of the paper.

Enjoy this process! Integration work can be exciting, stimulating, and very intellectually rewarding.

FINAL SYNTHESIS QUESTION: SO, YOU WANT TO BE A TEACHER?

This quarter we explored our own beliefs about teaching and learning, several models of teaching (Socrates', Rousseau's, Dewey's, Underwood's, and Kolb's), three theories of learning (behaviorism, constructivism, and social constructivism), a bit about brain research and learning, and issues related to diversity, privilege and oppression. Each of you also explored the works of an educator or theorist in whom you were interested.

You have written several papers that, individually, explored a variety of issues related to teaching and learning.

Your task in this final paper is to synthesize what you've learned this quarter to answer the question: What is learning?

To synthesize means to be able to create new ideas and generalizations based upon previous knowledge and experiences. The writer uses old ideas to create new ones;

generalizes from given facts; relates knowledge from several areas; and, draws conclusions. For the purposes of this paper, the previous knowledge and experience must include the texts and workshops from this quarter as well as your own experiences with teaching, learning, and schooling.

To answer the question, "What is learning?", you will need to:

- * Offer a thesis
- * Support your thesis by building an argument that incorporates information and draws conclusions about:
 - * your own experiences as a learner,
 - * one or more of the models of teaching we studied,
 - * a theoretical description (behaviorism, constructivism, social constructivism) of the learning process,
 - * information from brain research, and,
 - * issues related to diversity, privilege, and oppression as explored in our texts.
- * You may also use information from your project.
- * Use text references to explain and elaborate your argument.
- * Develop your argument in a paper that is at least 7 to 8 pages long. There is no outside limit - the paper may be as long as you need it to be to develop your ideas well.
- * Use correct APA citations, reference list, and tense.

Following are two suggestions for ways you could get started on your paper. These are warm-up or pre-writing ideas.

- * Go back and read your first answer to, Learning is . . . (Remember? The first index card response?) Do some free-writing. Do you still hold the same ideas? Have

you changed your ideas completely? Modified them? List what you know now about learning that you didn't know then.

* Create and fill in a grid similar to the one we have posted in CAB 110. However, this grid might include categories like the ones below. Circle the parts of the grid that best explain your current understanding of learning. Pay attention to the problems you noted. These can be explored in your paper as you develop your answer to the question, What is learning?

BEHAVIORISM
RESEARCH
DEFINITIONS

CONSTRUCTIVISM SOCIAL CONSTRUCTIVISM BRAIN

KEY IDEAS

ROLES OF LEARNER

ROLES OF

TEACHER

PROBLEMS

HOW WELL DOES THE THEORY OR RESEARCH ACCOUNT FOR DIVERSITY AND ISSUES
OF PRIVILEGE AND OPPRESSION

SAMPLE ASSIGNMENT: TELLING A STORY : HISTORY ASSIGNMENT #1

Today in class you had the opportunity to work with examples of one type of primary document used to analyze and interpret the past in order to construct a story about that past. Other types of primary documents include journals, diaries, government and legal documents, newspaper articles, letters, posters, old radio and television programs, etc. Secondary and tertiary sources include any piece of writing or performance ABOUT an event, another piece of writing, or a performance. ALL the history we read in the form of secondary and tertiary sources ARE INTERPRETATIONS. These interpretations of the past, these stories, these histories, serve the function of shaping and regulating the social needs and aspirations of a community, culture, or country.

Next week I will tell you two stories.

- * One is the story about conflict and control in the evolution of public schooling.
- * The other is about public schooling and capitalism.

My first story will focus primarily on the development of schooling for Europeans with brief comments about slaves, indigenous people, African Americans, and immigrant groups. The second story will be about how textbooks function as ideological managers and the relationship of textbooks to capitalism.

YOU will also need to be ready to tell a story about a person, a group of people, or a time period in American history. To gather the information for this story, use the links found on the American History Links or books such as *Lies My Teacher Told Me*, *People's History of America*, or *Don't Know Much About American History*. **You should plan on spending 2 or 3 hours searching through and reading the links or reading the books.**

Your task is to find the stories that usually are not told in public school textbooks or mainstream media.

If you use the links, you will find both primary and secondary documents. As you peruse the links or read a text, remember what you experienced today. When you try to understand a story, a history:

1. Observe: pay attention to what is said, what is not said, what evidence is offered, who the author is, and the source of the material. List your observations on a worksheet **to be handed in.**
2. List, on the worksheet, what you already know about the person, the people, the time in history you are reading about. What discrepancies do you find between your knowledge and your new sources? What questions do you have?
3. Based on your observations and prior knowledge, write down what can you infer or deduce about the history based on the document(s) you read.
4. Create a story to share in small groups Monday of Week 4. Stories are most effective when they are rehearsed. Make sure you PRACTICE telling your story before you come to class. Then, in addition creating and practicing your oral story must be

written out, webbed, or outlined **to be handed in and link this piece to your homepage.**

APPENDIX H

PACKET CONTENTS FOR SPBC PLANNING INSTITUTE

INTERNET PIECES

- Center for World Indigenous Studies - What We Do . . .
- Radcliffe Institute for Advanced Study
- The School in 2000
- A New Knowledge of Reality
- Into the Future with Social Sciences

DATA PIECES

- Fall 2003 Demographics - Olympia Campus
- Academic Interest Areas - First time, First Year - Fall 2003
- Excerpts from Student Experience Survey - Utilization of Campus Resources
- Access Services - Statistics
- KEY Services Information
- Planning Unit Affiliations 1997-2004/05
- Annual Average FTE by Planning Unit
- SPBC Area Description
- SPBC Undergraduate Curricular Areas
- Faculty History 02/03-05/06
- Faculty with Social Science "Type" Backgrounds
- 1997-98 Social Science Planning Unit Covenant
- Draft of Planning Grid from last year

SETS OF MATERIALS FOR EACH WORK GROUP

- The Evergreen State College 2002 Alumni Survey of Class of 2000-01
- Student Experience Survey Spring 2004
- Transitions to Success Outreach Advising Project Summary
- Programs, Courses, Internships, Contracts by year from 1999-2004
- CORE & Interarea for 1991-2004
- SPBC Offerings by faculty 03-04-05-06
- Fall 04 Enrollment Progress
- Graphs - Academic Areas of Interest- FYS and Transfer Students

DOCUMENTS FOR USE DURING WORKSHOP - 1 COPY OF EACH

- Covenant proposed last academic year
- 2005-06 Curriculum
- 2004-05 Curriculum
- Wait List Information
- Evening Weekend Fall Catalog

SAMPLE OF INFORMATION PROVIDED AT SPBC INSTITUTE ABOUT STUDENT NEEDS

KEY's mission (which is one of 900 federally funded programs nationally known as TRIO: Student Support Services) was established almost 40 years ago during the Lyndon Johnson Administration. Funded by the U.S. Department of Education, programs like KEY provide additional support to three categories of students who faced barriers to entering, persisting, and completing their college education: first generation to college students, low income students, and students with disabilities. KEY has been at Evergreen since 1979.

At Evergreen, these students typically comprise about 40-51% of the campus, and among transfers 59% qualify to be in KEY. In 2003, the break out was:

A. SSS Project-Eligible Students at Evergreen Fall of 2003		
Categories	Number	Percentage
<i>Total Undergraduate Degree-seeking Enrollment</i>	3,825	100%
Total Unduplicated Count of Eligible Students	1,963*	51%*
<i>First-generation</i>	734	19%
<i>Low Income</i>	1489	39%
<i>Disabled (w/documentation)</i>	296	8%
<i>First-generation and low income</i>	399	10%
<i>Disabled and low income</i>	143	4%

Source: Institutional Research and Assessment. *Students may fall into multiple categories, but the total is an unduplicated count of those who meet one or more eligibility criteria.

*Of the 1,983 eligible to be in KEY, we are funded to serve about 10% (180-200). In The New Student Survey given to incoming freshmen and transfer students in Fall 2003, first-generation students identified further **areas of academic challenge**. When asked about their level of skill in 21 different areas, incoming first-generation students rated their skills lowest in: understanding/applying quantitative principles and methods; understanding/applying scientific principles and methods; giving effective presentations; and using technology to present work, find information, or solve problems. In addition, **first-generation students rated their academic skills significantly lower than non first-generation students** in four areas:*

<input type="checkbox"/> Writing effectively	(p=.003, 99% confidence)
<input type="checkbox"/> Participating in class discussion	(p=.009, 99% confidence)
<input type="checkbox"/> Giving effective presentations	(p=.027, 97% confidence)
<input type="checkbox"/> Expressing themselves in creative, dramatic, or artistic ways	(p<.001, 99% confidence)

Institutional Research and Assessment

In addition, seminar is a real stressor for many students at Evergreen—which is confirmed by all staff at the Counseling Center. So I would say—minimal facilitation

and/or teaching with your mouth shut is not a style that KEY-eligible students are comfortable with. I would also encourage faculty to not presume information/knowledge is in place re. college-going skills (i.e. registration, financial aid, academic advising, time management, project management) or college-ready skills (writing, journal writing, research, plagiarism/internet research, etc.).

In terms of Social Science programs KEY students are interested in—they want to leave Evergreen with the skills and prerequisites they need for MSW and Masters in Counseling Programs. I have seen KEY students gravitate toward state agencies, non-profits, and of late—law school with social work emphases.

What does KEY do?

After we enroll a student who we determine is eligible and has a need for academic support and an ability to benefit from our services, we provide intrusive academic advising—we see them at least 3 times a quarter, we email weekly, we produce a quarterly newsletter to inform them of opportunities and deadlines. We hire tutors to work with those who are falling behind and are not getting needs met in/out class or at the LRC. We match peer mentors up with new students. We have a fifth week warning system where we email faculty re. how KEY students are doing. We have 5th week gatherings to bring students together for a bite to eat and to have some programming that would be useful but fun. Once a quarter we go to a cultural event together ranging from programs at the WA Center to whale watching in Westport. What I think is most important about what we do is we assign an advisor to each student so they can see the same person, a file with notes is kept, and an Individual Action Plan is developed so we can track challenges and goals. We are moving toward more structured programming for new students, sophomores, juniors, and seniors so we can focus on those issues pertinent to each group.

EMERGING GOALS FOR OUR STUDENTS

We had an interesting and useful discussion about our goals as social science faculty for our students. Our conversation occurred in conjunction with watching *The Great Story*, a video about Thomas Berry's work, reading several short pieces from the Web and a longer article by a faculty from Berkeley, reviewing quite a range of data concerning Evergreen students, and discussing our own visions for our work and for the social sciences at Evergreen. The chart below summarizes goals we identified that we hold in common and goals that most, but not all of us, have for students.

Common goals	Goals for most
Liberal Arts Education--breadth of experience	"Life Activating" skills <ul style="list-style-type: none"> • Personal voice • Ability to hear well as foundation for communicating well • Unlearning • Developing a "crap detector" • Responsibility to communities, human and other • Ability to be change agents <u>if appropriate</u> • Understanding the "so what?" of education/life
Tools for graduate school for those who want to continue	Disciplinarity
Learn how to learn	Critical Analysis
Understand diversity	Move to Commitment/Constructed Knowledge stage of intellectual/ethical development (Perry) as compared to remaining at Relativistic Stage
Writing	
Research Skills	

APPENDIX I

FORM TO SUPPORT COLLABORATIVE PLANNING

- Title: _____
- Quarters the program will be taught: F W S
- Level (circle possibilities):
 - CORE
 - All level, 25% FYS
 - All level, 25% FYS, 25% Sophomore
 - All level, no seats reserved
 - Sophomore and above
 - Sophomore and above with sophomore seats reserved
 - Junior/Senior
 - Senior
 - MIT
 - MPA
 - Other configuration, please indicate _____
- Circle one: CORE Inter-area SPBC
- Circle one: First year Middle level Upper level Mixed Graduate
- My program is part of a "pathway". Please indicate how.
- - I have teaching partners and they are _____
 - I would like to teach with (give names or content area interests) _____
- Themes or guiding questions for my program
- Circle all learning outcomes you intend the students to learn through your program. These came from the grid we began to develop last year and from the goals developed at this summer's institute. Add additional learning goals at the end of this section.

- Learn how to learn
- Expository Writing - (Thesis-based, extended support, appropriate uses of sources, citations, APA)
- Research Methodology - Quantitative
- Research Methodology - Qualitative
- Data acquisition, evaluation, use
- Critical Reader/Thinker - Research, Data in Life, Professional literature
- Democracy for Living (Civics)
- Interpersonal Skills:
 - Group Process
 - Leadership
 - Collaboration
 - Emotional Intelligence
 - Diversity knowledge and skills
- Broad introduction to the social sciences
- Specific content information - "Disciplinarity" (please give general idea)

- Connection to public services
- Tools for graduate school for those who want to continue
- "Life Activating" skills
 - Personal voice
 - Ability to hear well as foundation for communicating well
 - Unlearning
 - Developing a "crap detector"
 - Responsibility to communities, human and other
 - Ability to be change agents if appropriate
 - Understanding the "so what?" of education/life
- Move to Commitment/Constructed Knowledge stage of intellectual/ethical development (Perry) as compared to remaining at Relativistic Stage
- Other (please list) _____

APPENDIX J

THEMATIC SUMMARY OF FACULTY FOCUS GROUPS 2005

Reflecting on the last 5 years, what is working in the Planning Unit?

Based on focus groups of the SPBC faculty, 3 themes emerged describing what is going well: Communication and Connection, Focus and Support and Content.

Theme: Communication and Connection

This theme describes an increase in communication, conversation and understanding between some members of the planning unit. As described by some members:

- *Talking politely*
- *Increase in civility, unity, common purpose*
- *Less tension on issues*
- *People who can sit down in a civil and friendly way talk about things that are difficult – convivial atmosphere mattered –We are making steps forward in communication, hospitality, goodwill*
- *The work in this room vs. work in the field, our continued willingness to experiment with meaningful ways to engage in our conversation together – our space together is more than reporting out to each other, how are we choosing to engage outside of our programs vs. what we do inside of our programs*
- *When I first started going to these things, nobody showed up, or they would show up because something 2 groups are interested in fighting over – recently, more and more people are coming, to make the attendance higher, make the meeting*
- *increasing social solidarity, That's happening with our current PUC – make attendance interesting and relevant-it could easily go back the other way - more of a sense of something happening*
- *More discussion, good turn out, good turn out at the retreat, people are paying attention*
- *Many ways communication has improved over the last 5 years*

Theme: Focus and Support

This theme describes a perception of working towards goals and working collaboratively. As described by some members:

- *We accomplished a lot considering how diverse and disparate our interests are*
- *Contrast the make up of this group – we don't have that much in common as specialty areas*
- *Honoring and recognize professional views – seminar in the planning unit was very engaging*
- *Faculty was behind MIT hires*

Theme: Content

This theme describes specific content areas that have improved. Faculty commented:

- *Include more quantitative methods in lower division programs – teaching more statistics*
- *This planning unit also does more than plan the curriculum, focus on diversity*
- *I'm struck by how many people are working in Core – proportionally how we are doing it –*

What do we aspire to as a planning unit? What could be done differently?

The following themes emerged from the faculty focus groups: Collective Planning, Commitment and Purpose.

Theme: Collective Planning

This theme describes interest and challenges to planning across faculty. Comments by faculty:

- *My curiosity about what other programs are doing – how can I support the work that other faculty are doing with the work I am doing - I hear an attention, more people are teaching quantitative literacy, race literacy – do what degree could we bring our -experiments together – what are we building on? What are our goals here – how to do that when we feel so cramped for time – what are we building as a larger collective?*
- *We still function as independent units that don't seem to talk to each other*

- *We don't have critical masses to make enough people to really cover a curriculum*
- *The size of the unit is not effective for real specific planning*
- *Where is the student input?*
- *How do we know what students want?*
- *How do we bring them together – faculty and students?*
- *Hard to get people to plan before they lock themselves into a curriculum*
- *The tension with pathways –*
- *It has been difficult to be in a planning process – what does planning mean across programs – somehow inflexibility perceived about what we are doing in unit – if our goal, is to plan, how to redefine what planning means and separate it from deciding – I like getting together as a group and imagining what we're building -I'm aware of discomfort that can bring – this whole thing to filling in the holes in the curriculum*
- *A planning process vs. a commitment to a planning process*
- *Are you putting new faculty with trained mentors or do they take it in the face?*
- *Unfettered open time, professional conversation I would like to have – I'd love to hear about stuff you've been doing that's not planning – more mental – so we know better what each other is doing*
- *A frustration for years, how are we coming up with this stuff – is there communication, or is it just individuals, I want to do this, I want to do that*
- *The Tacoma retreat was inspiring – talking about what other faculty are doing – I learned a lot about other colleagues – it enriched my teaching – find ways to do this more –*
- *So essential to really have collaboration in a truly interdisciplinary program*
- *Struggle about faculty retreat – is it a good thing? A planning unit retreat with 2 groups together- we're doing things like they're doing in different ways what are all of those humanities people doing, I would like to learn what each other is doing*
- *What does it mean to get together to plan the curriculum ? more on an informing process vs. a planning process*

- *How can we have multiple streams going - curriculum and synergy?*
- *What's the relationship from what we are talking about now to dream programs – little occurs with those –*
- *How to more meaningfully plan a curriculum – ongoing synergistic process that is dynamic that connects to what is alive in us*
- *Teach us how your subunit works*
- *There's nothing to prepare junior and senior level work in some areas*
- *Question on policy of fill in Core programs first*
- *Asking subunits to do this during retreat – it would be interesting to see how subunits perceive things*
- *Subunits – different levels of working together – some meet and some don't*
- *We characterize ourselves as social sciences, we don't have a natural place of overlap in general, it is somewhat a mystery how and if there is a pathway to other areas other than psych, we have some units as small as one person, most of it is a mystery to me I don't get how political economy plans*

Theme: Commitment

This theme describes the challenges of trying to cover certain aspects of the TESC curriculum in working together.

- *More call to see what we are doing, yet people don't come when we meet to talk about that*
- *Some abuses of power in planning unit have not been addressed historically, in spite of many areas of increased communication*
- *Covering certain aspects of TESC curriculum – collective failure – coordinator deals with the implications of this –get people to commit to things like Core is a challenge, some years more of a problem covering interarea*
- *The greatest strengths of Evergreen are it's greatest weaknesses – autonomy to envision teaching and make it happen – price we pay, is extremely decentralized curriculum*
- *Problem in creating prerequisites for upper division*

- *There doesn't seem to be commitment to area*
- *Heterogeneity of this group in terms of disciplines*
- *Planning unit hasn't worked in the way I hoped it would – we've had problems staffing different level courses, political economy never meets as a group. What's beneath that? Campus has become individualistic, people don't like to go to meetings – there needs to be more times for subunits to meet – it's not clear what those areas even are We do need smaller group meetings to plan curriculum – that seems to be missing.*
- *What is important - it involves groups of people from across disciplines –*
- *Commit to something we can commit to vs. something we feel obliged to doing*

Theme: Purpose

This theme describes questions regarding the purpose and function of planning units.
Faculty commented:

- *What is the purpose of planning units? - plan curriculum – we do more – diversity , other things*
- *Do we need to revisit the reason for being a planning unit ? do they serve the needs of faculty and students? Before we had specialty areas*
- *Social Science curriculum – there is no cohesion – I see people working in small groups*
- *What are the bodies of understanding we hope the students will develop for these times now? We all agree about logical thinking. etc. Does it build from year to year or does it stay horizontal?*
- *Central focus put ahead coherent curriculum*
- *Part of it, is it student driven or faculty driven?It is that level of discussion this planning unit would benefit .*
- *From an organizational standpoint, P.U. provide more central control over what we are doing – Provost and curriculum unit didn't have nearly the power they do now – control was a big issues*
- *How can we use our time well as a unit*
- *Planning unit doesn't resonate with me – I get confused by it –*

- *When we have a conversation what we are preparing students for - It's changeable*
- *Do better – how it fits it with overarching structure with what we do – not being able to have any particular continuity – what is the unit for confusing me –*
- *All SPBC pieces show fragmentation – I don't know what each of these things mean*
- *I was never sure why I was here at meetings as a graduate program – what unit can do for MIT is questionable – usually work with Provost –*
- *Difficult to get a complex problem solved in the amount of time we have to work on it*
- *What is the purpose of the planning unit – what things should be done in other places?*
- *MIT forced into a planning unit that did not serve their needs, MIT shouldn't be in unit if the plan is to plan undergraduate curriculum*
- *Are we living up to 5 foci and 6 expectations?*
- *What is in writing at Evergreen and what is really going on? What is the real set of expectation here? – Still trying to figure out that*
- *Seemed anti-Evergreen to sign the Planning Unit Covenant*
- *I question committing to courses 2 years out and put it in writing*

The last 2 questions about documenting student progress and general expectations, communicating student competencies to outside audiences were not addressed consistently in the time of the focus groups. My sense is this work is in a developmental phase this year in the context of the new narrative evaluation guide.