

**The Evergreen State College-Tacoma Campus
A Typical Year At-a-Glance**

FALL	WINTER	SPRING	SUMMER
<ul style="list-style-type: none"> ➤ Exploration of historical, contemporary and cross-cultural issues related to the program theme ➤ Autobiographical Writing ➤ Research Methodology ➤ Theme Related Classes ➤ Computer Studies ➤ Multimedia 	<ul style="list-style-type: none"> ➤ Examination of specific issues related to the program theme through focused research, writing and presentation ➤ Statistics ➤ Theme Related Classes ➤ Computer Studies ➤ Multimedia 	<ul style="list-style-type: none"> ➤ Application of concepts and skills through All Campus Collaborative Projects ➤ Theme Related Classes ➤ Computer Studies ➤ Multimedia ➤ Internships (optional) 	<ul style="list-style-type: none"> ➤ Stand alone 8-16 credit programs with interdisciplinary, integrated theme ➤ Opportunities for: <ul style="list-style-type: none"> ➤ Internships (optional) ➤ Individual Learning Contracts (optional)

Each quarter you will attend a minimum of 3 Class Days, 1 of which must always be Tuesday
All Classes meet from either 10AM-1PM or 6-9PM (except Computer Studies & Instructional Technology)
TOTAL CREDITS EACH QUARTER MUST EQUAL 16

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>Theme Related Classes (Occasionally)</p> <p><i>(Choose one class from among 1-3 choices for the quarter)</i></p> <p style="text-align: center;">10am-1pm OR 6-9pm</p> <p>6 credit component</p>	<p>Lyceum (All Campus Lecture/ Seminar Series)</p> <p><i>(All students and faculty in common)</i></p> <p style="text-align: center;">10am-1pm OR 6-9pm</p> <p>4 credit component</p>	<p><i>Theme Related Classes</i></p> <p><i>(Choose one class from among 1-3 choices for the quarter)</i></p> <p style="text-align: center;">10am-1pm OR 6-9pm</p> <p>6 credit component</p>	<p><i>Theme Related Classes</i></p> <p><i>(Choose one class from among 1-3 choices for the quarter)</i></p> <p style="text-align: center;">10am-1pm OR 6-9pm</p> <p>6 credit component</p>	<p>NO CLASSES</p> <p><i>Individual and Group Labs, Skill Workshops or Projects, including Service Learning as scheduled</i></p>	<p><i>COMPUTER STUDIES</i></p> <p style="text-align: center;">11AM-2PM</p> <p><i>INSTRUCTIONAL TECHNOLOGY</i></p> <p style="text-align: center;">2-5PM</p> <p><i>(Substitute for a Theme Related Content Class if you take this and work with your advisor to make Lyceum 6 credits instead of 4)</i></p> <p>4 credit component</p>

Program Requirements of All Tacoma Campus Students

Autobiographical Writing	Research Methodology	Quantitative Reasoning (Statistics)	Computer Studies	Senior Synthesis Project
All students must take do Autobiographical Writing offered in Fall Quarter as part of Tuesday's Lyceum.	All students will gain research skills; however, students wishing to pursue graduate study are strongly encouraged to take a Research Methods or Research Writing class, offered at least one quarter each year, usually in the fall.	All students will gain quantitative skills; however, students wishing to pursue graduate study must take Statistics, offered one quarter each year, usually in the winter.	All students will use computers regularly. Those students needing basic computer skills are required to take the Computer Studies and Application Software class offered once every quarter.	All students are required to write and present a synthesis project that includes a 3-5 page written essay and a 5-7 minute presentation in their final quarter. Summer graduates present in the spring.

The Evergreen State College-Tacoma Campus Faculty Roster

2004-05

Dr. Gilda Sheppard (black, female)	Carl Waluconis (white, male)
Dr. Artee Young (black, female)	Dr. Zhang Er (Asian, female)
Dr. Willie Parson (black, male)	Dr. Bracey Dangerfield (black, male)
Dr. Tyrus Smith (black, male)	Luversa Sullivan (black, female)
Dr. Duke Kuehn (white, male)	Kathy Larvie (Native American female)
Barbara Laners, JD (black, female)	Allen Mooney-Fall (white, male)
Dr. Peter Bacho-Spring (Asian, male)	

2003-2004

Dr. Gilda Sheppard (black, female)	Carl Waluconis (white, male)
Dr. Artee Young (black, female)	Luversa Sullivan (black, female)
Dr. Willie Parson (black, male)	Kathy Larvie (Native American female)
Dr. Tyrus Smith (black, male)	Kabby Mitchell (black, male)
Dr. Duke Kuehn (white, male)	
Barbara Laners, JD (black, female)	

2002-2003

Dr. Gilda Sheppard (black, female)	Dr. Joye Hardiman (black, female)
Dr. Artee Young (black, female)	Eddy Brown (black, male)
Dr. Willie Parson (black, male)	Larry Mosqueda (Hispanic male)
Dr. Tyrus Smith (black, male)	Luversa Sullivan (black, female)
Dr. Duke Kuehn (white, male)	Tony Reynolds (black, male)
Barbara Laners, JD (black, female)	Dr. Thelma Jackson (black, female)

2001-2002

Dr. Gilda Sheppard (black, female)	Barbara Laners, JD (black, female)
	Eddy Brown (black, male)
Dr. Willie Parson (black, male)	Peg Tysver (white, female)
Dr. Tyrus Smith (black, male)	Luversa Sullivan (black, female)
Dr. Duke Kuehn (white, male)	Tony Reynolds (black, male)

2000-2001

Dr. Gilda Sheppard (black, female)
Dr. Joye Hardiman (black, female)
Dr. Willie Parson (black, male)
Dr. Tyrus Smith (black, male)
Dr. Duke Kuehn (white, male)

Barbara Laners, JD (black, female)
Eddy Brown (black, male)
Peg Tysver (white, female)
Luversa Sullivan (black, female)
Tony Reynolds (black, male)

Tacoma Program
Program Review
The Evergreen State College
Spring, 2005

Prepared by Joye Hardiman and Tacoma Faculty, Staff and
Students

Last program review submitted: 1998

Campus Mission

The mission of the Evergreen State College -Tacoma Campus is to prepare students through interdisciplinary, collaborative, team-taught community-based academic programs to serve their communities, the state, the nation and the world.

This mission is accomplished through instructional, inter-institutional, intergenerational and community partnerships that place value and emphasis on educating the student while meeting the needs of our host communities.

The campus' academic process encourages a spirit of open inquiry so that students emerge equipped with cutting edge knowledge, literacies and skills relevant to their chosen professions and to the changing demographics of today's world.

Throughout its evolution, the Tacoma Campus has been concerned about access, excellence, equity and most recently equivalency. We are proud of our community origins and history of community responsiveness and outreach. We are proud of our evolution from a kitchen table to an urban campus that houses an Upper division program for students with 90 transferable credits; a Lower division Bridge program in partnership with the Tacoma Community College for students with less than 90 credits; and a middle and high school Saturday and after school 'outreach through technology' program. We are proud of our part in Evergreen's success in serving populations not historically included in higher education (Table # 1). We are proud of the diversity of our faculty. (Table #2) We are proud of our retention and graduation rate (Table # 3) and our student's post-graduate professional success, graduate and professional school acceptance and completion, civic participation and community advocacy and leadership.

Table # 1 Tacoma Program Demographic Statistics 1998-2004

Fall Quarter	1998	1999	2000	2001	2002	2003	2004
Male	43 28%	40 26%	47 26%	44 24%	47 26%	57 28%	70 30%
Female	113 72%	113 74%	134 74%	143 76%	137 74%	146 72%	161 70%
African-American	69	60	72	66	66	85	92

	44%	39%	40%	35%	36%	42%	40%
Asian/Pacific Islander	12 8%	11 7%	8 4%	16 9%	12 7%	12 6%	12 5%
Hispanic/Latino	7 5%	8 5%	14 8%	15 8%	19 10%	15 7%	8 3%
Native American/Alaskan Native	5 3%	8 5%	9 5%	8 4%	9 5%	13 6%	17 7%
White	52 33%	58 38%	71 39%	73 39%	67 36%	63 31%	83 36%
Not Indicated/Other	11 7%	8 5%	7 4%	9 5%	11 6%	15 7%	19 8%
SUBTOTAL STUDENTS OF COLOR	93 60%	87 57%	103 57%	105 56%	106 58%	125 62%	129 56%
TOTAL STUDENT HEADCOUNT	156	153	181	187	184	203	231

Fall Quarter	1998	1999	2000	2001	2002	2003	2004
Average Age	39	38	46	40	39	38	37
Full-time (12 or more credits)	145 93%	149 97%	176 97%	185 99%	181 98%	197 97%	229 99%
Part-time (11 or fewer credits)	11 7%	4 3%	5 3%	2 1%	3 2%	6 3%	2 1%
Washington Residents	155	153	181	186	184	201	228
Non-residents	1	0	1	1	0	2	3

Table #2 -Faculty Demographic

Tacoma Faculty *	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Male	5 50%	5 55%	6 50%	5 50%	7 54%
Female	5 50%	4 45%	6 50%	5 50%	6 46%
African-American	8 80%	7 78%	10 83.3%	7 70%	7 54%
Asian/Pacific Islander	0	0	0	0	2 15%
Hispanic/Latino	0	0	1 8.3 %	0	0
Native American/Alaskan Native	0	0	0	1 10%	1 8%
White	2 20%	2 22%	1 8.3%	2 20%	3 23%
TOTAL FACULTY	10	9	12	10	13

Table #3 - Tacoma Retention and Graduation Rate

Fall-to-Fall Retention*	F98-F99	F99-F00	F00-F01	F01-F02	F02-F03	F03-F04
All Undergraduates	81%	85%	80%	80%	86%	86%
Students of Color	82%	82%	78%	78%	83%	86%

*retention adjusted for graduation

Academic Year	98-99	99-00	00-01	01-02	02-03	03-04
# of Bachelor's Degree Recipients*	70	75	82	77	83	89

*Number of bachelor's degree awarded fall through summer of each academic year, run as of 11/15/2004.

In looking at the graduation rates of the fall cohorts who entered the program, most of the students earned their degrees within two years of beginning the program. A few more students took three years to earn their degrees. On average, about 81% of new students who enter the Tacoma program complete their degrees within three years.¹

Documentation of the continuing need for the program

Evergreen's program located in Tacoma originated out of an unmet student need that persists today. Around her kitchen table Dr. Maxine Buie Mimms gathered a small group of African-American women in 1978 whose age, gender, color and social circumstances precluded gaining an undergraduate college degree locally. These students could not attend classes during daytime working hours, could not commute to Olympia or Seattle and could not afford an education at privately funded schools like the University of Puget Sound or Pacific Lutheran University.

¹ Unfortunately, there are no transfer graduation comparisons to date for other state public or private institutions. The only national data available is based on a subset of transfer students who enter four-year institutions, from community colleges, with sophomore standing. Across the 101 participating institutions, 40% of the CTC transfer sophomores completed in three years, and that percentage climbed to 54% who completed in four years. The Tacoma campus admits a lot of junior-level transfers, and some senior-level transfers too; so this comparison can help frame how strong the Tacoma grad rates are, but it is not directly comparable to the national figure. Furthermore, rates for transfers from four-year colleges tend to be higher than CTC transfers; so that is another way in which the mix of transfer admitted to Tacoma differs from this national study. Only one transfer cohort has been run at this time for all of Evergreen's programs. 77% of the junior/senior transfers in the AY0102 cohort completed in three years.

There were dozens of African-American, adult, place-bound students living in Pierce County and they became the foundation for the program's enrollment and the focus of its pedagogy. Tacoma was one of the first efforts to address the educational needs of African-American adult-returning students, not just at Evergreen, but in the nation.

It was, of course, no coincidence that Dr. Mimms' invention occurred in Pierce County, the state's jurisdiction with the third highest proportion of non-white population (22 per cent as of the 2000 census, compared to 35 per cent in Yakima County and 24 per cent in King County) and the largest percentage concentration of Blacks (seven per cent as compared to five per cent in King County and just barely less than one per cent in Yakima)².

Over time the program migrated from Dr. Mimms' kitchen to its present home in the midst of an urban neighborhood in Tacoma called the Hilltop, arrayed along the artery of Martin Luther King Boulevard. Census tract data for the 98405 zip code encompassing the neighborhood where the campus is located shows a distinct demographic profile: 41 per cent non-white, 22 per cent Black). It is noteworthy that almost one of every five Hilltop families lives on earnings below the federally defined poverty line and only one in six is a college graduate.³

Just as the program migrated physically to the Hilltop its curriculum refined itself to address issues common to highly urbanized environments: education, justice and environmental quality emerging as programmatic themes with a focus on leadership, collaboration, self reflection, quantitative analysis and technological proficiency filling out the curriculum.

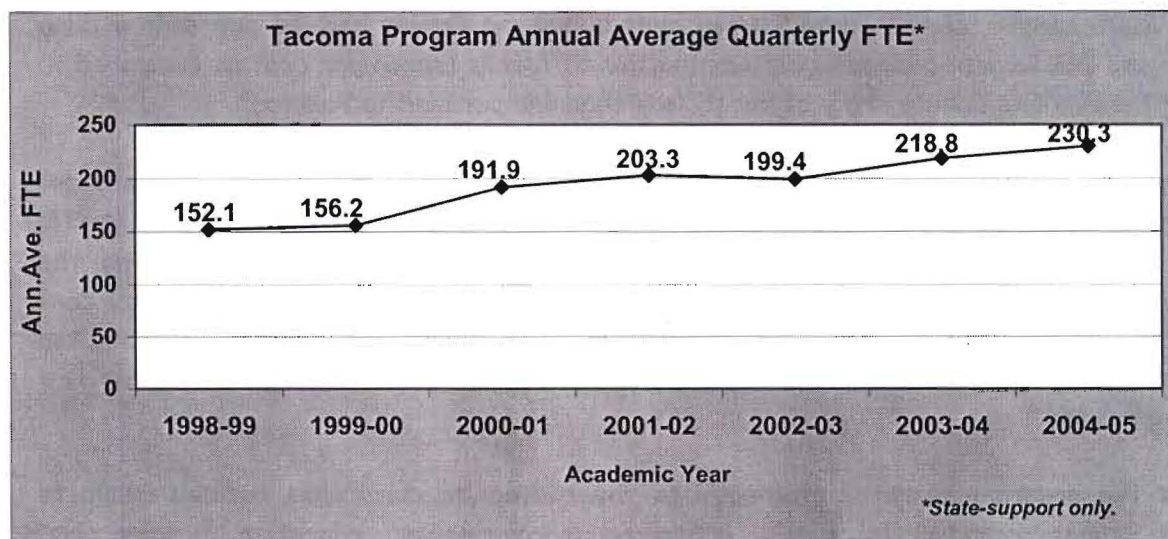
The confluence of the needs of Pierce County's adult, place-bound students with a curriculum adjusted to address the issues of greatest concerns to persons living in densely populated, ethnically diverse neighborhoods expanded the demand of the program to encompass vastly diverse students from southern and central King county as well as students from Evergreen's Olympia campus seeking the unique curricular and social experiences that a urban neighborhood provides.

If Dr. Mimms sensed a real demand 30 years ago, that need is nowhere nearly met in the 225 students the Tacoma program enrolls each year. Nor has the arrival of a downtown campus of the University of Washington done much to meet the needs of the adult students Evergreen's Tacoma program attracts. Students who enroll at Evergreen Tacoma, having looked at UWT consistently report that they did not feel "welcome" there or that the course offerings were narrower in focus than the issues addressed in the TESC Tacoma program.

² Pierce, King and Yakima County Profiles, 2003 Washington State Databook, Office of Financial Management, Olympia, WA, 2003.

³http://factfinder.census.gov/servlet/SAFFacts?_event=&geo_id=86000US98405&_geoContext=01000US%7C86000US98405&_street=&_county=&_cityTown=&_state=04000US53&_zip=98405&_lang=en&_sse=on&ActiveGeoDiv=&_useEV=&pctxt=fph&pgsl=860

Since there is a tight interplay between the needs of the community's residents and the focus of the college's program, in Tacoma there is a constant demand for a program whose curriculum, pedagogy and values are adapted to the questions, learning styles and cultural interests of its students, as evidence by the consistent, except for a one year dip, growth of Campus FTE.



A small, but telling, example occurred this quarter when students in the Human Development class began jogging *en masse*, led by Professors Waluconis and Dangerfield, through neighboring Wright Park. This display of physical exercise was not just a "learning opportunity" in a ten-week class; it was a conscious effort to help our students, who live in communities where high rates of adult-onset diabetes prevail to lose weight. Just as importantly, the sight of the students running together sent a powerful message to the rest of the neighborhood... a message received and noted by community leaders.

The question to be addressed in this report is whether there is a continued need for the program. The answer is unequivocally, yes. There is still a large untapped population of students who by virtue of age and ethnicity find the Tacoma program a more welcome home than other institutions and there is another pool of students who find our urban minority/majority community-based, action oriented curriculum unique among offerings in the state (perhaps the nation). With adequate support and continued marketing the program should only become more attractive, meaningful and distinct as it develops.

Description of current program

Five years ago the Tacoma faculty and staff gathered in retreat to develop a strategic focus for the future. At this retreat, they recommitted themselves to the following:

What must the Tacoma Campus maintain for now and forever?

Hilltop-African American Community Legacy

African American majority with curriculum designed to community need and student destinations (student individualization of the curriculum). Meet the students where they are and bring them to the appropriate level.
Community Service Orientation
Student centeredness
Commitment to social justice and equity
Value systems of Inclusivity, Reciprocity, Hospitality and Civility
Urban-Adult-Interdisciplinary emphasis: pedagogical innovation and integration
Helping students to pursue their dreams to live their lives. Supporting High Performance Learning
Retaining faculty members that are scholars and practitioners

They also recognized that their responsibilities extended beyond teaching that responding to the needs of the Hilltop (or other western Washington neighborhoods for that matter) was not enough. The program needed to develop a curricular focus that provided strategic leadership for the community.

From that planning emerged intentionality to "Renew and Restore Community." The faculty decided that **three major themes were to be consistently addressed:**

- Leadership, Law, Power, Justice, and Equity Studies
- Environmental Sustainability and Public Health Studies
- Transitional and Transformational Studies

These themes are supplemented by skill development in:

- Writing, Qualitative and Quantitative Research and Statistics
- Instructional Technology, Media Literacy, and Multi- Media Technology

The impact of this renewed intentionality has been threefold to:

- Integrate the combination of skills that the faculty bring to bear on these issues.
- Provide a consistent set of themes the program addresses and integrates
- Lay out a consistent format for each year's program, no matter the theme.

Our small but ingenious faculty team have learned how to blend the arts and humanities, social sciences and biological sciences into unique and powerful combinations. For example, the quantitative methods course is never separated from a theme. Students have learned how to draw statistical inferences while addressing, in different years, real questions of

local environmental quality, the history of jazz or the Depression. Skills never become separated from or superior to substantive content. This approach means that faculty competent to teach skills, be it writing or lab work, can be paired with colleagues well versed in substantive issues and theoretical questions.

Each year the program's objectives are to integrate aspects of Leadership Studies, Transitional Studies, and Sustainability Studies into its theme. The three-quarters are arranged in a sequence that enhances skill development along with learning in the thematic area. The three-quarters are designed to lead to projects that culminate at the end of the academic year in something tangible and useful for the community's development and sustainability. First quarter focuses on identifying the research questions that need to be answered in the thematic area. The second quarter is devoted to researching initiatives that have been undertaken to remedy or prevent the issues studied as part of the research question. The third quarter is used to design, produce and evaluate 'small do-able acts' that could promote community wellness and betterment. (a community workshop or forum, an art installation, a web site, a PSA, , informational pamphlet, a 'how to' manual are all examples) to address the issue.

For example, students in the fall quarter might identify the disenfranchisement of voters as a problem in sustaining a democratic society. In the winter quarter they would investigate and evaluate why people don't register and vote or the impediments they face in doing so. In the spring quarter, the students might, as a result of their research into the disenfranchisement of youthful felons, put together, with legal professionals, community advocates parents and historians, a series of "how to get your rights restored' workshops to address this issue.

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Theme Related Classes (Occasionally)	Lyceum (All Campus Lecture/ Seminar Series)	<i>Theme Related Classes</i>	<i>Theme Related Classes</i>	NO CLASSES	<u>Computer Studies</u>
<i>(Choose one class from among 1-3 choices for the quarter)</i>	<i>(All students and faculty in common)</i>	<i>(Choose one class from among 1-3 choices for the quarter)</i>	<i>(Choose one class from among 1-3 choices for the quarter)</i>	<i>Individual and Group Labs, Skill Workshops or Projects, including Service Learning as scheduled</i>	11AM-2PM <u>Instructional Technology</u> 2-5PM (Substitute for a Theme Related Content Class if you take this and work with your advisor to make Lyceum 6 credits instead of 4)
10am-1pm OR 6-9pm	10am-1pm OR 6-9pm	10am-1pm OR 6-9pm	10am-1pm OR 6-9pm		
6 credit component	4 credit component	6 credit component	6 credit component		4 credit component

Program Requirements of All Tacoma Campus Students

Autobiographical Writing	Research Methodology	Quantitative Reasoning (Statistics)	Computer Studies	Senior Synthesis Project
All students must take do Autobiographical Writing offered in Fall Quarter as part of Tuesday's Lyceum.	All students will gain research skills; however, students wishing to pursue graduate study are strongly encouraged to take a Research Methods or Research Writing class, offered at least one quarter each year, usually in the fall.	All students will gain quantitative skills; however, students wishing to pursue graduate study must take Statistics, offered one quarter each year, usually in the winter.	All students will use computers regularly. Those students needing basic computer skills are required to take the Computer Studies and Application Software class offered once every quarter.	All students are required to write and present a synthesis project that includes a 3-5 page written essay and a 5-7 minute presentation in their final quarter. Summer graduates present in the spring.

The preceding diagram was a chart outlining a typical year on The Tacoma Campus. Note. On the Tacoma Campus we have requirements. Students are expected to take research methods and statistics at the undergraduate level Tacoma style as well as write autobiographies, present intellectual synthesis projects and develop computer fluency, to make sure they have the vocabulary, concept familiarity, technical skill and confidence to be successful in graduate school and beyond.

Also from that retreat, a template was developed to document student-learning outcomes in the following general education categories:

- Course Goals and Demonstration of Content Mastery
- Critical Reasoning/Textual Analysis/Advanced Literacy Skills
- Writing Skills
- Quantitative Skills
- Oral Communication/Collaboration/Working Across Significant Differences
- Attendance and Work Habits

The following is an example of an end of the quarter program learning objective template

**TESC Tacoma Campus
Seven Continents, Eleven Blocks, One Community
Learning Objectives for Fall Quarter 2002**

	Lyceum and Seminar (All Faculty)	Studies in Urban Education (Hardiman and Jackson)	Out of Silence: Media, Science, AIDS and the HIV Pandemic (Parson and Sheppard)
Course Goals and Demonstration of Content Mastery	Increased knowledge of U.S. history from pre-colonial to the present; increased knowledge of world history from an inter-disciplinary perspective, e.g., political, social, environmental, economic, legal, etc.; demonstrated awareness of oneself and the U.S. as part of the global community; increased awareness of the changing role of the U.S. in the international community	Demonstrated enhancement of understanding of major urban education issues and the multiple educational needs of the urban core	Demonstrated grounding in some of the social, cultural, scientific, political and economic realities of the HIV pandemic and AIDS
Critical Reasoning/ Textual Analysis/ Advanced Literacy Skills	Demonstrated ability to develop thoughtful, articulate responses to assigned readings that address their content, rhetoric, contexts, relevance and importance	Increased ability to analyze statistical data, census reports, government Web sites and theoretical texts	Enhanced ability to analyze media representations of HIV and AIDS; increased ability to critically read and discuss ideas from sociological and scientific perspectives on HIV-AIDS issues
	Demonstrated ability to write thoughtful, articulate responses to	Demonstrated mastery of the annotated bibliography and APA	Increased ability to produce written analyses of class materials and create a

Writing Skills	assigned readings that address their content, rhetoric, contexts, relevance and importance	documentation style	project on HIV-AIDS that is a synthesis of sociological, political and scientific knowledge
Quantitative Skills		Demonstrated ability to interpret, summarize, and/or create quantitative information to support a thesis	
Technological Skills			Increased technological capacity to create and produce work in various media forms (print, video, audio, online)
Oral Communication/ Collaboration/ Working Across Significant Differences	Improved ability to orally articulate responses to and assessments of assigned reading materials; improved ability to engage in discussions that require working across significant differences, developed through participation in class discussions of assigned reading materials	Demonstrated increased proficiency in oral communication skills through research presentations; demonstrated collaborative abilities by participating in a state-wide seminar on math education and by compiling an urban neighborhood needs assessment	Demonstrated ability to articulate an understanding of course content and contribute analyses in both class discussions and in a collaborative work group aimed at creating a project that breaks silence, educates, and stimulates social action around HIV-AIDS issues
Attendance* and Work Habits	Regular, prompt class attendance; participation in class discussions; assignments submitted on time	Regular, prompt class attendance; participation in class discussions; assignments submitted on time	Regular, prompt class attendance; participation in class discussions; assignments submitted on time

Assessment information related to achievement of program objectives and expected student outcomes

1. Data from a faculty focus group - May 2005

What is behind the Tacoma Campus' success	
Formal (informal) mentorship/consistency - advisor over 2 years	
Size, intimacy , family atmosphere	
Peer support	
Day/night classes	
Family orientation	
Asset based model	
Applied learning possibilities	
Encouragement to combine life & school -- learning as a part of life & life as a part of learning	
self-confidence building through community practice/ merging school & personal life	
Substantive scholarship committed to social justice	
Concept of self as a member of local, national, and international community	
Faculty & Staff active in Community	
Autobiographical reflection across the curriculum	

1. The results of student conducted research⁴

A student designed and conducted survey of presently enrolled students found that 74% of TESC Tacoma students felt that their educational goals were being met. .

Summary of Tacoma Strengths according to student response

- Interdisciplinary curriculum
- Close relationship with instructors
- Small class sizes, and intimate group projects, seminar method used
- Classes are available as independent study contract with instructors
- Use of nontraditional books for classes
- Cooperation with Tacoma Community College to integrate freshman and sophomore students into the Tacoma program
- Recruiting future students from the Bridge Program
- Teachers are directly and personally involved, since faculty actively design classes and class content, incorporating their passions and views on events and situations
- The environment nurtures connections and creates a safe creative and open environment for learning

An overall student approval rating of 74% tells us that, even in the midst of the stress and challenges faced by full-time college students, TESC Tacoma is providing the majority with the education they desire.

Time seems to play a role in this approval rating, as well. In fact, 95% of the alumni contacted stated that TESC Tacoma met their educational goals, and 91% said that they had or would recommend the program to others.

The students found that TESC Tacoma is definitely meeting the need to serve the minority population of the underserved Hilltop area. Evergreen's Tacoma Program maintains a steadily diverse population. Tacoma students of color account for 17%

⁴ The findings presented in this section concerning the opinions of prospective students, currently enrolled students, alumni and community leaders were drawn from a series of surveys conducted by students enrolled in the Project Management class, spring quarter, 2005. Since these surveys were designed, administered and analyzed students there may be some issues surrounding professional standards of validity and representativeness, they are, however, indicative of what people think about Evergreen-Tacoma.

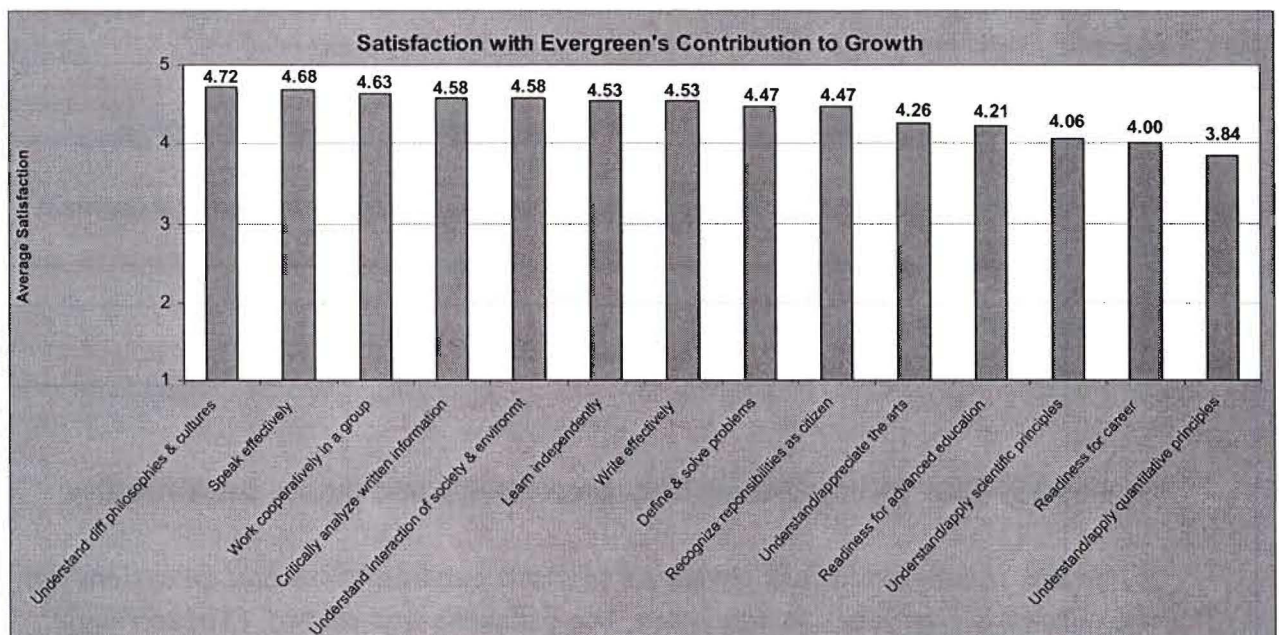
All of the surveys were composed of non-random convenience samples. The prospective student survey is based on an N of 38, from Pierce and Highline community colleges. Current student surveys were given to 130 students, of which 46 were returned. Alumni surveys numbered 70. 14 community leaders were interviewed as were 6 representatives from graduate schools and employers.

of the undergraduate students of color at Evergreen, and 56% of the population of TESC Tacoma.

Students also asserted in their report that TESC Tacoma's internal demographic goal has been maintained, and the program has consistently addressed issues of race, ethnicity, gender, and age with respect and sensitivity. 80% of current students agree that these issues are well addressed in terms of both the curriculum and the institution's ideology. Student teams concluded examining issues of race and ethnicity is one way the program serves the needs of minority students as was having faculty, staff and persons "in Power" who looked liked them.

2. The results of the 2002 Alumni Survey of the class of 2000-01 Tacoma Program Subset

Alumni were asked an open-ended narrative question in which they described special strengths or skills they developed at Evergreen that were especially useful in their current endeavors. 90% of the Tacoma alumni (N=17) wrote in a response to this question. Tacoma alumni frequently mentioned speaking/oral communication skills, diversity awareness/respect for different people and ideas, critical and analytical thinking ability, independent learning, group work/networking skills, and writing skills as Evergreen-developed strengths that were serving them well in their lives.



Note: Satisfaction was rated on a five-point scale where 1=not at all satisfied, 2=little satisfaction, 3=somewhat satisfied, 4=mostly satisfied, and 5=very satisfied.

Special Strengths or Skills Developed at Evergreen That Are Especially Useful in Current Endeavors
"Critical analysis"
"Evergreen changed me for the better in so many ways. I'll try to mention just a couple. First, it taught me to break down the departmentalization that prevents from approaching experiences with our whole person (e.g. denying personal experiences in the context of work). Second, it taught me to value diversity, on many levels, but primarily when it comes to ethnicity and socioeconomic perspectives."
"Evergreen helped me become a well-rounded thinker."
"I am able to speak more effectively in public."
"I gained greater speaking skills, and improved my writing. In addition, learning to work in diverse groups was very helpful. Group skills I will use forever thanks to Evergreen."
"I have complete confidence now in presenting to large and small groups of people. I do it with ease and flair...whereas before Evergreen I was a quivering mass of free-floating anxiety."
"I improved in my writing skills, computer skills and in personal growth. I truly enjoyed my time at Evergreen. I did blossom at Evergreen as a writer. Eventually, I'll write my autobiography."
"I was encouraged to use my skills to follow my dreams"
"Independent learning; leadership; critical thinking; research; collaborative effort; teamwork; civic duty and pride."
"My writing improved tremendously with Professor Brown at Tacoma campus and <i>[in my current job]</i> it is critical that my writing be understood by many readers."
"Networking; accessibility of professor"
"Public speaking; independently learning/working; computer literacy; leadership"
"Self-evaluation"
"Self-motivation, ability to study and work without any hand holding, critical analysis, public speaking."
"Tolerance."
"Working with a diverse community"
"Writing, thinking critically"

Next step: Plan to improve quality, productivity and insure sustainability

When the faculty and staff gathered to state our intentions and directions for the upcoming five years to ten years, the following was stated. (Those things accomplished and those things still to be done in the next five years are annotated,)

5-10 year vision?	
Keep our building "new"	Done
Build third floor on our building	Pending
Develop solid relationship with \$\$\$/Partners: Intel; Bill & Melinda Gates Foundation; Paul Allen Foundation and strategic alliances with community colleges	Done
Acquire sufficient resources; better funded; better supported	In process
Reach back to K-12; more teaching labs; affiliations with Jason Lee and Stadium	Done
Promote Liberal Arts values to intergenerational audiences	Done
Values must stay consistent	Done
Alumni doing what we said they would: scholars, leaders, artists, scientists	In process
Multimedia and technological visionaries	Almost
Thriving cultural community: change/practice, like Highlander model	- In process
Urban think tank: National, international reputation and influence	- In process
Make sure we maintain environment for embracing marginalized people	Done
Live our values. Integrate with community and social justice	Done
Integrate with community: We attract those who may not fit in elsewhere: word of mouth: best recruiting	In process
Support access and comfort, high performance learning; continue to address different skill levels, geared to student success and results (womb to tomb)	In process
Technologically competent and creative campus	Done
Faculty who like and care about each other/faculty and staff who support our mission/vision	Done
To have fun- people first and always	In process
Keep thematic idea for our integrated Liberal Arts Interdisciplinary transferable skills	In process
2+2+2 model (Bridge, Undergraduate, and Graduate) education	In process
Model of student enhancement/achievement	In process

The Evergreen State College- Tacoma's values are that of a modern and unique institution. Innovation, diversity, and flexibility, teamed with the opportunity to present courses that are structured as "learning communities", with an integrated curriculum and collaborative learning make it a place of 'specialty.'

TESC Tacoma's institutional priorities to improve quality, productivity and insure sustainability are to provide continuous learning and consistent improvement

of its program. In order to do this, TESC Tacoma faces some unique challenges, such as:

- Maintaining strong and consistent faculty and staff
- Sustaining collaborative leadership- Maintaining and improving its' coordination
- Managing enrollment growth while preserving the intimate environment of small class sizes and student-to-teacher ratios and campus culture and traditions.
- Continuously strengthening its curriculum- by serving both student and societal needs; interrogating the curriculum each year in order to maintain and improve vitality and currency; providing a unique undergraduate degree option while offering courses that inspire both post-graduate study and community leadership and well-being.
- Holding Diversity as a societal and educational priority..
- Maintaining the quality and effectiveness of our technology; to remain competitive.
- Increasing Campus visibility in the community
- Being Accountable and assessable
- Statewide leadership.
- Remaining creative in the face of limited resources.

^[1] Pierce, King and Yakima County Profiles, 2003 Washington State Databook, Office of Financial Management, Olympia, WA, 2003.

^[2]http://factfinder.census.gov/servlet/SAFFacts?_event=&geo_id=86000US98405&_geoContext=01000US%7C86000US98405&_street=&_county=&_cityTown=&_state=04000US53&_zip=98405&_lang=en&_sse=on&ActiveGeoDiv=&_useEV=&pctxt=fph&pgsl=860

TESC Tacoma Campus
Transformational Literacies: Neurocognitive Studies
 Learning Objectives for Fall Quarter 2004

	Lyceum and Seminar (All Faculty)	Bioethics and the Law (Dr. Young & Dr. Er)	Generational Change and the Behaviors of the Brain; (Prof. Waluconis and Dr. Dangerfield)
Content Area Objectives and Demonstration of Content Mastery	<p>Demonstrate and understanding of the biophysical responses to change prompted by learning.</p> <p>Developed deeper understanding of theories and concepts important to understanding how the brain functions and its relationship to learning.</p> <p>Produced and revised a biographical memoir based on a transformational learning experience and how this experience informed their understanding of how they learn.</p>	<p>Demonstrate understanding of the principles of bioethics and their implementation on medical practices and human subjects research design.</p> <p>Demonstrate understanding of bioethics law.</p> <p>Demonstrate understanding of the historical assumptions that underlie the principles and practices of human subjects research and health care.</p>	<p>Demonstrate ability to utilize studies of brain/body psychobiology as well as the Literature of drama, to explore the domains where generational tensions take place.</p> <p>Demonstrate understanding of aspects of generational change including elements of culture such as music, style, and family, as well as how knowledge is transferred or not transferred between generations.</p> <p>Demonstrate an understanding of the nature of drama, how it is written and constructed.</p>
Reading Skills/ Critical Thinking/Textual Analysis	<p>Refined skills in critical reading & textual analysis</p>	<p>Demonstrate ability to discern and state the factors of the cases and the laws applied.</p> <p>Demonstrate ability to critique the logic and soundness of the decision reached by the United States Supreme Court.</p> <p>Demonstrate ability to critique the design of biomedical research and to analyze the risk and benefit ratio.</p> <p>Demonstrate ability to assess the vulnerability of a given research population.</p>	<p>Demonstrate understanding of reading of non-fiction studies and a series of plays.</p> <p>Demonstrate ability to critique literary works.</p> <p>Demonstrate ability to interpret and critique current, in-depth non-fiction books regarding the physiology of the brain.</p>
Writing Skills	<p>Refined writing skills, developed through journal writing and revising drafts of memoir</p>	<p>Demonstrate ability to use clear and concise language.</p> <p>Demonstrate ability to produce writings with no spelling, grammar or syntax errors.</p> <p>Enhanced ability to research, analyze and write legal briefs about cases in bioethics.</p>	<p>Ability to use clear language to analyze and interpret a variety of published written material.</p> <p>Demonstrate ability to produce unified pieces of writing with no spelling, grammar, or syntactical errors.</p> <p>Completed research outline, source list, and thesis focused on inter-generational changes in behavior.</p>
Oral Communication/ Collaboration/ Working Across Significant Differences	<p>Deeper understanding of modes of self-expression; ability to work across significant human differences.</p>	<p>Demonstrate ability to orally critique writings, cases and lectures with reason and clarity through varying insights, understandings and opinions.</p> <p>Demonstrate understanding of principles of effective and inclusive communication.</p>	<p>Participate and perform in skits demonstrating information learned linked with personal experience.</p> <p>Demonstrate a deeper understanding of modes of self-expression; ability to work across human differences.</p> <p>Demonstrate ability to critique writings orally with reason and clarify through insights, understandings, and opinions.</p>
Quantitative Skills			
Attendance and Work Habits	<p>Regular class attendance; turned in all assignments on time.</p>	<p>Regular class attendance and participation. Assignments completed and presented on time. Participated fully in class discussions.</p>	<p>Regular class attendance and participation in class activities and discussion.</p> <p>Assignments of effective quality completed or presented on time.</p>

	Research Methods: Proposal Writing (Dr. Smith & Dr. Parson)	Physical and Logical Geography (Dr. Smith and Prof. Mauney)	Multimedia (Prof. Sullivan)	Computer Studies (Ms. Larvie)
Content Area Objectives and Demonstration of Content Mastery	Demonstrated understanding of why and how research is conducted. Demonstrated understanding of the vocabulary needed to communicate with people whose job it is to conduct and disseminate research.	Demonstrated understanding of maps as texts with technical, cultural or personal information.	Developed multimedia skills and mastery in video production, 3D animation music and DVD authoring using Adobe Premiere, 3D Studio MAX and DVD Pro (a DVD authoring tool).	Demonstrated ability to use Microsoft Office applications to create professional-looking documents and/or presentations.
Reading Skills/ Critical Thinking/Textual Analysis	Refined skills in critical reading & textual analysis Demonstrated ability to critically evaluate one's own research and that of others.	Demonstrated proportional reasoning by using maps, scales and calculating areas. Analyzed and evaluated arguments. This includes identifying premises and conclusions, common fallacies, and sound reasoning steps.	Demonstrated knowledge of various tools provided to enhance the creation of media in different formats.	
Writing Skills	Produced a research proposal that demonstrates understanding of the relationship between epistemology ("ways of knowing"), methodology and practice.	Demonstrate ability to use clear and concise language. Demonstrate ability to produce writings with no spelling, grammar or syntax errors.	Demonstrated ability to write scripts, storyboards or other pre-visualization documents related to the creation of multimedia products	
Oral Communication/ Collaboration/ Working Across Significant Differences	Ability to discuss with others the process of research, including knowing how and why various methods are used.	Worked with fellow students to create a plan to use maps, map literacy and critical reasoning in their collaborative projects.	Ability to work effectively with others at acquiring proficiencies in multimedia technology and in creating multimedia products.	Enhanced skills in classroom discussions on the operation of the PC and the use of software.
Quantitative Skills		Demonstrate the ability to correctly calculate and interpret basic descriptive statistics and selected statistical tests. This includes demonstrating the ability to use statistical tools in Microsoft Excel to summarize and analyze data		
Attendance and Work Habits	Regular class attendance and participation; turned in assignments on time.	Regular class attendance and participation; turned in assignments on time.	Regular attendance and participation; turned in projects on time	Regular attendance and participation; turned in projects on time

TESC Tacoma Campus
Transformational Literacies: Studies in Constructivist Thought
Learning Objectives for Winter Quarter 2005

	Lyceum and Seminar (All Faculty)	Statistics: From Numbers to Stories (Dr. Smith)	Risky Business: Life Experiences in Ethics and Law (Dr. Young and Dr. Er)
Content Area Objectives and Demonstration of Content Mastery	Increased awareness examining paradigm shifts, constructionist design, effective public service, social change research and discourse strategies through the study of people and organizations	Increased ability to critique and respond to quantitative information presented in studies, reports, news media, etc. Demonstrated enhanced understanding of major concepts, principles and theories utilized in both descriptive statistics and inferential analysis.	Demonstrate an understanding of bioethical principles and law. Demonstrate skills and capability to apply these principles and regulations to one's research. Demonstrate an understanding of literary structures and thematic development. Demonstrate an understanding of research design. Demonstrate knowledge of emerging trends in healthcare policy and its interface with law.
Reading Skills/Critical Thinking/ Textual Analysis	Demonstrated ability to develop thoughtful, articulate responses to assigned readings that address their content, rhetoric, context, relevance and importance.	Demonstrate the ability to analyze sociological and environmental data and conduct insightful assessments of assigned readings, experiments and data	Demonstrate ability to discern facts from speculation and opinions. Recognize reliable sources of information in the literature search. Critique the design of research protocols in the social science and biological science.
Writing Skills	Demonstrate ability to write thoughtful, articulate responses to assigned readings that address their content, rhetoric, context, relevance and importance	Enhance ability to communicate one's approach to understanding and analyzing statistics and other sources of quantitative information.	Demonstrate ability to produce writing with no spelling, grammar or syntax errors. Demonstrate ability to express thoughts and deliberations clearly and logically. Ability to produce writing that reflects intellectual depth and creativity.
Oral Communication/ Collaboration/ Working Across Significant Differences	Improved ability to orally articulate responses to and assessments of assigned reading materials; improved ability to engage in discussions that require working across significant differences, developed through participation in class discussions of assigned reading materials.	Demonstrated ability to orally critique writings, lectures and presentations with reason and clarity Demonstrated ability to communicate an understanding of the quantitative method of inquiry in class discussions. Work in collaboration with fellow students to complete quantitative reasoning exercises and an applied statistics project.	Ability to orally critique writings, cases, research protocols and lectures with reason and clarity. Ability to maintain eye contact during oral presentations of research results. Effectiveness in using charts, illustration and other visual tools to maintain audience attention. Capability to work in a team to do effective team work. Ability to form and maintain a productive team during the research process. Ability to listen to and appreciate others critique of one's work.
Quantitative Skills		Demonstrate the ability to correctly calculate and interpret basic descriptive statistics and selected statistical tests. This includes demonstrating the ability to use statistical tools in Microsoft Excel to summarize and analyze data	
Attendance and Work Habits	Regular, prompt attendance; participation in class discussions; assignments submitted on time.	Regular, prompt attendance; participation in class discussions; assignments submitted on time.	Regular class attendance and participation. Assignments completed and presented on time. Participated fully in class discussions.

	Studies in Theology, Law & Literature: Who Makes the Rules? (Prof. Laners and Prof. Waluconis)	Digital Technology using Music and Video (Prof. Sullivan)	Microsoft Excel Applications (Ms. Larvie)
Content Area Objectives and Demonstration of Content Mastery	<p>Demonstrate ability to utilize a variety of information to compare and examine the roles of religion and law in American society: including the historical, institutional framework in which notions of justice and fairness are embedded, as well as the contradictions and inherent differences therein.</p> <p>Demonstrate an understanding of the historical and sociological underpinnings of religion and law.</p> <p>Demonstrate an understanding of the connections between literature - its content, structure and technique - with the times in which it was created.</p>	<p>Developed multimedia skills and mastery in video production, 3D animation music and DVD authoring using Adobe Premiere, 3D Studio MAX and DVD Pro (a DVD authoring tool).</p>	<p>Demonstrated ability to use Microsoft Office applications to create professional-looking documents and/or presentations.</p>
Reading Skills/Critical Thinking/ Textual Analysis	<p>Demonstrate an understanding of the reading of literary works and their relationship to a variety of readings from the same historical period.</p> <p>Demonstrate ability to use a variety of approaches to critique literary works from different centuries.</p> <p>Demonstrate an understanding of legal reasoning and analysis and an ability to apply that understanding in the context of an actual trial.</p>	<p>Demonstrated knowledge of various tools provided to enhance the creation of media in different formats.</p>	
Writing Skills	<p>Ability to use clear language to analyze and interpret a variety of Literature and non-fiction, published material from the same historical period.</p> <p>Demonstrate ability to produce unified pieces of writing with no spelling, grammar, or syntactical errors.</p>	<p>Demonstrated ability to write scripts, storyboards or other pre-visualization documents related to the creation of multimedia products</p>	
Oral Communication/ Collaboration/ Working Across Significant Differences	<p>Participate and perform in mock trials demonstrating information learned from a variety of readings.</p> <p>Gain a deeper understanding of modes of self-expression and ability to work across human differences.</p> <p>Demonstrate ability to critique writings and arguments orally with reason and clarify through insights, understandings, and opinions.</p> <p>Assume and perform various roles concerned with law and jurisprudence.</p>	<p>Ability to work effectively with others at acquiring proficiencies in multimedia technology and in creating multimedia products.</p>	<p>Enhanced skills in classroom discussions on the operation of the PC and the use of software.</p>
Quantitative Skills			
Attendance and Work Habits	<p>Regular class attendance and participation in class activities and discussion.</p> <p>Assignments of effective quality completed or presented on time.</p>	<p>Regular attendance and participation; turned in projects on time</p>	<p>Regular attendance and participation; turned in projects on time</p>

TESC Tacoma Campus
Transformational Literacies: Applied Community Studies
Learning Objectives for Spring Quarter 2005

	Lyceum and Seminar (All Faculty)	Program Management (Dr. Kuehn)	Human Development: The Promise of Human Potential (Dr. Dangerfield. & Prof. Waluconis)	Post Colonial Histories and Literatures (Prof. Laners and Dr. Young)
Content Area Objectives and Demonstration of Content Mastery	Increased awareness of definitions, concepts and strategies pertaining to community building processes; demonstrated increased awareness of how to develop a capacity building vision; improved ability to research and evaluate strategies for moving from vision to action in order to address pressing social, economic and environmental concerns.	Greater understanding of the process and principles of program evaluation and assessment. Developed ability to define, identify and implement organizational performance measures.	Demonstrate an understanding of the key ideas proposed by human potential advocates of the recent past in reconfiguring self-esteem, enhancing self-perception and developing consciousness. Demonstrate ability to apply these ideas – their value and impact - on mental, emotional, and physical well-being. Demonstrate an understanding of a simple set of yoga postures as well as practice breath work and visualization in an exploration of personal potential landscape. Understand and demonstrate ideas of health and well being through building a collection of archetypal stories, folk tales, and students' own experience.	Demonstrate understanding of the historical frameworks which give rise to post colonial theories. Demonstrate understanding of post colonial cultures and literatures.
Reading Skills/ Critical Thinking/Textual Analysis	Demonstrated ability to develop thoughtful, articulate responses to assigned readings that address their content, rhetoric, context, relevance and importance.	Increased ability to set criteria to monitor and evaluate organizational performance for the purpose of improving program outcomes.	Demonstrate understanding of reading of non-fiction studies and a collection of international folk stories. Demonstrate ability to critique works of story telling. Demonstrate ability to interpret and critique current, in-depth non-fiction books regarding the health and well being.	Demonstrate understanding of the entire breadth of literary works of one post colonial literary author; demonstrate ability to do critical literary analysis; demonstrate ability to make logical historical-literary analysis; demonstrate ability to identify recurring themes, ideas and movements in both the histories and the literature of post colonial cultures.
Writing Skills	Demonstrate ability to write thoughtful, articulate responses to assigned readings that address their content, rhetoric, context, relevance and importance	Ability to review organizational documents and to identify factors critical to the future success of businesses, non-profits and governmental agencies.	Ability to use clear language to analyze and interpret a variety of published written material. Demonstrate ability to produce unified pieces of writing with no spelling, grammar, or syntax errors. Completed compilation of a collection of traditionally oral stories that apply to chosen archetypes.	Demonstrate ability to use clear and concise language. Demonstrate ability to produce writings with no spelling, grammar or syntax errors. Demonstrate improvement in and expansion of vocabulary.
Oral Communication	Improved ability to orally articulate responses to and assessments of assigned reading materials;	Participation in class discussions and exercises	Participate and perform in oral storytelling. Deeper understanding of modes of self-expression; ability to work across human differences. Demonstrate ability to critique writings orally with reason and clarity through insights, understandings, and opinions. Ability to participate in sustained group inter-action that included physical exercise, mindful walking, and story telling.	Demonstrate ability to critique the histories and the literatures examined.
Collaboration/ Working Across Significant Differences	Improved ability to engage in discussions that require working across significant differences, developed through participation in class discussions of assigned reading materials, and active participation in the planning, production and public presentation of a collaborative research project.	Work together as a team to research and present analysis of an organization.		Demonstrate understanding of the principles of effective and inclusive communication. Demonstrate ability to recognize and appreciate inter-cultural and intra-cultural views, attitudes, beliefs and values.
Attendance and Work Habits	Regular, prompt attendance; participation in class discussions; assignments submitted on time.	Regular, prompt class attendance; assignments submitted on time.	Regular class attendance and participation in class activities and discussion. Assignments of effective quality completed or presented on time.	Regular class attendance and participation. Assignments completed and presented on time. Participated fully in class discussions.

	Human Health and the Environment (Dr. Smith)	Translation as Art and Metaphor (Dr. Sheppard & Dr. Er)	Writing for the Academy, Community and Beyond (Dr. Bacho)	Instructional Technology (Prof. Sullivan)	Computer Studies (Ms. Larvie)
Content Area Objectives and Demonstration of Content Mastery	<p>Increased awareness of Expand knowledge of how the human body works over successive levels of organization from molecule to organism.</p> <p>Demonstrating understanding of both the structure and function of human biological systems</p> <p>Enhance Knowledge about the role toxicology and risk assessment play in understanding environmental contamination and environmental health risks.</p>	<p>Demonstrate understanding of the concept of translation as art and metaphor.</p> <p>Demonstrate the ability to translate words to images.</p> <p>Demonstrate the capacity to construct multiple perspectives and interpretations of "reality" in the context cultures.</p> <p>Demonstrate the ability to use media literacy to interpret and create.</p>	<p>Increased understanding of the rules of acceptable academic writing;</p> <p>Demonstrate understanding of basic concepts of fiction and to implement them as shown by their work on various creative writing exercises.</p>	<p>Developed multimedia skills and mastery in video production, 3D animation music and DVD authoring using Adobe Premiere, 3D Studio MAX and DVD Pro (a DVD authoring tool).</p>	<p>Demonstrated ability to use Microsoft Office applications to create professional-looking documents and/or presentations.</p>
Reading Skills/ Critical Thinking/Textual Analysis	<p>Expand understanding of the ecological connections and relationships between humans and their environment. Specifically, how environmental factors influence human health.</p> <p>Ability to apply the concept of risks trade-offs as a method of analyzing environmental risks.</p>	<p>Demonstrate the ability to analyze the role of culture in the construction of meaning, individually and collectively.</p> <p>Demonstrate the ability to critically examine the creative process in translation of words and images.</p>		<p>Demonstrated knowledge of various tools provided to enhance the creation of media in different formats.</p>	
Writing Skills	<p>Ability to articulate and apply understanding of human health and environmental health content in writing assignments; demonstrate the ability to use precise, clear and appropriate language when communicating understanding course content.</p>	<p>Demonstrate ability to write with no spelling, grammar or syntax errors.</p> <p>Demonstrate ability to express thoughts and deliberations clearly.</p>	<p>Enhance ability to write, edit and re-write specific assignments.</p>	<p>Demonstrated ability to write scripts, storyboards or other pre-visualization documents related to the creation of multimedia products</p>	
Oral Communication	<p>Improved ability to orally articulate responses to and assessments of assigned reading materials.</p>	<p>Participation in class discussions and exercises</p>			<p>Enhanced skills in classroom discussions on the operation of the PC and the use of software.</p>
Collaboration/ Working Across Significant Differences	<p>Demonstrate the ability to work in a collaborative setting with other students to perform laboratory and field activities, collect data and analyze results.</p>	<p>Demonstrate the capability to communicate ideas in collaborative setting.</p> <p>Form and maintain a productive team during the collaborative project.</p>		<p>Ability to work effectively with others at acquiring proficiencies in multimedia technology and in creating multimedia products.</p>	
Attendance and Work Habits	<p>Regular, prompt attendance; participation in class activities and discussions; prepared for class and assignments submitted on time.</p>	<p>Regular class attendance and participation; submit required work on time.</p>	<p>Regular class attendance and participation; submit required work on time.</p>	<p>Regular attendance and participation; turned in projects on time</p>	<p>Regular attendance and participation; turned in projects on time</p>