

Evening Weekend Studies
Program Review
The Evergreen State College
Spring, 2005
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Last Program Review Submitted: 1998

In this self-study we offer a general description of the Evening Weekend Studies (EWS) area. In addition, we showcase a number of important positive program changes which are embodied in the Evening Weekend Studies name (see note below), a name which is new since the 1998 Assessment Report. Most of the footnotes in this report illuminate specific changes, by spelling out reminders of the situation in 1998.

A common thread among the changes is the "normalization" of our practices. Students move freely between daytime and Evening and Weekend studies, and our planning and management structures now bear a close resemblance to those in the rest of the College.

Mission 2005

The EWS program has become a core part of the undergraduate curriculum, and in most respects, EWS reflects the entire College in microcosm:

We offer a comprehensive Liberal Arts curriculum that covers the range of subject matter found in other Planning Units.

We sponsor and staff a program outside Olympia - at Grays Harbor College.

We commit to offering courses to serve the daytime curriculum as well.

We take an active role in enabling the entire College to meet the challenge of strengthening general education opportunities for students.

Enrollments in EWS courses and programs consistently comprise 16% of the total student FTE at the College. In most quarters the number of student spaces in 2 and 4 credit courses is about 1500, with an additional 500 in 8 and 12 credit programs.

Furthermore, the overall size and scope of EWS no longer expands and contracts to compensate for changes in daytime enrollments.¹

We take pride in our established status and in our innovations in a number of areas.

Fundamental Values

We have a long tradition of building our curriculum to center on Evergreen's Five Foci,
Interdisciplinary teaching and learning, active learning, bridging theory and practice, teaching across diversity, personal engagement.

Since 2002 we have added the commitment to enable students to fulfill the Six Expectations of an Evergreen Graduate:

1. Articulate and assume responsibility for your own work.
2. Participate collaboratively and responsibly in our diverse society.
3. Communicate creatively and

¹ "An unstated principle, but often the most important one was meeting enrollment targets." 1998 Report, p. 6. In 2005, we face a different challenge - EWS programs can be cancelled at the last minute to allocate faculty to the daytime and Tacoma campus programs. (See future issues below.)

NOTE: This part of the College was once known as Part Time Studies and is now known as Evening Weekend Studies.

effectively. 4. Demonstrate integrative, independent, critical thinking. 5. Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines. 6. As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.²

The Students

We replaced the old name Part Time Studies with "Evening Weekend Studies" in recognition of the fact that 2/3 of the students now enrolled in EWS Programs consider themselves Full Time. By far the largest number are women (74%), and 16% are people of color. (See future issues below - gender balance in programs.) The age range spans from 14 to over 60 so our interdisciplinary programs become cross-generational learning communities, an educational opportunity of great value to all faculty and students in EWS.

Since 1997 the college has enrolled a fairly consistent number of students who are actually only attending part time - approximately 480. Under half of these were Special Students who enroll without going through the admissions process. Gradually they have become a smaller and smaller percentage of the total enrollment at TESC.

Our academic programs still serve returning adults, though these days we also enroll significant numbers of the "young twenties cohort." In particular, TESC Seniors often enroll in EWS programs opting in their last year to add new subject matter expertise, or to broaden their learning experiences.³

All EWS students report a high interest in, and satisfaction with, learning new subject matter. In comparison to all TESC students, EWS participants are particularly appreciative of their right to assume responsibility for their own education. They are generally positive about seminars and evaluations. A relatively small proportion of EWS students have their education funded by family members. The women are noticeably more likely to be dependent on loans and financial aid.

This student data and some of the attached charts are drawn from an extensive study of the effectiveness of the EWS program completed in Fall 2004. The study, designed and completed by students enrolled in the Quantitative Research course, consisted of a student survey of their own experience and an analysis of student evaluations of faculty. The full study is available at <http://academic.evergreen.edu/curricular/quantresearch>. Survey questions 29 and 30 offered students the opportunity to make open-ended comments, all of which are posted on the website. Our data have been compared with and supplemented by materials provided by the College's Office of Institutional Research, whose data are available at their web site <http://www.evergreen.edu/institutionalresearch>.

The Faculty

² At the time of the last report we said only that "The five foci of Evergreen's mission statement are fundamental to Part Time Studies curriculum and planning." 1998 Report, p.4.

³ "These programs are **reserved** for adult, working students continuing their studies at Evergreen." 1998 Report, p. 4.

There are 12 faculty with "Regular" continuing contracts whose expertise covers a wide range of Liberal Arts curriculum.⁴ More than half of these have been in the program long enough to have their contracts converted to "Continuing" appointments.

The 12 work in close association with Adjunct faculty. (See future issues below - pay equity.) About 15 Adjuncts frequently teach 8 credit Programs. Another 80 or so, some of whom also have staff appointments at Evergreen, teach 2 and 4 credit courses, usually covering the same series of courses on a regular basis. The Adjunct Faculty who return year after year are generous and skilled with Evergreen's pedagogical practices, and expert in subject matter our students are passionate about.⁵

Student evaluations of faculty demonstrate high regard for the learning environment created by the faculty. Still, there is fairly small but steady voice in the student body speaking up for clearer faculty explanations of program and course objectives. (See future issues below - statements about course objectives.)

"Regular" faculty have served on all of the College's major Governance bodies—Agenda Committee, Hiring DTF, Hiring Priorities DTF, Planning for Day of Absence/Day of Presence, and Campus Budget Committee. They have received funding for sponsored research and taken up teaching rotations in the Japan (Kobe) exchange and in Library reference. Adjunct Faculty also carry out important governance work, for which they receive extra money, and they regularly participate as voting members of the Faculty Meeting. Adjuncts also receive Professional Travel support. (See future issues below - governance.)

Curriculum Planning

A major change since the 1998 report was written is that EWS has become an established planning group with Regular faculty and a recognized cadre of Adjuncts who participate in the curriculum proposal and planning process. Final decisions about programs and courses are in the hands of the Dean and Regular faculty.⁶

Our planning is carried out only one year ahead, which enables EWS to be particularly responsive to changes in student needs and to alterations in the job market. For example EWS saw and responded to a sudden decline in students seeking computer degrees after the "dot com" crash, by reallocating faculty lines to other areas of the curriculum. As in 1998, we still acknowledge that this short time-frame can make it harder for students to make concrete, long-term study plans.⁷

EWS Programs are selected with curricular pathways in mind rather than according to daytime Planning Units. Indeed most EWS Programs would be labeled "inter-divisional."

⁴ There were five "Regular" half-time faculty in 1998. Report, p.24: American Studies/Literature, Environmental Studies, Labor Studies, Art History, and Political/International Studies. Since then we have added Management, Math, Computer Studies/Community Studies, Environmental Science/Biology, Psychology/Organizational Development, Computer studies/Physics, and Theater.

⁵ Adjunct Faculty can be recognized as carrying the highest average FTE of any member of the faculty, if their average course enrollment is adjusted by the multiplier that would convert their actual working hours to the Full Time Faculty equivalent. This has been true ever since the first study on Adjunct workload in the early 1990s.

⁶ "There is no established Planning Group to generate curriculum" 1998 Report, p.11.

⁷ 1998 Report, p.10.

There are 12 curricular pathways:⁸

Entry Points; American Studies; International Studies; Arts and Culture; Body, Mind and Health; Management, Markets and Entrepreneurship; Work, Workers and Social Change; Environmental Studies; Computers and Society; Government, Justice and Citizenship; Literature and Writing; Math and Science.

These Pathways were chosen as the result of a survey of community needs completed in 1997. That survey will be "refreshed" in Fall 2005 by students taking the same Quantitative Research course that developed the data on student goals and satisfaction for this report. EWS offerings are still dependent on faculty availability, which changes as Adjunct career plans change and as the daytime curriculum offers temporary visiting appointments to Adjuncts. (See future issue below - "Last Minute" visiting appointments)⁹

Programs and Courses

In each of the last three years EWS has averaged the same number of Programs, starting smaller in the Fall (12) and increasing to a maximum in the Spring (16).¹⁰ While it is still true that "a unique feature of Part-Time Studies is the half-time (eight credit) interdisciplinary Program"¹¹ in the last 3 years a few programs each quarter have offered a 12 credit option. In 2005-6 we will once again offer a unified program, jointly with daytime faculty, in which all students will attend some classes nights and weekends, some enrolled for 8 credits and others for 16 credits.

Our scheduling options are more varied than they once were, including intensive weekends and partial distance learning components. By assigning Tuesday and Thursday almost exclusively to courses, we have made a special effort to ensure that students in 8 credit programs also have access to 4 credit courses.¹²

For newcomers to Evergreen, particularly returning adults, we still offer Cornerstone, a comprehensive course exploring the options available at the College. We also offer several other "Entry Points" courses to build confidence in writing and research.

For those near graduation regardless of age we offer the Senior Seminar, a comprehensive review of each student's entire education which culminates in a "Summative" self evaluation for their Evergreen Transcript.¹³

Staffing and enrollment in EWS

Another distinctive feature of EWS is the collaboration between faculty and administrative staff for recruiting and advising students and advertising our offerings. Enrollment in EWS is sustained by a Coordinating Committee which includes both faculty and staff. Faculty also participate in quarterly recruiting events hosted by admissions on and off campus. Staff

⁸ " (We) provide at least four to six coherent pathways." 1998 Report p.9 & 12-- most programs in 2005 provide support to more than one pathway.

⁹ As in 1998 our choices are "identified based on an understanding of community needs -and faculty availability." 1998 Report, p.9.

¹⁰ "We offer 10-13 programs a year." 1998 Report, p.9.

¹¹ 1998 Report, p.4.

¹² All offerings begin at 6 PM in the evenings or run during the day on Saturdays. 1998 Report, p.11.

¹³ Even in 1998, we had this dual focus, teaching Cornerstone for entering students and Capstone for graduating students.

regularly attend Planning Unit meetings and are an essential part of the bi-annual EWS retreat. Staff members at the College from all divisions work in EWS as Adjunct faculty. Furthermore, since the last report, the College has made meaningful progress in providing access to services like Registration, Media Loan and the Bookstore at times which are convenient to EWS students. (See future issues below -- food services). With the advent of computer based registration, limited distance education in a number of Programs and the College Web-site for program listings, it is fair to say that computers have become integral to our communications with enrolled and prospective students.¹⁴

Future Issues¹⁵

A brief comment about issues which remain in an unsatisfactory state.

Student Issues

1) Statements about Course Content and Objectives One data point that stands out from the EWS survey - A noticeable if still quite small number of students would like to know more about course objectives and purposes ahead of time, and they would like to know as much as possible as early as possible. While limited in the amount we can print in the mailed publication *Evergreen Class Listings*, we could add more to the web page - Academic Fair handouts, for example, could be added as soon as they were complete. Since many first time TESC students probably see our curriculum through the lens of more traditional content-focused courses, they may overlook how much our process-focused descriptions actually specify key learning outcomes. Also, it remains true that faculty vary in their commitment to settled program objectives and syllabi. One solution may be to advertise clearly which programs are fixed and which are more flexible. Resolution of this problem is possible within the EWS program.

2) Food Services We have discovered we have to be vigilant about keeping College services accessible during night and weekend hours. EWS faculty, Deans and students have had to struggle repeatedly for adequate night and weekend food, and once again no café service is available on Sundays during the teaching day. The resolution of this problem depends on cooperation from other areas and Divisions of the campus.

3) Program and Course Schedules Students experience schedule conflicts more than is ideal. We must remain attentive to ensuring a good distribution of teaching times and to prevent needless overlaps. Some students have suggested ending night programs at 9.45 to synchronize with the bus service. Careful attention to avoid this problem is possible within the EWS program.

4) Gender Balance in Programs It is no surprise to report that fewer women, proportionately, enroll in EWS science programs, although this may be challenged by "True but Not Obvious" a Spring 2005 Program. More surprising are the dearth of men in programs oriented towards becoming school teachers. Our survey also suggests that women are underrepresented in political studies programs. We need to ensure that we are not perpetuating traditional imbalances through inattention. Mitigation of this problem is possible within the EWS program.

¹⁴ In 1998 we were restricted to saying that "The Evergreen Times is our primary means of communicating with students and prospective students." 1998 Report p.4

¹⁵ The 1998 report lists both Future Challenges and specific problems. In the intervening years all the issues listed in 1998 have all received attention and most have been largely resolved. 1998 Report pages 23-25.

5) Advanced Study Many students turn to EWS in search of advanced courses in specific disciplinary subject matter, for example in Languages and Sciences. Given the current 16% constraint on the budget allocated to EWS, it is impossible to meet all the needs for advanced courses. Resolution of this problem depends on cooperation within the Academic Division.

Faculty Issues

1) Pay Equity There is no pay equity for Adjuncts who have offered many years of unbroken and devoted service to TESC. Among Program faculty members with identical years of experience, those who are Adjunct earn only 80% of the salary paid to those with Regular appointments. Angry Faculty Meeting debates on a proposed new Emergency Reductions in Force (RIF) policy suggest that many daytime faculty are adamantly opposed to considering Adjuncts as equal partners in teaching. All EWS faculty take a very different view, managing to ameliorate these fundamental inequities with care and with generosity on the part of the Adjuncts.

An additional Pay Equity problem arises from the fact that faculty, both full time and part time, who are hired on temporary appointments and assigned to daytime programs are employed as Visiting Faculty. These Visiting positions receive the same salary as Regular Faculty. An identical teaching appointment in a Program scheduled nights or weekends is defined as Adjunct and receives only 80% of the salary offered to the Visitor.

We in EWS believe the College needs to achieve pay equity in both these areas. Resolution of these problems depends on the cooperation of the rest of the Academic Division.

2) Governance Even Regular EWS faculty rarely teach more than 3/4 time and yet a number of key governance assignments are "full time." EWS may need to consider exemptions from governance, perhaps one year in three, since so many governance duties entail 2 year terms. Resolution of this problem is possible within EWS.

3) "Last Minute" Visiting appointments given and taken away The EWS curriculum is planned every year for the following year, which means we work on a tight time-table. Planners responsible for the daytime curriculum recruit away EWS faculty, often late in the planning process, leaving unforeseen holes in EWS. At the other end of the cycle, EWS visitors are liable to discover after 1-3 years that they are suddenly no longer needed in the daytime curriculum. While their "lines" may officially have been filled, in EWS we feel the College has an obligation to these Faculty, so the curriculum adjusts to use their services. EWS was once used to balance student enrollments. Now we balance faculty hiring. Resolution of this problem depends on cooperation within the Academic Division.

4) Connections with Community Colleges Transfer student admissions could be increased and facilitated by making faculty-to-faculty and TESC Admissions office contacts with those Community College faculty in Washington who are teaching using learning communities. Resolution of this problem is possible largely within EWS and the Washington Center for the Improvement of Undergraduate Education.

Innovations

EWS has been the site of frequent innovations in curriculum and in student support and recruitment. Here we cite a selection.

1) We maintain close connections on an ongoing basis with Student Affairs staff to ensure an integrated approach to recruitment and advising. On the Olympia campus, we are the only

planning unit all of whose Program Faculty participate with admissions in bringing in new students.

2) We arrange a pivotal event every quarter during which students from many programs are mixed together for a single class session, seminar across programs, discussing issues in Liberal Arts education (Fall), in Civil Rights and diversity (Winter), and in career planning and work (Spring). This enhances general education opportunities for all students.

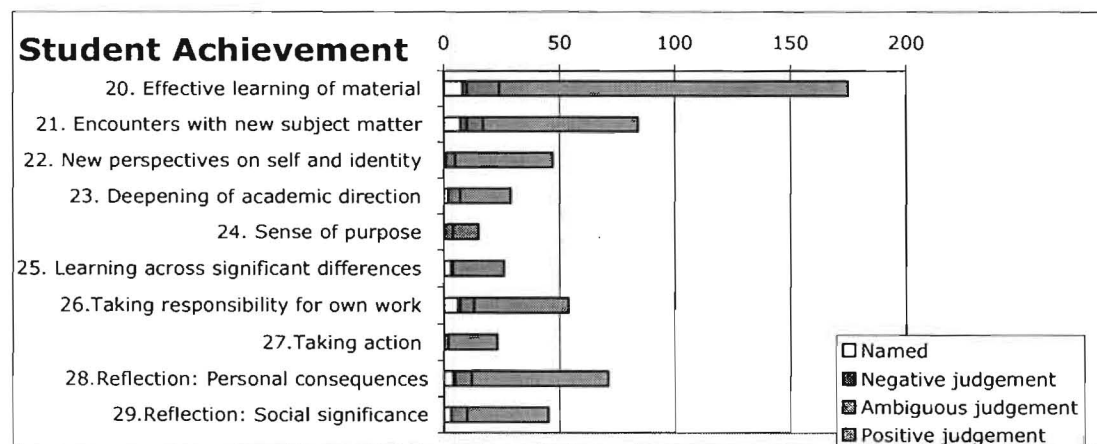
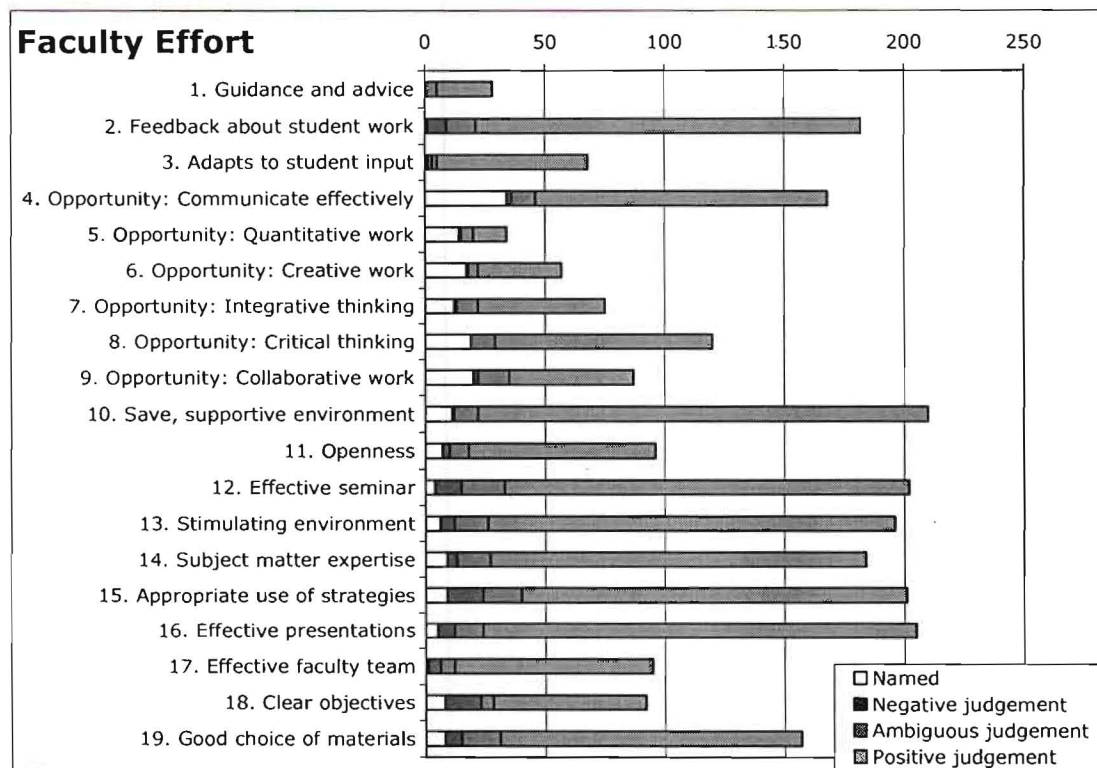
3) We have been awarded funds from the Presidential Innovation grant program to offer basic skills workshops to all students during one specific week of the quarter. These workshops are offered every other year and they introduce students to campus resources - Media Services, Library, Advising, and to basic skills - developing research strategies, writing grammatically, statistics, and to core TESC academic processes - seminar, oral presentation and team building.

4) We have begun to use the teaching of Quantitative Research Methods as a device to enable the EWS program to evaluate its own performance and responsiveness to community needs.

5) New 2 and 4 credit evening courses and the decision to raise the registration limit to 20 credits combine to enable daytime students to pursue studies outside their major areas of concentration. Courses in the arts, writing, foreign languages and quantitative methods have been added for this purpose.

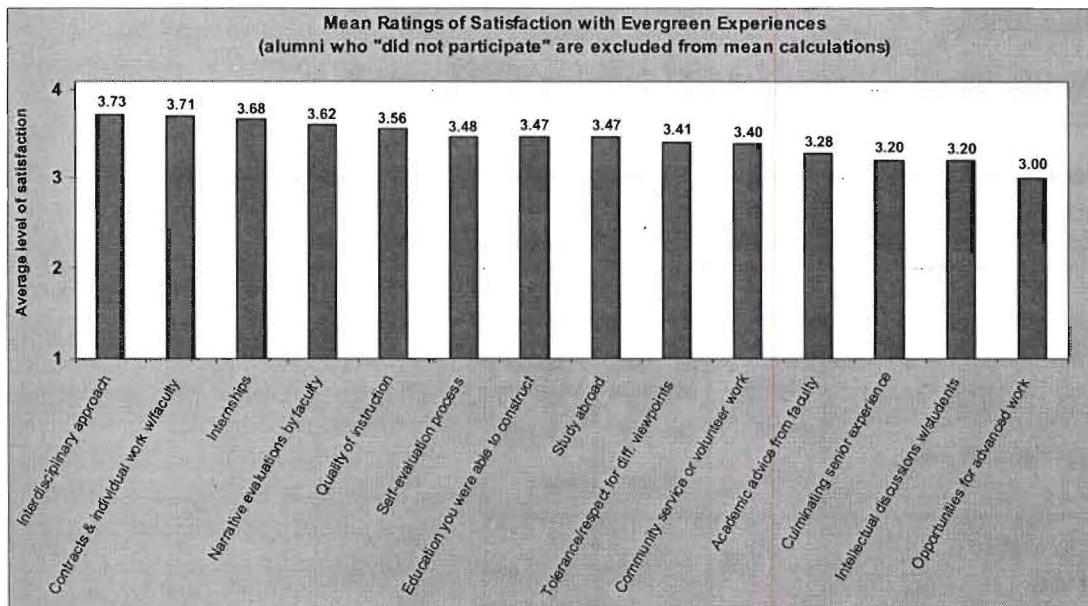
Student evaluations of EWS teaching/learning as seen in their evaluations of Faculty from the academic year 2003-4

Total number of evaluations represented here 380



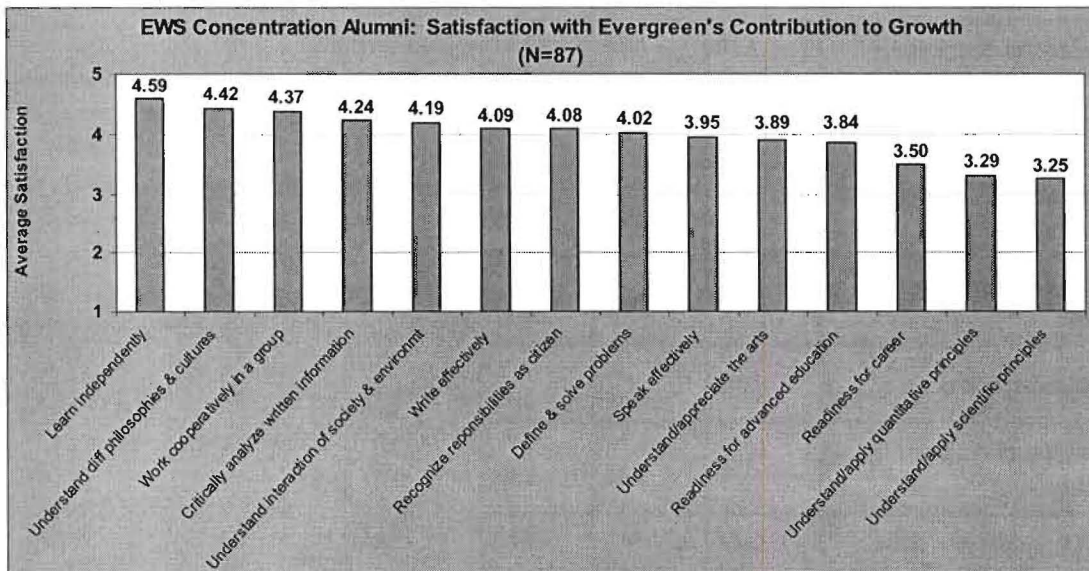
An item counted as "named" was simply included in the student's evaluation of the faculty but not judged in any way of all.

EWS Alumni¹ who graduated in 2002 were asked to rate their satisfaction with their Evergreen Experience. (Note on a 4-point scale the lowest satisfaction was 3.)



Satisfaction was rated on a 4-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

The Alumni were asked to rate TESC's contribution to their academic and personal growth. Answers were rated on a 5 point scale. The Quantitative reasoning results are understandably low since these alumni graduated prior to our recent investment in Science and Quantitative programs. We also note low rating for readiness for a career. One explanation is that a large percentage of EWS graduates are already embarked on their careers when they enroll.



¹ EWS Alumni are defined as the students who took EWS programs their senior year, and/or spent at least one quarter of their senior year taking all courses, contracts, or internships with EWS faculty. A total of 87 alumni who met these criteria responded to the survey.

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

EWS student goals

from the Student Survey completed Fall 2004 Complete results available at
<http://academic.evergreen.edu/curricular/quantresearch>

And from the Final Report - The Evergreen Student Survey: An Assessment of Learning
Experiences and Student Life in 2003-04 complete results available at
<http://www.evergreen.edu/institutionalresearch/studentexperiencesurvey.htm>

Goals of the students enrolled at TESC	EWS Students N=248 Mean	All TESC students N= 567 Mean	Transfer Students N = 418 Mean
(0 = not important 4= very important)			
To have expertise in a particular field	2.28	2.22	2.46
Make more money	1.99	1.79	1.88
Influence or change the political system	1.63	1.72	1.76
Meet expectations of friends and family	1.19	1.16	0.98
Have a professional career	2.10	1.89	2.11
Start or improve a business of my own	1.07	1.32	1.35
Help others or contribute to my community	2.13	2.34	2.49
Improve and protect the environment	1.78	2.08	2.11
Be an informed citizen	2.41	2.41	2.47
Get a job of my choice or career change	2.52	2.51	2.54
Readiness for graduate school	2.14	2.40	2.45
Other (frequently something to do with personal growth)	N/A	N/A	N/A

ENROLLMENT PATTERNS IN EWS

NUMBERS OF PROGRAMS AND COURSES OFFERED

Comparison of 2001-2 AND 2002-3

Number of half-time programs (no. of faculty)					
Fall 2001		Winter 2002		Spring 2002	
12	(15)	14	(21)	16	(26)
Fall 2002		Winter 2003		Spring 2003	
12	(19.5)	14	(24.5)	15	(26)

Courses – All sub-categories combined					
Fall 2001		Winter 2002		Spring 2002	
66		79		79	
Fall 2002		Winter 2003		Spring 2003	
76		79		73	

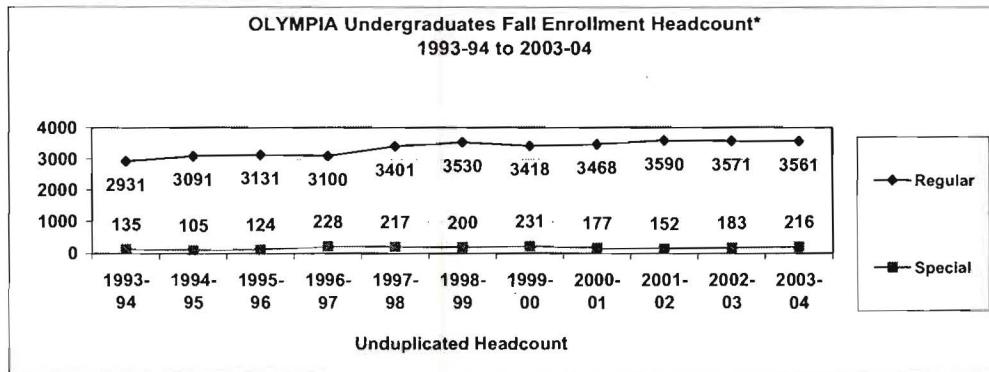
Course sub-category "Support to Full-Time"					
Fall 2001		Winter 2002		Spring 2002	
38		47		43	
Fall 2002		Winter 2003		Spring 2003	
49		53		43	

Course sub-category – 2 Credit courses					
Fall 2001		Winter 2002		Spring 2002	
8		11		12	
Fall 2002		Winter 2003		Spring 2003	
9		10		12	

Course sub-category "General Purpose" Courses					
Fall 2001		Winter 2002		Spring 2002	
22		21		24	
Fall 2002		Winter 2003		Spring 2003	
18		16		18	

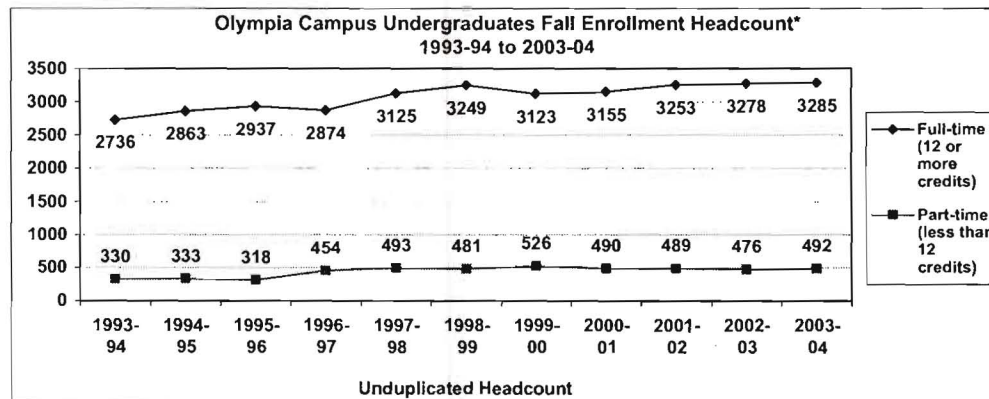
PART TIME STUDENTS DEFINED BY TWO DIFFERENT STANDARDS SINCE 1995

The total number of Special Students is reasonably stable and gradually small in proportion to the total number of students enrolled at TESC since 1997



*State-support only

The total number of truly part-time students is stable and gradually small in proportion to the total number of students enrolled at TESC since 1997



*State-support only