

To be added to rough draft of Self-study
From NAS Specialty Area of Institutional Self Study
-4- Report 1979-80

During 1979, Lynn Patterson's class is doing historical, anthropological, archaeological and artistic/symbolic source material. Patterson collaborated with Bob Barnard who teaches photography and other audio and visual skills and collaborates with archaeologist Derek Valley and historian Dane Nieaudri from the State Capitol Museum. Collaboration with the Museum is viewed as an important on-going component of this type program. A critical component is also the utilization of community resource people.

Traditional areas of study incorporated in these programs (as referenced by student perceptions in their self-evaluations) include: archeology, anthropology, education, political science, history, sociology, ethnography, art, photography, television production, writing, museology, civil rights, political geography, law, psychology, cultural awareness, social organization and culture, communication, urban and rural planning, social services, human development, historical preservation and restoration.

Many of the students who enter the programs in this area are older, more mature students (median age 30+) who have specific skills and abilities and want additional development in selected areas. As such, they often enter the programs with a high degree of expertise that has never been formally recognized. Within the format of the programs, this expertise is given a public platform and further competencies are added. This is exemplified in the career placement of the students.

Evergreen's Native American graduates are attending graduate schools, holding leadership positions in their tribal governments, and working in a variety of settings which support the development of Indian communities. Since the beginning of the Native American Studies Specialty Area, 15% of the graduates have gone on to graduate studies (14 out of 92). The tribal chair of Western Washington tribes are Evergreen graduates. The philosophy of NAS that this program area should help to develop a workable relationship between the student, the college and the community is evident in the

involvement of 67% of the NA graduates in NA employment or related concerns. Our graduates return to work with their people. Besides tribal government and administration of programs, Evergreen NAS graduates are employed in a rich variety of positions. These include radio announcer (1), newspaper editor (1), museum curators (2), artists (4), archeologist (1), international lecturer (1), published writer (1), state fisheries (1), consultant (1), and security (1). High areas of employment are social service agencies (13), medical (4), and education both public school and college (5). Two graduates are self-employed. Only 4% of the total 92 graduates are still looking for employment.

Of the seven graduates from the Cultures of the Northwest class, three are in graduate school, two work with museums, one is in social service work and the other is in Central America.

Student satisfaction in the programs is reflected in the consistently high enrollment and retention rate of the student participants. A Separate Reality and Symbolization have both been the highest enrolled classes (averaging 114 and 119 respectively) at the college. The retention rate has averaged 93% within these two programs over the past two years. The national average of those college-entering Indian students who go on to graduate is only 4% compared to the NAS average of 22%. Direct quotes from student evaluations are also reflective of student satisfaction. (see Appendix).

The ethnic distribution within the two programs A Separate Reality and Symbolization demonstrates the varied audience reached by these programs.

A Separate Reality

<u>Nat. Amer.</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Other</u>
44% (66)	20% (30)	29% (44)		7% (10)

Symbolization

41% (49)	33% (38)	18% (22)	8% (10)
<u>NAT. Amer.</u>	<u>Black</u>	<u>White</u>	<u>OTHER</u>
11% (13)	22% (26)	10% (12)	11% (13)

APPENDIX

Who is the area serving?

During the 1977-78 academic year there were three offerings under the Native American Studies specialty area - A Separate Reality, a coordinated program of individualized study; Cultures of the Pacific Northwest, a group contract; and Exploring Native American Art:Southwest, a group contract. The following breakdowns demonstrate the populations served by this specialty area during that year:

A Separate Reality

The major coordinated studies program offered during the 1977-78 academic year, A Separate Reality, enrolled 147 different students over the course of the year.

- 35 of the students enrolled were graduating seniors. Students who spent their final quarters at Evergreen in the Separate Reality program represented the following racial/ethnic groups:

<u>Nat. Amer.</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>	<u>Span.</u>
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12

12

9

2

2

- 65 of the students (44%), including those seniors above, had third year standing or better when they entered the program. That is, they were in their junior or senior year and had 25 or more TESC units.
- 33 of the students (22%) had second year standing when they entered the program (13-24 Evergreen units).

• 49 of the students (33%) were in their first year at Evergreen. Fourteen of the 49 students were enrolled part-time as special students and included many tribal elders from local communities.

Cultures of the Pacific Northwest

The group contract, Cultures of the Pacific Northwest, offered during the 1977-78 Year enrolled 16 different students. In addition, Lynn Patterson carried individual contracts in related areas of Northwest Coast studies.

- 6 of the students enrolled in Cultures (37%) had third or fourth year standing when they entered the contract.
- 4 of the students (25%) had second year standing.
- 6 of the students (37%) were in their first year at Evergreen.

Native American Art:Southwest

The group contract, Native American Art: Southwest offered during the 1977-78 year enrolled 13 different students. In addition, Mary Francis Nelson carried individual contracts in related areas of Native American Art.

- 3 of the students (23%) had third or fourth year standing when they entered the program.
- 2 of the students (13%) had second year standing.
- 8 of the students (62%) were in their first year at Evergreen.

APPENDIX

What is the retention rate for the programs in this area?'

A Separate Reality

Of the 147 different students who participated in A Separate Reality during the 1977-78 academic year,

- . 78 of the students (53%) were enrolled for the full - F,W,S, - academic year.
- . 10 of the students (8%) were enrolled for two quarters - F,W - only. Of the 10 who left the program at the end of Winter Quarter, 7 graduated and 3 took a leave of absence.
- . 6 of the students (4%) were enrolled for Fall Quarter only. Of those, 3 graduated, 2 went on leave, and one went to another program.

At the beginning of Winter Quarter, 24 new students entered the program:

- . 18 of the students (12%) entered the program in the Winter and stayed for the W,S, quarters.
- . 6 of the students (4%), were enrolled for Winter Quarter only. Of those, 2 graduated, 2 went on leave and 2 went to another academic program.

At the beginning of Spring Quarter, 29 new students entered the program:

- . 29 of the students (19%) entered the program for the first time in the Spring Quarter. Of these, 9 were special students enrolled part time.

In summary, of the 147 students who participated in A Separate Reality, 22 left (14%) the program before the end of the year; 12 of the 22 left because they were graduating seniors; 7 left to take a leave of absence from college; and 3 went to another academic program.

	Fall	Winter	Spring
New Entering Students	96	24	29
Leave End of Quarter	6	16	-
Total Quarter Enrollment	96	114	127
Percent Increase Over Previous Quarter		19%	11%

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In looking at the data on students served by this advanced interdisciplinary specialty area, it is worth noting that fewer than 50% of the students served in this area have third or fourth year standing when they enter the programs. However, in discussing this with specialty area faculty, the consensus has been that many of the students who are not in advanced academic years are older students who bring to the programs a wealth of experience and high motivation to learn. There has been no problem with including them in these advanced specialty area programs to date.

During the 1978-79 academic year, there were two offerings under the Native American Studies Specialty area - Symbolization, the Emerging Individual, a coordinated program of individualized study; and Uses of the Past, a large group contract. The following breakdowns demonstrate the populations served by this specialty area during the Fall and Winter quarters of the current year:

Symbolization: The Emerging Individual

During the Fall and winter quarters only of the Symbolization program, the program enrolled 123 different students.

- 34 of the students (28%) enrolled have or will graduate during this academic year, representing the following racial/ethnic groups:

<u>Nat. Amer.</u>	<u>White</u>	<u>Black</u>	<u>Asian</u>
9	14	10	1

- 51 of the students (41%), including those seniors above, had third year standing or better when they entered the program. That is, they had 25 or more Evergreen units.
- 21 of the students (18%) had second year standing when they entered the program.
- 51 of the students (41%) had first year standing or were special students, not yet formally admitted to the college.

The Uses of the Past

2:00 p.m.	4:30 p.m.	4:00 p.m.	3:30 p.m.	3:00 p.m.	5:30 p.m.	5:00 p.m.	1:00 p.m.	1:00 p.m.	1:30 p.m.	NOON	11:30 a.m.	11:00 a.m.	10:30 a.m.	10:00 a.m.	9:30 a.m.	9:00 a.m.	8:30 a.m.	8:00 a.m.	
							Faculty Seminar							Class Lecture					

Mexican Mission, Missions of the Southwest
 David M. Pletcher, Thomas King
 Faculty - NELA Hillside
 A Separate History L.M.'s 1811 - 18

A Separate Reality F,W,S 1977 - 78
 Faculty - Mary Hillaire
 David Whitener, Lovern King
 Maxine Mimms, Elizabeth Diffendal

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 a.m.					
8:30 a.m.					
9:00 a.m.		Individual Stud	Dean's Group	Office Work and	
9:30 a.m.		ent Conferences	and DTFs	Planning	
10:00 a.m.	Class Lecture				
10:30 a.m.					
11:00 a.m.					
11:30 a.m.					
12:00 NOON	↓				
12:30 p.m.					
1:00 p.m.	Faculty Seminar				Tacoma Class
1:30 p.m.					
2:00 p.m.					
2:30 p.m.					
3:00 p.m.			Faculty Mtg.		
3:30 p.m.					
4:00 p.m.					
4:30 p.m.					
5:00 p.m.	↓	↓	↓	↓	↓

Symbolization F,W,S 1978 - 79
 Faculty - Mary Hillaire
 David Whitener, Lovern King
 Maxine Mimms, Elizabeth Diffendal

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 a.m.					
8:30 a.m.	Pre-Production				
9:00 a.m.	↓	Student Indivi-	Dean's Group	Newletter Pro-	
9:30 a.m.	↓	dual Conferences	and DTFs	duction	
10:00 a.m.	Class lecture				
10:30 a.m.					
11:00 a.m.					
11:30 a.m.					
12:00 NOON	↓	↓			
12:30 p.m.				↓	
1:00 p.m.	Crew Debriefing.	Social Service		Video editing	Tacoma class
1:30 p.m.	↓	Interns Seminar			
2:00 p.m.	Faculty Seminar	↓			
2:30 p.m.			↓		
3:00 p.m.		↓	Faculty Mtg.		
3:30 p.m.					
4:00 p.m.				↓	
4:30 p.m.					
5:00 p.m.	↓		↓		↓