1989 Re-Accreditation Report

<http://archives.evergreen.edu/1989/1989-30/Accreditation/Re-Accreditation_Report_1989.pdf>

Intro: “A baccalaureate program in teacher education has been added, and a proposal for a masters degree in teacher education is being reviewed. A Masters in Public Administration was initiated in 1980, and the Masters in Environmental Studies was started in 1984. While the program in Vancouver is being closed, a program in downtown Tacoma in cooperation with the Tacoma Community College has been started.”

XI. Graduate Program: Graduate study at The Evergreen state College is relatively new, closely linked to interdisciplinary work, primarily aimed at public service and explicitly planned as an outgrowth of the teaching, scholarly and applied research approach of the faculty. Two graduate programs exist at Evergreen, the Master of Public Administration (MPA), which was initiated in 1980, and the Master of Environmental Studies (MES), which started in 1984. A third program, the Master in Teacher Education (MIT), is currently being reviewed by the state legislature. The two existing programs enroll approximately 70 new students each year. If authorized, the new MIT program is projected to add 60 new students each year by 1990. As modest as these figures may seem, there are no indications that graduate programs at Evergreen will increase in scope, size, or number in the near future. Even with these modest expectations in the area of graduate studies, Evergreen should be applauded for its ability to contribute toward the merging of the physical sciences, biological sciences and social sciences. The MES program is an excellent example of this interdisciplinary broadening across natural and social sciences. Given the steady state of graduate study at Evergreen, the visiting team provides the following recommendations. \* Although the transplant of the undergraduate core curriculum structure to the graduate studies curriculum is commendable and provides for close faculty to student contact and collaborative learning, the involvement of Evergreen undergraduate students in MPA and MES is not well understood. For example, some visiting team members felt a co-term BA/MA program for the best and brightest Evergreen senior students and the systematic involvement of advanced level seniors in the electives of the graduate programs or in a particularly relevant quarter would be good. The institution reports that senior students may enroll in MPA and MES courses, but acknowledges the possibility could be made more obviously available to senior-level students. \* The rotation, about every two years, of faculty members who teach in the MPA and MES could prove to be problematic for those students who usually take more than two years to complete a thesis or group project. It is recommended that students and faculty members be genuinely advised of this mentor-mentee dilemma. \* The percentage of MES students who complete the Master's degree is substantially less than 50 percent. This is low. Although steps to improve retention have been 35• taken, more could be done. For example, the MES could look at such factors as the policy and practice of advancement to candidacy, admissions and selection criteria, especially as these relate to the statement of purpose or the essay and sequencing of coursework and final requirements. \* students in MES come from across the nation, while those in the MPA come from the local commute area; it is generally agreed in the graduate study area that the former is the preferred process. It is suggested that the MPA revisit the policy and practice of enrolling students from a very limited geographical area. \* The MPA and MES have minimal financial aid resources available for its students. The visiting team observed that more fellowship, teaching assistantship and research assistantship support would mutually enhance program and student success. This could also increase the number of minority students who would be able to apply for admissions to MPA and MES. While Evergreen is at an embryo stage of development in graduate education, its existing masters degree programs directly address the public service purpose of their mission statement. The second component of their public service mission statement involves public education. In order to achieve this component of their mission in higher education, the visiting team is strongly recommending the authorization of the proposed master of teacher education program. As an educational mandate, the MIT is a quality example of a program that will emphasize the learning of theory and then the application of theories in the classroom and surrounding educational settings. The education profession by design is interdisciplinary and therefore mirrors the strengths of Evergreen. Moreover, the MIT plans to recruit and enroll minority students, which will provide for ideal interaction for learning across significant differences. Most educational research supports Evergreen's teaching approach for instructing minority students in that this group's learning is accelerated by collaborative/cooperative cognitive styles as compared to competitive/individualist styles. If the Evergreen concept of learning to learn could be translated through teacher training to the elementary and secondary levels, we would have improved the education profession for all of us.

**1998 Re-Accreditation Report**
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Master of Environmental Studies (MES): This program builds on the successful environmental studies area of the undergraduate curricula. The graduate program is designed for practitioners serving in the many agencies and organizations that focus on environmental issues, both scientific and policy oriented.

Concern was expressed regarding the "disconnect" between the program's recruitment and admissions efforts and the college admissions office as discussed above. Attention to those items identified by the faculty through the self study (p 95) is encouraged.