"Analytical Techniques for Public Service, II"

Winter 2018, Tribal Governance Concentration

Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We *think* critically and creatively; *communicate* effectively; *work* collaboratively; *embrace* diversity; we *value* fairness and equity; *advocate* powerfully on behalf of the public; and *imagine* new possibilities to accomplish positive change in our workplaces and in our communities. "Be the change."

Class Meetings & Locations:
Weekend one: Jan 12-14
Friday Jan 12, 1:00-5:00pm, Sem 2 C1105
Saturday Jan 13, 9:00am-5:00pm, Sem 2 C1105
Sunday Jan 14, 9:00am-5:00pm, Longhouse

Weekend two: Jan 26-28
Friday Jan 26, 1:00-5:00pm, Sem 2 C1105
Saturday Jan 27, 9:00am-5:00pm, Longhouse
Sunday Jan 28, 9:00am-5:00pm, Longhouse

Weekend three: Feb 9-11
Friday Feb 9, 1:00-5:00pm, Sem 2 C1105
Saturday Feb 10, 9:00am-5:00pm, Sem 2 C1105
Sunday Feb 11, 9:00am-5:00pm, Sem 2 C1105

Faculty Teaching Team:
Tony Brave   Amy Gould
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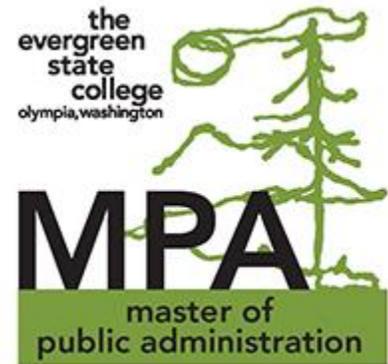
Course Description:
Analytical Techniques for Public Service focuses on using applied research in Tribal Governance and Indigenous communities. In the winter quarter, we will respond to the following questions:
1) How do we purposefully analyze and interpret data?
2) How do we transform data into meaningful information for the audience?
3) How do we present useful information?
Our goal is to practice research data collection and analysis. Our intent is to gain a better understanding of how to approach, critique, use, analyze, and communicate research in public service.

Learning Objectives:
- Develop skills as critical producers and consumers of data, information, and analysis.
- Understand the practical applications of analytical techniques for Tribal Governments & Indigenous communities.
- Develop the knowledge to situate social science techniques within the practice of public service.
- Develop the skill of public speaking and presenting data as information for decision making.

Curriculum at a Glance, 2018 MPA 2nd year core, TG

Quarter	Content Areas	Knowledge, Skills, Abilities
Winter ATPS II	• Collecting, Analyzing, and Interpreting Data with a Purpose • Descriptive & Inferential Stats • Transforming Data into Audience Specific Information • Visualization of Results	• Applying Analytical Techniques with Tribal Governments & Communities • Critiquing Reports • Research Writing • Communicating Meaning with Data • Research as Story
Spring Capstone	• MPA Reflection, Integration, & Demonstration	• Applied learning

<u>**Winter 2018 Schedule (Faculty may alter schedule)**</u>
Pending HSR approval, start data collection January 1, 2018.

Weekend one: Jan 12-14
Friday Jan 12, 1:00-5:00pm, Sem 2 C1105. Saturday Jan 13, 9:00am-5:00pm, Sem 2 C1105.
Sunday Jan 14, 9:00am-5:00pm, Longhouse

Friday, January 12

Time	Topic/Activity	Deliverable
1:00pm	Video conference in class with Dr. Megan Bang	**<u>Assignment #1</u>** Status Report
2:45pm	BREAK	
3:00pm	Reading Groups (Seminar)	<u>Required Reading:</u> Book: Medin & Bang, *Who's Asking?* Article: Smith, "Indigenous knowledge, methodology and mayhem"
5:00pm	END	

Saturday, January 13

Time	Topic/Activity	Deliverable
9:00am	Presentation Tools	
10:00am	Break	
10:15am	Interpretation & Visualization of Qualitative Data	
12:00pm	LUNCH	
1:00pm	Seminar (Reading Groups)	<u>Student's Choice of Reading</u>
2:15pm	BREAK	
2:30pm	Reclaiming Ethnography with Grounded Theory	
3:30pm	Case Study analysis with the tools of Program Evaluation, Logic Models, Performance Measurement, & Systems Thinking?	
5:00pm	End	

Sunday, January 14

Time	Topic/Activity	Deliverable
9:00am	Interpretation & Visualization of Descriptive Statistics	
10:30am	BREAK	
10:45am	Interpretation & Visualization of Inferential Statistics	
12:00pm	LUNCH	
1:00pm	Seminar (Reading Groups)	Student's Choice of Reading
3:00pm	BREAK	
3:15pm	Research Reports and Products: Transforming Data for Decision & Asking Too Much of Data	
5:00pm	End	

Assignment #2: Research Analysis & Presentation Plan. (group assignment) Two pages, double spaced.
Due Monday January 22 posted to canvas by 8:00am.

Weekend two: Jan 26-28
Friday Jan 26, 1:00-5:00pm, Sem 2 C1105
Sat Jan 27 & Sun Jan 28, 9:00am-5:00pm, Longhouse.

Friday, January 26

Time	Topic/Activity	Deliverable
1:00pm	Telling the Story with Data	
2:45pm	BREAK	
3:00pm	Seminar (Reading Groups)	Required Reading: *Book*: Silko, *Storyteller* *Article*: LaFrance, "Culture writes the script"
5:00pm	END	

Saturday, January 27

Time	Topic/Activity	Deliverable
9:00am	Tools for Telling the Story with Recommendations: Needs Assessment, Community Impact Models, Community Assets Inventory, Stakeholder Analysis, Decision trees	
12:00pm	LUNCH	
1:00pm	Seminar (Reading Groups)	Student's Choice of Reading
2:15pm	BREAK	
2:30pm	Critiquing Research Reports	
3:30pm	Project Team Work Time	
5:00pm	End	

Sunday, January 28

Time	Topic/Activity	Deliverable
9:00am	Guest speakers: alumni panel	
10:30am	BREAK	
10:45am	Seminar (Reading Groups)	Student's Choice of Reading
12:00pm	LUNCH	
1:00pm	Big Data, Open Source Data	
2:00pm	Project Team Work Time	**Assignment #3: Research Report and Product Draft 1** Due by 5pm.
5:00pm	End	

Weekend three: Feb 9-11
Friday Feb 9, 1:00-5:00pm, Sem 2 C1105, C2107, C2105.
Sat Feb 10 & Sun Feb 11, 9:00am-5:00pm, Sem 2 C1105, C1107.

Friday, February 9

Time	Topic/Activity	Deliverable
1:00pm	Practice Presentations Verbally Only (no visual aid), Peer Feedback in small groups	**Assignment #4** Practice Verbal Presentation
3:00pm	Project Team Work Time	
5:00pm	END	

Saturday, February 10

Time	Topic/Activity	Deliverable
9:00am	Practice Presentations Visually Only (no speaking), Peer Feedback in small groups	**Assignment #4 (con't.)** Practice Visual Aid
10:30am	Project Team Work Time	
12:00pm	LUNCH	
1:00pm	Project Team Work Time	
5:00pm	End	

Sunday, February 11

Time	Topic/Activity	Deliverable
9:00am	Final Presentations	**Assignment #5:** Research Report and Product Draft 2 (polished complete draft!). **Assignment #6**: Final Presentation. Optional Visual Aid Due by 8:00am. Welcome to invite friends, family, and research participants.
12:00pm	LUNCH	
1:00pm	Final Presentations & Team Work Time	
5:00pm	End	

Assignment #7: **Final Research Report and Product**. Due Monday February 19 by 8:00am.
Final Self-Eval & Evals of Both Faculty uploaded through my.evergreen.edu, cumulative of both fall & winter quarters. Due Monday February 19 by 8:00am. *Evals Required for Credit.*

Readings: Weekend 1

Required for Friday 1/12:

Book: Medin & Bang (2014). *Who's Asking?: Native Science, Western Science, and Science Education*. MIT Press. ISBN: 978-0262026628. [*book carried forward from fall quarter*]

Article: Smith, et al. (2016). Indigenous knowledge, methodology and mayhem: What is the role of methodology in producing indigenous insights? *Knowledge Cultures*. 4(3), 131–156

Student's Choice for Saturday 1/13: (pick one topic to read)

Topic: Qualitative Data Analysis

Qualitative Theme Codes: Queens of Heart (video)
https://www.youtube.com/watch?v=F0RoPHLri2M&feature=related

Research by Sticky Note (video) https://www.youtube.com/watch?v=PRXzHpl5yA8

Qualitative Data Analysis & Coding (videos) https://www.youtube.com/watch?v=JhAYcI4RCXI
or option 2 https://www.coursera.org/learn/design-research/lecture/fDZDv/qualitative-analysis

Topic: Ethnography & Grounded Theory

Cho, J. & Lee, E. (2014). Reducing Confusion about Grounded Theory and Qualitative Content Analysis: Similarities and Differences. *The Qualitative Report.* Vol 19, Art 64, p. 1-20

Duneier, M. (2011). How Not to Lie with Ethnography. *Sociological Methodology*, Vol. 41, pp. 1-11

Raheja, M. (Dec 2007). Reading Nanook's Smile: Visual Sovereignty, Indigenous Revisions of Ethnography, and "Atanarjuat (The Fast Runner)" *American Quarterly*, Vol. 59, No. 4, pp. 1159-1185

Topic: Case Study Analysis

Yin (2003). Case Study Research Design & Methods. https://www.slideshare.net/pavan7soni/case-study-research-by-robert-yin-2003

NICWA (2004). "Case Studies in Tribal Data Collection and Use". A report prepared for the Annie E. Casey Foundation.

EPA. Tribal Water Quality Case Studies. https://www.epa.gov/wqs-tech/case-studies-video-and-publications-tribal-water-quality-standards

U.S. HUD. Best Practices in Tribal Housing: Case Studies 2013.
https://www.huduser.gov/portal/Publications/pdf/SCIC_Best_Practices.pdf

Alaska Native Health Tribal Consortium. Rural Energy Project Case Studies. https://anthc.org/what-we-do/rural-energy/case-studies/

U.S. Climate Resilience Toolkit. The Swinomish Tribal Community Prepares for Climate Change Impacts. https://toolkit.climate.gov/case-studies/swinomish-indian-tribal-community-prepares-climate-change-impacts

Topic: Program Evaluation & Performance Measurement

A Roadmap for Collaborative and Effective Evaluation in Tribal Communities
http://www.icctc.org/tribal_roadmap.pdf

Walker & Bigelow (2011). A Constructive Indian Country Response to the Evidence-Based Program Mandate. *Journal of Psychoactive Drugs*. Vol 43, Iss 4:Pages 276-281

Kapp et al. (Sep 2016). A Conceptual Framework for a Systems Thinking Approach to US Population Health. *Systems Research and Behavioral Science*. DOI: 10.1002/sres.2420

Kellogg Foundation (2004). Logic Model Development Guide
https://www.bttop.org/sites/default/files/public/W.K.%20Kellogg%20LogicModel.pdf

Watson, "Picturing Your Program: An Introduction To Logic Modeling" (powerpoint)

Topic: Systems Thinking

Systems Thinking http://donellameadows.org/systems-thinking-resources/

Systems Thinking for Program Effectiveness https://www.youtube.com/watch?v=GPW0j2Bo_eY

A Systems Story https://www.youtube.com/watch?v=rDxOyJxgJeA

Student's Choice for Sunday 1/14 (pick one topic to read):

Topic: Data Collection & Analysis

Adam (2010). Mutual Interrogation: A Methodological Process in Ethnomathematical Research. *Procedia Social and Behavioral Sciences*. Iss. 8. p. 700–707
http://www.hawaii.edu/malamalama/2010/07/ethnomathematics/

NCAI Recommendations for Federal Data Collection in AI/AN Communities
https://www.fws.gov/nativeamerican/pdf/tek-federal-data.pdf

Tribe Called Geek (audio) http://atribecalledgeek.com/

Redman Laughing (podcast) https://www.redmanlaughing.com/season-5/

Descriptive Stats (videos) http://onlinestatbook.com/2/introduction/descriptiveM.html

Inferential Stats (videos) http://onlinestatbook.com/2/introduction/inferential.html

Topic: Transforming Data for Decision

Good decisions grow from great research (video) https://www.youtube.com/watch?v=-PqSEm15lSs
IK to Close Gaps in Indigenous Health (video) https://www.youtube.com/watch?v=IpKjtujtEYI
Transform Data into Information for Decision http://experts.allbusiness.com/transform-data-real-information-drives-decision-making/16096/#.VIiiFVJ0zIV
Effective data visualization (video) https://www.youtube.com/watch?v=nP6qWhOkha4
Data Use Toolkit for Tribal Programs http://www.aidainc.net/Data%20Toolkit.pdf

Readings: Weekend 2

Required for Friday 1/26:
Book: Silko (2012). *Storyteller*. Penguin Books. ISBN: 978-0143121282

Article: LaFrance, et al. (2012), Culture writes the script: On the centrality of context in indigenous evaluation. *New Directions for Evaluation*, 59–74. doi: 10.1002/ev.20027

Student's Choice for Saturday 1/27 (pick one topic to read)

Topic: Telling the Story with Data
This May Be the Last Time (Film)
http://www.imdb.com/title/tt3458220/videoplayer/vi12693273?ref_=tt_pv_vi_aiv_1
The Seventh Fire (Film)
http://www.imdb.com/title/tt3263548/videoplayer/vi1091548953?ref_=tt_ov_vi
Hip Hop Evolution (Film) http://www.imdb.com/title/tt4130418/

Topic: Tools for Recommendations

Needs Assessment https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3487410/

SWOT Analysis to do Gap Analysis http://falmouthinstitute.com/files/GV075/SWOT%20vs%20GAP.pdf

Stakeholder Analysis: option 1 Currie et al. (2009). Determining Stakeholders for Feasibility Analysis. Annals of Tourism Research, Vol. 36, No. 1, pp. 41–63. and option 2 http://spicosa-inline.databases.eucc-d.de/files/documents/00000908_Stakeholder%20Exercise_28%20ene%2008.pdf

Collective Impact http://ctb.ku.edu/en/table-of-contents/overview/models-for-community-health-and-development/collective-impact/main

Community Assets Inventory:
option 1 http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1091&context=caripubs
and option 2 https://emilms.fema.gov/is318/MP0305010t.htm

Community Assets Mapping http://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba20.pdf

Participatory Asset Mapping
http://www.communityscience.com/knowledge4equity/AssetMappingToolkit.pdf

Decision Trees https://www.mindtools.com/dectree.html

Student's Choice for Sunday 1/28 (pick one)
Topic: Big Data, Open Source Data
DHS/DOJ (2010). Tribal Participation in Fusion Centers
https://www.it.ojp.gov/documents/TribalParticipationinFusionCenters.pdf
Why Fusion Centers Matter https://www.eff.org/deeplinks/2014/04/why-fusion-centers-matter-faq
U.S. Government Open Data https://www.data.gov/

Assignment #1: Status Report. (group assignment) Two pages, double spaced.
Due Friday January 12 posted to canvas before class. Provide faculty with an update about your data collection progress. What have you done and what needs to be done? Any obstacles to your research? Any initial findings/impressions?

Assignment #2: Research Analysis & Presentation Plan. (group assignment) Two pages, double spaced. Due Monday January 22 posted to canvas by 8:00am. How you are going to analyze the data you've collected? List the steps you will take (literally) to organize, transfer, and interpret your data. In what ways does the original data you've collected relate (or not) to your secondary data in the lit review? Does it look like your initial findings will help you answer your research question? What is the main story (take away message) of your data? How will you present your findings (report & product)?

Assignment #3: Research Report and Product Draft 1. (group assignment)
Due Sunday January 28 posted to canvas by 5:00pm. Dependent upon the communication format that is best suited for your project's audience, your team will create a report and a product to convey the analysis and findings. Send to any research participants if you promised to incorporate their feedback.

Research Report: The page limit for reports varies because each project is unique, however, research reports are typically 15-20 pages. Design your research report with your audience in mind. For many of you, this will be a practitioner-oriented report. This will include an executive summary with research question followed by the body of the report. The body of the report will include an introduction with a well-focused discussion to frame the issues and note your problem statement with research question, followed by a synthesis of literature to set the context (pared down lit review with revisions), your research objectives and methodology (including limitations, assumptions, how you collected and analyzed the research), your main findings (presented with charts, graphs or tables, key quotes), and recommendations/areas for future research. Recommendations for organizational/policy change or suggestions for future research should be clear, specific, and logically flow from the findings. Your survey, interview questions, and other relevant information should be presented in an appendix.

There is no "one best way" to think about reporting. However, ***it is important for every final report and product to address***: 1) what style of report are you planning on using- how are you planning on communicating (use of text and graphs/charts) the results and their meaning to your specific audience?; 2) what is your main "story-line" and key finding?; 3) what are the interesting similarities and differences between the responses, did you find patterns, themes, connections between quantitative and qualitative data-- how do your findings relate back to your literature review?; 4) what are your conclusions (what do you want the audience to "take away") and what is your answer to your research question? 5) what actions or recommendations need to be taken based upon your findings or what are your recommendations for future research? How do you organize complex information for ease of reading, easy reference, use of subtitles, and logic of presentation?

Research Product: This could be the same thing you produce for your practice visual aid. Ex. brochure, one pager, infographic, poster, press release, video, website, facebook page, cartoon, etc. Products should be discussed with faculty. Each project may require a different approach to presenting your results dependent upon your audience.

Assignment #4: Practice Presentations (group assignment)
Verbal Only: Each team will participate in a Verbal Practice Presentation to occur in class on Friday February 9 (no visual aid for Friday's verbal only practice).

Visual Only: Each team will also participate in a Visual Aid Practice Presentation to occur in class on Saturday February 10 posted to canvas by 8:00am (no public speaking).

Based on the feedback received, decide if you are going to proceed with a verbal only final presentation, *or* a visual only final presentation, *or* a combination of both. Each research project group will practice their presentation and receive feedback from classmates and faculty. You will practice once verbally and once visually. A total of 20 minutes will be available. We expect the presenters to take 15 minutes to cover the problem, research question, why the research matters, methodology, key findings, recommendations, and suggested areas for future research. The presenter(s) will then facilitate a 5 minute question and answer session with the class = 20 minutes of total time per group.

The visual presentation can be a creation of your choosing and should be appropriate for the audience of your study (the visual aid may be the same as your product). Consider using any of the following tools: slide shows, word clouds, website creators, videos, screencast, infographics, animation, or a timeline. All presentations should adhere to the following guidelines: 1) Any photographs or graphs/charts should have a summary notes about what is being displayed. 2) All photographs or graphs/charts should be cited with their source. 3) Accessibility: contrast (dark background, light font), limit red and green (color blindness), font size, readability, universal design accessibility. 4) If using a video, it should not take up the entire presentation time. 5) All members of the group are expected to participate in the presentation/facilitation as able.

Assignment #5: Research Report and Product Draft 2. (group assignment) Due Sunday February 11 posted to canvas by 5:00pm. Incorporate revisions based on feedback. Version needs to be a complete and polished draft!

Assignment #6: Final Presentation (group assignment) Due Sunday February 11 delivered in class. Optional Visual Aid posted to canvas by 8:00am. While every team is required to do a final presentation, it is your team's choice to use a visual aid for the presentation *or,* present verbally only, *or* a combination of both.

Assignment #7: Final Research Report and Product. (group assignment)
Due Monday February 19 posted to canvas by 8:00am. Based on the feedback received, revise the report and product into a final format to be submitted to faculty and your research participants.

Course Policies

Human Subjects Review (HSR) is included in assignments for the fall. Data collection activities are dependent upon the Human Subjects Review application being reviewed and approved by your faculty and TESC IRB. ***Students may NOT begin data collection without HSR approval.*** Any major changes to your research questions, data collection instruments, sampling, or respondents must also be cleared by faculty and possibly TESC IRB. http://www.evergreen.edu/humansubjectsreview/application . There may be other requirements imposed regarding indigenous research protocols with Native communities, Tribal Governments, Tribal Organizations or requirements from Tribal IRBs.

Format: Unless otherwise stated, all papers should be typed, double spaced, 12 point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

Participation & Attendance: Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 4 hours on Friday is one absence), make-up work will be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After 20 hours (Ex.one weekend) of absences total in one quarter, you may be denied full credit for the course. After reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.

Late Assignments: Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

Credit: Students will receive 6 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty team. Full loss of credit for two terms of core may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

Evaluation: At the end of winter quarter, final two quarter cumulative evals of fall and winter quarters combined are submitted through my.evergreen.edu . Final eval conferences are optional. Student self eval and evals of both faculty are required for credit.

Multiculturalism & Diversity: Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles: We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC's Students with Disabilities Policy.

Conduct & Conflict Resolution: Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College philosophy.
We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process
We will abide by the non-discrimination policies and procedures at TESC

Guest policy: Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval. Prospective students may visit one class meeting of first year Core without advance faculty approval, but must notify faculty that they are present prior to the beginning of class. All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement Weather: In the event of bad weather or emergencies students should check with for announcements of campus closures. Students can call the main campus line 360-867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to the start of class. Students are responsible for checking email and ensuring viable transportation options are available to them.

Communicating: Email and Canvas are our primary means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.