

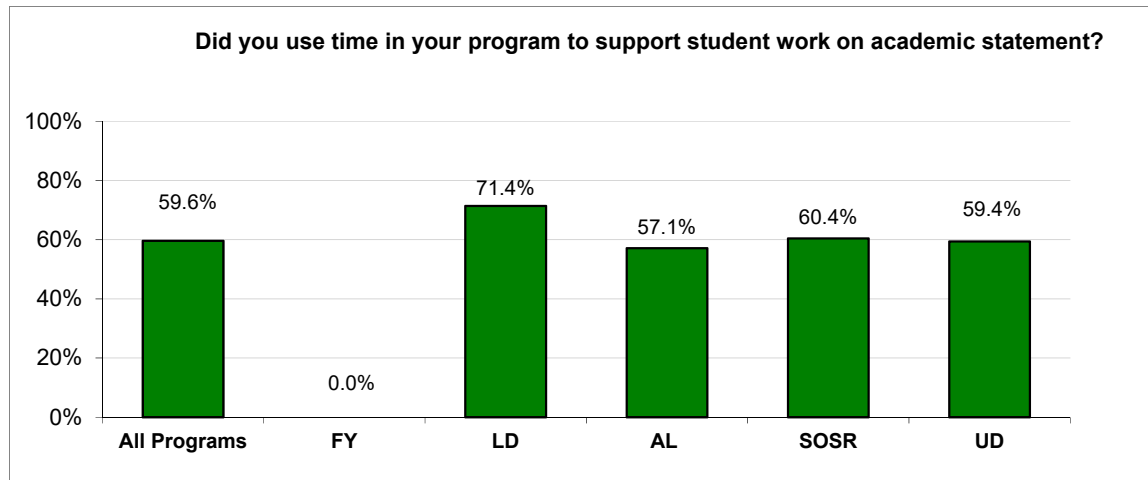
End-of-Program Review 2019-20

Supporting Student Work on Academic Statement (AS) in Programs

95% of programs offered in fall dedicated time to academic statement work. It's interesting that 61% of programs not offered in fall also committed time to such work.

Did you use time in your program to support student work on academic statement?

	Number	Yes	No
Programs offered in Fall	58	94.8%	5.2%
Programs NOT offered in Fall	59	61.0%	37.3%



	Yes	No	Programs supported AS (N)	Programs Responded (N)
All programs	59.6%	40.4%	81	136
First-year (FY) FY only	0.0%	100.0%	0	2
Lower Division (LD) FY-SO	71.4%	28.6%	10	14
All Level (AL) FR-SR	57.1%	42.9%	20	35
Sophomore-Senior (SOSR)	60.4%	39.6%	32	53
Upper Division (UD) JR-SR	59.4%	40.6%	19	32

How programs used time to support student work on academic statement ?

(Check all that apply.)

	Frequency	Percent
Offered one-on-one support (e.g., mid-quarter conferences)	67	58%
Assigned reflective writing (e.g. in-class freewriting, prompts, mapping, etc.)	66	57%
Connected program work to students' Academic Statements and overall academic goals	61	53%
Discussed the Six Expectations	51	44%
Peer review or peer editing (including recurring peer review groups)	46	40%
Mapped education to external standards (e.g.	42	36%
Detailed faculty feedback on Academic Statement drafts	41	35%
Shared and/or discussed Academic Statement examples	38	33%
Used Six Expectations to write academic statement	34	29%
Reviewed Evergreen documents (Transcript Review rubric, mock transcripts, etc.)	32	28%
Presentations and lectures (also including films, literature, and images, etc.)	32	28%
Discussed assigned readings on liberal arts	22	19%
Guests invited to program (e.g. advisors, tutors, faculty, alums, etc.)	16	14%
Other	2	2%

Explanation of "Other":

Discussed usefulness of Academic Statement

Handout on Academic Statement