End-of-Program Review for Evergreen Programs (AY 2019-20)

Dear Program Coordinators, please complete this survey at the end of your program. Feel free to consult with your faculty team and students on questions as you wish. **Your participation is extremely important and appreciated.**

You can complete this survey by doing one of the following:
- Fill out a paper copy and return it via campus mail to **Institutional Research, Mailstop LIB 3821.**
- Fill out the survey on-line at **www.evergreen.edu/ir/epr-ay-2019-20**

- Type responses into Word document and email a copy to **baa@evergreen.edu**
- E-mail Amadou Ba at **baa@evergreen.edu** to schedule an interview or if you have questions.

This program review is one part of a multi-faceted approach to assessing teaching and learning at Evergreen. Information from this survey is needed for ongoing assessment of Evergreen's curriculum. The results are used to help describe the curriculum to accreditors and internal audiences, such as faculty, DTFs, and planning units.

Program Name: _____

Faculty responding to this survey: _____

1a. Is this program part of a path of study?

☐ Yes

☐ No

1b. If yes, which path(s) (*Check all that apply*)

☐	Culture, Text and Language in World Societies
☐	Environmental Studies
☐	Food and Agriculture
☐	Humanities: Culture, text, and Language (EWS)
☐	Integrated Biology and Chemistry
☐	Latinx, Latin American Studies, and ELL Education (El Camino)
☐	Literary Arts
☐	Mathematical, Physical, and Computer Sciences
☐	Media Arts and Studies
☐	Native American and Indigenous Programs
☐	Political Economy, Global Studies, and Environmental Justice
☐	Psychology, Sociology, and Social Services (EWS)
☐	Visual Arts
☐	Work: Business, Entrepreneurship, Labor, and Management (EWS)

1c. How does your program fit in the curriculum?

Divisions:

2. Did your program include the following divisional areas?

	Extensively (A primary area of study, credits awarded, substantial ongoing emphasis)	Moderately (Regular area of study, multiple program activities, credit may have been awarded)	A little (Limited attention to this area, e.g. guest speaker, occasional workshop or seminar)	Not at all
Arts (For the purposes of this survey, "Arts" includes visual arts, performing arts, and moving images. In responding to this survey, Art History should be included under <u>Humanities</u> instead of Art.)	☐	☐	☐	☐
Natural, Physical, Computer Sciences, Math or Quantitative and Symbolic Reasoning	☐	☐	☐	☐
Humanities	☐	☐	☐	☐
Social Sciences	☐	☐	☐	☐

3. Please check each level at which the following areas or fields of Arts were taught in your program.

Area or Field of Art	Introductory	Intermediate	Advanced
A. Performing Arts (music, theatre, dance, performance)	☐	☐	☐
B. 2D (drawing, painting, printmaking)	☐	☐	☐
C. 3D (wood, metal, fine metal, ceramics, fiber)	☐	☐	☐
D. Art Theory (physics in art, professional portfolio practices)	☐	☐	☐
E. Environmental Design (architecture, sustainable design, landscape, interior design)	☐	☐	☐
F. Media Arts (e.g. Digital, 3D Animation, Moving Image, Audio)	☐	☐	☐
G. Other:	☐	☐	☐

4. Please check each level at which the following areas or fields of Natural, Physical, Computer Sciences, Math or Quantitative and Symbolic Reasoning were taught in your program.

Area or Field of Natural, Physical, Computer Sciences, Math or Quantitative and Symbolic Reasoning	Introductory	Intermediate	Advanced
A. Biology	☐	☐	☐
B. Health Sciences	☐	☐	☐
C. Food Science	☐	☐	☐
D. Agriculture	☐	☐	☐
E. Marine Science	☐	☐	☐
F. Natural History	☐	☐	☐
G. Environmental Studies	☐	☐	☐
H. Geology	☐	☐	☐
I. Chemistry	☐	☐	☐
J. Physics	☐	☐	☐
K. Computer Science	☐	☐	☐
L. Biochemistry	☐	☐	☐
M. Astronomy	☐	☐	☐
N. Mathematical Sciences (Mathematics and Statistics)	☐	☐	☐
O. Other:	☐	☐	☐

5. Please check each level at which the following areas or fields of Humanities were taught in your program.

Area or Field of Humanities	Introductory	Intermediate	Advanced
A. Art History	☐	☐	☐
B. Aesthetics	☐	☐	☐
C. Literature	☐	☐	☐
D. Classics	☐	☐	☐
E. Writing	☐	☐	☐
F. Language Studies (e.g. Foreign Language, Linguistics)	☐	☐	☐
G. Philosophy (e.g. Ethics, Philosophy of Science)	☐	☐	☐
H. Religious Studies	☐	☐	☐
I. History	☐	☐	☐
J. American Studies/Regional Studies	☐	☐	☐
K. Gender/Women's Studies	☐	☐	☐
L. Queer Studies	☐	☐	☐
M. Native American and Indigenous Studies	☐	☐	☐
N. Latinx Studies	☐	☐	☐
O. African-American Studies	☐	☐	☐
P. Asian Studies	☐	☐	☐
Q. Other:	☐	☐	☐

6. Please check each level at which the following areas or fields of Social Sciences were taught in your program.

Area or Field of Social Sciences	Introductory	Intermediate	Advanced
A. Psychology	☐	☐	☐
B. Sociology	☐	☐	☐
C. Anthropology	☐	☐	☐
D. Consciousness Studies	☐	☐	☐
E. Political Economy/Science	☐	☐	☐
F. Law	☐	☐	☐
G. Economics	☐	☐	☐
H. Geography	☐	☐	☐
I. Education	☐	☐	☐
J. Business and Management	☐	☐	☐
K. Communication	☐	☐	☐
L. Community Studies	☐	☐	☐
M. Leadership Studies (including Outdoor Leadership)	☐	☐	☐
N. International Studies/ Global Studies	☐	☐	☐
O. Public Policy	☐	☐	☐
P. Social Justice/ Environmental Justice	☐	☐	☐
Q. Other:	☐	☐	☐

Learning Activities

Mathematics or Quantitative and Symbolic Reasoning (QSR):

7a. Please indicate the <u>kinds</u> of math, computational, and QSR included in your program: *Please check all that apply*

- [ ] Created mappings or graphs to describe relationships (e.g. family trees, food pyramids, geography, timelines, maps)
- [ ] Sorted and organized information (e.g. taxonomy, catalogued, classification)
- [ ] Collected, described, and/or analyzed data (e.g. survey, lab or field assignment)
- [ ] Analyzed temporal changes in data or opinions (e.g. tracking polls, behavior, consumer habits)
- [ ] Made comparisons or identified trends using size, percent, or other types of data (e.g. population, population density, demographics, employment rate)
- [ ] Read and interpreted data, tables, or graphs (e.g. evaluating accuracy of media representations)
- [ ] Created sensory representations using ratios and proportions or geometry and measurement (e.g. mixing glazes, weaving, set design and/or building, music composition and mixing)
- [ ] Orienteering
- [ ] Constructed logical arguments (e.g. diagram and evaluate arguments, propositional logic)

7b. If a specific area of math was included, please indicate below

- [ ] Algebra
- [ ] Euclidean or Non-Euclidean Geometry
- [ ] Precalculus
- [ ] Trigonometry
- [ ] Statistics
- [ ] Calculus
- [ ] Other: _____

8a. How <u>much</u> math or QSR did students do in your program?

- [ ] **Extensively** (primary mode of inquiry, substantial ongoing activities, credit may have been awarded)
- [ ] **Moderately** (regular use of math/QSR to describe content or to solve context-based problems)
- [ ] **A little** (occasional use of math/QSR to describe content or to solve context-based problems)
- [ ] **None at all**

8b. Modes of math/QSR <u>instruction</u> in the program:

- [ ] Lecture/faculty presentation
- [ ] Workshops
- [ ] Labs
- [ ] Student Projects
- [ ] QuaSR Center or program tutors
- [ ] Other: _____

8c. How <u>much</u> math/QSR instruction was in the program?

- [ ] **Extensive** (ongoing intentional activities to develop and support math/QSR)
- [ ] **Moderate** (occasional intentional activities to develop and support math/QSR)
- [ ] **A little** (infrequent intentional activities or math was used in context but not explicitly taught)
- [ ] **None at all**

Writing:

9a. Please indicate the <u>kinds</u> of writing included in your program:
Please check <u>all</u> that apply.

- ☐ **Response writing** (e.g. response to text or film, preparation for seminar, reviews)
- ☐ **Essays** (e.g. expository, integrative)
- ☐ **Research papers** (e.g. case study, ethnography, final project paper)
- ☐ **Research process assignments** (e.g. proposal, abstract, literature review, annotated bibliography)
- ☐ **Journals** (e.g. field, lab, academic, reflective, blog)
- ☐ **Technical/Formal/Scientific writing** (e.g. lab reports, legal briefs)
- ☐ **Creative writing** (e.g. fiction, nonfiction, poetry)
- ☐ **Multimodal writing** (e.g. comics, skits, podcasts, web-based or social media including blogs, video-blogs)
- ☐ **Multilingual or translingual writing** (e.g. writing including language from multiple discourse communities)
- ☐ **Collaborative writing** (e.g. collective drafting of a single document, collective revision of a single document)
- ☐ **Other:** _____

9b. How <u>much</u> did students write in your program?

- ☐ **Extensively** (primary mode of inquiry, substantial ongoing activities, credit may have been awarded)
- ☐ **Moderately** (regular writing assignments)
- ☐ **A little** (occasional writing activities)
- ☐ **Not at all**

9c. Modes of writing <u>instruction</u> in the program:
Please check <u>all</u> that apply.

- ☐ **Written guidelines and objectives**
- ☐ **Pre-writing activities** (e.g. brainstorming)
- ☐ **Workshops on aspects of the writing process**
- ☐ **Share samples or models of assignments**
- ☐ **Drafts with revision(s)**
- ☐ **Detailed faculty feedback**
- ☐ **Preparation for successful peer review**
- ☐ **Peer review**
- ☐ **Tutors included in program**
- ☐ **Other:** _____

9d. How much writing <u>instruction</u> was in the program?

- ☐ **Extensive** (ongoing intentional activities to develop writing and support writing process)
- ☐ **Moderately** (occasional intentional activities to develop writing and support writing process)
- ☐ **A little** (infrequent intentional activities to develop writing and support writing process)
- ☐ **Not at all**

10. Did your program include activities to improve information technology literacy (ITL)?

	Extensively (A primary area of study, credits awarded, substantial ongoing emphasis)	Moderately (Regular area of study, multiple program activities, credit may have been awarded)	A little (Limited attention to this area, e.g. guest speaker, occasional workshop or seminar)	Not at all
a. Finding and Using Peer Reviewed Journal Articles	☐	☐	☐	☐
b. Finding and Using Scholarly Books	☐	☐	☐	☐
c. Data acquisition and/or instrumentation	☐	☐	☐	☐
d. Presentation Technology *(graphics, PowerPoint, web publishing)*	☐	☐	☐	☐
e. Data analysis *(data manipulation, statistics, modeling)*	☐	☐	☐	☐
f. Media production *(video, sound recording, editing)*	☐	☐	☐	☐
g. Give credit to the original ideas of others through citation or attribution and understand what plagiarism is and how to avoid it.	☐	☐	☐	☐
h. Developing familiarity with the sources of evidence, methods, and modes of discourse in one or more fields of study	☐	☐	☐	☐
i. Placing your work in conversation with previous scholarly work	☐	☐	☐	☐
j. Evaluate information from a variety of perspectives in order to shape your own knowledge base.	☐	☐	☐	☐
k. Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information.	☐	☐	☐	☐
l. Synthesize ideas gathered from multiple sources, and draw reasonable conclusions based on the analysis and interpretation of information.	☐	☐	☐	☐

11. Did your program include the following modes of critical thinking?

	Modes of critical thinking your program was designed to improve *(check all that apply)*	Which of these did you do Moderately or Extensively?
Analysis (e.g. of texts, images, concepts, data)	☐	☐
Synthesis (e.g. of theories, texts, data, visual information)	☐	☐
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	☐	☐
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	☐	☐
Problem-Solving (e.g. designing experiments or performances, debugging software, developing social policy, formulating possible solutions)	☐	☐
Multiple Perspectives (e.g. examining own assumptions, considering additional points of view)	☐	☐
Other:	☐	☐

12a. Did your program examine issues of sustainability?
(Social and historical, science and environment, economic and business, wellbeing ethical or spiritual, resiliency, environmental stewardship)

- ☐ **Extensively** (A primary area of study, credits awarded, substantial ongoing emphasis)
- ☐ **Moderately** (Regular area of study, multiple program activities, credit may have been awarded)
- ☐ **A little** (Limited attention to this area, e.g. guest speaker, occasional workshop or seminar)
- ☐ **Not at all**

12b. What types of learning activities did your students engage in around sustainability? (Social and historical, science and environment, economic and business, wellbeing or ethical or spiritual, resiliency, environmental stewardship)

Activities *(classroom Instructions, pedagogical tools, learning activities)* *Please check <u>all</u> that apply.*	**Yes**
Your community agreements included language about sustainability	☐
Skill-building workshops in communicating across significant differences	☐
Guest speaker/workshop facilitators who provided sustainability information	☐
Field trip/ Fieldwork / community engagement using sustainability	☐
Instruction in how to shape research questions using sustainability	☐
Space provided for students to integrate their personal/co-curricular experiences	☐
Support for students to integrate sustainability into their independent projects	☐
Other:	☐

13a. Did your program examine issues of Equity, Inclusion, and Belonging (EIB)

Content	**Extensively** (Integration of EIB content across program curricula, deep analysis, reflection, praxis)	**Moderately** (Reference to multiple texts without integration to broader program themes)	**A little** (Single activity, or in student work only, not a planned part of the program)	**Not at all**
Diverse seminar texts and discussion	☐	☐	☐	☐
Historical study of systems of EIB	☐	☐	☐	☐
Study of ongoing manifestations of EIB	☐	☐	☐	☐
Study of interlocking systems of EIB	☐	☐	☐	☐
Other	☐	☐	☐	☐

13b. Other (Please explain)

_____
_____
_____

13c. What types of learning activities did your students engage in around issues of Equity, Inclusion and Belonging (EIB)?

Activities *(classroom Instruction, activities, pedagogical tools, learning activities)* *Please check <u>all</u> that apply.*	Yes
Your community agreements included language about EIB	☐
Skill-building workshops in communicating across significant differences	☐
Guest speaker/workshop facilitators who provided diverse perspectives	☐
Field trip/community engagement using EIB	☐
Instruction in how to shape research questions using EIB	☐
Space provided for students to integrate their personal/co-curricular experiences	☐
Support for students to integrate EIB into their independent projects	☐
Other EIB activities	☐

13d. Other (Please explain)

_____
_____
_____

14a. Did your program include community-based project(s) and/or service learning? ("Community-based projects" include activities that engage students in collaborative efforts in partnership with off-campus community. "Service learning" is a process that promotes theory to practice learning with classroom preparation, service, and reflection.)

☐ Yes
☐ No
☐ No, but I considered it (Please share what barriers prevented you from doing it, your information will be shared with CCBLA)

14b. Please comment:

_____
_____
_____

14c. If yes, at what level? (*Please check <u>all</u> that apply.)*

☐ **Introductory** *(Students are nearly entirely led by faculty and community partner in their work and does not contain a high level of responsibility, deep hands-on learning with beginning reflection strategies.)*

☐ **Intermediate** *(Students are guided by faculty and/or community partner, but have some responsibility and independent work; there is a growing level of complexity and a variety of factors that must be considered.)*

☐ **Advanced** *(Students have a high level of responsibility, trust, and decision-making with community partners, work independently but are accountable to the community, and the work they do involves a high level of complexity and higher order thinking and application of learning. Something about culminating experience, capstone.)*

14d. Please briefly describe the community-based project(s) and/or service learning: Please include organizations you partnered with:

_____
_____
_____

Academic Statement and Academic Planning Support:

15a. Did you use time in your program to support student work on their academic statements?

☐ Yes
☐ No

15b. If yes, how did you use your time? (Check all that apply.)

☐ Assigned reflective writing (e.g. in-class freewriting, prompts, mapping, etc.)
☐ Mapped education to external standards (e.g. knowledge/skills/abilities; career/grad school requirements)
☐ Detailed faculty feedback on Academic Statement drafts
☐ Offered one-on-one support (e.g., mid-quarter conferences)
☐ Peer review or peer editing (including recurring peer review groups)
☐ Discussed the Six Expectations
☐ Used Six Expectations to write academic statement
☐ Discussed assigned readings on liberal arts
☐ Reviewed Evergreen documents (Transcript Review rubric, mock transcripts, etc.)
☐ Presentations and lectures (also including films, literature, and images, etc.)
☐ Shared and/or discussed Academic Statement examples
☐ Connected program work to students' Academic Statements and overall academic goals
☐ Guests invited to program (e.g. advisors, tutors, faculty, alums, etc.)
☐ Other (please explain): _____

High-Impact Practices (HIPs)

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. (kluh 2008)

16. Did your program include the following High Impact Practices? *(Check all that apply)*

☐ Learning communities
☐ Service learning or community based learning
☐ Work with a faculty member on a research project / Research w/faculty
☐ Study abroad
☐ Capstone or culminating experience
☐ Internship or field experience
☐ Overnight Field Trip (vs field trip)