

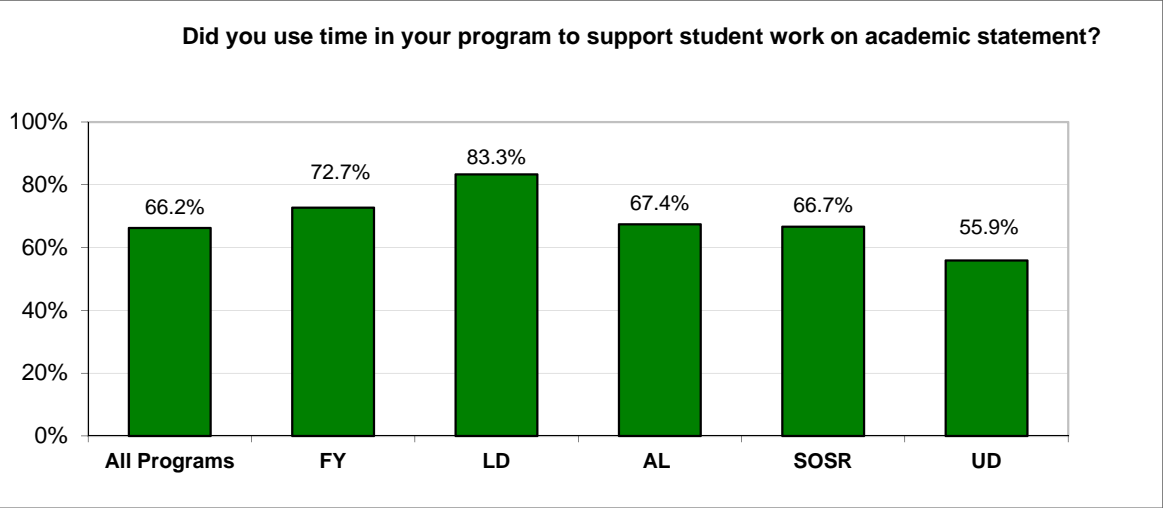
# End-of-Program Review 2015-16

## Supporting Student Work on Academic Statement (AS) in Programs

84% of programs offered in fall dedicated time to academic statement work. It's interesting that almost half 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	76	84.2%	15.8%
Programs NOT offered in Fall	81	49.4%	50.6%



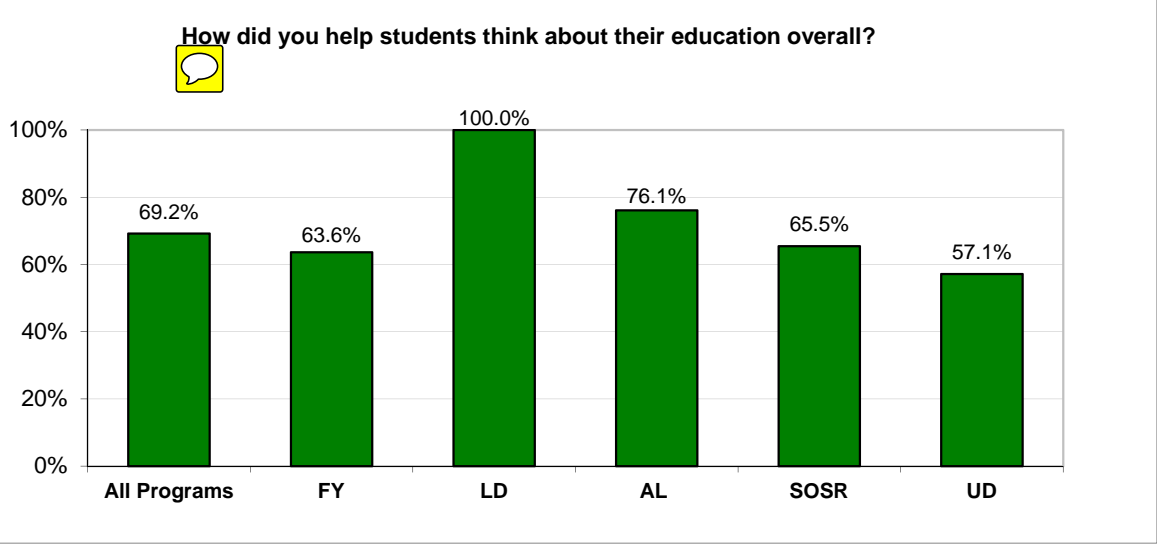
	Yes	No	Programs supported AS (N)	Programs Responded (N)
All programs	66.2%	33.8%	104	157
First-year (FY only)	72.7%	27.3%	8	11
Lower Division (LD) FY-SO	83.3%	16.7%	10	12
All Level (AL) FR-SR	67.4%	32.6%	31	46
Sophomore-Senior (SOSR)	66.7%	33.3%	36	54
Upper Division (UD) JR-SR	55.9%	44.1%	19	34

Helping students think about their education overall in programs

74% of fall programs dedicated time to help students think about their education overall. It's interesting that 65% of programs not offered in fall also committed time to such work.

How did you help students think about their education overall?

	Number	Yes	No
Programs offered in Fall	77	74.0%	26.0%
Programs NOT offered in Fall	82	64.6%	35.4%

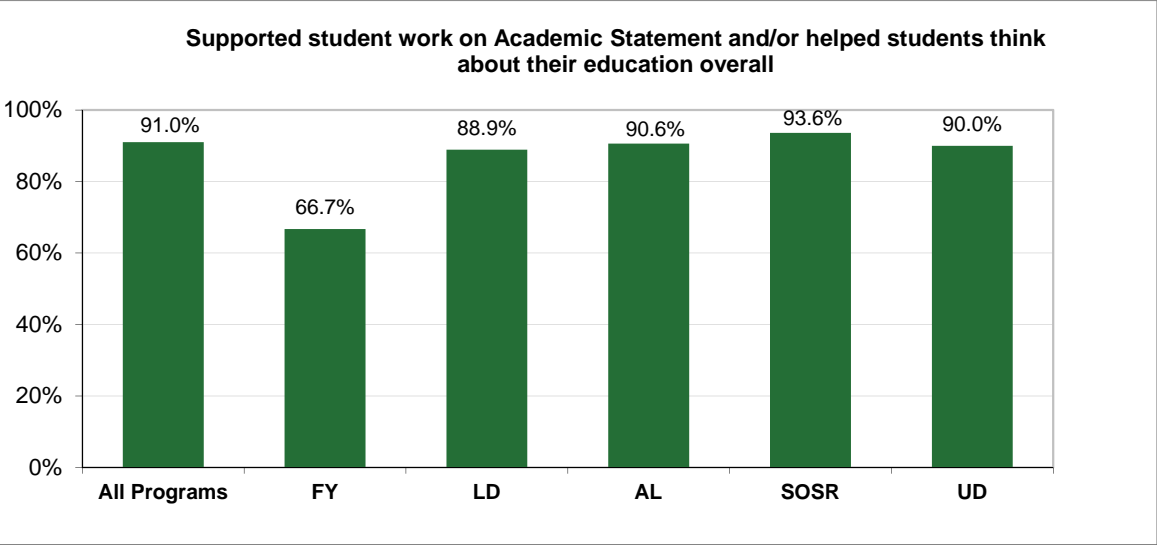


	Yes	No	Programs with advising	Programs Responded (N)
All programs	69.2%	30.8%	110	159
First-year (FY only)	63.6%	36.4%	7	11
Lower Division (LD) FY-SO	100.0%	0.0%	12	12
All Level (AL) FR-SR	76.1%	23.9%	35	46
Sophomore-Senior (SOSR)	65.5%	34.5%	36	55
Upper Division (UD) JR-SR	57.1%	42.9%	20	35

**Supported student work on Academic Statement and/or helped students think about their education overall**

90% of the programs offered in fall dedicated time to academic statement and/or advising. Of the programs not offered in fall, 74% also dedicated time to such work.

	Number	Yes	No
Programs offered in Fall	77	89.6%	10.4%
Programs NOT offered in Fall	82	74.4%	25.6%



	Yes	No	Programs with A S and/or advising (N)	Programs Responded (N)
All programs	84.8%	18.2%	130	159
First-year (FY only)	84.8%	18.2%	9	11
Lower Division (LD) FY-SO	100.0%	0.0%	12	12
All Level (AL) FR-SR	84.8%	15.2%	39	46
Sophomore-Senior (SOSR)	81.8%	18.2%	45	55
Upper Division (UD) JR-SR	71.4%	28.6%	25	35

Program	Program Type	Fall/Not	AS Yes/No	Advising Yes/No	What worked well?	What would you do differently?	How did you help students think about their education overall?
American Ways of Seeing	AL	Fall	Yes	Yes	Online workshop and in-class sharing of essays.	Spend more time in class sharing essays, as students had helpful things to say to each other.	Mid quarter and end of quarter conferences, academic statement work, regular individual consultations with many of the students.
Botany: Plants and People	AL	Fall	Yes	Yes	Writing workshops with peer review examples support from the Writing Center	One on one feedback in mid-quarter appointments	Workshops on Academic Statement, discussion and writing assignments
Caliban and the Witch	AL	Fall	Yes	Yes	Structured writing exercises and peer review.		Reflective writing prompts and discussion.
China: Religion, Folklore, and Arts	AL	Fall	Yes	Yes	Share statements and compare them between students.		I asked them to list all the things they have done at Evergreen and help them establish a theme between all of them.
Dance as Art: Making Connections	AL	Fall	Yes	Yes	Prompting/seminars asking critical questions concerning learning--new learning, changes of mind, unexpected learning, failures, assessment of learning objectives vis-a-vis designing and evaluating creative activities, communal feedback sessions.	Devote more time to focused writing.	Week Five conferences, and throughout the quarter, refocusing syllabic assignments, and individual creative problem solving to fit student's immediate, medium, and long-range objectives and goals.
Environmental Health: Science, Policy and Social Justice	AL	Fall	Yes	Yes	We did 8 hours of this, including free writing in class	What we did was successful	Through the seriousness with we approached the subject.
Hearing Voices: the Self and Other in Psychology, Language, and (Un)Creative Writing	AL	Fall	Yes	Yes	I co-taught my first of three two-hour workshops with Julia Zay. I am new faculty whereas Julia has a lot of experience with AS work and I can't tell you how helpful it was to have her guidance and expertise.	Get more guidance and help with all 6 hours until I have a better feel for how to run these workshops and best help my students.	I worked with them to really try to think not just about the content of what they learned/will hopefully learn at Evergreen, but to think about formal aspects as well. How Evergreen has brought about big turning points in how they learn - to think about transformative moments and not about or just about knowledge acquisition, skill building and training.
Introduction to Environmental Studies	AL	Fall	Yes	Yes	Academic statement use to inform academic planning		I think they feel they learned a lot.
Place, Memory, Narrative: Northwest Coast Native Literature and Printmaking	AL	Fall	Yes	Yes	Peer review and revision.	We would work more on revision.	We discussed the responsibilities of an open curriculum and the importance of translating educational decisions for the self and an outside audience.
Playing to Learn: Games in Education, Management, and Social Change	AL	Fall	Yes	Yes	Structured small group discussions, followed by drafting time		Dewey's Experience and Education and regular metareflection on learning theory and educational design.

Program	Program Type	Fall/Not	AS Yes/No	Advising Yes/No	What worked well?	What would you do differently?	How did you help students think about their education overall?
Practice of Organic Farming	AL	Fall	Yes	Yes	Explaining what the Academic statement was, why we do it and how best to write it.	No	It made them think about why are they doing what they doing and what programs, ILCs would best support their career path.
Selves and Others: Representation and Performance	AL	Fall	Yes	Yes	As it happens, I was gone for most of the days when we did Academic Statement work... I know that peer review worked well for this, as it always does. Having students read/perform past contest winners was helpful in terms of shaping their ideas about what's possible in an Academic Statement.	Nothing!	We had them formulate and write about their goals, both personal and educational. We had them write letters to their future selves.
Studio Projects: Material Gestures in a Shared Space	AL	Fall	Yes	Yes	Building a strong collective among the students with a lot of peer work Scaffolding assignments that built on each other Proportioning humanities work in art history and critical theory with studio work Taking students to NYC to experience art in an intensive environment and to apply their visual literacy skills	Maybe work less intensively with students and let them figure more out on their own? Hard to say...	We encouraged them to take responsibility for their own education and to think about their studies broadly but with integrity.
Terroir: Chocolate, Oysters, and Other Place-Flavored Foods	AL	Fall	Yes	Yes	Clarifying similarities and differences between AS and in-program self eval writing goals and content.	Bring in more examples from students in different disciplines including cut and dry natural science perspectives. AS don't have to be a dramatic tale.	Consider what world they want to inhabit and how they can use their experiences to make it a better world for everyone
The African American Experience	AL	Fall	Yes	Yes	Indirectly: we emphasized learning to write concisely and precisely, and to abstract student learning. These were presented as necessary skills for writing an effective academic statement.		Yes, with a particular focus on what it means to live a meaningful life in a racialized society, and how their education is related to that.
The Art of Living Consciously	AL	Fall	Yes	Yes	Examples, counter-examples, 4 drafts encouraging them to write an "imaginary version"	Never love an unsupervised seminar as the first event each week	Appear to love loved the program and made significant changes in their lives as a result.
The Nature of Music: Patterns, Paradox, and Possibilities	AL	Fall	Yes	Yes	Guided free writing, instructor feedback and revisions		Regular reflective writing and program discussions

Program	Program Type	Fall/Not	AS Yes/No	Advising Yes/No	What worked well?	What would you do differently?	How did you help students think about their education overall?
THIS is Public Health	AL	Fall	Yes	Yes	All of the students developed a bio at the beginning of the program and we did in class work on updating the Academic Statement at the end of the quarter	The students were at a variety of points of developing the essay. Most had done it at least once but some hadn't. That was hard to work with. I gave some individual time to those with no experience or who were nervous, and I will look at them all at eval time and offer some assistance then. I'm not sure how it will work, but will know at the end of eval week.	I included the five foci and six expectations on a regular basis in discussions and our workshops also focused on some aspects of what Evergreen education is supposed to involve. I asked students on a regular basis about their next steps, and how those may have changed during college.
Writing the New Journalism - Creative Nonfiction	AL	Fall	Yes	Yes	Students liked applying the concepts they studied. The venue was the opportunity to do that.	Not sure... This was a 2 QTR pgm so the FALL students had the jump on the students who entered in the Winter QTR..i.e., they did not have the benefit of skills acquisition the FALL QTR students did.	I believe that the single best thing a student can do is become articulate in written and oral expression.
Knowing the World through Thought, Sound, and Vision	FY	Fall	Yes	Yes	We integrated A. S. writing into a self-eval and often had them develop reflective writing.		We talked about general academic skills we were giving them to highlight what they would need. We highlighted time management and other life hacks by using and discussing Dan Levitin's "The Organized Mind".
River Reciprocity	FY	Fall	Yes	Yes	For freshmen, we bridged their work on the orientation essay with their first self evaluation. We gave an extensive worksheet on how to write an evaluation specific to this program, then asked them to merge their two essays to show both how they got to be at Evergreen and how their first quarter went.		We gave an extensive worksheet on how to write an evaluation specific to this program, provided them with our Learning Objectives and Program Arc.
Time Past: Earth Processes and Human History	FY	Fall	Yes	Yes	Reading "only to connect" (I think that was the title of the essay)	Read it earlier to give students a better understanding of what a liberal arts education is	Discussions, writing assignments, re-writes, etc
Beyond the Binary in Science and the Arts	LD	Fall	Yes	Yes	Integration into creative writing activities	Devote more time to the work	Emphasis on the cumulative nature of education; connections to issues beyond campus and graduation

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Bodies That Matter	LD	Fall	Yes	Yes	Peer review, instruction on writing process, use of film, "Writing Across Borders".		Individual advising, class discussions about change and how it happens, having students free write about their own passions, and the skills and questions they need to acquire and answer to get where they want to go--and what does that mean for their education and pathways at Evergreen.
Images of Japan: Arts, Literature and Cinema	LD	Fall	Yes	Yes	Sharing education stories in formal workshop. Proffoff Juvenal writing activities.		Mid-quarter conversation about academic statement.
Inside Language	LD	Fall	Yes	Yes	Discussing the purpose of the statement; showing students models from previous years (but only after a few rounds of revision)		Occasionally stepping back and asking how the program content is related to larger issues. We had readings about what education is for, how college education is different from high school, etc. Finally, we did a workshop on how to read Evergreen's academic catalog to pick a program.
The Business of Art: Earning a Living as an Artist	LD	Fall	Yes	Yes	Breaking the task down into do-able chunks with clear goals.	What we did worked pretty well--it might have been good to do more peer review and sharing of drafts at the end of the process, which would have taken a bit more time.	I think we really emphasized this aspect of the statement--this was a lower division program, so we really tied work on the statement to academic advising and planning a pathway through our curriculum.
Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology	LD	Fall	Yes	Yes	Workshops to organize their thoughts and organization of statement. Peer discussion and review.	Approach used worked well.	Discussion of academic statement. Workshop to prepare for academic fair examining options and how specific programs relate to long-term goals. Identify faculty with expertise relevant to academic goals. Midterm and end of term conferences.
Caring for a Living Planet	SOSR	Fall	Yes	Yes	What worked best was giving detailed feedback on the draft writing, either from O-week or from last year's AS submission, in preparation for this year's submission.	I would invite in some recent (and maybe not-so-recent) Evergreen graduates to talk about their education here, specifically about how their understanding of their studies developed over their time here.	We had students map out their undergraduate education, reflect on their goals when entering Evergreen and their goals now, as well as to have a seminar on several readings about the liberal arts.
Civic Intelligence Laboratory	SOSR	Fall	Yes	Yes			Civic intelligenece at its core encourages people to think about their capabilities and their roles and responsibilities

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Community Connections - What Makes Communities Work (at Grays Harbor)	SOSR	Fall	Yes	Yes	We held three class-wide sessions discussing form, content and intent of the academic statement. Sessions were interactive and included one peer review exercise.	Start earlier in fall quarter.	Three times during the year we read and held seminars on the preface to Michael Roth's Beyond the University Why Liberal Education Matters. For each reading students were given the opportunity to consider, reflect and re-consider what their education meant to them in light of of passages from Dewey and W.E.B. Du Bois (beginning with references made by each in Roth's preface).
Ecological Agriculture: Crop Botany and Plant Genetics	SOSR	Fall	Yes	Yes	Description of history and aim of Academic Statement; small group discussions and peer review		Discussions centered around Academic Statement
Energy Systems and Climate Change	SOSR	Fall	Yes	Yes	Share Academic Statement website and info online. Prompts related to our program followed by free writing time. A few students share short writing excerpts afterwards. A student volunteer logs on to Academic Statement online to show peers how to submit theirs.	This seems to work well. Student reflections on the process are positive, and they get it done. Important to do it at least twice.	Guided weekly reflections online, and 2-3 reflection workshops in class each quarter.
Evolution and Ecology Across Latitudes	SOSR	Fall	Yes	Yes	All-class discussions about what liberal arts are, and what good writing is, in concert with active writing time in class, and sharing of that, followed by critique. (e.g.: claiming that you have had an "epic adventure" does not make for nearly as good a piece of writing as being specific and explicit about the experience itself).	Not sure	Too many ways to describe here. Pedagogy was implicit always, and often explicit, throughout this program.
Gateways for Incarcerated Youth	SOSR	Fall	Yes	Yes	Peer review and connections to program creative writing assignments	Allow more time for the AS	Synthesizing information over their undergraduate years; conversations around graduate school and career options
Mathematical Systems	SOSR	Fall	Yes	Yes	Walk to the beach with prompts for discussing academic plans and the six expectations. This built community and allowed for informal setting to think about goals and background.	A.S. work would fit in better during Spring quarter rather than fall quarter of a full-year program.	Frequent conversations with individuals, seminar readings about the fields of mathematics, academic statement work, self-eval peer review sessions.



Program	Program Type	Fall/Not	AS Yes/No	Advising Yes/No	What worked well?	What would you do differently?	How did you help students think about their education overall?
Place and Displacement	SOSR	Fall	Yes	Yes	Linking the statement to research project objectives	Set aside more time, across both quarters	The program helped advanced students to see where to take some of the core ideas in their continued studies/work.
Psychology and Community	SOSR	Fall	Yes	Yes	Integrating multi modal inquiry - collage and writing from a future time perspective		Academic statement, reflective interviewing to see how this program relates to 5 foci and 6 expectations of Evergreen
Reinterpreting Liberation: Third World Movements and Migrations	SOSR	Fall	Yes	Yes	We did a "speed dating" exercise in which students read 3-4 of their peers' statements and offered feedback.		Extensive one-on-one conversations with students in midterm conferences and eval conferences, as well as during regular office hours.
Shipping Out and Writing Home	SOSR	Fall	Yes	Yes	My students were largely juniors. The Evergreen-experienced students did small group discussion with those who had just transferred in, which seemed to be both welcome and helpful. I gave the students four different options for using the time they had in class, and thus most students found a way to use the time well.		I presented the Perry model of intellectual and ethical development.
The New Puritans: Studies of Anglo-American Social Conscience	SOSR	Fall	Yes	Yes	[Faculty did not elaborate.]		Usually through workshops on Academic Statement, thinking about adequate school, academic pathways at Evergreen;also through self-evaluations.
The Rhetoric of Social Change	SOSR	Fall	Yes	Yes	Framing course content in relation to academic statement and asking students to discuss 5 foci/6 expectations in relation case content-peer critique	Conduct editing session in the computer classroom rather than simply leaving class time for students to revise and post.	Surrex
The Western Film Genre and the American Frontier Myth	SOSR	Fall	Yes	Yes	Did extensive exercises and presentations supporting Academic Statement writing.		Encouraged students to incorporate five foci and six expectations in their work and Academic Statement.
Advanced Research in Environmental Studies with A. Styring	UD	Fall	Yes	Yes	This was a single research student. I read and edited his statement and made some suggestions for improvement.		This was the student's last quarter at Evergreen and his work seemed to be a nice culmination of his educational trajectory that was quite intentional. I simply supported him in this final capstone project.
Advanced Research in Environmental Studies with C. LeRoy	UD	Fall	Yes	Yes	Review of drafts		To present a professional portrait of learning to an outside audience

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Conserving Wildlife: Landscapes, Habitat, and the ESA	UD	Fall	Yes	Yes	Visit by academic advising staff/faculty	Find time to work on drafts more	I used the how - what - why triangle for them to consider their education (how you learned, what you learned, why it is important).
Diversity and Multiculturalism: Historical and Contemporary Perspectives	UD	Fall	Yes	Yes	Having students focus on their academic path rather than creating a revealing memoir that they may regret in 5-10 years after they graduate.	Require them to work directly with the Writing Center.	That this is a time in their lives when they have the "privilege," so to speak, to delve into issues and topics that once they are out of school, they may never have a chance to engage in, especially in a learning community model...
Queer Narratives	UD	Fall	Yes	Yes	Structured writing, discussion, peer critique	Pre-reading of seminar materials	Constant contextualizing of class work - Social/personal relevance
Student-Originated Studies: Research Projects in Literature and History	UD	Fall	Yes	Yes	[Faculty did not elaborate.]		Through Academic Statement, self-evaluations, graduate school workshops.
The Authentic Self: Becoming an Instrument of Change	UD	Fall	Yes	Yes	We assigned 3 autobiographical essays per quarter. Students found that the material in those essays were often useful in their academic statements.		Lots of self-reflective writing helped students think about who they are and where they are going.
Thinking Through Craft	UD	Fall	Yes	Yes			In conference advising at the end of each quarter
Introduction to Natural Science	AL	Fall	Yes	No	Advising, faculty feedback on the process, the statement and on student writing.		
Dangerous Reading: Readings in the History of Ideas	FY	Fall	Yes	No	[Faculty did not elaborate.]		
Madness and Creativity: The Psychological Link	FY	Fall	Yes	No	Nothing worked "well." We just did what we could.		
Bryophytes and Lichens of the Pacific Northwest	SOSR	Fall	Yes	No	In class discussion, office hours, posted writing exercise	More scheduled time	
Health and Human Development	SOSR	Fall	Yes	No	[Faculty did not elaborate.]		
Local Knowledge: Building Just and Sustainable Communities	SOSR	Fall	Yes	No	[Faculty did not elaborate.]		
Political Economy of Power in American Society	SOSR	Fall	Yes	No	Told about statement and journals		
Student-Originated Studies: Social Work/Human Services Skill Sets	SOSR	Fall	Yes	No	[Faculty did not elaborate.]		
Topics in Education: A Critical Examination	SOSR	Fall	Yes	No	Fall quarter we had a couple workshops- Having students read and analyze original academic statements.	Nothing, it went well!	
Advanced Foundations for Successful and Sustainable Business	UD	Fall	Yes	No	Peer reviews of AS		

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Taking Care of Business: Developing Creative Options for Livelihood	UD	Fall	Yes	No	Learning how I/we learn balcony - dancefloor model for absenty		Preparation for "earning a living" creating options for livelihood.
The Emerging Self	UD	Fall	Yes	No	[Faculty did not elaborate.]		
The Geography of Polar Regions	UD	Fall	Yes	No	Students offering support to students		
Culture and Violence	AL	Fall	No	Yes			Students asked to write a self-evaluation at the end of each quarter.
Undergraduate Research in Critical and Creative Practices with K. Eamon	SOSR	Fall	No	Yes			This student was also in a halftime program, where AS work happened. I worked with him to think about graduate school generally, options, acquiring research skills and habits necessary to project development and graduate work.
Undergraduate Research in Scientific Inquiry with A. Biswas	SOSR	Fall	No	Yes			Mentoring
Undergraduate Research in Scientific Inquiry with D. McAvity	SOSR	Fall	No	Yes			This was undergraduate research. We discussed preparation for graduate school and the nature of research at the graduate level.
Undergraduate Research in Scientific Inquiry with R. Weiss	SOSR	Fall	No	Yes			Weekly meetings and discussion
Adventure Travel and Ecotourism: The Businesses and Their History	UD	Fall	No	Yes			Well, I believe.
Biodiversity Studies in Argentina	SOSR	Fall	No	No			
Molecule to Organism	SOSR	Fall	No	No			
Reality and Dreams: Seeing the Inner and the Outer	SOSR	Fall	No	No			
Undergraduate Research in Scientific Inquiry with J. Neitzel	SOSR	Fall	No	No			
Advanced Research in Environmental Studies with E. Thuesen	UD	Fall	No	No			
Music Addressing Complexity: Countershapes, Counterpoints, and the Resistance to Homophony	UD	Fall	No	No			
Temperate Rainforests: Genetics and Biogeochemistry	UD	Fall		No			

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Adolescence and Aging: The Journey to the Self	AL	Not	Yes	Yes	Art activity and handouts or 5 foci, and expectations of Evergreen grads.		Feedback-learned about research writing, how to accept/give feedback, learned about self through writing, art, expressive arts.
Chemistry Counts!	AL	Not	Yes	Yes	We spent time reviewing the purpose of the academic statement including a discussion of what should and should not be included in the living document as the students progress through their education at Evergreen.	The faculty offered to read academic statements but no students used this opportunity. It might be better to build some formal, required, review into the program time. Additionally, we did significant academic advising during eval conferences but we think the students would be better served if this was done before the academic fair.	We discussed overall education trajectory in group and individual settings. As a program intended to build foundational quantitative and problem solving skills, we had a good starting point for thinking about educational goals and keeping doors open by improving math skills.
Creating Dance Sacred and Profane	AL	Not	Yes	Yes	Intermittent reminders (Weeks 1, 5, 7).	I'd spend more time reading selected essays, perhaps keying out specific foci and expectations.	Discussions and inventories regarding multiple intelligences, learning styles, and career paths, including movement and art therapy, community-building, leadership, pedagogy, and the application of creativity to other, non-dance/art endeavors.
Forbidden Knowledge	AL	Not	Yes	Yes	Time to write--with guidelines consultation with faculty sharing with peers		Workshop for Academic Statement writing and revision
Living Well: The Anthropology of Sustainability	AL	Not	Yes	Yes	Spent a session describing the statement, show award-winning statements as samples, ask students to respond to prompts, and reflect on their academic pathway. I had them share with one other person, and then two pairs shared together.	um. not sure.	I talk to them about multiple modes of inquiry--about how learning to listen, solving problems, working with our bodies, and many other avenues of inquiry--in addition to intellectual engagement--are all part of the learning process. I ask them to think about connections, themes, persistent questions, and think across their learning experiences.
Speculative Everything: New Experimental Forms in Catastrophic Times	AL	Not	Yes	Yes	Generating and reflecting on writing for academic statement, offering prompts and time for academic statement.		Reflective writing, conferencing, and advising.
Visualizing Microbial Seascapes: An Introduction to Animation and Marine Biology	AL	Not	Yes	Yes	Worksheet to identify specific learning in concepts and skills. Continued reminders to submit latest drafts.		Make connection between focused program themes and how they applied to student's individual educational and career goals.

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Where Are You? Introduction to Geography and Geographical Awareness	AL	Not	Yes	Yes	Time for students to write		Required self-evaluation at end of the quarter
Extremophiles and Ecosystems	FY	Not	Yes	Yes	We did workshops for reflection and writing.	Nothing.	Reflection.
Prison Writing	FY	Not	Yes	Yes	Core connector came in to help students understand the mechanics of posting and writing their academic statement.		Regular 1-1 check ins
U.S. Foreign Policy and the Roots of Terrorism	FY	Not	Yes	Yes	Invited faculty advisor to speak to program and checked in several times with students during the quarter		I had individual meetings with all students to discuss their educational goals at Evergreen
Diversity, Multiculturalism and Public Education	LD	Not	Yes	Yes	Going to the Computer Center so that all students could access drafts of their previous essays or begin an academic statement. Explaining to students (a) who the eventual audience might be for their academic statement, (b) that it is not a personal confessional about their identity development but rather a description of their academic choices and pathways in order to make sense of their Evergreen transcript to an external audience.	This was a change from previous practice and I would do it again like this.	At mid-quarter had them reflect and write on each of the six expectations of an Evergreen graduate in order to give students the "big picture" of what their college education ought to be about. Lots of advising about future studies.
Macroeconomics, Money and Crisis	LD	Not	Yes	Yes	Focusing on associated writing skills such as abstract writing, succinct and precise writing. Writing of manifestos as support documents NOT explicitly focusing much on the academic statement itself.		Daily practice of learning to be self-reflective about the way the program material fit their personal and academic lives. Writing of manifestos. Focus on manifestos, self-evaluations and academic statements as complementary documents.
Plants in Motion	LD	Not	Yes	Yes	Workshops, peer review	Implement faculty feedback	Academic Statement, Advising discussions, encouraging attendance at Mentoring Day, Academic Fair
The Red Pacific	LD	Not	Yes	Yes	Peer-review and 2 large group reflective sessions on their learning. Free-writes and ongoing reflective writing.	Complicate the discussion about the audience for the academic statement and think about balancing generality vs. discipline-specific.	Working with them on defining and reflecting on their educational pathways.

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Astronomy and Cosmologies	SOSR	Not	Yes	Yes		More advance planning with teaching partner	Weekly reflections- midquarter conferences and workshops 5th week and 10th week on self evaluations, academic spaths, academic statement , and portfolios
Biogeochemistry: Microbes, Rocks, and Soils	SOSR	Not	Yes	Yes	We focused on different approaches to summarizing students' academic work and interests as they write to an external audience.		We focused on the audience they would be addressing, likely possible employers or graduate schools, and helped them see the value and uniqueness of their education and the importance of communicating the variety of academic experiences at Evergreen to the audience effectively.
Creative Solutions: Activism, Advocacy, and Self-Determination in Indian Country	SOSR	Not	Yes	Yes	Students kept a reflective journal of their academic accomplishments, important lessons, and challenges with the curriculum or the learning process. I also made 2 announcements in class encouraging students to submit their academic statements.	Unsure	The journal writing as well as 2 in-class reflective writing and group activities -- one at the beginning and one at the end of the quarter to tie student's current academic work with the big picture of their academic careers.
Evil in the Modern World	SOSR	Not	Yes	Yes	Faculty provided feedback to students when requested.	Encourage more graduating students to turn in their academic statements for faculty review.	Through a start of quarter survey, as well as informally in conversation and in their final evaluation conferences.
Gateways for Incarcerated Youth: Writing Imprisonment, Writing Freedom	SOSR	Not	Yes	Yes	Peer review and connections to program creative writing assignments	Allow more time for the AS	Synthesizing information over their undergraduate years; conversations around graduate school and career options
Liberty, Equality, Authority: Modern Political Philosophy	SOSR	Not	Yes	Yes	Since this was a winter quarter program, my support was limited to reviewing drafts of statements from students nearing graduation who took me up on my offer to review their statement. For those students, my direct, pointed feedback seemed to be well received.	Nothing.	Reflective exercises at the start and at mid-quarter; mid-quarter "check-in" conferences together with some follow-up conversations; this was the main focus of evaluation conferences at the end of the term.

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Radio Documentary: Writing and Production	SOSR	Not	Yes	Yes	We rolled AS work into the learning for the program, by positioning AS work as learning to write oneself as a character (something that is also part of radio documentary, the program's focus). In addition, we presented AS work as writing about how to do that successfully.		AS work with faculty feedback, required in-program self-evals, met with students several times one-to-one during the quarter to talk about their work and their plan for next quarter and beyond.
Snow Ecology	SOSR	Not	Yes	Yes	I had students do 2 workshops. The first had them complete a personal knowledge, skills, and abilities inventory. They then located a current job listing that they wanted and review the KSA for the position. The workshop created a framework for them to evaluate their path to date and to plan for the future. The second workshop was primarily peer-review and editing. I read and responded as requested, advised, helped minimize writer's block. I also spent additional time reviewing and editing academic statements from graduating seniors and will continue to do so as they send me new drafts.	A few tweaks, but the students really thought it was helpful. Many commented that they had not experienced this level of support before.	At the beginning of the quarter, students did a reflective write on their goals, skills and challenges for the quarter. Did a 5th week update on that, along with conferences. Did detailed self-evaluation and academic statement workshops
Student-Originated Studies: Agriculture	SOSR	Not	Yes	Yes	I developed a workshop that prompted students to reflect on their education and identify points where, in looking back, significant decisions were made. I also read each student's statement with them and gave them feedback in person to demonstrate how seriously I took their writing.	Feedback from students indicated that my approach worked really well for them.	Initial goal writing at beginning and plan for quarter. How does this fit into the larger picture of their lives? 5th week reflection and plan revision Academic Statement workshop Evaluations workshop

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Student-Originated Studies: Community-Based Learning and Action at Evergreen	SOSR	Not	Yes	Yes	Only briefly. We discussed how their self-reflection at the end of quarter could merge with or provide vital material for their Academic Statement. I reminded seniors of their AS responsibilities and offered to do a critical read of the AS draft.	A Faculty Emeritus returning for winter-quarter-only I faced some challenges in carefully meeting with students in the fall before the program so that I could learn if there was a good fit between them and the class. When/if I do this class again, I will be more strategic about publicizing the class and meeting with all students who are interested. As it is, I did spend quite a bit of time in the fall connecting with most students (email, meetings), consulting with Advising and CCBLA and the other faculty in this year's SOS-CCBLA sequence.	Especially during the final weeks of the quarter, we discussed how their experience and writing/presenting about that experience was a vital part of their education and could/should lead them to be better prepared for the work they hope/plan to do and how to communicate their experiences and thinking as they apply for jobs and graduate school.
Student-Originated Studies: Social Sciences, History, Multiculturalism/Diversity	SOSR	Not	Yes	Yes	1. SOS students appreciated the weekly meetings in contrast to working on an ILC in the absence of a learning community. 2. Weekly assignments on their substance/content of their learning that were posted on a Canvas site 3. Final presentations	1. Be clearer up front about the final synthesis paper of their individualized SOS 2. Require everyone to use presentation software for their presentations -- including a workshop on presentation software, something I ended up doing with first-year students Spring quarter and it worked out really well. 3. Arrange to use the TV studio for final presentations as I do for my non-SOS programs.	The SOS allowed students to explore areas of interest in-depth (within the domain of the program description), to hear & learn from other students pursuing a diversity of projects but within the primary domain of history/humanities, and to realize the limitations of lofty ILC aspirations and the realities of what it means to have the academic discipline to follow-through on their stated goals and outlines for the 10 weeks. We discussed the the six expectations of an Evergreen graduate in relation to their own learning to that they were able to see their involvement in the SOS in the bigger picture of their overall education.
The Postcolonial Novel	SOSR	Not	Yes	Yes	Students were given a handout and a small amount of class time to consider their academic statements. This was meant as a reminder to get them to turn in the work by the deadline. Note: this was spring quarter, rather than fall, when most of my work on the A.S. happens.	Maybe a little more in-class time.	Through the Academic Statement. Through their self-evaluations. Through my talk on graduate school. Mentoring them during evaluation conferences. Chatting with them during class and field trips about their goals and aspirations. Connecting the program material to larger issues at the college and in the world.



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"As Real as Rain": The Blues and American Culture	UD	Not	Yes	Yes	Students sharing examples in class, discussions of the functions and audiences for these statements	Doing Okay, we think!	Academic statement work, advising around future curricular choices, graduate school advising, helping student cope with life challenges such as illness, family emergencies, and housing issues; advice around campus employment opportunities.
Literary Arts Toolkit: Writing and Reading Contemporary Prose	UD	Not	Yes	Yes	Workshops on revision		Reflective writing
Marine Life: Marine Organisms and Their Environments	UD	Not	Yes	Yes	Lecture on who the audience for your academic statement is and some strategies to distinguish yourself from students at other, traditional, institutions		Several discussions with students around their options for next steps after college
Political Ecology of Land: Urban Planning, Property Rights, and Land Stewardship	UD	Not	Yes	Yes	Peer review. Faculty reading of statements. Guidance on what is appropriate in a statement that will follow a student in their transcript well into the future to avoid statements that may harm the student. Students need to be fully informed and thoughtful about what they say and how they say it. In reading my students work, this shockingly was not the case.	Nothing	Mentoring
Student-Originated Studies: Community-Based Learning and Action	UD	Not	Yes	Yes	Q & A with Eric Kiger from Advising, followed by peer review.	Nothing	Constantly harping on and helping with the daily use of reflection, as a tool to learn by combining theory with practice; students needed help deepening reflection and thinking theoretically about daily routines and practices.
Creating Dance: Chakras, Color, and Conflict	AL	Not	Yes	No	Creating prompts for specific types of learning, such as unexpected learning, changes in point of view on previous learning, failures, improved skills, new skills, etc.		
Eugenics: Toward the "Perfect" Human	AL	Not	Yes	No	Prompts, peer review		
The Essential Ingredients of Intercultural Competence	AL	Not	Yes	No	Review individually with faculty		

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Inequality, Capitalism and Democracy: Understanding Thomas Picketty's Capital in the Twenty-First Century	SOSR	Not	Yes	No	Most students had already completed or had done a lot of work on their statements, so our workshop was unnecessary for most. Having said that, for those who needed help, the workshop was valuable.	Before scheduling the workshop, find out where the students are on their academic statements and restructure the workshop accordingly.	
Plant Ecology and Physiology	SOSR	Not	Yes	No			
So You Want to Be a Teacher	SOSR	Not	Yes	No	Class discussion (with input from experienced students) peer feedback		
Field Ecology	UD	Not	Yes	No	Not sure. Nothing seemed very effective - students have very low energy with regard to this topic.	Nothing.	
Washington D.C. Internship	UD	Not	Yes	No			
Art of Mosaic	AL	Not	No	Yes			Though office hours and through end of the quarter conferences with each student.
Beyond Yoknapatawpha: Southern History and the Novel	AL	Not	No	Yes			The program asked students to think about the connections between the past and the present. It provided a firm foundation in historical knowledge so as to allow students to make informed explorations of the ways in which historical legacies have and continue to influence society and inform behaviors and decisions. BY also sought to impart the complexity of the past by appreciating the contingent in human decision-making, as well as the burden of responsibility.
Eye of the Story	AL	Not	No	Yes			Intense emphasis on each student's project, along with ongoing, group-based and faculty feedback. Faculty nurtured an atmosphere that freed students to develop their own work.
Irish Drama in Theory and Practice	AL	Not	No	Yes			On multiple occasions we explored the ways in which using the arts to examine a culture and its archetypes was an important lens applicable to themselves, not just to Ireland.

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Persuasion: The Science, Art, and Ethics of Influence	AL	Not	No	Yes			Students kept learning journals where they wrote about a variety of learning challenges and set goal for themselves for future learning (and came up with strategies for trying to meet their targets.)
Stories and Histories: El cuento latinoamericano	AL	Not	No	Yes			Self-evaluation required for program.
Student-Originated Studies (SOS): Agriculture and Food Systems	AL	Not	No	Yes			A short discussion on the last day of class.
Critical Thought and Social Consciousness through Film	FY	Not	No	Yes			Introduced student responsibility for their education using "you can lead a horse to water but you can't make her drink". Also, what are "take aways" life long information to inform decision making.
Globalities: Art, Culture, the City and the World	LD	Not	No	Yes			This spring program, although opened to all students, was the natural follow-up to the fall/winter 'The Business of Art' program. Fully half of it (the in-program SOS) was designed to allow freshmen and sophomores to explore areas that may or may not be part of their academic or professional futures. It was put in a global context to give them the widest possible perspective. By allowing them to explore this early in their academic careers, it was hoped that they would be clearer about their next steps in their overall educational direction.
The Social Gaze: Representation and Resistance	LD	Not	No	Yes			We didn't devote much time to this in our one-quarter spring program. However, we will talk about it a bit in our self-eval workshop at the end of the quarter.
Autobiography	SOSR	Not	No	Yes			Numerous references to the larger implications and applications of their classroom activities.

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Dances with Stars: A Fusion of Poetry and Science	SOSR	Not	No	Yes			I taught a self-evaluation workshop which gave students opportunities to think and write intentionally about their learning in the program and its connection with their overall education and career goals. As part of the workshop, students had to write a draft self-evaluation and turn it in, which I went over with them at their evaluation conferences.
Feminist Jurisprudence	SOSR	Not	No	Yes			Consistent and constant reference to issues that women confront and have need of legal representation, eg., violence against women, wage and hourly disparities, reproduction issues, abortion, etc. Included comments regarding the fact that the corporations have an overabundance of lawyers as opposed to women and the poor who have few lawyers to represent their interests. In other words, the need for the community to produce more lawyers.
Language and Power	SOSR	Not	No	Yes			We discussed each of our disciplines within the context of the larger academic conversation, and we had many workshops where students put ideas into practice so that they could think about how to take concepts from the program with them into the next stage of their education.
Undergraduate Projects in Critical and Creative Practices with A. de Marcken	SOSR	Not	No	Yes			Final quarter of student's academic career - facilitated entree in to their own position as a working artist/writer.
Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media	UD	Not	No	Yes			Through individual conferences and a few in-class seminars
Psychology and the Arts	UD	Not	No	Yes			Evaluation interview and writing guidelines, emphasis on five foci and six expectations linked to evaluations
Surrealism in Art: Dreaming in Color	UD	Not	No	Yes			Evaluation conferences and some meeting with individual.

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The Art of Counseling	UD	Not	No	Yes			Integrative papers, linking theory to practice in terms of how psychology can provide a lens to understand emerging world issues
Undergraduate Research in Scientific Inquiry with P. Yu	UD	Not	No	Yes			The student had an excellent A.S. and did not require feedback.
What is She Saying?	UD	Not	No	Yes			In individual scheduled appointments, by drawing connections to past and future academic experiences and plans, in eval conferences
Attachment Across the Lifespan	AL	Not	No	No			
Inside and Out: Creative Writing, Sound Art and Psychoanalysis	AL	Not	No	No			
Light and Terror: The Enlightenment and Revolutionary France	AL	Not	No	No			
So You Want to be a Psychologist	AL	Not	No	No			
The Reach of Federal Indian Law and Policy	AL	Not	No	No			
The Social Animal	AL	Not	No	No			
Visualizing Climate Change	AL	Not	No	No			
Drawn from Life	FY	Not	No	No			
Out of the Shadows: Women of Color in the Era of Civil Rights	FY	Not	No	No			
Ecological Agriculture: Healthy Soil, Healthy People	SOSR	Not	No	No			
Music Creation and Performance	SOSR	Not	No	No			
Political Economy and Social Movements: Race, Class, and Gender	SOSR	Not	No	No			
The Changing Landscape	SOSR	Not	No	No			
Undergraduate Research in Scientific Inquiry with L. McKinstry	SOSR	Not	No	No			
Better and Worse: Health and Inequality in the U.S.	UD	Not	No	No			
Genes and Development	UD	Not	No	No			
International Business	UD	Not	No	No			
Making Meaning: Teaching English Language Learners	UD	Not	No	No			
Picturing Plants	UD	Not	No	No			

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Research Capstone in Psychology	UD	Not	No	No			
Written Artifice in Literature and Philosophy	SOSR	Not		No			