

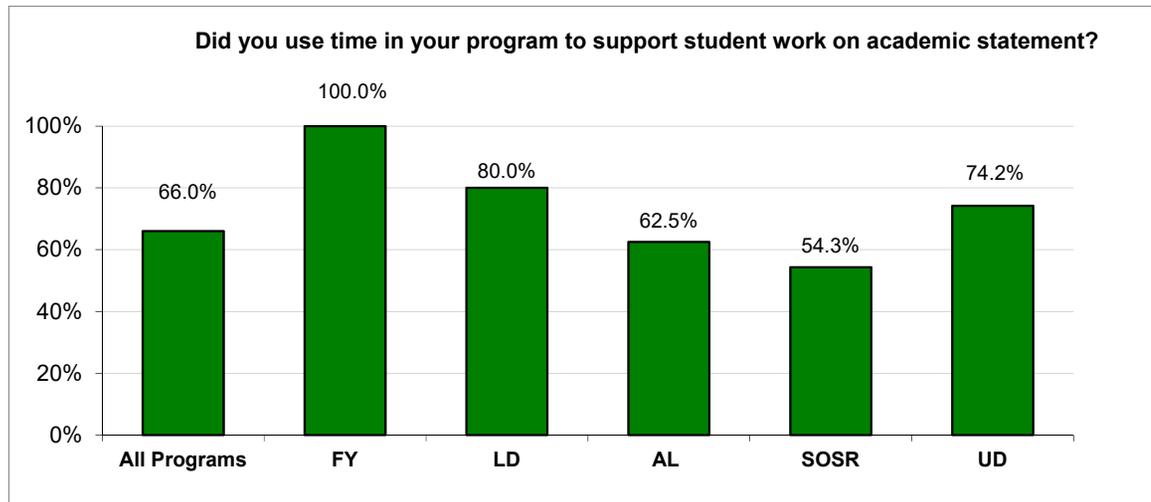
End-of-Program Review 2017-18

Supporting Student Work on Academic Statement (AS) in Programs

79.2% of programs offered in fall dedicated time to

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

	Number	Yes	No
Programs offered in Fall	77	79.2%	20.8%
Programs NOT offered in Fall	64	50.0%	50.0%



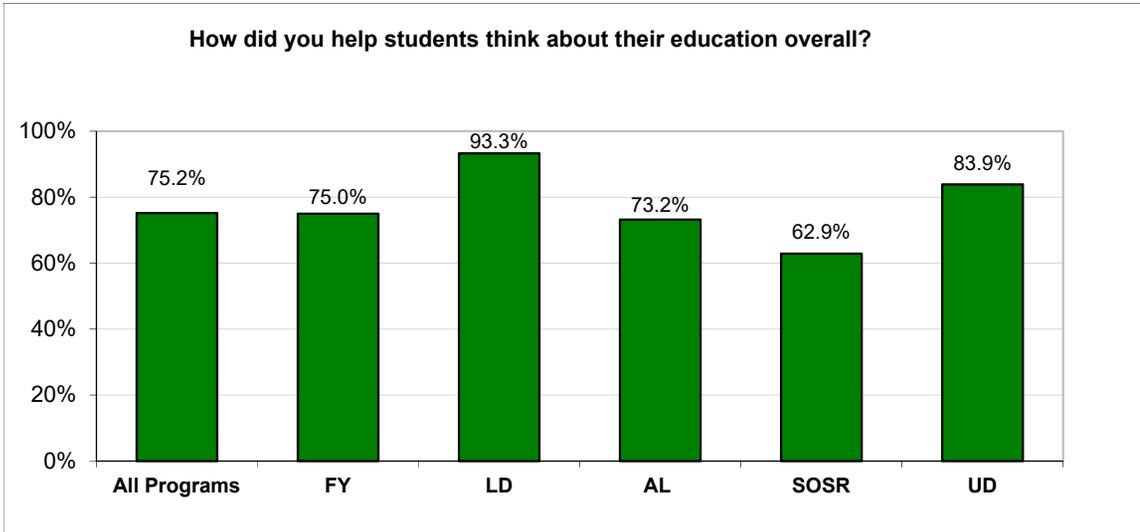
	Yes	No	Programs supported AS (N)	Programs Responded (N)
All programs	66.0%	34.0%	93	141
First-year (FY only)	100.0%	0.0%	4	4
Lower Division (LD) FY-SO	80.0%	20.0%	12	15
All Level (AL) FR-SR	62.5%	37.5%	35	56
Sophomore-Senior (SOSR)	54.3%	45.7%	19	35
Upper Division (UD) JR-SR	74.2%	25.8%	23	31

Helping students think about their education overall in programs

79% of fall programs dedicated time to help students think about their education overall. It's interesting that 70% 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	79.2%	20.8%
Programs NOT offered in Fall	64	70.3%	29.7%

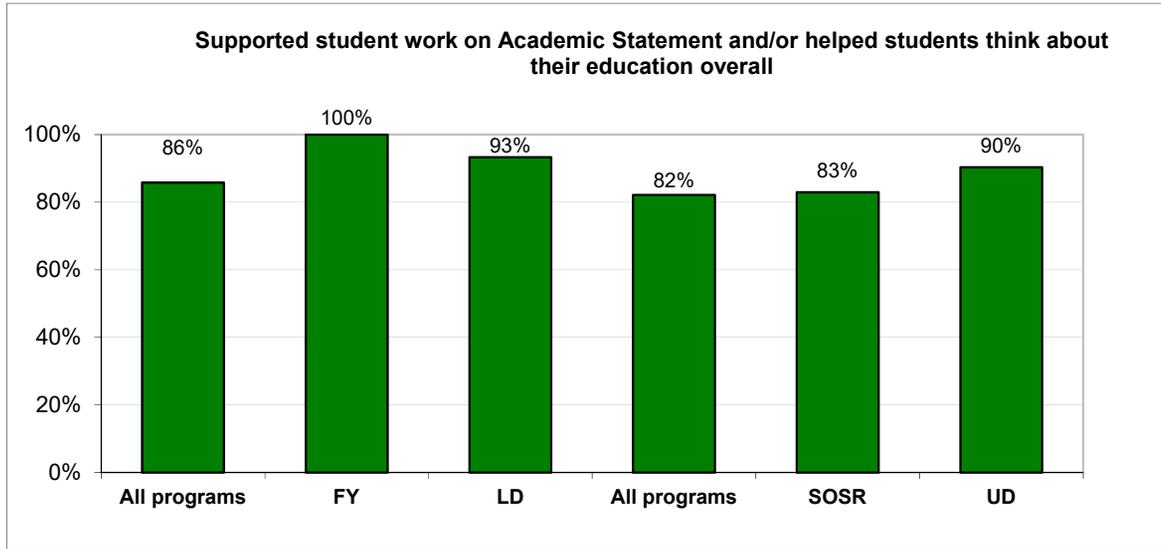


	Yes	No	Programs with advising (N)	Programs Responded (N)
All programs	75.2%	24.8%	106	141
First-year (FY only)	75.0%	25.0%	3	4
Lower Division (LD) FY-SO	93.3%	6.7%	14	15
All Level (AL) FR-SR	73.2%	26.8%	41	56
Sophomore-Senior (SOSR)	62.9%	37.1%	22	35
Upper Division (UD) JR-SR	83.9%	16.1%	26	31

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

92% of the programs offered in fall dedicated time to academic statement and/or advising. Of the programs not offered in fall, 78% also dedicated time to such work.

	Number	Yes	No
Programs offered in Fall	77	92.2%	7.8%
Programs NOT offered in Fall	64	78.1%	21.9%



	Yes	No	Programs with A S and/or advising (N)	Programs Responded (N)
All programs	85.8%	14.2%	121	141
First-year (FY only)	100.0%	0.0%	4	4
Lower Division (LD) FY-SO	93.3%	6.7%	14	15
All Level (AL) FR-SR	82.1%	17.9%	46	56
Sophomore-Senior (SOSR)	82.9%	17.1%	29	35
Upper Division (UD) JR-SR	90.3%	9.7%	28	31

Program name	program type	fall_notFall	AS_Y/N	Advising	What worked well?	What would you do differently?	How did you help students think about their education overall?
General Biology: Cells, Populations, and Ecosystems	AL	Fall	Yes	Yes	We discussed academic planning and the use of the statement as a tool for planning programs. Because our students were first and second year students, planning was the emphasis.	Not sure	Yes
Bryophytes and Lichens of the Pacific Northwest	UD	Fall	Yes	Yes	Two workshops - week 1 and week 10, worked on drafts of Academic Statement. Free writing, talking about and reviewing transcripts for skills, knowledge and abilities, peer review drafts.		Week 10 session on resume/cover letter, grad schools, open door office hours to discuss education pathway.
Andean Roots: Linguistics and Ecological Agriculture	SOSR	Fall	Yes	Yes			We introduced the Academic Statement as, in part, a planning and advising tool. Introduced 6 expectations. Peer review of Academic Statement.
Games for Social Good	AL	Fall	Yes	Yes	Step-by-step workshop.		We introduced students to survey results that link employer's statement of what they look for in new employees with what we did in the program, and with Evergreen pedagogy in general. We also talked about the skills one can learn through game design that apply across many fields: project planning, collaboration, problem solving, critical thinking, iterations, etc.
Inventing the Citizen: The History of Political Action and its Limits	SOSR	Fall	Yes	Yes	Peer review brainstorming and workshop.	Fewer hours in the fall - 6 makes no sense. Need these hours in the winter or spring.	We held regular "invisible curriculum" workshops about how to navigate college, including getting good feedback from faculty, reference letters, when and how to apply to graduate school, etc.
Foundations of the Performing Arts: Performing Stories	LD	Fall	Yes	Yes	We discussed with students privately and publicly about the importance of describing oneself as a scholar, and focusing on the scholarly journey with one's own voice.	I would let go of this requirement altogether.	We had fifth-week meetings and evaluation conferences; we also gave them dedicated feedback on their writing and on the ways in which they present their ideas.
Advanced Research in Environmental Studies with A. Styring	UD	Fall	Yes	Yes	We discussed the purpose and history of the academic statement. We discussed the concept of the statement being the permanent "face" of an Evergreen transcript. We also did peer review and faculty feedback of the statements. All of these approaches worked well.		We had a lot of discussions about careers and also held resume/CV workshops, job finding workshops, advanced degree programs workshops. All of these activities helped students understand their education at Evergreen in a new way.
Accounting: The Language of Business	SOSR	Fall	Yes	Yes	Students were invited to reflect on their career goals in business.	Nothing	We discussed the role of accounting in financial markets and business management.

Native Pathways Program: Rebuilding Native Nations: Strategies for Governance and Development (Tacoma)	UD	Fall	Yes	Yes	We did weekly written reflections with the intention of recording growth and learning, we did a workshop on the academic statement before they turned them in.	Get clarification on the due dates and who turns them in, when. Start the process earlier.	We discussed it extensively and how, as Native peoples, it is essential for our survival and sustainability. It is also sacred work, and we are lifetime learners. We are all students and teachers with knowledge and gifts to offer. "All of our humanity is diminished when not all stories are represented at the table" - Eli K.
Matter and Motion	AL	Fall	Yes	Yes	Classroom tested workshops. Individual time and feedback for graduating students.	Continue to delineate the difference between an Academic Plan and an Academic Statement. Increase constraints on Academic Plans (i.e. more template-driven)	Via workshops and building Academic Plans.
Ecological and Environmental Economics	UD	Fall	Yes	Yes	Five days of revisions of Academic Statements.	Nothing	Very little. This is actually a failed experiment in the college.
Ceramic Art Practices: Exploring the Role of the Object	SOSR	Fall	Yes	Yes	Free writing, transcript review, linking values to learning and program work.	More time exploring what a Liberal Arts education is.	Understanding transferable skills and learning outcomes.
Living Well: The Anthropology of Sustainability	FY	Fall	Yes	Yes	We held weekly integration sessions so that students could continually review, reflect on, synthesize, and integrate their learning. We had workshops for evaluation and academic statement writing.	Deepen in to more content and workshops on equity. Looking for tools.	Through constant discussion. This was a group of first year students, so we were constantly talking about the Evergreen model, how it is unique, how to navigate the system, and to be most successful.
Inside Language	LD	Fall	Yes	Yes	Students had time in workshops to reflect on their college experience, and then they used those workshop-specific reflections as lenses through which to edit their Academic Statements.	I might space out the workshops a little differently. I went with weeks 4, 7, and 10 in the fall, but student were too focused on the end of the quarter in week 10.	This topic came up all the time. We talked about how class material was connected to current event, to careers, to other ways of exploring the world, etc.
Practice of Organic Farming	AL	Fall	Yes	Yes	Using workshops from the Evergreen webpage, and discussing what was on that webpage. The focus was on what the academic statement was supposed to do for you, the student, and what should be in the statement at the various milestones of their Evergreen career.	Assign the written portion of the workshop as homework so we could spend more time on critique of their statement. Day 1 would be an introduction to the Academic Statement, Day 2 would be write the statement and Day 3 a peer critique of each other's work. Day 3 a couple of hours and Day 1 a couple of hours.	There seems to still be a lot of misunderstanding of what the Academic Statement is and what it is not. I helped clarify that so they could have a more effective statement. Some started to write something of significance for the first time and hopefully they submitted it to the website.
Greece and Italy: An Artistic and Literary Odyssey	SOSR	Fall	Yes	Yes	Sharing drafts and discussing them, having conversations about the purpose of the Academic Statement and possible organization of it and its relationship to the self-evaluation, individual faculty attention to senior statements.	We should have built in more time at the beginning of the quarter, discussed with students what past practices they found most helpful, built language into the syllabus about the six expectations.	Talked with them about the importance of making connections within and between programs about their different interests and about the possible benefits of studying abroad.
Ceramics: Figuratively Speaking	AL	Fall	Yes	Yes		Didn't have much time to dedicate.	Talked with each one extensively throughout the quarter. Had a project that help them prepare portfolio, artist statements, photograph their work, resume etc...

Media Internships	UD	Fall	Yes	Yes	Peer review of past year's Academic Statement in fall quarter; peer review of current Academic Statement in winter/spring. Using worksheet with prompts to guide students in generating a map/overview of their education and reflective writing on its significance (personally and socially), to be then folded into an Academic Statement.	I would have a transcript read workshop, and have students also workshop their own transcripts, esp. since all interns are graduating seniors. I will do it this coming year!	Students had to go through a competitive application process to be admitted to the program, which required them to submit a letter of application that made a case for their preparedness and meeting of prerequisites, and then go through an interview with media staff where they had to articulate similar things.
Integrated Natural Science	AL	Fall	Yes	Yes			Significant one-on-one advising, planning academic pathway to graduation.
Born into Language: Creative Writing, Philosophy, Sound Art, and Psychoanalysis	LD	Fall	Yes	Yes	Two in-class workshops -- notebook writing and then time together in the MacLabs for both editing and work with the Evergreen catalogue, then meetings to talk about immediate and long term choices.		see above
Playing with Patterns	AL	Fall	Yes	Yes	Requiring student draft for spring submission and peer review aloud in small groups. Encouraging community exchanges across levels to encourage reflection on life direction, goals and academic choices.	Went OK considering all over program goals.	Requiring student draft for spring submission and peer review aloud in small groups. Encouraging community exchanges across levels to encourage reflection on life direction, goals and academic choices. Also reflections and metacognition in learning psychology portion of content provided further perspective on their personal history and choices and long term jobs.
Business, Personal Finance and Statistics	AL	Fall	Yes	Yes	Made them work on it, share their statements and post it.		Required them to think about it.
The Meaning of Life through Science and Spirituality	AL	Fall	Yes	Yes	Reflective writing at mid-quarter and end of program.		Reflective writing.
Northwest Forests: Biogeochemistry and Management	UD	Fall	Yes	Yes	Giving students framing for Academic Statement, peer-review.	A workshop in winter	Reflective writing, weekly updates on learning, Academic Statement workshops.
What Are Schools For?	AL	Fall	Yes	Yes	Two pre-writing workshops in the month prior to the Academic Statement due date.		Provocative questions Peer feedback session; Our yearlong focus on American education naturally provoked students to examine their educational histories as they related to events, policies, problems, etc. These individual reflections also involved considering one's current plans and contexts, as well as prospective thinking about future trajectories.
Forensics and Criminal Behavior	LD	Fall	Yes	Yes	Guest speaker who helped students identify personal and academic values.		Planning a curricular pathway from lower division to upper division programs.

Reproduction: Gender, Race, and Power	UD	Fall	Yes	Yes	One-on-one support; Peer review.	More time and individual faculty attention to their work.	One-on-one support.
Making a Living and a Life: Sustainable Creative Practice	LD	Fall	Yes	Yes	Workshop designed by teaching partner; student read their drafts to each other; examples of other statements (good and not so much). Built in assignment.		Oh goodness: how to be a college student at Evergreen. Considering their place, and responsibilities, in the world and what they want from their education, as a result. An idea of their pathway through Evergreen (or somewhere else). Their education belongs to them, both with regard to outcomes and design for outcomes. They decide what they will, or will not, get from education. Hopefully inspired life-long learning. A clearer sense of what they "make" and what they need from their education around that. The importance, centrality, of reading/writing/seminar. The importance of good seminar skills - participation and facilitation.
Aotearoa New Zealand: Native Decolonization in the Pacific Rim	SOSR	Fall	Yes	Yes	Peer review, faculty explanation of concepts like open curriculum and learning community, the importance of self-reflection.		Linked assignments and expectations to six expectations of an Evergreen graduate where applicable, and discussed skills related to careers.
Dialogue In A Diverse and Divided Society	SOSR	Fall	Yes	Yes	Students completed at mid-quarter a workshop, "Furthering your Academic Statement," that I (Stephen) have used in the past. Students used this as a basis for drafting or revising their Academic Statement. At the end of the program, students completed a Self-Evaluation/Academic Statement workshop in which they synthesized their earlier writing on the Academic Statement with some material from their Self Evaluation. Students submitted their Academic Statements in their portfolio, for faculty comment.	I plan to revise the workshop so as to create more opportunity for interactions among students.	Largely through the above workshops, but also through final evaluation conferences, in which the Academic Statement was an explicit focus for discussion.
Diversity and Dissent in Education and the Media	FY	Fall	Yes	Yes	Writing workshops, peer review, use of rubrics, website resources, deadline & reminders about HOW to post their statements online.		Large group discussion, posing questions, peer feedback, small group, repeat!
Culture as History	AL	Fall	Yes	Yes	Writing workshop.		Interdisciplinary values and objectives in the program, emphasis in the 5 foci and 6 expectations.
On Liking	SOSR	Fall	Yes	Yes	Peer Review	Shift it to Spring quarter.	Individual advising.

Native Pathways Program: Rebuilding Native Nations: Strategies for Governance and Development (Quinault)	UD	Fall	Yes	Yes	Discussions concerning academic goals and sharing of success stories in seminar format.	Extend discussions with the use of specific examples versus general discussions that may be more helpful to direction.	I think that one of the most effective ways to do this is to connect course material to real life application, so students can view this more meaningfully.
Advanced Research in Environmental Studies with C. LeRoy	UD	Fall	Yes	Yes	Peer reviews of Academic Statements.		I provide worksheets to students that cue their thinking about various opportunities to learn throughout their program.
Countertextual Ecologies: Political Ecology	AL	Fall	Yes	Yes	Students worked in groups to receive and give feedback to peers on drafts of Academic Statement.	Instead of the writing workshop, I used involving groups of 3-4 students giving one another feedback following an elaborate set of guidelines that I usually follow for work-shopping research paper excerpts, I would try to use a less intensive workshop where students were giving each other feedback in pairs responding to a peer review feedback sheet. I would also perhaps have them workshop Academic Statements available online from the contest winners.	I invited students to think of themselves as knowledge producers, not just consumers, as they designed and saw to completion research projects where they collected and analyzed primary data, responding to relevant ongoing conversations in the published literature.
Native Pathways Program: Rebuilding Native Nations: Strategies for Governance and Development (Peninsula)	UD	Fall	Yes	Yes	It worked well to provide examples from former students including those on the Evergreen website. It worked well to draft and revise throughout the year and for the instructor to support student revisions through dialogues and reflections with students.	I would provide more opportunities for group sharing and reflection before individual revisions.	I assisted them in reflecting on past themes and assignments and looking closely at how those are/were relevant to future engagement with careers and the contexts those careers (employment opportunities) will require of them. For example, the group discussions are similar to situations of being in meetings when serving in a leadership role on a board or council or within an institution or company.
The Nature and Culture of Natural History	AL	Fall	Yes	Yes	Explaining its purpose, workshopping drafts.		Free writing with prompts, feedback on Academic Statement.
Dance of Consciousness	AL	Fall	Yes	Yes	The handouts prepared by my teaching colleague from last year - putting together many of the website resources on it.		Focus on self-development and self-evaluation as well as beliefs about self, other, and "reality" helps student "own" their educational process.

Studio, Archive, Field: Advanced Projects in Media and Visual Art	UD	Fall	Yes	Yes	Peer review of last year's Academic Statement; students wrote responses to prompts on a worksheet I handed out to generate thinking and material for their Academic Statement.	I would do a group transcript read workshop with my group, esp. since most were seniors graduating. I will do that this coming year!	Extensive discussions in office hours and evaluation conferences (we had 3, since this was a year-long program). Also, students were admitted to the program via an application process, which asked them to account for their academic trajectory and make a case for why their previous work served as prerequisites that prepared them for this program. I gave specific written feedback on the applications, as well. In addition, I gave students who were not admitted to the program extensive advising about why their application wasn't strong enough and what they should consider taking and doing next. I used the application process to do a significant amount of mentoring for students who clearly needed it.
Studio Projects: Outside the Lines	LD	Fall	Yes	Yes	A workshop on the statement followed by focus on it for one of the weekly essays instead of our normal weekly essay assignment. Students received feedback on their essays. We also had Tyrone Newton give a career planning workshop. We advised students extensively.	Not much. This worked really well.	Every week students wrote a Weekly Learning Essay that described three lessons they learned from the combination of activities of lecture, studio and seminar. Twice per quarter students wrote Integrative Essays that asked them to choose one of the lessons and go deeper into it. Two program texts written by artists focused on their development and process, questions and lessons learned. These ideas fed a lot of seminar discussion. The third program text, on trickster, put individual goals and strategies into mythic context, so students could think of their own work in a bigger picture.
Geology and Ecology of Land-Ocean Margins	LD	Fall	Yes	Yes			Discussions about the importance of a liberal arts education and the Evergreen model were frequent, Academic Statement workshops focused on their educational pathways.
Foundations of Well-Being	UD	Fall	Yes	Yes	Giving students time to reflect and write a statement of their learning.	Have them reflect on the learning goals they made at the beginning of the course.	Conversations about expectations in the fields, helping progressions.
Asian/American: Pop Culture Crosscurrents	UD	Fall	Yes	Yes	Integration of issues related to the Academic Statement into weekly writing workshops.	Devote more time to the process.	Consistent attempts to connect weekly seminar readings to the overall topic of education.

Politics and Aesthetics: Critical Theory and Critical Practice	SOSR	Fall	Yes	Yes	Routines I have used with first-year students, focused on describing the shape and purpose of our learning.	Have a separate session for students new to Evergreen.	By talking about school as a contingent social relationship that depended on the participation of everyone involved (this in relation to our study of participatory art, historical avant gardes, and postcolonial and de colonial social movements).
Arts, Culture, and Spirit on the Silk Roads	AL	Fall	Yes	Yes	Sharing students's stories.	Allow more time.	Asking questions like: What will you do after this program?
Emotional Intelligence and Organizational Behavior	UD	Fall	Yes	Yes	Integrating the program learning to the Academic Statement. Small and large groups sharing of students' Academic Statements.		Asking questions in relation to program material. Encouraging students to process their learning with learning support groups (same 4 or 5 students throughout the quarter).
Remix Reverse Remediate	SOSR	Fall	Yes	Yes	Grouping students based on their stage of the process: developmental work vs. looking toward a final version (seniors).	Longer sessions.	Advising, suggestions for winter programs, models of "personal statements" from figures in the arts.
Molecule to Organism	SOSR	Fall	Yes	Yes	Peer review, faculty feedback and advising, and dedicated writing/reflection time built into program schedule.		Advising, handout on how to think ahead, short and long term, interpreting the academic catalog and curriculum for upcoming years at TESC.
Seeds of Change: Food, Culture, and Work	AL	Fall	Yes	Yes	Revision process for drafts.		Advising during midterm and final evaluation conferences; informal conversations.
Narrative Silences: Literature, Film, and Book Arts	UD	Fall	Yes	Yes	Informal discussion and one-to-one conferences.	I'm tending to believe that in program support might be better in the spring and for lower division programs, where out of program support might be a better model for upper division students (with some disciplinary correlation).	Academic statement and Self-Evaluation workshops. In one-to-one meetings about the projects and assignments (including fifth week conferences) the general scope / value of their education was discussed.
Atoms, Molecules, and Reactions	SOSR	Fall	Yes	No			
Coral Reefs: Ecology and Entrepreneurial Endeavors	UD	Fall	Yes	No			
Countertextual Ecologies: Eco-Music	AL	Fall	Yes	No			
Intermediate Macroeconomics	SOSR	Fall	Yes	No	Students were required to write a broader Academic Statement as one of their reflection writings. Students learned the skill of precise and concise writing.		
Power in American Society	SOSR	Fall	Yes	No			
The Gene: History of an Idea	AL	Fall	Yes	No	Mock transcript review.		
Best of Both Worlds: A Fiction/Nonfiction Workshop	AL	Fall	Yes	No	Guiding student thinking via targeted questionnaire.		
Chekhov, Stanislavski, and Modern Drama	AL	Fall	Yes	No			

Cityscapes	SOSR	Fall	Yes	No			
Madness and Creativity: The Psychological Link	FY	Fall	Yes	No	The students were minimally interested. Thus nothing worked	Have the Writing Center work with students on this, rather than	
Undergraduate Research in Scientific Inquiry with A. Brabban	SOSR	Fall	No	Yes			Spent extensive time talking about graduate and job applications.
Startups and Entrepreneurship	UD	Fall	No	Yes			So much this question would take me days to answer accurately and meaningfully.
Student-Originated Studies: Nature Poetry	SOSR	Fall	No	Yes			Self-Evaluation workshop and required Self-Evaluations.
Student-Originated Mediaworks: Signifying Power and Difference on Screen(s)	SOSR	Fall	No	Yes			I wasn't with this program in the fall, but it was an extremely challenging quarter for this group and I don't think structured A.S. activities really happened. Throughout the year, we delivered information and workshops on "professionalization" to help students understand how the program is connected to their career goals. Students did frequent reflective writing about their academic learning and creative process.
Undergraduate Research in Scientific Inquiry with B. Walter	SOSR	Fall	No	Yes			I had some advising discussions with my one student in this course, talking about her future plans.
Undergraduate Research in Scientific Inquiry with P. Yu	UD	Fall	No	Yes			Helping my student to synthesize disparate issues in sustainability, agriculture/aquaculture and climate change. This synthesis has helped guide his planning on further study, and career possibilities.
Alternatives and Resistance to Global Capitalism: Mexico, U.S., and Beyond	SOSR	Fall	No	Yes			Discussed political economy of education in Mexico and U.S.
Undergraduate Research in Scientific Inquiry with P. Schofield	SOSR	Fall	No	Yes			Career planning, graduate and medical school application advice, and resume help.
Web Design and the Connected Individual	AL	Fall	No	Yes			Advising during evaluation conferences.
Advanced Research in Environmental Studies with P. Przybylowicz	UD	Fall	No	Yes			Advised about graduate school.
Advanced Research in Environmental Studies with L. Calabria	UD	Fall	No	No			
Neurobiology and Consciousness: The Science and Study of the Mind	SOSR	Fall	No	No			

Precalculus Models in Physics	AL	Fall	No	No			
Code/Switch	SOSR	Fall	No	No			
Student-Originated Studies: Community-Based Work in a Challenging Time (CCBLA)	SOSR	Fall	No	No			
Undergraduate Research in the Humanities with S. Davis	UD	Fall	No	No			
Moving Toward Health: Holistic Medicine Pathways	SOSR	Fall					
Unpacking Counter Narratives: Examining Multiple Perspectives and Diverse Voices	SOSR	No	Yes	Yes	Review website, dates, studied examples, gave time for students to work together and receive peer feedback.		Yes
China at the Crossroad of Tradition and Modernity	AL	No	Yes	Yes	Students used prepared handouts to develop the steps and areas of concentration for Academic Statement.		We tried to help them establish a current thread connecting all their academic experiences together.
Born into Language: Creative Writing, Philosophy, Sound Art, and Psychoanalysis	LD	No	Yes	Yes	A module that approached the Academic Statement, the Self-Evaluation, and trajectory planning all at once: explicit support on catalog research, starting by having the students go back and close read, annotate, and respond to our catalog description (prepares for Self-Evaluations and Faculty Evaluations); then they do the same work on their top choice for the next quarter, and a reduced version for a series of programs they'd like to take, or similar, for the remaining quarters in their college career.	We didn't have them share their statements, which they and I always like.	We had two advising sessions in the computer classrooms, where students worked with the catalog and their notes; we talked to each person individually, pulled specific programs up look at them, etc. Also, see 13B; we used the Academic Statement, the notes from the above workshop, and our knowledge of each student to talk through future options, both specific and big-values-related.
From Black Liberation to Solidarity Economics: Social Movements in the Neoliberal Era	AL	No	Yes	Yes	We planned to do a peer review for the Academic Statement. Due to time constraints we instead encouraged students to attend the writing center for support and met with students individually.	Do an Academic Statement workshop and peer review.	We had them write reflections throughout the program especially at the end for their Self-Evaluation, but also in our closing activities reflections.
Impossible Objects: Literature, Creative Writing, and Environmental Humanities	AL	No	Yes	Yes	Freewriting, various prompts and peer review.		Via inquiry and reflective writing as well as individual advising sessions which I had with every student (all 32 of them!)
Free Markets Rock!	UD	No	Yes	Yes	Giving them deadlines.		To think big picture and imagine who their audience is and will be.

Barely Modern: Aesthetics and Philosophies of Disillusionment	AL	No	Yes	Yes	It was self-guided but asked students to complete (and submit, although not that many did) a workshop on catalog description, close-reading, and academic pathway development, and to use the results in Academic Statement revision.	More time in program; while we had a pretty good compliance rate, the statements aren't as thorough or polished as I'd like to see.	That workshop, regular meetings with them to talk over their fall registration decisions.
Maritime Cultures of Northwest Washington	AL	No	Yes	Yes	Giving time for the work.	Nothing	Sharing of some of the content among students; asking for their interests and aspirations as part of the intake.
European Philosophy: 20th and 21st Century	UD	No	Yes	Yes	Incorporated Academic Statement work into end-of-program self-evaluation writing.		Self-Evaluation workshop.
Writing the Unthinkable: Literary and Philosophical Imaginations	LD	No	Yes	Yes	Reflective writing in connection with Self-Evaluation.		Reflective writing in connection with Self-Evaluation.
City Parks and Politics: An Introduction	AL	No	Yes	Yes	Writing workshop on writing Academic Statements, distributed starter questions and a starter form developed by Karen Hogan.		Program discussion and individual conversations.
Computation and Mindfulness: An Exploration of Consciousness	AL	No	Yes	Yes	Free writing, peer review.		Posed questions for them to answer.
Theater and Dance Intensive: Performance Lab	AL	No	Yes	Yes	Periodic check-ins, at weeks 2 and 5.		Periodic conferences, advising.
Introduction to Natural History of the Pacific Northwest	FY	No	Yes	Yes			One-on-one meetings.
Student-Originated Studies: Literary Arts Capstone	UD	No	Yes	Yes	One on one meetings.	I would hold a senior seminar on finishing the Academic Statement and have them do a bit of peer critique.	One on one advising.
Development as Freedom	AL	No	Yes	Yes	Gave directions for stronger Self Evaluations that would lead to stronger Academic Statements.		Move to more applied and holistic ways to consider health, development and justice.
Latin American Women Writers	AL	No	Yes	Yes	Workshopping drafts, with revision process for all students. Additional one-on-one conferences for graduating seniors.		Midterm and end-of-quarter conferences including conversation about academic paths, arc of each student's education.
Learning About Learning in Nature	LD	No	Yes	Yes	Have students write reflective pieces at the beginning and end of program and discuss their writing.	Perhaps introduce the 6 expectations.	Looked at how we learn and helped students improve learning process independent of content. Advising individually and in groups.

African/American: Afrofuturism	UD	No	Yes	Yes	Offering copy editing to graduating seniors; announcing upcoming deadlines repeatedly.		In Evaluation Conferences, advising was addressed.
Plants in Motion	LD	No	Yes	Yes	Guided by a handout Lalita provided, we offered a workshop orienting students to the purpose of the statement followed by several activities: a free-write guided by multiple prompts; building a chart of knowledge, skills and abilities; and peer sharing and discussion of the two previous activities.	Collected drafts further in advance of the statement deadline. A few students didn't seem to have enough time to process feedback to incorporate it properly into their statements.	In addition to the workshop on the Academic Statement, as opportunities arose Lalita in particular pointed out ties between the botany material and specific kinds of career and job opportunities.
Crafting Truth: Documentaries for Radio	AL	No	Yes	Yes	I talked briefly in class about how the narrative non-fiction and feature-story writing skills they were learning in class could be employed in writing Academic Statements. I gave some collective feedback about what I had noticed when reviewing seniors' Academic Statements and discussed differing organizational structures and goals.	Some seniors were missing on the day of our discussion so more follow-up with them would probably have been helpful.	I asked students how the learning in our program contributed to their achievement of the 6 expectations and how it might intersect with their other learning experiences as they move forward toward academic and career goals. They spent time in class writing about each of the expectations and discussing their answers. During our final class, I asked students to describe how the learning in our program might relate to their lives and social justice in broader ways. I also spoke with students about how media skills can contribute to non-media-focused careers (and, incidentally, why including them in a transcript and job application might increase the attractiveness as job candidates).
Ecology of Perennial Agricultural Systems	AL	No	Yes	Yes	Reminders to get it done and get many eyes on it.	Ideal advising would take many extra hours. I'd increase my pay, to motivate even more overtime hours, to further attempt doing everything we pretend that we can do.	Frank discussions about the meaning of a liberal arts education, the importance of seeking diverse viewpoints, being able to understand and articulate opposing views, required prerequisite coursework according to future education and work goals.

Science Seminar: the Universe and You	AL	No	Yes	Yes	Prompts and writing, peer feedback and faculty feedback, re-writing. Technical workshops on the Academic Statement process.		Discussion, reflection, writing, examples, peer feedback.
How to Do Things with Words: poiesis and praxis	LD	No	Yes	Yes	Faculty reviewed statements before Spring submission and offered feedback as needed; described the Academic Statement as an advising instrument.		By emphasizing the fact that the unusual independence afforded by an Evergreen education requires unusual kinds of responsibility to fully blossom.
Student-Originated Studies: how to do things with words	UD	No	Yes	Yes	Talking about it early and often, encouraging peer review, offering feedback on drafts, soliciting advice from recent alum - who recommended keeping it short and sweet and focused on a student's major area(s) of emphasis; using Caryn Dudley's "Hacking your transcript" piece from INKWELL; talking about the Statement in terms of its afterlife (grad school applications, etc.).		By asking them "What are you doing here?" and then shifting the tense to "What have you done here?"
Re-Imagining the Body	AL	No	Yes	Yes	Sharing students's stories.	Allow more time.	Asking questions like: What will you do after this program?
Student-Originated Studies: Environmental Science	UD	No	Yes	Yes	Used a workshop to help students organize thoughts.		Asked questions, advised students individually.
Field Ecology	UD	No	Yes	No			
Introduction to Environmental Studies: River Resources	SOSR	No	Yes	No	Peer Review		
Rivers of Clay	SOSR	No	Yes	No			
Technical Writing in the 21st Century	SOSR	No	Yes	No			
Shakespeare and Brecht	AL	No	Yes	No	* 1-1 support for graduating seniors * free write focused on academic advising (and geared toward the academic fair) for all other students.	Perhaps require a final Academic Statement as part of the portfolio for graduating seniors.	
The Price of Inequality: Politics, Economics, and Policy	AL	No	No	Yes			Workshops on Self-Evaluation; discussion of how this program fit in with their other Evergreen work.

Slavic and Celtic Folklore: Heroic, Spiritual, Practical	AL	No	No	Yes			We talked to them about the power and limitations of the Academic Statement and encouraged them to think about themselves as people on a scholarly path with a life of the mind. They asked questions, we asked questions, and we had a discussion about it.
So You Want to Be a Psychologist	AL	No	No	Yes			This program is focused on career preparation and how their educational choices will affect that.
Turning Water into Wine: Composing Essays, Crafting Fiction	UD	No	No	Yes			The entire program was based on writing and revision practices.
Playing with Patterns	AL	No	No	Yes			The content in educational psychology required students to reflect significantly on their process and their purposes and strategies as learners, as part of learning & for assessment.
Andean Roots: Linguistics and Ecological Agriculture in Peru	SOSR	No	No	Yes			Study abroad in context of their academic interests; Self-Evaluation.
Social Resilience: Women Making Change	AL	No	No	Yes			Students wrote weekly reflection papers that were metacognitive examinations of their learning. At times, they made connections to previous learning and to future plans. I also met with students who asked to talk with me about future plans and what classes they might take to prepare.
Earth Dynamics: People, Place, Technology, and History	LD	No	No	Yes			Students wrote semi-weekly reflections on their work. They wrote a mid-quarter Self-Evaluation and had individual conferences with faculty at that time.

Odd Jobs and Labors of Love: Literature, Work, and Power	AL	No	No	Yes			Students wrote autobiographical essays or memoirs about their work experience, many of which included discussion of their learning process and goals. We also held a workshop on evaluation that asked them to discuss their ideas about work coming in to the program and how they changed and asked them to comment on the class's effect on their academic, personal and professional goals.
Critical Issues in Human Resources Management	AL	No	No	Yes			Seminar dialogues concerning the salient and effective uses of their education for personal and community propriety.
Seeing What's There: Art and the Biology of Vision	AL	No	No	Yes			Self-Evaluation workshop included broader conversation about their education.
Investigating the Mind-Body: Physics and Methods of Medicine	AL	No	No	Yes			Provided reminders and information regarding All-Campus Mentoring Day, Academic Fair, and Academic Statement writing. Also, provided mentorship and guidance continually regarding students requesting support as such.
Botany: Plants and People	LD	No	No	Yes			One on one discussions in weeks 1, 5, and during evaluations week.
Thinking Clearly in Difficult Times	AL	No	No	Yes			Mid-quarter check-in conferences, comments on their Self-Evaluations, discussion at the evaluation conference.
The Graphic Novel	SOSR	No	No	Yes			I will encourage them, in Week 10, to make links in their Self-Evaluations between their specific work this quarter and their Evergreen work in past and subsequent quarters/years.
Undergraduate Research in Scientific Inquiry with R. Bond	SOSR	No	No	Yes			Discusses long-term plans and how they could tailor research to meet requirements for goals.

The Business of Cannabis: Opportunities and Risks in an Emerging Market	UD	No	No	Yes			Career goal discussions.
Student-Originated Studies: Culture, Community, and Disability	SOSR	No	No	Yes			As tutors, they were immersed in issues of pedagogy and practice as they prepared for their weekly sessions. Those activities helped them more fully understand and appreciate how pedagogy and practice have informed their own education.
Climate and Ecosystem Change in the Anthropocene	LD	No	No	No			
Climate and Ecosystem Change in the Anthropocene	AL	No	No	No			
Computers and Cognition	AL	No	No	No			
Counting on Soils: Precalculus and Soil Sciences	AL	No	No	No			
Native Pathways Program: Rebuilding Native Nations: Strategies for Governance and Development (Olympia)	UD	No	No	No			
Student-Originated Studies: Music	AL	No	No	No			
The Gene: History of an Idea	AL	No	No	No			
Activist, Student, Citizen	AL	No	No	No			
Music Intensive: Fundamentals of Music Theory	AL	No	No	No			
Philosophy of Technology	SOSR	No	No	No			
Student-Originated Studies: Individual Projects in Critical Media Production	SOSR	No	No	No			
Student-Originated Studies: Social Sciences, History, Multiculturalism, Diversity	SOSR	No	No	No			
Viking Economics: Learning from Scandinavia	AL	No	No	No			
Where Are You? Introduction to Geography and Geographical Awareness	AL	No	No	No			