

## Coding Key for Evidence in Transcripts That Students Met the Expectations of an Evergreen Graduate

**Note:** For all dimensions on the Key, it is assumed that the categories from “minimally met” through “met with distinction” are progressive. For example, a student would not meet “with distinction,” if there was insufficient evidence that they met the standard “convincingly.”

1. Articulate and assume responsibility for your own work.			
Did not meet	Met Minimally	Convincingly Met	Met with Distinction
Lack of evidence of a pattern of academic growth	<p><b><u>Demonstrates academic growth as found in evidence of, for example:</u></b></p> <ul style="list-style-type: none"> <li>• a record of timely attendance and completion of assigned work;</li> <li>• progress from less to more advanced work;</li> <li>• taking account of criticism and seeking to improve work;</li> <li>• an understanding of faculty standards and meeting them;</li> <li>• meeting standards for college level writing in assigned work and self-evaluations;</li> <li>• using academic resources as required.</li> <li>• persisting through challenging work</li> <li>• taking responsibility for impact of one’s own behavior on the work of others and owning up to consequences.</li> </ul>	<p><b><u>Demonstrates a pattern of increasing academic autonomy as found in evidence of, for example:</u></b></p> <ul style="list-style-type: none"> <li>• taking initiative in setting the agenda for group work; brings notes, notebooks, questions, examples, outside readings relevant to work of the session;</li> <li>• presenting a summative self-evaluation or senior project; well-planned and executed independent study or internships that develop from earlier work; offers a clear rationale for curricular choices and acts on them;</li> <li>• seeking out and systematically addressing criticism of work;</li> <li>• taking ownership of appropriate standards and finding ways to meet them;</li> <li>• showing reflective insight into curricular planning and choices;</li> <li>• seeking out and using academic resources.</li> </ul>	<p>Student has discovered a clear and distinctive curriculum for which she assumes responsibility both in design and execution.</p> <p><b>OR</b></p> <p>Student’s record includes accomplishments that surpass expectations of undergraduate work – as shown in publications, productions, gallery presentations etc. – particularly when these reach beyond the College community.</p>

<b>2a. Participate collaboratively and responsibly...</b>			
<b>Did not meet</b>	<b>Met Minimally</b>	<b>Convincingly Met</b>	<b>Met with Distinction</b>
Transcript lacks evidence that student has met minimum criteria.	<p>Student <b>usually...</b></p> <p><b>Intramural:</b> keeps commitments with respect to attendance, assignments, and preparation for all modes of group work.</p> <p><b>OR</b></p> <p><b>Extramural:</b> keeps commitments made in off campus internships, community service on or off campus, and with guests or visitors.</p>	<p><b>Consistently meets minimally, and usually...</b> becomes an integral, fully engaged member of a collaborative group; helps solve problems that arise in various modes of group work; assumes group responsibility commensurate with relative command of the material; shows initiative in tutoring others and supporting the learning of others; offers clear, critical and supportive feedback to others in response to their work.</p> <p>Collaborations extend beyond scheduled meetings.</p>	Student shows leadership in building bridges between disparate groups which result in community recognition.
<b>2b. Participate in our diverse society.</b>			
<b>Did not meet</b>	<b>Met Minimally</b>	<b>Convincingly Met</b>	<b>Met with Distinction</b>
Transcript lacks evidence that student has met minimum criteria.	<p><i>Shows awareness</i> of important social or cultural issues, as demonstrated in curricular choices, collaborations, self-evaluations, and in artistic, scientific and written work.</p>	<p><i>Understands and articulates</i> important social or cultural issues, as demonstrated in curricular choices, collaborations, record of community service, self-evaluations, and in artistic, scientific and written work.</p> <p><b>OR</b></p> <p>Personal transformation as a result of interaction across differences and recognition of similarities; challenges own biases.</p>	Has achieved an integrated knowledge and understanding of important social and cultural issues in ways that have led to <i>developing and implementing</i> strategies for addressing these issues – particularly when this has been carried out beyond the College community.

### 3. Communicate creatively and effectively

\* Creative = “innovative”

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>No evidence that the student is able to articulate his/her learning; written work and/or oral presentations are complete but not successful in communicating ideas</p>	<p>Produces written work and/or presentations that fulfill basic parameters of the assignment (e.g. length), and thereby constitute college level work</p> <p><b>AND</b></p> <p>Demonstrates minimal skills in written composition (understanding of grammar and the format of an essay)</p> <p>For example, the student:</p> <ul style="list-style-type: none"> <li>• Evidences some lack of care in written or spoken articulations</li> <li>• Evidences some difficulty developing a train of thought</li> <li>• Conveys ideas well enough that reader or listener can understand main points</li> </ul>	<p>Produces written work or oral presentations that successfully convey ideas and understanding of concepts and is appropriate to the particular form of the assignment</p> <p><b>AND</b></p> <p>Demonstrates ability to explain concepts to others in at least one medium</p> <p><b>AND</b></p> <p>Uses grammar and syntax correctly and purposefully</p> <p>-----</p> <p>For example, the student:</p> <ul style="list-style-type: none"> <li>• Makes comments that contribute successfully to conversation in seminar or workshops</li> <li>• Completes a set of strong self-evaluations (generally free of errors, articulates significant ideas about learning, manifests the writer’s voice)</li> <li>• Writes at a level appropriate for a college graduate in essays, technical writing, lab reports, reflective writing, field journals, etc.</li> </ul>	<p>Conveys understanding of concepts with <b>exceptional</b> clarity <u>and</u> creativity, demonstrating a real command of the subject matter</p> <p>For example, the student:</p> <ul style="list-style-type: none"> <li>• Successfully articulates his/her learning using both written and spoken modes of communication; excels in at least one</li> <li>• Successfully communicates to different audiences using different tones</li> <li>• Produces work that is an excellent example of the particular form, such that it begins to resemble “professional” rather than “student” quality work</li> <li>• Excels at additional modes of communication, such as visual, expressive, or symbolic modes</li> <li>• Expresses ideas in striking or original ways, may meaningfully challenge and expand expectations of assignments</li> </ul>

**3. Communicate creatively and effectively**

\* Creative = “innovative”

<b>Did not meet</b>	<b>Met Minimally</b>	<b>Convincingly Met (examples continued...)</b>	<b>Met with Distinction</b>
		<ul style="list-style-type: none"><li>• Communicates skillfully in visual, expressive, or symbolic modes</li><li>• Shows awareness of different audiences</li><li>• Takes initiative to convey ideas in novel and interesting ways</li></ul>	

**4. Demonstrate integrative, independent and critical thinking.**

\* Integrative thinking should be responding to at least two existing lines of thought

\* Critical thinking represents the ability to exercise judgment in relation to at least one existing line of thought

\* Independent thinking does not necessarily respond to existing lines of thought, but is driven by the student's own interests and skills

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>No evidence of thinking that goes beyond a superficial level of description</p> <p><b>OR</b></p> <p>Completes an ILC, but one that is clearly drawing on existing materials or syllabi rather than being designed by the student</p>	<p>Occasionally demonstrates the ability to draw from two or more lines of thought in a single academic project</p> <p><b>AND</b></p> <p>Occasionally demonstrates thinking characterized by analysis, judgment, argument, problem-solving, consideration of diverse perspectives</p> <p><b>AND</b></p> <p>Occasionally demonstrates independent thinking does not necessarily respond to existing lines of thought, but is driven by the student's own interests and skills</p> <hr/> <p><i>For example, the student demonstrates the above by:</i></p> <ul style="list-style-type: none"> <li>• <i>Designing and implementing a student-originated ILC</i></li> <li>• <i>Producing independent project work within a program setting</i></li> <li>• <i>Completing a synthesis or analysis paper or project</i></li> </ul>	<p>Student's work consistently demonstrates the ability to draw from two or more lines of thought in their academic work, AND consistently demonstrates thinking characterized by analysis, judgment, argument, problem-solving, consideration of diverse perspectives, AND consistently demonstrates independent thinking.</p> <hr/> <p><i>For example, the student demonstrates the above by:</i></p> <ul style="list-style-type: none"> <li>• <i>Producing major research project or paper with a thesis designed by the student that successfully integrates multiple concepts and lines of thought</i></li> <li>• <i>Assessing the value (or lack thereof) of evidence in a research project or paper</i></li> <li>• <i>Demonstrating the ability to productively critique work within an academic context</i></li> <li>• <i>Completing a synthesis or analysis paper or project that demonstrates real engagement with all the materials involved</i></li> </ul>	<p>Student demonstrates an exceptionally high level of content mastery and cognitive and meta-cognitive thinking, as demonstrated for example by <u>several</u> of the following:</p> <ul style="list-style-type: none"> <li>• Understands the value and limitations of a particular mode of academic inquiry;</li> <li>• Demonstrates the ability to assess the success of his/her own work;</li> <li>• Develops new methods and strategies for tackling problems;</li> <li>• Challenges his/her own and others' conclusions and habits of thought;</li> <li>• Demonstrates the ability to integrate academic material from more than one program, course, or contract, e.g. in a summative self-evaluation;</li> <li>• successfully completes outstanding original work</li> </ul>

**5a. Demonstrated ability to use *qualitative* modes of inquiry**

qualitative modes of inquiry = modes of inquiry that do not necessarily involve measurement or creative expression, but do involve interpretation and criticism

For example: taxonomy, ethnography, historical research, textual analysis, film analysis, cultural analysis, surveys, field observations, interviews, archival research, linguistic description

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Fails to demonstrate any signs of academic inquiry</p> <p>Produces work that indicates academic inquiry, but all examples are either creative or quantitative modes of inquiry.</p>	<p>Demonstrates the ability to identify, gather, organize, describe and interpret evidence or primary sources of information by correctly using at least a <u>single</u> relevant methodology.</p> <p><b>OR</b></p> <p>Produces minor or sporadic project work in qualitative analysis</p>	<p>Uses <u>multiple</u> qualitative research methods that demonstrate the ability to identify, gather, organize, describe, and interpret evidence or primary sources.</p> <p><b>OR</b></p> <p>Mastery of a single qualitative research method as reflected in evaluations</p> <p><i>For example, the student:</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to recognize patterns or categories in the data, <u>interpreting</u> and <u>making judgments</u> about the findings</i></li> </ul> <p><i>(upper level of convincingly →)</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrates the ability to discuss the <u>implications</u> and <u>relevance of the findings</u> beyond the immediate data set or research</i></li> <li>• <i>Develop and implement an <u>analytical framework</u> for qualitative analysis</i></li> <li>• <i>Produces sustained in-class or independent work in qualitative analysis</i></li> </ul>	<p>Productively challenges conventional thinking or standard paradigms.</p> <p><b>OR</b></p> <p>Demonstrates significant initiative or originality in the design of the inquiry.</p> <p><b>OR</b></p> <p>Produces results of the inquiry that engage with and challenge existing work within the field.</p>

**5b. Demonstrate ability to use *quantitative* modes of inquiry (e.g. scientific tests, statistics or data analysis, solving quantitative design issues in media or art projects)**

Quantitative modes of inquiry = quantitative and symbolic reasoning

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Cites statistics in a presentation or in a paper, without analysis.</p> <p>HTML alone is not sufficient to meet this expectation</p>	<p>At least 4 credits in college level (100 level or above) math, statistics, engineering, computer science, logic, laboratory science, accounting, or finance;</p> <p><b>OR</b></p> <p>At least 4 credits in a field science that involves significant statistical or quantitative analysis or symbolic reasoning.</p> <p><b>OR</b></p> <p>Evaluation mentions solving quantitative design issues, for example in: visual art projects, media production, technical theater, or architectural design.</p> <p>Examples: Used architectural design software in Sustainable Design</p> <p>Studied exposure, matting, enlargement, darkroom developing in Photography</p> <p>Spatial reasoning employed in technical theater design and construction</p> <p><b>OR</b></p> <p>More than one example of project work that demonstrates understanding of and ability to perform basic statistical calculations or significant QSR.</p> <p>Examples: Developed a business plan in entrepreneurship program</p> <p>Interpreted/analyzed quantitative data or charts/graphs for political economics project</p>	<p><b>Several examples (more than two) of significant quantitative work.</b></p> <p>Examples of significant work might include:</p> <p>Student and/or faculty evaluations that demonstrate application of QSR <u>and</u> the student's awareness that they are doing QSR.</p> <p>Developed a complete business plan (including budget, fundraising, labor costs, etc.)</p> <p>Evidence of an extended project using QSR in the solution of a complex problem</p> <p><b>OR</b></p> <p><b>Systematic use of quantitative modes of inquiry that shows cumulative development of skills.</b></p> <p>Note: cumulative development of skills can be inferred for a student who completed Calculus or a high-level multi-quarter math sequence.</p>	<p>Noted as a strong candidate for graduate study in a quantitative field.</p> <p><b>OR</b></p> <p>Wins an external competitive award in recognition of quantitative scientific work.</p> <p><b>OR</b></p> <p>Evidence of strong faculty acknowledgement of quantitative reasoning</p> <p><b>OR</b></p> <p>Quantitative, mathematical, or spatial reasoning or computer programming which results in an applied project out in the public</p>

**5c. Demonstrated ability to use *creative* modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas)**

Creative expression = visual, performing or media arts, creative writing or another form of metaphorical expression.

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Transcript lacks evidence that student has met minimum criteria.</p>	<p>More than one example of work that demonstrates conscious material or aesthetic design in the creative expression of ideas or of creative work described in the program description but not in evaluation.</p> <p><b>OR</b></p> <p>At least 4 credits in a creative discipline (e.g., art; design; performance; creative writing).</p> <p><b>OR</b></p> <p>Presentations, projects, or writing explicitly evaluated as having creative merit.</p> <p>For example:</p> <p>Work on scientific writing that includes discussions of how to tell a story explaining how the facts connect.</p> <p>Language in evaluations indicating that some visual elements such as field journal illustrations, lab diagrams, use of imaging equipment, or experimental designs were exceptionally successful.</p> <p>Evaluative comments indicating that essays, posters, papers, field notes, presentations, or diagrams in lab notes included clarity, concision, detail, multiple drafts or revisions (not just proof-reading, but revisions for creative effect or developing ideas), care in preparation, imagination, AND attention to aesthetics, and historical and/or contemporary artistic models.</p>	<p>Several examples of significant, creative work that received positive critique (described in evaluation, critiqued by visiting artist, or peer-critiqued). (This also might be seen in a series of studio, performing, or applied art courses with high grades from a transfer transcript.)</p> <p><b>OR</b></p> <p>Systematic use of creative modes of inquiry that shows cumulative development of skills (especially as described in a self-evaluation).</p>	<p>Successfully completed an awarded Senior Thesis in the expressive arts.</p> <p><b>OR</b></p> <p>Sustained and focused studies in creative disciplines culminating in advanced original project work that demonstrates mastery of technique and conceptual rigor.</p>

<b>5d. Appropriately apply modes of inquiry to theoretical and practical problems</b>			
<b>Did not meet</b>	<b>Met Minimally</b>	<b>Convincingly Met</b>	<b>Met with Distinction</b>
Transfer credit alone, without further evidence.	<p>Transfer credit, where course title includes evidence of application (e.g. lab, studio, practicum, or equivalent.)</p> <p><b>OR</b></p> <p>More than one example of work that describes the appropriate use of a qualitative, quantitative or creative mode of inquiry in order to support a thesis or conclusion.</p>	<p>Multiple examples of, or one extended example of, applied work that demonstrates theoretical understanding in:</p> <ul style="list-style-type: none"> <li>• a field project,</li> <li>• a lab research project,</li> <li>• a primary research project,</li> <li>• a creative project,</li> <li>• or site-based work.</li> </ul> <p><b>AND</b></p> <p>The above examples must demonstrate appropriate application of the mode(s) of inquiry</p>	<p>Field or lab research, internship, primary research, creative project, or site-based work that draws extensively on theoretical understanding</p> <p><b>AND</b></p> <p>has significant, positive public impact.</p> <p>For example:</p> <p>Community-based project</p> <p>Public art exhibition, screening, performance</p> <p>Presentation at a conference or external publication of research</p> <p>Testifying before the legislature</p> <p>Research or project that impacts public debate</p> <p>Upper division research that contributes to public knowledge of science or the environment</p>

<b>5e. Appropriately apply modes of inquiry across disciplines</b>			
<b>Did not meet</b>	<b>Met Minimally</b>	<b>Convincingly Met</b>	<b>Met with Distinction</b>
Transfer credit alone, without further evidence.	<p>Transfer credit, where course title includes “interdisciplinary” or equivalent.</p> <p><b>OR</b></p> <p>More than one example of work or one extended project that combines at least 2 disciplines.</p>	<p>Completion of either multiple examples of <u>or</u> sustained work that synthesizes material from several disciplines.</p> <p><b>OR</b></p> <p>Work that demonstrates how information or methods from one discipline enhance or refine one’s work in another discipline.</p>	<p>To make non-intuitive interdisciplinary connections resulting in substantial original work</p> <p><b>OR</b></p> <p>Substantial work that draws on different disciplines to reach a compelling, original, and defensible conclusion.</p>
<b>6a. Looking back over the whole transcript, does the evidence demonstrate <i>depth</i> of learning?</b>			
<b>Did not meet</b>	<b>Met Minimally</b>	<b>Convincingly Met</b>	<b>Met with Distinction</b>
Transcript lacks evidence that student has met minimum criteria.	<p><b>BS degree;</b></p> <p><b>OR</b> At least 1 faculty evaluation for at least 8 credits total (not necessarily in a single program) that details in-depth, advanced learning, as evidenced through classroom work; contract/ internship; independent research and writing; studio/media work.</p> <p>In-depth learning is understood to include synthesis/ integration and critical analysis built upon a particular subject matter.</p>	Met Minimally plus a demonstrated ability to work at a sophisticated level with a body of knowledge for at least 3 quarters.	Convincingly Met plus clear evidence of work above the level expected of an undergraduate.

**6b. Looking back over the whole transcript, does the evidence demonstrate *breadth* of learning?**

**“Divisions” are as follows:**

- \*Natural Sciences/ Physical Sciences/ Engineering
- \*Mathematics/ Computer Sci.
- \*Social Sciences
- \*Humanities
- \*Arts

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Transcript lacks evidence that student has met minimum criteria.</p>	<p>Has <i>not</i> completed 2 multi-quarter programs which taken together have primary emphasis in at least 4 divisions, but <i>has</i> done one of the following:</p> <p>8+ credits each in 3 of the 5 divisions and at least 8 credits in total in the remaining 2 divisions.</p> <p><b>OR</b></p> <p>equivalent of breadth described above (as evidenced by description of content in evals)</p> <p><b>OR</b></p> <p>strong narrative evidence of integration of learning across at least 3 divisions.</p> <p><b>OR</b></p> <p>an AA or AAS or AS degree</p>	<p>Successful completion of 2 multi-quarter programs – which taken together <b>MUST</b> have primary emphasis in at least 4 divisions.</p> <p><b>OR</b></p> <p>12+ credits each in 3 of the 5 divisions <b>OR</b> equivalent (as evidenced by description of content in evals). <b>AND</b> at least 8 credits in total <del>in</del> across one or both of the remaining 2 divisions <b>OR</b> equivalent (as evidenced by description of content in evals)</p>	<p>Convincingly met criteria <b>AND</b> strong narrative evidence of integration of learning across at least 3 divisions.</p> <p>[Note: all 3 divisions need not appear in the same evaluation; the evidence of integration may appear at different points in the transcript]</p> <p><b>OR</b></p> <p>12+ credits in each of the 5 divisions with narrative evidence of integration of learning across divisions.</p>

<b>6c. Looking back over the whole transcript, is there evidence of <i>synthesis of learning</i>?</b>			
<b>Did not meet</b>	<b>Met Minimally</b>	<b>Convincingly Met</b>	<b>Met with Distinction</b>
<p>There is no evidence that student chose and completed programs that moved him/her towards more complexity.</p> <p><b>AND</b></p> <p>There is no evidence of application of skills to a project.</p>	<p>Evidence that student chose and completed programs that moved him/her towards more complexity.</p> <p><b>OR</b></p> <p>There is at least one project that applies the skills learned or concepts presented. For example, student brings background from one program, or from life experience and applies that background to research and/or project work.</p>	<p>Evidence that student chose and completed programs that moved him/her towards more complexity.</p> <p><b>AND</b></p> <p>The student brings multiple skills and/or content and uses them in project work, or to solve a problem.</p>	<p>Student has designed and completed a project or contract that demands a level of integration of theory and practice we would expect to see in a student who is well-prepared for graduate work.</p>
<b>6d. Looking back over the whole transcript, does the evidence demonstrate the student's <i>ability to reflect on the personal and social significance of her/his learning</i>?</b>			
<b>Did not meet</b>	<b>Met Minimally</b>	<b>Convincingly Met</b>	<b>Met with Distinction</b>
<p>No participation. No written reflection of any type. No self-evaluations that reflect on personal or social significance. No comment in faculty evaluations.</p>	<p>Student writes about the <b>personal and/or social</b> significance of their learning. For example, this is <b>mentioned</b> in their self-evaluation.</p> <p><b>OR</b></p> <p>The faculty evaluation <b>refers</b> to the student's reflection about the <b>personal and/or social</b> significance of their learning.</p>	<p>The student's self-evaluations <b>articulate and provide evidence</b> of the <b>personal and social</b> significance of his/her learning.</p> <p><b>OR</b></p> <p>The faculty evaluation <b>details</b> the student's reflection about the <b>personal and social</b> significance of their learning.</p>	<p>Complex reflection on personal and social significance of his/her learning should appear in the summative self-evaluation, or in a series of self-evaluations.</p> <p><b>OR</b></p> <p>Where the student has not submitted self-evaluations, or they are scarce, the faculty evaluations report on a high degree of reflection about the personal and/or social significance of his/her learning.</p>

6e. Culminating experience in senior (or junior) year	
<p>Did you see a <i>culminating experience in the senior or junior year</i> (e.g. senior thesis, internship, within an advanced program, undergraduate research, senior synthesis course, art show, major performance, etc.)?</p> <p><input type="checkbox"/> No    <input type="checkbox"/> Yes</p> <p>If yes, what type of experience was it?</p>	<p><i>Did the student acknowledge</i> this experience as being a culmination or capstone to their undergraduate work?</p> <p><input type="checkbox"/> No    <input type="checkbox"/> Yes</p>
<p>7. Is there an official Academic Statement in this transcript?</p>	<p><input type="checkbox"/> No    <input type="checkbox"/> Yes</p>