

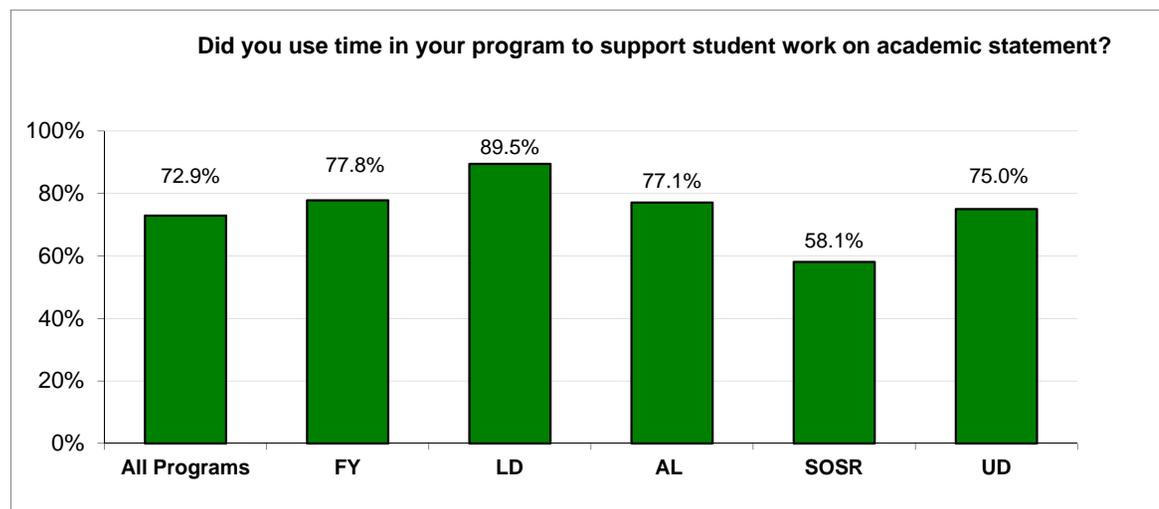
## End-of-Program Review 2016-17

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

83% of programs offered in fall dedicated time to academic statement work. It's interesting that more than 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	78	83.3%	16.7%
Programs NOT offered in Fall	77	62.3%	37.7%



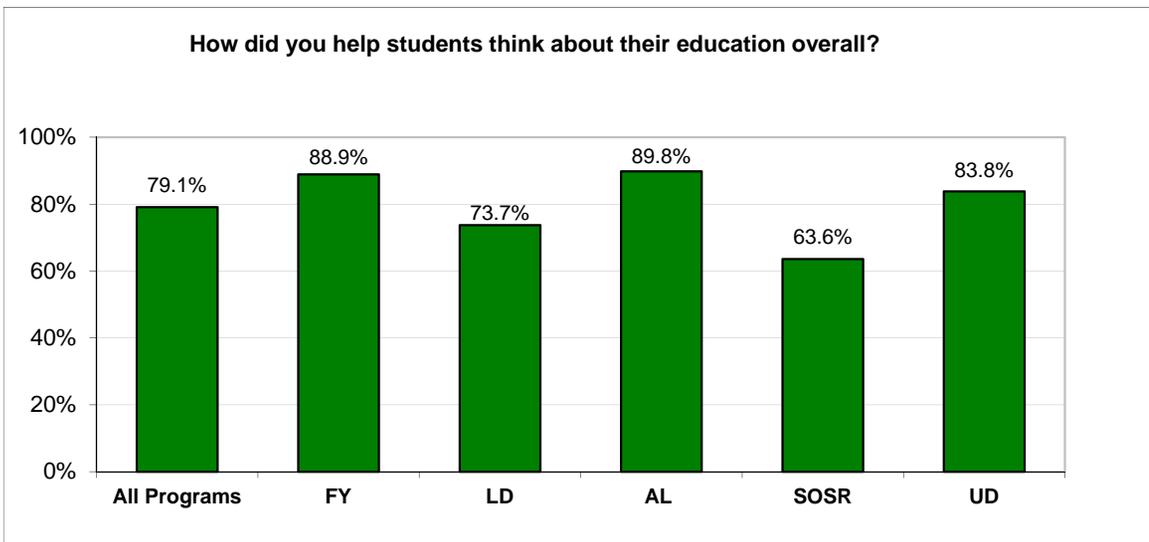
	Yes	No	Programs supported AS (N)	Programs Responded (N)
All programs	72.9%	27.1%	113	155
First-year (FY only)	77.8%	22.2%	7	9
Lower Division (LD) FY-SO	89.5%	10.5%	17	19
All Level (AL) FR-SR	77.1%	22.9%	37	48
Sophomore-Senior (SOSR)	58.1%	41.9%	25	43
Upper Division (UD) JR-SR	75.0%	25.0%	27	36

### Helping students think about their education overall in programs

83% of fall programs dedicated time to help students think about their education overall. It's interesting that 75% 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	78	83.3%	16.7%
Programs NOT offered in Fall	80	75.0%	25.0%

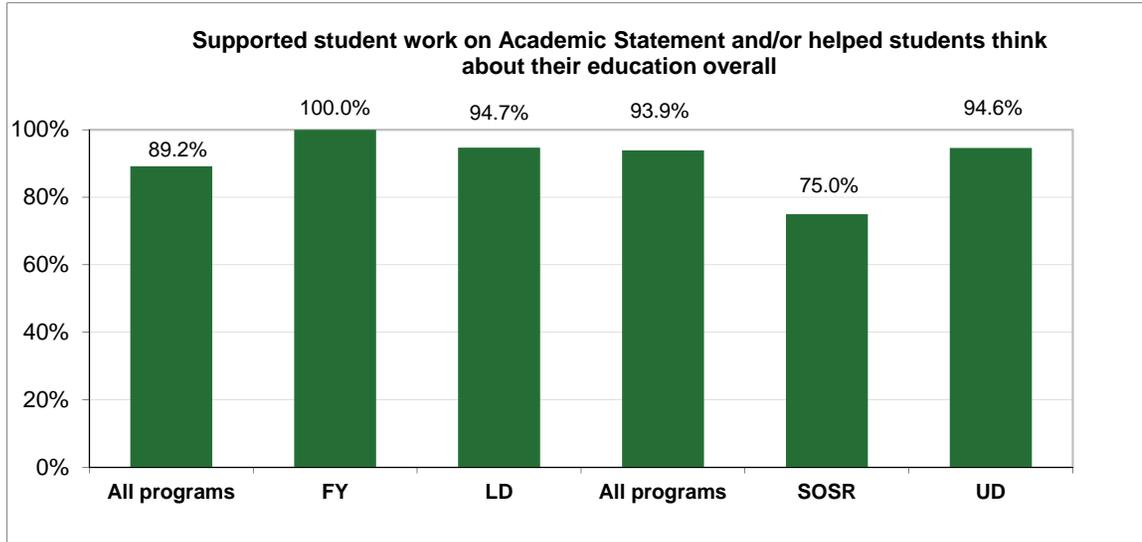


	Yes	No	Programs with advising (N)	Programs Responded (N)
All programs	79.1%	20.9%	125	158
First-year (FY only)	88.9%	11.1%	8	9
Lower Division (LD) FY-SO	73.7%	26.3%	14	19
All Level (AL) FR-SR	89.8%	10.2%	44	49
Sophomore-Senior (SOSR)	63.6%	36.4%	28	44
Upper Division (UD) JR-SR	83.8%	16.2%	31	37

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

95% of the programs offered in fall dedicated time to academic statement and/or advising. Of the programs not offered in fall, 84% also dedicated time to such work.

	<b>Number</b>	<b>Yes</b>	<b>No</b>
Programs offered in Fall	78	94.9%	5.1%
Programs NOT offered in Fall	80	83.8%	16.2%



	<b>Yes</b>	<b>No</b>	<b>Programs with A S and/or advising (N)</b>	<b>Programs Responded (N)</b>
All programs	89.2%	10.8%	141	158
First-year (FY only)	100.0%	0.0%	9	9
Lower Division (LD) FY-SO	94.7%	5.3%	18	19
All Level (AL) FR-SR	93.9%	6.1%	46	49
Sophomore-Senior (SOSR)	75.0%	25.0%	33	44
Upper Division (UD) JR-SR	94.6%	5.4%	35	37

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?
Arts, Culture, & Ecology	SOSR	Fall	Yes	Yes	Sharing examples, discussing purpose and guidelines, assigning writing, and sharing writing. On-going written and spoken reminders in spring.	It worked pretty well.	Using perspectives being taught as new lenses for their overall education and aspirations.
Sustainability: Reimagining the Built Environment and the Written Word	AL	Fall	Yes	Yes	Worked with large group with Sandra Yannone and Emily Lardner. My co-teacher took the lead on this portion. Social engagement and connections with other students was a benefit (perhaps unanticipated.) Showing students previous examples of Academic Statement Contest winners culled from TESC website, and asking them to compare and contrast these examples with an intentionally poor-written AS generated by instructor.		Encouraged them to engage more, ask questions, think critically, ask why.via the Academic statements, self-evaluations, and a consistent, quarter-long discourse about the importance of reflecting on one's educational mindset, and the adoption of a "Growth Mindset"
Bodies Speaking Out: Public Health and Community through the Lenses of Science, Ethnography, and Media	SOSR	Fall	Yes	Yes	Workshop on writing, peer review	More clear deadlines and iterative work, more faculty feedback (election disrupted our fall work a lot)	Extensive one-on-one conversation, also in-class discussions, sense making about this specifically - Meaning of education when politics are so compelling.
Community Connections - What Makes Communities Work (at Grays Harbor)	UD	Fall	Yes	Yes	Examples. Peer review and sharing. In class exercises. Regular check-ins.	Evergreen's Grays Harbor Program is very poorly supported by the College. There is no, to limited, access to services like Academic Advising and the Writing Center.	In class work sessions, sharing, peer review of writing about individual learning objectives and AS.
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Quinault)	UD	Fall	Yes	Yes	This fully discussed in fall and spring quarters.Every part of the Academic website was discussed.	This year, we atarted have an alternate assignment for the work for students whose academic statement was nearly done. We were greatly dispoited that the sample academic stements were taken off the website with no warning and that there was no contest this year and no warning.	Most students treasure their experience.
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Peninsula)	UD	Fall	Yes	Yes	This fully discussed in fall and spring quarters.Every part of the Academic website was discussed.	This year, we atarted have an alternate assignment for the work for students whose academic statement was nearly done. We were greatly dispoited that the sample academic stements were taken off the website with no warning and that there was no contest this year and no warning.	Most students treasure their experience.

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Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Nisqually)	UD	Fall	Yes	Yes	This fully discussed in fall and spring quarters. Every part of the Academic website was discussed.	This year, we started have an alternate assignment for the work for students whose academic statement was nearly done. We were greatly disappointed that the sample academic statements were taken off the website with no warning and that there was no contest this year and no warning.	Most students treasure their experience.
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society (Muckleshoot)	UD	Fall	Yes	Yes	This fully discussed in fall and spring quarters. Every part of the Academic website was discussed.	This year, we started have an alternate assignment for the work for students whose academic statement was nearly done. We were greatly disappointed that the sample academic statements were taken off the website with no warning and that there was no contest this year and no warning.	Most students treasure their experience.
Create. Destroy. Repeat.	UD	Fall	Yes	Yes	Treating the AS like any other writing assignment: multiple revisions and critiques.	Not build an assignment around the writing competition, which never manifested this year and submission to which had been a key feature of my syllabus, designed to teach students about the nuts-and-bolts of writing submissions. Alas.	This question is too big. How did I? Hopefully in every assignment and activity they were encouraged to locate themselves culturally and critically and to be accountable as producers and consumers of content. When the election happened, the entire program turned its attention to discussions of the relevancy of their education and of their work. Much talk about being "in service" of values.
Matter and Motion	AL	Fall	Yes	Yes			Academic advising about planning for their undergraduate education. Discussions/workshops/field trips on career development
Thinking In Indian: Democracy, Civic Engagement, and Resistance	AL	Fall	Yes	Yes	Peer learning	Use senior level student statements as templates	Identified job announcements and reviewed skill-sets required for careers
Food, Health, and Sustainability	AL	Fall	Yes	Yes	Peer discussion groups and peer review sessions		Informal advising conversations on Academic Fair days and during evaluation conferences

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Ecological Niche: The Interface of Human and Animal Behavior	FY	Fall	Yes	Yes	Writing workshops once per quarter and end of quarter self evaluation questionnaire designed specifically to account for the academic statement.	Nothing	We framed the meaning of the evaluation as based on the quantity of work completed and the quality of work. This included attendance, all activities, engagement in the program, movement on their part towards growth and change. We completed an evaluation weeks 5 and week 10 of the first two quarters. We pointed out during lectures and discussions as well as reviewing the syllabus the connection of each to their evaluation process.
Teaching English Language Learners: Culture, Theory and Methods	SOSR	Fall	Yes	Yes	Reflective writing and peer review. Models essay provided.	Nothing at this time.	Provided them multiple writing opportunities to reflect on their learning.
Deviance, Crime, and Punishment in the Past and Present	UD	Fall	Yes	Yes	Peer review, workshop on content	Do this in spring not in fall	always, as they formulated 20 credits independent projects
China and Japan: Traditional and Contemporary "Silk Road"	AL	Fall	Yes	Yes	Allowing time , setting examples for good writing, brainstorming, freestyle writing, sequential drafts and finals		Asking them for practical application
Political Economy and Social Movements	AL	Fall	Yes	Yes	Distinguishing between the writing needs of seniors and non-seniors. We successfully helped seniors transition from self-exploratory modes to producing a proper cover letter for their transcript.	Nothing.	We spent a fair of time on explicit consideration of meta-learning.
Writing: Advanced Practices	UD	Fall	Yes	Yes	In the first quarter, someone from the writing center presented a workshop. Students in my program found it helpful to hear from another student. In the second quarter, I had a senior from my class who has already gotten into grad school share their experience with the others. I took the students through a series of writing prompts, such as: write the statement as though you were explaining your education to your best friend, and, write a letter to your former self. In both quarters, I collected and responded to students' statements.	Have some peer review for the academic statements.	Through the aforementioned academic statement workshops.
Filling the Silence: News, Numbers and Poetry	SOSR	Fall	Yes	Yes	Fall quarter workshop and mid-quarter and final eval conferences	Allow more time and earlier in the day	Mid-quarter and end-of-quarter eval conferences, writing about their education on part of workshop

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Dance of Wisdom: Embodied Consciousness	AL	Fall	Yes	Yes	Showing them a full Evergreen transcript and giving them the full picture.	I would not do 6 hours in the fall. It seems a waste of time and should be done later in the year. Freshman are not ready for writing an Academic Statement in the first weeks of school.	I struggle with this. The guidelines for the AS are confusing, the examples we have been given are not consistent and overall, this requirement, which I believe in, is not well-articulated at our college, in my opinion.
The Spanish-Speaking World: Cultural Crossings	SOSR	Fall	Yes	Yes	Describing the statement and it's role in the transcript, seeing model statements and sharing drafts in the group.	Set aside more time. We crammed it in between lots of program material.	We regularly set aside time to reflect on the role of education in our local and global communities. We also asked students to reflect on their academic trajectory and future aspirations.
Borders	FY	Fall	Yes	Yes	After students drafted complete statements, we held a "speed-dating" session where students read and commented on 5 of their peers' statements thinking "as" prospective employers or grad school reviewers. Students then revised another time before posting.		Framing of what a liberal arts education is/can be at Evergreen, and work on identifying the questions and themes that have animated their educations so far, with an eye toward what might be next for them in terms of breadth and depth.
Playing Politics: Psychology, Performance, Strategy, and the Elections in Real Time	AL	Fall	Yes	Yes	In class workshops		Guided self-reflection based workshops and program review.
Botany: Plants, Fungi, and People	AL	Fall	Yes	Yes	Workshopping drafts	Provide more good examples.	Workshops on academic statement & self evaluations.
Advocating for a Sustainable Future	SOSR	Fall	Yes	Yes	We provided a brief written response to student's draft statements.	I would move this work to the spring where it makes more sense for students to take time to reflect on the year.	We focused on overall skills more than content.
Mathematics in Geology	AL	Fall	Yes	Yes	Peer review.	Try to better ensure that first drafts were more complete.	Yes, through the academic statement and working folks at the carr center, including a presentation from the career center.
Community Resilience: Science and Society	AL	Fall	Yes	Yes	We did this work in Academic Computing, so that students could consult the examples online, look at what they posted last year, etc.	Maybe have students read a couple of articles ("Against School" (Gatto) and "Only Connect" (Cronon), and hold a discussion about liberal arts education, before we give them time to write.	We met with each student at Week 5, and the question of educational trajectory frequently came up in those meetings; we talked often about modes of thinking and how they relate to learning, and less often but seriously about the value of a broad and liberal arts education.
Student-Originated Studies: Theory and Practice of Craft and Sustainable Design	UD	Fall	Yes	Yes	Worksheets and Peer review	Include more time to do this work	Reflected on the six expectations

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The Geography of Polar Regions	UD	Fall	Yes	Yes	Answering student questions and reading Statement drafts		clearly stated on a regular basis what knowledge, skills and abilities they were learning
An Ethics of Generosity: Community In and Through Creative Writing, 2D Design and Visual and Literary Theory	FY	Fall	Yes	Yes	Writing prompts- using online catalog to chart academic course - in-class writing time		translating how skills being taught in-program could translate to job skills- met with each student one on one to mentor for winter registration & beyond
Words/Woods	FY	Fall	Yes	Yes	Clare Lilliston ran an excellent workshop and they got feedback from faculty on their drafts.	Peer review the drafts	YES! helped them think about what to take next and told them to stay in touch.
Introduction to Environmental Studies: Water	LD	Fall	Yes	Yes	Workshops to discuss statements. Time in class to work on statement and receive feedback.		Connect concepts and skill developed in program to broader educational and career goals.
Advanced Research in Environmental Studies with A. Styring	UD	Fall	Yes	Yes	Review an revision with each student individually some class discussing the purpose of the AS.	Nothing this time, things went well.	They were very satisfied doing capstone research.
Art, Mindfulness and Psychology: Racial Identity through the Lifespan	SOSR	Fall	Yes	Yes	Multiple drafts		weekly synthesis on writing paper. Firbu [finish] conference presentation.
Scientific and Artistic Inquiry	LD	Fall	Yes	Yes	Fall quarter combination of brainstorming, lectures/demos, explanation of transcripts and purposes of Academic Statements writing , revising, faculty feedback.		2 lot of 1:1 advising, mentoring
Health, Power, and Justice: A Native Perspective	AL	Fall	Yes	Yes	Peer review		We discussed student responsibilities in an open curriculum and provided time to advise students.
Global Exchange	AL	Fall	Yes	Yes	Discussion/Draft Academic Statement		Benchmarked educational experience to other institutions, examples to show value added at TESC
Feminist Epistemologies: Critical Approaches to Biology and Psychology	UD	Fall	Yes	Yes	Reading academic statements, mutual peer feedback	More followup from me	I made Academic statement writing and self eval writing a major writing component. I had multiple eval conferences during the quarter to discuss ongoing topics.
Ireland in History and Memory	SOSR	Fall	Yes	Yes	I wasn't able to do anything with the full class; only one-on-one time worked.	I would eliminate the Academic Statement.	In one-on-one conferences.

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The Art of Acting: Empathy, Integrity, Eloquence	AL	Fall	Yes	Yes	Students worked in class on their academic statements, read them aloud to each other, and peer-edited them. They examined several different narrative strategies for constructing their statements, including one that overlapped with their imaginative character autobiography.	Make more space for me to review and critique their statements.	In short lectures twice during the program, I specifically connected the Six Expectations with the qualities that employers say they are looking for, and showed them how those are present in the learning activities of the program.
Art/Work	UD	Fall	Yes	Yes	For the first discussion to answer specific questions about the AS, we separated the seniors from the others and had separate group discussions depending on where they were in their studies. This provided a dynamic interaction around the purpose of the AS.		We required multiple iterations of the AS. It was reviewed by the faculty and by peers. We collectively reflected on our program to model the way one can tie threads into a whole retrospectively. We also counseled each student about next steps.
Vertebrate Evolution	UD	Fall	Yes	Yes			spoke with students in small groups about their concerns and trajectories: basically one-on-one and small group advising about their trajectories.
Archives of the Present	FY	Fall	Yes	Yes	Guided freewrites, further support with drafts		The entire program was framed as an introduction to college studies.
Consciousness, Dreams, and Beliefs: The Nature of Personal Reality	SOSR	Fall	Yes	Yes	5 page handout + draft required at conferences	more on self-evaluation less on A.S.	Extensive advising time
Paris Muse: Evoking Place in Literature, Art, Music, and Myth	SOSR	Fall	Yes	Yes	Having students share their drafts of statements with others in order to get critical feedback.	Devote a bit more time to offering examples of well constructed, nicely developed academic statements.	A workshop on reviewing their academic choices at Evergreen.
The History and Future of Experiments in Music and Theater	LD	Fall	Yes	Yes	Clearly describing the purpose of an Academic Statement.	have them turn in drafts of the AS.	By helping them notice the difference between institutions and education: what is done to support the institution, and what is needed to support education.
Russia and the Forging of Empires: Vikings, Mongols, and Slavs	SOSR	Fall	Yes	Yes	The very best practice has been to do an in-depth reading and class analysis of several of the essay winners' statements. This kind of lengthy analysis is both an exercise in writing in terms of technical issues, as well as writing as a means of conveying ideas.	Nothing.	In the course of our lengthy analyses of winners' work, we spent a considerable amount of time focusing on the students' education overall. Lots of student input during these sessions, productive discussions.

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Life Writes Beautiful Stories: Growing-up Experiences in Literature, Script Writing, and Performance	AL	Fall	Yes	Yes	Students are given suggestions to follow their heart and trace their life in the most spontaneous, natural way. A lot of free-writing exercises.	There needs to be a bit more attention toward their actual Evergreen experiences.	The education is perceived as part of their on-going life journey.
Computer Science Foundations	AL	Fall	Yes	Yes	Peer review seemed to be effective.	We did not find a regular time for this work in the program, so we had to cobble together our 6 hours where we could find them; I think it works better to have Academic Statement work happen on a predictable schedule.	In-class writing/self-reflection exercises. We also had them spend some time researching grad school opportunities and requirements, as a way of getting them to think about how they want to spend the remainder of their time in college.
Illustrations of Character: A Literary and Philosophical Inquiry	LD	Fall	Yes	Yes	Drafting in class, bringing drafts back and doing peer review, faculty feedback one on one.		Framed this program in the context of larger aims of Evergreen's educational offerings.
The Fungal Kingdom	UD	Fall	Yes	Yes	Did two workshops one at the beginning of the quarter and one at the end of the quarter, 3 hrs each. Copies available upon request.	Nothing	Academic statement workshops, self evaluation workshops and resume discussion
Music Matters	AL	Fall	Yes	Yes			Reflective Writing, Group Discussion
Political Shakespeares	SOSR	Fall	Yes	Yes	One-on-one advising meetings with students		one-on-one advising meetings with students
Work and the Human Condition	AL	Fall	Yes	Yes	Workshop on drafting the Academic Statement in fall.	Make submission of a draft Academic Statement a regular required paper to be submitted, on a par with all other written work.	We invited a panel of former "Work and the Human Condition" students to discuss their lives since graduating followed by an extensive Q&A session.
Media Internship	UD	Fall	Yes	Yes	Peer review and individual consultation with faculty.	Do most of this work in spring rather than fall. Most of the interns are graduating and my individual meetings with them about their academic statements have been more productive and relevant this spring than the peer review session we did in fall.	Bi-weekly meetings for discussion about their work, peer review of academic statements, individual conferences, advising on how to think about their careers and life after graduation.
Health for All of Us: Staying Healthy While We Create an Equitable System	UD	Fall	Yes	Yes	Written at beginning of quarter, written at end of quarter, based on their learning outcomes		Interviews about what path they were on for their future degree or work
Physical Systems and Applied Mathematics	SOSR	Fall	Yes	No			
Introduction to Environmental Studies: Land	LD	Fall	Yes	No	Unclear	Not sure	It wasn't clear

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Practice of Organic Farming: Fall	AL	Fall	Yes	No	Discussion of the purpose and structure of the academic statement. That is not well understood among the general student population. Also discussing what their perfect job is and what are the requirements to get that job. Does it match their school work?	Spend more time with them writing their statement, but where do you find the time?	
Defending Mother Earth: Science, Energy, and Native Peoples	AL	Fall	Yes	No			
Making Change: Business Management in Turbulent Times	UD	Fall	Yes	No			
Advanced Research in Environmental Studies with D. Fischer	UD	Fall	Yes	No			
Culture Lab: Advanced Projects in Visual and Media Arts	UD	Fall	Yes	No			
Political Economy of Public Education	SOSR	Fall	Yes	No	Feedback in conferences		
General Chemistry	SOSR	Fall	Yes	No	Giving feedback on student writing and advising students on Evergreen curriculum.		
Environmental Analysis	SOSR	Fall	No	Yes			Career development, discuss future plans, graduate school prep
Food: Development, Political Economy, and Environment	AL	Fall	No	Yes			One of the ways I did this was by having students think about their education, and how this program fit into other overall academic objectives here at TESC by doing an essay on learning objectives.
American Crime and Punishment: Exploring Incarceration and Its Human Consequences	FY	Fall	No	Yes			By continually connecting what we were doing with the Six Expectations of an Evergreen graduate, and the Five Foci.
Counting on the Brain	FY	Fall	No	Yes			Met with each student individually (at minimum once) to discuss their academic interests and advised on pathways.
Advanced Research in Environmental Studies with P. Yu	UD	Fall	No	Yes			I focused on science mentoring and answering questions regarding graduate school in science
Nature/Image	SOSR	Fall	No	Yes			Had them write about their creative process in the studio and their process during the independent study week.

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Undergraduate Research in the Humanities with S. Davis	UD	Fall	No	Yes			advising meetings with faculty
Undergraduate Research in Scientific Inquiry with D. Morisato	SOSR	Fall	No	Yes			Students were enrolled in this program for 4 credits/quarter, in order to participate in a laboratory research project. An important task was mentoring their overall education (coordination of prerequisites, etc.) as they prepared to eventually apply for PhD programs in molecular biology.
Advanced Research in Environmental Studies with L. Calabria	UD	Fall	No	Yes			Field and lab undergraduate research opportunity, fostering collaborations attending scientific meetings, grant writing, networking, graduate school
Gateways for Incarcerated Youth: Acknowledging the Past, Claiming the Future	SOSR	Fall	No	No			
Elections and the Economy	SOSR	Fall	No	No			
Undergraduate Research in Scientific Inquiry with J. Neitzel	SOSR	Fall	No	No			
Undergraduate Research in Scientific Inquiry with L. McKinstry	SOSR	Fall	No	No			
Washington State Legislative Internships	UD	Not	Yes	Yes	Having them write journals and reflection papers that caused students to see the very high value of their experiences to their academic experiences.	Having more time with students would enable better reflection and writing.	Exploring with them the possibilities for their futures - most interns were seniors (all but one) and so what they intend or desire to do with their lives was topic#1. Through their internships, they could see what life would be like in a variety of professional positions.
Advanced Research in Environmental Studies with C. LeRoy	UD	Not	Yes	Yes	Discussed pros and cons of various Academic Statement formats		Encouraged discussions of post-Evergreen careers, graduate school, and Evergreen transcripts.
"As Real As Rain": the Blues and American Culture	UD	Not	Yes	Yes	Peer work, presenting models.	Work even more extensively with graduating seniors.	Discussed story-telling, autobiographical, and thematic approaches to creating an Academic Statement. Discussed graduate school.
Bridging Cultures	AL	Not	Yes	Yes	Similar to major auto-ethnography and "This I Believe" writing assignments.	Required peer review	Short presentation on 5 foci and 6 expectations lots of discussion of differences between education in the U.S. and Korea. Auto Ethnography encouraged reflection on life-long learning process and goals.

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Student Originated Studies: Center for Community-based Learning	SOSR	Not	Yes	Yes	Shaping assignments in view of the AS. Seeing writing as a mode, a pathway to self expression during college and after.	Not sure	As a pathway, building theory-practice linkages thru this quarter and into the future. Seeing the practicalities, the ethics and the theoretical foundations. Connecting academic life to public literacy/popular education modes.
The Play's the Thing: Study of Theatre and Drama	AL	Not	Yes	Yes	Faculty led a workshop and student shared their academic statements with each other.	I would invite a writing tutor to give a presentation on how to write academic statement most effectively next time.	We had them write down all the programs and courses they partook in and asked them to find a common thread.
Language, Literature, and the Schools	SOSR	Not	Yes	Yes	Students frequently brought drafts of AS to their writing groups, and I conferenced with several students during the two quarters.		Journals and two formal writing assignments required students to consider their educational histories in relation to current goals and future teaching.
Sea Life and Sea Lives	LD	Not	Yes	Yes			Just through the academic statement and self-evaluations. Asked them to begin their research project from their own field observations in order to ground their work in their own commitments.
Watersheds: People, Rivers, and Change in Cascadia	AL	Not	Yes	Yes	Students learned from each other (newer from older).	Nothing -- this was a minor part of the program.	We discussed (briefly) the purposes behind formative vs summative statements.
Community Resilience: Social Equity and Environmental Issues	AL	Not	Yes	Yes	We provided links and offered to support the AS work of program graduating seniors. We reminded people about AS due dates, and talked briefly about the purpose of the AS and expectations and benefits regarding posting the AS.		The role of education in community resilience and in social and environmental equity became a major topic of discussion toward the end of the quarter. We talked at length on several occasions about approaches to teaching and learning, and about the importance of learning in responding to change and making change. Students also reflected on their own experiences of education and race, class and gender.
Student Originated Studies: Agriculture and Food Systems	AL	Not	Yes	Yes	An oral discussion of what they want to do with their Evergreen education and a workshop on what is their perfect job and how their trajectory at the college supports that.	have more time one on one with their academic statement.	Make them think about what is their intention with their education and are they accomplishing that intention.

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Reading Rocks: Geology and Art in the Pacific Northwest	LD	Not	Yes	Yes	Focused on self evaluation as they updated what they had already developed.		Discussion with individuals (at final conferences) and with class of future careers related to art and/or earth sciences
Wait, What? How Things Really Work in Science and Business	AL	Not	Yes	Yes	Turn in and the faculty will respond	Have more peer review	Told students their AS will figure prominently in their transcript
Health, Power, and Justice	AL	Not	Yes	Yes	Peer review, discussion of the purpose of academic statements and transcripts. We also discussed what learning communities were and how to work toward them.		We discussed the importance of ongoing reflection about their educational choices, particularly important in the context of an open curriculum.
Pacific Rim Rivals: China, Russia, Japan, and the United States	AL	Not	Yes	Yes	Students new to Evergreen (we had a few) were really grateful when I took a couple of hours to go over what the Academic Statement is, and how to fulfill the requirements. One thing that worked well was when the Mentor Council shared links to info pages during one of the spring faculty meetings; I used that to help better inform my students.		Tom and I constantly seek ways to encourage this kind of thinking by actually asking people what they think! In any mention of the Academic Statement, this request is present. In any discussion of self-evaluations, I always remind people that a single program's reflection should always consider how that program fits into a larger pattern of study. I routinely bring up the 5 Foci and 6 Expectations, as I find them to be useful tools for considering this question.
An Ethics of Generosity: Community In and Through Creative Writing, 2D Design and Visual and Litera	LD	Not	Yes	Yes	I developed a dynamic set of writing prompts based on Evergreen's six expectations and had them use that writing as material to shape into a more formalized AC - I also had them do all of the computer work together in a MacLab to include final edits and online submission through their my.evergreen.	Add a round of peer review	we spent time in individual meetings in weeks 3 and 9 and then had them search the Evergreen catalog and lay out a possible 4 year plan as well as listing at least three programs they would like to research at the academic fair
An Ethics of Generosity: Community In and Through Creative Writing, 2D Design and Visual and Litera	FY	Not	Yes	Yes	I developed a dynamic set of writing prompts based on Evergreen's six expectations and had them use that writing as material to shape into a more formalized AC - I also had them do all of the computer work together in a MacLab to include final edits and online submission through their my.evergreen.	Add a round of peer review	we spent time in individual meetings in weeks 3 and 9 and then had them search the Evergreen catalog and lay out a possible 4 year plan as well as listing at least three programs they would like to research at the academic fair
Undergraduate Projects in Critical and Creative Practices with J. Sandoz	SOSR	Not	Yes	Yes	Faculty feedback, discussion		Discussion

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?
Undergraduate Research in Scientific Inquiry with C. Dirks	SOSR	Not	Yes	Yes			Although this is a research lab and students are only taking credit part time, I do a lot of advising about where they are at in the education and discuss the next steps they should take to get to where they want to go.
Words/Woods	LD	Not	Yes	Yes	Clare Lilliston ran an excellent workshop and they got feedback from faculty on their drafts.	Peer review the drafts	YES! helped them think about what to take next and told them to stay in touch.
Words/Woods	AL	Not	Yes	Yes	Clare Lilliston ran an excellent workshop and they got feedback from faculty on their drafts.	Peer review the drafts	YES! helped them think about what to take next and told them to stay in touch.
Spring Fungi	UD	Not	Yes	Yes	Having students share statement in small groups for feedback. Doing a Q&A session about the purpose of AS logistics of deadlines, submission etc.	Have an additional session early in quarter to work on.	In person advising at mid-quarter meetings and evals - Sharing career opportunities, internship opportunities, networking opportunities
Business and Ethics	UD	Not	Yes	Yes	Reading the AS's of seniors and giving them written feedback.	Overall the students had very poor coaching about what the AS are for. They did not see them as the main thing that would represent THEM in job searches or grad school admissions. Most of them were quarter by quarter overviews of their favorite programs. Few wrote holistically about their growth as students and citizens during their time at Evergreen. This seems a big problem and needs to be addressed by the school as a whole. I would spend even more time with seniors.	My entire approach was to coach students to see their vast potential. I made a point of trying to get to know each of the 28 students a little during the quarter, by talking to them at various opportunities- in class, before class, in office hours, meetings, lunches and more. I wanted them to know I was interested in their challenges for education, (many are first generation college students) -- and also issues about race, class, gender, sexual orientation, Trump or anything else they wanted to talk about. At our end of quarter meetings I spoke to EACH senior about grad school - encouraging them to seriously consider business school, law school, or grad school in education, sociology, economics or even literature. My mission was to get students to see subjects like business, economics, race, gender, equity, innovation, leadership as all integrated and things that need to be studied in school. And that a diverse student population at school is critical to modern education.

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Introduction to Environmental Studies: Water	LD	Not	Yes	Yes	Workshops to discuss statements. Time in class to work on statement and receive feedback.		Connect concepts and skill developed in program to broader educational and career goals.
Psychology and Mindfulness	SOSR	Not	Yes	Yes	Included... of 1st integrative paper		2nd integrative paper....
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev, and Putin	SOSR	Not	Yes	Yes	Showing students models of good Academic Statements always seems to be the best way to deal with this task.	We would love to have a set of strong Academic Statements available to faculty to share with their students during AS workshops. We had very few examples; we would like this to be different--with several more available to be shared and discussed.	By reading together and analyzing a few examples of ASs, students then were able to share and discuss what seems to be the point of the statements, as well as how they might enhance their own statements.
Student-Originated Studies: Fantastic Resistances	AL	Not	Yes	Yes	Regular reminders of submission deadlines, a brief presentation of the practical history and significance of the statement, and giving the students simultaneous opportunities to share information and observations of the process with one another.	Not be a merc, so I'd actually have a presence in these students' longer-term process. I have, however, no say in the matter.	Bln keeping with the theme of this program, by means of all sorts of speculating about the future, of course!
Dance of Power, Freedom, Belonging, Fun	AL	Not	Yes	Yes	Modified psychological and developmental inventories, e.g. Rogers Indicator of Multiple Intelligence (RIMI); review of previous iterations of Academic Statement(s) vis-a-vis current educational experiences of students...	Check in mid-quarter rather than only at the beginning and end.	Same as #13B, plus inventories and seminar discussions about early childhood and high school experiences; comparing family (parents, sibling, relatives) educational experiences, and reviewing areas of global concern--social, environmental, etc.
Inventing Systems	AL	Not	Yes	Yes	Clear description of the purpose of AS, and the attempt to raise the significance of an individual voice against an institutional voice.	Give more time to this work and discussion.	By having them discuss the difference between getting an education and getting a diploma --- the necessities of each.
Coming to Our Senses: Blessing the Space Between Us	AL	Not	Yes	Yes	We held two peer writing workshops focused on the academic statement. The faculty held individual conferences with seniors.	Start the writing and peer review earlier. It got scheduled toward the end of the quarter when students were also finishing projects and self evaluations.	There was a thread throughout the quarter in which students reflected on their learning and the consequence they felt. They spent a lot of time in small (6-7 person) "peer groups" in which they wrote about and discussed their learning.
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	LD	Not	Yes	Yes	Telling them they had to do it and it had to be submitted. Along with clearly explaining what role the academic statement plays in their transcript.	Nothing	Clearly focusing them to understand the academic statement is a business letter or cover letter to their transcript.

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Counting on the Brain	AL	Not	Yes	Yes	We did this in the fall quarter but not in spring.		We did talk extensively about the AS and its purpose. We also sounded like a broken record prodding them to 'Turn In' their statements.
American Crime and Punishment: Exploring Incarceration and Its Human Consequences	LD	Not	Yes	Yes	Collective and small group work on AS. Exploring the Catalog together. Discussing the Six Expectations, as it relates to AS and employment goals.		We routinely discussed assignments and learning throughout the class in terms of the Six Expectations, and linked assessments of written projects to those criteria,
Equity and Education	LD	Not	Yes	Yes	Guided workshop with attention to their goals and to 6 Expectations and 5 Foci	Satisfied with workshop	Whole focus of program facilitated this
Counting on the Brain	AL	Not	Yes	Yes	We had a workshop and used peer as well as faculty review. The repeating CORE program writing workshop also did a session that included peer review with students from different programs. That is, students were paired with other students not in their current program.	This is my first time doing this so I don't have enough experience. Also, since all of our students were FTFY, their statements were at the embryonic stage.	Several avenues: weekly sessions with an academic advisor (Tyrone); individual conferences; talking students through difficult material and encouraging them when they wanted to bail out (getting them to see a bigger picture).
Cosmology: Science, Wisdom, and the Future	AL	Not	Yes	Yes	PowerPoint presentation/guide workshop. We used ideas from multiple faculty to think about content and structure of the academic statement . Less on the writing itself	Start very early in the quarter and give take-home assignment	Substantial time was spent on working through finding value in learning Einstein's theory of special relativity. How education challenges assumptions makes new assumptions based on new experience/thinking, and develop wide-ranging conclusions.
Group Dynamics	UD	Not	Yes	Yes	Time to write and discuss in small groups		Discussion of education goals in final evaluation
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil, and Tragedy	SOSR	Not	Yes	Yes	Extensive discussion of the AS, and extensive examination and critiquing of examples of winners of the AS prizes. Students were invited to share their own suggestions for what might make for successful statements.	Nothing.	By examining samples of statements, we included in our discussion the factors which ought to be contemplated in thinking about education overall.
Transnational Feminisms	SOSR	Not	Yes	Yes	Workshop on academic statements looking at examples; "speed dating" peer review activity once students had solid drafts; faculty feedback		discussions of breadth and depth, discussions of aspirations for time at Evergreen, discussion of questions/themes in academic statements
Mortality	AL	Not	Yes	Yes	Workshop, brainstorming, writing exercises	Would depend on the quarter	Emphasis on 5 Foci and Six Expectations

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Illustrations of Character: A Literary and Philosophical Inquiry	LD	Not	Yes	Yes	2 sessions explaining it, students working in peer-review groups and individual with faculty		Regularly tying the large themes of the program with civic engagement, strong friendships, service to others, and other common values.
Introduction to Environmental Studies: Land	LD	Not	Yes	No	Unclear	Not sure	It wasn't clear
Freshwater Ecology: A Landscape Perspective	SOSR	Not	Yes	No	Workshops		
Catastrophe: Community Resilience in the Face of Disaster	SOSR	Not	Yes	No			
Aquaria: Science and Society	UD	Not	Yes	No			
Trees and People	LD	Not	Yes	No			
Archives of the Present	FY	Not	Yes	No			
Archives of the Present	LD	Not	Yes	No			
Sustainability: Reimagining the Built Environment and the Written Word	AL	Not	No	Yes			Guest speakers - professionals in the field, a number were TESC grads. incorporated discussion of education and opportunities, frequently.
Field Plant Taxonomy and Conservation	UD	Not	No	Yes			one-on-one advising in evaluation and mid uarter evaluation
European Ethnobotany and Art	AL	Not	No	Yes			self evals andd one on one work on academic statements as needed.
Natural History and Storytelling: Observations and Representations	SOSR	Not	No	Yes			Self-evaluation workshop and required self-eval; career opportunities in disciplines studied, class discussions and writing.
Gender and Science: An Introduction	LD	Not	No	Yes			Conferencing in workshop and wek10 in addition to eval week
Plant Chemical Ecology: The Secret Life of Plants	UD	Not	No	Yes			Advising individual students about academic path, shared perspectives on graduate school provide students with announcements, resources related to opportunities for research experience, scholarships, etc.
Capstone Project Preparation: A Research and Writing Seminar in the Humanities and Social Sciences	SOSR	Not	No	Yes			Conversation about future ILCs, workshops on getting grants and applying to graduate school, individual counseling on the academic catalog
Computers and Cognition	AL	Not	No	Yes			Job skills

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What is She Saying?	UD	Not	No	Yes			Too broad. Relevancy was a big topic all the time in terms of content, form, and context.
Digging Up Diseases	AL	Not	No	Yes			Workshops
Where Are You? Introduction to Geography and Geographical Awareness	AL	Not	No	Yes			Required self-evaluations
Communication and Security	AL	Not	No	Yes			We did regular discussion of objectives and what they learned
Web Design and the Connected Individual	AL	Not	No	Yes			We developed web skills that they used to present their previous learning.
Research Capstone in Psychology	UD	Not	No	Yes			Gave advice about grad school
Student-Originated Studies: Linguistics, Mathematics, and Cognitive Studies	AL	Not	No	Yes			independent learning design process, self-evaluation process
Community Resilience: Women Making Change	SOSR	Not	No	Yes			We talked several times about Evergreen approaches to learning and the value of these approaches for learning and for becoming flexible and life-long learners. I also did quite a bit of academic advising.
Art of Mexico	UD	Not	No	Yes			Through our evaluation conferences and answering specific questions from students.
Self and Story: Studies in Psychology, Literature, and Writing	SOSR	Not	No	Yes			Class discussion, inc. specific examination of evals + A.S. as self-stories
Shakespeare Reproduced	SOSR	Not	No	Yes			1-1 meetings
Student-Originated Studies: Gender in Music	UD	Not	No	No			
Computing Practice and Theory	SOSR	Not	No	No			
Undergraduate Research in Scientific Inquiry with R. Rex	SOSR	Not	No	No			
Crisis and Transformation in the U.S.: Political Economy, Social Movements, and Media	SOSR	Not	No	No			
Dimensions of Inequality and Options for Change	SOSR	Not	No	No			
Undergraduate Research in Scientific Inquiry with R. Forbes-Lorman	SOSR	Not	No	No			
Monsters: A Literary Exploration	AL	Not	No	No			
The Social Animal	SOSR	Not	No	No			
Psychology in Film	AL	Not	No	No			

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Working Artists: The Business of Creativity and Art	LD	Not	No	No			
Marine Biodiversity	UD	Not		No			
So You Want to be a Psychologist	AL	Not		No			
Student-Originated Studies: The Archival Impulse - Advanced Studies in Humanities, Social Sciences, and Library Research	SOSR	Not		No			