

***If you were to design your dream program, what would it look like?***

Students were asked if they could design their dream program, what it would look like including the number of credits, faculty composition, days and time, and a description of the subject matter. The largest percent of First-time, First-year respondents want a Daytime Only (81.5%), Team-taught (84.1%), 16 credit (81.5%) program.

<i>Categories are not mutually exclusive</i>		First-time, First-year	
		%	N
<b>Instructional period</b>	Daytime Only	81.5%	66
	Daytime and Evenings	6.2%	5
	Evenings Only	-	-
	Evenings and Weekends	1.2%	1
	Weekends Only	11.0%	9
	<b>Subtotal</b>	<b>100.0%</b>	<b>81</b>
<b>Instructor</b>	One instructor	15.9%	13
	Team taught	84.1%	69
	<b>Subtotal</b>	<b>100.0%</b>	<b>82</b>
<b>Credit</b>	16 credits	81.5%	66
	12 credits	14.8%	12
	8 credits	3.7%	3
	<b>Subtotal</b>	<b>100.0%</b>	<b>81</b>
<b>Length</b>	1 quarter	23.5%	19
	2 quarters	39.5%	32
	3 quarters	37.0%	30
	<b>Subtotal</b>	<b>100.0%</b>	<b>81</b>

***Mutually Exclusive distribution of dream programs by schedule and credits***

		Credits			
		8	12	16	Total
N		0	8	58	66
Daytime only		0%	12.1%	87.9%	100.0%
N		1	2	2	5
Daytime and Evenings		20%	40%	40.0%	100.0%
N		-	-	-	0
Evenings Only		-	-	-	100.0%
N		1	-	-	1
Evenings and Weekends		100%	-	-	100%
N		1	2	6	9
Weekends Only		11%	22%	67%	100%

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Credits	Faculty	Instructional period		Description of field(s) of study
12 credits	One instructor	Evenings (weekdays)	2 quarters	On designing and writing poetry. Preferably with class activity in the Olympia community. Homework being engaging and dynamic.
12 credits	Team-taught	Daytime & Evenings	1 quarter	Regular 2-3 page essay a week on very focused readings. Preferably about 50 page weekly reading load. Occasional teacher assigned group projects on topic chosen by students.
12 credits	Team-taught	Daytime & Evenings	2 quarters	Examine structuralism and reductionism in physics, neurology, cognitive/metacognitive systems, and the scientific method itself. Compare the points at which models and philosophies break down in each. Compare the roles of symbol and image in contextualizing the [whole] novel.
12 credits	Team-taught	Daytime (weekdays)	1 quarter	Research essays, reading, etc.
12 credits	Team-taught	Daytime (weekdays)	2 quarters	A mixture of the theories of writing, reading, and how language influences societal constructs.
12 credits	Team-taught	Daytime (weekdays)	2 quarters	Project-based assignments, accountability to complete work placed heavily on students, light but interesting and relevant readings
12 credits	Team-taught	Daytime (weekdays)	3 quarters	I would be working to learn about psychology, and midwifery. Working in conjunction with local birthing centers.
12 credits	Team-taught	Daytime (weekdays)	3 quarters	I'm not sure, something light with some interesting projects worked into it
12 credits	Team-taught	Daytime (weekdays)	3 quarters	Studying animal behavior and how service animal training works and different areas of animal related jobs.(zoology, vet etc.)
16 credits	One instructor	Daytime & Evenings	2 quarters	Writing works of investigative journalism.
16 credits	One instructor	Daytime (weekdays)	1 quarter	Theater, photography
16 credits	One instructor	Daytime (weekdays)	2 quarters	It would study history, sociology, and literature through analyzing novels, poems, and short stories from a time period in a culture
16 credits	One instructor	Daytime (weekdays)	2 quarters	urban planning, lots of emphasis on field study and research
16 credits	One instructor	Daytime (weekdays)	3 quarters	How to make a short (20-30) minute film and internships, also quantum physics somewhere in there

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16 credits	One instructor	Daytime (weekdays)	3 quarters	Reading a variety of books about plants, including field guides and novels. Writing responses to the novels and going out into the field to find the plants in the field guides. I would like to see myself in the lab building at least once per week looking at field samples under microscopes and looking at cross sections as well as documenting my findings and my ability to identify the plants.
16 credits	One instructor	Daytime (weekdays)	3 quarters	SOS/ILC on poetry, with a focus on solo sailing and boat building.
16 credits	Team-taught	Daytime & Evenings	1 quarter	The program work would have something to do with the outdoors and with watching and studying films as well as other texts such as books, magazines, etc.
16 credits	Team-taught	Daytime & Evenings	1 quarter	Would include weekly labs
16 credits	Team-taught	Daytime & Evenings	2 quarters	Beginner audio recording and editing, arranging/composing music to be recorded, media studies of pop culture (music, podcast, radio shows) and other recorded pieces. Learn the ins and outs of recording process and find out what makes a track or show audibly interesting, then producing your own content.
16 credits	Team-taught	Daytime & Evenings	3 quarters	Lots of Photography!
16 credits	Team-taught	Daytime (weekdays)	1 quarter	A program that is intended for those who are going to MIT and have requirements to meet. Perhaps a geography course that ties in history to help meet the requirements in more than one area of development.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Brief lectures and readings, seminars and papers on the former, field trips and community work
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Classes would be for seminar discussions and lectures, and outside work would include projects that would be largely student-motivated. There would also be readings (about a book a week).
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Consider the fact that every one learns in different ways and be accommodating of that.

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Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	1 quarter	I would imagine the program taking in separate branches of science from separate instructors, utilizing the dynamic educational system Evergreen has. With this new, synergistic approach, the program could help students develop in fields such as general science, education, sociology, or perhaps even philosophy.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	I'd really like to see something focused on writing short stories. So far I have been able to write short stories for projects as part of the programs I'm in, but it has never been a focus. There seems to be very few classes offered with a creative writing focus.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	It would be a quarter long economics class that covered the basics of both micro and macro economics. There could be a second optional quarter where more advanced theory and concepts would be covered.
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Painting
16 credits	Team-taught	Daytime (weekdays)	1 quarter	Plenty of group projects with few individual projects that involve building something.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	A filmmaking course where each quarter we learn about all the different components of filmmaking by making group films once per quarter. This would also provide opportunities to study theory and philosophy regarding media and representation. It would also provide opportunities to diversify within the program, so that students could pursue particular tracks within film production, or even acting, which they want to focus on.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Beginner marine biology and biodiversity studies without having the pre requisite s that all the other marine biology program ask for (because they're upper division, so they require at least two quarters of biology and chemistry labs), I wish there was an introductory lower division marine science program.

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Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Difficult science class with a heavy emphasis on research writing and practicing
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Fairly intensive reading and writing assignments that both discussed new information as well as synthesized learned material.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Focused on multimedia journalism, and contemporary political and social issues. Heavily oriented toward having students create their own projects.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	I would want to teach a program on Greek mythology. I have always been a fan of learning about the myths and the Greek and Roman Gods and Goddesses. Each week would focus on a myth and a God or Goddess.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	In class we would discuss the functions of complex systems in society and our potential roles as either cogs within these systems or as conduits for change, working to improve these systems. Out of class, we would be given the freedom to investigate our own specific interests through quarter long projects, tying them to the overall theme of the class, preferably something along the lines of fighting for equality amongst demographics or planning sustainable projects for the restoration and preservation of our natural resources.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	It would be a program where it focused on teaching students about filming techniques and how to use the equipment. It would range from all areas including cameras, lighting, audio, frames, casting, etc. It would give us an outlook onto what a real filmmaker does. How to use the equipment and put it together. Get a deep understanding of these tasks. It would also go into how to go about making a film in legal terms. Students would know how to approach film making in a business like way.

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16 credits	Team-taught	Daytime (weekdays)	2 quarters	It would combine poetry and social justice (not just focusing on one marginalized group, but rather analyzing the entire spectrum of kyriarchy). The readings would be written by [authors] of diverse backgrounds and all be up-to-date to avoid slurs that were once used as common phrases.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Light homework that focuses on large project[s], group and individual. I find that when I don't feel overwhelmed by excessive homework, I can focus better in class and maintain my work and my focus.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Lots of reading, including novels and poetry as well as academic papers. Lots of writing, in the form of essays and fiction. Field work with children. Mini-internships in local schools. A culminating project.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	My dream program recipe: 2 parts lecture, 2 parts guest speakers, films, field trips, field experience, etc., 3 parts discussion, 1.5 parts reading assignments, 1.5 parts writing assignments, 1 part peer review of work, 1 part faculty review of work, 2 parts final project and no-stress class presentation (collaborative learning).
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Program would explore sustainable urban development and focus on issues with the human condition and how it has contributed to climate change. Program would also explore sustainable agriculture and how to include this into urban development
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Something involving intersections of art and psychology in relation to personal identity and self-expression, exploring how this self-expression can be used as a positive tool of empowerment.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Topics covered in relation to housing and cities: Renewable energy, recycled products, sustainable materials and design for houses, ecovillages. A study abroad for two or more weeks to one or more exemplary instances of green housing communities.

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16 credits	Team-taught	Daytime (weekdays)	2 quarters	We would study the physical evolution of human beings. Examine the differences in real casts of skulls from the eras of human evolution, study where they were found. We would read texts by substantial anthropological scientists. And have the opportunity to integrate art and sculpture into the study of anthropology.
16 credits	Team-taught	Daytime (weekdays)	2 quarters	Working on evolution and studying vertebrate animals intensely.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A couple books per quarter -ongoing intensive projects (short/less formal) presentations on progress and research -field research and writing and synthesis
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A program discussing European history (focusing on France and England) as well as a portion dedicated to art.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	A study of power and privilege within contemporary media.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Anything relating to Science and math to help me earn the necessary credits for my Bachelor's of Science Degree.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Equal mixture of self-motivated work and group learning.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Everything Sports' will include sports management, psychology, physiology and medicine
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Focusing on Native American representation & relationships with Non-native communities in the Puget Sound/Pacific Northwest. See how to develop better Native studies into the school districts and get more positive community interaction or awareness in general. Also, working with tribes on creating things like language books/apps/websites to better keep the culture alive and engaging for youth. First few months would go through an overview of how colonization happened and the effects it had/has so that people with not prior knowledge could join the program with ease.

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16 credits	Team-taught	Daytime (weekdays)	3 quarters	Hands on work, less time spent in classroom, more real life experience, more meshing of the interdisciplinary subjects, as that aspect of the teaching seems to cause some disruption when not thought out correctly.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	International business, management skills, and field trips to successful corporations in Seattle as well as meeting or interviews with executives of large companies.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	It would be a class that combined psychology and art where students could earn credit in all of their prerequisites that are required for art therapy graduate school.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	It would be a focus on history and uses of history in modern forms of media, be it books, movies, or something of the like.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Learning about music and theater.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Minor seminar component, computer science labs, lectures, collaborative work time for homework (Very similar to the current models of motion program)
16 credits	Team-taught	Daytime (weekdays)	3 quarters	My ideal dream program would include consciousness studies, dream work, cultural studies, study abroad, student originated studies, outdoors activities and a good amount of time spent outdoors and in nature when the weather permits it.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Photography and video along with understanding botany or environmental sustainability and community building.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Reading & Annotation, Writing, and Field work/ Lab time.
16 credits	Team-taught	Daytime (weekdays)	3 quarters	Seminars, practitioners, group work, lectures
16 credits	Team-taught	Daytime (weekdays)	3 quarters	The program would discuss the effects of global warming and effects on the environment as well as the ocean ecosystem. Then we would be taking samples from our campus and beaches like a chemistry class would do.



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Credits	Faculty	Instructional period		Description of field(s) of study
16 credits	Team-taught	Evenings (weekdays)	3 quarters	An integrated history, political science, and economics class covering the development of contemporary geopolitics, economics, and political and economic theory.
16 credits	Team-taught	Evenings (weekdays)	3 quarters	Learning to code and build firewalls.
8 credits	Team-taught	Daytime & Evenings	1 quarter	I would like to learn about traditional African/Kemetic psychology, as well as contemporary black/"minority" psychology.
	Team-taught			I have no idea what sort of a program I would be able to teach at this point. If I were to ever teach a program, I think I would be interested in teaching something science based, maybe some neuro-chemistry because I think science helps explains a lot, and I/everyone could learn more science.
8 credits	One	Evenings &	2 quarters	[No detail provided]
8 credits	One instructor	Evenings (weekdays)	1 quarter	[No detail provided]
12 credits	One instructor	Daytime (weekdays)	2 quarters	[No detail provided]
12 credits	Team-taught	Daytime (weekdays)	2 quarters	[No detail provided]
12 credits	Team-taught	Evenings (weekdays)	2 quarters	[No detail provided]
16 credits	One instructor	Daytime & Evenings	3 quarters	[No detail provided]
16 credits	One instructor	Daytime (weekdays)	1 quarter	[No detail provided]
16 credits	Team-taught	Daytime (weekdays)	1 quarter	[No detail provided]
16 credits	Team-taught	Daytime (weekdays)	1 quarter	[No detail provided]
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[No detail provided]
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[No detail provided]
16 credits	Team-taught	Daytime (weekdays)	2 quarters	[No detail provided]
16 credits	Team-taught	Daytime (weekdays)	3 quarters	[No detail provided]
16 credits	Team-taught	Daytime (weekdays)	3 quarters	[No detail provided]