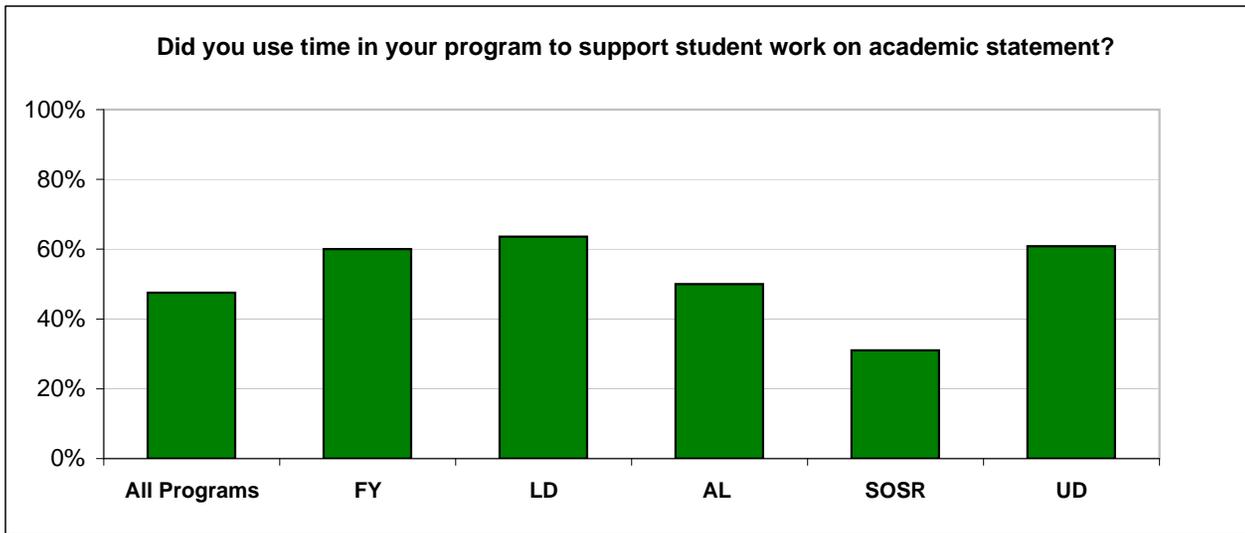


End-of-Program Review 2012-13

Supporting Student Work on Academic Statement (AS) in Programs

	N	Yes	No
Programs in AS pilot	42	95.2%	4.8%
Programs not in AS pilot	97	26.8%	73.2%



	Yes	No	Programs supported AS (N)	Programs Responded (N)
All programs	47.5%	52.5%	66	139
First-year (FY only)	60.0%	40.0%	3	5
Lower Division (LD) FY-SO	63.6%	36.4%	7	11
All Level (AL) FR-SR	50.0%	50.0%	29	58
Sophomore-Senior (SOSR)	31.0%	69.0%	13	42
Upper Division (UD) JR-SR	60.9%	39.1%	14	23

Faculty who indicated their programs used time to support student work on academic statement were asked to describe what worked and what they would do differently. Below are the comments sorted by type of program .

Program	Program Type	What worked?	What would you do differently?
Awakening the Dreamer, Pursuing the Dream	FY	Multiple workshops to work on it bit by bit	Better distinguish self-eval from academic statement
CounterACTION: Exploring Racial and Cultural Inequalities in Education	FY	Reflective writing prompts that required students to self-assess their learning at the fifth and eighth weeks.	Discuss more explicitly the purpose of the academic statement in ways that differ from the self evaluation.
Self and Story: Studies in Psychology, Literature, and Writing	FY	Pre-writing focused on students' key educational and personal experiences thus far (based on Dan McAdams's concept of "nuclear episodes").	Begin pre-writing activities earlier in the quarter; share model statements; defer academic statement work until Core students have had two or more quarters of experience at Evergreen.
Afraid to Laugh: The Psychology and Media of Fear and Humor	LD	Students wrote a self-directed learning plan.	[no comments]
Art/Work	LD	Students did an in-class writing exercise to a series of prompts asking them to think about the "then" "now" and "next" of their academic lives. They then went away to write draft statements and then workshoped drafts in small groups. This worked well. Students also, after this, had an hour seminar discussion on Cronon's "Only Connect" which was a good start.	Instead of Cronon's essay I would use other reading materials that have more substance and are less unintentionally (middle/upper-middle) class-specific.
Business, Personal Finance and Statistics	LD	Use of the Meyers Briggs Typing Indicator. Quizzes at the start of most class sessions.	[no comments]
Earth and Life	LD	We provide evaluation workshops - that I think are inline with helping students work on their Academic Statements.	[no comments]
Iconoclasms	LD	6hrs in fall quarter introducing/mentoring on Academic Statement initiative	[no comments]
Music, Math and Cybernetics: Things + Relations = Systems	LD	Introducing them to concepts on the social function of language, on synthesizing ideas.	More time for both.
Transmutation: The Alchemy of Scientific Thought	LD	Linking self-eval writing to the academic statement.	[no comments]
A History of "Race" in the U.S.: From Colonial Era to 2013	AL	Used a modification of "expectations of an Evergreen graduate"	Not sure how best to help transfer students because for most report simply had completed gen ed. requirements - unclear of their "path"
Amazing Grace: U.S. Religious Thought and Practices, 1780-1850 and 2013	AL	Combination of theoretical and applied and combination of disciplines (history, music, religious studies)	[no comments]
Ancient Words and Works: On Being Human	AL	Writing workshops	[no comments]

As Poetry Recycles Neurons: Flocks of Words, Tracks of Letters	AL	We used the normal mid-quarter and end of qtr self-evaluation class periods to turn our program-oriented reflection and writing towards a cumulative and outside world perspective. The award winning student essays were required reading as were a series of provocative news items and academic essays re: the role of a liberal arts education in a globalized neoliberal world. Both the program evals and the academic statement-like evals were peer reviewed, revised and shared in class and on program moodles.	Create even more class time to enable students to read their work aloud. Advocate for a web location of "best practices" and "support readings" whereby faculty could share what they do and what readings from off campus sources enables TESC students to come to terms with both the academic statement and the state of education that made it both necessary and useful.
Boom or Bust: Social Struggles of the 1930s	AL	Writing prompts, open discussion, addressing different levels of students in each assignment. Having regular visits from a member of the Mentor Council.	Maybe fine-tune the writing prompts to improve them? Offer more models of completed essays?
Botany: Plants and People	AL	Loved the writing workshops and the discussion books, the guest speakers, labs	Try to articulate even better the requirements for upper division science credit
Business and Culture Along the Silk Roads	AL	Review of Academic Statement drafts	More one on one tutoring
Computer Science Foundations	AL	Descriptions of the Computer Science curriculum at Evergreen and at other colleges.	[no comments]
Dancing Molecules	AL	The students appeared to really enjoy writing about themselves through answering the series of questions we provided them. The writer's workshop was also a high point.	I would stick with what I did, but would need something completely different if I had upper-division students instead of 50% freshman.
Educational Points of View	AL	When students had their drafts from the beginning of the year, we had a concrete document to work with.	I hope this next year to be able to carve out time more strategically to discuss and review students' work.
Food, Health and Sustainability	AL	Students appreciated class time devoted to serious reflection from the outset of the academic year. The use of prompts and small-group discussions helped advance the drafts.	[no comments]
Freedom Dreams: The Cultural Revolutions of the 1960s	AL	Critiquing the flaws in the sample statements published on the website.	We tried a mapping exercise/ casual exercise and it worked for only a few students
Green Nature, Human Nature	AL	Reading and discussing historical and contemporary views of education as a context--George Washington Carver/Booker T. Washington and W.E.B Dubois, and Alice Waters and a critic of school gardens	Use more time and work through ideas more consistently
Justice at Work: Labor, Civil Rights, Immigration and the Law	AL	A structured writing exercise in the fall.	I would probably add peer reading/editing into the mix, so that there was more sharing of statements.
Landscapes of Change: Writing & Mapping the Future	AL	In-class writing exercises; sharing our own academic statements...; seminars on texts concerned w/ defining a "liberal arts" education - William Cronon, Louis Menand	Felt like an interruption and departure from program content. I wonder about how to integrate it better. Students explained that they where not getting what they paid for, i.e. information/learning about climate change, geography and writing.
Making Public Health Matter: Reimagining Health-Based Journalism	AL	We devote some time to self eval the last day.	[no comments]
Mind-Body Medicine	AL	Peer review of drafts.	[no comments]
Mount Rainier: The Place and its People	AL	Powerpoint presentation and discussion.	Schedule the support time into the program schedule in advance.

Movements and Migrations: Sustainable Communities in a Transnational World	AL	First quarter writing workshops, brainstorming based on some questions from ASI workshop, reviewing and discussion of sample award-winning statements, peer review of drafts of Academic Statement, including them in first quarter portfolio	Nothing--everything worked well
Musical Theatre in Cultural Context	AL	[no comments]	We mentioned a couple of times the importance of academic statement, but did not design activities for working on the statement.
Orissi Dance and Music of India	AL	Yes--elective project activities for interested students.	This was a reasonably effective approach, since these students did not HAVE to produce a draft this particular quarter.
Ornithology	AL	The program, overall, flowed smoothly.	I dedicated 2 hours of our time a week to project work. Not many students took advantage of that time, and I could have used that time to focus more on analytical methods and seminar.
Playing Politics	AL	First of all, explaining the very concept of the "Academic Statement," which is new to both students and faculty. I think we did a decent job of explaining the value of the ASI, and our students, for the most part, seemed to agree that the ASI is a valuable pursuit. It was also useful to contrast the ASI with the program's Self-Evaluation. The difference is one of "scale," and I think we successfully established an intellectual connection between these 2 versions of self-reflect	Next year, I plan to more explicitly articulate the goals of the Academic Statement (in contrast to the quarterly self-eval) immediately, up-front, as part of our program's initial reflection on learning goals. There are many ways to do this, so I'm not sure about my concrete plans. However, feedback from students this year about the ASI has been almost universally positive, so I am motivated to "fold the ASI in" to my regular curriculum. And that was the plan, no? I am on board, since my students seem to like it.
Popular Uprisings: 1968, 2011 and the Road Forward	AL	Mentioned workshop	[no comments]
Religion, Society and Change	AL	Hand's on workshops, including brainstorming students' education highlights, lecture on AS, drafting and peer group work.	Difficult to connect with the curriculum and integrate into program so that it fits and doesn't feel like an add-on. Would appreciate some ideas.
Science Seminar: The Universe and Beyond	AL	Writing self-evaluations based on best work from portfolios	Spend one more hour on developing academic statement from self-evaluations

The Biological and Sociological Foundations of Health	AL	Good initial workshops: 1) The writing process (stolen from Sandy Yanonne) 2) Brainstorming and working through the Academic Statement itself 3) Peer review of Academic Statement	Try to figure out how to negotiate the transition from an internal audience (fresh, soph, even juniors) to external (seniors) Provide more examples.
Trajectories in Animation, Mathematics, and Physics	AL	We reported on our activities extensively to Mentor Council. Most of those activities worked well. In particular, reading essays by scientists and artists about their own educations or ideas about education helped students think about their own educational pathway.	We had students do outlines for academic statements rather than write a complete first draft. We would ask them to do a complete draft the next time. We would also like to do activities with other programs.
Work and the Human Condition	AL	Stephen Beck and I had students fill out a survey at the beginning of the program. Then, they used that reflection to work on a 2 hr workshop: "Furthering Your Academic Statement" and they refined the draft produced at the end of fall quarter. At the end of this quarter, they'll look at what they had written and revise one more time.	[no comments]

Adaptation: Evolutionary Patterns in Biological Space-Time	SOSR	Reflection	Have students bring drafts in
African American Literature	SOSR	I provided students with a description of the academic statement and fielded their questions.	I would spend more time on the academic statement and have as a course assignment a draft of an academic
American Indian Sovereignty: Competing Contexts	SOSR	Regular self-evaluation writing, peer review, extensive faculty discussion of the academic statement	[no comments]
Clinical Psychology: The Scientist-Practitioner Model	SOSR	Completed three workshops over the course of fall quarter and created a specific autobiography assignment to reinforce the workshops and think through the academic statement	[no comments]
Computability and Language Theory	SOSR	Discussions of what goes into a computer science major and how the topics fit together.	Nothing except this should be ongoing. This is an advanced program and a number of the students were graduating.
Forbidden Knowledge	SOSR	I don't know how well it will work, but we will spend in-class time on program reflection and ask students to connect their work in the program to their academic statements.	[no comments]
Gothic Constructions: Architecture and Literature	SOSR	The overall approach - different pieces of writing that were synthesized into an academic statement.	I would compress the academic statement work into two or three sustained days.
Local Knowledge: Community Projects	SOSR	Writing workshops with guided prompts	More integration with program material; more peer sharing.
Local Knowledge: Creating Just and Sustainable Communities	SOSR	Mid-fall quarter workshop	Stress importance of returning to fall work and building on it.
Making Effective Change: Social Movement Organizing and Activism	SOSR	Several rounds of seminar discussion, drafting, peer review.	Worked well.
Music Intensive	SOSR	We returned to the project consistently in fall quarter.	Figure out a way to track students who left the program after fall quarter.
Political Economy and Social Movements: Race, Class, and Gender	SOSR	Starting with their own life experience, moving on to preview academic study, concluding with how current program fit within their overall academic goals.	Less time on it
Student-Originated Studies: Research in Psychology and Related Social Sciences	SOSR	I very briefly discussed it in the context of eval-writing. I offered to read and provide feedback to those who wished to write one.	[no comments]
Advanced Research of Arid Ecosystems	UD	[no comments]	[no comments]
Afrofuturism	UD	Four one-hour workshops, each with a related writing assignment. All students were required to complete an Academic Statement and include it in their final portfolio.	Offer multiple options for generating text.
Field Ecology: Forests	UD	Sharing student experiences	Not sure
Human Rights and the Tragedies of History	UD	Introducing students to the aims of the AS. Writing in class. Sharing documents after drafting.	Instead of several short sessions, have two long sessions.
Memories, Dreams, and Beliefs	UD	(1) Starting with definition of liberal arts education and expanding the emphasis of the Evergreen Liberal Arts education. (2) Connecting (1) to the program content and workshop (discussions and introspective writing, throughout the year.	I'll repeat what I did.

Political Ecology of Land: Planning, Property Rights and Land Stewardship	UD	Extensive discussion and pre-writing activities, multiple drafts, peer review, faculty feedback	Still thinking about it
Power Play(ers): Actions and Their Consequences	UD	Providing time in class for students to discuss, and reflect on prior learning during each quarter.	We would like to provide more clear examples of Academic Statements and expectations on what they should address.
Stop Making Sense	UD	Discussion of ILCs. Writing activities about education / classroom experiences	More revision of draft statements / discussion of sample essays
The Foundation of Well Being	UD	As seminar discussion after reading a Long Way Home.	Have them write a short paragraph on the connection of the course to their academic pursuits.
The Reservation Based Community Determined Program - Foundations for Sustainable Tribal Nations -- Nisqually	UD	Having the information from the Academic statement website was very helpful. Attending the summer institute and sitting in on the on-campus events was very helpful.	It might be better to have orientation activities credit-bearing as some students are less than enthusiastic about attending.
The Reservation Based Community Determined Program - Foundations for Sustainable Tribal Nations -- Peninsula	UD	Peer review and examples	Strengthen the cumulative self-review process through more explicit step-by-step mini-assignments during the quarter/year
Vertebrate Evolution	UD	Several workshops; have separately sent Nancy K extensive notes.	[no comments]
Video in/and Performance Art	UD	Reviewing past Academic Statement winners and Peer Reviews of Statements in Process.	Not much. This seemed appropriate for advanced students. I will approach this differently for less experienced writers.
Washington State Legislative Internships	UD	Asking for statements in phases, as learning progressed; offering extensive feedback in the form of questions to be considered by the entire group.	Increase focus on early academic experiences