

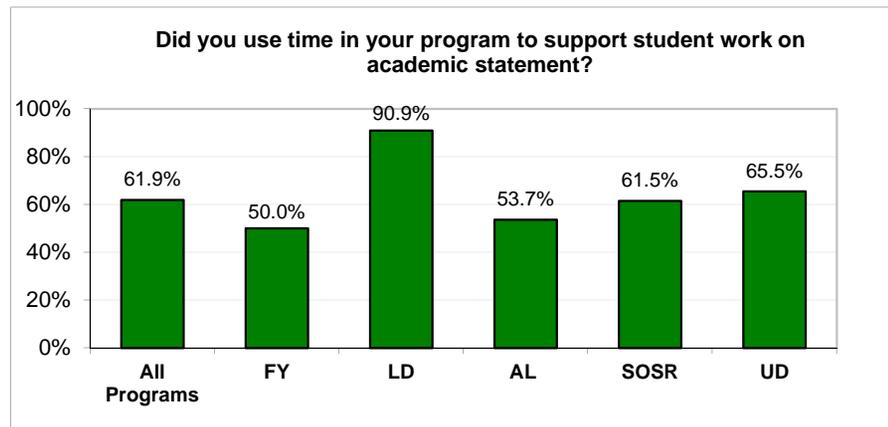
## End-of-Program Review 2013-14

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

84% of fall programs dedicated time to academic statement work during the first year of full implementation. It's interesting that 32% 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?

	<i>Number</i>	<i>Yes</i>	<i>No</i>
<b>Programs offered in Fall</b>	73	83.6%	16.4%
<b>Programs NOT offered in Fall</b>	53	32.1%	67.9%



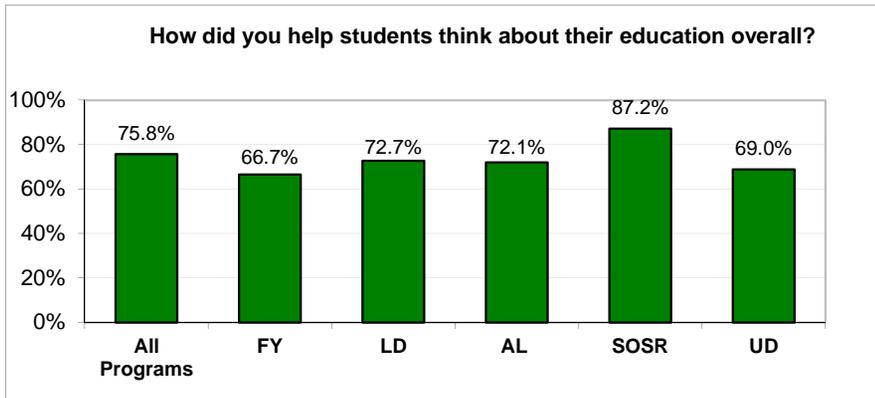
	<b>Yes</b>	<b>No</b>	<b>Programs supported AS (N)</b>	<b>Programs Responded (N)</b>
All programs	61.9%	38.1%	78	126
First-year (FY only)	50.0%	50.0%	3	6
Lower Division (LD) FY-SO	90.9%	9.1%	10	11
All Level (AL) FR-SR	53.7%	46.3%	22	41
Sophomore-Senior (SOSR)	61.5%	38.5%	24	39
Upper Division (UD) JR-SR	65.5%	34.5%	19	29

## Helping students think about their education overall in programs

82% of fall programs dedicated time to help students think about their education overall. It's interesting that 67% 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
<b>Programs offered in Fall</b>	74	82.4%	17.6%
<b>Programs NOT offered in Fall</b>	54	66.7%	33.3%

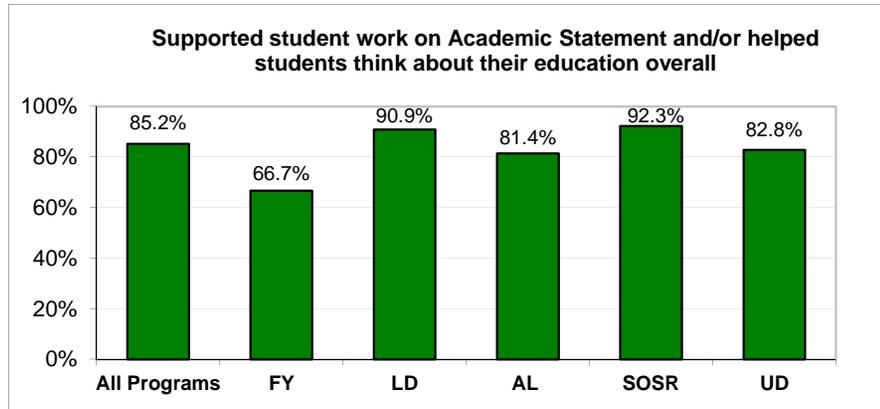


	Yes	No	Programs with advising	Programs Responded (N)
All programs	75.8%	24.2%	97	128
First-year (FY only)	66.7%	33.3%	4	6
Lower Division (LD) FY-SO	72.7%	27.3%	8	11
All Level (AL) FR-SR	72.1%	27.9%	31	43
Sophomore-Senior (SOSR)	87.2%	12.8%	34	39
Upper Division (UD) JR-SR	69.0%	31.0%	20	29

**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, 72% also dedicated time to such work.

	<b>Number</b>	<b>Yes</b>	<b>No</b>
<b>Programs offered in Fall</b>	74	94.6%	5.4%
<b>Programs NOT offered in Fall</b>	54	72.2%	27.8%



	<b>Yes</b>	<b>No</b>	<b>Programs with AS and/or advising (N)</b>	<b>Programs Responded (N)</b>
All programs	85.2%	14.8%	109	128
First-year (FY only)	66.7%	33.3%	4	6
Lower Division (LD) FY-SO	90.9%	9.1%	10	11
All Level (AL) FR-SR	81.4%	18.6%	35	43
Sophomore-Senior (SOSR)	92.3%	7.7%	36	39
Upper Division (UD) JR-SR	82.8%	17.2%	24	29

Program	Program type	Fall/Nott	AS Yes/No	Advising Yes/No	What worked?	What would you do differently?	How did you help students think about their education overall?
Madness and Creativity: The Psychological Link	FY	Fall	Yes	Yes	Introductory workshops and drafting	More workshops, more drafting	Workshops and individual conferences
The Natural and Evolution of Human Psychology	FY	Fall	Yes	Yes	Power point presentation on information (Academic Statement) and guided experiential workshops.		Think about their education in relation to empowerment.
The Science Behind the Headlines: What's the Truth?	FY	Fall	Yes	Yes	Workshops/seminars discussing the goal of the academic statement, and the six expectations of an Evergreen graduate. Getting students to upload their entrance essay and their self evaluation to the online system early.	Do not need 6 hours to do this.	Deliberate advising both as a class and individually. Having students think early on about what programs to take next quarter. Open lines of communication of expectations they have upon graduation. What it takes to earn credit and be successful at Evergreen.
Ocean Life and Environmental Policy	FY	Fall	No	No			
American Frontiers, Homelands, and Empire	LD	Fall	Yes	Yes	Peer review, faculty feedback, workshops on how to get started.	Think a bit more on how to structure it for freshmen and sophomore at the beginning of their career.	We talked about what it means to have an open curriculum and stressed student voice and taking responsibility for your own work.
Creating Dangerously: Experiments in Feminist and Diaspora Art	LD	Fall	Yes	Yes	Free writes, step by step prompts, sharing and discussing sample essays for style, content.	It's tricky because about half of the students didn't need to do the essays but I might just require them all to in the future	Academic Statement and self eval workshops where they reflect on learning, self in context essay - group learning activities with goal setting.
Moving Towards Health	LD	Fall	Yes	Yes	Peer review - drafts.	Work more closely with writing center.	Implementing 5 foci - Theory-practice, self-eval interviews - triads, work on Academic Statement.
Narrative Objects	LD	Fall	Yes	Yes	Discussion, regular reflective writing, peer critique.		Regular reflective writing one-one meetings, and core-connector and advising visits/prep for registration.
Still/Moving	LD	Fall	Yes	Yes	In-class writing to prompts about their educational history and peer sharing and discussion of academic statements worked well	I would have liked to have made time for reading and discussion of philosophies of education, including art education, as related to our program and students' backgrounds	We used academic statement work as well as self evaluation workshops that included writing to prompts and peer review of self evaluation drafts
Bodies and Music in Motion	LD	Fall	Yes	No			

Consuming Cultures	LD	Fall	Yes	No	We had weekly integration sessions (with varied formats) so students could experience reflection and synthesis of program materials. These were always quite amazing. They got to model their thinking for one another. Sometimes this was paired with a writing prompt, so they would have to reflect, integrate and write before we would even start the group synthesis.		
Bella Bella or Bust - 2014	AL	Fall	Yes	Yes	Mentor groups	Require attendance at a workshop	Review job announcements. Always have speakers talk about their college and career choices.
Building Resilient Communities	AL	Fall	Yes	Yes	Giving people time to reflect, write and share their developing AS. We asked students to identify moments of "shift" -- times when an insight or other internal change signaled important learning. We used various aspects of education as examples of several program-related concepts, such as talking about the difference between standard bell shaped curve grading and narrative evaluations in terms of collaboration, and classroom community climate		I'm not sure if this question addresses education history, or Evergreen education. We asked people to focus on their college education, or high school and college if they preferred.
Business Foundations	AL	Fall	Yes	Yes	Brief seminar then journal thoughts, self-critiques	I am reviewing student results	In too many ways to discuss here! This was a part of our daily work.
Caribbean Cultural Crossings	AL	Fall	Yes	Yes	Iterative process (students wrote versions weeks 2, 6 and 10), faculty feedback and especially peer review produced much improved work.		Week one discussions on liberal arts, breadth/depth, thematic interdisciplinary learning to set up, then revisited how our program was doing that. Some discussion of 5 foci/ 6 exp but only as connected to concrete program examples.
China: A Success Story	AL	Fall	Yes	Yes	We had students read the article "Think About Your Thinking" by Nancy Koppelman and write an academic statement, titled "Think About My Thinking," directly in response to the article. It works very well.	I would spend more time having students share the statement with each other and go through more revisions and drafts.	We used the academic statement exercise to engage them to talk about their educational goal.

Earth Matters: Geology and Chemistry	AL	Fall	Yes	Yes	In class discussion, peer review.		1-2 times in each quarter, class time discussion of curricular pathways and mentoring for upper division science and grad school.
Japan Today: Japanese History, Literature, Culture, Cinema, Society, and Language	AL	Fall	Yes	Yes	Some students are more interested in the workshops.	Since Japan Today was an all-level program most students were not required to write academic statements. This resulted in the limited participation in the workshops and seminars related to the academic statement. To make the academic statement workshops and seminars successful all students in the class had to be involved in writing academic statements.	Through seminars
Language Counts	AL	Fall	Yes	Yes	Group discussions; in-class writing.	Hold the sessions a little earlier in the quarter.	In seminar every week we talked about the larger significance of the issues we were studying. In the academic statement workshops, we encouraged students to consider the relevance of the material from Language Counts for their own academic careers.
Matter and Motion	AL	Fall	Yes	Yes	First-day assignment (arrive with a draft) has been very effective two years in a row now. Also going over my own resume/CV and a version of my own academic statement (given to class for critique) were helpful. Explicit instruction as to how these will be viewed from outside (someone will decide whether to give you a job, or let you into a graduate program based on this. Be very succinct and make a case for how you used your education well) appeared to be invaluable and something that had not occur to students.	What I did worked fine.	Drew explicit links between what they were learning and what they would do on the job, and used examples on how hiring works to help students understand the utility of different aspects of the curriculum. Extensive time not only on academic statement, but also in education in general – brief history of the liberal arts, discussion of breadth and depth and how that is handled in US vs Europe, etc. – students seem often unaware of what college was supposed to be about, or what a college education was usually expected to really contain (other than a major). We tried to assist them in understanding cultural norms and to think (via multiple academic statement exercises) about how their education would look from the outside.

River Reciprocity	AL	Fall	Yes	Yes	Students sharing plans.	Take time.	We had a writing/talking workshop on the Academic Statement and self evaluation. Advising in eval conferences.
Shipwrecked! Imperialism, Capitalism, Racism, and Cannibalism in the Golden Age of Sail	AL	Fall	Yes	Yes	- Explanation of what the ASI is, and what it means for student empowerment - Workshop specifically focused on drafting/revising the Academic Statement - My being able to answer specific questions about the ASI policy	Very little. I think that I provided strong support for the ASI.	In multiple ways, and not just at the end of the quarter. I always include ongoing meta-reflection about learning as part of my normal curriculum. If you want details, please let me know.
Northwest Developments: Land Use, Economics and the Politics of Growth	AL	Fall	Yes	No			
Power/Play: Balancing Control and Autonomy in the Social World	AL	Fall	Yes	No	Peer review	I would omit transcript review	
The Epic and The Everyday	AL	Fall	Yes	No	We did the required 6 hours in Fall.	I think advising or the writing center would be better equipped to lead these workshops.	
Introduction to Natural Science	AL	Fall	No	Yes			Discussion of jobs in disciplines, extensive self evaluation feedback (by some faculty in program)
The Pillars of Health, Ancient and Modern	AL	Fall	No	No			
Computer Science Foundations	AL	Fall		No			
A Sense of Wonder	SOSR	Fall	Yes	Yes	Allocating for workshop.		Advising mid quarter and end evaluation.
Andean Roots: Language and Cultural Landscape	SOSR	Fall	Yes	Yes	Peer review and reflection in in-class workshop	maybe the timing wasn't right...felt awkward to step back from the scope of our program work at the time we did this work.	Well...in a year-long program this comes up repeatedly with each individual, especially in the context of an extended study abroad. So, in addition to the academic statement work we spent considerable time with each student discussing their aspirations and new view of what their education was about. This often connected with plans for their next steps.
Clinical Psychology: The Scientist-Practitioner Model	SOSR	Fall	Yes	Yes	Three workshops in fall quarter and each quarter's end assessment was geared to the Academic statement. Completed a workshop during spring quarter on the Academic statement	Nothing	Yes

Culture as History	SOSR	Fall	Yes	Yes	Workshop on the academic statement	I would have students submit their drafts mid spring quarter for some focused feedback.	Academic Statement worksheets Evaluation Conferences.
Dark Romantics	SOSR	Fall	Yes	Yes	Peer review	More of above/ workshops	Through the above, through meetings, with individual students.
Ecological Agriculture: The Science and Policy of Food Systems	SOSR	Fall	Yes	Yes	Workshops, peer review, reading an article.	I am not sure how much the mentoring workshops in Winter and Spring reach students.	Academic statement workshops help students contextualize their education during fall quarter.
Education and Empowerment- Understanding Critical Race Theory and Qualitative Research	SOSR	Fall	Yes	Yes	Writing drafts and peer review		Giving in-program time to reflect, discuss, write and report out.
Entrepreneurship and Economic Development	SOSR	Fall	Yes	Yes	Evaluation conferences		discussion in class and in conferences
Evolution and Ethics	SOSR	Fall	Yes	Yes	We read several articles on liberal education, had a full-program discussion, and did a "mapping" workshop on student's educations in preparation for drafting/revising the statement.	Next time, I'd like to coordinate with several other EWS programs to host a panel of EWS alums.	See 8C - also, regular informal discussions and substantial time during the evaluation conference
Fire and Water: The Sun, Oceans and Atmosphere in Climate Change	SOSR	Fall	Yes	Yes	Time to write drafts. Workshop on how to assemble relevant information.	Repeat workshops	Summarize and analyze past evaluations and extract relevant information for the future.
Gateways: Popular Education	SOSR	Fall	Yes	Yes	Helping students draw maps of their learning themes		by continually pressing them to think about how they were learning from their mistakes (through weekly assessments of the work at the prison) and asking them to think about what they were taking with them into their future work/leadership opportunities.
Interrogating Emotions	SOSR	Fall	Yes	Yes	Read a few articles in the liberal arts; peer review sessions.	More direct process work in writing the A.S.	Oh, goodness - who says I did! :) OK, we did 3 AS workshops where we discussed their education overall, I discuss their plans at TESC and beyond with them during 5th week meeting and during eval conferences. I talk about the goals of seminar re their own education and empowerment as thinkers and knowers

Mathematical Systems	SOSR	Fall	Yes	Yes	We did a transcript review/quick read exercises, which was an eye-opener for the students. We did multiple rounds of peer review, which was good, though more time for it would have been better. I had students read past winners of the Academic Statement Essay Contest aloud, which helped students develop ideas of what their Academic Statements could be like and how they could be structured.	I would have liked to have more time to do deep peer reviews of students' Academic Statements. It was hard to find 6 hours of program time for this work - and then 6 hours didn't feel like enough time to do it right!	The Academic Statement work provided a great vehicle for discussions of the shape of a whole education, and for encouraging students to think explicitly about their education as a coherent thing (instead of a sequence of unrelated program choices, etc.).
Political Economy of Public Education: Contemporary Historical Realities	SOSR	Fall	Yes	Yes	1) Mid-term workshop in developing and adding to their Academic Statement - looking at their academic history. 2) Looked at successful model week 10 and identified structure and author voice aspects to include in their revisions.		Ongoing throughout programs given our programs topics and themes.
Printmaking: Tradition and Innovation	SOSR	Fall	Yes	Yes	6 hours of writing workshops, brainstorm and peer review in fall quarter.	In winter I would promote the Mentoring days more aggressively	Academic Statement workshops, revisions and discussion about learning were the primary ways. Also mid-term conferences, end-of-program conferences; mentoring students planning ILCs.
Sacred Intersections: The Arts of Medieval Christianity and Middle Islam	SOSR	Fall	Yes	Yes	Examples; in-class writing time and in-class discussion time; revising drafts of the academic statement.	Tie the work to program themes, if possible.	Academic statement and self-evaluation workshops.
Student-Originated Studies: CCBLA	SOSR	Fall	Yes	Yes	Fall quarter 6 hours of instruction: workshop to facilitate awareness of school experiences; writing "stepping stones" of schooling. Sample statements read and discussed. Individual student consultation on writing.		Through individual meetings, midquarter progress checklist and narrative, midquarter response to checklists, end of quarter progress checklist.
The Business of Art: Earning a Living as an Artist	SOSR	Fall	Yes	Yes	One week of concentrated work on parts of a draft, joined together on the final day of the week.	This was a pretty good way of doing the work.	A great deal of discussion of educational and career goals, week by week. Several visits by a career counselor from the Career Development Center, Allie Troxell.

Undergraduate Research in Scientific Inquiry with J. Neitzel	SOSR	Fall	Yes	Yes	Worked on having students write detailed self-evaluations, and then mine those for material to add to statements. Students entering were asked to clearly define their goals for this work and how it may help them in the future.		Weekly meeting with each student aided in seeing how they got to this point and allowed me to work on synthesis and building on prior work.
Botany Plants and People	SOSR	Fall	Yes	No	Seminaring on winning essay from the Academic Statement essay writing competition. Workshopping drafts of their Academic Statement.		
Molecule to Organism	SOSR	Fall	Yes	No			
Ecotourism and Adventure Travel in a Threatened Biosphere	SOSR	Fall	No	Yes			Mainly through extensive discussions of their current understanding of benefits and imbalances brought about by tourism, and by exploration of their potential roles, and future work opportunities in the industry. Also by recognizing their existing skills in several related areas, and identifying their needs in developing new skills in tourism, business, nature conservation, communication media, and more.
Undergraduate Research in Scientific Inquiry with A. Brabban	SOSR	Fall	No	Yes			Yes. How to succeed in college, get a job, get into graduate school
Undergraduate Research in Scientific Inquiry with D. McAvity	SOSR	Fall	No	Yes			Discussions about preparation for graduate school
Undergraduate Research in Scientific Inquiry with N. Switz	SOSR	Fall	No	Yes			Significant advising re: curriculum choices and graduate school preparation as part of the contract.
Undergraduate Research in Scientific Inquiry with P. Schofield	SOSR	Fall	No	Yes			FREQUENT ADVISING AND MENTORING TO MAKE SURE STUDENTS OBTAIN THEIR PREREQS FOR THEIR CHOSEN GRAD/MED SCHOOL REQUIREMENTS
Undergraduate Research in Teaching and Learning	SOSR	Fall	No	Yes			They researched questions related to teaching and learning Evergreen questions that grew out of their experiences as students here.
Business and Management Strategies for the Private and Public Sectors	UD	Fall	Yes	Yes	Faculty worked with students one-on-one	Faculty worked with students one-on-one	Faculty worked with students one-on-one

Creating Dangerously: Advanced Studies	UD	Fall	Yes	Yes	Free writes, step by step prompts, sharing discussing sample essays for style content	It's tricky because about half of the students didn't need to do the essays but I might just require them all to in the future	Academic Statement and self eval workshops where they reflect on learning, self in context essay - group learning activities with goal setting.
Genes and Evolution	UD	Fall	Yes	Yes	Small group discussion on prompts.		Sessions centered on Academic Statement.
Healthy Inequity: Telling the Story and Changing it	UD	Fall	Yes	Yes	We offered time the first quarter and a structured workshop the last quarter	For students who were at the same level , peer support worked well. Where there were big differences, the more able students suffered.	I think our discussions of synthesis self eval/academic statement were helpful. Our students needed (overall) lots of writing support, so any sort of writing/reflective workshop.
Ireland in History and Memory	UD	Fall	Yes	Yes	We discussed how to explain to an external, formal audience the ways in which we as individuals learn.	I would offer examples of good academic statements for the students to read next time.	I took the example of interdisciplinary and theory+practice approaches to Irish Studies and on several occasions discussed the ways it would work in Japanese, Russian, and American Studies. And then I extended that to help them understand that EVERY field benefits from those two approaches.
Law and Outlaw: Personal Identity and Social Control in the United States	UD	Fall	Yes	Yes	Practice sessions, peer to peer review, classroom discussion.	Encourage them to deepen their editorial approach.	We talked constantly about the meanings of a liberal arts education, the value of learning to learn and finding self-direction and motivation - as opposed to content coverage as our primary focus.
Mammals and Birds in the Landscape	UD	Fall	Yes	Yes	Difficult to say, they were not required to prepare one (not yet required for their class) and were aware of that.	I suggest that there be more out of class activities for those students interested in advancing their academic statement. IN this upper division science program the students were more concerned with getting through class material and working on their research projects than engaging in an out-of-program (as perceived by them) activity	Yes, I advise them on courses for following quarter(s) as well as strategies for preparing for grad school or jobs of interest to them.

Modernity and Its Discontents	UD	Fall	Yes	Yes	We had students read Montaigne's "Of Pedantry" essay, without yet framing it in the context of the Academic Statement, and had them write their own "Of Education" essays. These were by and large open and exciting, although they didn't translate into the Academic Statement work as directly as we'd hoped.	We were concerned to keep the students' approach open and flexible and invested, which I think was good, but somehow we then didn't provide the bridge between that open work and the resulting final essays -- perhaps we needed more time, although we definitely gave it all more than the six hours and tried to incorporate it into our program work more broadly. I think an intermediate workshop that would have helped them mine their "Of Education" essays for their own principles and commitments and generate concrete examples would have helped	In addition to the in-class work, we tried to make this a part of our evaluation conferences; we certainly did better than at least I used to in doing that, asking about past and future, discussing whether and to what extent we ought to relate instrumentally to education, etc. But still there is a tension between the evaluative, program-focused side of conferences and the broader questions.
Narrative Strategies	UD	Fall	Yes	Yes	We worked with a range of writing exercises to draw out student's experiences as learners. An exercise I call "aesthetic autobiography" has been very helpful in focusing some of their thinking and drawing attention to intersections of aesthetics, history, politics, and education.	N/A	Via the academic statement, regular conferencing, and recursive practices of metacognitive, reflective, and "process" oriented writing, including keeping a metacognitive journal (wherein they write about writing and their learning challenges).
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society - Nisqually	UD	Fall	Yes	Yes	Introduction to the academic statement and the review of the format and requirements first week of each quarter.	As I am now more familiar with the academic statement and it's purpose, I would use writing prompts sooner in the quarter that would help students focus their intention to the academic statement.	Encouraged students to consider where they currently are in their education process and where they want to go with their learning and knowledge in the future. We discussed the importance of setting goals and completing their self-identified goals on a consistent basis. We also discussed and explored resources for funding their next steps in their education through scholarships, grants, and internships.
Reservation-Based, Community-Determined Program: Contemporary Indian Communities in a Global Society - Peninsula	UD	Fall	Yes	Yes	The students appreciated learning about the history of Native American Activism and developing their writing skills.	Teach more about APA format and citations.	We talked about their future goals and how their degree would help them achieve those goals.
The Authentic Self: Becoming an Instrument of Change	UD	Fall	Yes	Yes	Time in class to write, discuss, and share	More planned time.	The whole program was aimed at increasing student's self-knowledge and intentionality. They wrote multiple autobiographies and visioning statements about their futures.

The Formation of the North American State	UD	Fall	Yes	Yes	I only had one student who was working on an academic statement. I met with her individually outside of class time.		through conferences and seminar discussions
Writing is a Social Act	UD	Fall	Yes	Yes	Presenting drafts for critique during class times	perhaps make the statement a requirement rather than an opportunity	This comes up in the context of writing
Human Rights and Wrongs: Literature, Film, Theory	UD	Fall	Yes	No	We did these activities in fall--am I supposed to repeat them here as this was a fall/winter program? Or would that be a needless duplication?		
Riparian Environments	UD	Fall	Yes	No		In our program some students will be required to complete AS and others will not. It would be much better if all students were in the same situation.	
Advanced Research in Environmental Studies with A. Styring	UD	Fall	No	Yes			I met with my AR students very regularly and helped them plan their work. During each conversation, we discussed how their research fit into the larger picture of life goals and what they wanted from their education at Evergreen.
The Fungal Kingdom	UD	Fall	No	Yes			One-on-one advising, lecture & Q/A session about graduate school, career options. Advised students to go to writing center for individual help on Academic Statements
Advanced Research in Environmental Studies with E. Thuesen	UD	Fall	No	No			
Our Changing Oceans: Bringing Together Science and Policy	FY	Not	No	Yes			As visiting faculty, I wasn't aware of the academic statement until late in the term. Throughout the term, a number of reflection assignments were given to prompt students to reflect on what they learned and to critique their own performance in the program.
Cities, Sustainability and Foreign Policy	FY	Not	No	No			
American Frontiers, Homelands, and Empire (S)	LD	Not	Yes	Yes	Peer review and drafts	Meet individually with students	Defined what an open curriculum is and reminded students of their responsibilities in this unique system.

Current Social and Economic Issues: Explanations, Actions and Solutions	LD	Not	Yes	Yes	Limited discussion of it		Discussion of how students can contribute to economic and social justice
The Practice of the Everyday	LD	Not	Yes	Yes	We had students bring in the drafts they wrote in fall quarter, and new transfer students were given handouts with writing prompts and asked to write a first draft. Students then all shared and discussed these in small groups.		Our program focused intensively on habits, rituals and structures of thought, observation, and work, and we regularly had students reflect, in regular in-class writing, on these practices and assignments and connect them to reflections on their overall learning process in this program and others. We also ran a substantive self evaluation writing workshop and peer sharing and revision session.
From the Fire: Art and Science of Ceramics	LD	Not	No	No			
China: Business, Economy, Society, Sustainability	AL	Not	Yes	Yes	Peer review of statement component drafts	Additional time	Peer discussions
Community-Based Research: Social and Environmental Justice	AL	Not	Yes	Yes	Students did AS type of work via "self in context" writing in relation to community-based research. Two renditions - winter, then follow-up in spring qtr.	Give students more examples of AS/related writing and their applications.	Fairly steadily asked them to think about the relationship of the class to their evolving interests and pathways (work, grad school, participation in community life).
Dance of Life: Creative Process in Motion	AL	Not	Yes	Yes	Clarifying assumptions and conditioning (cultural, familial, religious, educational, through pertinent psychological inventories, discussion, text analysis.	Require attendance at college sponsored workshops, get them started earlier in the program	Constant reference to past programs
Patterning the World: Connecting Mathematics and Science	AL	Not	Yes	Yes	Tying broad program objectives to Expectations, and having students write first on program objectives and then on Expectations. See <a href="http://blogs.evergreen.edu/patterning">blogs.evergreen.edu/patterning</a> , especially <a href="http://blogs.evergreen.edu/patterning/reading-response-and-reflection-7-due-may-26-at-6pm/">http://blogs.evergreen.edu/patterning/reading-response-and-reflection-7-due-may-26-at-6pm/</a> (scroll to bottom) and <a href="http://blogs.evergreen.edu/patterning/reflection-9-due-6pm-sunday-june-1/">http://blogs.evergreen.edu/patterning/reflection-9-due-6pm-sunday-june-1/</a>		Weekly in-class discussions centered on reflecting on essential process skills and attention to self-evaluation/academic statement writing. Evaluation conferences as advising sessions (due to frequent feedback during quarter, most students had a good sense of their academic progress, so evaluation conferences could be about big picture conversations and thinking/planning for their overall academic trajectory).

Patterning the World: Connecting Mathematics and Science (S)	AL	Not	Yes	Yes	Tying broad program objectives to Expectations, and having students write first on program objectives and then on Expectations. See <a href="http://blogs.evergreen.edu/patterning">blogs.evergreen.edu/patterning</a> , especially <a href="http://blogs.evergreen.edu/patterning/reading-response-and-reflection-7-due-may-26-at-6pm/">http://blogs.evergreen.edu/patterning/reading-response-and-reflection-7-due-may-26-at-6pm/</a> (scroll to bottom) and <a href="http://blogs.evergreen.edu/patterning/reflection-9-due-6pm-sunday-june-1/">http://blogs.evergreen.edu/patterning/reflection-9-due-6pm-sunday-june-1/</a>		Weekly in-class discussions centered on reflecting on essential process skills and attention to self-evaluation/academic statement writing. Evaluation conferences as advising sessions (due to frequent feedback during quarter, most students had a good sense of their academic progress, so evaluation conferences could be about big picture conversations and thinking/planning for their overall academic trajectory).
Radio Practice and Politics	AL	Not	Yes	Yes	Used a variation of O-week interview project based on Story Corp (students recorded interviews for later reflection when writing Academic Statements).		Beginning of the quarter academic and professional goal-setting relative to program skills and objectives; mid-quarter conferences and Eval conferences focused on learning, next steps, and broader educational pathway
The Design of Computational Things	AL	Not	Yes	Yes			Weekly status updates asked students to reflect on and re-evaluate their short-term goals and how they fit into their long-term goals.
Doing Research: Addressing Topics That Matter	AL	Not	Yes	No	Casting their self evaluations in the context of the expectations.	Referred to expectations; had them write and talk about learning from and with each other, had them read a student's research report on liberal arts and discuss it, had them write and talk about taking responsibilities for their learning	
Algebra to Algorithms	AL	Not	No	Yes			Thoughts on employment, effective problem solving, value of review and vocabulary, value of hands-on examples
Business, Finance and Strategy	AL	Not	No	Yes			By providing space to talk about their life, education, the world and their role in all of those.
Computers and cognition	AL	Not	No	Yes			Critical analysis of difficult tech-based futures
Cons Swindlers and Cheats	AL	Not	No	Yes			We discussed education's role in job seeking and compared the Evergreen experience to other academic institutions.

Critical Thought and Social Consciousness Through Film	AL	Not	No	Yes			In evaluation sessions talked about self-evals/academic statement, future plans, courses taken and yet to take, ideas for improvement areas, outside resources to help students advance, work goals
Field Plant Taxonomy	AL	Not	No	Yes			I emailed each student their draft eval ahead of their 30 minute eval appt. that way they have time to think about it before the mtg. and we save time otherwise used for student to read eval in office. With the extra time I do more academic advising around their academic goals and steps to meet them.
Inside Language	AL	Not	No	Yes			We had periodic discussions about how the program as a whole was going and how it fit into their educational careers. We also did two self-evaluation workshops, one for each quarter.
Latin American Women Writers	AL	Not	No	Yes			Advising, midterm conferences, self-evaluations, and eval conferences
Orissi Dance and Music of India	AL	Not	No	Yes	Encouraged statements, but didn't require work on them. Seniors were especially encouraged to finalize their transcript versions.		Regular discussions of future work, and round robins during registration week. individual conferences with seniors when requested. Encouraged statements, but didn't require work on them. Seniors were especially encouraged to finalize their transcript versions.
Self-Determination in Latin America: Mexico	AL	Not	No	Yes			Work on self-evaluations. Ongoing work on the intersection of education with privilege, power and difference.
Taking Things Apart: A Scientific and Artistic Exploration	AL	Not	No	Yes			seminars, self-eval workshop
Theatre of Fantasy: Performing Chinese Drama on the Western Stage	AL	Not	No	Yes			We did mention the importance of academic statement, and encouraged students to participate in the mentoring workshops. We put more focus on program self-evaluation and used the format to facilitate their perception of the overall Evergreen educational experience.

Making Meaning--Teaching English Language Learners in K-12 Classroom and International Settings	AL	Not	No	No			
Re-Imagining the Body	AL	Not	No	No			
So you want to be a Psychologist	AL	Not	No	No			
Student-Originated Studies: Nonprofit Internships	AL	Not	No	No			
The Adaptive Meaning of the Musical Mind	AL	Not	No	No			
Systems Theory for Business and Organizations	AL	Not		No			
Energy Systems and Climate Change	SOSR	Not	Yes	Yes	Workshops based on ideas from colleagues and the Mentor Council facilitated student reflection and writing. This contributed to better Self Evaluations for students who are not yet up for Academic Statements.	For the students who continued through our watered-down winter quarter (just seminar) to the more rigorous spring quarter (with real science), things worked out unexpectedly well. We managed to do a great research project together in only one quarter.	We had weekly online reflections, reflections on most workshops, plus 6 hours of Academic Statement / Self Eval workshops. Most students used these opportunities well.
Psychology as a Hub Science	SOSR	Not	Yes	Yes	Connecting their theoretical orientation project to the academic statement	More workshops	Using mindfulness, lectures and experiential activities to promote lifelong learning for interdisciplinary work.
Student-Originated Studies: Psychology and Integrative Health	SOSR	Not	Yes	Yes	Use academic assignments revise existing drafts		Self evaluation discuss, post graduate experiences and opportunities, reflected on experiences of graduating seniors in all programs
Against All Odds: The Black Experience	SOSR	Not	No	Yes			Our main theme was the "mis-education to re-education."
Applied Biology and Chemistry	SOSR	Not	No	Yes			Mentoring throughout the program. Framing their education based on their career pathway. Instruction on resume/cover letter preparation followed by mock interviews.
Autobiography	SOSR	Not	No	Yes			This topic was woven into many of our seminars and workshops, and was also addressed directly through writing prompts.
Liberty, Equality, Authority: Modern Political Philosophy	SOSR	Not	No	Yes			First Class Survey, Mid-term check-in conferences, final evaluation conferences -- in all of these I ask questions regarding how the work of this program fits into their overall educational goals.

Poetry of Place	SOSR	Not	No	Yes			Required self and faculty evaluation. Regular reflective writing and somatic practices to help integrated their educational expressions.
Political Economy of Media	SOSR	Not	No	Yes			4 credits in "Propaganda analysis", political economy of education
Poetry New York	SOSR	Not	No	No			
Shame and Its Neighbors	SOSR	Not	No	No			
Undergraduate Research in Critical and Creative Practices with K. Eamon	SOSR	Not	No	No	btw., was only 2 credits of work for the two students in it (hence no statement work)		
Student-Originated Studies: Advanced Research in Humanities/Cultural Studies	UD	Not	Yes	Yes	Sharing drafts.	Doing the work earlier, when graduating seniors aren't totally stressed out and distracted by graduation, job search, etc.	Lots and lots of seminars and one on one sessions. I assigned several essays about the state of higher education today, how to survive grad school, etc.
Asian/American: Pop Culture Crosscurrents	UD	Not	Yes	No	Since most self-evals are now in-house, I allowed much more creative in that product. That ability to be creative seemed to stimulate them a little more as they assembled the more formal Academic Statement.	Since this was a program on popular culture, we looked for teachers in unexpected (or less-than-expected) places. So, pedagogy was provided by Bruce Lee, Jimi Hendrix, in anime, through hip hop, and other sources - students were able to think about their education using language/vocabulary, sights & sounds, activities (their blogs, e.g.) that were familiar to them. To use popular culture in the classroom is to respect the world in which our students live and to encourage them to think about and articulate their learning in ways that are immediate and exciting and, therefore, having lasting impact.	
Marine Life: Marine Organisms and Their Environments	UD	Not	Yes	No			
Animal Behavior and Zoology	UD	Not	No	Yes			focus on liberal arts, the five foci, six expectations. Near constant discussion during six weeks in Ecuador about the nature of knowledge, of education, and of their particular trajectories.
Imperialism	UD	Not	No	Yes			Contextualize this program with other programs students have completed.
The Renaissance Art of Bronze Casting	UD	Not	No	Yes			Individual counseling of many of my students and evaluation conferences for all of them.

Avian Research and Monitoring Methods: Winter Bird Ecology	UD	Not	No	No			
Student-Originated Studies: Theory and Practice in the Visual Arts	UD	Not	No	No			
The Making of Global Capitalism, 1500-1914	UD	Not	No	No			
Undergraduate Research in the Humanities with G. Mullins	UD	Not	No	No			
TACOMA: Activism, Advocacy and Citizenship*	UD		Yes	Yes	Fall quarter students write an academic memoir that focuses on epiphanies and "ah-hah" moments identified during their studies and each spring we dedicate time to work on developing, editing and revising the draft (continuing students) and final copy of their Academic Statement.	We are considering strategies to better integrate the Tacoma Writing Center Tutors and other support services in this process.	Students also complete a capstone project where they write a paper reflecting on their Evergreen tenure and answer three questions: What have I learned? what difference did it make? How the lessons learned and impact made inform my future studies and/or work in the field they aspire to work in.

\* **Note:** Evergreen Tacoma program was not included in the analysis, this data was provided to illustrate the work they did in support of academic statement and advising.