

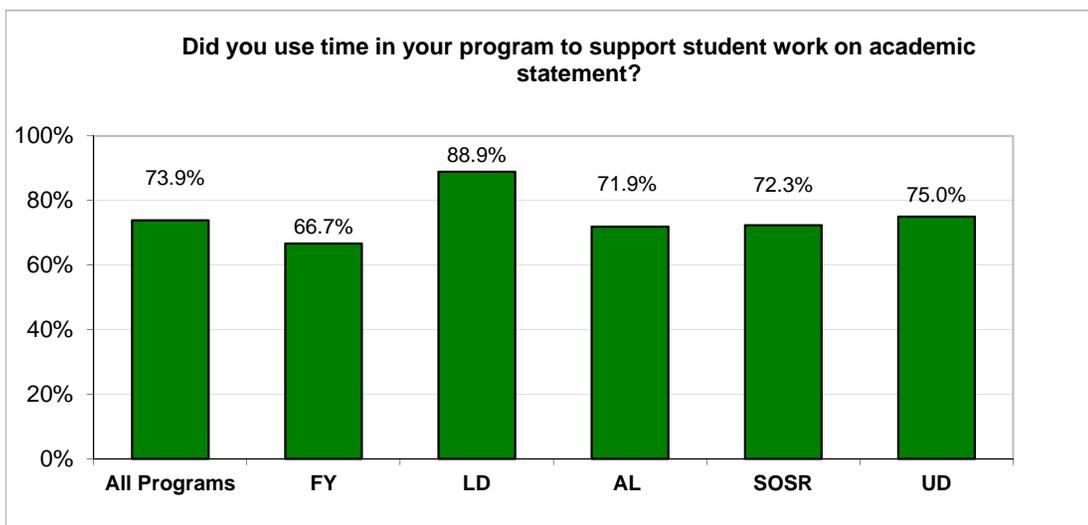
## End-of-Program Review 2014-15

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

89% of programs offered in fall dedicated time to academic statement work. It's interesting that 56% 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	61	88.5%	11.5%
Programs NOT offered in Fall	50	56.0%	44.0%



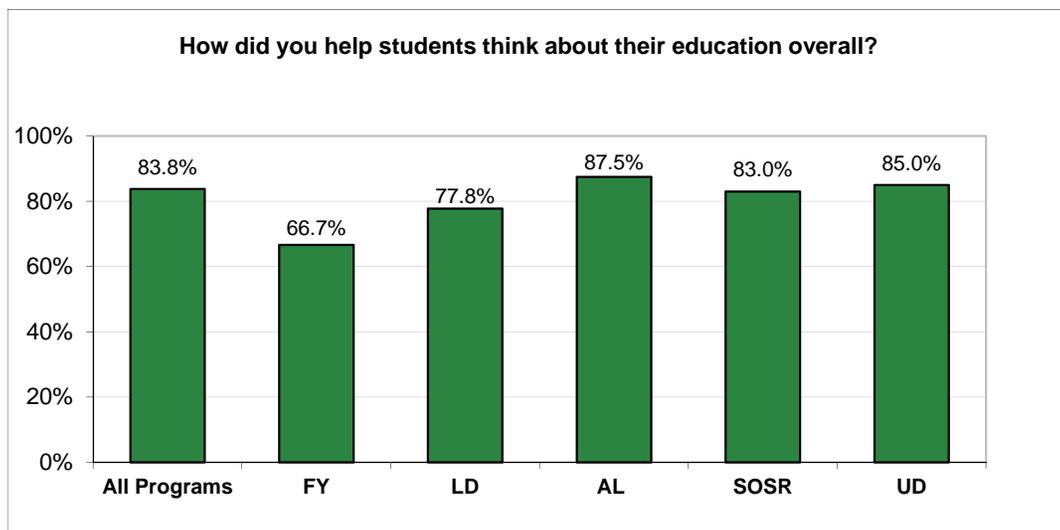
	Yes	No	Programs supported AS (N)	Programs Responded (N)
All programs	73.9%	26.1%	82	111
First-year (FY only)	66.7%	33.3%	2	3
Lower Division (LD) FY-SO	88.9%	11.1%	8	9
All Level (AL) FR-SR	71.9%	28.1%	23	32
Sophomore-Senior (SOSR)	72.3%	27.7%	34	47
Upper Division (UD) JR-SR	75.0%	25.0%	15	20

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

93% of fall programs dedicated time to help students think about their education overall. It's interesting that 72% 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	61	93.4%	6.6%
Programs NOT offered in Fall	50	72.0%	28.0%

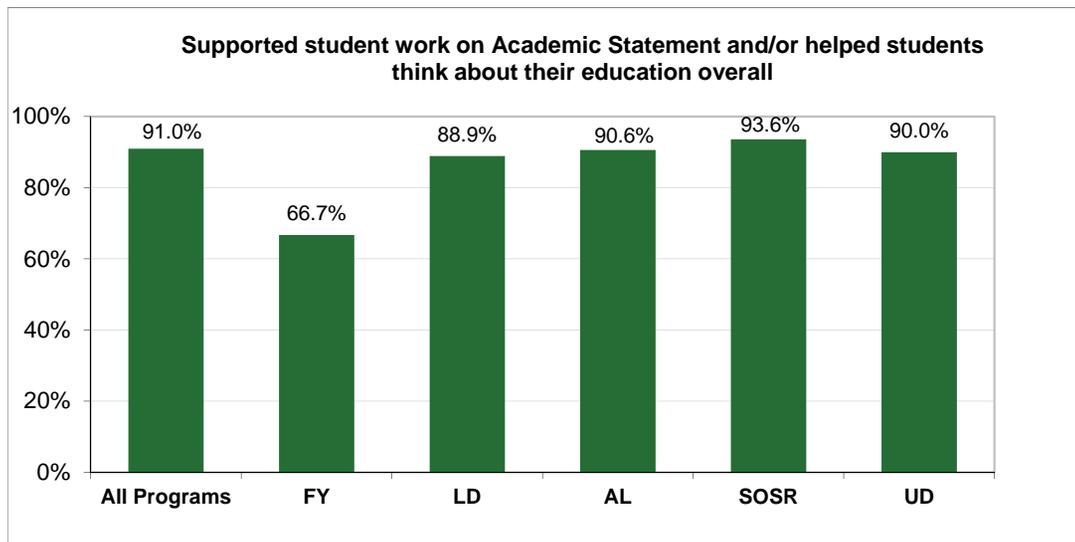


	Yes	No	Programs with advising (N)	Programs Responded (N)
All programs	83.8%	16.2%	93	111
First-year (FY only)	66.7%	33.3%	2	3
Lower Division (LD) FY-SO	77.8%	22.2%	7	9
All Level (AL) FR-SR	87.5%	12.5%	28	32
Sophomore-Senior (SOSR)	83.0%	17.0%	39	47
Upper Division (UD) JR-SR	85.0%	15.0%	17	20

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

98% of the programs offered in fall dedicated time to academic statement and/or advising. Of the programs not offered in fall, 82% also dedicated time to such work.

	<b>Number</b>	<b>Yes</b>	<b>No</b>
<b>Programs offered in Fall</b>	61	98.4%	1.6%
<b>Programs NOT offered in Fall</b>	50	82.0%	18.0%



	<b>Yes</b>	<b>No</b>	<b>Programs with A S and/or advising (N)</b>	<b>Programs Responded (N)</b>
All programs	91.0%	9.0%	101	111
First-year (FY only)	66.7%	33.3%	2	3
Lower Division (LD) FY-SO	88.9%	11.1%	8	9
All Level (AL) FR-SR	90.6%	9.4%	29	32
Sophomore-Senior (SOSR)	93.6%	6.4%	44	47
Upper Division (UD) JR-SR	90.0%	10.0%	18	20

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?
Consciousness: Pathways to the Self	FY	Fall	Yes	Yes		Go back to self-evaluation	We took the self-evaluation process very seriously- weekly
Diversity and Dissent in Education and the Media	FY	Fall	Yes	Yes	Instruction specific to the nature of the academic statement, review of guideline, draft writing and peer review.	None.	We provided opportunities for discussion and reflection of their educational goals, lived experiences, interests, readings, skill development specific to our program objectives and curriculum.
Earth Dynamics: Climate, People and History	LD	Fall	Yes	Yes	Students shared drafts in the fall, and faculty ran workshops for them.	I think all faculty should read each student's academic statement in the fall.	Regular reflection on the relationship between this program and their larger educational aims.
Structures and Strictures: Fiction, Mathematics and Philosophy	LD	Fall	Yes	Yes	Discussion, drafts, and peer critique.	Not sure -- depends on the group and the program context	Individual meetings
Studio Projects: Tradition and Innovation	LD	Fall	Yes	Yes	Multiple in-class writing workshops including brainstorming, peer review, and draft submissions of AS	With respect to the AS, nothing.	Significant class time devoted to both the Academic Statement (it's purpose, and writing drafts); significant in-class workshops brainstorming and drafting Self Evaluations in both fall and winter quarters.
Teaching for a Cause: When Social Justice Meets Education	LD	Fall	Yes	Yes	I had three workshops and they all went well.		Provided them with multiple learning activities, assignments, workshops, field trip, teaching demonstrations, etc.
What Does it Mean to be an "American"? Colonial America to Present	LD	Fall	Yes	Yes	We worked with TRIO program and a dedicated staff member and incorporated into the syllabus a required 2.5 hour class session, i.e., students saw it simply as part of the program and not an optional add-on	This collaboration with TRIO needs to be financially supported by both academics and student affairs as we've observed a significant improvement in student work through this arrangement.	Work on the Academic Statement as well as emphasizing that a study of history is related to becoming an active & informed citizen.
Small Things: Intimate Inquiries into Everyday Life	LD	Fall	Yes	No			
Between Land and Sea: Observations on Biological and Cultural Change	AL	Fall	Yes	Yes	Time to write in class; peer review; prompts	Not much	Other than self-reflective writing such as self-evals and academic statements, we offered epistemological models at various times over the quarter: Perry Model; Bloom's Taxonomy
Business for Good	AL	Fall	Yes	Yes	Connected self-evaluations to writing beginning work on academic statement.		Workshops on self evaluations and program/faculty evaluations.

Business: Innovation, Stewardship and Change	AL	Fall	Yes	Yes	Reminder of possibilities for assistance, assignment of multiple drafts of academic statement	Peer review workshops of student drafts	Too extensive to explain here. Main links were hypothesis formation, exposure to peer-reviewed literature on social sciences and business disciplines, use of citations in essays, reports and presentations, secondary data collection for draft business plans, AND class discussion of how this led to certain career paths (professional, academic) including graduate studies
Cultural Landscapes: Sustainable Communities, Environmental Justice and the Media	AL	Fall	Yes	Yes	Free write and peer reviews	Nothing	Multiple individual meetings and class discussions
Food: Coevolution, Community and Sustainability	AL	Fall	Yes	Yes	Structured workshops, peer editing, faculty feedback, relevant readings, e.g. Cronon, "Only Connect"	Worked well as planned and executed.	Advising, academic statement workshop and self-evaluation workshop
Forensics and Criminal Behavior	AL	Fall	Yes	Yes	It is hard to say what worked well. There has been no real time to enable a conversation of best practices and/or experiences with others.	Faculty should have the opportunity to attend a paid summer institute day that focuses on the academic statement initiative. Thus far, reflection and discussion has not been supported.	We provided writing prompts and carved time out of class for students to share their work with each other.
Greece and Italy: An Artistic and Literary Odyssey	AL	Fall	Yes	Yes	Giving students time to do some brainstorming about their statements and time to write up their more coherent thoughts afterwards.	Have more periodic discussions of the statement, including the rationale behind it and the history of TESC prior to institution of this requirement.	Asking them to put this year's program in context with the rest of their academic career.
Makers of Modern Drama: Chekhov, Ibsen, and Others	AL	Fall	Yes	Yes	Students did in-class writing directed by guiding questions provided by faculty, and then discussed their responses in small and large groups.	We would have scheduled these workshops earlier in the quarter.	it helped students think about career and academic goals, to rough out what kinds of things to look for in the catalog.
Models of Motion	AL	Fall	Yes	Yes	Conversations in small groups about goals/background	More structure to ensure everyone brought something to peer review	Self-evaluation and reflection activities, seminars on history and philosophy of physics and math (as a place to reflect on students' engagement with their learning), academic statement support.
Practice of Sustainable Agriculture	AL	Fall	Yes	Yes	Workshop on how to write an academic statement - Having students outline their path, think about where they wanted to be in 5 years and what they needed to get there. used peer review	Get examples of academic statements from students in the sciences.	What are their career objectives and what programs do they want to take after PSA. Building business plan for their dream farm and having them do a skills assessment. What do they know and what do they still need to learn. Held regular class discussions about what they needed from their education and how to make that happen

Reflecting on Activism: Custer Died for Your Sins	AL	Fall	Yes	Yes	Students read their statements to the whole class	Make the statement one of the initial required writing assignments (although the student still has to push the submit button and that is out of the hands of faculty)	Reflective writing
Sacred Movement, Sacred Sound	AL	Fall	Yes	Yes	Weaving it directly into the program assignment on pilgrimage.	I would start the process earlier.	We discussed who they are now, where they started, and where they
The Age of Irony: 20th Century America	AL	Fall	Yes	Yes	In class workshop/writing during fall quarter. We also reminded students regularly that the AS is a requirement and asked about their approach during evaluation conferences.	Perhaps have students post the draft as part of the workshop	Evaluation conferences, structure of the portfolio, self-evaluation, academic statement workshops
Bodies of Knowledge	SOSR	Fall	Yes	Yes	Small group discussions, peer review sessions		Discussions on Evergreen in context of higher education (during presidential search); discussions on self-eval and academic statement
Botany: Plants and People	SOSR	Fall	Yes	Yes	(1) Reading and seminar on winning (from essay contest) academic statements (2) workshop draft academic statement in class and revise		In addition to the academic statement I discussed their academic goals with them in mid-quarter and end of quarter meetings.
Business on the Brink: Ethics and the Financial Crisis	SOSR	Fall	Yes	Yes	Mapping your undergraduate education workshop.	I want to bring in former students to have them talk about their studies and how they have made use of their Evergreen education.	Mapping your undergraduate education workshop. Also, I encouraged students throughout the quarter to bring knowledge from other studies to bear on our topics. This, I hope helped them to synthesize seemingly disparate studies.
Contested Bodies: Representations of Martyrdom	SOSR	Fall	Yes	Yes	Giving students sample essays Giving students multiple ways of approaching the statement	Try to target students who have had workshops before and students who have not - this work can be really boring for the former	Linking the content to the students' own experience and the stakes of their education
Environmental Analysis	SOSR	Fall	Yes	Yes	We discussed the value of the Academic Statement as a way to explain their choices and the overall arc during their time at Evergreen.		We discussed, in depth, how their education will allow them to consider specific jobs and advanced training in graduate school. This was accomplished through workshops as well as some work around the academic statement.
Field Mycology: Mushrooms of the Pacific Northwest	SOSR	Fall	Yes	Yes	Discussion brainstorming in class about what to include in and academic statement. Discussion Q/A about logistics (submission, guidelines) and peer review of drafts.	It worked well, I might bring in examples of good Academic Statement to share.	Require self-evaluations; brainstormed as a group what transferable skills/concepts they learned this quarter. mid quarter assessment meetings to discuss student progress and concerns.
Gateways for Incarcerated Youth	SOSR	Fall	Yes	Yes	Multiple one-on-one sessions	Begin the sessions earlier in the year	By regularly visiting our Six Expectations, regardless of the student's academic classification/year in school

Healthcare in the U.S. - A Systemic Look	SOSR	Fall	Yes	Yes	They improved their existing drafts. Steve Blakeslee also gave a workshop which my students attended.	More peer review would have made it more lively	We had a number of discussions about how our program related to the world outside of Evergreen. They did think about their school work in the context of the outside world because there's so much going on these days in terms of health reform and the results of it.
Intermediate Macroeconomics	SOSR	Fall	Yes	Yes	Showing them examples to highlight aspects that work well and those that do not.	Change the requirement so that students do not lock in to modifying their first statement. But I don't have control of that. Actually require that they do the posting.	This was integrated in the content of the program that developed skills of self reflection and self critique applied to the content and to their personal decisions about career and educational pathways.
Introduction to Environmental Studies	SOSR	Fall	Yes	Yes	Allow time for writing and reflecting on academic background and future		Individual advising, discuss class content in context of professional preparation.
Musical Cities	SOSR	Fall	Yes	Yes	Progoff workshop for reflection Peer exchange on schooling experience		Journal writing
Native Decolonization in the Pacific Rim: From the Northwest to New Zealand	SOSR	Fall	Yes	Yes	Asking students to do peer review.	Had more examples to share.	Talked extensively about being transparent and intentional in their academic choices.
Ornithology	SOSR	Fall	Yes	Yes	The Transcript review workshops was extremely effective		I spent a lot of time in class and in student meetings talking, discussing science career and the type of course work that is preparatory for certain careers. I placed those concepts within the framework of B.S degree and discussed why or why not a B.S. may be a good route.

Physical Systems and Applied Mathematics	SOSR	Fall	Yes	Yes	Honestly, this is a problem. Students need much more support in this than they get -- I spent multiple full (2-hour) class periods over the year*, with peer review, class discussion, evaluation (as a class and individually) of sample statements... and still the final products were not very impressive and frankly often problematic on fairly basic grounds. * Note: a number of these students had even more instruction from me, and similar exercises, in a program last year... yet did not seem to fair better.	This is difficult because faculty cannot prescribe Academic Statement content, nor force students to stick to a given approach with it. This year I plan to force a single, 3-revision sequence of a single document. Total re-writes will not be allowed; it will have to be evolutionary. Might force them to start with an outline. But I'll call it something else than the Academic Statement, so I have power to assign what I want them to do, and only at the end mention that it would be a good candidate for their academic statement (if in fact it is). We'll see how that works.	I regularly discussed which parts of the material were used in jobs in industry, and how. Many of my assignments were exactly of the sort of problems important in regular technical job settings. I had workshops on, and discussed (from a knowledgeable base, having hired many people myself) what skills were important in the workplace and how to present oneself in a hiring setting (with special emphasis on how the Academic Statement would matter in that context). I advised students both individually and collectively re: possible career paths and possible educational arcs (both through the undergraduate 4 years and with discussion of where graduate training in the sciences fit in their plans). Although this program is not a "breadth" program, I regularly emphasized the importance of getting breadth over 4 years, and of being able to write decently.
Power In American Society	SOSR	Fall	Yes	Yes	Some journal and examine pre-conceptions		Critical thinking and examine previous education
Psychology and Mindfulness	SOSR	Fall	Yes	Yes	Develop ideas, peer editing	Work on this in the program every quarter not just fall	Extensive theory to practice with abnormal psychology. Brought in multiple guest speakers also skyped with authors so that students could get a sense of different practices in the world and professions.
Russia and the Forging of Empires: Vikings, Mongols and Slavs	SOSR	Fall	Yes	Yes	We spent some lecture time and time in seminar discussing the importance of self-evaluation, as well as the value of building the academic statement over time. Students were urged to look at past examples of good Academic Statements.	Nothing.	We urged students frequently to consider how present work might influence their further path in life and how valuable writing about that path and its influences could be in guiding them.
Sculptural Ceramics and the Art of Mexico	SOSR	Fall	Yes	Yes	Handouts on specifics, article by Brooks "The Art of Focus" and workshop on it, share academic statements in small groups.		Work with self-evaluations and academic statements was quite...

The Art and Science of Sport	SOSR	Fall	Yes	Yes	We conducted an extensive workshop to help students craft their academic statement	We plan to continue above.	Began by completing a goals questionnaire, participation in Liberal Arts forum, incorporation of 5 Foci and Expectations of Evergreen Graduate, final workshop/review to consider program curriculum in larger context of liberal arts. - By using a wide interdisciplinary approach explicitly demonstrated that any subject, even one narrowly defined and easily considered outside of academic interest (such as baseball and football), in thoughtful context is an opportunity for self-reflection and to critically analyze the physical and social worlds we operate in.
The Art of Writing Poetry	SOSR	Fall	Yes	Yes	Discussing its place in the transcript and how to address future employers and Graduate schools/	It was may last poetry class before I retire, and so I am thinking about my own writing and art making now, and less about this topic/	I talked with them about preparing for both high school and college teaching, editing, publishing, and how to prepare for work in those fields.
The Chemistry of Living Systems	SOSR	Fall	Yes	Yes	Created handout and timeline; met with students for Q&A sessions to help. Required uploading of essay		Many conversations regarding academic planning and career planning. Talking about what biologists and chemists do. Encouraged skill improvement in addition to learning content.
The Spanish-Speaking World: Cultural Crossings	SOSR	Fall	Yes	Yes	"Speed-dating" workshop in which students circulated around and read 5 or so academic statements and we discussed all together what worked in particular statements (did this with enough time for students to revise again before posting date).		Regular conversations (at minimum twice per quarter, at midterm and end-of-quarter individual conferences; for some students the conversations were even more frequent) about where each student was in her/his academic path and what could be next.
Undergraduate Projects in Critical and Creative Practices with J. Sandoz	SOSR	Fall	Yes	Yes			Helped students connect to campus resources (advisors, career center, other faculty) on-to-one advising.
Health: A Biopsychosocial Inquiry	SOSR	Fall	Yes	No			
Undergraduate Research in Scientific Inquiry with C. Barlow	SOSR	Fall	Yes	No	Use real problems of interest and pursue their solutions.		
Democracy and Free Speech	SOSR	Fall	No	Yes			Difficult to answer this question. program went well students learned a lot about American history, social change movements, the constitutional and 1st amendment jurisprudence.
Political Economy and Social Movements: Race, Class and Gender	SOSR	Fall	No	Yes			Excellent program for most students, Developed deeper understanding of society and social change, furthered critical thinking.
Undergraduate Research in Civic Intelligence (Research and Action Laboratory)	SOSR	Fall	No	Yes			They played major roles by designing their own.

Undergraduate Research in Scientific Inquiry with A. Brabban	SOSR	Fall	No	Yes			Provided students with a real world research experience. Technical writing.
Undergraduate Research in Scientific Inquiry with D. Morisato	SOSR	Fall	No	Yes			Weekly meetings
Technical Writing in the 21st Century	SOSR	Fall	No	No			
Advanced Research in Environmental Studies with C. LeRoy	UD	Fall	Yes	Yes	Read draft		One-on-one discussions
Making Change Happen	UD	Fall	Yes	Yes	Nothing worked well, per se. What are the supposed outcomes that suggest something works well with the academic statement since there are no requirements except to complete an academic statement.		Consistent reference to their actions in the world, how to engage as change agents regarding social justice, their hopes for graduate school and work and specific work opportunities.
Multicultural Counseling: A Holistic Perspective	UD	Fall	Yes	Yes	Workshops each quarter	Ask students to send their academic statement during small group activities more frequently.	Within the program context, process seminars and in relation to their meaning of life.
TRI: Rebuilding Native Nations-Strategies for Governance and Development (Chehalis)	UD	Fall	Yes	Yes	Helping the students brainstorm about their writing and going over drafts with them.	I'm not sure that making it an assignment in two quarters with two drafts each quarter went over well. Most students seemed really annoyed and felt it was redundant.	We discussed their educational goals and possible paths which would enable them to meet those goals.
TRI: Rebuilding Native Nations-Strategies for Governance and Development (Nisqually)	UD	Fall	Yes	Yes	Helping the students brainstorm about their writing and going over drafts with them.	I'm not sure that making it an assignment in two quarters with two drafts each quarter went over well. Most students seemed really annoyed and felt it was redundant.	We discussed their educational goals and possible paths which would enable them to meet those goals.
TRI: Rebuilding Native Nations-Strategies for Governance and Development (Port Gamble)	UD	Fall	Yes	Yes	Looking over some of the contest winners helped students to understand that there was "no right way" to do the academic statement. We also have had an assignment called Journey of Learning, which is very close to the academic statement, plus a number of summative self-evaluations, from previous years. We posted these on Moodle to let students see a sampling of this work and to really impress upon them that it was important for them to share their own voice and experiences.	I think it would be good to consider a number of things that the two students really wrote that were shared on the faculty mailing. The students need to see more statements than just the top three winners, who are obviously gifted writers. Also, more instructions are needed about how to do the academic statements. Instructions need to emphasize how this work is ultimately going to become part of their transcript, and who might ask to see it and to write it from that perspective. Too often, our students just start writing and are not really considering who their potential audience might be. Then, they decide they are done, and only at that point do they hear the message about it being part of their transcripts and then they don't want to post it. It has been somewhat challenging to get to yes on this assignment.	We have noticed that our students value the education they receive in their homes and in their communities more than they tend to value their college education. We need to make a space for this feeling b/c too often, one's learning that is brought into the classroom is minimized. Our students have a great deal of knowledge, but as one of my professors once shared, it "draws from a different pool of knowledge" than what others in academia might have. We need to learn how to value what they already know more, in order to help them to do better in college.

Understanding Language	UD	Fall	Yes	Yes	We read some of the suggested articles (like Cronon's 'Only Connect'), did some free writing in class, and discussed both the article and the free writing.	I'm not sure. This piece of the program still feels "added on" rather than a part of the rest of the things we're studying.	The academic statement workshops, as well as end-of-seminar summative discussions.
Wildlife: Conservation and Writing	UD	Fall	Yes	Yes	Peer review, draft revisions, info session with faculty		Did my job.
Undergraduate Research: Teaching and Learning	UD	Fall	No	Yes			Student's study was focused on TESC student perceptions of success; we talked about how this project fit in his long termed and prof goals.
Trees	FY	Not	No	No			
Current Economic and Social Issues: Explanations, Actions and	LD	Not	Yes	Yes	Limited succession of purpose and of requirement.		Asked students to imagine their and societal future. Spring 2015 program
What Are Children For?	LD	Not	Yes	Yes	Students brought their statements to class and did peer review		We gave a thorough explanation of the AS, and we showed them how to submit it.
Reading with Alison Bechdel: Queer and Feminist Frames	LD	Not	No	No			
Artistic Inquiry: Relief Printmaking	AL	Not	Yes	Yes	Major, highly structured Artistic Inquiry projects linking research to artistic practice and concluding with workshops on how to present one's artistic work in a lecture format that entails discussion of an inquiry. Careful, rigorous and the students loved hearing from their peers. Great community builder.		Students engaged in artistic inquiries that were designed to draw on their primary disciplinary or intellectual questions. Students often commented in self evals that through these projects, they gained insights into their own thinking, what matters to them and how to pursue inquiry in future programs.
Evolution and the Human Condition	AL	Not	Yes	Yes	Two hours on Spring field trip; they brought drafts to date; we discussed liberal arts; they wrote. Also put the deadline for submission multiple places in the syllabus, and on program website. All but one student (I think) submitted on time.		Many activities were focused on how to learn. We have several handouts, and weeks of activities, around these topics.
Give and Take: Reflecting on Helping Others	AL	Not	Yes	Yes			Information and encouragement to visit campus offices, use resources, one-to-one advising, appointments, academic statement work
Green Nature, Human Nature	AL	Not	Yes	Yes	Workshop on expectations, activities, Academic Statement in that context.	Share Academic Statement drafts.	Asked them why they were in the program; Shared AACU value rubric on integrative learning; asked them to reflect on it/told them employers value these skills; Asked them to consider how this program fit in to larger picture of education; Talked about value of liberal arts education

In Search of Lost Time	AL	Not	Yes	Yes			They grappled with the interplay between personal and collective identities, history, memory and power dynamics. Lots of weekly support for independent research and creative non-fiction projects.
Musical Theatre as Liberal Education: Interdisciplinary Lessons from Sondheim	AL	Not	Yes	Yes	Having students write in class and share their drafts with peers.	Not sure	The academic statement workshops were very effective at getting students to think about their overall educational path.
Radio Practice and Politics	AL	Not	Yes	Yes	Having students work on drafts in the computer center. Requiring students to submit at least a temporary draft before leaving class.	Allow more time for peer feedback	Guest speaker on preparation for career in media; mid-quarter and final evaluation meetings that included discussion of long term goals and academic course work to support or diversify liberal arts education.
Urbanity, Smart Cities, and Civic Intelligence	AL	Not	Yes	Yes	It was simple - we developed some prompts based on our program themes.		It 12 -credit option students played a major role in designing their own education.
Where Are You? Introduction to Geography and Geographical Awareness	AL	Not	Yes	Yes	Sent them to workshop, reminded them to turn in their documents	handout at beginning of class with my objectives for their statement	I taught this program for students needing endorsement in the MIT program.
Worlds of Waste: Urbanization, Sanitation, and Design	AL	Not	Yes	No	Only to repeatedly remind students to turn them in		
Bouncing Back: Writing Personal Resilience	AL	Not	No	Yes			Students had the option to work on their academic statement as one assignment. On the day they hand in their portfolios, we've scheduled time in the AC lab for people to read over their work and do some prompted reflection before drafting their self eval. Prompts will include thinking about our program in the context of their education.
Chemistry Counts!	AL	Not	No	Yes			Academic advising during conferences
Histories and Mysteries of English	AL	Not	No	Yes			Regular discussion of why we were studying what we were studying; self-eval workshop
How Language Works	AL	Not	No	Yes			Self-evaluation writing and discussion
The Art of Mexico	AL	Not	No	Yes			Through and evaluation conference with each student.
The Graphic Novel	AL	Not	No	Yes			Chiefly by advising them in one-on-one conferences and conversations.
General Chemistry	AL	Not	No	No			
So Do You Want to Be a Psychologist	AL	Not	No	No			

Student-Originated Studies: Maritime Cultures, Pacific Northwest History, Pacific Northwest Native Cultures, Maritime Literature	AL	Not	No	No			
Approaching Modern Theatre: Acting and Directing	SOSR	Not	Yes	Yes	Have students submit the academic statements as a writing assignment, and provide them with extensive feedback on their writing.	I will have students read and comment on others' academic statements.	We seminar on it.
Geopolitics, Energy, Economics and Stewardship of the Pacific Northwest	SOSR	Not	Yes	Yes	Peer discussion.	Nothing	Focused on the primary audiences for the academic statements and what they are likely to look for.
Meaning, Satisfaction, Fulfillment, Service: Applied Psychology in the Workplace	SOSR	Not	Yes	Yes	We spent time discussing the students' statements and sharing perspectives on how to write effective statements.		Reflection papers, seminars, final projects
Russia Falls, the Soviet Union Rises: Imperial Beauty, Turmoil and Tragedy	SOSR	Not	Yes	Yes	Reading through and analyzing statements which in the past couple of years have been recognized with awards at TESC. And discussing the point of the AS.	Probably nothing.	By studying others' statements and using their texts as jumping off points for such a discussion. Comparison with others was a productive way to deal with the students' self-analysis process in writing the AS.
The Soviet Union and the Rebirth of Russia: Stalin, Gorbachev and Putin	SOSR	Not	Yes	Yes	Looking at examples of the winners' essays helped students see what they might want to include or not include in their statements. Much discussion centered on how to express honestly one's perception of one's learning experience and how this might relate to one's life and future.	Not much differently, actually. Reading and analyzing winning statements seemed like a valuable, concrete way to approach the issue of the AS.	We tried to alert students to aspects of their lives and learning which they might simply have taken for granted or ignored, but which could and should figure importantly in their AS. Hope this will have helped them produce honest and well-considered statements.
Under the Influence: Art, Writing and Inspiration	SOSR	Not	Yes	Yes	A faculty presentation on completing the academic statement. Handouts and instructions in class.		By combining creative writing and art with literature and art history we worked from multiple perspectives to understand complex areas of vital human endeavor. This helped students to gain a very broad understanding of the possibilities of education.
Creating Dance Here and Now	SOSR	Not	Yes	No	Reminding students to review and reflect on their stated learning objectives at the beginning, middle, and end of the quarter, and to assess whether or not their creative projects and activities 'match' their objectives.		
Making A Difference/Doing Social Change	SOSR	Not	Yes	No	Made announcement and gave guidance		
Power in American Society (winter)	SOSR	Not	Yes	No	Remind students to use handouts from part seminars		

Avian Monitoring and Research Methods	SOSR	Not	No	Yes			The week of Academic Fair we spent time in class reviewing graduation expectations and B.S. requirements at Evergreen and other institution (e.g. UW) as well as graduate school requirements and descriptions of "required" and "desirable" qualifications for entry-level jobs (that require a college degree) in avian research and /or wildlife biology. The purpose was to have the students really think about what programs/course work they would need to obtain their goal...before registration!
Poetry for the People: Landscapes of Community	SOSR	Not	No	Yes			To practice and consider the relationship between poetry and various communities; strengthen writing and analytical skills. Poetry helps save the world!
Political Shakespeares	SOSR	Not	No	Yes			Yes in the sense that students were asked to think about the stakes of doing analytical work, and to think about how analytical work can support political and/or creative projects.
Student-Originated Studies: Agricultural Systems	SOSR	Not	No	Yes			We looked at how their contract and internship work fit into their overall learning objectives. How does this contract work meet your overall goals in your education. We came back these questions weekly in group debrief as they progressed through their contract work. Also they had to write essays on how they were progressing, or diverging from, the proposed contract work.
Undergraduate Research in Scientific Inquiry with J. Neitzel	SOSR	Not	No	Yes			Most work here was capstone/end of education work. A strong emphasis on organization explanation of why was work was important, prioritization and planning.
India Then and Now	SOSR	Not	No	No			
River Resources	SOSR	Not	No	No			
Advanced Research in Environmental Studies with A. Styring	UD	Not	Yes	Yes	There were three research students enrolled with me this year and we had several 1-1 discussions about the statement.		We talked a lot about jobs and grad school and the sorts of knowledge and skills needed for those endeavors.
Art Practices: Exploring the Role of the Object	UD	Not	Yes	Yes	Writing workshops	More time	Helped them map it out and connect the dots

Counter Narratives: Songs and Stories Across Cultures	UD	Not	Yes	Yes	Helped graduating seniors rewrite, proof, and publish their final drafts.	It would be nice to have more examples to share, and perhaps more peer tutors available specifically for this goal.	We referred to the Academic Statement a number of times in class, offered graduating seniors special support, and offered to review all of our students' academic statements and discuss them in conferences.
Washington State Legislative Internships	UD	Not	Yes	Yes	Framing the narrative so that it would be most easily comprehensible to the state and legislative offices where they are also seeking employment or with which they are networking	These students did not start out framing their statements in their freshman and sophomore years and so they (unlike future students) appear to have had difficulty retaining a record of where they started and therefore how they had progressed	When I go to the students' name on-line (and into the INT contract) it helps for me to see what programs they have taken (here and elsewhere) so that I can make suggestions about possible relations or coherence of study-goals
Wildlife Biology: Birds and Fishes	UD	Not	Yes	Yes	We discussed the statement in terms of giving an outside reader a map of their educational trajectory.		I think we helped by showing them expectations for future education (grad school) and jobs in the field of wildlife and fisheries.
Writing As Experimental Practice	UD	Not	Yes	Yes	Academic statement drafts via a range of prompts for generating in class writing and discussion		Reflective writing, texts on politics of canon formation and role of education in geo-political dynamics.
Development and Learning: Birth to 14	UD	Not	Yes	No	Workshop where students who had done one before shared experiences with new TESC students on what is about, how to do it, why to do it	Probably have different work sessions for those with a draft to be continued, and those starting new as the first quarter at TESC	
Proteins, Plastics, and Pandemics	UD	Not	No	Yes			Reminders of academic statement conferences mid and end of quarter. Some emphasis on future careers in sciences. A lot of skills building in making arguments effective rhetoric with goal of creating change. Self reflection of our role in that, as a part seminar.
Undergraduate Research in the Humanities with G. Mullins	UD	Not	No	Yes			Conferences, advising
Alternate Route	UD	Not	No	No			
Reworking the Subject: Writing and Drawing As Experimental Practice	UD	Not	No	No			