End-of-Program Review for Evergreen Programs (AY 2017-18)

Dear Program Coordinators, please complete this survey at the end of your program. Feel free to consult with your faculty team and students on questions as you wish. **Your participation is extremely important and appreciated.**

You can complete this survey by doing one of the following:
- Fill out a paper copy and return it via campus mail to **Institutional Research, Mailstop LIB 3821.**
- Fill out the survey on-line at **www.evergreen.edu/epr**
- Type responses into Word document and email a copy to **baa@evergreen.edu**
- E-mail Amadou Ba at **baa@evergreen.edu** to schedule an interview or if you have questions.

This program review is one part of a multi-faceted approach to assessing teaching and learning at Evergreen. Information from this survey is needed for ongoing assessment of Evergreen's curriculum. The results are used to help describe the curriculum to accreditors and internal audiences, such as faculty, DTFs, and planning units.

Program Name: _____

Faculty responding to this survey: _____

Divisions:

1. **Did your program include the following divisional areas?**

	Extensively (A primary area of study, credits awarded, substantial ongoing emphasis)	Moderately (Regular area of study, multiple program activities, credit may have been awarded)	A little (Limited attention to this area, e.g. guest speaker, occasional workshop or seminar)	Not at all
Art (For the purposes of this survey, "Art" includes visual arts, performing arts, and moving images. In responding to this survey, Art History should be included under <u>Humanities</u> instead of Art.)	☐	☐	☐	☐
Natural, Physical or Computer Sciences	☐	☐	☐	☐
Humanities	☐	☐	☐	☐
Social Sciences	☐	☐	☐	☐
Math or Quantitative and Symbolic Reasoning	☐	☐	☐	☐

2. Please check each level at which the following areas or fields of Art were taught in your program.

Area or Field of Art	Introductory	Intermediate	Advanced
A. Music	☐	☐	☐
B. Theater	☐	☐	☐
C. Dance	☐	☐	☐
D. Drawing	☐	☐	☐
E. Sculpture	☐	☐	☐
F. Photography	☐	☐	☐
G. Visual Literacy	☐	☐	☐
H. Other Visual Arts/Fine Arts (e.g. Painting, Fiber, Print Making)	☐	☐	☐
I. Architecture	☐	☐	☐
J. Media Arts (e.g. Digital, 3D, Animation, Moving image)	☐	☐	☐
K. Expressive Arts	☐	☐	☐
L. Other:	☐	☐	☐

3. Please check each level at which the following areas or fields of Natural, Physical or Computer Sciences were taught in your program.

Area or Field of Natural, Physical or Computer Sciences	Introductory	Intermediate	Advanced
A. Biology	☐	☐	☐
B. Physiology	☐	☐	☐
C. Health	☐	☐	☐
D. Somatic Studies	☐	☐	☐
E. Agriculture	☐	☐	☐
F. Botany	☐	☐	☐
G. Zoology	☐	☐	☐
H. Marine Science	☐	☐	☐
I. Natural History	☐	☐	☐
J. Environmental Studies (e.g. Ecology, Field Studies)	☐	☐	☐
K. Geology	☐	☐	☐
L. Chemistry	☐	☐	☐
M. Physics	☐	☐	☐
N. Computer Science	☐	☐	☐
O. Biochemistry	☐	☐	☐
P. Astronomy	☐	☐	☐
Q. Other:	☐	☐	☐

4. Please check each level at which the following areas or fields of Humanities were taught in your program.

Area or Field of Humanities	Introductory	Intermediate	Advanced
A. Art History	☐	☐	☐
B. Aesthetics	☐	☐	☐
C. Literature	☐	☐	☐
D. Classics	☐	☐	☐
E. Writing	☐	☐	☐
F. Language Studies (e.g. Foreign Language, Linguistics)	☐	☐	☐
G. Philosophy (e.g. Ethics, Philosophy of Science)	☐	☐	☐
H. Religious Studies	☐	☐	☐
I. History	☐	☐	☐
J. American Studies/Regional Studies	☐	☐	☐
K. Gender/Women's Studies	☐	☐	☐
L. Queer Studies	☐	☐	☐
M. Native American and Indigenous Studies	☐	☐	☐
N. Latinx Studies	☐	☐	☐

Area or Field of Humanities	Introductory	Intermediate	Advanced
O. African-American Studies	☐	☐	☐
P. Asian Studies	☐	☐	☐
Q. Other:	☐	☐	☐

5. Please check each level at which the following areas or fields of Social Sciences were taught in your program.

Area or Field of Social Sciences	Introductory	Intermediate	Advanced
A. Psychology	☐	☐	☐
B. Sociology	☐	☐	☐
C. Anthropology	☐	☐	☐
D. Consciousness Studies	☐	☐	☐
E. Political Economy/Science	☐	☐	☐
F. Law	☐	☐	☐
G. Economics	☐	☐	☐
H. Geography	☐	☐	☐
I. Education	☐	☐	☐
J. Business and Management	☐	☐	☐
K. Communication	☐	☐	☐
L. Community Studies	☐	☐	☐
M. Leadership Studies (including Outdoor Leadership)	☐	☐	☐
N. International Studies/ Global Studies	☐	☐	☐
O. Public Policy	☐	☐	☐
P. Social Justice/ Environmental Justice	☐	☐	☐
Q. Other:	☐	☐	☐

6. Please check each level at which the following areas or fields of Math or Quantitative and Symbolic Reasoning were taught in your program.

Area or Field of Math or QSR	Introductory	Intermediate	Advanced
A. Algebra	☐	☐	☐
B. Trigonometry	☐	☐	☐
C. Geometry	☐	☐	☐
D. Calculus	☐	☐	☐
E. Statistics (including Probability)	☐	☐	☐
F. Data Interpretation	☐	☐	☐
G. Data Analysis	☐	☐	☐
H. Applied Math	☐	☐	☐
I. Quantitative and/or Symbolic Reasoning	☐	☐	☐
J. Business Math/Finance/Accounting	☐	☐	☐
K. Precalculus	☐	☐	☐
L. Advanced Methods in Algebra (e.g. abstract, differential equations)	☐	☐	☐
M. Excel	☐	☐	☐
N. GIS	☐	☐	☐
O. Other:	☐	☐	☐

Learning Activities:

7A. Please indicate the <u>kinds</u> of writing included in your program:
Please check <u>all</u> that apply.

- ☐ **Response writing** (e.g. response to text or film, preparation for seminar, reviews)
- ☐ **Essays** (e.g. expository, integrative)
- ☐ **Research papers** (e.g. case study, ethnography, final project paper)
- ☐ **Research process assignments** (e.g. proposal, abstract, literature review, annotated bibliography)
- ☐ **Journals** (e.g. field, lab, academic, reflective, blog)
- ☐ **Technical/Formal/Scientific writing** (e.g. lab reports, legal briefs)
- ☐ **Creative writing** (e.g. fiction, nonfiction, poetry)
- ☐ **Other:** _____

7B. How <u>much</u> did students write in your program?

- ☐ **Extensively** (primary mode of inquiry, substantial ongoing activities, credit may have been awarded)
- ☐ **Moderately** (regular writing assignments)
- ☐ **A little** (occasional writing activities)
- ☐ **Not at all** *(Go to 8A)*

7C. Modes of writing <u>instruction</u> in the program:
Please check <u>all</u> that apply.

- ☐ **Written guidelines and objectives**
- ☐ **Pre-writing activities** (e.g. brainstorming)
- ☐ **Workshops on aspects of the writing process**
- ☐ **Share samples or models of assignments**
- ☐ **Drafts with revision(s)**
- ☐ **Detailed faculty feedback**
- ☐ **Peer review**
- ☐ **Tutors**
- ☐ **Other:** _____

7D. How much writing <u>instruction</u> was in the program?

- ☐ **Extensive** (ongoing intentional activities to develop writing and support writing process)
- ☐ **Moderately** (occasional intentional activities to develop writing and support writing process)
- ☐ **A little** (infrequent intentional activities to develop writing and support writing process)
- ☐ **Not at all**

8A. Did your program include activities to improve information technology literacy (ITL)?

- ☐ **Extensive** (weekly instruction or activity; primary mode of inquiry; major project using ITL)
- ☐ **Moderately**
- ☐ **A little** (1 or 2 ITL instructional activities per quarter; minimal projects assigned)
- ☐ **Not at all** (use limited to very common tools such as the internet, email, Moodle, ebooks, word processing, etc.) *(Go to 9)*

8B Which of the following ITL activities or processes were <u>taught</u> in your program?
Please check <u>all</u> that apply.

- ☐ **Information acquisition** (library/internet searching)
- ☐ **Responsible use of information** (citation, plagiarism)
- ☐ **Data acquisition and /or instrumentation**
- ☐ **Presentation technology** (graphics, PowerPoint, web publishing)
- ☐ **Data analysis** (data manipulation, statistics, modeling)
- ☐ **Media production** (video, sound recording, editing)
- ☐ **Online communication/social software** (e.g. on-line discussion, posting and responding to documents)
- ☐ **Other:** _____

9. Did your program include the following modes of critical thinking?

	Modes of critical thinking your program was designed to improve *(check all that apply)*	Which of these did you do Moderately or Extensively?
Analysis (e.g. of texts, images, concepts, data)	☐	☐
Synthesis (e.g. of theories, texts, data, visual information)	☐	☐
Judgment/Critique (e.g. making an informed judgment based on analysis and critique of a theory, artwork, etc)	☐	☐
Argument (e.g. composing arguments and supporting claims, recognizing/mastering rhetoric)	☐	☐
Problem-Solving (e.g. designing experiments or performances, debugging software, developing social policy, formulating possible solutions)	☐	☐
Multiple Perspectives (e.g. examining own assumptions, considering additional points of view)	☐	☐
Other:	☐	☐

10A. **Did your program examine issues of sustainability?**

       ☐ **Extensively** (A primary area of study, credits awarded, substantial ongoing emphasis)
       ☐ **Moderately** (Regular area of study, multiple program activities, credit may have been awarded)
       ☐ **A little** (Limited attention to this area, e.g. guest speaker, occasional workshop or seminar)
       ☐ **Not at all** *(Go to 11A)*

    10B. **Please describe what sustainability perspectives (e.g. scientific, social, ethical, historical, or spiritual), content areas, and activities you used?**
    _____
    _____
    _____

11A. **Did your program examine issues of oppression, privilege and difference?**

       ☐ **Extensively**
       ☐ **Moderately**
       ☐ **A little**
       ☐ **Not at all** *(Go to 12A)*

    11B. **Please describe what content areas and activities you used to examine oppression, privilege and difference:**
    _____
    _____
    _____

12A. **Did your program include community-based project(s) and/or service learning?** ("Community-based projects" include activities that engage students in collaborative efforts in partnership with off-campus community. "Service learning" is a process that promotes theory to practice learning with classroom preparation, service, and reflection.)

    ☐ Yes
    ☐ No *(Go to 13A)*

    12B. **If yes, please briefly describe the community-based project(s) and/or service learning:**
    _____
    _____
    _____

Academic Statement and Academic Planning Support:

13A. **Did you use time in your program to support student work on academic statement?**

☐ Yes
☐ No *(Go to 14)*

13B. **Briefly describe what worked well:**
_____
_____
_____

13C. **What would you do differently?**
_____
_____
_____

14. **How did you help students think about their education overall?**

_____
_____
_____

15A. **Did you do anything specific with your graduating seniors in terms of advising or finalizing Academic Statements?**

☐ N/A, I did not have graduating seniors in my program.
☐ No, nothing specific
☐ Yes

15B. **If yes, in order to better understand the range of practices faculty use to offer specific support to seniors, please briefly describe:**
_____
_____
_____