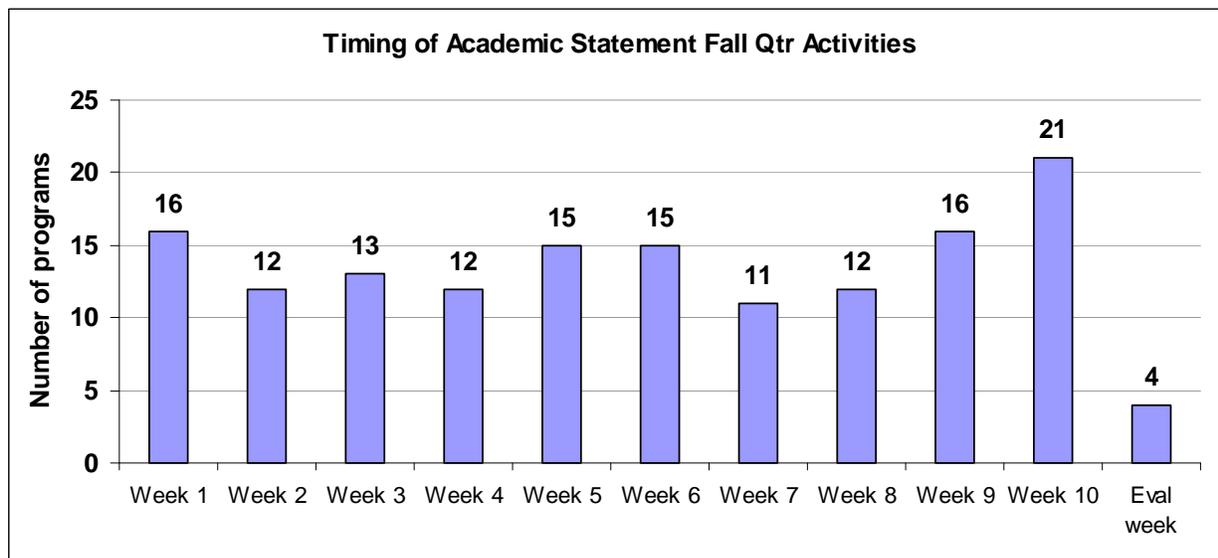


Academic Statement Pilot Year: Fall Program 2012 Faculty Reflection Analysis

Forty-seven fall quarter programs and one four-credit course participated the Academic Statement pilot, which included committing dedicated fall quarter program time to Academic Statement and academic planning work with students. Forty of these pilot offerings completed a fall quarter reflection assessment template which was an 85% response rate. Two additional *non*-pilot programs also provided feedback about their Academic Statement activities. The list of programs included in this assessment is provided in [Appendix A](#). Responses were collected between November 26, 2012 and March 5, 2013. Faculty were asked to respond to six prompts, and they had the option of filling out a web survey or a word document. The assessment was administered by Institutional Research and Assessment, whose staff organized and shared the results with the Mentor Council, and ultimately produced this summary analysis for the broader campus.

1. What was the timing of your team’s fall quarter academic statement activities?

Academic Statement activities were distributed throughout the quarter depending on the context of the program. They were most common at the beginning, midterm, and end of the quarter.



Note: excludes Tacoma (“integrated throughout yr”), Making Effective Change (“every few weeks”), Shaking it Up (info not provided in survey), and the 7 fall pilot programs that did not participate in the reflection (America Abroad, Ancient Words and Works, Biological and Sociological Foundations of Health, Gateways, Movements and Migrations, Sex and Evolution, and Minds at Work (Grays Harbor)). It does include the 2 volunteer programs that participated even though not in pilot (Russia/Eurasia and Difference and Desire).

2. Briefly list your in-program activities in support of the Academic Statement.

Reflective Writing and Sharing

Thirty-eight programs included reflective writing activities that encouraged students to reflect on past experiences and future academic goals. Most of these activities took place in workshop formats during class. Several faculty provided prompts to guide students writing and reflection. Some common reflective writing and sharing activities were mind mapping, journaling, free writing workshops, and drafting the Academic Statement through peer review and feedback with formal written critiques and/or reading drafts aloud followed by discussion and critique.

It was notable that twenty-one programs mentioned multiple drafts and revisions as part of the writing process, and at least twelve programs had students submit a final version of their Academic Statement at the end of the quarter.

“Imagine yourself at some point in the future: one quarter from now, one year from now, the day of your college graduation, fifty years from now. Describe how you fulfilled your hopes and goals for your education, speaking in your ‘voice from the future.’”

- Religion, Society, and Change

“We had students review the initial phase of each other’s academic statement through the format of an autobiography.”

- Clinical Psychology: The Scientist-Practitioner Model

“We first had students write and share about their respective backgrounds and how this led them to Evergreen and to our program. By Week 4 we had students write about and share their specific learning goals for our 2-quarter program and how this fit into overall academic goals. At mid-quarter conferences we met individually with students, in part to discuss one-on-one their academic careers thus far and comment directly upon their statements. Week 8 was devoted to revising their statements once more, especially since they had more time to consider how this program fit into their overall academic pathway. Again at our final conferences we met individually with students to discuss their academic statements.”

- Political Economy and Social Movements: Race, Class and Gender

Seminar and Class Discussion

Twenty-eight programs mentioned specific seminar or discussion activities occurring in small and/or large groups. Specific topics included:

- The Five Foci and Six Expectations
- Principles of a Liberal Arts education
- History of experimental education
- Difference between Academic Statement and self-evaluation
- Academic planning
- Connection between Academic Statement and other class readings
- Purpose and structure of the Academic Statement Initiative.

Sharing Model Academic Statement Examples

Ten programs shared examples of Academic statements in class, five of which used statements written by the faculty, and six used the Academic Statement contest winners.

“Faculty shared our Academic Statements with each other and students and held a fishbowl seminar among faculty about academic and learning experiences.”

- Iconoclasms

Faculty Conferences

Eight programs incorporated individual faculty and student conferences to discuss aspects of the Academic Statement; such conferences were held in week 1, week 2, week 5, and evaluation week.

Topics discussed faculty-student conferences included the following:

- Academic goals
- Career goals
- How the Academic Statement can help reach student’s goals
- Review of student’s reflective insights
- Specific feedback on the content of the student’s Academic Statement
- Academic Statement outline

“Week 2, we went on our two-day program retreat and students spent a total of 4 hours working through a reflection, writing, and sharing exercise that culminated with a draft of their Academic Statements. We met with each student for 1/2 hour and talked with them about the content of their statements and their academic goals. “

- Work and the Human Condition

Out-of-program Resources

Six programs mentioned utilizing out-of program resources. These resources included a Library workshop, support from the Writing Center, visits from Academic Advising (in particular Sara Martin), and a visit from Institutional Research and Assessment (Laura Coghlan).

*"We had three visits from Sara Martin with announcements and advice from the Academic Advisors."
- Boom or Bust: Social Struggles of the 1930s*

Non-Writing Workshops

Thirteen programs held non-writing workshops ranging between one and three workshop sessions throughout the quarter. Examples included workshops that linked program texts to critical reflection on students' own work, those that compared and contrasted the Academic Statement with the self-evaluation, Transcript Review, and academic planning workshops.

*"Faculty directed the students in an interactive workshop based on the concept of 'Constructed Situations' used in artist Tino Sehgal's performance art piece called 'These Associations,' which called for students engaging each other in talking points about their educational history."
- Picturing Domestic Space: Sociocultural Perspectives*

Use of Films, Literature, and Images

Eight programs mentioned specific films, literature, and images they used as part of their Academic Statement Initiative activities. Titles included the following:

Films

- "For What It's Worth"
- "Black Mountain College,"
- Carlotta Walls LaNier's Random House Lunch speech: "First Year Experience"
- "Eyes on the Prize"

Literature

- Martin Duberman's, *Black Mountain College: An Exploration in Community*
- Michael Zimmerman's, "STEM/Liberal Arts intervention"
- Arthur Zajonc's article on art/science/contemplative mind
- William Cronon's, "Only Connect"
- Rita Smilkstein's guided reflection on how students learn from *We're Born To Learn*
- Virginia Woolf's, *The Waves*
- Paul Lockhart's *A Mathematician's Lament*
- Ben Shahn's "The Education of an Artist"

Images

- Images of mid-century design and designers

Graduate Program and Career Advising

Two programs mentioned specific activities that explored graduation, graduate school/ professional programs, and future careers.

*"Students set learning goals week one in conjunction with a rubric we gave them asking them to assess their abilities in relation to the General Expectations of an Evergreen Graduate."
- Awakening the Dreamer, Pursuing the Dream*

“Students were given a precise description of the types of Computer Science programs available to them at the college and what skills those programs would help them develop. The students not concentrating on computer science were encouraged to find similar information for their chosen path.”

- Computer Science Foundations

3. Did all program students participate in the same activities or were there different opportunities for different types of students?

Nearly all programs (N=37) held the same activities for all students in the program. The remainder (N=5) varied some or all activities. The faculty who varied activities were likely to be teaching all-level programs, and they facilitated small and large group discussions using different students' years of experience at Evergreen or their class standing to organize discussions and share different perspectives. Often when activities varied, it was in order to allow students to pick different prompts and/or incorporate personal preferences and educational trajectories within the framework of assignments that were generally common to all program students.

“All students participated in the same general activities, but we advised students to focus their activities in different ways depending on their particular situation and academic level. Classroom activities were scheduled to anticipate that students would be in different parts of the process. As general guidance we advised first and second year students to think about their academic statement as a ‘degree plan’, and we advised third and fourth year students to see their academic statement as a ‘degree description’.”

- Computer Science Foundations

“Lower-division students studied the three winners from last year and offered discussion and critique; upper-division students outlined their progress to degree and offered advice to the newer students about how to make the most of Evergreen.”

- Freedom Dreams: The Cultural Revolutions of the 1960s

4. Please elaborate on one aspect of the work that was the most engaging. (This question is intended to collect a more detailed description of a specific approach to the in-program work that seemed particularly successful, so that such practices can be shared with other faculty.)

Forty-two programs responded with the most engaging aspects of their Academic Statement work; four themes emerged from their comments:

Scaffolding

- Journaling and synthesis papers throughout the quarter led to strong base material to aid in the final draft.
- Seeing a model statement, then writing their own first draft was most engaging.
- Establishing a foundation for peer review by integrating such work throughout the quarter.

“The Self Directed Learning Plan (SDLP) was particularly helpful to both students and faculty. The SDLP helped students focus on their academic performance in the program and helped them think about their academic performance as a whole. The SDLP was helpful to the faculty in that it allowed the faculty to gauge the student’s intended performance with their actual performance at the end of the quarter and identify how the faculty could help the student improve upon weaknesses.”

- Afraid to Laugh: The Psychology and Media of Fear and Humor

Sharing Statements/Sharing Personal Stories

- Students want to tell their stories.
- Students volunteered to share statements and read them aloud.
- Students were inspired by reading their classmates' Academic Statements (which they reported, and which faculty acknowledged by the faculty by observing increased student engagement and an increased respect for each other.)

- Students reading their statements aloud to each other and sharp critique of the award winning essays.
- Faculty read and discussed their own statements. Students learned about each others' histories through sharing statements.
- Students enjoyed sharing their statements with each other as well as seeing how other students approached the statement.
- Writing workshop with a class debrief session to follow helped in that it allowed students from different academic class levels to hear each other's paths taken thus far at Evergreen.
- Students read their drafted academic statements at the end of the quarter; giving testimony to their learning stimulated a feeling of accomplishment and helped them negotiate their pathway.

"Students want to tell their personal and academic stories – even in this program, which does not have a strong writing component. Seeing a model story and writing a first draft of their own story was engaging for them."

- Computer Science Foundations

"The peer group work was certainly engaging for the students - they got a chance to talk with one another about their academic careers and history beyond the program, including future goals. The most engaging aspect for me, as a faculty member, was the opportunity to review the academic statement, in person, with each student individually."

- Nonfiction Media Arts: Sustainability and Justice

Integration with Other Program Themes

- Academic Statement felt integrated with other overarching themes of the program.
- The examination of how their education is a "liberal education" facilitated by Cronon's "Only Connect."
- Historical contextualizing of Evergreen's mission and evolution and the opening/closing of "the American mind" in relation to public higher education.
- Students connected Evergreen's Five Foci to the overarching themes of the program.
- Students connected with the intentions and purpose of the Academic Statement Initiative work and connected Carlotta Walls LaNier's text, *A Mighty Long Way*, to their own experiences. Reading the book helped them to understand that others also engage in a struggle while advancing one's education.
- In the program, "Stop Making Sense," the Academic Statement was connected to program texts by asking their students to write their drafts in the style and voice of a character in the novel, *The Waves* by Virginia Woolf.

"It was not difficult for me to make connections from their course assignments to the Academic Statement Initiative. Some students were familiar with it as they were transfer students, but many students were not. I was able to discuss the history and goals of the Academic Statement Initiative with the class, and then we talked about how all their writing assignments could be used at drafts for their Academic Statement."

- Education and Funds of Knowledge

Activities Helped Students Witness and Critically Reflect on Their Learning and Academic Trajectories

- Students consciously witnessing their learning process.
- Students wrote in class and were critically reflective in an exercise titled, "Thinksgiving Reflection" supplemented with peer to peer sharing.
- Peer advising during the AS workshop (with guided questions) helped students with their own statements improve on their statements and work on their own reflective and self-analysis skills.
- There were two assignments on "Education for Character" and "Education for Careers" that helped students tap into personal experience and improve quality of essays.
- Using different forms of writing to draft statements and reflecting on relation between past and present to help write the Academic Statement.

- The transcript workshop seemed to engage our students the most – as new students the final transcript was an ambiguous concept, and this workshop made real both the transcript, the relationship of faculty evaluations to student self-evaluations (and by extension, the Academic Statement) it also helped students think about the kinds of pathways students might create to direct their learning.
- The students reflecting on their own learning while being exposed to others students' ideas about learning and academic pathways.
- Students engaged in being critically reflective of their past experiences at The Evergreen State College and then discussed how that has influenced their goals now.
- Examining past experience as connected to current coursework and academic choices.
- Students participated in a workshop and during the small group break out discussions students were able to gain clarity about what they had studied, and what their future pathway might look like, by talking together.
- The act of formalizing thinking about their academic trajectories, histories, and futures, was very useful.
- Students critical reflections on their histories and futures around academic work through an AS workshop.
- Students were asked to write 2 nuclear episodes (one that tells the story of a formal educational experience and one that is informal) and then discuss the stories with other students and identify similarities and contrasts within student's stories. Guided prompts helped students critically reflect on their histories and future.

“The ability to get students to witness their own in-program learning process, deliberately and consciously, was quite valuable.”

- Adaptation: Evolutionary Patterns in Biological Space-Time

“The work of brainstorming one's past events as related to one's present course work and choices was of most impact. Using the brainstorm to then write an initial statement re: your past, present and future work.”

- Clinical Psychology: The Scientist-Practitioner Model

“During the initial writing workshop we asked students to briefly list Evergreen experiences that had an impact on their initial goals and to discuss programs or specific circumstances surrounding these experiences. Discussion of these early experiences helped some students find a starting point for their statement while others had an opportunity to work on articulating their main points more clearly.”

- Music Intensive

Other Engaging Aspects

- Discussing the stages of writing; peer writing workshop.
- Class conversations.
- Transcript review workshop because small group work was interactive.
- Students engaged in physical movements while talking and sharing in pairs using a "Talking Points" handout.
- Discussing in small groups and then as a whole helped students articulate the effectiveness and unique qualities of an education at The Evergreen State College.
- Discussing issues with students and answering their questions.
- Individual faculty/student conferences to go over their AS drafts with a later follow up.
- Students connected with the intentions and purpose of the Academic Statement Initiative.
- The pairing of examining different writing styles and help with grammar engaged the students.

5. Did the Academic Statement activities feel integrated in the other work of your program? If so, how did you accomplish this?

Thirty-six of the programs answered that their activities felt integrated with the other program work and eleven programs stated the activities did not feel integrated. Programs that stated the Academic Activities were not integrated well with other class work mentioned that the activities felt like an add-on, felt awkward, didn't fit in with the type of discussion they were having in class, they ran out of time, and felt it was hard to differentiate the Academic Statement and the self-evaluation in a Freshmen program.

Ways Academic Statement Activities Were Integrated with Broader Program Work

- Connection to the central program theme (e.g. evolution and adaptation, why we are learning this way, marketing, interest in social sciences, labor laws and history, creating community, space and sociology, self and story)
- Such activities were already part of my teaching practice
- Devoted in-class time
- Ongoing discussion of program themes in a workshop setting
- Program students needed help with writing skills and defining academic goals and got that practice through the Academic Statement Initiative work
- Connected with the outside view of a Liberal Arts education
- In-class reflection and synthesis of experience, learning, skills, and goals
- Connected to The Evergreen State College's larger structure and academic goals
- Connected through O-Week writing
- Interactive writing, advanced writing techniques, and reflective writing activities

"Because we chose to make the histories of both alternative and liberal arts education, as well as the question of the right education for artists, central to our program theme, this all felt really integrated to our students. The academic statement didn't feel, we don't think, like any kind of an add-on."

- Art/Work

6. What faculty development opportunities or information do you wish were available before your next fall quarter program?

"Faculty development opportunities for next quarter could include not only sharing of best practices, but brainstorming new ones that keep students engaged beyond their introduction to it. Working with the Student Activities group on this would be great, getting feedback from students about different things that they did in their programs would also be good. And establishing a virtual library of short texts and effective workshops that we can draw from when designing each fall's work would be helpful."

- Trajectories in Animation, Mathematics, and Physics

Collaboration and Sharing Resources with Other Faculty

Twenty-eight programs identified opportunities to collaborate with other faculty. The most common theme in this group is the desire to share practices, models, and examples of activities with colleagues. Specific ideas included having a designated idea bank/virtual library for faculty; sharing specific workshops and writing prompts that produced the best writing; holding workshops on the common text (specifically in small groups); and creating opportunities for faculty to share their practices, the effectiveness of their efforts, and develop new ideas together. Other faculty desired discussion of how to integrate the Academic Statement Initiative with program content more seamlessly; how to make activities different throughout educational levels (in particular upper-division), so that activities are evolving instead of repetitive; and how to better distinguish Academic Statements from self-evaluations or personal statements. It is notable that only five of these twenty-eight programs specifically mentioned Summer Institutes as the time and place for such faculty collaboration. This cluster of respondents felt institutes would be particularly important for faculty new to this work.

"It might be helpful to try out some of the more interesting exercises with faculty peers, in a summer institute. This would share and improve best practices."

- Gothic Constructions: Architecture and Literature

"It would be useful to have continued opportunities to share ideas and exercises, and meet with co-faculty for the development of diverse and creative strategies regarding the academic statement development process, as well as academic statement 'content'."

- Self and Story: Studies in Psychology, Literature, and Writing

Advanced Planning and Cohesion/Consistency of Message

Thirteen of the programs mentioned needing more advanced planning and consistency about the Academic Statement Initiative work. Faculty mentioned needing a clear set of instructions and a greater diversity of model student statements from different years of education posted online for student access with examples of strong and weak work. Also mentioned were the O-week syllabus, convocation activities, and the common text. Some faculty simply appreciated what was already established and encouraged continuation of these practices. Others wanted more widespread involvement and review of them, wanted earlier notice of these choices for better preparation and planning, and more resources provided for teaching these materials. Also mentioned was the need for help from the college on how to talk about the ongoing process of the Academic Statement Initiative, how it is different from the existing self-evaluation work, and how it fits in with the curriculum.

"Well, it would be good to have models for how this is done: specific activities (tactics) and longer term implementation (strategies). I think it will also be good to think about how we get people to revise this quarter after quarter; my fear is that it may become a repetitive exercise. So, it would be good to think about how to build the work on the statement over time."

- Making Effective Change: Social Movement Organizing and Activism

Support from Other Evergreen Resources

Three programs stated they wished support from other Evergreen resources were available to assist with the Academic Statement work. Faculty asked for a list of student resources with short descriptions of the assistance each resource provides, sharing of ideas from Evergreen staff with faculty, working with Student Activities to design engaging activities, and support from Academic Advising on how to discuss the Academic Statement Initiative and its relation to Evergreen's practices.

"We would like more Support from Academic Advising in counseling students on the importance of the academic statement initiative, how it relates to the overall academic achievement at Evergreen, and how this activity fits with the ongoing student self-evaluation process."

- Business and Culture along the Silk Roads

Student Feedback

Three programs pointed out their desire for student feedback. Suggestions included creating assessment devices for students to fill out, asking a sample of students to reflect on how they are approaching the Academic Statement, and faculty gathering feedback from students about activities they experienced.

None

Seven programs had no suggestions for development or resources they wished they had before the next year.

APPENDIX A: LIST OF PILOT PROGRAMS WITH FALL ASSESSMENT PARTICIPATION STATUS

40 official Pilot Programs and 2 volunteer programs provided feedback about fall quarter program activities in support of the Academic Statement Initiative.

Program Faculty: Faculty members who completed the assessment are in bold; <i>other program faculty are noted in parenthesis</i>	Fall 2012 Program
Bret Weinstein	Adaptation: Evolutionary Patterns in Biological Space-Time
Tug Buse and Carrie Margolin	Afraid to Laugh: The Psychology and Media of Fear and Humor
Kristina Ackley (Jose Gomez)	American Indian Sovereignty: Competing Contexts
Kathleen Eamon (Shaw Osha, Julia Zay)	Art/Work
Don Foran and Sarah Williams	As Poetry Recycles Neurons: Flocks of Words, Tracks of Letters
Cynthia Kennedy and Terry Setter	Awakening the Dreamer, Pursuing the Dream
Drew Buchman (Paul McMillin, David Shaw)	Boom or Bust: Social Struggles of the 1930s
Thuy Vu (Hirsh Diamant, Bob McIntosh)	Business and Culture Along the Silk Roads
George Freeman	Clinical Psychology: The Scientist-Practitioner Model
Neal Nelson and Sherri Shulman (also Aaron Skomra - not in pilot)	Computer Science Foundations
Rebecca Sunderman (Kabby Mitchell)	Dancing Molecules
Leslie Flemmer	(course) Education and Funds of Knowledge
Sunshine Campbell (Brian Walter, Susan Fiskdal(F))	Elections, Education, Empowerment: Social Change Through Quantitative Literacy
Donald Morisato and Martha Rosemeyer	Food, Health, and Sustainability
Greg Mullins (Trevor Griffey)	Freedom Dreams: The Cultural Revolutions of the 1960s
Trevor Speller (Anthony Tindill)	Gothic Constructions: Architecture and Literature
Elizabeth Williamson and Lisa Sweet (Miranda Mellis)	Iconoclasm
Sarah Ryan and Arleen Sandifer	Justice at Work: Labor, Civil Rights, Immigration and the Law
Peter Impara (Anne DeMarcken)	Landscapes of Change: Writing and Mapping the Future
Grace Huerta (Anne Fischel)	Local Knowledge: Creating Just and Sustainable Communities
Anthony Zaragoza (Lin Nelson), (also Zoltan Grossman - not in pilot)	Making Effective Change: Social Movement Organizing and Activism
Heesoon Jun (also Don Middendorf - not in pilot)	Memories, Dreams, and Beliefs
Glenn Landram (Mukti Khanna, Marja Eloheimo)	Mind-Body Medicine
Jeff Antonelis-Lapp (Lucia Harrison)	Mount Rainier: The Place and its People
Andrea Gullickson (Sean Williams)	Music Intensive
Richard Weiss (Arun Chandra)	Music, Math and Cybernetics: Things + Relations = Systems
Laurie Meeker (FW) and Marilyn Freeman	Nonfiction Media Arts: Sustainability and Justice
Stephanie Kozick (taught with others not in pilot: Amjad Faur (F), Susan Aurand (W))	Picturing Domestic Space: Sociocultural Perspectives
John Baldridge (Mark Harrison)	Playing Politics
Jennifer Gerend (Ralph Murphy)	Political Ecology of Land: Planning, Property Rights and Land Stewardship

Program Faculty: Faculty members who completed the assessment are in bold; other program faculty are noted in parenthesis	Fall 2012 Program
Michael Vavrus and Peter Bohmer	Political Economy and Social Movements: Race, Class and Gender
Joli Sandoz and Suzanne Simons (Rebecca Chamberlain (F))	Religion, Society and Change
Nancy Parkes	Shaking It Up: From Journalism to New Media
Laura Citrin (Steven Hendricks)	Stop Making Sense
Gilda Sheppard, Barbara Laners, and Arlen Speights	Tacoma: Power Play(ers): Actions and Their Consequences
Ruth Hayes (Krishna Chowdary)	Trajectories in Animation, Mathematics, and Physics
Cindy Marchand-Cecil	Responded for Tribal: Res-based: Nisqually & Tribal: Res-based: Peninsula (combined)
Heather Heying (Jennifer Calkins (F))	Vertebrate Evolution
Susan Preciso (Stephen Beck)	Work and the Human Condition
Jules Unsel (BONUS! Not in pilot)	Difference and Desire: sex, race and family structure in the U.S.
Rob Smurr (BONUS! Not in pilot) (taught with Pat Krafcik)	Russia and Eurasia: Empires and Enduring Legacies

Note that seven other programs were part of the pilot, but their fall program activities were not documented in this assessment.

Program Faculty	Fall 2012 Pilot Programs That Did Not Participate in Fall Quarter Assessment
Eric Stein, Stacey Davis, and Sam Schrage	America Abroad
Ulrike Krotscheck and Nan Bishop	Ancient Words and Works: On Being Human
Carolyn Prouty and Wen Wang	Biological and Sociological Foundations of Health
Savvina Chowdhury	Gateways: Popular Education and U.S. Political Economy
Gillies Malnarich and Kathy Kelly	Minds at Work: Puzzles, Polarities, and Possibilities
Karen Gaul and Therese Saliba	Movements and Migrations: Sustainable Communities in a Transnational World
Karen Hogan	Sex and Evolution