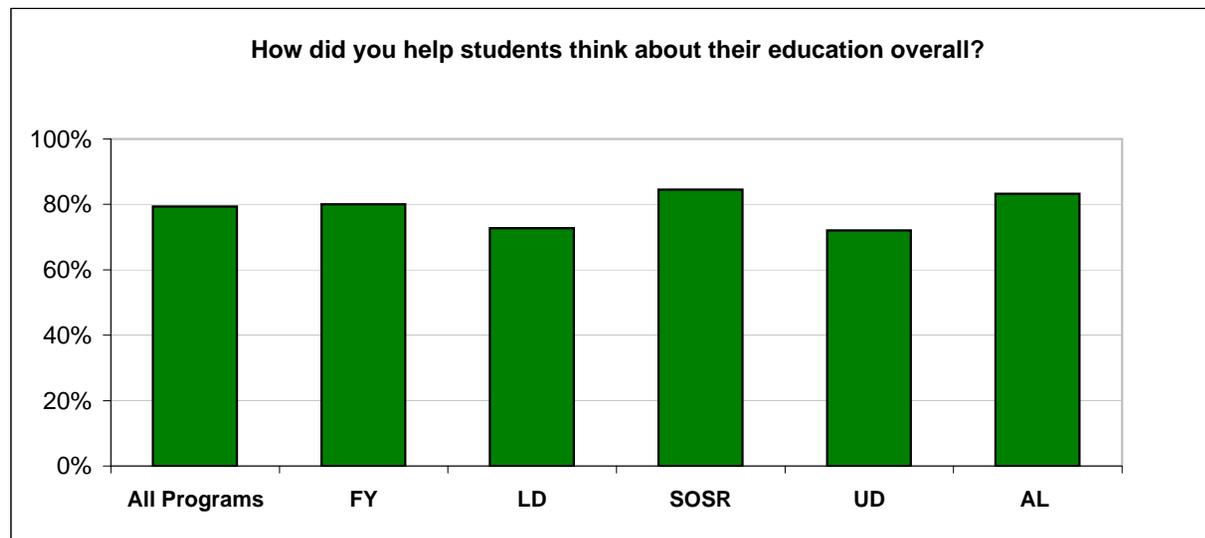


## End-of-Program Review 2012-13

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

	N	Yes	No
Programs in AS pilot	42	88.1%	11.9%
Programs not in AS pilot	99	75.8%	24.2%

	Yes	No	Programs with advising (N)	Programs Responded (N)
All programs	79.4%	20.6%	112	141
First-year (FY only)	80.0%	20.0%	4	5
Lower Division (LD) FY-SO	72.7%	27.3%	8	11
All Level (AL) FR-SR	84.5%	15.5%	49	58
Sophomore-Senior (SOSR)	72.1%	27.9%	31	43
Upper Division (UD) JR-SR	83.3%	16.7%	20	24



<b>Program</b>	<b>Program Type</b>	<b>How did you help students think about their education overall?</b>
CounterACTION: Exploring Racial and Cultural Inequalities in Education	FY	This is a freshman program. I really try to emphasize and model the following components of a successful college career: academics, research, community service, networking, leadership development, technology skills. These skills can collectively result in a foundation that can lead to strong evals/transcripts, recommendations and a culminating outcome of securing an internship, professional connections, employment and/or graduate school admission.
Awakening the Dreamer, Pursuing the Dream	FY	I didn't do a very good job of this.
Writing Nature, Writing "Race"	FY	Advising as a frequent program activity
Self and Story: Studies in Psychology, Literature, and Writing	FY	Academic statement work, journal and response writing, guidance on preparing evaluations and letters of reflection, frequent consideration of the topic in both lectures and seminars.
Art/Work	LD	We did a lot in this area, since one of the foci of our program was learning and making art in a community. We studied the Bauhaus (German pre-WW2 art school) and the history and philosophy of Black Mountain college by reading Duberman's "Black Mountain: An Experiment in Community" throughout fall quarter. We watched archival films from the online Visual History Archive about the history of Evergreen in the first few weeks of class.
Afraid to Laugh: The Psychology and Media of Fear and Humor	LD	Very little
Business, Personal Finance and Statistics	LD	To think about how their own responsibility and diligence may have the greatest influence on their learning.
Biology of Ecotones and Extreme Environments: Living on the Edge	LD	Mostly restricted to evaluation conference
Transmutation: The Alchemy of Scientific Thought	LD	In evaluation conferences.
Earth and Life	LD	In addition, we provided multiple mentoring sessions around planning students' Evergreen educations, and plans for future careers in the sciences and potentially applying to graduate school.
Turning Eastward: Explorations in East-West Psychology	LD	Discussions of career goals and graduate studies.
Music, Math and Cybernetics: Things + Relations = Systems	LD	By having them address what they do, and the connections they have to our social world.
Student-Originated Studies: Environmental Education, Natural History and Related Fields	AL	Workshops and peer reviews of self evaluations.
Religion, Society and Change	AL	Working with them on their AS and program self-evaluations, meeting with them individually at mid-quarter and end-of-the quarter to discuss their work and how it fits into their education and career goals, working with students to integrate their overall education and career goals into their self-evals and AS.

Freedom Dreams: The Cultural Revolutions of the 1960s	AL	Weekly self reflections leading to end-of-quarter self-eval
Gender and Power in Cross-Cultural Context	AL	Weekly consciousness studies worksheets helped students gain self-awareness of their study habits and thinking and learning processes. being aware of their own goals for their education was an important part of their success this quarter
Orissi Dance and Music of India	AL	Week-by-week advising opportunities, and extensive discussions of current and upcoming curricular options at the college, and possible directions for further work during summers and after graduating.
Global Meltdowns: Finance, Energy and Climate Change	AL	We worked with students individually to explore their educational and career goals and how they might be met.
Elections, Education, Empowerment: Social Change Through Quantitative Literacy	AL	We talked a lot about the US education system, issues of social justice in education, and the purpose of education. In seminar discussions, many students took the opportunity to reflect on these issues in the context of their own educations.
Work and the Human Condition	AL	We structured the work above in ways the specifically focused on what they brought to their Evergreen work, what they are working on, and where they think it will fit into their undergraduate education
Making Public Health Matter: Reimagining Health-Based Journalism	AL	We included questionnaires on previous experiences with the first days' activities and students can build on what they have for their self evals which we will draft the last day of class.
Gender Performances	AL	We explained the five foci and reinforced the idea of interdisciplinary education, encouraged students to attend Mentoring Day, had a two-hour workshop on writing evaluations (self, program, faculty)
Musical Theatre in Cultural Context	AL	We encouraged our students to plan their college career carefully, to take advantage of the interdisciplinary landscape of the college, and to give their best in each program they choose.
Food, Health and Sustainability	AL	We designed and scheduled workshops on the Academic Statement and self-evaluation throughout the three-quarter program.
Russia and Eurasia: Empires and Enduring Legacies	AL	We both had extensive discussions with our students individually about their work, their strengths and weaknesses, their prospects for next year and the future. These one-on-one discussions always seem much more fruitful than full-class discussions.
Green Nature, Human Nature	AL	we asked them to think about the purpose of their own educations
Trajectories in Animation, Mathematics, and Physics	AL	We actively participated in Academic Statement workshops of our own design in fall. In winter, we had brainstorming and peer review sessions on self-evaluations, navigating the on-line catalog, and how to best use the Academic Fair and present oneself to faculty at the fair.
Mount Rainier: The Place and its People	AL	To see their lives and education on a continuum and to imagine potential future paths.
Movements and Migrations: Sustainable Communities in a Transnational World	AL	Through Academic statement workshops and discussions, through advising in conferences, and through visioning exercises and hands-on community engagement to think about the relationship between education and building sustainable futures.
Alternatives to Capitalism	AL	This was a topic in one-on-one meetings.
Algebra to Algorithms	AL	This happened in informal 1-on-1 discussions with students about their academic plans.

Biology Through Darwin's Lens	AL	Talked about science and prerequisites
Illustrations of Character: Literary and Philosophical Studies	AL	Students will write "epilogues" to their final term papers in which they reflect on the pertinence of their education in ethics for their past and future studies.
A History of "Race" in the U.S.: From Colonial Era to 2013	AL	Students now report that their education in their program has helped them to understand why and how racism remains a salient feature of the U.S. in our current era. They now are reconsidering the direction of their future studies and what it means to be an informed, educated citizen.
Mind-Body Medicine	AL	Students had the option to do ILCs and INTs based on their level of competency. This gave each student the opportunity for more advanced work in thier area of choice.
Dancing Molecules	AL	Students brought two copies of entrance essay or previous self-evals to AS workshop 1 in week 2. Students brought 3 copies of both prior drafts from AS workshop 1 to AS workshop 2 in week 4. Homework and preparation for workshop #3. Students brought al prior AS drafts materials, especially the clarifications, questions, and feedback/idea bouncing from prior workshop to a library Workshop activity in week 6. Students brought copies of their library assignment and all AS drafting materials for AS workshop 3 in week 7. Discussion and workshop...The five Foci and the Six Expectations were discussed.Students prepare and author statement for their AS that was submitted in week 9.
Entrepreneurship and Economic Development	AL	Some individual counseling
Landscapes of Change: Writing & Mapping the Future	AL	Seminars on William Cronon & Louis Menand; ongoing engagement; conferences; evals
Drawing from the Sea	AL	Self evaluation, evaluation conferences
Botany: Plants and People	AL	Self evaluation workshop that included instruction and free writing/reflection prompts
General Chemistry	AL	Reminded them why prerequisites are necessary and that learning takes time and is not always easy so be patient and eventually you will get to where you want to be.
Picturing Plants	AL	Reflective writing after completion of each creative assignment.
Science Seminar: The Universe and Beyond	AL	Reflection on goals, activities, and plans in * online surveys in weeks 1, 5, 10 * conferences weeks 5, 10 * workshops weeks 5, 10
Dance: Body, Culture and Behavior	AL	Primarily in the context of evaluation conferences.
Nature Writing: Classic and Contemporary	AL	Presentations and conversations and writing of self eval.
Business and Culture Along the Silk Roads	AL	Pep talks from Evergreen alumni
Educational Points of View	AL	Most of my students walked away from this program feeling really energized about the theories, texts, pedagogies and practices we explored.
Trajectories in Electromagnetism and Calculus	AL	Labs/experiments demos hypotesis conservation of energy projects
Boom or Bust: Social Struggles of the 1930s	AL	Introduced and emphasized the idea of planning one's own education, making a plan, and then revising it retrospectively. Introduced idea of life-long learning, multiple career pathways, strategies for career-hunting. Discussed how liberal arts education prepares students for positions of responsibility and authority, involving creative problem-solving.

Times and Works of Soseki, Mishima, and Murakami: Studies in Literature, History and Cinema	AL	I tried to help student think about their education by asking them to clarify the objectives of their taking this program and their strengths and weaknesses as students at the beginning of the program, and then by asking them to write self evaluations at the end of the quarter.
Justice at Work: Labor, Civil Rights, Immigration and the Law	AL	I think it helped them plan for breadth and articulate their focus and why they chose it.
Ornithology	AL	I think it helped them plan for breadth and articulate their focus and why they chose it.
As Poetry Recycles Neurons: Flocks of Words, Tracks of Letters	AL	I design programs that take TESC's mission statement at face value. APRN took seriously TESC's charter by the State of WA to provide students with opportunities for liberal arts education that is alternative, public, and experimental.
Ancient Words and Works: On Being Human	AL	Group work with directed questions designed to ask students to reflect on their educational process
Entrepreneurship and Power	AL	Eval conferences related work in program to long term academic goals.
Popular Uprisings: 1968, 2011 and the Road Forward	AL	Discussions of learning and changing world community and student activism, labor and social movements
Self and Culture: Studies in Japanese and American Literature and Cinema	AL	By encouraging them to reflect upon what they have learned by reviewing the course materials almost every week, particularly after the 5th week.
General Chemistry	AL	Advising/Mentoring/Academic & Career Planning
The Biological and Sociological Foundations of Health	AL	Academic Statement helped obtain guest speakers with careers in students' areas of interest. Constant referral to gaining critical reading, thinking and writing skills as applicable to every career, profession + job. Meta-reflection about value to them of liberal arts education.
Entrepreneurship with a Purpose: Human, Community, and Economic Development for Sustainability	AL	A specific lecture was developed to discuss life-long learning, setting educational goals and plans, and engaging proactively in their learning trajectory. They were encouraged repeatedly to attend [the] academic fair, the academic mentoring day, and access various student services on campus. I discussed the importance of establishing long-term collegial relationships with each other, and of collaboration and cooperation toward each colleague's success. They had a peer evaluation that measured the extent to which they learned to collaborate in each other's success in the program, to further instill the on-going need to work together and assist each other in their academic progress.
The Nisqually River: From Mountain Goats to Geoducks	AL	A series of essays that culminated in "My environmental manifesto," in which students were encouraged to consider their place in the world and what the nature of their life's work might entail.
Landscape Ecology and Ecosystem Management	SOSR	Yes, especially in evaluation conferences
Music Intensive	SOSR	We talked in class lectures, and in seminars.
Fiber Arts	SOSR	We talked about their program evaluations and transcripts and how the activities they were learning could be used to make a living and how it might fit into a rounded education that might prepare them for work after college

Inexpressibility and its Discontents	SOSR	We did use time in personal faculty/student meetings, and discussions at the point of evaluating as well to discuss the overall educational goals: most of these students were seniors, some juniors, and we spent a good deal of time discussing shaping their statements in view of graduate school essays and applications as well as graduate disciplinary choices, often difficult for an Evergreen interdisciplinary student
Undergraduate Research in Scientific Inquiry with J. Neitzel	SOSR	Time spent looking at current education completion, fair amount of future courses work and post-graduate advising.
The Arts and Crafts Movement	SOSR	Through evaluation conferences when I discussed their academic history, goals + plans with students
Modern and Post-Modern Art: Breaking the Rules	SOSR	Through conferences at the end of each quarter and through supporting their self-eval writing
Student-Originated Studies: Research in Psychology and Related Social Sciences	SOSR	The program was designed for advanced students in the social sciences to have the opportunity to design their own research study and conduct it and analyze it. It was my hope that it would serve as a capstone to their learning in psychology or social sciences or anthropology at TESC, leading them toward grad school in the social sciences. In framing the program in this way to the students, I think it helped them to see the path of their education overall.
Practice of Sustainable Agriculture: Fall	SOSR	The last two quarter are about assessing what they want to do in their post college life and what do they need to do and know to get there. The problem is that it is focused on a post college agricultural life and I'd like to broaden it and bring some of the focus back to the remainder of their college life. would like to do more with AS but need guidance.
Undergraduate Projects in Critical and Creative Practices with J. Sandoz	SOSR	Several discussions of value of critique/work shaping of creative writing to success in grad school
Computing Practice and Theory	SOSR	Self-evaluation + conferences
American Indian Sovereignty: Competing Contexts	SOSR	Regular, ongoing discussions of recognizing and translating academic choices
Physics and Calculus: Finding Order in the Physical World	SOSR	Questionnaire at beginning of each quarter describing long term goals, interest, strategies
Gothic Constructions: Architecture and Literature	SOSR	Part of this was done with the academic statement: we discussed academic pathways through Evergreen, as well as plans for after graduation.
Climate Solutions	SOSR	Only when students asked for advice.
Environmental Analysis	SOSR	Ongoing discussions about academic future. Resume and job application workshops
Political Economy and Social Movements: Race, Class, and Gender	SOSR	Most students came to the program with limited backgrounds in the subject matter +preconceived notions. The growth they collectively experienced helped them to be more receptive to new learning + perspectives - and make them realize the importance of critical thinking on complex topics.
Forbidden Knowledge	SOSR	Individual meetings
Methods of Mathematical Physics	SOSR	I tried to get students to develop strategies for problem-solving as well as to see connections to other disciplines.

African American Literature	SOSR	I spent a lot of individual time with students. I discussed their career objectives, obviously issues arising from the literature discussed in class as well as my lectures. I also regularly had mini writing sessions (individualized) with students in my office. Additionally, I frequently referred students to the writing center. My primary concern at this time is the lack of preparation, particularly writing, of our students.
Undergraduate Research in Scientific Inquiry with C. Dirks	SOSR	Had weekly meetings with them and helped them take the next steps for career preparation.
Anatomy and Physiology	SOSR	Guest speaking. Sharing clinical pearls.
The Spanish-Speaking World: Cultural Crossings	SOSR	Extensive work on self-evaluation writing and revision, midterm conferences, mentoring during end-of-the-quarter conferences
The Chemistry of Living Systems	SOSR	Extensive advising as a class, one-on-one meetings
Boom or Bust: The U.S. Economy, 2013 and Beyond	SOSR	Discussed in evaluation conferences.
Adaptation: Evolutionary Patterns in Biological Space-Time	SOSR	Consciousness is the key
Clinical Psychology: The Scientist-Practitioner Model	SOSR	Connected their education to the past, present and future through graduate schools and work in the field. Constructed workshops to consider the extensive application of their work across multiple domains of experience. Related their work to the 5 foci and six expectations. Related their experience of their education to the goals of a liberal arts college.
Computability and Language Theory	SOSR	By helping them understand what a computer science degree is composed of and why both theory and practice are substantial components.
Postmodernity and Postmodernism: Barth, Baudrillard, DeLillo, Murakami, Pynchon and World Cinema	SOSR	By encouraging reflections, and via discussions
Undergraduate Research in Scientific Inquiry with L. McKinstry	SOSR	Advising/Mentoring/Academic & Career Planning
Undergraduate Research in Scientific Inquiry with P. Schofield	SOSR	Advising, mentoring to help prepare students to select and apply to graduate schools (PhD chemistry programs)
Power Play(ers): Actions and Their Consequences	UD	When a student enters the Tacoma Program faculty advisors assist them in defining an area of emphasis and help them develop an academic plan that identifies pathways of study via courses, ILCs and internships where each student can tailor course work to their academic aspirations. Seniors in their last quarter attending the program take a senior synthesis capstone course where they reflect on significant ideas, course work and other experiences during their academic journeys. they write a paper and make a public presentation to the learning community.
Queer Pleasure and Politics	UD	Weekly self-reflection papers, final self-evaluation, advising conferences
Advanced Research of Arid Ecosystems	UD	We had a small class. We were able to have one-on-one discussions.

Student-Originated Studies: Projects in Photography and Two Dimensional Art	UD	The program was designed for visual arts students who were about to graduate. We spent the quarter synthesizing previous programs/modes of thinking with critical analysis regarding their work and ideas. One of the primary goals was to help students form a more nuanced and realistic trajectory into the next stage of their academic or professional lives.
The Reservation Based Community Determined Program - Foundations for Sustainable Tribal Nations -- Nisqually	UD	The mentoring workshops went very well and students were happy to see them occur. We also place lots of information about various grad schools at our welcoming table and regularly discuss grad school and grad school expectations. Having grad students and/or recently graduated grad students come in and talk to the students is very informative.
When to Follow - When to Lead	UD	Spoke to students about the academic statement and gave time at end of program to write a summative statement of their learning for winter/spring quarters.
Field Ecology: Forests	UD	Sharing examples
Rites of Passage: Ceramics and Fine Metalwork	UD	Routine individual conferences, reflective writing, workshops on evaluation writing
Stop Making Sense	UD	Mainly through discussion and through describing how the faculty arrived at the concept of the academic statement -- several students commented that knowing how the faculty think about this / how we came to create the requirement helps them to understand what it's about
The Making of Global Capitalism, 1500-1914	UD	Lots of discussion; seminar on evaluations, particularly the importance of self-evaluations
Washington State Legislative Internships	UD	In terms of skills gained; effective applicability
The Reservation Based Community Determined Program - Foundations for Sustainable Tribal Nations -- Peninsula	UD	In relation to their larger historical trajectories, biography, and as related to the limitations and possibilities created within treaty federalism/colonialism. Usually couched in terms of resistance and activism built on the victories of previous generations.
Vertebrate Evolution	UD	In addition to six explicit hours of academic statement work, I spent an hour of class advising them on grad school and what else to do with the degrees that many of them are getting. I also spent time every week in one-on-one advising sessions with at least a couple of students.
The Fungal Kingdom	UD	In addition to evaluation meetings, each quarter we had mid-quarter "check-in" meetings with each student to discuss their academic progress (and to provide suggestions for additional out of class academic resources if needed) and advise them on their academic path. We also had a workshop/panel discussion on navigating graduate school and career options after Evergreen.
Political Ecology of Land: Planning, Property Rights and Land Stewardship	UD	I shared my own academic statement. We also worked in depth together on one student's statement.
Video in/and Performance Art	UD	I required that students do Artist Lectures that incorporated elements of Academic Statement concepts.
Afrofuturism	UD	Group discussion, examinations of academic disciplines, Evergreen's curriculum, fields of study, work in small groups, peer editing of Academic Statement drafts.

Memories, Dreams, and Beliefs	UD	Encouraging students' educational goals to be from their passion of authentic self while examining the source of their current educational goals. This process allowed students to sort out whether their educational goals were from them or from others (e.g. society, parents, friends, teachers, etc.)
The Foundation of Well Being	UD	During evaluation meetings one-on-one conversations about their future directions.
Human Rights and the Tragedies of History	UD	Consistent attention to the broader implications of what the program's work could mean for other fields of study and work after college.