

## End-of-Program Review for Evergreen Programs (AY 2013-14)

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](http://www.evergreen.edu/epr)
- Type responses into Word document and email a copy to [baa@evergreen.edu](mailto:baa@evergreen.edu)
- E-mail Amadou Ba at [baa@evergreen.edu](mailto: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:

1A. 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
<b>Art</b> (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.)	1	2	3	4
<b>Natural, Physical or Computer Sciences</b>	1	2	3	4
<b>Humanities</b>	1	2	3	4
<b>Social Sciences</b>	1	2	3	4
<b>Math or Quantitative and Symbolic Reasoning</b>	1	2	3	4

1B. Please list the areas or fields of Art studied in your program and check each level at which they were taught (e.g. Visual Literacy, Performance, Music Composition, Drawing, Moving Image, Ceramics, Photography).

Area or Field of Art	Introductory	Intermediate	Advanced
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1C. Please list the areas or fields of Natural, Physical or Computer Sciences studied in your program and check each level at which they were taught (e.g. Biology, Chemistry, Physics, Astronomy, Earth Sciences, Computer Science).

Area or Field Natural, Physical or Computer Sciences	Introductory	Intermediate	Advanced
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1D. Please list the areas or fields of Humanities studied in your program and check each level at which they were taught (e.g. Literature, Art History, History, Philosophy, Cultural or Area Studies, Foreign Language).

Area or Field of Humanities	Introductory	Intermediate	Advanced
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1E. Please list the areas or fields of Social Sciences studied in your program and check each level at which they were taught (e.g. Psychology, Sociology, Anthropology, Criminal Justice, Social Justice, Economics, Business).

Area or Field Social Sciences	Introductory	Intermediate	Advanced
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1F. Please list the areas or fields of Math or Quantitative and Symbolic Reasoning studied in your program and check each level at which they were taught (e.g. Algebra, Trigonometry, Algorithm, Geometry, Calculus, Statistics, descriptions/analyses/interpretations of data, solving spatial design problems, etc.).

Area or Field Math or QSR	Introductory	Intermediate	Advanced
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Learning Activities:

2A. Please indicate the kinds of writing included in your program:

*Please check all 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: \_\_\_\_\_

2B. How much did students write in your program?

- 1 Extensively (primary mode of inquiry, substantial ongoing activities, credit may have been awarded)
- 2 Moderately (regular writing assignments)
- 3 A little (occasional writing activities)
- 4 Not at all (*Go to 3A*)

2C. Modes of writing instruction in the program:

*Please check all 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: \_\_\_\_\_

2D. How much writing instruction was in the program?

- 1 Extensive (ongoing intentional activities to develop writing and support writing process)
- 2 Moderately (occasional intentional activities to develop writing and support writing process)
- 3 A little (infrequent intentional activities to develop writing and support writing process)
- 4 Not at all

3A. Did your program include activities to improve information technology literacy (ITL)?

- 1 Extensive (Weekly instruction or activity; primary mode of inquiry; major project using ITL)
- 2 Moderately
- 3 A little (1 or 2 ITL instructional activities per quarter; minimal projects assigned)
- 4 Not at all (use limited to very common tools such as the internet, email, Moodle, ebooks, word processing, etc.) (*Go to 4*)

3B Which of the following ITL activities or processes were taught in your program?

*Please check all 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: \_\_\_\_\_

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

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

5A. Did your program examine issues of sustainability?

- 1 Extensively (A primary area of study, credits awarded, substantial ongoing emphasis)
- 2 Moderately (Regular area of study, multiple program activities, credit may have been awarded)
- 3 A little (Limited attention to this area, e.g. guest speaker, occasional workshop or seminar)
- 4 Not at all (*Go to 6A*)

5B. Please describe what sustainability perspectives (e.g. scientific, social, ethical, historical, or spiritual), content areas, and activities you used?

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6A. Did your program examine issues of oppression, privilege and difference?

- 1 Extensively
- 2 Moderately
- 3 A little
- 4 Not at all (*Go to 7A*)

6B. Please describe what content areas and activities you used to examine oppression, privilege and difference:

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7A. 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.)

- 1 Yes
- 0 No (*Go to 8A*)

7B. If yes, please briefly describe the community-based project(s) and/or service learning:

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8A. Did you use time in your program to support student work on academic statement?

Yes

No (*Go to 9*)

8B. Briefly describe what worked well:

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8C. What would you do differently?

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

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