

The Evergreen State College

Progress Report

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FINAL

Table of Contents

Recommendation One..... 4

 Streamlining and Systematizing Methods for Curricular and Co-curricular Data Collection.... 4

 Streamlined Survey Administration Cycle 4

 Curricular Data..... 4

 Classification of Instructions Programs (CIP) Codes 5

 Streamlined Executive Indicators 5

 Data Transparency for External Audiences 5

 Transcript Review: Learning Outcomes Assessment 5

 Documentation of Innovative Pedagogy..... 7

 College-wide Diversity Indicators 8

 Co-curricular Assessment 8

 Integration of Data and Planning 10

Recommendation Two 12

 Strengthening the Teaching and Documentation of General Education..... 12

 Transcript Assessment Workshop..... 13

 An Eye to the Future Work Group..... 14

 Re-Modeling Teaching and Learning at Evergreen Disappearing Task Force (RTaLE DTF)

 15

 2009-2010 Faculty Experiments in Response to Academic Initiatives 17

 Faculty Development 18

 Clearly Embedded Curriculum 19

 Catalog 19

 End of Program Review 19

Summary 21

Appendix A – Six Expectations Key 22

Appendix B– RTaLE DTF 2009-2010 Charge..... 32

Appendix C – RTaLE DTF 2010-2011 DRAFT Re-Charge 36

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Introduction

As a result of our comprehensive evaluation in fall, 2008 the Commission requested that we submit a written progress report in 2010.

The mission of The Evergreen State College is to sustain a vibrant academic community and offer students an education that will help them excel in their intellectual, creative, professional and community service goals. We recognize that in order to fulfill this mission we need to utilize institutional data to inform curriculum planning as well as support student success, enrollment and retention initiatives. In response to Recommendation One, Evergreen has increased its capability to collect and assess institutional data and improved mechanisms for dissemination and integration of these data in planning processes. The Institutional Research and Assessment office (IRA) provides regular reports as well as special one-time queries that are used as a basis for planning and policy development and to monitor progress toward institutional benchmarks and goals.

Evergreen has invested in systems to acquire and manage institutional data. Student and faculty surveys as well as a new centralized curriculum database will provide additional capacity for analyzing teaching, learning and student success. The IRA website provides easy access to data and reports about students, student experience, faculty, alumni, teaching and learning, and accountability and performance reports. IRA also provides timely customized queries and reports as needed. These initiatives have significantly improved our ability to make data-driven decisions and assess our progress toward strategic goals.

Evergreen developed *The Six Expectations of an Evergreen Graduate* in order to promote a broad, liberal arts education without curricular requirements but, as the recommendation notes, it hasn't been completely successful. Over the past two years the faculty and administration have been working collaboratively to design a system that encourages students to meet these expectations without implementing course distribution requirements. The *Transcript Review: Learning Outcomes Assessment* was the first step; it produced a systematic method of assessing how well students were fulfilling our Expectations. This assessment tool provides quantitative documentation and will allow longitudinal monitoring.

Once the learning outcomes were quantified, a separate summer group reviewed the data and other historical documents and proposed strategies to address the general education concerns as noted in the recommendation. As a result, a Disappearing Task Force (DTF), *Re-Modeling Teaching and Learning at Evergreen* (RTaLE), was charged in 2009. RTaLE has focused on improvements in advising and iterative student reflection essays (academic statements). We anticipate that implementation of RTaLE's work will be a significant step in addressing Recommendation Two. We anticipate it will also prompt additional reflection on any needed adjustments to the curriculum.

The following report provides a more specific and complete explanation of what Evergreen has implemented in order to address the recommendations from the 2008 NWCCU Re-Accreditation visit. The priorities identified through this work will continue as we move into the new 7-year accreditation process.

Recommendation One

The Committee recommends that The Evergreen State College develop a more streamlined, systematic method of collecting curricular and co-curricular assessment data. Attention to analysis, storage, and wide sharing of the data will better inform the College's teaching, learning and program-planning practices. Though the College has demonstrated advances in assessment and has collected large amounts of valuable information, it would benefit from more clarity and greater accessibility of this information (Policy 2.2)

Streamlining and Systematizing Methods for Curricular and Co-curricular Data Collection

Evergreen has made substantial progress in streamlining and systematizing the collection of curricular and co-curricular assessment data. New data management systems have enhanced our ability to analyze and use data to inform the College's teaching, learning and program planning practices. What follows are the changes and improvements made to address the commission's recommendation to restructure how the college collects, analyzes, stores and provides broad access to curricular and co-curricular data.

Streamlined Survey Administration Cycle

Evergreen's first year and senior students have participated in the National Survey of Student Engagement (NSSE) annually since spring 2000. Beginning with NSSE 2010 Evergreen will transition to a two-year cycle and participate on even-numbered years, thus synchronizing with Council of Public Liberal Arts Colleges (COPLAC) consortium schedule. Alexander McCormick, Director of the National Survey of Student Engagement wrote, "I commend you for planning in a way that will allow you some time (and hopefully resources) to work with your NSSE data!" Spring quarter NSSE administration will now alternate with the biennial Evergreen Student Experience Survey, which will permit more time to analyze and share results with constituents. Furthermore, Evergreen's two recurring student experience surveys will no longer be competing for student attention during the same time period, as the surveys now take place in alternating years.

Curricular Data

A new curriculum management system, commonly referred to as the "Deans' Database", is currently being developed with phased implementation in progress. This system will integrate the curricular data which is currently scattered across multiple stand-alone databases. The new database eliminates data entry into multiple systems thereby increasing the accuracy and consistency of information to one shared location for those who need this information in their respective roles related to curriculum planning and analysis. The system also provides an interface with the online academic catalog, which improves the reliability of curriculum planning

information for students, faculty and advisors. The faculty interface to the administrative database will now include real-time access to their teaching history which will likely be of use in future program planning. Students now indicate the primary field of their work in contracts and internships through the online contract. The Academic Deans' staff are developing reports from the new online contract system to further embed student interest in the curriculum planning process.

Classification of Instructions Programs (CIP) Codes

Evergreen staff coded the curriculum from 2-digit to 6-digit CIP codes to improve the granularity and detail available for curriculum planning. This enhancement enables a greater alignment of student interest and faculty expertise with the distribution of fields of study across the curriculum.

Streamlined Executive Indicators

After two years of various iterations of the Executive Dashboard Indicators (student enrollment, application yield rate, tuition inflation, retention, student/faculty/staff of demographics, sustainability, fundraising, capital projects process) for the Board of Trustees (BOT), a major leap forward took place in 2009-2010. One new Board member provided a single page conceptual draft of key elements in which the BOT was interested. IRA, in collaboration with the President's office, developed a single page report to respond to the Board member's suggested areas of interest. The BOT is extremely pleased with this progress to move toward a streamlined set of executive indicators that better meets their needs. This single-page set of indicators has also received a favorable response from the Joint Legislative Audit Review Committee (JLARC) during their recent accountability audit of Washington's higher education system.

Data Transparency for External Audiences

Higher Education Opportunity Act (HEOA) required institutions to publish a consumer information page on their website with key policies and services available in the following areas: admissions; career counseling; student activities; and disability services by July 1, 2010. Evergreen met this deadline and, further, will be linking all *Student Right to Know* data to this same page. Simultaneously, the State of Washington passed legislation requiring institutions to develop a one-stop-shopping consumer portal. In collaboration with the Higher Education Coordinating Board institutions are developing a standardized set of prominent information such as retention, graduation rates, alumni outcomes, admissions policies, etc. which will be linked from the Higher Education Coordinating Board website.

Transcript Review: Learning Outcomes Assessment

In June 2009, a group of faculty, staff, and students worked together for nine days to develop a coding key which was used to identify evidence in students' transcripts that they had met the Six Expectations of an Evergreen Graduate. The Expectations Key (See Appendix A) articulates the domains and coding criteria and establishes anchor points to delineate whether or not students

met each of the elements of the Six Expectations. Earlier transcript assessments, while valuable, lacked these clearly defined anchors, making it impossible to conduct longitudinal monitoring. The 2009 Transcript Review established a new baseline assessment which can now be more easily replicated in future years to look for trends and change.

The participants from the 2009 transcript review indicated the value of having spent time reviewing transcripts as artifacts. They recommended that more colleagues be exposed to this evidence. A quick-read exercise, used during the transcript review workshop, was adapted for other constituent groups, as described below.

Quick Read Exercise – In these recurring workshops, small groups receive a redacted copy of a transcript, work in small groups and read the same transcripts. Participants are allowed 10-15 minutes to absorb as much as they can from the document. They are provided with prompt questions (e.g., can you identify the student’s concentration area? What can you say about their breadth of education? Can you tell why the student chose this academic pathway? What can you say about the student’s thinking?). They then have 10-15 minutes to discuss their individual responses to the questions within the small group. Each small group reads a different pair of transcripts during their Quick Read Exercise, followed by a large group debriefing discussion in which the groups share their insights with each other.

Despite reading different sets of transcripts, participants quickly come to similar conclusions, such as a need for clearer documentation of student learning; a need for advising; a stronger sense of student voice. Furthermore, this work raises awareness of the rich and diverse teaching practices across the campus and has promoted conversation about pedagogy and the often amazing work that Evergreen students do.

This exercise continues to be conducted with a variety of constituent groups, such as:

- Reservation-Based & Community Determined Program faculty and staff
- An Eye to the Future Workshop participants (included preliminary results of Transcript Review)
- Academic Advising staff
- Fall Academic Retreat 2009 (included preliminary results and reflections from participants in summer workshops)
- Program Secretaries
- Residential and Dining Services Staff
- Campus Connections Luncheon and Workshop (included preliminary results of Transcript Review)
- Evening Weekend Studies Faculty
- Computer Science, Math and Physics National Science Foundation scholarship recipients (reviewed a redacted set of transcripts from students who focused on science and math and discussed the students’ pathways and the Six Expectations of an Evergreen Graduate. The faculty used this as a launch point to an Academic planning workshop.)
- New Faculty Retreat 2010

- Fall Academic Retreat 2010 (to contemplate how an Academic Statement would serve as a transcript document; and how faculty might advise students based on the information gleaned from their transcripts).

As a result, a broad cross-section of the community was afforded an understanding of how the student academic experience is currently documented. This is also a way to involve a broad cross-section of faculty, staff, students and administrators with the documentation of teaching to inform practice for those who are in positions, broadly defined, to work with students on their academic pathways. It has been broadly reported that this exercise is successful in shaping faculty, staff and administrators' practice as it provides a reminder about the overall mission of the college.

Documentation of Innovative Pedagogy

During Summer, 2009, the Provost, IRA and the Academic Deans sponsored two workshops and a retreat where a large number of faculty engaged in work which will be further detailed in our response to Recommendation Two. Key themes that emerged include: improving student synthesis and integration; interdisciplinary teaching; faculty-student advising; transcript clarity; student reflective writing as a means of deepening learning; student articulation and responsibility for their education; breadth and depth of learning; and improving opportunities for students to demonstrate their ability to apply quantitative or creative modes of inquiry. As a result of their engagement with this work, several faculty participants were inspired to try new and innovative practices with their students during the 2009-2010 academic year.

IRA contacted several faculty who engaged in these experiments and invited them to write a paper documenting their pedagogical innovation including student outcomes. Faculty were offered a small stipend for completing this work and were asked to respond to the following questions: What was the experiment; how did it go; would you do it again; and what would you change. Five faculty produced three papers which will be published on the IRA Website, reviewed by the RTaLE DTF (see below) and shared more informally with other faculty. Given the success of this pilot, IRA will invite broader participation in the future.

During spring 2010, Evergreen participated in a one-time survey of undergraduate faculty teaching practices, institutional incentives and promotion, and job satisfaction. This survey was conducted as part of a project by the Bringing Theory to Practice initiative of the American Association of Colleges and Universities' Leadership Coalition. Evergreen was one of 20 colleges and universities in the Leadership Coalition who administered the survey on their campuses, and as such Evergreen's participation contributes to the national dialogue about innovative pedagogy and how institutions support innovation and job satisfaction. Evergreen achieved a 32% response rate of all faculty who were teaching undergraduates during spring quarter 2010, which exceeded the overall project response rate of 23% across all 20 participating institutions. This strong response rate improves the quality of the results and demonstrates that many of our faculty found this survey to be relevant and worth their time. This is the first faculty survey regarding job satisfaction and opportunities for innovation in at least a decade, so the campus community is excited to see the results. In early July, Evergreen received a raw data set of results from our college, which IRA is analyzing to prepare a report for the faculty and

campus community. The results will be shared broadly at Evergreen and posted on the IRA website, with other opportunities to discuss results with specific constituent groups (e.g. Deans meeting, Faculty Agenda Committee, etc.) to be pursued during the year. When the AACU team completes their aggregate analysis and final report in fall 2010, Evergreen will also be able to compare the results from our faculty to those of other institutions who are working on educational improvement.

College-wide Diversity Indicators

In Feb. 2008, the President charged a new Diversity and Equity Standing Committee to (among other tasks) develop a plan for data collection and reporting of a set of diversity indicators that could be used on an ongoing basis to measure progress and guide future work. The college-wide domains included in the framework are Student Recruitment, Student Retention, Student Diversity Learning, Curricular Inclusion of Issues of Diversity, Campus Climate, Degree Completions, and Faculty/Staff Demographics. Each of these domains has multiple indicators most of which are disaggregated for various minority populations and trendlines are presented in order to better monitor changes over time. The framework was adopted and is now part of the annual reporting work of IRA which also has a staff representative on the Committee to encourage communication and engagement with results of the ongoing assessment. The Diversity framework indicators are also available on the IRA website.

Co-curricular Assessment

In the 2006-07 academic year the Vice President for Student Affairs redesigned the responsibilities of an anticipated vacancy to include research and assessment. With the recruitment and hire of a new staff person responsible for supporting the division's assessment efforts, Student Affairs began re-focusing attention to assessment during the summer and fall of 2008. At the September 2008 annual division meeting, the chair of the Assessment Committee facilitated a session titled, *A Culture of Assessment* as a kick-off to re-focusing attention across the division. During the 2008-09 academic year the Vice President convened an Assessment Committee composed of representatives from across the division to fulfill the following charge:

“The Student Affairs Assessment Committee is charged with guiding assessment initiatives in the division, offering training and development, encouraging assessment application, and sharing relevant Institutional Research data and Student Affairs data with the College community in order to address quality, affordability, strategic planning, policy development, decision making and to tell our story.”

Over the course of 2008-09 the Committee studied Upcraft and Schuh's (1996) *Assessment in Student Affairs: A Guide for Practitioners* in order to ensure Committee members had an understanding of co-curricular assessment. In addition the Committee worked diligently to generate an inventory of assessment practices across the division in order to better communicate the data that is being collected and to obtain clarity about work that is yet to be addressed. As part of this effort all of the IRA resources were reviewed and key indicators relevant to Student Affairs were identified so that they could be reviewed as part of the regular systematic method of exploring and utilizing data as a basis for refinement of services.

During the summer of 2009 department heads developed initial assessment plans which reported the following:

- 1) The area's current method for tracking client data (e.g. who is using the services) and if this is not currently being tracked the proposed plan for doing so (e.g. how and when).
- 2) The area's current method for tracking client satisfaction and/or needs and if this is not currently being tracked the proposed plan for doing so (e.g. how and when).
- 3) The area's current method for utilizing and integrating data that is currently being collected and if this is not currently being done the proposed plan for doing so (e.g. how and when).

During the 2009-10 academic year the Assessment Committee met with department heads to review initial assessment plans in an effort to gain greater understanding of the work being done, work planned, and the existing challenges to advancing assessment at the department level. In addition the Committee hosted several NASPA Assessment, Research and Evaluation Knowledge Community webinars open to all staff.

In the winter of 2010 we decided to centralize some assessment efforts by joining the NASPA Student Voice Consortium which affords institutions the administration and results of functional area assessment tools that have been developed by experts in the field. Participating in the consortium also provides benchmarking data with students from other participating institutions. In April of 2010 we conducted four Student Voice surveys. The areas covered included: Career and Professional Aspirations, Mental Health and Counseling Services, Campus Safety and Student Conduct, and Campus Recreation. We will continue to participate in this consortium as long as it is fiscally viable because of the benefits we already see from this type of systematic collection, storage, and analysis of data in areas that are important to students.

Initiatives that are currently underway include:

Ongoing discussion and analysis of the Student Voice data -- The Assessment Committee has completed its first review of the data, some respective departments and staff have completed initial reviews of the data (Career Development Center, Student Conduct, and Police Services), and some of the data and an informal discussion of it was featured at the September annual division meeting. By the end of fall quarter appropriate staff and departments have been asked to identify objectives for improvement or modification that are salient to the data from Student Voice. These objectives will be monitored and reviewed when these areas are part of the subsequent Student Voice survey cycle.

The Assessment Committee will facilitate a staff development program slated for November focusing on discussion and analysis of the Student Voice data. In addition the Committee will make a presentation about the data to the senior staff of the College and develop executive briefings that summarize the data and can be shared broadly across the College. To some extent there may be opportunity for some objectives related to the data analysis that are relevant across the division or across the institution. The results including the benchmarks have been posted to the Student Affairs Assessment Initiative website and are available to all for review.

Refinement and Implementation of Department Assessment Plans – A rubric for measuring the degree to which assessment data is being collected and analyzed was developed and is being used by Assessment Committee members as they meet individually with department heads this fall to provide clarity about what is being done and what still needs to be done at the department level. Subsequently department heads will provide Assessment Plan Updates by January 2011. The results of this reporting will provide more clarity about progress at the department level to generate systematic methods for collecting, analyzing and utilizing data to refine services.

Implementation of Scanning Identification Cards to Track Student Use of Services – Student participation at several orientation programs this fall will be tracked via electronic scanners. This data will be reviewed by the staff that plan orientation and may be useful as discussions related to orientation and retention may be on the horizon with the convening of an ad hoc committee charged with examining retention.

Scanning identification cards will also be implemented at some targeted offices or programs in order to support efforts to accurately reflect who we are serving and not serving.

Continued Staff Development Opportunities — The Assessment Committee is launching a roundtable series called *Making Assessment Matter* which will meet every two weeks during the fall. The topics may range from discussion and analysis of existing data to capacity building for survey development depending upon the interests and needs of the staff.

Share Assessment Data Broadly – The Assessment Committee will continue to identify audiences and means for sharing Student Affairs assessment data across the division and the College as well as opportunities for staff to discuss and examine IRA data relevant to the work of the division. The Committee plans to launch a regular electronic communication which highlights a department's assessment efforts to this end as well.

To date the division as a whole and at the department level has made significant progress in developing appropriate periodic and systematic evaluation of the appropriateness, adequacy and utilization of student services and programs in order make refinements that support student learning and services to students. The initiatives highlighted above also reflect clarity about work that remains and the maintenance required to preserve and foster a data-based culture in Student Affairs.

Integration of Data and Planning

As documented above, Evergreen has responded to Recommendation One by building upon an already rich culture of assessment and reflection. A prime example of this is the refinement of the transcript review assessment, which was described above. We continue to make nearly every analysis and survey report widely available and remain committed to an IRA website that provides a wealth of clear and accessible information about students, student experience, faculty, alumni, college, teaching and learning, and accountability and performance reports. The website is reviewed and updated on an ongoing basis to ensure the relevance and accessibility. As large-

scale reports are completed, e-mails recording highlights of the research and links to the full report are released to the campus community. IRA regularly customizes and packages information from a variety of reports for use by specific audiences and workgroups based on the questions at hand. The Campus is widely aware of IRA resources to support their queries and uses it regularly. In some cases, this is a one-time query and in others this involves annual reports. Examples include:

- Diversity and Equity Standing Committee –annual set of diversity indicators produced by IRA
- Capital Budget Request
- Student Affairs Division – reviewed all IRA resources and identified key indicators they would like to receive on an annual basis for their expanded assessment plan which will be described below.
- Topical Faculty Institutes (e.g., Hispanic/Latino Student Recruitment and Retention Institute; Core (first-year students) Faculty Colloquium; Student Selectivity Institute)
- Strategic Enrollment Group
- Planning Unit Coordinators
- Academic Deans
- Enrollment Coordinating Committee
- Board of Trustees -- Executive Dashboard Indicators (also see below)
- Gateways for Incarcerated Youth Program
- Space Management Committee
- Center for Community-Based Learning and Action
- Sustainability Council
- National Science Foundation Grant Recipients
- Keep Enhancing Yourself (KEY) program
- Graduate Programs
- Veterans Success Group

As this varied sampling suggests, IRA has found it much more useful for information to be tailored to the questions and needs of each particular group. This is intended to assure that data collection and assessment is linked to the groups working on specific aspects of the College's teaching, learning, planning and student support practices. We have found that efforts to align assessment data with relevant and timely issues have encouraged the use of information to inform planning, policy and practice improvement. Two examples of this work follow.

Example One: The Strategic Enrollment Group, (renamed the Enrollment Management Group in 2009), is a cross-divisional group of administrators and Academic Deans who meet bi-weekly to study enrollment and planning issues facing the College and make recommendations to senior staff and vice presidents to inform College planning, policy-making, and budgeting efforts. During 2009-10, the Strategic Enrollment Group spent considerable time exploring data provided by the Academic Budget Office, the Academic Deans, the Associate VP of Enrollment Services, and data analyzed by IRA in order to better understand how student enrollment mix, curriculum planning, and long-term budgeting are related. The data shared in these meetings informs not only the upper executives but also contributes to the work of those who are directly involved in

these meetings. As an example, the following is excerpted from the 09-10 self-evaluation of one of the curriculum deans, Paul Przybylowicz:

By all accounts, the curriculum worked well this year. While there were the usual issues, the match between student interest and what was available appeared to be a pretty good fit despite the unanticipated record enrollment. Bill, Kat, Allen, Nancy, and I spent quite a bit of time during the late spring and summer looking at the enrollment bulge and building programs to address long waitlists and other indicators of student demand. Our decisions were also informed by the excellent work of Laura Coghlan and her crew in Institutional Research, Sara Martin and all the academic advisors, Andrea Coker-Anderson, as well as our “seat of the pants” feeling for where we could productively expand the curriculum. For the most part, the programs we added after registration opened filled with students and hopefully met the needs of the students. (Przybylowicz, 7/14/2010)

Example Two: Graduate Programs – Assessment data (including budget history, performance indicators, and enrollment history) were used in combination with descriptions of program structure and objectives provided by directors to refine enrollment targets and staffing. Additionally, the analysis clarified the role of the graduate programs in the overall college budget and mission and resulted in a clearer articulation of the graduate programs to both College administration and prospective students.

Recommendation Two

The Committee recommends that The Evergreen State College strengthen the teaching and documentation of the natural sciences, mathematics, and fine arts as parts of a substantial and coherent program of general education. The College has made progress in the documentation of general education since the previous accreditation visit and has implemented a program and title “The Six Expectations of an Evergreen Graduate.” General education is well documented, specifically in the humanities and social sciences and in critical thinking, writing and speaking. Though some progress has occurred in fine arts, science and math, more focused teaching and clearly embedded curriculum is required to fulfill these areas (Policy 2.1).

Strengthening the Teaching and Documentation of General Education

As part of Evergreen’s 2008 self-study, the College identified key areas where continued work is needed. The tensions between student autonomy and disciplinary breadth were studied and discussed at length in our report. This resulted in a resurgence of the dialogue about the Six Expectations of an Evergreen Graduate; the need for stronger documentation of student learning in the transcript; the need for a culminating self-reflection of students’ undergraduate work; and the need for enhanced advising. These discussions have been pervasive throughout the history of the college, most recently during the General Education Disappearing Task Force (1999-2001); the 2001-2003 Assessment Study Group (2001-2003), Narrative Evaluation DTF(1996-1997 &

2004-2005), First Year Experience DTF (2005-2006), and the Curricular Visions DTF (2006-2007).

Through the work of these groups, significant positive changes have already occurred as noted in the NWCCU response. Despite the oppressive context of external accountability and the bleak economic climate, the College remains committed to making additional necessary changes to more fully realize our mission for all students. Our ongoing work is a fundamental re-thinking of how we work with students and continue to resolve the unresolved issues identified in previous committee work. This work continues to be a priority of Evergreen Senior Staff and Faculty Agenda Committee (i.e., faculty senate) and many others who have been exposed to it over the past year. Additionally, we now have a major influx of new faculty who see it as their responsibility to move the college into the future and are engaged in substantive ways as documented below.

Given the institutional culture of shared governance and the experimental nature of the college, it is clear that any change will only be successful with broad participation from a large and diverse body of faculty, staff and students. Our response to this recommendation began with a transcript review workshop where faculty, staff and administrators collected and analyzed documentation of student learning currently available in the transcript. The two-week transcript review workshop was followed by another two-week institute that was designed to direct participants, with the majority being faculty, to consider what the transcript evidence suggests about our practice and to develop recommendations for change. The recommendations of the second institute can be distilled into the following three areas: a need for stronger advising, clearer student voice in the transcript and the tension between student choice and breadth.

Although energy and resources were dedicated first to implement the structural changes needed to support advising and reflection, faculty did some preliminary work on the curricular issues described in the 2009-2010 RTaLE DTF charge. This work made it clear that curricular transformation is likely to be ultimately necessary. What those changes should be (whether program credit graduation requirements, individual learning contract credit limits, etc.) will become much clearer once better structures for advising and facilitating student self-reflection in the transcript are fully in place.

Below is a summary of this work, including a status report and future plans. You will find that the College's approach to addressing the Commission's Recommendation Two is to first support the broadly recognized need for documentation of student learning and advising in our environment of strong student autonomy over their education. These structures are necessary so that faculty, staff and administrators have a better understanding of how students are actually using the curriculum to build pathways. Additionally, College-wide structures are needed to aid faculty in conducting the advising that they agreed to do though Evergreen's general education initiatives and to encourage broadly interdisciplinary teaching.

Transcript Assessment Workshop

There is a rich and well established culture of evaluation at Evergreen. Evergreen's primary mode of learning assessment is at the program level. The narrative evaluation written at the end

of each course is an assessment of the student's work by the two people who know the student's work the best: the student and their faculty. A collection of narrative evaluations forms the Evergreen transcript. Evergreen adopted narrative transcript assessment as its primary mode of student learning outcomes assessment at the institutional level. Transcript assessment is, essentially, a meta-assessment of the collection of individual narrative evaluations of a student's work

During early summer 2009, a two-week Transcript Assessment Workshop was held with 26 faculty/staff/student participants. This workshop had two major goals: 1) to develop the Expectations Key (see Appendix 2) with clear anchor points which delineate whether or not the students met the *Six Expectations of an Evergreen Graduate*; 2) to use the Key to assess a random sample of transcripts of Evergreen graduates from the class of 2008. The first week was spent working in small interdisciplinary groups unpacking the Six Expectations of an Evergreen Graduate to develop a rating key to be used in assessment of student learning as evidenced by the transcript. This key established a baseline for future work as well as a tool to deepen the conversation about teaching and learning at Evergreen. In the second week, participants used the key to evaluate a random sample of transcripts (n=143; 13%) from the class of 2008.

An Eye to the Future Work Group

The "An Eye to the Future" work group met in August 2009 with 34 participants, including 14 who overlapped with the transcript review. They sought to identify gaps between the College's educational mission and values and actual student outcomes. Shaping their work were reports and recommendations from previous DTFs, including Transcript Review Assessments (2002 & 2005), Narrative Evaluation DTF reports (1996 & 2004), Curricular Visions DTF (2007), the 2009 transcript review rating key and preliminary assessment, and the feedback and recommendations from the 2008 re-accreditation visit. The summer 2009 work was conducted with an eye toward pulling together previous efforts and recommendations that were not formally implemented during earlier reform efforts and identifying areas that can enhance Evergreen's fundamental mission of interdisciplinary liberal arts.

The "Eye to the Future" summer working group found many areas where there was a correlation between problems recently identified and those identified in the past. That these issues have surfaced repeatedly over the years strongly suggests that they need to be addressed. Despite the wide range of perspectives (e.g., different planning units, time at the college, role, etc.), the group quickly came to agreement on several key issues that need to be addressed with a clear plan for implementation, follow-through and resource allocation. The areas identified are:

1. Evidence of an increasingly fragmented curriculum that makes student navigation of it difficult.
2. Need for clearer curricular opportunities for students to attain interdisciplinary breadth.
3. Need for more evidence of student synthesis and integration in transcript documents.
4. Need for more evidence of students' ability to articulate and assume responsibility for their own education in transcript documents.
5. Evidence of a need for more thoughtful student curricular navigation and reflection
6. Need for greater unity of institutional mission and goals, especially with regard to interdisciplinarity and the liberal arts.

The “An Eye to the Future” working group ultimately agreed that these six issues fell into three interrelated themes: 1) student transcript, 2) faculty advising of students and 3) curricular opportunities for breadth and interdisciplinary work. Participants then broke into three work groups tasked with identifying potential changes in practice and structure with goals to: disambiguate the transcript audience; provide a curriculum that reflects Evergreen’s commitment to interdisciplinary liberal arts education; and help students articulate and assume responsibility for the work they do at Evergreen. The group developed a range of proposals to address these goals, several of which took hold as the dialogue continued throughout the year, including:

- a. Institute formal advising and curricular structures that will support annual work on the proposed Student Academic Statement (an iterative narrative of the students’ undergraduate work that will ultimately be included in the transcript), the final version of which would be included in the student’s transcript.
- b. Define the work of faculty and staff advisors to support students’ navigation of the curriculum and integrative work and develop institutional structures for advising students.
- c. Develop an electronic repository of documents in which a student’s academic development is documented. The repository would contain, in part, a proposed entrance essay, all evaluations of student work, a proposed Student Academic Statement, and a record of academic advising notes.

In order to bring these issues to the larger faculty body, a transcript workshop was designed and presented at the September 2009 Academic Retreat. The workshop involved 115 faculty and was modeled on the “quick read” detailed in Evergreen’s response to Recommendation One. Through this experience, faculty confirmed the findings from the summer workshops and were able to quickly recognize that further attention was needed. One faculty participant provided the following feedback, “Awesome job! That was the best, most productive and meaningful retreat I have attended! It has stimulated much talk and conversation among colleagues. I think we are all thinking about the 6 expectations, about breadth in the curriculum, and about evals. That was pedagogical genius at work!”

Re-Modeling Teaching and Learning at Evergreen Disappearing Task Force (RTaLE DTF)

The DTF was co-charged by the Faculty Agenda Committee and the Academic Vice President and Provost at the beginning of fall 2009 (See Appendix B). The DTF met weekly during fall, winter and spring quarters. The DTF began its work by elaborating three proposals that had come from the An Eye to the Future Institute regarding curriculum, transcript and advising. The DTF quickly came to understand that implications for the curriculum would be shaped by the implementation of academic advising and the improved documentation of students’ work. In addition to the weekly meetings, the DTF prepared materials, made presentations and sought feedback as follows:

Fall 2009

- Faculty Meeting presentation re: Follow-up to transcript review re: assessment data, transcript, credit equivalencies analysis, alumni, NSSE
- Faculty Meeting in Governance Groups, broad brush proposals and feedback

- Created a Blog where we posted proposals and solicited additional creative ideas
- DTF members reviewed the final reports and recommendations of previous curriculum work groups and created summaries of the work and the proposals that ensued.

Winter 2010

- Faculty Meeting in Governance Groups where initial proposals regarding advising, transcript and e-portfolio were presented and discussed. The DTF presented a series of questions (e.g., timing, requirements, etc.) for faculty to discuss that would further refine and shape the proposals.
- Provost provided an update to the Board of Trustees on the relationship of history of the college, accreditation, strategic planning and the work of RTaLE DTF to address longstanding tensions regarding the delivery of our curriculum and the structures that support it.
- More focused study of e-portfolio models, including co-chair attendance at Task Stream e-portfolio presentation and presentation to RTaLE DTF by Director of Academic Computing to discuss system requirements for e-portfolios and variety of models to consider (e.g., open source, in-house development or off-the-shelf).
- RTaLE DTF co-chairs and two other members attended the Association of American Colleges and Universities, Bringing Theory to Practice, Leadership Coalition Faculty Conference, the theme of which was faculty leadership as a necessary component for sustaining change in the academy.

Spring 2010

- At a spring Faculty Meeting, the refined Student Academic Statement proposal, with a clearer consensus on the timing of the writing and that it would be an iterative document revised annually until it appeared in the transcript, was presented and discussed.
- Interim Provost provided an update to the Board of Trustees on the relationship between RTaLE DTF proposals and the newly launched work regarding the new accreditation cycle, specifically steering work to identify institutional core themes for the Standard One report.
- Focused e-portfolio discussion regarding next steps to continue to move proposal with DTF co-chairs, some members of the DTF, the Director of Academic Computing and the Director of Computing and Communication.
- The Tacoma Program now includes the Six Expectations of an Evergreen Graduate and the Five Foci in curriculum development and quarterly learning outcomes. They are additionally taken into consideration when advising and writing our student evaluations. As an off-campus day and evening program faculty have always been responsible for advising students. Faculty are now developing an internal evaluation process to facilitate quarterly advising, drafts for self evaluations and portfolio development of each student. In addition, we now have an external evaluation process that will culminate in our students writing an “academic statement” that will be included in their transcript. Our capstone senior course “Senior Synthesis” will encourage student voice and the value of a liberal arts interdisciplinary education with its final oral presentation to our entire learning community and at times student's families.
- The Reservation Based Community Determined Program now includes The Six Expectations of an Evergreen graduate in program curriculum development, quarterly learning outcomes. They are also taken into consideration when writing student evaluations. As an off-campus

evening and weekend program, the RBCD Program Faculty have always been responsible for advising students at their sites; however, faculty now include the importance of student portfolios, the self and summative evaluations and the identification of a culminating or senior project in advising sessions.

- The Academic Advising Office now engages in more explicit conversations with students (individual sessions and group presentations) about self-evaluations, transcript quality issues, and summative self-evaluations. The Director also created a sheet listing behaviors/experiences associated with each of the six expectations of an Evergreen graduate to be used in academic planning workshops, in core connector visits, individual advising sessions, and for faculty to use upon request. Additionally, topics raised by the DTF and the transcript review process have sparked discussion in staff meetings and retreats, contributing to professional development for the advising staff.

Summer, 2010

- Student Academic Statement Workshop -- In July 2010 a group of three faculty members convened a series of workshops on Academic Statements. For the workshops, the faculty selected eight students who were either 2010 graduates or entering their final year of undergraduate study at Evergreen, and they outlined to the students the nature of the proposed Academic Statements. The students reviewed their own and each others' transcripts and discussed the nature of their studies; following this, the students wrote three drafts of their Academic Statements and submitted the final drafts for the RTaLE Summer 2010 Workshop (see below) to review. Of the initial eight students, seven submitted final drafts of their Academic Statements.
- RTaLE Summer 2010 Workshops – The Academic Statements were previewed in a later workshop attended by 46 participants. Workshop participants prepared more detailed proposals on faculty advising, academic statements, and an e-portal by which to view the documents

2010-2011 Academic Year

- RTaLE DTF 2010-2011 – The Agenda Committee and Provost are in the process of re-charging the RTaLE DTF (see Appendix C). The DTF will bring the proposals as refined in summer 2010 to the faculty for consideration and vote during fall quarter 2010. Concurrently, the DTF will refine the implementation models developed in the RTaLE Summer 2010 Workshop. Detailed implementation plans for the proposals which are passed in fall quarter will be further refined and presented for consideration and voting later in the year.

As the information above suggests, faculty, staff and students have been broadly engaged in RTaLE's work. The DTF is now poised to bring a set of three interconnected proposals to the faculty for a vote during quarter 2010.

2009-2010 Faculty Experiments in Response to Academic Initiatives

- Faculty program team incorporated Alumni Speaker Series in program. Alumni were sent their transcripts ahead of time and were asked to reflect on their work at Evergreen as part of their presentation

- Faculty program team folded in Six Expectations Workshops into program activities
- Faculty program team revised evaluation week activities to incorporate a peer review process to improve the quality of self-evaluations
- Quick Transcript Reads/Data at various events
- Faculty member teaching upper division students had all of his students draft and conduct peer reviews on summative self-evaluations based on review of their own transcript and the Six Expectations of an Evergreen Graduate
- Multiple lower-division academic programs experiment incorporating joint workshops on quantitative reasoning and creative modes of inquiry

Faculty Development

New Faculty Retreat – In June of 2010, eleven newly hired faculty went on a two day retreat with other faculty, staff and administrators. The retreat was intentionally designed to provide an historical framework of the founding and current state of the college. Another tacit goal of the retreat was for new faculty to cultivate strong connections with each other and form a supportive cohort.

The aim of the first day of the retreat was to frame the climate in which the college was founded and to provide a scaffold for understanding the current values and mission of the institution. Participants were shown a video of one of the first faculty retreats and a short piece about the historical events leading up to the educational reform movements of the 1960's and 70's. This was followed by a recounting of the challenges that surround a college with few requirements and how to encourage students to pursue an interdisciplinary, liberal arts education. Currently, the work of the RTaLE DTF is addressing these issues and the new faculty were brought up to speed on their work. As part of this, all new faculty participated in a transcript quick read followed by a small group seminar.

On the second day of the retreat, participants engaged in workshops that allowed them to learn how interdisciplinary programs are designed and developed.

Summer Institutes -- Each year, the faculty development office solicits proposals from faculty and staff for summer development institutes. The impetus for these institutes is to help faculty from disparate disciplines develop a broad base of knowledge about different areas of the curriculum and to support them in taking risks to weave new approaches into their program planning.

In the summer of 2009, a total of 19 institutes were offered and in 2010, a total of 25 institutes were offered. Some of the titles include:

- Mathematical Reasoning for Sustainability Studies (Summer 2010)
- Math Counts (Summer 2010)
- Drawing Across the Curriculum (Summer 2009)
- Lab Swap: Sharing Ideas and Plans in the Lab and Field Sciences (Summer 2010)
- Natural History of the Wonderland Trail at Mount Rainier National Park (Summers 2009 and 2010)
- Sustainability and Justice Symposium and Visioning (Summers 2009 and 2010)

- Sound Learning Communities (summers 2009 and 2010: three-day voyage on a schooner for the study of geology, botany, history and literature of the San Juan Islands.)
- Mapping Hacks: Integrating Spatial Reasoning in the Curriculum (Summer 2009)
- Greener Gardens (Summer 2009: sustainable horticultural practices for our area)

While the list above represents only a subset of the institutes, it is important to note that more than 150 faculty participated in these development opportunities each summer. They continue to be a rich venue for faculty development.

Clearly Embedded Curriculum

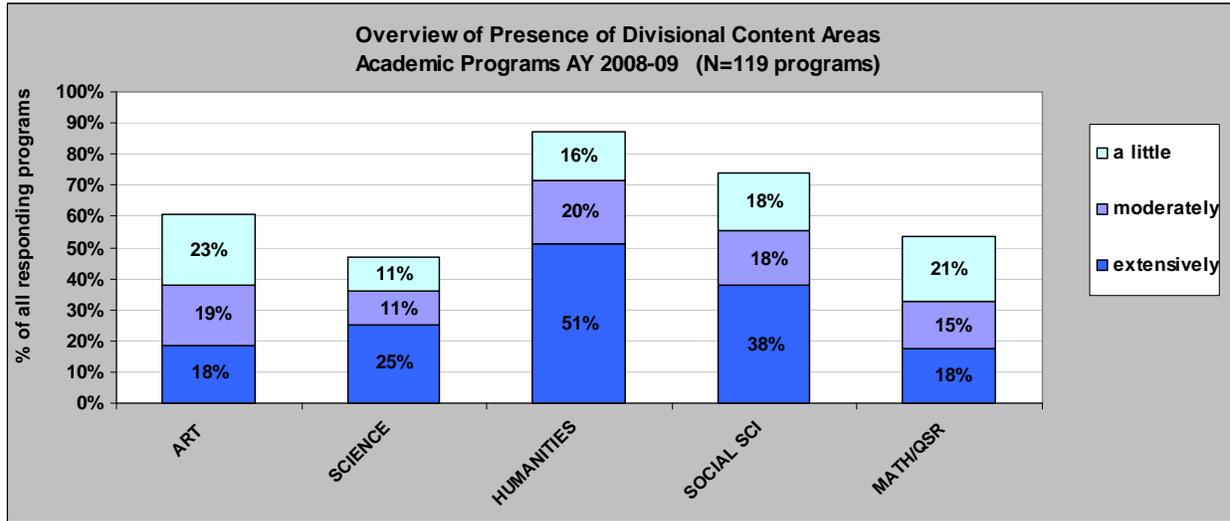
Catalog

Since the 2008 Re-accreditation visit, Evergreen's online academic catalog has gone through a major redesign, published on the web in September 2010. A primary goal of this initiative was to provide students with a more complete view of their curricular options so they could make more informed choices. The Catalog now includes all listings for programs and courses as well as information about individual study, student-originated studies, and undergraduate research options in one place (www.evergreen.edu/catalog). Additionally, the redesigned catalog has new ways to sort and filter the index of offerings. It also includes new information within the descriptions to help students learn more about the faculty, find related programs, find a course reference number in order to register, and view the class schedule.

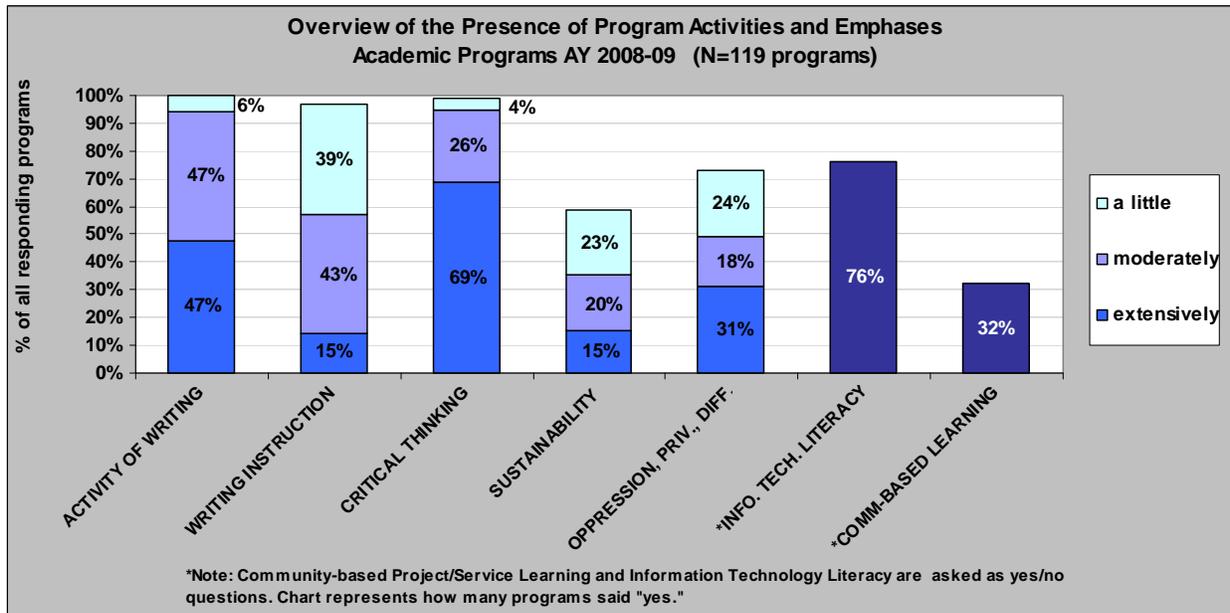
End of Program Review

Evergreen continues to administer an annual assessment survey to faculty coordinators as their individual programs end that enables the College to identify where various divisional content areas and other priority activities and skill areas are distributed across our half-time and full-time program offerings. Since students at Evergreen choose their own pathway through the curriculum, it is important that divisional content areas are distributed broadly across interdisciplinary programs to increase the likelihood that students will encounter these areas. The End-of-Program Review survey provides clear documentation of divisional content and areas of emphasis that are embedded in interdisciplinary programs and would otherwise be difficult to identify. There is no assumption that all divisional areas would or should appear in all programs, but there is an intentionally wide distribution of opportunities to experience various divisions of study and modes of inquiry. For example, while students at Evergreen can certainly choose to enroll in a Statistics or Calculus course, they are not relegated to take narrow single-subject math courses in order to learn math. They can also find math and quantitative and symbolic reasoning opportunities in 54% of the half-time and full-time program options, including such non-traditional places as 32% of Culture, Text, and Language programs and 33% of Expressive Arts programs. Annual results are shared broadly and available in an interactive format at various levels of detail on the IRA website (www.evergreen.edu/institutionalresearch/epassessment.htm), which enables the faculty to explore the creative teaching approaches of their colleagues as they are planning future programs. Since the survey is annual, it enables the College to track trends in the prevalence of various areas of emphasis in programs over time to gauge our efforts to improve target areas and

focus attention on faculty development if a concern is revealed. A summary of End-of-Program Review results for the programs offered in academic year 2008-09 is provided below.



Summary	ART	SCIENCE	HUMANITIES	SOCIAL SCI	MATH/QSR
Presence of divisional content	60.5%	47.1%	87.4%	73.9%	53.8%



Summary	Activity of Writing	Writing Instruction	Critical Thinking	Sustainability	Oppression, privilege, and difference	*Information Technology Literacy	*Community-based project / Service learning
Presence of activity	100%	97%	99%	59%	73%	76%	33%

Summary

The Evergreen State College has taken seriously the recommendations of the Commission. In response to Recommendation One, the College has undergone an extensive review and revision of its current data collection systems, with the aim to provide both the internal campus community and external audiences access to clear, up-to-date information regarding curricular and co-curricular information. This streamlining of processes allows for increased accessibility and use of the data that is collected which can therefore assist the college in strengthening its teaching, learning and program planning practices.

In response to Recommendation Two (and in part Recommendation One), the College embarked on a wholesale examination of its learning outcomes for graduates. Evergreen established its General Education outcomes through the adoption of *The Six Expectations of an Evergreen Graduate* in 2001. Since then, there have been periodic reviews of graduates' transcripts to look for evidence that students are meeting these Expectations. One flaw in these early reviews was a lack of a common rubric by which to measure each transcript. Because of this, there was no method for a longitudinal study of the student learning outcomes in terms of the Expectations. In the summer of 2009, however, a group of faculty, staff and students spent considerable time developing a rubric with clear anchors delineating what criteria determined whether a student met the expectations. This data can now be used to calibrate future transcript reviews.

In addition to the development of the Expectations Key, a follow-up group embarked on a wholesale examination of the current practices to carry out Evergreen's strong commitment to a liberal arts education through interdisciplinary study. This group began its work in the summer of 2009 and continues at the present time. There are a set of interconnected proposals to be brought to the faculty in fall of 2010.

As is evidenced by the documentation herein, Evergreen has made a strong commitment to review its existing practices and make changes accordingly. The result of these changes aligns with the college's culture of self-reflection while also maintaining its value for student autonomy and an interdisciplinary liberal education.

To underscore our commitment to this work, we continue to prioritize our educational improvement initiatives in an increasingly challenging environment. Despite dwindling state resources, increasing pressure to expedite and homogenize education, increasing demand to produce professional degrees at the expense of liberal education, Evergreen remains committed to its role of providing high quality, innovative, interdisciplinary liberal education.

Appendix A – Six Expectations Key

Coding Key for Evidence in Transcripts That Students Met the Expectations of an Evergreen Graduate

1. Articulate and assume responsibility for your own work.			
Did not meet	Met Minimally	Convincingly Met	Met with Distinction
Lack of evidence of a pattern of academic growth	<p>Demonstrates academic growth as found in evidence of, for example:</p> <ul style="list-style-type: none"> • a record of timely attendance and completion of assigned work.; • progress from less to more advanced work; • taking account of criticism and seeking to improve work; • an understanding of faculty standards and meeting them; • meeting standards for college level writing in assigned work and self-evaluations; • using academic resources as required. 	<p>Demonstrates a pattern of increasing academic autonomy as found in evidence of:</p> <ul style="list-style-type: none"> • taking initiative in setting the agenda for group work; brings notes, notebooks, questions, examples, outside readings relevant to work of the session; • presenting a summative self-evaluation or senior project; well-planned and executed independent study or internships that develop from earlier work; offers a clear rationale for curricular choices and acts on them; • seeking out and systematically addressing criticism of work; • taking ownership of appropriate standards and finding ways to meet them; • showing reflective insight into curricular planning and choices; • seeking out and using academic resources. 	<p>Student has discovered a clear and distinctive curriculum for which she assumes responsibility both in design and execution.</p> <p>Student’s record includes accomplishments that surpass expectations of undergraduate work – as shown in publications, productions, gallery presentations etc. – particularly when these reach beyond the College community.</p>

2.1 Participate collaboratively and responsibly...			
Did not meet	Met Minimally	Convincingly Met	Met with Distinction
Transcript lacks evidence that student has met minimum criteria.	<p>Student usually...</p> <p>Intramural: keeps commitments with respect to attendance, assignments, and preparation for all modes of group work.</p> <p>OR</p> <p>Extramural: keeps commitments made in off campus internships, community service on or off campus, and with guests or visitors.</p>	<p>Consistently meets minimally, and usually... becomes an integral, fully engaged member of a collaborative group; helps solve problems that arise in various modes of group work; assumes group responsibility commensurate with relative command of the material; shows initiative in tutoring others and supporting the learning of others; offers clear, critical and supportive feedback to others in response to their work.</p> <p>Collaborations extend beyond scheduled meetings.</p>	Student shows leadership in building bridges between disparate groups which result in community recognition.
2.2 ...in our diverse society.			
Did not meet	Met Minimally	Convincingly Met	Met with Distinction
Transcript lacks evidence that student has met minimum criteria.	<p><i>Shows awareness</i> of important social or cultural issues, as demonstrated in curricular choices, collaborations, self-evaluations, and in artistic, scientific and written work.</p>	<p><i>Understands and articulates</i> important social or cultural issues, as demonstrated in curricular choices, collaborations, record of community service, self-evaluations, and in artistic, scientific and written work.</p> <p>OR</p> <p>Personal transformation as a result of interaction across differences and recognition of similarities; challenges own biases.</p>	Has achieved an integrated knowledge and understanding of important social and cultural issues in ways that have led to <i>developing and implementing</i> strategies for addressing these issues – particularly when this has been carried out beyond the College community.

3. Communicate creatively and effectively

* Creative = “innovative”

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>No evidence that the student is able to articulate his/her learning; written work and/or oral presentations are complete but not successful in communicating ideas</p>	<p>Produces written work and/or presentations that fulfill basic parameters of the assignment (e.g. length), and thereby constitute college level work</p> <p>AND</p> <p>Demonstrates minimal skills in written composition (understanding of grammar and the format of an essay)</p> <p>For example, the student:</p> <ul style="list-style-type: none"> • Evidences some lack of care in written or spoken articulations • Evidences some difficulty developing a train of thought 	<p>Produces written work or oral presentations that successfully convey ideas and understanding of concepts and is appropriate to the particular form of the assignment</p> <p>AND</p> <p>Demonstrates ability to explain concepts to others</p> <p>AND</p> <p>Uses grammar and syntax correctly and purposefully</p> <p>For example, the student:</p> <ul style="list-style-type: none"> • Makes comments that contribute successfully to conversation in seminar or workshops • Completes a set of strong self-evaluations (free of errors, articulates significant ideas about learning, manifests the writer’s voice) • Writes at a level appropriate for a college graduate 	<p>Conveys understanding of concepts with exceptional clarity and creativity, demonstrating a real command of the subject matter</p> <p>For example, the student:</p> <ul style="list-style-type: none"> • Successfully articulates his/her learning using both written and spoken modes of communication; excels in at least one • Successfully communicates to different audiences using different tones • Produces work that is an excellent example of the particular form, such that it begins to resemble “professional” rather than “student” quality work

4. Demonstrate integrative, independent and critical thinking.

* Integrative thinking should be responding to at least two existing lines of thought

* Critical thinking represents the ability to exercise judgment in relation to at least one existing line of thought

* Independent thinking does not necessarily respond to existing lines of thought, but is driven by the student's own interests and skills

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>No evidence of thinking that goes beyond a superficial level of description</p> <p>OR</p> <p>Completes an ILC, but one that is clearly drawing on existing materials or syllabi rather than being designed by the student</p>	<p>Occasionally demonstrates the ability to draw from two or more lines of thought in a single academic project</p> <p>AND</p> <p>Occasionally demonstrates thinking characterized by analysis, judgment, argument, problem-solving, consideration of diverse perspectives</p> <p>AND</p> <p>Occasionally demonstrates independent thinking does not necessarily respond to existing lines of thought, but is driven by the student's own interests and skills</p> <hr/> <p><i>For example, the student demonstrates the above by:</i></p> <ul style="list-style-type: none"> • <i>Designing and implementing a student-originated ILC</i> • <i>Producing independent project work within a program setting</i> • <i>Completing a synthesis or analysis paper or project</i> 	<p>Student's work consistently demonstrates the ability to draw from two or more lines of thought in their academic work, AND consistently demonstrates thinking characterized by analysis, judgment, argument, problem-solving, consideration of diverse perspectives, AND consistently demonstrates independent thinking.</p> <hr/> <p><i>For example, the student demonstrates the above by:</i></p> <ul style="list-style-type: none"> • <i>Producing major research project or paper with a thesis designed by the student that successfully integrates multiple concepts and lines of thought</i> • <i>Assessing the value (or lack thereof) of evidence in a research project or paper</i> • <i>Demonstrating the ability to productively critique work within an academic context</i> • <i>Completing a synthesis or analysis paper or project that demonstrates real engagement with all the materials involved</i> 	<p>Student demonstrates an exceptionally high level of content mastery and cognitive and meta-cognitive thinking, as demonstrated for example by <u>several</u> of the following:</p> <ul style="list-style-type: none"> • Understands the value and limitations of a particular mode of academic inquiry; • Demonstrates the ability to assess the success of his/her own work; • Develops new methods and strategies for tackling problems; • Challenges his/her own and others' conclusions and habits of thought; • Demonstrates the ability to integrate academic material from more than one program, course, or contract, e.g. in a summative self-evaluation; • successfully completes outstanding original work

5.1 Demonstrated ability to use *qualitative* modes of inquiry

qualitative modes of inquiry = modes of inquiry that do not necessarily involve measurement or creative expression, but do involve interpretation and criticism

For example: taxonomy, ethnography, historical research, textual analysis, film analysis, cultural analysis, surveys, field observations, interviews, archival research, linguistic description

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Fails to demonstrate any signs of academic inquiry</p> <p>Produces work that indicates academic inquiry, but all examples are either creative or quantitative modes of inquiry.</p>	<p>Demonstrates the ability to identify, gather, organize, describe and interpret evidence or primary sources of information by correctly using at least a <u>single</u> relevant methodology.</p> <p>OR</p> <p>Produces minor or sporadic project work in qualitative analysis</p>	<p>Uses <u>multiple</u> qualitative research methods that demonstrate the ability to identify, gather, organize, describe, and interpret evidence or primary sources.</p> <p>OR</p> <p>Mastery of a single qualitative research method as reflected in evaluations</p> <p><i>For example, the student:</i></p> <ul style="list-style-type: none"> • <i>Demonstrates the ability to recognize patterns or categories in the data, <u>interpreting and making judgments</u> about the findings</i> <p><i>(upper level of convincingly →)</i></p> <ul style="list-style-type: none"> • <i>Demonstrates the ability to discuss the <u>implications and relevance of the findings</u> beyond the immediate data set or research</i> • <i>Develop and implement an <u>analytical framework</u> for qualitative analysis</i> • <i>Produces sustained in-class or independent work in qualitative analysis</i> 	<p>Productively challenges conventional thinking or standard paradigms.</p> <p>OR</p> <p>Demonstrates significant initiative or originality in the design of the inquiry.</p> <p>OR</p> <p>Produces results of the inquiry that engage with and challenge existing work within the field.</p>

5.2 Demonstrate ability to use *quantitative* modes of inquiry (e.g. scientific tests, statistics or data analysis, solving quantitative design issues in media or art projects)

Quantitative modes of inquiry = quantitative and symbolic reasoning

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Cites statistics in a presentation or in a paper, without analysis.</p> <p>HTML</p>	<p>At least 4 credits in math, statistics, engineering, computer science, logic, laboratory science, or in a field science that involves significant statistical or quantitative analysis or symbolic reasoning.</p> <p>OR</p> <p>Evaluation mentions solving quantitative design issues in art projects.</p> <p>OR</p> <p>More than one example of project work that demonstrates understanding of and ability to perform basic statistical calculations.</p>	<p>Several examples of significant quantitative work.</p> <p>OR</p> <p>Systematic use of quantitative modes of inquiry that shows cumulative development of skills.</p>	<p>Noted as an ideal candidate for graduate study in a quantitative field.</p> <p>OR</p> <p>Wins an external competitive award in recognition of quantitative scientific work.</p>

5.3 Demonstrated ability to use *creative* modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas)

Creative expression = visual, performing or media arts, creative writing or another form of metaphorical expression.

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Transcript lacks evidence that student has met minimum criteria.</p>	<p>More than one example of work that demonstrates conscious material or aesthetic design in the creative expression of ideas or of creative work described in the program description but not in evaluation.</p> <p>OR</p> <p>At least 4 credits in a creative discipline (e.g., art; design; performance; creative writing).</p> <p>OR</p> <p>Presentations, projects, or writing explicitly evaluated as having creative merit.</p>	<p>Several examples of significant, creative work that received positive critique (described in evaluation, critiqued by visiting artist, or peer-critiqued).</p> <p>OR</p> <p>Systematic use of creative modes of inquiry that shows cumulative development of skills (especially as described in a self-evaluation).</p>	<p>Successfully completed an awarded Senior Thesis in the expressive arts.</p> <p>OR</p> <p>Sustained and focused studies in creative disciplines culminating in advanced original project work that demonstrates mastery of technique and conceptual rigor.</p>

5.4 Appropriately apply modes of inquiry to theoretical and practical problems

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Transfer credit alone, without further evidence.</p>	<p>Transfer credit, where course title includes evidence of application (e.g. lab, studio, practicum, or equivalent.)</p> <p>OR</p> <p>More than one example of work that describes the appropriate use of a qualitative, quantitative or creative mode of inquiry in order to support a thesis or conclusion.</p>	<p>Multiple examples or an extended field or lab research project, internship, primary research project, creative project, or site-based work that demonstrated theoretical understanding.</p> <p>AND</p> <p>The above examples must demonstrate appropriate application of the mode(s) of inquiry</p>	<p>Field or lab research, internship, primary research, creative project, or site-based work that draws extensively on theoretical understanding and has significant, positive public impact.</p>

5.5 Appropriately apply modes of inquiry across disciplines			
Did not meet	Met Minimally	Convincingly Met	Met with Distinction
Transfer credit alone, without further evidence.	<p>Transfer credit, where course title includes “interdisciplinary” or equivalent.</p> <p>OR</p> <p>More than one example of work or one extended project that combines at least 2 disciplines.</p>	<p>Completion of multiple examples of or sustained work that synthesizes material from several disciplines.</p> <p>OR</p> <p>Work that demonstrates how information or methods from one discipline enhance or refine one’s work in another discipline.</p>	<p>To make non-intuitive interdisciplinary connections resulting in substantial original work</p> <p>OR</p> <p>Substantial work that draws on different disciplines to reach a compelling, original and defensible conclusion</p>

6.1 Looking back over the whole transcript, does the evidence demonstrate depth of learning?			
Did not meet	Met Minimally	Convincingly Met	Met with Distinction
Transcript lacks evidence that student has met minimum criteria.	<p>BS degree;</p> <p>OR At least 1 faculty evaluation for at least 8 credits total (not necessarily in a single program) that details in-depth, advanced learning, as evidenced through classroom work; contract/ internship; independent research and writing; studio/media work.</p> <p>In-depth learning is understood to include synthesis/ integration and critical analysis built upon a particular subject matter.</p>	Met Minimally plus a demonstrated ability to work at a sophisticated level with a body of knowledge for at least 3 quarters.	Convincingly Met plus clear evidence of work above the level expected of an undergraduate.

6.2 Looking back over the whole transcript, does the evidence demonstrate breadth of learning?

“Divisions” are as follows:

- *Natural Sciences/ Engineering
- *Mathematics/ Computer Sci.
- *Social Sciences
- *Humanities
- *Arts

Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>Transcript lacks evidence that student has met minimum criteria.</p>	<p>Has <i>not</i> completed 2 multi-quarter programs which taken together have primary emphasis in at least 3 divisions, but <i>has</i> done one of the following:</p> <p>8+ credits each in 3 of the 5 divisions and at least 8 credits in total in the remaining 2 divisions.</p> <p>OR</p> <p>equivalent of breadth described above (as evidenced by description of content in evals)</p> <p>OR</p> <p>strong narrative evidence of integration of learning across at least 3 divisions.</p> <p>OR</p> <p>an AA or AAS degree</p>	<p>12+ credits in 3 of the 5 divisions OR equivalent (as evidenced by description of content in evals). AND at least 8 credits in total in the remaining 2 OR equivalent (as evidenced by description of content in evals)</p> <p>OR</p> <p>Successful completion of 2 multi-quarter programs – which taken together MUST have primary emphasis in at least 4 divisions.</p>	<p>Convincingly met criteria AND strong narrative evidence of integration of learning across at least 3 divisions.</p>

6.3 Looking back over the whole transcript, is there evidence of <i>synthesis of learning</i>?			
Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>There is no evidence that student chose and completed programs that moved him/her towards more complexity.</p> <p>AND</p> <p>There is no evidence of application of skills to a project.</p>	<p>Evidence that student chose and completed programs that moved him/her towards more complexity.</p> <p>OR</p> <p>There is at least one project that applies the skills learned or concepts presented. For example, student brings background from one program, or from life experience and applies that background to research and/or project work.</p>	<p>Evidence that student chose and completed programs that moved him/her towards more complexity.</p> <p>AND</p> <p>The student brings multiple skills and/or content and uses them in project work, or to solve a problem.</p>	<p>Student has designed and completed a project or contract that demands a level of integration of theory and practice we would expect to see in a student who is well-prepared for graduate work.</p>
6.4 Looking back over the whole transcript, does the evidence demonstrate the student's <i>ability to reflect on the personal and social significance of her/his learning</i>?			
Did not meet	Met Minimally	Convincingly Met	Met with Distinction
<p>No participation. No written reflection of any type. No self-evaluations that reflect on personal or social significance. No comment in faculty evaluations.</p>	<p>Student writes about the personal and/or social significance of their learning. For example, this is mentioned in their self-evaluation.</p> <p>OR</p> <p>The faculty evaluation refers to the student's reflection about the personal and/or social significance of their learning.</p>	<p>The student's self-evaluations articulate and provide evidence of the personal and social significance of his/her learning.</p> <p>OR</p> <p>The faculty evaluation details the student's reflection about the personal and social significance of their learning.</p>	<p>Complex reflection on personal and social significance of his/her learning should appear in the summative self-evaluation, or in a series of self-evaluations.</p> <p>OR</p> <p>Where the student has not submitted self-evaluations, or they are scarce, the faculty evaluations report on a high degree of reflection about the personal and/or social significance of his/her learning.</p>

Appendix B– RTaLE DTF 2009-2010 Charge



TO: Stephen Beck, Amy Betz, Krishna Chowdary, Andrea Coker-Anderson, Laura Coghlan, Gina Corpuz, Kathleen Eamon (co-chair), Rip Heminway, Sara Martin, Nancy Murray, Jim Neitzel, Jay Normand, Sarah Pedersen, Norma Alicia Pino, Sam Schrager, Gilda Sheppard, Julie Slone, Julia Zay (co-chair) (updated 10/14/09 – additional student membership likely)

FR: Don Bantz, Provost
Rita Pougiales, Faculty Chair (on behalf of the Agenda Committee)

RE: Re-Modeling Teaching and Learning at Evergreen DTF

DATE: October 19, 2009

The Agenda Committee and Provost charge the Remodeling Teaching and Learning at Evergreen DTF to continue the work of two summer 2009 working groups (summarized below, followed by the DTF charge) that explored the alignment of Evergreen’s educational objectives and the actual experiences of students.

Thank you all for your willingness to carry forward this important work. We extend particular thanks to Julia and Kathleen for their willingness to co-chair the DTF. We look forward to updates on your work as it progresses.

Background

During summer 2009, there were two working groups that each met for two weeks (see membership below). The first group, The Transcript Assessment Workshop, met at the beginning of the summer, with 26 participants to conduct a transcript review of the class of 2008. The first week was spent working in small interdisciplinary groups unpacking the Six Expectations of an Evergreen Graduate to develop a rating key to be used in assessment of student learning as evidenced by the transcript. This key established a baseline for future work as well as a tool to deepen the conversation about teaching and learning at Evergreen. In the second week, participants used the key to evaluate a random sample of transcripts (n=143; 13%) from the class of 2008.

The second working group, “An Eye to the Future” met in August, 2009 with 34 participants, including 14 who overlapped with the transcript review. They sought to identify gaps between the College’s educational mission and values and actual student outcomes. Shaping their work were reports and recommendations from previous DTFs, including Transcript Review Groups, Narrative Evaluation DTF reports (1996 & 2004), the 2009 transcript review rating key and

preliminary assessment, and the feedback and recommendations from the 2008 re-accreditation visit. The summer 2009 work was conducted with an eye toward pulling together previous efforts and recommendations that were not formally implemented and identifying areas that can enhance our fundamental understanding of interdisciplinarity and the liberal arts at Evergreen.

The “Eye to the Future” summer working group found many areas where there was a correspondence between problems we are currently encountering and those identified repeatedly in the past. That these issues have surfaced again and again over the years strongly suggests that they need to be addressed. Despite the wide range of faculty perspectives (e.g., planning units, new/old to the college, etc.), they quickly came to agreement on several key issues that need addressed. The issues identified as most pressing are:

7. Evidence of an increased fragmentation of the curriculum that makes student navigation of it more difficult.
8. Need for clearer curricular opportunities for students to attain interdisciplinary breadth
9. Need for more evidence of student synthesis and integration in transcript documents
10. Need for more evidence of students’ ability to articulate and assume responsibility for their own education in transcript documents
11. Evidence of a need for more thoughtful student curricular navigation and reflection
12. Need for greater unity of institutional mission and goals, especially with regard to interdisciplinarity and the liberal arts.

The “An Eye to the Future” working group ultimately agreed that these six issues fell into three interrelated thematic areas: 1) student transcript, 2) student advising and 3) curricular opportunities for breadth and interdisciplinary work. Participants then broke into three corresponding work groups that were tasked with identifying potential changes in practice and structure with goals to: disambiguate the transcript audience; provide a curriculum that reflects Evergreen’s stated mission as a liberal arts college committed to interdisciplinary study; and help students articulate and assume responsibility for the work they do at Evergreen. The group identified a range of proposals to address these goals. Some of these are:

- d. Develop a portfolio system in which, in part, a student’s academic development is documented. This documentation will include, among other things, any faculty commentary about a student’s work; samples of a student’s best work (may be written, artistic etc.); all self-evals; admission essay; academic plan; all public transcript materials. This will streamline the public transcript (see b).
- e. Develop strategies for further streamlining the public transcript, with more concise program/course descriptions and faculty evaluations, and standardized suggested credit equivalencies. Further, student voice in the public transcript will appear only in Integrative Essays (see c) and self-evaluations for all individual study work (INT/ILC).
- f. Institute formal advising and curricular structures that will support Integrative Essays. The two essays that will be connected with credit-bearing work are the required ‘Sophomore or Transfer Statement’ and a Senior Statement (which would replace the Summative Self-eval).
- g. Define the work of faculty and staff advisors to support students’ navigation of the curriculum and integrative work and develop structures for advising students.

- h. Develop an annual advising week; one model proposes that all academic programs agree to devote energies to advising (dedicated in-program time) and to time either for student participation in planning- or thematic-unit organized events or for students to seek out advising from other faculty (dedicated out-of-program time).
- i. Set (petitionable) ILC/Internship credit limits, moving some ILC work into programs (see g).
- j. Develop new curricular categories to encompass project work, such as “Grouped Projects and Studies,” and “Senior Projects.”
- k. Set a minimum team-taught program graduation requirement.

Charge for 2009-10:

During fall and winter quarters, the DTF is responsible for promoting focused discussion amongst faculty, staff and students on the identified issues (1-6), including consideration of the draft summer proposals (among them a-h) as well as solicitation of additional strategies to address the identified goals.

By the end of winter quarter, the DTF will have refined the most promising proposals to bring back to faculty, staff and students for consideration and determination of which proposals will be carried forward.

Spring quarter will be spent working with appropriate faculty, staff and students to craft feasibility studies of the remaining proposals. By the end of spring quarter, this work, which will include a status report, recommended timeline, staffing needs and workload implications, will be brought back for final consideration.

The Agenda Committee considers this work of high priority for the 09-10 academic year and requests the DTF use Governance Groups as a vehicle for engaging faculty in your work. Thus, two faculty meetings will be held in Governance Groups each quarter (for fall quarter, this will be October 7 and November 18). The Agenda Committee is willing to set aside additional faculty meeting time if needed. The DTF will also need to determine how to solicit the input of staff and students.

A progress report is due to the NWCCU in fall 2010 indicating efforts to address recommendations made during their 2008 visit (http://www.evergreen.edu/provost/docs/NWCCU%20Accreditation_report_Oct08.pdf). The work of the summer, as well as the work the DTF guides this year will be documented as the basis for our response.

Transcript Assessment Workshop 2009

Amadou Ba, Stephen Beck, Andy Brabban, Bill Bruner, Krishna Chowdary, Laura Citrin, Laura Coghlan, Gina Corpuz, Kathleen Eamon, Eli Fahrenkrug, Jeanne Hahn, Rachel Hastings, Lydia McKinstry, Paul McMillin, Nancy Murray, Jay Normand, Chuck Pailthorp, Rita Pougiales, Susan Preciso, Paula Schofield, Matt Smith, Mya Starling, Eric Stein, Brian Walter, Elizabeth Williamson, Julia Zay

An Eye to the Future Summer 2009 Participants

Kristina Ackley, Stephen Beck, Krishna Chowdary, Laura Coghlan, Amy Cook, Gina Corpuz, Jon Davies, Kathleen Eamon, Lara Evans, Kevin Francis, Jeanne Hahn, Kitty Jones, Nancy Koppelman, Ulrike Krotscheck, Sara Martin, Donald Morisato, Nancy Murray, Jim Neitzel, Jay Normand, Chuck Pailthorp, Sarah Pedersen, Rita Pougiales, David Shaw, Gilda Sheppard, Julie Slone, Matt Smith, , Rebecca Sunderman Joe Tougas , Jules Unsel, Zoe Van Schyndel, Brian Walter, Sarah Williams, Elizabeth Williamson, Julia Zay.

Appendix C – RTaLE DTF 2010-2011 DRAFT Re-Charge



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TO: Stephen Beck, Krishna Chowdary, Andrea Coker-Anderson, Laura Coghlan, Kathleen Eamon (co-chair), Vauhn Foster-Grahler, Rip Heminway, Steven Hendricks, Sara Martin, Nancy Murray, Steve Niva, Shaw Osha, Norma Alicia Pino, Gilda Sheppard, Julie Slone, Alex SnowMassara, Eric Stein, Sandy Yannone, Julia Zay (co-chair)

FR: Ken Tabbutt, Interim Provost
Joe Tougas, Faculty Chair (on behalf of the Faculty Agenda Committee)

RE: Re-Charging Re-Modeling Teaching and Learning at Evergreen DTF

DATE: September 30, 2010 DRAFT

The Agenda Committee and Provost re-charge the Remodeling Teaching and Learning at Evergreen DTF to continue the work of two summer 2009 working groups, the 2009-2010 RTaLE DTF, the 2010 Student Academic Statement Workshop, and the 2010 RTaLE Summer Workshop (summarized below, followed by the DTF charge) that explored the alignment of Evergreen's educational objectives and the actual experiences of students.

Thank you all for your willingness to continue to carry forward this important work. We extend particular thanks to Julia and Kathleen for their persistence in providing creative and consistent leadership for this work over such a long period of time. We look forward to updates on your work as it progresses.

Background

As is documented in the 2009-2010 RTaLE DTF charge, two working groups were charged during the summer of 2009. The Transcript Assessment Workshop developed and then used a rating key to be evaluate student learning as evidenced by the transcripts of 143 (n=13%) students from the class of 2008. This key established a baseline for future work as well as a tool to deepen the conversation about teaching and learning at Evergreen.

The second summer 2009 working group, "An Eye to the Future" sought to identify gaps between the College's educational mission and values and actual student outcomes. Shaping their work were reports and recommendations from previous DTFs, including Transcript Review Groups, Narrative Evaluation DTF reports (1996 & 2004), the 2009 transcript review rating key and preliminary assessment, and the feedback and recommendations from the 2008 re-accreditation visit. The "Eye to the Future" summer working group found many areas where there was a correspondence between problems we are currently encountering and those identified repeatedly in the past.

What came from last summer was the 2009-2010 Re-Modeling Teaching and Learning at Evergreen (RTaLE) DTF. The three areas the RTaLE DTF was charged to address were: 1) transcript (evals, student voice); 2) uneven advising; 3) curriculum. Although energy and resources were dedicated first to implement the structural changes needed to support advising and reflection, faculty did some preliminary work on the curricular issues described in the 2009-2010 RTaLE DTF charge. This work made it clear that curricular transformation is likely to be ultimately necessary. What those changes should be (whether program credit graduation requirements, individual learning contract credit limits, etc.) will become much clearer once better structures for advising and facilitating student self-reflection in the transcript are fully in place.

Work continued during summer, 2010, beginning with a Student Academic Statement Workshop with eight students and three faculty. During this workshop, the students reviewed their transcripts and drafted academic statements as if they were at the top of the transcript. The academic statements were previewed in a later workshop attended by 46 participants (participant list included below). The group prepared more detailed proposals on faculty advising, academic statements and an e-portal by which to view the documents.

Rationale for Re-Charge

Co-chairs Kathleen Eamon and Julia Zay provide the following summary of the RTaLE DTF's work during the 2009-2010 academic year:

As a public college, committed to the liberal arts, Evergreen has defined itself in ways that involve certain institutional responsibilities: to serve a range of students in the pursuit of a broad education. It is clear that in order for these institutional commitments to be comprehensive and sustainable they must be supported by institution-wide structures. The range of issues involved cannot be addressed on an individual level, which is made clear by their persistence in spite of very hard and very good historical and contemporary work on the part of the faculty and staff. The debate about whether and in what ways the institution lives up to its commitments has been with us for some time; much evidence (most recently transcript analysis) has confirmed that it does not for large numbers of our students. This is no surprise, since in addition to the liberal arts, Evergreen has a stated commitment to autonomy for students and faculty alike, a commitment that has led us to look to individual responsibility to correct structural inadequacies. And yet the lack of clear structures itself institutionalizes disorientation in place of responsible autonomy, and it does so in the face of our stated values.

The confirmation of a serious gap between our commitments and student experience requires us to ask: what do we need to do? We have identified a set of institutional structures intended to address, in part, the issues identified in past work: advising, reflective writing, and an archival repository that will allow students, faculty, and advisors an overview of a student's educational course. We acknowledge the worry that comes up in these discussions, that any overly-structured approach to writing, advising, and reflection can produce pro-forma results; we might call this the perniciousness of structures. At the same time, those of us working on the DTF have become increasingly convinced that, although the dangers of structurelessness are harder to *see*, they are no less pernicious and, given their relative invisibility, possibly more so. Without clear supporting structures,

for example, it is difficult to see how the college can successfully resist (rather than simply reinscribe) certain cultural tendencies that work against the tenets of a public liberal education. The absence of clear structures and support likewise disadvantages those that arrive to Evergreen neither positioned to desire nor to know how to successfully pursue a liberal arts education. We claim to hold students accountable for sharing (or at least living up to or in some cases thoughtfully resisting) values they may not even be aware of.

One clear option is to simply enforce a set of values, whether by instituting majors and requirements or assigning grades. Another is to give up on the idea of any set of values at all. Given our commitment to student autonomy, the former is out, and given our commitment to *meaningful* student autonomy, so is the latter. That means that we have an additional responsibility: we need to not only articulate values but also to develop students' own capacity to engage those values and make them meaningfully their own without losing our unique identity as a college.

DTF Charge

The proposals below will be brought to the faculty for consideration and vote during fall quarter 2010. Concurrently, the DTF will refine the implementation models developed in the RTaLE Summer 2010 workshop. If the proposals for change are passed in fall quarter, specific implementation models, which the DTF will continue to refine during winter quarter, will be presented for consideration and then a vote during winter and spring quarters. At the end of spring quarter, it is expected that written detailed proposals, including implementation plans, will be passed on to Administration for implementation decisions.

Proposal for change

I. The Academic Statement

Our institutional values hold that students are expected to thoughtfully critique their choices and achievements and to synthesize their work as a whole. The success of this critique and synthesis however, requires time, attention, and support. We are committed institutionally to support students in interdisciplinary study, personal engagement, the articulation and assumption of responsibility for their work, the ability to communicate creatively and effectively about that work, the demonstration of a synthetic grasp on their work, and the ability to reflect on both the personal and the social significance of it. The Academic Statement described below is central to our efforts to invigorate a college-wide culture of reflection and synthesis.

The Academic Statement will be a critical component of both the advising process and the transcript itself, reflecting its dual nature as product and process. The Academic Statement provides an opportunity for the student to work formally in small advising groups with a faculty member and peers, with the support of the Writing Center and the Academic Advising Office, to make sense of their academic career on a scale broader than the program.

The proposal recommends that the Academic Statement be a graduation requirement, and likely a transcript requirement as well. An Academic Statement would be written and revised annually and submitted to the e-portal (see below). This would allow for several iterations of this document over the student's educational experience at Evergreen. Students would use the Statement as a means for reflecting on the trajectory of their work, and faculty would use the statement as an advising tool.

II. College-Wide Faculty-Student Advising System

The product of the advising work of faculty, staff and students each year will be, for each student, a revised and updated Academic Plan, and a revised and updated Academic Statement (see section II). While these documents are not, in the final analysis, the true goal of advising, they are nevertheless clear and tangible products that will mirror each student's current best reflection on both their academic work thus far and their plan to complete their undergraduate studies. The proposal recommends that each year faculty engage with students in required advising meetings, which include academic statement and academic plan workshops (see I. above), as well as individual conferences. Any implementation plan will involve some advising periods or period and a series of multi-level structures and opportunities to support faculty and students in this work.

III. E-portal (provisional name)

The E-Portal is envisioned as an online home for the following: required self-evaluations for each program, faculty evaluations of student, all iterations of the student's Academic Statement, possibly either an admissions essay or an entrance statement, the student's academic plan, and advising notes that could range from advice and questions raised in advising meetings to specific commentary on self-evaluations and/or Academic Statement iterations. The e-Portal would play a central role in the advising structures proposed here, including the support of students' writing of academic statements. Faculty would be granted access to their students' and/or advisees' e-portals and the documents housed there form the basis for advising conversations. The ways these materials could serve both official advisors and potential/actual program faculty are clear; it was also suggested that these e-portal materials could serve as advising seminar and peer-review materials.

Student Academic Statement Summer 2010 Workshop Participants:

Conveners: Stephen Beck, Nancy Koppelman, Sandy Yannone; **Students:** John (Zane) Benigno, Nathan Burgess, Chac Franco-Vasquez, Marissa Luck, Eric Severn, Alex SnowMassara, Ben Stillman, Becca Taplin

RTaLE Summer 2010 Workshop Participants:

Conveners: Stephen Beck, Kathleen Eamon, Julia Zay; **Faculty:** Nancy Anderson, Andy Brabban, Laura Citrin, Gina Corpuz, Jon Davies, Dylan Fischer, Vauhn Foster-Grahler, Jeanne Hahn, Rachel Hastings, Steven Hendricks, Chico Herbison, Paul McMillin, Daryl Morgan, Donald Morisato, Chuck Pailthorp, Rita Pougiales, Andrew Reece, Gilda Sheppard, Eric Stein, Erik Thuesen, Joe Tougas, Richard Weiss, Sarah Williams, Sandy Yannone; **Students:** Zane Benigno, Marissa Luck, Eric Severn, Alex SnowMassara, Becca Taplin; **Staff/Deans:** Bill Bruner, Andrea Coker-Anderson, Laura Coghlan, Julie Garver, Rip Heminway, Kitty Jones, Sara Martin, Nancy Murray, Sarah Pedersen, Norma Alicia Pino, Bill Ransom, Julie Slone, Ken Tabbutt, Sarah Works