Teaching and Learning at the Evergreen State College 2001/2002

Report of the Assessment Study Group
December 17, 2002

TO THE READER: AN INTRODUCTION

In January 2002, Provost Enrique Riveros-Schäfer convened an Assessment Study Group in response to last year's recommendations from both the Faculty and the Planning Unit Coordinators to begin assessing the implementation of general education at Evergreen over the next five years. The Assessment Study Group members included the following members of the campus community:

Ernestine Kimbro (Faculty Librarian, Culture Text Language) - Chair of Assessment Study Group
Stephen Beck (Adjunct Faculty (Philosophy), Evening & Weekend Studies and Masters of Environmental Studies)
Laura Coghlan (Research Associate, Office of Institutional Research and Assessment)
Emily Decker (Co-Director, Washington Center for Undergraduate Education
Estrellita Keith-Hunter (Student Intern)
David Marshall (Director, Office of Institutional Research and Assessment)
Kendra Morris (Student employee)
Louis Nadelson (Faculty Director of Quantitative Reasoning Center)
Kitty Parker (Director, Academic Advising)
Susan Preciso (Faculty (Humanities), Evening & Weekend Studies)
Brian Price (Academic Dean of First Year Programs)
Alexandra Rosvall (Student Intern)
Sam Schrager (Faculty, Culture Text Language)
Sandra Yannone (Faculty Director of Writing Center)

We began this work by inventorying current practices of evaluation and assessment by students and faculty, by the Office of Institutional Research, by the Learning Resource Centers, by Advising Services, by the Library and Media Services and by Academic Computing. We also paid close attention to how advising occurs, how and where curricular innovation is occurring and, finally, to how faculty development occurs in support of general education. We attempted to reach as many faculty, planning group coordinators, directors and advising staff as possible; we also relied on the counsel and participation of students who were members of the Study Group to guide us in an abiding regard for student interests and points of view.   We believe we have made a sustained first canvass of the assessment of teaching and learning at Evergreen and   we feel some buoyancy in pointing out multiple assessment approaches emerging in support of the General Education Plan for Evergreen.

This report is divided into two sections, one on "Teaching" and one on "Learning" at Evergreen. Articulated at length by their authors; they represent our ongoing efforts to understand the College's work to educate students. We recognized early on in our discussions that as an *assessment* study group we would want to consider the whole of teaching and learning here, breadth *and* depth, interdisciplinarity *and* disciplinarity. As well as looking for where and how the undergraduate curriculum provides students with "substantial, coherent, and articulated exposure to the broad domains of knowledge" (as set out in Standard 2.C by the Northwest Commission on College Accreditation), we tried to locate how the curriculum provides students ways to meet the six Expectations approved by the Faculty last Spring. At this point there are two new ways into that assessment the Study Group hopes to see institutionalized as an ongoing practice.

The first is an End of Program Review; its purpose is to hear directly from *faculty* how their programs have incorporated art, science, humanities, social sciences, writing, quantitative reasoning and information technology literacy. Straightforward, it offers a practical, relatively quick appraisal of general education each year, beginning with 2001-2002. The second is new only to the extent that it seeks to systematically mine student transcripts for evidence of student achievement of learning outcomes. Towards that end, faculty, staff and one student from across academic planning units met for two weeks during Summer to develop a rubric, which they then applied in a sustained first round of transcript reading and scoring. The Assessment Study Group has been excited to hear about the group's success using senior transcripts to understand the work of teaching and learning at Evergreen and to investigate how well students are meeting the six Expectations for graduation.

In addition to these two new initiatives, the College already had taken significant steps toward answering last year's "General Education Recommendations" from the Faculty, particularly in the revitalization of the Learning

Resources Centers. For the first time in many years, there is a Director for a Quantitative Reasoning Center whose aim is to incorporate quantitative reasoning and mathematics widely across the curriculum. His work this year with students in and outside of the Center marks renewed energy for embedding math and quantitative reasoning within programs. There is also a new Director for the Writing Center who has accelerated the rate and range of the Center's work with students and faculty notably, again offering services from within and without the Center. In both cases, outreach has expanded remarkably this year.

For the third summer in a row, Faculty Institutes were offered in support of the work of the Faculty to develop programs whose purview deliberately addresses general education and, for the last two years, includes the Expectations. Information technology literacy has been consistently discussed, as has writing and, now, quantitative reasoning. The Institutes have served to provide opportunities for meaningful examination of pedagogy and content, and they have been further reinforced by program planning opportunities for faculty in retreats and planning days during the academic year.

In sum, the Study Group is pleased to offer some first answers to questions about **what's new** in our practices at Evergreen in support of General Education and of teaching and learning:

Numerous and varied faculty institutes in summertime to foster faculty development.

➢ Expanded advising practices.

➢ Considerably reinforced staff and services at the Writing Center. Newly invigorated staff and services at the Quantitative Reasoning Center.

➢ Initiation of additional two and four credit course options in combination with increased credit load options for improved access to curriculum.

➢ Inclusion of summative evaluations in senior transcripts.

➢ Planning Unit Group discussions about specific ways to address general education.

➢ Grants to aid the implementation of general education.

➢ Studies and reports produced this year to examine and analyze teaching and learning.

➢ Introduction of End of Program Review as an institutionalized measure of teaching and learning. Establishment of baseline for identifying divisional content and distribution in the curriculum each year.

➢ Recognition of faculty and student narrative evaluations as a key site for assessment of teaching and learning. Subsequent development of a rubric for scoring them. Establishment of a baseline for assessing student learning outcomes in light of the Expectations.

Overview of Assessment Report: Domains of Assessment
1 May 2002

I. Teaching
These measures help assess the level of students' access to academic resources through which they can meet the Expectations of an Evergreen graduate.

II. Learning
These measures help assess the level to which Evergreen graduates have successfully met the Expectations.

A. Offerings
*These measures help assess the **actual** range (of both forms and content) of available study through which students can meet the Expectations.*

B. Advising
*These measures help assess students' **understanding** of the range (of both forms and content) of available study through which they can meet the Expectations.*

Exp. #1
Articulate & assume responsibility for your own work.

Exp. #2
Participate collaboratively & responsibly in our diverse society.

Exp. #3
Communicate creatively and effectively.

Exp. #4
Demonstrate integrative, independent and critical thinking.

Exp. #5
Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.

Exp. #6
As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

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I.   Teaching

A. OFFERINGS

1. Introduction

Academic inquiry at Evergreen, since its inception, has centered on questions, issues, and phenomena studied from multiple disciplinary perspectives, more than on individual disciplines *per se*. Most faculty, while committed to specific fields of expertise, teach across traditional disciplinary boundaries. Most students, likewise, learn to conceive of their work as involving more than a major in the traditional disciplinary sense.

The College's curriculum is thus organized on different principles than the usual tripartite structure of "general education," "majors," and "electives." Instead of relying on general education distribution requirements, students are expected to achieve breadth of knowledge mainly through coordinated studies programs: learning that connects a range of subjects and approaches as they are brought to bear in a focused inquiry. Instead of relying on majors, students are expected to gain depth of knowledge through an array of means, including advanced studies and projects within the context of programs, advanced group contracts, internships, and independent work.

The complexity of Evergreen's curricular structure makes assessment of the breadth and depth of our offerings a complicated matter. Other colleges can estimate the availability of subjects in each field at introductory to advanced levels simply by counting courses and enrollment limits. Since subjects at Evergreen are mostly embedded in programs and are often treated in interdisciplinary ways, no such mechanical method of quantification is possible. The challenge for assessment is to develop appropriate methods of identifying the areas that are taught in the curriculum, with attention to their role in the inquiries that students undertake.

This report establishes a set of categories for documenting the content of curricular offerings. Two main axes are distinguished. The first consists of the four-part division customarily used to define the substance of liberal education: the **Arts,** the **Sciences,** the **Humanities,** and the **Social Sciences**. The second consists of three kinds of skills that the College regards as important for students to master: **Writing, Quantitative Reasoning,** and **Information Technology Literacy**. These categories accord well with those employed by the Northwest Commission on Colleges, Evergreen's accrediting body, to characterize undergraduate general education. Two more encompassing categories are also included. **Interdivisionality** documents the extent to which programs incorporate two or more of the traditional academic divisions in their inquiry. **Student Academic Careers** examines the ways that students use the curriculum to fashion their college education.

The report utilizes the best sources of evidence that we possess to track offerings in these categories. One key source is new: the End of Program Review (see Appendix 3 for a copy of

the AY 01-02 form). This short survey is needed because the team that teaches a program is by far the most reliable source of information on the subjects and skills included in that program. Unlike existing information such as credit equivalencies and program syllabi, which are intended for other purposes (and other audiences), the End of Program Review is designed to provide data essential to assess the presence of divisional categories and student skills areas in our academic programs.

2. Assessment of Curricular Offerings

As each program ended, program coordinators were asked to indicate on the End of Program Review (EPR) which divisions and skills were included in the program, and to what degree. Analysis of the survey results allows us to articulate the approximate level of inclusion of these areas across the entire curriculum: for instance, that 31% of programs offered in Winter 2002 contained a major emphasis on the Arts.

Program faculty also used the EPR to briefly describe *how* each academic domain and skill area was included in program activities. The strategies provided by the faculty have already been shared with several audiences. Two program-planning institutes during summer 2002 heard an overview of the advising strategies that their faculty colleagues had included in programs. The writing process institute in July included a handout and discussion of the writing assignments and expectations in programs across various planning units. In September, the creative ways in which Evergreen faculty include quantitative reasoning and information technology literacy into their programs in a variety of disciplinary contexts were shared with assessment coordinators from other Washington State public 4-yr colleges to support the development of student learning outcome measures.

The EPR collects information that is not available from other sources, but is critical to our ability to articulate our work and the content of academic programs. Considerable efforts were made to facilitate completion. The document was sent in paper version to program coordinators during the 2nd week of the quarter in which the program ended, along with an electronic version sent at the same time via e-mail attachment. Then reminders took place during week 8 of the quarter in which the program ended, and additional copies were sent out as requested. Near the end of spring quarter, Planning Unit Coordinators received notification via the Provost thanking programs that had submitted program reviews and urging others to send in their documents. Throughout spring and summer quarters, multiple follow-up contacts were conducted via telephone and office visit to offer interview options for completion of the EPR. The Assessment Study Group also suggested that coordinators might collaborate with their co-faculty and students to complete the end of program reflection.

One exception to the survey administration timeline was for the Tacoma and Reservation-based Programs who received much earlier copies of the EPR in winter quarter as an advance warning, since all of their programs end spring quarter. Those campuses did receive their additional copies and multiple reminders during spring quarter and summer as per typical administration. The Tacoma and reservation-based programs have innovative approaches to liberal education consonant with their special missions. Evidence on the scope of their offerings will be presented

alongside information about the Olympia campus wherever possible. Fortunately some information was available from through other sources, since neither the Reservation-based programs nor the Tacoma program submitted their EPR documents.

The final exception to the regular administration timeline this year was for programs that ended fall quarter 2001. Since the ASG did not begin meeting until January 2002, the EPR form was not available for distribution to fall-ending programs until mid-winter quarter. This situation seems to have affected response rates for fall-ending programs, since several of the program faculty members were no longer teaching at Evergreen by winter quarter. Hopefully, the more consistent timing of administration of the EPR possible for the second year of administration (AY 02-03) will increase response rates. The next table shows response rates (as of Oct. 2, 2002) by the quarter in which the program ended.

EPR Completion rates by Quarter Program Ended

Quarter Program Ended	Number of Programs Offered AY 01-02	Number that Completed EPR	Percent of programs ending each quarter that completed EPR
Fall 01	15	7	47%
Winter 02	39	21	54%
Spring 02	95	51	54%
Total	**149**	**79**	**53%**

For purposes of presentation of the EPR results, Core/Freshmen-level programs and Inter-area Programs are treated as separate "planning unit" categories. Core programs serve a special population of first-year students, thus they have some different objectives than sophomore through senior-level programs. Inter-area programs are unique from programs that reside within the bounds of a single planning unit, since faculty members from different planning units are teaching together. Inter-area and Core programs had the highest EPR response rates of all program categories. Reservation-based, Tacoma, and SPBC programs were the least likely to participate in the EPR.

Planning Unit	Number of Programs Offered AY 01-02	Number that Completed EPR	% of planning unit that completed EPR	*% of all completed EPR's*
CORE	12	9	75%	*11.4*
Culture Text Language (CTL)	28	13	46%	*16.5*
Environmental Studies (ES)	17	10	59%	*12.7*
Expressive Arts (EA)	11	5	46%	*6.3*
Inter-area (IA)	18	15	83%	*19.0*
Native American World Indigenous Peoples (NAWIP) (Reservation-based)	5	0	0	*0*
Part-time Studies (PTS)	33	16	49%	*20.3*
Scientific Inquiry (SI)	11	7	64%	*8.9*
Society, Politics, Behavior, & Change (SPBC)	13	4	31%	*5.1*
Tacoma (TAC)	1	0	0	*0*
Total	**149**	**79**	**53%**	*100.0*

An important consideration in reviewing the EPR results is that there are no standards for how many of Evergreen's programs should include each divisional and skill area that the EPR assesses. While it is critical that Evergreen students can find ways to access breadth opportunities across our curriculum, it is also important that students can find upper-division specificity in some programs. There is no assumption that the College should be striving for 100% of our programs to address all of these assessment domains. There is, however, a hope that the strategies being implemented as a result of the faculty's adoption of the 2001 general education initiatives will result in increasing opportunities for students to be exposed to divisional breadth during their Evergreen experience.

The College's offerings include other modes of learning besides programs, of course, and these also need to be counted. Two- and four-credit courses - taught by part-time faculty, full-time faculty, adjuncts, and staff - are also part of the means by which a significant number of students gain breadth and depth in their work. Part-time and full-time students enroll in courses, and many enroll in combinations of courses and other types of curricular offerings. Beginning fall 2001, a new policy allowed students to enroll for up to 20 credits per quarter, which created even more options for students to find ways to achieve their academic goals. For example, a student in a full-time program could add a course in the Arts or foreign language to increase breadth. Courses have been tabulated with regards to apparent content. They were assigned to traditional academic divisions (Arts, Science, Humanities, Social Science, and Quantitative Reasoning) for this assessment, since these are the categories we need to articulate for accreditation purposes; in this report, courses were not divided by planning unit, type of faculty, or budget line.

Independent learning contracts and internships, while student-initiated, are sponsored by faculty and staff. Contracts and internships are not coded in the registration tracking system as to their disciplinary content. In order to categorize them, we would need the time and resources to locate, read, and assess the original hard-copy form for each of the 1,985 contracts and internships sponsored during academic year 01-02. This might be an interesting exploration on a periodic basis, but it would be an impossible workload on an annual basis. In lieu of a better alternative, contracts and internships for this curriculum assessment were categorized by the piece of information that is available electronically and analyzed on a quarterly basis as part of regular practice - the planning unit of the faculty or staff member who sponsored them. It is a major leap to infer that faculty and staff only sponsor contracts that fall in the domain of their planning unit affiliation, but it is the measure that we have available.

Additional data on offerings are available from the Learning Resource Center, which instructs students and supports academic programs in an array of ways on writing and quantitative reasoning; and the Library and the Computer Center, which do the same with regard to technology and information literacy.

The purpose of this exploration is to create a fuller, more detailed picture of our academic offerings as a whole, to aid Evergreen's efforts to offer an education with breadth and depth.

a. The Arts

31% of the program faculty reported some emphasis on the Arts in their programs. It is likely that some of the other programs in the "no response" category included some work in the Arts, but the extent is unknown for academic year 01-02.
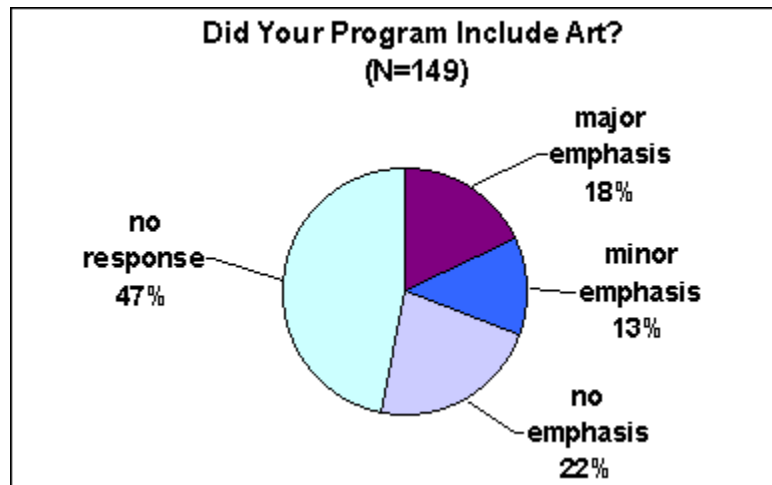
Where did students find access to the Arts in Evergreen programs? The next chart shows the number of programs with Art content for each program category.
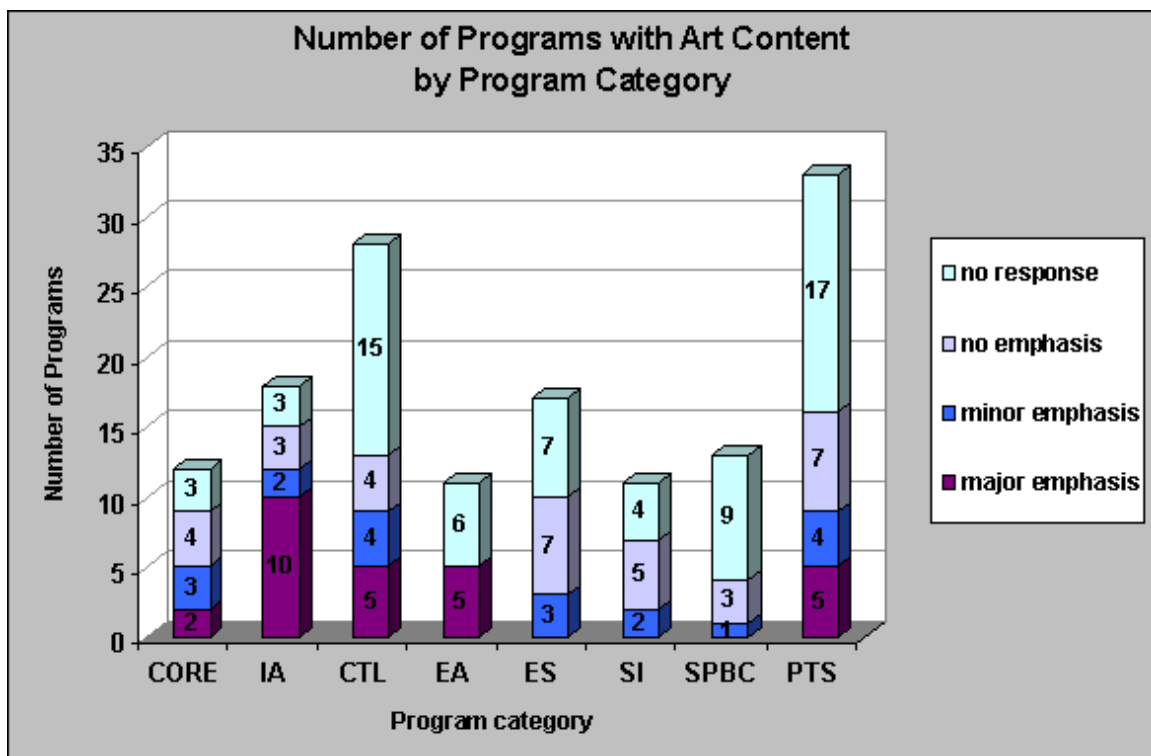
From the above chart, it is evident that access to the Arts was distributed to some degree across the various program categories. Obviously, students found programs with a major emphasis on

Art in the Expressive Arts programs, but Core, Inter-area, CTL, and half-time programs also offered programs with both major and minor emphases on the Arts. Five of the ES and SI programs incorporated a minor emphasis on Art. Inter-area programs were particularly strong in Art content, with two-thirds of their programs containing some work in the Arts. During academic year 01-02, 10 of the 18 Inter-area programs included an EA faculty team member, and all 10 of those programs completed the End of Program Review. SPBC programs reported one program that included work in the Arts.

Examples of programs with a **major** emphasis in Art:

Expression of Self	Core program (EA, CTL, CTL)	Students were required to participate in a series of workshops on Japanese language & culture, including the creation of calligraphy. They were also required to participate in a series of workshops incorporating playing of Indonesian gamelan. A large number of lectures in fall & winter quarters focused on performing arts.
Bodies of Contention	Culture Text Language program	Four credits awarded in "Visual Representation: Photography & Film." Critically viewed films every week, & worked with images in workshops & seminars on Meyer, Cameron, et al. Student interpretive essays included analysis of at least one image & most synthesis papers referred to visual material.
International Feminism	Inter-area program (CTL(FW), SPBC, EA)	In fall quarter they did video assignments that could incorporate art; learned camcorders, analog/digital equipment, and developed zine projects (printed collages). Winter quarter was the most art-intensive: installations following through on performances, installations, work, and papers from fall.

Examples of programs with a **minor** emphasis on Art:

Transcending Boundaries	Part-time Studies Program (SBPC)	Overview of Native American pottery, basketry, rug weaving, sand painting
Introduction to Natural Science	Scientific Inquiry program	Drawing diagrams from microscopy studies of cell division in root tips, microorganisms, & dissection/anatomy studies of various vertebrates: turtle, shark, cat, &clams. Three-dimensional modeling of molecules using model kits & drawings of molecules.

Please refer to Appendix 4 to review the full list of interdisciplinary approaches to including the Arts in academic programs.

During AY 01-02, undergraduates engaged in 429 contracts and internships that were sponsored by faculty affiliated with the Expressive Arts planning unit. Most of these probably were art-focused in content. Additionally, some of the contracts sponsored by staff (especially in the Art Annex, Costume Shop, Photo Services, Communications Building, and Media Services) likely focused on work in the Arts. Furthermore, some of the contracts sponsored by faculty in Part-time Studies and other planning units may have had Art content. A complete overview of the distribution of contracts and internships is presented later in this chapter in section "i. Curriculum Overview."

Thirty-five different two- and four-credit courses were offered throughout the year as an additional way for students to access Art at Evergreen. All of the Art courses presented in the next table were offered on the Olympia campus. The table shows the course offerings in the Arts during academic year 01-02 and the number of undergraduate students enrolled each quarter.

	HEADCOUNT ENROLLED		
ART COURSES for ASG	**Fall 01**	**Win 02**	**Spring 02**
Afro-Brazilian Dance	48	49	47
Ballet - Beginning	25	45	21
Butoh Dance, Fundamentals	11	11	5
Drawing - Beginning	22	22	27
Evergreen Singers	52	54	51
Hybrid Music	16	15	13
Imagemaking with Technology	14	23	25
Metalworking, Introduction	13	13	26
Music in Context	7	13	19
Music Technology	27	19	12
Orissi Dance - Beginning	12	17	11
Orissi Dance - Intermediate	6	4	9
Woodworking - Beginning	14	17	17
Audio in Media	18	18	
Digital Photography	14	12	
Multitrack Composition	21	18	
Rituals and African Dance	27	24	
Photography - Beginning	24		25
Ceramics - Beginning Sculpture	24		
Painting, Acrylic	12		
Printmaking - Nontoxic	16		
Screenwriting, Basic		25	27
Ceramics - Beginning Hand-building		24	
Cinematography and Lighting		18	
Figure Drawing		18	
Painting, Oil		12	
Photography - Color		18	
What Happens in Music		17	
Ceramics - Beginning Wheel-throwing			22
Costuming for the Stage			12
Lighting for the Stage			12
Photography - Techniques			18
Printmaking - Relief			14
Scenic Painting and Stage Craft			12
Watercolor - Intro			20
QUARTER TOTAL*	423	506	445

** Note: Total headcount is not unduplicated; a single student taking more than
one Art course in a single quarter would be counted more than once in the quarter total.*

b. Sciences

In academic year 01-02, 30% of Evergreen programs reported some Science content.

Did your program include Science?
(N=149)

- major emphasis 19%
- minor emphasis 11%
- no emphasis 23%
- no response 47%
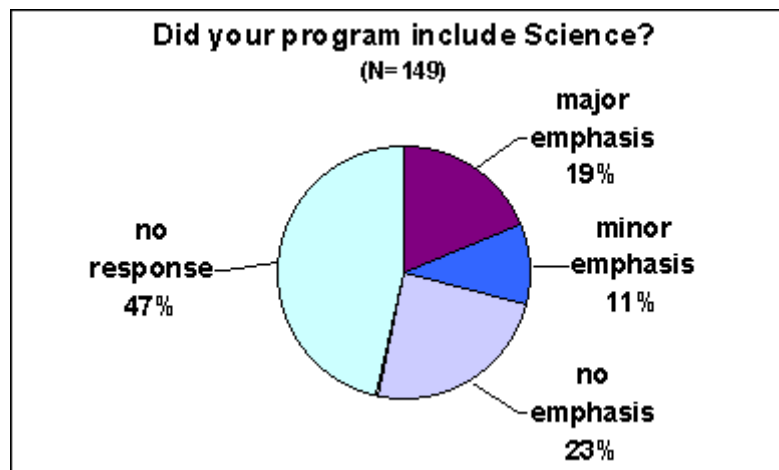
As with the Arts, Science was also incorporated to varying degrees across program categories. Predictably, programs in the ES and SI planning units had a major emphasis on Science. Furthermore, over half of the Core (58%) and Inter-area programs (61%) contained some Science content. A small proportion of programs in CTL, EA, SPBC, and PTS found ways to incorporate Science within the context of their programs. The next chart shows the number of programs with Science content for each program category.

Number of Programs with Science Content by Program Category

Number of programs vs. Program Category (CORE, IA, CTL, EA, ES, SI, SPBC, PTS)

Legend: no response, no emphasis, minor emphasis, major emphasis

- CORE: major 5, minor 2, no emphasis 2, no response 3
- IA: major 5, minor 6, no emphasis 4, no response 3
- CTL: minor 3, no emphasis 10, no response 15
- EA: minor 1, no emphasis 4, no response 6
- ES: major 10, no response 7
- SI: major 7, no response 4
- SPBC: major 2, minor 2, no response 9
- PTS: major 1, minor 2, no emphasis 13, no response 17

Examples of programs with a **major** emphasis on Science:

Trash	Core program (ES, SPBC, SPBC)	Fall and winter quarter projects required students to conduct waste evaluations: collect, sort, & measure trash. We conducted workshops and labs on a variety of subjects such as volume, density, unit conversions, use of scales, & laboratory equipment. Students read seminar books that included Science, and they participated in Science-related field trips, guest speakers, and labs.
Plant Ecology and Taxonomy	Environmental Studies program	Science was incorporated through lectures, field trips, weekly labs, 2-hour seminars on scientific journal articles; 4-hour lectures; readings from 2 major texts; 13 days of fieldwork, & an independent field project.
Science of Mind	Inter-area program (SI (FW), SI, SPBC)	The program contained a two-quarter neurobiology component (cellular neurobiology in fall & systems neurobiology in winter). It also included significant discussion of research methods in experimental psychology. The seminar focused on the nature, scope, and limitations of scientific approaches to the study of mind & related issues in the philosophy of science & the philosophy of mind.

Examples of programs with a **minor** emphasis on Science:

Maritime Entrepreneurship	Society Politics Behavior Change program	Program included the physics of sailboats, and we also used science in teaching navigation.
Study of Violence	Culture Text Language program	Two of our texts discussed biology, evolutionary theory, & genetics as possible "causes" of violence. One text was a review of the literature. We had a speaker on forensic science who included DNA issues.

Please refer to Appendix 4 to review the full list of interdisciplinary approaches to including the Sciences in academic programs.

Undergraduates enrolled in 147 contracts and internships that were sponsored by faculty affiliated with the Scientific Inquiry Arts planning unit during 01-02. Most of these probably were science-focused in content. The Environmental Studies planning unit also sponsored 252 contracts and internships, and some of those likely included field research and other forms of scientific inquiry, but others probably emphasized Social Science inquiry such as policy, sustainability, or environmental education. Additionally, some of the contracts sponsored by staff (especially Lab Stores, Health Center, Computer Center, Computer Applications Lab, and the Organic Farm) likely focused on work in Science. Some contracts sponsored by faculty from Part-time Studies and other planning units may also have had Science content. A complete overview of the distribution of contracts and internships is presented later in this chapter in section "i. Curriculum Overview."

Courses were another avenue for students to explore the Sciences at Evergreen. Twenty-three different courses in Biological, Physical, and Computer Science were offered during AY 01-02. Two of the Computer Science courses were offered on the Tacoma campus ("Multimedia" and "Multimedia and Web Design"); the other science courses were held on the Olympia campus. The table on the next page shows the science courses and how many students enrolled each quarter. The offerings with very few undergraduates enrolled, such as "Wetland Ecology and Management," "Invasive Marine Species," and "Pesticides" were graduate electives taught by faculty in the Masters of Environmental Studies that were open to undergraduates on a space available basis.

	HEADCOUNT ENROLLED		
SCIENCE COURSES for ASG	**Fall 01**	**Win 02**	**Spring 02**
Chemistry in Everyday Life	17	21	19
Chemistry - General	20	22	18
JAVA	19	9	9
Anatomy & Physiology	23	15	
Web Design and Visual Communication	23	25	
Biochemistry	14		
Ice Ages	26		
Multimedia and Web Design	7		
Salmonid Ecology: Field Course	13		
Viruses: Infection and Ecology	17		
Wetland Ecology & Management	4		
Biology of Human Experience		25	18
After the Ice		30	
Conserving/Restoring Biodiversity		1	
Invasive Marine Species		1	
Multimedia		18	
Student Originated Studies in Laboratory Sciences		17	
Understanding Environmental Chemistry		5	
Approaches to Healing			96
Extinction: The Closing Door			22
Genetics			12
Geographic Information System			10
Pesticides			3
QUARTER TOTAL*	183	189	207

** Note: Total headcount is not unduplicated; a single student taking more than
one Science course in a single quarter would be counted more than once in the quarter total.*

c. Humanities

In academic year 01-02, 44% of Evergreen programs reported some emphasis on Humanities.
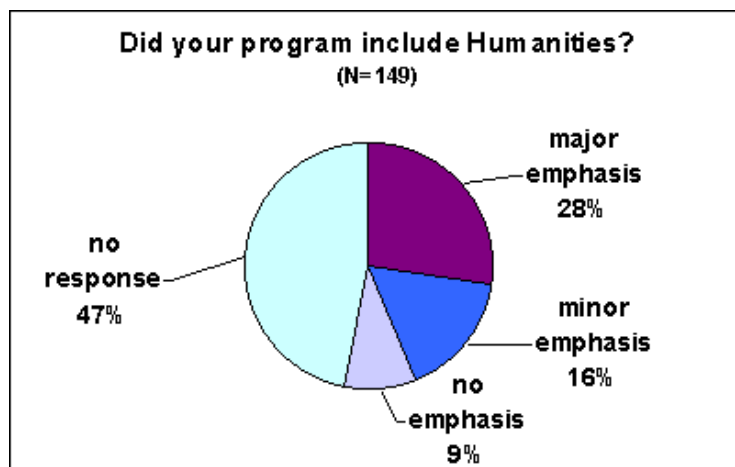
The Humanities were more widely available in Evergreen programs than Art or Science. Over three-quarters of the Inter-area programs (78%) and over half of the Core (58%) and Scientific Inquiry programs (55%) reported an emphasis on Humanities. Many of the CTL, EA, and half-time programs also addressed the Humanities. ES and SPBC reported the lowest number of programs that incorporated Humanities, yet there were a few programs in both of those areas that had some emphasis. The next chart shows the number of programs with Humanities content for each program category.

Number of Programs with Humanities by Program Category

Examples of programs with a **major** emphasis on Humanities:

Tough Choices, Clear Thinking	Part-time Studies Program (CTL)	Students read philosophical texts and interpreted and critiqued them during conceptual workshops and seminars.
Fiction and Nonfiction	Culture Text Language program	Students read fiction & nonfiction works. They wrote a nonfiction piece & a fiction piece & submitted them to a magazine/journal of their choice for consideration of publication. Students were instructed in analysis/interpretation of text, which is heart of Humanities curriculum.
Marking Time	Inter-area program (EA, CTL, EA)	Prose, poetry, fiction, film animation screenings, cultural history, political history; fundamentals & theories of movement; religious studies. Guest lecture on photography; creative writing, journals, research projects, philosophy, lectures, & texts.

Examples of programs with a **minor** emphasis on Humanities:

Mexican Nation State	Society Politics Behavior Change program	We read Mexican literature in both English and Spanish
Field Ecology: Research Methods	Environmental Studies program	Some philosophy of science was taught in lectures, and all seminar books focused on interactions between nature and humans, rather than focusing on pure scientific subjects.

Please refer to Appendix 4 to review the full list of interdisciplinary approaches to including the Humanities in academic programs.

Undergraduates enrolled in 550 contracts and internships that were sponsored by faculty affiliated with the Culture Text Language planning unit during 01-02. Many of the CTL-sponsored contracts likely incorporated work in the Humanities. Additionally, some of the contracts and internships sponsored by staff (especially Library, Archives, and the Writing Center) may have included work in the Humanities. Some of the contracts sponsored by Part-time Studies faculty may also have had Humanities content. A complete overview of the distribution of contracts and internships is presented later in this chapter in section "i. Curriculum Overview."

Courses were also available to students who wished to study various subjects in Humanities. Twenty-eight different Humanities courses (including foreign language, writing, art history, and philosophy) were offered in 01-02, and half of the Humanities courses were available every quarter. The table on the next page shows the list of Humanities courses and how many students enrolled each quarter.

HUMANITIES COURSES for ASG	HEADCOUNT ENROLLED		
	Fall 01	Win 02	Spring 02
American Sign Language	39	46	27
Arabic, Beginning	30	25	19
Foundations of Art History	23	28	33
French - Beginning	27	18	15
French - Intermediate	24	11	11
Grantwriting	21	50	47
Greek - Beginning	21	11	7
History of Photography	22	17	22
Japanese - Advanced Beginning	14	9	8
Japanese - Beginning	18	13	8
Latin - Beginning	36	20	8
Spanish - Beginning	69	43	23
Spanish - Intermediate	31	29	16
Writing from Life	22	25	28
Doing Research	25		
Environmental Ethics	1		
Ethics at Work	27		
Reading to Write	19		
Spanish - Intermediate/Advanced		8	11
How Poetry Saves the World		25	
Practice of Writing		45	
Spanish - Conversational		17	
French - Advanced Intermediate			7
Philosophy as a Form of Life			22
Philosophy of Science: Seeking Objectivity			24
Sociolinguistics			29
Visions of Islam			23
Writing for Work			24
QUARTER TOTAL*	469	440	412

Note: Total headcount is not unduplicated; a single student taking more than one Humanities course in a single quarter would be counted more than once in the quarter total.
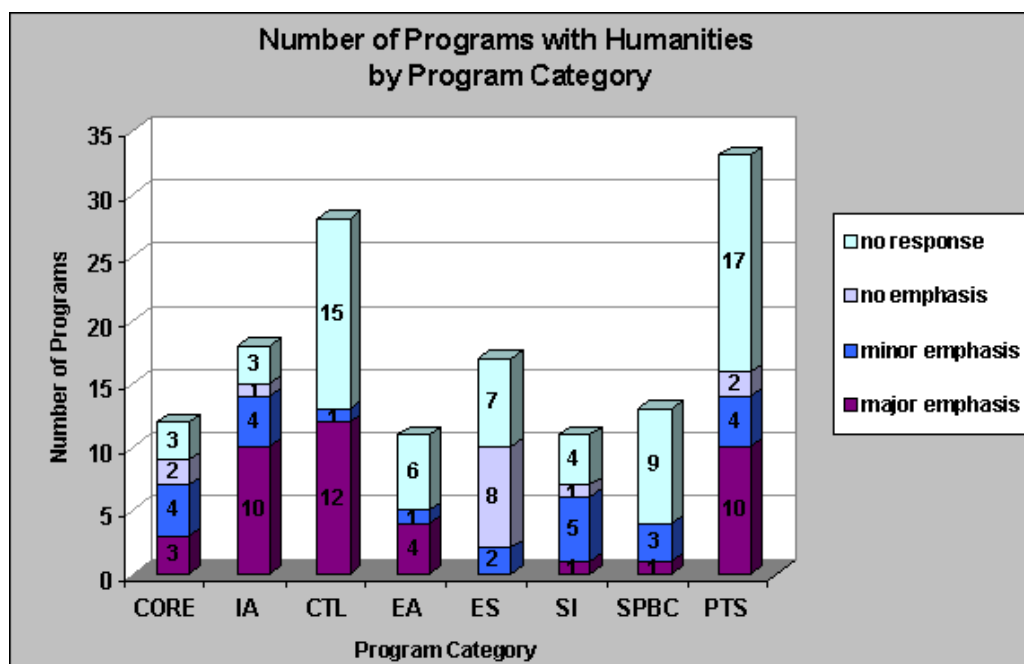
d. Social Sciences

The Social Sciences were addressed in 46% of Evergreen programs during academic year 01-02, which was the highest divisional area of emphasis reported via the EPR.

Did your program include Social Science? (N=149)
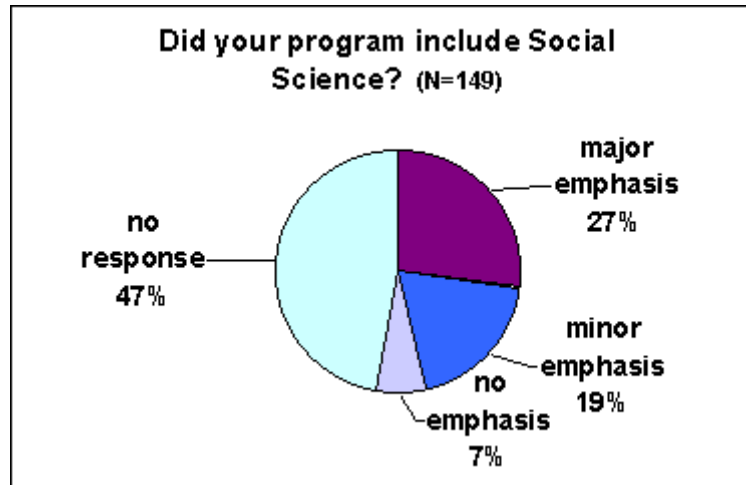
Programs with major and minor emphasis on the Social Sciences were present in every program category. Over three-quarters of the Inter-area programs (78%) and two-thirds of the Core programs (67%) reported an emphasis on Social Science. Part-time Studies programs were also very strong in Social Science, with 49% reporting some level of emphasis. Nearly half of the ES (47%) and SI programs (46%) reported the incorporation of Social Science, as did 36% of EA and CTL programs. These data support the College's ability to articulate the interdivisionality of Evergreen programs, especially those that are not readily identified as "Inter-area" programs.

Number of Programs with Social Science by Program Category

Examples of programs with a **major** emphasis on Social Science:

Natural and Unnatural Histories	Core Program (ES, ES)	Economics was a major component of the program. The students learned basic microeconomics, including what factors affect supply and demand, the theory of the firm, types of costs, & the role of government intervention. These concepts were incorporated into an explanation of the economics of fisheries, including the idea of "the tragedy of the commons" and economic rent. In their seminar readings, students got a taste of cultural anthropology. They read about several fishing communities, including the Native communities at Nisqually and Neah Bay, the community of tuna fishers on the East Coast, salmon fishers on the West Coast, and the fishing communities of North Carolina.
Molecule to Organism	Scientific Inquiry program	Implications of scientific discovery, peoples' perceptions of those discoveries, and the legislative and political forces that act to shape their development.
Tragic Relief	Culture Text Language program	A series of three ethnographic field research exercises in fall quarter, requiring students to observe, interview, document, & interpret humorous & dramatic occasions of daily life, including proceedings in a courtroom. Reading & workshop on ritual; reading & seminar on dialogic functions of communication; readings and seminars on social and personal functions of humor. Recurrent emphasis on community & politics. In spring, research seminar on ethnography and ritual for students doing field study.

Examples of programs with a **minor** emphasis on Social Science:

Tropical Rainforests	Environmental Studies program	Seminar books on socio-political aspects of park and reserve establishment.
Foundations of Visual Arts	Expressive Arts Program	Our study of art history included a focus on historical social problems.

Please refer to Appendix 4 to review the full list of interdisciplinary approaches to including the Social Science in academic programs.

Undergraduates enrolled in 168 contracts and internships that were sponsored by faculty affiliated with the Society, Politics, Behavior, and Change planning unit during 01-02. Most of the SPBC-sponsored contracts likely incorporated work in the Social Sciences, but there were certainly other contracts sponsored by faculty in Part-time Studies, Tacoma, and other planning units that addressed Social Science. For example, the Environmental Studies planning unit also sponsored 252 contracts and internships, and some of those likely emphasized Social Science inquiry such as policy, sustainability, or environmental education, but others may have been more scientific in their content. Additionally, some of the contracts and internships sponsored by staff (especially in Academic Advising, Career Development Center, Access Services, the Counseling Center, the Labor Center, and other Public Service Centers) may have included work in Social Science. A complete overview of the distribution of contracts and internships is presented later in this chapter in section "i. Curriculum Overview."

Thirty-six different courses gave students other opportunities to explore the Social Sciences, including studies of sociology, politics, psychology, global issues, leadership, environmental policy, and economics. Unlike the Humanities courses, Social Science courses were most frequently offered once during the year. The following table shows the Social Science offerings and the number of undergraduate students enrolled each quarter. "Civil Liberties and War," "Advanced Studies in Psychology," and "Legal Interrogations" were offered on the Tacoma

campus, the remaining courses were held on the Olympia campus. The offerings with very few undergraduates enrolled, such as "Protected Lands" or "Conflict Resolution" were graduate electives taught by faculty in the Masters of Public Administration and Masters of Environmental Studies programs that were open to undergraduates on a space available basis.

SOCIAL SCIENCE COURSES for ASG	Fall 01	Win 02	Spring 02
Cornerstone Seminar	25	25	19
Disability and Chronic Illness	29	25	
Organizational Conflict Mgmt	16		18
Theories of Counseling	28		28
Women and Globalization	17		21
Ecological vs. Political Boundaries	18		
History and Systems in Psychology	18		
Legal Interrogations	13		
Privatization	16		
Protected Lands	3		
Psychology, Advanced Studies	17		
Psychology, Introduction to	25		
Women in Administrative/Political Roles	2		
Capstone Seminar		14	23
Finding Your Passion		28	24
Case Management: Assisting Clients		23	
Civil Liberties and the War		17	
Conflict Resolution		3	
End of Innocence		31	
Environmental Education		2	
Environmental Management & Policy		3	
Law, Civil Rights, Social Justice		28	
Lights Out		23	
Sustainable Economics		26	
Theories of Personality		24	
World as Marketplace		23	
Abnormal Psychology			22
Alcohol, Drugs, and Society			25
American Indian Leadership			6
Community Leadership			43
Endangered Species			20
Environmental Economics			1
Practice of Professional Tutoring			28
Principles of Economics			24
Sex Discrimination and Beyond			17
Work and Welfare			29
QUARTER TOTAL*	227	295	348

Note: Total headcount is not unduplicated; a single student taking more than one Social Science course in a single quarter would be counted more than once in the quarter total.

e. Interdivisionality

For purposes of this curricular assessment, the Assessment Study Group defined interdivisionality as a program that incorporated two or more of the traditional academic divisions (Art, Science, Humanities, or Social Science) in their inquiry. While there were no programs that indicated major emphasis in all four categories, 32% of all programs that were offered in AY 01-02 reported major emphasis in two or more of the divisions. (Note: 61% of the programs that *completed* the EPR were interdivisional, so the percentage of interdivisional programs was likely much higher than available information allows us to discern).

The next chart shows the percentage of programs in each category that reported major emphasis in two or more of the four academic divisions. Interarea programs were the most interdivisional based on this definition, but all program categories revealed that some of their programs were interdivisional.
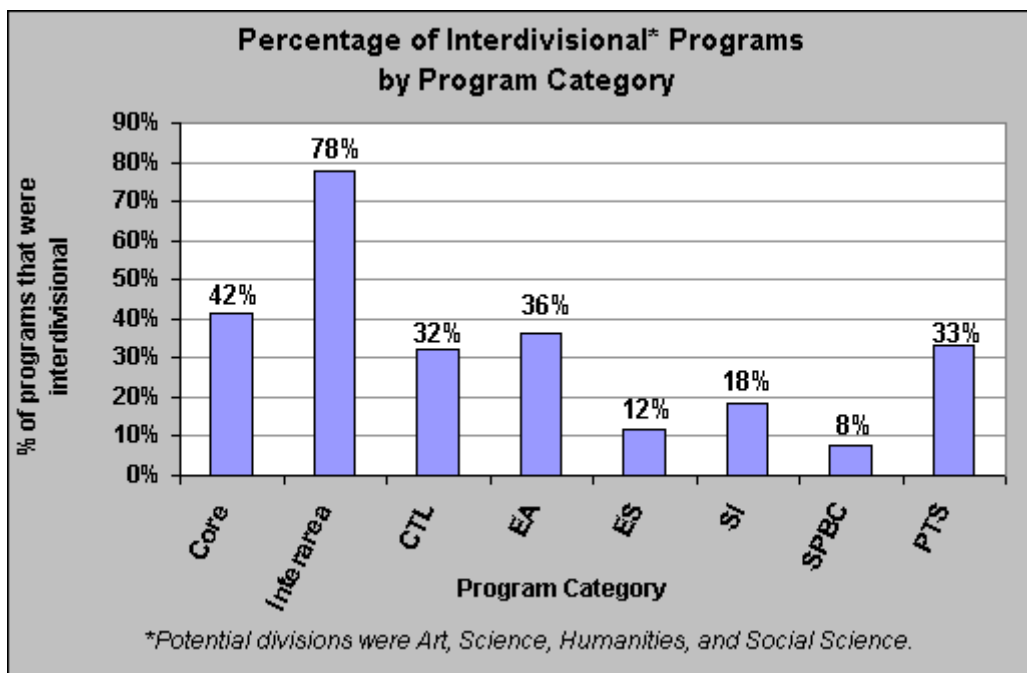
The next chart gives an overview of the interdivisionality of academic programs during academic year 01-02 as reported by faculty via the EPR.

Interdivisionality* of Evergreen Programs
(N=149 programs AY 01-02)

*Potential divisions were Art, Science, Humanities, and Social Science.
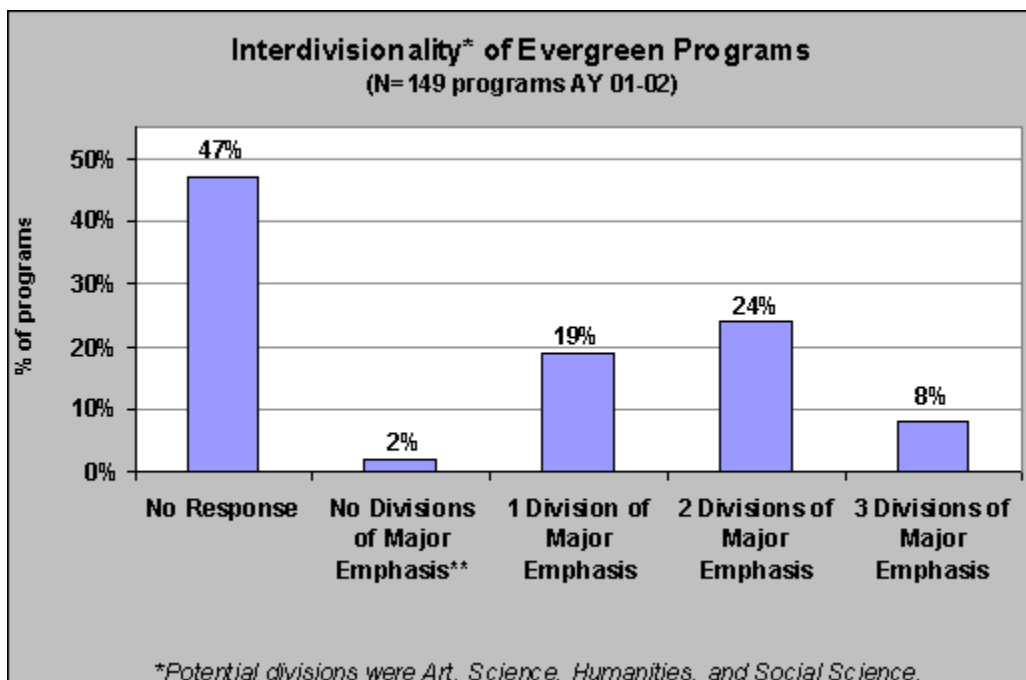
**An interesting discovery from this analysis is that 3 programs (2%) reported no major emphasis in any of the four selected academic divisions. Further exploration of Algebra to Algorithms, Maritime Entrepreneurship, and Quantitative Methods for Effective Management showed that the exclusion of quantitative reasoning from the definition of interdivisionality left these three programs without an apparent major emphasis category. For the 2002 administration of the End of Program Review, the item regarding Science emphasis will be updated to clarify the inclusion of Mathematics in this division.

The percentage of Evergreen programs that were interdivisional far exceeded the percentage of programs that were officially designated as "interarea." There were 18 interarea programs and another 4 Core programs with interdivisional faculty teams in AY 01-02, which means that by Evergreen's standard categorization, 15% of our programs were interarea. Per the findings of the EPR, 32% of Evergreen's programs incorporated interdivisional areas of major emphasis.

f. Quantitative Reasoning

39% of the programs offered during academic year 01-02 incorporated quantitative reasoning (QR), though programs with a minor emphasis in this area were slightly more prevalent than those with major emphasis.

Did your program include quantitative reasoning? (N=149)

major emphasis 17%
minor emphasis 22%
no emphasis 14%
no response 47%
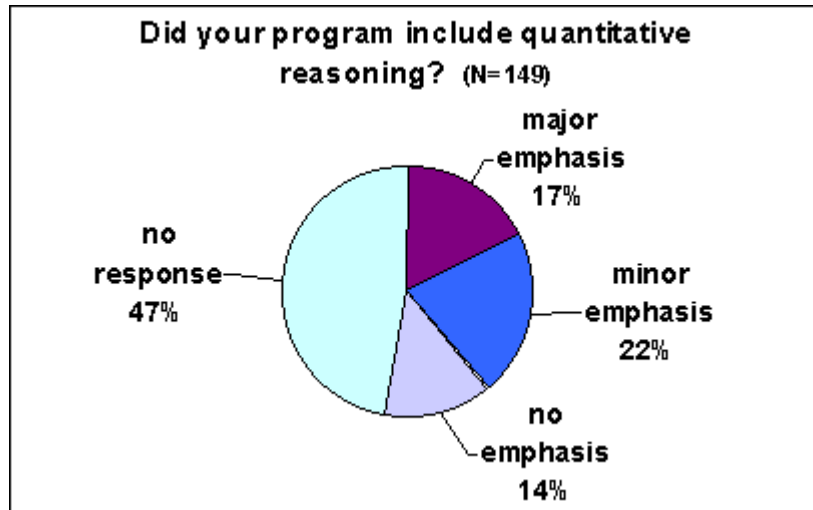
Quantitative reasoning strategies were distributed across program categories. SI programs had the highest proportion of programs that incorporated quantitative reasoning (64%), followed closely by interarea programs with 61% reporting QR content. Evergreen students are most likely to find a major emphasis on QR in Scientific Inquiry and Environmental Studies programs.

Number of Programs with Quantitative Reasoning by Program Category
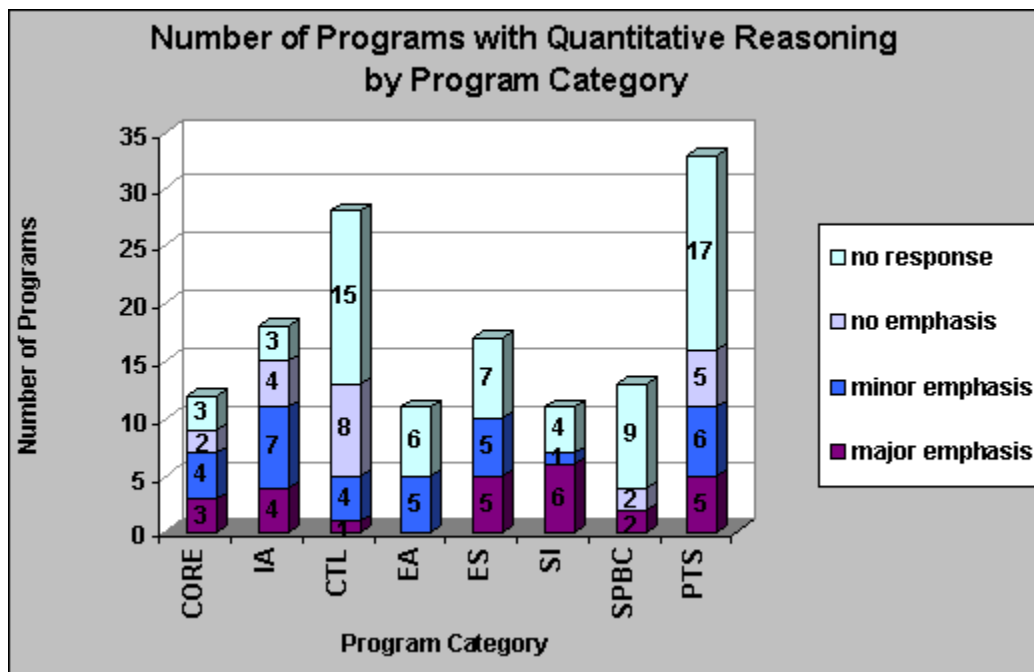
The strategies that were shared by faculty with regards to QR were varied, and they demonstrate the efforts by faculty to integrate QR as a meaningful mode of program-specific inquiry.

Examples of programs with a **major** emphasis on quantitative reasoning:

Ecology of Hope	Core Program (CTL, SI, ES)	Program had a major emphasis, though not at advanced level. Students did a great deal in QR workshops, along with estimation, quantitative relationships, order of magnitude, relationship of earth size to solar system... not so much computation as reasoning.
Social Work Practice	Culture Text Language program	Focus on measurement and evaluation of program implementation.
Matter and Motion	Scientific Inquiry program	We did physics, calculus, and chemistry every day, plus statistics and laboratory work.

Examples of programs with a **minor** emphasis on quantitative reasoning:

Mediaworks: Experiments in Light and Sound	Expressive Arts Program	Students had to develop film budgets for their spring quarter projects using Excel, including "institutional" vs. "real-world" costs. Also, aspects of post-production, file management, film optics, etc. involve quantitative skills
Promise of Health	Part-time Studies program (SBPC)	Statistics and modeling to arrive at health disparities. A guest speaker from Dept. of Health used epidemiological format to advise students as to the depth of the issue of racial disparities as well as poverty.

Please refer to Appendix 4 to review the full list of interdisciplinary approaches to including the quantitative reasoning in academic programs.

There were 8 QR courses offered in AY 01-02 as another pathway for students to build their skills outside of programs. Self-paced Mathematics has had a historically poor success rate for students, and the new QR Center Director revamped the structure of this course for AY 01-02 to include more student accountability and collaboration through work in cadres, as opposed to independent studies.

	HEADCOUNT ENROLLED		
QUANTITATIVE REASONING COURSES	**Fall 01**	**Win 02**	**Spring 02**
Self-Paced Mathematics	33	37	33
Precalculus	12	13	
Statistics, Introduction	20	27	
Statistics with Excel	13		
Mathematics of Democracy		14	
Calculus			25
Mathematics, Natural and Otherwise			29
Statistics, Intermediate			11
QUARTER TOTAL*	78	91	98

Note: Total headcount is not unduplicated; a single student taking more than one Quantitative Reasoning course in a single quarter would be counted more than once in the quarter total.

Evergreen has long embraced the notion that communication skills (writing and speaking) are essential tools for assuring that graduates have the abilities to engage effectively in challenging situations. Evergreen is formally recognizing the importance of students developing the ability

to reason quantitatively as a vital component of a liberal arts education and has begun efforts this year to embed it in the curriculum.

There is much debate about the definition of quantitative reasoning, which also is known by other names such as numeracy, mathematics in context and quantitative literacy, which adds to the complexity of the discussion. Taken literally quantitative can be defined as "of, relating to, or involving the measurement of quantity or amount." Amount or quantity is usually represented graphically or numerically. Reasoning is defined as, "to discover, formulate, or conclude by the use of reason," also known as "thinking." Combining these two words we find that quantitative reasoning is defined as "***using quantity or measurement to discover, formulate or conclude***."

Teaching quantitative reasoning is not limited to teaching students algebra, calculus, or statistics, although it certainly applies to these subjects. Effectively integrated into the curriculum, quantitative reasoning will not be a lesson attached to a concept, but a significant component of study in which students utilize numbers and relationships of quantity to explore a wide range of issues. Our lives require us to gather, interpret, and communicate information at a nearly constant rate. More and more this information is quantitative, with technology and other developments leading toward the massive accumulation of a plethora of data.

To begin exploring the ideas of quantitative reasoning in the curriculum, one must consider the content, for it is the context of quantity that leads to authentic applications and doing "actual things." While integrating quantitative reasoning is highly situational, there are some themes that can lead to meaningful inclusion. Quantitative reasoning can involve explorations in:

➢ Charting and graphing to provide a visual representation of data
➢ Drawing scale and perspective from historical to modern
➢ Shape from natural to created
➢ Measurement and conversions to determine amounts using different systems
➢ Amount analysis (simple statistics) especially examining existing data
➢ Experimental design to determine what data is needed and why
➢ Music and dance examining rhythm
➢ Motion geometry as with tessellations and origami
➢ Prediction based on existing situations and combinations of values
➢ Estimation to determine needs and possibilities
➢ Structure and function to determine why certain designs are used quantitatively

Quantitative Reasoning in Evergreen Programs
The following short list provides some concrete examples of how quantitative reasoning was integrated into the liberal arts curriculum at Evergreen in 2001-2002:

● *Trash - Measurement and Statistics*
   As part of the Trash program, students learned the basics of measurements, units and conversions. After gathering their own trash for a week, they sorted it and determined the volume and mass of each category. Students then used EXCEL to gather the descriptive statistics of their data and plotted the results in several different formats. The integration of quantitative reasoning was meaningful and in context, effectively utilizing measure, data analysis and presentation. These life long skills are representative of the kind of quantitative reasoning that students pursuing further study in ecology, sciences and the environment would frequently use.

- *Foundation of Visual Arts (FOVA) - Scale, perspective and tessellations*
  In FOVA students need to be able to apply a wide range of quantitative reasoning skills. Balance, form, symmetry, scale, measure, all come into play for both two and three-dimensional art forms. Louis Nadelson, Director of the Quantitative Reasoning Center, presented three workshops. The first focused on scale and the process of relating ratios of similar triangles to determine the size of an image on the back of an eye. The second was on perspective including the geometry of lines and projection; students learned the fundamentals of how to draw in one, two and three point perspectives. The third presentation was on motion geometry and the creation of tessellations. Reflecting on the art of M.C. Escher, the students gained an understanding of how tiles can be arranged to form a geometric pattern. A student planning to further explore the arts needs to be prepared with a set of quantitative reasoning skills to enable the creative process.

- *Introduction to Natural Sciences (INS) - Hands on Mathematics*
  In INS students experienced a number of hands-on activities to explore mathematics in context. From the tossing of Hershey Kisses to determining probability, to the measuring of plants and distance to learn estimation, students were involved in hands-on data collection that put mathematics into context. Provided with a concrete experience, students ground their understanding with a concrete experience. This process provides students with a foundation for asking the deeper questions about the relationship of formulas and equations to actual situations, drawing the mathematics closer to experience.

- *Ecological Agriculture - QR for the Activist and QR for the Farmer*
  Ecological Agriculture students typically enroll in the course because of a desire to learn more about agriculture and farming. However, after a short period of study they realize there is a need for quantitative reasoning skills. Louis Nadelson, Director of the Quantitative Reasoning Center, presented three workshops. The first focused on pH and powers of 10. Realizing the abstract nature of these concepts, hand-on activities reinforced the mathematical representation. The other two focused more on general skills of calculations of amount, determining cost, estimating values and predicting outcomes. With a focus on farming and ecological activism, the students were able to put the quantitative reasoning into context and prepare for further study.

- *Sleeping Lion - Creating Graphic Representations*
  In the study of history students collect a wide variety of data; the challenge is to learn to represent and interpret data in ways that reflect and contrast differences. Time lines and demographics are important indicators of development and changes in societies. In Sleeping Lion students participated in a workshop where they examined historical population data, comparing the values to other world regions. Students converted values to percentages, and then the percentages were transferred to pie and bar charts to graphically represent the data. In an additional activity, students created a grid on a map of China to quantify population distributions. Further ethnomathematical activities in this program warranted awarding students credit in quantitative reasoning.

- *Christian Roots - The History of Quantification in Western Society*
  Similar to the Sleeping Lion program, the historical exploration of Medieval and Renaissance Europe in the Christian Roots program investigated changes and trends using quantitative data. One of the seminar texts, The Measure of Reality, provided an excellent foundation for exploring the quantification of commerce, music, painting, architecture, and education in western society. The Director of the Quantitative Reasoning Center presented two workshops, the first exploring the physics of renaissance architecture and the second examining perspective and the geometry that led to development of new perspective techniques. Included quantitative reasoning as a vital component to their studies led students toward a greater historical perspective in their examinations of the development of western society.

- The Tacoma Campus regularly offers and requires its students to take classes which apply statistical analysis to issues and themes under scrutiny in coordinated studies programs. The Tribal Reservation Based Program provides workshops on quantitative reasoning regularly.

g. Writing

52% of Evergreen programs during academic year 01-02 reported a major or minor emphasis on writing, and only one program reported no emphasis.
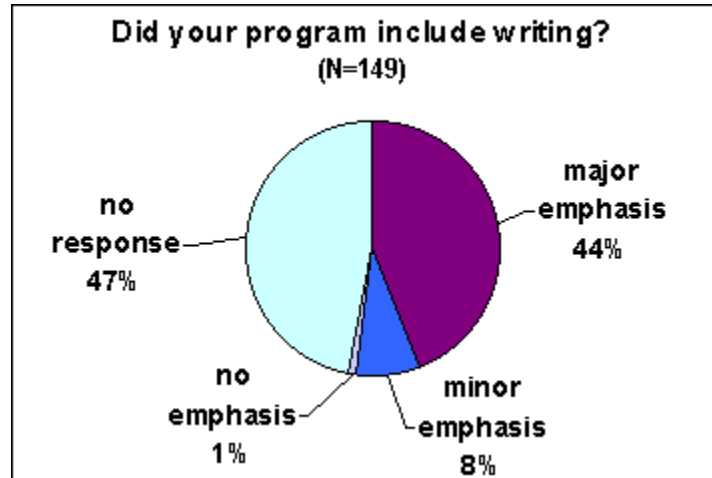
The College's efforts to distribute writing across the curriculum were evident from the results of the EPR. Writing emphasis was distributed across all program categories, and major emphasis on writing was more common than minor emphasis for every program category.

Examples of programs with a **major** emphasis on writing:

Revolutions at Work	Part-time Studies program (SPBC)	Most weeks, students were to write a paper on the seminar book, geared to an outside audience. They were to practice using the voice of the author of the book, in order to practice different writing styles. We had workshops on interviewing and observational writing (including a field trip) and evaluation writing. In both quarters, students wrote multiple drafts of their major paper, which in the second quarter was a magazine article. They worked with a peer editor to critique and refine their work and learn how to help others.
Transatlantic Revolutions	Interarea program (SPBC, CTL)	Two progressive essays; that is one essay question, responded to once halfway through the program and then totally rewritten, revised, expanded again in light of the rest of the program material. Also a collaborative research paper.
Atoms, Molecules, and Research	Scientific Inquiry program	Students wrote extensive technical lab reports to show their understanding of theory, instrumentation, data, and analysis. Students learned technical writing skills with the help of Sara Rideout, students worked to improve each piece of their writing by re-writing it. They wrote their research results for publication in a peer-reviewed journal, for presentation to the annual American Chemical Society research meeting, and for presentation in a poster session.

Examples of programs with a **minor** emphasis on writing:

Field Ecology: Research Methods	Environmental Studies program	I gave students a scientific paper without the original abstract, and students read the article and wrote an abstract of their own. After they finished writing their abstract, I provided the original abstract written by the authors. Students exchanged and reviewed their abstracts among each other by comparing the original abstract in writing style and content. They were also required to write a 15-30 page report on their research project.
Experiments in Performance, Music, & Puppetry	Expressive Arts Program	Limited writing. Students did random (not required) journals - some wrote a great deal and other wrote little. Movement workshops included free-write session at the end. Some students wrote scripts for their performances.

Please refer to Appendix 4 to review the full list of interdisciplinary approaches to including writing in academic programs.

Evergreen's system of learning communities poses some unique challenges for the instruction of writing at Evergreen. First, other than the Writing Center, there is no single custodian of writing on campus. While billed as a "support service," the Writing Center functions as a quasi-composition program. Faculty and students alike call upon the Writing Center Director and student staff for direction with questions related to writing.

A steady stream of Writing Center Directors over the past five years has contributed to a lack of direction to the Writing Across the Curriculum initiative. However, through this turmoil, faculty have continued to maintain a consistent commitment to writing in their programs. Evidence which suggests this includes the number of faculty requesting writing tutors directly linked to their programs, the number of students who seek supplemental tutoring in writing at the College, and the number of faculty consulting the Writing Center Director for assistance in designing effective writing assignments.

The Writing Center currently provides day and evening tutoring to full, part-time, and graduate students. The Center also provides tutors for Prime Time Advising in A-dorm Sunday-Thursday evening. This year the Center offered Saturday tutoring for the Reservation Based program for

the first time. Collaborating with Laurie Arnold, Coordinator of Student Services for the Tacoma Campus, the Center is offering tutoring on the Tacoma Campus two afternoons a week during Spring quarter.

While many faculty, particularly in Core programs, request a tutor to work directly with students in a program, the bulk of the tutoring occurs as a result of a student's own initiative to seek supplemental feedback on writing. The Writing Center Director also takes referrals when faculty or staff (usually Access Services for Students with Disabilities or K.E.Y. Student Services) identify a student with a significant writing issue.

In addition to one-on-one tutoring, the Writing Center offers workshops on popular topics related to writing. Faculty can request a workshop or series of workshops for their programs. During Winter 2002, the Writing Center collaborated with the faculty of the Trash program to pilot a series of writing workshops combined with weekly tutoring sessions. Upon further assessment, this pilot may become the model for writing instruction in future Core programs.

Faculty at the Tribal Reservation-Based Program, collect writing samples at the beginning and end of each quarter to assess writing. They also provide a writers' workshop regularly and they collect writing journals from their students.

No formal assessment of writing exists presently. The College has no mechanism to determine a student's writing ability upon acceptance to the College, and the College does not require a final writing assessment prior to graduation. While faculty have focused admirably on writing at Evergreen in the past decade, a deliberate course of action to articulate a plan for writing at the College is necessary to avoid a writing skills epidemic.

h. Information Technology Literacy

In academic year 01-02, 49% of Evergreen programs reported some emphasis on developing skills in information technology literacy (ITL).

Did your students use technology to present work, conduct research, or solve problems? (N=149)

no response 47%
major emphasis 27%
minor emphasis 22%
no emphasis 4%
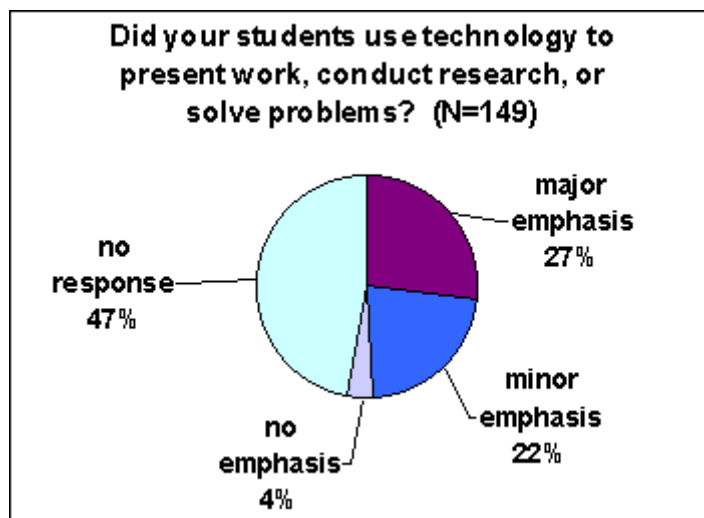
Programs with a major emphasis on ITL skills could be found in every program category. Over three-quarters of the Interarea programs (78%), two-thirds of the Core programs (67%), and over half of the Scientific Inquiry (64%) and Environmental Studies programs (59%) reported an emphasis on ITL. The next chart shows the number of programs with Information Technology Literacy content for each program category.

Examples of programs with a **major** emphasis on information technology literacy:

Rainforest Research	Environmental Studies program	Library research, interlibrary loan, and internet searches; field equipment, such as nets, tape measures, compasses, water quality assessment instruments; computer use for data analysis and write up (Excel, Word).
Filming Fictions	Interarea program (CTL, EA)	They learned and had workshops in Photoshop, video lighting, sound gathering, digital video cameras, and editing software. Also, they used the lecture hall equipment to present their findings in their novel-to-film adaptation presentations.
Class in the U.S.	Part-time Studies program (SPBC)	We used Excel and met in the Computer Applications Lab every week to practice the use of Excel for statistical work. There was a class web page with link to research sources, and students used library and internet sources for background research on authors and texts.

Examples of programs with a **minor** emphasis on information technology literacy:

Children's Literature and Lives	Core program (CTL, CTL, CTL)	Faculty librarian, Liza Rognas, did two 1.5 hour workshops on searching for sources for their research projects, focusing on using the library catalog and searching the databases of journal articles available on CD-ROM and on-line. Research librarians and faculty further assisted a number of students who weren't able to find much material on their own. A few students attended a workshop on scanning images for projection in their presentations. We did a workshop in the GCC using Netscape to view primary historical sources (a collection of school primers from the nineteenth century) and having pairs of students go through a sequence of materials and questions, with general discussion at various points.
Order of Things	Interarea program (CTL, EA)	They received instruction in several kinds of presses, in Photoshop, Pagemaker, and I-movie.

Please refer to Appendix 4 to review the full list of interdisciplinary approaches to addressing information technology literacy skills in academic programs.

Evergreen's Library and Academic Computing and Communications (ACC) have regularly attended to addressing what is now termed information technology literacy (ITL) through workshops, program affiliation, and one-on-one interactions. Both areas have collaborated in Summer institutes for faculty development as well. The whole college is actively engaged in integrating communication skills, critical thinking, research skills, and information research methodology across the curriculum, and it is drafting an "Information Technology Plan" to strengthen its efforts. Both the Library and ACC attempt to connect their work meaningfully to content, subject matter and program themes. Faculty Reference Librarians and ACC staff assume liaison responsibility for all academic programs on campus. Faculty Librarians participate in seminars and other academic program/course activities; they also rotate regularly into full-time teaching assignments. Full-time faculty work regularly, in exchanges, for the Library and return to their program work considerably more adroit in ITL. Besides its day-to-day support for ITL, ACC offers intensive support to computer science programs and to faculty as they require it for research and teaching. Each quarter, they provide a series of computer software training sessions, (such as Dreamweaver, Internet research, Microsoft Access, and Photoshop) that are free-of-charge and open to Evergreen students, faculty, and staff members.

Faculty at the Tacoma Campus work closely with their students to teach ITL, and the campus maintains a lab facility for both computing and media. The Tribal Reservation-based program administers pre and post technology tests for each student, and it requires non-print products and projects. Three of the reservation sites (Muckleshoot, Quinault, and Nisqually) have tribal colleges, and four sites have learning centers (Skokomish, Port Gamble, Suquamish, and Makah).

i. Curriculum Overview

This section provides three overview charts of the various curricular offerings at Evergreen during AY 01-02: the distribution of course enrollment by area of divisional emphases, an overview of contracts and internships by planning unit, and an overview of program emphasis areas.

Student Headcount in Courses by Division AY 01-02

Number of Contracts and Internships by Planning Unit AY 01-02
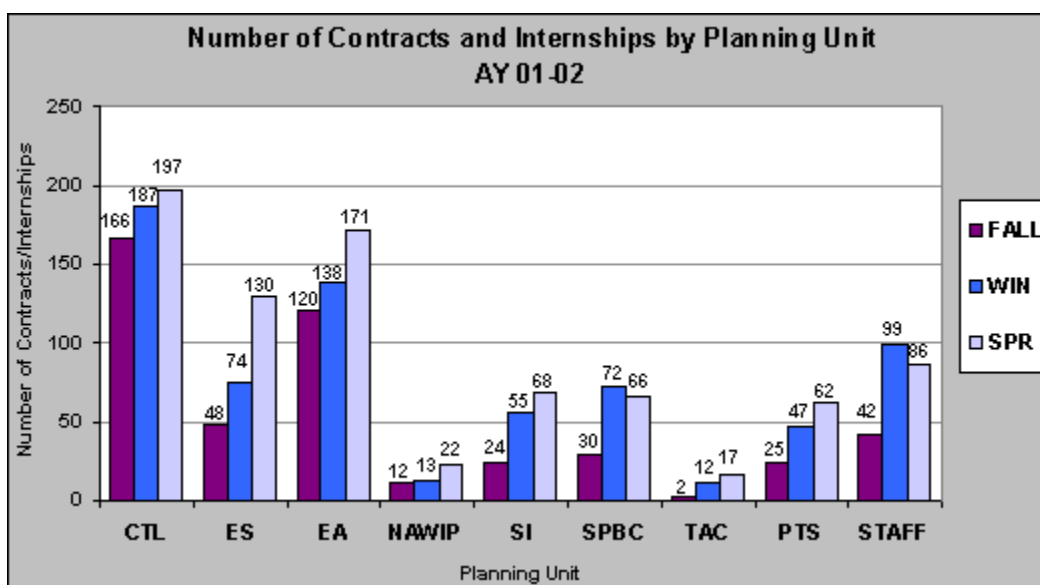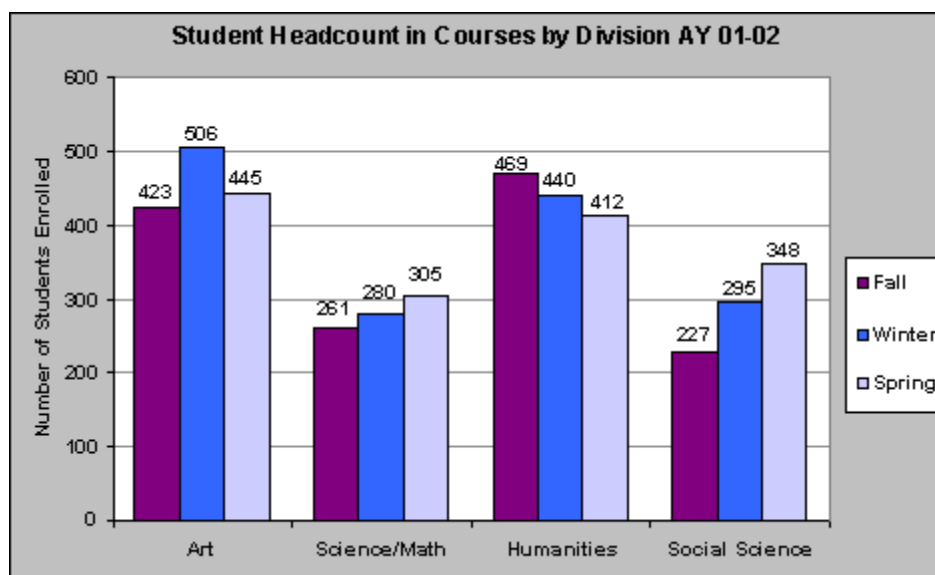
The final overview chart shows the percentage of programs with major and minor emphasis in each academic division and skill area across all programs. Of the assessment domains for this report, writing was the most common area of emphasis across all programs. 52% of programs offered in AY 01-02 reported an emphasis on writing in their programs, which is an especially strong finding since only 53% of the programs articulated their content for this assessment. If this trend was true for the non-responding programs, then the College's efforts to integrate writing across the curriculum are progressing successfully.

Overview of Major and Minor Emphasis Areas in Academic Programs AY 01-02 (N= 149 programs)
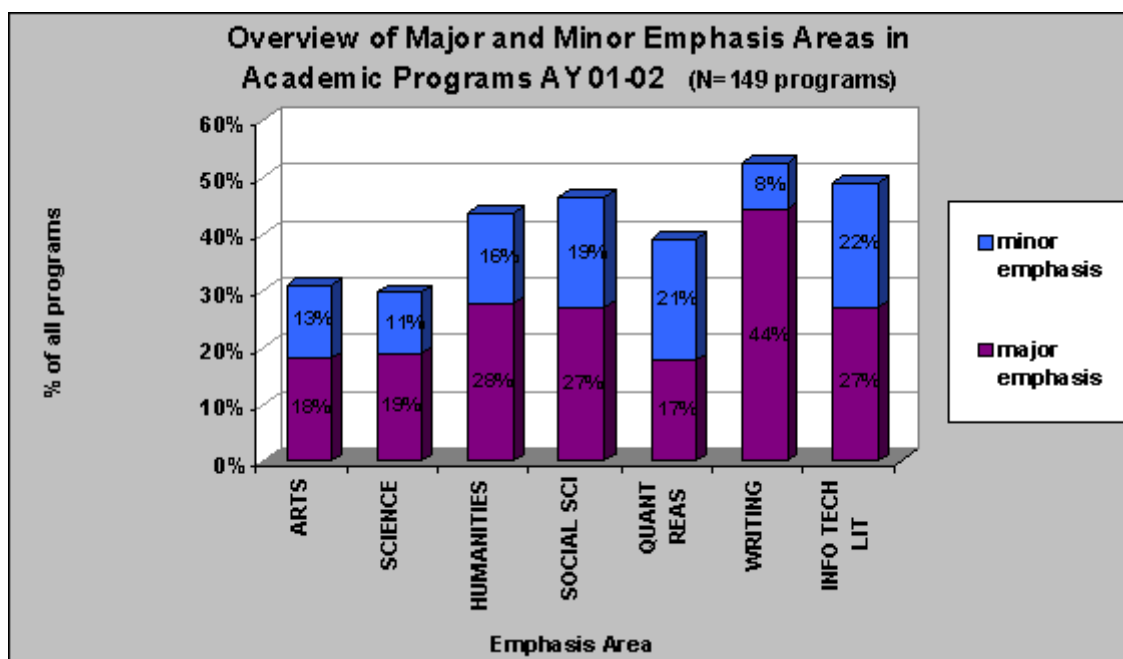
Information-seeking and technology skills also had a strong presence in programs, with 49% of the programs reporting some level of emphasis. The presence of Social Science emphasis in 46% of the programs was particularly impressive, since only 4 SPBC programs responded to the End of Program Review. Thus, the emphasis reported in the Social Sciences is largely due to the integration of Social Science topics in other program categories.

The use of the End of Program Review to assess program content appears to be off to a fairly successful start in its first year of administration. This instrument was better able to capture the less visible content and activities in programs than prior assessment efforts using credit equivalencies and catalog descriptions.

Consider the domain of Quantitative Reasoning, which was a specific concern during our last accreditation self-study and external review in 1998. The NW Commission on Colleges Final Report stated, "In the current catalogue, eight of the ten Core programs being offered have no mathematical component, and in non-Core programs only about 20 percent of the programs require Mathematics or offer Math credit." In 1998, the accrediting agency used the catalog as the available means of curriculum assessment to identify that 20% of our Core programs included QR. In 2001-02, we can now articulate that at least 58% of Core programs had some QR emphasis, and for 25% that was a major emphasis. Using the catalog in 1998, 20% of non-Core programs were revealed to have a QR component, but in 2001-02 we can say that at least 37% had some emphasis on QR, with 17% having a major emphasis.

The dialogue around general education Expectations, faculty development institutes, new curricular structures, and the re-design and outreach activities of the QR Center have had a positive impact on the presence of QR opportunities for our students across the curriculum. But another important part of the College's work on general education has been searching for a better way to articulate the work that takes place in academic programs.

The Assessment Study Group tried to ensure that we consulted the most reliable source about program content, i.e. the faculty. The ASG also tried to envision ways for the assessment results to provide useful feedback by sharing strategies gleaned from the EPR with faculty planning teams, institutes, and other audiences. If all programs had participated in identifying their areas of emphases, additional analyses would have been possible to see how many of our students encountered the various divisions of interest through programs, courses, *or* contracts/internships during the year. This would have connected the currently separate curricular elements of this assessment activity in a way that would enhance overall understanding of breadth opportunities. For example, how many of our students encountered Science in a program, course, *or* contract during the year? How many of the 1,374 seats filled in Art courses last year were students whose other courses and programs did not have Art content or had minor emphasis? How many of the students who took a course in addition to a full-time program selected a course with a different divisional emphasis than their program? Further analysis would require extensive additional work, and the results would be less than reliable this year with nearly half of the programs having unreported content. The possibility of using the EPR results to enhance our understanding of student curricular pathways may be revisited in the future. In the interim, the student academic pathways analysis presented in the next section sheds some light on how students navigate the various educational opportunities at Evergreen.

3. Student Academic Careers

Records of all curricular offerings taken by the 1,026 students graduating in 2000-2001 were extracted from the Evergreen administrative data systems. These records were aggregated into a data set that showed total earned credits for each period of attendance at Evergreen, a period being defined as offerings taken while a student held a particular class standing (Freshman, Sophomore, Junior, Senior). The aggregate data set shows credits earned divided by a number of different categorical factors such as lower division or upper division, disciplinary classification of the offering, and type of offering such as program, course (module), contract, or internship. By campus, 91% of all credits were earned on the main Olympia campus, 7% on the Tacoma campus, and 1% each at the Gray's Harbor campus and the Tribal programs.

a. Types of Offering

If we combine credits earned in various types of offerings across the entire educational experience of students at Evergreen, we find that 78% of all credits earned at Evergreen for this graduating class were obtained in programs. Because a large majority of students transferred into Evergreen, it should be kept in mind that this figure applies only to credits earned at Evergreen and exaggerates the total number of credits earned in programs compared to more traditional courses that students may have obtained in their transfer institutions. Referring again only to credits earned at Evergreen, 10% of all credits earned were obtained in contracts, 5% in internships, and 7% in courses. As might be expected, the percentage of credits earned in programs decreases steadily with class standing: in the Freshman year, 92% of all credits were earned in programs, decreasing to 84% in the Sophomore year, 80% in the junior year, and 66% in the senior year. As also might be expected, the proportion of credits earned in internships is

nearly zero in the Freshman year, then increasing to 3%, 5%, and 9% from Sophomore to Senior years, respectively. The percentages for each type within each class standing are shown in Table 1.

Table 1. Percentages of total credits earned in each type of offering, by class standing

Class Standing	Type of Offering			
	Programs	Courses (Modules)	Contracts	Internships
Freshman	92.1%	3.6%	3.7%	0.6%
Sophomore	84.2%	5.6%	7.4%	2.9%
Junior	80.3%	5.4%	9.8%	4.6%
Senior	65.9%	9.4%	15.6%	9.1%

The proportion of credits earned in upper division courses is 13% for Freshman, 36% for Sophomores, 56% for Juniors, and 66% for Seniors. It is interesting to note that this graduating class earned 34% of their credits in lower division courses in their Senior year.

The determination of disciplinary areas is of course quite problematic for Evergreen. Various State and Federal reporting laws require Evergreen to report the disciplinary area of its offerings. The Registrars office assigns a universal code number to a program or course based on their best analysis of the predominant disciplinary content of the program or course. Using this admittedly crude measure, the percentages of all credits earned by this graduating class for the various traditional disciplinary areas are as follows: Humanities, 29%; Natural Sciences, 19%; Expressive Arts, 13%; Social Science, 10%; Math 1%; and unclassifiable, 28%.

Examination of the number of students taking a wide variety of different curricular offerings revealed that the types of paths taken through the Evergreen curriculum can be sensibly grouped according to the pie chart shown in Figure 1 below. Of all students graduating from Evergreen in 2000-2001, 19% took nothing but Evergreen programs to obtain their degree. Another 13% obtained only 20% or less of their total credits in contracts and internships. Thus, nearly one third of the students graduating in 2000-2001 obtained their education solely or primarily in programs.

A distinctly different group of students accounting for 15% of the total graduating class took a mixture of programs and courses, but did not obtain any of their credits in contracts or internships. Another 24% of the graduating class obtained 20% or less of their credits in contracts and internships, while also taking a mixture of primarily programs and courses. A total of 29% of the students took more than 20% of their total credits in contracts and internships, 13% combining this with only programs (not taking any courses), and 16% combining this relatively larger experience in contracts and internships with a mixture of programs and courses.

FIGURE 1. Number and Percentage of Students Taking Various Mixtures of Offerings (Path Types)

Proportions of Path Types

Type of TESC offering mix
- All program
- No courses, C+I <= 20%
- No courses, C+I > 20%
- No Contracts or Internships
- P,Cr;Contracts+Internships > 20%
- P,Cr;Contracts+Internships <= 20%

Pies show counts
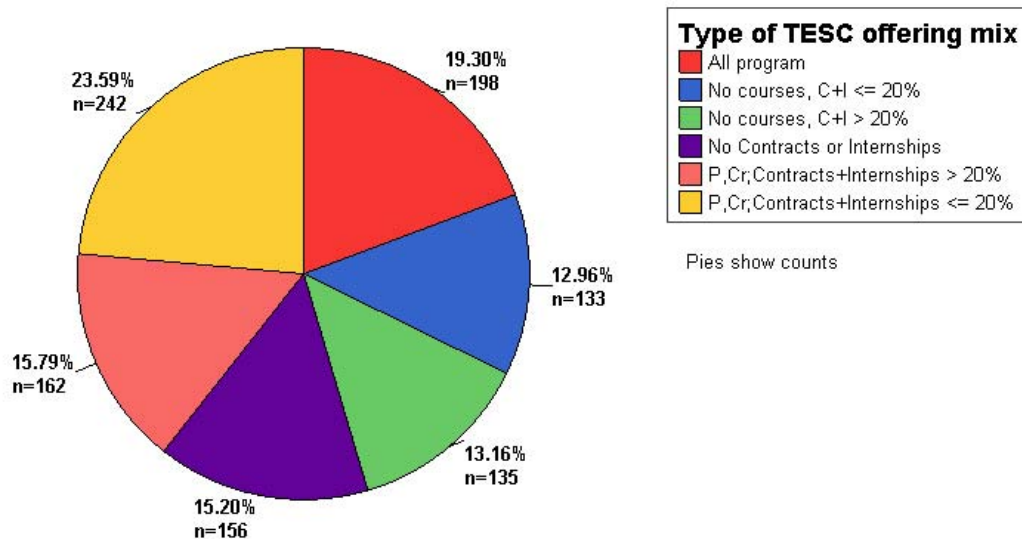
2001 TESC graduates

b. Differences by Path Type

We now consider if there are any interesting differences in other factors for these groups of students taking different proportions of the various offerings. First, there are no significant differences by gender, and the only significant difference by race-ethnicity is a higher proportion of minority students who obtained all of their credits in programs. This difference seems to be merely a reflection of the high proportion of African-American students who are enrolled on the Tacoma campus, where all students take a single full-time program. There is also a significant difference by age, with a higher proportion of older students obtaining all of their credits in programs compared to younger students. This difference is largest when dividing students into those 24 and younger and those 25 and older. Figure 2 shows the differences in proportions of Path types when making this age division.

FIGURE 2. Differences in Proportions of Path Types by Age Group

Proportions of Path Types

2001 TESC graduates
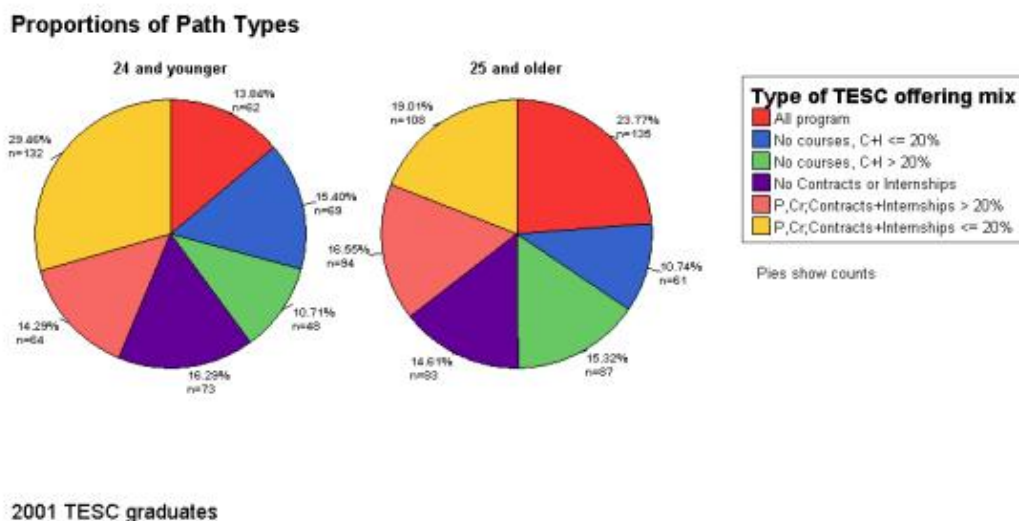
Another interesting distinction can be made among this graduating class according to if and when students transferred to Evergreen from another undergraduate institution. The students in this graduating class are readily grouped into those coming directly from high school (including some with a small amount of advanced placement credit), those transferring early (those earning 58 to 92% of their total credits at Evergreen), traditional two-year transfers (those earning 49 to 57% of their total credits at Evergreen), and late transfer students (those earning 15 to 48% of their total credits at Evergreen). Figure 3 indicates the different proportions of path types taken by these different categories of transfer students. The most notable difference is the larger proportion of credits taken in programs by traditional and late transfer students. High school direct students are more likely to take a broader mix of programs, courses, contracts and internships.

FIGURE 3. Differences in Proportions of Path Types by Transfer Type

Proportions of Path Types

2001 TESC graduates
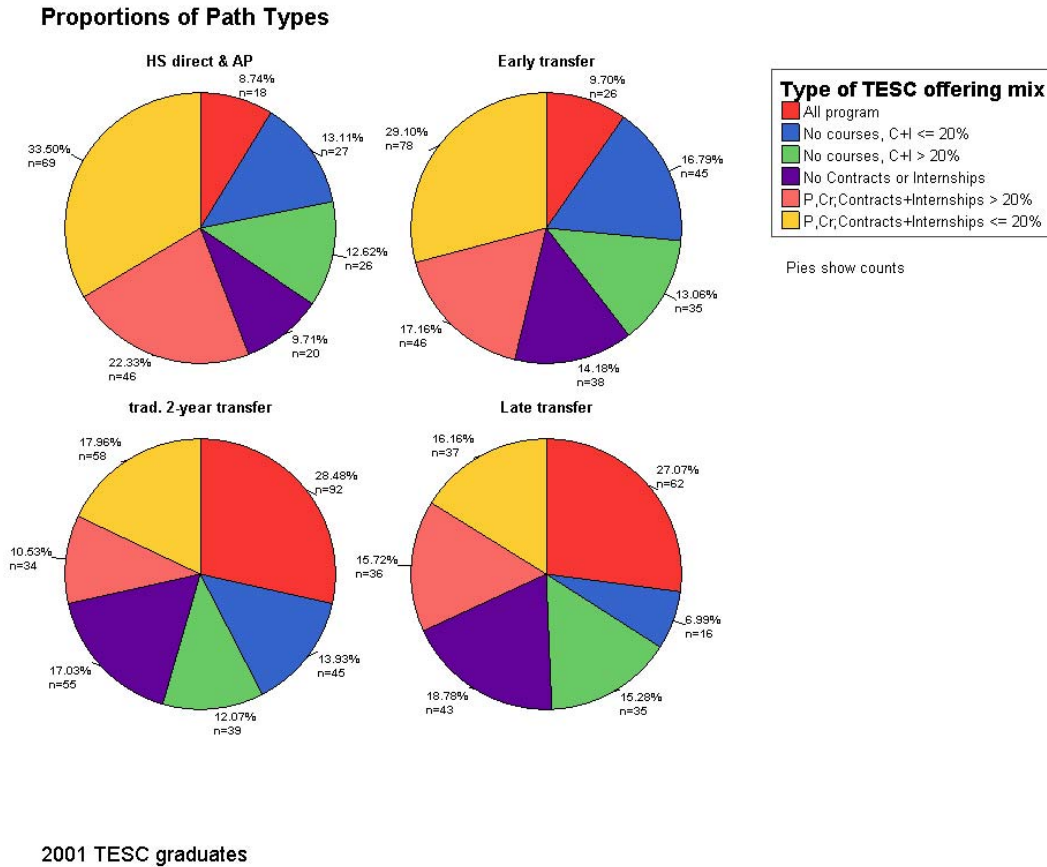
Figure 4 shows the higher proportion of courses, contracts and internships taken by those students who earned the BS degree compared to students earning the BA degree. This difference increases for those relatively few students who obtained the BAS degree.

FIGURE 4. Differences in Proportions of Path Types by Type of Degree Earned

Proportions of Path Types

2001 TESC graduates
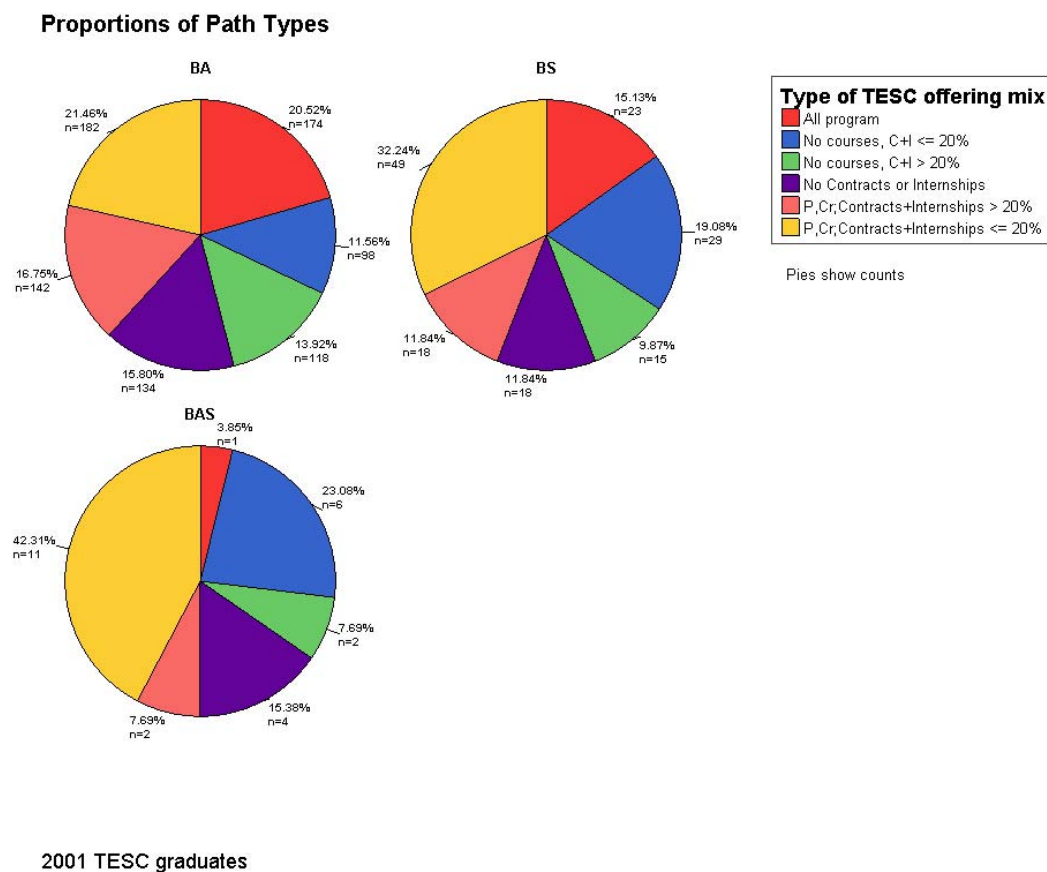
c. Summary

The most striking things about these data are the high proportion of students earning all or most of their credits in programs, particularly those students transferring to Evergreen, and the high percentage of students who did not avail themselves of the opportunity to take contracts or internships during their time here.

B. Advising

1. Introduction

Evergreen students are expected to reflect carefully on their work and to structure their own academic career based on that reflection. Without the traditional structures of requirements for graduation, pre-determined majors and specified distribution requirements, academic planning is a very different process than at most other schools. Because of this, Evergreen has a special responsibility for advising students regarding their work in general and their academic plans and careers in particular.

Historically, academic advising has occurred in a number of places at Evergreen. In one-on-one conferences, advising workshops, and in-program workshops, advising reaches large numbers of our students. The Academic Advising Office has always been, and continues to be, one important resource for students. Eligible students can find advisors and other support through K.E.Y. (Keep Enhancing Yourself) Student Services, and all students may use the services of First People's Advising and the Career Development Center. Faculty support students as they work with them on academic plans, often as a part of their evaluation conference. Many students develop a mentoring relationship with faculty, and advising continues beyond a program or course. The Academic Fair provides students with an advising resource. Talking with faculty about their programs, students can make much better decisions about program work than they might if they rely on the catalog alone. In addition, faculty often direct students to a more appropriate program. All of the above have been practices at the college.

In February of 2001, the faculty adopted the following commitment to advising:

1. All faculty will hold advising conferences with their students each year based on a self-reflective piece written by the student.
2. Aided by the Advising Office, faculty will be responsible for appropriate instruction to their students on how to prepare for this meeting.
3. Students will document this conference in their own portfolio.

Accurate measurement of all academic advising at the college is challenging, as so much of it takes place outside of formal contexts. The End of Program Reviews have provided preliminary information about the many ways faculty incorporate academic advising into their work with students.

2. Advising by Faculty

a. Introduction

Faculty at Evergreen provide a considerable amount of advising to most students in the course of their ongoing program work. This part of Evergreen's advising system is highly variable and not especially visible for students, yet students report significant satisfaction with their experiences.

Although faculty academic advising practices vary, an example of one faculty member's approach provides some context. In response to a request for information about how faculty advise students, David Marr included the following thoughts:

The central purpose in advising, as I do it, is worth a brief description. First, what it is not: Advising is not therapy. Also, advising is not primarily about how to thread one's way through the Evergreen bureaucracy (though often I try to help students do just that). Advising is rather an affair of getting a student to form an idea of his or her work as a student. The very idea of a student having work to do is foreign to virtually all students I have known. Instead of work they have classes to take, credits to get, degrees to acquire, certifications to achieve. I introduce them to the strange idea that one may also and more importantly have work to do. What do you take your work to be? I ask. It does not matter at all if the answer forthcoming is "I don't have a clue." In fact, I rather welcome that answer, for then I can say, "Why do you suppose it is the case that you have no clue about something as important as your work?" I have yet to meet a student who does not welcome this line of conversation or who does not find it a useful aid to reflection, which I take to be the sine qua non of advising. Early in the conversation I clear away familiar debris: work does not mean job, does not even, in some cases, mean major. Rather, one's work is grounded in one's keenest interests. Helping a student identify his or her interests clearly is what the conversations are about. It goes without saying that the effort has to be on-going. No one clarifies his or her interests once and for all. Advising does as much as it can do, in my opinion, when it starts this process of continual reflection well.

b. Assessment of Faculty Advising

Proposed key indicators for assessment of advising by faculty:

- **Alumni survey**. Administered by the Institutional Research Office biennially, this survey asks specifically about satisfaction with faculty advising.

  Biennial alumni surveys of recent graduates also ask questions concerning student satisfaction with on-campus advising including the Academic Advising Office, Career Development Office, and faculty. Since 1992, trends in these items show consistently increasing satisfaction with faculty advice relative to advising from the Academic Advising and Career Development offices. (This should not be taken as a direct comparison since students likely do not ask these three entities for identical advice.)

- **End of Program Reviews**. The first End of Program Reviews were conducted for the academic year 2001-02. The reviews included an open-ended narrative response question that asked faculty "How did you go about advising your students?"

  The most commonly mentioned mode of advising by faculty was individual student conferences. End-of-quarter evaluation conferences provided an opportunity to discuss program work, as well as future planning. Mid-quarter check-in conferences with students were also built in to many programs. Other common strategies were to meet with individual students throughout the quarter when students requested a meeting, when faculty felt a meeting was necessary, and when

research projects were being proposed and developed. A few programs mentioned holding additional student conferences during week one or two of the quarter to discuss the students' program experiences and goals. Faculty from a couple of programs held individual student meetings prior to the student's enrollment in the program to discuss program fit and expectations.

In addition to formal or scheduled student meetings, informal advising conversations between faculty and individual students were also frequently mentioned in the End of Program Reviews. Drop-in faculty office hours were the most commonly mentioned locale for informal advising contacts, but dialogue during field trips and retreats, before and after class, over coffee, during lunch, via e-mail and telephone communication, and on Web Crossing were also described. Participation in Academic Fairs provided a chance for informal exchanges regarding academic program selection and individual students' educational background and interests.

In addition to face-to-face meetings, reflective writing assignments and portfolio reviews also gave faculty a sense of students' needs and progress in their work. In about eight programs, individual student advising also took the form of program entrance questionnaires, surveys, and templates which faculty used to gather information about students.

Although less commonly mentioned than individual student contacts, group advising strategies were also very present in the End of Program Review results. Academic programs for first-year students employed the help of Core Connectors, who are Academic Advisors assigned to specific Core programs. Core Connectors gave presentations, conducted workshops, and were available to students for individual advising. Other faculty invited guest speakers to their programs, including presentations and/or workshops from Academic Advising, Career Development Center, former students, community professionals, and the Campus Grievance Officer. Group advising conversations took place during various program activities, such as seminars, workshops, lectures, tutorial groups, and project team meetings. A few faculty mentioned distributing advising handouts or making announcements during class about graduate school and job opportunities. Several Part-time Studies programs held inter-program Liberal Arts Forums that focused on academic planning, the meaning of a Liberal Arts education, and students' long-term learning objectives; students left the forum with a reflection template which they completed prior to their final evaluation conference.

Faculty advising as described in the End of Program Review included academic planning topics such as what programs to take, finding pathways for advanced work, the Expectations of an Evergreen Graduate, and whether to stay at Evergreen. Also common were discussions of students' work within the program or specific project issues. The third most common topical area of faculty advising was students' long-term plans and learning objectives, particularly with regards to graduate school, professional goals, and career planning. Student educational background and personal interests were named by several faculty, as was the meaning and importance of a Liberal Arts education. More unique advising topics included student self-assessment, study habits, how to write evaluations, academic honesty, creating program community, internship debriefing, and referrals to the Writing or Quantitative Reasoning Centers.

c. Part Time Studies Advising: Forums

A specific program of advising has been developed within the Part Time studies curriculum. Each quarter, students participate in a forum that includes seminaring on a work such as "Only Connect: The Goals of a Liberal Education" by William Cronon (used in Winter 2002). Reflection and academic planning activities and conferences with faculty follow the forum. All students participating in half-time programs are required to attend this forum and participate in the activities. Approximately 400 students participated in the Winter 2002 forum. About the same number of students will participate in forums during fall and spring quarters. While the forums will reflect on liberal education, they will not focus as much on the required academic planning conference with faculty. For students in half-time programs, that advising conference will take place in every program during winter quarter each year.

d. Tacoma Program Advising

All prospective students must complete an intake interview with a staff or faculty member before they are approved to enter the Tacoma program. In this interview, the student's goals for using a BA degree, the student's academic and career interests, and any plans s/he may have beyond the BA are discussed. As appropriate, the interviewer will speak to specific graduate school research and preparation and will review the set of workshops offered each quarter to prepare for internships, graduate school applications, and self-evaluations. Each student is assigned a faculty member to serve as an advisor throughout a student's career at Tacoma. The faculty advisor role includes:

- Advising the student about the Tacoma program and helping the student design an academic pathway to suit individual goals.
- Serving as the student's seminar leader.
- Compiling and writing the final evaluation of the student's work. In the evaluation conference each quarter, the faculty reviews current progress, checks to see if the student's academic needs are being met, and advises on future study, projects, and career planning.

In addition, all faculty are available for career, personal, and/or academic advising as needed. Students also have access to advising through Laurie Arnold, Coordinator of Student Services. Laurie Arnold also facilitates advising between Tacoma Campus students and Olympia staff via e-mail, telephone and staff visits to Tacoma.

e. Reservation Based Community Determined Program Advising

The Reservation Based program has a 5-year cycle of program themes. Students work on these themes building skills in critical thinking, research, analysis and communication. The program is designed in concert with student and community needs and is structured around modules such as statistics, technology, arts and Indian Communities, policy and practice, social science and the helping professions, sciences, and a writing program for basic and advanced writers. Advising is continuous, individualized, and responds to student and tribal requests. Students and tribal officials design the curriculum by asking what an educated member of an Indian Nation needs to know to contribute to the community. Consequently, advising is holistic in terms of academic

needs, career goals, and the work-force needs of the reservation. Currently, advising practices vary at the different sites since access is easier at sites where faculty live.

3. Advising by Staff Advisors and Academic Support Services Offices

a. Introduction

Several Evergreen offices provide advising and support services to students to help ensure their success in our learning communities. Each member of this team of offices works with a different audience of students and provides an appropriate set of support services for that group. Each of the team members brings particular perspectives, pedagogical knowledge and past practice to the advising process. Below is information on the offices that do advising - including the Academic Advising Office, K.E.Y. (Keep Enhancing Yourself) Student Services, Access Services for Students with Disabilities, First Peoples' Advising, and the Career Development Center.

b. Assessment of Staff Advising

Key indicators for advising by staff advisors:

- **Numbers of students attending *Mapping* or other workshops that include a focus on the Expectations**

  For the academic year 2001-2002, 909 students attended New Student Advising Workshops in which they completed a set of exercises designed to help them think about their academic planning using the Expectations, develop a preliminary academic plan and to learn about their advising resources. In addition, approximately 160 students attended Mapping II - a follow up workshop on academic planning also including work on the Expectations - especially those regarding breadth.

- **NSSE/COPLAC consortium question (administered for the first and final time in 2002): "How satisfied are you with the advising you receive at this institution with regard to academic planning?"**

  Average ratings indicated that Evergreen freshmen and seniors were satisfied with the advising they had received about academic planning, although there is some room for improvement in this measure. The mid-point rating of "neutral" was the most frequent response for both freshmen and seniors. Evergreen ratings did not differ significantly (p<.01) from the ratings of the Council of Public Liberal Arts Colleges (COPLAC) consortium.

How satisfied are you with the advising you receive at this institution with regard to academic planning?
(NSSE 2002 COPLAC consortium question)

1=very dissatisfied, 2=dissatisfied, 3=neutral, 4=satisfied, 5=very satisfied
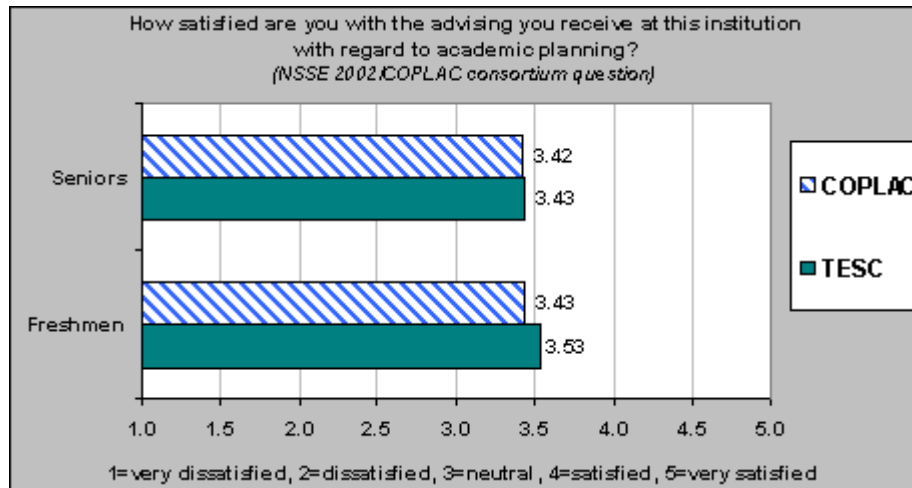
- **NSSE question: "Overall how would you evaluate the quality of academic advising you have received at your institution?"**

  From 2001 to 2002, first-year students' overall ratings of academic advising improved for Evergreen. In 2002, first-year students at Evergreen rated their satisfaction higher than their peers at other participating COPLAC institutions and all NSSE-participating schools, and Evergreen ratings moved closer to the average for all Baccalaureate-Liberal Arts institutions.

Freshmen: Overall how would you evaluate the quality of academic advising you have received at your institution?

1=poor, 2=fair, 3=good, 4=excellent
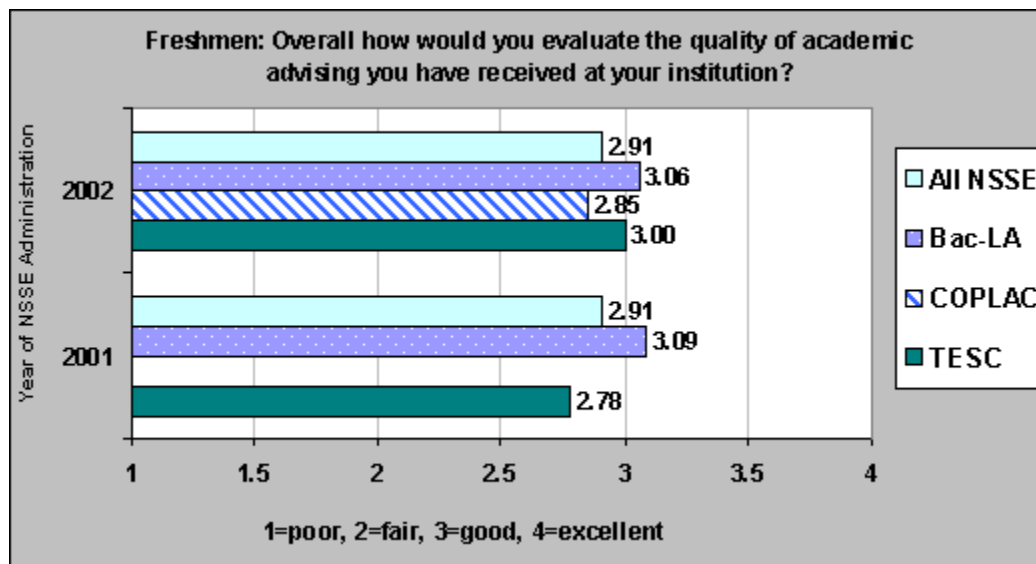
  Average satisfaction with academic advising also improved from 2001 to 2002 for Evergreen seniors. Hopefully, the upward trend will continue, since the mean for Evergreen seniors (2.91) remained significantly lower (p<.01) than the average for seniors at all participating Baccalaureate-Liberal Arts colleges (3.16).

Seniors: Overall how would you evaluate the quality of academic advising you have received at your institution?

Year of NSSE Administration

2002: All NSSE 2.86, Bac-LA 3.16, COPLAC 2.91, TESC 2.91

2001: All NSSE 2.83, Bac-LA 3.16, TESC 2.79

1=poor, 2=fair, 3=good, 4=excellent

Legend: All NSSE, Bac-LA, COPLAC, TESC
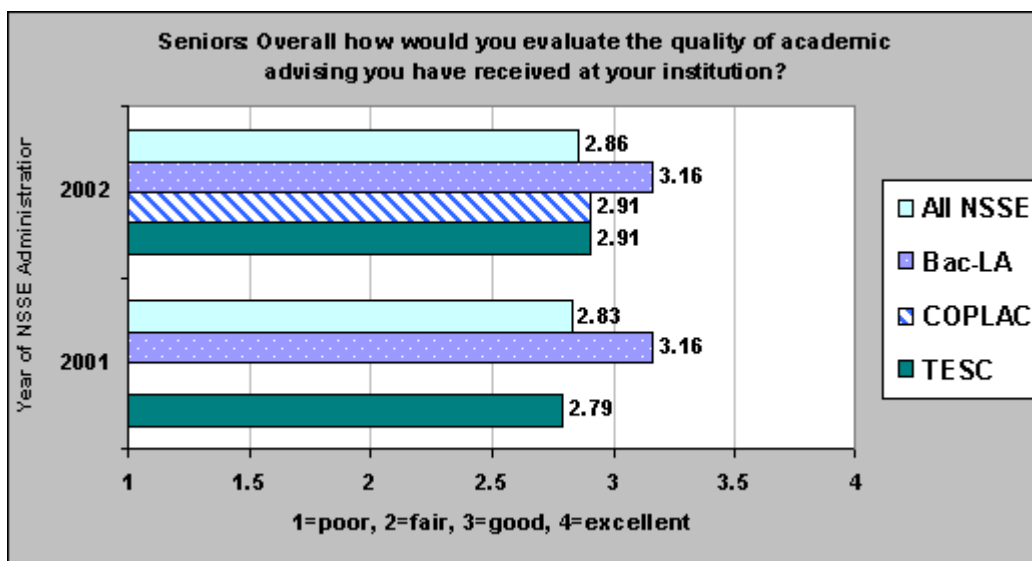
A supporting question revealed an interesting difference between Evergreen first-year and senior students. When asked what had been the primary source of their academic advising during the year, first-year students' most frequently selected "an advisor in the Advising Center" (29%), whereas seniors most often chose "an instructor or staff member" (33%).

- **Number of faculty attending institutes on academic advising.**

Twenty faculty attended the New Faculty Training sponsored through the office of the Academic Dean for new faculty. Part of this training included a presentation reviewing Academic Advising processes and resources.

Eighty-six faculty members attended Team Planning conferences on the Olympia campus. Each of these conferences included a presentation on Academic Advising processes, resources, and recommendations by Academic Advising staff.

Three faculty members attended the six-day National Academic Advising Association (NACADA) conference this past summer as part of a team with several Student and Academic Support Services professionals, including the Dean.

c. Academic Advising Office

The Academic Advising Office staff consists of a total of 9.75 full time staff (including 1.75 clerical/program support staff), plus one full time faculty advisor (during the academic year), several student staff, and a small number of faculty who serve as advisors for two hours per week during the quarter.

Office responsibilities:
- Provide academic planning support to students through workshops, individual appointments, drop-ins, e-mail and phone sessions.
- Manage the internship program and all attendant record keeping including database of internship positions, hours of internship earned per student, communication with internship host organizations, and distribution of internship contracts.
- Coordinate the Core Connector program that provides in-program advising, support and referral for first year students in each Core and several all-level programs.
- Provide evening hours and weekend support for part-time and evening/Weekend students.
- Advise International students attending Evergreen..
- Advise students interested in planning study abroad.
- Train students in Peer Advisor Program.
- Coordinate Prime Time Advising in Housing (includes Writing Center tutors, workshops, and the First Year Experience program run in collaboration with Housing Sunday-Thursday evenings).

Since the beginning of the General Education conversations, Academic Advising has been working on the creation of a set of workshops designed to support students in the process of academic planning. This series is called *Mapping Your Education. Mapping Your Education I* has been in use for approximately three years as part of Academic Advising's work with newly admitted students. The program has undergone extensive revision to include more specific reference to the Five Foci and to include activities in support of the Expectations adopted by the faculty.

Mapping Your Education II has been tested with a target audience of second- or third-quarter freshmen. It includes a videotaped student panel and provides structures to help students work on the next steps in their planning process and helps them plan for registration. *Mapping III & IV* are in the planning stages and will include additional structure regarding use of the Expectations as part of the planning process.

Other revisions since the faculty's adoption of the Expectations include making the Expectations visible on bulletin boards and handouts, working with staff advisors to include the Expectations as part of advising conferences, and revising the Advising Handbook and website.

d. Career Development Center

Career Development has 3.25 FTE: one-and one half full time Career Counseling Specialists, one half-time Office Assistant, a quarter time Data Research Assistant and one full-time Director/Career Counseling Specialist. The Center sponsors two graduate and two undergraduate interns per year and may have as many as six student staff (work-study only).

Office responsibilities:
- Provide career and life/work planning, direct services, resources, referrals and support to students and alumni.

- Provide career counseling, graduate school advising, career exploration and planning, resume writing, interview and job coaching.
- Sponsor annual Graduate School Fair and Career Fair.
- Facilitate workshops and job search groups.
- Maintain a 300-file web site, a 6,000-volume library of graduate school catalogs and work resources, in addition to the Job Board posting over 57,000 announcements per year.
- Maintain and manage database, tracking employment information and graduate school acceptance of alumni.
- Develop and maintain the Alumni Career Educator program connecting current students with alumni mentors.
- Hold evening hours and offer weekend support for part time and evening/weekend students.
- Provide orientation and training for Tacoma Campus.

e. K.E.Y. Student Services

This federally funded program has 4 FTE staff members including the Director, two Academic Support Specialists, and a Program Coordinator. Student eligibility to participate in the program is demonstrated by any one of the following criteria: 1) neither parent has earned a four-year college degree, 2) meeting federal guidelines for low-income status, 3) or, having a documented disability.

Office responsibilities:
- Perform needs assessment, personal and academic advising, tutoring, financial aid advocacy, career guidance and referral services.
- Solicit quarterly feedback on student progress and follow up with students.
- Hire, train and supervise tutors providing free tutoring to K.E.Y.-eligible students.
- Offer workshops on study skills, financial aid, and writing.
- Sponsor cultural enrichment events and arrange participation by K.E.Y.-enrolled students.
- Track participation and provide reports to granting agency.
- Co-sponsor a study lounge.

f. First Peoples' Advising Services

The First Peoples' Advising Office has 2.5 FTE staff members including a Director, a Coordinator of Student Programs, a half-time Office Assistant, and four or more Peer Advisors.

Office responsibilities:
- Provide support services to students of color including personal, academic and financial aid advising, referral to other campus offices, student advocacy.
- Coordinate First Peoples' Undergraduate Scholars Program.
- Plan Day of Presence/Absence, Luau, and First Peoples' graduation.
- Sponsor Scholarships and Financial Aid workshops.
- Offer cultural enrichment workshops and activities.

- Co-sponsor a study lounge.
- Arrange a variety of educational, cultural and social programs and workshops.

g. Access Services for Students with Disabilities

The Access Services for Students with Disabilities office has 1.8 FTE including a Director and an 80% Program Assistant. Services are available and provided to all students including the Tacoma Campus, part-time, and evening/weekend students.

Office responsibilities:
- Provide support services for students who have identified as having a disability and are attending The Evergreen State College.
- Assist students who do not have documentation to find the appropriate medical provider and/or practitioner.
- Provide direct services, community referrals, academic accommodations and adjustments, peer support, mentoring and advocacy for students who have identified as having a disability and are attending The Evergreen State College.
- Provide career counseling, graduate school advising and interview techniques and support to students who have identified as having a disability and are attending Evergreen.
- Collect and assess disability documentation for receipt of services for approximately 200 students per year.
- Develop accommodation plans with students and faculty and coordinate services for eligible students.
- Coordinate Books on Tape program, providing on-campus taped course texts not available for purchase or loan as well as identifying and arranging for professionally taped books when needed or required.
- Hire and supervise sign language interpreters, note takers, scribes, and tutors for students who have identified as having a disability and are attending The Evergreen State College.
- Arrange for adaptive devices such as tape players, recorders, adaptive computer equipment, real time captioning, etc.
- Purchase and maintain appropriate adaptive equipment and provide training for college personnel and qualified students in need of equipment.
- Provide mandatory disability awareness training and facilitate workshops regarding disability awareness for the campus.
- Director serves as ADA Compliance Officer for the campus community.

4. Supporting efforts

- The Advising Handbook has been revised to include the Expectations along with examples of ways students might work on them.

- As part of the on-going work with academic advising since the General Education emphasis began, the College has supported 12 Faculty Team Planning Summer Institutes, which included

advising in addition to curriculum planning. Each year, the Core Dean arranges a Core Institute in which Core and All-Level faculty meet with student and academic support service personnel and Core Connectors from various advising offices to plan together for the upcoming year. At the annual New Faculty Institutes arranged by the Hiring Dean, the Director of Academic Advising presents a workshop session for faculty new to Evergreen.

- Faculty continue to rotate into the Academic Advising Office, bringing new strategies and knowledge back into the general curriculum.

- Academic Advising continues to offer the Cornerstone Seminar, a course to help students develop their academic plans, and the Capstone Seminar, a course to help students reflect on their undergraduate work, culminating in a Summative Self Evaluation.

- With the new 17 to 20 credit option, more students have the chance to work deliberately on their academic plans. The Part Time Studies dean is reviewing the addition of options that will help students develop breadth in their studies.

- Several staff have participated in the Critical Moments project sponsored at Evergreen through the Washington Center. A number of staff not directly involved in the grant also have contributed to the project and benefited by working on the case stories.

- Each year several staff members are able to participate in the conferences of their professional organizations (e.g. NASPA, WAPED, TRIO) to continue medical education and various other professional development activities.

- All Student Affairs staff are required to complete trainings on Ethics, Harassment, ADA, FERPA and Non-discrimination at least once every three years.

- Six faculty attended the national conference of SENCER (Science Education for New Civic Engagements and Responsibilities) in 2001. SENCER is a strategic initiative to promote and sustain large-scale, institutionalized science education reform. It is sponsored by an NSF grant through AAC&U.

II. Learning

A central principle of Evergreen is that students are responsible for their own work. Because of this, Evergreen's graduation requirements are minimal - in particular, there are no specific distribution requirements for graduation. Thus, Evergreen cannot depend on the completion of certain required course work to stand in for proof that our graduates have acquired certain skills or learned certain subjects. It is important to note, however, that students who earn credit in required course work at other colleges do not necessarily learn the subject or skill addressed by the course; at most, completion of required course work proves only that the student has been exposed to the subject. By contrast, Evergreen proposes to attempt to assess more directly the nature and level of our students' educational achievements.

The Tacoma campus fosters independent learning and projects and also, as reported in its 1998 Self-Study, requires its students to write an autobiography, demonstrate technological competency, proficiency in electronic and bibliographic research methodology and statistical analysis, participate in collaborative projects, and present a senior synthesis report to their peers and faculty (p.13). The Campus values service to the community as part of its students' academic lives.

Many of the place-bound Indian students in the Tribal Reservation Based Program work for their tribes, tribal economic venues, Indian organizations, and/or are heavily involved with Indian community events. Students participate in tribal governance, committee and they apply micro-macro skills at their work sites. They also participate in governance within the academic program at weekend classes. Students voice affective results of their participation in small/large group projects. Students furthermore demonstrate "Excellent" in a multidimensional assessment and integrated general education presentations. Each student is expected to provide at least three public presentations in an academic year.

On January 17, 2001, the Evergreen faculty approved the six Expectations of an Evergreen graduate. By approving *Expectations of graduates* rather than *requirements to graduate*, the faculty acted from the central principle mentioned above: The Expectations tell the students what they are expected to learn, but the choices of exactly what and how to learn are the responsibility of each student. The Expectations were developed as broad standards by which students' learning is to be assessed.

The Expectations are those reasonable to expect from any liberally educated individual in contemporary society. Expectations #1-#5 each embody an ideal proper for any adult in contemporary society. Expectation #6 explicitly addresses the proper aim of a liberal arts education; more generally, it concerns the importance of significant individual achievement in human life. The Expectations address skills, habits of intellect and traits of character that are central to an active, productive life: as an individual, as a citizen, and as a member of the multiplicity of overlapping communities that constitutes the context of an individual's life in our society.

What tools do we have available to assess how well Evergreen graduates are meeting the six Expectations? Evergreen has a rich method of assessing student achievements at the level of particular study: the narrative evaluations, comprising both the faculty evaluation of student achievement (the faculty evaluation) and the student's own evaluation of achievement (the self-evaluation). Narrative evaluations are central to learning at Evergreen. They are the method of assessing student learning within programs and courses, and thus one of their roles is analogous to the role of grades at other institutions. In this role, narrative evaluations can tell readers a great deal about what a student has actually learned in a course or program.

In addition to this role, evaluations also can be focal points for learning in themselves. Through reflecting on their achievements, synthesizing and articulating this synthesis in their self-evaluations, students form a coherent, distinctive and personal account of their own learning. Through reviewing both self- and faculty evaluations alongside their faculty members in evaluation conferences, students place their own personal account in an interpersonal context. Through placing their self-evaluations in their official transcripts, students take full responsibility, in their own voices, for their learning. By doing this work, students learn to distinctively articulate their learning to themselves and to others.

Therefore, the student transcript, comprising records of transfer credits, program descriptions, as well as both self- and faculty evaluations, should be the primary basis for assessing student learning, by way of assessing how well Evergreen graduates meet the six Expectations. In August 2002, Evergreen inaugurated this assessment work, through a Faculty Workshop which assessed students' learning through their transcripts. Part 1 of this section discusses the results of this work.

While student transcripts should be the primary tool for assessing learning, Evergreen also has available results from several other learning assessment tools: the College Student Experience Questionnaire (CSEQ), the National Survey of Student Engagement (NSSE), and the Alumni Survey of recent Evergreen graduates. These surveys provide some overlapping data. All surveys are based on self-reports of student or alumni learning. Part 2 of this section discusses the indicators and measures relevant to Evergreen's Expectations that emerge from these surveys.

A. Assessment of Learning Through Transcripts

This section is a report from the August 2002 Faculty Workshop on Analysis of Senior Transcripts.

1. Introduction

In August, 2002 a team of faculty and staff and a student designed and applied a rubric for the analysis of Evergreen transcripts, to determine to what extent seniors graduating in 2000-2001 met the Expectations of an Evergreen graduate. This is considered a baseline sample since it is composed of students graduating from Evergreen before the Expectations were implemented. The rubric was applied to a random sample of 152 Evergreen transcripts from the 1,026 seniors who graduated in 2000-2001. A random sample of 71 transcripts was also analyzed for the

distribution of transfer credits and Evergreen credit equivalencies among the general education disciplinary areas.

Evergreen's accrediting body, the Northwest Commission on Colleges, requires general education instruction with identifiable learning outcomes and required competencies in the areas of written and oral communication, quantitative reasoning, critical analysis and logical thinking, and literacy in the discourse or technology appropriate to the program of study (as information technology literacy), and a general education program that includes offerings in the humanities and fine arts, the natural sciences, mathematics, and the social sciences, as well as interdisciplinary courses that focus on the interrelationships between these fields of study.

The Long Range Strategic Plan for Evergreen identifies some external and internal motivations for improving the assessment of general education learning outcomes. The Northwest Commission on Colleges has recommended that Evergreen better "define and ensure that our students acquire the competencies appropriate to general education in the arts, social sciences, humanities and the sciences," and the Higher Education Coordinating Board has established a policy that "all institutions develop learning outcomes for all academic programs, and learning outcomes measures and competencies in writing, quantitative reasoning, and technological literacy" (Academics strategic goals 2a & 2b). Academics strategic goal #8 is to "develop measures of student learning to document student achievement in ways that have credibility with external audiences and usefulness to faculty for the improvement of teaching [and] more effectively use Planning Unit assessment data for curricular and pedagogical improvement."

Evergreen faculty responded to these requirements and concerns by developing and adopting the six Expectations of an Evergreen Graduate. As part of Evergreen's responsibility to the higher education community, and as part of the requirements for the ongoing accreditation process, the institution has committed itself to assessing these Expectations. As an institution, we believe that meeting the Expectations demonstrates general education competencies and satisfies general education learning outcomes.

The rubric development and evaluation scoring reported here is intended to determine student competency and achievement of learning outcomes via measurement of the degree to which the Expectations have been met. It is very important to keep in mind that the results reported here are for seniors graduating from Evergreen in 2000-2001. The Expectations, although present in Evergreen's actual pedagogical practices from its inception, were not articulated and approved by the faculty until nearly the end of these students' educational careers. The results should therefore be interpreted as establishing a baseline for Evergreen. Results from seniors graduating in future years will indicate to what degree the implementation of the Expectations has improved the quality and extent of instruction at the institution.

The results will hopefully provide useful feedback to the faculty and administration regarding student learning, and demonstrate to the Northwest Commission Evergreen's commitment to serious assessment of its approach to liberal arts education.

2. Earlier Related Efforts

Some earlier efforts have been made to use student narrative self-evaluations, with mixed success. In a 1991 study by Steve Hunter of the Office of Institutional Research, Student self-evaluations were scored as reflective essays by trained evaluators from the Educational Testing Service (ETS). In 1992 (revised 1993) Kirk Thompson reported on a study of the quality of writing and thinking in student self-evaluations ("Learning at Evergreen II: Writing and Thinking - an Assessment Study Group Report"). Both of these study authors indicate some disappointment with the middling or low mean ratings of student writing. Thompson in particular decries the "exhaustive enumeration" employed by students scoring in the middle decile on a composite scale of composition, communication, and cognitive complexity.

Both the ETS scoring of student self-evaluations as reflective essays and Thompson's scoring of evaluations as examples of cognitive complexity resulted in mean scores for all students that both study authors found disappointingly low. It is important to recognize in this context that the explicit instructions on writing evaluations that are given to both students and faculty do not emphasize the use of student self-evaluations as opportunities to demonstrate skills in reflective essay writing or complex cognitive abilities. Indeed, the instructions in the Faculty Handbooks explicitly ask for an enumeration of learning activities. As a result, the actual abilities of Evergreen students may be higher than these studies indicated. In measurement terms, the scoring tools used may have an artificially low ceiling because the students are not sufficiently directed to employ in their evaluations the skills the tools seek to measure.

These earlier results raised some concerns with respect to the direct coding of student self-evaluations for satisfaction of the learning expectations. We initially feared that student self-evaluations would not clearly demonstrate skills in Expectations such as "Articulate and assume responsibility for your own work," "Communicate creatively and effectively," "Demonstrate integrative, independent and critical thinking," and "As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning," particularly since the students were not specifically directed to demonstrate these skills in their self-evaluations. We were initially more confident that the faculty evaluations of student achievement would provide direct evidence of the degree to which students have met the Expectations.

3. Method

In August, 2002 a team of nine faculty members plus staff from the Office of Institutional Research and a student participant designed a rubric for the analysis of Evergreen transcripts, to determine to what extent seniors graduating in 2000-2001 met the Expectations of an Evergreen graduate. The faculty represented every planning unit on campus and the reservation-based programs. The representative of the Tacoma campus recruited for this effort did not attend the workshop. After the rubric was designed, it was then applied to a random sample of 152 Evergreen transcripts from the 1,026 seniors who graduated in 2000-2001. Besides narrative evaluations and program descriptions, these transcripts also included courses and grades from transfer institutions. A separate effort by two of the faculty members analyzed a random sample

of 71 transcripts for transfer credits and Evergreen credit equivalencies in the standard general education disciplinary areas.

Participants

Faculty: Stephen Beck, Doranne Crable, Ernestine Kimbro, Stephanie Kozick, Lance Laird, Carrie Margolin, Nancy Murray, Yvonne Peterson, Jim Stroh

Office of Institutional Research: David Marshall, Laura Coghlan

Student Participant: Estrellita Keith-Hunter

We would also like to thank the transcript office of Registration and Records, who cheerfully did the massive amount of transcript assembling and copying for the workshop. Our work also benefited from discussions with Deans Brian Price and Tom Womeldorff, and the assistance of Kitty Parker. Jacinta McKoy arranged our meeting spaces and Chris Yates helped us consume surplus refreshments.

4. Rubric Development

Our work began with the general discussion of the Expectations: the history of their development on campus, their importance with regards to goals of general education, and what sort of evidence we expected to find for them in senior transcripts. The entire group coded three different student transcripts together. The subsequent discussions revealed that, for coding purposes, some of the six Evergreen Expectations needed to be subdivided in order to make meaningful coding possible. The Expectations as written were in some cases multi-dimensional. How these multi-dimensional Expectations were subdivided is discussed in detail below. Our initial coding experiences and discussions also showed that the most meaningful scale for the Expectations was one based on evidence rather than quality: in other words, the transcripts showed a wide range in the degree of evidence presented for the Expectations, from no evidence to weak evidence to sufficient evidence to strong evidence. We also determined that additional examples for each of the Expectations needed to be specified to aid coding. These examples were in large part drawn from those given by the General Education DTF as ways that students could meet the Expectations. The rubric resulting from these considerations is shown in Appendix 5.

An interesting aspect of our rubric development was that we experienced some difficulty in our initial discussions in coming to any form of consensus about the precise definitions of certain of the Expectations such as critical thinking or articulation of responsibility for learning. After some hours of not very fruitful discussion, a pragmatic member of the team suggested that we begin by actually going through some transcripts and postponing our decisions about how to operationalize and coded the Expectations. After reviewing several transcripts as a group, we found that it was much easier to arrive at a consensus. Much of our intellectual efforts to elaborate the concepts contained within the Expectations simply evaporated in the face of the nature and quality of the information in the transcripts. Indeed, some of the Expectations that we

expected to have difficulty in coding such as Expectations 1 and 4, in practice showed the least disagreement among coders.

Our coding process was as follows: participants formed coding teams of two and each member of the pair coded several transcripts individually. Following this the members of each pair consulted with each other to come to agreement on the score for each Expectation. Any remaining disagreements on a score were to be addressed by consulting a third member of the entire team, but no such disagreements arose during the entire scoring process. Besides the scores on the individual Expectations, each scorer assigned a global, subjective rating of whether they felt the student in an overall sense met the Expectations of an Evergreen graduate. Agreement was also reached in all cases for this global rating. Participants changed scoring teams at the beginning of each day. Interrater reliability was acceptable, as measured by Cronbach's alpha for the three transcripts scored in common and Kappa statistics for the pairwise scoring of the first 32 transcripts. For the kappa comparisons, expectation scores were collapsed into "no" (scores below two, insufficient evidence) and "yes" (scores of two and above, sufficient evidence). No significant differences between scorers were observed (comparisons were made between individual scorers prior to the pair consultations noted above). Periodic comparisons of frequencies and means showed that there was no significant drift throughout the scoring process in assigned scores or in the proportion of students meeting the global rating.

Besides the work on rubric development and transcripts scoring, the group developed general recommendations for narrative evaluation writing and advice to students for meeting the Expectations. These recommendations are discussed later.

5. Results

Scoring considerations, sources of evidence and results for each of the individual Expectations are presented below, followed by an analysis and discussion of various global ratings of Evergreen graduating seniors. The scoring sheet, scoring guide and coding examples are shown in Appendix 5, and Appendix 6 gives examples of the comments made by scorers related to various numerical scores for each Expectation.

Expectation 1: *Articulate and assume responsibility for your own work.*

We found this Expectation relatively easy to code. Earlier work by the General Education DTF listed Example 1d, 'understanding issues of academic freedom, copyright and plagiarism' as an example for Expectation 6. In coding, we found that the issue of plagiarism fit more naturally within Expectation 1. The large majority (92 percent) of the student transcripts showed ample evidence of having met this Expectation.

Examples:
1a) discussing your work in a self evaluation
1b) conducting an individually directed project, e.g. research
1c) maintaining an up to date portfolio and academic plan
1d) understanding issues of academic freedom, copyright and plagiarism

1e) ability to receive and use constructive feedback
1f) demonstrating self directed learning
1g) timely submission of work

Expectation 1: mean score = 2.5

	N	Percent
Weak Evidence (1)	10	7
1.5	2	1
Sufficient (2)	53	35
2.5	5	3
Strong Evidence (3)	82	54

Expectation 2: *Participate collaboratively & responsibly in our diverse society*

Efforts on the part of the coders to conceptualize this Expectation led to the greatest amount of controversy. One faculty member in particular felt very strongly that the phrase "in our diverse society" implied a certain level of arrogance on the part of Evergreen faculty. In the ensuing debate, which continued over several days, we eventually resolved the issue by splitting Expectation 2 into two components: a component that in a rather straightforward manner relates to the participation of students in seminars and other group activities, and a component that relates to participation 'in our diverse society.' We struggled with how to define this second component (Expectation 2.2). We decided that this Expectation could primarily be demonstrated through inference, based on the type and variety of student experiences, and on direct comments by the students about their perceptions of diversity in their personal response to the challenges of living in a diverse society. Despite the difficulty of determining how to code this Expectation, our actual coding experience turned out to be more straightforward than we had anticipated. It was considerably simpler to identify evidence for collaborative work, but we were also able to identify evidence for socially diverse participation in the majority of transcripts. As shown below, 93 percent of transcripts showed adequate evidence for collaborative participation, and 70 percent showed adequate evidence for participation in our diverse society.

Expectation 2.1: *Participate collaboratively & responsibly with others*

Example:
2a) assuming varied roles in seminar and other group projects

Expectation 2.1: mean score = 2.5

	N	Percent
No Evidence (0)	1	1
Weak Evidence (1)	9	6
1.5	2	1
Sufficient Evidence (2)	50	33
2.5	7	5
Strong Evidence (3)	83	55

Expectation 2.2: *Participate in our diverse society*

Examples:
2b) conducting internships or community service projects
2c) engaging in study of other cultures or languages, including international study
2d) participating in workshops about significant differences
2e) exploring alternate world views and own biases

Expectation 2.2: mean score = 2.0

	N	Percent
No Evidence (0)	21	14
Weak Evidence (1)	23	15
1.5	2	1
Sufficient Evidence (2)	44	29
2.5	2	1
Strong Evidence (3)	60	40

Expectation 3: *Communicate creatively & effectively.*

Expectation 3 was probably the easiest one of the Expectations to code. Even in transcripts lacking student self-evaluations, we found that the faculty narrative evaluations addressed the issue of written in oral communication in more than adequate detail. The large majority of transcripts showed that these graduating seniors were capable of demonstrating strong written and oral communication skills.

Examples:
3a) developing clear written work: essays, poetry, fiction
3b) oral presentations
3c) creating works of visual art, including videography, installations, etc.
3d) knowing how to use information technology appropriately
3e) seminar communication (speaking & listening)
3f) developing & performing kinesthetic works of art: drama, dance, etc.

Expectation 3: mean score = 2.4

	N	Percent
No Evidence (0)	1	1
Weak Evidence (1)	9	6
1.5	3	2
Sufficient Evidence (2)	67	44
Strong Evidence (3)	65	43

Expectation 4: *Demonstrate integrative, independent & critical thinking.*

As noted in the introduction to this section, we found that despite our initial disagreements, this Expectation was also relatively simple to code. The faculty narrative evaluations and student self-evaluations containing a proportionately large amount of evidence of this Expectation. The importance of the ability to demonstrate integrative, independent and critical thinking seems very well-established among both Evergreen faculty and students. The narrative evaluations represents in a sense a "meta-product," in that it requires reflection upon the nature and quality of academic work completed, and the rhetoric for describing critical thinking seems nearly ubiquitous in the Evergreen community.

Examples:
4a) writing about, discussing, analyzing nonfiction, fiction, poetry
4b) writing about, discussing, analyzing scientific research articles, mathematical proofs, charts
4c) writing about, discussing, analyzing works of art, performance, arguments
4d) demonstrating conceptual understanding

Expectation 4: mean score = 2.3

	N	Percent
No Evidence (0)	2	1
Weak Evidence (1)	14	9
1.5	4	3
Sufficient Evidence (2)	69	45
2.5	2	1
Strong Evidence (3)	61	40

Expectation 5: *Applying qualitative, quantitative and creative modes of inquiry appropriately to practical & theoretical problems across disciplines*

We struggled for some time with what to do about Expectations 5 and 6. Expectation 5 uses the article "and" in describing the modes of inquiry that Evergreen students are expected to master. We also found that these modes of inquiry are nearly always discussed in the narrative evaluations as separate skills. For that reason, we decided to code the three different modes of inquiry as separate Expectations, and address in various alternative definitions of aggregate scores whether meeting Expectation 5 implies demonstrating the ability to apply all modes or just one of the three modes. We also found that the articulation of the modes in the faculty narratives various considerably. We had our greatest difficulty in recognizing a qualitative mode of inquiry as something distinct from the communication and critical thinking skills described in Expectations 3 and 4, and when in doubt tended to assume that a qualitative mode of inquiry was in fact demonstrated by the student.

The differential results for the three modes reflects the general strength of qualitative learning skills at Evergreen and the relative weakness of creative and especially quantitative skills. While 80% of the transcripts showed adequate or better evidence of student abilities to demonstrate the

proper application of qualitative modes of inquiry, 71% showed evidence for creative modes, and only 48% for quantitative modes.

Examples:
5a) evaluating quality and accuracy of information and resources
5b) making estimates and critically evaluating their limits of validity
5c) formulating good questions based on need for information; identifying potential sources of information and developing and applying successful search strategies to access varied sources of information including computer based technologies

Expectation 5.1 *Applying* **qualitative** *modes of inquiry appropriately to practical & theoretical problems across disciplines.*

Expectation 5.1: mean score = 2.1

	N	Percent
No Evidence (0)	7	5
Weak Evidence (1)	20	13
1.5	4	3
Sufficient Evidence (2)	61	40
2.5	3	2
Strong Evidence (3)	57	38

Expectation 5.2 *Apply* **quantitative** *modes of inquiry appropriately to practical and theoretical problems across disciplines.*

Examples:
a) completing scientific tests
b) performing statistical or data analyses
c) solving quantitative design issues in media

Expectation 5.2: mean score = 1.4

	N	Percent
No Evidence (0)	45	30
0.5	4	3
Weak Evidence (1)	30	20
1.5	1	1
Sufficient Evidence (2)	38	25
2.5	4	3
Strong Evidence (3)	30	20

Expectation 5.3 *Apply* **creative** *modes of inquiry appropriately to practical and theoretical problems across disciplines.*
Examples:
a) using artistic modes of expression to explore an idea
b) completing art projects involving physics or chemistry

Expectation 5.3: mean score 2.0

	N	Percent
No Evidence (0)	15	10
.5	2	1
Weak Evidence (1)	25	16
1.5	3	2
Sufficient (2)	46	30
2.5	7	5
Strong Evidence (3)	54	36

Expectation 6: *As a culmination of your education, demonstrate depth, breadth, and synthesis of learning & the ability to reflect on the personal & social significance of that learning.*

Like Expectation 5, Expectation 6 is a multifaceted expectation that for coding purposes had to be subdivided. Again, upon consideration of the type of evidence in the transcripts, it facilitated coding to consider as separate issues depth, breadth, synthesis of learning, and the ability to reflect on that learning. Here, the judgment of breadth of education relied heavily but not exclusively on a consideration of the types of courses for which credits were earned either at Evergreen or at transfer institutions. Breadth was scored as an overall impression by the coders of whether the student had or had not sought out a sufficiently broad education to be considered a liberal arts graduate. Similarly, judgements of depth were based not simply on a particular concentration of courses in a planning unit or otherwise identifiable field of study, but on the coders' overall impression of the degree of focus and intensity of study engaged in by the student.

While 76% of the transcripts showed sufficient to strong evidence that the students had demonstrated depth of learning, there was a concern on the part of the coders that a substantial minority of the students had failed to do sufficient advanced work in their fields. This concern is addressed in more detail later.

The scores for the remaining components of Expectation 6 reflect areas of greater potential concern. Many of the transcripts lacked student self-evaluations, and this lack made it particularly difficult to judge whether a student was capable of synthesis and reflection. We address later in our recommendations the implications of this for the practice of evaluation at Evergreen.

Only 38% of seniors graduating in 2000-2001 could demonstrate breadth of education in their transcripts. Again, this judgment of breadth relies not merely on looking at courses taken at transfer institutions and that Evergreen, but also on an in-depth analysis of the entire content of student transcripts. This finding is supported by a detailed analysis of credits and credit equivalencies that is described below.

Examples:

6a) complete advanced projects that incorporate collection and analysis of data and that build on previous work

6b) generate theoretical models, compare predictions with observations

6c) create written work or works of art that synthesize (e.g. senior capstone or thesis project)

6d) write a summative self-evaluation

6e) evidence of building upon previous academic experience

Expectation 6.1 *As a culmination of your education, demonstrate **depth** of learning.*

Expectation 6.1: mean score = 2.1

	N	Percent
No Evidence (0)	6	4
Weak Evidence (1)	26	17
1.5	1	1
Sufficient Evidence (2)	60	40
2.5	5	3
Strong Evidence (3)	54	36

Expectation 6.2 *As a culmination of your education, demonstrate **breadth** of learning.*

Expectation 6.2: mean score = 1.25

	N	Percent
No Evidence (0)	36	24
0.5	2	1
Weak Evidence (1)	53	35
1.5	3	2
Sufficient Evidence (2)	41	27
2.5	3	2
Strong Evidence (3)	14	9

Expectation 6.3 *As a culmination of your education, demonstrate **synthesis** of learning.*

Expectation 6.3: mean score = 1.0

	N	Percent
No Evidence (0)	66	43
0.5	1	1
Weak Evidence (1)	33	22
1.5	1	1
Sufficient Evidence (2)	38	25
2.5	3	2
Strong Evidence (3)	10	7

Expectation 6.4 *As a culmination of your education, demonstrate the **ability to reflect on the personal and social significance** of your learning.*

Expectation 6.4: mean score = 1.3

	N	Percent
No Evidence (0)	41	27
0.5	2	1
Weak Evidence (1)	40	26
1.5	3	2
Sufficient Evidence (2)	40	26
2.5	4	3
Strong Evidence (3)	22	14

General Conclusions

The faculty participants felt that the critical division in the strength of evidence scale was between weak and sufficient evidence. Collapsing the frequencies shown in the tables above to sufficient evidence and insufficient evidence, that is, between scores of two and above and scores below two, we obtain these percentages of student transcripts showing sufficient evidence of having met each Expectation:

Expectation	Percent showing Sufficient Evidence
1 (assume responsibility)	92%
2.1 (collaboration)	92%
2.2 (diverse society)	70%
3 (communication)	91%
4 (critical thinking)	87%
5.1 (qualitative modes)	80%
5.2 (quantitative modes)	47%
5.3 (creative modes)	70%
6.1 (depth)	78%
6.2 (breadth)	38%
6.3 (synthesis)	34%
6.4 (reflection)	43%

These results indicate that the principal areas of weakness in Evergreen students graduating in 2000-2001 appear to be their relative inability to perform quantitative modes of inquiry (Expectation 5.2), the lack of breadth in their education (Expectation 6.2), and the inability to demonstrate synthesis of learning and to reflect on the personal and social significance of that learning (Expectations 6.3 and 6.4). While much of this apparent deficiency may merely reflect the lack of evidence in Evergreen transcripts, the notion that many Evergreen students lack breadth in their education is also supported by evidence from the analysis of transfer credits and Evergreen credit equivalencies. Results from this credit analysis are presented following the section on global ratings.

Global Ratings

The proportion of students whose transcripts show evidence of meeting the Expectations in an overall sense of course depends on the definition of the global rating. Besides the subjective judgment of the scorers, we can compute an overall score in a variety of different ways. Results from various methods are shown below. Again, recall that this is a baseline sample composed of students graduating from Evergreen before the Expectations were implemented. Which overall definition should be adopted, if any, has not been determined.

Overall subjective rating by transcript scorers: 59% (N = 89 of 152)

Minimum of 2 (sufficient evidence) for each expectation, including each component of multi-dimensional Expectations 2, 5 and 6: 7%

Mean of at least 2 for all Expectations, including each component of multi-dimensional Expectations 2, 5 and 6: 47%

Mean of at least 2 for all Expectations, first computing an averaged score for multi-dimensional Expectations 2, 5 and 6: 64%

Minimum of 1 (weak evidence) for each expectation, including each component of multi-dimensional Expectations 2, 5 and 6: 30%

Minimum of 1 (weak evidence) for each expectation, counting *any one of* the components of multi-dimensional Expectations 2, 5 and 6: 85%

These results have limited meaning in and of themselves. What will be important is whether, by any definition, the proportion of students graduating from Evergreen who meet the Expectations increases in years to come. Again, considering that this is a baseline sample, the faculty were encouraged by the overall proportion of graduating seniors who met the Expectations. One would expect that with increased attention to the Expectations, this proportion will naturally increase.

The Ideal Evergreen Graduate

There were three students in this sample of 152 whose transcripts showed strong evidence for having met all the Expectations, including each of the subdivisions of Expectations 2, 5, and 6. These students share several features in common. They repeatedly challenged themselves to take programs and courses in the areas with which they were unfamiliar and uncomfortable, and in general sought out experiences that they felt would broaden their view of self, others, and world. They challenged themselves to do extra work in those areas where they felt their skills were weakest. Their narrative self-evaluations repeatedly discuss the importance of their work in light

of their past work and their future plans. The faculty and self narratives cite and show considerable improvement in their skills through the course of their Evergreen career. These exemplary student records demonstrate several things: that a well-motivated student can accomplish the extraordinary at Evergreen, that the Expectations are achievable, at least by some students, and that the transcripts can contain sufficient evidence of this if student self-evaluations are included.

There was a second tier of students that the scorers felt might have been able to demonstrate evidence of having met the Expectations, even in an exemplary way, if more of their self-evaluations had been included in their transcripts. In particular, it was very unusual for a transcript to show evidence of having met Expectations 5 (application of modes of inquiry), 6.3 (synthesis of learning), and 6.4 (ability to reflect on personal and social significance of learning) on the basis of the faculty narrative evaluations alone. It should be up to the students to demonstrate synthesis of learning, and the ability to reflect on the personal and social significance of that learning. The ideal students noted above were able to demonstrate this to a remarkable degree. We suspect that a much larger number of students may be able to demonstrate these aspects of learning if asked to do so. For this reason, we strongly urge the faculty to encourage students to include more of their self-evaluations and a senior summative self-evaluation in their transcripts.

Credits in General Education Disciplinary Areas

Two faculty participants (Beck and Margolin) also performed a laborious coding and accounting of transfer and Evergreen credits earned in each of the standard general education disciplinary areas of expressive arts, humanities, social sciences, natural sciences, and math for 71 transcripts. Fifty-three of the students had transferred to Evergreen from other institutions, and 18 completed their entire undergraduate education at Evergreen. Unclassifiable credits were designated as "other." They used both credit equivalencies and a reading of the program descriptions, and came to agreement on which programs and courses to assign to the disciplinary areas. Appendix 7 shows how they assigned disciplinary areas to ambiguous course titles when other information was not available. Their work represents a more refined and accurate estimation of the distribution of Evergreen program credits into disciplinary areas than has heretofore been accomplished.

The average proportion of all credits earned at Evergreen and all credits earned at transfer institutions in each of the disciplinary areas are shown in the following figures. Note that the coders were able to classify all but three percent of the credits earned at Evergreen and 10 percent of the credits earned at transfer institutions. Most of the transfer credits classified as "other" were for narrowly technical or vocational courses. Note also that the proportion of credits in the various disciplinary areas is not that different for Evergreen compared to transfer institutions. Evergreen shows a somewhat lower proportion of math and a higher proportion of social sciences, but in general, students transferring to Evergreen continue patterns of course and program selection that they established in their transfer institutions. One of our initial assumptions in doing this work was that students may have satisfied their general education requirements for breadth in their transfer institutions before coming to Evergreen, but this

assumption was not supported by these data. Apparently, students who wish to avoid a particular disciplinary area at Evergreen have already developed this inclination at their transfer institutions.

Figure 1. Average proportions in general education disciplinary areas of credits earned at Evergreen (N = 71)

Proportion of Evergreen credits

other
3.3%

Math
4.3%

Natural Science
16.5%

Social Science
29.7%

Art
12.8%

Humanities
33.4%
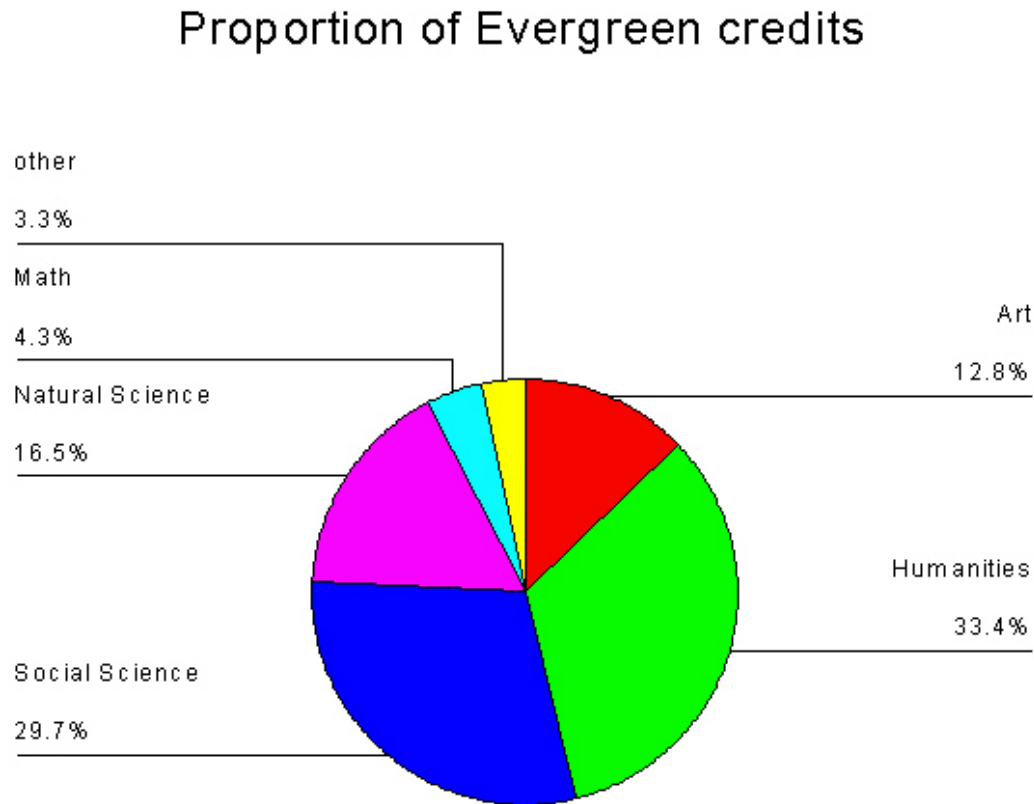
Figure 2. Average proportions in general education disciplinary areas of credits earned at transfer institutions (N = 52)

Proportion of Transfer Credits
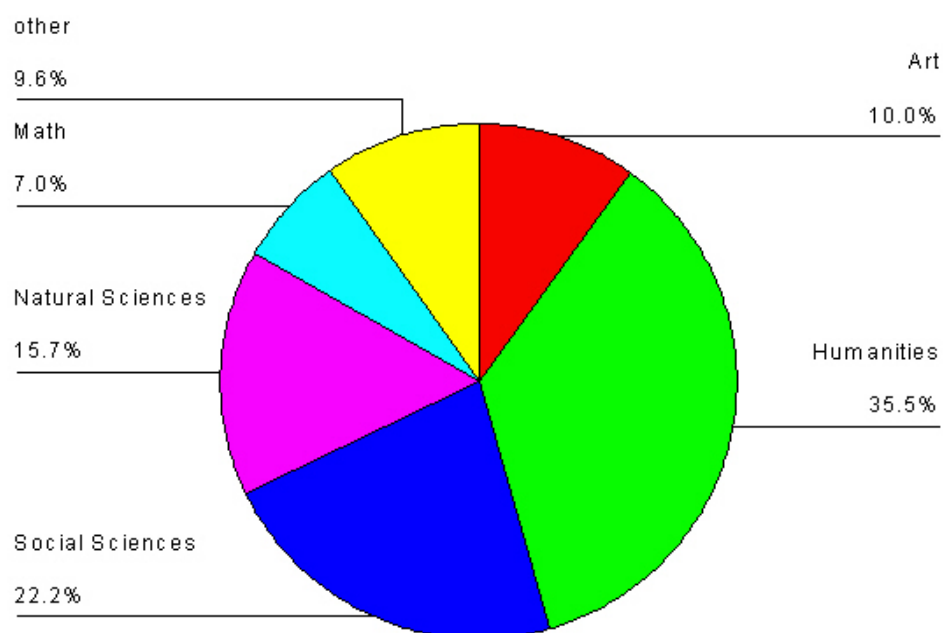
Figure 3. Average proportions in general education disciplinary areas of credits earned at all institutions (Evergreen plus transfer, where applicable; N = 71)

Proportions of Evergreen plus Transfer Credits

- other 5.1%
- Math 5.0%
- Natural science 16.3%
- Social science 27.6%
- Art 12.0%
- Humanities 34.0%
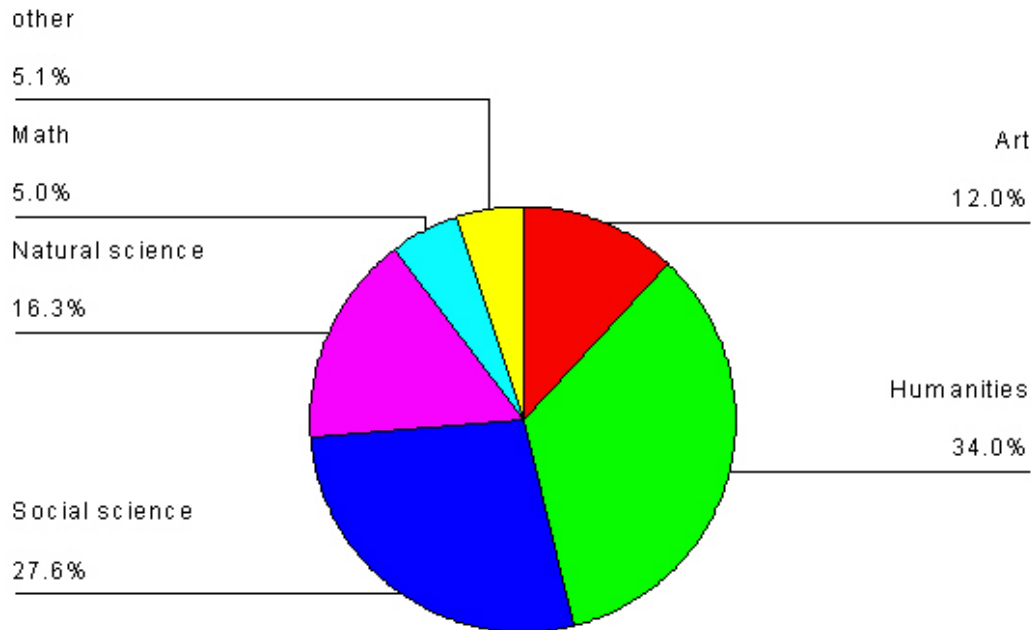
The number and percent of students with zero credits in each of the general education disciplinary areas are shown in the following table:

Table 1. Number and percent of transcripts without any identifiable credits in a disciplinary area

General Education Disciplinary Area	N (%) at Evergreen	N (%) at Transfer Institutions	N (%) at All Institutions (total)
Expressive Arts	28 (39%)	26 (49%)	21 (30%)
Humanities	6 (8%)	5 (9%)	3 (4%)
Social Sciences	5 (7%)	14 (26%)	2 (3%)
Natural Sciences	25 (35%)	12 (23%)	11 (16%)
Math	34 (48%)	26 (49%)	25 (35%)

A major concern that emerged when scoring the transcripts was the many students who lacked evidence of breadth in their educations. Of the 89 students globally rated as having met the Expectations, the faculty scorers felt that 17 only barely met the Expectations, primarily due to lack of breadth. If these 17 are removed from the 89, only 47% of the sample of 152 are globally rated as having met the Expectations of an Evergreen Graduate. For Expectation 6.2, the demonstration of breadth, 36 students or 24% showed no evidence for breadth in their transcripts. Considering the credit analysis, and taking a definition of breadth as at least four

credits earned in either the transfer institution or Evergreen in each of the five general education disciplinary areas, 21 of the 71 transcripts analyzed for credits (30%) show lack of breadth.

A related concern is the proportion of students graduating from Evergreen with insufficient depth. The coders were concerned about their identification of a phenomenon in some transcripts of "supermajors lacking depth," i.e., students with a high concentration of credits in a single planning unit program area, but little evidence of advanced work even within that planning unit. Since much of the 'depth' work that occurs in programs is presently not formally documented as upper division credit equivalencies, the use of upper division credits as indicators of 'depth' would be quite misleading. We feel that a more reliable measure of depth at this juncture is the more subjective but more complete assessment of depth via our ratings of Expectation 6.1, since these ratings took into consideration not merely credits and credit equivalencies, but also detailed program descriptions and faculty and student narratives. Recall that 78% of transcripts showed sufficient to strong evidence for depth of education. Of the 22% that did not, 24 transcripts or nearly three quarters (73%) also lacked evidence of breadth as assessed by ratings on Expectation 6.2, or 24 of the total 152 transcripts reviewed. Thus, 16% of the sample of graduates lacked evidence of both breadth and depth in their Evergreen educations.

Differences between Groups

One of the most encouraging results from this work was a nearly complete lack of significant differences[1] between students of different age group, gender, and race for the individual Expectations and the global ratings of whether the students had met the Expectations. This lack of significant difference was seen for the subjective global rating as well as all the calculated versions of the overall rating. There were also no significant differences for whether the students lacked breadth in their education or not, using the definition of breadth as at least four credits in all general education disciplinary areas. The lack of significant difference by race held true whether the individual races were tested or whether the races were collapsed into white and minority categories. This lack of significant difference is an indication that the ability to meet the Expectations, or at least the ability to show evidence for meeting the Expectations in transcripts, is not substantially influenced by gender or race.

There was an indication that older students may be significantly more likely to meet the Expectations, as measured by the subjective global rating. Whereas 51% of students aged 24 and younger met this global rating, 65% of students 25 and older did so (exact chi-square $p = 0.76$, total N = 152). This group of older students also showed a significantly higher average score for Expectation 4 (demonstrate integrative, independent and critical thinking). Those 25 and older had an average score of 2.4, and those 24 and younger and average score of 2.1.

There were also some small but significant differences in average scores on the individual Expectations for gender and race. Females showed a higher average score than males for 'articulate and assume responsibility for your own work' (Expectation 1) and 'ability to reflect on

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[1] Exact tests of Chi-square probabilties; central tendency tests using Monte Carlo estimation of exact non-parametric Kruskal-Wallis test; using a probability cut point of $p = 0.05$ (95% confidence that observed differences were due only to random chance).

the personal and social significance of learning' (Expectation 6.4): means of 2.6 and 1.4 for females vs. means of 2.3 and 1.1 for males, respectively. Minority students showed a higher average score for breadth (Expectation 6.2): a mean score of 1.7 vs. a mean score for Caucasians of 1.2.

Besides the demographic variables, two additional variables from the curriculum pathways analysis were also tested against the Expectations. (See the report on the pathways analysis for details on the construction and definition of these variables.) Briefly, these variables classified students based on the particular mix of programs, courses, contracts and internships they had taken at Evergreen, called a 'path type', and by the number of transfer credits they had earned before entering Evergreen, called a 'transfer type.' The transfer type variable distinguished between high school direct students, early transfer students, traditional two-year transfer students, and late transfer students.

There were no significant differences by path type for any of the individual Expectations or in each of the global ratings. This indicates that there is no evidence of any particular advantage or disadvantage for e.g. students taking only full-time programs during their career at Evergreen vs. those taking a mix of programs, courses, and contracts. There appears to be a significant degree of uniformity among the different types of curriculum in terms of enabling students to meet the Expectations.

The only significant differences by transfer type observed were for Expectations 5.1 (qualitative modes), 5.3 (creative modes), and 6.1 (depth). High school direct and early transfer students showed significantly higher mean scores for application of qualitative and creative modes of inquiry (mean 2.4) than traditional two-year and late transfer students (mean 1.9). Late transfer students showed a significantly lower mean for depth (Expectation 6.1) than all other types (mean 1.7 vs. mean 2.2). However, there were no significant differences for any of the overall ratings by transfer status of the students. This study thus shows little evidence of any advantage or disadvantage in meeting the Expectations that transfer students may have compared to high school direct students at Evergreen.

6. Summary of Findings

The results indicate that large majorities of the graduating seniors show evidence in their transcripts that they can articulate and assume responsibility for their own work (92%), participate collaboratively and responsibly (92%), communicate creatively and effectively (91%), and demonstrate integrative, independent and critical thinking (87%). There are a relatively lower percentage who show evidence of the ability to apply quantitative modes of inquiry (47%), evidence for breadth of education (38%), and evidence for the ability to demonstrate synthesis of learning (34%) and to reflect on the personal and social significance of that learning (43%).

Twenty one of the 71 transcripts analyzed for credits and credit equivalencies in the traditional disciplinary areas (30%) also showed a lack of breadth. Defining "lack of breadth" as showing no or weak evidence of breadth as defined in Expectation 6.2, and defining "lack of depth" as

showing no or weak evidence of depth as defined in Expectation 6.1, 16% of the sample of graduates lacked evidence of both breadth and depth in their Evergreen educations.

The proportion of students whose transcripts showed evidence of meeting the Expectations in an overall sense ranged widely depending on the definition of the global rating, from 7% to 85%, with 59% considered to have met the Expectations in a subjective rating by transcript scorers. (Which overall definition should be adopted, if any, has not been determined.)

These results have limited meaning in and of themselves. What will be important is whether the proportion of students graduating from Evergreen who meet the Expectations increases in years to come. Considering that this is a baseline sample, the faculty participants were in general encouraged by the overall proportion of graduating seniors who they felt met the Expectations. One would expect that with increased attention to the Expectations, these proportions should naturally increase.

The ability to meet the Expectations, or at least the ability to show evidence for meeting the Expectations in transcripts, is not substantially influenced by gender or race. There was some indication that older students may be significantly more likely to meet the Expectations as measured by the subjective global rating. There likewise was no evidence of any particular advantage or disadvantage for e.g. students taking only full-time programs during their career at Evergreen vs. those taking a mix of programs, courses, and contracts, or for students transferring to Evergreen compared to those entering Evergreen directly from high school.

7. Reflections

The Faculty Workshop concluded with an in-depth and invigorating discussion about the strengths and weaknesses of Evergreen transcripts. The reflections below represent what may be considered the "sense of the group," but this should not be taken to imply that the group was unanimously agreed upon each point.

We need to better articulate the Expectations to students, giving lots of examples, if we expect the students to "get it." It would also be helpful to have something in between the Expectations and the examples, for instance, some broader descriptions of what a "qualitative mode of inquiry" actually looks like. We would also like to encourage broad-based community reflection to raise awareness, particularly among newer faculty, about the origins and purposes of the Evergreen pedagogical model. Finally, if we want students to demonstrate something, such as synthesis of education and the ability to reflect on the personal and social significance of their learning, we need to ask them to do so.

We feel that there is a problem at Evergreen with students lacking breadth in their educations. We find that there are too many students who are not meeting the Expectations for breadth and depth of education; there are too many students avoiding these critical aspects of a liberal arts education. To help address this issue, we think that students taking a large number of programs within a single planning unit need to be more consistently and strongly advised by faculty to do advanced undergraduate work in that area. Beyond this, we note that there are no institutional

guidelines for what it takes to become a "well-educated person." The Academic Advising Office can't be expected to fix this problem. Advising's Mapping workshops emphasize breadth while their Capstone exercises emphasize depth.

We have observed some lack of clarity regarding around standards in the transcripts. Clear and precise standards award of credit and evaluation are needed in syllabi and covenants, and these standards need to be addressed in the faculty evaluation itself. Further, the relationship between program requirements and the Evergreen Expectations needs to be clearly articulated in central program documents, from syllabus to evaluation, in whatever way individual faculty judge to be appropriate. The goal of this work is to allow an outside audience to understand our students' educational progress.

In the course of reading 152 senior transcripts, the faculty and other participants noted many areas of potential improvement in the documentation within narrative evaluations of the capabilities of students. The transcripts need to be more consciously focused on speaking to the audience outside Evergreen. Too much of the narrative evaluations still read like specific feedback from the faculty to the student about individual aspects of projects. We think that transcripts should be sent to outside reviewers (for instance, potential employers) for comments usefulness in providing evidence of the qualities they are interested in.

There is also a wide range in the faculty writing and approaches to evaluations. We found that many evaluations lack clear articulation, delivery, or summation. For example, the word "research" is a word used frequently in evaluations, but a description of the nature of the research is sometimes absent. There are few clues about the type of research or the actual level of independent, creative skill exercised by the student. Was the work a true self-directed exploration of an unknown area, or a simple, canned experiment or workshop? The same lack of specificity is also often seen in credit equivalencies.

There are several issues related to the program descriptions that still need to be addressed. Details of the program that are fully covered in the program description are sometimes repeated in the faculty evaluation, in the student self-evaluation, or both. Some program descriptions are hard to read and poorly organized. There is a lack of specificity about the quantitative versus qualitative content of programs, for instance in programs concerning economics and political economy. There is a also a need to better articulate the nature and level of the quantitative reasoning component in many programs. Credit equivalencies should be coded in ways that are easier to understand. Both the major discipline and the detailed topic should be named. For example, History: African-American Slavery. Simply listing History is insufficient, and so is simply listing African-American Slavery. For the latter, there is no indication of the scholarly approach: was it historical, literary, etc.?

All faculty names, the entire program team, should be listed in the program description, and there should be condensed descriptions for multi-quarter programs. In the evaluations, having each faculty team member assess a piece of performance in each quarter results in a narrative that seems egregiously long, tedious and unwieldy. Students should not repeat elements of program descriptions in their narrative evaluations. Instead, they should focus on specific details that demonstrate their learning. Faculty should provide at least drafts of program descriptions to

students for them to refer to as they craft their self-evaluations, to avoid this unnecessary repetition.

A conscious effort should be made to address the Expectations in the evaluations. While we do not suggest that listing the Expectations or adopting any standard language is necessary or beneficial, the key components should be evident from the program descriptions. Program descriptions should mention which Expectations are heavily emphasized in the program. Finally, including book lists without connecting the titles to the subject matter of the program is worthless to outside reviewers.

Nevertheless, we found that it is possible to find evidence of teaching and learning and whether students have met the Expectations in the transcripts. The feeling of the group of faculty who scored these transcripts is generally positive, with some reservations about how well the transcripts provide appropriate evidence for whether the Expectations have been met or not. The transcripts may not have been perfect, but they did allow assessment of the Expectations much better than looking at, for instance, a 'C' next to a course title in a transfer transcript. With respect to such issues of breadth and depth, it was more apparent whether or not the Expectations were met by what was illustrated through the student self-evaluations and the faculty evaluation rather than transfer credits or Evergreen credit equivalencies. It was more apparent from the narratives what and how much depth and breadth of learning occurred within a student's academic career. Bottom line, we found that narrative evaluations are interpretable in light of the Expectations.

Reflections by Estrellita Keith-Hunter, student participant:

Initially I had a feeling that I was somehow eavesdropping on information that I as a student had no right to. I quickly adapted to my job as a student participant and found it an incredibly informative and interesting process. The transcripts gave me a sense of style and knowledge of how to make my future evaluations speak to the audience in a way that conveys the six Expectations of an Evergreen Graduate. I was able to see what type of verbiage best portrayed the Expectations met as well as how to effectively tie together each quarter's work in a concise, informative manner. The process of rating by the guidelines of our rubric also was a help in that it gave me key phrases to not only look for in the given evaluations I was reading but in my own as well. Our rubric was not to be considered a reflection on the student, but ultimately on the presence or absence of evidence of the six Expectations.

Another observation I made was that I saw how difficult it is to rate according to mere transfer credits. With respect to our Expectations it is in my opinion impossible to determine just how well a student met with, any or all said Expectations by a mere numerical credit or grade. Within the narratives it is evident just how well a student met with the challenges of the course they studied. It is evident what they did and the methods of learning that best aided each individual student. It becomes evident step by step how a student met with each individual expectation by how they express their learning experience and what they did as a class project etc. With regards to 6.1, 6.2, 6.3, and 6.4, it was completely impossible to know if a student merely took a class as a fulfillment of a requirement or truly gleaned any knowledge from that course of study by looking at transfer credits. It may appear that depth and breadth are evident but that a student

truly walked away with anything from the course is just not stated by a mere credit. There were a number of instances where faced with a transcript with three or so years of excelling grades, my scoring partner and I would still scrutinize that student by reading what their narratives said. By reading those were we convinced of the merit of said student rather than the mere fact that their academic career was filled with A's.

I also find the credit equivalency that we use to be a bit of a detriment to our students. In fact in a number of cases two credits would be awarded randomly to give some sort of credit to a multitude of information covered in a program that is in no way of any value to the student. Two credit equivalencies do not transfer well in the first place, and secondly unless the faculty member asked the student what they wanted the bulk of their credits to convey the student may end up with credits awarded in areas that do no help at all to them with regards to their pursuit of grad school etc. There were also cases where a student may have had a bad transcript with regard to transfer credits from prior years to Evergreen but, reading the narratives of the student it was evident that the student was actually a well-rounded, successful student. Had we merely gone by credits we would have marked that student lower than they deserved. The credit issue was truly was a double-edged sword.

Within the Evergreen narrative, one can find much more information pertaining to students learning experience than a credit or such can ever provide. I completely understand how it is that those receiving our transcripts may find it a bit of a burden to work with but given the time they are an incredible source of information. With respect to this issue, it is necessary to somehow get it through to not only faculty but also students as well to be concise and to the point. Less is more in many instances, and this could just make the difference between a transcript passed over in favor of students from a college with grades and credits and a reading of her or his narrative evaluation packet.

B. Student Self-Assessment of Learning

The indicators of student learning we presently have are principally items taken from several different surveys of students and alumni. Many of these items are reflective of the Expectations but are limited to student self-report. The survey questions address student self-perception of learning, gains in learning, and level of overall satisfaction with the education they received at Evergreen. Results from these surveys are presented below, organized by each Expectation.

The following section presents results from survey questions that we have selected as key indicators of each Expectation. Key indicators were selected based on the criteria of correspondence to the Expectations; emphasis on student learning outcomes as opposed to campus offerings or environment; annual administration; and sensitivity to interventions, as approximated by observed differences for different years and class ranks.

Expectation #1: Articulate and assume responsibility for your own work

Expectation #1 gives primacy to the central principle of an Evergreen education mentioned at the outset. By treating students as responsible for their work, Evergreen expects that students will

give their work the importance it deserves in human life, and that therefore they will think carefully about the nature of their work. This Expectation may be assessed by the presence and detail of self-evaluations in a student's transcript.

Key Indicator
College Student Experience Questionnaire (CSEQ) Life-Long Learning Item "How much have you gained or made progress in [the] ability to learn on your own, pursue ideas, and find information you need?" The trends in this item from 1997 to 2002 for each class rank are shown below:
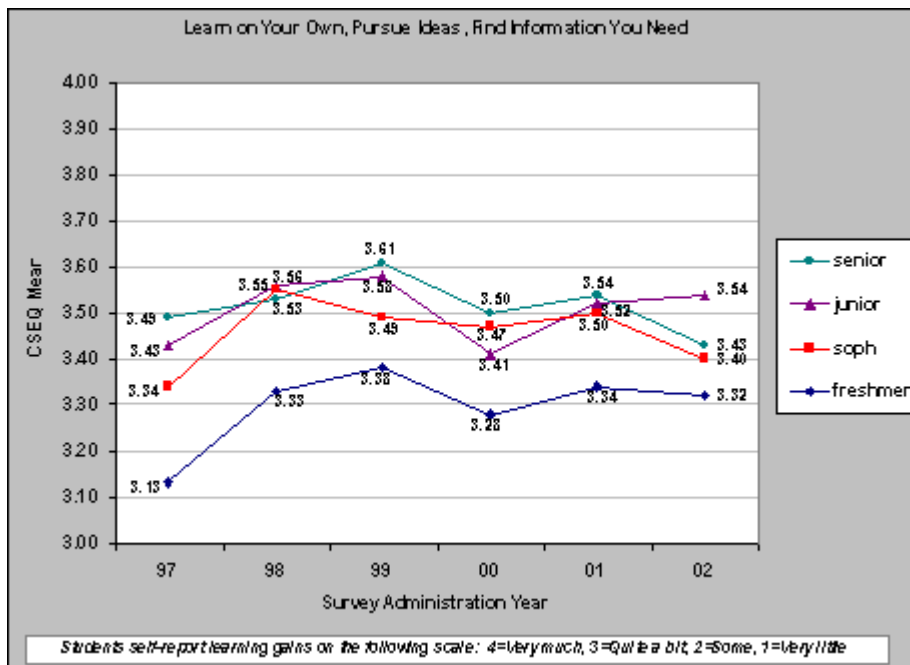
Not surprisingly, freshmen consistently self-report lower learning gains for "Learning on Your Own" than upper classmen. The differences are not as marked between sophomores, juniors and seniors. Other than an increase between 1997 and 1998, the values reported in different surveys have remained about the same over the years since 1998. It seems that the major gains in this item are made by the sophomore year.

Expectation #2: Participate collaboratively and responsibly in our diverse society

Expectation #2 is a central trait of character for the active life in contemporary society. It may be assessed by the treatment of seminar participation, work on group projects, and similar activities as discussed in the transcript.

Key Indicators
1a. Responsible participation in society: National Survey of Student Engagement (NSSE) survey question "Have you done or do you plan to participate in community service or volunteer work before you graduate?"

Freshmen: Have you done or do you plan to participate in community service or volunteer work before you graduate?

Seniors: Have you done or do you plan to participate in community service or volunteer work before you graduate?
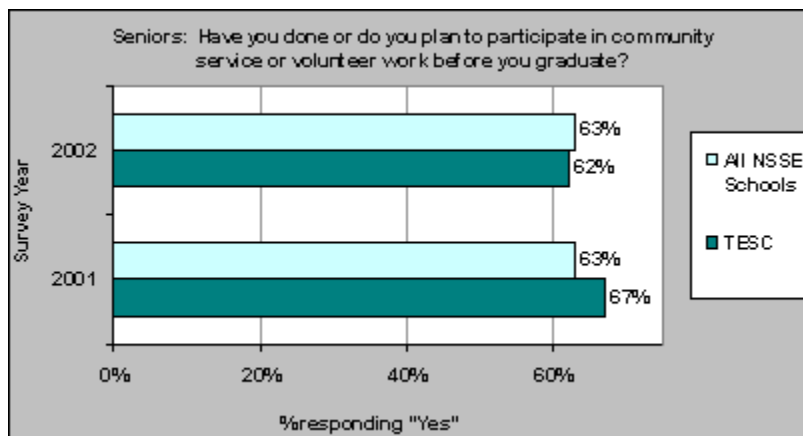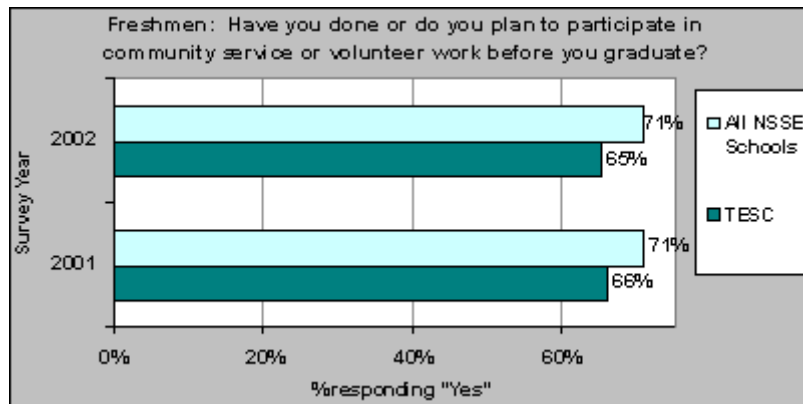
More freshmen (both at Evergreen and nationally) plan to participate or have participated in community service than seniors. The differences between Evergreen and all participating NSSE schools are not statistically significant (at p<.001).

1b. (Future measure): Percent of graduating seniors who have done an internship during their Evergreen career.

2. Diversity: NSSE survey question "To what extent has your Evergreen experience contributed to your development in understanding people of other racial and ethnic backgrounds?"

Freshmen: Development in understanding people of other racial and ethnic backgrounds

Seniors: Development in understanding people of other racial and ethnic backgrounds

Survey year / Mean score (on 4-point scale: 1=very little to 4=very much)

2002: All NSSE Schools 2.67; TESC 3.19
2001: All NSSE Schools 2.63; TESC 2.82
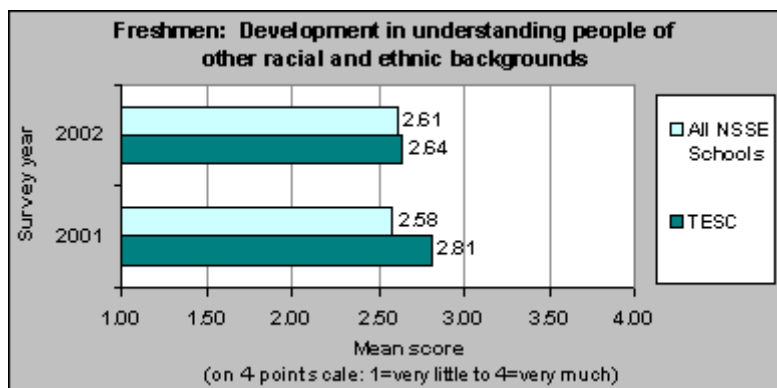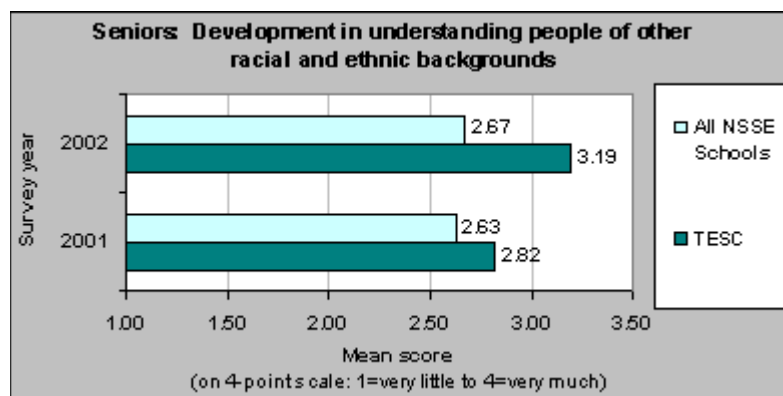
Freshmen and seniors at Evergreen reported more growth in understanding people of other racial and ethnic backgrounds than students at other NSSE colleges. This difference was statistically significant (p<.001) for Evergreen seniors in the 2002 administration.

3. Collaborative participation: NSSE survey question "In the current year, how often have you worked with other students on projects during class?"

Freshmen: How often have you worked with other students on projects during class?

Survey Year / Mean score (on a 4-point scale: 1=never to 4=very often)

2002: All NSSE Schools 2.34; TESC 2.52
2001: All NSSE Schools 2.42; TESC 2.84

Seniors: How often have you worked with other students on projects during class?

Survey Year / Mean Score (on a 4-point scale: 1=never to 4=very often)

2002: All NSSE Schools 2.45; TESC 2.87
2001: All NSSE Schools 2.51; TESC 2.87
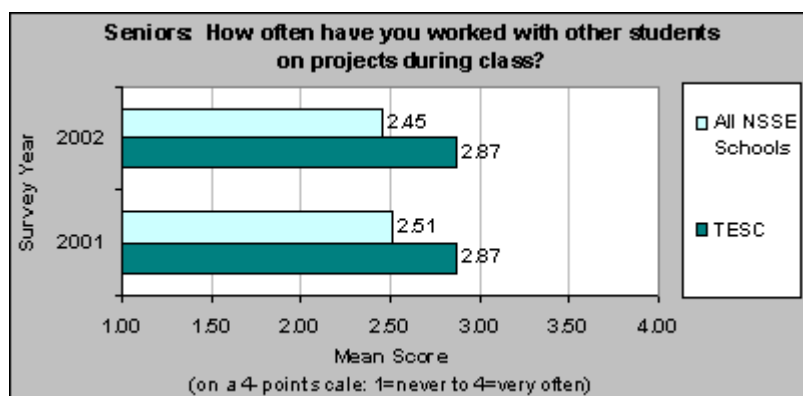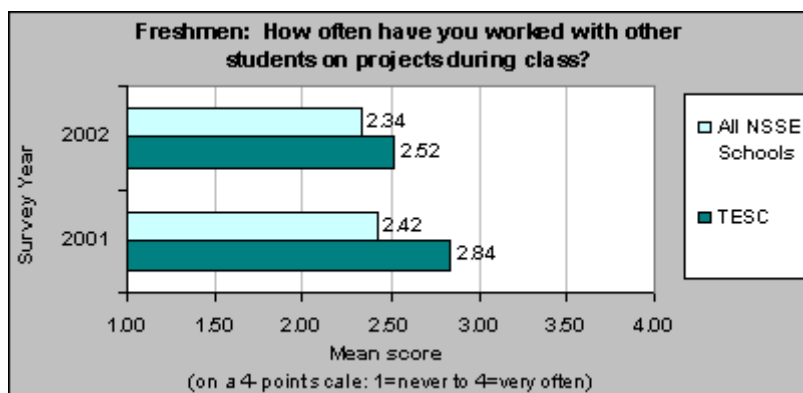
Evergreen freshmen and seniors collaborate with other classmates more frequently than their peers at other colleges (differences statistically significant p<.001).

Expectation # 3: Communicate creatively and effectively

Expectation #3 is a central skill for the active life in contemporary society. It may be assessed by the treatment of such matters as writing ability, artistic ability, proficiency with computer, audio or visual technology, as discussed in the transcript.

Key Indicators

1a. NSSE question "To what extent has your Evergreen experience contributed to your development in writing clearly and effectively?"
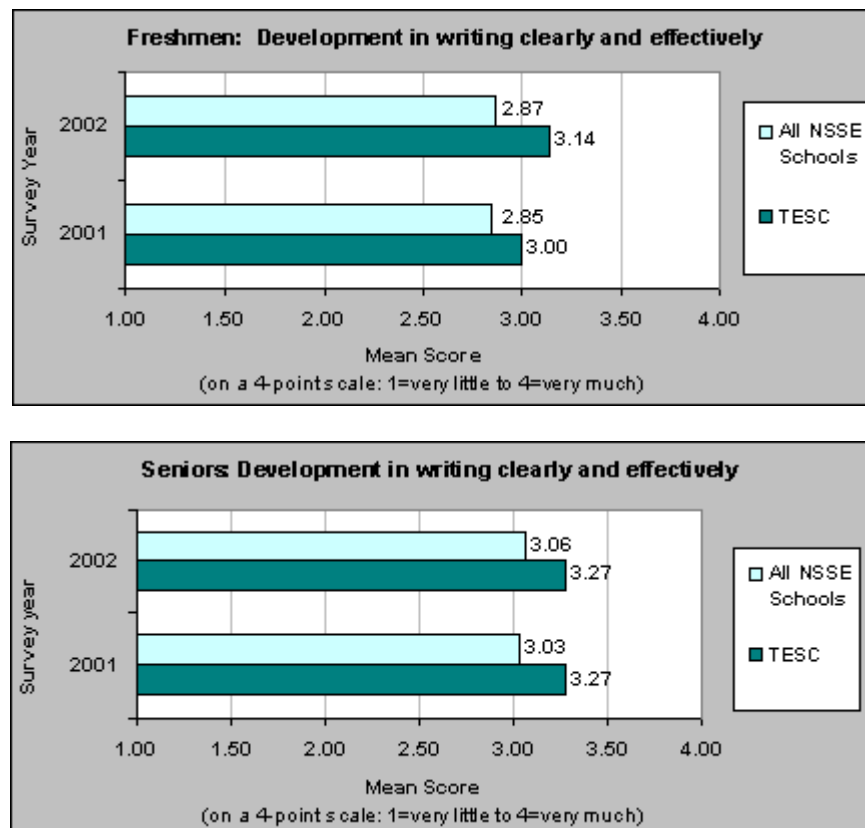
The results show that Evergreen compares favorably to other institutions. The differences between Evergreen seniors and freshmen were statistically significant in 2002 (at p<.01). The CSEQ also contains a question concerning writing clearly and effectively. However, the response means for this question have not changed over the past five years of survey administration, and do not show differences by class rank. This makes the CSEQ question less desirable as an indicator of change induced by potential intervention.

1b. NSSE question "To what extent has your Evergreen experience contributed to your development in speaking clearly and effectively?"
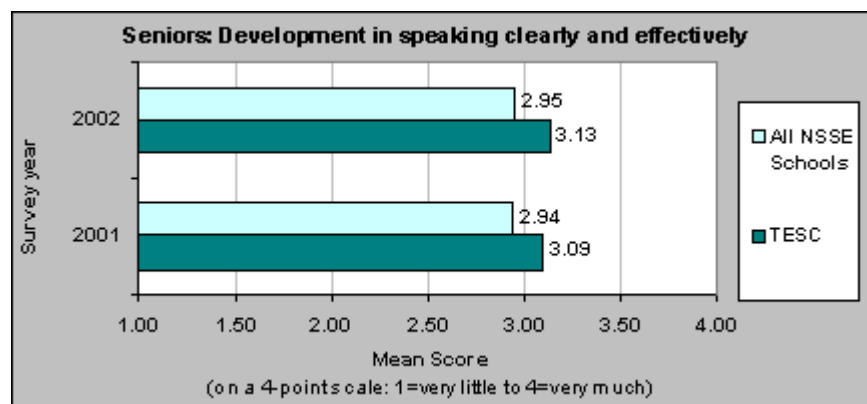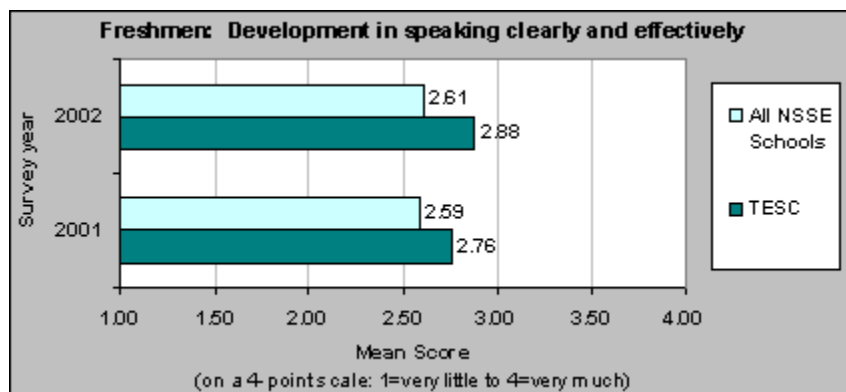
Evergreen freshmen and senior students also show strong growth in speaking ability compared to other national NSSE institutions. (Differences for 2002 are statistically significant at p<.01 for freshmen and p<.05 for seniors).

2. CSEQ question (developed by the Assessment Study Group for first use in the Spring 2002 survey) on learning gains in "Expressing yourself in creative, dramatic or artistic ways."

Class Standing Category	Mean Score*
First-time, First-year students	2.74
Sophomores	2.94
Juniors	3.01
Seniors	2.99

Learning gains were rated on a 4-point scale: 1=very little, 2=some, 3=quite a bit, 4=very much.

Expectation #4: Demonstrate integrative, independent and critical thinking

Expectation #4 is a central habit of intellect for an active life in contemporary society. It may be assessed by the treatment of such matters as critical or argumentative writing, development of

innovative experimental techniques in the sciences, development of and response to artistic criticism, and original research across all divisions, as discussed in the transcript.

Key Indicators

1. CSEQ question regarding learning gains at Evergreen in ability to "Put ideas together, to see relationships, similarities, and differences between ideas."
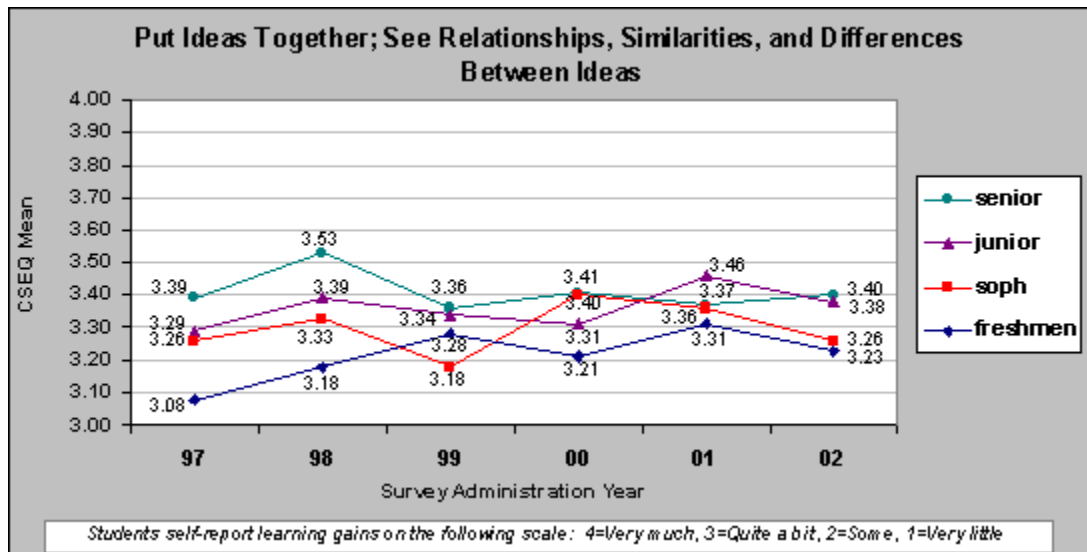
The mean score for this question has varied between 3.2 and 3.4 from 1997 to 2002, with freshmen ranking themselves generally somewhat lower than other class ranks.

2. CSEQ learning gains question on "Thinking analytically and logically."

The mean score of this question has been somewhat lower, and its trend is particularly interesting:

Think Analytically and Logically

Students self-report learning gains on the following scale: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little
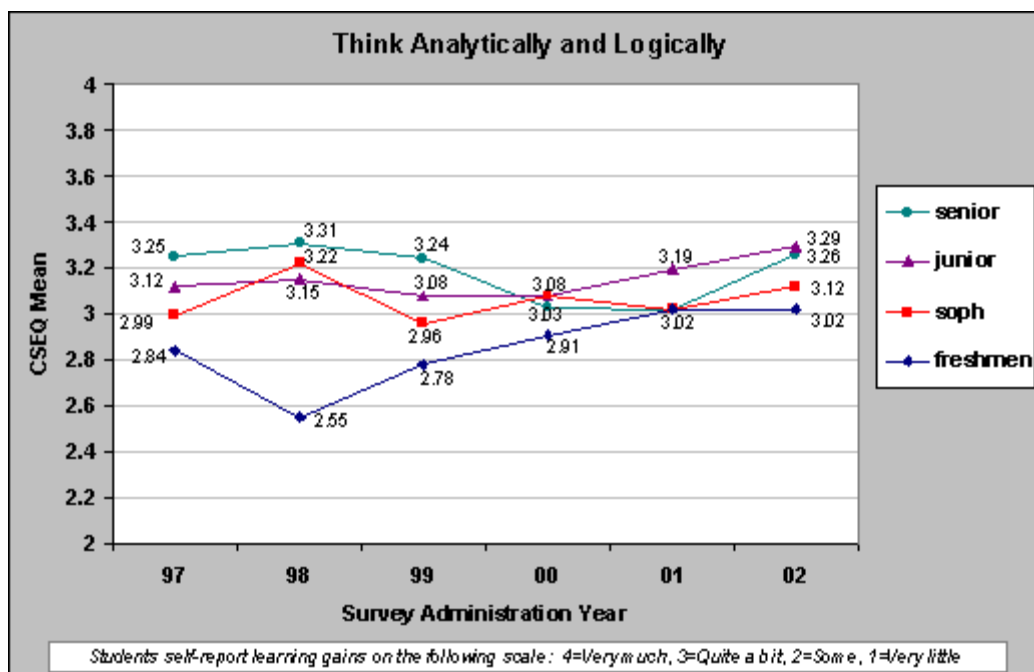
The 2002 CSEQ administration revealed higher average ratings of gains in analytical and logical thinking for all class standings except freshmen compared to 2001. Freshman ratings in 2002 remained the same as the high point reached in 2001.

Expectation #5: Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.

Expectation #5 encompasses several central skills as well as the ability to deploy all of them effectively. These may be assessed by the treatment of the student's ability to understand and apply a range of theoretical, mathematical and critical methods to particular problems, as discussed in the transcript.

Key Indicators

1. CSEQ question on learning gains in quantitative thinking. The trend and class rank differences make this a particularly valuable indicator:

Quantitative Thinking

Students self-report learning gains on the following scale: 4=Very much, 3=Quite a bit, 2=Some, 1=Very little
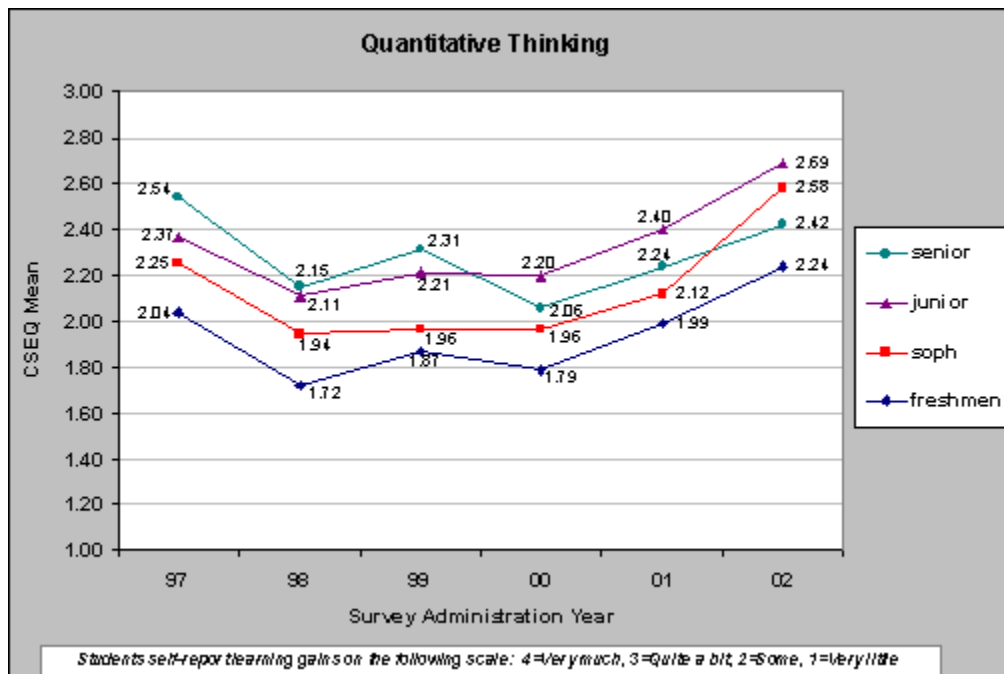
The trends over time by class standing may indicate that systematic gains in learning may occur during the course of an Evergreen education. Notably, mean scores for all class standing saw considerable increases in 2002 from the previous year. In fact, for most class standings, the 2002 mean scores for this item were at the highest point in the past six years.

2. NSSE question: "To what extent has your Evergreen experience contributed to your development in analyzing quantitative problems?"

Freshmen: Development in analyzing quantitative problems

(on a 4-point scale: 1=very little to 4=very much)
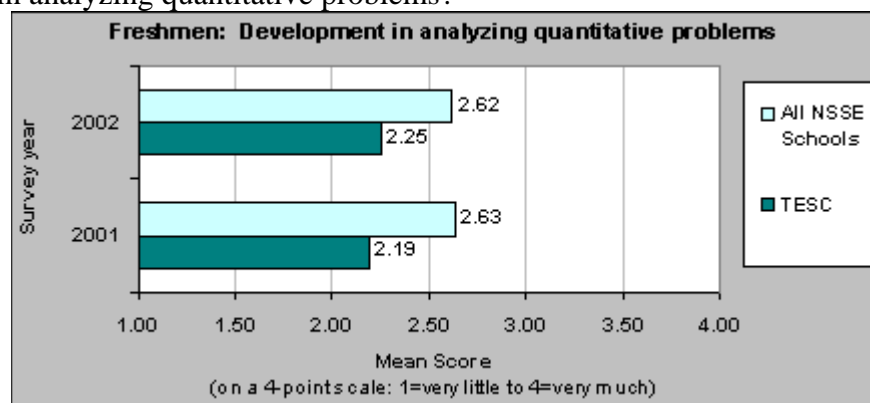
Despite an increase in the overall mean rating for first-year Evergreen students in 2002, they continue to rate their development in analyzing quantitative problems significantly lower than students at all participating institutions (p<.001). The average rating by seniors while improved in 2002 is still slightly lower for Evergreen than all NSSE seniors, but the difference is no longer statistically significant.

Seniors: Development in analyzing quantitative problems

Survey year

2002 — All NSSE Schools: 2.90, TESC: 2.80

2001 — All NSSE Schools: 2.90, TESC: 2.68

Mean Score
(on a 4 point scale: 1=very little to 4=very much)
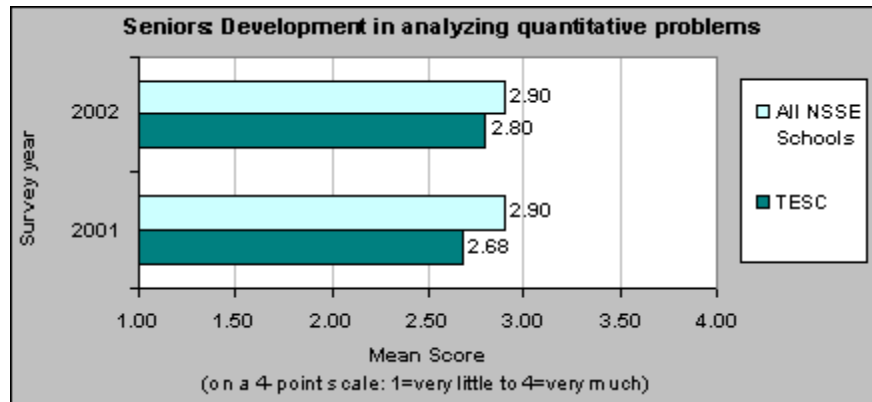
Note that the above indicators only concern quantitative modes of inquiry. At present, Evergreen has no student self-assessment measures that directly address qualitative or creative thinking.

Expectation #6: As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Expectation #6 speaks to the importance of reflecting on and understanding all of what one has learned. By meeting Expectation #6, a student brings to fruition the conception of academic life embodied in Expectation #1. Students who meet this Expectation will, perforce, also have met Expectation #1; moreover, as a result of reflecting on the nature of their work, they will have developed their work in depth, according to the nature of that work. Expectation #6 may be assessed by the treatment of both the whole of the student's undergraduate career and the student's senior work, as discussed in the student's summative self-evaluation, or more generally, in the student's senior-year self-evaluation(s).

Key Indicators

1. Breadth of Knowledge: NSSE question "To what extent has your Evergreen experience contributed to your development in acquiring a broad general education?" (The similar CSEQ question has shown no change over the past five years and no differences by class rank, so is less desirable as an indicator.)

Freshmen: Development in acquiring a broad general education

Survey year

2002 — All NSSE Schools: 3.11, TESC: 3.13

2001 — All NSSE Schools: 3.09, TESC: 2.84

Mean Scores
(on a 4 point scale: 1=very little to 4=very much)

Seniors: Development in acquiring a broad general education
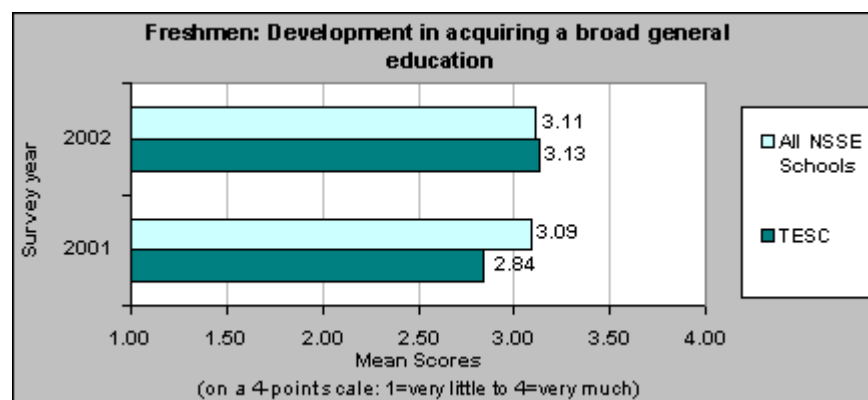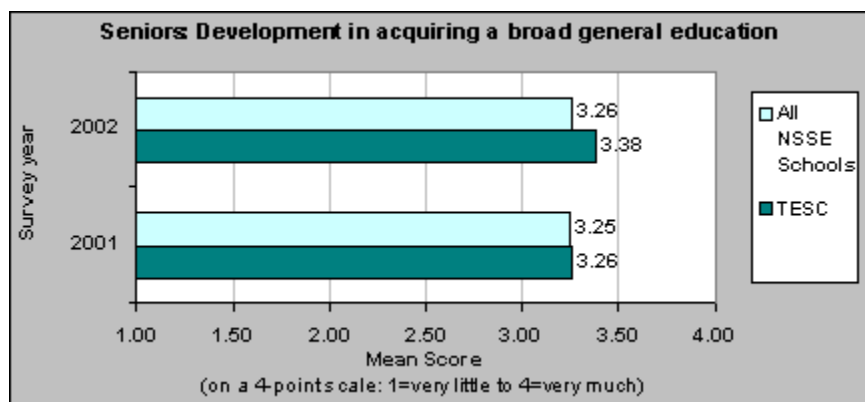
Mean ratings of growth in acquiring a broad general education increased for first-year and senior Evergreen students in 2002. Both class standings are now slightly higher than the average scores for all institutions, though the differences are not statistically significant.

2. Synthesis/Reflection: NSSE question "Have you done or do you plan to participate in a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) before you graduate?"

The 2002 NSSE administration showed an optimistic increase in the percentage of Evergreen first-year students who plan to complete a senior culminating experience prior to graduation. Awareness of the Expectations of an Evergreen Graduate (especially Expectation 6) may have played a role in this increase.

Freshmen: Do you plan to participate in a culminating senior experience?

Seniors: Have you done or do you plan to participate in a culminating senior experience?

Survey year	All NSSE Schools	TESC
2002	58%	39%
2001	56%	33%
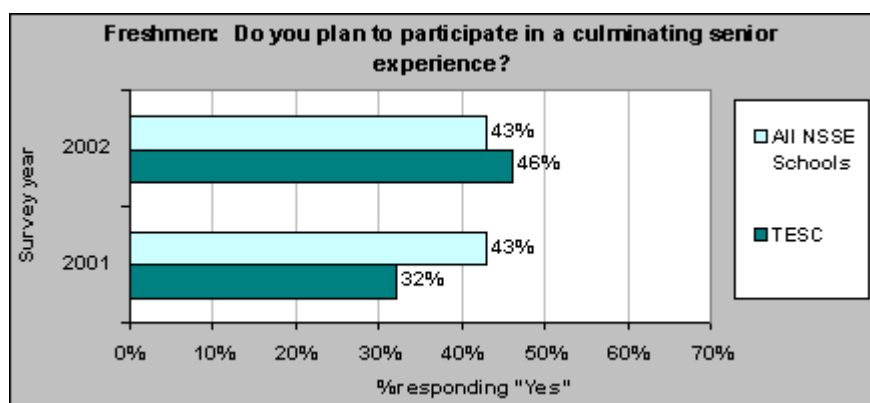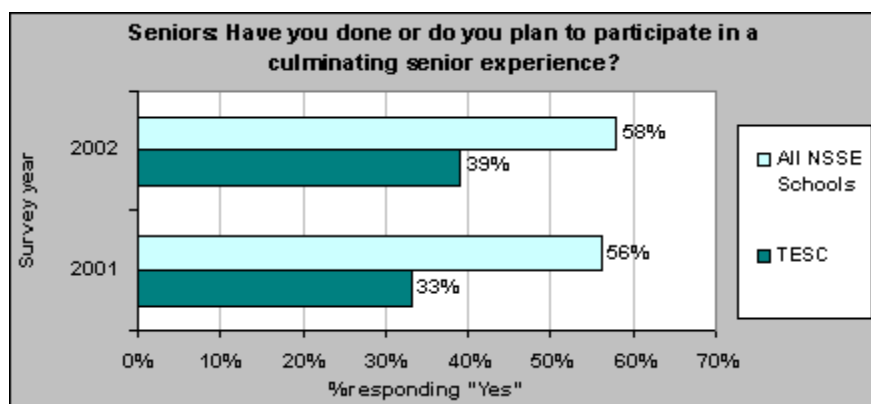
A significantly lower percentage of senior Evergreen students indicate that they have done or plan to do a senior "capstone" project, compared to students at other institutions (p<.001).

III. Conclusion

This report documents several significant achievements in the work of assessing Evergreen's success in providing its students with a liberal arts education.

First, this report articulates a framework of assessment that closely matches Evergreen's distinctive pedagogical philosophy, curricular structure, and its conception of academic inquiry, while at the same time addressing the Northwest Commission on College's concerns regarding general education at Evergreen.

Second, this report demonstrates that this framework of assessment is practical, in that both the Teaching and the Learning sections provide substantial and sufficient evidence for conclusions regarding Evergreen's success in providing its students with a liberal arts education.

Third, this report provides clear, detailed evidence of actual improvement since the last visit of the Northwest Commission on College Accreditation team.

Fourth, this report provides evidence for the need for further improvement in particular areas of Evergreen's curriculum.

Beyond the work and findings documented in this report, the work of assessing education at Evergreen and responding by improving Evergreen's curriculum will continue campus wide. Several efforts are currently being planned.

- Emily Decker and Gillies Malnarich are preparing to lead a series of faculty workshops in Winter and Spring 2003, and a summer faculty institute in Summer 2003, which will facilitate faculty members in designing and preparing course and program portfolios. These portfolios will allow faculty to document, reflect upon and thus improve their pedagogical techniques, and they promise to allow Evergreen to deepen and refine its documentation and assessment of teaching and learning at Evergreen.

- Several faculty are planning to develop a series of workshops and summer institute, to begin in Winter 2003, to facilitate faculty reflection on the nature, value and purpose of Evergreen's narrative evaluations, in all of their facets (for example, evaluations as occasions of teaching and learning in themselves, their place within Evergreen's pedagogy, their value as transcripts of the institution vis a vis the external world).

The Assessment Study Group strongly recommends that the work of assessment become part of the ongoing work of the Evergreen community as a whole. These particular efforts will help, but there is a need for more work to fully achieve this goal.

Appendix 1
Faculty Recommendations

General Education Plan

In Fall 1998 The Evergreen State College was visited by a full committee representing the Commission on College for its ten-year accreditation visit. This visit resulted in the following recommendation by the Commissioners:

"The Committee recommends that The Evergreen State College ensure that all of its students acquire the competencies appropriate to general education, especially but not exclusively in the area of mathematics. This is called for by the college's own goals as well as in Standard **2.C Undergraduate Program**. Whatever the means taken, given a situation in which there are no required courses/programs, and in which student choices are largely unconstrained, there is nonetheless an institutional responsibility to achieve its stated liberal and general education goals and the requirements for general education and related instruction set forth in Standard Two – **Educational Program and Its Effectiveness** and Commission Policy 2.*1 General Education/related Instructional Requirements.*

The Commission scheduled an interim site visit by a Commission representative for Spring 2001 (rescheduled from Fall 2000) to review the college's progress in answering the above recommendation. This visit is scheduled for May 7, 2001.

The provost charged a DTF, led by Brian Price, to respond to the Commission's challenge to create a General Education Plan. For two years, the DTF met and ultimately produced a plan with five significant components. By April 18, 2001 the faculty approved all of these components of the Evergreen General Education Plan.

a. Stated **expectations** of Evergreen graduates in terms of learning outcomes
b. **Advising** and **academic planning** structures to communicate these expectations and help students develop academic plans
c. **Curriculum models** that made these expectations widely available to students.
d. **Support systems** and resources to successfully implement all of the above, including enhancements to the Learning Resource Center, advising, faculty development funds, and faculty hiring.
e. A strong **assessment** system to evaluate the general education plan and improve and refine it over time. In addition to yearly evaluations, there would be a large-scale assessment at the end of five years. The evaluation would assess all components of the effort: the advising system, student learning outcomes, faculty development work, etc.

Expectations of all Evergreen Graduates

The Expectations are the bedrock of our general education plan. We wanted to develop a framework that continues to support student choice while still providing our students and faculty with clearer expectations of what an Evergreen graduate should know and be able to do. We

finally came to a set of stated Expectations that had wide agreement. On January 17 the faculty overwhelmingly approved the following Expectations of an Evergreen graduate:

EXPECTATIONS OF AN EVERGREEN GRADUATE

Approved by the faculty January 17, 2001

1. Articulate and assume responsibility for your own work;
2. Participate collaboratively and responsibly in our diverse society;
3. Communicate creatively and effectively;
4. Demonstrate integrative, independent and critical thinking;
5. Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines;
6. As a culmination of your education, demonstrate depth, breadth, and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

Advising

The next major question was "how do we communicate these expectations to our students and facilitate student academic planning? Development of new agreements about advising and academic planning was key. On March 7 the faculty approved the second crucial part of the General Education plan with the following language:

"All faculty will hold advising conferences with their students each year based on a self-reflective piece written by the student.
• Faculty will be responsible for appropriate instruction to their students on how to prepare for this meeting.
• Students will document this conference in their own portfolio. "

The DTF argued that this Advising plan was ideal (and different than the previous failed model) because it could be built into the structure of existing academic programs with some supplemental support to the college Advising Office. Many people regarded it as the logical and consistent next step in a college based upon student-determined academic planning. The academic plan would provide a structure for students to clearly articulate their goals and get support from faculty and an enhanced advising staff.

The remaining part of the Advising recommendation passed on April 18l.
This component encouraged students to do a senior summative self-evaluation. Through this experience students would explain what their academic program meant to them in an integrated way. Although some students already do this, it is not widely publicized as an opportunity. Many faculty believe it should become more widespread since it is a logical extension of our pedagogy and values which sees the student articulation of their educational goals as central.

On April 18 the faculty approved the following recommendation:

Summative Self-Evaluation:

1) At the end of the senior year of study, each student will be encouraged to create a summative self-evaluation that addresses Expectation 6.

2) Faculty and staff who are authorized to award credit, aided by the Advising office and the Learning Resource Center, will support this activity as part of each student's final quarter of work and will review and critique the evaluation at their final conference.

3) The Summative Self-Evaluation will go into the student's transcript.

Curricular Restructuring

The DTF recommended and the faculty approved the following language regarding implementation of the curricular restructuring necessary to ensure that students have ready access to the Expectations:
.
In the absence of support for a single, integrated model for curricular reform, the DTF wishes the faculty to consider, discuss, and vote upon a number of initiatives which, in combination, can make both substantial access to the Expectations, Sciences, Arts, and Quantitative Reasoning possible for students and meaningful, well-supported curricular innovation possible for faculty.

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1. Core: Dean and faculty experiment with alternatives that provide greater access to QR, science, and art. The intent is also to help increase freshmen retention within programs and into the second year.

 Support: More paid planning time for Core faculty, summer institutes, extra Fall faculty retreat day for forming Core teams and discussing Core experiments, and Spring Planning retreat. Increased staff support, especially to the LRC and Academic Advising, to assist faculty in facilitating student access arts, sciences, writing, quantitative reasoning, and advising.

2. Cross-divisional programs: The faculty work to create more cross-divisional All Level and sophomore and above programs in order to increase access by students to more QR, arts, and science options taught in an interdisciplinary context.

Support: More faculty hires (QR), paid planning time for planning units, summer institutes, extra Fall faculty retreat day and Spring planning retreat. Increased staff support especially to the LRC and Academic Advising to assist faculty in facilitating student access arts, sciences, writing, quantitative reasoning, and advising.

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3. Planning Unit Discussions: The Planning Units design access to the Expectations, Sciences, Arts, and Quantitative Reasoning for transfer and sophomore and above students into the "majors," sharing and coordinating their ideas across Planning Units.

4. Reduce Spring Quarter Prerequisites: Reduce the number of Spring quarter programs with prerequisites that deny access to lower division students.

5. Program Team Downsizing: While teams teaching three quarter-long programs should experiment with ways of retaining their students and facilitating new student entry, especially in Spring quarter, they should also plan to downsize in light of possible underenrollment. Faculty leaving programs due to underenrollment would create additional programs for Spring quarter.

Support: By planning to downsize and create new programs from the start of their planning negotiations, teams retain control over the content of their programs, decide when and how best to use their team members' skills, and relieve themselves of last minute deanly pressure to downsize. The deans create a "downsizers list" that will be shared across Planning Units so that faculty exiting programs can discuss creating Spring quarter offerings together. Additional planning time will be made available during the academic year for those on the list.

Faculty Hiring
Faculty hiring implications will be addressed through another group, the Academic Growth DTF, which is working on a five year hiring plan that will include hiring needed to implement the Gen Ed reforms. This is already part of their planning process and priority list. The final hiring plan will come to the faculty in May.

Support systems and resource requirements

Other support systems and resource requirements to successfully implement general education have been built into the college's budget planning for the next two years. The President is committed to implementing the general education even in a time of budget cutbacks. Therefore, budgets have been built to support enhanced advising, expansion of the Learning Resource Center, and faculty development. At the April 18 faculty meeting the faculty approved a new category of limited faculty status for the Writing and Quantitative Reasoning support positions in the Learning Resource Center.

On-going Leadership

Finally, it is worth noting that Brian Price, the chair of the General Education DTF, has just been named Academic Dean for Core and First Year Students, so there will be continuing of leadership on this issue as we move into full-scale implementation. The leadership group that will implement our general education policy will attend an Association of American Colleges and Universities summer institute this summer with a team focus on this issue.

Appendix 2

Faculty Development Institutes Offered Summer 2002

June	July	August	September
New Faculty and Their Teams	Team Planning Institute	Fundraising Institute	Team Planning Institute
Core Planning	Supporting Ethnographic Research in Programs	Teaching Inclusively	Teaching Foreign Languages at Evergreen
Team Planning Institutes		Web Page Design	Quantitative Reasoning: Exploring the Possibilities
Get Out of That Chair: Movement Across the Curriculum	Helping Your Students to Become Teachers	Instructional Technology	Effective Seminars
	Literary Interpretation	Multimedia	On and Off Campus: Partnerships
	Furthering the Process of Writing		Digital Editing and New Technologies
	Getting Visual Literacy into Your Program		Computer Modeling for Social Sciences and Humanities
			Assessing Complex Knowing

Appendix 3
End of Program Review for Evergreen Programs 2001-2002

Program Name: _____

1A. Did your program include Art?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

1B. If yes, how was Art incorporated?

1C. If yes, how well did incorporating Art meet your program's purposes?

(Type an "x" below the scale value that best reflects your response)

1=not well at all	2	3 =moderately well	4	5=very well

Comments?

2A. Did your program include Science?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

2B. If yes, how was Science incorporated?

2C. If yes, how well did incorporating Science meet your program's purposes?

(Type an "x" below the scale value that best reflects your response)

1=not well at all	2	3 =moderately well	4	5=very well

Comments?

3A. Did your program include Humanities?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

3B. If yes, how were the Humanities incorporated?

3C. If yes, how well did incorporating Humanities meet your program's purposes?

(Type an "x" below the scale value that best reflects your response)

1=not well at all	2	3 =moderately well	4	5=very well

Comments?

4A. Did your program include Social Sciences?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

4B. If yes, how were the Social Sciences incorporated?

4C. If yes, how well did incorporating Social Sciences meet your program's purposes?

(Type an "x" below the scale value that best reflects your response)

1=not well at all	2	3 =moderately well	4	5=very well

Comments?

5A. Did your program include quantitative reasoning?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

5B. If yes, how was quantitative reasoning incorporated?

5C. If yes, how well did incorporating quantitative reasoning meet your program's purposes?

(Type an "x" below the scale value that best reflects your response)

1=not well at all	2	3 =moderately well	4	5=very well

Comments?

6A. Did your program include writing?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

6B. If yes, how was writing incorporated?

6C. If yes, how well did incorporating writing meet your program's purposes?

(Type an "x" below the scale value that best reflects your response)

1=not well at all	2	3 =moderately well	4	5=very well

Comments?

7A. Did your students use technology to present work, conduct research (including library research), or solve problems?

(Type an "x" below the response that best describes your program)

Yes, major emphasis	Yes, minor emphasis	No emphasis

7B. If yes, how did they do so?

7C. If yes, how well did using technology meet your program's purposes?

(Type an "x" below the scale value that best reflects your response)

1=not well at all	2	3 =moderately well	4	5=very well

Comments?

8. How did you go about advising your students?

9A. What resources were most useful in planning and teaching your program?

9B. Were there any resources you wish you had for planning and teaching your program?
        Yes   No
If yes, please elaborate...

10. In the planning of your program, is there anything you would have done differently?
        Yes   No
If yes, please elaborate...

Appendix 4
Detail of Program Strategies and Resources from End of Program Review

Strategies to Incorporate **Art** into Programs from End-of-Program Review

Program name	Program planning unit	Did your program include Art?	If yes, how was Art incorporated?	Any comments about incorporating Art?
Expression of Self - EA, CTL, CTL	CORE	Yes, major emphasis	Students were required to participate in a series of workshops on Japanese language & culture, including creation of calligraphy. They were also required to participate in series of workshops incorporating the playing of Indonesian gamelan. A large number of lectures in fall & winter quarters focused on performing arts.	
Eyes and Ears - EA, EA	CORE	Yes, major emphasis	Primary focus of the program was Arts appreciation with an emphasis on the 20th century.	
Children's Literature and Lives - CTL, CTL, CTL	CORE	Yes, minor emphasis	Creative writing & performance – Students met for two hours a week in fall quarter to do storytelling workshops for five weeks and autobiographical writing exercises for five weeks. In the winter, they did a 2-credit strand on writing fiction for children, meeting 2hrs/wk for a writing workshop; writing roughly 10,000 words; and meeting for one or more individual conferences on their work. Art History – Students read and discussed two chapters in Aries's Centuries of Childhood on the representation of children in medieval to 18th century art and the history of children's costume, had two other art history lectures on images of children during this period, and read and discussed Higonnet's Pictures of Innocence, which focuses on the development and contemporary breakup of the Romantic's representation of childhood innocence. Film Analysis – Each week, students viewed a film which was thematically related to the week's reading, and participated in a faculty-led session analyzing and discussing it for an hour or more. Music – Faculty gave a lecture on Mozart's music and his career as a child prodigy and a brief talk on Humperdinck's opera version of Hansel and Gretel.	Program did not contain any 2-D or 3-D studio work.
Ecology of Hope - CTL, SI, ES	CORE	Yes, minor emphasis	On field trips, students did landscape drawings	Intent was there for a major emphasis, but Brian Price became involved with Dean work, etc. & was not able to contribute to this aspect of our program.

Trash - ES, SPBC, SPBC	CORE	Yes, minor emphasis	In two ways. First, we had a "visual" seminar each quarter where students brought in a piece of artwork they had created instead of a seminar paper. This led to many creative projects including puppet shows, sculpture, and drawings. The 2nd way was to invite in a Washington Artist-in-Residence, Diane Kurzyna. Diane's gallery show, White Trash Wedding, was on display at Evergreen in April. As a way of integrating her show into the community, she invited our program to create self-portrait dolls made out of recycled materials to be guests at her gallery wedding. Initially she came into the program and gave a short talk and slide show about her recycled art. She then prepared the students for the next week's art workshop where we all created self-portraits. For many students this was scary (and for some faculty members, too!), but Diane and students artists were supportive and in the end our program had many guest/dolls in attendance at the wedding.	Using art allowed us to meet the needs of those students who tap into their critical thought in a creative way. These students verbally expressed how much they appreciated our efforts at incorporating art and how much it had helped them think through issues that were important to them. Because the art was tied strongly to program themes, these projects were successful. However, we did not "do" or "teach" enough art to award credit for our projects.
Algebra to Algorithms - SI	CORE	No emphasis		
Natural and Unnatural Histories - ES, ES	CORE	No emphasis		
Ocean Life & Envir Policy - ES, ES	CORE	No emphasis		
Wildlife, Habitat, Landscape - ES, ES	CORE	No emphasis		
Antebellum	CTL	Yes, major emphasis	Gave 3.5 lectures on Music History; watched an opera set in Gold Rush California.	Students said they liked it.
Bodies of Contention	CTL	Yes, major emphasis	Four credits awarded in "Visual Representation: Photography & Film." This meant that we critically viewed films every week, and we also worked with images in workshops & seminars on Meyer, Cameron, et al. Students' interpretive essays included analysis of at least one image, and most synthesis papers referred to visual material as well.	Although the major emphasis was humanities, the strong secondary emphasis on visual representation worked as an effective complement.
Nietzche-Borges: Artist-Philosopher	CTL	Yes, major emphasis	Aesthetics was our primary concern. We discussed and watched opera, listened to music, and visited an art gallery. The last event gave rise to a final self-evaluative paper.	
Tragic Relief	CTL	Yes, major emphasis	Two-day improv retreat off campus in Fall, led by Seattle performer Matt Smith. Student-organized public performances of plays and adaptations in Recital Hall in Winter. Advanced projects for interested students in Spring included creative writing seminar, productions of Rhinoceros and Much Ado About Nothingm abd student-made films. Two film series: American comedies and international comedies.	
Uniquely Dutch	CTL	Yes, major emphasis	6 credits Art History – intensive study of Dutch 16th & 17th century art; each student studied 2 paintings in depth, wrote paper, and gave 2 oral presentations. More than 50% of seminar readings were on art history.	There's a real need & demand for more focused, in-depth art history courses

Changing Minds, Changing Course	CTL	Yes, minor emphasis	In constructing media campaigns	
Hemingway, Writing Life	CTL	Yes, minor emphasis	Through a discussion of comparisons between Hemingway's short stories and Cezanne's paintings, and what the Impressionists were doing.	
Social Work Practice	CTL	Yes, minor emphasis	Aesthetics and Art as a function of human service and healing.	
Study of Violence	CTL	Yes, minor emphasis	Used a text: Whiteson "A Terrible Beauty;" Discussed aesthetics of violence. Students completed art projects: sculpture, painting, mixed media. Had speaker on dance and violence, and a speaker on animation and violence.	Depends on how the committee is using term "art" - Does it include for example popular culture "art"?
Creative Non-fiction	CTL	No emphasis		
Culture, Context, Human Rights	CTL	No emphasis		
Fiction and Nonfiction	CTL	No emphasis		
Pablo Neruda: Love, Politics, Poetry	CTL	No emphasis		
African Arts	EA	Yes, major emphasis	Through dance as well as with co-class rituals. Used ritual dance as major emphasis. Did collage during second half of program due to their autobiographical reports. They created an art piece & a final presentation which could include art.	Kept course well-rounded, because first half was very emotional because the dance was very cathartic for students in a more celebratory aspect.
Experiments in Performance, Music, & Puppet	EA	Yes, major emphasis	Through a focus on artistic process and experimentality. Applying theory of Aesthetics & Art into innovative experimental performance pieces. Composition & research into different artistic and intuitive processes.	Art was fundamental to this program.
Foundations of Visual Arts	EA	Yes, major emphasis	Studied art history through reading, weekly book seminar, & writing. Completed studio art classes in drawing, 2-D design, 3-D design, metalwork, wood, ceramics, photography, digital imaging, printmaking, and painting. Individual projects on a theme.	Primary focus of this program was studio art.
Mediaworks: Experiments Light & Sound	EA	Yes, major emphasis	It was our central focus. This is one of the foundational art programs in Expressive Arts. We study media arts: production, history, and theory all year.	This program repeats every year with different faculty.
Seeing the Light	EA	Yes, major emphasis	Looked at, wrote about, & made their own Art. They also studied theories of Art & read about the pitfalls of making it.	Art was the driving force behind nearly all that we did this qtr.
Field Ecology: Research Methods	ES	Yes, minor emphasis	I gave an option for students to conduct art projects in relation to ecology and conservation.	
IES: Trees, Timber, Trade	ES	Yes, minor emphasis	22 drawings of native plants required in Fall.	
Plant Ecology and Taxonomy	ES	Yes, minor emphasis	Lectures on botanical illustrations & workshops on natural history; students were encouraged to include illustrations in their journals.	
Intro to Environmental Chemistry (8 cred)	ES	No emphasis		
Marine Life	ES	No emphasis		

On Shaky Ground: Geologic Hazards	ES	No emphasis		
Rainforest Research	ES	No emphasis		
Snow Ecology	ES	No emphasis		
Temperate Rainforest	ES	No emphasis		
Tropical Rainforests	ES	No emphasis		
Christian Roots - ES, EA	IA	Yes, major emphasis	Both studio art and art history. Workshops were held and their primary project was an art project; art history readings and lectures.	What made this program so successful was incorporating art with science.
Drawing from the Sea - ES, EA	IA	Yes, major emphasis	Weekly: lectures on art history and appreciation, drawing workshop, and drawing assignments.	
Eco-Design in Real World - EA, SI	IA	Yes, major emphasis	As a design studio... students had design projects throughout the term; they worked mostly in studio atmosphere.	Design studio experience was a central locus of learning in this program.
Filming Fictions - CTL, EA	IA	Yes, major emphasis	We studied film language, film aesthetics, and media production; digital graphic design and layout.	
International Feminism - SPBC, EA, CTL(FW)	IA	Yes, major emphasis	Fall: video assignments that could incorporate art; students learned to use camcorders, analog and digital equipment; they developed zine projects (printed collages). Winter: this was the most art-intensive – installations following through on their performance pieces, installations, and work/papers from fall.	Many times art was incorporated & students used this to escape rigors of academic work. Therefore, we tried to keep the art that forced students to think & link art to academic questions posed in the program. Of the students designing their own 12 credits for Spring, more than 1/2 used an art medium.
Local Knowledge - EA, ES	IA	Yes, major emphasis	Created a documentary video; workshops & building a basis for extensive project work.	
Marking Time - EA, CTL, EA	IA	Yes, major emphasis	Animation, movement, film screenings, performative presentations, visiting artists & musicians. Music, sound workshops, and sketch journals.	
Order of Things - CTL, EA	IA	Yes, major emphasis	Students studied various printmaking methods in the context of the Fluxus movement and postmodernism.	
Performative Shakespeare	IA	Yes, major emphasis	A major theatre production at the end of the quarter. The production was an assortment of scenes from Shakespearean plays	Studying Shakespeare and putting on a production of Shakespeare gave the program its many and integrated dimensions.
Scale and Detail - EA, SI	IA	Yes, major emphasis	Workshops on drawing design for furniture and architecture.	
Destiny - NAWIP, SPBC(F), NAWIP(W)	IA	Yes, minor emphasis	Visiting faculty taught Printmaking & Watercolor classes, enabling students to receive up to 8 credits in Art. He also discussed contemporary Native American performance art & filmmaking.	Several students wrote that it was the first time they had taken art & hadn't realized they could be good at it & enjoy it.

Health & Human Devel - SPBC, SI, CTL(F), SPBC(WS)	IA	Yes, minor emphasis	Experiential learning, art therapy workshop (painting, playdough), drawing, and collages in conjunction with concepts like depression, anxiety, stress.	Students enjoyed it – we reached students who were more oriented toward creativity and whole picture thinking.
Physicist's World - CTL, SI	IA	No emphasis		
Science of Mind - SI(FW), SI, SPBC	IA	No emphasis		
Transatlantic Revolutions - SPBC, CTL	IA	No emphasis		
American Renaissance - CTL	PTS	Yes, major emphasis	Program focused on American Art History & Literature of 19th century, so we read about and lectured on schools of art and artists, we did workshops on formal analysis, and we did art – a night learning and painting watercolor with a guest artist.	The art, not surprisingly, was very closely connected to literary and historical context.
Authentic Self - SPBC	PTS	Yes, major emphasis	Use of theatre lighting techniques and art materials used to express artistic ideas.	This was a way for students to complete various forms of expression – we did a liberal arts seminar.
Living Myths-CTL	PTS	Yes, major emphasis	Students designed puppets and puppet sets.	
Sight and Insight: Art & Social Change - EA	PTS	Yes, major emphasis	Fall: Art history (50%), including formal analysis of artworks. Winter: 35% Art History & 25% hands-on art, including performance art, installations, puppet-making, and mask making – all tied to program content and goals and learning objectives.	
SOS: Child and Human Development - SPBC	PTS	Yes, major emphasis	Students practiced storytelling, music, singing, felting, and improvisational theater to deepen their studies.	Art should be an essential element in every program.
Culture as History - CTL	PTS	Yes, minor emphasis	As part of examination of American culture, we went to the Tacoma Art Museum where students saw three relevant exhibits – a collection from the National Academy of Design, a collection of prints from a "Print Club" of the 1930's and 40's, and finally "Urban Invasion." By chance, we also saw a Balacy exhibit at the history museum.	Students made great connections between the paintings and the cultural history we've been working with. This was particularly valuable for students who had been in program both Fall and Winter.
Promise of Health - SPBC	PTS	Yes, minor emphasis	Our text often related culture through art. Seminars reflected on ways of knowing through art examples.	
Revolutions at Work - SPBC	PTS	Yes, minor emphasis	Student projects on labor art, graphic arts in design on a magazine produced by the students taking 12 credits. We also looked at depression era photography briefly.	
Transcending Boundaries - SPBC	PTS	Yes, minor emphasis	Overview of Native American pottery, basketry, rug weaving, and sand painting.	Provides significant depth to comprehending various tribal customs.
Chemicals, Public Policy and You - SI	PTS	No emphasis		
Class in the US - SPBC	PTS	No emphasis		
Good Organization	PTS	No emphasis		

Management in Contemporary Organizations - SPBC	PTS	No emphasis		
Quantitative Methods for Effective Mgmt - SPBC	PTS	No emphasis		
Success and American Dreams - SPBC	PTS	No emphasis		
Tough Choices, Clear Thinking - CTL	PTS	No emphasis		
Concepts of Computing	SI	Yes, minor emphasis	No art instruction per se, but students created web pages which included layout design issues, graphics, and images.	
Introduction to Natural Science	SI	Yes, minor emphasis	Drawing diagrams from microscopy studies of cell division in root tips, microorganisms, and of dissection/anatomy studies of various vertebrates: turtle, shark, cat, (and clams). We also did 3-D modeling of molecules using model kits and drawings of molecules.	Guidelines were given by faculty for correct format for scientific drawing.
Atoms, Molecules, and Research	SI	No emphasis		
Data to Information	SI	No emphasis		
Matter and Motion	SI	No emphasis		
Molecule to Organism	SI	No emphasis		
Student Originated Software	SI	No emphasis		
Mexican Nation State	SPBC	Yes, minor emphasis	Via research projects on Mexican muralists and visits to art museums.	Art in Mexico is a major factor in explaining the revolution.
Entrepreneurship and Organization	SPBC	No emphasis		
Good Life in Good Society	SPBC	No emphasis		
Maritime Entrepreneurship	SPBC	No emphasis		

Strategies to Incorporate **Science** into Programs from End-of-Program Review

Program name	Program planning unit	Did your program include Science?	If yes, how was Science incorporated?	any comment: Science?
Ecology of Hope – CTL, SI, ES	CORE	Yes, major emphasis	Weekly reading fall and winter quarters, and lecture periods. Problem solving groups (not necessarily lab projects, but they could do lab projects/experimental work if they wanted). John Bullock worked with the physical chemistry aspect of program. We did field trips and environmental studies on this. Much work based around global warming.	Case studies approach very useful; having group work problems helped facilitate learning. We weren't trying to teach basic chemistry, John chose what was important or not important to the group-work problem. This was mainly a non-science group of students, but the group work problem-solving helped maintain their interest in environmental-based science.
Natural and Unnatural Histories - ES, ES	CORE	Yes, major emphasis	A major part of the program was the biology of fishes and how that biology influences their harvest in the fishery. This part of the program consisted of a large biology component which include taxonomy, physiology, and ecology of fishes. Many of these concepts were presented in the context of how they affect the fishery or management of fish species.	One of the main themes was to bring together the effects of biology and economics on commercial fisheries and the management of fish species. Through fish biology, we were able to show students how things like behavior and distribution affect how a fish is harvested and how a species how a species' reproduction, feeding ecology, and early life history affect susceptibility to overexploitation, and therefore how a fishery should be managed.
Ocean Life & Environmental Policy - ES, ES	CORE	Yes, major emphasis	no comment	
Trash - ES, SPBC, SPBC	CORE	Yes, major emphasis	Our fall and winter quarter-long projects required that students conduct waste evaluation, which meant they had to collect, sort, and measure trash. To prepare them to do this, we conducted workshops and labs on a variety of subjects such as volume and density, making unit conversions, and using scales and other lab equipment. In addition to our projects, we read seminar books which included science, took science-related field trips (such as to sewage treatment plants after a workshop on the science of sewage treatment), invited several guest speakers (covering such topics as composting and hazardous waste) and conducted other labs related to program themes.	Science was an important part of what we learned this year.
Wildlife, Habitat, Landscape - ES, ES	CORE	Yes, major emphasis	Habitat analysis, ecology, landscape ecology, and natural history were all integrated in a manner to involve students in the construction of habitat conservation plans.	

Algebra to Algorithms - SI	CORE	Yes, minor emphasis	History of science	
Children's Literature and Lives - CTL, CTL, CTL	CORE	Yes, minor emphasis	One chapter from Maccoby's "Boys and Girls" together discussed socio-biological and biological explanations for causes of sex differences in boys and girls' group play. One chapter from Gurian's "Wonder of Boys" displayed current sloppy popular appeals to biololgy to justify different treatment of boys and girls by parents and teachers.	More students absorbed the bad biology than registered the criticisms or the sophisticated biology.
Expression of Self - EA, CTL, CTL	CORE	No emphasis		
Eyes and Ears – EA, EA	CORE	No emphasis		
Creative Non-fiction	CTL	Yes, minor emphasis	We read "The Perfect Storm", and I showed Discovery Channel video "Storm". There was a great deal of weather information, etc. incorporated in this book and in the video with the explanations of how an incredible storm like that can happen.	
Social Work Practice	CTL	Yes, minor emphasis	Philosophy of science as meta- narrative	
Study of Violence	CTL	Yes, minor emphasis	Two texts discussed biology, evolutionary theory, and genetics as possible "causes" of violence. One text was a review of the literature. We had a speaker on forensic science who included DNA issues.	Also discussed neuropsychology studies on brain functions. One student wrote an essay on neuroanatomical considerations of violence.
Antebellum	CTL	No emphasis		
Bodies of Contention	CTL	No emphasis		
Changing Minds, Changing Course	CTL	No emphasis		
Culture, Context, Human Rights	CTL	No emphasis		
Fiction and Nonfiction	CTL	No emphasis		
Hemingway, Writing Life	CTL	No emphasis		
Nietzche-Borges: Artist-Philosopher	CTL	No emphasis		
Pablo Neruda: Love, Politics, Poetry	CTL	No emphasis		
Tragic Relief	CTL	No emphasis		
Uniquely Dutch	CTL	No emphasis		
Experiments in Performance, Music, & Puppet	EA	Yes, minor emphasis	References made to statics, physics, mechanics brought up in reference to puppetry joints and strength of material.	
African Arts	EA	No emphasis		
Foundations of Visual Arts	EA	No emphasis		

Mediaworks: Experiments Light & Sound	EA	No emphasis		
Seeing the Light	EA	No emphasis		
Field Ecology: Research Methods	ES	Yes, major emphasis	Providing lectures on scientific research methods and ecological issues in the Pacific Northwest, labs on statistical analysis, field trips to experience a wide variety of ecosystems.	
IES: Trees, Timber, Trade	ES	Yes, major emphasis	1/2 of program was forest ecology.	
Intro to Environmental Chemistry (8 cred)	ES	Yes, major emphasis	This half-time program (1/4 time for graduate students) was all science.	
Marine Life	ES	Yes, major emphasis	Marine biology and oceanography were the major disciplines presented.	
On Shaky Ground: Geologic Hazards	ES	Yes, major emphasis	Lectures, labs, homework, field trips, and reading.	
Plant Ecology and Taxonomy	ES	Yes, major emphasis	Lectures, field trips, weekly labs, and two-hour seminars on scientific journal articles; four-hour lectures, readings from two major texts; 13 days of fieldwork and an independent field project.	
Rainforest Research	ES	Yes, major emphasis	Program was entirely Science. Students did independent research in Costa Rica.	
Snow Ecology	ES	Yes, major emphasis	Study of snow physics, avalanche science, ecology of snow-covered environments.	
Temperate Rainforest	ES	Yes, major emphasis	Lectures, labs, field trips with hands-on data collection, major biogeochemistry research project, small-group research projects, reading, and research papers.	
Tropical Rainforests	ES	Yes, major emphasis	It was an entirely upper division science program. Lectures, workshops, and a 3-week fieldtrip to Costa Rica.	
Drawing from the Sea - ES, EA	IA	Yes, major emphasis	Weekly lectures, labs, field trips, and assignments.	
Health & Human Devel - SPBC, SI, CTL(F), SPBC(WS)	IA	Yes, major emphasis	Biological science lecture, biological laboratory work, personal dietary analyses, interdisciplinary research project.	
Physicist's World - CTL, SI	IA	Yes, major emphasis	As the central theme and topic of the program.	
Scale and Detail – EA, SI	IA	Yes, major emphasis	Study of GIS, land surveying, building systems, and ecology.	
Science of Mind – SI(FW), SI, SPBC	IA	Yes, major emphasis	Two-quarter neurobiology component (cellular in Fall & systems in Winter). Significant discussion of research methods in experimental psychology. Seminar focus on the nature, scope, and limitations of scientific approaches to the study of mind and related issues in philosophy of science and philosophy of the mind.	Students received solid, intermediate, upper division exposure to the sciences.

Christian Roots – ES, EA	IA	Yes, minor emphasis	History of science in Winter, European ethnobotany lectures, and seminar readings.	This is a science program for the most part. We were very excited with how well everything was integrated and incorporating both the sciences and art worked, in my opinion, extremely well.
Eco-Design in Real World - EA, SI	IA	Yes, minor emphasis	Lectures and workshops on fundamentals of environmental sciences and building sciences.	
Filming Fictions – CTL, EA	IA	Yes, minor emphasis	The little bit of computer science necessary to manipulate our extensive software requirements.	
Local Knowledge - EA, ES	IA	Yes, minor emphasis	Science policy & public interest science.	
Marking Time – EA, CTL, EA	IA	Yes, minor emphasis	Physics guest lecturers and texts; Geology guest lecturer and "Sacred Geometry"(text); Psychology guest lecturer and discussions; Ecology text and discussion.	
Order of Things – CTL, EA	IA	Yes, minor emphasis	Calculating surface area and volume.	
Destiny - NAWIP, SPBC(F), NAWIP(W)	IA	No emphasis		
International Feminism – SPBC, EA, CTL(FW)	IA	No emphasis		
Performative Shakespeare	IA	No emphasis		
Transatlantic Revolutions – SPBC, CTL	IA	No emphasis		
Chemicals, Public Policy and You – SI	PTS	Yes, major emphasis	4 credits worth of science: labs, fieldtrips, and textbook work.	
Promise of Health - SPBC	PTS	Yes, minor emphasis	Students researched multiple treatments and modalities for healthcare. They reviewed scientific journals versus popular media to compare and contrast information.	
SOS: Child and Human Development – SPBC	PTS	Yes, minor emphasis	Students learned how to work with MIDI files and created musical scores on computers.	
American Renaissance – CTL	PTS	No emphasis		
Authentic Self – SPBC	PTS	No emphasis		
Class in the US – SPBC	PTS	No emphasis		
Culture as History - CTL	PTS	No emphasis		
Good Organization	PTS	No emphasis		Wording should be changed to "physical science."
Living Myths-CTL	PTS	No emphasis		

Management in Contemporary Organizations – SPBC	PTS	No emphasis		
Quantitative Methods for Effective Mgmt – SPBC	PTS	No emphasis		
Revolutions at Work - SPBC	PTS	No emphasis		
Sight and Insight: Art & Social Change - EA	PTS	No emphasis		
Success and American Dreams - SPBC	PTS	No emphasis		
Tough Choices, Clear Thinking – CTL	PTS	No emphasis		
Transcending Boundaries – SPBC	PTS	No emphasis		
Atoms, Molecules, and Research	SI	Yes, major emphasis	This was a science program all together.	
Concepts of Computing	SI	Yes, major emphasis	Introduction to Computer Science, including basic programming, how computers work, etc.	
Data to Information	SI	Yes, major emphasis	It is a science program – students learned programming and algorithms.	
Introduction to Natural Science	SI	Yes, major emphasis	This was an interdisciplinary science program, teaching concepts in physics, chemistry, biology, and math in an integrated format.	The program was successful in incorporating all disciplines, while maintaining an integrated interdisciplinary approach.
Matter and Motion	SI	Yes, major emphasis	We did physics, calculus, and chemistry daily. Lectures, workshops, labs, homework, discussions, and peer instruction.	Please take a look at our web page if you're interested in more detail: http//192.211.16.13/curricular/ mnm2001/home.htm
Molecule to Organism	SI	Yes, major emphasis	M2O is an upper division science program, and therefore science was an integral part of all program activities.	
Student Originated Software	SI	Yes, major emphasis	Computer science and some applied physical science in individual projects.	
Good Life in Good Society	SPBC	Yes, minor emphasis	Discussion of impact of the Scientific Revolution on modern political theory.	
Maritime Entrepreneurship	SPBC	Yes, minor emphasis	The physics of sailboats and also used science in teaching navigation.	
Entrepreneurship and Organization	SPBC	No emphasis		
Mexican Nation State	SPBC	No emphasis		

Humanities Strategies from End of Program Review

Program name	Program planning unit	Did your program include Humanities?	If yes, how was Humanities incorporated?	Any comment about Humanities?
Children's Literature and Lives - CTL, CTL, CTL	CORE	Yes, major emphasis	Extensive work in Children's Literature, social history of childhood, psychoanalytic theory, and literary interpretation.	
Ecology of Hope - CTL, SI, ES	CORE	Yes, major emphasis	Reading, environmental philosophy, literature, lectures. Students had weekly reading assignments.	The reading material was the most compelling to students. People's dismay and passions were of great interest as they could relate to these issues on a more personal level.
Expression of Self - EA, CTL, CTL	CORE	Yes, major emphasis	Students read works of literature in translation from both Indonesian and Japanese; they also studied those cultures extensively along with Euro-American culture.	
Algebra to Algorithms - SI	CORE	Yes, minor emphasis	History of science.	
Eyes and Ears - EA, EA	CORE	Yes, minor emphasis	Historical and cultural elements related to the art movements which were studied.	
Trash - ES, SPBC, SPBC	CORE	Yes, minor emphasis	Mainly through reading novels such as "Gain" by Michael Powers and "Mean Spirit" by Linda Hogan.	Like Art, we didn't do or teach enough Humanities to award credit in this area.
Wildlife, Habitat, Landscape - ES, ES	CORE	Yes, minor emphasis	Seminar readings.	
Natural and Unnatural Histories - ES, ES	CORE	No emphasis		
Ocean Life & Envir Policy - ES, ES	CORE	No emphasis		
Antebellum	CTL	Yes, major emphasis	This was an intensive program on U.S. social and cultural (and some political) history before the Civil War.	Students said they learned a great deal of history.
Bodies of Contention	CTL	Yes, major emphasis	Heavy emphasis on literature, critical theory (especially Foucault, feminist theory, queer theory), and writing (literary and visual analysis in all papers).	
Changing Minds, Changing Course	CTL	Yes, major emphasis	Seminar readings and discussion.	
Creative Non-fiction	CTL	Yes, major emphasis	Creative nonfiction was basically a writing program, so we dealt with description, metaphor, and interpretations and analysis of texts, including our own writing.	
Culture, Context, Human Rights	CTL	Yes, major emphasis	Half the program was literature.	

Fiction and Nonfiction	CTL	Yes, major emphasis	Read fiction and nonfiction works. Students wrote a nonfiction piece and a fiction piece and submitted them to a magazine or journal of their choice for consideration of publication. Students were instructed in analysis and interpretation of text, which is heart of Humanities curriculum.	
Hemingway, Writing Life	CTL	Yes, major emphasis	Through discussion of literature and reading all of the major works of Ernest Hemingway, plus criticism of Hemingway's writings.	
Nietzche-Borges: Artist-Philosopher	CTL	Yes, major emphasis	We read Borges and Nietzche's works.	
Pablo Neruda: Love, Politics, Poetry	CTL	Yes, major emphasis	Major study of the poetry of Pablo Neruda; reading, seminar, and presentations.	
Social Work Practice	CTL	Yes, major emphasis	History, philosophy, and narrative as contributions toward understanding social work.	
Tragic Relief	CTL	Yes, major emphasis	Extensive readings, discussions, and written commentaries on literature and philosophy, beginning with ancient Greece, with major emphasis as well on Shakespeare and contemporary life. Essays ranging from personal narrative to integration of quarter's readings. Spent a week viewing plays at Shakespeare Festival in Ashland, OR. Advanced group study of existentialist philosophy for interested students in Spring.	
Uniquely Dutch	CTL	Yes, major emphasis	It was ALL humanities! Every reading, lecture, and workshop!	
Study of Violence	CTL	Yes, minor emphasis	Used two historical texts on violence, one was a case study. Used a Native American memoir. Gave a talk on the 'philosophies of violence'.	Is an essay on violence considered part of the humanities or cultural studies? Where does the committee place "cultural studies"?
African Arts	EA	Yes, major emphasis	Through slave narratives and a great deal of readings for questions as to what restitution African-Americans deserve. Brought in guest artists who were scholars from Africa and the U.S. which gave more breadth to the learning experience.	Gave students a realistic perspective of slavery.
Experiments in Performance, Music, & Puppet	EA	Yes, major emphasis	Study of the history of aesthetics and performance. Study of phenomenology and philosophy of Art. Literary theory as applied to art. Reading essays by members of the Frankfurt school of philosophy.	
Foundations of Visual Arts	EA	Yes, major emphasis	Studied art history in historical context all three quarters. Read texts and articles, discussed them in seminar, and completed weekly papers.	

Seeing the Light	EA	Yes, major emphasis	Students saw slide shows of several photographers' works, viewed a number of films, and wrote responses to all of these. Also read John Berger's novel "To the Wedding" for seminar.	
Mediaworks: Experiments Light & Sound	EA	Yes, minor emphasis	Cultural studies; the politics of representation with regard to race, class, and gender.	
Field Ecology: Research Methods	ES	Yes, minor emphasis	Some philosophy of science was taught in lectures, and all seminar books focused on interactions between nature and humans, rather than focusing on pure scientific subjects.	
IES: Trees, Timber, Trade	ES	Yes, minor emphasis	Seminar readings and reflective writing.	
Intro to Environmental Chemistry (8 cred)	ES	No emphasis		
Marine Life	ES	No emphasis		
On Shaky Ground: Geologic Hazards	ES	No emphasis		
Plant Ecology and Taxonomy	ES	No emphasis		
Rainforest Research	ES	No emphasis		
Snow Ecology	ES	No emphasis		
Temperate Rainforest	ES	No emphasis		
Tropical Rainforests	ES	No emphasis		
Christian Roots - ES, EA	IA	Yes, major emphasis	Through European history.	Very happy at how integrated it all was.
Destiny - NAWIP, SPBC(F), NAWIP(W)	IA	Yes, major emphasis	This program was very concerned with culture – historical, political, and literary contexts. We read three novels over the year.	
Eco-Design in Real World - EA, SI	IA	Yes, major emphasis	Primarily through seminar readings.	
Filming Fictions - CTL, EA	IA	Yes, major emphasis	Students wrote short stories, screenplays, and papers. They read short stories, novellas, and novels.	Many students, even upper-level students, were unprepared to read critically and write at the college level.
International Feminism - SPBC, EA, CTL(FW)	IA	Yes, major emphasis	Underpinning of entire course dealing with women in power through literature, film criticism, anthropology, cultural studies.	Doing much more reading this quarter (spring) on feminism etc. and viewing more films.
Local Knowledge - EA, ES	IA	Yes, major emphasis	Oral history, local history, studies of cultures and regions, journalism, media analysis.	
Marking Time - EA, CTL, EA	IA	Yes, major emphasis	Prose, poetry, fiction, film animation screenings, cultural history, political history; fundamentals and theories of movement; religious studies. Guest lecture on photography; creative writing, journals, and research projects; philosophy in lectures and texts.	
Order of Things - CTL, EA	IA	Yes, major emphasis	50% creative writing.	

Performative Shakespeare	IA	Yes, major emphasis	We studied literary devices and language of Shakespearean text, and we also applied literary criticism and literary theory to the Shakespearean studies.	Shakespearean literature is the focus of the program.
Transatlantic Revolutions - SPBC, CTL	IA	Yes, major emphasis	Advanced program in humanities and social sciences (historical and political economics). A good portion of our materials were written by historians, and we spent time discussing conventions in historical research and writing.	
Drawing from the Sea - ES, EA	IA	Yes, minor emphasis	Lecture on how the ocean is perceived by various authors (fiction and nonfiction).	
Physicist's World - CTL, SI	IA	Yes, minor emphasis	Literature, philosophy, mathematics.	
Scale and Detail - EA, SI	IA	Yes, minor emphasis	Environmental design history was studied.	
Science of Mind - SI(FW), SI, SPBC	IA	Yes, minor emphasis	Seminar portion of program treated topics in the philosophy of science and the philosophy of mind.	Although philosophical issues emerged in seminar discussion, and one explicitly philosophical text was included the in the program - the Humanities (as represented by philosophy) was somewhat in the background.
Health & Human Devel - SPBC, SI, CTL(F), SPBC(WS)	IA	No emphasis		
American Renaissance - CTL	PTS	Yes, major emphasis	Art history and literature were our primary subjects.	
Culture as History - CTL	PTS	Yes, major emphasis	Novels and poetry as major program texts. We also read a great overview of critical theory as the first program book, which provided a good foundation. Worked on film as well (Caryn helped immensely), and we had guest lectures from Sandy Yannone on poetry and Olivia Archibald on Elvis as an icon.	As a major focus, we looked at how humanities both reflect and are shaped by their historical and cultural context. Our study of History also had a humanities slant, rather than a social science feel.
Good Organization	PTS	Yes, major emphasis	Read literature, philosophy, and history and used literature and philosophy as the source of ideas of organizational values.	
Living Myths-CTL	PTS	Yes, major emphasis	Studying and transforming myths.	
Revolutions at Work - SPBC	PTS	Yes, major emphasis	Major emphasis first quarter was popular literature from American history dealing with workers' lives and issues. Some books occupy an important place in history, literature, and social science, especially "The Souls of Black Folk." We read poetry every week in the second quarter, and we looked at links between fiction and nonfiction writing.	
Sight and Insight: Art & Social Change - EA	PTS	Yes, major emphasis	Art History	

SOS: Child and Human Development - SPBC	PTS	Yes, major emphasis	Students studied education, human development, mythology, healing, and art.	Humanities are the core of liberal arts education.
Success and American Dreams - SPBC	PTS	Yes, major emphasis	During winter quarter, we read several key works in American intellectual history that showed both developments and conflicts in ideas about success.	"Incorporate" means "to unite with or blend indistinguishably." It supposes that there was "something already in existence" before we planned our program. There wasn't. All we had was a question: Can historical understanding be both intellectually enriching and psychologically therapeutic?
Tough Choices, Clear Thinking - CTL	PTS	Yes, major emphasis	Students read philosophical texts and interpreted and critiqued them during conceptual workshops and seminars.	
Transcending Boundaries - SPBC	PTS	Yes, major emphasis	Through reading and thematic analysis of multicultural literature and history.	Provided a historical perspective as a background for comprehending current events and our daily lives as portrayed through literature.
Chemicals, Public Policy and You - SI	PTS	Yes, minor emphasis	Part of our reading; we talked about current topics.	
Class in the US - SPBC	PTS	Yes, minor emphasis	Students studied some history in relationship to social class in the U.S. Three books used historical arguments extensively.	
Management in Contemporary Organizations - SPBC	PTS	Yes, minor emphasis	Reading assignments; group interaction.	
Promise of Health - SPBC	PTS	Yes, minor emphasis	Texts, seminar, and lectures when studying culture and narrative as ways of understanding health.	
Authentic Self - SPBC	PTS	No emphasis		
Quantitative Methods for Effective Mgmt - SPBC	PTS	No emphasis		
Concepts of Computing	SI	Yes, major emphasis	A seminar series on ethics in computing.	
Data to Information	SI	Yes, minor emphasis	Students had seminar. We read non-fiction: history of science and technology and the social impact of science.	
Introduction to Natural Science	SI	Yes, minor emphasis	Discussion and incorporation of history of the sciences in lectures and reading.	
Matter and Motion	SI	Yes, minor emphasis	Seminar on critical thinking, cultural studies of science, philosophy of science, and a little history and literature. See seminar details at http://192.211.16.13/curricular/mnm2001/semdetails.html	There are always science students who resist the crucial humanities-based seminar component of hard-core science programs like Matter and Motion. I hope we convinced them that it is important for scientists to think about the context and meaning of their scientific work.

Molecule to Organism	SI	Yes, minor emphasis	We examined the historical impacts science has had on society and the consequences to the world.	Allowed students to make connections to past scientific discoveries.
Student Originated Software	SI	Yes, minor emphasis	Seminar.	
Atoms, Molecules, and Research	SI	No emphasis		
Good Life in Good Society	SPBC	Yes, major emphasis	Major classical modern primary readings in political philosophy.	
Entrepreneurship and Organization	SPBC	Yes, minor emphasis	Some readings (e.g. "The Heart Aroused") explored organizations from a humanities/philosophical perspective.	
Maritime Entrepreneurship	SPBC	Yes, minor emphasis	U.S. History and History of Puget Sound. Students read four history books and wrote two essays on related questions. They also did historical research on Puget Sound Communities.	
Mexican Nation State	SPBC	Yes, minor emphasis	We read Mexican literature in both English and Spanish.	I think it provides a critical perspective on the revolution and social context.

Social Science Strategies from End-of-Program Review

Program name	Program planning unit	Did your program include Social Sciences?	If yes, how was Social Sciences incorporated?	Any comment about Social Sciences?
Ecology of Hope – CTL, SI, ES	CORE	Yes, major emphasis	Reading, field trips, lectures, and a number of workshops.	We used Soc.Sci. material to develop a framework to explain how human use transforms land and the impact of industrialization on transformation of environment. As a result, students had an understanding of the history that led to environmental problems.
Expression of Self - EA, CTL, CTL	CORE	Yes, major emphasis	We had frequent lectures and texts dealing with aspects of psychology and Buddhism.	
Natural and Unnatural Histories - ES, ES	CORE	Yes, major emphasis	Economics was a major component of the program. The students learned basic microeconomics, including what factors affect supply and demand, the theory of the firm, types of costs, and the role of government intervention. These concepts were incorporated into an explanation of the economics of fisheries, including the idea of "the tragedy of the commons" and economic rent. In the seminar readings, students also got a taste of cultural anthropology. They read about several fishing communities, including the Native community at Nisqually and Neah Bay, the community of tuna fishers on the East Coast , salmon fishers on the West Coast, and the fishing communities of North Carolina.	One of the main themes of the program was to bring together the effects of biology and economics on commercial fisheries and the management of fished species. Without the economics, it would have been very difficult to properly discuss the commercial harvest of fishes. By understanding the economics behind fisheries, the students were better able to understand why the behavior of fishers sometimes leads to "illogical" actions like overfishing and how fishers decide whether it is worth going out to fish. The seminar readings gave the students a better understanding of the challenges faced by fishers in several parts of the U.S. It forced them to think about the many factors, including the human factor, that must be taken into account when managing fisheries.
Ocean Life & Envir Policy – ES, ES	CORE	Yes, major emphasis	no comment	

Trash - ES, SPBC, SPBC	CORE	Yes, major emphasis	Another strong part of our program. We incorporated psychology into all aspects. For example, we conducted several workshops on values and society. Then, we asked students to think about the values that were represented in the trash they had collected, measured, and sorted in their fall and winter projects. This helped them apply what they had learned in the program to the real-life data that they collected both with regard to themselves and to larger organizations they were studying. Other areas of social science included a series of leadership workshops designed to help them work better in teams, economics workshops designed to enhance student understanding of several economic texts and several seminars designed to explore consumption and waste in America.	
Children's Literature and Lives - CTL, CTL, CTL	CORE	Yes, minor emphasis	Read and worked on Piaget's "How Children Form Mathematical Concepts," Erikson's "Childhood and Society," Orenstein's "Schoolgirls" (popular psychology), Inness's "Millenium Girls" (anthropological and sociological essays on girls around the world), Paley's "White Teacher" and "Kwanzaa and Me" (classroom memoirs), and Tatum's "Why Are All the Black Kids Sitting Together?" (racial identity formation theory). Also lectures and workshops on Piaget, Erikson, Kohlberg, and Gilligan, theories of prejudice, and theories of gender identity formation.	
Eyes and Ears – EA, EA	CORE	Yes, minor emphasis	Historical and cultural elements related to the art movements which were studied.	
Wildlife, Habitat, Landscape - ES, ES	CORE	Yes, minor emphasis	Examination of legal, economic and political aspects of conservation planning and habitat conservation.	
Algebra to Algorithms - SI	CORE	No emphasis		
Antebellum	CTL	Yes, major emphasis	History overlaps the Humanities and Social Sciences. Many of the topics studied have implications for social science inquiry.	Students made the connections with political science and sociology.
Changing Minds, Changing Course	CTL	Yes, major emphasis	Seminar readings and discussion.	
Creative Non-fiction	CTL	Yes, major emphasis	Students were instructed in how to conduct ethnographic field research.	
Culture, Context, Human Rights	CTL	Yes, major emphasis	Half the program was social science.	
Social Work Practice	CTL	Yes, major emphasis	Included volunteer service and student-led seminar discussions.	
Study of Violence	CTL	Yes, major emphasis	Probably the core of the class was social sciences. 1) Social construction of violence themes. 2) Social psychology of violence, etc.	Actually the objective was interdisciplinary – to convince students that violence can only be understood as a complex concept informed by many contributions.

Tragic Relief	CTL	Yes, major emphasis	A series of ethnographic field research exercises in Fall, requiring students to observe, interview, document, and interpret humorous and dramatic occasions of daily life, including proceedings in a courtroom. Reading and workshop on ritual; reading and seminar on dialogic functions of communication; readings and seminars on social and personal functions of humor. Recurrent emphasis on community and politics. In Spring, research seminar on ethnography and ritual for students doing field study.	
Bodies of Contention	CTL	Yes, minor emphasis	Some readings contained Social Science analysis, particularly Luker's book on abortion. Also, students collaboratively prepared and presented debates on pornography. Each student had to draw from peer-reviewed articles (library research methods workshop was part of process) on the topic. Most of these articles were Social Science oriented (some included statistical analysis too).	
Fiction and Nonfiction	CTL	Yes, minor emphasis	Instruction in conducting on-site ethnographic field research. They built characters from some of their observations and were expected to write about what it all means in reference to what they observed in the field.	
Hemingway, Writing Life	CTL	Yes, minor emphasis	Discussion of Hemingway's writing in a social context and historical context.	
Nietzche-Borges: Artist-Philosopher	CTL	No emphasis		
Pablo Neruda: Love, Politics, Poetry	CTL	No emphasis		
Uniquely Dutch	CTL	No emphasis		
African Arts	EA	Yes, major emphasis	Lectures on slave trade, as the main economic adventure connecting the main continents.	Students saw how many countries participated in slave trade which gave them a world view rather than solely a U.S. view.
Experiments in Performance, Music, & Puppet	EA	Yes, major emphasis	Through the process of collaborative group models, students had to embrace the practice of working in different groups, thus becoming aware of decision-making process and how it affected group psychology. Discussed the psychology of creativity; theories of audience reception; and function of art in society.	
Foundations of Visual Arts	EA	Yes, minor emphasis	Our study of art history included a focus on historical social problems.	
Mediaworks: Experiments Light & Sound	EA	Yes, minor emphasis	Lectures, readings, and screenings sometimes dealt with topics in anthropology, sociology, and psychology.	
Seeing the Light	EA	No emphasis		
IES: Trees, Timber, Trade	ES	Yes, major emphasis	Economics and natural resource economics major focus.	
Plant Ecology and Taxonomy	ES	Yes, major emphasis	Female speaker from a Native tribe lectured on ethnobotany; readings on women in science and native people and botany.	

Field Ecology: Research Methods	ES	Yes, minor emphasis	Interactions between management of land and conservation of species and ecosystems were covered during lectures and field trips.	
Intro to Environmental Chemistry (8 cred)	ES	Yes, minor emphasis	Policy aspects of major environmental issues were addressed.	
On Shaky Ground: Geologic Hazards	ES	Yes, minor emphasis	Lectures, readings, field trips, and papers.	
Snow Ecology	ES	Yes, minor emphasis	Examining leadership styles and effective decision-making.	
Temperate Rainforest	ES	Yes, minor emphasis	Lecture on forest policy, seminar, essays, and field trips.	
Tropical Rainforests	ES	Yes, minor emphasis	Seminar books on socio-political aspects of park and reserve establishment.	
Marine Life	ES	No emphasis		
Rainforest Research	ES	No emphasis		
Destiny – NAWIP, SPBC(F), NAWIP(W)	IA	Yes, major emphasis	Native American studies draws on multiple disciplines; we had a strong emphasis on Federal Indian law & policy.	
Eco-Design in Real World - EA, SI	IA	Yes, major emphasis	Lectures, readings, workshops, community-based design, and community governance.	
Health & Human Devel - SPBC, SI, CTL(F), SPBC(WS)	IA	Yes, major emphasis	Social science, psychology (depression, anxiety, stress), and an interdisciplinary research project.	
International Feminism – SPBC, EA, CTL(FW)	IA	Yes, major emphasis	Through texts and lectures.	
Local Knowledge – EA, ES	IA	Yes, major emphasis	Labor history, social movements, public policy, environmental studies, and political economy.	
Marking Time – EA, CTL, EA	IA	Yes, major emphasis	Ritual studies, ethnography workshops and projects, anthropology texts and discussions; oral history workshops and practice; Psychology guest lecturer and discussions.	Humanities and Social Science were so integrated that it's hard to determine which aspect is which.
Science of Mind – SI(FW), SI, SPBC	IA	Yes, major emphasis	Cognitive psychology was a major emphasis of program. Students became familiar both with methods and results. Winter quarter "mini-projects" as well as many extensive spring quarter projects dealt with psychological questions.	
Transatlantic Revolutions – SPBC, CTL	IA	Yes, major emphasis	This was an advanced program in Humanities and Social Sciences (history and political economy).	
Drawing from the Sea - ES, EA	IA	Yes, minor emphasis	Examined the role of naturalist and artist as environmental activist.	
Filming Fictions – CTL, EA	IA	Yes, minor emphasis	We discussed the social context in which stories and films were written and made public, and how they relate (or not) to our current social context.	

Order of Things – CTL, EA	IA	Yes, minor emphasis	Relating writers, artists, and their movements to their effects on social perception and vice-versa.	
Performative Shakespeare	IA	Yes, minor emphasis	The social environment of the Shakespearean historical period was studied; we also studied the political implications of many literary theories.	It was a small, but related and integral element of our overall study.
Physicist's World – CTL, SI	IA	Yes, minor emphasis	Discussion of social aspects of science and science in a social context	
Scale and Detail – EA, SI	IA	Yes, minor emphasis	Some readings dealt with concepts of nature and how this plays into the culture in the economy.	
Christian Roots – ES, EA	IA	No emphasis		
Authentic Self – SPBC	PTS	Yes, major emphasis	Psychology was used as a foundation in study of human development issues.	
Chemicals, Public Policy and You - SI	PTS	Yes, major emphasis	Talks, lectures, fieldtrips, and presentations.	
Class in the US – SPBC	PTS	Yes, major emphasis	The focus of the program was the sociology of stratification, especially social class. This was the major emphasis besides statistics.	
Culture as History - CTL	PTS	Yes, major emphasis	We spent half of winter quarter looking at urban/suburban life in U.S. We read sociological analysis – urban planning and critique. We also looked at fast food with "Fast Food Nation" -- social science in the muckraking tradition, but useful; then Martha Rosemeyer came to talk about sustainable agriculture as a cultural experience/social change.	Students tie real world issues very quickly to their own experience. Some applied the planning theory text to real life – went to the Olympia meetings about the new convention center with a valid critical stance.
Good Organization	PTS	Yes, major emphasis	We read and used a variety of social and economic theorists as a source of ideas about organizational values.	
Living Myths- CTL	PTS	Yes, major emphasis	In myths, we examined how stories are used to form social order, values.	
Management in Contemporary Organizations – SPBC	PTS	Yes, major emphasis	Interpersonal relationships. International and global societies and cultures.	
Promise of Health - SPBC	PTS	Yes, major emphasis	Text selections, lectures, guest speakers, workshops, as a major focus was health psychology. Research and group projects revolved around social science topics.	
Revolutions at Work - SPBC	PTS	Yes, major emphasis	Looked at working class organization, management strategies, changes in law, race, and gender discrimination to find links between the current era of globalization and previous "revolutions at work" in the Progressive era and 1930's. Explored political construction of think tanks and their role in the press.	
Sight and Insight: Art & Social Change – EA	PTS	Yes, major emphasis	Ethnic studies.	

Success and American Dreams - SPBC	PTS	Yes, major emphasis	Read a social psychology text that explained in detail and through examples the function of social influence. Asked whether and how social influence could be said to be at work among the limitations of social psychology for historical understanding.	
Transcending Boundaries – SPBC	PTS	Yes, major emphasis	Through analysis of inequitable distribution of power and resources as dictated by race and class.	
American Renaissance – CTL	PTS	Yes, minor emphasis	We looked at historical context, talked about class, gender, and race in connection with program themes.	Particularly for students with little background in our subjects, the social science context gave them something familiar upon which to build their analyses.
Quantitative Methods for Effective Mgmt – SPBC	PTS	Yes, minor emphasis	Discussed the impact of management decisions on welfare of employees.	
SOS: Child and Human Development – SPBC	PTS	Yes, minor emphasis	Students worked in schools and conducted educational research.	
Tough Choices, Clear Thinking – CTL	PTS	Yes, minor emphasis	Students conducted research, both through interviewing subjects (winter) and in the library (spring). Students in spring quarter, in particular, typically (though not universally) needed to research findings in relevant social sciences – e.g. criminology, economics, and/or international relations.	
Molecule to Organism	SI	Yes, major emphasis	Implications of scientific discovery, peoples' perceptions of those discoveries and the legislative and political forces that act to shape their development	
Concepts of Computing	SI	Yes, minor emphasis	Sociology: effects of computing on modern society integrated into lecture and seminar.	
Data to Information	SI	Yes, minor emphasis	In various readings.	
Introduction to Natural Science	SI	Yes, minor emphasis	Weekly seminars on ethics in science, with emphasis on biotechnology (genetically-modified foods, gene therapy, cloning). Science in society, emphasis on environmental concerns, (global warming, pollution/smog), and local pollution concerns discussed in class.	This aspect was very successful
Student Originated Software	SI	Yes, minor emphasis	Interpersonal dynamics.	
Atoms, Molecules, and Research	SI	No emphasis		
Matter and Motion	SI	No emphasis		Some aspects of humanities might fall under social science?
Entrepreneurship and Organization	SPBC	Yes, major emphasis	The program emphasized the study of private and nonprofit organizations, facilitating organizational change, macroeconomics, and globalization.	

Good Life in Good Society	SPBC	Yes, major emphasis	Contribution of major philosophers to foundations of economics, political science, and sociology; Introduction to modern economic theory.	
Mexican Nation State	SPBC	Yes, major emphasis	This class was a history class – a study of the Mexican revolution as well as its current political economy.	We used museum tours, local historians, and university professors.
Maritime Entrepreneurship	SPBC	Yes, minor emphasis	Cultural and economic analysis of local communities, including independent research projects. Review of economics. Readings in Sociology and politics.	Many useful discussions occurred in seminar emanating from the readings.

Quantitative Reasoning Strategies from End-of-Program Review

Program name	Program planning unit	Did your program include Quantitative Reasoning?	If yes, how was QR incorporated?	Any comment: QR?
Algebra to Algorithms - SI	CORE	Yes, major emphasis	As the major topic of study	
Children's Literature and Lives - CTL, CTL, CTL	CORE	Yes, minor emphasis	Some lecture time- discussed correlations & causation, limits of self-reporting in research, statistical significance and effect sizes, meaning of standard deviation as a measure of variance, and previewed a couple of graphs in the readings	We're doing a little informal evaluation we'll send you.
Ecology of Hope - CTL, SI, ES	CORE	Yes, major emphasis	Students did great deal in QR workshops along with estimation, quantitative relationships, order of magnitude, relationship of earth size to solar system... not so much computation as reasoning.	This was a struggle with students due to lots of math anxiety. They became more comfortable with basic reasoning exercises.
Expression of Self - EA, CTL, CTL	CORE	No emphasis		
Eyes and Ears - EA, EA	CORE	No emphasis		
Natural and Unnatural Histories - ES, ES	CORE	Yes, minor emphasis	As part of the economics portion of the program the students learned graph making and graph reading skills. They also did some work with metric conversions as part of an assignment comparing the market price of local seafood.	The students learned a lot about reading graphs and what makes a good graph. The metric conversion exercise, however, did not fit as smoothly into the overall assignment as I had hoped.
Ocean Life & Environmental Policy - ES, ES	CORE	Yes, minor emphasis	Excel, basic biological statistics, metric system	
Trash - ES, SPBC, SPBC	CORE	Yes, major emphasis	In fall, we worked with the QR Center to help students learn to work with data (primary & secondary statistics from readings), unit conversions, estimates, & critical analysis of data. In spring, we chose readings that emphasized how the same number can be used to present different answers to the same problem (e.g. global warming)	
Wildlife, Habitat, Landscape - ES, ES	CORE	Yes, minor emphasis	Several computer labs in Excel, GIS, & landscape modeling required quantitative analysis of data sets. Group projects also required analyses of data collected by students & modeling of that data to compare habitat suitability indices.	
Antebellum	CTL	Yes, minor emphasis	Some of the historical studies we read used quantitative analysis; I also included some in my lectures on lynching	Students liked the graphs & statistics in terms of how they represented history
Bodies of Contention	CTL	Yes, minor emphasis	Some students chose articles related to the debates on pornography that included statistical analysis (especially causality vs. correlation as related to pornography and violence).	Again, only a few students explored QR, but it greatly enriched the debates.
Changing Minds, Changing Course	CTL	Yes, minor emphasis	Some quantitative work introducing statistics in a workshop & through interpreting core study data	

Creative Non-fiction	CTL	No emphasis		
Culture, Context, Human Rights	CTL	No emphasis		Why no question about qualitative thinking? About creative mode of inquiry? Expectation five includes quantitative, qualitative, and creative modes.
Fiction and Nonfiction	CTL	No emphasis		
Hemingway, Writing Life	CTL	No emphasis		
Nietzche-Borges: Artist-Philosopher	CTL	No emphasis		
Pablo Neruda: Love, Politics, Poetry	CTL	No emphasis		
Social Work Practice	CTL	Yes, major emphasis	Focus on measurement and evaluation of program implementation	
Study of Violence	CTL	Yes, minor emphasis	One text was heavily statistical in its examination of youth violence; the process of "measurement" was discussed in 2 texts; and statistics were talked about frequently by faculty	When quantitative reasoning is discussed as a problem of 'measurement' (and definition) students seem more responsive and receptive.
Tragic Relief	CTL	No emphasis		
Uniquely Dutch	CTL	No emphasis		
African Arts	EA	Yes, minor emphasis	We did a workshop with Louis Nadelson dealing with the number of slaves imported/exported	Spent a great deal of time planning how to integrate this into program and have it make sense. It did so incredibly well.
Experiments in Performance, Music, & Puppet	EA	Yes, minor emphasis	Students explored the relationship between mathematics & music; Also relationships between budgets and art projects; Student projects used geometry in creating 3-D puppets.	
Foundations of Visual Arts	EA	Yes, minor emphasis	We had workshops on quantitative reasoning for artists, including proportional reasoning, linear perspective, and tessellation.	We learned that careful preparation of faculty along with the Quantitative Reasoning center is crucial.
Mediaworks: Experiments Light & Sound	EA	Yes, minor emphasis	Students had to develop film budgets for their spring qtr projects using Excel, including "institutional" vs. "real-world" costs. Also, aspects of post-production, file management, film optics, etc. involved quantitative skills	It was necessary for the successful completion of spring projects; the budgets were real & they were applied to their work
Seeing the Light	EA	Yes, minor emphasis	In learning to cut mats for their photos, they needed to do some basic math to determine how to center their photos on mat board & how to exactly cut window-mats. Also needed basic math in mixing chemistry.	
Field Ecology: Research Methods	ES	Yes, major emphasis	Lab exercises in statistics and ecological data analysis on group projects	
IES: Trees, Timber, Trade	ES	Yes, minor emphasis	Used while working on quantitative ecology and economic problems	

Intro to Environmental Chemistry (8 cred)	ES	Yes, minor emphasis	Solving equations to predict environmental trends	
Marine Life	ES	Yes, major emphasis	Statistics, computer software to display, organize, analyze data.	
On Shaky Ground: Geologic Hazards	ES	Yes, minor emphasis	Homework problem sets, labs, problems done in class	Wide range of math ability made doing more advanced algebra difficult
Plant Ecology and Taxonomy	ES	Yes, minor emphasis	Ordination with vegetation data collected in the field	
Rainforest Research	ES	Yes, major emphasis	Students carried out statistical analysis of field data. Basic descriptive statistics; simple hypothesis testing.	
Snow Ecology	ES	Yes, minor emphasis	Quantitative problems on snow physics and ecology	
Temperate Rainforest	ES	Yes, major emphasis	They completed problem sets, and QR was incorporated into labs and research	
Tropical Rainforests	ES	Yes, major emphasis	Workshop on descriptive statistics and statistical inference; fieldtrip projects involving statistical inference	
Christian Roots - ES, EA	IA	Yes, minor emphasis	Very limited use. Seminar books involved more history, but some quantitative data; Had a seminar involving how to use QR in respect to Renaissance Architecture	
Destiny - NAWIP, SPBC(F), NAWIP(W)	IA	No emphasis		
Drawing from the Sea - ES, EA	IA	Yes, major emphasis	Lab assignments (organize, analyze data); drawing assignments (perspective, ratios)	
Eco-Design in Real World - EA, SI	IA	Yes, major emphasis	Through workshops, assignments, environmental science, and building science	
Filming Fictions - CTL, EA	IA	Yes, minor emphasis	Students had to compute the digital volume of their scripts in order to make films that would fit on a 2-1/2 minute compact disc.	
Health & Human Development - SPBC, SI, CTL(F), SPBC(WS)	IA	Yes, minor emphasis	Nutritional assessments (percentages, graphing); interpreting research journal statistics	Some students resisted this component, but it was a useful and important tool
International Feminism - SPBC, EA, CTL(FW)	IA	No emphasis		
Local Knowledge - EA, ES	IA	Yes, minor emphasis	Small groups studied survey construction and selected statistics	
Marking Time - EA, CTL, EA	IA	Yes, minor emphasis	Sacred Geometry (text); animation (quantities of time); Laban Movement Theory (body geometrics and spatial design)	
Order of Things - CTL, EA	IA	Yes, minor emphasis	Calculating surface area & volume	
Performative Shakespeare	IA	No emphasis		
Physicist's World - CTL, SI	IA	Yes, major emphasis	As part of the material on science; As separate lectures and workshops on math and logic and computation	
Scale and Detail - EA, SI	IA	Yes, minor emphasis	Land surveying and GIS	

Science of Mind - SI(FW), SI, SPBC	IA	Yes, major emphasis	Two-qtr component in descriptive and inferential statistics with an emphasis on inferential techniques typically used in psychological experimentation.	Quantitative reasoning was a major focus of program that was addressed in lecture, workshop, and project contexts.
Transatlantic Revolutions - SPBC, CTL	IA	No emphasis		
American Renaissance - CTL	PTS	No emphasis		
Authentic Self - SPBC	PTS	Yes, minor emphasis	Through critical thinking on the part of students.	
Chemicals, Public Policy and You - SI	PTS	Yes, major emphasis	Labs, calculations, and more calculations.	
Class in the US - SPBC	PTS	Yes, major emphasis	Every session of the class had statistical analysis; statistical readings and homework were assigned; students conducted &analyzed a survey; & individual statistical analysis projects were part of the final assignment	This is the 1st time i've tried to do QR as a major program component. If anyone would like to discuss it in more detail, I'd be glad to.
Culture as History - CTL	PTS	Yes, major emphasis	Spent a major amount of class working on mathematical analysis. Students worked on scale, size, and architectural relationships. They learned linear programming & Game Theory & applied it to framing questions, analysis of war, & urban/suburban planning	Worked on this, but our students, in general, came with only basic math skills, so much class time was spent teaching them what they needed to make connections - less time on the actual connections.
Good Organization	PTS	No emphasis		
Living Myths-CTL	PTS	No emphasis		
Management in Contemporary Organizations - SPBC	PTS	Yes, minor emphasis	Measuring of organizations' actions	
Promise of Health - SPBC	PTS	Yes, minor emphasis	Statistics and modeling to arrive at health disparities; Guest Speaker from Dept of Health used epidemiological format to advise students of the depth of the issue of racial disparities as well as poverty.	
Quantitative Methods for Effective Mgmt - SPBC	PTS	Yes, major emphasis	Using quantitative information for problem solving.	
Revolutions at Work - SPBC	PTS	Yes, minor emphasis	We had workshops on various topics, like consumer price indexing, averages, medians and modes, and currency exchange in a global market. Students used economic data in their research papers and magazine articles.	It would have been good to have had time to do more, but without QR as a major part of the curriculum, we did fairly well.
Sight and Insight: Art & Social Change - EA	PTS	No emphasis		
SOS: Child and Human Development - SPBC	PTS	Yes, minor emphasis	Students created rubrics to compare different schools and used QR in a modest way	Quantitative/Qualitative reasoning are important tools of research, and all students should learn them in college

Success and American Dreams - SPBC	PTS	No emphasis		
Tough Choices, Clear Thinking - CTL	PTS	Yes, major emphasis	Students studied inductive logic, primarily decision theory, and probability theory	Some hated this math stuff; most came around to understand it by the end, but one thing I want to work on is how to start the topic-there are ways of helping students begin to think about inductive logic & use QR, before ever cracking a book. I want to improve.
Transcending Boundaries - SPBC	PTS	Yes, minor emphasis	Analysis of income, employment, etc. of minority groups in New Mexico relevant to dominant culture	
Atoms, Molecules, and Research	SI	Yes, major emphasis	Weekly problem-solving to reinforce topics covered in class, quantitative labs & data analysis	
Concepts of Computing	SI	Yes, major emphasis	Understanding logic, Boolean algebra, applied algebra	
Data to Information	SI	Yes, major emphasis	Computer science is a combination of science and applied math, thus it would quite naturally be included.	
Introduction to Natural Science	SI	Yes, major emphasis	Integral part all aspects of the program. We did Algebra & trigonometry , and used math to solve problems in all sciences. Graphical & computer analysis of lab results emphasized, & solving real world problems using QR (caloric/nutritional content of food, amount of pollution, population growth modeling.	Another very successful aspect
Matter and Motion	SI	Yes, major emphasis	Physics, calculus, chemistry every day, plus statistics and laboratory work	
Molecule to Organism	SI	Yes, major emphasis	Incorporated into almost every aspect of the program.	Mathematics is an integral part of all science.
Student Originated Software	SI	Yes, minor emphasis	Evaluating software solutions to problems	
Entrepreneurship and Organization	SPBC	Yes, major emphasis	We studied budgeting for nonprofit & profit-making organizations; basics of finance and accounting needed to understand how to organize & monitor profit-making firms; completed assignments in Fall & Spring involving finance	
Good Life in Good Society	SPBC	No emphasis		
Maritime Entrepreneurship	SPBC	Yes, major emphasis	Coastal navigation problems involving nautical charts & speed, distance, time, direction vectors. Design & preparation of financial statements for business ventures (i.e. income statements, balance sheets, & cash flow statements.)	A few had difficulty. Others took a lot of time learning the skills
Mexican Nation State	SPBC	No emphasis		

Strategies to Incorporate **Writing** into Programs from End-of-Program Review

Program name	Program planning unit	Did program include Writing?	If yes, how was writing incorporated?	Any comment about writing?
Children's Literature and Lives - CTL, CTL, CTL	CORE	Yes, major emphasis	In the fall, students wrote an exercise before each seminar, as well as writing and revising four 5-page essays, for which they did a required conference with tutors on drafts. In the winter, they wrote a short paper each week for seminar, and a 10-15 pg. paper on an individual research project, for which they also submitted along the way a book review on one of their sources, a preliminary topic and a list of five sources, annotated bibliography, an outline of the paper, and a complete draft. Faculty commented on and returned all of this work. Faculty also gave a number of very brief talks on the most common copy-editing problems in the papers – how to handle titles, the difference between it's and its, the difference between number and amount, etc…	I think the tiny talks on copy editing worked pretty well for quite a few students, although some students cheerfully kept making the same errors all quarter in spite of the talks and corrections on their papers.
Ecology of Hope – CTL, SI, ES	CORE	Yes, major emphasis	Weekly seminar papers and journals fall and winter qtrs. Three major papers done in 2 drafts. Weekly writing seminars where students presented work for peer and faculty critique. Students saw tutors as needed. A large number of writing workshops in fall qtr. In Winter, they did a larger research paper.	Probably the most important element of program. Students refined and presented ideas more clearly through these workshops and writing exercises. It was the most satisfying work for students as a whole.
Expression of Self - EA, CTL, CTL	CORE	Yes, major emphasis	Students wrote pre-seminar papers each week, responses to each psychology workshop (biweekly), and a major paper each for fall and winter quarters.	
Eyes and Ears – EA, EA	CORE	Yes, major emphasis	Weekly papers and 1.5 hour workshop on technique.	It was not as tightly integrated into the program content as I have sometimes been able to achieve. The paper topics were, but the technical aspects of writing were covered as exercises in and for themselves.
Natural and Unnatural Histories - ES, ES	CORE	Yes, major emphasis	Wrote summaries of almost all seminar readings. In addition, students had a library research project in which they wrote a paper that addressed the biology, economics, & management of a commercially fished species. Two writing assignments asked them to write more creatively.	Through writing, students were able to gain a more thorough understanding of themes of seminar readings. I think that by asking them to write about what they read, they became better at reading for content. Their project paper forced them to bring together all parts of the program.
Ocean Life & Envir Policy - ES, ES	CORE	Yes, major emphasis	no comment	

Trash - ES, SPBC, SPBC	CORE	Yes, major emphasis	Writing was an integral part of our program & something we puts lots of emphasis on. Fall: we used medium stakes writing for seminar papers & more formal writing in the form of a qtr-long research project. We prepared them for this by conducting weekly writing workshops & requiring 2 rewrites of each section of their paper. We also used fall qtr to help them develop skills in peer reviewing. Winter: We worked with Writing Center tutors and expected students to do thesis-based writing. The tutors conducted a wonderful series of writing workshops on identifying theses and evidence as well as how to cite references in an academic paper and avoid plagiarism. All students were required to meet with a tutor every week & to rewrite their seminar papers after this meeting. In addition, students who needed remedial help with writing met with a second tutor to work on grammar and syntax. Students also did group writing winter qtr which included peer reviews, meeting with tutors, and several drafts.	We could not have had such improvement in writing w/out support of Writing Center & tutors. This is an invaluable resource.
Wildlife, Habitat, Landscape - ES, ES	CORE	Yes, major emphasis	Writing assignments reviewed scientific work and had students develop abstracts for scientific papers. Final reports were also required.	
Algebra to Algorithms - SI	CORE	Yes, minor emphasis	Writing about mathematics.	
Antebellum	CTL	Yes, major emphasis	Students wrote 3 essays, 5-10 pages in length and a long essay, 10-15 pages.	A number of students grew significantly as expository writers.
Bodies of Contention	CTL	Yes, major emphasis	6 essays: 2 close literary readings, 2 drafts of their interpretive essay (exploring a theme in 1 image & 1 literary work), 2 drafts of synthesis paper (which was a dialogue between authors we studied, centered around a theme)	
Changing Minds, Changing Course	CTL	Yes, major emphasis	weekly papers; research paper	
Creative Non-fiction	CTL	Yes, major emphasis	The entire focus of this program was writing. Students conducted field research and wrote nonfiction pieces from their field notes.	
Culture, Context, Human Rights	CTL	Yes, major emphasis	A sequence of workshops & assignments.	
Fiction and Nonfiction	CTL	Yes, major emphasis	Writing was the core activity. They read examples of good writing & worked to produce finished products that were suitable for publication.	
Hemingway, Writing Life	CTL	Yes, major emphasis	Expository essay writing	
Nietzche-Borges: Artist-Philosopher	CTL	Yes, major emphasis	Weekly reflections on reading. Four formal papers of varied genre.	
Pablo Neruda: Love, Politics, Poetry	CTL	Yes, major emphasis	Critical analysis writing; wrote poetry.	
Social Work Practice	CTL	Yes, major emphasis	Paper due every week.	

Study of Violence	CTL	Yes, major emphasis	A discussion paper (5 pages) due every week except the first week = 9 papers. Also, in class 10 minute "free-writes" on a faculty selected query.	5-6 students improved their writing & critical thinking immensely (in a class of 20). Most benefited, I believe, from the experience.
Tragic Relief	CTL	Yes, major emphasis	Weekly critical comments based on readings, prior to seminar, posted on Web X, all year. In fall qtr, weekly essays involving creative thought issues of the inquiry & ethnographic field work; also, a long, integrative paper drawing on all readings & films. Winter: 2 papers involving the material chosen for student's performance, one based on critical literature, the other on issues of the inquiry. Spring, writing determined by research group: creative writing group all wrote pieces published in a program anthology; philosophy group wrote philosophy papers; others wrote papers based on their film, theater, or ethnographic projects.	
Uniquely Dutch	CTL	Yes, major emphasis	Papers, independent research projects, and major final research paper.	
African Arts	EA	Yes, major emphasis	Fall quarter through seminar papers, as well as through their thoughts on reparations. Winter quarter through writing their autobiographies. We did a workshop with Sandy Yannone.	By Sandy's clear illustration through modeling her work, it was easier for students to comprehend assignments.
Foundations of Visual Arts	EA	Yes, major emphasis	Students wrote weekly Art History papers.	
Mediaworks: Experiments Light & Sound	EA	Yes, major emphasis	Critical writing: media criticism, film analysis. Theoretical study: film theory & critical writing	
Seeing the Light	EA	Yes, major emphasis	Students wrote weekly image responses as well as two short papers comparing four films that we viewed.	Writing was used as a diagnostic tool to determine how well (or poorly) students were learning to analyze photos & films that they viewed. It provided me with another method of assessing their work.
Experiments in Performance, Music, & Puppet	EA	Yes, minor emphasis	Limited writing. Random (not required) journals – some students wrote a great deal and others wrote little. Movement workshops included a freewrite session at the end. Some students wrote scripts.	
IES: Trees, Timber, Trade	ES	Yes, major emphasis	Two term papers, weekly seminar paper, writing workshops.	
Intro to Environmental Chemistry (8 cred)	ES	Yes, major emphasis	Students each prepared and presented a research paper plus abstracts of 10 scientific papers and 20 web sites.	
On Shaky Ground: Geologic Hazards	ES	Yes, major emphasis	Essays, research paper, field trip reflections	
Plant Ecology and Taxonomy	ES	Yes, major emphasis	Term paper, kept an illustrated field journal, a project proposal was required.	

Rainforest Research	ES	Yes, major emphasis	Students wrote technical scientific reports on their research.	
Temperate Rainforest	ES	Yes, major emphasis	Essays, research paper, lab reports.	
Tropical Rainforests	ES	Yes, major emphasis	Two major assignments in technical scientific writing, including library research using primary scientific literature, student peer review, faculty editing of first drafts, submission of second drafts.	
Field Ecology: Research Methods	ES	Yes, minor emphasis	I gave students a scientific paper without the original abstract; they read the article and wrote an abstract of their own. After students finished writing their abstract, I provided the original abstract written by the authors. Students exchanged and reviewed their abstracts among each other by comparing the original abstract in writing style and contents. Students were also required to write a 15-30 page report on their research project.	
Marine Life	ES	Yes, minor emphasis	Scientific reports	
Snow Ecology	ES	Yes, minor emphasis	Students wrote a summary handout on the ecology of an animal in snowy environment.	
Christian Roots – ES, EA	IA	Yes, major emphasis	Writing workshops weekly & weekly papers due. Weekly rewrites of papers as well as continual intellectual journal.	
Destiny - NAWIP, SPBC(F), NAWIP(W)	IA	Yes, major emphasis	Weekly writing assignments, mid-term essay test, expository essays, and a major research project	
Eco-Design in Real World - EA, SI	IA	Yes, major emphasis	Students did frequent writing exercises, including position papers centered on beauty and ethics of sustainability in eco-design, reflections on design process, and narrative statements accompanying projects.	
Filming Fictions – CTL, EA	IA	Yes, major emphasis	Students wrote short stories, screenplays, and seminar response papers. They also compiled bibliographies developed in their novel-to-film adaptation presentations.	Many students needed a lot of rudimentary help with basic grammar and punctuation rules. We ask for, but did not receive a dedicated tutor from the writing center.
Health & Human Devel - SPBC, SI, CTL(F), SPBC(WS)	IA	Yes, major emphasis	Everywhere. Seminar, integration, and research papers; learning journals; workshop writing.	
International Feminism – SPBC, EA, CTL(FW)	IA	Yes, major emphasis	Students did a critical synthesis essay drawing together films, drawing, essays, and lectures, and they also had a politics of identity essay, plus 3 response papers.	
Local Knowledge – EA, ES	IA	Yes, major emphasis	Essays, journals, proposals, "self-in-context" reflections, public writing, student-run writing support group.	
Marking Time – EA, CTL, EA	IA	Yes, major emphasis	Reflective journals, observation journals, seminar papers weekly, synthesis essays, summary writing, performance observation paper, critical analysis and research; ethnography research paper; scripting for performance.	

Order of Things – CTL, EA	IA	Yes, major emphasis	Poetry (open and closed form), fiction and nonfiction, as well as bookmaking and broadside printing.	
Performative Shakespeare	IA	Yes, major emphasis	We did close reading (a kind of critical analysis) papers every week. Students also write a 5-page close-reading essay to culminate their writing efforts.	It is a perfect way to hone students' writing and critical thinking skills in Shakespearean studies
Physicist's World – CTL, SI	IA	Yes, major emphasis	Expository writing; research paper writing.	
Scale and Detail – EA, SI	IA	Yes, major emphasis	Weekly journal entries on environmental analysis packets; seminar response papers dealing with weekly readings	
Science of Mind - SI(FW), SI, SPBC	IA	Yes, major emphasis	Weekly seminar papers in response to texts; significant amounts of technical writing culminating for many students in a formal research paper in APA style, in a form ready for submission to a professional journal.	The program could be considered fairly writing-intensive
Transatlantic Revolutions – SPBC, CTL	IA	Yes, major emphasis	Two progressive essays: that is 1 essay question, responded to once halfway through the program and then totally rewritten, revised, and expanded again in light of the rest of the program material. Students also did a collaborative research paper.	
Drawing from the Sea - ES, EA	IA	Yes, minor emphasis	Lab reports; final project included written component.	
American Renaissance – CTL	PTS	Yes, major emphasis	Wrote essay responses to each of the reading assignments; worked with writing in-class, specifically on formal analysis of both paintings and poetry.	We were in a real time crunch, but could have spent time with writing workshops to hone skills and reinforce conventional abilities for academic essay.
Authentic Self – SPBC	PTS	Yes, major emphasis	Through use of WebCT for pre-seminar writing; 3 autobiographies required with different focuses; journal writing, etc.	Helped students to express themselves using freestyle method of journal, technical writing for papers, reflective style for critiques of materials covered in program.
Class in the US – SPBC	PTS	Yes, major emphasis	Most weeks, students were to write a paper on the seminar book and wrote a narrative analysis of their conclusions about class and about the statistical projects.	
Good Organization	PTS	Yes, major emphasis	Students wrote weekly short essays posted on internet. They wrote 1 major research paper per quarter, including several drafts and rewrites, and we had in-class writing marathons every other week.	
Living Myths-CTL	PTS	Yes, major emphasis	Students wrote literary critiques and mythologically-based scripts.	
Promise of Health - SPBC	PTS	Yes, major emphasis	Students had to post their writings on WebCT regarding each text, and respond to their peers' writings. There were multiple individual papers and each quarter a group research paper.	

Revolutions at Work - SPBC	PTS	Yes, major emphasis	Most weeks, students wrote a paper on the seminar book, geared to an outside audience. They were to practice using the voice of the author to practice different writing styles. We had workshops on interviewing & observational writing (including a field trip) & evaluation writing. Both quarters, students wrote multiple drafts of their major paper, which in the 2nd quarter was a magazine article. They worked with a peer editor to critique and refine their work and learn how to help others.	
Sight and Insight: Art & Social Change - EA	PTS	Yes, major emphasis	Many essays required in response to books. These were formal and analytical in style. Also had a writing tutor from the LRC assigned to our program winter quarter. She gave a peer-editing workshop and worked with students individually on successive drafts of their papers.	
Success and American Dreams - SPBC	PTS	Yes, major emphasis	Writing was integral to how we fostered intellectual relationships between students and between each student and the texts. Winter quarter, students wrote 2 papers grounded in texts and developed with in-class writing workshops. In spring quarter, they did a research paper, which they developed slowly and carefully beginning the 1st night of class.	
Tough Choices, Clear Thinking – CTL	PTS	Yes, major emphasis	Papers due every other week (winter) and weekly (spring). Practiced intensive in-class writing (winter) and used writing workshops (spring) in what I call the "Levensky/Sinclair" model: each session, several students distributed copies of their paper to all members and read it aloud. The student then remained silent during the critique session while I and the other students made constructive comments. The student was then able to reply briefly after the critique.	I am firm believer in this model of writing workshop. It is, at first, intimidating to some students – but I think this has educational value in itself, as these students take their work much more seriously as a result. Further, I witnessed clear improvement in most students' writing.
Transcending Boundaries – SPBC	PTS	Yes, major emphasis	Through critical essays on 4 books – students were required to identify a thesis and provide support based on course readings – they were also required to complete a major paper from perspective of a culture they selected, identifying thesis and providing support from extensive research.	
Chemicals, Public Policy and You - SI	PTS	Yes, minor emphasis	Papers	
Culture as History - CTL	PTS	Yes, minor emphasis	Of course, students wrote essay responses to each text, but we really didn't spend major time on writing instruction. A couple of workshops in response to essays and research projects provided most of the direct instruction.	Writing an analysis of texts prepares students for seminar, and we asked specifically for connections to other texts and materials, so written work helped them think deliberately about program themes.
Management in Contemporary Organizations – SPBC	PTS	Yes, minor emphasis	Essays and analysis	
SOS: Child and Human Development – SPBC	PTS	Yes, minor emphasis	Students kept journals, wrote research and reflection papers.	Writing is essential to education.

Quantitative Methods for Effective Mgmt – SPBC	PTS	No emphasis		
Atoms, Molecules, and Research	SI	Yes, major emphasis	Wrote extensive technical lab reports show their understanding of theory, instrumentation, data, & analysis. They learned technical writing skills with the help of Sara Rideout. They worked to improve each piece of their writing by re-writing it. Students wrote their research results for publication in a peer-reviewed journal and for presentation at the annual American Chemical Society research meeting. They created poster presentations from their research results.	
Concepts of Computing	SI	Yes, major emphasis	Weekly topic reviews, term paper, interpretive report.	
Introduction to Natural Science	SI	Yes, major emphasis	Weekly lab reports critiqued by faculty; short analysis papers of quantitative results critiqued by faculty; 4000 word research paper, including two drafts and an abstract; poster presentation critiqued by faculty and staff.	A significant emphasis was placed on writing and students made excellent progress throughout the year
Matter and Motion	SI	Yes, major emphasis	Weekly seminar papers, required responses to peers' papers, required rewrites, required writing workshops, & meetings with writing tutors. Major research-planning papers in fall & project write-ups winter & spring quarters, with multiple rewrites. [More info at program website: http://192.211.16.13/curricular/mnm2001/semdetailswin.html and http://192.211.16.13/curricular/mnm2001/research.html]	Many students made great use of this opportunity to improve their writing and to help peers write more clearly; some did not. Sandy Yannone & Sara Petty-Powell in the Writing Center were terrific. I'm sorry that some students missed appointments with them or didn't show up for required workshops.
Molecule to Organism	SI	Yes, major emphasis	Laboratory notebooks, lab reports, papers, scientific poster presentations	
Data to Information	SI	Yes, minor emphasis	4 papers to write	
Student Originated Software	SI	Yes, minor emphasis	Seminar and project reports	
Entrepreneurship and Organization	SPBC	Yes, major emphasis	Fall & winter, we required a series of seminar papers on books read as well as a set of cases on business and nonprofit management topics, about which teams of students wrote case analyses. Fall and Winter, students completed major projects in teams (10-20 pg. Papers).	In spring, students completed individual written business plans. Overall, these assignments were very successful. Students dramatically improved their writing and analytical skills.
Good Life in Good Society	SPBC	Yes, major emphasis	Bi-weekly writing and 2 major papers.	

Maritime Entrepreneurship	SPBC	Yes, major emphasis	The students wrote 4 essays in answer to focused, probing questions I developed on their reading. Each student developed and wrote up a marketing plan for a fictitious business.	I thought the writing capabilities of most of the students were quite strong.
Mexican Nation State	SPBC	Yes, major emphasis	Daily journals; essays; extended learning evaluations.	Their journals were particularly insightful.

Program Advising comments from End of Program Review

Program name	Program planning unit	How did you go about advising your students?
Algebra to Algorithms - SI	CORE	During conferences
Children's Literature and Lives - CTL, CTL, CTL	CORE	Surveyed them about backgrounds and interests on entry; met for an individual conference with each student during our 3-day program retreat in week 2 of fall quarter. Did evaluation conference at end of fall quarter, announced willingness to consult with them about program choices before winter academic fair. Had them write a piece about Expectations and long-term goals before their winter evaluation & discussed those with them during the evaluation conference. Occasional conversations with students during the program (mostly about their work or difficulties with program).
Ecology of Hope - CTL, SI, ES	CORE	Fall quarter: Worked with Elaine and did 3 Core Connector workshops; we met for 2 advising sessions with all students. Spring quarter: We set up 2 times for seminar students to come meet with us individually about plans for next year, as well as 2 meetings to help in advising them on program selections. These were done both formally and informally as students had an understanding that we were available at most times.
Expression of Self - EA, CTL, CTL	CORE	Met with them at middle & end of each quarter. We were available for office hours, and communicated with them quite frequently by e-mail to answer their advising questions. In addition, our CORE connector, Deborah Rohovit, kindly made herself available to students.
Eyes and Ears - EA, EA	CORE	Sara Rucker was our Core Connector. She gave a small presentation before each of the all-program review meetings (except during her vacation). She also gave a 2-hr presentation on options and methods related to next year's possibilities for freshmen.
Natural and Unnatural Histories - ES, ES	CORE	Most of our students were freshmen, and there was another program offered Winter and Spring quarters that was the logical next step, but we did have some students that talked to us about what programs to take and whether to continue at Evergreen.
Ocean Life & Environmental Policy – ES, ES	CORE	Yes
Trash - ES, SPBC, SPBC	CORE	With group discussions during program time as well as during evaluation conferences or individual meetings as requested by students.
Wildlife, Habitat, Landscape - ES, ES	CORE	Advised mostly on study habits and planning for future courses. One writing assignment required students to find a job announcement that interested them, write a cover letter, then examine their abilities & identify areas for improvement so as to get the job of interest.
Antebellum	CTL	At two conferences during the quarter & the final evaluation conference - did A LOT of advising for a handful of the students, but a fair amount for the others.
Bodies of Contention	CTL	Through midterm conferences (1 faculty only); office hours; chatting before and after class; and in final evaluation conferences. Also invited in academic advisor, Jean Eberhardt, at beginning of quarter.
Changing Minds, Changing Course	CTL	Through feedback on their work, via ad hoc appointments, and in evaluation conferences.
Creative Non-fiction	CTL	I talked to them during office hours & by appointment. And I made several presentations over the course of the 2 quarters which included advice for graduate school or employment as writers.
Culture, Context, Human Rights	CTL	Collecting info about them during the first week; face-to-face sessions week 5; face-to-face sessions week 11; assignment of major reflective writing piece week 15; more face-to-face meetings weeks 16 & 22.
Fiction and Nonfiction	CTL	In meetings during office hours and in class during discussion.
Hemingway, Writing Life	CTL	Individual conferences; group discussions
Nietzche-Borges: Artist-Philosopher	CTL	No comment
Pablo Neruda: Love, Politics, Poetry	CTL	One-on-one and with group as a whole, plus evaluation conferences.
Social Work Practice	CTL	Mid-term conference – 6th wk; sometimes conversations during lunch breaks (class meets at Organic Farmhouse)

Study of Violence	CTL	6th week conference to see how they are doing. Try to speak to each student casually every 2 to 3 weeks. Class meets at organic farmhouse, sometimes students and faculty eat lunch together which provides informal advising opportunity.
Tragic Relief	CTL	Formal meetings in spring quarter, based on written reflection. Ongoing informal advising all year, including but in no way limited to evaluation conferences.
Uniquely Dutch	CTL	Discussions during seminars, individual meetings, and drop-in office hours.
African Arts	EA	Due to nature of the program material, there was a perpetual seminar of advising issues. Advised both informally and formally, as well as final evaluation conference.
Experiments in Performance, Music, & Puppet	EA	One to one meetings. Formal meetings: each student invited to office to discuss individual learning goals, personal interests, and projects.
Foundations of Visual Arts	EA	We advised students individually in conferences.
Mediaworks: Experiments Light & Sound	EA	During conferences.
Seeing the Light	EA	Short, informal chats one-on-one, during the 5th week, and whenever else they expressed a need for it – as during their final evaluations.
Field Ecology: Research Methods	ES	Usually, I give them difficult problem to solve. Then they will generally come to my office to ask questions. I simply stay in office 24 hours a day (perhaps 14hrs/day in reality) and talk to them as they show up. They usually don't just ask questions about the assigned problem, but also tell me problems in other areas of their lives. Sometime I simply listen to them, and sometimes I tell how I solved a problem when I was in a similar situation.
IES: Trees, Timber, Trade	ES	Workshops, reflective writing, and individual meetings
Intro to Environmental Chemistry *(8 cred)*	ES	Since this was not a full-time program, advising was more limited. Several students got extensive advising from me; others did not come in.
Marine Life	ES	Small group meetings and individual meetings. Also in lecture, we discussed skills and concepts required for advanced work.
On Shaky Ground: Geologic Hazards	ES	Only during evaluation conferences – discussion of goals.
Plant Ecology and Taxonomy	ES	Advising was done throughout the quarter informally & formally and during evaluation conference at end of quarter; students frequently came to my office to speak personally about job opportunities, & we made continual announcements about job opportunities when available.
Rainforest Research	ES	Weekly e-mail reports and responses, two major face-to-face sessions in Costa Rica (weeks 2 & 10), final evaluation conferences at end of quarter.
Snow Ecology	ES	Individual meetings
Temperate Rainforest	ES	One-on-one discussions during term; conversation at evaluation conference.
Tropical Rainforests	ES	During class time and office hours and informally during fieldtrip.
Christian Roots - ES, EA	IA	We did a workshop on dealing with plotting out academic plan, and we also gave a brief presentation supporting this. Also spoke with them during evaluations.
Destiny - NAWIP, SPBC(F), NAWIP(W)	IA	Fall quarter: 2nd week conferences. Winter & Spring: 5th week conferences. Advising at all final evaluation conferences.
Drawing from the Sea – ES, EA	IA	Lecture on pathways for advanced work; visits from Advising contact; evaluation conferences.
Eco-Design in Real World – EA, SI	IA	Students met with me both formally and informally on an individual basis both as walk-in and scheduled appointments at midterm and final evaluation conferences.
Filming Fictions - CTL, EA	IA	Mid-quarter evaluations and discussions; portfolio checklist and review.
Health & Human Development - SPBC, SI, CTL(F), SPBC(WS)	IA	Office hours, conferences, after-class meetings, and spring quarter "process seminars" to debrief internships.
International Feminism – SPBC, EA, CTL(FW)	IA	Via seminar and after seminar meetings and dependent on specific projects.
Local Knowledge - EA, ES	IA	Many, many conferences.
Marking Time - EA, CTL, EA	IA	One-on-one meetings in office hours; in small tutorial groups on term projects; Academic Fair contacts; and in evaluation conference each quarter.
Order of Things - CTL, EA	IA	At midterm & final conferences.
Physicist's World - CTL, SI	IA	In individual advising sessions. In group sessions

Scale and Detail - EA, SI	IA	Both formally and informally through walk-in and scheduled appointments; also met with students on an individual basis during midterm conferences and end of program evaluation conferences.
Science of Mind - SI(FW), SI, SPBC	IA	Scheduled conferences mid-fall quarter to discuss how students could use program as part of overall college experience. Additional time allotted during winter & spring evaluation conferences to discuss students' futures. Beyond that, individual faculty met with students interested in further work in various disciplines.
Science of Mind - SI(FW), SI, SPBC	IA	Week 5 advising every quarter.
Transatlantic Revolutions – SPBC, CTL	IA	Get from them a questionnaire on their past work and their future plans; meet with them at the end of the 1st week about the program and their long-term plans, advise them before the academic fair; advise them in their evaluation conference.
Authentic Self - SPBC	PTS	Both formal and informal at varied times of day, during evaluations, etc. we speak to students regarding future plans/goals after this class (both academic/professional goals)
Chemicals, Public Policy and You - SI	PTS	Answered questions when asked.
Class in the US - SPBC	PTS	We did a liberal arts workshop with other Part Time Studies programs on a weekday evening, and we did advising in the evaluation conferences. We also encouraged students to use the QR center and the writing center.
Culture as History - CTL	PTS	Met with students for evaluation conferences at the end of Fall quarter. Also participated in Part Time Liberal Arts Forum, where studs left with a template/reflection sheet to fill out for winter conferences – the focus there was academic planning.
Good Organization	PTS	Had informal meetings in preparation for research projects, ½ hour evaluation conferences at the end of each quarter, and informal advising as needed by individual students (approx. 10 times).
Living Myths-CTL	PTS	In class, through Part Time Studies forum, extensive evaluation appointments, and making use of questionnaires.
Management in Contemporary Organizations - SPBC	PTS	That liberal arts criteria are beneficial to a well-rounded manager.
Promise of Health - SPBC	PTS	I had on-call office hours and open door policy. I met with students that were having issues at week 5, and had conferences for all students at end of quarter. Had multiple interactions via phone, email, and WEBCT.
Quantitative Methods for Effective Mgmt - SPBC	PTS	No comment
Revolutions at Work – SPBC	PTS	Liberal arts workshop with another Saturday program during the first quarter. Evaluation writing workshops both quarters and advising conferences at end of Winter quarter. We gave them quite a lot of feedback on projects and papers and had many conversations about their academic plans.
Sight and Insight: Art & Social Change - EA	PTS	Part-time Studies Forum winter quarter designed for advising & handout used at evaluation conferences.
SOS: Child and Human Development - SPBC	PTS	Formally and informally, with class dialogue, phone conversations and email
Success and American Dreams - SPBC	PTS	On an ongoing basis
Transcending Boundaries – SPBC	PTS	Through informal meetings over coffee, telephone conversations, email, and formal evaluation conferences
Atoms, Molecules, and Research	SI	Conducted "Career Week" focused on career options in chemistry; Wendy Freeman from Career Development presented a workshop, I followed up with helping students prepare applications for jobs, summer research positions, & graduate school applications.
Concepts of Computing	SI	When students came to me for advice, I'd have discussions with them – usually just reinforce their decisions. Evaluation conferences at the end of the quarter.
Data to Information	SI	I do not advise my students.
Introduction to Natural Science	SI	Day to day interactions and discussions with individual students. Formal: end & mid-quarter evaluation conferences. Informal: brief class discussions of TESC programs. This was an integral part of our program.

Matter and Motion	SI	Advising workshops, discussions in class and seminar, individual meetings such as mid-quarter conferences (and warnings), and final evaluation conferences. Kitty Parker & Joe Tougas were kind enough to schedule workshops on working together as program and on academic honesty on very short notice.
Molecule to Organism	SI	Open door policy, quarterly evaluation conferences, presentations by past students.
Student Originated Software	SI	Prior to program, mid-quarter, and end of quarter.
Entrepreneurship and Organization	SPBC	We gave a program questionnaire at the beginning of the program to determine backgrounds and interests. We talked to each student week 5 of fall quarter to assess how program was working for them; did advising at evaluation conferences and ad hoc meetings during the quarter.
Good Life in Good Society	SPBC	Individual conferences.
Maritime Entrepreneurship	SPBC	When they asked me, or when I deemed it was needed. The students were required to write a self-evaluation every two weeks, which gave me a strong indication of their progress & any need for advising and/or counseling.
Mexican Nation State	SPBC	This was one of the best parts of the program.

Most Useful Resource for Planning and Teaching Programs
from End of Program Review

Program name	Program planning unit	What resources were most helpful in planning and teaching your program?
Algebra to Algorithms - SI	CORE	no comment
Children's Literature and Lives - CTL, CTL, CTL	CORE	Film advice from Caryn Cline, consulting Amazon.com (esp. "people who bought this also bought" feature), unpaid help from Core Connector, Joyce Stahmer teaching the first 5-week Storytelling sessions. Liza Rognas located web resources for us, gave guest lecture & taught 2 research workshops.
Ecology of Hope – CTL, SI, ES	CORE	Library, vans for fieldtrips. Lab stores/lab techs. Writing Center very helpful. One-week fieldtrip fall & had incredible help from community at Sun Lakes, Power Companies, and Wildlife Refuge.
Expression of Self – EA, CTL, CTL	CORE	E-mail
Eyes and Ears - EA, EA	CORE	Time and money
Natural and Unnatural Histories – ES, ES	CORE	The summer Core Institute was reasonably useful in helping us plan our program.
Ocean Life & Environmental Policy - ES, ES	CORE	No comment
Trash - ES, SPBC, SPBC	CORE	Each other! Summer institutes, writing lab (x3) & tutors; QR Center
Wildlife, Habitat, Landscape - ES, ES	CORE	No comment
Antebellum	CTL	My own knowledge of the discipline
Bodies of Contention	CTL	Well, Library & Librarians & Mal Pina. The Computer Center staff were key, but mostly faculty team, books, & other faculty, former students, & community members who were guest speakers in program.
Changing Minds, Changing Course	CTL	Computer Center staff & Media Services staff, especially Susan Bustetter & Ally Hinkle
Creative Non-fiction	CTL	None in particular
Culture, Context, Human Rights	CTL	No comment
Fiction and Nonfiction	CTL	We pretty much had it under control without a lot of extraneous assistance. This was the 3rd time I've taught this spring program.
Hemingway, Writing Life	CTL	Availability of all of Hemingway's published works.
Nietzche-Borges: Artist-Philosopher	CTL	No comment
Pablo Neruda: Love, Politics, Poetry	CTL	Library, web
Social Work Practice	CTL	Guest speakers, for example Wendy Freeman was especially helpful in her presentation on life after TESC and graduate study in social work.
Study of Violence	CTL	For me a class will work when at least half of the students are motivated. Guest speakers I've found to be very useful; used 7 this quarter. Library faculty very helpful: Ernestine Kimbro gave a lecture, sponsored teaching assistant internship, and had ideas about resources.
Tragic Relief	CTL	The paid time in the planning workshop
Uniquely Dutch	CTL	Library faculty!
African Arts	EA	Guest speakers, Planning Unit Coordinators, videos, library periodical center and aides.
Experiments in Performance, Music, & Puppet	EA	Design studio, COM408, COM209, Media Loan, video cart, new tools purchased & made available to my program.
Foundations of Visual Arts	EA	Faculty summer planning institute allowed for serious planning.

Mediaworks: Experiments Light & Sound	EA	Media Services & staff, COM Bldg. staff are both invaluable! Computer Center & staff also very important & helpful.
Seeing the Light	EA	The slide library, the film library, the darkroom.
Field Ecology: Research Methods	ES	CAL & lab stores; they are great!
IES: Trees, Timber, Trade	ES	What the hell does this mean?
Intro to Environmental Chemistry (8 cred)	ES	The web
Marine Life	ES	Library, computers, labs, ships (Seawulff & Resolute), small boats.
On Shaky Ground: Geologic Hazards	ES	CAL staff, GIS facilities
Plant Ecology and Taxonomy	ES	The vans for transportation, since we did great deal of fieldwork; lab space; lecture hall space equipped w/media; the Library; State Parks; and Environmental Learning System
Rainforest Research	ES	Good e-mail communication; interlibrary loan
Snow Ecology	ES	CAL & staff; outdoor program manager
Temperate Rainforest	ES	No comment
Tropical Rainforests	ES	Media classroom, vans for fieldtrip, time
Christian Roots - ES, EA	IA	Could not do class without print studio/library. Internet to locate books. Media support also, as both faculty work heavily off slides.
Destiny - NAWIP, SPBC(F), NAWIP(W)	IA	The summer paid planning time in the faculty institutes
Drawing from the Sea - ES, EA	IA	Lab stores, drawing studios; microscopes (light and electron)
Eco-Design in Real World - EA, SI	IA	Library, Computer Center, CAL, DIS provided support for 3-D modeling software & GIS training, wood/metal shops, Sherry Parsons with van support, program secretaries Jill & Ruth, and the eco-design community in Olympia
Filming Fictions – CTL, EA	IA	Media Services; Academic Computing; Library; visiting professionals
Health & Human Development – SPBC, SI, CTL(F), SPBC(WS)	IA	Email technology; Louis Nadelson; Writing Center; Library reference desk; photocopy machines; audio/visual in classrooms.
International Feminism - SPBC, EA, CTL(FW)	IA	Most useful thing was paid time for faculty in summer.
Local Knowledge – EA, ES	IA	Labor Center staff! Reference librarians were great! Jacinta McCoy was incredibly supportive; gave "Community Resource Room." Chris Yates.
Marking Time - EA, CTL, EA	IA	Chocolate. Planning time outside of regular academic year; faculty colleagues & visiting practicing artists were very valuable. Media & animation labs, scene shop & technical theater resources
Order of Things – CTL, EA	IA	Visiting artists & writers
Performative Shakespeare	IA	Films of Shakespearean training and workshops. Films of Shakespearean drama.
Physicist's World – CTL, SI	IA	Faculty, Library
Scale and Detail – EA, SI	IA	Wood and metal shops; studio homeroom used for this program; Media Loan; Photo Services
Science of Mind – SI(FW), SI, SPBC	IA	all of them
Transatlantic Revolutions - SPBC, CTL	IA	I don't know what you are getting at in this question.

American Renaissance - CTL	PTS	We took advantage of guests – most helpful & terrific: Martin Kane as guest lecturer, Amy Fisher – guest artist for painting workshop.
Authentic Self – SPBC	PTS	Computer Center, planning retreat, computer lab, Media Loan, guest speakers. Able to gain multitudes of outside advice & ideas to help with teaching this program at summer planning forum.
Chemicals, Public Policy and You - SI	PTS	The lab and support given.
Class in the US – SPBC	PTS	no comment
Culture as History – CTL	PTS	Summer institute time. We were in "new & nearly new" (Allen is new - so good time to talk, share ideas, etc.); Library wonderful; Caryn with movies; guest faculty.
Good Organization	PTS	Computer support people who helped with support in web crossing
Living Myths-CTL	PTS	Summer planning retreats
Management in Contemporary Organizations – SPBC	PTS	Catalog
Promise of Health – SPBC	PTS	WEBCT training (Julian & Amy); Library staff (Kimbro); Program Secretaries were a great help ordering texts, especially Wendy with books going out-of-print. Writing Center help students needing better skills. Media Loan helped on Saturdays when equipment went wrong; Russ Fox's sessions for PT Studies clarified unknowns.
Quantitative Methods for Effective Mgmt - SPBC	PTS	Computer Lab
Revolutions at Work - SPBC	PTS	Attended summer planning institute, which helped us get far ahead & develop some practices & documents which were invaluable. Math Across Curriculum retreat in Leavenworth. Used time well, but came away thinking TESC should do our own, since have interdisciplinary programs already & others are just starting.
Sight and Insight: Art & Social Change – EA	PTS	Scene shop – Jill Carter for constructing puppets
SOS: Child and Human Development - SPBC	PTS	The Evergreen support services, computer labs, Library, Communications building
Success and American Dreams – SPBC	PTS	Time
Tough Choices, Clear Thinking -CTL	PTS	The institutes I take in the summer are always very helpful in my thinking about my programs.
Transcending Boundaries - SPBC	PTS	University of New Mexico and National Hispanic Cultural Centre/ Carlos Diaz @ TESC library
Atoms, Molecules, and Research	SI	Lab staff, Sara Rideout, library research methods facilities, Career Development office (Wendy Freeman), van for the conference, program budget that supported all our work, student aide that supported our program, willingness of graduate school representatives & industry representatives to do presentations without being paid.
Concepts of Computing	SI	Student feedback from last year's program. Computer Center support (Amy Green, David Metzler, Joe Pollock). I'm 63 years old & I've taught a lot of places, but the support people at TESC are the most cooperative I've ever encountered. They always find a way to make it happen.
Data to Information	SI	No comment
Introduction to Natural Science	SI	Summer planning institutes. CAL, SIT's, instrumentation, labs, teaching lecture hall A/V equipment; Writing Center, QR Center, student aides and tutors.
Matter and Motion	SI	Paid planning time with team & with Academic Advising & Writing Center was great. Staff in the CAL are amazingly fantastic – they helped daily in many ways to make the program run smoothly, and they consistently take initiative to share excellent new learning tools with us. Kudos, kudos, kudos! to Rip Heminway and James Gutholm. Lab Stores & the Science Instructional Technicians were indispensable for getting our lab and workshop equipment together. Sometimes this worked better than others. We couldn't do it without them. Sue McNeil is also a terrific resource.
Molecule to Organism	SI	Summer planning institutes

Student Originated Software	SI	Computing services; Wendy in Career Planning
Entrepreneurship and Organization	SPBC	Sought opinions on appropriate books form my colleagues at other colleges. Faculty team members were invaluable. Syllabi from similar programs at other colleges. Local nonprofit executives & business owners were a big help.
Good Life in Good Society	SPBC	Journals, my library, the web
Maritime Entrepreneurship	SPBC	Sarah Pedersen gave us excellent preparation for the internet research. The Resolute. Vans for transporting students to research locations.
Mexican Nation State	SPBC	International Affairs (Chris Ciancetta); Mexican faculty.

Resources Faculty Wish They Had for Planning or Teaching Their Programs
Results from the End-of-Program Review AY 00-01

Were there any resources you wish you had for planning or teaching your program?	Number and Percent of those who completed the EPR (Total N=79)
Yes	N=44 (56%)
No	N=35 (44%)

Comments from the 44 Programs who indicated there was a resource they wished they had for their programs:

Program name	Program planning unit	Resources faculty wish they had for planning/teaching their programs
Children's Literature and Lives - CTL, CTL, CTL	CORE	Money enough to hire other people to teach the creative writing (Ha-ha!). For some time, I've been proposing that we should be delivering eval forms to faculty automatically in electronic form, as Word documents with all the required parts of the form already filled in, then having them type and print their evals on those forms directly rather than sending them to be processed by the program secretaries, so faculty could sign them and submit them right away (generally right at the evaluation conference) rather than waiting until the middle or end of the summer to have them get to the Registrar. As part of this transition, I've been proposing that we should train the program secretaries to function as research assistants to the faculty. It would have been a great help to be able to ask someone to put together a small collection of possible materials of various kinds we were looking for to fill one slot or another in our plans, rather than having to do all that legwork ourselves.
Ecology of Hope – CTL, SI, ES	CORE	Better space for science work/lab space. We were very cramped for space. Seminar spaces were quite tight also.
Eyes and Ears - EA, EA	CORE	More time available to plan with teaching partners.
Ocean Life & Envir Policy - ES, ES	CORE	Decent media support.
Trash - ES, SPBC, SPBC	CORE	Some members of our team think Media Loan needs reconfigured to support teaching and learning in stronger way. Waiting in line to pick up equipment, wheeling equipment to classrooms, having it break down or not work properly in the classroom, and wheeling it back ot return it is cumbersome and frustrating. Often, one member of our team simply opted to NOT use technology when it could have added a lot to a workshop. For example, if we had a short 7-minute video clip that demonstrated an important point, the 30+ minutes required to wait in line, check out the tv/vcr, wheel it over, set it up, tear it down, and wheel it back would not be worth the effort. This is a loss for the students.
Bodies of Contention	CTL	We could' have benefitted from a stronger relationship with the counseling center, and from a stronger sense of campus support for GLBTQ issues in the curriculum.
Nietzche-Borges: Artist-Philosopher	CTL	Further library critical resources – books & journals; I would appreciate closer work with a library liaison, recommendations from this person early on of new publications relating to the program.
Uniquely Dutch	CTL	I asked for help scanning images, but never got any.
African Arts	EA	Field trip to Africa to truly see how culture was influenced.
Experiments in Performance, Music, & Puppet	EA	Would have liked to be allowed to use wood/metal shops in Art Annex. Portable lighting instruments. Institutional $$ for lab aides & full-time staff in scenic shop/theatre.
Mediaworks: Experiments Light & Sound	EA	We need more digital cameras and post-production equipment to better accommodate student demand. We also need DV decks in faculty offices to review student works in progress.

Field Ecology: Research Methods	ES	Media Loan doesn't guarantee reservations. How can I plan if they don't guarantee reservations? There are many days that I could not get things I needed on time from the Media Loan. They also charged me a late fee even though I returned the equipment on time. When I complained, they told me that I would have to fill out this lengthy form and that the committee would meet next week and decide whether my charge would be dropped. I simply did not appeal because $3 late fee is not worth my time to fill out the form, and some committee meeting of a few people would certainly waste more than $3 of taxpayers' money. Also, a teaching assistant and better statistical software, such as S-plus, SAS, or SYSTATS.
IES: Trees, Timber, Trade	ES	Time, money, and paid gophers.
Marine Life	ES	Ships to take students sampling.
Plant Ecology and Taxonomy	ES	We were not given all the lab space we requested; would like to see a staff SIT hired with availability to teach class each year that I teach this program. We requested a small space for an herbarium that never came through. Lights for dissection microscopes were always a problem and much time was wasted trying to work with non-functioning lights. There were a great number of non-working lights continually put back in cabinets, and it felt as though 10% of the lights did not work.
Rainforest Research	ES	Laptop computers that students could check out.
Tropical Rainforests	ES	Inexpensive laptop computers to take on Costa Rica fieldtrip.
Christian Roots - ES, EA	IA	Were bumped out of the lecture hall, so that could be managed differently. Would like to see updated European ethnobotany books to be added.
Drawing from the Sea - ES, EA	IA	The boats were very important (Seawulff and Resolute), we need to keep them.
Eco-Design in Real World - EA, SI	IA	Had to make due with studio space in Lab II, but we needed a permanent designated design space which is necessary for the future of the class with remodeling plans adrift.
Filming Fictions – CTL, EA	IA	More support, especially for day to day paperwork & scheduling; better, more flexible classrooms; at least one writing tutor.
Health & Human Devel - SPBC, SI, CTL(F), SPBC(WS)	IA	Working A/V in Library 4300; media assistants to deliver and set up equipment
Local Knowledge – EA, ES	IA	College needs permanent center for community-based work, including staff, database, and physical space to support community-based research projects.
Marking Time - EA, CTL, EA	IA	More planning time outside program. Having access to our program budget before our contract starts would greatly help when we are trying to research potential program texts. Some of us can't afford to buy these ourselves & lots of important texts are not in the Library.
Order of Things – CTL, EA	IA	Better choice of rooms
Physicist's World – CTL, SI	IA	Out of print books
Scale and Detail – EA, SI	IA	Time – there's not a lot of time for planning, the break between winter and spring was not sufficient for program planning in an extremely effective manner.
Authentic Self – SPBC	PTS	Unlimited budget
Chemicals, Public Policy and You - SI	PTS	Time to prepare ahead of time with my co-teacher.
Class in the US – SPBC	PTS	Heat in the lecture halls on Saturday without having to ask for it separately! Coffee available for students before 9AM. A single-room computer instruction space, or afternoon time available in the CAL.
Culture as History – CTL	PTS	More time to read each of the books before the program begins. I think that would have helped us incorporate the math more smoothly – made it really intrinsic.
Promise of Health – SPBC	PTS	Would like to see some help in selecting texts and video more broadly. I spend hours and hours researching texts, and then feel rushed to make decision before deadline. Maybe a shared pool of reviews by faculty or something?
Revolutions at Work – SPBC	PTS	Heat in lecture halls on Saturday without having to ask for it separately! Coffee available for students before 9AM! Access to the Evans scholar through some kind of weekend activity (or evening activity publicized early enough for us to plan it in).

Sight and Insight: Art & Social Change – EA	PTS	More help from the Scene Shop – Jill was very busy, but did a good job in spite of this. I need dual projectors in Lecture Hall 5 to teach art history better!
SOS: Child and Human Development - SPBC	PTS	Better base of knowledge of my own; better music software with easier access to it.
Success and American Dreams – SPBC	PTS	More time
Transcending Boundaries - SPBC	PTS	More time for planning new programs; teaching support staffing (TA's); work study $$ or institutional $$ available.
Atoms, Molecules, and Research	SI	I would have liked videos for certain presentations
Concepts of Computing	SI	A mentor for this new academic environment. I've been teaching a long time, but this is a new kind of learning environment to adjust to.
Introduction to Natural Science	SI	Planning: more time in spring quarter – a 2-day retreat. Teaching: more application software on laptops in lecture halls.
Matter and Motion	SI	QRC Director to work more collegially with program faculty. Need to listen to faculty and try to understand and meet our program goals, instead of advancing own personal goals. Wish we had more reliable secretarial support; sometimes they are helpful. Can we clone Pam Udovich? She is wonderful. Please let's upgrade to the latest version of InQsit, which support equations.
Student Originated Software	SI	Space for project teams to meet, store stuff; one meeting place regularly.
Entrepreneurship and Organization	SPBC	Better A/V technology; more than once a week in LH5, we were stuck in L3500 fall & winter.
Mexican Nation State	SPBC	A thorough self-evaluation of the previous course.

Appendix 5
Expectations Coding Sheet and Coding Guide

Expectation	Summary Score	Source of Evidence	Comments
1. Articulate and assume responsibility for your own work			
2.1 Participate collaboratively and responsibly (with others)			
2.2 Participate in our diverse society			
3. Communicate creatively and effectively			
4. Demonstrate integrative, independent and critical thinking			
5.1 Apply *qualitative* modes of inquiry appropriately to practical and theoretical problems across disciplines *(e.g. taxonomy, ethnography, historical research, literary analysis)*			
5.2 Apply *quantitative* modes of inquiry appropriately to practical and theoretical problems across disciplines *(e.g. scientific tests, statistics or data analysis, solving quantitative design issues in media, or art projects involving physics or chemistry)*			
5.3 Apply *creative* modes of inquiry appropriately to practical and theoretical problems across disciplines *(e.g. using artistic modes of expression to explore ideas, perhaps some types of mapping or collage)*			
6.1 As a culmination of your education, demonstrate *depth* of learning			
6.2 As a culmination of your education, demonstrate *breadth* of learning			
6.3 As a culmination of your education, demonstrate *synthesis* of learning			
6.4 As a culmination of your education, demonstrate the *ability to reflect on the personal and social significance* of your learning			

SCORE KEY: 0 = No Evidence; 1 = Weak Evidence; 2 = Sufficient Evidence; 3 = Strong Evidence
SOURCE OF EVIDENCE KEY: FN = Faculty Narrative; SN = Student Narrative;
PD = Program/Course Description; EC = Evergreen (equivalent) Credits; TC = Transfer credits

Expectations Coding Guide (Examples)

1. Articulate and assume responsibility for your own work
1a. discussing your work in a self evaluation
1b. conducting an individually directed project, e.g. research...
1c. maintaining an up-to-date portfolio and academic plan
1d. understanding issues of academic freedom, copyright and plagiarism
1e. ability to receive and use constructive feedback
1f. demonstrating self-directed learning
1g. timely submission of work

2.1 Participate collaboratively and responsibly (with others)
2a. assuming varied roles in seminar and other group projects

2.2 Participate in our diverse society
2b. conducting internships or community service projects
2c. engaging in study of other cultures or languages, including international study
2d. participating in workshops about significant differences
2e. exploring alternate world views and own biases

3. Communicate creatively and effectively
3a. developing clear written work: essays, poetry, fiction
3b. oral presentations
3c. creating works of visual art, including videography, installations, etc.
3d. knowing how to use information technology appropriately
3e. seminar communication (speaking and listening)
3f. developing and performing kinesthetic works of art: drama, dance, etc.

4. Demonstrate integrative, independent and critical thinking
4a. writing about, discussing, analyzing nonfiction, fiction, poetry
4b. writing about, discussing, analyzing scientific research articles, mathematical proofs, charts
4c. writing about, discussing, analyzing works of art, performance, arguments
4d. demonstrating conceptual understanding

5. Apply qualitative, quantitative, and creative modes of inquiry appropriately to practical and theoretical problems across disciplines
5a. evaluating quality and accuracy of information and resources
5b. making estimates and critically evaluating their limits of validity
5c. formulating good questions based on need for information; identifying potential sources of information and developing and applying successful search strategies to access varied sources of information including computer-based technologies

6. As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning

6a. complete advanced projects that incorporate collection and analysis of data and that build on previous work
6b. generate theoretical models, compare predictions with observations
6c. create written works or works of art that synthesize (e.g. senior capstone or thesis project)
6e. write a summative self-evaluation
6f. evidence of building upon previous academic experience

Coding guideline for the cases where transfer transcripts provide the *only* information relevant to the Expectations listed below:

For 5.1, 5.2, or 5.3: Score 0 or 1, depending on the number and type of courses listed (e.g., a *series* of math courses might constitute weak evidence for the ability to apply a quantitative mode of inquiry).

For 6.1 (depth) or 6.2 (breadth): Score 2 if a sufficient number of credits (in your view) have been earned in the student's primary field of study (depth) or in all major disciplinary areas (breadth).

For 6.3 or 6.4: Score 0.

Of course, if *additional* evidence for these Expectations exists in the TESC portion of the transcript, then these baseline scores may be raised accordingly.

Appendix 6

Examples of Coder Comments on Expectation Scores

Expectation 1: *Articulate and assume responsibility for your own work.*

Weak Evidence (1):
> problems with timeliness and used time as an excuse
> missed deadlines, inconsistent attendance, some commitment and desire to learn
> lack of follow-through even on major project student came here to do
> efforts often marginally sufficient

Sufficient Evidence (2):
> work often late, missed classes, saved by strong internship
> individual projects, self-directed learning, but no self-evaluation
> seems to have grown into this Expectation as progressed through Evergreen
> faculty narratives testify to work habits and seriousness of purpose
> stays focused in seminar, responsible and articulate
> not articulate, but ethical, determined, dependable, and works hard
> quiet student, conscientious, strength in face of personal adversity

Strong Evidence (3):
> worked with enthusiasm and commitment, took advantage of learning opportunities
worked extremely well in independent study, model of academic discipline, set and met own deadlines
> effort taken to master areas struggled with earlier, rather than giving up
> pushes self into areas of discomfort

Expectation 2: *Participate collaboratively & responsibly in our diverse society*

Expectation 2.1: *Participate collaboratively & responsibly with others*

Weak Evidence (1):
> collaborative project required, but not a frequent collaborator
> works independently too much, does not regularly communicate with others
> not much evidence, even in seminar
> difficult for student: earnest and receptive, tries to improve, but seems confused or lost
> worked often with others but not very well - seemed self-absorbed
appears to do better on own or through contact with others only through "virtual seminars"

Sufficient Evidence (2):
> international travel experiences
> challenged classmates, collaborative work in large group projects
> group projects, seminars, oral presentations, and taught peers
> adequate seminar participant; was not defensive when disagreed with

Strong Evidence (3):

always well prepared for seminar, excellent support and leadership roles in group projects
work in seminars, teams, partnerships, and teaching roles
ability to work well with peers, supported by peer comments
insistence on academic excellence set a model for others - quiet leadership

Expectation 2.2: *Participate in our diverse society*

No Evidence (0):
potential, given work with other students in programs, but no evidence

Weak Evidence (1):
mention only of age differences
racism, sexism, marginalized communities alluded to only
statements of awareness without examples

Sufficient Evidence (2):
study of multiple cultures, cultural insights based on scientific research
multicultural theatre, multicultural studies, reflections of cross-cultural empathy
good work with children, studies on class and gender issues

Strong Evidence (3):
strong commitment to social justice, race relations, migrant workers
travel and engagement in Asia, "Confronting Differences" experience
service work, extremely adept at considering multiple cultural perspectives
foreign language, international travel, cultural study contract
immersion in multiple cultures and languages

Expectation 3: *Communicate creatively & effectively.*

Weak Evidence (1):
good oral presentations, but problems with writing never resolved
made some gains as a writer, but needs to make more

Sufficient Evidence (2):
writes well but not creatively about effect of studies
problems with clarity and unevenness but also some real originality
fluent in seminar and supportive of others; good command of writing but should challenge self to achieve greater depth

Strong Evidence (3):
writes well, textural analysis, Photoshop
well-written research, submission to professional journal
solid, smart writing, engaging and effective papers, attentive listener
active listener, skilled in articulation, expressive presentations

Expectation 4: *Demonstrate integrative, independent & critical thinking.*

Weak Evidence (1):
        struggled with this in seminar
        weak on own

Sufficient Evidence (2):
        independent work excellent but not integrative, good only within field
        use of literature to further understand systems and propose alternatives
        excellent writer but accepts authorial polemics uncritically

Strong Evidence (3):
        brought a lot of previous studies to bear in each new paper
capacity to synthesize position from a variety of sources, keen insight, good grasp of complexities
        demonstrates full command of key concepts, incisive intelligence, cool headed analysis,
        perspectives very well reasoned and integrated
        examines each resource, grasps content at multiple levels

Expectation 5: *Applying qualitative, quantitative and creative modes of inquiry appropriately to practical & theoretical problems across disciplines*

Expectation 5.1: *Applying **qualitative** modes of inquiry appropriately to practical & theoretical problems across disciplines.*

No Evidence (0):
        no evidence of analytical skills

Weak Evidence (1):
        some, in early work
        does all the work, but not very well

Sufficient Evidence (2):
        tough assignments, but not much on assessing quality
use of a variety of tools including personality and self-assessment, individual research papers, interviews, and customer service feedback
        good research writing, with some difficulty in finding primary sources

Strong Evidence (3):
        active and thorough research, commitment to show research
case study and Internet research, outstanding background research, carefully written papers
        in-depth research, descriptive field work, finely-tuned research skills

Expectation 5.2: *Apply **quantitative** modes of inquiry appropriately to practical and theoretical problems across disciplines (e.g. scientific tests, statistics or data analysis solving quantitative design issues in media, or art projects involving physics or chemistry).*

Weak Evidence (1):
social science "super major" avoided all quantitative classes except one transfer stats course;
        large research project lacked any analysis

did some modeling as part of a quantitative methods component

no evidence other than a macroeconomic component in a program with an unknown quantitative reasoning emphasis

Sufficient Evidence (2):

tabulations and interpretive graphs, used basic stats to better understand poetry and descriptive stories

Strong Evidence (3):

incorporates graphs and computer simulation, assessed demographic data in internship
used wide variety of techniques in work
data collection, survey stats and sampling, lab work, ability to solve quantitative problems

Expectation 5.3: *Apply **creative** modes of inquiry appropriately to practical and theoretical problems across disciplines (e.g. using artistic modes of expression to explore ideas, perhaps some types of mapping or collage).*

Weak Evidence (1):

some minor expressive arts component in a single program
video project seems documentary/descriptive rather than expressive/creative

Sufficient Evidence (2):

followed instructions well, contracts not particularly creative
decent writer in a narrow style/genre

Strong Evidence (3):

writing and literature courses, ironic and clever self evaluations
many faculty superlatives regarding aspects of creative writing and videos
seems to access almost all areas of expression through risk-taking
digital media work built on prior experience in print making and drawing

Expectation 6: *As a culmination of your education, demonstrate depth, breadth, and synthesis of learning & the ability to reflect on the personal & social significance of that learning.*

Expectation 6.1: *As a culmination of your education, demonstrate **depth** of learning.*

Weak Evidence (1):

narrow rather than deep; although faculty evaluations cite depth and focus, there is no supporting evidence
self evaluation evidences only surface learning
sole interest seems to be software design; narrow even within computer science field
hard to infer any field of interest from studies
course of study scattered, unclear focus and purpose, little upper division credit

Sufficient Evidence (2):

created art, participated some
wide-ranging education but also a good focus on environmental studies
depth in video production with good understanding of sociological and psychological implications and relevance of work

ample upper division credits in field of interest

Strong Evidence (3):
      internship on marketing strategies for artists
      lots of upper division credit, consistent references to building on prior learning
      concept mastery in scientific methods and art skills built on prior learning
      depth in writing of all kinds

Expectation 6.2: *As a culmination of your education, demonstrate **breadth** of learning.*

No Evidence (0):
      minimal outside art and psychology, no math or science, seemed unwilling to open
      very narrow literature, some photo art, no math or science
      no expressive arts, modest exposure in other areas
      science and computer technology only

Weak Evidence (1):
      art, art history, and environmental studies with main field of botany
      thin on natural sciences and math, no expressive arts - very narrow humanities student

Sufficient Evidence (2):
      largely sciences, some humanities, a little bit of social science
      demonstrated by transfer credits
      at least one example of reaching beyond assignments to delve into other disciplines
      reasonable distribution of credits across the major areas

Strong Evidence (3):
      considerable breadth in transfer transcript, coupled with the intellectual curiosity that
      led the student to seek breadth
      extensive breadth evident in types of courses and programs taken

Expectation 6.3: *As a culmination of your education, demonstrate **synthesis** of learning.*

Weak Evidence (1):
      all self reflection
      internship as final project
      self evaluation much more reflective than synthesizing
      mentions autobiography

Sufficient Evidence (2):
      direct quote from faculty about ability to synthesize
      student clearly synthesizes, but no real final culminating piece
      one synthesis paper mentioned positively

Strong Evidence (3):
      makes connections across diverse areas of study
      articulates role of art and creativity in social change

Expectation 6.4: *As a culmination of your education, demonstrate the **ability to reflect on the personal and social significance** of your learning.*

No Evidence (0):
> no self evaluations after first program
> missed opportunity to address this in self-evaluation

Weak Evidence (1):
> some evidence in student self-evaluations that prior learning experiences have impacted work, but no mention of this in faculty narratives
> reflections limited to skill base
> seems to say the same thing repeatedly; only self reflection
> antagonistic attitude not improving, seemed a hindrance to learning experience

Sufficient Evidence (2):
> connection between class studies and real world situations, impact of research on personal values
> links science to social issues, very engaged in social impact of environmental learning
> consistent exploration of and reflection on personal themes throughout Evergreen career
>> memoir pieces, diaries and journals
> appreciation of personal need to balance art, poetic reflection and science

Strong Evidence (3):
> literature and travel, realization of self and place in society
> personal theory, positioning of vocation within the context of development
> faculty narratives note many instances of ability to relate learning to self and society

Appendix 7

Coding Guide for General Education Disciplinary Areas, for Ambiguous Transfer Course and Credit Equivalency Titles

KEY: H = Humanities; M = Math; NS = Natural Science; SS = Social Science;
0 = other (not counted).

Course or Credit Equivalency Title	Area Code
Anthropology – Cultural or Introductory	SS
Anthropology – Physical	NS
Archeology	NS
Art History/Appreciation	H
Career Development	0
Communications	*
Computer Science (all)	M
Environmental Studies – Introductory	NS + SS**
Education (all)	SS
Geography - Cultural/Social	SS
Geography – Introductory	NS
Government (all)	SS
Health (all)	NS
History (all)	H
Library or Computer Skills	0
Music History/Appreciation	H
Philosophy – Logic	M
Physical Education	0
Political Ecology (all)	SS
Public Speaking	0
Statistics (all)	M

* depends on specific course content; usually H or SS
** if not otherwise delineated in the course description, credits were divided equally
 between these two disciplinary areas