Patterning the World: Connecting Mathematics and Science
Program Wrapping Up

Self-Evaluation Peer Review Workshop, Thu. Jun. 5, 9:00 – 10:30 am in Sem 2 A2105

- Work in groups of 3. Arrange your groups to be mixed, including students who have not written a self-evaluation before and students who have, and students early in their education and students later in their education.
- Spend time on the draft self-evaluation of each person in your group in turn. Each author should receive at least 20 minutes of attention following the steps below.
- Someone (not the author) should read the self-evaluation out loud, clearly and generously.
  - The listeners should pay attention to (and note down) what sounds good, and what sounds awkward.
- Consider first the introductory paragraph or equivalent.
  - How well does the introduction orient the readers to the rest of the essay?
  - How well does the introduction briefly describe previous academic, professional, or personal experiences that brought the author to this program?
  - How well does the introduction describe the author's intentions for the program and frames her or his learning in terms of those goals?
- Next, consider the concluding paragraph or equivalent.
  - How well does the conclusion describe the author's next academic or professional steps?
  - How well does the conclusion frame areas for improvement, and articulate concrete goals for improvement?
  - How well does the conclusion summarize the author's accomplishments and/or discusses how concepts and skill learned in the program and experiences in the program will help achieve future goals?
- Next, consider the body paragraphs of the essay or equivalent.
  - How well are the most important things learned or done in the program described?
  - How well is that work evaluated?
  - How well is the academic or personal meaning of that work and the personal or social significance of that learning described?
- Pay special attention to redundancy. It may occasionally be productive to repeat things which would be addressed in the program description or the faculty evaluation of the student, but that is generally rare. There aren't very many words to spare in this essay, so think carefully about what the author is saying that might be repetitive.
- Pay special attention to descriptions that may resonate productively or unproductively with what faculty say. Faculty have tried to provide lots of ongoing feedback to students, so hopefully students have a reasonable way of talking about not only their own learning goals and how they were met, but also assessing how well they met the learning goals for the program.
- Pay the most attention to where the essay would be improved by specific details of experiences and work.
  - Specific examples or stories that show the author's learning are the most convincing.
  - Invite the author to tell you specific stories about their best work and most significant challenges.
  - Help the author to write down the most compelling details of those stories for inclusion in her or his revised self-evaluation essay.
- Submit any written notes or feedback to the author. Repeat the above steps for each member of your group.
- After class, each author should use the peer review feedback to revise their essay, producing a polished Revised Self-Evaluation.
- Revised Self-Evaluation essays should be typed up and printed out. The print-out should include the author's name and "Self Evaluation, Patterning the World, Spring quarter 2014" at the top, followed by the essay.
- Include 3 copies in your portfolio.
- Enter your self-evaluation essay in the online record system at your my.evergreen.edu (do this after your evaluation conference). As appropriate, use the essay to revise your iterative Academic Statement.

Portfolios due Fri. June 6 by 5 pm to Lab 1 room 2010
Except for your Table of Contents, you should not be creating any content specifically for your Portfolio. Rather, you should be assembling work you have already completed (or would normally complete in the course of your regular program work) and organizing that work (much of that work should hopefully already be organized).

Portfolio Required Elements:
☐ Table of Contents (more below)
☐ Assignments & Assessments Checklist,v.2.0 + Program Activities Log, v.2.0 (updated)
☐ 3 printed copies of your Revised Self-Evaluation, with your name and "Self Evaluation, Patterning the World, Spring quarter 2014" at the top of the page
☐ Exam 2 (optional: Exam 2 Revision)
☐ Exam 1 (optional: Exam 1 Revision)
☐ Quizzes 1 – 8 (optional: Quiz Revisions)
☐ Lab Notebook(s)
☐ Problem Set Notebook(s)
- (Optional: Lecture/Reading Notebook(s))
- Note: Online Problem Sets, Solution Postings & Reviews, and Reading Responses & Reflections were required to be submitted online during the quarter but are not required in your Portfolio.

- Table of Contents
  o Specifically indicate previously un-submitted revised work (e.g. Exam 2 Reflection) to which faculty should attend.
  o Specifically indicate any Problem Sets in your Problem Set Notebook that were not submitted Online or for which your Online submission score is poor but your Notebook work is better. Also mark these entries in the Notebook itself for easy look-up.
  o Specifically indicate any Physics Labs in your Lab Notebook that you were not present for but subsequently completed using data borrowed from a classmate or that you made up during the Open Physics Lab Make-up Session. Also mark these entries in the Notebook itself for easy look-up.
  o Unless **clearly marked** in the Table of Contents and **easy to find** in your portfolio, we will not look for these other materials.

Evaluation Conferences, Tue. Jun. 10 – Fri. Jun. 13
- Conferences with Krishna in Lab 2 room 3255. Conferences with Neal in Lab 1 room 2010.
- Conference Tickets required for entry into Evaluation Conference
  o On-time submission of completed Portfolio (this should have been done by 5 pm Fri. Jun. 6!)
  o Completion of Lab Clean-up (should have been done Mon. Jun. 3 or arranged with lab staff)
  o Evaluations of Faculty
    ▪ Bring these with you to your Evaluation Conference. Please do not include these in your portfolio. Please wait until after your Evaluation Conference to submit online using your my.evergreen.edu account.
    ▪ Write separate evaluations for Krishna and Mario and Neal, with your name and an appropriate header ("Evaluation of Faculty: Krishna Chowdary" or "Evaluation of Faculty: Mario Gadea" or "Evaluation of Faculty: Neal Nelson") at the top of each page.
    ▪ Your Evaluations of Faculty will go in our portfolios, which are reviewed by our deans and our faculty colleagues. We also use these in our own self-evaluation process.
    ▪ Please address at least the following prompts. We welcome responses beyond these prompts; please feel free to suggest other prompts in the final Wrap. We encourage use of specific details and examples.
      ➢ What did the faculty member do that helped you meet the program learning goals and/or your personal learning goals?
      ➢ What could the faculty member have done better to help you meet program learning goals and/or your personal learning goals?