



## Self Evaluation Guide

**The Self evaluation is one of the three components that make up your official transcript. Each of three components will appear in the following order.**

**Program Description:** This is a one page or less description of the course work and themes, including texts and assignments. You can request a copy of the program description from your faculty. This document is often similar to the description in the catalogue or the syllabus, but it may not be finalized until late in the quarter.

**Faculty Evaluation:** The faculty comments on your behavior and work.

**Students Own Evaluation of Personal Achievement (self evaluation):** This is the on-going, autobiographical narrative about the progress of your work at Evergreen. The self-evaluation provides important information about your learning that only you can detail.

**Note: The most recent evaluations will appear at the beginning of your transcript and your earliest ones at the end.**

**Audience:** You choose who you believe your audience will be. In a practical sense, graduate schools and employers will turn to your transcript for information about you. The audience may also be your grandchildren or parents. You can use self-evaluation in your learning process to analyze and describe the factors that contribute to their work's progress. However, *The Student's Own Evaluation of Achievement* is intended to be an official document and is meant for other people to read. Consider how you would like to relate to all future audiences.

### **Questions a Self-Evaluation may answer:**

- Who are you? What do you want to do with your education?
- Why did you come to Evergreen?
- Why did you take this program? How does it fit with your overall goals?
- What did you achieve during this program?
- What were the important themes you focused on?
- What books were most important and why?
- What did you write about, what was your thesis, and why was it valuable?
- What new skills and proficiencies did you gain?
- What are your strengths and talents?
- What struggles did you overcome?
- What is your next step?

**Don't try to answer them all, but only the ones most relevant to you.**



## **Beginning the Process:**

Where did you begin, and where are you now?

*It may be helpful to make an **activities/outcomes** T-chart. The activities may or may not directly relate to the outcomes; outcomes may be the result of a combination of activities. Creating a T-chart will help you get everything on paper.*

| <b><u>Activities</u></b>                | <b><u>Outcomes</u></b>   |
|---|--|
| List all course work<br>and experiences | New Skills<br>Perspectives<br>Reasoning abilities<br>Specific knowledge<br>Any significant change<br>New goals |

Once you have some material to work with, you need to find a focus for your evaluation. Choose a few aspects to discuss in detail, probably no more than three. Avoid general statements unless backed up by convincing evidence.

## **Organization:**

Your final evaluation should be fluent and clearly organized. A well-organized evaluation needs an introduction, body, and conclusion.

**Introduction:** This paragraph orients the reader to your situation, discusses intentions and frames your accomplishments. If you are new to Evergreen, you may mention any previous college experience or other life experiences relevant to your intentions with Evergreen.

**Body Paragraphs:** These paragraphs should be concise and clearly focused. The evaluation is much like a resume in that it must be easy to read and fluent. Choose convincing and descriptive evidence to show, not tell, how and what you learned.

**Conclusion:** In this paragraph you should wrap up. This may also be a place to summarize your accomplishments or discuss how the quarter was useful to your future plans.

**For more information go to:**

[www.evergreen.edu/advising/evals-and-transcripts-links.htm](http://www.evergreen.edu/advising/evals-and-transcripts-links.htm)