

Academic Mentoring Day - Spring 2013
Wed. May 15 & Sat. May 18
Aggregate Summary Report

Estimated attendance below was provided by faculty presenters. "At least" counts were filled in for sessions that had session evals, but where presenters did not provide estimated attendance.

The resulting estimated attendance for the second Mentoring Day event is 309.

Note: headings reflect the track organization as published in event brochure.

| Understanding Evergreen | Session 1 | Session 2 | Total estimated attendance |
|--|------------------|------------------|-----------------------------------|
| Framing Your Academic Statement: Have Draft, Will Submit | 3 | 3 | 6 |
| Transfer Students: Making Evergreen Work for You | 26 | 15 | 41 |
| When and How to Get an Individual Learning Contract (ILC) | 7 | 12 | 19 |
| Finding an Internship | 5 | 2 | 7 |
| Study Abroad | 9 | 12 | 21 |
| Disciplines, Interdisciplines, & Fields of Study | | | |
| Advanced Humanities | 7 | 7 | 14 |
| Anthropology and History | - | - | at least 3 |
| Art in the Curriculum | 14 | 8 | 22 |
| The Bachelor of Science Degree and the Liberal Arts | 16 | 15 | 31 |
| Business Studies at Evergreen | 3 | 11 | 14 |
| Don't Fear the Numbers: a Math-Phobe's Guide to the Evergreen Curriculum | 2 | 2 | 4 |
| Education in Schools, Communities and Outdoors | 6 | 7 | 13 |
| Gender and Queer Studies | - | 3 | 3 |
| Human and Environmental Health | 2 | 6 | 8 |
| Psychology: Research, Theory, Practice, and Interdisciplinary Study | - | - | at least 22 |
| Sustainability and Justice | 10 | 11 | 21 |
| Becoming a Better Student | | | |
| Finishing Well: Capstone Projects in the Arts | - | - | at least 9 |
| How to Become a Better Reader | 4 | 3 | 7 |
| After Evergreen: Graduate School, Service, Activism | | | |
| Considering Law School? | 3 | 5 | 8 |
| Graduate School Panel | 7 | 7 | 14 |
| Working for Social Justice – Options You May Not Have Considered | 11 | - | 11 |
| Meet the Faculty | | | |
| Did I Miss Anything Important? | 1 | 3 | 4 |
| Saturday Sessions | | | |
| Striking a Balance: Strategies for Students with Busy Lives | - | - | 1 |
| Shaping Your Academic Statement | - | - | 3 |
| Working for Social Justice: From Activism to Law School | - | - | 3 |
| Totals: | 136 | 132 | 309 |

Summary Feedback from All Sessions

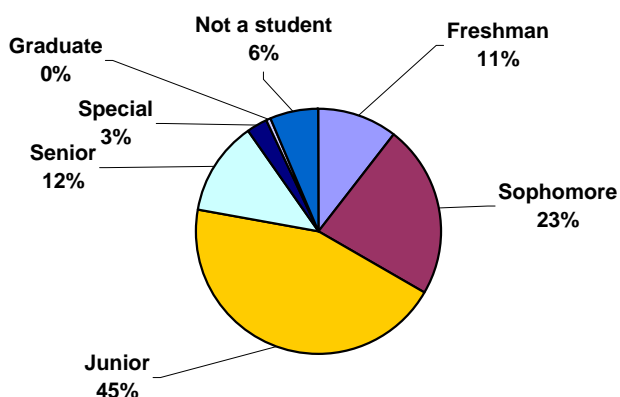
N=240 Session Evaluations (estimated response rate 78% of attendees)

Note: The numbers in the summary data below are of those who provided a session evaluation.

Class Standing

| Freshman | Sophomore | Junior | Senior | Special | Graduate | Not a student | Unknown |
|----------|-----------|--------|--------|---------|----------|---------------|---------|
| 25 | 53 | 104 | 29 | 7 | 1 | 15 | 6 |

Type of Participant

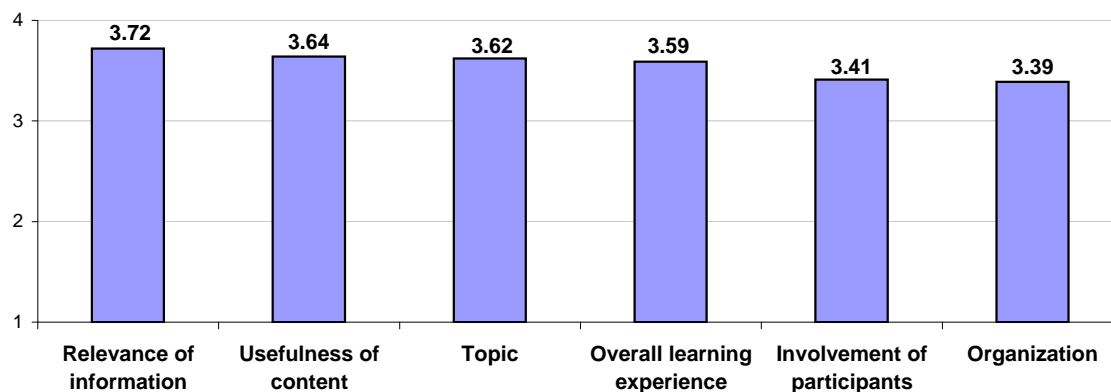


Rate the following aspects of the session:

| | Poor | Fair | Good | Excellent | Missing |
|-----------------------------|------|------|------|-----------|---------|
| Topic | 1 | 3 | 80 | 153 | 3 |
| Organization | 0 | 21 | 103 | 114 | 2 |
| Relevance of information | 0 | 6 | 56 | 177 | 1 |
| Usefulness of content | 1 | 9 | 65 | 164 | 1 |
| Involvement of participants | 2 | 22 | 91 | 125 | 0 |
| Overall learning experience | 1 | 11 | 73 | 151 | 4 |

| | Poor | Fair | Good | Excellent | Missing |
|-----------------------------|------|------|------|-----------|---------|
| Topic | 0% | 1% | 33% | 64% | 1% |
| Organization | 0% | 9% | 43% | 48% | 1% |
| Relevance of information | 0% | 3% | 23% | 74% | 0% |
| Usefulness of content | 0% | 4% | 27% | 68% | 0% |
| Involvement of participants | 1% | 9% | 38% | 52% | 0% |
| Overall learning experience | 0% | 5% | 30% | 63% | 2% |

Average Rating of Session Dimensions



1=Poor, 2=Fair, 3=Good, 4=Excellent

What topics or ideas do you have for future sessions?

Understanding Evergreen:

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| A breakdown of: what learning under SI with faculty looks like, perhaps how rigorous students can survive in interdisciplinary seminar *suggested reference reading: "Only Connect...", W. Cronon; in response to the "why bother with seminar questions." |
| Breaking down the credit to major relationship; how to augment program scaffolding with other tools, projects and study options; Evergreen pedagogy 101 |
| Do's and Don'ts. [Transfer Students: Making Evergreen Work for You] |
| Money resource/financial aid knowledge and info |
| More interactive around the topic of the classes - open it up to structured discussion. |
| More specifics on work load |
| Registration criteria, grant resources |
| Researching places of interest. Online resources |
| Sessions specific to ongoing students. |
| Some info about Evergreen grounds/mission goals. |
| Talk more about class settings/need. |
| Talk more about evaluations. |
| They could give more info about their classes and the grading system |

ILC Information:

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| Discuss the don'ts of an ILC. |
| More examples of ILCs |
| More information about ILCs with a lab component or other facility use. |
| More resources for setting up your ILC and who to go to to brainstorm with or find resources for creating your ILC. |
| Science-related ILCs. |
| That I need to complete a contract before pursuing a faculty sponsor. |

Other Topics/Fields of Interest:

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| "Family preservation" is a nice topic to focus on |
| A panel of the philosophy professors on campus discussing crafting a major for philosophy undergraduates that want to apply to grad school. |
| Advice on how to begin researching endorsements and what not. However, sources on the subject were addressed so that is a good start. |
| Agriculture in Puget Sound; Equity and organics |
| Brain storming, Brain mapping |
| Brainstorm learning objectives and share them in a group. |
| Data analysis/critical thinking in philosophy. |
| Diff. specialities of Psych. |
| Examples of notable capstone projects |
| How to unplug from self talk. |
| Include more ideas of psychology classes |
| Information about teaching adults? Education outside of K-12? Community Colleges? |
| Like I said, reading examples could be cool |
| Magic of science. |
| Maybe expose some of the reasons why sustainability and social justice are some of the most important fields in the coming future. More for like a gripper to get the attention of prospective students. |
| Maybe more current event business classes available. |
| More about the upper division courses and seminars. |
| More examples, read a book/bring a book for students |
| Pop culture and anthropology. |
| Sustainability |
| The intersection of media and modern culture. |
| What causes desire? |
| Where is the ethics studies session? |
| Would be great to have a session dedicated to lit/creative writing |

Faculty-related Suggestions:

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| Alumni speaking on their favorite professors and experiences. |
| Have another faculty member present |
| It would have been helpful to discuss which education classes each teacher has offered. |
| More information regarding future faculty. |
| More specific info about other philosophy professors |
| Presenters could be more mindful of differences in how they speak to male and female session attendees |
| Tell us more about the programs you're teaching in upcoming quarter. |
| The session was a good idea - but I could have gotten more out of it if it were more firmly structured. Also - I think there was two too many speakers for time. |

After Evergreen (Grad. School, Careers, etc.):

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| Best grad school recommendations, more guidance to career choices, the his and lows of grad school. |
| Help applying to grad school. |
| How to get a career in the humanities |
| More grad school/post-Evergreen topics. |
| Not sure. Maybe a topic on grad school prerequisites and navigating the Evergreen curriculum to get them completed. |
| Specific session on funding for grad school. |
| Usefulness of hybrid degrees in the real world. |

Logistical Suggestions:

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| Better advertising, possibly inviting alumni to speak. |
| Determining schedules ahead of summer |
| Do this freshman week to create long-term vision for education. |
| Games? Powerpoint? Something visual. |
| Have it after the Academic Fair and see if that changes anything. |
| Have some catalogs on hand |
| Longer session with seminar like discussion portion on planning |
| Maybe a handout with all of the business/management faculty's names and their areas of of expertise within the curriculum. |
| More handouts would have been helpful. Such as more MIT information. |

General Praise:

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| Good session! [How to Become a Better Reader] |
| Good, nothing to offer at this time. [Transfer Students] |
| I like the open forum where the topics depend on whose in the room. |
| I like this one FOR SURE. KEEP IT. [Math] |
| I would express in the first meeting how wonderful an opportunity this is. [Internship] |
| Kathleen asked what our questions/interest were, and that worked super well. |
| None, I got everything I needed out of it. [Human and Environmental Health] |
| Nothing in particular. |
| Pretty Damn Good - no suggestions [Transfer Students] |
| I was very informed [Psychology] |
| There was a session for every topic I was interested in. |
| This was fine. [Advanced Humanities] |
| This was great! [BS Degree] |
| Very good collaboration! [Human and Environmental Health] |

Other:

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| Create Academic Statement Club for regular opportunities to share aloud. |
| I have a slight idea as to what I want my "concentration" to be. |
| Maybe less broad education paths? |
| My brain is burnt. |