

## Academic Mentoring Day - Winter 2013

Wed. March 6 & Sat. March 9

### Aggregate Summary Report

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

The resulting minimum attendance tabulated below is 251. Thus, it is probably safe to assume that **about 250 participants attended the first Mentoring Day event**. This estimate of session attendance does not account for how many unique individuals attended, since some of the same students could have attended two different sessions.

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

<u>Understanding Evergreen</u>	estimated attendance	
When and How to Get and Individual Learning Contract (ILC)	20	
Transfer Students: Making Evergreen Work For You	12	
Framing the Academic Statement	6	
The Six Expectations	2	
Reflecting on the Evergreen Experiment	1	
Reading Evergreen Transcripts	0	(possibly 3 based on an attendee report)

### Disciplines, Interdisciplines, & Fields of Study

Education in Schools, Communities and Outdoors	20	
Sustainability and Justice	20	
The Bachelor of Science Degree and the Liberal Arts	at least 16	(who turned in evals)
Art in the Curriculum	16	
Human and Environmental Health	12	
Finishing Well: Capstone Projects in the Arts	10	
How to Become a Better Reader	9	
Anthropology and History	at least 7	(who turned in evals)
Gender and Queer Studies	4	
Seminar on the Liberal Arts	3	
Numeracy	2	
Advanced Humanities	5	

### After Evergreen

Graduate School Panel	28
Did I Miss Anything Important? Discussion with Faculty	20
Working for Social Justice - Options You May Not Have Considered	13
Considering Law School?	8
World Café	4

### Saturday Sessions:

Working for Social Justice - Options You May Not Have Considered	at least 12	(who turned in evals)
Don't Fear the Numbers: A Math-phobe's Guide to the Evergreen Curriculum	1	

## Summary Feedback from All Sessions

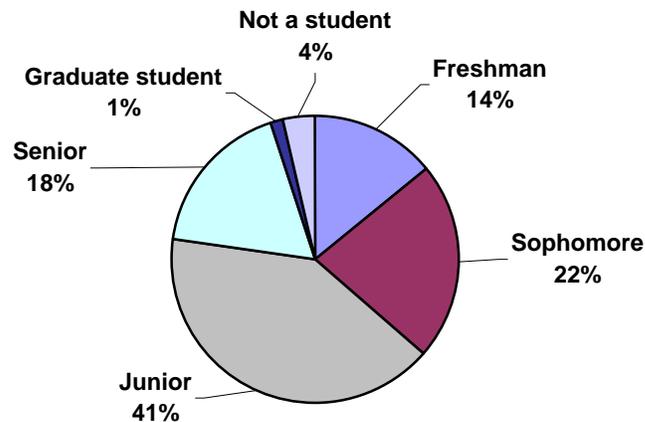
N=164 Session Evaluations (estimated response rate 66% of attendees)

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

### Class Standing

Freshman	Sophomore	Junior	Senior	Graduate student	Not a student	Unknown
23	36	66	29	2	6	2

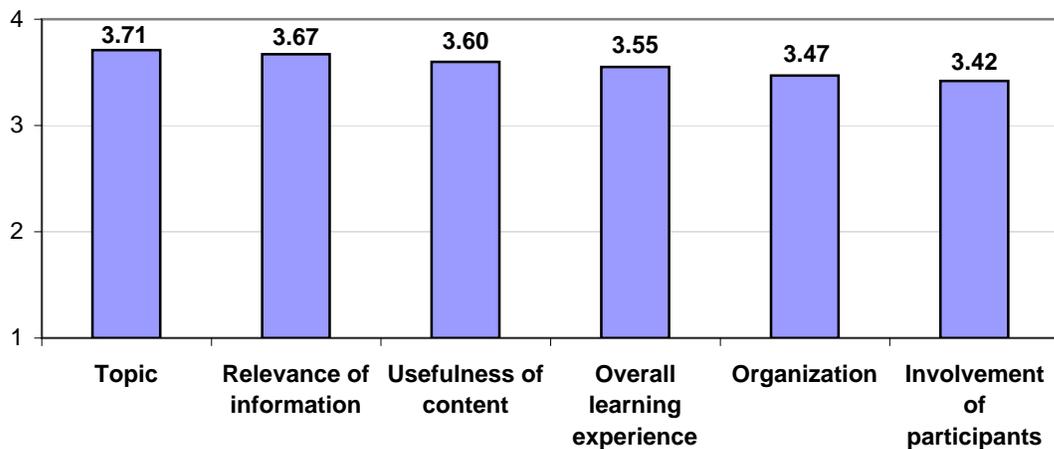
### Type of Participant



### Rate the following aspects of the session:

	Poor	Fair	Good	Excellent	Missing
Topic		2	42	115	5
Organization	1	11	61	90	1
Relevance of information		8	37	118	1
Usefulness of content		7	49	104	4
Involvement of participants	1	19	52	89	3
Overall learning experience		8	55	95	6

### Average Rating of Session Dimensions



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

## What topics or ideas do you have for future sessions?

<b>Content of Future Sessions:</b>
Another world café.
Class note takings.
Combine with legislative internship sessions?
community internships; scholarships specific to field of study
Coping with lack of drive or feeling "lost" (invisible shared problem)
Counseling, what to do w/ your degree *Resources*
funding projects
Grad-school experiences
Have one session for nonprofits and a separate session for unions
Hearing more about common challenges of being a teacher would have also been helpful. Talk about financial aid for the MIT program
Housing for transfers maybe
How best to structure a contract.
How do we create intersection, collective liberation that is effective and does not dilute other specific needs of different people?
How the BA/BS path will translate in the workforce. Is one or the other really important to employers?
How to approach sciences when you are coming from a focus on liberal arts. (Different from math phobia support, though it is related.)
How to deal with standardized tests
How to explore interdisciplinary requirements for 2 unique field-of-work
How to get involved if your not sure what your specific social justice interests are.
How to integrate grad school prereq. Accumulation into Evergreen.
How to move through undergrad and into graduate/other.
Moving forward create a subdivision of ILC that features capstone as its own contract.
I dunno. I have no solutions, b/c I don't know enough about the positions + employment available in social justice to teach a workshop on it. Felt like I left w/ as much knowledge as I came in with.
I intend to catch the graduate school session.
I would like more information about specific applications for Grad schools; possibly sample portfolios or samples of what schools are looking for.
I would like more information on what graduate science programs are looking for like perhaps sample portfolios of bad applications + good ones.
Info on acquiring prerequisites.
Interest diagrams? Future path etc...
Intersection of ILCs and grad school - how to structure ILCs to help w/admissions? More advanced science info in general.
Key words on resume and application.
Labor activism
Media Law and Privacy rights classes and seminars in law + business programs.
More about activism would be cool
More academic ideas.
More conversations about the possibility of new conversations, leading change from the heart.
More dialogue sessions
More knowledge about the future of education/options for career advancements
More presentations on courses.
More resources for ILC work
non-paid vs. paid internship, if relevant.
Other campus life things, maybe like student groups that are offered would be a good topic for transfer students.
Poetry
Relation to other majors; requirements for graduate school
Retain the faculty's ability to be available for advising help.

**Content of Future Sessions: (continued...)**

Separate sessions, more specific than "art".

Specific examples on funding

Specific skill sets for specific jobs

Specific workshops for non-profit, specific workshop for public sector jobs.

Study abroad contracts/programs

Talking about benefits of professional internships compared to volunteering for organizations

Tentative schedule of science courses available over next few years; this is not available otherwise.

Time management; Evergreen education leading to sustainable employment.

The topic of speed reading was brought up and I thought that evoked an effective conversation, as well as the topic of losing focus while reading.

What kind of post-bachelor concentrations available after gender studies programs?

What programs/courses should I take to prepare for my field?

What the faculty are teaching in the future?

Why are Homer and Plato the classics instead of Ramayana (Hanuman!) and the Analects? Why do we learn so much about the Holocaust and exiles and less about slavery and native genocide?

Why liberal arts? Why not art school? Why study art when you can just make it?

**Logistical Suggestions (timing, publicity, climate, etc.):**

I did not attend the mentoring days, and my feedback relates to what seemed to be lacking in the publicity of the event. I only learned about it a week prior, which left little time for planning ahead, and furthermore I was somewhat unclear as to what was actually being offered. Perhaps professors could do more to explain the purpose of the event, or information could be made more prominent. Though I found the website explaining it all in detail, I would have liked a concise explanation of the event's purpose that would actually inspire me to read through the lengthy detail of the site. Lacking such, I assumed it wasn't important if I wasn't graduating this year. I still don't have an understanding of what took place, and don't know if I missed something of value.

I wish it would have talked more about ways to use it.

If these ever become larger it'd be neat to break into small groups of similar interest for more specialized questions.

Maybe concentrated/shorter.

More publicity.

More time for outdoor education information

More time.

offer the ability to go to more than 2 areas of interest

Overall, we should make this whole thing more FESTIVE!! Food fest, college gathering, welcome, music, etc.

The organization of the event was good but the sessions were slightly informal and slightly felt loose. Still a great workshop & event! Keep on keeping on!

The session was fine, getting students to come would be better.

**Session-specific Suggestions:**

I think you all did a great job and really appreciate this opportunity - maybe next time use examples of texts?

Ask questions like, "Who are you?", "What do you believe?", etc.

Do more demonstrations with actual text. Maybe have a difficult paragraph to apply the new reading ideas to.

Good and bad statements for comparison, to see what pitfalls to avoid and how to say things in a positive way.

Hand out a thorough packet or pamphlet. List of contacts for further questions.

Love the seating arrangement.

Presentations, but I think the informal style was very effective.

Provide a handout at the beginning of the session with helpful tips, information about grad school & a list of on-campus & off-campus resources.

Small group, panel of 4. Could have broken into smaller groups with more discussion relevant to specific students.

Speakers did a good job.

Viewers preparing questions.

**General praise:**

:)

Awesome

Great job!

Keep them happening!

This was very useful and I have none.

None come to mind. Thanks!

I don't know

None

None

None

None

None at this time.