

## HOW DID FACULTY ADVISE THE STUDENTS IN THEIR PROGRAM?

At the end of every Evergreen program (8 or more credits), faculty are asked to complete an End-of-Program Review so that Evergreen can review and improve its curriculum. What follows is a table expressing data collected for three academic years, 2001-2004, regarding one section from the End-of-Program Review: **How did you go about advising your students?** This question was left open-ended. The chart below is organized by program planning units, then alphabetically.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	How did you advise students?
2001-02	Algebra to Algorithms	CORE	SI			During conferences.
2002-03	Centering	CORE	EA	SI		I held open office hours and also did one-on-one appointments when needed, as well as their fifth week and final evaluation conferences.
2001-02	Children's Literature and Lives	CORE	CTL			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 and after the Winter academic fair, had them write a piece about the five expectations and their long-term goals before their winter evaluation conferences, discussed those with them during the conferences, and had occasional conversations with students during the program (mostly about difficulties with the program or their work).
2002-03	Citizen Artist	CORE	CTL			Most of my career has been outside the academy, so I feel I could give the students a perspective on real world applications for their knowledge, and I also worked hard to hook them up with organizations and people I know to give them field experience. I also made sure that their "products" had an application in the world, either through exhibition, or permanent placement in the community.
2001-02	Ecology of Hope	CORE	CTL	SI	ES	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 and advising them about program selections. Advising was done both formally and informally, since students had the understanding that we were available at most times.
2001-02	Expression of Self	CORE	EA	CTL		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 our students.
2001-02	Eyes and Ears	CORE	EA			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.
2003-04	Fiction and Nonfiction	CORE	CTL			I talked to them when they requested a meeting with me and maintained a weekly office hour for drop-ins.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	How did you advise students?
2003-04	Fishes, Frogs, and Forests	CORE	ES			1. Available for one-on-one conferences most days.; 2. One-on-one conferences with all students in week 6 of fall quarter, in addition to end of quarter conferences each quarter.; 3. A lot of feedback on all their written work, with specific advice to seek the help of the Writing Center or QRC, if it seemed appropriate.
2002-03	Imaging the Body	CORE	EA	ES		Fall: mid-quarter conferences 20 minutes per student. Winter: office hours
2003-04	Labyrinths	CORE	EA			During office hours, one-on-one basics
2002-03	Life on Earth	CORE	ES	SI		There were mid-quarter evaluations. Core connector's met with students about support resources and registration. These activities worked well.
2001-02	Natural and Unnatural Histories	CORE	ES			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.
2001-02	Ocean Life & Environmental Policy	CORE	ES			Yes
2003-04	Our Place in Nature	CORE	CTL			Bi-quarterly schedule meetings, feedback on all papers, and drop-in office visits when students so desired.
2002-03	Patterns Across Space and Time	CORE	EA	SI		Mid-quarter conferences, eval conferences, visits from our Core connector, office hours.
2003-04	Perception	CORE	SI	CTL		Mostly on an informal basis as needed, although we did make an effort during the evaluation conferences to discuss their future plans both for spring quarter and the 04-05 academic year. We also had Sara Rucker Thiessen fall and winter quarters as our Core connector and she regularly met and talked with our students.
2002-03	So You Want to Be a Teacher	CORE	SPBC			We met individually with each student during Orientation Week to make sure they were settled and aware of the resources on campus. At that meeting we inquired about their reasons for coming to Evergreen, their expectations, areas they might need support in. We made sure they knew about First People's, Access Services, and KEY, as well as the Writing and QR Centers, and Academic Advising. At mid-term, we met with each person again and went over their work in the program. At the end of the quarter, for their portfolios, they had to complete a self-guided learning plan and written assessment of how their work was addressing the Six Expectations. During winter quarter, we met with them individually again at mid-term and began advising for spring quarter. We also conducted a long range planning workshop and had them revise their academic plans.
2003-04	Something Out of the Ordinary	CORE	SPBC	EA		First two quarters met two times specifically for advising. Third quarter met half-hour with each student every other week. Lots of informal opportunities. Construction of learning plans and assignments.
2001-02	Trash	CORE	ES	SPBC		Through informal meetings over coffee, telephone conversations, email, and formal evaluation conferences

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	How did you advise students?
2002-03	Weird and Wondrous	CORE	CTL	EA		We met with students for individual conferences about their work in the middle and at the end of each quarter; had several presentations by faculty and the core connector from Academic Advising about the first year of college, academic planning, and the Five Expectations; and had students write a piece about their own current relations to those expectations and discussed those with them as part of their final conferences. At a number of places in the program, particularly through our fall work on Piaget and the last book of the program we tried to relate our central theme – ways of relating to and coping with new experiences – to the students' own experiences beginning college and encountering new and unfamiliar ideas, works of art, and expectations. Sara Rucker-Thiessen was our Core Connector. She did an excellent job of maintaining a presence in the program in support of our freshmen's unique needs, speaking with the students on a regular basis right up until the last week of classes.
2002-03	What's Your Question?	CORE	SPBC			We met with each student individually the first week of the program, and then again at mid-quarter, and for final evaluation. These conferences were a mix of advising about progress in the program, as well as preparing and planning for next year and future academic studies.
2001-02	Wildlife, Habitat, Landscape	CORE	ES			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.
2003-04	Africa and the Black Atlantic World	CTL				Twice a week, I spoke to students about the importance of and strategies for thinking about careers, doing research, being a graduate student when they complete their undergraduate studies. I constantly talked about ways of applying Black Atlantic studies.
2002-03	America Documented	CTL				Discussion about the development of their work on an ongoing basis. Both end-of-quarter conferences included time for formal advising, with substantial time in winter quarter.
2002-03	American City Since 1945	CTL				One-on-one meetings week 2 and 3; evaluation conferences; Core Connector; other conversations as appropriate
2003-04	Ancient Stories / Modern Lives	CTL				Individual conferences, some help from advising.
2001-02	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.
2003-04	Author, Author	CTL				Quarterly conferences, handouts or professional and academic materials.
2002-03	Bilingual Education and Teaching	CTL				I advise students on an individual basis. Most students come to this class with a very clear aim: continuing in education. I usually advise them about endorsements and graduate programs.

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2003-04	Bilingual Education in Teaching	CTL				I provide abundant written feedback on their work. I also schedule several individual meetings over both quarters.
2001-02	Bodies of Contention	CTL				Through midterm conferences (I faculty only); office hours; chatting before and after class; and in final evaluation conferences. Also invited in academic advisor, Jean Eberhart, at beginning of quarter.
2002-03	Celluloid Women and Men	CTL				I met with each student at the mid-quarter conference.
2001-02	Changing Minds, Changing Course	CTL				Through feedback on their work, via ad hoc appointments, and in evaluation conferences.
2001-02	Creative Nonfiction	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.
2001-02	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.
2003-04	Documenting the Northwest	CTL				We held several individual conferences with students and held a self-evaluation workshop.
2001-02	Fiction and Nonfiction	CTL				In meetings during office hours and in class during discussion.
2002-03	Fiction and Nonfiction	CTL				In conference and by e-mail. Our program had a strong advising component as a natural fallout from students writing nonfiction narratives containing litanies of personal abuse, trauma, and other life experiences. When we became aware of these issues, we spent time with the students helping them make decisions, for instance, about whether they should seek counseling.
2003-04	Four Philosophers	CTL				Individual appointments, group discussion.
2002-03	Great British and Irish Moderns	CTL				During evaluation sessions and other times when asked.
2001-02	Hemingway, Writing Life	CTL				Individual conferences; group discussions
2002-03	Hispanic Forms in Life and Art	CTL				Individual conferences twice a quarter.
2003-04	Illustrations of Character	CTL				Individual conferences, regular office hours, evaluation conferences, program tea
2002-03	Image Conscious	CTL				Met with them (students). Made announcements in class.
2002-03	Light and Terror	CTL				Met with them, discussed their options in class.
2003-04	Media Rhetoric	CTL				I discussed their plans in evaluation conferences and by request.
2002-03	Myth of Memory	CTL				During evaluation conferences.
2003-04	Narrative Poems of the Golden Age	CTL				Critiquing papers and essays; office hours; final eval conferences
2001-02	Pablo Neruda: Love, Politics, Poetry	CTL				One-on-one and with group as a whole, plus evaluation conferences.
2003-04	Physicist's World	CTL				Individual conferences on a case-by-case basis

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2002-03	Postbellum	CTL				In the beginning of the quarter getting-aquainted meetings, in a lecture session the week of the academic fair where we discussed self-evaluation writing and options for spring programs, and in evaluation conferences.
2002-03	Postcolonial Literature	CTL				I held informal meetings with students and worked with them in their writing groups, to help them with various aspects of their research projects as needed. I also held fifth week conferences and final evaluation conferences.
2002-03	Postmodernity and Postmodernism	CTL				Had a mid-quarter conference with each student.
2003-04	Queer Looks, Queer Books	CTL				Lots of meetings, one on one.
2003-04	Shakespeare	CTL				Required conferences with seminar leaders at week 5 and week 11. Always available when students wanted to discuss anything about this program or future studies. Talking about next quarter was a key aspect of the final eval week – the work we did as a group, getting students to talk about their plans with one another, as well as with us.
2001-02	Social Work Practice	CTL				Mid-term conference – 6th wk; sometimes conversations during lunch breaks (class meets at Organic Farmhouse)
2003-04	Steinbeck's Americans	CTL				In individual conferences plus weekly in the regular class meetings.
2001-02	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.
2003-04	The Folk: Power of an Image	CTL				In one-on-one meetings with each student at mid-quarter in winter and in evaluation conferences at the end of each quarter.
2001-02	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.
2001-02	Uniquely Dutch	CTL				Discussions during seminars, individual meetings, and drop-in office hours.
2001-02	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.
2003-04	Art in the Americas	EA				By talking with them individually about their needs.
2001-02	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.
2001-02	Foundations of Visual Arts	EA				We advised students individually in conferences.

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2002-03	Foundations of Visual Arts	EA				Students were given personal time to help them find individual themes that they were to work with in the class. I also met with students individually as needed and was available for assistance during office hours. Students also had a fifth week conference and their final evaluation conference.
2003-04	Foundations of Visual Arts	EA				I talk with them one on one as they request it and will advise all of them, as well, during evaluation appointments at mid-quarter and at the end of the quarter.
2003-04	Imagining Books	EA				Individual meetings, regular memos as “check-ins” and during studio time and office hours.
2003-04	Issues in Contemporary Art	EA				One-on-one contact with students on a daily basis. First thing I tell students is, if they are serious about art, get out of Evergreen.
2003-04	Mediaworks	EA				Office hours, academic fair, in-class discussion, media alumnae panel.
2001-02	Mediaworks: Experiments Light & Sound	EA				During conferences.
2003-04	Music Composition for the 21st Century	EA				They came to me. Personally, or via email.
2002-03	Music in Culture	EA				Some class time spent on topics like academic planning, job searches, choosing a program, pros and cons of contracts, current governance issues at the college. Some time in individual conferences on future plans. An “open door” policy (not many took up my repeated invitations, though).
2002-03	Puppet and Object Theater	EA				Individual meetings, lunches with small groups, office hours, and evaluation workshops.
2001-02	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.
2002-03	SOS: Media	EA				Quarterly conferences during 5th week.
2003-04	Studio Projects: Painting	EA				One-on-one informal advising regarding future programs, etc.
2003-04	Working Small	EA				Rob Cole gave an advising lecture the fifth week of winter quarter to introduce curriculum for spring. I made announcements of changes, additions, and contract sponsors.
2002-03	Animal Behavior	ES				Lots of one-on-one time, a lot of small group discussions.
2003-04	Ecological Agriculture	ES				During eval conferences and sometimes after class
2002-03	Energy: Working Towards a Sustainable Future	ES				The second week of the class, I had a 20-minute meeting with each student. I always ask about short-term and long-term plans in final evaluation conferences. I was in my office with the door open for drop-ins a full 40 hours per week. In the evenings on the 4-day field trip, we did a lot of talking about plans.

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2003-04	Environment, Health, and Community	ES				As this was a small on-going group, I had steady contact with students, much of it one-on-one. This has especially been the case spring quarter, when students consulted me about their projects each week and developed ideas about how this year's work connected to their emerging academic plans (classes, internships) and hopes for future work.
2003-04	Exploring Biogeochemistry	ES				Mostly one-on-one, in class breaks and office hours.
2002-03	Farm to Table	ES				We held office hours each week, met them individually for mid-quarter evaluation sessions, engaged in email communication, and, finally, helped advise them for future work during the final evaluation conferences.
2001-02	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 problem I assigned, but tell me problems in other areas of their lives. Sometimes I simply listen to them, and sometimes I tell how I solved my problems when I was in a similar situation.
2002-03	Freshwater Ecology	ES				Typically one-on-one, both during the quarter and at quarter's end.
2003-04	Fungal Kingdom	ES				Personal one-on-one meetings at student's request. Informal graduate school selection strategy workshop during one field trip, and conversations during evaluations.
2003-04	Hydrology	ES				Many students are Seniors and had questions about graduate schools and employment. We advised students on a one-to-one basis.
2001-02	Introduction to Environmental Chemistry (half-time)	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.
2002-03	Introduction to Environmental Studies	ES				Lin Nelson organized an advising day – brought in planning unit coordinator, an advisor, and past students. Also did one-on-one advising.
2003-04	Introduction to Environmental Studies	ES				Informally during lectures and seminar, plus a 3-day retreat at the end of winter quarter. We also met individually with students that approached us with questions.
2001-02	Marine Life	ES				Small group meetings and individual meetings. Also in lecture, we discussed skills and concepts required for advanced work.



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2002-03	Marine Life	ES				There were a great many seniors in the class that did not need much advising, but for the juniors, we advised with them regarding what classes they should be thinking about taking after our program. A great many students end up taking merely classes they “like” or “find interesting” rather than looking at the bigger picture, which is, what do I need to fulfill the requirements for entrance to grad school. We looked at their overall academic portfolio of course work and helped identify what was missing, what would be required for a grad school program.
2001-02	On Shaky Ground: Geologic Hazards	ES				Only during evaluation conferences – discussion of goals.
2001-02	Plant Ecology and Taxonomy	ES				Advising was done throughout the quarter informally & formally and during evaluation conferences at end of quarter; students frequently came to my office to speak personally about job opportunities, & we made continual announcements about job opportunities when there was something available.
2003-04	Practice of Sustainable Agriculture	ES				During eval conferences
2001-02	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.
2003-04	Rainforest Research	ES				Two weeks of one-on-one contact, weekly e-mail progress reports, editing of research reports, examination of data sets
2002-03	Rules of Nature/Rules of Life	ES				Weekly office hours, core connectors, referred students to Academic Advising.
2001-02	Snow Ecology	ES				Individual meetings
2003-04	Symbiosis	ES				Available pretty much on demand.
2001-02	Temperate Rainforests	ES				One-on-one discussions during term; conversation at evaluation conference.
2002-03	Trees and Humans	ES				Jointly and one-on-one during office hours. I sent students to the Writing Center and QRC as needed.
2001-02	Tropical Rainforests	ES				During class time and office hours and informally during fieldtrip.
2003-04	Tropical Rainforests	ES				Individual conferences
2003-04	Up Close	ES				Mid-quarter; During social periods on field trip; Final evaluation meeting
2002-03	Working in Development	ES				In evaluation conferences and email feedback; in mid-quarter informal conferences and response papers.
2003-04	Age of Irony: 20th-Century America	EWS	CTL	SPBC		We met with students at evaluation conferences, talked with them about their academic plans winter quarter, especially.
2002-03	American Ways of Seeing	EWS	CTL			Office hours, response to papers, the EW Program winter forum – and the reflective writing on academic plan – Eval conferences at quarters’ end, program end.



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2003-04	Art, Creativity, and the Sacred	EWS	EA	CTL		Throughout the quarter, through my weekly office hours, and at the end of the quarter evaluation conferences which I scheduled as longer than usual so I could help students who needed guidance in choosing their upcoming programs.
2002-03	Arts and the Child	EWS	SPBC	EA		Students were able to contact me by phone and e-mail during office hours and schedule appointments as necessary.
2001-02	Authentic Self	EWS	SPBC	EA		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)
2002-03	Authentic Self	EWS	SPBC	EA		Worked with students on a one-on-one basis at times, as well as by appointment. Also did some counseling via e-mail as needed.
2001-02	Chemicals, Public Policy, and You	EWS	SI	SPBC		Answered questions when asked.
2003-04	Chronic Illness, Disability, and Deafness	EWS	SPBC	CTL		At their request.
2001-02	Class in the U.S.	EWS	SPBC			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.
2002-03	Community Information Services	EWS	SI			Generally informally, but a little bit in class discussions where we discussed how they could incorporate class learning and liberal arts education into their work lives.
2001-02	Culture as History	EWS	CTL			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.
2003-04	Doing Science	EWS	SI			On our web page information is posted with all sorts of information on what to do after the program etc. (academic services) to help them consider what to do next.
2002-03	Education, Values, and Society	EWS	SPBC			I shall do so during evaluation conferences. Did so also at the beginning for MIT hopefuls. Some individual contract advice too.
2002-03	Ethics and Difference	EWS	CTL	SPBC		Primarily in individual evaluation conferences.
2003-04	Evil: Concepts and Realities	EWS	SPBC	CTL		Mid-quarter check-in, evaluation conferences, informal discussions.
2003-04	Finding Your Voice: Advocacy and Change	EWS	EA	CTL		Each student met with his/her seminar leader for a brief advising consultation early in the quarter, and will meet more extensively at evaluation conferences.
2002-03	Foundations of Computing	EWS	SI			During class time, Email, IM, and eval week.

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2002-03	Global Cities	EWS	CTL	SPBC		We made ourselves available to meet with students during the quarter, held end-of-program evaluation conferences, and also responded in a very timely manner to requests for advice or help via e-mail or the web crossing site.
2001-02	Good Organization	EWS	GRH	SPBC		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).
2003-04	Government and the Economy	EWS	GRH	SPBC		During evaluation conferences
2002-03	Group Dynamics	EWS	SPBC			I worked with students on a one-on-one basis as well as net meetings through e-mail services when needed.
2002-03	He Said, She Said	EWS	SPBC			We held regular meetings with small groups to advise about their individual projects and work. Students were also required to complete self-assessment forms, which were discussed at the liberal arts forum. We also had mid-term evaluation and final evaluation conferences.
2002-03	Justice at Work	EWS	SPBC			We asked on our initial survey if they would like some academic advice from faculty, and we followed up on these. We also talked about their goals and history in our conferences.
2002-03	Leadership and the Big Picture	EWS	GRH	SPBC		In class.
2001-02	Living Myths	EWS	CTL			In class, through Part Time Studies forum, extensive evaluation appointments, and making use of questionnaires.
2001-02	Management in Contemporary Organizations	EWS	SPBC			That liberal arts criteria are beneficial to a well-rounded manager.
2002-03	Mexico: Art and Ceremony	EWS	EA	CTL		Informally – through office hours and class time spent discussing requirements. Also through an evaluation conference.
2003-04	Physics, Visual Perception, and Flash	EWS	SI			I did not do any advising except in casual conversations with students. It is an expectation that advising issues will be included in the self-evaluation of the students and in the evaluation conferences. But I don't feel that I can take a strong advising role in a one-quarter program.
2003-04	Positive Psychology	EWS	SPBC			One-on-one, small groups, discussion of psychology training, current trends, careers, and graduate school
2001-02	Promise of Health	EWS	SPBC			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.
2002-03	Representing the World	EWS	SI	CTL		One-on-one advising sessions were available for the students when needed or requested. I also held fifth week conferences and final evaluation conferences.

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2001-02	Revolutions at Work	EWS	SPBC			We did a Liberal Arts workshop with another Saturday program during the first quarter; evaluation writing workshops both quarters; and advising conferences at end of Winter quarter. In addition, we gave them quite a lot of feedback on projects and papers and had many conversations about their academic plans.
2003-04	Shakespeare: Body and Soul	EWS	CTL			At evaluation conferences.
2001-02	Sight and Insight: Art & Social Change	EWS	EA	SPBC		Part-time Studies Forum winter quarter designed for advising & handout used at evaluation conferences.
2003-04	Silk Roads: China, the Middle East, and the New World	EWS	SPBC	CTL		Two individual conferences per quarter with each student; frequent contact outside of class via phone, e-mail, office hours; referrals to Academic Advising; career and academic counseling.
2001-02	SOS: Child and Human Development	EWS	SPBC			Formally and informally, with class dialogue, phone conversations and email
2003-04	Sport and Society	EWS	SPBC			Web chat, office hours, final evaluation conference. On coursework as well as future desires.
2002-03	Suburban Nation	EWS	ES			We asked in our initial survey if they would like some academic advice from faculty, and we followed up on these. We also talked about their goals and history in our conferences.
2001-02	Success and American Dreams	EWS	SPBC			On an ongoing basis
2001-02	Transcending Boundaries	EWS	SPBC			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.
2003-04	Understanding Your Food	EWS	SI			As needed.
2002-03	Weird Science	EWS	SI			We met at week 5 and week 10 to assess progress and to suggest programs for upcoming quarters. We asked how this program met current needs and looked for ways to meet future needs.
2002-03	Where Roads Meet	EWS	CTL			Mid-quarter and end of quarter individual conferences, academic advising worksheet.
2003-04	Art of Local History	IA	ES	CTL		We met with them during collective office hours two days a week before class and by appointment. We introduced them to and relied upon the help of our Academic Advising liaison. We reviewed portfolios during week four and issued letters of warning or of encouragement during week 5 of the quarter. We also communicated with the program as a group through email and individually through email and telephone. We met with individual students by appointment.

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2002-03	Body, Mind, Soul	IA	CTL	EA	SPBC	Of course we held mid-quarter and final evaluation conferences, but a great deal of advising occurred outside of class time or what may be considered as normal faculty office hours. We did a lot of advising and discussion during lunchtime and off campus. We found that we became so connected with the students and their search for personal growth that we were able to extend this program outside the normal parameters of what is expected of a program. It just went much deeper than the program itself.
2001-02	Christian Roots	IA	ES	EA		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.
2003-04	Christian Roots	IA	ES	EA		Mid-quarter meeting; End of quarter conferences; Individual meetings as needed
2002-03	Crime in America	IA	SPBC	CTL		Faculty were available to students in their seminars.
2003-04	Dance, Creativity, and Culture	IA	EA	SPBC		Quarterly conferences ; Mid-term conferences
2001-02	Destiny	IA	NAW IP	SPBC		Fall quarter: 2nd week conferences. Winter & Spring: 5th week conferences. Advising at all final evaluation conferences.
2001-02	Drawing from the Sea	IA	ES	EA		Lecture on pathways for advanced work; visits from Advising contact; evaluation conferences.
2001-02	Eco-Design in Real World	IA	SI	EA		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.
2001-02	Filming Fictions	IA	CTL	EA		Mid-quarter evaluations and discussions; portfolio checklist and review.
2003-04	Forensics: The Science of Crime Scene Investigation	IA	SI	SPBC		Informally, on a need basis.
2001-02	Health & Human Development	IA	SPBC	CTL		Office hours, conferences, after-class meetings, and spring quarter "process seminars" to debrief internships.
2002-03	Health and Human Development	IA	SI	SPBC	CTL	5th week conferences during fall and winter quarter.
2003-04	Health and Human Development	IA	SPBC	SI		Week 5 meeting during fall quarter, plus evaluation conferences fall and winter.
2003-04	Here, There, and Everywhere	IA	SPBC	ES		In seminars and one-on-one as they requested.
2001-02	International Feminism	IA	SPBC	EA	CTL	Via seminar and after seminar meetings and dependent on specific projects.
2003-04	Ireland: Living Between Worlds	IA	EA	CTL		We met twice each quarter and I was very responsive to e-mails and phone calls.
2003-04	Islands	IA	EA	CTL		We met individually with each student at least once per quarter; we met informally with many students.
2001-02	Local Knowledge	IA	EA	ES		Many, many conferences.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	How did you advise students?
2003-04	Looking Backward	IA	CTL	SPBC		Jerry Lassen met with each student in his seminar groups twice per quarter. I was available before and after lectures and seminars to discuss writing, reading, and problem issues. We both held large group sessions on self-evaluations and the like.
2001-02	Marking Time	IA	CTL	EA		One-on-one meetings in office hours; in small tutorial groups on term projects; Academic Fair contacts; and in evaluation conference each quarter.
2001-02	Order of Things	IA	CTL	EA		At midterm & final conferences.
2003-04	Performing Gender	IA	SPBC	EA		Being available whenever students needed to meet, via e-mail and in person. Inviting advising and student services staff to class.
2001-02	Physicist's World	IA	CTL	SI		In individual advising sessions. In group sessions
2002-03	Picturing Plants	IA	ES	EA		In evaluations and other one-on-one meetings with students.
2002-03	Power and Limitations of Dialogue	IA	CTL	SPBC		I promised them all at least one hour of one-on-one time as well as their final evaluation conference. I met with them fifteen minutes in the first week and then three more thirty-minute meetings before their evaluation conference.
2002-03	Respect: Process of Universal Humanity	IA	SPBC			We maintained continual contact with our students through class, office hours, and the internet. We continually kept them aware of the resources available to them on and off campus.
2001-02	Scale and Detail	IA	EA	SI		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.
2001-02	Science of Mind	IA	SI	SPBC		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 had meetings with students interested in further work in the various disciplines represented by the faculty.
2002-03	Silver Sky	IA	CTL	ES		Individual and small group meetings; interviews and focus groups for some students with Institutional Research Director.
2001-02	Transatlantic Revolutions	IA	CTL	SPBC		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.
2002-03	Algebra to Algorithms	SI				1) Students were asked to write learning objectives. 2) In evaluation conferences, we spent half of the time talking about plans. 3) Weekly speakers from various planning units came to talk to the students about the role of math in their work and their teaching/curriculum.
2003-04	Algebra to Algorithms	SI				Individual advising session for project, at eval conferences, advising on academic plan.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	How did you advise students?
2003-04	Astronomy and the Cosmologies	SI				Online and in person
2001-02	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.
2003-04	Atoms, Molecules, and Research	SI				Conducted a "career week" to help students learn about careers in chemistry. In class, spoke about possible programs for next year, worked with each student (I on I) as well.
2001-02	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.
2001-02	Data to Information	SI				I do not advise my students.
2002-03	Data to Information	SI				During conferences, classroom question and answer sessions, and informal meetings with individuals throughout the year.
2003-04	Data to Information	SI				What?
2002-03	Environmental Analysis	SI				We talk to them. We are here from 7:30 to 6:00 every day. Students learn they can drop in and chat. We have regular presentations of available internships and job openings. These students are mostly seniors and want to know about working and going on to graduate schools. They are a very mature group.
2001-02	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.
2002-03	Introduction to Natural Science	SI				Since this is a recurring program, students were advised into the program by their former teachers and other students who knew about the program. During the winter quarter, we had an advising panel in the program. We invited faculty from other science programs to provide information about their programs to our students. This helped many students to decide what to take next year. We also advised students I-on-I as to what they should take based on their career goals.
2003-04	Mathematics in History and Science	SI				Regularly during the quarter in after-class individual lessons and in-class Q&A sessions. Also during evaluation conferences.
2001-02	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, in sort of emergency situations.
2003-04	Modeling Motion	SI				Office hours; Conference

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	How did you advise students?
2001-02	Molecule to Organism	SI				Open door policy, quarterly evaluation conferences, presentations by past students.
2002-03	Molecule to Organism	SI				The faculty team members advise students on an informal basis almost daily. Students have questions about life after Evergreen, types of career paths that they might pursue, what to take next quarter, etc. We also had a formal session detailing the steps and requirements for graduate school in the sciences and pre-health and pre-vet careers.
2003-04	Molecule to Organism	SI				1) Formally at the end of each quarter in their evaluation conference.; 2) Informally advising was going on throughout year in all sorts of venues: chats after class, on the way to class, in the corridor, in lab while waiting for a reaction to complete, at class potluck, etc. etc.
2003-04	Physics of Astronomy	SI				In person and online
2002-03	Science Seminar	SI				Individually and in class discussions.
2001-02	Student Originated Software	SI				Prior to program, mid-quarter, and end of quarter.
2003-04	Student Originated Software	SI				Personality and work style assessment; Quarterly evaluation conference
2003-04	Topics in Advanced Mathematics	SI				I made myself available in and out of class to answer any questions they had.
2003-04	Transforming the Globe	SI				We had conferences with students mid-quarter and eval week. We also met with them any other time they desired to talk about advising.
2001-02	180 Degrees: Advanced Study of Psychology	SPBC				Met with them re: their progress and their plans for study after they graduated.
2003-04	Advanced Management Topics	SPBC				Personally on a continuing basis.
2002-03	Business in Action	SPBC				I held mid-quarter conferences as well as their final evaluation conferences. There were also times when the students were met in their groups to discuss various aspects of the program. As it was a junior/senior level program, there was not much handholding done.
2003-04	Constructing Citizens	SPBC				During one-on-one conferences
2003-04	Constructing the North American State, 1750-1800	SPBC				Meet with them at beginning of quarter; meet with them midterm; meet with those having difficulty; meet for 1-hour evaluation conferences; advise for program selection.
2003-04	Culture and Participatory Research	SPBC				Open office. They are free to come at will. I try to be very open, approachable so they feel comfortable coming to me when needed.
2003-04	Engaging Cuba	SPBC				We spend 45 days traveling in Cuba – advised students everyday.



Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	How did you advise students?
2001-02	Entrepreneurship and Organization	SPBC				We gave students 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 the program was working for them; did advising at evaluation conferences and ad hoc meetings during the quarter.
2001-02	Good Life in the Good Society	SPBC				Individual conferences.
2002-03	Good Life in the Good Society	SPBC				Individual conferences about seminar work and writing, plus extensive comments on their writing.
2003-04	Growing Up Global	SPBC				One-on-one conferences.
2001-02	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.
2002-03	Masculinities and Femininities Across the Globe	SPBC				Regular meetings on demand outside of class. Mid-quarter informal conferences on demand. Lots of e-mail.
2001-02	Mexican Nation State	SPBC				This was one of the best parts of the program.
2002-03	Multicultural Counseling	SPBC				Evaluation conferences. Often ate lunch in the program room to be available for advising and graduate school consultations.
2002-03	Organizations, Entrepreneurship, and Management	SPBC				By talking to them and spending a lot of time with them.
2002-03	Political Economy and Social Change	SPBC				This was done informally on an individual basis, mostly in response to student initiative.
2003-04	Political Economy and Social Movements	SPBC				I had pretty open office hours and had a great deal of lunches with students on or off campus. In many instances, I felt more like a counselor than their faculty number, but it's really nice to think I am helping them out in a number of facets of their lives.
2003-04	So You Want to Be a Psychologist	SPBC				Major emphasis on career and graduate school preparedness through speakers and discussions
2002-03	Taking the Pulse	SPBC				Ongoing as needed and in evaluation conferences at 5 weeks and end of term. Not much time available for this, however.
2003-04	Turning Eastward	SPBC				Face to face, e-mail, and phone
2003-04	Working the Waters	SPBC				In evaluation conferences as well as one-on-one when working with them.
2002-03	Seven Continents, Eleven Blocks, One Community	TAC				At the beginning of each academic year, each student is assigned to an academic advisor who also serves as that student's seminar leader. In winter and spring quarters new students entering the program are also matched with an advisor. The advisor assignments are made based upon the expressed academic and career aspirations of the students. The faculty advisors do the majority of advising. The program coordinator does specific advising of students where needed and requested.

Academic Year	Program Name	Planning Group	Detail 1	Detail 2	Detail 3	How did you advise students?
2003-04	Tribal: Reservation Based-Muckleshoot	TRI				By appointment, on an individual basis; also at conferences each quarter