

# Appendix E: Mapping Your Education II

## Academic Planning Workshop – Presenter Version

Updated: February 24, 2003

**Bold = Moderator speaking parts**

### Our outcomes for Mapping II:

- To reinforce the student's understanding of their role in directing their own education.
- To demonstrate how learning community partnerships (peers, activities, workshops, lectures, seminars, faculty, staff, etc.) play a role in the student's education
- To help students see academic planning as a process not a product.
- To give students new exposure to different planning styles.
- To increase a student's understanding of, and valuing of, breadth in their education.

### Part I – Introduction (5 minutes)

1. Introduce presenters
2. State Goals for workshop

**Welcome to your next phase of academic planning at Evergreen. This workshop is designed as a follow-up to the New Student Advising Workshop, which we offer all new students. Even if you did not attend the new student advising workshop, you will not have trouble participating in this workshop.**

#### **The goals of this workshop are:**

- **To show you several successful ways students plan their studies at Evergreen.**
- **To give you the opportunity to think about your academic path at Evergreen.**
- **To offer information that will help you get registered next quarter.**

#### **This workshop is one part of a system of advising at Evergreen that also includes:**

- **conferences with your faculty,**
- **meetings with Academic advisors in the Advising Office,**
- **multiple information resources on the Web and on paper,**
- **meetings and workshops with other staff – such as those in Career Development, 1<sup>st</sup> Peoples, KEY, etc – who will all offer different kinds of support and expertise as you do this important work.**

3. Hand out advising folder, which will be referenced at different times during workshop.

### **Part II – Other Students' Stories (30 minutes)**

1. Evergreen Seniors Video intro:
  - **We want you to hear some stories of how other students have chosen their course of study at Evergreen.**

- **Your job is to listen carefully for how the panelists planned their study at Evergreen. Take notes, because we will be discussing and analyzing this information after the video.**

### **Part III – Analysis (15 minutes)**

#### 1. Analysis of panelists' stories

*Feed the following questions to the large group:*

- **What did you hear? What stuck with you?**
- **What did you notice about the different ways students planned their study at Evergreen?** (prompt for faculty, interests, weaknesses, strengths, prerequisites, expectations)
- **What did you hear about depth?**
- **What did you hear about breadth?**
- **Faculty, what is your response to the students' stories about their Evergreen education?**

### **Part IV – Reflection (20 minutes)**

1. Hand out worksheet/eval
2. **Now let's spend a few minutes working on your personal planning strategies. Working on your own, write a sentence or two in response to each of the following questions. We'll ask a few of you to share some of your responses with the large group. (10 minutes)**

Questions on student worksheet:

- a. How are you planning your study at Evergreen?
- b. Did you have a goal when you began at Evergreen? What was it?
- c. Have your goals and plans changed? How?
- d. What are your plans to acquire academic breadth?
- e. What are your plans to acquire academic depth?
- f. Experiences outside the classroom (e.g., clubs or organizations, internships, work, volunteer, or other life experiences, etc.) are essential to enhancing your overall academic experience. What are you currently doing or planning to do?
- g. How might the programs you are considering for next quarter or next year support your academic depth and/or breadth?

3. **Get into groups of 2-3 and discuss your answers to the questions. See if you can learn anything from your group that might make your planning process better. (5 minutes)**
4. **In the large group, share any discoveries you have made or any insights you might have had about your academic planning. (5 minutes)**

### **PART V – Registration (20 minutes)**

**Now that you have worked on your planning strategies, what about registration? So we can get through this section quickly, please jot your questions down for a Q&A at the end.**

1. Choosing your Program – tell them to use WEB vs. printed resources!
  - Spring Full-time Curriculum (show first-year programs)
  - Evening/Weekend Curriculum
  - Fall Curriculum (for sophomores, they go by disciplines in on-line catalog)
  - Academic Fair date: March 5 for spring; May 14 for summer/fall (not long advising sessions, but a chance to grab a syllabus and meet the faculty)
    - Have at least Three Choices
2. Using Gateway
  - Time Ticket (1<sup>st</sup> moment you can register, when & where they are posted on Gateway)
  - Waitlists (How they work, how to get on – have to submit changes!, need back-up plan, don't recommend multiple wait lists)
  - Signature Overrides (when required, not a guarantee you will have a place in program)
  - Updating your contact info (student is responsible, need to do so college can send time-sensitive info)
  - Viewing your academic history

### **VI – Wrap-up**

1. **Complete the evaluation form attached to your worksheet and leave it at your desk. We need to hear from you so we make any adjustments if necessary. (5 minutes)**
2. **Closing remarks: Thank you for participating in this workshop. We appreciate your time and hope you found this useful. If you would like support for your academic planning, you can contact your faculty or Academic Advising. Career Development can help you with longer-range career and lifework planning.**

*This workshop was created as a part of the 2000-2001 Transitions to Success program by Kitty Parker, Sara Rucker, Julie Slone, and Laura Coghlan. Updated: 2/26/03*

### **Resource List**

Chalkboard, whiteboard, easel, markers/chalk  
Presenter outline  
Handouts  
Eval form  
Video  
VCR  
Laptop with hook-up  
Advising Handbook

### **Mapping II Timeline**

#### **PART I (35)**

1. Intro (5)
3. Video (30)

#### **PART II Analysis (15)**

1. Analysis (large group) (15)

#### **PART III Reflection (25)**

1. Personal Planning Strategies (individual) (10)
2. Discuss responses (small groups) (10)
3. Share discoveries (large group) (5)

#### **PART IV Registration (20)**

1. Choosing your Program (10)
2. Using Gateway (10)

#### **PART V Wrap-up (5)**

1. Evaluations (5)
2. Closing

Total time:  $35+15+25+20+5 = 1$  hour, 40 minutes



## Mapping Your Education II – Evaluation

Revised 2/26/03

Name (if you want us to get back to you)

e-mail/phone

1. What was helpful about this workshop?
  
2. What suggestions for changes do you have?
  
3. Would you recommend this workshop to other students?  
 Yes                       No
  
4. Did this workshop seem relevant at this point in your academic career?  
 Very relevant       Somewhat     Not very                       Not at all
  
5. How helpful was this workshop in preparing you to select your coursework?  
 Very helpful       Somewhat     Not very                       Not at all
  
6. How helpful was this workshop in your understanding of your role in directing your own education?  
 Very helpful       Somewhat     Not very                       Not at all
  
7. How helpful was it to your own academic planning to see other students' planning styles?  
 Very helpful       Somewhat     Not very                       Not at all
  
8. Do you have a better understanding of how experiences outside the classroom play a role in your education?  
 Yes                               No
  
9. How helpful was this workshop in providing a clearer understanding of the value of breadth in your education?  
 Very helpful       Somewhat     Not very                       Not at all
  
10. What else, if anything did you learn about your academic planning process by attending this workshop?