












The Evergreen State College  
 Evergreen Student Experience Survey 2006  
 Responses of Olympia Campus Students

### Most Important Skills

After a series of questions about Evergreen's contribution to students' growth in various skills, students were asked to identify which of the skills in the list were most important to them. The question was open-ended and this may have contributed to the large number of students who skipped the question altogether (N=66). Students could write in as many skills as they wanted and some students identified all or many skills as important while others identified only one or two skills. Of the students who responded to the question, 29.1% identified writing effectively as one of the most important skills, 28.1% identified readiness for further education as one of the most important, 25.6% reported that readiness for a career as one of the most important, and 22.2% indicated that depth or expertise in a particular field was one of the most important.

Of the skills above, which are the most important to you? (N=386) <i>Items sorted by highest to lowest percentage who identified skill as one of most important</i>		Percentage identified skill as important to them	Percentage did not identify skill as one of most important	Skipped question (N)
	Writing effectively	29.1%	70.9%	66
	Readiness for further education (graduate, professional, or doctoral)	28.1%	71.9%	66
	Readiness for a career	25.6%	74.4%	66
	Depth or expertise in a particular field	22.2%	77.8%	66
	Speaking effectively	20.3%	79.7%	66
	Knowledge in a broad range of subjects	17.5%	82.5%	66
	Expressing yourself in creative or artistic ways	17.5%	82.5%	66
	Critically analyzing written information	16.6%	83.4%	66
	Functioning as a responsible member of a diverse community	15.6%	84.4%	66

Of the skills above, which are the most important to you? (N=386) <i>Items sorted by highest to lowest percentage who identified skill as one of most important</i>		Percentage identified skill as important to them	Percentage did not identify skill as one of most important	Skipped question (N)
	Synthesizing information and ideas from many sources	15.0%	85.0%	66
	Recognizing your responsibilities, rights, and privileges as a citizen	13.4%	86.6%	66
	Learning independently	13.1%	86.9%	66
	Understanding different philosophies and cultures	13.1%	86.9%	66
	Managing your time effectively	12.8%	87.2%	66
	Understanding the interaction of society and the environment	12.2%	87.8%	66
	Defining and solving problems	10.3%	89.7%	66
	Working cooperatively in a group	10.0%	90.0%	66
	Giving effective presentations	8.4%	91.6%	66
	Other <i>(See explanation below)</i>	8.4%	91.6%	66
	Using computer technology to present work, find information, or solve problems	8.1%	91.9%	66
	Reading for academic purposes	7.5%	92.5%	66
	Understanding and applying quantitative principles and methods (e.g. mathematics, statistics)	7.2%	92.8%	66
	Understanding and applying scientific principles and methods	6.9%	93.1%	66

Of the skills above, which are the most important to you? (N=386) <i>Items sorted by highest to lowest percentage who identified skill as one of most important</i>		Percentage identified skill as important to them	Percentage did not identify skill as one of most important	Skipped question (N)
	Participating in class discussions	6.3%	93.8%	66
	Understanding and appreciating the arts	5.9%	94.1%	66

Of those who responded to the question, 8.4% indicated a skill not listed in the question set or added additional comments in response to the question. The skills that respondents identified as important that were not in the original question set included: critical thinking; understanding society; general readiness for the future; being effective in general; the arts, generally; speaking and writing in Spanish; technical artistic skills relating to woodworking, welding, and fabrication; expressing oneself "critically"; listening to others' views; "reflecting what is learned in writing and [being] able to communicate that effectively"; and an awareness of the business of writing in addition to the art of writing. One respondent wrote: "the future-being able to do what I want to do... traveling.. and be able to support that.. always learning and meeting people who are like and not like me.. and learning from them." Another wrote: "participating in/outside activities for practical realization."

Some respondents wrote comments expressing how various skills would help them generally. A respondent wrote: "All the skills I have learned or enhanced I believe will help me in both my personal and my professional life." Another wrote: "While in school, I intend to develop many of the skills aforementioned, so that I may develop my self as an intuitive, imaginative, ingenious, and independent young [person]."

Some took the opportunity to offer critique of Evergreen. For instance, one respondent commented: "A social acceptance (and truth) that really doesn't exist here like the advertising sells it! I've seen more negative attitudes toward myself and others if you don't agree with the popular mindset! (right or wrong)" Another wrote: "Understanding different philosophies and cultures (most philosophy classes are focused on European philosophy, either Socratic or Enlightenment age). Kant, Hobbes, etc. are the most commonly known philosophers. Where is our Afro-Centric Feminist epistemology class, our Eastern philosophies class? It seems that since much 'third world' philosophy is mixed with spirituality/religion, it is cast aside in favor of more 'scientific' or 'rational' philosophy. How about a class on Nagarjuna's logic? That would be interesting. I learned a little about this kind of logic at [a community college], it was totally different from any kind of 'I think therefore I am' schtick." Another respondent suggested, "More economics classes so one could get the prerequisites to the masters in Public Administration program."

There were three respondents who wrote explanations about answering the previous question set that had to do with Evergreen's contribution to growth in skill areas. These comments did not directly answer the question of which skills were most important. For instance, one respondent wrote: "Note. I am unable to answer some of the questions, just because of the limited exposure I have had to Evergreen thus far. I have only taken one four credit class. I left those questions blank." Another respondent wrote: "I had a lot of these skills before I came here. Evergreen didn't give them to me, I lived the life." Yet another respondent wrote: "Just because I said not at all or very little for the questions above doesn't mean I don't have those skills, Evergreen just had nothing to do with me learning them."

There were a few comments that did not fit within the other categories of comments. One respondent wrote: "I wish that I knew I could pay off my student loans." Another wrote: "It's hard to say. Let me get back to you on that one next year. :)" One respondent expressed the desire for the possibility for independent contracts.