

## **Curriculum Retreat 2017: PSAs based on data from student surveys and Institutional Research**

Based on 237 EWS survey respondents, over half (54%) of EWS students have attended fulltime day classes at Evergreen.

Based on 237 EWS survey respondents, 41% of EWS students indicate that their main educational interest or career goal is psychology, social work or counseling.

When Evergreen alumni were asked to give one piece of advice to current students, nearly two-thirds (61%) of the 207 respondents told students that, to make the most of your education at Evergreen, you need to “articulate and assume responsibility for your own work.”

Based on 142 respondents to a random survey of Olympia Campus daytime students, nearly one-third (30%) would like to have greater curricular transparency, organization, and flexibility.

Nearly half of these want the opportunity to configure 12/4 programs. Other students feel that:  
“It is nearly impossible to make a long-term plan in a particular area of study while being confident that the programs will exist to support that... All programs that are offered should include a road map that is available to a student enrolling in any program for further planning...”

28% of 142 respondents to a random survey of Olympia Campus daytime students wanted more depth and advanced work, including capstone/independent learning contracts. They added that Evergreen should ensure routes through the curriculum that lead to advanced work.

Based on 142 responses to a random survey of Olympia Campus daytime students, a majority of the 42% who would like to see changes in teaching methods and learning experiences, would like more hands-on/career connected learning and more independent work.

The most popular areas of interest for admitted students are Environmental Studies (11%), Psychology (9%), and Biology (9%). Additional interest areas are Business (5%), Education (5%), Humanities (4%), English (4%), Arts (4%), Media Arts (5%), Performing Arts (5%), and Area Studies/History (4%).

60% of enrolled students who responded to a survey indicate an interdivisional or interdisciplinary field of study

86% of transfer students and 90% of First Time First Year students indicate that interdisciplinarity was a positive factor in their decision to come to Evergreen

29% of enrolled students indicate interest in the Social Science division on the application, while only 22% of the planned curriculum is in that division.

12% of enrolled students indicate an interest in the Environmental Studies cluster, but it accounts for only 3% of the planned curriculum.

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10% of enrolled students indicate interest in Psychology, but it accounts for only 5% of the planned curriculum.

Students who choose to attend EWS classes instead of day indicated they did so due to availability in the following subject areas: Psychology, Social Work, or Counseling (47%), Business and Management (28%), Humanities (24%), Communication and Writing (20%).

54% of EWS students have attended full-time day programs in previous quarters, and 32% plan to attend day programs in the future.

Current students indicated a difficulty finding programs that will really help hone workplace skills.

33% of current student respondents commented that teaching teams needing more communication within teams and wanted better organization within the program.

33% of current students indicated a desire for more clarity in the program description and syllabus. Specifically, where and how will credit be awarded? What other programs or courses is this preparatory for? More content information and less creative writing around the subjects.

Enrolled students indicated a need for less than 16 credit options for many reasons, including financial, work conflicts, family conflicts, and desire to take risks on new subjects without committing to a full 16 credits.

Enrolled students mentioned a desire for more of a set standard and extra help with writing self-evaluations, faculty evaluations, and the academic statement.

“I want an interdisciplinary education but also feel pressured to just take science classes so that I am best prepared for a science career. 8 credit programs (2 a quarter) would make me feel better about taking an arts course or two.” – Student Experience Survey 2017

“There were too few daytime choices for less credits.” – Student Experience Survey 2017

“The Academic Fair isn’t working. Faculty talk with students for so long with a line of students waiting when all I want is to ask for a copy of the syllabus. Faculty also leave academic fair early. I get off work at 5:30 and 3 of them that I wanted to speak with had already left. Even when I went at 4:30 last year this was a problem. Faculty don’t stick around.” – Student Experience Survey 2017

“I’ve noticed programs I’ve taken with male/males and female professors have the female teacher doing more of the work load or holding more of the emotional labor of the program.” – Student Experience Survey 2017

“Honestly, I love the way Evergreen’s curriculum is structured. There is so much space for independent learning, and students can truly create their own education path to fit their interests.” – Student Experience Survey 2017

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“Most of the visual art classes I’m interested in are only offered during the evenings.” – EWS Student Survey 2017

“Language classes don’t fit well in the margins and that’s always where they are relegated to.” – EWS Student Survey 2017

“My focus is business management however it seems most business management classes are geared towards human resources or self-employment. I would like to see more classes added toward other areas of business like finance and accounting.” – Student Experience Survey 2017

“I would like to see more connections to real world jobs; what technology do we need to be acquainted with; what skills directly related to our chosen area of study?” – Student Experience Survey 2017

“Overall, I think it would greatly benefit seminars if freshman were given a basis in communication skills and critical thinking.” – Student Experience Survey 2017

“Classes need to adhere more to what is described in the catalog.” – Student Experience Survey 2017