

**THE EVERGREEN STATE COLLEGE**  
**2004 ALUMNI SURVEY OF THE CLASS OF 2002-03**

**A. Sample and Response Rates**

<b>Total Undergraduate Degree Recipients AY 2002-03</b>	<b>1133</b>
Number with no known address and/or e-mail <i>(Note: 29 alumni had no known contact information at the time the sample was selected. Survey contact was attempted with the other 27 alumni in this category, but all mail and e-mail contacts were returned undeliverable, and we were unable to locate more recent contact information.)</i>	56
Deceased	4
<b>Final Sample Size</b>	<b>1073</b>
Refusal	0
No Response	759
Paper Survey Respondents	245
Web Survey Respondents	69
<b>Total Respondents</b>	<b>314</b> <b>29.3 % response rate</b>

**B. Methodology**

The graduating class of 2002-03 (degree awarded between Fall 2002 and Summer 2003) was surveyed during the summer of 2004, one year after receiving their baccalaureate degrees.

In August 2004, surveys were mailed to all members of the graduating class who had address information. When surveys were returned as undeliverable, surveys were resent to a more current address whenever possible. In November 2004, an e-mail was sent with a link to the web version of the survey to nonrespondents. Completed surveys were accepted between August 2004 and January 2005. An Evergreen sticker was offered as a small incentive for survey completion.

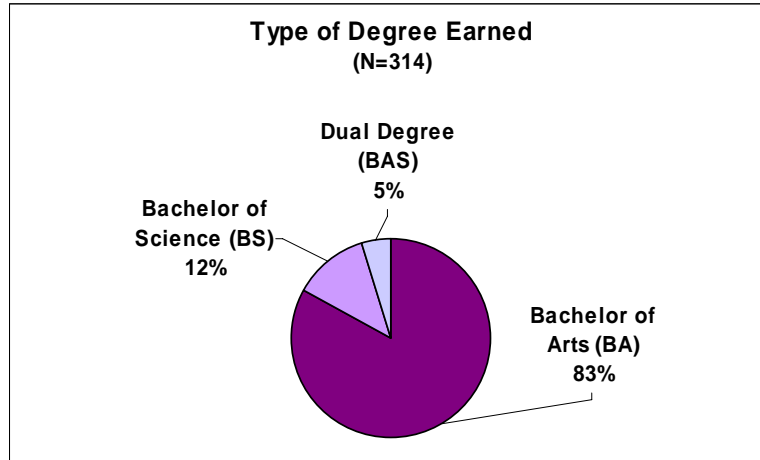
**C. Respondent Demographics**

**Location Primarily Attended During Evergreen Studies (as identified by survey respondents)**

	<b>N</b>	<b>%</b>
Olympia	280	89.2%
Tacoma	29	9.2%
Tribal: Reservation-based	3	1.0%
Grays Harbor	2	0.6%
<b>Total Respondents</b>	<b>314</b>	<b>100%</b>

## Type of Degree

The proportion of different degree types among survey respondents was nearly identical to the distribution of various degrees in the graduating class as a whole. In the entire class of 2002-2003, 84% earned a BA, 12% earned a BS, and 4% completed the BAS dual degree. Based on this comparison, it appears that the survey results are representative of the graduating class with regard to degree type.



## Ethnic Background

Eighteen percent of respondents identified as students of color compared to 20% of the graduating class. The difference was not significant at  $p < .05$ , thus survey results appear to be representative of the population in terms of ethnicity. Students were asked to check as many categories as they felt applied. Those who selected more than one category are represented in the applicable multiple race categories in the second table below.

Race/Ethnicity	N	%
White/Caucasian	237	75.5%
African American	12	3.8%
Asian American or Pacific Islander	9	2.9%
Hispanic/Latino/Latina American	4	1.3%
Native American or Alaska Native	4	1.3%
Prefer not to respond	22	7.0%
Multiple Race/Ethnicity*	26	8.3%

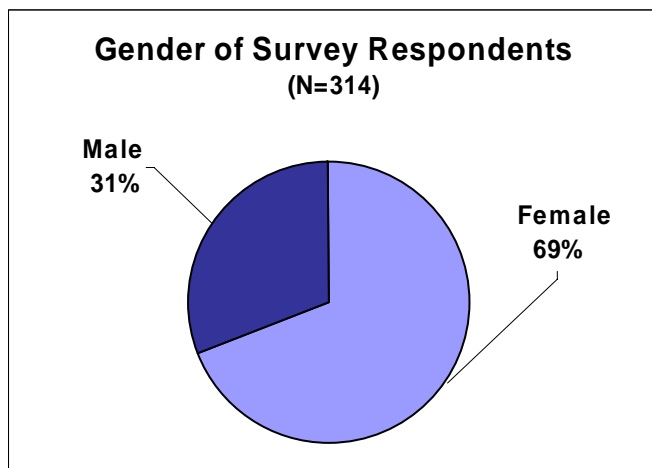
\*Percentages do not add up to 100% due to rounding.

*Detail of Multiple Race/Ethnicity	N	%
Native American or Alaska Native and White/Caucasian	8	30.8%
Hispanic/Latino/Latina American and White/Caucasian	6	23.1%
Asian American or Pacific Islander and White/Caucasian	5	19.2%
African American and White/Caucasian	2	7.7%
African American and Hispanic/Latino/Latina American	1	3.8%
Asian American or Pacific Islander and Hispanic/Latino/Latina American	1	3.8%
African American and Native American or Alaska Native and White/Caucasian	1	3.8%
Hispanic/Latino/Latina American and Native American or Alaska Native and White/Caucasian	1	3.8%
Multiple race of unknown origin	1	3.8%

\*Percentages do not add up to 100% due to rounding.

## Age and Gender

Alumni respondents ranged in age from 21 to 77. Their average age was 30, and median age was 25. This age distribution closely matches that of the graduating class as a whole, therefore the survey results should be representative of the graduating class with regard to age.



Male alumni were significantly underrepresented in the respondent group (31%) compared to their proportion within the entire graduating class (39%). This difference was tested using chi-square analysis, and it was significant at  $p=.001$ . This is not an unusual result, as females typically participate in student surveys in higher numbers than males.

Alumni identified the one area that best described their primary area of study (concentration) at Evergreen; the distribution of their responses is presented in the next table.

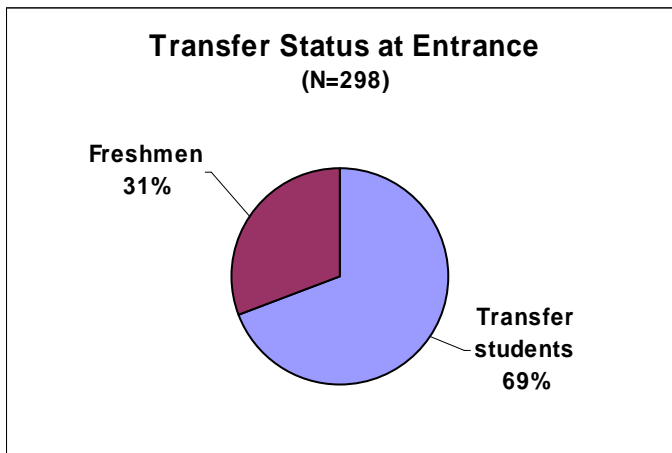
Primary Area of Study	N	%
Social Sciences	88	28.0%
Humanities, Language Arts (Culture, Text & Language)	55	17.5%
Media, Visual Arts, Drama (Expressive Arts)	44	14.0%
Environmental Studies	38	12.1%
Science, Math, Computers (Scientific Inquiry)	37	11.8%
Liberal Arts/Interdisciplinary Study <i>(this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts")</i>	26	8.3%
Education	13	4.1%
Business	9	2.9%
Native American Studies	2	0.6%
Unknown/Did not answer	2	0.6%

*\*Percentages do not add up to 100% due to rounding.*

## Primary Enrollment Status as a Student at Evergreen

Enrollment Status	N	%
Full-Time	299	95.2%
Part-Time	15	4.8%

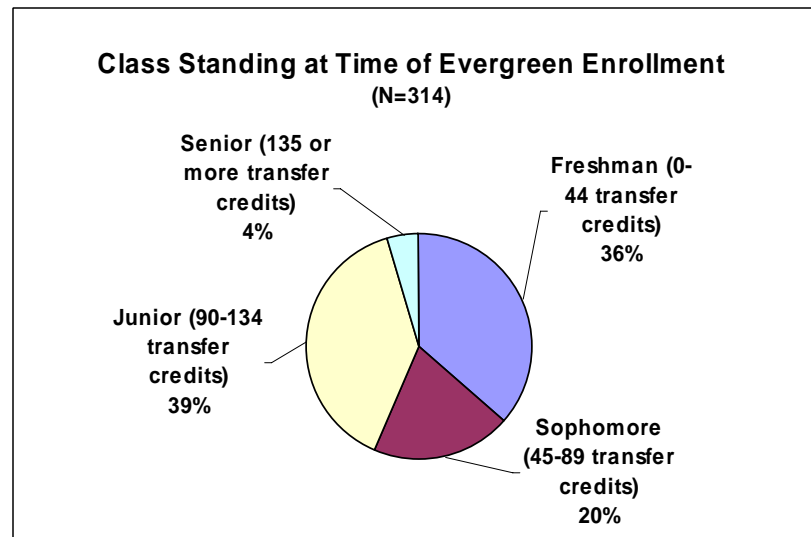
## Transfer Status at Time of Entrance



Sixty-nine percent of alumni respondents entered Evergreen as transfer students and 31% started as freshmen. Compared to the whole graduating class of 2002-2003, in which 75% were transfer students and 25% entered as freshmen, transfer students were underrepresented in this survey ( $p=.003$ ).

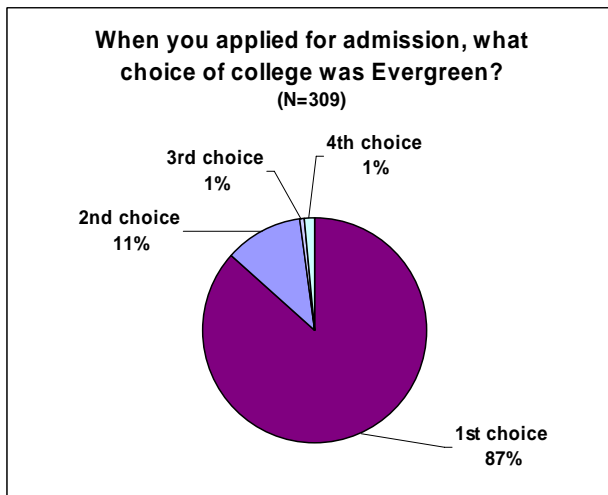
## Class Standing at Enrollment

Alumni respondents identified their class standing at the time they first enrolled at Evergreen. The largest proportion of this group (39%) transferred into Evergreen with junior standing, closely followed by 36% who entered as freshmen.



\*Percentages do not add up to 100% due to rounding.

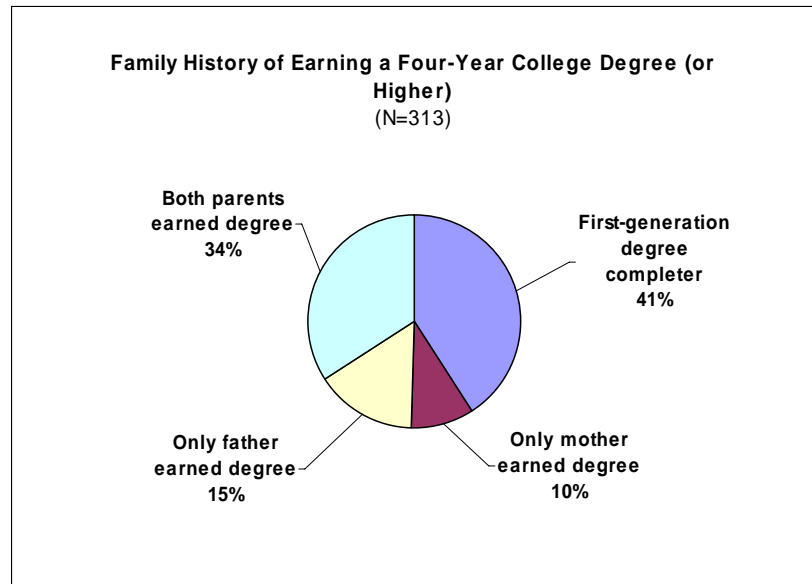
## Choice of College



When asked what choice of college Evergreen was at the time they applied for admission, 87% of alumni reported that Evergreen was their first choice.

## Family History of Earning a Four-Year College Degree (or Higher)

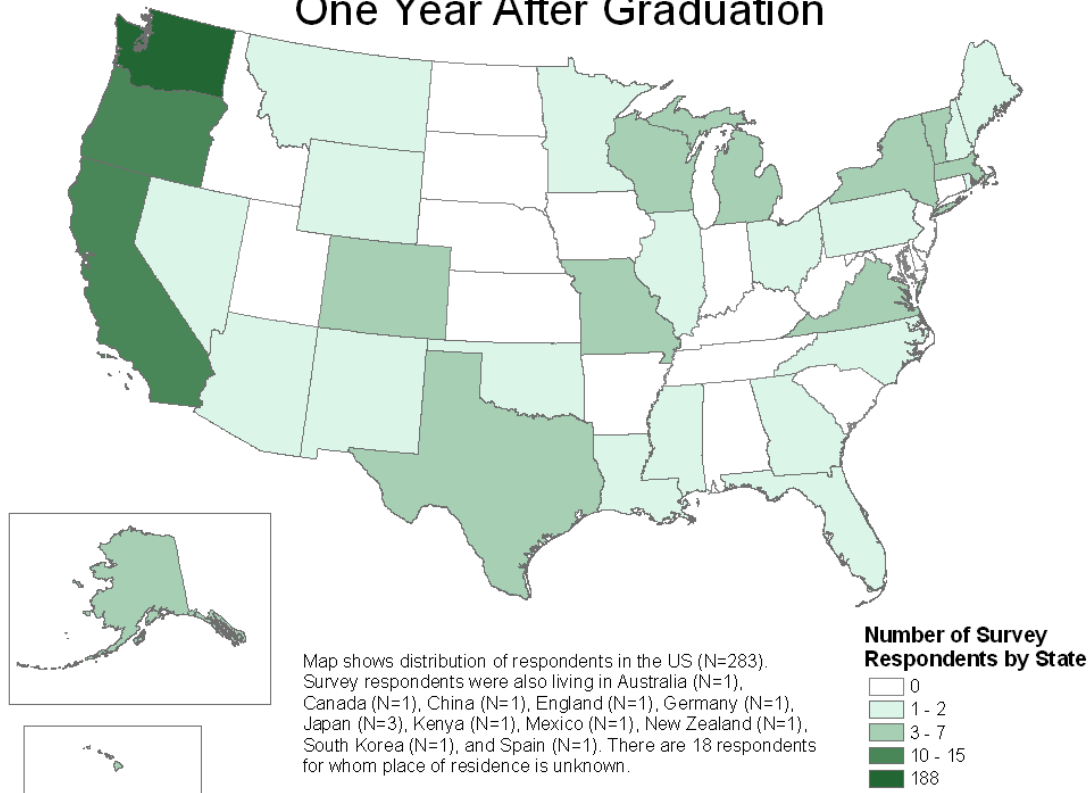
Beginning with the 2004 administration of the Alumni Survey, alumni are being asked whether either of their parents earned a four-year college degree or higher. In the 2004 survey, forty-one percent of alumni reported that they were first-generation degree completers.



## State in Which Alumni Currently Reside

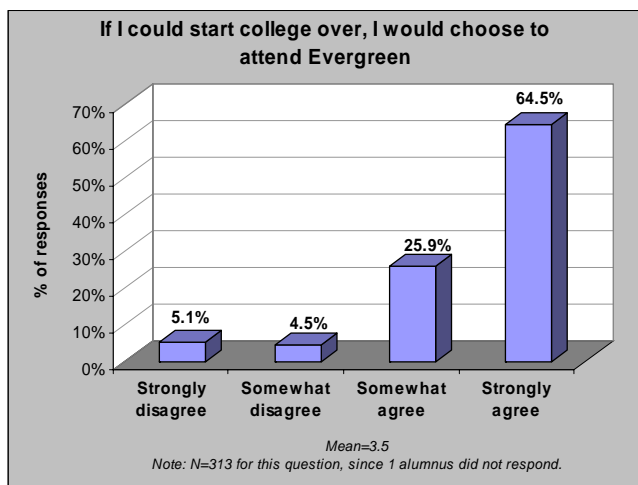
At the time of the survey, the 314 alumni respondents from the class of 2002-03 were living in 32 different States and 11 other nations. Sixty percent were still living in Washington one year after earning their Bachelor's degrees.

## Location of Survey Respondents One Year After Graduation



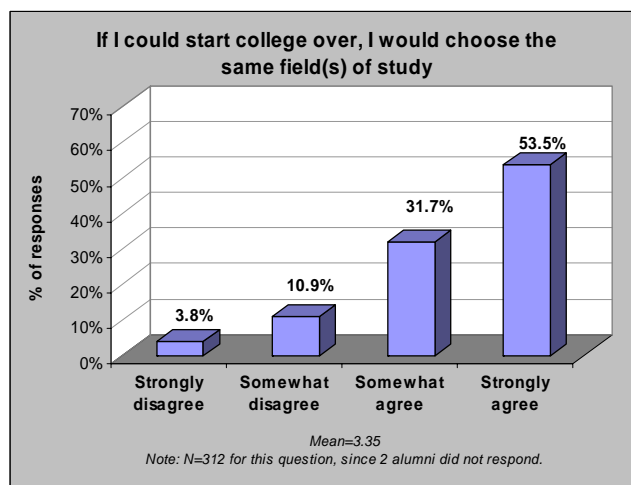
## D. Alumni Satisfaction with Experience

Alumni rated their level of agreement or disagreement for each of the next two statements on a four-point scale (1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree). The average ratings indicated alumni were in solid agreement with both statements.



Ninety percent of alumni would choose Evergreen again if they could start college over.

And, 85% would choose the same field(s) of study.



\*Percentages do not add up to 100% due to rounding.

## Evergreen's Contribution to Academic and Personal Growth

Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in each of the following academic areas on a five-point scale (1=not at all satisfied to 5=very satisfied).

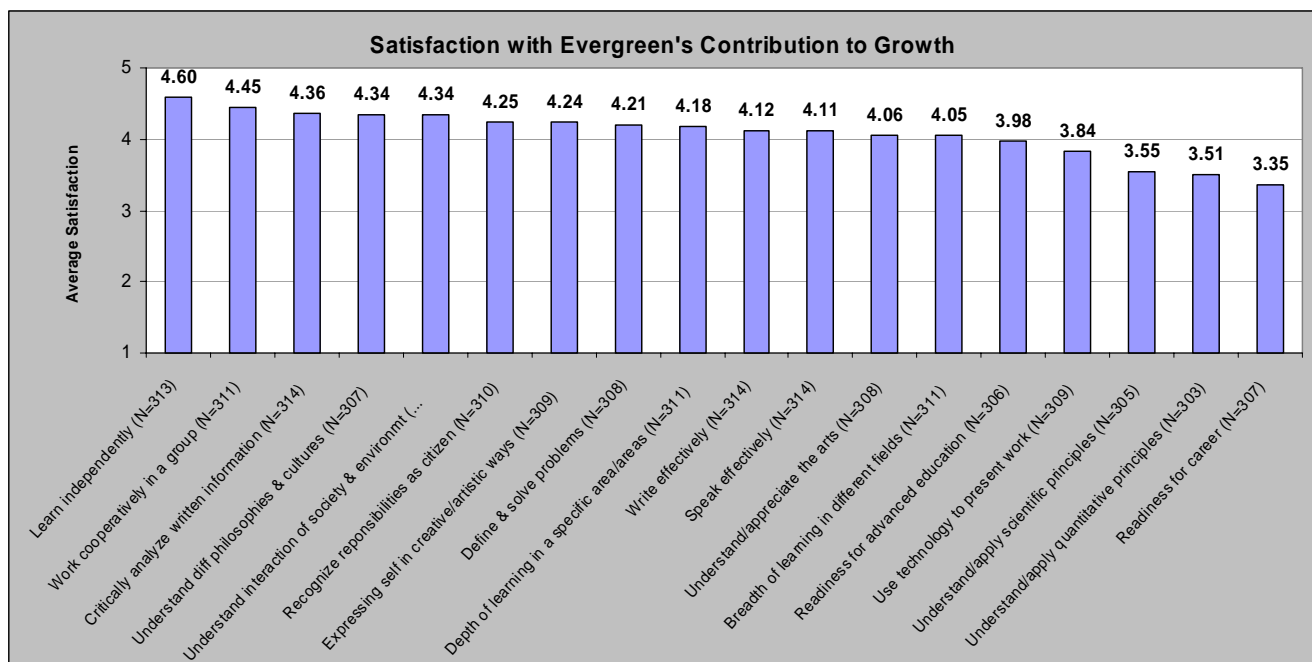
Overall, alumni were satisfied with their growth in each academic area. The most common rating for all eighteen learning areas was either very satisfied or mostly satisfied. In 17 of the 18 areas, over half of the alumni reported being *mostly satisfied* or *very satisfied* with Evergreen's contribution to their growth. In 12 of the 18 areas, over three-quarters of alumni reported this level of satisfaction. The three areas that received the highest percentage of *mostly* or *very satisfied* ratings were "learning independently" (93%), "critically analyzing written information" (89%) and "working cooperatively in a group" (88%). The three areas that received the lowest percentage of *mostly* or *very satisfied* ratings were "readiness for a career" (49%), "understanding and applying quantitative principles and methods" (52%) and "understanding and applying scientific principles and methods" (53%).

"The programs and professors at Evergreen encouraged me to cultivate and express my ideas and values. They inspired me to believe in and give service to the greater good, to push boundaries and the status quo." – alum, class of 02-03

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	Missing N
Learning independently	0.0%	1.3%	5.8%	24.6%	<b>68.4%</b>	1
Critically analyzing written information	0.6%	1.6%	9.2%	37.9%	<b>50.6%</b>	0
Working cooperatively in a group	1.0%	2.9%	8.0%	26.7%	<b>61.4%</b>	3
Understanding different philosophies and cultures	0.3%	3.6%	12.1%	30.0%	<b>54.1%</b>	7
Understanding the interaction of society and the environment	0.3%	3.2%	13.2%	28.9%	<b>54.3%</b>	3
Recognizing your rights, responsibilities and privileges as a citizen	0.6%	3.2%	15.2%	31.9%	<b>49.0%</b>	4
Writing effectively	0.6%	4.8%	15.6%	<b>39.8%</b>	39.2%	0
Defining and solving problems	0.0%	4.5%	16.6%	32.5%	<b>46.4%</b>	6
Depth of learning in a specific area or areas	1.3%	6.1%	14.1%	30.2%	<b>48.2%</b>	3
Expressing yourself in creative, dramatic, or artistic ways	0.6%	3.6%	17.5%	27.5%	<b>50.8%</b>	5
Breadth of learning in different fields	2.3%	4.5%	16.4%	<b>40.2%</b>	36.7%	3
Speaking effectively	0.3%	4.5%	19.1%	36.3%	<b>39.8%</b>	0
Understanding and appreciating the arts	2.6%	5.5%	18.2%	30.5%	<b>43.2%</b>	6
Readiness for advanced education	3.9%	7.5%	16.0%	31.7%	<b>40.8%</b>	8
Using technology to present work, find information, or solve problems	1.9%	6.8%	27.8%	<b>32.4%</b>	31.1%	5
Understanding and applying scientific principles and methods	2.6%	16.7%	27.2%	<b>29.5%</b>	23.9%	9
Understanding and applying quantitative principles and methods	4.0%	16.5%	27.7%	<b>28.1%</b>	23.8%	11
Readiness for a career	7.5%	16.6%	26.7%	<b>31.6%</b>	17.6%	7

Note: the number of respondents varies for each academic area, since some alumni skipped questions or felt an area was not applicable to their experience.

Average satisfaction ratings were calculated for each of the above academic areas; the results are presented in the following chart. The average rating for all academic areas fell above the *somewhat satisfied* point on the scale.



Note: Satisfaction was rated on a five-point scale where 1=not at all, 2=little, 3=somewhat, 4=mostly and 5=very.

## Work-related skills and abilities

Alumni were asked to rate their skill levels in a series of work-related activities, and to then rate how well the education they received at Evergreen prepared them in each area. The most common rating for each work-related skill appears in bold print for emphasis. Willingness and aptitude to learn new skills received the highest proportion of *excellent* ratings with 73% of alumni assigning this level of skill.

Work-Related Skills	Did Not Answer	Your level of skill					Preparation from your Evergreen education		
		1= Poor	2= Fair	3= Good	4= Excellent	N/A	Not at all	To some extent	A great deal
Willingness and aptitude to learn new skills	10	0.3%	2.3%	23.4%	<b>73.4%</b>	0.7%	5.7%	44.0%	<b>50.3%</b>
Independence and initiative	10	0%	3.9%	26.0%	<b>70.1%</b>	0%	7.3%	33.7%	<b>59.0%</b>
Creative thinking skills	9	0.7%	3.3%	29.2%	<b>66.2%</b>	0.7%	4.0%	39.4%	<b>56.6%</b>
Work in a culturally diverse environment	8	.7%	1.3%	29.4%	<b>65.7%</b>	2.9%	10.9%	42.0%	<b>47.1%</b>
Work cooperatively in team efforts	9	0.3%	3.6%	32.1%	<b>62.3%</b>	1.6%	2.4%	28.5%	<b>69.2%</b>
Critically analyze information	9	0%	4.9%	31.8%	<b>61.6%</b>	1.6%	3.4%	31.4%	<b>65.2%</b>
Organize and conduct work efficiently	10	0.7%	4.3%	37.2%	<b>57.6%</b>	0.3%	9.7%	<b>56.2%</b>	34.1%
Written communication in the work environment	9	1.0%	7.2%	36.1%	<b>52.5%</b>	3.3%	7.9%	<b>46.4%</b>	45.7%
Leadership	11	1.0%	11.6%	37.3%	<b>49.8%</b>	0.3%	10.1%	<b>54.5%</b>	35.4%
Decision-making ability	9	1.3%	9.8%	39.3%	<b>49.5%</b>	0%	10.6%	<b>54.6%</b>	34.8%
Research skills	9	0.3%	8.5%	41.3%	<b>49.2%</b>	0.7%	6.3%	37.7%	<b>56.0%</b>
Give presentations in the work environment	13	1.3%	12.3%	<b>42.5%</b>	37.9%	6.0%	9.3%	39.6%	<b>51.1%</b>
Negotiating skills	11	1.7%	14.2%	<b>49.5%</b>	33.0%	1.7%	19.0%	<b>55.4%</b>	25.5%
Computer/technology literacy	9	2.3%	15.7%	<b>50.2%</b>	31.5%	0.3%	20.0%	<b>54.7%</b>	25.3%
Math skills/Quantitative reasoning	9	9.8%	<b>37.4%</b>	34.1%	15.7%	3.0%	<b>44.2%</b>	40.8%	15.1%

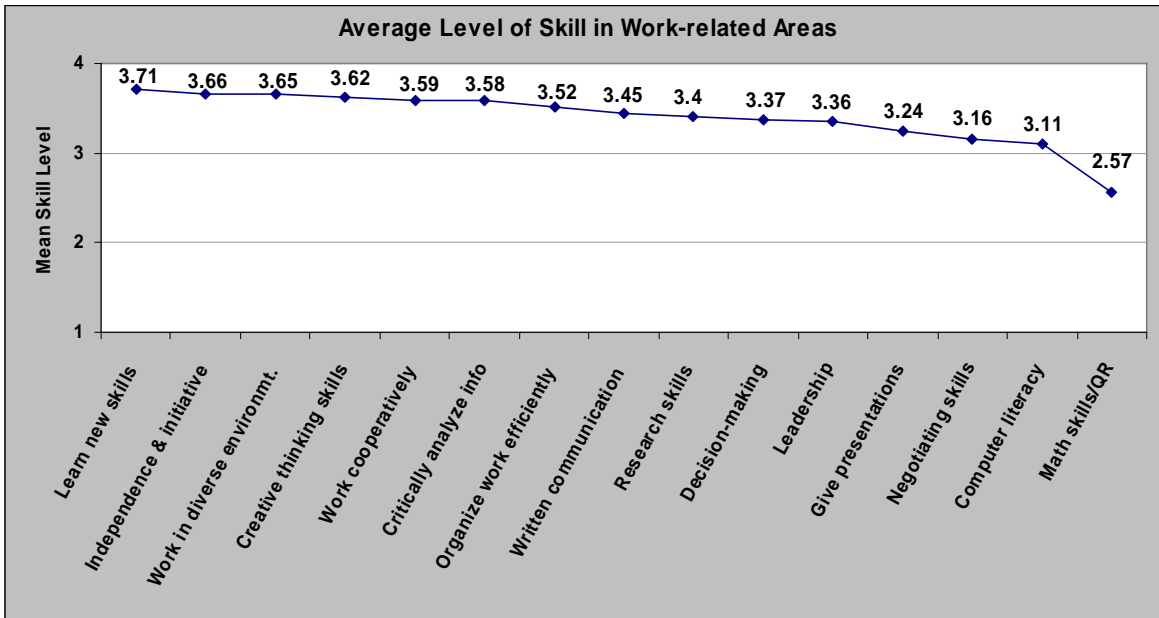
Note: The number that appears in gray after each item reflects the number of alumni who did not answer that question.

Average skill level ratings were calculated for each work-related area (excluding alumni who reported that an area was *not applicable*). Based on average ratings, shown below, alumni felt their five strongest skill areas were:

- willingness and aptitude to learn new skills
- independence and initiative
- creative thinking skills
- ability to work in a culturally diverse environment
- and working cooperatively in team efforts



The only skill area whose average rating fell below *good* was math skills/quantitative reasoning:



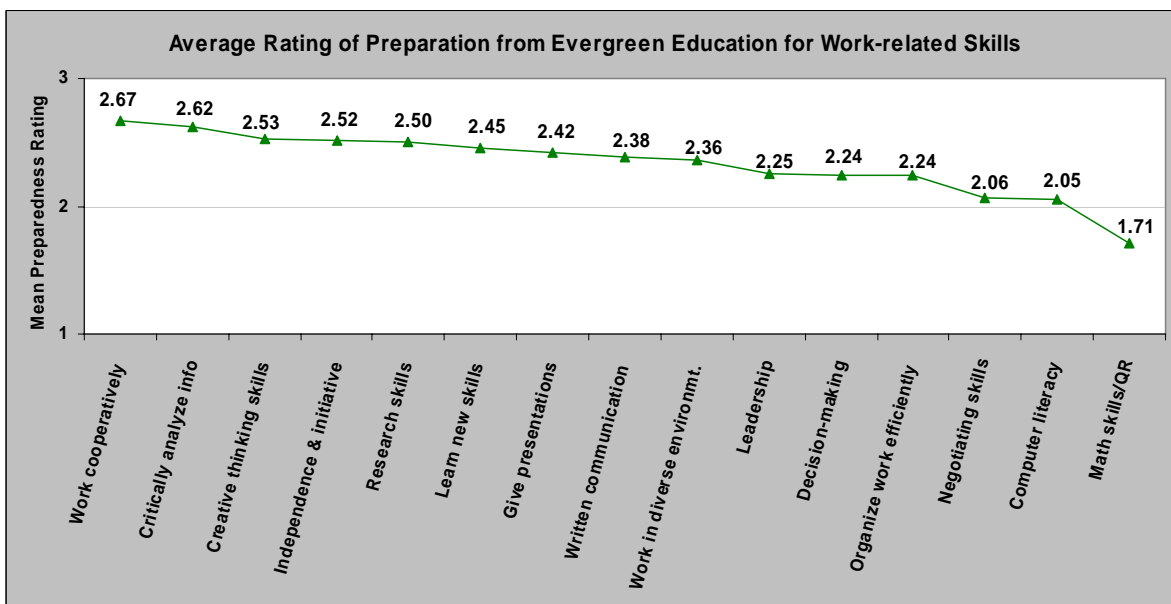
Note: Each ability was rated on a four-point scale in which 1=poor, 2=fair, 3=good and 4=excellent.

Alumni who rated their skill levels were then asked to rate how well the education they received at Evergreen prepared them in each area. Respondents indicated that Evergreen provided the greatest preparation in the following areas:

- working cooperatively in team efforts
- critically analyzing information
- creative thinking skills
- independence and initiative
- and research skills

[At Evergreen, I learned]  
 “How to communicate effectively with individuals from a variety of backgrounds, to use time management and motivate myself.” – alum, class of 02-03

The average rating of preparedness in math skills/quantitative reasoning was between *not at all* and *to some extent*. All other areas had average preparedness ratings between *to some extent* and *a great deal*.



Note: Level of preparedness was rated on a three-point scale where 1=not at all, 2=to some extent, and 3=a great deal.

Negotiating skills, computer literacy and math/quantitative reasoning skills were the three lowest-rated areas in terms of alumni current level of skill *and* level of preparation from their Evergreen education. Three skills were among the top five for *both* level of skill *and* preparation in these areas from Evergreen:

- working cooperatively in team efforts
- creative thinking skills
- independence and initiative

“I have never been motivated in the way that these profs motivated me. I was inspired by nearly everyone I worked with.”  
 – alum, class of 02-03

### Satisfaction with Evergreen Experiences

Alumni rated their level of satisfaction with a series of Evergreen educational experiences. They rated their satisfaction on a four-point scale from *1=very dissatisfied* to *4=very satisfied*. They also had the option of indicating if an educational experience did not apply to them.

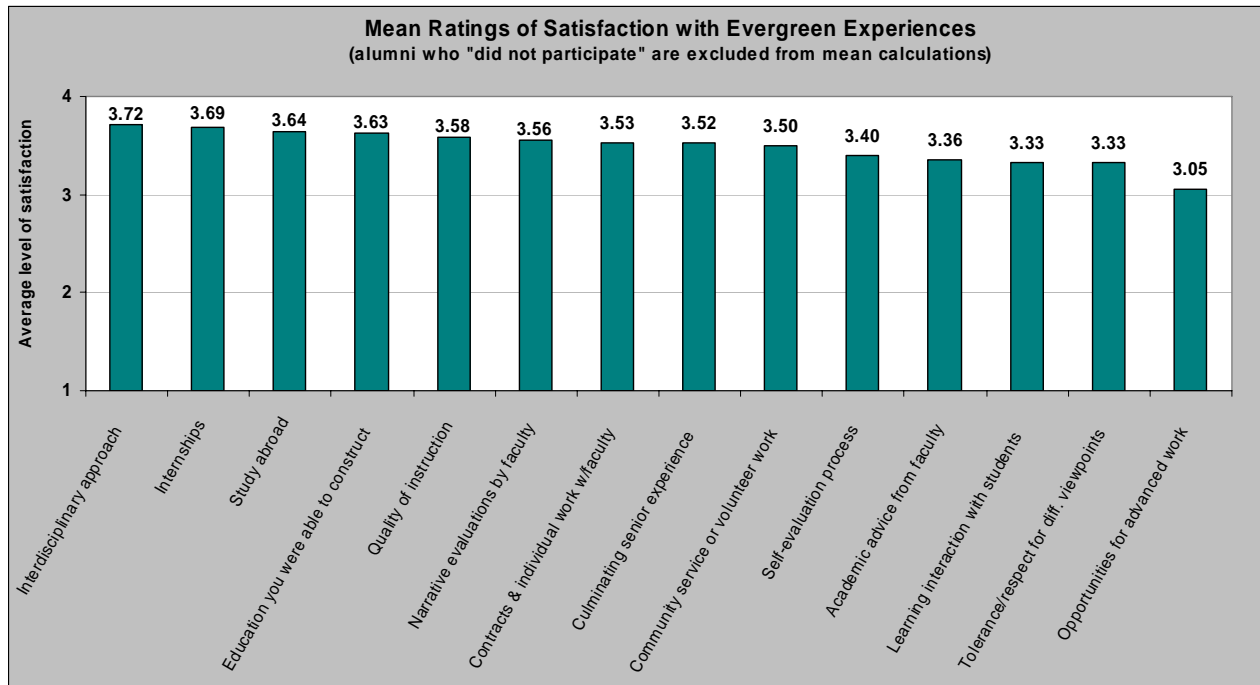
Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Evergreen’s interdisciplinary approach to education	99.4	1.6%	1.9%	19.2%	<b>77.3%</b>	4
Narrative evaluations written by faculty	100.0	2.3%	3.9%	29.7%	<b>64.2%</b>	4
The quality of instruction	99.7	2.3%	2.6%	30.4%	<b>64.7%</b>	4
Quality of learning interaction with other students, for example, in seminars	99.4	2.9%	11.7%	35.2%	<b>50.2%</b>	5
The education you were able to construct as an Evergreen student	99.7	1.6%	3.6%	25.2%	<b>69.6%</b>	4
Tolerance and respect shown for different or opposing viewpoints	99.4	5.5%	10.1%	30.5%	<b>53.9%</b>	4
Academic advice from faculty	98.7	3.3%	9.2%	35.9%	<b>51.6%</b>	4
Opportunities for advanced work at Evergreen	91.3	8.2%	15.6%	<b>39.0%</b>	37.2%	5
Self-evaluation process	100.0	2.6%	6.5%	39.7%	<b>51.3%</b>	4

The following table shows how many students participated in special learning opportunities while at Evergreen. Alumni who participated then rated their satisfaction with the experience. For alumni who had participated in these learning opportunities, *very satisfied* was the most common response category.

Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Contracts and other individual work with faculty	77.7%	4.6%	5.5%	22.7%	<b>67.2%</b>	4
Community service or volunteer work	41.1%	2.4%	4.8%	33.6%	<b>59.2%</b>	5
Culminating senior experience (capstone, thesis, or senior summative self-evaluation)	36.7%	1.8%	5.4%	31.5%	<b>61.3%</b>	6
Internships	40.5%	4.8%	0%	16.1%	<b>79.0%</b>	5
Study abroad	14.6%	4.4%	4.4%	13.3%	<b>77.8%</b>	6

Average ratings of satisfaction were calculated for each educational experience, excluding the alumni who indicated that they had not participated. The average ratings for all items fell within the “satisfied” region of the rating scale (mean score above 3.0). Even the lowest-rated “opportunities for advanced work at Evergreen” received an average score above *somewhat satisfied*. Evergreen’s “interdisciplinary approach to education” was rated as the most satisfying to alumni respondents. The means for each learning experience are presented in the next chart.

“The single most important aspect of Evergreen to me was in discussing interdisciplinary topics in the seminar/small group setting.” – alum, class of 02-03.



Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

## E. Satisfaction with Campus Resources

Alumni respondents also rated their level of satisfaction with ten campus support resources. They used a four-point scale to rate their level of satisfaction (1=very dissatisfied to 4=very satisfied); or, they could check a box indicating that they *did not use* a particular service. The table below shows the percentage of alumni who used each service and, *of those who used the services*, how satisfied they were with them. The figures in bold print indicate the level of satisfaction most often reported for each service.

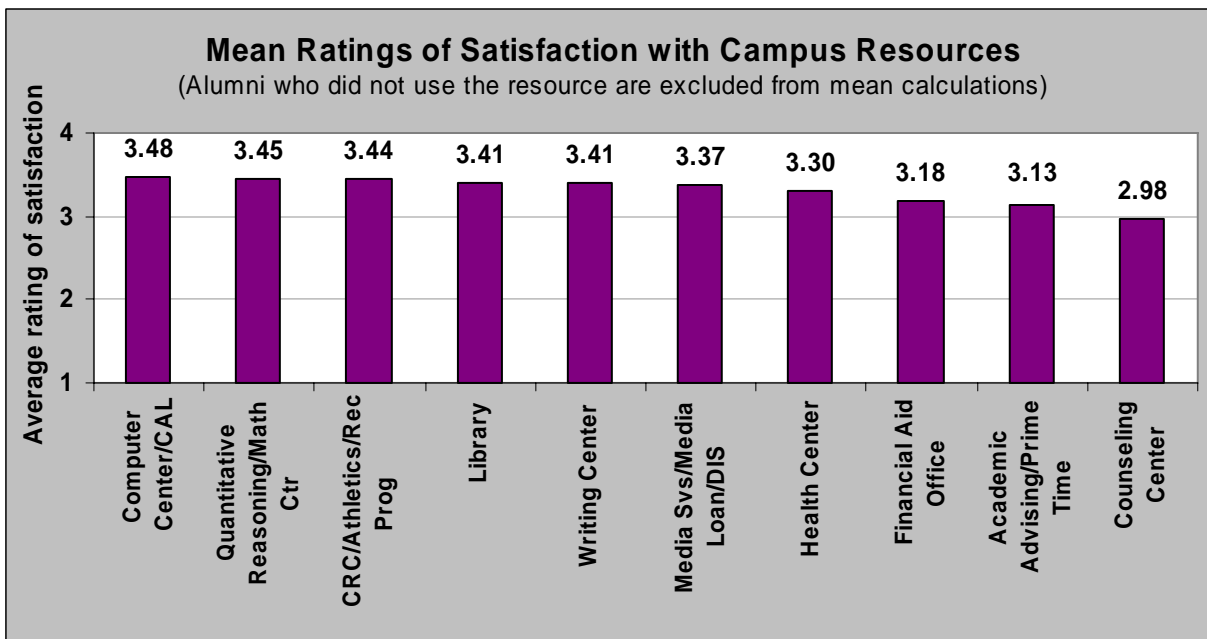
Campus Resources at Evergreen	Used Resource	1= Very Dissatisfied	2= Somewhat Dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Computer Center/CAL	97%	2.0%	6.6%	32.9%	<b>58.5%</b>	4
Evergreen Library	93%	1.7%	7.6%	38.9%	<b>51.7%</b>	4
Academic Advising/Prime Time	71%	6.0%	14.2%	<b>40.4%</b>	39.4%	6
Financial Aid Office	69%	4.7%	11.7%	<b>44.1%</b>	39.4%	7
Media Services/Media Loan/DIS	68%	1.4%	9.0%	40.8%	<b>48.8%</b>	5
CRC/Athletics/Recreation Programs	63%	1.0%	3.6%	45.4%	<b>50.0%</b>	4
Health Center	56%	5.2%	10.3%	33.3%	<b>51.1%</b>	4
Writing Center	49%	0.7%	9.3%	38.4%	<b>51.7%</b>	4
Counseling Center	30%	14.1%	13.0%	33.7%	<b>39.1%</b>	5
Quantitative Reasoning/Math Center	24%	2.7%	6.8%	32.9%	<b>57.5%</b>	6

The Evergreen Computer Center and Library were the most commonly used resources by this group of alumni.

- Computer Center: 97% used this resource, and of those who used it a total of 91% were either *somewhat* or *very satisfied*.
- Evergreen Library: 93% used this resource, and of those who used it a total of 91% were also *somewhat* or *very satisfied*.

For all but two campus resources, the highest percentage of respondents indicated that they were *very satisfied* with the service. Academic Advising/Prime Time and the Financial Aid Office scored highest in the *somewhat satisfied* category; however, these resources had *combined* ratings of *somewhat* and *very satisfied* totaling 80% and 84%, respectively.

Average satisfaction ratings were computed for each campus resource, excluding the alumni who indicated that they had not used a specific service. Of the alumni who had used a service while they were Evergreen students, the Computer Center received the highest average rating of satisfaction. The Counseling Center was the only resource whose average rating fell slightly below the satisfactory level on the rating scale. Mean scores are presented in the following chart:

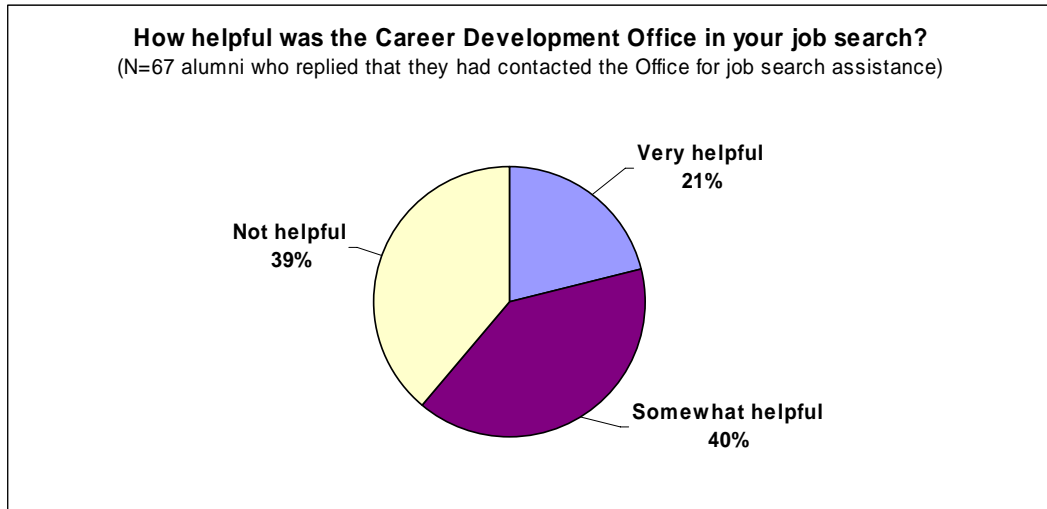


Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

## Career Development Office

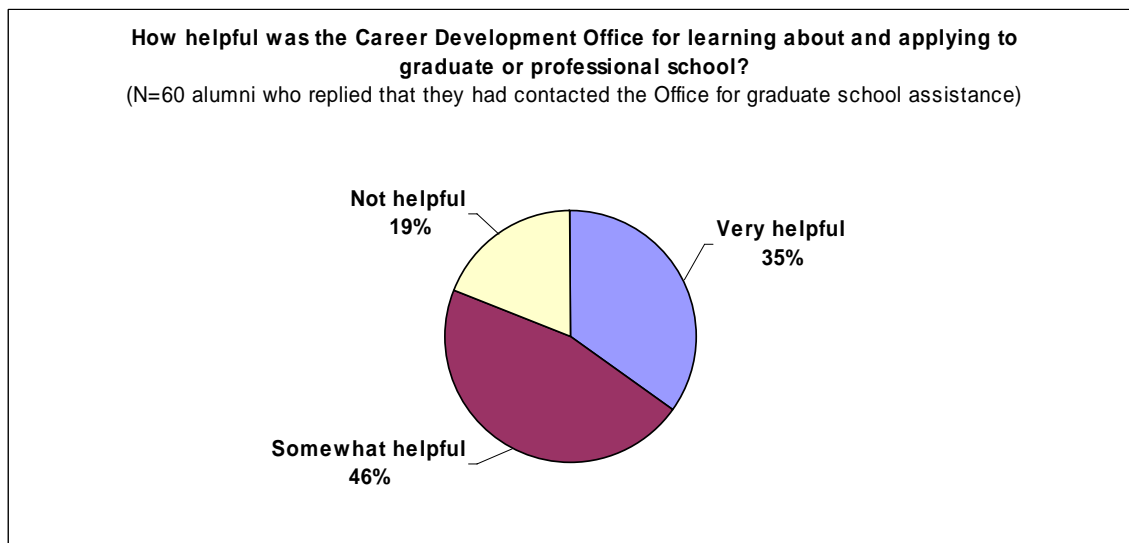
Twenty-two percent (N=67) of alumni contacted the Career Development office for help in finding a job after graduation. And 20% of alumni contacted Career Development for help in learning about or applying for graduate school. Most of the students who used these services found them to be helpful.

“I had very inspiring conversations with career counselors that opened my mind to outrageous and realistic options, which has enhanced my view of my own potential.” – alum, class of 02-03

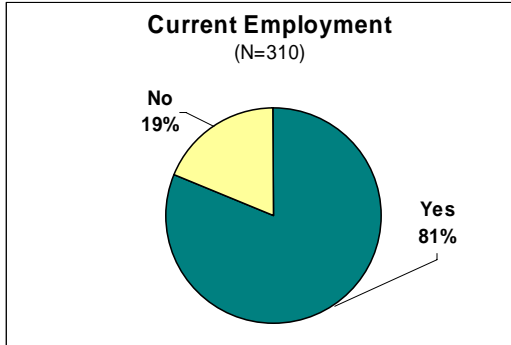


Alumni were asked if they had contacted the Career Development Office for help in learning about and/or applying for graduate or professional school. Twenty percent had sought the help of the Career Development Center and, of those alumni, 81% found the Career Development Office to be helpful in their pursuits.

Twenty-two percent of alumni had contacted the Career Development Office for help in finding a job after graduation, and 61% of those who contacted Career Development for such assistance found the service to be useful in their job searches.

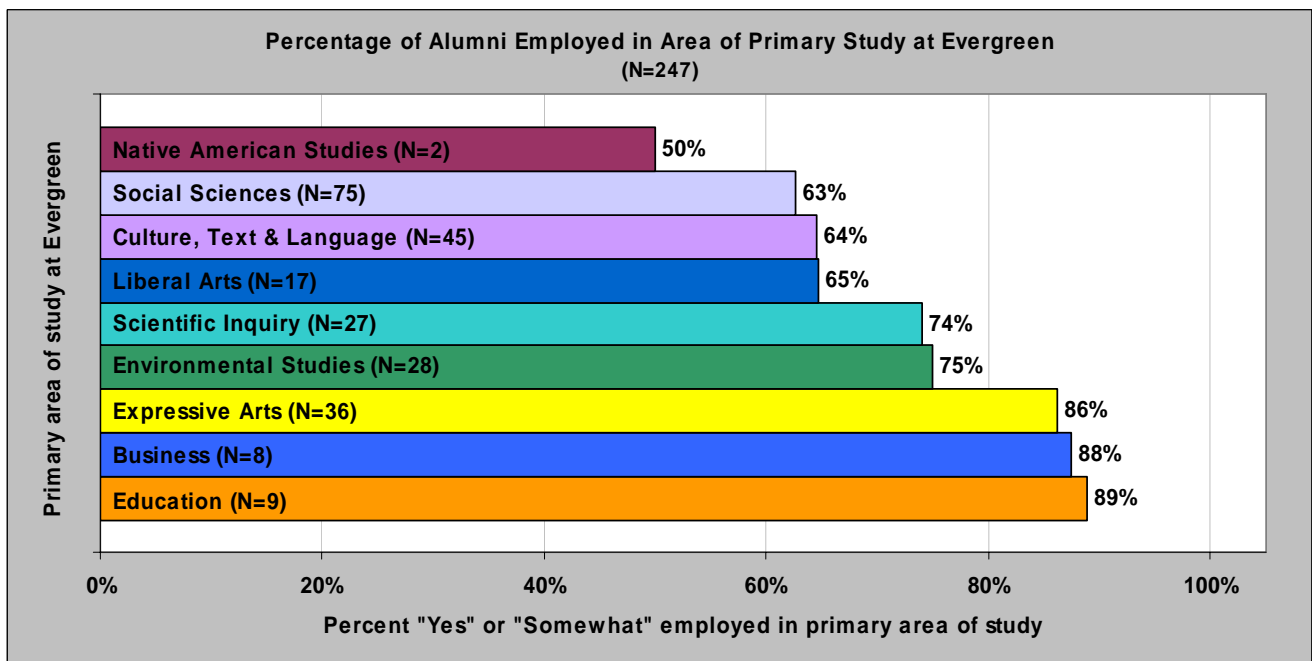
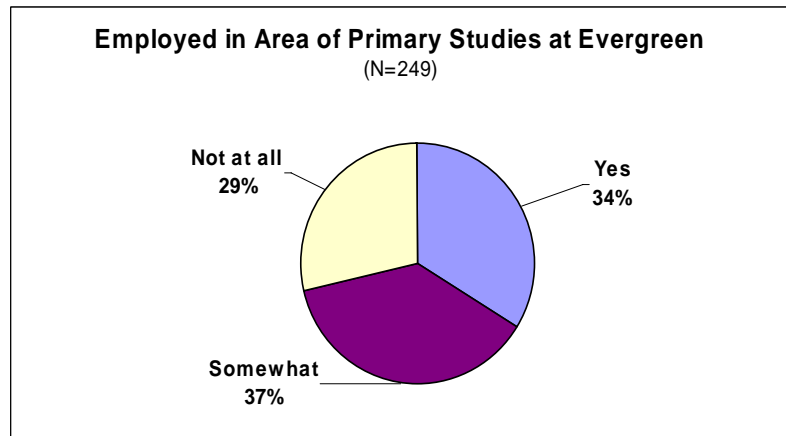


## F. Alumni Employment Data



Eighty-one percent of alumni reported that they were employed one year after graduation from Evergreen.

Of those who were employed, 71% reported they were employed in an area that was *at least somewhat* related to their area of primary study at Evergreen. These respondents are broken out by area of study in the graph below.



Employed alumni were asked to indicate which of the following characteristics described their employment and other life activities one year after graduation. The table below shows the percentage of alumni respondents who indicated that each characteristic applied to their current circumstances (respondents could choose as many categories as applied to them).

<b>Characteristics of Alumni Employment/Volunteer Work</b> (N=248)			
Employed full-time	62%	Self-employed/own business	16%
Employed part-time	28%	Currently seeking employment	39%
Employed on a temporary basis	16%	Doing Volunteer work	34%

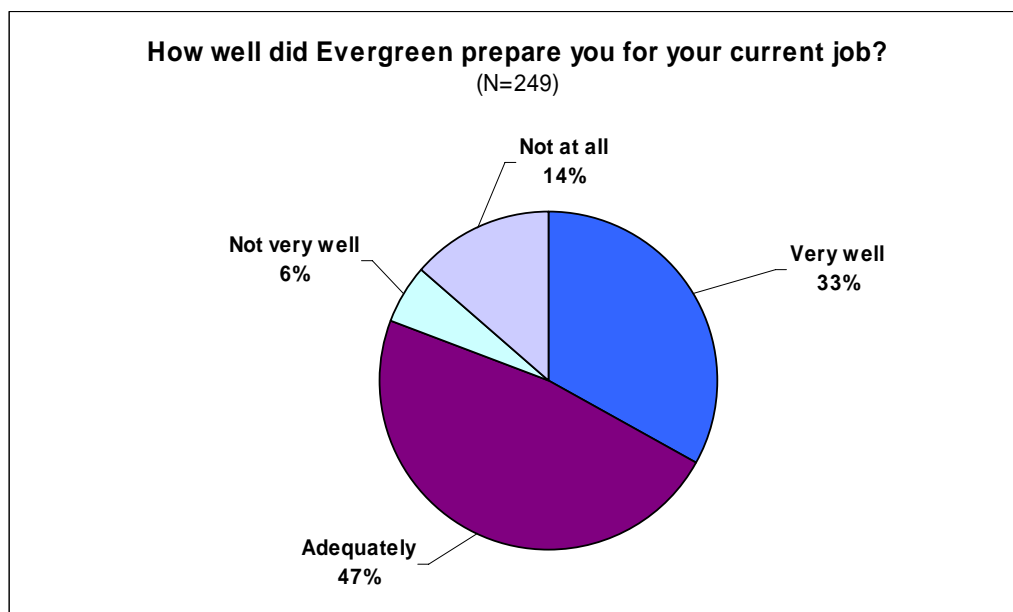
Employed alumni were then asked to select one category from the list below that they felt best described the type of work they were doing. Categories are listed in the following table in descending order of frequency.

All survey respondents were asked if they were *currently seeking* employment (or different employment) at the time of the survey, to which 39% answered yes.

<b>Type of Work One Year After Graduation</b> (N=249*)			
Education/Library	16.1%	Construction/Installation/Repair	2.0%
Community and Social Service	15.3%	Groundskeeper/Maintenance	2.0%
Office/Administrative Support	10.8%	Farming/Fishing/Forestry	1.6%
Business Management	10.0%	Food Preparation/Service	1.6%
Media and Communications	5.6%	Physical Science	1.6%
Sales	5.2%	Protective Service	1.6%
Health Care Practitioner	4.8%	Entertainer/Performer	1.2%
Life Science	4.8%	Legal Occupations	1.2%
Art and Design	4.0%	Architecture/Engineering	0.4%
Computer/Mathematical	3.6%	Production/Manufacturing	0.4%
Social Science	3.6%	Transportation	0.4%
Business Operations	2.0%		

\*Two employed alumni did not provide type of work

When asked how well Evergreen prepared them for their current jobs, 81% of alumni felt that their Evergreen experiences prepared them *adequately* or *very well*.



### Volunteer work

We redesigned the survey in 2004 to collect volunteer data from all alumni respondents, including a field in which alumni were asked to describe their volunteer activities. After analyzing the narrative descriptions, we found that 33% of alumni were involved in volunteer work at the time of the survey. Of those who volunteered, nearly a quarter were working with youth programs in some way. The second most common type of volunteer activity was social service. The following table shows the percentage of alumni who volunteered in each type of reported activity.

Type of Volunteer Activity	Percentage of Alumni Who Volunteer Engaged in each Activity* (N=99)
Youth education/youth organization	24%
Social service/health care-related/shelters	21%
Local and global community outreach/organizing/education	18%
Political/social justice	18%
Arts, music and media/museums	12%
Environmental efforts, advocacy and education	10%
Volunteering in conjunction with religious groups/organizations, Peace Corps, AmeriCorps	10%
Other (animal health/safety (N=2); fire dept (N=1); various committees/boards (N=1))	4%

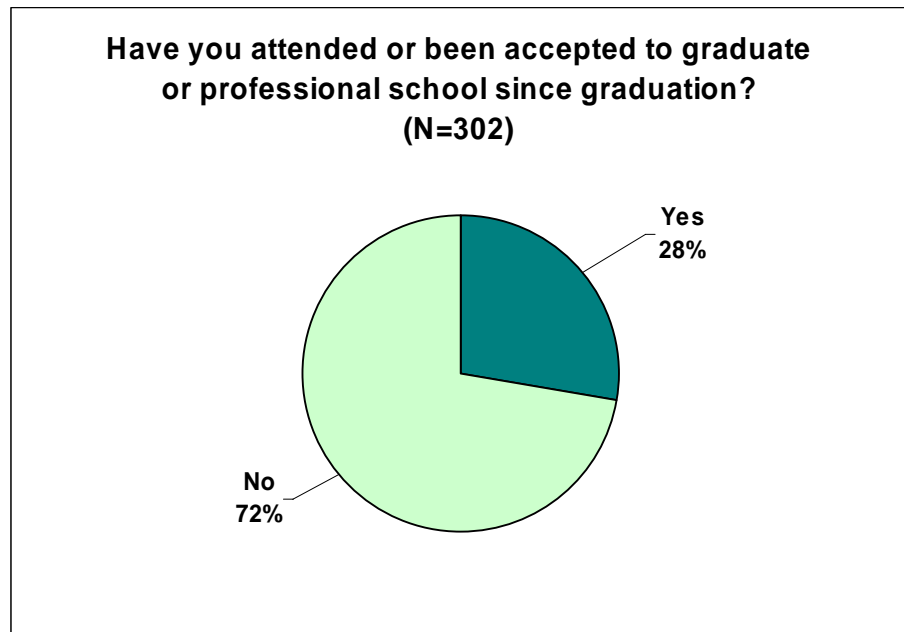
\*Percentages do not add up to 100% as some alumni reported more than one type of volunteer activity



## G. Graduate or Professional School

Twenty-eight percent of alumni respondents had attended (or been accepted to) graduate or professional school within one year of graduating from Evergreen.

*Of the alumni who indicated that they had not yet attended graduate school at the time of the survey, 79% reported they intend to apply to graduate or professional school in the future.*

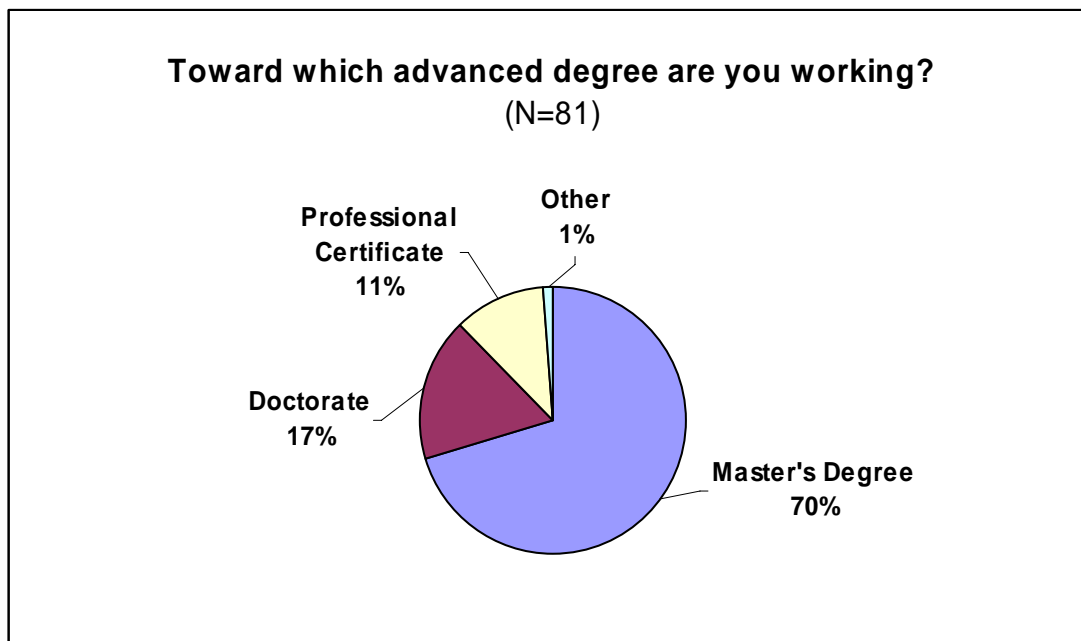


Alumni who were attending graduate school at the time of the survey selected one area that best described their field of study. The next table shows the number and percentage of graduate students in each area.

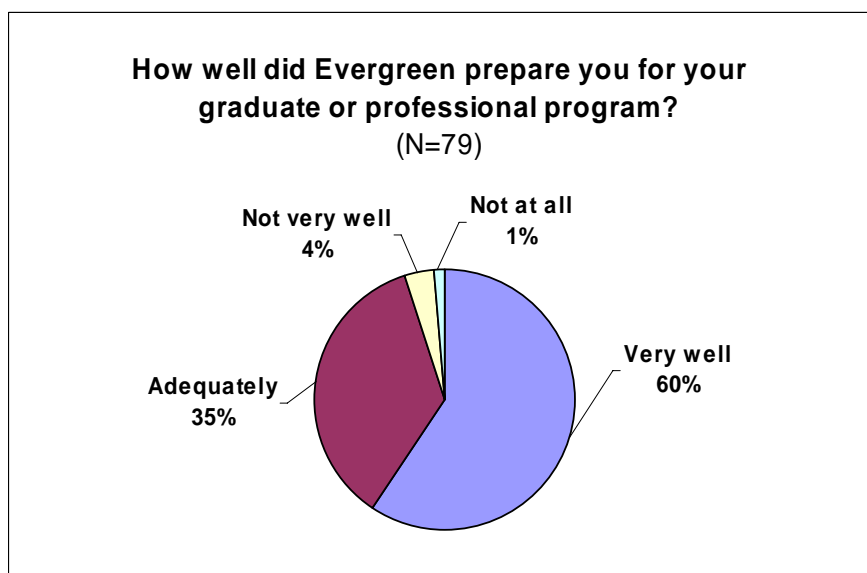
Graduate Field of Study (N=84)	N	%
Education	16	19.0%
Medicine/other Health-related field	10	11.9%
Public Administration	10	11.9%
Business	7	8.3%
Counseling	5	6.0%
Expressive Arts (Fine Arts, Performance, Visual Arts, Media)	5	6.0%
Natural Science (Biology, Physics, Chemistry, Math)	5	6.0%
Law/Justice	4	4.8%
Other Fields (political science, computer science, ministry, culinary arts)	4	4.8%
Social Science (Psychology, Anthropology, etc.)	4	4.8%
Social Work	4	4.8%
Environmental Studies/Environmental Science	3	3.6%
Humanities (Literature, History, Philosophy)	3	3.6%
Library and Information Science	2	2.4%
Unknown	2	2.4%

*\*Percentages do not add up to 100% due to rounding.*

Respondents were then asked to identify which type of advanced degree they were pursuing. As shown in the following chart, 70% of Alumni attending graduate school were working toward various master's degrees (such as MPA, MBA, MEd, MFA, MSW, etc.), 17% were working toward doctoral level degrees (such as PhD, JD, MD, DVM, etc.), 11% were earning professional certification (teaching certificate, certified midwife, professional license, etc.) and one person (1%) was pursuing an associate's degree in video production.



*\*Percentages do not add up to 100% due to rounding.*



When asked how well Evergreen prepared them for their advanced degree programs, 95% of alumni felt that Evergreen had prepared them either *adequately* or *very well*.

Fifty-nine percent were completing their advanced studies in Washington State, and the other 41% were distributed across 19 other states and 4 foreign countries. The Evergreen State College, The University of Washington, Saint Martin's University and Eastern Washington University were the most common graduate school choices for this group of alumni.

## H. Special Strengths Developed at Evergreen

The survey included an open-ended narrative question in which alumni were asked to describe special strengths or skills they developed at Evergreen that were especially useful in their current endeavors. Their comments were reviewed and categorized in order to present them in summary form, as shown below. Alumni revealed that *diversity awareness* was the most useful strength in their lives one year after graduation. Almost 30% of respondents who answered this question named a strength that fell into this category.

“I’ve learned that we are interconnected and that I can only learn new ideas from someone who thinks differently than myself. I have also learned to listen to a person’s ‘life story’ to try to ‘understand’ how and why they have their life and point of view.” – alum, class of 02-03

“Communication was such a pivotal aspect. It altered the way I think about the world and namely how I react to people in the world. The way a person approaches an issue says a lot about their knowledge, confidence, and ego. I am aware of how I approach the solution as well.” – alum, class of 02-03

This group of alumni also frequently mentioned *personal growth* as a strength developed during their time at Evergreen. Over one-quarter of respondents described some way in which they grew or evolved as a person; many named more than one area of growth. *Critical and analytical thinking* ranked with personal growth as the second most often-named strength acquired at Evergreen.

“I developed excellent critical thinking and analysis skills that have helped me develop personal and professional goals.” – alum, class of 02-03

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors?	Frequency of response (N=261 with at least one narrative strength indicated)	
<b>Diversity Awareness</b> (includes tolerance, respect for differences, openness to other ideas and alternative perspectives, relating to different kinds of people)	75	29%
<b>Personal Growth</b> (includes self-confidence; self-awareness; self-assessment; acceptance of critique; development of personal convictions, values, direction, or sense of duty; self-care)	68	26%
<b>Thinking Critically/ Analytically</b> (includes problem-solving, integration/ synthesis of knowledge; how to be media-savvy)	68	26%
<b>Self-directed/ Independent Learning</b> (includes ability to pursue information, self-motivation, self-discipline, initiative, intellectual curiosity, personal responsibility for work)	61	23%
<b>Group Work/Team Work/Working Cooperatively</b>	56	21%
<b>Public Speaking/Oral Communication</b> (includes presentation/seminar/discussion/debate skills)	48	18%
<b>Writing Skills</b>	48	18%
<b>Research Skills</b> (includes library and internet research)	30	11%
<b>Interpersonal Skills</b> (includes networking, conflict resolution, advocacy, negotiation, dealing with difficult people)	25	10%
<b>Communication Skills (general/not otherwise specified)</b>	23	9%
<b>Knowledge in a particular area or subject</b> (i.e. science/math/environmental studies, foreign language, farming, class struggle/divisions, social/environmental awareness, nutrition, Hispanic culture, history, geography, ethnography)	23	9%
<b>Computer/Web/Digital Media Skills</b> (includes digital photography/editing skills)	18	7%
<b>Creativity</b> (includes innovation, resourcefulness, imagination, “thinking outside the box”)	17	7%
<b>Leadership/ Facilitation</b>	16	6%
<b>Organizational Skills</b> (includes time management)	14	5%
<b>Interdisciplinary Thinking</b> (includes looking for how things are connected)	12	5%

<b>“Real-world” Applications</b> (includes internship experiences, hands-on training)	12	5%
<b>Listening Skills</b>	10	4%
<b>Art/Music/Drama/Media Skills</b> (includes art portfolio, business side of art)	9	3%
<b>Patience</b>	7	3%

Note: Other strengths mentioned by less than seven alumni included teaching (N=5); reading (N=5); how to learn/be a student (N=4); flexibility (N=2); various skills, unspecified (N=1); and, able to complete degree after years away from college (N=1)).

\*Percentages do not add up to 100% as many alumni named more than one type of skill.

## I. Alumni Recommendations

Seventy-eight percent of the alumni respondents (N=246) suggested things they would change about Evergreen or their experiences at Evergreen. The next table summarizes their recommendations in common categories based on review and analysis of their written comments.

<b>If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?</b>	<b>Frequency of response</b> (N=246 with at least one change)	
<b>Curricular Structure</b>	72	29%
<b>Academic Content</b> (undergraduate programs (N=46); new graduate degree offerings (N=6))	52	21%
<b>Career/Graduate School Preparation Issues</b>	47	19%
<b>Campus Community/Diversity Issues</b>	36	15%
<b>Advising and Guidance Issues</b>	30	12%
<b>Campus Life</b> (Location/size (N=8); food service (N=6); housing (N=4); student activities (N=4); other (N=3))	25	10%
<b>Level of Challenge/Student Accountability</b> (consistent expectations between students (N=9); opportunity to do advanced/upper division work (N=9))	18	7%
<b>Personal Changes/Would do Something Differently</b>	16	7%
<b>Faculty Issues</b>	15	6%
<b>Evaluation Issues</b>	14	6%
<b>Facilities/Equipment Issues</b>	14	6%
<b>Issues with/Accessibility of Services</b> (Library/Media (N=5); better orientation/ongoing support for transfer/adult/freshman students (N=4); health/counseling (N=2); more money/resources for Labor Center (N=1))	12	5%
<b>Tacoma Campus Issues</b>	11	5%
<b>Enrollment Services Issues</b> (registration (N=3); (financial aid (N=2); tuition billing (N=1))	6	2%
<b>Administration Issues</b>	4	2%

\*Percentages do not add up to 100% as many alumni made more than one type of recommendation.

The most common recommendations from Evergreen alumni were for **changes to curricular structure**. Several alumni spoke of the difficulty they had in obtaining an independent contract or internship, whether from a lack of available faculty or lack of faculty knowledgeable in their area of interest. Some were unaware of internship opportunities until it was too late to take advantage of them. Others raised issues with the seminar process at Evergreen, stating that the same students often dominated discussions or that unpopular or opposing views were disapproved of or even rejected in seminar (to the extent that some students felt uncomfortable expressing their opinions at all). Many of these respondents wished that faculty would play a more facilitative role in seminars, i.e. holding students accountable for their level of preparation and participation, keeping discussion more focused and supporting the expression of alternate points of view. Some Alumni endorsed the implementation of distribution requirements, namely math and science, as well as study in computers, community service, history and English. In contrast, almost as many alumni wanted to see first-year/core requirements eliminated. There were several requests for more part-time/evening/weekend options so that students could explore new areas of interest or build specific skills outside their regular programs. Some of these alumni also commented on the

difficulty of exploring “electives” in addition to the workload of a full-time program. A few alumni wished for the ability to declare a major or specific degree, or at least to narrow the focus of their studies in the interest of marketability or preparedness for graduate school.

Recommendations regarding the **content of academic offerings** were the second most common topic among alumni suggestions. Most of these comments were geared toward undergraduate programs, along with a few requests for additional graduate programs at Evergreen. Some alumni wanted more specific topical study and others suggested more integrated studies; some felt more introductory courses were needed while others sought more opportunities for advanced work. A few suggested more specific introductory offerings that would help them achieve a basic conceptual understanding of their interest area in order to prepare for advanced work or meet graduate school admissions requirements. Most of the recommendations for undergraduate curriculum were for more science and biology coursework, along with more math and quantitative reasoning. A few alumni wanted to see more integration of the arts and sciences. Others suggested more subjects/classes overall, with input from students on designing new programs. Some wished Evergreen offered teacher certification, more field work/real-world experience, health care-related programs or stronger arts, humanities and foreign language programs. A few felt that texts and discussion in some of their classes were limited by instructor bias. These alumni would like to see faculty approach topics from all perspectives, and to encourage their students to do so as well. Six alumni requested expanded graduate degree offerings; three did not specify a subject, two were interested in advanced computer science degrees and one suggested a masters program in history.

Many alumni emphasized the need for **more advising and guidance** for students early on in Evergreen’s unique learning environment, as well as ongoing support for academic planning and **career or graduate school preparation**. Several commented on how “lost” they felt for the first year or more after coming to Evergreen either as entering freshmen, transfer students or adults transitioning back into academia. Many of them suggested new and continuing students be required to meet with academic and/or career development counselors on a regular basis. Some wished that advisors had nudged them to pursue specific academic territory while at Evergreen so that they could have been more competitive in the workplace or better prepared for graduate studies. A few alumni commented that they felt less prepared for their graduate programs than their classmates from more traditional colleges; some of these needed to take prerequisite-level courses at graduate school prices.

There were also many comments regarding **campus community/diversity issues** at Evergreen, over one-third of which included concerns about intolerance of socio-political views or ideologies differing from the leftist liberal culture felt to be predominant on this campus. The same number of alumni identified a need for more cultural, racial, class, political and religious diversity at Evergreen. Others would like to change community and employer perceptions/stereotyping of Evergreen and its graduates. Some described Evergreen as an idealistic “bubble” out of which students sometimes have trouble transitioning into the real world after graduation.

Beyond the main topical areas listed previously, alumni also offered a variety of recommendations regarding **campus life**, i.e. keeping classes small and improving food service, housing and student activities. Comments about **student accountability** and **level of academic challenge** were also common. Many alumni described inconsistent expectations between students by faculty regarding preparation for and participation in classes and seminars. Others had wanted the opportunity to do advanced/upper division work and did not get the chance to. Many of these alumni felt classes were held back by students who did not possess the requisite level of knowledge or skill in a given subject, and that too much time was spent bringing those students “up to speed.”

The remainder of comments had to do with what alumni **would have done differently** to prepare themselves for future careers and graduate school endeavors, or to graduate with a better-organized, more balanced education. Comments about specific **faculty** members, specific teaching approaches, and a lack of faculty with expertise in specific areas were also fairly common. Several alumni expressed issues with the **evaluation process**; some would prefer to have a grade point average and/or stated that employers don’t seem to give narrative evaluations much merit. Recommendations about campus facilities, student/enrollment services, the Tacoma campus, and college administration made up the remainder of suggestions. Alumni feedback will be forwarded to the above-named campus offices and decision-makers so that their recommendations can be considered in future planning.