

**Advanced Education, Employment, Volunteerism, and Reflections on an Evergreen
Education: A Survey of the Class of 1999 Five Years After Graduation**

The Evergreen State College
Office of Institutional Research and Assessment
And Office of Governmental Relations
November 2005

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Acknowledgements

Special thanks to the Evergreen alumni who generously shared their time and experiences by participating in this research.

**Advanced Education, Employment, Volunteerism, and Other Experiences of Evergreen
Alumni Five-Years after Graduation
A Survey of the Class of 1999**

Executive Summary

Survey Overview

- In the summer and fall of 2004, The Evergreen State College Office of Institutional Research and Assessment and Government Relations surveyed the class of 1999 five years after graduation.
- Of the 1,174 alumni, there were 277 alumni for whom no contact information could be located. Out of a final sample size of 897, 306 alumni completed surveys, for a response rate of 34%.
- The demographics of survey respondents were very similar to the demographics of the class of 1999 as a whole.

Attendance in Graduate/Professional School

- Seventeen percent of the respondents had earned a graduate degree (either a master's degree or doctorate).
- A third of those who had earned a graduate degree studied Education. Other common fields in which alumni had earned a degree were: Humanities (12%), Natural Science (e.g. Biology, Physics, Math, Chemistry) (10%), Business (8%), Public Administration (8%), and Social Science (8%).
- A total of 26% of all survey respondents, or 79 alumni, reported that they were attending graduate or professional school at the time of the survey. Twenty-one percent of the respondents reported that they were pursuing a graduate degree.
- A quarter of the survey respondents who were attending graduate school were studying in the field of Education. Other common fields in which alumni were pursuing a graduate school are: Natural Science (e.g. Biology, Physics, Chemistry, Math) (16%), Medicine or Other Health-related field (13%), Environmental Studies/Environmental Science (8%), Law (8%).

Employment

- The largest categories of employment were: Education/Library (20% of reported jobs), Community and Social Service (12%), Business Management (7%), and Business Operations (6%).
- The average number of years at their job was 3.6 years for respondents.
- 14% of all respondents said that they were self-employed or owned their own business.

Volunteer Activities

- Alumni were asked: "Are you currently involved in any volunteer activities?" Forty-eight percent of the alumni responded that they are involved in volunteer activities.
- Alumni volunteered in a variety of capacities for a broad range of organizations, issues, and events.

Best Evergreen Experiences

Evergreen alumni recalled their best Evergreen experiences. These experiences included comments about: cooperative learning and the unique qualities of the Evergreen community; the quality of faculty and teaching practices at Evergreen; the quality of programs and courses; specific skills that had been developed at Evergreen; various places, locations and features that alumni remembered and appreciated; and staff, resources, and activities that were available to alumni when they were students at Evergreen.

Survey Overview

In the summer and fall of 2004, The Evergreen State College Office of Institutional Research and Assessment and Government Relations surveyed the class of 1999 five years after graduation. The population of alumni was 1,174¹. Of the 1,174 alumni, there were 277 alumni for whom no contact information was available. Out of a final sample size of 897, 306 alumni completed surveys, for a response rate of 34%. Sixteen alumni refused to participate in the survey.

The demographics of survey respondents were very similar to the demographics of the class of 1999 as a whole (see Appendix G for more detail.)

The survey was administered using multiple modes. Fifty-one percent of the respondents responded via telephone and 43% responded via mail. Six percent responded via e-mail and one respondent answered questions using a combination of telephone and mail.

Modes of Survey Responses

	N	Percent
Telephone	155	50.7%
Mail	132	43.1%
E-mail	18	5.9%
Telephone and mail	1	0.3%
Total	306	100.0%

Primary Location of Study While at Evergreen

Alumni were asked, “Which location would you identify as your primary campus while at Evergreen?” A total of 94.8% responded that their primary location of study was Olympia. There were thirteen respondents from Tacoma (4.2% of the respondents). One alum from each of the other locations (Grays Harbor, Tribal Reservation-based, and Vancouver) responded to the survey.

Primary Location of Study While at Evergreen

	N	Percent of Responses
Olympia	290	94.8%
Tacoma	13	4.2%
Grays Harbor	1	0.3%
Tribal Reservation-based	1	0.3%
Vancouver	1	0.3%

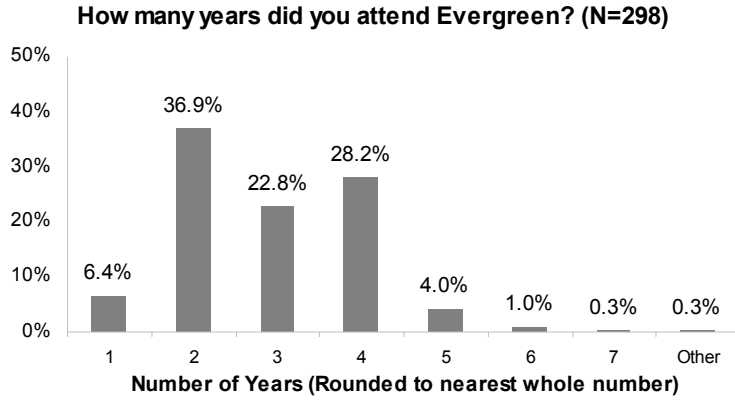
Years at Evergreen

Alumni were asked, “How many years did you attend Evergreen?” Twenty-eight percent of respondents studied at Evergreen for 4 years. The largest percentage of alumni responded that they studied at Evergreen for 2 years (37%).² One respondent indicated an answer that could not be coded into an exact number of years and this response is shown in “Other.”³ See chart on the next page.

¹ Originally the population of alumni was 1,175. There was one deceased alumni at the time of the survey.

² The number of respondents who answered the survey question are indicated by (N=298); in other words, eight alumni did not respond to the survey. This applies throughout the document.

³ This response was: On and off during a 10 year period.



Academic Concentration

Alumni were asked: “What was your primary academic concentration at Evergreen?” The greatest percentages of alumni responded that their primary concentration was in social sciences (19%); humanities, language arts (19%); and liberal arts/interdisciplinary study (17%).

Primary Concentration During Studies at Evergreen

Primary Concentration	N	Percent
Social Sciences	57	19%
Humanities, Language Arts	57	19%
Liberal Arts/Interdisciplinary Study	53	17%
Environmental Studies	45	15%
Science, Math	34	11%
Media, Visual Arts, Drama	34	11%
Business	15	5%
Computer Technology	4	1%
Other: Education	4	1%
Other: Native American Studies	3	1%
Total	306	100%

Attendance in Graduate/Professional School

Alumni were asked, “Have you attended graduate or professional school(s) since earning your bachelor’s degree from Evergreen?” A total of 50.5% responded that they had attended graduate or professional school. This includes alumni who were attending graduate school at the time of the survey.

Attended Graduate/Professional School (N=305)

	N	Percent
Yes	154	50.5%
No	151	49.5%

The chart below page shows the percentage of alumni within each primary concentration who have attended graduate or professional school.

Percent of Alumni Who Have Attended Graduate or Professional School by Concentration

Primary Concentration	Number in Concentration Who Have Attended Graduate/Professional School	Respondents in Concentration	Percent in Concentration Who Have Attended Graduate/Professional School
Other: Education	3	4	75%
Science, Math	21	34	62%
Social Sciences	31	57	54%
Humanities, Language Arts	31	57	54%
Liberal Arts/Interdisciplinary Study	28	53	53%
Environmental Studies	22	45	49%
Business	6	15	40%
Other: Native American Studies	1	3	33%
Media, Visual Arts, Drama	11	34	32%
Computer Technology	0	4	0%

Degrees/Certificates Earned in Graduate or Professional School

Of those alumni who responded that they had attended graduate or professional school, 47% (73 alumni) indicated that they had earned a degree or certificate. This represents 24% of all survey respondents. A total of 15% of all respondents had already earned at least one master’s degree; 17% have earned at least one graduate degree including a master or doctorate.

Degrees/Certificates Earned

	Number of Alumni Earned Degree/Certificate	Percent of Respondents Earned a Degree/Certificate	Percent of All Respondents (N=306)
One Master	38	52%	12%
Two Masters	3	4%	1%
Master and Certificate/Additional training	6	8%	2%
Doctorate	5	7%	2%
Professional certificate(s) only	14	19%	5%
Other	7	10%	2%

Fields in Which Alumni Earned Graduate Degrees⁴

Field of Study	N (N=52)	Percent of Alumni Earned Graduate Degree
Education	17	32.7%
Humanities	6	11.5%
Natural Science (Biology, Physics, Chemistry, Math)	5	9.6%
Business	4	7.7%
Public Administration	4	7.7%
Social Science	4	7.7%
Environmental studies/environmental science	3	5.8%
Medicine/Other health related (Including one MD)	3	5.8%
Law (Doctorate or JD level)	3	5.8%
Social Work	1	1.9%
Humanities and Natural Science ⁵	1	1.9%
Expressive Arts and Public Administration ⁶	1	1.9%

See appendix A for a complete listing of subject areas in which Alumni earned another degree or certificate. See appendix B for a complete listing of the institutions from which alumni earned another degree or certificate.

⁴ Does not include professional certificates or additional non-graduate programs that were described by alumni.

⁵ One alum earned two master's degrees in these fields.

⁶ One alum earned two master's degrees in these fields.

Attendance in Graduate/Professional School at Time of Survey

Alumni who indicated that they had attended graduate or professional school were asked: “Are you currently attending graduate or professional school (or will you be attending Fall 2004)?” A total of 26% of all survey respondents, or 79 alumni, reported that they were attending graduate or professional school at the time of the survey.

All of the alumni attending graduate or professional school at the time of the survey reported that they were seeking a degree or certificate. A total of 21% of all survey respondents were pursuing a graduate degree at the time of the survey. The chart below shows the types of degrees that alumni were pursuing. The second chart shows fields in which Alumni were seeking a graduate degree.

Alumni Attending Graduate or Professional School at Time of Survey

Type of Degree Pursuing (N=79)

	Number of Respondents	Percent of Respondents seeking degree/certificate (N=79)	Percent of all Respondents (N=306)
Second Bachelors	1	1.3%	0.3%
Master ⁷	44	55.7%	14.4%
Doctorate	20	25.3%	6.5%
Professional certificate	9	11.4%	2.9%
Other ⁸	5	6.3%	1.6%

Fields in Which Alumni Were Seeking Graduate Degrees At Time of Survey (N=64)

Field of Study	N	Percent of Alumni Seeking Graduate Degree
Education	16	25.0%
Natural Science (Biology, Physics, Chemistry, Math)	10	15.6%
Medicine or Other Health-related field	8	12.5%
Environmental Studies/Science	5	7.8%
Law	5	7.8%
Expressive Arts	3	4.7%
Social Science	3	4.7%
Business	2	3.1%
Humanities	2	3.1%
Public Administration	2	3.1%
Social Work	2	3.1%
Unknown/Not Specified	2	3.1%
Architecture	1	1.6%
Area Studies	1	1.6%
Computer Science	1	1.6%
Human Development	1	1.6%

⁷ There were two alumni who responded that they were pursuing master’s degrees, but they were not in graduate school or professional school at the time of the survey. These responses are not counted in this chart.

⁸ The alumni who responded that they were seeking an “other” degree or certificate were pursuing: a teaching endorsement at a community college, an RN degree at a community college, more computer science courses, an associates in the arts, and a surgical technologist degree.

See appendix C for a complete list of subject areas in which alumni are pursuing a degree. Appendix D is a complete list of institutions from which alumni are presently seeking a degree or certificate.

Employment

Alumni were asked: “Are you currently employed?” A total of 82% of the respondents reported that they are employed (N=250).

If alumni responded that they were working, they were asked: “What type of work are you doing?” Their responses were coded into categories based on Standard Occupational Classification (SOC) codes, which are used by the U.S. Bureau of Labor Statistics (BLS), the Washington State Employment Security Department, and other government agencies and business. Seven alumni reported more than one job.

The largest categories of employment were: Education/Library (20%), Community and Social Service (12%), Business Management (7%), and Business Operations (6%).

See Appendices E and F for a detailed description of alumni jobs and for a comparison of alumni responses to Washington employment statistics.

(If yes) What type of work are you doing?

Job Category	Percent of Reported Jobs	Number of Jobs
Education/Library	20%	51
Community and Social Service	12%	31
Business Management	7%	18
Business Operations	6%	16
Physical Science	6%	15
Sales	6%	15
Social Science	5%	14
Office/Administrative Support	5%	13
Computer/Mathematical	4%	10
Media and Communications	4%	10
Life Science	4%	10
Health Care Practitioner	4%	10
Art and Design	3%	8
Food Preparation/Serving	3%	8
Construction/Installation/Repair	3%	7
Other	2%	6
Farming/Fishing/Forestry Worker	2%	5
Legal Occupations	2%	5
Protective Service	1%	3
Architecture/Engineering	0.3%	1
Entertainer/Performer	0.3%	1

Years On the Job

The average number of years at their job was 3.6 years for respondents. The median response was 3 years.

Self-Employment

Alumni were asked whether they are self-employed or own their own business. A total of 43 alumni reported that they are self-employed; this represents 17% of the employed respondents and 14% of all survey respondents.

Activities of Unemployed Alumni

Alumni were asked: "If you are not currently employed, are you seeking employment?" A total of 56 alumni had reported that they were not employed and of these, 41% were seeking employment (23 alumni) and 59% were not (33 alumni). Some alumni indicated that they were at home and not seeking employment.

Among alumni who were not employed, some wrote comments about their current activities. Twelve alumni wrote that they were students, pursuing a graduate degree, in law school, or in medical school. Another alumni explained that (s)he is a student worker and only employed during the school year. Two alumni explained that they were doing full-time volunteer work. One alumni explained that s(he) would be looking for work in a few weeks. Another alumni wrote that she was on maternity leave; one wrote that (s)he is a foster parent; and yet another explained that (s)he was staying home to take care of an elderly parent. Two alumni wrote that they are stay-at-home moms; one alumni said that she is a student and stay-at-home mom. Several alumni wrote of being in a transition period, such as moving back from another city or country, having just quit their job, or having been laid off. One alumni explained that (s)he is unemployed by choice and only seeking employment for two days a week. Three alumni wrote that they are now retired.

Volunteer Activities

Alumni were asked: “Are you currently involved in any volunteer activities?” Forty-eight percent of the alumni responded that they are involved in volunteer activities.

Involved in Volunteer Activities

	N (N=299)	Percent
Yes	145	48%
No	154	52%

The chart below shows the number of alumni who volunteered in each type of activity. A total of 145 alumni reported 187 different types of volunteer activities. Percentages do not add up to 100%, as many alumni reported being involved in more than one volunteer activity.

Types of Volunteering

	Percent of Alumni Who Volunteer Engaged in Activity (N=145)
Helping youth/volunteering with youth organizations	27%
Social service and health care-related	26%
Arts, music, and media	17%
Environmental efforts and environmental advocacy	15%
Political, social justice, and/or community organizing	14%
Museums/Other adult community education programs	11%
Volunteering in conjunction with religious groups/organizations	10%
Economic development/trade associations	3%
Animal health and safety/animal rights	2%
Search and rescue	1%
Other	3%

Thirty-nine respondents described volunteer activities **helping youth and volunteering with various youth organizations**. These activities included: working with at-risk teens; being a travel companion with at-risk kids, doing activities such as kayaking and rafting; setting up an organization to create a skate-park for kids; working with a community service group for teenagers; teaching photography to disadvantaged children; serving as a youth counselor; tutoring children in math and language arts; teaching computer skills to children; teaching art to children; volunteering with a youth environmental education organization; working at a homeless preschool; overseeing children’s programs; volunteering in special education; coaching; raising scholarship funds for teenagers; being active in school parent organizations; assisting orphans in other countries; and volunteering with various organizations that serve children.

Thirty-seven respondents described **social service and health care-related volunteer activities**. Described health care-related activities included volunteer work at hospitals and hospice; assisting seniors with health-related problems in their daily lives; serving as a volunteer doula; volunteering with the Red Cross; working to build awareness of muscular dystrophy; supporting organizations that promote early detection of disease; working at shelters, food banks and other organizations for children and other people who are HIV positive; volunteering as a Master Environmentalist with the American Lung Association (to help people assess the healthfulness of their home environment); supporting Al-ANON; serving on health-related boards; providing pro-bono counseling; and working with a grassroots organization to improve healthcare for low-income immigrants.

Other social service activities in this category included: working as an Americorps volunteer; volunteering with homeless organizations; providing pro-bono legal representation; providing general elder care; volunteering with Habitat for Humanity; providing accounting support to community members; assisting refugees in the community; providing pro-bono marketing; supporting a local food bank; community-based work to reduce gang activity; organizing a grief support group for women who no longer have contact with children; volunteering on a domestic violence hotline.

Twenty-four alumni wrote about **volunteering in arts, music, and media**. Volunteer activities related to arts and music included: volunteering at music festivals; working with an arts council; serving as a board member on various arts boards; assisting with sound and video equipment; playing music for hospice; volunteering at an independent movie theater; volunteering on concert series; starting a local artists' co-op; writing for an arts magazine; working on the editorial board for a monthly newspaper; pro-bono design consultation; participating in arts festivals; participating in the production of a local musical; and playing in a local band. Examples of volunteerism on other media projects included starting a radio talk show; coordinating an independent video project; web site design for seniors and others who cannot afford it; work in a media-related non-profit organization; and film production.

Twenty-two alumni wrote about their **volunteer work for various environmental efforts and environmental advocacy**. Examples included volunteering in river and stream restoration, ecological restoration, fish habitat restoration, culvert monitoring, noxious weed monitoring, trail restoration, tree planting, computer recycling, beach clean-ups, community gardening and gardening education. Another example was a project set up to study wildlife and provide youth education at the same time. Alumni mentioned volunteering with local and national environmental organizations, nature centers, the Washington Department of Fish and Wildlife, and the USDA Forest Service.

Twenty-one alumni described **political, social justice, and/or community organizing**. This included work with national and local political organizations, political campaigning; teaching social movement history to organizers; working with the NAACP; working in a self-advocacy group for people with disabilities; being active with the National Association for University Women; working with farm workers; volunteering in leadership positions in homeowners associations; writing for a co-op newsletter; and being active with an intentional communities organization.

Sixteen alumni wrote about their **volunteer work in museums or in other adult community education programs**. Examples of this work included: work as a naturalist in an aquarium; volunteering in an agricultural museum; tutoring adults in basic literacy; teaching English in a jail; making presentations at a science center/museum; volunteering in arts museums; volunteering on history projects and with historical societies; speaking to college groups about psychology; volunteering at a library; serving on boards of colleges and universities; and serving on boards related to parks and recreation.

Fifteen alumni mentioned their **volunteer activities in churches, Buddhist organizations, and in conjunction with other religious groups**. These activities included serving on missions, volunteering in audio-visual at a church, overseeing youth programs at church; creating a meditation study group; and doing graphic design for a church.

Four alumni wrote about **volunteer work in economic development** including: serving on the board of an organic growers' association; volunteering for an economic development council; getting involved in the Junior Chamber of Commerce and in other Chambers of Commerce.

Three alumni wrote about their volunteer work in **animal health and safety and animal rights**. Examples included fostering for a dog rescue organization; volunteering in a foster home for wounded cats, volunteering with an organization that promotes primate health and safety; and work on animal rights advocacy.

Two alumni wrote about search and rescue; one with a county and another with the National Ski Patrol.

Other alumni wrote about serving on a sports crew; mentoring; working on a committee at work; volunteer work with a fraternity; and volunteering with the Student Bar Association.

Best Evergreen Experiences

Alumni were asked, “What was the best part of your experience at Evergreen?” Alumni cited experiences in Evergreen’s unique learning environment from independent learning, to cooperative and experiential learning experiences, to the interdisciplinary nature of the curriculum. Alumni also spoke highly of Evergreen faculty and the ability to study in particular fields. They spoke of enriching activities and resources on campus. Other comments reflected an appreciation for Evergreen’s context of natural beauty, relation to Olympia, and physical spaces.

“Seminar... actually having open meaningful discussion [as] to the issues at hand and applying theory to reality.”

A total of 91 alumni focused on **cooperative learning and/or the camaraderie and unique qualities of the Evergreen community**. Fifty-four of these comments dealt directly with interactions between students and faculty, such as seminars and critical discussions. Among these comments some alumni mentioned low faculty-student ratio and the accessibility of faculty. Teamwork and creative collaboration was a major theme among these comments. Thirty-seven of the comments had general kudos for the community or recalled special friendships that had developed at Evergreen. A few comments focused on the diversity of Evergreen students, faculty, and views on campus.

Comments about cooperative learning and the Evergreen community seemed to relate to the Expectations of an Evergreen Graduate, specifically to “Participate collaboratively and responsibility in our diverse society.” It also related to opportunities for developing the ability to communicate creatively and effectively, another Expectation of an Evergreen Graduate.

“I cherish all the field work I did towards my degree. It helped me develop self-motivation and critical thinking skills.”

There were a total of 36 comments regarding **experiential learning** as an integral part of obtaining an education at Evergreen. Some alumni mentioned generally an experiential or hands-on education. Ten alumni spoke of gaining fieldwork experiences, developing relevant skills in fieldwork in natural science and social science contexts. Alumni mentioned field trips that took them into nature preserves such as the Wind River Canopy Crane Research Facility. Alumni spoke and wrote about travel opportunities, such as travel abroad to France and Ghana. Others cited valuable on-the-job experiences through internships or work on campus.

“The opportunity to look inward, to follow my own path through my coursework. Also, to have professors willing to nudge and guide based on their observations of who I WAS, rather than follow some predetermined plan. Essentially, Evergreen really helped me to define SELF and to figure out who I needed to be.”

In addition to internships, alumni spoke of **self-guided learning and of experiences that guided their sense of self and identity**. Some students focused on the freedom to develop their interests through designing their own education, whether through selecting their own classes or through independent study options. A total of 25 alumni specifically mentioned contracts and independent learning options. Some alumni spoke of moving from passive learning to active pursuit of knowledge. One alumni wrote of their best experience, “Moving from a state of received knowledge to a place of self-knowledge.” Alumni spoke of self-guided and active learning as an integral part of self-discovery. They cited examples of self-guided and active learning that helped to develop their sense of identity, their confidence, their goals, and to open their mind to seeing difference perspectives. These comments seemed to relate to the Expectations for an Evergreen Graduate to articulate and assume responsibility for their own work and to reflect on the personal and social significance of learning.

Other unique aspects of an Evergreen education were mentioned including the nontraditional learning environment, the structure of programs, flexibility,

“I guess it was and is pivotal to the direction I've gone with my career because it is interdisciplinary and the classes combine everything. It forces you to be actively involved in your education. It is non traditional in approach. It was the first time I became an active participant in my own education.”

“The high standards expected by the science faculty; the great foundation of knowledge that I gained in classes like M20 and other science courses.”

“The critical thinking skills, the ability to think and decide things for myself, the ability to work well on a team, and the ability to analyze critically.”

freedom of expression, the way readings enhanced coursework, academic challenge, evaluations, and Evergreen’s interdisciplinary approach. One alumni wrote of freedom of expression at Evergreen: “That freedom of thought and expression was encouraged... education was considered holistically - the emphasis is not on your grade point, but on your overall participation and contribution to subject matter.” Another alumni wrote about the practice of evaluations as being “extremely useful... It has helped me in goal setting and reviewing my performance.”

There were **many comments praising faculty**, some comments in general and others specifically recounting excellent faculty. Fifty-one alumni cited general faculty and teaching practice as being a part of their best Evergreen experiences. Twenty-three alumni mentioned specific faculty or faculty in specific areas of study. Faculty in Native American studies, science programs, and the Tacoma program were mentioned. Faculty praised by name were: Susan Aurand, Gordon Beck, Peter Bohmer, Jeff Cederholm, Stephanie Coontz, George Dimitroff, John Filmer, Angela Gilliam, Bob Haft, Steve Herman, Heesoon Jun, Cynthia Kennedy, Pat Krafcik, Mark Lavinsky, John Longino, Tom Maddox, Marge Mahoric, Charles McCann, Helena Meyer-Knapp, Louis Nadelstrom, Nancy Parks-Turner, Rita Pougiales, Bill Ransom, Therese Saliba, Terry Setter, Jim Stroh, Nancy Taylor, and Sean Williams.

There were 18 comments from alumni expressing **appreciation for programs and courses**. Another 32 were specific comments about **fields of study or specific programs** that alumni appreciated. These comments included specific programs including: Political Economy of Inequality, Science of Mind, Molecules to Organism, Sacred Monsters, Preparing for a New Millennium; and Writing from Life Experience. It also included core program. Other alumni mentioned different fields of study including: audio engineering; an environmental studies program, ecology, environmental studies, and Latin American culture; art; research in the T4 lab; black and white photography; art; painting; ornithology; business; media; science; political science; field natural history; poetry; evening classes; culture and behavior class; alternative medicinal studies; salmon restoration; entomology; and geographic information systems.

The comments regarding the appreciation of programs and fields of study related to the Expectations of an Evergreen Undergraduate in that alumni cited examples of breadth, depth, and synthesis in their learning.

Seventeen alumni cited **specific skills** that they had learned at Evergreen. These skills include critical thinking, self motivation, an understanding of culture, creative thinking, leadership, independent thinking, how to learn, research skills, writing, expressing oneself, keeping an open mind, and confidence. Comments regarding creative, critical, and independent thinking seemed to mirror the Expectation, “Demonstrate Integrative, independent and critical thinking.”

Twelve alumni mentioned favorite experiences as **places, locations, or features of the natural environment**. Some alumni wrote or talked about appreciating Evergreen’s natural environment, Washington’s natural beauty, and its location in relation to the Olympia community. Some alumni mentioned favorite Evergreen locations, such as the trail to the beach, housing, and a student run café.

Some alumni complimented the staff, resources, and activities at the college. Alumni wrote of positive interactions with staff. One alum mentioned the Writing Center. Another mentioned the Swim Team. Other alumni were appreciative of the computer labs, available media equipment, and access to art-related studios: woodworking, metal, print, photo, and recording. Others mentioned KAOS, student groups, and community activities.

Best Aspects of a Liberal Arts Degree

Alumni were asked: "In your opinion, what is the best aspect of a liberal arts degree?"

"It gives you an appreciation and knowledge of philosophies, systems of thought, ideas behind great art, literature and science."

The greatest number of alumni (N=111) commented on the ability to get a broad or well-rounded education through a liberal arts education. Some alumni wrote or spoke of a broad education as allowing for the exploration of a diversity of ideas, perspectives, and fields of inquiry. Alumni commented that this breadth allows one to "communicate across fields" and to have a "broad-based understanding of the world."

"The freedom to pursue studies that are of interest to the student and to see the practical applications of seemingly unrelated issues... I studied film and statistics in the same program. You won't find that anywhere else!"

A relatively large number of alumni commented on the freedom one is afforded in earning a liberal arts degree, particularly at Evergreen (N=64). Alumni expounded that this freedom allowed one to explore a variety of interests, to change directions, to pursue internships and independent study, and to gain a well-rounded general education without meeting specific graduation requirements or dwelling upon standardized testing. One alum wrote, "The diversity of my background. It is much more diverse than many of my peers who all are the same cookie cutter types with the exact same educational background. I have a much more unique outlook of my field. The freedom of the education, it just made me so much more well-rounded than the other students in my [graduate] program who all went to schools with specialized majors."

"...I still think critical thinking was a major part and the best aspect of a liberal arts degree. With a foundation in critical thinking, proactive and self-disciplined, ideas and projects can spring forth and contribute to any workplace."

Fifty-one alumni mentioned specific skills that they had developed as a result of their liberal arts education. Communication was a common theme, with alumni reporting learning how to express themselves more creatively and effectively through writing or relating to others on an interpersonal basis.

A total of 33 alumni had comments about the versatility and flexibility of a liberal arts degree. Some alumni elaborated, saying that you could do almost anything with the degree, linking the breadth of subjects that one studies to the number of possible career opportunities in the future. Another alum commented on the liberal arts degree as having the kind of flexibility that is necessary in the current job market.

Seven alumni focused on the applicability of the degree. Alumni wrote of how the degree was applicable to real-world problems and to everyday life.

There were six alumni who responded that they did not have a liberal arts degree. Four of the six specifically replied that they have a Bachelor of Science and not a liberal arts degree, despite the fact that Evergreen awards all bachelors degrees in liberal arts and sciences. The other two simply said that they had not earned a liberal arts degree.

Worst Aspects of a Liberal Arts Degree

Alumni were also asked: "In your opinion, what is the worst aspect of a liberal arts degree?"

The greatest number of alumni (N=68) stated that the worst aspect of a liberal arts degree was the lack of focus and specialization during their education. Several alumni felt that they had not mastered one skill or subject and that the degree was "too broad." One alum described the degree as "a mile wide and an inch deep." Seventeen alumni, including some of those who found that a liberal arts degree lacked focus, found that a liberal arts degree could lack practical knowledge. Four of these alumni found a lack of technical instruction in their education. One alum stated that a "gap often exists between the teaching of theory and the applied practice in the world." Nine alumni stated that there was not enough emphasis on math and science subject areas, and two stated that it lacked traditional collegiate aspects. However, three alumni found there to be a lack of breadth in a liberal arts education. Twelve alumni stated that for more specialization, graduates with a liberal arts degree must do further education. One alum said, "It begs to be coupled with a higher degree." However, eleven alumni cited difficulty in meeting the requirements of graduate school or particular jobs because of missing pieces in their academics while at Evergreen.

Several alumni (N=46), including some who found that a liberal arts degree lacked focus, stated that a liberal arts degree was not always marketable in the business world and could make it difficult to find a good job. One alum stated that a liberal arts degree is "so general that it's hard to get a job. It doesn't help you get a job just to have a degree if it is not in anything specific." Another alum said that it was "hard to find a well-paid, career oriented job." Related to this, 38 alumni stated that a liberal arts degree has a bad reputation or can be misperceived by people. Alumni stated that "people don't take the degree seriously," "that it is not recognized as a credible education," and that people/employers do not "put the same weight on a liberal arts degree compared to a more specific degree." Three students stated that a liberal arts degree from Evergreen has a poor reputation in Washington. Several alumni felt that outside audiences do not know what the degree is.

Forty-one alumni stated that one of the worst aspects of a liberal arts degree was the lack of academic structure while pursuing it. Several alumni stated that they needed more direction and advice regarding what classes to take. One alumni stated, "...I felt scattered and didn't have the guidance from faculty or myself that would have allowed me to take full-advantage of the creative freedom you have contained within the idea of a liberal arts degree." Several students stated that to succeed at Evergreen, students need to be "self-motivated" or "self-disciplined." One alum stated that it was easy to "fall through the cracks" at Evergreen. Another alum stated that both the best and worst aspect of a liberal arts degree was "freedom."

There were other comments that do not fit into the themes mentioned above. Three alumni stated that the worst aspect of a liberal arts degree was political bias. Two alumni found that there were limited choices in picking classes; one student was overwhelmed by the choices. One alum felt that students without much "life experience" would not get much out of a liberal arts education. Another alum said that students need to take prerequisite classes before enrolling in more advanced ones. One alum stated that there was a lack of rigor in classes. Another alum wrote that a liberal arts degree "dampens your ability to ruthlessly participate in capital economies." Two alumni said they had a bachelors of science and did not know the worst aspect of a liberal arts degree.

Twenty-four alumni stated that there was no worst aspect of a liberal arts degree or could not think of one.

Appendix A: Subject Areas of Degrees/Certificates

The following are subject areas in which alumni earned a degree or certificate:

Master's Degree subject areas:

Acupuncture and Chinese Herbal Medicine (2)
Adult education (1)
Arts Management (1)
Biology (1)
Business - Human Resource Management (1)
Business Administration (1)
Conservation (1)
Counseling (1)
Counseling Psychology (1)
Creative Writing (2)
Cultural Anthropology and Social Transformation (1)
Education (6)
Elementary education (1)
English (1)
Environmental Education (1)
Environmental Studies (1)
High School Science (1)
Interdisciplinary Studies in Humanities and Social Thought (1)
Liberal Studies (1)
Mathematics (1)
Organizational Management (2)
Organizational Psychology (1)
Physics (1)
Public administration (4)
Public Policy (1)
Resource Management (1)
Science (2)
Social Work (1)
Special Education (1)
Teaching (4)
Teaching/Special Education (1)
Not Specified (1)

Doctorate:

Biology (1)
Law (3)
Medicine – MD (1)

Professional Certificates:

Arts administration (1)
Business (1)
Business Certificate in Accounting (1)
Certified Information Systems Security Professional (1)
Certified Professional Coach (1)
Education (1)
Fire Management (1)
Herbal Medicine/Treatment (1)
Massage (1)
Massage and Herbal Healing (1)
Massage therapy (1)

NASD Certs (1)
Paralegal (1)
Project Management Certificate (1)
Teacher/Teaching Certificate (4)
Teaching Certificate K-8 (1)
Teaching/Special Education (1)

Other:

Diploma in Herbology (1)
Grad Cert - Law (1)
Montessori Preschool Teacher Certification (1)
Montessori Teaching Credential (1)
Massage therapy (1)
Licensed massage practitioner (1)
ATA Sign Language Interpreting (1)

Appendix B: Institutions Where Alumni Earned Degree/Certificate

The following is a list of institutions from which alumni earned another a degree or certificate:

Master degree Institutions:

American University (1)
Antioch-Seattle (1)
California Institute of Integral Studies (1)
Central Washington University (1)
City University (1)
Cornell University (1)
Eastern Washington University (1)
Heritage College (2)
Indiana University (2)
Naropa (3)
New England School of Acupuncture (1)
New York University (1)
Oklahoma City University (1)
Oxford University (1)
Pepperdine University (1)
Portland State University (1)
Queens College of the City University of New York (1)
Seattle Institute of Oriental Medicine (1)
Seattle University (1)
St. Joseph's College (1)
St. Martin's College (4)
The Evergreen State College (5)
University of Alaska - Anchorage (1)
University of Miami (1)
University of New Mexico (1)
University of Oregon (2)
University of Phoenix (3)
University of Puget Sound (1)
Western Washington University (4)
Washington State University - Pullman (1)

Doctorate:

Benjamin Cardozo School of Law (1)
Creighton University Law School (1)
University of Houston Law Center (1)
University of Washington (1)
Watson School of Biological Sciences (1)

Professional Certificates:

Academy for Coach Training in Bellevue (1)
Ashmead (1)
C. W. Post (1)
Centrepoint in Minnesota (1)
Department of the Interior (1)
ISC (International Squared) (1)
National Association of Securities Dealers: Brokerage Training School (1)
NYU (1)
Pacific School of Massage / Chi-nei-tsng-ant Institute (1)
Portland State University (1)
St Martin's College (1)

University of Washington (2)
Washington Association of School Business Officials (1)
Western Washington University (2)

Other:

Body Mechanics (1)
Cedar Mountain School of Massage (1)
Montessori Institute of the Pacific Northwest (1)
Montessori Schools of Washington Teacher Preparation (1)
New Mexico College of Natural Healing (1)
South Puget Sound Community College (1)
St. Thomas University (1)
University of Denver (1)

Appendix C: Subjects Alumni Studying at Time of Survey

Bachelors:

Bachelors of Nursing (1)

Masters:

Architecture (1)

Biochemistry (1)

Biology (1)

Bioregional Planning (1)

Botany (1)

Conservation Biology (1)

Curriculum and Instruction (1)

Divinity (1)

Education (4)

Environmental Management and Planning (1)

Environmental Studies (4)

Fish and wildlife science (1)

Human Development (1)

Hydrology (1)

Information Science (1)

International Education (1)

Media Studies (1)

MS in Management - Health Care Administration (1)

MS Wildlife Science (1)

Nursing (1)

Public administration (1)

School Counseling (1)

Science (1)

Social Work (1)

Social Work or Clinical Physician. (1)

Special Education (2)

Speech-Language Pathology (1)

Studio Art (1)

Teaching (6)

Teaching K - 6 (1)

Teaching and Certification (1)

Doctorate:

American studies (1)

Business Administration (1)

Chemical Education (1)

Doctor of Osteopathic Medicine - DO (1)

Educational Psychology (1)

Human Resource Management (1)

Latin American literature (1)

Law (4)

Medical school - no specific degree (1)

Naturopathic Medicine (2)

Oceanography (1)

Psychology (1)

Not specified (3)

Professional Certificates:

Chemical dependency program (1)

Chinese Medicine (1)
Dental Hygiene - AS (1)
Graphic Design (1)
Montessori Certification (1)
National Board Professional Teaching Standards (1)
Teaching (1)
Ultrasound/Diagnostic Ultrasound (2)

Other:

Associates at Art Institution
Computer Science - post-baccalaureate work
RN
Surgical Technologist Degree
Teaching endorsement

Appendix D: Institutions Where Alumni Were Attending at Time of Survey

Bachelors Institution:

The College of St. Catherine

Masters Institutions:

Antioch University (1)
Auburn University (1)
Eastern Washington University (1)
George Washington University (1)
Gonzaga (1)
Hunter College (1)
Johnson State College in Vermont (1)
Mars Hill Graduate School (1)
New Mexico State University (1)
New School University (1)
North Carolina State University (1)
Oregon State University (1)
Portland State University (1)
Prescott College (1)
San Jose State University (1)
School for International Training (1)
The Evergreen State College (6)
University of Arizona (1)
University of New Mexico (1)
University of Oregon (1)
University of San Francisco (1)
University of Vermont (1)
University of Washington (4)
University of Washington-Tacoma (1)
Utah State University (1)
Western Washington University (1)
Not Specified (9)

Doctorate Institutions:

Capella University (1)
National College of Naturopathic Medicine (2)
New York Medical College (1)
Oregon State University (1)
Seattle University (1)
Spalding University in Louisville, Kentucky (1)
University of Buffalo Law School (1)
University of Michigan (1)
University of New England, College of Osteopathic Medicine (1)
University of Northern Colorado (1)
University of Texas (1)
Whittier Law School (1)
Widener University School of Law (1)
Yukon College (1)
Not Specified (4)

Institutions Granting Professional Certificates:

Bellevue Community College (1)
Los Angeles Unified (1)
Montessori Teacher Preparation of Washington (1)

Peninsula College (1)
Phoenix College (1)
Phoenix Institute of Herbal Medicine and Acupuncture (1)
Seattle University (1)
University of California Berkeley -Extension (1)

Other:

A local community college (1)
Gateway Community College (1)
Oregon State University (1)
Not Specified (2)

Appendix E: Detailed Description of Alumni Jobs

The following table shows a detailed description of alumni jobs within each broad category.

(If yes) What type of work are you doing?

Job Category	Percent of Reported Jobs	Number of Jobs	Description of Jobs
Education/Library	20%	51	Assistant in classrooms for the deaf and hard of hearing (1) Coordinator - Adult Literacy Program (1) Daycare/Assistant at a preschool (3) Education (3) Education/Technology (1) Educator - Natural History Museum (1) Elementary Teacher (1) English as a Second Language (2) Environmental education (1) High School Teacher (1) Librarian (2) Math Instructor (1) Middle School Teacher (2) Nanny/Early childhood education (1) Paraeducator (1) Preschool Teacher (1) Substitute Special Ed. Assistant (1) Substitute Teacher (2) Substitute and Preschool Teaching (1) Teacher/Teaching (14) Teaching at a Junior College (1) Teaching at science center (1) Teaching elementary (1) Teaching marine science (1) Teaching Special Ed. Elementary (1) Teaching Special Ed. Preschool (1) Teaching Staff (1) Wilderness Instructor (1) Work for School District (2)
Community and Social Service	12%	31	Americorps supervisor (1) Case worker (1) Chemical Dependency (3) Counseling/Planner (1) Community organizing and research (1) Family Advocate at Head Start (1) Human services with families at DSHS (1) Independent contractor for community-based organizations as research consultant and program coordinator (1) Medical Social Work (1) Mental Health Case Management Crisis Work (1) Mental Health Counselor (1) Non-profit/Non-profit Community Coordinator (3) Parole Officer (1)

Job Category	Percent of Reported Jobs	Number of Jobs	Description of Jobs
			Psychotherapy (1) Referral for Alcohol/Drugs (1) Social: working with people with disabilities in vocational settings (1) Social Services (3) Social Services/Mental Health (1) Social Work/Social Worker (4) Therapist for autistic children (1) Therapy/Counseling Work (1) Youth Counseling at a Youth Home (1)
Business Management	7%	18	Administrative management (1) Business Manager (1) Client Relations (1) Fiscal-Budget management (1) Human Resources (2) Human Services Administration (1) Information Technology Customer Relations Management (1) IT Manager (1) Management (2) Mid-level state management (1) Project management - Banking (1) Public Administration (1) Public Relations (1) Software QA Manager (1) Supervisor at State Office (1) Water Rights Manager (1)
Business Operations	6%	16	Accountant at an ad agency (1) Advertising - copy writing (1) Bank Officer (1) Buyer for small Dot-Com Business (1) Consulting/Consultant (2) Corporate training (1) Event planning (1) Financial Consulting (1) Logistics (1) Management consulting (1) Mortgage Banker (1) Org. Development/Effectiveness (1) Regulatory (1) Recruiter/political organizer (1) Workforce development (1)
Physical Science	6%	15	Ecosystem Planning and Development for the Forestry Department (1) Environmental chemistry (1) Environmental Consulting (1) Environmental enforcement (1) Environmental science (2) Hydrologist/Scientist for City government (1) Natural resources - Department of the

Job Category	Percent of Reported Jobs	Number of Jobs	Description of Jobs
			Interior (1) Physical science tech for the federal government (1) Project Coordinator for environmental lab (1) Researcher for the NSF (1) Science/Scientific Research (2) Science Instructional Technician II (1) State enviro. (1)
Sales	6%	15	Commodities (1) Coop Worker/Produce Manager (2) Grocer/Grocery (3) Internet sales (1) Manage antique store (1) Retail/Retail Sales (5) Sales/Sales Representative (2)
Social Science	5%	14	Archaeology: field and lab work (1) Diplomatic work for Dept. of State (1) Intervention specialist for a public school district (1) Legislative staff (1) Market research (1) Research Analyst (1) Research Analyst for the State House of Representatives (1) Research Assistant (3) Research Assistant at university (1) Supervisory - Social Sciences (1) Work for congressman (1)
Office/Administrative Support	5%	13	Administration (1) Administrative (3) Administrative Assistant (1) Clerical Temp (1) Courier (1) Customer service/corporate care (1) Direct Support Person (1) Executive Assistant to CFO (1) Office Administration (1) Secretarial/Secretary (2)
Computer/Mathematical	4%	10	Application and web development (1) Computer programming (2) Information Security (1) IT Manager/ Software Analyst (1) Software engineer (1) Technical writing and web design (1) Web design/Web site development (2) Work on a database for a non profit (1)
Media and Communications	4%	10	Freelance writing (1) Editorial Assistant, Publishing (1) Freelance Journalism/Writer (2) Manager for a publishing company (1)

Job Category	Percent of Reported Jobs	Number of Jobs	Description of Jobs
			On air for radio station (1) Owner - media production company (1) Sign Language Interpretation (1) Technical writing (1) Writing and editing (1)
Life Science	4%	10	Aquatic biology (1) Biological Technician (1) Field research (1) Fisheries Biologist (1) Habitat Biologist (1) Land conservation (1) Psychiatry Research (1) Research on East Asian medicine (1) Wild Life Biology Stuff (1) Wildlife ecology research (1)
Health Care Practitioner	4%	10	Complementary health care (1) Dental assistant (1) Massage Therapy (4) Home health care (1) Nurse (2) Resident physician (1)
Art and Design	3%	8	Arts administration (1) Design (2) Glass art and jewelry gallery (1) Graphic Design for Social Justice Non-profit (1) Owner of a multimedia design company (1) Production for Digital Imaging Company (1) Freelance animation (1)
Food Preparation/Serving	3%	8	Bakery employee/Baking (2) Barista (1) Catering/Banquet serving (1) Catering: Food crafting (1) Chef (1) Culinary Professional Cooking (1) Waitressing (1)
Construction/Installation/Repair	3%	7	Builder (1) Carpentry (1) Construction contractor (1) Day Laborer/Laborer (2) Residential house painting (1) Sail maker (1)
Other	2%	6	Work study job (1) Temp work (1) I am being creative (1) Not specified/specified employer only (3)
Farming/Fishing/Forestry Worker	2%	5	Farming (1) Fisheries observer (1)

Job Category	Percent of Reported Jobs	Number of Jobs	Description of Jobs
			Forest service (1) Grow and cut flowers (1) Natural Park Ranger (1)
Legal Occupations	2%	5	Attorney (1) Legal clerk (1) Paralegal (1) Prosecutor (1) Superior Court (1)
Protective Service	1%	3	Deputy Police Chief (1) Law enforcement (1) Police Services Specialist (1)
Architecture/Engineering	0.3%	1	Graduate Research Fellowship
Entertainer/Performer	0.3%	1	Musician/Music Producer

Appendix F: Comparison of Alumni Jobs to Washington Workers

The chart below shows the number of reported alumni jobs by SOC code and the percent of Washington workers who work in the same occupational category. The U.S. Bureau of Labor Statistics data for Washington workers by occupational category is meant to show context. One should be cautious when making direct comparisons. One reason for caution is that 100% of the alumni who responded to the survey have earned a bachelor's degree while statewide data include Washington workers who have not earned a bachelor's degree. Differences in educational attainment may account for some of the differences between alumni jobs compared to Washington workers as a whole. Also, not all alumni live in Washington.⁹ Additionally, the data in the first column represent percent of reported jobs, while the second column is a percentage of Washington workers.

Occupation Title	Percent of Reported Alumni Jobs ¹⁰	Percent of Washington Workers in Occupational Category ¹¹
Education, Training, and Library Occupations	20.2%	6.3%
Life, Physical, and Social Science Occupations	15.4%	1.5%
Community and Social Services Occupations	12.3%	1.7%
Arts, Design, Entertainment, Sports, and Media Occupations	7.6%	1.5%
Management Occupations ¹²	7.1%	3.2%
Business and Financial Operations Occupations	6.3%	4.7%
Sales and Related Occupations	5.9%	11.4%
Office and Administrative Support Occupations	5.1%	17.1%
Computer and Mathematical Science Occupations	4.0%	3.2%
Healthcare Practitioner and Technical Occupations and Healthcare Support Occupations	4.0%	7.2%
Food Preparation and Serving Related Occupations	3.2%	8.4%
Construction and Extraction Occupations and Installation, Maintenance, and Repair Occupations	2.8%	9.4%
Legal Occupations	2.0%	0.8%
Farming, Fishing, and Forestry Occupations	2.0%	0.5%
Protective Service Occupations	1.2%	2.0%
Other	0.8%	0.0%
Architecture and Engineering Occupations	0.4%	2.6%
Building and Grounds Cleaning and Maintenance	0.0%	2.8%
Personal Care and Service Occupations	0.0%	2.5%
Production Occupations	0.0%	5.7%
Transportation and Material Moving Occupations	0.0%	7.4%

⁹ Fifty-eight percent of the survey respondents were residing in the state of Washington at the time of the survey (N=179)

¹⁰ The total number of alumni jobs adds up to more than the total number of alumni who responded, because seven alumni reported more than one job.

¹¹ U.S. Bureau of Labor Statistics. (2005). November 2003 State Occupational Employment and Wage Estimates - http://www.bls.gov/oes/current/oes_WA.htm

¹² Correspondent alumni category is "Business Management"

Appendix G: Demographics of Respondents Compared to Alumni Population

The following are demographics of respondents compared to the population of alumni from the class of 1999 as a whole.¹³

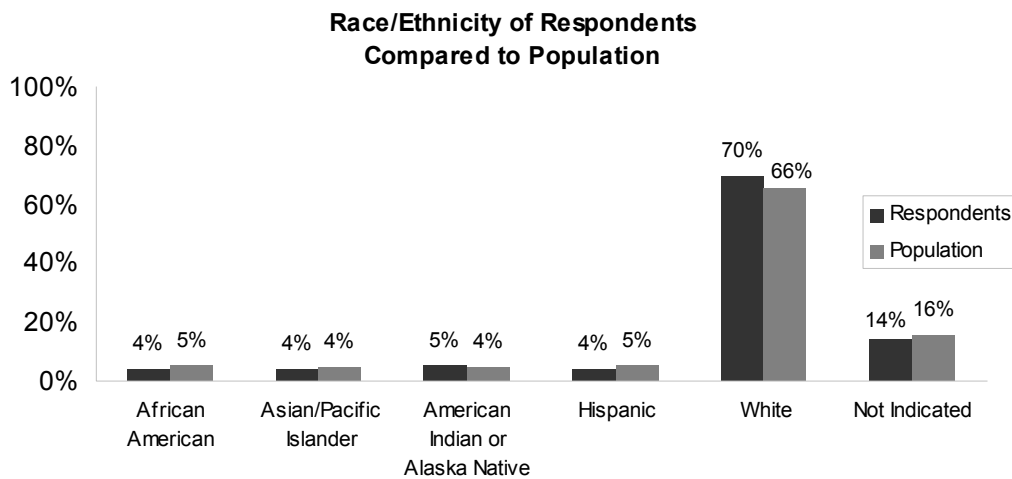
Gender

Females were somewhat overrepresented among respondents. Sixty-four percent of respondents were female compared to 61% of the population as a whole.

	% Female	% Male
Respondents	64%	36%
Population	61%	39%

Race/Ethnicity

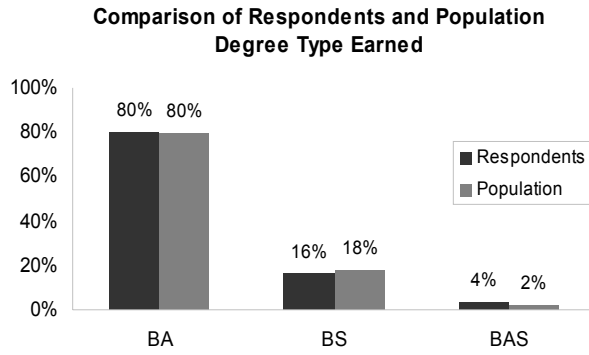
A greater percentage of respondents were white compared to the population as a whole, 70% compared to 66%. American Indian/Alaska Native alumni also represented a slightly greater proportion of respondents than the population as a whole, 5% compared to 4%. There were slightly smaller percentages of respondents who indicated that they were African American or Hispanic than in the population as a whole. There was also a smaller proportion of alumni who did not indicate a race or ethnicity among respondents.



Degree Type

There was a slightly lower percentage of respondents who had earned a BS as compared to the population as a whole, 16% compared to 18%. A higher percentage of respondents had earned a BAS than the population as a whole, 4% compared to 2%.

¹³ Total N for the population was 1174, not including one deceased alumni.



Age

Respondents were representative in terms of age. The median of both respondents and the population as a whole was 29. The average age of both respondents and the population as a whole was 34.

Appendix H: Survey Instruments

The Evergreen State College 5-Year Alumni Survey, 2004

The Evergreen State College's Office of Institutional Research requests your participation in a quick survey of alumni who earned bachelor's degrees in 1999. The survey will request information about your current activities and opinions about your experience at Evergreen.

Participation is completely voluntary, but would be very much appreciated. You may skip any questions that you do not want to answer, without consequences. Your responses will be kept confidential. We will report the results of this research in aggregate, only, so that no individual can be identified.

The results will be used to further the goals of the college and improve the quality of education. We want to better understand the outcomes for our graduates and to be able to describe their endeavors after Evergreen.

We hope that you will take a few minutes to provide your feedback and return your survey in the enclosed postage-paid envelope.

If you have questions about this survey, please contact Laura Coghlan in Institutional Research (360) 867-6676 or email CoghlanL@evergreen.edu

Section 1. Evergreen Info

1A. Which location would you identify as your primary campus while at Evergreen?

- 1=Olympia
 2=Tacoma
 3=Grays Harbor
 4=Reservation-based
 5=Vancouver

1B. How many years did you attend Evergreen?

1 2 3 4 5 Or other, please specify: _____

1C. What was your primary academic concentration at Evergreen?

- 1=Environmental Studies
 2=Business
 3=Social Sciences
 4=Humanities, Language Arts
 5=Media, Visual Arts, Drama
 6=Science, Math
 7=Computer Technology
 9=Other(please write in): _____

Section 2. Additional Education

2. Have you attended graduate or professional school(s) since earning your bachelor's degree from Evergreen?

1=Yes 2=No *[If No, move to Section 3.]*

2a. Did you receive a degree or certificate?

1=Yes 2=No *[If No, move to 2C.]*

2b. What type of degree/certificate did you earn?

Degree 1 detail:

- 1=Additional Bachelor's degree
- 2=Master's Degree
- 3=Doctorate (PhD, MD, ND, JD, etc.)
- 4=Professional Certificate
- 5=Other _____

What field was this degree/certificate in? _____

At what institution did you receive this degree/certificate?

What year did you complete this degree/certificate? _____

Degree 2 detail:

- 1=Additional Bachelor's degree
- 2=Master's Degree
- 3=Doctorate (PhD, MD, ND, JD, etc.)
- 4=Professional Certificate
- 5=Other _____

What field was this degree/certificate in? _____

At what institution did you receive this degree/certificate?

What year did you complete this degree/certificate? _____

[If you have obtained more than 2 additional degrees, use the additional comments section to provide additional information]

2C. Are you currently attending graduate or professional school (or will you be attending this Fall 2004)?

1=Yes 2=No *[If No, go to Section 3.]*

2D. Are you seeking a degree or certificate? 1=Yes 2=No *[If NO, move to Section 3]*

What type of degree or certificate are you seeking?

- 1=Additional Bachelor's degree
 2=Master's Degree
 3=Doctorate (PhD, MD, ND, JD, etc.)
 4=Professional Certificate
 5=Other _____

What field will you earn your degree/certificate in?

Which institution are you attending?

Section 3. Current Employment Status

3A. Are you currently employed? 1=Yes 2=No

[If NO, go to 3E]

3B. What type of work are you doing? _____

3C. How long have you been doing this work? _____

3D. Are you self-employed or own your own business?

1=Yes 2=No

3E. If you are not currently employed, are you:

Seeking employment? 1=Yes 2=No

At home and not seeking outside employment? 1=Yes 2=No

Other Activity if not employed (please write in):

Section 4. Open-ended questions

4B. Are you currently involved in any volunteer activities?

1=Yes 2=No

Please describe:

4C. What was the best part of your experience at Evergreen?

4D. In your opinion, what is the best aspect of a liberal arts degree?

4E. In your opinion, what is the worst aspect of a liberal arts degree?

5E. Would you like to be emailed a web link to our completed survey results? 1=Yes 2= No

Email:

Thank you very much for your time!!

Additional Notes or Comments:

The Evergreen State College 5-Year Alumni Survey, 2004 (Telephone Survey)

Section 1. Evergreen Info

1A. Which location would you identify as your primary campus while at Evergreen?

- 1=Olympia
- 2=Tacoma
- 3=Grays Harbor
- 4=Reservation-based
- 5=Vancouver

1B. How many years did you attend Evergreen?

1 2 3 4 5 Or other, please specify: _____

1C. What was your primary academic concentration at Evergreen?

- 1=Environmental Studies
- 2=Business
- 3=Social Sciences
- 4=Humanities, Language Arts
- 5=Media, Visual Arts, Drama
- 6=Science, Math
- 7=Computer Technology

[If respondent is unable to categorize academic concentration, offer the interdisciplinary option]

- 8=Liberal Arts/Interdisciplinary Study (2 or more concentrations)
- 9=Other: _____

Section 2. Additional Education

2. Have you attended graduate or professional since earning your bachelor's degree from Evergreen?

1=Yes 2=No *[If No, move to Section 3.]*

2a. Did you receive a degree or certificate?

1=Yes 2=No *[If No, move to 2C.]*

2b. What type of degree/certificate did you earn?

Degree 1 detail:

- 1=Additional Bachelor's degree
- 2=Master's Degree
- 3=Doctorate (PhD, MD, ND, JD, etc.)
- 4=Professional Certificate
- 5=Other _____

What field was this degree/certificate in? _____

At what institution did you receive this degree/certificate?

What year did you complete this degree/certificate? _____

Degree 2 detail:

- 1=Additional Bachelor's degree
- 2=Master's Degree
- 3=Doctorate (PhD, MD, ND, JD, etc.)
- 4=Professional Certificate
- 5=Other _____

What field was this degree/certificate in? _____

At what institution did you receive this degree/certificate?

What year did you complete this degree/certificate? _____

[If respondent has obtained more than 2 additional degrees, use the notes section to record additional information about each degree or certificate]

2C. Are you currently attending graduate or professional school?

1=Yes 2=No

[If No, go to Section 3.]

2D. Are you seeking a degree or certificate? 1=Yes 2=No *[If NO, move to Section 3]*

What type of degree or certificate are you seeking?

1=Additional Bachelor's degree

2=Master's Degree

3=Doctorate (PhD, MD, ND, JD, etc.)

4=Professional Certificate

5=Other _____

What field will you earn your degree/certificate in?

Section 3. Current Employment Status

3A. Are you currently employed? 1=Yes 2=No

[If NO, go to 3E]

3B. What type of work are you doing? _____

3C. How long have you been doing this work? _____

3D. Are you self-employed or own your own business?

1=Yes 2=No

3E. If you are not currently employed, are you:

Seeking employment? 1=Yes 2=No

At home and not seeking outside employment? 1=Yes 2=No

Other Activity:

Section 4. Open-ended questions

4B. Are you currently involved in any volunteer activities?

1=Yes 2=No

Please describe:

4C. What was the best part of your experience at Evergreen?

[check categories that apply to response after you complete the survey]

- | | | | | | |
|----------------------------------|--------------------------|-------------------------|--------------------------|---------------|--------------------------|
| 1=College Atmosphere/environment | <input type="checkbox"/> | 2=Olympia Community | <input type="checkbox"/> | | |
| 3=Interdisciplinary approach | <input type="checkbox"/> | 4=Cooperative Learning | <input type="checkbox"/> | | |
| 5=Diversity | <input type="checkbox"/> | 6=Self-guided education | <input type="checkbox"/> | 7=Citizenship | <input type="checkbox"/> |
| 8=Variety of philosophies | <input type="checkbox"/> | 9=Evaluations | <input type="checkbox"/> | 10=Faculty | <input type="checkbox"/> |
| 11=Evergreen community | <input type="checkbox"/> | | | | |

4D. In your opinion, what is the best aspect of a liberal arts degree?

[check categories that apply to response after you complete the survey]

- | | | | | | |
|----------------------------------|--------------------------|------------------------|--------------------------|------------------------------------|--------------------------|
| 1=Interdisciplinary approach | <input type="checkbox"/> | 2=Well-roundedness | <input type="checkbox"/> | | |
| 3=Appreciation for others' ideas | <input type="checkbox"/> | 4=Independent thinking | <input type="checkbox"/> | | |
| 5=Readiness for career | <input type="checkbox"/> | 6= Problem-solving | <input type="checkbox"/> | | |
| 7= Critical thinking | <input type="checkbox"/> | 8=Freedom | <input type="checkbox"/> | 9=Readiness for advanced education | <input type="checkbox"/> |

4E. In your opinion, what is the worst aspect of a liberal arts degree?

[check categories that apply to response after you complete the survey]

- 1=Not credible/others' perception 2=Unprepared for career
3=Too broad/general/lacks specificity 4=Employability
5=Unprepared for advanced education

5E. Would you like to be emailed a web link to our completed survey results? 1=Yes 2= No

Email:

Thank you very much for your time!!

Further Notes or Comments: