GREENERS AT WORK, 2003:
A Survey of Evergreen Alumni and Their Employers

The Evergreen State College
Office of Institutional Research and Assessment

Summary
Greeners at Work, 2003 is the third administration of a survey of Evergreen alumni to understand how well The Evergreen State College prepares its graduates for employment. The research project includes a survey of alumni and a survey of alumni supervisors. Alumni were surveyed three years after receipt of their baccalaureate degree and then asked for permission to contact their supervisor. A total of 369 alumni (39% of the sample) and 110 supervisors (73% of the sample of supervisors that alumni gave permission to contact) completed surveys.

The following is a summary of the results of the alumni survey:

- Of alumni respondents, 87% reported that they are either in graduate school, employed or self-employed, or both in graduate school and employed/self-employed. The percentage of all respondents in graduate school was 23%.

- Alumni were asked to rate their level of skill on a series of work-related skills. Alumni were given a scale of 1 = Poor, 2 = Fair, 3 = Good, and 4 = Excellent. They could also indicate that a particular skill was not applicable. Most common alumni responses were good to excellent on all skills. Mean scores for alumni self-reported skill level were highest on ability to work in a culturally diverse environment (3.73), willingness and aptitude to learn new skills (3.71), and independence and initiative (3.69). Mean scores for alumni were lowest on ability to give presentations in the work environment (3.12), computer literacy (3.02), and math skills/numeracy (2.71).

- Alumni were asked to rate how well their education at Evergreen prepared them in particular skill areas on a scale of 1 = Not at All, 2 = To Some Extent, and 3 = A Great Deal (3). Alumni could also indicate that a particular skill was not applicable. Alumni rated their preparation at Evergreen highest in ability to work cooperatively on team efforts, ability to critically analyze information, and creative thinking skills. Alumni rated their preparation at Evergreen lowest on leadership, computer literacy, and math skills.

- The largest percentages of respondents worked for organizations in Health Care and Social Assistance (25%), Public Administration (21%), and Educational Services (20%).

- Most respondent occupations fit within the broad categories of Community and Social Services Occupations (21%); Education, Training, and Library Occupations (14%); Life, Physical, and Social Science Occupations (12.7%); and Management Occupations (10.2%).

The following are highlights of the employer survey:

- Supervisors were asked to rate the quality of work of the Evergreen alum that they supervise on a scale of exceeded expectations for the position, met expectations, or has not met expectations. More than 60% said that the alum's quality of work exceeded expectations for the position.

- Supervisors rated an alum's level of skill on a scale of 1 = Poor, 2 = Fair, 3 = Good, or 4 = Excellent. Most common responses for questions regarding alumni skill level were good to excellent in all skill areas. Supervisors rated alumni highest on their willingness and aptitude to learn new skills, ability to work in a culturally diverse environment, and ability to work cooperatively on team efforts. Supervisors rated alumni lowest on their ability to give presentations in the work environment, negotiating skills, and leadership.

- Ability to work cooperatively on team efforts, ability to organize and tackle work efficiently and independence and initiative were cited by supervisors as most important to alums' work. Skills least important were leadership, ability to give presentations, and math skills.

- Supervisors' rated alumni's math/numeracy skills and computer literacy skills higher than alumni rated themselves.

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Survey Overview

A central question in the assessment of teaching and learning at The Evergreen State College is: "What do alumni who get an education at Evergreen gain from attending the college?" While not the only outcome of a quality education, preparation for a career is one expected outcome of a college education. Greeners at Work 2003 is the third administration of a survey of Evergreen alumni in order to understand how well The Evergreen State College prepares graduates for employment.

In summer of 2003, the Office of Institutional Research and Assessment attempted to contact alumni of the class of 1999-2000 to ask for their participation in the Greeners at Work 2003 survey. Of an initial population of 1,209[1] alumni, there were 270 alumni for whom no current telephone number, address, or e-mail was available. The final sample size was 940 alumni; of these there were 369 responses, yielding a response rate of 39% of the sample.

If there was an address on file, the first contact with alumni was through mail. Next alumni were contacted by telephone if there was a current telephone number on file. Finally, alumni for whom an e-mail address was available were sent an e-mail with a link to the web version of the survey. Telephone contact yielded the greatest number of completed surveys; 191 alumni (52%) completed the survey by phone. There were 164 alumni (44%) that completed the survey by mail and 14 alumni (4%) that completed the survey by web.

There were 68 refusals; a relatively high number that is probably attributable to the ease of opting out of participation in the survey. Alumni could easily send back a mail survey with a checkbox marked indicating that they did not wish to participate in the survey. Some alumni also indicated that they did not wish to participate when contacted by phone or e-mail.

Alumni respondents were representative of the entire population of 1999-2000 alumni in terms of ethnicity and location of study while at Evergreen. Females were slightly over-represented among respondents. Median age of respondents was slightly greater than that of the population as a whole. More information is available in Appendix A.

Alumni who were employed were asked for permission to contact their supervisor. Of the 369 respondents, 151 alumni (41%) gave permission to contact their supervisor. Eighty respondents (22%) did not give Institutional Research staff permission to contact their supervisor. This question was not applicable for 37% of respondents who were self-employed, not currently employed, and/or their own supervisor. A total of 110 of the 151 supervisors participated in the study. Five supervisors refused to participate.

Greeners at Work surveys were also administered in 1990 and 1999. Some changes were made to the Greeners at Work 2003 survey prior to administration; however, most questions and the format of the survey remained substantially the same. Due to the small number of graduate faculty responses in past Greeners at Work survey administrations, and therefore problems in making generalizations with such small numbers of faculty responses; faculty were only interviewed if they were directly supervising an alum who was employed by them as a research assistant or teaching assistant.

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[1] Three deceased alumni are not included in this number.

Alumni Survey Frequencies and Means

The following section summarizes alumni responses to questions about their current activities, their primary concentration of study at Evergreen, and how their current activities relate to their primary concentration of study. It also summarizes their self-reported level of skill in seventeen skills areas and how much Evergreen prepared them in each skill. This section includes information about employer type, occupation of alumni, and alumni suggestions for improvements to Evergreen.

Current Activities

Alumni were asked to indicate their current activities and whether they were in graduate school, employed, self-employed, unemployed, or participating in other activities. If an alum indicated other activities, they were asked to give additional information.

Among respondents, about 87% were either in graduate school, employed and/or self-employed, or both in graduate school and employed/self-employed. About 23% of respondents indicated that they were in graduate school. Seventeen percent of respondents indicated that they were self-employed.

The chart below shows alumni activities in more specific, mutually exclusive categories. Forty-eight percent of alumni indicated that they were employed only; 10.8% were in graduate school only; 11.9% were in graduate school and employed and/or self employed; 11.9% were self-employed only; and 3.8% indicated that they were both employed and self-employed (and not in school); 7.6% were unemployed and not in graduate school or engaged in other activities. A total of 5.7% of alumni placed themselves within the category of other, explaining that they were engaged in various activities including travel, taking the bar exam, staying at home as a parent, or in retirement.

Alumni Activities
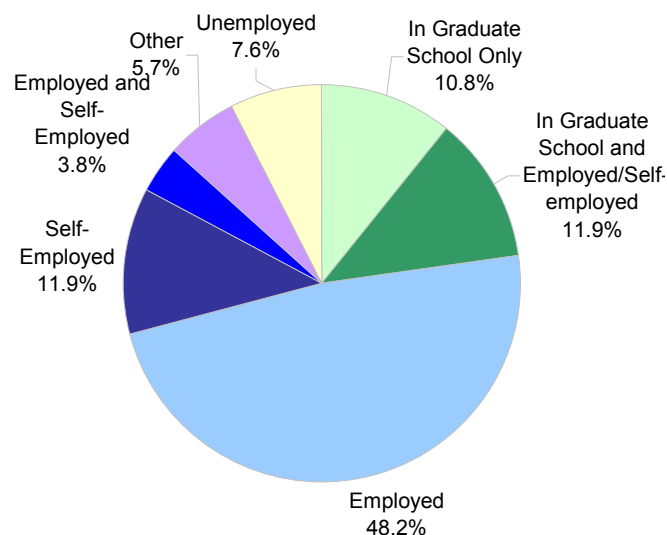
Of those alumni who indicated that they were employed or self-employed, 76% had been employed or self-employed in their current job for more than one year, 12% for six months to one year, and 12% less six months.

More information about graduate degrees earned by the graduating class of 1999-2000 can be found in Appendix B of this report.

Primary Area of Study or Concentration

Alumni were asked to describe their primary area of study or concentration at Evergreen. Thirty-one percent of alumni, the largest group, reported a concentration in the Social Sciences. Seventeen percent indicated a concentration in Humanities and Languages, 14% in Environmental Studies, 13% in Liberal Arts or with multiple concentratio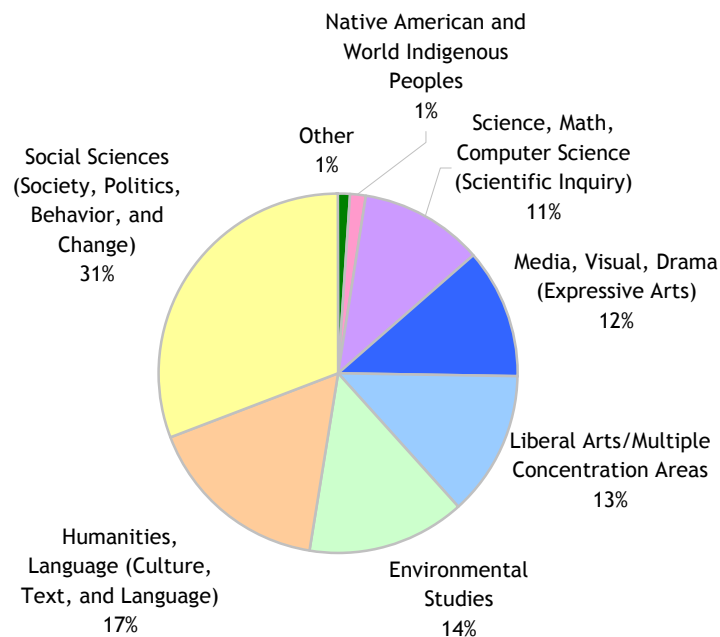n areas, 12% in Media, Visual Arts, and Drama, 11% in Science, Math, and Computer Science, 1% in Native American and World Indigenous Peoples, and 1% in other. The current names of planning units are listed in the chart below in parentheses, as planning unit names changed after alumni graduated from Evergreen.

Primary Area or Concentration

Employment in Area of Concentration

Of the respondents that indicated that they are employed, 39.5% indicated that they were presently employed in their area of concentration at Evergreen. Thirty-one percent said that they are somewhat employed in their area of primary study and 29% said that they are not working in their area of primary study.

Work-related Skills

Alumni were asked to rate their skills on a series of work-related skills. Alumni were given a scale of 1 = poor, 2 = fair, 3 = good, and 4 = excellent. They could also indicate that a particular skill was not applicable. After rating an item, alumni were asked how well Evergreen prepared them on that skill.

Most common responses on all skill items were good to excellent. Mean scores for self-reported level of skill were highest on ability to work in a culturally diverse environment (3.73), willingness and aptitude to learn new skills (3.71), and independence and initiative (3.69). The mean scores were lowest on ability to give presentations in the work environment (3.12), computer literacy (3.02), and math skills/numeracy (2.71).

The table below shows the means and frequencies for how alumni rated themselves on each skill. Skill items are listed from highest to lowest mean. Most common responses are in bold.

Alumni Self-Reported Level of Skill

How would you rate your…	Mean	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	N
Ability to work in a culturally diverse environment	3.73	0.3%	2.4%	20.7%	**75.5%**	1.1%	368
Willingness and aptitude to learn new skills	3.71	0%	2.2%	24.3%	**73.6%**	0%	367
Independence and initiative	3.69	0.5%	3.3%	23.0%	**72.9%**	0.3%	369
Creative thinking skills	3.59	0.3%	3.8%	32.7%	**63.2%**	0%	367
Ability to work cooperatively on team efforts	3.59	0.3%	4.9%	30.6%	**64.2%**	0%	369
Ability to organize and tackle work efficiently	3.48	0.5%	4.1%	42.3%	**52.8%**	0.3%	369
Ability to critically analyze information	3.44	0.3%	6.2%	42.3%	**51.2%**	0%	369
Ability to recognize problems and devise effective solutions	3.44	0.3%	6.2%	42.3%	**50.7%**	0.5%	369
Decision-making ability	3.43	0.3%	6.2%	43.9%	**49.6%**	0%	369
Research skills	3.39	0.5%	8.1%	42.5%	**48.2%**	0.5%	369
Written communication in the work environment	3.39	0.3%	9.2%	40.4%	**47.2%**	3.0%	369
Leadership	3.27	1.4%	12.5%	**43.1%**	42.3%	0.8%	369
Ability to speak clearly and effectively	3.26	1.1%	12.7%	**45.0%**	41.2%	0%	369
Negotiating skills	3.26	1.4%	12.2%	**45.0%**	40.7%	0.8%	369
Ability to give presentations in the work environment	3.12	3.8%	16.3%	**41.0%**	35.6%	3.3%	368
Computer literacy	3.02	4.9%	20.7%	**41.1%**	32.7%	0.5%	367
Math skills/numeracy	2.71	9.2%	28.5%	**42.5%**	18.4%	1.4%	369

Additional Skills

Alumni were asked if they had any additional work-related skills that they regard as important. Many of the skills fit within the broad category of communication, including various types of interpersonal communication skills, ability to communicate with people with different backgrounds or perspectives, collaboration and teamwork, and ability to communicate in foreign languages. Other skills fit within the categories of project management and organizational skills, scientific/research methods and concepts, understanding complex topics and issues, teaching and training, evaluation, confidence, writing and research, civic engagement, career skills, knowledge of organizations, open-mindedness and flexibility, media and technology skills, and supervisory skills. Individual skills within these categories are listed in Appendix C.

How Well Evergreen Prepared Alumni

Alumni were asked to rate how well their education at Evergreen prepared them in particular skill areas on a scale of 1 = Not at All, 2 = To Some Extent, and 3 = A Great Deal (3). Alumni could also indicate that a particular skill was not applicable. Alumni rated Evergreen highest in ability to work cooperatively on team efforts, ability to critically analyze information, and creative thinking skills. Alumni rated their preparation at Evergreen lowest on leadership, computer literacy, and math skills.

Alumni Ratings of How Well Evergreen Prepared Them in Skill Areas

How well did your education at Evergreen prepare you [to or in]…	Mean	Not at All (1)	To Some Extent (2)	A Great Deal (3)	N/A	N
Ability to work cooperatively on team efforts	2.71	1.9%	25.0%	**73.1%**	0%	368
Ability to critically analyze information	2.68	1.6%	28.6%	**69.8%**	0%	367
Creative thinking skills	2.67	2.2%	28.9%	**68.9%**	0%	367
Research skills	2.60	3.5%	32.4%	**63.5%**	0.5%	365
Independence and initiative	2.58	4.1%	33.2%	**61.9%**	0.8%	364
Willingness and aptitude to learn new skills	2.58	3.8%	33.8%	**61.0%**	1.4%	359
Written communication in the work environment	2.49	4.9%	39.7%	**53.0%**	2.4%	359
Ability to give presentations in the work environment	2.46	6.3%	40.8%	**50.8%**	2.2%	360
Ability to work in a culturally diverse environment	2.45	9.3%	36.5%	**53.4%**	0.8%	364
Ability to speak clearly and effectively	2.42	6.3%	45.4%	**47.6%**	0.8%	365
Negotiating skills	2.42	7.1%	42.9%	**47.6%**	2.4%	359
Ability to recognize problems and devise effective solutions	2.41	4.6%	**48.9%**	45.4%	1.1%	364
Ability to organize and tackle work efficiently	2.40	5.2%	**49.3%**	45%	0.5%	365
Decision-making ability	2.39	5.4%	**48.6%**	43.5%	2.4%	359
Leadership	2.28	11.2%	**49.3%**	38.4%	1.1%	363
Computer literacy	2.04	21.7%	**49.2%**	25.5%	3.5%	355
Math skills/or numeracy	1.74	**39.4%**	35.9%	15.8%	9.0%	335

Alumni Suggestions

Alumni were asked for their suggestions on how Evergreen could have better prepared them for their current activities. A total of 208 alumni offered suggestions. However, the number of suggestions exceeds 208, because some alumni had multiple suggestions or suggestions that fit within multiple themes. Responses were analyzed and grouped into common themes. These themes are suggestions for improvements to academic advising, career development, curriculum, academic challenge and learning opportunities, financial support, and diversity at Evergreen. Comments that offered appreciation for Evergreen are also grouped together and described below.

Academic Advising: Making it through Evergreen, Finding One's Way, and Going to Graduate School
There were 30 suggestions pertaining to academic advising. Alumni suggested more academic advising support for students that are not secure in their academic and/or career paths. Some alumni commented that academic advising should be more directive, in-depth, and provide more information about courses and programs that would help students reach specific educational and career goals. Several alumni commented that academic advising should be required and that students should be assigned an academic or faculty advisor. One alum suggested mandatory educational goal sessions for students at least once an academic school year. Another alum suggested that orientation do a better job of explaining how to navigate through an Evergreen education. An alum wrote that Key Services should do more outreach to students with very basic writing, research, and technical skills.[2]

Some alumni thought that faculty were not sufficiently available and that they should be more engaged in the advising process and more knowledgeable about research projects and other resources on campus.

Thirteen of the 30 comments on advising pertain to the transition to graduate school; however, not all of these comments can be addressed by academic advising or fit easily within academic advising as a category. Alumni drew a connection between academic advising and the need for more support from both Academic Advising and Career Development on transitions to graduate school. Some alumni felt that they had not had adequate information while attending Evergreen about the kinds of prerequisites that are required by graduate schools and how to make sure that their credit equivalencies on their transcripts reflect these prerequisites. Other alumni were concerned that graduate schools had difficulty translating evaluations into GPAs in order to get into a graduate program or that their evaluations had "vague and lofty" names for programs and odd numbers of credits that did not translate well into graduate school prerequisites.

Some alumni spoke of the difficulties of adjusting to graduate school, as they were unprepared for the amount of competition and high stakes grading. Alumni reported feeling unprepared for graduate programs where an entire grade depends on one paper or test. One alum suggested more rigorous testing in the sciences to prepare students for graduate school.

In addition to suggestions for improving academic advising and the transition to graduate school, seven students described how they personally could have taken a different path at Evergreen. Some alumni thought that they could have better taken advantage of learning opportunities such as internships, chosen different programs, or taken more classes with particular professors. Some alumni reported that they had been immature and didn't know how to take advantage of their time at Evergreen or even how to seek help in doing so. One

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[2] Key Services provides student support services for students who are the first in their family to go to college, meet federal guidelines for being low-income, or have a documented physical or learning disability.

alum commented that they had been steered away from Core Programs because they had many Running Start credits, but that they should have taken Core anyway.

Career Development: Bridges from Academics at Evergreen to a Career
There are a total of 43 alumni suggestions pertaining to career development. Alumni suggested building more connections from Evergreen to the workplace. Some alumni suggested that Career Development have more staff and provide more assistance in finding internships. Alumni emphasized the importance of internships as a vehicle for learning and in finding a job after graduation. There were suggestions to provide more career counseling as well as job placement. Alumni suggested training sessions that are geared towards developing skills in interviewing for jobs, résumé writing, and in describing the value of their Evergreen education to prospective employers. Other suggestions were to provide more training in workplace skills and how to communicate in the work environment. Alumni suggested that Career Development provide assistance in both graduate school and job application processes. Alumni suggested more opportunities to meet with professionals working in various fields inside the classroom, in other settings, and after graduation. Alumni suggested a better support system both during their studies at Evergreen and after graduation.

Suggestions for Improving or Adding Skills and Fields of Study to the Curriculum
There were 85 suggestions for enhancing particular skills or fields of study in the curriculum. Mathematics and Statistics received the most suggestions (19), followed by computer skills (13), writing (10), presentations/public speaking skills (8), business (6), and science (6). Four students suggested teacher certification be available outside of the Master in Teaching program. In addition to comments about the undergraduate curriculum, two alumni suggested that Evergreen have more graduate programs, in particular, in the sciences and social science.

The table below is organized by suggested skill or field that could be improved or added to the curriculum. Skills and fields are listed in descending order from the most number of comments to the fewest. Comments are summarized in the second column.

Summary of Alumni Suggestions for Improving Skills/Fields of Study

Skill/Field	Summary of Comments	Number of Comments
Statistics/Math	More emphasis in the classroom on statistics and math; more available programs and courses in math and statistics; more applied mathematics; a more focused statistics course; more opportunities to study science and math in conjunction with social sciences, including psychology; a general math skills requirement; more business math and statistics.	19
Computer skills	More computer work in the classroom; more courses and programs available in computer sciences (including more evening and weekend courses); more free computer software training available to students outside of their program/course(s); more training in the use of excel, SPSS, and Geographic Information Systems (GIS); more training for applications useful in the workplace rather than theory only; more training for current software and applications used in the workplace.	13
Writing	More faculty critique of student writing; more research and APA style writing; more assistance in basic writing skills including grammar and punctuation; more job-based and graduate level writing skills.	10

Skill/Field	Summary of Comments	Number of Comments
Presentation/Public Speaking skills	More required presentations in the classroom; more support from faculty in training students how to give presentations instead of assuming that students already know how to give presentations; more courses available in speech writing and giving presentations; more training in use of associated technology such as PowerPoint.	8
Business	More accounting; business goal setting, mission and vision development; more about private sector functions and business administration; more about skills required and details about starting a small business, such as discussion of taxes, fees, and the legalities of starting a business; business speech writing; and the business side of art, such as promoting yourself to galleries.	6
Science	More opportunities to study science, such as chemistry and biology; requirements in science; more opportunities to study science in conjunction with social sciences, including psychology; more funding for the sciences.	6
Teaching certification	Offer teaching certification outside of the Masters in Teaching program.	4
Multicultural Studies and Anti-Bias/Racism Training	More multicultural studies; mandatory anti bias/racist training to improve seminar experiences; more effort by faculty to address racism in the classroom.	3
Graduate Programs	Additional graduate programs in the sciences; additional social science graduate programs.	2
Leadership and Collaboration	More emphasis on small group leadership, cooperative learning, and tips on how to ask for assistance; leadership skills training as opposed to manager skills training.	2
Research	More courses available in computer/library research; integration of research skills throughout education at Evergreen.	2
Communication skills	More about working with others on a one-on-one basis and how to influence others to hear your ideas.	1
Criminal Justice	More opportunities to work with juveniles in the criminal justice system in courses and programs.	1
Decision-making	Incorporate more analytical and logical decision making skills.	1
Foreign languages	Offer more foreign language courses, especially Gaelic and German.	1
Gender studies	Research pertaining to sociological and psychological aspects of gender differences.	1
Graphic Arts	More graphic arts courses.	1
Judaic studies	Offer Judaic studies.	1
Master in Teaching Program	Have faculty in the MIT program who are K-12 teachers in students' subject areas.	1

Skill/Field	Summary of Comments	Number of Comments
Organizational skills	More preparation and training in organizational skills that will help students to adapt to the workplace and graduate school.[3]	1
Social Work	More courses and programs in social work and create an association with the National Association of Social Workers.	1

Suggestions for Improving Academic Challenge, Structure, and Learning Opportunities
This is a broad category that includes suggestions for improving academic challenge, providing students with more structure, and improving learning opportunities at Evergreen. Fifty-eight comments fit within this broad category.

Some alumni suggestions focused on improving the level of challenge in the classroom or changing the structure and/or activities that are performed to facilitate deeper learning. Suggestions to enhance academic challenge included providing more upper division classes, more opportunities for advanced work within existing courses and programs, providing more structure and higher standards for students, to require students to better plan out a specific field of study, and to do more testing. There were 14 suggestions to require basic courses or the development of basic skills in areas such as research, writing, mathematics, and science. Two alumni suggested making completion of a thesis a graduation requirement.

Alumni suggested additional learning opportunities such as service learning in the community, internships, more lab and field work, and other opportunities for hands on experiences. A few alumni had suggestions for contracts including increasing the availability of faculty to do contracts and more critical review of contracts.

There were also suggestions for improving seminar, such as requiring anti-racism training or providing more structure to the seminar. One alum suggested using means other than seminar for students to engage in the learning process.

Some alumni felt that there could be improvements in the role of faculty in providing structure and in ensuring that all students are keeping up in a program or course. There were suggestions to retain good faculty, improve overall teaching practices at Evergreen, and for faculty with successful strategies to share their practices with others. Some alumni also suggested that the evaluation process could be improved and that faculty had been too harsh in their evaluations.

Suggestions for Improving Diversity
There were nine comments pertaining to diversity. The definition of diversity shifts among these comments from ethnic/racial diversity to other demographics and perspectives. An alum commented that there is more diversity than what is taught in the classroom and that more needs to be included in teaching about diversity including Laotians, Russians, Vietnamese, and other populations. Another alum felt ethnic/racial minorities were underrepresented within the programs and courses that they took. An alum felt that more older students and transfer students should be recruited to offer different perspectives from the many younger students in the classroom. Another alum stated that she had been unfairly treated because she was a white, older female. A couple of comments referred to the need to have additional perspectives in the classroom. One alum suggested that there needed to be some people "on the right" to create more diversity.

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[3] There were other suggestions for career development workshops that are not included in this table. See the *Career Development: Suggested Bridges from Academics at Evergreen to a Career* section for more information.

Suggestions for Stronger Financial Support
There were two suggestions pertaining to financial support. One alum commented that they had worked throughout their Evergreen education and that this had negatively impacted their experience. They suggested improving the availability of financial aid. Another alumni commented that there are "too many hoops to jump through without support" in the financial aid process.

Appreciation for Evergreen
There were 36 comments of appreciation for Evergreen, many comments praising particular faculty or recounting good experiences at Evergreen. One alum commented that they had met many good people at Evergreen who gave them a diversity of perspectives on life. Another alum wrote that their time at Evergreen was a gift and that it prepared them profoundly in ways that they could not have predicted.

Alumni expressed appreciation for preparation that improved their analytical and critical thinking skills, enhanced their ability to perform civic work on boards and with community organizations, improved their teaching skills, and prepared them to take initiative and responsibility inside and outside of the workplace.

There were alumni comments praising Bill Arney, Josie Reed, Alan Nasser, Jim Stroh, and Peter Perryman for their work with students. One alum commented that Evergreen is very supportive and that students are able to communicate with faculty on a more equal basis and in a more approachable manner than at other institutions.

Alumni commented on how seminars and internships had been conducive to learning. They commented on valuable opportunities for independent study. There were positive comments about the opportunity to study in fields such as music and Native American studies. One alum spoke very highly of Evergreen as a child-friendly institution, where one could find an environment that was supportive and inclusive if one had to bring their child to class. The Tacoma program was praised for keeping students involved, interested, and for providing important learning opportunities.

Other Comments
Finally, there were a few comments that did not fit into the previously described categories. One alum commented that the latest publication about Evergreen should have focused on more science and biology. An alum commented that they felt that Evergreen prepared them well, but that Evergreen is "more advanced and sophisticated" than the job market. Another alum clarified that they had already developed many of their skills before coming to Evergreen. Other alumni described more about how they had used their Evergreen education and more about what they are doing now. Another alum stated that college should not be about learning skills for a future work life, but that college is at its best when it focuses on teaching thinking skills, first and foremost.

Alumni Career Information

Alumni were asked whether Institutional Research staff could contact their current supervisor to ask about their performance in the same skill areas. Alumni were assured that their information would be kept in strict confidence. They were also told that their supervisor's participation and responses would also be kept in confidence and would not be shared individually with alumni.

Of the 369 respondents, 151 alumni (41%) gave permission to contact their supervisor. Eighty respondents (22%) said that Institutional Research staff did not have permission to contact their supervisor. This question was not applicable for 37% of respondents who were either self-employed, not currently employed, or their own supervisor.

Additional career information was obtained from those alumni who did give permission to contact their supervisor as well as some of the alumni who voluntarily provided some additional career information.

Of the 162 alumni who provided information about how long they had been in their current position, the mean was 2.6 years. Of the 158 alumni who provided information about how long they had been with their current employer, the mean was 3.1 years.

Employers by Industry Classification

In order to classify the types of employers respondents were working for at the time of the survey, employers were coded using the 2002 North American Industry Classification System (NAICS). This classification system is used by the U.S. Census Bureau, Bureau of Economic Analysis, Bureau of Labor Statistics, and other governmental agencies and businesses. NAICS codes are two to six digits long, with the broadest descriptive category at the two-digit level and increasing in specificity with each additional digit.

A total of 159 provided employer names that could be classified using NAICS. The percentage of respondents employed within each broad industry category is depicted in the table below. The largest percentages of respondents worked for organizations in Health Care and Social Assistance (24.5%), Public Administration (21.4%), and Educational Services (20.1%). The third column of the table below shows employers at a more specific level, generally at the 3- to 4-digit NAICS code level. The number of alum employed within each specific category is indicated in parentheses.

Respondents' Employers by Classification

| Industry Category[4] | Percentage of Respondents Employed in Industry | Detailed Employer Information
Number of Alum Employed within Industry in Parentheses |
|---|---|---|
| Health Care and Social Assistance | 24.5% | Ambulatory Health Care Services (10)
Child Day Care (3)
Community Food and Housing, and Emergency and Other Relief Shelters (3)
Hospitals (1)
Individual and Family Services (16)
Nursing and Residential Care Facilities (2)
Vocational Rehabilitation Services (4) |

[4] Industry categories are at the two-digit NAICS code level. NAICS Codes for these industries are as follows: Health Care and Social Assistance – 62; Public Administration – 92; Educational Services – 61; Retail Trade – 44-45; Manufacturing – 31-33; Information – 51; Professional, Scientific, and Technical Services – 54; Arts, Entertainment, and Recreation – 71; Other Services (except Public Administration) – 81; Transportation and Warehousing – 49; Administrative Support and Waste Management – 56; Agriculture – 11; Accommodation and Food Services – 72; Wholesale Trade – 42; Real Estate and Rental and Leasing – 53; and Finance and Insurance – 52.

Industry Category[4]	Percentage of Respondents Employed in Industry	Detailed Employer Information *Number of Alum Employed within Industry in Parentheses*
Public Administration	21.4%	Administration of Economic Programs (2) Administration of Environmental Quality Programs (9) Administration of Housing Programs, Urban Planning, and Community Development (4) Administration of Human Resource Programs (12) Executive, Legislative, and Other General Government Support (3) Justice, Public Order, and Safety Activities (3) National Security and International Affairs (1)
Educational Services	20.1%	Colleges, Universities, and Professional Schools (14) Educational Support Services (1) Elementary and Secondary Schools (16) Sports and Recreation Instruction (1)
Retail Trade	8.1%	Clothing and Clothing Accessories Stores (2) Food and Beverage Stores (4) Health and Personal Care Stores (1) Miscellaneous Store Retailers (3) Motor Vehicle and Parts Dealers (1) Sporting Goods, Hobby, Book, and Music Stores (2)
Manufacturing	5.0%	Computer and Electronic Product Manufacturing (1) Food Manufacturing (4) Miscellaneous Manufacturing (2) Paper Manufacturing (1)
Information	5.0%	Broadcasting, except Internet (1) Motion Picture and Sound Recording Industries (4) Other Information Services (2) Publishing Industries, except Internet (1)
Professional, Scientific, and Technical Services	4.4%	Computer Systems Design and Related Services (2) Environmental Consulting Services (1) Legal Services (1) Research and Development Physical, Engineering, and Life Sciences (1) Title Abstract and Settlement Offices (1) Veterinary Services (1)
Arts, Entertainment, and Recreation	3.8%	Amusement, Gambling, and Recreation Industries (2) Museums, Historical Sites, and Similar Institutions (3) Performing Arts, Spectator Sports, and Related Industries (1)
Other Services (except Public Administration)	2.5%	Grantmaking and Giving Services (1) Historical Clubs (1) Neighborhood Development and Advocacy Organizations (1) Wildlife Preservation Organizations (1)
Transportation and Warehousing	1.3%	Couriers and Messengers (1) Postal Service (1)
Administrative Support and Waste Management	0.6%	Administrative and Support Services (1)
Agriculture	0.6%	Crop Production (1)

Industry Category[4]	Percentage of Respondents Employed in Industry	Detailed Employer Information *Number of Alum Employed within Industry in Parentheses*
Accommodation and Food Services	0.6%	Food Services and Drinking Places (1)
Wholesale Trade	0.6%	Merchant Wholesalers, Nondurable Goods* (1)
Real Estate and Rental and Leasing	0.6%	Real Estate (1)
Finance and Insurance	0.6%	Securities, Commodities Contracts, and Other Financial Investors (1)

Alumni Occupations

In addition to analyzing employers by type, respondents who provided job titles and employer information were classified into the Standard Occupational Classification (SOC) used by the U.S. Census Bureau, the U.S. Bureau of Labor Statistics, and other governmental agencies and businesses. This classification system provides a standardized way of looking at occupations by category.[5]

Care was taken in coding occupations from job titles and other occupations; however, in some cases, it was difficult to determine an exact match to a particular SOC code from the limited amount of information provided by the alumni. For instance, a retail manager could be listed in the occupational category of manager or within the occupational category of Sales and Related Occupations depending on the amount of time a person spends performing tasks similar to others within each occupational category. If a person is a high level manager then they would most like perform duties that fit within the category of Management; if they are a front-line supervisor they may spend most of their time doing tasks similar to other people in sales occupations and therefore fit within Sales and Related Occupations. At times, the title of an alum's supervisor was used to determine which occupational category to place an alum in.

Graduate teacher assistants are classified within the category of Education, Training, and Library Occupations, while graduate research assistants were coded into their particular area of research, generally within Life, Physical, and Social Science Occupations.

Most alumni occupations fit within the broad categories of Community and Social Services (21%); Education, Training, and Library (14%); Life, Physical, and Social Science (12.7%); and Management (10.2%).

Respondent Occupations

Broad Standard Occupations Classification[6]	Percent Respondents in SOC category	Description of Respondent Occupations within this category[7]
Community and Social Services	21%	Counselors, social workers, and community and social service specialists.
Education, Training, and Library	14%	Elementary, middles school, high school, and postsecondary teachers; teacher assistants; library technicians; and other miscellaneous education, training, and library workers.
Life, Physical, and Social Science	12.7%	Scientists and technicians within the fields of agriculture and food science, biology, conservation, environmental science, and social sciences; urban and regional planners.

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[5] More information is available about the Standard Occupational Classification System through the U.S. Bureau of Labor Statistics (www.bls.gov/soc) and the U.S. Census Bureau (http://www.census.gov/hhes/www/ioindex/index.html)

[6] Broad Occupational Categories in this column are at the two-digit level. SOC codes for these occupational categories are as follows: Community and Social Services – 21; Education, Training, and Library – 25; Life, Physical, and Social Science – 19; Management – 11; Sales and Related Occupations – 41; Office and Administrative Support – 43; Computer and Mathematical – 15; Business and Financial – 13; Arts, Design, Entertainment, Sports, and Media – 27; Personal Care and Service Occupations – 39; Production – 51; Health Care Support – 31; Food Preparation and Serving Related – 35; Building and Grounds Cleaning and Maintenance – 37; Construction and Extraction – 47; Transportation and Materials Moving - 53.

[7] Other additional occupations fit within the broad SOC classification. Only occupations of respondents are included in the description.

| Broad Standard Occupations Classification[6]	Percent Respondents in SOC category	Description of Respondent Occupations within this category[7]
Management	10.2%	Social and community services managers; retail store owners and general managers; education administrators; training and development managers; and other managers.
Sales and Related Occupations	8.9%	Retail sales workers; sales representatives for services, manufacturing, and wholesaling; sales supervisors, and other sales and related workers.
Office and Administrative Support	7.6%	Emergency dispatchers; secretaries and administrative assistants; supervisors of office and administrative support workers; information and record clerks; other office and administrative support workers.
Computer and Mathematical	5.7%	Computer and information scientists; computer application specialists; computer systems specialists; computer support specialists; computer systems analysts.
Business and Financial	4.5%	Business operations and financial specialists.
Arts, Design, Entertainment, Sports, and Media	4.5%	Artists and related workers; media and communication workers; music directors; musicians and singers; writers.
Personal Care and Service Occupations	3.2%	Animal care and service workers; personal and home care aides; recreation and fitness workers; childcare workers.
Production	2.5%	Supervisors and managers of production and operating workers; food processing workers; other production occupations.
Health Care Support	1.9%	Massage therapist; pharmacy aide; other health care support worker.
Food Preparation and Serving Related	1.3%	Food and beverage serving workers.
Building and Grounds Cleaning and Maintenance	0.6%	Grounds maintenance worker
Construction and Extraction	0.6%	Construction trades worker
Transportation and Materials Moving	0.6%	Motor vehicle driver

Overview of Employer Responses

Of the 151 supervisors that alumni gave permission to contact, 110 supervisors participated in the study. Five supervisors refused to participate.

Quality of Work
Supervisors were asked to rate the quality of work of the Evergreen alum that they supervise on a scale of exceeded expectations for the position, met expectations, or has not met expectations. More than 60% said that the alum's quality of work exceeded expectations for the position.

Supervisor Ratings of Overall Quality of Alums' Work
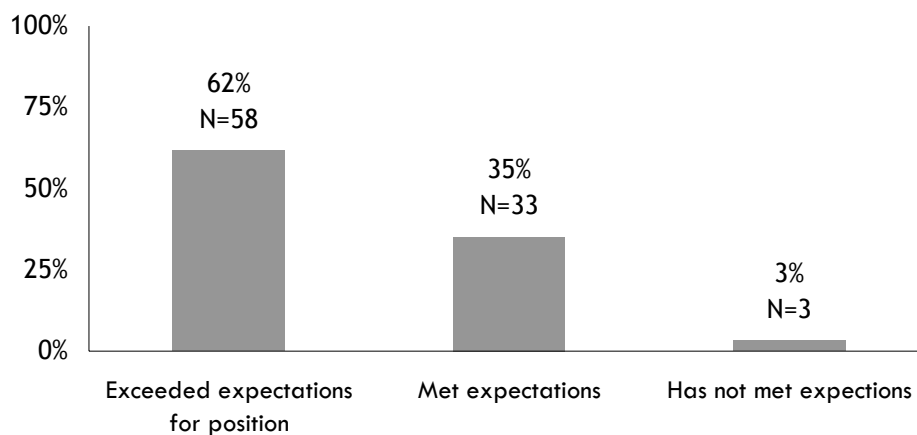
Supervisor Ratings of Alumni Level of Skill
Supervisors rated an alum's level of skill on a scale of 1 = Poor, 2 = Fair, 3 = Good, or 4 = Excellent. The mean employer scores ranged from 3.04 for leadership to 3.71 on willingness and aptitude to learn new skills. Most common responses for all skill items were either good or excellent. Supervisors rated alumni highest on their willingness and aptitude to learn new skills, ability to work in a culturally diverse environment, and ability to work cooperatively on team efforts. Supervisors rated alumni lowest on their ability to give presentations in the work environment, negotiating skills, and leadership.

Supervisor Ratings of Alumni Level of Skill

Please rate the alum's performance on several work-related skills…	Mean	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	N
Willingness and aptitude to learn new skills	3.71	0%	3.6%	21.8%	**74.5%**	0%	110
Ability to work in a culturally diverse environment	3.65	0.9%	0.9%	28.4%	**64.2%**	5.5%	109
Ability to work cooperatively on team efforts	3.56	1.8%	7.3%	22.7%	**65.5%**	2.7%	110
Creative thinking skills	3.55	0%	3.7%	36.7%	**57.8%**	1.8%	109
Independence and initiative	3.53	0.9%	9.1%	26.4%	**63.6%**	0%	110
Computer literacy	3.53	0%	4.5%	30.9%	**49.1%**	15.5%	110

Please rate the alum's performance on several work-related skills...	Mean	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	N
Research skills	3.52	0%	3.6%	28.2%	**41.8%**	26.4%	110
Ability to organize and tackle work efficiently	3.48	1.8%	7.3%	31.8%	**59.1%**	0	110
Ability to speak clearly and effectively	3.48	0%	7.3%	37.3%	**55.5%**	0%	110
Ability to critically analyze information	3.48	0%	2.8%	40.4%	**45.9%**	11%	109
Ability to recognize problems and devise effective solutions	3.44	1.8%	6.4%	36.7%	**54.1%**	0.9%	109
Math skills/or numeracy	3.38	0.9%	4.6%	29.4%	32.1%	**33.0%**	109
Decision-making ability	3.36	1.8%	6.4%	**45.9%**	**45.9%**	0%	109
Written communication in the work environment	3.36	1.8%	3.6%	**42.7%**	39.1%	12.7%	110
Ability to give presentations in the work environment	3.24	0%	10.9%	**32.7%**	28.2%	28.2%	110
Negotiating skills	3.19	0.9%	15.5%	**41.8%**	34.5%	7.3%	110
Leadership	3.04	1.8%	18.2%	**48.2%**	25.5%	6.4%	110

Below is a comparison of supervisor and alumni mean scores for the skills. Interestingly, supervisor's rated alum's level of skill in math skills/numeracy and computer literacy much higher than alumni rated themselves. However, a large percentage of supervisors indicated that the skill was not applicable on both of these items.

Comparison of Supervisor and Alumni Mean Scores on Level of Skill

(1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent)	Employer Mean Scores	Alumni Mean Scores[8]	Difference
Math skills/or numeracy	3.38	2.71	0.67
Computer literacy	3.53	3.02	0.51
Ability to speak clearly and effectively	3.48	3.26	0.22
Research skills	3.52	3.39	0.13
Ability to give presentations in the work environment	3.24	3.12	0.12
Ability to critically analyze information	3.48	3.44	0.04
Willingness and aptitude to learn new skills	3.71	3.71	0
Ability to organize and tackle work efficiently	3.48	3.48	0
Ability to recognize problems and devise effective solutions	3.44	3.44	0
Ability to work cooperatively on team efforts	3.56	3.59	-0.03
Written communication in the work environment	3.36	3.39	-0.03
Creative thinking skills	3.55	3.59	-0.04

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[8] Includes mean scores for all alumni, including those respondents who are not employed or who did not give permission to contact their supervisor.

(1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent)	Employer Mean Scores	Alumni Mean Scores[8]	Difference
Decision-making ability	3.36	3.43	-0.07
Negotiating skills	3.19	3.26	-0.07
Ability to work in a culturally diverse environment	3.65	3.73	-0.08
Independence and Initiative	3.53	3.69	-0.16
Leadership	3.04	3.27	-0.23

Importance of Skills in Alum's Position
Each supervisor was asked to rate the importance of the same set of skills to an alum's position. Ability to work cooperatively on team efforts, ability to organize and tackle work efficiently and independence and initiative were cited as most important to alums' work. Skills least important were leadership, ability to give presentations and math skills. Also notable are the relatively high percentages of employer that indicated not applicable for computer literacy (13.8%), research skills (22.9%), ability to give presentations (24.8%), and math skills (28.4%).

Importance of Skill in Alum's Current Position	Mean	Not Important (1)	Somewhat Important (2)	Very Important (3)	N/A
Ability to work cooperatively on team efforts	2.89	0%	11%	**86.2%**	2.8%
Ability to organize and tackle work efficiently	2.87	0%	12.8%	**87.2%**	0%
Independence and initiative	2.81	0%	19.3%	**80.7%**	0%
Speak clearly and effectively	2.79	0%	21.1%	**78.9%**	0%
Willingness and aptitude to learn new skills	2.79	0%	21.1%	**77.1%**	1.8%
Decision-making ability	2.74	1.8%	22%	**75.2%**	0.9%
Recognize problems and derive solutions	2.71	0.9%	26.9%	**72.2%**	0%
Critically analyze information	2.62	2.8%	28.7%	**59.3%**	9.3%
Ability to work in a culturally diverse environment	2.57	2.8%	35.5%	**57%**	4.7%
Creative thinking skills	2.57	1.9%	38.9%	**57.4%**	1.9%
Computer literacy	2.56	4.6%	28.4%	**53.2%**	13.8%
Written communication in the work environment	2.55	2.8%	35.8%	**52.3%**	9.2%
Negotiating skills	2.50	3.7%	39.4%	**50.5%**	6.4%
Research skills	2.42	4.6%	35.8%	**36.7%**	22.9%
Leadership	2.41	3.7%	**46.3%**	41.7%	8.3%
Ability to give presentations in the work environment	2.29	2.8%	**47.7%**	24.8%	24.8%
Math skills/or numeracy	2.17	13.8%	**32.1%**	25.7%	28.4%

Occupations Where Math/Numeracy Very Important

In Evergreen's current initiatives to increase quantitative reasoning skills among Evergreen students, there is interest in understanding the types of jobs that require math and numeracy skills. The table below lists the types of alumni occupations where math/numeracy skills were reported by supervisors to have been very important.

Alumni in these occupations were working for a broad range of employers in manufacturing; wholesale trade; retail trade; professional, scientific and technical services; educational services; health care and social assistance; arts, entertainment, and recreation; and public administration.

Occupations Where Math/Numeracy Reported to be Very Important by Supervisors

Broad Occupational Category[9]	Description[10]	N
Education, Training, and Library	Library Technician; Elementary/Middle and Secondary School Teachers; Special education teacher	5
Business and Financial Operations	Financial, budget, compensation, and human resources specialists.	4
Community and Social Services	Counselors, social workers, and other community and social service specialists.	4
Life, Physical, and Social Science	Agricultural and food science technician, biology technician, urban and regional planner	3
Management	General managers.	3
Sales and Related Occupations	Retail Sales Workers, Sales Representatives – Services, Wholesale and Manufacturing	3
Computer and Mathematical	Computer systems and applications specialists.	2
Office and Administrative Support	Supervisor of Office and Administrative Support Workers, Materials Distribution Worker	2
Healthcare Support	Pharmacy Aide	1
Production	Production Worker/Analyst	1

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[9] Broad Occupational Categories in this column are at the two-digit Standard Occupational Classification (SOC) level.

Additional Skills Identified by Supervisors as Important

Supervisors were asked if there were any additional work-related skills that they regard as somewhat or very important. Specific skills are listed in Appendix D. The following is a summary of the skills.

Many of the skills that supervisor mentioned fit within a broad category of interpersonal communication as well as emotional skills. Emotional skills mentioned as important on the job, included empathy, understanding, and caring. Although these skills could be considered separate from interpersonal skills such as listening and diplomacy, they appear to be related in many cases; for instance, empathy was described as important in conjunction with listening skills. Other supervisors mentioned the importance of attitude, for instance the ability to manage stress, to maintain a positive attitude and have flexibility, and to remain calm in a crisis. These attitudes could also be considered related to interpersonal communication and emotional skills.

Supervisors also cited overall work ethic and other career-related skills such as dependability, consistency in producing quality work, diligence, and the ability to work reliably and carry through on projects as being important.

Supervisors referred to skills related to working with diverse populations, with the public, or with specific populations. These skills included working with youth, working with people with multiple cognitive levels of functioning, and working with people that have limited English speaking ability.

Skills specific to teaching and training were mentioned by some supervisors, including classroom management, ability to adjust teaching to identified needs of student, ability to mentor, and instructional planning.

Supervisors cited skills in facilitating partnerships and teamwork such as team building, collaborating with community partners, and conducting meetings as being important.

Some supervisors mentioned technical skills generally. Two supervisors referred specifically to the importance of technical skills such as the use and creation of spreadsheets and web-related skills.

Some supervisors stated that project management skills such as time management, multi-tasking, and balancing long-term outlook with short-term progress were important. Other referred to the importance of vision and imagination.
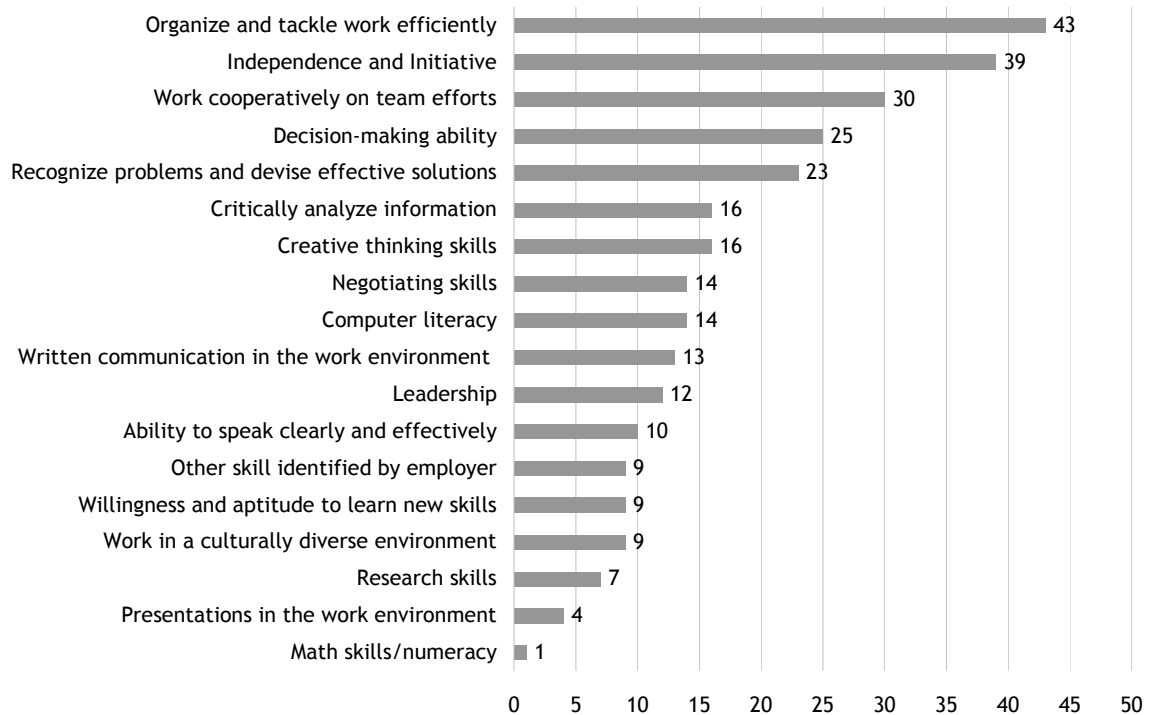
There were a variety of other skills that could not be easily grouped together, such as documentation of progress, human resources knowledge, ability to think on feet, detail orientation, mechanical aptitude, working quickly and efficiently without supervision, and the ability to implement treatment.

Finally, several supervisors mentioned skills that were already listed within skill sets. Several supervisors mentioned problem solving and troubleshooting, which are related to recognizing problems and devising effective solutions, a skill already listed on the survey. Writing skills were also mentioned, although this skill can be seen as fitting within the category of written communication in the work environment.

Three Most Important Skills and Comparison with Other Employees

In addition to rating each skill as not important to very important, supervisors were asked to identify the three most important skills in the alum's position.[11] The same three skills, ability to organize and tackle work efficiently, independence and initiative, and ability to work cooperatively in team efforts, were selected as one of the three most important skills by the most employers. Research skills, ability to give presentations in the work environment, and math skills/numeracy were chosen the least by supervisors as one of the three most important skills.

Number of Supervisors that Identified Skill as One of Three Most Important Skills in Alum's Position

Skill	Count
Organize and tackle work efficiently	43
Independence and Initiative	39
Work cooperatively on team efforts	30
Decision-making ability	25
Recognize problems and devise effective solutions	23
Critically analyze information	16
Creative thinking skills	16
Negotiating skills	14
Computer literacy	14
Written communication in the work environment	13
Leadership	12
Ability to speak clearly and effectively	10
Other skill identified by employer	9
Willingness and aptitude to learn new skills	9
Work in a culturally diverse environment	9
Research skills	7
Presentations in the work environment	4
Math skills/numeracy	1

Supervisors were then asked to think of another employee, besides the alum, under their supervision who worked in a position similar to the alum's for the same amount of time, and with a similar education. Supervisors rated the alum's level of skill in comparison to the other employee on the three most important skills that they had identified. Supervisors rated alumni on a scale of 1 = Weaker, 2 = About the Same, 3 = Stronger. They could also indicate not applicable.

As a whole supervisors rated Evergreen alumni stronger in their computer literacy, research skills, ability to give presentations, ability to critically analyze information, creative thinking skills, independence and initiative, ability to work cooperatively on teams, ability to work in a culturally diverse environment, written communication in the work environment, ability to organize and tackle work efficiently, and leadership. Alumni were rated about the same or stronger on all skill areas, except math skills, for which the supervisor indicated not applicable.

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[11] Eleven supervisors did not indicate the three most important skills in an alum's position. Three supervisors identified only two of the three most important skills.

Skills of Evergreen Alum Compared to Another Employee

	Mean	Weaker (1)	About the Same (2)	Stronger (3)	N/A	N
Speak clearly and effectively	2.88	8.7%	**43.5%**	**43.5%**	4.3%	10
Computer literacy	2.75	0%	21.4%	**64.3%**	14.3%	14
Research skills	2.71	0%	28.6%	**71.4%**	0%	7
Ability to give presentations in the work environment	2.67	0%	25%	**50%**	25%	4
Critically analyze information	2.67	0%	31.3%	**62.5%**	6.3%	16
Creative thinking skills	2.64	12.5%	6.3%	**68.8%**	12.5%	16
Independence and initiative	2.51	7.7%	28.2%	**53.8%**	10.3%	39
Ability to work cooperatively on team efforts	2.43	10%	33.3%	**50%**	6.7%	30
Ability to work in a culturally diverse environment	2.43	11.1%	22.2%	**44.4%**	22.2%	9
Written communication in the work environment	2.42	15.4%	23.1%	**53.8%**	7.7%	13
Negotiating skills	2.42	0%	**50%**	35.7%	14.3%	14
Ability to organize and tackle work efficiently	2.41	7%	39.5%	**44.2%**	9.3%	43
Willingness and aptitude to learn new skills	2.38	0%	**55.6%**	33.3%	11.1%	9
Recognize problems and derive solutions	2.36	8.7%	**43.5%**	**43.5%**	4.3%	23
Leadership	2.33	25%	16.7%	**58.3%**	0%	12
Decision-making ability	2.17	20%	**40%**	36%	4%	25
Math skills/numeracy	N/A	0%	0%	0%	100%	1

Conclusions

The majority of both alumni and supervisors rated alumni level of skill good to excellent on all skill items. Two of three skills that received the highest mean scores from alumni and supervisors were in agreement – alumni were reported to excel in their ability to work in a culturally diverse environment and in their willingness and aptitude to learn new skills.

The highest mean scores for alumni preparation at Evergreen was in the ability to work cooperatively on team efforts, the ability to critically analyze information, and on creative thinking skills. The lowest mean score for preparation at Evergreen was in math/numeracy skills. Math skills/numeracy was the only skill area in which the most common response was "Not at All" to the question about the amount of preparation at Evergreen. Despite this reported lack of preparation, most supervisors (62%) rated alumni level of skill on math within the good to excellent range.[12]

Supervisors rated the ability to work cooperatively on team efforts, ability to organize and tackle work efficiently, and independence and initiative most important on the job. These skills were also selected as the one of the three most important skills on the job by supervisors. For these skills, the most common supervisor responses was to rate alumni stronger than other employees that have the same education and amount of experience in the same position.

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[12] A large percentage of supervisors indicated that math skills/numeracy with not applicable, 33.0%. Other responses were as follows: 0.9% indicated Poor, 4.6% indicated Fair, 29.4% indicated Good, and 32.1% indicated Excellent.

Appendix A: Respondent/Population Demographics

The following are comparisons of respondent and population demographics.[13]

Respondents were ethnically representative of the population of 1999-2000 alumni as a whole. Slight differences between respondents and the population of alumni are not statistically significant.

Race/Ethnicity of Respondents and Population

	Respondent N	Respondent %	Population N	Population %
African American	15	4%	51	4%
Asian Pacific Islander/Alaska Native	17	5%	70	6%
Hispanic/Latino	16	4%	52	4%
Native American	22	6%	56	5%
White	253	69%	813	67%
Not Indicated	46	12%	167	14%
Total	369	100%	1209	100%

Women were overrepresented among respondents. Sixty-seven percent of respondents were female compared to 61% of the population.

Gender of Respondents and Population

	Respondent N	Respondent %	Population N	Population %
Female	249	67%	737	61%
Male	120	33%	472	39%
Total	369	100%	1209	100%

Respondents were slightly older with a median age of 29 compared to a median age of 28 for the population as a whole. Respondent's ages ranged from 23 to 65.

Location where respondents studied at Evergreen was very similar to the distribution of the population as a whole.

Location where Studied at Evergreen Respondents and Population

	Respondent N	Respondent %	Population N	Population %
Olympia	344	93.22%	1127	93.22%
Tacoma	23	6.23%	75	6.20%
Tribal Reservation-based	1	0.27%	4	0.33%
Grays Harbor	1	0.27%	3	0.25%
Total	369	100.0%	1209	100.0%

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[13] Existing gender, race/ethnicity, location of study, and age information was obtained from Evergreen's student database system.

Appendix B: Post-Baccalaureate Degrees Awarded

Although the main focus of Greeners at Work is on the level of skills and preparation of Evergreen graduates, there is much interest in the post-graduate work of alumni. In early 2004, a query of the 1999-2000 cohort of alumni was performed using the National Student Clearinghouse. The National Student Clearinghouse provides enrollment and post-secondary degree data from over 90% of higher education institutions. This query found 27 Evergreen alumni who had earned degrees from 4+ year institutions. The following degrees and certificates had been earned by 1999-2000 alumni[14] subsequent to their graduation at Evergreen:

- Master of Science in Computer Information Systems
- Master of Science for Teachers – Alternative Teacher Education
- Master of Science – Organizational Development
- Master of Fine Arts
- Master of Education (2)
- Master of Arts in Teaching (3)
- Master of Arts in Policy Studies
- Master of Arts in History
- Master of Arts in the Social Sciences
- Master of Arts in Recreation
- Juris Doctor – Law
- Certificate in Teaching/Special Needs (Pre Kindergarten-9) Standard
- Bachelor of Arts in Business Administration – Accounting
- Five-year Residency Certificate

There were 10 records for which no degree or certificate description was available, but where a degree or certificate had been earned from a 4+-year higher education institution subsequent to an alum's Evergreen education.

These alumni earned degrees or certificates at the following institutions:

- Bastyr University (2)
- Central Washington University
- East Tennessee State University
- Eastern Washington University
- George Washington Graduate School
- Harvard Graduate School of Education
- Lesley University
- New York University
- Pace University
- Portland State University
- San Francisco State University
- Seattle University
- University of Chicago
- University of Hawaii at Manoa
- University of Illinois at Chicago
- University of New Mexico
- University of Phoenix (2)
- University of Puget Sound
- University of Southern California
- University of Washington, Seattle (4)
- Washington State University (2)

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[14] This includes all 1999-2000 alumni, as this query did not require participation in the Greeners at Work 2003 research project.

Appendix C: Additional Skills Important to Alumni

Broad Category	Detailed Description
Interpersonal communication (23 individual skills identified)	▪ Listening; Listening to others to see that there are no right answers; ability to listen; Ability to listen to others ideas and hear all points of view; ability to communicate effectively, to listen (3) ▪ Dealing with conflicts; Dealing with office politics; the art of compromise (3) ▪ Debating and understanding the art of persuasion; Ability to sell ideas to other people (2) ▪ Ability to demonstrate empathy with clients ▪ Ability to move conversationally, depending on the person's mentality, coming to understand their mental capacity, "to feel someone out" ▪ Interpersonal skills ▪ Ability to deal with difficult people ▪ Learning how to communicate effectively, without offending others ▪ Verbal communication ▪ Social skills ▪ Ability to trust, to have a valid opinion and express it without creating conflict ▪ Working across communicating with faculty ▪ Inspiring originality ▪ To read and express vocally and then listen to others who have completely different concepts of the reading and still reach a common point of view ▪ Invulnerable to criticism, temper sensitivity ▪ Speaking my mind ▪ Being punctual pleasant and helpful ▪ Being able to keep confidentiality
Ability to communicate with diverse groups of people or with different perspectives (12 skills)	▪ Human relations, tolerance ▪ Ability to be tolerant ▪ Ability to hear and understand diverse perspectives ▪ Ability to interact with diverse groups ▪ Ability to relate to people much younger and extremely diverse ▪ Ability to work will people of varied opinions and backgrounds ▪ Dealing with people with extreme political views ▪ Ability to work with a variety of clientele ▪ Working with people from different economic backgrounds ▪ Understanding gender differences ▪ Working with people who do not truly understand your field, i.e. recruiting people to your career ▪ Skills to comprehend all cultures
Teamwork/Collaboration (6 skills)	▪ Ability to work/lead in a small group environment ▪ Collaborative skills ▪ Collective bargaining (union building) ▪ In group work, recognizing individual's different skills, background, and ability to work with these ▪ Working cohesively within a team ▪ Division of labor/cooperation
Foreign Languages (5 skills)	▪ Ability to use foreign language in the workplace for written/oral translation ▪ Fluency in Spanish ▪ French fluency ▪ Ability to interpret and translate Spanish to English ▪ Research in English as a foreign language

Broad Category	Detailed Description
Project Management and Organizational Skills (13 skills)	▪ Multi-tasking, prioritizing while multi-tasking; To scramble, multi-task, to work on a multitude of things at one time (7) ▪ Time management (2) ▪ Ability to independently set goals and follow through (goal setting) ▪ Ability to manage multiple projects and priorities ▪ Project scheduling ▪ Meet deadlines on a team
Scientific/Research Methods and Concepts (11 skills)	▪ Knowledge of environmentally sensitive practices; Understanding environmental principles (2) ▪ Ability to conduct scientific research ▪ Ability to work in biology ▪ Scientific Writing ▪ Plant identification, environmental mapping, obtaining field study information ▪ Science fundamentals ▪ Field sampling ▪ Laboratory equipment use ▪ Understand GIS concepts ▪ Statistical analysis
Understanding complex topics/issues (7 skills)	▪ Critical thinking; Advanced critical skills (2) ▪ Ability to isolate and discover important topics ▪ Broad or systemic framework for decision-making ▪ Branching across disciplines ▪ Looking at complex things and seeing them from different from other ways/viewpoints/disciplines ▪ Integrating information so as to think and solve problems "systematically"
Teaching/Training (7 skills)	▪ Ability to train others ▪ Ability to assist, teach and train others ▪ Special education, working with parents, children, and school systems ▪ Teaching in a particular subject areas ▪ Teaching people the ability to learn ▪ Willingness to teach thinking outside the box (dominant paradigm) Experience working in field, internship teaching foreign language at local high school
Evaluation (6 skills)	▪ Evaluation of own work and work of others through portfolio creation; writing evaluations, critiquing oneself; self evaluation/personal narrative (3) ▪ Ability to evaluate performance accurately ▪ Ability to quickly assess abilities of others ▪ Evaluation of risk during contract formation
Confidence (6 skills)	▪ Confidence in ability to do what trained to do ▪ Self-esteem and a very strong sense of self ▪ Self-confidence (2) ▪ Confidence (2)
Writing and Research (6 skills)	▪ Ability to write succinctly; Writing effectively (reports, manuals) (2) ▪ Grantwriting ▪ Reading comprehension ▪ Writing and reading ▪ Apply written subject matter to work
Civic Engagement (5 skills)	▪ Getting out in the community to teach the importance of being active in it; Initiative in outreach in the community (2) ▪ Interest in activism, the democratic process ▪ Civic engagement ▪ Using a community-oriented perspective to build working relationships across government, business, and community groups

Broad Category	Detailed Description
Career skills **(6 skills)**	▪ Job search/career selection; Getting/applying for a job (2) ▪ Ability to support career progress ▪ Adapting to the work environment ▪ Presenting oneself as a professional ▪ Work ethic
Knowledge of Organizations **(3 skills)**	▪ Integrating post college learning into the institution ▪ Understanding how organization work and how to change them ▪ Patience with bureaucracy
Open-mindness and Flexibility **(3 skills)**	▪ Open-mindedness; Open-mindedness (not going into a workplace with a preconceived notion of what will be happening) (2) ▪ Flexibility
Media and Technology Skills **(2 skills)**	▪ Media skills – ability to operate various recording, editing, and film equipment ▪ Web design
Supervision **(2 skills)**	▪ Supervisory skills ▪ Recognizing good workers when hiring
Other Skills (16)	▪ Problem solving; On the spot problem solving (2) ▪ Carpentry ▪ Consciousness of how my work impacts the environment ▪ Macro- and Micro-organization ▪ Requesting assistance ▪ Self reliance/finding a network through community ▪ Ability to be held accountable ▪ To keep learning ▪ To take initiative and seek out cooperation/research projects ▪ Boat Driving ▪ Commitment to social justice ▪ Improvisation ▪ Medical assistant/clerical skills ▪ Discipline ▪ Statistical/business, understanding "corporate philosophy"

Appendix D: Additional Skills Referred to by Supervisors as Important

Broad Category	Detailed Description
Interpersonal Communication and Emotional skills (12)	▪ Empathetic listening skills; Listening skills (2) ▪ Interpersonal communication ▪ People skills (2) ▪ Empathy and understanding ▪ Caring, empathy ▪ Ability to communicate effectively and proactively with supervisor ▪ Discretion with sensitive topic areas ▪ Emotional Intelligence ▪ Diplomatic in the face of hostile environments ▪ Willingness to take leadership role in de-escalating conflict in team work
Work Ethic/Career skills (7)	▪ Consistency of quality work ▪ Contributes to positive work environment ▪ Arriving on time ▪ Reliability and dependability ▪ Work ethic – motivation to work required hours and see things through ▪ Diligence and work ethic ▪ Discipline
Ability to work with public/diverse groups/specific populations (5)	▪ Ability to work with people with multiple cognitive levels of functioning ▪ Cultural competencies ▪ Ability to work with public ▪ Ability to work with youth ▪ Working with limited English speaking clients
Teaching/Training skills (5)	▪ Classroom management ▪ Ability to adjust teaching to identified needs of student ▪ Ability to mentor ▪ Ability to provide quality training ▪ Instructional planning
Facilitation, Partnerships, and Teamwork (4)	▪ Building teams ▪ Ability to collaborate with community partners ▪ Conduct meetings ▪ Ability to bring different perspectives together
Technical skills (4)	▪ Technical knowledge related to work ▪ Technical ▪ Use and creation of spreadsheets ▪ Web-related
Attitude (4)	▪ Positive attitude ▪ Managing stress ▪ Remaining calm in crisis ▪ Flexible in a variety of work settings
Project Management (3)	▪ Time management ▪ Ability to balance long-term outlook with short-term progress ▪ Ability to multitask
Vision and Imagination (2)	▪ Capable of learning with imagination ▪ Vision
Other skills (7)	▪ Documentation of progress ▪ HR knowledge ▪ Ability to think on feet ▪ Eye for details ▪ Mechanical aptitude ▪ Working quickly and efficiently without supervision ▪ Ability to implement treatment