

# Evergreen One-Year Alumni Survey 2016

## A Survey of the Undergraduate Class of 2015

### Executive Summary

Every other year, the Office of Institutional Research and Assessment surveys Evergreen undergraduate alumni one year after having earned their baccalaureate degrees. What follows are highlights from the 2016 Alumni Survey of the class of 2015 (N=1,053).

### Respondent demographics

There were 301 survey participants resulting in a 29% response rate of the locatable sample (N=1,045). Respondents were overrepresented in women and science degree earners relative to the graduating class, but no other significant differences were identified.

### Primary area(s) of study while at Evergreen

The top three areas of study/concentrations as reported by this group of alumni were:

- Social Sciences (18%)
- Science, Math, Computer Science (17%)
- Humanities, Cultural Studies, Languages (17%)

### Overall employment/graduate school rate

At the time of the survey 90% of alumni respondents were employed and/or attending graduate or professional school.

### Employment status

84% of alumni were employed. The top fields of employment for this group were:

- Community and Social Service (15%)
- Office/Administrative Support (15%)
- Education/Training/Library (12%)

31% were employed by public agencies, 24% were working for nonprofit organizations, and 57% were working for private employers.

Recognizing that many alumni were already working as students, we now ask whether their current position is the same one they held prior to graduation. For 79% of employed alumni, this is a new job, and of those in new jobs or positions since graduating, 76% felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.

### Graduate or professional programs

29% had applied to graduate or professional programs and 80% of those who applied were accepted. 20% had attended or were currently enrolled in programs, and 90% of those who had attended felt Evergreen prepared them *Adequately* or *Very well* for their continuing studies. The top fields of post-baccalaureate study were:

- Education (23%)
- Social Service Professions (10%)
- Mental Health Services, Public Administration/Public Policy, and Visual and Performing Arts (8% each)

### Volunteerism

42% of alumni respondents were involved in volunteer activities at the time of the survey.

### **Evergreen educational experiences**

- 99% of alumni who were required to complete an Academic Statement did so, along with 52% of alumni who were not subject to the requirement. Overall, 70% of alumni respondents completed an Academic Statement.
- 68% reported they participated in contracts or other individual work with faculty; whereas only 48% acknowledged participation in a learning community.
- 59% of respondents indicated they participated in team-taught programs.

### **Skills and abilities**

Alumni rated their skills highest in:

- Willingness and aptitude to learn new skills
- Ability to work in a culturally diverse environment
- Creative thinking skills
- Ability to acquire and responsibly use information
- Independence and Initiative

And, these 5 skills also had the highest percentage of alumni attributing “a great deal” of preparation to their Evergreen education.

### **Satisfaction with Evergreen experience**

If they could start college over, 85% would choose to attend Evergreen and 86% would choose the same field(s) of study.

### **Evergreen’s contribution to academic and personal growth**

Areas with the highest average satisfaction ratings were:

- Interdisciplinary thinking
- Learning independently
- Critically analyzing information

Those with the lowest average satisfaction were:

- Using computer technology for artistic expression
- Understanding and applying quantitative principles and methods
- Using computer technology to solve problems

### **Satisfaction with pedagogical aspects at Evergreen**

Areas with the highest average satisfaction ratings were:

- Evergreen’s interdisciplinary approach to education
- The education they were able to construct as an Evergreen student
- Narrative evaluations by faculty

Respect shown for different or opposing viewpoints received the lowest satisfaction, with 23% of respondents dissatisfied.

### **Satisfaction with campus resources**

The resources with highest average satisfaction by those who used them were:

- Electronic Media
- Photo Services/Photoland
- Veterans Resource Center

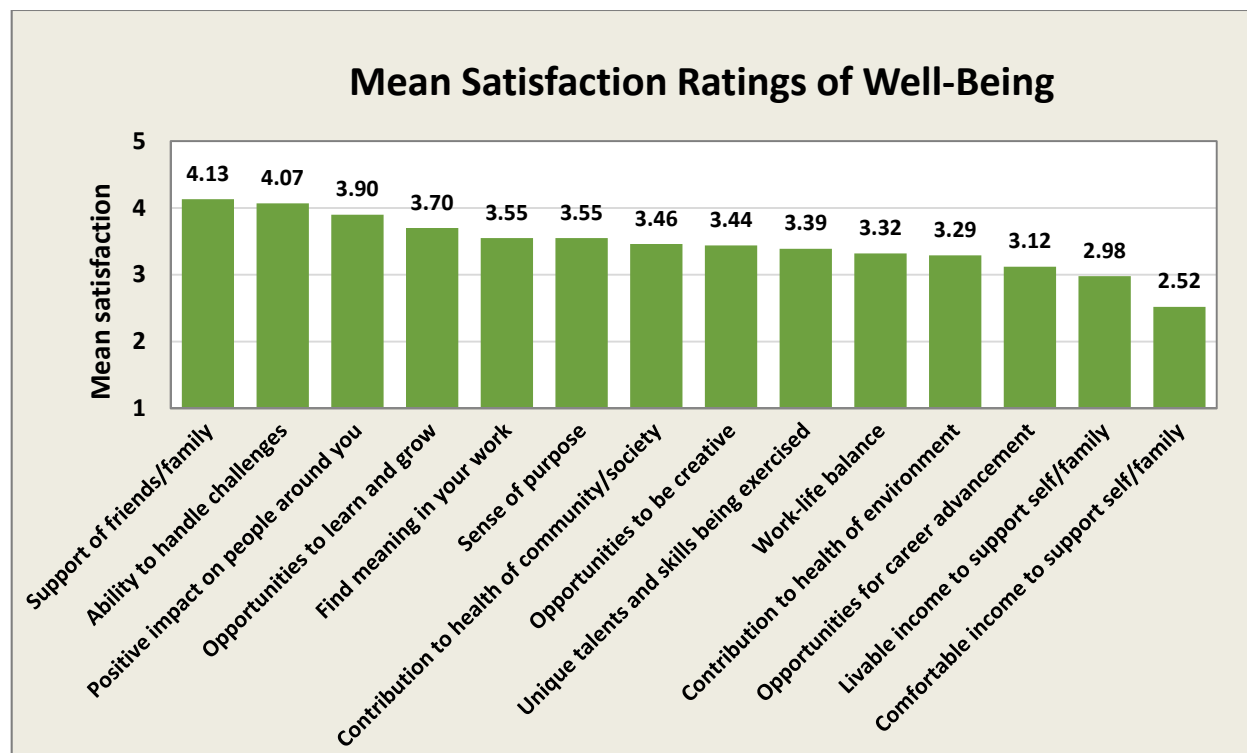
Alumni were least satisfied with Housing/Residential Life (31% dissatisfied) and the Counseling Center (35% dissatisfied).

### Special strengths developed at Evergreen

Alumni were asked what special strengths or skills they developed at Evergreen that were particularly useful in their current endeavors. The three most common themes were:

- People skills
- Thinking
- Communication

### Life satisfaction/overall well-being



*Alumni rated their satisfaction using a scale where 1=Not at all, 2=A little, 3=Somewhat, 4=Mostly, and 5=Very.*

### Recognition of special individuals or services

Most frequently mentioned faculty member:

- George Freeman (closely followed by Kathleen Eamon and Paula Schofield)

Most frequently mentioned Tacoma faculty member:

- Gilda Sheppard

Most frequently mentioned staff member:

- Jean Eberhardt (Academic Advising)

Most frequently mentioned service or office:

- Student Activities (closely followed by Academic and Career Advising)

## Introduction

Every two years, the Office of Institutional Research and Assessment surveys undergraduate degree recipients one year after graduation. The survey collects data on alumni employment, graduate/professional school, and volunteer work outcomes. Alumni also provide feedback on their learning and experiences at Evergreen and offer recommendations for how Evergreen can better serve its students. What follows are the results of the Evergreen One-Year Alumni Survey of the class of 2015.

### A. Sample Size and Response Rate

All 1,053 graduates from the class of 2015 were in the initial sample for the 2016 Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 1,045 alumni. There were 299 web respondents and 2 paper respondents, resulting in a response rate of 29%.

<b>Total Undergraduate Degree Recipients – Class of 2013</b>	<b>1,053</b>
Number with no known address or email	8
Deceased	0
<b>Final Sample Size</b>	<b>1,045</b>
Refused	14
No Response	730
Paper Survey Respondents	2
Web Survey Respondents	299
<b>Total Respondents</b>	<b>301</b>
	<b>29%</b>
	<b>Response rate</b>

### B. Methodology

Graduates from the class of 2015 (degree awarded between fall 2014 and summer 2015) were surveyed during the summer of 2016, one year after earning their baccalaureate degrees.

In June 2016, web survey invitations were sent to all members of the graduating class who had an email address in the Banner information system. For alumni without an email address and those who did not respond to the email, a web survey invitation was mailed to their last known address. Alumni could also request a paper version of the survey or to be surveyed by phone. Surveys returned as undeliverable were forwarded to a more current address whenever possible. Reminders were sent at intervals during the survey administration period via email and regular mail as applicable, with a maximum of five contacts. Completed surveys were accepted between June 14<sup>th</sup> and August 31<sup>st</sup> 2016. A recycled, tree-shaped “Greener” magnet was offered as a small thank you gift for participation in the survey. After a low initial response rate (11% in the third week) subsequent survey reminders included an offer of a \$5.00 Starbucks code as compensation for participants’ time. Starbucks codes were sent to a total of 172 survey respondents.

### C. Respondent Demographics

Survey results were representative of the overall population of 2015 graduates in terms of location attended, ethnic/racial background, TRIO Federal Student Support Services (SSS) eligibility, and participation in KEY services, as well as transfer, residency, Pell, first generation, veteran, poverty, low income, and disability status. 35% of survey respondents were identified as male in Banner compared to 44% of the class of 2015, and 65% were identified as female compared to 56% of the class as a whole. This difference was significant at  $p=.000$ , therefore males are underrepresented in the survey results. The proportion of BA-, BS-, and BAS-earners was comparable to the overall population; however, when collapsed into dichotomous groups (BA vs. BS/BAS), the percentage of completers who were science degree earners (BS/BAS) was higher than that among the class of 2015 as a whole (21% vs. 17%, respectively) and this difference was significant at  $p=.04$ . Detailed demographic data are provided in Appendix A.

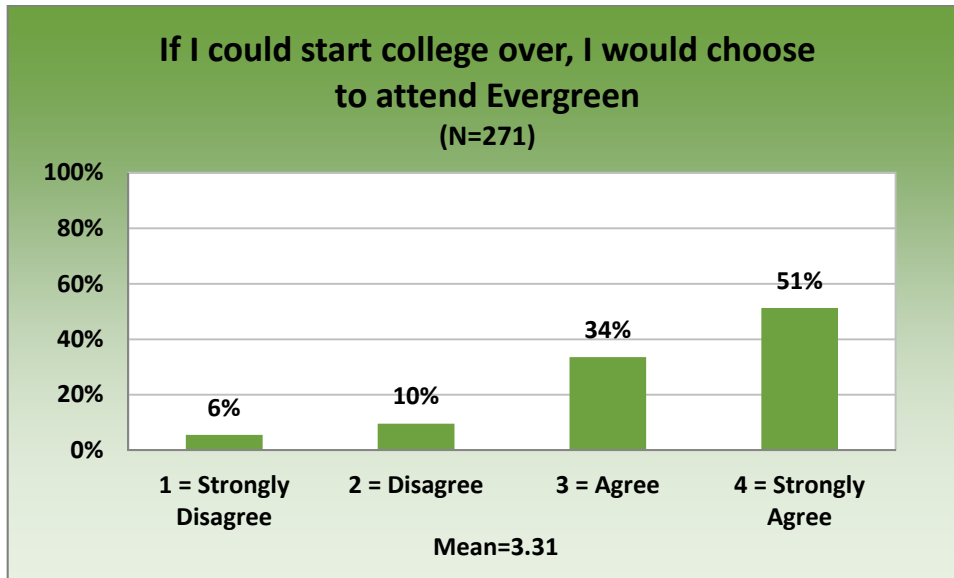
## Primary Area of Study

Alumni were asked to identify the category that best described their primary area of study (concentration) at Evergreen. The distribution of their responses is presented in the table below.

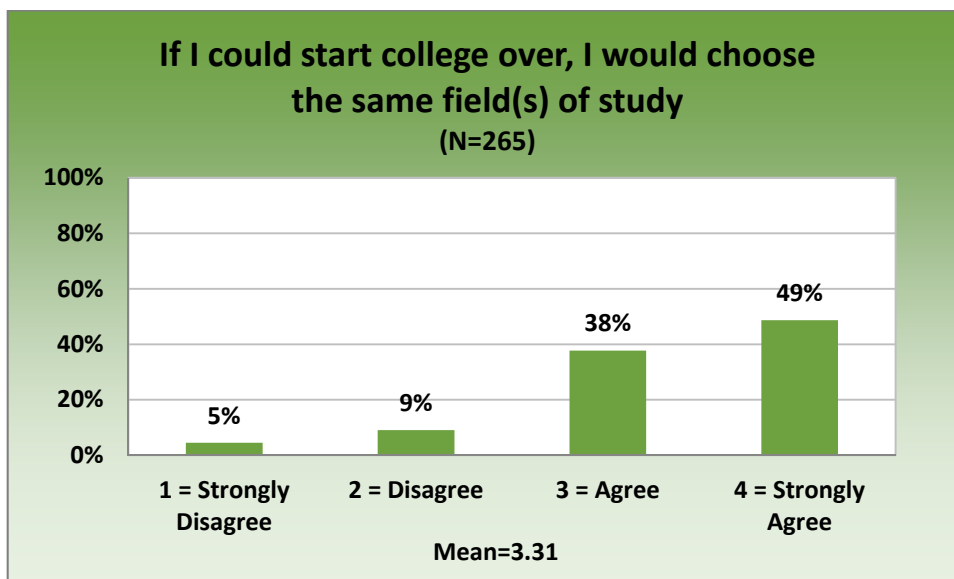
Primary Area of Study (Concentration) at Evergreen (N=301)	N	%
Social Sciences	55	18.3%
Science, Math, Computer Science	52	17.3%
Humanities, Cultural Studies, Languages	51	16.9%
Liberal Arts/Interdisciplinary Study ( <i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i> )	34	11.3%
Media, Visual Arts, Performing Arts	30	10.0%
Environmental Studies	29	9.6%
Business	19	6.3%
Education	14	4.7%
Native American Studies	7	2.3%
Sustainability and Justice	7	2.3%
Consciousness Studies	3	1.0%

#### D. Satisfaction with Evergreen Experience

Alumni were asked to what extent they agreed or disagreed with two statements related to their Evergreen experience, using a 4-point scale from (1) Strongly Disagree to (4) Strongly Agree. For both questions, alumni indicated substantial agreement.



When asked if they could start college over, 85% of alumni (N=230) agreed they would choose to attend Evergreen.



86% (N=229) agreed they would choose the same field(s) of study.

#### Evergreen's Contribution to Academic and Personal Growth

Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in a variety of academic areas, using a five-point scale from (1) Not at all satisfied to (5) Very satisfied. In 25 of the 26 areas, over half the alumni reported being mostly or very satisfied with Evergreen's contribution to their growth. Results were ranked by highest percentage of mostly and very satisfied ratings and are shown in the table below. The most frequent response for each area is indicated in bold font.

The three areas with the highest percentage of mostly and very satisfied ratings were:

- Interdisciplinary thinking (88% mostly or very satisfied)
- Critically analyzing information (86%)
- Learning independently (85%)

The three areas with the lowest percentage of mostly and very satisfied ratings were:

- Applying creative modes of inquiry (60%)
- Understanding and applying quantitative principles and methods (56%)
- Using computer technology for artistic expression (49%)

Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)	Total mostly/very satis.
Interdisciplinary thinking (N=287)	1.0%	1.7%	9.4%	28.9%	<b>58.9%</b>	87.8%
Critically analyzing information (N=291)	0.7%	1.7%	11.7%	32.3%	<b>53.6%</b>	85.9%
Learning independently (N=291)	0.3%	1.4%	13.4%	29.6%	<b>55.3%</b>	84.9%
Synthesizing information and ideas from many sources (N=287)	0.7%	3.5%	11.8%	32.8%	<b>51.2%</b>	84.0%
Understanding different philosophies and cultures (N=287)	0.7%	3.1%	12.5%	38.7%	<b>44.9%</b>	83.6%
Reading for academic purposes (N=290)	2.1%	2.1%	13.4%	37.9%	<b>44.5%</b>	82.4%
Defining and solving problems (N=288)	1.4%	3.1%	13.2%	38.5%	<b>43.8%</b>	82.3%
Understanding the interaction of society and the environment (N=286)	1.0%	2.4%	15.0%	36.4%	<b>45.1%</b>	81.5%
Participating in class discussions (N=289)	1.7%	3.8%	13.8%	34.6%	<b>46.0%</b>	80.6%
Knowledge in a broad range of subjects (N=289)	1.4%	3.1%	15.6%	35.3%	<b>44.6%</b>	79.9%
Functioning as a responsible member of a diverse community (N=287)	1.7%	4.9%	14.6%	30.7%	<b>48.1%</b>	78.8%
Recognizing your responsibilities, rights, and privileges (N=285)	2.1%	4.9%	14.7%	30.5%	<b>47.7%</b>	78.2%
Expressing yourself in creative or artistic ways (N=288)	0.7%	6.3%	16.3%	29.9%	<b>46.9%</b>	76.8%
Using computer technology to find information (N=288)	1.7%	8.0%	16.3%	35.1%	<b>38.9%</b>	74.0%
Giving effective presentations (N=290)	2.1%	6.9%	17.6%	<b>37.2%</b>	36.2%	73.4%
Depth or expertise in a particular field (N=289)	3.1%	7.6%	17.0%	31.1%	<b>41.2%</b>	72.3%
Writing effectively (N=291)	3.4%	8.6%	16.5%	34.0%	<b>37.5%</b>	71.5%
Speaking effectively (N=290)	2.4%	7.9%	18.6%	<b>35.9%</b>	35.2%	71.1%
Working collaboratively in a group (N=286)	2.8%	9.4%	18.9%	<b>35.3%</b>	33.6%	68.9%
Careful and systematic inquiry (N=285)	1.4%	7.7%	24.6%	30.9%	<b>35.4%</b>	66.3%
Understanding and applying scientific principles and methods (N=281)	2.8%	15.7%	17.8%	29.5%	<b>34.2%</b>	63.7%
Using computer technology to present work (N=289)	4.2%	12.1%	20.1%	<b>33.6%</b>	30.1%	63.7%
Using computer technology to solve problems (N=282)	3.9%	15.2%	20.2%	<b>30.5%</b>	30.1%	60.6%
Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas) (N=283)	3.9%	15.2%	21.2%	27.9%	<b>31.8%</b>	59.7%
Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation) (N=281)	5.7%	14.2%	24.6%	27.0%	<b>28.5%</b>	55.5%
Using computer technology for artistic expression (e.g. music, other audio, still images, animation, video) (N=285)	7.7%	17.5%	<b>26.0%</b>	23.2%	25.6%	48.8%

*Note: The number in parentheses by each item reflects the number of alumni who rated their level of satisfaction; the number varies between areas as some alumni skipped questions.*

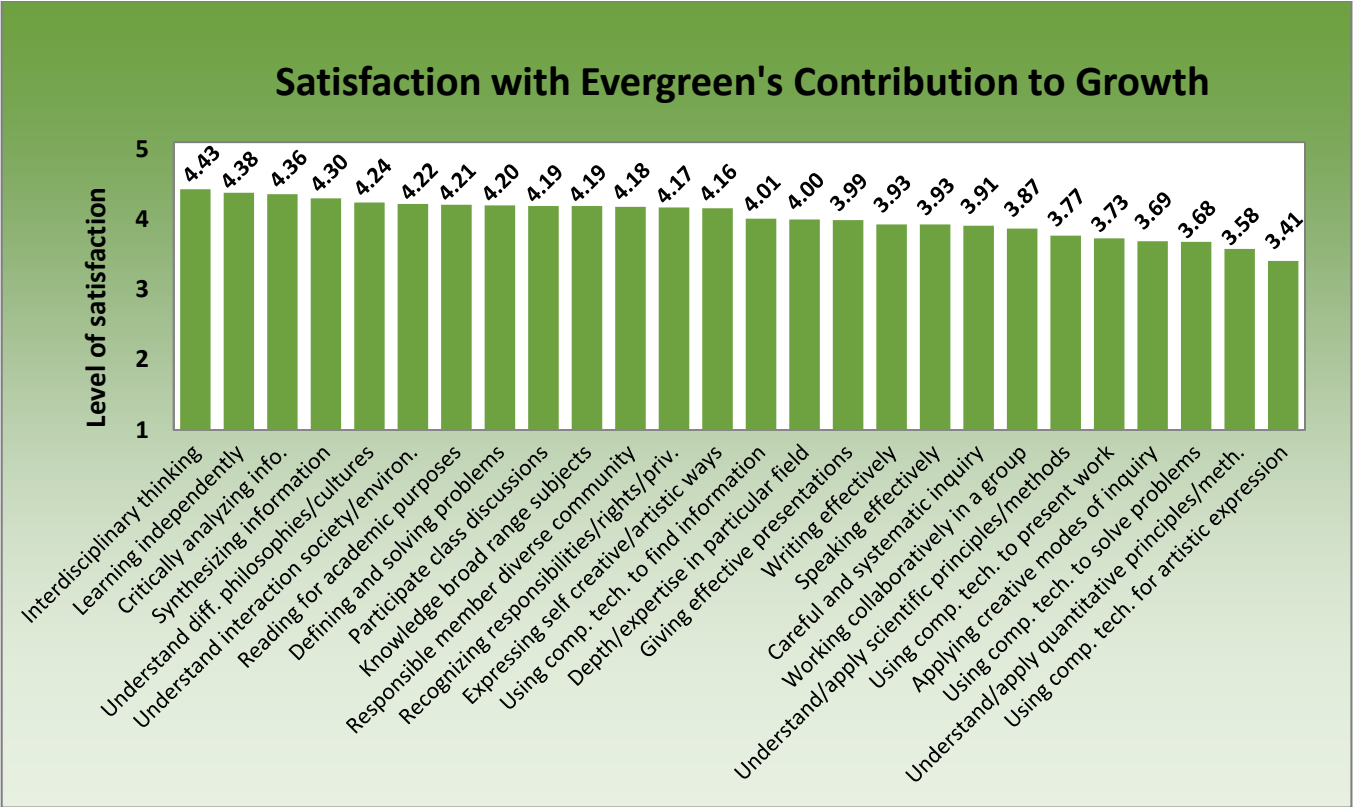
Average satisfaction ratings were calculated for each academic area. Results are presented in the following chart. All 26 academic areas received a mean satisfaction rating of at least 3 (somewhat satisfied).

The three areas with the highest average satisfaction ratings were:

- Interdisciplinary thinking
- Learning independently
- Critically analyzing information

The three areas with the lowest mean scores were:

- Using computer technology to solve problems
- Understanding and applying quantitative principles and methods
- Using computer technology for artistic expression



Note: Satisfaction was rated on a five-point scale where 1=Not at all satisfied, 2=Little satisfaction, 3=Somewhat satisfied, 4=Mostly satisfied, and 5=Very satisfied.



## Work-Related Skills and Abilities

Alumni were asked to rate their level of skill in a series of work-related skills on a 4-point scale from (1) Poor to (4) Excellent. They could also select N/A if they felt a skill was not applicable to them. Alumni who rated their skill level on an item were then asked to rate how well the education they received at Evergreen prepared them in that area, using a 3-point scale from (1) Not at all to (3) A great deal.

The frequency table below shows results ranked in order of how many alumni felt their level of skill was “Excellent.” The areas that received the highest percentage of excellent ratings were:

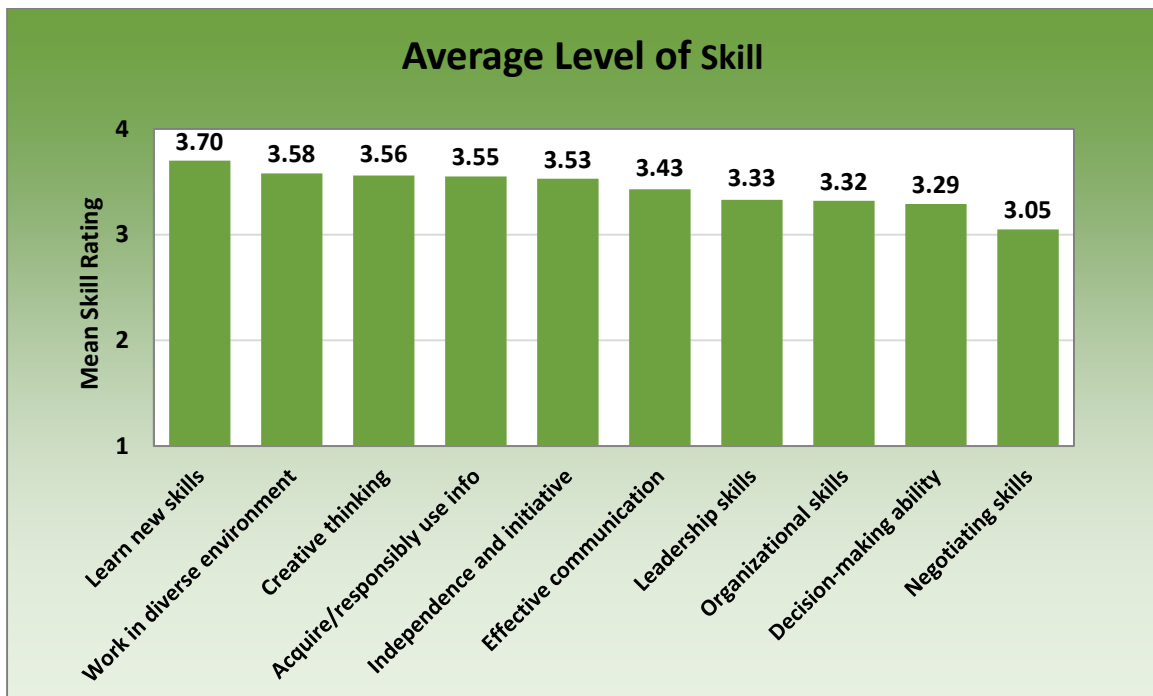
- Willingness and aptitude to learn new skills (66% of respondents rated their level of skill as excellent and 90% felt Evergreen prepared them to some extent or a great deal in this area)
- Independence and Initiative (58% felt their level of skill was excellent and 89% felt Evergreen prepared them to some extent or a great deal)
- Ability to work in a culturally diverse environment (57% excellent, 91% prepared to some extent or a great deal)
- Creative thinking skills (57% excellent, 93% prepared to some extent or a great deal)

The three areas with the lowest percentage of excellent ratings were: Leadership, Decision-making ability, and Negotiating skills. The greatest percentage of respondents rated their level of skill as “good” in these areas, and the majority indicated Evergreen prepared them to some extent or a great deal.

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)
Willingness/aptitude to learn new skills (N=267)	0.0%	4.5%	28.5%	<b>65.5%</b>	1.5%	10.1%	<b>45.6%</b>	44.4%
Independence and initiative (N=265)	0.8%	7.5%	33.2%	<b>57.7%</b>	0.8%	10.9%	42.7%	<b>46.4%</b>
Ability to work in a culturally diverse environment (N=268)	0.4%	3.0%	38.8%	<b>57.1%</b>	0.7%	9.4%	42.5%	<b>48.0%</b>
Creative thinking skills (N=266)	0.0%	5.6%	36.5%	<b>57.1%</b>	0.8%	7.2%	<b>47.4%</b>	45.4%
Ability to acquire/ responsibly use info (N=266)	0.0%	5.3%	39.8%	<b>53.8%</b>	1.1%	7.7%	<b>49.2%</b>	43.1%
Effective communication skills (N=268)	1.1%	7.1%	43.3%	<b>47.8%</b>	0.7%	7.9%	<b>52.8%</b>	39.3%
Organizational skills (N=268)	2.6%	11.9%	40.3%	<b>44.4%</b>	0.7%	10.3%	<b>66.8%</b>	22.9%
Leadership skills (N=268)	3.4%	11.2%	<b>42.2%</b>	41.8%	1.5%	15.5%	<b>54.2%</b>	30.3%
Decision-making ability (N=267)	0.7%	14.2%	<b>44.2%</b>	40.1%	0.7%	19.0%	<b>51.0%</b>	30.0%
Negotiating skills (N=266)	4.9%	23.7%	<b>44.4%</b>	24.8%	2.3%	27.9%	<b>47.4%</b>	24.7%

*Note: The number in parentheses by each item reflects the number of alumni who rated their skill level; the number varies between skill areas as some alumni skipped questions. Alumni who did not rate their level of skill or who indicated N/A for a skill area were excluded from the “Preparation from your Evergreen education” calculation for that area.*

Average skill ratings were calculated for each area (excluding alumni who reported that an area was not applicable to them). For all ten areas, alumni rated their skills between Good and Excellent. The three skills with the highest average ratings were Willingness and aptitude to learn new skills, Ability to work in a culturally diverse environment, and Creative thinking skills. The three skills with the lowest average ratings were Organizational skills, Decision-making ability, and Negotiating.

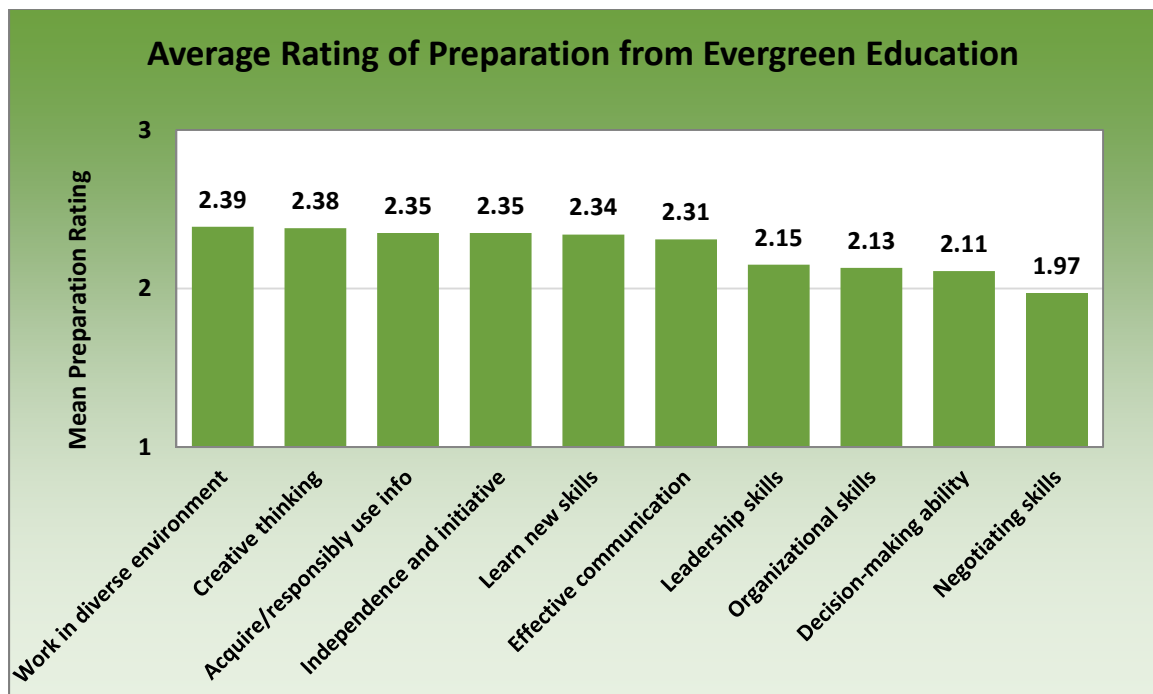


*Alumni rated their level of skill using a 4-point scale where 1=Poor, 2=Fair, 3=Good and 4=Excellent.*

Alumni were asked to rate how well the education they received at Evergreen prepared them in each skill area. The top three areas of preparation were:

- Ability to work in a culturally diverse environment
- Creative thinking
- Ability to acquire and responsibly use information and Independence and Initiative (tie)

The three skill areas with the lowest average preparation rating were Organization, Decision-making, and Negotiating.



*Alumni rated the level of preparation they received from Evergreen using a scale where 1=Not at all, 2=To some extent and 3=A great deal.*

## Satisfaction with Pedagogical Aspects at Evergreen

Alumni were asked to indicate how satisfied they were with various pedagogical aspects at Evergreen using a 4-point scale from (1) Very Dissatisfied to (4) Very Satisfied. Results are shown in the table below in descending order of total satisfaction (percent alumni who were satisfied or very satisfied). The most frequent rating for each area appears in bold for emphasis.

Evergreen's Interdisciplinary approach to education received the highest total satisfaction rating (96%) as well as the highest Very Satisfied rating (62%). Alumni rated the Overall quality of education at Evergreen second-highest, with 95% total satisfaction. Three areas received a 94% total satisfaction rating: Narrative evaluations by faculty, the Education you were able to construct as an Evergreen student, and Linking theory and practice.

Nearly one in four alumni expressed dissatisfaction with Respect shown for different or opposing viewpoints.

Pedagogical Aspect	Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Total Satisfied
Interdisciplinary approach to education (N=298)	1.0%	3.4%	33.6%	<b>62.1%</b>	95.7%
Overall quality of instruction (N=301)	0.7%	4.0%	<b>48.2%</b>	47.2%	95.4%
Narrative evaluations by faculty (N=299)	0.7%	5.4%	43.1%	<b>50.8%</b>	93.9%
The education you were able to construct as an Evergreen student (N=300)	2.3%	4.0%	40.0%	<b>53.7%</b>	93.7%
Linking theory and practice (N=299)	1.7%	4.7%	45.2%	<b>48.5%</b>	93.7%
Quality of learning interaction with other students, for example, in seminars or in group projects (N=298)	2.0%	12.4%	<b>49.7%</b>	35.9%	85.6%
The practice of self-evaluation (N=297)	1.3%	14.8%	<b>46.5%</b>	37.4%	83.9%
Academic planning/advising by faculty (N=301)	6.0%	10.3%	<b>53.2%</b>	30.6%	83.8%
Respect shown for different or opposing viewpoints (N=301)	4.0%	19.3%	<b>45.5%</b>	31.2%	76.7%

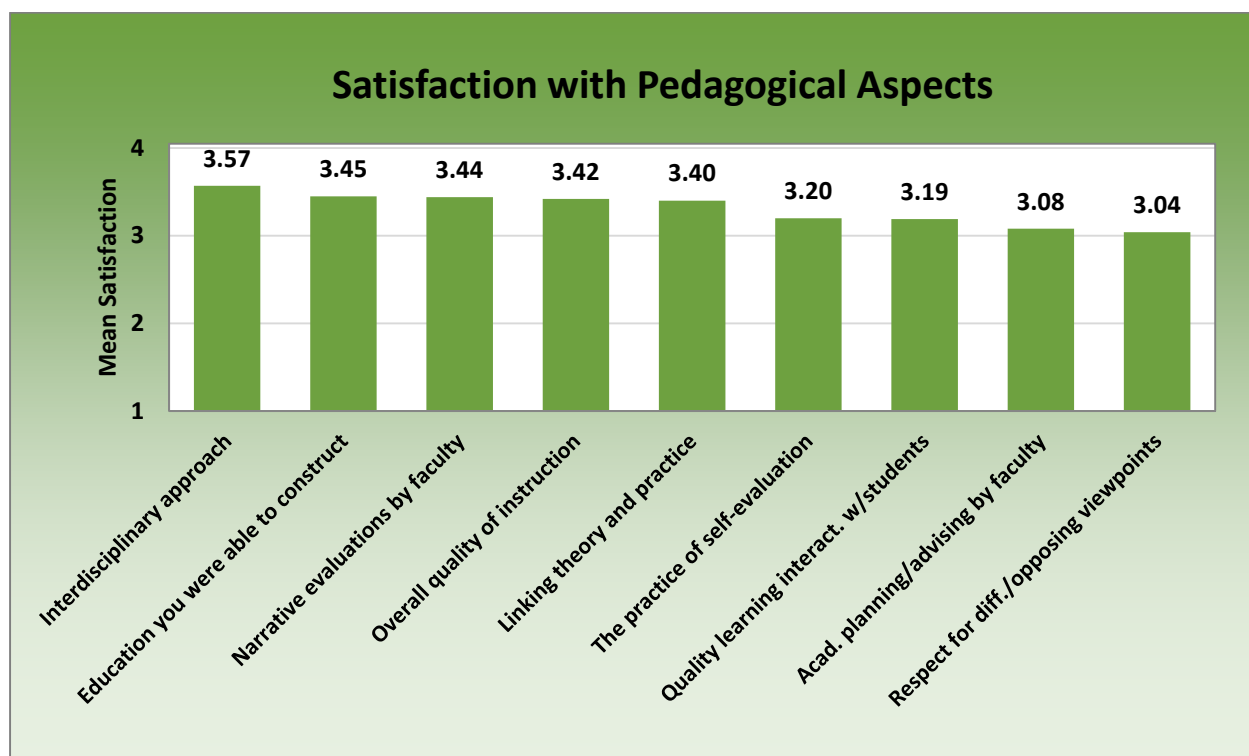
*Note: The number in parentheses by each item reflects the number of alumni who rated their level of satisfaction; the number varies between areas as some alumni skipped questions.*

For all nine pedagogical aspects, alumni reported average satisfaction levels between 3 and 4 (Satisfied to Very Satisfied). The three top-rated areas were:

- Evergreen's Interdisciplinary approach to education
- The education they were able to construct
- Narrative evaluations by faculty

The three lowest-rated areas were:

- Quality of learning interaction with other students
- Academic advising/planning by faculty
- Respect for different or opposing viewpoints



### Satisfaction with Educational Experiences

Alumni were asked whether they participated in a series of educational experiences at Evergreen and, if so, to rate their level of satisfaction with those experiences using a 4-point scale from (1) Very dissatisfied to (4) Very satisfied. For all eight areas, satisfied or very satisfied was the most common rating (indicated in bold in the frequency table below). Results are shown in descending order of alumni participation in each experience.

Over half of surveyed alumni participated in an academic statement (69.5%), contracts and other individual work with faculty (68.3%), and team-taught programs (58.6%) during their time at Evergreen, while only 48.1% indicated they participated in a learning community and only 37.7% had a culminating senior experience.

The Academic Statement is a requirement for students admitted or re-admitted to the college fall quarter 2013 or later, therefore not all alumni in this survey group were subject to the requirement. Of 301 survey completers, 110 (37%) were subject to the requirement and, of these, 99% indicated they completed an Academic Statement. Among alumni who were *not* subject to the requirement, just over half (52%) indicated they completed an Academic Statement.

Educational Experiences at Evergreen	% Participated	Very dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very satisfied (4)	Total Satisfied	Missing N
Academic Statement (N=292)	69.5%	2.6%	17.9%	<b>56.4%</b>	23.1%	79.5%	8
Contracts/Individual Work w/Faculty (N=290)	68.3%	3.6%	5.7%	36.6%	<b>54.1%</b>	90.7%	4
Team-taught Programs (N=292)	58.6%	2.4%	8.4%	39.5%	<b>49.7%</b>	89.2%	4
Learning Community (N=291)	48.1%	0.8%	7.5%	<b>53.4%</b>	38.3%	91.7%	7
Community Service/Volunteer (N=291)	45.4%	0.8%	4.7%	<b>52.7%</b>	41.9%	94.6%	3
Internships (N=291)	40.2%	0.9%	8.0%	29.2%	<b>61.9%</b>	91.1%	4
Culminating Senior Experience (N=292)	37.7%	0.9%	10.4%	<b>44.3%</b>	<b>44.3%</b>	88.6%	4
Foreign Language Study (N=291)	24.7%	2.9%	11.4%	40.0%	<b>45.7%</b>	85.7%	2
Study Abroad (N=288)	18.4%	1.9%	3.8%	15.1%	<b>79.2%</b>	94.3%	0

*Note: The number of alumni who responded to each question is indicated in parentheses by each item; of those who responded, the percent who participated in each experience is indicated in the adjacent column. "Missing N" refers to the number of respondents who participated but did not rate their level of satisfaction.*

Average satisfaction was calculated for each type of educational experience and results are shown in descending order of satisfaction in the chart below. For all nine areas, alumni reported average satisfaction levels between 3 and 4, or Satisfied to Very satisfied. Although study abroad was a less common experience for alumni, those who participated reported the highest average satisfaction.

Among alumni who completed an Academic Statement, 80% were either satisfied or very satisfied with the experience; however, one in five indicated dissatisfaction, resulting in the lowest average satisfaction overall. It is interesting to note that alumni who were required to do an Academic Statement reported greater satisfaction with the experience than alumni who were not required (83% satisfied or very satisfied versus 75%, and mean satisfaction 3.07 versus 2.92, respectively).



## E. Satisfaction with Campus Resources

Alumni were asked whether they used various campus resources and, if so, to rate their level of satisfaction using a 4-point scale from (1) Very dissatisfied to (4) Very satisfied. The table below shows the rate of use and level of satisfaction for each campus resource in descending order of use by alumni. Figures in bold indicate the most common satisfaction rating for each resource.

The three resources most commonly used by this group of alumni were:

- Campus Library: 93% used this resource and alumni reported a total satisfaction rate (percent satisfied or very satisfied) of 94%.
- Campus Computing Resources: 91% used this resource and reported a total satisfaction rate of 95%.
- Academic Advising: 79% used this resource with a total satisfaction rate of 72%.

Two campus resources were used by less than one third of alumni:

- Center for Community-Based Learning and Action (CCBLA): Only 17% of alumni used this resource, but of those who did 91% were satisfied with their experience.
- Veterans Resource Center: Only 9% used this resource, but of those who did 91% were satisfied.

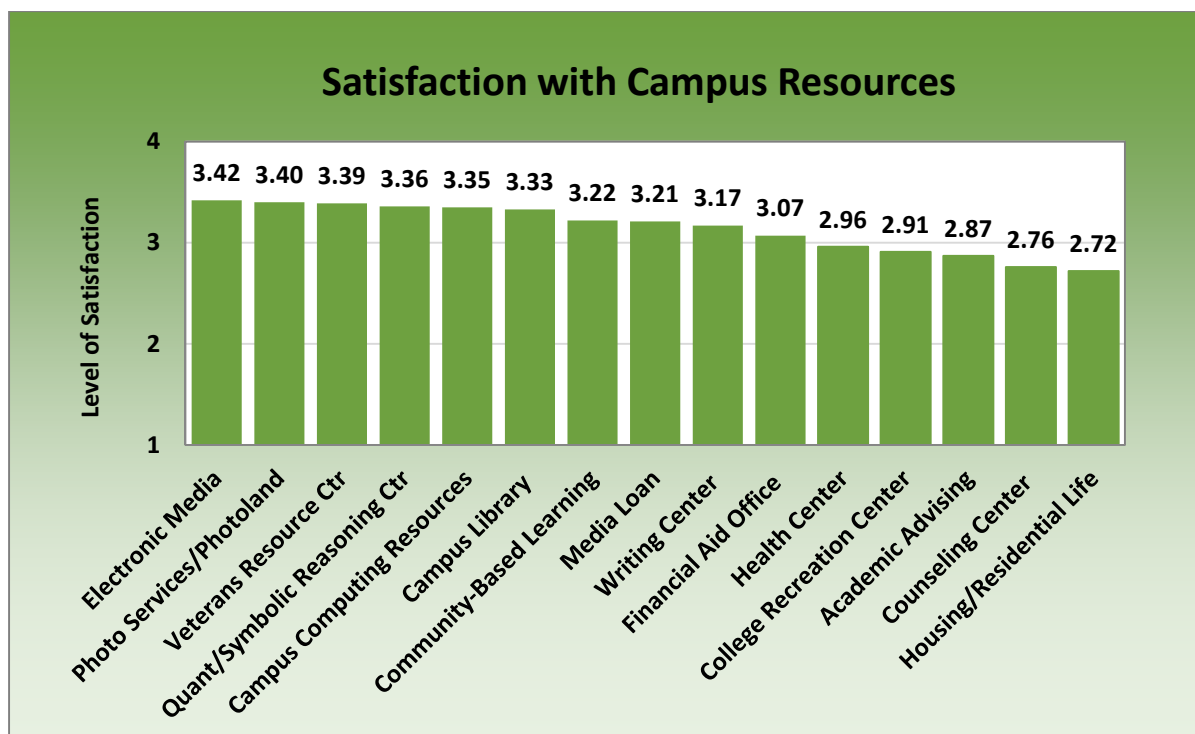
Campus Resources at Evergreen	% Used resource	Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Total Satisfied
Campus Library (N=271)	93.4%	2.4%	3.6%	<b>53.0%</b>	41.1%	94.1%
Campus Computing Resources (N=271)	90.8%	1.2%	4.1%	<b>53.7%</b>	41.1%	94.8%
Academic Advising Office, Workshops, or Tacoma Student Services Coordinator (N=271)	79.3%	9.3%	18.6%	<b>47.9%</b>	24.2%	72.1%
Financial Aid Office or On-site Financial Aid Counselor (N=272)	69.1%	4.3%	11.2%	<b>58.0%</b>	26.6%	84.6%
College Recreation Center, Athletics, or Recreation Programs (N=270)	63.7%	5.8%	17.4%	<b>57.0%</b>	19.8%	76.8%
Writing Center or Writing Tutors (N=271)	54.2%	3.4%	12.2%	<b>48.3%</b>	36.1%	84.4%
Media Loan (N=272)	52.2%	3.5%	7.7%	<b>52.8%</b>	35.9%	88.7%
Health Center (N=272)	49.3%	5.2%	17.2%	<b>53.7%</b>	23.9%	77.6%
Housing/Residential Life (N=270)	41.1%	11.7%	18.9%	<b>55.0%</b>	14.4%	69.4%
Electronic Media (animation labs, audio recording, digital video/film editing, music technology labs) (N=271)	35.4%	2.1%	3.1%	45.8%	<b>49.0%</b>	94.8%
Counseling Center or On-site Counselor (N=273)	34.8%	12.6%	22.1%	<b>42.1%</b>	23.2%	65.3%
Photo Services/Photoland (N=273)	34.4%	1.1%	7.4%	41.5%	<b>50.0%</b>	91.5%
Quantitative and Symbolic Reasoning Center or Tutors (N=271)	33.9%	4.3%	5.4%	40.2%	<b>50.0%</b>	90.2%
Center for Community-Based Learning and Action (CCBLA) or in-program CCBLA workshop/activity (N=272)	16.9%	2.2%	6.5%	<b>58.7%</b>	32.6%	91.3%
Veterans Resource Center (N=272)	8.5%	4.3%	4.3%	39.1%	<b>52.2%</b>	91.3%

*Note: The number of alumni who responded to each question is indicated in parentheses by each item. Of those who responded, the percent that used each resource is indicated in the adjacent column.*

Average satisfaction was calculated for each campus resource and the results are shown in descending order of satisfaction in the chart below. For ten out of fifteen resources, alumni reported average satisfaction levels between 3 and 4, or Satisfied to Very satisfied. The three highest-rated resources were:

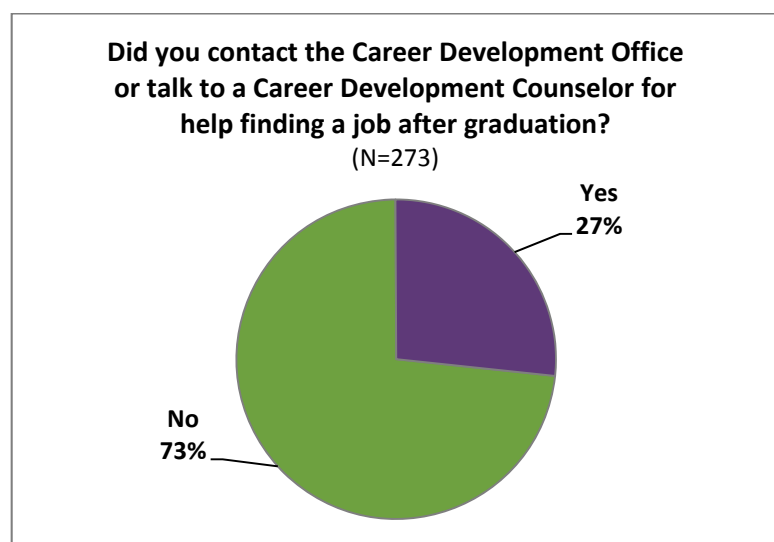
- Electronic Media
- Photo Services/Photoland
- Veterans Resource Center

Five resources received an average satisfaction rating below 3 (Satisfied): Health Center, College Recreation Center, Academic Advising, Counseling Center, and Housing/Residential Life.



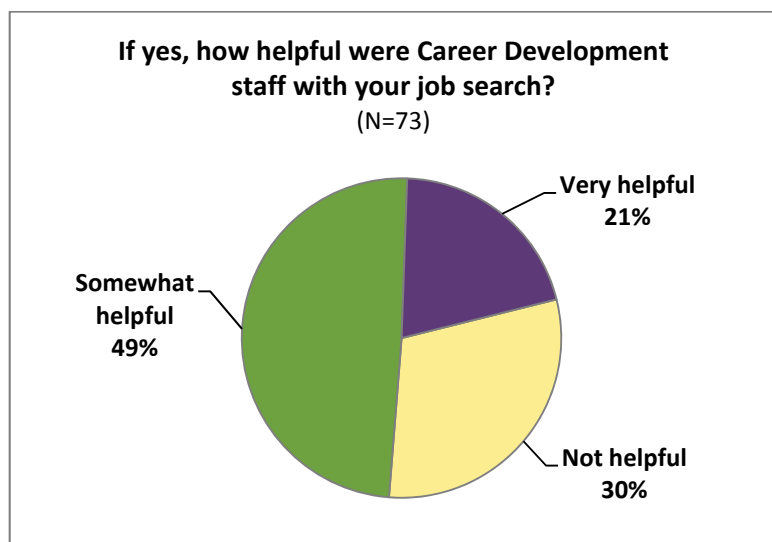
### Career Development Office

Alumni were asked whether they contacted the Evergreen Career Development Office for help finding a job after graduation, and, if so, how helpful this resource was.



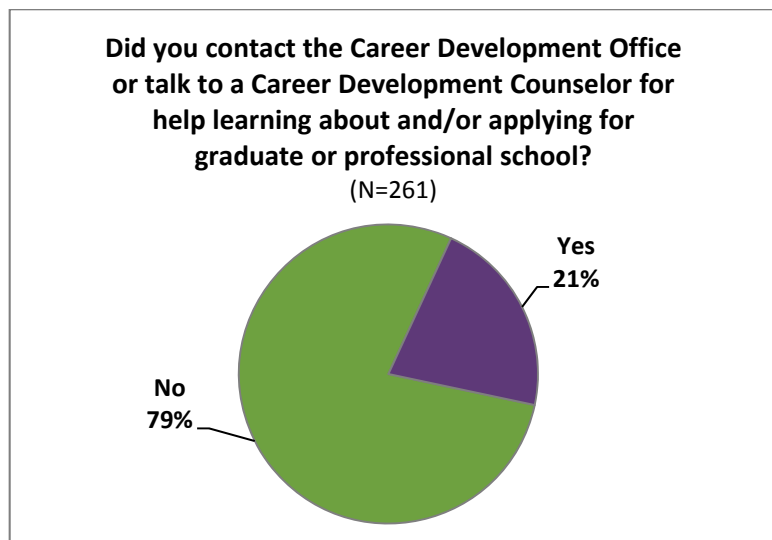
73 of the 273 alumni who answered this question (27%) contacted the Career Development Office for help finding a job after graduation.

All 73 alumni who had used the Career Development Office rated this resource using a three-point scale where 0=Not helpful, 1=Somewhat helpful, and 2=Very helpful.



70% of alumni who used the Career Development Office found it to be helpful in their job search.

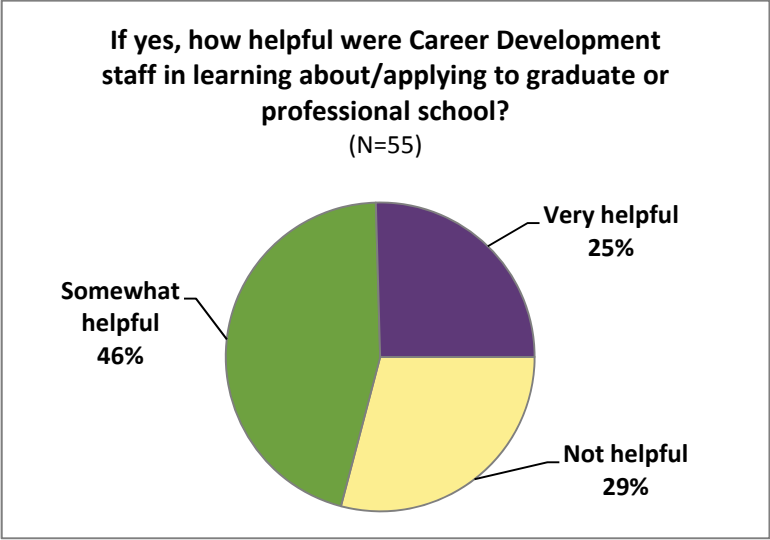
Alumni were also asked whether they contacted the Evergreen Career Development Office for help learning about and/or applying for graduate or professional school.



56 of the 261 alumni who answered this question (21%) contacted the Career Development Office for help learning about and/or applying for graduate or professional programs.

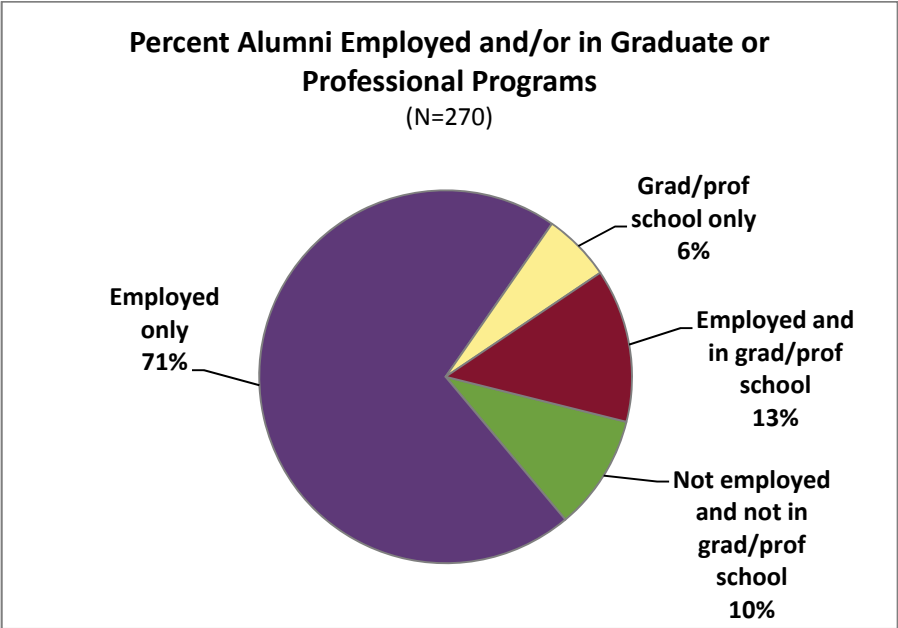


Of the 56 alumni who had used this resource, 55 rated its helpfulness using a three-point scale where 0=Not helpful, 1=Somewhat helpful, and 2=Very helpful.



71% of the alumni who contacted the Career Development Office found it to be helpful in learning about and/or applying for graduate or professional programs.

**F. Overall Employment/Graduate School Rate**



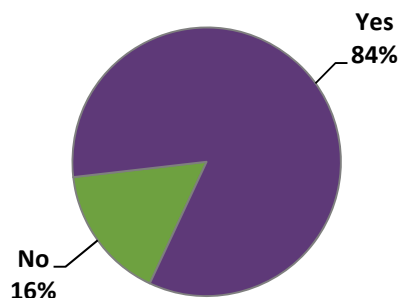
At the time of the survey, 90% of alumni respondents were employed and/or attending graduate or professional school.

## G. Alumni Employment Data

Alumni were asked a series of questions about their employment status, including type(s) of employment, relatedness of their work to their primary area of study at Evergreen, and level of preparation for employment they felt they received from their Evergreen education.

### Are you currently employed?

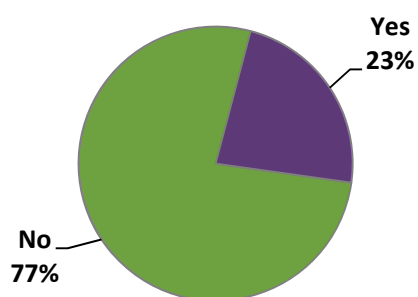
(N=271)



84% of alumni (N=227) were employed one year after graduation.

### Do you have more than one job?

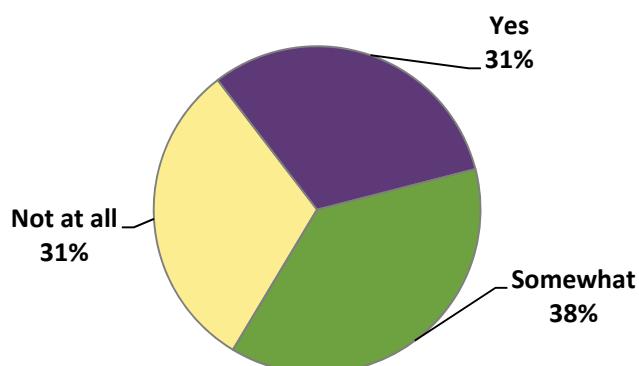
(N=225)



Of the employed alumni, 23% (N=52) indicated they had more than one job.

### Are you presently employed in the area of your primary studies at Evergreen?

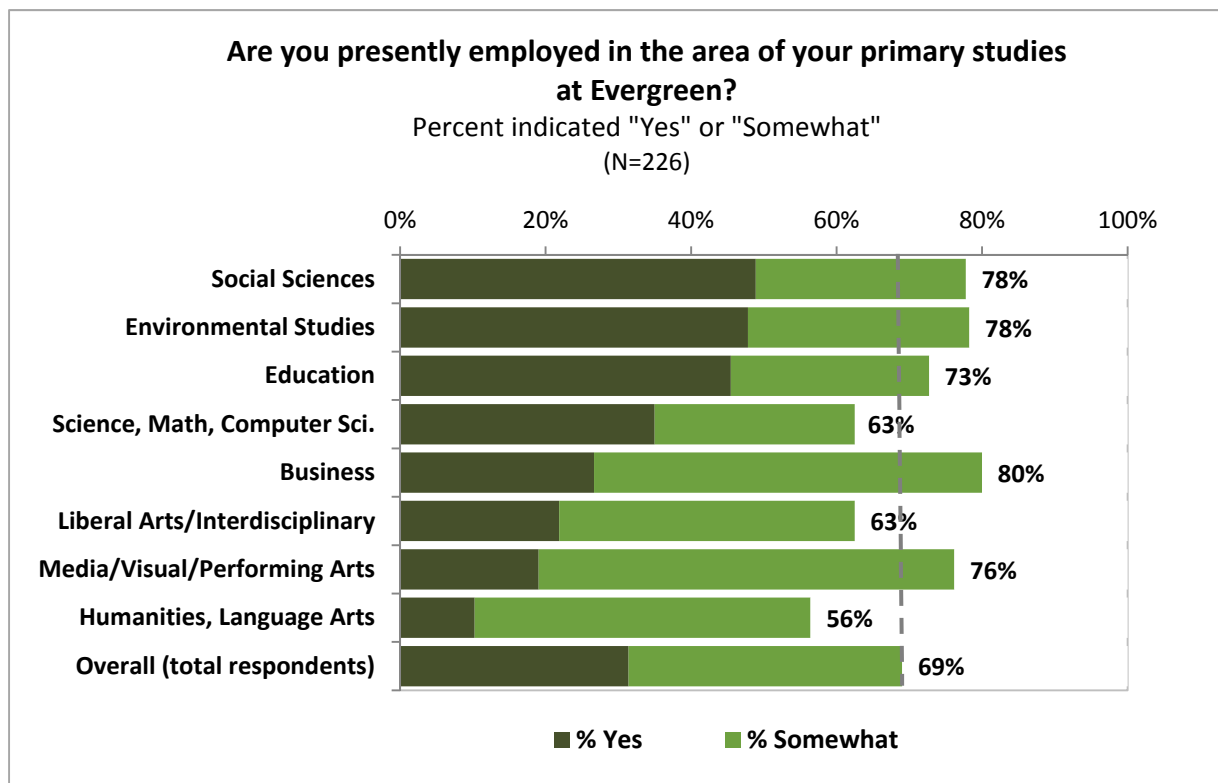
(N=226)



69% (N=156) answered "Yes" or "Somewhat" when asked if they were employed in their area of primary study at Evergreen.

This question was also analyzed by alumni primary area of study (below).

Among employed alumni, 31% said they were working in their field of primary study from Evergreen; an additional 38% were employed in a somewhat-related field. Alumni whose self-reported focus was in social sciences or environmental studies were most likely to be employed in their field of study. However, if those who indicated a somewhat-related field are included, alumni who focused in business, arts, and education are also more likely than other graduates to be employed in a related field.



Employed in area of primary study at Evergreen by primary area of study	N Not at all	% Not at all	N Some-what	% Some-what	N Yes	% Yes
Social Sciences (N=45)	10	22%	13	29%	22	<b>49%</b>
Environmental Studies (N=23)	5	22%	7	30%	11	<b>48%</b>
Education (N=11)	3	27%	3	27%	5	<b>45%</b>
Science, Math, Computer Science (N=40)	15	<b>38%</b>	11	28%	14	35%
Business (N=15)	3	20%	8	<b>53%</b>	4	27%
Liberal Arts/Interdisciplinary (N=32)	12	38%	13	<b>41%</b>	7	22%
Media/Visual/Performing Arts (N=21)	5	24%	12	<b>57%</b>	4	19%
Humanities, Language Arts (N=39)	17	44%	18	<b>46%</b>	4	10%
Overall (total alumni respondents) (N=226)	70	31%	85	<b>38%</b>	71	31%

Note: Bold figures indicate most frequent response

Employed alumni were asked to indicate which characteristics listed in the following tables best described their current employment situation. Alumni could choose more than one category therefore percentages do not sum to 100.

Nature of Employment ( <i>all that apply</i> ) (N=227)	N	%
Employed full-time	138	60.8%
Employed part-time	75	33.0%
Employed on a temporary basis	34	15.0%
Self-employed/own business	31	13.7%

14% of alumni indicated they were self-employed or owned a business.

<b>Employment Sector(s) (all that apply) (N=227)</b>	<b>N</b>	<b>%</b>
Public agency (government, public school, Tribal, etc.)	70	30.8%
Non-profit agency	55	24.2%
Private, for-profit company	129	56.8%

50% of employed alumni were working for public and/or non-profit agencies.

Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were instructed to respond regarding the job they considered to be their *primary* occupation. The top three areas of employment for this group of alumni were:

- Community and Social Service
- Office/Administrative Support
- Education

An additional 13% (N=29) were working in high-demand science positions, including Computer/Mathematical, Life Science, Physical Science, Farming/Fishing/Forestry, Healthcare Practitioner/Technician, and Healthcare Support.

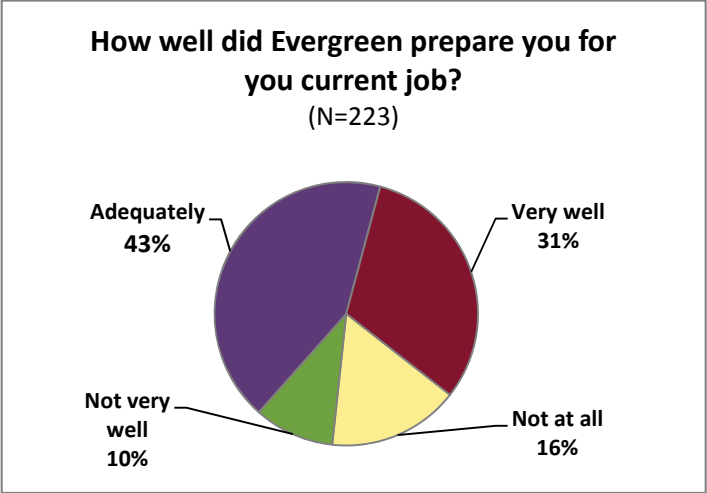
<b>Type of Work (N=227)</b>	<b>N</b>	<b>%</b>
Community and Social Service	34	15.0%
Office/Administrative Support	33	14.5%
Education/Training/Library	26	11.5%
Management	18	7.9%
Personal Care and Service	15	6.6%
Sales	14	6.2%
Food Preparation/Serving	12	5.3%
Life Science	11	4.8%
Media and Communications	8	3.5%
Art and Design	7	3.1%
Business and Financial Operations	7	3.1%
Construction/Installation/Repair	6	2.6%
Computer/Mathematical	5	2.2%
Farming/Fishing/Forestry Worker	5	2.2%
Transportation	5	2.2%
Building and Grounds Cleaning/Maintenance	4	1.8%
Physical Science	4	1.8%
Social Science	3	1.3%
Healthcare Practitioner or Technician	2	0.9%
Healthcare Support	2	0.9%
Legal Occupations	2	0.9%
Military and Protective Service	1	0.4%
Production/Manufacturing	1	0.4%
Architecture/Engineering	0	0.0%
Entertainer/Performer	0	0.0%
No detail given	2	0.9%

*Note: Employment classification categories are derived from U.S. Bureau of Labor Statistics Standard Occupational Classifications 2010.*

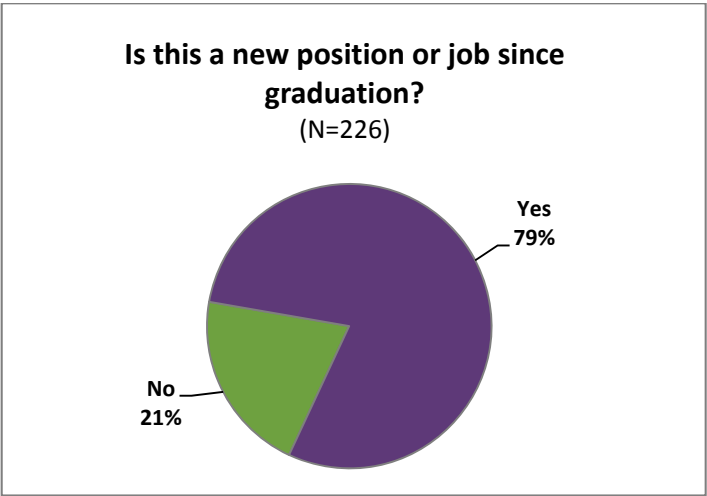
The top employers for this group of alumni were:

- AmeriCorps
- K-12 public schools
- U.S. Government
- State of Washington and Public higher education institutions (other than Evergreen) (tie)

Respondents were asked to rate how well Evergreen prepared them for their current job, using a 4-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well.

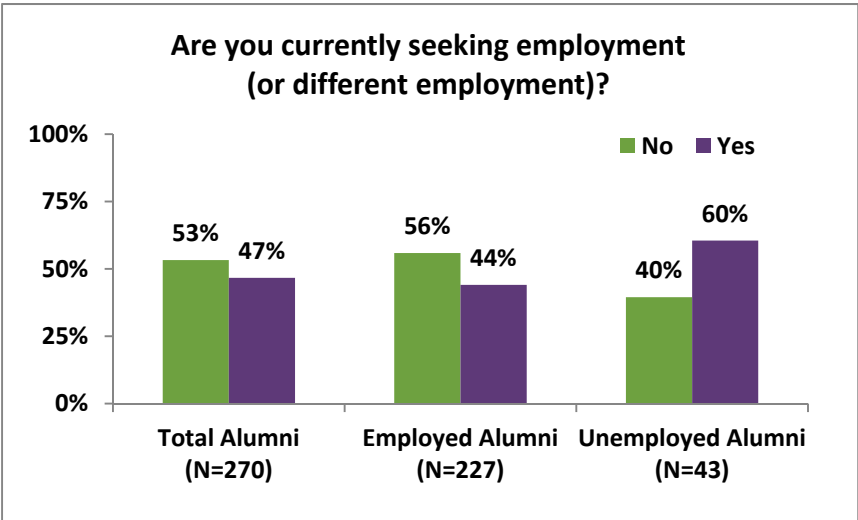


74% of alumni (N=165) felt their Evergreen experiences prepared them adequately or very well for their current employment.



Recognizing that many alumni were already working as students, we now ask whether their current position is the same one they held prior to graduation. For 79% of alumni (N=179), this is a new job.

All alumni were asked if they were currently seeking employment (or different employment) at the time of the survey. The following chart shows responses for total, employed, and unemployed alumni.



Of the 43 unemployed alumni who responded to this question, 17 (40%) indicated they were *not* currently seeking employment. This group's responses to survey questions about graduate school and volunteer activities were analyzed to identify possible reasons for not seeking employment. Nine alumni were attending graduate or professional school (five of these were also volunteering), three were involved in volunteer work, and for the remaining five we do not have additional detail.

## H. Graduate or Professional School

Respondents were asked whether they had applied to graduate or professional school and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 265 alumni who responded to this question:

- 29% had *applied* to graduate or professional school within one year of graduating from Evergreen.
- 80% of those who *applied* were accepted.
- 20% had *attended or were currently enrolled* in graduate or professional programs.

Application to Graduate or Professional School	N	%
<b>Total applied</b>	<b>77</b>	<b>29%</b>
Total have not applied	188	71%
<i>Intend to apply in the future</i>	130	(69%)
<i>Do not intend to apply</i>	58	(31%)
<b>Total respondents</b>	<b>265</b>	<b>100%</b>

29% had applied to a graduate or professional program within 1 year of graduating from Evergreen.

Of those who had *not* applied, 69% intend to in the future.

Acceptance to Graduate or Professional School	N	%
<b>Total accepted</b>	<b>56</b>	<b>80%</b>
Total not accepted	14	20%
<i>Total reviewed applications</i>	70	(91%)
<i>Applications pending</i>	7	(9%)
<b>Total applicants</b>	<b>77</b>	<b>100%</b>

80% of alumni who applied to programs were accepted (9% had applications still pending).

Enrollment in Graduate or Professional School (N=265)	N	%
<b>Total attended/attending</b>	<b>52</b>	<b>20%</b>

The 52 alumni who had attended or were currently enrolled in graduate or professional school were asked for additional details about their continuing education. The top institutions for graduate or professional study for this group of alumni were:

- The Evergreen State College
- The University of Washington (Seattle and Tacoma campuses)
- Saint Martin's University

Location of Graduate or Professional Program (N=50)	N	%
Washington	27	52%
Other U.S. States (12 states)	18	35%
Online	6	11%
International	1	2%

52% were attending graduate or professional school in Washington.

Alumni were asked which academic area listed in the table below best described their field of graduate or professional study. They could write in a response if they were unsure or felt none of the options given adequately described their field. Write-in responses were analyzed and coded back into existing categories; overall results are shown in descending order of frequency below.

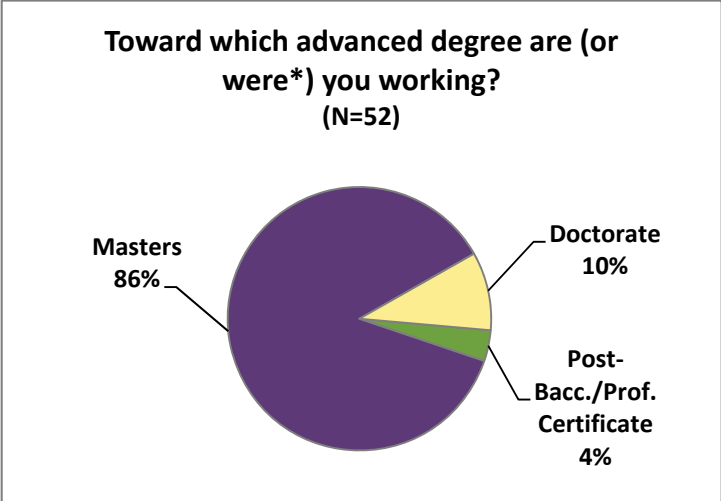
The top areas of study for this group of alumni were:

- Education (23%)
- Social Service (10%)
- Mental Health Services, Public Administration/Public Policy, and Visual/Performing Arts (tie) (8%)

A total of 10 alumni (19%) were studying in high-demand science fields (includes Health Professions in Medicine, Architecture and Planning, Biological and Biomedical Sciences, Natural Resources and Conservation, and Physical Sciences).

Field of study in Graduate or Professional School (N=52)	N	%
Education	12	23.0%
Social Service Professions	5	10.0%
Mental Health Services	4	8.0%
Public Administration/Public Policy	4	8.0%
Visual and Performing Arts	4	8.0%
Health Professions in Medicine	3	6.0%
Legal Professions and Studies	3	6.0%
Social Sciences	3	6.0%
Architecture and Planning	2	4.0%
Biological and Biomedical Sciences	2	4.0%
Business, Management and Marketing	2	4.0%
Liberal Arts and Sciences, General Studies and Humanities	2	4.0%
Natural Resources and Conservation	2	4.0%
History	1	2.0%
Library Science	1	2.0%
Physical Sciences	1	2.0%
Other (Esthetics)	1	2.0%
Agriculture/Agricultural Sciences	0	0.0%
Area, Ethnic, Cultural and Gender Studies	0	0.0%
Communication, Journalism, and Related Programs	0	0.0%
Communications Technologies/Technicians	0	0.0%
Computer and Information Sciences	0	0.0%
Engineering	0	0.0%
English Language and Literature/Letters	0	0.0%
Foreign Languages, Literatures and Linguistics	0	0.0%
Health Support Services	0	0.0%
Mathematics and Statistics	0	0.0%
Philosophy and Religious Studies	0	0.0%

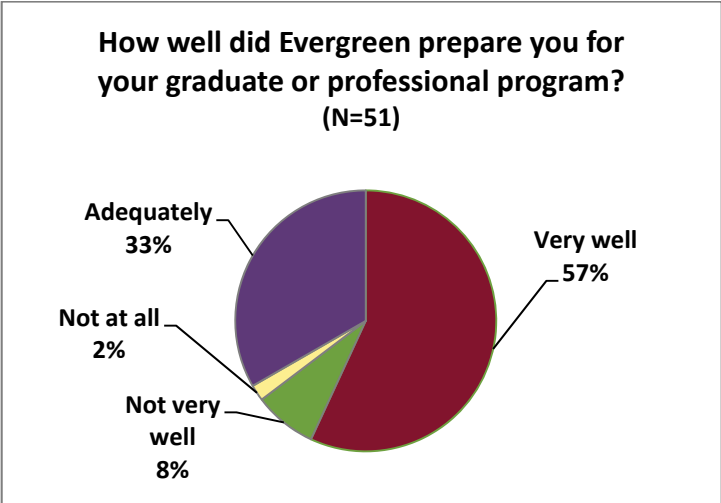
Lastly, alumni were asked which advanced degree they were working toward and how well they felt Evergreen prepared them for their graduate or professional program.



86% were pursuing master’s degrees, 10% were working toward doctoral degrees, and 4% were pursuing post-baccalaureate degrees or professional certificates.

*\*One respondent had earned a professional certificate in project management.*

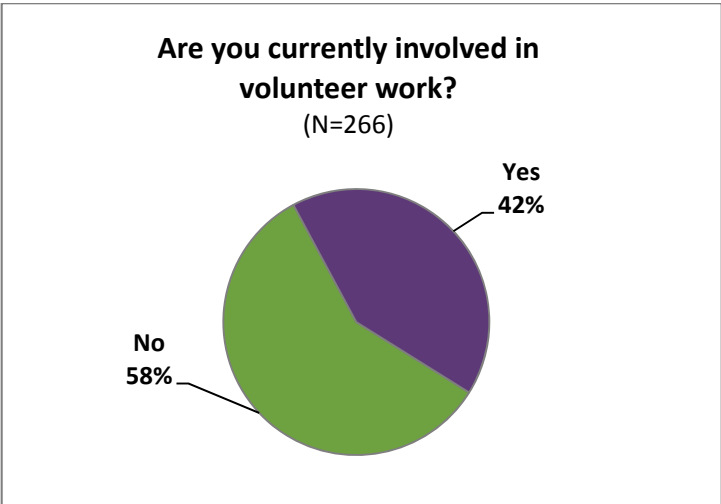
Alumni indicated how well Evergreen prepared them for their advanced studies using a 4-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well.



90% of alumni who were currently attending or had attended graduate or professional programs felt Evergreen prepared them adequately or very well for their studies.

**I. Volunteerism**

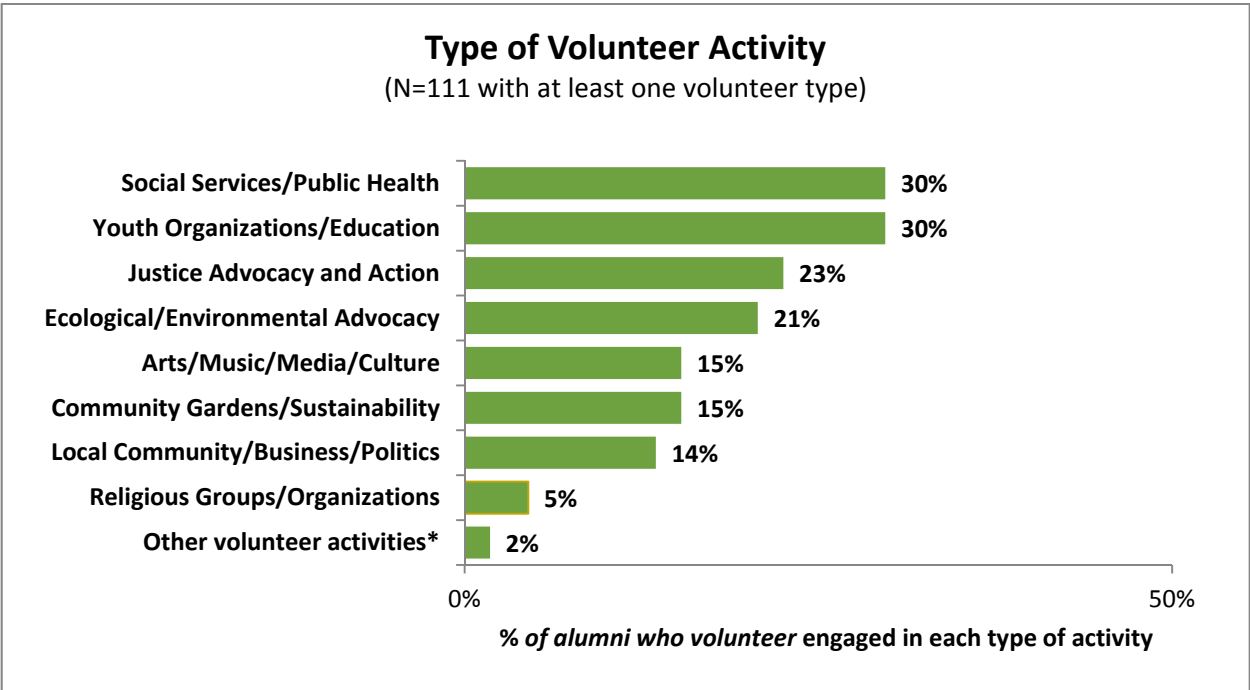
Alumni were asked whether they were involved in volunteer work and, if so, to indicate what type(s) of volunteer work they were engaged in.



Of the 266 alumni who responded to this question, 42% (N=111) were involved in volunteer activities at the time of the survey.



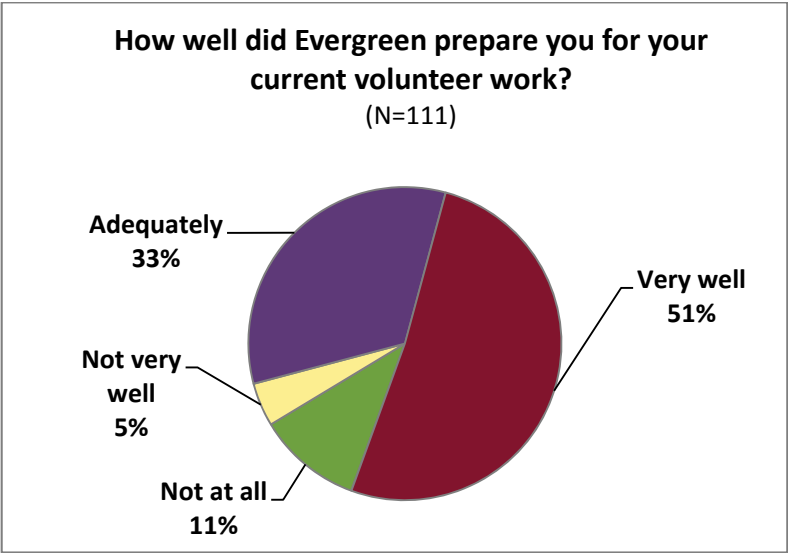
The type(s) of volunteer work alumni were engaged in are detailed in the following chart in order of frequency:



*Note: Percentages do not sum to 100 as several alumni were volunteering in more than one category.*

*\*Other volunteer activities included computer, science, and technology work.*

Respondents were then asked to indicate how well Evergreen prepared them for their current volunteer work using a 4-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well. Alumni ratings resulted in a mean score of 2.25.



84% of alumni involved in volunteer work felt Evergreen prepared them adequately or very well for their volunteer positions.

## J. Overall Well-being

Alumni were asked to rate their level of life satisfaction in various areas using a 5-point scale from (1) Not at all to (5) Very. The frequency table below is ranked by the percentage of alumni who were mostly or very satisfied in each area. Figures in bold print indicate the most common rating for each area.

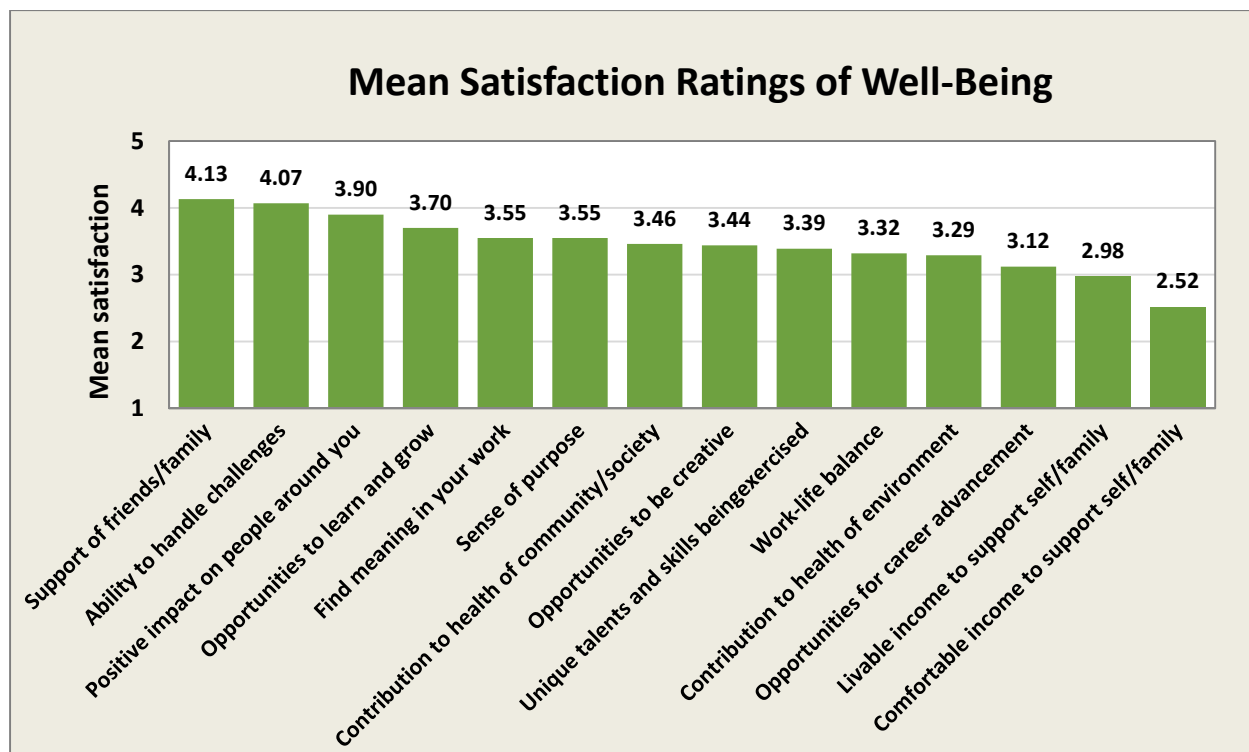
Alumni reported the highest satisfaction with:

- Support of friends and/or family (76% mostly or very satisfied)
- Their ability to handle challenges (76% mostly or very satisfied)
- The positive impact they have on the people around them (71% mostly or very satisfied)

How satisfied are you with the following aspects of your life?	Not at all (1)	A little (2)	Some-what (3)	Mostly (4)	Very (5)	Total Mostly/Very
Support of friends and/or family (N=263)	2.7%	5.7%	16.0%	27.4%	<b>48.3%</b>	75.7%
Your ability to handle challenges (N=262)	2.7%	7.3%	14.5%	31.7%	<b>43.9%</b>	75.6%
The positive impact you have on the people around you (N=262)	6.1%	7.6%	15.6%	31.3%	<b>39.3%</b>	70.6%
Opportunities to learn and grow (N=262)	10.3%	11.1%	14.5%	26.3%	<b>37.8%</b>	64.1%
That you find meaning in your work (N=263)	16.0%	9.9%	12.5%	26.2%	<b>35.4%</b>	61.6%
Your sense of purpose (N=263)	10.6%	12.2%	19.0%	28.1%	<b>30.0%</b>	58.1%
Opportunities to be creative (N=261)	11.1%	17.6%	16.9%	24.9%	<b>29.5%</b>	54.4%
Your contribution to the health of your community or society (N=261)	12.6%	13.4%	19.9%	23.4%	<b>30.7%</b>	54.1%
Your unique talents and skills are being exercised (N=262)	11.5%	11.5%	25.6%	<b>29.4%</b>	22.1%	51.5%
The balance between work and non-work life (N=262)	13.4%	11.8%	26.0%	<b>27.1%</b>	21.8%	48.9%
Your contribution to the health of the environment (N=263)	15.2%	12.5%	<b>25.1%</b>	22.8%	24.3%	47.1%
Opportunities for career advancement/promotion (N=263)	21.3%	16.0%	16.0%	22.8%	<b>24.0%</b>	46.8%
That you have a livable income to support yourself and/or your family (N=262)	19.5%	19.5%	<b>22.1%</b>	21.0%	17.9%	38.9%
That you have a comfortable income to support yourself and/or your family (N=262)	<b>34.7%</b>	21.8%	13.7%	16.8%	13.0%	29.8%

The three areas with the lowest satisfaction were Opportunities for career advancement/promotion (47% mostly or very satisfied), Having a livable income to support themselves and/or their family (39%) and Having a comfortable income to support themselves and/or their family (30%).

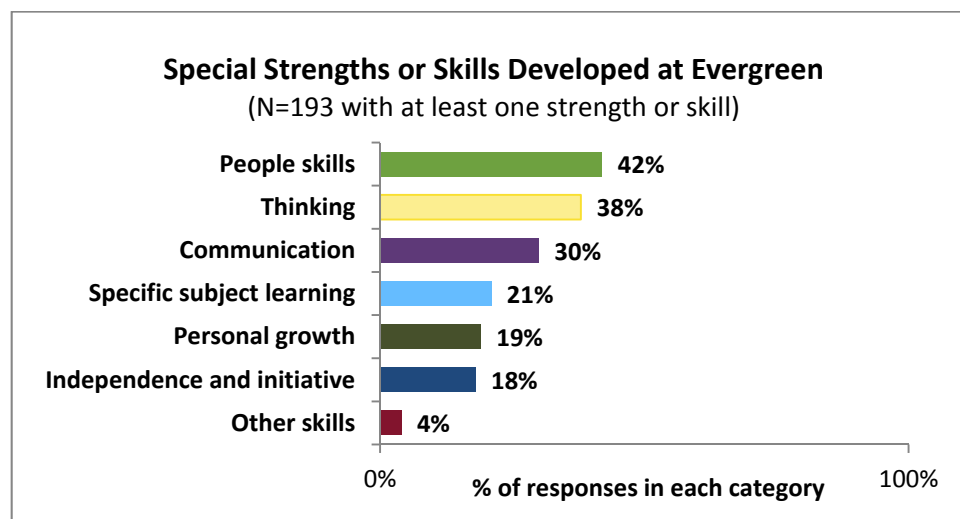
Average satisfaction ratings were calculated for each area and results are shown in the chart below. The three highest-rated areas also appear at the top of the frequency table above: Support of friends and/or family, Ability to handle challenges, and the Positive impact they have on the people around them. Similarly, the three areas with the lowest average satisfaction were Opportunities for career advancement/promotion, Having a livable income, and Having a comfortable income. Over one-third of respondents were not at all satisfied that they had a comfortable income, and one in five were not at all satisfied that they had a livable income.



Alumni rated their satisfaction using a scale where 1=Not at all, 2=A little, 3=Somewhat, 4=Mostly, and 5=Very.

## K. Special Strengths Developed at Evergreen

Alumni were asked in an open-ended narrative question, “What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors?” 193 of 301 respondents (64%) named at least one strength or skill; their comments were categorized and are detailed below. The three most common themes were People skills (42%), Thinking (38%), and Communication (30%).



Note: Percentages do not sum to 100 as alumni could name more than one strength or skill.

“My courses at Evergreen helped me strengthen my academic writing and critical thinking, which prepared me for the rigors of my Master's program.”

“All of the group work at Evergreen prepared me well and gave me confidence to share my thoughts effectively.”

“What I appreciate the most about my experience at Evergreen was the encouragement from faculty to combine creative and critical thinking to solve problems.”

“I learned to look at news from varying perspectives and take into account everyone's unique background and influences.”

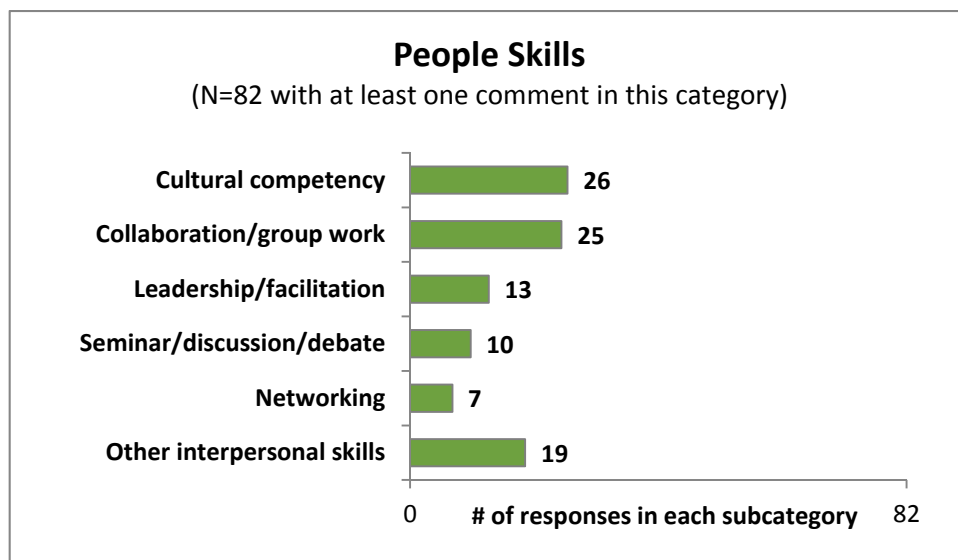
“Evergreen gave me the confidence to work independently and to be productive without the need for constant guidance.”

“I've developed a better understanding of the world we live in and the way I want to impact it. I've learned a lot about myself and how I can make a positive impact on others' lives.”

***What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (Continued...)***

**People Skills**

42% of alumni who named at least one strength or skill (N=82) felt they developed or improved their people skills at Evergreen. Subcategories within this group are detailed below:



**Cultural competency/ability to work with diverse others (N=26)**

The strength or skill most often named in the people skills category was cultural competency and the ability to work effectively with diverse others. Alumni told us they gained awareness of privilege and bias and the ability to recognize it within themselves and others; developed the ability to talk about oppression and employ anti-oppression skills; and learned to respect the lived experiences of others. They developed awareness of and appreciation for other cultures; learned to take into account the unique backgrounds, influences, and personal experiences that shape a person; and learned to take a cross-cultural/multicultural approach to working across differences toward a common goal. One student of color named dealing with white people as a real-world skill developed at Evergreen.

“[At Evergreen I developed] the ability to listen without judgment and provide resources and be respectful regardless of differences. Collaboration has been extremely helpful and utilized greatly in my current work.”

**Collaboration/group work (N=25)**

The second most common skill mentioned under people skills was collaboration/group work. Specific examples included how to work effectively with others in small or large group settings and how to be a respectful and conscientious collaborator. Several alumni mentioned how these skills directly relate to and help them in their current endeavors, namely in the workplace. Some alumni specifically credited group work in courses, internships, and work study jobs with helping them develop these skills.

**Leadership/facilitation skills (N=13)**

Alumni in this subcategory indicated they learned or further developed leadership or facilitation skills. Specific examples included how to lead discussions, facilitate meetings, mediate conflict, and drive conversations toward consensus.

***What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (Continued...)***

**Seminar/discussion/negotiation/debate (N=10)**

Alumni in this subcategory indicated they learned to effectively communicate in groups in the context of seminar, discussion, negotiation, and debate. Specific examples included how to defend one's position and findings; how to ask questions to clarify and/or learn more about a person's perspective; and how to have effective conversations about tough and sensitive topics.

**Networking (N=7)**

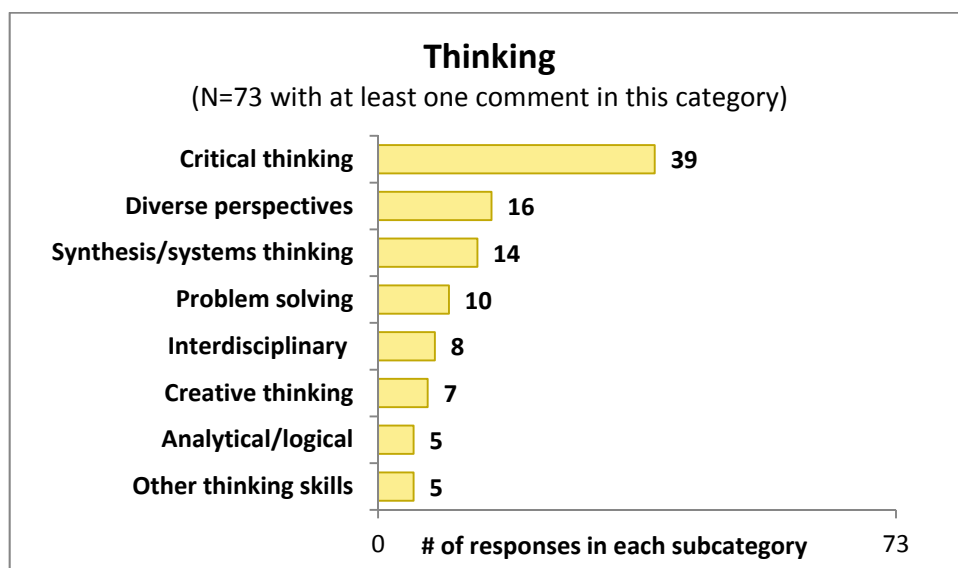
Seven alumni gained skills in networking, identifying practical partnerships, and seeking out organizations and groups to volunteer with or become involved in. One respondent said this skill has greatly helped them in owning and running their own business and another said they created a strong and viable network of professors at Evergreen that they will cherish forever.

**Other interpersonal skills (N=19)**

Interpersonal skills named by fewer than five alumni included interpersonal relations, interpersonal communication, working with difficult people, working with people with different skill sets or alternative views, engaging others with compassion, building and sustaining community, and learning how to deal with sexist behavior from a supervisor. One respondent stated they gained confidence in interacting with peers as a result of the unique seminar and student-focused education they received at Evergreen and others became more comfortable talking to superiors and strangers.

**Thinking**

73 alumni (38%) described how their Evergreen experiences enhanced their thinking. Subcategories in this group are detailed below:



"The biggest skill I developed at Evergreen is to approach every task, project, or idea with the intention of understanding how it operates as a part of its context, what its impact will be on that context, and how to most effectively work toward the goals that guide it."

**Critical thinking skills (N=39)**

Critical thinking was by far the most frequently-named type of thinking skill. Specific examples included learning to question the production and distribution of knowledge; questioning one's own assumptions; and learning to ask questions, question resources, and form opinions after researching a topic. One respondent spoke of how they use the critical thinking skills they developed at Evergreen to help the company they work for, and another felt the critical thinking skills they developed at Evergreen prepared them for the rigors of their master's program.

***What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (Continued...)***

**Consideration of diverse perspectives/alternate points of view (N=16)**

Alumni in this subcategory learned to be open to others' ideas and perspectives; to focus on more than one source of information and hear all sides of a story; and to approach problems or questions from multiple angles or through multiple lenses. One respondent spoke of their ability to try to understand others with whose viewpoints they strongly disagree and another feels they are able to overcome most of life's challenges as a direct result of being able to look at a situation from a variety of angles.

**Synthesis/ability to see connections/holistic or systems thinking (N=14)**

The next-largest subcategory was the ability to synthesize information and perspectives across disciplines and to think holistically or systemically. Specific examples included learning to see the big picture as well as the individual variables and how they interconnect, and learning to link seemingly separate issues, subjects, and concepts to develop a deeper understanding of their interrelatedness.

**Problem solving/applying knowledge and skills (N=10)**

Alumni in this subcategory mentioned problem-solving and the ability to apply knowledge and skills. Specific examples included the ability to connect ideas and come up with solutions; to intelligently utilize various learned literature and media; and crisis management.

**Interdisciplinary thinking/learning (N=8)**

These alumni listed interdisciplinary thinking among their skills, along with interdisciplinary learning and using an "interdisciplinary approach."

**Creative thinking (N=7)**

Alumni also named creative thinking skills and creativity among strengths developed at Evergreen. Examples included the ability to think outside the box and growing as a creator while at Evergreen.

**Analytical and logical thinking (N=5)**

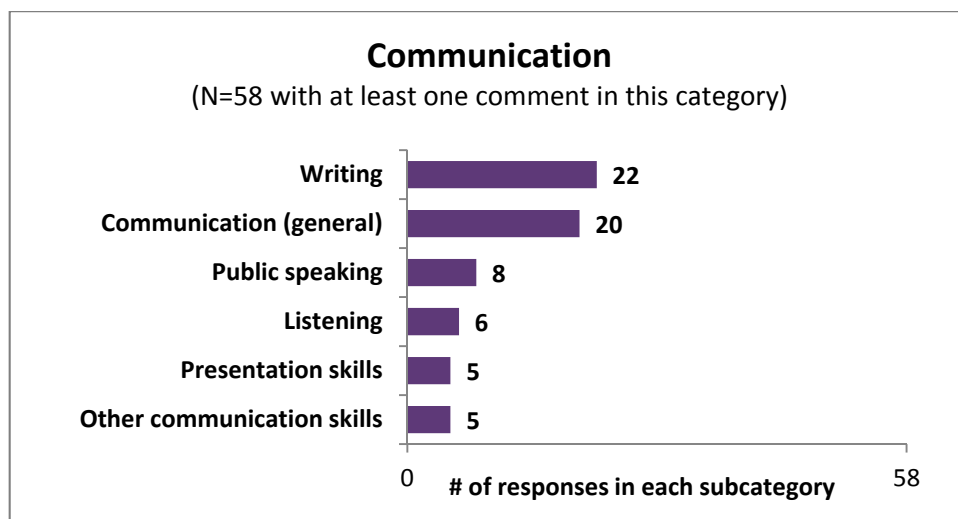
These alumni developed skills in analytical and logical thinking. Specific examples included reasoning, dialectical analysis, and film analysis.

**Other thinking skills (N=5)**

Thinking skills named by fewer than 5 alumni included decision-making, independent thinking, deep thinking, and academic thinking.

**Communication**

Of the 193 alumni who named at least one strength or skill, 58 (30%) mentioned communication. Subcategories within this group are detailed below:



"My writing and oral skills that were fine-tuned at Evergreen have helped me land a dream job I didn't even know I wanted until I found it. I use my writing skills every day to get my point across in many different ways, to many different kinds of people."

***What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (Continued...)***

**Writing (N=22)**

Alumni in the communication category most often named writing skills as a special strength or skill developed at Evergreen. Specific examples included creative, critical, journalistic, and long-form writing as well as research paper writing. One respondent commented that their coursework at Evergreen helped them strengthen their academic writing which prepared them for their master's program.

**Communication – general (N=20)**

The next-largest subcategory included alumni who mentioned communication skills in general, or who specified they had developed the ability to effectively convey their thoughts, communicate with others about difficult subject matter, and communicate through multiple means. One respondent said they became more comfortable expressing themselves in a clear and thoughtful way in both personal and professional settings.

**Public speaking (N=8)**

Eight alumni in the communication category developed or improved upon their public speaking skills; one said this has greatly helped them in owning and running their own business.

**Listening (N=6)**

These alumni mentioned listening skills in general or specified that they developed creative, thoughtful, or empathetic listening skills, or the ability to listen without judgment.

**Presentation skills (N=5)**

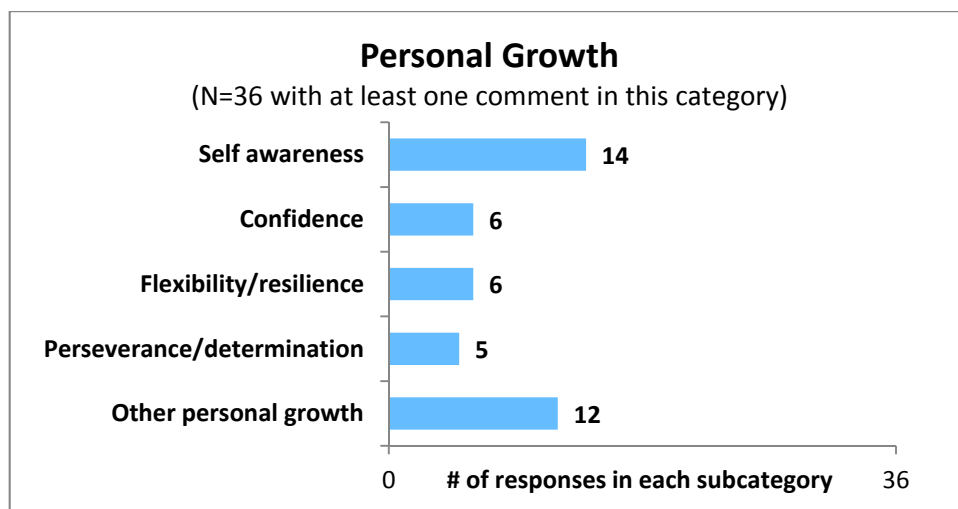
Five alumni spoke of developing presentation skills at Evergreen, one of whom characterized their presentation skills as “conversational and persuasive.”

**Other communication subcategories with fewer than five responses (N=5)**

The remaining alumni in the communication category said they developed reading skills and oral, technical, or non-violent communication skills.

**Personal Growth**

36 respondents (19%) listed personal growth as a strength or skill developed at Evergreen. Subcategories in this group are detailed below:



“Being pushed to reflect upon the growth and learning I did through self-evaluations [ingrained in me] a metacognitive reflex that I have to draw upon, when it comes to determining my successes and failures as a learner (and producer of work).”

**Self-reflection/self-awareness (N=14)**

The most frequently mentioned strength or skill under personal growth was self-reflection/self-awareness. These alumni gained perspective and emotional intelligence, learned mindfulness and tools for self-care/self-betterment, and developed the ability to self-assess. Some spoke of finding their passion, potential, or purpose in life. One respondent shared that they “woke” up and realized how much of their life has been affected by their status as a low-income person of color.



***What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (Continued...)***

**Confidence (N=6)**

Six alumni spoke of increased confidence and courage. Specific examples included creating and performing without fear of judgement, being more comfortable and confident in one's decisions, and having the confidence to jump at any opportunity regardless of difficulty.

**Flexibility/resilience (N=6)**

Alumni in this group named flexibility and resilience as strengths developed at Evergreen. Specific examples included transitioning into civilian life from the military, and learning to work well and be adaptable under pressure or in unfamiliar environments, fields of study, or work situations.

**Perseverance (N=5)**

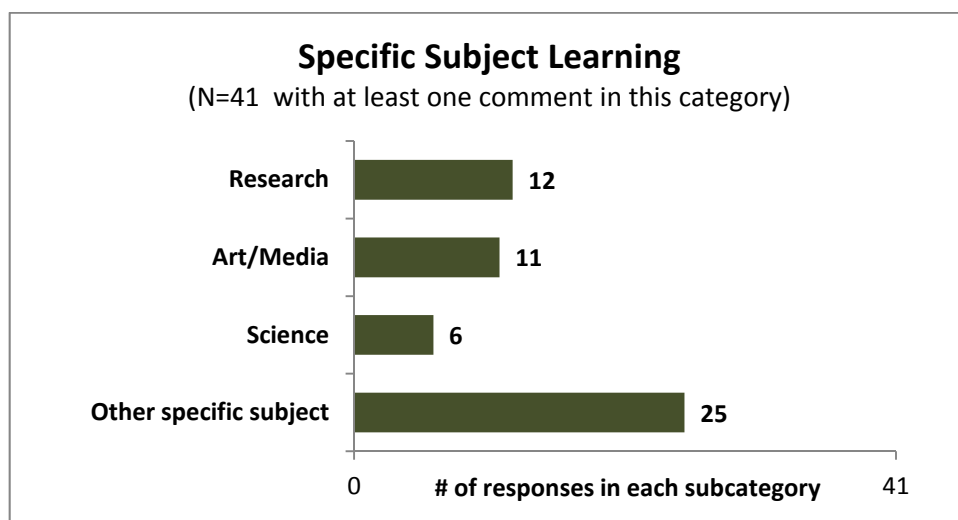
Five alumni said they developed perseverance, determination, strength, and/or grit at Evergreen.

**Other personal growth (N=12)**

Other strengths mentioned by fewer than five alumni included patience, curiosity, love of learning, integrity, and general personal growth.

**Specific Subject Learning**

41 respondents (21%) named specific subjects areas they learned about at Evergreen. Subcategories in this group are detailed below:



"I learned advanced research skills which have helped me to develop and organize a crowd-funding campaign."

"I studied visual arts at Evergreen, and every day I use the skills I learned (both in 2D and 3D mediums) in my job."

**Research skills (N=12)**

Alumni in the specific subject learning category most often named research skills among their strengths. Specific examples included finding, reading, understanding, and using primary literature; conducting independent research; doing field studies and data collection; and knowing a variety of research techniques and styles, including the human subjects review process.

**Art and media skills (N=11)**

Alumni in this subcategory developed skills and knowledge in the arts and media. Specific skills included music and music production; film and video production/editing; 2D and 3D visual arts; photography; metalworking; color theory, composition, design, drafting, and building; self-publishing a book, and managing multiple social media profiles.

**Science (N=6)**

Six alumni mentioned science skills and knowledge developed at Evergreen, including scientific analysis, medical terminology, laboratory skills, and plant and bird identification. One respondent listed the variety of their scientific skills and another listed the breadth of their science background as useful in their current endeavors.



***What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (Continued...)***

**Other specific subject learning subcategories with fewer than 5 responses (N=25)**

The remaining alumni in this category gained skills and knowledge in teaching, counseling, politics/government, business, event or program planning, computer use, cultural studies, Russian language, history, feminism, gender-awareness, math, spatial analysis, computer science, technology, environmental justice, human/environment interaction, and observation.

**Independence and Initiative**

34 alumni (18%) felt they developed independence and initiative while attending Evergreen, including the ability to study or work independently, self-motivation, initiative, time management skills, organizational skills, and goal attainment. Specific examples included the ability to plan and follow through on independent projects, consider plans and their consequences, handle problems with one’s own initiative, and multitask; the ability to work and respond accordingly to the guidelines set by graduate school; the ability to handle a large workload, and a sense of professionalism.

“Evergreen gave me the confidence to work independently and to be productive without the need for constant guidance.”

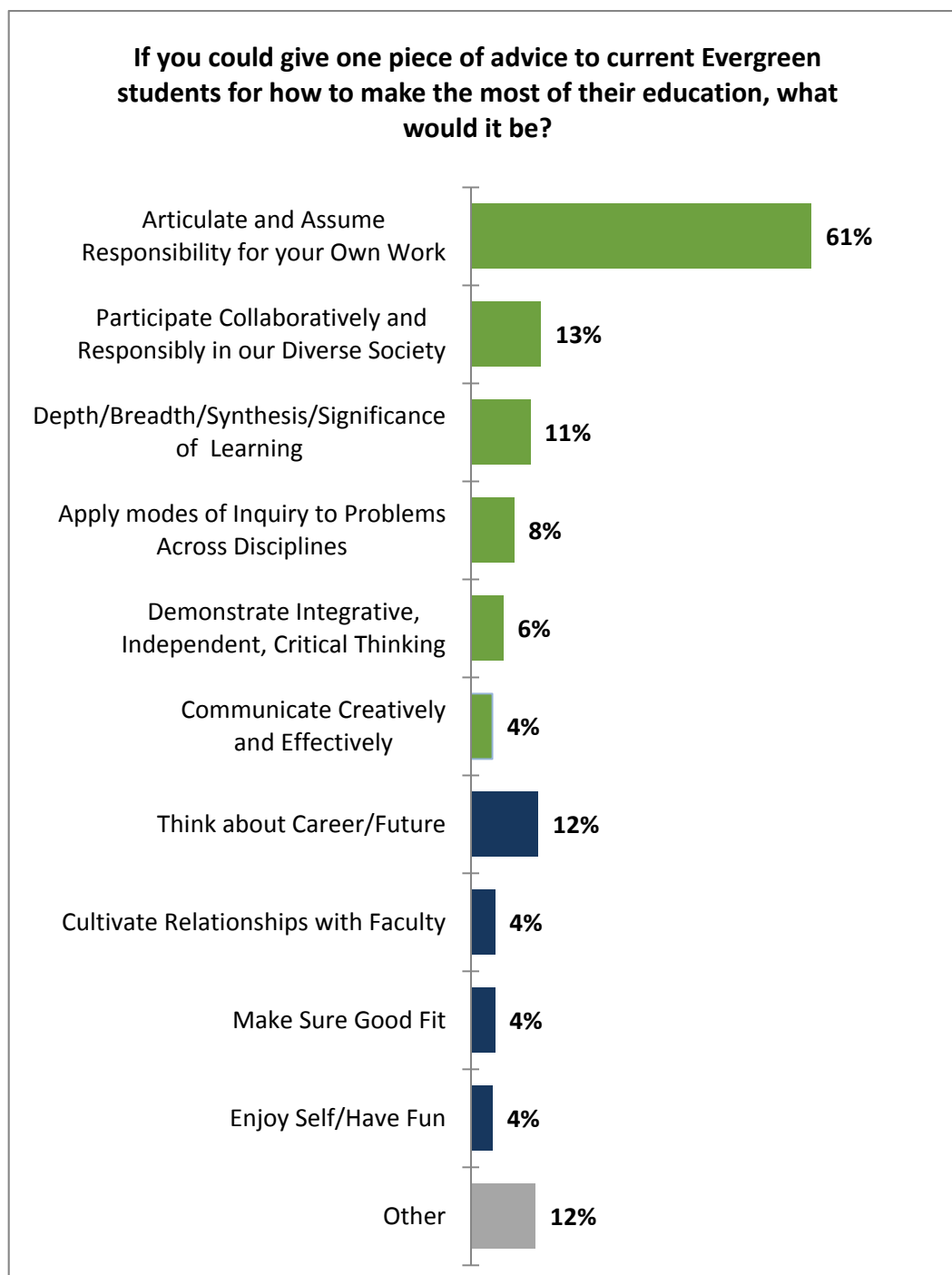
“The ability to theorize and structure independent projects has been an important skill I am utilizing post-graduation.”

**Other skills**

The remaining 7 respondents (4%) named skills that could not be coded into other subcategories. These alumni indicated that their Evergreen experience prepared them for graduate school, helped them develop useful skills through internship programs, or taught them how to navigate administrative bureaucracy; one respondent felt their actual degree had more bearing on professional outcomes than any special skills learned in earning it.

## L. Advice to Current Students

Alumni were asked, “If you could give one piece of advice to current Evergreen students for how to make the most of their education, what would it be?” 207 respondents (69%) offered at least one piece of advice. Their comments were categorized within the *Six Expectations of an Evergreen Graduate* where applicable (appearing in green at the top of the chart below) and in five additional categories (shown in blue/darker shading). Comments could be coded into more than one category therefore percentages will not sum to 100. A detailed summary of each category follows the chart.



## Six Expectations of an Evergreen Graduate

### Articulate and Assume Responsibility for your Own Work (61%)

The overwhelming majority of alumni who offered advice to current students spoke to the first of Evergreen's Six Expectations: *Articulate and Assume Responsibility for your Own Work*. 61% of respondents' advice was related to this expectation. Within this theme, several subcategories emerged, including:

#### **Be self-motivated** (29% of responses fit into this subcategory)

These alumni advised current students to take charge of, take the lead in, or "be the architect of" their education; to push themselves, be disciplined, and make their education their biggest priority; to be organized and keep track of their work and growth; to advocate for themselves and not be afraid to ask for help; to take the initiative to learn about the system of the school from other students or alumni; to research programs before enrolling in them; to not depend on advisors to get them into grad school; and to take the initiative to problem-solve if they are dissatisfied with some aspect of their educational experience. One respondent advised that, in order to get the most out of Evergreen, a student needs to have "a well-developed sense of self" and "a good internal compass."

"Evergreen requires a person with initiative. My advice is to go into Evergreen with drive but a flexible attitude. You have to make the most out of your experience; no one else can do that for you. Utilize all the resources Evergreen has to offer and take initiative to find them. Don't expect anyone to hold your hand but know that if you reach out there will be 100 hands to help."

#### **Use Evergreen's resources** (25% of responses)

Alumni in this subcategory advised current students to seek out and take advantage of the many resources available at Evergreen. One respondent prompted students to "Ask what resources are available, or IF specific resources are available, and if so, use them!" Another said "The school has resources that aren't advertised well, but the support is definitely there." Specific resources mentioned included the Quantitative and Symbolic Reasoning Center (QuaSR), The Writing Center, the library and reference librarians, the Assistive Technology Lab (ATL), First Peoples Multicultural Advising Services, Academic Advising, Lynda.com, Evergreen's labs and shops, as well as art, media, photo, computing, printing, and networking resources. Current students were urged to learn about and try all of the resources offered at Evergreen "even if you feel too busy" and "even if you don't think you need it" and were cautioned that "you will miss them when you are gone."

"You have access to things like thousands of academic/peer-reviewed journals and Lynda.com as part of your tuition. Use these resources to enrich the education you're already getting."

#### **Attend class/do your work** (17% of responses)

Comments in the next-largest subcategory included advice for students to attend class and do their work. Alumni urged students to study hard, keep up with readings, do their homework, listen to their professors, do their share of group work, to participate fully in/put thought and effort into their programs, and to "not just do the minimum." Current students were urged to "try your best every time" and to "give it everything you've got."

"Ensure that you participate to the utmost in each class and activity - in my experience it was very easy to succeed without learning or meaningfully contributing and it is important to know that what you get out of your Evergreen experience is exactly what you put into it."

#### **Have a plan** (14% of responses)

These alumni suggested students have a plan for their college education upon entering Evergreen, or decide early on what they want to do and plan their curriculum accordingly. Several advised students to be strategic in their planning (e.g., choose your classes and plan your programs wisely, register early for science classes). Specific suggestions included "make a plan and stick to it to the best you can, or discuss with faculty when adaptation is needed," "plan ahead and try to piece together a cohesive path through [your] education," "have a plan A, B, C, and D," and "Really know what you want. Don't get lost in the freedom."

"I constantly asked myself throughout my time at Evergreen what I wanted to learn and what I had to do or who I had to talk to learn it. Evergreen always provided for me in this way and now I have the skills to do this beyond the comforts of the institution."

**Challenge yourself/venture out of your comfort zone** (12% of responses)

Several alumni urged current students to take challenging courses or to explore new disciplines outside their comfort zones. One respondent challenged students to “Take a program that you are positive you will fail” and another felt Evergreen to be most beneficial “when I felt I was in over my head.” Alumni encouraged students to not shy away from, but rather embrace new challenges, and to be adventurous. Several suggested students try a new or different discipline outside their comfort zone, possibly leading them to discover something they love. One respondent said “If there is a class you are drawn to but don't know why, consider making room to explore that interest for a quarter.”

“Take hard classes. Ones that will challenge you not only with their content, but with rigorous schedules. Working hard is one of the best skills I took away from Evergreen, and it's only possible to get that with practice.”

**Follow your passion/study what matters to you** (8% of responses)

These alumni urged students to “follow your passion,” “study something you love,” “study what truly matters to you,” and “take programs and classes that interest you most.” One respondent said “Choose to study your passion, not what seems easy,” and another said “Evergreen gives you every opportunity to pursue your passions, so go for it, whatever it may be.”

**You get out what you put in** (6% of responses)

This subcategory included variations of “What you get out of Evergreen depends on what you put in.” Specific comments included “You get what you put into it. The degree comes from the college. The education you get is totally up to you,” and “I found that whatever I put in to my studies and learning, I got back, ten-fold while at Evergreen.”

**Vet your faculty** (6% of responses)

Several alumni made suggestions for students to research faculty before registering for courses, including “Vet your teachers ahead of time—ask other students and check [ratemyprofessors.com](http://ratemyprofessors.com). You'll have a better experience studying a subject you're only mildly interested in from a great teacher than you will studying a subject you're passionate about from a mediocre or bad teacher,” and “Be mindful about which faculty you choose and meet them at the Academic Fair. Many people have told me this and I agree that the entire Evergreen experience depends on faculty.”

**Other** (10% of responses)

Advice given by fewer than five alumni included take advantage of the opportunity to learn in a different yet challenging way at Evergreen, learn as much as possible/take as many programs as you can, read in your spare time, take breaks from school if you feel you don't know why you are in school, don't do too many drugs/stay away from hard drugs, stay curious, and remember that “in real life it is extremely important to be clean and dressed for success, as well as being on time.”

**Participate Collaboratively and Responsibly in our Diverse Society** (13%)

The second most common type of advice fell within Evergreen's second Expectation: *Participate Collaboratively and Responsibly in our Diverse Society*. 13% of alumni comments revolved around this expectation. Most advised students to participate in campus activities, the local community, and/or volunteering; specific suggestions included getting involved with Student Activities/joining a club, studying abroad, and participating in collaborative study with people who challenge you. One respondent appealed to students to “Please be open, regardless of your background. Respect people of other backgrounds and be WILLING to work with them to get your work done,” one said “when you see injustice (even if it's from Evergreen) confront it!” and another prompted students to “Think about how you can be useful; how you can be a tool for change.”

“Join a club! I cannot emphasize how much I learned by getting involved in student activities. It was a completely life changing experience and one of the greatest things I got out of Evergreen.”

“Volunteering with local organizations helped me build relationships and connections that I still maintain. And getting involved with campus clubs enriched my college life and helped me make friends. Don't be afraid to branch out from your full-time programs.”

## **Demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning (11%)**

11% of respondents' advice spoke to the expectation *Demonstrate Depth, Breadth and Synthesis of Learning and the ability to reflect on the Personal and Social Significance of that Learning*, including:

### **Depth**

These alumni advised students to specialize in one area, particularly during their junior and senior years, and to "really dive into your programs." One respondent suggested narrowing in on something and going deep because it's "easy to get a bit lost in interesting but shallow waters." Others recommended taking programs instead of classes and taking at least one year-long program. One respondent observed "One quarter is hardly long enough to immerse yourself in something."

### **Breadth**

These alumni encouraged students to diversity their studies and take a variety of classes. One respondent advised students to "Explore as much as possible while maintaining a focus," while another, who focused on only science and medicine, wished they had developed their artistic side as well.

### **Synthesis, reflection on significance of learning**

Alumni comments that align with this concept included "Try and understand what lessons or issues and themes the professors are trying to weave together for you," and "Try to incorporate what you're learning into your daily life somehow. The more you spend time with something the more you get out of it." One respondent recommended "doing something meaningful as a capstone project to end your education, rather than just drifting out of college in the end."

"Mix up the types of programs you take; multi quarter, single quarter, individual course or independent contract. I got a great education at Evergreen in the short amount of time that I had as a transfer student, by mixing things up [and] it helped me make connections with faculty so that I was able to finish my education with an independent contract as a capstone project."

"It is so easy to get stuck in your areas of interest or certain programming that is in one particular part of the campus, or within one main area of study. Seek out other classes or groups that you may have never imagined would connect the way that you currently study and think of your area(s) of interest."

## **Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines (8%)**

8% of respondents' suggestions related to this expectation. Most specified that students should do internships, fellowships, or other paid work to gain professional job experience and build contacts; others simply wanted students to include real-world experience in their education.

## **Demonstrate Integrative, Independent, Critical Thinking (6%)**

6% of alumni responses fell within the expectation *Demonstrate Integrative, Independent, Critical Thinking*. Most of these alumni suggested completing an Individual Learning Contract (ILC); others advised students to ask a lot of questions and to "question your professors."

## **Communicate Creatively and Effectively (4%)**

4% of alumni gave advice that fell within the expectation *Communicate Creatively and Effectively*, including participating in class discussions, speaking up even if your opinion differs from others', learning to withstand criticism, listening, keeping an open mind, and learning "how and when to concede and withdraw yourself from a pointless argument."

## **Additional categories**

### **Think About Career/Graduate School/Future (12%)**

These alumni advised students to keep their future in mind throughout their time at Evergreen, most notably to start thinking about a career as early on as possible. Students were prompted to work with the College's Career Development and Advising offices, third party career coaches, and to do their own research on fields of interest. Some suggested discussing career paths with someone already working in their field of interest, or to connect

"Take advantage of the fun opportunities, but also look ahead to the career you want and make sure the choices you are making now are setting you up for success in the future."

with alumni and students with similar goals to help them prepare for their career or graduate school. Many emphasized the importance of gaining work experience through internships, student employment, or volunteering in order to be competitive in the job market. Several alumni suggested students plan for the possibility of applying to graduate programs, including making sure they complete prerequisite work and asking professors to mention specific subjects in their evaluations to support grad school applications. Some gave advice for students to think about the future in general terms, including “Keep what you take for pleasure or on a whim to a minimum. The choices you make now will heavily impact you for better or worse once you graduate.”

“My advice would be to continually check in with yourself, ask yourself if the program you're taking is helping to fulfill your goals, check that the goal you came in with is still in fact the goal you have now, [and] if not adjust accordingly.”

#### **Cultivate Relationships with Faculty (4%)**

Several alumni urged students to reach out to and seek guidance from their faculty. Specific suggestions included visiting faculty during office hours, being open with them about your needs, pursuing work with them, and developing strong academic and professional relationships with them. Some emphasized the importance of being willing to initiate contact, including “Don’t wait for faculty to find you and offer support,” and “Don’t hesitate approaching them and growing with their guidance.”

“I would say not to be afraid to reach out to your faculty and be really open with them about what your needs, thoughts, and plans are. If they have office hours, go to their office hours. Evergreen faculty are really overworked most of the time, but they're also really available when you reach out.”

#### **Make Sure Evergreen is a Good Fit (4%)**

These alumni advised students to make sure Evergreen is a good fit for them in terms of learning style, curriculum, and future goals, and to keep these things in mind when considering whether to attend or continue at Evergreen. Some felt that Evergreen’s interdisciplinary study, team-taught programs, lack of academic departments, lack of grades, level of freedom, or local culture may not be for everyone. Specific examples included narrative evaluations not being taken as seriously as a G.P.A. when applying for public sector jobs, Evergreen classes only transferring to other colleges as electives, and Evergreen not being the ideal school to pursue certain fields (narrative film and psychology were identified as such). One respondent felt that many people who are dissatisfied with Evergreen either “poorly researched the school and curriculum” or “spent more time complaining than making their education work for them.”

#### **Enjoy yourself/have fun (4%)**

These alumni reminded students to have fun, enjoy their education, savor every moment, and do what makes them happy.

#### **Other (11%)**

Types of advice given by fewer than five alumni revolved around taking a particular class or type of program (e.g., business and career development, environmental science, art, a program that integrates STEM with social sciences, and “only programs with field trips - where the real learning and connection happens”); changing schools (e.g. don’t get your degree here, only go here if you are poor and have no other choice); financial concerns (e.g. apply for every possible scholarship, gain residency before attending); trusting the process/experience (e.g. it’s okay to not know what you want to do, not being locked into one subject allows you to explore until you find what you like); attending Evergreen all four years/staying as long as you can; going to the police if you are being harassed; not living on campus; taking at least one quarter at the main campus if you are in a satellite program; being prepared to be judged by your opinion; recognizing that your college work doesn’t need to be up to professional standards; and not worrying about looking cool and fitting in.

## M. Recognition of Special Individuals or Services

Alumni were asked “Were there particular individuals or services that made a special contribution or genuine difference to your education or personal growth at Evergreen?” Of 301 survey respondents, 193 (64%) answered this question. These alumni identified 259 individual faculty, staff, and students representing 44 different offices and service units of the college (see the full list of individuals and services that were recognized by alumni in Appendix B). Individuals and services were analyzed and tallied, and those most frequently mentioned are recognized below:

### Most frequently mentioned faculty member:

- George Freeman  
(Closely followed by Kathleen Eamon and Paula Schofield)

### Most frequently mentioned Tacoma faculty member:

- Gilda Sheppard

### Most frequently mentioned staff member:

- Jean Eberhardt (Academic Advising)

### Most frequently mentioned service or office:

- Student Activities  
(Closely followed by Academic and Career Advising)

## Recognition of Special Individuals or Services: Selected quotes

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*“For my purpose and meaning in teaching Steve Cifka was a tremendous source of both insight and support; he is accessible, authentic and very knowledgeable. Suzanne Simons was instrumental in the maturity of both my writing and editing skills. Linda Gaffney and Mark Hurst opened the door to my self-awareness (psychology program) as well as my purpose and potential as a citizen of my community. Through his intentional teaching style and course materials, Dariush Khaleghi nurtured my strength in leadership and heightened my gift of compassion.”*

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*“Lydia McKinstry mentored me through my last 2.25 years at Evergreen. She taught me the basics of chemistry all the way to Advanced Biochemistry and Cell Molecular Biology. Lydia encouraged me through my personal research and definitively played a role in my transition from school to the world at large. Rita Pougiales taught me during my 2nd year at Evergreen. My weekly meetings in her office afforded me many great and deep conversations about philosophy. Practically speaking, she fostered my dialectic reasoning and conversation skills and prompted my deep-reading and critical thinking skills. I will always remember these two strong women.”*

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*“Dr. Andrew Brabban was my personal mentor and idol at Evergreen. I met him during my sophomore year in college and he mentored me throughout the rest of my college career. He helped me decide which classes to take, whether I should pursue graduate school (which I am still currently trying to attend) and what steps I should take after I graduated. He helped me tremendously and I truly appreciate what he has done for me.”*

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*“I was able to work with Ulrike Krotscheck in the Greece and Italy program, I loved working with her. She helped inspire me to love Classic Greek and Roman/Italian Literature and History even more. Also in the Greece and Italy program, I was able to work with Bob Haft, on the first day of the program he said “Ars longa, vitae brevis”, Latin meaning “Art is long, life is short”. That quote has stuck with me since. He inspired me with his vast knowledge of Classic Art, Architecture, Literature and Photography.”*

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## Recognition of Special Individuals or Services: Selected quotes (continued)

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*"David Shaw made a huge impact. His understanding of Chinese culture and willingness to share that understanding was something I'm so grateful to have now. He gave all his students a better understanding of and in turn a better chance at working within the Chinese culture. If Evergreen had more instructors like him, this school would appeal and help so many more people."*

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*"First People's Multicultural Advising--without this office and Raquel and Rashida my time at Evergreen would have felt much less supported."*

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*"Naima Lowe, the amazing media and cultural studies teacher guided me through the last years of my education at Evergreen and I am forever thankful for her critical approaches to pedagogy [...] and what it means to be at Evergreen."*

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*"Steve Niva and Therese Saliba for teaching me about the Middle East in a critical and holistic way, providing me the sensitivity and confidence [for further studies]."*

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*"Larry Mosqueda was an amazing professor who taught me so much and built my confidence up throughout the quarter. He will always be a role model and source of inspiration."*

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*"Marla Elliott taught me to sing without fear and to believe in myself and my voice. Cynthia Kennedy helped me learn how to take care of myself emotionally and spiritually, and to dance without caring who is watching. Zena Vergara taught me that no matter how good I get, I can always get better."*

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*"Sherry Walton changed my life. I have never been more affected by someone. I felt Sherry and Terry both pushed me just enough, and wanted to see me succeed. Sherry and Terry are amazing faculty, but I really felt like Sherry pushed me. I miss being in their classes every day."*

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*"My math teacher Richard Weiss who saw I might have been struggling with math only to recognize that I knew how to do the problems. He recognized my mathematical talent and helped me want to be a Math Educator. Also Allen Mauney taught a summer course that made me love math again after several years of hating it."*

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*"Robert (Bob) Leverich was a great inspiration and mentor; I should say the same with respect to Gail Tremblay and Steve Blakeslee. Their words and encouragement still influence my outlook and attitude, and give me hope to continue my endeavors."*

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*"The two most influential instructors at the Tacoma Campus are Dr. Laners and Dr. Bacho, both these instructors have knowledge and lived experience that is valuable when teaching adults. They also have an understanding of different cultures and systematic injustices that create environmental conditioning that contributed to the attitudes that oppression embedded in the law and cultural upbringings can cloud ones judgement or viewpoint about our social attitudes and economics in society."*

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*"Dr. Erik Thuesen and Dr. Gerardo Chin-Leo were extraordinary teachers, particularly when teamed together. It was obvious that they were passionate about their subjects and were always willing to answer questions and delve into subjects deeper. They taught rigorous scientific courses that embodied Evergreen's interdisciplinary philosophy. I learned more in the two terms I had with them than I had in the three years of school at other universities. If I could I would go back and retake their courses over and over again...I'm sure I'd continue to get more out of them!"*

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## Recognition of Special Individuals or Services: Selected quotes (continued)

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*"Judith Gabriele, Theresa Aragon, and Allen Standing Bear Jenkins played instrumental roles in my education and experience. I spent many years at other universities and colleges and had never made as close connections with professors and I did with these three. They not only were available and open to me as a student, but they truly became people I admire and want to share my future forthcoming with. I felt my education was tailored to me. I never felt forgotten or overlooked, or one of 100 faces. I was held accountable when I fell behind and encouraged/rewarded for expressing my creativity and personality."*

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*"Bret Weinstein is the most valuable resource that Evergreen has, in my opinion. I am forever changed for the better because of his course "Lights Out". I am STILL learning new things from my time in that course."*

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*"Dharshi Bopegedera made a positive impact on my ability to organize myself and persevere through difficult times through taking Introduction to Natural Science with her. Heather Heying taught me how to integrate my intuition and creativity into the scientific process in appropriate and productive manners."*

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*"Mukti Khanna - in her class "Mindfulness and Psychology" I learned so much about myself and other individuals - skills that I have taken in my life and used with my interactions with other for ultimate success. She helped me develop leadership skills, understanding others and really connecting with them, becoming comfortable in public speaking, learning how to be confident in situations that I feel unsure about, and more. I could not have asked for a better mentor!"*

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*"Carolyn Prouty literally saved my passion for medicine from dying due to my stress."*

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*"Greg Mullins was an outstanding professor who believed in me so much that I began to believe in myself. He is just an amazing person overall. Also, Rashida Love was an awesome academic counselor. She started working with me my freshman year up until my senior year as well. Together, we sat down and planned the courses I needed to take in order to graduate on time. I owe a great deal of gratitude to those amazing individuals. It is because of those individuals I was able to persevere and start graduate school."*

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*"Toska Olson and George Freeman were life-changing professors that I often think about. They saw me through and were a continual source of support and joy. Without them I'm not sure I would've been able to stay in school while also juggling issues outside of my academic life."*

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*"Glenn Landram for his mentorship in financial literacy, the transitional help into civilian life from the military, and challenging me to go beyond the required course material."*

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*"Ratna Roy! She presented so many opportunities for me to develop and hone many skills. She was a primary faculty for independent research, as well as be an incredible resource for advice, support, love and mentorship."*

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*"Brenda Hood, the only professor that I felt genuinely cared for me, my education, and my future. She put in ten times the effort in one class than three professors did in an entire program."*

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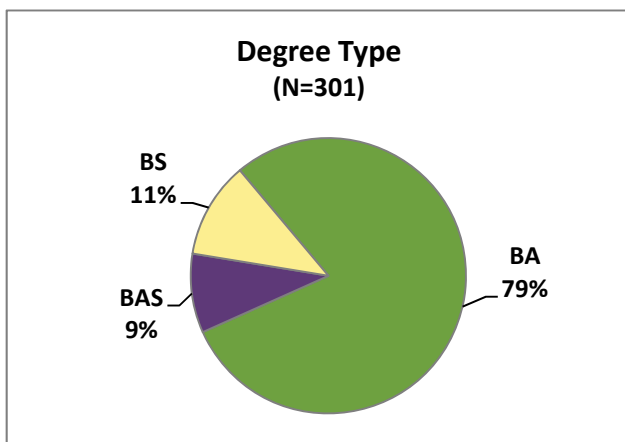
## APPENDIX A: Respondent Demographics

### Location Primarily Attended During Evergreen Studies

Survey results were representative of the graduating class of 2015 as a whole in terms of location attended. There was no significant difference in campus affiliation between respondents and non-respondents at  $p < .05$ .

Campus	N of class of 2015	% of class of 2015	# of respondents	% of respondents
Olympia	950	90.2%	271	90.0%
Tacoma	87	8.3%	26	8.6%
Grays Harbor	7	0.7%	2	0.7%
Tribal: Reservation-based	9	0.9%	2	0.7%
<b>Totals</b>	<b>1,053</b>	<b>100%</b>	<b>301</b>	<b>100%</b>

### Degree Type



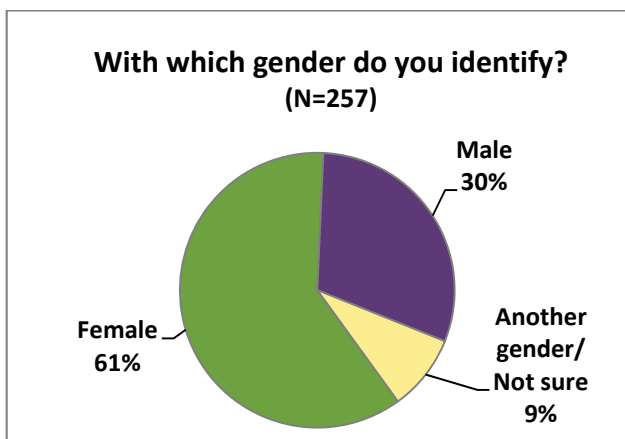
79% of respondents were BA earners compared to 83% of the class of 2015 as a whole. 11% were BS earners compared to 10% of the entire class and 9% earned BAS degrees compared to 7% of all graduates. These differences in individual degree type were not significant at  $p < .05$ . However, when collapsed into dichotomous groups (BA vs. BS/BAS), the percentage of completers who were science degree earners (BS/BAS) was higher than that among the class of 2015 as a whole (21% vs. 17%, respectively) and this difference was significant at  $p = .04$ .

### Age

Alumni respondents had a mean age of 29 and a median age of 25. This is consistent with a mean age of 29 and a median age of 25 among the total population of 2015 graduates. 56% of alumni respondents were nontraditional age college students (25 years or older) compared to 57% of the total population of 2015 graduates. The difference in nontraditional age status between respondents and non-respondents was not significant at  $p < .05$ .

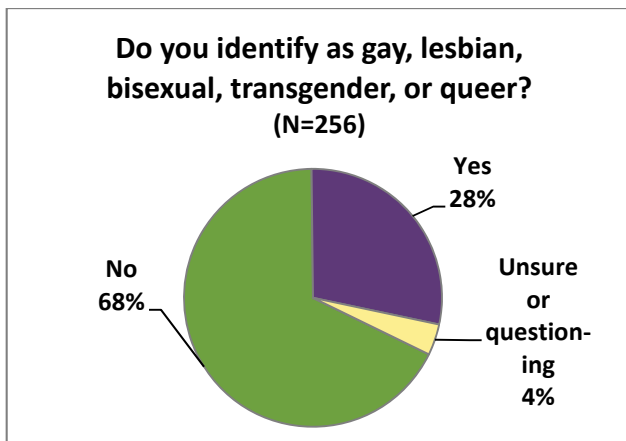
### Gender

The chart below shows *self-identified* alumni gender. Included in the *Another gender/Not sure* category are alumni who identify as genderqueer, transgender, intersex, or another gender identity (e.g. non-binary, gender fluid, etc.).



According to Banner data, which is currently limited to binary sex coding, males are underrepresented in the survey results. 35% of survey respondents were identified as male in Banner compared to 44% of the class of 2015, and 65% were identified as female compared to 56% of the class as a whole. This difference was significant at  $p = .000$ .

## Sexual and Gender Orientation



32% of alumni who provided this information identified as GLBTQ or questioning (calculation excludes alumni who indicated *Prefer not to respond*). As a point of reference, 37% of undergrads so identified on the most recent Evergreen Student Experience Survey (source: *Evergreen Student Experience Survey 2015, Olympia random sample*).

## Residency Status

83% of survey respondents were Washington residents – the same percentage as among all 2015 graduates. Therefore, survey results appear to be representative of the whole population of graduates with regard to residency status.

## Pell Grant Recipients

43% of survey respondents were Pell Grant recipients, as was 43% of the total population of 2015 graduates; therefore survey results appear to be representative of the whole population of graduates with regard to Pell recipient status.

## Poverty

60% of survey respondents were living below poverty level while attending Evergreen compared to 57% among all 2015 graduates. The difference in poverty status between respondents and non-respondents was not significant at  $p < .05$ .

## Low Income

65% of respondents were identified as low income in Banner compared to 63% among all 2015 graduates. The difference in low income status between respondents and non-respondents was not significant at  $p < .05$ .

## Disability

11% of survey respondents had disabilities indicated in Banner compared to 10% of all 2015 graduates. The difference in disability status between respondents and non-respondents was not significant at  $p < .05$ .

## Ethnic/Racial Background

Based on Banner ethnicity and race codes, 26% of survey respondents identified as people of color compared to 25% of the graduating class as a whole. There was no significant difference between completers and non-completers in terms of White, non-Hispanic, student of color, or unknown race/ethnicity status. However, analysis of each race/ethnic indicator revealed that 10% of survey completers were Hispanic/Latinx compared to 6% of the total population of 2015 graduates and this difference was significant at  $p = .003$ .

In the survey, alumni were asked to select as many ethnic/racial categories as they felt applied to them. In the first table, respondents who selected multiple categories are counted in all applicable categories therefore percentages do not sum to 100. The second table shows the number and percentage of alumni in each mutually exclusive ethnic/racial category. 27% of survey respondents who provided race/ethnicity data identified as people of color, which is consistent with the 26% documented in Banner.

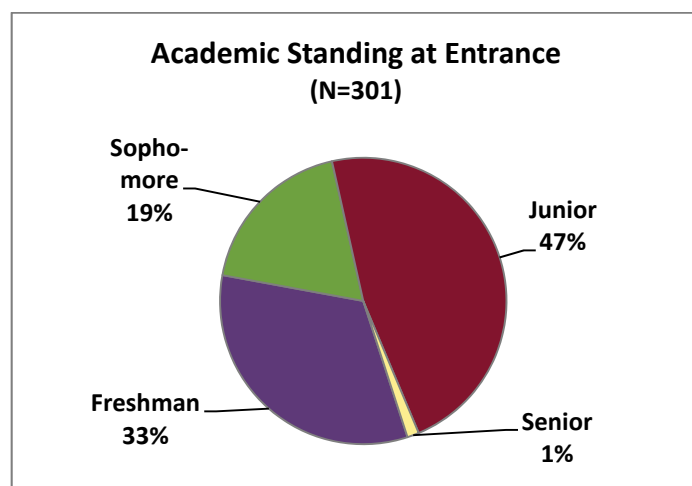
<b>Alumni-Indicated Ethnic/Racial Background (<i>All That Apply</i>) (N=260)</b>	<b>N</b>	<b>%</b>
American Indian/Alaska Native	15	5.8
Asian/Pacific Islander/Native Hawaiian	23	8.8
Black/African-American	19	7.3
Hispanic/Latinx	25	9.6
White/Caucasian	206	79.2
Other (Jewish, Middle Eastern, Eastern European, Armenian, White not Caucasian)	5	1.9
Prefer not to respond	10	3.8

<b>Alumni-Indicated Ethnic/Racial Background (<i>Mutually Exclusive Categories</i>)</b>	<b>N</b>	<b>%</b>
American Indian/Alaska Native, Non-Hispanic	4	1.5
Asian/Pacific Islander/Native Hawaiian, Non-Hispanic	5	1.9
Black/African-American, Non-Hispanic	13	5.0
Hispanic/Latinx, of any race	25	9.6
Multiracial, Non-Hispanic	24	9.2
White/Caucasian, Non-Hispanic	170	65.4
Prefer not to respond/other response	19	7.3
<b>Total</b>	<b>260</b>	<b>100%</b>

### Primary Enrollment Status at Evergreen

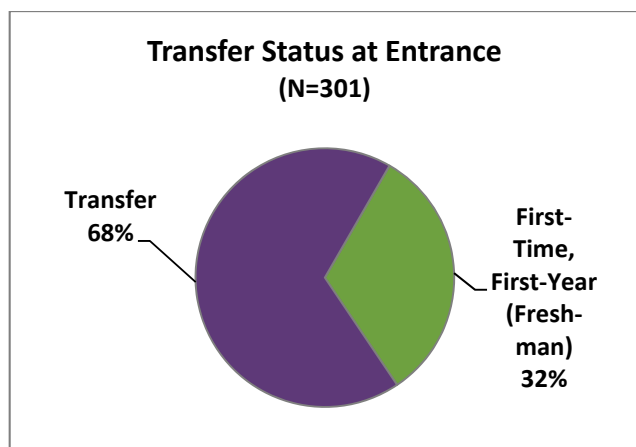
<b>Enrollment Status</b>	<b>N</b>	<b>%</b>
Full-time	288	96.0%
Part-time	12	4.0%
<b>Total</b>	<b>274</b>	<b>100%</b>

### Academic Standing When First Enrolled at Evergreen



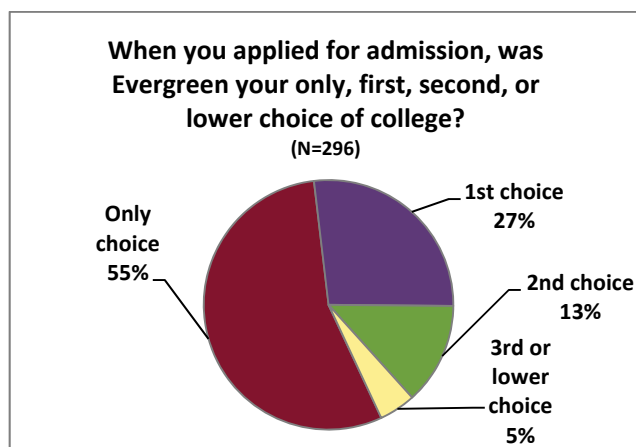
47% of alumni respondents (N=142) first enrolled at Evergreen as juniors, 33% (N=99) as freshmen, and 19% (N=56) as sophomores. Only 1% (N=4) first enrolled at Evergreen as seniors.

## Transfer Status at Entrance



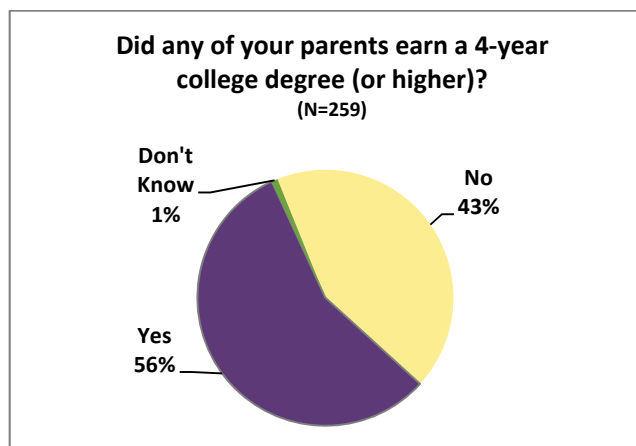
68% of alumni respondents (N=204) entered Evergreen as transfer students, and 32% (N=97) started as freshmen. This is similar to the proportion of transfer students to freshmen in the whole graduating class (69% versus 31%, respectively). The difference in transfer status between respondents and non-respondents was not significant at  $p < .05$ .

## Choice of College



Evergreen was the first or only choice of college for 82% of alumni respondents (N=243). 13% (N=39) indicated Evergreen was their 2<sup>nd</sup> choice; and 5% indicated that Evergreen was their third or lower choice of college (N=14).

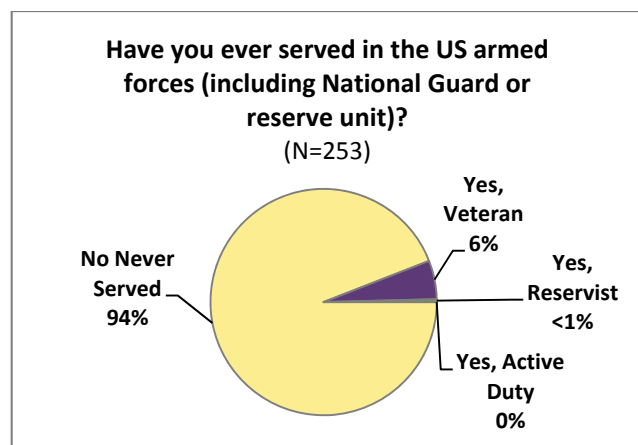
## First Generation Baccalaureate Earners



43% of alumni respondents (N=111) identified as first generation baccalaureate earners. The survey data indicate that first generation status is slightly underreported in the Banner student tracking system – based on Banner data alone, we could only have identified 35% of respondents as first generation.

The difference in first generation status between respondents and non-respondents was not significant at  $p < .05$ , therefore survey results should be representative in terms of first generation status.

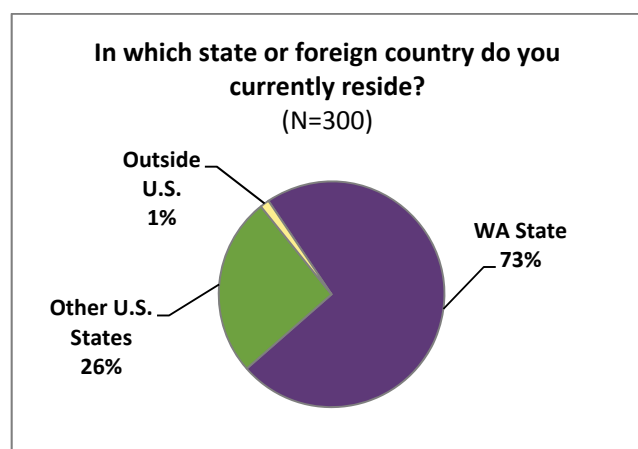
## Veteran Status



6% of survey respondents (N=15) reported having served in the US armed forces. The survey data indicate that veteran status is slightly under-represented in the Banner student tracking system – based on Banner data alone we could only have identified 5% of this population as veterans.

The difference in veteran status between respondents and non-respondents was not significant at  $p < .05$  therefore survey results should be representative in terms of veteran status.

## Current Location of Survey Respondent



At the time of the survey, alumni from the class of 2015 were living in 22 different states (including Washington, D.C., and 4 foreign countries). 73% were still living in Washington one year after graduation.

81% of resident alumni and 33% of nonresident alumni were still residing in Washington.

## APPENDIX B: List of individuals/services that made a special contribution or genuine difference to alumni education or personal growth at Evergreen

### Individual faculty and staff members recognized by the class of 2015:

Abir Biswas	Dave Muehleisen	James Hutcheon	Lydia McKinstry
Aisha Harrison	David Phillips	Jamie Colley	Marcella Benson-Quaziana
Alexander McCarty	David Shaw	Jamyang Tsultrim	Maria Pineda
Alice Nelson	David Wolach	Jason Mock	Marianne Bailey
Alison Styring	Dennis Mobbs	Jean Eberhardt	Mario Gadea
Allen Mauney	Dharshi Bopegedera	Jean Mandeberg	Mark Harrison
Allen Standing Bear Jenkins	Diego de Acosta	Jeanne Rynne	Mark Hurst
Amaia Martiartu	Don Jensen	Jeff Antonelis-Lapp	Marla Elliott
Amanda Walker	Don Middendorf	Jeff Springer	Martha Rosemeyer
Amy Cook	Donald Morisato	Jehrin Alexandria	Martha Schmidt
Andrea Gullickson	Donna Miller	Jennifer Gerend	Mary Dean
Andrea Seabert	Doreen Swetkis	Jim Neitzel	Matt Lawrence
Andrew Brabban	Dorothy Anderson	Joe Tougas	Melanie Valera
Andrew Buchman	Doug Schuler	John Baldridge	Michael Clifthorne
Andy Corn	Dylan Fischer	John Carmichael	Michael Vavrus
Angela Gallo	E.J. Zita	John Filmer	Michelle Pope
Ann Storey	Edwin Bliss	Joli Sandoz	Mike Paros
Anne de Marcken (Forbes)	Eirik Steinhoff	Jon Davies	Mindy Muzatko
Anne Fischel	Elaine Hayashi-Petersen	Jose Gomez	Mingxia Li (Zhang Er)
Anthony Tindill	Elena Smith	Joye Hardiman	Miranda Mellis
Anthony Zaragosa	Elizabeth McHugh	Judith Gabriele	Monique Anderson
Arlen Speights	Elizabeth Williamson	Julianne Unsel	Mukti Khanna
Artee Young	Ellen Shortt Sanchez	Julie Russo	Naima Lowe
Barbara Krulich	Emily Lardner	Kabby Mitchell	Nancy Anderson
Barbara Laners	Emily Pieper	Karen Gaul	Nancy Koppelman
Ben Kamen	Eric Stein	Karen Hogan	Nancy Parkes
Beth Schoenberg	Erik Thuesen	Kathleen Eamon	Nancy Taylor
Bill Arney	Erin Martin	Kathleen O'Connor	Olga Inglebritson
Bill Bruner	Evan Blackwell	Kathy Kelly	Pat Krafcik
Bob Haft	Felix Braffith	Kathy Miles	Paul McCreary
Brenda Hood	Frances Rains	Kayla Mahnke	Paul McMillin
Bret Weinstein	Gail Tremblay	Ken Tabbutt	Paul Przybylowicz
Brian Walter	Gary Peterson	Kitty Jones	Paula Schofield
Cael Keegan	George Bridges	Krishna Chowdary	Peter Bacho
Candace Vogler	George Freeman	Kristina Ackley	Peter Bohmer
Carolyn Prouty	Gerardo Chin-Leo	Ladd Rutherford	Peter Dorman
Carri LeRoy	Gilda Sheppard	Lalita Calabria	Peter Impara
Caryn Cline	Gillies Malnarich	Larry Mosqueda	Peter Pessiki
Catalina Ocampo	Glenn Landram	Laura Citrin	Peter Randlette
Chico Herbison	Grace Huerta	Laurie Meeker	Phyllis Esposito
Cindy Beck	Greg Mullins	Leonard Schwartz	Puanani Nihoa
Clarissa Dirks	Greg Porter	Les Wong	Rachel Hastings
Clarisse Cho (Leong)	Gretchen Van Dusen	Leslie Flemmer	Ralph Murphy
Colleen (Ray) Jollie	Harumi Moruzzi	Lin Nelson	Randy Kelley
Cynthia Kennedy	Heather Heying	Linda Gaffney	Raoul Berman
Dan Cygnar	Heesoon Jun	Lisa Sweet	Raquel Salinas
Dariush Khaleghi	Hilary Palevsky	Liza Rognas	Rashida Love
Daryl Morgan	Howard Schwartz	Lori Blewett	Ratna Roy
Dave Cramton	Hugh Lentz	Lucia Harrison	Rebecca Chamberlain

Rebecca Sunderman	Savvina Chowdhury	Steven Hendricks	Toska Olsen
Richard Weiss	Sean Williams	Susan Aurand	Trevor Speller
Rita Pougiales	Shaw Osha	Susan Cummings	Trisha Towanda
Rob Cole	Sherry Walton	Susan Preciso	Trisha Vickrey
Robert Egger	Sheryl Shulman	Suzanne Simons	Tyler Jass
Robert Esposito	Stacey Davis	Ted Whitesell	Tyler Merriam
Robert Knapp	Stacia Pomerenk (Lewis)	Teresa Bravenec	Tyrone Newton
Robert Leverich	Stephanie Coontz	Terry Ford	Tyrus Smith
Rose Jang	Stephen Buxbaum	Terry Setter	Ulrike Krotscheck
Russ Lidman	Steve Abercrombie	Theresa Aragon	Vauhn Foster-Grahler
Ruth Hayes	Steve Blakeslee	Therese Saliba	Wendy Endress
Ryan Richardson	Steve Cifka	Thomas L. "Les" Purce	Yvonne Peterson
Sandy Yannone	Steve Davis	Todd Sprague	Zena Vergara
Sara Huntington	Steve Herman	Tom Mercado	Zoe Van Schyndel
Sara Martin	Steve Niva	Tom Womeldorff	Zoltan Grossman
Sarah Williams	Steve Scheurell	Tomoko Hirai Ulmer	

### Services recognized by the class of 2015:

Academic and Career Advising	Master of Public Administration Program Staff
Academic Computing Center	Media Loan
Access Services for Students with Disabilities	Office of the President
Admissions	Parking Services
Arts Operations	Program-based service learning
Center for Community-Based Learning & Action (CCBLA)	Quantitative and Symbolic Reasoning Center (QuaSR)
Center for Creative and Applied Media (CCAM)	Recreation & Athletics/Costantino Rec. Center (CRC)
College Advancement	Registration and Records
Communications Building (COM) Staff	Residential and Dining Services (RAD)
Electronic Media	Science Operations
Evening and Weekend Studies (EWS) Guest Speaker	Student Activities
Facilities Services	Student Affairs
Faculty	Student and Academic Support Services (SASS)
Financial Aid Office	Student Wellness Services
First Peoples Multicultural Advising Services	Students
Forest	Tacoma staff
Instructional Photography Center/Photoland	The Flaming Eggplant
International Programs and Services	The Greener Bookstore
Internship	TRIO/KEY Services
Library	Undergraduate research
Longhouse Education and Cultural Center	Veterans Resource Center
Marketing and Communications	Writing Center