

# EVERGREEN ONE-YEAR ALUMNI SURVEY 2014

## A SURVEY OF THE UNDERGRADUATE CLASS OF 2013

### 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 2014 Alumni Survey of the class of 2013.

### Respondent demographics

There were **276** survey participants resulting in a **23%** response rate.

Survey results were representative of the entire graduating class of 2013 in terms of campus affiliation, gender, residency, age, degree type, transfer status, veteran status, disability status, low income status, below poverty status, and first generation status. White alumni were overrepresented in the respondent group.

### 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**
- **Humanities, Cultural Studies, Languages**
- **Science, Math, Computer Science**

### Overall employment/graduate school rate

At the time of the survey **88%** of alumni respondents were employed and/or attending graduate or professional school.

### Employment status

**80%** of alumni were employed, and **79%** of those employed felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment. The top fields of employment for this group were:

- **Education/Training/Library**
- **Office/Administrative Support**
- **Management**
- **Community and Social Service**

**31%** were employed by public agencies and **24%** were working for nonprofit organizations.

In the recognition 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 **80%** of employed alumni, this is a new job.

### Graduate or professional school

**26%** had applied to graduate or professional school and **91%** of those who applied were accepted. **21%** had attended or were currently enrolled in graduate or professional programs, and **94%** of those who had attended felt Evergreen prepared them *Adequately* or *Very well* for their advanced programs. The top three fields of graduate study were:

- **Education**
- **Public Administration/Public Policy**
- **Business, Management, and Marketing**

### Volunteerism

**28%** of alumni respondents were involved in volunteer activities at the time of the survey.

### **Evergreen educational experiences**

- **72%** of alumni reported that they participated in contracts or other individual work with faculty; whereas only **41%** acknowledged participation in a learning community.
- **64%** of respondents indicated they participated in team-taught programs.

### **Work-related skills and abilities**

Alumni rated themselves highest in these three areas:

- **Willingness and aptitude to learn new skills**
- **Ability to work in a culturally diverse environment**
- **Creative thinking skills**

### **Satisfaction with Evergreen experience**

If they could start college over, **88%** would choose to attend Evergreen and **84%** would choose the same field(s) of study.

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

The areas with the three highest average satisfaction ratings were:

- **Learning independently**
- **Interdisciplinary thinking**
- **Critically analyzing information**

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

The areas with the three highest average satisfaction ratings were:

- **Evergreen's interdisciplinary approach to education**
- **The education you were able to construct as an Evergreen student**
- **Overall quality of instruction**

### **Satisfaction with campus resources**

Three resources tied with the highest average satisfaction rating:

- **Veterans Resource Center**
- **Writing Center**
- **Campus Computing Resources**

### **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:

- **Communication**
- **People skills**
- **Thinking**

## 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 alumni survey of the class of 2013.

### A. Sample Size and Response Rate

All 1,211 graduates from the class of 2013 were in the initial sample for the 2014 Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 1,181 alumni. The response rate was 23%, with 203 web respondents and 73 paper respondents.

<b>Total Undergraduate Degree Recipients – Class of 2013</b>	<b>1,211</b>
Number with no known address or email	30
Deceased	0
<b>Final Sample Size</b>	<b>1,181</b>
Refused	6
No Response	899
Paper Survey Respondents	73
Web Survey Respondents	203
<b>Total Respondents</b>	<b>276</b>
	<b>23%</b>
	<b>Response rate</b>

### B. Methodology

Graduates from the class of 2013 (degree awarded between fall 2012 and summer 2013) were surveyed during the summer and early fall of 2014, one year after earning their baccalaureate degrees.

In June 2014, survey invitations were sent to all members of the graduating class who had an email address on file. The invitation included a link to the web version of the survey. For those alumni without an email address and those who did not respond to the email, a survey was mailed to their last known mailing address. 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. Completed surveys were accepted between June and September 2014. A recycled, tree-shaped “Greener” magnet was offered as a small thank you gift for participation in the survey.

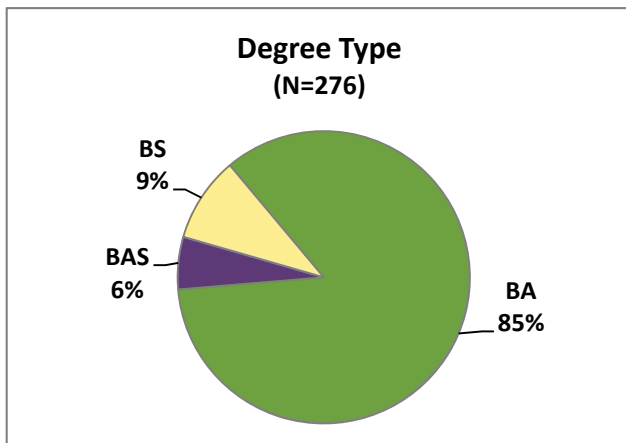
### C. Respondent Demographics

#### Location Primarily Attended During Evergreen Studies

Survey results were representative of the graduating class of 2013 as a whole in terms of location attended. There was no significant difference in campus affiliation between respondents and non-respondents at  $p < .05$ .

<b>Campus</b>	<b>N of class of 2011</b>	<b>% of class of 2011</b>	<b># of respondents</b>	<b>% of respondents</b>
Olympia	1,095	90.4%	254	92.0%
Tacoma	93	7.7%	18	6.5%
Grays Harbor	10	0.8%	2	0.7%
Tribal: Reservation-based	13	1.1%	2	0.7%
<b>Totals</b>	<b>1,211</b>	<b>100%</b>	<b>276</b>	<b>100%</b>

## Degree Type

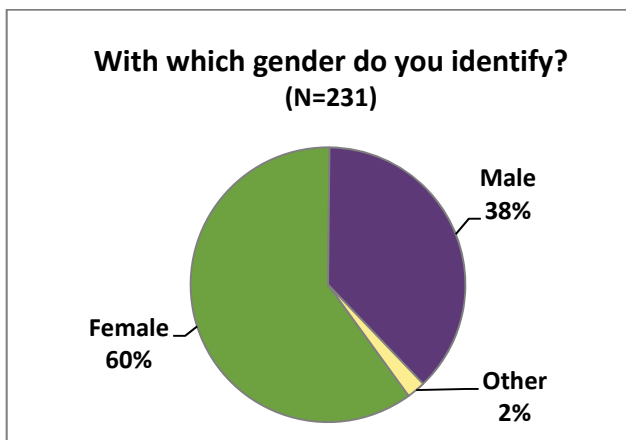


Survey results were also representative of the class of 2013 in terms of degree type. 85% of both respondents and non-respondents were BA earners and 6% of both respondents and non-respondents were BAS earners. 9% of respondents were BS earners compared to 10% of non-respondents; this difference was not significant at  $p < .05$ .

## Age

Alumni respondents had a mean age of 31 and a median age of 26. This is consistent with a mean age of 29 and a median age of 25 among the total population of 2013 graduates. 57% of alumni respondents were nontraditional age college students (25 years or older) compared to 55% of the total population of 2013 graduates. The difference in nontraditional age status between respondents and non-respondents was not significant at  $p < .05$ .

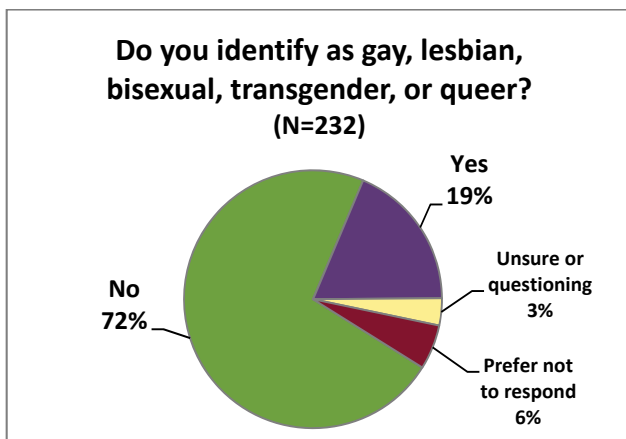
## Gender



The chart at left shows *self-identified* alumni gender.

According to Banner data, survey results are representative of the graduating class as a whole with regard to gender. 42% of survey respondents were male compared to 44% of the class of 2013, and 58% were female compared to 56% of the class as a whole. This difference was not significant at  $p < .05$ .

## Sexual and Gender Orientation



**23%** 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, 31% of undergrads so identified on the most recent Evergreen Student Experience Survey (*source: Evergreen Student Experience Survey 2013*).

### Residency Status

84% of survey respondents were Washington residents compared to 82% among the total population of 2013 graduates. The difference in residency status between respondents and non-respondents was not significant at  $p < .05$ .

### Pell Grant Recipients

52% of survey respondents were Pell Grant recipients compared to 55% among the total population of 2013 graduates. There was no significant difference in Pell recipient status between respondents and non-respondents at  $p < .05$ .

### Poverty

51% of survey respondents were living below poverty level while attending Evergreen compared to 54% among all 2013 graduates. The difference in poverty status between respondents and non-respondents was not significant at  $p < .05$ .

### Low Income

60% of survey respondents were identified as low income in Banner – the same percentage as among all 2013 graduates. Therefore, survey results appear to be representative of the whole population of graduates with regard to low income status.

### Disability

10% of survey respondents had disabilities indicated in Banner compared to 8% of all 2013 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, 18% of survey respondents identified as people of color compared to 22% of the graduating class as a whole. Analysis revealed that White, non-Hispanic alumni were significantly overrepresented relative to students of color ( $p = .026$ ). Analysis of each race/ethnic indicator confirmed that students who identified as solely white or white in combination with other identities were overrepresented among respondents at ( $p = .001$ ). Black/African-American and Hispanic/Latino alumni were less likely to respond although the difference was not significant at  $p < .05$ .

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. It is interesting to note that 18% of survey respondents who provided race/ethnicity data identified as people of color, the same percentage as documented in Banner.

<b>Alumni-Indicated Ethnic/Racial Background (<i>All That Apply</i>) (N=234)</b>	<b>N</b>	<b>%</b>
American Indian/Alaska Native	14	6.0
Asian/Pacific Islander/Native Hawaiian	13	5.6
Black/African-American	11	4.7
Hispanic/Latino/a	8	3.4
White/Caucasian	189	80.8
Other (Jewish, Arab, Armenian/Russian, Earthling/stardust)	5	2.1
Prefer not to respond	12	5.1

<b>Alumni-Indicated Ethnic/Racial Background (<i>Mutually Exclusive Categories</i>)</b>	<b>N</b>	<b>%</b>
American Indian/Alaska Native, Non-Hispanic	1	0.4
Asian/Pacific Islander/Native Hawaiian, Non-Hispanic	8	3.4
Black/African-American, Non-Hispanic	4	1.7
Hispanic/Latino/a, of any race	8	3.4
Multiracial, Non-Hispanic	17	7.3
White/Caucasian, Non-Hispanic	173	73.9
Prefer not to respond/other response	23	9.8
<b>Total</b>	<b>234</b>	<b>100%</b>

## Primary Area of Study

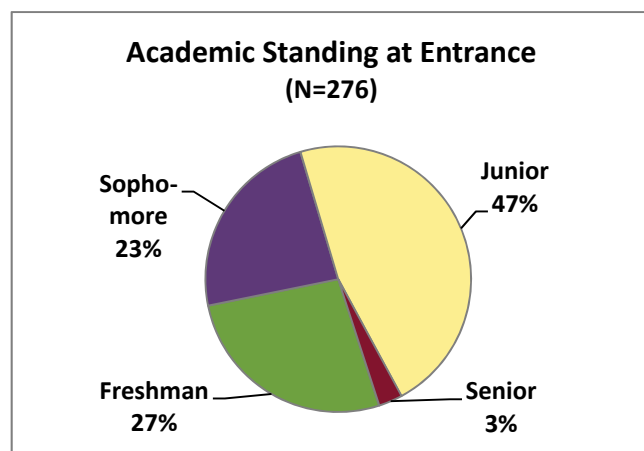
Alumni were asked to identify the category that best described their primary area of study at Evergreen. The distribution of their responses is presented in the table below.

Primary Area of Study (Concentration) at Evergreen	N	%
Social Sciences	54	19.6%
Humanities, Cultural Studies, Languages	48	17.4%
Science, Math, Computer Science	44	15.9%
Liberal Arts/Interdisciplinary Study ( <i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i> )	30	10.9%
Media, Visual Arts, Performing Arts	29	10.5%
Environmental Studies	26	9.4%
Business	20	7.2%
Education	19	6.9%
Sustainability and Justice	4	1.4%
Native American Studies	2	0.7%
Consciousness Studies	0	0%
<b>Total</b>	<b>276</b>	<b>100%</b>

## Primary Enrollment Status at Evergreen

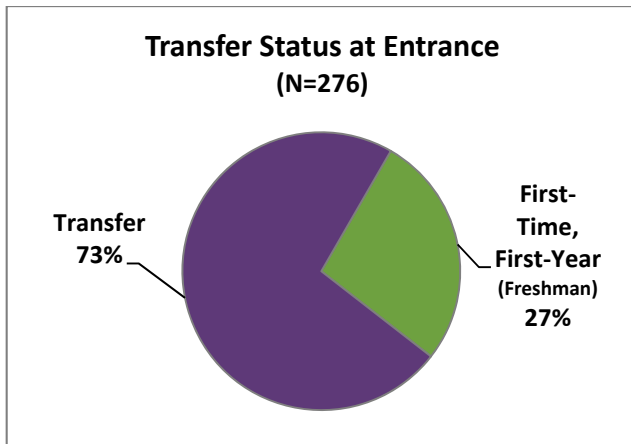
Enrollment Status	N	%
Full-time	261	95.3%
Part-time	13	4.7%
<b>Total</b>	<b>274</b>	<b>100%</b>

## Academic Standing When First Enrolled at Evergreen



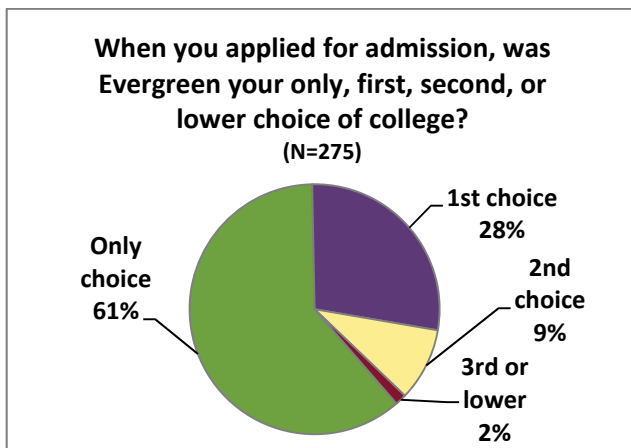
**47%** of alumni respondents (N=129) first enrolled at Evergreen as juniors, **27%** (N=74) as freshmen, and **23%** (N=65) as sophomores. Only **3%** (N=8) first enrolled at Evergreen as seniors.

## Transfer Status at Entrance



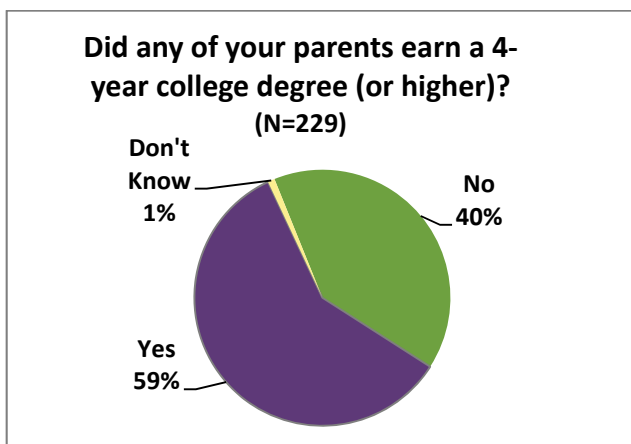
**73%** of alumni respondents (N=201) entered Evergreen as transfer students, and **27%** (N=75) started as freshmen. This is similar to the proportion of transfer students to freshmen as in the whole graduating class (72% versus 28%, respectively). The difference in transfer status between respondents and non-respondents was not significant at  $p < .05$ .

## Choice of College



Evergreen was the first or only choice of college for **89%** of alumni respondents (N=245). **9%** (N=26) indicated Evergreen was their 2<sup>nd</sup> choice; and only **2%** indicated that Evergreen was their third or lower choice of college (N=4).

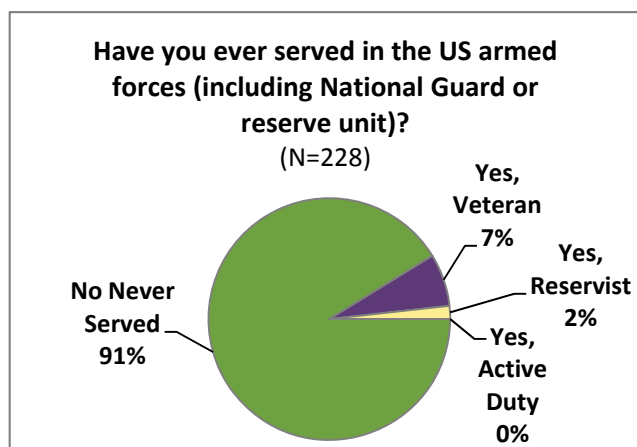
## First Generation Baccalaureate Earners



**40%** of alumni respondents (N=92) 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 36% 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.

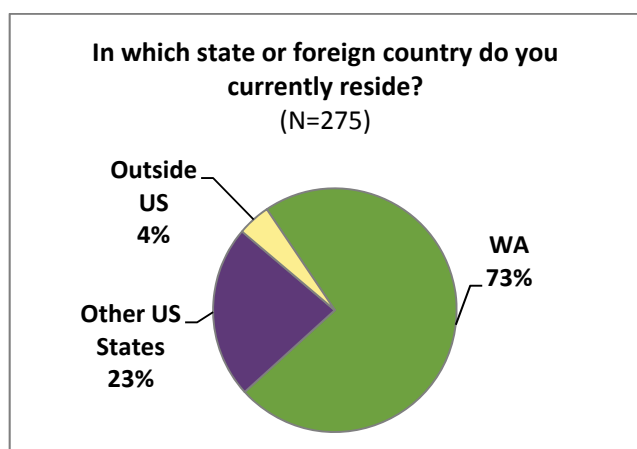
## Veteran Status



9% of survey respondents (N=20) 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 7% 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



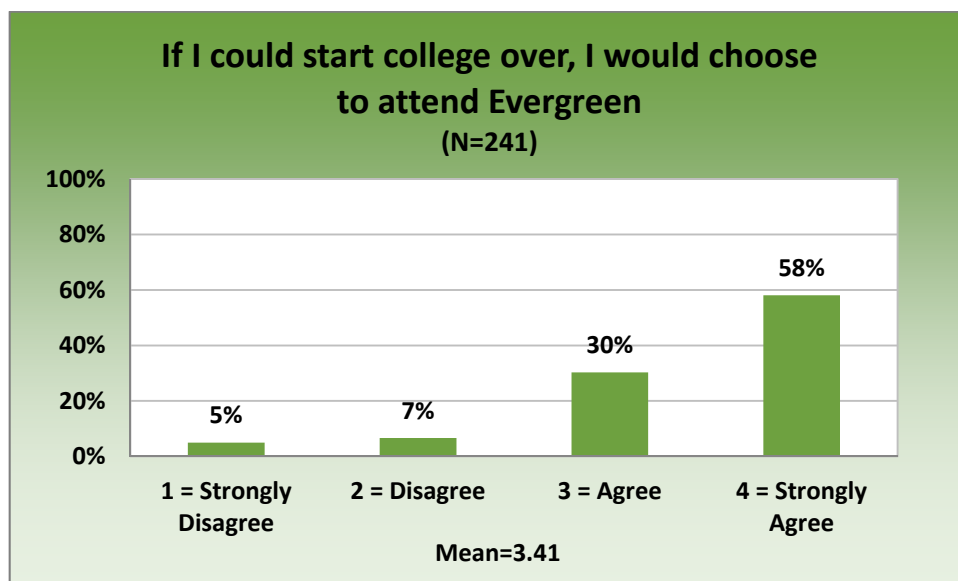
At the time of the survey, alumni from the class of 2013 were living in 25 different states and 9 foreign countries. **73%** were still living in Washington one year after graduation.

81% of resident alumni and 32% of nonresident alums were still residing in Washington.

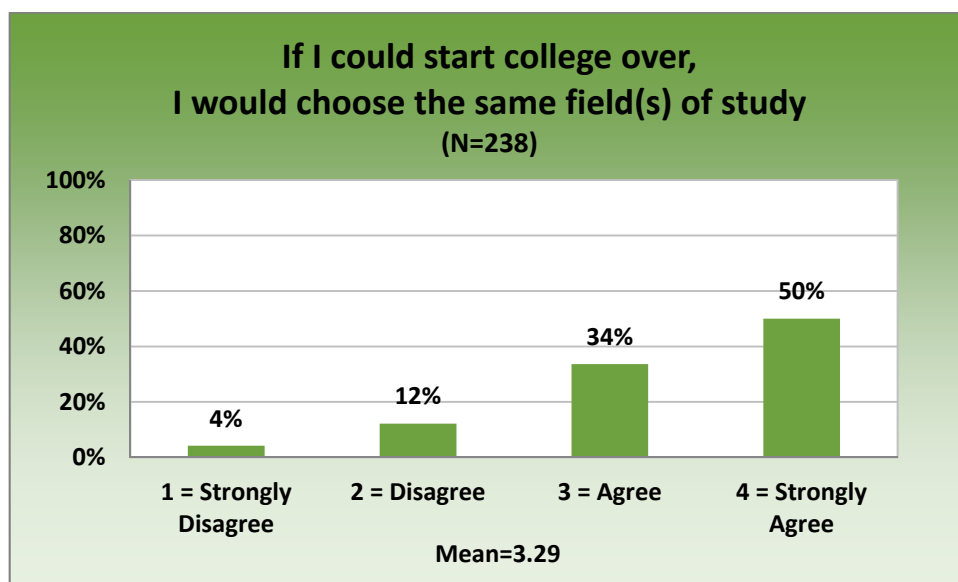


## D. Satisfaction with Evergreen Experience

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, **88%** of alumni (N=213) agreed they would choose to attend Evergreen...



...and **84%** (N=199) 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 areas with the highest percentage of *Mostly* and *Very satisfied* ratings were:

- **Learning independently** (90%)
- **Interdisciplinary thinking** (90%)
- **Critically analyzing information** (89%)

The areas with the lowest percentage of *Mostly* and *Very satisfied* ratings were:

- **Using computer technology for artistic expression (48%)**
- **Understanding and applying quantitative principles and methods (50%)**

Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Learning independently (N=255)	0.4%	2.0%	7.5%	22.7%	<b>67.5%</b>
Interdisciplinary thinking (N=250)	1.2%	2.0%	7.2%	26.0%	<b>63.6%</b>
Critically analyzing information (N=253)	0.0%	1.2%	9.5%	30.4%	<b>58.9%</b>
Defining and solving problems (N=254)	0.4%	2.8%	9.8%	35.4%	<b>51.6%</b>
Functioning as a responsible member of a diverse community (N=250)	1.6%	3.6%	8.8%	33.2%	<b>52.8%</b>
Understanding the interaction of society and the environment (N=248)	1.6%	3.2%	9.3%	31.0%	<b>54.8%</b>
Understanding different philosophies and cultures (N=253)	0.4%	3.2%	11.9%	26.9%	<b>57.7%</b>
Recognizing your responsibilities, rights, and privileges (N=249)	1.6%	4.4%	10.0%	25.3%	<b>58.6%</b>
Knowledge in a broad range of subjects (N=248)	0.0%	4.8%	11.3%	35.9%	<b>48.0%</b>
Reading for academic purposes (N=254)	0.4%	3.5%	12.2%	36.6%	<b>47.2%</b>
Participating in class discussions (N=254)	1.6%	2.8%	12.2%	31.5%	<b>52.0%</b>
Synthesizing information and ideas from many sources (N=247)	0.8%	3.2%	12.6%	30.8%	<b>52.6%</b>
Speaking effectively (N=254)	1.2%	5.1%	13.8%	38.6%	<b>41.3%</b>
Writing effectively (N=255)	2.4%	4.7%	15.7%	33.7%	<b>43.5%</b>
Giving effective presentations (N=254)	1.2%	7.1%	15.4%	<b>39.0%</b>	37.4%
Expressing yourself in creative or artistic ways (N=248)	3.2%	5.6%	15.3%	28.2%	<b>47.6%</b>
Working collaboratively in a group (N=254)	2.4%	7.1%	18.5%	29.1%	<b>42.9%</b>
Using computer technology to find information (N=252)	1.2%	7.9%	19.0%	31.7%	<b>40.1%</b>
Depth or expertise in a particular field (N=250)	2.8%	5.2%	20.8%	28.4%	<b>42.8%</b>
Careful and systematic inquiry (N=248)	1.2%	6.5%	23.0%	<b>38.3%</b>	31.0%
Understanding and applying scientific principles and methods (N=250)	4.0%	9.2%	23.6%	30.4%	<b>32.8%</b>
Using computer technology to present work (N=251)	3.2%	7.6%	26.3%	<b>33.9%</b>	29.1%
Using computer technology to solve problems (N=249)	2.0%	9.2%	26.9%	<b>31.3%</b>	30.5%
Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas) (N=244)	3.7%	9.8%	26.6%	28.7%	<b>31.1%</b>
Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation) (N=248)	7.3%	14.1%	25.8%	<b>27.4%</b>	25.4%
Using computer technology for artistic expression (e.g. music, other audio, still images, animation, video) (N=243)	5.8%	15.6%	<b>29.2%</b>	23.5%	25.9%

*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.*

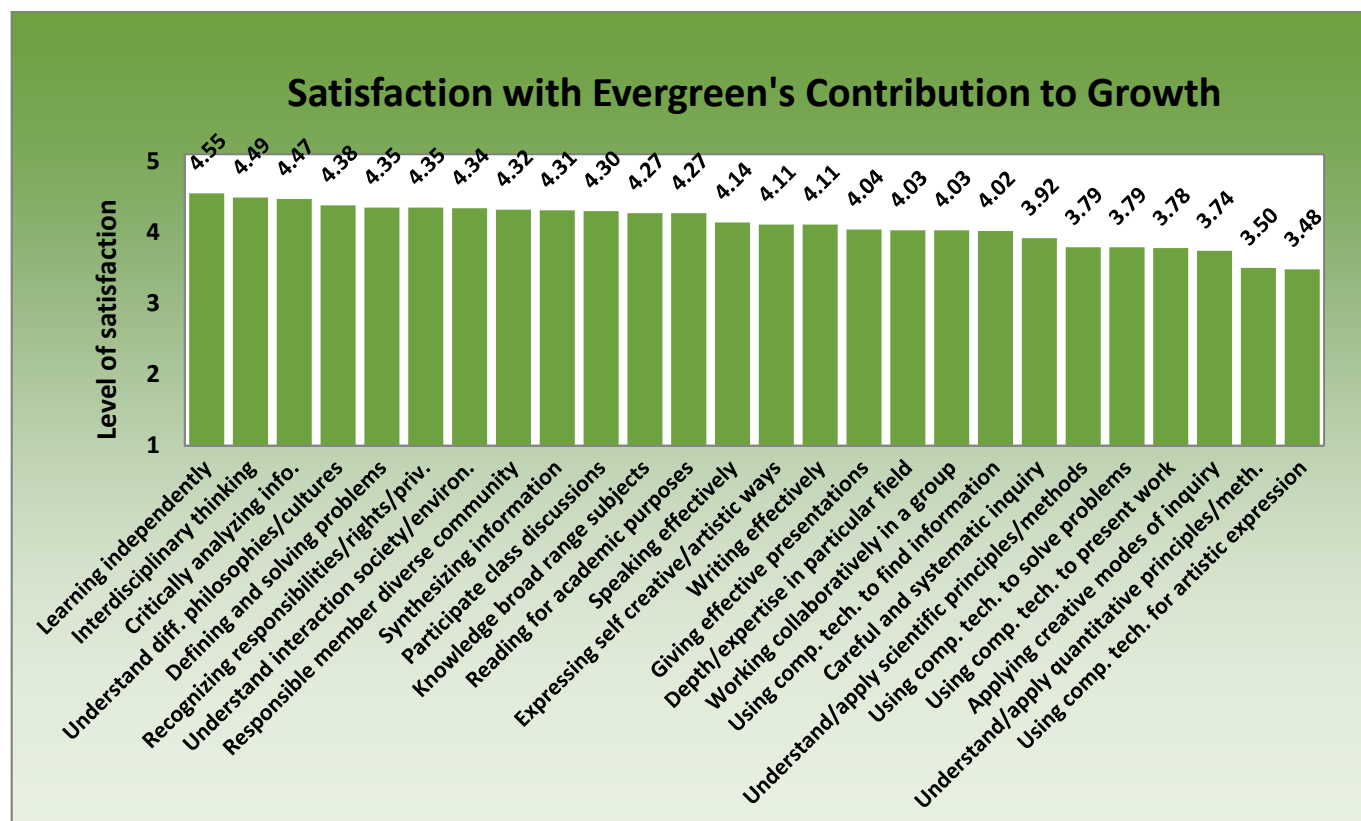
Next, average satisfaction ratings for each academic area were calculated. Results are presented in the following chart. All 26 academic areas received a mean satisfaction rating of at least 3, *Somewhat satisfied*.

The three areas with the highest average satisfaction ratings were:

- **Learning independently**
- **Interdisciplinary thinking**
- **Critically analyzing information**

The areas with the lowest mean scores were:

- **Using computer technology for artistic expression**
- **Understanding and applying quantitative principles and methods**



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

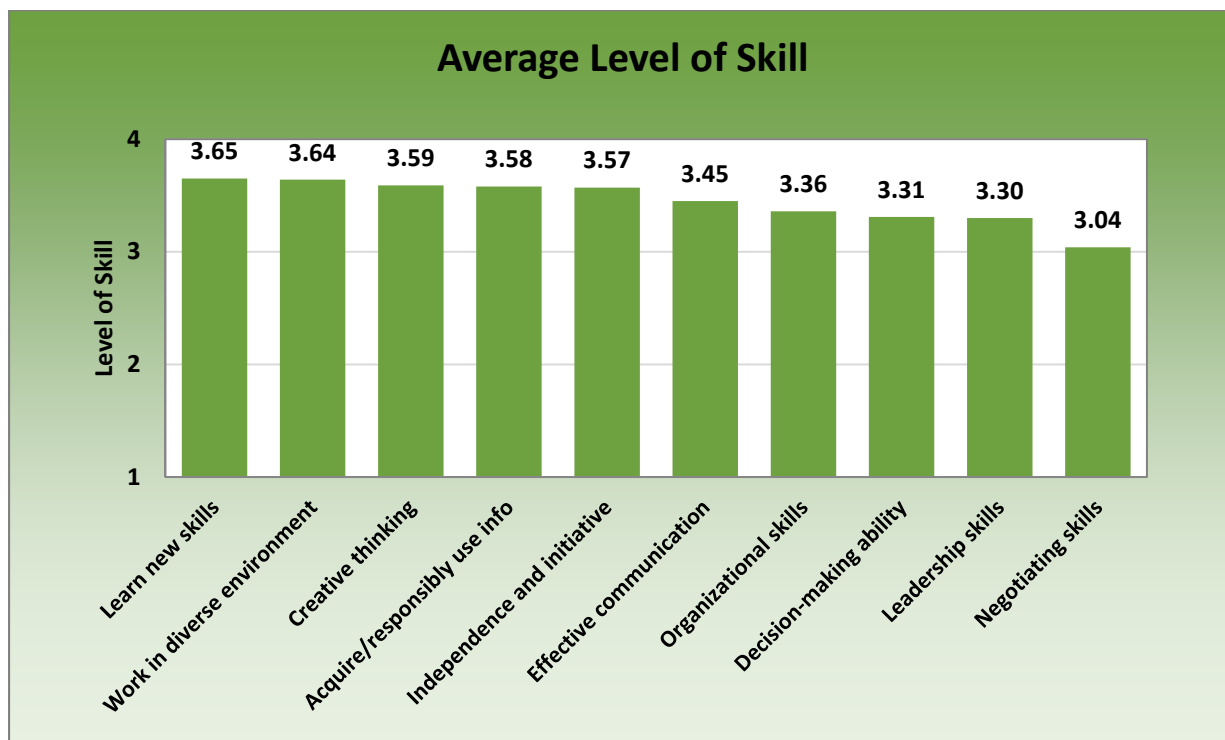
- **Willingness and aptitude to learn new skills** (92% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Ability to work in a culturally diverse environment** (88% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Independence and Initiative** (89% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Creative thinking skills** (96% felt Evergreen prepared them *To some extent* or *A great deal*)

There was only one area for which *Excellent* was not the most common rating: **Negotiating skills**. Most respondents felt their level of skill was *Good* in this area 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=240)	0.8%	3.8%	25.0%	<b>69.6%</b>	0.8%	8.3%	41.5%	<b>50.2%</b>
Ability to work in a culturally diverse environment (N=240)	0.4%	4.6%	25.8%	<b>68.8%</b>	0.4%	11.7%	38.7%	<b>49.6%</b>
Independence and initiative (N=240)	0.4%	7.5%	26.7%	<b>65.0%</b>	0.4%	11.3%	40.4%	<b>48.3%</b>
Creative thinking skills (N=240)	0.0%	4.2%	32.9%	<b>62.9%</b>	0.0%	3.9%	45.7%	<b>50.4%</b>
Ability to acquire/responsibly use info (N=239)	0.0%	4.6%	32.6%	<b>61.9%</b>	0.8%	7.5%	43.4%	<b>49.1%</b>
Effective communication skills (N=241)	0.0%	7.1%	40.2%	<b>52.3%</b>	0.4%	6.9%	<b>48.9%</b>	44.2%
Organizational skills (N=240)	1.7%	9.6%	40.0%	<b>48.8%</b>	0.0%	11.7%	<b>63.6%</b>	24.7%
Decision-making ability (N=240)	0.4%	12.9%	41.7%	<b>44.6%</b>	0.4%	16.3%	<b>57.3%</b>	26.4%
Leadership skills (N=240)	0.4%	14.2%	40.8%	<b>44.6%</b>	0.0%	16.9%	<b>46.3%</b>	36.8%
Negotiating skills (N=239)	4.6%	16.3%	<b>48.1%</b>	29.7%	1.3%	21.0%	<b>54.1%</b>	24.9%

*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.*

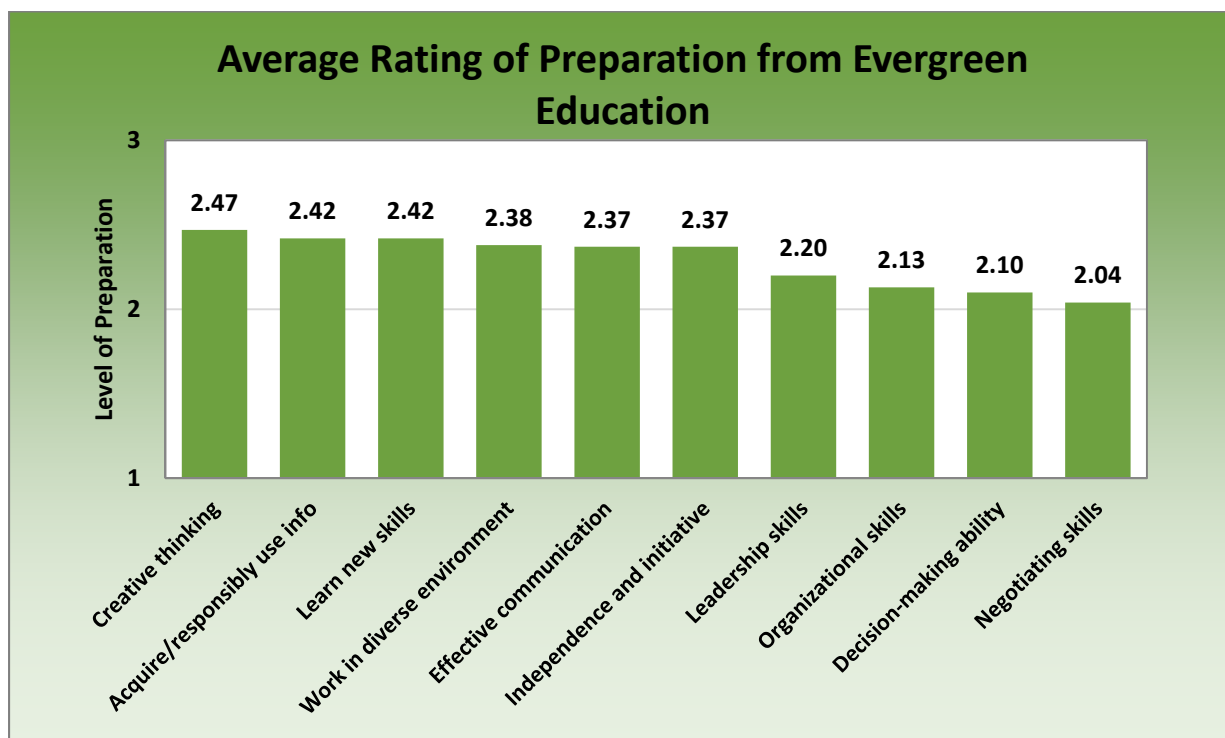
Average skill ratings were calculated for each area (excluding alumni who reported that an area was not applicable to them). For all ten areas, alumni rated their skills between *Good* and *Excellent*. The five skills with the highest average ratings also appear at the top of the frequency table above: **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**, and **Independence and Initiative**.



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

Alumni who rated their level of skill were asked to rate how well the education they received at Evergreen prepared them in each area. This group of alumni indicated that Evergreen provided the greatest preparation in the following areas:

- **Creative thinking skills**
- **Ability to acquire and responsibly use information**
- **Willingness and aptitude to learn new skills**



*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.*

Alumni rated **Negotiating skills** lowest in terms of both current ability *and* preparedness from their Evergreen education.

### Satisfaction with Pedagogical Aspects at Evergreen

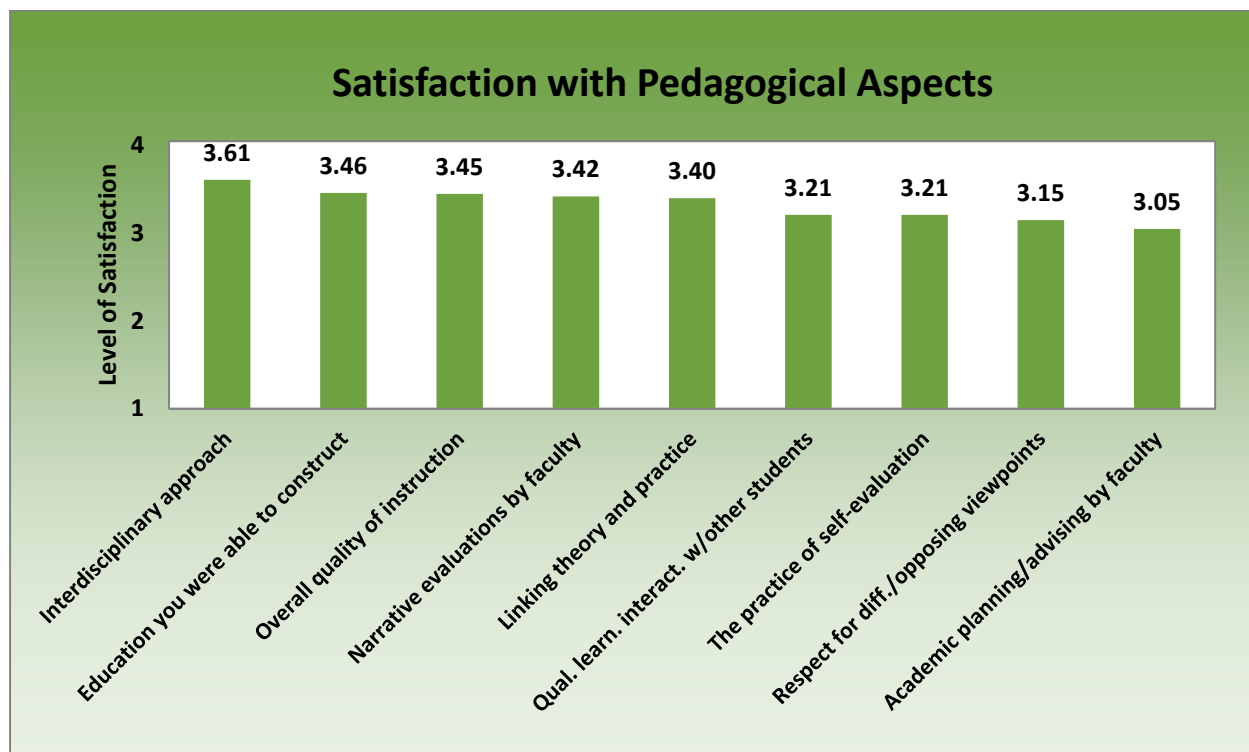
Alumni were asked to indicate how satisfied they were with various pedagogical aspects at Evergreen using a 4-point scale from (1) *Very Dissatisfied* to (4) *Very Satisfied*. Results are shown in the table below in descending order of total satisfaction (percent alumni who were *Satisfied* or *Very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

Evergreen's **interdisciplinary approach to education** received the highest total satisfaction rating (96.4%) as well as the highest *Very Satisfied* rating (65.5%). Four other areas received total satisfaction ratings above 90%: **Overall quality of instruction**, **Narrative evaluations by faculty**, **Linking theory and practice**, and the **Education you were able to construct as an Evergreen student**. One in five alumni expressed dissatisfaction with **Respect shown for different or opposing viewpoints** and **Academic planning/advising by faculty**.

Pedagogical Aspect	Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Total Satisfied
Interdisciplinary approach to education (N=275)	1.1%	2.5%	30.9%	<b>65.5%</b>	96.4%
Overall quality of instruction (N=273)	1.1%	3.7%	44.7%	<b>50.5%</b>	95.2%
Narrative evaluations by faculty (N=276)	2.9%	4.3%	40.6%	<b>52.2%</b>	92.8%
Linking theory and practice (N=276)	1.4%	6.2%	43.5%	<b>48.9%</b>	92.4%
The education you were able to construct as an Evergreen student (N=276)	2.5%	6.2%	34.1%	<b>57.2%</b>	91.3%
Quality of learning interaction with other students, for example, in seminars or in group projects (N=275)	4.0%	12.0%	<b>43.3%</b>	40.7%	84.0%
The practice of self-evaluation (N=273)	2.9%	13.2%	<b>42.1%</b>	41.8%	83.9%
Respect shown for different or opposing viewpoints (N=275)	6.5%	13.1%	39.6%	<b>40.7%</b>	80.3%
Academic planning /advising by faculty (N=274)	5.1%	15.3%	<b>48.9%</b>	30.7%	79.6%

*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 items, alumni reported average satisfaction levels between 3 and 4, or *Satisfied* to *Very Satisfied*. The strongest average satisfaction was awarded to **Interdisciplinary approach** and the lowest average satisfaction was with **Academic planning/advising by faculty**.



### Satisfaction with Educational Experiences

Alumni were then 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 table below). Results are shown in descending order of alumni participation in each experience.

Over half the alumni participated in contracts and other individual work with faculty (72%) and experienced team-taught programs (64%) during their time at Evergreen, while only 41% indicated they participated in a learning community.

Educational Experiences at Evergreen	% Participated	Very dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very satisfied (4)	Missing N
Contracts and other individual work with faculty (N=254)	72.0%	2.3%	8.0%	32.8%	<b>56.9%</b>	9
Team-taught programs (N=253)	64.0%	1.3%	7.5%	36.3%	<b>55.0%</b>	2
Community service or volunteer work (N=253)	46.6%	0.0%	2.6%	<b>53.5%</b>	43.9%	4
Culminating senior experience (capstone, thesis, senior project or senior summative self-evaluation) (N=250)	43.6%	0.9%	11.3%	<b>48.1%</b>	39.6%	3
Learning community (N=250)	40.8%	2.0%	5.0%	44.6%	<b>48.5%</b>	1
Internships (N=252)	37.7%	2.1%	3.2%	35.1%	<b>59.6%</b>	1
Foreign language study (N=252)	29.4%	4.1%	9.5%	<b>45.9%</b>	40.5%	0
Study abroad (N=250)	18.0%	2.2%	2.2%	22.2%	<b>73.3%</b>	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 eight 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. Notably, nearly half of alumni did community service while at Evergreen and this experience received the lowest number of dissatisfied alumni (3%).





## 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 rate of use and level of satisfaction for each campus resource in descending order of use by alumni. The figures in bold print indicate the most common rating for each resource.

The 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:** 87% used this resource with a total satisfaction rate of **94%**.

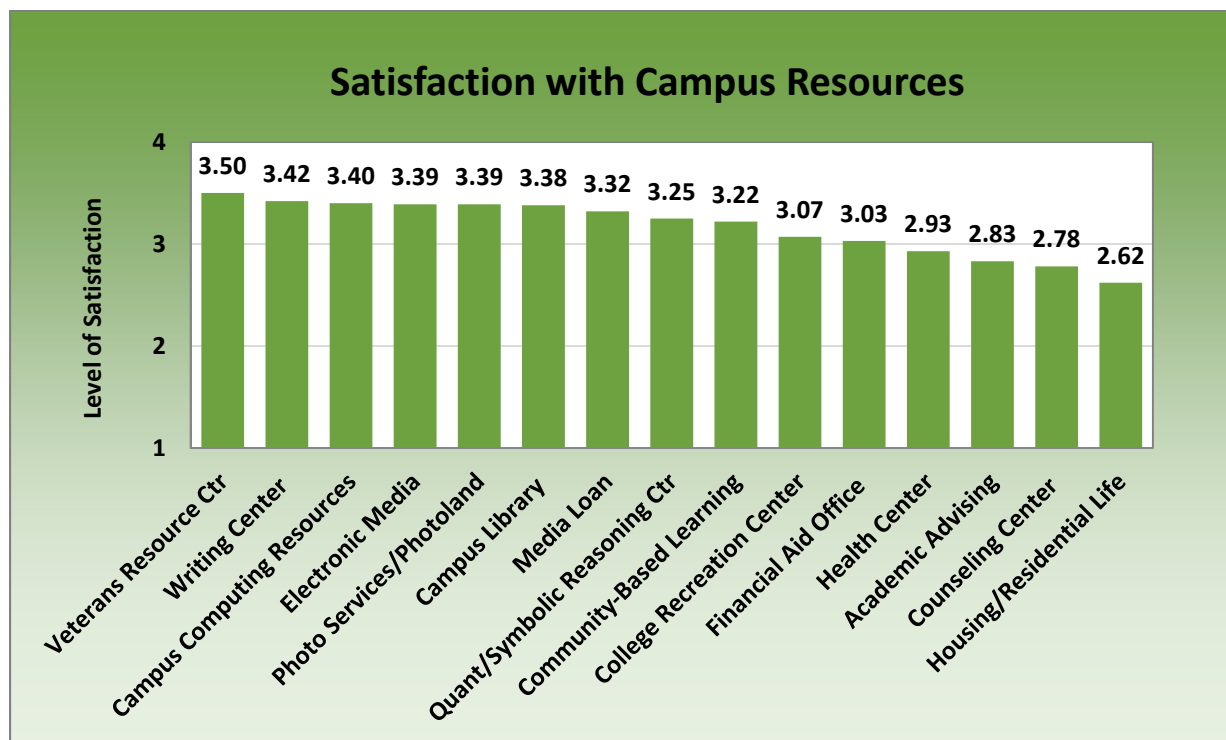
The least-used campus resources for this group were:

- **Veterans Resource Center:** Only **12%** of alumni used this resource, but of those who did 93% were satisfied.
- **CCBLA:** **19%** used this resource, and of those who used it **89%** were satisfied.

Campus Resources at Evergreen	% Used resource	Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Total Satisfied
Campus Library (N=242)	93.4%	0.9%	4.9%	<b>49.1%</b>	45.1%	94.2%
Campus Computing Resources (N=239)	86.6%	0.5%	5.3%	<b>48.3%</b>	45.9%	94.2%
Academic Advising Office, Workshops, or Tacoma Student Services Coordinator (N=240)	77.5%	9.7%	19.9%	<b>47.8%</b>	22.6%	70.4%
Financial Aid Office or On-site Financial Aid Counselor (N=242)	66.1%	6.3%	15.6%	<b>47.5%</b>	30.6%	78.1%
College Recreation Center, Athletics, or Recreation Programs (N=239)	57.7%	2.9%	15.9%	<b>52.2%</b>	29.0%	81.2%
Media Loan (N=241)	53.1%	2.3%	5.5%	<b>50.0%</b>	42.2%	92.2%
Health Center (N=240)	45.8%	6.4%	19.1%	<b>50.0%</b>	24.5%	74.5%
Writing Center or Writing Tutors (N=240)	45.4%	2.8%	5.5%	38.5%	<b>53.2%</b>	91.7%
Electronic Media (animation labs, audio recording, digital video/film editing, music technology labs) (N=240)	37.1%	2.2%	5.6%	42.7%	<b>49.4%</b>	92.1%
Housing/Residential Life (N=241)	35.7%	16.3%	23.3%	<b>43.0%</b>	17.4%	60.4%
Photo Services/Photoland (N=240)	31.7%	3.9%	2.6%	43.4%	<b>50.0%</b>	93.4%
Quantitative and Symbolic Reasoning Center or Tutors (N=241)	29.5%	2.8%	11.3%	<b>43.7%</b>	42.3%	86.0%
Counseling Center or On-site Counselor (N=241)	27.8%	10.4%	28.4%	<b>34.3%</b>	26.9%	61.2%
Center for Community-Based Learning and Action (CCBLA) or in-program CCBLA workshop/activity (N=241)	19.1%	4.3%	6.5%	<b>52.2%</b>	37.0%	89.2%
Veterans Resource Center (N=241)	11.6%	3.6%	3.6%	32.1%	<b>60.7%</b>	92.8%

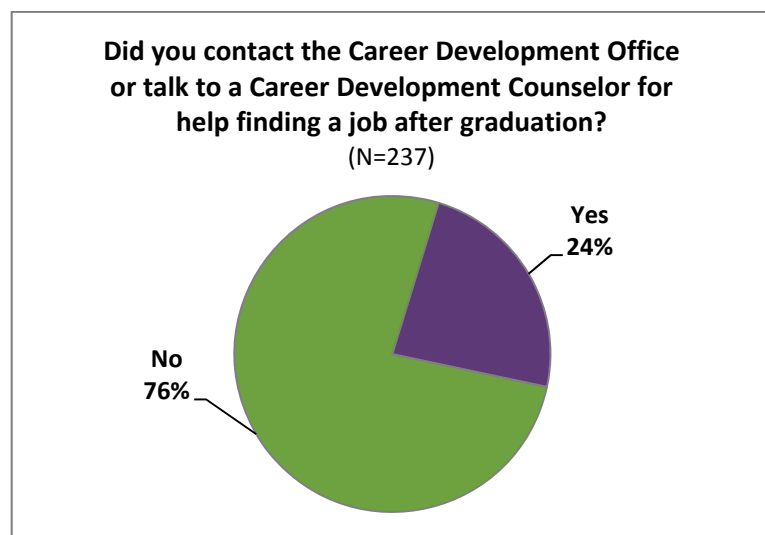
*Note: The number of alumni who responded to each question is indicated in parentheses by each item. Of those who responded, the percent who used each resource is indicated in the adjacent column.*

Average satisfaction was calculated for each campus resource and the results are shown in descending order of satisfaction in the chart below. For eleven of the fifteen areas, alumni reported average satisfaction levels between 3 and 4, or *Satisfied* to *Very satisfied*. This group of alumni reported the highest average satisfaction with the Veterans Resource Center and the lowest level of satisfaction with Housing/Residential Life.



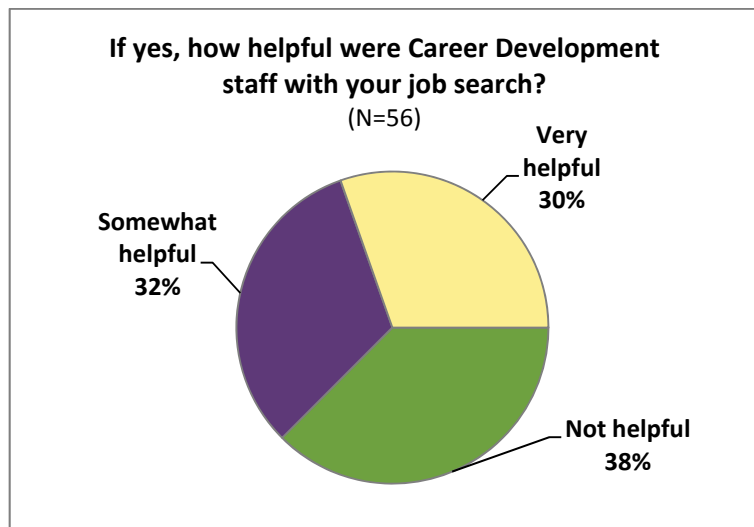
#### Career Development Office

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.



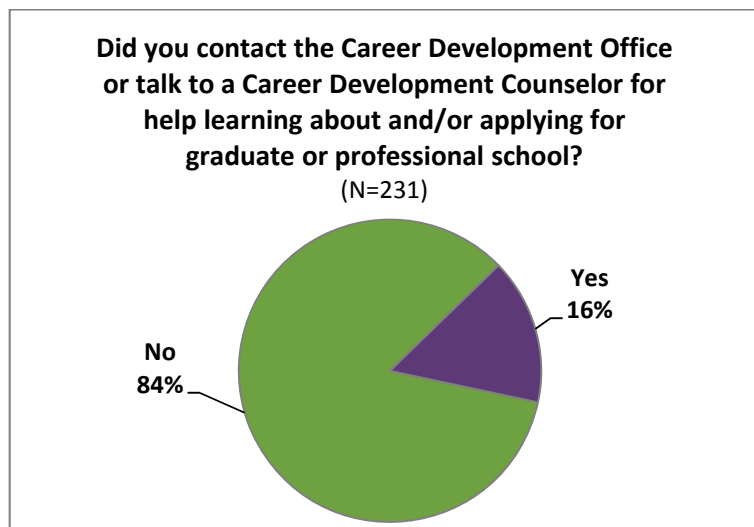
56 of the 237 alumni who answered this question (**24%**) contacted the Career Development Office for help finding a job after graduation.

All 56 alumni rated this resource using a three-point scale where 0=*Not helpful*, 1=*Somewhat helpful*, and 2=*Very helpful*.



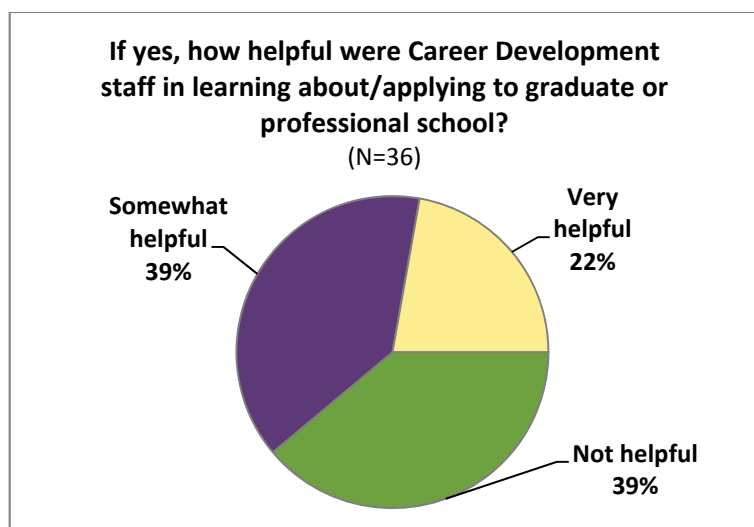
**63%** of alumni who used the Career Development Office found it to be helpful in their job search.

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



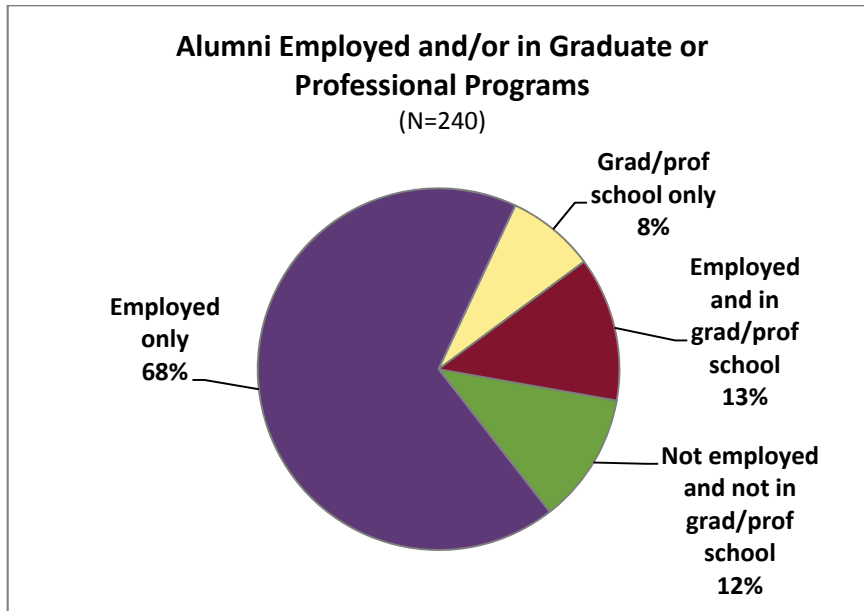
36 of the 231 alumni who answered this question **(16%)** contacted the Career Development Office for help learning about and/or applying for graduate or professional school.

All 36 rated its helpfulness using a three-point scale where 0=*Not helpful*, 1=*Somewhat helpful*, and 2=*Very helpful*.



**61%** of the alumni who contacted the Career Development Office found it to be helpful in learning about and/or applying for graduate or professional school.

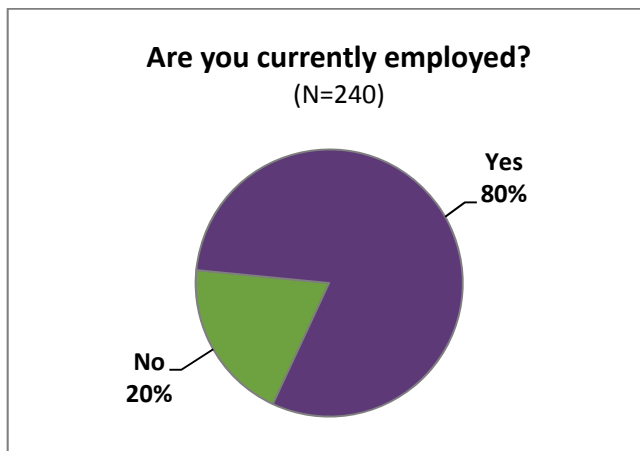
## F. Overall Employment/Graduate School Rate



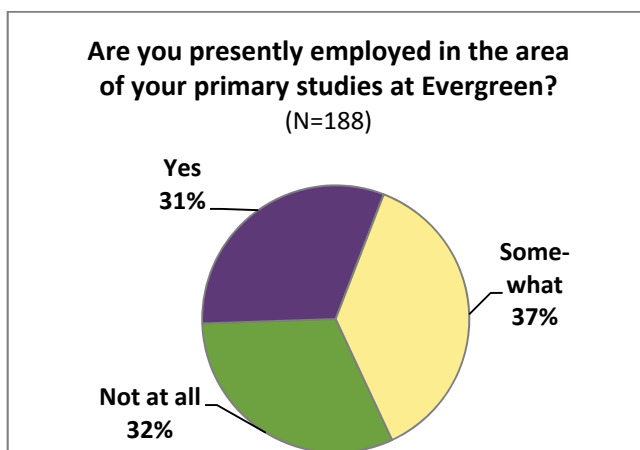
At the time of the survey, **88%** of alumni were employed and/or attending graduate or professional school.

## 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.

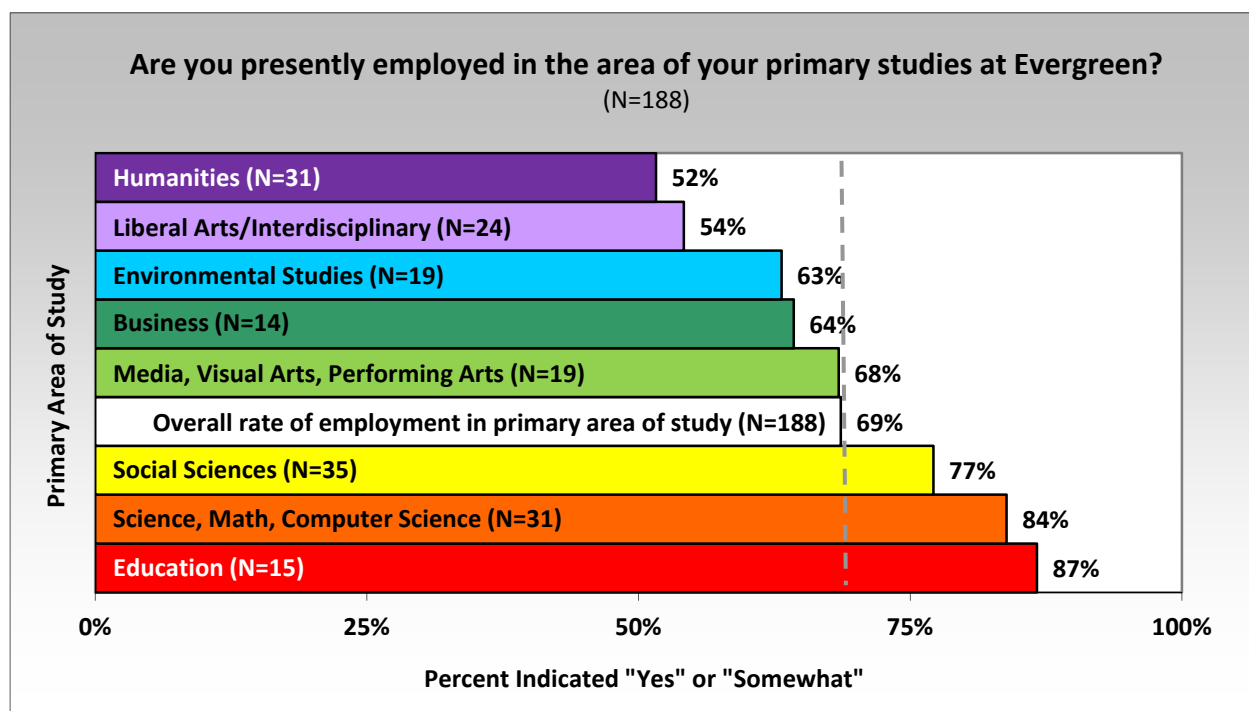


**80%** of alumni (N=193) were employed one year after graduation.



Of those who were employed, **69%** (N=129) answered "Yes" or "Somewhat" when asked if they were employed in their area of primary study at Evergreen.

This question was also analyzed by primary area of study as shown in the following chart. The overall percentage of alumni employed in their area of study is indicated by a dashed vertical line as a reference.



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.

<b>Nature of Employment</b> ( <i>all that apply</i> ) (N=191)	<b>N</b>	<b>%</b>
Employed full-time	128	67.0%
Employed part-time	48	25.1%
Employed on a temporary basis	31	16.2%
Self-employed/own business	17	8.9%

9% of alumni indicated they were self-employed or owned their own business.

<b>Employment Sector(s)</b> ( <i>all that apply</i> ) (N=191)	<b>N</b>	<b>%</b>
Public agency (government, public school, Tribal, etc.)	60	31.4%
Non-profit agency	46	24.1%
Private, for-profit company	98	51.3%

56% of employed alumni were working for public 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 four areas of employment for this group of alumni were:

- **Education/Training/Library**
- **Office/Administrative Support**
- **Management**
- **Community and Social Service.**

An additional 18% (N=34) were working in high-demand science positions, including Computer/Mathematical, Life Science, Physical Science, Farming/Fishing/Forestry Worker, Architecture/Engineering, Healthcare Practitioner/Technician, and Healthcare Support.

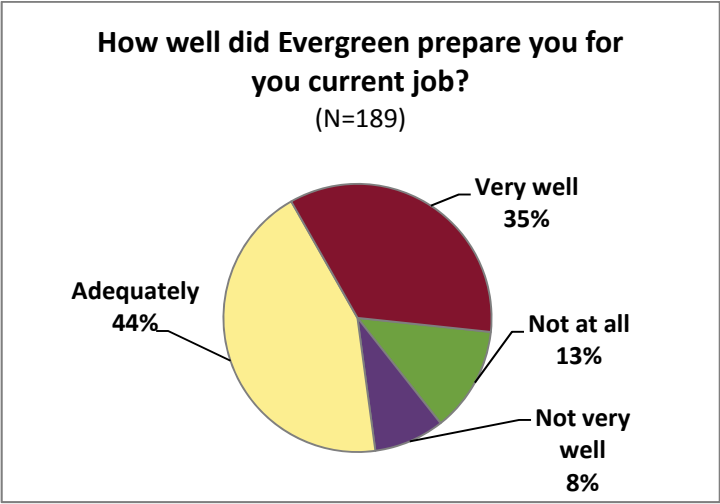
<b>Type of Work (N=193)</b>	<b>N</b>	<b>%</b>
Education/Training/Library	32	16.6%
Office/Administrative Support	23	11.9%
Management	17	8.8%
Community and Social Service	16	8.3%
Sales	15	7.8%
Food Preparation/Serving	13	6.7%
Computer/Mathematical	11	5.7%
Personal Care and Service	11	5.7%
Life Science	9	4.7%
Media and Communications	9	4.7%
Physical Science	5	2.6%
Business and Financial Operations	4	2.1%
Art and Design	3	1.6%
Farming/Fishing/Forestry Worker	3	1.6%
Military and Protective Service	3	1.6%
Architecture/Engineering	2	1.0%
Building and Grounds Cleaning/Maintenance	2	1.0%
Construction/Installation/Repair	2	1.0%
Healthcare Practitioner or Technician	2	1.0%
Healthcare Support	2	1.0%
Entertainer/Performer	1	0.5%
Legal Occupations	1	0.5%
Production/Manufacturing	1	0.5%
Social Science	1	0.5%
Transportation	1	0.5%
No detail given	4	2.1%

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

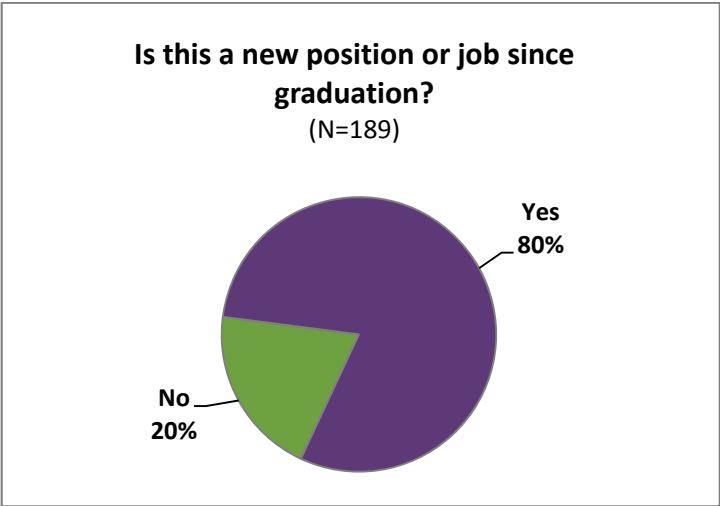
The top employers for this group of alumni were:

- **The State of Washington**
- **K-12 institutions**
- **Public higher education institutions**

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.

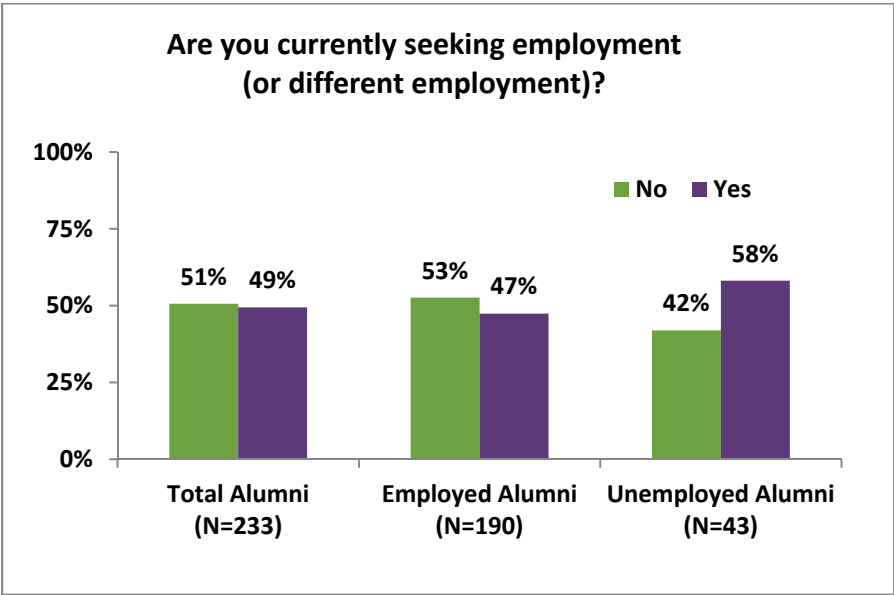


**79%** of alumni (N=164) felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.



In the recognition 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 **80%** of alumni (N=151), 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 alumni and for employed and unemployed alumni.



Of the 43 unemployed alumni who responded to this question, 18 (42%) 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. Twelve alumni were attending graduate or professional school (four of these were also volunteering), three were involved in volunteer work, and for the remaining three 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 237 alumni who responded to this question:

- **26%** had **applied** to graduate or professional school within one year of graduating from Evergreen.
- **91%** of those who applied were **accepted**.
- **21%** had attended or were currently **enrolled** in graduate or professional programs.

Application to Graduate or Professional School	N	%
<b>Total applied</b>	<b>61</b>	<b>26%</b>
Total have not applied	176	74%
<i>Intend to apply in the future</i>	130	(74%)
<i>Do not intend to apply</i>	46	(26%)
<b>Total respondents</b>	<b>237</b>	<b>100%</b>

**26%** had applied to graduate or professional school within 3 years of graduating from Evergreen.

Of those who had *not* applied, **74%** intend to in the future.

Acceptance to Graduate or Professional School	N	%
<b>Total accepted</b>	<b>53</b>	<b>91%</b>
Total not accepted	5	9%
<i>Total reviewed applications</i>	58	(95%)
<i>Applications pending</i>	3	(5%)
<b>Total applied</b>	<b>61</b>	<b>100%</b>

**91%** of alumni who applied were accepted (5% had applications still pending).

Enrollment in Graduate or Professional School (N=237)	N	%
<b>Total attended/attending</b>	<b>50</b>	<b>21%</b>

The 50 alumni who had attended or were currently enrolled in graduate or professional school were asked for additional details about their continuing education. Nearly all of them provided these additional data. The top institutions for graduate or professional study for this group of alumni were **The Evergreen State College**, **Brandman University**, **Seattle University**, and **The University of Washington** (Seattle and Bellevue campuses).

Location of Graduate or Professional Program (N=50)	N	%
Washington State	27	54%
Other US States (6 states)	15	30%
Online	4	8%
International (3 foreign countries)	3	6%
Unknown	1	2%

**54%** were attending graduate or professional school in Washington State.



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.

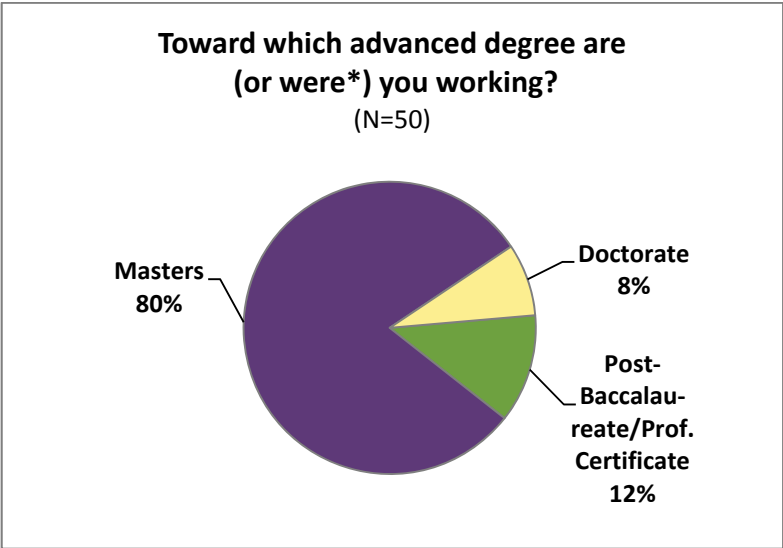
The top three areas of study for this group of alumni were:

- **Education** (18%)
- **Public Administration/Public Policy** (16%)
- **Business, Management, and Marketing** (10%)

A total of 13 alumni **(26%)** were studying in **high-demand science** fields (includes Biological and Biomedical Sciences, Health Support Services, Natural Resources and Conservation, Physical Sciences, Architecture and Planning, Computer and Information Sciences, and Health Professions in Medicine).

<b>Field of study in Graduate or Professional School (N=50)</b>	<b>N</b>	<b>%</b>
Education	9	18.0%
Public Administration/Public Policy	8	16.0%
Business, Management and Marketing	5	10.0%
Mental Health Services	4	8.0%
Biological and Biomedical Sciences	3	6.0%
English Language and Literature/Letters	3	6.0%
Health Support Services	3	6.0%
Natural Resources and Conservation	2	4.0%
Physical Sciences	2	4.0%
Visual and Performing Arts	2	4.0%
Architecture and Planning	1	2.0%
Area, Ethnic, Cultural and Gender Studies	1	2.0%
Computer and Information Sciences	1	2.0%
Health Professions in Medicine	1	2.0%
History	1	2.0%
Legal Professions and Studies	1	2.0%
Library Science	1	2.0%
Philosophy and Religious Studies	1	2.0%
Social Sciences	1	2.0%
Agriculture/Agricultural Sciences	0	0.0%
Communication, Journalism, and Related Programs	0	0.0%
Communications Technologies/Technicians	0	0.0%
Engineering	0	0.0%
Foreign Languages, Literatures and Linguistics	0	0.0%
Liberal Arts and Sciences, General Studies and Humanities	0	0.0%
Mathematics and Statistics	0	0.0%
Social Service Professions	0	0.0%

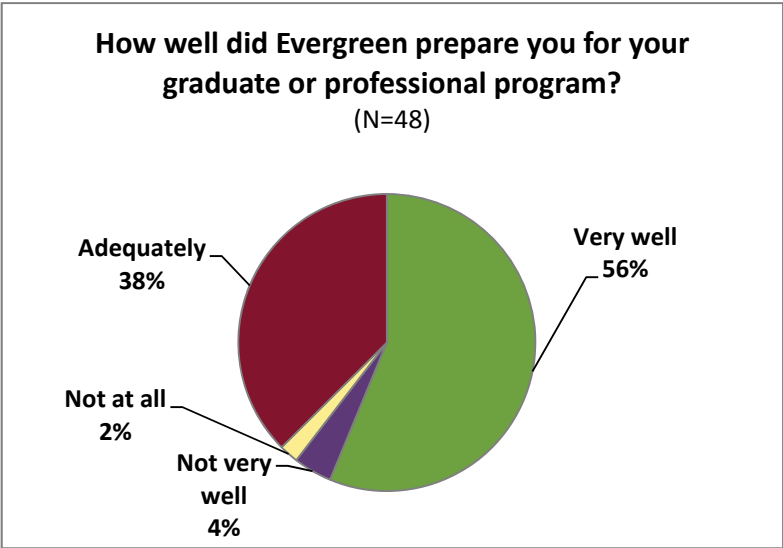
Lastly, alumni were asked which advanced degree they were working toward and how well they felt Evergreen prepared them for their graduate or professional program.



**80%** were pursuing master’s degrees, **12%** were working toward post-baccalaureate degrees or professional certificates, and **8%** were in doctoral programs.

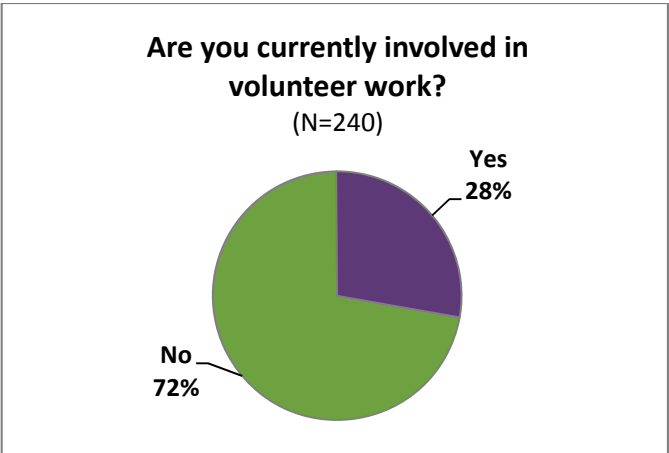
*\*Two respondents had earned Master of Arts degrees, one had earned a teaching certificate, and one had completed a program for nursing assistant certification.*

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.

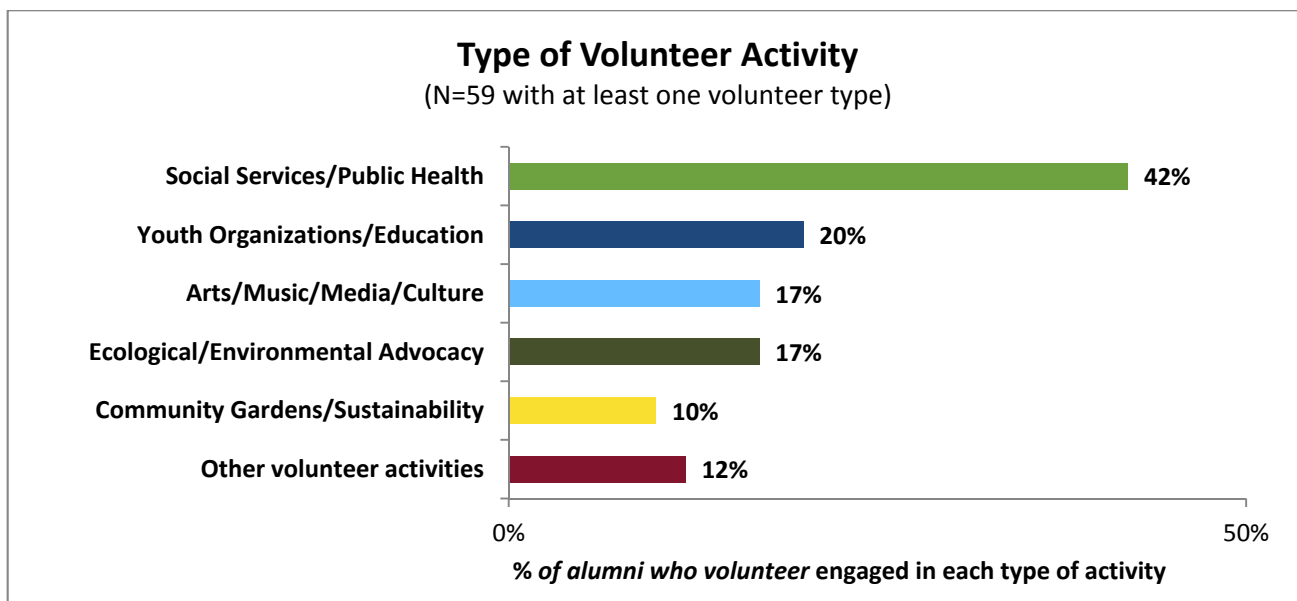


**94%** of alumni who were currently attending or had attended graduate or professional school felt Evergreen prepared them *Adequately* or *Very well* for their advanced programs.

**I. Volunteerism**



Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of volunteer work they were doing. Among the 240 alumni who responded to this question, **28%** (N=67) indicated they were currently involved in volunteer work. Of those, 59 provided a description of the type of work they were doing. Descriptions were categorized and are detailed below.



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

#### **Social Services/Public Health (N=25)**

The most common volunteer category for this group of alumni by far was social services/public health. These alumni worked for food banks, soup kitchens, shelters, crisis clinics, community or social service centers, health clinics, dispute resolution centers, and fire response teams. Specific agencies included Rotary International, The Salvation Army, Special Olympics, and the National Alliance on Mental Illness. Specific populations served included low income and/or homeless individuals and families, people in recovery, prisoners, people transitioning from incarceration, nursing mothers, veterans, victims of fire or chemical exposure, and survivors of sexual assault.

#### **Youth Organizations/Education (N=12)**

Alumni in this group taught, tutored, or guided youth as school volunteers or through community programs. Specific subject areas named were leadership, youth organizing, gardening, nature, and mural painting. Specific organizations named were the Hands On Children's Museum, Girl Scouts, and Stonewall Youth.

#### **Arts/Music/Media/Culture (N=10)**

Alumni volunteering in this category worked for theaters, film festivals, libraries, music/art/performance venues, radio stations, and news media. Specific duties mentioned included writing and editing for a community newspaper, volunteering at film festivals, serving as film projectionists or theater techs, performing media work, coordinating or producing music/art/performance events, and overseeing archaeological preservation.

#### **Ecological/Environmental and Animal Advocacy and Action (N=10)**

These alumni performed work for wildlife/natural resource conservation organizations and animal welfare organizations. Specific organizations mentioned were Stream Team, the ASPCA, The Nature Conservancy, and the Department of Fish & Wildlife. Specific duties included wildlife monitoring/conservation, habitat restoration, forest preservation, ecosystem management, noxious weed control, environmental education, and road cleanup.

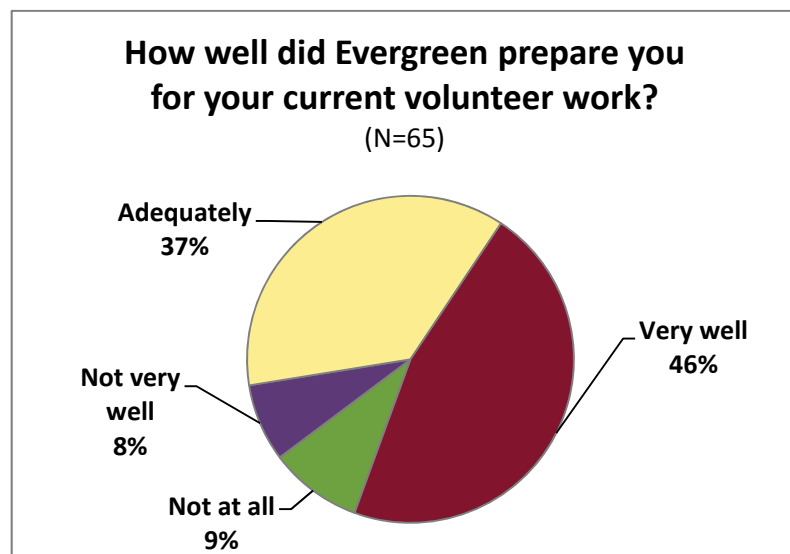
#### **Community Gardens/Community Sustainability (N=6)**

This group volunteered with food co-ops and farms, and participated in community plantings.

#### **Other volunteer activities (fewer than 5 in each category) (N=7)**

Alumni in this group served as board members, volunteers, or fundraisers for various community or non-profit organizations; were church volunteers; or provided volunteer paralegal services.

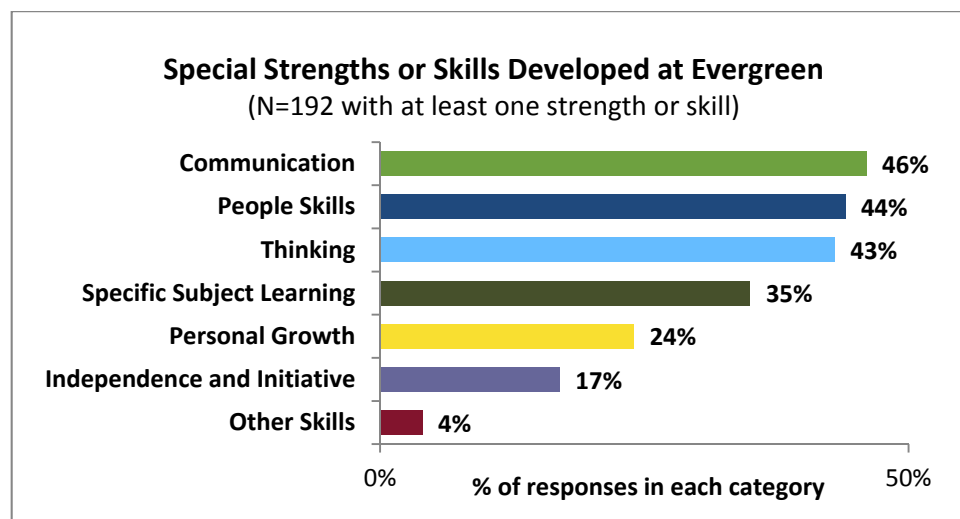
Alumni were then asked to indicate how well Evergreen prepared them for their current volunteer work using a 4-point scale where 0=*Not at all*, 1=*Not very well*, 2=*Adequately* and 3=*Very well*.



**83%** of alumni involved in volunteer work felt Evergreen prepared them *Adequately* or *Very well* for their volunteer positions.

## J. 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?” 70% of respondents (N=192) named at least one strength or skill; their comments were categorized and are detailed below. The three most common themes were **Communication** (46%), **People Skills** (44%) and **Thinking** (43%).



“Evergreen gave me the chance to approach my education in a multifaceted way with many opportunities for self-guided improvement and higher levels of learning through many tools not typically available to undergraduate level students in other college facilities.”

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

“As an educator, I have applied the lens of seeing individuals as part of a complex story including socio-economic background, ethnicity, cognitive difference, etc., allowing me to have the patience to be a listener, and a custom educator.”

“I am a richer, fuller, more present member of my community due to my learning experiences at Evergreen.”

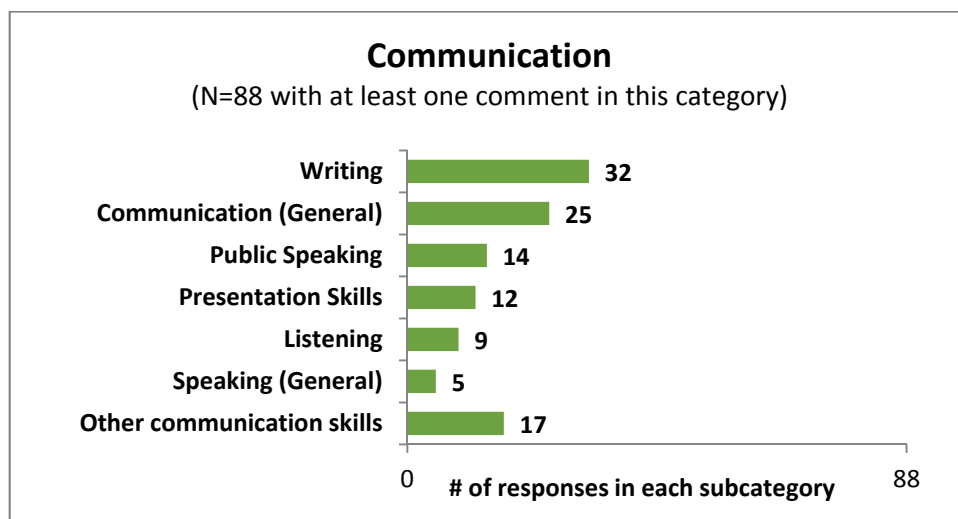
“The communication skills I gained through seminar are invaluable.”

“I learned an enormous amount about privilege. I also learned about the benefits of diversity. Not just diversity in people and cultures, although that is highly beneficial as well, but also diversity in thought and learning.”

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

**Communication**

Of the 192 alumni who named at least one strength or skill, 88 (46%) mentioned Communication. Subcategories within this group are detailed below:



“My peers and faculty pushed me out of my comfort zone to improve my abilities to speak up in front of a class and even in small group discussions. Although I'm still not an avid public speaker, I believe the encouragement and practice from Evergreen truly helped me improve and feel more comfortable in front of a crowd.”

**Writing (N=32)**

Alumni in the Communication category most often named writing skills as a special strength or skill developed at Evergreen. Specific examples included academic, professional, critical, and creative writing; writing evaluations and research proposals; and writing papers or books for publication.

**Communication – General (N=25)**

The next-largest subcategory was communication, not otherwise specified. These alumni mentioned communication in general, or specified they had developed better, stronger, or more effective communication skills.

**Public Speaking (N=14)**

Several other alumni in this category gained or improved upon their public speaking skills, or became more comfortable speaking in front of others.

**Presentation skills (N=12)**

These alumni named presentation skills as a strength developed at Evergreen. Specific examples included creative presentation skills, knowing how to prepare presentations for specific audiences or for a diverse audience, and knowing how to present artwork or educational materials to a group.

**Listening (N=9)**

These alumni learned to listen or improved their listening skills.

**Speaking (N=5)**

Alumni in this group improved their speaking skills.

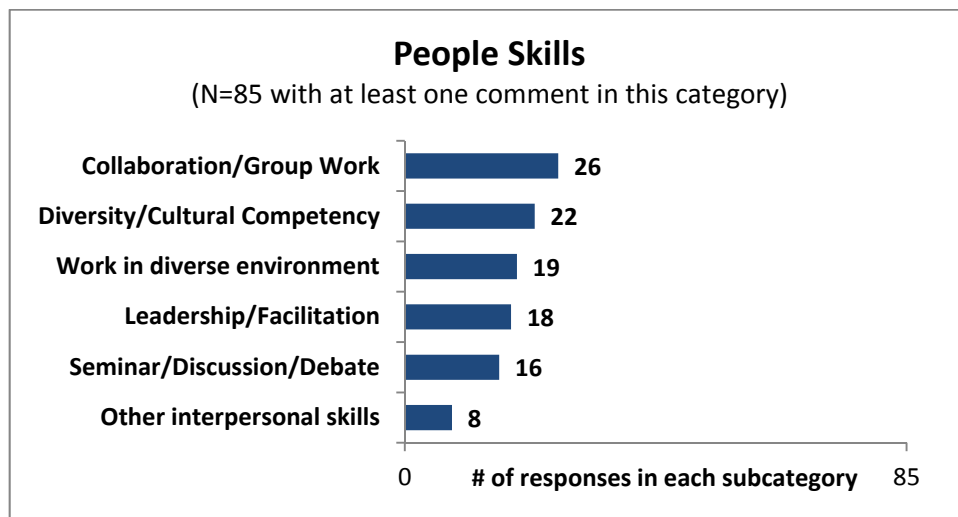
**Other communication subcategories with fewer than 5 responses (N=17)**

The remaining alumni in this category developed their reading skills; learned to communicate effectively with parents, children, coworkers, and professional associates; gained the ability to express themselves clearly and openly; learned how to present, market, or advocate for themselves; learned effective scientific and non-violent communication skills; developed the ability to ask questions; and improved upon linguistic and Japanese language skills.

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

**People Skills**

85 respondents (44%) mentioned improved People Skills; subcategories in this group are detailed below:



“Working with all different types of people at Evergreen has prepared me for anything that comes my way at the workplace and in life.”

**Collaboration/group work (N=26)**

The strength or skill most often named in the People Skills category was collaboration or group work. Specific examples included how to work effectively on a team or group project; how to collaborate with people in a variety of environments; and how to work through conflict in group settings. Alumni also noted their confidence in communicating and working in groups was greatly improved and that group work was good preparation for the workplace.

**Diversity awareness/cultural competency (N=22)**

Nearly as many alumni indicated they developed awareness, understanding, and respect for human and cultural diversity. Specific examples included greater acceptance of and interest in diverse persons, ideas, and cultures; awareness of privilege and issues of representation; Native American awareness/sensitivity; and active skills in anti-oppression and anti-racism work.

**Working with diverse people/ability to work in a diverse environment (N=19)**

Alumni in the next subcategory gained skills for working within groups of differing ethnicities, socioeconomic backgrounds, opinions, beliefs, personalities, and cognitive abilities. They learned cross-cultural communication skills; how to incorporate many ideals; came to value the contributions of diverse community members; and gained the ability to apply such skills in teaching, professional, and customer contact scenarios.

**Leadership/facilitation skills (N=18)**

These alumni indicated they learned or further developed leadership skills. Specific examples included how to lead or facilitate group discussions or seminars; how to lead with a collaborative and inclusive approach; how to provide a safe environment in victim-offender meetings; and how to facilitate conflict resolution.

**Seminar/discussion/negotiation/debate (N=16)**

Alumni in this category indicated they learned to effectively contribute to group dialog in the context of seminar, discussion, negotiation, and debate. Specific examples included how to discuss and problem solve through and across differences; how to debate difficult subjects without personalizing; how to defend one's own point of view in a respectful way; how to discuss/debate with more confidence; how to negotiate while holding oneself and others accountable; and how to discuss scientific subjects with peers.

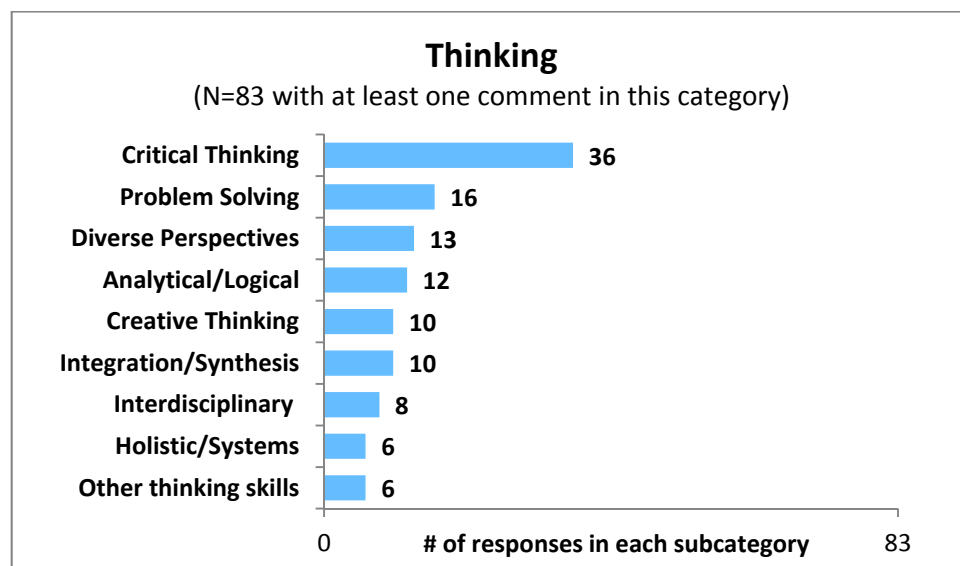
**Other interpersonal skills (N=8)**

The remaining alumni in this group developed people skills, gained networking skills, and learned to practice mindfulness with self and others.

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

**Thinking**

83 alumni (43%) described how their Evergreen experiences enhanced their thinking. Subcategories in this group are detailed below:



“[I developed the] ability to conduct interdisciplinary research and synthesize diverse academic fields of study into an integrated systems-based understanding and awareness”

**Critical thinking skills (N=36)**

The most frequently-named skill in this category by far was critical thinking. Specific examples included the ability to think and critique on a broader spectrum; the ability to understand and evaluate written materials; the ability to think critically about scientific texts; the ability to critically analyze one’s surroundings and one’s own ideas; and the ability to see through an impression, facade, or character.

**Problem solving/applying knowledge and skills (N=16)**

The next-largest subcategory in this group was problem-solving and the ability to apply knowledge and skills. Specific examples included the ability to approach problem solving creatively, systemically, or from multiple angles; to connect theory with practice; to apply problem solving skills in construction scenarios; and to apply concepts of social justice throughout different fields.

**Consideration of diverse perspectives/alternate points of view (N=13)**

Alumni in this category learned to be open to others’ ideas, opinions, perspectives, or philosophies; learned to be comfortable with many alternative or opposing viewpoints; learned how to maintain their own views while respecting the views and perspectives of others; and developed the capacity to learn from others’ perspectives and experiences.

**Analytical and logical thinking (N=12)**

These alumni developed skills in analytical and logical thinking. Specific examples included scientific inquiry, deductive reasoning, abstract thinking, academic analysis, and art critique.

**Creative thinking (N=10)**

Alumni also named creative thinking skills among strengths developed at Evergreen. Examples included the ability to think outside the box or look at resources differently; design thinking; and creative exploration.

**Integration/synthesis/ability to see connections (N=10)**

Alumni in this category described their abilities to integrate knowledge and learning from different sources or backgrounds; to make connections and synthesize information from a variety of sources or fields of study; and to synthesize diverse information and construct a clear thesis.

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

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

These alumni listed interdisciplinary thinking among their skills, along with interdisciplinary learning and the ability to conduct interdisciplinary research.

**Holistic/systems thinking (N=6)**

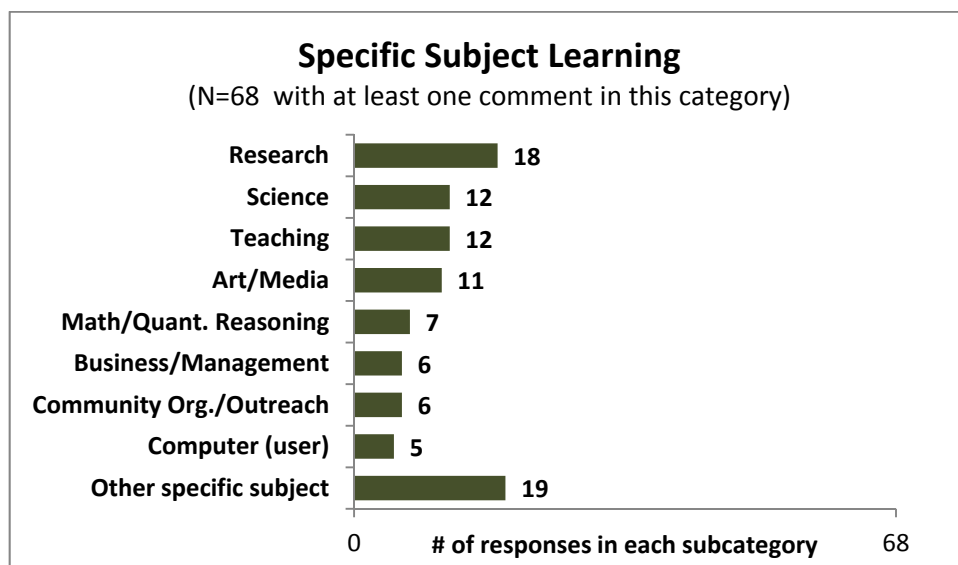
Alumni in this group learned to see the world holistically, gained awareness of the global context of local issues, and developed systems thinking about group, agency, or community leadership.

**Other thinking skills (N=6)**

The remaining alumni in this category listed independent thinking, objectivity, and knowing the difference between learning and memorizing among skills developed at Evergreen.

**Specific Subject Learning**

68 respondents (35%) named specific subjects they learned about at Evergreen. Subcategories in this group are detailed below:



“All of the laboratory techniques that I learned in my science programs have been extremely useful in my current job.”

“I learned a lot about instruction and pedagogy, which has greatly improved my approach to instruction.”

**Research skills (N=18)**

Alumni in the Specific Subject Learning category most often named research skills among their strengths. Specific examples included research design, methods and strategies; and academic, interdisciplinary, qualitative and field-based research.

**Science (N=12)**

These alumni listed science skills in general or named specific fields (e.g. sustainable agriculture, ecology/ecosystems, botany, environmental studies, epigenetics, and astrophysics) or scientific methods (e.g. safe lab practices and laboratory and instrumentation techniques).

**Teaching skills (N=12)**

These alumni listed teaching skills in general or named specific skills, including lesson planning, interdisciplinary integration in teaching, understanding of pedagogy, and the ability to teach English, math, science, writing, and media-related tasks. Alumni also developed mentoring skills, learned how to give effective feedback on student writing, and learned how to customize teaching around differences in socio-economic background, ethnicity, and cognitive difference.



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

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

Alumni in this subcategory developed skills in the arts and media. Specific skills included modern dance, woodworking, mosaic, ceramics, wheel throwing, hand-building clay, graphic design, visual arts, animation, film production, audio engineering, and proficiency in media equipment and social media technologies.

**Math, quantitative reasoning, or computer science skills (N=7)**

These alumni listed math, programming, database administration, software development, and an affinity for learning new programming languages among strengths or skills developed at Evergreen.

**Business/management skills (N=6)**

Business-related skills included project, construction, arts, and international business management as well as organizational reasoning and people development.

**Community outreach/organizing/activism skills (N=6)**

Alumni in this group gained skills in public outreach, community organizing and development, and human rights work.

**Computer (user) skills (N=5)**

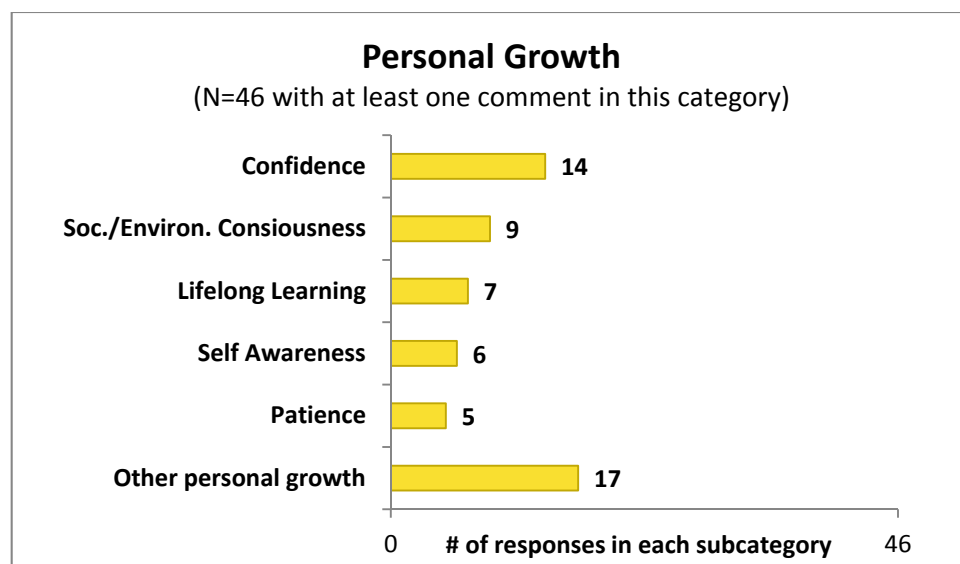
These alumni gained proficiency with software programs in general, learned to use Microsoft Excel and statistical software, developed the ability to do creative work with computers, and learned to work with Mac [Apple] computers)

**Other specific subject learning subcategories with fewer than 5 responses (N=19)**

The remaining alumni in this category indicated they gained skills and knowledge in anthropology, psychology, consciousness studies, systems theory, mechanisms of change, current issues, sustainability, art history, early childhood development, cultural studies, design and build, Japanese language and culture, somatics, addiction or crisis counseling, working with juvenile offenders, cooking, brewing, raising animals, mechanical work, heavy machinery, and food systems/food politics.

**Personal Growth**

46 respondents (24%) felt that the Personal Growth they experienced during their time at Evergreen was a special strength. Subcategories in this group are detailed below:



“[Evergreen] taught me how to live with love, respect, care, and thoughtfulness towards myself, others, and the environment. I will always be grateful.”

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

**Confidence (N=14)**

Alumni whose comments fell under the Personal Growth category most frequently spoke of increased confidence. Specific examples included self-empowerment; the ability to assert oneself professionally; confidence in artistic abilities or in learning fields other than one's own specialty; having the confidence to be a woman in the science field; and the ability to take on new challenges or pursue dreams.

**Social/community/environmental consciousness/activism (N=9)**

These alumni indicated they gained awareness of social and environmental issues and/or the desire to act upon such issues, including commitment to social justice or conservation; being a responsible, active, informed member of a community; showing respect, care, and thoughtfulness toward self, others, and the environment; and understanding the dynamic interaction between humans and the Earth and environment.

**Lifelong learning/love of learning (N=7)**

Alumni in this group identified as being lifelong learners or having an interest or willingness to learn. Specific examples included continuing to strive for education in daily life and knowing how to get the most out of material even if it does not directly link to personal interests.

**Self-reflection/self-awareness (N=6)**

These alumni developed self-awareness, the ability to self-critique, and the ability to practice mindfulness with self and others.

**Patience (N=5)**

**Other personal growth (N=17)**

Other strengths mentioned by alumni in this group included perseverance, commitment, or determination; flexibility or adaptability; empathy; integrity or accountability; positive thinking; coping abilities; and the ability to accept criticism. Some felt their Evergreen experience rekindled their artistic mind or creative talent, or that they became friendlier, more down to earth, or better human beings.

**Independence and Initiative**

33 alumni (17%) felt they developed independence and initiative while attending Evergreen. Specific examples included self-motivation and discipline; goal setting and attainment; ability to study or work independently; time management skills; and organizational skills.

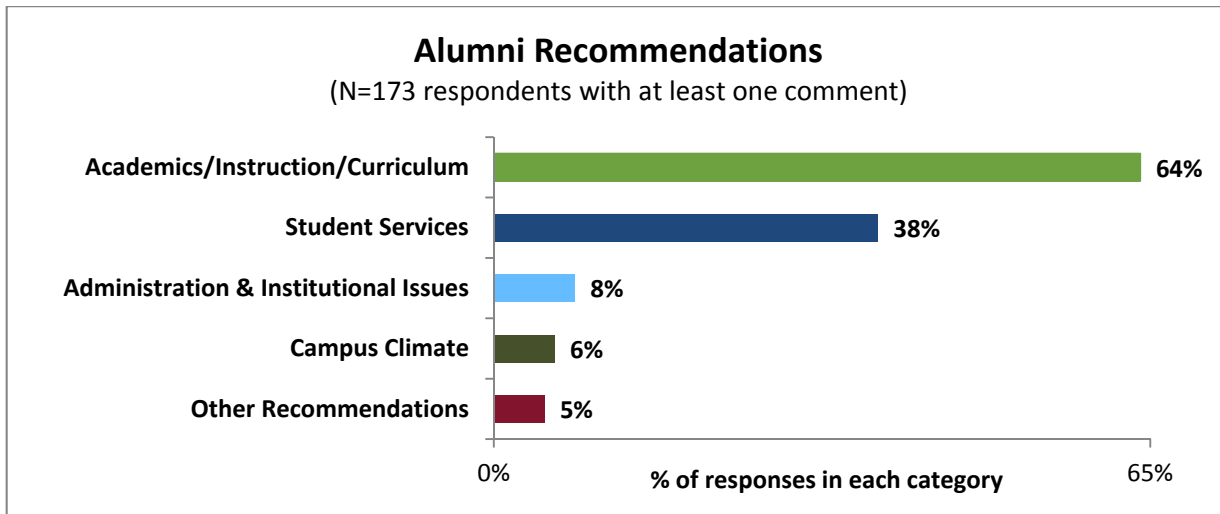
**Other skills**

The remaining 8 respondents (4%) developed useful skills from on-campus job experience, independent contracts, or internships; or felt having a Bachelor's degree was a strength in itself.

"Working independently, without constant oversight, is extremely important [...]. It's something that, in my experience, most young people have a great deal of difficulty doing -- and something that Evergreen can teach students to do very well."

## K. Alumni Recommendations

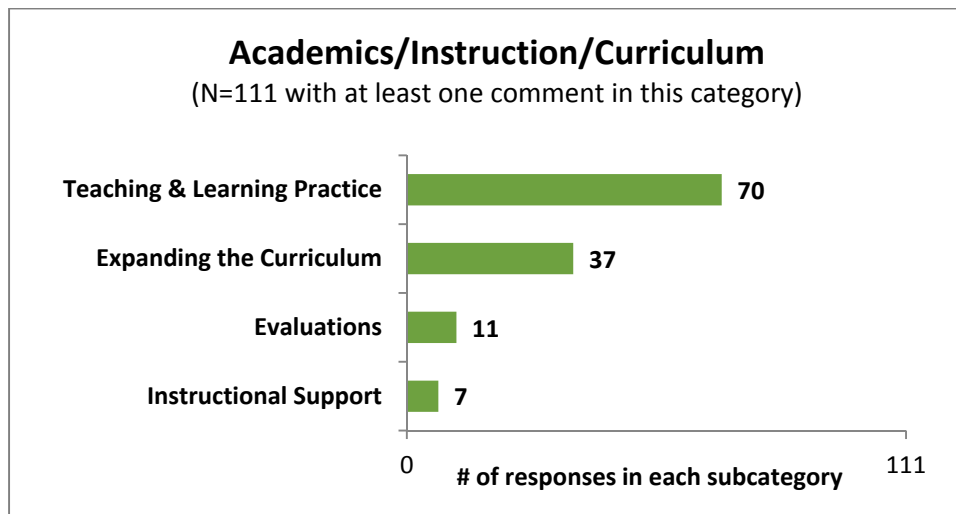
Alumni were asked “What one or two things would you change about Evergreen from your perspective as a recent graduate?” Of 276 survey respondents, 173 (63%) described things they would change about Evergreen or their Evergreen experience. Recommendations were categorized and are summarized below (actual alumni feedback will be shared with corresponding campus divisions for use in assessment and planning activities). The two most common themes among recommendations were **Academics/Instruction/Curriculum** (64%) and **Student Services** (38%).



*Note: Percentages do not sum to 100 as alumni could make more than one recommendation.*

### Academics/Instruction/Curriculum

Of the 173 alumni who made at least one recommendation, 111 (64%) suggested changes pertaining to academics, instruction or curriculum at Evergreen. Subcategories in this group are detailed below:



#### Teaching and learning practice (N=70)

The largest subcategory under Academics/Instruction/Curriculum was teaching and learning practice. 18 alumni in this group addressed issues around **faculty accountability, quality of teaching or programs, and personal conflict with specific instructors**. Specific recommendations pertaining to faculty accountability included more consistent expectations of students; more content in programs; more rigorous study; better communication/approachability with students; more accountability for showing up to class; and less favoritism toward particular students. Those who commented on quality of teaching or programs described faculty who

***What one or two things would you change about Evergreen from your perspective as a recent graduate?  
(Continued...)***

did not demonstrate adequate knowledge to teach particular subjects, seemed burned-out on teaching, lacked communication/organization with teaching partners; relied too heavily on seminar, taught from only one perspective, preached their own beliefs, or taught “Guinea Pig” programs that seemed experimental (some alumni mentioned these things in the context of getting “stuck” with a professor or teaching team for an entire quarter). Several alumni described conflict with specific faculty members.

Another 11 respondents mentioned **issues with seminar**. These alumni expressed a desire for faculty to provide better facilitation for, be more involved in, or place less emphasis on seminar. Specific examples included seminars “going nowhere,” students straying off-topic; classes being derailed by gender politics; seminar discussion being dominated by a few students; and faculty being unable to handle tense situations.

6 alumni made suggestions around **learning support**, including offering more critical feedback to students (i.e., “Don’t be as nice with critiques”); providing more structure and scaffolding for Evergreen’s unique style of self-directed learning; teaching students how to manage academic work, and slowing down the pace of learning. Other recommendations were to have live speakers instead of recorded presentations in class and to include more team-building activities in programs.

9 alumni suggested Evergreen better prepare graduates for the “**real world**.” Specific examples included working career planning or job preparation into the curriculum; and teaching effective communication, research, project development, and technical/computer skills.

8 alumni would like to see Evergreen offer more **special learning opportunities** for practical application of skills learned. Examples included more opportunities for independent study contracts, Student Originated Study, internships, study abroad, and lab work. One respondent suggested Evergreen partner with a larger institution so that students could access scientific equipment and facilities not available here.

Another 9 respondents in this group wished there had been more opportunities for **focused, in-depth, or directed courses of study**. Some indicated that Evergreen’s interdisciplinary approach, while effective for achieving breadth, hindered depth of learning outside independent study or internships. Two alumni commented on this in the context of completing Upside Down degrees.

9 respondents experienced **programs that did not match their course descriptions** in terms of content or level of study, or experienced inconsistent workload per credit within the curriculum. Specific recommendations included stricter enforcement of prerequisites and senior-only programs, not advertising entry-level courses as “advanced” and setting standards for workload per credit.

6 alumni wanted to see stricter accountability or more consistent **expectations for students** with regard to participation, academic performance, and the awarding of credit. Examples included students not being held to the same standard of attendance, preparation for class, participation in seminar, completion of assignments, amount of effort/contribution toward group work, and submission of projects.

5 respondents recommended Evergreen place more emphasis on writing and offer more formal **writing instruction** in programs; two mentioned this in the context of graduate school preparation.

**Other areas** with fewer than 5 recommendations included placing more emphasis on, or even requiring, math; being more supportive of scientific works at Evergreen; and requiring an exercise program/physical education credit each quarter.

**Expanding the range/availability of studies (N=37)**

The next largest subcategory under recommendations for Academics/Instruction/Curriculum was expanding the range of studies at Evergreen. Many of these alumni recommended **adding programs or courses** to the curriculum. Specific suggestions included more courses in general science, geology, physics, mammology, herpetology, stream ecology, wetland ecology, entomology, and human-environmental interaction; computer science and software development methodology; establishing an engineering department; strengthening the theatre department; strengthening the business department and offering coursework in accounting; offering

***What one or two things would you change about Evergreen from your perspective as a recent graduate?  
(Continued...)***

courses in sociology, child psychology, Jewish Studies, Hebrew and Spanish; creating interdisciplinary programs that appeal to a wider range of students; creating more focused programs in the humanities; and bringing back the veterans transition class.

There were several suggestions to **increase offerings of high-demand subjects** and to hire additional faculty to accommodate this increase. Specific recommendations included upper-division science, advanced writing, ceramics, and a more consistent curriculum from year to year.

Alumni made various suggestions for **alternatives to full-time programs**, including 8-credit, 12-credit, or single-quarter options for students who want to explore different areas of study in addition to program material; offering a larger variety and number of lower-credit classes; and increasing course offerings for Evening and Weekend Studies. Specific subjects included public speaking, basic/introductory math, science, and economics.

There were also requests for more **graduate program** offerings for both Olympia and Tacoma students. Specific areas of study included writing, applied science, a special education endorsement, and a Master's program modeled after Evergreen's BA program.

**Evaluations (N=11)**

This group of alumni made suggestions regarding Evergreen's student and faculty evaluation processes. Some felt that student self-evaluations were not helpful or meaningful, or that there should be less emphasis on them. Suggestions included reforming the process towards fewer, more concise, focused self-evaluations; offering more consistent guidance on how to write them; changing the turn in process; and offering grades. Other recommendations were to require faculty to provide timely and thorough evaluations of all student work and to produce more consistent evaluations among students with regard to length and content; to create a more transparent process of evaluating faculty; to make student evaluations of faculty anonymous and for Evergreen to give serious consideration to evaluations of/complaints about faculty by students.

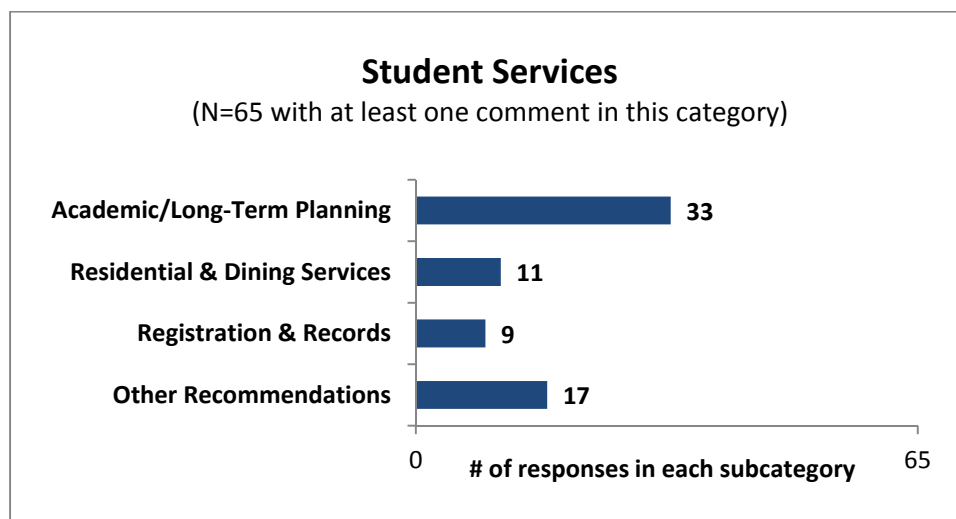
**Instructional Support (N=7)**

These alumni made suggestions around instructional support resources at Evergreen. Specific examples included providing more space in the library for reading and studying; creating a library/archive of senior projects and completed independent studies; improving the Writing Center; making Mac laptop film editing computers available to check out; making rehearsal spaces easier for students to access; and providing state-of-the-art equipment for the theatre and arts departments. Others suggested better promotion and advertisement of existing instructional resources (e.g. art, animation, photo, and computer graphic equipment and facilities).

***What one or two things would you change about Evergreen from your perspective as a recent graduate?  
(Continued...)***

**Student Services**

65 respondents (38%) made suggestion around Student Support Services and resources. Subcategories in this group are detailed below:



**Academic/long-term planning (N=33)**

Half of all recommendations in the Student Services category pertained to academic and long-term planning. These alumni suggested Evergreen increase outreach and guidance for freshmen, transfer, and continuing students on how to navigate Evergreen's unique structure; how to focus their academic work into something cohesive; how to connect their education to career or graduate/professional school goals; and how to translate their Evergreen education to potential employers or selection committees. Specific suggestions included requiring students to seek academic advising and career planning every year; connecting students to mentors; improving the Academic Fair; and having a dedicated staff member to help students prepare for and apply to graduate or professional programs. (Several alumni noted a lack of advisors knowledgeable in helping students in medicine or the sciences with the abovementioned.) Other respondents suggested increasing the accessibility of planning staff, improving the overall quality of service, and making students aware of the many resources available to them. It was notable that while some comments were specific to staff advisors (Academic Advising or Career Development), many were not specific about whether planning support could come from staff or faculty.

**Residential and Dining Services (N=11)**

Alumni in this group suggested improvements or changes to Evergreen's food service and campus housing. Many felt students should not be required to purchase meal plans when they do not have access to cooking facilities or alternative food options on campus. Others suggested Evergreen serve better quality food in the cafeteria, stop contracting with Aramark and/or partner with the Organic Farm/Sustainable Agriculture program; and provide compost bins in all campus buildings. Recommendations for housing included improving campus housing in general, helping students to feel safer in housing, improving how Resident Assistants (RAs) handle personal issues among students; better enforcing the anti-drug policy, and implementing living learning communities.

**Registration and Records (N=9)**

Alumni in this group described issues with the online registration system; suggested offering GPA/grade conversions for employment and grad school applications; wanted the ability to submit the academic statement up to a year after graduation; questioned the inclusion of self-evaluations in the final transcript; received conflicting information from the Academic Advising and Registration offices; or never received their diploma from Evergreen.

***What one or two things would you change about Evergreen from your perspective as a recent graduate?  
(Continued...)***

**Other student support subcategories with fewer than four responses (N=17)**

The remaining recommendations included increasing support for/staffing of the Financial Aid Office; educating students about how student loans will affect their lives after college; creating more student club/organization connections; integrating the student government structure into the program system; providing better mental health support and better management of the Center for Sexual Assault Prevention; obtaining more/newer equipment for the recreation center; starting a baseball team; offering more staff/administrative support to Evening and Weekend Studies (EWS) students; raising entrance requirements; making sure veteran students are aware of tuition reduction benefits; creating places where international students can mingle with the larger student body; and creating opportunities for students to be involved in College operations. Suggestions directly pertaining to the Tacoma campus included providing similar resources as Olympia, i.e. campus dining/child care/health/fitness/library facilities, and more activities for evening students.

**Administration and Institutional Issues**

14 respondents (8%) made comments regarding college administration and institutional issues. Alumni in this category felt the college should lower tuition/cost of attendance; exercise effective budget allocation toward all instructional staff; have top level administrators more accurately reflect the values and culture of the college; hold faculty and students accountable for unsatisfactory performance/behavior; and offer more support/appreciation for staff who work most closely with students. Other recommendations included informing incoming students about construction and changes that will affect their educational plans; improving Evergreen's website design; and working to improve community perception of the College.

**Campus Climate**

11 alumni (6%) described issues around tolerance, social climate, and student mix. Examples included a lack of cultural competency or willingness to hear alternate points of view; subcultures being allowed to dominate; a prevalence of pro-Palestinian attitudes making it uncomfortable to be Jewish on campus; and science and humanities students feeling segregated. Suggestions for bridging the gap between the sciences and humanities included creating opportunities for these students to interact other than just through student activities or outside school, and balancing the school's humanities-centered identity by acknowledging outstanding work being done by students in the sciences. Suggestions pertaining to student mix included recruiting a more diverse student body in general and, more specifically, for Evergreen to recruit older/more experienced students to reflect the increase in the number of older adults going back to school. Other recommendations included offering customer service training for staff and faculty, and increasing efforts to provide a sense of broader community in the current age of technology.

**Other alumni recommendations subcategories with fewer than 11 responses**

6 alumni mentioned things they would have done differently in their educational careers, including taking more care in choosing a focus or plan of study rather than taking what was interesting at the time; seeking out more structure; not living on campus; and utilizing the career center and student clubs. 4 respondents suggested improvements to campus facilities and equipment, including clearing more land to expand the Organic Farm; installing better lighting on walkways to the parking lots; having better follow-through on facility development projects; and moving the school to Bellingham.

## **L. Recognition of Special Individuals or Services**

At the end of the survey, 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 276 survey respondents, 196 (71%) answered this question. These alumni identified 277 individual faculty and staff members representing 57 different offices and service units of the college (see the full list of individuals and services that were recognized by alumni in Appendix A). Individuals and services were analyzed and tallied, and those most frequently mentioned are recognized below:

### **Most frequently mentioned faculty member:**

- Grace Huerta, Nancy Parkes and Gilda Sheppard (tied)  
(Closely followed by Rebecca Chamberlain, Zoltan Grossman, Chico Herbison, Ryo Imamura, Lester Krupp, Greg Mullins, Alice Nelson, Richard Weiss, Sarah Williams, and Elizabeth Williamson)

### **Most frequently mentioned staff member:**

- Jean Eberhardt (Academic Advising)

### **Most frequently mentioned service or office:**

- Academic Advising  
(Closely followed by Science Operations and TRiO/KEY Services)



## APPENDIX A – 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 2013:

Aaron Kruse	Dave Hitchens	Hugo Flores	Marilyn Frasca
Abby Kelso	Dave Muehleisen	Jamyang Tsultrim	Marilyn Freeman
Aisha Harrison	David McAvity	Jane Fisher	Mario Gadea
Al Josephy	David Shaw	Jean Eberhardt	Marja Eloheimo
Alberto Napuli	David Wolach	Jean Mandenberg	Mark Harrison
Alice Nelson	Dawn Carlson	Jeanne Hahn	Mark Hurst
Amaia Martiartu	Dennis Hibert	Jeff Antonelis-Lapp	Mark Lacina
Amjad Faur	Dennis Mobbs	Jenna Nelson	Marla Elliott
Amy Gould	Dharshi Bopegedera	Joe Alonso	Martha Rosemeyer
Andrew Beattie	Diego de Acosta	Joe Tougas	Marty Beagle
Andrew Brabban	Don Chalmers	John Baldridge	Matthew Lawrence
Andrew Buchman	Don Foran	John McCoy	Melissa Barker
Andrew Reece	Don Jensen	John Schaub	Michael Clifthorne
Andy Corn	Don Middendorf	Joli Sandoz	Michael Vavrus
Angela Gallo	Donald Morisato	Jon Davies	Michele Elhardt
Ann Friedman	Doreen Swetkis	Jonathan Lindsay	Michelle Pope
Ann Storey	Dorothy Anderson	Jose Gomez	Mike Paros
Anne de Marcken (Forbes)	Dylan Houston	Joye Hardiman	Mingxia Li
Anne Ellsworth	E.J. Zita	Judith Baumann	Monique Anderson
Anne Fischel	Ed Sorger	Judith Gabriele	Mukti Khanna
Anthony Zaragoza	Edwin Bliss	Jules Unsel	Mychael Heuer
Ariel Goldberger	Elena Smith	Julia Rose	Naima Lowe
Art Costantino	Elizabeth Williamson	Julia Zay	Nancy Anderson
Barbara Laners	Emily Lardner	Justin Reuter	Nancy Bishop
Ben Kamen	Eric Stein	Kabby Mitchell	Nancy Koppelman
Ben Simon	Erik Thuesen	Karen Gaul	Nancy Parkes
Bill Arney	Erin Ellis	Karen Hogan	Nancy Pelligrino
Bob Haft	Erin Martin	Kate Crowe	Neal Nelson
Bob Leverich	Evan Blackwell	Kathleen Eamon	Noel McHugh
Bob McIntosh	Felix Braffith	Kathy Kelly	Noelle Machnicki
Bob Woods	Frances Rains	Kevin Francis	Olga Inglebritson
Bret Weinstein	Frances Solomon	Kitty Jones	Olivier Soustelle
Brian Walter	Gail Tremblay	Lalita Calabria	Pat Krafcik
Bruce Thompson	Gary Peterson	Larry Geri	Paul McCreary
Bryan Gould	George Freeman	Larry Mosqueda	Paula Schofield
Cael Keegan	Gilda Sheppard	Laurie Meeker	Peter Bacho
Campus minister	Gillies Malnarich	Lee Hoemann	Peter Bohmer
Candace Vogler	Glenn Landram	Leonard Schwartz	Peter Dorman
Carolyn Dobbs	Grace Huerta	Leslie Flemmer	Peter Impara
Carolyn Prouty	Greg Mullins	Lester Krupp	Peter Pessiki
Chico Herbison	Greg Porter	Lin Crowley	Peter Randlette
Chris Coughenour	Haley (student)	Lin Nelson	Peter Robinson
Cindy Beck	Harumi Moruzzi	Linda Moon-Stumpff	Phil Smith
Cindy Marchand-Cecil	Heather Heying	Lisa Sweet	Rachel Hastings
Clarissa Dirks	Heather Schofner	Liza Rognas	Rafael Lozano
Clyde Barlow	Heesoon Jun	Lori Blewett	Ralph Murphy
Corey Leneker	Helen Ross	Lydia McKinstry	Randy Stilson
Dalya Perez	Helena Meyer-Knapp	Marcella Benson-Quaziena	Raoul Berman
Darius Khaleghi	Hirsh Diamant	Maria Pineda	Rashida Love
Daryl Morgan	Howard Schwartz	Marianne Bailey	Ratna Roy
Dave Cramton	Hugh Lentz	Marianne Hoepli	Rebecca Chamberlain

Rebecca Sunderman	Sarah Ryan	Steve Abercrombie	Thomas L. "Les" Purce
Richard Benton	Sarah Williams	Steve Blakeslee	Thuy Vu
Richard Weiss	Savvina Chowdhury	Steve Cifka	Tom Rainey
Rita Pougiales	Scott Morgan	Steve Davis	Tom Womeldorff
Rob Esposito	Sean Williams	Steve Herman	Tomoko Ulmer
Rob Knapp	Setsuko Tsutsumi	Steve Niva	Trevor Griffey
Rob Smurr	Shaw Osha	Steve Scheuerell	Trevor Speller
Rose Jang	Sherry Walton	Steven Abercrombie	Trisha Towanda
Russ Fox	Sheryl Shulman	Steven Hendricks	Tyrus Smith
Ruth Hayes	Sina Hill	Steven Smith	Vauhn Foster-Grahler
Ryo Imamura	Stacey Davis	Stokley Towles	Walter Grodzik
Sally Cloninger	Stacia Lewis	Susan Cummings	Wenhong Wang
Sam Schrager	Stephanie Coontz	Susan Harris	Yvonne Peterson
Sandie Nisbet	Stephanie Kozick	Susan Preciso	Zahid Shariff
Sandy Yannone	Stephanie Zorn	Susie Seip	Zena Vergara
Sara Huntington	Stephen Beck	Terry Setter	Zoe Van Schyndel
Sara Martin	Stephen Bramwell	Theresa Aragon	Zoltan Grossman
Sarah Giannobile	Stephen Buxbaum	Therese Saliba	

### Services recognized by the class of 2013:

Academic Advising	Library
Academic Computing	Library Archives
Academic Dean, Budget and Space - Faculty	Media Loan
Art Annex	Media Services
Arts and Sciences Operations	Organic Farm
Beach	Parking Services
Campus Police	President's Office
Campus trails	Printmaking Studio
Career Development Center	Registration and Records
Center for Community-Based Learning & Action (CCBLA)	Residential and Dining Services (RAD)
Center for Creative and Applied Media (CCAM)	Science equipment
College Advancement	Science Operations
COM Building	Student Activities
Community Garden	Student Affairs
Costantino Recreation Center (CRC)	Student and Academic Support Services (SASS)
Counseling Center	Sustainability Director's Office
EF School Director	Tacoma campus
Electronic Media	Tacoma staff
Enrollment Services	The Greener Bookstore
Evergreen Art Gallery	The Outdoor Program (TOP)
Faculty	The Writing Center
Financial Aid Office	Trees
First Peoples Multicultural Advising Services	TRIO/KEY Services
Flaming Eggplant	Veterans Resource Center
Forest	Visual Arts Staff
Gardens	Womyn's Resource Center
Independent Learning Contract (ILC)	Woodshop
International Programs	Writing Center
Internship	

## APPENDIX B – Survey Instrument

### THE EVERGREEN STATE COLLEGE ONE-YEAR ALUMNI SURVEY 2014

Administered by the Office of Institutional Research and Assessment

1. Which location did you primarily attend during your Evergreen studies?

- ☐ 1=Olympia  
☐ 2=Tacoma  
☐ 3=Grays Harbor  
☐ 4=Tribal: Reservation-based/Community-determined

2. Please check the one area below that best describes your primary area of study (concentration) at Evergreen:

- ☐ 1=Media, Visual, Performing Arts  
☐ 2=Humanities, Cultural Studies, Languages  
☐ 3=Social Sciences  
☐ 4=Environmental Studies  
☐ 5=Science, Math, Computer Science  
☐ 6=Native American Studies  
☐ 7=Business  
☐ 8=Education  
☐ 9=Consciousness Studies  
☐ 10=Sustainability and Justice  
☐ 11=Liberal Arts/Interdisciplinary

(Please describe): \_\_\_\_\_

- ☐ 12=Other field(s)

(Please describe): \_\_\_\_\_

3. What was your primary enrollment status as a student at Evergreen?

- ☐ 1=Full-time  
☐ 2=Part-time

4. What was your academic standing when you first enrolled at Evergreen?

- ☐ 1=Freshman (0 to 44 transfer credits)  
☐ 2=Sophomore (45 to 89 transfer credits)  
☐ 3=Junior (90 to 134 transfer credits)  
☐ 4=Senior (135 or more transfer credits)

5. When you applied for admission, was Evergreen your only, first, second, or lower choice of college?

- ☐ 0=Only choice  
☐ 1=1<sup>st</sup> choice  
☐ 2=2<sup>nd</sup> choice  
☐ 3=3<sup>rd</sup> or lower choice

6. In which state or foreign country do you currently reside?

\_\_\_\_\_

7. Please indicate how satisfied you were with the following pedagogical aspects at Evergreen:

Pedagogical Aspects	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Academic planning/advising by faculty	1	2	3	4
b. Interdisciplinary approach to education	1	2	3	4
c. Linking theory and practice	1	2	3	4
d. Narrative evaluations by faculty	1	2	3	4
e. The practice of self-evaluation	1	2	3	4
f. Overall quality of instruction	1	2	3	4
g. Quality of learning interaction with other students, for example, in seminars or in group projects	1	2	3	4
h. The education you were able to construct as an Evergreen student	1	2	3	4
i. Respect shown for different or opposing viewpoints	1	2	3	4

8. Please indicate whether you participated in the following educational experiences at Evergreen and, if so, how satisfied you were:

Educational Experiences	Participated	Did Not Participate	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Community service or volunteer work	1	0	1	2	3	4
b. Contracts and other individual work with faculty	1	0	1	2	3	4
c. Culminating senior experience (capstone, thesis, senior project, or academic statement)	1	0	1	2	3	4
d. Foreign language study	1	0	1	2	3	4
e. Internships	1	0	1	2	3	4
f. Learning community	1	0	1	2	3	4
g. Study abroad	1	0	1	2	3	4
h. Team-taught programs	1	0	1	2	3	4

9. How satisfied are you with Evergreen's contribution to your academic and personal growth in each of the areas listed below?	Not at All Satisfied	Little Satisfaction	Somewhat Satisfied	Mostly Satisfied	Very Satisfied
a. Writing effectively	1	2	3	4	5
b. Speaking effectively	1	2	3	4	5
c. Reading for academic purposes	1	2	3	4	5
d. Giving effective presentations	1	2	3	4	5
e. Participating in class discussions	1	2	3	4	5
f. Critically analyzing information	1	2	3	4	5
g. Defining and solving problems	1	2	3	4	5
h. Learning independently	1	2	3	4	5
i. Working collaboratively in a group	1	2	3	4	5
j. Understanding and applying scientific principles and methods	1	2	3	4	5
k. Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation)	1	2	3	4	5
l. Understanding different philosophies and cultures	1	2	3	4	5
m. Understanding the interaction of society and the environment	1	2	3	4	5

9. How satisfied are you with Evergreen's contribution to your academic and personal growth in each of the areas listed below?	Not at All Satisfied	Little Satisfaction	Somewhat Satisfied	Mostly Satisfied	Very Satisfied
n. Recognizing your responsibilities, rights, and privileges	1	2	3	4	5
o. Knowledge in a broad range of subjects	1	2	3	4	5
p. Depth or expertise in a particular field	1	2	3	4	5
q. Synthesizing information and ideas from many sources	1	2	3	4	5
r. Functioning as a responsible member of a diverse community	1	2	3	4	5
s. Expressing yourself in creative or artistic ways	1	2	3	4	5
t. Using computer technology to present work	1	2	3	4	5
u. Using computer technology to find information	1	2	3	4	5
v. Using computer technology to solve problems	1	2	3	4	5
w. Using computer technology for artistic expression (e.g. music, other audio, still images, animation, video)	1	2	3	4	5
x. Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas)	1	2	3	4	5
y. Careful and systematic inquiry	1	2	3	4	5
z. Interdisciplinary thinking	1	2	3	4	5

**10. Please rate your level of skill in each area, and then rate how well the education you received at Evergreen prepared you in these different skill areas.**

Skills Areas	Your Level of Skill					Preparation from Your Evergreen Education		
	Poor	Fair	Good	Excel- lent	N/A	Not at All	To Some Extent	A Great Deal
a. Organizational skills	1	2	3	4	9	1	2	3
b. Ability to work in a culturally diverse environment	1	2	3	4	9	1	2	3
c. Effective communication skills	1	2	3	4	9	1	2	3
d. Creative thinking skills	1	2	3	4	9	1	2	3
e. Decision-making ability	1	2	3	4	9	1	2	3
f. Independence and initiative	1	2	3	4	9	1	2	3
g. Leadership skills	1	2	3	4	9	1	2	3
h. Negotiating skills	1	2	3	4	9	1	2	3
i. Ability to acquire and responsibly use information	1	2	3	4	9	1	2	3
j. Willingness and aptitude to learn new skills	1	2	3	4	9	1	2	3

**11. Please indicate to what extent you agree or disagree with the following statements:**

If I could start college over...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would choose to attend Evergreen	1	2	3	4
b. I would choose the same field(s) of study	1	2	3	4

**12. Looking back at your use of campus resources as a student at Evergreen, how satisfied were you with the items listed below? If you did not use a particular campus resource, please indicate "Did Not Use."**

Campus Resources	Did Not Use	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Campus Library	9	1	2	3	4
b. Campus Computing Resources	9	1	2	3	4
c. Academic Advising Office, Workshops, or Tacoma Student Services Coordinator	9	1	2	3	4
d. Financial Aid Office or On-site Financial Aid Counselor	9	1	2	3	4
e. Health Center	9	1	2	3	4
f. Counseling Center or On-site Counselor	9	1	2	3	4
g. Media Loan	9	1	2	3	4
h. Photo Services/Photoland	9	1	2	3	4
i. Electronic Media (animation labs, audio recording, digital video/film editing, music technology labs)	9	1	2	3	4
j. Writing Center or Writing Tutors	9	1	2	3	4
k. Quantitative and Symbolic Reasoning Center or Tutors	9	1	2	3	4
l. College Recreation Center, Athletics, or Recreation Programs	9	1	2	3	4
m. Center for Community-Based Learning & Action (CCBLA) or in-program CCBLA workshop/activity	9	1	2	3	4
n. Housing/Residential Life	9	1	2	3	4
o. Veterans Resource Center	9	1	2	3	4

**13a. Did you contact the Career Development Office or talk to a Career Development Counselor for help finding a job after graduation?**

- ☐ 1=Yes  
☐ 0=No (If no, please skip to #14a)

**13b. If yes, how helpful were Career Development staff with your job search?**

- ☐ 0=Not helpful  
☐ 1=Somewhat helpful  
☐ 2=Very helpful

**14a. Did you contact the Career Development Office or talk to a Career Development Counselor for help learning about and/or applying to graduate or professional school?**

- ☐ 1=Yes  
☐ 0=No (If no, please skip to #15)

**14b. If yes, how helpful were Career Development staff in learning about/applying to graduate or professional school?**

- ☐ 0=Not helpful  
☐ 1=Somewhat helpful  
☐ 2=Very helpful

**VOLUNTEER WORK AFTER GRADUATION FROM EVERGREEN**

**15a. Are you currently involved in volunteer work?**

- ☐ 1=Yes ☐ 0=No (If no, please skip to #16)

(If yes, please describe):

**15b. If yes, how well did Evergreen prepare you for your current volunteer work?**

- ☐ 0=Not at all  
☐ 1=Not very well  
☐ 2=Adequately  
☐ 3=Very well

# EMPLOYMENT AFTER GRADUATION FROM EVERGREEN

## 16. Are you currently employed?

- ☐ 1=Yes ☐ 0=No (If no, please skip to #24)

## 17. Check as many of the categories below that apply to you:

- ☐ A=Employed full-time  
☐ B=Employed part-time  
☐ C=Employed on a temporary basis  
☐ D=Self-employed/own business

## 18. In which employment sector(s) are you working?

(Please check all that apply)

- ☐ A=Public agency (gov't., public school, Tribal, etc.)  
☐ B=Non-profit agency  
☐ C=Private, for-profit company

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

- ☐ 1=Yes  
☐ 2=Somewhat  
☐ 0=Not at all

## 20. Please tell us about the job you have right now.

a. Current employer: \_\_\_\_\_

b. Department or office: \_\_\_\_\_

c. Job title/position: \_\_\_\_\_

## 21. Which one category listed below best describes the type of work you're doing now?

(Note: If you have more than one job, please answer with the job you consider to be your primary occupation in mind.)

<input type="checkbox"/> 1. <b>Management</b> (e.g. operations manager, human resource manager, director/general manager, agricultural manager, business owner)	<input type="checkbox"/> 14. <b>Healthcare Practitioner or Technician</b> (e.g. physician, RN, LPN, nurse practitioner, veterinarian, midwife, dental hygienist, physical/occupational therapist, nutritionist, EMT, lab technician)
<input type="checkbox"/> 2. <b>Office/Administrative Support</b> (e.g. financial/billing/file/mail clerk, bookkeeper, teller, receptionist, administrative assistant, data entry processor, library assistant)	<input type="checkbox"/> 15. <b>Healthcare Support</b> (e.g. medical/dental/veterinary assistant, massage therapist, home health aide, CNA)
<input type="checkbox"/> 3. <b>Business and Financial Operations</b> (e.g. budget analyst, financial/marketing/human resources specialist, fundraiser, event planner, buyer, claims adjuster, assessor, accountant)	<input type="checkbox"/> 16. <b>Community and Social Service</b> (e.g. mental health counselor, social worker, community health worker, guidance counselor, clergy, health educator, probation officer)
<input type="checkbox"/> 4. <b>Architecture/Engineering</b> (e.g. architect, landscape architect, surveyor, cartographer, engineer, drafter)	<input type="checkbox"/> 17. <b>Social Science</b> (e.g. clinical/counseling/school psychologist, economist, survey researcher, anthropologist, sociologist, historian, political scientist, regional planner)
<input type="checkbox"/> 5. <b>Art and Design</b> (e.g. fine artist, animator, graphic/floral/interior designer, multimedia artist, set/exhibit designer, art director)	<input type="checkbox"/> 18. <b>Legal Occupations</b> (e.g. lawyer, legal assistant, paralegal, law clerk, title examiner)
<input type="checkbox"/> 6. <b>Entertainer/Performer</b> (e.g. actor, producer, director, musician, dancer, athlete, coach)	<input type="checkbox"/> 19. <b>Education/Training/Library</b> (e.g. teacher, adult educator, teaching assistant, librarian, curator, archivist)
<input type="checkbox"/> 7. <b>Media and Communications</b> (e.g. writer, editor, reporter, announcer, interpreter, media equipment technician, photographer, film/video/TV operator, public relations)	<input type="checkbox"/> 20. <b>Transportation</b> (e.g. truck/bus/taxi/ambulance driver, material mover, sailor, pilot, flight attendant, railway worker)
<input type="checkbox"/> 8. <b>Computer/Mathematical</b> (e.g. computer programmer, computer systems analyst, network/database administrator, software/web developer, user support, mathematician, statistician)	<input type="checkbox"/> 21. <b>Personal Care and Service</b> (e.g. hairstylist, fitness trainer, usher, childcare worker/nanny, recreation worker, travel/wilderness/river raft/kayak guide, nonfarm animal caretaker/trainer)
<input type="checkbox"/> 9. <b>Farming/Fishing/Forestry Worker</b> (e.g. farm/greenhouse/fishing/forestry worker, agricultural inspector)	<input type="checkbox"/> 22. <b>Construction/Installation/Repair</b> (e.g. mason, carpenter, electrician, pipefitter, building inspector, equipment repair, electronics installer, mechanic)
<input type="checkbox"/> 10. <b>Building and Grounds Cleaning and Maintenance</b> (e.g. landscaper, tree-trimmer, building cleaner, janitor, pest control)	<input type="checkbox"/> 23. <b>Food Preparation/Serving</b> (e.g. cook, bartender, food server, caterer, dishwasher, host)
<input type="checkbox"/> 11. <b>Life Science</b> (e.g. biologist, ecologist, zoologist, biochemist, conservation/plant/soil scientist, forester)	<input type="checkbox"/> 24. <b>Sales</b> (e.g. retail management, cashier, sales/advertising representative, real estate or travel agent, telemarketer)
<input type="checkbox"/> 12. <b>Physical Science</b> (e.g. physicist, chemist, astronomer, hydrologist, geoscientist)	<input type="checkbox"/> 25. <b>Production/Manufacturing</b> (e.g. assembler, machinist, textile worker, woodworker, plant operator, photo processor, welder, printing worker, baker, butcher)
<input type="checkbox"/> 13. <b>Military and Protective Service</b> (e.g. military officer, infantry, police officer, firefighter, security guard/screener, lifeguard, ski patrol, animal control, game warden)	<input type="checkbox"/> 26. <b>Other</b> (please write in): _____

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

## 22. How well did Evergreen prepare you for your current job?

- ☐ 0=Not at all ☐ 1=Not very well ☐ 2=Adequately ☐ 3=Very well

## 23. Is this a new position or job since graduation?

- ☐ 1=Yes ☐ 0=No

## 24. Are you currently seeking employment (or different employment)?

- ☐ 1=Yes ☐ 0=No

## GRADUATE SCHOOL AND OTHER POST-BACCALAUREATE EDUCATION

IN THIS SECTION, WE WOULD LIKE TO HEAR ABOUT ANY ADVANCED STUDIES YOU HAVE PURSUED SINCE GRADUATING FROM EVERGREEN. THIS INCLUDES GRADUATE WORK IN MASTERS DEGREE PROGRAMS, AS WELL AS POST-BACCALAUREATE STUDIES OR PROFESSIONAL CERTIFICATION PROGRAMS.

**25. Have you applied to graduate school or a professional program since you graduated from Evergreen?**

- ☐ 1=No, have not applied, but intend to in the future  
(Please skip to #31)
- ☐ 2=No, have not applied and do not intend to apply  
(Please skip to #31)
- ☐ 3=No, my program did not require application
- ☐ 4=Yes, applied, but was not accepted  
(Please skip to #31)
- ☐ 5=Yes, application pending (Please skip to #31)
- ☐ 6=Yes, have been accepted

**26. Have you attended or are you going to be attending graduate school or a professional program?**

- ☐ 0=Decided not to attend (Please skip to #31)
- ☐ 1=Attending now
- ☐ 2=Have attended, no longer attending
- ☐ 3=Have attended, earned degree or certificate  
(Please specify, e.g. *Masters in Teaching, Certified Public Accountant, etc.*):  
\_\_\_\_\_
- ☐ 4=Attending soon (Please specify term and year you will start, e.g. *fall 2014, winter 2015, etc.*):  
\_\_\_\_\_

**27. Which of the following best describes your field of post-baccalaureate study? (Please check one):**

<input type="checkbox"/> 1. Area, Ethnic, Cultural, and Gender Studies	<input type="checkbox"/> 15. Library Science
<input type="checkbox"/> 2. History	<input type="checkbox"/> 16. Law and Legal Professions/Studies
<input type="checkbox"/> 3. Liberal Arts and Sciences, General Studies and Humanities	<input type="checkbox"/> 17. Business, Management, and Marketing (e.g. business admin., accounting, hotel/restaurant mgmt, human resources)
<input type="checkbox"/> 4. Philosophy and Religious Studies (e.g. logic, ethics, theology)	<input type="checkbox"/> 18. Public Administration/Public Policy (e.g. public policy analysis, non-profit/public administration, Tribal governance)
<input type="checkbox"/> 5. English Language and Literature/Letters	<input type="checkbox"/> 19. Social Sciences (e.g. anthropology, psychology, forensics, sociology, criminology, economics, political science, peace studies)
<input type="checkbox"/> 6. Foreign Languages, Literatures, and Linguistics	<input type="checkbox"/> 20. Social Service Professions (e.g. social work, youth services, community organization and advocacy)
<input type="checkbox"/> 7. Architecture and Planning (e.g. city/urban, community and regional planning, environmental design, landscape architecture)	<input type="checkbox"/> 21. Health Services, Mental (e.g. clinical psychology, family counseling, mental health professional, substance abuse/addiction counseling, art therapy)
<input type="checkbox"/> 8. Visual and Performing Arts	<input type="checkbox"/> 22. Health Professions in Medicine (e.g. medicine, dentistry, nursing, veterinary medicine)
<input type="checkbox"/> 9. Communication, Journalism, and Related Programs (e.g. media studies, digital communications, public relations, advertising, publishing)	<input type="checkbox"/> 23. Health Support Services (e.g. OT/PT, LMP, LPN, CNA, birth attendant, yoga instructor)
<input type="checkbox"/> 10. Communications Technologies/Technicians (e.g. animation, interactive technology, video graphics and special effects, audiovisual communications, broadcasting, graphic communications)	<input type="checkbox"/> 24. Biological and Biomedical Sciences (e.g. biochemistry, botany, ecology, genetics, pharmacology, zoology)
<input type="checkbox"/> 11. Computer and Information Sciences (e.g. information technology, computer programming, web design/management, computer graphics, system administration)	<input type="checkbox"/> 25. Physical Sciences (e.g. astronomy/astrophysics, atmospheric sciences, chemistry, geological/Earth sciences, oceanography, physics)
<input type="checkbox"/> 12. Engineering	<input type="checkbox"/> 26. Agriculture/Agricultural Sciences (e.g. plant sciences, food science, horticulture, landscaping, animal sciences, agribusiness, farm/ranch management)
<input type="checkbox"/> 13. Mathematics and Statistics	<input type="checkbox"/> 27. Natural Resources and Conservation (e.g. environmental studies, fisheries or wildlife sciences/management)
<input type="checkbox"/> 14. Education	<input type="checkbox"/> 28. Other (Please write in): _____

**28. Please tell us about your graduate or professional program:**

- a. Name of college/university/professional school: \_\_\_\_\_
- b. Location (city/state/nation or online): \_\_\_\_\_
- c. Department and/or program: \_\_\_\_\_

**29. Toward which advanced degree are (or were) you working?**

- ☐ 1= Post-Baccalaureate/Professional Certificate (e.g. teaching certificate, paralegal, accounting, certified midwife, EMT, etc.)
- ☐ 2= Master's Degree (e.g. MIT, MBA, MFA, MSW, etc.)
- ☐ 3= Doctorate (e.g. PhD, JD, MD, ND, DDS, etc.)
- ☐ 4= Other (Please write in): \_\_\_\_\_

**30. How well did Evergreen prepare you for your graduate or professional program?**

- ☐ 0=Not at all
- ☐ 1=Not very well
- ☐ 2=Adequately
- ☐ 3=Very well

**31. What special strengths or skills did you develop at Evergreen that are particularly useful in your current endeavors?**

**32. What one or two aspects would you change about Evergreen from your perspective as a recent graduate?**

**33. Were there particular individuals, (e.g. faculty or staff members), or services that made a special contribution or genuine difference to your education or personal growth at Evergreen? If yes, please feel free to name them:**

**34. Did any of your parents earn a four-year college degree (or higher)?**

- ☐ 1=Yes
- ☐ 0=No
- ☐ 9=I don't know

**35. Have you ever served in the United States Armed Forces (including National Guard or reserve unit)?**

- ☐ 0=No, never served in United States Armed Forces
- ☐ 1=Yes, as a reservist
- ☐ 2=Yes, currently active duty
- ☐ 3=Yes, veteran of United States Armed Forces



**36. What is your ethnic/racial background?** (If you identify as multiracial, please select all that apply):

- ☐ A=American Indian/Alaska Native
- ☐ B=Asian
- ☐ C=Black/African American
- ☐ D=Hispanic/Latino/a
- ☐ E=Pacific Islander/Native Hawaiian
- ☐ F=White/Caucasian
- ☐ G=Other (Please write in): \_\_\_\_\_
- ☐ H=Prefer not to respond

**37. With which gender do you identify?**

- ☐ 1=Female
- ☐ 2=Male
- ☐ 3=Other

**38. Do you identify as gay, lesbian, bisexual, transgender, or queer?**

- ☐ 0=No
- ☐ 1=Yes
- ☐ 2=Unsure or questioning
- ☐ 9=Prefer not to respond

**39. May Evergreen update your alumni record to include your responses to questions 16, 20 and 21 (currently employed yes/no; current employer/department/job title and type of work)?** (This information will be made available to the Evergreen Alumni Office and Career Development Center and will not be made public.)

- ☐ 1=Yes
- ☐ 0=No

**40. May Evergreen update your alumni record to include your responses to questions 25-28 (applied to/attended graduate/professional program; college name/location/department and field of study)?** (This information will be made available to the Evergreen Alumni Office and Career Development Center and will not be made public.)

- ☐ 1=Yes
- ☐ 0=No

**41. Would you like us to send you a link to the final report for Alumni Survey 2014?**

- ☐ 0=No, thank you
- ☐ 1=Yes! Please email it to me at: \_\_\_\_\_

**42. Would you like to receive a recycled "greener" magnet as a thank you for your participation?**

- ☐ 0=No, thank you
- ☐ 1=Yes! Please mail it to this address:

Street: \_\_\_\_\_

City: \_\_\_\_\_

State/Province: \_\_\_\_\_

Zip/Postal Code: \_\_\_\_\_

Country: \_\_\_\_\_



**43. Additional comments:**

**Thank you for participating in the 2014 Evergreen One-Year Alumni Survey!**