

TO: Evergreen Community
FROM: Andrea Meld, Institutional Research and Planning
RE: 1996 Alumni Survey: Report on the Class of '90

This report focuses on two aspects of the Five-Year-Out Alumni Survey:

1. How do alumni regard their educational experience at Evergreen five years after graduation?
2. How are alumni doing in terms of employment and advanced education five years after graduation?
In other words, how have they been able to apply their education at Evergreen in the "real world"?

In Brief:

- Looking back after five years in the "real world," alumni express a high level of satisfaction with their educational experience at Evergreen, as well as preparation for employment. At the same time, some of the five-year alumni expressed a desire for greater connection between their education and work.
- A comparison of current and previous employment indicates an increase in job satisfaction in all areas measured by the Alumni Survey. The top three areas of employment for five-year alumni are business, management, and administration (21%); natural, computer, environmental science (18%); and teaching or other work in education (15%).
- Since graduation, 42% of the five-year alumni reported that they have enrolled in a graduate or professional program. This compares with 22% for the one-year alumni who responded to the 1996 Alumni Survey. For alumni attending institutions within Washington state, the most frequent major is teaching (44% of in-state graduate programs). Of those attending institutions outside the state, about half enrolled in graduate programs in the arts and sciences, and about half in applied fields such as health care, business and management, and education.

Survey Sample

Surveys were mailed to 1,000 Evergreen alumni who had graduated in 1991; 205 responded to the mailed survey. Because this was a small sample, a number of follow-up calls were made to non-respondents. There were no significant differences between alumni who responded to the written questionnaire form and those who were contacted by phone; however, sample size may limit the generalizability of this study.

Demographic Information

Two-thirds of respondents were female, one-third male; 7 percent were people of color. Most (82%) of the five-year alumni had attended Evergreen as state residents; 64% currently live in Washington state. The Social Sciences and Humanities and Language Arts were most frequently listed as a general area of study; Expressive Arts, Science, Math and Computers, and Environmental Studies were listed less frequently.

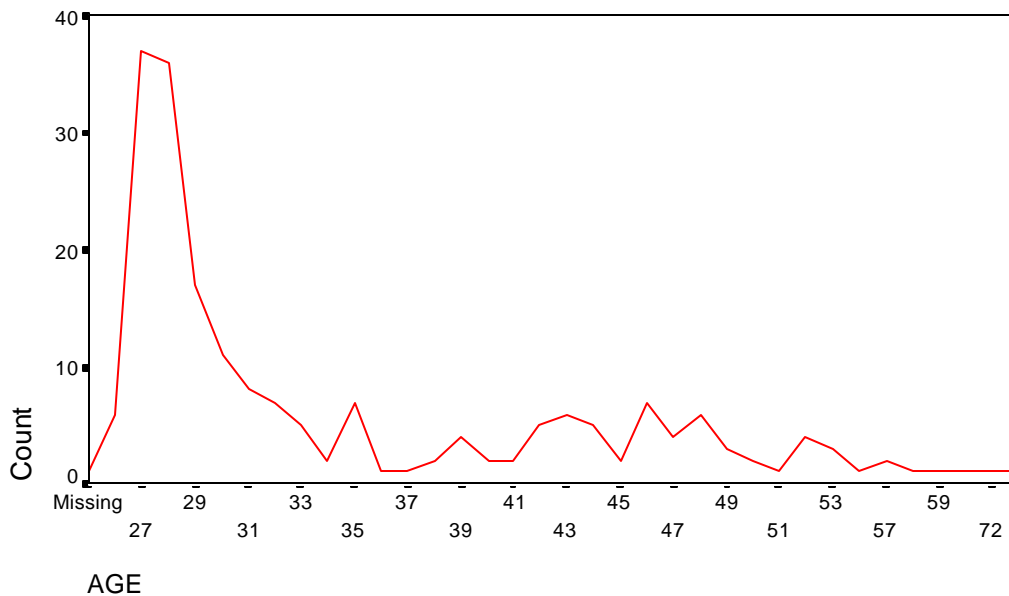
Table 1: General Area of Study at Evergreen

Subject Area	Number	Percent
Social Sciences	83	40.5%
Humanities and Language Arts	70	34.1%
Expressive Arts	42	20.5%
Science, Math, Computers	30	14.6%
Environmental Studies	29	14.1%

(Since respondents could check more than one category, the sum of percentages is greater than 100.)

At the time the survey was conducted, in the Spring of 1996, the current median age of the five-year alumni respondents was 30. Half the respondents clustered in age from 27 to 30; the other half was widely dispersed between 30 and 72 years of age, as shown in Figure 1:

Figure 1.
Age of five-year Alumni Respondents (n=205)



Satisfaction with Educational Experience at Evergreen and Development of Job-Related Skills

The five-year alumni appear to be very satisfied with their educational experience at Evergreen, as the numbers below indicate:

Table 2: Satisfaction with education and personal growth as a student at Evergreen
(1 = Very Dissatisfied, 4 = Very Satisfied)

How satisfied are you with Evergreen's contribution to your academic and personal growth in each of the areas listed below:	% Somewhat or Very Satisfied	Average Rating
Learning independently	98.0 %	3.72
Critically analyzing written information	96.1 %	3.59
Evergreen's interdisciplinary approach to education	96.0 %	3.68
Defining and solving problems	95.0 %	3.52
The education you were able to construct as a TESC student	94.5 %	3.46
The quality of instruction	94.5 %	3.40
Working cooperatively in a group	93.6 %	3.54
Writing effectively	92.5 %	3.49
Speaking effectively	91.6 %	3.32

Alumni were also asked to rate the importance of the work-related skills listed below to the work they are currently doing, and the extent to which they developed these skills as a student at Evergreen:

Table 3: Importance of Work Skills to Current Employment, and Development at Evergreen

Is this skill important in the work you are doing right now? To what extent did your education at Evergreen help you to develop these skills?	Important at work (Percent yes)	Developed at TESC Somewhat or A great deal
Gather and apply information to specific problems or tasks	96.0%	92.0%
Use media formats to present your ideas and concepts	55.1%	52.8%
Balance multiple demands for time, energy, and resources	99.0%	82.1%
Teach a skill, concept, or principle to others	83.0%	78.0%
Experiment, take risks, and learn from mistakes	84.2%	71.0%
Help team members who have diverse viewpoints work together to achieve common goals	87.1%	88.3%

“Of the skills you rated above, which one is the most important to the work you are doing right now? Please describe how you developed this skill as a student at Evergreen. Do you have any suggestions on how to improve instruction in this skill?”

Some representative comments on job-related skills written by alumni are listed below:

Gather and apply information to specific problems or tasks:

1. The most important skill in my work is to gather and apply information to specific problems or tasks. I developed this skill at Evergreen by taking programs that involved the following activities: ethnographic studies, chemistry and physics labs, behavioral psychology, self-esteem exercises, and take-home exams. A suggestion I would like to make is to have more critical thinking components in all programs, not just the sciences.
2. As a law student, I am required to examine cases and make judgments based on that information. Evergreen prepared me for this processing many different areas of study. It will make my preparation for the legal profession much more efficient.
3. It was at Evergreen that I learned to use computers, utilize the reference library, and doggedly pursue information I needed. This has helped me know that in my work if I'm determined to solve a problem I can usually solve it.

Use media formats to present your ideas and concepts

1. I am an artist and using media formats is what I do. The next most important skill is managing multiple demands for time, energy and resources.
2. I work as an artist and craftsperson as well as an assistant manager in an art gallery. The media facilities at TESC are very sophisticated and easily accessible for students to use. It's important to have facilities such as the printmaking, photo, labs, etc.

Balance multiple demands for time, energy, and resources

1. I get little supervision, so the most important skill I currently use is balancing time, energy, etc. I also started a gardening club at the nursing home. It's a way to connect my current work with my past education and to feel that I've accomplished something by trying something new.
2. Many are extremely important for my work, but the balance of energy, time and resources is extremely important. Everyone needs balance in their life. At Evergreen this skill was essential in succeeding.
3. As a single parent and returning student at a school such as Evergreen and commuting, I had to learn to manage time and ENERGY and the "can do" attitude.

Teach a skill, concept, or principle to others

1. Helping ESL students become more versed in the English language, improving their vocabulary and pronunciation so they are more at ease with the expression of their thoughts in writing and speaking has been a soul-satisfying endeavor.
2. I teach skills and concepts to others: the approach of lecture and seminar groups has followed me to my present employment. I work with diverse groups of learners who are motivated by discussing problems together and finding solutions.
3. To teach a skill, concept, or principle to others is the most important now because I am a teacher. Evergreen taught me to teach myself. My goal is to teach others to be self-reliant learners. Improve: require at least one year internships.
4. Explaining new concept to the general public. Learning to take concepts and verbalize them in a way that is accessible

Experiment, take risks, and learn from mistakes

1. The skill to learn to experiment, take risks and learn from mistakes helped me tremendously. I developed this skill partly by being able to direct my own learning and make decisions about my programs and contracts. I also was able to explore ideas to the fullest possible extent and found that sometimes I would come up with a dead end. I was always supported to turn around and try again. This skill has helped me find work that is absolutely suited to me and has supported me in continuing to learn and grow in my occupation.
2. Being an older student I had to learn to experiment and take risks. All the instructors facilitate this risk-taking in a place I felt safe. I learned to speak to groups and teach skills to others.

Help team members who have diverse viewpoints work together to achieve common goals

1. The ability to get on with a very diverse group of people. I work now with teamsters who have completely different views than I, yet I deal with them very well.
2. Working with others in a cooperative way has enabled me to hold my job as a union representative.
3. To help team members of diverse viewpoints to work together is the most valuable thing I learned at Evergreen. It came from the discussions during seminar.

Is there another skill that is important in your work?

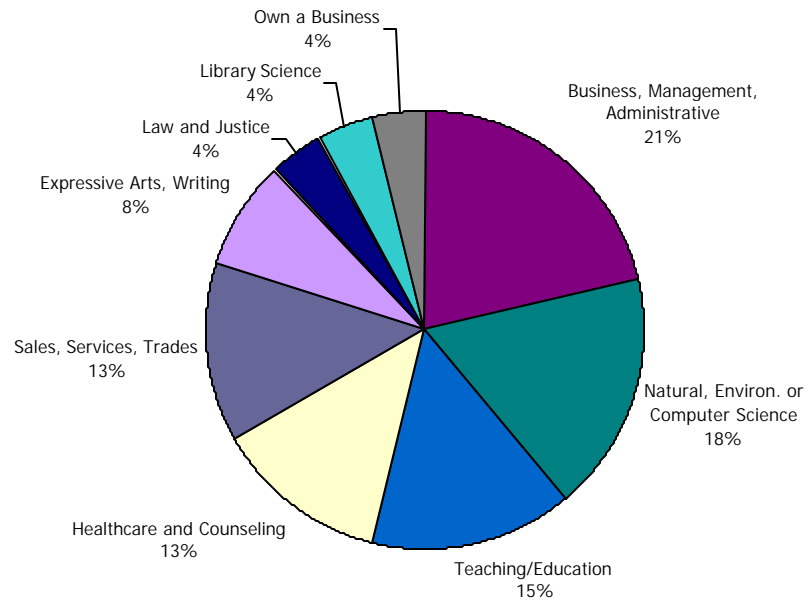
1. A fundamental sense of fairness and justice. Evergreen, in its encouragement of diverse perspectives and viewpoints on pressing social issues, assisted me in developing and cultivating an ability to learn and listen -- with a desire to achieve the aforementioned.
2. In completing criminal investigations for Superior Court, I use critical thinking skills developed in seminars and classes at Evergreen. Especially helpful in developing these critical thinking skills was input from the instructor. The end result of this training was knowing the value in asking the right question.
3. The synthesis of the above skills has proved to be invaluable. The independence I had at Evergreen allowed me to find my own answers and even to ask my own questions. At the same time, Evergreen treated me as an adult -- most colleges do not treat students this way -- and forced me to take responsibility for my own life and learn how to balance it.

Employment for five-year Alumni

Types of Employment. As Figure 2. on the next page illustrates, the most frequent category of employment (21.4%) for the five-year alumni is business, management, or administration. Positions ranged from clerk typist to executive director. Other frequently mentioned areas of employment are in the natural, computer and environmental sciences (17.9%), teaching and other work in education (15.0%), and counseling professions and health care combined (13.3%). Appendix A. lists job titles and employers in greater detail.

Job Satisfaction. Five-year alumni rated job satisfaction with their current employment position, and the job they held previously. Alumni indicated greater satisfaction with their current jobs compared to previous jobs. Table 4. and Figure 3. on page 7 show this improvement in job satisfaction:

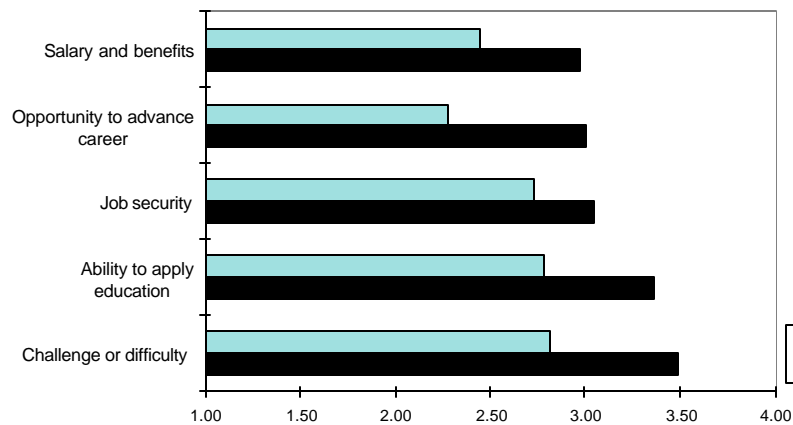
**Figure 2: Employment Categories
for Current Jobs listed by Five-Year Alumni**



**Table 4: Job satisfaction with previous and current job
(1 = Very Dissatisfied, 4 = Very Satisfied)**

In your current job, how satisfied are you with:	Mean Rating Previous job	Mean Rating Current job	Change in rating
Job security	2.73	3.05	+.32
Salary and benefits	2.45	2.97	+.52
Level of challenge or difficulty	2.82	3.49	+.67
Opportunity to advance your career	2.28	3.01	+.73
Ability to apply your education and skills	2.78	3.36	+.58

**Figure 3: Alumni Satisfaction
with Previous and Current Jobs
(1 = Very Dissatisfied, 4 = Very Satisfied)**



Rewards of Working

“What is the most interesting or rewarding aspect of your current job?”

Alumni frequently mention the satisfaction of helping others, contributing to the community, being your own boss, and completing a project from start to finish. Some representative comments:

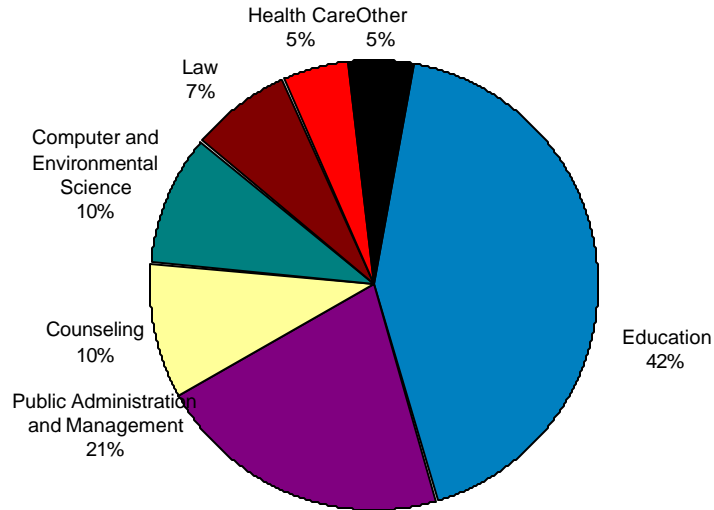
1. I own my own business selling medical products to nursing homes, hospitals and group homes. Just being involved in working for yourself is very rewarding.
2. Dealing with communication in languages from all over the world and working with others from diverse places. Also, working with other staff to solve problems.
3. Intrinsic reward of being part of clients' growth process.
4. Helping youth who are at-risk make positive choices in education and employment.
5. Managing a successful work group who all have similar goals and an extremely high customer orientation.

6. Working with new technology, interacting with others.
7. The feeling of making things run smoothly for many different aspects of the office and knowing I can accomplish multiple tasks and reason and problem-solve.
8. Opportunity to make discoveries relevant to human health.
9. Completing a project on my own and having it turn out well.
10. Helping individuals with disabilities attain valuable employment.
11. The feeling of making things run smoothly for many different aspects of the office and knowing that I can accomplish multiple goals and problem-solve.
12. Assisting industry achieve environmental compliance and protection: pollution-prevention activities.
13. Political asylum cases: getting someone here to safety, to a place where they have a possible future and away from danger.
14. Taking cryptic information and presenting it in a way that makes sense to others.
15. Designing a biological study, executing it, and reporting results.
16. Being a part of a project from start to finish, and the reward of the completed job.
17. Contributing to positive social change. Applying my education to benefit others.
18. Watching students engage with texts, literature, applying fiction to their lives, learning.
19. There are two aspects of teaching at college level to foreign students that are most rewarding: getting to know students and their cultures, and collaborating with my colleagues.
20. Serving an Indian community and working to develop the tribal court system.

Graduate Education for five-year Alumni

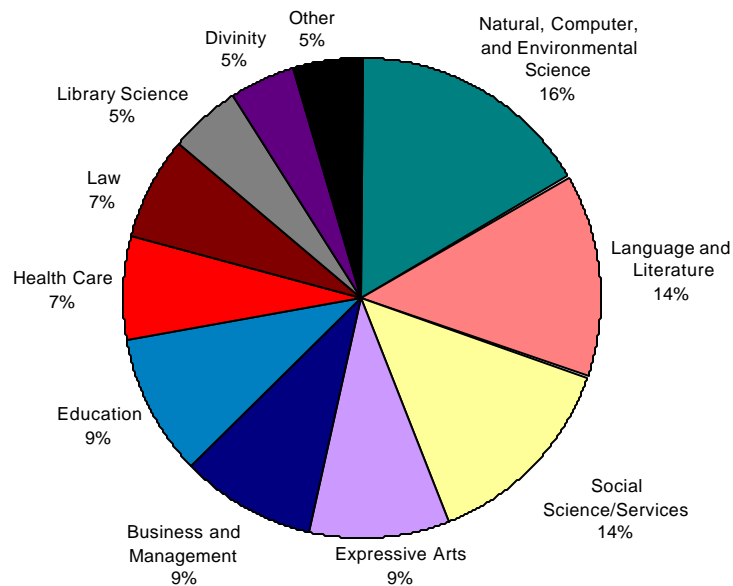
Graduate Programs within Washington State. Eighty-five (42.0%) of the 205 respondents reported attending a graduate program. Half attended graduate programs in Washington state, and half attended programs outside the state. Within Washington state, most alumni (54.8%) attended institutions classified by the Carnegie coding as Master's I Universities (for example, Pacific Lutheran University, Western Washington University, and St. Martin's College.) Eleven attended graduate programs at The Evergreen State College, 6 earning an MIT degree, and 5 earning an MPA. Five alumni attended the University of Washington, the only Research I University in the state. One person attended Washington State University, classified as a Research II University. The most frequently listed area of graduate study within the state was teaching or education (45%), followed by public administration and management (22.5%). Figure 4. on the next page, shows the breakdown of graduate programs by area of study within Washington state. (See Appendix B for more detail):

**Figure 4: Graduate Programs within Washington State
Listed by five-year Alumni (n=42)**



Graduate Programs outside of Washington State. The picture looks somewhat different for those alumni who attended graduate programs out of state, as shown in Figure 5., below. About 40% attended Research I Universities. This group of alumni chose graduate programs in a wider range of areas. The most frequent programs listed were natural, computer and environmental sciences; language and literature; and the social sciences. (For detailed listing of graduate programs, see Appendix B.)

**Figure 5: Graduate Programs outside of Washington State
Listed by five-year Alumni (n=43)**



Preparation for Graduate School

“What special strengths or skills did you develop at Evergreen that are or were especially useful in your current studies? In what areas do you feel that Evergreen can improve instruction or services to prepare students for graduate or professional studies?”

Strengths:

1. Ability to critically evaluate presented material; ability to include my own thoughts and opinions in written work. I was more prepared than others from traditional schools; I would suggest no needed improvement.
2. Ability to work independently or in groups, writing skills, ability to prepare and present information/research. I did not realize the value of my Evergreen education until I attended graduate school and found I was better prepared than most.
3. Critical thinking about human development was an important tool that I learned at TESC. TESC enhanced my ability to be flexible and view life from several perspectives.
4. Developed wide-ranging interest in many fields which is useful when developing new research proposals.
5. I was given good opportunity and guidance to pursue research projects at Evergreen developing skills that were vital to my success in graduate school. Developing research skills, the ability to find information when needed, should be emphasized in all disciplines.
6. My writing skills and my ability to articulate ideas and concepts, plus the courage to ask questions of both an inquisitive and provocative nature.
7. Research: to look beyond the obvious.
8. Self-confidence, critical thinking, and better public speaking skills. I felt very prepared to pursue graduate studies after leaving Evergreen.
9. The independent contract concept is of enormous value to the grad-level student.
10. Theoretical computer science (i.e. proofs, logic problems). *Computability and Cognition* had some excellent courses toward this end.
11. Writing skills, seminar communication skills, experience with workload management. TESC's liberal arts emphasis is a strong platform for graduate work.

Ways to Improve:

1. An important improvement for science graduates would be to offer a broader and deeper selection of classes supporting these disciplines.
2. I feel that Evergreen needs much more in the area of upper-division math and science. I found my academic background lacking compared to other students.

3. Encourage more computer-oriented studies, even if just on basic operations.
4. I think Evergreen should prepare a curriculum specifically for pre-med students.
5. TESC may want to offer at least a few pre-law upper-level courses. Career Services at TESC may also consider better outreach to law school-minded undergraduates.
6. I really needed more in the way of quantitative analysis.
7. One area that I felt I was especially weak in was standardized testing. Many of the tests (GRE/LSAT) took extra preparation due to the Evergreen approach.
8. There were tons of books I should have read as an undergraduate I never touched -- canon material that TESC eschews. That's a problem! We specialized very early, and I didn't get the basic general US education.
9. Very difficult to negotiate getting into graduate programs without grounding in specific field.

Recommendations from five-year Alumni

“Reflecting on the knowledge and experience you have gained over the past five years, is there anything that Evergreen should or could be doing differently to help prepare students for the future?”

1. I am totally happy with the education I got at Evergreen. In fact, when I talk about this with other friends who went to college elsewhere, I find that I am much more happy with what I got at Evergreen than other college grads. I hope Evergreen will not become too career/professional oriented. I hope it can remain a liberal arts college that challenges students to take responsibility for their own education.
2. I am very pleased with the education received at Evergreen. Evergreen provided the models of processes that I have been able to use in life as well as in career. Evergreen gave me a strong foundation to be a successful lifelong learner.
3. I think Evergreen should keep itself committed to the principles of a broad liberal arts and science curriculum without losing the interdisciplinary approach. Teaching people how to listen, communicate effectively, and how to learn will always be an effective and necessary goal for Evergreen. The emphasis on diversity and acceptance with a need for constant evaluation should also be emphasized.
4. TESC produces hard-working, idealistic graduates. Idealism and passion can carry you through the tough time in the workplace. Greeners explore, take risks and work to change things. The trade-off is, of course, we are seldom prepared for the job market. It is a trade-off I am willing to make, and I think most TESC graduates are as well.
5. Evergreen was a school who tried not to let business interests shape the curriculum. It wasn't a school to produce people trained for a job. This was an important part of what TESC was. On the other hand, that is where we are all headed. Perhaps placing more emphasis on internships or other community involvement would balance these two very important needs.

Appendix A.

1996 Alumni Survey Five-year Alumni Employment (n=173/205)

AREA/JOB TITLE	EMPLOYER	NUMBER	PERCENT
Business, Management, Administrative		37	21.4%
Assistant Planner	Mason County		
Assistant to Chair	University of Washington		
Assistant Vice President /Underwriter	First Citizens Bank		
Claims Officer	King County		
Clerk Typist III	Washington State DSHS		
Communications Specialist	Lake Washington Technical College		
Community Accounts Specialist	Community Trades & Careers		
Executive Director CPTC Foundation	Clover Park Technical College		
Help Desk Technician	AT&T Wireless Services		
Inventory Manager/Purchaser	Wet Paint		
Labor Relations Manager	Washington State		
Manager	Cies Sexton Visual		
Manager, Business	Alaska Municipal League		
Manager, Employer Program	Washington State		
Manager, Store	Sterling Inc.		
Manager, Voice Video Services	Washington State		
Market Specialist	Adobe Systems Inc.		
Network Administrator	Samson Tug and Barge Company		
Office Coordinator	NOAA		
Office Manager/Billings/Accounts	Cascade Health and Massage Center		
Office Manager/Bookkeeper	Tacoma Mastics Inc.		
Office Support/Wellness Coordinator	Seattle Pacific University		
President	Pefftronics Corp.		
President	Intangible Assets: Manufacturing		
President/Development Consultant	Community Development Center		
Production Manager	Video Discovery Inc.		
Program Coordinator	Pierce College		
Program Coordinator	Community Youth Services		
Program Director (New Job)	KHNS, Lynn Canal Broadcasting		
Program Manager	Lower Columbia College		
Project Assistant/Billing Secretary	City Electric Inc.		
Project Engineer	University Mechanical Contractors		
Project Manager	Chase Bobko		
Public Relations Assistant	SCIDPDA/LISC Americorps		
Secretary	Headstart/ECEAP		
Union Representative	Service Employees Internation'l Union		
Women's Director	Agape Unlimited		
Natural, Computer, Environmental Science		31	17.9%
Air Quality Specialist	WA State Department of Energy		
Biologist	Washington State		
Biologist, Staff	Huff and Huff Inc.		
Chemist Brewing	Pabst Brewing Company		
Chemist Organic	King County		
Compliance Inspector/Environ.Specialist	Washington State		
Computer Consultant/ Network Engineer	University of Michigan		

Computer Information Consultant II	Washington State
Contractor/Temp	Microsoft via temporary agencies
Coordinator Technical Services	Raleigh Schwarz & Powell, Inc.
Crew Lead/Microsoft	American Production Services
Data Prep Developer	Microsoft
Distributed Systems Architecture	AT&T Wireless Services
Ecologist	Coot Company
Forestry Technician	US Forest Service
Hazardous Waste Inspector	WA State Department of Energy
Homesteader	Self
Internet Webpage Designer	Self
Interpreter	National Park Service
Organic Farmer	Self
PC Support /Administrative Assistant	City of Edmonds
Researcher In Computervision	Jet Propulsion Lab - Caltech
Resource Technician	Kitsap Conservation District
Science Education	Pacific Science Center
Scientific Technician II	Washington State
Software Engineer	Connectsoft Inc.
Software Engineer	Microcrafts Inc.
Software Test Engineer	Microsoft
Support Engineer	Microsoft
Technical Writer	Microsoft
Transportation Planner, Alternative Modes	Washington State

Teaching / Education		26	15.0%
Dean of Students	Auburn School District		
Director of Writers Center	Pierce College		
Education and Outreach Coordinator	Washington State		
Research Assistant	University of Minnesota		
Supported Employment Coordinator	Skookum Educational Programs, Inc.		
Teacher	Griffin School District		
Teacher	Portland Waldorf School		
Teacher	Seattle School District #1		
Teacher	Bethel School District		
Teacher	Edmonds Community College		
Teacher	None		
Teacher Coordinator, Alternative 6-12	Camas School District		
Teacher Technology	Perkins Elementary		
Teacher, Special Services	Olympia School District		
Teacher, 4th Grade	Barstow Unified School District		
Teacher, 7th Grade Math	NOVA School		
Teacher, English	New England School of Language		
Teacher, Kindergarten	Pioneer School District		
Teacher, Kindergarten Bilingual	Santa Barbara School District		
Teacher, Middle School	San Antonio Ind. School District		
Teacher, Substitute	Seattle Shoreline School District		
Teaching Assistant	University of California, Davis		
Teaching Assistant	Louisiana State University		
Teaching Assistant	Fuller Theological Seminary		
Teaching Assistant/Advocate	Clark College/Arc of Clark County		
Work Study	Antioch University		

Expressive Arts, Writing		13	7.5%
Actor - Freelance	Self		
Assistant Manager	Chuckanut Bay Gallery		
Editor	Starwars Insider Magazine		
Felt-Maker	Self		
Musician/Music Therapist/Entertainer	Self		
Painter/Artist	Self		
Photographer	Self		
Principle Dancer	Fiddle Puppet Dancers Inc.		
Program Manager/Art Teacher	Pacific Arts Center		
Publisher/Editor	Women's Work		
Songwriter	Self		
Video Production, Freelance	Self		
Writer, Freelance	Self		
Counseling, Social Work, Therapy		12	6.9%
Art Therapist Intern	Community Mental Health Agency		
Counselor	Evergreen Chemical Dependency		
Counselor, Youth, Chemical Dependency	Naselle Youthcorps DSHS		
Counselor, Case Manager	Lower Columbia Mental Health Center		
Psychotherapist	Behavioral Health Resources		
Psychotherapist/Owner	Herzog, Ridout, & Associates		
Social Worker	Branch Hills Health Care Center		
Social Worker	Washington State DSHS		
Social Worker (Temp)			
Social Worker, Clinical	Portland Veterans Administration		
Therapist, Child/Family	Self		
Youth Counselor	Grays Harbor Youth, ESD #113		
Health Care		11	6.4%
Activity Assistant	First Hill Care Center		
Clinic Coordinator	St. Peter/Providence Hospital		
Director, Standardized Patient Training	University of Washington		
District Administrator	ANACOMP Inc.		
Health Administrator	Washington State		
Instructor, Living Skills	South Sound Options Unlimited		
Massage Therapist	Self		
Physician Assistant	Group Health Cooperative		
Prevention Specialist	Jefferson County		
Research/Medical Assistant	University of Washington		
Support Resource Staff	St. Peter's Hospital		
Law and Justice		7	4.0%
Attorney, Staff	Squaxin Island Tribe		
Law Clerk	Bart Klein Law Offices		
Legal Assistant	Han & Kennedy, P.A.		
Probation Guardian Ad Litem	Pierce County Juvenile Court		
Probation Officer	Washington State		
Pretrial Specialist	Thurston County Pretrial Services		
Tribal Prosecutor	Suquamish Indian Tribe		

Own Business		7	4.0%
Owner	Self		
Owner	Med. Essentials		
Owner	Self / Cmyk Design		
Owner	Self		
Owner	Self		
Owner/Consultant	Self		
Owner/Director	Self		
Library and Archival Science		7	4.0%
Circulation Supervisor	St. Martin's College		
Librarian	Tahoma School District		
Library Technician	University of Puget Sound		
Library/Conference Coordinator	Committee For Children		
Project Archivist	California State University, Northridge		
Reference/Coordinator Outreach Librarian	University of Oregon		
School Library Media Specialist	Portland Public School District		
Political and Community Action		4	2.3%
Assistant Campaign Manager	Family Member		
Campaign Coordinator (Volunteer)	Washington State		
Community Service Aid	City of Portland		
Field Coordinator	Joe Manchin For Governor Campaign		
Protective Services		2	1.2%
Firefighter	City of Olympia		
Firefighter/Emergency Medical Technician	City of Bothell		
Trades, Sales, Other Services		16	9.2%
Bartender	The Crown Plaza Hotel		
Case Aid - Sales Representative	Eagle Hardware, Food Pavilion		
Fisherman, Commercial	Self		
Flight Attendant	Northwest Airlines		
Foreman/Electrical Technician	"Proffit" from the Sun		
Janitor/Art Program Maintenance	Self		
Lead Retail Person/Office Closer	Grand Central Baking Company		
Machine Operator	Cougar Mountain Baking Company		
Person in Charge	Puget Consumers' Coop		
Produce Buyer	New Frontier Market		
Retail Clerk	Queen Anne Thriftway		
Riding Instructor	Summerfield Farm		
Second Mate Unlimited	Merchant Mariner		
Staff	Olympia Food Co-Op		
Trainer, Flight Emergency Procedures	Self - Free Ideas		
Warehouse Support	Employment Security Department		

Appendix B.

1996 Alumni Survey: Five-year Alumni Graduate Placement

INSTITUTIONS WITHIN WASHINGTON STATE (42 Alumni)

	NUMBER	PERCENT
Research I University	5	11.9%
University of Washington (5)		
Building Construction Management	1	
Communications	1	
Law	1	
Marine Affairs	1	
Occupational Therapy	1	
Research II Universities	1	2.4%
Washington State University - Planning	1	
Master's I Universities	23	54.8%
Central Washington University - Teaching/education	1	
City University (2)		
Teaching/education	2	
Eastern Washington University (2)		
Physical therapy	1	
Public Administration	1	
Pacific Lutheran University - Computer Science	1	
Seattle Pacific University (2)		
Teaching ESL	1	
Teaching/education	1	
Seattle University (5)		
Law	2	
Counseling	1	
Education and Counseling	1	
English as a Second Language	1	
St. Martin's College (6)		
Counseling	3	
Education	3	
Western Washington University (4)		
Education	2	
Environmental Science	1	
History and Archives Administration	1	
Baccalaureate I (Liberal Arts) Colleges	13	31.0%
Antioch University (2)		
Whole systems design	2	
The Evergreen State College (11)		26.2%
Master in Teaching	6	
Master in Public Administration	5	

INSTITUTIONS OUTSIDE WASHINGTON STATE (43 total)

	Number	Percent
Research I Universities	17	39.5%
Albert Einstein College of Medicine - Medicine	1	
Boston University - Communications	1	
Iowa State University - Music and Communication	1	
Louisiana State University - French	1	
New Mexico State University - English	1	
Oregon State University - Biochem/physics	1	
U.C. Davis - Comparative Literature	1	
U.C. San Diego - Computer Science	1	
U.C. Santa Barbara - Education	1	
University of Arizona ---	1	
University of Kentucky - Physician Assistant	1	
University of Maryland - Library Information Science	1	
University of Massachusetts, Amherst - Labor Studies	1	
University of Michigan - Physics	1	
University of Minnesota - Housing and Apparel Design	1	
West Virginia University (2)	1	
Law		
Social Work		
Research II Universities	5	11.6%
Georgetown University - Law	1	
University of Idaho - Resource and Recreation	1	
University of Oregon (2)		
Fine Arts	1	
Russian Language and Literature	1	
University of South Carolina - Anthropology	1	
Doctoral I and II Universities	5	11.6%
Miami University, Ohio - College Personnel Services	1	
Portland State University (3)		
Urban Planning	2	
Library, Media, and Education	1	
University of the Pacific - Pharmacy	1	
Master's I and II Universities	7	16.3%
Alaska Pacific University - Business	1	
Chapman University (4)		
Education	1	
Human Resource Management	1	
Liberal Arts	1	
Psychology	1	
Eastern Illinois University - Zoology	1	
Marylhurst College, Oregon - Art Therapy	1	
Baccalaureate I (Liberal Arts) Colleges	2	4.7%
Antioch College, Ohio - Education	1	
Bryn Mawr College - Social Work Research	1	
Specialized Institutions	6	14.0%
Pratt Institute of Art - Art	1	
Franklin Pierce Law Center, NH - Law	1	
Fuller Theological Seminary - Theology	1	
Trinity Lutheran - Theology	1	
Monterey Inst. of International Studies - Japanese, Linguistics	1	
Pacific Oaks University - Teaching	1	
Outside the United States	1	2.3%
University of York, England - Sociology		