

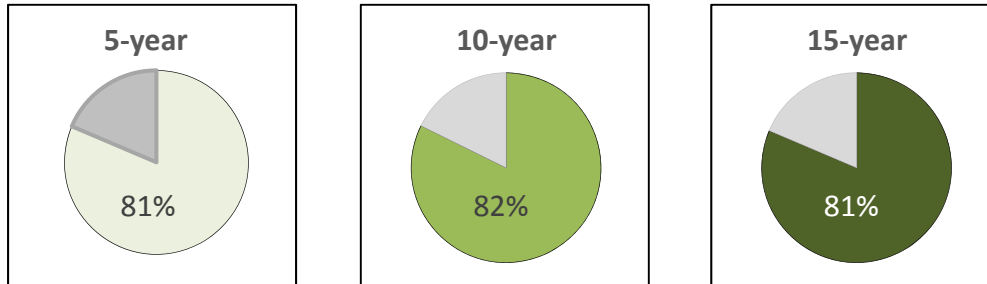
THE EVERGREEN STATE COLLEGE FIVE/TEN/FIFTEEN-YEAR ALUMNI SURVEY

ADMINISTERED TO THE UNDERGRADUATE CLASSES OF 2012, 2007, AND 2002 IN 2017

Executive Summary

Once per accreditation cycle, the Office of Institutional Research and Assessment surveys Evergreen undergraduate alumni five, ten, and fifteen years after having earned their baccalaureate degrees. There were **665** total survey participants, resulting in an overall response rate of **20%**. Response rates for the 2012, 2007, and 2002 subgroups were 20%, 22%, and 17%, respectively.¹

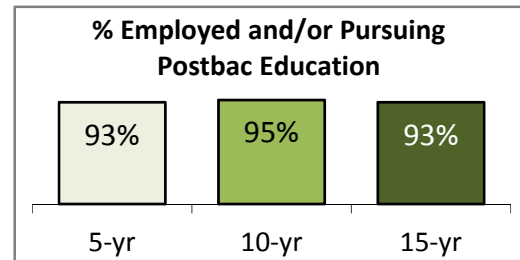
Evergreen Experience: If I could start college over I would choose to attend Evergreen.



If they could start college over, 82% of alumni agree that they would choose to attend Evergreen and over two-thirds would choose the same field(s) of study. Alumni whose primary area of study was Native American Studies were most likely to indicate they would choose the same field of study.

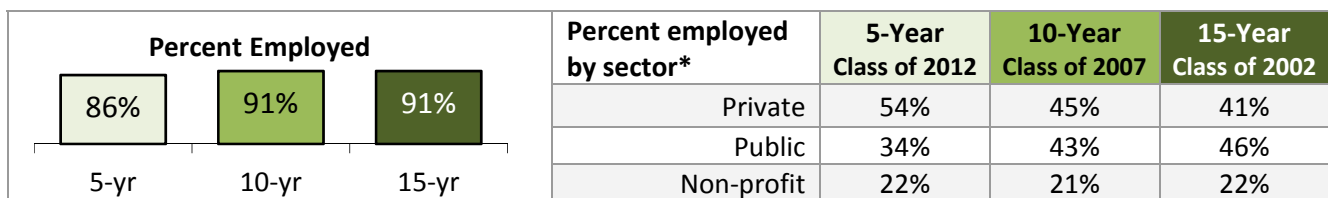
Overall employment/post-baccalaureate education rate

At the time of the survey, 93% of 5-year alumni respondents were employed and/or pursuing post-baccalaureate studies, 95% of 10-year, and 93% of 15-year.



Employment status

86% of 5-year alumni were employed, compared to 91% of both 10-year and 15-year alumni. As alumni move further away from graduation, a greater percentage are employed in the public sector – from 34% in the 5-year group to 46% in the 15-year group. Alumni are also self-employed: 16% of 5-year, 21% of 10-year, and 19% of 15-year alumni are self-employed.



**Not mutually exclusive categories – percentages do not sum to 100 – over 20% of respondents have more than one job..*

Areas of employment

The top employers of graduates were public higher education institutions, the State of Washington, and the K-12 public school system. For all groups education was among the top three areas of primary employment.

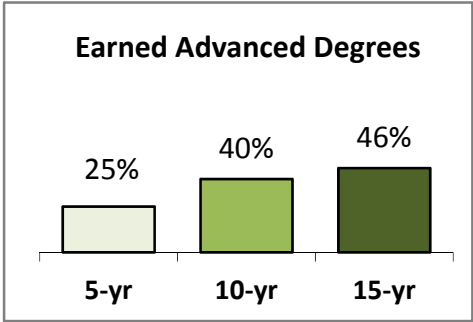
Top Areas Of Employment	5-Year Class of 2012	10-Year Class of 2007	15-Year Class of 2002
	Community and Social Service Computer/Mathematical Education	Education Management Office/Administrative Support	Education Management 2-way tie: Life Science & Media and Communications

¹ 5-year (Class of 2002) n=258, 10-year (Class of 2007) n=223, 15-year (Class of 2002) n=184

Post-Baccalaureate Studies

73% of the 15-year group, 70% of the 10-year group, and 56% of the 5-year group had attended or were currently enrolled in post-baccalaureate programs.

Nearly half of 15-year alumni, 40% of 10-year, and one-quarter of 5-year alumni had earned advanced degrees at the time of the survey. (Masters or Doctorates)



The top fields of post-baccalaureate study are different for each group.

Top Fields of Study	5-Year Class of 2012	10-Year Class of 2007	15-Year Class of 2002
	Biological & Biomedical Sciences Health Professions in Medicine Public Admin/Public Policy	Education Health Professions in Medicine English Language/Literature	Mental Health Services Business/Mngmt/Marketing Education

Satisfaction

Four pedagogical aspects of Evergreen had satisfaction ratings of over 90% from each group.

% Satisfied/Very Satisfied	5-Year Class of 2012	10-Year Class of 2007	15-Year Class of 2002
Interdisciplinary approach to education	97%	96%	96%
Narrative evaluations by faculty	94%	93%	94%
Overall quality of instruction	93%	96%	96%
Linking theory and practice	91%	91%	96%

The pedagogical aspects with the largest drop in satisfaction between the 15-year grads and most recent group were the practice of self-evaluation, respect shown for different or opposing viewpoints, and respect shown to persons of differing ethnicity, religion, sexual orientation, or gender identity.

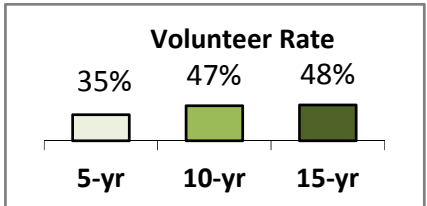
Alumni were most satisfied with the following aspects of their life:

- Ability to handle challenges
- Support of friends and family
- Positive impact you have on the people around you.

These three aspects of well-being also increase over time since graduation, they're higher for the 15-year group than for the most recent graduates. The aspects with the highest rate of growth over time are - having a comfortable income, a livable income, and your contribution to the health of your community or society.

Volunteering

Alumni respondents become more involved in volunteer activities when further away from graduation. Nearly half of 10- and 15-year alumni volunteer. Local Community and Social Service were the most common types of volunteer work.



Location at time of survey

56% of those surveyed were residing in Washington State. There is a pattern of migration out of Washington as more time elapses from when alumni earned their undergraduate degree.

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This question is currently being analyzed by Office of Institutional Research and Assessment staff and results will be posted as soon as possible..... 41

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This question is currently being analyzed Office of Institutional Research and Assessment staff and results will be posted as soon as possible. 41

N. What skills and knowledge from your Evergreen experience are most relevant in your current endeavors? 41

This question is currently being analyzed Office of Institutional Research and Assessment staff and results will be posted as soon as possible. 41

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Introduction

Once per accreditation cycle, the Office of Institutional Research and Assessment surveys undergraduate degree recipients five, ten, and fifteen years after graduation. The survey collects data on alumni employment outcomes, post-baccalaureate studies, and participation in volunteer work, and gives alumni an opportunity to provide feedback on their learning and experiences at Evergreen. What follows are the results of the 2017 alumni survey of the classes of 2012, 2007, and 2002.

A. Sample Size and Response Rate

All 3,659 graduates from the three graduating classes were in the initial sample for the 5/10/15-Year Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 3,397 alumni. There were 665 total respondents resulting in an overall response rate of 20%. 10-year alumni had the highest response rate (21%), followed by 5-year alumni and 15-year alumni (20% and 17%, respectively). Detailed sample data are shown in the table below.

	5-Year		10-Year		15-Year	
	Class of 2012		Class of 2007		Class of 2002	
Total Undergraduate Degree Recipients	1,308		1,115		1,236	
Number with no known address or email	40		70		133	
Deceased	2		7		10	
Final Sample Size	1,266		1,038		1,093	
Refused	9		9		12	
No Response	999		806		897	
Paper Survey Respondents	5	2%	8	4%	19	10%
Web Survey Respondents	253	98%	215	96%	165	90%
Total Respondents	258		223		184	
Response Rate	20%		21%		17%	

B. Methodology

The graduating classes of 2012, 2007, and 2002 were surveyed during the summer of 2017 – five, ten, and fifteen years after earning their baccalaureate degrees, respectively.

In June 2017, survey invitations were sent to all members of the three graduating classes who had email addresses in the Banner information system. The invitation included a link to the web version of the survey. For alumni without an email address and those who did not respond to the email, a web survey invitation was mailed to their last known address. Alumni could also request a paper version of the survey or to be surveyed by phone. Surveys returned as undeliverable were forwarded to a more current address whenever possible. Reminders were sent at intervals during the survey administration period via email and regular mail as applicable, with a maximum of five contacts. Completed surveys were accepted between June 13th and August 31st 2017. A \$5.00 Starbucks code was offered to the first 100 survey completers from each graduating class as compensation for participants' time. Starbucks codes were sent to a total of 300 survey respondents.

C. Alumni Demographics

Representativeness was tested for over 20 demographic groups (including race/ethnicity, income, veteran status, sex, and gender identity) survey results were not representative for the following populations:

5-Year Class of 2012	10-Year Class of 2007	15-Year Class of 2002
Campus	Non-Residents	Campus
<i>Detailed demographic data for all groups are provided in Appendix A.</i>	Received a Pell Grant	Started as a transfer
	Below Poverty Level	Non-Resident
	Veterans	Received a Pell Grant
		Native American

D. Profile of Academic Experience at Evergreen

Name the focus of your Evergreen bachelor's degree

Alumni were asked, "If you had to name the focus of your Evergreen bachelor's degree, what would you call it?" Most alumni responded with short answers, examples include Sustainable Entrepreneurship, Media Studies, Chemistry and Film, or Humanities. Some gave more details such as "Organizational Development though a social justice lens," or "Relationships among Media, Performing Arts, and 20th Century US History."

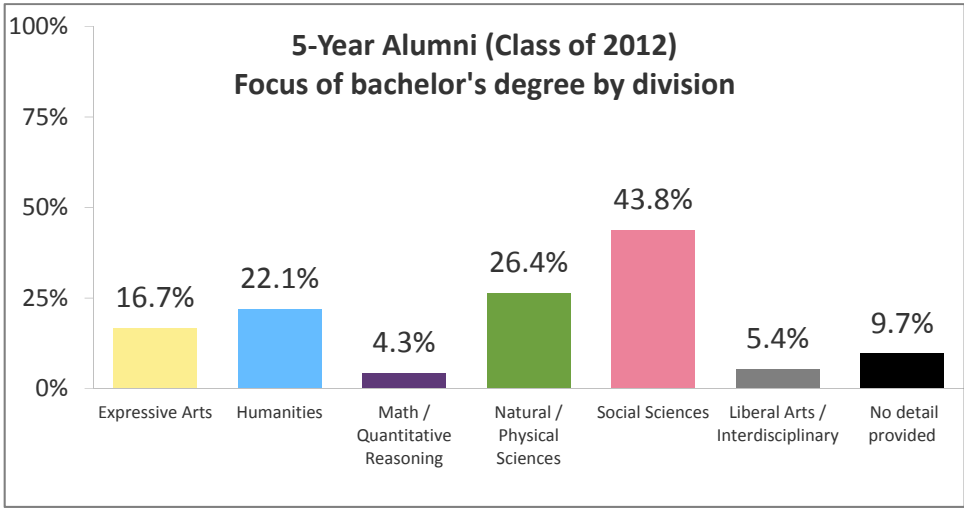
Focus of degree – word cloud

Alumni responses to the question were modified to be included in a word cloud (for example Organic ag was changed to Organic Agriculture, and Psych was changed to Psychology, spelling mistakes were also fixed.) The word cloud for all alumni is shown below, word clouds for each alumni group can be found in Appendix B. The words with the highest counts overall are Psychology, History, Political Economy, and Environmental Studies.

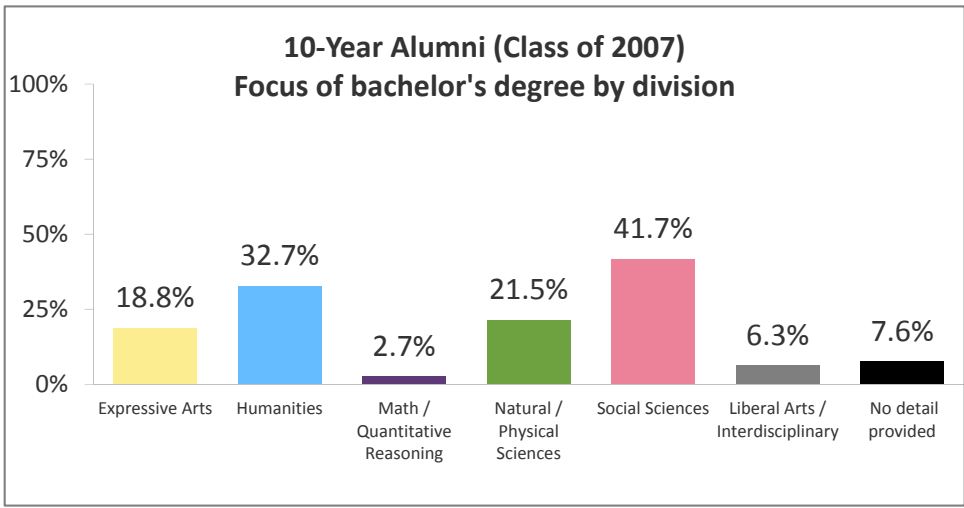


Focus of degree by division

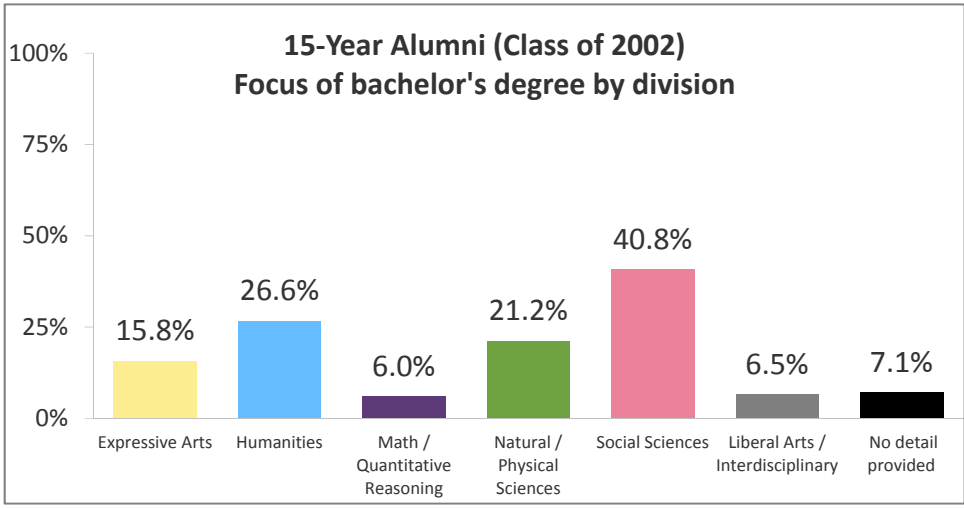
These named focus areas were then categorized into five divisional areas: Arts, Humanities, Math/Quantitative Reasoning (including Computer Science), Natural and Physical Sciences, and Social Sciences. Students were allowed to choose more than one focus, so categories will not sum to 100%. Some responses were also categorized into Liberal Arts/Interdisciplinary Studies, these responses included alumni who wrote in "General Studies," "Liberal Arts," Bachelor's degree," and "unsure." For detailed breakdown by division and Alumni's answers in their own words, see Appendix C.



44% of 5-year alumni indicated they were studying Social Sciences, 26% were studying Natural/Physical Sciences, 22% were studying Humanities, 17% Expressive Arts, and 4% Math/Quantitative Reasoning. 5% of alumni were categorized into Liberal Arts. 10% of alumni did not provide detail about the focus of their degree.



42% of 10-year alumni indicated they were studying Social Sciences, 33% were studying Humanities, 22% were studying Natural/Physical Sciences, 19% Expressive Arts, and 3% Math/Quantitative Reasoning. 6% of 10-year alumni focused on Liberal Arts/Interdisciplinary Studies. 8% of alumni did not provide detail about the focus of their degree.



41% of 15-year alumni indicated they were studying Social Sciences, 27% were studying Humanities, 21% were studying Natural/Physical Sciences, 16% Expressive Arts, and 6% Math/Quantitative Reasoning. 7% of alumni were categorized into Liberal Arts. 7% of alumni did not provide detail about the focus of their degree.

When comparing the 5-year, 10-year, and 15-year alumni responses regarding the focus of the degree, there are more alumni naming the focus of their bachelor's degree within the Sciences or the Social Sciences more recently: This population increased from 62% of the 15-year alumni group, to 70% of the 5-year alumni group. In the 10-year alumni group there was a peak of 28% of alumni naming their focus within the Humanities.

Primary Area of Study

Alumni were asked which category best described their primary area of study at Evergreen. Respondents who chose Liberal Arts/Interdisciplinary Study or who did not feel their area of study fit into any of the offered categories were asked to describe their primary area of study in their own words. Open-ended responses were recoded into existing categories where applicable (e.g., “literature” to Humanities, “psychology” to Social Sciences, “green energy design and metalworking” to liberal arts/interdisciplinary study, etc.). The first table below shows the distribution of alumni across categories, listed alphabetically by area of study. The three smaller tables show each group’s distribution across categories in order of frequency.

Humanities was the top field of study for all three alumni groups but was markedly higher for 10-year alumni (27% compared to 21% among 15-year alumni and 20% among 5-years). Social sciences ranked second for 5- and 10-year alumni (18% and 19%, respectively) and third for 15-year alumni (16%). Media, visual, and performing arts was the second-highest area of study for 15-year alumni (17%) compared to fifth-highest for both 5- and 10-year alumni (11% and 12%, respectively). The third-highest area of study for 5-year alumni was Science, math, and computer science (16%) whereas only 6% of 10-years and 11% of 15-years reported study in this area.

Primary Area of Study	% 5-Year Class of 2012 (N=185)	% 10-Year Class of 2007 (N=173)	% 15-Year Class of 2002 (N=184)
Business	4.3	2.3	4.9
Consciousness Studies	2.2	1.7	1.1
Education	4.3	1.7	0.5
Environmental Studies	7.6	11.6	14.7
Humanities, Language Arts	19.5	26.6	20.7
Media, Visual Arts, Performing Arts	11.4	11.6	16.8
Native American Studies	0.5	1.2	3.3
Science, Math, Computer Science	15.7	6.4	10.9
Social Sciences	18.4	19.1	15.8
Sustainability and Justice	3.2	3.5	0.5
Liberal Arts/Interdisciplinary Study (includes alumni who chose more than one primary area of study, or wrote in “Liberal Arts”)	13.0	14.5	10.9

5-Year Class of 2012 (N=185)	%
Humanities	19.5
Social Sciences	18.4
Sci./Math./Computer Sci.	15.7
Liberal Arts	13.0
Media/Visual/Perf. Arts	11.4
Environmental Studies	7.6
Business	4.3
Education	4.3
Sustainability & Justice	3.2
Consciousness Studies	2.2
Native American Studies	0.5

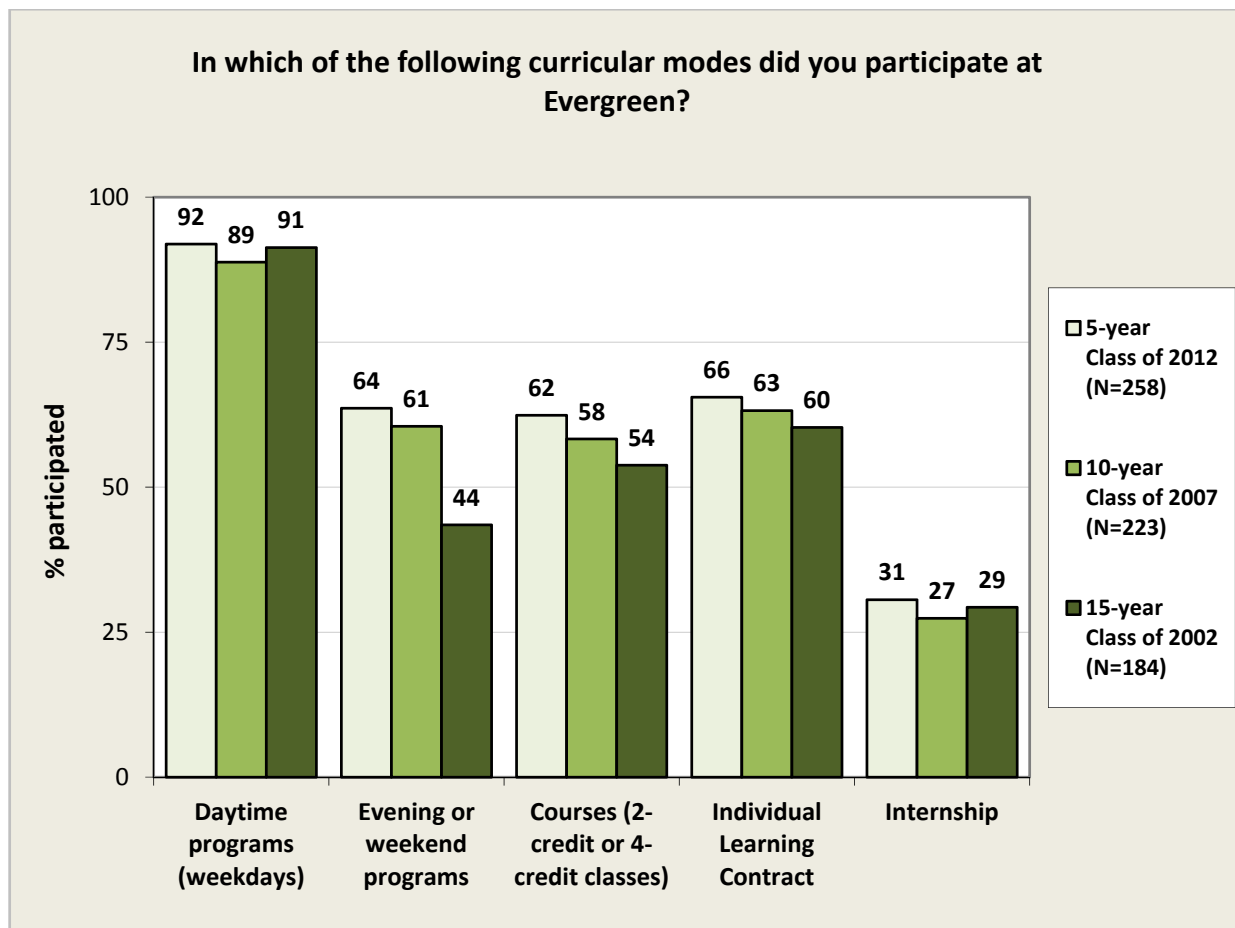
10-Year Class of 2007 (N=173)	%
Humanities	26.6
Social Sciences	19.1
Liberal Arts	14.5
Environmental Studies	11.6
Media/Visual/Perf. Arts	11.6
Sci./Math./Computer Sci.	6.4
Sustainability & Justice	3.5
Business	2.3
Consciousness Studies	1.7
Education	1.7
Native American Studies	1.2

15-Year Class of 2002 (N=184)	%
Humanities	20.7
Media/Visual/Perf. Arts	16.8
Social Sciences	15.8
Environmental Studies	14.7
Liberal Arts	10.9
Sci./Math./Computer Sci.	10.9
Business	4.9
Native American Studies	3.3
Consciousness Studies	1.1
Education	0.5
Sustainability & Justice	0.5

Participation in Curricular Modes

Alumni were asked to indicate which curricular modes they participated in while attending Evergreen, including daytime (weekday) programs, evening or weekend programs, 2- or 4-credit classes, Individual Learning Contracts (ILCs), and internships.

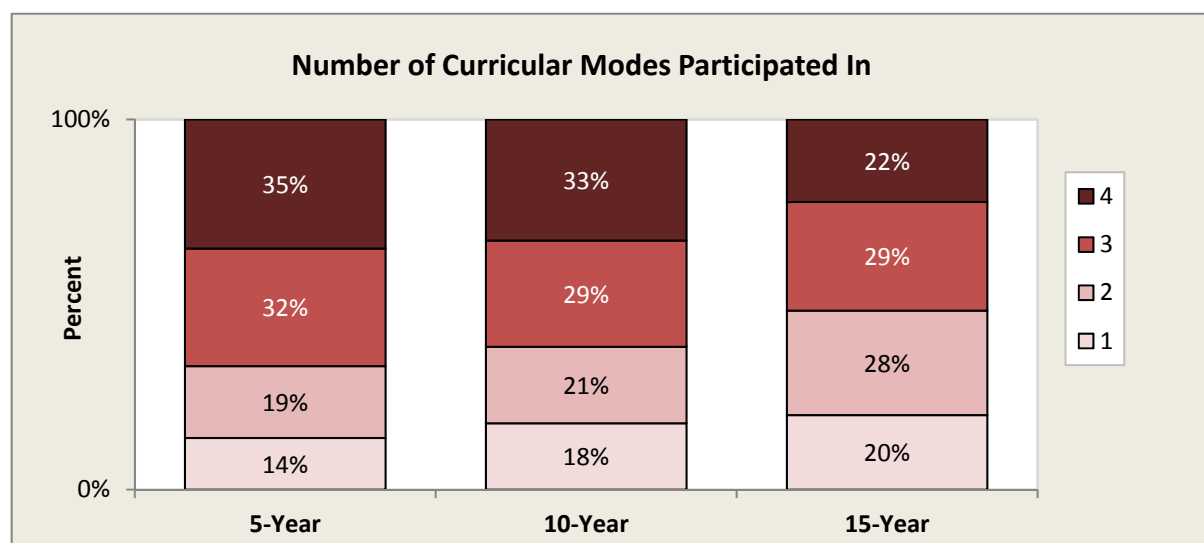
5-year alumni reported the highest rate of participation in all five curricular modes. The most notable difference between groups was in the percentage of alumni participating in evening/weekend programs – this figure increased 20 percentage points from 44% among 15-year alumni to 64% among the 5-year group. There was an 8 percentage point difference in participation in courses between 15- and 5-year alumni (54% and 62%, respectively). Reported participation in ILCs increased from 60% among 15-year alumni to 66% among the 5-year group. Participation in daytime programs and internships was similar across groups.



All possible combinations of curricular modes were analyzed to establish mutually exclusive categories (internships were collapsed into a single category with ILCs). The percentage of respondents who relied solely on daytime programming was highest among 15-year alumni (17%) while only 13% of 10-year alumni and 11% of 5-year alumni indicated they participated in daytime programs only. Among alumni who participated in two curricular modes, the most common combination was daytime programs with ILCs and/or internships. Alumni who indicated three curricular modes most often combined daytime programs, courses, and ILCs/internships. It is interesting to note the increase in reported participation in all curricular modes from 22% among 15-year alumni to 35% among 5-years; roughly one-third of 5-year alumni utilized all available curricular modes. Less than 10% of respondents indicated they did not participate in daytime programs; these alumni completed their studies primarily in EWS programs or courses (with or without supplementing their studies with ILCs and internships).

Mutually Exclusive Curricular Modes Categories	5-Year	10-Year	15-Year
Respondent indicated one curricular mode			
Only Daytime programs	11%	13%	17%
Only Evening or Weekend Studies (EWS) programs	3%	3%	2%
Only ILCs or Internships	-	1%	1%
Only Courses (2- or 4-credit classes)	-	0%	-
<i>Subtotal one curricular mode</i>	14%	18%	20%
Respondent indicated two curricular modes			
Days & ILCs or Internships	9%	9%	16%
Days & EWS programs	6%	3%	4%
Days & Courses	2%	4%	4%
EWS programs & ILCs/Internships	2%	2%	2%
EWS programs & Courses	0%	2%	2%
Courses & ILCs/Internships	-	0%	1%
<i>Subtotal two curricular modes</i>	19%	21%	28%
Respondent indicated three curricular modes			
Days, Courses, and ILCs/Internships	15%	11%	18%
Days, EWS programs, and ILCs/Internships	7%	10%	4%
Days, EWS programs, and Courses	8%	6%	6%
EWS programs, Courses, and ILCs/Internships	3%	2%	1%
<i>Subtotal three curricular modes</i>	32%	29%	29%
Respondent indicated all curricular modes	35%	33%	22%

The following chart shows mutually exclusive categories rolled up to their main subheadings (one, two, three, or four curricular modes). The distribution of these collapsed categories across groups further illustrates the findings above in that participation in all curricular modes increased over time (from 22% among 15-year alumni to 35% among 5-years) while participation in a single curricular mode decreased over time (from 20% among 15-years to 14% among 5-years).



Days and Times Attended

In addition to asking Alumni to indicate all curricular modes they participated in at Evergreen, we asked when they took *most* of their classes – during the daytime, evenings and/or weekends, or via individual learning contracts or internships. In keeping with the above results, 15-year alumni were more likely to report taking most of their classes from the daytime/weekday curriculum than the other two groups. 5- and 10-year alumni responses were very similar in their distribution across categories. Numbers do not add to 100 due to rounding.



“Evergreen did a great job at teaching me to teach myself about the world. The interdisciplinary approach linked concepts and made them relevant. After my experience at Evergreen, I feel that I could lead myself down a path of learning for any subject that I choose.”

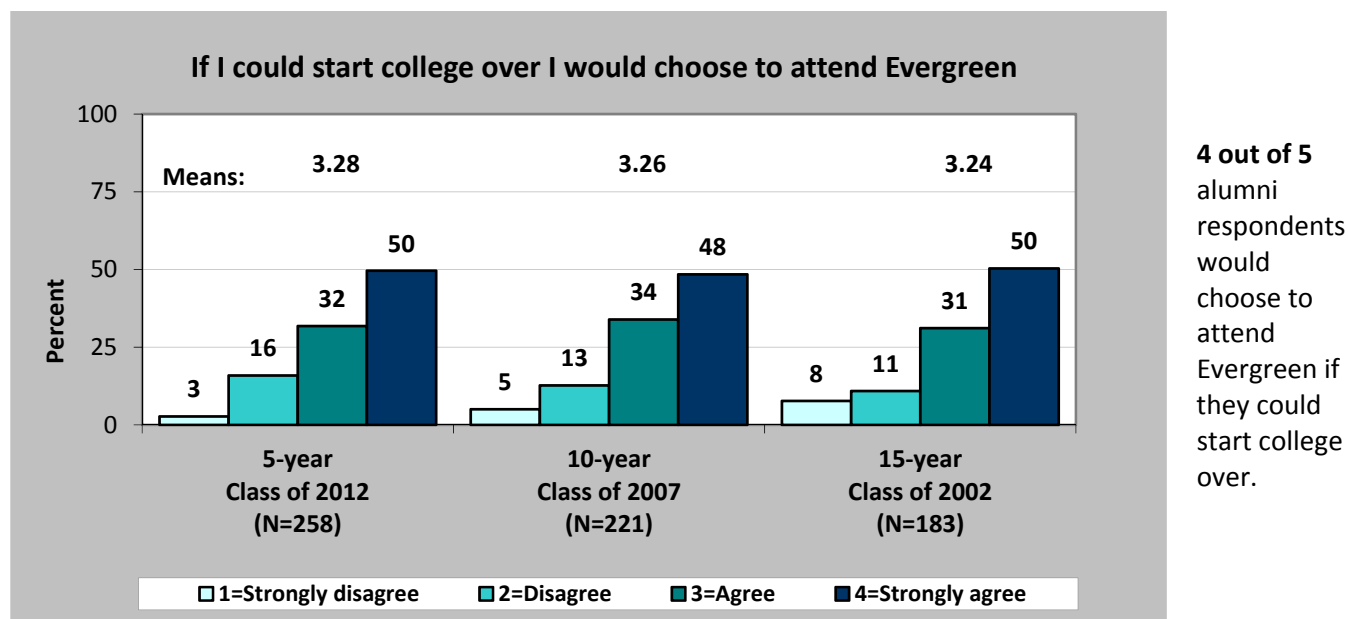
“Truly I can say that all of the faculty and staff I was engaged with at Evergreen were deeply committed to broadening my outlook and convincing me I had more to contribute than I ever would have imagined.”

“The evaluation process, especially self-evals, is something else I am so grateful for- I am able to talk about my work comfortably, this comes in handy especially for cover letters and my recent graduate school application. So many people struggle to talk about themselves in these situations, and since Evergreen, I've never had a problem.”

E. Satisfaction with Evergreen Experience

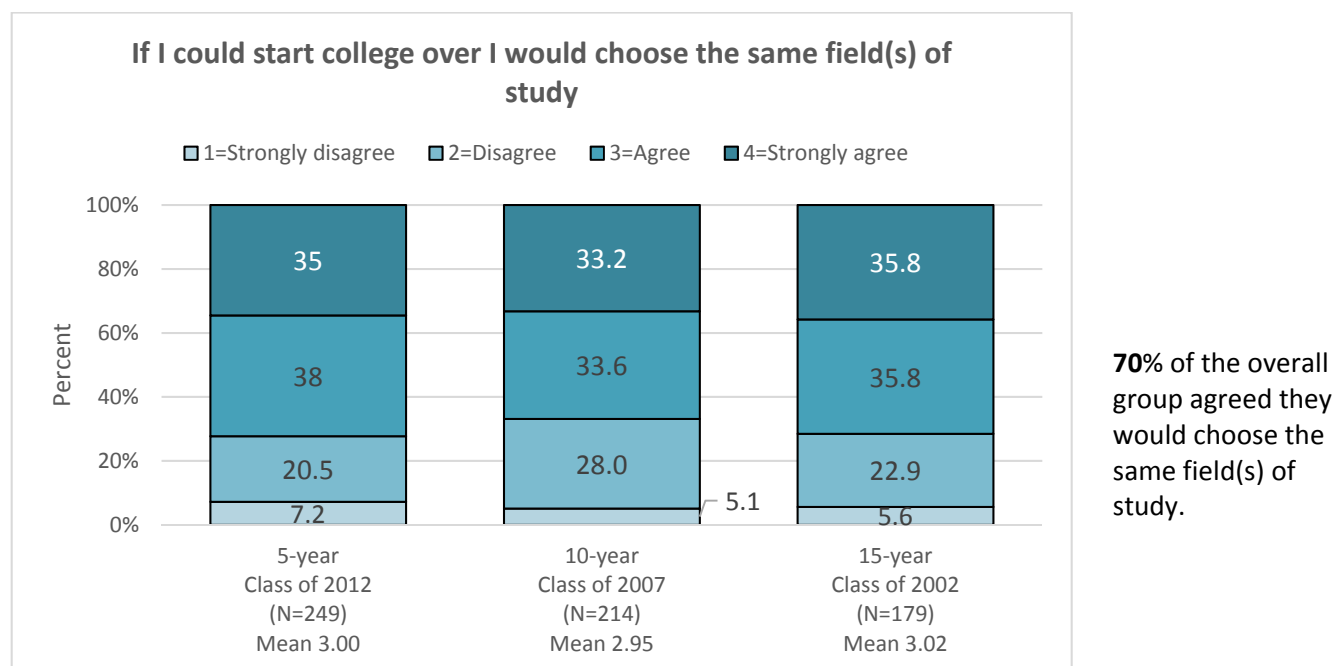
If I could start college over I would choose to attend Evergreen

Alumni were presented with the statements “If I could start college over I would choose to attend Evergreen” and “If I could start college over I would choose the same field(s) of study.” They were asked to use a four-point scale where 1=Strongly disagree, 2=Disagree, 3=Agree, and 4=Strongly agree. Alumni responses were notably consistent across all groups, with average agreement varying only slightly between respondent groups for both statements. 82% of total alumni respondents (N=541) agreed or strongly agreed they would choose to attend Evergreen if they could start college over.



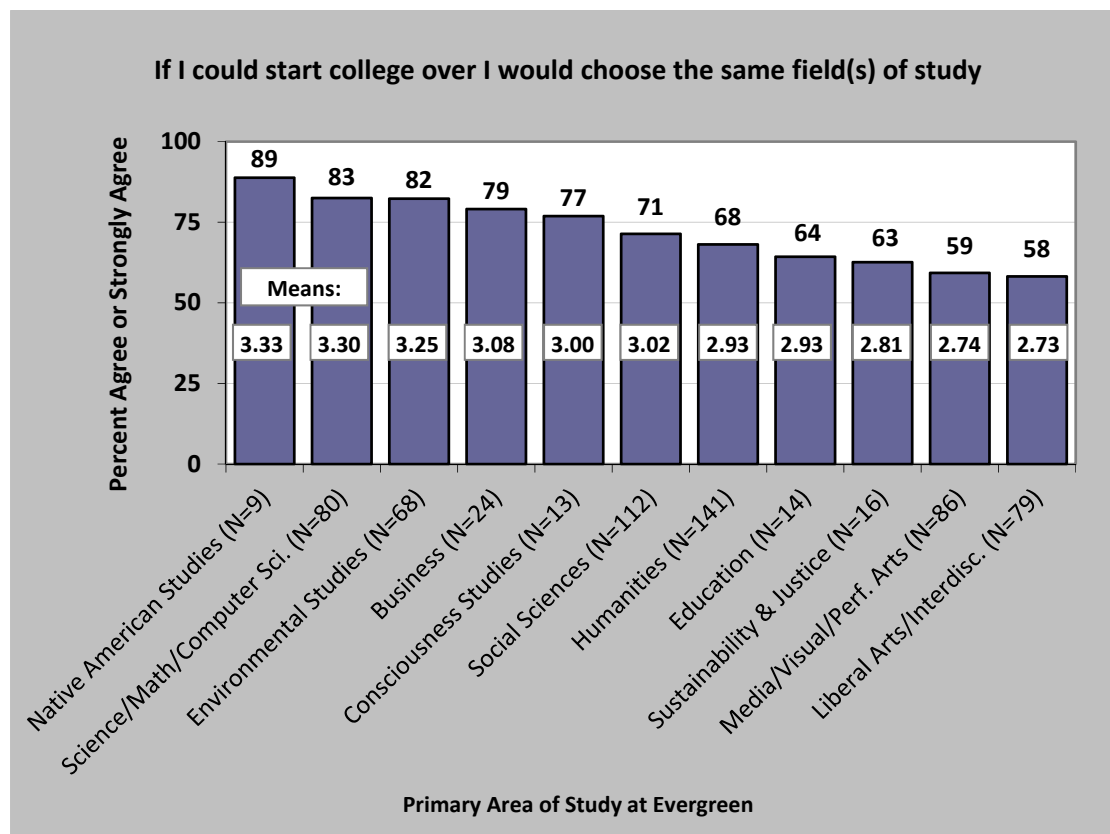
I would choose the same field of study

Fewer alumni agreed they would choose the same field(s) of study than agreed they would choose to attend Evergreen. The distribution among response categories also differs, with as many or more alumni selecting *Agree* than *Strongly Agree*. While 70% of the overall group agreed they would choose the same field(s) of study if they could start college over, there was some variance between subgroups – only 67% of 2007 alumni agreed they would choose the same field(s) of study compared to 72% of both 2012 and 2002 alumni.



This question was also analyzed by primary area of study in order to identify differences in the percentage of alumni who would choose the same field of study based on their self-identified concentration at Evergreen.

The three groups who indicated the highest level of agreement were Native American Studies alumni (89% Agree or Strongly Agree), Science/Math/Computer Science alumni (83%), and Environmental Studies alumni (82%). Five areas of study scored below the overall average of 70% agreement: Humanities (68%), Education (64%), Sustainability & Justice (63%), Media/Visual/Performing Arts (59%), and Liberal Arts/Interdisciplinary (58%).



Level of agreement by primary area of study ranged from 89% among Native American Studies alumni to 58% among Liberal Arts/Interdisciplinary graduates.

Satisfaction with Pedagogical Aspects at Evergreen

Alumni were asked to indicate how satisfied they were with various pedagogical aspects at Evergreen, using a four-point scale from (1) *Very dissatisfied* to (4) *Very satisfied*. Satisfaction ratings were calculated for each alumni group and are presented in the table below. All three groups rated Evergreen's interdisciplinary approach to education highest and rated the overall quality of instruction second or third highest. All three groups rated respect shown for different or opposing viewpoints and academic planning/advising by faculty lowest or near-lowest.

Alumni satisfaction was consistently high and ranged within five percentage points between groups in the following five areas:

- **Interdisciplinary approach to education** (total satisfaction ranged from 96% to 97%)
- **Overall quality of instruction** (total satisfaction ranged from 93% to 96%)
- **The education you were able to construct as an Evergreen student** (89% to 92% total satisfaction)
- **Narrative evaluations by faculty** (93% to 94% total satisfaction)
- **Linking theory and practice** (91% to 96% total satisfaction)

For the remaining five areas satisfaction varied between 5 and 12 percentage points across alumni groups:

- **The practice of self-evaluation**
94% of 15-year alumni were either satisfied or very satisfied with the practice of self-evaluation. Satisfaction dropped 7 percentage points to 87% among 10-year alumni and another 5 percentage points to 82% among 5-year alumni.
- **Respect shown for different or opposing viewpoints**
15-year and 10-year alumni expressed similar satisfaction in this area (85% and 86%, respectively). 5-year alumni rated this area about 10 percentage points lower at 76%.
- **Respect shown to persons of differing ethnicities, religions, sexual, or gender orientations**
95% of 15-year alumni were satisfied in this area. Satisfaction dropped 4 percentage points to 91% among 10-year alumni and another 4 percentage points to 87% among 5-year alumni.
- **Quality of learning interaction with other students, for example, in seminars or in group projects**
93% of 15-year alumni were satisfied with the quality of their learning interactions with other students. Satisfaction among 10- and 5-year alumni dropped 6 percentage points to 87%.
- **Academic planning/advising by faculty**
87% of 15-year alumni were satisfied in this area. Satisfaction dropped 4 percentage points to 83% among 10-year alumni and another point to 82% among 5-year alumni.

Pedagogical Aspect	Total % Satisfied			Overall satisfaction
	5-Year Class of 2012	10-year Class of 2007	15-year Class of 2002	
Interdisciplinary approach to education	96.5	96.3	96.1	96.3
Overall quality of instruction	93.4	95.9	96.1	95.0
Narrative evaluations by faculty	93.8	92.8	93.9	93.5
Linking theory and practice	90.9	91.4	95.5	92.3
Respect shown to persons of differing ethnicities, religions, sexual, or gender orientations	87.2	91.4	95.0	90.7
The education you were able to construct	89.9	89.2	92.3	90.3
Quality of learning interaction with other students, for example, in seminars or in group projects	86.8	86.5	92.9	88.4
The practice of self-evaluation	81.7	87.3	94.0	86.9
Academic planning/advising by faculty	81.8	83.4	87.2	83.8
Respect shown for different or opposing viewpoints	75.8	85.6	85.1	81.7

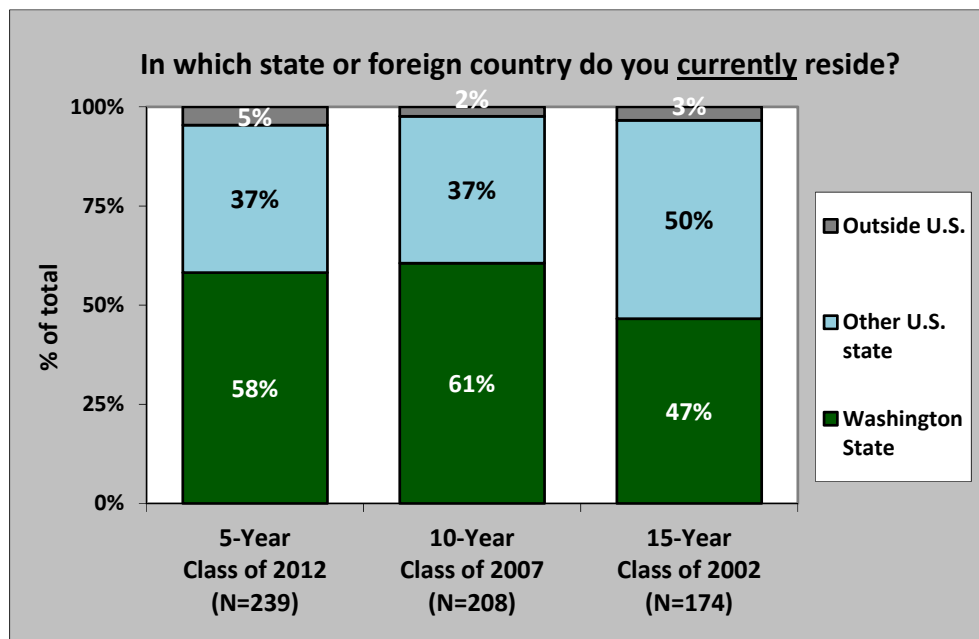
Figures in bold font indicate the highest satisfaction rating for each pedagogical area.

F. Current Location of Survey Respondent

At the time of the survey, the top three states of residence for all three alumni groups were Washington, California, and Oregon. Across all classes combined, there were three additional states with greater than ten alumni residing in them: New York, Alaska, and Texas. A detailed list of alumni location data can be found in Appendix C.



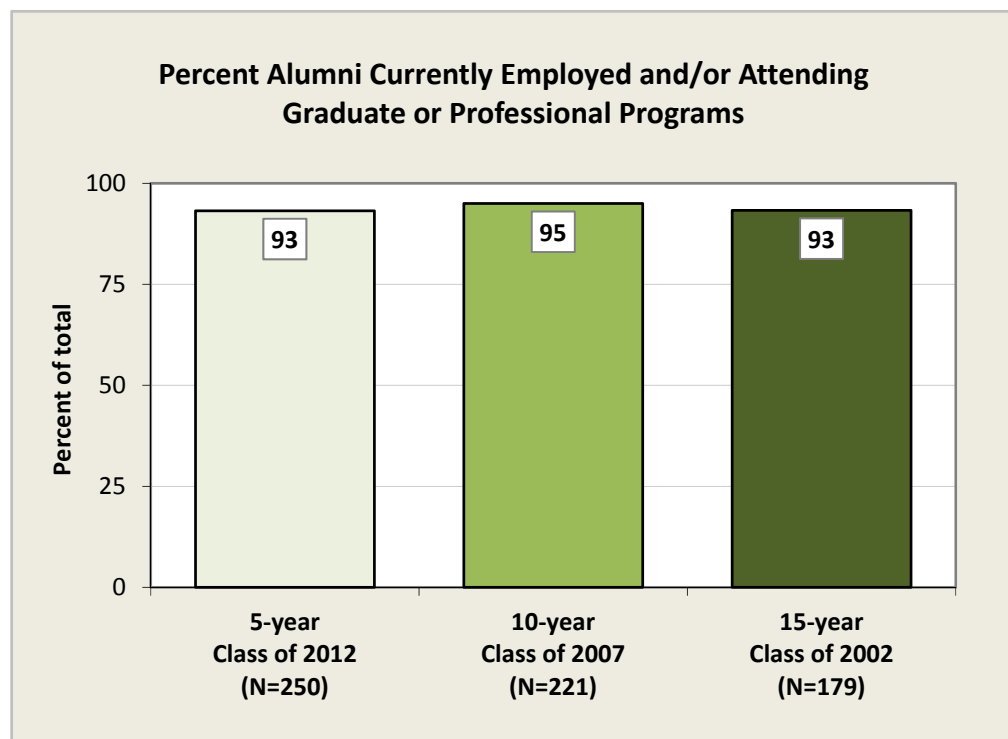
Location data were collapsed in order to compare the number of alumni from each group residing in Washington State, other U.S. states, and outside the U.S.



5- and 10-year alumni were similar in their location distribution, with roughly 60% of each residing in Washington and 37% of each living in other U.S. states. 47% of 15-year alumni were living in Washington while half resided in other U.S. states. 5-year alumni were most likely to be living outside the U.S. at the time of the survey (5% versus 2% of 10-year and 3% of 15-year alumni).

G. Overall Rate of Employment/Post-baccalaureate Study

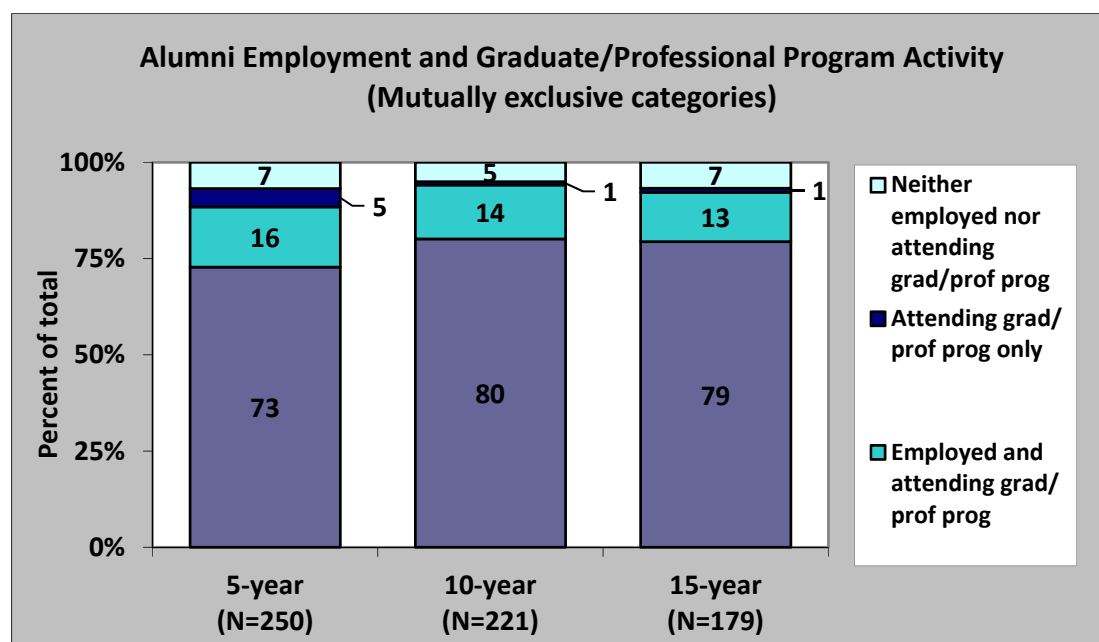
Respondents who were currently employed *and/or* attending a graduate/professional program were identified in order to calculate the overall rate of employment/post-baccalaureate study for each alumni group. Results were consistent across groups, with 93% of 5- and 15-year alumni and 95% of 10-year alumni meeting these criteria.



94% of the overall alumni group were employed and/or attending graduate or professional programs.

In the 2012 5/10/15-Year Alumni Survey 90% of the overall group met these criteria (91% among the 5- and 10-year groups and 88% among 15-years).

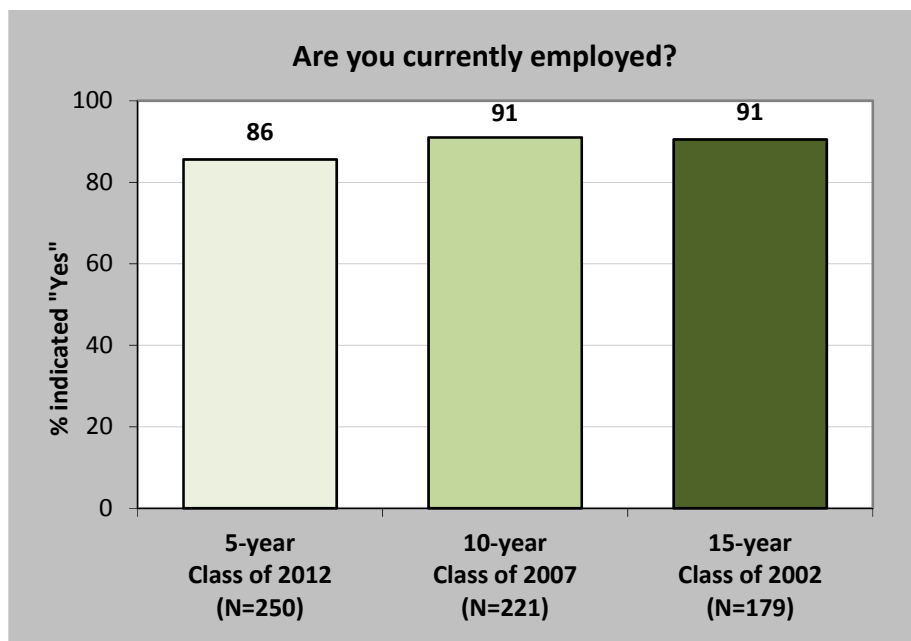
Employment and post-baccalaureate education data were coded into four mutually exclusive categories to compare the distribution of current activities across groups. 21% of 5-year alumni were attending a graduate or professional program compared to 15% of 10-year alumni and 14% of 15-year alumni. The distribution of current activities is very similar between the 10- and 15-year groups.



H. Alumni Employment Data

Alumni were asked a series of questions about their employment status, including type of employment and relatedness of their work to their primary area of study at Evergreen. 89% of alumni respondents indicated they were employed (86% of 5-year alumni and 91% of both 10- and 15-year respondents). In comparison, 86% of respondents in the 2012 5/10/15-Year Alumni Survey were employed (85% of the 5-year group, 89% of 10-years, and 86% of 15-year alumni).

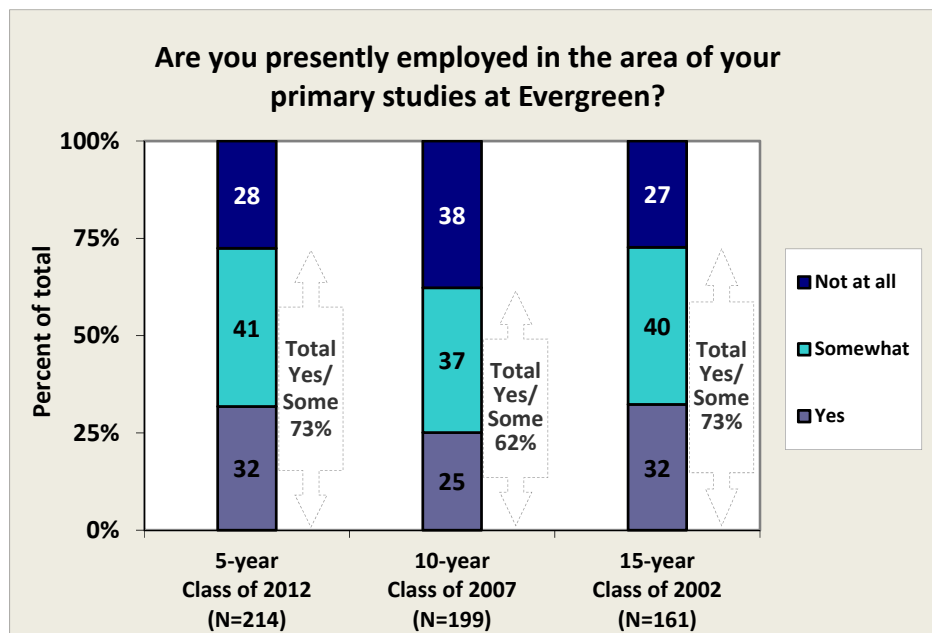
11% of the overall group indicated they were not employed. A small percentage of these were exclusively attending a graduate or professional program (as shown in the preceding chart). The activities of other alumni not currently employed are discussed later in this section.



“The specific area of study Evergreen provided allowed me to stand out in the job market. Also, the focus on group work in programs continues to help me today.”

“Having been an older student [Evergreen] allowed me to embrace and value the ideas of more youthful students. As I observe my coworkers having difficulties with younger coworkers and supervisors I am able to embrace the knowledge and experience they bring to the table.”

Employed alumni were asked whether they were working in the area of their primary studies at Evergreen. The distribution of alumni who answered “Yes,” “Somewhat,” or “Not at all” within each group is shown in the chart below. 73% of 5-year and 15-year alumni reported they were working at least somewhat in their primary area of study compared to 62% of 10-year alumni (shown in dashed boxes in the chart below).

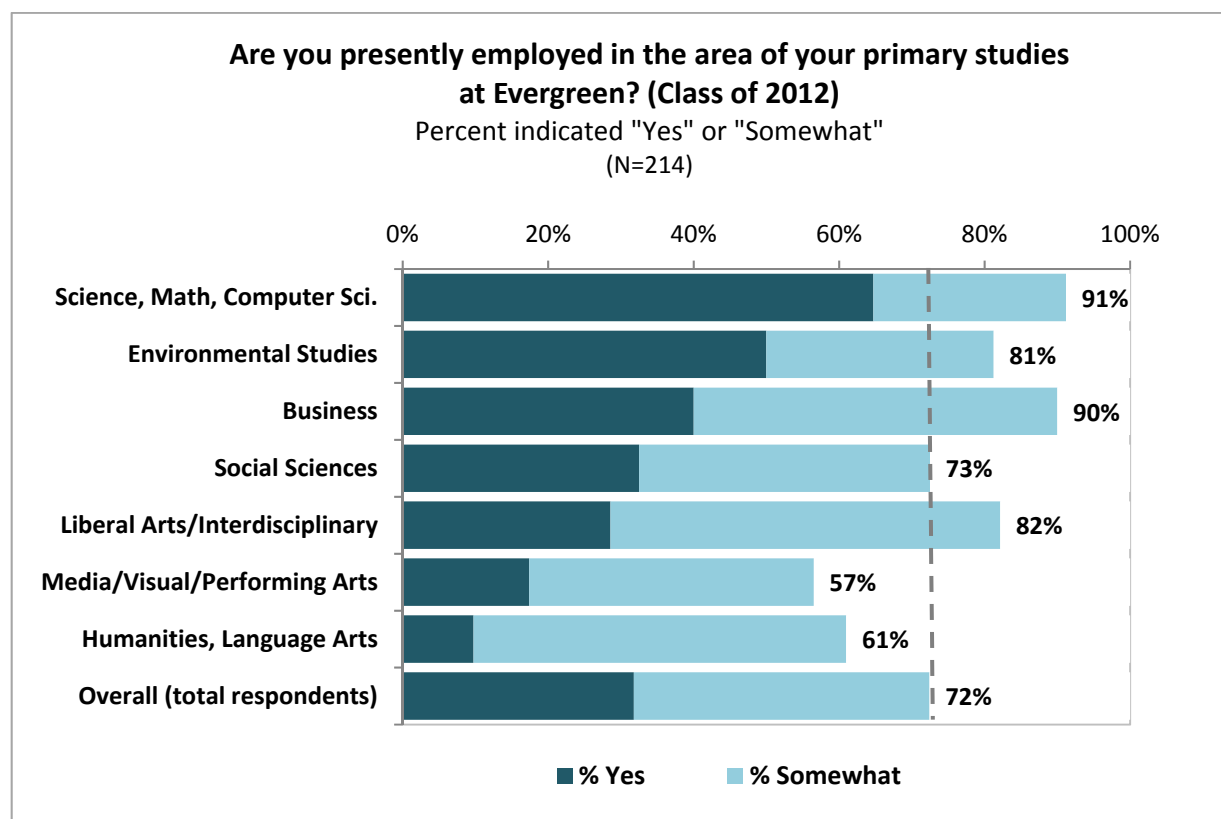


“Often times, I am given a project to complete with little or no instruction. I call upon my college experiences to guide my practices at work. I know how to research and network in order to discover solutions to problems because I was charged with those tasks as a student.”

Employment in primary area of study by area of study

This question was also analyzed by primary area of study for each alumni group. Each of the following charts includes the overall percentage of alumni employed in their area of study, indicated by a dashed vertical line.

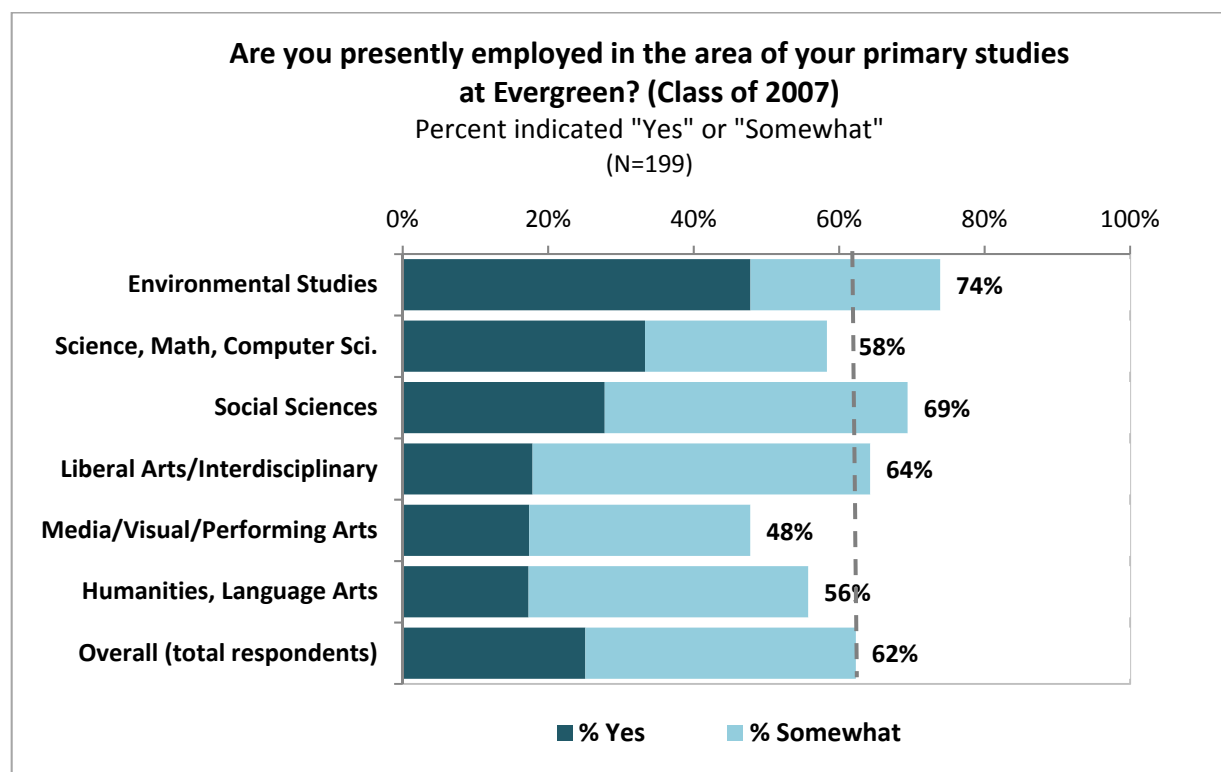
Among 5-year alumni, those whose self-reported focus was in science/math/computer science or environmental studies were most likely to be employed in their field of study. If those who indicated a somewhat-related field are included, alumni who focused in business or liberal arts are also more likely to be employed in a related field.



5-Year alumni respondents <i>Employment in primary area of study</i>	N Not at all	% Not at all	N Yes	% Yes	N Some- what	% Some- what
Education (n=8)	3		4		1	
Science, Math, Computer Science (n=34)	3	9%	22	65%	9	26%
Environmental Studies (n=16)	3	19%	8	50%	5	31%
Native American Studies (n=1)	0		0		1	
Business (n=10)	1	10%	4	40%	5	50%
Social Sciences (n=40)	11	28%	13	33%	16	40%
Media/Visual/Performing Arts (n=23)	10	43%	4	17%	9	39%
Liberal Arts/Interdisciplinary (n=28)	5	18%	8	29%	15	54%
Sustainability and Justice (n=7)	4		1		2	
Humanities, Language Arts (n=41)	16	39%	4	10%	21	51%
Consciousness Studies (n=6)	3		0		3	
Overall (total respondents) (n=214)	59	28%	68	32%	87	41%

Note: Percentages not provided for categories with fewer than 10 alumni

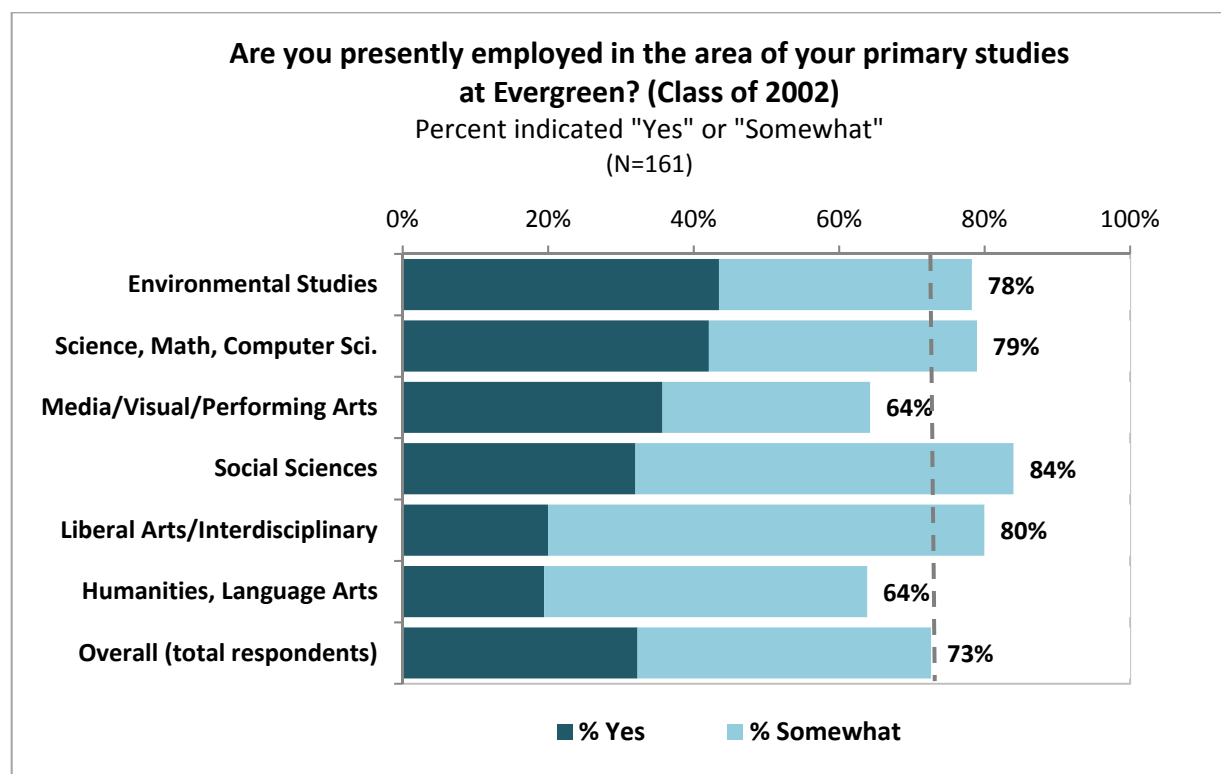
Among 10-year alumni, those whose self-reported focus was in environmental studies were most likely to be employed in their field of study. If those who indicated a somewhat-related field are included, alumni who focused in social sciences or liberal arts are also more likely to be employed in a related field.



10-Year alumni respondents <i>Employment in primary area of study</i>	N Not at all	% Not at all	N Yes	% Yes	N Some- what	% Some- what
Education (n=4)	2		2		0	
Science, Math, Computer Science (n=12)	5	42%	4	33%	3	25%
Environmental Studies (n=23)	6	26%	11	48%	6	26%
Native American Studies (n=2)	0		1		1	
Business (n=6)	1		1		4	
Social Sciences (n=36)	11	31%	10	28%	15	42%
Media/Visual/Performing Arts (n=23)	12	52%	4	17%	7	30%
Liberal Arts/Interdisciplinary (n=28)	10	36%	5	18%	13	46%
Sustainability and Justice (n=9)	4		2		3	
Humanities, Language Arts (n=52)	23	44%	9	17%	20	38%
Consciousness Studies (n=4)	1		1		2	
Overall (total respondents) (n=199)	75	38%	50	25%	74	37%

Note: Percentages not provided for categories with fewer than 10 alumni

Among 15-year alumni, those whose self-reported focus was in environmental studies or science/math/computer science were most likely to be employed in their field of study. If those who indicated a somewhat-related field are included, alumni who focused in social sciences or liberal arts are also more likely to be employed in a related field.

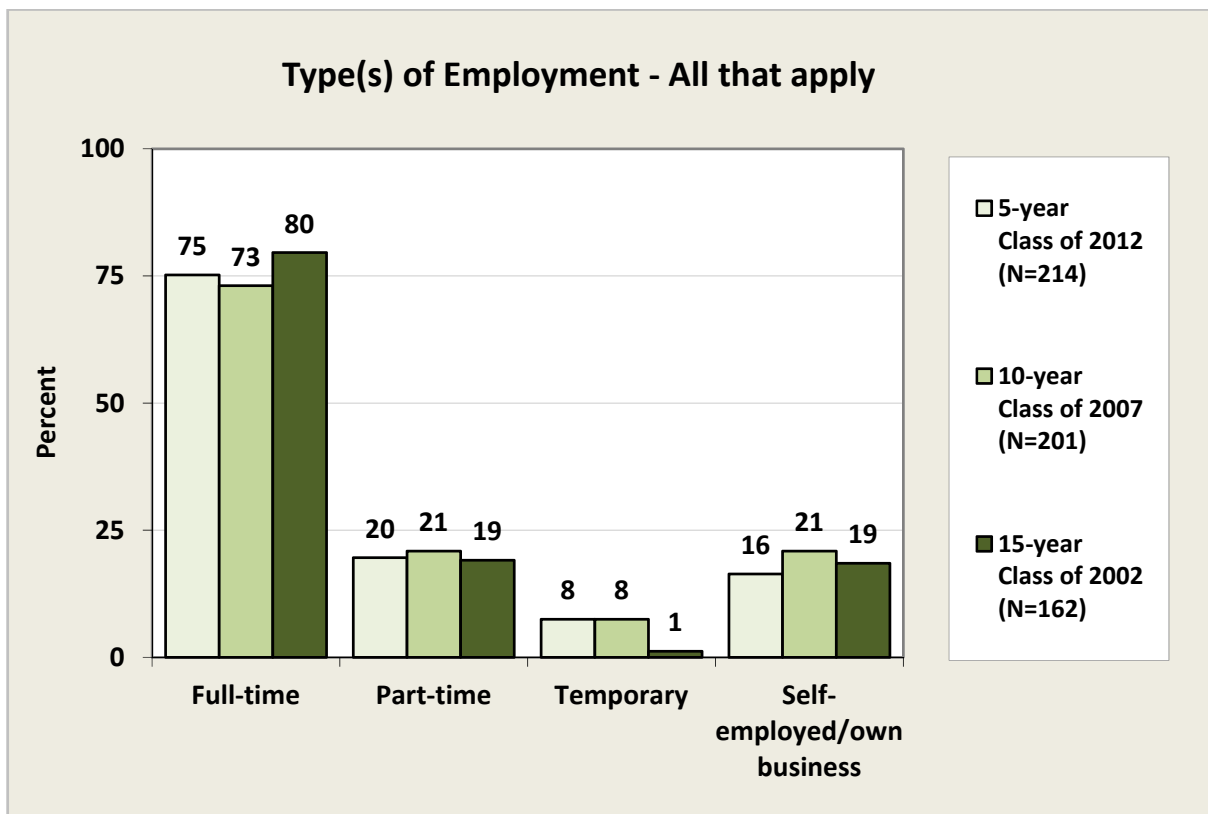
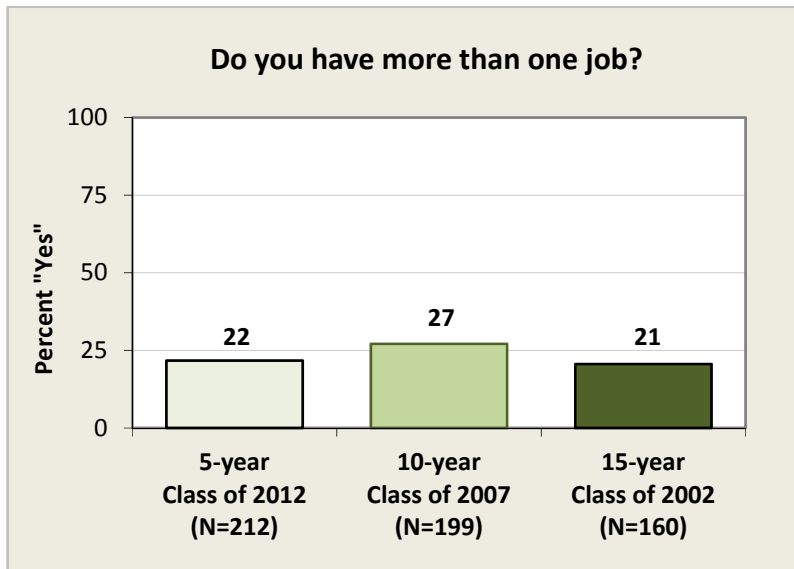


15-Year alumni respondents <i>Employment in primary area of study</i>	N Not at all	% Not at all	N Yes	% Yes	N Some- what	% Some- what
Education (n=1)	0		1		0	
Science, Math, Computer Science (n=19)	4	21%	8	42%	7	37%
Environmental Studies (n=23)	5	22%	10	43%	8	35%
Native American Studies (n=6)	3		3		0	
Business (n=6)	0		2		4	
Social Sciences (n=25)	4	16%	8	32%	13	52%
Media/Visual/Performing Arts (n=28)	10	36%	10	36%	8	29%
Liberal Arts/Interdisciplinary (n=15)	3	20%	3	20%	9	60%
Sustainability and Justice (n=1)	1		0		0	
Humanities, Language Arts (n=36)	13	36%	7	19%	16	44%
Consciousness Studies (n=1)	1		0		0	
Overall (total respondents) (n=161)	44	27%	52	32%	65	40%

Note: Percentages not provided for categories with fewer than 10 alumni

More than one job

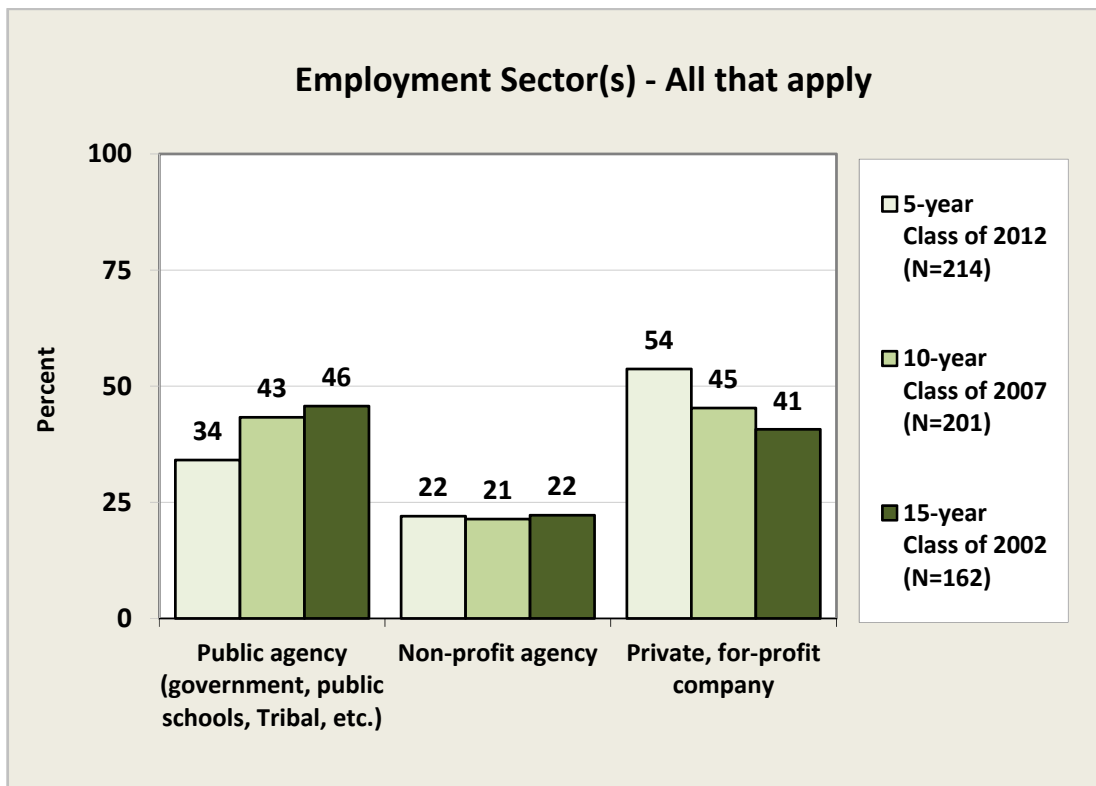
Employed alumni were asked whether they had more than one job and to indicate whether they were employed full-time, part-time, on a temporary basis, or self-employed. 10-year alumni were most likely to report having more than one job (27% of employed alumni) and also reported the highest rate of part-time and self-employment. 15-year alumni were least likely to have more than one job. They reported the highest rate of full-time employment and the lowest rate of temporary employment. 5-year alumni were about as likely as the overall group to have more than one job, were least likely to be self-employed, and were slightly more likely to report full-time employment than 10-year alumni.



Note: Percentages do not sum to 100 as alumni could select more than one type of employment.

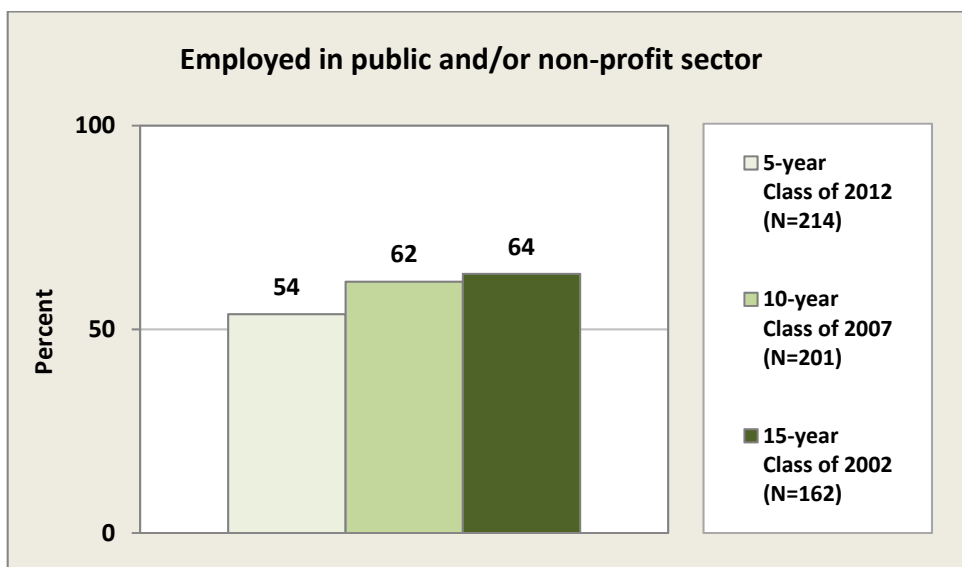
Employment Sector

Employed respondents were asked whether they were working in the public, non-profit, and/or private sector. (Alumni working more than one job could choose more than one category therefore percentages do not add up to 100.) Employment in the non-profit sector was consistent across groups (22% overall). There was an inverse relationship between public and private sector employment; employment in the public sector increased from 34% among 5-year alumni to 46% among 15-year alumni, while private sector work decreased from 54% among the 5-year group to 41% among 15-year alumni.



Note: Percentages do not sum to 100 as alumni could select more than one employment sector.

This percent of those employed in the public/non-profit sector increased 10 percentage points from 54% among 5-year alumni to 64% among 15-year alumni.



Primary occupation – type of work and employer

Respondents were asked which employment category best described the type of work they were doing at the time of the survey. Alumni with more than one job were instructed to respond with the job they considered to be their *primary* occupation in mind.

5-year Class of 2012	10-year Class of 2007	15-year Class of 2002
• Community and Social Service	• Education	• Education
• Computer/Mathematical	• Management	• Management
• Education	• Office/Administrative Support	2-way tie • Life Science • Media and Communications

Employment Categories	% 5-year Class of 2012 (N=214)	% 10-year Class of 2007 (N=201)	% 15-year Class of 2002 (N=162)
Architecture/Engineering	1.4	1.0	0.6
Art and Design	1.9	1.0	1.9
Building and Grounds Cleaning/Maintenance	0.9	-	-
Business and Financial Operations	9.3	7.0	6.2
Community and Social Service	10.3	7.0	6.2
Computer/Mathematical	10.3	6.5	4.3
Construction/Installation/Repair	0.5	1.0	0.6
Education	10.3	19.9	18.5
Entertainer/Performer	0.5	1.0	1.2
Farming/Fishing/Forestry Worker	1.9	-	0.6
Food Preparation/Serving	3.7	2.0	-
Healthcare Practitioner or Technician	1.4	6.0	5.6
Healthcare Support	1.9	1.5	3.7
Legal Occupations	3.3	4.5	1.9
Life Science	6.5	7.0	6.8
Management	8.4	10.4	18.5
Media and Communications	4.7	3.0	6.8
Military and Protective Service	0.9	2.0	0.6
Office/Administrative Support	5.1	10.0	4.3
Personal Care and Service	4.2	3.0	1.2
Physical Science	3.7	-	0.6
Production/Manufacturing	2.3	-	-
Sales	3.3	2.0	3.1
Social Science	2.3	4.0	4.9
Transportation	0.9	0.5	1.9

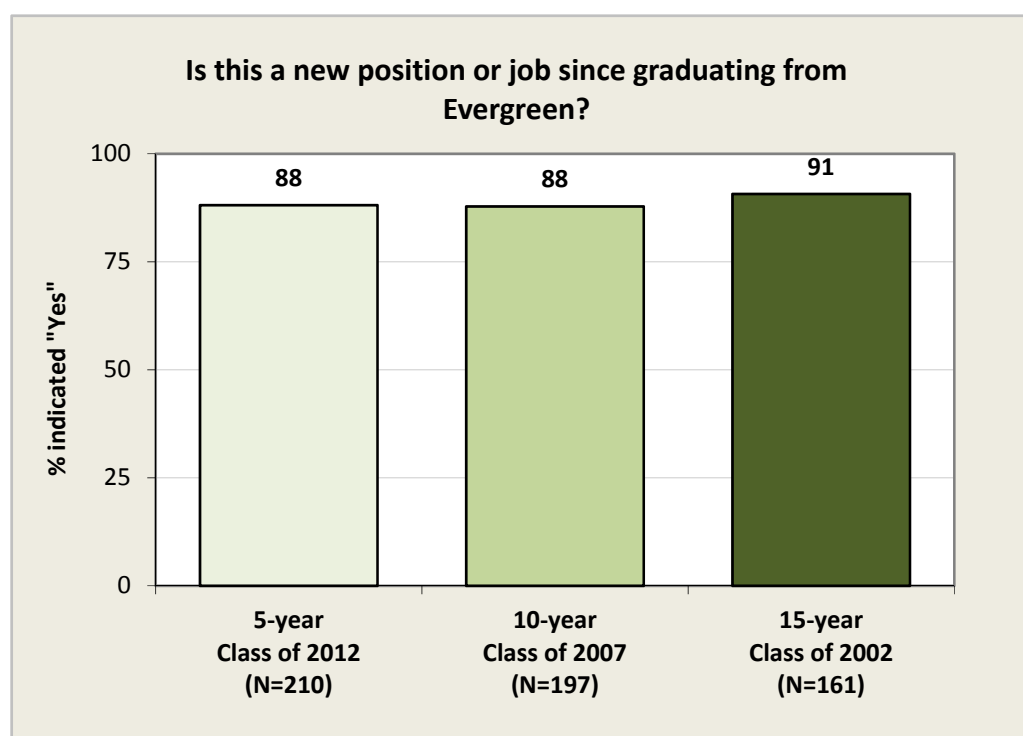
Note: Employment classification categories are derived from U.S. Bureau of Labor Statistics Standard Occupational Classifications 2010.

The top employers for the overall alumni group were **public higher education institutions** (not including Evergreen), the **State of Washington, K-12 public schools**, and the **U.S. Government**. (These were the top employers, in the same order, for the overall alumni group in the 2012 5/10/15-Year Survey.) Among 5-year alumni The Evergreen State College was the fourth-highest employer, with the U.S. Government ranking fifth.

All respondents	5-year Class of 2012	10-year Class of 2007	15-year Class of 2002
Public higher education institutions	State of Washington	Public higher education institutions	K-12 public school system
State of Washington	Public higher education institutions	State of Washington	Public higher education institutions
K-12 public school system	K-12 public school system	K-12 public school system	State of Washington
U.S. Government	The Evergreen State College	U.S. Government	U.S. Government

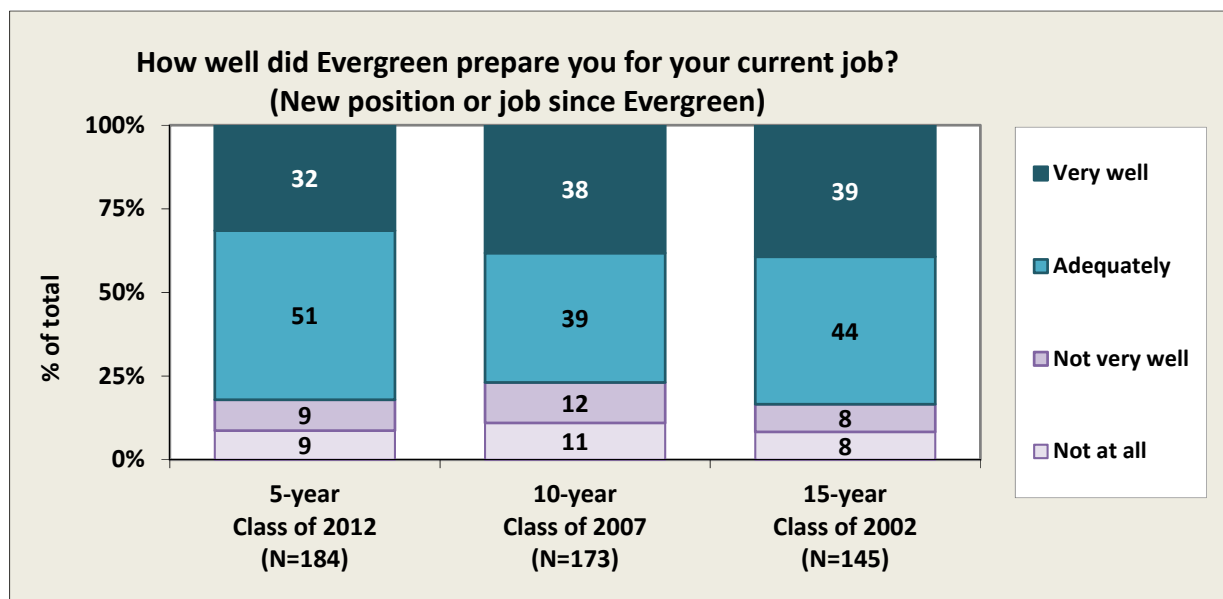
New position since graduating from Evergreen

Recognizing that many alumni were already working as students, we ask whether their current position is the same one they held prior to graduating from Evergreen. For 89% of the overall group (N=504) this is a new job.



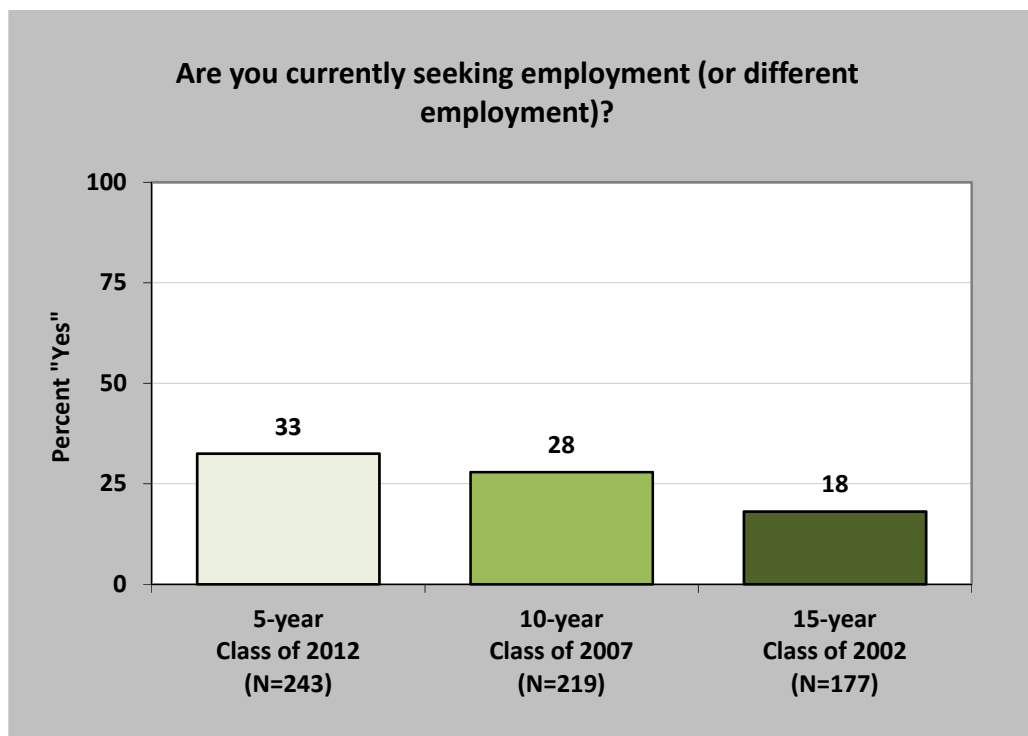
Alumni were asked to rate how well Evergreen prepared them for their current job using a 4-point scale where 0=Not at all, 1=Not very well, 2=Adequately, and 3=Very well. Among alumni whose current position or job was new since graduating from Evergreen, 81% of alumni felt their Evergreen experiences prepared them *adequately* or *very well* for their current employment (N=405). This figure was 79% among the overall group and 69% among alumni for whom this was not a new position or job.

How well did Evergreen prepare you for your current job?



Seeking Employment

Alumni were asked if they were currently seeking employment (or different employment) at the time of the survey. Results for the overall group and each subgroup are shown in the chart below. The 5-year group had the highest percentage of job-seekers (33%), followed by 10-year alumni (28%) and 15-year alumni (18%).



Responses to this question were analyzed for each alumni class by total, employed, and unemployed alumni in order to explore differences in job-seeking status between groups. For unemployed alumni who indicated they were *not* currently seeking employment, we analyzed responses to questions about other life activities to identify possible reasons for not seeking employment. These alumni were involved in various combinations of the following activities: attending a graduate or professional program (or preparing for/applying to programs), volunteering, staying home to care for dependents, starting their own business or trying to publish or show their work, not working due to medical reasons, or retired.



- 29% of employed and 53% of unemployed 5-year alumni were seeking employment at the time of the survey.
- 47% of unemployed alumni (N=16) were *not* seeking employment. The activities most frequently reported by this group were graduate/professional program attendance, volunteering, and caring for dependents.



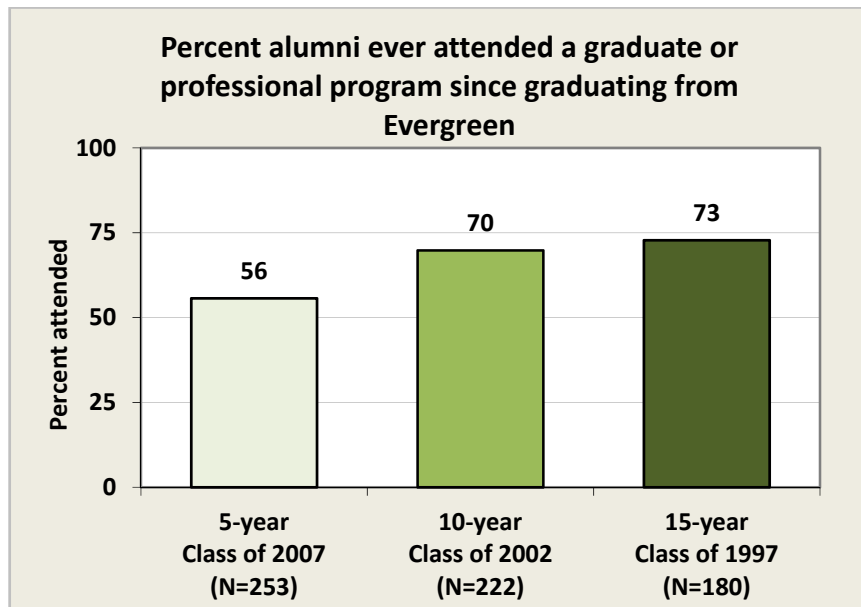
- 25% of employed and 55% of unemployed 10-year alumni were seeking employment at the time of the survey.
- 45% of those unemployed (N=9) were *not* seeking employment. These alumni were most likely to report being retired, attending graduate/professional programs, or preparing for/applying to programs.



- 18% of employed and 19% of unemployed 15-year alumni were seeking employment at the time of the survey.
- 81% of unemployed 15-year alumni (N=13) were *not* seeking employment. They most often reported retirement, volunteering, and attending graduate or professional programs among their current activities.

I. Participation in Graduate/Professional Programs

Respondents were asked if they had attended a graduate or professional program since earning their undergraduate degrees from Evergreen. Those who had attended were asked for additional details about their continuing education. Results for the overall group and for each class are shown in the charts below.



73% of the 15-year group had attended or were currently enrolled in graduate or professional programs.

In the 2012 long-term survey this figure was 59% for the 15-year group.

Post-baccalaureate education data were coded into five mutually exclusive categories to provide a detailed look at participation in graduate/professional programs across groups:

- Never attended a graduate or professional program;
- Attended, no longer attending, no degree or certificate earned;
- Currently attending first program;
- Completed program(s), not currently attending (or unknown current status); and
- Completed program(s), currently attending additional program.

5-year alumni had the highest rate of attendance in first programs and the highest percentage that had not enrolled in a graduate or professional program since graduating from Evergreen. Nonetheless, this group had a total attendance rate of 56%, and 33% had completed one or more programs by the time of the survey.

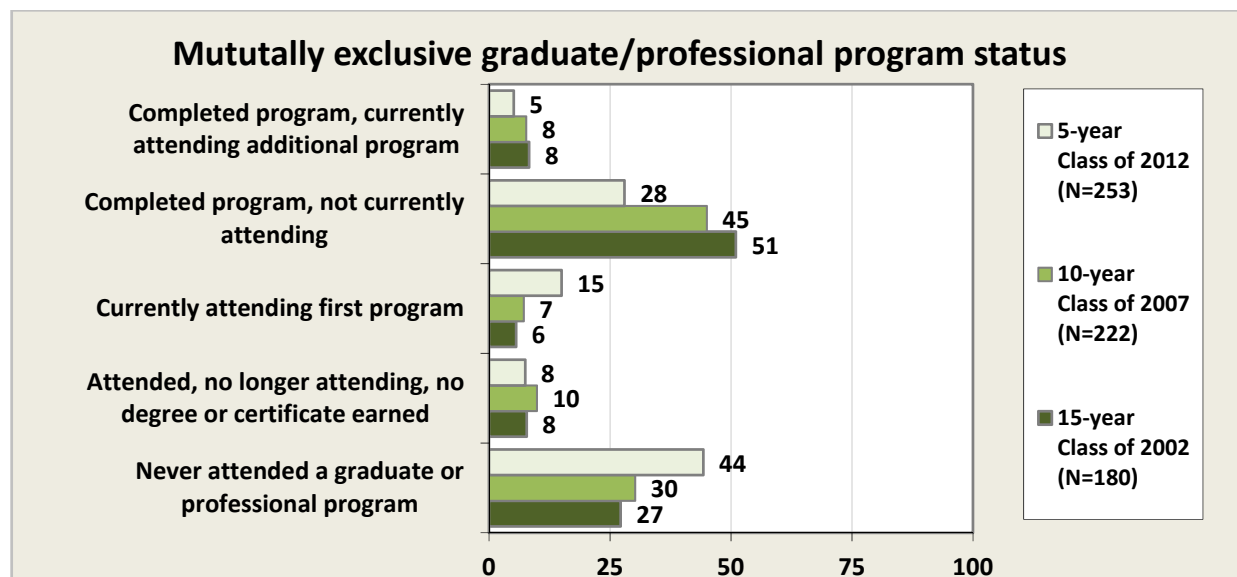
The rate of graduate/professional program attendance increased to 70% among 10-year alumni, and 53% had completed one or more programs. 7% were attending their first program ten years after receiving their baccalaureate degrees from Evergreen.

Among 15-year alumni, the overall rate of attendance increased slightly to 73%, and 59% had completed one or more programs. The distribution between categories for 15-year alumni was similar to that of the 10-year group.

“Evergreen taught me how to think academically and pushed me to constantly reflect on my own learning. As a Doctoral student, my education is entirely in my hands and I cannot imagine doing this work without my time at Evergreen.”

“When I showed up at Evergreen, I was suspicious of formal education. When I left, I wanted to be a college professor. I felt prepared to pursue that path because of my Evergreen experience. I wouldn't be the person or academic I am without it. Attending Evergreen is the best decision I've made in my life.”

“My grad school colleagues did not have nearly the level of skills that I did in terms of being able to participate in a seminar. I was [better] prepared because I knew how to do the critical reading before class, and how to come prepared to learn and have a structured discussion on the content.”



Currently attending programs

20% of 5-year alumni, 15% of 10-year alumni, and 14% of 15-year alumni were attending graduate or professional programs at the time of the survey. 5-year alumni reported the highest rate of attendance in doctoral programs (8%) compared to 5% of 10-year alumni and 2% of 15-year alumni. Participation in master's programs was similar between groups, with 9% of 5-years, 8% of 10-years, and 6% of 15-years attending master level programs. 15-year alumni had the highest participation in post-baccalaureate certificate / additional Bachelor's (6%), closely followed by master's programs (6%), and doctorate programs (2%).

Type of program (at time of survey)	5-Year 2012 (N=253)		10-Year 2007 (N=220)		15-Year 2002 (N=176)	
	N	%	N	%	N	%
Doctorate program	21	8.3%	11	5.0%	4	2.3%
Master's program	23	9.1%	18	8.2%	10	5.7%
Post-baccalaureate certificate or additional bachelor's degree	7	2.8%	4	1.8%	11	6.3%
Total currently attending graduate or professional programs	51	20.2%	33	15.0%	25	14.2%
<i>Total not attending program at time of survey</i>	202	79.8%	187	85.0%	151	85.8%

When asked how well Evergreen prepared them for their current program, 9% of 5-year alumni, 82% of 10-years, and 92% of 15-year alumni felt they were adequately or very well prepared. 5-year alumni had the highest percentage of "Very well" ratings at 55%, and very well was the most frequent response for all three alumni groups.

"How well did Evergreen prepare you for your current graduate, professional, or other post-baccalaureate program?" (Asked of those attending)	5-Year 2012 (N=51) Mean=2.43		10-Year 2007 (N=33) Mean=2.21		15-Year 2002 (N=25) Mean=2.40	
	N	%	N	%	N	%
3 = Very well	28	54.9%	16	48.5%	12	48.0%
2 = Adequately	18	35.3%	11	33.3%	11	44.0%
1 = Not very well	4	7.8%	3	9.1%	2	8.0%
0 = Not at all	1	2.0%	3	9.1%	0	--

Top fields of study

Fields of study were analyzed for each alumni group. The top fields for all groups are shown in the first table below, followed by a detailed table with areas of study for each subgroup.

5-year Class of 2012	10-year Class of 2007	15-year Class of 2002
<ul style="list-style-type: none"> Biological and Biomedical Sciences 	<i>(2-way tie)</i> <ul style="list-style-type: none"> Education Health Professions in Medicine 	<ul style="list-style-type: none"> Mental Health Services
<ul style="list-style-type: none"> Health Professions in Medicine 	<i>(3-way tie)</i> <ul style="list-style-type: none"> English Lang./Lit. Natural Resources/ Conservation Public Administration/ Public Policy 	<i>(2-way tie)</i> <ul style="list-style-type: none"> Business/Management/ Marketing Education
<ul style="list-style-type: none"> Public Administration/ Public Policy 		

Field of study in Graduate or Professional School 5-Year Alumni (N=51)	N	%
Biological and Biomedical Sciences	9	17.6%
Health Professions in Medicine	6	11.8%
Public Administration/Public Policy	5	9.8%
Business, Management and Marketing	4	7.8%
Social Service Professions	4	7.8%
Physical Sciences	3	5.9%
Education	1-2 each (20 total)	39.4%
Health Support Services		
Law and Legal Professions and Studies		
Mental Health Services		
Natural Resources and Conservation		
Philosophy and Religious Studies		
Architecture and Planning		
Computer and Information Sciences		
Engineering		
English Language and Literature		
Foreign Languages, Literatures and Linguistics		
Liberal Arts and Sciences, General Studies and Humanities		
Social Sciences		
Unknown		
Agriculture/Agricultural Sciences	0	0.0%
Area, Ethnic, Cultural and Gender Studies	0	0.0%
Communication, Journalism, and Communications Technologies	0	0.0%
History	0	0.0%
Library Science	0	0.0%
Mathematics and Statistics	0	0.0%
Visual and Performing Arts	0	0.0%

Field of study in Graduate or Professional School 10-Year Alumni (N=33)	N	%
Education	4	12.1%
Health Professions in Medicine	4	12.1%
English Language and Literature/Letters	3	9.1%
Natural Resources and Conservation	3	9.1%
Public Administration/Public Policy	3	9.1%
Computer and Information Sciences	1-2 each (16 total)	48.4%
Liberal Arts and Sciences, General Studies and Humanities		
Mental Health Services		
Social Sciences		
Architecture and Planning		
Biological and Biomedical Sciences		
Engineering		
Foreign Languages, Literatures and Linguistics		
Law and Legal Professions and Studies		
Library Science		
Physical Sciences		
Social Service Professions		
Agriculture/Agricultural Sciences		
Area, Ethnic, Cultural and Gender Studies	0	0.0%
Business, Management and Marketing	0	0.0%
Communication, Journalism, and Communications Technologies	0	0.0%
Health Support Services	0	0.0%
History	0	0.0%
Mathematics and Statistics	0	0.0%
Other	0	0.0%
Philosophy and Religious Studies	0	0.0%
Visual and Performing Arts	0	0.0%

Field of study in Graduate or Professional School 15-Year Alumni (N=25)	N	%
Mental Health Services	4	16%
Business, Management and Marketing	3	12%
Education	3	12%
Area, Ethnic, Cultural and Gender Studies	1-2 each (15 total)	60%
Health Professions in Medicine		
Health Support Services		
Social Service Professions		
Biological and Biomedical Sciences		
Foreign Languages, Literatures and Linguistics		
Law and Legal Professions and Studies		
Liberal Arts and Sciences, General Studies and Humanities		
Natural Resources and Conservation		
Philosophy and Religious Studies		
Social Sciences	0	0%
Agriculture/Agricultural Sciences		

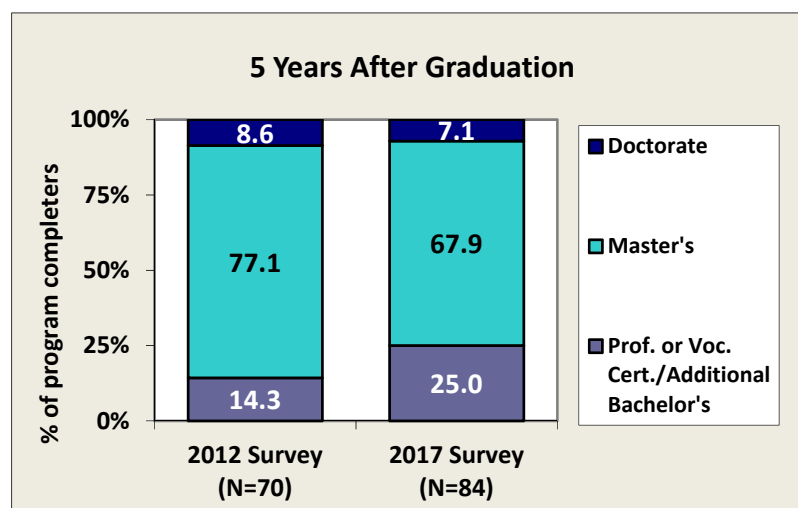
Architecture and Planning	0	0%
Communication, Journalism, and Communications Technologies	0	0%
Computer and Information Sciences	0	0%
Engineering	0	0%
English Language and Literature	0	0%
History	0	0%
Library Science	0	0%
Mathematics and Statistics	0	0%
Other	0	0%
Physical Sciences	0	0%
Public Administration/Public Policy	0	0%
Visual and Performing Arts	0	0%

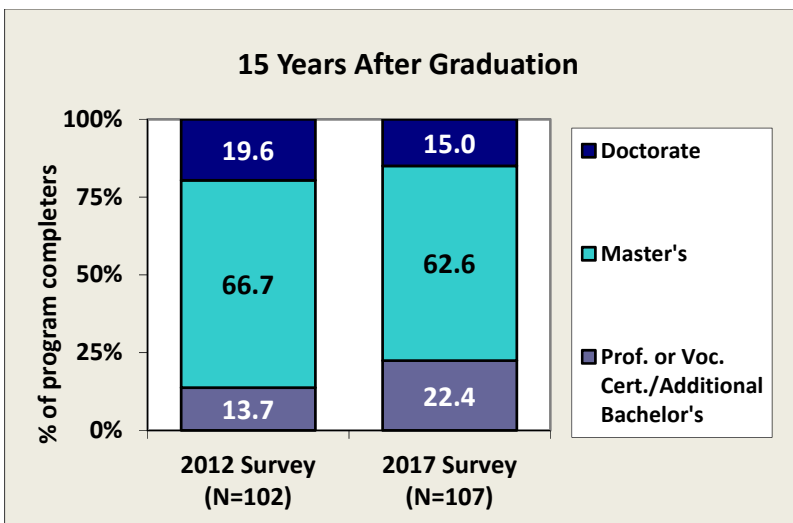
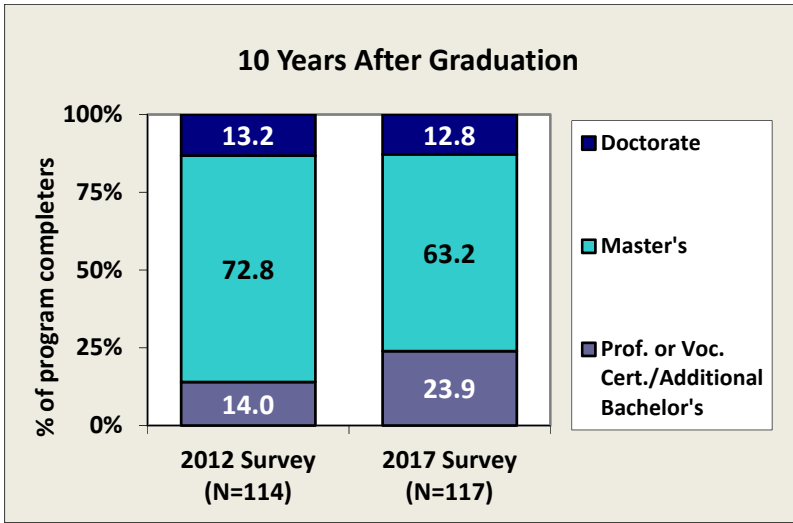
Highest Degree or Certificate Earned

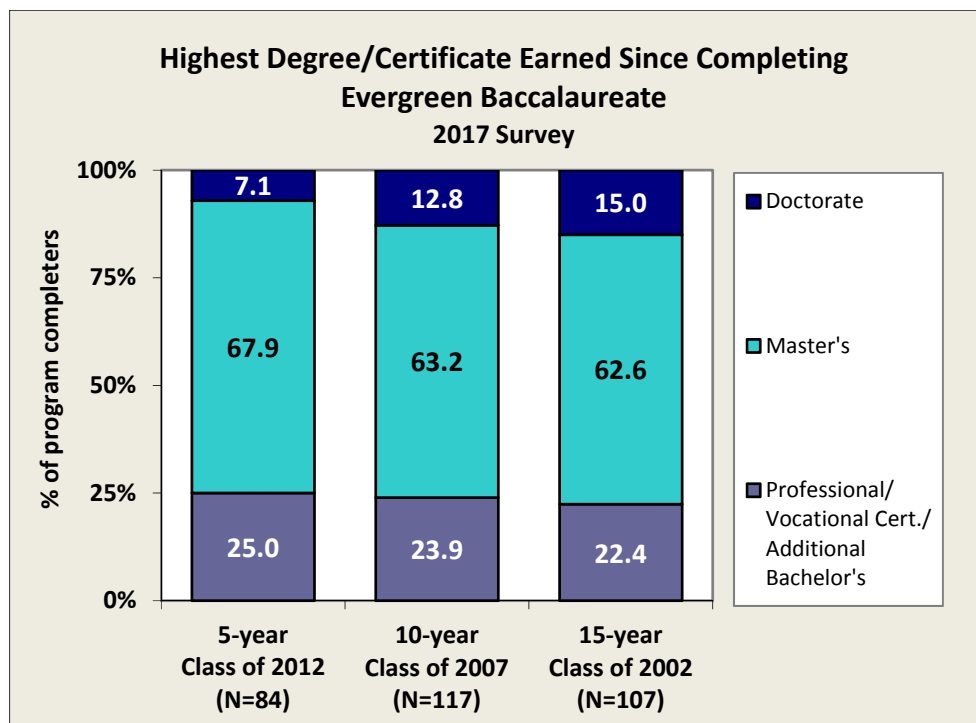
Post-baccalaureate education data were analyzed to determine the highest degree or certificate earned by alumni who had completed programs. The following table shows the percentage of alumni from each graduating class who had completed each level of program, as well as the percentage who had *not* completed an additional program at the time of the survey (includes alumni currently attending programs who had not yet finished).

Type of program	5-Year 2012 (N=258)	10-Year 2007 (N=222)	15-Year 2002 (N=180)
Doctorate degree completed	2.4%	6.8%	8.9%
Master's degree completed	22.5%	33.3%	37.2%
Post-baccalaureate certificate or additional bachelor's degree completed	8.3%	12.7%	13.3%
No additional program completed at time of survey	66.8%	47.3%	40.6%

The following three charts compare the distribution of degree types among 5-year, 10-year, and 15-year alumni from the 2012 and 2017 long-term surveys who had completed post-baccalaureate programs. For all three subgroups there was a migration from the advanced degree categories (doctorate or master's) to the professional/vocational certificate or additional bachelor's degree category.







The total percentage with master's or doctorate degrees was consistent across groups, with 75% of 5-years, 76% of 10-years, and 78% of 15-year alumni having earned advanced degrees.

The following section provides additional detail about post-baccalaureate fields of study.

Of the alumni whose highest degree was a doctorate, 17 had earned law degrees (all Juris Doctor (J.D.) degrees), 15 had earned Ph.D. or Psy.D. degrees, and the remaining 5 had earned doctorate degrees in medicine. Fields of study for those who had earned a Ph.D. or Psy.D. included Biology, Chemistry, Communications, Economics, English, Geography, History, Linguistics, Mathematics, Psychology, and Sociology. Medical degrees earned included Doctor of Nursing Practice (D.N.P.), Medical Doctor (M.D.), Doctor of Osteopathic Medicine (D.O.), and Doctor of Pharmacy (Pharm.D.).

Field of Highest Degree Earned – Doctorate (N=37)	N	%
Law and Legal Professions	17	46.0%
Academic Doctoral Degree	15	40.5%
Medicine	5	13.5%

Of those whose highest degree was a master's, the top five areas of study were education, public administration, mental health services, social services, and natural resources and conservation. Degrees in education included Master in Teaching (M.I.T.), Master of Arts in Teaching (M.A.T), Master of Education (M.Ed.), and Master of Arts in Teaching English to Speakers of Other Languages (T.E.S.O.L.). Specific areas of emphasis mentioned among M.I.T./M.A.T.-earners included elementary, special, or English education, educational administration or technology, academic advising, and specialized studies. Specific content areas mentioned by M.Ed.-earners included curriculum and instruction, educational administration, and higher education. Of the public administration degrees earned, about one in five were known to be Master in Public Administration or Executive Master in Public Administration degrees (M.P.A./E.M.P.A.). The remainder included Master of Arts in Administration and Art History, and unspecified master-level degrees in public administration, affairs, health, or policy. Degrees in mental health services were primarily Master of Arts in counseling or therapy; most were in unspecified areas. Specific areas mentioned were marriage, family, school, and art therapy, somatic psychology, and clinical health psychology. The majority of alumni in the social service category had earned Master in Social Work (M.S.W.) degrees; others earned Master of Science in Social Administration or Master of Arts in Human Development degrees. Alumni in the natural resources and conservation category had earned master degrees in environmental studies, environmental management and

policy, climate and society, fisheries and wildlife, forestry and resource conservation, and cultural and environmental resource management.

24 of the 198 master's degrees earned by this group of alumni (12%) are known to be terminal degrees (M.S.W. (13), M.F.A. (7), and M.B.A. (4)).

Field of Highest Degree Earned – Master's (N=198)	N	%
Education	41	20.7%
Public Administration/Public Policy	29	14.6%
Mental Health Services	16	8.1%
Social Service Professions	15	7.6%
Natural Resources and Conservation	11	5.6%
Business, Management, and Marketing	9	4.5%
Social Sciences	9	4.5%
Visual and Performing Arts	9	4.5%
Library Science	8	4.0%
Biological and Biomedical Sciences	7	3.5%
Communications	7	3.5%
English Language and Literature/Letters	6	3.0%
Health Professions in Medicine/Health Support Services	5	2.5%
Liberal Arts	5	2.5%
Philosophy and Religious Studies	5	2.5%
Architecture	≤5	8.1%
Area, Ethnic, and Gender Studies		
Computer Science		
Engineering		
Foreign Languages, Literature, and Linguistics		
Physical Science		

Note: Percentages do not add up to 100 due to rounding

Of the alumni whose highest credential earned was a post-baccalaureate/professional certificate or additional bachelor's degree, the top field of study was health. These alumni had earned Bachelor of Science degrees in nursing or clinical laboratory technology, Associate of Arts in Science degrees in nursing, and professional certificates in massage therapy, yoga instruction, nursing assistance, health coaching, midwifery, Chinese Medicine, healing arts, nutritional counseling, and other unspecified health support fields.

The second highest category was computer and information science. One respondent had earned an additional bachelor's degree in computer science, another had earned an associate's degree in computer science, and the remainder had earned certification in A+, Harvard CS50, software engineering, technical writing, web development, and various unspecified computing and software systems.

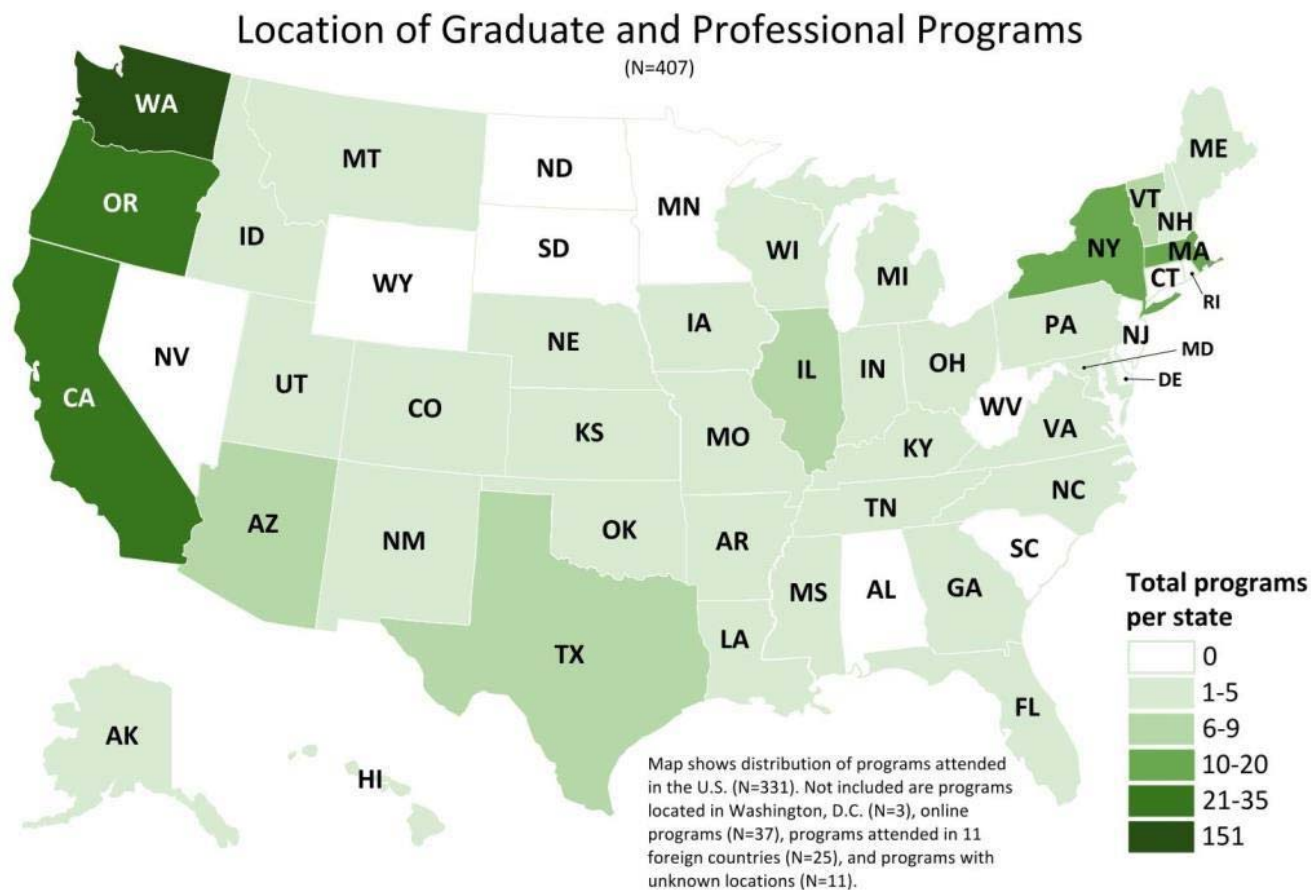
The next highest field of study among this group of alumni was education. Most had earned unspecified teaching certificates; specific programs named included Montessori Teaching, Career and Technical Education, and Teaching Adults in the Early Childhood Field.

The next most common area of study was business, management, and marketing. These alumni had earned a bachelor's degree in accounting and certificates in agripreneurship, bookkeeping, human resource management, marketing, and program management.

Field of Highest Degree Earned – Post baccalaureate/ Professional Certificate or Additional Bachelor's Degree (N=73)	N	%
Health Professions in Medicine/Health Support Services	21	28.8%
Computer and Information Sciences	12	16.4%
Education	8	11.0%
Business, Management, and Marketing	7	9.6%
Agriculture	<5	23.3%
Architecture		
Area, Ethnic, and Gender Studies		
Biological and Biomedical Sciences		
Communications		
Engineering		
Law and Legal Professions		
Mental Health Services		
Natural Resources and Conservation		
Public Administration/Public Policy		
Social Sciences		
Visual and Performing Arts		
Other (e.g. A.A.S. in Welding Technology, certificates in bartending, building analyst, airline transport pilot, culinary arts, aircraft mechanic, and martial arts master)	8	11.0%

Location of Post-Baccalaureate Study (total alumni, includes completed and current programs)

Alumni were given space to describe completed and current graduate or professional programs. The 427 alumni who had participated in post-baccalaureate studies named 407 total programs, shown by geographical distribution in the map below. The states with the highest concentration of programs were Washington, California, and Oregon, respectively. Other states with ten or more programs included New York and Massachusetts. A detailed list of program location data can be found in Appendix D.



Educational Institutions Attended (total alumni, includes completed and current programs)

The 427 alumni who had participated in post-baccalaureate study named 225 different colleges, universities, and professional programs in which they had enrolled. The top institutions Evergreen alumni had attended were:

- The Evergreen State College
- University of Washington – Seattle
- University of Washington – Tacoma
- Saint Martin’s University
- Portland State University
- Oregon State University
- Seattle University

Other notable institutions attended by this group of alumni included Columbia University, Cornell University, Duke University, Gonzaga University, Harvard University, New York University, Stanford University, University of Pennsylvania, and Vanderbilt University. A complete list of institutions attended is provided in Appendix E.

J. Volunteerism

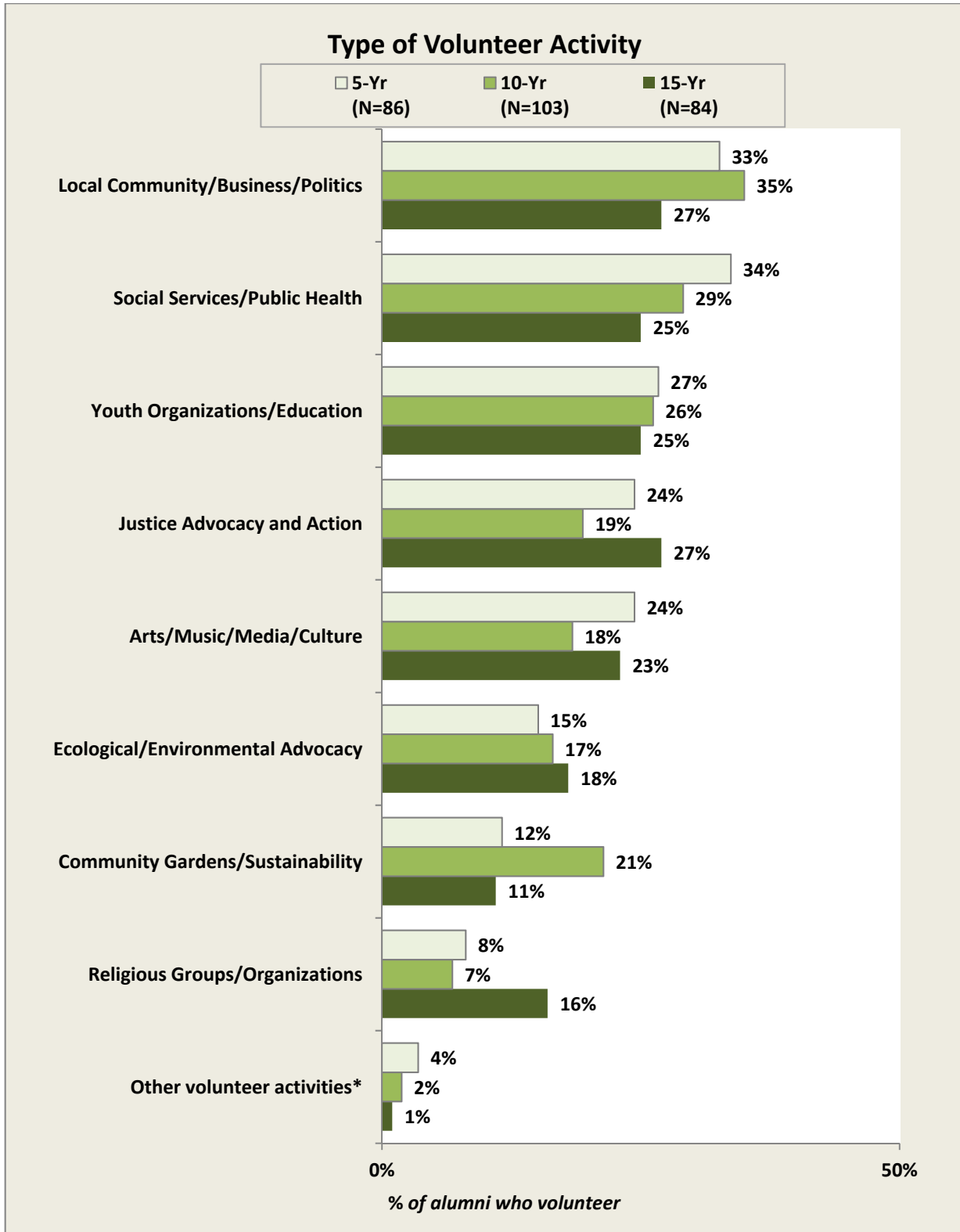
Alumni were asked whether they were involved in volunteer work and, if so, to indicate what type(s) of volunteer work they were engaged in. Of the 644 alumni who responded to this question, 42% (N=273) were involved in volunteer activities at the time of the survey. The rate of volunteerism ranged from 35% among 5-year alumni to 48% among the 15-year group.



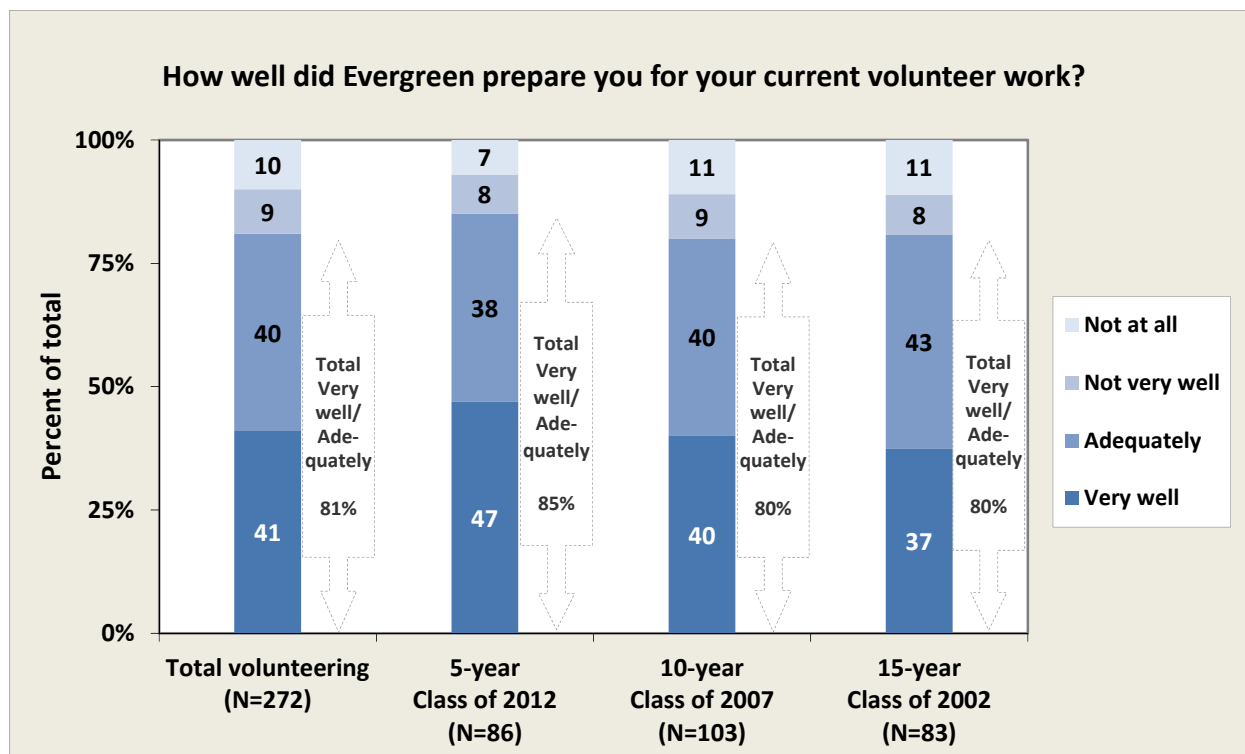
What types of volunteer work?

1. **Arts/Music/Media/Culture** (e.g. theaters, film festivals, libraries, music/art/performance venues, radio stations, media organizations)
2. **Community Gardens/Community Sustainability** (e.g. food co-ops, farmers markets, community farms/gardens)
3. **Ecological/Environmental and Animal Advocacy and Action** (e.g. wildlife/natural resource conservation, animal welfare, environmental education, trail maintenance)
4. **Justice Advocacy and Action** (e.g. human rights advocate, advocate for marginalized populations, Court-Appointed Special Advocate (CASA), peace activist)
5. **Local Community/Business/Politics** (e.g. board member for non-profit, community council member, campaign volunteer, grant writer, volunteer coordinator/supervisor)
6. **Religious Groups/Organizations** (e.g. volunteer in faith community)
7. **Social Services/Public Health** (e.g. food banks, soup kitchens, shelters, crisis centers, community or social service centers, health clinics, chemical dependency centers, dispute resolution centers, fire response/search and rescue teams)
8. **Youth Organizations/Education** (e.g. teaching, tutoring, mentoring or guiding youth as school volunteers, camp counselors, or through community programs/organizations)

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



Note: Percentages do not add up to 100 as alumni could name more than one volunteer category.



K. Overall Wellbeing

Alumni were asked to rate their level of life satisfaction in various areas using a 5-point scale where 1=Not at all, 2=A little, 3=Somewhat, 4=Mostly, and 5=Very.

The top five areas of satisfaction for each group were:

15-Year Alumni	10-Year Alumni	5-Year Alumni
<ul style="list-style-type: none"> • Ability to handle challenges • Support of friends/family • Positive impact on people around you • Your unique talents and skills are being exercised • Opportunities to learn and grow 	<ul style="list-style-type: none"> • Ability to handle challenges • Support of friends/family • Positive impact on people around you • Opportunities to learn and grow • Find meaning in your work 	<ul style="list-style-type: none"> • Support of friends/family • Ability to handle challenges • Positive impact on people around you • Opportunities to learn and grow • Your unique talents and skills are being exercised • Opportunities to be creative

The aspect with the lowest total satisfaction among 15- and 10-year alumni was their contribution to the health of the environment. The lowest satisfaction among 5-year alumni was having a comfortable income.

The frequency table below shows total satisfaction (percent mostly or very satisfied) for each alumni group. Figures in bold font indicate the highest rating for each area. The 15-year group reported the highest total satisfaction in 11 of the 14 areas; the table is sorted in descending order of satisfaction among that group.

How satisfied are you with the following aspects of your life? (Total % mostly satisfied or very satisfied)	5-year Class of 2012 %	10-year Class of 2007 %	15-year Class of 2002 % ↓
Your ability to handle challenges	78.6	85.2	89.3
Support of friends and/or family	80.3	82.3	84.6
The positive impact you have on the people around you	74.4	75.8	77.5
Your unique talents and skills are being exercised	64.8	65.9	75.2
Opportunities to learn and grow	71.6	73.3	74.6
Your sense of purpose	62.4	69.6	73.9
That you have a livable income to support yourself and/or your family	54.9	66.2	73.8
That you find meaning in your work	63.7	72.9	71.8
Your contribution to the health of your community or society	58	67.6	71
That you have a comfortable income to support yourself and/or your family	44.2	54.4	65.7
Opportunities to be creative	64.8	62.5	61.3
The balance between work and non-work life	52.4	56	58.9
Opportunities for career advancement/promotion	54.3	53.1	55.7
Your contribution to the health of the environment	45.5	52.1	51.5

Mean satisfaction ratings were calculated for each area and are shown in the table below. Shaded figures indicate where significant differences in satisfaction between alumni groups were found and figures in bold font indicate the highest mean score for each area.

In terms of satisfaction with having a comfortable income, each group was significantly different from each other. 5-year alumni had the lowest average satisfaction with 3.03; this figure increased to 3.36 among 10 year alumni and to 3.69 among 15 year alumni.

Average satisfaction among 5-year alumni was significantly lower than the other two groups in terms of having a livable income, a sense of purpose, contributing to the health of their community or society, contributing to the health of the environment, finding meaning in their work, and being able to handle challenges. 5-year alumni were significantly less satisfied than 15-year alumni with regard to their unique talents and skills being exercised, but there was no significant difference in satisfaction with 10-year group in this area.

How satisfied are you with the following aspects of your life? (Mean satisfaction)	5-year Class of 2012 (N=234)	10-year Class of 2007 (N=211)	15-year Class of 2002 (N=169)	Difference*
Your unique talents and skills are being exercised	3.65	3.83	3.92	15yr sig. higher than 5yr
That you have a livable income to support yourself and/or your family	3.39	3.74	3.98	15yr sig. higher than 5yr 10yr sig. higher than 5yr
That you have a comfortable income to support yourself and/or your family	3.03	3.36	3.69	15yr sig. higher than 5yr 15yr sig. higher than 10yr 10yr sig. higher than 5yr

How satisfied are you with the following aspects of your life? (Mean satisfaction)	5-year Class of 2012 (N=234)	10-year Class of 2007 (N=211)	15-year Class of 2002 (N=169)	Difference*
Your sense of purpose	3.65	3.88	4.04	15yr sig. higher than 5yr 10yr sig. higher than 5yr
Your contribution to the health of your community or society	3.57	3.82	3.89	15yr sig. higher than 5yr 10yr sig. higher than 5yr
Your contribution to the health of the environment	3.21	3.49	3.49	15yr sig. higher than 5yr 10yr sig. higher than 5yr
Opportunities to learn and grow	3.82	4.00	4.00	
The balance between work and non-work life	3.35	3.55	3.60	
Opportunities for career advancement/promotion	3.30	3.47	3.45	
That you find meaning in your work	3.66	3.97	4.01	15yr sig. higher than 5yr 10yr sig. higher than 5yr
Opportunities to be creative	3.67	3.76	3.76	
The positive impact you have on the people around you	3.92	4.11	4.10	
Your ability to handle challenges	4.07	4.33	4.35	15yr sig. higher than 5yr 10yr sig. higher than 5yr
Support of friends and/or family	4.18	4.29	4.34	

Note: Alumni rated satisfaction using a 5-point scale where 1=Not at all, 2=A little, 3=Somewhat, 4=Mostly, and 5=Very. Ns signify the highest number of alumni from each group who answered questions in this series and do not include alumni who skipped questions

*Significant at $p \leq .05$ using Kruskal-Wallis test

L. Faculty / Staff tributes: Who made a genuine difference to your education or personal growth at Evergreen, and how?

This question is currently being analyzed by Office of Institutional Research and Assessment staff and results will be posted as soon as possible.

M. If you could give one piece of advice to current Evergreen students for how to make the most of their Evergreen education, what would it be?

This question is currently being analyzed Office of Institutional Research and Assessment staff and results will be posted as soon as possible.

N. What skills and knowledge from your Evergreen experience are most relevant in your current endeavors?

This question is currently being analyzed Office of Institutional Research and Assessment staff and results will be posted as soon as possible.

APPENDIX A: Alumni Demographics

Location Primarily Attended During Evergreen Studies

Olympia alumni were overrepresented in the survey results in 2002 and 2012. In 2002, 97% of respondents were affiliated with the Olympia campus compared to 92% of the entire survey population and this difference was significant at $p=.003$. In 2012, 95% of respondents were affiliated with the Olympia campus compared to 90% of the entire survey population and this difference was significant at $p=.003$. Tacoma, Grays Harbor, and Tribal combined to test significance.

Campus	N of combined graduating classes	% of combined graduating classes	5-Year Class of 2012	10-Year Class of 2007	15-Year Class of 2002
Olympia	3,324	90.8%	1183	999	1142
Tacoma	287	7.8%	94	116	125
Tribal	31	0.8%			
Grays Harbor	17	0.5%			
Totals	3,659	100%			

Type of Degree

Type of Degree for All Graduates	5-Year Class of 2012		10-Year Class of 2007		15-Year Class of 2002	
BA	1118	86%	989	89%	1011	82%
BS	122	9%	87	8%	188	15%
BAS	68	5%	39	4%	37	3%
Total	1,308	100%	1,115	100%	1,236	100%

The difference in type of degree between respondents and non-respondents was not significant at $p<.05$, therefore survey results should be representative for all three alumni groups in terms of degree type.

Transfer Status at Entrance

Admission Type for All Graduates	5-Year Class of 2012		10-Year Class of 2007		15-Year Class of 2002	
First-time, First Year	445	34%	289	26%	316	26%
Transfer Student	863	66%	826	74%	920	74%
Total	1,308	100%	1,115	100%	1,236	100%

Transfer students were proportionately represented in the 10- and 15-year subgroups. The difference between respondents and non-respondents in these groups was not significant at $p<.05$. Transfer students were underrepresented in the overall group ($p=.001$) and in the 5-year group ($p=.032$).

Age at Time of Survey

There is no significant difference in either mean or median age between respondents and non-respondents at $p < .05$, therefore survey results should be representative in terms of age.

		Respondents	Non-respondents
5-Year Class of 2012	Mean	33	34
	Median	29	30
10-Year Class of 2007	Mean	38	39
	Median	34	35
15-Year Class of 2002	Mean	43	44
	Median	39	40

Gender

The proportion of males and females between respondents and non-respondents in each subgroup was not significant at $p < .05$, therefore survey results should be representative in terms of gender.

Gender Identity

In the survey Alumni were asked “With which gender do you identify?” We do not have data for the full population of non-respondents, so representativeness cannot be tested.

Gender Identity on Survey	5-Year Class of 2012		10-Year Class of 2007		15-Year Class of 2002	
	Count	Percentage	Count	Percentage	Count	Percentage
Female	135	58%	114	55%	104	61%
Male	85	36%	81	39%	63	37%
Female to Male Transgender, Male to Female Transgender, Genderqueer, Gender- nonconforming, Intersex, Not Sure, or Another Gender Identity	14	6%	11	5%	4	2%

Sexual Orientation

Sexual Orientation on Survey	5-Year Class of 2012		10-Year Class of 2007		15-Year Class of 2002	
	Count	Percentage	Count	Percentage	Count	Percentage
Yes	57	25%	49	24%	23	14%
No	161	69%	145	71%	140	83%
Not sure or questioning	14	6%	9	4%	5	3%
Total	232	100%	203	100%	168	100%

In the survey Alumni were asked “Do you identify as gay, lesbian, bisexual, transgender, or queer?” We do not have data for the full population of non-respondents, so representativeness cannot be tested.

Residency Status

Residency Status in Last Quarter at Evergreen for All Graduates	5-Year Class of 2012		10-Year Class of 2007		15-Year Class of 2002	
WA Resident	1026	78%	927	83%	1017	82%
Non-resident	282	22%	188	17%	219	18%
Total	1,308	100%	1,115	100%	1,236	100%

The difference in residency status between respondents and non-respondents in the 5-year group was not significant at $p < .05$; however, non-residents were overrepresented in the 10-year group ($p = .04$), and the 15-year group ($p = .034$).

First Generation Baccalaureate Earners

First Generation Status for All Graduates	5-Year Class of 2012		10-Year Class of 2007		15-Year Class of 2002	
First generation	457	35%	340	31%	381	31%
Non-First generation	851	65%	775	70%	855	69%
Total	1,308	100%	1,115	100%	1,236	100%

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

Pell Grant Recipients

Pell Recipient Status for All Graduates	5-Year Class of 2012		10-Year Class of 2007		15-Year Class of 2002	
Pell recipient	656	50%	526	47%	446	36%
Non-Pell recipient	652	50%	589	53%	790	64%
Total	1,308	100%	1,115	100%	1,236	100%

The difference in Pell recipient status between respondents and non-respondents in the 15-year group was not significant at $p < .05$; however, Pell recipients were underrepresented in the 10-year group ($p = .02$), and the 5-year group ($p = .049$).

Poverty

Poverty Status (Any Registered Quarter) All Graduates	5-Year Class of 2012		10-Year Class of 2007		15-Year Class of 2002	
Below poverty level indicated	673	52%	588	53%	494	40%
Below poverty level not indicated	635	49%	527	47%	742	60%
Total	1,308	100%	1,115	100%	1,236	100%

The difference in poverty status between respondents and non-respondents in the 15-year group, and the 5-year group was not significant at $p < .05$; however, the difference among 10-year alumni was significant at $p = .025$. Respondents who were below poverty level accounted for 47% of the completers and 53% of the population.

Disability

Disability Status for All Graduates	5-Year		10-Year		15-Year	
	Class of 2012		Class of 2007		Class of 2002	
Disability indicated	104	8%	102	9%	75	6%
Disability not indicated	1,204	92%	1,013	91%	1,161	94%
Total	1,308	100%	1,115	100%	1,236	100%

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

Veteran Status

Veteran Status for All Graduates	5-Year		10-Year		15-Year	
	Class of 2012		Class of 2007		Class of 2002	
Veteran	69	5%	37	3%	68	6%
Non-veteran	1,239	95%	1,078	97%	1,168	95%
Total	1,308	100%	1,115	100%	1,236	100%

The difference in veteran status between respondents and non-respondents in the 5-year group or the 15-year group was not significant at $p < .05$; however, veterans were underrepresented in the 10-year group and this difference was significant at $p = .042$. Veterans were 3% of the class of 2007, however they were only 1% of the respondents.

Ethnic/Racial Background

Race/Ethnicity of All Graduates	5-Year		10-Year		15-Year	
	Class of 2012		Class of 2007		Class of 2002	
Total Students of Color	270	21%	210	19%	202	16%
White, Non-Hispanic	906	69%	765	69%	855	69%
Unknown	132	10%	140	13%	179	15%

The difference in race/ethnicity between respondents and non-respondents in the 15-year and 10-year groups was not significant at $p < .05$. However, students of color were underrepresented in the 5-year group and this difference was significant at $p = .021$. Students of color were 21% of the class of 2012, but only 15% of the respondents.

Race/Ethnicity of All Graduates (Ethn Code)	10-Year		15-Year	
	Class of 2007		Class of 2002	
Hispanic	56	5%	45	4%
Black	65	6%	51	4%
Native American	37	3%	53	4%
Pacific Islander	4	0%	7	1%
Asian	47	4%	48	4%
White	762	68%	850	68.8%
Unknown	144	13%	182	15%

The difference in race/ethnicity between respondents and non-respondents in each subgroup was not significant at $p < .05$, therefore survey results should be representative in terms of Ethn Code. (Pacific Islander and Asian were combined to test significance)








Race/Ethnicity of All Graduates (Indicators)	5-Year Class of 2012		Significance if $p \leq .05$
	Count	Percentage	
Hispanic	74	6%	
Black	84	6%	
Native American	67	5%	$p=.030$
Pacific Islander	6	1%	<i>Too small to test</i>
Asian	61	5%	
White	973	74%	
<i>Percentages will not add up to 100% because categories are not mutually exclusive</i>			

The difference in race/ethnicity between respondents and non-respondents in the 5-year group was significant for Native Americans at $p=.030$. Native Americans made up 5% of the population of the class of 2012, however they are only 3% of respondents. Other races and ethnicities showed no differences for the class of 2012. Pacific Islander population was too small to test.

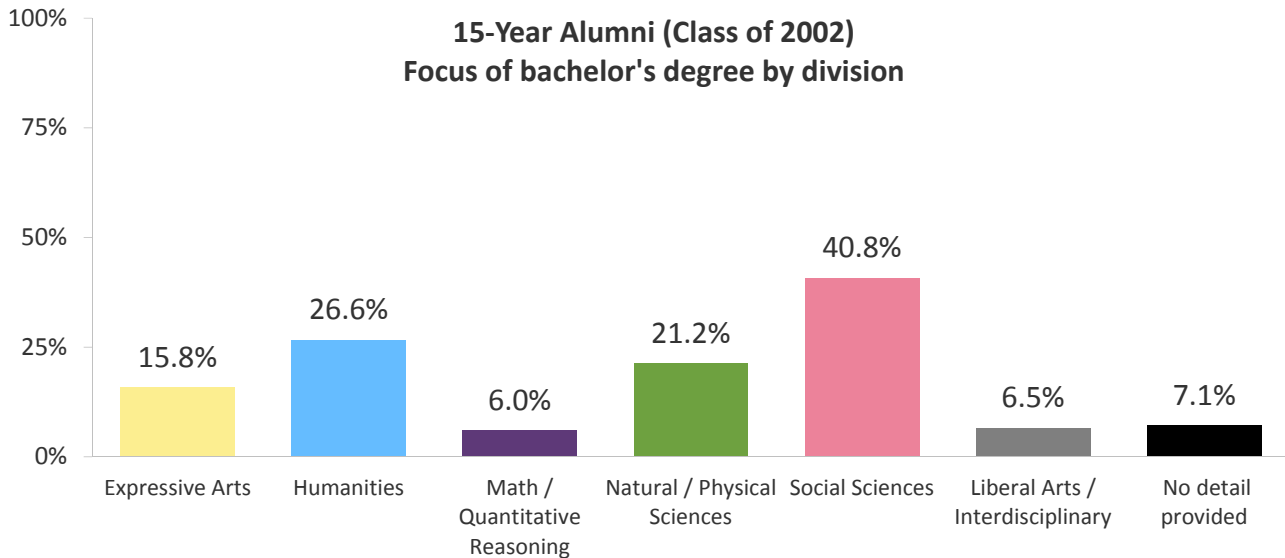
If you had to name the focus of your Evergreen bachelor's degree, what would you call it.

Alumni were asked to provide detail on the focus of their studies at Evergreen. These fields of study were categorized into five divisional areas. These fields of study were categorized into five divisional areas. 41% of alumni indicated they were studying Social Sciences, 27% were studying Humanities, 21% were studying Natural/Physical Sciences, 16% Expressive Arts, and 6% Math/Quantitative Reasoning. 7% of alumni did not provide detail about the focus of their degree. 7% of alumni were categorized into Liberal Arts/Interdisciplinary, most answers in this category were akin Liberal Arts, Liberal Studies, or Interdisciplinary Studies.

Students were allowed to choose more than one field, so the categories will not sum to 100%.

Focus of Study by Division*		Class of 2002 (n=184)	
		%	N
	Expressive Arts	15.8%	29
	Humanities	26.6%	49
	Math / Quantitative Reasoning	6.0%	11
	Natural / Physical Sciences	21.2%	39
	Social Sciences	40.8%	75
	Liberal Arts / Interdisciplinary	6.5%	12
	No detail provided	7.1%	13

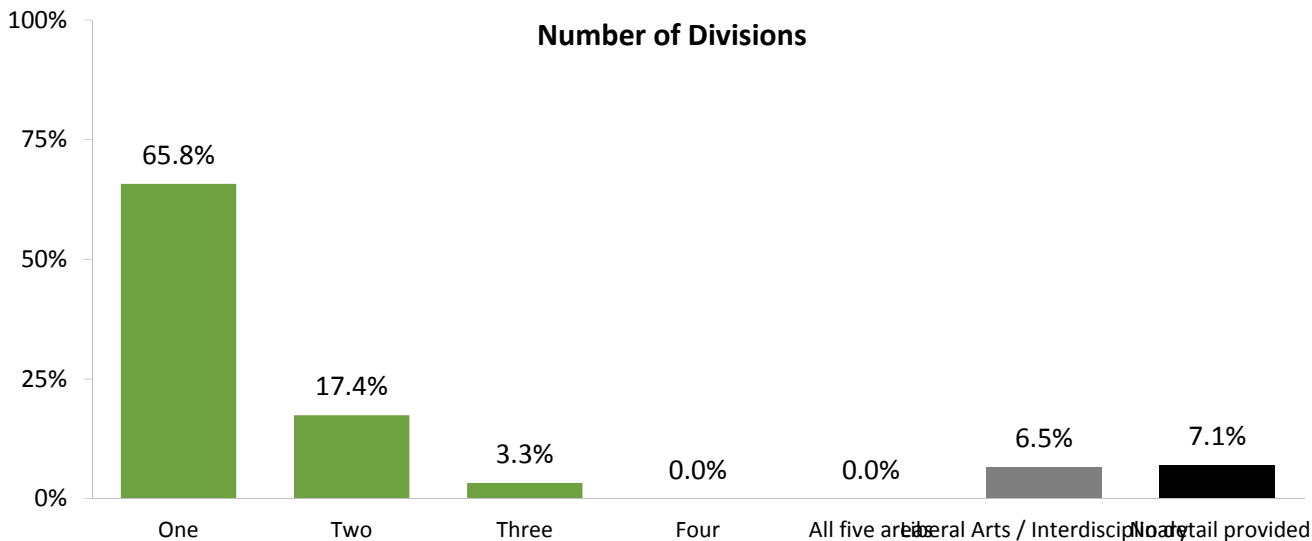
**categories are not mutually exclusive*



Focus of Bachelor's degree: Number of Divisions

66% of Alumni's focus were categorized into one area of emphasis, 17% into two divisions, and 3% into three divisions. There were no Olympia Campus respondents whose answer included four or five divisions. 7% of alumni provided no information about the focus of their bachelor's degree. 7% of alumni were categorized into Liberal Arts/Interdisciplinary, most answers in this category were akin Liberal Arts, Liberal Studies, or Interdisciplinary Studies.

	<i>Class of 2002</i>	
	N	%
One division	121	65.8%
Two divisions	32	17.4%
Three divisions	6	3.3%
Four divisions	0	0.0%
Five divisions	0	0.0%
Liberal Arts/Interdisc.	12	6.5%
No detail provided	13	7.1%



Primary Focus by Division	Alumni Divisional Area(s)	
	%	N
Art	7.6%	14
Humanities	15.2%	28
Math	4.9%	9
Sciences	14.7%	27
Social Sciences	23.4%	43
Art and Humanities	0.5%	1
Art and Math	0.5%	1
Art and Sciences	0.5%	1
Art and Social Sciences	3.3%	6
Humanities and Math	-	-
Humanities and Sciences	1.1%	2
Humanities and Social Sciences	6.5%	12
Math and Sciences	0.5%	1
Math and Social Sciences	-	-
Sciences and Social Sciences	4.3%	8
Art, Humanities, and Math	-	-
Art, Humanities, and Sciences	-	-
Art, Humanities, and Social Sciences	3.3%	6
Art, Math, and Sciences	-	-
Art, Math, and Social Sciences	-	-
Art, Sciences, and Social Sciences	-	-
Humanities, Math, and Sciences	-	-
Humanities, Math, and Social Sciences	-	-
Humanities, Sciences, and Social Sciences	-	-
Math, Sciences, and Social Sciences	-	-
Art, Humanities, Math, and Sciences	-	-
Art, Humanities, Math and Social Sciences	-	-
Art, Humanities, Sciences, and Social Sciences	-	-
Art, Math, Sciences, and Social Sciences	-	-
Humanities, Math, Science, and Social Sciences	-	-
All five divisions of study	-	-
Liberal Arts / Interdisciplinary	7%	12
No detail provided	7%	13
Total	100%	184

Primary Field of Study: single division

Art

Arts [3]

Creative Black & White Photography

Electronic music and composition

Fine Art [2]

Lens Studies - Photography and Videography

Media Production

Performing and Media Arts

Performing Arts

Theatre [2]

Trombone History and Performance

Humanities

American Studies

BA with a focus in Writing and Literature

Blossoming Critical Thinking

Comparative Literature

Comparative religion

Comparative Religious Studies

Creative Writing & Indigenous Studies

Cultural studies [2]

English

Film and animation

Film and media production

Film Production

Gender & Cultural Studies

I came into Evergreen as a much older student interested in studying literature and writing.
The perfect college for this!

I usually pull from what was there during my time and broadly say culture, text and language.

Integrative studies with a focus on South East Asian religious studies and Sanskrit

Journalism and Native Studies

Liberal Arts/US History

Literature

Literature and folk lore

Literature and Human Studies

Native American Studies

Native Studies

Religion

Study Abroad

Women's Studies

Writing and literature


Math

BS Software Development
 Computer Science [5]
 Computer Science / Mathematics
 Information Management
 Math and computer science


Sciences






B.S. Environmental Science
 Biology [4]
 Biology & Chemistry
 Chemistry
 Cognitive Science
 Ecology [4]
 Ecology of the Pacific Northwest
 Environmental Science [6]
 General ecology
 Holistic Nutrition
 Marine Biology
 Pre-Med [2]
 Salmon Ecology or Marine Ecology
 Science of mind
 Sustainable Agriculture


Social Sciences

Anthropology
 Business [2]
 Business & Entrepreneurship
 Business & Public Administration
 Business Administration
 Business Administration Degree
 Community Development
 Community Development and Propaganda
 Community outreach, Non-profit Development, Grants
 Community Studies [2]
 Cultural Anthropology [2]
 Dialogue & Conflict Resolution
 Education and Social Services
 Education/Child Welfare


- Elementary education
- how to do start up projects with groups
- Human Development
- International Relations [2]
- Leadership and Organizational Management
- Multicultural counseling
- Multicultural Counseling & Social Work
- Organizational Psychology
- Political Economy [5]
- Political Science [2]
- psychology of business
- Public Administration
- Social and Health Services
- Social Science
- Social Sciences
- Social Services
- Social Work and Community Development
- Social Work and Human Development
- Sociology
- Urban Studies

Primary Field of Study: two divisions

- 
Art and Humanities
 Arts, Aesthetics & Literature
- 
Art and Math
 BAS
- 
Art and Science
 Noospheric Arts & Sciences
- 
Art and Social Sciences
 Education and Documentary Film
 Expressive Arts for Education
 Expressive Arts Therapy
 I studied media; however, it was primarily Moving Image.
 Sociology and Fiber Arts
 Visual and Media Arts
- 
Humanities and Sciences
 Natural History Field Sciences
 Science and History


Humanities and Social Sciences

Bilingual Education, Progressive Pedagogy
 Communications [3]
 Cultural studies and early childhood education
 History and Geography
 History and Political Economy of Post WWII 20th Century.
 Human rights, cultural studies.
 I have called it "Focus on Writing; Social Change"
 Latin US Policy and Economic History
 Native American Studies- Community Determined /Rez based - cultural anthropology
 Psychology/Communications are the primary focuses of my BA.

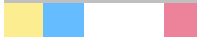

Math and Sciences

Physics and Math


Sciences and Social Sciences

Community development and Sustainable Agriculture
 Cultural anthropology and marine biology
 Environmental Studies
 Environmental Studies and Development
 Environmental studies/ Ecology
 Liberal Arts with Minor in Forensic Psychology
 Research Methodologies
 Sustainable Development

Primary Field of Study: three divisions


Art, Humanities, and Social Science

Ancient Arts: A socio-cultural exploration of the apprenticeship model from prehistory to the pr
 Chinese and media studies
 Media & Communications - Film, Video, and Animation Production
 Media Technology & Communications
 Relationships among media, performing arts, and 20th Century US History
 Social welfare, studio arts, intercultural communication.







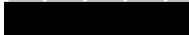

Liberal Arts / Interdisciplinary

Collaboration
 Filling in holes because the program I wanted to take was pulled the year I attended but the
 advisor I met with for campus tours prior to acceptance had no idea if it would be run.
 Fun. The most stimulating experience of my educational life.
 General studies
 Interdisciplinary Studies [2]
 Liberal Arts [4]
 Liberal Studies [2]

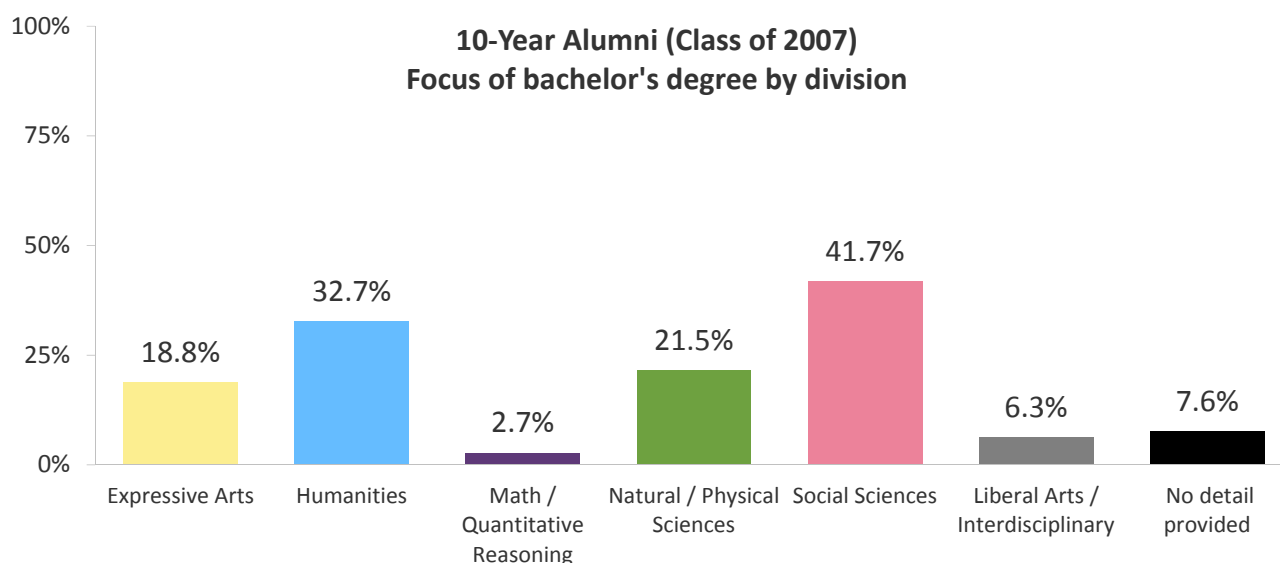
If you had to name the focus of your Evergreen bachelor's degree, what would you call it.

Alumni were asked to provide detail on the focus of their studies at Evergreen. These fields of study were categorized into five divisional areas. These fields of study were categorized into five divisional areas. 42% of alumni indicated they were studying Social Sciences, 33% were studying Humanities, 22% were studying Natural/Physical Sciences, 19% Expressive Arts, and 3% Math/Quantitative Reasoning. 8% of alumni did not provide detail about the focus of their degree.

Students were allowed to choose more than one field, so the categories will not sum to 100%.

		Class of 2007 n=223	
Focus of Study by Division*		%	N
	Expressive Arts	18.8%	42
	Humanities	32.7%	73
	Math / Quantitative Reasoning	2.7%	6
	Natural / Physical Sciences	21.5%	48
	Social Sciences	41.7%	93
	Liberal Arts / Interdisciplinary	6.3%	14
	No detail provided	7.6%	17

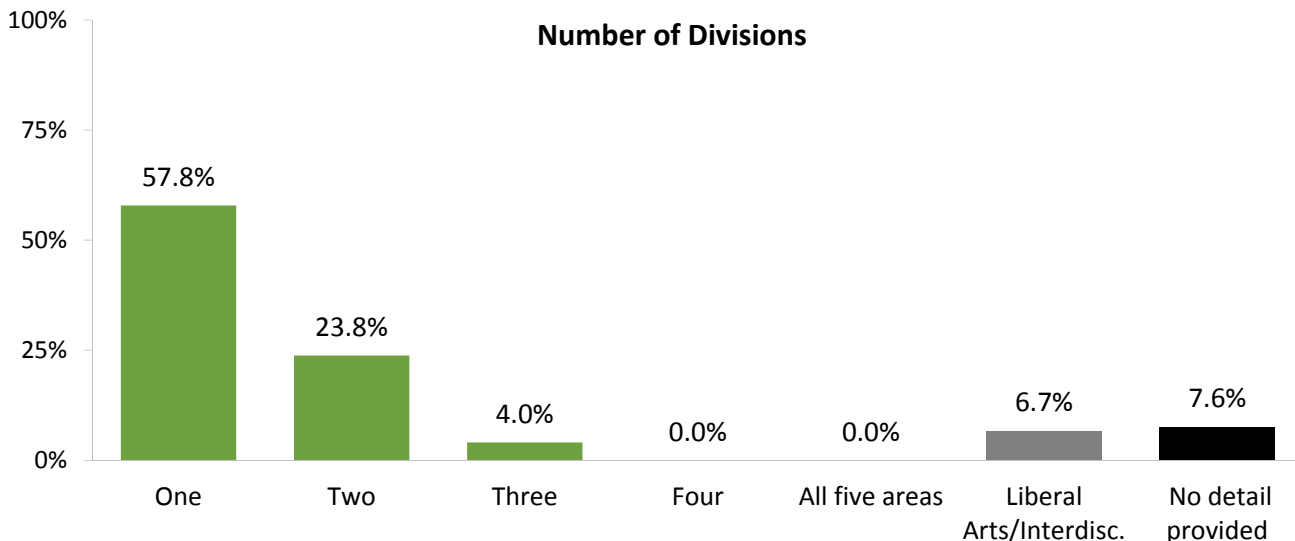
**categories are not mutually exclusive*



Primary Field of Study: Number of Divisions

58% of Alumni's fields of study were categorized into one area of emphasis, 24% into two divisions, and 4% into three divisions. There were no Olympia Campus respondents whose answer included four or five divisions. 8% of alumni provided no information about the focus of their bachelor's degree.

	<i>Class of 2002</i>	
	N	%
One division	129	57.8%
Two divisions	53	23.8%
Three divisions	9	4.0%
Four divisions	0	0.0%
Five divisions	0	0.0%
Liberal Arts/Interdisc.	15	6.7%
No detail provided	17	7.6%



Primary Focus by Division					Alumni	
					Divisional Area(s)	
Art	Humanities	Math	Sciences	Social Sciences	%	N
■					8.1%	18
	■				16.1%	36
		■			1.8%	4
			■		10.3%	23
				■	21.5%	48
■	■				4.9%	11
■		■			-	-
■			■		0.9%	2
■				■	2.7%	6
	■	■			-	-
	■		■		0.9%	2
	■			■	7.2%	16
		■	■		-	-
		■		■	0.4%	1
			■	■	6.7%	15
■	■	■			0.4%	1
■	■		■		0.4%	1
■	■			■	0.9%	2
■		■	■		-	-
■		■		■	-	-
■			■	■	0.4%	1
	■	■	■		-	-
	■	■		■	-	-
	■		■	■	1.8%	4
		■	■	■	-	-
■	■	■	■		-	-
■	■	■		■	-	-
■	■		■	■	-	-
■		■	■	■	-	-
	■	■	■	■	-	-
■	■	■	■	■	-	-
▨	Liberal Arts / Interdisciplinary				7%	15
■	No detail provided				8%	17
Total					100%	223

Primary Field of Study: single division

Art

Art

Art and Art History

Audio Engineering

Expressive Arts

Fiber Arts

Film, Video, and Animation

Fine Art, Art History

Media Production & Animation

Multi-Media Production

Music and Dance

Music Composition and Audio Production

Music Technology

Photography

Photography and History

Technical Theatre

Theatre

Visual Art

World dance and performing arts

Humanities

American Studies [2]

Analytical Philosophy

Classics

creative writing

Creative Writing & Literature

Cultural studies [3]

English

Experimental writing

French cultural studies

History [2]

History of Ideas; Philosophy and Writing

Humanities [3]

Immersive Spanish

Linguistics

Literary and Cultural Studies

Literature/languages

Multicultural Studies

Native American Studies

Philosophy

Philosophy & Classics

post colonial and gender studies

Spanish

U.S. History & English

US History [2]

US History and culture

Writing [3]

Writing and philosophy



Math

Computer Science [4]



Sciences

Bachelor of Science - Ecology

Biology [3]

Biology (Ecology and Evolution)

botany / plant ecology and sustainable agriculture

BS with an emphasis on water quality

Chemistry

Emphasis on Organic Agriculture

Environmental

Environmental Science [2]

Evolutionary Biology

Marine and molecular biology

Marine Biology

Marine Ecology

Marine Science

Modern Science

Science and Technology

Science of Water

Stream Ecology

Sustainable agriculture

The study of the human animal.

Social Sciences

Bachelors in Social and Human Services

Business

Business Management

Community Development [2]

Criminal Justice

Development

Education

Human Services

International Political Economy

International Relations

Law

Leadership management

Library science

Non-profit management

Non-Profit Management and Development

Organizational Development and Leadership

Organizational Development through a social justice lens.

Outsider Psychology

Political Economy [6]

Political Economy/Economics

Political Science [2]

Psychology [5]

Psychology and Social Sciences

Public Policy

Public policy and Environmental Studies

Social Justice [2]

Social Sciences [3]

Social Services

Social Studies

Social systems and liberal arts

Social Work

Society, Behavior, Politics, and Change

Sociology [2]

Primary Field of Study: two divisions

**Art and Humanities**

Comparative Literature and Studio Art
 English Lit and Art
 Film and Video production with a minor in Japanese
 Film/Journalism
 French, Art, and History
 History, Art History
 Languages and art
 Music composition and Slavic studies
 Photography, Visual Arts, and Writing
 Photojournalism
 Puppetry and the History of western thought

**Art and Science**

Sustainable agriculture, forest ecology, and fine arts
 Sustainable Design

**Art and Social Sciences**








Art and psychology
 Fine Art and social studies
 Media Arts
 Media Studies [2]
 Visual Arts & Project Management

**Humanities and Sciences**

Cultural Studies/Physics/Philosophy
 Scientific Philosophy

**Humanities and Social Sciences**








Communication - Writing a Book
 Communications
 Cultural Communication Studies
 Developmental Psychology and American Study
 Language and social change
 Law and creative writing
 Philosophy and Political Science
 Poetry/Political Economy
 Political Economy and Transnational Feminist Studies
 Political economy/political philosophy
 Political Philosophy
 Political Philosophy/Classics
 Social Justice/critical thinking
 Social Studies and History
 Social Theory and Philosophy
 Tribal Administration

	Math and Social Sciences
	Library Science Information Science
	Sciences and Social Sciences
	Environmental Policy
	Environmental Studies [6]
	Human Development and Health
	Maritime Studies
	Natural resource management
	Natural Resources/Public Policy
	Organic Chemistry and Nutrition Education
	Psychology and environmental studies
	Sustainability & Human Relations
	Sustainable Agriculture and Community Food Systems
Primary Field of Study: three divisions	
	Art, Humanities, and Math
	English, language, mathematics, art
	Art, Humanities, and Science
	Japanese and Theatre with a twist of physics
	Art, Humanities, and Social Science
	Communication/Arts
	Media & film studies with background in american studies
	Humanities, Sciences, and Social Sciences
	Environmental and Cultural Studies
	Humanities, Social Science, Environmental Science, and Multicultural Studies with a minor in Writing.
	Native American Health (legal, medical, community)
	Political Science and Environmental Policy & Ethics
	Liberal Arts / Interdisciplinary
	I tend not to specify. I tend to tell people I have a BA in liberal arts from Evergreen (this is also what I say on my academic CV).
	Interdisciplinary Studies [3]
	Liberal Arts [4]
	Miscellaneous
	My Dream
	None
	Stuff i liked
	Undecided
	Unsure!
	Wishful Thinking as long as the Economy doesn't Collapse

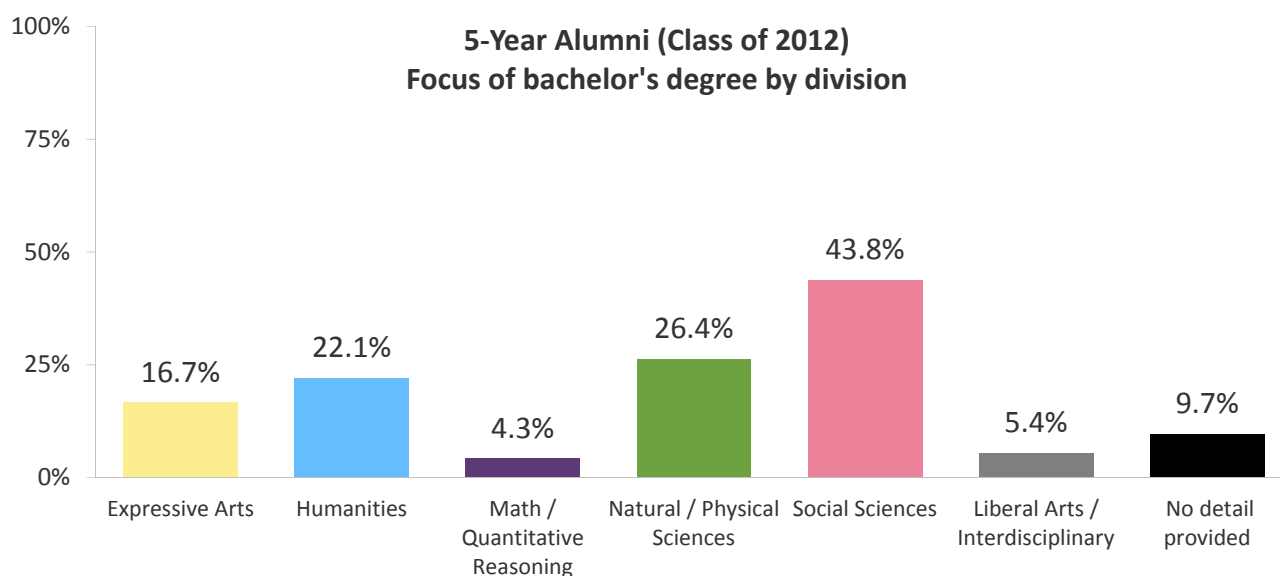
If you had to name the focus of your Evergreen bachelor's degree, what would you call it.

Alumni were asked to provide detail on the focus of their studies at Evergreen. These fields of study were categorized into five divisional areas. 44% of alumni indicated they were studying Social Sciences, 26% were studying Natural/Physical Sciences, 22% were studying Humanities, 17% Expressive Arts, and 4% Math/Quantitative Reasoning. 5% of alumni were categorized into Liberal Arts, the most common answer to be categorized in this area were "Liberal Arts," "General," and "Bachelors of Arts." 10% of alumni did not provide detail about the focus of their degree.

Students were allowed to choose more than one field, so the categories will not sum to 100%.

		Class of 2012 n=258	
Focus of Study by Division*		%	N
	Expressive Arts	16.7%	43
	Humanities	22.1%	57
	Math / Quantitative Reasoning	4.3%	11
	Natural / Physical Sciences	26.4%	68
	Social Sciences	43.8%	113
	Liberal Arts / Interdisciplinary	5.4%	14
	No detail provided	9.7%	25

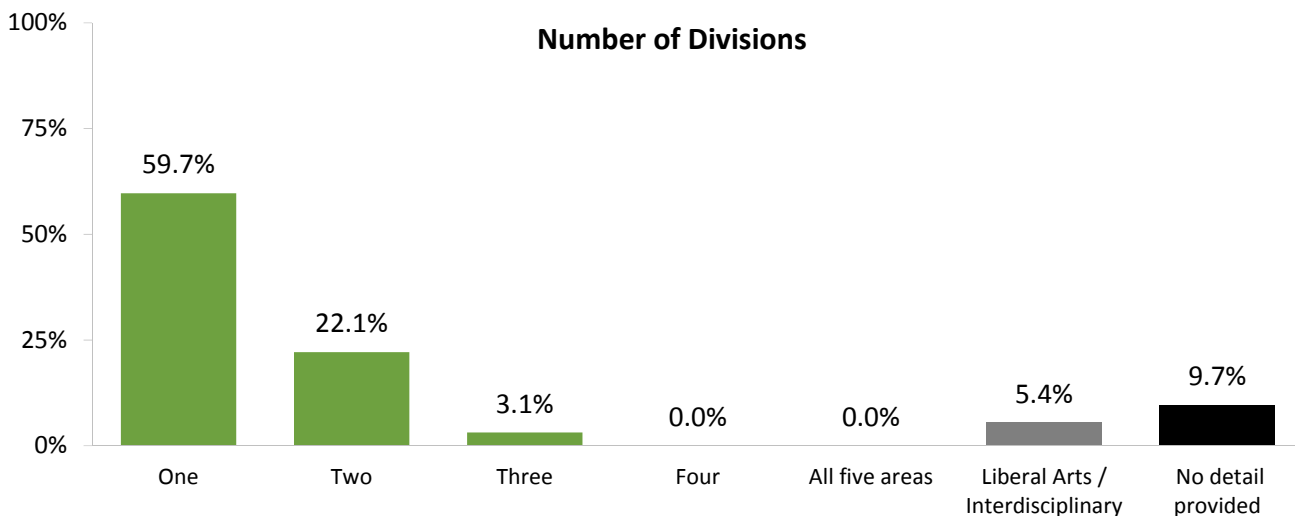
**categories are not mutually exclusive*



Primary Field of Study: Number of Divisions

63% of Alumni's fields of study were categorized into one area of emphasis, 22% into two divisions, 3% into three divisions, and 2% into four divisions. There were no Olympia Campus respondents whose answer included all five divisions. 5% of alumni were categorized into Liberal Arts, the most common answer to be categorized in this area were "Liberal Arts," "General," and "Bachelors of Arts." 4% of alumni provided no information about the focus of their bachelor's degree.

	<i>Class of 2002</i>	
	N	%
One division	154	59.7%
Two divisions	57	22.1%
Three divisions	8	3.1%
Four divisions	0	0.0%
Five divisions	0	0.0%
Liberal Arts/Interdisc.	14	5.4%
No detail provided	25	9.7%



Focus of Study by Division					Alumni	
					Divisional Area(s)	
Art	Humanities	Math	Sciences	Social Sciences	%	N
■					5.7%	14
	■				13.1%	32
		■			3.3%	8
			■		15.2%	37
				■	25.8%	63
■	■				3.7%	9
■		■			0.4%	1
■			■		1.2%	3
■				■	3.7%	9
	■	■			0.4%	1
	■		■		0.4%	1
	■			■	4.1%	10
		■	■		-	-
		■		■	0.4%	1
			■	■	9.0%	22
■	■	■			-	-
■	■		■		-	-
■	■			■	1.2%	3
■		■	■		-	-
■		■		■	-	-
■			■	■	1.6%	4
	■	■	■		-	-
	■	■		■	-	-
	■		■	■	0.4%	1
		■	■	■	-	-
■	■	■	■		-	-
■	■	■		■	-	-
■	■		■	■	-	-
■		■	■	■	-	-
	■	■	■	■	-	-
■	■	■	■	■	-	-
▨	Liberal Arts / Interdisciplinary				-	-
■	No detail provided				10%	25
Total					100%	244

Primary Field of Study: single division

Art

Animation/Film-making

Art

Art history

Arts Administration

Arts and Anthropology

Audio Engineering

Audio Technology

Fine Art [2]

Media Production

Performing Arts

Technical Theatre

Video/performance art

Visual Art

Humanities

American Studies [2]

Analytic Writing

Asian studies

Chinese Studies

creative writing

Creative writing and story telling.

Critical and Creative Theory

Cultural Studies

English

European Literature & Language

Gender Studies

History [4]

History Concentration Russian Language Minor

Humanities

Humanities, History

International History [2]

Journalism.

Latin American studies

Literature

Outdoor Education

Philosophy [3]

Screenwriting

Sexuality studies

The Humanities

Writing / Biochemistry


Math

Computer Science [6]

Mathematics [2]


Sciences

Agriculture

Animal Behavior

Bachelor of Science focused on Ecology

Biochemistry [3]

Biology

Botany

Botany and agriculture

Chemistry [4]

Ecology [3]

Ecology with a concentration in marine science

Entomology

Environmental Science

Environmental Science with a focus on Agro-Ecology

Evolutionary Biology [2]

Health Sciences [2]

Marine Biology

Marine ecology

Marine Science

Microbiology

Natural health

Natural Science [2]

Physical Science/Geology

Pre-med

Science

Sustainable agriculture [2]

Wildlife biology and pre med

Social Sciences

Anthropology

Business

Business Management [3]

Business/political science

Child development, Psychology, social sciences

Community Studies

Community studies and volunteer activism

Counseling social justice

Cultural anthropology

Early Childhood Education

Economics [3]

Education [4]

Elementary education

Entrepreneurship

Geographical Politics

Human behavior

Human Services

International business

international relations & economics through
interdisciplinary studies.

Marketing

Multicultural Counseling

Political Economy [3]

Political Science [2]

Power and Oppression

Psychology [7]

Psychology - The incarcerated and formerly incarcerated population

Psychology/ Social Services

Psychology/social science

Public Administration

Public Policy

Public Policy and Government Studies

Social Justice [2]

Social Justice, Education, Liberal Arts

Social Science [3]

Social Sciences/Counseling

Social Work [2]

Social/Political Science

Sociocultural Anthropology

Sociology

Sociology, I think?

Travel & Tourism studies

Urban Studies

Primary Field of Study: two divisions

**Art and Humanities**

At the time I called it "cultural studies" with a minor in "mixed media arts"

Bachelor's Degree in Creative Writing and Media Arts

Creative Writing/Film Production

Cultural studies with an art emphasis

English and Theatre arts

English and Visual Studies

Photography, Cultural Studies

poetic filmmaking

Writing and Costume Design

**Art and Math**

Math/Music

**Art and Science**

Biology (B.S.), Music (B.A.)

Chemistry, Biology, and Film

Sustainable Agriculture and Design

**Art and Social Sciences**

Ethnography of expressive arts

Experimental Media Studies

Focus on the intersection between art, psychology, and applied social sciences.

Media Studies [3]

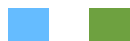
Political Economy and Media Studies and Production

Psychology of acting.

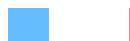
Sociology and Performance

**Humanities and Math**

Computer Technology and Cultural Studies

**Humanities and Sciences**

It was a combination of history and physical geography.

**Humanities and Social Sciences**

Communications [2]

History and Economics

History/Political Science

Language, History, Business








Law & Humanities

Legal/literature history

Poli sci and linguistics

Sociology and History

Sociology and Philosophy

	Math and Sciences
	Math and Social Sciences
	Math Education
	Sciences and Social Sciences
	Biology and public health
	BS Evolutionary Biology BA Social Science
	Chemistry and Psychology
	Community Sustainability
	Community Wellness
	Ecology, education,
	Environmental Education
	Environmental Policy
	Environmental Studies [2]
	Environmental Studies, Chemistry
	Environmental sustainability, and psychology.
	Forensic Sciences
	Forensics & Criminal Behavior and Cultural Studies
	Geography and Ecology
	Holistic health & education
	MA in Environmental Studies.
	Science Education
	Sustainable Agriculture/Political Economy
	Sustainable Entrepreneurship
	Primary Field of Study: three divisions
	Art, Humanities, and Social Science
	Interdisciplinary Media/Literature Studies
	Language education arts
	Media Studies and Writing
	Arts, Sciences, and Social Sciences
	Business management and sustainable design
	Environmental Studies and Photography
	Environmental Studies with a focus in green architecture.
	Permaculture: Community Studies, Food Systems, and the Built Environment
	Humanities, Sciences, and Social Sciences
	Chinese & Sustainable Business
	Liberal Arts / Interdisciplinary
	Bachelor of Arts [3]
	Consciousness Studies [2]
	Focusless - too many quarters stuck in programs that were a complete waste of time.
	General
	I studied at Evergreen Tacoma, so my degree is "general."
	Liberal Arts [2]
	Liberal Arts Degree
	Social Liberation and Applied Relational Life Learning (Obvs)
	Underwater Basket Weaving [2]

APPENDIX D: Current Location of Alumni Survey Respondents

	Total alumni	5-Year Class of 2012	10-Year Class of 2007	15-Year Class of 2002
Washington	346	139	126	81
California	59	23	22	14
Oregon	51	18	14	19
New York	16			
Alaska	11			
Texas	11			
Illinois	9			
Hawaii	8			
Arizona	7			
Pennsylvania	7			
Colorado	6			
Maine	6			
Other US States with 5 or fewer total alumni	62	16	21	25
Total US	599	228	203	168
Total outside US	22	11	5	6
Subtotal	621	239	208	174
<i>Unknown</i>	44	19	15	10
<i>Grand total</i>	665	258	223	184

APPENDIX E: Location of Graduate/Professional Programs

	Total programs	5-Year Class of 2012	10-Year Class of 2007	15-Year Class of 2002
Washington	151	51	55	45
California	32	8	14	10
Oregon	29	6	12	11
New York	17		7	
Massachusetts	10			
Arizona	9			
Illinois	7			
Texas	7			
Vermont	7			
Other US States with 5 or fewer total programs (includes Washington, DC)	65	38	36	41
Total US	334	103	124	107
Total outside US	25	11	10	4
Online	37	16	9	12
Unknown	11	3	3	5
Grand total	407	133	146	128

ABC Bartending & Casino School	Clark College	Linfield College
Academy of Classical Oriental Sciences	Cleveland State University	Louisiana State University
ACTCM at CIIS	Colorado School of Mines	Loyola Marymount University
Ada Developers Academy	Columbia University	Loyola University Chicago
Adams State University	Comptia	Madison College
Alaska Pacific University	Concordia University	Marylhurst University
American College of Traditional Chinese Medicine	Cornell University	McGill University
American University	Duke University	Merrimack College
American University of Paris	East 15 Acting School	Mississippi College
Ancient Art Midwifery Institute	East West College of Healing Arts	Montana State University
Antioch University - Los Angeles	East West School of Planetary Herbology	New York University
Antioch University - New England	Eastern Washington University	Niroga Institute
Antioch University - Seattle	Edmonds Community College	North American Montessori Center - NAMC
Arcadia University	Emory University	North Seattle College
Argosy University	Emporia State University	Northeast Ohio Medical University
Arizona State University	Enterprise for Equity Business Planning Course	Northeastern University
Arizona Summit Law School	Excelsior College	Northern Arizona University
Arkansas Tech University	Fashion Institute of Technology	Northwest Nazarene University
ASU	Foothill College	Northwestern Pritzker School of Law
Bainbridge Graduate Institute/Presidio	Fordham University	Northwestern University
Bastyr University	Galvanize	Olympic College
Bay Path University	George Mason University Schar School of Policy and Government	Oregon College of Art and Craft
Bellevue College	Georgia Tech	Oregon Culinary Institute
Birkbeck, University of London	Gonzaga University	Oregon State University
Boise State University	Grand Canyon University	Pacific Northwest College of Art
Brandeis University	Gratz College	Pacific Oaks College
Brenneke School of Massage	Green Mountain College	Pacific University
Brooklyn Law School	Hack Reactor	Platt College
Building Performance Institute	Hand in Hand Parenting	Port Townsend School of Massage
California Institute of Integral Studies	Harvard College	Portland State University
California Institute of the Arts (CalArts)	Harvard University	Prescott College
California State University - Chico	Hawaii Pacific University	Registry of Interpreters for the Deaf
California State University - Northridge	Helicopter Association International	Saddleback College
California State University - Sacramento	Henley-Putnam University	Samuel Merritt University
Capella University	Hofstra University	San Jose State University
Carnegie Mellon University	Humboldt State University	Saybrook University
Case Western Reserve University	Indiana University	School of the Art Institute of Chicago
Castleton University	Institute of Integrative Nutrition	School of Visual Concepts
Catholic University of America	Institute of Internal Auditors	Seattle Pacific University
Central Washington University	Johnson State College	Seattle Reflexology and Massage Center
Chapman University	Kansas State University	Seattle University
City College of New York	Kaplan University	Simon Fraser University
City University of New York - Hunter College	Kent State University	SIT Graduate Institute
City University of Seattle	Kirkville College of Osteopathic Medicine	South Puget Sound Community College
	Laurentian University	South Seattle Community College
	Lesley University	St. John's College
	Lewis & Clark College	St. Martin's University
		St. Mary's College

Stanford University	University of Nebraska - Lincoln
Starr King School for the Ministry	University of New Mexico
SUNY Albany	University of Oklahoma
Te Whare Wananga Awainuirangi	University of Oregon
Tel Aviv University	University of Pennsylvania
Texas Woman's University	University of Pittsburgh
The European Graduate School	University of Puget Sound
The Evergreen State College	University of Queensland
The Graduate Institute of Applied Linguistics	University of Roehampton
The London School of Economics	University of Southern Maine
The New School	University of Southern Mississippi
The University of Akron	University of Stirling
The University of Southern California	University of Texas - Austin
The Wellness Institute	University of Vermont
Therapeutic Training Center	University of Washington - Bellevue
Thomas University	University of Washington - Seattle
Tulane University	University of Washington - Spokane
UNC	University of Washington - Tacoma
Union Institute & University	University of Wisconsin - Madison
Université de Paris, Diderot	University of York
University of Alaska - Fairbanks	US Army Academy of Science
University of Arizona	Utah State University
University of British Columbia	Vanderbilt University
University of California - Berkeley	Vermont Law School
University of California - Davis	Walden University
University of California - Los Angeles	Washington College of Law
University of California - San Diego	Washington State Bar Association - APR6 Law Clerk Program
University of California - Santa Cruz	Washington State University - Pullman
University of Central Florida	Washington State University - Puyallup
University of Chicago	Wayne State University
University of Colorado Boulder	Western Governors University
University of Copenhagen	Western Washington University - Bellingham
University of East Anglia	Western Washington University - Seattle
University of Florida	Willamette University
University of Glasgow	Wright Institute
University of Hawaii at Manoa	
University of Hawaii West Oahu	
University of Iceland	
University of Illinois at Chicago	
University of Iowa	
University of Kassel	
University of Kentucky	
University of London	
University of Maine	
University of Manitoba	
University of Massachusetts Amherst	
University of Michigan	
University of Missouri - Kansas City	
University of Missouri Columbia	
University of Montana	