

THE EVERGREEN STATE COLLEGE THREE-YEAR ALUMNI SURVEY 2015

A SURVEY OF THE UNDERGRADUATE CLASS OF 2012

Executive Summary

Every four years, the Office of Institutional Research and Assessment surveys Evergreen undergraduate alumni three years after having earned their baccalaureate degrees. What follows are highlights from the 2015 Three-Year Alumni Survey of the class of 2012.

Respondent demographics

There were **291** survey participants out of a total 1,265 alumni contacted, resulting in a **23%** response rate.

Primary area(s) of study while at Evergreen

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

- **Humanities, Cultural Studies, Languages**
- **Social Sciences**
- **Science, Math, Computer Science**

Overall employment/graduate school rate

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

Employment status

83% of alumni were employed, and **79%** of those employed felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.

The top fields of employment for this group were:

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

32% were employed by public agencies and **23%** were working for nonprofit organizations. **22%** were employed in high-demand science occupations.

Recognizing that many alumni were already working as students, we now ask whether their current position is the same one they held prior to graduation. For **87%** of employed alumni, this is a new job.

Graduate or professional school

42% had *applied* to graduate or professional school and **94%** of those who applied were *accepted*. **37%** had attended or were currently *enrolled* in graduate or professional programs, and **10%** had already earned an advanced degree. **94%** of those who had attended or were currently enrolled felt that Evergreen prepared them *Adequately* or *Very well* for their advanced programs.

The top three fields of graduate/professional study were:

- **Education**
- **Law and Legal Professions/Studies**
- **Public Administration/Public Policy**

30% were pursuing studies in high-demand science fields.

Volunteerism

43% of alumni respondents were involved in volunteer activities at the time of the survey.

Skills and abilities

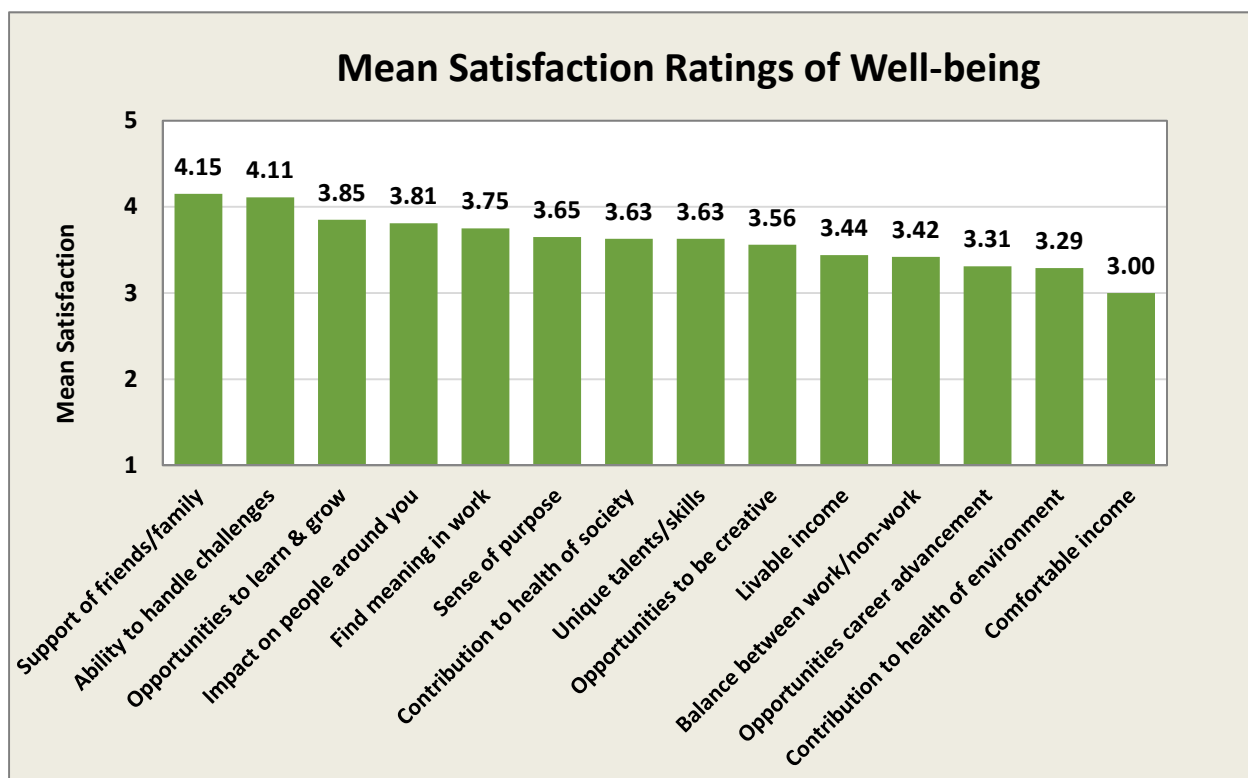
Alumni reported the highest average skill ratings in these areas:

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

Life satisfaction/overall well-being

Alumni reported the highest average satisfaction with:

- **Support of friends and/or family**
- **Their ability to handle challenges**
- **Opportunities to learn and grow**
- **Impact they have on the people around them**
- **Finding meaning in their work**



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

Advice to current students

When asked to give one piece of advice to current Evergreen students for how to make the most out of their education, the greatest percentage of respondents spoke to the first of six *Expectations of an Evergreen Graduate*: **Articulate and assume responsibility for your own work**. These alumni advised current students to be self-motivated, take advantage of the opportunities provided at Evergreen, have a plan, attend class and do their work, use the resources available at Evergreen, and challenge themselves/take risks. Several alumni commented “You get out what you put in.”

Introduction

Every four years, the Office of Institutional Research and Assessment surveys undergraduate degree recipients three years after graduation. The Evergreen Three-Year Alumni Survey collects data on alumni employment, graduate/professional school and volunteer work outcomes. Alumni are also asked to rate their level of skill in various areas and to indicate how well their Evergreen education prepared them in those areas. For this administration of the survey, a series of questions pertaining to overall well-being was added. At the end of the survey, alumni are asked to name strengths or skills they developed at Evergreen that are particularly useful in their current endeavors, and are given the opportunity to make recommendations for how Evergreen can better serve its students. Also new this year was a question asking alumni to give once piece of advice to current students for how to make the most out of their education. What follows are the results of the three-year alumni survey of the class of 2012.

A. Sample Size and Response Rate

All 1,299 graduates from the class of 2012 were in the initial sample for the 2015 Three-Year Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 1,265 alumni. 291 respondents completed the survey resulting in a response rate of 23%.

Total undergraduate degree recipients – class of 2012	1,299
Number with no known address or email	31
Deceased	3
Final sample size	1,265
Refused	14
No Response	960
Total respondents	291
Response Rate	23%

B. Methodology

Graduates from the class of 2012 (degree awarded between fall 2011 and summer 2012) were surveyed during the summer of 2015, three years after earning their baccalaureate degrees.

In June 2015, survey invitations were sent to all members of the graduating class of 2012 who had email addresses on file in Banner. The invitation included a link to the web version of the survey, along with instructions for requesting a paper or phone survey (although all 291 respondents completed the web survey). For those alumni without email addresses and for those who did not respond to the initial email, invitations were mailed to their last known mailing address. Surveys returned as undeliverable were forwarded to a more current address whenever possible. Non-responders were sent a maximum of three email and two paper reminders during the survey administration period. Completed surveys were accepted between June 26 and August 31, 2015. A recycled, tree-shaped “Greener” magnet was offered as a small thank you gift for participation in the survey.

C. Respondent Demographics

Survey results were representative of the overall population of 2012 graduates in terms of location attended, gender, ethnic/racial background, TRIO Federal Student Support Services (SSS) eligibility, and participation in KEY services, as well as transfer, residency, Pell, first-generation, veteran, poverty, low income, and disability status. While survey results were representative in terms of mean and median age, non-traditional aged alumni were underrepresented in the respondent group (48% compared to 53% among the entire graduating class), and this difference was significant at $p=.028$. While the proportion of BA- and BS-earners was comparable to the overall population, the difference between BAS-earners in the respondent group (8%) and non-respondents (5%) was significant at $p=.027$, therefore BAS-earners are over-represented in the survey results. Detailed demographic data are provided in Appendix A.

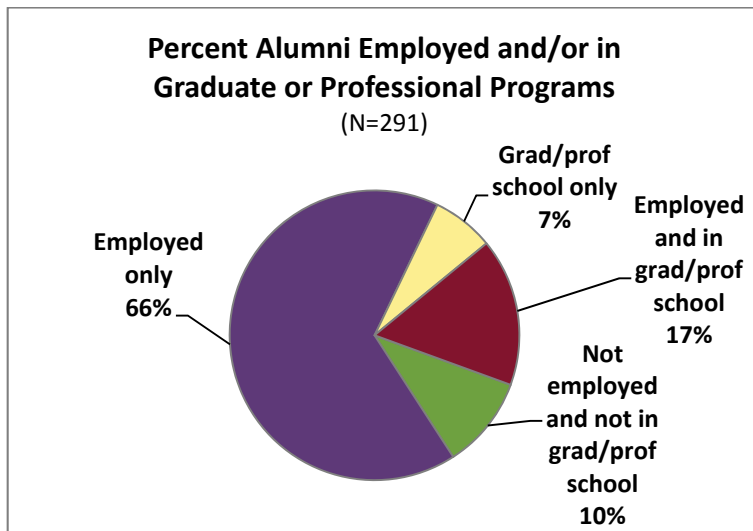
Primary Area of Study

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

Primary Area of Study (Concentration) at Evergreen (N=291)	N	%
Humanities, Cultural Studies, Languages	55	18.9%
Social Sciences	55	18.9%
Science, Math, Computer Science	47	16.2%
Media, Visual Arts, Performing Arts	31	10.7%
Environmental Studies	28	9.6%
Liberal Arts/Interdisciplinary Study <i>(this category includes alumni who listed more than one primary area of study)</i>	27	9.3%
Education	17	5.8%
Business	15	5.2%
Sustainability and Justice	11	3.8%
Native American Studies	4	1.4%
Consciousness Studies	1	0.3%

D. Current Activities

Overall Employment/Graduate School Rate

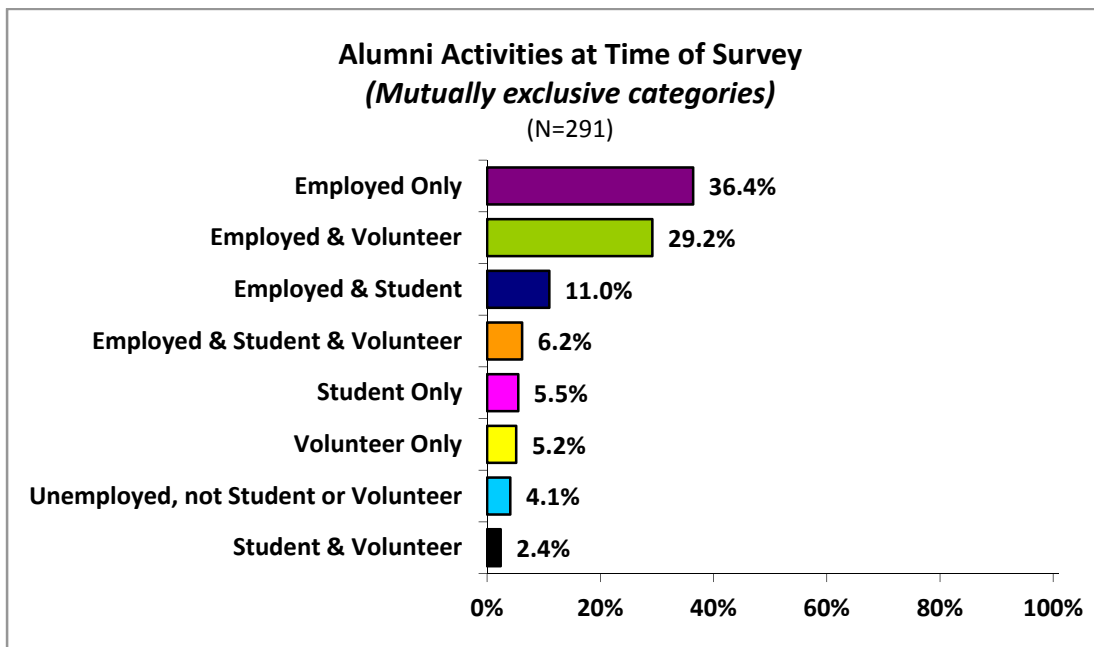


At the time of the survey **90%** of alumni were employed and/or attending graduate or professional school.

Alumni were asked which categories in the following table best described their current activities. Respondents who selected multiple activities are counted in all applicable categories therefore percentages do not sum to 100.

Alumni Current Activities (All that apply) (N=291)	N	%
Employed	241	82.8%
Graduate/professional program	68	23.4%
Volunteer work	125	43.0%
Self-employed/own business	33	11.3%
Unemployed	50	17.2%
Other (e.g. preparing for/applying to graduate or professional program, stay at home parent, applying for jobs, retired, waiting to take the bar exam, starting own business, disabled)	23	7.9%

Responses were then grouped into mutually exclusive categories to illustrate the various combinations of activities alumni were engaged in. The following chart shows the number and percentage of alumni in each mutually exclusive category.



Survey responses for the 12 alumni (5%) who were unemployed and not students or volunteers were analyzed for further detail. 7 of these alumni were seeking employment (3 had earned graduate degrees and one had previously been enrolled in law school), 2 were stay-at-home parents, one was in the process of starting their own business, one had attended a professional program but was no longer attending, and one did not provide other detail about their current activities.

E. Skills and Abilities

Alumni were asked to rate themselves in various areas of skill and ability using a 4-point scale from (1) *Poor* to (4) *Excellent*. They could also select N/A if they felt a skill was not applicable to them. Next they were asked to rate how well the education they received at Evergreen prepared them in these areas, using a 3-point scale from (1) *Not at all* to (3) *A great deal*. They could select N/A if they felt their level of skill was not attained as part of their Evergreen education (e.g. skills learned before attending Evergreen or acquired in the workplace).

The following frequency table is ranked by the number of alumni who felt their level of skill was “*Excellent*.” Figures in bold print indicate the most common rating for each skill. The five areas that received the highest percentage of *Excellent* ratings were:

- **Willingness and aptitude to learn new skills** (96% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Ability to work in a culturally diverse environment** (94% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Interdisciplinary thinking** (98% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Independence and Initiative** (96% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Creative thinking skills** (98% felt Evergreen prepared them *To some extent* or *A great deal*)

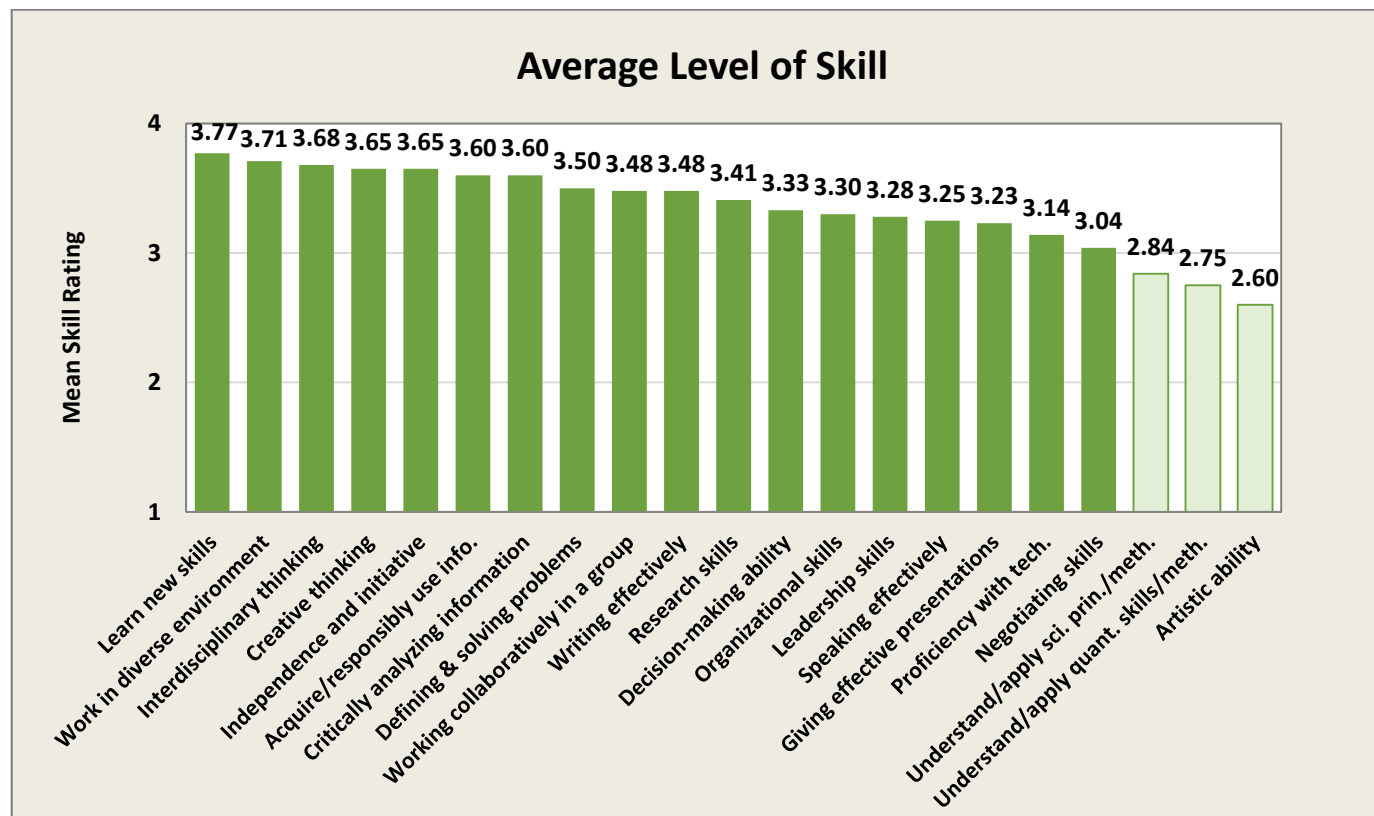
There were five skill areas where over 20% of alumni reported their Evergreen education prepared them “Not at all”:

- **Understanding and applying quantitative skills and methods**
- **Artistic ability**
- **Understanding and applying scientific principles and methods**
- **Negotiating skills**
- **Proficiency with technology and software related to your field**

Skill	Your level of skill					Preparation from your Evergreen education			
	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)	N/A
Willingness and aptitude to learn new skills (N=275)	0.0%	2.2%	18.9%	78.2%	0.7%	3.8%	25.7%	69.8%	0.8%
Ability to work in a culturally diverse environment (N=290)	0.0%	2.8%	23.1%	73.4%	0.7%	5.0%	29.1%	65.2%	0.7%
Interdisciplinary thinking (N=276)	0.4%	4.0%	22.5%	72.8%	0.4%	1.5%	17.6%	80.9%	0.0%
Independence and initiative (N=289)	0.0%	6.2%	22.8%	70.6%	0.3%	3.5%	27.0%	69.1%	0.4%
Creative thinking skills (N=288)	0.0%	3.8%	27.4%	68.4%	0.3%	2.1%	25.9%	71.6%	0.4%
Critically analyzing information (N=275)	0.4%	3.3%	32.0%	64.0%	0.4%	2.2%	25.5%	71.9%	0.4%
Ability to acquire and responsibly use information (N=275)	0.0%	1.8%	36.4%	61.1%	0.7%	4.1%	38.7%	56.9%	0.4%
Writing effectively (N=276)	1.8%	5.4%	35.5%	56.5%	0.7%	5.2%	33.0%	61.4%	0.4%
Defining and solving problems (N=275)	0.0%	6.5%	36.4%	56.4%	0.7%	2.2%	41.6%	55.4%	0.7%
Working collaboratively in a group (N=277)	0.0%	8.3%	35.0%	56.3%	0.4%	3.3%	25.1%	71.2%	0.4%
Research skills (N=274)	1.1%	8.4%	38.3%	51.8%	0.4%	4.9%	31.6%	62.0%	1.5%
Leadership skills (N=289)	0.3%	14.9%	41.2%	43.3%	0.3%	13.5%	44.0%	41.5%	1.1%
Decision-making ability (N=290)	0.7%	9.3%	46.6%	43.1%	0.3%	8.2%	54.4%	35.9%	1.4%
Organizational skills (N=290)	0.3%	11.7%	44.8%	42.4%	0.7%	9.5%	63.5%	26.3%	0.7%
Giving effective presentations (N=275)	2.9%	13.5%	41.1%	41.8%	0.7%	7.5%	40.4%	51.3%	0.7%
Speaking effectively (N=276)	2.5%	10.5%	45.7%	40.6%	0.7%	8.6%	44.4%	46.6%	0.4%
Proficiency with technology and software related to your field (N=289)	2.8%	13.8%	47.8%	33.6%	2.1%	26.5%	49.8%	18.6%	5.0%
Negotiating skills (N=274)	3.6%	18.2%	46.4%	29.2%	2.6%	21.8%	47.1%	28.4%	2.7%
Understanding and applying scientific principles and methods (N=275)	5.1%	28.4%	37.5%	23.6%	5.5%	22.9%	40.7%	29.2%	7.1%
Artistic ability (N=276)	16.3%	26.4%	34.1%	19.9%	3.3%	25.0%	42.8%	26.1%	6.1%
Understanding and applying quantitative skills and methods (N=275)	8.4%	26.5%	42.5%	18.9%	3.6%	22.5%	45.8%	25.6%	6.1%

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

Average skill ratings were calculated for each area (excluding alumni who reported that an area was not applicable to them) and results are shown in the following chart. For 18 of 21 areas, alumni rated their skills between *Good* and *Excellent*. The five skills with the highest average ratings also appear at the top of the frequency table above: **Willingness and aptitude to learn new skills, Ability to work in a culturally diverse environment, Interdisciplinary thinking, Creative thinking skills, and Independence and initiative**. The three skills with the lowest average ratings (shown in lighter shading) were **Artistic ability, Understanding and applying quantitative skills and methods, and Understanding and applying scientific principles and methods**. Alumni rated their skills between *Fair* and *Good* in these areas.

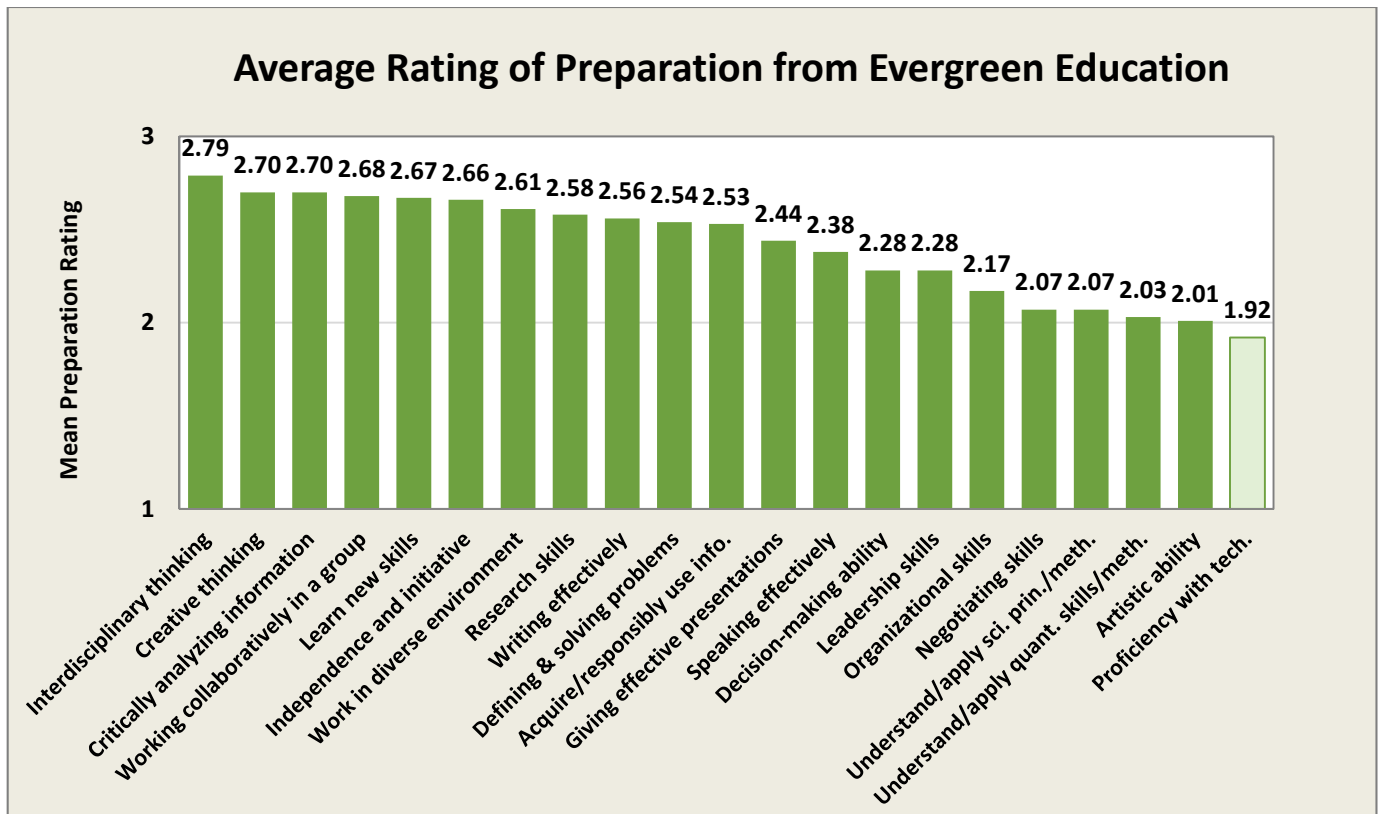


Alumni rated their level of skill using a 4-point scale where 1=Poor, 2=Fair, 3=Good, and 4=Excellent.

Alumni who rated their level of skill were asked to rate how well the education they received at Evergreen prepared them in each area. For 20 of 21 areas, average ratings fell between *To some extent* and *A great deal*. This group of alumni indicated that Evergreen provided the greatest preparation in the following areas:

- **Interdisciplinary thinking**
- **Creative thinking skills**
- **Critically analyzing information**
- **Working collaboratively in a group**
- **Willingness and aptitude to learn new skills**
- **Independence and initiative**

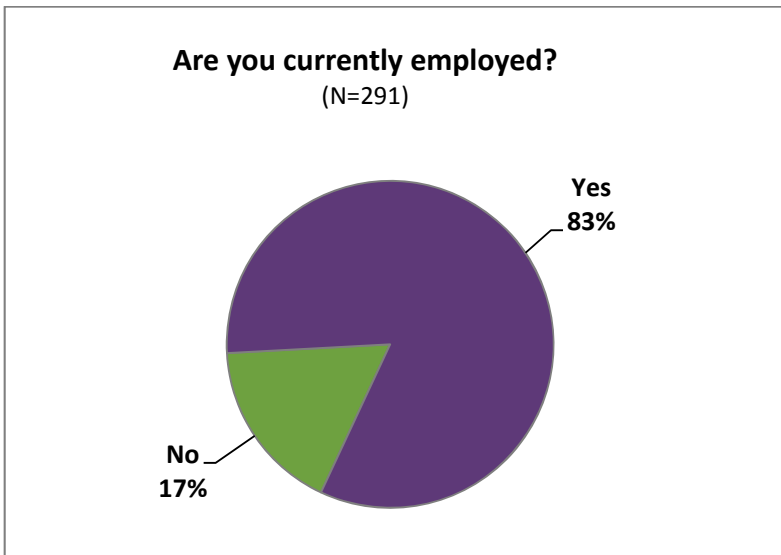
Only one skill, **Proficiency with technology and software related to your field**, received an average rating of less than 2, *To some extent*.



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

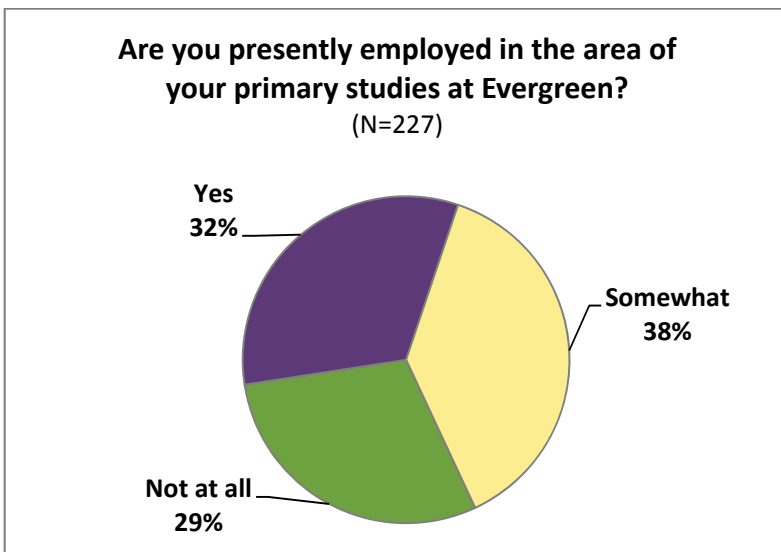
F. Alumni Employment Data

Survey respondents were asked if they were currently employed. Employed alumni were then asked a series of questions about the details of their employment.



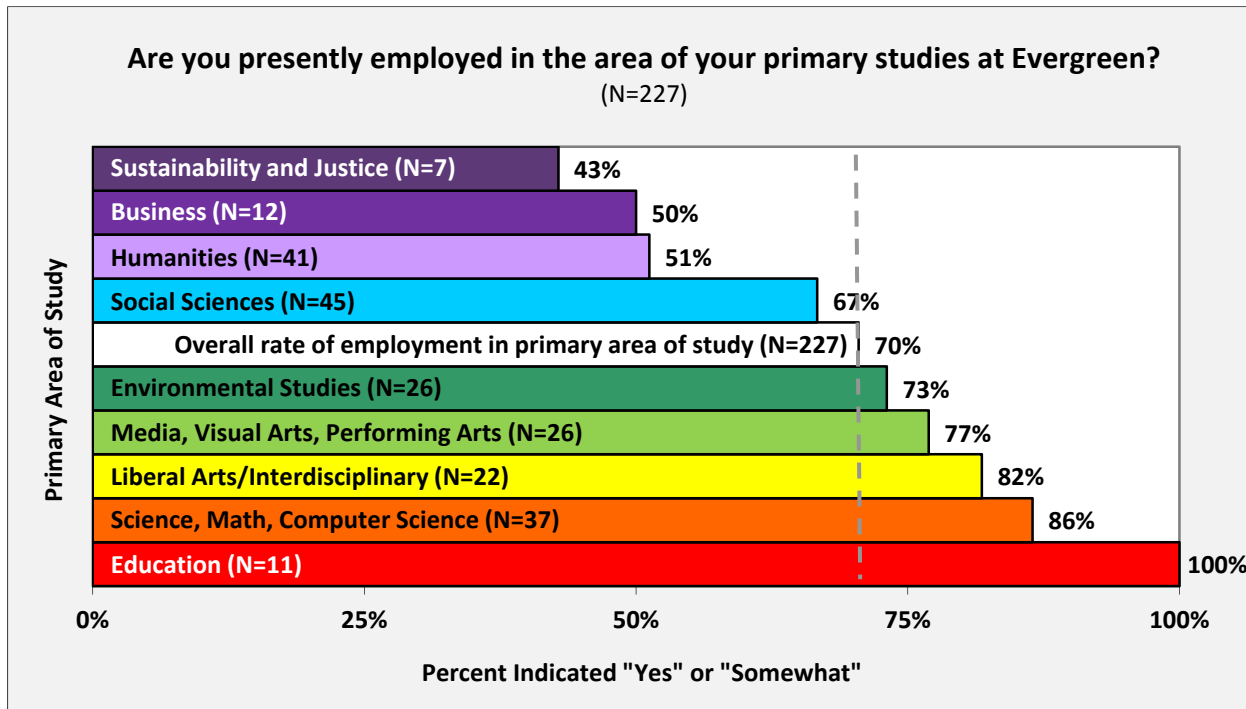
83% of 2012 graduates (N=241) were employed 3 years after graduation.

Employed alumni were asked to indicate their employment type, relatedness of work to their primary area of study at Evergreen, current employer, job category, and level of preparation they felt they received from their Evergreen education. The survey included the prompt "If you have more than one job, please choose the one job that best relates to your goals or that you feel is most important to you, and complete this section with that job in mind."



70% (N=160) answered "Yes" or "Somewhat" when asked if they were employed in the area of their primary studies at Evergreen.

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



Respondents were asked which of the following characteristics best described their current employment status. Alumni could choose more than one category therefore percentages do not sum to 100.

Nature of Employment (<i>all that apply</i>) (N=231)	N	%
Employed full-time	167	72.3%
Employed part-time	45	19.5%
Self-employed/own business*	33	14.2%
Employed on a temporary basis	24	10.4%

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

*Note: The percentage of self-employed alumni in this table differs from that shown in the current activities table on page 7, as alumni with multiple jobs were asked to complete this section with one job in mind.

Employment Sector (<i>all that apply</i>) (N=231)	N	%
Public agency (government, public school, Tribal, etc.)	73	31.6%
Non-profit agency	54	23.4%
Private, for-profit company	120	51.9%

55% were working for public or non-profit agencies.

Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were reminded to choose the job they considered to be their *primary* occupation.

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

- **Education/Training/Library** (11%)
- **Community and Social Service** (10%)
- **Management** (10%)

An additional 22% (N=52) were working in **high-demand science** positions, including Life Science, Computer/Mathematical, Healthcare Support, Healthcare Practitioner/Technician, Farming/Fishing/Forestry, Architecture/Engineering, and Physical Science.

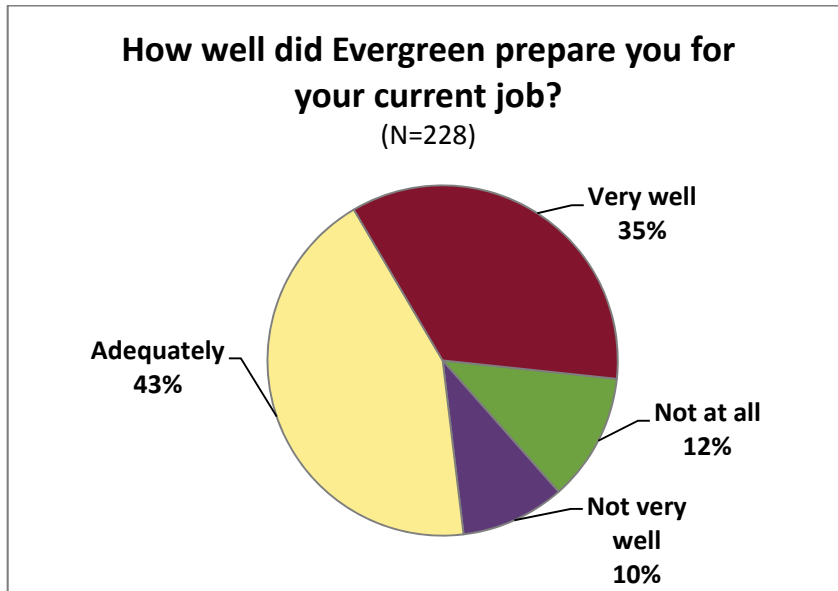
Type of Work (N=241)	N	%
Education/Training/Library	27	11.2%
Community and Social Service	23	9.5%
Management	23	9.5%
Office/Administrative Support	21	8.7%
Life Science	18	7.5%
Computer/Mathematical	14	5.8%
Food Preparation/Serving	11	4.6%
Media and Communications	11	4.6%
Sales	11	4.6%
Healthcare Support	9	3.7%
Art and Design	8	3.3%
Business and Financial Operations	8	3.3%
Personal Care and Service	7	2.9%
Legal Occupations	6	2.5%
Social Science	6	2.5%
Military and Protective Service	5	2.1%
Production/Manufacturing	5	2.1%
Healthcare Practitioner or Technician	4	1.7%
Farming/Fishing/Forestry Worker	3	1.2%
Architecture/Engineering	2	0.8%
Construction/Installation/Repair	2	0.8%
Physical Science	2	0.8%
Transportation	2	0.8%
Building and Grounds Cleaning/Maintenance	1	0.4%
Entertainer/Performer	0	0.0%
Unknown	12	5.0%

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

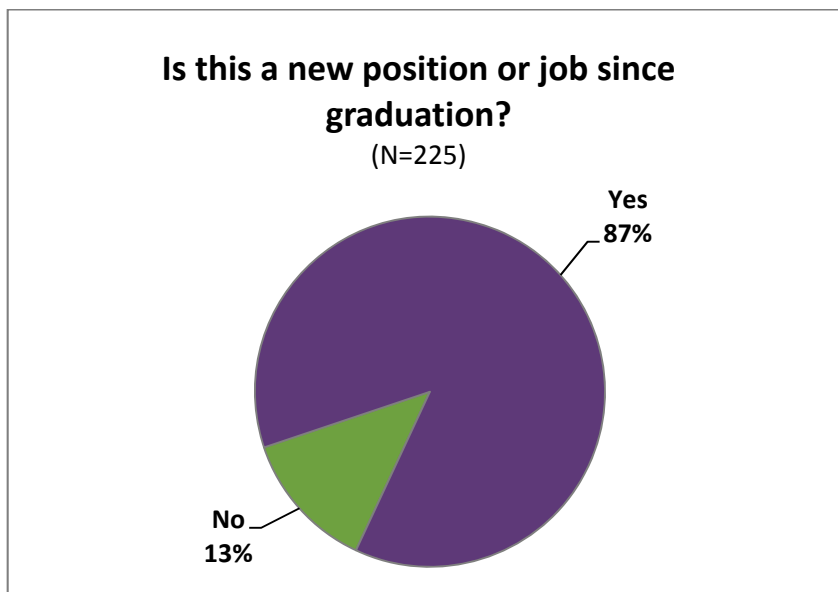
The top employers for these alumni were **K-12 public schools** (N=13), **other public higher education institutions** (N=12), the **State of Washington** (N=11), the **U.S. Government** (N=9), **The Evergreen State College** (N=5) and **American Indian Tribes** (N=5).

Preparation for Work

Respondents were asked to rate how well Evergreen prepared them for their current job, using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately, and 3=Very well. The mean score was 2.02, which falls just above *Adequately* on the rating scale.

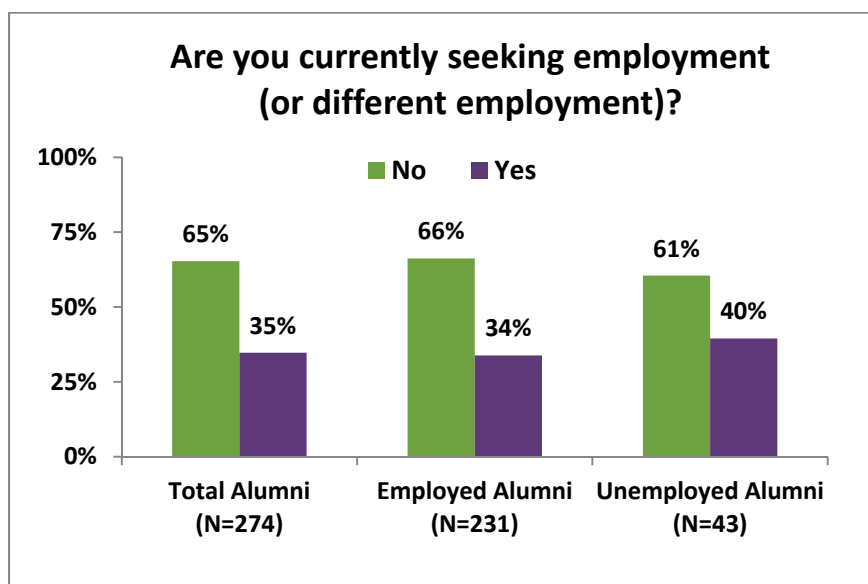


79% of alumni (N=179) felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.



Recognizing that many alumni were already working as students, we now ask whether their current position is the same one they held prior to graduation. For **87%** of employed alumni (N=196), this is a new job.

All alumni were asked if they were currently seeking employment (or different employment) at the time of the survey. 274 of 291 respondents (94%) answered this question. The following chart shows responses for total alumni and for employed and unemployed alumni.



Of the 43 unemployed alumni who responded to this question, 26 (61%) indicated they were *not* currently seeking employment. This group's responses to the "current activities" question at the beginning of the survey were analyzed to identify possible reasons for not seeking employment. 15 of these 26 alumni were attending graduate or professional school or were about to start, 6 were involved in volunteer work, 2 were stay-at-home parents and 2 were taking courses to prepare for graduate or professional programs. Only one respondent did not provide additional detail about their activities. Among employed alumni, 34% were concurrently seeking additional or different employment.

G. Graduate or Professional School

Respondents were asked whether they had applied to graduate or professional school and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 276 alumni who responded to this question:

- **42%** had **applied** to graduate or professional school within three years of graduating from Evergreen.
- **94%** of those who applied were **accepted**.
- **37%** had attended or were currently **enrolled** in graduate or professional programs.

Application to Graduate or Professional School	N	%
Total applied	116	42%
Total have not applied	160	58%
<i>Intend to apply in the future</i>	<i>101</i>	<i>(63%)</i>
<i>Do not intend to apply</i>	<i>59</i>	<i>(37%)</i>
Total respondents	276	100%

42% had applied to graduate or professional school within 3 years of graduating from Evergreen.

Of those who had *not* applied, **63%** intend to in the future.

Acceptance to Graduate or Professional School	N	%
Total accepted	108	94%
Total not accepted	7	6%
<i>Total reviewed applications</i>	<i>115</i>	<i>(99%)</i>
<i>Applications pending</i>	<i>1</i>	<i>(1%)</i>
Total applicants	116	100%

94% of alumni who applied were accepted (one respondent's application was still pending).

37% of respondents had attended or were currently enrolled in graduate or professional programs. Of these, 28% (N=29) had already earned a degree or certificate.

Enrollment in Graduate or Professional School (N=274)	N	%
Total attended/attending	102	37%

The top institutions for graduate or professional study for this group of alumni were **The Evergreen State College**, **The University of Washington** (Seattle, Tacoma and Bothell campuses), and **Saint Martin's University**.

Location of Graduate or Professional Program (N=102)	N	%
Washington	42	41%
Other US States (16 states)	41	40%
Online	10	10%
International (6 foreign countries)	6	6%
Unknown	3	3%

41% were attending graduate or professional school in Washington.

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

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

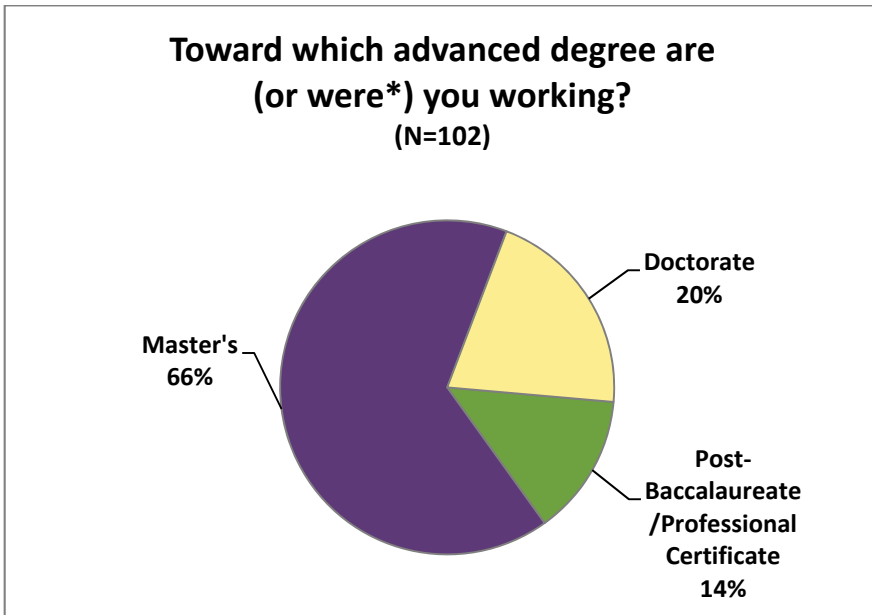
- **Education** (19%)
- **Law and Legal Professions/Studies** (9%)
- **Public Administration/Public Policy** (9%)

A total of 31 alumni (30%) were studying in high-demand science fields. This includes Biological and Biomedical Sciences, Computer and Information Sciences, Health Professions in Medicine, Health Support Services, Natural Resources and Conservation, Agriculture/Agricultural Sciences, Architecture and Planning, Engineering, Mathematics and Statistics, and Physical Sciences.

Field of Study in Graduate or Professional School (N=102)	N	%
Education	19	18.6%
Law and Legal Professions/Studies	9	8.8%
Public Administration/Public Policy	9	8.8%
Biological and Biomedical Sciences	8	7.8%
Health Services, Mental	8	7.8%
Social Service Professions	7	6.9%
Computer and Information Sciences	6	5.9%
Health Professions in Medicine	4	3.9%
Health Support Services	4	3.9%
Natural Resources and Conservation	4	3.9%
Social Sciences	4	3.9%
Visual and Performing Arts	4	3.9%
Communication, Journalism, and Communications Technologies	2	2.0%
Library Science	2	2.0%
Philosophy and Religious Studies	2	2.0%
Agriculture/Agricultural Sciences	1	1.0%
Architecture and Planning	1	1.0%
Engineering	1	1.0%
English Language and Literature/Letters	1	1.0%
Foreign Languages, Literatures and Linguistics	1	1.0%
History	1	1.0%
Liberal Arts and Sciences, General Studies and Humanities	1	1.0%
Mathematics and Statistics	1	1.0%
Physical Sciences	1	1.0%
Other (post baccalaureate degree in welding)	1	1.0%
Area, Ethnic, Cultural and Gender Studies	-	-
Business, Management and Marketing	-	-
Communications Technologies/Technicians	-	-

Note: Fields of study are derived from the National Center for Education Statistics Classification of Instructional Programs 2010

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

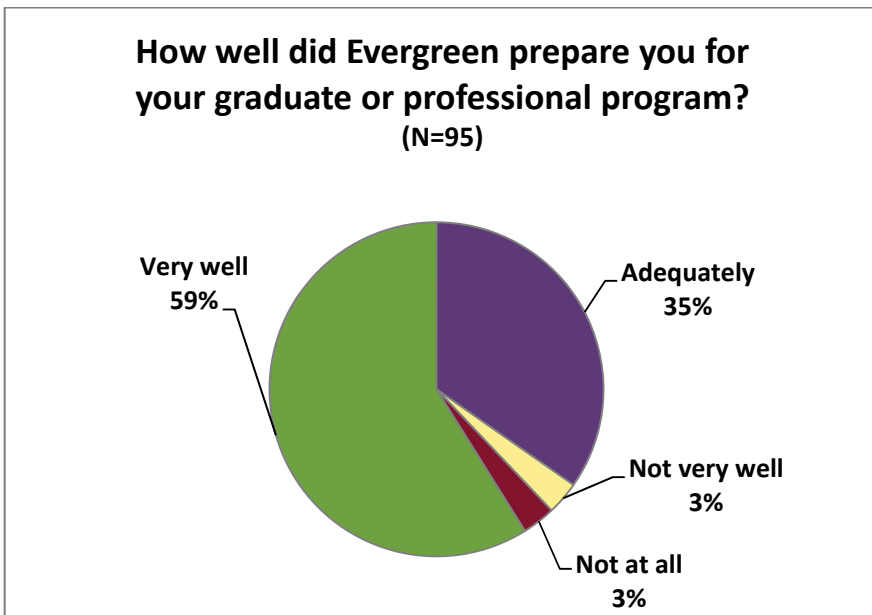


66% were pursuing master's degrees, 20% were in doctoral programs, and 14% were working toward post-baccalaureate degrees or professional certificates.

28% of these alumni (N=29) had already completed a degree or certificate. This represents 10% of total alumni survey respondents.*

*3 respondents had earned doctoral degrees, 22 had earned master's degrees, and 4 had completed professional certification programs.

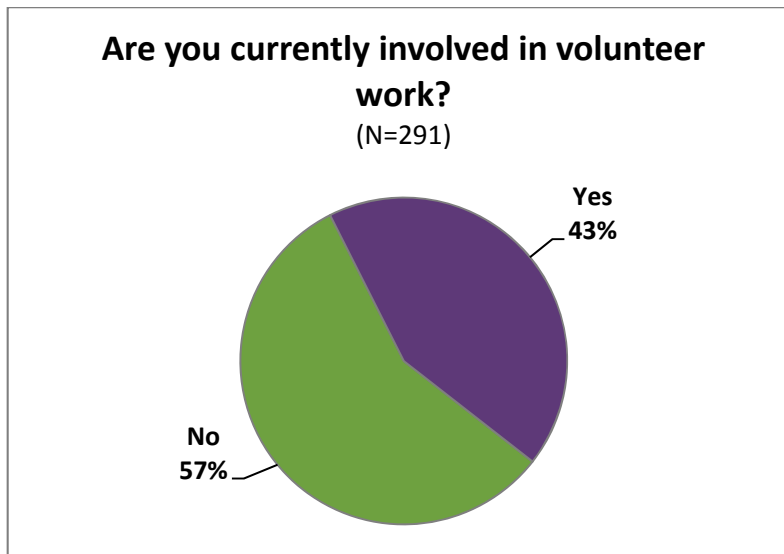
Alumni indicated how well Evergreen prepared them for their advanced studies using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately, and 3=Very well. The mean score was 2.49, midway between Adequately and Very well.



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

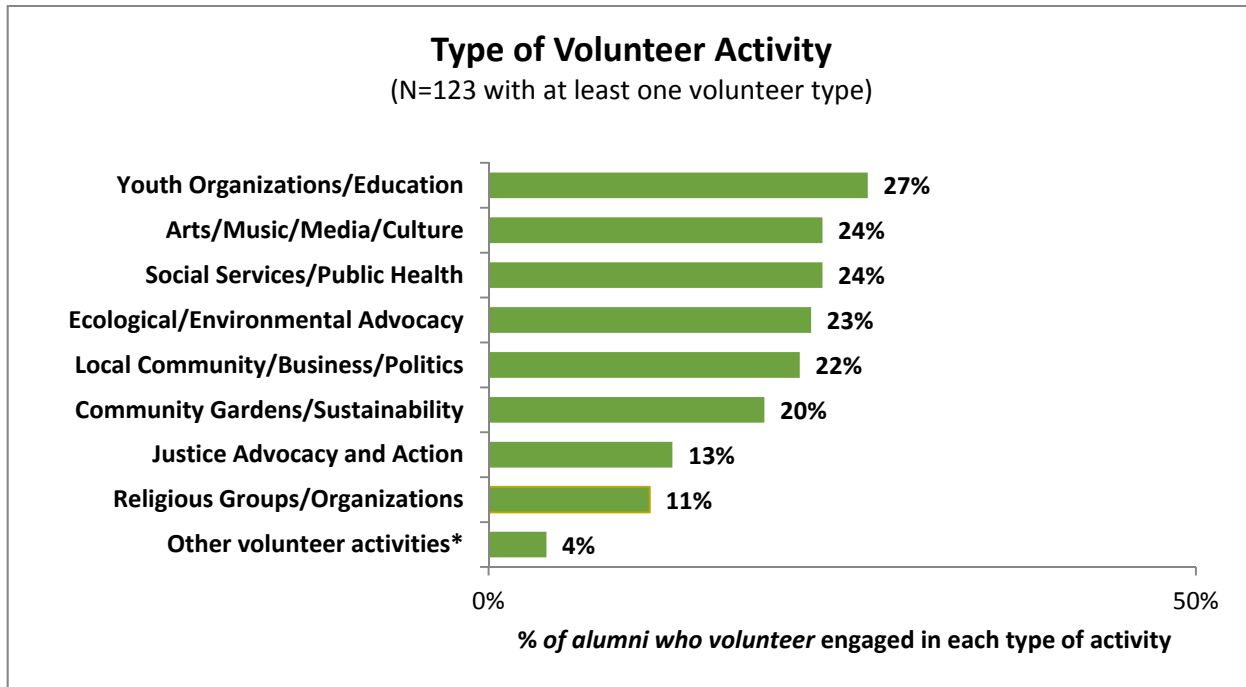
H. Volunteerism

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.



43% of alumni respondents (N=125) were involved in volunteer activities at the time of the survey.

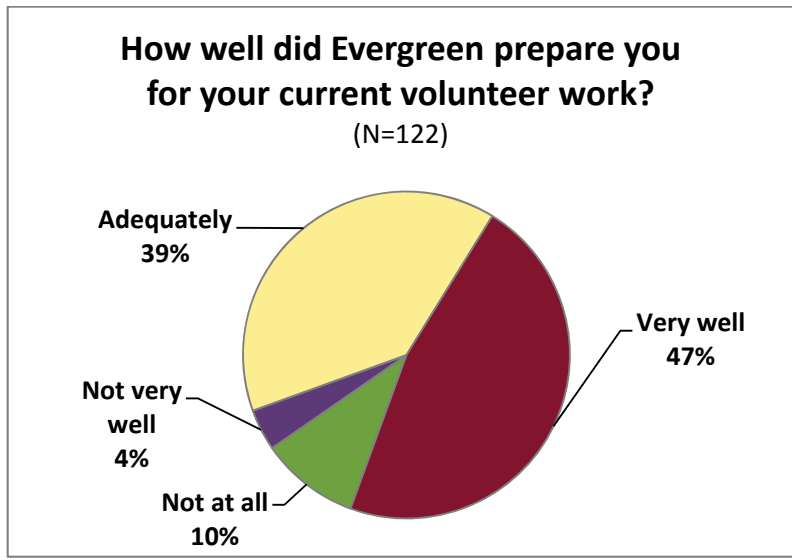
Of these, **98%** (N=123) indicated what type(s) of work they were doing. Results are shown in the following chart:



Note: Percentages do not sum to 100 as alumni could report more than one volunteer category.

**Other volunteer activities included technology conferences, adult education in software development, alternative economics, rugby coach, and indigenous language revitalization and cultural competency for native tribes.*

Respondents were then asked to indicate how well Evergreen prepared them for their current volunteer work using a four-point scale where 0=*Not at all*, 1=*Not very well*, 2=*Adequately*, and 3=*Very well*. Alumni ratings resulted in a mean score of 2.23.



86% of alumni involved in volunteer work felt Evergreen prepared them *Adequately* or *Very well* for their volunteer positions.

I. Overall Well-being

For this administration of the survey, a series of questions pertaining to life satisfaction was added. Alumni were asked to rate their level of satisfaction in various areas using a 5-point scale from (1) *Not at all* to (5) *Very*. The frequency table below is ranked by the percentage of alumni who were *Mostly* or *Very* satisfied in each area. Figures in bold print indicate the most common rating for each area.

Alumni reported they were most satisfied with:

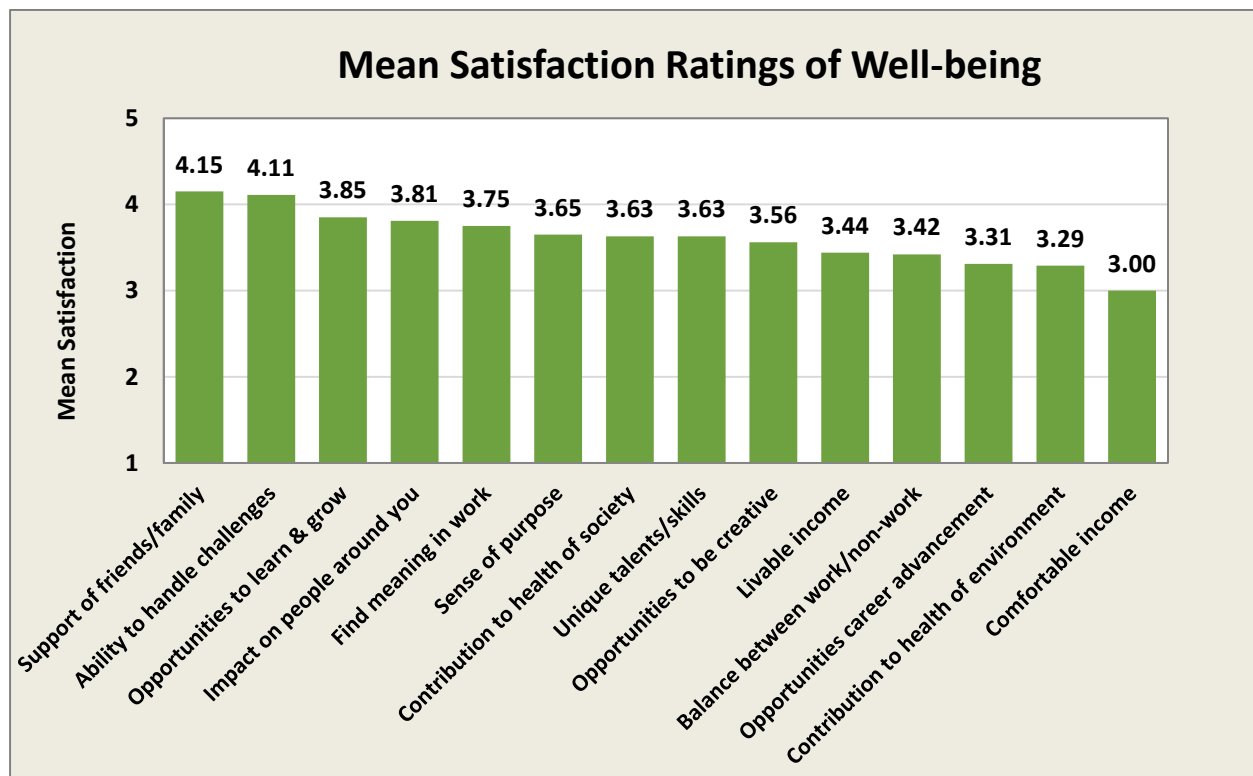
- **Their ability to handle challenges** (80%)
- **Support of friends and/or family** (80%)
- **The impact they have on the people around them** (69%)
- **Opportunities to learn and grow** (66%)
- **Finding meaning in their work** (63%)

How satisfied are you with the following aspects of your life?	Not at all	A little	Some-what	Mostly	Very	Total Mostly/Very
Your ability to handle challenges (N=264)	3.4%	4.2%	12.5%	37.9%	42.0%	79.9%
Support of friends and/or family (N=266)	2.3%	7.1%	10.9%	32.7%	47.0%	79.7%
The impact that you have on the people around you (N=265)	6.4%	6.8%	18.1%	37.0%	31.7%	68.7%
Opportunities to learn and grow (N=266)	5.6%	9.8%	18.8%	25.2%	40.6%	65.8%
That you find meaning in your work (N=266)	7.9%	11.7%	17.3%	23.7%	39.5%	63.2%
Your sense of purpose (N=264)	7.6%	11.0%	19.7%	32.2%	29.5%	61.7%
Your unique talents and skills are being exercised (N=265)	7.5%	7.2%	24.9%	35.1%	25.3%	60.4%
Your contribution to the health of your community or society (N=266)	7.1%	10.5%	24.8%	27.4%	30.1%	57.5%
That you have a livable income to support yourself and/or your family (N=266)	14.3%	11.7%	17.7%	28.6%	27.8%	56.4%
Opportunities to be creative (N=265)	9.1%	9.4%	27.9%	23.8%	29.8%	53.6%

How satisfied are you with the following aspects of your life?	Not at all	A little	Some-what	Mostly	Very	Total Mostly/Very
The balance between work and non-work life (N=266)	11.7%	9.4%	27.4%	28.2%	23.3%	51.5%
Opportunities for career advancement/promotion (N=265)	17.7%	12.1%	20.0%	21.9%	28.3%	50.2%
Your contribution to the health of the environment (N=266)	10.5%	16.5%	26.7%	26.3%	19.9%	46.2%
That you have a comfortable income to support yourself and/or your family (N=262)	23.3%	12.6%	22.1%	25.2%	16.8%	42.0%

There were two areas in which fewer than 50% of alumni were *Mostly* or *Very* satisfied: their **Contribution to the health of the environment** (46%) and **Having a comfortable income to support themselves and/or their family** (42%).

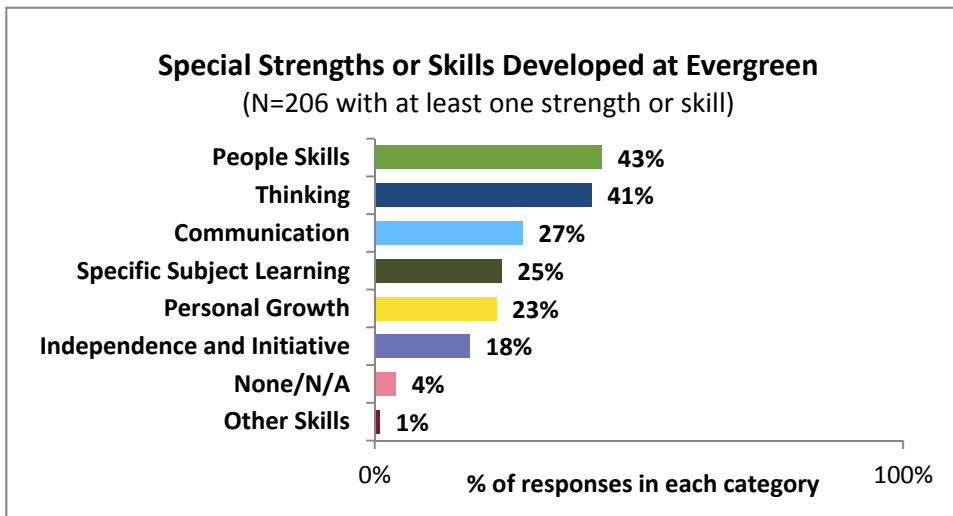
Average satisfaction ratings were calculated for each area and results are shown in the chart below. The two highest-rated areas also appear at the top of the frequency table above: **Support of friends and/or family** and **Ability to handle challenges**. Similarly, the lowest-rated area was **Having a comfortable income**. While nearly a quarter of respondents were *Not at all* satisfied in this area, most indicated they were satisfied that they had a **Livable income** (56% *Mostly* or *Very* satisfied).



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

J. Special Strengths Developed at Evergreen

Alumni were asked, in an open-ended narrative question, “What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors?” 71% of respondents (N=206) named at least one strength or skill; their comments were categorized and are detailed below. The three most common themes were **People Skills** (43%), **Thinking** (41%) and **Communication** (28%).



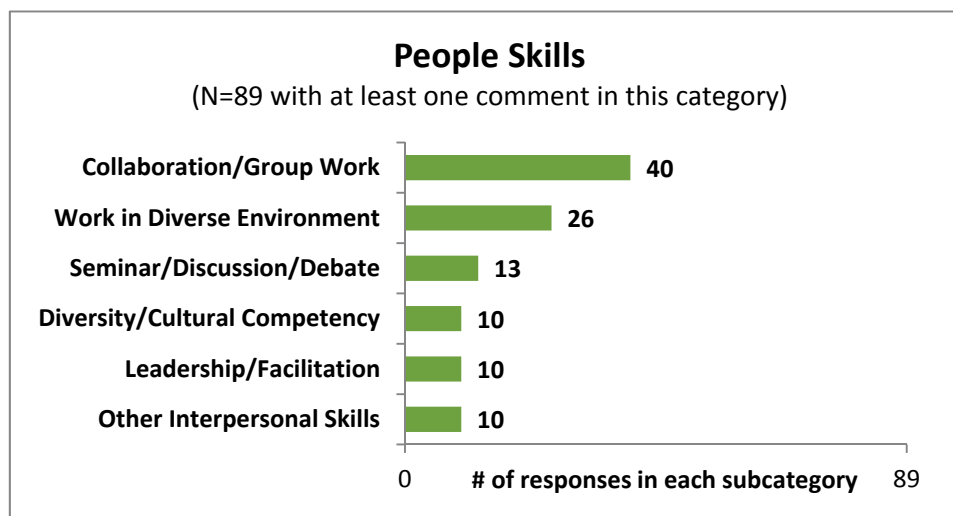
“My ability to work in a diverse, interdisciplinary environment[is] critical to how I approach all of my work, both my primary, full-time job, and my independent creative projects.”

“The critical thinking and writing skills I developed at Evergreen have been absolutely imperative for me in my graduate program.”

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

People Skills

89 respondents (43%) mentioned improved people skills; subcategories in this group are detailed below:



“I found that learning how to work in diverse groups, and to think critically were the most important skills I learned as I now work to bring ideas to fruition in my community.”

“My experience in seminar has helped me learn when to step up and when to step back in group discussion or problem-solving.”

Collaboration/Group Work (N=40)

The strength or skill most often named in the people skills category was collaboration or group work. Specific examples included working well as part of a team or group; working collaboratively in a diverse community; being able to work closely with others; and group participation and management.

Working with Diverse People/Ability to Work in a Diverse Environment (N=26)

Alumni in this next subcategory gained skills for working within groups of differing ethnicities, cultural or socioeconomic backgrounds, opinions, personality types, ages, and abilities. They learned to work across differences for shared goals, learned to build relationships with people from all backgrounds, gained the ability to apply such skills in their daily lives, and sought opportunities to work with people who differ from them.

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

Seminar/Discussion/Negotiation (N=13)

Alumni in this category indicated they learned to effectively contribute to group dialog in the context of seminar, discussion, and negotiation. Specific examples included how to deal with conflict in a respectful way, how to have a passionate yet civil discussion with someone who maintains a different point of view, how to present one’s ideas to people with radically different beliefs, and how to apply these skills in personal and professional settings.

Diversity Awareness/Cultural Competency (N=10)

These alumni indicated they developed awareness, understanding, sensitivity, and respect for human and cultural diversity. Specific examples included awareness of privilege, internalized oppression, and other elements of racism. Alumni spoke of the benefits of being exposed to the perspectives of a broad array of subcultures, learning to embrace diversity, and using these skills in every aspect of daily life.

Leadership/Facilitation Skills (N=10)

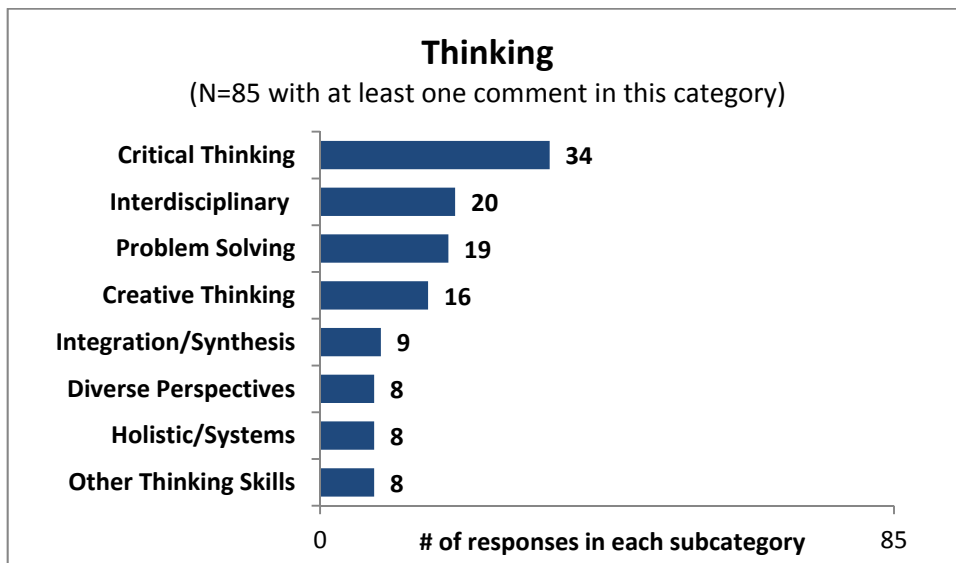
These alumni indicated they learned or further developed leadership skills, or gained confidence in holding leadership roles. Specific skills included principles of leadership and mediation skills. One respondent applied leadership skills learned through involvement in student groups to a position of graduate school student government president.

Other Interpersonal Skills (N=10)

The remaining alumni in this group developed people skills, gained networking skills, learned diplomacy, gained an understanding of how people think and react, learned to adapt well to new work place environments, and learned to advocate for self, staff, and clients during challenging situations.

Thinking

85 alumni (41%) described how their Evergreen experiences enhanced their thinking. Subcategories in this group are detailed below:



“I honed my critical thinking and writing skills as well as research. These three skills are invaluable to the work I do, and my proficiency in them sets me apart from my colleagues.”

“Thinking across disciplines has helped me in every single endeavor I've embarked on since graduating from Evergreen.”

Critical Thinking Skills (N=34)

The most frequently-named skill in this category by far was critical thinking. Specific examples included the ability to critically analyze information, to think critically about current events, to not make assumptions and to ask questions, and to challenge things in a positive manner. One respondent stated these skills were imperative for their graduate program.

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

Interdisciplinary Thinking/Learning (N=20)

These alumni listed interdisciplinary thinking among their skills, along with interdisciplinary learning and the ability to conduct interdisciplinary research. Specific examples included learning to be observant of patterns across multiple disciplines, learning that all fields are connected, and applying a multidisciplinary approach/mindset to work and scientific challenges.

Problem Solving/Applying Knowledge and Skills (N=19)

The next-largest subcategory in this group was problem-solving and the ability to apply knowledge and skills. Specific examples included the ability to approach problem solving creatively, or from multiple angles or pathways; and the ability to identify problems, work well in a crisis, be a solution-oriented thinker, or connect theory with practice.

Creative Thinking (N=16)

Alumni also named creative thinking skills and the ability to think outside the box among strengths developed at Evergreen.

Integration/Synthesis/Ability to See Connections (N=9)

Alumni in this category described their abilities to integrate knowledge/learning; make connections; synthesize information from different sources, backgrounds, or fields of study; and to relate experiences to one another.

Consideration of Diverse Perspectives/Alternate Points of View (N=8)

Alumni in this category learned to think from multiple perspectives and with an open mind, and to consider others' opinions or points of view.

Holistic/Systems Thinking (N=8)

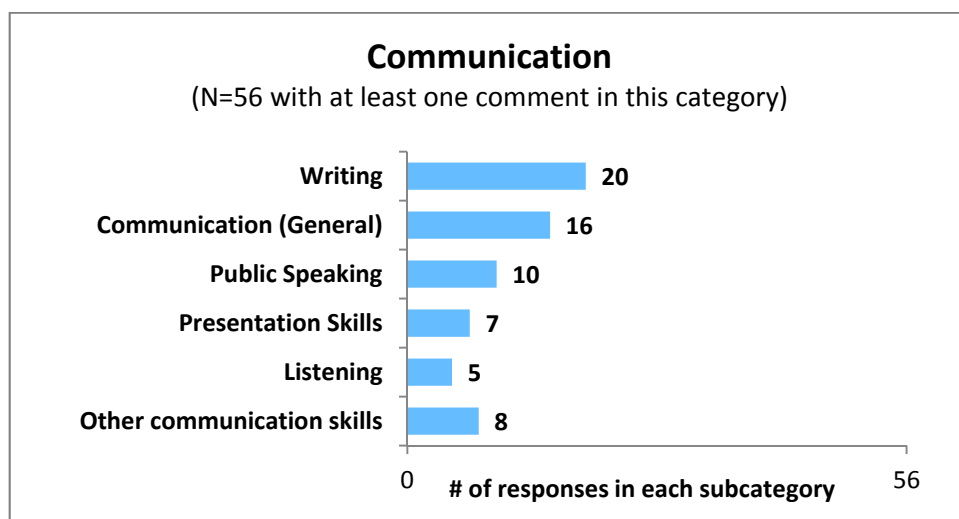
Alumni in this group learned to see the world holistically and view situations in a broader context, and learned systems or design thinking.

Other Thinking Skills (N=8)

The remaining alumni in this category listed analytical, independent, liberal, and intuitive thinking; how to learn and not just memorize; and the ability to meditate on their learning as skills developed at Evergreen.

Communication

Of the 206 alumni who named at least one strength or skill, 56 (27%) mentioned communication. Subcategories within this group are detailed below:



“My education at Evergreen helped to develop my writing capabilities. This serves me well every single day.”

“The presentations that were included in the classroom allowed me to become less afraid to speak in a group setting and voice my concerns and views with more confidence.”

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

Writing (N=20)

Alumni in the communication category most often named writing skills as a special strength or skill developed at Evergreen. Specific examples included writing clearly, concisely, or more effectively; creative, technical, scientific, or grant writing; and writing about one’s own experiences. One respondent mentioned that the writing skills they developed at Evergreen have been imperative in their graduate program, and another stated these skills serve them well every single day.

Communication – General (N=16)

The next-largest subcategory was communication, not otherwise specified. These alumni mentioned communication in general; specified they had developed clearer, stronger, or more effective communication skills; learned nonviolent communication skills; and gained the ability to communicate with people in a direct, authentic/honest manner.

Public Speaking (N=10)

Ten alumni in this category gained or improved upon their public speaking skills, or became more comfortable speaking in front of groups.

Presentation Skills (N=7)

Seven alumni named presentation skills as a strength developed at Evergreen.

Listening (N=5)

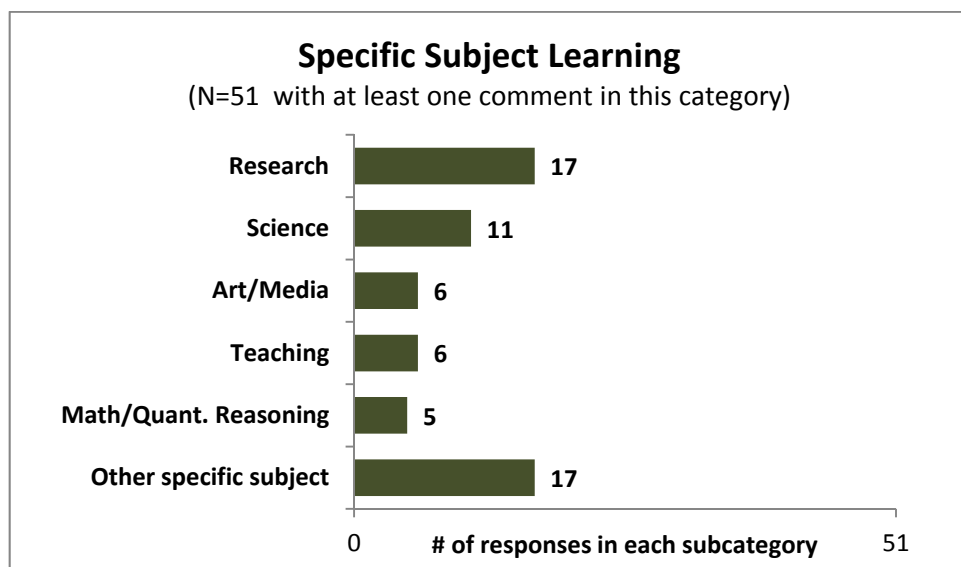
Several alumni named listening skills, including active and deep listening, among their strengths.

Other communication subcategories with fewer than 5 responses (N=8)

The remaining alumni in this category developed their reading skills, general (non-public) speaking skills, and language skills in general.

Specific Subject Learning

51 respondents (25%) named specific subjects they learned about at Evergreen. Subcategories in this group are detailed below:



“I think that the research environment at Evergreen provides excellent opportunities for undergraduates to feel that they have a primary purpose and role in research as well as leading other undergraduates as a group to accomplish goals.”

Research Skills (N=17)

Alumni in the specific subject learning category most often named research skills among their strengths. Specific examples included research methods and grant research. One respondent felt that doing a lot of scientific research as an undergrad was great experience for putting learning into practice.

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

Science (N=11)

Eleven alumni listed science skills in general or named specific fields (e.g. biology, chemistry, native and medicinal plants, horticultural techniques, water quality protection) or scientific methods (e.g. microscopy and lab skills, instrumentation techniques, scientific paper analysis, and field work skills).

Art and Media Skills (N=6)

Alumni in this subcategory developed skills in the arts and media. Specific areas included photography, stone carving, studio lighting, Adobe Photoshop and Lightroom, and other technical skills related to media/visual arts.

Teaching Skills (N=6)

Several alumni listed teaching skills in general or named specific teaching skills, including the ability to teach English Language Learners, advanced pedagogical skills, and understanding what it means to teach and not just present.

Math, Quantitative Reasoning, or Computer Science Skills (N=5)

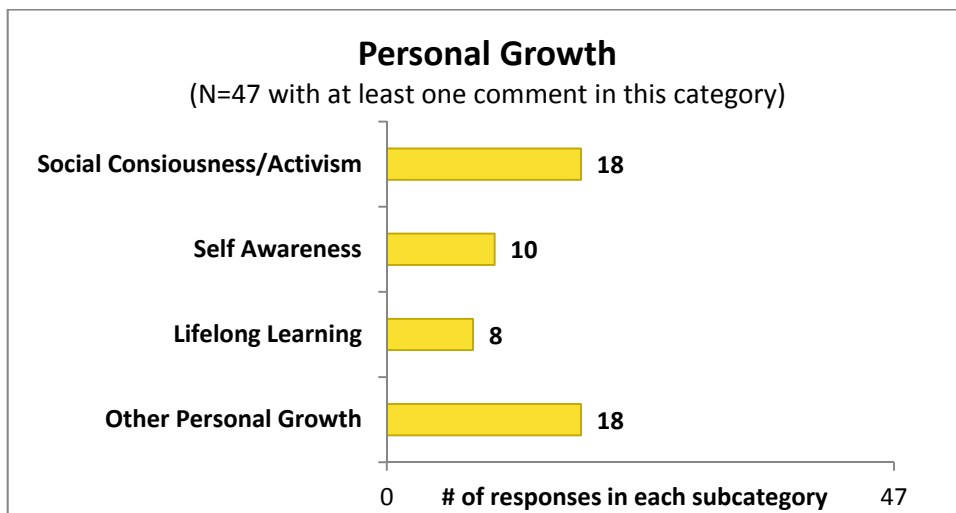
Five alumni listed math, physics, software testing, and accounting among strengths or skills developed at Evergreen. One respondent learned not to be afraid of math, and another felt their mathematics programs at Evergreen were structured such that they fit the style of graduate mathematics work.

Other specific subject learning subcategories with fewer than 5 responses (N=17)

The remaining alumni in this category indicated they gained skills and knowledge in other specific areas: counseling, psychology, hypnotherapy, health care administration, advocacy, marketing, business strategy, organizational development, computer use, travel, using shop/power tools, understanding Chinese culture and history, foreign language, and sustainability/sustainable design.

Personal Growth

47 respondents (23%) felt that the personal growth they experienced during their time at Evergreen was a special strength. Subcategories in this group are detailed below:



“Evergreen helped me develop and refine my social justice framework, which I am continually expanding on through my graduate studies and community activism. I could not be more satisfied with everything I gained from my Evergreen education.”

Social/Community Consciousness/Activism (N=18)

Alumni indicated they gained awareness of social and community issues and/or the desire to act upon such issues. Specific examples included developing a social justice mindset/framework, civic intelligence, or a desire to contribute to the greater good; developing the ability to see past cultural and social order; keeping the marginalized in mind; understanding the importance of decolonization; learning about Native American sovereignty; being mindful of how ones actions might affect others or the world; and developing a commitment to activism.

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

Self-Reflection/Self-Awareness (N=10)

These alumni developed the ability to self-critique, self-awareness or a sense of identity, and perspective.

Lifelong Learning/Love of Learning (N=8)

Alumni in this group identified as being lifelong learners, or described the importance of continued curiosity, exploration, and learning.

Other Personal Growth (N=18)

Other strengths mentioned by alumni in this group included confidence, patience, environmental consciousness/awareness, flexibility, and self-care. Some felt their Evergreen experience helped them to embrace their creativity, develop a sense of pride, be more open, or overcome fears.

Independence and Initiative

37 alumni (18%) felt they developed independence and initiative while attending Evergreen. Specific examples included the ability to work, learn, or seek out resources independently; organizational skills; self-motivation; time management; goal setting and attainment; personal responsibility; and a strong work ethic.

“The ability to work independently is a huge asset for me. My employers realized immediately that they didn't need to hold my hand. My challenges are bigger, but I get a tremendous amount of freedom, and I'm more productive without the stress. Evergreen gave me this discipline.”

None/N/A

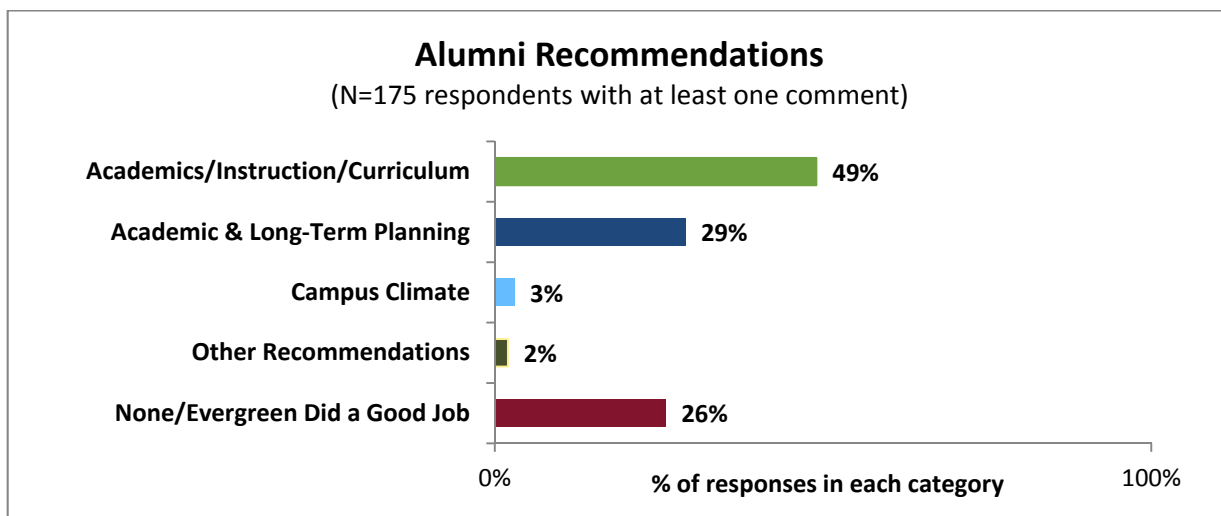
9 respondents (4%) indicated they did not develop useful strengths or skills at Evergreen, could not think of anything specific, or entered “N/A.”

Other Skills

The remaining 3 respondents (1%) listed depth of knowledge, projects, and creativity in job searches as useful skills.

K. Alumni Recommendations

Alumni were asked if they had specific suggestions for how Evergreen could have better prepared them for life after Evergreen. 60% of respondents (N=175) made at least one suggestion. Recommendations were categorized and are summarized below (actual alumni feedback will be shared with corresponding campus divisions for use in assessment and planning activities). The two major themes among recommendations were **Academics/Instruction/Curriculum** (49%) and **Academic and Long-Term Planning** (29%).

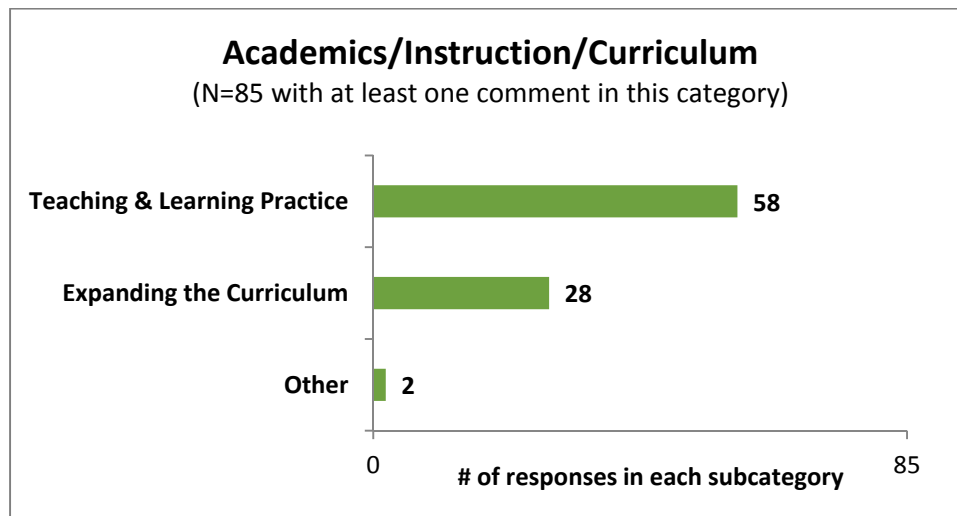


Note: Percentages do not sum to 100 as alumni could make more than one recommendation.

Do you have specific suggestions for how Evergreen could have better prepared you for life after Evergreen? (Continued...)

Academics/Instruction/Curriculum

Of the 175 alumni who made at least one recommendation, 85 (49%) suggested changes pertaining to academics, instruction or curriculum at Evergreen. Subcategories in this group are detailed below:



Teaching and Learning Practice (N=58)

The largest subcategory under Academics/Instruction/Curriculum was teaching and learning practice. Twelve alumni in this group would like to see Evergreen offer more **internships and other special learning opportunities** for practical application of skills learned. Most suggested more focus on/support for internships in general, or specified creating opportunities with local agencies, offering more in-program internships, having an internship requirement, or increasing internship support for students over 40. One respondent suggested offering research assistantships, and another recommended Evergreen continue to offer classes with study abroad components. Some mentioned the increasing importance of building work experience in one’s field before entering today’s competitive workforce.

Another 12 alumni addressed issues around **quality of teaching or programs** and **faculty accountability**. Those who commented on quality of teaching or programs experienced programs that did not follow their course description and/or syllabus, or whose main subject area changed drastically after registration when it was too late to find another program; took courses that felt “experimental” and were difficult to ground in real life; wanted faculty to give more lectures and less seminar, allow more democratic decision-making in class, provide more than one political standpoint, and improve the selection/relatedness of class readings; and suggested more serious classes/professors rather than ‘hippy dippy’ ones. Specific recommendations pertaining to faculty accountability included stricter standards in grading, more rigorous study, increasing the amount of assigned reading, more involvement/presence, and less favoritism toward particular students.

Seven respondents recommended Evergreen offer more formal **writing instruction** and critical feedback in programs, or even require academic writing coursework. Two alumni specified technical writing instruction, and another observed poor writing skills among classmates.

Another 7 alumni made suggestions around **learning support**, including offering more constructive criticism to students; providing more structure, guidance and scaffolding for Evergreen’s unique style of self-directed learning; and teaching study skills, time management, and goal setting/attainment.

Six alumni suggested Evergreen better prepare graduates for the **“real world,”** including teaching skills that prepare students for the workplace or post-graduate education, and teaching solutions to the world’s problems. One respondent felt there was more “real life” learning in Evening/Weekend classes than daytime programs.

Do you have specific suggestions for how Evergreen could have better prepared you for life after Evergreen? (Continued...)

Five respondents mentioned **issues with seminar**. Specific examples included seminar discussions being dominated by a few students; directionless seminars on abstract subjects that not all students understood; and seminar discussions where only one political standpoint was tolerated. Alumni noted that seminar is not the best way to learn for all students; one of these gave the example of visual learners who might benefit from handouts or visual mapping of concepts in seminar.

Five respondents wanted to see students gain more knowledge around the **use of technology** in classrooms and projects. Specific examples included training with devices currently used in teaching, practical use of computer programs and databases, and more technology instruction/support for older students who may have less experience in this area than younger students.

Other areas with fewer than 5 recommendations included offering focused, in-depth, or directed courses of study; more consistent expectations for students with regard to academic performance within group work, seminars, projects, and the awarding of credit; having requirements for math, science, or “101”/core subjects; making classes more interdisciplinary; keeping class sizes small; teaching specific subjects or skills (e.g. critical thinking, accounting, computer science, social science theory and methodology, natural resource policy, and how to give presentations); and pushing students to the limits of their comfort zones.

Expanding the Range/Availability of Studies (N=28)

The next largest subcategory under recommendations for Academics/Instruction/Curriculum was expanding the range of studies at Evergreen. Over half of these recommendations (16 out of 28 responses) were to **increase offerings in science, math, and computer science**, either in general or at specified levels or in particular areas. Specific examples included remedial math and science, entry-level math and science, skills/monitoring protocols used in entry-level ecology jobs, core programs with integrated engineering/computation, mycology, real-world technologies, and computer programming. Some alumni found it hard to get into science classes as they were so in demand; one suggested Evergreen offer year-round classes in statistics, R software, and GIS for students in the sciences. Other suggestions were to put more money into science; create more opportunities for scientific research; retain professors like Jack Longino and Nalini Nadkarni by supporting their research; place more emphasis on environmental and medical sciences; and create a pre-med program with an emphasis on social justice.

Other curricular recommendations:

- Make it easier to be in a program and take evening classes so it's easier to take a separate math or language course.
- More evening/weekend 4-credit classes or more flexible, fewer-credit programs to take simultaneously to cover a more diverse range of studies. More survey and traditional courses to help prepare for graduate school offered in addition to the interdisciplinary and non-traditional program formats.
- I think it would be very helpful to offer basic entry-level courses. Improving writing, basic research, and mathematic skills first would enable students to benefit more from interdisciplinary programs of study.
- I wish I had had more 101 type preparation in some ways. I can think my way through unfamiliar territory well, but find myself not knowing some basics that others who took the same academic path in a more traditional school do.
- The program system is great, but it makes it hard to take advanced courses. In hard sciences, it's easier because of upper division classes, but in the humanities, if you focus on one field of study, you end up whole bunch of what would be 100 and 200 level courses. Jeanne Hahn's 500 Years of Globalization course is one notable exception to this—it's definitely upper-level and possibly even graduate level difficulty—but for the most part this is unavailable.

Do you have specific suggestions for how Evergreen could have better prepared you for life after Evergreen? (Continued...)

- More challenging social science courses
- More accessible graduate programs
- Still wish there was a Master's of Psychology at Evergreen. I know at least 30 people who would enroll immediately
- More vocational training programs or access to them. The metal and woodshop at Evergreen should be more accessible to those not involved in art.
- More research supported psychology classes would have been helpful for graduate school.
- I wish there had been a larger variety of media programs. The ones that were available were difficult to get into.
- More business classes
- Classes on networking and dialogue/deliberation.
- After I graduated, I tried to work as a self-employed artist. My technical skills were well developed, but I had no business skills/instructions or ability to sell myself professionally. There was one business program offered while I was at Evergreen (that I remember seeing), but it was canceled. I'm now working in a completely unrelated field.
- As an artist in Evening and Weekend Studies, I wanted more classes on "the business of art," how to better market my work and legally protect myself.

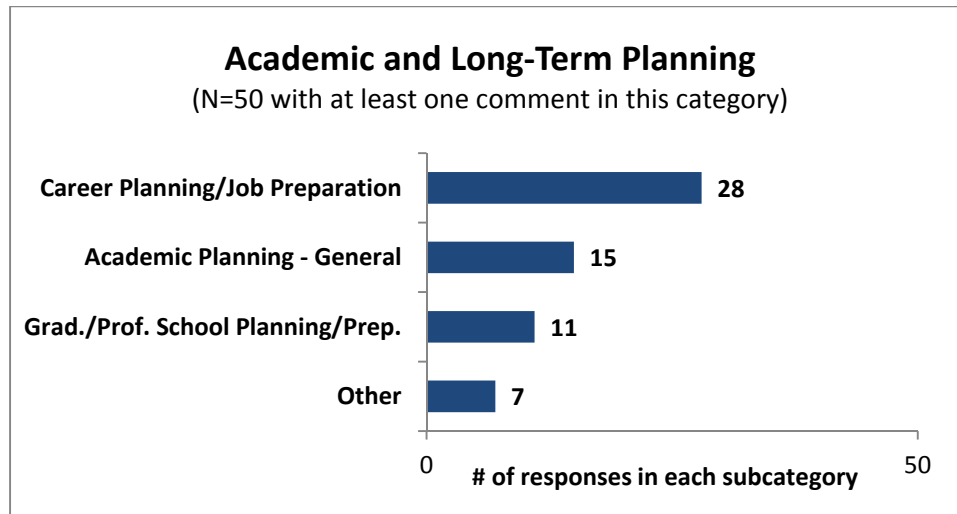
Other (N=2)

Other alumni recommendations included giving students the ability to evaluate courses in addition to evaluating faculty, and the ability to take classes in both Olympia and Tacoma.

Do you have specific suggestions for how Evergreen could have better prepared you for life after Evergreen? (Continued...)

Academic and Long-Term Planning

Fifty respondents (29%) made suggestions around Academic and Long-Term Planning. It was notable that while some comments were specific to staff advisors (Academic Advising or Career Development), many were not specific about whether planning support could come from staff or faculty. Subcategories in this group are detailed below:



Career Planning/Job Preparation (N=28)

Over half of all recommendations in the Academic and Long-Term Planning category (56%) pertained to career planning/guidance or job preparation. Specific suggestions included teaching job search, networking, resume-writing, interviewing, and salary negotiation skills; assisting students with job or internship placement; teaching students how to deal with workplace discrimination, office politics, and cronyism; guiding students in translating their studies into a career and accurately reflecting their education on resumes or to employers; having staff who are knowledgeable/honest about job availability and hiring practices in specific fields; encouraging students to gain work experience through volunteering or job shadowing; and helping students to get certifications before graduating to make them more competitive in the job market. There were also suggestions to place more emphasis on career services and to remind students that they exist.

Academic Planning - General (N=15)

These alumni suggested more guidance with academic planning/direction in general. Specific examples included assigning an advisor to each new student; helping students navigate the registration process, plan a program, tie interests together, and build upon previous coursework to expand skills; providing more guidance in creating a well-rounded education/preventing gaps in subject areas; and tailoring academic advising to the needs of non-traditional aged students. One respondent suggested a mandatory class for entering students on how to get the most out of your Evergreen experience. Alumni in this subcategory also suggested placing more emphasis on academic planning and reminding students to use this resource.

Graduate/Professional School Planning/Preparation (N=11)

11 alumni made recommendations pertaining to graduate/professional program planning and preparation. Most suggested offering students (and alumni) more support and guidance in preparing for and applying to graduate school. Specific recommendations included making students aware of common prerequisites (such as statistics); showing students how to translate an Evergreen education onto a graduate program application; showing students how to get their transcript; and implementing a combined GPA/evaluation system to alleviate confusion/irritation among grad program application reviewers.

Do you have specific suggestions for how Evergreen could have better prepared you for life after Evergreen? (Continued...)

Other Academic and Long-Term Planning subcategories with fewer than ten responses (N=7)

Five alumni listed practical life skills they wished they had learned at Evergreen, including budgeting, finance management, loan repayment, taxes, electoral systems, navigating health care, cooking, and automotive care. Two of these alumni suggested the college provide exit counseling for graduating students in the same fashion as new students receive at orientation.

One respondent suggested letting alumni keep their student email addresses in order to keep in touch with former classmates, and another was automatically graduated when they earned enough credits to do so, even though they wanted to take one more course.

Campus Climate

Six alumni (3%) made recommendations around tolerance, social climate, and student mix, including allowing for different opinions/not forcing students to adopt the school's ideals; allowing for more artistic diversity within the photography department; maintaining respect on campus and in class; providing better support for victims of relationship and sexual violence; being more inclusive toward older, non-traditional students; and placing more focus on diversity (not just racial) on campus.

Other alumni recommendations

One respondent suggested Evergreen try to keep tuition costs down, another felt Evergreen should showcase its science prep skills (not just the creative/visual arts), and two alumni expressed displeasure with Evergreen.

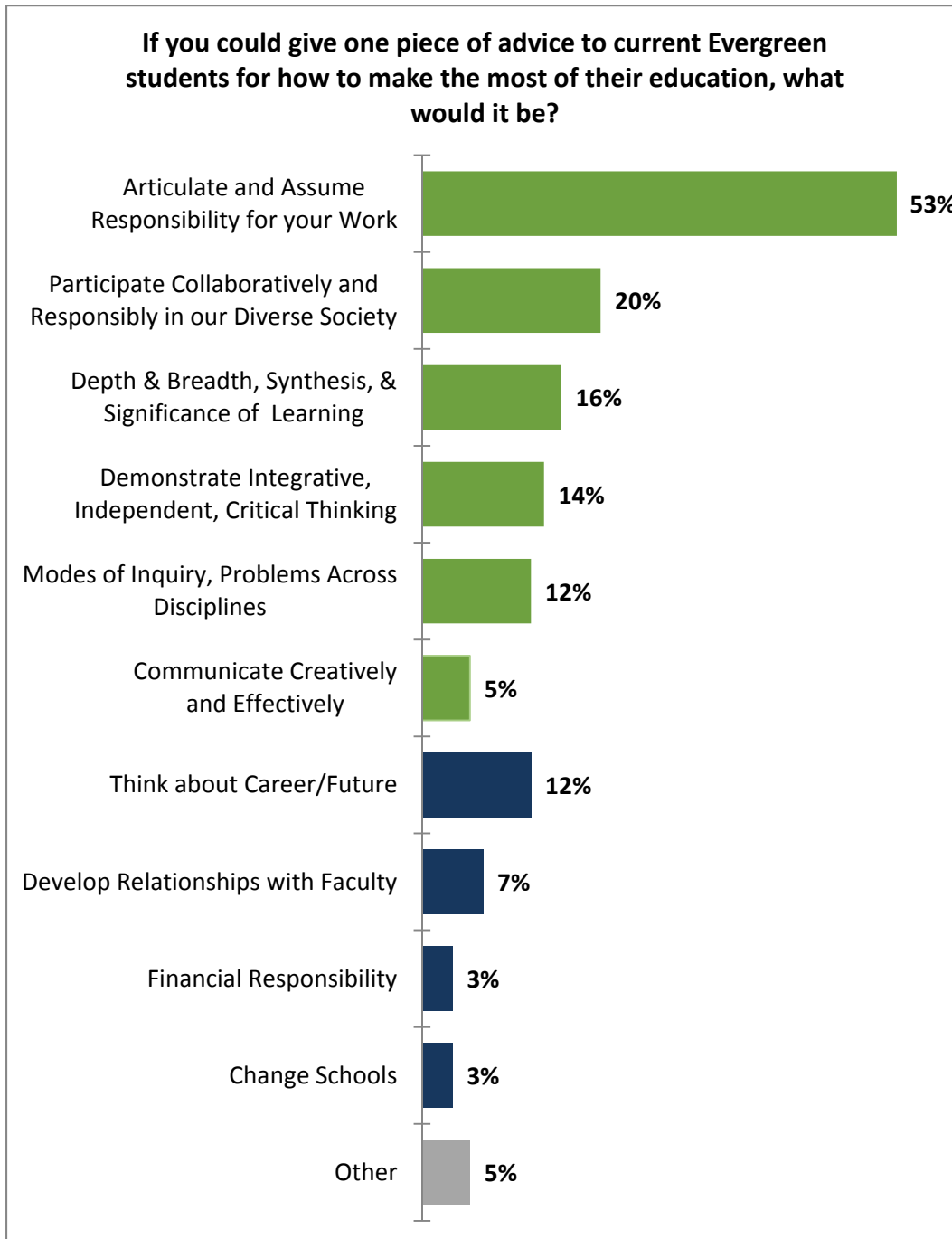
No/Not Applicable/Evergreen did a good job

46 of the 175 alumni who responded to this question (26%) either did not have suggestions for how Evergreen could have better prepared them for life after Evergreen, wrote "N/A," or instead gave examples of ways in which Evergreen *did* prepare them.

Of the 19 alumni who described how the college did a good job of preparing them for life after Evergreen, some expressed overall satisfaction; while others were more specific (e.g. Evergreen encourages self-motivation, teaches critical thinking and time management skills, gave me clarity of vision for my future, and expanded my horizons). 4 alumni indicated that Independent Learning Contracts (ILCs) contributed to their satisfaction – one stated that their work on ILCs helped them enter graduate school with more confidence and another expressed concern that Evergreen is limiting the number of ILC credits students can earn toward a degree. Another 4 alumni felt it was up to students to utilize resources and seize opportunities at Evergreen, i.e. "Life is what you make of it," and 3 called attention to the current economy's effect on post-graduate outcomes.

L. Advice to Current Students

The final question of the survey asked, “If you could give one piece of advice to current Evergreen students for how to make the most of their education, what would it be?” 206 respondents (**71%**) offered at least one piece of advice. Their comments were categorized within the *Six Expectations of an Evergreen Graduate* where applicable (shown in green in the chart below) and in four additional categories (shown in blue). Comments may have been included in more than one category therefore percentages will not sum to 100. A detailed summary of each category follows the chart.



■ Six Expectations of an Evergreen Graduate

Articulate and Assume Responsibility for your Work (53%)

The most common theme was *Articulate and Assume Responsibility for your Work*. 53% of respondents' advice was included in this expectation. Most of the advice within this expectation was to be self-motivated (43% of responses within this expectation). Other subcategories included the following: take advantage of the

opportunities provided at Evergreen (24%), have a plan (17%), attend class/do your work (14%), use the resources available at Evergreen (13%), challenge yourself/take a risk (13%), and you get out what you put in (8%).

Participate Collaboratively and Responsibly in our Diverse Society (20%)

20% of alumni indicated that students should *Participate Collaboratively and Responsibly in our Diverse Society*. Examples of this included studying abroad, volunteering, and having an open mind.

Demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning (16%)

16% of respondents' advice fell within the expectation *Depth & Breadth, Synthesis, Reflecting on the Personal and Social Significance of Learning*, which included studying your interests in depth and taking diverse classes.

Demonstrate Integrative, Independent, Critical Thinking (14%)

14% of alumni responses fell within the expectation *Demonstrate Integrative, Independent, and Critical Thinking*. Nearly half of these alumni suggested completing an Individual Learning Contract; others suggested asking questions, or said don't be afraid to challenge your professors.

Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines (13%)

13% responded that students should *Apply Qualitative, Quantitative, and Creative Modes of Inquiry Appropriately to Practical and Theoretical Problems across Disciplines*. Most of these alumni suggested doing an internship or work study.

Communicate Creatively and Effectively (5%)

5% of alumni gave advice that fell within the expectation *Communicate Creatively and Effectively*, including developing seminar skills, listening to those around you, and being open-minded.

Additional categories

Career/Future (12%)

These alumni advised students to think about their future, including choosing a practical degree that will lead to a job, developing work-related skills, and having their future in mind when selecting programs and classes.

Develop Relationships with Faculty (7%)

These alumni recommended students create faculty relationships or find a mentor.

Financial Responsibility (3%)

Suggestions in this category included being financially responsible and understanding how much loans cost.

Change schools (3%)

These alumni suggested students transfer to another school.

Other (5%)

There were 11 recommendations that could not be categorized. These alumni suggested students take care of their emotional, mental, and physical health; buy used textbooks with underlines & highlighting to help keep up with reading; write in the margins of books and have dialogues with the authors; not conform just to be accepted; take classes on the main campus, not at the satellites; avoid classes that won't actually be useful after college; and stay enrolled as long as possible.

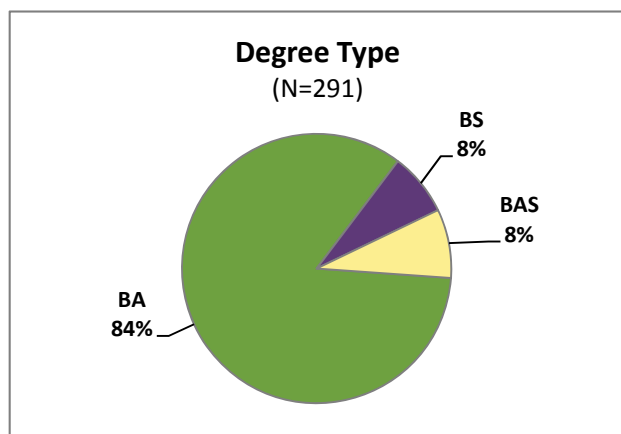
APPENDIX A – Respondent Demographics

Location Primarily Attended During Evergreen Studies

Survey results were representative of the graduating class of 2012 as a whole in terms of location attended. There was no significant difference in campus affiliation between respondents and non-respondents at $p < .05$.

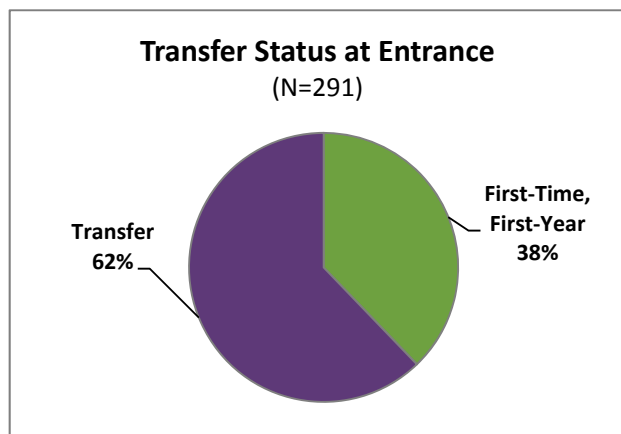
Location	Class of 2012		Respondents	
	N	%	N	%
Olympia	1,179	90.8%	271	93.1%
Other locations	120	9.2%	20	6.9%
Totals	1,299	100%	291	100%

Type of Degree



84% of alumni respondents (N=245) earned BA degrees compared to 86% of the total population of 2012 graduates, 8% earned BS degrees compared to 9% of total graduates, and 8% of survey respondents earned BAS degrees compared to 5% of the all 2012 graduates. The difference between respondents and non-respondents was significant at $p = .027$, therefore BAS-earners are over-represented in the survey results.

Transfer Status at Entrance



62% of alumni respondents (N=181) entered Evergreen as transfer students compared to 66% of the total population of 2012 graduates. The difference in transfer status between respondents and non-respondents was not significant at $p < .05$.

Age

Alumni respondents had a mean age of 31 and a median age of 27. This is consistent with a mean age of 32 and a median age of 27 among the total population of 2012 graduates. However, non-traditional aged alumni were underrepresented in the survey results. 48% of survey respondents were non-traditional age compared to 53% among the entire graduating class, and the difference in non-traditional age status between respondents and non-respondents was significant at $p = .028$.

Gender

40% of respondents were male compared to 43% of the graduating class as a whole. This difference was not significant at $p < .05$, therefore survey results should be representative in terms of gender.

Ethnic/Racial Background

19% of survey respondents were identified as students of color (SOC) based on Banner ethnicity and race codes compared to 21% of the total population of 2012 graduates. The difference in SOC status between respondents and non-respondents was not significant at $p < .05$. Analysis of each IPEDS race/ethnicity category revealed that this representativeness was consistent among all groups.

Residency Status

75% of survey respondents were Washington residents compared to 78% of the total population of 2012 graduates. The difference in residency status between respondents and non-respondents was not significant at $p < .05$.

Pell Grant Recipients

48% of survey respondents were Pell Grant recipients compared to 50% of the total population of 2012 graduates. The difference in Pell status between respondents and non-respondents was not significant at $p < .05$.

First Generation Baccalaureate Earners

33% of alumni respondents were identified as first generation baccalaureate earners in Banner compared to 35% of the total population of 2012 graduates. The difference in first generation status between respondents and non-respondents was not significant at $p < .05$.

Veteran Status

4% of survey respondents had veteran status indicated in Banner compared to 6% of the total population of 2012 graduates. The difference in veteran status between respondents and non-respondents was not significant at $p < .05$.

Poverty

49% of survey respondents were living below poverty level while attending Evergreen compared to 51% of the total population of 2012 graduates. The difference in poverty status between respondents and non-respondents was not significant at $p < .05$.

Low Income

55% of both survey respondents and the total graduating class of 2012 were identified as federal low income (at or below 150% of the federal poverty level) while enrolled at Evergreen. The difference in low income status between respondents and non-respondents was not significant at $p < .05$.

Disability

10% of survey respondents had disabilities indicated in Banner compared to 8% among all 2012 graduates. There was no significant difference in disability status between respondents and non-respondents at $p < .05$.

SSS Eligibility

68% of alumni respondents had a documented disability, were federal low income, and/or were first-generation college students and thus were eligible for TRIO Federal Student Support Services (SSS) while they attended Evergreen, compared to 66% of the total population of 2012 graduates. The difference in eligibility status between respondents and non-respondents was not significant at $p < .05$.

KEY Services

8% of alumni respondents participated in KEY services at Evergreen compared to 7% of the total population of 2012 graduates. The difference in KEY services received status between respondents and non-respondents was not significant at $p < .05$.