

THE EVERGREEN STATE COLLEGE THREE-YEAR ALUMNI SURVEY 2011

A SURVEY OF THE UNDERGRADUATE CLASS OF 2008

Executive Summary

Every four years, the Office of Institutional Research and Assessment surveys Evergreen undergraduate alumni three years after having received their baccalaureate degrees. What follows are highlights from the 2011 Three-Year Alumni Survey of the class of 2008.

Respondent demographics

There were **271** survey participants of a total of 1,105 alumni contacted, resulting in a **24.5%** 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:

- **Social Sciences** (Society, Politics, Behavior and Change) (26%)
- **Humanities, Language Arts** (Culture, Text and Language) (16%)
- **Science, Math, Computer Science** (Scientific Inquiry) (16%)

Overall employment/graduate school rate

At the time of the survey **92%** of alumni respondents were employed and/or attending graduate or professional school.

Employment status

85% of alumni were employed, and **87%** of those employed felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.

- **34%** were employed by public agencies
- **25%** were working in high-demand science positions
- **20%** were working for nonprofit organizations
- **12%** were self-employed or owned their own business

The top fields of employment for this group were:

- **Education/Training/Library** (14%)
- **Management** (13%)
- **Office/Administrative Support** (11%)
- **Community and Social Service** (10%)

Graduate or professional school

43% had *applied* to graduate or professional school and **90%** of those who applied were *accepted*. **35%** had attended or were currently *enrolled* in graduate or professional programs, and **11%** had already earned an advanced degree. **98%** 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** (19%)
- **Health Professions in Medicine** (10%)
- **Business, Management and Marketing** (9%)

A total of **25%** were pursuing studies in high-demand science fields.

Volunteerism

39% 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**
- **Creative thinking**
- **Interdisciplinary thinking**

Additional reporting

Alumni who participated in this survey were asked permission to contact their current supervisor for a follow-up survey. While 28% of eligible alumni gave consent, only 41 of their supervisors completed a survey. An analysis of those 41 employer surveys and their accompanying alumni surveys are presented in a separate report: Evergreen Three-Year Alumni Survey 2011 - Employer Survey Matching Report.

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. At the end of the survey they are given the opportunity to make recommendations for how Evergreen can better serve its students. What follows are the results of the three-year alumni survey of the class of 2008.

A. Sample Size and Response Rate

All 1,131 graduates from the class of 2008 were in the initial sample for the 2011 Three-Year Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 1,105 alumni. One hundred eighty-eight respondents completed the survey online, eighty-two completed paper surveys, and one requested a telephone survey, resulting in a response rate of 24.5%.

Total undergraduate degree recipients – class of 2008	1,131
Number with no known address or email	24
Deceased	2
Final sample size	1,105
Refused	7
No Response	827
Web Survey Respondents	188
Paper Survey Respondents	82
Telephone Survey Respondents	1
Total respondents	271
Response Rate	24.5%

B. Methodology

The graduating class of 2008 was surveyed during the summer and early fall of 2011, three years after receiving their baccalaureate degrees.

In July 2011, survey invitations were sent to all members of the graduating class of 2008 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. For those alumni without email addresses and for those who did not respond to the email invitation, paper surveys 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 July 27 and November 3, 2011. A recycled, tree-shaped “Greener” magnet was offered as a small thank you gift for participation in the survey.

C. Respondent Demographics

Location Primarily Attended During Evergreen Studies

Survey results were representative of the graduating class of 2008 as a whole in terms of location attended. There was no significant difference in campus affiliation between respondents and non-respondents at $p < .05$.

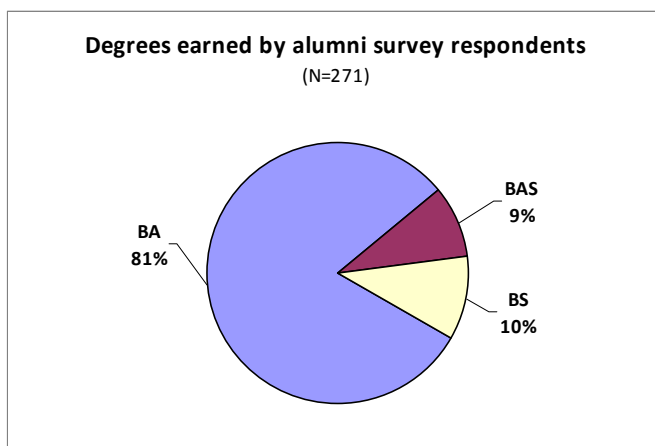
Location	Class of 2008		Respondents	
	N	%	N	%
Olympia	1,042	92.1%	251	92.6%
Other locations	89	7.9%	20	7.4%
Totals	1,131	100%	271	100%

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.

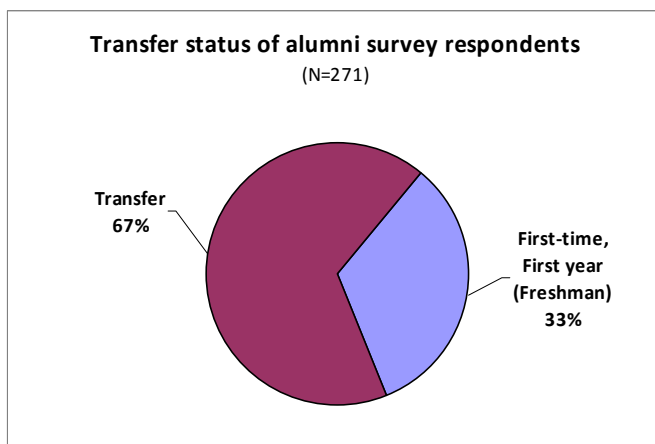
Primary Area of Study (Concentration) at Evergreen (N=270)	N	%
Social Sciences (Society, Politics, Behavior and Change)	70	25.9%
Science, Math, Computer Science (Scientific Inquiry)	44	16.3%
Humanities, Language Arts (Culture, Text and Language)	42	15.6%
Liberal Arts/Interdisciplinary Study (<i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i>)	33	12.2%
Environmental Studies	28	10.4%
Media, Visual Arts, Performing Arts (Expressive Arts)	22	8.1%
Education	16	5.9%
Business	10	3.7%
Native American Studies	5	1.9%

Type of Degree



Science degree earners (BS or BAS) were overrepresented among respondents. This difference was significant at $p=.001$. 87% of 2008 graduates earned BA degrees compared to only 81% of survey respondents.

Transfer Status at Entrance



67% of alumni respondents (N=182) entered Evergreen as transfer students compared to 69% of the total population of 2008 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 32 and a median age of 27. This is consistent with a mean age of 31 and a median age of 27 among the total population of 2008 graduates.

Gender

Male alumni were underrepresented in the respondent group. They comprised 34% of survey completers compared to 43% of the graduating class as a whole. This difference was significant at $p=.001$. This is not an unusual result as females often are more likely to participate in surveys than males.

Ethnic/Racial Background

Twelve percent of survey respondents were identified as students of color (SOC) based on Banner ethnicity and race codes compared to 19% of the total population of 2008 graduates. The difference in SOC status between respondents and non-respondents was significant at $p=.001$. African American alumni were most notably underrepresented; Native American and Asian/Pacific Islander alums were slightly underrepresented. Hispanic students, however, were represented equally in the respondent group and the graduating class as a whole. White alumni were overrepresented in the respondent group.

Residency Status

Eighty-four percent of survey respondents were Washington residents; this is the same percentage of Washington residents among the total population of 2008 graduates. The difference in residency status between respondents and non-respondents was not significant at $p<.05$.

Pell Grant Recipients

Forty-seven percent of survey respondents were Pell Grant recipients. This is identical to the proportion of Pell recipients among the total population of 2008 graduates.

First Generation Baccalaureate Earners

Thirty percent of alumni respondents were identified as first generation baccalaureate earners in Banner compared to 28% of the total population of 2008 graduates. The difference in first generation status between respondents and non-respondents was not significant at $p<.05$.

Veteran Status

Two percent of both survey respondents and the total population of 2008 graduates had veteran status indicated in Banner. The difference in veteran status between respondents and non-respondents was not significant at $p<.05$.

Poverty

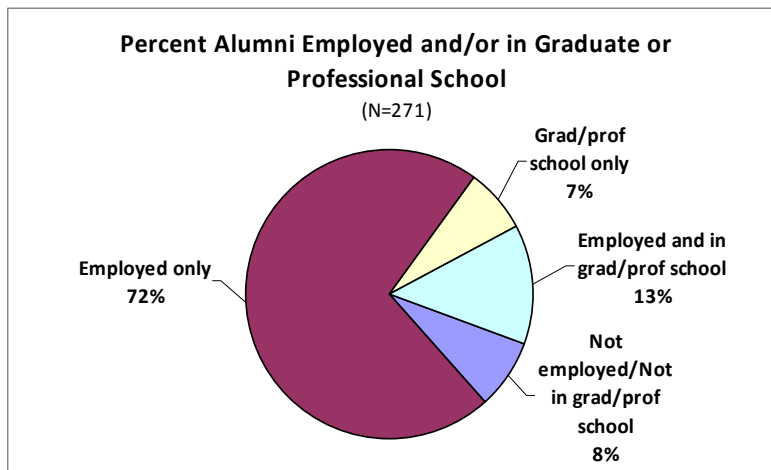
Fifty-one percent of both survey respondents and the total population of 2008 graduates were living below poverty level while attending Evergreen. The difference in poverty status between respondents and non-respondents was not significant at $p<.05$.

Disability

Seven percent of survey respondents had disabilities indicated in Banner compared to 9% among all 2008 graduates. There was no significant difference in disability status between respondents and non-respondents at $p<.05$.

D. Current Activities

Overall Employment/Graduate School Rate

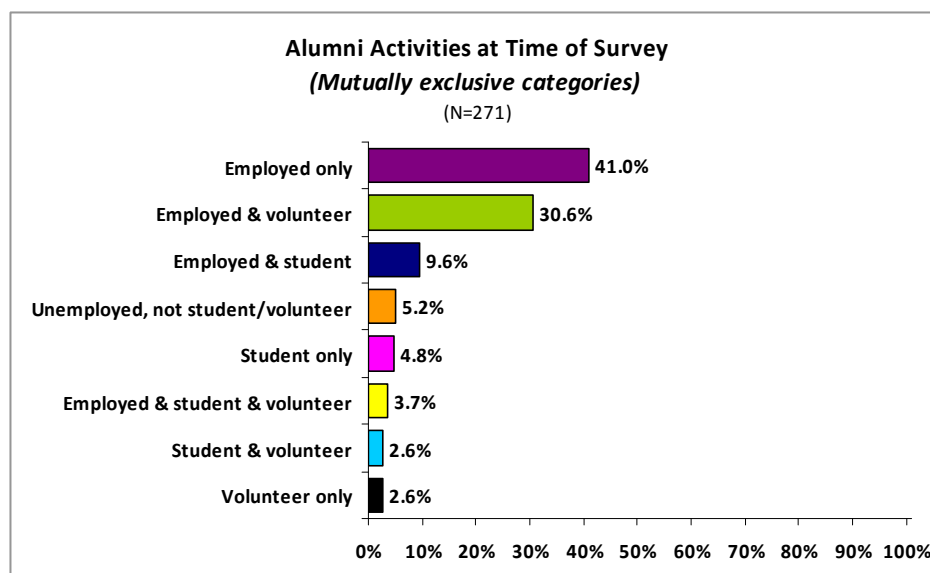


At the time of the survey **92%** of alumni were employed and/or attending graduate or professional school.

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.

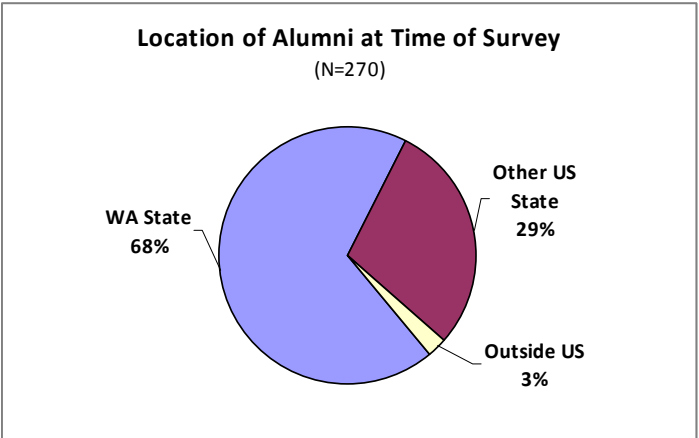
Alumni Current Activities (<i>All that apply</i>) (N=271)	N	%
Employed	230	84.9%
Graduate/professional school	56	20.7%
Volunteer work	107	39.5%
Self-employed/own business	32	11.8%
Unemployed	41	15.1%
Other (e.g. stay at home parent, applying to graduate or professional school, applying for jobs, trying to publish book)	14	5.2%

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 14 alumni (5%) who were unemployed and not students or volunteers were analyzed for further detail. Eleven were seeking employment and three were not. Of those who were seeking employment, one had earned a master's degree, one had been accepted to a master's program, and one was applying to graduate/professional schools. Of the three who were not seeking employment, one had earned a master's degree and was a stay-at-home parent; the other two did not provide other detail about their current activities.

Current location of survey respondents



At the time of the survey, alumni from the class of 2008 were living in 24 different states and 6 foreign countries. **68%** were still residing in Washington State 3 years after graduation.

76% of resident alumni and **30%** of nonresident alums were still living in Washington State.

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.

Skill	Your level of skill					How well Evergreen prepared you			
	Poor (1)	Fair (2)	Good (3)	Excel- lent (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=270)	0.0%	0.7%	14.1%	84.8%	0.4%	4.5%	29.4%	65.8%	0.4%
Ability to work in a culturally diverse environment (N=271)	0.0%	2.2%	20.7%	75.6%	1.5%	2.6%	39.3%	56.9%	1.1%
Interdisciplinary thinking (N=271)	0.0%	2.6%	26.2%	71.2%	0.0%	1.1%	20.7%	77.8%	0.4%
Independence and Initiative (N=271)	0.4%	1.5%	27.7%	69.7%	0.7%	3.7%	27.2%	68.3%	0.7%
Creative thinking skills (N=270)	0.0%	0.4%	30.4%	68.5%	0.7%	1.1%	22.8%	76.0%	0.0%
Ability to acquire and responsibly use information (N=271)	0.0%	3.7%	34.7%	60.5%	1.1%	4.9%	38.2%	56.6%	0.4%
Critically analyzing information (N=271)	0.0%	3.7%	36.5%	59.8%	0.0%	2.2%	38.5%	59.3%	0.0%
Working collaboratively in a group (N=271)	0.4%	4.4%	35.4%	59.8%	0.0%	2.6%	23.6%	73.4%	0.4%
Defining and solving problems (N=269)	0.0%	2.6%	39.8%	57.6%	0.0%	2.6%	42.3%	55.1%	0.0%
Writing effectively (N=269)	0.4%	4.8%	39.4%	54.6%	0.7%	5.6%	29.2%	64.4%	0.7%
Research skills (N=269)	0.4%	8.2%	36.4%	54.3%	0.7%	4.5%	35.6%	59.9%	0.0%
Organizational skills (N=270)	1.1%	7.4%	42.2%	49.3%	0.0%	8.9%	59.9%	30.9%	0.4%
Decision-making ability (N=271)	0.4%	5.5%	46.5%	47.2%	0.4%	7.1%	56.9%	36.1%	0.0%
Leadership skills (N=270)	1.1%	8.9%	45.6%	43.7%	0.7%	9.7%	45.1%	44.8%	0.4%
Speaking effectively (N=270)	1.9%	11.9%	42.6%	43.7%	0.0%	7.5%	48.5%	44.0%	0.0%
Giving effective presentations (N=268)	0.7%	13.1%	42.2%	43.3%	0.7%	8.3%	38.5%	53.2%	0.0%
Proficiency with technology and software related to your field (N=271)	2.2%	9.2%	44.3%	43.2%	1.1%	16.4%	56.3%	25.7%	1.5%
Negotiating skills (N=270)	5.2%	14.4%	44.8%	34.1%	1.5%	22.1%	50.2%	26.2%	1.5%
Understanding and applying scientific principles and methods (N=270)	6.3%	25.9%	39.6%	24.4%	3.7%	24.0%	37.6%	33.3%	5.0%
Understanding and applying quantitative skills and methods (N=270)	4.8%	27.8%	43.0%	22.6%	1.9%	25.4%	40.9%	30.3%	3.4%
Artistic ability (N=271)	8.9%	27.7%	38.4%	22.1%	3.0%	23.4%	47.1%	24.5%	5.0%

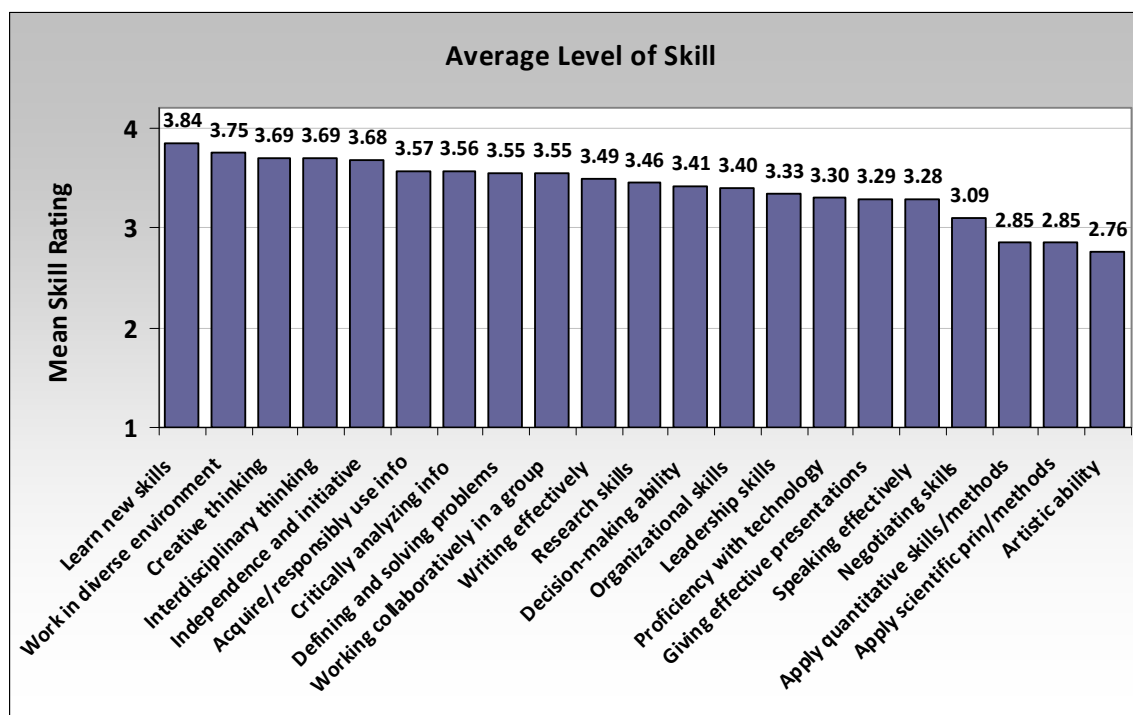
Note: The number in parentheses by each item reflects the number of alumni who rated their skill level; the number varies between skill areas as some alumni skipped questions. Alumni who did not rate their level of skill or who indicated N/A for a skill area were excluded from the “How well Evergreen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

Average skill ratings were calculated for each area (excluding alumni who reported that an area was not applicable to them). The areas with the highest average skill ratings were:

- **Willingness and aptitude to learn new skills** (3.84)
- **Ability to work in a culturally diverse environment** (3.75)
- **Creative thinking** (3.69)
- **Interdisciplinary thinking** (3.69)

Only three areas received average ratings below 3, or “Good”:

- **Artistic ability** (2.76)
- **Understanding and applying scientific principles and methods** (2.85)
- **Understanding and applying quantitative skills and methods** (2.85)



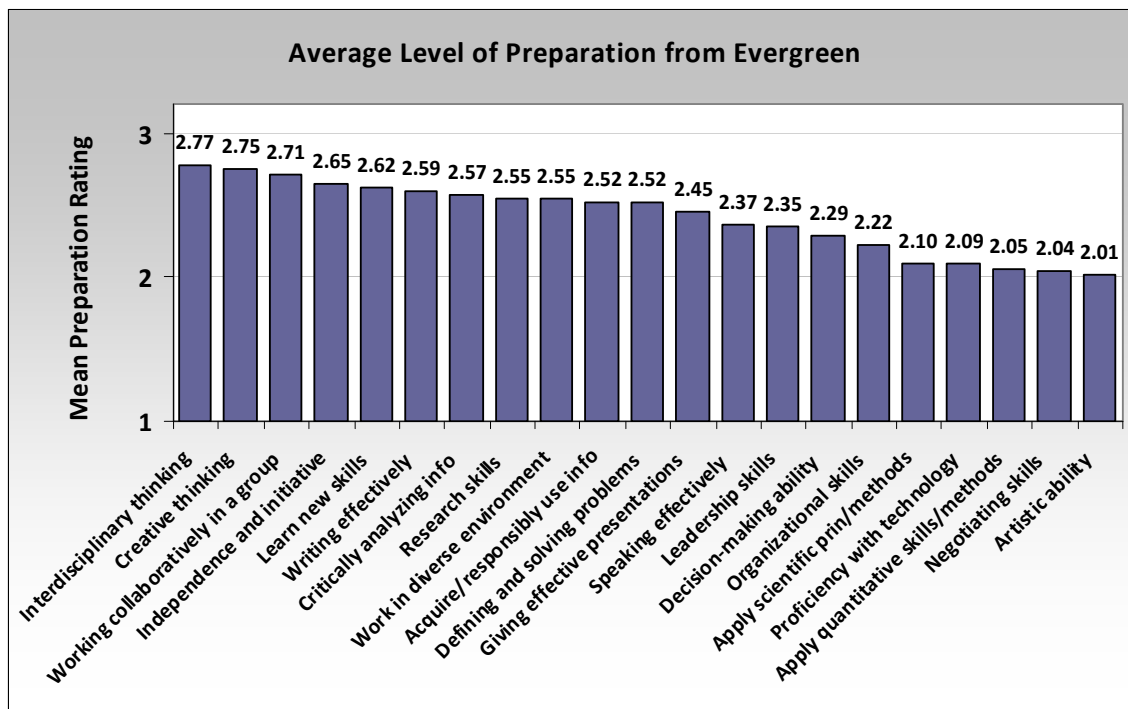
Alumni rated their level of skill using a 4-point scale where 1=Poor, 2=Fair, 3=Good and 4=Excellent.

Average ratings for level of preparation from Evergreen were calculated for each skill area (excluding alumni who selected N/A). This group of alumni felt that Evergreen provided the greatest preparation in:

- **Interdisciplinary thinking** (2.77)
- **Creative thinking** (2.75)
- **Working collaboratively in a group** (2.71)

The three areas respondents felt least prepared in still received average ratings above 2, “To some extent”:

- **Artistic ability** (2.01)
- **Negotiating skills** (2.04)
- **Understanding and applying quantitative skills and methods** (2.05)



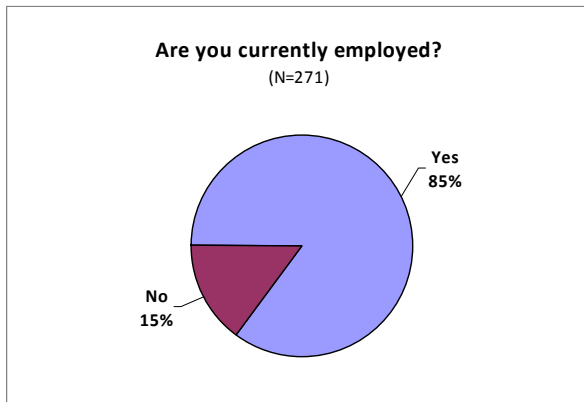
Alumni rated the level of preparation they received from Evergreen using a 3-point scale where 1=Not at all, 2=To some extent and 3=A great deal.

Additional skills

Following the skills and abilities question series, alumni were asked to name any additional skills they felt were very important to their current endeavors and to rate them in the same manner. Skills that related back to areas already listed in the question series were coded back into their respective areas; those that were not duplicative are listed in [Appendix A](#) along with their ratings.

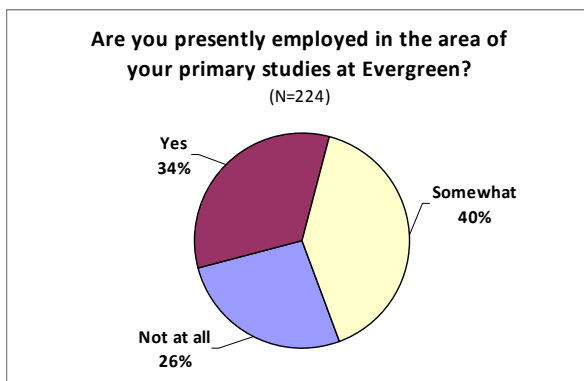
F. Alumni Employment Data

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



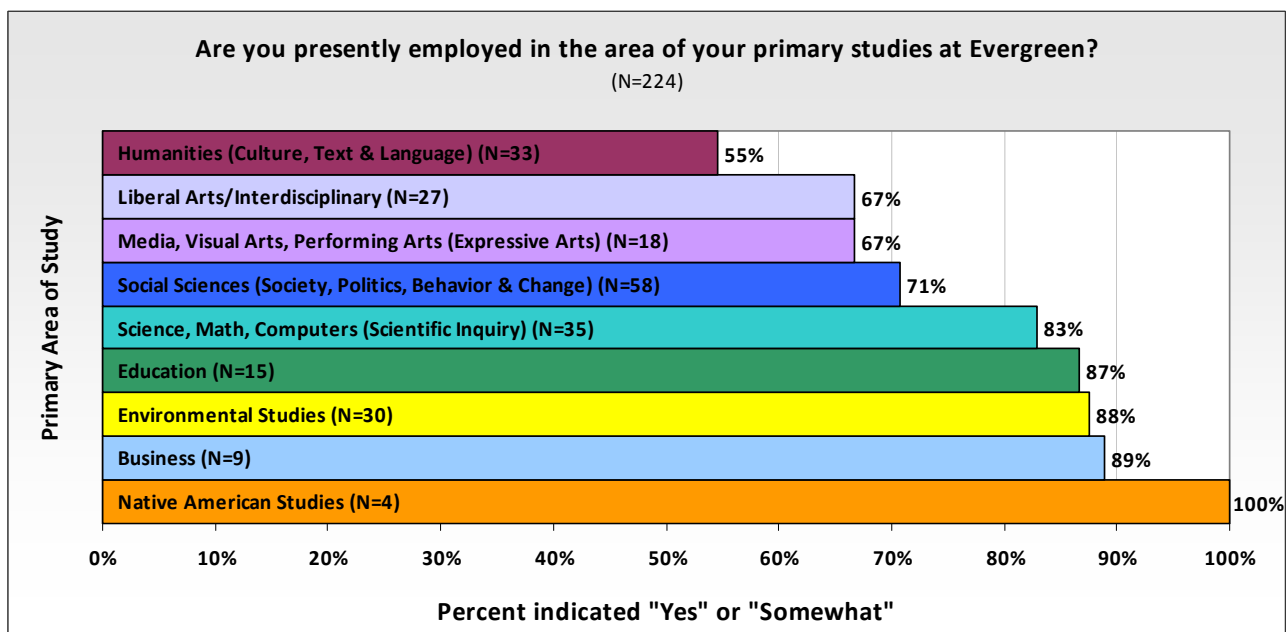
85% of 2008 graduates (N=230) were employed 3 years after graduation.

Employed alumni were asked to indicate their employment type, relatedness of work to their primary area of study at Evergreen, current employer, length of employment, 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."



74% (N=165) answered "Yes" or "Somewhat" when asked if they were employed in the area of their primary studies at Evergreen.

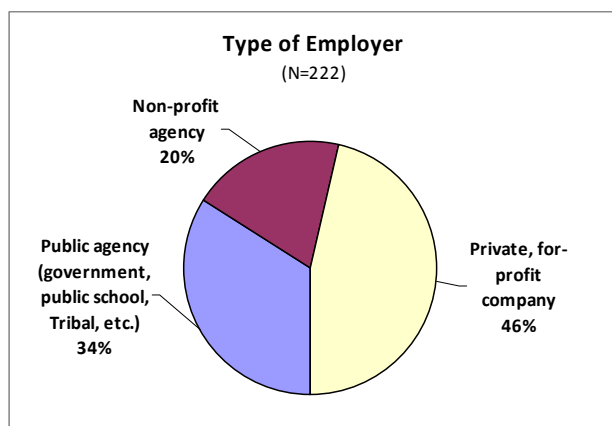
This question was also analyzed by primary area of study and results are shown in the following chart:



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.

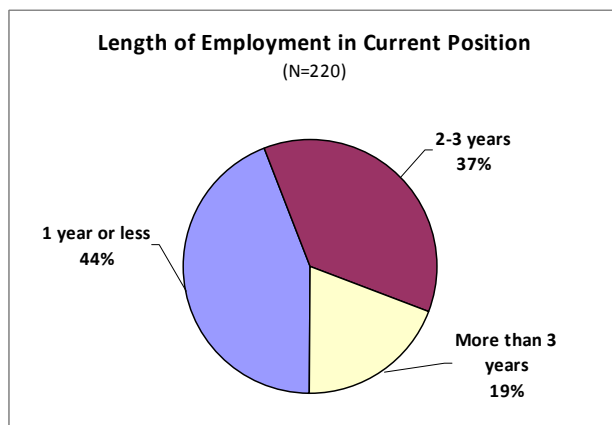
Nature of Employment (N=226)	N	%
Employed full-time	153	67.7%
Employed part-time	50	22.1%
Self-employed/own business*	22	9.7%
Employed on a temporary basis	17	7.5%

*Note: The percentage of self-employed alumni in this table differs from that shown in the current activities table on page 6 as alumni with multiple jobs were asked to complete this section with one job in mind.

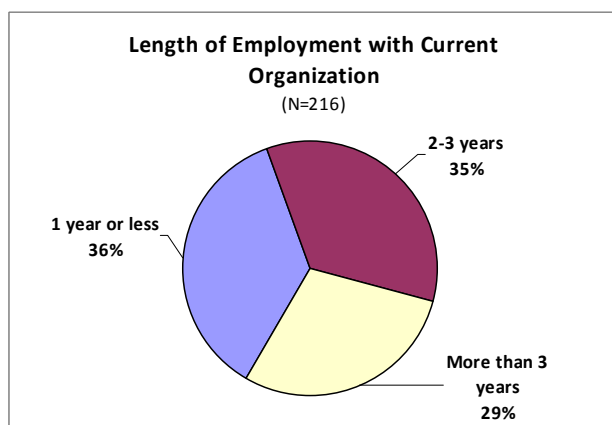


54% were working for public or non-profit agencies at the time of the survey.

Alumni were asked how long they had been working in their current position and with their current organization.



Length of employment in current position ranged from less than 1 month to 21 years. The average length of employment was just over 2 years (26 months) and the median length of employment was 16 months.



Length of employment with current organization ranged from less than 1 month to just under 32 years. The average length of employment was just over 3 years (38 months) and the median was 24 months.

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 that best related to their goals or felt most important to them.

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

- **Education/Training/Library** (14%)
- **Management** (13%)
- **Office/Administrative Support** (11%)
- **Community and Social Service** (10%)

An additional 25% (N=57) were working in **high-demand science** positions, including Computer/Mathematical, Farming/Fishing/Forestry, Life Science, Healthcare Practitioner/Technician, Healthcare Support and Physical Science.

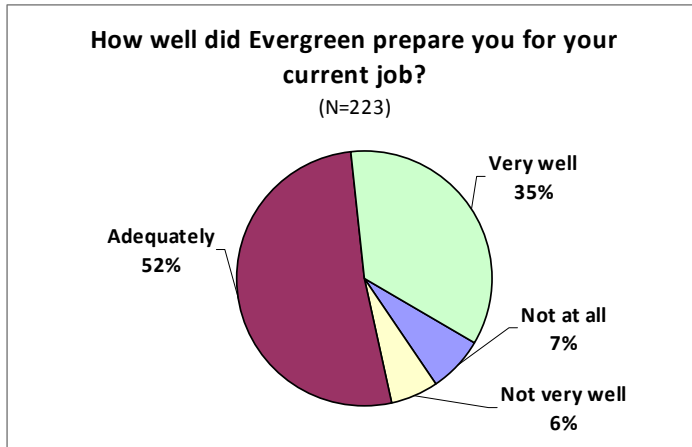
Type of Work (N=227)	N	%
Education/Training/Library	32	14.1%
Management	30	13.2%
Office/Administrative Support	24	10.6%
Community and Social Service	22	9.7%
Computer/Mathematical	13	5.7%
Farming/Fishing/Forestry Worker	13	5.7%
Life Science	10	4.4%
Sales	8	3.5%
Social Science	8	3.5%
Healthcare Practitioner/Technician	7	3.1%
Healthcare Support	7	3.1%
Media and Communications	7	3.1%
Physical Science	7	3.1%
Business and Financial Operations	6	2.6%
Building and Grounds Cleaning/Maintenance	5	2.2%
Personal Care and Service	5	2.2%
Art and Design	4	1.8%
Production/Manufacturing	4	1.8%
Architecture/Engineering	3	1.3%
Food Preparation/Serving	3	1.3%
Construction/Installation/Repair	2	0.9%
Entertainer/Performer	2	0.9%
Legal Occupations	2	0.9%
Military and Protective Service	2	0.9%
Transportation	1	0.4%

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

The top employers for this group were the **State of Washington** (N=26), **K-12 public schools** (N=13), **out-of-state public higher education institutions** (N=9), **American Indian Tribes** (N=4) and the **US Government** (N=4).

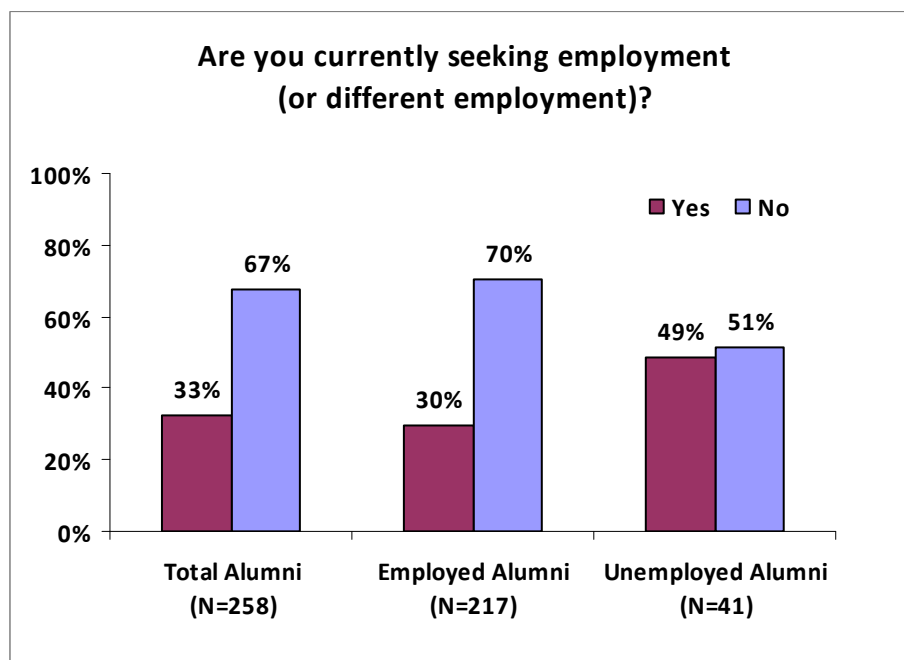
Preparation for Work

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 2.14.



87% of alumni (N=193) felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.

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



Of the 41 unemployed alumni who responded to this question, twenty-one (51%) 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. Fifteen of these 21 alumni were attending graduate or professional school or were about to start, six were involved in volunteer work, two were stay-at-home parents and one was trying to publish a book. Only two alumni did not provide additional detail about their activities.

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.

- **43%** of this alumni group had **applied** to graduate or professional school within three years of graduating from Evergreen.
- **90%** of those who applied were **accepted**.
- **35%** had attended or were currently **enrolled** in graduate or professional programs.

Application to Graduate or Professional School	N	%
Total applied	115	43%
Total have not applied	151	57%
<i>Intend to apply in the future</i>	102	(68%)
<i>Do not intend to apply</i>	49	(32%)
Total respondents	266	100%

43% had applied to graduate or professional school within 3 years of graduating from Evergreen.

Of those who had *not* applied, **68%** intend to in the future.

Acceptance to Graduate or Professional School	N	%
Total accepted	97	90%
Total not accepted	11	10%
<i>Total reviewed applications</i>	108	(94%)
<i>Applications pending</i>	7	(6%)
Total applicants	115	100%

90% of alumni who applied were accepted (6% had applications still pending).

Enrollment in Graduate or Professional School	N	%
Total attended/attending	92	35%
Total have not attended	174	65%
Total respondents	266	100%

35% of respondents had attended or were currently enrolled in graduate or professional programs. Of these, nearly **1/3** (N=29) had already earned their degree or certificate.

Location of Graduate or Professional Program	N	%
Washington State	38	45%
Other US States (14 states)	36	42%
Online	4	5%
International (7 foreign countries)	7	8%
Total attended/attending	85*	100%

45% were attending graduate or professional school in Washington State.

*Seven alumni did not provide the location of their graduate or professional programs.

The top institutions for graduate or professional study for this group of alumni were **The Evergreen State College** (N=10), **Seattle University** (N=4), and **The University of Washington** (N=4).

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:

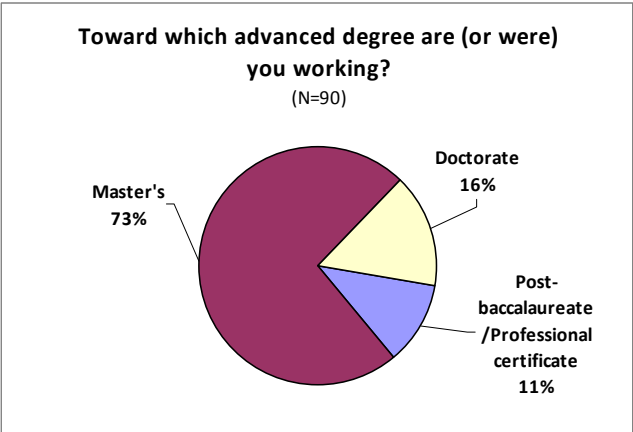
- **Education** (19%)
- **Health Professions in Medicine** (10%)
- **Business, Management and Marketing** (9%)

A total of twenty-two alumni (25%) were studying in **high-demand science** fields. This includes the 10% pursuing Health Professions in Medicine listed above, with another 15% studying Physical Sciences, Computer and Information Sciences, Engineering, Health Support Services, Biological and Biomedical Sciences, and Natural Resources and Conservation.

Field of Study in Graduate or Professional School (N=89)	N	%
Education	17	19.1%
Health Professions in Medicine	9	10.1%
Business, Management and Marketing	8	9.0%
Legal Professions and Studies	6	6.7%
Health Services, Mental	6	6.7%
Public Administration/Public Policy	6	6.7%
Social Sciences	6	6.7%
Library Science	4	4.5%
Physical Sciences	4	4.5%
Architecture and Planning	3	3.4%
Area, Ethnic, Cultural and Gender Studies	3	3.4%
Computer and Information Sciences	3	3.4%
Engineering	2	2.2%
Foreign Languages, Literatures and Linguistics	2	2.2%
Health Support Services	2	2.2%
Liberal Arts and Sciences, General Studies and Humanities	2	2.2%
Social Service Professions	2	2.2%
Biological and Biomedical Sciences	1	1.1%
Communication, Journalism, and Related Programs	1	1.1%
Natural Resources and Conservation	1	1.1%
Philosophy and Religious Studies	1	1.1%
Agriculture/Agricultural Sciences	0	-
Communications Technologies/Technicians	0	-
English Language and Literature/Letters	0	-
History	0	-
Mathematics and Statistics	0	-
Visual and Performing Arts	0	-

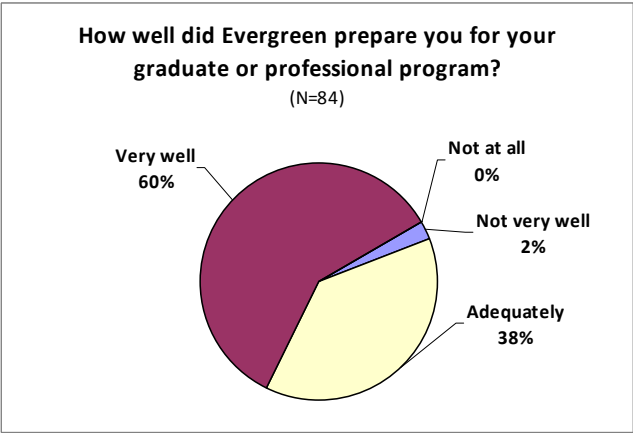
Note: Fields of study are derived from the National Center for Education Statistics Classification of Instructional Programs 2010

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.



32% of these alumni (N=29) had already completed a degree or certificate. This represents 11% of total alumni survey respondents.

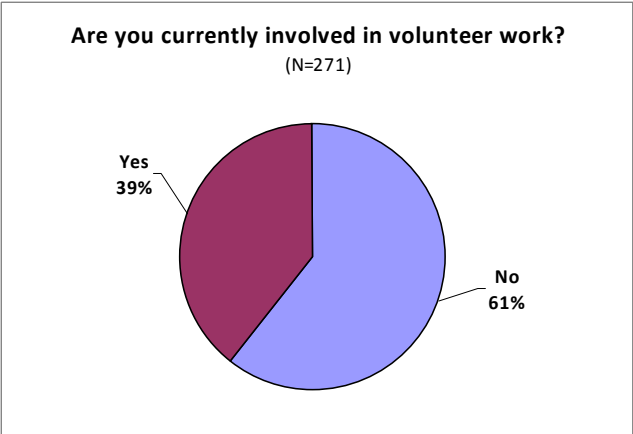
Alumni indicated how well Evergreen prepared them for their advanced studies using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well. The mean score was 2.57.



98% 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

The survey asked alumni whether they were involved in volunteer work and, if so, to describe the type of volunteer work they were engaged in.



39% of alumni respondents (N=107) were involved in volunteer activities at the time of the survey.

Of these, **97%** (N=104) provided a description of the type of work they were doing. Descriptions were reviewed and categorized in order to present them in summary form and are shown in the following tables:

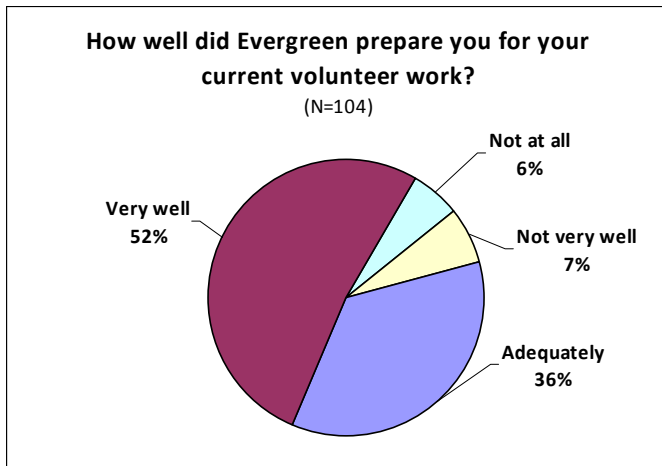
Type of Volunteer Activity (N=104)	N	%
Social Services/Public Health	30	29%
Local Community/Business/Politics	25	24%
Youth Organizations/Education	23	22%
Arts/Music/Media/Culture	14	13%
Ecological/Environmental and Animal Advocacy and Action	14	13%
Community Gardens/Community Sustainability	11	11%
Religious Groups/Organizations	9	9%
Justice Advocacy and Action	6	6%
Other	1	1%

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

Type of Volunteer Activity (N=104 volunteering in at least one category)	% of Alumni Who Volunteer engaged in each type of activity	
	N	%
Social Services/Public Health This was the largest volunteer category for this group of alumni. Some of the volunteer organizations named were AmeriCorps, Habitat for Humanity, the Peace Corps, the Red Cross, Relay for Life, Rotary International, and Volunteers in Service to America (VISTA). Most alumni described work serving specific populations, including women (doula care, substance abuse counseling, women's shelter), homeless or low-income individuals (food banks, community health/mental health centers, job skills/job search assistance, small business maintenance, homeless census, homeless coalition, fundraising for nonprofits helping families in need), Cancer patients (fundraising for Cancer research), offenders (reintegrating into the community), individuals with special needs (assistive technology), parents (parent advisory program), and the terminally ill (hospice care). Other volunteer activities named were teaching meditation, serving on the wellness committee at work, volunteering at a local fire department, and serving on an emergency response team.	30	29%
Local Community/Business/Politics Many alumni in this group served as board members of nonprofit or private organizations, including community mental health organizations, sports clubs, a school booster club, a bookstore cooperative/resource center, a student political group, a nonprofit teaching Native American Language to children, a senior center, a community advisory board, a hospital foundation, and a nonprofit committed to addressing food insecurity. Others volunteered with a legislative task force on community health, an international community service nonprofit, and a community literacy organization; participated in campaign work, fundraising for charities, community policing, and projects supporting social entrepreneurs; served as a representative on a diversity committee; taught computer repair; organized outdoor athletic events and other community events.	25	24%

Type of Volunteer Activity (N=104 volunteering in at least one category)	% of Alumni Who Volunteer engaged in each type of activity	
	N	%
Youth Organizations/Education Alumni in this group taught, tutored, or mentored youth; were school volunteers or sponsored school clubs; worked with youth through 4H, Girl Scouts, the YWCA, coaching, a youth center, and a youth empowerment program; were involved in education outreach; worked with transgender/gender non-conforming children and youth; advocated for education to teen/adult drop-outs; helped students get tuition waivers and scholarships.	23	22%
Arts/Music/Media/Culture Alumni volunteering in this category worked for arts organizations, theaters, museums, a film and media arts center, and a film society. Specific duties mentioned included theater production, administrative/IT/event support, donating skills and media equipment for music camps and theatrical productions, providing music performance at charity events, working at folk art markets/festivals, media creation and technology training, community documentary work, producing a web-film project, teaching cultural dance classes, and teaching Native American cultural classes.	14	13%
Ecological/Environmental and Animal Advocacy and Action Most of these alumni performed work related to environmental protection/conservation or wildlife preservation. Many belonged to environmental work groups or teams involved in habitat conservation; others performed wildlife monitoring/research or worked in a wildlife preservation facility. Some worked to restore/maintain city or state parks and some did public outreach/education about environmental health and wildlife. One alum volunteered at an animal shelter and another helped to provide basic pet care for homeless or impoverished pet owners.	14	13%
Community Gardens/Community Sustainability Alumni in this group volunteered with farms, worked to support local food systems, did education outreach on agriculture, or supported herbal/healing garden projects. Others managed volunteers for a sustainability organization or were involved in bicycle/sustainable transportation/alternative currency advocacy.	11	11%
Religious Groups/Organizations Nine alumni were involved in volunteer work within various faith communities and organizations. Some respondents in this category simply indicated "church." Specific activities mentioned included hospital chaplaincy, mediation, multi-faith works, religious education, and community service/outreach.	9	9%
Justice Advocacy and Action Alumni in this group worked in labor advocacy, prison reform, supporting immigrant rights, providing legal representation to indigent immigrants, as a Court Appointed Special Advocate (CASA), and for an international peace organization.	6	6%
Other "Sporadic, small ventures"	1	1%

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 2.34.



88% of alumni involved in volunteer work felt Evergreen prepared them *Adequately* or *Very well* for their volunteer positions.

Note: Percentages do not sum to 100 due to rounding.

I. Alumni Recommendations

Alumni were asked in four open-ended narrative questions whether Evergreen could have prepared them better for employment, graduate or professional school, volunteer work, and other endeavors. Their comments were reviewed and categorized in order to present them in summary form. Broad categories and their frequencies are presented in the tables below.

Employment

How could Evergreen have prepared you better for employment? (N=94)	N	%
Career advising/preparation/support	51	54%
Teach skills within the curriculum	51	54%
Other/unable to code	4	4%

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

Summary of Alumni Recommendations for Employment Preparation (N=94 with comments addressing at least one category)	Alumni who made at least one comment in this broad category	
	N	%
Career advising/preparation/support Recommendations in this category were divided into three subcategories: 1. Help with job search (N=25) Many alumni in this category felt they would have benefitted from workshops or training on job search strategies, assessing the job market in their field of study, networking, resume building, applying for jobs, writing cover letters, obtaining letters of recommendation, interviewing, and negotiating for salary and promotions. Some would have liked more direct help from the Career Development Center with regard to job placement or making connections with local industries/organizations, as well as helping disabled students connect with possible employers. One respondent felt placement files for teachers should include the transcript and indicated they would be willing to pay a flat fee for this service.	51	54%

Summary of Alumni Recommendations for Employment Preparation (N=94 with comments addressing at least one category)	Alumni who made at least one comment in this broad category	
	N	%
<p>2. Better career planning/advising (N=16) Alumni in this category wanted to see Evergreen provide stronger, increased, and/or mandatory career planning, advising and support to help students identify and achieve future goals. Some noted the importance of prioritizing career advising in the current economy. Suggestions for increasing advising included more aggressive outreach from the Career Development Office, placing more emphasis on planning for the future upon entering and throughout a student's time at Evergreen, creating a follow-up program, and reaching out to students who are focused/self-directed but may not be aware of all facilities and equipment available to them. Specific suggestions for advising content included having seminar-type discussions on relevant career/employment options for each program a student attends, including job market, pay scale, and advancement potential for each general option; evaluating the job market and prospects with only a BA; evaluating students' academics to determine whether they are contributing to their employability; advising students as to which Evergreen coursework should be completed in order to graduate with a list of courses comparable to other schools' majors; and developing better, more specific advising/support systems for students interested in health/natural/laboratory sciences.</p> <p>3. Encourage/facilitate internships/hands-on work experience (N=13) These alumni felt Evergreen should do more to encourage students to participate in internships, community service, work-study, or other hands-on experience and to help students find such opportunities. Several suggested emphasizing the importance of practical work experience in building a resume, learning about job prospects and entering a competitive job market whether in a specific field or as the holder of a liberal arts degree. There was one suggestion to create an internship requirement. Suggestions for creating more opportunities for hands-on experience included partnering with local and regional businesses/industries for internships, either within programs or as an independent study option, and helping students to secure internship positions.</p>		
<p>Teach skills within the curriculum Recommendations in this category were divided into three subcategories:</p> <p>1. Specific skill/topic/subject (N=26) Alumni in this category named skills or knowledge that would have better prepared them for their work. Many suggestions revolved around proficiency with computer technology, including basic office/business software, website or data management programs, or computer programs specific to their line of work (e.g. Photoshop, GIS, software used in environmental sciences). Several alumni found they lacked needed technical skills in business operations for their work, such as grant writing/fundraising, marketing, website design, business organization/management, bookkeeping, taxes, and financial planning. Also mentioned were a lack of technical skills in science and in the visual arts; these alumni felt they acquired a good foundation in their fields at Evergreen but not the caliber of technical skills needed for their professions. Two respondents in this category indicated they completed certificate programs at other schools after graduating from Evergreen to obtain needed skills; another had considered doing so. Several alumni wished they had entered the work force with professional communication skills in writing, reporting, research or presentation.</p>	51	54%

Summary of Alumni Recommendations for Employment Preparation (N=94 with comments addressing at least one category)	Alumni who made at least one comment in this broad category	
	N	%
<p>Other skills or subjects mentioned included digital photography, math, economics, real estate, foreign language, ecological agriculture, fence making, plumbing/construction/electrical, upper division coursework in veterinary-specific topics, and classroom/behavior management in the teaching curriculum.</p> <p>2. Prepare for real-world work environment (workplace habits, people skills) (N=15) This group of suggestions revolved around preparing students for the structure of a day-to-day, real-life work environment. Specific examples included more emphasis on punctuality, attendance, and deadlines; organization of information, time, tasks, and research; working as a team (e.g. group communication/consensus/decision-making, dealing with office politics/difficult people, accountability to complete fair share); and setting boundaries to achieve work/life balance. One respondent told of their struggle transitioning from Evergreen's environment of academic independence and initiative and "challenging the system" into the "non-independent" working environment found in traditional jobs.</p> <p>3. Marketable/transferrable/practical skills – General (N=13) These alumni noted a general lack of marketable skills; most recommended more focus on practical skills in relation to theory and ideas. Specific suggestions included designing programs that target specific industries and building more resume building activities/opportunities into programs. Some in this group expressed appreciation for the thinking and academic skills they acquired at Evergreen but added they were not adequately prepared for the labor market, that their education prepared them for graduate work but not day-to-day work life, or that "it didn't seem to go anywhere." One respondent went back to school to study accounting for job security; another learned web and graphic design to bring in income while designing an innovative project.</p>		
<p>Other/unable to code Responses in this category included recommendations to adopt the GPA system due to inability to apply for jobs online or compete with applicants who can provide a GPA; a suggestion to offer certificates in addition to a degree, and a comment from an alum who was passed over for two campus jobs while a student and felt discriminated against.</p>	4	4%

Graduate or professional school

How could Evergreen have prepared you better for graduate or professional school? (N=67)	N	%
Better advising	22	33%
Teach prerequisite coursework/skills	21	31%
More rigorous academics/higher standards	11	16%
GPA instead of/in addition to narrative evaluations in transcript	10	15%
Prepare for transition from Evergreen to more conventional school	6	9%
Other/unable to code	3	4%

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

Summary of Alumni Recommendations for Graduate/Professional School Preparation (N=67 with comments addressing at least one category)	Alumni who made at least one comment in this broad category	
	N	%
<p>Better advising Recommendations in this category were divided into three subcategories:</p> <p>1. Advising – General (N=11) Alumni in this category wanted to see Evergreen provide higher-quality, increased, and/or mandatory advising pertaining to graduate school preparation. Suggestions included evaluating a class selections, career aspirations, and areas of weakness then tailoring coursework for grad school; advising students which grad schools would be most desirable to potential employers; helping students figure out if grad school would be appropriate for them; discussing the future career implications of an Evergreen undergraduate education; and having an optional exit conference to discuss options. Those who felt graduate school advising should be mandatory (or more encouraged) didn't think they needed it while in school but believe in hindsight that it would have benefitted them. Some in this group felt that advising staff were not helpful and/or steered them wrong with regard to required coursework for their chosen field of study; others felt the lack of encouragement to pursue internships was hindering their graduate application process due to their lack of applicable experience.</p> <p>2. Advising – Prerequisite requirements (N=6) These alumni expressed dissatisfaction over having to spend time and/or money taking prerequisite courses not offered or recommended to them while at Evergreen before entering their graduate/professional programs. Suggestions included informing students of common grad school requirements and helping them to obtain those specific credits through the Evergreen curriculum, and requiring all science students to take M20 regardless of anticipated field as some doors are closed to those without coursework in Organic Chemistry, Biochemistry, etc.</p> <p>3. Advising – Application process (N=5) Suggestions in this category included helping students find scholarships, grants and other financial resources for taking the GRE or funding graduate school; providing workshops on the application process (i.e. writing application letters, gathering letters of recommendation, and learning how to approach prospective advisors in programs); and having the Career Development Center be more knowledgeable about the medical school application process.</p>	22	33%

Summary of Alumni Recommendations for Graduate/Professional School Preparation (N=67 with comments addressing at least one category)	Alumni who made at least one comment in this broad category	
	N	%
<p>Teach prerequisite coursework/skills</p> <p>These alumni suggested making prerequisite courses more available/accessible and/or teaching prerequisite skills in programs. Suggestions included general prerequisite coursework, for example: programs during senior year to set the groundwork for entry into graduate programs; increasing access to graduate school prerequisites outside of programs (including a suggestion to work with SPSCC to fulfill prerequisite offerings); and providing prep courses for graduate entrance exams. Specific fields and skill areas included: <u>Math and science</u> (e.g. calculus, economics, statistics, health sciences, veterinary-specific topics in upper division credit classes, pre-medical program and support system, prep course for MCATS, blend math/science in with social sciences more frequently); <u>Research skills</u> (e.g. more emphasis on research papers/projects to prepare for graduate-level research related to a thesis or dissertation; more opportunities to assist faculty); <u>Communication skills</u> (presentation skills, speaking skills, consensus/other group decision-making, how to defend one's stance); and <u>Other</u> (English and writing, inquiry, marketing/fundraising, prep courses for the GRE and LSAT, standard computer software programs such as Microsoft Office).</p>	21	31%
<p>More rigorous academics/higher standards</p> <p>These alumni recommended more rigorous academics in general and in specific areas of study. General suggestions included holding students more accountable for their work/overall performance and having higher "grading" standards. Specific areas of study included writing (e.g. more emphasis on writing, better writing standards, stricter evaluation of papers related to format and structure, discussion of expectations for citation and different types of academic writing) and science/math (e.g. more rigorous anatomy and physiology coursework for students going into health sciences). One alum found the level of discussion and thinking at grad school to be "of a much higher-order;" another was "surprised by the level of competition" in their health sciences program and has had to work very hard to stay in the program.</p>	11	16%
<p>GPA instead of/in addition to narrative evaluations in transcript</p> <p>Ten alumni spoke of difficulty applying to, funding, or getting accepted into their graduate or professional programs due to Evergreen's unique transcript; most of these recommended adopting the GPA system in addition to or instead of narrative evaluations. Specific examples included inability to submit online applications without a GPA (required field error), failing initial application screening due to the lack of a GPA, having greater emphasis placed on GRE score due to lack of a GPA, and difficulty obtaining grants or other financial aid that is awarded based on GPA. The current high level of competition for admittance to graduate programs was also noted; these alumni expressed concern that graduate admissions staff do not have the time or desire to wade through a narrative evaluation and may choose to move on to the next applicant. Specific comments included "It feels like I have to work extra hard to get a graduate program to take my application seriously," "I feel like I am at a disadvantage in trying to get into graduate school," and "I feel like there should be workshops, info sessions, something to help students navigate graduate school applications with our Transcripts."</p>	10	15%

<p>Prepare for transition from Evergreen’s unique style of teaching/learning to that of a more conventional school</p> <p>These alumni described difficulty transitioning to more conventional schools for their graduate or professional programs. Examples included difficulty adjusting to homework from multiple classes compared to one interdisciplinary program where faculty work together to provide a reasonable amount of homework, and difficulty assimilating information being taught on the graduate level when accustomed to Evergreen’s interdisciplinary style. One alum felt it would help to require upper-division credits and declare some sort of major, even if it were an interdisciplinary/non-traditional one. Another wrote that academic graduate programs seem to be interested in a student's academic lineage and the research the student's faculty has done, and that they felt they had to defend their education and choices rather than celebrating the close mentoring relationships they had with faculty. One felt that by allowing seminars to become venues for affirming a particular ideology while scorning others, some Evergreen faculty create barriers to honest dialogue/learning/understanding, and that this downgrades the quality of academics.</p>	6	9%
<p>Other/unable to code (Better reputation would help; applied to Evergreen graduate program and was not accepted, feels discriminated against; earning graduate degree from Evergreen was made much more difficult by faculty not taking academic letter of accommodation seriously)</p>	3	4%

Volunteer work

<p>How could Evergreen have prepared you better for volunteer work? (N=19 with comments addressing at least one category)</p>
<p>Most of the alumni who responded to this question recommended Evergreen do more to encourage and facilitate volunteerism among students. Suggestions included emphasizing the importance of volunteering (e.g. for personal growth, the good of society, acquisition of skills, experience in field of study, resume-building, networking, and creating job prospects); and facilitating involvement in volunteer work (e.g. identifying organizations best aligned with students’ future vocational/continuing education goals/helping students to connect with those organizations, holding meetings to expose students interested in individual study to volunteer opportunities, talking to exiting students about volunteer options, helping students work volunteerism into daily life, and scaling back the workload in the MIT program to leave more time for students to volunteer.) Some recommended creating a volunteer requirement for graduation or within programs. Others recommended teaching specific skills such as standard computer software programs, skills applicable to working for nonprofits (marketing/fundraising, consensus/other group decision-making skills), or skills applicable to communicating with mentally disabled persons in the homeless community. Other suggestions were to advise students to do what they love, not what they think they like, and teach them how to translate volunteer work into job opportunities on a resume and in terms of positions arising out of volunteering.</p>

Additional Comments

At the end of the survey alumni had an opportunity to make additional comments. These comments were reviewed and categorized in order to present them in summary form. The first table shows the frequencies for each broad category; the second includes summaries of the comments within each category.

Additional Comments (N= 93)	N	%
General positive feedback	50	54%
Recommendations	25	27%
Other ways in which Evergreen helped me grow	17	18%
Ways in which Evergreen helped prepare me for work/career	14	15%
Ways in which Evergreen helped prepare me for graduate/ professional school	11	12%
Ways in which Evergreen helped prepare me for volunteering	7	8%
Other/unable to code	9	10%

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

Summary of Alumni Additional Comments (N= 93 with comments addressing at least one category)	Number who made at least one comment in this broad category	%
<p>General positive feedback The majority of alumni responding to this question used this space to express overall satisfaction with and/or loyalty to Evergreen. Comments in this category were divided into five subcategories:</p> <p>1. Positive Evergreen experience (N=30) (e.g. proud to have attended, got a great education, best possible fit, compares favorably to other institutions, highly recommend to others, opened up a lot of possibilities in life, would like to attend grad school here, would like to teach here, always felt motivated to learn more, perfect place to grow personally and academically, wonderful and fulfilling experience, loved being part of the community, first in family to receive a BA, lifelong learner)</p> <p>2. I love/miss Evergreen/Evergreen rocks (N=13)</p> <p>3. Positive comments about survey (N=10) (e.g. thank you, thank you for doing survey/opportunity to participate, glad to help, hope feedback helps, good luck with survey)</p> <p>4. Positive comments about faculty/teaching (N=7) (e.g. fantastic professors, great programs and faculty, proud of faculty commitment to learning, program professors provided challenges/support/encouragement) Specific faculty named were Mike Moran, Ruth Hayes, Yvonne Peterson, Raul Nakasone, David Rutledge, and Peter Pessiki)</p> <p>5. Positive comments about staff (N=1) (Art Costantino, Andy Corn, Randy Stilson, Liza Rognas, Michael Heuer, Jennifer Carter)</p>	50	54%

<p align="center">Summary of Alumni Additional Comments (N= 93 with comments addressing at least one category)</p>	<p align="center">Number who made at least one comment in this broad category</p>	<p align="center">%</p>
<p>Recommendations Comments in this category were divided into three subcategories:</p> <p>1. Student support services/resources (N=9) (e.g. provide more access to clubs, offices, events for evening/weekend/Tacoma students, inform PLE students of difficulty getting funding for additional academic credits not paid for by scholarship programs (perhaps poll past PLE students to find out how they paid), encourage students to commit more fully to a "major" to facilitate going into the work place or grad school, advise/guide students to get the most out of Evergreen/not miss opportunities, Evergreen's president, staff, administration, Board of Trustees, and faculty need to step up to the fact that all its students have differing abilities and to make disabled students a higher priority, teach students with special needs how to get accommodation in the "real world," encourage more students to pursue a masters degree, provide more programs/events to support substance-free lifestyle, advise graduating students how to responsibly manage loan debt, have Career Development Center inform students of opportunities as fisheries observers in Alaska after graduation)</p> <p>2. Changes to instruction/curriculum (N=9) (e.g. offer programs that set the foundation for a student's college education, especially in the areas of math and English "101"-type programs, increase size and scope of humanities department, offer more humanities courses in the sciences, provide doctorate programs, provide "rubber to the road" help in addition to imparting knowledge, teach the "art of bootstrapping" to fund projects, incorporate more oral exams/student lectures to better prepare students to explain processes/teach skills to others, offer more mentorship to help students achieve artistic goals, require a financial planning course)</p> <p>3. Other (N=16) Categories with fewer than nine comments included: Accountability (e.g. faculty who bully students who disagree with/challenge them, faculty who lack essential knowledge in subject being taught, comparing employment/scholastic outcomes of Tacoma and Olympia graduates to identify possible disparity in education received at Tacoma, people who need to be kept honest in their "artistic" endeavors); campus climate (e.g. set rules/boundaries for group work to prevent individual students from controlling/bullying others, often felt verbally and emotionally attacked by other students, enforce non-smoking policies, need more students of color in the sciences), college administration/policy (e.g. need student representation/involvement in college governance and fiscal planning, reconcile disparity between in-state and out-of-state tuition, stop moving toward mainstream acceptance—stay true to your roots), more rigorous academics (raise bar for admissions—potential learning held back by reiterating concepts to weaker/less engaged students, didn't feel academically challenged, too easy to coast through), give recognition to the Medical Assisting Program when featuring graduates working in health sciences in college media, include an option for detailing past and future employment in future alumni surveys —point-in-time snapshot of current employment does not capture assortment of work/past work relevant to degree.</p>	<p align="center">25</p>	<p align="center">27%</p>

<p align="center">Summary of Alumni Additional Comments (N= 93 with comments addressing at least one category)</p>	<p align="center">Number who made at least one comment in this broad category</p>	<p align="center">%</p>
<p>Other ways in which Evergreen helped me grow Comments in this category were divided into two subcategories:</p> <p>1. Attitude/outlook (N=11) (e.g. willingness to learn/lifelong learner/self-directed learning, confidence/self-assuredness/assertiveness, comfortable stepping outside comfort zone, self-awareness, self-expression, maturity, understanding, importance of community, influenced long range decisions/planning for retirement)</p> <p>2. Specific skill (N=9) (e.g. critical/independent/integrative/interdisciplinary/creative thinking, ability to find and use information, ability to apply skills and learning to work/personal/life in general, working collaboratively/in a group, technical drawing, funding projects)</p>	<p>17</p>	<p>18%</p>
<p>Ways in which Evergreen helped prepare me for work/career Comments in this category were divided into two subcategories:</p> <p>1. Specific prep (N=9) (e.g. Evergreen's Medical Assisting program best preparation received for current career/educational path, KEY program helped gain confidence in academic/working life, creative problem-solving, seeking independent/meaningful work, lifelong learning, adapting quickly to new situations, working with people of various backgrounds/needs, confidence and skills to re-career, confidence in dealing with difficult people, open learning environment parallels real-world workplace interaction, faculty advisors provided guidance to turn school internship project into career, labor studies with Tony Zaragoza and Dan Leahy and statistics class with Ralph Murphy helped find way to current career)</p> <p>2. General prep (N=5) (e.g. felt well prepared/supported for work force/career, couldn't have current job if hadn't attended, thanks to Evergreen for accomplishments in career path, feel prepared for higher-level work than able to obtain thus far)</p>	<p>14</p>	<p>15%</p>
<p>Ways in which Evergreen helped prepare me for graduate/professional school Alumni in this category felt Evergreen either prepared them in specific areas (e.g. organization, time management, group work, independent thinking/learning, learning quickly from mistakes, better at seminar-ing and writing papers than peers, had advantage in grad school due to independence and critical thinking skills fostered at Evergreen, more motivated to take control of own education, better prepared for literature review than peers); or that Evergreen's learning style helped them succeed in their programs (e.g. well prepared for graduate/law school, current school heavily and directly influenced by Evergreen's learning community model, grad school less challenging than for peers or no more challenging than undergraduate work due to Evergreen experience)</p>	<p>11</p>	<p>12%</p>
<p>Ways in which Evergreen helped prepare me for volunteer work These alumni indicated that Evergreen prepared them well for volunteering in general, or gave specific examples (e.g. learned importance of donating energy to worthwhile endeavors to gain experience/professional connections, gained skills for caring about a diversity of opinions, exposing sources/resources and negotiating with other people/views, learned how to listen to/work with other people/ideas, learned humility/patience/how much can be learned from others, introduced to PAWS by like-minded people, still volunteering with project became involved with at Evergreen)</p>	<p>7</p>	<p>8%</p>

<p>Summary of Alumni Additional Comments (N= 93 with comments addressing at least one category)</p>	<p>Number who made at least one comment in this broad category</p>	<p>%</p>
<p>Other/unable to code</p> <p>Evergreen lets people become whatever they want to become. Sometimes a student will strive for greatness. Other times, a student will settle for mediocrity. It is left entirely up to the student. That is the best and worst thing about Evergreen. And I wouldn't change it at all.</p> <p>I believe self-discipline to be an individual trait, not something that any school can actually teach.</p> <p>I observed so many instances when Evergreen went out of the way to accommodate youngsters whose parents were endorsing big checks for the tuition and such. Both the campus police and the administration showed their weakness by looking the other way or turning a deaf ear when they could have exhibited a little leadership.</p> <p>I need a job. I applied for one there, but no one ever got back to me.</p> <p>It isn't the school but the student that prepares for the future. You can only take what you give.</p> <p>Tacoma was a pretty terrible campus while I was there. I hope things have changed at that campus. - I'm sure my experience at TESC would have been much different on main campus.</p> <p>Tell the non-activists out there who want to enroll that if they keep their head down at right times and have a modicum of ambition and drive, Evergreen is an amazing place to learn.</p> <p>The workplace is the only place that can prepare a student for the workplace. It's a conundrum I know, but this is what I have been told by employers time and time again.</p> <p>The worst part about evergreen is the parking Nazis! Otherwise I had a great time.</p>	<p>9</p>	<p>10%</p>

As with past administrations of Evergreen alumni surveys, alumni comments and recommendations will be forwarded to appropriate campus offices and decision-makers so that they can be considered in future planning.

Appendix A: Additional skills

Skill	Your level of skill				Preparation from your Evergreen education			
	Poor (1)	Fair (2)	Good (3)	Excel- lent (4)	Not at all (1)	To some extent (2)	A great deal (3)	N/A
Ability to adapt to new situations (flexibility)			X			X		
Ability to band birds				X			X	
Ability to communicate effectively with a wide range of people				X			X	
Ability to present scientific posters	X					X		
Ability to write scientific papers	X					X		
Acceptance of all things				X			X	
Adaptability				X			X	
Administrative			X			X		
Affective Criticism			X				X	
Animal Husbandry				X			X	
Applied expertise				X			X	
Awareness of the diversity of cognitive and evaluative frameworks				X			X	
Background knowledge in science for my upcoming nursing school				X			X	
Balance			X			X		
Being crazy enough to do what I want regardless of what anyone else thinks				X			X	
Belief in Self				X			X	
Book keeping	X				X			
Building Business Plans			X		X			
Building Community			X				X	
Building Marketing Models			X		X			
Business skills	X				X			
Business Writing				X			X	
Business-related technology		X				X		
Chinese			X			X		
Communicating science to the general public; the many presentations I gave at Evergreen made this work easy at my job.			X				X	
Communication				X			X	
Community Building				X			X	
Community Organizing				X			X	
Confidence				X			X	
Confidence in Abilities				X			X	
Craft - Skills Using Tools				X			X	
Creating my own structure				X			X	
Creative financing and bootstrapping projects			X			X		
Creativity			X			X		
Creativity				X			X	
Critical Thinking				X			X	
Critical thinking				X			X	
Critically Thinking				X			X	
Customer service skills				X		X		
Dealing with conflict in the workplace		X			X			

Skill	Your level of skill				Preparation from your Evergreen education			
	Poor (1)	Fair (2)	Good (3)	Excel- lent (4)	Not at all (1)	To some extent (2)	A great deal (3)	N/A
Decolonization Methodologies				X			X	
Dependability			X			X		
Detail-Oriented Multi-tasking for extended periods of time in inclement weather and extreme field conditions			X		X			
Dialogue and the possibilities it brings				X			X	
Discipline and commitment			X			X		
Dyeing Wool				X	X			
Educational Freedom				X			X	
Empathy				X			X	
Empathy and Understanding			X				X	
Employment Planning		X			X			
Expect the unexpected			X				X	
Financial planning			X		X			
Financial planning	X				X			
Flexibility			X			X		
Grantwriting		X			X			
Gumption to take initiative when faced w/ opposition				X			X	
Honing in more receptive, respectful listening of other peeps' opinions				X			X	
Horticulture				X			X	
I'm working in the veterinary field, and my work at Evergreen in Animal Behavior and Vertebrate Evolution have been invaluable to me here.				X			X	
Intuitive Thinking			X				X	
Job completion				X				X
Job search Skills		X			X			
Knowing your environment				X			X	
Language learning			X				X	
Language skills--I use English and Mandarin Chinese to teach			X			X		
Laws about ADA/vocational rehabilitation /accommodation/disabilities		X				X		
Learning to pace self, reflection 1st observation, don't take things @ face value				X			X	
Listening				X			X	
Looking @ the Big Picture			X				X	
Making connections and networking				X		X		
Marketability		X			X			
Microsoft Office Suite i.e. Excel	X				X			
Networking ability (for employment purposes)				X			X	
Networking...making connections				X			X	
Non-profit leadership/grant writing	X				X			
Nursing Skills			X				X	
Open minded critical thinking				X			X	

Skill	Your level of skill				Preparation from your Evergreen education			
	Poor (1)	Fair (2)	Good (3)	Excel- lent (4)	Not at all (1)	To some extent (2)	A great deal (3)	N/A
Opening my mind to another way of thinking, understanding				X			X	
Pasture Management			X				X	
Patience				X			X	
People skills, speaking			X			X		
Perseverance in the face of adversity			X			X		
Persistence			X		X			
Persistence				X			X	
Professionalism				X			X	
Qualitative reasoning skills			X				X	
Reading				X			X	
Realistic thinking				X	X			
Seeing larger trends in business development- -seeing the big pictures			X				X	
Self Awareness				X			X	
Self-belief		X				X		
Sheep husbandry			X		X			
Social Etiquette			X				X	
Social-skills				X			X	
Sovereignty and self-efficacy				X			X	
Stamina				X		X		
Sticking to it even when a job is complicated or frustrating				X				X
Strategic Planning				X		X		
Synthesizing information!!!!				X			X	
Taxes	X				X			
Technical Skills				X		X		
Thinking in a global context				X			X	
Travel			X				X	
Understanding and practical experience advocating for clients to state and county agencies				X	X			
Understanding how to work with state and county agencies			X		X			
Understanding of world views				X			X	
Understanding serfdom and my place in it as a slave to Capitalistic Feudalism				X			X	
Understanding social programs available in Washington State			X		X			
Understanding Systems			X				X	
Understanding that obtaining a Higher Degree is a waste of time and money.				X			X	
Understanding that there are no differences between liberalism and Conservatism, because they both serve the same masters.				X			X	
Understanding/Applying Economics Skills and Principles		X				X		

Skill	Your level of skill				Preparation from your Evergreen education			
	Poor (1)	Fair (2)	Good (3)	Excel- lent (4)	Not at all (1)	To some extent (2)	A great deal (3)	N/A
Understanding/Applying Marketing Skills and Principles		X				X		
Understanding/Applying Sales Skills and Principles		X			X			
Weaving				X	X			
Web and Graphic Design			X		X			
Willingness to work hard to get the job done.				X		X		
Working alongside people who are experts, being humbled and taking it well can take practice.				X			X	
Working with diverse and divergent priorities				X		X		