

## EVERGREEN ALUMNI SURVEY 2008 A SURVEY OF THE CLASS OF 2007

### A. Sample Size and Response Rate

All 1055 graduates from the class of 2007 were in the initial sample for the 2008 Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 1023 alumni. The response rate was 34.3%, with 261 web respondents and 90 paper survey respondents.

<b>Total Undergraduate Degree Recipients – Class of 2007</b>	<b>1055</b>
Number with no known address or email	30
Deceased	2
<b>Final Sample Size</b>	<b>1023</b>
Refused	2
No Response	670
Paper Survey Respondents	90
Web Survey Respondents	261
<b>Total Respondents</b>	<b>351</b>
	<b>34.3%</b>
	<b>Response rate</b>

### B. Methodology

The graduating class of 2007 (degree awarded between fall 2006 and summer 2007) was surveyed during the summer and fall of 2008, one year after receiving their baccalaureate degrees.

In July 2008, survey invitations were sent to all members of the graduating class who had email addresses on file. The invitation included a link to the web version of the survey. For those alumni without email addresses and those who did not respond to the email, surveys were mailed to their last known mailing address. Surveys returned as undeliverable were forwarded to a more current address whenever possible. Reminders were sent at intervals during the survey administration period via email and regular mail as applicable. Completed surveys were accepted between July and October 2008. An Evergreen decal was offered as a small thank you gift for participation in the survey.

### C. Respondent Demographics

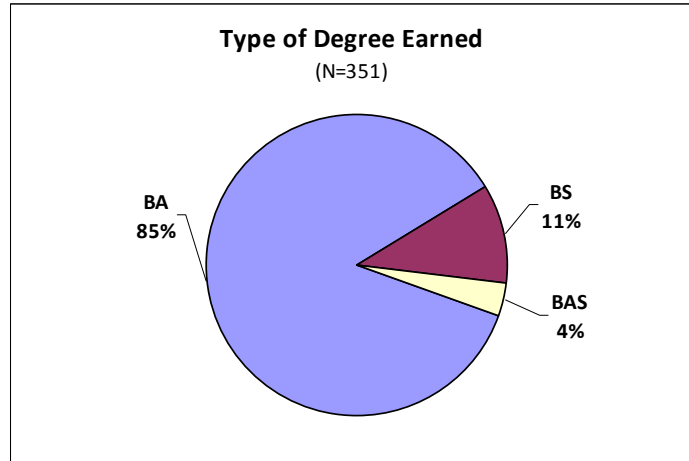
#### Location Primarily Attended During Evergreen Studies

<b>Campus</b>	<b>N</b>	<b>%</b>
Olympia	320	91%
Tacoma	28	8%
Tribal: Reservation-based	2	0.6%
Grays Harbor	1	0.3%
<b>Total Respondents</b>	<b>351</b>	<b>99.9%</b>

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

## Type of Degree

The distribution of degree types among survey respondents was representative of the graduating class as a whole. 89% of graduates from the class of 2007 earned BAs, 8% earned BS degrees and 3% earned a BAS. There was no significant difference in type of degree between respondents and non-respondents at  $p < .05$ .



## Ethnic Background

Alumni were asked to select as many ethnic categories as they felt applied to them. In the first table, respondents who selected multiple ethnic categories are counted in all applicable categories therefore percentages do not add up to 100%. The second table shows the number and percentage of alumni in each mutually exclusive ethnic category.

Fifteen percent of survey respondents identified as people of color compared to 21% of non-respondents. The difference was significant at  $p < .05$ , therefore people of color are slightly underrepresented in the survey results for this group of alumni.

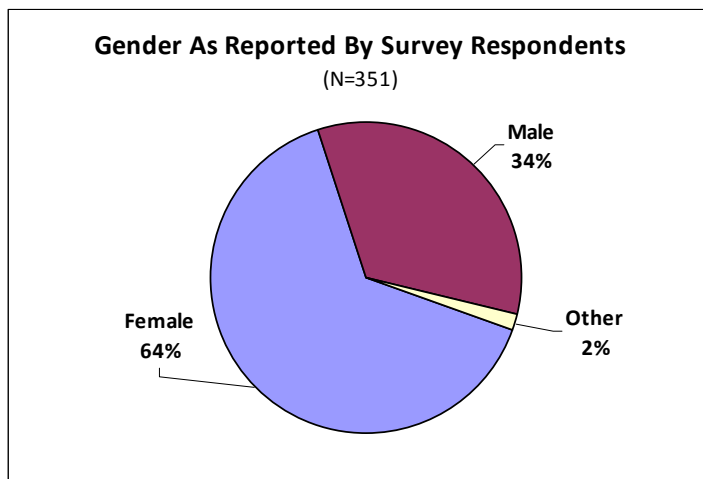
<b>Alumni-Indicated Ethnic Background (All That Apply)</b>	<b>N</b>	<b>Percentage</b>
African American	15	4.3%
Asian	10	2.8%
Pacific Islander	2	0.6%
Hispanic/Latino/Latina American	11	3.1%
Native American/Alaska Native	18	5.1%
White/Caucasian	284	80.9%
Other (Arab/American, Ethiopian, Irish/Jewish, Middle Eastern/Caucasian, Mix, Multi-racial, Persian, no detail/blank)	8	2.3%
Prefer not to respond	22	6.3%

<b>Alumni-Indicated Ethnic Background (Mutually Exclusive Ethnic Categories)</b>	<b>N</b>	<b>Percentage</b>
Hispanic/Latino, of any race	11	3.1%
African-American/Black, Non-Hispanic	13	3.7%
American Indian/Alaska Native, Non-Hispanic	8	2.3%
Asian, Non-Hispanic	6	1.7%
Pacific Islander/Hawaiian Native, Non-Hispanic	2	0.6%
White/Caucasian, Non-Hispanic	274	78.1%
Multiple races, Non-Hispanic	14	4.0%
Unknown ethnicity/race	23	6.6%
<b>Total</b>	<b>351</b>	<b>100.1%</b>

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

## Age and Gender

Alumni respondents ranged in age from 21 to 70, with a mean age of 31 and a median age of 26. This is consistent with a mean age of 30 and a median age of 26 among the total population of 2007 graduates.



Male alumni were underrepresented in the respondent group. Approximately 13% fewer males completed the survey than their proportion of the whole graduating class. This is not an unusual result as females typically are more likely to participate in surveys than males.

## Primary Area of Study

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

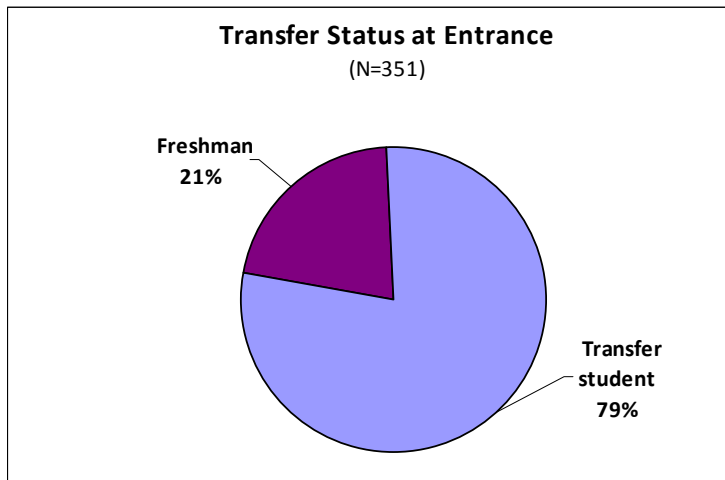
Primary Area of Study (Concentration) at Evergreen	N	%
Humanities, Language Arts (Culture, Text & Language)	82	23.6%
Social Sciences (Society, Politics, Behavior, and Change)	82	23.6%
Media, Visual Arts, Performing Arts (Expressive Arts)	41	11.8%
Environmental Studies	40	11.5%
Liberal Arts/Interdisciplinary Study ( <i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i> )	40	11.5%
Science, Math, Computers (Scientific Inquiry)	35	10.1%
Business	15	4.3%
Education	9	2.6%
Native American Studies	3	0.9%
<b>Total</b>	<b>347</b>	<b>99.9%</b>

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

## Primary Enrollment Status at Evergreen

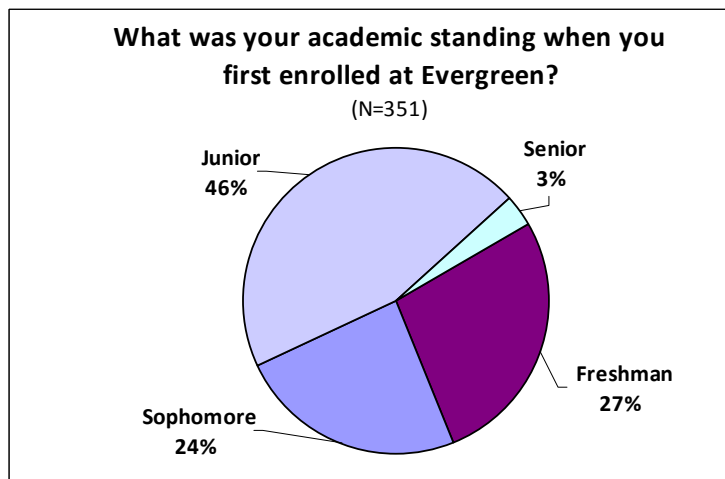
Enrollment Status	N	%
Full-time	339	97%
Part-time	12	3%
<b>Total Respondents</b>	<b>351</b>	<b>100%</b>

## Transfer Status at Entrance



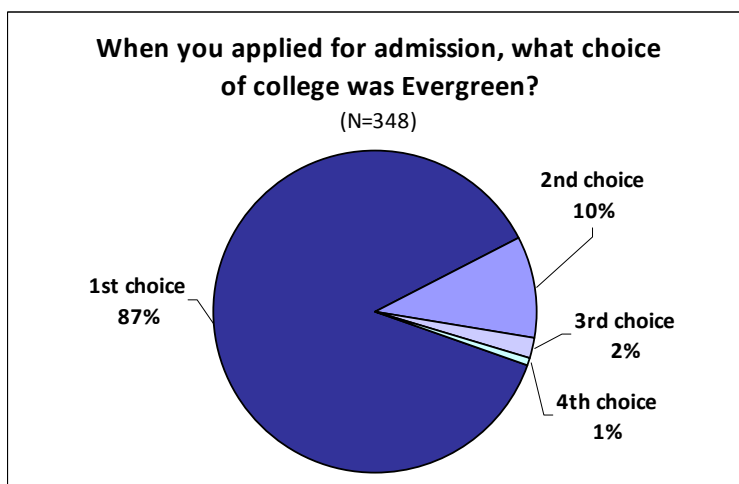
**79%** of alumni respondents (N=276) entered Evergreen as transfer students and 21% (N=75) started as freshmen. This proportion is similar to the whole graduating class, where 76% entered as transfers and 24% started as freshmen. The difference in transfer status between respondents and non-respondents was not significant at  $p < .05$ .

## Academic Standing When First Enrolled at Evergreen



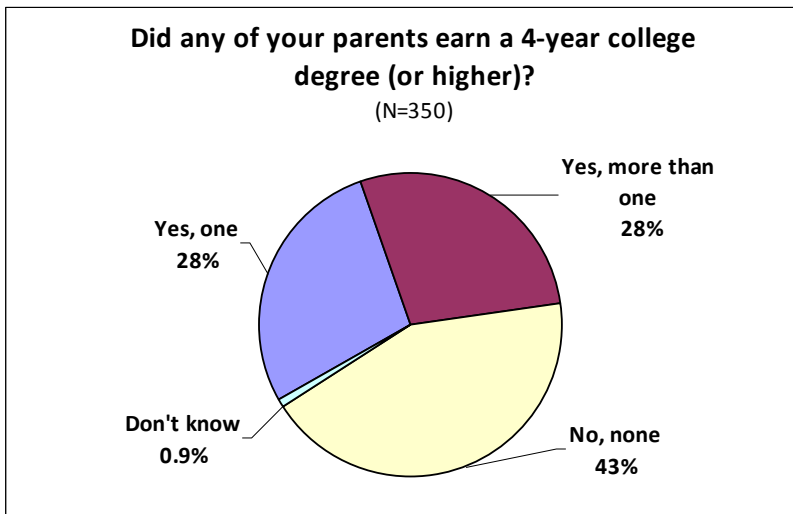
**46%** of alumni respondents (N=159) first enrolled at Evergreen as juniors, 27% (N=95) as freshmen, and 24% (N=85) as sophomores. Only 3% (N=12) first enrolled at Evergreen as seniors.

## Choice of College



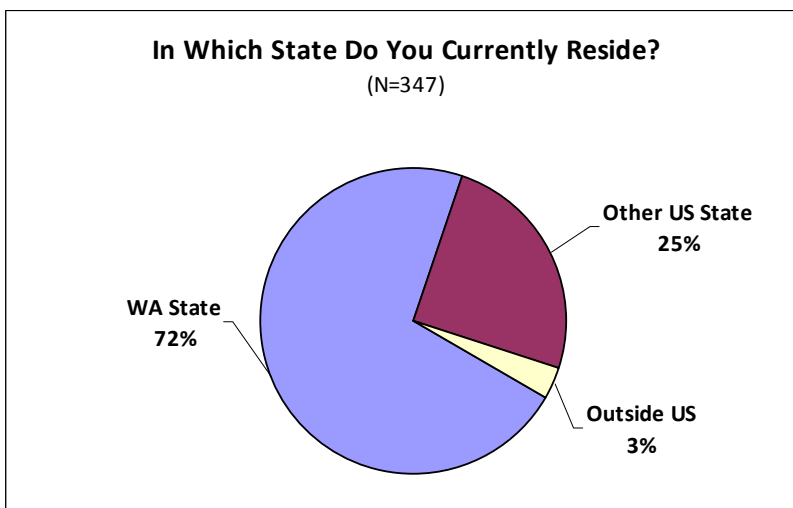
Evergreen was the first choice of college for **87%** of alumni respondents (N=303). 10% (N=35) indicated Evergreen was their 2<sup>nd</sup> choice; and only 3% indicated that Evergreen was their third or fourth choice of college (N=7 and N=3, respectively).

### First Generation Baccalaureate Earners



Based on survey results, **43%** of alumni respondents (N=151) identified as first generation baccalaureate earners. The survey data indicate how underreported first generation status is in the Banner student tracking system; based on Banner data alone, we could only have identified 30% of this population as first generation. Survey results are representative of the whole population of 2007 graduates with regard to first generation status.

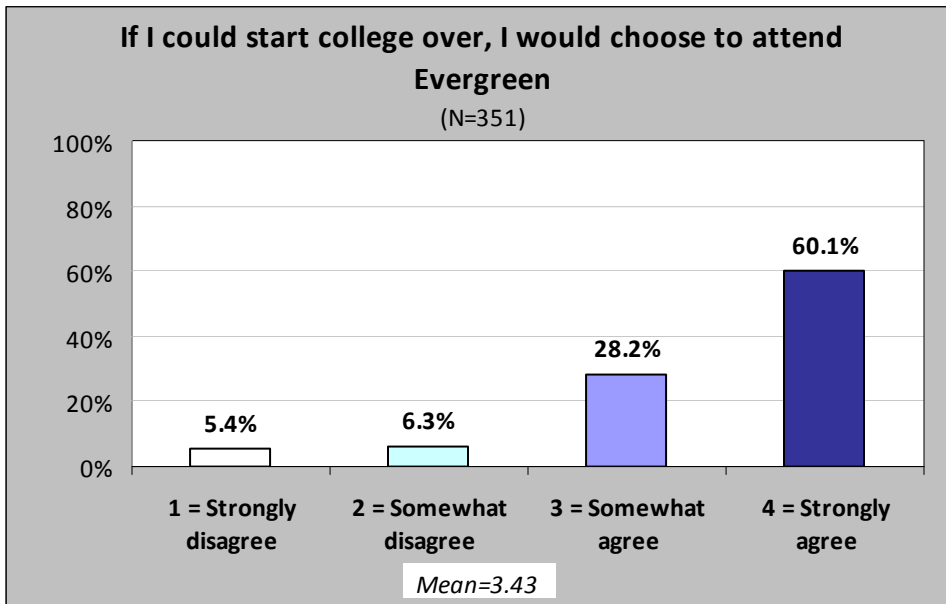
### Current Location of Survey Respondents



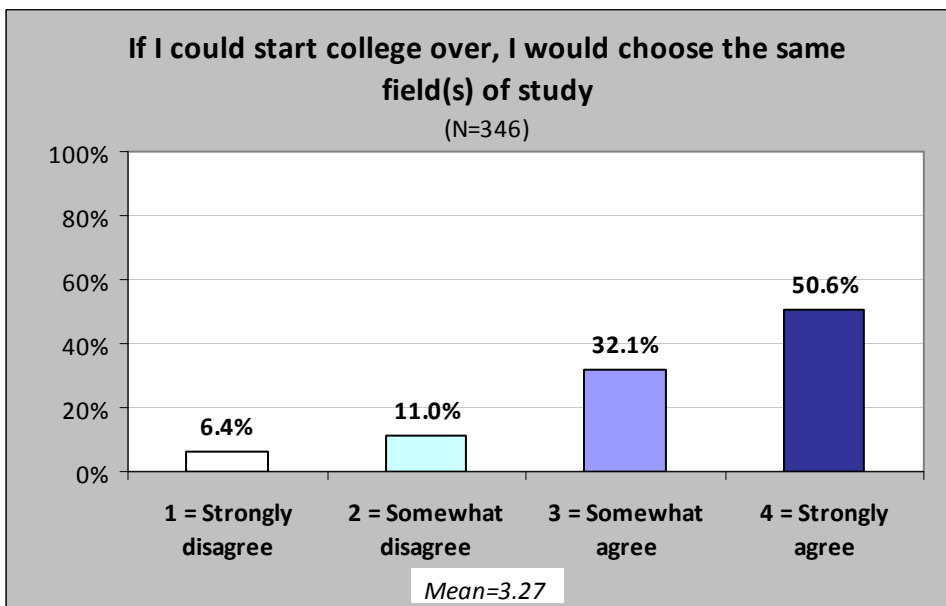
At the time of the survey, alumni from the class of 2007 were living in 27 different states (including the District of Columbia) and nine foreign countries. **72%** were still living in Washington State one year after graduation.

### D. Alumni Satisfaction with Experience

Alumni were asked how strongly they agreed with two statements related to their Evergreen experience, using a four-point scale from (1) *Strongly disagree* to (4) *Strongly agree*. For both questions, alumni indicated substantial agreement.



If they could start college over, **88%** of alumni (N=310) *Somewhat or Strongly agree* they would choose to attend Evergreen...



...and **83%** (N=286) *Somewhat or Strongly agree* they would choose the same field(s) of study.

## Evergreen's Contribution to Academic and Personal Growth

Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in a variety of academic areas, using a five-point scale from (1) *Not at all satisfied* to (5) *Very satisfied*. In 22 of the 24 areas, over half the alumni reported being *Mostly* or *Very satisfied* with Evergreen's contribution to their growth. Results were ranked by highest percentage of *Mostly* and *Very satisfied* ratings and are shown in the table below.

- The areas with the highest percentage of *Mostly* and *Very satisfied* ratings were: **Learning independently** (91.1%), **Synthesizing information and ideas from many sources** (87.8%), **Critically analyzing information** (86.5%) or **Critically analyzing written information\*** (85.1%), and **Participation in class discussions** (85.7%).
- The areas with the lowest percentage of *Mostly* and *Very satisfied* ratings were: **Understanding and applying quantitative principles** (45.3%), **Readiness for a career** (45.8%), and **Understanding and applying scientific principles and methods** (53.4%).

Academic Area	Not at all satisfied (1)	Little satis. (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Learning independently (N=337)	0.6%	0.3%	8.0%	26.1%	<b>65.0%</b>
Synthesizing information and ideas from many sources (N=336)	1.2%	1.2%	9.8%	38.4%	<b>49.4%</b>
Critically analyzing information (paper)* (N=89)	1.1%	0.0%	12.4%	32.6%	<b>53.9%</b>
Participation in class discussions (N=337)	0.6%	2.1%	11.6%	23.7%	<b>62.0%</b>
Critically analyzing written information (web)* (N=248)	1.2%	1.2%	12.5%	32.7%	<b>52.4%</b>
Functioning as a responsible member of a diverse community (N=334)	3.3%	2.7%	11.4%	33.2%	<b>49.4%</b>
Reading for academic purposes (N=338)	1.2%	3.3%	13.9%	34.9%	<b>46.7%</b>
Writing effectively (N=338)	0.9%	4.1%	14.2%	<b>45.6%</b>	35.2%
Working collaboratively in a group (N=336)	2.1%	3.3%	14.0%	30.7%	<b>50.0%</b>
Understanding different philosophies and cultures (N=335)	2.1%	2.4%	14.9%	31.0%	<b>49.6%</b>
Defining and understanding problems (N=336)	1.2%	2.7%	18.2%	34.5%	<b>43.5%</b>
Knowledge in a broad range of subjects (N=336)	1.5%	4.8%	16.4%	31.5%	<b>45.8%</b>
Speaking effectively (N=338)	0.9%	3.3%	19.5%	<b>42.3%</b>	34.0%
Understanding the interaction of society and the environment (N=332)	1.2%	7.2%	16.0%	34.0%	<b>41.6%</b>
Recognizing your rights, responsibilities and privileges as a citizen (N=334)	1.8%	4.8%	18.0%	33.8%	<b>41.6%</b>
Expressing yourself in creative or artistic ways (N=335)	2.1%	5.1%	17.6%	29.6%	<b>45.7%</b>
Giving effective presentations (N=338)	0.9%	4.7%	21.6%	<b>39.3%</b>	33.4%
Understanding and appreciating the arts (N=334)	1.5%	8.4%	18.6%	29.9%	<b>41.6%</b>

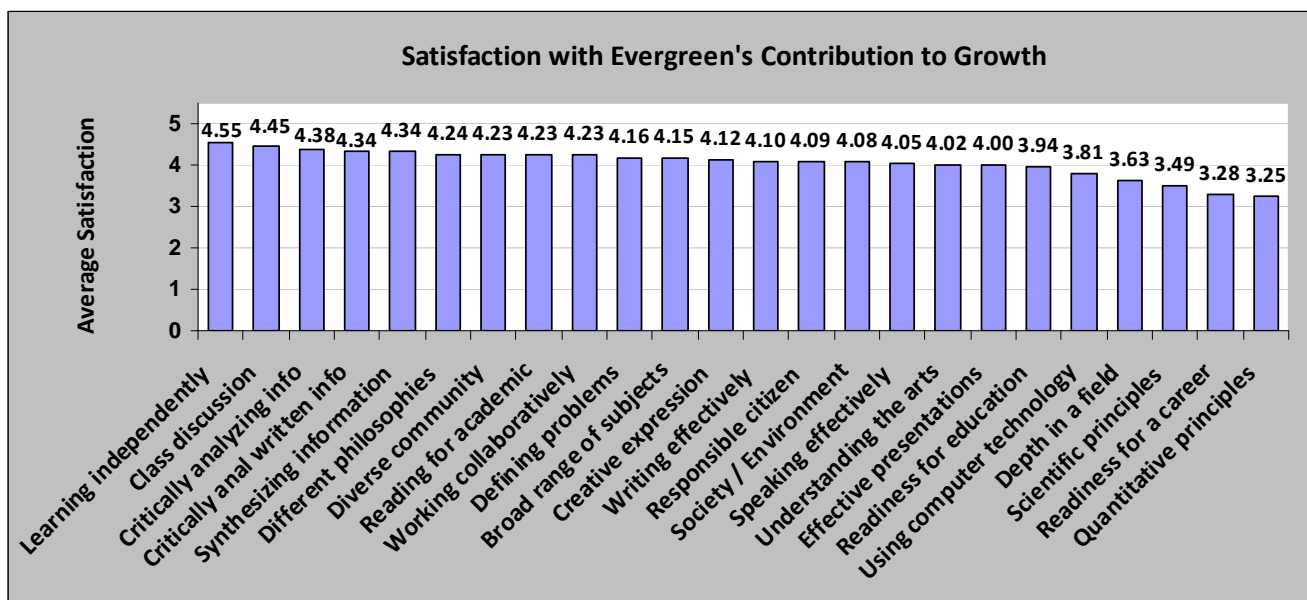
Academic Area	Not at all satisfied (1)	Little satis. (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Readiness for further education (graduate, professional, or doctoral) (N=334)	2.7%	8.4%	20.4%	29.0%	<b>39.5%</b>
Using computer technology to present work, find information, or solve problems (N=335)	2.7%	8.1%	23.3%	<b>37.3%</b>	28.7%
Depth or expertise in a particular field (N=336)	4.2%	14.0%	25.0%	28.3%	<b>28.6%</b>
Understanding and applying scientific principles and methods (N=333)	6.3%	15.9%	24.3%	<b>29.1%</b>	24.3%
Readiness for a career (N=332)	12.3%	13.6%	28.3%	<b>25.0%</b>	20.8%
Understanding and applying quantitative principles (N=331)	10.0%	19.6%	25.1%	<b>26.0%</b>	19.3%

Note: The number of respondents varies as some alumni skipped questions or felt an area was not applicable to their experience.

\*There was a difference in wording between the paper survey and the online survey due to staff error. Because of this, frequencies are provided separately for the different survey modalities.

Next, average satisfaction ratings for each academic area were calculated and the results are presented in the following chart. All 24 academic areas received a mean satisfaction rating of at least 3, *Somewhat satisfied*.

- The areas with the highest average satisfaction ratings – **Learning Independently, Participation in Class Discussions, Critically analyzing information or Critically analyzing written information\***, and **Synthesizing information and ideas from many sources** – were also the areas with the highest percentage of *Mostly* and *Very satisfied* in the table above.
- Also consistent with the frequency table are the three areas receiving the lowest mean scores – **Understanding and applying quantitative principles, Readiness for a career, and Understanding and applying scientific principles and methods.**



Note: Satisfaction was rated on a five-point scale where 1=Not at all satisfied, 2=Little satisfaction, 3=Somewhat satisfied, 4=Mostly satisfied, and 5=Very satisfied.

\*There was a difference in wording between the paper survey and the online survey due to staff error. Because of this, frequencies are provided separately for the different survey modalities.



## Work-related Skills and Abilities

Alumni were asked to rate their level of skill in a series of work-related activities on a 4-point scale from (1) *Poor* to (4) *Excellent*. They could also select N/A if they felt a skill was not applicable to them. Alumni who rated their skill level on an item were then asked to rate how well the education they received at Evergreen prepared them in that area using a 3-point scale where 1=*Not at all*, 2=*To some extent*, and 3=*A great deal*.

Results from this series of questions are shown in the following table, ranked in order of how many alumni felt their level of skill was “*Excellent*.” For all but one of the skill areas, *Excellent* was the most frequently chosen category.

The top-rated skills for this group of alumni were:

- **Willingness and aptitude to learn new skills** (93% felt Evergreen prepared them either *To some extent* or *A great deal*)
- **Independence and Initiative** (90% felt Evergreen prepared them either *To some extent* or *A great deal*)
- [Ability to] **Work in a culturally diverse environment** (89% felt Evergreen prepared them either *To some extent* or *A great deal*)

The one area for which *Excellent* was not the most common rating was **Negotiating skills**. Most respondents felt their level of skill was *Good* in this area and 78% felt Evergreen prepared them either *To some extent* or *A great deal*.

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)
Willingness and aptitude to learn new skills (N=324)	0.0%	3.4%	28.1%	<b>66.7%</b>	1.9%	7.6%	45.3%	<b>47.2%</b>
Independence and initiative (N=327)	0.6%	5.8%	28.7%	<b>64.5%</b>	0.3%	10.2%	42.9%	<b>46.9%</b>
Work in a culturally diverse environment (N=326)	0.3%	2.5%	31.9%	<b>64.4%</b>	0.9%	10.9%	41.4%	<b>47.7%</b>
Creative thinking skills (N=325)	0.3%	4.0%	33.5%	<b>61.8%</b>	0.3%	5.0%	40.2%	<b>54.8%</b>
Organize and conduct work effectively (N=327)	0.3%	4.3%	40.4%	<b>55.0%</b>	0.0%	7.1%	<b>63.2%</b>	29.8%
Effective communication skills (N=326)	1.5%	4.6%	42.0%	<b>51.8%</b>	0.0%	4.6%	<b>48.0%</b>	47.4%
Decision-making ability (N=327)	1.2%	11.6%	43.4%	<b>43.7%</b>	0.0%	17.1%	<b>57.9%</b>	24.9%
Leadership (N=326)	3.1%	14.1%	38.7%	<b>43.3%</b>	0.9%	16.2%	<b>53.9%</b>	29.9%
Research skills (N=324)	2.5%	14.8%	39.8%	<b>41.7%</b>	1.2%	7.2%	39.5%	<b>53.3%</b>
Negotiating skills (N=324)	3.7%	20.1%	<b>46.3%</b>	29.3%	0.6%	22.5%	<b>53.8%</b>	23.8%

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.

## Satisfaction with Evergreen Experiences

Alumni were asked whether they participated in a series of educational experiences at Evergreen and, if so, to rate their level of satisfaction with those experiences using a four-point scale from (1) *Very Dissatisfied* to (4) *Very Satisfied*. For all but two items, *Very Satisfied* was the most common rating.

The following table shows the rate of participation and level of satisfaction for each item, ranked in order of total satisfaction (number of alumni either *Somewhat* or *Very Satisfied* with their experience).

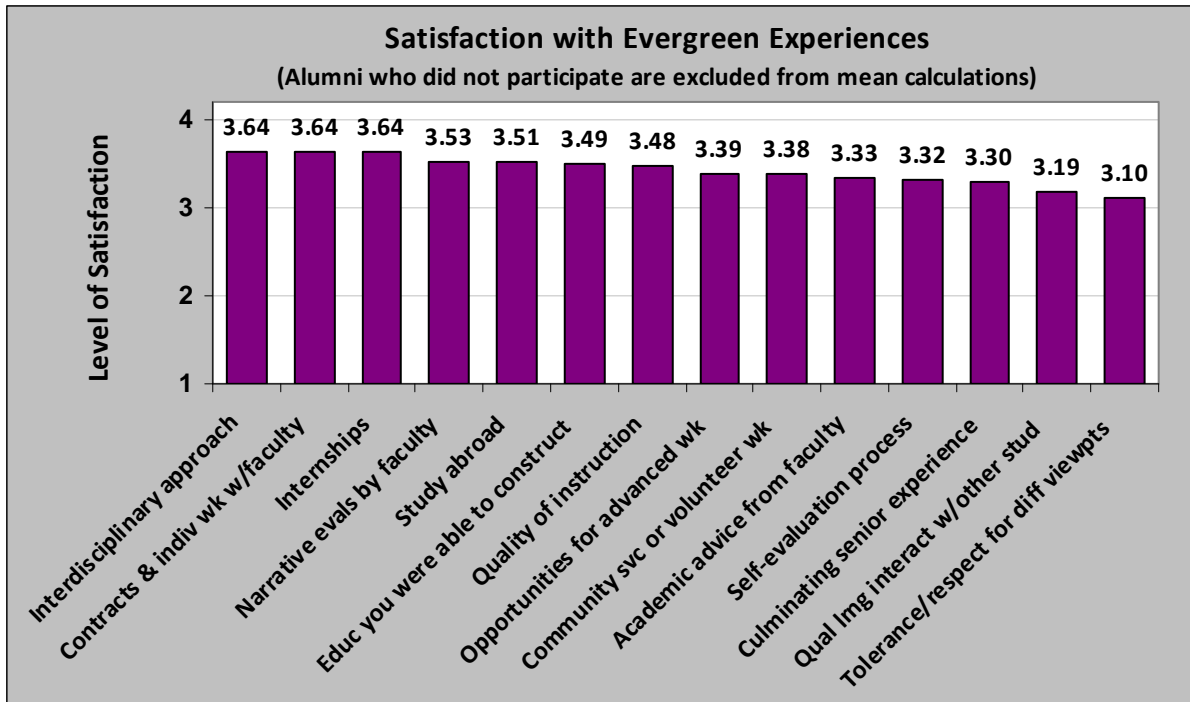
- The three items with the highest total satisfaction rating were: **Contracts and other individual work with faculty, Evergreen’s interdisciplinary approach to education, and Narrative evaluations written by faculty.**
- The three items with the lowest total satisfaction rating – **Tolerance and respect shown for different or opposing viewpoints, Quality of learning interaction with other students, and Opportunities for advanced undergraduate work at Evergreen** – still had total satisfaction ratings of 80%, 82%, and 84%, respectively.

Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat Dissatisfied	3= Somewhat Satisfied	4= Very Satisfied	Missing N
Contracts and other individual work with faculty (N=318)	76.1%	1.3%	3.3%	25.5%	<b>69.9%</b>	3
Evergreen’s interdisciplinary approach to education (N=320)	97.2%	1.9%	4.2%	22.1%	<b>71.8%</b>	3
Narrative evaluations written by faculty (N=320)	99.1%	0.6%	6.0%	33.5%	<b>59.8%</b>	1
Internships (N=312)	39.1%	0.8%	5.9%	21.8%	<b>71.4%</b>	3
The education you were able to construct as an Evergreen student (N=319)	96.9%	2.0%	6.6%	31.6%	<b>59.9%</b>	5
The quality of instruction (N=319)	97.5%	1.0%	7.8%	33.4%	<b>57.8%</b>	3
Community service or volunteer work (N=313)	48.9%	3.4%	7.4%	37.6%	<b>51.7%</b>	4
Self-evaluation process (N=320)	99.4%	2.5%	9.5%	41.5%	<b>46.5%</b>	2
Culminating senior experience (capstone/ thesis/senior summative self-eval) (N=315)	42.9%	5.9%	8.1%	35.6%	<b>50.4%</b>	0
Academic advice from faculty (N=318)	95.3%	3.0%	11.7%	34.3%	<b>51.0%</b>	3
Study abroad (N=311)	26.4%	7.4%	7.4%	12.3%	<b>72.8%</b>	1
Opportunities for advanced undergraduate work at Evergreen (N=316)	69.9%	4.5%	11.4%	24.5%	<b>59.5%</b>	1
Quality of learning interaction with other students, for example, in seminars (N=318)	99.4%	2.9%	15.6%	<b>41.1%</b>	40.4%	2
Tolerance and respect shown for different or opposing viewpoints (N=317)	98.1%	6.1%	14.2%	<b>42.7%</b>	36.9%	2

Note: The number of alumni who responded to each question is indicated in parentheses by each item; of those who responded, the percent who participated in each experience is indicated in the adjacent column. “Missing N” refers to the number of respondents who participated but did not rate their level of satisfaction.

Average satisfaction ratings were computed for alumni who indicated they had participated in each educational experience and mean scores are presented in the chart below.

- The areas with the highest average satisfaction ratings – **Evergreen’s interdisciplinary approach to education, Contracts and individual work with faculty, and Internships** – occupy three of the top four spots in the frequency table above.
- Also consistent with the frequency table are the two areas receiving the lowest mean scores – **Quality of learning interaction with other students** and **Tolerance and respect shown for different or opposing viewpoints**.



## E. Satisfaction with Campus Resources

Alumni were asked whether they used various campus resources and, if so, to rate their level of satisfaction using a four-point scale from (1) *Very Dissatisfied* to (4) *Very Satisfied*. For all but two resources, *Very Satisfied* was the most common rating.

The following table shows the rate of use and level of satisfaction with each campus resource, ranked in order of total satisfaction (number of alumni either *Somewhat* or *Very Satisfied*). The figures in bold print indicate the most common rating for each resource.

- The three resources with the highest total satisfaction ratings were **Photo Services/Photoland**, **Campus Computing Resources**, and **Electronic Media**.
- The three resources with the lowest total satisfaction ratings were the **Counseling Center**, **Academic Advising/Prime Time**, and the **Health Center**.

Campus Resources at Evergreen	% Used Resource	Very Dissatisfied (1)	Somewhat Dissatisfied (2)	Somewhat Satisfied (3)	Very Satisfied (4)
<b>Photo Services/Photoland</b> (N=313)	29.1%	3.3%	3.3%	24.2%	<b>69.2%</b>
<b>Campus Computing Resources</b> (N=315)	90.2%	0.4%	6.3%	37.0%	<b>56.3%</b>
<b>Electronic Media (animation/audio/video/ film/ music facilities)</b> (N=314)	29.6%	2.2%	6.5%	33.3%	<b>58.1%</b>
<b>Center for Community-Based Learning &amp; Action (CCBLA)</b> (N=315)	7.0%	4.5%	4.5%	36.4%	<b>54.5%</b>
<b>Quantitative and Symbolic Reasoning Center (QuaSR)</b> (N=315)	21.9%	1.4%	8.7%	34.8%	<b>55.1%</b>
<b>Evergreen Library</b> (N=314)	94.3%	1.4%	9.5%	37.2%	<b>52.0%</b>
<b>Media Loan</b> (N=315)	52.7%	3.0%	8.4%	41.0%	<b>47.6%</b>
<b>Financial Aid Office</b> (N=316)	75.9%	2.9%	11.7%	39.6%	<b>45.8%</b>
<b>College Recreation Center, Athletics, or Recreation programs</b> (N=315)	58.1%	5.5%	13.7%	<b>45.4%</b>	35.5%
<b>Writing Center</b> (N=316)	48.1%	4.6%	15.8%	35.5%	<b>44.1%</b>
<b>Health Center</b> (N=313)	44.4%	7.9%	16.5%	33.8%	<b>41.7%</b>
<b>Academic Advising/Prime Time</b> (N=314)	64.3%	10.4%	20.8%	<b>35.1%</b>	33.7%
<b>Counseling Center</b> (N=315)	28.9%	15.4%	25.3%	28.6%	<b>30.8%</b>

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

The resources most commonly used by this group of alumni were the Evergreen Library and Campus Computing Resources. Alumni reported a high level of satisfaction with both:

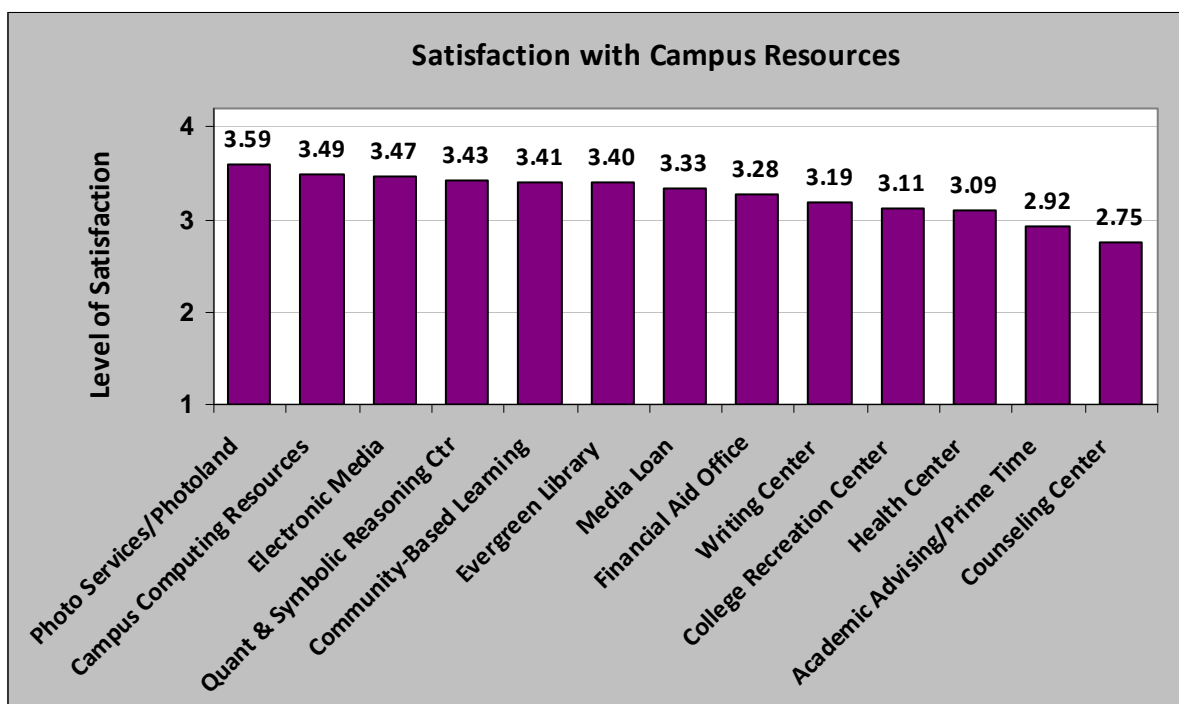
- **Evergreen Library:** 94.3% used this resource and of those who used it **89.2%** were either *Somewhat* or *Very satisfied*.
- **Campus Computing Resources:** 90.2% used these resources and of those who used them **93.3%** were either *Somewhat* or *Very satisfied*.

The least-used campus resources for this group were the Center for Community-Based Learning & Action (CCBLA) and the Quantitative and Symbolic Reasoning Center (QuaSR). Although the level of use for these two resources was relatively low, alumni who did utilize them reported high levels of satisfaction:

- **Center for Community-Based Learning & Action (CCBLA):** 7% used this resource, and of those who used it **90.9%** were either *Somewhat* or *Very satisfied*.
- **Quantitative and Symbolic Reasoning Center:** 21.9% used this resource, and of those who used it **89.9%** were either *Somewhat* or *Very satisfied*.

For alumni who indicated they had used each resource, average satisfaction ratings were computed and mean scores are presented in the chart below. The distribution of mean satisfaction ratings for campus resources are very similar to the distribution of satisfaction levels shown in the frequency table:

- The resources with the three *highest* mean satisfaction ratings – **Photo Services/Photoland**, **Campus Computing Resources**, and **Electronic Media** – occupy the top three positions in the frequency table above.
- The three resources with the *lowest* mean scores – the **Counseling Center**, **Academic Advising/Prime Time**, and the **Health Center** – also appear at the bottom of the frequency table.



Note: Satisfaction was rated on a four-point scale where 1=Very Dissatisfied, 2=Somewhat Dissatisfied, 3=Somewhat Satisfied, and 4=Very Satisfied. Alumni who did not use a resource were excluded from mean calculations for that resource.

## Career Development Office

Alumni were asked whether they contacted the Evergreen Career Development Office for help finding a job after graduation and, if so, how helpful this resource was.



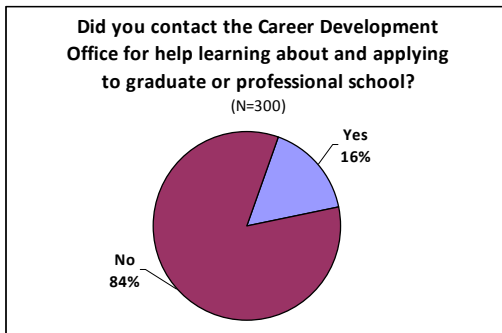
Sixty-seven (**21%**) of the 320 alumni who answered this question contacted the Career Development Office for help finding a job after graduation.

Of these, sixty-four rated its helpfulness using a three-point scale where 1= *Not helpful*, 2=*Somewhat helpful*, and 3=*Very helpful*.



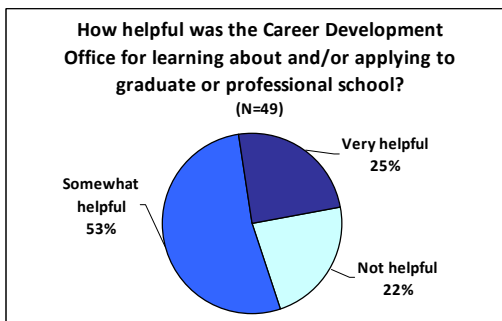
**57%** of the alumni who used the Career Development Office found it to be either *Somewhat* or *Very helpful* in their job search.

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



Forty-nine (**16%**) of the 300 alumni who answered this question contacted the Career Development Office for help learning about and/or applying for graduate or professional school.

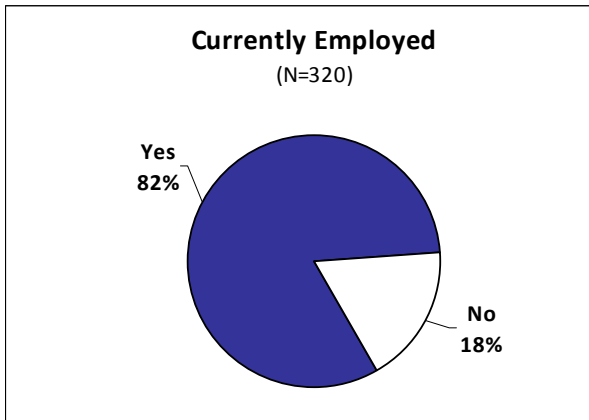
All 49 rated its helpfulness using a three-point scale where 1=*Not helpful*, 2=*Somewhat helpful*, and 3=*Very helpful*.



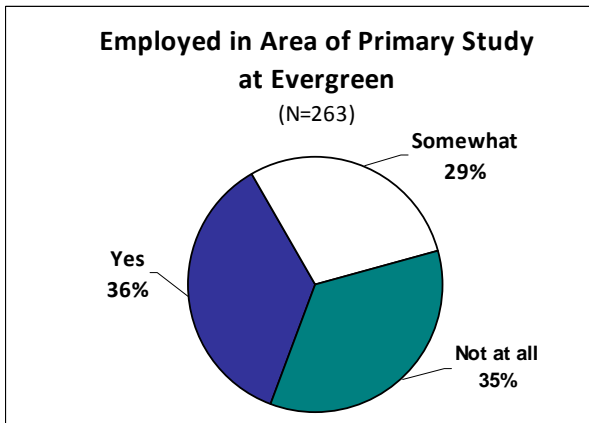
**78%** of the alumni who contacted the Career Development Office found it to be *Somewhat* or *Very helpful* for learning about and/or applying to graduate or professional school.

## F. Alumni Employment Data

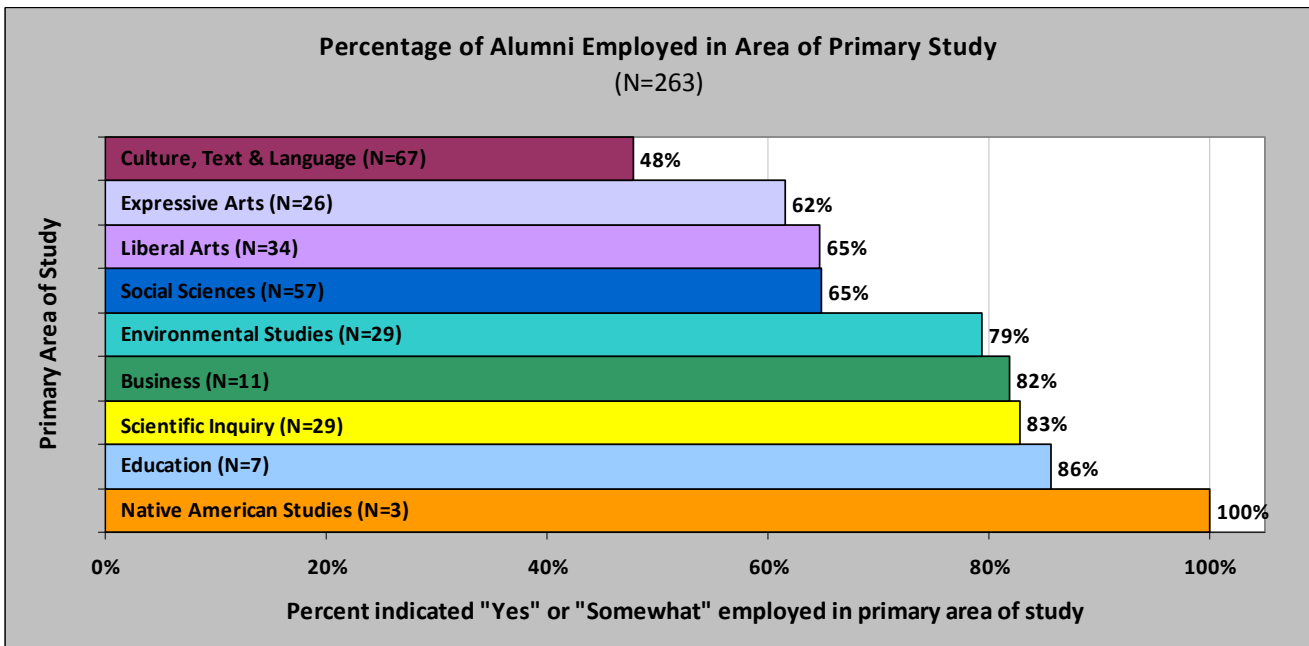
Alumni were asked a series of questions about their employment status, including type(s) of employment, relatedness of their work to their primary area of study at Evergreen, and preparation for employment they felt they received from their Evergreen education.



Of the 320 alumni who indicated whether or not they were employed one year after graduation from Evergreen, 263 (**82%**) reported they were currently employed.



Of those, 172 (**65%**) answered “Yes” or “Somewhat” when asked if they were employed in their area of primary study at Evergreen. This question was also analyzed *by area of primary study*, as shown below:



Employed alumni were asked to indicate which of the following characteristics best described their current employment situation. Alumni could choose more than one category therefore percentages do not add up to 100.

<b>Employment Type (N=263)</b>	<b>N</b>	<b>%</b>
Employed full-time	173	65.8%
Employed part-time	67	25.5%
Employed on a temporary basis	28	10.6%
Self-employed/own business	24	9.1%

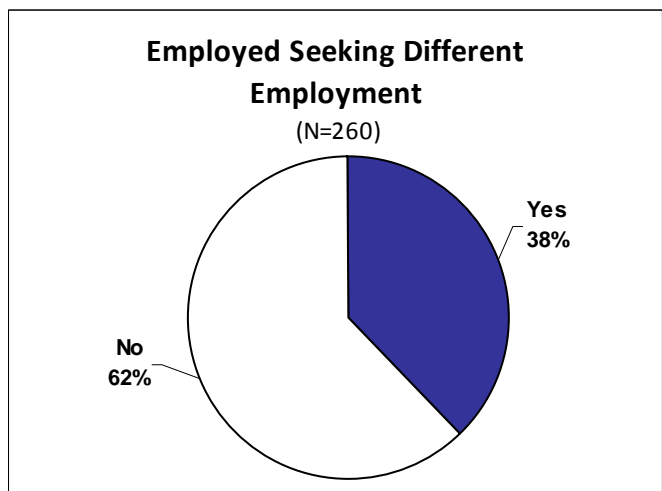
Employed alumni were asked which employment category best described the type of work they were doing one year after graduation. The three most common areas of employment for this group of alumni were **Community and Social Service, Office/Administrative Support, and Education/Library.**

<b>Type of Work</b>	<b>N</b>	<b>%</b>
Community and Social Service	39	14.8%
Office/Administrative Support	33	12.5%
Education/Library	27	10.3%
Management	21	8.0%
Life Science	20	7.6%
Sales	17	6.5%
Computer/Mathematical	15	5.7%
Food Preparation/Serving	14	5.3%
Media and Communications	12	4.6%
Health Care Practitioner	9	3.4%
Business Operations	8	3.0%
Art and Design	7	2.7%
Construction/Installation/Repair	6	2.3%
Legal Occupations	6	2.3%
Farming/Fishing/Forestry Worker	5	1.9%
Entertainer/Performer	4	1.5%
Groundskeeper/Maintenance	4	1.5%
Physical Science	4	1.5%
Military	3	1.1%
Production/Manufacturing	3	1.1%
Protective Service	3	1.1%
Architecture/Engineering	1	0.4%
Social Science	1	0.4%
Transportation	1	0.4%
	<b>263</b>	<b>99.9%</b>

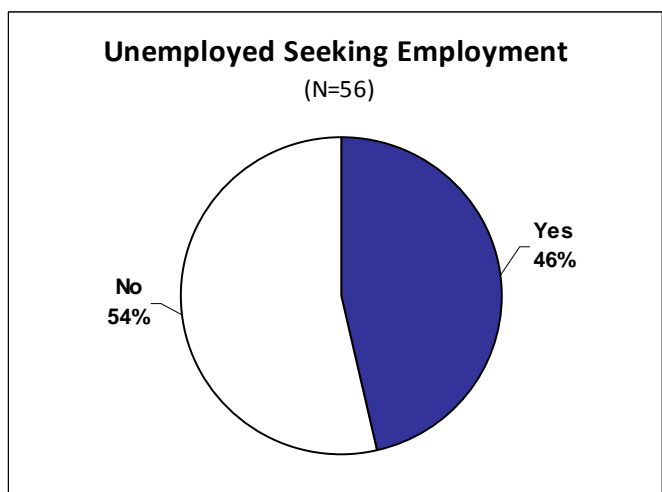
Note: Percentages do not add up to 100 due to rounding.



Respondents were then asked if they were currently seeking employment. These data are separated in two groups: **employed alumni seeking different employment**, and **unemployed alumni seeking employment**.



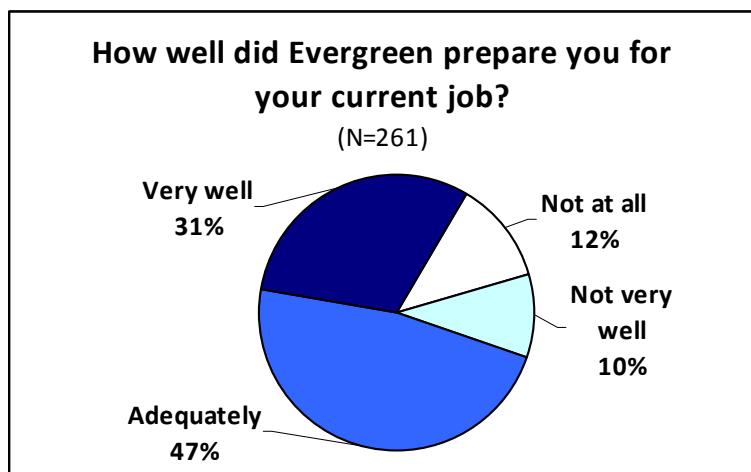
**38%** of employed alumni indicated they were currently seeking different employment...



...while **46%** of unemployed alumni were seeking employment.

It is important to note that the both the rate of unemployment and percentage of unemployed alumni *not seeking* employment may be influenced by the number of alumni attending graduate or professional school.

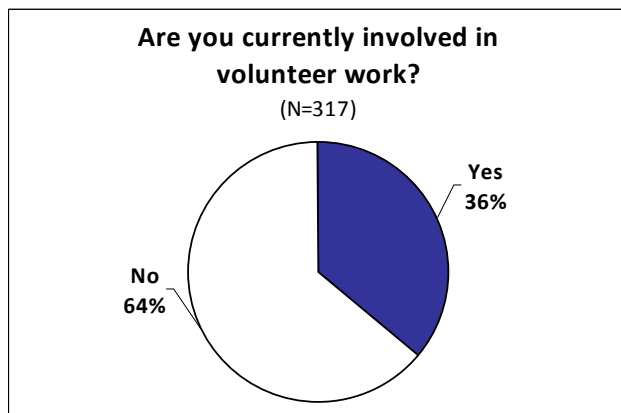
Lastly, alumni were asked how well Evergreen prepared them for their current job.



**78%** of alumni felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.

## G. Volunteerism

Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of volunteer work they were doing. Among the 317 alumni who responded to this question, **36% indicated they were currently involved in volunteer work**. Of those, 93% 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 table below.



**36%** of alumni respondents (N=115) reported they were involved in volunteer activities one year after graduation.

Type of Volunteer Activity (N=107)	% of Alumni Who Volunteer Engaged in each Activity	
	N	%
<p><b>Social Services, Justice Advocacy and Action, Public Health</b></p> <p>By far the largest volunteer category, alumni in this group worked at food banks, clothing banks, crisis clinics, advocacy groups, AmeriCorps, Peace Corps, Habitat for Humanity, POWER (Parents Organized for Welfare and Economic Reforms), and other non-profit organizations. Populations benefiting from this volunteer work included youth, families, the homeless, foster children, incarcerated women, people living in poverty, and other vulnerable populations. Several alumni volunteered as board members while others provided direct services such as assisting children and families, providing medical services, child care, legal or mediation services, family planning, and violence prevention education.</p>	43	40%
<p><b>Arts/Music/Media/Culture</b></p> <p>One quarter of those volunteering worked for local art or cultural organizations, museums, theaters, libraries, and radio and television stations. Volunteer activities included designing and maintaining websites, photography, video editing, teaching the arts, entertaining, organizing and coordinating events, and reading for publishing companies. Several alumni served as board members.</p>	27	25%
<p><b>Youth Organizations/Education</b></p> <p>Another quarter volunteered with youth at organizations such as Big Brothers/Big Sisters, Boy Scouts/Girl Scouts, YMCA/YWCA, 4-H, and Community Youth Services (CYS). These alumni were involved in activities such as tutoring, participating in youth sport clubs, serving as camp counselors, and rehabilitation. Some volunteered as teacher's aides in</p>	27	25%

Type of Volunteer Activity (N=107)	% of Alumni Who Volunteer Engaged in each Activity	
	N	%
various disciplines in colleges, elementary, middle and high schools. Others served as board members in organizations, were PTA volunteers or worked as child care providers.		
<b>Ecological/Environmental and Animal Advocacy and Action</b> The next most common volunteer category, alumni in this group worked at wildlife centers, water quality organizations, for wetland and urban restoration organizations, and in nature conservation. Some addressed climate issues, worked in hunting education, animal and native plant interpretive gardens, or doing trail maintenance and trash pickup in national parks.	19	18%
<b>Politics/Civic Office/Community Leadership</b> Alumni in this group registered voters, volunteered for the presidential campaign, served as board members of their college alumni or neighborhood associations, planned community events/projects, and collected donations for charities in their workplace.	8	8%
<b>Other</b> Others served as board members of non-profits, recruited and trained volunteers, did fundraising, or had unpaid internships with a literary journal and theater and expressive arts therapy program.	7	7%
<b>Community Gardens/Community Sustainability</b> This group volunteered with food co-ops and/or farms, Farm to Table, a community bicycle shop, Natural Soil Building Program, and community-based sustainability groups/efforts.	6	6%
<b>Religious groups/Organizations</b> Three alumni were involved in faith-based volunteer work within various religious organizations.	3	3%

Note: Percentages do not add up to 100 as several alumni were volunteering in more than one area.

## H. Graduate or Professional School

Respondents were asked whether they had applied to graduate or professional school and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 316 alumni who indicated whether they were attending graduate or professional school:

- **32%** had **applied** to graduate or professional school within one year of graduating from Evergreen.
- **93%** of those who applied were **accepted**.
- **24%** had attended or were currently **enrolled** in graduate or professional programs. (This is a slight increase from 21% of Alumni Survey 2006 respondents.)

Application to Graduate or Professional School	N	%
<b>Total applied</b>	<b>101</b>	<b>32%</b>
Total have not applied	215	68%
<i>Intend to apply in the future</i>	172	(80%)
<i>Do not intend to apply</i>	43	(20%)
<b>Total respondents</b>	<b>316</b>	<b>100%</b>

**32%** had applied to graduate or professional school within one year of graduating from Evergreen. Of those who had *not* applied, **80%** intended to in the future.

Acceptance to Graduate or Professional School	N	%
<b>Total accepted</b>	<b>85</b>	<b>93%</b>
Total not accepted	6	7%
<i>Total reviewed applications</i>	91	(90%)
<i>Applications pending</i>	10	(10%)
<b>Total applicants</b>	<b>101</b>	<b>100%</b>

**93%** of those who applied were accepted (10 alumni had applications still pending).

Note: 76 of the 85 accepted (89%) had attended or were currently attending graduate or professional school one year after graduation.

**The overall rate of graduate or professional school attendance for this group of alumni was 24%.**

Enrollment in Graduate or Professional School (N=316)	N	%
<b>Total attended</b>	<b>76</b>	<b>24%</b>
<i>Currently attending</i>	71	
<i>Attended, no longer attending</i>	5	

**24%** of alumni respondents had attended or were currently enrolled in graduate or professional programs at the time of the survey.

The 76 alumni who had attended graduate or professional school were asked for additional details about their continuing education. The 3 most popular graduate schools for this group were **The Evergreen State College** (N=12), **The University of Washington** (N=8), and **Antioch University** (N=6).

Location of Graduate or Professional Program	N	%
Washington State	45	<b>59%</b>
Other US States (14 states)	22	29%
Online	5	7%
International (3 foreign countries)	4	5%
<b>Total respondents</b>	<b>76</b>	<b>100%</b>

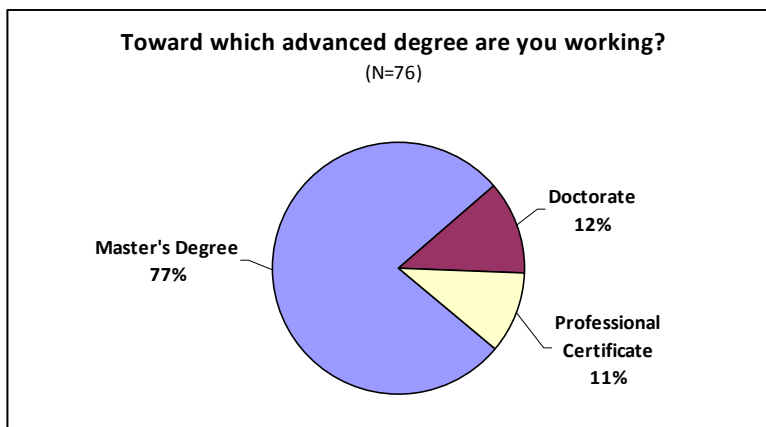
**59%** were attending graduate or professional school in Washington State.

Respondents were also asked which academic category best described their field of study. The three most common areas were **Education, Public Administration/Public Policy, and Social Science.**

Field of study in Graduate or Professional School (N=76)	N	%
Education	11	14.5%
Public Administration/Public Policy	7	9.2%
Social Science	7	9.2%
Health Service, Mental	6	7.9%
Health Support Services	6	7.9%
Social Service Professions	6	7.9%
Health Professions in Medicine	5	6.6%
Biological and Biomedical Sciences	4	5.3%
Legal Professions and Studies	3	3.9%
Library Science	3	3.9%
Visual and Performing Arts	3	3.9%
Architecture and Planning	2	2.6%
Business, Management, Marketing, and Related Support Services	2	2.6%
Communication, Journalism, and Related Programs	2	2.6%
History	2	2.6%
Natural Resources and Conservation	2	2.6%
Area, Ethnic, Cultural, and Gender Studies	1	1.3%
Communications Technologies/Technicians	1	1.3%
English Language and Literature/Letters	1	1.3%
Family and Consumer Sciences	1	1.3%
Liberal Arts and Sciences, General Studies and Humanities	1	1.3%
	<b>76</b>	<b>99.7%</b>

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

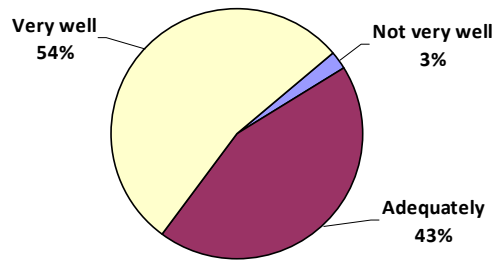
Lastly, alumni were asked which advanced degree they were working toward and how well they felt Evergreen had prepared them for their graduate or professional program.



**77%** were pursuing Master's degrees, with the other 23% divided between doctoral programs and professional certificates.

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

(N=76)



**97%** felt Evergreen prepared them *Adequately* or *Very well* for their advanced programs.

## I. Special Strengths Developed at Evergreen

Alumni were asked in an open-ended narrative question to describe special strengths or skills they developed at Evergreen that were especially useful in their current endeavors. **68%** of the respondents (N=238) wrote in a response to this question. Their comments were reviewed and categorized in order to present them in summary form and are shown in the table below.

The special strengths/skills most often mentioned were:

- **Thinking** (48%)
- **People skills** (44%)
- **Communication** (39%)
- **Personal growth** (34%)

"I learned how to properly conduct science- the scientific method, proper lab technique, writing up a lab. Evergreen's faculty did a tremendous job teaching me these skills. I appreciate them even more seeing the preparation undergraduates at other institutions receive (or, the lack of)." - *Alumni class of 2007*

"Critical thinking is the most useful skill that Evergreen taught me. I worked at Evergreen to build a strong basis for future learning that has proven to be an essential skill in the quickly changing modern workplace."  
- *Alumni class of 2007*

"The ability to recognize and respect cultural diversity and value each opinion or concern. This has helped me immensely in my position in Human Resources." - *Alumni class of 2007*

"Evergreen prepared me to take on my own education, to seek out the resources and people that would help me, and to pursue that fully. My professors at Evergreen showed me that there are no limits to what you can do with your education. So inspiration for sure. But I also learned how to communicate effectively, and that has enabled me to get along in different kinds of organizations, to get where I want to be essentially." - *Alumni class of 2007*

"The communication skills I developed in seminar at Evergreen have been immensely helpful to me in graduate school and in my current teaching job. At Evergreen I learned to read texts carefully, talk about them critically, and make useful connections between what I was learning in seminar and what I was experiencing in my day-to-day life. These are skills that I continue to work on and that I want to help my own students develop as well." - *Alumni class of 2007*

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=238 with at least one strength or skill)	N	%
<b>Thinking</b> (includes critical thinking (N=42), diverse perspectives/alternate points of view (N=26), integration/synthesis/ability to see connections (N=18), analytical and logical thinking (N=17), creative thinking (N=14), problem solving/applying knowledge and skills (N=13), holistic/systems thinking (N=10), independent thinking (N=7), interdisciplinary thinking /learning (N=3), thinking (general) (N=3))	<b>114</b>	<b>48%</b>
<b>People skills</b> (includes collaboration/team work/negotiation/dialogue (N=60), working with diverse people (N=21), diversity awareness (N=16), interpersonal skills (N=11), leadership/facilitation (N=10), and networking (N=6))	<b>105</b>	<b>44%</b>

<b>What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=238 with at least one strength or skill)</b>	<b>N</b>	<b>%</b>
<b>Communication</b> (includes writing (N=49), general communication skills (N=26), speaking (N=22), reading (N=12), presentation skills (N=10), listening (N=9), foreign language (N=6), and other skills of communication (N=5) (non-violent communication, illustration, visual and physical expression, artistic expression))	<b>94</b>	<b>39%</b>
<b>Personal growth</b> (includes independent work (N=35), general personal growth (N=21), self reflection/self awareness (N=18), confidence (N=16), time management (N=8), and perseverance/commitment (N=7))	<b>82</b>	<b>34%</b>
<b>Other skills</b> (includes research skills (N=27), social/environmental consciousness or activism (N=22), lifelong learning /love of learning (N=18), art and media skills (N=13), science skills (N=8), teaching skills (N=7), computer skills (N=7) and specific subject learning (N=22) (e.g. management, psychology, cultural studies, organizational skills, specific project or class))	<b>100</b>	<b>42%</b>

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

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

Alumni were also asked if there were particular individuals or services that made a special contribution or genuine difference to their education or personal growth at Evergreen. Among the 351 respondents, 262 (75%) wrote a response to this question. These alumni identified 287 individual faculty and staff members representing 64 different offices/departments/units of the college. Responses were totaled with the following results:

### **Overall mentions:**

- Female – Heesoon Jun
- Male – Peter Bacho
- Office/Department/Unit – Media Services

### **Olympia faculty:**

- Female – Heesoon Jun
- Male – Tony Zaragoza and Thad Curtz

### **Tacoma faculty:**

- Female – Barbara Laners
- Male – Peter Bacho

### **Staff:**

- Female – Jean Eberhardt (Academic Advising) and Mary Craven (Student Activities)
- Male – Andy Corn and Greg Porter (Student Activities)



## K. Alumni Recommendations

At the close of the survey, alumni were asked to identify from their perspectives as recent graduates one or two aspects they would change about Evergreen. Of the 351 survey respondents **66%** (N=233) described things they would change about Evergreen or their Evergreen experiences. The comments were reviewed and categorized in order to present them in summary form. The first table below shows the frequencies for each type of recommendation; the second includes summaries of the recommendations in each category. The two most popular categories by far were **Instruction/Curriculum** (63%) and **Student Support Services/Resources** (37%).

<b>If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change? (N=233 with at least one change)</b>	<b>N</b>	<b>%</b>
Instruction/Curriculum	147	63%
Student Support Services/Resources	87	37%
Campus Climate	26	11%
Relationships with Faculty	23	10%
Personal Change	12	5%
College Administration/General Staff Comments	11	5%
Community Relations	9	4%
Facilities/Equipment	8	3%

<b>Summary of Alumni Recommendations (N=233 with at least one change)</b>	<b>N</b>	<b>%</b>
<p><b>Instruction/Curriculum</b> Recommendations in this category were divided into <b>five</b> main subcategories:</p> <p><b>1. <u>Expanding the range of studies (N=79)</u></b></p> <p>Most of the comments having to do with instruction/curriculum included recommendations for expanding the range of studies at Evergreen, namely <b>adding particular programs or courses to the curriculum, increasing offerings of high-demand subjects, and having more options for classes versus programs</b>. Specific areas named were: writing, language and literature, foreign language, linguistics, classics; science (general, pre-med, math, physics, biostatistics, microbiology, genetics); art (general, theatre, dance, graphic, comic); computer programs; land use planning; social work; business/human resources; non-verbal communication; social science research; African American and Asian American History; permaculture, horticulture, sustainable design; an outdoor program, and more classes that focus on the real world. One respondent would like to see Evergreen strengthen the Organic Farm program; another would like to see the college create and run a university press.</p> <p>There were also several suggestions to <b>add graduate programs</b> at the Olympia and</p>	<b>147</b>	<b>63%</b>

Summary of Alumni Recommendations (N=233 with at least one change)	N	%
<p>Tacoma campuses. Most suggested more graduate programs in general; some specified the areas of psychology, social sciences, fine arts, and liberal arts.</p> <p>Another popular recommendation was to <b>hire more faculty</b> – in general, and in the specific areas of sustainable design, classics, and arts management. Two respondents recommended hiring more adjunct faculty.</p> <p>Several respondents suggested <b>expanding Evening and Weekend Studies</b>. Most of them suggested an overall increase in course options; specific suggestions included science, media studies and applied art.</p> <p>Several other respondents felt Evergreen should offer <b>more upper division coursework/opportunities for advanced studies</b>, including more advanced programs in general, upper division science, in-depth advanced computer science programs, and advanced study in the humanities and classics.</p> <p>Other suggestions were to have <b>8- and 12-credit options in programs</b> so that students who want to take a course in a foreign language or another field of interest can do so without adding the credits and workload to a full-time program.</p> <p>Respondents also suggested better <b>integration of the curriculum</b> including more integration of science, arts, and philosophy in programs; integration of reading, writing and artistic expression in science programs; and more collaboration between the various media programs and performing art programs.</p> <p>There were also comments pertaining to <b>class level-specific curriculum modifications</b> including adding a transfer “core” program to introduce transfer students to Evergreen at a more demanding academic level; separating freshman and upper level students; having mandatory core curriculum for freshmen, namely freshman composition; and providing strong support for unique needs of freshmen.</p>		
<p><b><u>2. Teaching and learning practice (N=44)</u></b></p> <p>The largest number of respondents in this category would like to see Evergreen better <b>prepare its graduates for the “real world”</b> by teaching practical, employable skills and helping students utilize Evergreen’s interdisciplinary education in becoming competitive in the job market and prepared for graduate school.</p> <p>An almost equal number would like to see Evergreen increase awareness of/encourage participation in <b>special learning opportunities</b> such as Independent Learning Contracts, internships, apprenticeships, study abroad, and Prior Learning from Experience. Other examples included gaining scientific experience outside the classroom, and applying what is learned from classroom discussion by getting out and taking action/having the whole class involved in participating/volunteering.</p>		

Summary of Alumni Recommendations (N=233 with at least one change)	N	%
<p>There were also several recommendations about <b>teaching</b> at Evergreen, including giving students more instruction to get them headed in the right direction, having more than one or two faculty in programs to diversify teaching styles, giving students more independence in choosing projects and in assigned work, integrating the practical and the intellectual rather than keeping them separate, testing teachers' abilities to teach certain subjects, and teaching nonviolent social activism, and giving adjunct faculty the respect and freedom they deserve.</p> <p>Some alumni commented on <b>writing instruction</b> at Evergreen and the need for more research papers to be assigned. One respondent stated that writing instruction is inconsistent throughout the college and recommended requiring a Freshman Composition-type course with dedicated writing instructors; another proposed requiring all students to take Sara Huntington's "Writing Well" course.</p> <p>Other suggestions included more <b>focus of study</b>/narrowing the focus of classes/focusing on a specific field of study; keeping <b>class sizes</b> small; <b>preserving</b> those aspects of Evergreen that distinguish it/not resorting to traditional teaching styles or structure; more <b>interactions</b> with students in different study areas, more opportunities to work collaboratively with other students, and more crossover and communication between science and non-science students; changing the <b>structure</b> of programs; and restructuring the <b>first year experience</b> to make it more rigorous.</p> <p><b>3. Evaluation process (N=21)</b></p> <p>Alumni who commented on the evaluation process most often suggested having <b>grades at Evergreen</b>, or a combination of evaluations and grades, in order to ease the sometimes challenging process of applying for graduate school, scholarships, fellowships, or jobs as an Evergreen graduate.</p> <p>Almost as many wanted to see more <b>faculty accountability</b> for student evaluations, namely writing more detailed, thorough and thoughtful evaluations/offering more constructive criticism; getting evaluations back to students in a timely manner; typing evals out so that students can read them; and not having students write their own evals in addition to their self-evals. One respondent commented that more than once they received undeserved scores on projects in political science classes because they did not agree with the faculty.</p> <p>Several respondents recommended <b>changes to the evaluation process</b>. Suggestions for student evaluations included requiring self-evaluations; making it optional for students to include self-evals in their transcripts; allowing longer timelines for making changes to evals; having students write evals after a period of reflection rather than right after a term ends; and digitizing evals to streamline the process and make it easier to make changes later. One suggestion for faculty evaluations was to hold faculty accountable for following up on student evaluations of them. Another respondent pointed out that when faculty evals are due prior to the end of the</p>		

Summary of Alumni Recommendations (N=233 with at least one change)	N	%
<p>quarter, before faculty have written students' evals, students are reluctant to write even constructively what their true experience was. This alum suggested having all faculty evals go to the dean first, with a copy to the instructor, then the student could choose whether or not to take the eval to their face-to-face and discuss it. Other general suggestions were to require evals for four-credits-or-less courses and to offer evaluation writing classes to new transfer and freshman students.</p> <p><b>4. <u>Student accountability and standards (N=18)</u></b></p> <p>Several alumni wanted to see more emphasis on student accountability and standards, namely <b>equal expectations</b> of student academic performance (sharing the workload in group projects, and acknowledging differences among students in time and effort put toward reading, seminar discussions, and assignments). Other suggestions were to make quality of student writing a priority; emphasizing mastery of particular subjects/skills in order to be more competitive in graduate school or the job market; having a focus on excellence; and holding students accountable for their actions/personal management/self-discipline.</p> <p><b>5. <u>Issues with seminar (N=15)</u></b></p> <p>Others raised issues with seminar, namely the need for more instruction/involvement/engagement from faculty. Concerns included keeping discussions on-topic and related to weekly readings, encouraging or requiring participation from all students rather than hearing from a small number of regular contributors each week, and supporting/protecting students with unpopular or minority views (several of these alumni indicated they had been dismissed or even verbally attacked by faculty and/or fellow students in the classroom). Only one respondent who commented on the seminar process suggested <i>less</i> involvement from faculty.</p>		
<p><b>Student Support Services/Resources</b> Recommendations in this category were divided into <b>nine</b> main subcategories:</p> <p><b>1. <u>Academic advising (N=32)</u></b></p> <p>The most frequently mentioned student support area was academic advising and planning. Most alumni in this category recommended requiring academic advising for all students. Specific concerns included guidance in "mapping" out an Evergreen education, continued support throughout a student's time at Evergreen and after graduation, and addressing the issue of young people living independently for the first time and exploring boundaries not set by parents. Some of these alumni commented that they wasted a lot of time. One stated "If you are not driven or focused it is too easy to slip through the cracks at TESC and lose your purpose;" another wrote "Maybe a little more focus on getting out of an institution what you put into it." Another common suggestion was to have more supportive, effective, and</p>	<b>87</b>	<b>37%</b>

Summary of Alumni Recommendations (N=233 with at least one change)	N	%
<p>knowledgeable advising staff. There were specific suggestions for academic advising/support for transfer students, older students, and those taking evening and weekend classes. One Tacoma Program alum wished she had had one faculty advisor rather than four during her time there.</p> <p><b>2. <u>Career/graduate school planning (N=28)</u></b></p> <p>Suggestions in this category mostly revolved around improving career and graduate school planning/preparation and making this service mandatory for all students. Many of these alumni felt there should be more of a focus on “Life After Evergreen” well before graduation, with links to academic and career advice from day one. Several alumni commented on the specific challenge of helping Evergreen students figure out how to apply interdisciplinary programs toward a degree that has career opportunities, have realistic career expectations as a result of their intended path, and know how to present the kind of degree they’re leaving with to prospective employers and graduate schools. Specific suggestions for career preparation included linking students with graduates in potential career fields as mentors, and making internships or volunteer work in a chosen field mandatory towards graduation to aid in finding work contacts, figuring out if a chosen field is a good fit, and having some relevant work experience to put on a resume. Suggestions for graduate school preparation included explaining what grad school is about and having counselors who are knowledgeable about grad school requirements who could help with prerequisites.</p> <p><b>3. <u>Library (N=6)</u></b></p> <p>Suggestions for the library included expanding/upgrading the library, having extended evening hours or 24 hour service, a more complete electronic database for scientific journals or a better selection overall, more private study areas, and the ability to maintain library access after graduating.</p> <p><b>4. <u>Residential and Dining Services (N=6)</u></b></p> <p>Suggestions for dining services included better food or more locally grown, organic food; changing the way meal plans are set up (“Meals cannot roll over from one quarter to the next, and the prepaid aspect is somewhat limited”); expanding dining options during evenings/weekends; and not taking kitchens out of the dorms. One respondent who had lived in the Community Action House wrote that they were the only one in the house who volunteered; that the other members were too busy talking and protesting to work toward real change.</p> <p><b>5. <u>Student Activities (N=6)</u></b></p> <p>These alumni made suggestions for improving Student Activities, such as having more events that bring the student body together, more campus extra curricular</p>		

Summary of Alumni Recommendations (N=233 with at least one change)	N	%
<p>activities, more pre-professional groups/clubs, more “pull” for the Geoduck Union, and more arts and recreational programs/classes at the Tacoma campus. One respondent wrote “I would make students take more responsibility for their actions. I'd have them understand the reality behind direct action. I'd teach more about law and help the kids understand that you can get into serious-effecting-your-life-forever trouble if they act without thinking. I'd teach the real meaning of peaceful action. I'd emphasize that acting on emotions can lead to bad places.”</p> <p><b>6. <u>Communication (N=5)</u></b></p> <p>Suggestions included improving communication between office staff and students (calendar events, schedule changes, etc.), hosting town hall meetings to inform, involve, and communicate with students, and finding ways to communicate the TESC experience and educational opportunity in a manner that “translates” into something meaningful to potential students who know nothing about Evergreen. One respondent would have liked to have had access to their personal information (loan and grant info, classes, grades) after graduation, and another commented on the mismatch between class descriptions in the course catalog and the actual experience of taking those classes.</p> <p><b>7. <u>Student Employment/Financial Aid (N=4)</u></b></p> <p>Suggestions in this category included having more resources for lower income students and “more student jobs to give all students the opportunity to work for the good of the community (Warren Wilson college model).” Two alumni wrote about mistakes made by the Financial Aid Office; one of them received inaccurate information and the other found the office to be overwhelming and confusing at times and didn't find out about a paperwork error the office had made until the first day of class.</p> <p><b>8. <u>Recreation (N=4)</u></b></p> <p>Recommendations for improved recreation at Evergreen included more sports, more treadmills in the CRC, a better student fitness program, and a basketball league at the Tacoma campus.</p> <p><b>9. <u>Other recommendations (N=15)</u></b></p> <p>Other categories with fewer than four recommendations were:</p> <p>Easier <b>access</b> for students with physical challenges and more attention to accommodating students with special needs (administration doesn't respect or attempt to research or follow state, federal or local laws); tighten <b>admission</b> standards/entrance requirements (make standards stricter, accept electronic transcripts); overhaul the time ticket <b>registration</b> system (if you don't get into the</p>		

Summary of Alumni Recommendations (N=233 with at least one change)	N	%
<p>class you want you're out of luck; some students get into classes because they're lucky with their timing while other students who really wanted into those classes miss out; computer glitches can prevent students from registering on time); make the <b>Health Center</b> be more about holistic healing and naturopathy; have <b>counselors</b> that teach new methods for coping with hardship; have more minority authors in the <b>bookstore</b> for assigned readings; change the <b>police</b>, they act military; and upgrade the <b>computer lab</b> at the Tacoma campus.</p>		
<p><b>Campus Climate</b>  Recommendations regarding campus climate at Evergreen revolved around three main themes: <b>diversity pertaining to tolerance</b> (more political tolerance/acceptance of different view points, more freedom to express opposing views without fear of repercussions, anti-oppression/racial profiling training for students); <b>diversity pertaining to student mix</b> (attract a more diverse population of students ranging in ethnic, racial, religious, cultural, and political backgrounds; more recruiting of students in Tacoma to the Olympia campus; more Native American students from the Puget Sound area); and <b>social climate</b> (more student involvement/communication among students, more incentives for African-American students to enter the Olympia campus (stronger sense of community), non-violent communication and conflict resolution trainings, teaching non-violent social activism).</p>	26	11%
<p><b>Relationships with Faculty</b>  Most of the recommendations in this category addressed <b>faculty accountability and standards</b> (requiring faculty to participate in seminars and special events with students, show up on time to classes, follow up on faculty evaluations, not have students write their own self evaluations, and have more communication with teaching partners beyond drawing a syllabus; hiring more committed and engaged faculty). Other comments pertained to <b>conflicts with specific faculty</b> members or lack of <b>faculty availability/accessibility</b> (faculty unfair, mean, alienate students; require students to purchase their books/study their work; not receptive to criticism about course structure; show favoritism; not approachable or available).</p>	23	10%
<p><b>Personal Change</b>  These respondents mentioned things they <b>would have done differently</b> in their educational career. Some wished they had taken certain classes, taken different/more of a variety of programs, or focused on a different area. Others wished they had focused on academic writing, taken their time here more seriously, participated more in college life, or taken advantage of more on-campus resources. Others in hindsight would choose different timing in coming to Evergreen, either waiting before attending or transferring over earlier. One respondent wished they had lived closer to campus; another wished they had gone here all four years.</p>	12	5%
<p><b>College Administration/General Staff Comments</b>  Alumni also offered <b>recommendations for college administration and staff</b>, such as listening to students and acting upon their input; giving students more access to staff and improving staff-student relations; improving the efficiency, organization and</p>	11	5%

Summary of Alumni Recommendations (N=233 with at least one change)	N	%
<p>capacity of the entire administration; having deans be more in touch with faculty and staff, staying connected to Evergreen’s values around flexibility, experiential learning, supporting counter-culture and challenging norms; increasing diversity among staff; and having more transparency about Evergreen’s sustainability practices. Some respondents had <b>complaints about administration/staff</b> in general or specific individuals. One person felt students should have control over the new CAB since students funded it.</p>		
<p><b>Community Relations</b>            These comments revolved around community perception of the college and improving Evergreen’s reputation. Suggestions included ways to dispel Evergreen’s “counter-culture hippie establishment” stereotype such as drawing attention to the value of an Evergreen degree, highlighting Evergreen’s intellectual contributions, and increasing publicity for the sciences. One alum voiced concern that sending graduates with inadequate writing skills into the world with an Evergreen diploma reflects poorly on all our graduates. Another wanted to see more outreach to minority communities.</p>	<b>10</b>	<b>4%</b>
<p><b>Facilities/Equipment</b>            Some alumni who commented on campus facilities feel the campus is not very wheelchair accessible, that existing ramps are too steep, disabled buttons to open bathroom doors don't work, and that it’s nearly impossible to get into stadium seating from a wheelchair. Others wanted a nicer gym, better ventilation/overall upgrade to the Art Annex, and gender-neutral restrooms. Two alumni opposed the CAB (Campus Activity Building) remodel and another suggested that Evergreen strengthen and give more support to the Organic Farm.</p>	<b>8</b>	<b>3%</b>

Note: Percentages do not add up to 100 as many alumni made more than one type of recommendation.

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