

THE EVERGREEN STATE COLLEGE
Excerpt from the 2002 Alumni Survey of the Class of 2000-01

OLYMPIA SCIENTIFIC INQUIRY SUBSET

The overall response rate for locatable members of the class of 2000-01 was 31%. Respondents identified their primary areas of study as presented in the following chart.

Primary area of study (concentration) at Evergreen	Total N=293
Social Sciences	(N=95) 32.4%
Humanities, Language Arts (Culture, Text & Language)	(N=54) 18.4%
Environmental Studies	(N=38) 13.0%
Media, Visual Arts, Drama (Expressive Arts)	(N=36) 12.3%
Science, Math, Computers (Scientific Inquiry)	(N=36) 12.3%
Liberal Arts/Interdisciplinary Study <i>(this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts")</i>	(N=22) 7.5%
Native American Studies	(N=7) 2.4%
Other field: Education	(N=4) 1.4%
Other field: Midwifery	(N=1) 0.3%

The following data include only responses from students who primarily attended the Olympia campus and who identified Scientific Inquiry as their primary area of study or among their primary areas of study at Evergreen. 38 alumni respondents met these criteria.

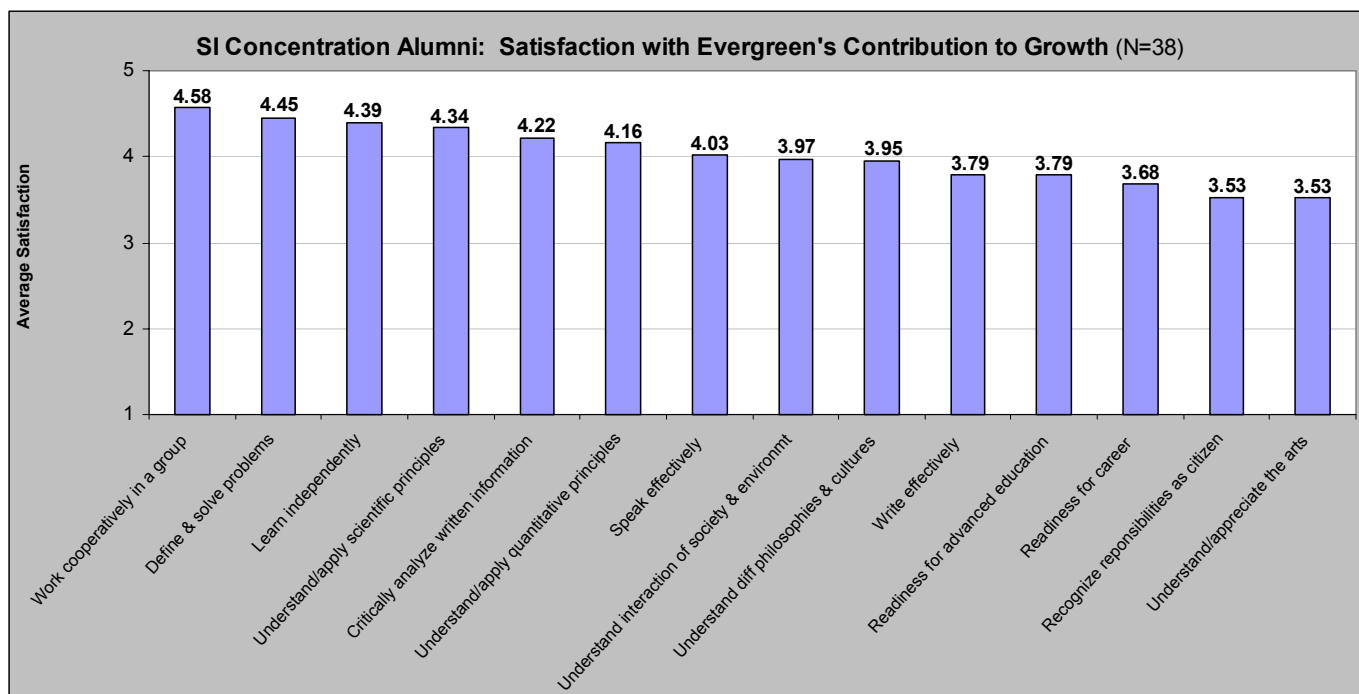
- 15.8% of the SI respondents were alumni of color (N=6).
- 60.5% were female (N=23); 39.5% were male (N=15).
- 26.3% earned BA degrees (N=10); 57.9% earned BS degrees (N=22); and 15.8% earned dual BAS (N=6).

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 each of the following academic areas on a five-point scale from 1=not at all satisfied to 5=very satisfied.

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Writing effectively	2.6%	7.9%	18.4%	50.0%	21.1%	0
Speaking effectively	0	2.6%	21.1%	47.4%	28.9%	0
Critically analyzing written information	0	0	18.9%	40.5%	40.5%	1
Learning independently	0	0	15.8%	28.9%	55.3%	0
Understanding and appreciating the arts	5.3%	5.3%	44.7%	21.1%	23.7%	0
Understanding and applying scientific principles and methods	0	2.6%	13.2%	31.6%	52.6%	0
Understanding and applying quantitative principles and methods	2.6%	5.3%	7.9%	42.1%	42.1%	0
Defining and solving problems	0	0	7.9%	39.5%	52.6%	0
Working cooperatively in a group	0	2.6%	5.3%	23.7%	68.4%	0
Readiness for a career	0	10.5%	31.6%	36.8%	21.1%	0
Readiness for advanced education	0	7.9%	28.9%	39.5%	23.7%	0
Understanding different philosophies and cultures	0	5.3%	26.3%	36.8%	31.6%	0
Understanding the interaction of society and the environment	0	7.9%	18.4%	42.1%	31.6%	0
Recognizing your rights, responsibilities and privileges as a citizen	2.6%	15.8%	31.6%	26.3%	23.7%	0

The mean satisfaction rating for each academic area was calculated and the results are presented in the next chart. SI alumni were most satisfied with their growth in working cooperatively, defining and solving problems, learning independently, and understanding/applying scientific principles. Of note, average satisfaction for every area of learning growth landed firmly above the “somewhat satisfied” midpoint of the scale for this subset of alumni.



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.

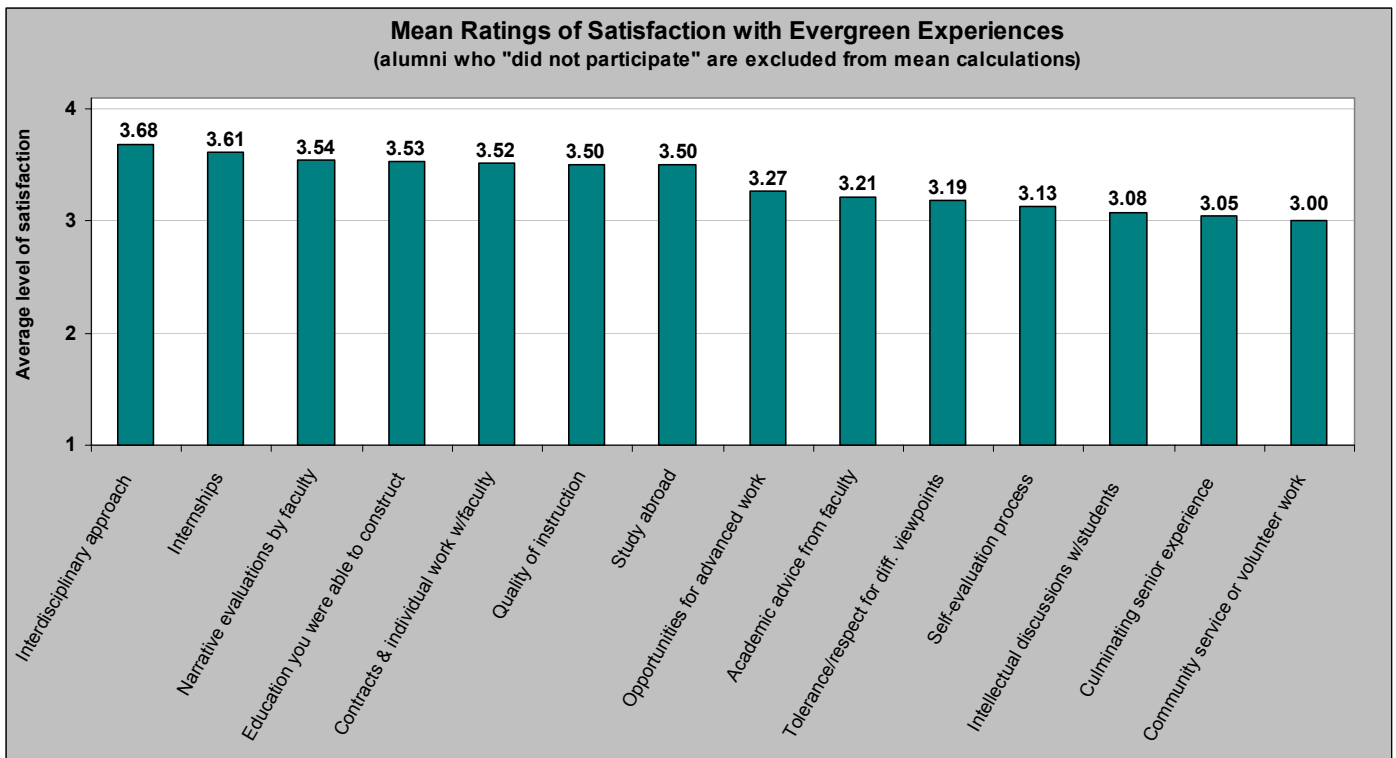
Satisfaction with Evergreen Experiences

Alumni rated their level of satisfaction with a series of Evergreen educational experiences. They rated their satisfaction on a four-point scale from 1=very dissatisfied to 4=very satisfied. They also had the option of indicating that they *did not participate* in a particular experience.

All of the SI concentration alumni (100%) indicated that they had participated in interdisciplinary and other instructional experiences, narrative self-evaluations and faculty evaluations, had intellectual discussions with other students, and received academic advice from faculty. All but one alum reported exposure to different or opposing viewpoints (97%). Participation rates in other experiences were somewhat less universal.

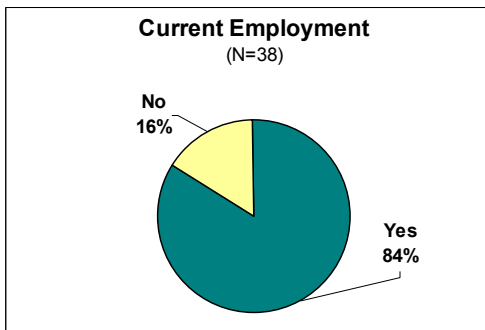
- 87% participated in contracts and other individual work with faculty
- 68% participated in opportunities for advanced work at Evergreen
- 55% participated in community service or volunteer work
- 54% participated in a culminating senior experience
- 47% participated in internships
- 16% participated in study abroad

Average ratings of satisfaction were calculated for each experience, excluding the alumni who indicated that they had not participated. Evergreen’s interdisciplinary approach to education was the highest rated area, and community service/volunteer work was the least satisfactory of this group of experiences. As evident in the following chart, the means for all items fell on the satisfied region of the rating scale (mean score above 3.0).



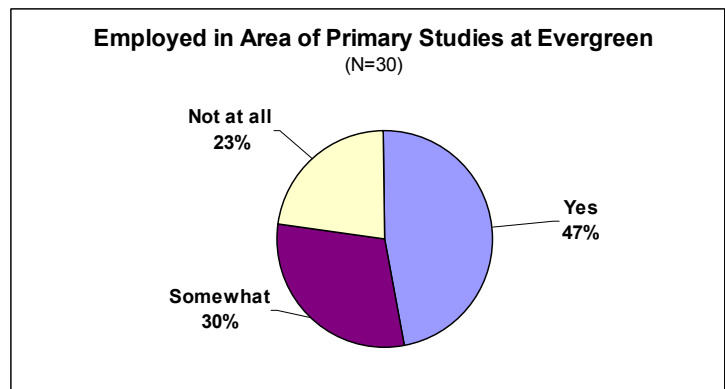
Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

Alumni Employment Data



84% of the SI concentration alumni were employed one year after graduation compared to 87% of all alumni respondents.

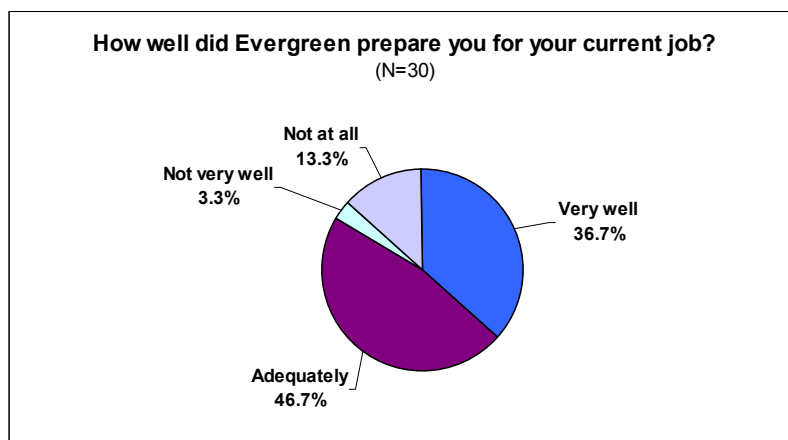
Of those who were employed, 77% of the SI alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen.



The 32 employed SI alumni selected one category from the list below that they felt best described the type of work they were doing one year after graduation.

Natural sciences (biology, physics, chemistry, math, etc.)	21.9%
Computer programming/data processing	18.8%
Medicine/medical technology/health services	15.6%
Business support (office manager, financial, clerical, etc.)	9.4%
Sales/service/restaurant work	9.4%
Agriculture/horticulture/landscaping	3.1%
Environmental work	3.1%
Expressive arts/media	3.1%
Military	3.1%
Skilled trades (building construction, plumbing, carpentry, electrical, etc.)	3.1%
Social services/political or community organizing	3.1%
Not indicated	6.3%

83% of the SI alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Graduate or Professional School

Of the 38 SI alumni, 5 were attending (or had been accepted to) graduate or professional school within one year of graduating from Evergreen. One was enrolled in Evergreen’s Master of Environmental Studies program. The others were pursuing degrees in Business, Forestry Science, Nursing, and Physics; they were attending school at Kansas State University, Oregon State University, Yale University, and University of Phoenix. All five reported that Evergreen had prepared them “adequately” or “very well” for their graduate degree programs.

The SI rate of 13% is lower than the 17% of all alumni respondents who entered graduate school within one year of graduation. However, of those who had not yet attended, 80% of the remaining SI alumni intended to apply to graduate school in the future.

APPENDIX: Scientific Inquiry Concentration Alumni Narrative Comments

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

A grassroots approach to scientific fieldwork.
Ability to think critically, work independently and in groups. Ability to undertake research projects and apply concepts to real-world situations. Ability to integrate topics and find common themes.
At this time, I am a Stay-At-Home Mom with three children. In the future I plan to attend Graduate School. Most of my skills are being used to teach my children
Computer architecture, low and high-level programming, openness to really weird viewpoints.
Computer science skills- programming, analytical skills, capability to quickly adapt to new technology- HOWEVER, I believe these skills are due to the nature of computer science, NOT a reflection of the Evergreen methodology or system.
Continued exposure to computer technology, which exercised my brain. I studied software technology but landed a job in network administration. My studies have given me liaison abilities between programmers and network administration.
Critical thinking. Group seminars helped me to respect the ideas of others and their opinions.
Expressing my thoughts in a group environment (seminar). Faculty/student relationship: ability to feel comfortable with supervisors (evaluations).
I came away knowing I could do anything I put my mind, body and spirits in. Confidence!
I gained a lot of web/computer programming skills at Evergreen and I use those skills everyday at work.
I have learned to analyze information, think critically, respect diversity, and use my writing and laboratory skill proficiently.
I learned the ability to learn.
I took D to I and Computability and Cognition- Very life changing- I learned so much! I was unable to land a short contract with the Univ. of WA, and am currently looking for more work in the computing field.
I was introduced to the health science field. I believe that if not for Evergreen's unique style of education, I would not have been as successful as I was.
I've developed skills and knowledge surrounding analysis of water and chemical interactions. Additionally, I utilize the ARC Info software to develop maps, study geographic and geological characteristics of the sites water systems, and storm water issues. I've conducted EPA methods studies on well waters collected on site recorded, documented and interpreted both field data and historical data related to area aquifers.
Interacting with people who share different viewpoints and still working together productively. Facilitating meetings and seminars to stay on track and be productive. The ability to recognize different people's learning strategies and the ability to help cater to them. Data organization and statistical analysis. Prioritization skills.
Learning to speak out with confidence in a tactful manner.
Open to discuss issues from all sides with a goal to reach a common solution or understanding.
People skills
Public speaking/presentations; general background knowledge of ecosystems, rooted in science, that allows me to see the bigger picture of what I'm doing
Research skills, finding unorthodox solutions or alternative routes to obstacles, depending on one's self, working independently, taking responsibility for the success of the project, taking responsibility if a mistake was made. Ask others for information, and continue to ask until satisfied with the answer. Being up front
Seminar was a great practice for meetings. Being an independent worker is very important in my current job along with my science background.
Speaking up when things aren't right or safe when working with expensive technical instruments. Dealing with people who disagree with or don't do a good job. Wanting to learn more and do my best.
Tenacity. Focus and drive. Improved social interaction skills (esp. in small group dynamics)
The ability to look at a project from many angles to find the best possible solution, or combination of solutions. The skills to find the resources that I need, whether they are from written or other static media sources, or, even better, from people who are experts

The ability to work well with others of differing philosophies and views, especially toward a common goal.
The computer science skills that I learned helped to tackle unfamiliar programming language required by the new job.
The special strengths and skills I have developed include group working skills, communication (oral and written) skills, and understanding different perspectives and viewpoints. I also gained a very broad overview of the environmental science arena.
The statistics, math, and analytical work have helped in my current job and will help in graduate school. Working in the Computer Application Lab and learning all the scientific software has been and will be very helpful.
When I compare myself to graduates from other schools that I have had to work with, I realize that the environment at Evergreen has made me much more open to learning new ideas and skills. I find that I have more confidence in asking questions, answering questions, and I am not afraid to be wrong. This allows me to gain a better understanding of the material and to work more efficiently and effectively.
Working with a group to solve problems or make a plan. Not being afraid to tackle something new and challenging. Making connections and being open with people.

If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?

Academic advising: as a science student at TESC, I found the advising office to be uninformed about programs of study, unhelpful in planning options, and unable to offer advice on post-baccalaureate options (graduate and/or medical school options).
Analytical, writing, and critical thinking skills need to be emphasized as part of the curriculum at Evergreen. I only received <u>one</u> helpful, honest criticism on a writing assessment at Evergreen during three years of attendance. Science students should be required to take calculus and statistics, no matter what level of math the student is entering the class with. In other words, offer math and statistics at different levels, with prerequisites required. All students should receive constructive criticism on their writing and challenging writing assignments. As it stands currently, TESC students are allowed to slip through without acquiring the writing skills that are crucial for graduate school or careers. Critical thinking involves more than simply complaining about the evils of corporate America, or clear cutting forests.
Attitude and image – a small number of students reflect on the overall appearance of the college. After attending Evergreen I truly realize what a great learning environment this college is. I would like to see a change in the way the community accepts this institution. Respect for others is discarded based on self beliefs.
Evergreen is a good school and it is difficult to critique because my perspective could be totally different from someone else's and my experience was a difficult one having children/a family. I would have liked more support from faculty.
G.U.R.'s
Get computer science accreditation for those yahoos in the tech world who think that that means something plus have a Masters in computer science.
Have counselors in our area of study discuss future employment opportunities and prepare us for what is current (e.g. graduate school requirements in our field).
I admire and respect the evaluation process and the way it influences the classroom experience, however there needs to be some way to get a GPA. Either by having the evaluations transferred into grades or by getting a grade concurrent with the evaluation. Not having a GPA has a serious negative impact on applying to and acceptance into graduate schools.
I experienced difficulties throughout my time at Evergreen trying to understand how to mold a 20-year military career in submarine electronics into some useful program which could provide a possible employment goal. Evergreen never quite grasped the nuisance involved. The counseling always tried to apply outmoded high school counseling techniques to my problems... I'd love to discuss this issue further.

I found that since the teacher evaluations were not anonymous, I never truly expressed my opinion. In most institutions, the program and instructor evaluations are anonymous and I would suggest making Evergreen's anonymous as well.
I honestly can't think of anything I would change; my experience at Evergreen was practically perfect. I only wish I hadn't taken my first year at UW.
I liked the interdisciplinary style, however I feel I missed out on a liberal education. For example, I would have liked to take chemistry or become fluent in Spanish, but taking full-time 16 credit classes did not allow me the time.
I would change the evaluative process. There needs to be more direction on how to write an eval. Also, quantitative evaluation should be allowed. Evergreen needs to offer more choices of programs. Especially of the intermediate level. There needs to be more mixing of the sciences with social sciences and arts.
I would establish a standard in awarding credits and evaluating students. As it stands, letting each individual faculty establish their own rules <u>undermines</u> the credibility of the college's standards/evaluations. There is no way for an outsider (grad school, employer, etc) to fairly evaluate a grad from TESC when there is such disparity between methodology in evaluation and awarding of credit (even within departments). Expect some standard of quality and work from students – some diversity in coursework, critical eval/thinking, critical writing.
I would have had the career development office be more actively engaged with students on track to graduate. It is almost like a secret office and I think more people would benefit if they were more proactive with the students. I got a lot of useful information from the career development office, but I had to actively seek them out and a lot of what they have to offer (interview strategies) should be learned by all the graduates who want jobs!
I would have loved to have had a stronger and more critical approach to my writing. Often, I felt that I wasn't challenged enough in writing projects (when the class focused on science, etc.). Since these skills are so important, I wish I had been required to write more 20-page papers and thus improve my vocabulary and critical thinking.
I would have not taken strictly science, i.e. more cultural theory and art. I also would have tried to study more tropical marine sciences.
I would have wanted to graduate with a RN license.
I would like to see the evaluation process change- maybe consider implementing the grading system. At times in the eval process I felt the faculty eval of me the student was less than complete. It seems like a lot to ask of the faculty to have to write 20-30 evals that are truly special for each student. Many of my evals felt sugar coated, not offering enough constructive criticism of my work.
I would not let the faculty flunk a student who had put 90+ hours a week into a subject when that faculty was not even putting in the minimum amount of teaching. I would put people in the career office who were not baffled by science or at least have more than one person who did more than show you a couple of web sights to look at.
I've only spent a year at Evergreen. It would have been nice to stay longer to study.
Library and Recreation center hours are too restrictive. In my 4 years at Evergreen, innumerable times I needed to use both before morning classes or some other time, and obviously could not. More tests: helps prepare you for the real world. Incorporate more art into science courses and vice versa.
Library hours on Sunday and alumni library privileges.
More classes for part-time studies.
More opportunities in upper division science related to the health field. (Right now it is very difficult to get a BS without studying environmental science or computers)
Remodel of library to more user friendly, inviting place to spend time.
Seminars are lame when the same 2 people talk. Self-evals are pointless to employers. They see the fat stack of transcript and don't want to even touch it.
Students not taking full-time programs need to be taken more seriously. Just because a student is not available for day-time classes does not mean the student is not serious about their education. I felt that the Dean of Part Time studies brushed me off as someone not serious enough. I would change that attitude completely. It was hard enough to work full time and go to school full time. I would rather not have to deal with attitude.
The college should offer a Master's degree in Computer Science.
The involvement of the student body in the inner workings of Evergreen politics; especially the cafeteria situation and required meal plans.

The option to study for certifications and actual liaisons with employers so graduates can at least have interviews with potential employers.
There were two areas of study that area very important to anyone studying, working, or researching in the field of science that were missing from my educational experience at Evergreen. They were <u>economics</u> and <u>statistics</u> . Whether we like it or not they will always remain important. In my graduate program at OSU, <u>I have had to take 4 undergraduate classes</u> in these two areas to make up for my missing skills that I should have received at Evergreen.

The Scientific Inquiry concentration alumni 2000-01 identified the following individuals who made a special contribution or genuine difference to their educational and personal growth at Evergreen.

Andy Brabban- Biochemistry teacher. I learned a tremendous amount about science from him. Cindy Beck/Toska Olson/Sonja Wiedenhaupt- HHB 2000 supported me through a difficult year and taught me a lot.
Brian Spence and Robert Cole
Cindy Beck
Definitely: Tom Rainey, Ralph Murphy, Masao Sugiyama, Al Leisenring, The nice office workers in registration, Sherri Shulman
Doug Schuler and Randy Groves. They are the best instructors I've ever had and I really appreciate what they taught me.
Dr. David Paulsen in the Science of Mind program supported me through the program. He is valuable to Evergreen
Dr. Paula Schofield, Dr. Andrew Brabban. Research team. They genuinely cared for their students and their education!
Emeritus Professor Bill Williams, who taught a climatology program I was enrolled in during a pivotal point in my Evergreen academic career. I'd also like to thank the people of Cooper's Glen, the crazy guy, coin-op laundry, the fern spirits, the tree people, and the police.
Erik Thuesen, Rob Cole, David Milne
Every member of the faculty that I had experiences with gave me all of the assistance, extra time and help that I needed. I had a baby my first year at Evergreen, while maintaining my full-time student status. I continued to do field work during my pregnancy, and my faculty (Ken Tabbutt, Carolyn Dobbs, and Gabe Tucker) took measures to ensure my safety without stifling other students' experiences. Clyde Barlow, Jeff Kelly, and Jim Stroh were also excellent teachers; they did the most to prepare me for work, provide a good reference, and help with my job search after graduation.
I enjoyed all of the faculty at Evergreen.
I gained a great deal from participating in swimming as a varsity athlete. Also two people contributed a great deal of guidance, faculty member Cindy Beck and staff member Janette Parent.
I had some outstanding faculty who encouraged me and had faith in my ability, they worked with my learning issues and helped me to regain my confidence. These faculty were Erik Thuesen, Paula Schofield and Andrew Brabban, Char Simons, Peter Robinson and Marty Beagle (in lab stores) also my work Angie Skov, Jean Eickholt, Linda Pickering was wonderful to try to get things done for my accommodations as well as Niki Amarantides in Key Services.
I had two professors who mentored me in an informal way and really encouraged me to go for what I want. And Joyce [Stahmer] at the academic advising office was my savior for one quarter.
I have to give Peter Pessiki special credit. He seems to be respected by the students but unable to achieve the full-time status that he deserves. He puts more time and energy into his teaching/research than any other faculty member I know.

I respect and admire all of my faculty, truly, but three stick out: Doug Schuler- One of the faculty in my first program, he helped me ease into the Evergreen life. Alan Nasser- The faculty member my views were most opposed to, I will never forget my time in his class. Despite, or maybe because of, our differences, we still had a great mutual respect. Setsuko Tsutsumi- Since I worked tirelessly to her limits and beyond to organize a foreign study for an entire program in addition to almost single-handedly running the program. As I came to know my classmates as a family, Tsutsumi-sama was our mother.
It was Susan Aurand and Dharshi Bopegedera of the Light Program that first made me feel a part of Evergreen-kind of brought me into the fold, so to speak. Later, the experiences and the interdisciplinary approach I had there contributed greatly to the rest of my Evergreen experience.
Linda Kahan
Many of my professors supported me, inspired me in their own personal growth during the classes and revelations while doing their personal work. Susan Aurand, Nalini Nadkarni, Mike Beug.
Marge Mohoric and Mark Hurst- two very educated, well rounded instructors. Open to all types of ideas and different perspectives, enjoyed learning from both.
My academic advisor and a faculty member.
My growth came through my courses. Plants and Healing was a particularly challenging and fulfilling course.
One of my professors connected me to the only employer that showed interest in hiring me. The dot.com bust-up saturated the job market in my field of interest
Peter Pessiki, Howard Schwarz, Paul Butler
Rob Cole had a profound influence on my experience at Evergreen. He not only cured my fear of math, but also made it so applicable to my interests that I now plan on going to grad school to pursue mathematical modeling (ecological modeling) as a career. As a professor he took the time to give students the one on one attention they needed but also drove us to succeed. He was very organized in lectures and always made the topics, no matter how technical or specific, relevant. The other person who made a significant impact on my experience at Evergreen is Rip Heminway. His confidence and support of me as a staff person enabled me to learn a lot in the year and a half I worked in the Computer Applications Lab. Looking back I can't believe what a broad range of knowledge I gained in such a short time. I learned (with a little apprehension) how to work on the hardware of computers. I learned innumerable software programs that will be highly useful in my future studies as a grad student and in jobs. Rip made
Rob Cole.... should it ever be anyone other than a math teacher who can get you to enjoy calculus?
Ryo Imamura put the most energy towards teaching. While I did not agree with some of the end results i.e. his evaluation of my work, I always felt his willingness to be as honest w/ me and the other students and a real desire to teach me. I learned many things from him.
Sharon Anthony, Mary Pat Sullivan, Craig Carlson, Andy Brabban, Paula Schofield
Sheri Shulman
Sheri Shulman and Al Leisenring were awesome!
The faculty involved in M2O, and health and human development. [Diffendal, Kido, Kutter, Wiedenhaupt, Verhey, Kelly, Barlow, Matz, Brabban, Schofield]
The faculty who had the greatest positive influence on me during my time at TESC are Rebecca Chamberlain and Doug Schuler. All of my faculty, with few exceptions, were excellent, but these 2 and their program had the greatest impact on my educational experience.
The two individuals that had the greatest influence on my education in terms of preparation for graduate school and future employment were Dr. Nobuya Suzuki and Dr. Gabe Tucker.
While all of my faculty left an impression on my education (all good), Paula Schofield and Andrew Brabban made contributions that I cannot measure. Academically, intellectually, personally- these two professors have enriched my education immensely.
Without a doubt, Sherri Shulman. In my opinion, she is/was the saving grace of my evergreen education. I was lucky that she taught the 2 core years of my computer science education as well as the providing valuable mentoring re: aptitude and real world experience. I would greatly credit her for helping create/provide a competitive computer science education.
Yes, Elaine Hayshi-Petersen in Academic Advising- she guided me from pre-enrollment to graduation. Also, Paul Przybylowicz as a true teacher of science and great advisor for my independent study