

Evergreen Three-Year Alumni Survey 2007

A Survey of Evergreen Alumni Three Years Post-Graduation

Introduction

Every four years, the Office of Institutional Research and Assessment surveys alumni who earned their baccalaureate degrees three years prior. This is the fourth administration of this survey, which collects data on alumni employment, graduate/professional school and volunteer work outcomes. The survey also asks alumni to rate level of skill in various work-related areas and to indicate how well their Evergreen education prepared them in those areas. At the end of the survey alumni are given the opportunity to make recommendations for how Evergreen can better serve its students.

A. Sample Size and Response Rate

All 1,244 graduates from the class of 2004 were in the initial sample for this survey. Adjusting for alumni with no known address or email, the final survey sample consisted of 1,176 alumni. There were 258 total survey respondents, resulting in a response rate of 22%.

Total undergraduate degree recipients – class of 2004	1,244
Number with no known address or email	68
Deceased	0
Final sample size	1,176
Refused	25
No Response	893
Web Survey Respondents	160
Paper Survey Respondents	98
Total respondents	258
Response Rate	21.9%

B. Methodology

The graduating class of 2004 was surveyed during the summer and fall of 2007, three years after earning their baccalaureate degrees. For those alumni with an email address on file, initial contact was attempted via an email describing the study and containing a link to the web version of the survey. For those with no valid email address or who did not respond to the email, a survey packet was mailed to the last known address for the alum. Web survey information was included with paper surveys to provide alumni with both options, along with an Evergreen sticker as a small incentive. Both versions of the survey included consent language and assured respondents their participation would be kept confidential. Surveys returned with forwarding address information were rerouted. Two reminder emails were sent at intervals during the survey period, and reminder letters were mailed to alumni with addresses still presumed valid.

C. Respondent/Population Demographics

Race/Ethnicity

Respondents were ethnically representative of the population of 2003-04 alumni as a whole. Slight differences between respondents and the population of alumni were not statistically significant at $p=.05$.

Ethnicity	Respondent N	Respondent %	Population N	Population %
Asian Pacific Islander/Alaska Native	13	5.0%	60	4.8%
Black/African American	8	3.1%	71	5.7%
Hispanic/Latino	13	5.0%	57	4.6%
Native American	14	5.4%	55	4.4%
White	177	68.6%	815	65.5%
Not Indicated/Other	33	12.8%	186	15.0%
	258	100.0%	1244	100.0%

Gender

Women were overrepresented among respondents. Seventy percent of respondents were female compared to 62% of the population and this difference was significant at ($p=.003$).

Gender	Respondent N	Respondent %	Population N	Population %
Female	180	69.8%	768	61.7%
Male	78	30.2%	476	38.3%
	258	100.0%	1244	100.0%

Age

Respondents were slightly younger with a median age of 27 compared to a median age of 28 for the population as a whole. This difference was not significant at $p=.05$. Respondents' ages ranged from 23 to 72.

Campus/Location

Location where respondents studied at Evergreen was very similar to the distribution of the population as a whole. Slight differences between respondents and the population of alumni were not statistically significant at $p=.05$.

Campus/location	Respondent N	Respondent %	Population N	Population %
Olympia	239	92.6%	1117	89.8%
Tacoma	14	5.4%	103	8.3%
Tribal Reservation-based	4	1.6%	20	1.6%
Grays Harbor	1	0.4%	4	0.3%
	258	100.0%	1244	100.0%

PELL Grant Status

Respondents who were PELL grant recipients were representative of the population of 2003-04 alumni as a whole. Slight differences between respondents and the population of alumni were not statistically significant at $p=.05$.

Received PELL Grant at Any Time While at Evergreen	Respondent N	Respondent %	Population N	Population %
Yes	108	41.9%	567	45.6%
No	150	58.1%	677	54.4%
	258	100.0%	1244	100.0%

Degree Type

Alumni with BAS degrees were slightly overrepresented among respondents. Seven percent of respondents earned BAS degrees compared to 4% of the population. This difference was significant at ($p=.014$). Alumni with BS and BA degrees more closely represented the population as a whole.

Degree type	Respondent N	Respondent %	Population N	Population %
BA	209	81.0%	1035	83.2%
BAS	18	7.0%	48	3.9%
BS	31	12.0%	161	12.9%
	258	100.0%	1244	100.0%

D. Alumni Survey Findings

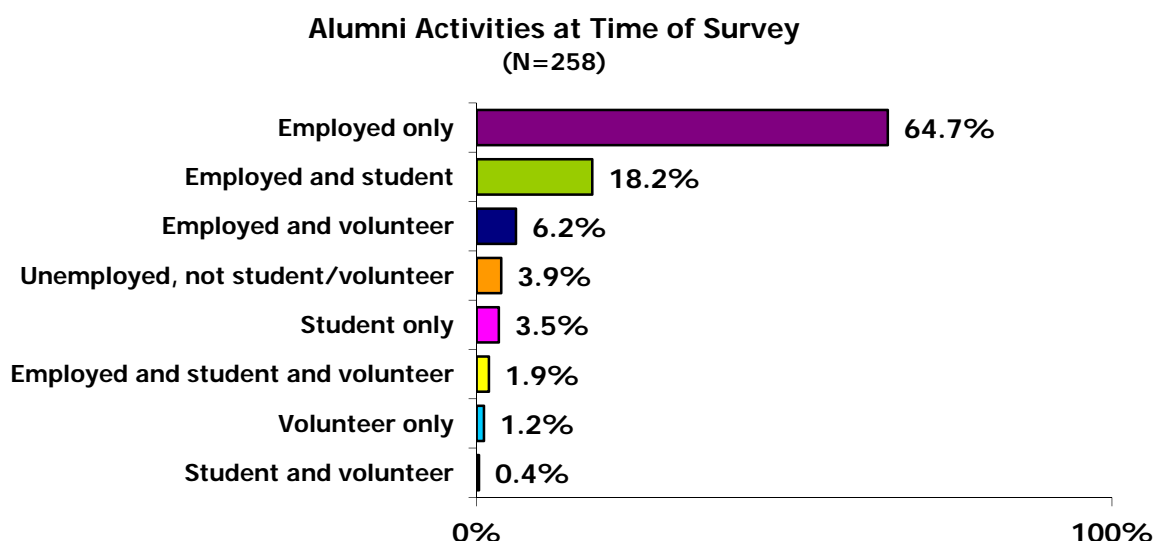
The following section summarizes alumni responses to questions about their current activities, their primary area of study or concentration while at Evergreen, and how their current activities relate to their primary area of study. It also summarizes their self-reported level of skill in several work-related skill areas, along with the extent to which they feel Evergreen prepared them in these areas. Also included are alumni occupational classifications and length of time employed.

Current Activities

Alumni were asked to describe their current employment, student, and volunteer status.

- **91%** of respondents were employed (includes those receiving compensation from a graduate position)
- **15%** of those employed were self-employed
- **24% were continuing their education** at the time of the survey (21% in graduate programs and 3% in other post-baccalaureate studies).
- **10% were involved in volunteer activities**, mostly in conjunction with employment and/or graduate studies.

The various combinations of reported activities are shown in the chart below:



Primary Area of Study at Evergreen

When asked which academic area best described their primary area of study or concentration at Evergreen, alumni most frequently selected:

- **Social Sciences** (25.6%)
- **Humanities and Language Arts** (19.0%)
- **Environmental Studies** (15.5%)

Areas of study are listed in descending order of frequency in the table below:

Area of Study (N=258)	N	%
Social Sciences (Society, Politics, Behavior and Change)	66	25.6%
Humanities, Language Arts (Culture, Text & Language)	49	19.0%
Environmental Studies	40	15.5%
Science, Math, Computers (Scientific Inquiry)	32	12.4%
Media, Visual Arts, Drama (Expressive Arts)	27	10.5%
Business	16	6.2%
Liberal Arts/Multidisciplinary	14	5.4%
Education	10	3.9%
Native American and World Indigenous Peoples Studies	4	1.6%

Work-related Skills

Alumni were asked to rate their ability in the skill areas listed in the table below, then to rate how well the education they received at Evergreen prepared them in these different areas. Alumni rated themselves highest in:

- **Willingness and aptitude to learn new skills** (96% of respondents felt that Evergreen prepared them in this area "To Some Extent" or "A Great Deal" and 65% felt that Evergreen prepared them "A Great Deal")
- **Ability to work in a culturally diverse environment** (93% felt Evergreen prepared them "To Some Extent" or "A Great Deal" and 58% felt it prepared them "A Great Deal")
- **Independence and initiative** (96% "To Some Extent" or "A Great Deal" and 70% "A Great Deal")

Alumni also rated themselves highest in these three areas in the 2003 survey.

How would you rate your...	Mean	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	N
Willingness and aptitude to learn new skills	3.79	0%	0.4%	20.3%	79.3%	0%	256
Ability to work in a culturally diverse environment	3.75	0%	0.8%	23.1%	75.7%	0.4%	255
Independence and initiative	3.72	0%	3.1%	21.3%	75.6%	0%	254
Creative thinking skills – ability to generate new ideas, to be original and inventive	3.67	0%	3.1%	26.8%	70.1%	0%	254
Ability to work cooperatively on team efforts	3.66	0%	1.2%	31.2%	67.6%	0%	247
Ability to organize and conduct work effectively	3.56	0%	4.8%	34.1%	61.1%	0%	252
Ability to recognize problems and devise effective solutions	3.54	0%	2.0%	41.3%	56.3%	0.4%	247
Written communication	3.53	0%	4.0%	38.7%	56.9%	0.4%	248
Ability to critically analyze information	3.50	0%	3.6%	42.5%	53.8%	0%	247
Ability to speak clearly and effectively	3.44	0.4%	6.0%	43.1%	50.4%	0%	248
Negotiating skills – ability to discuss an issue with others and reach a mutual agreement	3.44	0.8%	5.1%	43.9%	50.2%	0%	255
Decision-making ability	3.44	0.8%	4.7%	43.5%	50.2%	0.8%	253
Research skills	3.42	0%	5.9%	45.9%	47.5%	0.8%	255
Leadership	3.33	0.4%	8.3%	49.6%	41.7%	0%	242
Ability to give presentations	3.24	1.2%	14.1%	44.5%	40.2%	0%	256
Proficiency with technology and software related to your field	3.20	0.4%	15.4%	46.9%	35.8%	1.6%	254
Artistic ability	2.91	8.1%	25.5%	28.7%	32.8%	4.9%	247
Quantitative skills and methods (e.g. math, statistics, data interpretation)	2.72	4.7%	33.2%	44.9%	15.2%	2.0%	256

How Well Evergreen Prepared Alumni

When asked how well their education at Evergreen prepared them for these work-related skills, alumni felt Evergreen prepared them best in:

- **Creative thinking skills**
- **Ability to work cooperatively on team efforts**
- **Ability to critically analyze information**

Alumni felt Evergreen prepared them best in these three areas in both 2003 and 2007.

How well did your education at Evergreen prepare you in...	Mean	Not at All (1)	To Some Extent (2)	A Great Deal (3)	N/A	N
Creative thinking skills - ability to generate new ideas, to be original and inventive	2.77	0.8%	21.0%	78.2%	0%	252
Ability to work cooperatively on team efforts	2.72	1.2%	25.7%	73.1%	0%	245
Ability to critically analyze information	2.71	1.6%	26.0%	72.0%	0.4%	246
Independence and initiative	2.68	2.8%	26.6%	69.8%	0.8%	252
Willingness and aptitude to learn new skills	2.64	2.0%	31.3%	65.1%	1.6%	252
Written communication	2.60	2.0%	35.5%	62.4%	0%	245
Negotiating skills – ability to discuss an issue with others and reach a mutual agreement	2.57	2.8%	37.5%	59.3%	0.4%	253
Research skills	2.56	4.4%	35.5%	60.2%	0%	251
Ability to work in a culturally diverse environment	2.55	4.8%	34.8%	58.4%	2.0%	250
Ability to give presentations	2.50	4.7%	39.8%	54.7%	0.8%	254
Ability to recognize problems and devise effective solutions	2.49	2.5%	45.5%	51.2%	0.8%	244
Ability to organize and conduct work effectively	2.42	2.4%	52.6%	44.2%	0.8%	249
Ability to speak clearly and effectively	2.41	4.1%	50.4%	45.5%	0%	246
Decision-making ability	2.34	7.7%	49.6%	41.5%	1.2%	248
Leadership	2.31	8.1%	51.7%	39.0%	1.3%	236
Artistic ability	2.14	19.2%	40.2%	32.5%	8.1%	234
Proficiency with technology and software related to your field	2.00	24.5%	46.9%	24.9%	3.7%	245
Quantitative skills and methods (e.g. math, statistics, data interpretation)	1.90	26.5%	51.0%	17.3%	5.2%	249

Additional Skills

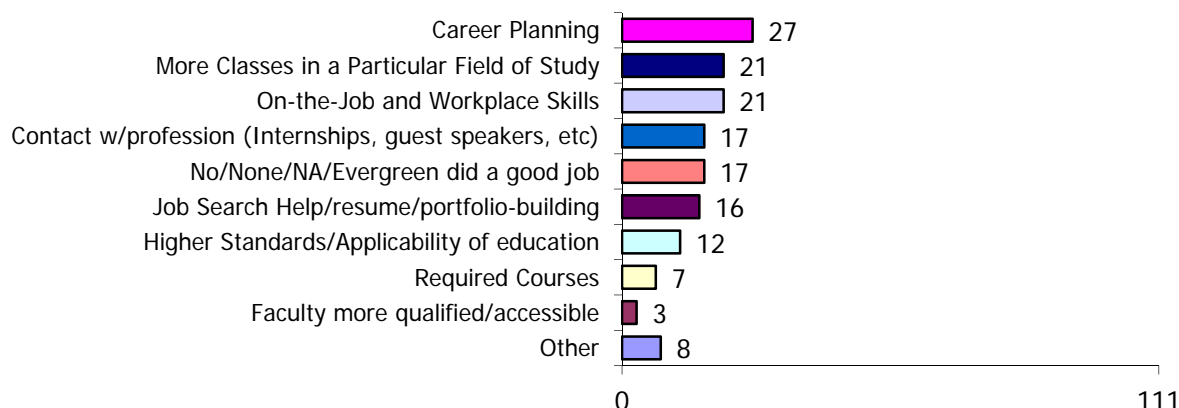
Alumni were asked if they had any additional work-related skills or abilities they regarded as important to their employment, school, or volunteer work. The skills named that did not relate back to skills already listed were: cultural studies, eating healthy in order to manage stress, social consciousness, travel education, positive outlook on life, mass distribution of information, and ability to avoid exploitation by unscrupulous businesspeople.

E. Alumni Recommendations

The survey contained a four-part question asking alumni if they had specific suggestions for how Evergreen could have better prepared them for work, graduate school, volunteer work, and other endeavors. Responses were analyzed and grouped into common themes. Broad categories and their frequencies are presented in the charts below; complete responses within each category are provided in Appendix A of this report.

Preparation for Work

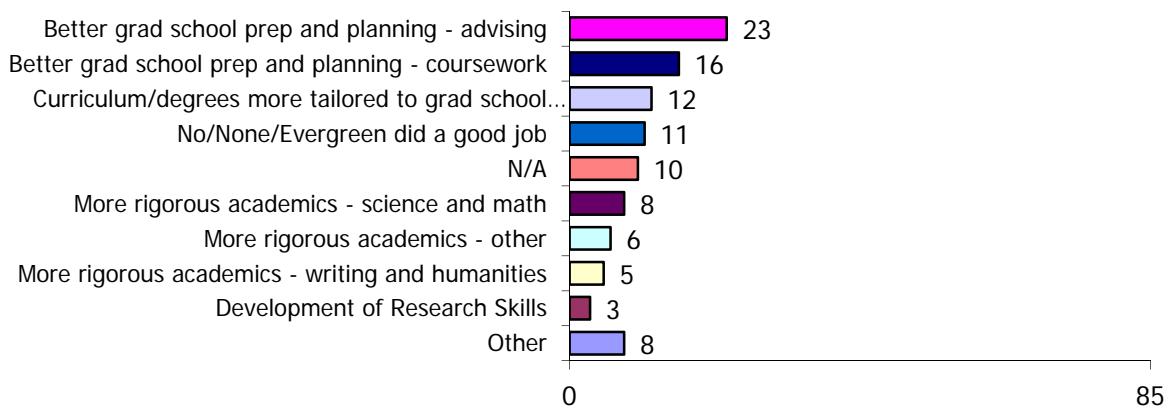
How Could Evergreen Have Better Prepared you for Work?
(N=111)



Note: The total number of recommendations is greater than 111 as alumni often mentioned more than one category

Preparation for Graduate School

How Could Evergreen Have Better Prepared You for Graduate School?
(N=85)

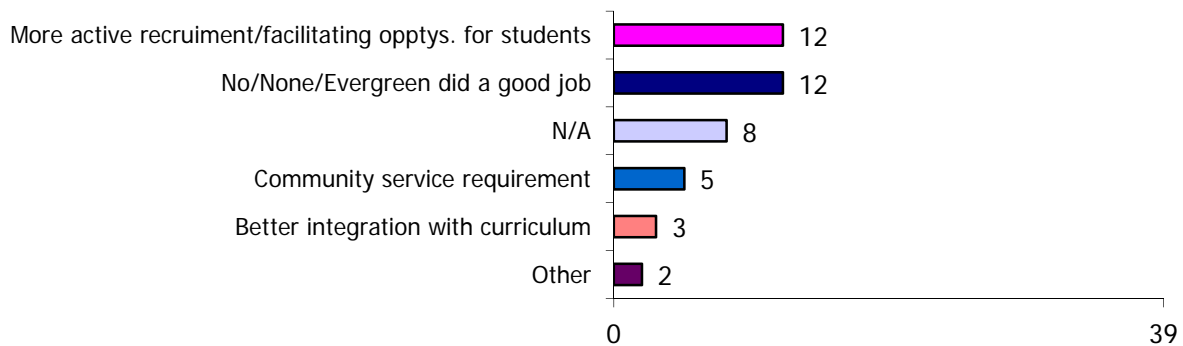


Note: The total number of recommendations is greater than 85 as alumni often mentioned more than one category

Preparation for Volunteer Work

How Could Evergreen Have Better Prepared You for Volunteer Work?

(N=39)

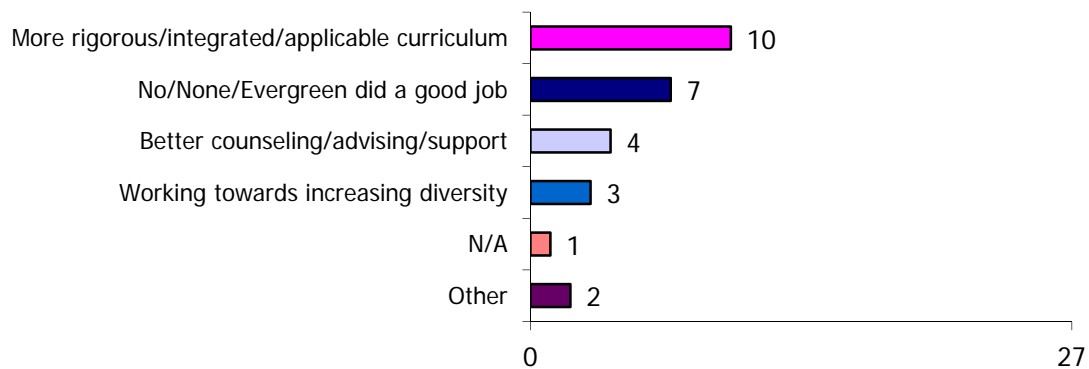


Note: The total number of recommendations is greater than 39 as alumni often mentioned more than one category

Preparation for Other Endeavors

How Could Evergreen Have Better Prepared You for Other Endeavors?

(N=27)



F. Alumni Occupations

As mentioned above, alumni were asked to describe the type of work they were doing at the time of the survey. If involved in more than one type of work, respondents were asked to choose the one job or activity that best related to their goals or was most important to them, and to choose which occupational classification best described their work.

- For the 197 alumni who chose to share information about their **paid employment**, only Management outranked Education.
- For the 19 who selected their **graduate positions** for which they received compensation or tuition remission, Education was distantly followed by Life Science.
- For the 6 who described their **volunteer work**, Education and Community and Social Service were the top categories.

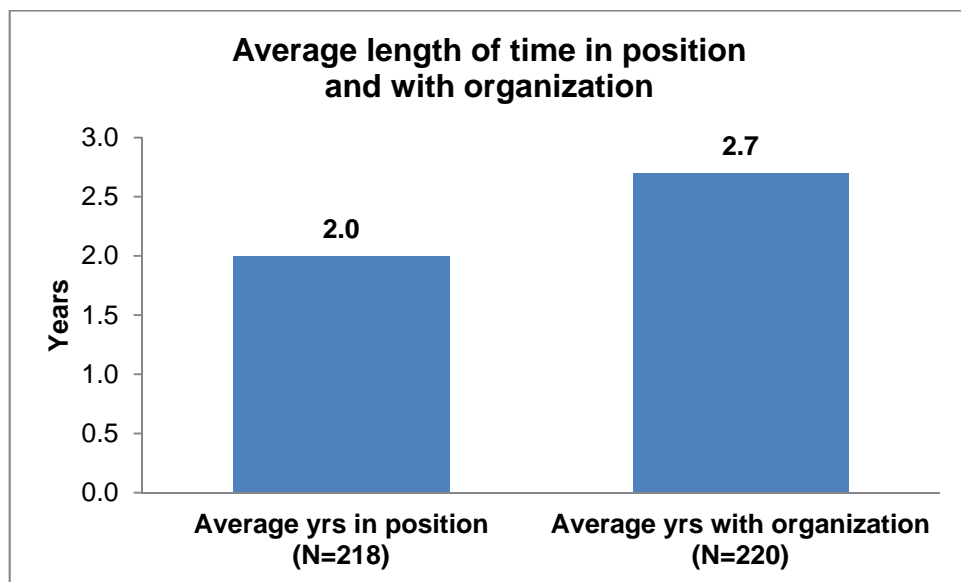
For all three categories, Education was at or near the top of the list of alumni occupations.

Alumni were asked “Which one category listed below best describes the type of work you’re doing now?” Their responses are shown in the table below in order of frequency. The top two categories for this group of alumni were **Education/Library (19.4%)** and **Management (17.6%)**.

Occupational Classification (N=222) (Classification detail provided in Appendix B)	N	%
Education/Library	43	19.4%
Management	39	17.6%
Community and Social Service	24	10.8%
Office/Administrative Support	22	9.9%
Life Science	16	7.2%
Sales	13	5.9%
Media and Communications	10	4.5%
Computer/Mathematical	9	4.1%
Business Operations	8	3.6%
Physical Science	7	3.2%
Farming/Fishing/Forestry Worker	6	2.7%
Art and Design	5	2.3%
Construction/Installation/Repair	3	1.4%
Food Preparation/Serving	3	1.4%
Personal Care and Service Workers	3	1.4%
Social Science	3	1.4%
Architecture/Engineering	2	0.9%
Health Care Practitioner	2	0.9%
Legal Occupations	2	0.9%
Groundskeeper/Maintenance	1	0.5%
Protective Service	1	0.5%
Entertainer/Performer	-	-
Military	-	-
Production/Manufacturing	-	-
Transportation	-	-

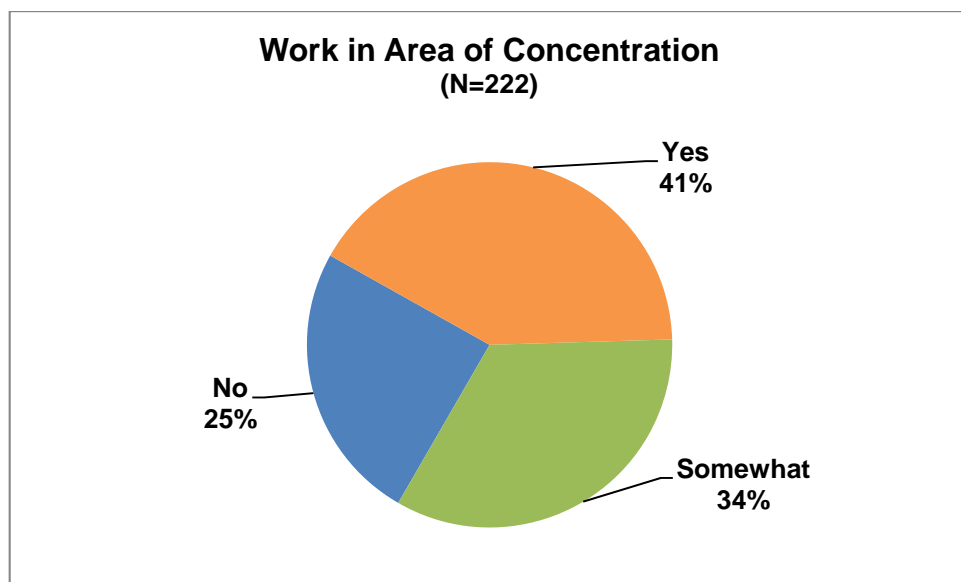
Length of Time in Current Position and with Organization

Alumni were asked how long they had been working in their current position and for their current organization. The average length of time in current position was 2.0 years and average time with organization was 2.7 years.



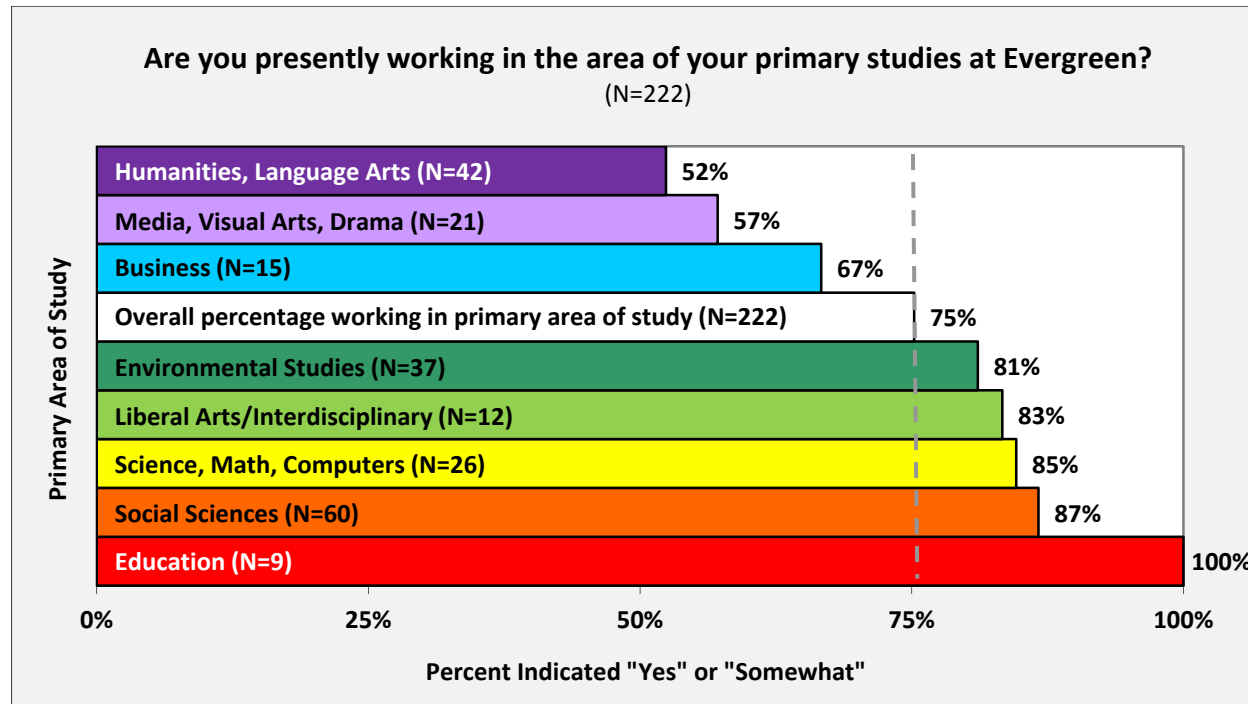
Work in Area of Concentration

Alumni were then asked if they were currently working in the area of their primary study or concentration at Evergreen.



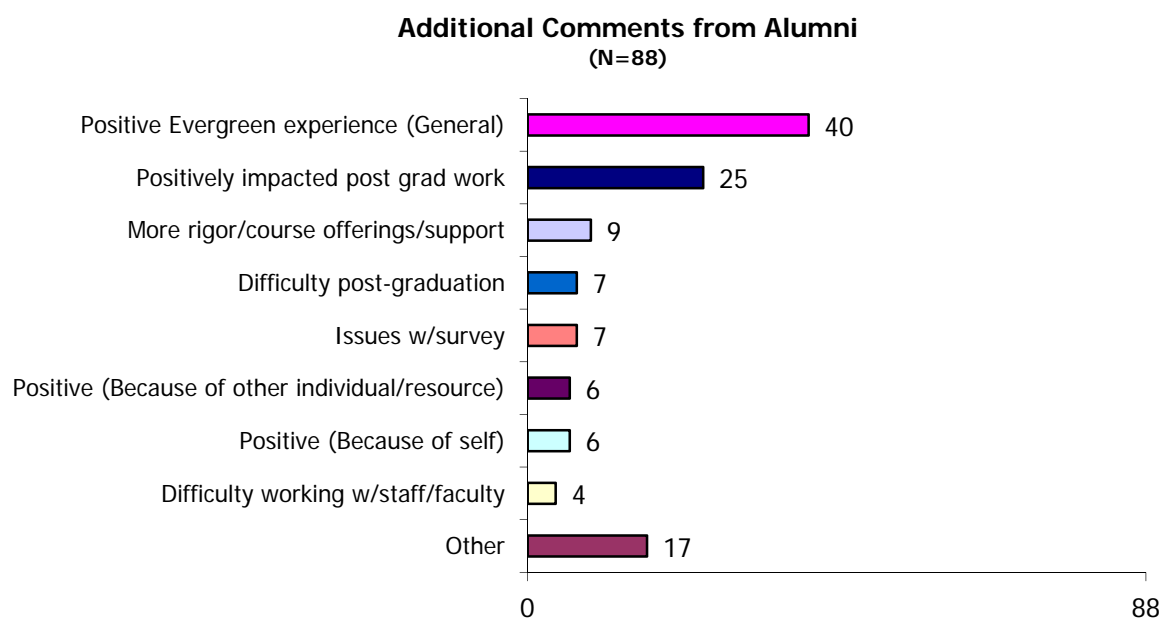
Three-fourths of alumni reported they were working at least somewhat in their area of concentration.

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



G. Additional Comments

At the end of the survey alumni were given the opportunity to make additional comments. Broad categories and their frequencies are shown below; complete responses within each comment category are included in Appendix C of this report.



Note: The total number of comments is greater than 88 as alumni comments often addressed more than one category.

H. Conclusions

Ninety-one percent of survey participants were either employed, self-employed, in a compensated graduate position, or some combination of the three. Since the 2003 survey did not capture paid graduate positions, it is not possible to definitively compare the rate of employment between these two studies. The rate of business ownership/self-employment remained consistent between 2003 and 2007, with 16% and 15% of alumni reporting self-employment, respectively. Seventy-five percent of alumni respondents were working at least somewhat in their area of study from Evergreen, a slight increase from 71% reported in the 2003 survey. Twenty-one percent were pursuing graduate studies, similar to the 23% reported in 2003. Volunteer data were not collected in 2003, but the 10% volunteer rate determined by the 2007 survey will serve as a baseline for future administrations of the three-year survey.

Interestingly, Evergreen alumni were consistent in their highest ratings on two key elements between the 2003 and 2007 surveys. In both surveys, alumni rated themselves highest in the skill areas of willingness and aptitude to learn new skills, ability to work in a culturally diverse environment, and independence and initiative. And, both groups felt Evergreen prepared them best in creative thinking skills, the ability to work cooperatively on team efforts, and the ability to critically analyze information.

The top recommendations for preparing students for the workplace addressed the need for better career planning efforts and equipping students with more on-the-job and work skills. Recommendations for graduate school preparation mostly addressed advising and a desire for more specific coursework tailored toward grad school readiness. (While several alumni stated they were not prepared enough in certain areas for graduate study, others commented on how much better prepared they felt than their peers in graduate school.) As for preparing students for volunteering, most comments were to say that Evergreen did a good job in this respect. Recommendations for improvement in this area were mostly about doing more active volunteer recruitment and linking students with volunteer opportunities. Alumni who made additional comments at the end of the survey mostly stated they had an overall positive experience at Evergreen and/or that Evergreen positively impacted their post-graduate experiences. Most of the recommendations for improvement revolved around more rigorous studies, increased course offerings, and better support for students.

Appendices:

Appendix A: Alumni Recommendations

Appendix B: Employment Classification Detail

Appendix C: Additional Comments

Appendix A: Alumni Recommendations

The survey contained a four-part question asking alumni if they had specific suggestions for how Evergreen could have prepared them better for work, graduate school, volunteer work, and other endeavors. Responses were analyzed and grouped into common themes and are presented in the tables below.

Preparation for Work (N=111)

Do you have specific suggestions for how Evergreen could have prepared you better for work?

Career Planning (N=27)

Career planning and help finding new employment might have been nice.

Evergreen could have provided better advising for people planning on a future in science. They could have provided opportunities for internships, since that's a huge part of what Evergreen is all about - in theory.

Evergreen ought to develop a mandatory career program to be taken by Seniors during the fall quarter. Most of us leave college without a clue as to what we're going to do and could use some direction. Not to insult those who hold such positions, but exactly how many more Starbucks baristas does Evergreen want to see of its graduates? The Evergreen career fair, if it hasn't changed since I was a student there, is a colossal joke, and had little to offer besides organic farm internships and Greenpeace pamphlets. Not all of us wore hemp necklaces and patchwork pants. I, for example, knew that I wanted to work in publishing, but when I went to the career fair, the only thing that came close to my aspirations was "Yes!" magazine. I mean, come on. Even an indie weekly would have been something. (I think there are more people with writerly ambitions at the school than you realize.) Eventually, I found my way to gainful and satisfying work in this industry, but it was tremendously frustrating getting here because no one ever told me the first steps I should take to break into this business. I really could have used Evergreen's help early on. Make a career program, make it mandatory; you'll find far more successful graduates than you have now. In other words, alumni contributions will increase tenfold.

Evergreen students need more advising, especially because there is so much flexibility in their studies. Many students find in their senior year that their credits lie all over the board with no cohesiveness, and it is very disillusioning while trying to understand how the job market works.

Hmmm... Well, not really since I'm doing what I've always been doing, trading books in the book world. I suppose Evergreen could encourage students more directly to not pursue mainstream jobs, 'cause we sure seem to excel when we can do what we love doing.

I could have used better career counseling to prepare me for a specific career. I ended up in a good job, but it took 2 years of aimlessness. Unfortunately my great job has very little to do with my major.

I could have used more career-oriented guidance as a first-year student.

I didn't and still don't have good idea of the career field that would and will suit me. More career prep. Or job type classes for graduating seniors might have helped me find more of a niche, though I did take advantage of the career services at Evergreen.

I do believe there could have been more career planning events and coaches that helped students to attain their goals.

I don't know- I did not ask- they did not offer. I hear people say they were not prepared for the work force with their degree often. I have figured if an individual does not have a path and know how to walk it, their degree at Evergreen will be worthless because there is no guidance.

I think it would have been useful to have had some kind of fixed structure to make sure that every student was getting the help they needed to make the decisions they needed to make after college. Just someone to ask if I wanted to go to college or get a job and then help me get there. A little follow-up would have been nice. Without taking the initiative to find myself an internship my junior year and using my own network from working there to get me a job after graduation, I would probably still be working at a car shop. I think if Evergreen announced these internships so that ALL students knew about it and were able to take advantage of these opportunities, it'd be a good way for Evergreen to prepare those students that are motivated to find work after/during College.

I truly think that there needs to be more guidance in what classes one should take, what internships. How to reach your goal etc... I believe that the younger students would truly benefit. I wish I had more guidance.

I wish I had been provided with more information about actual jobs that I might get with the degree that I hold. My major was environmental science and it's extremely difficult to find a good job with a decent salary. I wish that I would have had mandatory career counseling, I think it would have better prepared me for the real world, not just the wonderful world of Evergreen (which I GREATLY miss!!)
I wish I have had more guidance, I would have benefited from meetings discussing my direction and what I planned to do with it.
Knowing what is required in the field of work students are studying for and helping students to attain these skills. Specific examples are: In my environmental studies course, we studied climate change as a model to learn about the sciences. However, I don't feel like I received enough hard skills within the science arena. However, I did learn critical thinking, thorough analysis of data, etc. Some of this may have been helped by having an advisor that is familiar with this field that could have guided me a bit better or had a discussion in regards to what skills are needed in that field of work. I have lots of ideas of ways to structure how students could receive this information. However, the bottom line is that students don't know their options while in school and what the field of work they are preparing for is looking for them to have as a skill set when they finish college. Therefore, this needs to be given by the college if possible. One-on-one advisors, periodic conferences with people working in particular fields, periodic seminars with particular faculty discussing career preparation, etc.---just some ideas to work with. Also, feel like many students are attempting to create new fields of work or combine fields, so allowing a space or time where they can listen to or find advice on how to make it a reality. One other skill for work that everyone needs is computer skills and familiarity with software and newest technologies. Needs to be given to all students--know don't want to force it on anyone, but almost everyone needs it even if at the time they don't like it or don't think they'll need it.
Maybe academic advisor can help student prepare a post-graduation plan. Have a day in the syllabus where guests talk about their careers in the related field. Offer programs that include concept like "changing the system from the inside"
More guidance in the direction of career choices and possibly more access to career counseling.
More specific job skills, career guidance, etc. More math focus, especially statistics.
Need a more realistic view of jobs availability for area(s) of study - most graduates I know are still having trouble finding a career path - Evergreen does an amazing job of opening you up to take on anything, but leaves you so open , you lose direction. We are still in min. wage jobs like waitressing, museum ticket sales, life insurance management...These are not the careers we went to college for. We are all still trying to find a living wage to support ourselves. Evergreen needs to teach and prepare the student for real-life job market and money management.
Not specifically, I think more emphasis could be placed on seeking out career counselling. Also, I found the career counselors to be not very helpful during my time at Evergreen.
Perhaps more faculty support in career education, advancement, and discussion. I think Evergreen does this pretty well though.
practical experience contact with perspective employees career counseling an honest outlook in the job market for environmental science
Requiring greater involvement with the career center to provide guidance on how to look for work after graduation.
Students need to stay focused on the job market and how to earn a living not matter how far out and impractical their academic pursuits become. I know of so many Evergreen grads that are working low-paying jobs that their overskilled for.
The advising department seemed pretty unaware of how to help prepare me to be a public school teacher, and what I'd need for other states in terms of credentialing.
The career center is a joke. I feel while in our senior year Evergreen should offer seminars and perhaps workshops to promote networking and to introduce contacts, either by invitation or solicitation, present the student with a "day in the life" working in our community and beyond. I am over 40 and I had no idea that I wouldn't be able to get a job. It never entered my mind, but here I am. I have never been more disappointed. It is not what you know it is truly who you know...In most cases.
This is hard to say. Although I enjoyed and treasure what I learned, in the real world my education from evergreen didn't amount to squat. Evergreen needs to triple the amount of part time classes offered and needs to make a bigger push in the sciences. I think if I had been told that with my area of study it would be difficult get into grad school or get a good job I would have focused on a different set of studies.

More Classes in a Particular Area (N=21)
Accounting and Marketing applications
An Education program (not masters) leading to certification. Specifically experiential education.
Business type classes and support group with Evergreen locally owned businesses
Computer classes-i.e.- microsoft programs, excel, etc. HTML design/programming
General Technology and more required use of technology in programs and presentations
greater emphasis on dissemination of knowledge - classes on creating a popular blog, podcasting, submitting work for publication
Have public speaking class.
I could have been prepared with computer programs like Excel.
I did not have the opportunity to take a good overall math class such as one educators would take. It would be a real asset to the college to offer a teaching at the Bachelor level that one could take while working--a combination of evenings, weekends, internet, summers. I had wanted to get my teaching degree and actually created a few extensive ILC to get give myself the preparation I could not get from the classes offered for evenings and weekends, but since I could not afford to quit my job, I was not able to get my teaching degree through [names a regional teaching program] or the MIT at Evergreen. I still lack the certification and am now a sub [elsewhere] and do some extra tutoring.
I didn't and still don't have good idea of the career field that would and will suit me. More career prep. Or job type classes for graduating seniors might have helped me find more of a niche, though I did take advantage of the career services at Evergreen.
I understand that many Greeners end up creating their jobs and being self-employed. I think all students should be encouraged to take business classes.
I would have liked to take more marketing classes, but those weren't offered when I was there. Graphic design options would have been nice as well.
Knowing what is required in the field of work students are studying for and helping students to attain these skills. Specific examples are: In my environmental studies course, we studied climate change as a model to learn about the sciences. However, I don't feel like I received enough hard skills within the science arena. However, I did learn critical thinking, thorough analysis of data, etc. Some of this may have been helped by having an advisor that is familiar with this field that could have guided me a bit better or had a discussion in regards to what skills are needed in that field of work. I have lots of ideas of ways to structure how students could receive this information. However, the bottom line is that students don't know their options while in school and what the field of work they are preparing for is looking for them to have as a skill set when they finish college. Therefore, this needs to be given by the college if possible. One-on-one advisors, periodic conferences with people working in particular fields, periodic seminars with particular faculty discussing career preparation, etc.---just some ideas to work with. Also, feel like many students are attempting to create new fields of work or combine fields, so allowing a space or time where they can listen to or find advice on how to make it a reality. One other skill for work that everyone needs is computer skills and familiarity with software and newest technologies. Needs to be given to all students--know don't want to force it on anyone, but almost everyone needs it even if at the time they don't like it or don't think they'll need it.
Mandatory computer skills classes, classes on how to make presentations in professional settings, push internship on students!
Maybe academic advisor can help student prepare a post-graduation plan. Have a day in the syllabus where guests talk about their careers in the related field. Offer programs that include concept like " changing the system from the inside"
More business classes/Programs during the day, but keep interdisciplinary i.e. Managing an art gallery/restaurant, accounting for non profits etc...
More Masters degree options are needed at TESC
More self directed, community building, inter-disciplinary programs like S.O.S.[Student Originated Studies]
More specific job skills, career guidance, etc. More math focus, especially statistics.
My computer skills and statistical analysis abilities are relatively poor, especially skills that pertain to the field of wildlife science. I would like to see a computer and statistics course that is specially tailored for careers in the various fields of environmentalism.

This is hard to say. Although I enjoyed and treasure what I learned, in the real world my education from evergreen didn't amount to squat. Evergreen needs to triple the amount of part time classes offered and needs to make a bigger push in the sciences. I think if I had been told that with my area of study it would be difficult get into grad school or get a good job I would have focused on a different set of studies.

On-the-Job and Workplace Skills (N=21)

Actually, after graduating from TESC I felt like I need to go to vocational school, because I had such a hard time finding a job. I did enjoy my time at Evergreen though, and wouldn't change it for the world!

An Education program (not masters) leading to certification. Specifically experiential education.

As a new business owner, I would have it useful if there were opportunities to learn about keeping ledgers or any sort of business minded classes - with that Evergreen touch.

Even though TESC did not have grades, attaching a quantitative value to classes would have helped me monitor progress like I do at work

Evergreen never helped me with my work skills. I applied and got my internships on my own. When I asked my one of my teachers for a letter of recommendation, she never produced one, because she had different view points then me. Evergreen should understand that all its students are not as liberal and disapprove of all government policies. It should teach its staff to be open to students' needs and ideas.

How to find jobs in your field that don't require too radical a shift from TESC's style. 9-5 cubicle jobs are a rough transition... presenting ideas to unreceptive audiences; everyone at TESC is so nice! But in the working world they are not always... you must make your point or present your ideas convincingly and forcefully.

How to look for work. Realistic expectation of first jobs out of college. How to get a job I want. Negotiating skills to get what I want out of employment.

I don't know- I did not ask- they did not offer. I hear people say they were not prepared for the work force with their degree often. I have figured if an individual does not have a path and know how to walk it, their degree at Evergreen will be worthless because there is no guidance.

Internships were the best for this. I would suggest more courses that have real life situations in mind. Much of the learning at Evergreen is good theory, but when it comes to application there is nowhere to go. I am glad that I worked during all years at evergreen otherwise I would have floundered had I only had a degree and no work experience.

Knowing what is required in the field of work students are studying for and helping students to attain these skills. Specific examples are: In my environmental studies course, we studied climate change as a model to learn about the sciences. However, I don't feel like I received enough hard skills within the science arena. However, I did learn critical thinking, thorough analysis of data, etc. Some of this may have been helped by having an advisor that is familiar with this field that could have guided me a bit better or had a discussion in regards to what skills are needed in that field of work. I have lots of ideas of ways to structure how students could receive this information. However, the bottom line is that students don't know their options while in school and what the field of work they are preparing for is looking for them to have as a skill set when they finish college. Therefore, this needs to be given by the college if possible. One-on-one advisors, periodic conferences with people working in particular fields, periodic seminars with particular faculty discussing career preparation, etc.---just some ideas to work with. Also, feel like many students are attempting to create new fields of work or combine fields, so allowing a space or time where they can listen to or find advice on how to make it a reality. One other skill for work that everyone needs is computer skills and familiarity with software and newest technologies. Needs to be given to all students--know don't want to force it on anyone, but almost everyone needs it even if at the time they don't like it or don't think they'll need it.

Many of the teachers are uncharacteristically flexible when it comes to deadlines. They will post a deadline for an assignment and there is no difference between the amount of credit an on time assignment receives, as opposed to the one turned in the following week. This is not the way of the real world.

More hard skills, such as writing and computer, Do not allow slackers

More practical skills related to computer and presentations and more practice with public speaking

More presentation opportunities, leadership opportunities

More specific job skills, career guidance, etc. More math focus, especially statistics.

My computer skills and statistical analysis abilities are relatively poor, especially skills that pertain to the field of wildlife science. I would like to see a computer and statistics course that is specially tailored for careers in the various fields of environmentalism.

Negative office politics

Professionalism - a lot of this comes naturally to me, but I feel that the atmosphere at Evergreen is fairly idealistic and doesn't necessarily prepare students for professionalism.
Stronger conflict resolution skills
taught more practical show-business skills e.g. auditioning, finding and evaluating agents, reading and analyzing contracts, etc.
The horticultural program could have been better at business management, latin names/botanical hard knowledge, and nutrient management application and analysis. (lacking on the practical end)
Contact w/Profession (Internships, Guest Speakers, etc.) (N=17)
Actually I think their internship program where I earned 32 credit hours was the reason I still hold a job with the agency I interned with. Without that internship experience I might never gotten into government.
Business type classes and support group with Evergreen locally owned businesses
Evergreen could have provided better advising for people planning on a future in science. They could have provided opportunities for internships, since that's a huge part of what Evergreen is all about - in theory.
having more professionals speak in class
I am self-directed, but I would have jumped on opportunities to interact with others in my field on a regular basis: artists, writers, independent consultants, technology professionals, etc... Bringing in local professionals to interact with the Evergreen community is a strong way to benefit both industry and academia.
I came to Evergreen very late in the game. I attended for one year and one quarter before graduating. I did this after working for at least ten years. Evergreen did not even have a chance to hone my work skills. Offering paid apprenticeships with listed mentors would be a bonus.
I think it would have been useful to have had some kind of fixed structure to make sure that every student was getting the help they needed to make the decisions they needed to make after college. Just someone to ask if I wanted to go to college or get a job and then help me get there. A little follow up would have been nice. Without taking the initiative to find myself an internship my junior year and using my own network from working there to get me a job after graduation, I would probably still be working at a car shop. I think if Evergreen announced these internships so that ALL students knew about it and were able to take advantage of these opportunities, it'd be a good way for Evergreen to prepare those students that are motivated to find work after/during College.
I wish there had been more internship possibilities available, or even someone to explain to me what an internship was. It wasn't until I was a graduate student that I learned the value of these positions.
Knowing what is required in the field of work students are studying for and helping students to attain these skills. Specific examples are: In my environmental studies course, we studied climate change as a model to learn about the sciences. However, I don't feel like I received enough hard skills within the science arena. However, I did learn critical thinking, thorough analysis of data, etc. Some of this may have been helped by having an advisor that is familiar with this field that could have guided me a bit better or had a discussion in regards to what skills are needed in that field of work. I have lots of ideas of ways to structure how students could receive this information. However, the bottom line is that students don't know their options while in school and what the field of work they are preparing for is looking for them to have as a skill set when they finish college. Therefore, this needs to be given by the college if possible. One-on-one advisors, periodic conferences with people working in particular fields, periodic seminars with particular faculty discussing career preparation, etc.---just some ideas to work with. Also, feel like many students are attempting to create new fields of work or combine fields, so allowing a space or time where they can listen to or find advice on how to make it a reality. One other skill for work that everyone needs is computer skills and familiarity with software and newest technologies. Needs to be given to all students--know don't want to force it on anyone, but almost everyone needs it even if at the time they don't like it or don't think they'll need it.
Mandatory computer skills classes, classes on how to make presentations in professional settings, push internship on students!
Maybe academic advisor can help student prepare a post-graduation plan. Have a day in the syllabus where guests talk about their careers in the related field. Offer programs that include concept like " changing the system from the inside"
More direct contact with people engaged in non-academic professions related to the program course work.
More intern/externships for older students.
practical experience contact with perspective employees career counseling an honest outlook in the job market for environmental science

Provide more internship opportunity for student in related field, so they have better connection with what they learned with what they will do in the future:)
Push Internships harder
The career center is a joke. I feel while in our senior year Evergreen should offer seminars and perhaps workshops to promote networking and to introduce contacts, either by invitation or solicitation, present the student with a "day in the life" working in our community and beyond. I am in my forties and I had no idea that I wouldn't be able to get a job. It never entered my mind, but here I am. I have never been more disappointed. It is not what you know it is truly who you know...In most cases.
No/None/N/A (N=17)
Actually, I didn't go to Evergreen for work skills, I went for an education. I already had excellent work skills. I feel that Evergreen gave me an excellent education, which is what I signed up for. Starting college in my 30s puts me in a different category than most TESC graduates.
Evergreen did prepare me in an amazing way for many of the situations I have faced in my line of work. Specifically, the independent contract work that my professor worked with me to develop.
Evergreen does a great job at their own style of education. It's not for all students, but if it draws a student's interest in the first place it's normally a good fit. Evergreen is as hard as you make it. It's all up to you to push yourself. There's no hand holding or pushing to get certain things accomplished. You get back from Evergreen what you put into it.
Evergreen prepared me very well for the work I am currently performing.
I did several independent learning contracts where I learned the value of personal accountability. I carry this into all of my jobs and endeavors.
I don't think there is a better school on earth that could have prepared me better than Evergreen
I feel that Evergreen could not have prepared me better! I think doing an internship for my last semester was very integral to helping me narrow to the field I wanted to work in.
I started my own business within 3 months of graduation and am still in business, so I can't think of anything that would have made my transition any better.
I was already a working adult, so I don't feel this applied.
No
No
No suggestions
No, I was adequately prepared for the jobs I have chosen.
No. I enjoyed my time at Evergreen. Keep up the good work.
Nope
Nope
Nothing I can think of.
Job Search (N=16)
Actually, after graduating from TESC I felt like I need to go to vocational school, because I had such a hard time finding a job. I did enjoy my time at Evergreen though, and wouldn't change it for the world!
Better work placement/ graduate school advice
Career planning and help finding new employment might have been nice.
Entry level job placement assistance would be helpful as well. Sure, everyone needs volunteers, but graduates need paying jobs to help take care of those pesky student loans.
Evergreen ought to develop a mandatory career program to be taken by Seniors during the fall quarter. Most of us leave college without a clue as to what we're going to do and could use some direction. Not to insult those who hold such positions, but exactly how many more Starbucks baristas does Evergreen want to see of its graduates? The Evergreen career fair, if it hasn't changed since I was a student there, is a colossal joke, and had little to offer besides organic farm internships and Greenpeace pamphlets. Not all of us wore hemp necklaces and patchwork pants. I, for example, knew that I wanted to work in publishing, but when I went to the career fair, the only thing that came close to my aspirations was "Yes!" magazine. I mean, come on. Even an indie weekly would have been something. (I think there are more people with writerly ambitions at the school than you realize.) Eventually, I found my way to gainful and satisfying work in this industry, but it was tremendously frustrating getting here because no one ever told me the first steps I should take to break into this business. I really could have used Evergreen's help early on. Make a career program, make it mandatory; you'll find far more successful graduates than you have now. In other words, alumni contributions will increase tenfold.

Hosting seminars for 4th year student on how to effectively communicate all that you have done at TESC (i.e. how to showcase accomplishments on your resume, etc.)
How to find jobs in your field that don't require too radical a shift from TESC's style. 9-5 cubicle jobs are a rough transition... presenting ideas to unreceptive audiences; everyone at TESC is so nice! But in the working world they are not always... you must make your point or present your ideas convincingly and forcefully.
How to look for work. Realistic expectation of first jobs out of college. How to get a job I want. Negotiating skills to get what I want out of employment.
I really don't feel there was much emphasis on how to find a job at all at TESC. I don't work in the field I studied, but I definitely gained many sought-after skills at TESC. I'd also like to say that my TESC education success was in big part a combination of my own initiative as well as the learning environment I was in. In some ways TESC fosters a great learning experience but it's always in part a great experience because of the people there.
I took the aptitude test but didn't really get much help in finding a job, so, I went through Key Services so I could pay rent.
In my field, having a portfolio is the only way to get a great job. I didn't have anyone to help me figure out how to build a portfolio, or even how to put one together effectively. I had to rely on about.com and other generic Internet tools to "teach" me how to create a portfolio that would land me a job.
I've discovered some great online resources for environmental job searching (field work) over the past few years. (Job boards, etc.) It would have been nice to know about these back when I was a graduating senior.
More information about the "real world". My concentration was in theatre and while I was taught applicable skills to my fields of choice, I was never taught how to enter the working world in that capacity. I have a harder time getting a job in theatre than I did when I was in high school.
Perhaps a tutorial or seminar to address the issue of presenting potential employers with the Evergreen transcript. I have applied for many government jobs that requested information pertaining to my GPA and was considered ineligible for the positions because I couldn't report a numerical GPA. (The applications were completed online, where candidates fill out a form application and upload a resume.)
Requiring greater involvement with the career center to provide guidance on how to look for work after graduation.
The career center is a joke. I feel while in our senior year Evergreen should offer seminars and perhaps workshops to promote networking and to introduce contacts, either by invitation or solicitation, present the student with a "day in the life" working in our community and beyond. I am in my 40s and I had no idea that I wouldn't be able to get a job. It never entered my mind, but here I am. I have never been more disappointed. It is not what you know it is truly who you know...In most cases.
Higher Standards/Applicability of Education (N=12)
I higher level of professionalism in terms of the caliber of work expected of us and the caliber of class behaviour
In general-pushing for a stronger product(i.e.: revising a paper more than once) An earlier (i.e. underclassmen) demand for stronger writing skills. I had amazing 5 years at Evergreen, but I did sneak through with not the best writing skills - and I am feeling (they improved greatly, but could be better) that now in grad school.
Internships were the best for this. I would suggest more courses that have real life situations in mind. Much of the learning at Evergreen is good theory, but when it comes to application there is nowhere to go. I am glad that I worked during all years at evergreen otherwise I would have floundered had I only had a degree and no work experience.

Knowing what is required in the field of work students are studying for and helping students to attain these skills. Specific examples are: In my environmental studies course, we studied climate change as a model to learn about the sciences. However, I don't feel like I received enough hard skills within the science arena. However, I did learn critical thinking, thorough analysis of data, etc. Some of this may have been helped by having an advisor that is familiar with this field that could have guided me a bit better or had a discussion in regards to what skills are needed in that field of work. I have lots of ideas of ways to structure how students could receive this information. However, the bottom line is that students don't know their options while in school and what the field of work they are preparing for is looking for them to have as a skill set when they finish college. Therefore, this needs to be given by the college if possible. One-on-one advisors, periodic conferences with people working in particular fields, periodic seminars with particular faculty discussing career preparation, etc.---just some ideas to work with. Also, feel like many students are attempting to create new fields of work or combine fields, so allowing a space or time where they can listen to or find advice on how to make it a reality. One other skill for work that everyone needs is computer skills and familiarity with software and newest technologies. Needs to be given to all students--know don't want to force it on anyone, but almost everyone needs it even if at the time they don't like it or don't think they'll need it.
Many of the teachers are uncharacteristically flexible when it comes to deadlines. They will post a deadline for an assignment and there is no difference between the amount of credit an on time assignment receives, as opposed to the one turned in the following week. This is not the way of the real world.
Many teachers too flexible work place is not so lenient. There is a fine line between flexibility and lack of structure.
More focus and less mental wandering could help some Evergreen students integrate more freely in the greater world.
More hard skills, such as writing and computer, Do not allow slackers
More information about the "real world". My concentration was in theatre and while I was taught applicable skills to my fields of choice, I was never taught how to enter the working world in that capacity. I have a harder time getting a job in theatre than I did when I was in high school.
Need a more realistic view of jobs availability for area(s) of study - most graduates I know are still having trouble finding a career path - Evergreen does an amazing job of opening you up to take on anything, but leaves you so open , you lose direction. We are still in min. wage jobs like waitressing, museum ticket sales, life insurance management...These are not the careers we went to college for. We are all still trying to find a living wage to support ourselves. Evergreen needs to teach and prepare the student for real-life job market and money management.
The horticultural program could have been better at business management, latin names/botanical hard knowledge, and nutrient management application and analysis. (Lacking on the practical end)
This is hard to say. Although I enjoyed and treasure what I learned, in the real world my education from evergreen didn't amount to squat. Evergreen needs to triple the amount of part time classes offered and needs to make a bigger push in the sciences. I think if I had been told that with my area of study it would be difficult get into grad school or get a good job I would have focused on a different set of studies.
Required Courses (N=7)
Evergreen ought to develop a mandatory career program to be taken by Seniors during the fall quarter. Most of us leave college without a clue as to what we're going to do and could use some direction. Not to insult those who hold such positions, but exactly how many more Starbucks baristas does Evergreen want to see of its graduates? The Evergreen career fair, if it hasn't changed since I was a student there, is a colossal joke, and had little to offer besides organic farm internships and Greenpeace pamphlets. Not all of us wore hemp necklaces and patchwork pants. I, for example, knew that I wanted to work in publishing, but when I went to the career fair, the only thing that came close to my aspirations was "Yes!" magazine. I mean, come on. Even an indie weekly would have been something. (I think there are more people with writerly ambitions at the school than you realize.) Eventually, I found my way to gainful and satisfying work in this industry, but it was tremendously frustrating getting here because no one ever told me the first steps I should take to break into this business. I really could have used Evergreen's help early on. Make a career program, make it mandatory; you'll find far more successful graduates than you have now. In other words, alumni contributions will increase tenfold.
General Technology and more required use of technology in programs and presentations

I think there is a potential for a few requirements within a curriculum or program of study while still maintaining the open freedom to build your own path. I would have benefited from some Art History requirements. Within the science degrees there are a few requirements. The "Expressive Arts" would benefit from some as well.
I would have liked to have more required math (in hind sight).
I'm not sure there was anything to do differently unless it is to require business related classes in addition to the major field of interest. Business related classes are effective in all areas of life and would have been beneficial as my career changed over time.
Knowing what is required in the field of work students are studying for and helping students to attain these skills. Specific examples are: In my environmental studies course, we studied climate change as a model to learn about the sciences. However, I don't feel like I received enough hard skills within the science arena. However, I did learn critical thinking, thorough analysis of data, etc. Some of this may have been helped by having an advisor that is familiar with this field that could have guided me a bit better or had a discussion in regards to what skills are needed in that field of work. I have lots of ideas of ways to structure how students could receive this information. However, the bottom line is that students don't know their options while in school and what the field of work they are preparing for is looking for them to have as a skill set when they finish college. Therefore, this needs to be given by the college if possible. One-on-one advisors, periodic conferences with people working in particular fields, periodic seminars with particular faculty discussing career preparation, etc.---just some ideas to work with. Also, feel like many students are attempting to create new fields of work or combine fields, so allowing a space or time where they can listen to or find advice on how to make it a reality. One other skill for work that everyone needs is computer skills and familiarity with software and newest technologies. Needs to be given to all students--know don't want to force it on anyone, but almost everyone needs it even if at the time they don't like it or don't think they'll need it.
Mandatory computer skills classes, classes on how to make presentations in professional settings, push internship on students!
Faculty More Qualified/Accessible (N=3)
Evergreen never helped me with my work skills. I applied and got my internships on my own. When I asked my one of my teachers for a letter of recommendation, she never produced one, because she had different view points then me. Evergreen should understand that all it's students are not as liberal and disapprove of all government policies. It should teach it's staff to be open to students needs and ideas.
Hire professors who do not disdain students, and actually "like" teaching, versus the petty, clique-minded, and arrogant professors that I've met at Evergreen who were too Ivory Tower to speak with mere students even regarding the most important and elemental questions from classroom topics. Perhaps hiring people who have been employed outside of academia would be good? You know, someone with actual experience?
I wish there was more faculty with media experience in the last ten years. When I searched for a [media studies] internship advisor, my only options were 3 ppl-1 of them is retired- They were incredibly busy and didn't have time to be my mentor. I think Evergreen should focus on allowing faculty more 1-1 relationship biding with students. I wanted a mentor but none was available.
Other (N=8)
Attending Evergreen made me work on my "comfort zone" or- how to work outside the zone. I can now speak in public and have been able to conquer a life-long timidness. Thank to Evergreen.
Different programs at Evergreen operate differently. It just so happened I spent a good deal of my two years there in a less-structured program. I would have benefited from more structure, so I would have been challenged to become more organized.
Evergreen never helped me with my work skills. I applied and got my internships on my own. When I asked my one of my teachers for a letter of recommendation, she never produced one, because she had different view points then me. Evergreen should understand that all its students are not as liberal and disapprove of all government policies. It should teach its staff to be open to student's needs and ideas.
More employment opportunities within the school for those with no experience.
More regular and equal/comparable computer access for low income students.
Somehow, make evals as easy for employers to understand as grades. Many employers don't read them. TESC was VERY good at preparing me for "real world" scenarios.

This is hard to say. Although I enjoyed and treasure what I learned, in the real world my education from evergreen didn't amount to squat. Evergreen needs to triple the amount of part time classes offered and needs to make a bigger push in the sciences. I think if I had been told that with my area of study it would be difficult get into grad school or get a good job I would have focused on a different set of studies.

While Evergreen has progressively worked towards including those of us who are either (1)not wealthy enough to attend higher education classes during the day; (2) do not want to take a loan out to pay back for the rest of my life; or (3) could not acquire the funds to attend during the day courses; it is a relief to know that the weekend and evening classes are growing in popular demand. If higher education is supposed to increase our position in the real world, yet deny the fact that some students still have to work during the day but desire to extend their education, then it is only practical to include, extend, and continue weekend and evening classes that meet the needs of those students. So my underlying suggestion is to continue to improve and expand weekend and evening classes.

Note: The number of suggestions exceeds the total number of alumni who answered this question as many gave multiple suggestions, or made suggestions that fit into more than one category.

Preparation for Graduate School (N=85)

Do you have specific suggestions for how Evergreen could have prepared you better for graduate school?

Better grad school prep and planning - advising (N=23)

1. Academic Advising needs a major overhaul, including some set of standards for whom they hire (do they even require any training at all?). There should be at least one advisor that has at least some minimal experience or training dealing with the very specialized needs of science students. Also, create some type of alumni counseling. Almost every non-greener college graduate I know has been able to contact their school post-graduation for advice or help getting into graduate school. Look to any other mid to large size school for a template for this, I know it exists. If Evergreen does not have the funding, then make an arrangement with [another college]. I am currently attempting to get into law school (turns out my biology education didn't stack up...), and one of the major pieces of advice I get is "talk to your undergrad pre-law or alumni advisor". Evergreen has neither. 2. The lack of any type of required coursework must end! This is so attractive to a young person, yet so detrimental to their employability in the long run. I never got any statistics training in 5 years. That alone has enormously damaged my ability to get into grad school. I ended up staying an extra year because I lacked the base level biology coursework (genetics, microbiology, etc) to be competitive with people from other schools. At the very least, someone should compile some kind of list (academic advising...) detailing what classes would be comparable to the education I would have received as a declared botany major at [another college]. The concept of "liberal arts" has been taken to an extreme at Evergreen, to the point of rendering the education irrelevant. 3. Require some basic standards for courses. I took a "nature writing" course at Evergreen for 16 credits (!), taught by an economist and [a biologist]. The course load was laughable; one book per week reading and my final paper (on which I received very high marks) was 8 pages. To say the least, this course was not challenging and would probably translate to a 2 or 3 credit elective at another university. I use this course only as an example. I took- and observed others taking- similarly ridiculous classes throughout my Evergreen education.

A mentor program where a student is paired with a professor from their discipline of choice and educated on how to prepare for the application process. Applying to grad school is an arduous task in and of itself, and it is next to impossible without some guidance from a professor.

Because Evergreen is mainly undergraduates, I did not really understand how science graduate programs are structured (and was thus unprepared). More guidance in this area would be helpful.

Better advertising of the services provided by the career center with regards to graduate schools. Also, more usage of the center by classes.

Better graduate school advice

Better advising for students interested in graduate school to better help them understand the hierarchy of academics.

Evergreen did nothing in this aspect. It seemed like the school, because it only focused on undergrad, left me without any resources. I remember that I had to ask four different people to finally show me a stack of very outdated LSAT study materials. I went to Barnes and Noble and studied for myself. I think it would have been helpful for Evergreen to keep an up to date grad school application library and had a form for every student to fill out their second year that asks them what tests they're interested in studying for and maybe have suggested study materials and study groups.
Explain to me the opportunities of independent studies in order to have prerequisites for graduate school fulfilled prior to graduation.
Guidance in choosing.
Help to make sure that you are on track to get into graduate school. I had to take a lot of extra classes just to get in to grad school.
Made typical prerequisite information available for different types of programs- I wish I had taken Stats at Evergreen b/c I had to take it to get into grad school for counseling.
More detailed information about graduate school application and admission processes, more rigorous technical training (Alexander, Feldenkrais, and Suzuki techniques, on-camera training, dialect, voice, movement, and dance training, etc.).
More discussion in courses of how current studies could be continued (i.e. grad school)
More outreach from Evergreen in terms of suggesting options for graduate school based on classes taken while at Evergreen.
No help at all!!!! Except for Ernestine Kimbro. Some staff members a lazy. One of your advisers, who never even had a masters advised me that I would never get in to the [Foreign university], but I did without her.
Provide guidance counselors who could help me determine what to study in graduate school and give me more guidance in the area.
Require faculty to address the issue of graduate school or have a senior course allowing student to explore what they are interested in following Evergreen. Require student participation.
Most of us leave college without a clue as to what we're going to do and could use some direction. I really could have used Evergreen's help early on. Make a career program, make it mandatory; you'll find far more successful graduates than you have now. In other words, alumni contributions will increase tenfold. It also would have been nice to have an official "advisor" to help me figure out what my options were, let me know my chances of getting into graduate school, etc. I understand Evergreen's pride in being known as a DIY school, but the fact is, too many of its students need help and don't know how to ask for it.
I truly think that there needs to be more guidance in what classes one should take, what internships. How to reach your goal etc.. I believe that the younger students would truly benefit. I wish I had more guidance. I wanted to receive my teaching certification I was unaware of this process in college. I have not done this, because I need 16 additional credits. Even a guide for students (like a packet) would really be a help.
There was little to more prep. for grad. school. I asked the career center for help well before graduation. I was turned down from 12 grad programs. I eventually had to attend Evergreen for my PMA. [I have] good evals from Evergreen. What the hell is wrong with the schools ability to help people get into grad programs. With my age and background I should have been accepted into one. I was directed to apply to programs I was not qualified for. Why?
This was one of the hardest transitions of my life!!!! I desperately needed to have some sort of guidance/support on how to re-enter a traditional school. In my first year at grad school I accidentally alienated myself from faculty in my department because I did things like call them by their first name, suggest my own assignments in place of standard ones that I did not feel appropriately challenged by, or ask my faculty to have lengthy debriefing conversations with me at the end of each quarter similar to the evaluations that TESC faculty produce. All of the things that I just mentioned helped me to excel at Evergreen. However, at [University], it labeled me "alternative." Evergreen produces excellent scholars who are both motivated, imaginative, and responsible to their academic integrity. It is imperative to offer support to those considering re-entering a mainstream institution so that our souls are not entirely crushed in the process!

When I attended Evergreen it was with the intent to enter into [University's] Master's in Teaching program. There are specific pre-requisites that I thought I had accomplished during my schooling at Evergreen, but apparently some of the classes did not transfer. Luckily, [University] let me continue, but my recommendation to Evergreen would be to clearly define their independent studies courses to allow students to be able to effectively meet their continuing educational pre-requisites as needed. For example, offering more standard math classes. Many graduate institutions want to know that students have taken basic math, algebra, pre-calculus and not just read relevant text and/or discussions about the issue, but practical working knowledge of that quantitative ability.
Yearly visits with advisor to guide students in the right direction, let them know where the opportunities are in their general area of study
Better grad school prep and planning - specific coursework (N=16)
1. Academic Advising needs a major overhaul, including some set of standards for whom they hire (do they even require any training at all?). There should be at least one advisor that has at least some minimal experience or training dealing with the very specialized needs of science students. Also, create some type of alumni counseling. Almost every non-greener college graduate I know has been able to contact their school post-graduation for advice or help getting into graduate school. Look to any other mid to large size school for a template for this, I know it exists. If Evergreen does not have the funding, then make an arrangement with [another college]. I am currently attempting to get into law school (turns out my biology education didn't stack up...), and one of the major pieces of advice I get is "talk to your undergrad pre-law or alumni advisor". Evergreen has neither. 2. The lack of any type of required coursework must end! This is so attractive to a young person, yet so detrimental to their employability in the long run. I never got any statistics training in 5 years. That alone has enormously damaged my ability to get into grad school. I ended up staying an extra year because I lacked the base level biology coursework (genetics, microbiology, etc) to be competitive with people from other schools. At the very least, someone should compile some kind of list (academic advising...) detailing what classes would be comparable to the education I would have received as a declared botany major at [another college]. The concept of "liberal arts" has been taken to an extreme at Evergreen, to the point of rendering the education irrelevant. 3. Require some basic standards for courses. I took a "nature writing" course at Evergreen for 16 credits(!), taught by an economist and [a biologist]. The course load was laughable; one book per week reading and my final paper (on which I received very high marks) was 8 pages. To say the least, this course was not challenging and would probably translate to a 2 or 3 credit elective at another university. I use this course only as an example. I took- and observed others taking- similarly ridiculous classes throughout my Evergreen education.
A strong recommendation to study linear algebra for anyone entering physical chemistry studies, even at the undergraduate level.
Explain to me the opportunities of independent studies in order to have prerequisites for graduate school fulfilled prior to graduation.
I didn't have the necessary credits to attend grad school when I graduated. While evergreen made me a great student I lacked certain credits whether I needed them or not. I am now getting these credits from the school I intend to attend for grad school. While my gpa here 4.0 probably because of my evergreen education I still have spent 3 semesters getting the credits I needed to apply
I would like more herbal science/plant science classes to prepare me for health/farming careers.
I would love to be in graduate school, but I'm not because I do not have a 20 page writing sample to send to admissions offices. I wrote (2) 20-paged papers while at Evergreen, but neither of them were in the field that I would want to study in grad school. I would have liked an excuse to write a "thesis." Instead I'm going to have to try and write one while working full-time, volunteering and free-lancing. (ugh.)
Made typical prerequisite information available for different types of programs- I wish I had taken Stats at Evergreen b/c I had to take it to get into grad school for counseling.
More diversity and options in science classes-Immunology for example
More self directed, community building, inter-disciplinary programs like S.O.S.[Student Originated Studies]
Offer a quarter long program that teaches you everything you need to know about taking the GRE and at the end of the course have students take an actual GRE before they can receive credit for the course.
offer classes on how to study for and score higher on gmat and standardized tests
okay, I know that evergreen is all about not having the pre-recs, but I think I would have benefited a great deal from having a certain array of classes that introduced me to different skills and disciplines

Require faculty to address the issue of graduate school or have a senior course allowing student to explore what they are interested in following Evergreen. Require student participation.
I think there is a potential for a few requirements within a curriculum or program of study while still maintaining the open freedom to build your own path. I would have benefited from some Art History requirements. Within the science degrees there are a few requirements. The "Expressive Arts" would benefit from some as well. I need to take Art History courses before I will qualify for most master degree in Fine Art or Art Administration.
TESC needs specific classes in "critical theory" people who can teach the "overall" start to a university/Intellectual space, then critique it.
Though standardized examinations are not a tool used to benchmark student achievement at Evergreen (a fact I admire), it would be extremely helpful to graduate school applicants to have a course offered that prepared students for graduate level testing.
Curriculum/degrees more tailored to grad school entry (N=12)
1. Academic Advising needs a major overhaul, including some set of standards for whom they hire (do they even require any training at all?). There should be at least one advisor that has at least some minimal experience or training dealing with the very specialized needs of science students. Also, create some type of alumni counseling. Almost every non-greener college graduate I know has been able to contact their school post-graduation for advice or help getting into graduate school. Look to any other mid to large size school for a template for this, I know it exists. If Evergreen does not have the funding, then make an arrangement with [another college]. I am currently attempting to get into law school (turns out my biology education didn't stack up...), and one of the major pieces of advice I get is "talk to your undergrad pre-law or alumni advisor". Evergreen has neither. 2. The lack of any type of required coursework must end! This is so attractive to a young person, yet so detrimental to their employability in the long run. I never got any statistics training in 5 years. That alone has enormously damaged my ability to get into grad school. I ended up staying an extra year because I lacked the base level biology coursework (genetics, microbiology, etc) to be competitive with people from other schools. At the very least, someone should compile some kind of list (academic advising...) detailing what classes would be comparable to the education I would have received as a declared botany major at [another college]. The concept of "liberal arts" has been taken to an extreme at Evergreen, to the point of rendering the education irrelevant. 3. Require some basic standards for courses. I took a "nature writing" course at Evergreen for 16 credits(!), taught by an economist and [a biologist]. The course load was laughable; one book per week reading and my final paper (on which I received very high marks) was 8 pages. To say the least, this course was not challenging and would probably translate to a 2 or 3 credit elective at another university. I use this course only as an example. I took- and observed others taking- similarly ridiculous classes throughout my Evergreen education.
Evergreen students should be required to pick a concentration and write a thesis, also should be required to do internships
Focus more on this on all levels
I don't get the impression that TESC classes get harder as you advance - it depends on the professor. That makes grad school a huge leap forward in some arenas, such as the speed with which you will be expected to read, absorb, and comment on material. School should be more demanding with every year. Students wanting to go to grad school should have their butts kicked by senior year.
I feel Evergreen would better prepare students for graduate school/more education by requiring all students to take general college requirements i.e.: math, science, English etc. in order to graduate.
Increase students in science exposure to working in a lab setting, outside the setting of a class. Provide more research opportunities. (This may have been my own misdoing. I cant recall for sure what opportunities were present during my time at evergreen)
It would have been helpful to have had a Bachelor of Fine Arts degree as an option at Evergreen, since many schools require a BFA for acceptance into their MFA programs.
My studies at Evergreen were scattered and broad in scope. It was great for me, but not what graduate schools were looking for when I applied.
Offer an advanced science degree, specifically an environmental science degree already!!! The MES program is WAY to policy based. Although this is an important aspect, it is not the ONLY aspect.
Pretty much found it impossible for a grad school to take my transcript seriously. All the schools I looked at told me that I would need at the very least a year to 2 years of more undergrad studies, except the law schools. And I was applying into programs that were what my focus was at Evergreen.

[...] it would be helpful if there were more opportunities for advanced work in specific areas of study as students can qualify for graduate work.
When I attended Evergreen it was with the intent to enter into [University's] Master's in Teaching program. There are specific pre-requisites that I thought I had accomplished during my schooling at Evergreen, but apparently some of the classes did not transfer. Luckily, [University] let me continue, but my recommendation to Evergreen would be to clearly define their independent studies courses to allow students to be able to effectively meet their continuing educational pre-requisites as needed. For example, offering more standard math classes. Many graduate institutions want to know that students have taken basic math, algebra, pre-calculus and not just read relevant text and/or discussions about the issue, but practical working knowledge of that quantitative ability.
No/None/Evergreen prepared me well (N= 11)
Evergreen fosters a desire to learn and that benefited me in Graduate school.
Evergreen is set up very much like a graduate programs, with self-guided study and evaluations.
Evergreen provided me with valuable writing and presenting skills which assisted me in completing a thesis and obtaining my MA in Education.
I think I was well-prepared if I had wanted to go directly into graduate school. I'm still considering going in the next few years.
It is my experience that being an undergraduate at Evergreen, for engaged and active students, can be very much like graduate school. In this sense, Evergreen is an ideal place for those hoping to continue into graduate schools when they are already familiar with both a close relationship with their faculty and a level of intellectual autonomy. On the other hand, I think that there could be more academic engagement with the larger community beyond Evergreen for students outside of the science. There is an opportunity to develop skills with writing publishable academic papers and doing academic presentations at conferences. For those interested in doing graduate level work. In many ways, graduate school for me was a let down after having engaged in study at Evergreen that was more rich and rigorous than my graduate program was able to process. So, I had to constantly scale back in order to meet the low level of work expected by that graduate program. This is especially disappointing when the institution claimed to be a new, unique and innovative program doing much of what I had already experienced at Evergreen. During my graduate studies, I found myself constantly thinking how much better the experience would have been if it had been at Evergreen.
Most of my colleagues do not possess the writing and critical thinking skills I had the privilege of honing at Evergreen.
My experience at Evergreen gave me a major leg up on my colleagues at graduate school in many ways, because of its emphasis upon independent and collaborative research, student initiative, and critical thinking. These were also beneficial in my work as a teaching assistant. There is little I would change.
No
No
The level of expository writing that I did in my undergraduate experience at Evergreen gave me such confidence when entered grad school. Don't change a thing!
The way of the focus on Graduate school was a turn off, however after obtaining my MBA I realize what the professors were trying to instill in the students.
N/A (N= 10)
I could not afford it regardless.
I'd like to go, but can't afford it.
n/a
N/A
N/A
n/a
N/A
N/A
N/A
N/A yet

More rigorous academics - science and math (N=8)
I would have liked more training in math and sciences
Increase students in science exposure to working in a lab setting, outside the setting of a class. Provide more research opportunities. (This may have been my own misdoing. I cant recall for sure what opportunities were present during my time at evergreen)
More math options - I took the "Self-Paced Math" class, but breezed through it without learning much. When I went to take the GRE I was really far behind.
More practical statistics (when to apply what statistical method where) for computer science, in a manner similar to psychology, where population characteristics are not known
Put more emphasis on math. Also, don't dumb down the math assuming people are afraid of it. Quantitative skill is invaluable in science and I did not really realize that until grad school.
General Technology and more required use of technology in programs and presentations, and some general points in quantitative analysis-statistics, etc...I hear that a couple required courses have been administered and I think this is good. But I also think that my ability to explore independent contracts and further concentrate on research and writing only heightened my graduate level work and ability to work in diverse environment with diverse communities.
Upper level mathematics requirements for physical science oriented students.
When I attended Evergreen it was with the intent to enter into [University's] Master's in Teaching program. There are specific pre-requisites that I thought I had accomplished during my schooling at Evergreen, but apparently some of the classes did not transfer. Luckily, [University] let me continue, but my recommendation to Evergreen would be to clearly define their independent studies courses to allow students to be able to effectively meet their continuing educational pre-requisites as needed. For example, offering more standard math classes. Many graduate institutions want to know that students have taken basic math, algebra, pre-calculus and not just read relevant text and/or discussions about the issue, but practical working knowledge of that quantitative ability.
More rigorous academics – other (N=6)
I went to the [University] to obtain an MLIS. I definitely needed more technology; writing papers was a lot at Evergreen, but citations (proper format) was not required at Evergreen. it is a Masters programs- now I'm in a MIT program
It is my experience that being an undergraduate at Evergreen, for engaged and active students, can be very much like graduate school. In this sense, Evergreen is an ideal place for those hoping to continue into graduate schools when they are already familiar with both a close relationship with their faculty and a level of intellectual autonomy. On the other hand, I think that there could be more academic engagement with the larger community beyond Evergreen for students outside of the science. There is an opportunity to develop skills with writing publishable academic papers and doing academic presentations at conferences. For those interested in doing graduate level work. In many ways, graduate school for me was a let down after having engaged in study at Evergreen that was more rich and rigorous than my graduate program was able to process. So, I had to constantly scale back in order to meet the low level of work expected by that graduate program. This is especially disappointing when the institution claimed to be a new, unique and innovative program doing much of what I had already experienced at Evergreen. During my graduate studies, I found myself constantly thinking how much better the experience would have been if it had been at Evergreen.
Many of the teachers are uncharacteristically flexible when it comes to deadlines. They will post a deadline for an assignment and there is no difference between the amount of credit an on time assignment receives, as opposed to the one turned in the following week. This is not the way in most of the graduate classes.
More detailed information about graduate school application and admission processes, more rigorous technical training (Alexander, Feldenkrais, and Suzuki techniques, on-camera training, dialect, voice, movement, and dance training, etc.).
More strict standards for deadlines....
General Technology and more required use of technology in programs and presentations, and some general points in quantitative analysis-statistics, etc...I hear that a couple required courses have been administered and I think this is good. But I also think that my ability to explore independent contracts and further concentrate on research and writing only heightened my graduate level work and ability to work in diverse environment with diverse communities.

More rigorous academics - writing and humanities (N=5)

1. Academic Advising needs a major overhaul, including some set of standards for whom they hire (do they even require any training at all?). There should be at least one advisor that has at least some minimal experience or training dealing with the very specialized needs of science students. Also, create some type of alumni counseling. Almost every non-greener college graduate I know has been able to contact their school post-graduation for advice or help getting into graduate school. Look to any other mid to large size school for a template for this, I know it exists. If Evergreen does not have the funding, then make an arrangement with [another college]. I am currently attempting to get into law school (turns out my biology education didn't stack up...), and one of the major pieces of advice I get is "talk to your undergrad pre-law or alumni advisor". Evergreen has neither. 2. The lack of any type of required coursework must end! This is so attractive to a young person, yet so detrimental to their employability in the long run. I never got any statistics training in 5 years. That alone has enormously damaged my ability to get into grad school. I ended up staying an extra year because I lacked the base level biology coursework (genetics, microbiology, etc) to be competitive with people from other schools. At the very least, someone should compile some kind of list (academic advising...) detailing what classes would be comparable to the education I would have received as a declared botany major at [another college]. The concept of "liberal arts" has been taken to an extreme at Evergreen, to the point of rendering the education irrelevant. 3. Require some basic standards for courses. I took a "nature writing" course at Evergreen for 16 credits(!), taught by an economist and [a biologist]. The course load was laughable; one book per week reading and my final paper (on which I received very high marks) was 8 pages. To say the least, this course was not challenging and would probably translate to a 2 or 3 credit elective at another university. I use this course only as an example. I took- and observed others taking- similarly ridiculous classes throughout my Evergreen education.

I went to the [University] to obtain an MLIS. I definitely needed more technology; writing papers was a lot at Evergreen, but citations (proper format) was not required at Evergreen. it is a Masters programs- now I'm in a MIT program

In general-pushing for a stronger product(i.e.: revising a paper more than once) An earlier (i.e. underclassmen) demand for stronger writing skills. I had amazing 5 years at Evergreen, but I did sneak through with not the best writing skills - and I am feeling (they improved greatly, but could be better) that now in grad school.

Spend more time in class on writing skills and organizational skills

Writing academic papers. Much emphasis is given to reflections and "seminaring" but I was unprepared to write critical essays in graduate school which is to say, I tended to express my impressions of the reading without describing what the author was positing and then responding to those assertions.

Development of Research Skills (N=3)

A more intensive focus on research would have helped to better prepare me for graduate school.

Include more structured research assignments in curriculum to help students be able to effectively conduct research.

Preparing students for giving successful presentations, particularly using PowerPoint. More in depth research skills - learning how to recognize differences between quality research and poor research.

Other (N=8)

Evergreen students should be required to pick a concentration and write a thesis, also should be required to do internships

I had a teacher who discouraged students from grad school.

It would be nice if Evergreen could issue a GPA equivalent. This would make entrance into graduate schools a lot easier in some cases.

More emphasis on organization

Not yet, hopefully. Looking at the [graduate institute]. Push students harder to be scholarly in their endeavors and to love learning, reading and research deeply.

Preparing students for giving successful presentations, particularly using PowerPoint. More in depth research skills - learning how to recognize differences between quality research and poor research.

Spend more time in class on writing skills and organizational skills

The way of the focus on Graduate school was a turn off, however after obtaining my MBA I realize what the professors were trying to instill in the students.

Note: The number of suggestions exceeds the total number of alumni who answered this question as many gave multiple suggestions, or made suggestions that fit into more than one category.

Volunteer Work (N=39)

Do you have specific suggestions for how Evergreen could have prepared you better for volunteer work?

More active recruitment/facilitating opportunities for students (N=12)

Evergreen's wealth of great professors really helps their students to develop a frustration for the world at large and instill a sense of passion to fix things...other than that, there wasn't any help in this area either. I volunteered to tutor EF students on my own. I volunteered to coordinate student groups on my own. I have to say that even my work on campus was found on my own. The campus had a lot of PC lingo that peppers the campus while covering up obvious racism and institutional oppression. In this aspect, Evergreen really prepared me for the working world.

Have a structured format for volunteer work and continue to allow students to process their experiences and questions in an allotted time in class.

Having something available in the career center that provides contact information for organizations that regularly accept student volunteers.

I did over 300 hours of volunteer service for various institutions while in high school. Again, Evergreen did not contribute to my preparation in this area.

I had to make my own plans and connections. But some of the staff members are very good about encouraging you to do volunteer work.

Linking students with opportunities, establishing direct, regular relationship with WDFW, DNR etc... for Bio opportunities. Staff did not really discuss or promote this.

More centralized area to get information on volunteer opportunities in the area.

More push and support from teachers to engage with the Olympia community, perhaps even a required internship or integrating community engagement more conveniently into curriculum and student life

Partner with local businesses and organizations more to offer internships, co-sponsored contracts, externships, etc. to get some experiential education under their belts in the real world.

Same thing. I think students should be asked to participate in more disappearing tasks forces or some other school related volunteer projects. I think Olympia's volunteer organizations are important but they are poor models for students in terms of effectiveness and real problem solving.

Volunteer opportunities in desired field.

Volunteer work was not often talked about or suggested.

No/Evergreen did a good job (N=12)

Evergreen did a good job.

Evergreen is awesome in this area!

Evergreen was great in making sure that I always considered my community in all my work.

Here's one place evergreen succeeded. I am totally employable as long as they don't have to pay me!

I will say Evergreen does great work in this area, but regardless, this should be third priority after career and school.

No

No

No problem here! The Evergreen education has made me very capable of volunteering in many diverse cultures.

No, I have been volunteering since college and obviously I received the skills needed then to continue until today.

Nope

Seminars and Non-Violent communication, along with potlucks and all of the sharing make a Greener welcome on any work-team.

TESC's culture of volunteerism opened up to me accessibility of volunteering. One of the first things I did when I moved to [city] to meet people/get to know [city] was volunteer.

N/A (N=8)

N/A

N/A

N/A

N/A

n/a

N/A
There is not much opportunity for volunteer work in [foreign country]. The socialist structure lends to an attitude that the state will take care of everything. I have done some extra tutoring for a student that could not afford private and am an "Exchange Student" mom.
Too busy working to do much of this. Gotta pay those school loans.
Community service requirement (N=5)
An acceptable minimum amount of public or community service should be required to graduate.
I engaged in a program which required each student to engage in the community outside of campus through an activity of our choice related to the course work. I would like to have had more engagement across that divide included in other courses.
It would be great if you were required an amount of volunteer hours to graduate.
more push and support from teachers to engage with the Olympia community, perhaps even a required internship or integrating community engagement more conveniently into curriculum and student life
That would be a wonderful aspect of the programs if we were required to do volunteer work.
Better integration with curriculum (N=3)
Have a structured format for volunteer work and continue to allow students to process their experiences and questions in an allotted time in class.
more push and support from teachers to engage with the Olympia community, perhaps even a required internship or integrating community engagement more conveniently into curriculum and student life
More self directed, community building, inter-disciplinary programs like S.O.S.[Student Originated Studies]
Other (N=2)
A good student is someone who makes a positive impact on their community. Too many in academia just spin there wheels and become irrelevant.
TESC is great at teaching you how to give your time away for free because you love it, to a fault. I would've liked more guidance about how to turn these passions into living-wage realities for myself and others.

Note: The number of suggestions exceeds the total number of alumni who answered this question as many gave multiple suggestions, or made suggestions that fit into more than one category.

Other endeavors (N=27)

<i>Do you have specific suggestions for how Evergreen could have prepared you better for other endeavors?</i>
More rigorous/ integrated/applicable curriculum (N=10)
Art and Music classes were all to often un-helpful for the real world, except Terry Setter, who was one of the best teachers I ever had.
Changing the world means getting burned out and wanting to give up. So how to not give up at changing the world requires that teachers challenge their students more often.
Every student at Evergreen should HAVE to write at least two full time independent contracts and fulfill them before being offered a degree. This will help students to begin making meaningful decisions and also to understand their outcomes.
I love owning my own business, but in comparison with my daughter who just graduated from [University] with a business degree, she seems much more knowledgeable with business plans and budgets, etc. Wish Evergreen could concentrate on developing a good program for students interested in this.
I wish there was a way to easily integrate a bit of math and science into the non-science stream of studies at Evergreen. I feel like my knowledge and skill level is deficient.
Math and computer skills, those are the biggest things that I wish I had absorbed from my undergrad. Also, like I said, a basic intro to different disciplines so that I can feel like I get a more well rounded education.
More self directed, community building, inter-disciplinary programs like S.O.S.[Student Originated Studies]
Move business applications in relation to studies i.e. business and economic impact etc...
Overall, technology should be highlighted in general course study.
The school is basically all white middle class kids. In term of understanding the "diversity" of the world, I suggest classes specifically related to race and class relations.(gender also) Put it in the "core" programs as well as hiring professors who clearly understand these political arguments.

No/None/Evergreen did a good job (N=7)
Comprehensive education, as Evergreen endeavors to provide, is wonderful and because I have been a participant in it I am approaching a career as an educator with a strong belief in its effectiveness.
Doing Great.
Evergreen provided medical and psychological services- going above and beyond their call.
I wish I could give better feedback, but as stated above, my goals for college weren't job skills. I got those in trade school. My personal belief is that trade schools are the best place to learn job skills, not liberal arts colleges. But then, this whole country has a skewed view of reality. Focusing education on job skills is missing the point of education.
no
Some staff members working in the admin jobs were great and helpful when I was in a hard spot. I will be very grateful for that.
We are more creatively integral than students from "Normal" schools, as a general rule. That helps everything flow more freely. IE: The ability to look at things from any which angle, and creatively solve them...
Better counseling/advising/support (N=4)
I like the way that Evergreen helped me to relate to the world around me. I wish that it had helped me recognize and address more of my own personal problems at the time. Perhaps a more active role for college counselors would be a good thing to focus on in the future and making students more aware of their skills and availability.
I think Evergreen students could definitely benefit from a more active culture promoting independent, self-directed work and small businesses. Helping students to start thinking about their craft/skill/trade/business early makes more sense than allowing students to finish school before they give active thought to promoting themselves as professionals.
It is difficult to know what you need, to know when you are in need if you are not aware of options. Evergreen does not do enough to offer those options.
Look, I hope you seriously consider my comments, however snarky, if you'd like to see Evergreen rise above the rank of a third-tier school. The professors are great, the courses fantastic, but I know too many bright students who slipped through the cracks and aren't doing much with their degrees, mostly because they never got much guidance from the school.
Working towards increasing diversity (N=3)
Enhance programs to promote actual diversity (scholarships, student support, institutional anti-racism) so the student body will represent a more realistic population in class and race.
I feel as if Evergreen had a fairly homogeneous student population. maybe striving to not only support diversity but represent it as well would be a positive endeavor on the college's part
Maybe more effort could be getting EF students and Evergreen students to interact.
N/A (N=1)
N/A
Other (N=2)
Evergreen preached "Together we can make a difference. The Olympia and Tacoma campus was two diverse cultures. I did not see both campuses working together.
I hope Evergreen understands that Portland OR is saturated with people with degrees, especially in the liberal arts and environmental studies, and it is extremely hard to move beyond the "volunteer" status in this city.

Note: The number of suggestions exceeds the total number of alumni who answered this question as many gave multiple suggestions, or made suggestions that fit into more than one category.

Appendix B: Employment Classification Detail

<input type="checkbox"/> 1. Management (e.g. manager of operations, marketing, public relations, budget oversight, program coordination or human resources)	<input type="checkbox"/> 14. Life Science (e.g. biologist, ecologist, medical scientist, zoologist, biochemist, conservation or forestry scientist)
<input type="checkbox"/> 2. Office/Administrative Support (e.g. switchboard operator, financial clerk, billing clerk, bookkeeping, teller, record/file clerk, receptionist, mail clerk, administrative assistant, data entry processor)	<input type="checkbox"/> 15. Health Care Practitioner (e.g. physician; medical assistant or technician; physical, recreational, massage, or occupational therapist; laboratory technician; nutritionist; EMT; veterinarian; nurse)
<input type="checkbox"/> 3. Business Operations (e.g. financial specialist, budget analyst, business planner, agent, purchaser, claims adjuster, assessor, labor relations)	<input type="checkbox"/> 16. Physical Science (e.g. physicist, chemist, astronomer, environmental scientist, earth scientist, hydrologist)
<input type="checkbox"/> 4. Architecture/Engineering (e.g. architect, landscape architect, surveyor, cartographer, engineer, drafter)	<input type="checkbox"/> 17. Community and Social Service (e.g. counselor, therapist, social worker, clergy, probation officer, correctional treatment worker)
<input type="checkbox"/> 5. Art and Design (e.g. fine artist, animator, graphic designer, multimedia artist, floral designer, interior designer, set/exhibit designer, art director)	<input type="checkbox"/> 18. Social Science (e.g. economist, survey researcher, anthropologist, sociologist, research or educational psychologist, historian, political scientist, regional planner)
<input type="checkbox"/> 6. Farming/Fishing/Forestry Worker (e.g. farm/greenhouse laborer, animal caretaker, fishery/forestry laborer, agricultural inspector)	<input type="checkbox"/> 19. Construction/Installation/Repair (e.g. mason, carpenter, electrician, pipe-fitter, roofer, finisher, extraction, building inspector, equipment repair person, electronics installer)
<input type="checkbox"/> 7. Groundskeeper/Maintenance (e.g. landscaper, tree-trimmer, building cleaner, custodian, pest control)	<input type="checkbox"/> 20. Food Preparation/Serving (e.g. cook, bartender, food server, caterer, dishwasher, host)
<input type="checkbox"/> 8. Computer/Mathematical (e.g. computer programmer, network analyst, database administrator, mathematician, statistician, software developer)	<input type="checkbox"/> 21. Sales (e.g. retail manager, cashier, sales representative, travel agent, real estate broker, telemarketer)
<input type="checkbox"/> 9. Legal Occupations (e.g. lawyer, legal assistant, paralegal, title examiner, mediator)	<input type="checkbox"/> 22. Education/Library (e.g. teacher, adult educator, teaching assistant, librarian, curator, archivist)
<input type="checkbox"/> 10. Media and Communications (e.g. writer, editor, reporter, broadcaster, announcer, interpreter, media technician, photographer, film/video/TV operator)	<input type="checkbox"/> 23. Production/Manufacturing (assembler, machinist, bookbinder, machine operator, textile worker, woodworker, bench jeweler, plant operator, photo processor)
<input type="checkbox"/> 11. Entertainer/Performer (e.g. actor, producer, director, musician, dancer, athlete, coach)	<input type="checkbox"/> 24. Military (e.g. officer, tactical operations, infantry, command specialist)
<input type="checkbox"/> 12. Transportation (e.g. truck driver, material mover, bus driver, sailor, pilot, taxi driver)	<input type="checkbox"/> 25. Protective Service (e.g. police officer, firefighter or inspector, security guard, lifeguard, ski patrol, animal control)
<input type="checkbox"/> 13. Personal Care and Service Workers (e.g. at-home caregiver, tour guide or travel planner, childcare worker, recreation/fitness trainer, other specialty personal service worker)	<input type="checkbox"/> 26. Other (<i>please write in</i>)

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

Appendix C: Additional Comments from Alumni (N=88)

<i>Please feel free to make additional comments.</i>
Positive Evergreen Experience (General) (N=40)
A liberal arts education is sometimes hard to explain to employers. I think this been hard for my employer to categorize me for job abilities. I feel like I have a better education than many others I work with because of the skills I learned at Evergreen.
After TESC, I went to [University], a prestigious place. It could not hold a candle to Evergreen. When I first started at [University], as Masters student in Microbiology, I had to take undergraduate courses because they were unconvinced of my background qualifications (i.e. written evals from TESC). After I aced all the classes I was forced to table, I asked the academic advisor if he would subject other Evergreen grads with similar evals (to my own) to this sort of probation. He said "no" which is good for future Greeners (I was this dept at [University's]) but I would not recommend [University] to anyone.
Evergreen can develop great minds if they worked on writing and researching skills. I will always support Evergreen for letting me be free to fallow my dreams.
Evergreen does a great job of encouraging team-work and the exchange of creative ideas and solutions to problems. These skills can apply to any job . Turning skills into revenue, however, was rarely touched upon.
Evergreen is a wonderful academic institution. I had a positive experience there that was unmatched at other schools. I don't always recommend Evergreen for everyone, but I always tell people that it was the perfect education and learning environment for me.
Evergreen is so integrated to a strong, healthy and applicable education. TESC provided me with an infrastructure to build my own education to fit my needs. It also allowed me to explore all avenues of interest helping me find what was truly important. You get out of TESC what you put into it. Hungry to work to define my own path was EXACTLY what I needed in an education and I am now one of two Directors of a major non-profit. I have the dedication, motivation and ability to problem solve and climb to the top utilizing skills and ideas from all angles and all perspectives. All of these things and more are integral in running a non-profit. Evergreen gave me a platform to build on!
Evergreen prepared me very well for graduate school and for my current profession. I am proud to be an Evergreen graduate. Thank you.
Evergreen teaches one to really think, listen and form one's own opinion. Also the ability to adapt to change. My area of study has maybe 5% relevance to what I do, but I was able to work at my current employer during college, so I had more on the job skills acquisition. Thanks!
Evergreen was great. I transferred from another unique college [College] and also traveled. Evergreen gave me the freedom I needed to find what I wanted to do, while allowing me to set my goals and push myself. I gained a lot of self confidence and assurance after graduating from Evergreen.
Evergreen was one of the best experiences of my life, both educationally and emotionally. I learned to think at a high level while completing challenging course work, which made graduate school seem easy in comparison. Seminars also were invaluable in teaching me how to listen to, respond to, and respect the ideas of others, which is a skill that has set me apart in the workplace. I have never regretted my choice to attend.
Great experience at TESC. Would have liked more goal (career) oriented courses, in education, for myself. Look into "Masters in Alternative Ed" great job, keep fighting the good fight.
I am glad that this survey has taken place. Overall my experience at TESC was exiting, challenging, and enjoyable. I hope that people who respond will add to the future greatness of the school. I finished my last two years of undergraduate studies at the school. I believe if I were able to attend the school for the entire 4 year career I would have a better understanding and outlook of the overall experience at TESC. If I had experienced a school of this nature for all of my schooling career, I believe my outlook on the future of America and skills to help make the world a better place would have been extraordinary. Keep up the good work. Thanks.
I am very grateful for the amazing education I received at Evergreen and owe much of the success I have had in my career to the skills that I fostered during my time at Evergreen.

I did very well at TESC. I was 24 when I started and had years of community college and personal independence as prep. I see many students leave Evergreen unprepared. I saw too many alumni got undeserved credit. I'm the "Internship Coordinator" at my work; so I see many major "pros" to TESC-Education. But also some "cons". TESC is not for everyone, I tell young and silly kids to go to a regular school and leave TESC for the serious students.
I enjoyed the education I received from TESC. I have recommended it for furthering education to several other people. Thanks
I feel that I received an exceptional education at The Evergreen State College, and am grateful that I had the opportunity to grow as an independent thinker there and to learn to take the initiative in my own education and future endeavors.
I have attended several different colleges and found none of them to come close to the learning experience I had at Evergreen. The self directed type of learning really does a better job of preparing you for more important decisions later in life.
I have had the great pleasure of working with birds for the past four years for three different Universities. I am having fun with my life while still managing to build an impressive resume for employers and graduate schools alike. My last research position was studying bird colonies to understand their impacts on [...] for [University]. Eventually I will get tired of moving around all the time and go to graduate school and get a permanent career but for now I'm still having fun! Thanks for the free spirit Evergreen and please make sure to keep extended in the field based courses like Summer Ornithology, Birds in the Hand a priority.
I love Evergreen!
I love Evergreen, and I am very glad that I went there. Thanks.
I love TESC style of education. It allows-especially those who are self-starters to flourish to explore subjects of interest and to delve in depth into life's passions. I went back to finish a degree after 40 years (I did 2 years at [University] and never graduated) and all I could say was where was Evergreen when I started college. Thank you!
I love TESC. just graduated from [University] MA in English
I loved attending Evergreen. I feel that I gained what I needed from this institution. It is a very independent and self motivated type of school that I am proud to call myself an alumni.
I loved my evergreen experience. My course load and volunteer opportunities at evergreen were so incredibly useful and applicable to what I am doing now, it's not even funny.
I recommend TESC's excellent education to many teens that I work with.
I think you offer the best public undergrad education in the US. So... thanks!
I thoroughly enjoyed my years at Evergreen. Evergreen's a great school. However, part of it is due to the fact that I was an older student, very motivated and following my passion - the environment. One of the teachers who motivated me the most and helped me go beyond my comfort zone was Marja Eloheimo.
I transferred into Evergreen for my last year of undergraduate studies. I think had I attended Evergreen for a longer period of time, many of my scores for the school would have been higher. I feel as if I didn't have enough time to build upon my learning and what Evergreen could have offered. Nonetheless, I am very pleased with my year there and feel as if Evergreen made me grow as a person!
I was an older, returning student to Evergreen in 2002, graduating in 2004. I originally attended Evergreen in the early 70s. When I came back to Evergreen to finally complete my degree, I had a passionate focus and maturity that fully allowed me to utilize what Evergreen could offer a student. (In my first year at Evergreen, many years earlier, I lacked that focus and maturity. But back then, Evergreen was a very young institution, too.) I applied myself as rigorously as if I was in graduate school. When I graduated from TESC and immediately went into graduate school at [University], I was well-prepared for that next level of education. I am thoroughly amazed and appreciative that I have found employment that combines the studies I did at Evergreen and the library and information science graduate degree I obtained immediately following at [University] Who knew I could be a professional activist working on information privacy and social justice issues AND BE EMPLOYED! Sometimes life has some incredible opportunities and dreams do come true. I can't imagine any of this happening without the education and personal support I received from Evergreen.
Is the goal of the survey to promote the school, increase its ranking, to raise funds, or all of the above? Some prefer Evergreen to be a hidden gem, others would like to see TESC recognized for what a fine institution it is. In any case, I hope it maintains its love of knowledge, commitment to service and global awareness, and of course, unapologetic non-conformity.

My Evergreen experience changed my life. I learned the importance of keeping an open mind and not accepting things for face value. I also learned a tremendous amount about the meaning of community and relationship building. When I left Evergreen, I moved on to [University], where I continued my personal and professional growth that led me to where I am today. I graduated in June 2007 with a Masters Degree in Organizational Psychology.
Not only was my program of instruction highly effective, but I took full advantage of career center assistance, including Job Club, which was very helpful in my gaining employment within four months of my graduation.
TESC has done a fine job in preparing me for work and life! I am endlessly grateful for my experience, sending me out into the working world with very realistic ideas and expectations.
TESC was great. Any open positions for professors in chemistry? ;)
Thank you Evergreen- I wouldn't have gone anywhere else!
Thanks for asking. I love my TESC.
the #1 area where my studies at evergreen helped me the most is without a doubt, critical thinking skills and the ability to question things
The more time I am away from Evergreen the more I appreciate all that I gained while studying there. Evergreen was the perfect college for me and prepared me to be a responsible, conscientious, critical-thinking member of society. I do not believe I could have grown and developed this way at any other school.
The time I spent at The Evergreen State College - Tacoma Campus was the best educational experience I have ever had. While obtaining my Masters degree I explored various methods of teaching. Drawing on my memories of Evergreen helped me understand the methods of teaching I hope to use in my career as an educator. I will never forget the way Evergreen opened my eyes to the world around me.
While at Evergreen I participated in a number of group projects, outside TESC not everyone has had that experience so while I felt prepared to work in group setting others in the group were not so prepared (did not work well in groups)
Positively Impacted Post-graduate Work (N=25)
Evergreen gave me a good foundation that has allowed me to adapt to the changing technological demands of my job. It also prepared me for some of the interactions I have to face on a day to day basis. The only thing for which it didn't prepare me was the highly political climate of my workplace; but I have no idea how it ever could have.
Evergreen is so integrated to a strong, healthy and applicable education. TESC provided me with an infrastructure to build my own education to fit my needs. It also allowed me to explore all avenues of interest helping me find what was truly important. You get out of TESC what you put into it. Hungry to work to define my own path was EXACTLY what I needed in an education and I am now one of two Directors of a major non-profit. I have the dedication, motivation and ability to problem solve and climb to the top utilizing skills and ideas from all angles and all perspectives. All of these things and more are integral in running a non-profit. Evergreen gave me a platform to build on!
Evergreen prepared me very well for graduate school and for my current profession. I am proud to be an Evergreen graduate. Thank you.
Evergreen was one of the best experiences of my life, both educationally and emotionally. I learned to think at a high level while completing challenging course work, which made graduate school seem easy in comparison. Seminars also were invaluable in teaching me how to listen to, respond to, and respect the ideas of others, which is a skill that has set me apart in the workplace. I have never regretted my choice to attend.
I am in my last semester of graduate school to get my MLS, and overwhelmingly feel that many of the skills I obtained at TESC contributed to me excelling in this degree and overall.
I am completely self-motivated-independent contractor-and Evergreen's model of education is/was the base for my success in this business.
I am very grateful for the amazing education I received at Evergreen and owe much of the success I have had in my career to the skills that I fostered during my time at Evergreen.
I feel that my Evergreen Education has prepared me very well for my goals. I credit a lot of my success to Evergreen. Thank you.
I have attended several different colleges and found none of them to come close to the learning experience I had at Evergreen. The self directed type of learning really does a better job of preparing you for more important decisions later in life.

<p>I have had the great pleasure of working with birds for the past four years for three different Universities. I am having fun with my life while still managing to build an impressive resume for employers and graduate schools alike. My last research position was studying bird colonies to understand their impacts on [...] for [University]. Eventually I will get tired of moving around all the time and go to graduate school and get a permanent career but for now I'm still having fun! Thanks for the free spirit Evergreen and please make sure to keep extended in the field based courses like Summer Ornithology, Birds in the Hand a priority.</p>
<p>I have worked in a variety of fields such as construction, business and social services. The communication skills, philosophical/social principles and diversity awareness that were introduced through Patrick Hill's class The Power and Limitations of Dialog has prepared me for many of the challenges faced in these fields. However, now that I am in the field of education, my evergreen education guides my daily activities.</p>
<p>I love TESC style of education. It allows-especially those who are self-starters to flourish to explore subjects of interest and to delve in depth into life's passions. I went back to finish a degree after 40 years (I did 2 years at [University] and never graduated) and all I could say was where was Evergreen when I started college. Thank you!</p>
<p>I loved my evergreen experience. My course load and volunteer opportunities at evergreen were so incredibly useful and applicable to what I am doing now, it's not even funny.</p>
<p>I often praise Evergreen for truly preparing me for the field I'm in. There's no way I would've gotten my current (fabulous) job without the resume I built at TESC doing internships through contracts. Those contracts also helped me define for myself that education was for me, and alleviated some of the post-graduate stress or cluelessness about what to do next.</p>
<p>I was an older, returning student to Evergreen in 2002, graduating in 2004. I originally attended Evergreen in the early 70s. When I came back to Evergreen to finally complete my degree, I had a passionate focus and maturity that fully allowed me to utilize what Evergreen could offer a student. (In my first year at Evergreen, many years earlier, I lacked that focus and maturity. But back then, Evergreen was a very young institution, too.) I applied myself as rigorously as if I was in graduate school. When I graduated from TESC and immediately went into graduate school at [University], I was well-prepared for that next level of education. I am thoroughly amazed and appreciative that I have found employment that combines the studies I did at Evergreen and the library and information science graduate degree I obtained immediately following at [University] Who knew I could be a professional activist working on information privacy and social justice issues AND BE EMPLOYED! Sometimes life has some incredible opportunities and dreams do come true. I can't imagine any of this happening without the education and personal support I received from Evergreen.</p>
<p>I was at Evergreen for only three quarters and already had plenty of college credits from other institutions and a well-established work ethic. I took one quarter of "Data to Information" and hated it passionately - the way it was taught and the materials were just horrendous for me. I took two quarters of "Looking Backward: America in the 20th Century" and found it so delightful. Honestly, the only way my degree from Evergreen has affected my job outlook and performance is that I am able to state that I have a bachelor's degree now. My student job at Evergreen was very valuable to me in that I was able to learn Dreamweaver, and this has come in handy in my workplace. If I had been at Evergreen for four years, I'd be able to provide better information for your survey.</p>
<p>I work for a company that builds affordable homes using green building techniques and local workers. I am doing exactly what I studied for employment wise. As lifelong learning goes...it's a story...for a different survey. Good Luck with the info gathering.</p>
<p>My Evergreen experience changed my life. I learned the importance of keeping an open mind and not accepting things for face value. I also learned a tremendous amount about the meaning of community and relationship building. When I left Evergreen, I moved on to [University], where I continued my personal and professional growth that led me to where I am today. I graduated in June 2007 with a Masters Degree in Organizational Psychology.</p>

My job description has evolved as my employer has discovered the extent of my skills/abilities. The greatest asset I gained from Evergreen was a lack of fear. After being forced to read the original texts of Galileo and Einstein and then Cervantes -- in Spanish, I don't flinch when my employer comes to me and asks me to do something I have never done before. I studied Writing at Evergreen and nearly failed Math in high school -- but I made it through "Relativity" in my physics class at Evergreen. It was this experience (and a few other similar minor victories) that gave me confidence in my skills. When it came time for me to show my employer how quickly I can pick up new skills and comprehend complex information, I didn't hesitate. I had complete confidence that I could figure out how to create and present a print media schedule to a new client -- even when I knew nothing about print media in [my city]. I'm just not afraid to get in there, ask the dirty questions and embarrass myself with my naiveté. It may not be the most interesting information I've had to learn, but when the task overwhelms my peers, I never doubt that I'll be able to muscle through it. I have often heard similar stories from Evergreen graduates. Whether they're in grad school or working, Greeners have no problem digging into the nitty gritty research materials, examining the original texts or making the phone calls to industry experts. You can't scare us. We know that if we apply ourselves, we'll figure it out.
Not only was my program of instruction highly effective, but I took full advantage of career center assistance, including Job Club, which was very helpful in my gaining employment within four months of my graduation.
Primary reason for my current employment is because of the state tuition benefit.
TESC has done a fine job in preparing me for work and life! I am endlessly grateful for my experience, sending me out into the working world with very realistic ideas and expectations.
The more time I am away from Evergreen the more I appreciate all that I gained while studying there. Evergreen was the perfect college for me and prepared me to be a responsible, conscientious, critical-thinking member of society. I do not believe I could have grown and developed this way at any other school.
The time I spent at The Evergreen State College - Tacoma Campus was the best educational experience I have ever had. While obtaining my Masters degree I explored various methods of teaching. Drawing on my memories of Evergreen helped me understand the methods of teaching I hope to use in my career as an educator. I will never forget the way Evergreen opened my eyes to the world around me.
While at Evergreen I participated in a number of group projects, outside TESC not everyone has had that experience so while I felt prepared to work in group setting others in the group were not so prepared (did not work well in groups)
More rigor/Course offerings/Support (N=9)
As I look back on my education I did not realize the importance of some things which would be a real help to me now. I wish I had taken more math (statistics especially) classes and become somewhat proficient at GIS. These are skills that I did not realize were important (even though I am sure I should have). Hind sight is always better, but it would be great if there was a way of reminding students (non-science students) to get those math classes in.
As much as I enjoyed my Evergreen education, I sometimes wish that I had been held to a higher standard and introduced to a greater depth and breadth of knowledge. I also wish that the school had been more receptive when I had difficulties working with [faculty] and I still hesitate to recommend Evergreen to others due to the fact that he continues to teach there.
Evergreen can develop great minds if they worked on writing and researching skills. I will always support Evergreen for letting me be free to follow my dreams.
Great experience at TESC. Would have liked more goal (career) oriented courses, in education, for myself. Look into "Masters in Alternative Ed" great job, keep fighting the good fight.
I did very well at TESC. I was 24 when I started and had years of community college and personal independence as prep. I see many students leave Evergreen unprepared. I saw too many alumni got undeserved credit. I'm the "Internship Coordinator" at my work; so I see many major "pros" to TESC-Education. But also some "cons". TESC is not for everyone, I tell young and silly kids to go to a regular school and leave TESC for the serious students.
I really feel that having all students do an internship would help them realize what they wanted to do after school and help them realize the professional working world is very different from school and they have to be prepared.
I really wish that the career CTR would offer more help in job/career placement

I think Evergreen should offer more classes aimed at pre-med students. With the medical assistant training program available through the health center, Evergreen provides a great opportunity to develop student interest in health/medicine. However, Anatomy & Physiology wasn't even offered on a regular basis and when it was (usually in the summer), it wasn't that rigorous/substantial. This is the one area I believe Evergreen needs to drastically improve. Otherwise, I was incredibly satisfied with my experience at Evergreen.
Push the internship programs for science or all students actually. I have so many friends my who are unsatisfied with the jobs they've got or can't find at all even though they have degrees. If you can start working while you're in school, you can start "low on the totem pole" with a company and then have a better position available after graduation.
Difficulty Post-graduation (N=7)
A liberal arts education is sometimes hard to explain to employers. I think this been hard for my employer to categorize me for job abilities. I feel like I have a better education than many others I work with because of the skills I learned at Evergreen.
After TESC, I went to [University], a prestigious place. It could not hold a candle to Evergreen. When I first started at [University], as Masters student in Microbiology, I had to take undergraduate courses because they were unconvinced of my background qualifications (i.e. written evals from TESC). After I aced all the classes I was forced to table, I asked the academic advisor if he would subject other Evergreen grads with similar evals (to my own) to this sort of probation. He said "no" which is good for future Greeners (I was this dept at [University's]) but I would not recommend [University] to anyone.
Evergreen does a great job of encouraging team-work and the exchange of creative ideas and solutions to problems. These skills can apply to any job . Turning skills into revenue, however, was rarely touched upon.
Evergreen is a great school so long as you don't need to work for a living.
I am an adult survivor of the [State name] Foster Care System. My education combined with real life experience gives me a connection, an insight if you will, to the children who live out of the home, are in placement and face parental termination. You would think [a social service agency] would at least give me a look see. Two years not even an interview. I keep trying.
I am in graduate school at [University], pursuing Master' degree in [a nursing field]. In applying to Nursing school, I spent a lot of time doing prerequisites.
Push the internship programs for science or all students actually. I have so many friends my who are unsatisfied with the jobs they've got or can't find at all even though they have degrees. If you can start working while you're in school, you can start "low on the totem pole" with a company and then have a better position available after graduation.
Issues with Survey (N=7)
Could it be possible that the type of students who not only are attracted to Evergreen, but who actually successfully complete their studies there, may have already been the type of people that you are looking to find with this survey? Did Evergreen create or mold these students or were they already of this mold when they came to Evergreen? Should you include something about their background in this survey?
I found it kind of odd having to choose only one area that best describes the work I do, given Evergreen's interdisciplinary approach to learning. There were several boxes I would have liked to have marked.
Just to verify my work history. I worked as a para-educator for [school district] for 4 years before received my MIT and my first certified teaching position as [School]. I have just recently moved to [School] to pursue teaching 6th grade. While my current principal is GREAT, she may not know me well enough to adequately answer your questions. You also have my permission to contact my previous principal at [School]. Thank you and good luck in your research!
Please make sure that you review my Curriculum Vitae that I am also sending. I do not quite fit into your boxes and would appreciate if you would take time to review what I have sent you respectfully. It will contain the information that it appears I have overlooked. I expect to see reflections from my proposal to be included into the final report appropriately. If you do not understand please email me as you have done.
Survey is somewhat unresponsive to the possibility of multiple jobs and/or working in one's field of study outside of one's main wage-earning job.
This survey was way too tedious... Simple yes or know questions would take way less brain power, as well as time to answer... A couple of the forms took an incredible amount of attention to fill out completely, I felt like giving up!

Positive Experience Because of Self (N=6)
Evergreen is so integrated to a strong, healthy and applicable education. TESC provided me with an infrastructure to build my own education to fit my needs. It also allowed me to explore all avenues of interest helping me find what was truly important. You get out of TESC what you put into it. Hungry to work to define my own path was EXACTLY what I needed in an education and I am now one of two Directors of a major non-profit. I have the dedication, motivation and ability to problem solve and climb to the top utilizing skills and ideas from all angles and all perspectives. All of these things and more are integral in running a non-profit. Evergreen gave me a platform to build on!
I thoroughly enjoyed my years at Evergreen. Evergreen's a great school. However, part of it is due to the fact that I was an older student, very motivated and following my passion - the environment. One of the teachers who motivated me the most and helped me go beyond my comfort zone was Marja Eloheimo.
I was an older, returning student to Evergreen in 2002, graduating in 2004. I originally attended Evergreen in the early 70s. When I came back to Evergreen to finally complete my degree, I had a passionate focus and maturity that fully allowed me to utilize what Evergreen could offer a student. (In my first year at Evergreen, many years earlier, I lacked that focus and maturity. But back then, Evergreen was a very young institution, too.) I applied myself as rigorously as if I was in graduate school. When I graduated from TESC and immediately went into graduate school at [University], I was well-prepared for that next level of education. I am thoroughly amazed and appreciative that I have found employment that combines the studies I did at Evergreen and the library and information science graduate degree I obtained immediately following at [University] Who knew I could be a professional activist working on information privacy and social justice issues AND BE EMPLOYED! Sometimes life has some incredible opportunities and dreams do come true. I can't imagine any of this happening without the education and personal support I received from Evergreen.
My first year at Evergreen was a bit confusing - and it took that amount of time to realize, I was only going to get out my education and the program what I put into it. The faculty at the Reservation Program were very supportive, very encouraging and very helpful - I still keep in contact with several of them. I am considering doing the Tribal MPA at some point in time.
My job description has evolved as my employer has discovered the extent of my skills/abilities. The greatest asset I gained from Evergreen was a lack of fear. After being forced to read the original texts of Galileo and Einstein and then Cervantes -- in Spanish, I don't flinch when my employer comes to me and asks me to do something I have never done before. I studied Writing at Evergreen and nearly failed Math in high school -- but I made it through "Relativity" in my physics class at Evergreen. It was this experience (and a few other similar minor victories) that gave me confidence in my skills. When it came time for me to show my employer how quickly I can pick up new skills and comprehend complex information, I didn't hesitate. I had complete confidence that I could figure out how to create and present a print media schedule to a new client -- even when I knew nothing about print media in [my city]. I'm just not afraid to get in there, ask the dirty questions and embarrass myself with my naiveté. It may not be the most interesting information I've had to learn, but when the task overwhelms my peers, I never doubt that I'll be able to muscle through it. I have often heard similar stories from Evergreen graduates. Whether they're in grad school or working, Greeners have no problem digging into the nitty gritty research materials, examining the original texts or making the phone calls to industry experts. You can't scare us. We know that if we apply ourselves, we'll figure it out.
Not only was my program of instruction highly effective, but I took full advantage of career center assistance, including Job Club, which was very helpful in my gaining employment within four months of my graduation.
Positive Experience Because of Other Individual or Resource (N=6)
I loved my evergreen experience. My course load and volunteer opportunities at evergreen were so incredibly useful and applicable to what I am doing now, it's not even funny.
I thoroughly enjoyed my years at Evergreen. Evergreen's a great school. However, part of it is due to the fact that I was an older student, very motivated and following my passion - the environment. One of the teachers who motivated me the most and helped me go beyond my comfort zone was Marja Eloheimo.
I was at Evergreen for only three quarters and already had plenty of college credits from other institutions and a well-established work ethic. I took one quarter of "Data to Information" and hated it passionately - the way it was taught and the materials were just horrendous for me. I took two quarters of "Looking Backward: America in the 20th Century" and found it so delightful. Honestly, the only way my degree from Evergreen has affected my job outlook and performance is that I am able to state that I have a bachelor's degree now. My student job at Evergreen was very valuable to me in that I was able to learn Dreamweaver, and this has come in handy in my workplace. If I had been at Evergreen for four years, I'd be able to provide better information for your survey.

My first year at Evergreen was a bit confusing - and it took that amount of time to realize, I was only going to get out my education and the program what I put into it. The faculty at the Reservation Program were very supportive, very encouraging and very helpful - I still keep in contact with several of them. I am considering doing the Tribal MPA at some point in time.
My professor, George Freeman, was the best thing to ever happen to me academically. He is an honest, kind man who taught me an immeasurable amount about the ethics and practice of counseling.
Not only was my program of instruction highly effective, but I took full advantage of career center assistance, including Job Club, which was very helpful in my gaining employment within four months of my graduation.
Difficulty Working with Staff/Faculty (N=4)
As much as I enjoyed my Evergreen education, I sometimes wish that I had been held to a higher standard and introduced to a greater depth and breadth of knowledge. I also wish that the school had been more receptive when I had difficulties working with [Faculty] and I still hesitate to recommend Evergreen to others due to the fact that he continues to teach there.
Did you finally fire that rat-bastard [Faculty]?
Please do something about your poorly trained or overworked counselors who are supposed to assist students applying for grad school.
The Native politics inside TESC administration were handled shoddily and with prejudice, which caused diversion where none was necessary. The biggest error my class suffered was the [faculty issue] and by allowing ignorant white students to defile the Longhouse!!
Other (N=17)
TESC is great at recognizing problems, but not as great at devising solutions.
Go geoducks!
Hi!
Hopefully this study will be used to improve TESC reputation in the local area. Grads are out there doing some great work.
I am a self-employed writer, editor, and research assistant.
I am very serious about wanting to see TESC move forward on finding ways to support Evergreen alums who are now grad students elsewhere. I have many ideas on how this could be done. Please contact me to follow up.
I hope my survey isn't too late to be included. Please feel free to contact me in the future. I wish I'd had more time to write responses to your questions. If I still have time please get ahold of me, as I do have more to say when I have some time to think about it.
I went to grad school after Evergreen.
I'm glad that you didn't make me take Math. I don't need it, and it would have been a waste of time.
It would be great to have a network of locally owned Evergreen businesses.
Thank you all so much for doing this, I believe you and your hard work will be a major part of Evergreen's lovely future:) Wish you and family have a lovely day!
Thank you!
Thanks for doing the work! ! !
Thanks for including me in the survey!
Thanks for your efforts!
Thanks! Sorry it took until the last day! No surprise though, I'm a Greener....
The rating, "to some extent", really resonates with my style of thinking!