

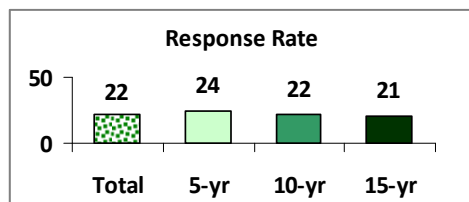
THE EVERGREEN STATE COLLEGE FIVE/TEN/FIFTEEN-YEAR ALUMNI SURVEY

ADMINISTERED TO THE UNDERGRADUATE CLASSES OF 2007, 2002, AND 1997 IN 2012

Executive Summary

Once per accreditation cycle, the Office of Institutional Research and Assessment surveys Evergreen undergraduate alumni five, ten, and fifteen years after having earned their baccalaureate degrees. What follows are highlights from the 2012 Alumni Survey of the classes of 2007, 2002, and 1997.

Respondent demographics



There were **703** total survey participants, resulting in an overall response rate of **22%**. Response rates for the 2007, 2002, and 1997 subgroups were 24%, 22%, and 21%, respectively.

18% of the total respondent group were people of color. This is the same percentage as among the total population of alumni from these three graduating classes; therefore, survey results should be representative in terms of race/ethnicity.

Survey results were also representative of all three classes in terms of campus affiliation, type of degree, and age, as well as first generation, veteran, Pell Grant, poverty, and disability status.

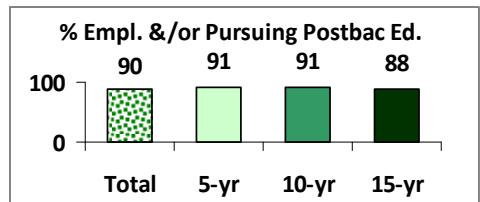
Areas where survey results were *not* representative across all groups include gender (males were underrepresented in the 2002 and 2007 groups), transfer status (transfers were underrepresented in the 1997 group), and residency status (nonresidents were underrepresented in the 1997 group).

Primary area(s) of study while at Evergreen

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

5-Year Class of 2007	10-Year Class of 2002	15-Year Class of 1997
Social Sciences Humanities Liberal Arts	Liberal Arts and Social Sciences (tie) Science/Math/Computer Science Media/Visual/Performing Arts	Social Sciences Humanities Liberal Arts

Overall employment/post-baccalaureate education rate



At the time of the survey, **90%** of all alumni respondents were employed and/or pursuing post-baccalaureate studies.

Employment status

The following table shows the percentage of alumni employed at 5, 10, and 15 years, along with the rate of employment within business sectors and percentage of alumni who are self-employed and/or business owners.

Percent employed	5-Year Class of 2007	10-Year Class of 2002	15-Year Class of 1997
Overall	85%	89%	86%
By sector*			
Private	48%	42%	45%
Public	37%	45%	37%
Non-profit	21%	22%	29%
Self/own business	20%	22%	27%

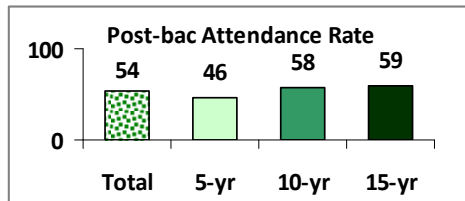
Top areas of employment:

- Education/Training/Library
- Management
- Community and Social Service

*Not mutually exclusive categories – percentages do not sum to 100.

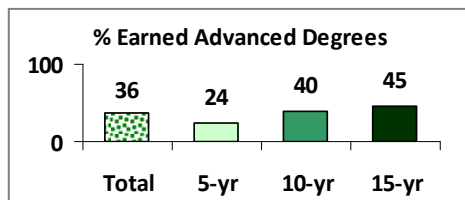
Post-baccalaureate Studies

61% of alumni respondents had *applied* to at least one graduate or professional program, and 95% of those who applied were *accepted* to at least one program. **54%** of the overall group had *attended* or were currently enrolled in graduate or professional programs.



Top fields of study:

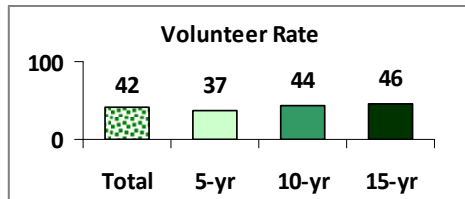
- Education
- Health Professions in Medicine and Health Support Services
- Mental Health Services and Psychology
- Public Administration/Public Policy



An average **41%** of alumni respondents had completed a post-baccalaureate program at the time of the survey.

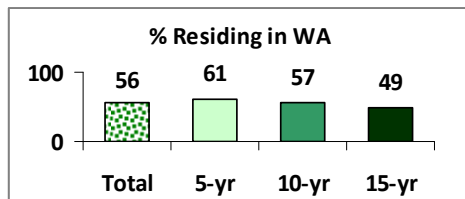
← **36%** had earned an advanced academic degree (masters or doctorate).

Volunteerism



42% of alumni respondents were involved in volunteer activities at the time of the survey. Social services/public health and youth organizations/education were the most common types of volunteer work.

Location at time of survey



56% of the overall respondent group were residing in Washington State at the time of the survey. There is a pattern of migration out of Washington as more time elapses from when alumni earned their undergraduate degree.

Satisfaction with Evergreen experience

If they could start college over, **87%** of alumni would choose to attend Evergreen and **75%** would choose the same field(s) of study. Alumni whose primary area of study was Education were most likely to indicate they would choose the same field of study.

Top-rated Evergreen pedagogies

Overall	5-Year Class of 2007	10-Year Class of 2002	15-Year Class of 1997
Evergreen's interdisciplinary approach to education	Evergreen's interdisciplinary approach to education	Evergreen's interdisciplinary approach to education	Evergreen's interdisciplinary approach to education
	Overall quality of instruction	Overall quality of instruction	
Overall quality of instruction	Respect shown to persons of differing ethnicities, religions, sexual or gender orientations	Respect shown to persons of differing ethnicities, religions, sexual or gender orientations	Overall quality of instruction
Respect shown to persons of differing ethnicities, religions, sexual or gender orientations	The education you were able to construct as an Evergreen student	The education you were able to construct as an Evergreen student	Respect shown to persons of differing ethnicities, religions, sexual or gender orientations

The most commonly identified strengths developed at Evergreen were:

- Thinking skills
- People skills
- Communication skills

Table of Contents

Introduction.....	4
A. Sample Size and Response Rate	4
B. Methodology	4
C. Alumni Demographics.....	4
D. Profile of Academic Experience at Evergreen	8
E. Satisfaction with Evergreen Experience	10
F. Current Location of Survey Respondent	14
G. Overall Rate of Employment/Post-baccalaureate Study	15
H. Alumni Employment Data	16
I. Participation in Graduate/Professional Programs	22
J. Volunteerism.....	29
K. Special Strengths Developed at Evergreen	32
L. Recognition of Special Individuals or Services	34
M. Usefulness of Evergreen Transcript	35
N. Interest in Alumni Opportunities	37
APPENDIX A: Current Location of Alumni Survey Respondents	38
APPENDIX B: Location of Graduate/Professional Programs	39
APPENDIX C: List of individuals/services that made a special contribution or genuine difference to alumni education or personal growth at Evergreen.	40
APPENDIX D: Survey Instrument.....	43

Introduction

Once per accreditation cycle, the Office of Institutional Research and Assessment surveys undergraduate degree recipients five, ten, and fifteen years after graduation. The survey collects data on alumni employment outcomes, post-baccalaureate studies, and participation in volunteer work, and gives alumni an opportunity to provide feedback on their learning and experiences at Evergreen. What follows are the results of the 2012 alumni survey of the classes of 2007, 2002, and 1997.

A. Sample Size and Response Rate

All 3,385 graduates from the three graduating classes were in the initial sample for the 5/10/15-Year Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 3,139 alumni. There were 703 total respondents resulting in an overall response rate of 22%. As anticipated, the 5-year group had the highest response rate (24%) and the 15-year group had the lowest (21%). Detailed sample data are shown in the table below.

	Overall		15-Year Class of 1997		10-Year Class of 2002		5-Year Class of 2007	
Total Undergraduate Degree Recipients	3,385		1,044		1,235		1,106	
Number with no known address or email	226		82		92		52	
Deceased	20		8		8		4	
Final Sample Size	3,139		954		1,135		1,050	
Refused	5		1		1		3	
No Response	2431		754		886		791	
Paper Survey Respondents	274	(39%)	78	(39%)	106	(43%)	90	(35%)
Web Survey Respondents	42	(61%)	121	(61%)	142	(57%)	166	(65%)
Total Respondents	703		199		248		256	
Response Rate	22%		21%		22%		24%	

B. Methodology

The graduating classes of 2007, 2002, and 1997 were surveyed during the summer and early fall of 2012 – five, ten, and fifteen years after earning their baccalaureate degrees, respectively.

In July 2012, survey invitations were sent to all members of the three graduating classes who had email addresses on file. The invitation included a link to the web version of the survey. For those alumni without email addresses and those who did not respond to the email, surveys were mailed to their last known mailing address. Surveys returned as undeliverable were forwarded to a more current address whenever possible. Reminders were sent at intervals during the survey administration period via email and regular mail as applicable. Completed surveys were accepted between July and November 2012. A recycled, tree-shaped “Greener” magnet was offered as a small thank you gift for participation in the survey.

C. Alumni Demographics

Location Primarily Attended During Evergreen Studies

Survey results were representative of the overall alumni group in terms of location attended. There was no significant difference in campus affiliation between respondents and non-respondents at $p < .05$.

Campus	N of combined graduating classes	% of combined graduating classes	N of respondents	% of respondents
Olympia	3,085	91.1%	650	92.5%
Tacoma	260	7.7%	45	6.4%
Tribal: Reservation-based	27	0.8%	5	0.7%
Grays Harbor	13	0.4%	3	0.4%
Totals	3,385	100%	703	100%

Type of Degree

Type of Degree for All Graduates	15-Year Class of 1997		10-Year Class of 2002		5-Year Class of 2007	
BA	867	83.0%	1010	81.8%	981	88.7%
BS	145	13.9%	188	15.2%	87	7.9%
BAS	32	3.1%	37	3.0%	38	3.4%
Total	1,044	100%	1,235	100%	1,106	100%

The difference in type of degree between respondents and non-respondents was not significant at $p < .05$, therefore survey results should be representative for all three alumni groups in terms of degree type.

Transfer Status at Entrance

Admission Type for All Graduates	15-Year Class of 1997		10-Year Class of 2002		5-Year Class of 2007	
First-time, First Year	251	24.0%	304	24.6%	270	24.4%
Transfer Student	793	76.0%	931	75.4%	836	75.6%
Total	1,044	100%	1,235	100%	1,106	100%

Transfer students were proportionately represented in the overall group and in the 2002 and 2007 subgroups. The difference between respondents and non-respondents in these groups was not significant at $p < .05$. Transfer students were underrepresented in the 1997 group and this difference was significant at $p = .026$.

Age at Time of Survey

There is no significant difference in either mean or median age between respondents and non-respondents at $p < .05$, therefore survey results should be representative in terms of age.

		Respondents	Non-respondents
15-Year Class of 1997	Mean	44	44
	Median	40	40
10-Year Class of 2002	Mean	40	39
	Median	36	35
5-Year Class of 2007	Mean	35	34
	Median	30	30

Gender

Males were underrepresented in the overall group and in the 2002 and 2007 subgroups. The difference between respondents and non-respondents was significant at $p = .003$ for 2002 alumni and $p = .001$ for 2007 alumni. Males in the 1997 group were proportionately represented.

Residency Status

Residency Status in Last Quarter at Evergreen for All Graduates	15-Year Class of 1997		10-Year Class of 2002		5-Year Class of 2007	
WA Resident	852	81.6%	1020	82.6%	920	83.2%
Non-resident	192	18.4%	215	17.4%	186	16.8%
Total	1,044	100%	1,235	100%	1,106	100%

The difference in residency status between respondents and non-respondents in the overall group and in the 2002 and 2007 subgroups was not significant at $p < .05$; however, non-residents were underrepresented in the class of 1997 ($p = .047$).

First Generation Baccalaureate Earners

First Generation Status for All Graduates	15-Year Class of 1997		10-Year Class of 2002		5-Year Class of 2007	
First generation	297	28.4%	381	30.9%	339	30.7%
Non-First generation	747	71.6%	854	69.1%	767	69.3%
Total	1,044	100%	1,235	100%	1,106	100%

The difference in first generation status between respondents and non-respondents in each subgroup was not significant at $p < .05$, therefore survey results should be representative in terms of first generation status.

Pell Grant Recipients

Pell Recipient Status for All Graduates	15-Year Class of 1997*		10-Year Class of 2002		5-Year Class of 2007	
Pell recipient			445	36.0%	519	46.9%
Non-Pell recipient			790	64.0%	587	53.1%
Total			1,235	100%	1,106	100%

*Pell recipient data unavailable prior to 2001

The difference in Pell recipient status between respondents and non-respondents in the 2002 and 2007 subgroups was not significant at $p < .05$, therefore survey results appear to be representative of the whole population of graduates in these groups with regard to Pell status. It is not possible to compare Pell recipient status for the 1997 group as these data are not available in Banner prior to 2001.

Poverty

Poverty Status for All Graduates	15-Year Class of 1997*		10-Year Class of 2002		5-Year Class of 2007	
Below poverty level indicated			492	39.8%	578	52.3%
Below poverty level not indicated			743	60.2%	528	47.7%
Total			1,235	100%	1,106	100%

*Poverty data unavailable prior to 2001

The difference in poverty status between respondents and non-respondents in the 2002 and 2007 subgroups was not significant at $p < .05$, therefore survey results appear to be representative of the whole population of graduates in these groups with regard to poverty status.

Disability

Disability Status for All Graduates	15-Year Class of 1997*		10-Year Class of 2002		5-Year Class of 2007	
Disability indicated			81	6.6%	101	9.1%
Disability not indicated			1154	93.4%	1005	90.9%
Total			1,235	100%	1,106	100%

*Disability data unavailable prior to 2001

Six percent of the overall respondent group had disabilities indicated in Banner compared to 8% of the total population of graduates from those groups. The difference between respondents and non-respondents was not significant at $p < .05$.

Veteran Status

Veteran Status for All Graduates	15-Year Class of 1997		10-Year Class of 2002		5-Year Class of 2007	
Veteran	87	8.3%	68	5.5%	36	3.3%
Non-veteran	957	91.7%	1167	94.5%	1070	96.7%
Total	1,044	100%	1,235	100%	1,106	100%

The difference in veteran status between respondents and non-respondents in the overall group was not significant at $p < .05$, therefore survey results should be representative in terms of veteran status.

Ethnic/Racial Background

Race/Ethnicity of All Graduates	15-Year Class of 1997		10-Year Class of 2002		5-Year Class of 2007	
African American	51	4.9%	51	4.1%	68	6.1%
Asian/Pacific Islander	38	3.6%	57	4.6%	51	4.6%
Hispanic/Latino	51	4.9%	44	3.6%	47	4.2%
Native American/Alaska Native	46	4.4%	52	4.2%	39	3.5%
White	728	69.7%	847	68.6%	759	68.6%
Unknown	130	12.5%	184	14.9%	142	12.8%
Total Students of Color	186	17.8%	204	16.5%	205	18.4%

Ethnic/racial representativeness was explored two ways. There was no significant difference between respondents and non-respondents for any race/ethnic category at $p < .05$. Respondents were also collapsed into White, Student of Color, or Unknown categories. According to the collapsed data, eighteen percent of survey completers were Students of Color – the same percentage as among the total population of graduates; there was no significant difference between respondents and non-respondents at $p < .05$. Survey results should be representative in terms of ethnic/racial background.

D. Profile of Academic Experience at Evergreen

Primary Area of Study

Alumni were asked which of the categories below best described their primary area of study or concentration at Evergreen. The first table shows the distribution of alumni across categories, listed alphabetically by area of study. The three smaller tables that follow show each group's distribution across categories in order of frequency.

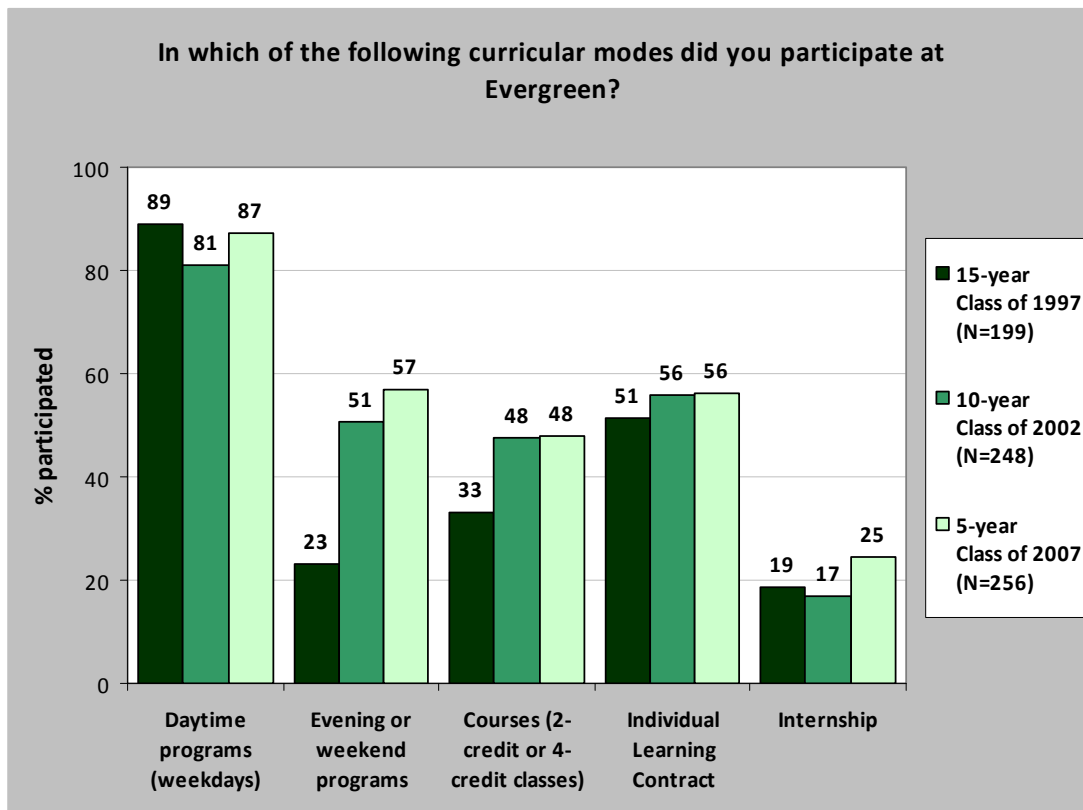
Primary Area of Study (Concentration) at Evergreen	% 15-Year Class of 1997 (N=199)	% 10-Year Class of 2002 (N=248)	% 5-Year Class of 2007 (N=256)
Business	3.0	4.8	3.5
Education	1.5	1.2	1.2
Environmental Studies	14.6	11.3	9.0
Humanities, Language Arts (Culture, Text, & Language)	18.1	14.1	19.9
Media, Visual Arts, Performing Arts (Expressive Arts)	12.1	14.5	12.9
Native American Studies	1.0	1.6	1.2
Science, Math, Computer Science (Scientific Inquiry)	12.6	14.9	10.9
Social Sciences (Society, Politics, Behavior, and Change)	20.6	18.5	25.0
Liberal Arts/Interdisciplinary Study (<i>includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i>)	16.6	19.0	16.4

It is interesting to note that 15-year and 5-year alumni clustered fairly distinctly around the same top three areas of study, while 10-year alumni were distributed more broadly across categories. In addition to Social Sciences, Humanities, and Liberal Arts, the class of 2002 counted Science/Math/Computer Science and Media/Visual/Performing Arts among its top areas of study. The class of 1997 had a higher proportion of Environmental Studies graduates than the other classes.

15-Year Class of 1997 (N=199)	%	10-Year Class of 2002 (N=248)	%	5-Year Class of 2007 (N=256)	%
Social Sciences	20.6	Liberal Arts	19.0	Social Sciences	25.0
Humanities	18.1	Social Sciences	18.5	Humanities	19.9
Liberal Arts	16.6	Sci./Math/Computer Sci.	14.9	Liberal Arts	16.4
Environmental Studies	14.6	Media/Visual/Perf. Arts	14.5	Media/Visual/Perf. Arts	12.9
Sci./Math/Computer Sci.	12.6	Humanities	14.1	Sci./Math/Computer Sci.	10.9
Media/Visual/Perf. Arts	12.1	Environmental Studies	11.3	Environmental Studies	9.0
Business	3.0	Business	4.8	Business	3.5
Education	1.5	Native American Studies	1.6	Education	1.2
Native American Studies	1.0	Education	1.2	Native American Studies	1.2

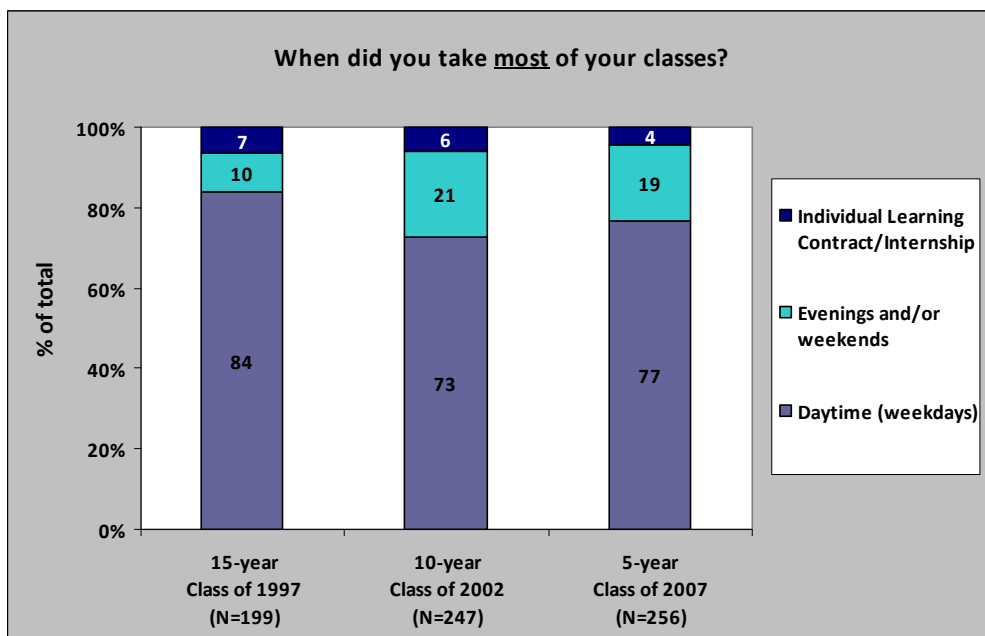
Participation in Curricular Modes

Alumni were asked which curricular modes they participated in while attending Evergreen. The chart below shows results for the overall group and for each graduating class. The class of 1997 had the highest rate of participation in daytime programs and the lowest rate of participation in evening and weekend programs, courses, and individual learning contracts, which may be due to fewer curricular options in the latter areas at the time they attended Evergreen. Fifteen-year alumni were more comparable to 5- and 10-years in terms of independent study options. The class of 2007 had the highest rate of participation in internships and evening/weekend programs.



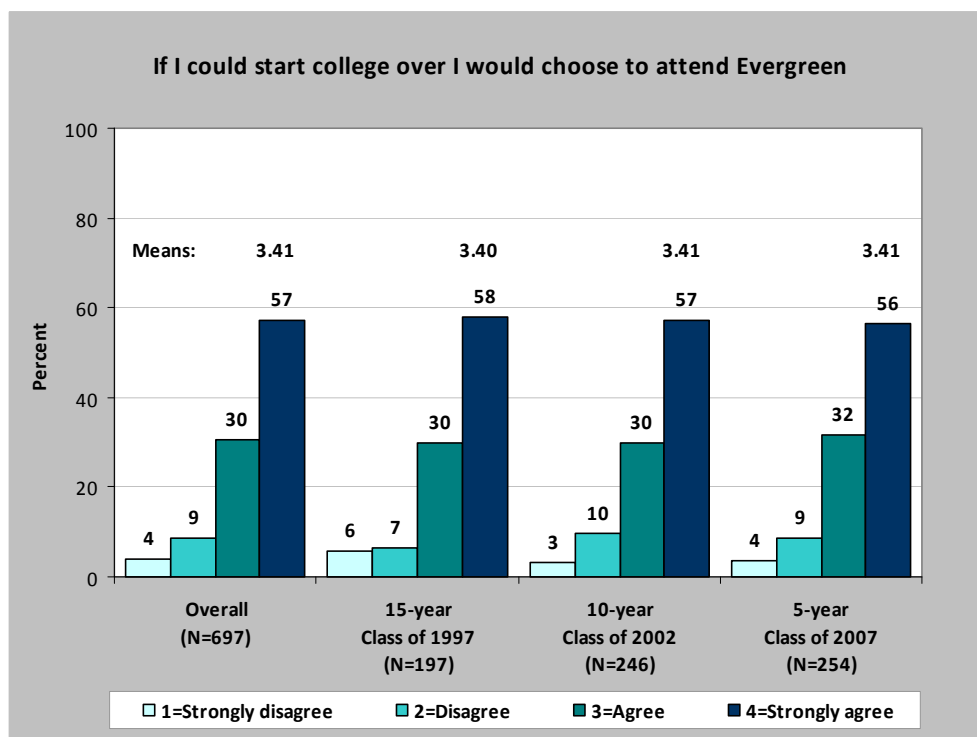
Days and Times Attended

In addition to asking Alumni to indicate *all* curricular modes they participated in at Evergreen, the survey asked when they took *most* of their classes – during the daytime, evenings and/or weekends, or via individual learning contracts or internships. Results are fairly consistent between the two questions, with 15-year alumni reporting the highest rate of daytime-only attendance and the lowest rate of participation in evening and/or weekend offerings. About 20% of the 10-year and 5-year groups indicated they were primarily evening/weekend students. The percentage of alumni who did most of their work as independent study is declining over time.



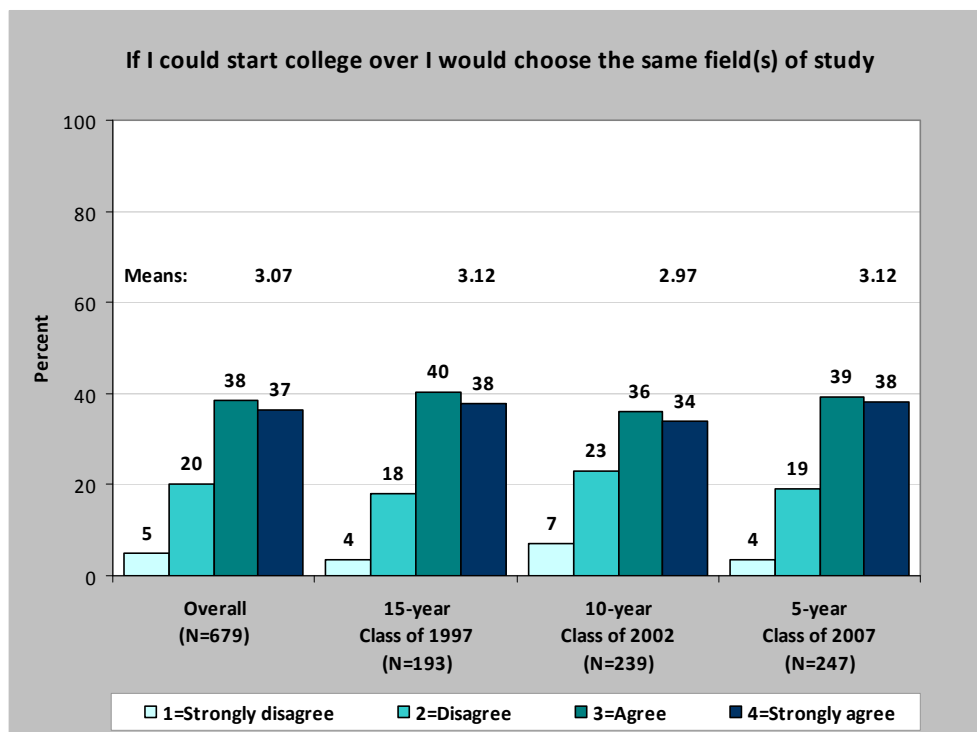
E. Satisfaction with Evergreen Experience

Alumni were asked to what extent they agreed or disagreed with two statements related to their Evergreen experience, using a four-point scale from (1) *Strongly disagree* to (4) *Strongly agree*. Alumni responses were notably consistent across all groups, with average agreement varying only slightly between respondent groups for both questions.



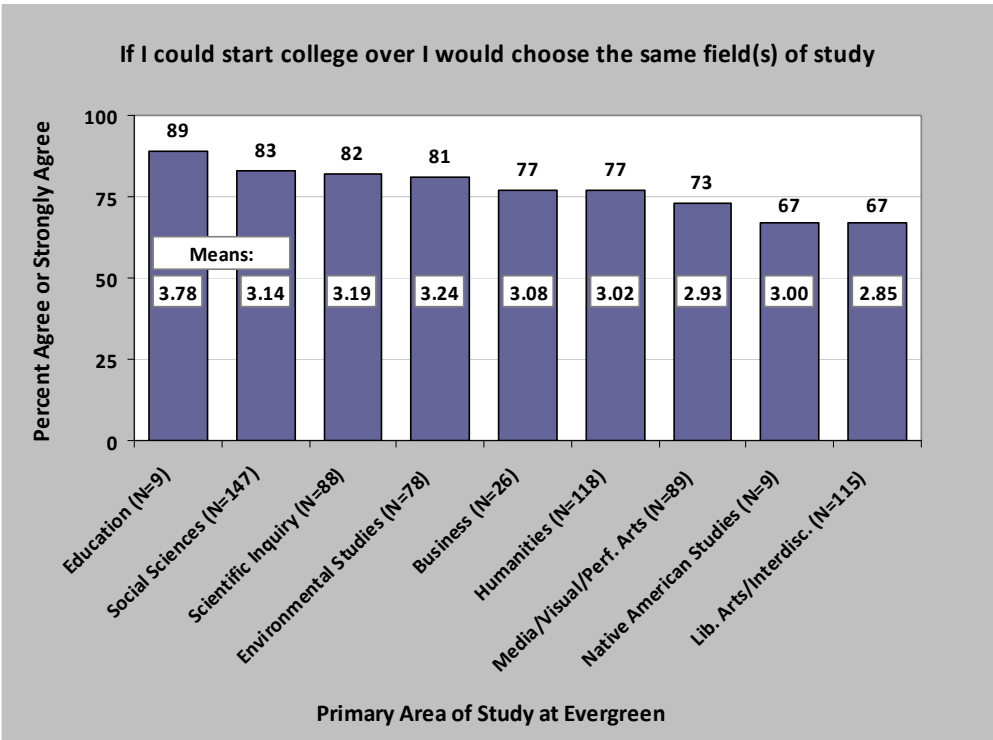
If they could start college over, **87%** of the overall respondent group (N=610) agreed they would choose to attend Evergreen.

Fewer alumni agreed they would choose the same field(s) of study than agreed they would choose to attend Evergreen. The distribution among response categories also changed, with slightly more alumni selecting *Agree* than *Strongly Agree*. Even so, three-fourths of this alumni population would choose the same field or fields of study if they could start college over.



75% of the overall group (N=509) agreed they would choose the same field(s) of study.

This question was also analyzed by primary area of study in order to identify differences in the percent of alumni who would choose the same field of study based on the field they identified as their concentration at Evergreen.



Level of agreement by primary area of study ranged from **89%** among Education alumni to 67% for Native American Studies and Liberal Arts graduates.

The two latter areas, along with Media/Visual/Performing Arts, scored below the overall average of 75% agreement.

Satisfaction with Pedagogical Aspects at Evergreen

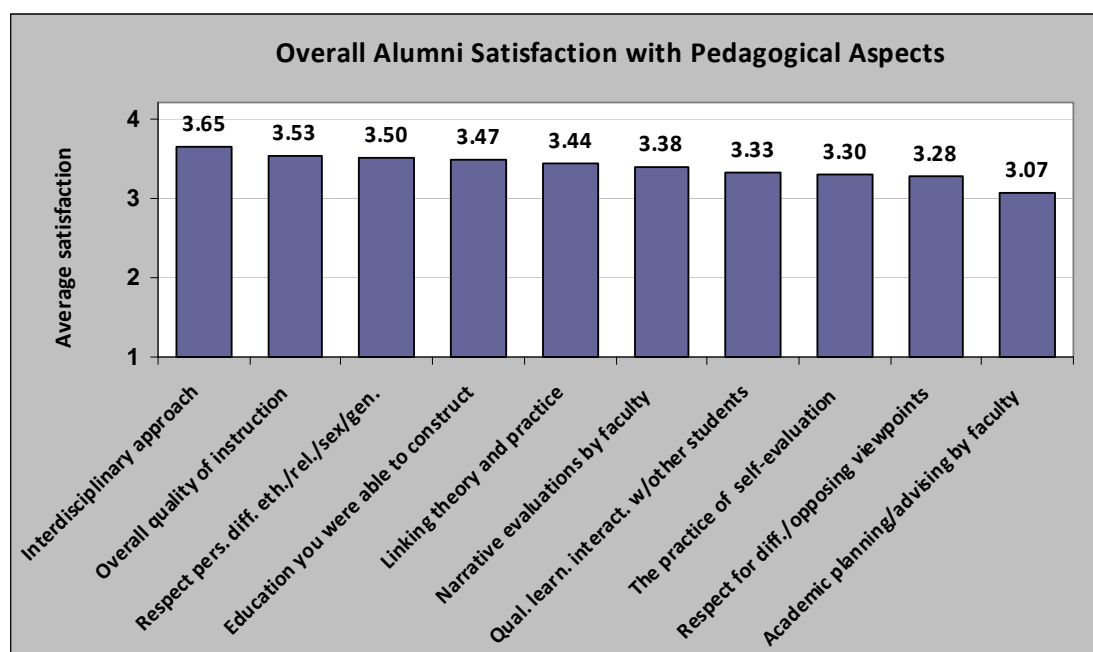
Alumni were asked to indicate how satisfied they were with various pedagogical aspects at Evergreen, using a four-point scale from (1) *Very dissatisfied* to (4) *Very satisfied*. Overall findings are presented first, followed by results for each alumni group.

Overall alumni satisfaction

For eight of the ten items, *Very satisfied* was the most common response, and for all ten items total satisfaction (percent *Satisfied* or *Very satisfied*) was greater than eighty percent. Results are ranked by total satisfaction in the table below, with the most common rating for each area shown in bold for emphasis.

Pedagogical Aspect	% Very dissatisfied (1)	% Dissatisfied (2)	% Satisfied (3)	% Very satisfied (4)	Total % Satisfied
Interdisciplinary approach to education (N=700)	0.7	2.1	28.1	69.0	97.1
Overall quality of instruction (N=698)	0.4	2.7	40.5	56.3	96.8
Respect shown to persons of differing ethnicities, religions, sexual or gender orientations (N=693)	1.4	2.7	39.8	56.0	95.8
The education you were able to construct as an Evergreen student (N=700)	1.0	5.7	38.4	54.9	93.3
Linking theory and practice (N=697)	1.0	7.2	38.7	53.1	91.8
Narrative evaluations by faculty (N=696)	1.3	6.9	44.7	47.1	91.8
Quality of learning interaction with other students, for example, in seminars or in group projects (N=698)	1.4	10.7	41.7	46.1	87.8
Respect shown for different/opposing viewpoints (N=698)	2.7	9.6	44.8	42.8	87.6
The practice of self-evaluation (N=696)	1.3	11.2	43.2	44.3	87.5
Academic planning/advising by faculty (N=697)	4.0	14.5	51.8	29.7	81.5

Means were calculated for each area and are presented in the following chart. The mean data align closely with those in the frequency table above, and for all ten items alumni reported average satisfaction levels between 3 and 4, or *Satisfied* to *Very satisfied*.



Satisfaction by alumni group

Satisfaction ratings were calculated for each alumni group and are presented in the table below. Results are ranked by total satisfaction (percent *Satisfied* or *Very satisfied*), with the highest rating for each area emphasized in bold. It is interesting to note that 5-year alumni did not score any of Evergreen's pedagogical aspects highest among the alumni groups. The 10-year group reported the highest satisfaction in six of the ten areas, and the 15-year group reported the highest satisfaction in the remaining four.

Satisfaction ratings within each subgroup mirror those of the overall group. Each group rated Evergreen's **Interdisciplinary approach to education** highest and **Academic planning/advising by faculty** lowest. **Overall quality of instruction** tied for highest-rated in the 5- and 10-year groups and ranked a close second for 15-year alumni. All three groups rated **Respect shown to persons of differing ethnicities, religions, sexual or gender orientations** next, followed by **The education you were able to construct as an Evergreen student**.

Alumni satisfaction was consistent within five percentage points between groups with the exception of three areas. Satisfaction with **Respect shown for different or opposing viewpoints** and **The practice of self-evaluation** slid six percent between the 15-year and 5-year alumni. The greatest divergence in reported satisfaction occurred with **Quality of learning interaction with other students**, where total satisfaction ranged from 92% among 10-year alumni to 83% among the 5-year group.

It should also be acknowledged that while **Academic planning/advising by faculty** ranked lowest among Evergreen's pedagogical aspects, four out of five alumni indicated they were satisfied in this area.

Pedagogical Aspect	15-year Class of 1997	10-year Class of 2002	5-year Class of 2007
Interdisciplinary approach to education	97.5	98.0	96.1
Overall quality of instruction	96.4	98.0	96.1
Respect shown to persons of differing ethnicities, religions, sexual or gender orientations	96.0	95.9	95.7
The education you were able to construct as an Evergreen student	93.5	95.5	91.0
Narrative evaluations by faculty	91.9	93.9	89.7
Linking theory and practice	92.4	92.7	90.6
Quality of learning interaction with other students, for example, in seminars or in group projects	89.4	91.5	83.1
Respect shown for different or opposing viewpoints	90.9	87.4	85.4
The practice of self-evaluation	90.3	88.1	84.7
Academic planning/advising by faculty	83.0	80.1	81.8

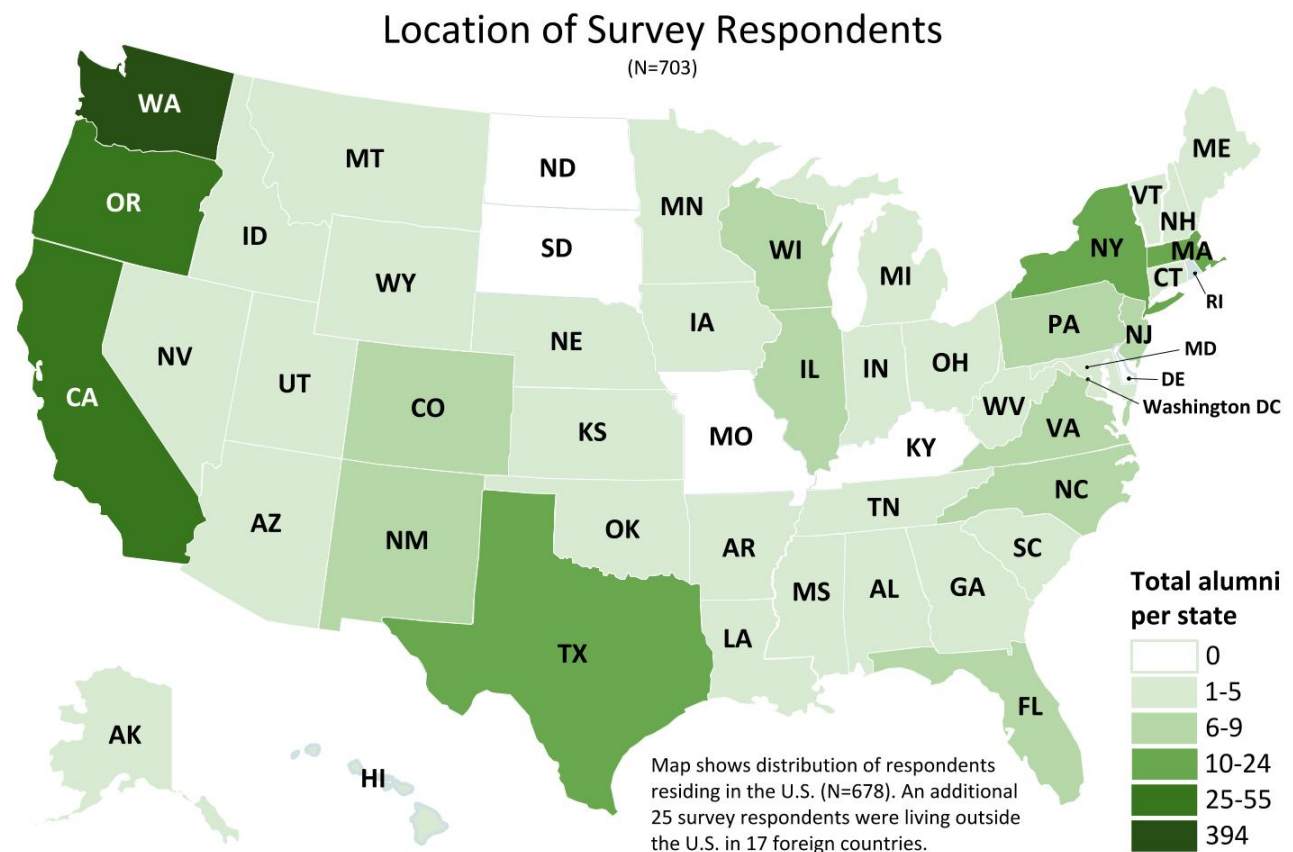
"The cross-disciplinary, holistic approach to looking at information and constructing meaning is a huge part of my job as an analyst."
- Alumni, class of 1997

"All my faculty were exceptional and gave of themselves freely. The faculty make Evergreen."
- Alumni, class of 2002

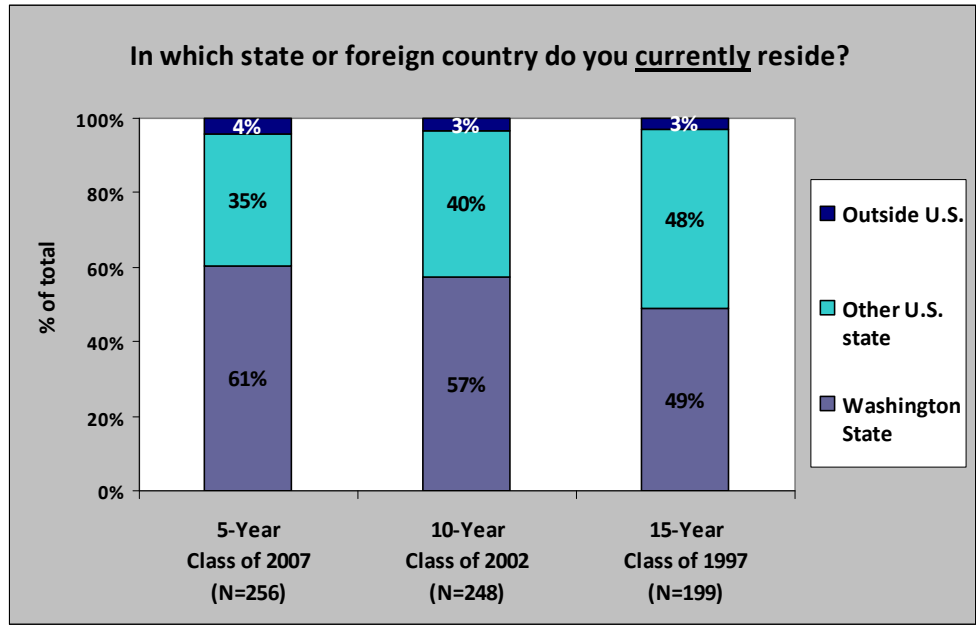
"Being able to lead productive discussions and synthesize different viewpoints has more or less made my career. I might not always have appreciated the importance of seminar, but merely the constant exposure to presentation and discussion has put me leagues ahead of many others in my profession."
- Alumni, class of 2007

F. Current Location of Survey Respondent

At the time of the survey, the top three states of residence for all three alumni groups were Washington, Oregon, and California. Across all classes combined, there were three additional states with greater than ten alumni residing in them: New York, Massachusetts, and Texas. A detailed list of alumni location data can be found in Appendix A.



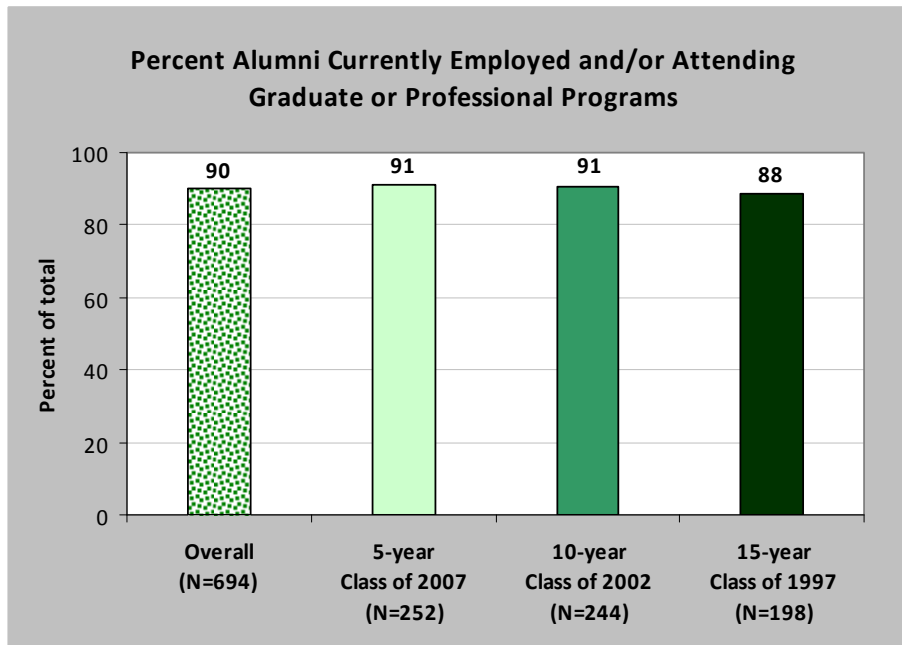
Location data were collapsed in order to compare the number of alumni from each group residing in Washington State, other U.S. states, and outside the U.S.



The chart at left illustrates the outward migration of Evergreen alumni over time, with 61% of 5-year alumni still residing in Washington and only 49% of 15-year alumni remaining in the State. The percentage of alumni living outside the U.S. is consistent across groups.

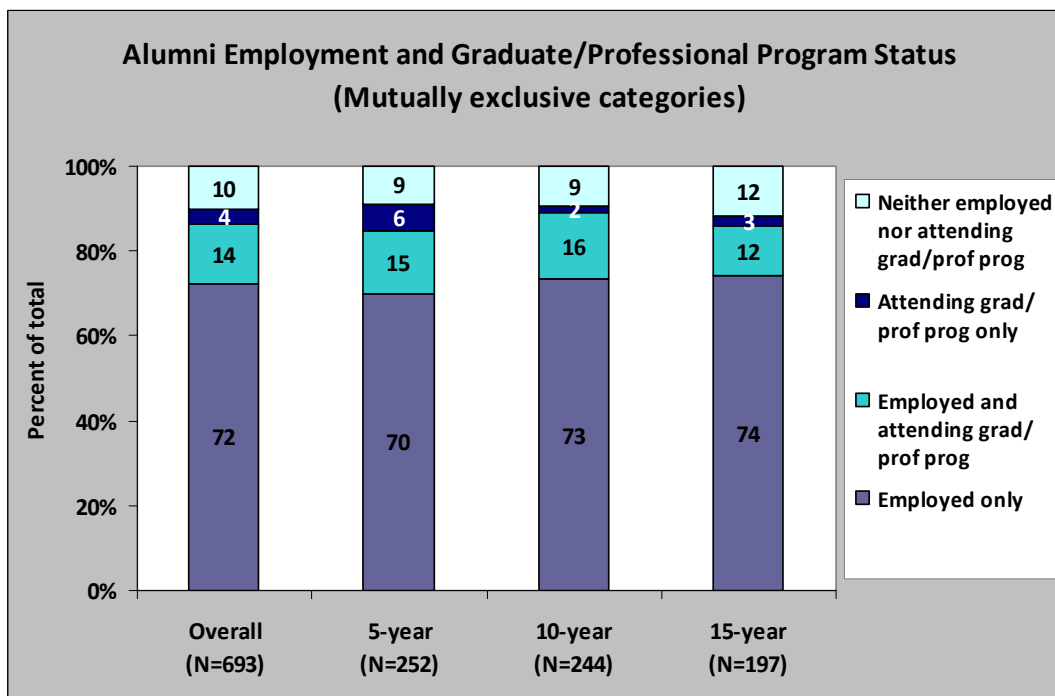
G. Overall Rate of Employment/Post-baccalaureate Study

Respondents who were currently employed *and/or* attending a graduate/professional program were identified in order to calculate the overall rate of employment/post-baccalaureate study for each alumni group. Results were consistent across groups, ranging from 91% among 5- and 10-year alumni to 88% among 15-year alumni.



At the time of the survey, **90%** of the overall alumni group were employed and/or attending graduate or professional programs.

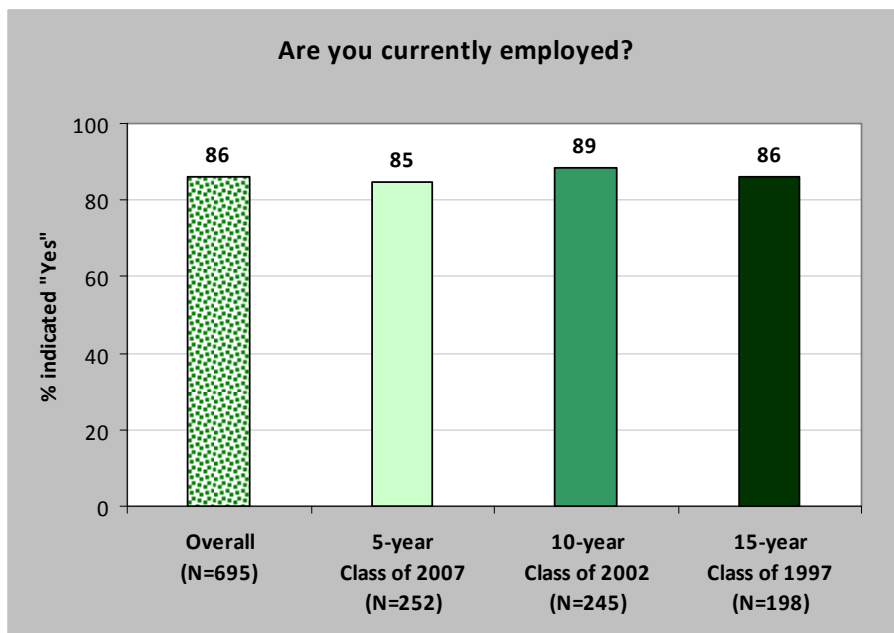
Employment and post-baccalaureate education data were then coded into four mutually exclusive categories to compare the distribution of status types across groups. As seen in the following chart, the percentage of alumni currently in school drops from 21% among the 5-year group to 15% among 15-year alumni.



H. Alumni Employment Data

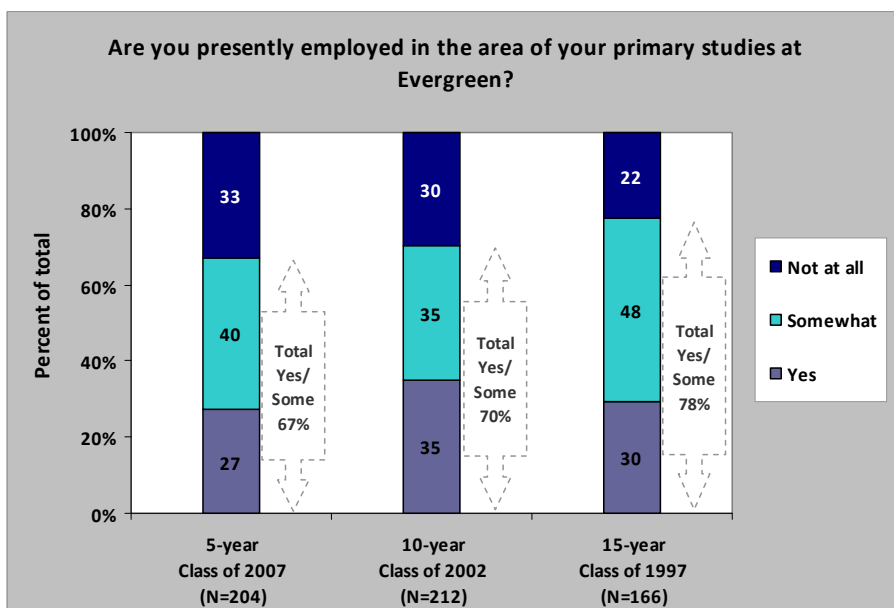
Alumni were asked a series of questions about their employment status, including type(s) of employment and relatedness of their work to their primary area of study at Evergreen. The overall rate of alumni employment at the time of the survey was 86%, with the highest employment rate of 89% occurring among the 10-year group. As shown in the previous chart, a small percentage of alumni in each group were not working while attending graduate or professional programs. The activities of other unemployed alumni are discussed later in this section.

“Creative problem solving and the integration of my personal history/experience are especially useful in my current management position and in teaching environments. These are skills I learned at TESC.”
- Alumni, class of 2002



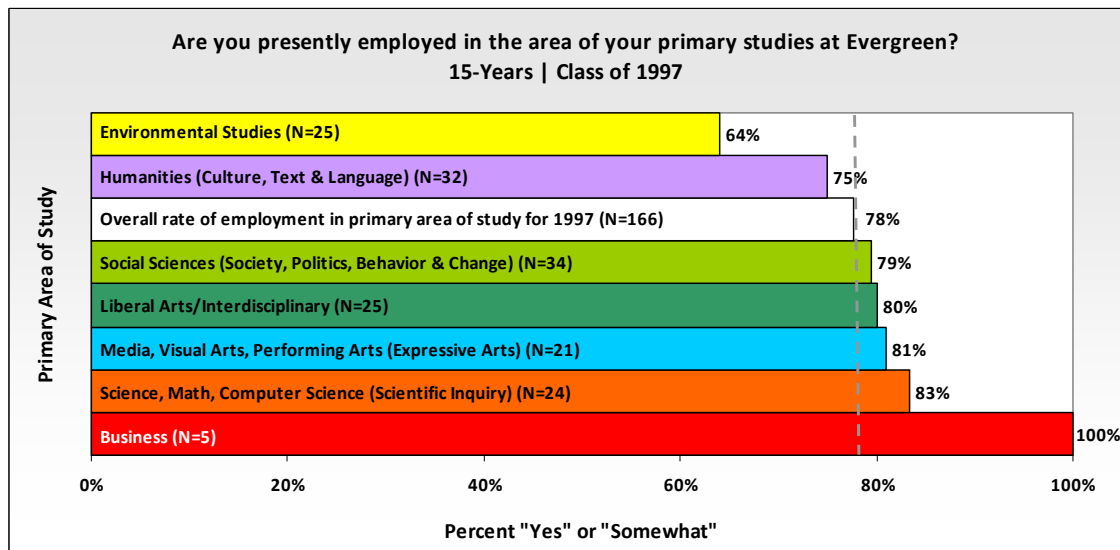
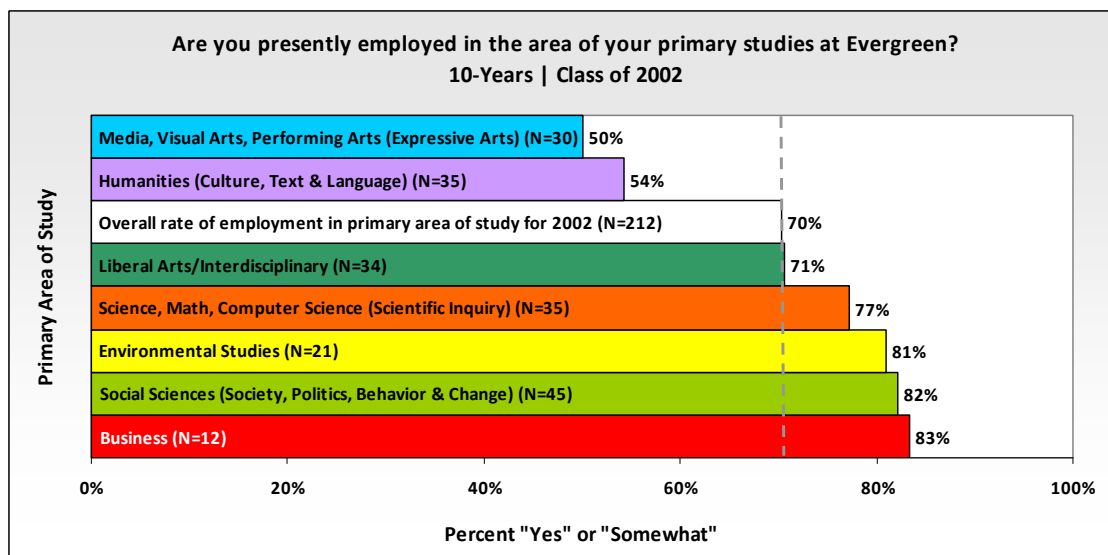
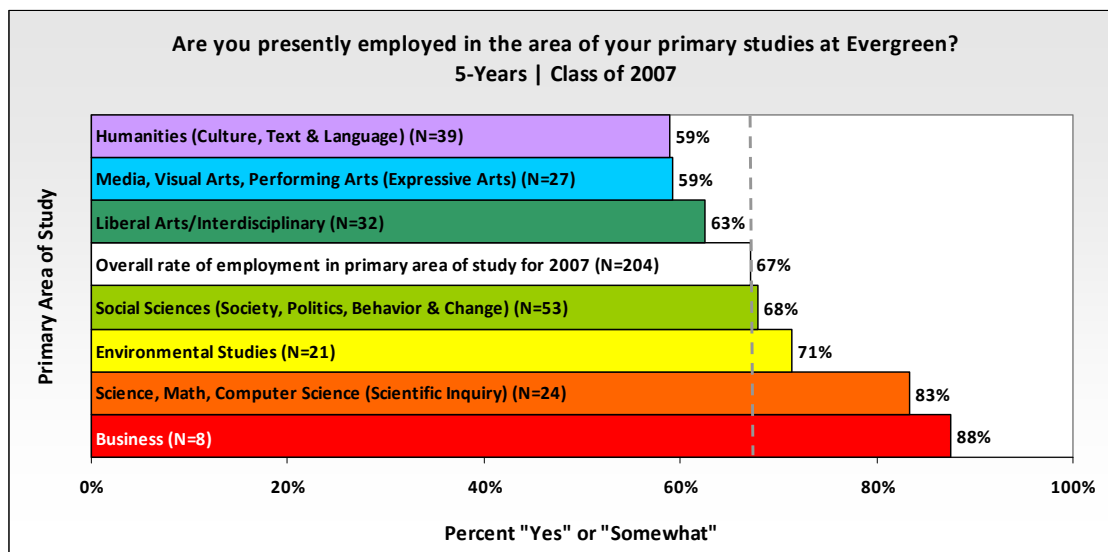
“Evergreen taught me how to use the skills I have in every situation. I think I have more highly developed problem solving skills than most professionals I meet and am often able to learn new systems and functions easily. I think because of my education I am often able to mentally pull together all the threads of the work I do, rather than just focusing on the tasks required of me. I know my current employer finds this a great benefit and an asset to his company.”
- Alumni, class of 1997

Employed alumni were asked whether they were working in the area of their primary studies at Evergreen. The distribution of alumni who answered “Yes,” “Somewhat,” or “Not at all” within each group is shown in the chart below. It is encouraging to see an increase in the percentage of alumni working at least somewhat in their primary area of study (shown in dashed boxes) as distance from degree increases, with nearly 4 out of 5 alumni in the 15-year group indicating such. It is also interesting to note the shifts in distribution between the “Yes” and “Somewhat” categories over time.

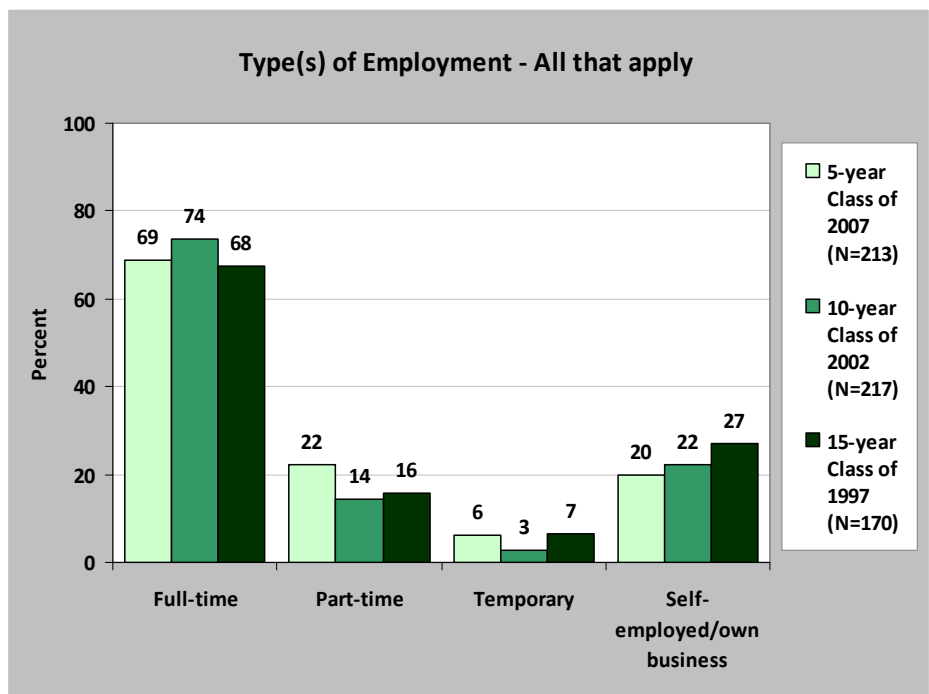


“I would say my strength at collaborating in a multidisciplinary work environment was something I gained from my experience at Evergreen. I am forever grateful for the perspective this gave me that I have been able to tap into in my career.”
- Alumni, class of 2007

This question was also analyzed by primary area of study for each alumni group as shown in the following three charts. Each chart includes the overall percentage of alumni employed in their area of study for that graduating class, indicated by a dashed vertical line. Of particular interest is the increase in the percentage of liberal arts/interdisciplinary alumni who report working at least somewhat in their area of study as distance from degree increases, ranging from 63% in the 5-year group to 80% among 15-year alumni.

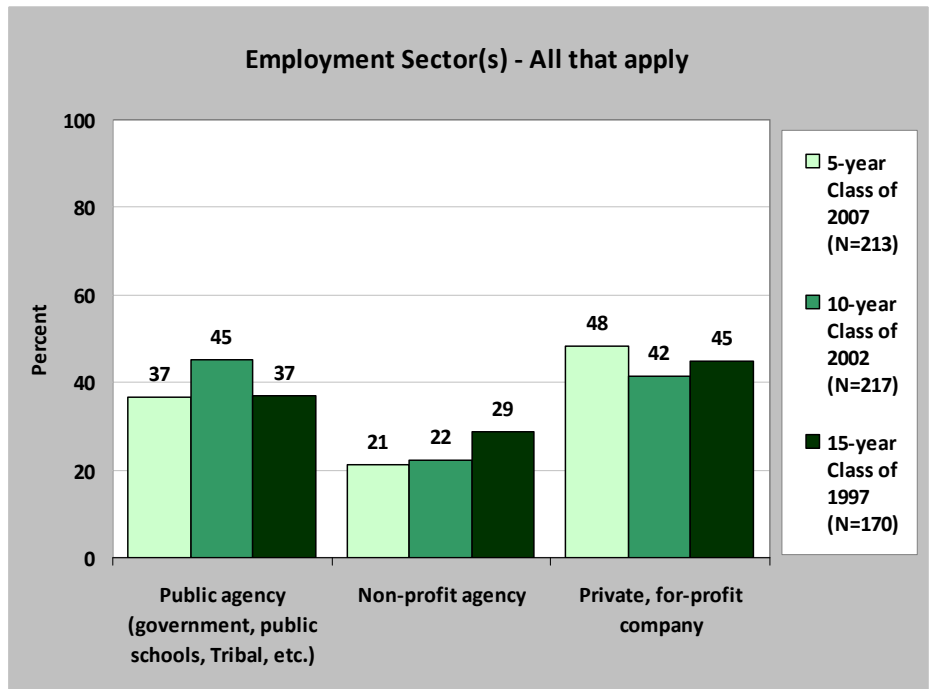


Employed alumni were asked to indicate which characteristics listed in the following charts best described their current employment situation. The 10-year group had the highest rate of full-time employment and the lowest rate of temporary employment. The 5-year group had the highest rate of part-time employment, which may reflect economic factors and graduate/professional school attendance. The most consistent trend over time was an increase in the percentage of alumni who indicated they were self-employed or owned their own business – from 20% among 5-year alumni to 27% in the 15-year group.



Note: Percentages do not sum to 100 as alumni could select more than one type of employment.

Ten-year alumni had the highest rate of employment in the public sector, while the 15-year group had the highest percentage working in the non-profit sector. Five-year alumni had the highest rate of employment in the private sector. The total percentage of alumni working in public and/or non-profit jobs ranged from 58% among the 5-year group to 66-67% of the 10- and 15-year groups.



Note: Percentages do not sum to 100 as alumni could select more than one employment sector.

Respondents were asked which employment category best described the type of work they were doing at the time of the survey. Alumni with more than one job were instructed to respond with the job they considered to be their *primary* occupation in mind. For all three groups, **Education/Training/Library**, **Management**, and **Community and Social Service** ranked among the top three areas of employment.

5-year Class of 2007	10-year Class of 2002	15-year Class of 1997
Education/Training/Library	Education/Training/Library	Management
Management	Community and Social Service	Education/Training/Library
Community and Social Service	Management	Community and Social Service
Office/Administrative Support	Healthcare Practitioner or Technician	Healthcare Practitioner or Technician

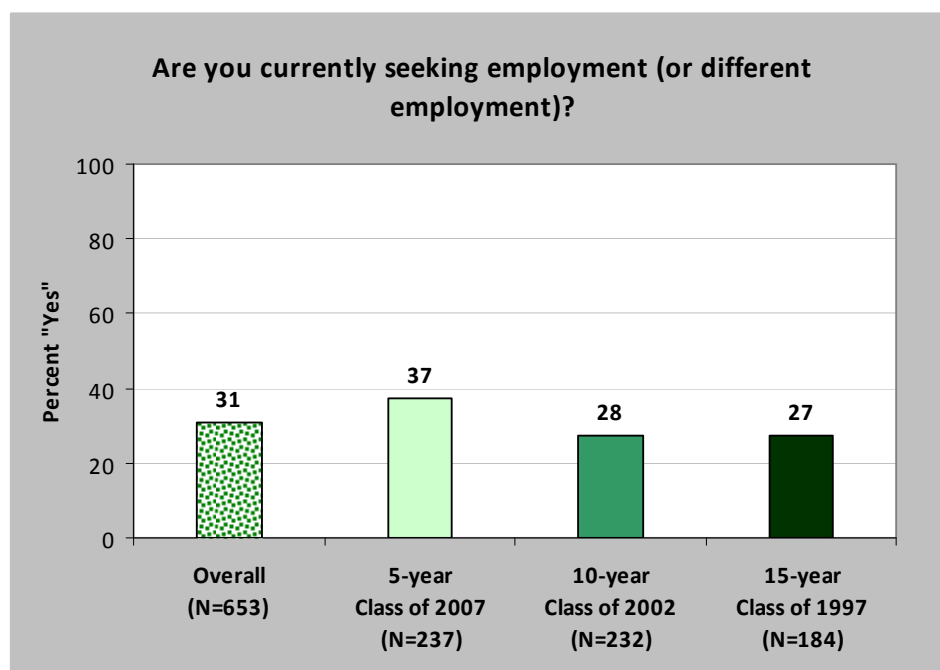
Employment Categories	% 5-year Class of 2007 (N=212)	% 10-year Class of 2002 (N=216)	% 15-year Class of 1997 (N=170)
Architecture/Engineering	1.4	0.5	1.8
Art and Design	5.2	0.5	3.5
Building and Grounds Cleaning/Maintenance	0.5	-	0.6
Business and Financial Operations	5.7	6.9	4.1
Community and Social Service	9.4	11.6	8.2
Computer/Mathematical	4.2	5.6	7.6
Construction/Installation/Repair	-	0.5	0.6
Education/Training/Library	11.8	19.4	16.5
Entertainer/Performer	0.5	-	1.2
Farming/Fishing/Forestry Worker	1.9	0.9	0.6
Food Preparation/Serving	4.2	0.9	-
Healthcare Practitioner or Technician	2.4	7.9	8.2
Healthcare Support	3.3	1.4	-
Legal Occupations	3.3	1.9	2.4
Life Science	5.7	5.6	3.5
Management	11.3	10.2	22.9
Media and Communications	3.3	6.9	7.6
Military and Protective Service	2.4	1.9	1.2
Office/Administrative Support	9.4	6.9	1.2
Personal Care and Service	3.8	2.3	2.9
Physical Science	0.9	1.4	1.2
Production/Manufacturing	2.8	0.5	-
Sales	3.3	3.2	1.2
Social Science	2.8	2.8	2.9
Transportation	0.5	0.5	-

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

The top employers for the overall alumni group were **public higher education institutions** (not including Evergreen), the **State of Washington**, **K-12 public schools**, and the **U.S. Government**. The ranking of these employers within each group is shown in the following table.

5-year Class of 2007	10-year Class of 2002	15-year Class of 1997
Public higher education institutions	K-12 public school system	State of Washington
U.S. Government	State of Washington	Public higher education institutions
K-12 public school system	Public higher education institutions	K-12 public school system
State of Washington	U.S. Government	U.S. Government

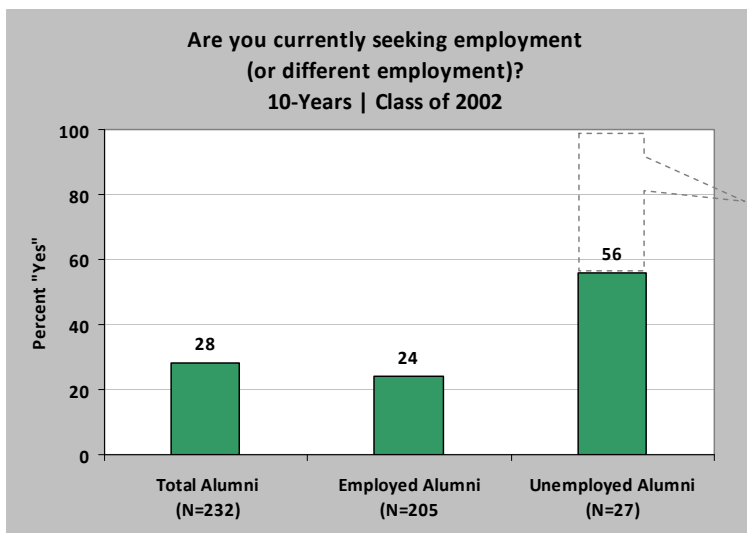
Alumni were asked if they were currently seeking employment (or different employment) at the time of the survey. Results for the overall group and each subgroup are shown in the chart below. The 5-year group had the highest percentage of job-seekers, which may reflect the economic downturn between the time they entered the workforce and the time of the survey. This group also may have had a higher percentage of alumni entering the workforce after completing graduate or professional school, as many alumni who pursue advanced degrees do so within the first five years of completing their undergraduate studies.



Responses to this question were analyzed within each alumni class by total, employed, and unemployed alumni in order to examine differences in job-seeking status between groups. For unemployed alumni who indicated they were *not* currently seeking employment, further analysis was done to identify possible reasons for this (e.g. graduate or professional student, stay-at-home parent, retired, etc.). Results from this analysis are detailed below.



- 34% of employed and 57% of unemployed 2007 alumni were seeking employment at the time of the survey.
- 43% of those unemployed were *not* seeking employment. Of these 16 alumni, 9 were in graduate or professional school (4 were also volunteering), 3 were solely volunteering (one had earned an advanced degree and one was serving in the Peace Corps), 2 had earned advanced degrees, and for the remaining 2 we do not have additional detail.



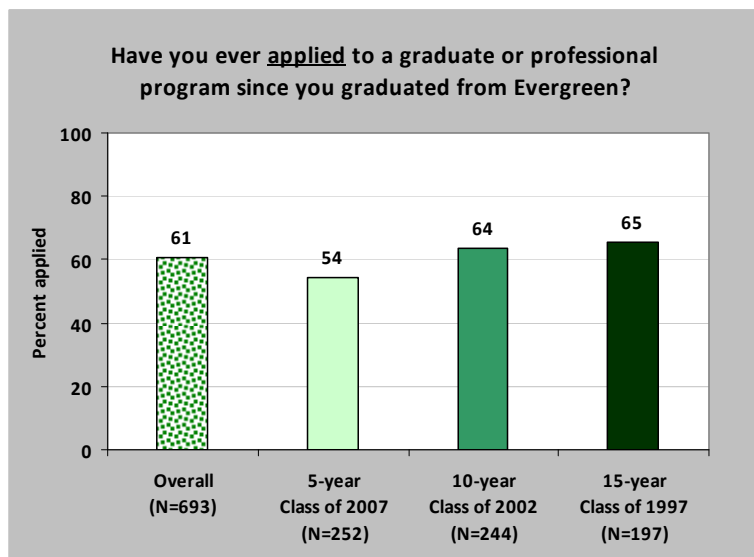
- 24% of employed and 56% of unemployed 2002 alumni were seeking employment at the time of the survey.
- 44% of those unemployed were *not* seeking employment. Of these 12 alumni, 2 were attending graduate/professional school (one was also volunteering), 2 had completed advanced degrees and were involved in volunteer work, one was caring for a parent, and for the remaining 7 we do not have additional detail.



- 23% of employed and 50% of unemployed 1997 alumni were seeking employment at the time of the survey.
- 50% of those unemployed were *not* seeking employment. Of these 14 alumni, 2 were attending graduate/professional school, 8 were involved in volunteer work (one was also homeschooling their children), and for the remaining 4 we do not have additional detail.

I. Participation in Graduate/Professional Programs

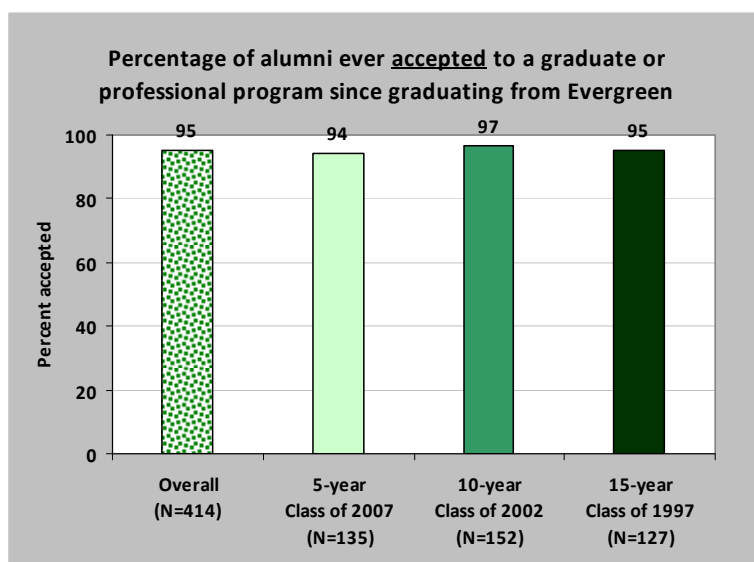
Respondents were asked if they had ever applied to a graduate or professional program and, if so, whether they had ever been accepted. Those who had been accepted were asked for additional details about their continuing education. Results for the overall group and each class are shown in the charts below.



61% of the overall group had **applied** to a graduate or professional program since graduating from Evergreen. 47% of those who had *not* yet applied plan to do so in the future.

The greatest increase in rate of application occurred between the 5- and 10-year alumni groups.

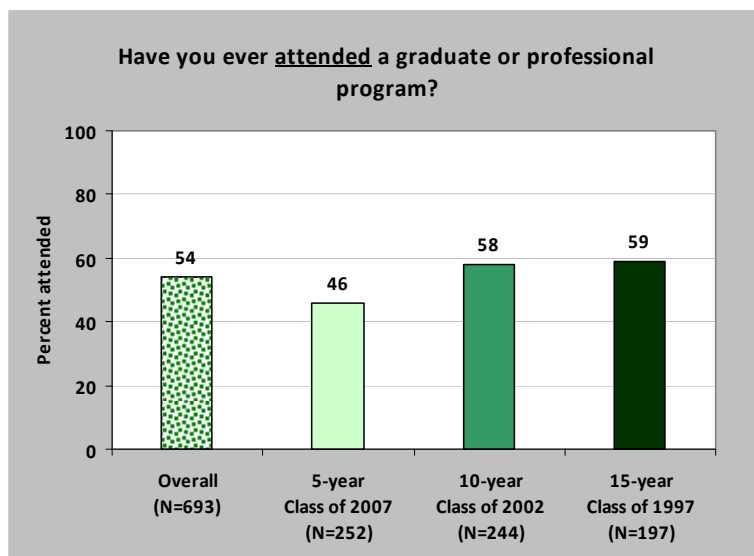
"I felt extremely prepared when approaching graduate studies, particularly when completing research and writing tasks."
- Alumni, class of 1997



95% of those who applied were **accepted**.

The acceptance rate was fairly consistent between groups.

"[At Evergreen I developed] the ability to see both sides of a debate and speak eloquently about my reasoning. I miss seminar and attempt to do so with fellow classmates whenever possible."
- Alumni, class of 2002

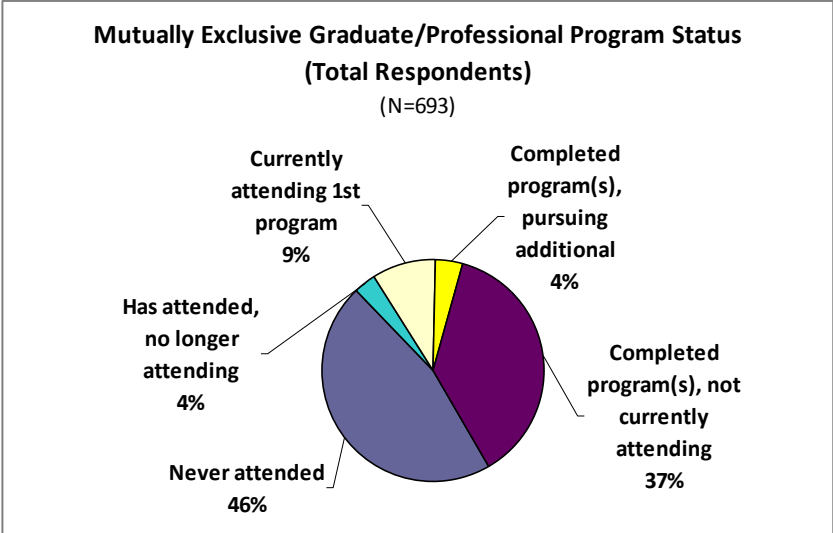


54% of the overall group had **attended** or were currently enrolled in graduate or professional programs (N=374).

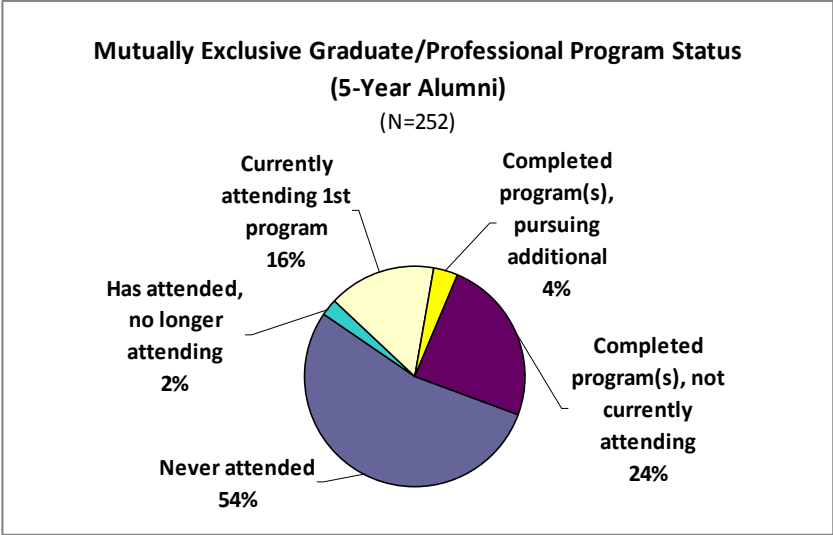
As with the rate of application, the greatest increase in attendance was seen between the 5- and 10-year groups.

"Evergreen developed a foundation for critical thinking that has carried through to graduate research."
- Alumni, class of 2007

Post-baccalaureate education data were coded into five mutually exclusive categories to provide a detailed look at graduate/professional program enrollment across groups: **Never attended** includes alumni who never applied, applied but were not accepted, or were accepted but decided not to attend; **Has attended, no longer attending** includes those who were enrolled in a graduate or professional program at some time after graduating from Evergreen but discontinued before completion; **Currently attending first program** includes alumni who were enrolled in their first program at the time of the survey and alumni who had discontinued a previous program but were currently enrolled in a subsequent one; **Completed program(s), pursuing additional** includes alumni who had completed one or more programs and were currently enrolled in another; and **Completed program(s), not currently attending** includes alumni who had completed one or more programs but were not enrolled in a program at the time of the survey. The distribution of alumni among these categories is shown in the charts below.



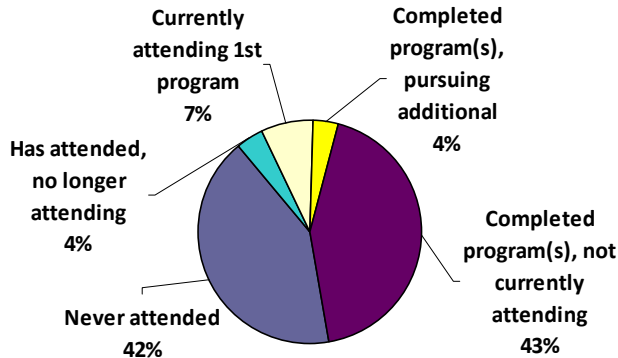
Among the total respondent group, 54% had attended a graduate or professional program at some point since graduating from Evergreen and **41%** had completed one or more programs. 36% had completed an advanced academic degree (masters or doctorate).



Not surprisingly, 5-year alumni had the highest rate of attendance in first programs and the highest percentage who had never enrolled in a graduate or professional program. Nonetheless, this group had a total attendance rate of 46%, and **28%** had completed one or more programs by the time of the survey.

Mutually Exclusive Graduate/Professional Program Status (10-Year Alumni)

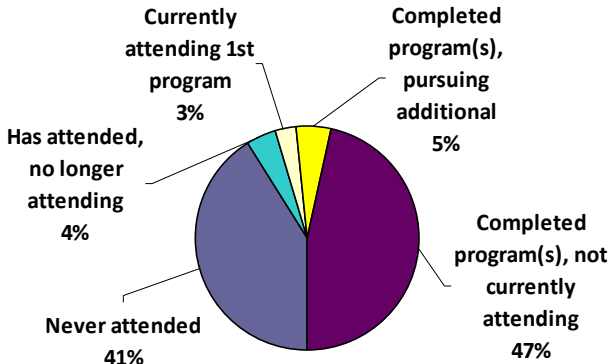
(N=244)



The rate of graduate/professional program attendance increased to 58% among 10-year alumni, and **47%** had completed one or more programs. It is interesting to note that 7% were attending their first program ten years after receiving their baccalaureate degrees from Evergreen.

Mutually Exclusive Graduate/Professional Program Status (15-Year Alumni)

(N=197)

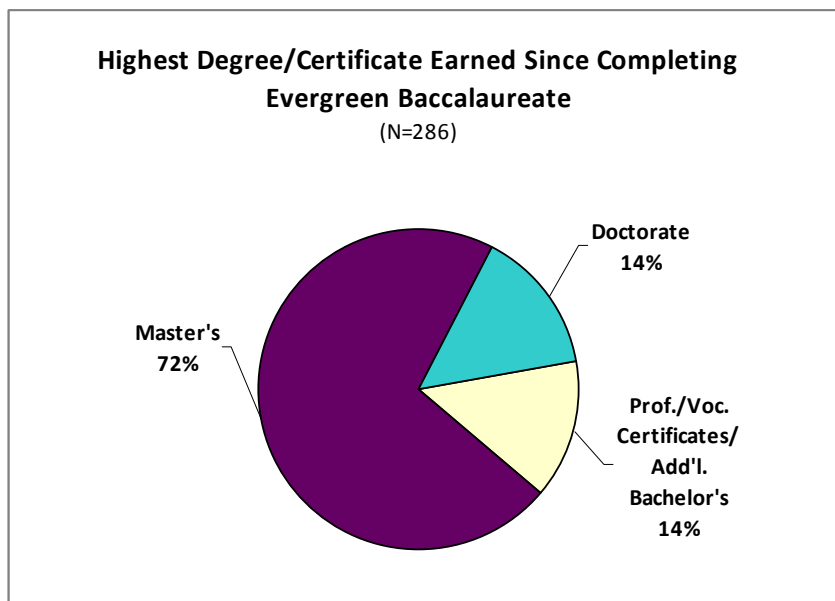


The distribution among categories for 15-year alumni did not differ greatly from that of the 10-year group, and the overall rate of attendance increased only slightly to 59%.

The most notable changes were a 4% shift from the *Currently attending 1st program* category to the *Completed/not currently attending* category, and a corresponding increase in the rate of program completion to **52%**.

Highest Degree or Certificate Earned

Post-baccalaureate education data were then analyzed to determine the highest degree or certificate earned by alumni who had completed programs. Results for the overall respondent group are shown in the chart below, followed by a summary of the fields of study associated with each level of attainment. Results for each graduating class are shown on the following page.

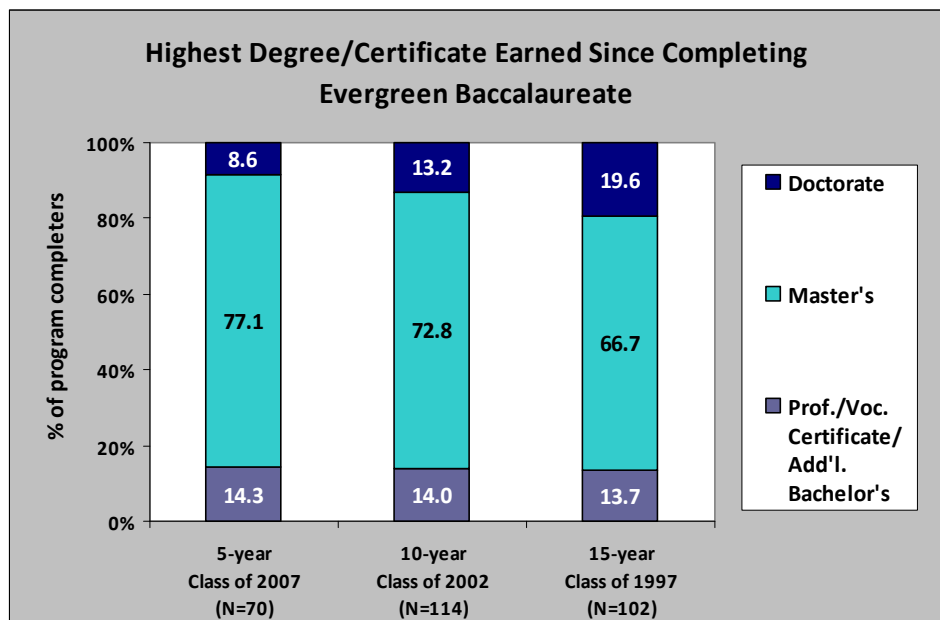


The highest level attained by the majority of alumni *who had completed graduate or professional programs* was a master's degree (**72%**). Another 14% had completed doctorate programs. The remainder had earned professional or vocational certificates or additional bachelor's degrees.

Of the alumni whose highest degree was a doctorate, about three-fourths had earned a J.D. or Ph.D. (alumni were evenly distributed between these degrees). The remainder had earned doctorate degrees in medicine, including M.D., N.D., D.O., and post-doctorate programs. Fields of study for those who had earned a Ph.D. included anthropology, biochemistry, biology, education, engineering, English, human services, interdisciplinary studies, philosophy/religious studies, physics, political science, psychology, and sociology.

The top five areas of study for master's degree earners were education, public administration, psychology, health, and social service professions. Degrees in education included MIT, M.Ed., and Master of Arts in special, adult, or international education. Of the public administration degrees, three-fourths were MPAs; the remainder were in the areas of environmental/sustainable development policy or management, organizational development/leadership, and intercultural management. Psychology degrees were primarily in counseling and therapy; most were in unspecified areas. Specific areas mentioned were marriage and family, system/organizational/industrial psychology, and applied behavioral science. Master-level degrees in health included acupuncture/oriental medicine, nursing, occupational therapy, public health, nutrition, holistic health, and physician assistant studies. All alumni in the social service category had earned Master in Social Work (MSW) degrees.

The majority of alumni in the post-baccalaureate/professional certification category had pursued further studies in health-related fields. Several had earned Associate or Bachelor of Science degrees in nursing and had become registered nurses; others held professional certificates in counseling, nutritional therapy, hypnotherapy, birth/postpartum doula care, childbirth and lactation counseling, massage or bodywork, palliative care, medical or veterinary technology. One respondent had completed a post-baccalaureate premedical program and was enrolled in medical school. The second-largest group in this category had earned teaching certificates, either for general education or specific subject endorsements. The remainder had earned certificates in sign language interpretation, technical writing/editing, fiction writing, regulatory affairs, business/financial analysis, personal finance counseling/education, wetland science and management, renewable energy technology, GIS, web development, paralegal, and humane animal training. One alum had passed the bar exam.

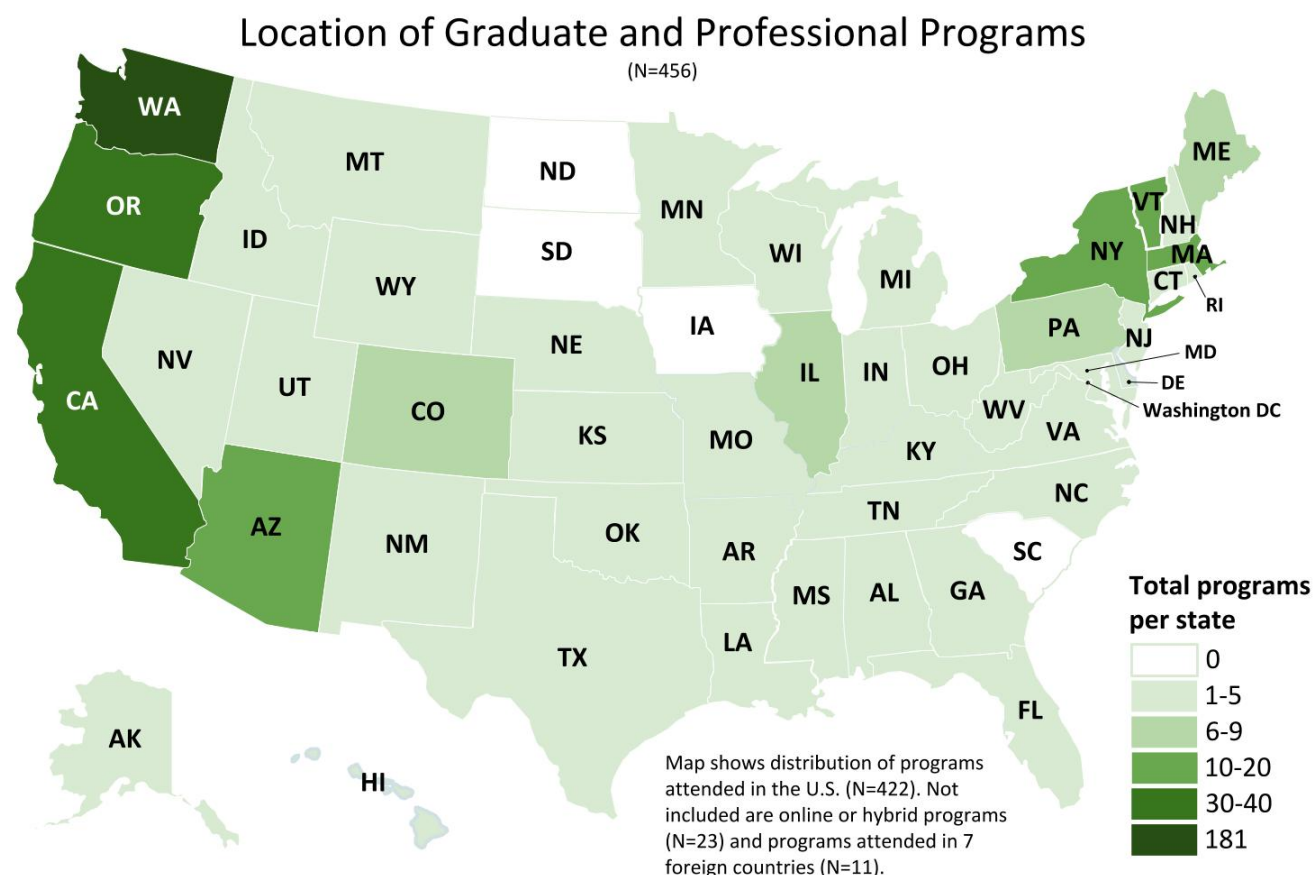


Among program completers, the total percentage earning Master's or doctorate degrees remained notably consistent across alumni groups.

It is encouraging to see the percentage of program completers earning doctorate degrees increase from 9% among Evergreen's most recent graduates to **20%** among those in the 15-year group.

Location of Post-baccalaureate Study

Alumni were given space to describe up to three graduate or professional programs and were instructed to list additional programs at the end of the survey if needed. The 374 alumni who had participated in post-baccalaureate studies named 456 total programs, shown by geographical distribution in the map below. The states with the highest concentration of programs were Washington, California, and Oregon, respectively. Other states with greater than ten programs included New York, Massachusetts, Arizona, and Vermont. A detailed list of program location data can be found in Appendix B.



Educational Institutions

The 374 alumni who had participated in post-baccalaureate study named 224 different colleges, universities, and professional programs in which they had enrolled. Educational institutions where five or more alumni had attended are listed in the following table. The University of Washington and The Evergreen State College also ranked as the two most-frequently attended institutions in the 2008, 2010, and 2012 administrations of the Evergreen One-Year Alumni Survey, as well as in the Evergreen Three-Year Alumni Survey administered in 2011. Antioch University, Saint Martin's University, and Seattle University also appeared among the top three institutions in the above-mentioned surveys. Other notable institutions attended by this group of alumni included Columbia University, Dartmouth College, Duke University, Harvard University, Massachusetts Institute of Technology, University of Pennsylvania, and Vanderbilt University.

Name of Educational Institution (N=224)	N
University of Washington	44
The Evergreen State College	38
Antioch University	15
Saint Martin's University	14
Portland State University	10
Seattle University	8
The New School	7
Bastyr University	6
City University	6
Eastern Washington University	6
Naropa University	5
Oregon State University	5
Western Washington University	5

Fields of Study

As mentioned above, alumni were given space to describe as many graduate/professional programs as they wished. Their open-ended responses regarding field(s) of study were categorized using 2010 National Center for Education Statistics Classification of Instructional Programs (CIP) codes. Results from this analysis are listed in the table below in descending order of frequency among the total respondent group. The percentage of alumni in each field of study is shown by subgroup as well.

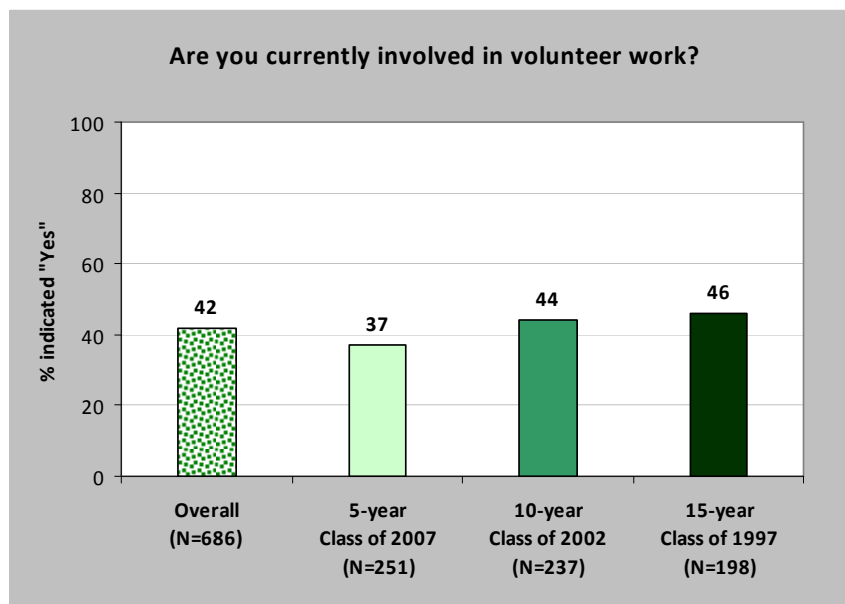
The top four areas of study across all groups were **Education; Health Professions in Medicine and Health Support Services; Mental Health Services and Psychology;** and **Public Administration/Public Policy.** (In the 5-year group, **Legal Professions and Studies** ranked fourth with Public Administration/Public Policy.) The highest concentration of alumni in Education occurred in the 10-year group (21%). The majority of alumni in the 15-year group were distributed evenly between Education and Health (16%, respectively). This group had a low percentage of alumni in the Mental Health Services and Psychology category relative to the other two graduating classes (6% compared to 10% in the 10-year group and 12% in the 5-year group). Five-year alumni were more evenly distributed across the top three categories than the other two groups, and had the lowest concentration in Education and Health (23% versus 34% in the 10-year group and 33% among 15-years). Among the top fields of study the only category with consistent participation across groups was Public Administration/Public Policy, with an average of 9% alumni pursuing further studies in this area.

Field(s) of study in Graduate/Professional/Certificate Programs (N=466)	N of total alumni group	% of total alumni	% of 5-Years (2007)	% of 10-Years (2002)	% of 15-Years (1997)
Education	77	16.5	11.6	20.5	16.4
Health Professions in Medicine and Health Support Services	64	13.7	10.9	13.6	16.4
Mental Health Services and Psychology	43	9.2	11.6	10.2	5.9
Public Administration/Public Policy	40	8.6	8.0	8.5	9.2
Legal Professions and Studies	24	5.2	8.0	3.4	4.6
Visual and Performing Arts	21	4.5	5.1	4.5	3.9
Business, Management and Marketing	19	4.1	5.1	5.1	2.0
Communication, Journalism, and Related Technologies	18	3.9	3.6	5.7	2.0
Natural Resources and Conservation	18	3.9	3.6	5.7	2.0
Social Service Professions	18	3.9	4.3	2.8	4.6
Biological and Biomedical Sciences	15	3.2	4.3	2.3	3.3
Library Science	13	2.8	2.9	1.7	3.9
Social Sciences (e.g. anthropology, geography, political science, sociology)	12	2.6	0.7	2.8	3.9
English Language and Literature/Letters	11	2.4	2.2	2.3	2.6
Philosophy and Religious Studies	10	2.1	0.7	1.7	3.9
Computer and Information Sciences	9	1.9	2.9	1.7	1.3
Interdisciplinary Studies (e.g. human development, international studies, science and technology, museum studies)	9	1.9	0.7	0.6	4.6
Architecture and Planning	8	1.7	0.7	2.8	1.3
Area, Ethnic, Cultural and Gender Studies	8	1.7	1.4	1.1	2.6
History	6	1.3	2.9	0.6	0.7
Liberal Arts and Sciences, General Studies and Humanities	5	1.1	2.2	0	1.3
Foreign Languages, Literatures and Linguistics	4	0.9	1.4	0.6	0.7
Physical Sciences	2	0.4	0	0.6	0.7
Other (agriculture, aviation, criminal justice, engineering, math/statistics, personal/culinary service)	6	1.3	2.2	0.6	1.3
Unknown/no detail	6	1.3	2.9	0.6	0.7

Note: Alumni who enrolled in more than one degree/certificate program are counted in each applicable program.

J. Volunteerism

Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of work they were doing. The rate of volunteerism ranged from 37% among 5-year alumni to 46% among the 15-year group, with an overall rate of 42%.



Of the 288 alumni who indicated they were volunteering, 96% (N=276) provided a description of the type of work they were doing. Descriptions were reviewed and categorized in order to present them in summary form and are shown in the table below.

Type of Volunteer Activity (N=276)	% of Alumni Who Volunteer Engaged in each type of activity	
	N	%
Social Services/Public Health Alumni volunteering in this category worked for food banks, soup kitchens, and shelters; community and social service organizations; hospitals, health clinics, and adult care facilities; fire, search and rescue, emergency, and disaster response teams; crisis clinics and hotlines; 12-step, drug/alcohol counseling, or harm reduction programs; family or women's support organizations; and child welfare agencies. Specific services provided included coordinating clothing/blood drives or volunteers; providing childcare or mentoring child care providers; teaching trauma therapy, literacy, yoga, or birth options awareness; teaching ESL adults; providing life counseling, doula/midwife services, in-home nursing, or hospice care; participating in cancer research; remodeling homes; and doing design work. Specific agencies/organizations included The United Way, Rotary, Kiwanis, and Lions Clubs, Habitat for Humanity, Human Response Network, YMCA, Safeplace, Planned Parenthood, Peace Corps, Relay for Life, American Cancer Society, Juvenile Diabetes Research Foundation, and the Red Cross. Specific populations served included homeless, hungry, and disadvantaged individuals; women, families, and military spouses; incarcerated persons; veterans; immigrants and refugees; individuals living with cancer, HIV, mental illness, or developmental disabilities; hearing and vision impaired persons; the elderly; American Indians; and LGBTQ persons.	99	36%

Type of Volunteer Activity (N=276)	% of Alumni Who Volunteer Engaged in each type of activity	
	N	%
Youth Organizations/Education Alumni in this group taught, tutored, mentored, or coached youth; were school volunteers; worked with youth through Big Brothers/Big Sisters, Boys and Girls Club, Boy and Girl Scouts, 4H, and other youth agencies and organizations. Specific services provided included teaching music, creative movement, or environmental stewardship; providing free books, clothing, medical supplies, and occupational therapy; serving as camp counselors or outdoor excursion leaders; connecting youth with local resources and programming; working for academic incentive/scholarship/outreach programs; and providing youth advocacy services. Specific populations served included underprivileged, impoverished, at-risk, delinquent, gifted, ESL, Tribal, LGBTQ, or international youth; children with disabilities; sexual abuse survivors; and high school seniors transitioning to college.	64	23%
Local Community/Business/Politics Alumni in this group served as board members of non-profit organizations, school districts, and law enforcement associations; served on community councils, chambers of commerce, and planning commissions; were members of neighborhood and homeowners' associations; worked for college, hospital, and school foundations; and volunteered in politics. Specific work included volunteering at community events and city parks; writing and reviewing grants; serving on charitable giving and diversity committees; running a business resource center; registering voters, performing campaign work, and serving on committees to influence legislation; and serving on a foster care review board. Specific agencies mentioned included Crime Stoppers, Rotary International, and YMCA.	54	20%
Arts/Music/Media/Culture Alumni in this category donated their time and services to performing arts organizations (e.g. theater, ballet, choir, symphony), the fine arts (e.g. art galleries, community arts programs/collectives, environmental art organizations), media (e.g. public/community radio stations, community magazines, writers' education organizations), and cultural organizations (e.g. libraries, museums, building/historical preservation societies, and Tribal communities). Specific duties included serving as board members, gallery assistants, editors/proofreaders, volunteer coordinators, station managers, and projectionists; teaching martial arts and cultural dance/song; giving benefit performances; and serving as staff at local film, cultural, food and wine, and gaming festivals/conventions.	41	15%
Ecological/Environmental and Animal Advocacy and Action These alumni volunteered with organizations that work to conserve, restore, and protect plants, animals, and their habitats (e.g. botanical gardens, native plant conservatories, marine science centers, estuary associations, wildlife rehabilitation centers, and animal rescue shelters). Specific organizations included the National Park Service, US Forest Service, US Fish and Wildlife Service, WA Department of Fish and Wildlife, People for Puget Sound, the Humane Society, and PETA. Specific duties included fieldwork (e.g. coastal studies, wildlife counts/monitoring, wild fish/habitat conservation, park/beach/stream/trail cleanup and maintenance); serving on advisory boards and natural resource councils; providing environmental education/training and hunter education; guiding hikes; and fostering animals.	38	14%

Type of Volunteer Activity (N=276)	% of Alumni Who Volunteer Engaged in each type of activity	
	N	%
Community Gardens/Community Sustainability Most alumni in this group worked as community/urban garden volunteers, mentors, and board members; volunteered at food co-ops, farms, farmers' markets, and free farm stands; or provided food education. Many of these were certified Master Gardeners. Others in this category served on sustainability committees or worked with organizations dedicated to sustainable agriculture and food systems.	30	11%
Religious Groups/Organizations These alumni volunteered in various faith communities. Specific duties included leading or assisting with worship, organizing or leading church activities, teaching Sunday School, participating in fundraising, and working with community service programs.	21	8%
Justice Advocacy and Action Alumni in this category volunteered with organizations dedicated to social justice and community action. Specific duties included serving as Court Appointed Special Advocates, Guardians ad Litem, and juvenile court advocates; participating in political activism for social justice and human rights advocacy; providing pro bono legal services; and serving on an advisory board for a child advocacy organization. Specific issues addressed included hunger and homelessness, immigrant rights, police accountability, prisoner re-entry, autism advocacy, LGBTQ rights, youth violence prevention, and addressing the achievement gap/discipline policies/incarceration rates among races. Specific organizations named included the NAACP, NOW, and Democracy for America.	18	7%
Other (Nonspecific activities)	8	3%

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

K. Special Strengths Developed at Evergreen

Alumni were asked in an open-ended narrative question to describe special strengths or skills they developed at Evergreen that were particularly useful in their current endeavors. **Eighty percent** of them (N=565) responded to this question. Their comments were reviewed and categorized in order to present them in summary form. The first table below shows the overall frequency for each skill type and the second provides a description of skills included in each category.

Strength or Skill (N=565)	N	%
Thinking	324	57%
People skills	210	37%
Communication	195	35%
Personal growth	149	26%
Work habits/self-conduct	104	18%
Specific subject learning	168	30%
Other	11	2%

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

“At TESC I developed a keen sense of how apparently disparate ideas, objectives and endeavors can be brought together in a new application towards a common goal.”
- Alumni, class of 2002

“My Evergreen education gave me opportunities to figure out a question/challenge/project, start it, fall down, pick myself up and reach an outcome.”
- Alumni, class of 1997

“Communication skills! My job relies completely on my ability to communicate with complete strangers and identify needs. Evergreen and the learning style helped me develop greatly in these areas.”
- Alumni, class of 2007

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=565 with at least one strength or skill)	# with at least one strength in this category	%
Thinking (includes critical thinking (N=160), consideration of diverse perspectives/alternate points of view (N=63), interdisciplinary thinking /learning (N=56), problem solving/applying knowledge and skills (N=34), creative thinking (N=28), integration/synthesis/ability to see connections (N=23), analytical and logical thinking (N=22), independent thinking (N=18), holistic/systems thinking (N=16), and other thinking skills (N=4) (e.g. clear thinking, learning concepts rather than specifics, learned to think, heightened existing thinking skills))	324	57%
People skills (includes collaboration/team work/negotiation/dialogue (N=124), diversity awareness (N=34), interpersonal skills (N=33), working with diverse people (N=31), leadership/facilitation (N=16), and networking (N=4))	210	37%
Communication (includes writing (N=117), communication skills-unspecified (N=47), articulation/speaking/verbal skills (N=28), reading (N=20), public speaking (N=18), listening (N=14), presentation skills (N=13), foreign language (N=4), and other communication skills (N=16) (e.g. clear communication, communicating ideas, communication in professional settings, persuasive communication, ability to express self, creative expression, mass communication, how to ask better questions))	195	35%

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=565 with at least one strength or skill)	# with at least one strength in this category	%
Personal growth (includes social/community/environmental consciousness/activism (N=42), self reflection/self awareness (N=41), lifelong learning /love of learning (N=23), confidence (N=21), patience (N=7) and other personal growth (N=39) (e.g. flexibility/adaptability, survival skills, to believe in myself, do what you love, expanded perspective, compassion, kindness, perseverance, personal accomplishment, how to succeed as an older or low-income student, maturity/ personal growth/self-improvement, responsibility, well-rounded person))	149	26%
Work habits/self conduct (includes self-motivation/discipline/initiative/sufficiency, independence/resourcefulness, goal setting/attainment (N=60); ability to work independently (N=41); organizational skills (N=11); and time management skills (N=9))	104	18%
Specific subject learning (includes research skills (N=57) (e.g. library or internet research, data compilation, research project design/development, data interpretation/ analysis, field work/direct observation, survey/assessment skills, research related to graduate programs, interdisciplinary/open-minded approach to research, literature reviews, independent research); teaching skills (N=32) , (e.g. interdisciplinary teaching/education, innovative/egalitarian/Socratic pedagogy, differentiated instruction, gender-based learning, mentorship/tutoring skills, curriculum development); art and media skills (N=27) (e.g. performing/visual/media/fine art skills, photo/media archiving, film/art theory/criticism, journalism, film/video production, sound, web design, woodworking, furniture design, animation, digital art, art studio set up/maintenance, photography, Photoshop, music skills/theory/arranging); science (N=16) (e.g. scientific problem-solving skills, plant and animal identification/taxonomy, knowledge in organic chemistry, physics, life sciences, biology, ecology, environmental sciences, natural history, geology, wildlife science, botany, and horticulture); governance/public administration (N=14) (e.g. understanding of bureaucracy, government organizations/regulations, progressive/world politics, political history/theory/economy, social structures, capital markets, tribal relations, community assessment/organizing, student government); business/management skills (N=12) , (e.g. people/ organizational/land management, project planning, logistical administration, financial skills, sustainable business practices); math, statistics, quantitative reasoning, or computer science skills (N=11) , (e.g. unspecified math or computer science skills, calculus, formal logic, applying mathematics to real life situations, holistic approach to mathematics, software engineering, programming skills); computer (user) skills (N=9) (e.g. computer/software literacy/skills); and other specific subject learning (N=26) (e.g. understanding of social movements/change, feminist theory, food policy/production, organic/sustainable farming, social work/services, care giving, counseling theories, working with high risk youth, history, literature, Humanism, Latin American culture, law, building maintenance))	168	30%
Other (e.g. skills from internship/field/hands-on experience, exposure to subjects other than primary interest, development of knowledge in unanticipated areas, Evergreen education essential part of life/contributes to current endeavors, well-rounded, not limited in job search by a major, "so many...")	11	2%

"I developed a stronger sense of self and I have used what I have learned at Evergreen to become a more engaged employee/parent/spouse."
- Alumni, class of 1997

"Learning to negotiate and problem solve. In my field of work I work with different Tribal, State, City, and county governments that have at many times differing views."
- Alumni, class of 2002

"Exposure and tolerance toward diverse groups and a desire to listen, understand and consider ideas of others even when I may disagree."
- Alumni, class of 2007

L. Recognition of Special Individuals or Services

Alumni were asked if there were particular individuals or services that made a special contribution or genuine difference to their education or personal growth at Evergreen. Of 703 total survey respondents, five hundred forty-one (77%) wrote a response to this question. These alumni identified 395 individual faculty and staff members representing 51 different offices and service units of the college (see the full list of individuals and services that were recognized by alumni in Appendix C). Individuals and services were analyzed and tallied, and those most frequently mentioned are recognized below.

Most-mentioned Faculty

Overall	15-Year Class of 1997	10-Year Class of 2002	5-Year Class of 2007
Top ten (includes ties) Paul Przybylowicz Doranne Crable Dave Hitchens Kate Crowe Marianne Bailey Patrick Hill Bob Haft Frederica Bowcutt Peter Bacho Craig Carlson Mike Beug Tom Rainey	Top five (includes ties) Patrick Hill Don Finkel Doranne Crable George Freeman Jeanne Hahn Larry Mosqueda Steve Herman Tom Rainey Willie Parson	Top five (includes ties) Andy Brabban Paul Przybylowicz Mike Beug Craig Carlson Frederica Bowcutt Doranne Crable Rita Pougiales Tom Womeldorff	Top five (includes ties) Peter Bacho Dave Hitchens Kate Crowe Marianne Bailey Bob Haft Dan Leahy Erik Thuesen Hirsh Diamant Paul Przybylowicz

Staff and campus services were tallied across all survey respondents and those most frequently mentioned are listed in the following tables. Two campus services stood apart in the overall number of mentions they received – Student Activities and Academic Advising – therefore individuals specifically named within those organizations are included in the campus services table.

Most-mentioned Staff

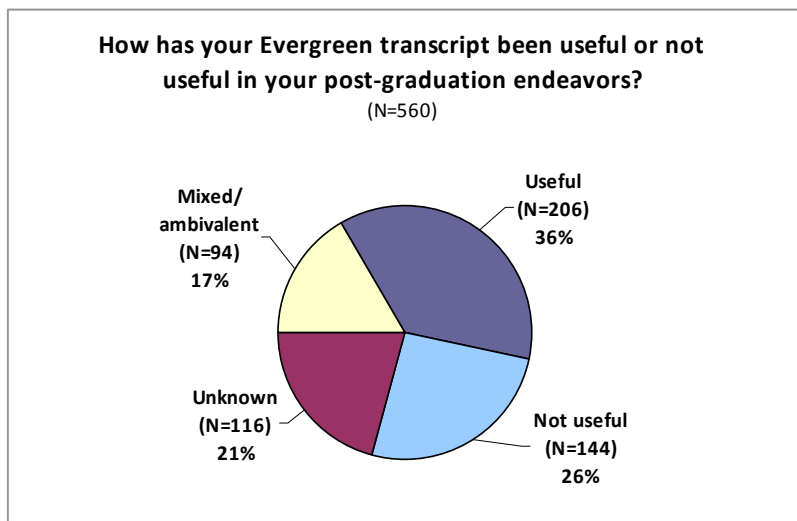
Overall Staff Mentions Peter Randlette Hugh Lentz Tom Mercado Mary Craven Peter Robinson Greg Porter Jean Eberhardt Joyce Stahmer Wendy Freeman

Most-mentioned Campus Services

Student Activities <u>Specific mentions:</u> Andy Corn, Dianne Conrad, Greg Porter, Mary Craven, Native Student Alliance, and Tom Mercado Academic Advising <u>Specific mentions:</u> Dalya Perez, Elizabeth Diffendal, Jean Eberhardt, Joyce Stahmer, Michael Clifthorne, Mychael Heuer, Shannon Ellis, and Teresa Woods Media Services Academic Computing Art Staff Science Lab Staff Enrollment Services KEY Student Services Recreation and Athletics Library

M. Usefulness of Evergreen Transcript

Alumni were asked “How has your Evergreen transcript been useful or not useful in your post-graduation endeavors?” Of 703 survey respondents, five hundred sixty (**80%**) responded to this question. Their comments were reviewed and coded into four mutually exclusive categories in order to present them in summary form. The chart below gives the general sense for positive, negative and ambivalent experiences with use of the transcript, followed by a summary of specific feedback in each category. **Useful** includes overall positive comments; **Not useful** includes overall negative comments; **Mixed/Ambivalent** includes comments describing pros and cons with use of the transcript, or expressing ambivalence; and **Unknown** includes comments from alumni who have not used their transcript or don’t know if/how it was used by their audience.



The greatest percentage of alumni (**36%**) reported overall positive experiences with use of the Evergreen transcript and another 26% reported overall negative experiences. The remainder made comments included in the *Unknown* and *Mixed/ambivalent* categories (21% and 17%, respectively).

Audience

Audiences mentioned included graduate and professional program admissions staff, hiring officials, supervisors, alumni themselves, scholarship and fellowship selection committees, grant and financial aid application evaluators, students or employees of alumni, and prospective Evergreen students.

Ways in which transcript was useful

Of the alumni who found their transcripts useful, the greatest percentage felt so in relation to applying for and getting accepted into graduate, professional or fellowship programs. Specific examples included using the transcript to reflect back on educational experiences while writing application essays or during interviews, and feeling that the transcript provided more depth to or more clearly articulated their academic strengths, skills, and knowledge than a traditional one. Several alumni received positive feedback from program evaluators, including faculty evaluations being seen as letters of recommendation, the unique/non-traditional Evergreen format helping applicants stand out in a crowd, and appreciating the larger sample of writing provided with the transcript format.

“I have been told by employers and graduate schools that my transcript has strongly supported my acceptance in programs and employment. It has been described to me as a series of very positive letters of recommendation.”
- Alumni, class of 1997

Many alumni found their transcripts useful in applying for and getting jobs, internships, promotions, and pay raises. Specific examples included using the transcript to write resumes and letters of interest, and using it as a reference tool for interviewing. Several alumni felt their transcript provided a more detailed and thorough evaluation of their skills and performance than a traditional one and/or viewed their transcripts as letters of recommendation from faculty. Others mentioned using the transcript as model for performance review at work and for writing letters of recommendation for interns, volunteers, and employees. One alum described a more unique use: “I draw on the evaluations written by my former faculty all the time as the standard by which I evaluate my own students.”

Several alumni described their transcript as a valuable personal reference tool in reflecting back on their growth, learning and accomplishments at Evergreen.

"I haven't used it yet, professionally. I know it will come in handy when I apply for graduate school. And I also *love* to sit and reflect back on it sometimes. It gives me personal satisfaction to read back about my college life."

- Alumni, class of 2007

Ways in which transcript was not useful

Of the alumni who felt their transcripts were *not* useful, the majority either did not provide detail or did not specify an audience in their response. Of those who did specify an audience, most spoke of negative experiences in relation to applying for graduate or professional programs. The remainder experienced issues related to applying for employment. Alumni raised three main concerns with use of the transcript: size/portability, lack of GPA/grades, and difficulty "translating" an Evergreen transcript to more traditional schools and employers. A fourth, smaller category included concerns about evaluation content.

Most comments about transcript size had to do with prospective program evaluators and employers not having the time (or being unwilling to take the time) to read a lengthy document, sometimes rejecting alumni applications outright. Several alumni commented that people seem intimidated, overwhelmed, or irritated by the transcript, and that admissions/hiring staff are looking for a quick overview of work and skills, not a "book." Other issues included the cost of making copies of the document, being unable to obtain an electronic copy, and having to scan the transcript in order to submit it electronically.

"I would love it if there were some kind of much shorter summary that could be easily used by people to assess strengths and weaknesses. It provides me with more reflection on my education at Evergreen, but it is hard to use in the real world."

- Alumni, class of 2002

The primary issue with Evergreen's lack of a grading system was application rejection – either online when a GPA was required to submit an application form or in person by prospective program evaluators and employers. Other alumni mentioned that GPA is often used as a ranking or screening tool where there is a high volume of applicants. Several alumni felt it was difficult to obtain a GPA translation letter from Evergreen or that doing so presented a setback in their application process. Others commented that when other institutions translated their transcript into a GPA, it was inaccurate or insufficient; or that their lack of a GPA adversely affected the amount of aid or scholarships they were awarded.

Alumni also spoke of difficulty "translating" their Evergreen transcript to more traditional institutions or work settings. These alumni felt it was hard for others to read and understand, and sometimes had to explain the transcript format to people or "walk them through it." Several alumni had to retake classes when Evergreen credit equivalencies or prerequisite coursework didn't transfer.

"In my experience I think that Grad schools choked on the size of the transcript a bit. I think the front line of the admissions office is really looking for a quick overview of the work and weren't prepared to read a significant narrative transcript. (This translated to a lot of explaining over the phone.)."

- Alumni, class of 1997

A small number of alumni expressed concerns about the content of their transcripts, including negative or superficial evaluations from faculty, missing or poorly written self-evaluations, and feeling that their transcript is not a thorough representation of them or their accomplishments at Evergreen. Two respondents commented that undesirable evaluation content is "with you forever."

Mixed/Ambivalent

These alumni either described pros and cons associated with use of their transcript or expressed ambivalence toward it. A core sentiment that emerged from their comments was that an Evergreen transcript offers detailed insight into one's experience, strengths, abilities, and character if a potential employer or program evaluator will take the time to read it. Other experiences included receiving mixed responses from graduate schools,

"It's rather large and unwieldy and I'm not sure anyone actually bothers to read it, but the opportunity for introspection and receiving detailed criticism was irreplaceable."

- Alumni, class of 2002

who either “get” Evergreen or don’t; finding the transcript useful for employment but not for graduate programs; finding the breakdown of awarded credit useful, but not evaluations; and, finding the transcript not useful for lack of a GPA but helpful in listing skills and abilities. The remainder felt it was only useful as a reminder of what was learned or to prove they had earned a degree, or that it hadn’t seemed to matter one way or another. It should be noted that some respondents qualified their critiques by stating they value their Evergreen education and/or the evaluation process enough to offset any difficulties or inconveniences associated with using their transcripts.

“I see it more as an important personal document. [...] I really stand behind the evaluations as a practice. It was a much more potent reflection of growth and learning than the classical model.”

- Alumni, class of 2007

“It has never been a problem. Describing the transcript to people or admissions departments has given me an “entry point” a way to build connection and stand out from others just because I had to explain, and therefore draw attention, to my experiences and interests.”

- Alumni, class of 1997

N. Interest in Alumni Opportunities

At the end of the survey respondents were asked if they would consider participating in various alumni opportunities. They were instructed to select as many activities as they wished. Of 703 total respondents, 310 (44%) checked at least one item. Nearly one-fourth of respondents expressed interest in serving as a guest speaker or alumni panelist, and another fifth expressed interest in attending regional alumni events or programs. Interest in the Alumni Entrepreneurs Association was evenly split between respondents who indicated they were self-employed/business owners and those who did not, perhaps suggesting that alumni sought to both provide and receive support in this area.

Alumni Opportunities	N=703	%
No alumni opportunities selected	393	56%
As a guest speaker or alumni panelist	170	24%
Regional alumni events or programs	141	20%
Scholarship award selection	130	19%
Alumni social events	124	18%
Being a career mentor or hosting an intern	125	18%
Alumni board or committee membership	104	15%
Cultural events on campus	102	15%
Academic events on campus	92	13%
Alumni Entrepreneurs Association	47	7%
Other (includes anything I can do to help/as many opportunities as possible, recruitment/outreach activities, donating to Art of Living, opportunities involving students with disabilities, and case study)	14	2%

Note: Percentages do not sum to 100 as alumni could select more than one activity.

APPENDIX A: Current Location of Alumni Survey Respondents

	Total alumni	5-Year Class of 2007	10-Year Class of 2002	15-Year Class of 1997
Washington	394	155	142	97
Oregon	55	22	19	14
California	46	14	18	14
New York	23	7	8	8
Massachusetts	12			
Texas	12			
Illinois	9			
Wisconsin	8			
Pennsylvania	7			
Colorado	6			
Florida	6			
New Jersey	6			
New Mexico	6			
North Carolina	6			
Virginia	6			
Other US States with 5 or fewer total alumni	76	47	53	60
Total US	678	245	240	193
Total outside US	25	11	8	6
Grand total	703	256	248	199

APPENDIX B: Location of Graduate/Professional Programs

	Total programs	5-Year Class of 2007	10-Year Class of 2002	15-Year Class of 1997
Washington	181	64	70	47
California	38	11	12	15
Oregon	31	10	14	7
New York	19			
Massachusetts	14			
Arizona	11			
Vermont	11			
Illinois	9			
Pennsylvania	9			
Colorado	7			
Maine	7			
Other US States with 5 or fewer total programs	85	35	65	72
Total US	422	120	161	141
Total outside US	11	6	3	2
Online or hybrid	23	7	8	8
Grand total	456	133	172	151

APPENDIX C: List of individuals/services that made a special contribution or genuine difference to alumni education or personal growth at Evergreen.

The following faculty, staff, and other campus members were recognized by participants in the Evergreen 5/10/15-Year Alumni Survey:

Aaron Kruse	Bruce Miller	Eddie Maiava	Jan Kido
Aikido	Burt Guttman	Eddy Brown	Jane Wood
Ainara Wilder	Candace Vogler	Edie Hottowe	Janet Ott
Al Leisenring	Carol Minugh	Edwin Bliss	Jason Kilmer
Al Wiedemann	Carolyn Dobbs	EJ Zita	Jason Mock
Alan Nasser	Carolyn Viviano	Elaine Hayashi-Petersen	Jean Cavendish
Alan Parker	Carri LeRoy	Elizabeth Diffendal	Jean Eberhardt
Alice Nelson	Caryn Cline	Elizabeth Williamson	Jean Mandeberg
Allen "Standing Bear" Jenkins	Cecil Cheeka	Emily Lardner	Jeanne Hahn
Allen Mauney	Charles McCann	Enrollment Services	Jeff Antonelis-Lapp
Allen Olson	Charles Teske	Erik Gibson-Snyder	Jeff Cederholm
Amadou Ba	Cheri Lucas-Jennings	Erik Thuesen	Jeff Kelly
Amy Gould	Cheryl Simrell King	Ernestine Kimbro	Jenni Minner
Andrea Coker-Anderson	Chuck Pailthorp	Evelia Romano	Jennifer Rodriguez
Andrea Seabert-Olsen	CIMAS	Frank Motley	Jerry Lassen
Andrew Reece	Cindy Beck	Fred Tabbutt	Jill Carter
Andy Brabban	Clarisse Leong	Frederica Bowcutt	Jim Neitzel
Andy Corn	Clyde Barlow	Gail Johnson	Jim Stroh
Angela Gilliam	Colleen Cox	Gail Tremblay	Joan Bantz
Ann Storey	Craig Carlson	Gary Peterson	Joanna Cashman
Anne Ellsworth	Cynthia Kennedy	George Freeman	Joe Fahoum
Anne Fischel	Dan Leahy	Gerardo Chin-Leo	Joe Feddersen
Anthony Zaragoza	Dan Ralph	Gery Gerst	Joe Tougas
Argentina Daley	Daryl Morgan	Gil Salcedo	Joel Wippich
Ariel Goldberger	Dave Hitchens	Gilda Sheppard	John Calambokidis
Art Costantino	David Marr	Gillies Malnarich	John Hottowe
Artee Young	David McAvity	Glenn Landram	John McCann
Arun Chandra	David Paulsen	Gonzalo Munevar	John McGee
Babacar M'Baye	David Powell	Gordon Beck	Joli Sandoz
Barbara Krulich	David Rutledge	Greg Mullins	Jorge Gilbert
Barbara Laners	David Wolach	Greg Porter	Jose Gomez
Bernedette Gerbetz	Dayla Perez	Guy Trombley	Josie Reed
Beth Stinson	Dean Olson	Haley Lowe	Jovana Brown
Betsy Walker	Debbie Garrington	Harumi Moruzzi	Joyce Stahmer
Betty Kutter	Dennis Hibbert	Heather Heying	Joye Hardiman
Bill Arney	Dharshi Bopegedera	Heesoon Jun	Jude Van Buren
Bill Bruner	Diane Hoffman	Helena Meyer-Knapp	Judith Gabriele
Bill Hashim	Diane Kahaumia	Hiro Kawasaki	Judith Nilan
Bill Ransom	Dianne Conrad	Hirsh Diamant	Judy Cushing
Bo Cheeka	Don Bantz	Holly Colbert Joseph	Jules Unsel
Bob Cillo	Don Finkel	Howard Schwartz	Julia Zay
Bob Haft	Don Foran	Hugh Lentz	Julio Soto
Bob Leverich	Don Middendorf	Hugo Flores	Ju-Pong Lin
Bob Woods	Donald Morisato	Isaac Overcast	Justino Balderrama
Bracey Dangerfield	Doranne Crable	Jacinta McKoy	Karen Hogan
Bret Weinstein	Doug Hitch	Jack Longino	Kate Crowe
Brian McMorrow	Doug Schuler	Jacque Ensign	Kathleen Eamon
Brian Price	Duke Kuehn	James Blevins	Kathleen Peppard
Brian Walter	Dylan Fischer	James Searle	Kathy Kelly

Kathy Miles	Martha Rosemeyer	Pete Sinclair	Sonja Weidenhaupt
Ken Dolbeare	Marty Beagle	Pete Steilberg	Stacey Davis
Ken Tabbutt	Mary Craven	Peter Bacho	Stepan Simek
Kevin Bunce	Mary Dean	Peter Bohmer	Stephanie Coontz
Kevin Francis	Masao Sugiyama	Peter Impara	Stephanie Kozick
Kirk Thompson	Matt Lawrence	Peter Pearman	Stephen Beck
Kiyoshi Hirase	Matt Smith	Peter Pessiki	Stephen David Engel
Kort Jungel	Maxine Mimms	Peter Ramsey	Steve Blakeslee
Kristina Ackley	Melissa Barker	Peter Randlette	Steve Davis
Kung Fu Team	Melissa Kido	Peter Robinson	Steve Francis
Lance Laird	Michael Clifthorne	Phil Harding	Steve Herman
Larry Geri	Michael Huntzberger	Phyllis Lane	Steve Scheuerell
Larry Mosqueda	Michael Pfeifer	Porsche Everson	Steve Simmons
Laura Coghlan	Michael Vavrus	Priscilla Bowerman	Steven Hendricks
Laurie Meeker	Michele Elhardt	Rachel Hastings	Steven Niva
Lee Lyttle	Michelle Aguilar-Wells	Rafael Lozano	Stu Matz
Leonard Schwartz	Mike Beug	Ralph Murphy	Susan Aurand
Leroy Searle	Mike Moran	Randy Stilson	Susan Bustetter
Les Purce	Mike Simmons	Raoul Berman	Susan Cummings
Leslie Johnson	Mindy Muzatko	Raquel Salinas	Susan Fiksdal
Lin Nelson	Mingxia Li (Zhang, Er)	Ratna Roy	Susan Finkel
Linda Hohman	Mo Mahasin	Raul Nakasone	Susan Preciso
Linda Kahan	Monique Anderson	Rebecca Chamberlain	Suzanne Simons
Linda Moon Stumpff	Mukti Khanna	Richard Alexander	Swim Team
Lisa Sweet	Mychael Heuer	Rita Pougiales	Teresa Woods
Liza Rognas	Nalini Nadkarni	Rob Cole	Terry Ford
LLyn De Dannan	Nancy Allen	Rob Knapp	Terry Setter
Loren Petty	Nancy Koppelman	Rob Smurr	Thad Curtz
Lori Blewett	Nancy Murray	Ron Hinson	Theresa Aragon
Louis Nadelson	Nancy Parkes	Russ Fox	Therese Saliba
Lucia Harrison	Nancy Taylor	Russ Lehman	Tina Kuckkahn
Lydia McKinsty	Native Student Alliance	Ruth Hayes	Tom Foote
Maggie Foran	Niki Amarantides	Ryo Imamura	Tom Grissom
MalPina Chan	Nita Rinehart	Sally Cloninger	Tom Mercado
Marcella Benson-Quaziana	Nobi Suzuki	Sally Johns	Tom Rainey
Marda Moore	Nora Demers	Sam Schrager	Tom Womeldorff
Margaret Tysver	Norma Alicia Pino	Sandie Nisbet	Toska Olson
Marge Brown	Notetakers	Sandy Yannone	Tyrus Smith
Marge Mohoric	Ollar Fuller	Sara Huntington	Vauhn Foster-Grahler
Maria Pineda	Oscar Soule	Sarah Pedersen	Vi Hilbert
Marianne Bailey	Paquita Garatea	Sarah Ryan	Virginia Hill
Marilyn Frasca	Pat Krafcik	Sarah Williams	Walter Grodzik
Marja Eloheimo	Pat Labine	Scott Farrell	Wendy Freeman
Mark Harrison	Patrick Hill	Sean Williams	Willie Parson
Mark Hurst	Paul Butler	Setsuko Tsutsumi	Women's Soccer Team
Mark Lacina	Paul McCreary	Shannon Ellis	Woody Hirzel
Mark Levensky	Paul Przybylowicz	Sharon Anthony	York Wong
Mark Papworth	Paul Sparks	Sharon Wendt	Yvonne Peterson
Marla Elliott	Paula Schofield	Sherry Walton	Zahid Shariff
Martha Henderson	Peta Henderson	Simona Sharoni	Zoltan Grossman

The following campus services, organizations, and units were recognized by participants in the Evergreen 5/10/15-Year Alumni Survey:

Academic Advising	Library
Academic Computing	Longhouse
Academic Staff	Media Services
Access Services	NIARI
Advancement	Organic Farm
Art Facilities	President
Art Staff	Program Secretary
Audubon	QuaSR
Career Development	Recreation and Athletics
Childcare Center	Residential and Dining Services
Core programs	Science Facilities
Curriculum	Science Lab Staff
Enrollment Services	Seminars
Evening Weekend Studies	Staff
Evergreen Boats	Student Activities
First People's Advising	Student Affairs
Gateways for Incarcerated Youth	Students
Greener Store	Study Abroad
GRUB	Super Saturday
Guest Speaker	Tacoma Staff
Health and Counseling Center	Team teaching
Individual Learning Contracts	UW Faculty
Institutional Research and Assessment	Veteran's Affairs Office
KAOS Radio	Writing Center
KEY Student Services	WSDOT Internship
Legislative Internship Program	

APPENDIX D: Survey Instrument

THE EVERGREEN STATE COLLEGE 5/10/15-YEAR ALUMNI SURVEY 2012

1. Which location did you primarily attend during your Evergreen studies?

- ☐ 1=Olympia
☐ 2=Tacoma
☐ 3=Grays Harbor
☐ 4=Tribal: Reservation-based/Community-determined

2. In which of the following curricular modes did you participate at Evergreen? (Choose all that apply)

- ☐ A=Daytime programs (weekdays)
☐ B=Evening or weekend programs
☐ C=Courses (2-credit or 4-credit classes)
☐ D=Individual Learning Contract
☐ E=Internship

3. When did you take most of your classes?

- ☐ 1= Daytime (weekdays)
☐ 2= Evenings and/or weekends
☐ 3= Individual Learning Contract/Internship

4. Please check the one area below that best describes your primary area of study (concentration) at Evergreen:

- ☐ 1=Media, Visual Arts, Performing Arts
☐ 2=Humanities, Language Arts
☐ 3=Social Sciences
☐ 4=Environmental Studies
☐ 5=Science, Math, Computer Science
☐ 6=Native American Studies
☐ 7=Business
☐ 8=Education
☐ 9=Liberal Arts/Interdisciplinary (Please describe):

☐ 10=Other field(s) (Please describe):

5. Please indicate to what extent you agree or disagree with the following statements:

If I could start college over...	Strongly disagree	Disagree	Agree	Strongly agree
a. I would choose to attend Evergreen	1	2	3	4
b. I would choose the same field(s) of study	1	2	3	4

6. Please indicate how satisfied you were with the following pedagogical aspects at Evergreen:

Pedagogical Aspect	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Academic planning/advising by faculty	1	2	3	4
b. Interdisciplinary approach to education	1	2	3	4
c. Linking theory and practice	1	2	3	4
d. Narrative evaluations by faculty	1	2	3	4
e. The practice of self-evaluation	1	2	3	4
f. Overall quality of instruction	1	2	3	4
g. Quality of learning interaction with other students, for example, in seminars or in group projects	1	2	3	4
h. The education you were able to construct as an Evergreen student	1	2	3	4
i. Respect shown for different or opposing viewpoints	1	2	3	4
j. Respect shown to persons of differing ethnicities, religions, sexual or gender orientations	1	2	3	4

7. In which state or foreign country do you currently reside?

8. Are you currently involved in volunteer work?

- ☐ 1=Yes ☐ 0=No (If no, please skip to #9)

(If yes, please describe):

9. Are you currently employed?

- ☐ 1=Yes ☐ 0=No (If no, please skip to #15)

10. Check as many of the categories below that apply to you:

- ☐ A=Employed full-time
☐ B=Employed part-time
☐ C=Employed on a temporary basis
☐ D=Self-employed/own business

11. In which employment sector(s) are you working?

(Please check all that apply)

- ☐ A=Public agency (gov't., public school, Tribal, etc.)
☐ B=Non-profit agency
☐ C=Private, for-profit company

12. Are you presently employed in the area of your primary studies at Evergreen?

- ☐ 1=Yes
☐ 2=Somewhat
☐ 0=Not at all

13. Please tell us about the job you have right now.

a. Current employer:

b. Department or office:

c. Job title/position:

14. Which one category listed below best describes the type of work you're doing now?

(Note: If you have more than one job, please answer with the job you consider to be your primary occupation in mind)

<input type="checkbox"/> 1. Management (e.g. operations manager, human resource manager, director/general manager, agricultural manager, business owner)	<input type="checkbox"/> 14. Healthcare Practitioner or Technician (e.g. physician, RN, LPN, nurse practitioner, veterinarian, midwife, dental hygienist, physical/occupational therapist, nutritionist, EMT, lab technician)
<input type="checkbox"/> 2. Office/Administrative Support (e.g. financial/billing/file/mail clerk, bookkeeper, teller, receptionist, administrative assistant, data entry processor, library assistant)	<input type="checkbox"/> 15. Healthcare Support (e.g. medical/dental/veterinary assistant, massage therapist, home health aide, CNA)
<input type="checkbox"/> 3. Business and Financial Operations (e.g. budget analyst, financial/marketing/human resources specialist, fundraiser, event planner, buyer, claims adjuster, assessor, accountant)	<input type="checkbox"/> 16. Community and Social Service (e.g. mental health counselor, social worker, community health worker, guidance counselor, clergy, health educator, probation officer)
<input type="checkbox"/> 4. Architecture/Engineering (e.g. architect, landscape architect, surveyor, cartographer, engineer, drafter)	<input type="checkbox"/> 17. Social Science (e.g. clinical/counseling/school psychologist, economist, survey researcher, anthropologist, sociologist, historian, political scientist, regional planner)
<input type="checkbox"/> 5. Art and Design (e.g. fine artist, animator, graphic/floral/interior designer, multimedia artist, set/exhibit designer, art director)	<input type="checkbox"/> 18. Legal Occupations (e.g. lawyer, legal assistant, paralegal, law clerk, title examiner)
<input type="checkbox"/> 6. Entertainer/Performer (e.g. actor, producer, director, musician, dancer, athlete, coach)	<input type="checkbox"/> 19. Education/Training/Library (e.g. teacher, adult educator, teaching assistant, librarian, curator, archivist)
<input type="checkbox"/> 7. Media and Communications (e.g. writer, editor, reporter, announcer, interpreter, media equipment technician, photographer, film/video/TV operator, public relations)	<input type="checkbox"/> 20. Transportation (e.g. truck/bus/taxi/ambulance driver, material mover, sailor, pilot, flight attendant, railway worker)
<input type="checkbox"/> 8. Computer/Mathematical (e.g. computer programmer, computer systems analyst, network/database administrator, software/web developer, user support, mathematician, statistician)	<input type="checkbox"/> 21. Personal Care and Service (e.g. hairstylist, fitness trainer, usher, childcare worker/nanny, recreation worker, travel/wilderness/river raft/kayak guide, nonfarm animal caretaker/trainer)
<input type="checkbox"/> 9. Farming/Fishing/Forestry Worker (e.g. farm/greenhouse/fishing/forestry worker, agricultural inspector)	<input type="checkbox"/> 22. Construction/Installation/Repair (e.g. mason, carpenter, electrician, pipefitter, building inspector, equipment repair, electronics installer, mechanic)
<input type="checkbox"/> 10. Building and Grounds Cleaning and Maintenance (e.g. landscaper, tree-trimmer, building cleaner, janitor, pest control)	<input type="checkbox"/> 23. Food Preparation/Serving (e.g. cook, bartender, food server, caterer, dishwasher, host)
<input type="checkbox"/> 11. Life Science (e.g. biologist, ecologist, zoologist, biochemist, conservation/plant/soil scientist, forester)	<input type="checkbox"/> 24. Sales (e.g. retail management, cashier, sales/advertising representative, real estate or travel agent, telemarketer)
<input type="checkbox"/> 12. Physical Science (e.g. physicist, chemist, astronomer, hydrologist, geoscientist)	<input type="checkbox"/> 25. Production/Manufacturing (e.g. assembler, machinist, textile worker, woodworker, plant operator, photo processor, welder, printing worker, baker, butcher)
<input type="checkbox"/> 13. Military and Protective Service (e.g. military officer, infantry, police officer, firefighter, security guard/screener, lifeguard, ski patrol, animal control, game warden)	<input type="checkbox"/> 26. Other (please write in):

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

15. Are you currently seeking employment (or different employment)?

- ☐ 1=Yes ☐ 0=No

16. Have you ever applied to graduate or professional school since you graduated from Evergreen?

- ☐ 1=No, but intend to in the future (*Skip to #30*)
- ☐ 2=No, and do not intend to apply (*Skip to #30*)
- ☐ 3=Yes, but have never been accepted (*Skip to #30*)
- ☐ 4=Yes, application pending (*Skip to #30*)
- ☐ 5=Yes, applied and was accepted

17. Have you ever attended graduate school or a professional program?

- ☐ 1=Yes
- ☐ 0=No, decided not to attend (*Skip to #30*)
- ☐ 2=Not yet, but starting soon (*Please specify term and year you will start, then skip to #30*): _____

Please provide some detail about your graduate/professional studies. We have provided up to three spaces for those who have attended more than one program. If you need more space, please use the back of the survey to provide this information.

1st Graduate or Professional Program:

18. What is/was your field of graduate or professional study? _____

19. What level is the program?

- ☐ 1= Post-baccalaureate/Professional Certificate (e.g. teaching certificate, paralegal, accounting, certified midwife, EMT, etc.)
- ☐ 2= Master's Degree (e.g. MIT, MBA, MFA, MSW, etc.)
- ☐ 3= Doctorate (e.g. PhD, JD, MD, ND, DDS, etc.)
- ☐ 4= Other (*Please write in*): _____

20. Please tell us about your graduate or professional program:

- a. Name of college/university/professional school: _____
- b. Location (city/state/nation or online): _____
- c. Department and/or program: _____

21. Are you attending now?

- ☐ 1=Yes, attending now
- ☐ 2=No longer attending, did not complete degree or certificate
- ☐ 3=No, completed degree or certificate (*Please specify degree/certificate*): _____

2nd Graduate or Professional Program:

22. What is/was your field of graduate or professional study? _____

23. What level is the program?

- ☐ 1= Post-baccalaureate/Professional Certificate (e.g. teaching certificate, paralegal, accounting, certified midwife, EMT, etc.)
- ☐ 2= Master's Degree (e.g. MIT, MBA, MFA, MSW, etc.)
- ☐ 3= Doctorate (e.g. PhD, JD, MD, ND, DDS, etc.)
- ☐ 4= Other (*Please write in*): _____

24. Please tell us about your graduate or professional program:

- a. Name of college/university/professional school: _____
- b. Location (city/state/nation or online): _____
- c. Department and/or program: _____

25. Are you attending now?

- ☐ 1=Yes, attending now
- ☐ 2=No longer attending, did not complete degree or certificate
- ☐ 3=No, completed degree or certificate (*Please specify degree/certificate*): _____

3rd Graduate or Professional Program:

26. What is/was your field of graduate or professional study? _____

27. What level is the program?

- ☐ 1= Post-baccalaureate/Professional Certificate (e.g. teaching certificate, paralegal, accounting, certified midwife, EMT, etc.)
- ☐ 2= Master's Degree (e.g. MIT, MBA, MFA, MSW, etc.)
- ☐ 3= Doctorate (e.g. PhD, JD, MD, ND, DDS, etc.)
- ☐ 4= Other (*Please write in*): _____

28. Please tell us about your graduate or professional program:

- a. Name of college/university/professional school: _____
- b. Location (city/state/nation or online): _____
- c. Department and/or program: _____

29. Are you attending now?

- ☐ 1=Yes, attending now
- ☐ 2=No longer attending, did not complete degree or certificate
- ☐ 3=No, completed degree or certificate (*Please specify degree/certificate*): _____

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

31. How has your Evergreen transcript been useful or not useful in your post-graduation endeavors?

32. Were there particular individuals, (e.g. faculty or staff members), or services that made a special contribution or genuine difference to your education or personal growth at Evergreen?

33. May Evergreen update your alumni record to include your responses to questions 13 and 14 from the employment section (current employer/department/job title and type of work)? (This information will be made available to the Evergreen Alumni Office and Career Development Center and will not be made public.)

☐ 1=Yes ☐ 0=No

34. May Evergreen update your alumni record to include your responses to questions 18 through 29 from the graduate and professional school section (name of college/location/department and field of study)? (This information will be made available to the Evergreen Alumni Office and Career Development Center and will not be made public.)

☐ 1=Yes ☐ 0=No

35. Would you like us to send you a link to the final report for this survey?

☐ 1=Yes ☐ 0=No

If **yes**, to which email address shall we send it? _____

36. Would you like to receive a recycled "greener" magnet as a thank you for your participation?

☐ 1=Yes ☐ 0=No

If **yes**, to which address shall we mail it?

Street: _____

City/State: _____

Zip: _____



Thank you for participating in the Evergreen 5/10/15-Year Alumni Survey!

Would you consider participating in any of the following alumni opportunities?

(Please check all that apply):

- ☐ A=Alumni board or committee membership
- ☐ B=As a guest speaker or alumni panelist
- ☐ C=Scholarship award selection
- ☐ D=Alumni social events
- ☐ E=Regional alumni events or programs
- ☐ F=Academic events on campus
- ☐ G=Cultural events on campus
- ☐ H=Being a career mentor or hosting an intern
- ☐ I=Alumni Entrepreneurs Association
- ☐ J=Other alumni opportunities *(Please write in):* _____

If **yes**, may we provide your name to a contact person in the Alumni Office or Career Development Center for follow up?

☐ 1=Yes ☐ 0=No