

EVERGREEN ALUMNI SURVEY 2010
A SURVEY OF THE UNDERGRADUATE CLASS OF 2009
BACHELOR OF ARTS SUBSET

Introduction

Eighty-nine percent of all undergraduate degree recipients in Evergreen’s class of 2009 earned Bachelor of Arts (BA) degrees. The class of 2009 was surveyed one year after graduation; what follows is a report of the results for the subset of respondents who earned BA degrees. Additional information about survey methodology can be found in the full report, entitled *2010 Alumni Survey of the class of 2009*, at www.evergreen.edu/institutionalresearch/alumnisurveyoneyear.

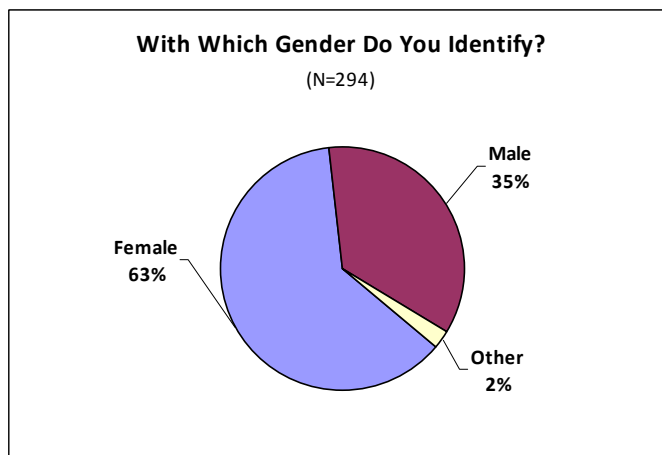
A. Sample Size and Response Rate

Total Bachelor of Arts Degree Recipients 2009	967
Number with no known address or email	20
Deceased	1
Final Sample Size	946
Refused	3
No Response	643
Paper Survey Respondents	94
Web Survey Respondents	206
Total Respondents	300
	31.7%
	Response rate

B. Respondent Demographics

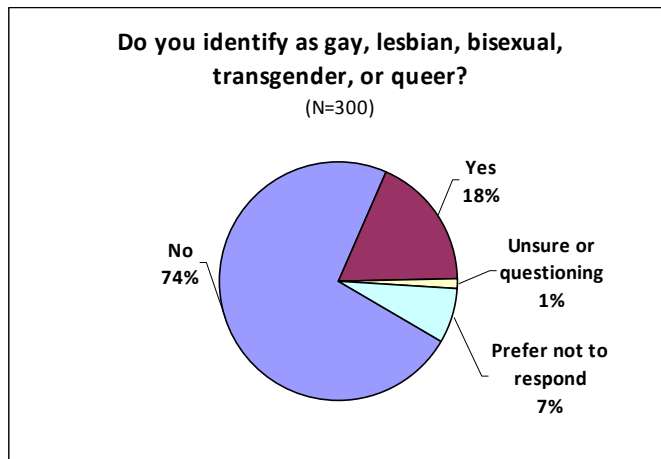
Ninety-five percent of BA respondents identified as primarily full-time students. Their average age was 31 and median age was 26, which is comparable to the average age of 30 and median age of 25 among the total population of BA graduates. At the time of the survey 72% were still living in Washington, twenty-four percent were residing in other US states and 3% were living outside the US.

Gender



Male alumni comprised **36%** of survey completers compared to 40% of BA graduates as a whole. This difference was not significant at $p < .05$.

Sexual and Gender Orientation



21% of BA alumni who responded to this question identified as GLBTQ or questioning.

Residency Status

Seventy-eight percent of the BA subset of survey respondents were Washington residents compared to 77% among the total population of 2009 BA graduates. The difference in residency status between respondents and non-respondents was not significant at $p < .05$.

Pell Grant Recipients

Forty-eight percent of survey respondents were Pell Grant recipients, the same as among the total population of 2009 BA graduates.

Poverty

Fifty-two percent of survey respondents were living below poverty level while attending Evergreen compared to 51% among all 2009 BA graduates. The difference in poverty status between respondents and non-respondents was not significant at $p < .05$.

Disability

Nine percent of survey respondents had disabilities indicated in Banner compared to 8% among all 2009 BA graduates. There was no significant difference in disability status between respondents and non-respondents at $p < .05$.

Ethnic/Racial Background

Based on Banner ethnicity codes, 19% of BA recipients from the 2009 graduating class identified as people of color. Twenty percent of survey respondents were students of color according to Banner. The difference in the percentage of students of color between respondents and non-respondents was not significant at $p < .05$.

Alumni were asked to select as many ethnic/racial categories as they felt applied to them. In the first table, respondents who selected multiple categories are counted in all applicable categories therefore percentages do not add up to 100%. The second table shows the number and percentage of alumni in each mutually exclusive ethnic/racial category. It is interesting to note that when asked, 23% of BA survey respondents identified as people of color compared to 20% documented in Banner.

Alumni-Indicated Ethnic/Racial Background (<i>All That Apply</i>) (N=300)	N	%
Hispanic/Latino/Latina American	14	4.7%
African American	18	6.0%
American Indian/Alaska Native	12	4.0%
Asian	23	7.7%
Native Hawaiian or other Pacific Islander	6	2.0%
White/Caucasian	234	78.0%
Other	5	1.7%
Prefer not to respond	21	7.0%

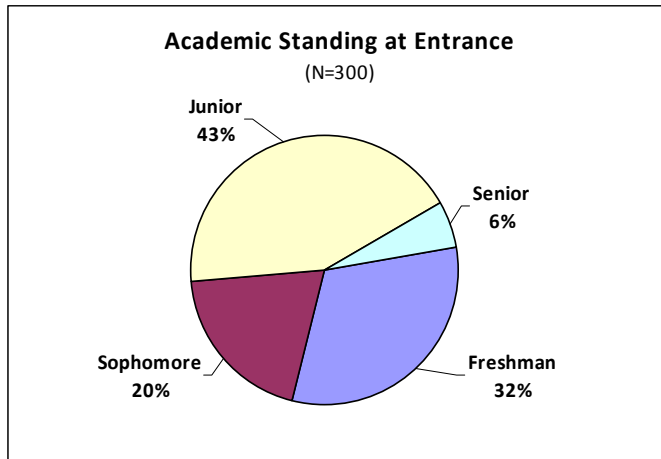
Alumni-Indicated Ethnic/Racial Background (<i>Mutually Exclusive Categories</i>)	N	%
Hispanic/Latino, of any race	14	4.7%
African-American, Non-Hispanic	14	4.7%
American Indian/Alaska Native, Non-Hispanic	5	1.7%
Asian or Native Hawaiian/other Pacific Islander, Non-Hispanic	16	5.3%
White/Caucasian, Non-Hispanic	209	69.7%
Multiple races, Non-Hispanic	19	6.3%
Prefer not to respond/other response	23	7.7%
Total	300	100%

Primary Area of Study

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

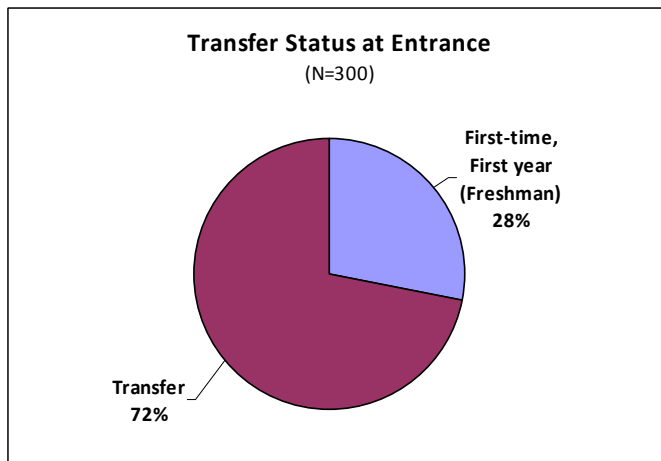
Primary Area of Study (Concentration) at Evergreen	N	%
Social Sciences (Society, Politics, Behavior, and Change)	105	35.0%
Humanities, Language Arts (Culture, Text and Language)	47	15.7%
Media, Visual Arts, Performing Arts (Expressive Arts)	43	14.3%
Liberal Arts/Interdisciplinary Study (<i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i>)	34	11.3%
Environmental Studies	23	7.7%
Business	18	6.0%
Science, Math, Computers (Scientific Inquiry)	13	4.3%
Education	10	3.3%
Native American Studies	4	1.3%
Consciousness Studies	3	1.0%
Total	300	100%

Academic Standing When First Enrolled at Evergreen



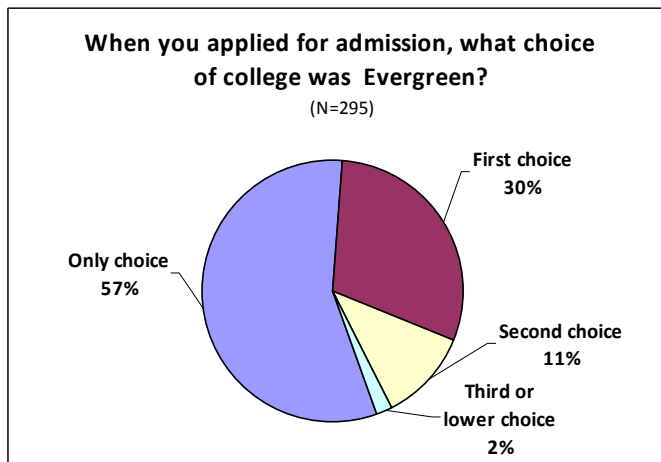
43% of BA respondents first enrolled at Evergreen as juniors. 32% entered as freshmen, 20% as sophomores, and 6% as seniors.

Transfer Status at Entrance



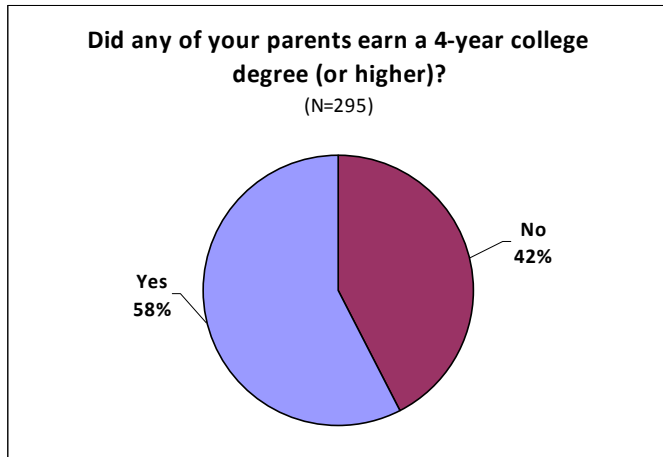
72% of BA survey completers entered Evergreen as transfer students. This is the same percentage as among all 2009 BA graduates, therefore survey results should be representative in terms of transfer status.

Choice of College



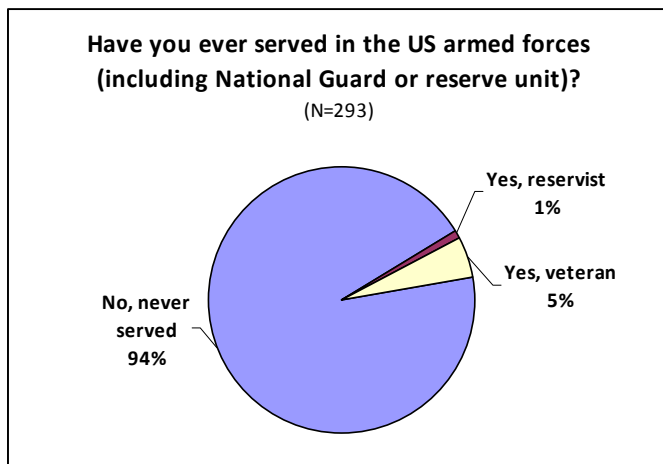
Evergreen was the first or only choice of college for **87%** of alumni respondents (N=256). 11% (N=33) indicated Evergreen was their 2nd choice; and 2% (N=6) indicated that Evergreen was their third or lower choice of college.

First Generation Baccalaureate Earners



42% of BA alumni respondents (N=125) identified as first generation baccalaureate earners. The survey data indicate how underreported first generation status is in the Banner student tracking system; based on Banner data alone, we could only have identified 29% of BA respondents as first generation. According to available Banner data, the difference in first generation status between respondents and non-respondents was not significant at $p < .05$.

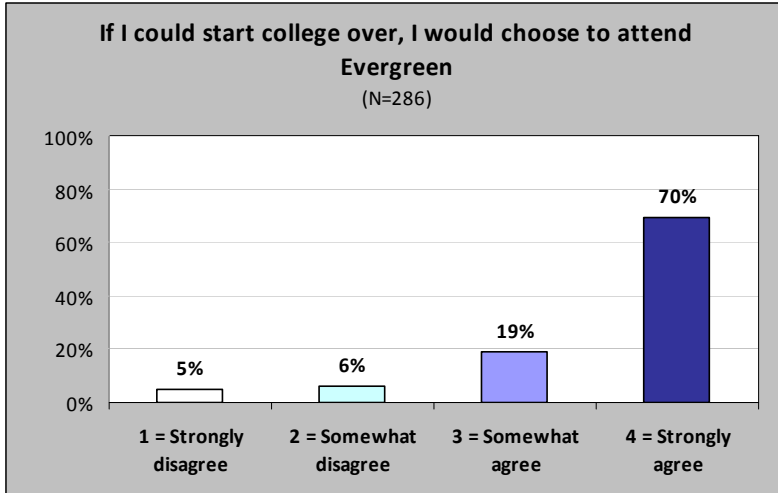
Veteran Status



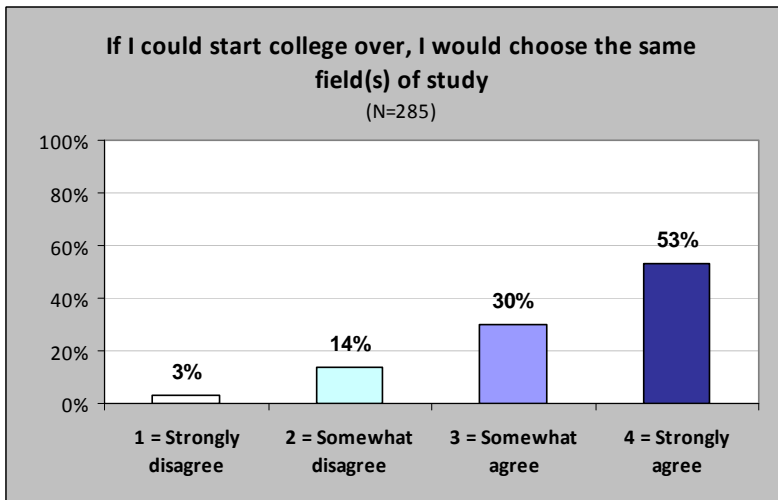
17 respondents (**6%**) reported having served in the US armed forces. The survey data indicate how underreported veteran status is in the Banner student tracking system; based on Banner data alone, we could only have identified 2% of this population as veterans. According to available Banner data, the difference in veteran status between respondents and non-respondents was not significant at $p < .05$.

C. Satisfaction with Evergreen Experience

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



If they could start college over, **89%** of BA alumni agree they would choose to attend Evergreen.



...and **83%** agree they would choose the same field(s) of study.

Evergreen's Contribution to Academic and Personal Growth

Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in a variety of academic areas using a five-point scale from (1) *Not at all satisfied* to (5) *Very satisfied*. In 22 of the 24 areas, over half the alumni reported being *Mostly* or *Very satisfied* with Evergreen's contribution to their growth. Results were ranked by total satisfaction (number of alumni either *Mostly* or *Very satisfied*) and are shown in the table below. The most common rating for each area appears in bold print for emphasis.

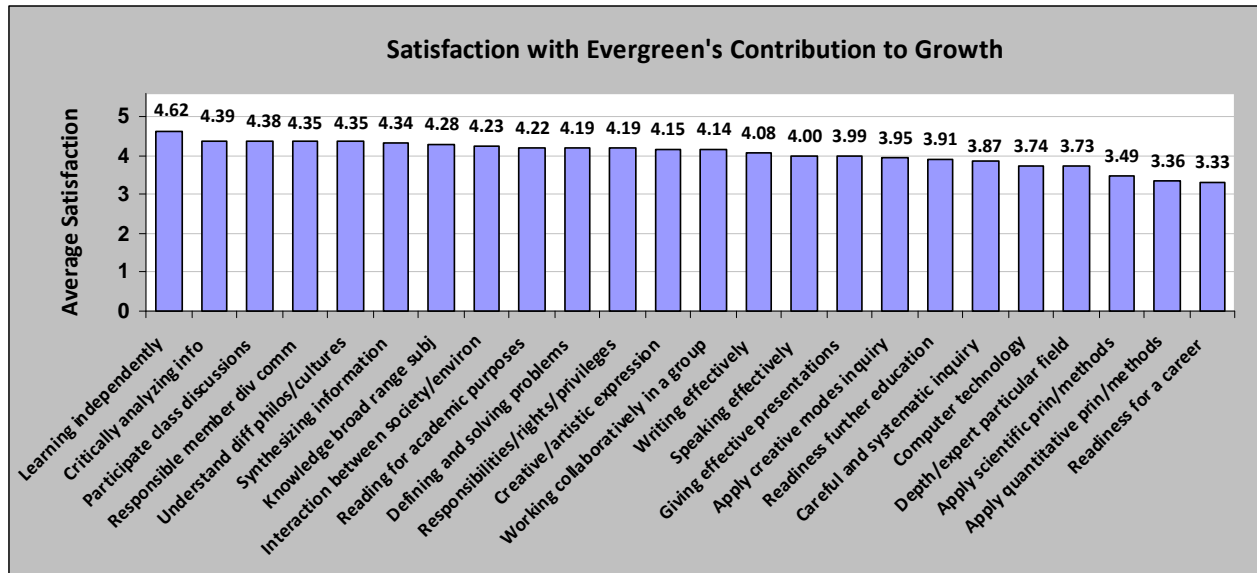
- The area with the highest rate of total satisfaction was **Learning Independently** (91%).
- The area with the lowest rate of total satisfaction was **Readiness for a career** (46%).

Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Learning independently (N=294)	0.7%	1.7%	6.5%	17.0%	74.1%
Understanding different philosophies and cultures (N=293)	1.0%	2.7%	10.9%	31.1%	54.3%
Participating in class discussions (N=294)	2.4%	4.1%	8.2%	23.5%	61.9%
Synthesizing information and ideas from many sources (N=292)	1.4%	1.7%	12.0%	31.5%	53.4%
Critically analyzing information (N=293)	0.7%	3.4%	11.3%	25.6%	59.0%
Functioning as a responsible member of a diverse community (N=294)	1.4%	4.8%	9.5%	25.9%	58.5%
Knowledge in a broad range of subjects (N=293)	1.0%	4.4%	13.7%	27.6%	53.2%
Reading for academic purposes (N=290)	1.0%	5.2%	14.1%	30.0%	49.7%
Understanding the interaction of society and the environment (N=288)	2.1%	3.7%	15.3%	26.4%	52.4%
Defining and solving problems (N=292)	1.4%	5.8%	14.4%	29.5%	49.0%
Recognizing your responsibilities, rights, and privileges (N=290)	1.7%	6.2%	14.8%	25.5%	51.7%
Writing effectively (N=293)	1.4%	5.1%	16.7%	37.5%	39.2%
Working collaboratively in a group (N=294)	2.0%	5.8%	15.6%	29.3%	47.3%
Speaking effectively (N=293)	1.4%	7.8%	17.4%	36.5%	36.9%
Expressing yourself in creative or artistic ways (N=291)	2.7%	6.2%	18.2%	18.6%	54.3%
Giving effective presentations (N=293)	2.0%	8.2%	17.4%	33.4%	38.9%
Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas) (N=290)	3.1%	7.6%	20.3%	29.3%	39.7%
Readiness for further education (graduate or professional) (N=292)	3.1%	10.3%	18.8%	27.7%	40.1%
Careful and systematic inquiry (N=287)	4.2%	7.7%	22.0%	28.9%	37.3%
Depth or expertise in a particular field (N=295)	4.4%	10.2%	23.7%	31.2%	30.5%
Using computer technology to present work, find information, or solve problems (N=294)	3.4%	8.5%	27.9%	31.0%	29.3%
Understanding and applying scientific principles and methods (N=280)	6.4%	14.6%	27.9%	25.7%	25.4%
Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation) (N=278)	9.4%	17.6%	23.4%	27.3%	22.3%
Readiness for a career (N=293)	10.6%	16.4%	26.6%	22.5%	23.9%

Note: The number in parentheses by each item reflects the number of alumni who rated their level of satisfaction; the number varies between areas as some alumni skipped questions.

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

- The area with the highest average satisfaction rating was **Learning independently**.
- The area with the lowest average satisfaction was **Readiness for a career**.



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

Work-related Skills and Abilities

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

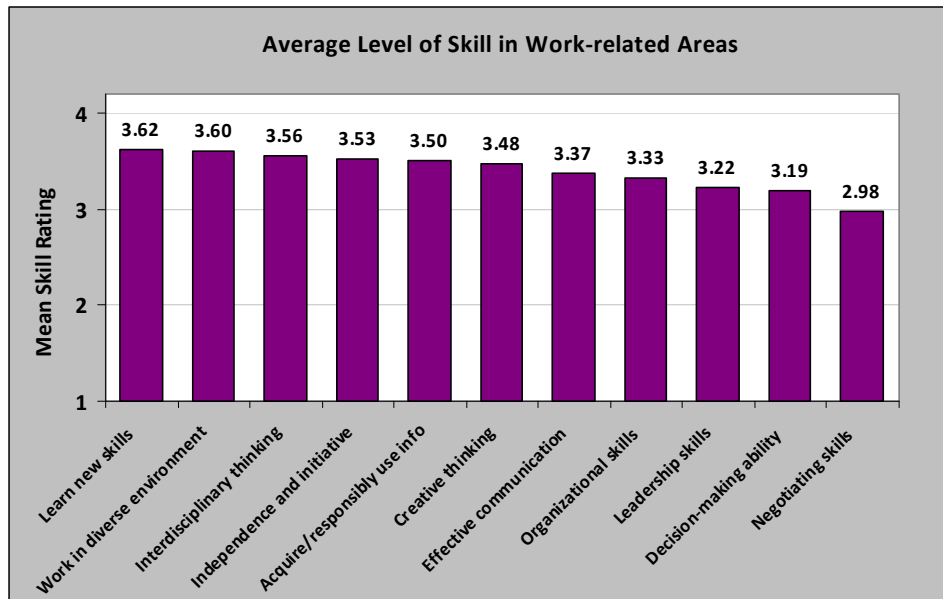
The table below shows results ranked in order of how many alumni felt their level of skill was “*Excellent*.” The three areas that received the highest percentage of *Excellent* ratings were:

- **Willingness and aptitude to learn new skills** (66% rated their skill as *Excellent*; 95% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Ability to work in a culturally diverse environment** (64% rated their skill as *Excellent*; 90% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Interdisciplinary thinking** (61% rated their skill as *Excellent*; 97% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)
Willingness/aptitude to learn new skills (N=282)	0.4%	3.5%	29.4%	66.3%	0.4%	4.8%	46.7%	48.5%
Work in culturally diverse environment (N=283)	0.7%	2.8%	32.5%	63.6%	0.4%	10.3%	39.0%	50.7%
Interdisciplinary thinking (N=280)	0.7%	4.6%	32.9%	61.4%	0.4%	2.6%	28.8%	68.6%
Independence and initiative (N=281)	1.1%	5.3%	33.5%	60.1%	0.0%	9.5%	39.9%	50.5%
Creative thinking (N=282)	0.0%	7.4%	36.9%	55.7%	0.0%	5.1%	44.9%	50.0%
Ability to acquire/ responsibly use info (N=283)	0.0%	4.9%	39.9%	54.4%	0.7%	5.9%	46.7%	47.4%
Organizational skills (N=283)	2.8%	11.7%	35.3%	50.2%	0.0%	15.5%	60.3%	24.2%
Effective communication (N=282)	0.0%	7.1%	48.6%	44.3%	0.0%	5.2%	50.0%	44.8%
Leadership skills (N=282)	2.1%	12.1%	47.5%	37.9%	0.4%	13.9%	52.2%	33.9%
Decision-making ability (N=282)	2.5%	13.5%	46.8%	37.2%	0.0%	19.5%	54.4%	26.1%
Negotiating skills (N=281)	4.3%	21.7%	44.1%	28.5%	1.4%	26.2%	48.3%	25.5%

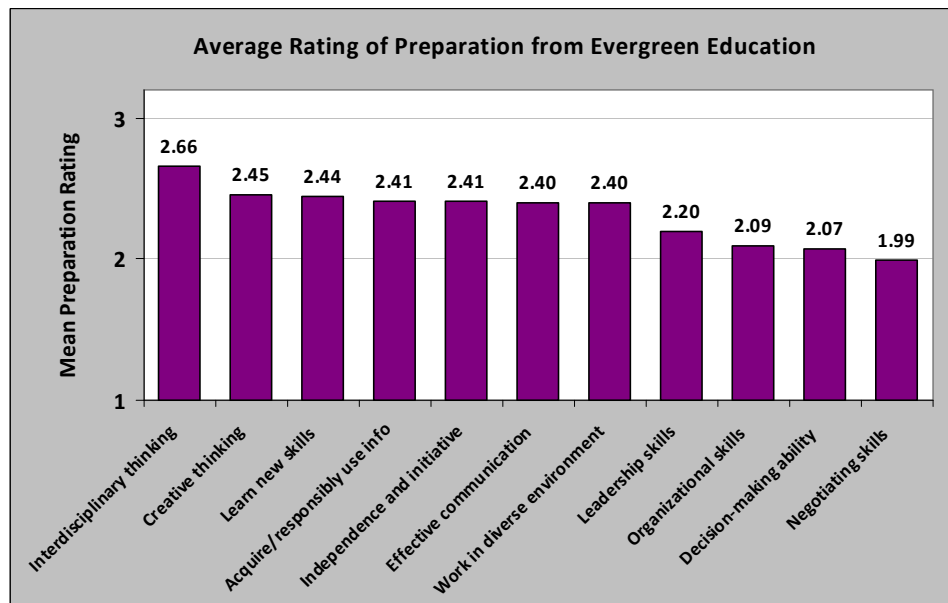
Note: Alumni who did not rate their level of skill or who indicated N/A for a skill area were excluded from the “Preparation from your Evergreen education” calculation for that area.

Average skill ratings were calculated for each area (excluding alumni who reported that an area was not applicable to them). The skill with the highest average rating was **Willingness and aptitude to learn new skills**; the lowest-rated was **Negotiating skills**.



Alumni rated their level of skill using a 4-point scale from (1) Poor to (4) Excellent.

Alumni who rated their level of skill were asked to rate how well the education they received at Evergreen prepared them in each area. This group of BA alumni indicated that Evergreen provided the greatest preparation in **Interdisciplinary thinking** and the least amount of preparation in **Negotiating skills**.



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

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*. For all 9 items, *Very satisfied* was the most common rating and total satisfaction was 85% or greater. Results are shown in the table below in order of highest to lowest percent of *Very Satisfied* ratings.

Pedagogical Aspect	Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)
Interdisciplinary approach to education (N=284)	1.4%	4.6%	22.5%	71.5%
The education you were able to construct as an Evergreen student (N=285)	2.1%	6.0%	26.3%	65.6%
Narrative evaluations written by faculty (N=285)	3.2%	6.0%	27.4%	63.5%
Quality of instruction (N=284)	1.1%	4.6%	36.6%	57.7%
Tolerance and respect shown for different or opposing viewpoints (N=284)	5.6%	9.9%	31.0%	53.5%
Linking theory and practice (N=283)	2.1%	9.5%	35.0%	53.4%
Academic advice from faculty (N=283)	1.4%	9.5%	36.0%	53.0%
Narrative self-evaluations (N=284)	3.2%	9.5%	37.3%	50.0%
Quality of learning interaction with other students, for example, in seminars or in group projects (N=284)	3.5%	10.6%	36.6%	49.3%

Satisfaction with Educational Experiences

Alumni were then asked whether they participated in a series of educational experiences at Evergreen and, if so, to rate their level of satisfaction with those experiences using a four-point scale from (1) *Very dissatisfied* to (4) *Very satisfied*. Generally, alumni who had participated in an educational experience were satisfied with their experiences. Alumni participants were least satisfied with their foreign language experiences, with 20% reporting dissatisfaction.

- **82%** of BA alumni experienced contracts/individual work with faculty compared to 67% of BS/BAS alumni respondents; total satisfaction for BA alumni was **89%**.
- **60%** of BA alumni experienced team-taught programs compared to 79% of BS/BAS alumni respondents; total satisfaction for BA alumni was **87%**.
- **44%** acknowledged participation in a learning community compared to 32% of BS/BAS alumni respondents; total satisfaction for BA alumni was **95%**.
- **41%** participated in a culminating senior experience compared to 47% of BS/BAS alumni respondents; total satisfaction for BA respondents was **93%**.
- **27%** participated in foreign language study compared to 15% of BS/BAS alumni respondents; total satisfaction for BA respondents was **80%**.
- **25%** participated in study abroad compared to 12% of BS/BAS alumni respondents; total satisfaction for BA respondents was **93%**.

The following table shows results in descending order of alumni participation in each experience. The most common rating for each area appears in bold print for emphasis.

Educational Experiences at Evergreen	# / % Participated		Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)
	Contracts/individual work with faculty (N=284)	232	81.7%	3.9%	7.4%	23.4%
Team-taught programs (N=283)	171	60.4%	1.8%	11.2%	37.6%	49.4%
Community service/volunteer work (N=283)	141	49.8%	4.3%	2.2%	34.1%	59.4%
Internships (N=282)	126	44.7%	4.8%	5.6%	22.6%	66.9%
Learning community (N=280)	123	43.9%	2.5%	2.5%	39.3%	55.7%
Culminating senior experience (N=279)	114	40.9%	3.5%	3.5%	43.0%	50.0%
Foreign language study (N=250)	68	27.2%	7.6%	12.1%	40.9%	39.4%
Study Abroad (N=282)	69	24.5%	1.5%	6.1%	16.7%	75.8%

Note: The number of alumni who responded to each question is indicated in parentheses by each item; of those who responded, the number and percent who participated in each experience are indicated in the adjacent columns. Respondents who participated but did not rate their level of satisfaction were excluded from satisfaction rating calculations for that area.

D. Satisfaction with Campus Resources

Alumni were asked whether they used various campus resources and, if so, to rate their level of satisfaction using a four-point scale from (1) *Very dissatisfied* to (4) *Very satisfied*. The table below shows rate of use and level of satisfaction for each campus resource in descending order of use by alumni. The figures in bold print indicate the most common rating for each resource.

The resources most commonly used by BA respondents were:

- **Campus Library: 90%** used this resource and alumni reported a total satisfaction rate of **92%**.
- **Campus Computing Resources: 89%** used these resources with a total satisfaction rate of **92%**.
- **Academic Advising: 78%** used this resource with a total satisfaction rate of **76%**.

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

- **Office of Veterans Affairs: 7%** used this resource, and of those who used it **91%** were satisfied.
- **Quantitative and Symbolic Reasoning Center (QuaSR): 19%** used this resource, and of those who used it **91%** were satisfied.
- **Center for Community-Based Learning & Action (CCBLA): 19%** used this resource, and of those who used it **86%** were satisfied.

Campus Resources at Evergreen	#/% Used resource		Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)
	Campus Library (N=299)	268	89.6%	3.4%	4.5%	31.7%
Campus Computing Resources (N=297)	265	89.2%	1.5%	6.4%	32.5%	59.6%
Academic Advising Office, Workshops, or Tacoma Student Services Coordinator (N=298)	233	78.2%	8.2%	16.3%	42.9%	32.6%
Financial Aid Office or On-site Financial Aid Counselor (N=299)	219	73.2%	5.9%	11.9%	42.0%	40.2%
College Recreation Center, Athletics, or Recreation Programs (N=298)	170	57.0%	10.0%	17.6%	44.7%	27.6%
Media Loan (N=298)	166	55.7%	4.8%	11.4%	35.5%	48.2%
Writing Center or Writing Tutors (N=299)	147	49.2%	5.4%	15.0%	38.8%	40.8%
Health Center (N=298)	145	48.7%	9.7%	13.1%	44.8%	32.4%
Housing/Residential Life (N=297)	114	38.4%	12.3%	23.7%	51.8%	12.3%
Counseling Center or On-site Counselor (N=298)	99	33.2%	10.1%	15.2%	36.4%	38.4%
Electronic Media (animation labs, audio recording, digital video/film editing, music technology/labs) (N=300)	94	31.3%	3.2%	2.1%	40.4%	54.3%
Photo Services/Photoland (N=299)	88	29.4%	3.4%	6.8%	23.9%	65.9%
Center for Community-Based Learning & Action (CCBLA) or On-site Orientation (N=295)	55	18.6%	5.5%	9.1%	27.3%	58.2%
Quantitative and Symbolic Reasoning Center (QuaSR) or Tutors (N=298)	55	18.5%	1.8%	7.3%	34.5%	56.4%
Office of Veterans Affairs (N=297)	22	7.4%	0.0%	9.1%	36.4%	54.5%

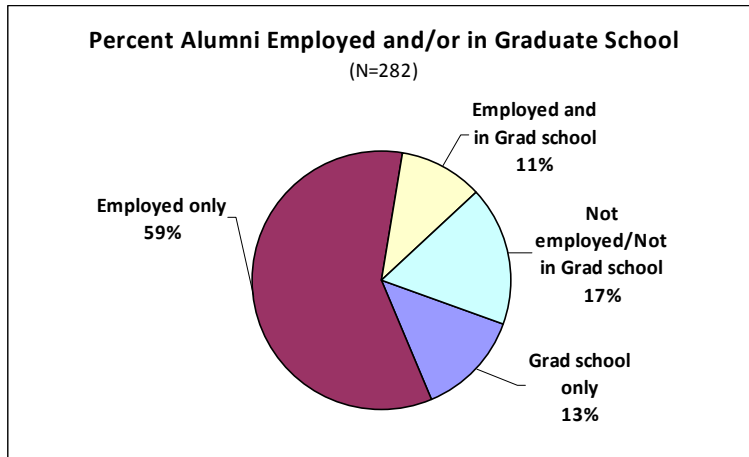
Note: All alumni who used each resource rated their level of satisfaction.

Career Development Office

Alumni were asked whether they contacted the Evergreen Career Development Office or talked to a Career Development Counselor for help finding a job and/or applying for graduate or professional school. If so, they were asked to rate how helpful this resource was using a three-point scale where 0=Not helpful, 1=Somewhat helpful, and 2=Very helpful.

- Sixty-eight BA respondents (**23%**) contacted the Career Development Office or talked to a Career Development Counselor for help finding a job after graduation. Of these, **72%** (N=49) felt it was *Somewhat* or *Very helpful*.
- Fifty-five respondents (**19%**) contacted the Career Development Office or talked to a Career Development Counselor for help learning about and/or applying for graduate or professional school, and **82%** felt the resource was *Somewhat* or *Very helpful*.

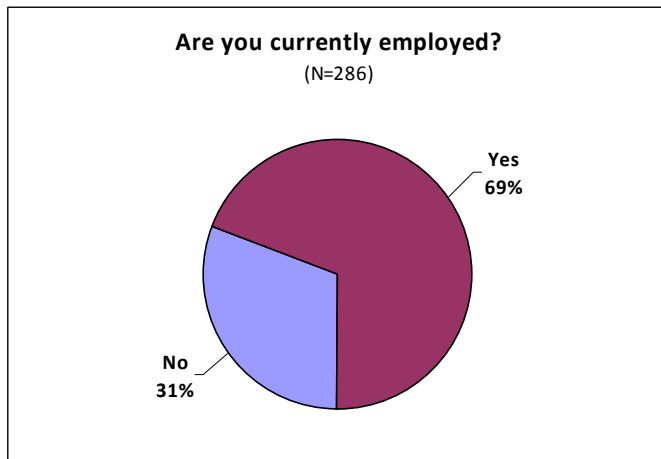
E. Overall Employment/Graduate School Rate



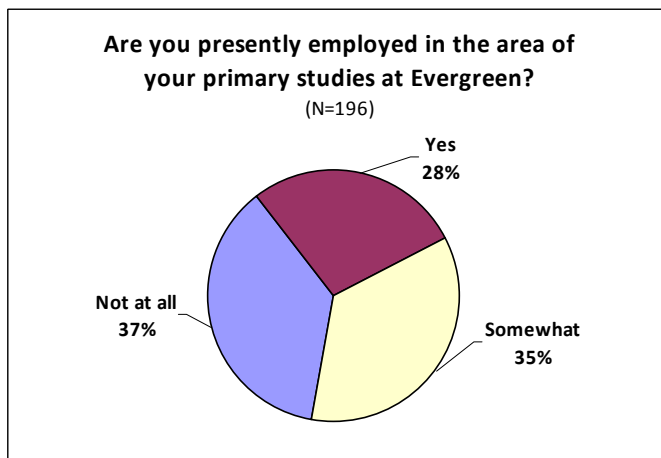
At the time of the survey **83%** of BA respondents were employed and/or attending graduate or professional school compared to 84% of all alumni respondents.

F. Alumni Employment Data

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



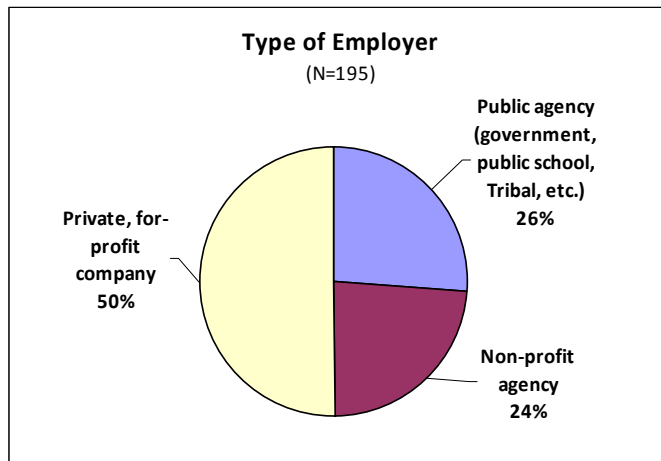
69% of BA alumni were employed one year after graduation from Evergreen compared to 71% of all alumni respondents.



Of the employed BA alumni, **63%** were employed in an area that was at least somewhat related to their area of primary study, compared to 64% of all alumni surveyed.

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

Nature of Employment (N=197)	N	%
Employed full-time	129	65.5%
Employed part-time	49	24.9%
Self-employed/own business	30	15.2%
Employed on a temporary basis	21	10.7%



50% of employed BA alumni were working for public or non-profit agencies compared to 53% of all alumni respondents.

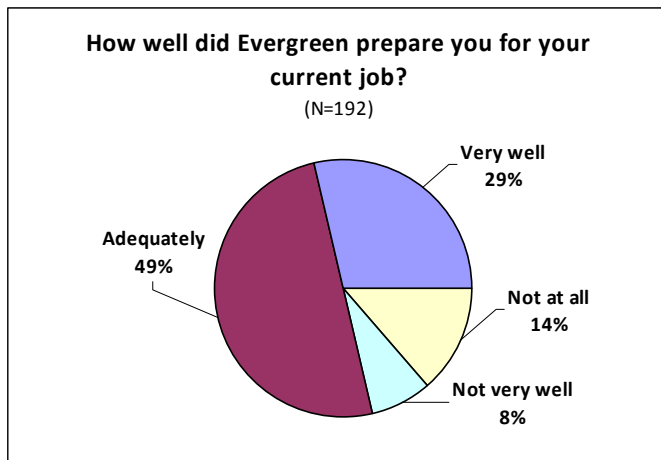
Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were instructed to respond regarding the job they considered to be their *primary* occupation. Results are shown in the following table in descending order of frequency.

Type of Work (N=198)	N	%
Office/Administrative Support	27	13.6%
Community/Social Service	26	13.1%
Sales	23	11.6%
Education/Training/Library	19	9.6%
Business and Financial Operations	17	8.6%
Food Preparation/Serving	16	8.1%
Management	15	7.6%
Art and Design	7	3.5%
Media and Communications	7	3.5%
Personal Care and Service	7	3.5%
Computer/Mathematical	5	2.5%
Construction/Installation/Repair	4	2.0%
Healthcare Support	4	2.0%
Legal Occupations	4	2.0%
Farming/Fishing/Forestry Worker	3	1.5%
Healthcare Practitioner/Technician	3	1.5%
Physical Science	2	1.0%
Production/Manufacturing	2	1.0%
Social Science	2	1.0%

Type of Work (N=198)	N	%
Building and Grounds Cleaning/Maintenance	1	0.5%
Entertainer/Performer	1	0.5%
Life Science	1	0.5%
Military and Protective Service	1	0.5%
Transportation	1	0.5%
Architecture/Engineering	0	0.0%

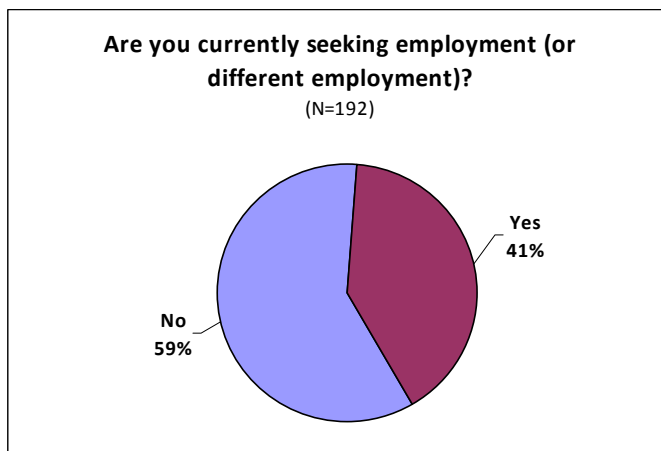
Note: Employment classification categories are derived from U.S. Bureau of Labor Statistics Standard Occupational Classifications 2010.

Respondents were asked to rate how well Evergreen prepared them for their current job, using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well.



79% of BA alumni (N=151) felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment compared to 78% of all alumni surveyed.

Employed alumni were also asked whether they were currently seeking employment and **41%** (N=78) indicated they were.



G. Graduate or Professional School

Respondents were asked whether they had applied to graduate or professional school and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 282 BA alumni who responded to this question:

- **35%** (N=98) had **applied** to graduate or professional school within one year of graduating from Evergreen. (Of the respondents who had *not* applied, 77% indicated that they intend to in the future.)
- **80%** of those who applied were **accepted** (N=71).
- **24%** (N=67) had attended or were currently **enrolled** in graduate or professional programs (three respondents decided not to attend; one had not begun their studies by the end of the survey period). The overall rate of graduate or professional school attendance for all alumni surveyed was also 24%.

The 67 alumni who had attended or were currently in graduate or professional school were asked for additional details about their continuing education. Just over half were pursuing their studies in Washington State.

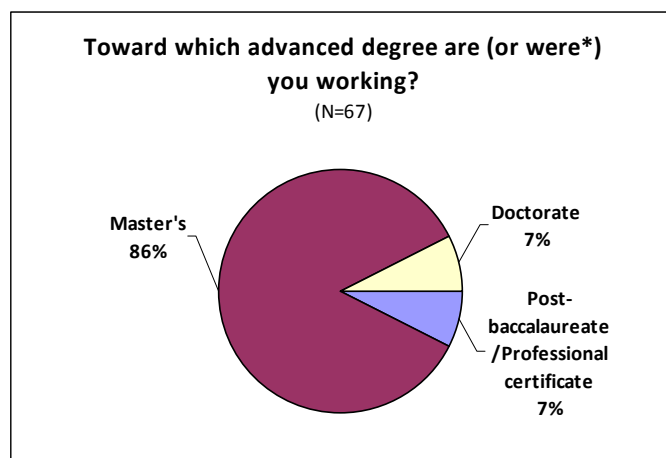
Location of Graduate or Professional Program (N=66)	N	%
Washington State	34	51.5%
Other US States (15 states)	24	36.4%
Online	4	6.1%
International (3 foreign countries)	4	6.1%

Respondents were also asked which academic category best described their field of study. The three most common areas of study for BA recipients were **Education, Mental Health Services, and Social Service Professions**.

Field of study in Graduate or Professional School (N=67)	N	%
Education	17	25.4%
Health Services, Mental	10	14.9%
Social Service Professions	7	10.4%
Natural Resources and Conservation	6	9.0%
Public Administration/Public Policy	6	9.0%
Business, Management and Marketing	4	6.0%
Visual and Performing Arts	4	6.0%
Architecture and Planning	2	3.0%
Area, Ethnic, Cultural and Gender Studies	2	3.0%
Liberal Arts and Sciences, General Studies and Humanities	2	3.0%
Social Sciences	2	3.0%
Communications Technologies/Technicians	1	1.5%
Foreign Languages, Literatures and Linguistics	1	1.5%
Health Support Services	1	1.5%
Legal Professions and Studies	1	1.5%
Other	1	1.5%

Field of study in Graduate or Professional School (N=67)	N	%
Agriculture/Agricultural Sciences	0	0.0%
Biological and Biomedical Sciences	0	0.0%
Communication, Journalism, and Related Programs	0	0.0%
Computer and Information Sciences	0	0.0%
Engineering	0	0.0%
English Language and Literature/Letters	0	0.0%
Health Professions in Medicine	0	0.0%
History	0	0.0%
Library Science	0	0.0%
Mathematics and Statistics	0	0.0%
Philosophy and Religious Studies	0	0.0%
Physical Sciences	0	0.0%

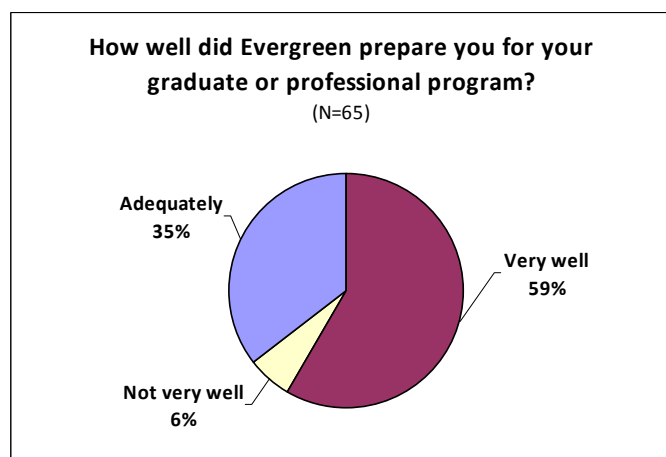
Lastly, alumni were asked which advanced degree they were working toward and how well they felt Evergreen prepared them for their graduate or professional program.



86% of alumni were pursuing master's degrees; the other 14% were divided between doctoral programs and professional certificates.

**One respondent had earned a Master of Science degree and one had earned a Paralegal Certificate.*

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



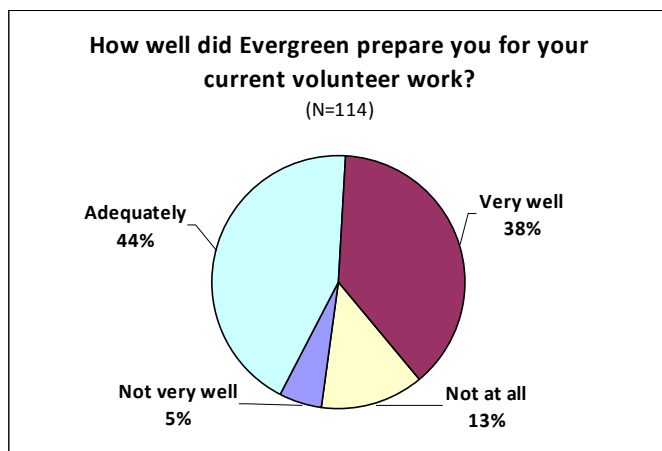
94% felt Evergreen prepared them *Adequately* or *Very well* for their advanced programs. Zero respondents indicated *Not at all*.

H. Volunteerism

Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of work they were doing. One hundred sixteen alumni (**39%**) indicated they were currently volunteering, and all but two of them provided a description of the type of work they were doing. Responses were reviewed and categorized in order to present them in summary form. Broad categories are shown in the table below; for more detail within volunteer areas please see the main report, entitled *2010 Alumni Survey of the class of 2009*, at www.evergreen.edu/institutionalresearch/alumnisurveyoneyear.

Type of Volunteer Activity (N=114)	% of Alumni Who Volunteer Engaged in each type of activity	
	N	%
Social Services/Public Health	38	33%
Youth Organizations/Education	22	19%
Arts/Music/Media/Culture	20	18%
Ecological/Environmental and Animal Advocacy and Action	14	12%
Justice Advocacy and Action	14	12%
Local Community/Business/Politics	12	11%
Community Gardens/Community Sustainability	9	8%
Religious Groups/Organizations	9	8%
Other	5	4%

Alumni were then asked to indicate how well Evergreen prepared them for their current volunteer work using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well.



82% felt Evergreen prepared them *Adequately* or *Very well* for their volunteer positions.

I. Special Strengths Developed at Evergreen

Alumni were asked in an open-ended narrative question to describe special strengths or skills they developed at Evergreen that were particularly useful in their current endeavors. Two hundred eleven of them (**70%**) responded to this question. Their comments were reviewed and categorized in order to present them in summary form and results are shown in the table below. For more detail within

comment categories please see the main report, entitled *2010 Alumni Survey of the class of 2009*, at www.evergreen.edu/institutionalresearch/alumnisurveyoneyear.

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=211 with at least one strength or skill)	Number with at least one strength in this category	%
Thinking	108	51%
Communication	93	44%
People skills	88	42%
Personal growth	71	34%
Other skills	77	36%

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

J. Alumni Recommendations

At the close of the survey, alumni were asked to identify from their perspectives as recent graduates one or two aspects they would change about Evergreen. Of the 300 BA alumni respondents, 195 (65%) described things they would change about Evergreen or their Evergreen experience. Their comments were reviewed and categorized in order to present them in summary form. The table below shows the frequencies for each type of recommendation. For more detail within recommendation categories please see the main report, entitled *2010 Alumni Survey of the class of 2009*, at www.evergreen.edu/institutionalresearch/alumnisurveyoneyear.

What one or two aspects would you change about Evergreen from your perspective as a recent graduate? (N=195 with at least one change)	Number with at least one change in this category	%
Instruction/Curriculum	91	47%
Student Support Services/Resources	85	44%
Campus Climate	19	10%
Personal Change/Would have done something differently	18	9%
Relationships with Faculty	16	8%
College Administration/General Staff Comments	10	5%
Community Relations	7	4%
Facilities/Equipment	5	3%
Other (unable to code)	3	2%

Note: Percentages do not add up to 100 as alumni could suggest more than one change.

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