

EVERGREEN ALUMNI SURVEY 2010

A SURVEY OF THE UNDERGRADUATE CLASS OF 2009

BS/BAS SUBSET

Introduction

Eleven percent of all undergraduate degree recipients in Evergreen’s class of 2009 earned Bachelor of Science (BS) or Dual Bachelor of Arts/Bachelor of Science (BAS) 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 BS/BAS 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.

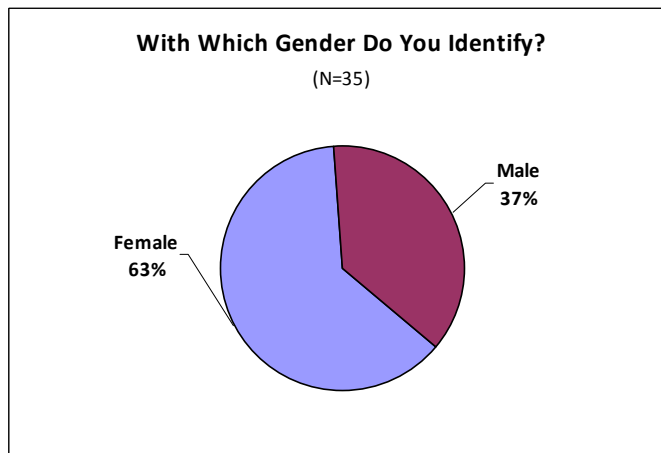
A. Sample Size and Response Rate

Bachelor of Science (BS) recipients 2009	92
Dual Bachelor of Arts/Bachelor of Science (BAS) recipients 2009	32
Total BS/BAS Undergraduate Degree Recipients 2009	124
Number with no known address or email	2
Deceased	0
Final Sample Size	122
Refused	0
No Response	86
Paper Survey Respondents	11
Web Survey Respondents	25
	36
Total Respondents	29.5%
	Response rate

B. Respondent Demographics

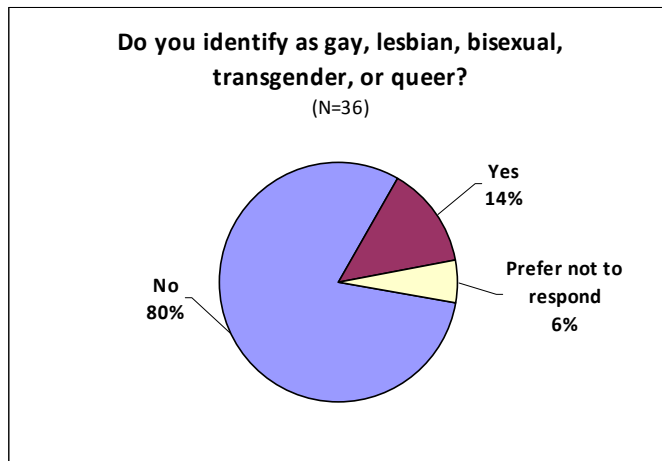
All 36 BS/BAS respondents identified as primarily full-time students. Their average age was 27 and median age was 25, the same as among the total population of BS/BAS graduates. At the time of the survey 22 of the 36 alumni were still living in Washington; thirteen were residing in other US states or outside the US and one did not provide their current location.

Gender



Male alumni comprised **36%** of survey completers compared to 48% of BS/BAS graduates as a whole. This difference was not significant at $p < .05$.

Sexual and Gender Orientation



15% of BS/BAS alumni who responded to this question identified as GLBTQ or questioning.

Pell Grant Recipients

Forty-two percent of the BS/BAS subset of survey respondents were Pell Grant recipients compared to 44% among the total population of 2009 BS/BAS graduates. This difference was not significant at $p < .05$.

Poverty

Forty-four percent of survey respondents were living below poverty level while attending Evergreen compared to 49% among all 2009 BS/BAS graduates. The difference in poverty status between respondents and non-respondents was not significant at $p < .05$.

Disability

Eight percent of survey respondents had disabilities indicated in Banner, which is comparable to 7% among all 2009 BS/BAS graduates.

Ethnic/Racial Background

Based on Banner ethnicity and race codes, 6% of survey completers identified as people of color. This appears to be comparable to 9% people of color identified among the BS/BAS graduating class as a whole.

Alumni were asked to select as many ethnic/racial categories as they felt applied to them. Respondents who selected multiple categories are counted in all applicable categories therefore percentages do not add up to 100%.

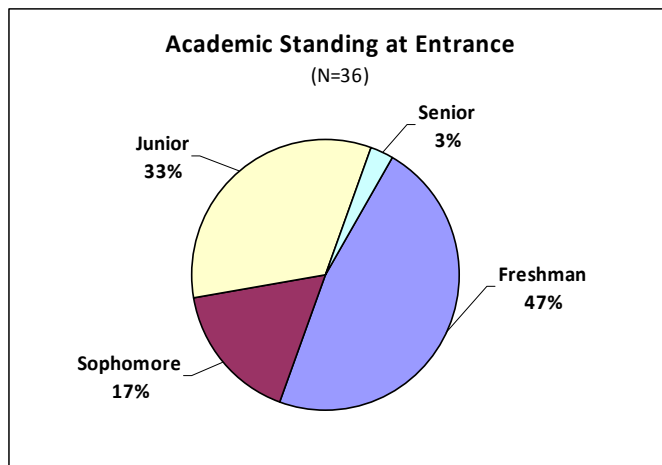
Alumni-Indicated Ethnic/Racial Background (All That Apply) (N=36)	N	%
White/Caucasian	33	91.7%
All other races/ethnicities	1	2.8%
Prefer not to respond	3	8.3%

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.

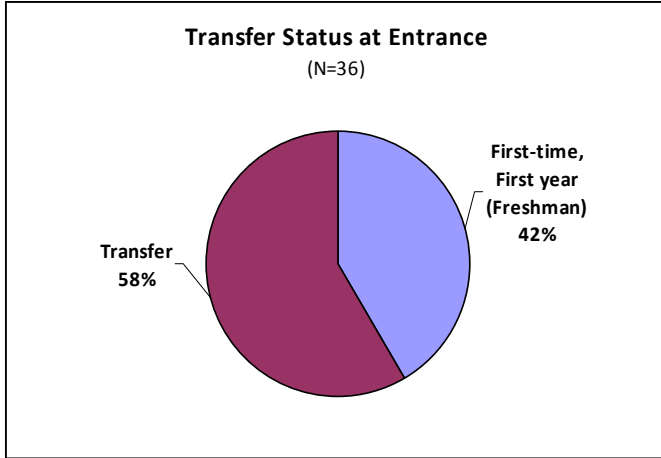
Primary Area of Study (Concentration) at Evergreen	N	%
Science, Math, Computers (Scientific Inquiry)	18	50.0%
Environmental Studies	17	47.2%
Liberal Arts/Interdisciplinary Study (<i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i>)	1	2.8%
Business	0	0.0%
Consciousness Studies	0	0.0%
Education	0	0.0%
Humanities, Language Arts (Culture, Text and Language)	0	0.0%
Media, Visual Arts, Performing Arts (Expressive Arts)	0	0.0%
Native American Studies	0	0.0%
Social Sciences (Society, Politics, Behavior, and Change)	0	0.0%
Total	36	100%

Academic Standing When First Enrolled at Evergreen



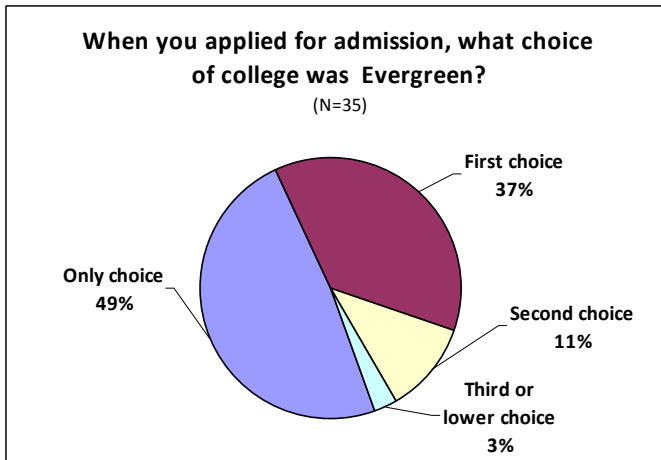
47% of BS/BAS respondents (N=17) first enrolled at Evergreen as freshmen. **33%** (N=12) entered as juniors, **17%** as sophomores (N=6) and **3%** as seniors (N=1).

Transfer Status at Entrance



58% of BS/BAS survey completers (N=21) entered Evergreen as transfer students compared to 65% of the graduating class as a whole. The difference in transfer status between respondents and non-respondents was not significant at $p < .05$.

Choice of College



Evergreen was the first or only choice of college for **86%** of alumni respondents (N=30). 11% (N=4) indicated Evergreen was their 2nd choice; only one alum (3%) indicated that Evergreen was their third or lower choice of college.

First Generation Baccalaureate Earners

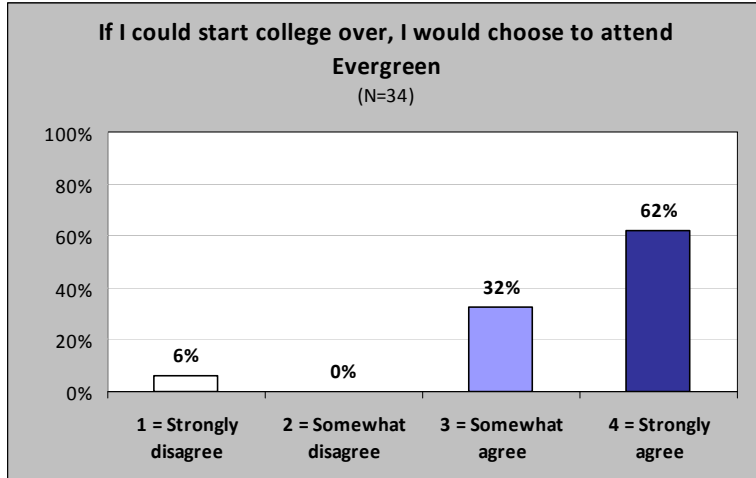


31% of BS/BAS alumni respondents (N=11) identified as first generation baccalaureate earners. The survey data indicate how underreported first generation status is in the Banner student tracking system; based on Banner data alone, we could only have identified 22% of this population as first generation.

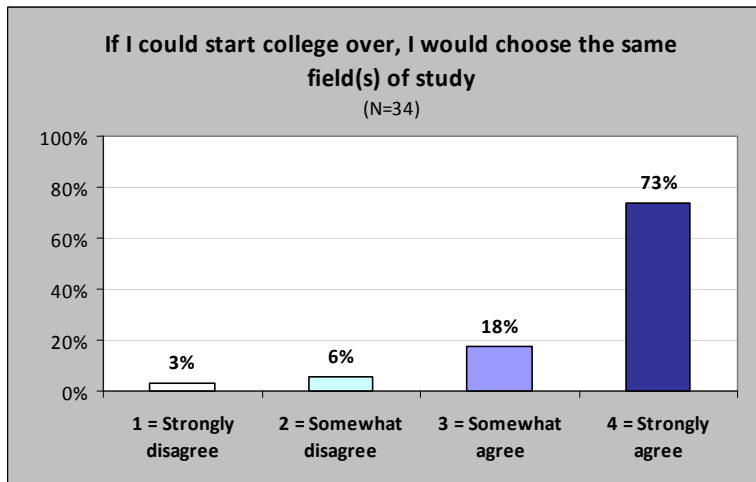
In comparison, 41% of all alumni surveyed identified as first generation.

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, **94%** of BS/BAS alumni agree they would choose to attend Evergreen.



...and **91%** 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 23 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 areas with the highest percentage of *Mostly* and *Very satisfied* ratings were: **Reading for academic purposes** (91%) and **Understanding and applying scientific principles and methods** (91%).
- The areas with the lowest percentage of *Mostly* and *Very satisfied* ratings were: **Readiness for a career** (43%) and **Applying creative modes of inquiry** (56%).

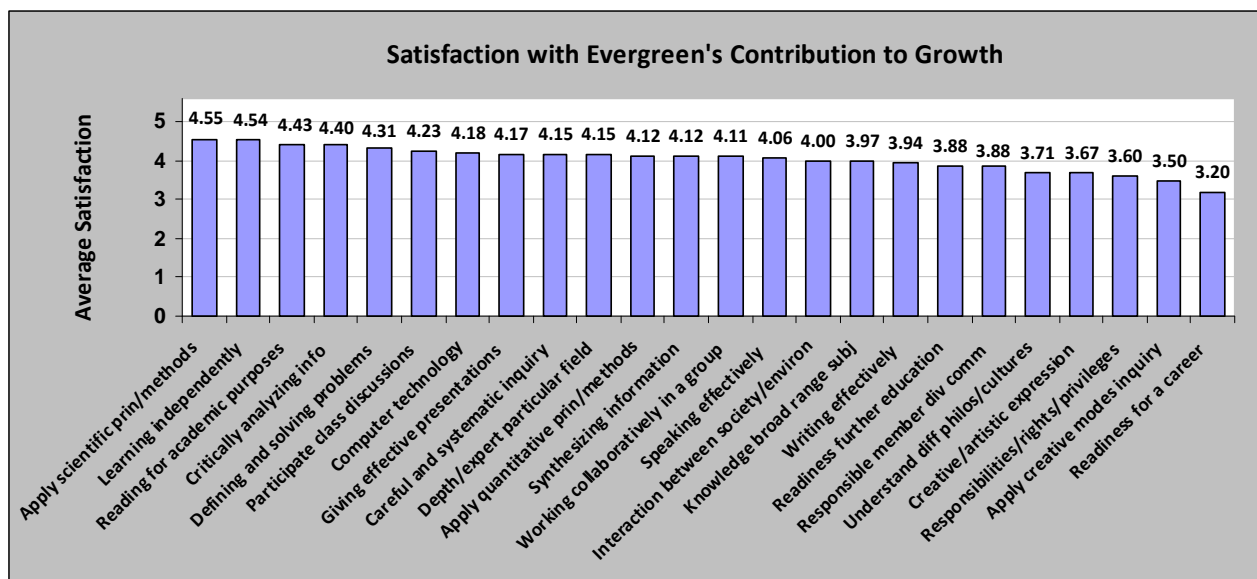
Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Reading for academic purposes (N=35)	0.0%	0.0%	8.6%	40.0%	51.4%
Understanding and applying scientific principles and methods (N=33)	0.0%	3.0%	6.1%	24.2%	66.7%
Learning independently (N=35)	0.0%	2.9%	8.6%	20.0%	68.6%
Critically analyzing information (N=35)	0.0%	0.0%	11.4%	37.1%	51.4%
Depth or expertise in a particular field (N=34)	2.9%	2.9%	8.8%	47.1%	38.2%
Participating in class discussions (N=35)	0.0%	5.7%	11.4%	37.1%	45.7%
Synthesizing information and ideas from many sources (N=34)	2.9%	5.9%	8.8%	41.2%	41.2%
Using computer technology to present work, find information, or solve problems (N=34)	0.0%	5.9%	11.8%	41.2%	41.2%
Defining and solving problems (N=35)	0.0%	0.0%	20.0%	28.6%	51.4%
Careful and systematic inquiry (N=34)	0.0%	5.9%	14.7%	38.2%	41.2%
Readiness for further education (graduate or professional) (N=34)	8.8%	2.9%	8.8%	50.0%	29.4%
Giving effective presentations (N=35)	0.0%	2.9%	20.0%	34.3%	42.9%
Working collaboratively in a group (N=35)	2.9%	5.7%	14.3%	31.4%	45.7%
Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation) (N=34)	2.9%	5.9%	14.7%	29.4%	47.1%
Speaking effectively (N=35)	0.0%	8.6%	20.0%	28.6%	42.9%
Writing effectively (N=35)	0.0%	5.7%	22.9%	42.9%	28.6%
Understanding the interaction of society and the environment (N=35)	0.0%	11.4%	17.1%	31.4%	40.0%
Functioning as a responsible member of a diverse community (N=34)	2.9%	5.9%	20.6%	41.2%	29.4%

Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Knowledge in a broad range of subjects (N=35)	2.9%	5.7%	22.9%	28.6%	40.0%
Expressing yourself in creative or artistic ways (N=33)	6.1%	15.2%	18.2%	27.3%	33.3%
Recognizing your responsibilities, rights, and privileges (N=35)	5.7%	11.4%	22.9%	37.1%	22.9%
Understanding different philosophies and cultures (N=35)	5.7%	8.6%	25.7%	28.6%	31.4%
Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas) (N=34)	11.8%	8.8%	23.5%	29.4%	26.5%
Readiness for a career (N=35)	14.3%	5.7%	37.1%	31.4%	11.4%

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 areas with the highest average satisfaction ratings were **Understanding and applying scientific principles and methods** and **Learning independently**.
- The areas with the lowest average satisfaction were **Readiness for a career** and **Applying creative modes of inquiry**.



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*.

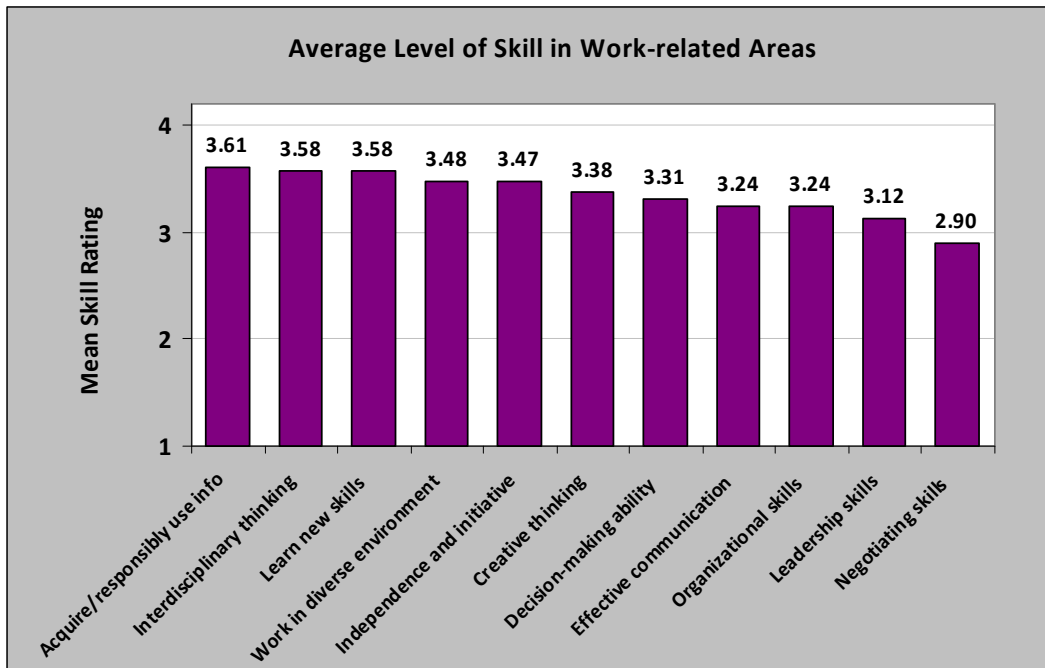
The table below shows results ranked in order of how many alumni felt their level of skill was “*Excellent*.” The three areas that received the highest percentage of *Excellent* ratings were:

- **Ability to acquire/responsibly use information** (64% rated their skill as *Excellent*; 88% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Interdisciplinary thinking** (64% rated their skill as *Excellent*; 94% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Willingness and aptitude to learn new skills** (61% rated their skill as *Excellent*; 94% felt Evergreen prepared them *To some extent* or *A great deal*)

Work-Related Skills (N=33)	Your level of skill					Preparation from your Evergreen education		
	Poor (1)	Fair (2)	Good (3)	Excel- lent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)
Ability to acquire/responsibly use information	0.0%	3.0%	33.3%	63.6%	0.0%	12.1%	30.3%	57.6%
Interdisciplinary thinking	0.0%	6.1%	30.3%	63.6%	0.0%	6.1%	21.2%	72.7%
Willingness/aptitude to learn new skills	0.0%	3.0%	36.4%	60.6%	0.0%	6.1%	48.5%	45.5%
Ability to work in a culturally diverse environment	0.0%	6.1%	39.4%	54.5%	0.0%	24.2%	42.4%	33.3%
Independence and initiative	0.0%	6.1%	39.4%	51.5%	3.0%	9.4%	50.0%	40.6%
Creative thinking	0.0%	9.1%	42.4%	45.5%	3.0%	15.6%	31.3%	53.1%
Effective communication	0.0%	12.1%	51.5%	36.4%	0.0%	6.1%	48.5%	45.5%
Leadership skills	6.1%	12.1%	45.5%	36.4%	0.0%	15.2%	63.6%	21.2%
Decision-making ability	0.0%	3.0%	60.6%	33.3%	3.0%	18.8%	53.1%	28.1%
Organizational skills	3.0%	3.0%	60.6%	33.3%	0.0%	12.1%	63.6%	24.2%
Negotiating skills	6.1%	18.2%	48.5%	21.2%	6.1%	30.0%	46.7%	23.3%

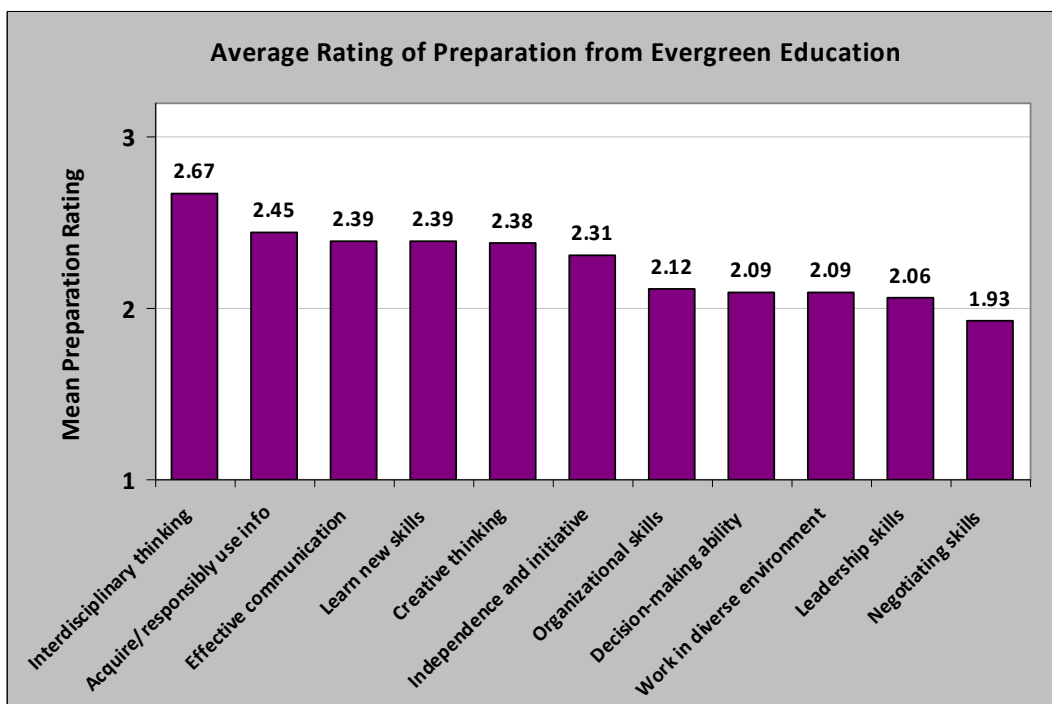
Note: Alumni who did not rate their level of skill or who indicated N/A for a skill area were excluded from the “Preparation from your Evergreen education” calculation for that area.

Average skill ratings were calculated for each area (excluding alumni who reported that an area was not applicable to them). Results are shown in the following chart:



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 BS/BAS 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 but two items, Quality of learning interaction with other students and Narrative self-evaluations, *Very satisfied* was the most common rating.
- For all but one item, Narrative self-evaluations, total satisfaction was greater than 75%.

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)
Quality of instruction (N=33)	0.0%	6.1%	24.2%	69.7%
Interdisciplinary approach to education (N=34)	2.9%	8.8%	26.5%	61.8%
The education you were able to construct as an Evergreen student (N=34)	2.9%	5.9%	29.4%	61.8%
Academic advice from faculty (N=34)	5.9%	2.9%	32.4%	58.8%
Linking theory and practice (N=34)	0.0%	5.9%	38.2%	55.9%
Narrative evaluations written by faculty (N=34)	8.8%	5.9%	32.4%	52.9%
Tolerance and respect shown for different or opposing viewpoints (N=34)	8.8%	11.8%	38.2%	41.2%
Quality of learning interaction with other students, for example, in seminars or in group projects (N=34)	0.0%	14.7%	47.1%	38.2%
Narrative self-evaluations (N=34)	5.9%	26.5%	41.2%	26.5%

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*.

- **79%** of BS/BAS alumni experienced team-taught programs compared to 62% of the entire graduating class; total satisfaction for BS/BAS alumni was **85%**.
- **47%** participated in a culminating senior experience compared to 42% of the graduating class as a whole; total satisfaction for BS/BAS respondents was **87%**.
- **32%** of BS/BAS respondents acknowledged participation in a learning community compared to 43% of the graduating class as a whole; their total satisfaction rate was **91%**.

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	Somewhat dissatisfied	Somewhat satisfied	Very satisfied
			(1)	(2)	(3)	(4)
Team-taught programs (N=33)	26	78.8%	0.0%	15.4%	38.5%	46.2%
Contracts/individual work with faculty (N=33)	22	66.7%	0.0%	0.0%	27.3%	72.7%
Culminating senior experience (N=34)	16	47.1%	6.7%	6.7%	26.7%	60.0%
Community service/volunteer work (N=34)	14	41.2%	7.1%	0.0%	50.0%	42.9%
Internships (N=34)	11	32.4%	0.0%	0.0%	60.0%	40.0%
Learning community (N=34)	11	32.4%	0.0%	9.1%	54.5%	36.4%
Foreign language study (N=34)	5	14.7%	0.0%	40.0%	0.0%	60.0%

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.

Fewer than 14% of BS/BAS respondents participated in study abroad; however half of those who did indicated they were *Very satisfied* and the other half were *Somewhat satisfied*.

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 BS/BAS respondents were Campus Computing Resources and Campus Library. Alumni indicated overall satisfaction with both:

- **Campus Computing Resources: 94%** used these resources and alumni reported a total satisfaction rate of **88%**.
- **Campus Library: 92%** used this resource with a total satisfaction rate of **97%**.

The least-used campus resources for this group were the Office of Veterans Affairs and the Center for Community-Based Learning and Action (CCBLA).

Campus Resources at Evergreen (N=36)	#/% Used resource		Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)
	Campus Computing Resources	34	94.4%	2.9%	8.8%	26.5%
Campus Library	33	91.7%	0.0%	3.0%	36.4%	60.6%
Academic Advising	26	72.2%	7.7%	15.4%	50.0%	26.9%
College Recreation Center	22	62.9%	9.1%	13.6%	40.9%	36.4%
Financial Aid Office	22	61.1%	9.1%	13.6%	36.4%	40.9%
Health Center	21	58.3%	4.8%	14.3%	23.8%	57.1%
Housing/Residential Life	19	52.8%	15.8%	31.6%	42.1%	10.5%
Media Loan	18	50.0%	5.6%	0.0%	27.8%	66.7%
Quantitative & Symbolic Reasoning Center	16	44.4%	0.0%	6.3%	43.8%	50.0%
Photo Services/Photoland	14	38.9%	0.0%	14.3%	35.7%	50.0%
Writing Center	13	36.1%	0.0%	0.0%	69.2%	30.8%
Counseling Center	7	19.4%	0.0%	0.0%	28.6%	71.4%
Electronic Media	7	19.4%	0.0%	0.0%	14.3%	85.7%
Center for Community-Based Learning & Action	<5	<14%	0.0%	100.0%	0.0%	0.0%
Office of Veterans Affairs	<5	<14%	0.0%	0.0%	0.0%	100.0%

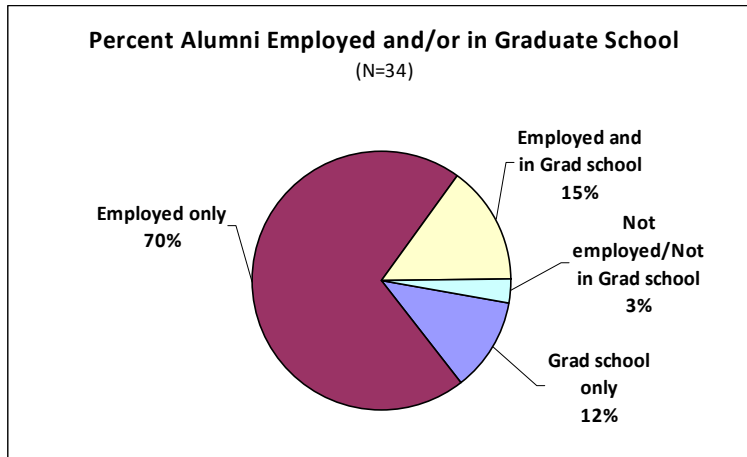
Note: All alumni who used each resource rated their level of satisfaction.

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.

- Five BS/BAS respondents contacted the Career Development Office or talked to a Career Development Counselor for help finding a job after graduation. One rated the resource as *Very helpful*, two rated it *Somewhat helpful*, and two rated it *Not helpful*.
- Three respondents 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 all three rated the resource as *Somewhat helpful*.

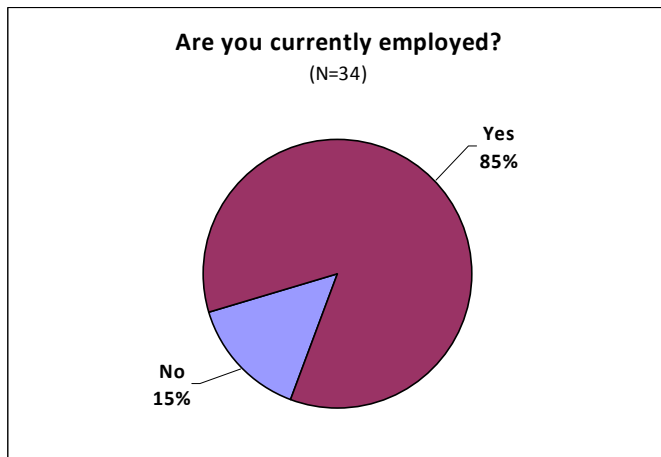
E. Overall Employment/Graduate School Rate



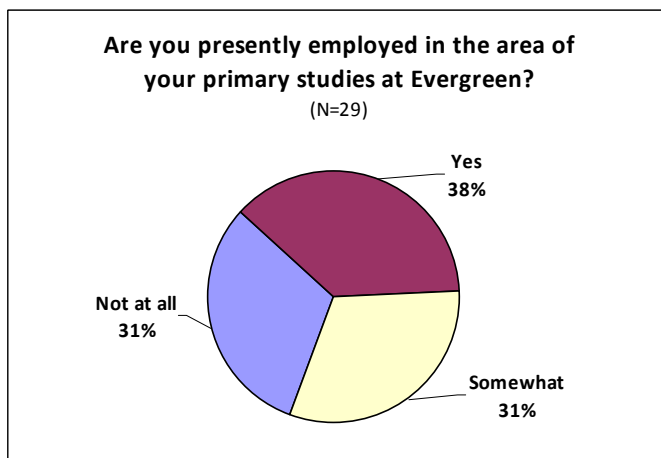
At the time of the survey **97%** of BS/BAS respondents were employed and/or attending graduate or professional school compared to 84% of all alumni respondents.

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.



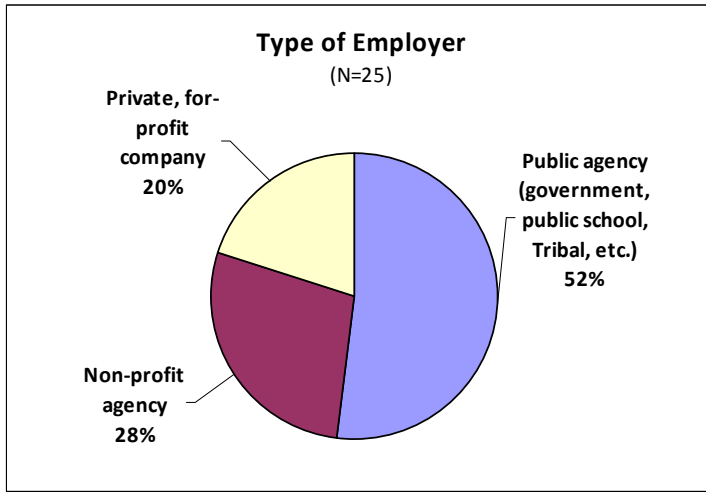
85% of BS/BAS alumni were employed one year after graduation from Evergreen compared to 71% of all alumni respondents.



Of the employed BS/BAS alumni, **69%** 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=29)	N	%
Employed full-time	15	51.7%
Employed part-time	11	37.9%
Employed on a temporary basis	9	31.0%
Self-employed/own business	0	0.0%



80% of employed BS/BAS alumni were working for public or non-profit agencies compared to 53% of all alumni respondents.

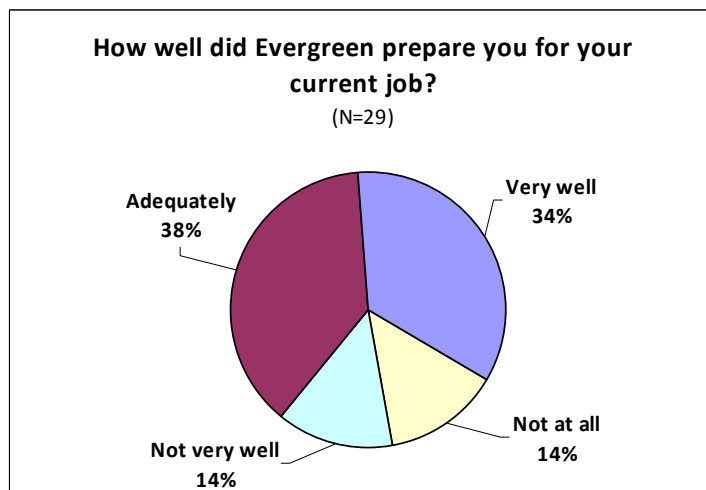
Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were instructed to respond regarding the job they considered to be their *primary* occupation. The most common area of employment for BS/BAS alumni one year after graduation was **Life Science**.

Type of Work (N=29)	N	%
Life Science	7	24.1%
Food Preparation/Serving	3	10.3%
Building and Grounds Cleaning/Maintenance	2	6.9%
Community/Social Service	2	6.9%
Farming/Fishing/Forestry Worker	2	6.9%
Office/Administrative Support	2	6.9%
Personal Care and Service	2	6.9%
Physical Science	2	6.9%
Construction/Installation/Repair	1	3.4%
Education/Training/Library	1	3.4%
Healthcare Practitioner/Technician	1	3.4%
Healthcare Support	1	3.4%
Management	1	3.4%
Media and Communications	1	3.4%
Production/Manufacturing	1	3.4%
Architecture/Engineering	0	0.0%

Type of Work (N=29)	N	%
Art and Design	0	0.0%
Business and Financial Operations	0	0.0%
Computer/Mathematical	0	0.0%
Entertainer/Performer	0	0.0%
Legal Occupations	0	0.0%
Military and Protective Service	0	0.0%
Sales	0	0.0%
Social Science	0	0.0%
Transportation	0	0.0%

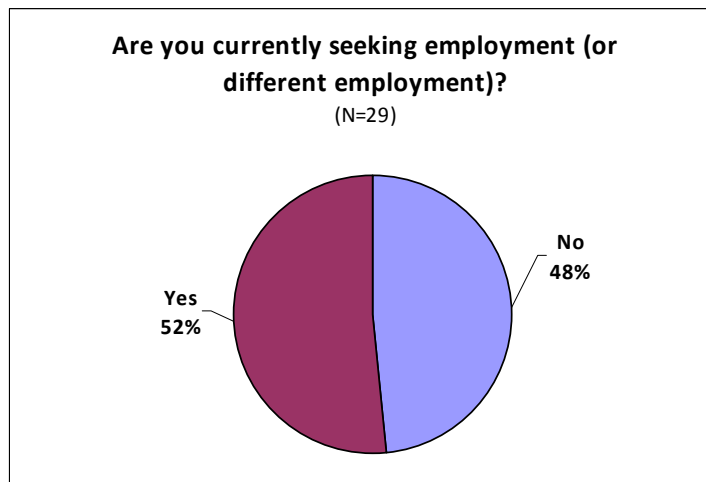
Note: Employment classification categories are derived from U.S. Bureau of Labor Statistics Standard Occupational Classifications 2010.

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.



72% of BS/BAS alumni (N=21) 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 **52%** (N=15) indicated they were.



G. Graduate or Professional School

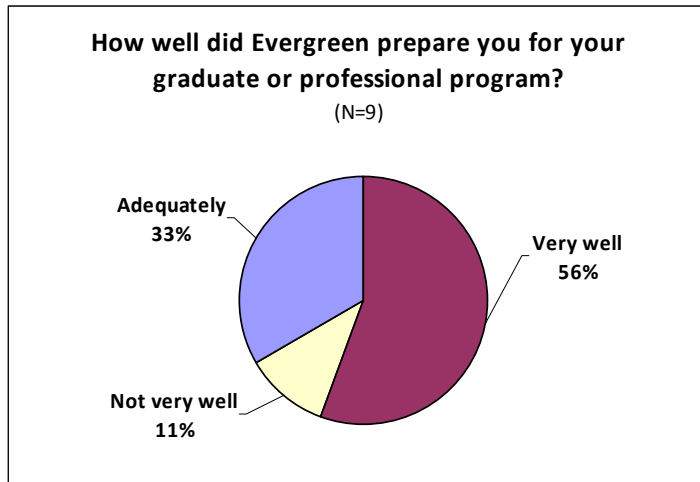
Respondents were asked whether they had applied to graduate or professional school and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 34 BS/BAS alumni who responded to this question:

- **35%** (N=12) had **applied** to graduate or professional school within one year of graduating from Evergreen. (Of the 22 respondents who had *not* applied, nineteen indicated that they intend to in the future.)
- **83%** of those who applied were **accepted** (N=10).
- **26%** (N=9) had attended or were currently **enrolled** in graduate or professional programs (one respondent decided not to attend). The overall rate of graduate or professional school attendance for all alumni surveyed was 24%.

Of the nine alumni who had attended or were attending graduate or professional school, five were seeking doctorate degrees and four were working toward master’s degrees. Four were pursuing their studies in Washington and the others were studying in other states or outside the US. They were fairly evenly distributed among the following fields of study:

Field of study in Graduate or Professional School (N=9)
Natural Resources and Conservation
Biological/Biomedical Sciences
Health Professions in Medicine
Social Sciences

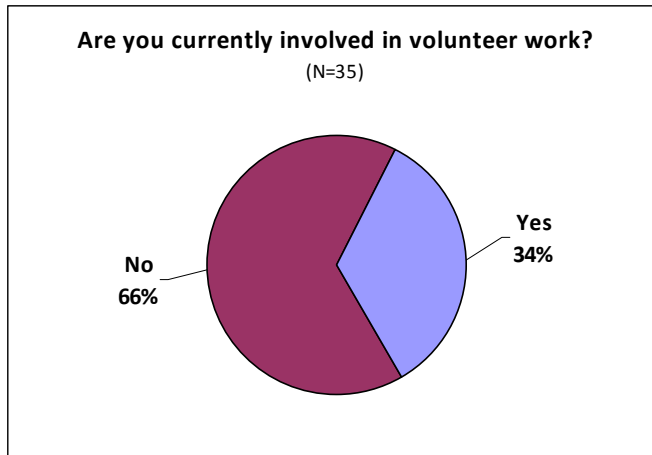
Lastly, alumni were asked how well they felt Evergreen prepared them for their graduate or professional program, using a four-point scale where 0=*Not at all*, 1=*Not very well*, 2=*Adequately* and 3=*Very well*.



Eight of the nine alumni who were currently attending or had attended graduate or professional school felt Evergreen prepared them *Adequately* or *Very well* for their advanced programs.

H. Volunteerism

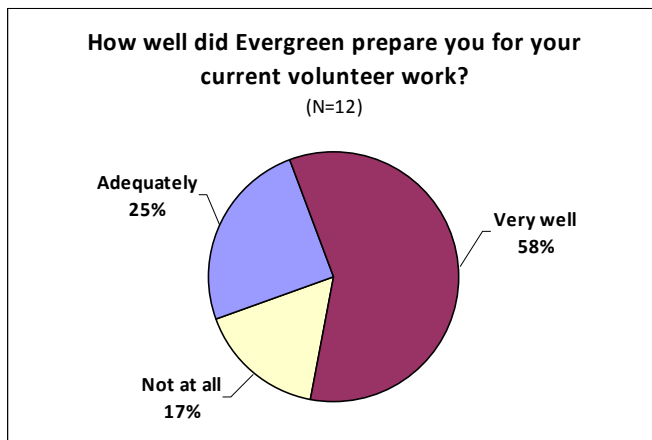
Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of work they were doing. Twelve BS/BAS alumni (34%) indicated they were currently volunteering, and each of them provided a description of the type of work they were doing. Volunteer areas are listed in the table below.



34% of BS/BAS respondents were involved in volunteer activities one year after graduation compared to 39% of all alumni respondents.

Type of Volunteer Activity (N=12)
<p>Ecological/Environmental and Animal Advocacy and Action These alumni worked in wildlife and plant restoration, animal welfare, and environmental awareness education.</p>
<p>Social Services/Public Health These alumni volunteered with AmeriCorps, family support organizations, and community safety projects.</p>
<p>Youth Organizations/Education These alumni volunteered with youth programs and teaching youth.</p>
<p>Local Community/Business/Politics These alumni volunteered in medical settings.</p>

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*.



83% of alumni involved in volunteer work 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. Twenty-four of them (67%) responded to this question. Their comments were reviewed and categorized in order to present them in summary form and are shown in the table below. Detailed comments by category follow in the second table.

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=24 with at least one strength or skill)	Number with at least one strength in this category	%
Thinking	16	67%
Communication	8	33%
People skills	8	33%
Personal growth	7	29%
Other skills	12	50%

"I affirmed my capacity to tackle nearly any theoretical concept, but benefitted most from discovering the tools to implement many of these into practical applications."
- BS/BAS alumni class of 2009

"To examine what I can do to make a difference. Evergreen helped give me the tools to constantly better myself."
- BS/BAS alumni class of 2009

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

Special strengths or skills (N=24 with at least one strength or skill)

Thinking

- *interdisciplinary approaches to learning*
- *Interdisciplinary approaches to understanding phenomena*
- *Interdisciplinary thinking*
- *The ability to use an interdisciplinary approach in problem solving.*
- *I was able to learn how to think and learn in an interdisciplinary fashion*
- *interdisciplinary approach to problem solving*
- *Interdisciplinary*
- *I affirmed my capacity to tackle nearly any theoretical concept, but benefitted most from discovering the tools to implement many of these into practical applications.*
- *handling problems*
- *The ability and initiative to learn why behind job duties and tasks.*
- *Critical thinking/ Also, challenging conventional assumptions and prevailing ideas.*
- *critical thinking*
- *Critical Thinking*
- *my analytical thinking skills*
- *Patient, assured approach to decisive action*
- *reasoning skills*
- *The bigger picture became more important as I learned to work with what I was given and to take control over my future.*
- *Ability to comprehend complex systems*
- *understanding that there are many ways of doing the same thing*
- *process academic knowledge and create rigorous scientific questions from the information*

Special strengths or skills (N=24 with at least one strength or skill)

- *Creative thinking skills*

Communication

- *Communications*
- *Communication*
- *Communication skills*
- *My communication skills (written and oral) are miles ahead of my work peers.*
- *Writing*
- *Charismatic yet professional approach to public address*
- *Gaining confidence giving presentations to large groups of people*
- *Depth of focus while studying academic writing*
- *Reading*
- *to use creative outlets I would have otherwise ignored*

People skills

- *Working with others*
- *Diplomatic approach when requesting action*
- *team work*
- *Experience with group projects and teams*
- *awareness of communication issues and differences*
- *Interpersonal communication*
- *[working with] a variety of age groups*
- *I am able to work well with coworkers of different backgrounds and beliefs.*
- *Organizing jobs*
- *I learned to forge my own path and not just sit by the wayside and to take responsibility for my own actions in all situations.*
- *An (more) open mind*

Personal growth

- *Working independently*
- *I had a great deal of freedom which allowed me to focus on areas that interested me and make projects I'm happy with*
- *Personal initiative*
- *independent learning*
- *Organizing time*
- *Time management*
- *Strong Work ethic*
- *Evergreen helped give me the tools to constantly better myself*

Other skills

- *I gained a lot of research skills and saw an experiment from start to finish*
- *ability to research*
- *Researching and data collection*
- *knowledge specific to my research*
- *Understanding ecosystem connectivity/passion for life sciences*
- *scientific laboratory*
- *scientific inquiry*
- *Laboratory techniques*

Special strengths or skills (N=24 with at least one strength or skill)

- *Want to buy local more often*
- *To examine what I can do to make a difference*
- *My appreciation for those around me and, in my opinion, more importantly, the entire world in physical, ecological, and, among others, social contexts.*
- *Statistics (Methods & application)*
- *Statistics*
- *Trying new things.*
- *An avid interest in my learning and education*
- *I've done some volunteer work teaching these skills to youth and have also gotten paid to teach some animation workshops and help with a freelance project*
- *I gained valuable technical media skills and got to use a wide variety of great equipment at Evergreen.*
- *Technical ability*

J. Recognition of Special Individuals or Services

Alumni were also asked if there were particular individuals or services that made a special contribution or genuine difference to their education or personal growth at Evergreen. Thirty of the 36 BS/BAS alumni respondents (**83%**) wrote a response to this question. Forty-six different individuals were named, representing different offices, departments, and units of the college. **Dylan Fischer** was the most frequently mentioned male individual and **Carri LeRoy** was the most frequently mentioned female individual. A list of alumni comments is provided below; comments have been redacted to protect the identity of respondents.

Clyde Barlow and Andrew Brabban.
Donald Morisato (faculty) Debbie Garrington (Annual Fund Manager)
Dr. Gerardo Chin-Leo Dr. Erik Thuesen both great- academically
Drs. Dharshi Bopegedera and James Neitzel were excellent teachers and provided a great deal of mentoring and advice. I would have been much less successful after my time at TESC without them
Dylan Fischer and Carri Leroy are the two best professors at the school
Dylan Fischer, Carri LeRoy, Frederica Bowcutt
Dylan Fischer, Carri LeRoy, KEY, and Dylan's programs showed me that I had a creative side/interest that I didn't realize existed. Paul Butler and Wendy Gerstel helped me appreciate the various landscapes of Washington and try new fields of study within environmental studies.
Dylan Fischer. Paul Butler. John Perkins.
E.J Zita, Paul Butler and all of the Lab I and Lab II Program Secretary staff, especially Pam Udovich, Ruth Joynes and Pat Kolstad.
Faculty and staff that I especially appreciated: Ruth Hayes, Marge Brown, Peter Randlette, Media Loan and Electronic Media, Mike Moran
Heather Heying
Jack Longino, Nalini Nadkarni, Maria (Pineda) at registration Paul Przybylowicz, all the sca activities I worked with, Kabby mitchell, so many, I'll have to write more later...
Michael Paros Ecological Ag. instructor took me and many other students out into the field on his own time. [...] He has attempted to bring more balance and a different perspective to Evergreen and has been met with universal criticism and derision by students and faculty alike all for expressing an unpopular view

and a questioning of the values they want to hold onto in spite of evidence.
Nancy Murray! Maria Bastaki, Andrew Brabban
Neal Nelson is one of the best professors I've had. I love how enthusiastic he is and I feel like he genuinely cares.
Paul Butler helped me develop in so many ways. I found him an incredible resource in so many ways. In addition, there was a woman in academic advising, which I'm embarrassed for not remembering her name, who helped me greatly early on figure out where I needed to go and what I should take.
Peter Pessiki [...] took great pains to see that his classes succeeded [...] He is an eccentric individual, but embodies the Evergreen experience in his generous nature and amiable character.
Rob S. Cole, Dylan G. Fischer, and Carri LeRoy
SIT's [Science Instruction Technicians] (Shane Peterson, Greg Dasso, Peter Robinson) Andrew Brabban was a highlight in my education.
Stacia Lewis was by far the most amazing person I ever worked with. [...] she gave me guidance both on a personal and educational level that went above and beyond. She, and the KEY program, should be considered vital components to any Evergreen experience. Thank you so much, Stacia!! I also want to give a shout out to Dawn Carlson of KEY. She was always so helpful to me and willing to go out of her way to make sure students got what they needed all while being so happy and friendly. Also, Alison Styring, Anne Ellsworth, Dylan Fischer, and Carri LeRoy were all instrumental in my Evergreen career. Alison, though, by far, has gone out of her way to set me up with what I needed. [...] She really deserves all the credit I can give and more.
Steven Scheuerell, Mike Paros, Paul Butler, Dylan Fischer, Erik Thuesen and Gerardo Chin-Leo. All faculty members that taught the full time programs were awesome.
Team-taught M20 with Paula Schofield, Andrew Brabban, and Nancy Murray was very life-affirming for me. Organic Chemistry not my strong suit, Paula really put extra effort into my education to make sure I would excel and grow deep admiration for the subject. All of my faculty have been 100% devoted to their subject and their students.
The only good things at Evergreen for me were my experiences in the programs taught by Fredrica Bowcutt and Dylan Fischer.
The variety of the faculty contributed to my education, primarily because they all took very different approaches to the same basic question of how to learn.
Yes several faculty members have made a difference in my education they were Glenn Landram, Andrew Brabban, Benjamin Simon, and Lydia McKinstry.
Yes, many... Dylan Fischer, Rob Cole, Frederica Bowcutt, Carri LeRoy, Clyde Barlow
Yes. Paul Przybylowicz Paula Schofield Andrew Brabban Nancy Murray
Yes. Peter Pessiki, Andrew Brabban, and Paula Schofield are all amazing teachers. The Tutoring Center was also an immense help.
Yes. Peter Pessiki, Andrew Brabban, Donald Morisato, Ben Simon
Yes--Alison Styring, Dennis Hibbert - he is a Saturdays instructor for subjects such as earth science, global warming, the first humans, etc..

K. Alumni Recommendations

At the close of the survey, alumni were asked to identify from their perspectives as recent graduates one or two aspects they would change about Evergreen. Of the 36 BS/BAS alumni respondents, twenty-seven (75%) 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; a detailed list of alumni comments, sorted by category, follows in the second table.

What one or two aspects would you change about Evergreen from your perspective as a recent graduate? (N=27 with at least one change)	Number with at least one change in this category	%
Instruction/Curriculum	15	56%
Student Support Services/Resources	10	37%
Campus Climate	3	11%
Personal Change	3	11%
College Administration/General Staff Comments	1	4%
Facilities/Equipment	1	4%
Faculty	1	4%

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

Summary of Alumni Recommendations (N=27 with at least one change)

Instruction/Curriculum

- *I would have some basic core classes required the first few semesters, namely academic writing, critical thinking skills and oral communications. Many of my peers at Evergreen seemed ill-prepared in these areas.*
- *I would truncate the liberal arts department and direct more students toward the physical sciences. Regrettably, the enormously superior style of teaching the sciences is entirely missed by the vast majority of students. I would also advise expansion of evening and weekend studies, for the price of dropping out of a poorly conceived or managed program is all too often an educational hiatus.*
- *Primarily 16 credit classes meant that I didn't have a lot of room to explore different areas of study. I took exclusively media and science classes with the exception of a 4 credit drawing class.*
- *More required math/reasoning credits in any/all programs. More encouragement to have "prerequisites" for future academia or jobs. More of a "trade" approach to learning skills and education, i.e. real world application, even in the very loose art classes*
- *Seminar sessions would be far more controlled than they are now. As they exist now, several people dominate, and the rest follow along -- I think these sessions would benefit from a greater degree of imposed structure. At the very least, what Elinor Ostrom called "constitutional-choice" decisions would be worth setting in stone. > The upper-level coursework would be further developed and there would be strong social linkage between those who were starting out in a subject and those who were more advanced. This would I think have helped me during the first half of my time at TESC, when I wasn't sure what I would be doing the following year; it would*

Summary of Alumni Recommendations (N=27 with at least one change)

have been easier to decide what to stick with and what to pass over. [Peer Mentor?]

- *The catalog also needs to offer more options. I wish I had a real major.*
- *Give letter grades. Having only narrative evaluations has caused me many difficulties in graduate school. The chair of the department I am in even told me the evaluations are bad and grades would be more helpful as they are quantifiable and they already have recommendation letters.*
- *Need grades to go to master's school*
- *Evergreen offers so many interesting programs, it is easy to thoroughly enjoy your education and learn a many disciplines. It is also very easy to become a 'jack of all trades and master of none'.*
- *More career preparation. I feel like my computer science classes skipped over a lot of thing employees are looking for, instead focusing on things largely only of academic interest.*
- *Need letter grades because several graduate programs I applied to asked me "Where the grades were?" and "How are you supposed to evaluate these?"*
- *Perhaps to develop a small course for Seniors who intend to move onto graduate schools that prepares them for the GREs. I understand that TESC does not have basic writing and math prerequisites, which offers more freedom for student's academic endeavors.*
- *Better access to internship opportunities and networking.*
- *specific skills.....less generalities*
- *I know many students who felt intimidated by professors and students to express views that didn't fit in with the Evergreen narrative (organic=good, conservative=bad, etc.) This is unacceptable at an institution of higher learning. Teach the debate!*

Student Support Services/Resources

- *I suggest making it more challenging to be accepted. I feel that some of my classmates were difficult to work with because they were not at the education and critical thinking level that I wish they were.*
- *I'd want advisors who do more than read you the program catalog. I needed honest advice about what credits I should have been getting.*
- *Career development needs improvement, especially for science-based careers*
- *I believe that a career fair oriented towards freshmen and sophomores would help them shape their education. This could highlight the skills and education required for certain field.*
- *Proactive job placement!*
- *Better preparation for seniors...the "after graduation life".*
- *The administration offices often don't know how to help students through the paperwork, and give out conflicting info. The advising offices often did not know how to help with questions pertaining to Graduate level inquiries.*
- *The library's hours, it should be open 24 hours a day 7 days a week.*
- *More resources for science. Better library and computer center hours, especially on the weekend.*
- *The food! I worked odd hours (late nights, weekends) on campus. I would have liked to see more patrols and general visibility by the campus police, especially in the science buildings at night*

Campus Climate

- *More diverse student body.*
- *I could not tolerate the hypocritical thinking of many students. They said "stick it to the man" while attending a state school and the final straw for me was the riot after the Dead Prez concert. I felt like that single event was the epitome of selfishness and ignorance by other students. I felt as if that impacted me personally by defaming the Evergreen name [...] I was horrified by responses by both faculty and students in meetings that followed. I am not a supporter of the police force, but I*

Summary of Alumni Recommendations (N=27 with at least one change)
<p><i>felt that their actions were out of control and emotionally-based and illogical.</i></p> <ul style="list-style-type: none"> • <i>Evergreen like many alternative, liberal schools runs the severe risk of becoming as one-sided and close minded as those institutions it attempts to criticize. It has gone from challenging, analyzing, and critiquing convention to a knee-jerk, visceral disdain for all things "main stream."</i>
<p>Personal Change</p> <ul style="list-style-type: none"> • <i>I would have tried to use the CRC more. I might have tried an individual contract.</i> • <i>In hindsight, I would have loved to utilize the arts department more. As a environmental science student, I did take a few, but I feel that taking more arts would have helped me become a more well-rounded student.</i> • <i>I regret not taking advantage of the liberal arts education- it was maybe too easy to take 4 years of one type of program. It is useful for my intended profession, but will make grad school application more difficult, and I too easily lost touch with my artistic side.</i>
<p>College Administration/General Staff comments</p> <ul style="list-style-type: none"> • <i>I [experienced conflict with faculty member] and shudder to think that the administration fails to even take notice.</i>
<p>Facilities/Equipment</p> <ul style="list-style-type: none"> • <i>I also think the upper campus and walkways to the parking lots lighting at night needs to be addressed.</i>
<p>Faculty</p> <ul style="list-style-type: none"> • <i>I wish that the instructors were more organized, I had a hard time knowing what was expected of me.</i>

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.