

EVERGREEN ALUMNI SURVEY 2010

A SURVEY OF THE UNDERGRADUATE CLASS OF 2009

TACOMA SUBSET

Introduction

Every two years, the Office of Institutional Research and Assessment surveys undergraduate degree recipients one year after graduation. The survey collects data on alumni employment, graduate school, and volunteer work outcomes. Alumni also provide feedback on their learning and experiences at Evergreen and offer recommendations for how Evergreen can better serve its students. What follows is a report of the results for respondents from the Tacoma subset. 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.

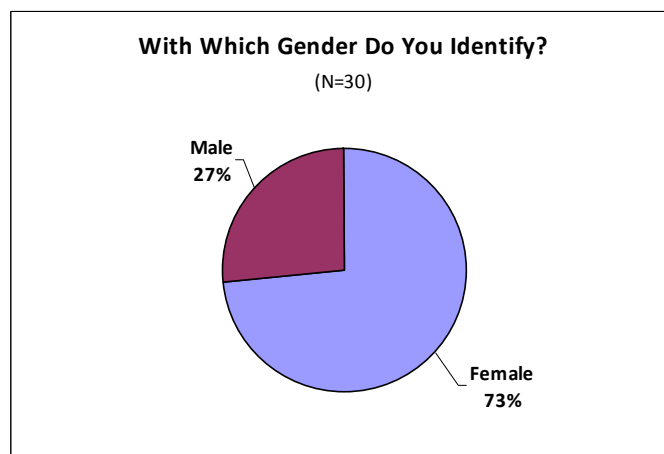
A. Sample Size and Response Rate

Total Tacoma Undergraduate Degree Recipients 2009	81
Number with no known address or email	0
Deceased	0
Final Sample Size	81
Refused	1
No Response	48
Paper Survey Respondents	17
Web Survey Respondents	15
Total Respondents	32
	39.5%
	Response rate

B. Respondent Demographics

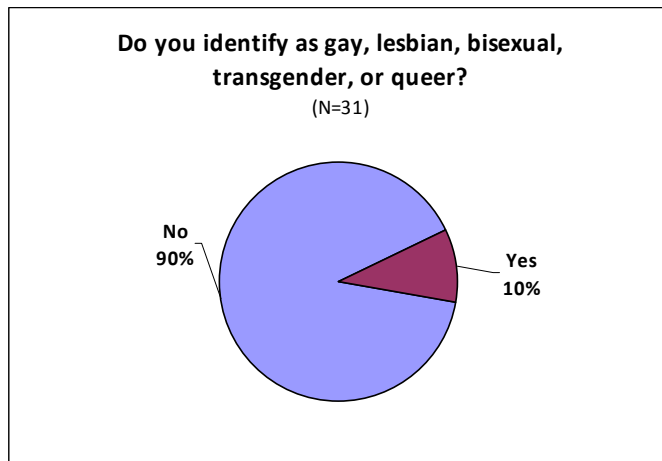
All 32 Tacoma respondents identified as primarily full-time students. Their average age was 43 and median age was 42. This is similar to a mean age of 41 and median of 40 among the total population of Tacoma graduates. At the time of the survey 29 of the 32 alumni were still living in Washington; the other three were residing in other US states.

Gender



Male alumni comprised 25% of survey completers compared to 26% of the graduating class as a whole. This difference was not significant at $p < .05$.

Sexual and Gender Orientation



10% of Tacoma alumni who responded to this question identified as GLBTQ or questioning.

Pell Grant Recipients

Fifty percent of survey respondents were Pell Grant recipients compared to 65% among the total population of 2009 Tacoma graduates. This difference was not significant $p < .05$.

Poverty

Fifty-eight percent of survey respondents were living below poverty level while attending Evergreen compared to 70% among all 2009 graduates. The difference in poverty status between respondents and non-respondents was not significant at $p < .05$.

Disability

Seventeen percent of survey respondents had disabilities indicated in Banner compared to 15% among all 2009 graduates. There was no significant difference in disability status between respondents and non-respondents at $p < .05$.

Ethnic/Racial Background

Based on Banner ethnicity and race codes, 55% of the Tacoma graduating class identified as people of color. Forty-two 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, **59%** of this alumni group identified as people of color compared to 42% documented in Banner.

Alumni-Indicated Ethnic/Racial Background (All That Apply) (N=32)	N	%
African American	14	43.8%
White/Caucasian	12	37.5%
All other ethnicities/races	6	18.8%
Prefer not to respond	1	3.1%

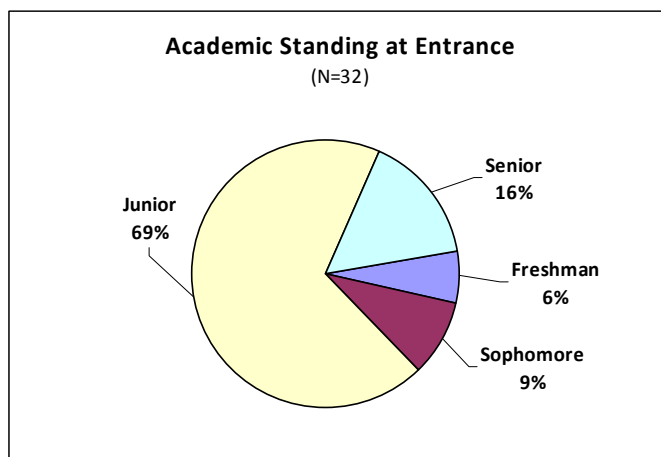
Alumni-Indicated Ethnic/Racial Background (Mutually Exclusive Categories)	N	%
African-American, Non-Hispanic	14	43.8%
White/Caucasian, Non-Hispanic	12	37.5%
All other ethnicities/races	5	15.6%
Unknown ethnicity/race	1	3.1%
Total	32	100%

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.

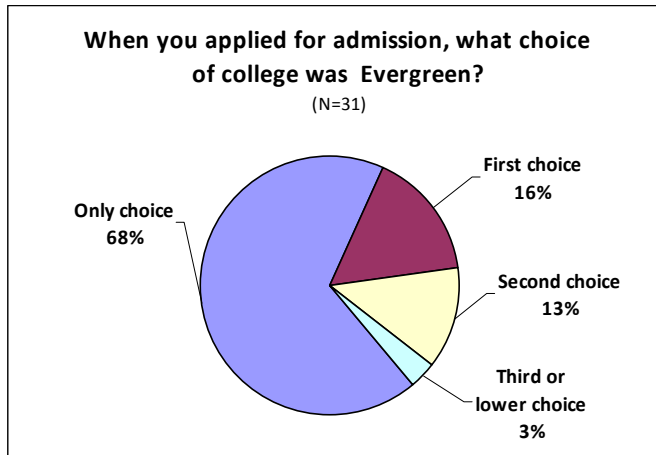
Primary Area of Study (Concentration) at Evergreen	N	%
Social Sciences (Society, Politics, Behavior, and Change)	17	53.1%
Liberal Arts/Interdisciplinary Study (<i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i>)	6	18.8%
Science, Math, Computers (Scientific Inquiry)	≤5 each	28%
Business		
Humanities, Language Arts (Culture, Text and Language)		
Education		
Media, Visual Arts, Performing Arts (Expressive Arts)		
Consciousness Studies	0	0.0%
Environmental Studies	0	0.0%
Native American Studies	0	0.0%
Total	32	100%

Academic Standing When First Enrolled at Evergreen



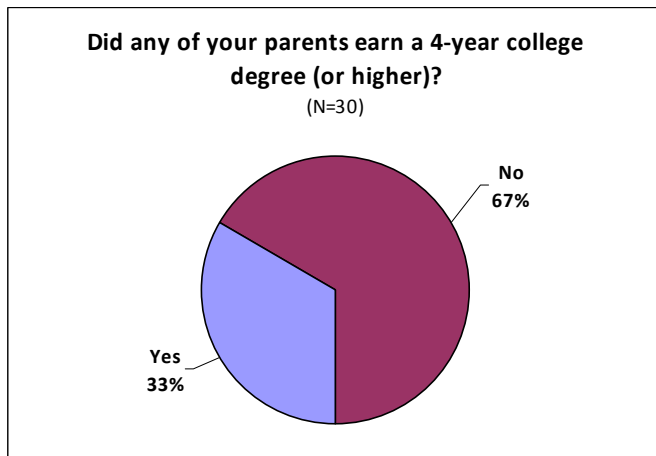
69% of Tacoma respondents (N=22) first enrolled at Evergreen as juniors. 16% (N=5) entered as seniors, 9% as sophomores (N=3) and 6% as freshmen (N=2).

Choice of College



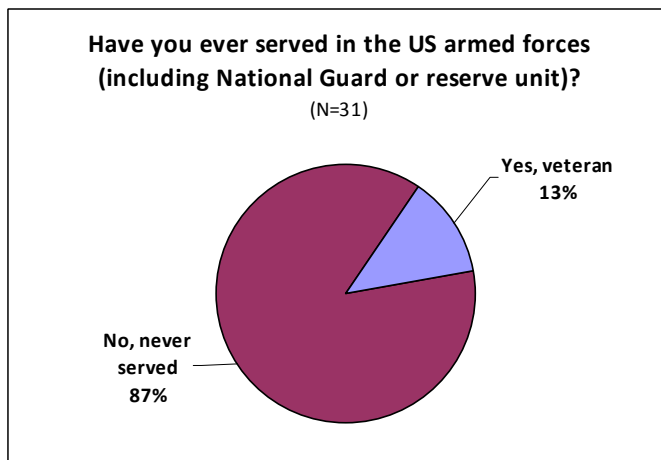
Evergreen was the first or only choice of college for **84%** of alumni respondents (N=26). 13% (N=4) indicated Evergreen was their 2nd choice; only one alum (3%) indicated that Evergreen was their third or lower choice of college.

First Generation Baccalaureate Earners



67% of alumni respondents (N=20) 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 28% of Tacoma respondents as first generation.

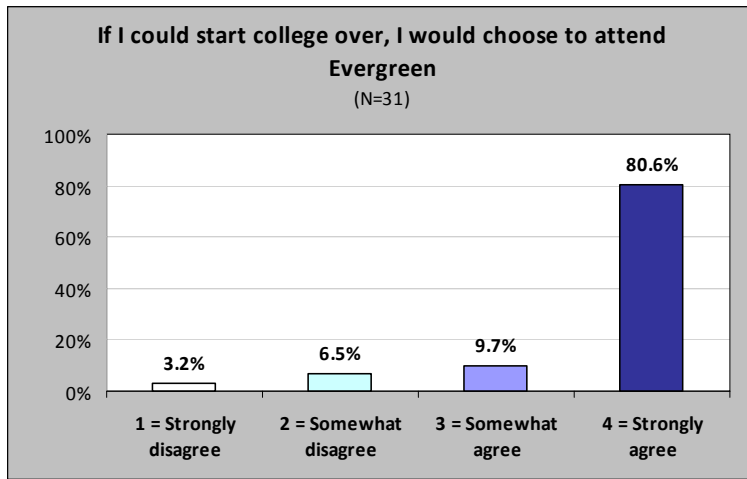
Veteran Status



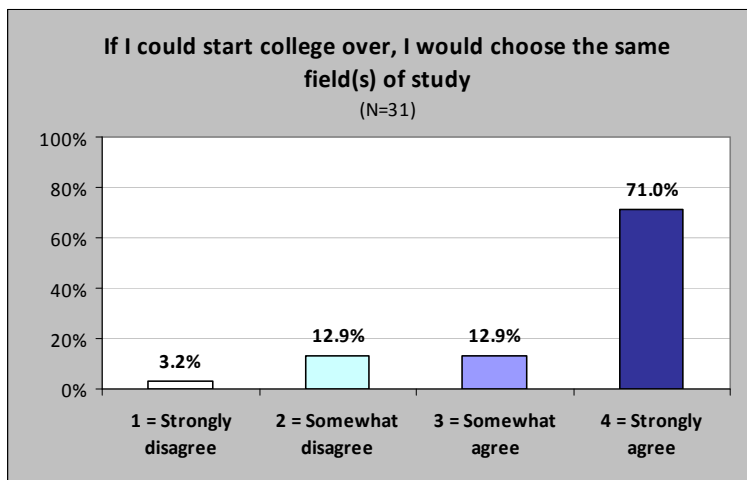
4 respondents (**13%**) reported having served in the US armed forces.

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, **90%** of Tacoma alumni agree they would choose to attend Evergreen.



...and **84%** 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 all 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.

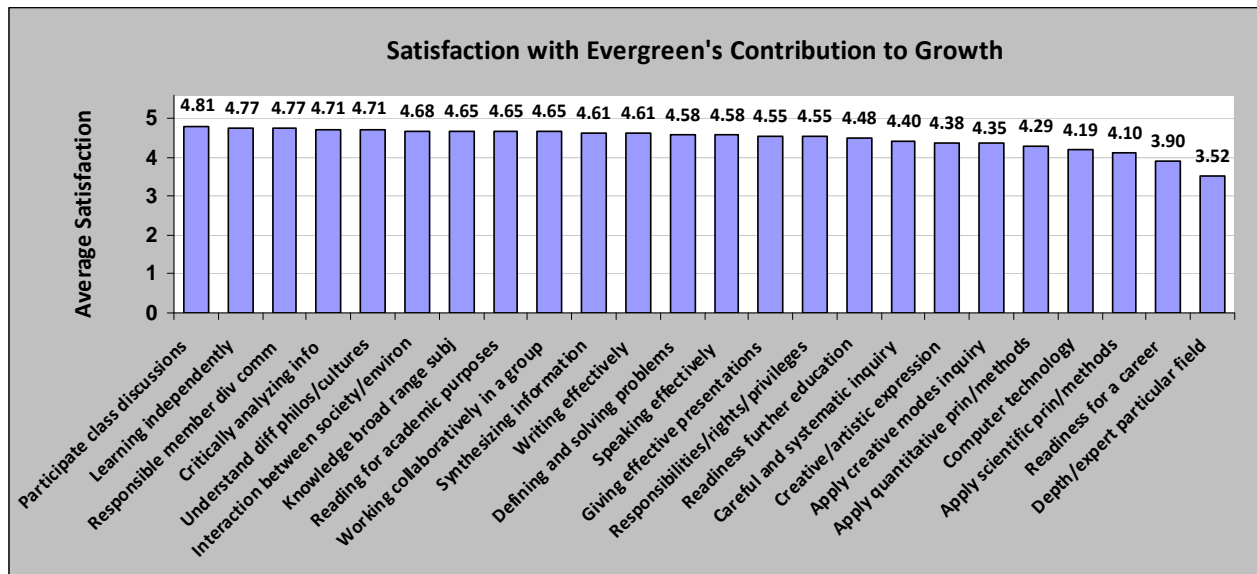
- The areas with the highest percentage of *Mostly* and *Very satisfied* ratings were: **Participating in class discussions** (100%), **Defining and solving problems** (97%), **Giving effective presentations** (97%), **Speaking effectively** (97%) and **Functioning as a responsible member of a diverse community** (97%).
- The areas with the lowest percentage of *Mostly* and *Very satisfied* ratings were: **Depth or expertise in a particular field** (52%), **Readiness for a career** (61%), and **Understanding and applying scientific principles and methods** (68%).

Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Participating in class discussions (N=31)	0.0%	0.0%	0.0%	19.4%	80.6%
Defining and solving problems (N=31)	0.0%	3.2%	0.0%	32.3%	64.5%
Giving effective presentations (N=31)	0.0%	3.2%	0.0%	35.5%	61.3%
Speaking effectively (N=31)	0.0%	3.2%	0.0%	32.3%	64.5%
Functioning as a responsible member of a diverse community (N=31)	0.0%	0.0%	3.2%	16.1%	80.6%
Learning independently (N=31)	0.0%	3.2%	3.2%	6.5%	87.1%
Reading for academic purposes (N=31)	0.0%	3.2%	3.2%	19.4%	74.2%
Synthesizing information and ideas from many sources (N=31)	0.0%	3.2%	3.2%	22.6%	71.0%
Understanding the interaction of society and the environment (N=31)	0.0%	0.0%	6.5%	19.4%	74.2%
Writing effectively (N=31)	0.0%	3.2%	3.2%	22.6%	71.0%
Critically analyzing information (N=31)	0.0%	0.0%	6.5%	16.1%	77.4%
Understanding different philosophies and cultures (N=31)	0.0%	0.0%	6.5%	16.1%	77.4%
Knowledge in a broad range of subjects (N=31)	0.0%	3.2%	6.5%	12.9%	77.4%
Recognizing your responsibilities, rights, and privileges (N=31)	0.0%	3.2%	6.5%	22.6%	67.7%
Readiness for further education (graduate or professional) (N=31)	0.0%	3.2%	9.7%	22.6%	64.5%
Working collaboratively in a group (N=31)	0.0%	0.0%	12.9%	9.7%	77.4%
Careful and systematic inquiry (N=30)	0.0%	0.0%	16.7%	26.7%	56.7%
Using computer technology to present work, find information, or solve problems (N=31)	0.0%	6.5%	12.9%	35.5%	45.2%
Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas) (N=31)	0.0%	0.0%	19.4%	25.8%	54.8%
Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation) (N=31)	0.0%	3.2%	16.1%	29.0%	51.6%
Expressing yourself in creative or artistic ways (N=29)	0.0%	3.4%	17.2%	17.2%	62.1%
Understanding and applying scientific principles and methods (N=31)	0.0%	3.2%	29.0%	22.6%	45.2%
Readiness for a career (N=31)	3.2%	9.7%	25.8%	16.1%	45.2%
Depth or expertise in a particular field (N=31)	9.7%	9.7%	29.0%	22.6%	29.0%

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 three areas with the highest average satisfaction ratings were **Participating in class discussions**, **Learning independently**, and **Functioning as a responsible member of a diverse community**.
- Only two areas received average satisfaction ratings of less than 4, *Mostly satisfied* – **Depth or expertise in a particular field** and **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 two areas that received the highest percentage of *Excellent* ratings were:

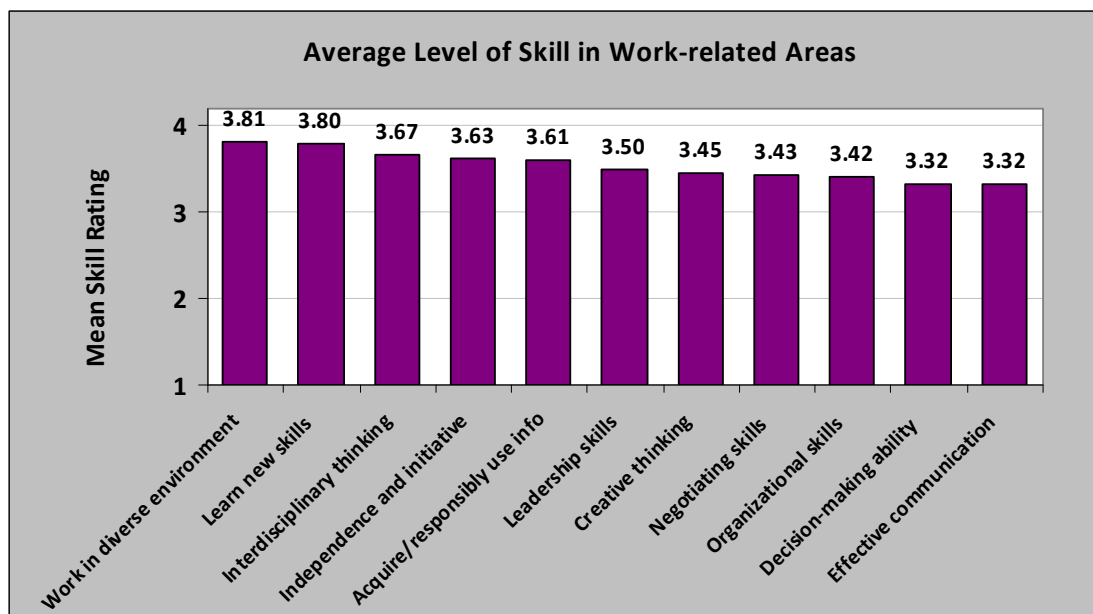
- **Ability to work in a culturally diverse environment** (81% rated their skill as *Excellent*; 96% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Willingness and aptitude to learn new skills** (80% rated their skill as *Excellent*; 96% felt Evergreen prepared them *To some extent* or *A great deal*)

There were three areas for which *Excellent* was not the most common rating: **Negotiating skills**, **Effective communication skills** and **Decision-making ability**. Most respondents felt their level of skill was *Good* in these areas and the majority indicated Evergreen prepared them *To some extent* or *A great deal*.

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)
Ability to work in a culturally diverse environment (N=31)	0.0%	0.0%	19.4%	80.6%	0.0%	3.6%	21.4%	75.0%
Willingness/aptitude to learn new skills (N=30)	0.0%	0.0%	20.0%	80.0%	0.0%	3.6%	39.3%	57.1%
Independence and initiative (N=30)	0.0%	3.3%	30.0%	66.7%	0.0%	7.1%	39.3%	53.6%
Interdisciplinary thinking (N=30)	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	28.6%	71.4%
Ability to acquire/ responsibly use info (N=31)	0.0%	0.0%	38.7%	61.3%	0.0%	3.4%	31.0%	65.5%
Leadership skills (N=30)	0.0%	3.3%	43.3%	53.3%	0.0%	0.0%	46.4%	53.6%
Creative thinking (N=31)	0.0%	6.5%	41.9%	51.6%	0.0%	6.9%	37.9%	55.2%
Organizational skills (N=31)	0.0%	6.5%	45.2%	48.4%	0.0%	6.7%	50.0%	43.3%
Decision-making ability (N=31)	0.0%	6.5%	54.8%	38.7%	0.0%	10.3%	55.2%	34.5%
Effective communication (N=31)	0.0%	3.2%	61.3%	35.5%	0.0%	3.4%	48.3%	48.3%
Negotiating skills (N=30)	0.0%	6.7%	60.0%	30.0%	3.3%	11.5%	50.0%	38.5%

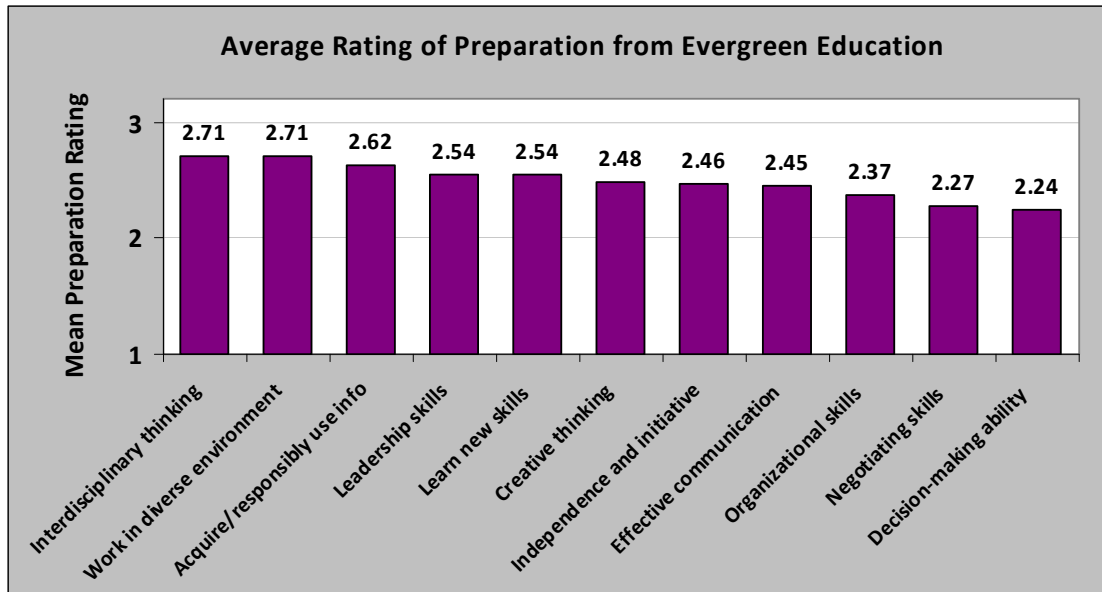
Note: The number in parentheses by each item reflects the number of alumni who rated their skill level; the number varies between skill areas as some alumni skipped questions. Alumni who did not rate their level of skill or who indicated N/A for a skill area were excluded from the "Preparation from your 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 two skills with the highest average ratings were the same as in the frequency table above: **Ability to work in a culturally diverse environment** and **Willingness and aptitude to learn new skills**. The two skills with the lowest average ratings were **Effective communication** and **Decision-making ability**.



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 alumni indicated that Evergreen provided the greatest preparation in **Interdisciplinary thinking** and **Ability to work in a culturally diverse environment** and the least amount of preparation in **Decision-making ability** and **Negotiating skills**.



Alumni rated the level of preparation they received from Evergreen using a 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 nine items, *Very satisfied* was the most common rating.
- For all but one item (Narrative evaluations written by faculty), total satisfaction was over 90%.

Results are shown in the table below in order of highest to lowest percent of *Very Satisfied* ratings).

Pedagogical Aspect (N=30)	Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)
Interdisciplinary approach to education	3.3%	3.3%	6.7%	86.7%
Tolerance and respect shown for different or opposing viewpoints	0.0%	6.7%	10.0%	83.3%
Quality of instruction	0.0%	6.7%	20.0%	73.3%
Quality of learning interaction with other students, for example, in seminars or in group projects	0.0%	3.3%	23.3%	73.3%
The education you were able to construct as an Evergreen student	0.0%	3.3%	23.3%	73.3%
Academic advice from faculty	6.7%	0.0%	23.3%	70.0%
Narrative evaluations written by faculty	6.7%	6.7%	16.7%	70.0%
Narrative self-evaluations	0.0%	6.7%	40.0%	53.3%
Linking theory and practice	0.0%	6.7%	43.3%	50.0%

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*. The most common rating for each area appears in bold print for emphasis.

- **73%** of Tacoma alumni participated in a culminating senior experience compared to 42% of the graduating class as a whole; total satisfaction for Tacoma respondents was **100%**.
- **37%** experienced team-taught programs compared to 62% of the entire graduating class; total satisfaction for Tacoma alumni was **91%**.
- **50%** of Tacoma respondents acknowledged participation in a learning community compared to 43% of the graduating class as a whole; their total satisfaction rate was **93%**.

The following table shows results in descending order of alumni participation in each experience.

Educational Experiences at Evergreen	# / % Participated		Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)
Culminating senior experience (capstone, thesis, senior project, or senior summative self-evaluation) (N=30)	22	73.3%	0.0%	0.0%	54.5%	45.5%
Contracts and other individual work with faculty (N=30)	21	70.0%	4.8%	4.8%	9.5%	81.0%
Internships (N=30)	15	50.0%	20.0%	6.7%	6.7%	66.7%
Learning community (N=30)	15	50.0%	6.7%	0.0%	26.7%	66.7%
Community service or volunteer work (N=30)	12	40.0%	8.3%	0.0%	41.7%	50.0%
Team-taught programs (N=30)	11	36.7%	0.0%	9.1%	9.1%	81.8%
Foreign language study (N=24)	5	20.8%	20.0%	20.0%	20.0%	40.0%

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 20% of Tacoma respondents participated in study abroad; however 100% of those who did indicated they were *Very 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 Tacoma respondents were Academic Advising and Campus Computing Resources. Alumni indicated overall satisfaction with both:

- **Academic Advising Office, Workshops, or Tacoma Student Services Coordinator: 88%** used this resource and alumni reported a total satisfaction rate of **86%**.
- **Campus Computing Resources: 81%** used these resources with a total satisfaction rate of **85%**.

The least-used campus resources for this group were **Housing/Residential Life**, the **Health Center** and **College Recreation Center, Athletics, or Recreation Programs**. These resources had total satisfaction ratings of 50%, 75% and 75%, respectively.

Campus Resources at Evergreen	#/% Used resource		Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)
	Academic Advising Office, Workshops, or Tacoma Student Services Coordinator (N=32)	28	87.5%	3.6%	10.7%	35.7%
Campus Computing Resources (N=32)	26	81.3%	0.0%	15.4%	38.5%	46.2%
Financial Aid Office or On-site Financial Aid Counselor (N= 32)	22	68.8%	4.5%	13.6%	27.3%	54.5%
Electronic Media (animation labs, audio recording, digital video/film editing, music technology/labs) (N=32)	21	65.6%	9.5%	9.5%	28.6%	52.4%
Campus Library (N=32)	17	53.1%	17.6%	5.9%	23.5%	52.9%
Writing Center or Writing Tutors (N=32)	16	50.0%	0.0%	18.8%	12.5%	68.8%
Media Loan (N=32)	12	37.5%	8.3%	16.7%	16.7%	58.3%
Counseling Center or On-site Counselor (N=30)	10	33.3%	10.0%	0.0%	30.0%	60.0%
Center for Community-Based Learning & Action (CCBLA) or On-site Orientation (N=31)	9	29.0%	0.0%	11.1%	44.4%	44.4%
Quantitative and Symbolic Reasoning Center (QuaSR) or Tutors (N=31)	9	29.0%	0.0%	0.0%	22.2%	77.8%
Office of Veterans Affairs (N=31)	6	19.4%	0.0%	0.0%	50.0%	50.0%
Photo Services/Photoland (N=32)	5	15.6%	20.0%	0.0%	20.0%	60.0%
College Recreation Center, Athletics, or Recreation Programs (N=31)	<5	<15%	0.0%	25.0%	50.0%	25.0%
Health Center (N=31)	<5	<15%	0.0%	25.0%	25.0%	50.0%
Housing/Residential Life (N=31)	<5	<15%	0.0%	50.0%	0.0%	50.0%

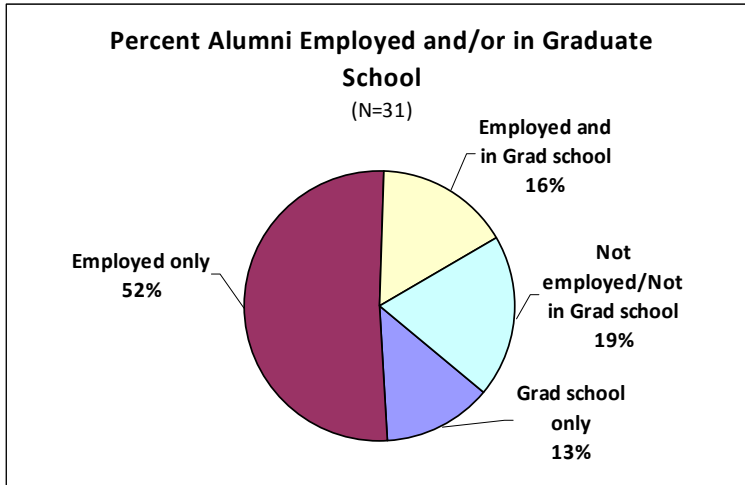
Note: The number of alumni who responded to each question is indicated in parentheses by each item; of those who responded, the number and percent who used each resource are indicated in the adjacent columns. All alumni who used each resource rated their level of satisfaction.

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*.

- Four Tacoma respondents contacted the Career Development Office or talked to a Career Development Counselor for help finding a job after graduation. Two rated the resource as *Very helpful*, one rated it *Somewhat helpful*, and the other rated it *Not helpful*.
- Five 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. Four rated the resource as *Very helpful* and one rated it *Not helpful*.

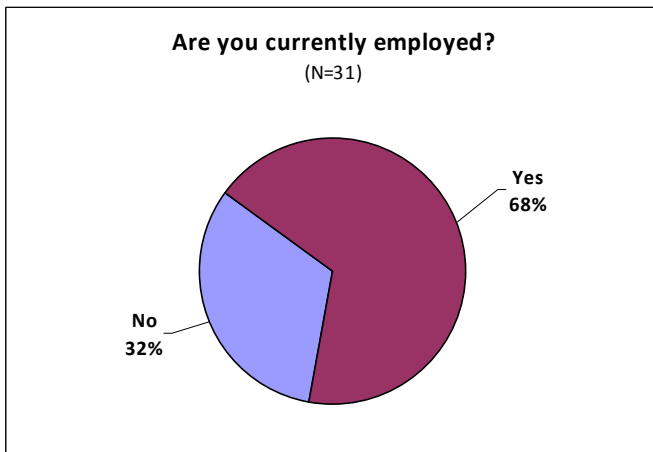
E. Overall Employment/Graduate School Rate



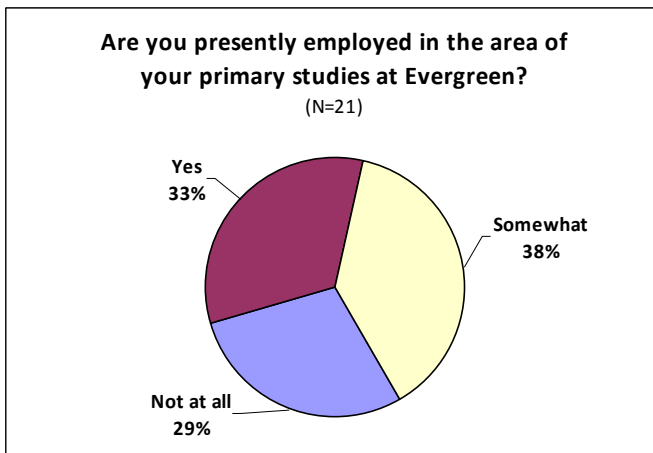
At the time of the survey, **81%** of Tacoma respondents were employed and/or attending graduate or professional school compared to 84% of all alumni respondents.

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.



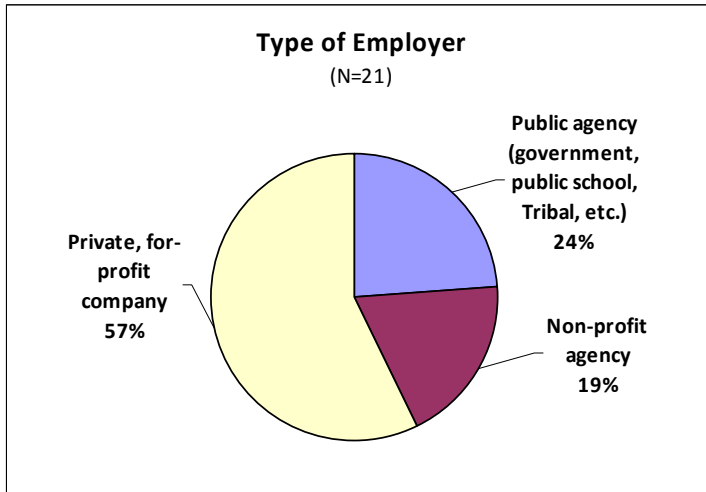
68% of Tacoma alumni were employed one year after graduation from Evergreen compared to 71% of all alumni respondents.



Of the employed Tacoma alumni, **71%** 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=20)	N	%
Employed full-time	13	65.0%
Employed part-time	4	20.0%
Self-employed/own business	4	20.0%
Employed on a temporary basis	1	5.0%



43% of employed Tacoma alumni were working for public or non-profit agencies.

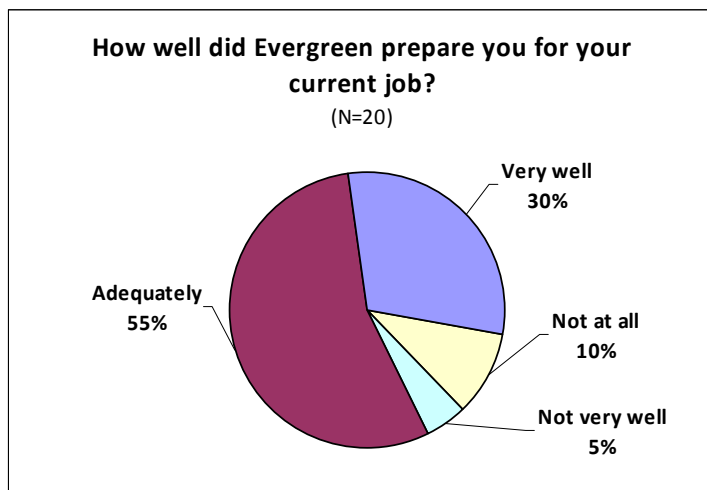
Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were instructed to respond regarding the job they considered to be their *primary* occupation. The three most common areas of employment for this group of alumni one year after graduation were **Sales, Community/Social Service, and Education/Training/Library.**

Type of Work (N=21)	N	%
Sales	4	19.0%
Community/Social Service	3	14.3%
Education/Training/Library	3	14.3%
Business and Financial Operations	2	9.5%
Management	2	9.5%
Building and Grounds Cleaning/Maintenance	1	4.8%
Construction/Installation/Repair	1	4.8%
Food Preparation/Serving	1	4.8%
Healthcare Support	1	4.8%
Life Science	1	4.8%
Office/Administrative Support	1	4.8%
Social Science	1	4.8%
Architecture/Engineering	0	0.0%
Art and Design	0	0.0%
Computer/Mathematical	0	0.0%
Entertainer/Performer	0	0.0%

Type of Work (N=21)	N	%
Farming/Fishing/Forestry Worker	0	0.0%
Healthcare Practitioner/Technician	0	0.0%
Legal Occupations	0	0.0%
Media and Communications	0	0.0%
Military and Protective Service	0	0.0%
Personal Care and Service	0	0.0%
Physical Science	0	0.0%
Production/Manufacturing	0	0.0%
Transportation	0	0.0%

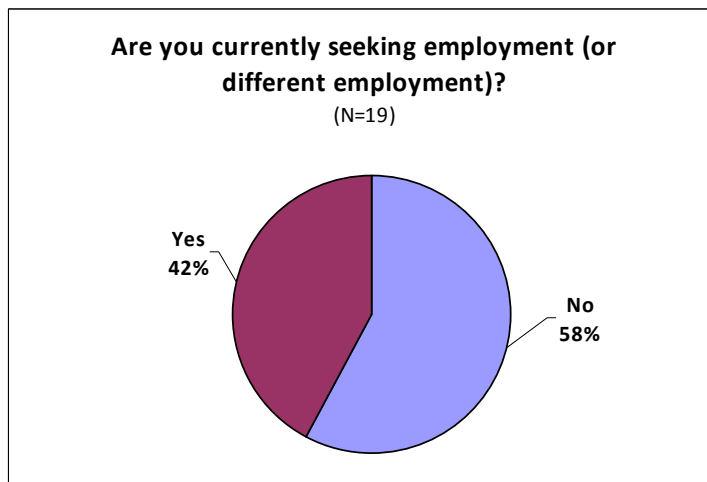
Note: Employment classification categories are derived from U.S. Bureau of Labor Statistics Standard Occupational Classifications 2010.

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.



85% of Tacoma alumni (N=17) felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.

Employed alumni were also asked whether they were currently seeking employment and **42%** (N=8) indicated they were.



G. Graduate or Professional School

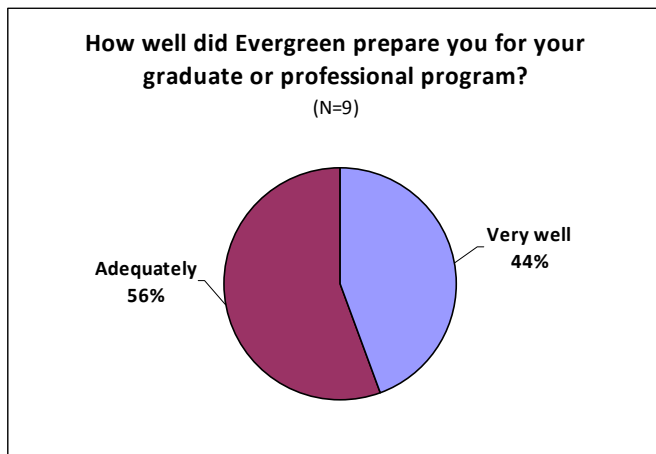
Respondents were asked whether they had applied to graduate or professional school and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 31 Tacoma alumni who responded to this question:

- **42%** (N=13) had **applied** to graduate or professional school within one year of graduating from Evergreen. (Of the 18 respondents who had *not* applied, thirteen indicated that they intend to in the future.)
- **83%** of those who applied were **accepted** (N=10). (Two were not accepted; one had application pending.)
- **29%** (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, eight were seeking master’s degrees and one was working toward a professional certificate. Four were pursuing their studies in Washington and the others were studying in other states, outside the US, and online. They were fairly evenly distributed among the following fields of study:

Field of study in Graduate or Professional School (N=9)
Education
Public Administration/Public Policy
Social Service Professions
Business, Management and Marketing
Communications Technologies/Technicians
Natural Resources and Conservation

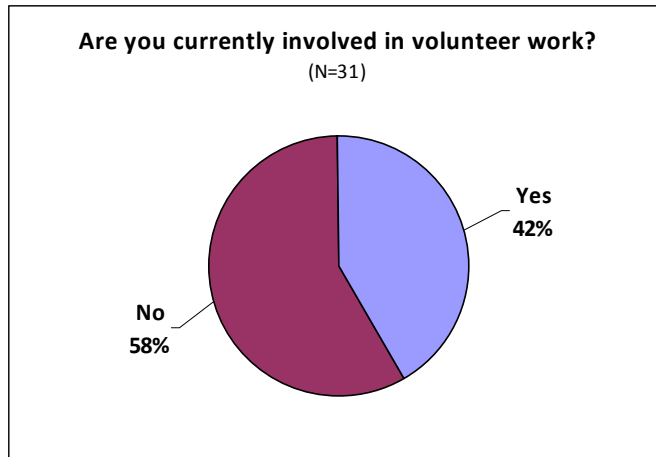
Lastly, alumni were asked how well they felt Evergreen prepared them for their graduate or professional program, using a four-point scale where 0=*Not at all*, 1=*Not very well*, 2=*Adequately* and 3=*Very well*.



All 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. Zero respondents indicated *Not very well* or *Not at all*.

H. Volunteerism

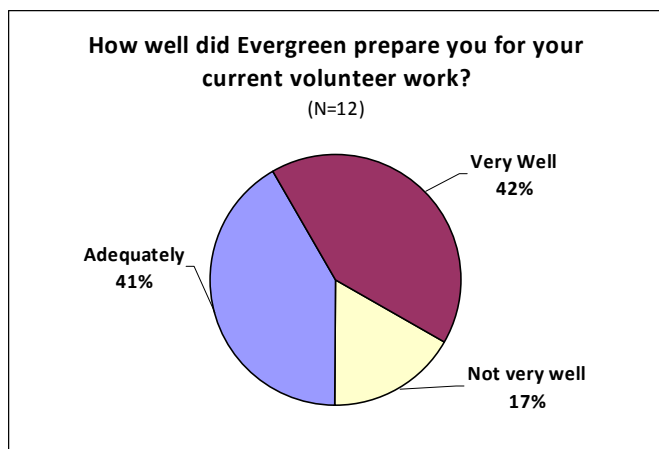
Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of work they were doing. Thirteen Tacoma alumni (42%) indicated they were currently volunteering and each of them provided a description of the type of work they were doing. Volunteer areas are listed in the table below.



42% of Tacoma respondents were involved in volunteer activities one year after graduation compared to 39% of all alumni respondents.

Type of Volunteer Activity (N=13)
<p>Social Services/Public Health These alumni volunteered at a drug and alcohol treatment center, providing vegetables for a local food bank, with an international community service organization, and on a community service board.</p>
<p>Local Community/Business/Politics These alumni served on a Levy initiative, interned for a congressman, and worked for a city community park.</p>
<p>Justice Advocacy and Action These alumni worked in human rights advocacy and legal advocacy for juveniles.</p>
<p>Religious Groups/Organizations These alumni were volunteering in their faith communities.</p>
<p>Youth Organizations/Education These alumni volunteered in schools/classrooms and with youth organizations.</p>
<p>Arts/Music/Media/Culture These alumni volunteered for a music/arts festival.</p>
<p>Community Gardens/Community Sustainability These alumni were involved in community gardens.</p>
<p>Other These alumni volunteered coaching athletics.</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. Zero respondents indicated *Not at all*.

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-three of them (**72%**) 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=23 with at least one strength or skill)	Number with at least one strength in this category	%
Thinking	12	52%
Communication	11	48%
People skills	11	48%
Personal growth	6	26%
Other skills	8	35%

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

“The skills I honed at Evergreen [were] the reading and writing process that involved informing myself of a topic, synthesizing the information and then expressing my understanding in writing. That is the most valuable skill I’ve allied at the graduate level.”
- Tacoma alumni class of 2009

“My ability to work with diverse people in groups got better and actually, my ability to speak before a group improved. Basically I left Evergreen a more aware and more sensitive individual.”
- Tacoma alumni class of 2009

Special strengths or skills (N=23 with at least one strength or skill)

Thinking

- *Critically analyze information*
- *not just accept what mentors suggest*
- *Critical Thinking*
- *critical thinking*
- *critical thinking skills*
- *my critical thinking skills*
- *[Communication with] differing opinions*
- *I am able to be open minded. I look at things from different points of view. I try to think deep before I [...] act or respond.*
- *synthesizing the information*

Special strengths or skills (N=23 with at least one strength or skill)

- *[ability to read, comprehend & do research on subjects] then regurgitate it in an intelligent manner*
- *analyzing*
- *thinking for myself*
- *defining and solving problems*
- *Strong cognitive skills*

Communication

- *improved writing skills*
- *writing process/ expressing my understanding in writing*
- *My writing ability was extremely enhanced*
- *Writing*
- *My writing skills*
- *conquered writing phobia*
- *strong written skills*
- *reading*
- *My ability to read, comprehend*
- *drastically improved my reading, listening skills*
- *Effective speaking*
- *my ability to speak before a group improved*
- *Learning about non-violent communication*
- *The ability to hold my own in most conversations*
- *Communication*
- *How to communicate more effectively*

People skills

- *Teamwork*
- *working collaboratively in a group*
- *Being able to work well with others*
- *working in a team*
- *Maintaining my composure in the work place is an essential tool especially when there are difficult people you will encounter*
- *realize the importance of effective and productive collaboration*
- *Collaboration*
- *working with diverse populations*
- *working with diverse group*
- *My ability to work with diverse people in groups got better*
- *working with diverse groups*
- *my cultural awareness & cultural competencies were awakened*
- *greater ability to see and appreciate the perspectives of minorities*
- *Leadership*
- *drastically improved my leadership skills*

Personal growth

- *independent learning*
- *informing myself of a topic*
- *I left Evergreen a more aware & more sensitive individual*
- *Knowing to trust myself*
- *I built confidence needed to [achieve a professional goal]*
- *setting the standard of excellence and giving my best will pay off in the end*

Special strengths or skills (N=23 with at least one strength or skill)

Other skills

- *research both hard copy and soft copy*
- *My ability to do research on subjects*
- *confident when conducting research*
- *Demystifying the law and legal process. Empowering knowledge and understanding of legal and political processes.*
- *Strong organizational skills*
- *How to organize paper work*
- *Playing guitar and singing*
- *Video editing*
- *understanding quantitative principles and methods*
- *enlightened about community involvement*
- *Learning how to use the computer! I need it a lot for my job on almost a daily basis.*

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. Twenty-five of the 32 survey respondents (**78%**) wrote a response to this question. Twenty-nine different individuals were named, representing different offices, departments, and units of the college. **Peter Bacho** was the most frequently mentioned male individual and **Gilda Sheppard** 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.

All of the staff at evergreen Tacoma Campus
All of the staff at the Tacoma Campus were gracious and helpful to me.
All the instructors were great. Dr. Smith was my instructor. He did a great job in trying to understand me he helped me to access other resources and take extra time to answer my questions or more feedback. He was wonderful to work with. He was a clear critic and understandable.
Dr. Artee Young, Professor Barbara Laners, Dr. Peter Bacho, Dr. Gilda Shepherd
Dr. Gilda Sheppard!
Dr. Joan Bantz, Dr. Dorothy Anderson, Dr. Barbara Laners, Dr. Peter Bacho
Dr. Maxine B. Mimms, Dr. Duke Kuehn, Sally Riewald, Tony Reynolds, Betsy Diffendahl, Professor Eddy Brown and Dr. Ann Nelson
Dr. Parsons, Dr. Shepard- Sociology Media (Electronic)
Dr. Paul McCreary served as my advisor, taught several of my classes, and also supervised an Independent Learning Contract for me. He encouraged me substantially. Dr. Gilda Sheppard helped me explore new creative outlets and had many words of encouragement too. I had opportunities to discuss various environmental topics with Dr. Tyrus Smith, which I really enjoyed and learned a lot from. Dr. Li was very kind, and I really felt like she cared. Her kindness helped me feel connected to the academic community.
Dr. Sharon Katz Dr. Smith
Dr. Smith, Dr. Bacho, Dr. Young at Tacoma
Dr. young, Dr. Bacho. Dr. Les Perse
Dr. Young, Dr. Katz, Dr. Smith, Dr. Shepard, Dr. Li, Dr. McCreary, Professor Laners, Professor, Bacho, Professor Bantz, Professor Waluconis, Professor Ba, Professor Mosley, Professor Gomez-Gonzalez and Liza Rognas (Olympia campus).
Faculty- Dr.Shepard, Dr. Bacho, Dr. Le

Faculty, Students, and staff members all contributed a piece to my educational journey at Evergreen. I am truly thankful.
Gilda Sheppard- supported my goals and dreams throughout my education and pushed me to go to grad school.
It's a great community. All faculties have sincere interest in advancing the interests of students. I may have missed out on all that Evergreen has to offer by attending the Tacoma extension campus rather than the Main campus where more options are available.
Kabby Mitchell, Dr. Gilda Sheppard, Joyce Stahmer, Babacar M'Baye
Peter Bacho- As my advisor he opened my eyes to aspects of myself that had been lying dormant for quite awhile. He sparked a renewed interest in my writing ability & reinforced the fact that I understood the importance & the consequences of current events. Peter is excellent in what he does. He has a quiet demeanor that deserves the utmost respect he gets. He is definitely doing the right thing in his life. I LOVE peter Bacho-
Peter Bacho, Barbara Larers, Counseling services
Support staff, at the Tacoma campus, are at the top of my list.
There was a couple faculty that really saw the potential in me and pushed me to reach it.
Yes! Peter Bacho and Dr. Paul McCreary!!! (in Tacoma) and also Alice Nelson and Tom Womeldorf (in Olympia)
Yes! The special needs department.
Yes, Dr. Tyrus Smith was a great teacher and mentor. I enjoyed working with him on my individual learning contracts. Dr. Paul McCleary was also a great mentor and teacher.

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 32 survey respondents, seventeen (53%) 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=17 with at least one change)	Number with at least one change in this category	%
Instruction/Curriculum	8	47%
Student Support Services/Resources	6	35%
Campus Climate	2	12%
Facilities/Equipment	2	12%
Faculty	1	6%
Personal Change	1	6%
Other	1	6%

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

Summary of Alumni Recommendations (N=17 with at least one change)

Instruction/Curriculum

- *Though not in the philosophy of the school, it would be an improvement to offer more disciplines and in areas of specialized degrees such as business, accounting, computer science etc.*
- *The emphasis on collaborative work was difficult, especially when other students did not do their fair share of the work. I often felt like I had to do more than my fair share in order to make sure projects and assignments got done. This made me feel like I was burdened with more work than what my academic credits reflected. I also felt the 4 credit classes were more like 5 credits when it came to the amount of time and effort spent on them.*
- *I would make lyceum less lenient. It's distracting & disheartening to see how unimportant many students take this important aspect of Evergreen--coming in late or not even showing up. I think I would tighten the belt some increase credits or offer up some alternative homework as an incentive to participate in this segment. I think too many of us took advantage of how lax the consequences were off attendance. And keep stressing on filling up the front seats. It's just rude sitting way in the back of a presentation, unless that's the only space open.*
- *Have more diverse subjects.*
- *Stronger and more focused knowledge of [...] required accountability for students desiring to enter law school.*
- *Have a more broad curriculum at Tacoma campus*
- *I would like to see an individual research project. This would prepare students for their assignments in graduate school.*
- *It seemed that there was so much group work it was hard to get together with each group because of outside school responsibilities (e.g. work, family).*

Student Support Services/Resources

- *A campus that offers the amenities that the Olympia campus offers.*
- *I don't feel there was a very supportive, structured program to prepare and assist me in my desire to continue my education on the graduate school level. I was forced to stumble my way along and luckily succeeded.*
- *Stronger and more focused knowledge of requirements [...] for students desiring to enter [graduate] school.*
- *More transferable credit*
- *I would like to have a library and more bilingual services.*
- *The Tacoma campus is too isolated from the Olympia campus. And they don't receive the access to services, which they pay for.*

Campus Climate

- *Less politics (in school politics)*
- *I would look towards creating a less racially divided attitudes among students and creative faculty*

Facilities/Equipment

- *A campus that offers the amenities that the Olympia campus offers.*
- *Location. I would like to see more locations in the Seattle area.*

Faculty

- *Faculty would have students best interest in mind, not their own agenda. Faculty would have better communication skills instead of being passive aggressive in evaluations and sinking to name calling.*

Personal Change

- *I would have taken more math and science. (I didn't discover Evergreen style math and science until the LAST quarter of my senior year, and I LOVED it, though I was convinced I hated it!*

Other

- *Travel time and transportation*

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.