

EVERGREEN ALUMNI SURVEY 2010

A SURVEY OF THE UNDERGRADUATE CLASS OF 2009

Executive Summary

Every other year, the Office of Institutional Research and Assessment surveys Evergreen undergraduate alumni one year after having received their baccalaureate degrees. What follows are highlights from the 2010 Alumni Survey of the class of 2009.

Respondent demographics

There were **336** survey participants resulting in a **32%** response rate.

Survey results were representative of the entire graduating class of 2009 in terms of campus affiliation, type of degree, ethnicity, age, transfer status, and first generation status. Males were significantly underrepresented in the survey group (36% compared to 41% of the graduating class).

Primary area(s) of study while at Evergreen

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

- **Social Sciences** (Society, Politics, Behavior, & Change) (31%)
- **Humanities, Language Arts** (Culture, Text & Language) (14%)
- **Media, Visual Arts, Performing Arts** (Expressive Arts) (13%)

Overall employment/graduate school rate

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

Employment status

71% of alumni were employed, and **78%** of those employed felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment. The top three fields of employment for this group were:

- **Office/Administrative Support** (13%)
- **Community and Social Service** (12%)
- **Sales** (10%)

29% were employed by public agencies and **24%** were working for nonprofit organizations.

Graduate or professional school

35% had *applied* to graduate or professional school and **80%** of those who applied were *accepted*. **24%** had attended or were currently *enrolled* in graduate or professional programs, and **93%** of those who had *attended* felt Evergreen prepared them *Adequately* or *Very well* for their advanced programs. The top three fields of graduate study were:

- **Education** (22%)
- **Mental Health Services** (13%)
- **Natural Resources and Conservation** (13%)

Volunteerism

39% of alumni respondents were involved in volunteer activities.

Evergreen educational experiences

- **80%** of alumni reported that they participated in contracts or other individual work with faculty; whereas only **43%** acknowledged participation in a learning community.
- **62%** of respondents indicated they participated in team-taught programs.

Work-related skills and abilities

Alumni rated themselves highest in these three areas:

- **Willingness and aptitude to learn new skills**
- **Ability to work in a culturally diverse environment**
- **Interdisciplinary thinking**

Satisfaction with Evergreen experience

If they could start college over, **89%** would choose to attend Evergreen and **84%** would choose the same field(s) of study.

Evergreen's contribution to academic and personal growth

The areas with the three highest average satisfaction ratings were:

- **Learning independently**
- **Critically analyzing information**
- **Participating in class discussions**

Satisfaction with pedagogical aspects at Evergreen

The areas with the three highest average satisfaction ratings were:

- **Evergreen's interdisciplinary approach to education**
- **The education you were able to construct as an Evergreen student**
- **Quality of instruction**

Satisfaction with campus resources

Three resources tied with the highest average satisfaction rating:

- **Campus Computing Resources**
- **Campus Library**
- **Photo Services/Photoland**

Special strengths developed at Evergreen

Alumni were asked what special strengths or skills they developed at Evergreen that were particularly useful in their current endeavors. Responses revolved around four major themes (ranked in order of prevalence):

- **Thinking**
- **Communication**
- **People skills**
- **Personal growth**

Additional reporting

Results are also available for the following three subgroups:

- **Tacoma**
- **BA Subset**
- **BS/BAS 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 are the results of the alumni survey of the class of 2009.

A. Sample Size and Response Rate

All 1091 graduates from the class of 2009 were in the initial sample for the 2010 Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 1068 alumni. The response rate was 31.5%, with 231 web respondents and 105 paper survey respondents.

Total Undergraduate Degree Recipients – Class of 2009	1091
Number with no known address or email	22
Deceased	1
Final Sample Size	1068
Refused	3
No Response	729
Paper Survey Respondents	105
Web Survey Respondents	231
Total Respondents	336
	31.5%
	Response rate

B. Methodology

The graduating class of 2009 (degree awarded between fall 2008 and summer 2009) was surveyed during the summer and early fall of 2010, one year after receiving their baccalaureate degrees.

In June 2010, survey invitations were sent to all members of the graduating class who had email addresses on file. The invitation included a link to the web version of the survey. For those alumni without email addresses and those who did not respond to the email, surveys were mailed to their last known mailing address. Surveys returned as undeliverable were forwarded to a more current address whenever possible. Reminders were sent at intervals during the survey administration period via email and regular mail as applicable. Completed surveys were accepted between June and September 2011. A recycled, tree-shaped “Greener” magnet was offered as a small thank you gift for participation in the survey.

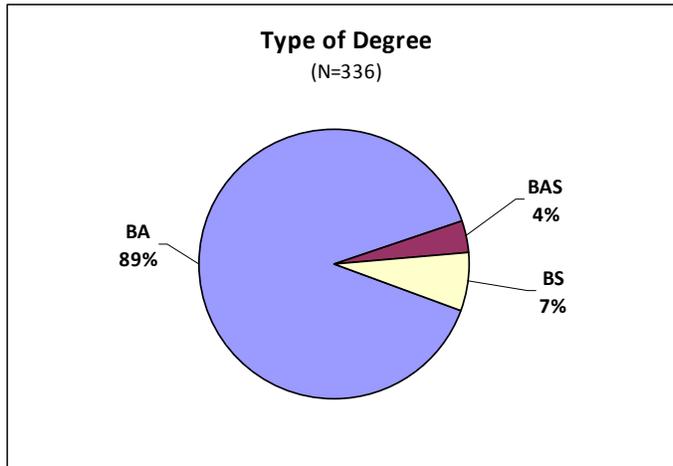
C. Respondent Demographics

Location Primarily Attended During Evergreen Studies

Survey results were representative of the graduating class of 2009 as a whole in terms of location attended. There was no significant difference in campus affiliation between respondents and non-respondents at $p < .05$.

Campus	N of class of 2009	% of class of 2009	# of respondents	% of respondents
Olympia	997	91.4%	300	89.3%
Tacoma	81	7.4%	32	9.5%
Grays Harbor	8	0.7%	2	0.6%
Tribal: Reservation-based	5	0.5%	2	0.6%
Totals	1091	100%	336	100%

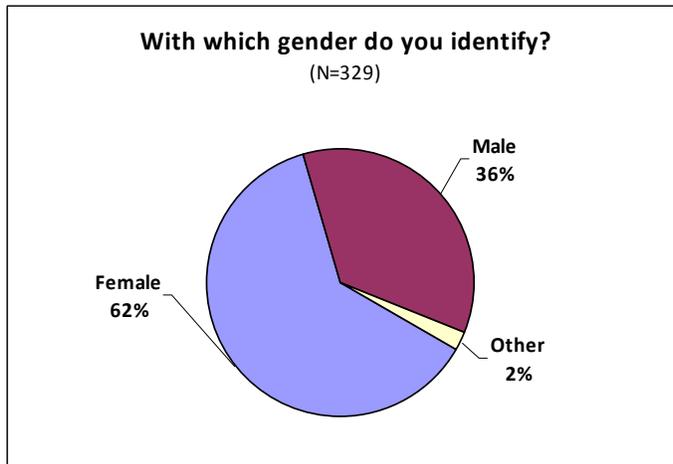
Type of Degree



The distribution of degree types among survey respondents was representative of the graduating class as a whole. 89% of graduates from the class of 2009 earned BAs, 7% earned BS degrees and 4% earned a BAS. There was no significant difference in type of degree between respondents and non-respondents at $p < .05$.

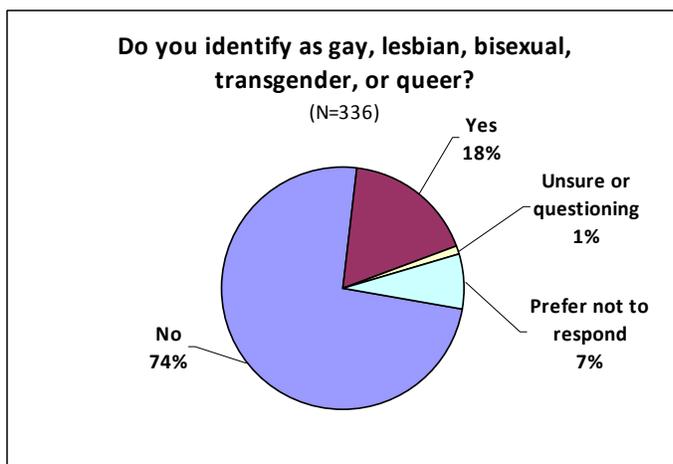
Age and Gender

Alumni respondents had a mean age of 30 and a median age of 26. This is consistent with a mean age of 29 and a median age of 25 among the total population of 2009 graduates.



Male alumni were underrepresented in the respondent group. They comprised 36% of survey completers compared to 41% of the graduating class as a whole. This difference was significant at $p = .045$. This is not an unusual result as females often are more likely to participate in surveys than males.

Sexual and Gender Orientation



20% of alumni respondents identified as GLBTQ or questioning, which is comparable to the 21% who so identified on the Evergreen Student Experience Survey (*source: Evergreen Student Experience Survey 2008*).

Residency Status

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

Pell Grant Recipients

Forty-seven percent of survey respondents were Pell Grant recipients compared to 48% among the total population of 2009 graduates. There was no significant difference in Pell recipient status between respondents and non-respondents at $p < .05$.

Poverty

Fifty-two percent of survey respondents were living below poverty level while attending Evergreen compared to 51% among all 2009 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 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, 18% of the graduating class identified as people of color. Analysis of every ethnic/racial subgroup confirmed the difference was not significant at $p < .05$, therefore survey results appear representative of the whole population of 2009 graduates with regard to ethnicity and race.

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, 21% of the survey respondents identified as people of color compared to 18% documented in Banner.

Alumni-Indicated Ethnic/Racial Background (<i>All That Apply</i>) (N=336)	N	%
Hispanic/Latino/Latina American	15	4.5%
African American	18	5.4%
American Indian/Alaska Native	12	3.6%
Asian	23	6.8%
Native Hawaiian or other Pacific Islander	6	1.8%
White/Caucasian	267	79.5%
Other	5	1.5%
Prefer not to respond	24	7.1%

Alumni-Indicated Ethnic/Racial Background (<i>Mutually Exclusive Categories</i>)	N	%
Hispanic/Latino, of any race	15	4.5%
African-American, Non-Hispanic	14	4.2%
American Indian/Alaska Native, Non-Hispanic	5	1.5%
Asian or Native Hawaiian/other Pacific Islander, Non-Hispanic	16	4.8%
White/Caucasian, Non-Hispanic	242	72.0%
Multiple races, Non-Hispanic	19	5.7%
Prefer not to respond/other response	25	7.4%
Total	336	100%

Primary Area of Study

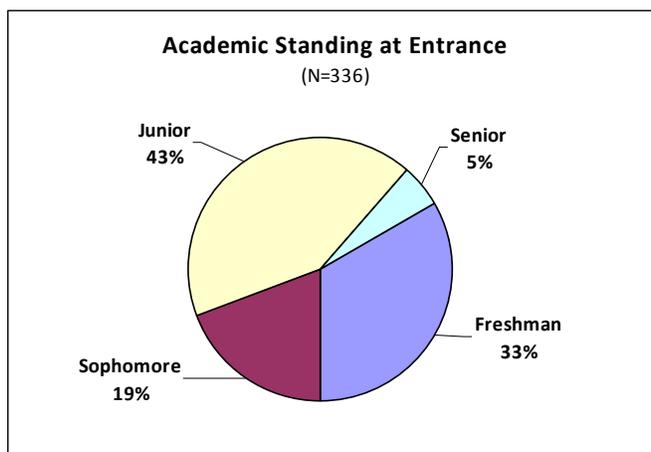
Alumni were asked to identify the category that best described their primary area of study at Evergreen. The distribution of their responses is presented in the table below.

Primary Area of Study (Concentration) at Evergreen	N	%
Social Sciences (Society, Politics, Behavior, and Change)	105	31.3%
Humanities, Language Arts (Culture, Text and Language)	47	14.0%
Media, Visual Arts, Performing Arts (Expressive Arts)	43	12.8%
Environmental Studies	40	11.9%
Liberal Arts/Interdisciplinary Study (<i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i>)	35	10.4%
Science, Math, Computers (Scientific Inquiry)	31	9.2%
Business	18	5.4%
Education	10	3.0%
Native American Studies	4	1.2%
Consciousness Studies	3	0.9%
Total	336	100%

Primary Enrollment Status at Evergreen

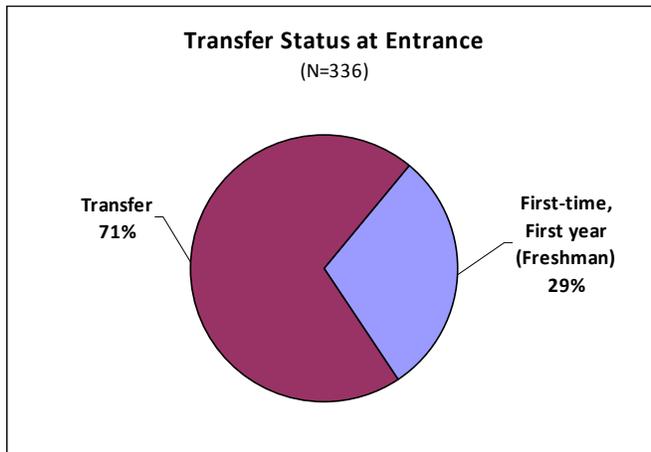
Enrollment Status	N	%
Full-time	321	95.5%
Part-time	15	4.5%
Total	336	100%

Academic Standing When First Enrolled at Evergreen



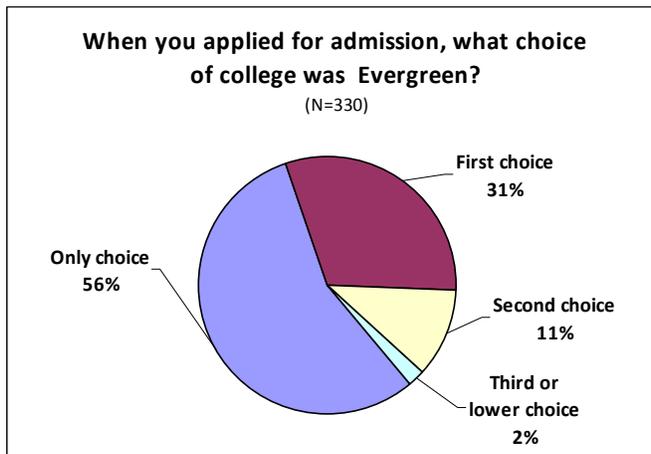
43% of alumni respondents (N=141) first enrolled at Evergreen as juniors, **33%** (N=112) as freshmen, and **19%** (N=65) as sophomores. Only **5%** (N=18) first enrolled at Evergreen as seniors.

Transfer Status at Entrance



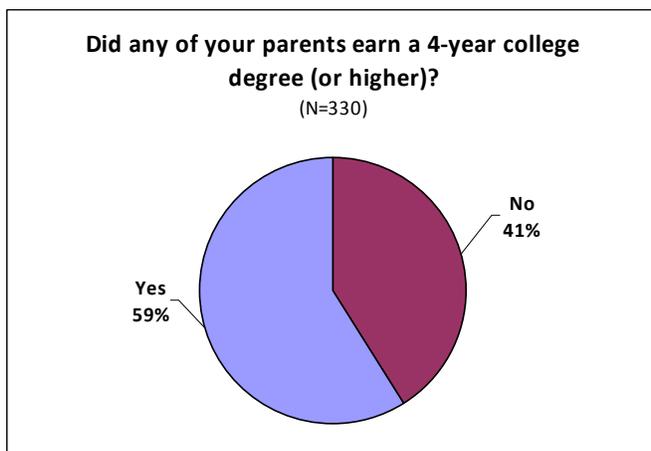
71% of alumni respondents (N=237) entered Evergreen as transfer students and **29%** (N=99) started as freshmen. This is the same proportion of transfer students to freshmen as in the whole graduating class, therefore survey results should be representative in terms of transfer status.

Choice of College



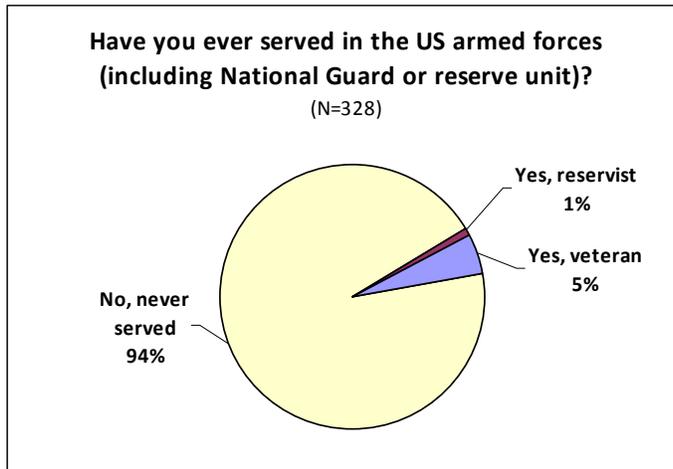
Evergreen was the first or only choice of college for **87%** of alumni respondents (N=286). **11%** (N=37) indicated Evergreen was their 2nd choice; and only **2%** indicated that Evergreen was their third or lower choice of college (N=7).

First Generation Baccalaureate Earners



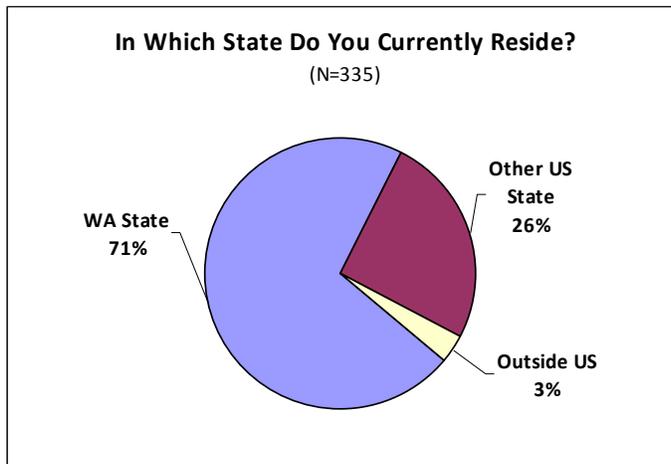
41% of alumni respondents (N=136) identified as first generation baccalaureate earners. The survey data indicate how underreported first generation status is in the Banner student tracking system; based on Banner data alone, we could only have identified 28% of respondents as first generation. The difference in first generation status between respondents and non-respondents was not significant at $p < .05$, therefore survey results should be representative in terms of first generation status.

Veteran Status



19 respondents (**6%**) reported having served in the US armed forces. 16 were veterans, 3 were reservists. 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. The difference in veteran status between respondents and non-respondents was not significant at $p < .05$ therefore survey results should be representative in terms of veteran status.

Current Location of Survey Respondent

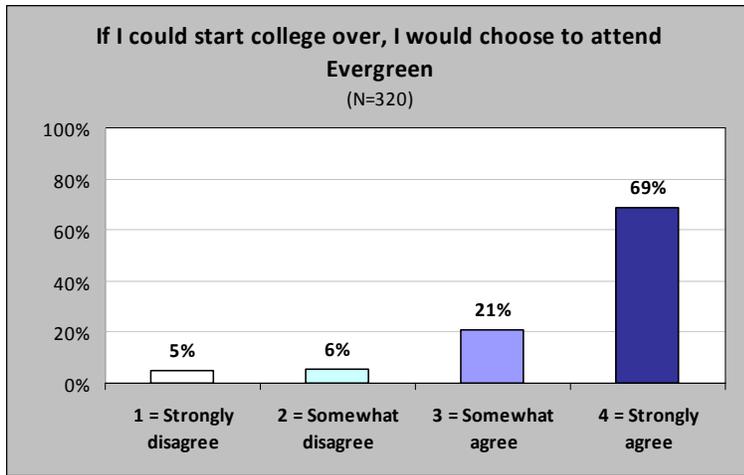


At the time of the survey, alumni from the class of 2009 were living in 30 different states (including the District of Columbia) and 7 foreign countries. **71%** were still living in Washington State one year after graduation.

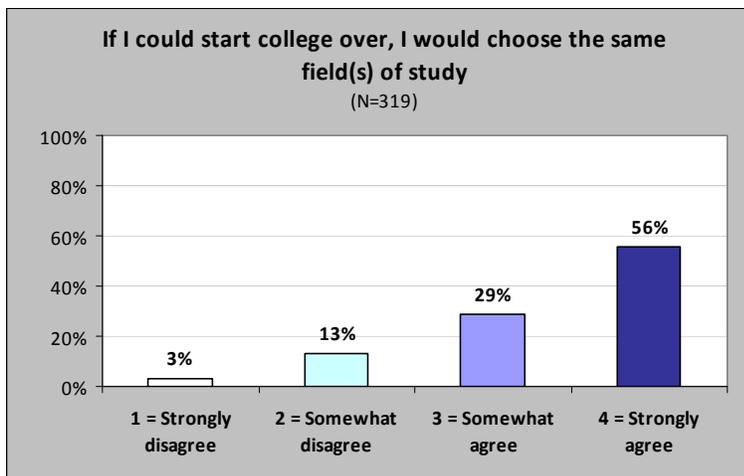
82% of resident alumni and 33% of nonresident alums were still residing in Washington State.

D. 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 alumni (N=286) agree they would choose to attend Evergreen.



...and **84%** (N=268) 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 highest percentage of *Mostly* and *Very satisfied* ratings and are shown in the table below. It is interesting to note that the areas occupying the top and bottom three positions are the same as for the last Alumni Survey conducted in 2008:

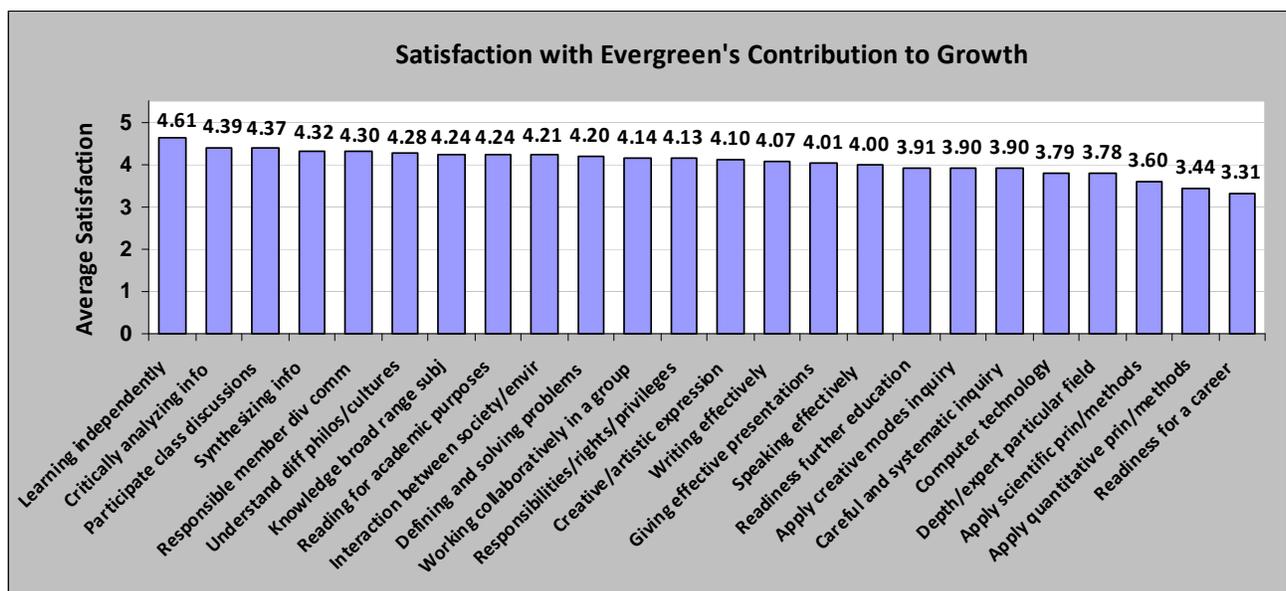
- The areas with the highest percentage of *Mostly* and *Very satisfied* ratings were: **Learning independently** (91%), **Participating in class discussions** (85%), and **Critically analyzing information** (85%).
- The areas with the lowest percentage of *Mostly* and *Very satisfied* ratings were: **Readiness for a career** (46%), **Understanding and applying quantitative principles and methods** (53%), and **Understanding and applying scientific principles and methods** (55%).

Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Learning independently (N=329)	0.6%	1.8%	6.7%	17.3%	73.6%
Participating in class discussions (N=329)	2.1%	4.3%	8.5%	24.9%	60.2%
Critically analyzing information (N=328)	0.6%	3.0%	11.3%	26.8%	58.2%
Synthesizing information and ideas from many sources (N=326)	1.5%	2.1%	11.7%	32.5%	52.1%
Functioning as a responsible member of a diverse community (N=328)	1.5%	4.9%	10.7%	27.4%	55.5%
Understanding different philosophies and cultures (N=328)	1.5%	3.4%	12.5%	30.8%	51.8%
Reading for academic purposes (N=325)	0.9%	4.6%	13.5%	31.1%	49.8%
Knowledge in a broad range of subjects (N=328)	1.2%	4.6%	14.6%	27.7%	51.8%
Defining and solving problems (N=327)	1.2%	5.2%	15.0%	29.4%	49.2%
Understanding the interaction of society and the environment (N=323)	1.9%	4.6%	15.5%	26.9%	51.1%
Working collaboratively in a group (N=329)	2.1%	5.8%	15.5%	29.5%	47.1%
Writing effectively (N=328)	1.2%	5.2%	17.4%	38.1%	38.1%
Recognizing your responsibilities, rights and privileges (N=325)	2.2%	6.8%	15.7%	26.8%	48.6%
Speaking effectively (N=328)	1.2%	7.9%	17.7%	35.7%	37.5%
Giving effective presentations (N=328)	1.8%	7.6%	17.7%	33.5%	39.3%
Expressing yourself in creative or artistic ways (N=324)	3.1%	7.1%	18.2%	19.4%	52.2%
Readiness for further education (graduate or professional) (N=326)	3.7%	9.5%	17.8%	30.1%	39.0%
Careful and systematic inquiry (N=321)	3.7%	7.5%	21.2%	29.9%	37.7%
Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas) (N=324)	4.0%	7.7%	20.7%	29.3%	38.3%
Depth or expertise in a particular field (N=329)	4.3%	9.4%	22.2%	32.8%	31.3%
Using computer technology to present work, find information, or solve problems (N=328)	3.0%	8.2%	26.2%	32.0%	30.5%
Understanding and applying scientific principles and methods (N=313)	5.8%	13.4%	25.6%	25.6%	29.7%
Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation) (N=312)	8.7%	16.3%	22.4%	27.6%	25.0%
Readiness for a career (N=328)	11.0%	15.2%	27.7%	23.5%	22.6%

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 – **Learning Independently, Critically analyzing information, and Participating in Class Discussions** – also received the highest average satisfaction ratings in the last Alumni Survey conducted in 2008.
- Also consistent with the 2008 Alumni Survey are the three areas receiving the lowest mean scores – **Readiness for a career, Understanding and applying quantitative principles and methods, and Understanding and applying scientific principles and methods.**



Note: Satisfaction was rated on a five-point scale where 1=Not at all satisfied, 2=Little satisfied, 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:

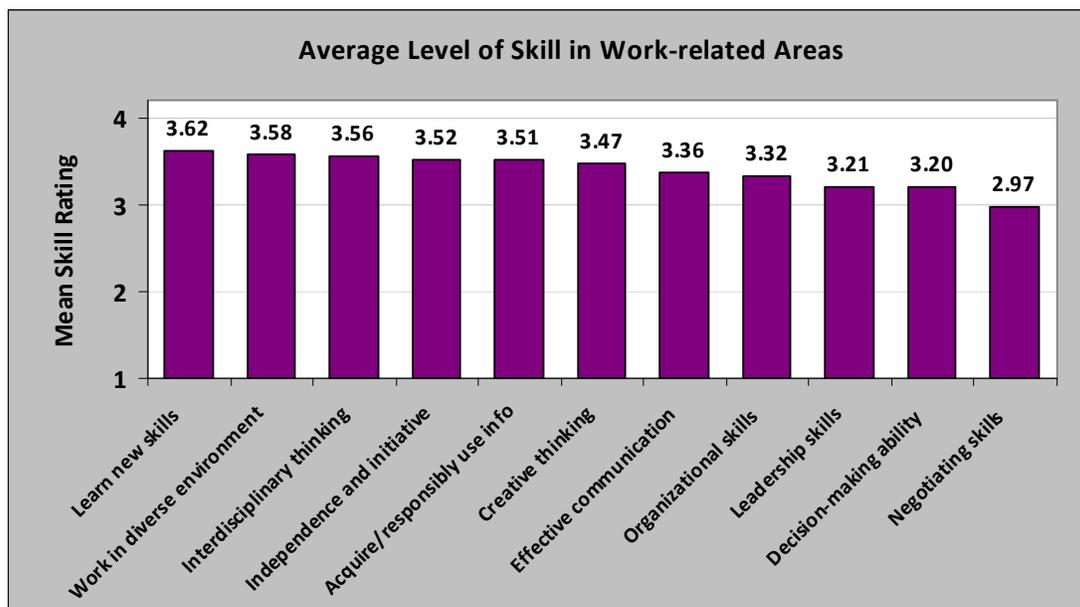
- **Willingness and aptitude to learn new skills** (95% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Ability to work in a culturally diverse environment** (88% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Interdisciplinary thinking** (97% felt Evergreen prepared them *To some extent* or *A great deal*)

There were four areas for which *Excellent* was not the most common rating: **Negotiating skills, Decision-making ability, Leadership skills, and Effective communication skills**. 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)
Willingness and aptitude to learn new skills (N=315)	0.3%	3.5%	30.2%	65.7%	0.3%	4.9%	46.9%	48.2%
Ability to work in a culturally diverse environment (N=316)	0.6%	3.2%	33.2%	62.7%	0.3%	11.8%	39.3%	48.9%
Interdisciplinary thinking (N=313)	0.6%	4.8%	32.6%	61.7%	0.3%	3.0%	28.0%	69.1%
Independence and initiative (N=314)	1.0%	5.4%	34.1%	59.2%	0.3%	9.5%	41.0%	49.5%
Ability to acquire and responsibly use information (N=316)	0.0%	4.7%	39.2%	55.4%	0.6%	6.6%	44.9%	48.5%
Creative thinking skills (N=315)	0.0%	7.6%	37.5%	54.6%	0.3%	6.2%	43.5%	50.3%
Organizational skills (N=316)	2.8%	10.8%	38.0%	48.4%	0.0%	15.2%	60.6%	24.2%
Effective communication skills (N=315)	0.0%	7.6%	48.9%	43.5%	0.0%	5.3%	49.8%	44.9%
Leadership skills (N=315)	2.5%	12.1%	47.3%	37.8%	0.3%	14.0%	53.4%	32.6%
Decision-making ability (N=315)	2.2%	12.4%	48.3%	36.8%	0.3%	19.4%	54.3%	26.3%
Negotiating skills (N=314)	4.5%	21.3%	44.6%	27.7%	1.9%	26.6%	48.1%	25.3%

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.

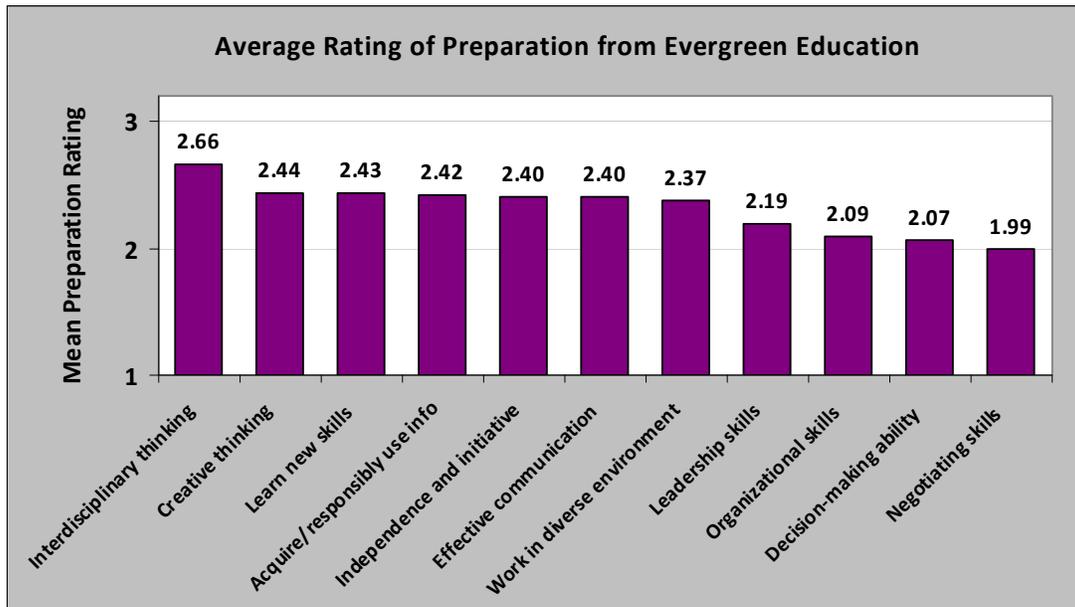
Average skill ratings were also calculated for each area (excluding alumni who reported that an area was not applicable to them). The three skills with the highest average ratings were the same as in the frequency table above: **Willingness and aptitude to learn new skills**, **Ability to work in a culturally diverse environment** and **Interdisciplinary thinking**.



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 the following areas:

- **Interdisciplinary Thinking** (Also rated in the top three for level of skill)
- **Creative Thinking**
- **Willingness and aptitude to learn new skills** (Also rated in the top three for level of skill)



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.

Alumni reported that **Negotiating skills** was the lowest area in terms of current ability *and* preparedness from their Evergreen education.

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.

- The three items with the highest **total satisfaction** ratings (number of alumni either *Somewhat* or *Very satisfied*) were: **Quality of instruction** (94%), **Evergreen’s interdisciplinary approach to education** (93%), and **The education you were able to construct as an Evergreen student** (92%).
- The three items with the lowest total satisfaction ratings – **Tolerance and respect shown for different or opposing viewpoints**, **Narrative self-evaluations**, and **Quality of learning interaction with other students** – still had total satisfaction ratings of 84%, 85%, and 86%, respectively.

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=318)	1.6%	5.0%	23.0%	70.4%
The education you were able to construct as an Evergreen student (N=319)	2.2%	6.0%	26.6%	65.2%
Narrative evaluations written by faculty (N=319)	3.8%	6.0%	27.9%	62.4%
Quality of instruction (N=317)	0.9%	4.7%	35.3%	59.0%
Academic advice from faculty (N=317)	1.9%	8.8%	35.6%	53.6%
Linking theory and practice (N=317)	1.9%	9.1%	35.3%	53.6%
Tolerance and respect shown for different or opposing viewpoints (N=318)	6.0%	10.1%	31.8%	52.2%
Quality of learning interaction with other students, for example, in seminars or in group projects (N=318)	3.1%	11.0%	37.7%	48.1%
Narrative self-evaluations (N=318)	3.5%	11.3%	37.7%	47.5%

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.

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*. For all eight areas, *Very satisfied* was the most common rating. The following table shows results in descending order of alumni participation in each experience. Over half the alumni participated in contracts and other individual work with faculty and experienced team-taught programs during their time at Evergreen.

Educational Experiences at Evergreen	% Participated	Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)	Missing N
Contracts and other individual work with faculty (N=317)	80.1%	3.6%	6.7%	23.7%	66.0%	1
Team-taught programs (N=316)	62.3%	1.5%	11.7%	37.8%	49.0%	1
Community service or volunteer work (N=317)	48.9%	4.6%	2.0%	35.5%	57.9%	3
Internships (N=316)	43.4%	4.5%	5.2%	25.4%	64.9%	3
Learning community (N=314)	42.7%	2.3%	3.0%	40.6%	54.1%	1
Culminating senior experience (capstone, thesis, senior project or senior summative self-evaluation) (N=313)	41.5%	3.9%	3.9%	41.1%	51.2%	1
Foreign language study (N=284)	25.7%	7.0%	14.1%	38.0%	40.8%	2
Study abroad (N=316)	23.1%	1.4%	5.7%	18.6%	74.3%	3

Note: The number of alumni who responded to each question is indicated in parentheses by each item; of those who responded, the percent who participated in each experience is indicated in the adjacent column. "Missing N" refers to the number of respondents who participated but did not rate their level of satisfaction.

E. 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 this group of alumni were the Campus Library and Campus Computing Resources. Alumni reported a high level of satisfaction with both:

- **Evergreen Library: 90%** used this resource and alumni reported a total satisfaction rate of **93%**.
- **Campus Computing Resources: 90%** used these resources with a total satisfaction rate of **92%**.

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

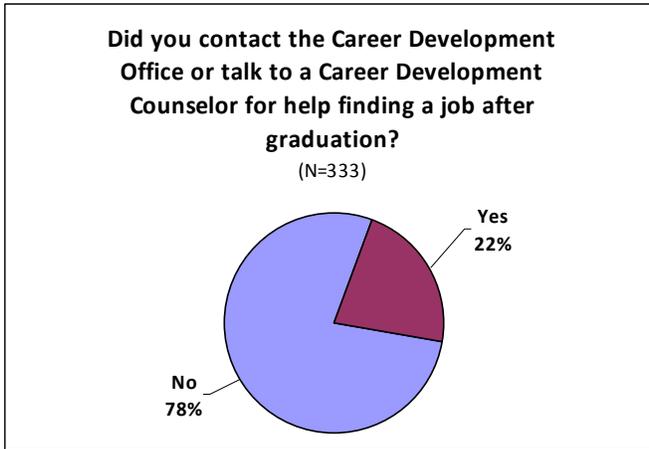
- **Office of Veterans Affairs: 7%** used this resource, and of those who used it **91%** were satisfied.
- **CCBLA: 17%** used this resource, and of those who used it **84%** were satisfied.

Campus Resources at Evergreen	% Used resource	Very dissatisfied (1)	Somewhat dissatisfied (2)	Somewhat satisfied (3)	Very satisfied (4)
Campus Library (N=335)	89.9%	3.0%	4.3%	32.2%	60.5%
Campus Computing Resources (N=333)	89.8%	1.7%	6.7%	31.8%	59.9%
Academic Advising Office, Workshops, or Tacoma Student Services Coordinator (N=334)	77.5%	8.1%	16.2%	43.6%	32.0%
Financial Aid Office or On-site Financial Aid Counselor (N=335)	71.9%	6.2%	12.0%	41.5%	40.2%
College Recreation Center, Athletics, or Recreation Programs (N=333)	57.7%	9.9%	17.2%	44.3%	28.6%
Media Loan (N=334)	55.1%	4.9%	10.3%	34.8%	50.0%
Health Center (N=334)	49.7%	9.0%	13.3%	42.2%	35.5%
Writing Center or Writing Tutors (N=335)	47.8%	5.0%	13.8%	41.3%	40.0%
Housing/Residential Life (N=333)	39.9%	12.8%	24.8%	50.4%	12.0%
Counseling Center or On-site Counselor (N=334)	31.7%	9.4%	14.2%	35.8%	40.6%
Photo Services/Photoland (N=335)	30.4%	2.9%	7.8%	25.5%	63.7%
Electronic Media (animation labs, audio recording, digital video/film editing, music technology/labs) (N=336)	30.1%	3.0%	2.0%	38.6%	56.4%
Quantitative and Symbolic Reasoning Center (QuaSR) or Tutors (N=334)	21.3%	1.4%	7.0%	36.6%	54.9%
Center for Community-Based Learning & Action (CCBLA) or On-site Orientation (N=331)	16.9%	5.4%	10.7%	26.8%	57.1%
Office of Veterans Affairs (N=333)	6.9%	0.0%	8.7%	34.8%	56.5%

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

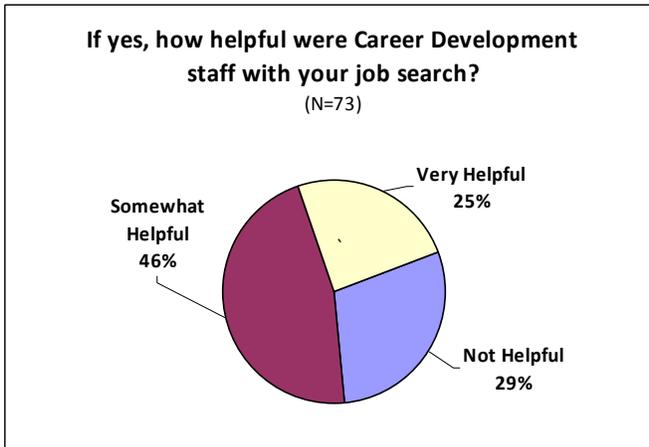
Career Development Office

Alumni were asked whether they contacted the Evergreen Career Development Office for help finding a job after graduation and, if so, how helpful this resource was.



Seventy-three (**22%**) of the 333 alumni who answered this question contacted the Career Development Office for help finding a job after graduation.

All 73 alums rated its helpfulness using a three-point scale where 0=*Not helpful*, 1=*Somewhat helpful*, and 2=*Very helpful*.



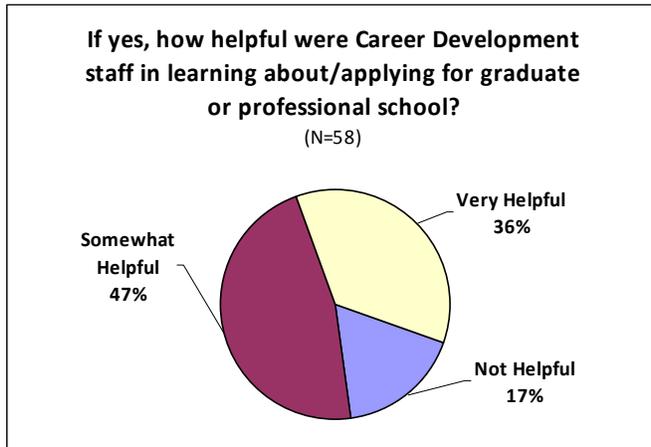
71% of the alumni who used the Career Development Office found it to be helpful in their job search.

Alumni were also asked whether they contacted the Evergreen Career Development Office for help learning about and/or applying for graduate or professional school.



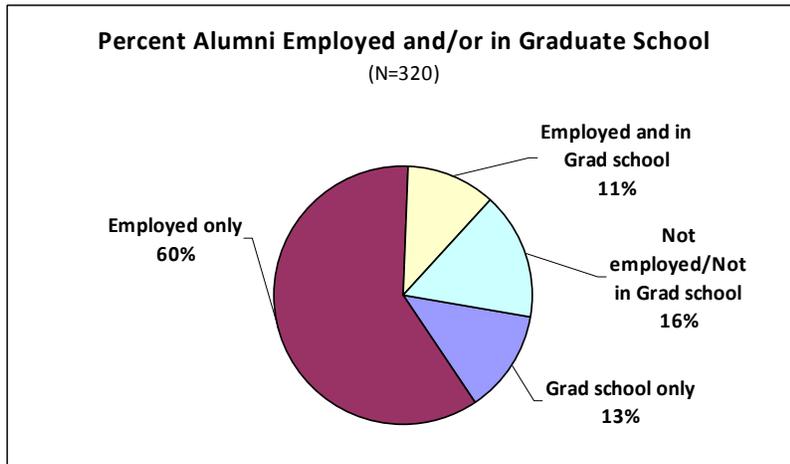
Fifty-eight (**18%**) of the 324 alumni who answered this question contacted the Career Development Office for help learning about and/or applying for graduate or professional school.

All 58 rated its helpfulness using a three-point scale where 0=*Not helpful*, 1=*Somewhat helpful*, and 2=*Very helpful*.



83% of the alumni who contacted the Career Development Office found it to be helpful in learning about and/or applying for graduate or professional school.

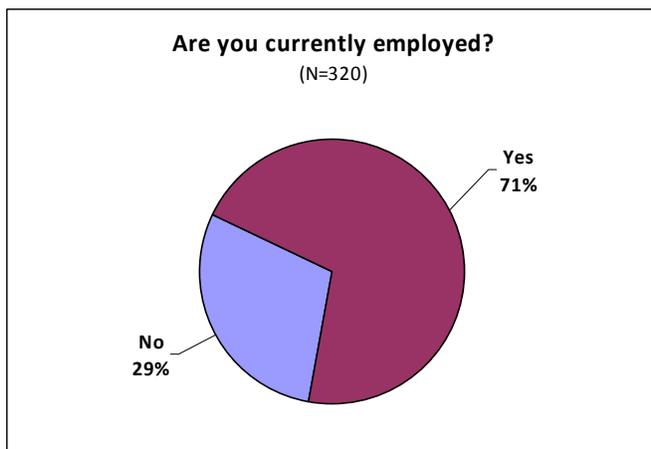
F. Overall Employment/Graduate School Rate



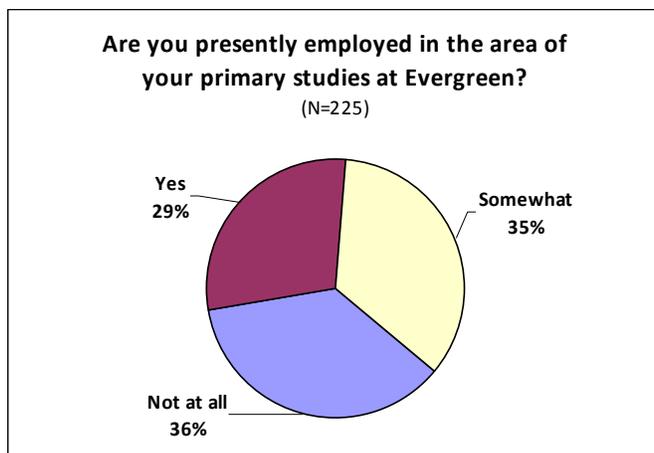
At the time of the survey, **84%** of alumni were employed and/or attending graduate or professional school.

G. 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.

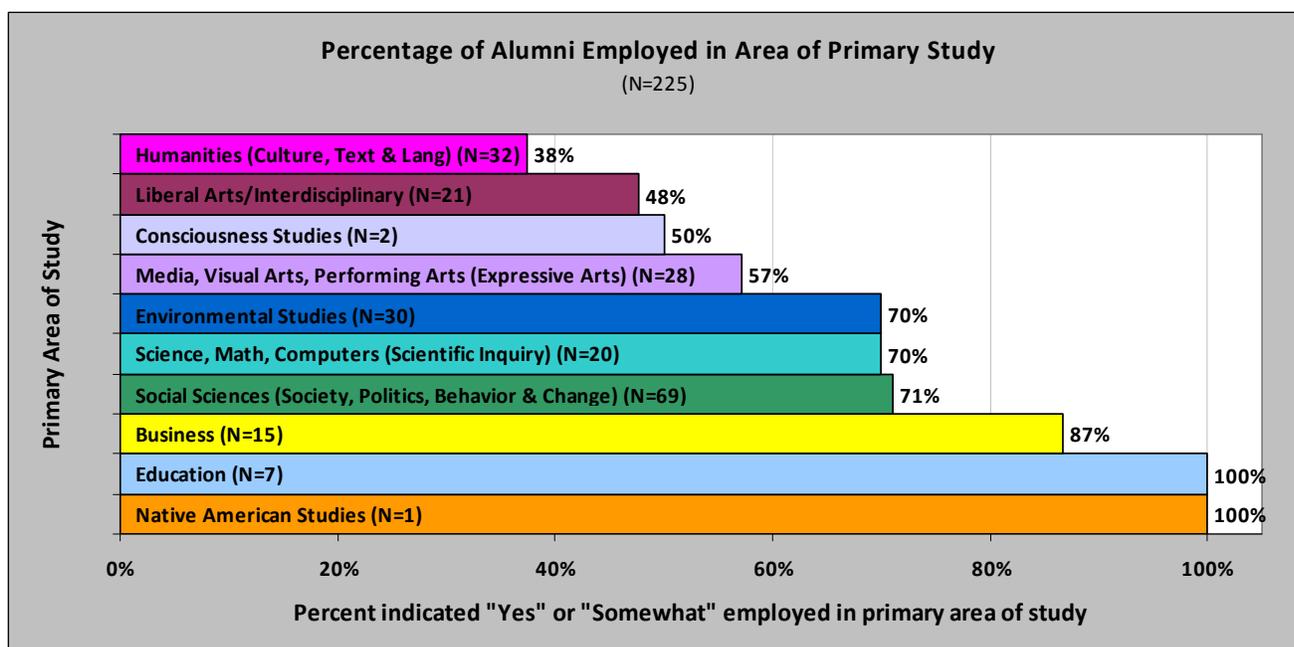


71% (N=227) were employed one year after graduation.



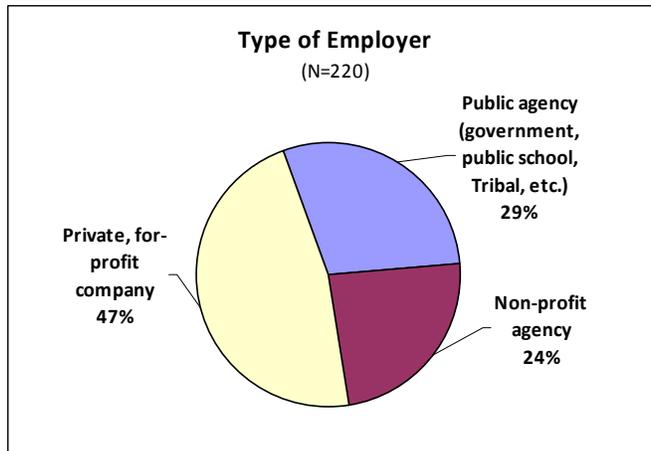
Of those who were employed, 144 (**64%**) answered “Yes” or “Somewhat” when asked if they were employed in their area of primary study at Evergreen.

This question was also analyzed by *area of primary study*, as shown below:



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=226)	N	%
Employed full-time	144	63.7%
Employed part-time	60	26.5%
Employed on a temporary basis	30	13.3%
Self-employed/own business	30	13.3%



53% of employed alumni were working for public or non-profit agencies.

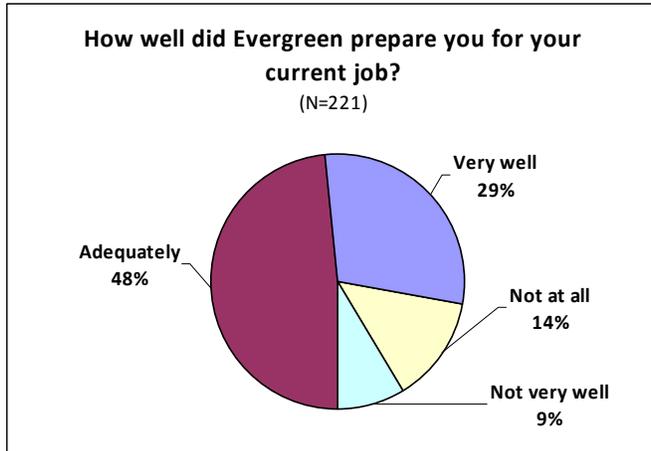
Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were instructed to respond regarding the job they considered to be their *primary* occupation. The three most common areas of employment for this group of alumni one year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

Type of Work (N=227)	N	%
Office/Administrative Support	29	12.8%
Community and Social Service	28	12.3%
Sales	23	10.1%
Education/Training/Library	20	8.8%
Food Preparation/Serving	19	8.4%
Business and Financial Operations	17	7.5%
Management	16	7.0%
Personal Care and Service	9	4.0%
Media and Communications	8	3.5%
Life Science	8	3.5%
Art and Design	7	3.1%
Computer/Mathematical	5	2.2%
Farming/Fishing/Forestry Worker	5	2.2%
Healthcare Support	5	2.2%
Construction/Installation/Repair	5	2.2%
Physical Science	4	1.8%
Healthcare Practitioner/Technician	4	1.8%
Legal Occupations	4	1.8%
Building and Grounds Cleaning/Maintenance	3	1.3%
Production/Manufacturing	3	1.3%
Social Science	2	0.9%
Entertainer/Performer	1	0.4%
Military and Protective Service	1	0.4%
Transportation	1	0.4%
Architecture/Engineering	0	0.0%

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

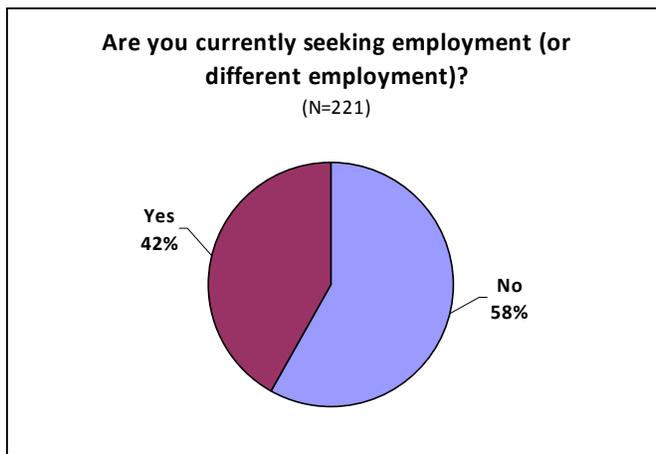
The top employers for this group of alumni were the **State of Washington**, the **US Government**, **The Evergreen State College**, **AmeriCorps**, and **K-12 public schools**.

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*.



78% of alumni (N=172) 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=93) indicated they were.



H. 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.

- **35%** had **applied** to graduate or professional school within one year of graduating from Evergreen.
- **80%** of those who applied were **accepted**.
- **24%** had attended or were currently **enrolled** in graduate or professional programs. (This is the same percentage reported by Alumni Survey 2008 respondents.)

Application to Graduate or Professional School (N=316)	N	%
Total applied	110	35%
Total have not applied	206	65%
<i>Intend to apply in the future</i>	161	(78%)
<i>Do not intend to apply</i>	45	(22%)
Total respondents	316	100%

35% had applied to graduate or professional school within one year of graduating from Evergreen. Of those who had *not* applied, **78%** intended to in the future.

Acceptance to Graduate or Professional School (N=110)	N	%
Total accepted	81	80%
Total not accepted	20	20%
<i>Total reviewed applications</i>	101	(92%)
<i>Applications pending</i>	9	(8%)
Total applicants	110	100%

80% of those who applied were accepted (9 alumni had applications still pending).

Note: 76 of the 81 accepted alumni (94%) had attended or were currently attending graduate or professional school one year after graduation.

Enrollment in Graduate or Professional School (N=316)	N	%
Total attended/attending	76	24%

The 76 alumni who had attended or were currently in graduate or professional school were asked for additional details about their continuing education and 74 of them provided this information. The 3 most popular graduate schools were **The Evergreen State College** (N=17), **The University of Washington** (N=9), and **Saint Martin's University** (N=3).

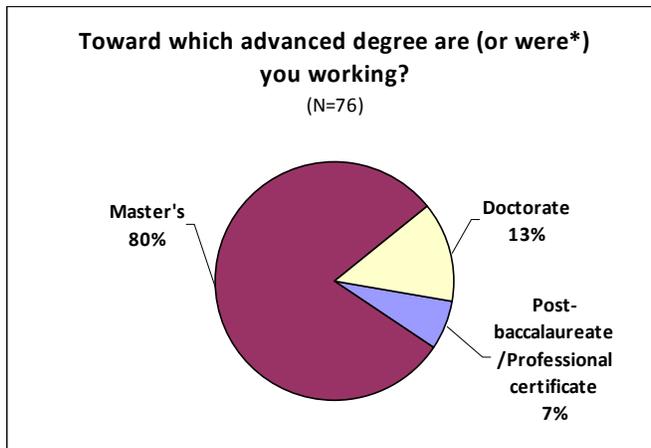
Location of Graduate or Professional Program (N=74)	N	%
Washington State	38	51%
Other US States (16 states)	27	37%
Online	4	5%
International (3 foreign countries)	5	7%
Total respondents	74	100%

51% were attending graduate or professional school in Washington State.

Respondents were also asked which academic category best described their field of study. The three most common areas were **Education, Mental Health Services, and Natural Resources/Conservation.**

Field of study in Graduate or Professional School (N=76)	N	%
Education	17	22.4%
Health Services, Mental	10	13.2%
Natural Resources and Conservation	10	13.2%
Social Service Professions	7	9.2%
Public Administration/Public Policy	6	7.9%
Visual and Performing Arts	4	5.3%
Business, Management and Marketing	4	5.3%
Social Sciences	3	3.9%
Area, Ethnic, Cultural and Gender Studies	2	2.6%
Liberal Arts and Sciences, General Studies and Humanities	2	2.6%
Architecture and Planning	2	2.6%
Health Professions in Medicine	2	2.6%
Biological and Biomedical Sciences	2	2.6%
Foreign Languages, Literatures and Linguistics	1	1.3%
Communications Technologies/Technicians	1	1.3%
Legal Professions and Studies	1	1.3%
Health Support Services	1	1.3%
Other	1	1.3%
Agriculture/Agricultural 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%
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%

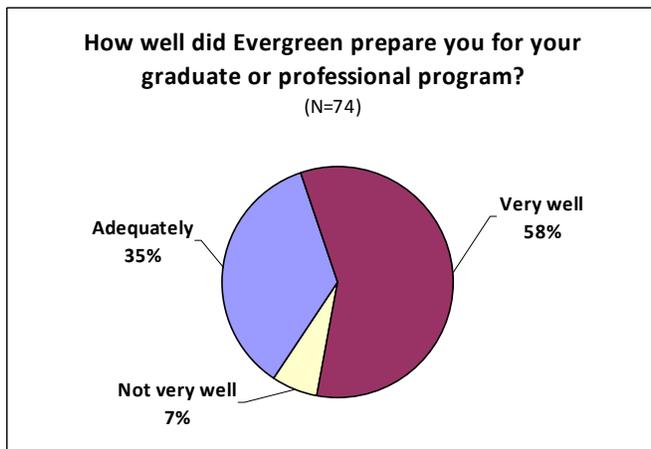
Lastly, alumni were asked which advanced degree they were working toward and how well they felt Evergreen prepared them for their graduate or professional program.



80% were pursuing master's degrees, 13% were in doctoral programs and 7% were working toward post-baccalaureate degrees or professional certificates.

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

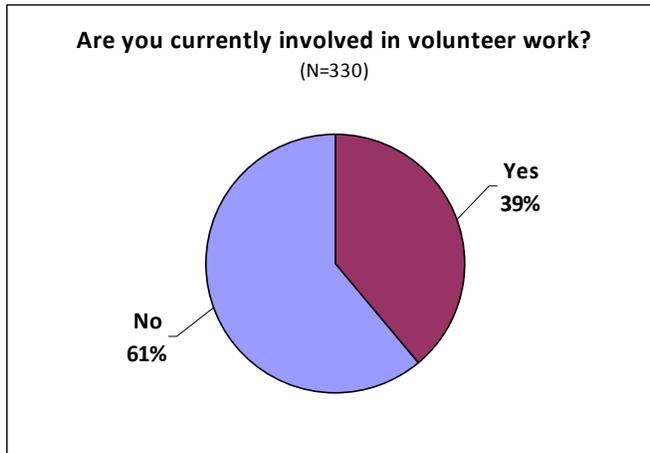
Alumni indicated how well Evergreen prepared them for their advanced studies using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well.



93% of 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 at all*.

I. Volunteerism

Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of volunteer work they were doing. Among the 330 alumni who responded to this question, 128 (39%) indicated they were currently involved in volunteer work. Of those, 126 provided a description of the type of work they were doing. Descriptions were reviewed and categorized in order to present them in summary form and are shown in the table below.



39% of alumni respondents (N=128) were involved in volunteer activities at the time of the survey.

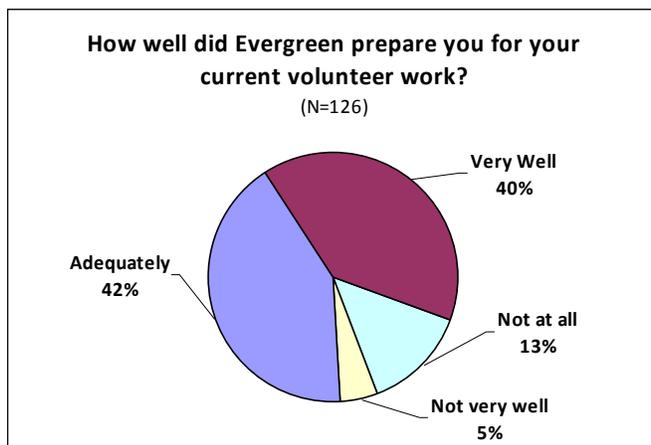
Type of Volunteer Activity (N=126)	% of Alumni Who Volunteer Engaged in each type of activity	
	N	%
<p>Social Services/Public Health</p> <p>This was by far the largest volunteer category for this group of alumni. Just over one quarter of them were AmeriCorps volunteers. Another quarter worked to feed the hungry or shelter the homeless by volunteering at food banks, cooking for/serving meals to the homeless, raising and/or harvesting food to benefit local food banks, or working at shelters for homeless people or abused women. Others worked for organizations that serve people with special needs, the underserved, or children; provided public health education or community health services; provided support to youth or safe rides home at night for women and LGBTQ individuals; performed rescue or protective service activities; worked in adult education, provided crisis, family, or chemical dependency support; did home repairs for elderly veterans, served on a community action council, a community service board, and provided faith instruction at a corrections facility.</p>	42	33%
<p>Youth Organizations/Education</p> <p>Alumni in this group taught, tutored, or mentored students; were school volunteers or served on a PTA; or worked with youth through Big Brothers/Big Sisters, coaching, a children's museum, Boys and Girls Club, Girl Scouts, and doing physical therapy in public schools.</p>	24	19%

Type of Volunteer Activity (N=126)	% of Alumni Who Volunteer Engaged in each type of activity	
	N	%
<p>Arts/Music/Media/Culture</p> <p>Alumni volunteering in this category worked for theaters or film societies, art museums/galleries/community arts spaces, music venues, radio stations, news media, and libraries. Specific duties mentioned included managing art shows, booking music performances, sound tech for performance space, gallery attendant, guide for hands-on open art studio, writing, editing, and coordinating a small newspaper, journalism/photojournalism, designing and maintaining websites, media education and social media consulting.</p>	20	16%
<p>Ecological/Environmental and Animal Advocacy and Action</p> <p>Just over half the alumni in this group performed work related to ecological restoration, native plant salvage, invasive plants mitigation, trail building, permaculture farming, community supported farmland preservation, urban environmental causes, environmental education, salmon conservation/restoration, an arboretum, a mentoring campaign on recycling, community gardening/sustainable gardening, and plant care. Specific organizations named included state parks, the National Park Service, People for Puget Sound, and a non-profit education center for environmental awareness. Almost as many were involved in animal advocacy and action for organizations such as PAWS, PETA, animal shelters, animal control, a zoo, a county animal response team, a sea life center, and a feral cat coalition. One respondent was working as an animal welfare policy advocate.</p>	20	16%
<p>Justice Advocacy and Action</p> <p>Alumni in this group worked as Court Appointed Special Advocates (CASA); as prisoner advocates with Books to Prisoners; as board members or organizers for labor organizations; as human rights advocates; for foster care system reform; as activists for GLBT, autism, people facing foreclosure, and individuals with disabilities; for POWER (Parents Organized for Welfare and Economic Reforms); for an international peace organization, and doing Iraqi Solidarity work with students.</p>	14	11%
<p>Local Community/Business/Politics</p> <p>Most alumni in this group served as board members or did unspecified volunteer activities for local nonprofit organizations or private businesses/foundations. The others volunteered with a hospital guild, a city park, community computer workshops, a Library & Education Levy planning committee, a campaign, and interned with a congressman.</p>	13	10%
<p>Religious Groups/Organizations</p> <p>Nine alumni were involved in faith-based volunteer work within various religious communities and organizations.</p>	9	7%

Type of Volunteer Activity (N=126)	% of Alumni Who Volunteer Engaged in each type of activity	
	N	%
Community Gardens/Community Sustainability This group volunteered with food co-ops, farms, or community gardens; for community-based sustainability groups/efforts; for bicycle-centered community events; at a zoo; and on a mentoring campaign for yoga and other natural therapies for sustaining health in self, family, and community.	9	7%
Other Others volunteered at athletic events or coaching athletics; for NGOs (nongovernmental organizations); at research centers; and managing volunteers for fundraising events.	5	4%

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

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% of alumni involved in volunteer work felt Evergreen prepared them *Adequately* or *Very well* for their volunteer positions.

J. 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. **70%** of the respondents (N=235) wrote in a response to this question. Their comments were reviewed and categorized in order to present them in summary form and are shown in the table below.

The special strengths/skills most often mentioned were:

- **Thinking** (53%)
- **Communication** (43%)
- **People skills** (41%)
- **Personal growth** (33%)

“Prior to Evergreen, I didn't consider myself a leader, at least not in the traditional "take charge" sense. I now feel more confident and motivated to take on leadership positions in the organizations I am part of.”
-Alumni class of 2009

“Evergreen has honed my critical thinking skills, introduced me to more theoretical ideas, and showed me the value of diverse interactive learning environments.”
- Alumni class of 2009

“[The] ability to communicate with, listen to and learn from people whose backgrounds and ideas differ from my own.”
- Alumni class of 2009

“Evergreen helped give me the tools to constantly better myself.”
- Alumni class of 2009

“The ability to collaborate, listen closely, take seriously the thoughts of others, [and] think objectively about my own positions/opinions.”
- Alumni class of 2009

“Seminars were particularly helpful for the administrative side of my work. They taught me how to listen well when a lot of different ideas/opinions are being discussed and to thoughtfully develop my own ideas in a stressful and time-constrained setting (perfect for committee meetings!).”
- Alumni class of 2009

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=235 with at least one strength or skill)	Number with at least one strength in this category	%
Thinking (includes critical thinking (N=41), diverse perspectives/alternate points of view (N=25), interdisciplinary thinking /learning (N=23), creative thinking (N=19), problem solving/applying knowledge and skills (N=17), integration/synthesis/ability to see connections (N=16), analytical and logical thinking (N=14), independent thinking (N=11), holistic/systems thinking (N=10), thinking (general) (N=2))	124	53%
Communication (includes writing (N=51), general communication skills (N=25), reading (N=14), speaking (N=12), listening (N=9), presentation skills (N=8), creative expression (N=6), and non-violent communication (N=3). Other communication skills (N=8), included foreign language, speaking in seminar, holding one's own in conversation, speaking to children, and asking questions.	101	43%

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=235 with at least one strength or skill)	Number with at least one strength in this category	%
People skills (includes collaboration/team work/negotiation/dialogue (N=50), working with diverse people (N=31), diversity awareness (N=22), interpersonal skills (N=10), leadership/facilitation (N=10), and networking (N=1))	96	41%
Personal growth (includes independent work (N=38), general personal growth (N=18), confidence (N=13), self reflection/self awareness (N=8), time management (N=7), and perseverance/commitment (N=4))	77	33%
Other skills (includes social/environmental consciousness or activism (N=20), research skills (N=18), science skills (N=11), art and media skills (N=10), lifelong learning /love of learning (N=10), computer skills (N=8), business/management skills (N=6), teaching skills (N=6), math/statistics (N=5), organizational skills (N=5), counseling/clinical/social service skills (N=3), and other specific subject learning (N=19) (e.g. theory, plant identification, technical ability, political science, geospatial intelligence, playing guitar, singing, library maintenance, farming, storytelling, human resources, literature, legal and political processes, cultural studies, animal caretaking, feminist theory, history)	88	37%

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

K. 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. Of the 336 survey respondents, 257 (76%) wrote a response to this question. These alumni identified 288 individual faculty and staff members representing 42 different offices/departments/units of the college (see the full list of individuals and services that were recognized by alumni in Appendix A). Individuals and services were analyzed and tallied, and those most frequently mentioned are recognized below:

Most frequent individual mentions (overall):

- Male – Dylan Fischer (Olympia faculty member)
- Female – Heesoon Jun (Olympia faculty member)

Most frequently mentioned staff members:

- Female – Teresa Woods (Academic Advising)
- Male – Peter Randlette (Media Services)

Most frequently mentioned individuals (Tacoma):

- Male – Peter Bacho
- Female – Gilda Sheppard

Most frequently mentioned service:

- Academic Advising
- Center for Active Student Learning (includes Quantitative and Symbolic Reasoning Center and Writing Center)

L. 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 336 survey respondents **66%** (N=222) 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 first table shows the frequencies for each category; the second includes summaries of the recommendations within each category. The two most prevalent themes were **Instruction/Curriculum** (48%) and **Student Support Services/Resources** (43%).

What one or two aspects would you change about Evergreen from your perspective as a recent graduate? (N=222 with at least one change)	N	%
Instruction/Curriculum	106	48%
Student Support Services/Resources	95	43%
Campus Climate	22	10%
Personal Change/Would have done something differently	21	9%
Relationships with Faculty	17	8%
College Administration/General Staff Comments	11	5%
Community Relations	7	3%
Facilities/Equipment	6	3%
Other (unable to code)	3	1%

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

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
<p>Instruction/Curriculum Recommendations in this category were divided into five main subcategories:</p> <p>1. Teaching and learning practice (N=43)</p> <p>The largest category of comments regarding instruction/curriculum included suggestions for Evergreen to better prepare its graduates for the “real world” including teaching specific, applicable skills for employment rather than “focusing on things largely only of academic interest,” and by teaching prerequisite skills for graduate school. Suggestions included offering high-level, specialized training like technical writing or a trade skill and providing “more connection between on campus learning and future career.” One alum suggested incorporating more communication skills into programs, namely the ability to effectively communicate one’s views on controversial topics to people without alienating them.</p> <p>Others in this group suggested that Evergreen evaluate/audit teaching and programs. Some felt there was a disparity in the amount of work required between different courses/programs, e.g. 4-credit courses requiring what seemed like 12 credits worth of work or 8-credit courses requiring less work than some 4-credit courses. One alum proposed forming a “syllabus review panel” to ensure consistency</p>	106	48%

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
<p>in the amount of work for credit among programs. Others made comments about the quality of teaching or programs, e.g. faculty teaching outside their specialty can seem to be “stretching themselves thin,” team-taught classes can feel “experimental” or “impromptu” and sometimes “crash and burn.” One person felt classes should be evaluated for overall quality.</p> <p>Other alums would like to see Evergreen offer more special learning opportunities such as field trips, internships, off-campus events, study abroad, integrated language curriculum, and a senior project or thesis for students to solidify what they have learned.</p> <p>Alumni also commented on writing at Evergreen, suggesting more instruction on APA style, more essay writing homework, and requiring a thesis or individual research project to prepare students for their assignments in graduate school.</p> <p>Others recommended having required math/quantitative reasoning credits or requiring students to complete prerequisites for admission to certain scientific inquiry programs.</p> <p>One alum would require basic core classes the first few semesters (academic writing, critical thinking skills and oral communication as many of their peers at Evergreen seemed ill-prepared in these areas.</p> <p>Other suggestions included more focus of study/specified training in particular fields; changing the structure of programs (more formal structure, longer class hours/more days at school, less group work as it can be difficult for students to coordinate schedules, some programs so big it was hard to build a strong relationship with faculty; changing the faculty hiring process to prevent nepotism and the concentration of like-minded faculty would give students the benefit of a variety of opinions and perspectives; allow students to demand more input from faculty; require faculty to provide an outline for the quarter and make sure students understand the resources Evergreen has to offer, especially related to their programs; and to encourage Evergreen to “keep it small and intentional and focus on the mission.”</p> <p>2. Expanding the range of studies (N=40)</p> <p>Respondents in this category would like to see Evergreen expand the range of studies at Evergreen, namely by adding particular programs or courses to the curriculum (more courses in general, more interdisciplinary programs, certification programs, majors, GRE prep course, broader curriculum at the Tacoma campus, more art (general, graphic arts, photography, theatre, classical music, film, animation), more creative writing, more math and science (general, physical sciences), more psychology, more classes in the healing arts (music/art therapy, grieving process), public health/health studies programs in the daytime, more classes like "Somatics," more Native American History classes, Gender Studies/Feminist Theory program every year, more agricultural programs, education/teaching programs, and create a program that integrates the campus food system into the environmental/farming studies and business/public health fields). Others suggested increasing offerings of high-demand subjects (including</p>		

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
<p>offering entry level classes throughout the year not just fall quarter) or having more options for classes versus programs (more 4-credit/part-time programs offered during the daytime, more 4-credit classes in the fundamentals so that students can fill in the gaps in their education, more foreign language classes (general, French, Arabic, advanced Spanish), more computer skills/computer science classes, more business and accounting).</p> <p>Several respondents suggested expanding Evening and Weekend Studies. Most of them suggested an overall increase in course options; specific suggestions included computer classes and the arts.</p> <p>There were also several suggestions to add graduate programs, specifically masters programs in psychology, clinical psychology, psychotherapy, counseling and social work, as well as a Master in Teaching evening program. One alum suggested Evergreen create an Independent Study Program at the graduate level.</p> <p>Other suggestions were to have a 12-credit option for programs so that students who want to take a course in a foreign language or explore different areas of study can do so without adding the credits and workload to a full-time program; offer more upper-level coursework for juniors and seniors, and re-integrate physics into Intro to Natural Science.</p> <p>3. Student accountability and standards (N=13)</p> <p>Several alumni wanted to see higher expectations and standards for student academic performance and increased academic rigor. Suggestions included holding students more accountable for their academic responsibilities (such as completing assignments on time or attending Lyceum), providing more incentive/encouragement to work hard and succeed, and creating a more academically demanding environment (with support provided to help students meet the challenge). One respondent wrote “I am frustrated by how difficult classes at other schools seem after taking classes at Evergreen.” Two others felt it should be more challenging to get credit for a contract or independent study.</p> <p>Others suggested having consistent expectations among students, both in group projects where a few students do the bulk of the work yet all receive the same credit, and as individuals where one student might work very hard and learn a lot at Evergreen while another “slacks off” and receives the same degree in the end.</p> <p>One alum wished there had been higher expectations for writing skills, to push her “to expand and mature my writing skills in fine tuned detailed ways.”</p> <p>4. Evaluations (N=11)</p> <p>Most of the alumni who commented on evaluations suggested having grades at Evergreen (two of these suggested a combination of evaluations and grades). Those who gave specific reasons had experienced difficulty applying for graduate school or jobs as an Evergreen graduate. Other suggestions pertained to the evaluation process itself and included doing away with cumulative evaluations and having one per quarter instead; having faculty evaluations of students available online before students meet with instructors for the evaluation interview; and having a condensed</p>		

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
<p>or traditional means of a transcript in lieu of mailing/faxing a very large transcript.</p> <p>5. <u>Issues with seminar (N=11)</u></p> <p>These respondents described issues with seminar, such as the need for faculty and students to be open to all views, particularly unpopular ones, pertaining to politics, gender, and race. Some felt intimidated about speaking up in seminar and/or were shut down or bullied when they did. One of these individuals wrote “that is exactly the opposite of what we were trying to achieve;” another said “This is unacceptable at an institution of higher learning. Teach the debate!” Some specified the need for equality/mutual respect in the classroom – one person wrote “It is extremely hard, as a learner, to feel equal in a situation like this [where] favoritism occurs amongst faculty and a few students-- creating a clique-like circle.” Others suggested seminars be moderated or have a degree of imposed structure to encourage participation from students with “mainstream” views or “quieter” voices rather than allowing a few students to dominate the discussion. Two people felt these issues created a difficult and/or hostile learning environment in seminar.</p> <p>Others felt there should be much less reliance or emphasis on seminar; that seminars should be shorter and counterbalanced by lecture. One alum wrote “An education isn't, ultimately, about ‘a diverse vocabulary of perspectives,’ it's about knowledge and discipline.”</p> <p>Other suggestions included more active seminars or workshops with a variety of field professionals and more accountability for participation as many students do not complete readings or related assignments prior to class.</p>		
<p>Student Support Services/Resources</p> <p>Recommendations in this category were divided into nine main subcategories:</p> <p>1. <u>Career/graduate school planning (N=32)</u></p> <p>Alumni in this comment category wanted to see Evergreen place more of an emphasis on career development and graduate school preparation. Many felt these services should be mandatory for all students, with a focus on “Life After Evergreen” from day one. Specific suggestions included requiring students to visit the career development center and talk about a career path at intervals, for example at least once a year, or adding in advisor “check-points” for students. Several recommended better advertising and accessibility of the career development center; these alums were unaware this service existed at Evergreen or did not feel comfortable approaching the center. Suggestions included having orientations, workshops, or other instruction on how to go about using career finding services, having a career fair oriented towards freshmen and sophomores, and doing more to encourage students to visit and use these resources. Others felt Evergreen should show more support in getting graduates into the job market and do more to help students translate their educational experience at Evergreen into future careers, such as focusing on internships and job placement. Suggestions for graduate school preparation included having advisors who know how to help with questions pertaining to graduate level inquiries; one respondent specified the need for this in</p>	95	43%

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
<p>preparing for law school.</p> <p>2. Academic advising (N=24)</p> <p>Most respondents in this category recommended more academic advising in general, such as following students closely to ensure they're on the right path, offering consistent support and guidance, having more direct communication between counselors and students about Evergreen's concentrations, and suggesting ways to round out an Evergreen education. One person suggested better funding to academic advising to make it more accessible/able to do more outreach. Several felt academic advising should be more structured or even required, e.g. meeting with a counselor each academic year, having the same counselor all four years, or requiring students to develop a learning plan to guide the choices of programs/individual learning contracts. Others recommended improving the overall quality of advising; these respondents felt counselors were unhelpful or unreliable.</p> <p>3. Residential and Dining Services (N=11)</p> <p>The majority of recommendations in this category had to do with food quality and service. Some suggested better food in general; others wanted to see expanded dining options during evenings and summer sessions. One alum pointed out that for students attending evening classes directly after work "Getting a coffee at the cafe is better than nothing, [but...] the adult students need to be able to eat an affordable, nutritious meal or snack after 6pm!" Two respondents wanted to see a change in food service providers; another two wanted Evergreen to have a food system that supported the college's values and/or environmental justice. One felt the cost of food was too high considering the quality and was overall not satisfied.</p> <p>Two alumni respondents commented on campus housing. One suggested housecleaning and non-smoking dorms; the other indicated an overall negative housing experience.</p> <p>4. Communication about available resources/student support (N=7)</p> <p>These alumni recommended better promotion/advertisement of available campus resources to all students – freshmen, transfers and ongoing students, namely for incoming transfer or "adult" students who don't receive freshman orientation. One person who entered as a transfer student stated "...it took me a year to fully appreciate the opportunities at Evergreen. I would recommend seminars specifically for transfer students to better integrate them into the new system." Another said "Evergreen is very sink or swim; there are few resources not aimed at freshmen for adjusting to and thriving at Evergreen, especially beyond graduation." Two others suggested Evergreen make more of an effort to "push" resources on campus – one stated "This survey is the first time I have even heard about most of them;" the other said "It was never in the forefront of my mind to take advantage of the resources available to me ... and I think that constant reminding would be helpful."</p> <p>5. Admissions (N=6)</p> <p>Most respondents in this category wanted Evergreen to be more selective/have higher standards for acceptance. One said some of their classmates "were difficult to</p>		

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
<p>work with because they were not at the education and critical thinking level that I wish they were.” Another suggested having an entrance exam as the community college they transferred from did not prepare them to enter Evergreen. One would like to see Evergreen’s recruitment focus more on students who have 'real world' experience before entering college, and another wants more acceptance of transfer credit.</p> <p>6. Library (N=5)</p> <p>There were four comments about expanding the library’s hours; one alum specified “especially on the weekend.” Another respondent felt there should be more lenient loaning policies with regard to water/moisture damage as we are located in a rainy environment.</p> <p>7. Registration (N=5)</p> <p>These alumni were dissatisfied with the registration process at Evergreen. One felt it was “sometimes unfair to cruel;” another “really hated the ‘first come first served’ policy.” The latter stated “It was hard to get into necessary classes for graduate school, and I missed out on some gems due to timing.” Another would change the availability to get into “certain popular courses with the best faculty.” One person felt it was hard to know “when to seek help with something like registration, where or how to seek it (i.e. why wasn't the Evening and Weekend Studies office open on evenings or weekends?)” Another suggested better, more detailed descriptions of available programs.</p> <p>8. Recreation (N=4)</p> <p>Respondents in this group suggested better/more recreation and athletic programs. Specific recommendations were to bring the outdoor program back and have more recreational club sports. One alum would like to see the athletics program have a stronger presence on campus; this person felt it could help unify the student body.</p> <p>9. Other student support services/resources (N=22)</p> <p>Categories with fewer than four recommendations were:</p> <p>Police Services (much stronger enforcement of drinking, partying, and using drugs openly on campus; addressing the animosity between the police and students; and having more patrols and general visibility by the campus police, particularly in the science buildings at night. Student Employment/Financial Aid (tuition waivers for disadvantaged students; more scholarships available; and “The ability to obtain financial aid assistance in a timely manner without attitude from staff.”)</p> <p>Communication – General (no consensus among faculty regarding students’ questions about Evergreen policy; administration offices often “don't know how to help students through the paperwork, and give out conflicting info.”) Student Activities (“make all students aware that \$500 of their tuition every year goes to pay for Student Activities” [and] “make an effort to get more students involved with these activities and have access to use the funds;” have “more of a push” to tell incoming students about groups and clubs and get them involved with the school.) Make first-aid treatment at the health center free for part time students as well as</p>		

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
<p>fulltime students; have better computer center hours, especially on the weekend; have tutors at the QuaSR qualified to tutor the subject; make affordable programs to volunteer abroad and encourage students to participate; have more places on campus that are comfortable for both socializing and working; make the Evergreen website less cumbersome/scattered; have stricter regulation of smoking only in designated areas; have more resources for science; more programs (classes) to support at-risk students; better funding to the CCBLA; more bilingual services.</p>		
<p>Campus Climate Recommendations regarding campus climate at Evergreen revolved around three main themes:</p> <p>1. Diversity pertaining to tolerance (N=7)</p> <p>These respondents wanted Evergreen to encourage equality and allow students with conservative, religious, or mainstream beliefs to be heard and respected, not just those who come from a stance of “liberal extremism.” Some felt that students/faculty who pushed or defended the dominant liberal viewpoint detracted from the overall educational experience by shutting down those with unpopular ideas. One alum wrote “Evergreen has gone from challenging, analyzing, and critiquing convention to a knee-jerk, visceral disdain for all things ‘main stream.’” Another alum in this category wanted to see less racially divided attitudes among students and faculty.</p> <p>2. Social climate (N=7)</p> <p>Respondents in this category wanted to see disciplinary action for those who violate the social contract, i.e. removal of students who impede the learning process of others or defame the Evergreen name (vandals, rioters, graffiti artists). One alum wanted strict and clear guidelines concerning sexism, ageism, racism and sexual orientation; another felt the Evergreen community/staff are “far too PC,” preventing issues from being addressed and processed.</p> <p>3. Diversity pertaining to student mix (N=5)</p> <p>Suggestions in this category included recruiting from inner cities and reaching out to students from different backgrounds to create a more culturally and racially diverse student body.</p>	22	10%
<p>Personal Change These respondents mentioned things they would have done differently in their educational careers:</p> <p>1. Academic Choices (N=16)</p> <p>Most of the respondents in this category wished they had taken particular classes or explored certain subjects (math, science, foreign languages, computer skills/web design, farming, environmental studies, audio recording) or taken more of a variety of programs to broaden their education/become a more well-rounded student (e.g. more science classes for art students, more arts for students in the sciences). Others would have narrowed their focus to specialize in one field, develop a</p>	21	9%

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
<p>trade/professional skill to make them more employable, figure out what they wanted to do with their life, and made better use of academic advising and career counseling. Other alums wish they had done more individual contracts or some sort of senior project.</p> <p>2. Other Changes (N=8)</p> <p>Other alumni wished they had: attended Evergreen all 4 years, been more active in seminar, spoken out more against opposition to central/conservative ideas, avoided particular faculty members, avoided a particular camp, used the CRC more, and utilized more of the resources available to students through the school.</p>		
<p>Faculty</p> <p>Recommendations in this category addressed faculty accountability and standards.</p> <p><u>Accountability/Professionalism (N=8)</u></p> <p>Several of these alumni commented that faculty need to be more professional, i.e. show up on time to class; be in office during stated office hours/more accessible in general; stay on topic, awake, and physically present during seminars; don't allow students to play with electronic gaming devices during class; use discretion in terms of student-teacher friendships (not choose favorites and talk negatively about other students), have students' best interest in mind rather than their own agenda; and learn better communication skills (not sink to name calling and passive aggressive language in evaluations). One person would require faculty to attend anti-oppression training and require faculty attendance at Day of Absence/Day of Presence.</p> <p><u>Standard of teaching (N=6)</u></p> <p>Several others wanted to see a higher standard of teaching. Some described faculty who did not adequately explain/express expectations; were ill-prepared /disorganized; were not knowledgeable enough to teach a particular subject; who defaulted much of their instruction to seminars; or seemed to have lost patience with teaching. Others would hire more professors with centrist views or more committed and engaged faculty. One alum would encourage more faculty to attend workshops to continue to learn about teaching.</p> <p><u>Conflicts with specific faculty (N=3)</u></p> <p>Specific conflicts around communication, expectations, support and competence while involved in programs, independent study, and scholarship applications.</p>	17	8%
<p>College Administration/General Staff Comments</p> <p>Respondents in this category felt the college should more directly include students in the decision making process, particularly regarding tuition costs, building projects on campus, and the general allocation of college resources; nurture the student-institution relationship/improve the relationship between administration and students/have more interaction between the administration and the student body; have a stronger emphasis on/commitment to sustainability, lower tuition/cost of</p>	11	5%

Summary of Alumni Recommendations (N=222 with at least one change)	Number who made at least one comment in this broad category	%
attendance; have all departments work in union rather than remain detached; compensate full and part time faculty equally for contracts; not become a publicly owned, privately operated college; and take notice of conflicts between students and faculty in programs.		
<p>Community Relations</p> <p>These comments revolved around improving community perception/stereotyping of the college and Evergreen’s reputation. Suggestions included stronger community base involvement, especially politically and multiculturally; increasing the amount of public community strengthening that the college participates in; bringing back Super Saturday; and taking “more action toward living up to the hype.” One alum wanted to counter the “Hippies pot smoking screw off school” stereotype with “Ambitious individuals who desire an education based on their interests.”</p>	7	3%
<p>Facilities/Equipment</p> <p>Suggestions for improvements to campus facilities and equipment included better lighting at night for the upper campus walkways to the parking lots; a color printer in the computing lab; better athletic facilities; less college money spent for yard maintenance; more locations in the Seattle area; and offering the same amenities that the Olympia campus has at the Tacoma campus.</p>	6	3%
Other (unable to code)	3	1%

Note: Percentages do not add up to 100 as many alumni made more than one type of recommendation.

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.

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

Individual faculty and staff members recognized by the class of 2009:

Alan Nasser	Cynthia Kennedy	Jack Longino	Lisa Sweet
Alice Nelson	Dalya Perez	James Neitzel	Liza Rognas
Alison Styring	Dan Leahy	James Stroh	Lori Blewett
Allen Jenkins	Daryl Morgan	Jamyang Tsultrim	Lydia McKinstry
Alvin Josephy	Dave Muehleisen	Jana Dean	MalPina Chan
Amadou Ba	David Cramton	Jane Wood	Marc Dombrosky
Andrew Brabban	David Hitchens	Jean Cavendish	Marcella Benson-Quaziana
Andrew Buchman	David Marr	Jean Eberhardt	Marge Brown
Andrew Reece	David McAvity	Jean Mandeberg	Marge Mohoric
Andy Corn	David Rutledge	Jeanette Garceau	Maria Bastaki
Anita Lenges	David Wolach	Jeanne Hahn	Maria Pineda
Ann Nelson	Dawn Carlson	Jeff Antonelis-Lapp	Marianne Bailey
Ann Storey	Debbie Garrington	Jehrin Alexandria	Marilyn Freeman
Anne Ellsworth	Dennis Hibbert	Jessica Mobbs	Mark Hurst
Anthony Reynolds	Dharshi Bopegedera	Jo Vaughn	Mark Lacina
Ariel Goldberger	Dianne Conrad	Joan Bantz	Marla Elliott
Arleen Sandifer	Donald Morisato	Joanna Cashman	Marla German
Art Constantino	Doranne Crable	Joe Feddersen	Martha Enson
Artee Young	Dorothy Anderson	Joe Tougas	Martha Henderson
Arun Chandra	Dorothy Flaherty	John Perkins	Martha Rosemeyer
Arvin Mosley	Douglas Schuler	Jorge Gilbert	Mary Craven
Babacar M'Baye	Duke Kuehn	Jose Gomez	Masao Sugiyama
Barbara Krulich	Dylan Fischer	Joy Gomez-Gonzalez	Matt Hamon
Barbara Laners	E.J. Zita	Joyce Stahmer	Matt Lawrence
Ben Kamen	Eddy Brown	Joye Hardiman	Maxine Mimms
Ben Moore-Maley	Elizabeth Diffendahl	Judith Baumann	Melissa Barker
Ben Simon	Elizabeth Williamson	Judith Gabriele	Michael Clifthorne
Bernadette Blakeney	Ellen Shortt Sanchez	Judy Cushing	Michael Paros
Betty Kutter	Emily Lardner	Julia Zay	Michael Vavrus
Bill Arney	Eric Stein	Kabby Mitchell	Michelle Aguilar-Wells
Bill Ransom	Erica Lord	Karen Alman	Mike Moran
Bob Haft	Erik Thuesen	Karen Gaul	Mike Wood
Bob McIntosh	Ernestine Kimbro	Karen Hogan	Mukti Khanna
Bret Weinstein	Frances Rains	Karen Kirsch	Mychael Heuer
Brian Walter	Frederica Bowcutt	Kate Crowe	Nalini Nadkarni
Candace Vogler	Gail Tremblay	Kathleen Eamon	Nancy Anderson
Carl Waluconis	Gary Peterson	Kathy Kelly	Nancy Cordell
Carol Minugh	George Freeman	Kay Uhl	Nancy Koppelman
Carolyn Dobbs	Gerardo Chin-Leo	Kevin Bunce	Nancy Murray
Carri LeRoy	Gilda Sheppard	Kevin Francis	Nancy Parkes
Carrie Margolin	Gillies Malnarich	Lara Evans	Neal Nelson
Charles McCann	Glenn Landram	Larry Mosqueda	Nelson Pizarro
Charles Pailthorp	Greg Dasso	Laurence Geri	Nicole Langille
Cheryl Simrell King	Greg Mullins	Laurie Arnold	Norma Alicia Pino
Chico Herbison	Heather Heying	Leonard Schwartz	Olga Inglebritson
Cindy Beck	Heesoon Jun	Les Purce	Pam Udovich
Clarissa Dirks	Helena Meyer-Knapp	Lester Krupp	Pat Kolstad
Clyde Barlow	Hirsh Diamant	Lin Nelson	Patricia Krafcik
Craig Dickson	Hugh Lentz	Lisa Rogers	Paul Butler

Paul McCreary	Robert Leverich	Sheryl Dorney	Thuy Vu
Paul McMillin	Rose Jang	Stacey Davis	Tom Grissom
Paul Przybylowicz	Russ Fox	Stacia Lewis	Tom Mercado
Paul Sparks	Ruth Hayes	Stephanie Claire	Tom Rainey
Paula Schofield	Ruth Joynes	Stephanie Coontz	Tom Womeldorff
Peter Bacho	Ryan Richardson	Stephen Beck	Tomas Mosquera
Peter Bohmer	Ryo Imamura	Stephen Bramwell	Tomoko Hirai-Ulmer
Peter Pessiki	Sally Cloninger	Steve Blakeslee	Tony Zaragoza
Peter Randlette	Sally Riewald	Steve Davis	Toska Olson
Peter Robinson	Sam Schrage	Steve Niva	Tyrus Smith
Ralph Murphy	Sandy Yannone	Steve Scheuerell	Ulrike Krotscheck
Raquel Salinas	Sara Huntington	Steven D. Johnson	Vauhn Foster-Grahler
Ratna Roy	Sarah Ryan	Steven Hendricks	Walter Grodzik
Raul Nakasone	Sarah Williams	Susan Aurand	Wendy (Puanani) Jeffery
Rebecca Chamberlain	Savvina Chowdhury	Susan Fiksdal	Wendy Gerstel
Rebecca Sunderman	Scott Coleman	Susan Preciso	Wenhong Wang
Red Tremmel	Sean Williams	Susan Stapleton	Willie Parson
Rick McKinnon	Setsuko Tsutsumi	Ted Whitesell	Yvonne Peterson
Rita Pougiales	Shane Peterson	Teresa Woods	Zahid Shariff
Rob Esposito	Sharon Anthony	Terry Setter	Zenaida Vergara
Rob Smurr	Sharon Katz	Thad Curtz	Zhang Er
Robert Cole	Shawn Ferris	Theresa Aragon	Zoe Van Schyndel
Robert Knapp	Sheila Gilkey	Therese Saliba	Zoltan Grossman

Services recognized by the class of 2009:

Academic Advising	Independent Study
Academic Deans	International Programs and Services
Academic Programs	KEY Services/WA TRIO Expansion Program
Access Services for Students with Disabilities	Media Services
Administrative Computing	Natural Environment
Arts Operations	Office of Admissions
Career Development Center	Office of Student Affairs
Center for Active Student Learning (CASL)	Office of the President
Center for Community-based Learning & Action (CCBLA)	Photoland/Photo Services
College Advancement (Development Office)	Program Secretaries
College Recreation and Athletics	Registration and Records
Complimentary New York Times	Residential and Dining Services
Computer Center	SCA activities
Conference Services	Science Operations
Consortium Programs	Staff
Cooper Point Journal	Student Activities
Faculty	Students
Financial Aid	TESC Bookstore (now Greener Store)
First Peoples' Advising	TESC Library
Gateways for Incarcerated Youth Program	TESC Tacoma
Health and Counseling Center	The Longhouse