The Career Skills and Entrepreneurship Module is an optional questionnaire given to students at the end of the Strategic National Arts Alumni Project (SNAAP) survey. The comparison group for this component are the schools who chose to participate in the Career Skills Module. The schools that chose to participate in this portion of the survey include large research universities like University of Texas at Austin and University of Iowa, schools of the arts like San Francisco Art Institute, School of the Art Institute of Chicago, and Rhode Island School of Design, and liberal arts colleges like Eckerd and University of Montevallo. The full list of schools who completed this survey can be found in the Appendix.

Evergreen excelled in a variety of areas, including:

- Encouraging students to take risks without fear of penalty
- Emphasizing the invention of new methods to arrive at unconventional solutions
- Preparing alumni to work in many different jobs and roles

Evergreen underperformed in:

- Encouraging students to take full advantage of career services
- Alumni confidence in recognizing opportunities to advance their careers
- Alumni confidence to financially manage their careers

The Career Skills Module begins by asking about the institution’s emphasis on academic areas. Results indicated that Evergreen emphasized each of these areas more than other schools (peers).

81% of Evergreen arts alumni stated that coursework at Evergreen “very much” emphasized generating new ideas or brainstorming, compared to 58% of peers. 77% of Evergreen arts alumni believed that Evergreen emphasized taking risks in coursework without fear of penalty, while only 39% of peers believed their institution emphasized risk-taking. The coursework at Evergreen emphasized evaluating multiple approaches to a problem, according to 71% of arts alumni. Comparatively, 48% of peers believed the coursework at their institution emphasized evaluating multiple approaches. 65% of Evergreen arts alumni believed that the coursework at

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1 The SNAAP Career Skills and Entrepreneurship Module asks nine questions about transferable skills and career preparation. These questions were answered by 350 Evergreen arts alumni and 23,000 alumni from other colleges and universities (peers).
Evergreen emphasized inventing new methods to arrive at unconventional solutions, while only 40% of peers believed the same about the coursework at their respective institutions.

81% of Evergreen arts alumni said that Evergreen exposed them to a broad network of artists, leaders, and scholars through guest lectures, workshops, or special events that helped them see new opportunities, compared to 78% of peers.

When presented with the statement “This institution integrated all aspects of career development into my education,” 43% of Evergreen arts alumni agreed or strongly agreed. 32% of Evergreen arts alumni disagreed with that statement, and 24% strongly disagreed. Comparatively, 47% of peers agreed or strongly agreed, 30% of peers disagreed, and 23% strongly disagreed that their institution integrated all aspects of career development into their education. Evergreen alumni and their peers were within two percentage points of each other in all four responses.

9% of Evergreen arts alumni strongly agreed that they took full advantage of offered career services such as advising, classes, and workshops while attending this institution, compared to 14% of their peers. 24% of Evergreen alumni and 38% of peers agreed that they had taken advantage of career services, while 34% of Evergreen alumni and 29% of their peers disagreed. 33% of Evergreen alumni strongly disagreed that they had taken full advantage of career services, compared to 19% of their peers.

47% of both Evergreen arts alumni and their peers agreed or strongly agreed with the statement “My education at this institution exposed me to a broad view of career options, both in and out of the arts.”
Respondents were presented with statements reflecting their confidence in certain areas upon leaving their institution.

- 93% of Evergreen arts alumni agreed or strongly agreed that they felt confident in their ability to be resilient (able to pick [myself] up when things do not go as planned), and 89% of peers agreed or strongly agreed with that statement.
- 97% of Evergreen arts alumni and 92% of peers felt confident in their ability to adapt (able to change to meet a new set of circumstances) once they left their institution.
- Evergreen arts alumni scored below their peers when asked to rate their confidence in recognizing opportunities for career advancement; 70% of Evergreen arts alumni agreed or strongly agreed they felt confident in their abilities, while 80% of peers agreed or strongly agreed.
- Alumni from Evergreen also scored slightly below their peers when asked about their confidence in their ability to financially manage their career; 41% of Evergreen arts alumni reported agreeing or strongly agreeing that they felt confident in their financial management ability, compared to 49% of their peers.

78% of Evergreen arts alumni agreed or strongly agreed with the statement “I feel my education at this institution prepared me to work in many different jobs and roles”, compared to 67% of their peers. 22% of Evergreen alumni disagreed or strongly disagreed, and 33% of peers disagreed or strongly disagreed with that statement.

42% of Evergreen alumni strongly agreed that they had been prepared to work in many jobs and roles, nearly double the 24% “strongly agree” response from peers.
Alumni were asked to reflect upon their career path and agree or disagree whether they would have benefited from more knowledge about how to do the following:

87% of Evergreen arts alumni and 88% of their peers agreed or strongly agreed that they would have benefited from more knowledge about how to develop a 3 to 5 year strategic plan to realize goals, while 93% of Evergreen arts alumni and 91% of their peers believed they would have benefited from more knowledge about how to market and promote their work and talents. 83% of Evergreen arts alumni and 84% of their peers agreed or strongly agreed that more knowledge about how to communicate through and about their art would have benefited them and their careers.

87% of both Evergreen arts alumni and peers agreed or strongly agreed that more knowledge about financial management would have been beneficial to them and their careers (examples of financial management include how to develop budgets, raise money for projects, and save money for the future). Additionally, 85% of Evergreen arts alumni and 84% of peers believe that more knowledge about monitoring legal and tax issues such as copyrights, trademarks, and sales and income tax would have been beneficial.
Alumni are asked in an open-ended question if there is any type of training or assistance that would benefit them now. Recent Evergreen arts graduates (those who graduated after 2010) responded that they wanted skills training, often mentioning (in order of frequency):

- Business training (how to run a small business)
- Financial management
- Legal skills
- Marketing
- Tax information
- Copyrights
- Editing
- Technological skills (Publisher, Photoshop)
- Grant writing and fundraising

I think the only weakness of my Evergreen education was around issues of business, marketing myself, management of funds, taxes, etc. This is just as much about the choices I made as it is about what was offered, but it would be very helpful if these sorts of things were included in arts programs.

Numerous recent Evergreen arts graduates also want networking opportunities, asking for ways to get in touch with other Evergreen alumni help finding mentors in their fields. Other recent Evergreen arts graduates wanted career advising; one said “I would have appreciated training in cover letter writing, job applications, networking, etc. I feel I was unprepared on how to find a job I like and in my career field.” The full text of recent Evergreen arts graduate responses from the Career Skills Module follows.

**Is there any type of training or assistance that would benefit you now? (Recent arts graduates)**

<table>
<thead>
<tr>
<th>Is there an alumni portal, or place to connect with other grads?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It would be great if Evergreen could wipe away my student loans.</td>
</tr>
<tr>
<td>More Alumni networking opportunities, sharing career paths, groups for Evergreen alums who went on to pursue a PhD directly out of school...</td>
</tr>
<tr>
<td>I would benefit immensely from having a mentor who has experience in the fields my work spans. I would benefit from a finance training for freelance writers. I would benefit from a fellowship that comes with a stipend that would enable me to pursue a longer term investigative project with mentorship.</td>
</tr>
<tr>
<td>More assistance finding a way to market my skills to someone who can provide me with a decent job related to my field of expertise would be great.</td>
</tr>
<tr>
<td>I would have benefited from teachers who were more interested in what I wanted to do.</td>
</tr>
</tbody>
</table>

Part of the problem with Evergreen is that when signing up for different programs, what you read in a course description is not necessarily remotely related to what you will, in fact, be studying during the quarter(s) you take the program. For instance, I signed up for programs that were specifically music-related because that is what I am interested in. In most of those, music was studied for approximately one week. In a few of them, music was only available as an option to be studied on an audition-only
basis. The instructor in question during at least one of the audition-only music opportunities chose favorite students rather than students who had signed up for the program and had continued experience on a specific instrument. Also, this instructor knew very little about problems specific to the venue in which we were performing and when I was asked to give advice, did not give me credit for any changes made.

Why would music be advertised as a part of a program and then barely studied during the course of it? And why would it be available as an audition-only option? If the instructor is not specifically trained in music, they should not be able to teach it.

While I agree that Evergreen, in a general sense, prepared me well for work as an artist; it was not because of the school. I learned what I needed to despite Evergreen's continued attempts to drive that off the rails. From the people I would work with who didn't care/didn't perform up to a professional standard or the teachers who accepted academic mediocrity just so they wouldn't be burdened with another thing to do in their busy lives? On the surface it as great, but when you delve deep you realize it is only a superficial learning environment.

I would love to see Evergreen support Alumni by giving access to computers and camera gear to help them launch their careers. I could use the editing facility while students are not using them. I could rent a camera at a lower rate or use them while the school is closed to shoot my productions. I know once I made it I would be able to help support the school for future students.

I managed to skip over some math classes which came back to bite me in grad school. But you can take math anywhere! You can't take film anywhere. :)

I'm doing it in my current doctorate program.

You make me cry, I feel quite hopeless now after trying so hard at Evergreen. I believe I did well, but never caught up to make the right connections and internship was unavailable due to having to move away.

Training in software programs such as Microsoft, or Adobe Photoshop and others like it. Other than that I need to self-improve more than ever after school.

Training/classes on how to start a career as artist/writer particularity in the realms of finances, editing, publishing and copyrights.

Financial, legal, and advanced technical skills in my field.

I need financial management and investing training as well as arts career specific employment and grant application training.

Business development and adverting, legal and tax information

Training in the use of Adobe Photoshop, training in the field of copy-editing, training on how to run a small business, training on networking...

Marketing.

Non-profit leadership training, Grant writing, Fundraising
Participating Peer Institutions:

1. Alberta College of Art + Design
2. Art Academy of Cincinnati
3. Art Center College of Design
4. Brigham Young University
5. California College of the Arts
6. California Institute of the Arts
7. College of Charleston
8. Columbus College of Art & Design
9. DePaul University, The Theatre School
10. Drexel University
11. Eckerd College
12. Emily Carr University of Art + Design
13. Florida International University
14. Indiana University Jacobs School of Music
15. Kendall College of Art and Design of Ferris State University
16. Maine College of Art
17. Maryland Institute College of Art
18. Memphis College of Art
19. Messiah College
20. Metropolitan State University of Denver
21. Milwaukee Institute of Art & Design
22. Minneapolis College of Art and Design
23. New Hampshire Institute of Art
24. Northern State University
25. NSCAD University
26. OCAD University
27. Pacific Northwest College of Art
28. Rhode Island School of Design
29. Ringling College of Art + Design
30. San Diego State University
31. San Francisco Art Institute
32. School of the Art Institute of Chicago
33. School of the Museum of Fine Arts, Boston
34. School of Visual Arts
35. St. Cloud State University
36. Texas Christian University, Art & Art History
37. University of Iowa
38. University of Montevallo
39. University of New Haven
40. University of New Mexico
41. University of North Carolina at Charlotte
42. University of North Carolina School of the Arts
43. University of North Texas
44. University of Saint Francis-Fort Wayne
45. University of Tennessee at Chattanooga
46. University of Texas at Austin
47. University of Victoria
48. Utah State University