

EVERGREEN ONE-YEAR ALUMNI SURVEY 2012

A SURVEY OF THE UNDERGRADUATE CLASS OF 2011

Executive Summary

Every other year, the Office of Institutional Research and Assessment surveys Evergreen undergraduate alumni one year after having earned their baccalaureate degrees. What follows are highlights from the 2012 Alumni Survey of the class of 2011.

Respondent demographics

There were **290** survey participants resulting in a **24%** response rate.

Survey results were representative of the entire graduating class of 2011 in terms of campus affiliation, gender, residency, age, transfer status, veteran status, disability status, low income status, below poverty status, and first generation status. People of color were underrepresented, in particular, American Indian alumni. In terms of degree type, BAS earners were overrepresented in the survey group (9% compared to 5% of the graduating class) and BA earners were underrepresented (81% compared to 85% of the graduating class). BS earners were equally represented in the survey group and total population (10%).

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)
- **Humanities, Language Arts** (Culture, Text & Language)
- **Science, Math, Computer Science** (Scientific Inquiry)

Overall employment/graduate school rate

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

Employment status

78% of alumni were employed, and **79%** 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**
- **Community and Social Service**
- **Education/Training/Library**

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

In the recognition that many alumni were already working as students, we now ask whether their current position is the same one they held prior to graduation. For **74%** of alumni (N=153), this is a new job.

Graduate or professional school

27% had *applied* to graduate or professional school and **88%** of those who applied were *accepted*. **21%** had attended or were currently *enrolled* in graduate or professional programs, and **87%** 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**
- **Public Administration/Public Policy**
- **Natural Resources and Conservation**

Volunteerism

31% of alumni respondents were involved in volunteer activities at the time of the survey.

Evergreen educational experiences

- **72%** of alumni reported that they participated in contracts or other individual work with faculty; whereas only **37%** acknowledged participation in a learning community.
- **64%** 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**
- **Creative thinking skills**
- **Independence and initiative**

Satisfaction with Evergreen experience

If they could start college over, **91%** would choose to attend Evergreen and **81%** 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**
- **Interdisciplinary thinking**
- **Critically analyzing information**

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**
- **Overall quality of instruction**

Satisfaction with campus resources

Three resources tied with the highest average satisfaction rating:

- **Photo Services/Photoland**
- **Electronic Media**
- **Campus Computing Resources**

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):

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

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 2011.

A. Sample Size and Response Rate

All 1,243 graduates from the class of 2011 were in the initial sample for the 2012 Alumni Survey. Adjusting for deceased alumni and those with no known address or email, the final survey sample consisted of 1,198 alumni. The response rate was 24%, with 191 web respondents and 99 paper survey respondents.

Total Undergraduate Degree Recipients – Class of 2011	1,243
Number with no known address or email	45
Deceased	0
Final Sample Size	1,198
Refused	3
No Response	905
Paper Survey Respondents	99
Web Survey Respondents	191
Total Respondents	290
	24%
	Response rate

B. Methodology

The graduating class of 2011 (degree awarded between fall 2010 and summer 2011) was surveyed during the summer and early fall of 2012, one year after receiving their baccalaureate degrees.

In June 2012, 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 October 2012. A recycled, tree-shaped “Greener” magnet was offered as a small thank you gift for participation in the survey.

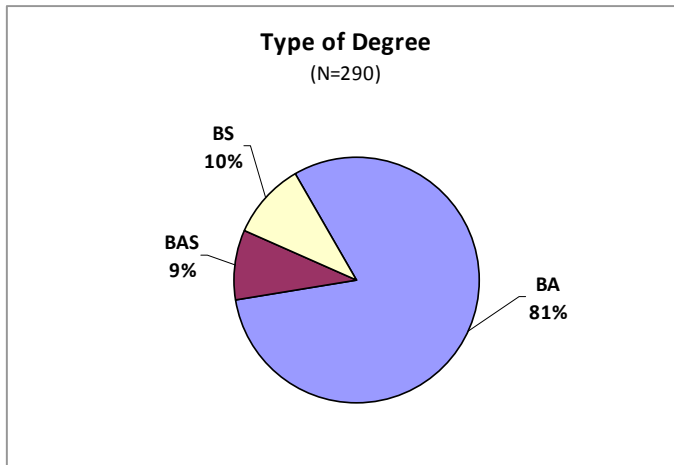
C. Respondent Demographics

Location Primarily Attended During Evergreen Studies

Survey results were representative of the graduating class of 2011 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 2011	% of class of 2011	# of respondents	% of respondents
Olympia	1,143	92.0%	260	89.7%
Tacoma	83	6.7%	25	8.6%
Grays Harbor	8	0.6%	2	0.7%
Tribal: Reservation-based	9	0.7%	3	1.0%
Totals	1,243	100%	290	100%

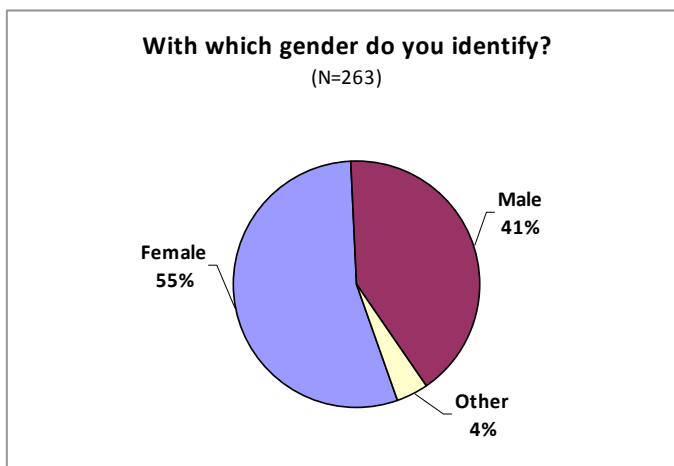
Type of Degree



Survey completers who earned BS degrees were representative of the class of 2011 as a whole at 10%. BA earners were underrepresented (81% of completers compared to 85% of the total population) and BAS earners were overrepresented (9% versus 5%). These differences in type of degree between respondents and non-respondents was significant at $p=.001$.

Age and Gender

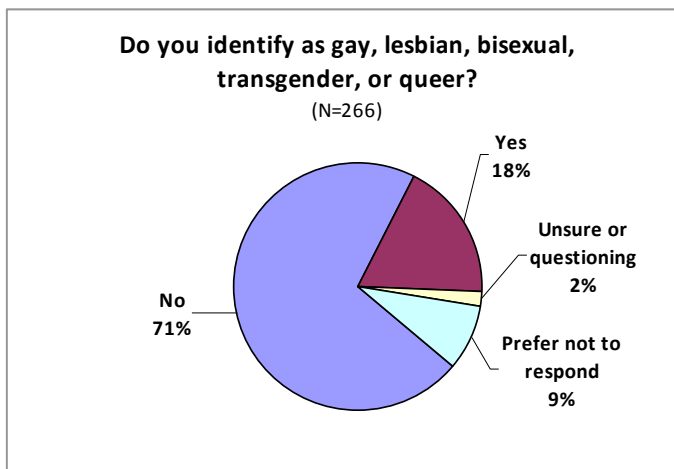
Alumni respondents had a mean age of 31 and a median age of 26. This is consistent with a mean age of 30 and a median age of 26 among the total population of 2011 graduates.



The chart at left shows self-identified alumni gender.

According to Banner, survey results are representative of the graduating class as a whole with regard to gender. 42% of survey respondents were male compared to 45% of the class of 2011, and 58% were female compared to 55% of the class as a whole. This difference was not significant at $p<.05$.

Sexual and Gender Orientation



22% of alumni who provided this information identified as GLBTQ or questioning (calculation excludes alumni who indicated *Prefer not to respond*). This is slightly lower than the 25% who so identified on the Evergreen Student Experience Survey (*source: Evergreen Student Experience Survey 2011*).

Residency Status

Seventy-six percent of survey respondents were Washington residents compared to 78% among the total population of 2011 graduates. The difference in residency status between respondents and non-respondents was not significant at $p < .05$.

Pell Grant Recipients

Fifty-two percent of survey respondents were Pell Grant recipients compared to 48% among the total population of 2011 graduates. There was no significant difference in Pell recipient status between respondents and non-respondents at $p < .05$.

Poverty

Fifty-three percent of survey respondents were living below poverty level while attending Evergreen compared to 50% among all 2011 graduates. The difference in poverty status between respondents and non-respondents was not significant at $p < .05$.

Disability

Eight percent of survey respondents had disabilities indicated in Banner – the same percentage as among all 2011 graduates. Therefore, survey results appear to be representative of the whole population of graduates with regard to disability status.

Ethnic/Racial Background

Based on Banner ethnicity and race codes, fifteen percent of survey respondents identified as people of color compared to 19% of the graduating class as a whole. Analysis of every ethnic/racial subgroup confirmed that White alumni were significantly overrepresented relative to students of color ($p = .03$); this difference was largely due to an underrepresentation of American Indian students.

In the survey, 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 sum 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 15% of survey respondents identified as people of color, the same percentage as documented in Banner.

Alumni-Indicated Ethnic/Racial Background (<i>All That Apply</i>) (N=265)	N	%
African American	16	6.0%
American Indian/Alaska Native	8	3.0%
Asian or Native Hawaiian/other Pacific Islander	12	4.5%
Hispanic/Latino American	9	3.4%
White/Caucasian	228	86.0%
Other	5	1.9%
Prefer not to respond	12	4.5%

Alumni-Indicated Ethnic/Racial Background (<i>Mutually Exclusive Categories</i>)	N	%
African-American, Non-Hispanic	10	3.8%
American Indian/Alaska Native, Non-Hispanic	2	0.8%
Asian or Native Hawaiian/other Pacific Islander, Non-Hispanic	4	1.5%
Hispanic/Latino American, of any race	9	3.4%
White/Caucasian, Non-Hispanic	209	78.9%
Multiple races, Non-Hispanic	16	6.0%
Prefer not to respond/other response	15	5.7%
Total	265	100%

Primary Area of Study

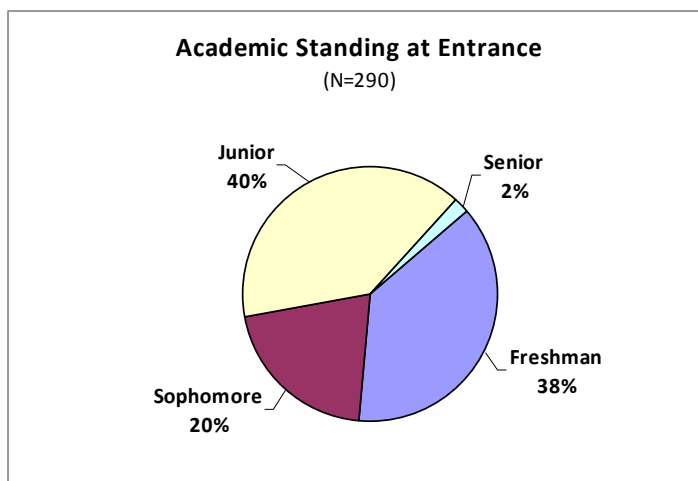
Alumni were asked to identify the category that best described their primary area of study at Evergreen. The distribution of their responses is presented in the table below.

Primary Area of Study (Concentration) at Evergreen	N	%
Social Sciences (Society, Politics, Behavior, and Change)	62	21.4%
Humanities, Language Arts (Culture, Text, and Language)	56	19.3%
Science, Math, Computer Science (Scientific Inquiry)	43	14.8%
Environmental Studies	39	13.4%
Liberal Arts/Interdisciplinary Study (<i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i>)	36	12.4%
Media, Visual Arts, Performing Arts (Expressive Arts)	29	10.0%
Business	9	3.1%
Education	9	3.1%
Native American Studies	4	1.4%
Consciousness Studies	3	1.0%
Total	290	100%

Primary Enrollment Status at Evergreen

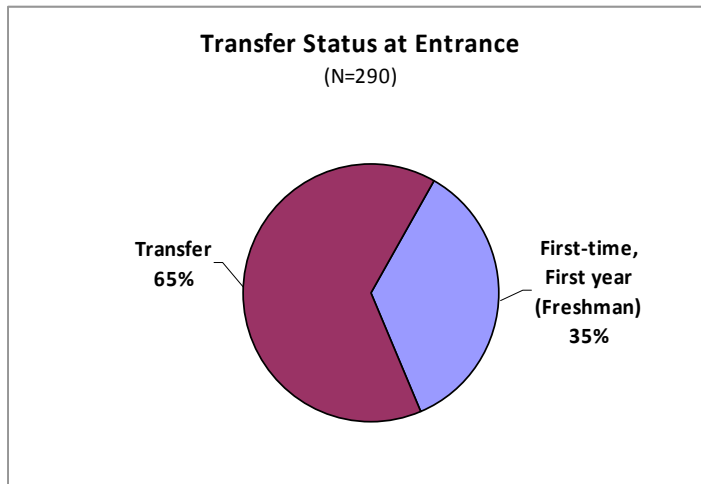
Enrollment Status	N	%
Full-time	278	96.5%
Part-time	10	3.5%
Total	288	100%

Academic Standing When First Enrolled at Evergreen



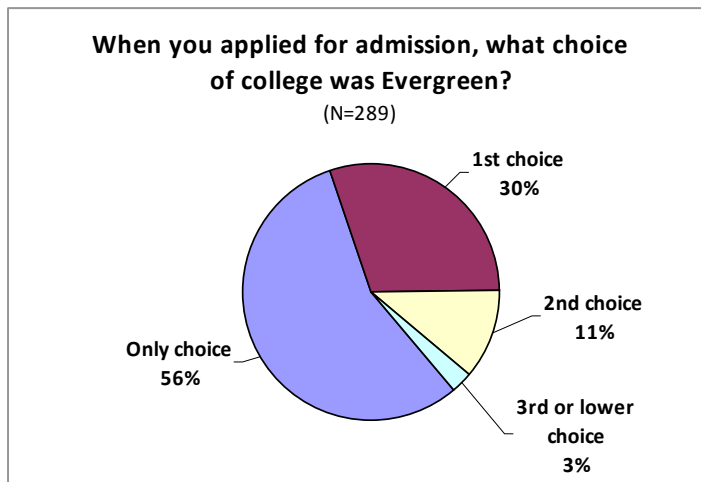
40% of alumni respondents (N=116) first enrolled at Evergreen as juniors, **38%** (N=109 as freshmen, and **20%** (N=59) as sophomores. Only **2%** (N=6) first enrolled at Evergreen as seniors.

Transfer Status at Entrance



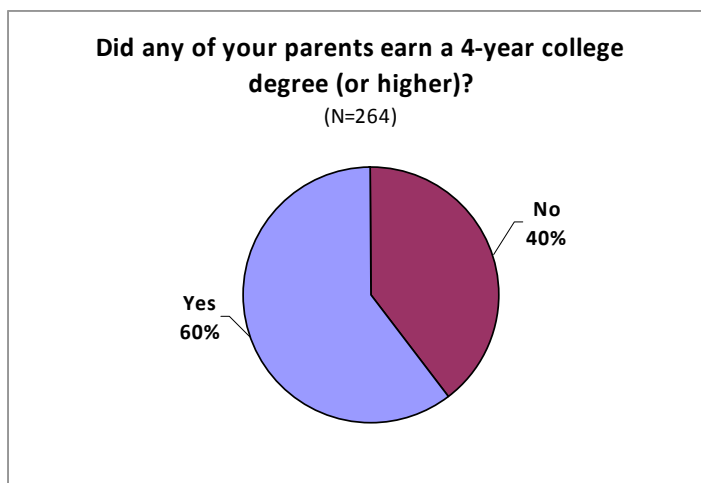
65% of alumni respondents (N=188) entered Evergreen as transfer students, and **35%** (N=102) started as freshmen. This is similar to the proportion of transfer students to freshmen as in the whole graduating class (66% versus 34%, respectively). The difference in transfer status between respondents and non-respondents was not significant at $p < .05$.

Choice of College



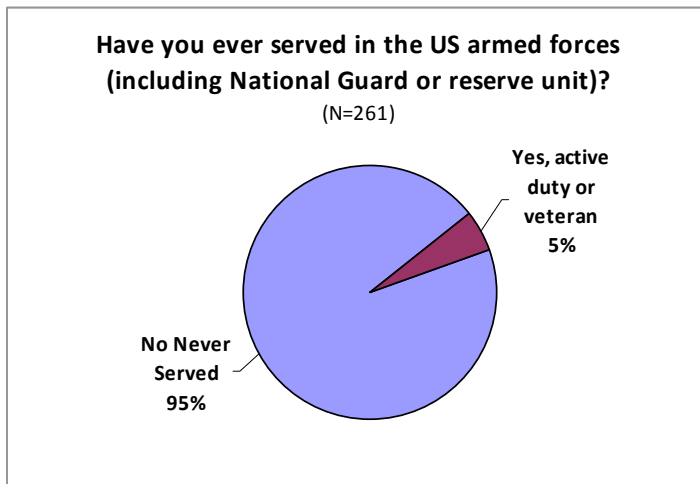
Evergreen was the first or only choice of college for **86%** of alumni respondents (N=248). **11%** (N=33) indicated Evergreen was their 2nd choice; and only **3%** indicated that Evergreen was their third or lower choice of college (N=8).

First Generation Baccalaureate Earners



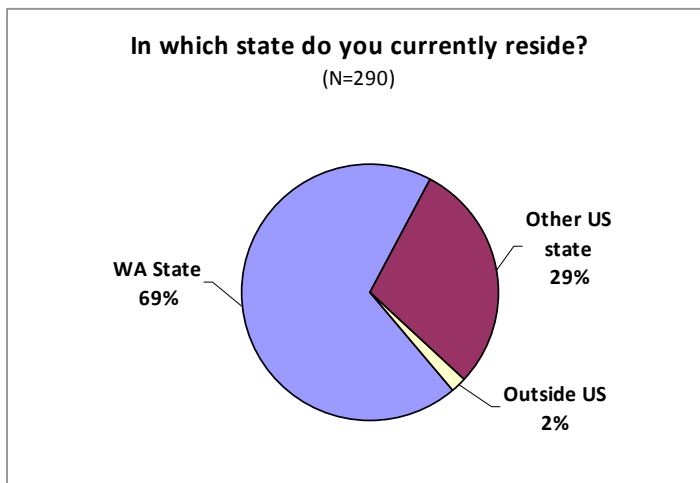
40% of alumni respondents (N=105) identified as first generation baccalaureate earners. The survey data indicate how underreported first generation status is in the Banner student tracking system; based on Banner data alone, we could only have identified 33% of respondents as first generation. The difference 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



5% of survey respondents (N=13) reported having served in the US armed forces. The survey data indicate that veteran status is underrepresented in the Banner student tracking system; based on Banner data alone, we could only have identified 3% 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

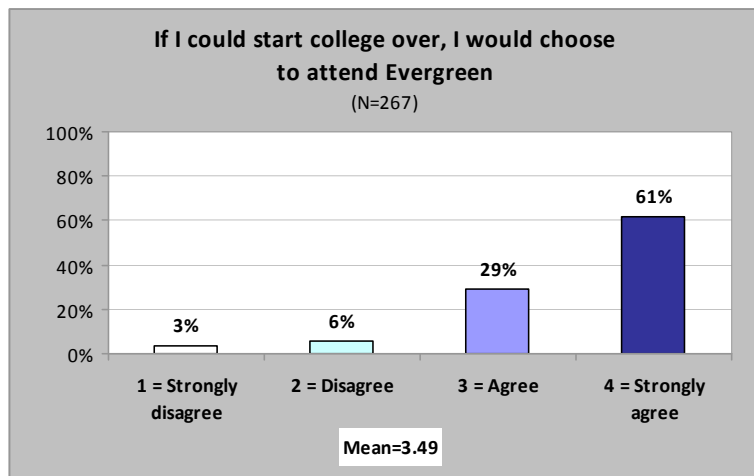


At the time of the survey, alumni from the class of 2011 were living in 30 different states and 5 foreign countries. **69%** were still living in Washington State one year after graduation.

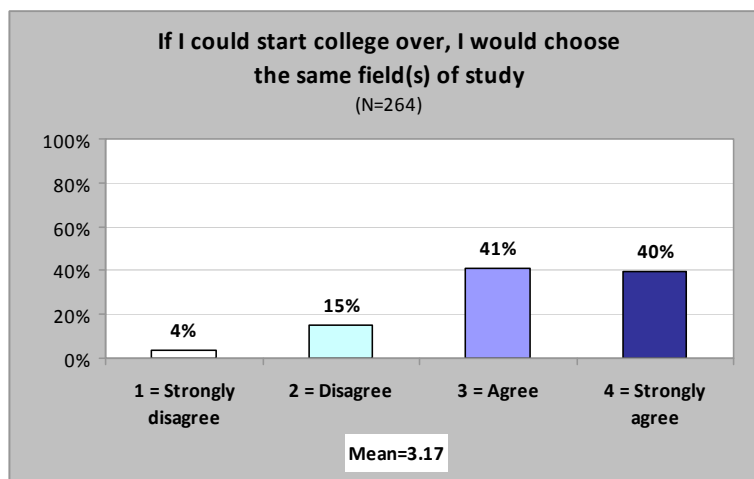
79% of resident alumni and 38% of nonresident alums were still residing in Washington State.

D. Satisfaction with Evergreen Experience

Alumni were asked to what extent they agreed or disagreed 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, **91%** of alumni (N=242) agree they would choose to attend Evergreen.



...and **81%** (N=214) 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 24 of the 26 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.

The areas with the highest percentage of *Mostly* and *Very satisfied* ratings were:

- **Learning independently** (90%)
- **Critically analyzing information** (89%)
- **Interdisciplinary thinking** (87%).

The areas with the lowest percentage of *Mostly* and *Very satisfied* ratings were:

- **Using computer technology for artistic expression** (48%)
- **Understanding and applying quantitative principles and methods** (50%)
- **Understanding and applying scientific principles and methods** (61%).

Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Learning independently (N=279)	1.4%	2.2%	6.5%	29.0%	60.9%
Critically analyzing information (N=278)	0.0%	2.5%	8.6%	32.7%	56.1%
Interdisciplinary thinking (N=277)	0.7%	2.5%	10.1%	25.6%	61.0%
Participating in class discussions (N=280)	0.4%	2.1%	12.5%	28.6%	56.4%
Knowledge in a broad range of subjects (N=277)	0.7%	4.3%	10.5%	36.5%	48.0%
Synthesizing information and ideas from many sources (N=277)	0.7%	3.2%	11.9%	31.8%	52.3%
Reading for academic purposes (N=280)	0.7%	3.9%	11.4%	37.1%	46.8%
Defining and solving problems (N=277)	0.7%	2.5%	13.7%	36.1%	46.9%
Functioning as a responsible member of a diverse community (N=277)	2.2%	2.5%	14.1%	30.0%	51.3%
Understanding different philosophies and cultures (N=279)	1.1%	5.0%	12.9%	34.4%	46.6%
Understanding the interaction of society and the environment (N=278)	0.7%	4.0%	14.7%	31.3%	49.3%
Expressing yourself in creative or artistic ways (N=277)	2.2%	5.4%	15.2%	25.3%	52.0%
Speaking effectively (N=280)	1.1%	4.3%	17.5%	40.7%	36.4%
Recognizing your responsibilities, rights, and privileges (N=277)	2.2%	5.1%	17.0%	29.2%	46.6%
Writing effectively (N=279)	1.8%	8.2%	14.3%	39.1%	36.6%
Giving effective presentations (N=279)	1.8%	5.7%	17.6%	42.3%	32.6%
Working collaboratively in a group (N=278)	1.4%	10.4%	15.5%	32.0%	40.6%
Depth or expertise in a particular field (N=277)	2.5%	8.7%	17.3%	35.4%	36.1%
Using computer technology to find information (N=277)	1.4%	8.3%	19.5%	31.4%	39.4%
Careful and systematic inquiry (N=274)	1.8%	8.0%	20.1%	36.1%	33.9%
Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas) (N=274)	5.5%	12.0%	19.7%	31.4%	31.4%
Using computer technology to solve problems (N=274)	4.0%	12.4%	22.3%	30.7%	30.7%
Using computer technology to present work (N=277)	2.2%	14.4%	22.4%	24.5%	36.5%
Understanding and applying scientific principles and methods (N=271)	3.0%	11.1%	25.5%	28.8%	31.7%
Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation) (N=272)	5.9%	14.0%	30.1%	22.4%	27.6%
Using computer technology for artistic expression (e.g. music, other audio, still images, animation, video) (N=271)	9.2%	17.0%	26.2%	22.5%	25.1%

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.

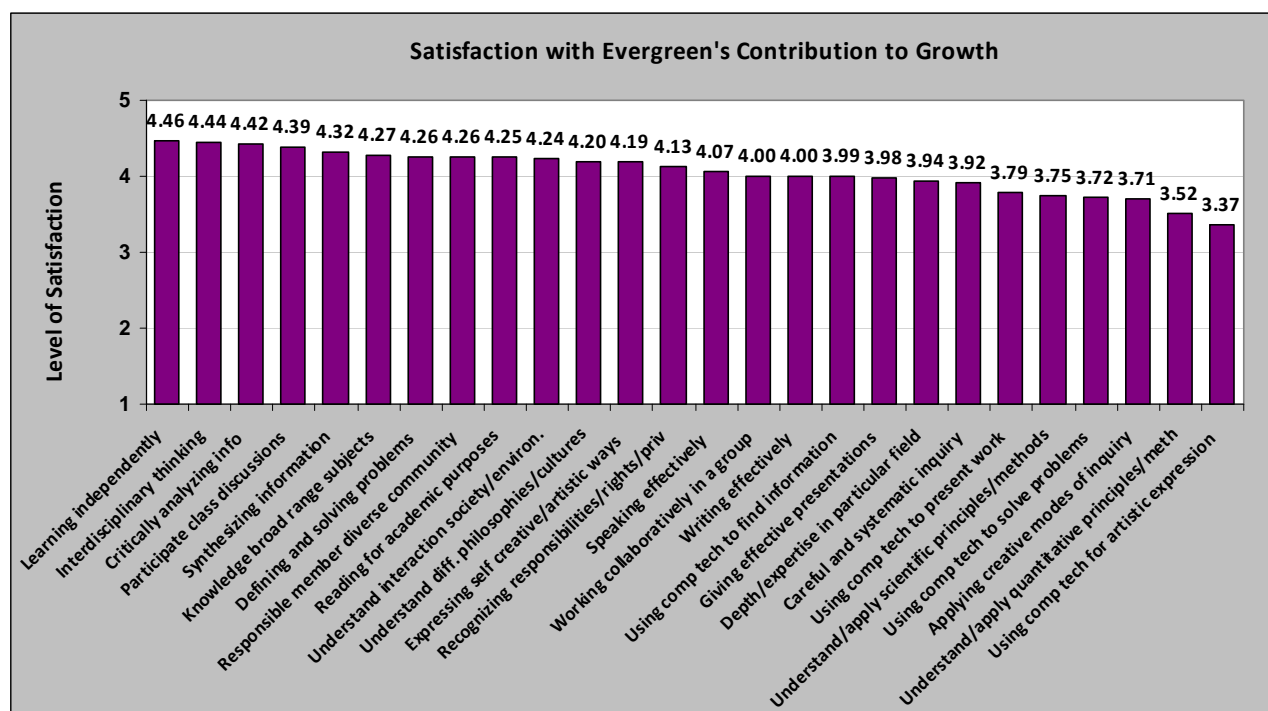
Next, average satisfaction ratings for each academic area were calculated. Results are presented in the following chart. All 26 academic areas received a mean satisfaction rating of at least 3, *Somewhat satisfied*.

The three areas with the highest average satisfaction ratings were:

- **Learning independently**
- **Interdisciplinary thinking**
- **Critically analyzing information**

The three areas with the lowest mean scores were:

- **Using computer technology for artistic expression**
- **Understanding and applying quantitative principles and methods**
- **Applying creative modes of inquiry**



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

Work-related Skills and Abilities

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

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

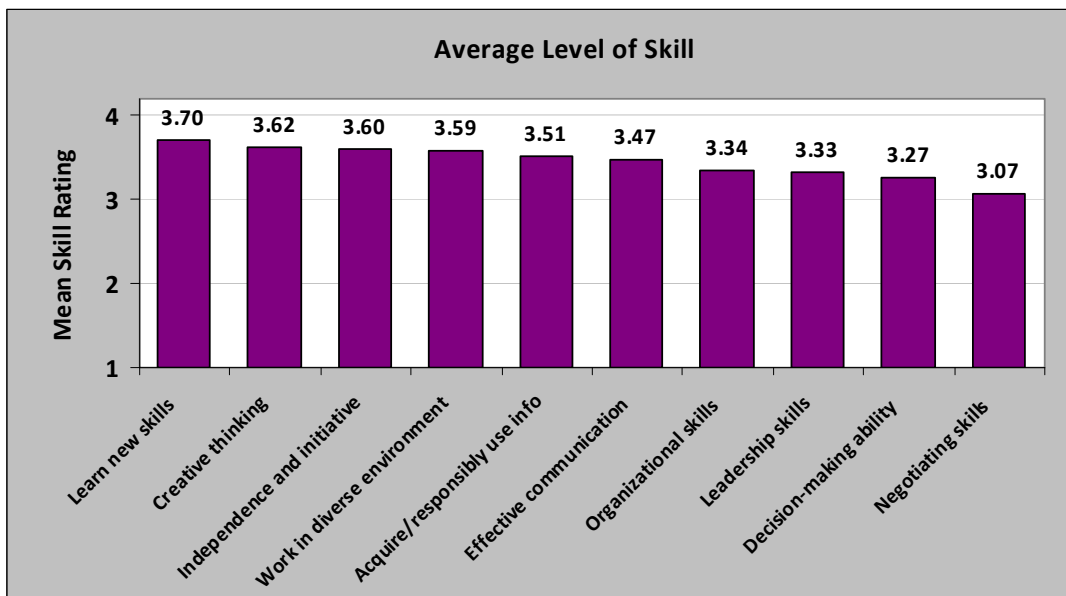
- **Willingness and aptitude to learn new skills** (94% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Independence and Initiative** (90% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Creative thinking skills** (94% felt Evergreen prepared them *To some extent* or *A great deal*)
- **Ability to work in a culturally diverse environment** (90% felt Evergreen prepared them *To some extent* or *A great deal*)

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

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)
Willingness and aptitude to learn new skills (N=269)	0.4%	2.2%	24.5%	71.7%	1.1%	6.5%	45.2%	48.3%
Independence and initiative (N=268)	0.4%	5.6%	27.2%	66.0%	0.7%	9.6%	45.2%	45.2%
Creative thinking skills (N=268)	0.4%	3.0%	30.6%	64.6%	1.5%	5.8%	48.6%	45.6%
Ability to work in a culturally diverse environment (N=266)	0.4%	4.5%	30.1%	63.9%	1.1%	9.7%	44.4%	45.9%
Ability to acquire and responsibly use information (N=266)	0.4%	4.1%	38.7%	55.6%	1.1%	4.2%	45.6%	50.2%
Effective communication skills (N=266)	0.8%	5.3%	39.5%	53.8%	0.8%	3.9%	51.6%	44.6%
Organizational skills (N=269)	1.5%	9.3%	42.0%	46.5%	0.7%	16.0%	62.7%	21.3%
Leadership skills (N=268)	1.1%	10.4%	41.4%	45.5%	1.5%	10.9%	52.0%	37.1%
Decision-making ability (N=266)	1.5%	11.7%	44.0%	41.4%	1.5%	14.3%	60.6%	25.1%
Negotiating skills (N=267)	1.5%	21.0%	45.3%	31.1%	1.1%	20.3%	56.3%	23.4%

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.

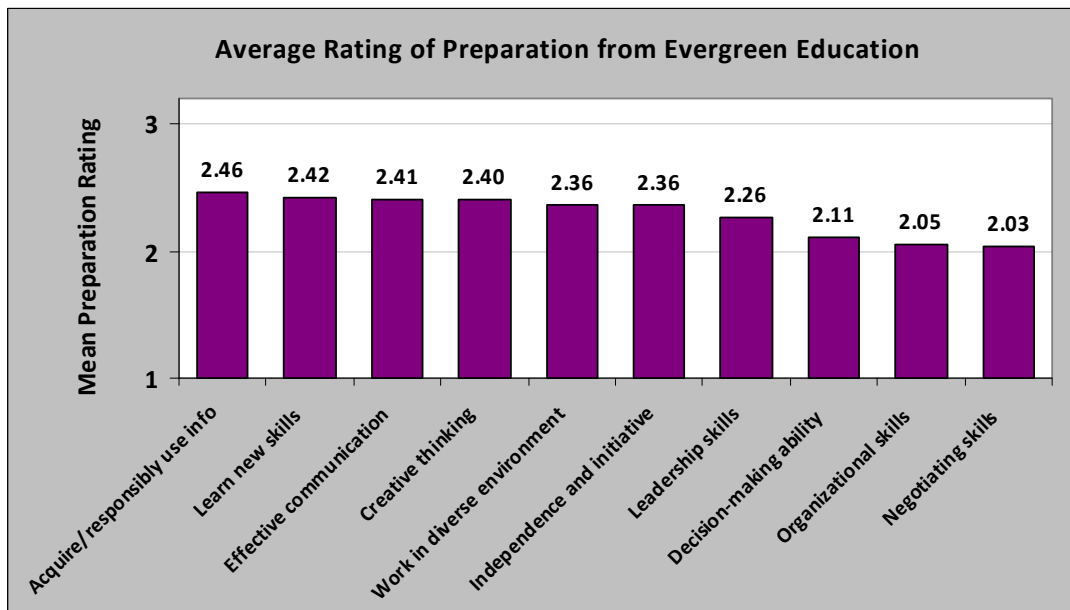
Average skill ratings were also calculated for each area (excluding alumni who reported that an area was not applicable to them). The four skills with the highest average ratings also appear at the top of the frequency table above: **Willingness and aptitude to learn new skills**, **Creative thinking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



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:

- **Ability to acquire and responsibly use information**
- **Willingness and aptitude to learn new skills**
- **Effective communication skills**
- **Creative thinking skills**



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

Alumni rated **Negotiating skills** lowest 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 seven of the nine items, *Very Satisfied* was the most common rating; for the remaining two items *Satisfied* was the most common response.

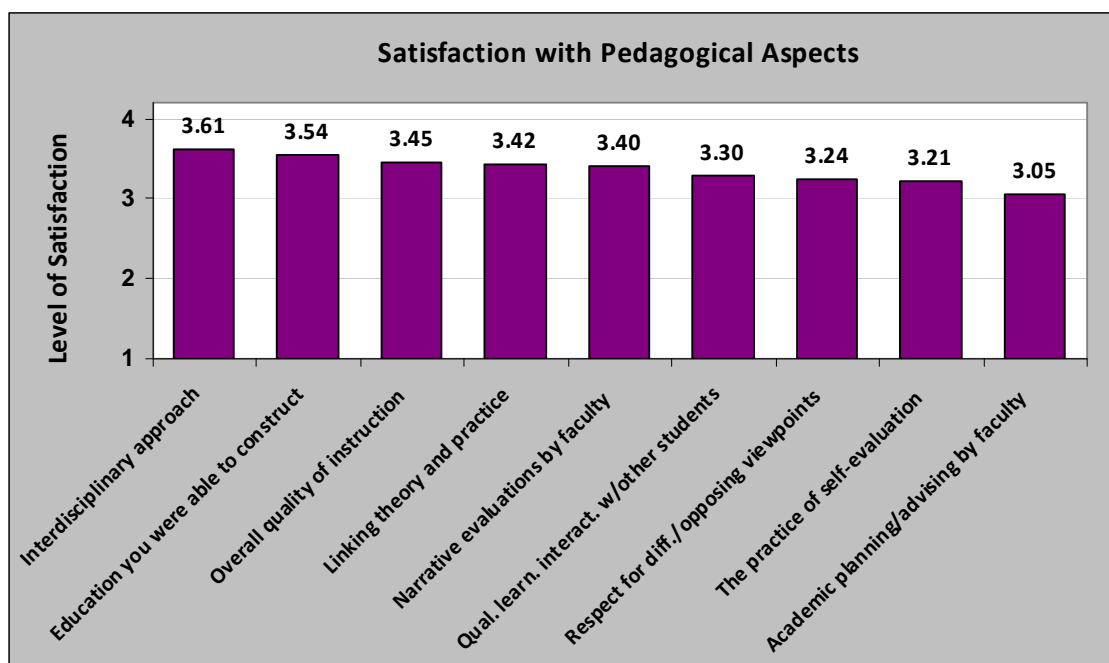
- The three items with the highest **total satisfaction** ratings (number of alumni either *Satisfied* or *Very satisfied*) were: **Overall quality of instruction** (96%), **Evergreen’s interdisciplinary approach to education** (96%), and **Narrative evaluations by faculty** (95%).
- The three items with the lowest total satisfaction ratings – **Respect shown for different or opposing viewpoints**, **Academic planning/advising by faculty**, and **The practice of self-evaluation** – still had total satisfaction ratings of 83%, 83%, and 84%, respectively.

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

Pedagogical Aspect	Very dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very satisfied (4)
Interdisciplinary approach to education (N=289)	0.3%	4.2%	29.4%	66.1%
The education you were able to construct as an Evergreen student (N=290)	1.0%	5.9%	31.0%	62.1%
Linking theory and practice (N=287)	1.4%	8.7%	36.6%	53.3%
Overall quality of instruction (N=290)	0.3%	3.4%	46.9%	49.3%
Narrative evaluations by faculty (N=289)	1.4%	4.2%	47.1%	47.4%
Quality of learning interaction with other students, for example, in seminars or in group projects (N=288)	1.7%	12.5%	39.9%	45.8%
Respect shown for different or opposing viewpoints (N=290)	2.8%	14.5%	38.6%	44.1%
The practice of self-evaluation (N=288)	3.1%	12.5%	44.4%	39.9%
Academic planning/advising by faculty (N=288)	4.9%	12.2%	55.9%	27.1%

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.

The data in the following mean chart closely align with the results in the frequency table above. For all nine items, alumni reported average satisfaction levels between 3 and 4, or *Satisfied* to *Very satisfied*.



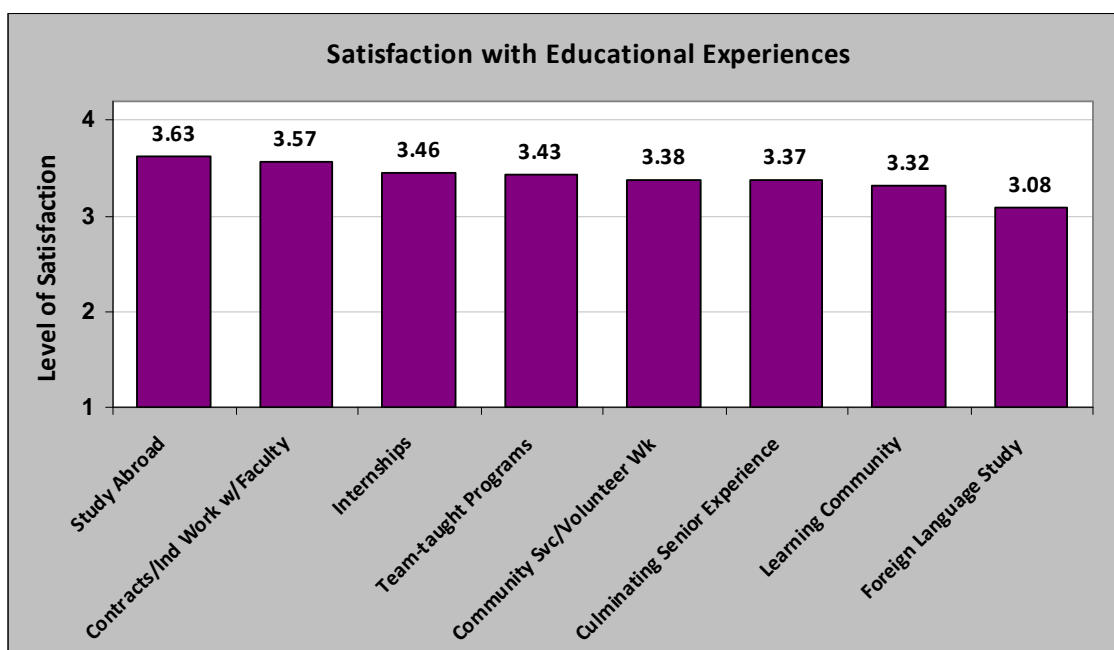
Satisfaction with Educational Experiences

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, *Satisfied* or *Very satisfied* was the most common rating (indicated in bold in the table below). Results are shown 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)	Dissatisfied (2)	Satisfied (3)	Very satisfied (4)	Missing N
Contracts and other individual work with faculty (N=281)	71.5%	1.0%	2.0%	36.4%	60.6%	3
Team-taught programs (N=279)	64.2%	0%	6.7%	43.3%	50.0%	1
Community service or volunteer work (N=280)	47.9%	0.8%	0.8%	58.3%	40.2%	2
Culminating senior experience (capstone, thesis, senior project or senior summative self-evaluation) (N=280)	44.6%	2.4%	6.5%	42.7%	48.4%	1
Internships (N=281)	38.4%	1.9%	6.7%	34.6%	56.7%	4
Learning community (N=275)	37.1%	0%	7.1%	53.5%	39.4%	3
Foreign language study (N=279)	34.8%	4.2%	13.5%	52.1%	30.2%	1
Study abroad (N=278)	21.9%	1.7%	6.7%	18.3%	73.3%	1

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.

Average satisfaction was calculated for each type of educational experience, and results are shown in descending order of satisfaction in the chart below. For all eight areas, alumni reported average satisfaction levels between 3 and 4, or *Satisfied* to *Very satisfied*.



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:

- **Campus Computing Resources: 92%** used this resource and alumni reported a total satisfaction rate (percent *Satisfied* or *Very satisfied*) of **94%**.
- **Campus Library: 92%** used this resource with a total satisfaction rate of **94%**.

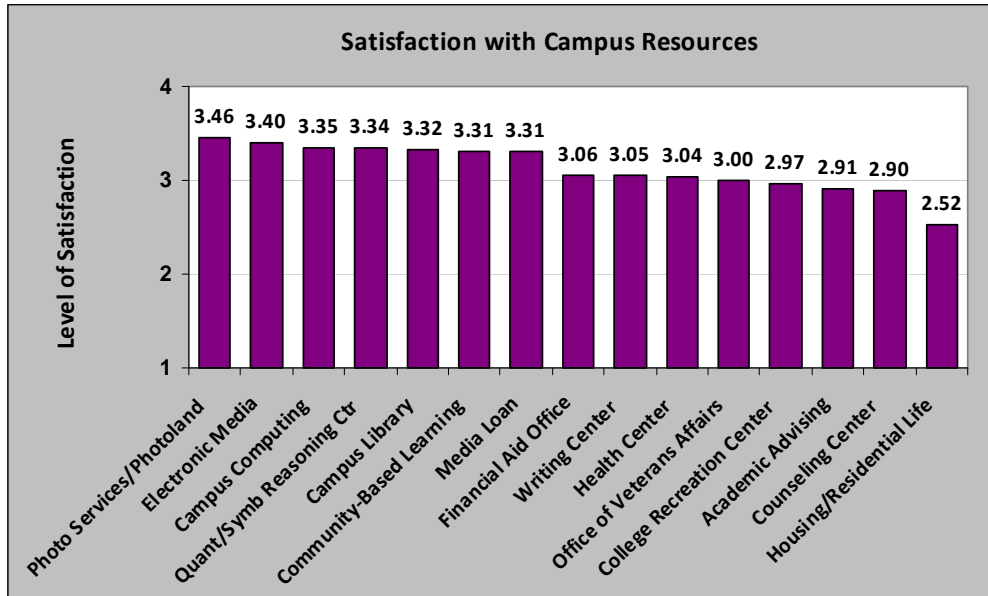
The least-used campus resources for this group were:

- **Office of Veterans Affairs: 7%** used this resource, and of those who used it **70%** were satisfied.
- **CCBLA: 18%** used this resource, and of those who used it **85%** were satisfied.

Campus Resources at Evergreen	% Used resource	Very dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very satisfied (4)
Campus Computing Resources (N=269)	92.2%	2.4%	3.2%	51.2%	43.1%
Campus Library (N=271)	91.9%	1.6%	4.8%	53.8%	39.8%
Academic Advising Office, Workshops, or Tacoma Student Services Coordinator (N=269)	77.0%	10.6%	14.5%	47.8%	27.1%
Financial Aid Office or On-site Financial Aid Counselor (N=270)	65.2%	6.3%	9.7%	56.3%	27.8%
Media Loan (N=271)	62.4%	2.4%	8.3%	45.6%	43.8%
College Recreation Center, Athletics, or Recreation Programs (N=269)	61.0%	5.5%	14.0%	58.5%	22.0%
Health Center (N=271)	51.7%	10.0%	10.7%	45.0%	34.3%
Writing Center or Writing Tutors (N=267)	49.1%	6.1%	13.7%	49.6%	30.5%
Housing/Residential Life (N=270)	40.0%	13.0%	35.2%	38.9%	13.0%
Photo Services/Photoland (N=270)	40.0%	1.9%	4.6%	38.9%	54.6%
Electronic Media (animation labs, audio recording, digital video/film editing, music technology/labs) (N=271)	36.5%	2.0%	3.0%	47.5%	47.5%
Counseling Center or On-site Counselor (N=270)	35.9%	13.4%	14.4%	41.2%	30.9%
Quantitative and Symbolic Reasoning Center (QuaSR) or Tutors (N=268)	28.4%	0.0%	10.5%	44.7%	44.7%
Center for Community-Based Learning & Action (CCBLA) or On-site Orientation (N=269)	17.8%	2.1%	12.5%	37.5%	47.9%
Office of Veterans Affairs (N=270)	7.4%	10.0%	20.0%	30.0%	40.0%

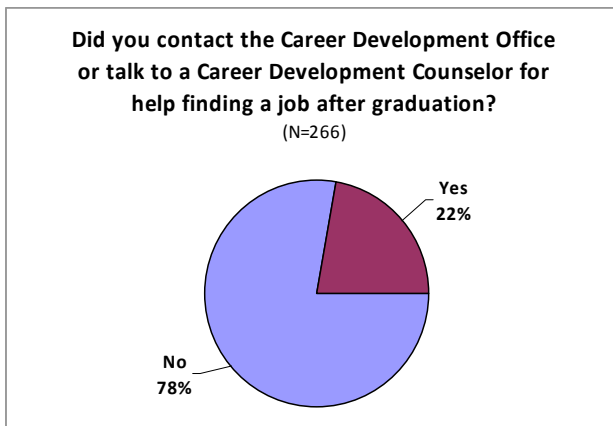
Note: The number of alumni who responded to each question is indicated in parentheses by each item; of those who responded, the percent who used each resource is indicated in the adjacent column. All alumni who used each resource rated their level of satisfaction.

Average satisfaction was calculated for each campus resource, and results are shown in descending order of satisfaction in the chart below. For eleven of fifteen areas, alumni reported average satisfaction levels between 3 and 4, or *Satisfied* to *Very satisfied*. This group of alumni reported the highest average satisfaction with Photo Services/Photoland and the lowest level of satisfaction with Housing/Residential Life.



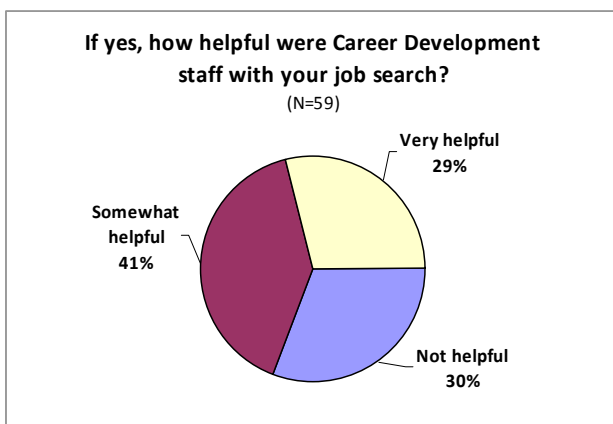
Career Development Office

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.



59 of the 266 alumni who answered this question (**22%**) contacted the Career Development Office for help finding a job after graduation.

All 59 alums rated its helpfulness using a three-point scale where 0=*Not helpful*, 1=*Somewhat helpful*, and 2=*Very helpful*.



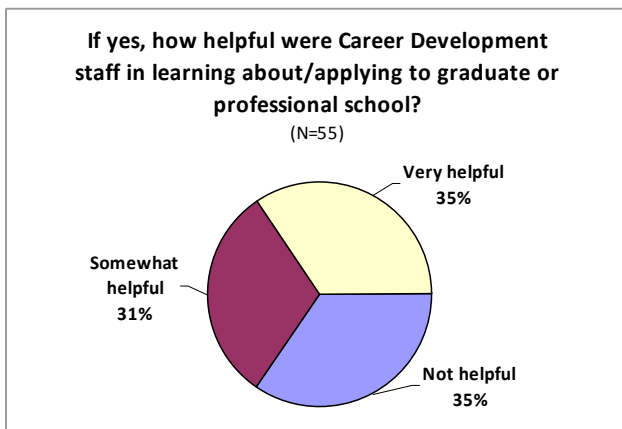
70% of alumni who used the Career Development Office found it to be helpful in their job search.

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



57 of the 258 alumni who answered this question (**22%**) contacted the Career Development Office for help learning about and/or applying for graduate or professional school.

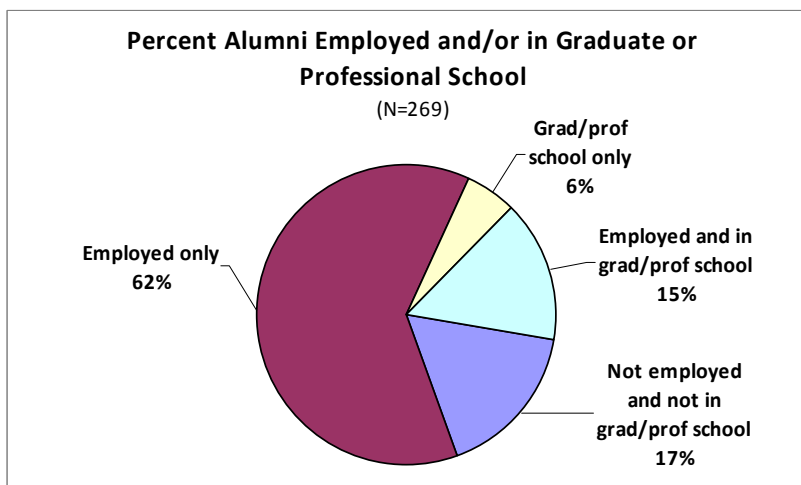
Fifty-five out of fifty-seven rated its helpfulness using a three-point scale where 0=Not helpful, 1=Somewhat helpful, and 2=Very helpful.



66% 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.

*Percentages do not sum to 100 due to rounding

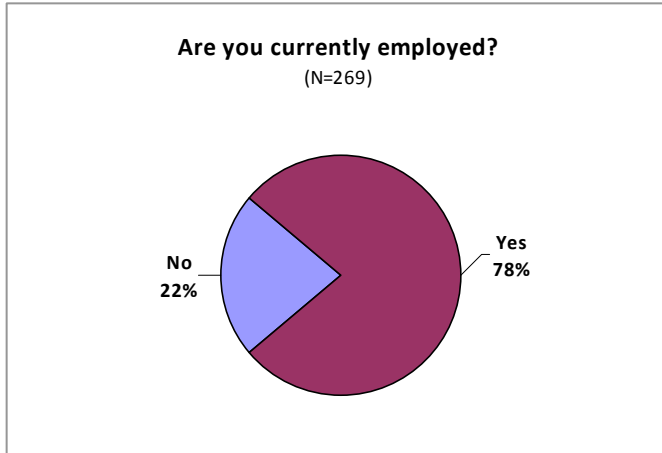
F. Overall Employment/Graduate School Rate



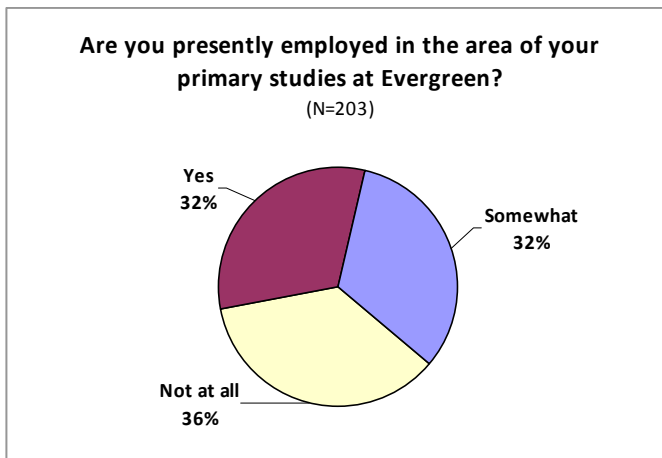
At the time of the survey, **83%** of alumni were employed and/or attending graduate or professional school.

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 level of preparation for employment they felt they received from their Evergreen education.

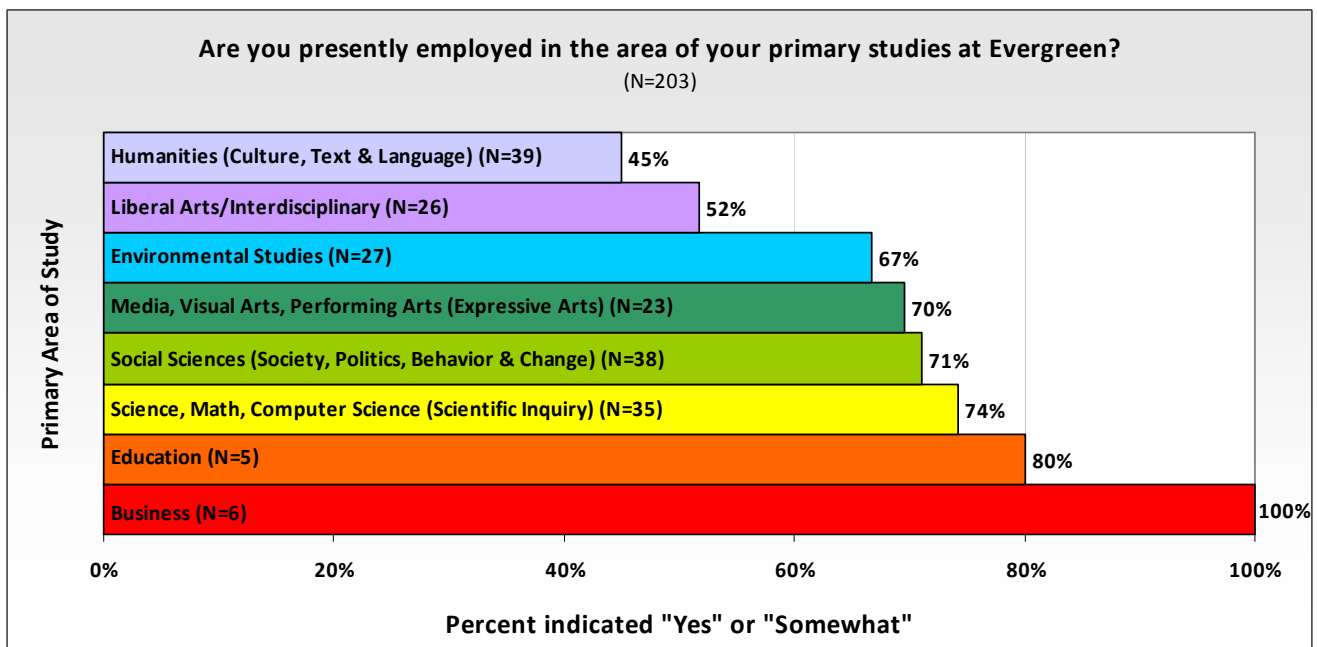


78% (N=209) were employed one year after graduation.



Of those who were employed, 130 (**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 characteristics listed in the following tables best described their current employment situation. Alumni could choose more than one category therefore percentages do not sum to 100.

Nature of Employment (<i>all that apply</i>) (N=208)	N	%
Employed full-time	133	63.9%
Employed part-time	63	30.3%
Employed on a temporary basis	25	12.0%
Self-employed/own business	25	12.0%

12% of alumni indicated they were self-employed or owned their own business

Employment Sector(s) (<i>all that apply</i>) (N=208)	N	%
Public agency (government, public school, Tribal, etc.)	59	28.5%
Non-profit agency	49	23.7%
Private, for-profit company	114	55.1%

52% of employed alumni were working for public or non-profit agencies.

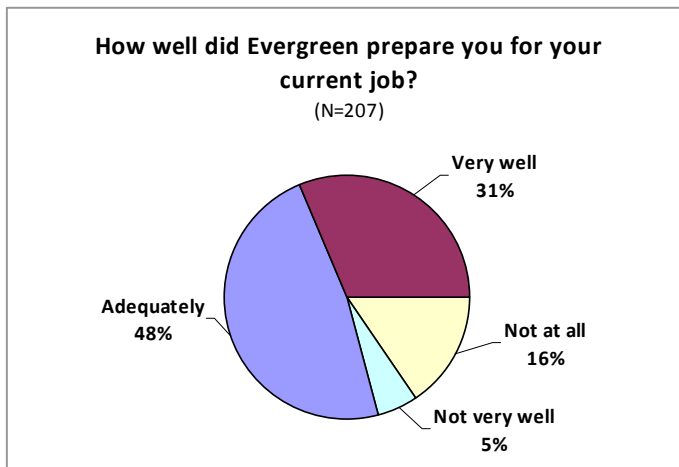
Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were instructed to respond regarding the job they considered to be their *primary* occupation. The top three areas of employment for this group of alumni one year after graduation were **Office/Administrative Support**, **Community and Social Service**, and **Education/Training/Library**. An additional 23% (N=49) were working in **high-demand science** positions, including Computer/Mathematical, Life Science, Physical Science, Farming/Fishing/Forestry Worker, Healthcare Practitioner/Technician, Healthcare Support, and Architecture/Engineering.

Type of Work (N=209)	N	%
Office/Administrative Support	23	11.0%
Community and Social Service	19	9.1%
Education/Training/Library	19	9.1%
Food Preparation/Serving	17	8.1%
Management	14	6.7%
Sales	14	6.7%
Computer/Mathematical	13	6.2%
Life Science	12	5.7%
Personal Care and Service	11	5.3%
Physical Science	10	4.8%
Media and Communications	8	3.8%
Art and Design	7	3.3%
Business and Financial Operations	7	3.3%
Farming/Fishing/Forestry Worker	6	2.9%
Healthcare Practitioner or Technician	4	1.9%
Production/Manufacturing	4	1.9%
Healthcare Support	3	1.4%
Military and Protective Service	3	1.4%
Building and Grounds Cleaning/Maintenance	2	1.0%
Construction/Installation/Repair	2	1.0%
Entertainer/Performer	2	1.0%
Legal Occupations	2	1.0%
Social Science	2	1.0%
Transportation	2	1.0%
Architecture/Engineering	1	0.5%
No detail provided	2	1.0%

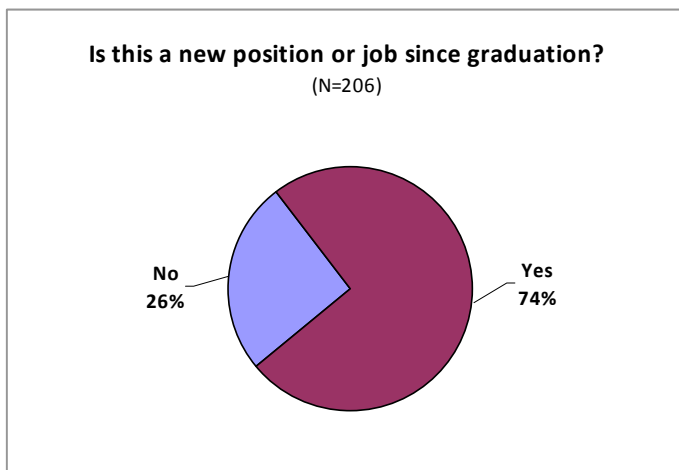
Note: Employment classification categories are derived from U.S. Bureau of Labor Statistics Standard Occupational Classifications 2010.

The top employers for this group of alumni were the **State of Washington**, **public higher education institutions**, **AmeriCorps**, the **US Government**, and **Washington counties**.

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

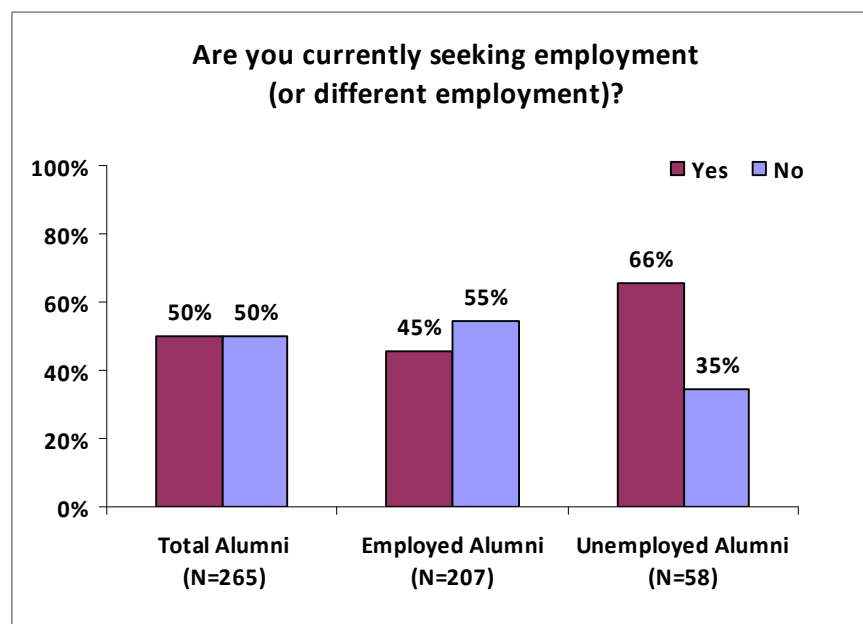


79% of alumni (N=164) felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.



In the recognition that many alumni were already working as students, we now ask whether their current position is the same one they held prior to graduation. For **74%** of alumni (N=153), this is a new job.

All alumni were asked if they were currently seeking employment (or different employment) at the time of the survey. The following chart shows responses for total alumni and for employed and unemployed alumni.



*Percentages do not sum to 100 due to rounding

Of the 58 unemployed alumni who responded to this question, twenty (35%) indicated they were *not* currently seeking employment. This group's responses to survey questions about graduate school and volunteer activities were analyzed to identify possible reasons for not seeking employment. Ten of these 20 alumni were attending graduate or professional school, five were involved in volunteer work, and for the remaining five we do not have additional detail.

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. Of the 267 alumni who responded to this question:

- **27%** had **applied** to graduate or professional school within one year of graduating from Evergreen.
- **88%** of those who applied were **accepted**.
- **21%** had attended or were currently **enrolled** in graduate or professional programs.

Application to Graduate or Professional School	N	%
Total applied	73	27%
Total have not applied	194	73%
<i>Intend to apply in the future</i>	141	(73%)
<i>Do not intend to apply</i>	53	(27%)
Total respondents	267	100%

27% had applied to graduate or professional school within 3 years of graduating from Evergreen.

Of those who had *not* applied, **73%** intend to in the future.

Acceptance to Graduate or Professional School	N	%
Total accepted	61	88%
Total not accepted	8	12%
<i>Total reviewed applications</i>	69	(95%)
<i>Applications pending</i>	4	(5%)
Total applicants	73	100%

88% of alumni who applied were accepted (5% had applications still pending).

Enrollment in Graduate or Professional School (N=267)	N	%
Total attended/attending	56	21%

The fifty-six alumni who had attended or were currently enrolled in graduate or professional school were asked for additional details about their continuing education. All or nearly all provided these additional data. The top institutions for graduate or professional study for this group of alumni were **The Evergreen State College** and **The University of Washington**.

Location of Graduate or Professional Program (N=54)	N	%
Washington State	28	52%
Other US States (11 states including Washington, DC)	20	37%
Online	3	6%
International (2 foreign countries)	3	6%

52% were attending graduate or professional school in Washington State.

Note: Percentages do not sum to 100 due to rounding

Alumni were asked which academic area listed in the table below best described their field of graduate or professional study. They could write in a response if they were unsure or felt none of the options given adequately described their field. Write-in responses were analyzed and coded back into existing categories; overall results are shown in descending order of frequency below.

The top three areas of study for this group of alumni were:

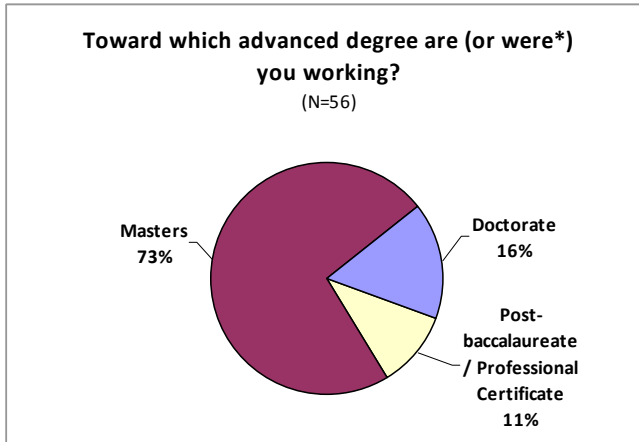
- **Education (16%)**
- **Public Administration/Public Policy (16%)**
- **Natural Resources and Conservation (13%)**

A total of twenty alumni (36%) were studying in **high-demand science** fields. This includes the 13% studying Natural Resources and Conservation listed above, with another 25% studying Computer and Information Sciences, Health Professions in Medicine, Physical Sciences, Health Support Services, and Biological and Biomedical Sciences.

Field of study in Graduate or Professional School (N=56)	N	%
Education	9	16.1%
Public Administration/Public Policy	9	16.1%
Natural Resources and Conservation	7	12.5%
Computer and Information Sciences	4	7.1%
English Language and Literature/Letters	4	7.1%
Health Professions in Medicine	3	5.4%
Physical Sciences	3	5.4%
Business, Management and Marketing	2	3.6%
Health Support Services	2	3.6%
Legal Professions and Studies	2	3.6%
Mental Health Services	2	3.6%
Social Service Professions	2	3.6%
Architecture and Planning	1	1.8%
Biological and Biomedical Sciences	1	1.8%
Foreign Languages, Literatures and Linguistics	1	1.8%
History	1	1.8%
Library Science	1	1.8%
Social Sciences	1	1.8%
Visual and Performing Arts	1	1.8%
Agriculture/Agricultural Sciences	0	0.0%
Area, Ethnic, Cultural and Gender Studies	0	0.0%
Communication, Journalism, and Related Programs	0	0.0%
Communications Technologies/Technicians	0	0.0%
Engineering	0	0.0%
Liberal Arts and Sciences, General Studies and Humanities	0	0.0%
Mathematics and Statistics	0	0.0%
Philosophy and Religious Studies	0	0.0%

Note: Percentages do not sum to 100 due to rounding

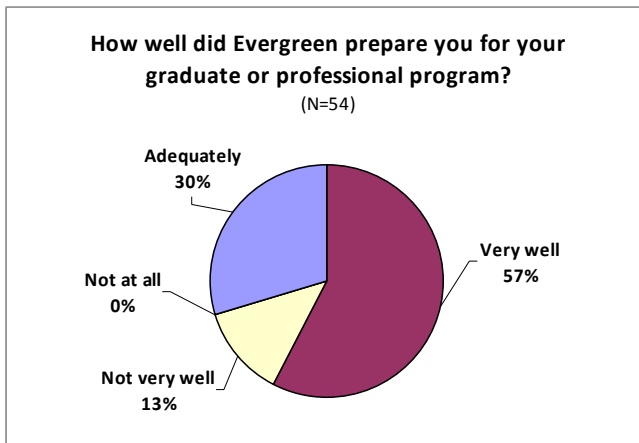
Lastly, alumni were asked which advanced degree they were working toward, and how well they felt Evergreen prepared them for their graduate or professional program.



73% were pursuing master’s degrees, 16% were in doctoral programs and 11% were working toward post-baccalaureate degrees or professional certificates.

*One respondent had earned a Master of Arts degree and one had completed a program for National EMT Certification.

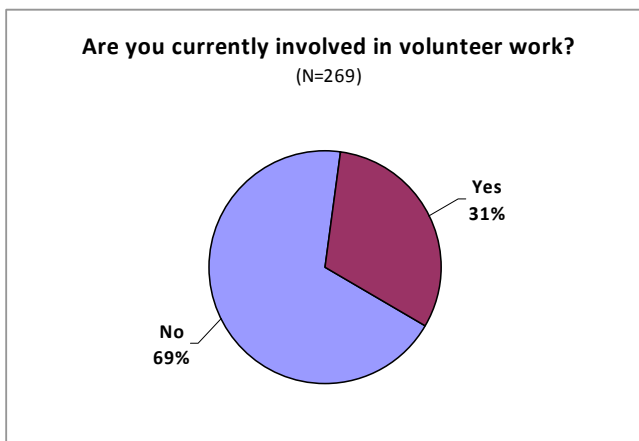
Alumni indicated how well Evergreen prepared them for their advanced studies using a four-point scale where 0=Not at all, 1=Not very well, 2=Adequately and 3=Very well.



87% 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 269 alumni who responded to this question, eighty-three (**31%**) indicated they were currently involved in volunteer work. Of those, eighty 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.

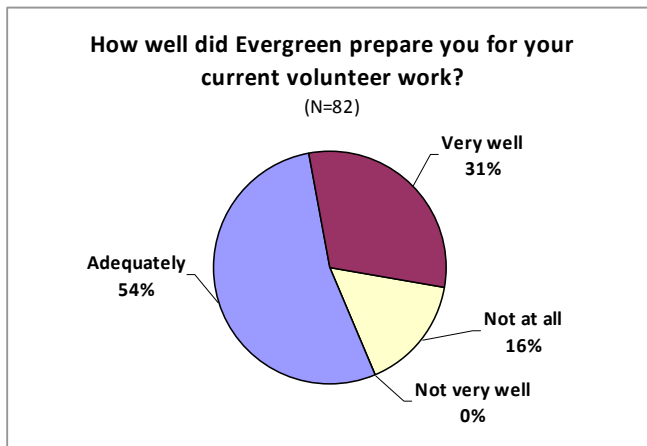


31% of alumni respondents (N=83) were involved in volunteer activities at the time of the survey.

Type of Volunteer Activity (N=80)	% of Alumni Who Volunteer Engaged in each type of activity	
	N	%
Youth Organizations/Education Alumni in this group taught, tutored, or mentored youth (specific subjects named were leadership training, service learning, ESL, graphic design, art, music, drill team, theater performance, and early childhood education); were school volunteers; worked with youth through Big Brothers/Big Sisters, Girl Scouts, church youth groups/programs/Sunday Schools, young adult programs, and community centers; volunteered with programs/services for at-risk/homeless/HIV/AIDS youth or GLBTQ teens; led outdoor excursions for disadvantaged youth, and worked as counselors at film/natural resources/nature center camps.	24	30%
Social Services/Public Health These alumni worked for food banks, shelters, adult care facilities, crisis clinics, family support or dispute resolution centers, disaster response or search and rescue teams, holistic medical centers, child protection agencies, and community or social service centers. Specific agencies included Habitat for Humanity, CIELO, and Lions Club. Specific populations served included mothers, veterans, disabled adults, low income individuals, people living with cancer/AIDS/addiction, and parents needing childcare in order to participate in education/training or social justice work.	21	26%
Arts/Music/Media/Culture Alumni volunteering in this category worked for community arts or cultural organizations, theaters, libraries, museums, music and art venues, radio stations, and news media. Specific duties mentioned included art education, radio programming, writing articles for a community newspaper, volunteering at local film/music/comedy festivals, event coordination/production, and interpreting at an aquarium)	15	19%
Community Gardens/Community Sustainability This group volunteered with food co-ops, farms, farmers' markets, community/botanical gardens, and herbal clinics; did sustainability work/outreach; and worked for food security, local food production, and building commons.	13	16%
Local Community/Business/Politics Alumni in this group served as board members of non-profit or educational organizations, served on community councils or committees to influence legislation, and volunteered in state government. Specific duties mentioned included campaign work, environmental consulting, grant writing for non-profits, and volunteer coordination/supervision.	11	14%
Ecological/Environmental and Animal Advocacy and Action These alumni performed work for wildlife and energy conservation organizations. Specific duties included animal rescue, wildlife monitoring, fish conservation, marine mammal protection, and renewable energy consulting.	6	8%
Justice Advocacy and Action Assist community members in addressing criminal history, juvenile court diversion program, SSA	3	4%
Religious Groups/Organizations Three alumni were church volunteers.	3	4%
Other (Large part of internship work is uncompensated)	1	1%

Note: Percentages do not sum 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.



84% of alumni involved in volunteer work felt Evergreen prepared them *Adequately* or *Very well* for their volunteer positions.

*Percentages do not sum to 100 due to rounding

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. **77%** of respondents (N=222) 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:

- **People skills** (42%)
- **Communication** (41%)
- **Thinking** (39%)
- **Personal growth** (24%)

“My ability to constructively work with people from diverse backgrounds and ideologies”
- Alumni, class of 2011

“My line of work requires constant, precise communication with multiple people; and Evergreen helped me sharpen those skills.”
- Alumni, class of 2011

“My ability to write effectively for a variety of audiences and in a diverse range of styles. My ability to speak in front of a group, lead a team effectively, and contribute creative ideas to group situations.”
-Alumni, class of 2011

“How to think in a deeply interdisciplinary way—not just glomming together different fields of study, but carefully allowing them to inform one another.”
- Alumni, class of 2011

“I would have to say because of Evergreen I have developed strong problem solving and critical reasoning skills that I use in all aspects of my endeavors.”
- Alumni, class of 2011

“Evergreen provided me with an atmosphere where I could take control of my education and learn how to do great things I wanted to do for myself. I guess I could say that Evergreen gave me the strength to follow my own path, and the skills to learn independently.”
- Alumni, class of 2011

“I will always have the want/need to further my education in some way that not only helps me in life but also the community that I live in.”
- Alumni, class of 2011

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=222 with at least one strength or skill)	# with at least one strength in this category	%
People skills (includes collaboration/team work/negotiation/dialogue (N=52), working with diverse people (N=30), leadership/facilitation (N=19), diversity awareness (N=12), interpersonal skills (N=8), and networking (N=2))	94	42%
Communication (includes writing (N=35), communication skills-unspecified (N=28), presentation or public speaking skills (N=23), speaking (N=9), reading (N=7), foreign language (N=6), listening (N=5), and other communication skills (N=13) (e.g. communicating with specific audiences such as faculty, customers, or the art community; ability to articulate knowledge in specific subjects to a range of audiences; non-combative communication; ability to report work via electronic communications; ability to accurately express self in a professional manner; using different media to initiate difficult discussion; and asking questions).	92	41%
Thinking (includes critical thinking (N=37), problem solving/applying knowledge and skills (N=19), analytical and logical thinking (N=17), consideration of diverse perspectives/alternate points of view (N=13), creative thinking (N=13), integration/synthesis/ability to see connections (N=12), interdisciplinary thinking /learning (N=12), holistic/systems thinking (N=3), independent thinking (N=2), and other thinking skills (N=2) (scientific thinking, how to collapse the distance).	87	39%
Personal growth (includes confidence (N=19), lifelong learning /love of learning (N=13), self reflection/self awareness (N=9), social/community/environmental consciousness (N=7), patience (N=5) and other personal growth (N=5) (e.g. flexibility/adaptability, compassion, perseverance, and commitment).	53	24%
Work or study habits/self conduct (includes self-motivation/discipline/initiative, goal setting/attainment (N=18), ability to conduct independent study (N=11), time management skills (N=10), organization (N=9), and ability to work independently (N=8).	43	19%
Specific subject learning (includes science (N=22) (e.g. laboratory/instrumentation skills, chemistry, biochemistry, microbiology, cellular and molecular biology, knowledge of agriculture, nutrition, food science, human health, medical assisting, botanical terminology, mycology, soil science, freshwater ecosystems, river and stream ecology, aquatic entomology, environmental education, natural resources, sustainability concepts and analysis, sustainable agriculture, life science); research skills (N=18) , (e.g. research methods, literature reviews, independent research); math, statistics, quantitative reasoning, or computer science skills (N=13) , art and media skills (N=11) , teaching skills (N=8) , computer (user) skills (N=5) , business/management skills (N=4) , and other specific subject learning (N=10) (e.g. electronics, metalworking, design process, environmental law, social concepts, grant writing, fundraising, resume writing, growing own food, multicultural counseling, humanities, and sustainable building).	68	31%
General comments/suggestions ("Thanks to career services, my resume has never looked better;" "I wish that I had had more information on CCBLA when starting at Evergreen;" "Internships should be a requirement;" "I felt ill equipped to do more rigorously academic papers in APA format. I didn't really do a lot of research papers at Evergreen;" "I am also disappointed that the professors I did work with didn't really help me towards a career. I asked where I could look for jobs or if they knew of anything I could look into and ask for a letter of recommendation from them and was directed to use my evaluations instead. I feel Evergreen did well at preparing me for college course work but did nothing for me in helping me towards a career.")	5	2%

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

K. Recognition of Special Individuals or Services

Alumni were 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 290 survey respondents, two hundred twenty-seven (**78%**) wrote a response to this question. These alumni identified 272 individual faculty and staff members representing 45 different offices and service 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 frequently mentioned faculty (Olympia):

- Female – Dharshi Bopegedera
- Male – Anthony Zaragoza

Most frequently mentioned staff members:

- Female – Olga Inglebritson (Tacoma Student Support Services)
- Male – Peter Randlette (Electronic Media)

Most frequently mentioned faculty (Tacoma):

- Female – Gilda Sheppard
- Male – Paul McCreary

Most frequently mentioned Service or Office:

- Electronic Media
- Science Lab Staff

L. Usefulness of Evergreen Transcript

Alumni were asked “How has your Evergreen transcript been useful or not useful in your post-graduation endeavors?” Of 290 survey respondents, two hundred twenty-one (**76%**) responded to this question. Their comments were reviewed and categorized in order to present them in summary form. The table below gives the general sense for positive, negative and ambivalent experiences with use of the transcript. A description of specific feedback follows the table. It is interesting to note that a third of these alumni had not yet used or needed their transcript, and, of those who had used it, just as many reported negative experiences as positive.

How has your Evergreen transcript been useful or not useful in your post-graduation endeavors? (N=221)	N	%
Unknown (includes have not used/needed yet (N=46), not applicable (N=17), don't know, (N=7), don't have transcript yet (have not requested, on hold) (N=5))	75	34%
Not Useful (includes not useful—unspecified audience (N=48), not useful for grad school (N=9), not useful for employment (N=9))	66	30%
Useful (includes helpful to grad schools (N=29), helpful to employers (N=13), helpful to unspecified audience (N=11), useful in other ways (e.g. sentimental value, personal reflection on learning, positive Evergreen reputation (N=13)))	66	30%
Mixed/Ambivalent (includes pros and cons with transcript experience, and those who were ambivalent, for example: “Nearly didn't get me into the program... About half of the faculty didn't want to read it, or didn't know what to do with it. Apparently the arguments of the half that were willing to read the transcript convinced the other half to let me into the program;” “My transcript is burdensome and unacceptable in the international market - very useful for scholarships and fellowships;” scholarship committee found it was a lot to read but did appreciate the detail; loved the evals, but still need a GPA; administrators	14	6%

<p>irritated but faculty not averse; useful, but explaining format to employers can be difficult; does well with schools, but poorly in the workplace; useful as a summary of subjects studied, but narrative evaluations not useful; some grad schools dismissed application early due to extra work involved, but another said transcript and interdisciplinary work was deciding factor for acceptance; length makes it hard for employers to find information, but detailed enough for good understanding if they take the time to read it; necessary, but not as significant as I thought it would be; made no difference either way)</p>		
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Specific concerns about transcript

Several alumni raised specific concerns around using their Evergreen transcripts. Most described difficulties associated with the size and format of the document, or issues encountered when applying for jobs or graduate school without a grade point average. Others expressed concern about specific content in their transcripts. Their comments are summarized below:

Size/length/lack of portability (N=15)

- “Several of the grad schools I applied to really did NOT appreciate the extra work it took to go through the Evergreen transcript and thus dismissed my application fairly early.”
- “To be honest, I think that having a 30-something page transcript limited my options for graduate school. The first thing that my first interviewer did when I visited my current school was make a comment about the length of my transcript, and how most admissions offices would immediately discount my application.”
- “Nearly didn't get me into the program... About half of the faculty didn't want to read it, or didn't know what to do with it.”
- Scholarship panel mentioned it was a lot to read even though they appreciated the detail (did not get scholarship)
- Have had a hard time accessing it and a very hard time getting it into a manageable digital format
- Hard to scan and upload, especially to graduate schools with 500K upload limits
- “I have had to recreate a one page table that explains what subjects my credits fall under in order for anyone to know what I did at Evergreen. I have not been successful in getting a single person to read through my transcript in one sitting.”
- Cumbersome in exploration of my studies
- Narrative transcript format, despite positive content, contributed to not being selected for job
- Because so long and detailed, hard for potential employers to go through and find the information they are looking for
- Too much material to sort through to ascertain what is what about an individual
- Burdensome and unacceptable in the international market
- People don't read it because it's too long
- Most people don't bother reading it
- “Bulky!”

Lack of grades/GPA (N=11)

- “Despite being a “very competitive” candidate for [position] I was twice not selected, and a contributing factor was my lack of a GPA.”
- Hard for future employers to understand format/long explanation of Evergreen's grading system and style
- “I have been discouraged from applying for some jobs which ask for a Grade Point Average as part of the application process. After speaking with some Evergreen staff, I understand that developing a GPA from our narrative evaluations is difficult and time consuming; and is seldomly done.”
- Other schools don't understand how our transcripts work and that we don't have GPAs

- "...I think that not having a GPA limited my options for graduate school. While I certainly don't agree with the notion that a GPA is a better metric than a series of evaluations, having one would put Evergreen alumni in a better position."
- "I wish I had grades and a definite "major." It would take less explaining to people who haven't heard of Evergreen."
- People don't know what it means in terms of GPA
- It has been a challenge when required to list a GPA
- People were confused about how to get a GPA out of my transcript
- "We need grades (or some form of metric), with the qualifications of the evaluations"
- "The transcript has been a challenge; unfortunately most people still rely on standard grades and have difficulty understanding evaluations."

Content (N=2)

- "I received three excellent evaluations and one that was half excellent and not so great. This has caused concerns in employers."
- "I feel as though it might prove slightly burdensome due to the need to explain away comments from instructors who, through no fault of their own, were unable to help me adapt programs to my needs [severe learning disability]."

Specific uses of transcript

Several alumni described ways in which their transcript was of particular use in their post-Evergreen endeavors. Most credited its usefulness to the detail contained therein, while others were well received simply for having a degree from Evergreen. Many portrayed their transcript as an asset in job search activities and/or the graduate school application process; others spoke to its value in personal reflection. Their comments are summarized below:

Narrative evaluation detail (N=21)

- Gives some depth to my studies more so than just a degree title
- Level of detail provided helps synthesize education
- Ability to review in-depth
- Excellent account of my time at Evergreen
- Record of my own development
- "It's rare to have a detailed essay from your professor that not only reflects your skills and learning but who you are as an individual. My transcripts all sound like letters of recommendation. They reflect everything I learned and everything my teachers saw within me."
- Pinpoints academic achievements and shows applied learning skills and knowledge
- Concise report of studies as well as my own views of the work I did + faculty evaluation of my work
- Thorough explanation of the work I did
- Can cite in an interview
- Useful to present at interviews, especially for highlighting particular areas and skills instructors felt I excelled at
- Employers impressed with how self-evals chart my personal growth /how in-depth faculty evals are
- Useful for employers to get good understanding of education I received
- Evals can be used as job references
- Can get quotes for resume
- Grad school liked narrative evals
- Graduate faculty have reviewed it in-depth
- Particularly useful when applying to MFA programs due to subjectivity in assessing writing
- "I was informed that the combination of my Evergreen transcript and my interdisciplinary work on my senior thesis was the deciding factor in [university's] decision to accept me into their [master] program."
- People loved the evals
- Scholarship panel appreciated detail

Generally useful (N=5)

- Useful in job interviews
- Helps to write resume/job applications
- Very useful for scholarships and fellowships
- Shows what I have accomplished in my educational career
- Some institutions really enjoyed my transcript and found it useful

Personal benefit (N=5)

- “I haven't used it officially, but honestly it's a good document for me to read for myself, as a record of my development over five important years.”
- “Has been a useful reference to remember specifically what I did as an undergrad.”
- “If only to boost my confidence.”
- “I enjoy reading it.”
- “Trying to explain how it works is fun!”

Evergreen's reputation (N=5)

- Employers very satisfied with Evergreen B.A. degree, take me seriously
- Haven't had opportunity to use in applications but people know of Evergreen and like it when I mention I went there.
- “People on the east coast are impressed by my degree.”
- Helps to connect with people who are familiar with Evergreen and begin to build a bond with them.
- “My Evergreen transcript has gotten my foot in the door, so to speak, on several occasions. There are a lot of people that are intrigued with Evergreens' approach to learning.”

Credit equivalencies (N=3)

- Useful as a summary of the subjects I studied
- Credit breakdowns great for summarizing areas of relevant study for job applications
- “At first people are afraid, but then after reading through it they appreciate it. It was helpful when applying for [program] because it gave a thorough explanation of the work I did. I was able to transfer a lot of credit.”

As with past administrations of the Evergreen Alumni Survey, alumni feedback 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 2011:

Abir Biswas	Christine Wagner	Grace Huerta	Kristina Ackley
Al Josephy	Cindy Beck	Greg Dasso	Ladd Rutherford
Alan Nasser	Clarissa Dirks	Greg Porter	Larry Geri
Alice Nelson	Clyde Barlow	Harumi Moruzzi	Larry Mosqueda
Alison Styring	Cynthia Kennedy	Heather Heying	Laura Citrin
Allen Mauney	Dalya Perez	Heesoon Jun	Laurie Meeker
Allen Standing Bear Jenkins	Darius Khaleghi	Helena Knapp-Mayer	Leonard Schwartz
Amadou Ba	Daryl Morgan	Hilary Hacker	Leslie Flemmer
Amy Cook	Dave Cramton	Hiro Kawasaki	Lester Krupp
Amy Greene	Dave Hitchens	Hirsh Diamant	Lin Crowley
Andrea Seabert	David Marr	Hugh Lentz	Lin Nelson
Andrew Reece	David McAvity	Hugo Flores	Lisa Sweet
Andy Brabban	David Phillips	Isaac Overcast	Lori Blewett
Andy Corn	David Wolach	Jack Longino	Lucia Harrison
Angela Gallo	Dawn Carlson	Jamyang Tsultrim	Lydia McKinstry
Ann Storey	Dawn Rorvik	Jan Ott	Marcella Benson-Quaziana
Anne Ellsworth	Dharshi Bopegedera	Jean Eberhardt	Marge Mohoric
Anne Fischel	Diana Schlesselman	Jeanne Hahn	Maria Bastaki
Anthony Zaragoza	Dianne Conrad	Jeff Antonelis-Lapp	Maria Pineda
Ariel Goldberger	Diego DeAcosta	Jehrin Alexandria	Marianne Bailey
Arlen Speights	Don Chalmers	Jenna Nelson	Marilyn Freeman
Art Costantino	Don Jensen	Jennifer Gerend	Marilyn Fuller
Artee Young	Don Middendorf	Jerry Drummond	Mario Gadea
Arun Chandra	Donald Morisato	Jim Neitzel	Mark Hurst
Avis Shrestha	Dorothy Anderson	Jim Stroh	Mark Lacina
Barbara Laners	Douglas Schuler	Joan Bantz	Marla Elliott
Beatriz Flores Gutierrez	Drew Buchman	Joann Jirovec	Marla German
Ben Kamen	Dylan Fischer	Joanna Cashman	Martha Rosemeyer
Benjamin Simon	E. J. Zita	Joe Fahoum	Mary Craven
Bill Arney	Eddy Brown	John Calambokidis	Matt Hamon
Bill Bruner	Elaine Hayashi-Peterson	John McCann	Matt Lawrence
Bill Ransom	Elizabeth Williamson	Jose Gomez	Melissa Barker
Bob Haft	Ellen Shortt Sanchez	Joseph Tougas	Meredith Inocencio
Bob McIntosh	Emily Lardner	Joye Hardiman	Michael Clifthorne
Bonnie Ward	Eric Stein	Judith Baumann	Michael Radelich
Bret Weinstein	Erik Thuesen	Judy Cushing	Michele Elhardt
Brian Walter	Erin Ceragioli	Julia Zay	Michelle Aguilar-Wells
Candace Vogler	Evan Blackwell	Kabby Mitchell	Michelle Pope
Carl Waluconis	Frances Rains	Kandi Bauman	Mike Moran
Carolyn Dobbs	Frances Solomon	Karen Hogan	Mike Paros
Carolyn Prouty	Frank Barber	Kate Crowe	Mingxia Li (Zhang Er)
Carri LeRoy	Fred Tabbutt	Kathleen Eamon	Mukti Khanna
Cheri Lucas-Jennings	Gary Peterson	Kathy Kelly	Mychael Heuer
Cheryl King	George Freeman	Kelly Brown	Nancy Anderson
Chico Herbison	Gerardo Chin-Leo	Kevin Francis	Nancy Koppelman
Chris Coughenour	Gilda Sheppard	Kitty Parker	Nancy Murray
Chris Furtado	Gillies Malnarich	Krishna Chowdary	Nancy Parkes
Nate Moore	Robert Esposito	Sheila Gilkey	Terry Setter
Neal Nelson	Robert Knapp	Sheryl Shulman	Therese Saliba

Norma Alicia Pino	Robert Leverich	Simona Sharoni	Thuy Vu
Olga Inglebritson	Robert Smurr	Stacey Davis	Tom Mercado
Patricia Krafcik	Rose Jang	Stacia Pomerenk	Tom Rainey
Paul Butler	Ruth Hayes	Stephanie Zorn	Tom Womeldorff
Paul McCreary	Sally Cloninger	Stephen Beck	Tomoko Ulmer
Paula Schofield	Sam Schragar	Stephen D. Johnson	Toska Olson
Peter Bacho	Sandy Yannone	Steve Abercrombie	Trevor Speller
Peter Bohmer	Sara Huntington	Steve Herman	Trina Griffis
Peter Pessiki	Sara Martin	Steve Niva	Tyrus Smith
Peter Randlette	Sarah Mitchell	Steve Scheuerell	Ulrike Krotscheck
Rachel Hastings	Sarah Rocker	Steve Trudell	Vauhn Foster-Grahler
Rafael Lozano	Sarah Ryan	Steven Hendricks	Walter Grodzik
Raoul Berman	Sarah Williams	Susan Aurand	Wenhong Wang
Ratna Roy	Savvina Chowdhury	Susan Cummings	Wyatt Cates
Rebecca Chamberlain	Scott Coleman	Susan Fiksdal	Yvonne Peterson
Richard Weiss	Seabird McKeon	Susan Pittman	Zahid Shariff
Rip Hemingway	Sean Williams	Susan Preciso	Zena Vergara
Rita Pougiales	Shane Peterson	Suzanne Simons	Zoe Van Schyndel
Rob Cole	Shaw Osha	Ted Whitesell	Zoltan Grossman

Services recognized by the class of 2011:

Academic Advising	Labor Center
Academic Grants	Library
Access Services for Students with Disabilities	Media Loan
Admissions	Media Services
Amnesty International	Office of Veteran Affairs (OVA)
Campus Children's Center	Organic Farm
Career Development Center	Photoland
Center for Community-based Learning & Action (CCBLA)	Quantitative & Symbolic Reasoning Center (QuaSR)
COM Building Staff	Registration and Records
Computing and Communications	Residential and Dining Services (RAD)
Counseling Center	Science Lab Staff
Electronic Media	Staff
Enrollment Services	Student Activities
Evergreen Animal Rights Network	Student Employment
Facilities	Students
Faculty	Tacoma Staff
Financial Aid	The Flaming Eggplant
First Peoples' Advising	The Longhouse
Gateways for Incarcerated Youth Program	The Writing Center
GEAR UP Program	Vice President for Student Affairs
Health Center	Visual Art Staff
KEY Students Services	WashPIRG
KAOS Radio	

THE EVERGREEN STATE COLLEGE – ALUMNI SURVEY 2012

1. Which location did you primarily attend during your Evergreen studies?

- 1=Olympia
- 2=Tacoma
- 3=Grays Harbor
- 4=Tribal: Reservation-based/Community-determined

2. Please check the one area below that best describes your primary area of study (concentration) at Evergreen:

- 1=Media, Visual Arts, Performing Arts (Expressive Arts)
- 2=Humanities, Language Arts (Culture, Text & Language)
- 3=Social Sciences (Society, Politics, Behavior & Change)
- 4=Environmental Studies
- 5=Science, Math, Computer Science (Scientific Inquiry)
- 6=Native American Studies
- 7=Business
- 8=Education
- 9=Consciousness Studies
- 10=Liberal Arts/Interdisciplinary
(Please describe): _____
- 11=Other field(s)
(Please describe): _____

3. What was your primary enrollment status as a student at Evergreen?

- 1=Full-time
- 2=Part-time

4. What was your academic standing when you first enrolled at Evergreen?

- 1=Freshman (0 to 44 transfer credits)
- 2=Sophomore (45 to 89 transfer credits)
- 3=Junior (90 to 134 transfer credits)
- 4=Senior (135 or more transfer credits)

5. When you applied for admission, was Evergreen your only, first, second, or lower choice of college?

- 0=Only choice
- 1=1st choice
- 2=2nd choice
- 3=3rd or lower choice

6. In which state or foreign country do you currently reside?

7. Please indicate how satisfied you were with the following pedagogical aspects at Evergreen:

Pedagogical Aspects	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Academic planning/advising by faculty	1	2	3	4
b. Interdisciplinary approach to education	1	2	3	4
c. Linking theory and practice	1	2	3	4
d. Narrative evaluations by faculty	1	2	3	4
e. The practice of self-evaluation	1	2	3	4
f. Overall quality of instruction	1	2	3	4
g. Quality of learning interaction with other students, for example, in seminars or in group projects	1	2	3	4
h. The education you were able to construct as an Evergreen student	1	2	3	4
i. Respect shown for different or opposing viewpoints	1	2	3	4

8. Please indicate whether you participated in the following educational experiences at Evergreen and, if so, how satisfied you were:

Educational Experiences	Participated	Did Not Participate	Satisfaction			
			Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Community service or volunteer work	1	0	1	2	3	4
b. Contracts and other individual work with faculty	1	0	1	2	3	4
c. Culminating senior experience (capstone, thesis, senior project, or senior summative self-evaluation)	1	0	1	2	3	4
d. Foreign language study	1	0	1	2	3	4
e. Internships	1	0	1	2	3	4
f. Learning community	1	0	1	2	3	4
g. Study abroad	1	0	1	2	3	4
h. Team-taught programs	1	0	1	2	3	4

9. How satisfied are you with Evergreen's contribution to your academic and personal growth in each of the areas listed below?					
	Not at All Satisfied	Little Satisfaction	Somewhat Satisfied	Mostly Satisfied	Very Satisfied
a. Writing effectively	1	2	3	4	5
b. Speaking effectively	1	2	3	4	5
c. Reading for academic purposes	1	2	3	4	5
d. Giving effective presentations	1	2	3	4	5
e. Participating in class discussions	1	2	3	4	5
f. Critically analyzing information	1	2	3	4	5
g. Defining and solving problems	1	2	3	4	5
h. Learning independently	1	2	3	4	5
i. Working collaboratively in a group	1	2	3	4	5
j. Understanding and applying scientific principles and methods	1	2	3	4	5
k. Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation)	1	2	3	4	5
l. Understanding different philosophies and cultures	1	2	3	4	5
m. Understanding the interaction of society and the environment	1	2	3	4	5

9. How satisfied are you with Evergreen's contribution to your academic and personal growth in each of the areas listed below?					
	Not at All Satisfied	Little Satisfaction	Somewhat Satisfied	Mostly Satisfied	Very Satisfied
n. Recognizing your responsibilities, rights, and privileges	1	2	3	4	5
o. Knowledge in a broad range of subjects	1	2	3	4	5
p. Depth or expertise in a particular field	1	2	3	4	5
q. Synthesizing information and ideas from many sources	1	2	3	4	5
r. Functioning as a responsible member of a diverse community	1	2	3	4	5
s. Expressing yourself in creative or artistic ways	1	2	3	4	5
t. Using computer technology to present work	1	2	3	4	5
u. Using computer technology to find information	1	2	3	4	5
v. Using computer technology to solve problems	1	2	3	4	5
w. Using computer technology for artistic expression (e.g. music, other audio, still images, animation, video)	1	2	3	4	5
x. Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas)	1	2	3	4	5
y. Careful and systematic inquiry	1	2	3	4	5
z. Interdisciplinary thinking	1	2	3	4	5

10. Please rate your level of skill in each area, then rate how well the education you received at Evergreen prepared you in these different skill areas.

Skills Areas	Your Level of Skill					Preparation from Your Evergreen Education		
	Poor	Fair	Good	Excel- lent	N/A	Not at All	To Some Extent	A Great Deal
a. Organizational skills	1	2	3	4	9	1	2	3
b. Ability to work in a culturally diverse environment	1	2	3	4	9	1	2	3
c. Effective communication skills	1	2	3	4	9	1	2	3
d. Creative thinking skills	1	2	3	4	9	1	2	3
e. Decision-making ability	1	2	3	4	9	1	2	3
f. Independence and initiative	1	2	3	4	9	1	2	3
g. Leadership skills	1	2	3	4	9	1	2	3
h. Negotiating skills	1	2	3	4	9	1	2	3
i. Ability to acquire and responsibly use information	1	2	3	4	9	1	2	3
j. Willingness and aptitude to learn new skills	1	2	3	4	9	1	2	3

11. Please indicate to what extent you agree or disagree with the following statements:

If I could start college over...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would choose to attend Evergreen	1	2	3	4
b. I would choose the same field(s) of study	1	2	3	4

12. Looking back at your use of campus resources as a student at Evergreen, how satisfied were you with the items listed below? If you did not use a particular campus resource, please indicate "Did Not Use."

Campus Resources	Did Not Use	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Campus Library	9	1	2	3	4
b. Campus Computing Resources	9	1	2	3	4
c. Academic Advising Office, Workshops, or Tacoma Student Services Coordinator	9	1	2	3	4
d. Financial Aid Office or On-site Financial Aid Counselor	9	1	2	3	4
e. Health Center	9	1	2	3	4
f. Counseling Center or On-site Counselor	9	1	2	3	4
g. Media Loan	9	1	2	3	4
h. Photo Services/Photoland	9	1	2	3	4
i. Electronic Media (animation labs, audio recording, digital video/film editing, music technology labs)	9	1	2	3	4
j. Writing Center or Writing Tutors	9	1	2	3	4
k. Quantitative and Symbolic Reasoning Center or Tutors	9	1	2	3	4
l. College Recreation Center, Athletics, or Recreation Programs	9	1	2	3	4
m. Center for Community-Based Learning & Action (CCBLA) or On-site Orientation	9	1	2	3	4
n. Housing/Residential Life	9	1	2	3	4
o. Office of Veterans Affairs	9	1	2	3	4

13a. Did you contact the Career Development Office or talk to a Career Development Counselor for help finding a job after graduation?

- 1=Yes
- 0=No (If no, please skip to #14a)

13b. If yes, how helpful were Career Development staff with your job search?

- 0=Not helpful
- 1=Somewhat helpful
- 2=Very helpful

14a. Did you contact the Career Development Office or talk to a Career Development Counselor for help learning about and/or applying to graduate or professional school?

- 1=Yes
- 0=No (If no, please skip to #15)

14b. If yes, how helpful were Career Development staff in learning about/applying to graduate or professional school?

- 0=Not helpful
- 1=Somewhat helpful
- 2=Very helpful

VOLUNTEER WORK AFTER GRADUATION FROM EVERGREEN

15a. Are you currently involved in volunteer work?

- 1=Yes
- 0=No (If no, please skip to #16)

(If yes, please describe):

15b. If yes, how well did Evergreen prepare you for your current volunteer work?

- 0=Not at all
- 1=Not very well
- 2=Adequately
- 3=Very well

EMPLOYMENT AFTER GRADUATION FROM EVERGREEN

16. Are you currently employed?

- 1=Yes 0=No (If no, please skip to #24)

17. Check as many of the categories below that apply to you:

- A=Employed full-time
 B=Employed part-time
 C=Employed on a temporary basis
 D=Self-employed/own business

18. In which employment sector(s) are you working?

(Please check all that apply)

- A=Public agency (gov't., public school, Tribal, etc.)
 B=Non-profit agency
 C=Private, for-profit company

19. Are you presently employed in the area of your primary studies at Evergreen?

- 1=Yes
 2=Somewhat
 0=Not at all

20. Please tell us about the job you have right now.

a. Current employer: _____

b. Department or office: _____

c. Job title/position: _____

21. Which one category listed below best describes the type of work you're doing now?

(Note: If you have more than one job, please answer with the job you consider to be your **primary** occupation in mind.)

<input type="checkbox"/> 1. Management (e.g. operations manager, human resource manager, director/general manager, agricultural manager, business owner)	<input type="checkbox"/> 14. Healthcare Practitioner or Technician (e.g. physician, RN, LPN, nurse practitioner, veterinarian, midwife, dental hygienist, physical/occupational therapist, nutritionist, EMT, lab technician)
<input type="checkbox"/> 2. Office/Administrative Support (e.g. financial/billing/file/mail clerk, bookkeeper, teller, receptionist, administrative assistant, data entry processor, library assistant)	<input type="checkbox"/> 15. Healthcare Support (e.g. medical/dental/veterinary assistant, massage therapist, home health aide, CNA)
<input type="checkbox"/> 3. Business and Financial Operations (e.g. budget analyst, financial/marketing/human resources specialist, fundraiser, event planner, buyer, claims adjuster, assessor, accountant)	<input type="checkbox"/> 16. Community and Social Service (e.g. mental health counselor, social worker, community health worker, guidance counselor, clergy, health educator, probation officer)
<input type="checkbox"/> 4. Architecture/Engineering (e.g. architect, landscape architect, surveyor, cartographer, engineer, drafter)	<input type="checkbox"/> 17. Social Science (e.g. clinical/counseling/school psychologist, economist, survey researcher, anthropologist, sociologist, historian, political scientist, regional planner)
<input type="checkbox"/> 5. Art and Design (e.g. fine artist, animator, graphic/floral/interior designer, multimedia artist, set/exhibit designer, art director)	<input type="checkbox"/> 18. Legal Occupations (e.g. lawyer, legal assistant, paralegal, law clerk, title examiner)
<input type="checkbox"/> 6. Entertainer/Performer (e.g. actor, producer, director, musician, dancer, athlete, coach)	<input type="checkbox"/> 19. Education/Training/Library (e.g. teacher, adult educator, teaching assistant, librarian, curator, archivist)
<input type="checkbox"/> 7. Media and Communications (e.g. writer, editor, reporter, announcer, interpreter, media equipment technician, photographer, film/video/TV operator, public relations)	<input type="checkbox"/> 20. Transportation (e.g. truck/bus/taxi/ambulance driver, material mover, sailor, pilot, flight attendant, railway worker)
<input type="checkbox"/> 8. Computer/Mathematical (e.g. computer programmer, computer systems analyst, network/database administrator, software/web developer, user support, mathematician, statistician)	<input type="checkbox"/> 21. Personal Care and Service (e.g. hairstylist, fitness trainer, usher, childcare worker/nanny, recreation worker, travel/wilderness/river raft/kayak guide, nonfarm animal caretaker/trainer)
<input type="checkbox"/> 9. Farming/Fishing/Forestry Worker (e.g. farm/greenhouse/fishing/forestry worker, agricultural inspector)	<input type="checkbox"/> 22. Construction/Installation/Repair (e.g. mason, carpenter, electrician, pipefitter, building inspector, equipment repair, electronics installer, mechanic)
<input type="checkbox"/> 10. Building and Grounds Cleaning and Maintenance (e.g. landscaper, tree-trimmer, building cleaner, janitor, pest control)	<input type="checkbox"/> 23. Food Preparation/Serving (e.g. cook, bartender, food server, caterer, dishwasher, host)
<input type="checkbox"/> 11. Life Science (e.g. biologist, ecologist, zoologist, biochemist, conservation/plant/soil scientist, forester)	<input type="checkbox"/> 24. Sales (e.g. retail management, cashier, sales/advertising representative, real estate or travel agent, telemarketer)
<input type="checkbox"/> 12. Physical Science (e.g. physicist, chemist, astronomer, hydrologist, geoscientist)	<input type="checkbox"/> 25. Production/Manufacturing (e.g. assembler, machinist, textile worker, woodworker, plant operator, photo processor, welder, printing worker, baker, butcher)
<input type="checkbox"/> 13. Military and Protective Service (e.g. military officer, infantry, police officer, firefighter, security guard/screener, lifeguard, ski patrol, animal control, game warden)	<input type="checkbox"/> 26. Other (please write in):

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

22. How well did Evergreen prepare you for your current job?

- 0=Not at all 1=Not very well 2=Adequately 3=Very well

23. Is this a new position or job since graduation?

- 1=Yes 0=No

24. Are you currently seeking employment (or different employment)?

- 1=Yes 0=No

GRADUATE OR PROFESSIONAL SCHOOL

25. Have you applied to graduate or professional school since you graduated from Evergreen?

- 1=No, have not applied, but intend to in the future
(Please skip to #31)
- 2=No, have not applied and do not intend to apply
(Please skip to #31)
- 3=Yes, applied, but was not accepted
(Please skip to #31)
- 4=Yes, application pending *(Please skip to #31)*
- 5=Yes, have been accepted

26. Have you attended or are you going to be attending graduate school or a professional program?

- 0=Decided not to attend *(Please skip to #31)*
- 1=Attending now
- 2=Have attended, no longer attending
- 3=Have attended, earned degree
(Please specify degree):

-
- 4=Attending soon
(Please specify term and year you will start):
-

27. Which of the following best describes your field of graduate or professional study? *(Please check one):*

<input type="checkbox"/> 1. Area, Ethnic, Cultural, and Gender Studies	<input type="checkbox"/> 15. Library Science
<input type="checkbox"/> 2. History	<input type="checkbox"/> 16. Law and Legal Professions/Studies
<input type="checkbox"/> 3. Liberal Arts and Sciences, General Studies and Humanities	<input type="checkbox"/> 17. Business, Management, and Marketing (e.g. business admin., accounting, hotel/restaurant mgmt, human resources)
<input type="checkbox"/> 4. Philosophy and Religious Studies (e.g. logic, ethics, theology)	<input type="checkbox"/> 18. Public Administration/Public Policy (e.g. public policy analysis, non-profit/public administration, Tribal governance)
<input type="checkbox"/> 5. English Language and Literature/Letters	<input type="checkbox"/> 19. Social Sciences (e.g. anthropology, psychology, forensics, sociology, criminology, economics, political science, peace studies)
<input type="checkbox"/> 6. Foreign Languages, Literatures, and Linguistics	<input type="checkbox"/> 20. Social Service Professions (e.g. social work, youth services, community organization and advocacy)
<input type="checkbox"/> 7. Architecture and Planning (e.g. city/urban, community and regional planning, environmental design, landscape architecture)	<input type="checkbox"/> 21. Health Services, Mental (e.g. clinical psychology, family counseling, mental health professional, substance abuse/addiction counseling, art therapy)
<input type="checkbox"/> 8. Visual and Performing Arts	<input type="checkbox"/> 22. Health Professions in Medicine (e.g. medicine, dentistry, nursing, veterinary medicine)
<input type="checkbox"/> 9. Communication, Journalism, and Related Programs (e.g. media studies, digital communications, public relations, advertising, publishing)	<input type="checkbox"/> 23. Health Support Services (e.g. OT/PT, LMP, LPN, CNA, birth attendant, yoga instructor)
<input type="checkbox"/> 10. Communications Technologies/Technicians (e.g. animation, interactive technology, video graphics and special effects, audiovisual communications, broadcasting, graphic communications)	<input type="checkbox"/> 24. Biological and Biomedical Sciences (e.g. biochemistry, botany, ecology, genetics, pharmacology, zoology)
<input type="checkbox"/> 11. Computer and Information Sciences (e.g. information technology, computer programming, web design/management, computer graphics, system administration)	<input type="checkbox"/> 25. Physical Sciences (e.g. astronomy/astrophysics, atmospheric sciences, chemistry, geological/Earth sciences, oceanography, physics)
<input type="checkbox"/> 12. Engineering	<input type="checkbox"/> 26. Agriculture/Agricultural Sciences (e.g. plant sciences, food science, horticulture, landscaping, animal sciences, agribusiness, farm/ranch management)
<input type="checkbox"/> 13. Mathematics and Statistics	<input type="checkbox"/> 27. Natural Resources and Conservation (e.g. environmental studies, fisheries or wildlife sciences/management)
<input type="checkbox"/> 14. Education	<input type="checkbox"/> 28. Other <i>(Please write in):</i>

28. Please tell us about your graduate or professional program:

- a. Name of college/university/professional school: _____
- b. Location (city/state/nation or online): _____
- c. Department and/or program: _____

29. Toward which advanced degree are (or were) you working?

- 1= Post-baccalaureate/Professional Certificate (e.g. teaching certificate, paralegal, accounting, certified midwife, EMT, etc.)
- 2= Master's Degree (e.g. MIT, MBA, MFA, MSW, etc.)
- 3= Doctorate (e.g. PhD, JD, MD, ND, DDS, etc.)
- 4= Other *(Please write in):* _____

30. How well did Evergreen prepare you for your graduate or professional program?

- 0=Not at all
- 1=Not very well
- 2=Adequately
- 3=Very well

31. What special strengths or skills did you develop at Evergreen that are particularly useful in your current endeavors?

32. How has your Evergreen transcript been useful or not useful in your post-graduation endeavors?

33. Were there particular individuals, (e.g. faculty or staff members), or services that made a special contribution or genuine difference to your education or personal growth at Evergreen?

34. Did any of your parents earn a four-year college degree (or higher)?

- 1=Yes
- 0=No
- 9=I don't know

35. Have you ever served in the United States Armed Forces (including National Guard or reserve unit)?

- 0=No, never served in United States Armed Forces
- 1=Yes, as a reservist
- 2=Yes, currently active duty
- 3=Yes, veteran of United States Armed Forces

36. What is your ethnic/racial background? (Please check all that apply to you):

- A=African American
- B=American Indian/Alaska Native
- C=Asian
- D=Hispanic/Latino/Latina American
- E=Native Hawaiian or other Pacific Islander
- F=White/Caucasian
- G=Other (Please write in): _____
- H=Prefer not to respond

37. With which gender do you identify?

- 1=Female
- 2=Male
- 3=Other

38. Do you identify as gay, lesbian, bisexual, transgender, or queer?

- 0=No
- 1=Yes
- 2=Unsure or questioning
- 9=Prefer not to respond

39. May Evergreen update your alumni record to include your responses to questions 20 and 21 (current employer/department/job title and type of work)? (This information will be made available to the Evergreen Alumni Office and Career Development Center and will not be made public.)

- 1=Yes 0=No

40. May Evergreen update your alumni record to include your responses to questions 27 and 28 (college name/location/department and field of study)? (This information will be made available to the Evergreen Alumni Office and Career Development Center and will not be made public.)

- 1=Yes 0=No

41. Would you like us to send you a link to the final report for Alumni Survey 2012?

- 1=Yes 0=No

If yes, to which email address shall we send it? _____

42. Would you like to receive a recycled "greener" magnet as a thank you for your participation?

- 1=Yes 0=No

If yes, to which address shall we mail it?

Street: _____

City/State: _____

Zip: _____



Thank you for participating in the 2012 Evergreen Alumni Survey!