**SNAAP Report**

The Strategic National Arts Alumni Project (SNAAP) is an online survey that provides national data on how artists develop and helps identify factors that better connect arts training to artistic careers. Evergreen joined 55 other higher education institutions during the 2015 administration of the SNAAP survey (see Appendix I). There were 436 respondents from Evergreen (a response rate of 20% - higher than the overall SNAAP response rate of 16%). Evergreen arts alumni graduated between 1990 & 2014.

**Overall Rating**

When asked “Overall, how would you rate your experience at this institution?” 61% of Evergreen respondents rated their overall experience excellent – higher than the comparison group of SNAAP survey respondents from all other institutions (SNAAP) (51%). 35% of Evergreen arts alumni responded good, 3% fair, 1% poor. 39% of SNAAP responded good, 8% fair, and 1% poor.

**Return to Evergreen**

A larger percentage of Evergreen arts alumni than SNAAP alumni said they would start over again at Evergreen if given the chance. 58% of Evergreen respondents said definitely yes, 25% probably yes, 11% were uncertain, and 7% said no. 43% of SNAAP respondents said definitely yes, 32% said probably yes, 14% were uncertain, and 11% said no.

**Recommendation to a student like you**

The survey asks “Would you recommend your institution to a student like you?” A larger percentage of Evergreen arts alumni responded positively than SNAAP alumni. 94% of Evergreen respondents said yes they would recommend Evergreen to a student like them, while 84% of SNAAP alumni responded affirmatively.
Institutional Experience

Evergreen arts alumni had higher levels of satisfaction than SNAAP respondents with most institutional experiences. The largest percentage of Evergreen arts alumni were very satisfied with Freedom and encouragement to take risks and Instructors in classrooms, labs, and studios. There were three areas where Evergreen had lower levels of satisfaction than all SNAAP respondents: Opportunities for degree-related internships or work, Advising about careers or education, and Opportunities for networking.

<table>
<thead>
<tr>
<th>Arts alumni reporting they were very satisfied with aspects of the experience at Evergreen (or their institution)</th>
<th>Evergreen respondents (N=394)</th>
<th>SNAAP respondents (N=28,270)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom and encouragement to take risks</td>
<td>80%</td>
<td>42%</td>
</tr>
<tr>
<td>Instructors in classrooms, labs, and studios</td>
<td>64%</td>
<td>55%</td>
</tr>
<tr>
<td>Opportunities to work in different artistic disciplines from your own</td>
<td>61%</td>
<td>37%</td>
</tr>
<tr>
<td>Opportunities to take non-arts classes</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Opportunities to perform, exhibit, or present your work</td>
<td>60%</td>
<td>41%</td>
</tr>
<tr>
<td>Academic advising</td>
<td>24%</td>
<td>24%</td>
</tr>
<tr>
<td>Opportunities for degree-related internships or work</td>
<td>19%</td>
<td>24%</td>
</tr>
<tr>
<td>Opportunities to network with alumni and others</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Advising about career or further education</td>
<td>12%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Recent Evergreen arts graduates\(^2\) were either more or similarly satisfied with aspects of their education than all Evergreen arts alumni. The largest gains in satisfaction were in Academic advising, Career advising, and Opportunities for internships and networking.

### Institutional Experiences at Evergreen (% very satisfied)

- **All Evergreen respondents (N=394)**
- **Recent graduates (N=66)**

<table>
<thead>
<tr>
<th>Aspect</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom and encouragement to take risks</td>
<td></td>
<td></td>
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<td></td>
<td>80%</td>
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<tr>
<td>Opportunities in different artistic disciplines</td>
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<td>61%</td>
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<td></td>
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<td>61%</td>
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<tr>
<td>Opportunities to perform or exhibit your work</td>
<td></td>
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<td></td>
<td>60%</td>
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<td></td>
</tr>
<tr>
<td>Academic advising</td>
<td></td>
<td>24%</td>
<td></td>
<td>32%</td>
<td></td>
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<tr>
<td>Opportunities for internships or work</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Network with alumni and others</td>
<td></td>
<td>13%</td>
<td></td>
<td>17%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advising about career or further education</td>
<td></td>
<td>12%</td>
<td></td>
<td>17%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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1 Response options: Very Dissatisfied, Dissatisfied, Satisfied, Very Satisfied  
2 Recent graduates are alumni who graduated in 2011 or later. Evergreen has 74 recent graduates (17% of respondents) and SNAAP had 6,782 recent graduates (22% of respondents).
Work Skills

The following chart compares the percentage of arts alumni who say that a skill is “very important” to their profession or work life to the percentage of recent graduates who say that Evergreen helped them acquire/develop that skill “very much”\(^3\). This comparison highlights the preparedness of today’s graduates to the skill areas that are important in the careers they are starting.

The most important skills as rated by Evergreen arts alumni are Creative thinking, Working collaboratively, Critical thinking, Project management, and Networking/relationship building. Networking is one of the areas that Evergreen could strengthen to help students develop skills that will be important in their careers—there is quite a large gap between the importance of networking in the workplace and developing networking skills at Evergreen.

Other areas that could be strengthened at Evergreen to help graduates in their professional lives are:

- **Financial and business skills** - 44% of alumni think this skill is very important, but only 10% of recent grads thought Evergreen helped them acquire that skill very much. 25\% of recent grads responded that Evergreen helped them not at all with financial and business skills.

- **Project management skills** 75% very important/49% Evergreen helped acquire project management skills very much.

- **Technological skills** – 58% very important/33% acquired at Evergreen.

- **Entrepreneurial skills** – 39% very important/19% acquired at Evergreen. 19% of recent grads responded that Evergreen helped them not at all with Entrepreneurial skills.

- **Clear Writing** 71% very important/52% acquired at Evergreen.

\(^{3}\)Response options: Not at all, Very little, Some, Very much
Did you participate in the following activities while at your institution?

**Work with an artist in the community**
75% of Evergreen arts alumni and 66% of SNAAP had ever worked with an artist in the community.\(^4\)

**Internship**
34% of Evergreen arts alumni and 35% of SNAAP completed an internship while attending their institution.

**Complete a portfolio**
58% of Evergreen arts alumni and 66% of SNAAP created a document/record of their cumulative artistic work.

“I manage the camera department on film, television and commercial production sets. I work closely with other departments in high-pressure, fast-paced and dangerous scenarios. At Evergreen I helped run and manage the CCAM as an intern, I collaborated on many multi-media projects, I conducted workshops for fellow students, and participated in complex and multi-faceted seminars. In my classes and internships I had almost endless access to equipment, studios and faculty that helped me form the technical skills that I use every day. In film critique sessions I developed a language and an eye for artistic technique.

*The technical, artistic, and communication skills I developed at Evergreen are 100% applicable and necessary to my career today.*

Evergreen Arts Alum | Class of 2011

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\(^4\) Respondents who chose often, sometimes, or rarely.
Community Service

A larger percentage of Evergreen arts alumni had worked on a project or in a role serving the community while at Evergreen than SNAAP alumni had at their institutions.

23% of Evergreen arts alumni did community service often, 32% sometimes, 25% rarely, and 19% never.

12% of SNAAP alumni often did community service, 27% sometimes, 30% rarely, and 30% never.

Evergreen stresses the importance of community participation and understanding in all of its programs.

- Evergreen Arts Alum | Class of 2011

Had serious conversations with students who are different from themselves in terms of their ethnicity, religious beliefs, political opinions, or personal values.

Evergreen arts alumni report more instances of discussions with diverse others than SNAAP alumni.

Nearly half of Evergreen arts alumni often had serious conversations with students who were different from themselves, 33% sometimes, 15% rarely, and 3% never.

37% of SNAAP alumni had discussions with diverse others often, 36% sometimes, 20% rarely, and 7% never.

In addition, 21% of Evergreen arts alumni studied abroad, compared to 16% of SNAAP alumni.

My Evergreen arts training is relevant to my work in that I can easily relate and understand a diverse group of people and understand many different cultures and ideas.

- Evergreen Arts Alum | Class of 2010
Working as an Artist

The SNAAP survey asks “Have you ever worked, either full- or part-time, in an occupation as an artist (where you create or perform your own art)?”

SNAAP reminds respondents that they consider a broad array of arts including designers, architects, writers, media producers, fine artists, filmmakers, performers, musicians, and others.

69% of Evergreen Arts alumni have worked as an artist, either now or in the past. This includes 48% of Evergreen arts alumni who are currently working in arts occupations, and 21% who have worked as an artist in the past but no longer do.

77% of SNAAP arts alumni have worked as an artist, 57% currently and 20% in the past.

Intention to be an Artist

Arts alumni were also asked if they intended to be artists when they began studying at their institution. 66% of Evergreen arts alumni started out intending to be an artist, while 34% did not. More SNAAP alumni than Evergreen arts alumni intended to be artists. 84% of SNAAP alumni intended to be artists when they started studying at their institutions, and 16% did not.

Of the Evergreen arts alumni who intended to be artists when they began studying, 78% are currently working in an occupation as an artist. In addition, 53% of the alumni who did not intend to be artists when they started at Evergreen are now employed as an artist, or have worked as one in the past.
Recent Graduates – First Job after Leaving Institution

Recent arts graduates who were looking for work post-graduation were asked how long it took to obtain their first work experience. 13% of recent Evergreen arts graduates and 11% of recent SNAAP arts graduates either did not search for work after leaving the program or pursued further education.

A smaller percentage of the recent Evergreen arts graduates were employed prior to leaving compared to recent SNAAP arts graduates leaving their institution (25% Evergreen vs 35% SNAAP).

It took longer for recent Evergreen arts graduates to obtain their first job - 20% of recent Evergreen arts graduates took more than a year to find their first job, compared to just 7% of SNAAP alumni. 22% of recent Evergreen arts graduates took between 4-12 months, compared to 17% for SNAAP graduates.

More recent Evergreen arts graduates who were looking for work eventually found work. 5% of Evergreen arts alumni responded that they had not yet found work, versus 9% of SNAAP arts alumni.

How closely related was your first job to your training?

Recent Evergreen arts graduates’ first positions were less often closely related to their training than recent SNAAP graduates.

Recent Evergreen arts alumni reported that their position was closely related 33% of the time, while SNAAP said 50% of the time.

Recent Evergreen arts alumni said that their position was not related at all to their training 44% of the time, versus 24% of SNAAP arts alumni.
Reasons for not being an Artist

The SNAAP survey asks alumni who intended to be artists why they chose not to pursue work as an artist and asked those who worked in the past as an artist why they stopped working in that occupation. Alumni could choose one or more reasons. 48% of alumni are currently artists, and 16% never intended to work as an artist and never did. The remaining 36% (129 Evergreen alumni) answered the question.

Two-thirds of alumni who are no longer an artist or intended to be artists but never became one, reported that it was because there was higher pay or steadier income in other fields. 31% said that debt, including student loans, was a reason. When added together, these two reasons indicate that 74% of Evergreen arts alumni who are not currently working as artists are doing so for financial reasons.

43% of Evergreen arts alumni who are not currently artists said it was because artistic work was not available, 30% said they did not have access to networks/people, 29% had a change in interest, 23% responded that their location wasn’t conducive to an artistic career. A smaller percentage Evergreen arts alumni (11%) said they left the arts due to lack of support from family.

Self-Employment

77% of Evergreen arts alumni and 79% of SNAAP alumni are currently, or have been, self-employed, an independent contractor, or a freelance worker.

44% of Evergreen arts alumni are currently self-employed, and 47% of SNAAP alumni are currently self-employed.
Current Employment

80% of both Evergreen arts alumni and SNAAP alumni were currently working at the time of the survey. SNAAP has a larger percentage within that group who are working full time (35 hours or more per week).

Evergreen and SNAAP have around the same percentage of arts alumni who are unemployed and looking for work (5% Evergreen, 4% SNAAP), caring for family full time (3%), and other5 (5%). Evergreen has more arts alumni who are in school full-time, and SNAAP has more alumni who are retired.

Recent Evergreen arts graduates showed lower levels of employment (72% full- or part-time) and a higher percent of those in school full-time (12%). Recent SNAAP arts graduates show 80% full- or part-time employment and 7% in school full-time.

Arts Alumni Occupations

Alumni were asked in what occupation(s) they currently work. 9% self-identified as currently unemployed, 38% work in one occupation and 52% work in two or more occupations. You can see the full list of occupations provided by Evergreen arts alumni in Appendix II.

The top occupation for both Evergreen and SNAAP alumni is Educator. 16% of Evergreen arts alumni and 24% of SNAAP alumni are currently working as a higher education arts educator, a K-12 arts educator, a private teacher of the arts, or other arts educator. 16% of Evergreen arts alumni are working as an arts educator, and 9% of SNAAP arts alumni are working as a non-arts focused educator.

The largest difference in occupations for SNAAP and Evergreen arts alumni is in the category “Graphic design, illustrator, or art director occupations.” 22% of SNAAP alumni are currently working as a graphic designer, compared to 10% of Evergreen arts alumni.

5 Examples from the ‘Other’ category include: Peace Corps, disabled, self-employed with variable hours and/or seasons, and those having multiple part-time positions.
Top occupations for Evergreen & SNAAP arts alumni

**Evergreen**
- Arts educator
- Writer, author, or editor
- Fine artist
- Film, TV, video artist
- Graphic designer

**SNAAP**
- Arts educator
- Graphic designer
- Fine artist
- Photographer
- Arts administrator

Top Non-Arts Occupations:

**Evergreen**
- Educator
- Communications
- Computer and mathematics
- Office/Administrative Support
- Healthcare

**SNAAP**
- Educator
- Communications
- Management
- Office/Administrative Support
- Sales

Satisfaction with Job Aspects (of those who were employed in 2014)

Alumni were asked to identify the occupation in which they spent the majority of their work time. 137 Evergreen arts alumni indicated they spent most of their time in an Arts field, and 164 in a Non-arts field. Alumni were then asked about their satisfaction with certain aspects of their jobs.

<table>
<thead>
<tr>
<th>Evergreen Arts Alumni - Satisfaction with Job Aspects</th>
<th>Arts Fields...</th>
<th>Non-Arts...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunity to be creative</td>
<td>57%</td>
<td>21%</td>
</tr>
<tr>
<td>Work reflects their values</td>
<td>55%</td>
<td>42%</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>40%</td>
<td>35%</td>
</tr>
<tr>
<td>Contribute to the greater good</td>
<td>40%</td>
<td>41%</td>
</tr>
<tr>
<td>Balance work &amp; non-work life</td>
<td>36%</td>
<td>35%</td>
</tr>
<tr>
<td>Job security</td>
<td>34%</td>
<td>46%</td>
</tr>
<tr>
<td>Opportunity for career advancement</td>
<td>31%</td>
<td>21%</td>
</tr>
<tr>
<td>Income</td>
<td>18%</td>
<td>24%</td>
</tr>
</tbody>
</table>

% of Evergreen arts alumni who are very satisfied

Evergreen arts alumni who spent the majority of their work time in arts occupations were most often very satisfied with the opportunity to be creative. The opportunity to be creative also has the largest gap in satisfaction between these two groups of alumni—57% very satisfied for those in arts fields versus 21% very satisfied for those in non-arts fields—a 36 percentage point difference. There were two aspects for which both groups had the same level of satisfaction: contribution to the greater good, and balance work and non-work life. Arts alumni who spent the majority of their work time in non-arts occupations had the highest level of satisfaction with job security and income.
Relevancy of training to current work

Evergreen arts alumni reported that their arts training is less relevant to their current work than SNAAP arts alumni. 31% of Evergreen arts alumni said their arts training is very relevant, compared to 46% of SNAAP alumni.

23% of Evergreen arts alumni said that their arts training is relevant, 27% say somewhat relevant, and 18% not at all relevant.

SNAAP alumni reported that their arts training is relevant (21%), somewhat relevant (20%), and not relevant at all (13%) to their current work.

Further Education

236 Evergreen arts alumni pursued one or more degrees after completing their Bachelor’s degree at Evergreen. The largest number of arts alumni pursued a Master’s Degree (166)6, followed by Certificates (73), other undergraduate degrees (28), Doctorates (14), and Associate’s degrees (11). Combined, 60% of Evergreen arts alumni pursued a degree after graduating Evergreen, higher than the 57% of SNAAP alumni who pursued a degree after graduation from their institution.

47% of Evergreen arts alumni who pursued a degree post-graduation pursued a degree that was arts-related, 21 percentage points lower than the 68% of SNAAP alumni whose post-institution degree was arts-related.

201 Evergreen arts alumni gave detailed information about the degree they pursued after graduation. After arts-focused degrees, the largest

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number studied Education (15 Evergreen arts alumni), Medicine (11), Psychology (6), and Library Science (5). Evergreen arts alumni often reported that they went to the following schools:

- University of Washington (18 Evergreen arts alumni)
- Portland State University (8)
- University of Oregon (6)
- Seattle Central College (5)
- Pacific Northwest College of Art (5)
- Antioch University (4)
- University of Southern California (4)
- Mills College (4)
- School of the Art Institute of Chicago (4)

**Arts Engagement**

The survey asks which ways alumni have supported the arts in the past 12 months (other than performing, creating, or exhibiting their own work). A larger percentage of Evergreen arts alumni than SNAAP alumni volunteered at an arts organization (27% vs 24%), but a smaller percentage served on the board of an arts organization (7% vs 11%). Very similar percentages volunteered to teach the arts (18% vs 17%), donated money to an arts organization (36% vs 36%), or attended an arts event (82% vs 81%).

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**Evergreen encourages students to pursue topics and activities that interest them...**

As a volunteer, board member, or teacher, I take responsibility for the change I wish to see in my community, and I pursue service and volunteer opportunities that align with my interests and my objectives.

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Evergreen Arts Alum | Class of 2011
Evergreen arts alumni who are currently working as artists had higher levels of arts engagement than arts alumni who are not currently working as an artist. One-third of Evergreen arts alumni who are professional artists volunteered in an arts organization in the 12 months preceding the survey, 10% served on the board of an arts organization, a quarter volunteered to teach the arts, 45% donated money to an arts organization, and 86% attended an arts event.

**Art in Personal Time**

85% of Evergreen arts alumni make or perform art in their personal time, 7 percentage points more than SNAAP alumni who make art in their personal time (78%).

16% of Evergreen arts graduates made art daily, 29% several times a week, 25% several times a month, and 15% a few times a year. 15% of SNAAP alumni made or performed art daily, 24% several times a week, 25% several times a month, and 14% a few times a year.
Income and Student Loan Overview

Income and student loan data in this section are from recent graduates (graduated in or after 2011).

- Recent Evergreen arts graduates incurred less student loan debt than recent arts graduates from other SNAAP institutions. (see section Student Loan Debt)
  - Of those who had debt, recent Evergreen arts graduates were more likely to report that student loan debt has had an impact on their lives than recent graduates from other SNAAP institutions. (see section Impact from Student Loan Debt)
- Annual individual income (2014) was lower for recent Evergreen arts graduates than recent arts graduates from other SNAAP institutions. (see section Individual Income)
  - Fewer recent Evergreen arts graduates make a majority of their income from working as an artist compared to recent graduates from other SNAAP institutions. (see section Income from work as an artist)

Median student loan debt for U.S. undergraduates graduating in 2011-12: $26,8857
Median income for 2011-12 Evergreen graduates employed full-time in Washington in 2014 is $30,2008

Evergreen fails to acknowledge that an interdisciplinary education is highly marketable. There is very little career guidance for those who cannot afford graduate degrees or low paying work in the arts. While I deeply value the critical-mindedness I learned at Evergreen, after graduation my idealism was confronted by mounting student loans and rent. Culturally, I think Evergreen faculty and advisors are resistant to the for-profit sector. The true gift of my education from Evergreen is the understanding that an individual can learn from everything.

Evergreen arts alum | Class of 2002

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Student Loan Debt

Recent Evergreen arts graduates incurred less student loan debt than SNAAP alumni.

- 41% of recent Evergreen arts graduates incurred no student loan debt in order to attend Evergreen – compared to 35% of SNAAP recent graduates who incurred no student loan debt.
- 7% of Evergreen and 8% of SNAAP recent graduates incurred less than $10,000 of student loans.
- 23% of Evergreen recent graduates took out between $10,000 and $20,000 of student loans, compared to just 9% of SNAAP recent graduates.
  - Of the alumni who incurred student loan debt this was the largest category for Evergreen alumni.
- Only 5% of recent Evergreen arts graduates incurred more than $40,000 in student loan debt, compared to nearly 1 in 4 alumni from other institutions.
  - Of the alumni who incurred student loan debt, this was the largest category for SNAAP alumni.

Of recent arts graduates who incurred student loan debt, the median debt incurred by recent Evergreen arts graduates was between $10,000 and $20,000, and recent SNAAP arts graduates’ median student loan debt was between $30,000 and $40,000.
Impact from Student Loan Debt

Of the recent arts graduates who incurred student loan debt, just over half of both Evergreen and SNAAP arts graduates report that their student loan debt had a major impact on their career or educational decisions. 38% of recent Evergreen graduates reported some impact on their career or educational decisions, compared to 32% of SNAAP recent graduates. More SNAAP graduates reported that the student loan debt they incurred had no impact on their decisions (14% of SNAAP graduates, compared to 9% of Evergreen recent graduates).

Individual Income

<table>
<thead>
<tr>
<th>Income - Recent Evergreen Arts Graduates (n=57)</th>
<th>Income - Recent SNAAP Arts Graduates (n=5,308)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under $30,000: 73%</td>
<td>Under $30,000: 62%</td>
</tr>
<tr>
<td>$30,000 to $50,000: 19%</td>
<td>$30,000 to $50,000: 24%</td>
</tr>
<tr>
<td>Over $50,000: 8%</td>
<td>Over $50,000: 13%</td>
</tr>
</tbody>
</table>

73% of recent Evergreen arts graduates earned less than $30,000 in 2014 compared to 62% of recent SNAAP graduates. 19% of recent Evergreen arts graduates made between $30,000 and $50,000 and 8% made over $50,000, compared to 24% of SNAAP arts graduates who made between $30,000 and $50,000 and 13% who made over $50,000.

I do stand-up comedy, and write and perform my own productions when I can afford to put a show together. My ambition is to film productions. For right now I am working for less than what I was making before starting school. But Evergreen gave me the strength and power to pursue my dreams anyways!

Evergreen Arts Alum | Class of 2013
Income from work as an artist

<table>
<thead>
<tr>
<th>Percentage of individual income that came from work as an artist in 2014</th>
<th>Recent Evergreen Arts Graduates (n=57)</th>
<th>Recent SNAAP Arts Graduates (n=5,299)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>% of all</td>
</tr>
<tr>
<td>76% to 100%</td>
<td>8</td>
<td>14%</td>
</tr>
<tr>
<td>51% to 75%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>26% to 50%</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td>Less than 25%</td>
<td>17</td>
<td>30%</td>
</tr>
<tr>
<td>Never worked as a professional artist</td>
<td>20</td>
<td>35%</td>
</tr>
<tr>
<td>I did not work as an artist in 2014</td>
<td>10</td>
<td>18%</td>
</tr>
</tbody>
</table>

Of the recent arts graduates who worked as an artist in 2014, 63% of recent Evergreen arts graduates and 41% of recent SNAAP arts graduates made less than 25% of their annual individual income from working as an artist. 7% of Evergreen and 10% of SNAAP recent arts graduates made between 26% and 50% of their annual individual income from their work as an artist. 30% of recent Evergreen arts graduates and 50% of recent SNAAP arts graduates made 51% or more of their income working as an artist.

Work Time Spent on Art (all Evergreen arts alumni)
The survey asked “what is the approximate percentage of your work time you spent working as an artist in 2014?” 43% of Evergreen arts alumni who worked as an artist in 2014 reported spending more than half of their work time working as an artist, compared to 58% of SNAAP alumni.

<table>
<thead>
<tr>
<th></th>
<th>% of income from working as an artist</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Less than 25%</td>
</tr>
<tr>
<td>Less than 25% (n=41)</td>
<td>95%</td>
</tr>
<tr>
<td>26% to 50% (n=34)</td>
<td>74%</td>
</tr>
<tr>
<td>51% to 75% (n=20)</td>
<td>35%</td>
</tr>
<tr>
<td>76% to 100% (n=55)</td>
<td>11%</td>
</tr>
</tbody>
</table>

Of the alumni who worked as a professional artist in 2014, 41 spent less than 25% of their work time working as an artist. Of these 41, 95% earned less than 25% of their income from working as an artist. Intuitively, alumni who spent more of their work time working as an artist made a larger percentage of their income from working as an artist. Of the alumni who worked as a professional artist in 2014, 55 spent more than 76% of their work time working as an artist. Of these 55, 42 (76%) made more than 76% of their income from their work as an artist.
Location

Evergreen arts alumni were asked where they lived at the time of the survey. The largest number of Evergreen arts alumni live in Washington (145 respondents), followed by California, Oregon, New York and Colorado. The top five cities for Evergreen arts alumni include Seattle, Olympia, Portland, Los Angeles, and San Francisco. The chart below shows cities and metropolitan areas with two or more Evergreen arts alumni, larger circles have higher numbers of alumni.

<table>
<thead>
<tr>
<th>Top 10 States</th>
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<tbody>
<tr>
<td>Washington</td>
<td>145</td>
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<tr>
<td>California</td>
<td>51</td>
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<tr>
<td>Oregon</td>
<td>43</td>
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<tr>
<td>New York</td>
<td>13</td>
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<tr>
<td>Colorado</td>
<td>8</td>
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<td>Texas</td>
<td>6</td>
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<tr>
<td>Hawaii</td>
<td>5</td>
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<tr>
<td>Massachusetts</td>
<td>5</td>
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<tr>
<td>Nevada</td>
<td>4</td>
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<tr>
<td>Illinois</td>
<td>4</td>
</tr>
</tbody>
</table>
Alumni were asked in an open ended question, “Is there anything that Evergreen could have done better to prepare you for further education or for your career?” 168 arts alumni answered the question.

**Skills**

78 arts alumni responded that Evergreen could have better prepared them by helping build the following skills:

- **Networking** (20 people) – Alumni want better networking skills, and they also want Evergreen to provide/encourage connections to students, alumni, and professional artists.
- **Business management skills** (19) – Alumni often reported that they did not come away with a clear understanding of the business of art. One alumni mentioned non-profit management skills are important because they apply to almost all of the arts.
- **Technical skills** (14) – Alumni thought Evergreen could better prepare them for their career by providing more technical skills. Skills specifically named include common American acting techniques, computer shading languages, fundamentals of animation, formal art critique, and skills to work in the film industry.
- **Professional practices** (12) - Including grant writing, cover letters, project management, exhibition proposals, residency applications, negotiating gallery representation, auditions, bookings, and how to handle yourself as a professional.
- **Entrepreneurial skills** (10) – Alumni wanted entrepreneurial/freelancing skills, one alum specifically said they wanted to practice these skills while at Evergreen.
- **Portfolio** (10) – Alumni mentioned wanting to have a portfolio when they graduated, but also mentioned they wanted skills in portfolio creation and portfolio review. Some alumni wanted a requirement to produce a portfolio in order to graduate, or wanted time in senior year dedicated to creating a portfolio.
- **Technological** (10) – Specific technology mentioned: coding, digital arts, computer editing skills, Adobe, and computer graphics.
- **Writing** (7) – Alumni wanted more stringent writing requirements, including learning how to follow style guides and writing for the professional world.
- **Marketing** (6) – Alumni wanted to know how to market themselves and their art after graduation, and how to represent themselves in social media.
- **Other skills** mentioned include research skills (3), critical thinking (2), listening to someone you don’t agree with, statistics, and concrete skills that stand out on a resume.

**Academic, Career, and Real World Advising**

63 arts alumni wanted better career advising. This ranged from simply encouraging students to prepare for a career to requiring a bi-yearly check in. Alumni wanted advising more often from counselors rather than faculty (although they thought that faculty should speak more often about career choices during class), and mentioned being interested in career-exploring workshops, seminars, and forums. The alumni who went to the career center had bad experiences, one said the advisors were unmotivated and acerbic, and another said the advisors had no expertise in the professional art field and suggested to that alumni that they could “play your guitar in a coffee house and pass the hat.” Another alumni said
that advisors “could have taken more time to assess my talents/interests and helped me apply them toward creating a career pathway.” A couple of alumni appreciated the independence and autonomy that Evergreen offers, along with the “culture that fosters exploration,” but wanted more career guidance and exposure to career options, especially for those who cannot afford graduate school. Some alumni wanted career guidance during their junior year so that they could change or revise their academic trajectory, others wished there was more career planning help after graduation. Many alumni stated that they were taught how to be an artist, but not how to have a career as an artist.

“Evergreen could’ve simply encouraged me to prepare for my career. For whatever reason, the subject rarely came up, and I was so caught up in the (very inspiring and artistically adventurous) world of Evergreen in the present tense, I hardly ever thought of what life would look like beyond it. As a young & inexperienced artist, I just did not grasp the incredible importance of identifying steps to take to get your next chapter started, so I never took the initiative to seek the school’s services. I realize that was my own fault, but if it had been more clearly & directly suggested to me that I identify how or where to find resources outside of the campus and the city, and brainstorm career goals and ways to use my skills beyond personal artistic expression, that would’ve been so helpful!”

Academic Advising
An additional 23 arts alumni wanted stronger academic advising - requesting assigned advisors, or at the least more formalized relationships with academic advisors. Four arts alumni wanted a mentor. Alumni wanted more support in thinking strategically about how to gain diverse opportunities, and wanted advice that goes beyond basic research. Specific examples include orientation for transfers, concrete steps towards getting a teaching credential, advice for transitioning into traditional grading systems, and how to navigate graduate programs that are housed within departments. Alumni often mentioned wanting this type of advising earlier in their Evergreen career, and wanting preventative advising, not reactions to bad situations they were already experiencing.

“I wish I had been pulled into advising much earlier. Evergreen has so much to offer and I wish I’d experienced more.”

Real World
Another 20 arts alumni talked about ‘the real-world,’ some mentioned very general worries like feeling unprepared for the real world or translating [their] Evergreen education into the world, while others wanted specific knowledge including the current status of [their] profession, what working in the art world looks like, or insight into how various creative industries work and how to break in. Many wanted help finding ways to actually apply what they were doing to the real world.

“Evergreen was deeply enriching for my life and cultivation of skills to rapidly learn subjects, but as an art student I did not receive enough coaching about the realities of trying to make a living as an artist in today’s economy, much less thriving at it.”
Academic Structure & Content

44 arts alumni made comments about Evergreen’s academic structure or content.

Academic Structure
13 arts alumni commented on Evergreen’s academic structure. Many wanted more organization including more required courses, required math and science courses, a cohesive art department, upper division classes with students at a similar skill level, and more structure and support surrounding internships. Three alumni wanted more interdisciplinarity – for example, more faculty working towards combining art with other fields, or encouraging students to study outside of the arts. Alumni also wanted higher academic standards, “certain guarantees for quality/quantity of work,” and to have Evergreen hold students accountable. Arts alumni wanted more options/availability of upper division work. Two alumni suggested having GPAs.

Access
Access to resources, facilities, and curriculum was a barrier to arts alumni (11 alumni); this included those whose schedule did not coincide with the availability of the studios on campus, an alum who wanted better equipment, a Tacoma student who did not have the same equipment available to them, skill building classes and popular programs that were hard to get into or were only offered once a year, EWS courses that seemed “inexplicably marginalized,” and a lack of organizations that students could readily join (e.g. chorus/theatre performance).

Alumni also found that utilizing independent learning resources “was like pulling teeth,” and getting sponsors for contracts (which were encouraged) was very frustrating because faculty were over-committed. One transfer had a difficult time deciding between broad foundational programs and upper division work in the short amount of time they were at Evergreen; another wanted more classes focused primarily on film production.

Content
Nine alumni thought that Evergreen should hire faculty and/or guest speakers who are currently successful working arts professionals.

“Provide more exposure to career paths by bringing role models to campus.”

Five alumni wanted practical hands-on experiences in the field and job shadowing with connections to diverse occupations and art organizations.

Two alumni wanted more focus on art history - one said

“I was blatantly missing knowledge of some major historical works in my field.”

Other
A few of alumni suggested offering a Bachelor of Fine Art and one suggested a Master of Art program.
Internships

20 alumni responded that Evergreen could be more involved with student internships. Five alumni thought internships should be required, emphasized, or integrated into the curriculum, while others just wanted some help finding internship opportunities. A couple arts alumni wanted Evergreen to develop relationships with community organizations in order to facilitate internships, and one alum wanted more financial support so that he could have been able to complete an internship.

“I have found the lack of opportunities through the college for placement into [internships] slowed my progress on my career path. I was required to look for resources and develop these aspects of my professional persona post-graduation, with no guidance.”

Campus Climate

Six alumni thought Evergreen’s campus climate could be improved. Some felt isolated, unwelcome, and devoid of encouragement. Others wanted a more diverse campus, or the opportunity to learn without the expectation of teaching others about their culture.

“The most challenging thing at Evergreen was to feel like I was being looked at by my non-Native peers to give them answers about Native culture and to teach them when I was also trying to learn. It seems like there are more Native people enrolling there these days, so I hope there’s strength in numbers. It was isolating for me.”

Comments about Faculty

The following comments were made about faculty at Evergreen.

“Culturally, I think Evergreen faculty and advisors are resistant to the for-profit sector.”

“I didn’t feel as though I was receiving the critical feedback I needed to get into grad school.”

“[One] point of contention is the professors often seemed to be more focused on indoctrinating a social or political agenda over what the student could actually take away from the course. I felt if I was given readings and ideas from both ends of the spectrum, this would make me a more well-rounded individual and storyteller, cultivating more critical-thinking rather than being mocked and graded on ideas that may not align with my professors.”

“There was documentation of my performances that I never received from faculty because they were too busy to follow through.”

Other Comments

Eight alumni made comments that did not fit into the previous categories. These comments are summarized below.
Three alumni felt that Evergreen film offerings lacked a connection to/respect for the workforce/commercial sector.

“I felt that my program lacked in connecting students to the workforce post-graduation. Almost as if working were treason to our artistic selves. I exited my program fully inspired, creatively charged, and well versed in the techniques needed to start my career - only to find all doors closed to my services due to my lack of experience in industrial/commercial work. One simple internship with a production house could have changed that, but my programs seemed to actively dissuade participation in the commercial world, and no internship opportunities were ever provided. The above issue is my one gripe regarding my time at Evergreen. While I did eventually break through the walls into the workforce, I felt that the lack of internship opportunities in my program set me behind my peers in the industry.

“We were expected to work outside the studio system for film and animation and therefore not given any information about what it takes to make it in the commercial world but we were also never given any classes or information on getting grants or fellowships. “

“I wanted to pursue a career in mainstream filmmaking... My filmmaking professors had nothing but negative things to say and teach about mainstream media and ‘Hollywood’.”

Two alumni felt that they should have received better information about the consequences of taking out student loans.

Two alumni wanted more information available to students; one wanted public faculty evaluations, the other wanted alumni information (geographical information, careers, etc.) which might have provided some insight into the future.

One alum said, “Evergreen fails to acknowledge that an interdisciplinary education is highly marketable. The true gift of my education from Evergreen is the understanding that an individual can learn from everything.”
Evergreen arts alumni were asked how their arts training at Evergreen is or is not relevant to their work and/or their participation in civic and community life. Evergreen faculty and staff took the time to organize the quotes from alumni into different categories. The office of Institutional Research and Assessment used the quotes chosen by faculty to show how arts alumni meet and exceed the Six Expectations of an Evergreen graduate.

1. **Articulate and assume responsibility for your own work.**

A successful Evergreen graduate will know how to work well with others, not only in the workplace or social contexts, but as an active participant in the struggle for a more just world. You will assume responsibility for your actions as an individual and exercise power responsibly and effectively.

**Examples:**
- [Art] helps to connect to society and other people. It encourages empathy and critical thinking, which are both incredibly important for creating human beings concerned with something beyond themselves. (Evergreen arts alum | Class of 2011)
- Evergreen really helped me develop my confidence, which certainly helped me assume a leadership role where I work. (2006)
- Evergreen taught me to be who I am, nothing more and nothing less. (2012)
- [I think] my interdisciplinary coursework at Evergreen helps me manage complex responsibilities and has prepared me well for the interdisciplinary and complex nature... of my current academic and professional pursuits. The socio-economic awareness and cultural sensitivity that Evergreen instills/reinforces helps drive me to be a responsible and compassionate member of my community, through everyday interactions and decisions made regarding the small studio/gallery/shop that I founded, and... through the design decisions I make in my job. (2008)

2. **Participate collaboratively and responsibly in our diverse society.**

A successful Evergreen graduate will understand that by giving of yourself you make the success of others possible. A thriving community is crucial to your own well-being. The study of diverse worldviews and experiences will help you to develop the skills to act effectively as a local citizen within a complex global framework.

**Examples:**
- [My] broad education at Evergreen has made it easier for me to work with other people. It has made me more tolerant of the various ways people work. (2006)
- Evergreen gave me more of an awareness of how art can support community and global issues. For example, while at Evergreen, I participated in events such as World Artists for Tibet. Now, I occasionally donate my time to such causes, most recently to [a] project bringing clean water and education to places such as Uganda. (1997)
- Evergreen encourages collaborative work. I feel that seminars prepared me to have critical discussions in group settings, and that Evergreen’s multidisciplinary philosophy taught me how to collaborate with people who possess skills that I don’t. I use both of these skills often in board meetings, as an educator, or as a volunteer coordinator. (2011)
3. **Communicate creatively and effectively.**

A successful Evergreen graduate will know how to listen objectively to others so as to understand and accept a wide variety of viewpoints. By developing a genuine interest in the experiences of others, you will learn to ask thoughtful questions, to communicate persuasively, and express yourself creatively.

*Examples:*
- Evergreen's "seminar" format has provided me with good tools for listening to a wide range of points-of-view & communicating/coordinating/understanding with fairness & openness. (1995)
- My arts training helps me deliver better presentations and write more creatively. I studied media, video, writing, and explored painting at TESC. (1994)
- I was taught that storytelling and performance can be a means of telling stories that need to be told and perhaps even become a catalyst for change in some small way. (2003)

4. **Demonstrate integrative, independent, critical thinking.**

A successful Evergreen graduate will have the ability to appreciate and critically evaluate a range of topics, across academic disciplines. As you explore these disciplines, you will develop a greater curiosity toward the world around you, and its interconnections, that will enhance your skills as an independent, critical thinker.

*Examples:*
- The critical thinking skills I learned at Evergreen have actually allowed me to outperform my peers when it comes to analytical and conceptual thinking, which has been very relevant for systems and data analysis necessary for my work. I find the fact that I can conceptualize theoretical underpinnings remarkably useful in a variety of applications. (2004)
- My arts training taught me how to think outside the box, analyze, deconstruct and reconstruct information and situations. (1997)
- I currently work at a website devoted bringing creative projects to life. I help write policy and assess projects (specifically in the categories of technology and design) to determine whether or not they violate our rules. It's important to think holistically and empathetically, and to create logical systems that maintain an open ecosystem while at the same time deterring abuse. I learned much of this thinking through discussions centered around critical theory and philosophy. At Evergreen, I learned to stake a claim, think deeply, and argue logically. (2012)

5. **Apply qualitative, quantitative and creative modes of inquiry appropriately to practical and theoretical problems across disciplines.**

A successful Evergreen graduate will understand the importance of the relationship between analysis and synthesis. Through being exposed to the arts, sciences and humanities, and coming to your own critical understanding of their interconnectedness, you will learn to apply appropriate skills and creative ways of thinking to the major questions that confront you in your life.

*Examples:*
- All my arts training is invaluable because it helps me to approach every difficulty from the standpoint of, how can I creatively solve this problem? (1991)
• I spent considerable time studying film editing, animation and comics at Evergreen which, fundamentally, boils down to creating complex systems that require things to be put in a specific sequence to attain a desirable result. I’m now pursuing a Master’s in Library and Information Science degree and foundational work has been surprisingly applicable when creating/interacting with organizational systems, modeling information, mapping information behavior, etc. (2004)
• I also work as a computer programmer, where the arts training connection is a little less obvious but I believe is still totally relevant. My arts training has enabled me to see software from not just a quantitative, but also a qualitative perspective: how usable is my technology? How easy is it to maintain? How adaptable is it if we need to change it? (2011)
• My art education at Evergreen started with drawing, painting, printmaking, and ended in photography. All the while, I studied art history and theory, and the topics I researched influenced the art I made (and vice versa). I’ve moved away from art making to art writing, and am an active freelance arts writer and editor, and also work in a communications department for a well-known design firm. My expertise in art terms and art history is essential to my current work. (2009)
• I rely heavily on multi-disciplinary perspectives and collaboration in both the researching and fabricating of my work. Additionally, my study of the Humanities at TESC was critical in fueling my work, the questions that I ask, and my desire to make connections across preconceived boundaries. (1996)

6. As a culmination of your education, demonstrate depth, breadth and synthesis of learning and the ability to reflect on the personal and social significance of that learning.

A successful Evergreen graduate will be able to apply the personal frame of reference you develop as a result of this unique education in order to make sense of the world. This understanding will allow you to act in a way that is both easily understood by and compassionate toward other individuals across personal differences.

Examples:
• My arts training at Evergreen gave me a window into developing an arts practice, and taught me how to translate learning from one arena to another. This has allowed me to synthesize what might seem like disparate educational experiences. (2007)
• As a music and visual-arts student at Evergreen, I developed my life-long interest in all of the arts, and came to understand better the underlying philosophical, technological, and conceptual components more deeply, and my studies in science and literature contribute to my depth of experience... Evergreen was a key to further opening my mind to other traditions and styles - for example, Tyco drumming, and conceptual artists, such as Korean-American Byron Kim.
• I have to say, my arts training at Evergreen was also a training in social issues. I was encouraged to understand art and visual culture as always already political. Art, and even art history, was used to politicize me at Evergreen. I loved it. (2009)
• My work blurs the boundaries of investigative journalism, activism, creative writing, and visual arts. These are all things I studied and melded through practice at Evergreen.(2012)
Appendix I

2015 PARTICIPATING INSTITUTIONS

United States

Alabama
University of Montevallo

Arizona
Arizona State University, Tempe

California
Art Center College of Design, Pasadena
California College of the Arts, Oakland
California Institute of the Arts, Valencia
San Diego State University
San Francisco Art Institute
UCLA School of Theater, Film and Television, Los Angeles

Colorado
Metropolitan State University of Denver

Connecticut
University of New Haven

Florida
Eckerd College, St. Petersburg
Florida International University, Miami
Ringling College of Art + Design, Sarasota

Illinois
DePaul University, The Theatre School, Chicago
School of the Art Institute of Chicago

Indiana
Indiana University Jacobs School of Music, Bloomington
University of Saint Francis–Fort Wayne

Iowa
University of Iowa, Iowa City

Maine
Maine College of Art, Portland

Maryland
Maryland Institute College of Art, Baltimore

Massachusetts
School of the Museum of Fine Arts, Boston

Michigan
Kendall College of Art and Design of Ferris State University, Big Rapids

Minnesota
Minneapolis College of Art and Design
St. Cloud State University
St. Olaf College, Northfield

New Hampshire
New Hampshire Institute of Art, Manchester

New Mexico
University of New Mexico, Albuquerque

New York
New York Conservatory for Dramatic Arts, New York
School of Visual Arts, New York

North Carolina
University of North Carolina–Charlotte
University of North Carolina School of the Arts, Winston–Salem

Ohio
Art Academy of Cincinnati
Columbus College of Art & Design

Oregon
Pacific Northwest College of Art, Portland

Pennsylvania
Drexel University, Philadelphia
Messiah College, Mechanicsburg

Rhode Island
Rhode Island School of Design, Providence

South Carolina
College of Charleston

South Dakota
Northern State University, Aberdeen

Tennessee
Memphis College of Art
University of Tennessee at Chattanooga

Texas
University of North Texas, Denton
University of Texas at Austin
Texas Christian University, Art & Art History, Fort Worth

Utah
Brigham Young University, Provo
Utah State University, Logan

Washington
The Evergreen State College, Olympia

Wisconsin
Milwaukee Institute of Art & Design

Canada

Alberta
Alberta College of Art + Design, Calgary

British Columbia
Emily Carr University of Art + Design, Vancouver
University of Victoria

Nova Scotia
Nova Scotia College of Art and Design, Halifax

Ontario
OCAD University, Toronto

‘Undergraduate respondents only
† Institution excluded from analysis (including comparison groups) due to non-standard administration
This excerpt is from the SNAAP 2015 Annual Report
Appendix II

Please provide the job title of the occupation in which you spend the majority of your work time.

(Asked of all alumni who are currently working, n=306)

1st Assistant Camera
3D Animation
3D Artist
Academic Advisor
Accounting
Accounting Revenue Analyst
Actor/Singer/Dancer
Acupuncturist
Adjunct Professor [3]
Adjunct Professor, Editor, Writer, Photographer, Artist
Administrative Assistant [2]
Adult Mental Health Counselor using art making and talk therapy
Animation Artist
Animation Director
Animator and Animation Director
Application Developer
Art Director
Artist
Artist Blacksmith. Forging/fabrication of architectural metalwork designed either by me, architects, builders or interior designers.
Artistic Director
Arts Administrator, Artist
Arts and Social Justice Educator Assistant
Assistant
Assistant Manager
Assistant Paralegal
Assistant Professor [2]
Assistant Technical Director
Associate Director
Associate Telephone Operator
Audio/Visual Technician and Projectionist
Barista
Bookkeeper/Office Manager
Box Office Manager, Front-of-House and Volunteer Coordinator, Casting Associate
Bread Baker
Building Services Coordinator Cafe cook
Caretaker
Case Manager
Cataloging Editor
Certified Nursing Assistant
Certified Professional Guardian
Character Artist-Video games
Chef and Caterer
Chief Technology Officer
Childcare
Chiropractor and Business Owner [2]
Cleaning Crew for detailed cleaning of houses, apartments, condos, etc.
Clinical Nurse Specialist, RN, APN
Clinical Support Specialist
Clinical Trainer
Collections Associate
Commercial / Television Editor
Communications Manager and Technical Editor
Communications Manager/Consultant
Communications Specialist / Graphic Designer
Compensation and Benefits Consultant
Computer Drafter
Conservation Lab Assistant
Cook
Co-Owner, Operations Manager
Copper Smith, Metal Smith
Correctional Nurse
Costumer
Counselor
Craft Artist [2]
Creative Director
Creative Director, Office of Communications
Creative Media Art & Design Instructor
Curriculum Design and E-Learning Producer
Customer Engineering - Electric Service Representative
Customer Service Representative [3]
Cut Flower Merchandiser
Data Specialist
Dean of Fine Arts
Designer, Artist, and Marketing Consultant
Designer/Builder
Development & Marketing Coordinator
Development Producer for TV
Digital Marketing
Digital Media Instructor
Director of Applied Research
Director of Business Operations
Director of Community Development
Director of Photography
Director/ Animator
Documentary Filmmaker
Editor, Illustrator, Content Developer and Writer
Education Program Manager, Caterer
Educational Planner
Electrical Designer/Controls Specialist
Emergency Certified Substitute Teacher
ESL Instructor
European Travel Consultant and Reservations Support
Event Planner for a fine dining restaurant
Executive Director
External Relations Manager
I sell art work online and substitute teach with a preference for art. I shoot videos of legal depositions for court reporting firms. I teach at and manage a large yoga studio. Independent Contractor, ESL Teacher Independent Journalist In-home Care Instructional Designer for online curricula Integrity Analyst, Design and Technology Specialist Interactive Designer and Developer Intern at an Information Architecture/User Experience (IA/UX) International customs and border advisor Investment Research Analyst IT and Enterprise Content Management Assistant Junior Film Producer / Junior Line Producer / Film Production Manager Landscaping Lead Registrar for an artist Learning Management Specialist I Lecturer in Fine Art Legal Assistant Legal Office Administrator/Assistant Library Aide Licensed Clinical Social Worker Licensed Esthetician Lighting Artist for computer games Literacy Program Coordinator Managing Editor [2] Marketing Director Mathematics Teacher and Tutor, middle and high school Media Communications Instructor

Media Services Specialist Media Technology Administrator Media Technology Specialist MFT Clinician and Art Therapist Middle School Science Teacher Model Multimedia [2] Multimedia Producer Music Director and Touring Performer Music Performer, Recording Producer, and DJ Musician - Composer, Songwriter, Singer, Lyricist, Arranger, and Producer My work involves: communication skills, teaching self-awareness, music, reading, math, how to research, language, dance, all arts News Anchor/ Reporter Office Assistant Office Systems Analyst Oil Painter Operations Agent for Geek Squad/Best Buy Operations Manager Orchardist Over-night Youth Counselor at a young adult shelter Owner of a multiroom recording studio Owner/ Member of an LLC. I design and build custom furniture. Painter Paralegal Paraprofessional Pastry Assistant Performing and Media Arts Operations Manager Personal Care Provider PhD candidate, Teaching and Research Assistant Photographer Photographing interiors and exteriors of buildings Photography Professor
Physical Scientist
Pilates Instructor
Playwright, Professor, Co-Founder of a Theater Company
Post Production Supervisor for Feature Films
Principal
Private School Teacher
Private Teacher of the Arts [2]
Producer / Supervising Producer / Director
Production Assistant
Production Coach
Production Designer
Production Lead
Program Director
Programs Assistant
Project Architect
Project Manager [2]
Increasing student success
Property Management,
Proprietor of a Studio
Psychologist and Art Therapist
Public School Teacher
Puppet Fabrication
Puppet Painter
Quality Assurance
Reading/Writing Tutor
Reference and Instruction Librarian, Collection Development Librarian
Regional Manager
Registered Dietitian
Research Assistant
Restaurant Manager
Retail Commissioned Sales
Retail Management
Retail Sales
RN
Run an online clothing store
Sales and Marketing Coordinator
SAP Analyst in the IT department
Science Teacher
Scientist
Sculpture Lab technician
Self-employed Ceramic Artist
Senior Cloud Architect
Senior Manager, Shared Services
Senior Project Manager, Recertification
Senior Technical Writer
Senior User-Experience Designer
Server
Server, Musician
Service Design
Shift Supervisor
Sign Production
Smoke Management Specialist
Social Services
Software Developer for Interactive Television
Software Engineer
Software Test Engineer
Sole Proprietor of illustration and design business.
Space Planner. I design and coordinate the installation of corporate office interiors.
Special Education teacher /
Transition Specialist
Senior Director of Product
Senior User Experience Designer
Senior Administrative Assistant
Stop Motion Animator
Stop Motion Puppet Fabricator
Studio Assistant
Substitute Instructional Assistant
Supervising Producer of Animation
Supervising Rehabilitation Therapist
Teacher of English as a Foreign Language [2]
Teaching Artist- Teaching Associate
Television Producer and Camera Operator
Television Writer/Producer
UX (user experience) Specialist
Toddler Teacher
Tool-maker
University Program Manager
Usability assistant
User Experience Manager
UX Researcher
Van Driver

Visiting Professor
Visitor Engagement and Art Studio Manager
Visual Merchandising Specialist
Vocational Counselor
Watercolor Artist
Web Developer: Front end
Wood Worker Artist
Workforce Planning Manager
Writer and Editor
Writer/Editor
Yoga Studio Owner and Teacher
Youth and Community Director