

THE EVERGREEN STATE COLLEGE
Excerpt from the 2002 Alumni Survey of the Class of 2000-01

OLYMPIA ENVIRONMENTAL STUDIES SUBSET

The overall response rate for locatable members of the class of 2000-01 was 31%. Respondents identified their primary areas of study as presented in the following chart.

Primary area of study (concentration) at Evergreen	Total N=293
Social Sciences	(N=95) 32.4%
Humanities, Language Arts (Culture, Text & Language)	(N=54) 18.4%
Environmental Studies	(N=38) 13.0%
Media, Visual Arts, Drama (Expressive Arts)	(N=36) 12.3%
Science, Math, Computers (Scientific Inquiry)	(N=36) 12.3%
Liberal Arts/Interdisciplinary Study <i>(this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts")</i>	(N=22) 7.5%
Native American Studies	(N=7) 2.4%
Other field: Education	(N=4) 1.4%
Other field: Midwifery	(N=1) 0.3%

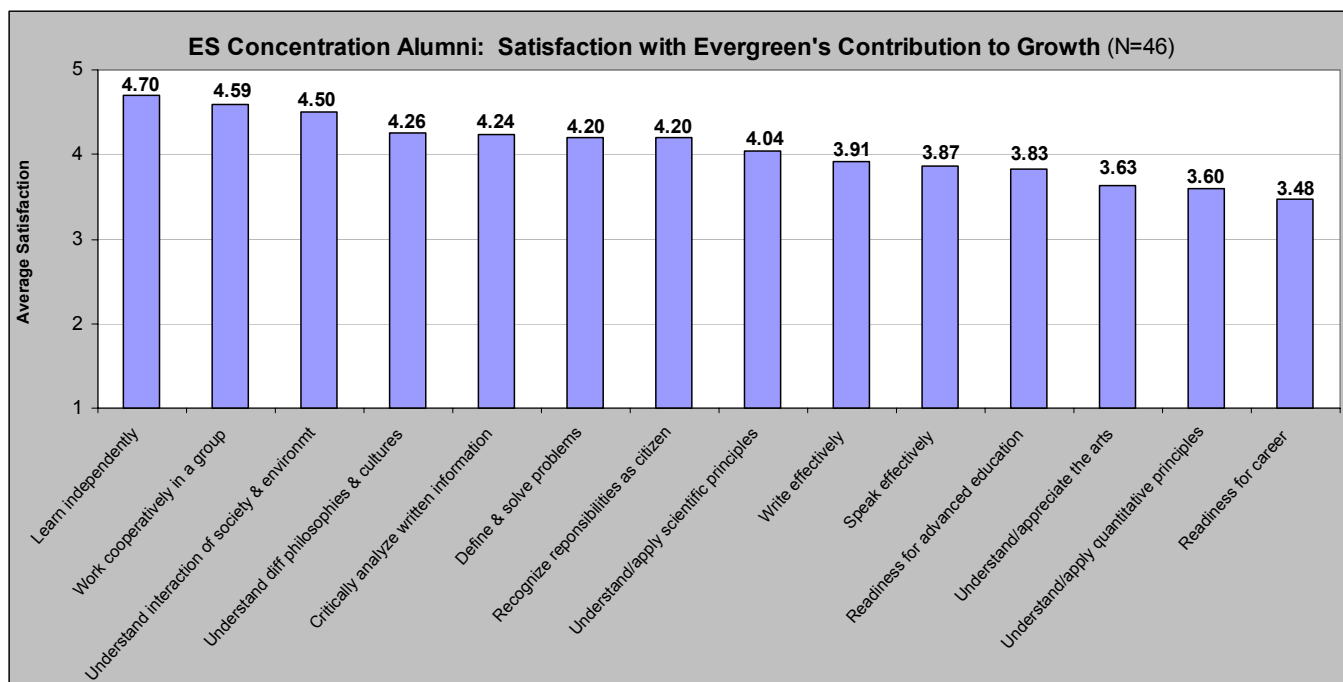
The following data include only responses from students who primarily attended the Olympia campus and who identified Environmental Studies as their primary area of study or among their primary areas of study at Evergreen. 46 alumni respondents met these criteria.

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 each of the following academic areas on a five-point scale from 1=not at all satisfied to 5=very satisfied.

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Writing effectively	0	4.3%	23.9%	47.8%	23.9%	0
Speaking effectively	0	2.2%	34.8%	37.0%	26.1%	0
Critically analyzing written information	0	4.3%	15.2%	32.6%	47.8%	0
Learning independently	0	2.2%	2.2%	19.6%	76.1%	0
Understanding and appreciating the arts	6.5%	6.5%	28.3%	34.8%	23.9%	0
Understanding and applying scientific principles and methods	2.2%	8.9%	11.1%	37.8%	40.0%	0
Understanding and applying quantitative principles and methods	4.4%	13.3%	24.4%	33.3%	24.4%	0
Defining and solving problems	2.2%	0	15.2%	41.3%	41.3%	0
Working cooperatively in a group	0	2.2%	4.3%	26.1%	67.4%	0
Readiness for a career	2.2%	8.7%	43.5%	30.4%	15.2%	0
Readiness for advanced education	0	10.9%	28.3%	28.3%	32.6%	0
Understanding different philosophies and cultures	0	4.3%	10.9%	39.1%	45.7%	0
Understanding the interaction of society and the environment	0	0	6.5%	37.0%	56.5%	0
Recognizing your rights, responsibilities and privileges as a citizen	0	4.4%	20.0%	26.7%	48.9%	1

The average satisfaction rating for each academic area was calculated and the results are presented in the next chart.



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.

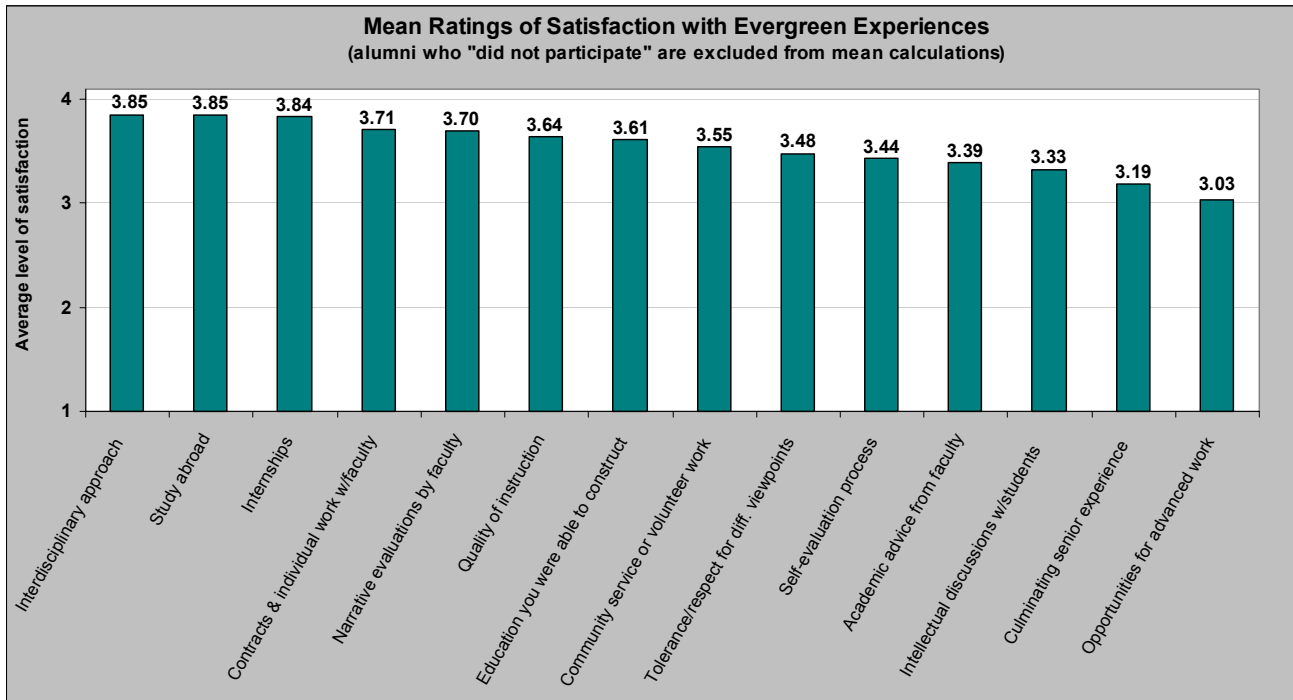
Satisfaction with Evergreen Experiences

Alumni rated their level of satisfaction with a series of Evergreen educational experiences. They rated their satisfaction on a four-point scale from 1=very dissatisfied to 4=very satisfied. They also had the option of indicating that they *did not participate* in a particular experience.

All of the ES concentration alumni (100%) indicated that they had participated in interdisciplinary and other instructional experiences, narrative evaluations, and exposure to different viewpoints. And nearly all ES alumni (>95%) completed self-evaluations, had intellectual discussions with other students, received academic advice from faculty, Participation rates in other experiences were somewhat less universal.

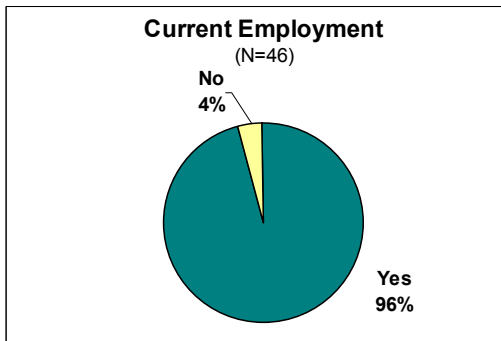
- 83% participated in contracts and other individual work with faculty
- 69% participated in opportunities for advanced work at Evergreen
- 63% participated in community service or volunteer work
- 59% participated in a culminating senior experience
- 70% participated in internships
- 28% participated in study abroad

Average ratings of satisfaction were calculated for each experience, excluding the alumni who indicated that they had not participated. As evident in the following chart, the means for all items fell on the satisfied region of the rating scale (mean score above 3.0).



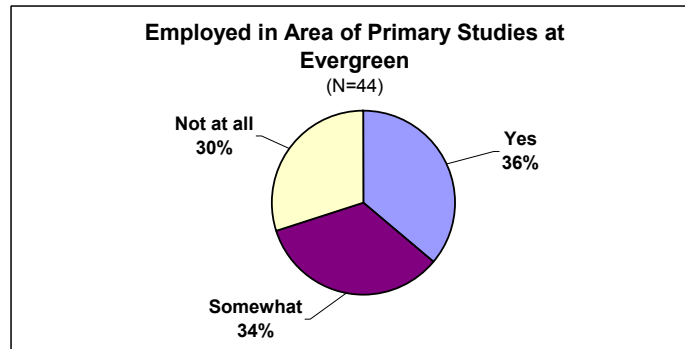
Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

Alumni Employment Data



96% of the ES concentration alumni were employed one year after graduation compared to 87% of all alumni respondents.

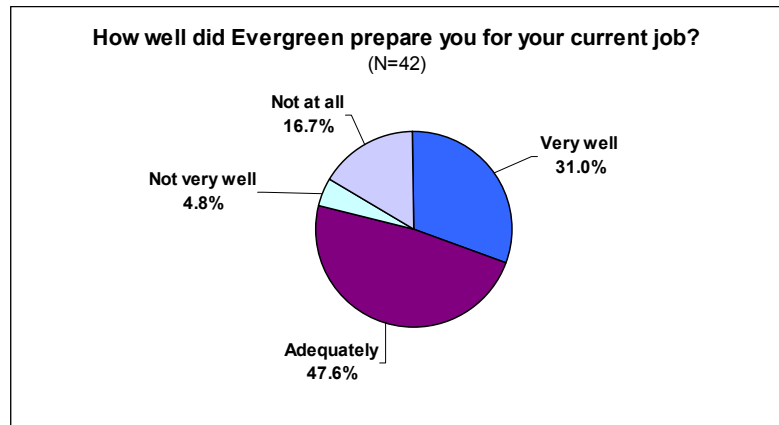
Of those who were employed, 70% of the ES alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen.



The 44 employed ES alumni selected one category from the list below that they felt best described the type of work they were doing one year after graduation.

Natural sciences (biology, physics, chemistry, math, etc.)	20.5%
Environmental work	15.9%
Sales/service/restaurant work	13.6%
Skilled trades (building construction, plumbing, carpentry, electrical, etc.)	11.4%
Teaching/education	6.8%
Business support (office manager, financial, clerical, etc.)	6.8%
Agriculture/horticulture/landscaping	6.8%
Social services/political or community organizing	4.5%
Business administration (management, marketing, public relations, etc.)	4.5%
Expressive arts/media	4.5%
Medicine/medical technology/health services	2.3%
Computer programming/data processing	2.3%

79% of the ES alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Graduate or Professional School

Of the 46 ES alumni, 3 were attending (or had been accepted to) graduate or professional school within one year of graduating from Evergreen. Two were enrolled in Evergreen’s Master of Environmental Studies program and the other was pursuing a Master in Environmental Resources in Arizona. This rate of 7% is lower than the 17% of all alumni respondents who entered graduate school within one year of graduation. However, of those who had not yet attended, 87% of the remaining ES alumni intended to apply to graduate school in the future.

APPENDIX: Environmental Studies Concentration Alumni Narrative Comments

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

Open-minded attitude and careful consideration of multifaceted issues.
Amicable disagreement (from seminars).
Ability to develop ideas and independently research
I learned a great deal about personal and professional expression, be it written or oral. Evergreen also put me on track with my future goals. I ended up entering a profession I knew almost nothing about prior to college.
Independent thought; Ability to work in a less formally structured environment
Self Directed Learning, Leadership
Public speaking; working with groups; doing an internship at PAWS Olympia Wildlife Center – I am now certified and working on my license.
Analytical thinking- open mindedness
Ability to think independently
Ability to learn and apply what I've learned
Ability to communicate
An ability to acknowledge my unique story and choose what I love in the world.
Working together in groups; Field trips to use equipment was great learning experience.
Plant Identification, organization, and initiative.
Facilitation, Community Organizations
A few good anecdotes/1 st person observations on the "Evergreen" way
Group facilitation; leadership; self expression; independent work
Cross disciplinary skills
The ability to research information, resources, etc.; public speaking, group working skills, problem solving
To look at the big picture of anything and try to relate it to information I'm familiar with to make the best decision
My current endeavors are focused primarily on applying for graduate school for 2003 and applying for scholarships. All of the strengths and skills acquired at Evergreen such as thinking critically and integrating ideas with action that I use on a daily basis. Particular skills of aspects related directly to my field I have yet to utilize, but I hope to change that soon!
I was able to improve my writing skills through the many research papers I wrote at Evergreen. Learning alternative viewpoints on many issues and subjects was also valuable part of my Evergreen education. One of the best qualities about the school is its amazing ability to instill a sense of duty to make the world a better place. Many schools are focused solely on grades, tests and making lots of money.
The ability to work independently and think critically and to further learn and develop skills. Also, the ability to work in a team setting. I've learned to look beyond the basics and further dig to find and figure out all aspects of what I'm working on.
Strong hands on techniques in the following fields: <u>Ornithology</u> museum specimen preparation and cataloging. Mist netting, banding, data recovery, and storage, point count census, nest location and monitoring, camp management, patience. <u>Botany</u> continuing understanding of Northwest flora, specimen preparation, identification, vertical stratification in altitude and latitude. Emphasis on Great basin Desert communities. <u>Mammology</u> Adaptive Radiation through time and associated change. Radio telemetry involving Roosevelt Elk and the associated autonomous existence associated with such work. <u>Natural History</u> The ability to see and commit to writing how all of these blend and bind to tell the story of a place and its life.
Knowledge of computers and a vast overview of environmental science
Keen observational skills useful in all endeavors. Good communication both technically (classroom setting) and in dealing with everyday people (the more common and important of the two). Writing skills that make professional life satisfying.

Organizational skills, public speaking, group work/dynamics, agricultural training, working with youth, non-profit management.
Tolerance for other peoples' differences.
Evergreen helped me to realize who I am as an individual and to cast off the spoon-fed ideologies and quirks that are shown in the mainstream media. I now am the critically thinking intelligent person I knew would eventually develop
People skills
Ability to utilize technology especially specialized software applications. Writing skills, both technical and general (i.e., business memos, etc.).
Discuss problems and solutions with others. Speak up and be heard. Ask questions no matter what they may be often leads to answers.
At Evergreen, I learned how to write effectively. Presentations every week made me become comfortable with speaking in front of an audience.
The seminars were a great deal of help in getting me to be more active in a group setting.
I learned how to cooperate with other people for some projects
Ability to value other perspectives and openness to learn from everyone.
Critical thinking skills, "big picture" framework.
The ability to work well in groups as well as individually. Better communication skills, and the ability to excel in a variety of disciplines.
Initiative, communication, group work, critical analyze, holistic thinking/perspective, community minded, consciousness.
Ability to work independently and continue my education on my own, i.e.: library and internet research on topics relating to my current position. Ability and willingness to work with all types of people and professional styles in a "team" oriented environment.
I gained more perspective and through seminar and appreciation for diversity of opinions and views which provides for increased open mindedness, tolerance and communication skills.
Since I was an international student from Japan, I improved my English ability as a second language. I also gained writing skills, and learned that there are much more things to learn or problems to solve in the world.
First, willingness to learn new skills, think about issues, and try to analyze. Understand general issues as my issue and close thinking about any issues. Understand the interaction of society and the environment.

If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?

I would have greatly benefited from more technical instruction regarding renewable energy- ex- Physics of a wind turbine, as well as more practical information regarding non-profits. I learned the evil ways of corporations, but little about how other systems work, until I interned at a non-profit.
One of the best things about the school I transferred from was that when there were big issues in the news, such as cloning, a few professors with an appropriate area of expertise would organize a lecture and question and answer session on the topic. It was a great way to learn about current events, share ideas and be introduced to different professors.
More Masters Degrees offered (more programs)
...it's too homogenous; recognize your "customers" and diversify yourself
I would figure out how to draw in more people of color. Evergreen preaches diversity and it's actually really white. Second, I would offer majors, rather than focuses. I don't know how Evergreen could offer this without changing the structure. Maybe it could be an option, for those who would like to achieve a certain amount of credit in one area – the question is how can we have majors while supporting interdisciplinary learning?
There should be more part time studies options arranged for full time students to take a variety of classes as opposed to full time programs being the primary full time option.
Offer more classes that directly interest groups of students that are pursuing the same interests/degree. For example: Basic prerequisites for natural science/environmental studies (8 credit program, interdisciplinary). More elective classes for arts so more people have exposure, rather than 16 credit programs (8 credit electives).

More opportunity for higher education
More in-depth programs so that one could begin in an academic path and gain deeper knowledge in that area as time went on.
I would make a clearer distinction about upper division classes. I found that in botany courses, social science courses, and part time classes designed as upper level, no prerequisites were required or prerequisites were not enforced. Students in these classes weren't prepared to engage on an upper level.
Talking about how TESC education relates to a career at least a little bit. If a student is studying X what are some of the options they have in the working world? Stop talking about TESC being aware of cultural/political diversity. For the most part it's a bunch of left winged kids. I'm one of them, but I'll tell you I was challenged more at SPSCC than at TESC. There I was required to defend my side, my opposition's side and a negotiation. Saying "I can't defend something I don't believe in" was not tolerated.
From my own experience, the only aspect of the education that I would had changed would be more integration of mathematical concepts in the courses I took. In the science field, math is very important, but rarely a component of any of my upper division science classes. Aside from this one aspect I loved my education at Evergreen!
I would encourage faculty members to teach more consistent upper-division science classes so students can better plan their curriculum, over a four-year period. I was very frustrated as a senior that there was not better selection of upper-division ecology and biology classes. I ended up taking several graduate-level classes and a political science my senior year, which were valuable, but they did not necessarily follow a logical academic trajectory.
Allow a GPA number to accompany the evaluation. Many government jobs require a GPA.
I changed my area of study during my sophomore year. While I feel that Evergreen's style of having programs opposed to classes is a good idea I had some difficulty getting some of the introductory Science courses I needed. I will have to go back before grad school and take these classes. I would make students more aware of options such as taking classes at community college, or if possible make some introduction classes available at Evergreen.
The first aspect that I'd like to change would be to expand the science programs. Evergreen's teaching style is an excellent way to learn science. I found some (if not most) programs to be too specific and not for everyone. I would have liked to stay another year but found nothing of interest being offered in the next school year. More surveys on student interest should be done to find out what students want. Seminar-based classes are not the greatest. More resources for the sciences are needed. Lab equipment should be updated and more updated library resources are needed.
I would have provided more resources and funding to the study of Natural History. I found that the administrative support was lacking in this department. I found that while international contracts for individuals were granted, technical support from the lab store was not. I assume this to be a gross over-sight, as the study of Natural History would be incomplete without the incorporation of cultures relevant to the study area.
I would suggest that there be a way to get a specific degree. For example I obtained my BS in environmental studies, but it would have been nice to have the option to obtain a BS in some other science field, such as biology
One thing I would change would be the level of support to individual students from the administration. In several classes, we ran into serious opposition due to the political atmosphere between the administration and the teacher, which in my opinion is not conducive to learning. The second thing I would change is the direction the board of trustees has decided to lead Evergreen. Their decisions over the last several years seem to break away from the spirit and goal the school was originally created for, as well as the desires of the student body.
Have certain basic liberal arts requirements, such as math.
More diverse population and subjects taught with many perspectives (not always left).
I would fight more for Evergreen to be as wonderful as it promises, i.e.: no police on campus; no administration stepping in to trample what the students really want to see change (like worker's rights and no sweatshops making Evergreen t-shirts). Evergreen is becoming more "normal" each year and therefore losing its attractiveness.
G.U.R.'s
I did not find the self-evaluation process particularly useful. Also, I felt that most of my faculty evaluations were not entirely indicative of my work – many were too general to the entire class, not my specific performance in the class. This was especially true of my programs, many of which faculty did not get to know me or my academic goals and/or strengths. At times, this left me unhappy with my Evergreen experience, especially when I felt the faculty member should have known certain things about me or my goals (after taking multiple part-time programs with him or her).
Orientation guiding students through all resources and touring campus. Make art classes easier to get into for people who are not artists, but want to try something new.

I would like to hear someday that the first thing that comes to people's minds about Evergreen is its education, not the "hippies or greeners". I would hope that Evergreen can be regarded as a rigorous college, not an institution that allows "underwater basket weaving" courses.
I think Evergreen needs more writing workshops!
Evergreen claims to be so diverse. It is academically diverse, however, not culturally. White students with a few Native Americans is not a diverse population.
I would have looked into one of the classes I signed up for more before registering.
If Evergreen could develop a program which could assist in implementing (financially & practically) businesses, organizations, and farmlands to be utilized by the graduates upon graduation, then that would strengthen the entire reality of Evergreen. Example: Evergreen purchases several 5 acre parcels of land for agriculture, students build housing, money is split between students and Evergreen which buys more land, constant growing.
Faculty have a significant impact on the quality of a class. It would be helpful to have information about each professor to make more informed decisions when choosing programs. I wish I had had more time there!
More effort put into the synthesis of programs – many of them sound amazing but in reality, the faculty aren't able to gel it that well and they can feel disjointed as if they were separate courses entirely.
More library access to scientific journals. A graduate program that encompassed a broader range of disciplines. I think that a multi-disciplinary approach to graduate school would be a great addition to the WA State University system.
Better advising and post graduate help, smaller seminars again.
Please put a photocopier for student use in the science buildings- lab I or II, or in the CAL. (Sometimes Lab Stores will not let you take their books to the library for copying, and these books are not available in the library). Evergreen should have more structured programs with area employers and non-profits for internships, off-campus studies, and job placement.
Personally, I do not believe all internships are worth senior credit. Group work is difficult and frustrating however, invaluable experience for entering the workforce. I wouldn't change any aspect.
I remember there were "quiet" dorm buildings when I lived on campus, but other buildings were too loud to study at. Evergreen should have a few "officially loud" buildings where music kids or drunk kids live, and all other buildings should be quiet. I couldn't study in my room at all. Also, computer center and library should be open 24 hours.
If there were more opportunities to study one field within one course, I would have been more grateful. (I was taking Natural Histories, and I think I couldn't spend enough time for each studies, botany, community, and social science.)

The Environmental Studies concentration alumni 2000-01 identified the following individuals who made a special contribution or genuine difference to their educational and personal growth at Evergreen.

Ted Whitesell- most knowledgeable and influential professor at Evergreen.
Frederica Bowcutt
Russ Fox, Peter Randlette
All the faculty members I have had in programs with have gone out of their way to be open and encouraging. One of the best aspects of Evergreen is how accessible the professors are, and how closely you work with them.
Terry Setter is the best institutional teacher I've ever had
Craig Carlson was a fantastic professor. Russ Fox was the most helpful I think – he has a great way of balancing critical thinking and more expansive philosophies. Susan Aurand was a really great professor too.
Paul Butler, Rob Cole
Professor Alfred M. Wiedemann, Lab II
Brian Price
Yes- Frederica Bowcutt & Terry Hubbard
Joyce Stahmer in advising, Steve Stephens, Russ Fox, Paul Pritz, Rob Knapp, Carlos Diaz in the library (wow, don't wanna forget him), everyone in the printing shop.
Erik Thuesen, Rob Cole, David Milne

Two faculty members in particular truly enhanced my education and growth. Both Dave Milne and Erik Thuesen played a pivotal role in my development academically at Evergreen by challenging me and supporting my research efforts. Lorri Moore was also a key member in my transition throughout my career at Evergreen.
Tom Rainey- inspirational lectures!
The use of acupuncture and healing touch in the health center was incredibly valuable to me, as I ripped a tendon in my hand several years ago. I thought my hand was permanently damaged until I visited the Evergreen health center. Janet Partlow did healing touch to my hand, and this was the first time my hand was free of pain in two years. Discovering healing touch and acupuncture through the health center helped me to heal my hand and changed my life.
Cindy Beck and Oscar Soule were very helpful to me in accomplishing my goals.
My first year at Evergreen I was enrolled in a program that made the students do an individual project. I found an internship that basically led me into a career choice. I had no idea what I wanted to do prior to the internship but thanks to the requirement in the program I found something that I really enjoy doing. I would highly encourage all students to find an internship.
Dr. Steven G. Herman was my mentor, instructor and inspiration. He more than compensated for the lack of support he received from the administration. If this survey he received from the administration. If this survey brings praise to TESC, it is due mostly, if not entirely, to the experience, knowledge and persistence he was kind enough to share with me. Dr. Herman's past students, now professionals in various fields of Zoology, paved the way for my internships, past and present. He continues to inspire me in his retirement. His Naturalists Journal, will be my lifetime companion.
Yes. Rob Cole is a tremendous faculty member. He is a great teacher and has a lot to offer to his students.
Dr. Steven Herman was extremely instrumental in the path I have chosen. He is so much more involved with the truly educational experience than any other teacher I met at TESC. An old bird who offers the students the direction and knowledge to be an aware observant scientist.
Peter Impara helped me overcome the transition from an "ordinary" school to Evergreen.
Sharon Anthony, Mary Pat Sullivan, Craig Carlson, Andy Brabban, Paula Schofield
Russ Fox, Pat Labine, Jean MacGregor
Patrick Hill
I loved the student groups. They made a huge difference in my time there.
Ralph Murphy, John Perkins, Jeanne Hahn ... are amazing, fabulous faculty
Brian Spence, Rob Cole
Cindy Beck
Paul Butler did some fantastic things for me! My TESC experience would not have been complete with out him.
Dr. Paula Schofield, Dr. Andrew Brabban. Research team. They genuinely cared for their students and their education!
Dr. Brian Price taught me to organize my goals. I learned that I need to organize my life or college would've eaten me up. Dr. Al Wiedemann allowed for the opportunity to find my course of study, observe, and most of all, love plants for their dynamic beauty.
I believe all of my teachers, classes, and opportunities have done exactly that! Thank you.
Liza Rognas- a faculty member was very influential and personally helpful
One of my instructors, Carolyn Dobbs, her enthusiasm for volunteering has made me want to volunteer more myself.
Russ Fox is Gold Dipped forever in my book. He is Evergreen.
Wendy Freeman at Career Development. Hirsh Diamant
Personal advice from Dr. Rob Cole was most appreciated
Simona Sharoni really helped me start expanding my awareness around social issues, particularly related to gender.
Paul Przybylowicz and Mike Beug were great teachers, and have given good advice after I was out of their classes.
Yes- Simona Sharoni, Pat Labine, Russ Fox, and all my friends at student activities.

Every member of the faculty that I had experiences with gave me all of the assistance, extra time and help that I needed. I had a baby my first year at Evergreen, while maintaining my full-time student status. I continued to do field work during my pregnancy, and my faculty (Ken Tabbutt, Carolyn Dobbs, and Gabe Tucker) took measures to ensure my safety without stifling other students' experiences. Clyde Barlow, Jeff Kelly, and Jim Stroh were also excellent teachers; they did the most to prepare me for work, provide a good reference, and help with my job search after graduation.

Many of my professors supported me, inspired me in their own personal growth during the classes and revelations while doing their personal work. Susan Aurand, Nalini Nadkarni, Mike Beug.

Dave Milne and Erik Thuesen (faculty) definitely made my educational experience at TESC rewarding. They made learning rigorous, challenging and enjoyable.

Terry Ford from "Forms in Nature" 1999-2000. She was my first seminar leader, and very helpful and understanding about my ability of work as an international student.

Before entering to Evergreen, faculty was somebody just to give speeches and lectures. However faculty at Evergreen were people who study together with students (of course they taught me.) Also, they taught me how fun it is to study and share opinions.