

THE EVERGREEN STATE COLLEGE
Excerpt from the 2006 Alumni Survey of the Class of 2004-05

OLYMPIA ENVIRONMENTAL STUDIES SUBSET

The overall response rate for locatable members of the class of 2004-05 was 31%. Respondents identified their primary areas of study as presented in the following chart.

Primary area of study (concentration) at Evergreen	Total N=360
Social Sciences (Society, Politics, Behavior, and Change)	(N=105) 29.2%
Humanities, Language Arts (Culture, Text & Language)	(N=72) 20.0%
Science, Math, Computers (Scientific Inquiry)	(N=46) 12.8%
Media, Visual Arts, Drama (Expressive Arts)	(N=43) 11.9%
Environmental Studies	(N=36) 10.0%
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=21) 5.8%
Education	(N=16) 4.4%
Business	(N=16) 4.4%
Native American Studies	(N=5) 1.4%

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. 40 alumni respondents met these criteria.

- **70.7% earned BA degrees (N=29), 26.8% earned BS degrees (N=11), and 2.4% earned dual BAS (N=1).**

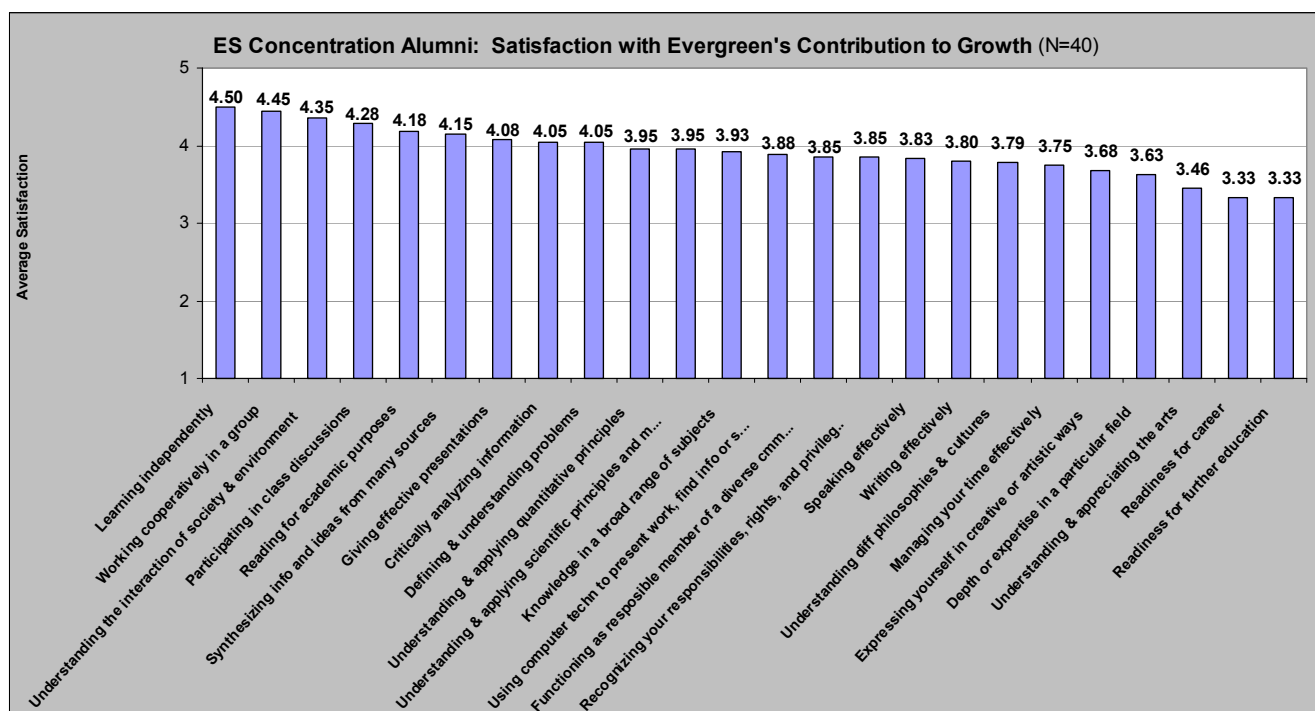
Evergreen's Contribution to Academic and Personal Growth

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	2.5%	7.5%	30.0%	27.5%	32.5%	1
Speaking effectively	0	10.0%	27.5%	32.5%	30.0%	1
Critically analyzing information	0	2.5%	30.0%	27.5%	40.0%	1
Learning independently	0	2.5%	7.5%	27.5%	62.5%	1
Understanding and appreciating the arts	7.7%	12.8%	33.3%	17.9%	28.2%	2
Understanding and applying scientific principles and methods	2.5%	10.0%	17.5%	30.0%	40.0%	1
Understanding and applying quantitative principles	7.5%	15.0%	37.5%	15.0%	25.0%	1
Defining and understanding problems	0	5.0%	25.0%	30.0%	40.0%	1
Working cooperatively in a group	0	0	7.5%	40.0%	52.5%	1
Readiness for a career	7.5%	12.5%	40.0%	20.0%	20.0%	1
Readiness for further education (graduate, professional, or doctoral)	7.5%	17.5%	30.0%	25.0%	20.0%	1
Understanding different philosophies and cultures	2.6%	10.3%	20.5%	38.5%	28.2%	2
Understanding the interaction of society and the environment	0	2.5%	12.5%	32.5%	52.5%	1
Recognizing your rights, responsibilities and privileges as a citizen	2.5%	12.5%	17.5%	32.5%	35.0%	1
Reading for academic purposes	2.5%	5.0%	10.0%	37.5%	45.0%	1

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Giving effective presentations	2.5%	2.5%	22.5%	30.0%	42.5%	1
Participation in class discussion	0	5.0%	15.0%	27.5%	52.5%	1
Knowledge in a broad range of subjects	2.5%	7.5%	17.5%	40.0%	32.5%	1
Synthesizing information and ideas from many sources	0	5.0%	17.5%	35.0%	42.5%	1
Managing your time effectively	0	7.5%	32.5%	37.5%	22.5%	1
Functioning as a responsible member of a diverse community	0	12.8%	20.5%	35.9%	30.8%	2
Expressing yourself in creative or artistic ways	5.0%	7.5%	30.0%	30.0%	27.5%	1
Using computer technology to present work, find information, or solve problems	5.0%	10.0%	15.0%	32.5%	37.5%	1
Depth or expertise in a particular field	7.5%	15.0%	17.5%	27.5%	32.5%	1

The average satisfaction rating for each academic area was calculated and the results are presented in the next chart. Environmental Studies concentration alumni were most satisfied with their growth independently, working cooperatively in a group, and understanding the interaction of society and environment. This group was least satisfied with their growth in readiness for further education and readiness for career. Average satisfaction ratings for all other areas of learning growth were above the “somewhat satisfied” midpoint of the scale for this subset of alumni



Note: Satisfaction was rated on a five-point scale where 1=not at all satisfied, 2=little satisfaction, 3=somewhat satisfied, 4=mostly satisfied, and 5=very satisfied.

Work-related skills and abilities

Alumni rated their skill levels in a series of work-related activities. Then the alumni who rated their skill levels also rated how well the education they received at Evergreen prepared them in each area. The following table provides the frequencies of the alumni responses about their work-related skills. The most common rating category for each work-related skill is presented in bold print for emphasis.

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	1= Poor	2= Fair	3= Good	4= Excellent	N/A	Not at all	To some extent	A great deal
Organize and conduct work effectively (N=40)	0%	0%	42.5%	57.5%	0%	10.0%	60.0%	30.0%
Work in a culturally diverse environment (N=40)	5.0%	5.0%	37.5%	50.0%	2.5%	23.1%	53.8%	23.1%
Effective communication skills (N=40)	0%	7.5%	60.0%	32.5%	0%	5.0%	47.5%	47.5%
Creative thinking skills (N=40)	0%	10.0%	45.0%	45.0%	0%	2.5%	62.5%	35.0%
Decision-making ability (N=40)	2.5%	15.0%	57.5%	25.0%	0%	20.0%	62.5%	17.5%
Independence and initiative (N=40)	0%	2.5%	30.0%	67.5%	0%	7.5%	42.5%	50.0%
Leadership (N=40)	0%	17.5%	52.5%	30.0%	0%	10.0%	72.5%	17.5%
Negotiating skills (N=40)	2.5%	32.5%	47.5%	15.0%	2.5%	34.2%	47.4%	18.4%
Research skills (N=40)	0%	10.0%	52.5%	37.5%	0%	5.0%	25.0%	70.0%
Willingness and aptitude to learn new skills (N=40)	0%	5.0%	17.5%	77.5%	0%	10.0%	50.0%	40.0%

Note: The number provided by each item reflects the number of alumni who rated their initial skill level; the number varies for some skill areas, since some alumni skipped questions.

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 if an educational experience did not apply to them.

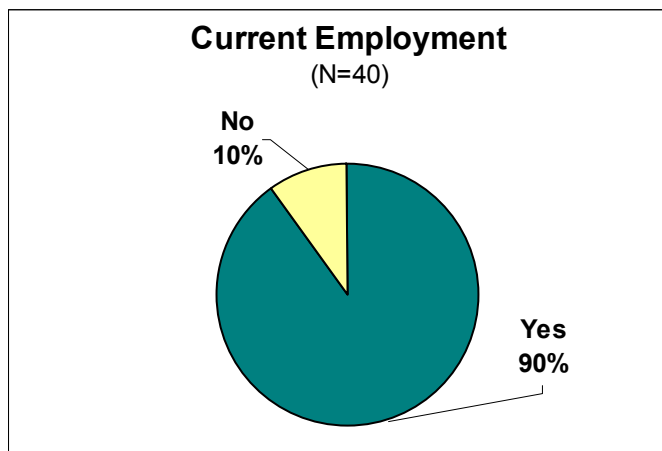
Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Evergreen's interdisciplinary approach to education	100%	0%	5.0%	17.5%	77.5%	1
Narrative evaluations written by faculty	100%	2.5%	10.0%	27.5%	60.0%	1
The quality of instruction	100%	2.5%	0%	40.0%	57.5%	1
Quality of learning interaction with other students, for example, in seminars	100%	2.5%	30.0%	30.0%	37.5%	1
The education you were able to construct as an Evergreen student	100%	2.5%	7.5%	37.5%	52.5%	1
Tolerance and respect shown for different or opposing viewpoints	100%	7.5%	17.5%	40.0%	35.0%	1
Academic advice from faculty	100%	12.5%	17.5%	22.5%	47.5%	1
Opportunities for advanced undergraduate work at Evergreen	95%	10.8%	8.1%	35.1%	45.9%	2
Self-evaluation process	100%	2.5%	10.0%	40.0%	47.5%	1

The following table shows how many students participated in special learning opportunities while at Evergreen. Alumni who participated then rated their satisfaction with the experience. For alumni who had participated in these learning opportunities, *very satisfied* was the most common response category.

Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Contracts and other individual work with faculty	75.0%	6.7%	3.3%	20.0%	70.0%	1
Community service or volunteer work	57.5%	13.0%	4.3%	30.4%	52.2%	1
Culminating senior experience (capstone, thesis, or senior summative self-evaluation)	22.5%	11.1%	22.2%	0%	66.7%	1
Internships	60.0%	4.3%	4.3%	8.7%	82.6%	1
Study abroad	40.0%	0%	0%	12.5%	87.5%	1

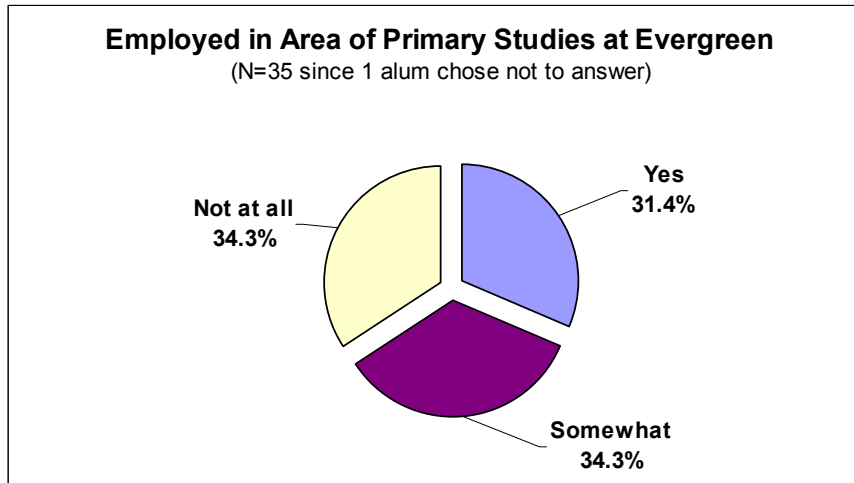
For students who participated in each activity, the most common response was that they were *very satisfied*, except for “Tolerance and respect shown for different or opposing viewpoints”. Evergreen’s “interdisciplinary approach to education” was the highest in satisfaction of the common Evergreen experiences. 32.5% of alumni were dissatisfied with learning interactions with other students; 30% of ES alumni were dissatisfied with “Academic advice from faculty”. “Study abroad” was the most satisfying experience for those who participated in Evergreen special learning activities.

Alumni Employment Data



90% of the ES concentration alumni were employed year after graduation compared to 84% of all alumni respondents.

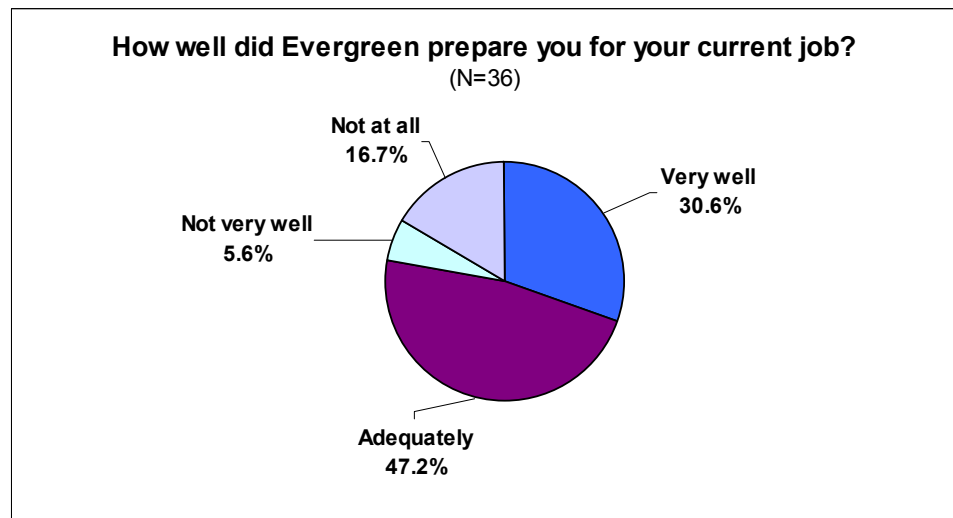
Of those who were employed, 65.7% of the ES alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen.



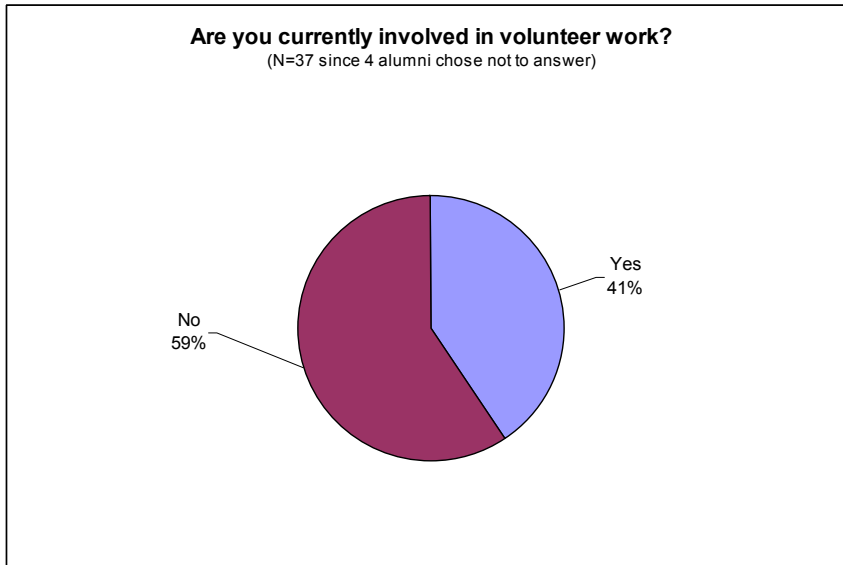
The 36 employed ES alumni selected one category from the list below that they felt best described the type of work they were doing one year after graduation.

Life Science	19.4%
Office/Administrative Support	13.9%
Education/Library	8.3%
Farming/Fishing/Forestry worker	8.3%
Sales	8.3%
Business management	5.6%
Food Preparation/Serving	5.6%
Physical Science	5.6%
Production/manufacturing	5.6%
Art and Design	2.8%
Business Operations	2.8%
Community and Social Service	2.8%
Construction/Installation/Repair	2.8%
Entertainment/Performer	2.8%
Health Care Practitioner	2.8%
Social Science	2.8%

77.8% of the ES alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Volunteerism



40.5% of the ES concentration alumni were involved in volunteer activities one year after graduation compared to 34% of all alumni respondents

Graduate or Professional School

18.4% of ES alumni applied to graduate/professional school within one year. Of the 7 alumni who applied 5 had been offered admission (71.4%) and two has been denied.

Of the 41 ES alumni, 4 attended or are currently attending graduate or professional school within one year of graduating from Evergreen. The 4 alumni were continuing their work at in Washington (3) and internationally (1). Two had enrolled graduate studies at Evergreen in this timeframe. This rate of 10.5% of alumni going directly to graduate school within one year is lower than the 21% of all Evergreen alumni respondents who entered graduate school within one year of graduation.

Field of graduate study	Number	%
Biological and Biomedical Sciences	2	50
Business, Management, Marketing, and Related Support Services	1	25
Communication, Journalism, and Related Programs	1	25