

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

OLYMPIA SCIENTIFIC INQUIRY 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 Scientific Inquiry as their primary area of study or among their primary areas of study at Evergreen. 48 alumni respondents met these criteria.

- 32.7% earned BA degrees (N=16); 49% earned BS degrees (N=24); and 18.4% earned dual BAS (N=9).

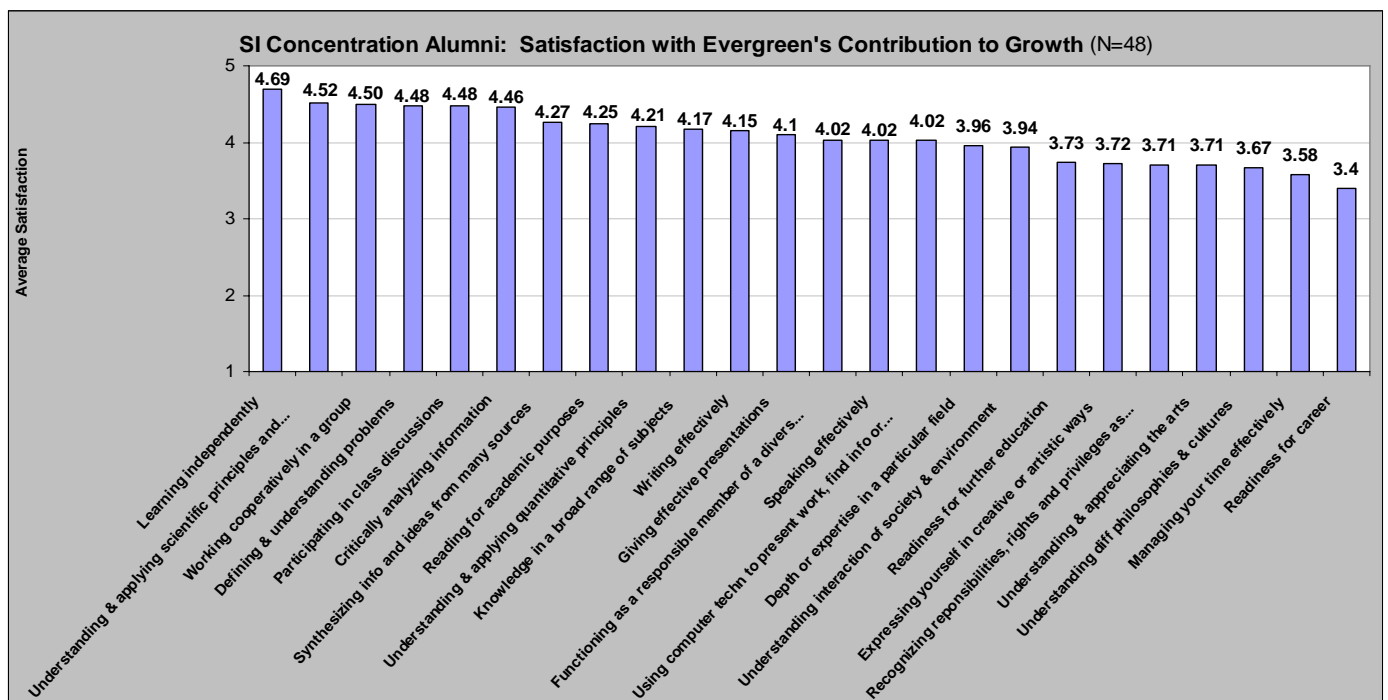
Evergreen's Contribution to Academic and Personal Growth

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	2.1%	19.1%	40.4%	38.3%	2
Speaking effectively	0	4.3%	23.4%	38.3%	34.0%	2
Critically analyzing information	0	0	12.5%	29.2%	58.3%	1
Learning independently	0	0	12.5%	6.3%	81.3%	1
Understanding and appreciating the arts	4.2%	8.3%	29.2%	29.2%	29.2%	1
Understanding and applying scientific principles and methods	0	2.1%	6.3%	29.2%	62.5%	1
Understanding and applying quantitative principles	0	4.2%	16.7%	33.3%	45.8%	1
Defining and understanding problems	0	0	14.6%	22.9%	62.5%	1
Working cooperatively in a group	2.1%	4.2%	2.1%	25.0%	66.7%	1
Readiness for a career	8.3%	27.1%	14.6%	16.7%	33.3%	1
Readiness for further education (graduate, professional, or doctoral)	10.4%	10.4%	10.4%	33.3%	34.4%	1
Understanding different philosophies and cultures	2.1%	4.2%	45.8%	20.8%	27.1%	1
Understanding the interaction of society and the environment	0	12.5%	10.4%	47.9%	29.2%	1
Recognizing your rights, responsibilities and privileges as a citizen	2.1%	6.3%	41.7%	18.8%	31.3%	1
Reading for academic purposes	0	4.2%	12.5%	37.5%	45.8%	1
Giving effective presentations	0	6.3%	20.8%	29.2%	43.8%	1

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Participation in class discussion	0	0	14.6%	22.9%	62.5%	1
Knowledge in a broad range of subjects	0	4.2%	22.9%	25.0%	47.9%	1
Synthesizing information and ideas from many sources	0	4.2%	20.8%	18.8%	56.3%	1
Managing your time effectively	8.3%	10.4%	29.2%	18.8%	33.3%	1
Functioning as a responsible member of a diverse community	2.1%	12.5%	8.3%	35.4%	41.7%	1
Expressing yourself in creative or artistic ways	2.1%	14.9%	27.7%	19.1%	36.2%	2
Using computer technology to present work, find information, or solve problems	4.2%	4.2%	14.6%	39.6%	37.5%	1
Depth or expertise in a particular field	2.1%	8.3%	20.8%	29.2%	39.6%	1

The mean satisfaction rating for each academic area was calculated and the results are presented in the next chart. SI alumni were most satisfied with their growth in learning independently, understanding/applying scientific principles, working cooperatively in a group, and defining and solving problems. Of note, average satisfaction for every area of learning growth landed firmly 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=46)	0%	10.9%	43.5%	45.7%	0%	10.9%	58.7%	30.4%
Work in a culturally diverse environment (N=46)	0%	6.5%	37.0%	56.5%	0%	15.2%	58.7%	26.1%
Effective communication skills (N=46)	0%	10.9%	41.3%	47.8%	0%	8.9%	51.1%	40.0%
Creative thinking skills (N=45)	4.4%	8.9%	46.7%	40.0%	0%	13.3%	46.7%	40.0%
Decision-making ability (N=45)	0%	13.3%	37.8%	48.9%	0%	24.4%	48.9%	26.7%
Independence and initiative (N=45)	2.2%	2.2%	31.1%	64.4%	0%	15.6%	42.2%	42.2%
Leadership (N=45)	2.2%	15.6%	48.9%	33.3%	0%	22.7%	54.5%	22.7%
Negotiating skills (N=45)	2.2%	31.1%	42.2%	20.0%	4.4%	33.3%	45.2%	21.4%
Research skills (N= 45)	2.2%	8.9%	55.6%	33.3%	0%	8.9%	44.4%	46.7%
Willingness and aptitude to learn new skills (N=45)	0%	4.4%	33.3%	62.2%	0%	4.4%	57.8%	37.8%

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.

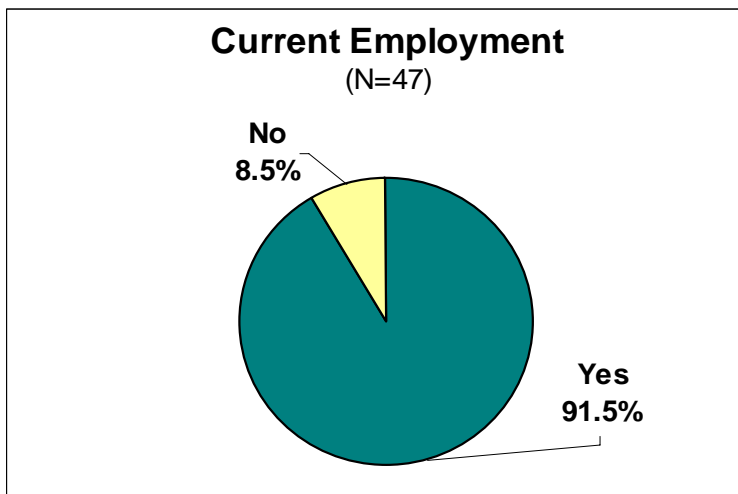
Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Evergreen's interdisciplinary approach to education	100%	2.2%	8.7%	15.2%	73.9%	3
Narrative evaluations written by faculty	100%	0%	8.5%	29.8%	61.7%	2
The quality of instruction	100%	0%	4.3%	28.3%	67.4%	3
Quality of learning interaction with other students, for example, in seminars	100%	0%	19.6%	39.1%	41.3%	3
The education you were able to construct as an Evergreen student	100%	0%	8.7%	21.7%	69.6%	3
Tolerance and respect shown for different or opposing viewpoints	98%	0%	15.9%	22.7%	61.4%	4
Academic advice from faculty	100%	2.2%	4.3%	32.6%	60.9%	3
Opportunities for advanced undergraduate work at Evergreen	98%	6.7%	8.9%	33.3%	51.1%	3
Self-evaluation process	100%	2.1%	14.9%	51.1%	31.9%	2

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	89.1%	2.4%	2.4%	22.0%	73.2%	3
Community service or volunteer work	32.6%	0%	0%	40.0%	60.0%	3
Culminating senior experience (capstone, thesis, or senior summative self-evaluation)	28.3%	7.7%	0%	23.1%	69.2%	3
Internships	41.3%	5.3%	0%	26.3%	68.4%	3
Study abroad	10.9%	0%	0%	0%	100%	3

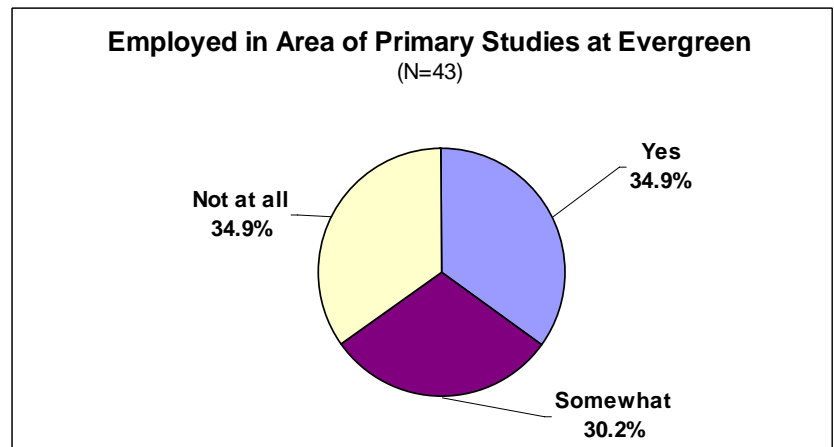
For students who participated in each activity, the most common response was that they were *very satisfied*. Evergreen’s “interdisciplinary approach to education” was the highest in satisfaction of the common Evergreen experiences. 19.6% of alumni were dissatisfied with “Quality of learning interaction with other students, for example, in seminars”. “Study abroad” was the most satisfying experience for those who participated

Alumni Employment Data



91.5% of the SI concentration alumni were employed one year after graduation compared to 84% of all alumni respondents.

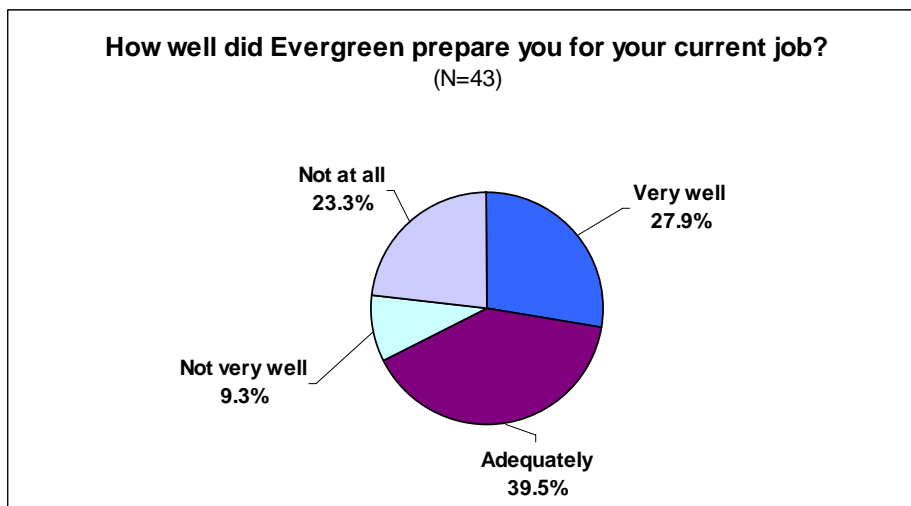
Of those who were employed, 65.1% of the SI alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen.



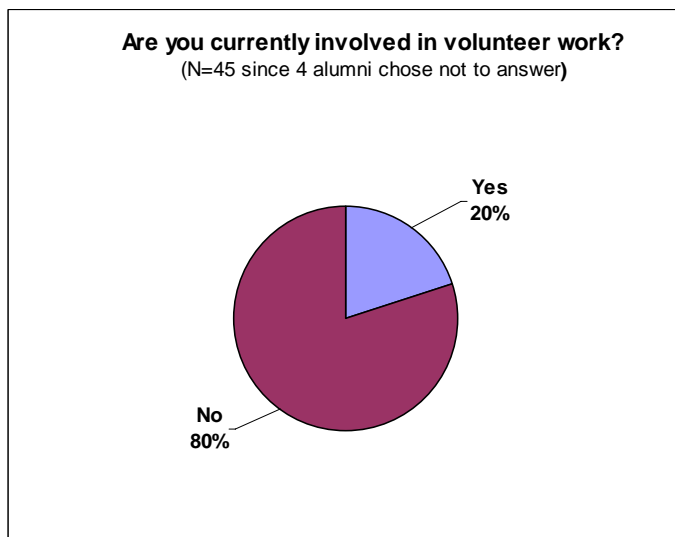
The 43 employed SI alumni selected one category from the list below that they felt best described the type of work they were doing one year after graduation.

Education/Library	18.6%
Computer/Mathematical	16.3%
Life Science	14.0%
Health Care practitioner	11.6%
Food Preparation/Serving	7.0%
Sales	7.0%
Farming/Fishing/Forestry worker	4.7%
Office/Administrative Support	4.7%
Physical Science	4.7%
Production/Manufacturing	4.7%
Community and Social Service	2.3%
Construction/Installation/Repair	2.3%
Groundskeeper/Maintenance	2.3%

67.4% of the SI alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Volunteerism



20% of the SI concentration alumni were involved in volunteer activities one year after graduation compared to 34% of all alumni respondents

Graduate or Professional School

41.3% of SI alumni applied to graduate/professional school within one year. Of the 19 alumni who applied 12 had been offered admission (63.2%) and 4 applications are still pending. Three have been denied thus far.

Of the 49 SI alumni, 12 attended or are currently attending graduate or professional school within one year of graduating from Evergreen. The 12 alumni were continuing their work at in Washington (5) and other states (7). No one had enrolled graduate studies at Evergreen in this timeframe. This rate of 26.1% of alumni going directly to graduate school within one year is higher than the 21% of all Evergreen alumni respondents who entered graduate school within one year of graduation.

Field of graduate study	Number	%
Health Professions in Medicine	1	8.3
Mathematics and Statistics	1	8.3
Natural Resources and Conservation	1	8.3
Physical Sciences	1	8.3
Public Administration	1	8.3
Biological and Biomedical Science	2	16.7
Social Science	2	16.7
Computing and Information Technologies	1	8.3
Education	2	16.7