

EVERGREEN ALUMNI SURVEY 2012
A SURVEY OF THE UNDERGRADUATE CLASS OF 2011
TACOMA SUBSET

Introduction

Every two years, the Office of Institutional Research and Assessment surveys undergraduate degree recipients one year after graduation. The survey collects alumni outcomes data such as employment status, post-baccalaureate studies, and participation in volunteer work. Alumni are also asked to provide feedback on their learning and experiences at Evergreen and are given the opportunity to offer recommendations for how Evergreen can better serve its students. What follows are results for the Tacoma subset of survey respondents. Additional information about survey methodology can be found in the full report, entitled *2012 Alumni Survey of the class of 2011*, at www.evergreen.edu/institutionalresearch/alumnisurveyoneyear.

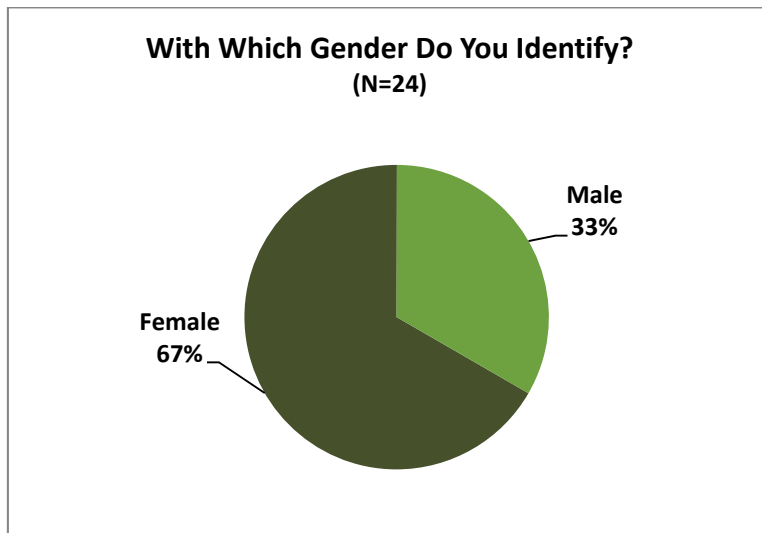
A. Sample Size and Response Rate

Total Tacoma Undergraduate Degree Recipients 2011	82
Number with no known address or email	2
Deceased	0
Final Sample Size	80
Refused	1
No Response	54
Paper Survey Respondents	9
Web Survey Respondents	16
Total Respondents	25
	31.3%
	Response rate

B. Respondent Demographics

All 25 Tacoma respondents identified as primarily full-time students. Their average age was 42 compared to a mean age of 38 among the total population of Tacoma graduates. There was no significant difference in average age between completers and non-completers at $p < .05$. At the time of the survey 21 of 25 alumni were still living in Washington and the other four were residing in other US states.

Gender



Male alumni comprised 36% of survey completers compared to 32% of the graduating class as a whole. This difference was not significant at $p < .05$.

Sexual and Gender Orientation

Fewer than five Tacoma respondents identified as gay, lesbian, bisexual, transgender, queer or questioning.

Pell Grant Recipients

A lower percentage of survey respondents were Pell Grant recipients compared to the total population of 2011 Tacoma graduates (72% versus 84%, respectively). This difference could not be tested for significance due to small sample size.

Poverty

76% of survey respondents were living below poverty level while attending Evergreen compared to 85% among all 2011 graduates. The difference in poverty status between respondents and non-respondents was not significant at $p < .05$.

Low Income

80% of survey respondents had low income status while attending Evergreen compared to 89% among all 2011 graduates. The difference in low income status between respondents and non-respondents was not significant at $p < .05$.

Disability

8% of survey respondents had disabilities indicated in the Banner student tracking system compared to 12% among all 2011 graduates. There was no significant difference in disability status between respondents and non-respondents at $p < .05$.

Ethnic/Racial Background

Based on Banner ethnicity and race codes, 28% of survey respondents were students of color compared to 49% of the Tacoma graduating class as a whole. Students of color were significantly underrepresented across all underrepresented groups except for multiracial.

Alumni were asked to select as many ethnic/racial categories as they felt applied to them. In the first table, respondents who selected multiple categories are counted in all applicable categories therefore percentages do not sum to 100. The second table shows the number and percentage of alumni in each mutually exclusive ethnic/racial category. It is interesting to note that when asked, **32%** of this alumni group identified as people of color compared to 28% documented in Banner.

Alumni-Indicated Ethnic/Racial Background (All That Apply) (N=25)	N	%
African American	7	28.0%
White/Caucasian	19	76.0%
All other ethnicities/races	2	8.0%
Prefer not to respond	2	8.0%

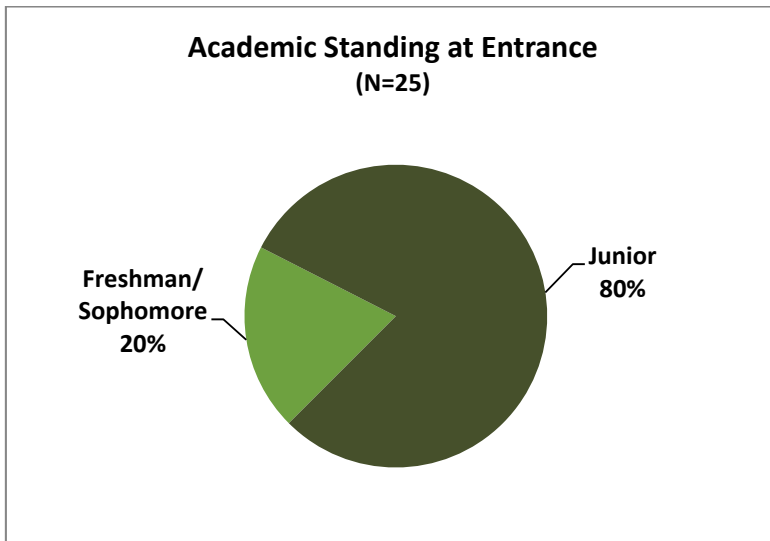
Alumni-Indicated Ethnic/Racial Background (Mutually Exclusive Categories)	N	%
White/Caucasian, Non-Hispanic	15	60.0%
All other ethnicities/races	8	32.0%
Unknown ethnicity/race	2	8.0%
Total	25	100%

Primary Area of Study

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

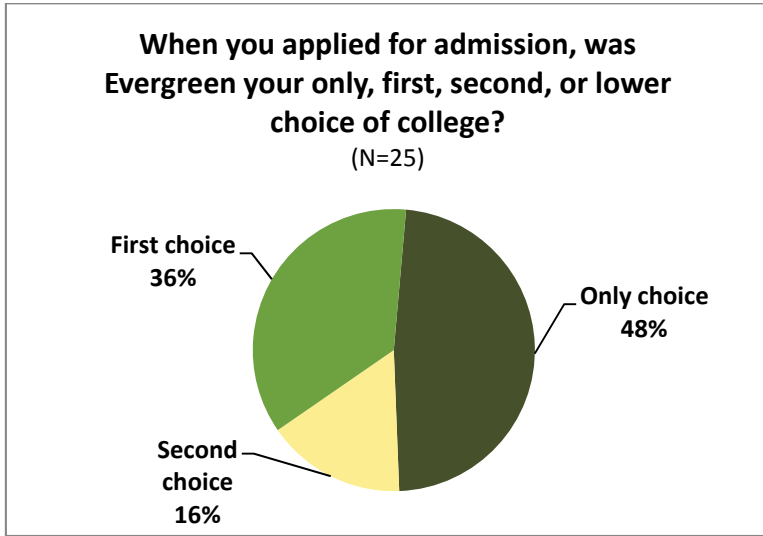
Primary Area of Study (Concentration) at Evergreen	N	%
Social Sciences (Society, Politics, Behavior, and Change)	12	48.0%
Liberal Arts/Interdisciplinary Study (<i>this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts"</i>)	<5 each	52.0%
Education		
Environmental Studies		
Science, Math, Computers (Scientific Inquiry)		
Consciousness Studies		
Humanities, Language Arts (Culture, Text and Language)		
Business	0	0%
Media, Visual Arts, Performing Arts (Expressive Arts)	0	0%
Native American Studies	0	0%
Total	25	100%

Academic Standing When First Enrolled at Evergreen



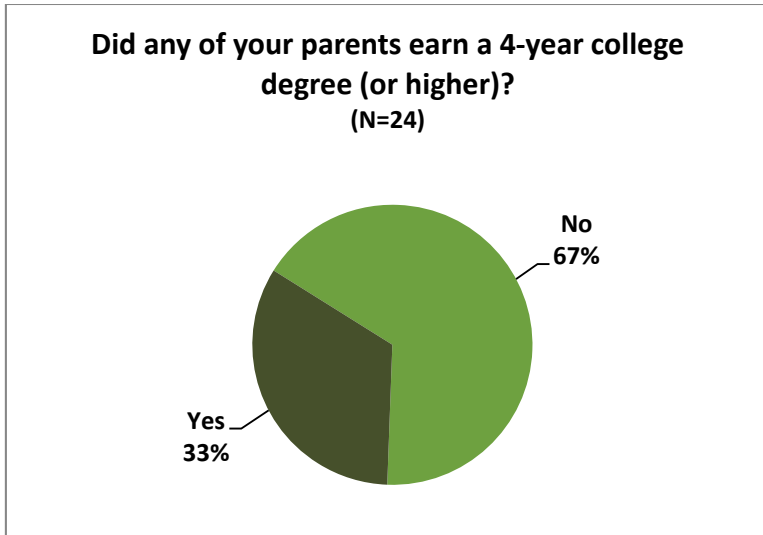
80% of Tacoma respondents (N=20) first enrolled at Evergreen as juniors. The remaining 20% (N=5) entered as freshmen or sophomores.

Choice of College



Evergreen was the first or only choice of college for **84%** of Tacoma alumni respondents (N=21). The remaining 16% (N=4) indicated that Evergreen was their 2nd choice. Zero alumni indicated that Evergreen was their third or lower choice of college.

First Generation Baccalaureate Earners



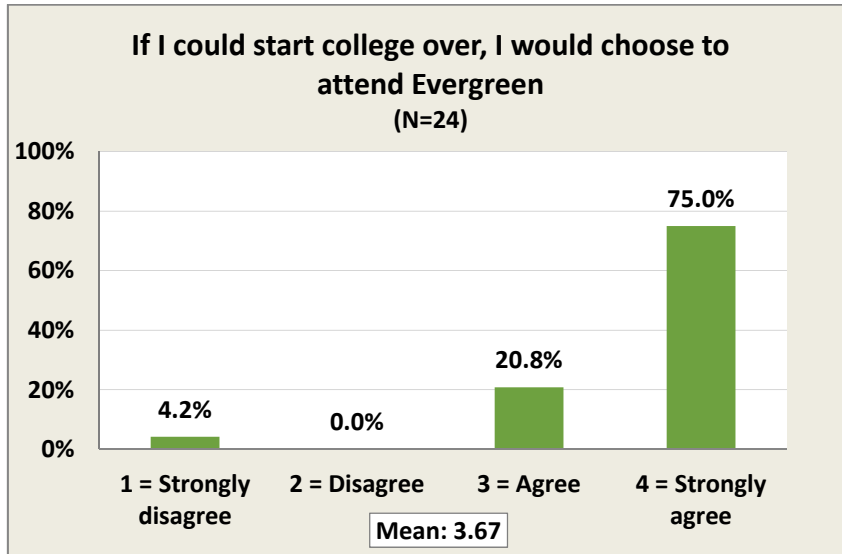
67% of alumni respondents (N=16) identified as first generation baccalaureate earners. The survey data indicate how underreported first generation status is in the Banner student tracking system; based on Banner data alone, we could only have identified 52% of Tacoma respondents as first generation.

Veteran Status

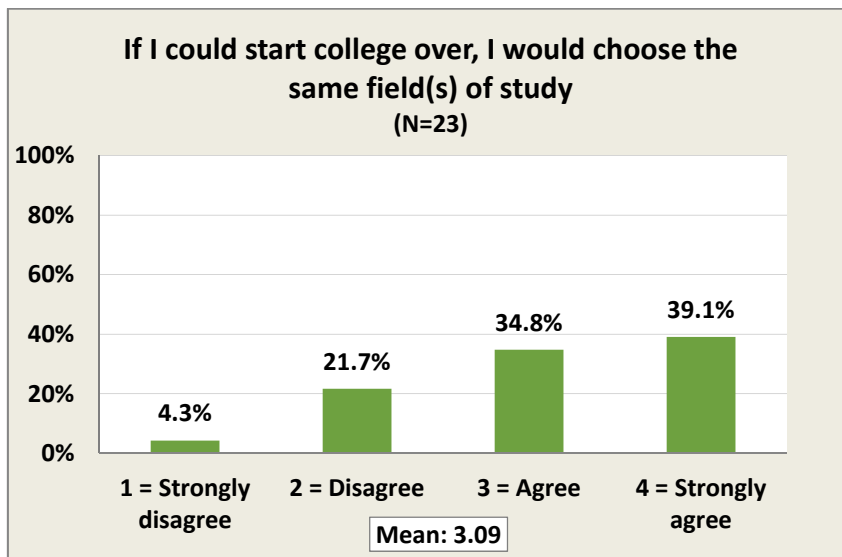
Fewer than five Tacoma respondents reported having served in the US armed forces.

C. Satisfaction with Evergreen Experience

Alumni were asked how strongly they agreed with two statements related to their Evergreen experience, using a four-point scale from (1) *Strongly disagree* to (4) *Strongly agree*. For both questions, alumni indicated substantial agreement.



If they could start college over, **96%** of Tacoma alumni agree they would choose to attend Evergreen.



74% agree they would choose the same field(s) of study.

Evergreen's Contribution to Academic and Personal Growth

Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in a variety of academic areas using a five-point scale from (1) *Not at all satisfied* to (5) *Very satisfied*. Results were ranked by total satisfaction (percentage of alumni either *Mostly* or *Very satisfied*) and are shown in the table below. The most common response for each area is indicated in bold.

- Total satisfaction was **greater than 80%** in 22 of 24 areas.
- Seven areas had total satisfaction ratings of 96%: Interdisciplinary thinking, Understanding the interaction of society and the environment, Expressing yourself in creative or artistic ways, Functioning as a responsible member of a diverse community, Defining and solving problems, Using computer technology to find information, and Giving effective presentations.
- The areas with the lowest percentage of *Mostly* and *Very satisfied* ratings were: Understanding and applying scientific principles and methods (67%) and Understanding and applying quantitative principles and methods (75%).

Area	Not at all satisfied (1)	Little satisfaction (2)	Somewhat satisfied (3)	Mostly satisfied (4)	Very satisfied (5)
Interdisciplinary thinking (N=24)	0.0%	0.0%	4.2%	16.7%	79.2%
Understanding the interaction of society and the environment (N=24)	0.0%	0.0%	4.2%	16.7%	79.2%
Expressing yourself in creative or artistic ways (N=24)	0.0%	0.0%	4.2%	29.2%	66.7%
Functioning as a responsible member of a diverse community (N=24)	0.0%	0.0%	4.2%	29.2%	66.7%
Defining and solving problems (N=24)	0.0%	0.0%	4.2%	45.8%	50.0%
Using computer technology to find information (N=24)	0.0%	0.0%	4.2%	45.8%	50.0%
Giving effective presentations (N=24)	0.0%	0.0%	4.2%	58.3%	37.5%
Knowledge in a broad range of subjects (N=24)	0.0%	0.0%	8.3%	29.2%	62.5%
Writing effectively (N=24)	0.0%	4.2%	4.2%	37.5%	54.2%
Understanding different philosophies and cultures (N=24)	0.0%	0.0%	8.3%	20.8%	70.8%
Synthesizing information and ideas from many sources (N=24)	0.0%	4.2%	4.2%	20.8%	70.8%
Reading for academic purposes (N=24)	0.0%	0.0%	8.3%	33.3%	58.3%
Using computer technology to solve problems (N=24)	0.0%	0.0%	8.3%	58.3%	33.3%
Participating in class discussions (N=24)	0.0%	0.0%	12.5%	20.8%	66.7%
Learning independently (N=24)	0.0%	0.0%	12.5%	29.2%	58.3%
Working collaboratively in a group (N=24)	4.2%	4.2%	4.2%	29.2%	58.3%
Using computer technology to present work (N=24)	0.0%	0.0%	12.5%	37.5%	50.0%
Applying creative modes of inquiry (e.g. using material or aesthetic modes of expression to explore ideas) (N=24)	0.0%	4.2%	8.3%	41.7%	45.8%
Critically analyzing information (N=24)	0.0%	0.0%	12.5%	45.8%	41.7%
Careful and systematic inquiry (N=23)	0.0%	0.0%	13.0%	34.8%	52.2%
Recognizing your responsibilities, rights, and privileges (N=24)	0.0%	0.0%	16.7%	29.2%	54.2%
Depth or expertise in a particular field (N=24)	0.0%	8.3%	8.3%	41.7%	41.7%
Speaking effectively (N=24)	0.0%	0.0%	16.7%	54.2%	29.2%
Using computer technology for artistic expression (e.g. music, other audio, still images, animation, video) (N=24)	0.0%	8.3%	8.3%	33.3%	50.0%
Understanding and applying quantitative principles and methods (e.g. math, statistics, data interpretation) (N=24)	0.0%	0.0%	25.0%	29.2%	45.8%
Understanding and applying scientific principles and methods (N=24)	0.0%	4.2%	29.2%	25.0%	41.7%

Note: The number in parentheses by each item reflects the number of alumni who rated their level of satisfaction; the number varies between areas as some alumni skipped questions.

Average satisfaction ratings were calculated for each area and are presented in the chart below.

- All 24 areas received a mean satisfaction rating of at least 4, or *Mostly satisfied*.
- The two areas with the highest average satisfaction ratings were Interdisciplinary thinking and Understanding the interaction between society and the environment.



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

Work-related Skills and Abilities

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

The table below shows results ranked in order of how many alumni felt their level of skill was “*Excellent*.” The most common rating for level of skill and level of preparation from Evergreen are shown in bold for each item.

The two areas that received the highest percentage of *Excellent* ratings were:

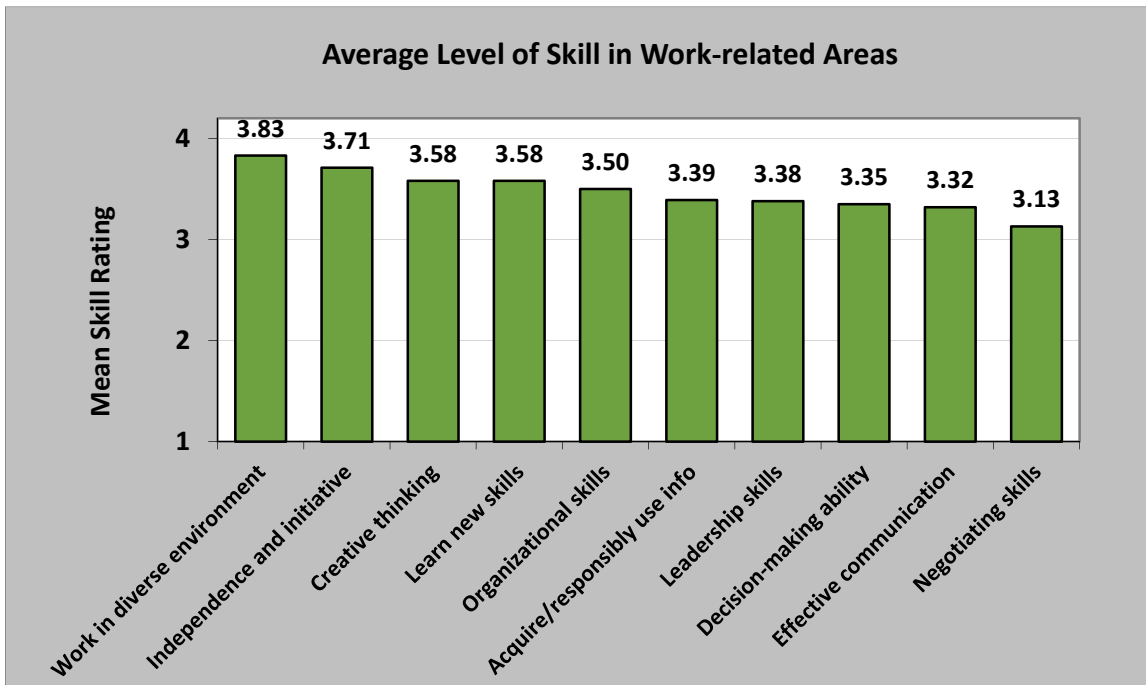
- **Ability to work in a culturally diverse environment** (83% rated their skill as *Excellent* and 96% of these felt Evergreen prepared them *To some extent* or *A great deal* in this area)
- **Independence and Initiative** (71% rated their skill as *Excellent*; 88% felt Evergreen prepared them *To some extent* or *A great deal*)

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

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	Poor (1)	Fair (2)	Good (3)	Excellent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)
Ability to work in a culturally diverse environment (N=23)	0.0%	0.0%	17.4%	82.6%	0.0%	4.3%	26.1%	69.6%
Independence and initiative (N=24)	0.0%	0.0%	29.2%	70.8%	0.0%	12.5%	45.8%	41.7%
Creative thinking skills (N=24)	0.0%	4.2%	33.3%	62.5%	0.0%	0.0%	65.2%	34.8%
Willingness and aptitude to learn new skills (N=24)	0.0%	0.0%	41.7%	58.3%	0.0%	4.3%	56.5%	39.1%
Effective communication skills (N=22)	0.0%	13.6%	31.8%	54.5%	0.0%	0.0%	54.5%	45.5%
Organizational skills (N=24)	0.0%	0.0%	50.0%	50.0%	0.0%	8.3%	66.7%	25.0%
Leadership skills (N=24)	0.0%	12.5%	37.5%	50.0%	0.0%	4.2%	45.8%	50.0%
Ability to acquire and responsibly use information (N=23)	0.0%	0.0%	60.9%	39.1%	0.0%	4.3%	30.4%	65.2%
Decision-making ability (N=23)	0.0%	4.3%	56.5%	39.1%	0.0%	17.4%	56.5%	26.1%
Negotiating skills (N=24)	0.0%	16.7%	54.2%	29.2%	0.0%	26.1%	43.5%	30.4%

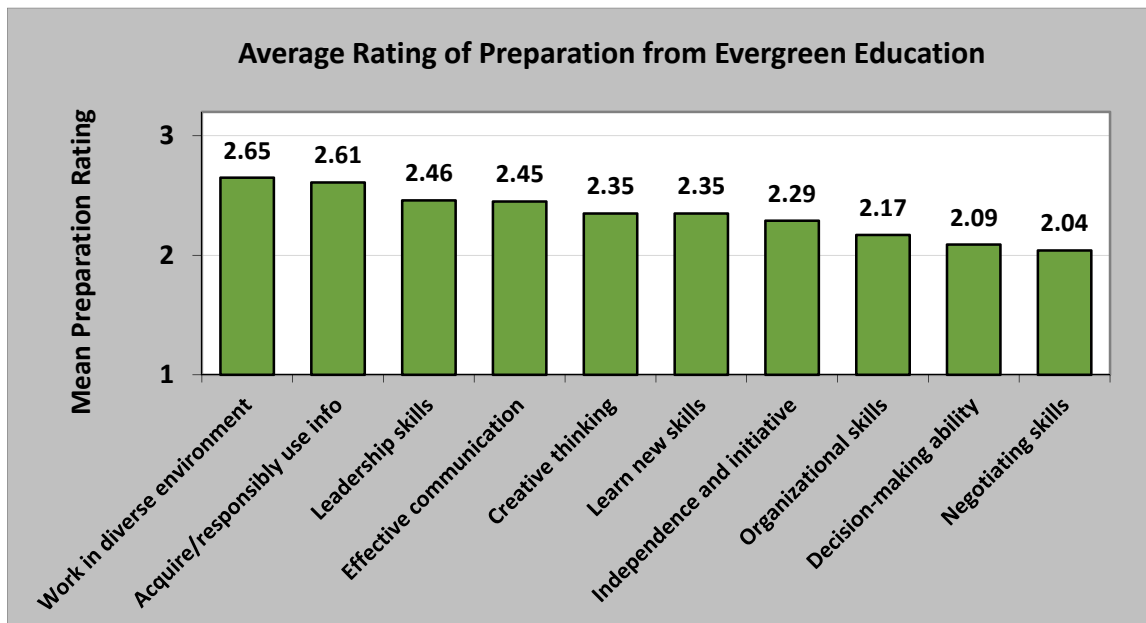
Note: The number in parentheses by each item reflects the number of alumni who rated their skill level; the number varies between skill areas as some alumni skipped questions. Alumni who did not rate their level of skill or who indicated N/A for a skill area were excluded from the “Preparation from your Evergreen education” calculation for that area.

Average skill ratings were calculated for each area. The two skills with the highest average ratings also ranked at the top of the frequency table above: **Ability to work in a culturally diverse environment** and **Independence and Initiative**. Similarly, the skill with the lowest average rating – **Negotiating skills** – ranked last in the frequency table.



Alumni rated their level of skill using a 4-point scale from (1) Poor to (4) Excellent.

Alumni who rated their level of skill were asked to rate how well the education they received at Evergreen prepared them in each area. Tacoma alumni indicated that Evergreen provided the greatest preparation in the **Ability to work in a culturally diverse environment** and the **Ability to acquire and responsibly use information**. They felt they received the least amount of preparation in **Negotiating skills** and **Decision-making ability**.



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

Satisfaction with Pedagogical Aspects at Evergreen

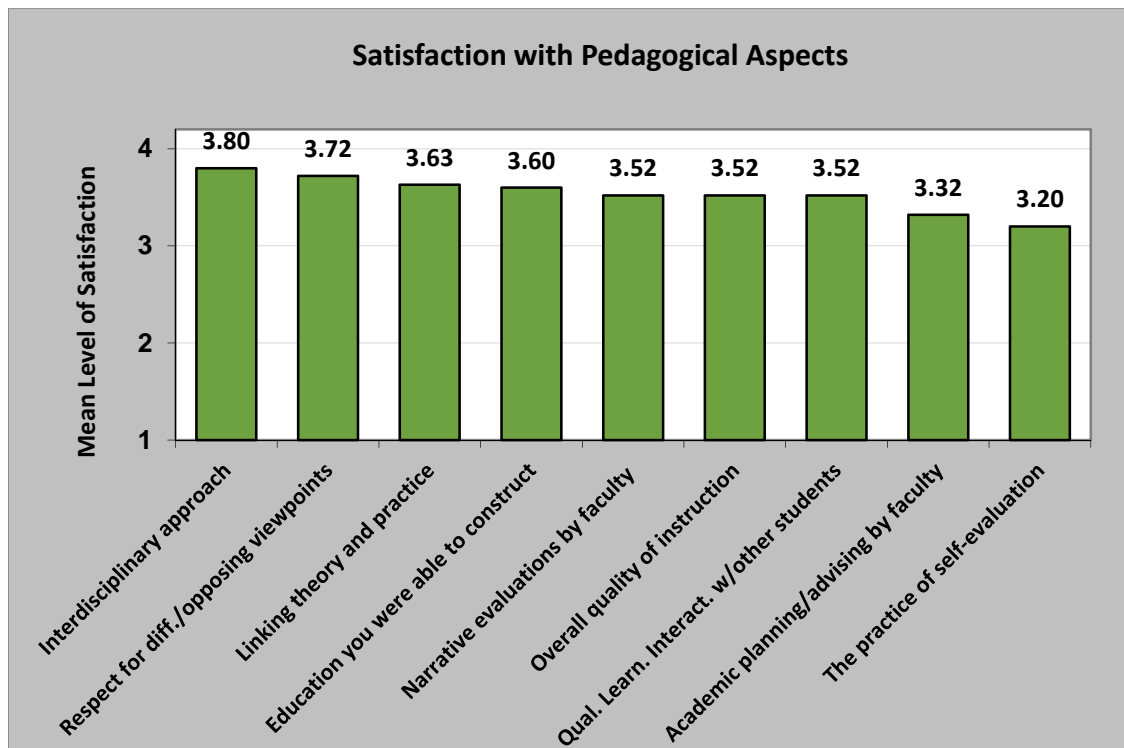
Alumni were asked to indicate how satisfied they were with various pedagogical aspects at Evergreen using a four-point scale from (1) *Very dissatisfied* to (4) *Very Satisfied*. Results are ranked in the table below from highest to lowest percent of *Very satisfied* ratings. The most common response for each area is indicated in bold.

- For seven of the nine areas, *Very satisfied* was the most common rating; for the remaining two areas *Satisfied* was the most common response.
- For seven of the nine areas, total satisfaction (percent *Satisfied* or *Very satisfied*) was greater than 90%.

Pedagogical Aspect	Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)
Interdisciplinary approach to education (N=25)	0.0%	0.0%	20.0%	80.0%
Respect shown for different or opposing viewpoints (N=25)	0.0%	0.0%	28.0%	72.0%
The education you were able to construct as an Evergreen student (N=25)	0.0%	8.0%	24.0%	68.0%
Overall quality of instruction (N=25)	0.0%	12.0%	24.0%	64.0%
Linking theory and practice (N=24)	0.0%	0.0%	37.5%	62.5%
Narrative evaluations by faculty (N=25)	0.0%	4.0%	40.0%	56.0%
Quality of learning interaction with other students, for example, in seminars or in group projects (N=25)	0.0%	4.0%	40.0%	56.0%
Academic planning/advising by faculty (N=25)	0.0%	4.0%	60.0%	36.0%
The practice of self-evaluation (N=25)	0.0%	12.0%	56.0%	32.0%

Note: The number in parentheses by each item reflects the number of alumni who rated their level of satisfaction; the number varies between areas as some alumni skipped questions.

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



Satisfaction with Educational Experiences

Alumni were asked whether they participated in a series of educational experiences at Evergreen and, if so, to rate their level of satisfaction with those experiences using a four-point scale from (1) *Very dissatisfied* to (4) *Very satisfied*. The table below shows results in descending order of alumni participation in each educational experience. The most common satisfaction rating for each area appears in bold print for emphasis.

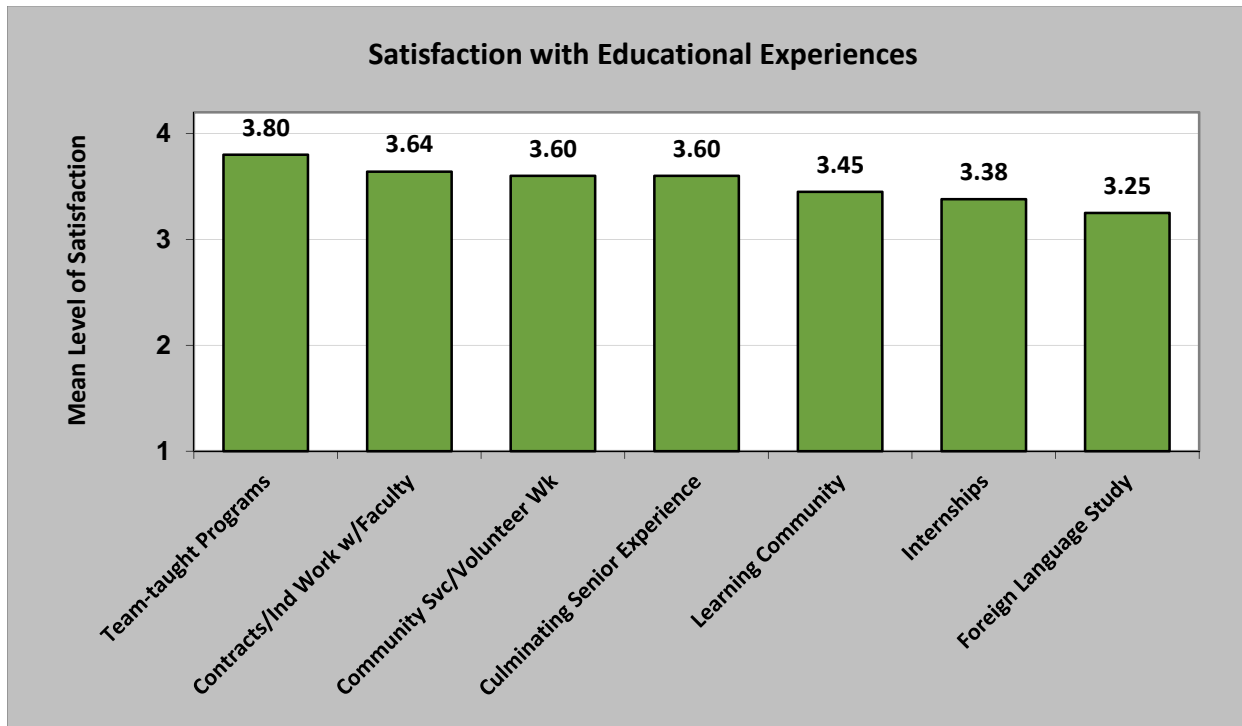
- 83% of Tacoma alumni participated in a **culminating senior experience** compared to 45% of the graduating class as a whole. Total satisfaction in this area for Tacoma respondents was 100%.
- 63% experienced **team-taught programs** compared to 64% of the entire graduating class; total satisfaction was 100%.
- 48% of Tacoma respondents acknowledged **participation in a learning community** compared to 37% of the graduating class as a whole; their total satisfaction rate was 100%.

Educational Experiences at Evergreen	# / % Participated		Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)	Missing N
	Culminating senior experience (capstone, thesis, senior project, or senior summative self-evaluation) (N=24)	20	83.3%	0.0%	0.0%	40.0%	
Team-taught programs (N=24)	15	62.5%	0.0%	0.0%	20.0%	80.0%	0
Contracts and other individual work with faculty (N=24)	12	50.0%	0.0%	0.0%	36.4%	63.6%	1
Learning community (N=23)	11	47.8%	0.0%	0.0%	54.5%	45.5%	0
Community service or volunteer work (N=24)	10	41.7%	0.0%	0.0%	40.0%	60.0%	0
Internships (N=24)	8	33.3%	0.0%	12.5%	37.5%	50.0%	0

Note: The number of alumni who responded to each question is indicated in parentheses by each item; of those who responded, the number and percent who participated in each experience are indicated in the adjacent columns. Respondents who participated but did not rate their level of satisfaction were excluded from satisfaction rating calculations for that area.

Fewer than 20% of Tacoma respondents participated in foreign language study; however, all who did participate indicated they were *Satisfied* or *Very satisfied*. No Tacoma respondents participated in study abroad.

Average satisfaction was calculated for the six educational experiences listed in the table above. For all seven areas, alumni reported average satisfaction levels between 3 and 4, or *Satisfied* to *Very satisfied*.



D. Satisfaction with Campus Resources

Alumni were asked whether they used various campus resources and, if so, to rate their level of satisfaction using a four-point scale from (1) *Very dissatisfied* to (4) *Very satisfied*. The table below shows rate of use and level of satisfaction for each campus resource in descending order of use by alumni. The figures in bold print indicate the most common rating for each resource.

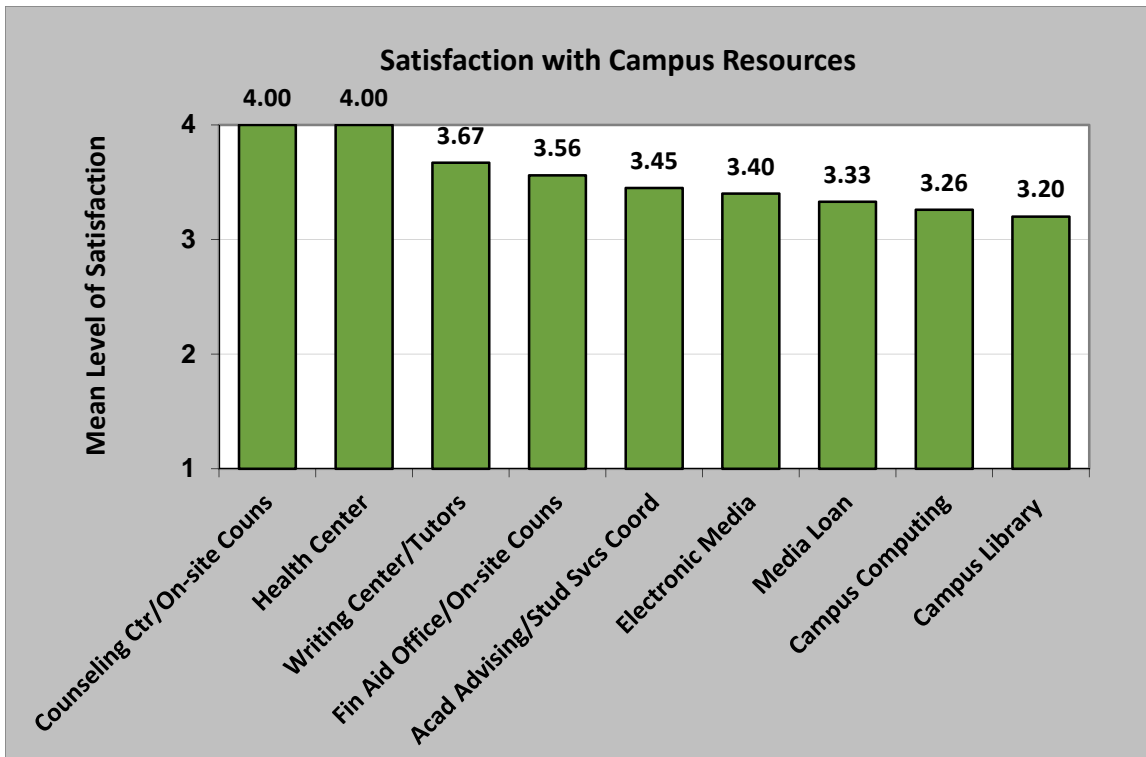
The resources most frequently used by Tacoma respondents were:

- **Campus Computing Resources:** 100% used these resources with a total satisfaction rate of 100%.
- **Academic Advising Office, Workshops, or Tacoma Student Services Coordinator:** 83% used these resources with a total satisfaction rate of 100%.
- **Electronic Media:** 83% used this resource with a total satisfaction rate of 95%.

Campus Resources at Evergreen	#/% Used Resource		Very Dissatisfied (1)	Dissatisfied (2)	Satisfied (3)	Very Satisfied (4)
	Campus Computing Resources (N=23)	23	100.0%	0.0%	0.0%	73.9%
Academic Advising Office, Workshops, or Tacoma Student Services Coordinator (N=24)	20	83.3%	0.0%	0.0%	55.0%	45.0%
Electronic Media (animation labs, audio recording, digital video/film editing, music technology/labs) (N=24)	20	83.3%	0.0%	5.0%	50.0%	45.0%
Financial Aid Office or On-site Financial Aid Counselor (N= 24)	18	75.0%	0.0%	0.0%	44.4%	55.6%
Media Loan (N=24)	15	62.5%	0.0%	0.0%	66.7%	33.3%
Campus Library (N=24)	10	41.7%	0.0%	10.0%	60.0%	30.0%
Writing Center or Writing Tutors (N=24)	9	37.5%	0.0%	0.0%	33.3%	66.7%
Counseling Center or On-site Counselor (N=24)	6	25.0%	0.0%	0.0%	0.0%	100.0%
Health Center (N=24)	6	25.0%	0.0%	0.0%	0.0%	100.0%
Office of Veterans Affairs (N=24)	<5	<25%	0.0%	25.0%	50.0%	25.0%
Photo Services/Photoland (N=24)	<5	<25%	0.0%	0.0%	75.0%	25.0%
Center for Community-Based Learning & Action (CCBLA) or On-site Orientation (N=24)	<5	<25%	0.0%	0.0%	100.0%	0.0%
Quantitative and Symbolic Reasoning Center (QuaSR) or Tutors (N=24)	<5	<25%	0.0%	0.0%	0.0%	100.0%
College Recreation Center, Athletics, or Recreation Programs (N=24)	<5	<25%	0.0%	0.0%	0.0%	100.0%
Housing/Residential Life (N=24)	0	--	--	--	--	--

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

Average satisfaction was calculated for each campus resource used by at least five people, and results are shown in descending order of satisfaction in the chart below. While only six students used the counseling center and/or health center, these two services received the highest average rating of satisfaction.



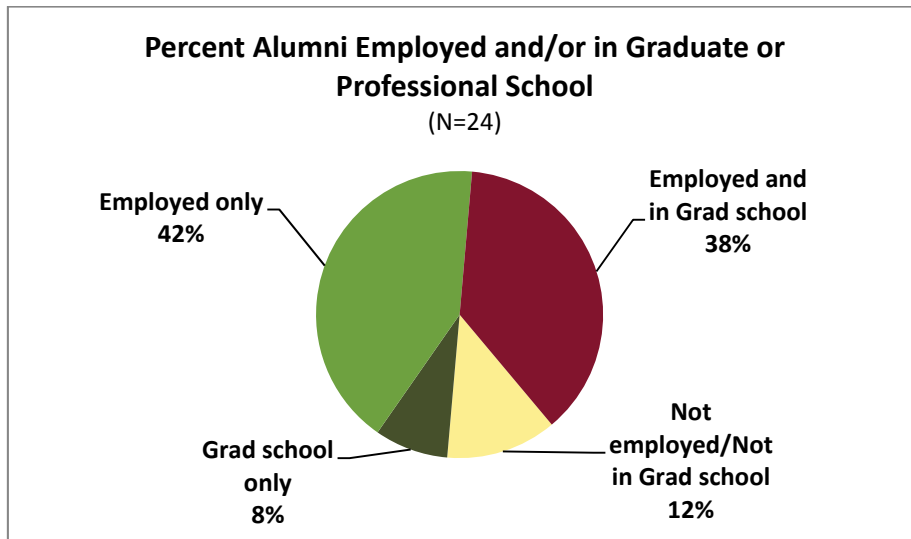
Alumni rated level of satisfaction using a scale where 1=Very dissatisfied, 2=Dissatisfied, 3=Satisfied, and 4=Very satisfied.

Career Development Office

Alumni were asked whether they contacted the Evergreen Career Development Office or talked to a Career Development Counselor for help finding a job and/or applying for graduate or professional school. If so, they were asked to rate how helpful this resource was using a three-point scale where 0=Not helpful, 1=Somewhat helpful, and 2=Very helpful.

- Fewer than five Tacoma respondents contacted the Career Development Office or talked to a Career Development Counselor for help finding a job after graduation, and all rated the resource as *Somewhat helpful*.
- Fewer than five respondents contacted the Career Development Office or talked to a Career Development Counselor for help learning about and/or applying for graduate or professional school. Two rated the resource as *Very helpful* and the remainder did not provide a rating.

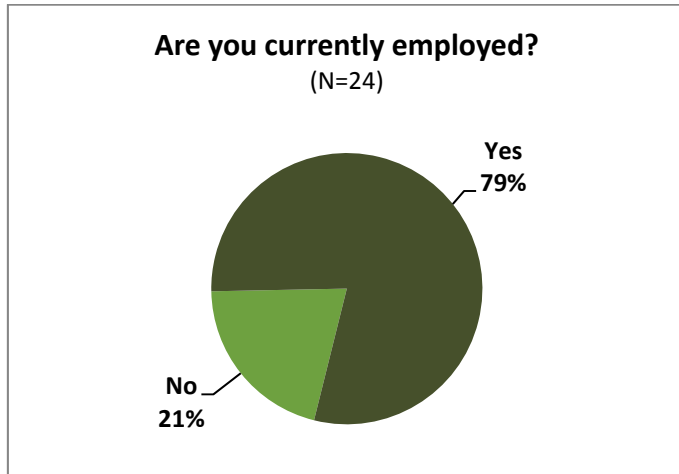
E. Overall Employment/Graduate School Rate



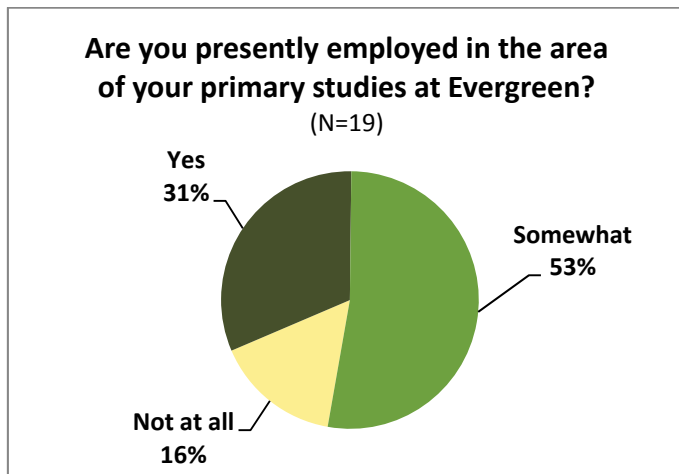
At the time of the survey, **88%** of Tacoma respondents were employed and/or attending graduate or professional school compared to 83% of all alumni respondents.

F. Alumni Employment Data

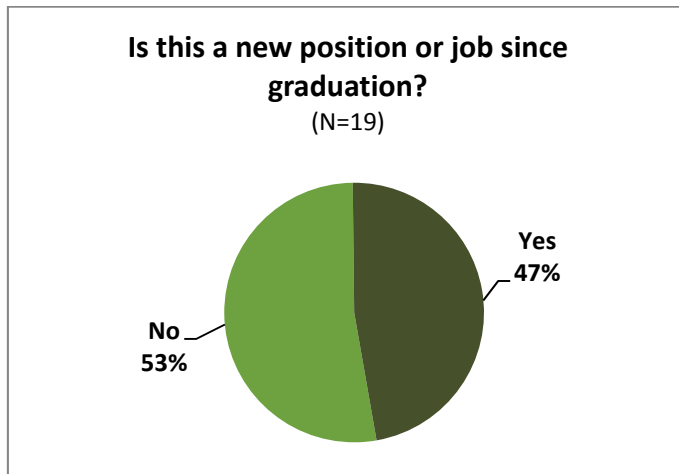
Alumni were asked a series of questions about their employment status, including type(s) of employment, relatedness of their work to their primary area of study at Evergreen, and level of preparation for employment they felt they received from their Evergreen education.



79% of Tacoma alumni (N=19) were employed one year after graduation from Evergreen compared to 78% of all alumni respondents.



Of the employed Tacoma respondents, **84%** were employed in an area at least somewhat related to their area of primary study, compared to 64% of all alumni surveyed.



In the recognition that many alumni were already working as students, we now ask whether their current position is the same one they held prior to graduation. For 9 of the 19 employed alumni (**47%**), this was a new job.

Employed alumni were asked to indicate which characteristics listed in the following tables best described their current employment situation. Alumni could choose more than one category therefore percentages do not sum to 100.

Nature of Employment (<i>all that apply</i>) (N=19)	N	%
Employed full-time	11	57.9%
Employed part-time	8	42.1%
Employed on a temporary basis	<5 each	21.1%
Self-employed/own business		

Employment Sector(s) (<i>all that apply</i>) (N=19)	N	%
Public agency (government, public school, tribal, etc.)	7	36.8%
Non-profit agency	6	31.6%
Private, for-profit company	7	36.8%

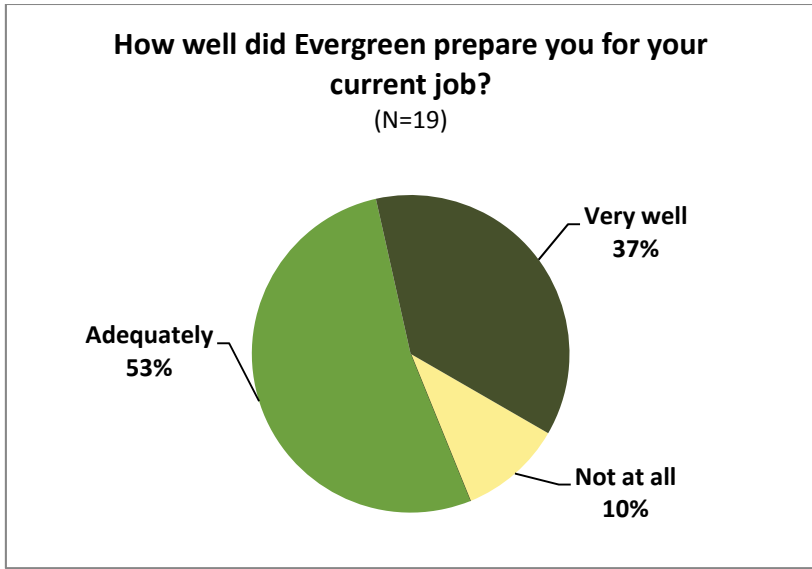
68% of employed Tacoma alumni were working for public or non-profit agencies.

Respondents were then asked which employment category best described the type of work they were doing. Alumni with more than one job were instructed to respond with the job they considered to be their *primary* occupation in mind. The three most common areas of employment for Tacoma of alumni one year after graduation were **Office/Administrative Support, Community and Social Service, and Education/Training/Library.**

Type of Work (N=19)	N	%
Office/Administrative Support	6	31.6%
Community and Social Service	4	21.1%
Education/Training/Library	2	10.5%
Art and Design	1	5.3%
Healthcare Practitioner or Technician	1	5.3%
Healthcare Support	1	5.3%
Legal Occupations	1	5.3%
Life Science	1	5.3%
Personal Care and Service	1	5.3%
Production/Manufacturing	1	5.3%
Architecture/Engineering	0	-
Building and Grounds Cleaning/Maintenance	0	-
Business and Financial Operations	0	-
Computer/Mathematical	0	-
Construction/Installation/Repair	0	-
Entertainer/Performer	0	-
Farming/Fishing/Forestry Worker	0	-
Food Preparation/Serving	0	-
Management	0	-
Media and Communications	0	-
Military and Protective Service	0	-
Physical Science	0	-
Sales	0	-
Social Science	0	-
Transportation	0	-

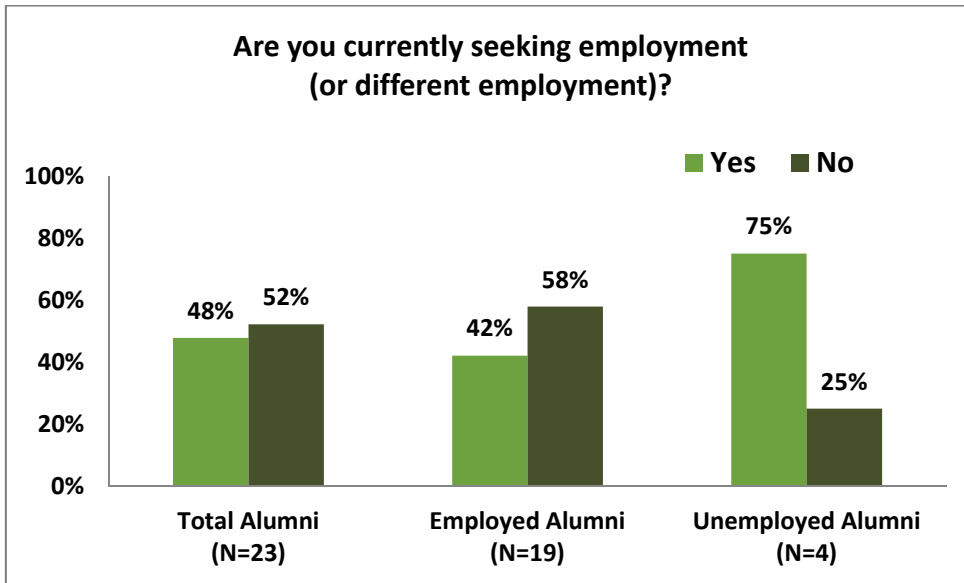
Note: Employment classification categories are derived from U.S. Bureau of Labor Statistics Standard Occupational Classifications 2010.

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



89% of Tacoma alumni (N=17) felt their Evergreen experiences prepared them Adequately or Very well for their current employment.

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



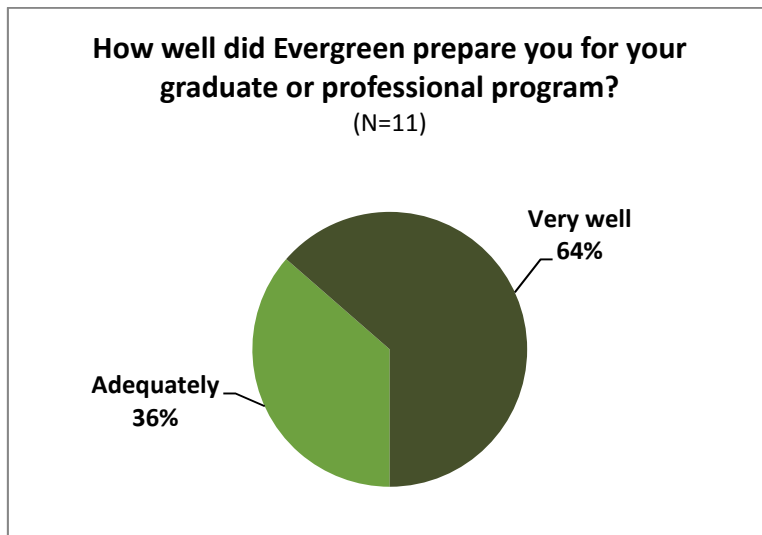
G. Graduate or Professional Programs

Respondents were asked whether they had applied to a graduate or professional program and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 24 Tacoma alumni who responded to this question:

- **54%** (N=13) had **applied** to graduate or professional programs within one year of graduating from Evergreen. (Of the 11 respondents who had *not* applied, 10 indicated that they intend to in the future.)
- **92%** of those who applied (12 of 13) were **accepted**.
- **46%** (N=11) had attended or were currently **enrolled** in graduate or professional programs. (The overall rate of graduate or professional school attendance for all Evergreen alumni surveyed was 21%.)

Of the 11 alumni who had attended or were attending graduate or professional school, nine were seeking master's degrees and two were working toward professional certificates. Eight were pursuing their studies in Washington and the remainder were studying in other states or online. The most common field of study was Public Administration/Public Policy. Other fields of study included Business, Management and Marketing, Computer and Information Science, Education, Health Support Services, Natural Resources and Conservation, and Social Service Professions.

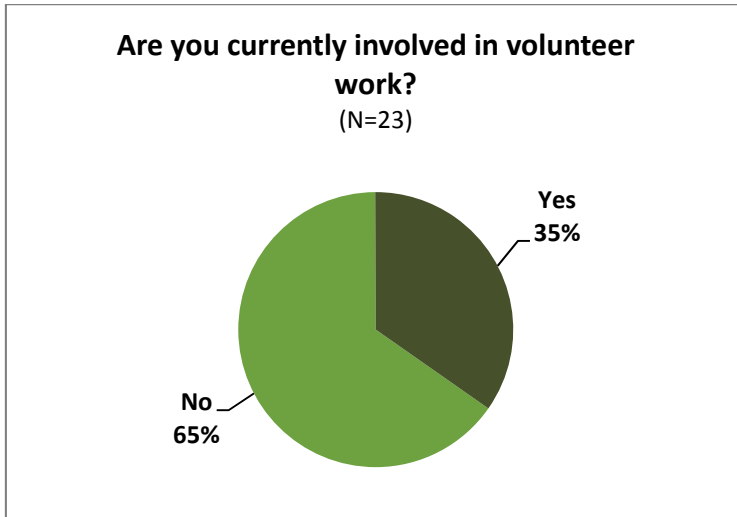
Lastly, alumni were asked how well they felt Evergreen prepared them for their graduate or professional program, using a four-point scale where 0=*Not at all*, 1=*Not very well*, 2=*Adequately* and 3=*Very well*.



All 11 alumni who were currently attending or had attended graduate or professional school felt Evergreen prepared them *Adequately* or *Very well* for their advanced programs. Zero respondents indicated *Not very well* or *Not at all*.

H. Volunteerism

Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of work they were doing. Eight Tacoma alumni (35%) indicated they were currently volunteering and seven of them provided a description of the type of work they were doing. Volunteer activities included providing social services or justice advocacy and action, serving on community councils, and teaching Sunday school.



35% of Tacoma respondents (N=8) were involved in volunteer activities one year after graduation compared to 31% of all alumni respondents.

Alumni were also asked to indicate how well Evergreen prepared them for their current volunteer work using a four-point scale where 0=*Not at all*, 1=*Not very well*, 2=*Adequately* and 3=*Very well*. Four of the eight alumni who were volunteering felt Evergreen prepared them *Adequately*, two *Very well*, one *Not at all*, and the other did not respond to the question.

I. Special Strengths Developed at Evergreen

Alumni were asked in an open-ended narrative question to describe special strengths or skills they developed at Evergreen that were particularly useful in their current endeavors. Twenty-one of them (84%) responded to this question. Their comments are shown in the table below.

“I feel that working in the Tacoma team environment with a diverse group of students and instructors is the most valuable thing I took away from my education at Evergreen. I have a more open mind and am able to look at the world in a more open way, empathize with people, and change my paradigms while learning from others.”
- Tacoma alumni class of 2011

“I have obtained better communication skills; both written and oral. I am also much better at setting goals for myself since attending Evergreen. I will always have the want/need to further my education in some way that not only helps me in life but also the community that I live in.”
- Tacoma alumni class of 2011

Special strengths or skills (N=21 with at least one strength or skill)
Ability to write effectively, overcame fear of public speaking
Critical thinking and deep appreciation for all cultures.
Critical thinking, analyzing case studies, statistics, research methods, writing skills, cultural diversity, leadership, group work, self-confidence.
Critical thinking, diversity in the community and the work place, environmental laws and concepts, research methods, and many other social concepts that were taught throughout my education of higher learning at the Evergreen State College of Tacoma.
I became a better team player, and improved my skills with different cultures.
I feel that working in the Tacoma team environment with a diverse group of students and instructors is the most valuable thing I took away from my education at Evergreen. I have a more open mind and am able to look at the world in a more open way, empathize with people, and change my paradigms while learning from others.
I have learned to do things more creatively and to think outside the norm.
I have obtained better communication skills; both written and oral. I am also much better at setting goals for myself since attending Evergreen. I will always have the want/need to further my education in some way that not only helps me in life but also the community that I live in.
I learned how to use Photoshop thanks to Mr. Speights. Now I'm making ads for [...].
I was able to engage in public speaking, strengthen my craft, allowing me to be comfortable with addressing community members currently.
I was made aware of how to better research or challenge common public knowledge. I learned much about economics and politics and corporations. These help me to understand the education system that I work in and also are influencing me in the improvement of our program.
Increased abilities in Math and Science, Research, Presentation, Collaboration
Initiative, team work, project preparation, organization
Interdisciplinary collaboration, writing, critical analysis, desire to move on to grad school.
It has allowed me to look at the world in a more analytical and connected way.
Leadership, Group Management, Communication, Critical Thinking, Public Speaking
Public speaking, communication, reading and writing
Research, writing, obtaining and analyzing data to produce reports, cultural awareness and sensitivity.
Using different media to initiate difficult discussion.
Working with a team and building up my leadership skills
Writing and Research

J. Recognition of Special Individuals or Services

Alumni were asked if there were particular individuals or services that made a special contribution or genuine difference to their education or personal growth at Evergreen. Twenty-one of the 25 survey respondents (84%) wrote a response to this question. Nineteen different individuals were named, representing different offices, departments, and units of the college. **Paul McCreary** was the most frequently mentioned male individual and **Gilda Sheppard** was the most frequently mentioned female individual. A list of alumni comments is provided below; comments have been redacted to protect the identity of respondents.

Special individuals or services (N=21 with at least one individual or service mentioned)
All of the faculty on the Tacoma campus, except [...] She was closed minded and AWFUL.
Dr. Sheppard and Dr. Li linked social and biological studies in a way that changed how I learned.
Dr. Bacho turned me into a real creative writer. Dr. McCreary helped me overcome math phobia.
Dr. Gilda Sheppard was paramount in the formation of my awareness to social justice issues and instrumental in teaching civic responsibility.
Dr. Li , Olga, Professor [Erin] Ceragoli, Dr. McCreary, Professor Spiegths and Dr. Solomon
Dr. Li, Dr. McCreary, Dr. Bacho, & Dr. Sheppard
Dr. McCreary, Mr. Speights, and Olga from the front desk. Olga kept me in school and made sure I graduated - she is a wonderful asset to the college.
Dr. Paul McCreary encouraged and supported learning in math and preparation for teaching. Dr. MingxiaLi encouraged and supported expanded knowledge and abilities in science field, mainly biology.
Dr. Peter Bacho - writing, creativity, expression, law, public policy, overall encouragement Dr. Barbara Laners - law, personal rights & responsibilities, public policy, cultural awareness Dr. Artee Young - public speaking, civic awareness, overall encouragement Dr. Tyrus Smith - environmental issues, research, quantitative analysis Dr. Dorothy Anderson - cultural awareness & sensitivity, collaboration, joy
Dr. Smith, and Peter Bacho were excellent at helping me reach personal growth.
Dr. Tyrus Smith, Dr. Gilda Sheppard, and Dr. Bacho.
Each and everyone of my instructors played a vital role in my education. All Doctors and professors Peter Bacho, Barbara Laners, Gilda Sheppard, Tyrus Smith, Dorothy Anderson, Arlen Speight, Paul McCreary, Joan Bantz, Anthony Zaragoza, Kelly Brown. Also, our leader Dr. Artee Young and the two girls in the office Olga Inglebritson and Marla German.
Everyone at the Tacoma program. Especially Olga and Dr. Sheppard.
I wouldn't have finished had it not been for the counseling services offered at Evergreen. I had a major life issue and I thank God every single day that Evergreen had someone available for me to talk to.
Olga Inglebritson, Tyrus Smith, Paul McCreary, Mingxa Li
The professors at the Tacoma campus were the key to my learning success. Without the staff, my experience at Evergreen would not have been successful.
The writing center
Yes, Dr. Smith, Dr. Sheppard, Dr. Li and Dr. McCreary
Yes, Olga Inglebritson and Dr. McCreary and Dr. Eddy Brown, Dr. Gilda Sheppard, Dr. Bacho
Yes. My advisor, Gilda Sheppard, and a few of my other teachers such as Dr. McCreary and Professor Speights. Overall, the learning environment is very rich and the possibilities for individuals are endless.
Yes. They all did but some more so than others. I think Dr. Zaragoza was my favorite. Also, Dean Young was very inspiring and supportive of my efforts.

K. Usefulness of Evergreen Transcript

Alumni were asked, "How has your Evergreen transcript been useful or not useful in your post-graduation endeavors?" Of 25 total survey respondents, 19 (76%) responded to this question. Their comments were reviewed and categorized and are shown in the table below. Most respondents felt their transcripts were useful.

How has your Evergreen transcript been useful or not useful in your post-graduation endeavors? (N=19)
Useful (N=13) <ul style="list-style-type: none">• Adequate for entry into graduate school• At first people are afraid, but then after reading through it they appreciate it. It was helpful when applying for midwifery school because it gave thorough explanation of the work I did. I was able to transfer a lot of credit.• Helped for acceptance to graduate school• Helped me get into grad school and has been a useful reference to remember specifically what I did as an undergrad.• I believe it was helpful for acceptance into my MPA program.• I used it to be accepted to the program I am in now.• My transcript has been useful but the Masters program I have chosen didn't have a very high criteria for admittance.• Employers are very satisfied with Evergreen B.A. degree, take me seriously.• It was useful because it helped get a job at a hospital• using evergreen transcript to apply for jobs• For my current endeavor I did not necessarily need to use my Evergreen transcripts because there are no prerequisites for the certification that I am working towards. But it still helps very much to show what I have accomplished in my educational career.• It is a great reminder of what i accomplished throughout my time at Evergreen.• It pin points my academic achievements and shows my applied learning skills and knowledge.
Unknown (N=4) <ul style="list-style-type: none">• Have not used• I haven't had the opportunity to use them yet.• I really haven't used my transcript post-graduation.• I'm not sure it has been considered at all in my employment to this point.
Not Useful (N=1) <ul style="list-style-type: none">• Not useful.
Mixed/Ambivalent (N=1) <ul style="list-style-type: none">• Not as significant as I thought it would be but necessary nonetheless.