

Alumni Survey 2012

Every few years, the MES program performs a self-study. As part of the study, MES assesses alumni satisfaction, success, and learning. Your feedback from this optional and confidential survey is important for program improvement. We'd appreciate you finishing this survey by March 9, 2012. The survey takes 10-15 minutes.

Because we are asking open-ended questions, which can lead to the risk of someone determining your identity, we are taking the following precautions:

1. Only the MES Assistant Director will see raw data as it relates to individual survey participants.
2. MES faculty and other MES self-study readers will only see summary data and paraphrased open-ended responses with the intent of preserving participant anonymity.
3. To aid in summarizing and paraphrasing responses for self-study readers, the MES Director and Director of Institutional Research and Assessment will see raw data only as it relates to each question.
4. Finally, participation is voluntary and you can skip any questions or stop at any point without penalty.

If you have any questions about the research, please contact Gail Wootan at wootang@evergreen.edu or 360-867-6225.

If you encounter any problems as a result of your participation in the project, please contact John McLain, Academic Grants Manager, at mclainj@evergreen.edu or 360-867-6045.

By responding to the following survey questions on this website, you are indicating that you have read and understand this information and that you grant your consent to participate in this project.

1. What year did you begin the MES core programs?

2. What year did you graduate from MES?

3. Please check the level of influence each of the factors below had on your decision to attend Evergreen.

	No influence	Slightly Influential	Influential	Very Influential	Not Applicable/Don't Remember
Program content and curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural beauty of area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close to family and/or job commitments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evergreen Reputation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evergreen identity/philosophy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evening classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time and full-time options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size/close contact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interdisciplinary approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cohort model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty backgrounds and specialty areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thesis requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Length of program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring potential upon graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Type of student who attends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Narrative evaluations instead of grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I didn't get into my first choice grad school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was an Evergreen student and wanted to continue my studies at Evergreen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

4. Did the MES program take more or less time than you expected?

- ☐ More time than I expected
- ☐ Less time than I expected
- ☐ About the amount of time I expected
- ☐ Don't Remember/No Opinion

5. If it took longer than expected, please choose all the reasons why:

- | | |
|---|--|
| <input type="checkbox"/> Family or personal responsibilities | <input type="checkbox"/> Courses were too challenging, so took fewer credits per quarter |
| <input type="checkbox"/> Thesis took longer than expected | <input type="checkbox"/> Financial reasons |
| <input type="checkbox"/> Uncooperative faculty | <input type="checkbox"/> I changed the focus of my thesis |
| <input type="checkbox"/> Didn't want to take the electives offered during some quarters, so decided to wait | <input type="checkbox"/> I wanted to take more electives than were required |
| <input type="checkbox"/> Got a job, so took fewer credits per quarter | <input type="checkbox"/> Other |

If "other" please define

6. How satisfied were you with the MES program?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor unsatisfied
- ☐ Unsatisfied
- ☐ Very unsatisfied

Please comment on your answer

7. Would you recommend the MES program to others?

- ☐ Yes
- ☐ No
- ☐ Maybe

Please comment on your answer

8. If you were to do MES again, how interested would you be in the following?

	Very Uninterested	Uninterested	Neither	Interested	Very Interested
Having core classes at 4-8pm instead of 6-10pm (electives would still be 6-10pm)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An OPTIONAL international course or program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A REQUIRED international course or program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Earning thesis credit while being a Peace Corps Volunteer (optional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

Knowledge and Training

9. How helpful was your overall MES experience in contributing to the following areas?

	Extremely Unhelpful	Unhelpful	Neither Helpful nor Unhelpful	Helpful	Extremely Helpful	Don't Remember
Knowledge of major environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of the strengths and weaknesses of science in understanding environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of how natural sciences, social sciences, and policy interact around environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of how different perspectives and cultures affect the understanding of environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of the role of Native Americans in Pacific NW environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the complex administrative hierarchy surrounding environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining in-depth knowledge of one aspect of environmental science/studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

10. How helpful was your overall MES experience in contributing to the following skills?

	Extremely Unhelpful	Unhelpful	Neither Helpful nor Unhelpful	Helpful	Extremely Helpful	Don't Remember
Ability to critically read, understand, and analyze environmental research and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to conduct quantitative research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to conduct qualitative research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to write effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to give effective presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of your strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills (writing/speaking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

11. In your opinion, how important are these skills for success in your career?

	Extremely Unimportant	Unimportant	Neither	Important	Extremely Important
Ability to critically read, understand, and analyze environmental research and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to conduct quantitative research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to conduct qualitative research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to write effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work in teams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to give effective presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to manage time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of your strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication skills (writing/speaking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

12. How valuable were the following MES components in terms of preparing you for your post-MES career?

	Extremely Not Valuable	Not Valuable	Neither	Valuable	Extremely Valuable	Not Applicable
Core program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent Learning Contracts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thesis Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MES Student Association	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MES Faculty Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MES Staff Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-MES Faculty Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-MES Staff Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

13. In your own words, how has your MES degree helped you in your career?



Curriculum

14. The core program (all four required classes). . .

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Remember
Was intellectually and academically stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporated a variety of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was strongly interdisciplinary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had high quality teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided positive interactions with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided positive interactions with classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me in becoming an environmental professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

15. In general, the electives I took. . .

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Remember
Were intellectually and academically stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporated a variety of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were strongly interdisciplinary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had high quality teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided positive interactions with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided positive interactions with classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me in becoming an environmental professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

16. If you participated in an internship while in MES, please choose your level of agreement with the following:

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Don't Remember
Internships were intellectually and academically stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships incorporated a variety of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships were strongly interdisciplinary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships had high quality training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internships helped me in becoming an environmental professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

17. What kind of analysis methods did your thesis incorporate?

- ☐ Qualitative Research Methods
- ☐ Quantitative Research Methods
- ☐ Both

18. Please choose the level of field work your thesis included:

- ☐ None
- ☐ Less than one quarter
- ☐ Two quarters
- ☐ Three or more quarters
- ☐ Don't Remember

Please comment on your answer

19. Did your thesis take more or less time than you expected?

- ☐ More time than I expected
- ☐ Less time than I expected
- ☐ About the amount of time I expected
- ☐ Don't Remember/No Opinion

Please comment on your answer

20. If the thesis took longer than expected, please choose all the reasons why:

- | | |
|---|---|
| <input type="checkbox"/> Family or personal responsibilities | <input type="checkbox"/> Financial reasons |
| <input type="checkbox"/> Uncooperative faculty | <input type="checkbox"/> I changed the focus of my thesis |
| <input type="checkbox"/> Got a job, so couldn't focus on it as much | <input type="checkbox"/> Other |
| <input type="checkbox"/> Research was more challenging than expected/I needed more training before I could move forward on thesis | |

If "other" please define

21. Please choose your level of agreement with this statement: "I had adequate support for the type of thesis I chose."

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither
- ☐ Agree
- ☐ Strongly Agree
- ☐ Don't Remember

Please comment on any of your answers

22. Please list any faculty or staff who were particularly helpful to you while in MES.

23. In your own words, please describe the strengths of the MES program:

24. In your own words, please describe the weaknesses of the MES program.



25. How long did it take you to find a job as an environmental professional upon graduating from MES?

- ☐ I already had a job
- ☐ Less than 6 months
- ☐ More than 6 months, but less than 1 year
- ☐ Less than 2 years
- ☐ Less than 3 years
- ☐ Less than 5 years
- ☐ I purposefully chose not to find a job as an environmental professional
- ☐ I wanted to find a job as an environmental professional, but could not
- ☐ Other

If "other," please define

26. Do you have any post MES-training, such as a PhD, certifications, JD or other master's degrees?

- ☐ Yes
- ☐ No

27. If you do, please list all of them here. Please include the discipline if it is another degree.

28. Does your current job incorporate some form of environmental work (any amount)?

- ☐ Yes
- ☐ No

Environmental Work

29. Which best describes your employer?

- | | |
|--|---|
| <input type="checkbox"/> Private sector | <input type="checkbox"/> Other government |
| <input type="checkbox"/> Nonprofit/NGO | <input type="checkbox"/> Higher education |
| <input type="checkbox"/> State government | <input type="checkbox"/> Military |
| <input type="checkbox"/> Federal government (civilian) | <input type="checkbox"/> Self-employed |
| <input type="checkbox"/> City government | <input type="checkbox"/> Retired |
| <input type="checkbox"/> County government | <input type="checkbox"/> I am currently un-employed |
| <input type="checkbox"/> Tribal government | <input type="checkbox"/> Other |

If "other," please define

30. Where are you employed?

- | | | |
|----------------------------------|---|---|
| <input type="radio"/> Washington | <input type="radio"/> Nevada | <input type="radio"/> Eastern US |
| <input type="radio"/> Oregon | <input type="radio"/> Utah | <input type="radio"/> British Columbia |
| <input type="radio"/> California | <input type="radio"/> Wyoming | <input type="radio"/> Other Canadian province |
| <input type="radio"/> Idaho | <input type="radio"/> Colorado | <input type="radio"/> non-US or Canada |
| <input type="radio"/> Montana | <input type="radio"/> Southwest US | <input type="radio"/> Various locations |
| <input type="radio"/> Alaska | <input type="radio"/> Midwest US | <input type="radio"/> Other |
| <input type="radio"/> Hawaii | <input type="radio"/> Southern/Southeast US | |

If "other," please define

31. In your opinion, how important is knowledge in the following areas for success in your career?

	Extremely Unimportant	Unimportant	Neither	Important	Extremely Unimportant	Not Applicable
Knowledge of major environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of the strengths and weaknesses of science in understanding environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of how natural sciences, social sciences, and policy interact around environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of how different perspectives and cultures affect the understanding of environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of the role of Native Americans in Pacific NW environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding the complex administrative hierarchy surrounding environmental issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining in-depth knowledge of one aspect of environmental science/studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on any of your answers

Demographics and Communication

32. What is your present age group?

- | | | |
|-----------------------------|-----------------------------|-----------------------------------|
| <input type="radio"/> 21-25 | <input type="radio"/> 36-40 | <input type="radio"/> 51-55 |
| <input type="radio"/> 26-30 | <input type="radio"/> 41-45 | <input type="radio"/> 56-60 |
| <input type="radio"/> 31-35 | <input type="radio"/> 46-50 | <input type="radio"/> 61 and over |

33. What is your gender?

34. Ethnicity/Race

35. How would you like to be involved with MES as an alum (mark all that apply)?

- ☐ MES Alumni Association - Undefined, but likely involves an alumni board that plans alumni events, fundraises for scholarships, etc
- ☐ Yearly reunions
- ☐ Mentoring an MES student
- ☐ Supervising an MES intern
- ☐ Recruiting new students for MES
- ☐ Networking with other alumni and/or MES students
- ☐ Do not want to be involved
- ☐ Other

If "other" please define

36. How would you like MES to communicate with you as an alum?

- ☐ US Mail
- ☐ Email listserv
- ☐ Facebook
- ☐ LinkedIn group
- ☐ Twitter
- ☐ Don't want to be in touch
- ☐ Other

If "other," please define

37. Please give any other comments you think would help improve the MES program or that you feel weren't expressed in the survey:

