

#1

COMPLETE

**Collector:** Web Link 1 (Web Link)  
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Page 1

**Q1** The thesis requirement was a major reason for my decision to enroll in the MES program.

(no label)

Neutral

**Q2** The thesis project contributed to my intellectual development (e.g. critical thinking, data analysis, writing).

(no label)

Strongly Agree

**Q3** The thesis project contributed to my professional development (e.g. specialized knowledge, technical skills, collaboration or networking).

(no label)

Strongly Agree

**Q4** The overall timeline for designing, researching, and writing the thesis makes sense in relation to other components of the program. (If you disagree or strongly disagree, please indicate how you would modify the existing timeline.)

(no label)

Strongly Agree

**Q5** The public presentation was a valuable opportunity for me to share and receive feedback on the most important elements of my thesis research.

(no label)

Strongly Agree

**Q6** I received valuable support for my thesis work in the first-year core sequence (gCORE, ESS, RDQM).

(no label)

Strongly Agree

**Q7** I received valuable support for my thesis work in Case Studies and Thesis Design (fall quarter).

(no label)

Strongly Agree

**Q8** I received valuable support for my thesis work in the thesis workshop (winter and spring quarters).

(no label)

Strongly Agree

**Q9** I received valuable support for my thesis work from my peer review group (winter and spring quarters).

(no label)

**Strongly Agree**

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**Q10** I received valuable support for my thesis work from my faculty advisor / reader.

(no label)

**Strongly Agree**

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**Q11** I received valuable support for my thesis work from other MES core faculty beyond my faculty advisor/reader.

(no label)

**Agree**

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**Q12** I received valuable support for my thesis work from experts beyond Evergreen (e.g. advisors in government agencies, NGOs, private sector).

(no label)

**Strongly Agree**

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**Q13** What were your estimated out-of-pocket expenses for thesis research?

Nothing too expensive just a few trips to Sea-Tac Airport and back.

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**Q14** What kind of support, if any, did you receive through fellowships or grants to reduce your out-of-pocket expenses?

None

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**Q15** How much did you contribute in out-of-pocket expenses to support your thesis research? (Please be specific in your breakdown of expenses. Note that this does not include expenses associated with your cost-of-living.)

**Respondent skipped this question**

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**Q16** If you could give one piece of advice for a student about to start their thesis, what would it be?

Start now and start networking!

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## #2

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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Page 1

**Q1** The thesis requirement was a major reason for my decision to enroll in the MES program.

(no label)

**Neutral**

Comments::

I enjoyed thesis work but I was apprehensive about it when applying and starting the program

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**Q2** The thesis project contributed to my intellectual development (e.g. critical thinking, data analysis, writing).

(no label)

**Strongly Agree**

**Q3** The thesis project contributed to my professional development (e.g. specialized knowledge, technical skills, collaboration or networking).

(no label)

**Strongly Agree**

**Q4** The overall timeline for designing, researching, and writing the thesis makes sense in relation to other components of the program. (If you disagree or strongly disagree, please indicate how you would modify the existing timeline.)

(no label)

**Agree**

Comments::

The timeline is tight for thesis work but makes sense with the requirements of the program. I would encourage students more to come back from Summer with a developed thesis project. I think prospectus should be due at the end of the first ear so students can field work during the summer. I would also break up the stats class to better serve individual needs for data analysis, allowing students to work with some of their data.

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**Q5** The public presentation was a valuable opportunity for me to share and receive feedback on the most important elements of my thesis research.

(no label)

**Strongly Agree**

**Q6** I received valuable support for my thesis work in the first-year core sequence (gCORE, ESS, RDQM).

(no label)

**Neutral**

Comments::

I did not decide on a topic within the first year

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**Q7** I received valuable support for my thesis work in Case Studies and Thesis Design (fall quarter).

(no label)

**Agree**

**Q8** I received valuable support for my thesis work in the thesis workshop (winter and spring quarters).

(no label)

**Agree**

Comments::

It would have been better if I was farther along in my thesis

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**Q9** I received valuable support for my thesis work from my peer review group (winter and spring quarters).

(no label)

**Strongly Agree**

Comments::

I think I was lucky, I had an active peer review group

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**Q10** I received valuable support for my thesis work from my faculty advisor / reader.

(no label)

**Neutral**

Comments::

I was mostly independent until the revision process when I did receive a lot of valuable feedback

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**Q11** I received valuable support for my thesis work from other MES core faculty beyond my faculty advisor/reader.

(no label)

**Agree**

Comments::

Faculty were supportive when asked to advise

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**Q12** I received valuable support for my thesis work from experts beyond Evergreen (e.g. advisors in government agencies, NGOs, private sector).

(no label)

**Agree**

Comments::

Collaboration is difficult and professionals are busy. Do not expect more than you ask for and be prepared to be persistent

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**Q13** What were your estimated out-of-pocket expenses for thesis research?

\$100

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**Q14** What kind of support, if any, did you receive through fellowships or grants to reduce your out-of-pocket expenses?

N/A

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**Q15** How much did you contribute in out-of-pocket expenses to support your thesis research? (Please be specific in your breakdown of expenses. Note that this does not include expenses associated with your cost-of-living.)

\$100 in gas

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**Q16** If you could give one piece of advice for a student about to start their thesis, what would it be?

Decide early what your thesis topic will be. Collaborate but be persistent with relationships. Don't expect everything to turn out as planned and when it doesn't adjust accordingly and keep moving forward.

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## #3

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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Page 1

**Q1** The thesis requirement was a major reason for my decision to enroll in the MES program.

(no label)

**Agree**

**Q2** The thesis project contributed to my intellectual development (e.g. critical thinking, data analysis, writing).

(no label)

**Agree**

**Q3** The thesis project contributed to my professional development (e.g. specialized knowledge, technical skills, collaboration or networking).

(no label)

**Agree**

**Q4** The overall timeline for designing, researching, and writing the thesis makes sense in relation to other components of the program. (If you disagree or strongly disagree, please indicate how you would modify the existing timeline.)

(no label)

**Disagree**

Comments::

The timeline for designing the thesis did not fit with my thesis since I needed to start it in my first year - could be streamlined to make that easier for those who need to start collecting data during the first year (before summer).

**Q5** The public presentation was a valuable opportunity for me to share and receive feedback on the most important elements of my thesis research.

(no label)

**Agree**

**Q6** I received valuable support for my thesis work in the first-year core sequence (gCORE, ESS, RDQM).

(no label)

**Neutral**

Comments::

Some of it was great but I also think it would be great to have a more formalized path for those who need to start their thesis research during the first-year core sequence.

**Q7** I received valuable support for my thesis work in Case Studies and Thesis Design (fall quarter).

(no label)

**Agree**

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**Q8** I received valuable support for my thesis work in the thesis workshop (winter and spring quarters).

(no label)

**Agree**

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**Q9** I received valuable support for my thesis work from my peer review group (winter and spring quarters).

(no label)

**Disagree**

Comments::

Some good help but overall our schedules never worked well together.

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**Q10** I received valuable support for my thesis work from my faculty advisor / reader.

(no label)

**Strongly Agree**

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**Q11** I received valuable support for my thesis work from other MES core faculty beyond my faculty advisor/reader.

(no label)

**Agree**

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**Q12** I received valuable support for my thesis work from experts beyond Evergreen (e.g. advisors in government agencies, NGOs, private sector).

(no label)

**Agree**

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**Q13** What were your estimated out-of-pocket expenses for thesis research?

\$1000 out-of-pocket + the fellowship (see next question)

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**Q14** What kind of support, if any, did you receive through fellowships or grants to reduce your out-of-pocket expenses?

Evergreen Sustainability Fellowship

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**Q15** How much did you contribute in out-of-pocket expenses to support your thesis research? (Please be specific in your breakdown of expenses. Note that this does not include expenses associated with your cost-of-living.)

I contributed 100% of the out-of-pocket expenses.

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**Q16** If you could give one piece of advice for a student about to start their thesis, what would it be?

Don't aim for perfect - it is fine to call it good and not drag it out past the normal timeline.

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## #4

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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Page 1

**Q1** The thesis requirement was a major reason for my decision to enroll in the MES program.

(no label)

**Disagree**

Comments::

Unless one is already familiar with the process, the completion of a thesis to me appears to be a hidden feature of most graduate programs. I was pursuing school to increase my qualifications in general, and actually wish that I could have had more opportunities to do so.

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**Q2** The thesis project contributed to my intellectual development (e.g. critical thinking, data analysis, writing).

(no label)

**Strongly Agree****Q3** The thesis project contributed to my professional development (e.g. specialized knowledge, technical skills, collaboration or networking).

(no label)

**Strongly Agree****Q4** The overall timeline for designing, researching, and writing the thesis makes sense in relation to other components of the program. (If you disagree or strongly disagree, please indicate how you would modify the existing timeline.)

(no label)

**Agree**

Comments::

Modifications might make the program longer than two years. That's not all bad, for those who want to go there. It would be interesting to look at the numbers of people choosing this path for reasons not related to jobs or external life issues.

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**Q5** The public presentation was a valuable opportunity for me to share and receive feedback on the most important elements of my thesis research.

(no label)

**Agree**



**Q6** I received valuable support for my thesis work in the first-year core sequence (gCORE, ESS, RDQM).

(no label)

**Agree**

Comments::

I actually strongly agree with this statement, but if the MES instructors had all been working in unison, I think this could have been more successful. Additionally, I sense that some of the most relevant was provided in electives (like Kevin's Environmental Rhetoric), and should be more central to the core training, if not simply provided sooner in the program - especially regarding communications re climate change. Also, having three instructors was considered a bonus, until they refused to aid us first hand with difficult materials like those provided in the RDQM. Supportive input teaches up how to fish...

**Q7** I received valuable support for my thesis work in Case Studies and Thesis Design (fall quarter).

(no label)

**Strongly Agree**

Comments::

The text books for this session were perfect! Thank you!

**Q8** I received valuable support for my thesis work in the thesis workshop (winter and spring quarters).

(no label)

**Neutral**

Comments::

To the degree that there was overlap between Kevin's Env Rhetoric elective, I think that the elective could have been the core of the workshops to much better benefit.

**Q9** I received valuable support for my thesis work from my peer review group (winter and spring quarters).

(no label)

**Disagree**

Comments::

I was disappointed that my peer group began to delay or cancel their meetings altogether. When we did meet, the time often devolved into a talk-fest that left me slightly stranded. Perhaps guidelines on milestones and group discussion assignments might be helpful. Anything to increase peer accountability.

**Q10** I received valuable support for my thesis work from my faculty advisor / reader.

(no label)

**Strongly Agree**

**Q11** I received valuable support for my thesis work from other MES core faculty beyond my faculty advisor/reader.

(no label)

**Agree**

Comments::

Accessing these busy individuals was sometimes difficult.

**Q12** I received valuable support for my thesis work from experts beyond Evergreen (e.g. advisors in government agencies, NGOs, private sector).

(no label)

**Strongly Agree**

Comments::

This one was limited only by my imagination.

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**Q13** What were your estimated out-of-pocket expenses for thesis research?

Didn't we already answer this question in class?

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**Q14** What kind of support, if any, did you receive through fellowships or grants to reduce your out-of-pocket expenses?

Evergreen Sustainability Fellowship

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**Q15** How much did you contribute in out-of-pocket expenses to support your thesis research? (Please be specific in your breakdown of expenses. Note that this does not include expenses associated with your cost-of-living.)

**Respondent skipped this question**

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**Q16** If you could give one piece of advice for a student about to start their thesis, what would it be?

Ask them about their desire not just to change the world, but to write a thesis that may or may not get air once published. I read recently that fewer than 7% of theses gain any kind of traction... That's a sobering statistic that makes me consider how much I want to test those odds, vs how much I just want to gain contacts and skills enough to help me get a better job.

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## #5

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
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Page 1

**Q1** The thesis requirement was a major reason for my decision to enroll in the MES program.

(no label)

**Agree**

Comments::

Getting a Master's without a thesis would seem wrong.

**Q2** The thesis project contributed to my intellectual development (e.g. critical thinking, data analysis, writing).

(no label)

**Strongly Agree**

Comments::

Definitely helped to go through the whole process of a research project from start to finish.

**Q3** The thesis project contributed to my professional development (e.g. specialized knowledge, technical skills, collaboration or networking).

(no label)

**Neutral**

Comments::

I don't plan on pursuing a career in that specific field but it was still interesting to learn about.

**Q4** The overall timeline for designing, researching, and writing the thesis makes sense in relation to other components of the program. (If you disagree or strongly disagree, please indicate how you would modify the existing timeline.)

(no label)

**Agree**

Comments::

The time that you start is totally left up to you so it's pretty flexible in that regard and I think it should really be emphasized for people to start as early as possible.

**Q5** The public presentation was a valuable opportunity for me to share and receive feedback on the most important elements of my thesis research.

(no label)

**Agree**

Other (please specify):

Good practice in public speaking.

**Q6** I received valuable support for my thesis work in the first-year core sequence (gCORE, ESS, RDQM).

Comments::

While these courses were valuable, I think the one that had the most potential and was the most disappointing was RDQM. Statistics is something we all struggle with and taking this class didn't really help at all...I still felt like I was in the dark when trying to figure what to do for my thesis statistics.

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**Q7** I received valuable support for my thesis work in Case Studies and Thesis Design (fall quarter).

(no label)

**Agree**

Comments::

It was helpful to read other theses to get an idea of what we were working towards.

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**Q8** I received valuable support for my thesis work in the thesis workshop (winter and spring quarters).

(no label)

**Agree**

Comments::

This is so dependent on your peer review group and how much they're willing to invest in it. The timeline for having certain sections completed by certain dates wasn't realistic for most of us though, we were more on our own schedule.

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**Q9** I received valuable support for my thesis work from my peer review group (winter and spring quarters).

(no label)

**Neutral**

Comments::

It might be better to allow us to pick our own groups based on who we know has similar work ethics and time commitments to us.

---

**Q10** I received valuable support for my thesis work from my faculty advisor / reader.

(no label)

**Neutral**

Comments::

My reader was assigned to me without my knowing and I probably wouldn't have chosen him because I know he's very hands-off, which is fine in certain aspects but not what I'm looking for in a reader.

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**Q11** I received valuable support for my thesis work from other MES core faculty beyond my faculty advisor/reader.

(no label)

**Agree**

Comments::

Other faculty (Erin, Kathleen, Peter) were always more than willing to advise me even if I wasn't one of their official thesis students and I really appreciated the time they took to do that.

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**Q12** I received valuable support for my thesis work from experts beyond Evergreen (e.g. advisors in government agencies, NGOs, private sector).

(no label)

**Disagree**

Comments::

I was pretty disappointed in that I started my project with a government agency and I appreciated them getting me started, but then they kind of gave me the cold shoulder and things turned somewhat sour, for reasons I'm not sure of.

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**Q13** What were your estimated out-of-pocket expenses for thesis research?

None. My agency paid for my vehicle, gas, hotel.

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**Q14** What kind of support, if any, did you receive through fellowships or grants to reduce your out-of-pocket expenses?

None.

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**Q15** How much did you contribute in out-of-pocket expenses to support your thesis research? (Please be specific in your breakdown of expenses. Note that this does not include expenses associated with your cost-of-living.)

None.

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**Q16** If you could give one piece of advice for a student about to start their thesis, what would it be?

Start everything earlier than you think you need to! Get going on fieldwork right away and don't underestimate the time for running statistics.

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## #6

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, July 01, 2016 4:59:06 PM  
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Page 1

**Q1** The thesis requirement was a major reason for my decision to enroll in the MES program.

(no label)

**Neutral**

**Q2** The thesis project contributed to my intellectual development (e.g. critical thinking, data analysis, writing).

(no label)

**Strongly Agree**

**Q3** The thesis project contributed to my professional development (e.g. specialized knowledge, technical skills, collaboration or networking).

(no label)

**Strongly Agree**

**Q4** The overall timeline for designing, researching, and writing the thesis makes sense in relation to other components of the program. (If you disagree or strongly disagree, please indicate how you would modify the existing timeline.)

(no label)

**Neutral**

**Q5** The public presentation was a valuable opportunity for me to share and receive feedback on the most important elements of my thesis research.

(no label)

**Agree**

**Q6** I received valuable support for my thesis work in the first-year core sequence (gCORE, ESS, RDQM).

(no label)

**Strongly Disagree**

Comments::

RDQM was not sufficient for preparing me for statistical analysis needed in my thesis research.

**Q7** I received valuable support for my thesis work in Case Studies and Thesis Design (fall quarter).

(no label)

**Agree**

**Q8** I received valuable support for my thesis work in the thesis workshop (winter and spring quarters).

(no label)

**Agree**

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**Q9** I received valuable support for my thesis work from my peer review group (winter and spring quarters).

(no label)

**Agree**

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**Q10** I received valuable support for my thesis work from my faculty advisor / reader.

(no label)

**Strongly Agree**

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**Q11** I received valuable support for my thesis work from other MES core faculty beyond my faculty advisor/reader.

(no label)

**Neutral**

---

**Q12** I received valuable support for my thesis work from experts beyond Evergreen (e.g. advisors in government agencies, NGOs, private sector).

(no label)

**Strongly Agree**

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**Q13** What were your estimated out-of-pocket expenses for thesis research?

None

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**Q14** What kind of support, if any, did you receive through fellowships or grants to reduce your out-of-pocket expenses?

None

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**Q15** How much did you contribute in out-of-pocket expenses to support your thesis research? (Please be specific in your breakdown of expenses. Note that this does not include expenses associated with your cost-of-living.)

None, project funded by collaborating agencies.

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**Q16** If you could give one piece of advice for a student about to start their thesis, what would it be?

Start research as early as possible.

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## #7

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, July 26, 2016 10:44:29 PM  
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Page 1

**Q1** The thesis requirement was a major reason for my decision to enroll in the MES program.

(no label)

**Strongly Agree**

Comments::

I wanted a challenge and to really complete something meaningful, that I could walk away with and feel proud of. I am really glad the thesis is part of the MES degree-- I think a masters program should be very rigorous and I felt the thesis work was far and away the most challenging part of the program.

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**Q2** The thesis project contributed to my intellectual development (e.g. critical thinking, data analysis, writing).

(no label)

**Strongly Agree**

Comments::

I especially felt that way after taking multiple qualitative methods classes to consider different ethical and tactical issues with my original design.

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**Q3** The thesis project contributed to my professional development (e.g. specialized knowledge, technical skills, collaboration or networking).

(no label)

**Agree**

Comments::

The way I did it, I'd say it definitely contributed to my specialized knowledge and technical skills, though not so much collaboration or networking. More support & guidance around that for future cohorts could really strengthen their experiences, I think

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**Q4** The overall timeline for designing, researching, and writing the thesis makes sense in relation to other components of the program. (If you disagree or strongly disagree, please indicate how you would modify the existing timeline.)

(no label)

Comments::

**Agree**

I think giving a full year to the thesis would be appropriate, instead of just two quarters. It seems like if RDQM were woven into gCORE & ESS-- if we practiced stats all year round-- then we could do something with research design in the spring and then folks who need summer for their project would be set up to get started. It seemed like a lot of people from this cohort and the previous one needed an extra quarter to finish. I also think it would be good for thesis advisors to have more training around what to expect, what to offer, and what deadlines to meet. (e.g. make sure they know their own impacts when they're excited to offer additional feedback at the 11th hour)

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**Q5** The public presentation was a valuable opportunity for me to share and receive feedback on the most important elements of my thesis research.

(no label)

Other (please specify):

**Agree**

I think it was a great opportunity to share my research. I wasn't super happy with the feedback I received/ I think I wanted something a bit more rigorous, less a presentation and more a real "defense"

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**Q6** I received valuable support for my thesis work in the first-year core sequence (gCORE, ESS, RDQM).

(no label)

Comments::

**Disagree**

I think gCORE was the strongest of our classes in terms of providing clear theoretical frameworks. And the RDQM class I was a part of had valuable information and was pretty well-organized, I just think it moved too fast for people to get much out of it (we really need to practice these skills to become competent & fluent with them). I think decisions should be made around the goal of the core classes- are they supposed to supplement undergraduate knowledge? Are they supposed to be geared towards thesis development? I think that ESS could have been much stronger, with more diverse topics covered (I was in the class with Erin, Ted, and Kevin). Again, RDQM was good but I think for it to be useful we should really be practicing stats through the whole first year. People will complain but they'll end up better-educated and better-prepared for thesis work. I think that gCORE is helpful as an overview to theoretical foundations in the field and our local environment. ESS seems like it should naturally broaden those frameworks-- expand to regional, national, and international scales and longer timeframes. Climate change is definitely appropriate to talk about in ESS, as is energy policy. I think different social and economic theories should also be incorporated, like have people read some dang Foucault. Get some real foundational social science theory in there.

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**Q7** I received valuable support for my thesis work in Case Studies and Thesis Design (fall quarter).

(no label)

Comments::

**Strongly Disagree**

Sadly, this class was really disappointing to me. It was the only quarter where I felt my time and money were pretty wasted. I think the professors teaching this class need more support to develop a deep grasp of 1) the goals of the class (e.g. is it to continue with lectures on topics like energy policy? or is the focus on research design?), 2) the constraints for our design (e.g. don't just have John McLain come in and talk for an hour, actually know the institutional constraints & common research pitfalls well enough to give students meaningful & individualized guidance), and 3) reflexivity. My experience was extremely motley and disorganized; the lectures were interesting but felt like they belonged in gCORE or ESS, not in a class on research design. And, while the professors who taught it were both very excited about my research design, they did not offer much meaningful critical feedback and if I had not taken a qualitative methods class covering ethics, I might have waited a long time to revise my project and it would have significantly damaged its quality. In the end, I didn't use anything from my original design- not the lit review, not the research plan- and that feels like a shame/ waste. Of course, these things happen, but I think my experience was more common than not among my peers. I think the profs teaching this class need to have a strong grasp on qualitative and quantitative methods, and need to have a clear and focused trajectory for the class to take which helps it build on itself, rather than being kind of all over the place. I also think breaking us into small groups, like we did for thesis support, would have been good to do for research design. Although really, we just needed more guidance on our designs, I think.

**Q8** I received valuable support for my thesis work in the thesis workshop (winter and spring quarters).

(no label)

Comments::

**Disagree**

I did not find most of the thesis workshops very useful, unfortunately. I did appreciate the guidance-- I think there was one lecture in particular that was really helpful, which was an overview of information covered in Kevin's environmental communication course-- just discussing rhetoric, etc. Although I think those are tools that might fit better in gCORE; at the point we learned them, many of us were much farther along with our writing than would be practical to revise to implement the ideas. I liked being in a small group, although I only got thoughtful / rigorous feedback from two of my peers on one piece of work, and one of my peers for another. I think it would be great to start thesis workshops with Case Studies & Thesis Design so we invest more deeply in each other's work and get to know it well enough to offer something meaningful. I think thesis workshop could be stronger by offering tools useful in the future, so people can practice them. Or it could be helpful as just a writing workshop and not lectures at all, maybe just overviews of scheduling to keep us on track and that's it. I was disappointed that one lecture was a recap of something from RDQM (infographics), although I'm betting most of the class didn't have that info since I was in an earlier cohort. It was good info to go over, though. Maybe something that could be helpful, since people are so overwhelmed, is spending more of Case Studies planning out our time for the next two quarters. Like really digging into the planning process.

**Q9** I received valuable support for my thesis work from my peer review group (winter and spring quarters).

(no label)

Comments::

**Neutral**

see above

**Q10** I received valuable support for my thesis work from my faculty advisor / reader.

(no label)

Comments::

**Agree**

I had great support from my reader, AND did not receive as much specific guidance as I wanted, more ideas that seemed never ending! I think we are both more on the brainstorming, analytical, creative end of things personality-wise and so sometimes I felt like I left our meetings with lots of ideas but no practical guidance. It took me a long time to realize I didn't have to implement every new idea we came up with, that they were just suggestions. Then I was fine moving forward. I do think that talking with us about boundaries with thesis readers would be good. Like, is it okay to say no to a reader when it's a theoretical disagreement? If you can substantiate your reasons? I was asked to re-frame one part of my thesis in a way I felt was theoretically flawed. The way I ended up handling it was adding a lot of information about the flaws with the dominant theoretical framework, why it is valuable and also why it is not the one I'll apply. My reader was okay with this but I don't know if other readers would be. It would be good to know.

**Q11** I received valuable support for my thesis work from other MES core faculty beyond my faculty advisor/reader.

(no label)

Comments::

**Agree**

I received good feedback on my research design. I also had some help from Paul Pickett around looking for data on water quality (though it ended up being fruitless). I think besides my reader, I got the best advice and help from Evergreen's research librarians.

**Q12** I received valuable support for my thesis work from experts beyond Evergreen (e.g. advisors in government agencies, NGOs, private sector).

(no label)

Comments::

**Disagree**

I had help from librarians but that's it

**Q13** What were your estimated out-of-pocket expenses for thesis research?

Over \$1,500 for travel & lodging during extended research far from Olympia

**Q14** What kind of support, if any, did you receive through fellowships or grants to reduce your out-of-pocket expenses?

none specific to thesis work

**Q15** How much did you contribute in out-of-pocket expenses to support your thesis research? (Please be specific in your breakdown of expenses. Note that this does not include expenses associated with your cost-of-living.)

I'm not sure. Quite a bit.

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**Q16** If you could give one piece of advice for a student about to start their thesis, what would it be?

I would actually give it to them before their candidacy paper; I'd encourage them to write their candidacy paper as if it were a lit review, because it later could be used as the beginning of one (or parts could, anyway). I would also advise them to take time to think deeply about their candidacy paper project for several months ahead of time-- begin thinking in gCORE, maybe-- so that people know they want a beyond surface-level understanding of their subject and can treat the candidacy paper as a litmus test.

I would also advise the student to choose data sources that are in their control to gather. In other words, I would steer them away from data that is not already available and/or something they can gather without waiting for someone else to take action. I was really glad I didn't end up doing surveys or interviews for my thesis; everyone I know who did ended up disappointed or filing for an extension, because locating people to talk to-- and in a way that was ethical and rigorous and representative and timely-- was MUCH more challenging than they expected. I would also tell them to choose something they think they could remain interested in for more than a year of in-depth focus. And I would tell them to expect it to be hard, and that doesn't mean they are failing. And I'd tell them to expect it to feel isolating and in some ways unrewarding-- not many people are going to be as invested in your topic as you are. But you can get a LOT out of it if you plan it right-- you can use each chapter as a paper for publication. You can challenge yourself and see your skills grow. You can feel proud of accomplishing something pretty significant, even if it is not as important to others as it is to you in the end. I would also encourage them to think ahead of time about how they will share their work beyond academia, if it's the kind of thing that others might find interesting. It could be cool to partner with KAOS or something to broadcast our thesis presentations, or offer that as an option, for example. Or TCTV.

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