

THE EVERGREEN STATE COLLEGE
Excerpts from the 2002 Alumni Survey of the Class of 2000-01

OLYMPIA CULTURE, TEXT, AND LANGUAGE SUBSET

The overall response rate for locatable members of the class of 2000-01 was 31%. Respondents identified their primary areas of study as presented in the following chart.

Primary area of study (concentration) at Evergreen	Total N=293
Social Sciences	(N=95) 32.4%
Humanities, Language Arts (Culture, Text & Language)	(N=54) 18.4%
Environmental Studies	(N=38) 13.0%
Media, Visual Arts, Drama (Expressive Arts)	(N=36) 12.3%
Science, Math, Computers (Scientific Inquiry)	(N=36) 12.3%
Liberal Arts/Interdisciplinary Study <i>(this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts")</i>	(N=22) 7.5%
Native American Studies	(N=7) 2.4%
Other field: Education	(N=4) 1.4%
Other field: Midwifery	(N=1) 0.3%

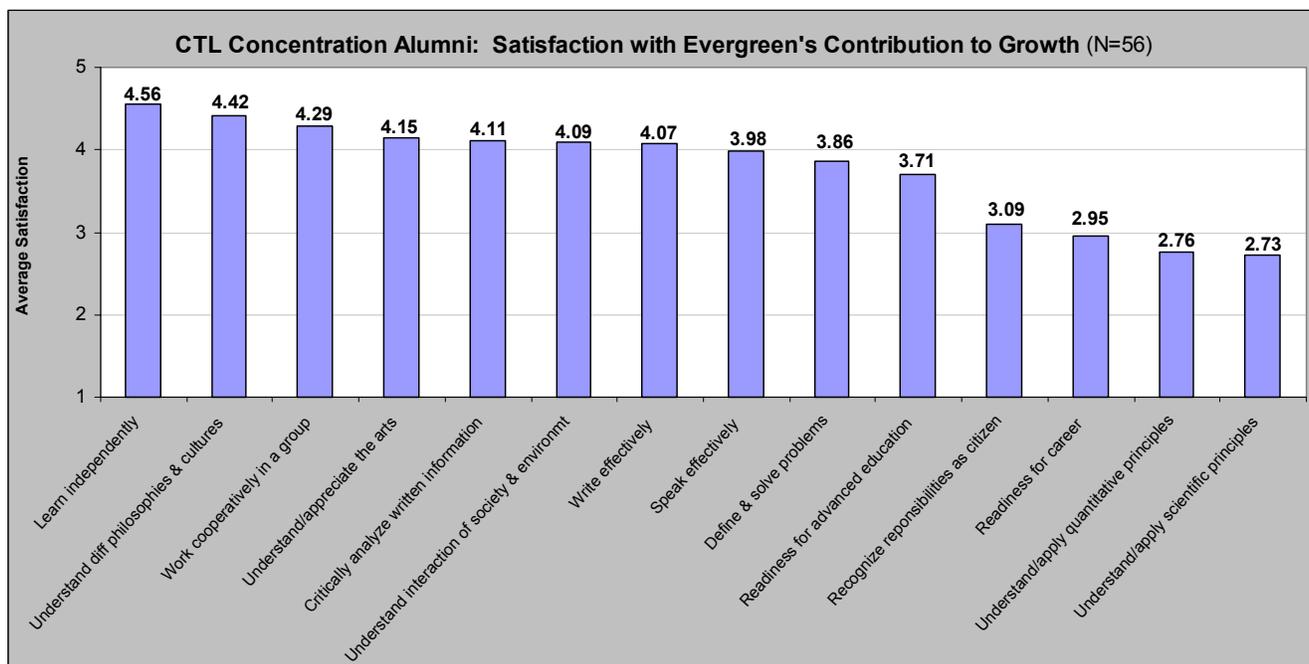
The following data include only responses from students who primarily attended the Olympia campus and who identified Culture, Text, and Language as their primary area of study or among their primary areas of study at Evergreen. 56 alumni respondents met these criteria.

Evergreen's Contribution to Academic and Personal Growth

Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in each of the following academic areas on a five-point scale from 1=not at all satisfied to 5=very satisfied.

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Writing effectively	0	8.9%	14.3%	37.5%	39.3%	0
Speaking effectively	0	7.1%	21.4%	37.5%	33.9%	0
Critically analyzing written information	0	7.3%	14.5%	38.2%	40.0%	1
Learning independently	0	0	5.5%	32.7%	61.8%	1
Understanding and appreciating the arts	1.9%	0	20.4%	37.0%	40.7%	2
Understanding and applying scientific principles and methods	12.5%	27.1%	37.5%	20.8%	2.1%	8
Understanding and applying quantitative principles and methods	12.2%	30.6%	34.7%	14.3%	8.2%	7
Defining and solving problems	0	8.9%	21.4%	44.6%	25.0%	0
Working cooperatively in a group	0	5.5%	12.7%	29.1%	52.7%	1
Readiness for a career	12.7%	27.3%	27.3%	18.2%	14.5%	1
Readiness for advanced education	5.5%	10.9%	18.2%	38.2%	27.3%	1
Understanding different philosophies and cultures	0	1.8%	10.9%	30.9%	56.4%	1
Understanding the interaction of society and the environment	0	7.3%	14.5%	40.0%	38.2%	1
Recognizing your rights, responsibilities and privileges as a citizen	0	12.5%	17.9%	37.5%	32.1%	0

The average satisfaction rating for each academic area was calculated and the results are presented in the next chart. Average ratings for learning independently, understanding different philosophies and cultures, and working cooperatively were rated highest by the CTL alumni. Average satisfaction fell below the “somewhat satisfied” midpoint of the scale in the areas of career readiness, understanding and applying quantitative principles, and understanding and applying scientific principles.



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.

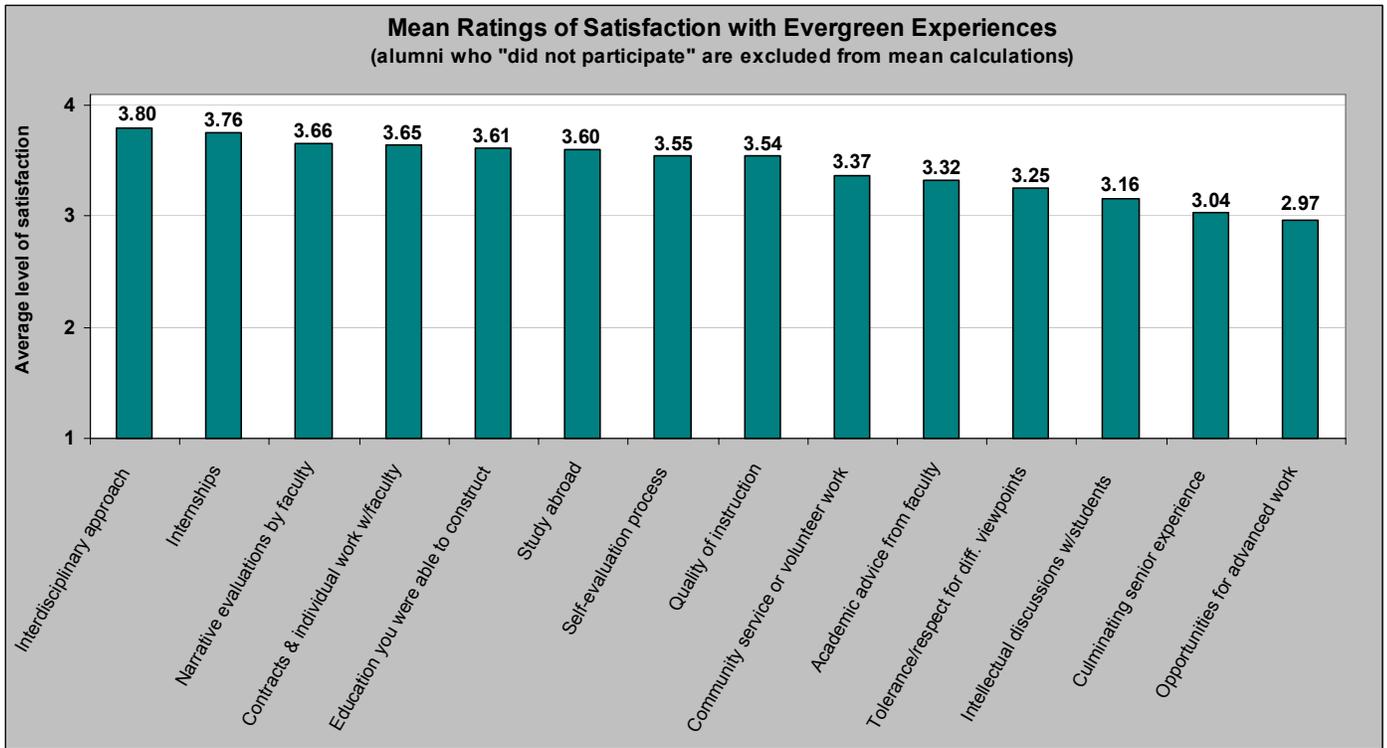
Satisfaction with Evergreen Experiences

Alumni rated their level of satisfaction with a series of Evergreen educational experiences. They rated their satisfaction on a four-point scale from 1=very dissatisfied to 4=very satisfied. They also had the option of indicating that they *did not participate* in a particular experience.

All of the CTL concentration alumni (100%) indicated that they had participated in interdisciplinary instruction, narrative evaluations written by faculty, intellectual discussions with other students, exposure to different viewpoints, and academic advice from faculty. All but one CTL alum (>98%) completed self-evaluations. Participation rates in other experiences were somewhat less universal.

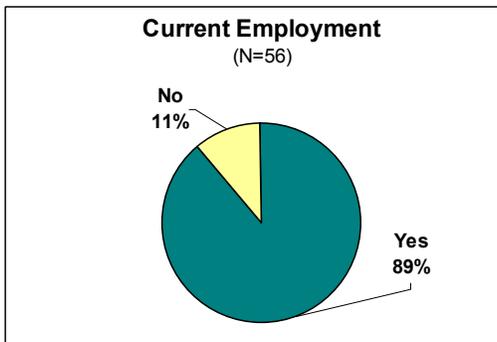
- 77% participated in contracts and other individual work with faculty
- 61% participated in opportunities for advanced work at Evergreen
- 54% participated in community service or volunteer work
- 47% participated in a culminating senior experience
- 31% participated in internships
- 27% participated in study abroad

Average ratings of satisfaction were calculated for each experience, excluding the alumni who indicated that they had not participated. As evident in the following chart, average satisfaction was generally high for alumni who participated. Only one item – opportunities for advanced work – fell below the satisfied region of the rating scale (mean score below 3.0).



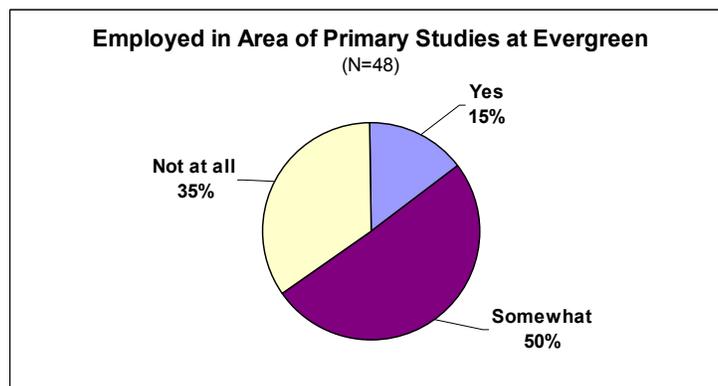
Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

Alumni Employment Data



89% of the CTL concentration alumni were employed one year after graduation compared to 87% of all alumni respondents.

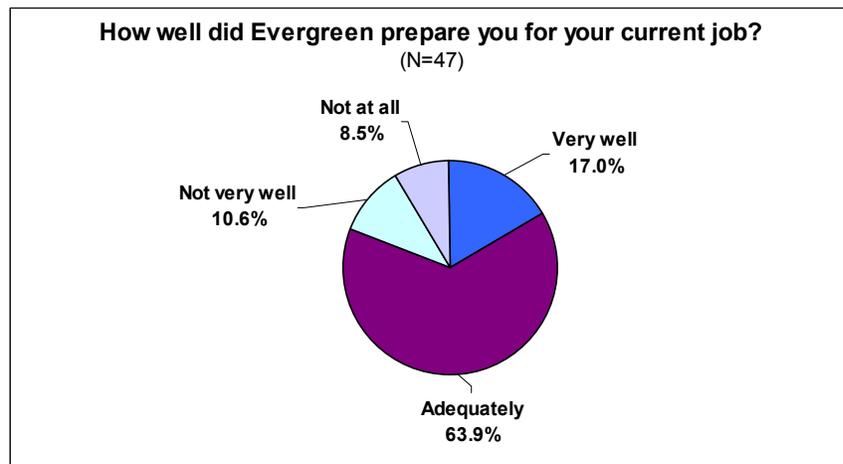
Of those who were employed, 65% of the CTL alumni were employed in an area that was at least somewhat related to their area of primary study at Evergreen.



The 50 employed CTL alumni selected one category from the list below that they felt best described the type of work they were doing one year after graduation.

Teaching/education	20.0%
Social services/political or community organizing	16.0%
Sales/service/restaurant work	14.0%
Business support (office manager, financial, clerical, etc.)	12.0%
Business administration (management, marketing, public relations, etc.)	10.0%
Expressive arts/media	6.0%
Agriculture/horticulture/landscaping	4.0%
Computer programming/data processing	4.0%
Medicine/medical technology/health services	4.0%
Environmental work	2.0%
News/current events editor	2.0%
Skilled trades (building construction, plumbing, carpentry, electrical, etc.)	2.0%
Not indicated	4.0%

81% of the employed CTL alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Graduate or Professional School

Of the 56 CTL alumni, 11 were attending (or had been accepted to) graduate or professional school within one year of graduating from Evergreen. They were pursuing studies in Humanities (4), Education (2), Expressive Arts (2), Law (1), Library Science (1), and Public Administration (1). The 11 alumni were continuing their work at 11 different institutions in Washington (4), other states (5), and internationally (2). None had enrolled graduate studies at Evergreen in this timeframe.

This rate of 20% of alumni going directly to graduate school within one year is slightly higher than the 17% of all Evergreen alumni respondents who entered graduate school within one year of graduation. Furthermore, of those who had not yet attended, 82% of the remaining CTL alumni intended to apply to graduate school in the future.

APPENDIX: Culture, Text, and Language Concentration Alumni Narrative Comments

What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors?

<p>“The Powers and Limitations of Dialogue” honed some of my communication and conflict resolution skills. “Victoria Still Rules” exercised my group-work abilities and, to a small extent, my research skills. Both courses furthered my growth as a critical thinker and proponent of group learning. The non-competitive environment was harmonious with the cooperative environment of the nonprofit work I do. However, I cannot honestly say that I <u>developed</u> any of these skills at Evergreen.</p>
<p>Ability to take charge when necessary and work independently. Learned to write and research business plans as part of Independent Learning Contract.</p>
<p>Academic determination- No Requirements</p>
<p>Although my current job is in no way related to my area of study at Evergreen, I feel that I grew tremendously in my confidence, writing ability, independent thought, and ability to work with others while at school- which is applicable to any occupation</p>
<p>As a chef my Mycology class and my Cultural Asian Studies individual contract allowed me to learn much about Asian cuisine and to cook with locals.</p>
<p>Being able to communicate with diverse groups. Ability to work independently as well as being a team player.</p>
<p>By sharing my own experiences (academic, personal and employment), I discovered a greater value in them.</p>
<p>Confidence in my writing and teaching abilities. My analytical skills are much stronger- although I am not sure if it is from my work at Evergreen or just age.</p>
<p>Cooperatively working together <u>and</u> listening to others’ ideas. Being able to fulfill a variety of responsibilities by effectively using several, inter-related disciplines. Working independently with little or no supervision. <u>Creative Thinking</u></p>
<p>Creative brainstorming, public speaking, group work</p>
<p>Critical thinking skills, writing, communications</p>
<p>Easily, I would say that the skill I developed most while at Evergreen was adaptability. The environment at Evergreen is one of constant change, from classes evolving into more than their course descriptions prescribed for, to the very way the college is run. To be content at Evergreen is to be able to embrace change.</p>
<p>Embrace diversity, pursue knowledge and understanding, think.</p>
<p>Exposure to an alternative form of education gave me more confidence in seeking out alternative forms of making a life for myself</p>
<p>Group interaction/dynamic and cooperative accomplishment of projects.</p>
<p>I developed the ability to work productively and resourcefully on my own. I developed confidence in my own voice and abilities. I developed my own resourcefulness and learned how to ask for help when I needed it, and how to locate the assistance I need. I learned something about putting together a curriculum for myself and how to guide my own process, but I have not yet mastered this. These are all things that I developed primarily through contract work, although I did some independent work in class as well. The contracts were so helpful though and the contract system was the reason I chose to go to Evergreen. The opportunity to work one-on-one with a professor is normally only afforded during graduate school.</p>
<p>I don’t think that there is any one idea or skill that I learned at Evergreen that helps me at this moment. I’ve never been much into concrete skills or ideas. It was a wonderful time for me, both emotionally and mentally. I am an extremely curious person and I think that Evergreen, specifically Craig Carlson, reaffirmed to me that curiosity is a wonderful thing. Children are raised to be curious, but only until a certain age, at which point the word “why” is no longer encouraged. I think that Evergreen gave my child like curiosity much to think about and explore, and so I am still able to explore. If that makes any sense, again I don’t believe I chose to learn many concrete things.</p>

I learned excellent research skills. The papers that were required helped me to continue working on my research and writing skills. Seminar helped me to feel more comfortable expressing myself in a group situation, which I had always felt uncomfortable with. I also feel that my experiences at Evergreen have helped me to really look at all aspects of a situation, and to a certain extent “think outside the box”.
I learned how to study a culture in a way that minimizes my ethno-centricity
I learned the importance of self-expression and allow my students to be themselves...let them out of the box ☺
I’m proud of the writing skill I acquired that was initially underdeveloped in high school and community college. I have also developed a “know-how-to” confidence for speaking in groups of people. My experience at Evergreen has developed a sociological imagination sensitive to peoples claim of oppression that inspires a value system based on justice and equality. In conjunction I’ve developed critical reading, writing and reasoning skills that I temper against my values and the world’s problems.
Independence (research skills, leadership skills, self-motivation, choosing a course of study); Critical reading, critical thinking; writing for an audience (not just for myself)
Independent study skills and an understanding of combining several specialized concepts in the real world.
Independent work ethic; Seminar/Discourse skills; Facilitating discussion
Interacting with diverse groups
Japanese language skills, ability to work independently
Learning to discuss my ideas with others and to be open to what others had to say, writing poetry, writing papers.
My communication skills were definitely improved upon and I gained a lot from my interactions with my professors. I also learned more about hypocrisy than I ever thought I would.
Nasty dislike of smelly hippies who play bongo drums badly.
None. Can sort of use Excel at work. Actually that’s not true. I did learn that I study better at home by myself than with a bunch of people bickering at each other. Actually that doesn’t benefit me at all-since I now stay away from working in groups of people because none of my groups at Evergreen agreed to disagree
One strength I developed was the ability to be more vocal. Seminar and group projects helped me in this area. Entering graduate school I believe this will be very beneficial.
Public speaking; working with groups; doing an internship at PAWS Olympia Wildlife Center – I am now certified and working on my license.
Required the ability to understand the importance of diverse opinions of those around me. The interdisciplinary nature of Evergreen emphasized the interconnectedness of our society and world.
Research skills, better eye for artistic competition, a more pro-active approach to learning and a greater dedication to thoroughness. A more comprehensive understanding of society, and the intersection of history and philosophy. I guess I’d say that Evergreen made me abandon my slacker attitude, at least when it comes to studying.
Respect for others opinions and ability to step out of my own viewpoint. Diversity of cultures, thoughts, religion, etc. Ability to work independently in all areas. Ability to defend my own opinions while respecting others. I learned how to work as a team!
Stronger political and social views- and better understanding of my perceptions of the above.
The ability to communicate effectively; the willingness to try and succeed at things I have no experience with; spontaneity; commitment to my own process
The ability to conference with people from different backgrounds/ideas; open-mindedness; ability to analyze any given situation and make sound decisions; express myself, my ideas and emotions, clearly and rationally w/in context; self-confidence
The ability to express opinions in the context of a group and further to listen to opposing views and learn from cooperative discussion.
The ability to facilitate small group discussions and work towards compromise and consensus in goal-oriented situations.
The ability to try and gain confidence in speaking during the seminars and presentations
The most important skill I learned was independence. This includes the ability to work independently, without a rigorous schedule, to be able to work and get things done without supervision. It also means to think independently, to form my own ideas and views.
The space to develop and execute an independent contract helped develop my research ability.

Tutoring skills from working in the learning resource center and in writing groups, artistic production and production coordination skills from the Air Waves program.
Work with others, creative thinking, leadership skills, independent work
Working independently; Being innovative; Taking a stand for what I believe in; A sense of community, respecting others
Writing skills, communication skills
Writing skills, oral communication, and Spanish language.
Writing, Second Language Acquisition, Social interaction through seminars and group studies.

If you could change anything about Evergreen from your perspective as a recent graduate, what one or two aspects would you change?

Analytical, writing, and critical thinking skills need to be emphasized as part of the curriculum at Evergreen. I only received <u>one</u> helpful, honest criticism on a writing assessment at Evergreen during three years of attendance. All students should receive constructive criticism on their writing and challenging writing assignments. As it stands currently, TESC students are allowed to slip through without acquiring the writing skills that are crucial for graduate school or careers. Critical thinking involves more than simply complaining about the evils of corporate America, or clear cutting forests.
Be older for school with a little work experience first.
Before I ever even applied to Evergreen, I spent time researching my options. I went to the council office and talked to 3 different people regarding my plans for attending Evergreen. I asked for a way to ensure I was not going to be lacking in any requirements to continue my education after Evergreen, but was informed they had nothing that would outline any requirements. This was/is still frustrating.
Better integration of individual learning contracts and student originated studies into the curriculum- i.e. more resources to assist with development of SOS; more faculty to turn to. Expanded psychology dept. with more class diversity. More master's programs
Evergreen really needs to create a better transition period for those who are transferring from other schools. I felt as though I had no support, nor did I know what to use at the school.
Financial Aid: employ <u>more</u> and <u>new</u> staff. Current staff constantly appeared disgruntled and unwilling to offer any help. Very discouraging as an addition to a full course load. A dismissive and condescending attitude was often present.
Freshman must have several meetings with academic guidance counselors
Give professors more freedom to create their own programs.
Have more specific classes available to take ex. PSY101, Sociology 101 etc.
I believe that the basic and basis of many areas of focus are not covered in depth. I know that is the point of many of Evergreen's programs, but I felt like I was really needing some of those classes in order to get a "feel" for what it was I wanted to study.
I could have used a workshop on being a better student, for example on awareness of time management, organization and student materials. There's not much I would change about Evergreen – please do not lose any current services.
I don't approve of the recent trends towards a more traditional type of education, i.e. requirements, etc. More history course offerings and a bigger budget for the library.
I really cannot think of much to change (especially since I have romanticized the whole experience last year) except to monitor the faculty that take students abroad. Both my friend and I had bad experiences with our overseas program. While I enjoyed the traveling, I felt the trip was very badly planned for the Museums and Monuments program. We got almost no support or tutorial from the professor and even came to one campsite to find that there were no reservations and it had been closed for years. I definitely learned a lot, but not what I was expecting and the experience was very frustrating.
I really longed for the level of academic rigor that is sometimes found at Evergreen but is not required. I wish that students were more accountable to the group for how their involvement or lack of involvement in their own studies affects the whole group.

I think Evergreen needs more writing workshops!
I took a lot of pre-law, political science, public policy classes, if a little bit of these or one had touched on statistics a little, I think that would have helped me. I think I may have to take a statistics class at the community college, because I feel it would help me at work.
I wish I could have earned a teaching certificate there, so I could have my own classroom while attending the MIT program.
I wish I'd attended 4 years instead of transferring. I'd define my academic goals/path more, but would stick to the same emphasis- Humanities. I think academic counseling and guidance should be implemented more in students' educational process. Teachers shouldn't allow the focus/purpose of seminar to stray. I found it irritating when students talked in circles and the teacher would not (briefly) re-direct.
I wish it had been easier for me to combine programs for different fields. For example, I wish I had taken economics, because I think it would be useful. I didn't take economics because I was always taking full time programs and the economics classes were part of full time programs. I always wanted to continue focusing in the same area (language, literature, and culture), but also explore other area at the same time.
I would change Evergreen by making it a lot more racially diverse.
I would change the hours of operations for many of the facilities, i.e. CRC, Library
I would discourage freshmen under the age of 21 and encourage more mid-life students
I would encourage more focus on preparing seniors for grad school and jobs. Perhaps require seniors to meet with the career development center counselors before graduation. More focus on how the great education can translate into a good job.
I would have appreciated more structure at the college, more guidance. I discussed this with another alumni and he said if only Evergreen paid attention to the students who weren't benefiting from the school- we would be in a different boat. I continuously cut classes and dropped classes. It should have sent up red flags-but at Evergreen it was dismissed (I did get a letter about the situation but it was thrown away). Any other school would have made an attempt to correct the problem (my brother's school UT called our parents when his academic standing was compromised). I wish that there had been more classes with more availability. I took mostly the dump classes to graduate- because my 1 st choice was never available. I really regret going to Evergreen because I left with nothing to help my future. I did learn things I never would have learned on my own, like tapestry, but that doesn't pay my bills.
I would have attended/completed much sooner if I'd learned/found out that TESC was/is a legitimate institution – its extremist reputation does much to undermine its credibility. There needs to be a lot more information sharing between part and full time studies classes. I would have rearranged my work schedule had I known more about the full time classes.
I would hold students accountable for their work (or lack thereof). It cheapens the degree (and legitimates certain pointed criticisms) when TESC confers degrees on individuals who contribute/create NOTHING to/in their claimed "community." Also: I would expand the graduate offerings.
I would offer more education in the career center about the types of jobs that are available that no one ever thinks of. The career center should reach out more to students, and not just wait for them to come to the center. Maybe provide a forum of recent graduates to talk to 4 th year students. Actually, I wouldn't change Evergreen. I would change the rest of the world ☺
I would revamp the Financial Aid Office by making all forms/records for each student accessible online for each student to review and for each student to determine if forms/records had been lost or misplaced. I would require all student help in the financial aid office to undergo a weekly training session similar to ones previously given for writing tutors in the Writing Center. Finally, comprehensive information and instruction should be available online concerning all student financial aid information, such as Pell Grants, Stafford Loans, etc. A close friend of mine didn't find out she was eligible for a Pell Grant until after she graduated.
In my experience, there is no sense of "career" preparation at Evergreen. Rather, there is an atmosphere of "life" preparation. Now, I would accept the argument that "life" is more important than "career" and that the skills that seminar learning develops are applicable to careers. Unfortunately, too many of my graduate peers are finding themselves at a loss when it comes to acquiring and holding a job with an attractive salary. Please don't discount my observation; I know that many things are more important than money: love, family, joy, right livelihood. But poverty sucks. And a low-paying job may be spiritually satisfying but it doesn't provide for the needs of a baby.

It seems as though the Evergreen community is under a great deal of pressure to become more “respectable” and is in danger of losing the qualities of freedom, creativity, and dynamic charisma that make Evergreen such an important and unique place to obtain an education. If Evergreen attempts/succeeds to wedge more traditional educational techniques into the curriculum, then Evergreen would be no more.
It seems that the administration at Evergreen just doesn’t put enough faith into its students-including alumni- while at the same time is an entity notorious on campus for its inadequacy.
It was always a little disturbing that in general, the class body & faculty spent a great deal of time questioning and analyzing the status-quo and the “political right”- frequently providing depth and insight- however, many similarly erroneous and fallacious arguments from those proposing change and the “political left” were never questioned, giving no opportunity for intellectual progress left of center without first bashing the status-quo and the “right”.
It would have been nice to have had a way to learn a foreign language like another university. One quarter I tried, but I had to miss out on another part of my program, which is hard. And with the intensity of so many programs (which is wonderful, I wouldn’t have it any other way) there usually isn’t any way that someone would be able to add another four credits in addition to a full program. So, I don’t know how I think that should be made available, but languages are so important and difficult. There really needs a way to work them into a well-rounded degree program, especially one as wonderful as Evergreen’s.
Keep it the way it is, but offer more opportunities for structure, offer more classes that follow the traditional college format so that students have access to 2 different styles and can combine them as necessary or desired.
Linguistics classes during the day.
More advanced Japanese study.
More art classes which aren’t centered on male European artists/art. More classes offered in women studies.
More art mixed with science. More business and economy classes. Students are often narrow-minded, stuck on hippie ideals, not truly open to learning all perspectives.
More classes offered in women studies.
More placement into available jobs
More relevant classes; I found that the classes I took, I had no interest in, but there were so few options. Require students to develop a plan for what they wish to achieve by the time they graduate. Release schedule of classes sooner.
More rules, more guidance, higher standards, crack the whip! (students, teachers, administrators get away with doing as little work as they wish!); better funding for the library
One thing that I would change is the workload of a 4-credit class. From my perspective the 4-credit class was just as much work as a 12-16 credit class.
Overall, I loved my experience at Evergreen- <u>but</u> I believe there needs to be more emphasis on the world outside of the Evergreen campus, and how what we learn and implement can effect that. Evergreen can <u>and</u> does suffer from the “fishbowl syndrome”- which is wonderful for cultivating and exploring ideas, but I believe leaves students ill-prepared for how the “real world” operates.
Personally, I would have started here as a freshman instead of spending 3 years spinning my wheels elsewhere. More quality professors, in other words, expand on the quality teaching currently in place. However, as the school grows, maintain original integrity of purpose and minimize bureaucracy/red tape as much as possible. As Evergreen grows, it is losing its sense of a small, quaint community. <u>Put more power back in the hands of students!</u>
Probably things I have no right to and can’t change about the student body. Many people in the Northwest (employers for example) still see Evergreen as “that hippie school,” and I was actually surprised at the level of pretentious slackerdom in the student body while I attended.
Student helpers in the Computer center should be more prepared to inter-act in terms of assisting students with computer problems and information. A proper and professional attitude was often a missing ingredient. The emphasis of my studies was Asian Studies and I was told before enrolling at Evergreen that the college was an excellent location for such studies. However, I was shocked to discover that there was absolutely no course work covering SE Asia. This oversight should be addressed.

Students should be required to write more research and analysis papers (in my case, literature). As well as oral presentations – I will not have these skills for my masters. Seminars are a good idea, but many students did not take it seriously. Since it is a team effort, their lack of participation damaged my learning experience. Very frustrating. Seminars should be assigned projects as evidence of work. I wish the writing programs had been more well rounded, such as sections of a short story, screenwriting, journalism, novel... This would've helped in work and grad school. Also, I wish there had been a class on writing as a business – is Bill still working on this? Professors are too laid back. Get them to be professional, especially with the evaluation. So many times evals seem to be slapped together. Contracts should be more structured. Too many students were doing it for easy credit so they could goof off. There should be separate “advanced” writing courses. As a senior, I didn't think it was fair that I had to go over the simple stuff for incoming freshmen.
The academics, in terms of quality, cohesiveness, and level are <u>NOT UP TO PAR</u> . Stop being so “nice” and non-confrontational and challenge your students to learn. The independence and interdisciplinary core of Evergreen are excellent concepts, but without rigorous academics they mean nothing. Smart kids feel let down by Evergreen and lazy ones feel like they pulled the wool over someone's eyes and it worked. Are the profs overworked? Because they seemed largely blasé and not current in their fields (with exceptions of course). Raise admission standards!
The library needs improvement. I tried many times to get in the rare book room and never could. It also needs more books.
To have a deaf education program within the education track. I had to have an independent contract for the 2 yrs. That I was there. This was great because I got a lot of one on one work with my teacher but it would have been nice to have had peers to share my experiences with.
To seek the advice of better counseling for employment opportunities and/or graduate programs after graduating from Evergreen State College

The Culture, Text, and Language concentration alumni of 2000-01 identified the following individuals who made a special contribution or genuine difference to their educational and personal growth at Evergreen.

All of my professors which include: Jose Gomez, Charles Pailthorp, Arun Chandra, Wendy Freeman (special thanks) Sam Schrager, Michael Pfeifer, David Marr, Hazel Jo Reed, Alice Nelson and Stacey Davis
All of the staff and faculty that I encountered at Evergreen were helpful, especially the red-haired woman at Registration. Special mention must go to Patrick Hill. He is one of the two most engaging, articulate and challenging teachers I've ever worked with. He is uncompromising in his expectation that we do our best. With his facilitation, seminar was always everything seminar is meant to be.
All the wonderful ladies in Registration & Records!
Bill Ransom is good. He'd agree with my ideas, I believe.
Bill Ransom, Joe Feddersen.
Bob Haft, college professor extraordinaire. He has forever changed the way I see the world, and introduced me to the most meaningful of all human experiences, convulsive beauty. The man is a genius. I hope that Evergreen is lucky enough to have him as a faculty member for a long time.
Bob Haft, Marianne Bailey, and The entire financial aid office, Chester? In food services, the entire Health Services office, Susie Seip in the parking office, Darwin Eddy in security
Bob Haft, Sarah Ryan, Simona Sharoni
Char Simon's encouragement/invitation for an ILC to work on my book helped me continue with academic work while pregnant and caring w/my fourth child.
Craig Carlson- bless him in his journey to the next world. I only had one 16-credit program (writing), but he had an impact on my writing and was very supportive in my difficult times. Nancy Parkes-Turner- Always provided a very safe writing environment for her students.
Craig Carlson taught me more about myself than I ever thought was possible. He challenged me and I will miss him a great deal.

Craig Carlson. He was the most wonderful person I met there (barring perhaps one of my roommates that TESC paired me with). He was my teacher in almost every sense of the word. It's difficult to think of all the students who will never be able to be frustrated by him, and then in time learn more than they could have imagined from him. He was the one who gave me the freedom to be curious and questioning and take complete control of my education and where I expected it to take me. With his help and support, I was able to complete two independent contracts that centered on travel and movement- my favorite actions in the world. He also encouraged my writing like no one has ever done. He was brave, passionate teacher- and he tried to inspire me to be, just to be. He used to say that he was a poet, a lover, a short stop and then an academic, but he was and will ever be my teacher.
Dave Hitchens kind of acted as my advisor. He was a very understanding and kind man, plus a wonderful teacher.
Dave Hitchens, Caryn Cline, Judy Gabriele (works very hard for her students), Alice Nelson, Pat Krafcik. I feel lucky to have received so much personal attention from staff at a university.
Dave Hitchens, Stephanie Coontz, Therese Saliba –Excellent faculty in every aspect
Definitely Evelia Romano. I think of her when I think of Evergreen. She is an excellent teacher, I was lucky to have had her.
Doranne Crable was an incredibly tremendous asset to my education, both through her willingness to engage students in leadership roles, and through her dedication to her teaching. She is among the most talented educators I have ever encountered. Olivia Archibald was both the finest writing teacher, and during my work in the LRC, was the best supervisor I ever had in a work environment. Mark Hurst was an incredibly talented and patient instructor, who made the often dense and complicated studies with psychology both palatable and interesting.
Dr. David Marr is especially competent. His American Studies seminar probably helped the most in preparing me for the rigors of graduate level discourse. Along w/ Dr. Sally Cloninger, she is the type of teacher I aspire to become: erudite, generous, innovative, etc.
Ernestine Kimbro from the library reference service
Evelia Romano is by far the most effective faculty I have encountered at this school. She pushes students to achieve the highest quality of work they are capable of, and she acts as a living example of one who also achieves such levels in her own work.
Faculty- Ernestine Kimbro
Frank Motley- Frank gave me space to explore my writing techniques, but didn't forget to reel me back in to examine my work.
Gail Tremblay- unafraid to take personal interest, Harumi Moruzzi- my only professor who had heard of postmodernism, Ann Storey - current in her field, organized, concerned with imparting information.
George Freeman, Tom Womeldorff, Carol Minugh, Hirsh Diamant, Setsuko Tsutsumi.
Greg Mullins and Evelia Romano, two of my professors, have been more than helpful and encouraging, all the while enabling me to learn and grow as a person.
I believe all of my teachers, classes, and opportunities have done exactly that! Thank you.
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Jovana Brown was a wonderful faculty person. She really helped me to look at a situation from different points of view. I consider her one of my mentors.
Justino Balderrama- for "setting it on the up and up"- all facts are "selected." Justino made my last quarter at TESC a "self-head check" experience- helped me separate my "beliefs" from the "facts." Additionally, sometimes one just has to let be...
Lin Nelson, Terese Saliba, Simona Sharoni, Lance Laird, Rita Pougiales
Llyn DeDanaan, Rita Pougiales. Llyn was the best, and I thank her for my wonderful experience. She always went way above and beyond. Rita is a wonderful teacher and mentor.
Mark Levensky, Alan Nasser are great teachers!
My most amazing academic experiences were with Don Finkel who unfortunately is no longer with us. Wendy Freeman, the director of the Career Resource Center, provided amazing support to me throughout my Evergreen years. She really changed the way I think about work and I am indebted to her for it.
Niels Skov was a great teacher. My individual contract with the Institute for Village Studies was the greatest growing and learning experience of my life
Niki Amarantides, Joyce Stamher, Lance Laird

Patrick Hill
Pete Sinclair, give that man what he asks for! He is a phenomenal wellspring of experience and knowledge.
Ritsuko Taira-Taylor's excellent teaching style is what got me interested in my major.
Rose Jang, Lin Crowley, Peter Bacho- were all very helpful in my educational process. Rose and Lin both taught me Chinese- because the class was not offered at Evergreen. Peter Bacho was an excellent mentor in writing. He participated in our seminars and controlled the flow of discussion, which is the one thing Evergreen needs to do- is control the group discussions. I don't know how many hours of my life were wasted by people bickering and regurgitating the same discussions over and over again. East Wind West Wind classes were the only classes I truly enjoyed.
Sam Schrager is an amazingly dedicated professor. I can't thank him enough for his encouragement, devotion and enthusiasm, especially during Natural Histories (Botany, Biography and Community)
Sean Williams in the Awakening Ireland program is a fantastic scholar and mentor. Niki Amarantides of Key Services was a friend and supporter during my academic progress. Thank you for having the counseling services available!
Thad Curtz who was the first professor I had at Evergreen really inspired and pushed me to do great work. Tom Rainey who is perhaps one of the most passionate teachers I have ever had.
There were many: Emily Decker, Susan Preciso, John McCann
There were several faculty members who were very important to me. The main one being Charles Teske who I had for the Paradox's of Romanticism program. He is the faculty member who I connected with and who provided me with the most support. Stacey Davis was also very influential for me as was Gilbert Salcedo, Dave Hitchens and Jerry Lassen.
Tom Rainey and Dave Hitchens are the best teachers in the world! Every day that allowed me the pleasure of attending class with either or both of these men was a day well spent. They are both inspirational intellectually and emotionally to myself and many others and I am eternally grateful for the chance to work with them.
Tom Rainey- inspirational lectures!
Tom Rainey- Russian Literature teacher.
Tom Rainey, Tom Grissom, David Hitchens, Marilyn Freeman
Virginia Hill (faculty) was the best teacher I have ever had throughout my entire educational career. She's extremely intelligent, well-read and versed in a multitude of subjects. She's tough but fair- pushing you to your limits and then some.
Virginia Hill had an amazing influence on my Evergreen experience. Her teaching and personal guidance allowed me to broaden my viewpoints and absorb much more knowledge than I thought possible. Working with her was a wonderful privilege
Without a doubt Rose Jang contributed greatly to my Evergreen experience. She was my first instructor at Evergreen and lay as excellent foundation for my time spent there. Throughout my studies at Evergreen Rose Jang's advice and attitude were extremely important to me. She is, in my opinion, one of the most important assets to Evergreen.
Yes there were a few. Sara Rideout, Bill Arney, Hugh Lentz and Tom Rainey.
Yes, Michael Pfeifer was a great help to me and was very encouraging to me, as I am an "older" student.