

**EVERGREEN ALUMNI SURVEY 2008**  
**A SURVEY OF THE CLASS OF 2007**  
**TACOMA PROGRAM SUBSET**

**A. Sample Size and Response Rates**

All 102 graduates from the Tacoma Program class of 2007 were in the initial sample for the 2008 Alumni Survey. Adjusting for one graduate with no known address or email, the final survey sample consisted of 101 alumni. The response rate was 31%, with 21 web respondents and 10 paper survey respondents.

<b>Total Tacoma Program Undergraduate Degree Recipients – Class of 2007</b> (Degree awarded between fall 2006 and summer 2007)	<b>102</b>
Number with no known address and/or email <i>(Note: Survey contact attempted, all mail and email contacts undeliverable with no updated contact information.)</i>	1
<b>Final Sample Size</b>	<b>101</b>
Refusal	1
No Response	69
Paper Survey Respondents	10
Web Survey Respondents	21
<b>Total Respondents</b>	<b>31</b>
<b>Response rate</b>	<b>31.0%</b>

**B. Respondent Demographics**

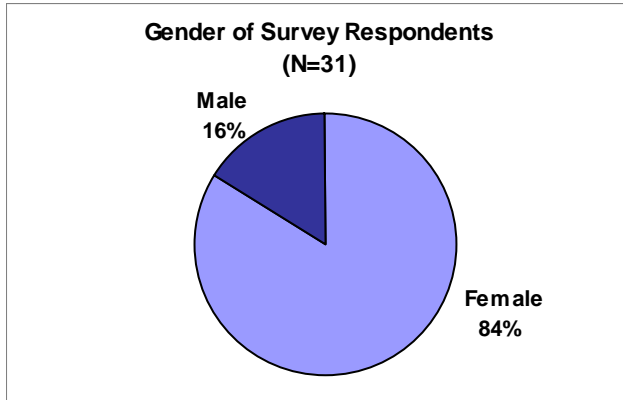
Nearly all Tacoma Program respondents earned Bachelor of Arts degrees; only one earned a Bachelor of Science. Respondents ranged in age from 24 to 66 with an average age of 40 and median age of 38. At the time of the survey 29 of the 31 alumni respondents were still living in Washington State; the remaining two were residing in Idaho and Hawaii.

Alumni were asked to select as many race/ethnic background categories as they felt applied to them. In the first table below, respondents who selected multiple race/ethnicity categories are counted in all applicable categories, therefore percentages do not add up to 100%. The second table shows the number and percentage of alumni in each mutually exclusive race/ethnicity category.

<b>Alumni-Indicated Ethnic Background (All That Apply)</b>	<b>N</b>	<b>%</b>
White/Caucasian	15	48.4%
African American	7	22.6%
Hispanic/Latino/Latina American	5	16.1%
Prefer not to respond	3	9.7%
Native American/Alaskan Native	2	6.5%
Pacific Islander	1	3.2%
Other (Ethiopian)	1	3.2%

<b>Alumni-Indicated Ethnic Background (Mutually Exclusive Categories)</b>	<b>N</b>	<b>%</b>
White/Caucasian, Non-Hispanic	14	45.2%
African American/Black, Non-Hispanic	7	22.6%
Hispanic/Latino, of any race	5	16.1%
Unknown Ethnicity/Race	3	9.7%
Pacific Islander/Hawaiian Native, Non-Hispanic	1	3.2%
Multiple Races, Non-Hispanic	1	3.2%

## Gender



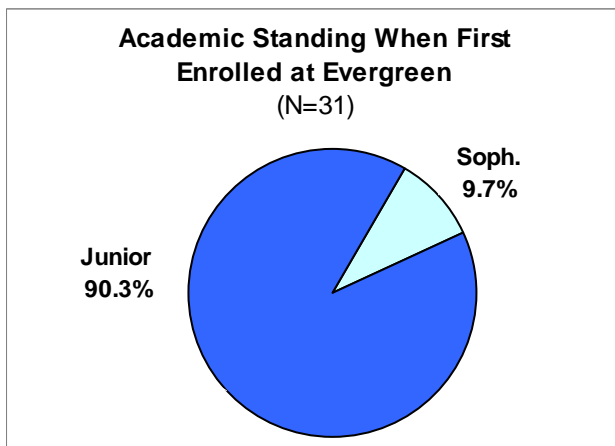
**84%** of Tacoma respondents (N=26) were female compared to 77% of the Tacoma alumni population. This difference was not statistically significant ( $p=.429$ ).

## Primary Area of Study

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

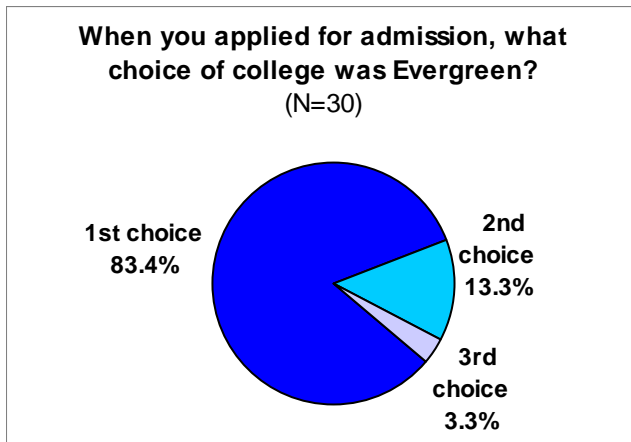
Primary area of study (concentration) at Evergreen	N	%
Social Sciences (Society, Politics, Behavior, and Change)	13	41.9%
Liberal Arts/Interdisciplinary Study <i>(Includes alumni who specifically indicated Liberal Arts/ Interdisciplinary Study or chose more than one primary area of study)</i>	10	32.3%
Education	3	9.7%
Science, Math, Computers (Scientific Inquiry)	2	6.5%
Humanities, Language Arts (Culture, Text, and Language)	1	3.2%
Media, Visual Arts, Drama (Expressive Arts)	1	3.2%
Environmental Studies	1	3.2%
Business	0	0.0%
Native American Studies	0	0.0%
<b>Total</b>	<b>31</b>	<b>100%</b>

## Academic Standing when First Enrolled at Evergreen



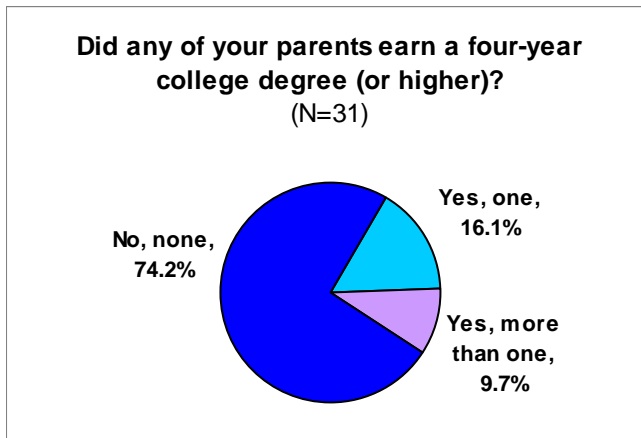
**90%** of the Tacoma alumni reported that they had first enrolled at Evergreen as juniors. Only 10% of the alumni reported being first enrolled at Evergreen as a sophomore.

## Choice of College



Evergreen was the first choice of college for **83%** of Tacoma alumni respondents (N=25). Four alumni (13%) indicated Evergreen was their 2<sup>nd</sup> choice and one (3%) indicated Evergreen was their third choice. There were no Tacoma alumni for whom Evergreen was their fourth choice.

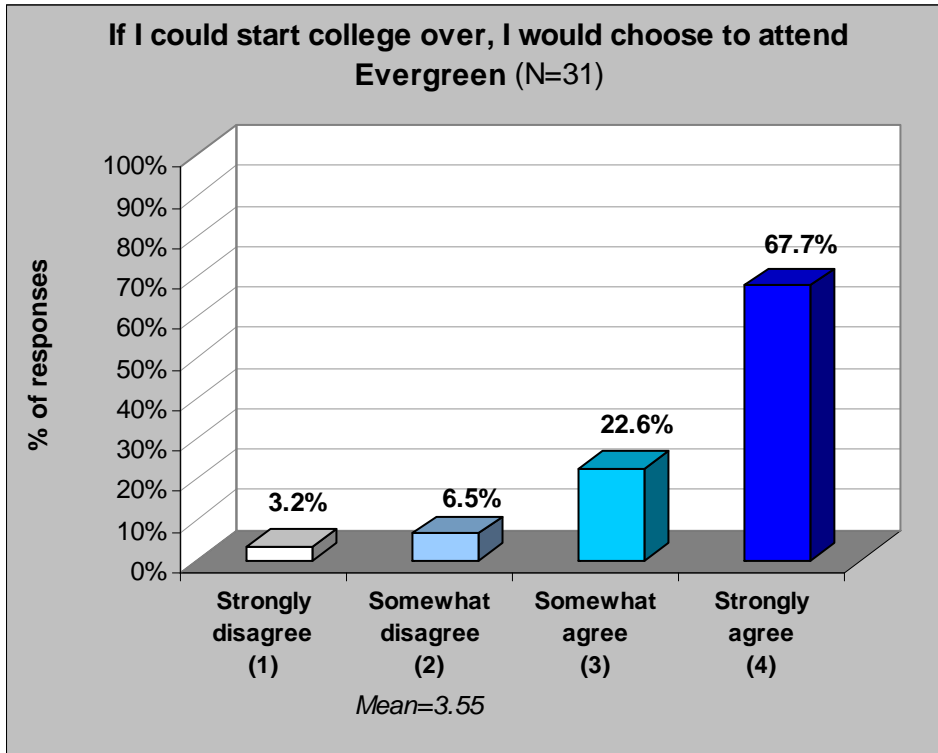
## First-Generation Baccalaureate Earners



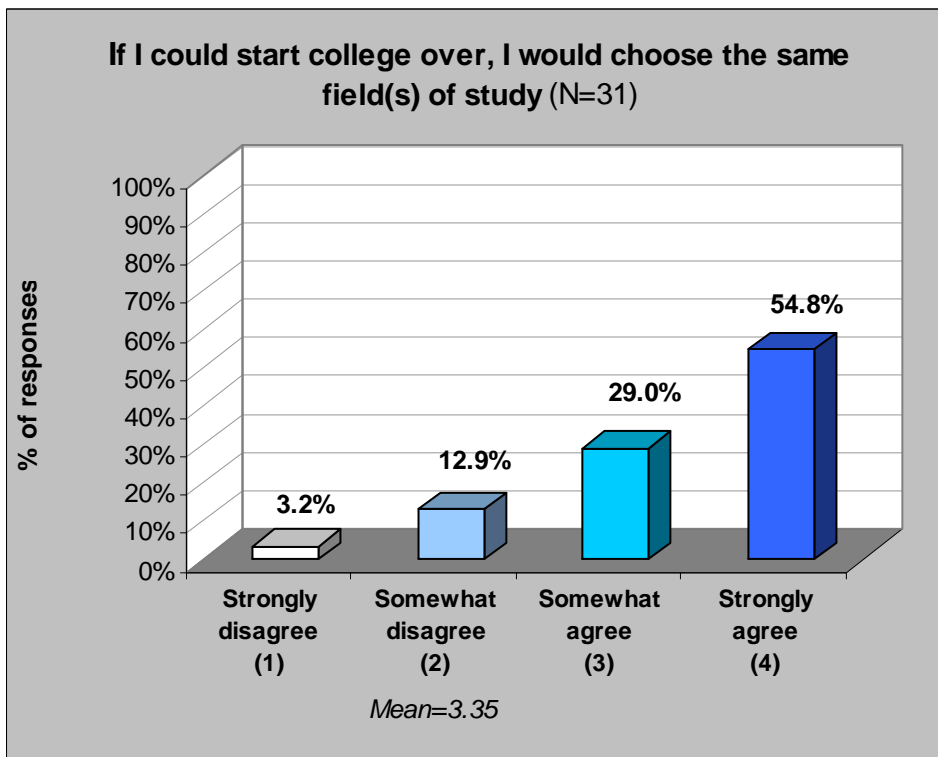
**74%** of Tacoma Program respondents (N=23) indicated that none of their parents earned a 4-year degree or higher.

### C. Alumni Satisfaction with Experience

Alumni were asked how strongly they agreed with two statements related to their Evergreen experience, using a four-point scale from (1) *Strongly disagree* to (4) *Strongly agree*. The average rating for both questions was between *Somewhat agree* and *Strongly agree*.



If they could start college over, **90%** of Tacoma alumni *Somewhat* or *Strongly agree* they would choose to attend Evergreen...



...and **84%** *Somewhat* or *Strongly agree* they would choose the same field(s) of study.

## Evergreen's Contribution to Academic and Personal Growth

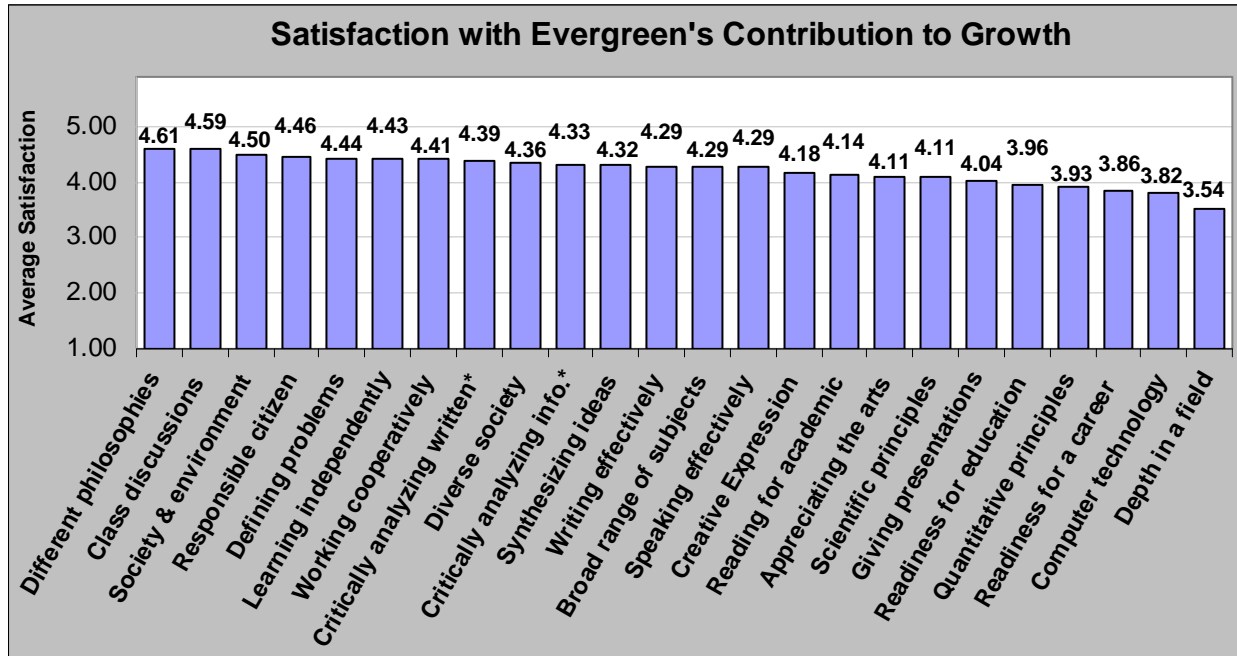
Alumni were asked to rate their satisfaction with Evergreen's contribution to their academic and personal growth in each of the following academic areas on a five-point scale from (1) *Not at all satisfied* to (5) *Very satisfied*. In 22 of the 23 areas, over half of the alumni reported being either *Mostly* or *Very satisfied* with Evergreen's contribution to their growth. Results were ranked by total satisfaction (number of alumni either *Mostly* or *Very Satisfied*) and are shown in the table below.

- The areas with the highest percentage of *Mostly* and *Very satisfied* ratings were: **Participation in class discussion** (96%), **Synthesizing information and ideas from many sources** (93%), **Understanding different philosophies and cultures** (93%), and **Understanding the interaction of society and the environment** (93%).
- The areas that received the lowest percentage of *Mostly* and *Very satisfied* ratings were: **Depth or expertise in a particular field** (46%), **Using computer technology to present work, find information, or solve problems** (57%), **Readiness for further education (graduate, professional, or doctoral)** (61%) and **Readiness for a career** (64%).

Academic Area	Not at all satisfied (1)	Little sat (2)	Some-what sat (3)	Mostly satisfied (4)	Very satisfied (5)
Participation in class discussion (N=27)	0.0%	0.0%	3.7%	33.3%	<b>63.0%</b>
Synthesizing info/ideas from many sources (N=28)	0.0%	0.0%	7.1%	<b>53.6%</b>	39.3%
Understanding different philosophies/cultures (N=28)	0.0%	0.0%	7.1%	25.0%	<b>67.9%</b>
Understanding the interaction of society and the environment (N=28)	0.0%	3.6%	3.6%	32.1%	<b>60.7%</b>
Speaking effectively (N=28)	0.0%	3.6%	7.1%	<b>46.4%</b>	42.9%
Learning independently (N=28)	0.0%	0.0%	10.7%	35.7%	<b>53.6%</b>
Defining/understanding problems (N=27)	0.0%	0.0%	11.1%	33.3%	<b>55.6%</b>
Working collaboratively in a group (N=27)	0.0%	3.7%	7.4%	33.3%	<b>55.6%</b>
Critically analyzing information (paper)* (N=9)	0.0%	0.0%	11.1%	<b>44.4%</b>	<b>44.4%</b>
Understanding/applying scientific principles and methods (N=28)	3.6%	0.0%	10.7%	<b>53.6%</b>	32.1%
Recognizing your rights, responsibilities and privileges as a citizen (N=28)	0.0%	3.6%	10.7%	21.4%	<b>64.3%</b>
Functioning as a responsible member of a diverse community (N=28)	3.6%	0.0%	10.7%	28.6%	<b>57.1%</b>
Expressing yourself in creative or artistic ways (N=28)	0.0%	3.6%	14.3%	<b>42.9%</b>	39.3%
Writing effectively (N=28)	0.0%	3.6%	14.3%	32.1%	<b>50.0%</b>
Reading for academic purposes (N=28)	0.0%	3.6%	14.3%	<b>46.4%</b>	35.7%
Knowledge in a broad range of subjects (N=28)	0.0%	3.6%	14.3%	32.1%	<b>50.0%</b>
Understanding/appreciating the arts (N=27)	0.0%	11.1%	7.4%	<b>40.7%</b>	<b>40.7%</b>
Understanding/applying quantitative principles (N=28)	7.1%	3.6%	10.7%	<b>46.4%</b>	32.1%
Giving effective presentations (N=28)	0.0%	10.7%	14.3%	35.7%	<b>39.3%</b>
Critically analyzing written information (web) (N=18)*	0.0%	0.0%	22.2%	14.3%	<b>52.4%</b>
Readiness for a career (N=28)	0.0%	7.1%	28.6%	<b>35.7%</b>	28.6%
Readiness for further education (graduate, professional, or doctoral) (N=28)	0.0%	10.7%	28.6%	14.3%	<b>46.4%</b>
Using computer technology to present work, find information, or solve problems (N=28)	0.0%	3.6%	39.3%	<b>28.6%</b>	<b>28.6%</b>
Depth or expertise in a particular field (N=28)	3.6%	7.1%	42.9%	<b>25.0%</b>	21.4%

\*There was a difference in wording between the paper survey and the online survey due to staff error. Because of this, frequencies are provided separately for the different survey modalities.

The average satisfaction ratings for all academic areas were calculated and the results are presented in the following chart. The average ratings for *all* academic areas fell above the *Somewhat satisfied* point on the scale.



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.

\*There was a difference in wording between the paper survey and the online survey due to staff error. Because of this, frequencies are provided separately for the different survey modalities.

## Work-related skills and abilities

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

Results from this series of questions are shown in the following table, ranked in order of how many alumni felt their level of skill was “*Excellent*.” For all but one of the skill areas, *Excellent* was the most frequently chosen category. The most common rating for level of skill and preparation from Evergreen for each item is shown in bold print for emphasis.

The top-rated skills for this group of alumni were:

- [Ability to] **Work in a culturally diverse environment** (93% felt Evergreen prepared them either *To some extent* or *A great deal*)
- [Ability to] **Organize and conduct work effectively** (89% felt Evergreen prepared them either *To some extent* or *A great deal*)
- **Willingness and aptitude to learn new skills** (88% felt Evergreen prepared them either *To some extent* or *A great deal*)

The one area for which *Excellent* was not the most common rating was **Negotiating skills**. Most respondents felt their level of skill was *Good* in this area and 82% felt Evergreen prepared them either *To some extent* or *A great deal*.

Work-Related Skills (N=27)	Your level of skill					Preparation from your Evergreen education		
	Poor (1)	Fair (2)	Good (3)	Excel- lent (4)	N/A	Not at all (1)	To some extent (2)	A great deal (3)
Work in a culturally diverse environment	0.0%	0.0%	18.5%	<b>81.5%</b>	0.0%	7.4%	29.6%	<b>63.0%</b>
Organize and conduct work effectively	0.0%	0.0%	29.6%	<b>70.4%</b>	0.0%	10.7%	39.3%	<b>50.0%</b>
Willingness and aptitude to learn new skills	0.0%	7.4%	14.8%	<b>66.7%</b>	11.1%	12.0%	32.0%	<b>56.0%</b>
Creative thinking skills	0.0%	3.7%	33.3%	<b>63.0%</b>	0.0%	7.1%	35.7%	<b>57.1%</b>
Decision-making ability	0.0%	7.4%	33.3%	<b>59.3%</b>	0.0%	14.8%	40.7%	<b>44.4%</b>
Leadership	0.0%	0.0%	40.7%	<b>59.3%</b>	0.0%	10.7%	42.9%	<b>46.4%</b>
Independence and initiative	0.0%	0.0%	40.7%	<b>55.6%</b>	3.7%	19.2%	38.5%	<b>42.3%</b>
Effective communication skills	3.7%	3.7%	44.4%	<b>48.1%</b>	0.0%	10.7%	<b>50.0%</b>	39.3%
Research skills	0.0%	22.2%	33.3%	<b>37.0%</b>	7.4%	3.8%	30.8%	<b>65.4%</b>
Negotiating skills	3.7%	7.4%	<b>51.9%</b>	37.0%	0.0%	17.9%	<b>57.1%</b>	25.0%

## Satisfaction with Evergreen Experiences

Alumni were asked whether they participated in a series of educational experiences at Evergreen and, if so, to rate their level of satisfaction with those experiences using a four-point scale from (1) *Very Dissatisfied* to (4) *Very Satisfied*. For students who participated in each activity, the most common response was either *Somewhat satisfied* or *Very satisfied* for all but one item.

The following table shows the rate of participation and level of satisfaction for each item, ranked in order of total satisfaction (number of alumni either *Somewhat* or *Very Satisfied* with their experience).

- Two items, **Evergreen’s interdisciplinary approach to education** and **The education you were able to construct as an Evergreen student** had total satisfaction ratings of 100%.
- **Thirteen of the 14 items** received a total satisfaction rating of at least 76%.
- One item, **Study abroad**, was rated by only one respondent and received the lowest overall rating.

Educational Experiences at Evergreen	% Participated	Very Dissatisfied (1)	Somewhat Dissatisfied (2)	Somewhat Satisfied (3)	Very Satisfied (4)	Missing N
Evergreen’s interdisciplinary approach to education (N=26)	100.0%	0.0%	0.0%	24.0%	<b>76.0%</b>	1
The education you were able to construct as an Evergreen student (N=26)	96.2%	0.0%	0.0%	41.7%	<b>58.3%</b>	1
The quality of instruction (N=26)	100.0%	0.0%	4.0%	24.0%	<b>72.0%</b>	1
Contracts and other individual work with faculty (N=25)	56.0%	0.0%	7.1%	21.4%	<b>71.4%</b>	0
Quality of learning interaction with other students, for example, in seminars (N=25)	100.0%	4.0%	4.0%	44.0%	<b>48.0%</b>	0
Self-evaluation process (N=26)	100.0%	0.0%	8.0%	<b>48.0%</b>	44.0%	1
Narrative evaluations written by faculty (N=26)	96.2%	0.0%	8.3%	29.2%	<b>62.5%</b>	1
Community service or volunteer work (N=24)	50.0%	0.0%	8.3%	<b>50.0%</b>	41.7%	4
Culminating senior experience (capstone/thesis/senior summative self-eval) (N=25)	76.0%	10.5%	0.0%	<b>57.9%</b>	31.6%	0
Academic advice from faculty (N=25)	96.0%	4.3%	8.7%	<b>47.8%</b>	39.1%	1
Internships (N=25)	36.0%	0.0%	11.1%	33.3%	<b>55.6%</b>	0
Opportunities for advanced undergraduate work at Evergreen (N=25)	68.0%	5.9%	11.8%	29.4%	<b>52.9%</b>	0
Tolerance and respect shown for different or opposing viewpoints (N=25)	100.0%	12.0%	12.0%	36.0%	<b>40.0%</b>	0
Study abroad (N=24)	4.2%	<b>100.0%</b>	0.0%	0.0%	0.0%	0

Note: The numbers in parentheses by each item reflect the number of alumni who responded to each question; “%Participated” shows the number of alumni who participated in each experience expressed as a percentage of all those who answered the question. “Missing N” refers to the number of respondents who participated but did not rate their level of satisfaction.



## D. Satisfaction with Campus Resources

Alumni were asked whether they used various campus resources and, if so, to rate their level of satisfaction using a four-point scale from (1) *Very Dissatisfied* to (4) *Very Satisfied*. The table below shows the percentage of alumni who used each service and, of those who used the services, how satisfied they were with them. The figures in bold print indicate the most common rating for each resource.

The most often used resources for this group of alumni were:

- **Campus Computing Resources:** 76% used this resource and all alumni who used it were either *Somewhat* or *Very Satisfied*.
- **The Evergreen Library:** 60% used this resource and of those who used it 93% were either *Somewhat* or *Very Satisfied*.
- **Financial Aid Office:** 60% used this resource and of those who used it 87% were either *Somewhat* or *Very Satisfied*.

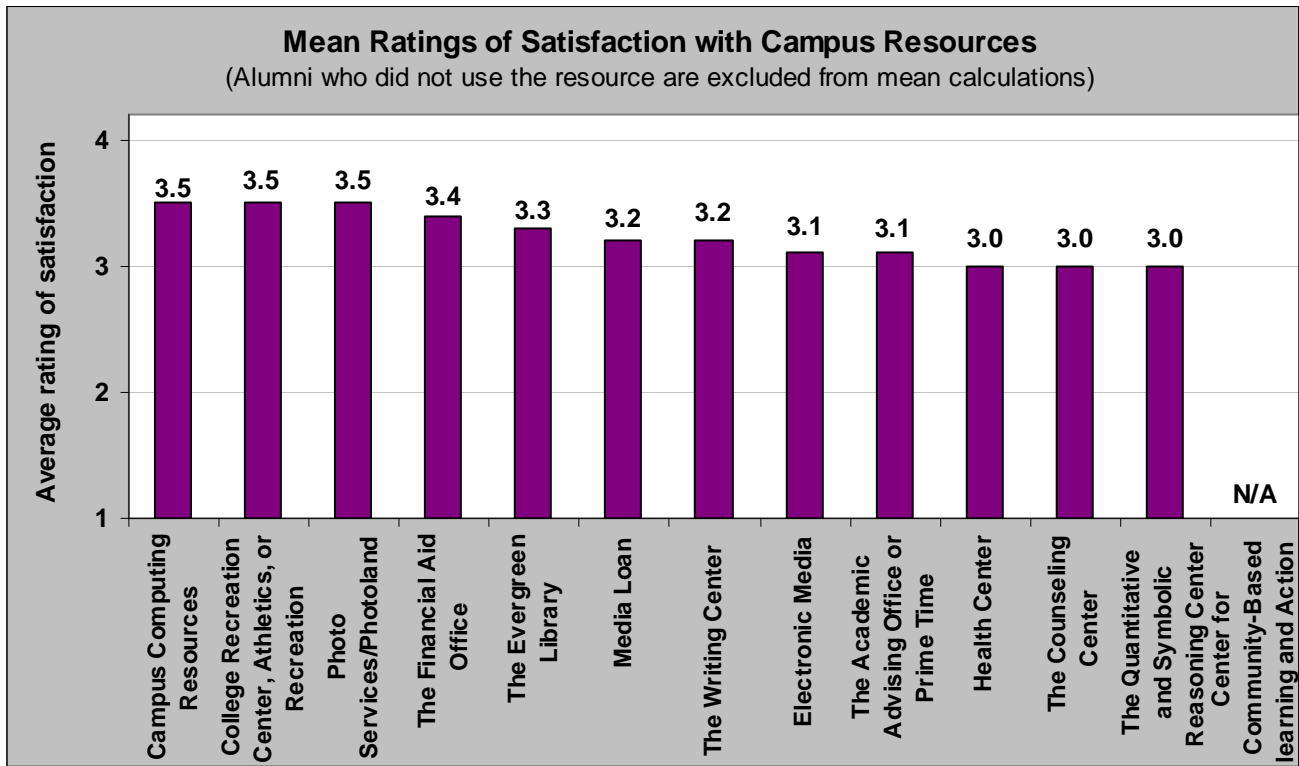
The least used resources were:

- **Health Center:** One respondent used this resource and was *Somewhat Satisfied*.
- **Center for Community-Based Learning and Action:** None of the Tacoma respondents used this resource.

Campus Resources at Evergreen (N=25)	Used Resource		Very Dissatisfied (1)	Somewhat Dissatisfied (2)	Somewhat Satisfied (3)	Very Satisfied (4)
	N	%				
Campus Computing Resources	19	76.0%	0.0%	0.0%	47.4%	<b>52.6%</b>
The Evergreen Library	15	60.0%	0.0%	6.7%	<b>53.3%</b>	40.0%
The Financial Aid Office	15	60.0%	0.0%	13.3%	33.3%	<b>53.3%</b>
Media Loan	9	36.0%	11.1%	11.1%	22.2%	<b>55.6%</b>
The Academic Advising Office or Prime Time Advising	8	32.0%	0.0%	37.5%	12.5%	<b>50.0%</b>
Electronic Media	7	28.0%	0.0%	28.6%	28.6%	<b>42.9%</b>
The Writing Center	5	20.0%	0.0%	0.0%	<b>80.0%</b>	20.0%
The Quantitative and Symbolic Reasoning Center	3	12.0%	0.0%	0.0%	<b>100.0%</b>	0.0%
The Counseling Center	3	12.0%	0.0%	<b>33.3%</b>	<b>33.3%</b>	<b>33.3%</b>
College Recreation Center, Athletics, or Recreation Programs	2	8.0%	0.0%	0.0%	<b>50.0%</b>	<b>50.0%</b>
Photo Services/Photoland	2	8.0%	0.0%	0.0%	<b>50.0%</b>	<b>50.0%</b>
Health Center	1	4.0%	0.0%	0.0%	<b>100.0%</b>	0.0%
Center for Community-Based Learning and Action (CCBLA)	0	0.0%	N/A	N/A	N/A	N/A

Note: "% Used Resource" shows the number of alumni who used each campus resource expressed as a percentage of all those who answered the question

Average satisfaction ratings were calculated for respondents who used each campus resource and the results are shown in the mean table on the following page. All resources received an average rating of at least *Somewhat satisfied*. Of the alumni who had used the listed resources while they were Evergreen students, **Campus Computing Resources**, the **College Recreation Center**, and **Photo Services/Photoland** received the highest average rating of satisfaction. The **Quantitative and Symbolic Reasoning Center**, the **Counseling Center** and the **Health Center** received the lowest mean score.



Satisfaction was rated on a four-point scale where 1=Very dissatisfied, 2=Somewhat dissatisfied, 3=Somewhat satisfied, and 4=Very satisfied.

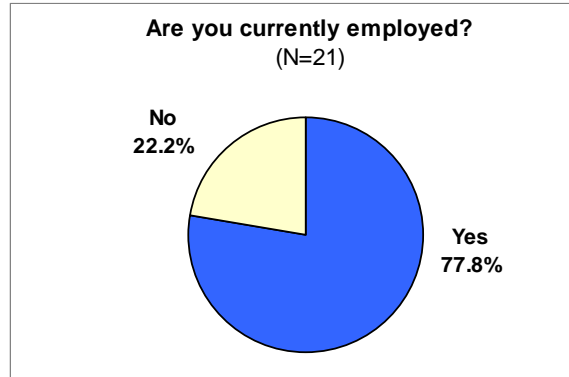
### Career Development Office

Alumni were asked whether they contacted the Career Development Office for help finding a job and/or applying for graduate or professional school. If so, they were asked to rate how helpful this resource was using a three-point scale where 1=Not helpful, 2=Somewhat helpful and 3=Very helpful.

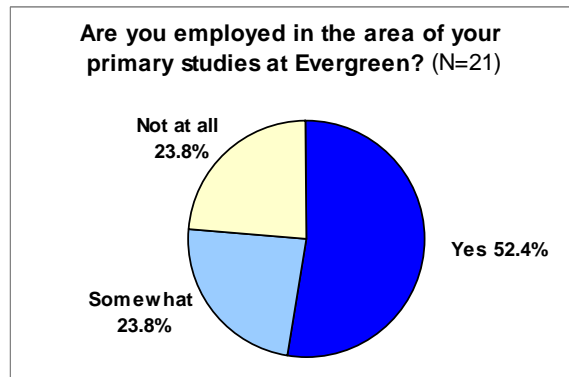
- Two of the Tacoma respondents contacted the Career Development Office for help finding a job after graduation and both alumni rated the resource as *Not helpful*.
- Two respondents contacted the Career Development Office for help learning about and/or applying for graduate or professional school; one rated it as *Very helpful*, the other rated it as *Not helpful*.

## E. Alumni Employment Data

**78%** of Tacoma Program alumni reported they were currently employed one year after graduation from Evergreen compared to 82% of all alumni respondents.

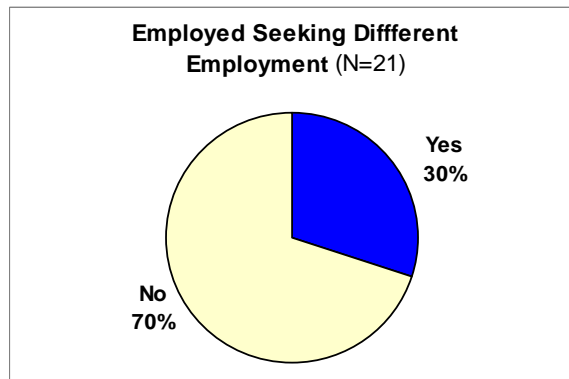


Of the employed Tacoma alumni, **76%** were employed in an area that was at least somewhat related to their area of primary study at Evergreen, compared to 65% of all alumni surveyed.

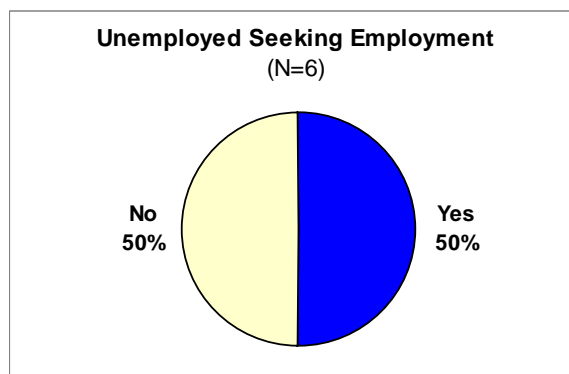


All alumni were asked to indicate if they were currently seeking employment. The data are separated into two groups: *employed* respondents seeking *different employment*, and unemployed respondents seeking employment. The charts below show the percentages of both employed and unemployed alumni who were currently seeking employment at the time of the survey.

**30%** of employed Tacoma respondents indicated they were currently seeking different employment.



**50%** of the unemployed respondents indicated they were currently seeking employment.



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

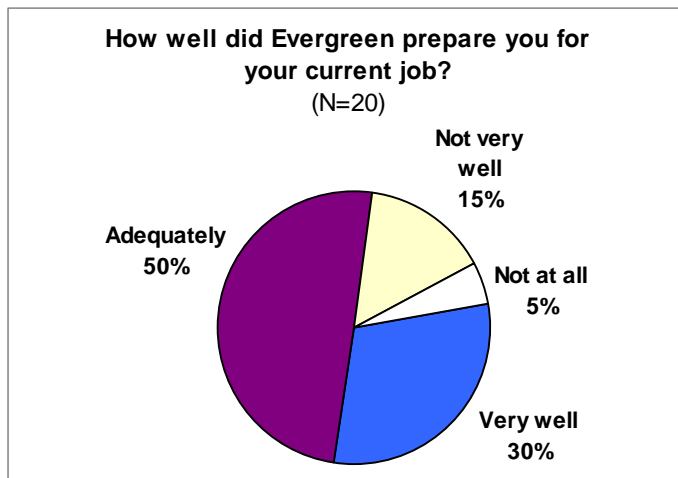
<b>Employment Type (N=21)</b>	<b>N</b>	<b>%</b>
Employed full-time	19	90.5%
Employed part-time	2	9.5%
Employed on a temporary basis	0	0.0%
Self-employed/own business	1	4.8%

They were then asked to choose from a list which employment category best described the type of work they were doing one year after graduation. The results are shown in the table below.

<b>Type of Work (N=20)</b>	<b>N</b>	<b>%</b>
Education/Library	4	19.0%
Management	4	19.0%
Community and Social Service	3	14.3%
Office/Administrative Support	3	14.3%
Legal Occupations	2	9.5%
Business Operations	1	4.8%
Food Preparation/Servicing	1	4.8%
Physical Science	1	4.8%
Production/Manufacturing	1	4.8%
Sales	1	4.8%

*Note: Percentages do not add up to 100 due to rounding.*

Lastly, respondents were asked how well Evergreen prepared them for their current job.

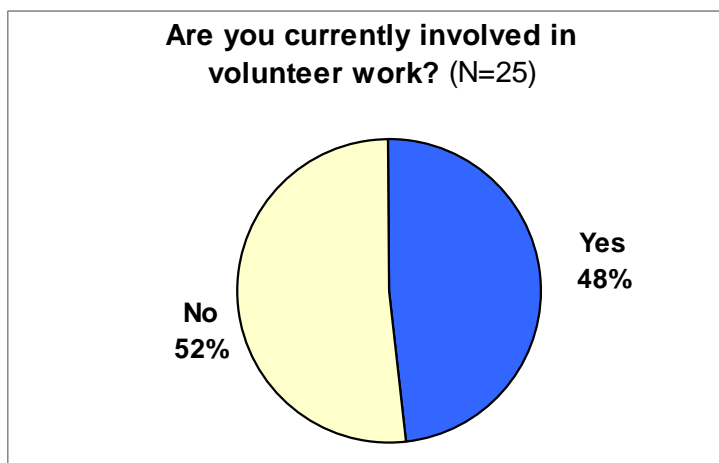


**80%** of Tacoma alumni felt their Evergreen experiences prepared them *Adequately* or *Very well* for their current employment.

## F. Volunteerism

Alumni were asked whether they were involved in volunteer work and, if so, to describe the type of volunteer work they were doing. Of the 25 Tacoma alumni who responded to this question, twelve of them (48%) indicated they were currently volunteering and all 12 described the type of work they were doing. Volunteer areas are listed in the table below in order of frequency.

48% of Tacoma respondents were involved in volunteer activities one year after graduation compared to 36% of all alumni respondents.



Type of Volunteer Activity (N=12)	N	%
<b>Social Services</b> The four alumni volunteering in social services were involved in activities including feeding the hungry, working as a Law Club Advisor or Court Appointed Special Advocate, and doing food bank peer counseling.	4	33.3%
<b>Youth Organizations/Education</b> These four alumni were involved in volunteer activities including running a day camp for Girl Scouts, serving as a Girl Scout leader, working with the College Success Foundation as a peer counselor, serving on the PTA at an elementary school, and volunteering for schools.	4	33.3%
<b>Ecology/The Environment</b> Three Tacoma respondents were volunteering in the areas of urban restoration, wetland restoration, and hunting education.	3	25.0%
<b>Arts/Music/Media/Culture</b> One alum maintained the website for their child's [dance studio].	1	8.3%
<b>Politics/Civic Office/Community Leadership</b> One respondent volunteered by collecting donations [for a government agency] for various charities from fellow federal employees	1	8.3%
<b>Religious Groups/Organizations</b> One respondent was involved in faith-based volunteer work.	1	8.3%

*Note: Percentages do not add up to 100 as some alumni were volunteering in more than one area.*

## G. Graduate or Professional School

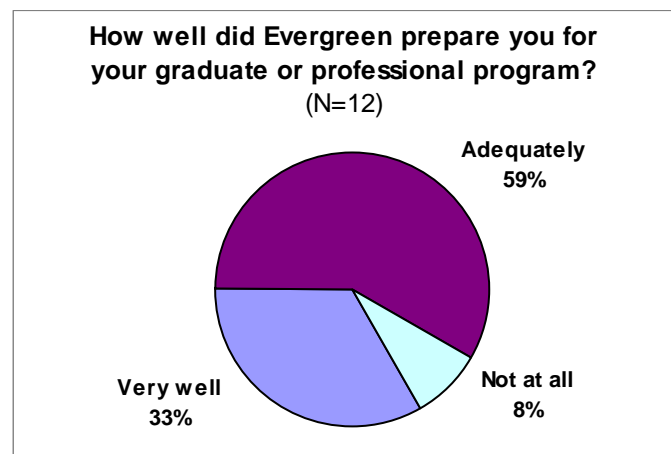
Respondents were asked whether they had applied to graduate or professional school and, if so, whether they had been accepted. Those who had been accepted were asked for additional details about their continuing education. Of the 27 Tacoma Program alumni who responded to this question:

- **52%** (N=14) had **applied** to graduate or professional school within one year of graduating from Evergreen. (Of the 13 alumni who had *not* applied to graduate school at the time of the survey, ten indicated that they intend to in the future.)
- **100%** of those who applied were **accepted**
- **44%** (N=12) had attended or were currently **enrolled** in graduate or professional programs (compared to 24% of all Evergreen alumni respondents)

Of the 12 alumni who had attended or were attending graduate or professional school, 11 were seeking master's degrees and one was working towards a professional certificate. Ten were pursuing their studies in Washington, at The Evergreen State College (N=3), Antioch University (N=2), the University of Washington-Tacoma (N=2), the University of Washington-Seattle (N=1), St. Martin's University (N=1), and Pacific Lutheran University (N=1). One alum was attending Argosy University in Hawaii and one was pursuing further study online through Capella University. Alumni fields of study are shown in the table below in order of frequency.

Field of Study in Graduate or Professional School (N=12)	N	%
Education	3	25.0%
Public Administration/Public Policy	3	25.0%
Social Service Professions	3	25.0%
Family and Consumer Science	1	8.3%
Mental Health Services	1	8.3%
Social Sciences	1	8.3%

**92%** of the alumni who were in graduate school felt that Evergreen prepared them *Adequately* or *Very well* for their advanced programs.



## H. Special Strengths or Skills Developed at Evergreen

Alumni were asked in an open-ended question to describe special strengths or skills they developed at Evergreen that were especially useful in their current endeavors. **68%** of the Tacoma alumni (N=21) wrote in a response to this question. Their comments were reviewed and categorized in order to present them in summary form and are shown in the table below. Detailed comments by category follow in the second table.

Strength or Skill (N=21)	N	%
<b>People Skills</b> (includes collaboration/teamwork, working with diverse groups, diversity awareness, leadership)	13	62%
<b>Thinking Skills</b> (includes critical or analytical thinking, ability to synthesize information, depth of understanding, openness to diverse perspectives/alternate points of view)	11	52%
<b>Communication Skills</b> (includes writing, public speaking, reading)	7	33%
<b>Research Skills</b> (includes research skills and methods)	7	33%
<b>Other</b> (includes lifelong learning, social consciousness, organizational skills, resource management)	5	24%

*“Collaborative thinking, team work, ability to work professionally with people of diverse backgrounds...”*  
- Tacoma alumni class of 2007

*“Being able to research and analyze information, and being able to communicate with individuals from many different cultures.”*  
- Tacoma alumni class of 2007

*“Diversity, social justice, writing, research, group effort and critical analysis”*  
- Tacoma alumni class of 2007

Note: Percentages do not add up to 100 as alumni could name more than one strength or skill.

### What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=21 with at least one strength or skill)

#### People skills

- GROUP WORK, WORKING COLLABORATIVELY WITH OTHERS
- Collaboration
- Being able to communicate with individuals from many different cultures.
- group interaction
- diverse learning environment.
- creative collaboration
- I've always considered myself to be "culturally diverse" ... in many, many ways. But Evergreen-Tacoma gave me new information and let me into the door that I've always been afraid to go into: reality. ... working in collaborative groups almost all the time has helped me become a better co-worker in my office. Team work is needed in an office environment, and Evergreen-Tacoma has helped me improve in that area, not only individually but it has allowed me to pass on that knowledge to the people I work with.
- Collaborative thinking, team work, ability to work professionally with people of diverse backgrounds (and even people that don't get a long).
- Diversity, group effort
- confidence in working with teams knowing my "role" in the team and carrying out tasks.
- My ability to work stronger with a group of peers
- Leadership, Collaboration
- Collaborative classroom examples are helpful.

**What special strengths or skills did you develop at Evergreen that are especially useful in your current endeavors? (N=21 with at least one strength or skill)**

**Thinking**

- *a liberal thinking base*
- *Being able to analyze information.*
- *synthesizing learned material*
- *The ability to critically think and analyze materials for what is truly being presented.*
- *thought analysis*
- *Analysis of written work*
- *inquiry, depth of understanding, multiple viewpoints for understanding.*
- *I know a lot about race, culture and ethnicity, but Evergreen-Tacoma's "urban outlook" has shown me things that even I thought I already knew, but didn't.*
- *critical analysis*
- *reasoning skills*
- *to engage and decipher others opinions and allow those opinions.*

**Communication**

- *being able to communicate*
- *Public speaking*
- *writing skills*
- *Writing skills*
- *the skills to speak in public more effectively (and not be so scared!)*
- *writing*
- *Clinical reading writing*

**Research**

- *researching*
- *Research skills*
- *Research*
- *Research skills*
- *I would say upgrade the library, however, lack of an actual library made me learn alternative ways to research and I became confident in my ability to do so.*
- *Being able to research information*
- *Research and methods*

**Other**

- *Motivation to strive to learn as much as possible in any context*
- *interest in community and pay back*
- *social justice*
- *organizational skills*
- *resource management*



## I. Recognition of Special Individuals or Services

In an open-ended question, alumni were asked if there were particular individuals or services that made a special contribution or genuine difference to their education or personal growth at Evergreen. Of the 31 Tacoma alumni respondents, **81%** (N=25) responded to this question. Eighteen different individuals were named, representing different offices, departments, and units of the college. **Peter Bacho** was the most frequently mentioned male Tacoma faculty as well as the most frequently named individual for Tacoma campus and overall. **Barbara Laners** was the most mentioned female Tacoma faculty.

A list of alumni comments is provided below. Comments have been redacted to protect the identity of respondents.

Barbara Laners, Artee Young, Lowell Kuehn, Peter Bacho
Barbara Laners, Paul McCreary, Tyrus Smith, Bracey Dangerfield
Dr. Artee Young and Dr. Tyrus Smith to name just a few.
Dr. Artee Young, Dr. Leversa Sullivan
Dr. Bacho, was the best person, he really helped people including me with their writing.
Dr. Lowell Kuehn-my adviser for two years and main professor. He helped me stay in school when life at home made it nearly impossible. Dr. Joy Hardiman- She made the Tacoma campus a welcoming and non hostile place. I am certain her loss is deeply felt. Laurie Arnold- Tacoma campus cheerleader. She is the reason I went to Evergreen in the first place.
Dr. Peter Bacho, Dr. Artee Young
Dr. Peter Bacho, Marla German, Barbara Laners, JD Tyrus Smith
Dr. Peter Bacho.
Dr. R.T. Young and my Art therapy class.
Dr. Young and Dr. Er, Dr. Smith, Dr. Bacho
Everyone at Tacoma were awesome and the Disabled Student Services.
Faculty
Four in particular: * Duke Kuehn * Dr. Kelly Brown * Peter Bacho * Barbara Laners
Dr. Peter Bacho, He helped me get into graduate school. Also he helped me [obtain financial assistance for graduate school].
I appreciate all of my faculty and staff. Dr. Hardiman, Luversa, Bacho, Er, Peter Bacho, Tyrus Smith, and Dr Er are individuals whom I have enormous respect and I am indebted to them for their personal commitments and academic standards. Peter nourished belief in myself, initiated a love for writing and inspired me to continue my education. Tyrus Smith's research class provided an excellent foundation and allowed me to sail through graduate level research. Dr Er's standards were challenging and more in line with graduate level expectations.
Peter Bacho is awesome. Judith Nilan is awesome. Duke Keuhn is awesome.
Professor Laners absolutely provided the best guidance and understanding of a professor. Her willingness to hold each student accountable and assist them each with their individual goals while at Evergreen.
There were four members of the faculty I would like to recognize: Peter Bacho: How rekindled my desire for writing and encouraged me by challenging my imagination. Barbara Laners: Provided sharp feed back to my papers and made me examine my reasoning. Allen Olsen: He showed impartiality in helping me to construct logic arguments and strengthen my positions. Duke Kuehn: Who provided advise and counseling.
yes-- Rose Jang (Olympia), Peter Bacho (Tacoma) Gilda Sheppard (Tacoma)
YES! PETER BACHO, BARBRA LANERS, GILDA SHEPPARD AND DR. "DUKE"KING WITHOUT ALL OF THEM I WOULD HAVE NEVER APPLIED GRAD SCHOOL I OWE ALL OF THEM MUCH GRATITUDE FOR MY EDUCATION AND SHOWING ME THAT I CAN DO IT!
Yes, the graduate program for public administration
Yes. Dr. Er Zhang without a doubt!

## J. Alumni Recommendations

At the close of the survey, alumni were asked to identify from their perspectives as recent graduates one or two aspects they would change about Evergreen. Of the 31 survey respondents, **68%** (N=21) described things they would change about Evergreen or their Evergreen experiences. Comments were reviewed and categorized in order to present them in summary form. The table below shows the frequencies for each type of recommendation; a detailed list of alumni comments, sorted by category, follows on the next page.

The two most popular categories by far were **Instruction/Curriculum** (43%) and **Student Support Services/Resources** (43%).

<b>Comment Area (N=21)</b>	<b>N</b>	<b>%</b>
<b>Instruction/Curriculum</b> (suggestions included having Master's programs and an undergraduate program at the Tacoma campus, more of an emphasis on social science research, business classes with an emphasis on social services, more research papers, basic social work course, more math including statistics, stronger writing preparation, more minority studies, African American and Asian American History classes, more discussions around race, gender identity, sex, privilege, and power)	9	42.9%
<b>Student Support Services/Resources</b> (suggestions included better academic advising, having a dedicated faculty advisor, better career counseling, better communication between staff and students, improvements to the computer lab, a clearer financial aid paperwork process, more minority authors in the bookstore, more arts and recreational classes, and an exception to the 90 credits must be upper division rule)	9	42.9%
<b>Relationships with Faculty</b> (these comments dealt with communication and relationship issues between faculty and students, and faculty accountability)	4	19.0%
<b>Campus Climate</b> (more diversity among students)	1	4.8%
<b>College Administration/General Staff Comments</b> (more diversity among staff)	1	4.8%
<b>Community Relations</b> (improving Evergreen's reputation)	1	4.8%
<b>Personal Change</b> (would have done something differently)	1	4.8%

*Note: Percentages do not add up to 100 as alumni could make more than one recommendation.*

## Summary of Tacoma Alumni Recommendations (N=21 with at least one change)

### Instruction/Curriculum

- *The Tacoma campus to have a Master programs. And some business classes with the emphasis of social services.*
- *the lack of classes offered for minority studies. More African American and Asian American History classes.*
- *The discussions around race, gender identity, sex, privilege, and power. I feel that these were subjects that were almost ignored. More emphasis in the social science realm on research.*
- *More statistics classes and more research papers*
- *I would have Master classes in Tacoma...*
- *Have an undergraduate program at the Tacoma Campus.*
- *Graduate school preparation. The academic challenges I encounter are different- not better. The writing is more rigidly academic and I experienced a sharp learning curve in order to comply to their standards. Also, I would have benefited from a basic social work course involving social work foundations, ideologies, framework, etc.*
- *Also, I would like to of seen more math offered at the Tacoma campus.*
- *A class or work into requirements post bac.*

### Student Support Services

- *More minority authors in bookstore, for assign readings.*
- *I would have contacted a career path person and taken more classes specific to my area of interest, which may have meant going down to Olympia.*
- *I WAS VERY SATISFIED WITH THE EDUCATION I RECEIVED FROM EVERGREEN TACOMA. THE ONE THING I WOULD CHANGE IS IT WOULD HAVE BEEN NICE TO HAVE HAS ONE FACILITY ADVISER I HAD 4 THROUGH OUT MY TIME THERE*
- *having direct personal attention from an advisor or counselor concerning career development*
- *Financial aid office can be overwhelming and confusing at times. I remember last year at Evergreen my paperwork was messed up and I didn't even know it until first day of class. That was discouraging.*
- *Better communication between office staff and students, i.e., calendar events, schedule changes, etc.*
- *Upgrade computer lab at Tacoma campus*
- *I would have like to seen an exception to the 90 credits must be upper division.*
- *I would have liked to have more arts and recreational programs/classes at the Tacoma campus such as AA, painting, basketball league, performing arts, pottery, something.*

### Faculty

- *More accountability of staff. Example would be that when the students are required to participate and engage in seminars and special events all instructors should be held accountable also.*
- *I had a bad experience with one teacher who was unfair, mean, and immature. I would have taken a more diverse course of study, but found it necessary to avoid her for my own peace.*
- *Evergreen-Tacoma, for the most part, was always great at accepting students concerns. However, when it came down to a few VERY important issues and concerns the class had, politics came into play. It was no longer about how we felt, it's about how what we thought made the professors feel. Sides were played and it was all about "who likes who" and "what professors favor which students". It soon became a show of "professor vs. students". That really put an ill taste in our mouth. We may be only students, but we have a right to speak up, too. And no, the professors are not always right. After all, they are human, too!*
- *Allow people to really speak to faculty, as people not subjects.*

### Campus Climate

- *The lack of diversity among students*

### College Administration/General Staff Comments

- *The lack of diversity among staff*

### Community Relations

- *Its reputation in the world at large! It's still seen as a counter-culture hippie establishment by many people. It feels as though you have to defend an Evergreen education in both the professional arena and to grad admissions. Evergreen has an amazing program and very smart and productive students and wonderfully insightful dedicated and wise teachers. How does it have such a mediocre reputation.*

### Personal Change

- *I would have contacted a career path person and taken more classes specific to my area of interest, which may have meant going down to Olympia.*