

**THE EVERGREEN STATE COLLEGE
2006 ALUMNI SURVEY OF THE CLASS OF 2004-05
TACOMA PROGRAM SUBSET**

A. Sample and Response Rates

Total Tacoma Program Undergraduate Degree Recipients AY 2004-05	88
Number with no known address and/or e-mail	0
<i>(Note: Survey contact was attempted, but all mail and e-mail contacts were returned undeliverable, and we were unable to locate more recent contact information.)</i>	0
Deceased	0
Final Sample Size	88
Refusal	1
No Response	62
Paper Survey Respondents	14
Web Survey Respondents	11
Total Respondents	25 28.4% response rate
Two additional alumni who attended Tacoma despite being coded as Olympia at the time of graduation.	27

The following Tacoma subset analysis includes the responses of the 25 alumni who were coded as Tacoma program in the Banner tracking system, plus two additional alumni whose survey responses indicated that Tacoma was the campus primarily attended (despite being coded as Olympia at the time of graduation). Thus, the total respondent group for this report is 27 alumni.

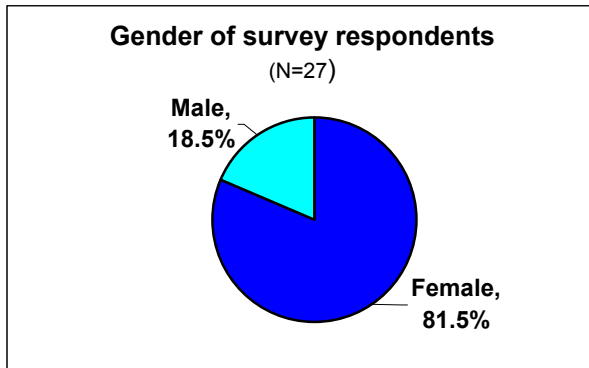
B. Respondent Demographics

All 27 of the Tacoma Program alumni earned Bachelor of Arts degrees. Alumni respondents ranged in age from 23 to 61. Their average age was 40 and median age was 38. 26 of the 27 Tacoma respondents (96%) were Washington State residents. The other alum was living in Utah.

Alumni were asked to select as many ethnic background categories as they felt applied to them. Those who selected more than one category are shown in the applicable multiple race categories in the following table.

Alumni Indicated Ethnic Background	N	Percentage
African American ONLY	5	18.5%
Asian or Pacific Islander ONLY	2	7.4%
Hispanic/Latino ONLY	1	3.7%
Native American/Alaskan Native ONLY	2	7.4%
White Caucasian ONLY	15	55.6%
Native American and Caucasian	1	3.7%
Hispanic/Latino and Native American	1	3.7%
Total	27	100%

Gender



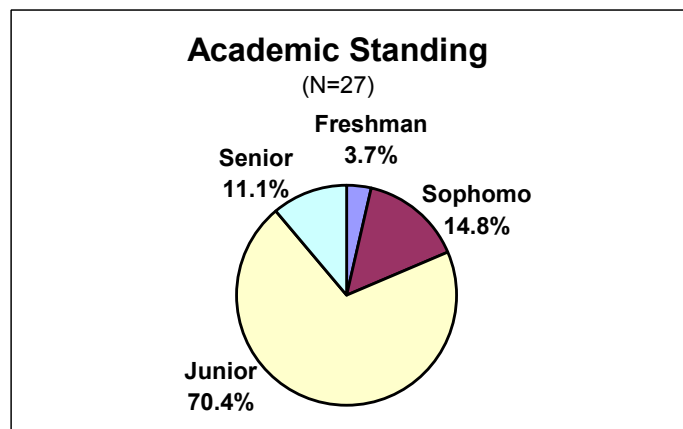
In a situation that is very typical for Evergreen surveys, female alumni were over-represented in the respondent group(82%).

Alumni identified the one area that best described their primary area of study at Evergreen; the distribution of their responses is presented in the next table.

Primary area of study (concentration) at Evergreen	N	Percentage
Social Sciences (Society, Politics, Behavior, and Change)	18	66.7%
Humanities, Language Arts (Culture, Text & Language)	2	7.4%
Science, Math, Computers (Scientific Inquiry)	0	0%
Media, Visual Arts, Drama (Expressive Arts)	0	0%
Environmental Studies	0	0%
Liberal Arts/Interdisciplinary Study <i>(this category includes alumni who chose more than one primary area of study, or wrote in "Liberal Arts")</i>	2	7.4%
Education	5	18.5%
Business	0	0%
Native American Studies	0	0%
Total	27	100%

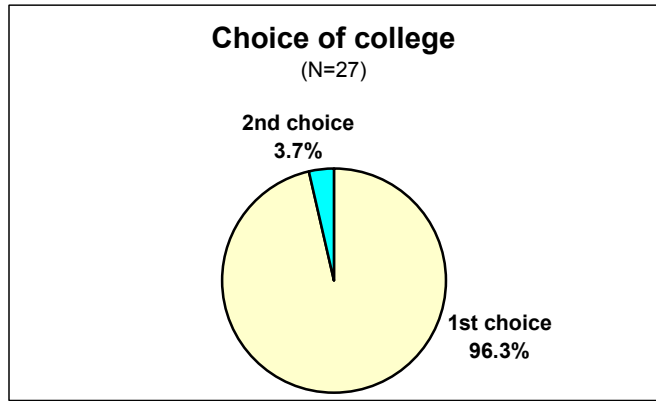
Academic Standing when first enrolled at evergreen

Slightly over 70% of the Tacoma alumni reported that they had first enrolled at Evergreen as junior-level students. Only 4% of the alumni reported being first enrolled at Evergreen as Freshmen.



Choice of College

When they applied for admission, Evergreen was the first choice of college for 96% of the alumni respondents. None of the Tacoma alumni indicated that Evergreen was a third or fourth choice of college.



First generation baccalaureate earners

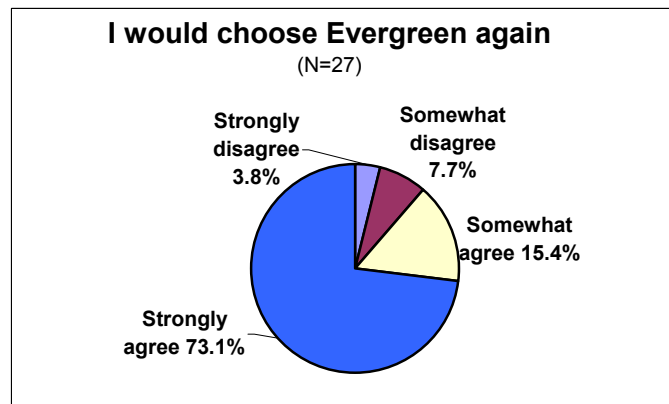


Among the 27 respondents 22 (82%) indicated that none of their parents earned a 4-year degree or higher.

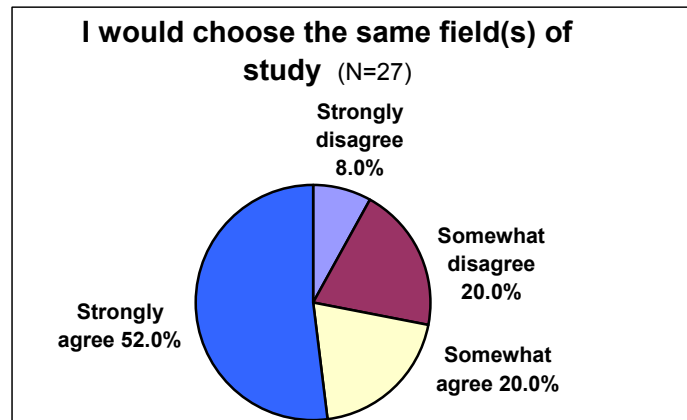
C. Alumni Satisfaction with Experience

Alumni indicated their level of agreement or disagreement for each of the next two statements on a four-point scale (1=strongly disagree, 2=somewhat disagree, 3=somewhat agree, 4=strongly agree). Average ratings for both questions fell on the “agree” side of the scale.

If they could start college over, 89% of the alumni agreed that they would choose to attend Evergreen.



If they could start over 72% of the alumni would choose the same field(s) of study.



- All 27 respondents earned BA degrees.

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*.

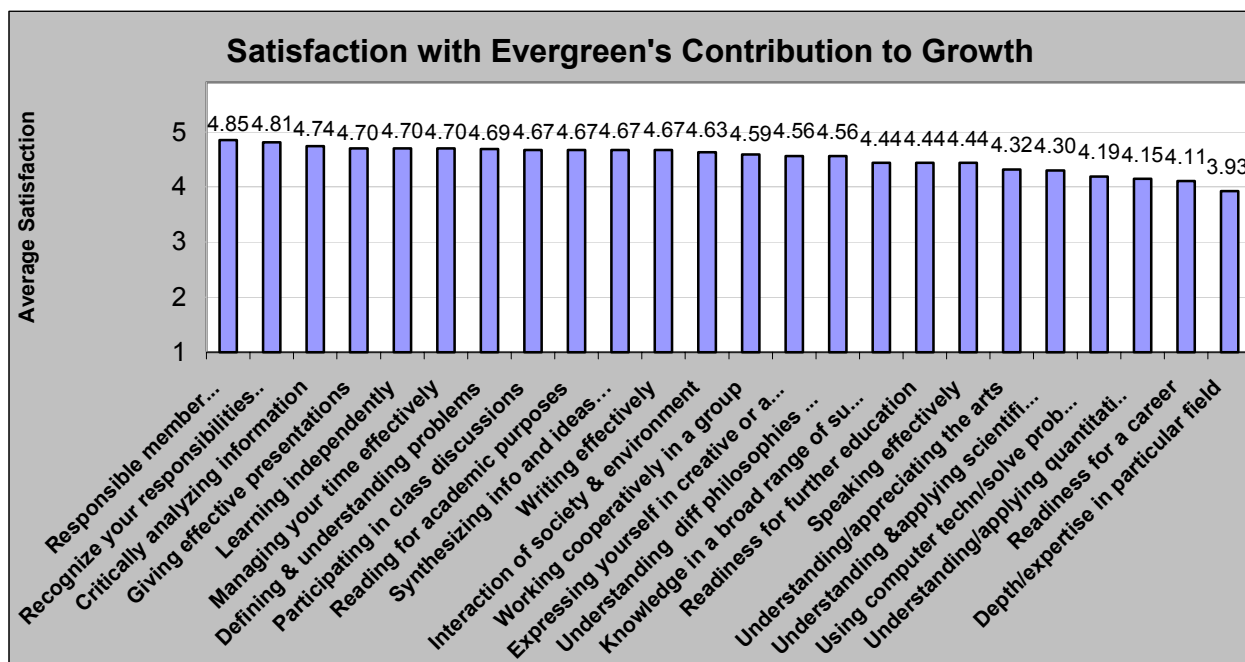
Overall, the alumni felt satisfied with their growth in all areas. In all 24 areas, over half of the alumni reported being *mostly* or *very satisfied* with Evergreen’s contribution (which were the top two ratings on the scale). The areas that received the highest percentage of *mostly* and *very satisfied* ratings were “critically analyzing written information” (96%), “functioning as a responsible member of a diverse community” (96%), “reading for academic purposes” (96%) and “recognizing your rights, responsibilities and privileges as a citizen” (96%). The areas that received the lowest percentage of *mostly* and *very satisfied* ratings were “depth or expertise in a particular field” (63%), “understanding and applying quantitative principles” (70%), and “Readiness for a career ” (70%).

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Critically analyzing information	0	0	3.7%	18.5%	77.8%	0
Functioning as a responsible member of a diverse community	0	0	3.7%	7.4%	88.9%	0
Reading for academic purposes	0	0	3.7%	25.9%	70.4%	0
Recognizing your rights, responsibilities and privileges as a citizen	0	0	3.7%	11.1%	85.2%	0
Giving effective presentations	0	0	7.4%	14.8%	77.8%	0
Learning independently	0	0	7.4%	14.8%	77.8%	0
Managing your time effectively	0	0	7.4%	14.8%	77.8%	0
Participation in class discussion	0	0	7.4%	18.5%	74.1%	0
Synthesizing information and ideas from many sources	0	0	7.4%	18.5%	74.1%	0
Understanding different philosophies and cultures	0	0	7.4%	29.6%	63.0%	0
Understanding the interaction of society and the environment	0	0	7.4%	22.2%	70.4%	0
Defining and understanding problems	0	0	7.7%	15.4%	76.9%	1
Expressing yourself in creative or artistic ways	0	0	11.1%	22.2%	66.7%	0
Knowledge in a broad range of subjects	0	0	11.1%	33.3%	55.6%	0
Speaking effectively	0	0	11.1%	33.3%	55.6%	0

Academic Areas	1 Not at all satisfied	2 Little satisfaction	3 Somewhat satisfied	4 Mostly satisfied	5 Very satisfied	N missing
Writing effectively	0	0	11.1%	11.1%	77.8%	0
Understanding and appreciating the arts	0	0	12.0%	44.0%	44.0%	2
Working cooperatively in a group	0	0	14.8%	11.1%	74.1%	0
Readiness for further education (graduate, professional, or doctoral)	0	7.4%	11.1%	11.1%	70.4%	0
Using computer technology to present work, find information, or solve problems	0	0	22.2%	37.0%	40.7%	0
Understanding and applying scientific principles and methods	0	0	25.9%	18.5%	55.6%	0
Readiness for a career	0	3.7%	25.9%	25.9%	44.4%	0
Understanding and applying quantitative principles	0	0	29.6%	25.9%	44.4%	0
Depth or expertise in a particular field	3.7%	7.4%	25.9%	18.5%	44.4%	0

Note: the number of respondents varies for a few academic areas, since some alumni skipped questions or felt an area was not applicable to their experience.

The average satisfaction rating for each academic area was calculated and the results are presented in the next chart. The average ratings for each academic area fell above the *somewhat satisfied* point on the scale.



Note: Satisfaction was rated on a five-point scale where 1=not at all satisfied, 2=little satisfaction, 3=somewhat satisfied, 4=mostly satisfied, and 5=very satisfied.

Work-related skills and abilities

Alumni rated their skill levels in a series of work-related activities. Then the alumni who rated their skill levels also rated how well the education they received at Evergreen prepared them in each area. The following table provides the frequencies of the alumni responses about their work-related skills. The most common rating category for each work-related skill is presented in bold print for emphasis.

Work-Related Skills	Your level of skill					Preparation from your Evergreen education		
	1= Poor	2= Fair	3= Good	4= Excellent	N/A	Not at all	To some extent	A great deal
Organize and conduct work effectively (N=26)	0%	3.8%	30.8%	65.4%	0%	4.2%	50.0%	45.8%
Work in a culturally diverse environment (N=27)	0%	7.4%	18.5%	70.4%	3.7%	0%	16.7%	83.3%
Effective communication skills (N=27)	3.7%	0%	48.1%	48.1%	0%	0%	20.0%	80.0%
Creative thinking skills (N=26)	0%	0%	46.2%	53.8%	0%	0%	29.2%	70.8%
Decision-making ability (N=27)	0%	0%	55.6%	44.4%	0%	0%	41.7%	58.3%
Independence and initiative (N=27)	0%	0%	33.3%	66.7%	0%	4.0%	36.0%	60.0%
Leadership (N=27)	3.7%	3.7%	44.4%	48.1%	0%	0%	24.0%	76.0%
Negotiating skills (N=27)	0%	7.4%	55.6%	37.0%	0%	0%	52.0%	48.0%
Research skills (N=26)	0%	11.5%	46.2%	42.3%	0%	0%	29.2%	70.8%
Willingness and aptitude to learn new skills (N=27)	0%	3.7%	33.3%	63.0%	0%	4.0%	36.0%	60.0%

Note: The number provided by each item reflects the number of alumni who rated their initial skill level; the number varies for some skill areas, since some alumni skipped questions.

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 if an educational experience did not apply to them.

Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Evergreen's interdisciplinary approach to education	100	0%	0%	18.5%	81.5%	0
Narrative evaluations written by faculty	100	0%	7.4%	11.1%	81.5%	0
The quality of instruction	100	0%	3.7%	22.2%	74.1%	0
Quality of learning interaction with other students, for example, in seminars	100	0%	0%	33.3%	66.7%	0
The education you were able to construct as an Evergreen student	100	0%	0%	22.2%	77.8%	0
Tolerance and respect shown for different or opposing viewpoints	100	0%	3.7%	29.6%	66.7%	0
Academic advice from faculty	100	0%	3.7%	33.3%	63.0%	0
Opportunities for advanced undergraduate work at Evergreen	93	4.0%	20.0%	36.0%	40.0%	0
Self-evaluation process	100	0%	3.7%	37.0%	59.3%	0

The following table shows how many students participated in special learning opportunities while at Evergreen. Alumni who participated then rated their satisfaction with the experience. For alumni who had participated in these learning opportunities, *very satisfied* was the most common response category.

Educational Experiences at Evergreen	% Participated	1= Very Dissatisfied	2= Somewhat dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Culminating senior experience (capstone, thesis, or senior summative self-evaluation)	80.8%	0%	4.8%	33.3%	61.9%	1
Community service or volunteer work	65.4%	0%	0%	47.1%	52.9%	1
Contracts and other individual work with faculty	61.5%	6.3%	0%	37.5%	56.3%	1
Internships	23.1%	0%	0%	33.3%	66.7%	1
Study abroad	3.8%	0%	0%	0%	100%	1

For students who participated in each activity, the most common response was that they were *very satisfied*. “Study abroad” was the most satisfying experience for those who participated, but only one alum participated in this activity. Evergreen’s “interdisciplinary approach to education” and “narrative evaluation by the faculty” were the highest in satisfaction of the common Evergreen experiences. 24% of alumni were dissatisfied with “Opportunities for advanced work at Evergreen”.

D. Satisfaction with Campus Resources

Alumni respondents also rated their level of satisfaction with ten campus support resources. They used a four-point scale to rate their level of satisfaction (*1=very dissatisfied* to *4=very satisfied*); or, they could check a box indicating that they *did not use* a particular service. 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 level of satisfaction most often reported for each service.

Campus Resources at Evergreen	Used Resource	1= Very Dissatisfied	2= Somewhat Dissatisfied	3= Somewhat satisfied	4= Very satisfied	Missing N
Computer Center/CAL	88.4%	0	4.3%	39.1%	56.5%	1
Financial Aid Office	81.4%	4.5%	9.1%	31.8%	54.5%	0
Academic Advising/Prime Time	62.9%	11.8%	11.8%	29.4%	47.1%	0
Evergreen Library	57.6%	20.0%	20.0%	33.3%	26.7%	1
Media Services/Media Loan/DIS	48.1%	7.7%	15.4%	30.8%	46.2%	0
Counseling Center	23.0%	33.3%	50.0%	0	16.7%	1
Writing Center	22.2%	33.3%	16.7%	33.3%	16.7%	0
Quantitative Reasoning/Math Center	20.0%	40%	20.0%	0	40.0%	2
Health Center	11.5%	33.3%	33.3%	33.3%	0	1
CRC/Athletics/Recreation Programs	11.1%	66.7%	33.3%	0	0	0

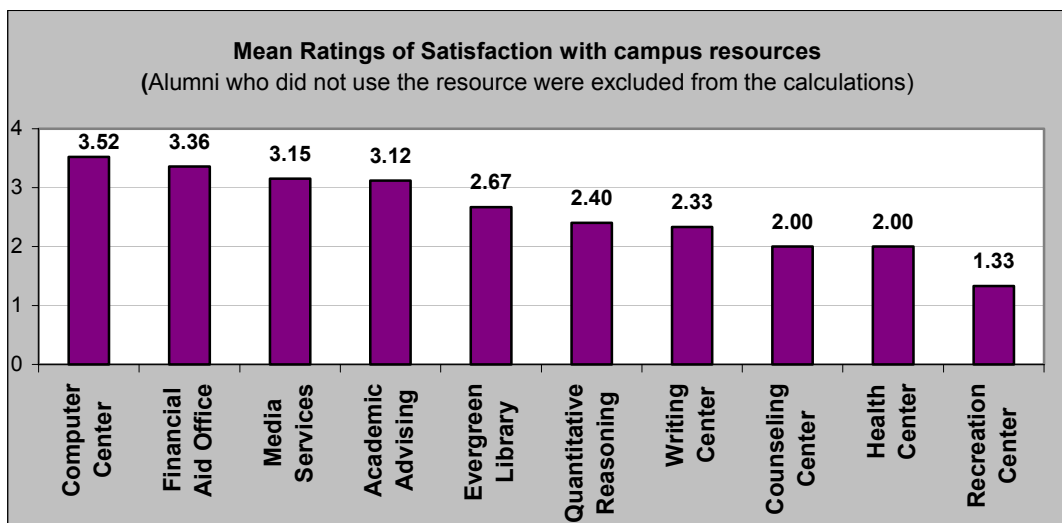
The Evergreen Computer Center and the Financial Aid Office were the most commonly used resources by this group of alumni.

- Computer Center: 88% used this resource, and of those who used it a total of 96% were either *somewhat* or *very satisfied*.
- Financial Aid Office: 81% used this resource, and of those who used it 86% were either *somewhat* or *very satisfied*.

The College Recreation Center/Athletics/Recreation Programs and the Health Center were the least used resources by the respondents of this survey.

- CRC/ Athletics/Recreation Programs: 11% used this resource, and all those who used it were either *very dissatisfied* or *somewhat dissatisfied*.
- Health Center: 12% used this resource, and of those who used it 67% were either *very dissatisfied* or *somewhat dissatisfied*.

Average satisfaction ratings were computed for each campus resource, excluding the alumni who indicated that they had not used a specific service. Of the alumni who had used a service while they were Evergreen students, the Computer Center received the highest average rating of satisfaction. The Recreation Center was the resource that received the lowest mean score. Mean scores are presented in the following chart:



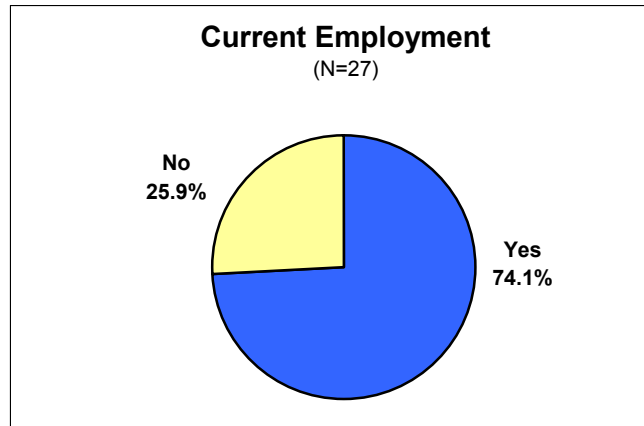
Note: Satisfaction was rated on a four-point scale where 1=very dissatisfied, 2=somewhat dissatisfied, 3=somewhat satisfied, and 4=very satisfied.

Career Development Office

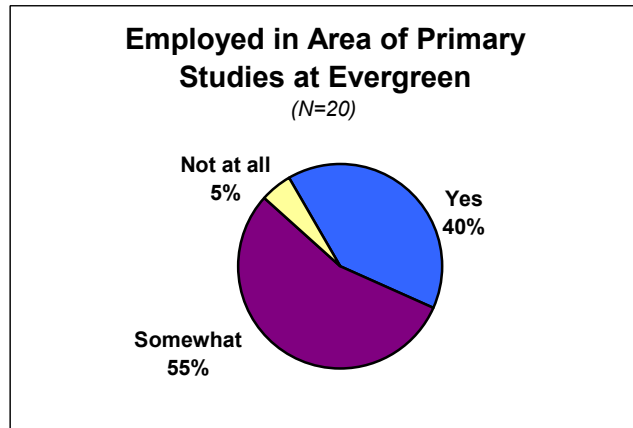
Two of the Tacoma alumni had contacted the Career Development Office for *help in finding a job after graduation*. One thought that the contact was not helpful, and the other found it somewhat helpful. One Tacoma alum contacted the Career Development Office for *help in learning about and/or applying for graduate or professional school*, that student found it somewhat helpful.

E. Alumni Employment Data

74% of the Tacoma program alumni reported that they were currently employed one year after graduation from Evergreen compared to 84% of all alumni respondents.



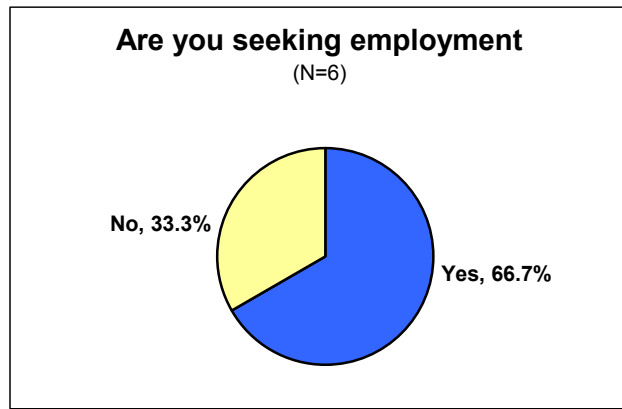
Of the employed Tacoma alumni, 95% were employed in an area that was at least somewhat related to their area of primary study at Evergreen.



Employed alumni were asked to indicate which of the following characteristics described their employment and other life activities. The table provides the percentage of alumni respondents who indicated that each characteristic applied to their current circumstances.

Employed full-time	80%
Employed part-time	20%
Employed on a temporary basis	5%
Self-employed/own business	5%
Seeking new or different employment	10%

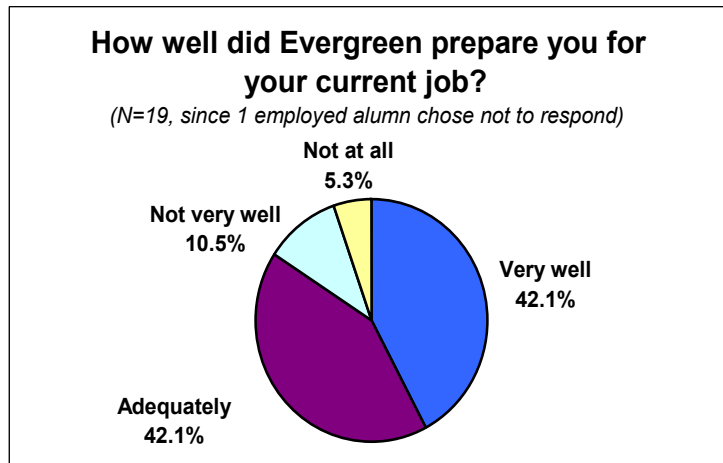
Two thirds of unemployed Tacoma alumni indicated that they were seeking employment.



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

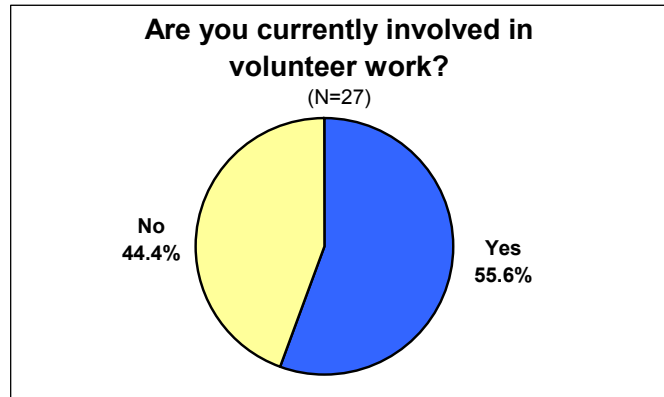
Type of Employment Category	N=20 employed alumni
Community and Social Service	35.0%
Education/Library	25.0%
Business Management	10.0%
Health Care Practitioner	10.0%
Business Operations	5.0%
Legal Occupations	5.0%
Office/Administrative Support	5.0%
Sales	5.0%

84% of the alumni felt that their Evergreen experiences prepared them *adequately* or *very well* for their current employment.



Volunteerism

56% of the Tacoma alumni were involved in volunteer activities one year after graduation compared to 34% of all alumni respondents



Describe type of volunteer work

Alumni were asked to indicate whether they were involved in volunteer work. Then they were asked to describe the type of volunteer work they were involved in. Among the 15 alumni who responded “yes” to that question 12 described the type of volunteer work they did. Three alumni indicated that they were involved in volunteer work but chose not to give any work description. Respondents wrote in more than one type of volunteer work. Tacoma alumni volunteered in various types of work: Social Service or Public Health (6), Social Justice Advocacy and Action (1), Education (2), Ecological/Environmental Advocacy and Action (1), religious groups/organizations (2), Neighborhood/Local Events (1), and Arts/Music/Media/Museums (1).

F. Graduate or Professional School

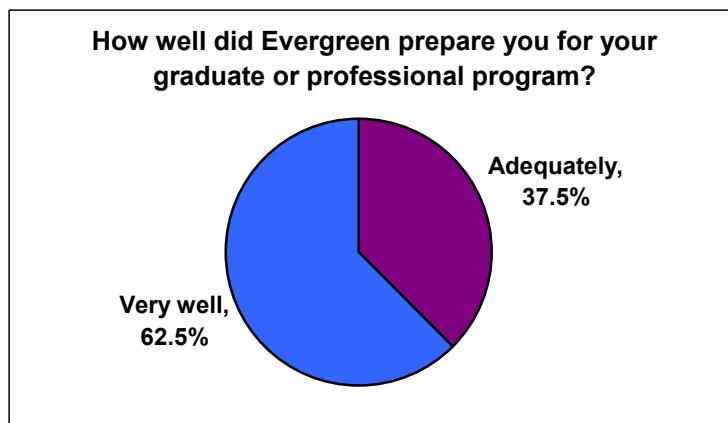
46% of Tacoma alumni applied to graduate/professional school within one year. Of the 12 alumni who applied eight had been offered admission (66.7%) and two applications are still pending. Two have been denied thus far.

Of the 26 Tacoma alumni who responded, 8 attended or are currently attending graduate or professional school within one year of graduating from Evergreen. All the 8 alumni were seeking Master’s degrees in Washington. Tacoma alumni were completing their graduate-level studies at City University, Antioch University, University of Washington, The Evergreen State College, Western Washington University, and Seattle University. This rate of 31% of alumni going directly to graduate school within one year is higher than the 21% of all Evergreen alumni respondents who entered graduate school within one year of graduation.

Field of graduate study	N	Percentage
Business, management, Marketing, and Related Support Services	2	25.0%
Social Service Professions	2	25.0%
Architecture and Planning	1	12.5%
Family and Consumer Science	1	12.5%
Public Administration	1	12.5%
Social Science	1	12.5%

Of the 14 Tacoma alumni who have not applied to graduate school, nine indicated that they intend to in the future.

All 8 of the alumni who were in graduate school felt that Evergreen had prepared them *adequately* or *very well* for their advanced programs.



G. Special Strengths Developed at Evergreen

Alumni were asked an open-ended narrative question in which they described special strengths or skills they developed at Evergreen that were especially useful in their current endeavors. 81% of the Tacoma alumni (N=22) wrote in a response to this question. Tacoma alumni frequently mentioned diversity awareness/respect for different people and ideas, research skills, personal growth, critical and analytical thinking ability, reading/writing/listening skills, speaking/oral communication skills, and group work/networking skills.

The alumni comments are presented in the table below; they have been reviewed to remove any details that could potentially identify an individual respondent.

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

“Culture and African American Teachings”

“Diversity Experience”

“I believe I gained a lot in communications. I also have great abilities to stand up for what I believe in.”

“Reading skills, working in a group, analyzing problems and problem solving.”

“Writing, public speaking, research, working with diverse population”

“Greater understanding of other cultures & philosophies- problem solving and seeing the possible instead of the impossible!”

“(1) Group work / Team work (2) Quantitative Research (3) Community work projects”

“Developed team strategies by working as a team with my co-workers. Communication skills and paying attention to diversity of different cultures, prioritizing my work, being open to judgments / decision making strategies.”

“Communication via writing, technology research coop. learning setting”

“Learning self-confidence, and how to work with different ethnic groups.”

“Listening skills, confidence self-esteem, writing skills, all have improved since my undergraduate years.”

“Diversity, social policy and racism.”

“As a result of my education I am able to present a well rounded presentation that includes holistic healing approaches toward the mind, body, and soul. As a result of my education on social movements I am able to use western resource extraction, use, and wastes methods as model for societal addiction leading to an awareness of not only addiction on an individual level, but also on a societal level through media persuasion and propaganda. my pt have a clearer idea of self, how that self was created and more importantly; the effects and factors of their environment that helped create the addiction also. my pt's report a clearer picture of personal sense of place and the one(s) they occupy in their head, family, neighborhood, and world.”

“Being exposed to a culturally diverse environment at Evergreen has improved my ability/ skills to work with all people I come in contact within the community & as a case worker. I also improved greatly in my communication skills.”

“Independent and critical thinking, self motivation, research methods.”

“A much broader focus on multi cultural/ism/ white privilege issues both social and personal. Intellectual discourse with my seminar groups. Coordinated studies abilities.”

“I learned more to be the leader that I had always been but I also learned new ways to improve myself and to constantly question”

“Presentations, public speaking, and media”

“The ability to conduct effective research on the internet.”

“Research methods class prepared me for graduate level research using proQuest. I also was prepared for writing a lot such as we did at Evergreen.”

“Using critical thinking on a regular basis- analyzing data for origin- substance working in-depth in a culturally diverse society”

“Reading with discernment. Looking for the story behind the story. Who has the power to help me get done. What is needed to find the popular consensus. The Education I received at Evergreen "T" has helped me in my personal life.”

H. Recognition of Special Individuals

In an open-ended narrative response question, all alumni respondents from the class of 04-05 were asked if there were particular individuals that made a special contribution or genuine difference to their educational or personal growth at Evergreen. Among the 27 Tacoma alumni respondents 85% (N=23) wrote in a response to this question. They identified individual faculty and staff members that made special contribution to their growth. The list also included staff members from a variety of campus offices and support services. The list of the comments are provided in the next table. Comments have been reviewed to remove content that could identify the alumni respondent.

Were there particular individuals (e.g. faculty or staff members), or services that made a special contribution or genuine difference to your education or personal growth at Evergreen?

“Dr. Joye Hardiman!”

“I believe that not having to stress over taking test every week was the greatest help, and I loved all but one of my instructors. They were very helpful.”

“Dr. Duke Kuehn (Tacoma)”

“Artee Young- My advisor- She knows a lot about law and has helped me with applying for law school.”

“The faculty at Evergreen Tacoma were superb. Tyrus Smith, Gilda Sheppard, Dr. Hardiman, Dr. Young, & Dr. Laners - taught me more in two years than I had learned in a lifetime. Their guidance was life altering.”

“Dr. Artee Young is a gem to Evergreen. Her depth and broad knowledge is amazing. Her passion for change, equality and legal issues are infectious.”

“Dr. Artee Young, Dr. Joye Hardiman, Duke Kuehn”

“All staff/ Faculty played a major role in my learning experience”

“Advisors/ faculty”

“Dr. Willie Parson, Dr. Tyrus Smith at Evergreen in Tacoma”

“Dr. Artee Young, Dr. Barbara Laners, Dr. Tyrus Smith, Carl Waluconis”

“The entire faculty: Dr. Duke Kuehn, Dr. Parsons, Professor Laners - the entire faculty were very encouraging and supportive.”

“The entire staff including maintenance, front office, and all faculty was incredible in my education. Also my fellow students and families. Dr.'s Willie Parson, Gilda Sheppard, Carl Waluconis, Tyrus Smith, Barbara Laners.”

“Dr. Tyrus Smith and Dr. Gilda Sheppard”

“Joye Hardiman, director at the Tacoma Program. Tom Mercado at Student Services.”

“Dr. Artee Young my personal advisor and seminar group leader. Carl Waluconis my "Living the Arts" teacher”

“Hirsh Diamant, Nancy Cordell”

“Dr. Willie Parson, Dr. Lowell Kuehn, Dr. Barbara Laners, Dr. Artee Young”

“Dr. Tyrus Smith, Dr. Joye Hardiman, and Luversa Sullivan”

“Professor Carl Waluconis helped me to become a confident writer.”

“Some professors and other students”

“Dr. Artee Young, Prof. Carl Waluconis, Dr. Tyrus Smith, Prof. Barbara Laners, Laurie Arnold, Dr. Hardiman”

“Access Services disability center helped a lot but the books were often LATE (sometimes by 3 weeks). The writing tutor helped greatly - once one got there all the instructors were great.”

I. Alumni Recommendations

74% of the Tacoma alumni respondents (N=20) suggested things they would change about Evergreen or their experiences at Evergreen. Tacoma alumni mentioned things they would change about Evergreen itself such as more partnership and communication with Olympia campus and its resources, more options at the Tacoma campus (Master's program,) and improved access to student resources (such as the Library, Financial Aid, the Bookstore, Media center and, food service). They also mentioned the need to advertise the college more, have Master's program off-campus in King County and Seattle. They also identified the need for media training, better preparation for graduate studies and more structure in Lyceum.

The next table lists their recommendations. Again, comments have been reviewed to edit out detail that could identify an individual respondent.

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

“Better partnership and communication with Olympia and its resources.”

“I would have a library on campus and counselors.”

“Master's programs, better resources such as library!!!”

“Group projects were frustrating and unrealistic for working adults commuting from many different cities--hard to meet and accomplish projects. Strong students carried the group--less motivated students hung in the shadows.”

“I should have picked some sort of area to focus on.”

“Tacoma campus needs a better connection to Olympia. Needs library, financial aid office. Media lab was only accessible when a specific person was there, and only by appointment. Not very useful.”

“We were not prepared to take a GRE test to advance into a Master's program.”

“Nothing, it's an excellent program. It would be nice to have an off-campus site for the master site in King County.”

“The evaluation system being transferred to grading/GPA, which would allow easier transition to grad school.”

“More media training = better presentation skills!”

“Provide more resources for the Tacoma campus (e.g. library and food services).”

“I would like the opportunity to continue learning at Evergreen.”

“A library at the Tacoma campus. A career development staff at the Tacoma campus.”

“A little more formal structure to Lyceum; sometimes my instructors were under-prepared or winging it. More small group skills--teaching and practice with small group process work. Group dynamics [are] core to "community-based learning," [but we] never touched on these skills.”

“I would want to see the college advertise more. Very few people in Tacoma know where the campus is located.”

“More involvement with other campuses and some of the organizations that were in Olympia. Tacoma was not involved in a lot of the events that went on that represented the entire school.”

“I would change my emphasis from social work to public administration”

“I would add a campus in Seattle with full library and media center, cafeteria, and book store. Also gym to swim and workout in.”

“At the time (although I've since moved), a location in N. King County would have been very helpful. Somehow provide a more cohesive connection between the Olympia campus and satellites--we seemed to be somewhat isolated from the "college.””

“Better access to the services that are on main campus. On-site help to explain how to get the help needed over internet or by phone (not just Laurie, she has a thousand other things to do).”